

NORTHERN CAPE EDUCATION DEPARTMENT



STRATEGIC PLAN 2005/06 TO 2009/10



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Foreword

The Northern Cape Education Department's successes that had been registered over the last 10 years have been due to determined, decisive interventions and programmes. These interventions normally start with our scheduled Strategic Planning process.

Our vision, mission and subsequent plans, which are derived from our national and provincial imperatives, ensure that we are always confident in the knowledge that we are on track as a department. Now that we have for the third year in succession registered the highest matric pass rate, we are proud to announce that even the quality of those passes has improved significantly. To this end, we are even more determined to further improve in that regard.

While the core business of this department admittedly remains learning and teaching, our resolve to push back the frontiers of under-development and poverty, is as strong as ever. Hence, in addition to the Executive Authority's priorities above, the following areas will also benefit from our focused attention:

❖ **Social transformation to be central in our plans and programmes**

Relevant knowledge and skills will remain illusive to the majority of our people as long as the social transformation agenda is not deliberately factored into all programmes

❖ **Further improve the quality of the Senior Certificate passes**

The further improvement in the quality of our matric results and specifically Mathematics and Science results will necessarily respond to the economic needs and demands of the province. We resolve to position FET colleges as providers of relevant knowledge and skills so that the youth can benefit from employment opportunities

❖ **Turn schools into centres of community life**

Our schools must be positioned as centres of community life. Communities must assume ownership and responsibility for their schools. On the other hand schools must become centres of service delivery for the community.

❖ **ABET**

ABET students must be assisted to complete their studies. Each successful candidate must leave with an accredited certificate. Our programmes must be responding to market pressures so that we can produce employable persons. We must explore and activate mechanisms to recognise prior learning.

❖ **Preparation for OBE implementation in FET**

With our first OBE compliant matriculants entering Grade 11 this year, a special effort is presently being budgeted for to ensure that when those matrics finish school, they will be a new kind of citizen. We want to at all cost avoid a situation where parents and the tertiary institutions turn on us, claiming that OBE never prepared the learners adequately for post matric.

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MEC for Education

Part A: Strategic Overview

1 Vision

To transform the education system to reflect and advance the interests and aspirations of all South-Africans on an equitable basis

2 Mission

To develop and maintain a high quality and efficient education system in the Northern Cape Province

3 Values

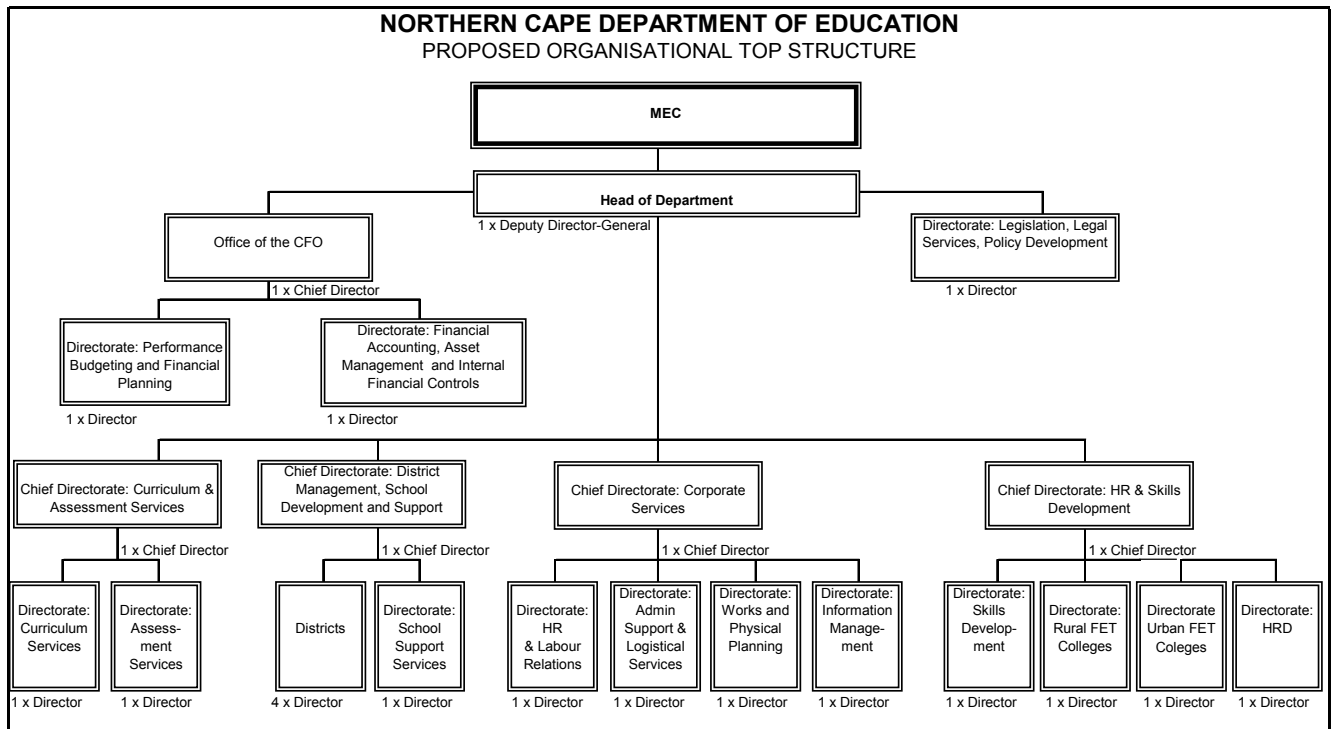
<i>Departmental ethos</i> <i>The department functions on the following principles:</i>	<i>The core values that the Department espouses are:</i>
<ul style="list-style-type: none">• <i>All services must be in line with the Batho Pele policy of taking the service to the people.</i>• <i>Personnel must adhere to the Code of Conduct</i>• <i>Courage to learn, change and innovate</i>• <i>Open communication, transparency and consultation</i>	<ul style="list-style-type: none">• <i>Trust, integrity and dignity</i>• <i>Non-racialism and non-discrimination</i>• <i>Commitment to performance</i>• <i>Focus on the poor</i>• <i>Focus on the rural communities</i>

4 Sectoral situation analysis

Core functions and responsibilities

The core business of the Northern Cape Department of Education (NCED), guided by its VISION and MISSION, is the provision of learning and teaching programmes that will translate into quality education at the various institutions representing differing qualification levels in the Province. This is done within the framework of the National and Provincial legislation and policies.

Types of Services Delivered by the Department:



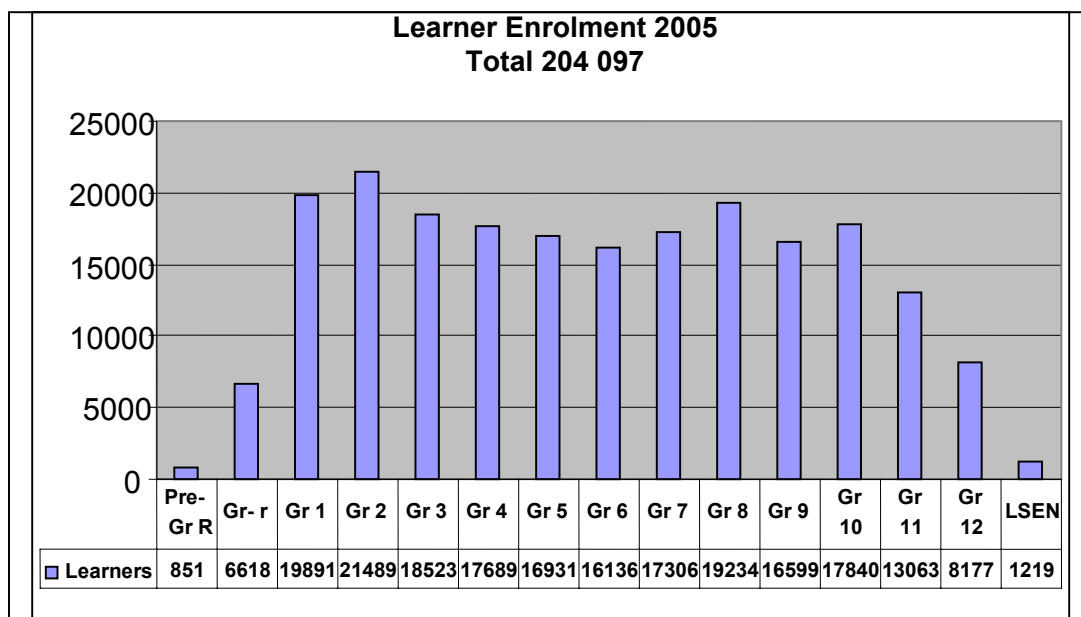
Situation analysis

The Northern Cape is the most unique of the 9 provinces of the Republic of South Africa. Geographically it is the largest province, with a landmass of 361, 830km², which is 30% of the total RSA, yet it is inhabited by only 2% of the entire population. The area is mainly arid and sparsely populated. Due to the arid conditions the development and economic activities are mainly along the Orange River and in the east around Kimberley resulting in over-crowding in these areas. (Source: Stats SA - 2001).

The population was estimated at 840 000 during the official census of 2001. This was comprised of a sizeable Coloured component (435 000) followed by Africans (279 000), Whites (112 000), Indians (2 300) the last group is a smaller population of Chinese, Nama, San, Khoi.Xu! and Khwe descent. Most of these groups reside in the urban areas (more than 71%) except for the Nama, San, Khoi.Xu! and Khwe who are still leading a very nomadic lifestyle. There are therefore small numbers of people in scattered areas. (Source: Stats SA - 2001).

The living preferences of the people present the department with a challenge in terms of provision of quality education, especially in providing infrastructure and good educators.

There are 204 097 learners in a total of 461 schools, whilst the total number of educators is 7076. This presents a desirable Educator: Learner ratio of 1:28. But due to internal migration caused by changing living area preferences and other issues, including induction language, the province still has some overcrowded schools in some areas with a much higher learner: educator ratio. The Frances Baard district area is experiencing the highest incidence of these schools whilst the Siyanda district, with Uptington as the main town, has a lesser incidence of these high learner:educator ratio schools. The department has policies that will ensure that school hostels are upgraded and increased to accommodate more learners and provide transport to ferry learners in smaller communities to good schools, which are usually more than 25km away.



Source: EMIS snap 2005

One of the other challenges that the department faces is the high dropout rate. The table above indicates that less than 50% of the learners that enrol in grade 1 actually do complete grade 12. The department has embarked on introducing programmes that will accommodate out-of-school youth like learnership projects. Efforts are also made to try to keep the youth in schools through provision of quality education – good schools, high quality educators and intensified sports, arts and culture programmes. The Northern Cape youth that stay in school up to matric have proven that they do benefit from the exercise as the province has received good matric passes of more than 80% for the past four years with 90.9% in 2003, the highest pass percentage in the country.

The other major challenge is the ability of the department to produce learners who are able to respond to national, but more so provincial labour demands. The department's Strategic Plan is informed by the principles of the Provincial Growth and Development Strategy. The department will ensure that governance structures of all its institutions are empowered and provided with ongoing support to execute their roles and responsibilities effectively and efficiently. Sustainable growth will be realized through the promotion of economic and social development through sustainable management and utilization of human resource. The principles of Batho Pele will be promoted through prioritising people and their needs to serve their socio-economic developmental needs. The province is predominantly depended on the following economic sectors: agriculture, mining, manufacturing and a steadily growing tourism sector. Some schools are being turned into specialization schools e.g. the Hoër landbouskool Noord-Kaapland in

Jan Kempdorp (Frances Baard district), which will produce learners who are competent in agriculture. There are however only 2 FET colleges (Frances Baard & Siyanda districts) with one Higher Education institution plus a number of campuses opened by HE institutions from other provinces. Mathematic, Science and Technology is receiving priority in the Curriculum directorate through the upgrading of educators and participation in numerous projects.

Many of the families living in the province earn an income of below the poverty line. The department is therefore compelled to spend much more on previously disadvantaged/ poor learners. Our learner per capita expenditure is R5 805, which is the highest in the country. There are schools in the Northern Cape where 100% of learners have been exempted from paying school fees. The nutrition programme has been extended to not only feed the primary school learners, but also the secondary and community based ECD centres.

Organisational environment and Challenges

The Northern Cape Education Department consists of a provincial head office, four districts, two FET colleges, one Higher Education institution, 461 schools including independent schools, 123 ABET centres, 311 ECD centres (148 school-based, 163 Community-based).

Other statistics as at Jan 2005:

1.	Learners in public schools (including those in independent schools).	204097.	L:E ratio 29:1
2.	Schools (including independent schools).	461.	
3.	Educators (including those attached to independent schools).	7076.	
4.	ABET centres.	123.	
5.	ABET learners.	8894.	
6.	ECD centres, school-based.	148.	
7.	ECD centres, community-based.	163.	

The provincial head office, based in the Frances Baard district in Kimberley is responsible for translating government mandate into policy - development, policy analysis and strategic management whilst the districts are mainly concerned with implementation and direct support to schools.

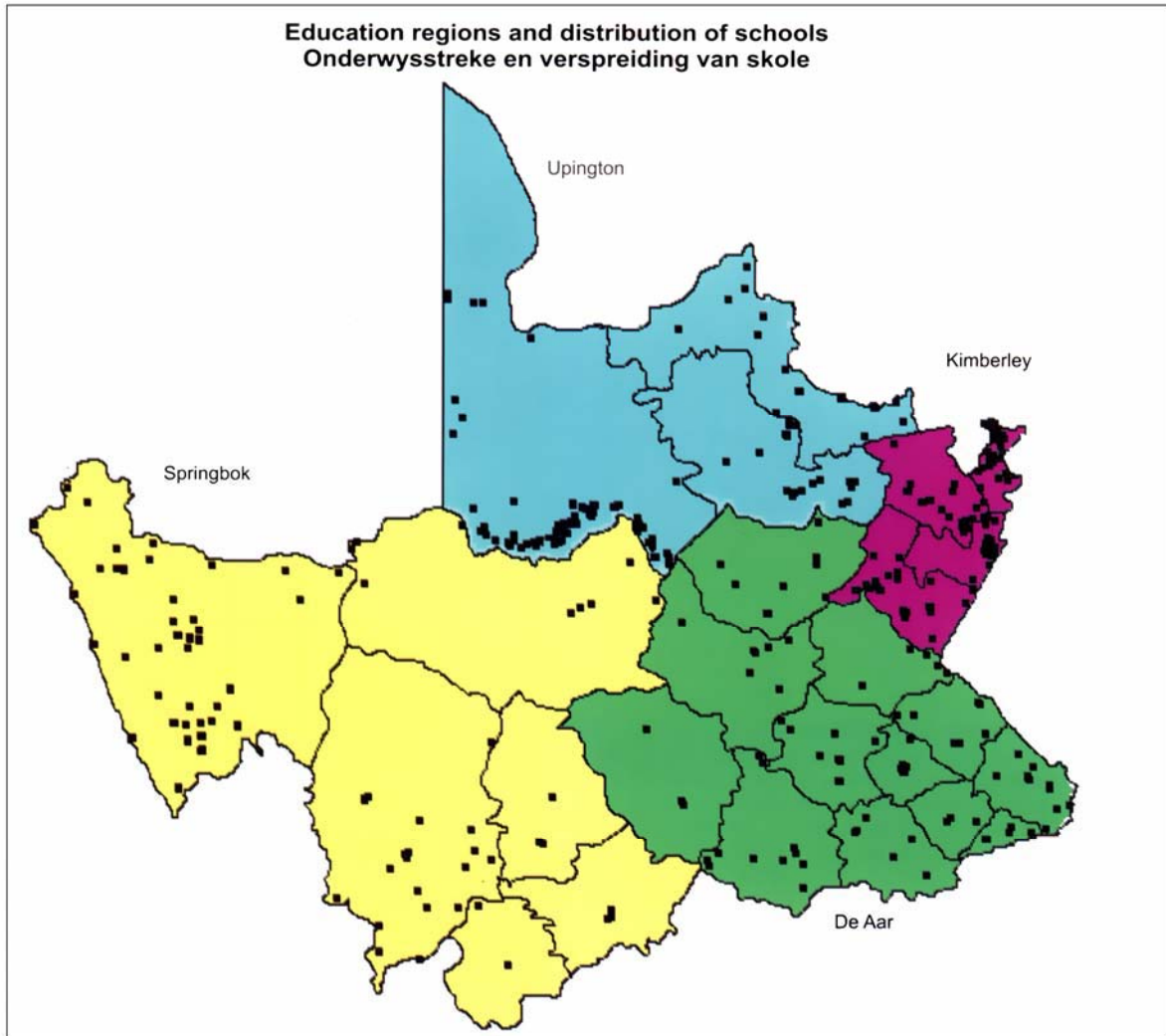
The provincial accounting officer is the Head of Department (HOD) who reports to the Political head, the MEC. The HOD is assisted by, one Chief Financial Officer, one Chief Director and 4 Directors. There are four districts namely Frances Baard, Siyanda, Karoo and Namaqua. A District Director who serves as the district accounting officer manages each of the 4 districts. Every head office-based directorate has a representative in the district (except for the quality assurance directorate). These officials are responsible for managing the implementation process and supporting schools in respective districts.

Organisational challenges

The main challenge is communication between head office and district offices. Head office is based in Kimberley and district officers are far away. Participatory management – the viability of convening meetings where all districts are represented is a big challenge. The Siyanda district office, based in Upington, is about 400km away, while Springbok, the capital of the Namaqua district, is about 850km from Kimberley.

Education Districts And Distribution Of Schools In The Province

For educational purposes the province is divided into four education districts namely, Namaqua (Springbok), Frances Baard (Kimberley), Siyanda (Upington) and Karoo – (De Aar) (Pixley ka Seme). The map below shows the four districts as well as the distribution of schools in the province.



Source: 1996 Schools and colleges Register of Needs Survey

The department has provided all schools with computers and most schools have functioning emails and are connected to the Internet. This measure expedites the speedy transmission of data from schools to district officers and/or head office.

LEARNERS PER GRADE - 2005

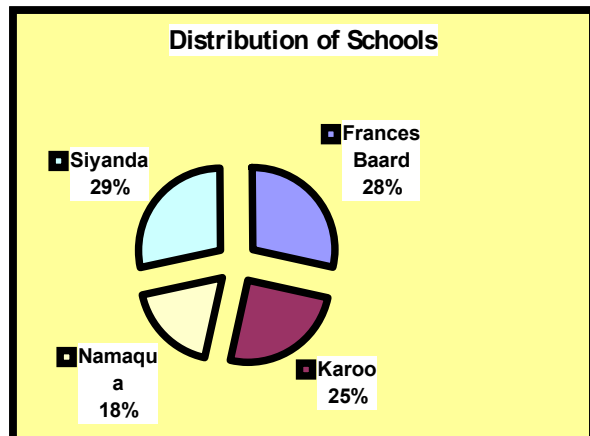
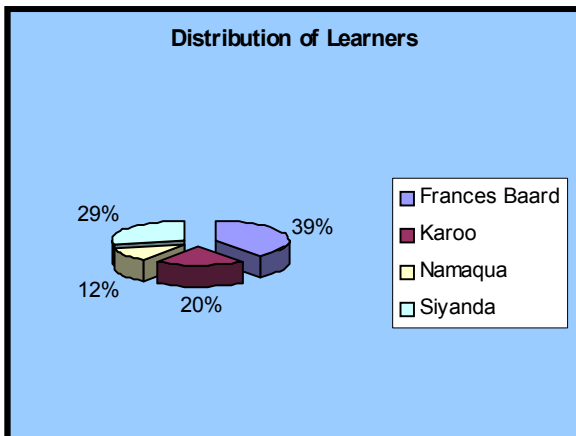
Learners per Grade per District including school based Pre Gr R, Grade R and LSEN Schools.

DISTRICT	Pre-Gr R	Gr r	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12	LSEN	Total
Frances Baard	253	2174	7190	8146	6707	6621	6438	6131	6264	7383	6940	7863	5926	3779	946	82761
Karoo	229	1542	4065	4605	3861	3522	3441	3347	3570	3986	3177	3186	2362	1316	109	42318
Namaqua	42	1299	2188	2258	2086	2156	2059	1997	2075	2140	1853	1920	1207	894	48	24222
Siyanda	327	1603	6448	6480	5869	5390	4993	4661	5397	5725	4629	4871	3568	2188	116	62265
TOTAL	851	6618	19891	21489	18523	17689	16931	16136	17306	19234	16599	17840	13063	8177	1219	211566

LEARNER TOTAL PER DISTRICT- 2005

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*including school based Pre Gr R, Grade R and LSEN Schools



5 Legislative and other mandates

The Department is the responsibility of a Member of the Executive Council who, together with the Premier of the Province, exercises executive authority in the Province as contemplated in Section 125 of the Constitution. The powers of the Executive Council include the implementation of provincial legislation, implementation of national legislation within the functional areas listed in Schedule 4 or 5 to the Constitution and the preparation, initiation and introduction of provincial legislation.

The Premier in terms of Section 132 of the Constitution has assigned the Member of the Executive Council responsible for education her powers and functions. As such she is responsible for the functions of the executive insofar as education matters are concerned as envisaged in Section 133.

Within the framework of the Constitution, the MEC and the Department have specific mandates imposed by the laws governing education to legislate and implement policies on various matters that concern education in the Province. One of the core mandates imposed by the South African Schools Act on the MEC is the obligation to provide schools and administer education in the province. The execution of this mandate involves the passing of laws, regulations and other regulatory measures within the Department's Constitutional competencies.

Within the broad constitutional framework, the Department, through its Head, exercises powers under the following Legislation:

- The South Africans Schools Act, 1996;
- The Northern Cape Schools Education Act, 1996;
- The National Education Policy Act, 1996;
- The Employment of Educators Act, 1998;
- The Further Education and Training Act, 1998;
- The Public Service Act, 1994;
- The Public Finance Management Act, 1999;
- The Labour Relations Act, 1999;
- The Employment Equity Act, 1999;
- The Regulations and Measures made under the above Acts; and
- The Resolutions concluded in the relevant Bargaining Chambers established under the Labour Relations Act.

The public entities controlled by the department consist of public schools and colleges. The department controls 461 public schools and two Further Education and Training Institutions. The institutions were established or deemed to have been established in terms of the Northern Cape Schools Education Act. The professional management of the public schools and colleges is undertaken by the principals and Chief Executive Officers, under the supervision of the Head of Department.

In order to improve the efficacy of the department, our organisational structure has recently been restructured to respond better to the challenges facing the department.

Furthermore, the PFMA prescribes a set of obligatory measures to ensure full compliance. These include as a minimum the development of a Service Delivery Improvement Plan and a Human Resource Plan. Over the next year NCED will ensure that it becomes fully compliant with the PFMA

6 Broad Policies, Priorities And Strategic Goals

Government's Programme of Action, the Provincial Growth and Development Strategy (PGDS) with its resultant programme of action, the Freedom Charter and other statements, speeches and manifestos collectively provide the overarching strategic framework from which the Northern Cape Education Department derives its broad policies, priorities and strategic goals.

The NCED embraces the principled tenets of fighting poverty; growing the economy and creating jobs as those that constitute the central plank of government's programme of action. The provision of quality public education remains our core business and is therefore the terrain in which we seek to make our contributions in the upholding of these principles. These basic principles consequently inform and underpin the formulation of our strategic thinking, priorities and goals. All of our actions, programmes and plans are therefore directed to give practical expression to these principles.

The Provincial Growth and Development Strategy sites three objectives as central to its successful implementation:

- Developing requisite levels of human and social capital;
- Improving the efficiency and effectiveness of governance and other development institutes and
- Enhancing infrastructure for economic growth and social development.

Our responsibility as lead Department responsible for the **Human Resource and Skills Development strategy and programme** for the province constitutes our most important priority area to realize the attainment of the broad principles and specific objectives and targets of the PGDS.

The **re-capitalisation of the FET-College sector** is a critical priority area. Ensuring congruence of FET programmes with the PGDS objectives is as important as restructuring this sector – in the fields of governance, funding, infrastructure and resources – so that it meaningfully contributes to the development of human and social capital in the province.

A further priority area is to ensure that **no learners are taught under trees** and to **improve the water and sanitation facilities** at schools. As a consequence we are not only able to provide the conditions necessary for the provision of quality education we can also make an important contribution to the Expanded Public Works Programme.

The department is responsible for the **Science and Technology** programme and function for the province and as such it becomes one of our key priorities. This function will extend beyond the curriculum to ensure that the province acquires the necessary skills and capabilities to take advantage of the many opportunities on offer through the SALT initiative, Square Kilometer Array (SKA) project, Deep Space Network Array project and others.

Establishing and sustaining functional institutions is central to ensuring that the provision of quality education is guaranteed. **Raising learner achievement from Grade R to Grade 12** is an essential component of the guarantee to quality public education. Whilst poverty and socio economic disadvantage are closely associated with low educational attainment, they are not the only factors. We have to look closely at the impact of policies, practice and procedures within institutions and the wider education system.

The aim of the Northern Cape Department of Education is to provide affordable and quality education to all children in the Northern Cape, with special emphasis on

- Farm schools
- Rural schools and rural communities
- Nodal areas
- Vulnerable groups
 - Poor

- Females
- Learners with barriers to learning

Strategic goals and Strategic objectives

STRATEGIC OBJECTIVE 1

To improve the provision of quality Education and Training services and resources to the rural and poor communities in order to deal with poverty

STRATEGIES

- To progressively implement pro-poor funding
- To provide water, sanitation, electricity and improve all unsafe structures.
- To extent provision of school nutrition to poor schools in the secondary level.
- To improve personnel provision to poor and rural schools.
- To improve access to boarding- and transport facilities to poor and rural learners.
- To remove barriers to access to education e.g. Child labour, and seasonal migration.

STRATEGIC OBJECTIVE 2

To contribute to the economic development of the province and job creation

STRATEGIES

- To implement a recruitment strategy that is biased towards the unemployed educators and other appropriately skilled persons in the province.
- To promote BEE/SMME through procurement, capital projects and the acquisition of services.
- To support the objectives of the EPWP through the alignment of educational programmes- ABET, NSNP and Infrastructure Projects.
- To improve the economic opportunities of poor schools.

STRATEGIC OBJECTIVE 3

To ensure the successful implementation of the Human Resources and Skills Development Programme in the Province

STRATEGIES

- To implement both the departmental and Provincial HRD Strategy
- To develop and implement both the WSP and PSP
- To advocate for and increase the number of learnerships and internships
- To strengthen the relationship with DOL, SETA's and NGO's for the intake of both learnerships and internships and the exit strategy thereof
- To improve linkages between schools, FET's, the National Institute and the communities.
- To align ABET training with entrepreneurial skills and the EPWP.
- To ensure that the FET Colleges have the necessary resources and programmes relevant to the needs of the economy.
- To integrate Inclusive Education in FET institutions to deal with barriers to people with disabilities.
- To consolidate the establishment of the National Institute of Higher Education
- To raise participation and performance by historically disadvantaged learners in Maths, Science and Technology

- Expand the reach of ABET and engage in advocacy campaign for ABET
- To engage in an advocacy campaign and recognition of prior learning

STRATEGIC OBJECTIVE 4

To promote Health and Health Education in order to improve the quality of life

STRATEGIES

- To reduce the spread of HIV/AIDS through awareness and life skills programmes.
- To enhance care and support programmes for learners and educators.
- To implement a comprehensive health plan for learners
- To entrench nutrition as part of the comprehensive health plan for learners
- To set up food gardens and other food production programmes
- To establish and implement an employee assistance programme
- To assist and support learners in conflict with the law

STRATEGIC OBJECTIVE 5

To ensure that education programmes continue to be transformative

STRATEGIES

- To de-racialise and eradicate all forms of prejudice in education in the Province.
- To implement affirmative action and employment equity in the department.
- To pursue preferential allocation of resources.
- To promote the equitable use of educational resources.
- To promote and strengthen democratic participation in education.
- To promote the ethos and values of the Constitution.
- To create an environment in the province where NEPAD can thrive.

STRATEGIC OBJECTIVE 6

To enhance quality in Education

STRATEGIES

- Implement the Integrated Quality Management System (DAS, WSE, PM)
- Implement a teacher development strategy
- Implement e- Education (White Paper 7)
- Review and strengthen Curriculum processes
- To improve support to schools by developing capacity in Provincial and District Offices.
- To strengthen management and governance capacity in our institutions
- To strengthen the implementation of Inclusive Education (White Paper 6)

STRATEGIC OBJECTIVE 7

To re-position schools as centres of community life

STRATEGIES

- To make schools accessible resource and service centres.
- To make schools One Stop Service Centres for all government departments.

- To assist schools to exploit opportunities for business development in communities.
- To revitalise School Hostels to become home for the vulnerable.
- To formalise partnerships with community structures at school level.

7 Information systems to monitor progress

- **Financial Information Systems**
The department utilises the BAS accounting system. The previous accounting system (FMS) had certain reporting shortcomings. When the department implemented the BAS system in April 2003, the data structures were amended so that the shortcomings can be eliminated. Some of the shortcomings were:
 - Section 21 reporting:
The fact that school allocations were distributed by two mechanisms made reporting impossible. E.g. section 21 schools received a transfer payment for learning support materials (LSM), payment of services and maintenance. When a report for LSM was requested, only non-section 21 schools were reflected. The data for section 21 schools could not be retrieved, as all transfer payments to schools were paid under "Transfer payments"
 - Personnel reporting:
There exists a need to report separately on educators and public service personnel, but the FMS system couldn't.
- **Operational Information Systems**
 - Persal
The Persal downloads are utilised to a large extent
 - Infrastructure
The infrastructure tracking system is operational and most reporting requirements can be satisfied from it
 - HRD and Training
This system is practically non-existent, but plans are underway to develop it
 - Inventory
This system has limited capacity
- **Information Reporting Systems**
 - EMIS
The data of the EMIS system is comprehensive. Due to a shortage of skilled staff, the extraction and reporting of data is inadequate.
 - ABETMIS
This system is still in it's infancy and the data is not very reliable
 - ECDMIS
Due to the dynamic character of ECD sites, it is extremely difficult to get accurate data on ECD
 - FETMIS
The capacity of the FETMIS system has been enhanced and quality data and reporting should be available by the end of 2003.
- **Operational Units**
 - The operational units are a valuable source of information on service delivery.
- **Outside sources**
 - StatsSA
Some of the outcomes can be measured only over a longer time span, e.g. adult literacy rates
 - Other departments supply valuable information, e.g. antenatal HIV prevalence rates

8 Description of strategic planning process

The meaningfulness and usefulness of a strategic plan is to a large extent determined by the extent and depth of staff involvement in its development. To this end, our strategic planning process has now become an institutionalised item on our entire annual and medium-term calendars. The result is that from district level up to head office level, if not directly, then very definitely indirectly, most of the staff is involved in the strategic planning process.

The process takes the following route:

A first Strategic Planning session of year – with the MEC, top management, all programme and sub-programme managers, district managers and their wide-ranging official delegations. This is held after the following guiding addresses and votes:

- ❖ The President's State of the Nation Address;
- ❖ The Finance Minister's budget vote;
- ❖ The Northern Cape Premier's State of the Province Address, and
- ❖ The Finance MEC's budget vote.

These guiding political 'road maps' are presented in summarised form. The summaries are dealt with only after the MEC for Education has opened proceedings with what has popularly become known as the 'MEC's line of march'. The stage is then set to interrogate the correctness of our own departmental strategic objectives and priorities. On the second day a more technical working session is introduced, where new formats and new terminology, if any, are dealt with in order to clarify and resolve any misunderstanding. The next step is for delegates to engage with their individual plans in order to apply the recently acquired knowledge. Generally two to three weeks are designated towards final completion of the draft plans within sub-directorates, units, sections and districts.

A second Strategic session is then held approximately three months into the new financial year, immediately after which our budget planning process kicks in.

The understanding among our staff of the inescapable link between Strategic Plan, Budget, national and provincial imperatives could be ascribed to our in-house approach on this kind of planning.

Three months later a working session that has become known as an Accountability session is embarked upon, where all program managers are expected to give an account of their Actual Performance measured against Targeted Performance and Allocated budget. Our most recent experience has been that the introduction of this kind of session has sharpened managers' sense of purpose, efficiency and service-value.

PART B: PROGRAMME AND SUB-PROGRAMME PLANS

9 PROGRAMME 1: ADMINISTRATION

Programme objective: To provide overall management of the education system in accordance with the National Education Policy Act, the Public Finance Management Act, and other policies.

This programme consists of the following sub-programmes:

- 1.1 Office of the MEC
- 1.2 Management
- 1.3 Corporate Services
- 1.4 Human Resource Development

Situational Analysis (of some sub-programme)

Sub-programme: Curriculum. Due to recent policy developments and other factors this sub-programme needs to expand dramatically. Some of the factors that require an expansion of this sub-programme are:

- Curriculum 2005 and the revised curriculum statements
The revised curriculum statements required a new training schedule. Every teacher from grade 1 up to grade 9 needs to be retrained.
- Interim syllabus for FET
The 2003 grade 10 group was supposed to be the first OBE based group in the FET. Due to the revision of Curriculum 2005 the implementation of OBE in the FET phase was postponed to 2006. The result is that the old curriculum must be maintained until 2006. The curriculum unit needs to support the learners in the FET phase that had been trained in OBE methodology. They furthermore need to revise the current syllabus in order to make the transition from OBE to the traditional syllabus as small as possible.
- Quality of Matric passes
One of the priority areas is to improve the quality of matric passes. This entails getting more higher-grade subject passes, more university exemptions and more learners taking mathematics and science. The curriculum unit is pivotal in achieving all these outcomes.
- Grade 10 pass rate
A worrying aspect in most schools is the very low grade 10 pass rate. The curriculum unit needs to strengthen the culture of learning and teaching not only in grade 10, but also in the years

Sub-programme: HRD (Skills Development). The unit is responsible for managing and coordinating all skills development and human resource development in the department and in the province. The unit's goal is to create an environment conducive to life – long learning, to address access training and education with special focus to historically disadvantaged employees.

Sub-programme: HRM. HRM provides a Corporate Function for the entire Department. It mainly deals with Appointment of Personnel, Salary Administration, Implementation of Conditions of Service, Performance Management, Recruitment and Selection and other related Policies. The Unit is also executing the Job Evaluation function, which is crucial for effective Organizational Development.

Sub-programme: Gender. Key challenges facing the Unit are mainstreaming of gender in all programmes of the Department, drop-out rate of girl children and teenage pregnancy, HIV/AIDS, skills development and the advancement of women into management positions and gender based violence which is a barrier to learning.

9.1 Sub-programme: Curriculum

9.1.1 Situation analysis

The sub-programme is also responsible for ensuring that suitable learning teaching and support material is not only developed, but also selected by teachers with a view that the learning and teaching support material should be enabling, so as to assist that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. This would imply that the curriculum indeed promotes the idea of grounding knowledge in the learner's own context, whilst also being sensitive to global imperatives.

In the main, the sub-programme provides the necessary guidance and support to schools, so that learning areas in the GET band and subject offerings in the FET band are implemented, which promotes

the holistic development of all learners, so that they indeed contribute to economic and social development of the Northern Cape and the country as a whole.

Curriculum coordinators at provincial level set standards, provide guidance on mediation of curriculum implementation and play an active role in the monitoring of policy implementation. Learning area managers at district level, not only provide the necessary guidance and support to teachers, whilst implementing the Revised National Curriculum Statement (RNCS) in the GET band, and the National Curriculum Statement (NCS) in the FET band, but continue to provide the necessary guidance and support to teachers, whilst they are still implementing the Resume of Instructional Programmes in schools, also referred to as Report 550.

9.1.2 Policies, priorities and strategic objectives

The sub-programme, drives the phasing in implementation of the Revised National Curriculum Statement in the GET band and the National Curriculum Statement in the FET band (Grades 10-12), which is informed by the principles derived from the White Paper on Education and Training (1995), the South African Qualifications Act No. 58 of 1995 and the National Policy Act No. 57 of 1996.

Key objectives therefore are:

- The provision of training to educators to implement the RNCS as well as the NCS
- The provision of continued guidance and support with regard to the implementation of Report 550
- Enhancing capacity of teachers to develop, select and evaluate suitable learning teaching and support material, for successful implementation of the RNCS and NCS.

9.1.3 Analysis of constraints and measures planned to overcome them

The monitoring of curriculum implementation remains a key challenge, due to the distances, which have to be travelled in the province. The sub-programme has however endeavoured to prioritise areas of weakness and to focus attention particularly to those schools and teachers who are in most need.

9.1.4 Description of planned quality improvement measures

The sub-programme intends to strengthen curriculum implementation by enhancing teaching capacity through regular cluster meetings with teachers in districts, as well as on-site visits so as to assist teachers with the implementation of the RNCS in the GET band and the NCS in the FET band. Support and guidance will also be provided with regard to implementation of Report 550.

9.2. Sub-programme: Policy and Planning

9.2.1 Situational analysis

The department will strive towards establishment and maintenance of a comprehensive management information system. This endeavour is aimed at achieving and sustaining evidence based decision-making. Among the key challenge for this sub-programme is the need to move beyond merely data capturing and focus more on doing analytic work

Accordingly, the Policy and Planning sub-programme will be strengthened to play a more analytic role and also to capture progress in achieving the set objectives as outlined in this Five –Year Strategic and Performance Plan.

There is a need to ensure systematic reporting on department's performance in achieving its strategic objectives. There is also a need to ensure that we always reflect the Expenditure Statements as basis for our reporting. The Policy and Planning sub-programme should therefore ensure that department's performance information is linked to its plans and budget. A key challenge remains the tendency to report on activities rather than outputs or outcomes (in the Quarterly and Annual Reports of the department).

9.2.2 Policies, priorities and strategic objectives

- To introduce new innovations for strategic planning with more emphasis on monitoring and evaluation
- To ensure implementation of the National School Funding Policy to achieve the pro-funding objective.
- To conclude all outstanding Section 14 Agreements
- To conclude Service Level Agreement with Department of Public Works
- Drastically improve EMIS data sets and processes related to data collection and analysis so as to assist department in taking evidence based decisions
- To identify and respond to policy gaps
- To conduct and publish data analysis

9.2.3 Analysis of constraints and measures planned to improve them

Monitoring and evaluation have generally been recognized to be underdeveloped across government departments. Therefore there is a need for the Policy and Planning sub-programme to play a greater role in monitoring and evaluation of department's performance. The sub-programme must be able to provide senior management with analysis that would enhance evidence-based decision-making.

The sub-programme should focus more on identifying and responding to policy gaps within the system. This should be done in collaboration with other sub-programmes in whose domain the specific policy gap is identified. For example, the Northern Cape Schools Act refers to formulation of key regulations regarding admission regulations and language policy. The sub-programme requires additional personnel with the relevant analytic capabilities so as to add more value to the overall performance of the department.

9.2.4 Description of planned quality improvement measures

Quarterly and Annual reports should be accurate, timely and accessible. These should be written in plain language and should be carefully structured to provide more useful information of the department's performance.

There is an urgent need for the department to recruit and appoint personnel with the necessary expertise to add more value to the performance of this specific sub-programme.

There needs to be closer cooperation between the Policy and Planning sub-programme and Legal Services and Labour Relations. The new proposed organogram already makes provision for establishment of a Directorate: Legislation, Legal Services and Policy Development. This would enhance integration and ensure that all policies, regulations and legislations are complementary and not contradictory.

In addition to recruiting and appointing personnel, there is also an urgent need to strengthen the expertise of the current personnel through broader human resource development strategies so as to derive optimal performance.

The Policy and Planning Unit should improve compliance with regard to planning and reporting.

9.2.5 Resource information

There is an urgent need for additional personnel within the Policy and Planning Unit coupled with comprehensive human resource development programmes. This would ensure that the unit adopts a more proactive role in its operations.

9.3. Sub-programme: Human Resource Management

9.3.1 Situation Analysis

HRM provides a Corporate Function for the entire Department. It mainly deals with Appointment of Personnel, Salary Administration, Implementation of Conditions of Service, Performance Management, Recruitment and Selection and other related Policies. The Unit is also executing the Job Evaluation function, which is crucial for effective Organizational Development. The Management of both Educator and Public Service Act Employee Conditions of Service remains a challenge. The functions of HRM are generic and requires an every year same implementation to enable an acceptable success rate.

9.3.2 Policies, Priorities and Strategic Objectives

All Actions within HRM are carried out in terms of the following directives:

- Labour Relations Act
- Employment Equity Act
- Basic Conditions of Employment Act
- Employment of Educators Act
- Public Service Act
- Resolutions signed in the Education Labour Relations Council (ELRC)
- Resolutions signed in the PSCBC
- Resolutions signed in the GPSSBC

Priorities

- To implement all related policies i.e.
 - Employment Equity
 - Performance Management
 - Job Evaluation
- To ensure that PERSAL is cleaned and correct information established
- To be bias toward the recruitment of educators to teach at rural schools
- To ensure effective service delivery through a scientific process of recruitment.

Strategic Objectives

- Represent the NCED during negotiations
- To ensure Personnel Provisioning
- Implement a recruitment strategy that will enhance organizational capacity and development
- To eradicate all forms of employment prejudice
- To streamline and coordinate PERSAL Functions
- Implement a Performance Management Development System
- Monitor Uniform Implementation of Related Policies
- Implement Job Evaluation and benchmark salaries and salary levels

9.3.3 Analysis of Constraints and measures planned to overcome them

The HRM Unit is currently over burdened with functional work, as certain functions are not yet decentralized. The gradual decentralization of certain functions i.e. Temporary appointments, transfers will assist in realizing the potential of the Unit as enforcers and creators of policies.

The lack of a Coordinated and Integrated approach to Recruitment and Selection do not assist in the quest for effective service delivery. Programme Managers will be forced to consult HRM about any related indicators especially concerning the recruitment of the right personnel.

Lethargic filling of vacant posts: A prioritised list of vacant posts for filling in 2005-06 had been agreed upon.

9.3.4 Planned Quality Improvement Measures

- Implement Batho Pele
- Capacity building exercises for staff
- Advance PERSAL training
- Regular workshops with District Office Personnel
- Weekly and Monthly reports on deliverables
- Road shows to different offices
- Quality control by special checking methods
- Minimizing response time
- Full implementation of the SDIP
- Immediate response to Auditor General Report

9.4. Sub-programme: Administration

9.4.1 Situation analysis

This unit is currently busy to implement the Supply Chain Management in the Department. All officials are in the process of training. The necessary forms have already been printed.

9.4.2 Policies, priorities and strategic objective

All actions within provisioning administration and procurement are carried out in terms of the following directives:

- (a) PFMA, Act 1 of 1999, as amended;
- (b) Preferential Procurement Policies Framework Act, Act 5 of 2000;
- (c) Regulation in terms of the PFMA, 1999: Framework for Supply Chain Management – as published in the Government Gazette, number 25767 dated 05 December 2003;
- (d) National Cabinet Policy Document – “ Policy to Guide Uniformity in Procurement Reform Processes in Government”;
- (e) Broad-Based Black Economic Empowerment Act, Act 53 of 2003;
- (f) Northern Cape Provincial Growth and Development Strategy Document, 2005;
- (g) Constitutional provisions;
- (h) Policy to Guide Procurement Reform Processes in Government.

9.4.3 Analysis of constraints and measures planned to overcome them

The implementation of Supply Chain Management impressed certain urgencies in the section. Firstly the Supply Chain Management must be implemented by 01 April 2005. This Unit must still train the Head office personnel as well as those of the District Office. Training two District offices together and identifying personnel who in turn must train the other personnel can overcome this problem.

Procurement has the dilemma of finding BEE service providers for certain items, for example printing works, furniture and repair services. Because monthly reports on orders are being submitted to the Tender Board, the solution to this problem is for the Tender Board office to alert the Department of Economic Affairs to invest in finding BEE service providers for those items.

9.4.4 Description of planned quality improvement measures

The provisioning and procurement section is central to the performance of all the other Units. As such this section is constantly accountable to all role-players due to the following:

- Annual audits by the Office of the Auditor – General;
- Weekly tender committee meetings;
- Enquiries from other units with regard to orders and deliveries;
- Monthly submission to the Tender Board of all orders placed;
- Meetings with LTSM service providers, District Office personnel and publishers.
- Enquiries from service providers regarding payments;
- Road shows to the different offices.

As a result of the above the internal controls of the section are checked on a regular basis and improvements are then made accordingly.

9.5. Sub-programme: Education Administration

9.5.1 Situation analysis

The Education Administration section manages the transport of learners, hostel accommodation, opening-, closing and name changing of schools. All aspects regarding the extension of curricula, learner financial assistance and payment of municipal services also falls within the ambit of this section.

This function includes, inter alia, dealing with learner transport service providers, circuit managers and municipalities.

9.5.2 Policies, priorities and strategic objective

The Education Administration Section is guided by the following:

- The South African Schools Act – Act No 84 of 1996;
- The Northern Cape Schools Education Act – Act No 6 of 1996;
- The Northern Cape Provincial Growth and Development Strategy – 2005;
- The Northern Cape Education Laws Amendment Act, Act No. 3 of 1999.

9.5.3 Analysis of constraints and measures planned to overcome them

- Monitoring learner transport services is problematic as this section is relying on the Districts to perform this function.
- Problems are experienced with service providers not submitting road worthy certificates and public driving permits.
- It also happens that schools are closed without the knowledge of this section or any with proper consultation.
- Schools not paying service accounts: this sub-programme on a number of occasions had to intervene to prevent drastic measure being taken against those schools.

9.5.4 Description of planned quality improvement measures

Interventions in the Education Administration section are the result of:

- Annual audits by the Office of the Auditor – General;
- Enquiries from service providers regarding payment, distances, vehicle capacity;
- Enquiries from other units, District offices and management with regard learner transport and hostel accommodation;
- Responses from the Tender Board regarding submissions;

9.6. Sub-programme: Logistical Services

9.6.1 Situation analysis

Logistical services are responsible for cleaning services, the Imperial fleet, contract transport, subsidized vehicles and telecommunications, switchboard, duplicating and fax services.

9.6.2 Policies, priorities and strategic objectives

The logistical services section operates within the framework of:

- Subsidized transport policies – Circular No. 5 of 2003;
- Government Vehicle Transport Policy – Circular No. 3 of 2000;
- Service agreement between Northern Cape Provincial Government and Pemberley Investment (Imperial)

9.6.3 Analysis of constraints and measures planned to overcome them

The nature of the work and the role this Unit is playing contribute to certain frustrations like providing transport to all, having goods and services delivered in time and ensuring that tender conditions are adhered to. These are being dealt with on a regular basis and by following the necessary directives. These directives are also brought to the attention of all the other Units with clear instructions to be followed.

9.6.4 Description of planned quality improvement measures

Ongoing interventions include the reporting of the abuse of official vehicles, formal and informal training of departmental transport officials, weekly discussions with cleaning personnel, involvement of union shop stewards in the supervision of personnel, investigating of irregularities and implementation of the latest guidelines and policy directives.

9.7 Sub-programme: Communications

9.7.1 Situation analysis:

The Communications sub directorate renders a support service for all units, protects the corporate image of the department and responds to the communication needs of the broader public.

o Services

- o Write ups and responses to media queries
- o Showcasing/branding the department (newsletters, website, exhibitions, graphic designing & coverage of departmental events)
- o Support in terms of coverage for special departmental events (MEC/HOD meetings with stakeholders/communities and conferences)

Key challenges over the strategic plan period:

- o Limited human resources.
- o Insufficient communication tools
- o Lack of events' calendar disables timeous planning of activities.

9.7.2 Policies, priorities and strategic objectives:

- o **Communication in the NCED is guided by:**
 - o South African Schools Act (SASA)
 - o Access to Information Act
 - o The Bill of Rights

9.7.3 Analysis of constraints and measures planned to overcome them

Constraints	Measures planned to overcome them
Limited human resources.	Improve on existing networks in the districts.
Insufficient communication tools	Acquire additional tools (in the MTEF period)
Lack of events' calendar disables timeous planning of activities.	Insist on the availability of the departmental calendar, in order for the unit to plan timeously.

9.7.4 Description of planned quality improvement measures:

- A Communication Strategy responsive to the needs of education
- A well coordinated District Network Personnel
- Acquisition of additional tools
- A more coordinated approach to communication issues

9.7.5 Resource information

Expected resource implications	Expected constraints
<p><i>Human Resources:</i></p> <ul style="list-style-type: none"> • Delivery of planned activities will be negatively impacted on. 	<ul style="list-style-type: none"> • Budget limitations
<p>Other Resource Constraints that may effect implementation: Communication tools:(e.g. Laptops, cell phones and Transport.)</p> <ul style="list-style-type: none"> • Affects the timeous relay/flow of information. 	<ul style="list-style-type: none"> • Budget limitations

9.8 Sub-programme: Gender

9.8.1 Situation analysis

The Gender Unit in the Education Department is established in terms of the Constitution of the Republic of South Africa to promote respect for gender equality, protection, development and elimination of gender inequality throughout the whole Education and training system.

Key challenges facing the Unit is mainstreaming of gender in all programmes of the Department, drop-out rate of girl children and teenage pregnancy, HIV/AIDS, skills development and the advancement of women into management positions and gender-based violence which is a barrier to learning.

9.8.2 Policies, priorities and strategic objectives

The Gender Unit responds to the following policies and pieces of legislation, which seeks to promote gender sensitive programmes to change the attitude of policy-makers, employers, politicians and employees:

Create easy access to resources for women especially where opportunities are extended to enhance and diversify their experiences, while at the same time gain recognition of their abilities

- Constitution
- Gender Equity Task Team (GETT) Report
- National Education Policy Act
- Employment Equity Act, SASA
- Provincial Growth and Development Strategy (PGDS)

9.8.3 Analysis of constraints and measures planned to overcome them

CONSTRAINTS:	MEASURES PLANNED TO OVERCOME THEM
Progressive policies and pieces of legislation which seek to eliminate gender disparities are in place; however implementation is a big challenge	<ul style="list-style-type: none"> ▪ Raising awareness on gender sensitivity and continuous monitoring of policies ▪ Mainstreaming gender in all programmes of the department ▪ Monitoring Employment Equity Plan (EEP)
Vastness of the Province	Provision of subsidized cars
Shortage of staff	Increase personnel at District level
Lack of cooperation from mostly former Model C schools	<ul style="list-style-type: none"> ▪ Intensify partnership with District Managers ▪ More visits to schools
Lack of personnel skills	Capacity building for personnel on skills needed by the Unit

9.8.4 Description of planned quality improvement measures

- Distribution of information through media, print and electronic, to encourage debates about gender issues
- Advocacy campaigns during commemorative days
- Establishment of regional men's forum to sensitise men on gender issues and to form a partnership with men to eliminate all forms of discrimination
- Capacity building for SGB's and SMT's with regard to recruitment, selection and gender based violence
- Capacity building for Gender Focal Persons at school level
- Skilling of women for upward mobility
- Establishment of Girls and Boys clubs at school level (Girls Education Movement and Boys Education Programme) to empower them on sexuality, teenage pregnancy and HIV/AIDS
- Development of sexual harassment policy

9.8.5 Resourcing Information

- Increasing personnel and capacity building
- Networking with the gender machinery in the Province – CBO's, NGO's, Government departments
- Transport-subsidized vehicles for personnel

10 PROGRAMME 2: PUBLIC ORDINARY SCHOOLS

Programme objective: To provide public ordinary education from Grades 1 to 12 in accordance with the South African Schools Act.

This programme falls under the directorate School Support Services and aims to provide support services that will ensure quality public education. It consists of the following sub-programmes:

- Public Primary Phase
- Public Secondary Phase
- Educator Professional Support Services
- Human Resource Development
- In-School-Sport, Arts and Culture

Situation analysis

This programme operates with the biggest slice of the budget, for it provides for all public schools, which happen to be in the overwhelming majority among schools.

Food Security Services, a sub-programme mandated by Cabinet, is new in this programme. Based upon the highly successful pilot project run by this sub-programme, and the almost immediate impact it has made in respect of hunger alleviation, school attendance figures, it would appear to be assuming increasing prioritised emphasis.

One key challenge would be to monitor and evaluate schools and communities' keenness to ensure long-term sustainability for the programme. Additionally, the integration and cooperation of efforts within and across departments, e.g. Agriculture and SS&PD could present unique opportunities.

Policies, priorities and strategic objectives

In our pursuit of excellence we will continue to invest heavily in public education, as a first necessary albeit modest step in the broad scheme of human resource development.

Analysis of constraints and measures planned to overcome them

Our first drawback, which appears to be the case nationally, is the level of participation in the schooling system by the majority of parents, for a whole spectrum of reasons ranging from economics to literacy levels and downright apathy. The investment in continuous advocacy around SGB's as foundational blocks of civil society for example, cannot be over-emphasised. Considering also that through Section 21 functions allocated to schools, SGB's administer in the region of Rm70, it becomes absolutely critical that they be empowered with the kind of skills that could adequately translate into managing these significant resources.

Secondly, with sustainable food security the priority programme that it has become nationally, ample care must be taken to ensure that sustainability indeed becomes the end result. SGB's must therefore become so competent that they themselves could sufficiently take care of this fundamental programme to eventual hunger eradication at school level and beyond. Continued capacity building coupled with advocacy have been planned and budgeted for. This constraints analysis should relate to the implementation of the policies and objectives identified in the previous section.

Description of planned quality improvement measures

As an aggressive initiative and in line with the President's long-term view, we have for this financial year already established a Community Development Unit (CDU), comprising the food security personnel, school attendance officer and HIV/Aids coordinator, adequately resourced with infrastructure in order to register almost immediate impact. As quality improvements can be difficult to measure adequately in quantitative terms, this section provides for a narrative account of planned interventions to improve the quality of the services the department provides through this particular programme. Quality improvements will be appraised through both narrative reports and quantitative indicators (see Annual Performance Plan). In planning quality improvements, reference should be made to the relevant national policies.

10.1 Sub-programme: Quality Assurance

10.1.1 Situation analysis:

The demand for the services being produced by the specific programme:

- Quality is one of the main concerns of the Department of Education. It seeks to ensure that all children derive maximum benefit from the Education system. It is against this background that Whole-School Evaluation and Systemic Evaluation are being introduced.

An appraisal of existing services and performance:

- Individual School Reports, including recommendations are being discussed with the relevant school, after each evaluation.

- National and Provincial Reports are being released to all stakeholders annually or at regular intervals. All stakeholders interact with the reports and together come up with improvement intervention strategies to improve the quality of Education as a whole.

Key challenges over the strategic plan period:

- Lack of co-operation from schools:
 - School Self Evaluation should be completed by each school

- Lack of support from District offices,
 - Appropriate District Improvement Plans should be developed in consultation with the WSE and SE reports.
 - Continual support to all school, before and after evaluations.

- Lack of support from Head office.
 - Appropriate Provincial Improvement Plan should be developed in consultation with the WSE and SE reports as well as the District Improvement Plans.
 - Continual support to all school and districts.

10.1.2 Policies, priorities and strategic objectives:

The Sub-directorate is guided by the following policies:

- NEPA (No. 27 of 1996),
- The Policy on Whole-School Evaluation (July 2001)
- The Assessment Policy in the GET Band Grade R to 9 and ABET of December 1998.
- The Consultative Paper No. 1 on Special Education (July 2001)
- The Education White Paper 6: Special Needs Education (July 2001)
- Education White Paper (1995)
- Further Education and Training (FET) Act No 98 of 1998
- South African Qualifications Authority (SAQA) of 1995

10.1.3 Analysis of constraints and measures planned to overcome them

Constraints:	Measures planned to overcome them:
<ul style="list-style-type: none"> ○ Lack of/and late arrival of Gov. Transport ○ Shortage of Staff. 	<ul style="list-style-type: none"> ○ Apply for more Subsidised cars ○ Immediate replacement of officials leaving the QA.
<ul style="list-style-type: none"> ○ Lack of co-operation from schools. 	<ul style="list-style-type: none"> ○ Well-structured District Support Teams that can support schools in the implementation of School Self Evaluation.
<ul style="list-style-type: none"> ○ Lack of District Support 	<ul style="list-style-type: none"> ○ Well-structured and fully functional District Support Teams, being regularly monitored. ○ Development and successful implementation of relevant District Improvement Plans. ○ Prompt response on issues raised in the School Reports, Annual report as well as on the recommendations made at the Annual Conference.
<ul style="list-style-type: none"> ○ Lack of Provincial Support 	<ul style="list-style-type: none"> ○ Prompt response on issues raised in the annual report as well as on the recommendations made at the Annual Conference.

10.1.4 Description of planned quality improvement measures:

- Well-structured District Support Teams to assist schools in implementing intervention strategies.
- Prompt response on issues raised in the annual report as well as on the recommendations made at the Annual Conference.

10.1.5 Resource information

Expected resource implications	Expected constraints
Human Resources: <ul style="list-style-type: none"> • Insufficient Personnel 	<ul style="list-style-type: none"> • Appointment of sufficient personnel in respect of specialised Learning Areas. • Immediate replacement of transferred/redeployed staff.
Other Resource Constraints that may effect implementation: <ul style="list-style-type: none"> • Officials are out in the field and need the following for the successful implementation of the Quality Assurance initiatives: Laptops, Cell phones, Transport, Stationery. 	<ul style="list-style-type: none"> • Resources must be made available to officials for the successful implementation of all Quality Assurance initiatives.

10.2 Sub-programme: Education Management and Governance development

10.2.1 Situation analysis

Education has changed dramatically since 1994 and posed many new challenges to education management and governance. Unfortunately education managers and school governors were ill equipped to deal with these changes.

- ❖ Very few, if any school principals, deputy principals or heads of department received any specialised formal training preparing them for their specific roles and responsibilities.
- ❖ Very little in-service training was provided prior to 2002/2003 to empower principals, deputy principals and heads of department to manage the fundamental changes in education.
- ❖ Most of the reports by whole-school evaluation indicate school management and leadership as an area for development.
- ❖ Historically women in education were not empowered to fulfil management roles and this caused a gender imbalance in education.
- ❖ School governing bodies were even less equipped to deal with the challenge of governing schools, because the majority of governors had very little policy formulation experience or any formal training in their roles and responsibilities.
- ❖ Governing Bodies are elected every three years and there is unfortunately little continuity of membership, which means training of governing bodies every three years.
- ❖ Traditionally learners did not partake in school governance, but since 1996 it is expected of learners in grades eight and above to take part in governance but they are ill equipped to fulfil this role.
- ❖ School managers and governors are not knowledgeable or empowered with skills on how to make schools centres of community life.

The key challenges facing Education Management and Governance Development over the strategic planning period are:

1. Training all principals in the Northern Cape in basic leadership and management skills.
2. Induction training for all newly appointed principals, deputy principals and heads of department.
3. Supporting school management teams identified through whole-school evaluation in improving their management and leadership abilities.
4. Training of school governing bodies in different areas:
 - Financial Management
 - Policy Development and Formulation
 - Roles and Responsibilities
 - Budget and allocation expenditure
 - Meeting procedures and minute keeping
5. Training of representative council of learners in their roles and responsibilities including.
6. Engage RCL's in youth development programmes and leadership development
7. Assist school managers and governors in making schools centres of community life by establishing One-stop Centres at schools.

10.2.2 Policies, priorities and strategic objectives

Education Management and Governance Development activities that will address the abovementioned challenges link with the following:

- ❖ The Northern Cape Provincial Development and Growth Plan
- ❖ The Northern Cape Education Department's School Development Strategy
- ❖ The Northern Cape Education Department's Programme for Learner Achievement
- ❖ Northern Cape Schools Education Act of 1996.
- ❖ Northern Cape SGB regulations as amended in 2003

Out of these the following strategic objectives came to the fore:

- ❖ Develop the capacity of women fill management posts in education and thus gender imbalances
- ❖ Develop leadership, management and governance skills of school management teams, school governors and representative council of learners
- ❖ Make schools the centres of community life

10.2.3 Analysis of constraints and measures planned to overcome them

One of the major constraints in empowering school managers, school governors, women and members of the representative council of learners lies with the effective implementation and application of skills and knowledge gained. To assist the implementation and application the following measures are planned:

- ❖ Visits by EMGD coordinators to monitor and assist with implementation and application of training.
- ❖ Visits by whole-school evaluation to assess the quality of management, leadership and governance at schools.
- ❖ The establishment of One Stop Centres at schools depends on the buy-in from school management and co-operation between the different government departments. The following measures are planned to overcome these possible constraints:

- ❖ An advocacy programme at nodal and rural schools to promote the concept of One Stop Centres.
- ❖ Regular planning meetings with the different government departments on the establishment of One Stop Centres.
- ❖ Identification of school for a pilot of the One Stop Centres at schools.

10.2.4 Description of planned quality improvement measures

All activities of this programme are geared towards improve the quality of service that the department provides.

The first planned intervention is training of school management, school governors, women educators and representative council of learners. The training is either:

- ❖ A basic training addressing general management, leadership and governance skills that will enable managers and governors to perform their roles and responsibilities more effectively.
- ❖ A response to specific findings and recommendations of whole-school evaluation.

Monitoring of training is another intervention strategy to ensure that skills acquired through training are applied and implemented.

The establishment of One Stop Centres is an intervention strategy to assist communities in accessing government services and to ensure that schools become the centres of community life.

10.3 Sub-programme: Teacher Development

10.3.1 Situation analysis

The demand for improved efficiency in the education system requires that a strong accountability system and process be introduced into the Northern Cape Education System. For example, IQMS-evaluation processes seek to advance the accountability aspect throughout the system.

The Collective Agreement 8 of 2003, signed in August 2003, sets out the nature and implementation rules for the IQMS. The IQMS links the Whole School Evaluation, the identification of development needs of individuals and the performance appraisal of individual educators. According to the collective agreement, every educator has to be trained in the system.

All unit heads, together with members of the various unions, ELRC secretary, regional IQMS coordinators formed part of the Provincial Training Team (PTT). The National Training Team trained the PTT and the PTT went on to train the district officials and secondly the SMT's and post level one educators. Groups of between 3 and 6 teachers from a school were trained.

The vast distances, hence extensive travelling in the Northern Cape, in conjunction with the number of rural schools and the sparse population always remains a challenge. It impacts on the training as well as the support to the one- and two-person schools in terms of determining DSG's and the evaluation of lessons.

Key challenges over the strategic plan period:

- *Lack of co-operation from schools* in the form of buy-in into the system, low morale, as teachers feel it is another policy that may fail and also because they regard it as too much work and no time to implement.
- *Lack of support from District offices*, except for the district co-ordinators who are tasked with the implementation of IQMS, people are reluctant to make resources available, as well as perceiving IQMS to be another add-on to their already heavy workloads.

- *Lack of support from Head office.* The commitment to appoint staff and the availability of resources seem to be lacking.
- *Post level one principals.* Many principals in the rural areas are post level one educators and the challenge is, whether they should be evaluated as post level one educators or principals
- *Principals who do not teach.* While the resolution is clear on principals teaching, we still find a number of principals who do not teach.

10.3.2 Policies, priorities and strategic objectives:

The Sub-directorate is guided by the following policies:

- **Resolution 1 of 2003** – Evaluation Procedure, Processes and Performance Standards for Institution Based educators
- **Resolution 3 of 2003** – Protocol and Instrument for use when observing educators in practice for purposes of Whole School Evaluation and Developmental Appraisal System.
- **Schedule 1 of the Employment of Educators Act (Act 76 of 1998)** – *The Performance of an educator must be evaluated according to performance standards, which may be prescribed by the Minister, with regard to procedures in respect of poor performances.*
- **Resolution 8 of 2003** – the following were integrated into a Quality Management System (IQMS):
Developmental Appraisal System (DAS) – the purpose of the Developmental Appraisal is to appraise **individual educators** in a transparent manner with a view to **determine areas of strength and weaknesses and to draw up a programme for individual development.**
Performance Management – evaluate individual educators for salary progression, grade progression, affirmative appointments and rewards and incentives.
Whole School Evaluation – evaluates the overall effectiveness of a school as well as the quality of teaching and learning.
- **National Education Policy Act (Act 27 of 1996)**
- **Criteria for the recognition and evaluation of Qualifications for Employment in Education based on the Norms and Standards for educators, 2000** – New learning opportunities for educators with old education certificates and diplomas. Provision has been made for these educators to improve their existing qualifications via the new framework for professional qualifications for educators in schools

Constraints:	Measures planned to overcome them:
Lack of/and late arrival of Gov. Transport	Apply for more subsidised cars
Shortage of Staff.	Immediate appointment of staff who are already on the organogram
Lack of co-operation from schools.	<ul style="list-style-type: none"> ○ Well-structured District Support Teams that can support schools in the implementation of School Self Evaluation and monitor and evaluate the IQMS process. ○ Prompt support to schools who are having problems with the implementation of the policies especially IQMS ○ Give meaning to the development needs of all educators and ensure that teachers are trained and developed effectively

<ul style="list-style-type: none"> ○ Lack of District Support 	<ul style="list-style-type: none"> ○ Well-structured and fully functional District Support Teams, being regularly monitored. ○ Development and successful implementation of relevant District Improvement Plans ○ Greater communication between district and provincial offices District co-coordinators need to be appointed so that they may assist during the holidays when most of the teacher development activities take place.
<ul style="list-style-type: none"> ○ Lack of Provincial Support 	<ul style="list-style-type: none"> ○ Well-structured support and attention to the needs of the School Improvement Plans and the District Improvement Plans ○ Effective communication systems should be implemented
<ul style="list-style-type: none"> ○ The IQMS document being in English only. The greater part of the population is Afrikaans speaking. However, the resolution states that the instrument should be in English only. 	<ul style="list-style-type: none"> ○ Much has been done to allow for the translation of the document into Afrikaans to assist teachers to come to understand the document correctly.

10.3.3 Description of planned quality improvement measures:

The vast distances in the Northern Cape, in conjunction with the number of rural schools and the sparse population always remains a challenge in the implementation of IQMS. It impacts on the training as well as the support to the one-person and two-person schools in terms of forming DSGs and for the evaluation of lessons. The use of well-structured District Support Teams is needed to assist schools in implementing intervention strategies.

As far as the buy-in and acceptance of the National Teaching Awards, many teachers and principals are not partaking in the NTA and as such much encouragement as well as a far more vigorous advocacy campaign will be embarked upon. The intention is also to use the District Support Team and the IQMS coordinators to assist in training and encouraging teachers to participate in the province.

Appointment of staff in funded posts to provide a sense of security and to provide the personnel with the necessary skills to deliver on the various programmes. Greater integration of the plans of units to prevent dates of various activities clashing. District co-coordinators need to be appointed so that they may assist during the holidays when most of the teacher development activities take place.

Targeted programmes will enable educators who are presently teaching to:

- Upgrade Mathematics, Science and Technology skills
- Upgrade their academic and professional qualifications

10.3.4 Resource information

The extent of the training needs of the teachers who have undergone the baseline evaluation of the IQMS process has not been established completely and the challenge remains the scope of funding that will be required to successfully implement the developmental needs of the teachers as well as training teachers to become mentors in the process. Accurate data capturing also has to be tested.

10.4 Sub-programme: Teacher Centre (TC)

10.4.1 Situation analysis

Teachers should be life-long students in order to ensure that their teaching practices stay efficient and relevant to the needs of an ever-changing society and work environment. With the introduction of a new educational framework since 1998, viz. outcomes-based education and the curricula and methodologies that accompany it, the need for in-service training (INSET) is even more pressing. The Teachers' Centre (TC) is making a contribution in this regard through the programmes that it is organising, co-coordinating and facilitates.

The TC went through a process of transformation since 1994 and has adapted well to new circumstances. The Centre is functioning as a unit of the NCDOE and there is close co-operation between the Centre and other units in the Department, especially units that are engaged in INSET activities. Schools from all communities are taking part in the programmes of the Centre. Good relations exist between the TC and Departmental units, officials and schools. The TC is adding value to the INSET activities of the NCDOE and believes that its role is being recognised by the management of the Department. The staff of the TC also reflects South African demographics.

The TC furthermore has become a kind of community centre. Apart from meetings directed to education, there are also many other meetings and events that take place at the Centre. We try as far as possible to accommodate other departments, NGOs and community organisations, but we operate on the principle that education comes first.

The INSET programmes organised by the TC itself, are attended on a voluntary basis as schools and educators have to provide their own transport. However, we appeal strongly to principals to assist with travel arrangements and to encourage educators to attend these meetings. The attendance statistics are satisfactory, but learning area managers/subject advisers sometimes complain about the attendance of educators of schools with below par results. The presentations also vary in quality.

In view of the above, one of the key challenges that will have to be addressed is to ensure that educators, who are not taking part in the programmes of the Centre, come on board. From the above it is also clear that the improvement of the quality of presentations is another challenge.

10.4.2 Policies, priorities and strategic objectives

The INSET and development activities of the TC, as well as the access that it is giving to information resources through its Resource Centre, are in support of the following strategic objectives of the Northern Cape Department of Education (NCDOE):

SO 3: To ensure the successful implementation of the human resources and skills development programme in the province.

SO 4: To promote health and health education in order to improve the quality of life.

SO 6: To enhance quality in Education.

The provincial government gave the NCDOE a mandated to lead HRD in the province. Through its INSET activities and the activities of other Education units at the TC, as well as the INSET activities of other departments at the Centre, it is supporting the HRD mandate of the Education Department. HIV/AIDS and ICT are getting special attention.

The TC is also responsible for the administration of the Northern Cape Province Schools Trust (Birch Trust) under supervision of the Offices of the MEC and the HOD. Through the preferential allocation of the available funds, it is assisting under-privileged schools with equipment, especially photocopiers, high speed duplicators, computers, overhead projectors, fax machines and sound systems. Schools are consequently better equipped and can also assist community members. The TC is thus contributing to the following strategic objectives of the NCDOE:

SO 1: To improve the provision of quality Education services and resources to the rural and poor communities in order to deal with poverty

SO 5: To ensure that the education programmes continue to be transformative

SO 7: To re-position schools as centres of community life

The activities and objectives of the TC are thus fully aligned to the policy, strategic objectives and priorities of the NCDOE and also to the following development objectives of the Provincial Growth and Development Strategy:

Poverty reduction through social development

Developing human and social capital

Enhancing infrastructure for economic growth and social development

10.4.3 Analysis of constraints and measures planned to overcome them

The functioning of the TC is constrained by uncertainty. People are acting in posts for long periods and are employed as contract workers. There is a risk that two contract staff members, who are doing excellent work, may accept other posts. The necessary submissions will have to be prepared and presented.

10.4.4 Description of planned quality improvement measures

The TC will have to improve its communication with principals of under performing schools to ensure educators attend learning area and subject meetings. The assistance and co-operation of learning area managers and subject advisers, as well as circuit managers will be needed. It will have to be a joint effort. Time will have to be set aside to liaise with principals and educators. The TC is also striving to improve the quality of presentations by providing guidance and support to presenters. Presenters are for example encouraged to prepare properly and to use feed back forms. It will also be possible for the Centre to utilise experienced educators as presenters as some educators become classroom experts in the new curricula.

10.4.5 Resource information

The budget of the TC, although restricted, is sufficient to enable the Centre to provide an efficient service to the NCDOE and schools. However there are the human resource constraints that will have to be addressed (see paragraph 3).

10.5 Sub-programme: In-school Sport

10.5.1 Situation analysis

Sport: The demand for accessible and equal opportunities in sport activities stems from the constitutional demand for the provision of quality public education that develops the child in totality. A healthy lifestyle is promoted through the provision of active sporting codes and programmes which are integrated in the curriculum in the life orientation learning area. It is also a directive of the provincial growth and development strategy.

Arts and Culture: The demand for accessible and equal opportunities in cultural activities stems from the constitutional demand for the provision of quality public education that develops the child in totality. A healthy lifestyle is promoted through the provision of active cultural activities and programmes which are integrated in the curriculum in the arts and culture learning area. It is also a directive of the provincial growth and development strategy.

School Safety: To support the commitment of the Northern Cape Department of Education towards provision of quality public education

Values in Education: To nurture new patriotism and affirm our common citizenship

10.5.2 Key challenges over the strategic plan period:

Sport:

- The lack of participation of all schools in departmental programmes
- Lack of balanced diet (due to poverty)
- Re-introduction of human movement educators in schools
- Lack of training facilities and equipment
- Introduction of recreational programmes
- Skills
- Lack of commitment to league games, festivals and competitions organised by DoE
- Depleted workforce with focus on sport
- Lack of specialized institution

Arts and Culture: The lack of participation of all schools in departmental programmes

- Re-introduction of music educators in schools
- Lack of training facilities and equipment
- Introduction of recreational programmes
- Skills
- Lack of commitment to participate in festivals and competitions organised by DoE
- Depleted workforce with focus in arts and culture activities
- Lack of specialized institution

School Safety:

- Approving the school safety policies of schools
- Establishment of a call centre
- Development of skills for school safety officers
- Establishment of support centres / structures for victims of crime
- Appointment of personnel in district to better support school

Values in Education: Implementation of the correct protocols on all National Symbols.

- Educators to cascade the knowledge that they have acquired to the learners
- Schools to play and complete their fixtures
- Involvement of the whole school community in all the activities leading to the commemoration and celebrations of the national and international days

10.5.3 Provincial Growth & Development Strategy Linkage

Sport: Poverty reduction through social development. Developing social and human capital

Arts and Culture: Poverty reduction through social development. Developing social and human capital

School Safety: National /provincial safety and security strategy

Values in Education: Developing social and human capital

10.5.4 Policies to which objective responds

Sport:

- SASA
- Manifesto on Values, Education and Democracy,
- Northern Cape School Act
- HIV/AIDS Policy
- OHS&A and applicable legislation Policy
- PGDS

Arts and Culture:

- SASA
- Manifesto on Values, Education and Democracy
- Northern Cape School Act
- National & provincial Music Protocol
- HIV/AIDS Policy
- OHS&A and applicable legislation Policy
- PGDS

School Safety:

- National /provincial safety and security strategy.
- South African Schools Act.
- Manifesto on Values, Education and Democracy
- Northern Cape School Act.
- Regulations on safety and security measures in public schools
- OHS&A and applicable legislation

Values in Education:

- SASA
- Manifesto on Values, Education and Democracy
- Northern Cape School Act
- OHS&A and applicable legislation

10.5.5 Analysis of constraints and measures planned to overcome them

Units	Description of risk and impact (including cost, time, quality and benefit)	Likelihood of occurrence	Severity of impact	Risk category	Risk management: Contingency Plans
Sport					
	Lack of appointment of personnel in districts.	Unlikely	Major	High risk	Advertising of posts and filling of timeously
	Lack of transport for monitoring of the implementation of the programme and support to the schools that cannot meet the objectives of the programme.	Likely	Minor	Medium	Collaboration with other units to use common transport
	Inter-departmental support with programmes	Likely	Minor	Medium	Integration of programmes for optimal usage of resources
Arts & Culture					
	Lack of timeous appointment of personnel in districts.	Unlikely	Major	High risk	Advertising and filling of posts timeously
	Lack of transport for monitoring of the implementation of the programme and support to the schools that cannot meet the objectives of the programme.	Likely	Minor	Medium	Collaboration with other units to use common transport
	Inter-departmental support with the arts and cultural programmes.	Likely	Minor	Medium	Integration of programmes for optimal usage of resources
School Safety					
	Lack of timeous appointment of personnel in districts.	Unlikely	Major	High risk	Advertising and filling of posts timeously.
	Establishment of a provincial Call centre.	Unlikely	Major	High risk	Allocation of funds
	Development of school safety/ security skills for school safety personnel and teams				
Values in Education					
	Lack of timeous appointment of personnel in districts.	Unlikely	Major	High risk	Advertising and filling of posts timeously
	Lack of transport for monitoring of the implementation of the programme and support to the schools that cannot meet the objectives of the programme.	Likely	Minor	Medium	Collaboration with other units to use common transport
	Inter-departmental support with the programme on the celebration and commemoration of national and international days	Likely	Minor	Medium	Integration of programmes for optimal usage of resources

10.5.6 Identification of areas warranting intervention

Availability of and access to facilities

Training of educators (Developmental programmes)

Participation of learners at inter-school league, provincial and national events

The establishment of a call centre will improve service delivery through /by providing evidence for reported cases versus cases resolved.

10.5.7 Intervention measures

SASCOC at all levels to negotiate with municipalities and federations to avail all the necessary facilities.

Department to take responsibility for the development of facilities

Inter-Schools and provincial leagues

The HoD to appoint a designated person for safety at schools

The formalization of the Memorandum of Understanding between the DoE and the DSAC, which states that all development and festival budgets from provincial to national are the responsibility of the DSAC.

11 PROGRAMME 3: INDEPENDENT SCHOOLS

Programme Objective: To support independent schools in accordance with the South African Schools Act.

12 PROGRAMME 4: SPECIAL SCHOOL EDUCATION

Programme objective: To provide compulsory public education in special schools in accordance with the South African Schools Act and White Paper 6 on inclusive education

12.1 Sub-programme 4.1: Public Special Schools

Programme objective: To provide specific public special schools with resources.

12.1.1 Situational analysis

Educational White Paper 6, 2001 clearly defines the manner in which the current “special education” system should be transformed to provide quality education for all children in a continuum of different settings. It spells out that the system of education should be transformed into an Inclusive education system. This cannot happen overnight thus a phase-in process is envisaged, where:

- Mainstream schools should be transformed into full service schools that will accommodate children with mild to moderate support needs.
- The transformation of the special schools into resource schools
- The development Institutional support teams
- The development of district based support teams
- The establish and deliver services for children in conflict with the law

12.1.2 Policies priorities and strategic objectives

Strategic Goal	Strategic Objective
1. To provide spaces in special schools in accordance with the policy and principles of Inclusive Education.	<ul style="list-style-type: none"> • Referral of learners to the most appropriate setting.
2. To ensure implementation of National policies to increase access to quality education and training for vulnerable children at all levels of education.	<ul style="list-style-type: none"> • To have advocacy programmes for district and provincial officials, schools, educators, parents, communities and learners. • To field test the screening instruments for early identification in Grade R-3 • To field test the implementation of guidelines for the establishment of District based Support Teams. • Apply national norms for funding of special, full service and inclusive schools. • To develop capacity through programmes for educators to meet the diverse needs of learners in schools. • To train and support to Institution Level Support Teams and The District Based Support Teams and in the districts. • To support and monitor the application of adjustments, adaptations and IEP's in line with the RNCS and the NCS within the curriculum process. • To train educators in the specialized training techniques used in schools. • To establish partnerships to ensure relevant education programmes available for all vulnerable children.
3. To transform and strengthen the special schools and designated mainstream schools into resources and full services schools respectively, in the nodal areas utilizing the recommendations of the audit completed in the province.	<ul style="list-style-type: none"> • To train personnel based on the needs analysis of the audit reports. • To develop the physical infrastructure needs of the schools to accommodate learners with disabilities, based on the audit report. • To support the special and full service schools in developing School Development Plans. • To support educators, principals and SMT's in full service and special schools to deal with the dual service provision. • To develop criteria for the effective monitoring and evaluation of the functioning of the full service and resource schools. • To exchange and share resources with other schools as part of the outreach and DBST programme. • To establish partnerships with other departments and NGO's for the effective utilizations of support for the development of inclusive education. • To support educators in developing adaptations and adjustment to the curriculum and iEP's for learners with barriers to learning and development.
4. To establish and deliver educational and rehabilitative programmes for children in conflict with the law, vulnerable and homeless children in different settings	<ul style="list-style-type: none"> • To establish a Reform School also referred to as a Child and Youth Care Centre. • To deal with appropriate referral of learners to these centres. • To assess the curriculum needs, adaptations and changes to the curriculum by implementing ABET and skills programmes. • To strengthen the SMT's and Support teams at the centre to deal with the challenges in the centre. • To develop partnership with the relevant structures (Social and Justice) to ensure smooth transition between home, court, centre and home. • To train personnel to provide skills and rehabilitative practices and programmes based on best practices in the country.

12.1.3 Analysis of constraints and measures planned to overcome them

The separation of the two sub-programmes into two different units, which should be the united driving force behind the process of developing Inclusive Education, often leads to duplication of service delivery. The lack of appropriate facilities and huge distances between the special schools affects the placement of learners in the nearest special school difficult as learners are expected to travel enormous distances to attend and be placed in a special school. The lack of human resources in the districts impacts negatively on the support to educators and learners in rural schools. There is an urgent need for the establishment of the Reform cum Child and Youth care Centre in the province, as many cannot be placed in other provinces.

The plan to reunite the two units into one will improve the service delivery to schools. The District based teams are essential to provide support at all levels to schools. The development of effective, functioning institution levels support teams at all schools will alleviate some of the pressure on the district and provincial teams. The Justice Department and Department Social Development are resorting to alternate sentencing options, but many of the children return to the institution and court as the alternative sentences do not assist in altering the behaviour patterns and support and rehabilitation programmes are not yet fully implemented.

12.1.4 Description of planned quality improvement measures

The plan to reunite the two units into one will improve the service delivery to schools. The establishment of District Based Support teams and effective functioning Institutional Support Teams will assist all educators in dealing with the diverse needs in the classroom. The broad-based District Based Support Teams, in conjunction with the Special Schools, will provide the mainstream and full service schools with support thus ensuring that curriculum and inclusive education priorities based on the policy documents will be infused into the entire education system thereby eliminating the silo effect of service delivery to schools. There is constant support to the ILST with regard to interventions in the implementation of the management of curriculum, support in implementing inclusive schools by supporting the schools where inclusive practices were implemented and expanding by replicating best practices in the province.

12.1.5 Resourcing information

The only special school with Grade 12 has had a 100% pass rate in the past 3 years. Special Schools are of the most sought after schools because they provide learners with skills and the learners are able to either get jobs or become independent entrepreneurs although they experience barriers. The economic climate and the high unemployment rate generally have a negative effect especially for people with disabilities.

12.2 Sub-programme 4.1: Education Support Services

12.2.1 Situation Analysis

If a learner experiences a scholastic, emotional, behavioural or social barrier to learning, he/she will not be able to benefit optimally from the school/ educational set up and reach his/her full potential. Therefore the Education Support Service renders a multi-disciplinary service to all learners to prevent and address these barriers through a holistic and eco-systemic approach.

12.2.2 Policies, priorities and strategic objectives

STRATEGIC GOAL	STRATEGIC OBJECTIVES
<p>To render a multidisciplinary service to all learners to identify, prevent and address barriers to learning through a holistic and eco-systemic approach</p>	<ul style="list-style-type: none"> • To remove barriers to access to education • To promote BEE/SMME through procurement, capital projects and the acquisition of services • To improve the economic opportunities of poor schools • To implement both the departmental and provincial HRD Strategy • To develop and implement both the WSP and PSP • To improve linkages between schools, FET institutions (FETi's), the National Institute and the communities • To integrate Inclusive Education in FETi's to deal with barriers of people with disabilities • To enhance care and support programmes for learners and educators • To implement a comprehensive health plan for learners • To establish and implement an employee assistance programme • To assist and support learners in conflict with the law • To de-racialise and eradicate all forms of prejudice in education in the Province • To implement the Integrated Quality Management system (DAS, WSE, PM) • To implement a teacher development strategy • To review and strengthen Curriculum processes • To improve support to schools by developing capacity in provincial and district offices • To strengthen the implementation of Inclusive Education (White Paper 6) • To make schools accessible resource and service centres • To assist schools to exploit opportunities for business development in communities • To revitalise school hostels to become homes for the vulnerable • To formalise partnerships with community structures at school level

12.2.3 Analysis of constraints and measures planned to overcome them

Reading barriers are experienced by an alarming number of learners of all grades - especially in the secondary school. Difficulty with this basic scholastic skill has a negative impact on the development of a number of other skills and acquisition of knowledge.

Behavioural challenges due to unfulfilled emotional needs, lack of discipline and dysfunctional families place undue pressure on educators' attention and energy. Learners, especially in the adolescence phase, lack coping skills to deal effectively with emotional and social challenges like substance abuse, teenage pregnancy, HIV/AIDS, family violence, sexual abuse and harassment, and depression. This often leads to early school dropout, sexual promiscuity, para-suicides and suicides. There is a definite increase of teenage pregnancies amongst secondary school learners and an alarming increase in behavioural challenges amongst primary school learners.

The multi-disciplinary team of the ESS addresses these challenges and barriers on different levels, which this year will include:

- Empowering, assisting and supporting educators and ILST's to develop and implement intervention programs for learners to address their scholastic, emotional, behavioural and social barriers to learning;
- Parental guidance;
- Prevention projects, e g a programme for youth-at-risk, child labour, etc;
- Providing over-age learners with entrepreneurial and life skills;
- Career guidance;
- Group work with learners, parents, educators.

12.2.4 Description of planned quality improvement measures

ESS specialists attend relevant National Conferences, workshops and seminars, and utilize literature and Internet to develop their knowledge and skills. In-service training and consultation also empower them to improve service delivery.

ILST's and educators in primary and secondary schools are provided with training sessions and manuals on a regular basis. Topics covered, include Mathematics and Reading strategies, Identification and management of behavioural challenges, Stress management strategies Children and trauma, Career guidance and Study methods.

13 PROGRAMME 5: FURTHER EDUCATION AND TRAINING

Programme objective

To provide Further Education and Training at public FET colleges in accordance with the Further Education and Training Act, 1998.

The FET programme comprises the following sub-programmes:

Recapitalisation

To provide quality Education and Training services resources to the FET sector and poor communities in order to alleviate poverty

Programmes – Curriculum, Learnerships and skills programmes.

To ensure that Education programmes continue to be transformative in accordance with policy

Corporate Support

To provide development in institutions

13.1 Situation analysis

Seven FET colleges have been merged into two institutions and CEO's have been appointed to manage the two institutions. Ongoing support is required for the restructuring process. In particular it will be necessary to develop systems, procedures, programmes and infrastructure for increased numbers of learners.

The FET college curriculum is being redesigned and developed. The introduction of the new curricula requires considerable redesign of the organisation and management of FET institutions

The skills need in the province is of great concern, therefore the FET sector had to play a pivotal role addressing the skills need in the entire Northern Cape Province, because the FET Act 98 of 1998 obliged the sector to address the skills need.

Therefore the demand for service of the FET sector is big.

13.2 Policies, priorities and strategic objectives

- Developing new learning programmes responsive to needs of the economy and community needs.
- Articulation between GET and Higher Education
- To promote access to FET colleges
- Developing and maintain a FET college curriculum strategy and supportive structures.

Strategic Objectives

Sub-programme: 5.1 Recapitalisation

Strategic Goal	Strategic Objective
To provide quality education and Training, services, resources to the FET Sector and poor communities in order to alleviate poverty	. To provide resources to FET sector . To ensures the effective achievement of the FET mandate. . To eradicate limitations to the accessibility to FET Institution. . To promote the participation of historically marginalized groups in Public FET Institution

Sub-programme 5.2: Programmes/ Professional service

Strategic Goal	Strategic Objective
To ensure that Education Programmes continue to be transformative in accordance with policy	<ul style="list-style-type: none"> . Restructure and develop programmes to be responsive to the changing economy . Address poverty and unemployment . Eradicate the level of illiteracy by fostering skills development in the formal economy for productivity and employability. . To improve management of curriculum and assessment processes.

Sub- programme 5.3 Human Resource Development/ Corporative support

Strategic Goal	Strategic Objective
To provide Development in institution	<ul style="list-style-type: none"> . Promote Human Resource Development in the Provincial FET Unit and the two (2) colleges . To ensure effective and efficient student support services at the colleges. . Develop Quality Assurance system that is dynamic, continuous, formative and summative. . To promote understanding and awareness of HIV and AIDS . Establish a governance capacity building programme, which, in relation to FET, develop a systemic and coherent understanding of the role of Governance structures and the skills necessary to manage these structures competently. . Build a strong partnership between NCDOE, Business, NGO's, and Sectoral Education and Training Authorities (SETA's) around the implementation of skills development strategy. . To introduce sound information management system.

13.3 Analysis of constraints and measures planned to overcome them

FET colleges offer courses, which range from a few hours to years in terms of duration. Learner enrolment is therefore ongoing. The rate of growth FTE's in FET colleges is constrained only by resources e.g. staff equipment; finance etc. Indications are that targets will be reached as additional enrolments are recorded in the 2004/5 financial year.

13.4 Description of planned quality improvement measures

Colleges will establish learner support units to accommodate and provide support for the vast variety of learners with different learning backgrounds and experiences. Learner tracking will be done to support learners in curriculum and work placement. Colleges will also develop strategies to broaden access to FET colleges such as:

- A variety of delivery modes (learnerships, skills programmes, etc.)
- Bursary schemes and Recognition of Prior Learning (RPL)
- Facilities and training that meet the needs of differently able learners

The credibility and value of qualifications achieved at FET colleges will depend on the quality of their programme offering. Colleges will develop and apply quality management systems in order to measure and improve the quality of academic programmes and non-academic processes.

Target programmes will enable lectures at colleges to:

- Assess learning to meet Umalusi and SETA standards.
- Deal with barriers of learning.
- Upgrade mathematical literacy and mathematics skills
- Upgrade their academic and professional qualifications.

14 PROGRAMME 6: ADULT BASIC EDUCATION AND TRAINING (ABET)

14.1 Situation analysis

The ABET sector in the Northern Cape is a vibrant sector that endeavours to eradicate the phenomenon of adult illiteracy and also can be viewed as a vehicle towards poverty elimination.

According to the 2001 census within Northern Cape population, of the 20 year-olds and above, those without GETC constituted 23,2% of that section of the population, and of those, 10,8%¹ had never been to school. This shows a decrease when compare to what was recorded in 1996, where figures within the same category of the population stood at 21,7% and 42,7% for those who never went to school and those who are without GETC respectively in. The recent census further give an indication that 33,4% of the economically active population of the Northern Cape is unemployed.

Whereas the focus in the past was mainly on basic literacy skills (Reading, Writing and Arithmetic), this sector is further expanding to include the disabled and also to cater for education beyond ABET level 4.

Although ABET is being identified as a priority area, this has been reduced to annual rhetoric as in practice, the implementation enjoys secondary status when compared to formal education. This can be attributed to its relatively young history and the size and nature of the intended beneficiaries (mainly the disempowered communities).

During the past 10 years, policies and legislation were put in place in order to set up a system that will redress the imbalances prior to 1994. The steps in implementing these are slower as most should go through tests (piloting phase). A lot still needs to be done in order to stabilize the fluid system that is expected to meet high expectations from the already anxious communities and in many instances mind-sets need to be changed.

14.2 Analysis of constraints and measures planned to overcome them

Access to ABET

Distances to be travelled, time and availability of suitable buildings are major challenges that disadvantage the ABET learners to have access to the public adult learning centre (PALC).

In order to deal with these challenges, the Unit after having conducted a needs assessment, has to:

- Increase the number of PALC's
- Introduce SANLI programmes in the most remote (farm/rural) communities;
- Introduce "platoon" system where necessary.

¹ The population thus to be provided with basic literacy stood above 88 680 as the 10,8% did not include those between 16 and 20 years old. There has been a further reduction in the number of those that have never been to school.

Resources and Infrastructure

PALC's rely on hosting institutions for communication technology and accommodation.

A proposal to this will be to:

- Give incentives to hosting institutions for accommodating ABET learners
- Reimbursing the hosting institutions for expenses incurred by PALC's for use of communication technology and other resources.

HR Development & Staffing

As a result of lack of conditions of employment, recruitment and retention of qualified educators is a major challenge to ABET. As a result most of the educators employed are underqualified and do not qualify to be employed in accordance with the Educators Employment Act (§ 12 Act 52, 2000; Educators Employment Act). Most of these workers work at night, which expose them to danger as they leave or travel to the workplace (Basic Conditions of Employment).

ABET Learners themselves form a greater voice as part of Governance of their PALC's – establishing PALC Governing Bodies is in the process of unfolding. Most of them are illiterate or not functionally literate, and this in itself is a handicap in the governance process.

Learner attrition rate is high – this could be attributed to types of programmes, which are mostly academic in nature and also lack of support to learners.

In order to overcome these challenges:

- Improve conditions of service for ABET educators – this depends on the Rollout of legislation
- Provide training to PALC Governing Bodies (§ 13 Act 52, 2000).
- Intensify monitoring and evaluation of programme
- Provide support for learners;
- Tracking and referring learners.
- Provide skills programmes to learners.

14.3 Description of planned quality improvements

The following were identified as short, medium and long term objectives by the ABET Unit:

Improving Access

- Providing SANLI classes to learners in remote areas in all four Districts.
- Expanding the provision of ABET classes to cover employees in the EPWP's.
- Increasing learner participation at our mainstream ABET PALC's by 10% annually.
- Increasing the provision of FET programme until full-scale implementation.
- Increasing the number of educators as according to the demand.
- Providing learners with stationery packs.

Quality of Programmes & Teaching

- Improving the quality of teaching by providing INSET to educators in the following areas:
 - OBE
 - Curriculum and Assessment
 - Mentorship
- Resourcing Centres with adequate LSM.
- Procure equipment for skills.
- Conduct provincial assessment for learners at ABET levels 1 – 3 and external assessment for learners at ABET level 4.

Human Resource Development and Staffing

- Contribute to developments in policy-issues that relate to the norms and standards for funding.
- Conduct recruitment and placement of educators for PALC's.

Governance

- Establish Governing Bodies at PALC's
- Build capacity of Governing Body members.
- Establish a Stakeholder body for the Provincial ABET structure.
- Liaise with stakeholders and with other government departments, business and industry in issues relating to ABET.

Advocacy

- Celebrating ILD and ALW at local, regional/district, provincial and national levels.
- Incentivising learners, educators and institutions who excel in the ABET activities.

14.4 Analysis of constraints and measures planned to overcome them

Access to ABET

Distances to be travelled, time and availability of suitable buildings are major challenges that disadvantage the ABET learners to have access to the PALC.

In order to deal with these challenges, the Unit after having conducted a needs assessment, has to:

- Increase the number of PALC's
- Introduce SANLI programmes in the most remote (farm/rural) communities;
- Introduce "platoon" system where necessary.

Resources and Infrastructure

PALC's rely on hosting institutions for communication technology and accommodation.

A proposal to this will be to:

- Give incentives to hosting institutions for accommodating ABET learners
- Reimbursing the hosting institutions for expenses incurred by PALC's for use of communication technology and other resources.

15 PROGRAMME 7: EARLY CHILDHOOD DEVELOPMENT (ECD)

15.1 Situation Analysis

The Northern Cape Department of Education has to reach all 5-6 year olds in the province. The schools' curriculum is such that Grade-R needs to be compulsory in order that learners do not struggle in Grade 1.

The schools have begun to expect that all learners coming to Grade-1 should have gone through a Grade-R learning programme.

Most schools want to have Grade-R classes of their own so that they can be sure of the material they get in Grade 1.

The Northern Cape Department of Education expects to have Grade-R classes in all public primary schools by 2010 and as few as possible community-based Grade-R classes by then. In short, the Northern Cape Education Department aims to comply with the demands of ECD White Paper 5 to the letter by 2010.

15.2 Priorities and Strategic Objectives

- To improve provisioning of ECD services with emphasis on the rural and poor communities
- Open Grade-R classes at poor, rural and farm areas.
- To insure that ECD Programmes continue to be Transformative.
- Empower the ECD Officials with the required skills e.g. facilitation of the three learning programmes – Literacy, Numeracy and Life skills.
- Subsidise practitioners' salary at community – based sites and at public schools, which qualify.
- Train Grade-R practitioners to an acceptable level of qualification i.e. NQF Level 4 and 5.
- To improve provisioning of Quality Education and Training services and resources in order to deal with poverty
- Ensure that Education programmes continue to be transformative

15.3 Analysis of constraints and measures planned to overcome them

There is an extreme shortage of funds to:

- Reach all the districts/schools/sites for monitoring and support
- Supply all 5 year olds at sites with LTSM according to White Paper 5 of ECD
- Train educators and practitioners in RNCS and assessment
- Train all ECD officials in the facilitation of the Learning Programmes [RNCS]
- Train ECD sites Management Committees on running the sites efficiently
- Train 87 practitioners for NQF Level 5

15.4 Planned quality improvement measures

The NCED will have to:

- Provide more transport to ECD officials to reach all districts/schools and sites
- Increased the budget to supply all learners in Grade-R with LTSM according to White Paper 5 of ECD
- Provide enough funds to enable the officials to train educators and practitioners in RNCS and assessment
- Provide funds to train site ECD management to manage sites efficiently and effectively at both community and school-based ECD sites
- Allocate funds for the training of 87 Grade-R practitioners who finished NQF Level 4 training for NQF Level 5 training
- Support all schools and sites (Grade R to 3) to ensure quality service delivery at least once a year

16 PROGRAMME 8: AUXILIARY AND ASSOCIATED SERVICES

16.1 Sub-programme: External Examinations

16.1.1 Situation analysis

The Northern Cape Department of Education, through the conduct of Examination Services, provides the public, the government and the country as a whole, with a viable and credible vehicle to accurately assess the outcome of all the nationally designed educational objectives.

This is done by effectively and efficiently administering all aspects of the Senior Certificate, Grade 9 and ABET Level 4 external assessment, with the aim of ultimately providing valid and credible certificates.

The challenge would be found in providing a secure environment and effective administrative systems, which will ensure credible assessment processes.

16.1.2 Policies, priorities and strategic objectives

The sub-programme is governed in its actions by the following list of policies:

- Section 3(4) 1 of the National Education Policy Act, 1996 (Act No 27 of 1996)
- Section 38 of the Further Education and Training Act, 1998 (Act No 98 of 1998)
- South African Qualifications Authority Act, No. 58 Of 1995:
- South African Certification Council Act, 1986
- Report 550 (2001/08) - National Education Policy
"A Resume Of Instructional Programmes In Schools"
- Report 191 (2001/08) - National Education Policy.
"Formal Technical College Instructional Programmes In The RSA" Part 1 and Part 2
- Report 190 (2000/03) - National Education Policy: *"Norms And Standards For Instructional Programmes And The Examination And Certification Thereof In Technical College Education"*
- National Policy on the Conduct of the Senior Certificate examination

The priority of External Examinations is to play a key role in the Human Resource Development Strategy, by ensuring the realisation of the General and Further Education and Training programmes, which forms the basis for the further development of skills and knowledge, required for employment and economic participation.

The strategic objectives are embodied in the plight to enhance quality in education, contribute to economic development of the province and job creation and to ensure the successful implementation of the human resources and skills development program in the province.

16.1.3 Analysis of constraints and measures to overcome them

The overwhelming challenge remains the addition of several new mandates that has resulted in definite staff shortages, which has placed strain on an already over- stretched staff establishment. Furthermore, a process of restructuring that has emerged in the National education system has inevitably presented an obligation for provinces to implement a new approach, which would require additional specialised skills, in order to realise certain mandates. The appointment of additional staff and the administrative expenditure incurred to implement these mandates will subsequently translate into additional funding being required.

16.1.4 Description of planned quality improvement measures

Examination Services will continuously strive to strengthen assessment processes by producing examination-related material of a high standard, quality assure the marking and Continuous Assessment moderation processes by expanding on both human and system resources through the implementation of effective skills development and capacity building programs, enhance existing ICT systems, via the enhancement of communication infrastructure for growth and development, as well as implement examination regulation and policies, so as to ultimately improve on effective and efficient service delivery.

16.2 Sub-programme: HIV/Aids

16.2.1 Situation analysis

The **Northern Cape Education Department (NCED)** – as the primary transmitter of knowledge, skills and values to school-going youth of the Northern Cape – is committed to using its position to raise HIV-awareness, disseminate information about HIV and its transmission, and to help change the attitudes of young people – in order to curb the spread of the epidemic.

Since this program is implemented mainly through formal, curriculum-based classroom teaching, the training of teachers in preparation for this is a major component of the programme. The Life Skills and HIV & AIDS Education program aims to implement the Life Skills program across the curriculum in all the schools in the **Northern Cape**.

The key focus areas of training will be to entrench the implementation of the Life Skills program in schools, and to set up Care and Support structures in schools to create an enabling environment for learners and educators affected and infected by HIV and AIDS.

16.2.2 Policies, priorities and strategic objectives

The Life Skills and HIV and AIDS education programmes are the DoE's response to the global HIV and AIDS pandemic. This response is both curricular and extra-curricular (involving the community sector in outreach and programs). The aim is to prevent the spread of the pandemic, by imparting knowledge, skills and information that is age appropriate in order to change the attitudes of young people.

Furthermore, the objective is to enhance Care and Support for both learners and educators and to establish an EAP program to fight discrimination and assist employees. The program in essence aims to develop Social and Human capital for an Aids free South Africa.

Further policy directives are:

- To promote Health and Health Education in order to improve the quality of Life.
- To reposition schools as centres of community Life.

The Key Objectives:

To provide **educator training** at District level for:

- A minimum of two educators per grade in grades 4 – 7; and
- Top-up training to ensure that there are two trained educators in every secondary school so that educators in 100% all the 466 schools in the Northern Cape can facilitate Life Skills & HIV & AIDS Education within the curriculum by March 2008.

16.2.3 Analysis of constraints and measures planned to overcome them

No.	Constraints	Measures to overcome them
1.	Transport – may be a challenge	<ol style="list-style-type: none"> 1. One dedicated vehicle per region and H.O. be approved. 2. The use of Private transport for official use will be explored. 3. A better alternative will be Subsidised transport. The initial outlay may be big but savings will occur.
2.	Availability of aligned LTSM	<ol style="list-style-type: none"> 1. The new curriculum statements will require LTSM to be aligned to the changes. The sharing of material between provinces could help ensure that all use the same material. 2. Provinces buying in to tenders awarded Nationally.

16.2.4 Description of planned quality improvement measures

Cross-sectoral monitoring of the program could ensure quality. Furthermore, the Life Orientation educators should be responsible for the program in schools. Reports from other sectors (LAM / CM, etc.) should be interrogated for challenges posed in Life Skills.

- **Financial management**

Strategies to address audit queries

- Expenditure patterns should be directed by provincial guidelines
- All expenditure be substantiated by at least three quotations.
- Departmental Financial Committee to authorise expenditure above R10 000.
- Procurement through Departmental procurement section.
- Regular expenditure item list be kept by Financial Manager within the unit
- Follow up of payments through unit.

16.3 Sub-programme: Information Communications Technology (ICT)

16.3.1 Situation analysis

The ICT unit renders services on ICT management, maintenance, technical support, implementation, monitoring of systems and professional development of end users. These services are needed at all our educational institutions to ensure that the education department community develops the much needed information society skills to be able to compete in the emerging knowledge economies.

16.3.2 Policies and Strategic objectives

The Northern Cape Connectivity project and ICT Management plans are informed by the:

- The national White paper on e-Education,
- The Provincial Growth and Development plan.

Strategic Goal	Strategic Objective
To render Information Communication Technology / IT services to all educational institutions in the department	1. To implement e-education (White Paper 7) for improving the efficiency and effectiveness of governance and other developmental institutions.
	2. To make schools accessible resource and service centres
	3. To promote BEE/SMME through procurement, capital projects and the acquisition of services
	4. To improve support to schools by developing capacity in provincial and district offices

These objectives involve:

- ICT infrastructure provision to all schools
- Ensuring ICT integration within curriculum delivery.
- Training of end- users
- Ensuring access to the resources available.

16.3.3 Analysis of constraints and measures planned to overcome them

The human resource capacity is a constraint that the province hopes to overcome by focusing on establishing ICT learnerships and using the schools as experiential training sites and possible continued engagement of these learners as part of the exit strategy.

16.3.4 Description of planned quality improvement measures

The envisaged programmes will enable the department to:

- Upgrade basic ICT skills of educators at schools.
- Ensure that schools have access to relevant educational resources
- There is ICT integration in the education system.

16.4 Sub-programme: School Food Security Programme

The programme's main objective is to provide nutritious and healthy food to all pre-primary, primary and secondary school children to ensure enhanced health, energy and receptiveness with their studies. Ensure a holistic and developmental approach to nutrition and to enhance participation of parents and communities in taking responsibility of all school going children.

16.4.1 Situation analysis

The National School Nutrition Programme is a poverty alleviation strategy introduced in 1994 by government as part of the Reconstruction and Development Programme of the newly founded democratic Republic of South Africa in 1994.

Studies in the Food and Agriculture Organisation, UNESCO and the World Health Organisation show that hunger, nutrition and poverty are strongly correlated. The same studies note that in the world as a whole, hunger impacts negatively on Millennium Development Goals, namely universal primary education, gender equality, child mortality, maternal health, management of HIV/AIDS, TB and Malaria, and environmental stability. Hunger, specifically has been shown to contribute to reduced school attendance, impaired cognitive capacity, high child death rates, high maternal death rates, increased migratory labour that increases the spread of HIV and unsustainable use of forest lands and resources.

In South Africa indices of poverty show that Africans, females in particular, are consistently the lowest for all bands of household expenditure (Stats SA: 2000). While South Africans are not among the world's worst hit by hunger, they are cited as at high risk of micronutrient deficiency. According to the 2002 Food and Agriculture Organization report of the State of Food Insecurity in the World. The three most critical deficiencies for South Africa are for Vitamin A, iodine and iron. Lack of Vitamin A is reported to impair the immune system, while iodine reduces mental capacity and iron leads to fatigue and dizziness.

In view of the noted impact of hunger and nutrient deficiency on school attendance, cognitive capacity, death rates of young children and mothers and reduced immunity to disease, the Department of Education wants to provide leadership in the implementation of the National School Nutrition Programme. These national guidelines seek to contribute towards sustained provision of quality nutrition to learners threatened by poverty and hunger.

In keeping with principles of access, equity, redress and protection against unfair discrimination within or by an education department or institution on any ground whatsoever, these national guidelines will serve

as watchdog. In the Northern Cape the school nutrition is geared to address two critical health challenges i.e. Stunting a condition resulting in disproportionate growth of children to their age and Foetal Alcohol Syndrome (FAS) a condition caused by excessive intake of alcohol by pregnant mothers

16.4.2 Policies, priorities and strategic objectives

Policies

- Access to quality food as enshrined in the Constitution of the Republic of South Africa, 1996 (Act 108 of 1996), International Children's Rights Charter.
- Access to quality basic education and learner success as stipulated in the National Educational Policy Act 27 of 1996, South African Schools Act 84 of 1996.
- The responsibility of the State towards equitable funding of schools as espoused in Section 34 of the South African Schools Act 84 of 1996.
- Targeting of schools for school feeding as informed by the Norms and Standards of Funding of Public Schools, General Notice 2362 of 12 October 1998.
- Provision of Grade R as enshrined in the White Paper no 5 and the Cabinet Resolution of January 2002 in which the transfer of the National School Nutrition Programme is addressed.
- Caring for children affected by HIV/AIDS, and with regard to Orphans and Vulnerable Children as espoused in the strategic objectives of the Department of Education (Strategic Plan for the Department of Education 2003 – 2005).
- Government Procurement that favours women and Black Economic Empowerment, as espoused in the Presidential State of the Nation Address of February 2003.
- Cabinet memo of 22 January 2002.
- Participation of parents through school governing bodies in the local level of education governance as espoused in the South African Schools Act 83 of 1996.
- Participation of educators in the School Nutrition Programme as an extra mural activity of the school (extra mural activities as espoused in the South African Schools Act 84 of 1996) and also as espoused in the spirit of the Employment of Educators Act 76 of 1998 and the Code of Ethics of the SACE Act of 1998.
- SASA section 20 -21

Priorities

The Department of Education will:

- Plan the conditional grant
- Develop necessary guidelines and policy with regard to overall management and targeting of schools and learners
- Transfer the conditional grant according to the Division of Revenue Act (DORA) to provinces
- Monitor expenditure by districts and schools and account to Provincial Treasury
- Provide necessary support to districts and schools

Strategic goals and objectives

- Contribute to the improvement of education quality by enhancing active learning capacity; the school attendance and punctuality through alleviating temporally hunger amongst needy hungry children.
- Contribute to general good health development by alleviating pupil's temporary hunger.
- Support broader development initiatives particularly in the area of combating poverty.
- Equal and improve the performance of the D.O.H

- Community involvement and empowerment (parents and community members to be involved with implementation and monitoring of projects)
- Linking school nutrition activities to other initiatives to improve education quality, and to community development and health initiatives
- Multi-sectoral and interdisciplinary intervention with close collaboration with various other Departments such as Health, Treasury, Social Development, Agriculture, Premier's Office and Water Affairs.
- Sustainability projects are to be a part of sustainable development processes aimed at achieving greater self-reliance.

16.4.3 Analysis of constraints and measures planned to overcome them

- The average mean of 35 % of the South African population is vulnerable to food insecurity. It is noted though that the actual figures for some geographic regions are notably higher.
- About half of South African households earn a monthly income of R1000 or less, a pattern that gets polarized according to gender and province. Female household heads who spend less than R1000 a month are nearly 80 % in the Eastern Cape as compared to 26 % female household heads who spend less than R1000 in Gauteng.
- From the literature cited on economic status of households, inference can be made to the fact that provinces that are predominantly rural and those with a high incidence of commercial farms are most at risk. The Integrated Food Security Strategy for South Africa, 2002, cites Free State, Eastern Cape and Northern Cape as having the worst poverty in the country. Surveys conducted by the Department of Health on child growth patterns, show that Northern Cape, North West and Free State have the worst cases of disproportionality between chronological age and body weight.
- More South African households than before are headed by women (Stats SA: 2000). By implication therefore the poorest heads of households still carry the heaviest responsibility to providing for families. These women and their children have constitutional rights of access and opportunity to redress that must be protected.
- Role players such as School Governing Bodies, educators, programme coordinators, service providers and parents must be informed and trained on their role and anticipated service in the School Nutrition Programme.
- As public funds are made available for the implementation of the School Nutrition Programme, be they in the form of a conditional grant or as part of the MTEF, stringent mechanisms for planning, monitoring and accounting will be developed and followed by programme managers and coordinators, school, parents, service providers, suppliers, donor partners and any other interested party.
- In order to maximize the impact of multi-departmental and multi-sectoral interventions, and to benefit from economics of scale, strategies for support and coordination must be put in place at the national, provincial and local levels. Examples of such strategies are databases of Orphans and Vulnerable Children, linkages of effort and information with the Department of Social Development and NGO caregivers.
- These national guidelines are intended as broad principles only. In view of unique challenges of provinces, each province must enhance the scope and depth of the programme. In order to benefit from the rich contribution that provinces, other departments and civic society can bring to the National School Nutrition Programme, provinces must articulate additional and mutually agreed specifications

16.4.4 Challenges / constraints

- ❖ A huge problems with amalgamated schools and those with Grade 8-9 within the same school coming from same poor families, as PSNP Conditional Grant does not cover for those learners.
- ❖ Problems with supervision of learners during feeding time
- ❖ Some teachers leave school early and claim to take break because they supervised learners while eating. Disruption of teaching time.
- ❖ The need for additional resources to adequately addressed developmental needs in Nodal areas for maximum impact.
- ❖ Transport and communication with schools remains an expensive item and a huge challenge
- ❖ Timely return of reports by schools i.e. feeding data etc is crippling our efforts at monitoring and impact assessment.
- ❖ Meaningful intervention to monitor impact of school nutrition in addressing two critical health conditions threatening child health in our province i.e. stunting and Fetal Alcohol Syndrome (FAS). Additional resources will go a long way in addressing on focus attention in dealing with intervention programmes and baseline research.

16.4.5 Description of planned quality improvement measures

- Implementation of nutrition education linked to school curriculum to improve awareness and create an enabling environment amongst learners and parents.
- To implement a system of financial tracking at school level to monitor actual expenditure, measure impact and assess success of project.
- To do consistent food quality and quantity testing by random checks and sampling of foodstuffs to improve food quality.
- To accelerate the implementation of food gardens in all schools, build a culture of self-sustenance and increase household food production.
- To link the school nutrition programme with other Poverty Alleviation and Food Security initiatives like soup kitchens to extend food safety nets and provide an extra meal to learners during weekends and school holidays.

16.4.6 Resource information

Institutional arrangement

The delay in appointing all personnel on the organogram results in bottlenecks in service delivery i.e. Measurement of impact of project at school level. The major shortfalls are inter alia:

1. Late submission of expenditure reports resulting in slowing down of processing of claims and transfers to schools.
2. Lack of follow-up to schools because of lack of person power at district level to do school visits.
3. Inconsistent monitoring of project and therefore not been able to do meaningful interventions to strengthen and to risk abatements where gaps where identified.
4. Lack of integration of programmes at department level i.e. link between HIV/AIDS and school nutrition results in gaps in holistic intervention.

5. The lack of governance and management capacity in ECD sector because of absence of an integrated intervention strategy to rescue the sector. This leads to neglect of implementation of Cabinet Memo 22 January 2002 obligating the department to feed learners in Grade R in community sites as well as White Paper 5 recognizing the importance of ECD learners. However it also leads to obligations to PFMA because the sector is in no position to be ready to be included in the School Nutrition Programme.

The Community Development Unit at districts is a critical delivery mechanism and success determinant for school nutrition. The Unit becomes the heartbeat of communities, ready to respond to challenges of poverty alleviation, capacity building of SGB's and parents to implement such projects, involvement of learners and parents and linking schools to communities in line with strategic objective 7 of making schools centers for community life. All programmes of that unit are an integral part of poverty alleviation, community development and responding to demands of building a second economy and realizing the right to access to food, security and comfort as enshrined in the Freedom Charter, Section 30 of SA Constitution and United Nations Convention on Rights of Child (UNCRC). Streamlining the activities of this unit will result in a more efficient service delivery model and greater impact, measurable success and an integrated approach to poverty eradication.

Problems like access to transport in attending to queries for schools and monitoring the School Nutrition Programme could be overcome by linking other departmental services like School Development Officers / Circuit Managers to be more involved in the monitoring of project, this will be no extra cost as they are already doing school visits. The importance of whole school evaluation reports should emphasize the school development plan efforts. The opportunity to input in improvement of programme by considering the gaps, strengths and best practice models emanating from the reports.

- The provision of access to BAS system by allowing school nutrition direct access will accelerate service delivery allowing the unit to deal with queries and monitoring expenditure and transfers to schools.
- The annual decrease of admin budget in the conditional grant is a cause of concern as it impacts on resources to consistently build capacity of SGB's, contact educators and food handlers on our delivery model. The budget decrease also will affect capacity building of personnel over the years as others leave and new personnel come in. The allocation does not suffice and cripples the intention to keep up latest trends and information highway.

17. Capital investment, maintenance and asset management plan

Table: New projects, upgrades and rehabilitation (R '000)*

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Programme 1						
Perseverance Offices (Conversions of classrooms into offices)	R 700,000.00	R 600,000.00	R 480,000.00	R 600,000.00		
Hadison Park (Conversions)	R 640,000.00	R 500,000.00	R 600,000.00	R 480,000.00		
Springbok Offices (Conversions of Vacant Hostel to offices)	R 300,000.00	R 400,000.00	R 500,000.00	R 600,000.00		
Upington Offices (Conversion of Vacant Hostel to Offices)	R 300,000.00	R 600,000.00	R 557,000.00	R 500,000.00		
De Aar Offices (Conversion of Vacant Hostel to Offices)	R 600,000.00	R 440,000.00	R 500,000.00	R 557,000.00		
Programme 2						
Ikageng Primary Construction of 3 classrooms		R 336,000.00				
Gamagara Construction of 6 classrooms		R 560,000.00				
Olympic Construction of 2 classrooms		R 224,000.00				
Molehabangwe Prim Construction of 3 classrooms		R 336,000.00				
D L Jansen Construction of 2 classrooms		R 224,000.00				
Floors North Primary Construction of 5 classrooms		R 560,000.00				
Tetlanyo Secondary (Women in Constr) Construction of 10 classrooms		R 1,040,000.00				
Boresetse Primary (Women in Constr) Construction of 5 classrooms		R 560,000.00				
Rietrivier Primary (women in constr) Construction of 2 classrooms		R 224,000.00				
Motswedithuto Primary Construction of 2 classrooms		R 224,000.00				
Reakantswe Primary (women in constr)		R 784,000.00				
Strydenburg Combined Construction of 2 classrooms		R 224,000.00				
Alwyn Primary Construction of 3 classrooms		R 250,000.00				
Vaalus Primary Construction of 2 classrooms		R 80,000.00				
Oranje Diamand Primary Construction of 3 classrooms		R 80,000.00				
Karos Primary (cancelled)						
Upington Rosendal Construction of 2 classrooms		R 224,000.00				
Ratang Thuto Construction of 2 classrooms		R 200,000.00				
Moria Primary Construction of 2 classrooms		R 224,000.00				
Van Rensburg P/S Construction of 4 classrooms		R 120,000.00				
Emmanuel Jun Sec (women in constr) Construction of 4 classrooms		R 448,000.00				

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Beacon Primary (women in constr) Construction of 1 classroom		R 112,000.00				
Buffelsrivier Construction of 2 classrooms		R 224,000.00				
Vaal Oranje Primary Construction of 4 classrooms		R 100,000.00				
Beacon Primary (women in constr) Construction of 1 classroom		R 112,000.00				
D L Jansen (women in constr) Construction of 4 classrooms		R 224,000.00				
Hantam Primary Construction of 2 classrooms		R 224,000.00				
Port Nolloth Primary Construction of 2 labs		R 580,000.00				
Moria Primary Construction of 1 Science Lab		R 220,000.00				
Servern Construction of one (1) ablution block		R 300,000.00				
D.L.Jansen Primary Construction of one (1) ablution block		R 300,000.00				
Olympic Primary Construction of 2 ablution blocks		R 300,000.00				
Kenhardt Intermediate Construction of 2 ablution blocks		R 300,000.00				
Die Kuil Intermediate Construction of one (1) ablution block		R 300,000.00				
Perde Eiland Ablution Block		R 200,000.00				
St Cyprians Ablution Block		R 100,000.00				
Lekhadung Primary (Info needed) Ablution Block		R 200,000.00				
Rivermead Primary School Ablution Block		R 100,000.00				
Patryfontein Primêre Skool Ablution Block		R 200,000.00				
Elizabeth Wimmer (NGK) Primêre Skool Ablution Block		R 80,000.00				
Diepdrift Primêre Skool (cancelled) Williston Nico Bekker Ablution Block		R 200,000.00				
St. Philomena (RK) Primêre Skool Ablution Block		R 200,000.00				
Kgotatsano Primary School Ablution Block		R 100,000.00				
Douglas High Ablution Block		R 100,000.00				
Onseepkaans Primary St Anna's Ablution Block		R 362,000.00				
Port Nolloth primary (cancelled) St Anna's Primary - 2 Classrooms		R 300,000.00				
Kheis Met. P/S Upgrading of existing sewer reticulation		R 300,000.00				
Lepelsfontein P/S Upgrading of existing sewer reticulation		R 300,000.00				
Lanklas Eiland Upgrading of existing sewer reticulation		R 300,000.00				
Moreson Primary Upgrading of existing sewer reticulation		R 300,000.00				
Jambolani Primary Upgrading of existing sewer reticulation		R 300,000.00				
Blaawskop Primary Upgrading of existing sewer reticulation		R 300,000.00				

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Ulster Primary Upgrading of existing sewer reticulation		R 300,000.00				
Spoegrivier Upgrading of existing sewer reticulation		R 300,000.00				
Klipfontein Primary Upgrading of existing sewer reticulation		R 300,000.00				
Grootmier Primary Upgrading of existing sewer reticulation		R 300,000.00				
Gamagara Construction of Admin Block		R 440,000.00				
Reakantswe Primary (Cancelled)Hartswater CW Kies Construction of Admin Block		R 430,000.00				
Elandsvlei (cancelled) Calvinia Hantam P.Construction of Admin Block		R 650,000.00				
Okiep Laer (changed to high school) Construction of Admin Block		R 650,000.00				
De Kuil Primary (Repairs & Renovations)		R 250,000.00				
Blinkklip Hostel (Repairs & Renovations)		R 300,000.00				
Volop Primary (Repairs & Renovations)		R 250,000.00				
Norlvalspont Primary (Repairs & Renovations)		R 250,000.00				
Ikaya Primary (Repairs & Renovations)		R 150,000.00				
Valspan Primary (Repairs & Renovations)		R 120,000.00				
Carel Van Zyl Primary (Repairs & Renovations)		R 350,000.00				
J J Dreyer Primary (Repairs & Renovations)		R 400,000.00				
R D Williams Primary (Repairs & Renovations)		R 420,000.00				
Karrikama High school (Repairs & Renovations)		R 350,000.00				
Laerskool Rietrivier (Repairs & Renovations)		R 480,000.00				
Delpportshoop Primary (Repairs & Renovations)		R 250,000.00				
Olympic Primary (Repairs & Renovations)		R 400,000.00				
Letshego Primary (Repairs & Renovations)		R 250,000.00				
Groenpunt Primary (Repairs & Renovations)		R 450,000.00				
Thlatlogang Primary (Repairs & Renovations)		R 130,000.00				
Montshiwa Primary (Repairs & Renovations)		R 300,000.00				
Isago Primary (Repairs & Renovations)		R 450,000.00				
Banksdrift Primary (Repairs & Renovations)		R 150,000.00				
Warenton Combined (Repairs & Renovations)		R 250,000.00				
Mogomotsi Secondary (Repairs & Renovations)		R 350,000.00				
William Pescod Sen Sec (Repairs & Renovations)		R 400,000.00				
Teachers Center (Repairs & Renovations)		R 350,000.00				

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Floors Noord Primary (Repairs & Renovations)		R 350,000.00				
Kgabang Combined (Repairs & Renovations)		R 250,000.00				
Kimberley Junior (Repairs & Renovations)		R 250,000.00				
Diamantveld High (Repairs & Renovations)		R 350,000.00				
Kimberley Training (Repairs & Renovations)		R 100,000.00				
Jannie Brink (Repairs & Renovations)		R 100,000.00				
N J Heyns (Repairs & Renovations)		R 100,000.00				
Goerge Keane (Repairs & Renovations)		R 100,000.00				
Mimosa (Repairs & Renovations)		R 100,000.00				
Retlamaleng (Repairs & Renovations)		R 100,000.00				
Phakamisani Primary (Repairs & Renovations)		R 200,000.00				
Phillipstown High (Repairs & Renovations)		R 250,000.00				
Khosis Primary (Repairs & Renovations)		R 350,000.00				
ORANJEZICH H/S (Repairs & Renovations)		R 250,000.00				
OLYVENHOUTSDRIFT (Repairs & Renovations)		R 250,000.00				
PERDE EILAND (Repairs & Renovations)		R 100,000.00				
AJ FERREIRA S/S (Repairs & Renovations)		R 400,000.00				
FRANCISCUS P/S (Repairs & Renovations)		R 250,000.00				
Ntlahlela Primary Erection of ramps and toilets		R 100,000.00				
Bankara Bodulong Erection of ramps and toilets		R 100,000.00				
Ntlahlela Moria Erection of ramps and toilets		R 100,000.00				
Emtanjeni Primary Erection of ramps and toilets		R 100,000.00				
Thabani Sec Erection of ramps and toilets		R 100,000.00				
Alpha Primary Ramps and toilets for the disabled		R 100,000.00				
Ntlahlela Primary Ramps and toilets for the disabled		R 100,000.00				
Thabane Erection of fence		R 150,000.00				
Tweeriviere Erection of fence		R 150,000.00				
Uitsig Primary Erection of fence		R 150,000.00				
Meriman Primary Erection of fence		R 250,000.00				
Petrusville Prim Construction of four (4) classrooms			R 448,000.00			
Progress Primary School Construction of two (2) classrooms			R 224,000.00			
Calvinia Primary Construction of two (2) classrooms			R 224,000.00			

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Philipvale Primary Construction of three (3) classrooms			R 336,000.00			
Simbruner Primary Construction of four (4) classrooms			R 448,000.00			
Boplaas Laerskool & Koshuis Construction of four (4) classrooms			R 448,000.00			
Franciscus Laerskool Construction of six (6) classrooms			R 675,000.00			
Molehabangwe Primary Construction of three (3) classrooms			R 336,000.00			
Warrenvale Gekombineerde Construction of four (4) classrooms			R 448,000.00			
Reakanstwe Construction of five (5) classrooms			R 592,000.00			
St Johns Primary Construction of phase two of new school (16)			R 2,120,000.00			
Postdene Primary Construction of 14 classrooms			R 1,680,000.00			
Die Kuil Intermediate Construction of 18 classrooms			R 2,160,000.00			
Kenhardt Intermediate Construction of 14 classrooms			R 1,680,000.00			
Hoërskool De Aar 4 classrooms			R 448,000.00			
Oranjerivierstasie P/S 5 classrooms			R 560,000.00			
Lowryville P/S 7 classrooms			R 784,000.00			
Hoërskool Hopetown 3 classrooms			R 336,000.00			
St. Johns P/S 3 classrooms			R 336,000.00			
Laerskool De Aar 3 classrooms			R 336,000.00			
Tlomelang Secondary 1 Science Lab			R 280,000.00			
Boresetsi Forum			R 900,000.00			
Anderson Primary Forum			R 900,000.00			
Olympic Primary Forum			R 650,000.00			
Hantam Laerskool Ablution Block			R 300,000.00			
New Banksdrift Secondary 2 Ablution Blocks			R 300,000.00			
Aalwyn Intermediate Ablution Block			R 335,000.00			
Ikageng Primary Ablution Block			R 350,000.00			
Gariepwater Construction of one (1) ablution block			R 300,000.00			
J G Jansen Intermediate Construction of one (1) ablution block			R 300,000.00			
Newtown Primary (Postmasburg) Construction of one (1) ablution block			R 300,000.00			
Bongani Primary Construction of one (1) ablution block			R 300,000.00			

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Aalwyn Intermediate Construction of admin block			R 650,000.00			
Anderson Primary Construction of admin block			R 650,000.00			
Vaal Oranje primary Construction of admin block			R 650,000.00			
Olierivier Marianne P/S Construction of admin block			R 650,000.00			
Salt Lake Primary Construction of admin block			R 650,000.00			
Vaallus Primary Construction of admin block			R 650,000.00			
Schmidtsdrift Batlhaping Construction of admin block			R 650,000.00			
Scholtzfontein Primary Construction of admin block			R 650,000.00			
Newtown Primary (Postmasburg) Construction of admin block			R 650,000.00			
Die Kuil Intermediate Construction of admin block			R 650,000.00			
Vioolsdrift Primary Construction of admin block			R 650,000.00			
Witbank Laerskool Construction of admin block			R 650,000.00			
Rheenen Laerskool Construction of admin block			R 650,000.00			
Lepelfontein Primary Construction of admin block			R 650,000.00			
Ikageng Primary Construction of admin block			R 650,000.00			
Floors North Primary Repairs and renovations			R 450,000.00			
Prieska Primer Repairs and renovations			R 450,000.00			
Kenin Nkoane Repairs and renovations			R 450,000.00			
Kuilsville Primer Repairs and renovations			R 460,000.00			
Postdene Primary Repairs and renovations			R 450,000.00			
Rietfontein Repairs and renovations			R 450,000.00			
Elizabeth Conradie Repairs and renovations			R 450,000.00			
Hantam Repairs and renovations			R 396,000.00			
S A Van Wyk Secondary Repairs and renovations			R 450,000.00			
Steinkopf Hostel Repairs and renovations			R 450,000.00			
Nico Bekker Repairs and renovations			R 396,000.00			
Kalaharie Repairs and renovations			R 450,000.00			
William Pescod Sen Sec Repairs and renovations			R 450,000.00			
S C Kearns Repairs and renovations			R 450,000.00			

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Komagas Primary Repairs and renovations			R 396,000.00			
Barkly West Primary Repairs and renovations			R 450,000.00			
Barkly West Higher Primary Repairs and renovations			R 396,000.00			
Boresetse Secondary School Repairs and renovations			R 225,000.00			
Wegdraai Primary Repairs and renovations			R 225,000.00			
Delportshoop Primary Repairs and renovations			R 225,000.00			
Dikgatlong Secondary Repairs and renovations			R 225,000.00			
Bongani Combined Repairs and renovations			R 225,000.00			
Voorpos Primary Repairs and renovations			R 225,000.00			
Francis Mohapanele Primary Repairs and renovations			R 225,000.00			
Homevale Primary Repairs and renovations			R 225,000.00			
Garies Hostel (Boys) Repairs and renovations			R 225,000.00			
Vaalspan Primary Repairs and renovations			R 225,000.00			
Williston High Repairs and renovations			R 225,000.00			
Laerskool Andalusia Repairs and renovations			R 225,000.00			
Thabane Secondary Repairs and renovations			R 380,000.00			
Thisamo Primary Erection of ramps and toilets			R 100,000.00			
Op Die Voorpos Primary Erection of ramps ant toilets			R 100,000.00			
Barkly West Secondary Erection of Fence			R 300,000.00			
Die Kuil Intermediate Construction of 18 classrooms				R 2,160,000.00		
Kenhardt Intermediate Construct 14 classrooms				R 1,680,000.00		
J G Jansen Intermediate 5 Classrooms				R 600,000.00		
Victoria West Combined 6 Classrooms				R 672,000.00		
Pampoenspoort P/S 3 Classrooms				R 336,000.00		
Melton Wold P/S 3 Classrooms				R 336,000.00		
John Rossouw P/S 5 Classrooms				R 560,000.00		
Van Rensburg P/S 4 Classrooms				R 400,000.00		
Petrusville Primary 5 Classrooms				R 560,000.00		
Yardley (P/S) 3 Classrooms				R 336,000.00		

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Merriman (P/S) 7 Classrooms				R 784,000.00		
Lowryville 6 Classrooms				R 672,000.00		
Springbok Primary 2 Classrooms				R 224,000.00		
Hoerskool De Aar 4 Classrooms				R 448,000.00		
Oranjerivierstasie Primary School 5 Classrooms				R 560,000.00		
Hoerskool Hopetown 3 Classrooms				R 336,000.00		
St Johns Primary School 3 Classrooms				R 336,000.00		
F J Smith Intermediate (Construction of Ablution Blocks)				R 300,000.00		
Anderson Primary (Construction of Ablution Blocks)				R 350,000.00		
Vaal Oranje primary (Construction of Ablution Blocks)				R 350,000.00		
Gariepwater (Construction of Ablution Blocks)				R 300,000.00		
J G Jansen Intermediate (Construction of Ablution Blocks)				R 300,000.00		
J G Jansen Intermediate (Admin Block)				R 650,000.00		
Aalwyn Intermediate (Admin Block)				R 650,000.00		
Vaal Oranje primary (Admin Block)				R 650,000.00		
Olierivier Marianne Primary (Admin Block)				R 650,000.00		
Salt Lake Primary (Admin Block)				R 650,000.00		
Vaalus Primary (Admin Block)				R 650,000.00		
Schmidtsdrift Batlhaping (Admin Block)				R 650,000.00		
Scholtzfontein Primary (Admin Block)				R 650,000.00		
Tlhomelang Secondary School (Repairs & Renovations)				R 450,000.00		
Boitshoko Primary School (Repairs & Renovations)				R 450,000.00		
Kim Kgolo Primary School (Repairs & Renovations)				R 450,000.00		
Tshireleco Secondary Public School (Repairs & Renovations)				R 450,000.00		
EP Lekhela Secondary School (Repairs & Renovations)				R 500,000.00		
Tshwarelela Primary School (Repairs & Renovations)				R 450,000.00		
Mankurwane Primary School (Repairs & Renovations)				R 450,000.00		
St Peters Primary School (Repairs & Renovations)				R 450,000.00		
Tetlanyo Secondary School (Repairs & Renovations)				R 500,000.00		
Reneilwe Primary School (Repairs & Renovations)				R 450,000.00		

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Pescodia Primary (Repairs & Renovations)				R 450,000.00		
D.L.Jansen Primary (Repairs & Renovations)				R 450,000.00		
Olympic Primary (Repairs & Renovations)				R 450,000.00		
Barkly West Secondary (Repairs & Renovations)				R 450,000.00		
Emmanuel Junior Secondary (Repairs & Renovations)				R 450,000.00		
C.W.Kies Secondary (Repairs & Renovations)				R 450,000.00		
Floors Secondary (Repairs & Renovations)				R 450,000.00		
N J Heyns (Repairs & Renovations)				R 450,000.00		
Vosburg (Repairs & Renovations)				R 230,000.00		
Victoria West (Repairs & Renovations)				R 450,000.00		
Veritas (Repairs & Renovations)				R 450,000.00		
Huis Loods (Repairs & Renovations)				R 450,000.00		
Hoerskool Kenhardt (Repairs & Renovations)				R 450,000.00		
Hoerskool Garies (Repairs & Renovations)				R 450,000.00		
Floors North Primary (Repairs & Renovations)				R 450,000.00		
Prieska Primary (Repairs & Renovations)				R 450,000.00		
Kuilsville Primary (Repairs & Renovations)				R 450,000.00		
Postdene Primary (Repairs & Renovations)				R 450,000.00		
Hantam (Repairs & Renovations)				R 396,000.00		
SA van Wyk (Repairs & Renovations)				R 450,000.00		
Steinkopf Hostel (Repairs & Renovations)				R 450,000.00		
Nico Bekker (Repairs & Renovations)				R 396,000.00		
Kalahari (Repairs & Renovations)				R 450,000.00		
William Pescod Sen Sec (Repairs & Renovations)				R 450,000.00		
Ferdinand Brecher Prim (Construction of 5 classrooms)					R 60,000.00	
Bulletrap Prim (Construction of 1 classroom)					R 12,000.00	
Rooiwal Prim (Construction of 3 classrooms)					R 36,000.00	
F J Smit Prim (Construction of 4 classrooms)					R 48,000.00	
Buffelsrivier Prim (Construction of 2 classrooms)					R 24,000.00	
Goodhouse Prim (Construction of 1 classroom)					R 12,000.00	
Witbank Prim (Construction of 2 classrooms)					R 24,000.00	

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Kamieskroon Prim (Construction of 3 classrooms)					R 36,000.00	
St. Philomena Prim (Construction of 5 classrooms)					R 60,000.00	
Port Nolloth Prim (Construction of 6 classrooms)					R 72,000.00	
Okiep Prim (Construction of 4 classrooms)					R 48,000.00	
Ikageng Prim (Construction of 8 classrooms)						R 96,000.00
Saltlake Prim (Construction of 3 classrooms)						R 36,000.00
Kelemogele Prim (Construction of 1 classroom)						R 12,000.00
Vaalus Prim (Construction of 10 classrooms)						R 120,000.00
Aalwyn Intermediate (Construction of 2 classrooms)						R 24,000.00
Volop Prim (Construction of 3 classrooms)						R 36,000.00
Olierivier Prim (Construction of 4 classrooms)						R 48,000.00
Anderson Prim (Construction of 2 classrooms)						R 24,000.00
Moreson Prim (Construction of 10 classrooms)						R 120,000.00
Vaal Oranje Prim (Construction of 12 classrooms)						R 144,000.00
Katlani Prim						R 24,000.00
Thembethlile Care Facility (Repairs & Renovations)						R 500,000.00
Boitumelo Special School (Repairs & Renovations)						R 300,000.00
George Kekana Secure Care School (Repairs & Renovations)						R 300,000.00
Jannie Brink Spesiale Skool (Repairs & Renovations)						R 500,000.00
Kimberley Opleidingsentrum (Repairs & Renovations)						R 320,000.00
Re Tlameleng Special School (Repairs & Renovations)						R 280,000.00
Elizabeth Conradie Skool (Repairs & Renovations)						R 500,000.00
N.J. Heyns Spesiale Skool (Repairs & Renovations)						R 500,000.00
Huis Mimosa Primêre Skool (Repairs & Renovations)						R 500,000.00
Delportshoop Gekombineerde Skool (Repairs & Renovations)						R 500,000.00
Ditiro Primary School (Repairs & Renovations)						R 500,000.00
Guldenskat Intermediate School (Repairs & Renovations)						R 250,000.00
Andalusia Laerskool (Repairs & Renovations)						R 500,000.00
Voorspoed Laerskool (Repairs & Renovations)						R 500,000.00
Motswedithuto Primary School (Repairs & Renovations)						R 500,000.00

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Tadcaster Intermediate School (Repairs & Renovations)						R 300,000.00
Taudiarora Laerskool (Repairs & Renovations)						R 500,000.00
Barkly Wes Gekombineerde Skool (ex-HOR) (Repairs & Renovations)						R 500,000.00
D.L Jansen Laerskool (Repairs & Renovations)						R 500,000.00
Nazareth House Intermediate School (Repairs & Renovations)						R 250,000.00
Reakantswe Intermediate School (Repairs & Renovations)						R 500,000.00
Tirisano Intermediate School (Repairs & Renovations)						R 200,000.00
Wildecklauer Intermediate School (Repairs & Renovations)						R 200,000.00
Noord-Kaapland Landbou Hoërskool (Repairs & Renovations)						R 500,000.00
Barkly Wes Laerskool (ex-HOR) (Repairs & Renovations)						R 500,000.00
Barkly Wes Primary School (ex_DET) (Repairs & Renovations)						R 500,000.00
G.N. Pressly Intermediêre Skool (Repairs & Renovations)						R 500,000.00
Mosalakae Primary School (Repairs & Renovations)						R 500,000.00
Ulco (SSKV) Laerskool (Repairs & Renovations)						R 500,000.00
Francis Mohapanele Primary School (Repairs & Renovations)						R 500,000.00
Delportshoop Intermediêre Skool (Repairs & Renovations)						R 500,000.00
Dikgatlong Secondary School (Repairs & Renovations)						R 500,000.00
Ulco Intermediate School (Repairs & Renovations)						R 130,000.00
Pniel-Landgoed Laerskool (Repairs & Renovations)						R 200,000.00
Boresetse Secondary School (Repairs & Renovations)						R 500,000.00
Vaalrivier Gekombineerde Skool (Repairs & Renovations)						R 200,000.00
Holsdam Laerskool (Repairs & Renovations)						R 150,000.00
!XUNKHWESA Gekombineerde Skool (Repairs & Renovations)						R 500,000.00
Stillwater Intermediate School (Repairs & Renovations)						R 130,000.00
E.R. Motswaledi Primary School (Repairs & Renovations)						R 500,000.00
Hartswater Laerskool (Repairs & Renovations)						R 500,000.00
Warrenton Laerskool (Repairs & Renovations)						R 500,000.00
Realeboga Intermediate School (Repairs & Renovations)						R 500,000.00
Setsabelo Primary School (Repairs & Renovations)						R 200,000.00
Tlhatlogang Intermediate School (Repairs & Renovations)						R 500,000.00

	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010
Valspan Primary School (Repairs & Renovations)						R 500,000.00
Warrenton Primary School (Repairs & Renovations)						R 500,000.00
Reaipela Laerskool (Repairs & Renovations)						R 500,000.00
Jumbolani Laerskool (Repairs & Renovations)						R 500,000.00
Lekhadung Primary School (Repairs & Renovations)						R 200,000.00
Rolihlahla Intermediate School (Repairs & Renovations)						R 500,000.00
Jan Kempdorp Primary School (Repairs & Renovations)						R 500,000.00
Eendrag (CVO) Skool (Repairs & Renovations)						R 200,000.00
Banksdrif Primary School (Repairs & Renovations)						R 150,000.00
C.W. Kies Intermediêre Skool (Repairs & Renovations)						R 500,000.00
Vaalharts Gekombineerde Skool (Repairs & Renovations)						R 500,000.00
Warrenvale Gekombineerde Skool (Repairs & Renovations)						R 500,000.00
Banksdrif Secondary School (Repairs & Renovations)						R 300,000.00
Hartswater Hoërskool (Repairs & Renovations)						R 500,000.00
Vaalharts Hoërskool (Repairs & Renovations)						R 500,000.00
Warrenton Hoërskool (Repairs & Renovations)						R 500,000.00
Mogomotsi Secondary School (Repairs & Renovations)						R 500,000.00
Tlhwahalang Secondary School (Repairs & Renovations)						R 500,000.00
Programme 4						
Conversion of Thembethlile into care facility	R 3,000,000					
Boitumelo	R 100,000.00		R 190 000.00			
Kimberley Training	R 100,000.00	R 100,000.00	R 190 000.00			
Jannie Brink	R 100,000.00	R 100,000.00	R 190 000.00			
N J Heyns	R 100,000.00	R 100,000.00	R 190 000.00			
Goerge Keane	R 100,000.00	R 100,000.00	R 190 000.00			
Mimosa	R 100,000.00	R 100,000.00	R 190 000.00			
Retlamaleng	R 100,000.00	R 100,000.00	R 190 000.00			

18 Co-ordination, co-operation and outsourcing plans

18.1 Interdepartmental linkages

The NCED has been strengthening linkages with other government departments with a view to better integrate service delivery and to optimise its contributions towards the Provincial Strategic Objectives and Growth and Development Strategy.

The following departments are some which have featured in our attempts at integrated service delivery:

Department of Labour

As the lead department in driving the Northern Cape's HRD Strategy, the relationship with this department remains sound, e.g. with regards to the skills development initiatives of recruitment and placement of interns.

Department of Sports, Arts and Culture

This linkage is focused on the extent to which we deliver a service to certain target groups, combating crime through Sports, Arts and Culture programmes and developing facilities and selected schools.

Department of Transport, roads and Public Works

The department's relationship with this department is critical in the delivery of infrastructure development projects throughout the province.

Department of Safety and Liaison

The NCED has a specific goal of combating crime in all educational institutions, hence this relationship in order to ensure safer schools.

Linkages also exist with the **Departments of Health** (Nutrition and HIV/AIDS programmes) and **Economic Affairs and Tourism** (through the economy-based courses offered at the FET colleges)

18.2 Local government linkages

Successful integration between departments has been taking place in regard to the implementation of the Presidential Nodal Area Projects.

18.3 Public entities

No public entities listed for the NCED