



PROVINCIAL LAIS SUMMIT REVIEW

FINDINGS AND INTERVENTIONS FOR 2010 AND BEYOND

THEME

**“REFOCUSING OUR COLLECTIVE ACTION FOR
IMPROVED LEARNER PERFORMANCE”**



Province of the Eastern Cape

Provincial LAIS Summit Resolutions 9 & 10 December 2010

SUMMIT OBJECTIVES:

The objectives of the summit are as follows:

- To reflect on the resolutions that were taken in 2009 and be able to assess progress in accomplishing those resolutions, with the aim of:
 - Sharing best practices across the 23 districts,
 - Consolidating and reinforcing what has worked,
 - Identifying what has not been accomplished, re-strategise and re-focus our energies towards the agenda for the attainment of the education outcomes for all.
- To use the outcomes of the LAIS Review Summit to formulate a framework that will ensure synergy and synchronized program of action flowing from the Provincial LAIS Programme of Action which will permeate to district improvement plans and in turn must translate into Circuit and School Improvement Plans.
- All signatories to the quality learning and teaching campaign to report on their contribution towards improved environment of teaching and learning.
- To ensure effective monitoring and evaluation through quarterly reviews through the Provincial QLTC structure, which will be operating as a reference group.

RESOLUTIONS

1. STRENGTHENING MANAGEMENT AND GOVERNANCE

STRENGTHENING MANAGEMENT AND GOVERNANCE						
Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Time Frame	Responsibility
1. Ineffectual leadership resulting in dysfunctional schools.	<ul style="list-style-type: none"> Propose amendment to the legislation governing appointment of principals 	<ul style="list-style-type: none"> Proposal for the amendment of legislation was submitted in a meeting with the national Legal Advisor – Advocate Boshoff. The matter has been tabled in one of the HEDCOM meeting and in the CEM. The decision is that this matter will be included in the Basic Education Amendment Bill of 2011 which is currently being developed. 	<ul style="list-style-type: none"> Contestations around appointments continue due to inconsistent application of policy 	<ul style="list-style-type: none"> A guideline issued by the national legal section on how to deal with the normally contested issues around appointments. Finalisation of the amendment within the academic year. 	June 2011	HOD, CD: IMD&G, Legal service, CD: SMME
	<ul style="list-style-type: none"> In the meantime advocate and empower SGBs on appointments and management of cultural stereotypes 	<ul style="list-style-type: none"> On a continuous basis the EDOs are empowering panels before they sit for appointments, 	<ul style="list-style-type: none"> A lot needs to be done as Districts are at different levels with regard to the handling of appointments by SGBs at school level. 	<ul style="list-style-type: none"> All districts to ensure uniform application of policy on this matter and train panels accordingly 	Quarterly	CD: IMD&G, CD: HRM&D, CD: District Co-ordinaiton
	<ul style="list-style-type: none"> Clear and structured programme for newly appointed Principals to be developed and implemented in all districts 	<ul style="list-style-type: none"> A programme for induction of school principals is conducted by EDOs and other relevant sections in the districts, once principals are appointed. The IDS&G unit in conjunction with the Institute (ELI) are currently developing modules that will assist districts on critical areas of management and leadership development including the issue of induction. 	<ul style="list-style-type: none"> Not all districts are inducting principals as expected 	<ul style="list-style-type: none"> IMD&G and Institute to develop a module with a clear and structured programme to be used by all EDOs to induct newly appointed principals 	By end of March 2011	IMD&G & ELI, CD: EPS, CD: CM, CD: HRM&D

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	<ul style="list-style-type: none"> • EDOs implement the mentoring and coaching programme as trained, to support school principals 	<ul style="list-style-type: none"> • All EDOs were trained on mentoring and coaching and are implementing the mentoring and coaching programs for school principals. The degree of success differs from district to district and from EDO to EDO within a particular district. 	<ul style="list-style-type: none"> • Second leg for the Mentoring and Coaching programme for the EDOs not yet implemented – the application of the model 	<ul style="list-style-type: none"> • Urgently engage NMMU to complete the cycle of training for the EDOs 	Jan – Dec 2011	IMD&G
	<ul style="list-style-type: none"> • On-going in-service training programme to promote collegiality to be developed jointly between DoE and Labour after thorough needs analysis (including programme for empowerment of Site Committees). 	<ul style="list-style-type: none"> • This matter is taken care of through the Skills Development Committee where Labour is participating and priorities for the HRD strategy are determined there and budgets negotiated accordingly 	<ul style="list-style-type: none"> • Absence of role modeling, vision and leadership skills amongst existing principals in underperforming GET and FET schools 	<ul style="list-style-type: none"> • Intensive residential training for principals, mentoring and coaching, twinning with good schools for practical application. 	Jan – Nov 2011	IMD&G & ELI, CD: Co-ordination
	<ul style="list-style-type: none"> • Expose all underperforming schools to legislation dealing with incapacity and poor performance. 	<ul style="list-style-type: none"> • Letters have been issued 494 underperforming senior secondary schools and their EDOs to account. 	<ul style="list-style-type: none"> • Poor monitoring of implementation of school improvement plans. 	<ul style="list-style-type: none"> • Invoke Schedule 16 of EEA if no improvement is evident. 	From Jan 2011 onwards	IMD&G, DDs & LR
	<ul style="list-style-type: none"> • Develop a succession plan for management and leadership. 	<ul style="list-style-type: none"> • New objective 	<ul style="list-style-type: none"> • No structural plan for succession at school level. 	<ul style="list-style-type: none"> • A clear and structured programme for grooming the next level of principals – Deputy Principals and HODs 	From Jan 2011 onwards	IMD&G, ELI & CD: District Coordination, CD: HRM&D, DDs
			<ul style="list-style-type: none"> • Involvement of communities of underperforming schools in the development of SIPs. 	<ul style="list-style-type: none"> • Ensure that education is an agenda item in all community meetings and imbizos to ensure parental and community support to schools. 	From Jan 2011 onwards	EDOs & Principals, CD: District Coordination.

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				<ul style="list-style-type: none"> • Hold open days where parents view learners' work (Grade parents' meetings) 	From Jan 2011 onwards	EDOs & Principals, District Coordination.
				<ul style="list-style-type: none"> • Districts to use DEFs and QLTC structures to mobiles ward councillors to support schools 	From Jan 2011 onwards	District Directors, CD: District Coordination, Community Liaison.
				<ul style="list-style-type: none"> • Empower RCLs to ensure that learners are actively involved in institutionalizing positive discipline in schools 	From Jan 2011 onwards	IMD&G & DDs
2. Lack of proper planning aligned to the vision of the DoE at district and school level	<ul style="list-style-type: none"> • Empower Principals to plan (SDP) and envision where their schools should go. Imbewu modules on Vision Crafting still relevant. Timing of the planning process to be managed for development of meaningful SDPs 	<ul style="list-style-type: none"> • All districts developed their LAIS intervention programs aligned to the LAIS Programme of Action that was launched on 07 Jan 2010. • Schools developed SDPs/SIPs but these were not necessarily of good quality and aligned to other levels • Also, as part of the implementation of this resolution all districts were asked to have LAIS REVIEW Summits where all the stakeholders were involved. • A clear format was given to all the districts in order to standardize the process. These culminated into 	<ul style="list-style-type: none"> • Disjuncture between the financial year and the academic year in the planning cycle 	<ul style="list-style-type: none"> • Planning cycle to start in September to ensure maximum participation and adequate time to align planning for the different levels. • After the submission of summative evaluation scores EDOs would then assist schools to do their SDPs/SIPs informed by the PGPs and complete alignment across the different levels would be ensured. 	Feb 2011 By end Jan 2011	CD:SMME, CD; IMD&G, District Coordinators. CES : IMD&G, CD: District Coordination, DD

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		Cluster LAIS REVIEW Summits which will feed to the Provincial LAIS REVIEW SUMMIT where a departmental LAIS Programme of Action will be developed.				
3. Dealing with compliance issues	<ul style="list-style-type: none"> Appoint Principals as Accounting Officers with clear delegations of authority 	<ul style="list-style-type: none"> All principals have been accordingly appointed as Accounting Officers by the EDOs and a standard template was provided for that purpose. 	<ul style="list-style-type: none"> The implications of the delegations were not fully explained to the principals 	<ul style="list-style-type: none"> Re-issue delegation for principals for 2011. Continuous support, mentoring and coaching of principals to be an ongoing process Head Office to sample and assess impact of the implementation of the resolution across the province. 	Jan 2011 Jan – Nov 2011 April – March 2012	CCDs/DDs/IMD&G CCDs & DDs IMD&G & DDs
	<ul style="list-style-type: none"> Appoint EDOs with clear delegations of authority 	<ul style="list-style-type: none"> All EDOs have been appointed as Responsibility Managers for a cluster of schools as per individual correspondence dated 12 January 2010. 	<ul style="list-style-type: none"> Some EDOs felt the delegation letter was making EDOs panacea to the problems of the Department 	<ul style="list-style-type: none"> Re-issue delegations for EDOs for the next financial year. A programme for empowerment , clarification of roles and motivation of EDOs to be continuously developed and implemented as they are change agents. 	By April 2011 Jan 2011– March 2012	District Directors, District Coordination, CD: IMD&G. CCDs/District Directors & IMD&G.
	<ul style="list-style-type: none"> Institutionalize monthly circuit FINCOMs to enhance accountability for the utilization of budget and performance against the SDP 	<ul style="list-style-type: none"> All districts were given a guideline and templates for the institutionalization of CIRCUIT FINCOMs to enhance accountability. A random monitoring and evaluation that has been done by Head Office 	<ul style="list-style-type: none"> Not all circuits conduct FINCOMs and there are signs of over-expenditure and under-expenditure 	<ul style="list-style-type: none"> IDS&G and CESs: MANGO and DDs Finance in districts to re-convene evaluate, ensure that the gaps are bridged and monitor the process. 	Jan – Dec 2011	DDs/ IMD&G, CD: Finance.

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		indicates that out of the 23 districts only 5 districts are fully operationalizing the Circuit FINCOMs.				
	<ul style="list-style-type: none"> Strengthen internal audit at District Level to monitor and support financial management at school level 	<ul style="list-style-type: none"> The Audit Rectification Plan that has been developed accommodates this issue. Training of a core team at district level by KPMG will further strengthen the capacity of districts to support schools. 	<ul style="list-style-type: none"> The proposed monitoring system is not yet implemented across all the districts 	<ul style="list-style-type: none"> Districts to empowerment of School FINCOMs and accountability by principals 	Jan – Dec 2011	DDs/ EDOs, DD Finance.
4. Management of absenteeism and leave management	<ul style="list-style-type: none"> Weekly monitoring of attendance registers and reporting thereof to monthly Circuit FINCOMs as part of Performance Audit 	<ul style="list-style-type: none"> One of the LAIS projects was Monitoring Absenteeism and the districts have been monitoring this issue. A consolidated report showing trends is available 	<ul style="list-style-type: none"> Unofficial absenteeism is caused by ineffectual leadership and schools embark on gentlemen's agreement in taking leave of absence. 	<ul style="list-style-type: none"> Research on the issue and provide immediate solutions. Continuous support program on management of leave and consistent signing of attendance register. Code of conduct for educators should be adhered to and EDOs should ensure that policies are implemented. 	Jan – Dec 2011	HRM&D, SMME, CD: District coordination, Principals & EDOs
	<ul style="list-style-type: none"> Sample schools to monitor and support leave management 	<ul style="list-style-type: none"> EDOs and Head office teams visiting schools check this through the school visit monitoring instruments. 	<ul style="list-style-type: none"> The department has not been able to deal decisively with the non-management of leave at school level. 	<ul style="list-style-type: none"> HR sections at district level to visit and support schools to ensure compliance. 	Jan 2011 – March 2012	DDs/EDOs.

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5. Absence of team spirit within the SMT at school level.	<ul style="list-style-type: none"> SDPs to include programs for School Based Staff Development 	<ul style="list-style-type: none"> All schools have developed SDPs and School Improvement Plans. 	<ul style="list-style-type: none"> The quality and meaningfulness of some SDPs and SIPs remain a critical challenge. 	<ul style="list-style-type: none"> Set processes for maximum participation in development of SDPs and SIPs for ownership. DOE to develop a team building exercise for such schools. 	By end of Jan 2011	DDs/ IMD&G, CD: SMMEs
		<ul style="list-style-type: none"> The issue of School Based Staff Development remains a critical challenge for some schools, especially 	<ul style="list-style-type: none"> Most schools do not implement school based staff development programmes 	<ul style="list-style-type: none"> 1 hour per week must be dedicated to School Based Staff development. A collective agreement to regulate this practice must be issued out for the 2011 academic year. 	By 15 Jan 2011	IMD&G, CD: HRM&D, ELRC.
	<ul style="list-style-type: none"> Development and implementation of programmes to support SMTs on a regular basis 	<ul style="list-style-type: none"> Some training has been conducted targeting the 494 underperforming schools 2 training manuals have been developed to train SMTs in the underperforming FET schools on Instructional Leadership and FET principals will be trained on Strategic Planning and Leadership. The third training manual is a training of SMTs in GET schools especially those schools that are feeder schools to underperforming schools. 	<ul style="list-style-type: none"> The focus on FET schools is a self defeating strategy 	<ul style="list-style-type: none"> Training to include feeder school of underperforming schools. 	Jan – Nov.2011	IMD&G, ELI & DDs, CD: District Coordination and CD: HRM&D.

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	<ul style="list-style-type: none"> Roll out the Women In Leadership Programme to all districts 	<ul style="list-style-type: none"> In 2009/10 a program that focuses on empowering women in management and leadership was implemented in all the 3 Clusters and 890 women benefited. The program has been rolled out in 10 of 23 districts and 2900. Women have thus far participated. 	<ul style="list-style-type: none"> No challenges 	<ul style="list-style-type: none"> Provincial Launch of the WIML programme must culminate into a clear structured empowerment programmes for the women with clear indication of funds allocated for that purpose. 	Jan 2011 – March 2011	DDs & IMD&G
	<ul style="list-style-type: none"> Joint partnership programmes between Labour and DOE on empowerment and support programmes 	<ul style="list-style-type: none"> This matter is taken care of through the Skills Development Committee where Labour is participating and priorities for the HRD strategy are determined there and budgets negotiated accordingly. 	<ul style="list-style-type: none"> Non-alignment between WSP, DIPs and PGPs Lack of monitoring of impact of training Absence of synergy between what is happening within the SDC and PTT. 	<ul style="list-style-type: none"> Alignment of HRD strategy to PGPs, DIP and WSP Budget must be allocated accordingly Proper monitoring to assess impact of the training PTT and SDC must talk together. 	Jan – Dec 2011	SDC Chairperson, ELI, CCDs & IMD&G, CD: HRM&D.
			<ul style="list-style-type: none"> Poor attendance by trainees attributed to quality of the program. 	<ul style="list-style-type: none"> Use of accredited training programs and the Institute must bring together expertise to assist with the development of the modules. 	Jan – Nov 2011	SDC Chairperson, ELI, CCDs & IMD&G, CD: HRM&D.
6. School Safety remains a critical challenge for schools	<ul style="list-style-type: none"> Develop and strengthen the implementation of School Safety Programmes and strengthen partnership with Sister Departments (Health, Soc. Devpt, Safety & Liaison) 	<ul style="list-style-type: none"> There is improved collaboration with Safety & Liaison and SAPS to fight crime and violence in identified hot spots across the province. School Safety Structures have been empowered through the 	<ul style="list-style-type: none"> Appointment of security personnel Security due to moratorium on filling of posts a critical challenge for schools Uncontrolled access due to non-fencing of school property. 	<ul style="list-style-type: none"> Schools could use their allocation to pay stipend to SGB appointed watchmen in the meantime. 	Jan 2011 – Dec 2011	Principals/ DDs/ IMD&G/ Infrastructure

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		<p>Hlayiseka project to identify early warning signs, threats to safety and security and how to develop appropriate interventions.</p> <ul style="list-style-type: none"> • Peace Education Youth Camps have been convened in last year, Mthatha and Cofimvaba and the programme was affected by budget reprioritization in 2010. • At a national level the Torch of Peace campaign continues through the inter-provincial programme spearheaded by the MECs. 				
7. Maximizing contact time	<ul style="list-style-type: none"> • Collaboration between DOE and Labour Unions to address issues of management and professionalism at all levels. 	<ul style="list-style-type: none"> • Bilaterals with unions are happening on a continuous basis both at district and at head office level. 	<ul style="list-style-type: none"> • However, 2010 academic year has been beleaguered with lot of tensions and stance of non-cooperation with labour. This however is receiving attention both administratively and at political level. 	<ul style="list-style-type: none"> • Continued bilateral and engagements with unions will assist in resolving the areas of concern. 	Quarterly	Labor Relations @ MEC/SG and Districts (District Directors)
		<ul style="list-style-type: none"> • Some districts have initiated Relations By Objectives programme with their social partners and this has proved to be very effective in addressing relation challenges at district level. 	<ul style="list-style-type: none"> • The levels of cooperation and extent of relations with social partners are differing from district to district 	<ul style="list-style-type: none"> • All districts to take initiative in ensuring labour peace and environment of cooperation with all unions at that level 	Jan 2011 and ongoing	CCDs/ DDs

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	<ul style="list-style-type: none"> Issue out a circular to protect utilization of contact time 	<ul style="list-style-type: none"> No specific circular was issued out, however, Governance Manual addresses the utilization of contact time. 	<ul style="list-style-type: none"> Non- adherence by some schools despite numerous calls for such 	<ul style="list-style-type: none"> Development of a circular and monitoring of implementation. 	Jan 2011	CCD/DDs/ Principals
	<ul style="list-style-type: none"> Maximum allocation of responsibilities 	<ul style="list-style-type: none"> Staff establishment was issued out to schools for Educator allocation, however due to budget constraints not all posts were filled. 	<ul style="list-style-type: none"> The issue of personnel baseline remains a critical challenge There are still cases where educators are additional to post establishment and this remains a challenge for the department. 	<ul style="list-style-type: none"> Negotiations on post provisioning an ongoing matter 	End Jan 2011	HOD, CD: HRM&D.
8. Optimal utilization of resources	<ul style="list-style-type: none"> Clear audit trail in preparation for the audit processes/ development of the audit checklist 	<ul style="list-style-type: none"> An Audit Rectification Plan has been developed. Its implementation is closely monitored. Audit readiness programmes have been initiated. 	<ul style="list-style-type: none"> Competition between core business issues and corporate service issues. 	<ul style="list-style-type: none"> Strengthen district capacity to monitor audit outcomes for the department up to school level. 	Jan – Dec 2011	DDs & All relevant units @ H/O to support, CD: District coordination and CD: Finance, CD: IMD&G.
<ul style="list-style-type: none"> DISTRICT LEVEL 						
9. Weak Circuit Management	<ul style="list-style-type: none"> District Development Plans must be informed by Circuit Plans in turn informed by SDPs/SIPs 	<ul style="list-style-type: none"> All districts have District Development Plans which are informed by programs taking place in each circuit. These have not as yet translated into tangible Circuit Plans. The proposal for the institutionalization of Circuits in all districts has been tabled to the Organogram Review Task Team and adequately canvassed. 	<ul style="list-style-type: none"> No uniform way of implementing expected output at district level. The circuit office is virtual and not institutionalized. 	<ul style="list-style-type: none"> Institutionalisation of circuit management by fast tracking the organogram review. 	Jan 2011 – March 2012	DDG:IOM/CD:HR M&D

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		<ul style="list-style-type: none"> All districts have adopted the Multi-disciplinary approach to school visits and support using DBSTs and this is proving to be very effective. 	<ul style="list-style-type: none"> Non-filling of vacant posts and shortage of vehicles 	<ul style="list-style-type: none"> Funded vacant posts at district level must be prioritized 	April 2011 – June 2011	CFO/ CD:HRM&D/DDs
	<ul style="list-style-type: none"> Strengthen the EAP unit with respect to HR 	<ul style="list-style-type: none"> There is an Employee Health and Wellness strategy – has been there since 2009. This Strategy clearly outlines the intervention process in EAP cases. (P19).The challenge has since been :- Ownership of the strategy. Vigorous implementation of the strategy due to the non-existence of personnel in the EAP unit. The programme depends on the mercies of the caretakers particularly in the districts. 546 Principals in 9 districts CES MANGO/EDOs have gone through a training to equip supervisors, with skills to identify troubled employees and ensuring that these employees get assistance. This is in view of the fact that most of the time troubled employees are frequently absent from work and it would help if a Supervisor is able to identify such employees and refer them for assistance. 	<ul style="list-style-type: none"> Absence of this programme at district level although direly needed 	<ul style="list-style-type: none"> Fast track organogram review 	Jan 2011 – March 2012	DDG:IOM/CD:HR M&D

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	<ul style="list-style-type: none"> Empower EAP staff adequately to render the most needed service 	<ul style="list-style-type: none"> A proposal was made to the Organogram Review Committee proposing the establishment of a fully fledged Employee Health and Wellness Unit as suggested by DPSA. EAP staff is part of an Employee Health and Wellness Unit. 	<ul style="list-style-type: none"> There is no EAP staff to be empowered. The face of the Employee Health and Wellness caretaker changes now and again, it has since become <i>not</i> cost effective to train them 	<ul style="list-style-type: none"> The Department should consider establishing such an appropriately staffed unit. 	Jan 2011 – March 2012	DDG:IOM/CD:HR M&D
10. Integrated planning to support schools	<ul style="list-style-type: none"> Timeous issuing of staff establishment, transfers, paper budgets 	<ul style="list-style-type: none"> Negotiations on post provisioning already started. 	<ul style="list-style-type: none"> Delays in issuing staff establishment affect planning for the schools. 	<ul style="list-style-type: none"> Negotiations around declaration of posts basket must be timely completed. 	End Jan 2011	HOD, CD: HRM&D
		<ul style="list-style-type: none"> A strategy to effect stringent internal control measures necessitated that the Department abandons the direct transfer payment mode in favour of uploading through BAS. This necessitated that BAS entities be created for all schools wherein schools were asked to submit 1401s. However, since this has ultimately been accomplished the transfer for 2nd tranche will be smooth, except for those schools that have not submitted their Audited Financial Statements. At the time of preparation of this report of the 3248 S21 schools 2883 had already submitted their AFSs. 	<ul style="list-style-type: none"> Delays in transfers during 2010 were caused by the changes in the payment mode for transfers. Delays in transfers affect implementation of teaching and learning programs in schools. Audited financial statements from 365 S21 schools are still outstanding. Systems rejections and bank rejections are causing delays in transfer payments. 	<ul style="list-style-type: none"> Transfers to schools to be done according to schedule. Verify reasons and act accordingly. Schools to submit correct and complete information. Investigate systemic problems and make necessary interventions 	By 15 Dec 2010 End Jan 2011	Payment Services/ IMD&G

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		<ul style="list-style-type: none"> Paper budgets were issued timely in the previous year. 	<ul style="list-style-type: none"> Delays in issuing paper budgets: For the current year this was delayed by the finalization of budget figures for 2011/12. 	<ul style="list-style-type: none"> Department to finalize the reprioritization process in order to issue out paper budgets 	By 15 Dec 2010	EMIS/ IMD&G

2. SUPPORTING NCS IMPLEMENTATION

SUPPORTING NCS IMPLEMENTATION

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1. National promotion and progression regulations Grades 1 - 12	<ul style="list-style-type: none"> Request NDOE to clarify and send Grades 1 – 9 progression requirements on time Re-affirm Provincial Assessment Instruction on Grades 10 – 12 promotion requirements Provincial Assessment Roadshows in each district with Principals and district officials EDO conducts further meetings with SMTs where regulations are explained Integrated district teams led by EDOs/Curriculum Advisors quality assure schedules before being signed. 	<p>GET:</p> <ul style="list-style-type: none"> New GET Promotion and Progression requirements will be finalized in the revised NCS policy (CAPS) document. for 2011 <p>FET:</p> <ul style="list-style-type: none"> Assessment Instructions 13 and 45 of 2010 issued. District centralized SBA moderation took place as per Assessment Instruction 45/2010 between the 5 – 15 October 2010 focussing on SBA requirements for all 29 subjects. 	<ul style="list-style-type: none"> Poor culture of reading/ common understanding of assessment instruction. Age cohort progression. 	<ul style="list-style-type: none"> Directives for promotion & progression to be communicated in one document. National Review of promotion and progression Regulations as part of CAPS Closer collaboration with IDS&G, Curriculum, ESSS 	Directorates. GET/FET & Exams	Feb 2011
		DoBE			Jan – Nov 2011	
		District Directors			Jan – Dec 2011	

SUPPORTING NCS IMPLEMENTATION

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2. On-site monitoring and support	<ul style="list-style-type: none"> Joint collaborative planning involving 3 levels (HO, Districts & schools [SMTs]) for major monitoring e.g. school readiness Development of Year Plan for Monitoring at each level Re-affirmation of delineation of duties of managers at all levels (HO, Districts & schools [SMTs]) Development and/or confirmation of monitoring tools for different aspects of monitoring based on the time/purpose of visit. 	<ul style="list-style-type: none"> Achieved 	<ul style="list-style-type: none"> Exclusive usage of multi-disciplinary teams. No uniform understanding of monitoring. Lack of feedback to schools. Shortage of Subject / Learning Area advisors. Restricted access to classrooms as a result of non-cooperation. Shortage of teachers in schools. 	<ul style="list-style-type: none"> Follow up Multi-disciplinary teams with focus groups. Plan on-site support visit according to PCG 05 & 08. There has to be follow-up, feedback and support on identified issues. Uplift the provision of school support posts-split IP & SP personnel. Engage Social Partners and lift up with ELRC. Use of Subject Advisors for teaching as a stop-gap measure. Prioritize budget for the Core Business. 	<p>Head Office, Districts & Schools, CD: Curriculum, PCCC.</p> <p>CD: HRM&D, ELRC</p> <p>Head Office</p>	Jan – Dec 2011
3. Non-Compliance with and implementation of NCS policy	<ul style="list-style-type: none"> Ensure Principals, SMTs, District Officials interpret and apply relevant Chapter on Curriculum Management of the Principals' Manual On-site monitoring and evaluation of NCS implementation and roll out of workshop information at school / district level. Roles and Responsibility to be 	<ul style="list-style-type: none"> Achieved 	<ul style="list-style-type: none"> Non-compliance in respect of contact time. Non-compliance with SBA especially moderation. Lack of Learner Motivation & willingness. No daily preparation of lessons/not according to assessment standards. 	<ul style="list-style-type: none"> Intensify monitoring & supervision. Moderation must take place at all levels as stipulated by the policy. Apply promotion and progression regulations. Daily preparations by teachers in line work schedules and lesson plans. 	<p>District Directors Directorates GET & FET /</p> <p>District Directors Directorates</p>	Jan – Dec 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
	developed for each role player during on-site monitoring <ul style="list-style-type: none"> Develop Tools to be used for specific purposes 				GET & FET / District Directors Head Office / District Directors	
4. Teacher Capacity and Support	<ul style="list-style-type: none"> Workshops and capacity building to address: <ul style="list-style-type: none"> Content Gap Training & Support School Based Assessment Intensified monitoring, evaluation and support of roll out workshops at district level 	<ul style="list-style-type: none"> In collaboration with the ELI, Content Gap workshops for the following subjects: Physical Sciences; Agricultural Sciences, Life Sciences, Accounting, Geography. Life Orientation Career Guidance training for 391 teachers (from cluster B and C) and 24 Subject Advisors by PACE. 427 Mathematical Literacy Teachers trained by Bright Media In collaboration with the Office of the Premier GIS training took place for 24 subject advisors and rolled out to districts 30 Technical High school teachers trained in AutoCAD by AutoDesk in February 2010 and 31 teachers in Electrical Technology by NMMU in November 2010 70 teachers trained in Economics by the Council of Economics Educators 	<ul style="list-style-type: none"> Lack of information on teacher training needs. Lack of pre-service in new areas of content and subjects. Modus operandi to identify content knowledge gap is problematic. Inadequate expertise of Subject / Learning Area Advisors compromises teacher capacity. 	<ul style="list-style-type: none"> Intensify monitoring & supervision. Moderation must take place at all levels as stipulated by the policy. Apply promotion and progression regulations. Daily preparations by teachers in line with work schedules and lesson plans. Devise strategies to compile accurate teacher profile. Share available information on IQMS with other Sections 	Chief Directorates Curriculum/ EPS District Coordination Chief Directorates Curriculum/EP S District Coordination	Jan – Dec 2011 Jan – Dec 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
		during the September vacation <ul style="list-style-type: none"> • 105 learners, 15 teachers and 15 subject advisors trained in practical Film Making by Mandela Bay Pictures • Life Sciences teachers and Subject Advisors trained by SAASTE in biodiversity (2009) and rolled out to districts in 2010. 				
5. Transition of learners from GET to FET	<ul style="list-style-type: none"> • High school to link with feeder schools to determine needs • Career guidance to become essential at Grade 7 level • Learners choice of subjects at FET level (Grade 10) • Collaboration between FET and GET to decide on minimum needs and requirements i. t. o. subjects and levels to be attained at GET • Re-introduce standardized assessment in Grade 7. 	<ul style="list-style-type: none"> • Career Guidance expos held at district level e.g. Ulwazi Ngundoqo in Ngcobo • 24 subject advisors and 391 teachers trained in Career Guidance by PACE (certificated course) • Career Open Day held in Port Elizabeth on the 23 February 2010 • National Tourism Expos held in East London, Port Elizabeth, Mthatha and Queenstown on the 10 July 2010 for teachers and learners 	<ul style="list-style-type: none"> • Lack of joint planning & continuity. • The blame-game between GET and FET 	<ul style="list-style-type: none"> • Lack of joint planning & continuity. • The blame-game between GET and FET 	Districts & Schools	Oct – Dec 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
6. Access to ICT resources ICT in our schools & e-Education, e-Learning	<ul style="list-style-type: none"> Increase level of support to teachers and district officials. 	<ul style="list-style-type: none"> 42 e-Learning on-site support & monitoring visits to schools & district conducted by H/O 1071 eLearning on-site support & monitoring visits to schools conducted by Districts. 	<ul style="list-style-type: none"> No access to electricity and proper infrastructure. Poor skills base 	<ul style="list-style-type: none"> Fast track provision of basic resources Intensify training for new and existing ICT teachers/officials. Clustering of schools to share expertise and resources. 	1. Head Office / District :e-Learning	Jan – Nov 2011
7. Management of curriculum	<ul style="list-style-type: none"> On-site monitoring 	GET: <ul style="list-style-type: none"> Revived Learning Programme/Area Committees at District level. Head Office on-site District and School Monitoring on Curriculum coverage and compliance to Curriculum Policy completed for the 3 terms. FET: <ul style="list-style-type: none"> Circular 09 of 2009 entitled “Phase/learning area/subject Committees at schools (Grades R – 12) and PCG 03 of 2005 developed to assist in the management of subject committees These distributed to all district personnel for implementation in 2010 On-site visits to support and monitor curriculum officials at district level to monitor the implementation of these guidelines 	<ul style="list-style-type: none"> Lack of accountability by SMT’s. Lack of accountability at all levels of the Department. Protectionism as a result of lack of management at all levels. Lack of capacity by SMT. 	<ul style="list-style-type: none"> Strict adherence to relevant Sections of Education Laws Amendment ACT. Ensure that SMT posts are filled. Each person to take full responsibility for the area they have been employed for. Capacity building programmes for SMT 	CD: IMD&G, CD: Curriculum, CD: Cluster Coordination, CD: HRM&D & District Directors	Jan – Dec 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
		<ul style="list-style-type: none"> • Circular 12 of 2009 on the management of SBA issued to all schools for ongoing implementation in 2010. 				
8. Curriculum planning for 2011	<ul style="list-style-type: none"> • School support visits by advisors to check and availability of circulars. • Orientation of District Personnel on NDoBE instructions by H.O. • Orientation of Teachers on NDoBE instructions by advisors. • District personnel to revive curriculum structures. • Schools to revive/ establish curriculum structures. 	<ul style="list-style-type: none"> • Curriculum Newsletters vol 1 & 2 distributed to schools by DBE. • On-site monitoring to ensure compliance o newsletters especially in terms of teachers files and evidence of learners work • District Centralised Moderation for SBA initiated in October 2010 to ensure compliance in this regard • Assessment Instruction 53 of 2010 issued to ensure compliance to changes in Life Sciences curriculum for grade 12 learners • Audit of lesson plans for Grade 10 – 12 lesson plan undertaken in February. • Copies of lesson plans provided to all district resource centres to boost availability to teachers. 	<ul style="list-style-type: none"> • Readiness for CAPS implementation 	<ul style="list-style-type: none"> • Develop CAPS Action Plan. • Adequate training of teachers. • Sufficient budget must be available for training. • Resources for teachers and learners. 	District Personnel CD: Curriculum, CD: EPS, CD: District Coordination.	Jan 2011 Apr – Sep 2011
9. Curriculum Planning	<ul style="list-style-type: none"> • Work schedules, Programmes of Assessment and lesson plans to be aligned. 	<ul style="list-style-type: none"> • Work schedules, SBA guidelines and Programmes of Assessment were developed in 2007 and distributed to schools per subject – these documents 	<ul style="list-style-type: none"> • Misalignment of work schedules, programmes of Assessment, lesson plans etc. • Misalignment creates undue time constraints and pressure on teacher for 	<ul style="list-style-type: none"> • Work schedules, Programmes of Assessment and lesson plans to be aligned. • Due processes to be followed for curriculum extension. 	CD: IMD&G, CD: Curriculum, CD: District Coordination and district	Jan – Dec 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
		aligned for the usage by teachers • 2010 saw the monitoring of the use of work schedules and lesson plans.	curriculum coverage • Improper curriculum extension.	• Review of the application form and timelines for each stage.	directors Schools	
10.Low levels of literacy / Languages Grades R - 12	<ul style="list-style-type: none"> • Increase resources for literacy • No prescribed textbooks • Increase exposure to reading materials • Re-introduce prescribed texts • Ensure full implementation of FFL • Conduct a pilot HLBEE in the province. • Cluster forums – establishing, informal discussions, share supporting ideas, sharing teaching ideas, needs analysis, identify common problems/needs, communicating with own school colleagues, collaborative planning – teacher driven • Appoint remedial teachers • More intensified monitoring and support by H/O and district officials, and SMTs 	<ul style="list-style-type: none"> • The English FAL Project for FET schools initiated in 2007 and sustained up to 2010 • Young Communicators Awards were held – provincial finalist became national winner of a R30 000 bursary • Indigenous Debating competition initiated to promote literacy levels in indigenous languages • In collaboration with the Office of the Premier, learners participated in the district, provincial and national finals of the South African Mock United Nations • Teachers and subject advisors were trained in the usage of the new network books prescribed for languages by the DBE by READ • In collaboration with the ATKV, Afrikaans teachers and subject advisors were trained in content gap areas in Port Elizabeth on 	<ul style="list-style-type: none"> • Incremental level/percentages of time in introducing First Additional Language (FAL) in CAPS – FP is not clear. • Teacher training doesn't take into consideration mother tongue instruction (FP documents) 	<ul style="list-style-type: none"> • Move incrementally from a second - language based system to a mother-tongue based bilingual education system. • Introduction of Mother-tongue home language in all sites. • Pre-service and in-Service should incorporate training in indigenous languages • Introduction of isiXhosa/ seSotho at home language level in line with learner population in all schools. • Review of existing school Language policy in line with language in Education policy (1997). • Finalization of Prov. Language Policy for Education 	Head Office District officials SMTs Cluster Leader teachers MTBBEE CD: Curriculum CD: IMD&G CD: EPS CD: District Coordination	Jan – Nov 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
		<p>the 13 May 2010</p> <ul style="list-style-type: none"> • Study guides for new English setwork books procured for all schools • Provincial Strategy launched for MTBBE • Bilingual Terminology for 4 LA completed • Training manual for training of Trainers completed. • Advocacy continues in selected districts • Language Colloquium with ECSECC & SUCCESS 				
<p>11.Low levels of Numeracy / Mathematics</p>	<ul style="list-style-type: none"> ▪ Increase resources for Numeracy / Mathematics ▪ Increase exposure to reading materials in the context of Maths ▪ Increase exposure to mental Maths ▪ Re-introduce prescribed texts for Maths. ▪ Ensure full implementation of FFL as per policy prescripts ▪ Conduct a pilot HLBBE in the province ▪ Cluster forums – establishing, informal discussions, share supporting ideas, sharing teaching 	<ul style="list-style-type: none"> • Bright Media, an NGO provided free training for mathematical literacy teachers and subject advisors in financial mathematics. • This included lesson plans and LTSM 	<ul style="list-style-type: none"> • Lack of basic Math knowledge and skills . • Findings of Systemic evaluation (Grades 3, 6, 9) • Insufficient implementation of FFL in terms of adhering to time frames for oral and written work, use of basic resources, and assessment prescripts • Insufficient implementation of policy directives for planning and assessment. • Language barriers to learning. 	<ul style="list-style-type: none"> • Increase resources for Numeracy / Mathematics • Increase exposure to reading materials in African Languages in the context of Maths • Increase exposure to mental Maths • Re-introduce prescribed texts for Maths. • Ensure full implementation of FFL as per policy prescripts • Strengthen the MTBBE strategy in the province • Cluster forums – establishing, informal discussions, share supporting ideas, sharing teaching ideas, needs analysis, identify 	<p>Head Office District officials SMTs Cluster Leader teachers MTBBEE CD: Curriculum CD: IMD&G CD: EPS CD: District Coordination</p>	<p>Jan – Nov 2011</p>

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
	ideas, needs analysis, identify common problems/needs, communicating with own school colleagues, collaborative planning – teacher driven.			common problems/needs, communicating with own school colleagues, collaborative planning – teacher driven		
12. Learner Motivation	<ul style="list-style-type: none"> • Oratory competitions • More exposure to Olympiads, competition and EXPOS • Support schools financially to participate in above • Motivational speakers • Inter-governmental relations to expose bursary opportunities • District common papers 	<ul style="list-style-type: none"> • Schools supported in promoting all competitions e.g. Young Communicators Awards (YCA), debating competitions and film making competition • Provincial debating competition held on Freedom Day at the Regent Hotel in East London. • Provincial winner of the YCA competition wins the national finals and a bursary of R30,000. • National winner of YCA competition promoted in local newspapers • Mandela Bay Pictures once again ran a successful film making competition in the province. • 15 schools selected to produce films • The films of 2009 sent to two international school film festivals in Norway and the UK. 	<ul style="list-style-type: none"> • Sporadic and inconsistent learner motivation strategy. 	<ul style="list-style-type: none"> • Learner Motivation to be structured and consistent. • To use external and internal participants. 	CD: Curriculum CD: ESSS CD: District Coordination Districts Schools	Jan – Dec 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
		<ul style="list-style-type: none"> • Short films of the competition aired on SABC 1 • In collaboration with the Steve Biko Foundation, Peace Clubs established in selected KWT schools as a pilot project • National Tourism Expos held in East London, Port Elizabeth, Mthatha and Queenstown for learners and teachers on the 10 July 2010 • Africa Day celebrated at the House of Traditional Leaders where learners participated in dialogues and debates in the Chamber. 				
13.Learner Support Programmes for Grade 12	<ul style="list-style-type: none"> ▪ Study guides 	<ul style="list-style-type: none"> • Radio lessons for “killer subjects” aired on local radio station Umhlobo Wenene. • Province provided study hints and tips for learners on local radio Tru FM. • 3 articles published in community newspaper EC today for learners on study hints, tips and motivational messages • 10 day media campaign for the September trail exam published in all major EC newspapers in two official languages 	<ul style="list-style-type: none"> • Learner Motivation to be structured and consistent. • To use external and internal participants. 	<ul style="list-style-type: none"> • Re-strategise organization of Winter & Spring Schools. • Refer to DBE to deal with textbooks issue. • Resources must be distributed timeously, guidance provided in usage and monitoring. • Guidance to be provided to teachers for book evaluation 	CD: Curriculum CD: ESSS CD: District Coordination District Directors Schools	Jan – Nov 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
		<ul style="list-style-type: none"> • Winter and Spring classes held for grade 12 learners • In collaboration with AVUSA, two volumes of newspaper supplements focusing of killer subjects printed and distributed to each and every grade 12 learner writing the NSC • Two booklets published with the theme of the Soccer World Cup developed and distributed to learners to assist in exam preparation during the June vacation • Booklets focused on Maths, Maths Lit, Life Orientation, languages • In collaboration with ELI, content gap programmes for Accounting, Physical Sciences, mathematics, Life Sciences, Geography • Agricultural Science Provincial Subject Committee selected choice study guide and this procured for each and every grade 12 learner offering Agricultural Sciences • Extra LTSM supplied in 2007/8/9 e.g. Learning Channel DVD and study guides . 				

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
14. Learning Area/Subject Improvement Plan	<ul style="list-style-type: none"> Learner Identify their learning style and match it with the activities Teacher do Self evaluation against work schedule and activities Learning Area Subject committee with school and at cluster level and twinning of schools. Subject Advisors using analysis of results to identify problem areas and levels 	<ul style="list-style-type: none"> Circular 07 of 2009 re-affirmed through district on-site visits by subject planners. Analysis of results done by DBE cascaded to districts to ensure implementation in school and district subject improvement plans. Common work schedules for all NCS subjects in place – new work schedule for Life Sciences implemented to affect changes in curriculum content. Cluster moderation at district level promoted for SBA and teacher development. 	<ol style="list-style-type: none"> Non-compliance with the pace setters and work schedules. Problem areas per Subject/Learning Areas are not identified. Analyze the learner performance using L.O & Ass as well as levels. 	<ol style="list-style-type: none"> Teachers do Self evaluation against work schedule and activities. Learning Area /Subject committee with school and at cluster level and twinning of schools. Subject/Learning Area Advisors using analysis of results to identify problem areas and levels. School assessment plan must be in place. 	CD: Curriculum CD: IMD&G CD: District Coordination District Schools	Jan – Feb 2011
15. Uplifting Maths & Science	<ul style="list-style-type: none"> Recruitment of unemployed graduates with maths and science (give them professional training) Provide bursary opportunities with incentive and contractual for maths and science teaching. Use specialized teachers with consistent good results for schools without teachers and be 	<ul style="list-style-type: none"> Training of 492 maths literacy teachers in financial mathematics by Bright Media 	<ul style="list-style-type: none"> Shortage of maths and science teachers Inadequate training of subject advisors Underperformance of learners in maths and science shortage of resources / facilities to teach maths and science (labs, calculators, etc) Low levels of learners participating in Maths/Lit. 	<ul style="list-style-type: none"> Recruitment of unemployed graduates with maths and science (give them professional training) Provide bursary opportunities with incentives and contractual obligations for maths and science teaching. Use specialized teachers with consistent good results for schools without teachers and be 	Head Office District Coordination Schools EPS CD: Curriculum	Jan – Nov 2011

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
	<p>remunerated for their time, provide them with transport, etc.</p> <ul style="list-style-type: none"> • Continuous inservice programmes to train teachers on new content aspects and indentified problematic areas. • Appoint separate maths and maths literacy SES'S. • Identify learners with talent and potential, nurture and develop them • Provide bursary opportunities for these learners • Specialized schools • Mobile laboratories or cluster laboratories, etc. • Sharing of resources. • Expanding the national dinaledi project to all schools offering maths and science. 			<p>remunerated for their time, provide them with transport, etc.</p> <ul style="list-style-type: none"> • Continuous inservice programmes to train teachers on new content aspects and indentified problematic areas. • Appoint separate maths and maths literacy SES'S • Uplift the role of the Maths & Science Academy and ensure adequate funding for project plan for provincial strategy 		
<p>16.Uplifting Agriculture</p>	<ul style="list-style-type: none"> • Career guidance to indicate agriculture is an attractive subject • Capacitation of teachers and generation of confidence in teachers will improve the performance of learners. 	<ul style="list-style-type: none"> • Agricultural Science Provincial Subject Committee selected study guide and this procured for each and every grade 12 learner offering Agricultural Sciences • Delivery to be effected late 2010 in preparation for learners in 2011 	<ul style="list-style-type: none"> • Poor learner performance • Poor teacher qualification (caretaker teachers, under qualified and unqualified teachers). • No practical work at schools, only focus on theory • No field excursions for teachers and learners • No budget provision for 	<ul style="list-style-type: none"> • Career guidance to indicate agriculture is an attractive subject • Capacity building of teachers and generation of confidence in teachers will improve the performance of learners. • Intensified training for teachers of agriculture 	<p>CD: Curriculum CD: IMD&G CD: EPS CD: District Coordination Schools CD: HRM &d</p>	<p>Jan – Nov 2011</p>

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
	<ul style="list-style-type: none"> • Intensified training for teachers of agriculture (ACE programme). • Provision of bursaries for teachers to upgrade themselves (Preferred institutions OFS & UNISA). • Open negotiations with Fort Hare to assist with practical work. • Agriculture in schools should be practical like raising poultry and gardening (can also become an income generator). • Creating linkages between schools and communities that run projects will increase practical work. • The DOE should organize programme excursions for teachers and learners so as to expose them to modern & scientific programmes. • Forge healthy relationships with sister departments • The department should provide a good budget for both the departmental and practical projects and 		<p align="center">agricultural activities</p>	<p>(ACE programme).</p> <ul style="list-style-type: none"> • Provision of bursaries for teachers to upgrade themselves (Preferred institutions OFS & UNISA). • Open negotiations with HEIs to assist with practicals. • Strengthen inter-dept collaboration for establishment of Agric. Schools 	<p>EPS</p>	

SUPPORTING NCS IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Responsibility	Time Frame
	schools i.e. laboratories, equipment for practical activities.					
17.Career Guidance	<ul style="list-style-type: none"> To be done at the beginning of the year Potential of both learners and teachers to be taken into account Hold continuous meetings with parents, learners and educators Must start as early as in Gr 8(9) and be a process not an event On site visits and support by the district officials on the subject Hold career expositions (invite career related specialists, motivational speakers, attend university open days, Speed up rationalization of schools. 	<ul style="list-style-type: none"> Achieved 	<ul style="list-style-type: none"> Lack of awareness for subject choices. Poor subject choices by school, learner. Timing of career guidance exhibition. Lack of career exposure (untapped careers) Limited career choices in small enrolment schools 	<ul style="list-style-type: none"> Lack of awareness for subject choices. Poor subject choices by school, learner. Timing of career guidance exhibition. Lack of career exposure (untapped careers) Limited career choices in small enrolment schools 	District Coordination Schools CD: Curriculum / ESSS	Jan – Nov 2011
18.Curriculum planning for 2011 – NDOE imperatives	<ul style="list-style-type: none"> School readiness for implementation of CAPS 	<ul style="list-style-type: none"> New policy implementation. 	<ul style="list-style-type: none"> Readiness for CAPS implementation. 	<ul style="list-style-type: none"> Develop CAPS Action Plan. Adequate training of teachers. Sufficient budget must be available for training. Resources for teachers and learners. 	District Coordination Schools CD: Curriculum EPS CD: IDS&G CD: HRM&D	Dec 2010 – Nov 2011

3. RESOURCING SCHOOLS

RESOURCING SCHOOLS						
Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
Physical Resources	<ul style="list-style-type: none"> Eradicate all 421 Mud structures / Prefabricated structures. 	<ul style="list-style-type: none"> 45 Schools completed (list available with line function). 	<ul style="list-style-type: none"> Inappropriate structures for teaching & learning. Shortage of funds Aggravated by funds transferred to other programmes. Pace and planning affected construction. 	<ul style="list-style-type: none"> MEC to publish a list of all mud schools in all media and public places. Annual targets to be set. Improve planning by placing on B5 list. Allocated funds to be utilized as intended hence-forth. Procurement processes to be completed. 	<p>Feb of every year</p> <p>Nov/Dec every year for new projects</p>	CD: Infrastructure & Facilities Management
	<ul style="list-style-type: none"> Rationalization of existing school system 	<ul style="list-style-type: none"> Plan developed 	<ul style="list-style-type: none"> Must consult properly with communities 	<ul style="list-style-type: none"> Completion of the rationalisation process in PELRC. Implementation of the plan, esp. schools not educationally viable. 	<p>End Feb 2011</p> <p>Sept 2011</p>	<p>PELRC, CD: HRM&D</p> <p>CD: IMD&G.</p>
	<ul style="list-style-type: none"> Additional / Emergency classrooms. 	<ul style="list-style-type: none"> 77 Classrooms completed. 25 ECD Centres completed. 	<ul style="list-style-type: none"> Shortage of funds. Aggravated by transfer infrastructure funds to Compensation of Employees. 	<ul style="list-style-type: none"> Allocated funds to be utilized as intended hence-forth. Provide mobile classrooms. Annual targets to be set. Tenders to be invited timely. 	<p>Within 30 to 60 days</p> <p>Within 30 to 60 days</p> <p>Nov/Dec every year for new projects</p>	CD: Infrastructure & Facilities Management
	<ul style="list-style-type: none"> Scheduled Maintenance of buildings. 	<p>39 Schools done.</p>	<ul style="list-style-type: none"> Shortage of funds. Aggravated by transfer infrastructure funds to Compensation of Employees. 	<ul style="list-style-type: none"> Allocated funds to be utilized as intended hence-forth. Conduct audit to establish baseline. 	<p>Nov/Dec every year</p>	CD: Infrastructure & Facilities Management, District Directors.

RESOURCING SCHOOLS

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
				<ul style="list-style-type: none"> • Pilot to decentralise in a selected S21 schools – a minimum of 3 per District. • Annual targets to be set. • Improve planning by placing on B5 list • Tenders to be invited 	Nov/Dec every year for new projects	
	<ul style="list-style-type: none"> • Responding to Disaster Schools 	<ul style="list-style-type: none"> • 11 Schools completed. 	<ul style="list-style-type: none"> • No plan to respond to disaster schools. • No comprehensive data on assisted schools. • Current centralized procurement process causing delays. 	<ul style="list-style-type: none"> • DoE to develop a response plan. • Develop and maintenance of comprehensive database. • Decentralize funds to Districts for speedy execution. • National Disaster Fund to cater for these schools. • Speedy response to disaster affected schools. 	<p>End Jan 2011.</p> <p>April 2011</p> <p>30 to 60 days.</p>	<p>CD: Infrastructure & Facilities Management, District Director, CD: Cluster Coordination.</p>
	<ul style="list-style-type: none"> • Completion of the stalled projects and clearing of final accounts. 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • 63 incomplete projects. • Inability to occupy such schools due to non-payment of contractors by DoE. 	<ul style="list-style-type: none"> • Complete 63 incomplete projects. • Timeous payment of invoices. 	<p>March 2011</p>	<p>CD: Infrastructure, District Directors.</p>

RESOURCING SCHOOLS

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
			<ul style="list-style-type: none"> • Delay in payment of invoices to legitimate recipients. 	<ul style="list-style-type: none"> • Pay all outstanding accounts. 		
	<ul style="list-style-type: none"> • Provision of furniture to schools. 	<ul style="list-style-type: none"> • Achieved. 	<ul style="list-style-type: none"> • Some schools are opened with insufficient furniture. • There are shortages of desks in existing schools due to increased learner enrolments. 	<ul style="list-style-type: none"> • List of schools to be opened should be compiled timeously. • Integrated planning & budgeting required to ensure furniture is provided. 	<p>Yearly - End Jan</p> <p>Yearly in Sept</p>	CD: Infrastructure & Facilities Management
	<ul style="list-style-type: none"> • Fencing 	<ul style="list-style-type: none"> • 45 Projects completed 	<ul style="list-style-type: none"> • Shortage of funds • Aggravated by transfer infrastructure funds to Compensation of Employees. 	<ul style="list-style-type: none"> • Allocated funds to be utilized as intended hence-forth. • MEC to publish a list of all schools to be fenced in all media and public places. • Conduct audit to establish baseline. • Annual targets to be set • Improve planning by placing on B5 list • Tenders to be invited. 	<p>Feb of every year</p> <p>Nov/Dec every year for new projects</p>	CD: Infrastructure & Facilities Management
	<ul style="list-style-type: none"> • Water and Sanitation provided to schools. 	<ul style="list-style-type: none"> • 23 Projects completed. 	<ul style="list-style-type: none"> • Shortage of funds • Aggravated by transfer infrastructure funds to Compensation of Employees. 	<ul style="list-style-type: none"> • Allocated funds to be utilized as intended hence-forth. • Audit to establish baseline • MEC to publish a list of all water & sanitation projects in all media and public 	<p>Feb of every year</p>	CD: Infrastructure & Facilities Management

RESOURCING SCHOOLS

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
				<ul style="list-style-type: none"> places. Annual targets to be set Improve planning by placing on B5 list Tenders to be invited. 	Nov/Dec every year for new projects	
	<ul style="list-style-type: none"> Electricity provided to schools. 	<ul style="list-style-type: none"> 27 Projects completed. 	<ul style="list-style-type: none"> Shortage of funds Aggravated by transfer infrastructure funds to Compensation of Employees. 	<ul style="list-style-type: none"> Allocated funds to be utilized as intended hence-forth. Conduct audit to establish baseline. MEC to publish a list of all mud schools in all media and public places Annual targets to be set. Improve planning by placing on B5 list Tenders to be invited. 	<p>April 2011</p> <p>Nov/Dec every year for new projects</p>	CD: Infrastructure & Facilities Management
	<ul style="list-style-type: none"> Sport & Recreation facilities provided to schools. 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Shortage of funding for infrastructure does not allow this to be treated as a priority. 	<ul style="list-style-type: none"> Revision of existing MoU with DSRAC to include municipalities. Set targets Seek funding from Lottery Fund for Education Trust Effective implementation of the new Norms & Standards of Resourcing Schools. 	March 2011	CD: Infrastructure & Facilities Management

RESOURCING SCHOOLS

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
2. Learning and teaching resources	<ul style="list-style-type: none"> Stationery and Textbooks provided to school. 	<ul style="list-style-type: none"> Not achieved. 	<ul style="list-style-type: none"> Poor planning and late execution of this project plan. No book evaluation. 	<ul style="list-style-type: none"> Reengineer and benchmark the project completely. Learn best practices from successful provinces. Schools place orders Place orders with suppliers Proper learner verification Proper packaging of stationery packs. Improper evaluation of books by all relevant stakeholders 	Feb 2011	CD: Institutional Management Development & Governance
	<ul style="list-style-type: none"> Other learning materials provided. 	<ul style="list-style-type: none"> 3061 Grade R classes with LTSM (toys, puzzles, stationery, etc) procured and delivered. 345 ECD received outdoor equipment (jungle-gyms, etc) 240 QIDS-UP schools received furniture Inadequate reporting (shouldn't include planning for 2012) 	<ul style="list-style-type: none"> Poor planning and execution of this project plan Inadequate resources 	Shifting of funds a possible solution	Oct/Nov (for next academic year) May/June to replenish	CD: Institutional Management Development & Governance
3. Financial resources	<ul style="list-style-type: none"> Transfers of Fees 	<ul style="list-style-type: none"> <u>Payments transferred to:</u> <ul style="list-style-type: none"> 4, 088 No-Fee schools (10%) 1st Tranche payments: 3,237 out of 3,248 S21 Schools 	<ul style="list-style-type: none"> Late transfer of fees No link between paper budget and actual needs as per SIPs All schools not Section 21 Late or non-submission of audited 	<ul style="list-style-type: none"> Link paper budgets to SIPs Declare all schools Section 21 Declare all schools Section 21 – Remaining 1132 schools. 	Jan 2011 Feb to March 1 st by April 2 nd by Aug	CD: Institutional Management Development & Governance

RESOURCING SCHOOLS

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
		<ul style="list-style-type: none"> ○ 2nd Tranche 2,773 out of 3,248 schools 	<ul style="list-style-type: none"> financial statements - 274 • Systemic rejection of payments – 73 • 13 not yet paid (No-Fee) • 21 Unofficially closed schools 	<ul style="list-style-type: none"> • Capacitate these schools to handle additional functions • Pay tranches as per policy 		
	<ul style="list-style-type: none"> • Fee exemption 	<ul style="list-style-type: none"> • Verification of qualifying learners for 2010 completed • R5m made available for payment. 	<ul style="list-style-type: none"> • Districts submitted unverified data. • SGBs hiding information. 	<ul style="list-style-type: none"> • Reimburse 6377 exempted learners. • Process of awarding exemptions to be finalized. • EDOs to monitor compliance. 	March every year	CD: Institutional Management & Governance
4. Human Resources	<ul style="list-style-type: none"> • Adequate provisioning of educators. 	<ul style="list-style-type: none"> • 69390 posts for 2010 were declared. 	<ul style="list-style-type: none"> • Modified post distribution model still has variables – leads to inflation of learner numbers to cope with learning areas • Verification of payroll • Shortage of qualified teachers 	<ul style="list-style-type: none"> • Post declaration to finalised. • Current temporary educators must be retained until post provisioning is finalised. • Advertise in quarterly bulletin Declare post basket timeously • No learner must be without a teacher • The new post provisioning model. • Quarterly bulletins • DBE should assist with DHA issuing necessary work permits for scarce skills 	<p>September</p> <p>January</p> <p>Ongoing</p> <p>January to March</p> <p>Ongoing</p>	PELRC, CD: HRP & P, Stakeholder forum

RESOURCING SCHOOLS

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
5. Inadequate non teaching staff in schools	<ul style="list-style-type: none"> Schools should have at least one clerk Provide security staff to schools Proper consultation with schools 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Schools not provided with adequate and appropriately needed staff Moratorium of filling of posts 	<ul style="list-style-type: none"> Schools should have at least one clerk Provide security staff to schools Uplifting of moratorium Proper consultation with schools 	June 2011	D: HRP & P
6. Inadequate district support staff	<ul style="list-style-type: none"> Review organogram Fill vacant posts 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> Moratorium of filling of posts 	<ul style="list-style-type: none"> Complete organogram review Lift moratorium to fill critical vacancies 	June 2011	D: HRP & P

7. STRENGTHENING QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC) IMPLEMENTATION

STRENGTHENING QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC) IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
1. Launch of QLTC and structures	<ul style="list-style-type: none"> Launch QLTC at district. 	<ul style="list-style-type: none"> 18 districts have launched 	<ul style="list-style-type: none"> No Provincial QLTC Steering Committee to monitor and enforce compliance. Stake holder and DOE programs with competing priorities 	<ul style="list-style-type: none"> Put in place Provincial QLTC structure and account to the MEC advisory council. The MEC oversees the QLTC committee activities. Develop an integrated provincial action plan and stick to it. 	<p>Set up structure by 31/01/2011</p> <p>By the 31/01/2011</p>	<p>QLTC Coordinator</p> <p>The QLTC steering committee</p>

STRENGTHENING QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC) IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
			<ul style="list-style-type: none"> 5 districts have not yet launched and these are, Fort Beaufort, Mthatha, Graaf Reinet, Lady frère and Sterkspruit Districts. 	<ul style="list-style-type: none"> All the 5 districts must launch the QLTC 	15/02/2011	District Director
			<ul style="list-style-type: none"> The campaign not yet cascaded to school level. 	<ul style="list-style-type: none"> Put in place structures (DEF in the office of the District Director) at district level and cascade down to schools as a sub-committee of the SGB The use of circuit structures to facilitate cascading to schools will be the prerogative of the DEF. 	Launch of QLTC in all districts & schools by 31/03/2011.	District Director Principal
2. Funding for QLTC activities	<ul style="list-style-type: none"> Allocate budget for the QLTC activities. 	<ul style="list-style-type: none"> Used IDS&G projects allocated budget 	<ul style="list-style-type: none"> QLTC launch an unfunded mandate 	<ul style="list-style-type: none"> Provide QLTC budget and attach to LAIS budget and related sections,e.g IDM&G, ESSS and curriculum. 	01/04/2011	CFO/ Program 2 Manager
3. QLTC Advocacy plans and cascade to schools.	<ul style="list-style-type: none"> Identification of stakeholders that leads to community mobilization. 	<ul style="list-style-type: none"> Only 2 out of 23 districts have so far managed to cascade to school level and these are Grahamstown and Uitenhage Districts. 	<ul style="list-style-type: none"> No co-ordination, monitoring & support structure at a provincial level. 	<ul style="list-style-type: none"> Formation of Provincial Steering Committee. 	31/01/2011	Provincial Steering committee; DEF;SGB

STRENGTHENING QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC) IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
<p>4. Program of action</p>	<ul style="list-style-type: none"> • Full conceptualization and Institutionalization of the QLTC program 	<ul style="list-style-type: none"> • Launched in 18 Districts and schools in two districts. 	<ul style="list-style-type: none"> • Establishment of structures without a plan of action. 	<ul style="list-style-type: none"> • Identification of campaigns, programs & strategic partners with roles for each stakeholder clearly defined. • The program envisaged above will cover the following: <ul style="list-style-type: none"> • Effective teaching and learning • Safety and security in schools. • Learner pregnancy- HIV/AIDS • Poverty and social Grants challenges. • Drug and substance abuse • Learners with disabilities and learning barriers • Drop out, school going age learners out of school. • Independent schools • Sexual immorality • Child headed household • Scholar transport abuse. • Learners still not accessing scholar transport. • Abuse by service providers. 	<p>Jan- Dec 2011</p>	

STRENGTHENING QUALITY LEARNING AND TEACHING CAMPAIGN (QLTC) IMPLEMENTATION

Resolution/ Key Objective	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
				<ul style="list-style-type: none"> • Fundraising for the school • Reading • Nutrition • Collaborative planning by state departments. • Culture, Heritage, Festivals and celebrations. • Poor school attendance. 		
			<ul style="list-style-type: none"> • Lack of integration of Departmental activities to QLTC 	<ul style="list-style-type: none"> • All Departmental activities must be QLTC aligned. 	Jan- Dec 2011	SG District Director Principal
5. Training and development of QLTC committees on their roles and responsibilities	Effective execution of the task and program		<ul style="list-style-type: none"> • Lack of knowledge leading to dysfunctionality 	<ul style="list-style-type: none"> • Training & development of committees on roles & responsibilities • Exposure to QLTC documents. 	01/02-31/03/2011	Provincial Steering Committee District Director Principal
			<ul style="list-style-type: none"> • Working in silos & competing priorities 	<ul style="list-style-type: none"> • Collaborative planning with the Departments and with other Sister Departments 		Provincial Steering Committee District Director Principal
6. Monitoring & evaluation	Align all monitoring & evaluation tools to QLTC		Coordinating structure not in place	<ul style="list-style-type: none"> • Adapt National monitoring and reporting tools to EC province 	Monthly at district level Quarterly at provincial level	Provincial Steering Committee

8. INTEGRATED HRD STRATEGY TO SUPPORT LAIS

INTEGRATED HRD STRATEGY TO SUPPORT LAIS						
RESOLUTION/ KEY OBJECTIVE	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
1. Educator development & district officials	<ul style="list-style-type: none"> • HRD policy. • Integrated HRD Strategy. 	<ul style="list-style-type: none"> • New objective. 	<ul style="list-style-type: none"> • Absence of an HRD Policy and co-ordinated strategy. • HRD run on an ad hoc basis. 	<ul style="list-style-type: none"> • Organise an HRD conference. • Formulate a legislated HRD policy. • Develop an integrated HRD Strategy for a coordinated approach. 	DoE (HRD)	By end of March 2011.
	<ul style="list-style-type: none"> • Consolidated skills audit • Focused programme for educators. 	<ul style="list-style-type: none"> • Not achieved. 	<ul style="list-style-type: none"> • Ineffective use of IQMS to identify teachers' training needs. 	<ul style="list-style-type: none"> • Conduct analysis of training needs and skills audit based on IQMS 	DoE (HRD)	End of February 2011
	<ul style="list-style-type: none"> • Strengthening of existing Institute satellites • Identification of circuit / cluster EDC. 	<ul style="list-style-type: none"> • Not achieved. 	<ul style="list-style-type: none"> • Lack of norms & standards determining size; shape; form and content of the Institute in relation to Departmental bureaucracy. • Operations of the Institute constrained in terms of: - <ul style="list-style-type: none"> ➤ the institutional arrangements ➤ the spread of training and development across the Directorates. 	<ul style="list-style-type: none"> • Review the institutional arrangements for ELI • Develop a concept document. 	DoE (HRD) & Provincial SDC	By end March 2011

INTEGRATED HRD STRATEGY TO SUPPORT LAIS

RESOLUTION/ KEY OBJECTIVE	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
Educator development (Cont.)	<ul style="list-style-type: none"> Establishment / strengthening of learning programmes / learning areas / subject development committees at school, circuit and district levels 	<ul style="list-style-type: none"> Achieved. Committees have been established in line with Curriculum Management PGC Guidelines. 	<ul style="list-style-type: none"> Lack of implementation monitoring Lack of advocacy for the guidelines. 	<ul style="list-style-type: none"> Advocate for the need of all teachers to participate in these Committees. Strengthen monitoring and evaluation of operations of these committees. Establish and resuscitate where there is a need. 	Curriculum Directorate	By end February 2011
	<ul style="list-style-type: none"> Learner support material developed. 	<ul style="list-style-type: none"> Not achieved. 	<ul style="list-style-type: none"> Lack of quality assurance of available varied learner material. 	<ul style="list-style-type: none"> Review and quality assure the available material in line with obtaining curriculum changes. Develop learner study guides for 2012. 	Curriculum section	End JULY 2011
	<ul style="list-style-type: none"> Induction and continuous support of newly appointed teachers and SMTs. 	<ul style="list-style-type: none"> Not achieved. 	<ul style="list-style-type: none"> Absence of relevant induction programmes. 	Develop and implement relevant induction programmes on respective roles and responsibilities.	HRD (with the assistance of curriculum / IDS&G and inclusive education).	By end Marchd 2011
	<ul style="list-style-type: none"> Refresher course for subject advisors 	<ul style="list-style-type: none"> Achieved - done by both Curriculum and ELI in terms of scheduled training plans. 	<ul style="list-style-type: none"> Funding and payment of subject advisors when taking them for training. 	<ul style="list-style-type: none"> Conduct annually refresher courses for subject advisors. Avail funds for training Subject Advisors. 	HRD	2014
2. Pre-service training and teacher education	<ul style="list-style-type: none"> Centralized recruitment system of learners to join the education sector 	<ul style="list-style-type: none"> Not achieved. 	<ul style="list-style-type: none"> No relationship between recruitment and skills gap analysis/audit. Decentralised recruitment process is vulnerable to a number of social ills that corrupt the system. 	<ul style="list-style-type: none"> Conduct an audit of the existing skills using HR Connect Prioritise recruitment for scarce skills subjects in relation to demand and supply. Centralise recruitment for uniform and equitable implementation. 	DoE	End May 2011

INTEGRATED HRD STRATEGY TO SUPPORT LAIS

RESOLUTION/ KEY OBJECTIVE	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
	<ul style="list-style-type: none"> • HEIs to offer curriculum content that respond to current education needs. 	<ul style="list-style-type: none"> • Achieved - DOE participate in the Deans Forum for all HEIs in the Province 	<ul style="list-style-type: none"> • Lack of influence on HEI curriculum content 	<ul style="list-style-type: none"> • Inform HEIs curriculum content • Establish a Consortium for HEI. 	DoE	End February 2011
	<ul style="list-style-type: none"> • Opening of teacher colleges 	<ul style="list-style-type: none"> • Not achieved. 	<ul style="list-style-type: none"> • Lack of action on the side of DoE to initiate a process of consultation with relevant stakeholders 	<ul style="list-style-type: none"> • Develop Concept document. • DoE to inform curriculum content for colleges. • Initiate a process of claiming back from Public Works some of strategically located former colleges of education. 	DoE	By end January 2011 End of March 2011
3. Management and leadership empowerment programmes	<ul style="list-style-type: none"> • Training on leadership and management at all levels. • SMT training on core function on school management including curriculum management (with priority given to underperforming schools). Enrolment of SMT's into ACE schools leadership and management programme. 	<ul style="list-style-type: none"> • Training achieved 	<ul style="list-style-type: none"> • Lack of effective management and leadership skills 	<ul style="list-style-type: none"> • Effective monitoring and evaluation by the designated officials 	DoE at all levels	Quarterly.

INTEGRATED HRD STRATEGY TO SUPPORT LAIS

RESOLUTION/ KEY OBJECTIVE	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
	<ul style="list-style-type: none"> • SGB training on core 	<ul style="list-style-type: none"> • Training achieved in 7 	<ul style="list-style-type: none"> • Lack of effective 	<ul style="list-style-type: none"> • Development of user- 	DOE (IDS&G)	End June 2011
	<ul style="list-style-type: none"> • functions of schools governance through the implementation of SASA. 	<ul style="list-style-type: none"> • Districts. 	<ul style="list-style-type: none"> • governance in schools • Absence friendly language in the modules. 	<ul style="list-style-type: none"> • friendly material for training of SGBs 		
	<ul style="list-style-type: none"> • Training sessions on roles and responsibilities of RCL's and establishment of coordinating structures at all levels. 	<ul style="list-style-type: none"> • Training achieved 4 Districts. 	<ul style="list-style-type: none"> • Lack of empowerment programmes for learners (RCL) 	<ul style="list-style-type: none"> • Implement the developed programme for RCL 	DOE (IDS&G)	End June 2011
			<ul style="list-style-type: none"> • Lack of impact analysis after training and follow through. 	<ul style="list-style-type: none"> • Develop processes for ensuring impact analysis and follow-through programme. 	DOE	End January 2011
4. Training of Public Service Act employees	<ul style="list-style-type: none"> • Training programme for public service act employees 	<ul style="list-style-type: none"> • Achieved – Training happening on a continuous basis 	<ul style="list-style-type: none"> • Training done in an uncoordinated way. 	<ul style="list-style-type: none"> • Integrate training currently done in various sections of the department under ELI; i.e. training to be done under the auspices of HRD to ensure coordinated approach towards HRD. 	HRD and relevant sections.	End of March 2011

INTEGRATED HRD STRATEGY TO SUPPORT LAIS

RESOLUTION/ KEY OBJECTIVE	Planned Output	Actual Achievement	Challenges	Proposed Solutions	Timeframe	Responsibility
5. Qualification improvement	• Audit and Upskilling of under and unqualified educators across levels.	• Achieved - Training done in NPDE.	• Lack of reliable data and impact analysis.	• District to be directed to engage in a mop up audit and training.	District officials	
		• Not achieved in PGCE.	• No co-ordinated training programme.	• Coordinate training programme.	District officials	
	• Training of Grade R practitioners.	• Done on Level 4 & 5.	• Leave for mainstream education once trained • Conditions of service are unclear and unfavourable.	• Develop a retention strategy – with incentives & improvement in conditions of service.	DoE (HRD & PSDC)	By end May 2011
	• FETC lecturer development	• New objective.	• Funds are currently transferred directly to the FETCs. • Non-functionality of SDC for FETCs. • Lack of coordinated training. • Currently no full qualification available for FET lecturer	• VES to be part of PSDC and design a joint workplace skills plan with the DOE.	DoE (HRD)	By end January 2011
6. Quality assurance	• Resuscitation and retaining of IQMS and PMDS structures.	• Not achieved.	• No effective implementation of IQMS and PMDS instruments.	• Put processes in place for ensuring effective implementation of IQMS and PMDS.	DoE and labour	End February 2011
			• No validation of the process	• Put processes in place for ensuring validation. • Continued advocacy by DoE and Labour.		
7. Further recommendation	• Programme of action for 2011/12 financial year.	• New.	• Procurement process.	• Organise a one day workshop to develop a programme of Action for the next financial year	ELI to convene the necessary participants.	20 December 2010.

9. WAY FORWARD

The product of the joint stakeholder contribution commits a process for further implementation of the interventions made in this document. The post summit process will be to have a quarterly stakeholder forum wherein all parties who are signatories to the Quality Learning and Teaching Campaign provide account on their respective contribution towards stabilising the education system in the province. The resolutions outlined in this document have to find expression in the strategic planning of the department.

10. CONCLUSION

The summit would like to express its gratitude to the paradigm shift by the DoE. Furthermore, in appreciating the openness to discussing educational efforts with the stakeholders in education and the society at large, the summit commends the step taken to realize the education transformation in the province. The summit further believes that the Eastern Cape needs to once again impress on its well renowned ideological matter of civic education and thus be the footprint for education transformation in South Africa.