

# **FINAL**

## **DEF REPORT SUMMIT**

**27<sup>th</sup> to 29<sup>th</sup> November 2017**  
**Mpekweni Beach Resort, Eastern Cape**

Prepared By: Eastern Cape Department of Education  
Community Liaison and Stakeholder  
Management Directorate

Endorsed and approved by: DEF Summit Resolutions Committee

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## List of Abbreviations and Acronyms

|         |   |
|---------|---|
| BCM     | Buffalo City Municipality   |
| DEF     | District Education Forum  |
| DIT     | District Implementation Teams   |
| DRCC    | District Rationalization Coordinating Committee                       |
| CSLPs   | Circuit Schools Landscape Plans                                       |
| EC DoE  | Eastern Cape Department of Education                                  |
| EC EAE  | Eastern Cape Education Advisory Council                               |
| EC EDT  | Eastern Cape Education Development Trust                              |
| EDO     | Education Development Officer   |
| FAQ     | Frequently Asked Questions  |
| FEDSAS  | Federation of Governing Bodies of South African Schools               |
| MEC     | Member of the Executive Council                                       |
| LTSM    | Leaner Teacher Support Material                                       |
| NASGB   | National Association of School Governing Bodies                       |
| NEHAWU  | National Education and Health Workers Union                           |
| NEPTOSA | National Education Professional Teachers Organization of South Africa |
| NECT    | National Education Collaboration Trust                                |
| NSNP    | National Schools Nutrition Programme                                  |
| PH      | Public Hearings   |
| PPN     | Post Provisioning Norms   |
| PSC     | Project Steering Committees   |
| QLTC    | Quality Education and Learning Committee                              |
| SADTU   | South Africa Democratic Teachers Union                                |
| SACC    | South African Council of Churches                                     |
| SAPS    | South African Police Services   |
| SASSA   | South African Social Security Agency                                  |
| SG      | Superintendent General  |
| SOP     | Standard Operating Procedures   |

## 1.0 Introduction

This document serves to report on the DEF Summit event held at Mpekweni Beach Resort on the 28<sup>th</sup> to 29<sup>th</sup> November 2017. The event was organized and hosted by the Eastern Cape Department of Communications and Stakeholder Management. Altogether about 150 delegates attended representing the following stakeholder groups;

| No. | Stakeholder Category                                    |
|-----|---|
| 1   | EAC (NASGB)   |
| 2   | ECEAC   |
| 3   | EC EDT  |
| 4   | Federation of Governing Bodies of South African Schools |
| 5   | Government Technical Advisory Committee                 |
| 6   | House of Traditional Leaders                            |
| 7   | Labour Unions   |
| 8   | Municipalities  |
| 9   | National Department of Basic Education                  |
| 10  | NEHAWU  |
| 11  | NAPTOSA   |
| 12  | National Education Collaboration Trust                  |
| 13  | Provincial Government Departments                       |
| 14  | Quality Education and Learning Committee                |
| 15  | Faith Based Organisations                               |

## 2.0 Background and Context

The DEF Summit was convened by the EC DoE Communications and Stakeholder Relations Chief Directorate as a follow-up to the rationalization of Districts from the original 24 to 12. Subsequent to the merger of the DEF stakeholder consultative structures it was important to review the roles, functions and duties of these structures in collective forum comprised of both civil society representatives and officials of the Eastern Cape Department of Education.

## 3.0 The Purpose of the Summit

The purpose of the summit was to engage the stakeholders in dialogue and discussion on how best the DEF as a consultative and advisory structure should function, review and comment on the DEF Constitution and related Guidelines on their roles and responsibilities and to map out an ideal Action Plan for 2018 across all the EC DoE Programmes inclusive of the SRP.

## 4.0 Objectives of the Summit

- a) To provide background and context to the duties, functions and responsibilities of the DEFs as a broad-stakeholder representative structure within the context of the legislative framework of government.
- b) To allow for operational and strategic input by the various functional units of the EC DoE

and selected Chief Directorates.

- c) To engage DEF representatives in reviewing, commenting and deciding on how best to fulfill their roles in support of the EC DoE vision.
- d) To produce a Draft Action Plan could be refined later and adopted by all the DEFs across the Province.
- e) To come up with resolutions from that will be fully endorsed by the EC DOE and implemented during 2018 and subsequent years.

## 5.0 Summit Proceedings and Outcomes

### 5.1 Opening and welcome of all delegates

Mr. Ngqumba opened the Summit and welcomed all delegates. He outlined the background to the Summit acknowledging that it serves as a culmination of the DEF and QLTC integration process that had been instituted by the Superintendent General way back in April 2017. Delegates present had indeed participated in the integration process and now had the opportunity to define the roles and responsibilities of the District Education Forum. He implored delegates to actively participate in shaping the education landscape of the Eastern Cape in their respective Districts.

### 5.2 Remarks by the MEC Hon. Mr. Makupula and Superintendent General, Mr. Kojana

Addressing delegates at opening session of the DEF Summit, Superintendent General (SG) Themba Kojana stated that education priorities and expectations need all hands-on deck. He emphasised that the mission of the basic education is to provide quality public education and therefore, the DEF is key to achieving that.

“We can only achieve this purpose if all parties play their roles, the department supplying and utilizing teachers that are highly qualified in order to produce great results in the province, while DEFs provide leadership where necessary to guide other societal institutions interested in contributing towards the realisation these goals”, said the SG.

The SG further cautioned that leadership without accountability is flawed, therefore key to the functionality and effectiveness of these DEF is responsibility. “The DEF need to understand the norms and standards for school functionality in the districts because when department is providing education we talk of funding, infrastructure and books therefore all those things are driven by norms and standards,” he stated.

Also in attendance was the Member of the Executive Council (MEC), Mandla Makupula who gave a political overview during the induction. He outlined the acceptable levels of performance which are used to measure education standards in keeping partnerships with stakeholders.

“Critical issues that are adversely affecting the delivery of quality public education include less contact time between the learner and educator and this is due to teacher absenteeism

in most cases. This is why we have introduced our own provincial bursary named after Mathew Goniwe. The Department seeks to ensure that we are able to address teacher shortages, absenteeism while inspiring students to study teaching as their career of choice”, said the MEC.

He added that the bursary holders will serve back the department by teaching where ever they are deployed in reducing these challenges. “Quality public education is for all, therefore everyone needs to work together (towards a common goal), consolidating all ideas while seeking to find lasting solution for our children’s education”, concluded the MEC.

Following these opening remarks, the Summit kicked off in earnest.

### 5.3 Day 2 – Background Setting Presentations

Presentations were made by invited speakers who included the following;

- a) Mr R. Tywakadi, Chief Director - Institutional Management
- b) Mr T. Nkomo, Director of QLTC, National Department of Basic Education.
- c) Mr. M. Tshibo – Acting Chief Director: Human Resource Development and Management
- d) Dr. S. Nuku, Chief Director: Office of the SG
- e) Mr. M. Gaca, Chief Director- District Development supported by Mr. Mfenyana and Mr. Gidigidi.
- f) Mr. Chonco – representing National Education Collaboration Trust (NECT)
- g) Mr. T. Monare – Acting Chief Director, infrastructure

These inputs served to lay the foundation and context for deliberations by Summit delegates. Copies of their presentations are attached as Appendix B.

### 5.4 Break-away Commissions and inputs

Delegates broke into five commissions structured as follows;

|   | Commission Focus Areas      | Commission Leaders    |
|---|-----------------------------|-----------------------|
| 1 | DEF Structure and Functions | Mr. Garth Jacobs      |
| 2 | QLTC                        | Mr. Nkomo             |
| 3 | Schools Rationalisation     | Mr. Phaphama Mfenyana |
| 4 | Infrastructure              | Mr. Thabang Monare    |
| 5 | School Readiness            | Mr. Mhletywa          |

#### 5.4.1 The Brief to COMMISSIONS

Each commission was tasked with considering and deliberating on the following key points;

- a) Identify the issues that are pertinent to effective functioning of the DEF.
- b) Identify the challenges anticipated and related suggested solutions to these.
- c) Recommend an Action Plan for the 2018 school year.
- d) Propose resolutions for adoption by summit delegates.

## 5.5 Commissions Deliberations and Outcomes

### 5.5.1 DEF Commission

#### Preamble

The submission of the DEF Commission has been enhanced to ensure alignment and coherence between all the key areas of the DEF Mandate and Mission.

#### Brief background on the DEF

The District Education Forum (DEF) is convened as the representative body of all key stakeholder groups interested in improving and enhancing quality of education outcomes. The mandate, roles and responsibilities are defined in the DEF Constitution of 2014 as amended. The Constitution expresses the vision and mission as stated below.

#### **Vision**

The District Education Forum seeks to ensure that consultative processes are upheld and that transparency is the cornerstone of the management of offices and institutions so as to achieve the best education through a good culture of teaching and learning and an effective system of service delivery. To provide quality learners through the provision of quality education and finally produce the best citizens that our country can afford.

#### **Mission**

The DEF is committed towards the improvement of the education of the Province through stakeholder/community participation and the participation of sister departments so as to ensure effective, efficient and properly accelerated service delivery, cultivate sense of relevance and ownership of the decision-making processes which will empower the whole community at all levels.

#### **The role of the DEF**

In Approved Terms of Reference for consultative structures, the role of the DEF shall be;

- a) To be the representative voice of stakeholders in the District providing advisory support to effective implementation the SRP.
- b) To assess, monitor and advise on the progress or lack thereof in the implementation of the SRP.

- c) To offer advice on the perceived and real risks that are likely to jeopardize the successful implementation of the SRP.
- d) To create awareness, knowledge and understanding of the SRP vision, mission and objectives amongst the represented stakeholders.
- e) To support the ECDoE's District Implementation Team as and when required to do so.
- f) To facilitate interface between the District and represented constituencies on matters that require urgent and critical attention on an ad hoc basis, where needed and requested.

## **Submission by the DEF Commission**

### Brief introduction

At the start of the DEF Summit, Dr. Nuku stated that stakeholder mobilization for effective schooling system remains an important element in improving learner performance in all grades. The topical performance of Grade 12 class is a culmination of what is happening in class from Grade R to 12. He said that whilst teachers have their role in schooling, other stakeholders also have their roles and responsibilities. Therefore, the clarity of roles becomes very important in rendering our education system functional maximally.

It is against that background that the DEF Commission deliberated and submitted the results of its deliberations and recommendations to the plenary.

### Key Focus Area

The SRP Commission's deliberations were focused on five Key Focus Areas as outlined stated below.

- Functionality of current DEF
- Identify focus areas of DEF
- Implementation Plan 2018
- Monitoring, support and reporting
- Key Activities: Education Summit 2018
- Logistical Support and collaboration

### Problem Statement

Following the integration of the all District Education Fora and QLTC structures in line with the requirements of the New Service Delivery model, stakeholders serving on the pre-existing DEF structures as well as those that had been established anew, the actual roles and responsibilities of these structures have never really been fully defined. The DEF Summit provided the opportunity for all stakeholders to review not only the role and functions of the DEF but also to review its constitution and how best to deal with the challenges in the way of

quality education outcomes in the Districts.

### Recommendations

The recommendations made by the DEF Commission centered around the Key Focus Areas identified in point 2 above.

- (i) The DEF Summits before the end of Term 2, 2018

The formal establishment and effective functioning of the DEF should be a major priority during the first term of 2018. Each District should convene a DEF Summit, to be hosted by the District Director.

The DEF Summit should undertake to;

- a) Adapt the DEF Constitution to accommodate unique circumstances and conditions of each individual District.
- b) Identify and define roles and responsibilities of all sub-committees such as the QLTC, DRCC, LAIS etc.
- c) Devise strategies for advocacy and exposure of the Committees to the local community.
- d) Present the District ACTIVITY PLAN for 2018/2019.

- (ii) Monitoring, support and reporting

The Commission recommend the following reporting channels and structures;

- a) Principals should report to Circuit Manager monthly on stakeholder activities at their schools.
- b) Circuit Managers should report to the District Director monthly on DEF/QLTC and other Stakeholder activities within their circuits.
- c) District Director should report monthly to the Cluster Chief Director.
- d) District Director should compile a Term Report on DEF activities from the monthly reports submitted to them and present it at the Term Meeting of the DEF.
- e) A combined report (District Director and DEF Sub comm. to be compiled) and presented to the Advisory Council and all relevant structures. A template for such a report will need to be developed.

- (iii) Summary Action Plan for 2018 and related activities

The Action Plan for 2018 includes key activities for each term.

|                        | <b>School Year Terms</b> |   |                              |                         |
|------------------------|--------------------------|---|------------------------------|-------------------------|
|                        | <b>1</b>                 | <b>2</b>                                      | <b>3</b>                     | <b>4</b>                |
| <b>KEY FOCUS AREAS</b> | <b>Functionality</b>     | <b>Socio Economic Challenges to Education</b> | <b>Barriers to Education</b> | <b>School Readiness</b> |
| <b>KEY</b>             | School Readiness,        | HIV/Aids, Social                              | Support                      | Admissions,             |

|                   |   |   |   |  |
|-------------------|---|---|---|--|
| <b>ACTIVITIES</b> | Results analysis, Admissions, SGB Election Advocacy, DEF Launch, Stakeholder involvement and Capacitation, LTSM, Furniture, PPN | grants, School Safety, Substance abuse, Domestic Violence, Drug Abuse, Teenage Pregnancies, Child headed Households | Programmes by Dept. e.g Scholar Transport, NSNP, Establish School Health and safety programmes, Financial support for struggling learners (Bursaries) | LTSM, PPN, Infrastructure, School / District improvement Plan etc. |
|-------------------|---|---|---|--|

(iv) Logistical Support and collaboration

In support of the DEF, it was recommended that;

- a) District Offices, through their District Directors should to allocate a person as LIAISON Officer to the DEF.
- b) The role of the Liaison Officer will be to;
  - To act as secretariat
  - To source budget for DEF activities
  - To ensure all logistical arrangements are in place.
  - To ensure that every member gets a District Profile and operational plan.
- c) The District Director should ensure that the DEF functions effectively.

(v) Additional issues raised by the DEF Commission

The DEF Commission presented a list of key concerns that delegates should into and seek solutions. These included, amongst others, the following;

- a) What is the DEF and the EC DoE doing about learners that fail Grade 12. These learners are not allowed back to school, they must start in Grade 11.
- b) What is the role of the DEFs in the implementation of national projects and policies. E.g Integrated school health policy?
- c) The DEF should be given recognition in all departments and functions e.g Results Announcements.
- d) All SGBs must be encouraged to form structures or to join the Federations of SGBs.

## 5.5.2 SRP Commission

### Preamble

The submission of the SRP Commission has been enhanced to ensure alignment and coherence between all the key areas of the DEF Mandate and Mission.

### Brief background about Schools Rationalization Project (SRP)

The Eastern Cape Department of Education School Rationalisation Project (SRP) is the foundation process of a larger process to reform the institutional landscape of education in the E Cape. As such it requires the buy-in, cooperation and support of all the stakeholders in the province. Moreover, it requires the buy-in, cooperation, effort and support of every employee, at every level within the Eastern Cape Department of Education, for the SRP to be sustainably, credibly and successfully implemented to achieve the overall education vision for the province. Stakeholder participation is key to successful implementation of the SRP.

Therefore, all stakeholders need to be aware of, informed, educated and embrace the bigger, long term *vision for improving education* in the province and that rationalising unviable, uneconomic schools is a crucial part of improving the education, economic, social and political futures of the Eastern Cape and all its people. People need to recognize their role and benefits of the process to themselves, their children and future generations.

### SRP Vision

A reshaped and reorganised educational landscape for the Eastern Cape, framed by a better educational delivery system providing quality education for each learner, a better teaching environment for educators and a better future for all.

### SRP Mission

The mission is to rationalise and re-align the small, unviable, non-conforming schools, efficiently reorganise, utilise and equitable allocate the financial and human resources to realise this vision.

### The Role of the DEF in the SRP

The DEF is the multi-stakeholder representative structure that can give substance and meaning to the mission of transforming the educational landscape of the Eastern Cape in every District. The Circuit Schools Landscape Plans and the web-based mapping tool produced by the EC DoE serve as the practical implementation tools and reference material placed at the disposal of both Departmental officials and DEF members. Armed with these tools, the SRP Commission set out to deliberate on how it should be structured and define roles and responsibilities.

#### 5.5.2.1 Submission by the SRP Commission

### Brief introduction

This Commission was led by Mr. Phaphama Mfenyana who was part of the Government Technical Advisory Committee (GTAC) charged with providing technical advisory support the

Department.

### Key Focus Area

The SRP Commission's deliberations were focused on four topics as stated below.

- Advocacy programmes
- Formation of structures
- Participation in pre & post rationalisation programmes
- Policy mediation and interpretation

### Problem Statement

Drawing the input given by Mr. Gaca (EC DoE) and Mr. Mfenyana (GTAC) earlier during the Summit, they highlighted the fact that the SRP, as a national Department of Basic Education project is not new in the Eastern Cape. The challenge has always been one of multiple understandings and interpretations by various stakeholders all of whom remain committed to improving the quality of education for all learners in the Province. The dominant interpretation and perception amongst societal stakeholders was it was only about the closure of small and unviable schools with no obvious link to overall improvement of the education landscape for better and improved education outcomes. The DEF Summit presented an opportunity to provide clarity on the overall purpose, goals and objectives of the SRP. Through the DEF, all stakeholders are mobilized in support of the SRP. Central to this mobilization is the role of the DEF and the link between the SRP to the new Service Delivery Model.

### Recommendations

The recommendations made by the SRP Commission centred around the Key Focus Areas identified in point 2 above.

#### (i) Advocacy Programmes

An advocacy campaign should be launched to create awareness and educate stakeholders on the purpose, goals and objectives of the SRP. The activities related to this include but are limited to the ones listed below.

- a) The development and immediate implementation of an advocacy plan.
- b) Production of advocacy materials to be dissemination in various languages
- c) The advocacy campaign should be targeted at main organizations and stakeholders such as district and local municipalities, community based organisations, non-governmental organizations, traditional leaders, faith based organisations, business sector, etc.
- d) Stakeholder mobilization methodologies and platforms should be identified and used e.g iizimbizos, education forums, community meetings, various departments and school functions in support of implementation of the CSLP.

(ii) Formation of structures

The DRCC should be established as a dedicated sub-structure of the DEF.

- a) Establish the DRCCs in each of the 12 Districts
- b) Establish and restructure District Implementation Teams (DIT) in every District
- c) Ensuring synergy and adherence to roles and responsibilities on both committees
- d) Ensure that these structures are resourced with human and financial resources with budget plans and programmes.

(iii) Participation in pre & post rationalisation programmes

Active participation in the SRP should manifest in the form of the following key activities;

- a) Receive from the department a schedule of PHs and SFAs for all Districts
- b) Providing the DEFs, DCTs and DRCCs SRP policies, CSLPs.
- c) Enabled access to the department's webmap tool on [ecsrp.webmaps.co.za](http://ecsrp.webmaps.co.za)
- d) Reports should be presented to the structures for report back purposes to both internal and external stakeholders.
- e) Workshops should be conducted where all members of the structures participate. These workshops should be held in four centres namely, Umtata, Queenstown, Port Elizabeth and East London.

(iv) Policy mediation and interpretation

Stakeholders should be thoroughly briefed and made aware of relevant policy and legislation that informs and guide implementation the SRP. In doing so, the following activities should be performed.

- a) An FAQ - Frequently Asked Questions pamphlet should be produced and widely distributed
- b) Risk analysis and mitigation plan drafted and updated - Quarterly
- c) Produce and distribute SOPs in comics, videos, pamphlets and posters on at quarterly intervals.
- d) The DRCC should be equipped with various plans such as Scholar Transport, Infrastructure and Hostel plans.

(v) Challenges and issues identified

Some of the challenges identified included the following;

- a) Lack of understanding of the overall purpose and vision of the SRP.
- b) Trust deficit due to unfulfilled promises made by the ECDoE to communities.
- c) Lack of communication from the ECDoE progress and achievements since inception
- d) Limited capacity at District levels.
- e) School closures that have happened without following due legal process.
- f) Lack of clarity and understanding on policies and guidelines governing school

closures and mergers.

(vi) Proposed Action Plan for 2018

The action plan was detailed as follows;

- a) Facilitate establishment of DRCCs in each of the 12 Districts
- b) Facilitate establishment and restructure District Coordination Teams (DCT) in every District
- c) Conduct workshops to educate and inform on SRP policies and guidelines in respect of school closures and mergers.
- d) Produce and distribute communication materials including the FAQ documents
- e) Facilitate capacity building on formally established DEFs in all Districts
- f) Facilitate development of synergy and adherence to roles and responsibilities on both committees
- g) These structures be resourced with human and financial resources with budget plans and programmes.

#### **Preamble**

The submission of the SRP Commission has been enhanced to ensure alignment and coherence between the key areas of the DEF Mandate and Mission.

#### Brief background about Infrastructure

Infrastructure provision and maintenance is critical to the mission of providing quality education in an environment that is conducive to learning and teaching in the province. Stakeholders are aware of the challenges that have been experienced in this critical component of education services delivery and the DEF as a societal structure has role in assisting and guiding the provision and maintenance of much needed infrastructure.

#### **The Mission**

The mission of Infrastructure is to create an enabling project environment through participation, partnership and dialogue for better decision making and support for schools infrastructure development.

#### **Key Focus Areas**

The Three Focus Areas that had to find expression in the discussion on the infrastructure commission are detail below:

- a) Issues of Planning & Processes
- b) Role of Stakeholders (Priority List)
- c) Ownership/Advocacy

#### **The Problem Statement**

The consultative and democratic processes that are designed to maintain and build a more cohesive society that is better informed and participatory in nature have not been fully optimized. This has inhibited the role of that the DEF plays in facilitating stakeholder engagement processes for development of the school infrastructure.

#### **Recommendations by the commission**

- a) Dealing with Rationalization

The issue of the Department engaging on the scientific process of rationalization was understood. However, finalization of the final target lists requires input from the DEF, to this far the following were agreed;

- i. All infrastructure policies and documentation must be submitted to the DEF for reflections and discussion.
- ii. The prioritization of school infrastructure projects as envisaged in the rationalization circuit school landscape plans (CSLP) must further be endorsement by DEFs.

- b) Role of Stakeholders

The commission understood that ensuring effective stakeholder participation stakeholders is the main function of the DEFs. In respect to infrastructure development, the issue of role clarification was cited as critical in order to defuse tensions. It was resolved that as follows;

- i. There should be a person representing the DEF in the project steering committees (PSC).
- ii. That Quarterly Progress Reports on infrastructure should be submitted to DEF.

c) Ownership & Advocacy

Following on the responsibility of stakeholder engagement is the aspect of advocacy, the commission understood this to be an ongoing exercise based on mutual trust, information sharing and communication. The advocacy will happen and be formalized through district and local level structure.

Challenges identified

- a) DEF members do not currently participate in the ECDoE Infrastructure planning and implementation.
- b) DEF members do not have a role on the local municipalities’ infrastructure roll-out projects.
- c) Municipal infrastructure project plans do not include the schools building programme of the ECDoE.
- d) ECDoE building and construction projects are implemented by suppliers and service providers from areas outside of the local district. Local businesses are thus deprived of business opportunities.
- e) Failure by the ECDoE to provide scholar transport even for schools targeted for closure in 2016 and 2017.
- f) Providers of scholar transport are either not paid on time or budgeted for adequately.

**Proposed Action Plan**

The commission proposed an action plan for 2018 as outlined below.

| Activities  | Inputs   | Milestones                                       | Outputs                                  | Timeframes               |
|---|--|--|--|--------------------------|
| <b>Issues of Planning &amp; Processes</b>                             |  |  |  |                          |
| Communication of infrastructure development plans to DEF stakeholders | <ul style="list-style-type: none"> <li>a) Provide the DEF with copies of B5 document. (This is the list of all infrastructure projects planned for the next 3 years.)</li> <li>b) Inform DEF structures on projects that have been award to contractors for purposes of establishing Project Steering Committees.</li> </ul> | Convening of consultative/clarification meetings | Signed record of decisions (RoD) by DEFs | Quarter 1 (Jan-Mar 2018) |

| <b>Ownership &amp; Advocacy</b>                        |   |  |   |                           |
|--|---|--|---|---------------------------|
| Ensure that stakeholders are able to play their roles. | District officials should submit quarterly reports to the DEF   | Minutes to reflect standing item on infrastructure           | Submission of the Sector Plan (infrastructure) into IDP | Quarter 2 (Apr-June 2018) |
|  | DEF members should participate in local and district forums such as the SRP, QLTC and School Readiness. | Effective attendance and participation at scheduled meetings | DEF status reports with attendance registers in forums  | On-going                  |

**Recommended Resolution for adoption**

That the conference adopts the activity plan and recommendations as presented.

## 5.5.4 School Readiness Commission

### Preamble

The submission of the School Readiness Commission has been enhanced to ensure alignment and coherence between all the key areas of the DEF Mandate and Mission.

### Brief background about School Readiness

Effective School Readiness Planning in the Districts is critical to effective learning and teaching. Admissions and registration, teacher provisioning readiness, LTSM availability, curriculum readiness and minimum infrastructure needs (fencing and usable toilets that provide privacy) are some of matters that all stakeholders at district level are concerned with. The Commission on School Readiness deliberated and made recommendations on how the DEF can better fulfill its role in support of the ECDOE.

### Key Focus Area

The Commission deliberations covered eight key focus areas as listed below.

- School Management Planning
- School year planner
- 2018 admissions and registrations
- 2018 SGB elections
- Curriculum delivery and teacher provisioning
- Scholar transport
- School safety and security
- School closures and mergers

### Identified Challenges

The following list of challenges were identified as hindering effective School Readiness Planning in the Districts.

- a) Lack of capacity for developing a District wide annual plan.
- b) Inability by schools/districts to stick to school Year Planner
- c) Challenges experienced in the issuing of birth certificates.
- d) Lack of necessary documentation from parents who are immigrants.
- e) Exclusion of learners with no birth certificates or study permits.
- f) Manipulation of SGB election processes by members of the community, EDOs & Principals.
- g) Lack of a plan to support areas where there are shortfalls in terms of teaching, learning and availability of teachers.
- h) Lack of evidence for learners who did not progress.
- i) Use of bakkies, unroadworthy buses, unlicensed drivers, absence of lists of learners who board buses.
- j) Taverns that are located near schools inviting trouble.
- k) Lack of internet access.
- l) Lack of buy-in for the Schools Rationalisation Process.
- m) Hurried closure and merger of schools without following due processes.

Strategies for dealing with each of these challenges were formulated and these are outlined and juxtaposed to each priority area as illustrated in table the below.

### Action Plan based on 2018 Priorities Areas

| NO. | WHAT IT ENTAILS  | EVIDENCE OF READINESS   | POST SCHOOL READINESS FINDINGS   | CORRECTIVE MEASURES   |
|-----|--|---|--|---|
| 1   | School Management Planning - End of the 3 <sup>rd</sup> term.  |   |  |   |
|     | The DEF should advise on the district wide plan to be followed in preparation for 2018.  | Plans should be made available by all parties to ensure proper management of schools in the district. These will be inclusive of admissions, time tables, subject allocation, learner enrollment ,availability of classes ,supervision plan                 | Challenges in developing plan by all expected and adherence to it  | Ensure each school in district develops and actions it as this is step 1 of service delivery  |
| 2   | School year planner - October 30 for districts November 30 for schools   |   |  |   |
|     | All activities that take place in schools informed by various sections within the school. The District activity plan should be circulated to schools to be incorporated in the schools 'programs to avoid clashes. | The incorporated plans should be made available.  | Inability by schools/districts to stick to school planner  | Strict monitoring by supervisors  |
| 3   | 2018 Admissions and registrations - July of every year.  |   |  |   |
|     | Application forms, registration, placement processes. All the necessary source documents like birth certificate, transfer card (SASAMS), study permit for every learner should be made available.                  | Lists of new & old applicants should readily available in time; Functional committees for admission should be in place. Engagements with the Home Affairs, Heath, Social Development, Justice departments to ensure the availability of birth certificates. | Delay in the issuing of birth certificates. Lack of necessary document from parents who are immigrants. Exclusion of learners with no birth certificates or study permits. | Channel to the members of parliament through constituency offices   |
| 4   | 2018 SGB elections - March 31 2018   |   |  |   |
|     | Advocacy on the appointment of new SGBs eligible to be elected would be parents or guardians of learners in schools as entailed in the SASA. Appointment of electoral officers; development of parent voters roll  | Source documents (ID & proof of parenthood/guardianship from SASAMS) from parents or guardians of learners in all schools should be available.  | Manipulation of the process by members of the community, EDOS & Principals.  | Guard against the manipulation of the process with the involvement of IEC and SAPS for vetting SGB members. Where processes have been flouted, consequence action should be taken. DEF should be part of induction of SGBs to give input. |
| 5   | Curriculum delivery and teacher provisioning - January on the re-opening day   |   |  |   |
|     | Availability of resources, all plans for teaching, assessment and supervision. Time on task should be observed.  | Learners should be at school and in class from the first day. Plans & preparations should be ready so that teaching can also take place from the first day to last day of the year.   | Plan of support in areas where there are shortfalls in terms of teaching and learning and availability of teachers. Lack of evidence for learners who did not progressed   | The DEF should ensure quality is prioritized in appointments. Proper evidence and consultations should be made available for learners who did not progressed.   |
| 6   | Scholar transport - Ongoing  |   |  |   |
|     | Transportation of learners who qualify to and from schools.  | Monitoring of the condition of transport by Dept. of transport, DEF and SGB. Lists of beneficiaries & availability of documents to prove roadworthiness of bus.   | Use of bakkies, unroadworthy buses, unlicensed drivers, absence of lists of learners who board buses.  | Regular inspections and validations should be done.   |

|   |  |  |   |   |
|---|--|--|---|---|
| 7 | School safety and security - Ongoing                 |  |   |   |
|   | Ensuring that schools are safe and secure sites.     | Availing police and security guards in schools. There should be proper fencing with lockable gates to ensure safety. | Taverns located near schools inviting trouble.<br>Internet access | Removal of such unsafe places. Ensure schools are fenced in.<br>Cyber browse should be restricted in schools and a close eye should be kept in learner log in's.                              |
| 8 | School closures and mergers - Ongoing                |  |   |   |
|   | How the merger and closure affects quality education | Evidence of proper channels in making sure that the process is carried without resistance                            | Prolonged processes & lack of buy-in/hurried processes            | Thorough consultations with all role players for attainment of quality education.<br>Resources of the closing school should be discussed and be reported to Asset management of the district. |

## Recommendations

Recommendations are covered in the fifth column and are related to each focus area.

## 5.5.5 QLTC Commission

### Preamble

The submission of the QLTC Commission has been enhanced to ensure alignment and coherence between all the key areas of the DEF Mandate and Mission.

### A brief about the QLTC

In his presentation earlier during the Summit, Mr. Nkomo - the Head of QLTC at National Department of Basic Education had submitted that QLTC was conceived and subsequently launched as a social compact between the education department, stakeholders and communities.

He said that the primary goals of QLTC were:

- a) To inform citizens about the importance of education, and their roles, responsibilities and obligations towards education;
- b) To be the catalyst for positive change, quality improvement and transformation;
- c) To provide a platform for communities and broader society to actively and constructively become involved in the improvement of teaching and learning.

Mr. Nkomo emphasized that QLTC is not a DBE programme but a campaign geared towards mobilizing every stakeholder to play its role and responsibility towards the attainment of quality learning and teaching. However, the material conditions upon which QLTC was founded have changed/shifted hence the need to refocus its priorities, e.g. quality, curbing social ills, etc

### The repositioned QLTC

QLTC is now repositioned to respond to the dictates of the Education Action Plan 2019, schooling 2030 as enshrined in the education programme of action, to also give societal involvement in the NDP vision and goals of the country in the long – term plan for education as articulated in chapter 9, and to concretely give meaning to the words of the President:

*“The Plan has been adopted as a National Plan for the whole country. It is our Roadmap. For the next 20 years. All the work we do in Government is now part of the comprehensive National Development Plan, including all operational plans, be they social, Economic or political”*

## 5.5.6.1 QLTC Commission Submission

### Brief introduction

The QLTC Commission reminded delegates that in 2008, a resolution was made in Polokwane that education was declared as “A SOCIETAL MATTER”. QLTCs were put in place to “Mobilize communities for quality teaching and learning in schools to produce quality education”. The aim at that time was to ensure improvements in matric results. The commission decreed that this resolution was achieved only partially.

## Key Focus Area

What role should the DEF play in promoting Quality Learning and Teaching in the Districts and how best should its activities be planned to ensure that the QLTC goals and objectives are achieved?

## Problem Statement

The role of DEF in promoting the goals and objectives of the QLTC is not clearly defined and understood. As social compact between education department, stakeholders and communities, the DEF seeks to define its role and make recommendations on how best play that role with impact on the education system as a whole.

## Challenges identified

The commission identified the following challenges;

- a) No clearly defined roles, identified activities for the DEF
- b) No space created for to operate by the same department (schools, Districts)
- c) Weak SGBs
- d) Lack of intensified advocacy to take the campaign forward
- e) Campaign is not driven by the proclaimed community members.
- f) None recognition of the very community – stakeholders.
- g) Stakeholders feel limited by the very education
- h) Principals to create space for QLTC to execute their function
- i) A need for a model to empower SGBs
- j) QLTCs should be chaired by an SGB member.
- k) All SGB meetings to have Quality Learning and Teaching issues as they culminate from the QLTC action plan. (State of the school Address- Accountability meetings)

## Proposed solutions

The commission proposed the following solutions;

- a) SGBs should be enabled to understand and interpret relevant legislation.
- b) SGBs and QLTCs members should compliment one another.
- c) SGBs should accommodate all those that have an interest in the education of their children.
- d) QLTC to be considered a standard programme with a standard committee rather than a campaign
- e) QLTC to be treated as a MUST by Departmental officials, starting from the principal, Circuit Manager, CES and District Director and should appear in their performance Agreements.

## Recommendations

The commission recommended that;

- a) Space should be created for all community members with interest in education to

participate even if they are not parents.

- b) All education managers (Principals, Circuit Managers, District Directors) should give the state of education address to QLTCs.
- c) QLTCs should form part of the performance agreement for education managers (Principals, Circuit Managers, District Directors)
- d) QLTCs should be sub-committees of SGBs and should be chaired by an elected member of the SGB.
- e) QLTCs should not be treated as a departmental programme. It should be about what the members of society choose to do in supporting education.
- f) Modular training should be provided to SGBs to empower them in their roles and responsibilities. Modules should be written in local languages.
- g) QLTCs should have programmes with timeframes.

### Recommended QLTC Programmes

In pursuing quality education and learning, society needs to be mobilized and organized to;

- Curb social ills (Drug abuse, Teenage pregnancy, vandalism of school property, etc.)
- Launch back to school campaigns
- Motivate SCOs and School Awards and Alumni
- Stage career expos
- Support school Readiness programmes
- Engage in resource mobilization

The strategies for implementing these programs would be the pre-occupation of the DEF through the QLTC sub-committee.

### Proposed Action Plan for 2018

The following action plan was envisaged as most effective for the plenary to consider and adopt.

| ACTIVITY                       | RESPONSIBILITY                                  | TIMEFRAME        |
|--------------------------------|---|------------------|
| Advocacy on SGB election       | DEF   | until march 2018 |
| SGB Election                   | Electoral Officers                              | March 2018       |
| SGB induction                  | ECDOE – Chief Directorate IDS&G                 | March - May      |
| Establishment of QLTC          | SGBs, Principal, District QLTC coordinators/ CM | April - June     |
| QLTC Induction and empowerment | SGBs, QLTC C/O, CM                              | April- June      |

## 6.0 Summit Resolutions presented and adopted

- a) That summit delegates accept all the commission inputs made as draft submissions only.
- b) That the Action Plans presented be adopted
- c) That a Resolutions Committee be established comprising of no less than 2 representatives from each DEF careful to ensure broad representation of stakeholders.

## 7.0 Way Forward

It was agreed that the next step will be the drafting of the DEF Summit Report to be discussed with the Resolutions Committee when duly convened in the early part of 2018.

APPENDIX A – Copies of presentations made

APPENDIX B – Copy of Attendance Register