A STUDY TO CONDUCT A NEED ANALYSIS AND DEVELOP A CAPACITY BUILDING PLAN FOR GDE

DISTRICT OFFICIALS

FINAL REPORT

PREPARED FOR

MATTHEW GONIWE SCHOOL OF LEADERSHIP & GOVERNANCE (MGSLG)

BY

HUMAN SCIENCES RESEARCH COUNCIL

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The study was conducted by the Research Use and Impact Assessment (RIA) under the guidance of Professor Oladele Arowolo, Dr Bongani Bantwini Dr Thembinkosi Twalo who are senior researchers in RIA, and Dr. Konosoang Sobane who was the project coordinator. RIA interns and junior researcher[1] were also part of the project team and they participated in all activities throughout all phases of the project. The project team would like to thank RIA administrators[2] for managing the administration as well as financial components of the project.

We present these findings in the hope that they will inform and guide capacity enhancement and capacity building initiatives in the Gauteng Department of Education. We also hope that the findings will contribute to inform policy development in the GDE.

The HSRC acknowledges the support of the GDE throughout the study. Also highly appreciated is the MGSLG team for their continued support and guidance in the project. We also acknowledge all the district officials for participating in the study

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ABBREVIATION AND ACRONYMS

CES	Chief Education Specialist
CLI	Curriculum Learning and Implementation
CM	Circuit Manager
DCES	Deputy Chief Education Specialist
EOS	Education Operations and Support
GDE	Gauteng Department of Education
HSRC	Human Sciences Research Council
IDSO	Institutional Development and Support Officer
MGSLG	Matthew Goniwe School of Leadership and Governance
PC	Phase Coordinator
RIA	Research Use and Impact Assessment
RS	The New GDE Realigned Structure
SGB	School Governing Body

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- Terms of Reference for the research

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EXECUTIVE SUMMARY

Introduction

School districts pay a pivotal role in ensuring quality teaching and learning, effective assessment, increased learner performance, and achievement. Their role as overseers and guiders of the school system is acknowledged by research elsewhere (Anderson, 2003; Iver, Abele, & Elizabeth, 2003), and in South Africa (Bantwini and Diko, 2011). In South Africa, school districts are intermediaries between the National and Provincial Departments of Education and the local schools. Roberts (2001) describes their primary function as two-fold: to support the delivery of curriculum in schools and to monitor and enhance the quality of learning experiences offered to learners.

Due to the significant role school districts offer to schools, there is a need to capacitate them to continue assisting and solving problems that confront schools. In the Gauteng province specifically, the need is exacerbated by the recent approval and implementation of a new district model, the GDE Realigned structure Matthew Goniwe School of Leadership & Governance (MGSLG) terms of reference, February 2014). This implementation has created a need for a deeper understanding of the various issues that are likely to negatively impact and hinder educational district officials to effectively perform their duties.

It is against this background that the Human Sciences Research Council, (HSRC) Research Use and Impact Assessment Unit (RIA) was contracted by the Matthew Goniwe School of Leadership and Governance (MGSLG) to conduct a needs analysis study for all the district officials in the Gauteng province. The aim of the study is to identify capacity building needs of all the district officials against their job description and design a three-year capacity building plan for all categories of officials. It is envisaged that such a study will maximize the impact as well as relevance of capacity building programmes soon to be implemented by the MGSLG in the GDE school districts.

In order to achieve this aim, the study worked within a scope that was defined by the following objectives, namely to:

- establish the key roles and responsibilities of different categories of district officials

- identify their capacity building needs that should be addressed to maximize their performance.

- determine other challenges that negatively affect their performance.

- design and develop a three year capacity building plan for GDE district officials to ensure that they are capacitated to perform in their respective jobs.

Methodology

The needs analysis study was conducted in all the Gauteng Department of Education (GDE) regions and school districts. The GDE is divided into three regions that are under the leadership of Chief Directors. Each region comprises of five school districts headed by District Directors. The school districts are further divided into circuits that are led by the circuit managers with the assistance of a team comprised of IDSO/cluster leaders, phase coordinators and curriculum facilitators/subject specialist.

The study adopted a mixed method design in order to yield rich, informative, descriptive and quantitative data. Zepke and Leach (2005) highlight that the evidence produced from quantitative studies tends to be explanatory and general, whereas qualitative studies enable us to understand the finer grained reasons for outcomes or actions. Thus, the use of mixed methods helps to achieve triangulation and complementarity, while it also fosters value diversity which is critical in this study. Data for this study was elicited from both primary and secondary sources. Primary data was collected through semi-structured interviews, focus group discussions and questionnaires. Secondary data was gathered from various sources including policies, circulars, documents and literature review.

With the guidance and suggestion of the MGSLG, the HSRC developed a sampling plan for district officials that the project would focus on. Following are the key participants that the study focused on: chief directors, district directors, circuit managers, IDSO/Cluster leaders, CLI-CES, EOS-CES Phase/unit coordinators, Curriculum facilitators/ Subject advisors, and School Principals

The MGSLG provided HSRC with statistical data about regions, districts and officials within those districts. This key information was crucial to undertake the sampling process. HSRC sampling considered the pre-sampling recommended by MGSLG as basis of departure.

The sample was representative of all categories of district officials and school principals. Data collection was done through questionnaires, semi-structured face to face and telephone interviews, and focus group interviews. This triangulation of methods was intended to generate rich data that will generate new knowledge while it also bridges existing knowledge gap/s from the existing data documents.

Key findings of the study

From the findings of this needs analysis study, it is clear that the launch of the new GDE Realigned Structure (RS) is problematic to many district officials. From both interviews and surveys conducted with various district officials, it became clear that there was no consultation in the development of the structure, so there was no buy-in from the different categories of district officials. This is despite the stipulation of dates that were set for training of various officials on the new structure in the RS. These workshops or training, if they eventually occurred, seemed to have failed to convince many officials on the importance of the new structure as many officials view the structure as filled with challenges. What also came out clear was that many district officials did not have a formal platform to voice their lack of happiness or dissatisfaction with the structure.

Currently, a majority of the GDE district officials speaks of and views the Realigned Structure as a top down structure that belongs to the head office and Matthew Goniwe School of Leadership and Governance and hardly takes ownership of it. Sadly, this perception was very common amongst the senior managers in the districts. Thus, it is argued that involvement of the various officials when developing a new structure that will be used across the province is inevitable. It should be remembered that the various district officials are the implementers and therefore their involvement in the process of development will ensure a good buy-in, which may guarantee a smooth implementation on the ground level.

Challenges commonly experienced by district officials

On top of challenges with the implementations of the RS, officials also noted several challenges that are related to governance. Common among the challenges and concerns is the lack of clarity in regard to their roles and responsibilities. This is exacerbated by the fact that many officials claimed not to have copies of their formal written job description. Although it is unclear who is to be blamed for this (district office head office), it is clear that the lack of a clearly articulated job description can have some negative impact on the nature of expectation and delivery. The lack of written formal job description also raises questions regarding the accountability process within the various districts and the province. Arguably, the advantage in presenting all the employees with written contracts is that should there be a dispute between the employer and employee regarding delivery on the expectation, the written contract will serve as a legal document for reference purposes.

Of further concern to most of the district officials was the lack of coordination and coherence of activities from the head office down to the schools. Several groups of officials spoke about the disruption that was emanating from the head office and how many times they had to abandon some of their scheduled programmes and events to attend to the urgent messages and requests from the head office. This practice was viewed as unnecessary as it can be resolved by ensuring a coherent coordination of activities starting from the head office to the schools. It is argued that lack of proper coordination of activities can result to wasted time, and ultimately lead to unfinished and unachieved planned activities. Furthermore, the disruption has a negative connotation as it insinuates that district officials are not doing much and therefore can jump on any request that comes their way.

The other issue that came very clear from the findings was that district officials were currently reporting to many directors in the head office. This was viewed as time-consuming sometimes the district officials have to submit the same information to all the directors in the head office. It is also a sign of poor communication among the different sections of head office. While it is acknowledged that there are good reasons why there are various provincial directors who work with the district officials, we argue that checking on the information to be requested in the districts before making the call will ensure that district officials do not spend most of their time submitting reports.

Major recommendations

District directors
a) Provincial Department of Education, the Head Office, should revisit the GDE Realigned Structure and ensure that it is a working or it is a functional plan. The revision process should be as inclusive as possible and should therefore be done in collaborating with the District Directors, Circuit Managers and other senior officials on the ground who are knowledgeable about what is working and not working.

b) There is a need to effectively communicate the vision and goals of the GDE Realigned Structure to all concerned staff. There is a necessity to win the hearts and minds of all the stakeholders (district officials, teachers, parents, unions, etc.) for the structure to succeed.

c) Establish and set a clear purpose for each district directorate, each office, each official and design job contracts and performance appraisal mechanisms along those lines. In this regard, it will be necessary to clarify the roles of each unit, finalize the job description of each official so that there is consistency around the entire organization.

d) The Head Office should establish a common understanding of what must be done, when, by who, and how. This will streamline systems, methods, content, and give an indication of time on task (i.e. how long each task may take) and this is helpful for performance management.

e) New District Directors should be provided with appropriate orientation and induction into their new positions; they should be provided with mentors who will assist by easing them into their new positions.

f) In regard to power delegations, to speed up the process and ensure quick turnaround in the district activities, District Directors should be granted the delegation of powers especially for the key district activities and core functions.

g) Ensure the alignment of plans and activities so that the timing for working with districts may be known and respected.

h) In regard to the reporting system, the head office should develop a clear system that will delineate the reporting lines; there should be a new organogram that clearly shows the reporting channels.

i) Provide frameworks/lay the foundation for teaching, supervision, monitoring, curriculum design and delivery so that all the stakeholders may have the same understanding about the why and how to teach, supervise, monitor, develop curriculum design and deliver curriculum.

j) The Head Office should ensure that academic credentials are taken seriously; timelines should be set for people to undertake further studies with rewards as well as consequences for incompletion.

k) Other officials (not District Directors) should be in charge of the HR issues as this is not the core business of teaching and learning.

l) The Department of Education should invest in wellness programmes for the officers to address their psycho-social needs as well as increase individual performance.

m) A number of district offices have a number of vacancies that needs to be filled; the head office should fast track the hiring process and ensure that all the vacant positions are filled as this seriously impacts on the district performance.

n) There should be incentives for performance in both ways; that means the well performing district should be rewarded while the poor performing should face the appropriate measures for punishment.

Circuit managers

a) The lack of a buy-in in the Realigned Structure is currently perceived as presenting some challenges in the districts; thus, Circuit Managers should be involved in the process of revising the Structure to assure ownership and smooth implementation.

b) The revised GDE Realigned Structure should define clearly the roles and responsibilities of the various district officials and Circuit Managers, and all the officials in the system.

c) The Head Office should consider the grievances of the IDSOs as they have an effect not only on their roles and responsibilities but also the circuit managers; a performance appraisal system for circuit managers and other 'office-based educators' would be key to ensuring that they are assessing the work of principals rigorously.

d) Many circuit managers recommended that there has to be a proper coordination of information flow; information to the district should only come through the Chief Director's office to avoid confusion.

e) There should be an alignment between the provincial plans and district plans in order to facilitate coordination of plans and avoid overlaps that are currently being experienced.

f) Flexible laws are required to allow discretionary decision making by relevant officials; furthermore, the teacher-pupil ratio principle is viewed as undermining schools' effectiveness and quality.

g) The head office and districts should provide a floating pool of educators (substitute teachers) who could be called upon at short notice to fill any gaps in attendance by regular teachers who are temporarily absent, resigned, etc.

h) As a multiracial country, Head Office and District Office should promptly attend to issues of race relations in schools; and should use the existing polices in combating inappropriate practices by some SBGs.

i) Based on the expressed concern about improper reporting, all the district officials should be, from time to time, trained on proper and current ways of reporting.

j) It is clear that there is a misunderstanding regarding the SSIP; therefore, the head office through Matthew Goniwe should from time to time conduct mini- training or workshops on the existing circulars or policy provide some individuals with clarity on them.

k) A plan for sustaining available school infrastructure needs to be implemented as soon as possible to prevent misuse of school property said to be an issue in some districts.

l) It may be helpful to educate the immediate community about the school and get them to have a sense of ownership; this would also serve to support school monitoring and possibly prevent vandalism and theft of school property. Further engagement of the SAPS in protecting the school and all its assets could also assist.

m) Matthew Goniwe should work to instill confidence in some of the Circuit Managers as they are supposed to collaborate on various activities, possibly through workshops and related training programmes.

IDSO/Cluster leaders

a) Below are the recommendations based on the challenges that IDSOs/Cluster leaders are facing in their various districts.

b) Based on the challenges noted by the IDSOs/Cluster leaders, the newly appointed circuit managers should be trained into the position and the ongoing professional development in the position should be sustained.

c) There should be a written job description for a Circuit Manager, which clarifies the level of responsibilities, remuneration and operations within the system. Furthermore, all the IDSOs/Cluster Leaders should also be provided with a formal written job description.

d) The GDE should consult and ensure the implementation of the "Guidelines on the organization, roles and responsibilities of education district published in 2011 by the Department of Basic Education.

e) The new GDE Realigned Structure should be visited, especially in regard to IDSOs/Cluster leaders to assure ownership and smooth implementation.

f) Based on consultations, including with the National Department of Basic Education (DBE), the issue of the positional title should be settled because of its tendency to cause tension between the employer and the employee.

g) The IDSOs/Cluster leaders should be granted a certain amount of authority so that the schools that they are tasked to support can take them seriously. The issue of salaries is also a serious matter that should be immediately reviewed.

h) At least, once or twice a year, there should be established 'wellness days' for all the employees in support of their health and productivity.

i) There is the need for a platform where IDSOs/Cluster leaders can discuss challenges that confront them in their jobs, how these could be resolved and what will be the policy implications. There is also the need for gathering relevant and current information, skills and expertise, through attending conferences, seminars or workshops.

j) All the IDSO's viewed the previous 1750km as reasonable for their school visits; therefore, the GDE should reconsider the current subsidized mileage and be more flexible in assigning the new number of subsidized kms.

k) A skills audit should be undertaken to ascertain the various needs even those of subject advisors; additionally ongoing training programmes should be conducted to assist them to be more efficient in their areas.

l) The proposed idea of moving the IDSO offices closer to the school is worth considering as this will enable schools to easily access them whenever they have problems.

Curriculum facilitators/ Subject advisors

a) All curriculum facilitators and subject advisors should supported to have the knowledge and capacity to perform their duties efficiently; at the recruitment stage, management should ensure that the right candidates in terms of qualifications and background professional experience are offered the position**.**

b) All curricula should be rewritten in terms of competency outcomes.

c) Training course curricula at all levels should include core educational skills such as

d) literacy, numeracy, communication, problem solving, planning and the ability to undertake further learning.

e) Provide contractually binding job descriptions that will be used for assessing job performance for all staff members.

f) All the CF positions should be filled in order to avoid stretching the capacity of other officers thinly.

g) Provide training for all categories of staff on the revised New Structure.

h) Train subject advisors on content knowledge; new teaching approaches that are relevant to the SA context, and resource management.

Phase/unit coordinators

a) GDE should ensure that there is a clear plan by 1st September every year for the next academic year to avoid delay and ensure smooth coordination.

b) Matthew Goniwe should conduct training on management, conflict resolution, data analysis & report writing for the Unit coordinators.

c) Management should take actions necessary to enhance communication between the circuit managers and the CLIs.

d) Adequate provision should be made for technical support, including the upgrading of software, e.g. the upgrading of windows & making telephones available.

e) The phase coordinators should be trained in information technology; and provision should be made for resources such as tablets and cellular phones.

f) Through training, Matthew Goniwe should ensure that phase coordinators are familiar with issues related to processes and activities of planning, organizing and controlling of resources and procedures; and are able to maximize time utilization.

g) Phase/Unit coordinators should acquire expertise in monitoring and evaluation; this requires training in data collection, consolidation and analysis.

h) Actions should be taken to strengthen the capacity of Phase/Unit coordinators to monitor their own emotions and those of others and how to appropriately label them; and to be able to cope with transitions or change.

CLI CES

a) Allocation of human resources is a timeous process and there is need for head office to prioritise such efforts, as the slow procurement of the necessary staff affects the performance of the district offices.

b) The lack of office equipment makes implementation of duties difficult; therefore efforts should be made to address the infrastructure resource and financial resource needs of CLI CES.

c) Capacity building interventions essential to engage in front-line problem solving as supporting the schools.

d) The CLI CES officers require a clear job description/job titles that should be articulated in the revised 'Realignment strategies/structures'.

EOS CES (Education Operation and Support)

a) The CES-EOS would like that their employer would understand that they are bound by their ethics and process within their field as much as they are employed by the department of education but also subscribe to HPSA.

b) The line function of the CES-EOS is to place learners in a particular school; however, they have a challenge as they are unable to do that since most schools are full to capacity. Thus, there is need for building more infrastructure as this causes a stress on the EOS.

c) The number of km per month to travel to schools is viewed as a challenge as they have to visit one learner several times in one month; the EOS officials suggest that the number of km should be increased, even if it goes back to the original mileage that was 1750km.

d) The sub-directorate should be provided with training on job description of the various units as this will help all to understand what each sub-directorate is doing; there should also be a workshop or training on how to collaborate, as per their job descriptions.

e) Matthew Goniwe should provide capacitation and professional development on topics such as: Project management; Conflict management; Facilitation skills; Various approaches to identify learner barriers.

Proposed 3-year plan

In terms of the ToR for this research, the research team presents a three (3) year capacity building plan designed for various groupings and individuals in the district offices, with a particular bias on circuit managers, cluster leaders, unit coordinators and subject advisors.

Findings from the needs analysis study on various district officials in the Gauteng Province show that district officials have various systemic needs that require urgent attention and fulfillment in order to ensure that they are effective and efficient in undertaking their assigned responsibilities and duties. These needs are viewed as critical and play a significant role in the performance of each official in his/her assigned duties. Due this importance, the identified needs are used as a guide in developing the proposed 3-year district official support plan for the Matthew Goniwe School of Leadership and Governance.

One of the expressed pitfalls of the earlier training programmes is that their design was not based on inclusive participation. In particular, there were no inputs into their formulation by the CDs to assure relevance.

Furthermore, to ensure a systematic, coherent and effective implementation plan, it is proposed that a dedicated team should be appointed and assigned the responsibility to implement the plan over the 3 year period. As per MGSLG ToR, the development of the 3 year plan should ensure that programmes are particularly relevant to the needs of the following groups: CDE Curriculum Facilitators; IDSO/Cluster leaders; Phase Coordinators and Subject Advisors; GDE Circuit Managers; and GDE EOS-CES.

Before the training plan is finalized, opportunities should be created for experts' contribution to its structure and contents in order to facilitate its smooth implementation.

In order to ensure a systematic, coherent and effective implementation plan, it is proposed that a dedicated team should be appointed and assigned the responsibility to implement the plan

over the 3 year period.   Integrated training will maximize the impact of the capacity building programmes soon to be implemented by the MGSLG in the GDE school districts.

CHAPTER 1: INTRODUCTION

1.1 Context and Background

The issue of teaching and learning in schools is a key priority for the South African government. The Department of Basic Education (2011) believes that improving educational quality in schools and, specifically improving learning outcomes stands out as the greatest challenge. School district offices are crucial as they play a fundamental role in ensuring quality teaching and learning, effective assessment, increased learner performance, and achievement (Anderson, 2003; Iver, Abele, & Elizabeth, 2003). As mediators between schools and the government, the school district offices are key role players in forging the desired educational transformation (Abele, Iver, & Farley, 2003; Anderson, 2003; Bantwini & Diko, 2011; Chinsamy, 2002; and Roberts,2001)

Given the significant role and support that school districts offer to schools, it is imperative that they are capacitated to assist and solve problems that confront schools. Bantwini and Diko (2011) note several challenges that confront school districts including the deficit of human capacity, which hinders and incapacitate the few officials from effectively servicing schools and teachers. The lack of human capital, as they argue, has negative impacts on the expected results, especially in the implementation of the ongoing curriculum reforms in South Africa.

In the Gauteng Department of Education (GDE) one such reform, the GDE Realigned Structure has recently been approved. This structure is aimed at transforming the way education business and services are delivered to schools. It is envisaged that through this structure, districts will be more responsive to the needs of the schools and there will be improved learner achievement

In order to effectively implement the Realigned structure, MGSLG is interested in developing the capacity within the districts to ensure that officials support schools effectively and work in line with the new GDE Realigned. Thus MGSLG seeks a deeper understanding and knowledge of various capacity issues that are likely to negatively impact and hinder effective performance of district officials so that newly developed capacity building programmes can directly address such issues.

1.2 Purpose of the Study

It is against the above background that the Human Sciences Research Council is has been commissioned by MGSLG to conduct a need analysis study for GDE district officials. The aim of this study as stipulated in the MGSLG terms of reference (ToR, February 2014) is to conduct a need analysis study identifying capacity needs of the district officials and to develop a capacity building programme to be implemented by MGSLG. In order to achieve this aim the study addressed the following objectives.

i) To establish the key roles and responsibilities of different categories of district officials against their job description.

ii)   To identify critical capacity building needs that should be addressed to maximize performance.

iii)   To design and develop a three-year capacity building plan for all district officials in GDE

1.3 Significance of the Study

This project is envisaged to maximize the impact of capacity building programmes soon to be implemented by the MGSLG in the GDE school districts and therefore maximise support that district offices provide to schools. This will ultimately translate and result into improved learners' achievement.

CHAPTER 2: RESEARCH DESIGN AND METHODOLOGY

2.1 Approaches to data collection

The data and information for this study is derived from both primary and secondary sources.

Data from secondary sources

Data from secondary sources were obtained from published and unpublished materials from the GDE headquarters and from MGSLG office in Johannesburg. These include Annual Reports; Research reports; Workshop and training reports; national and provincial Official guidelines on education management; academic publications, and presentations.

Most of these materials are available on Government Websites and related internet sources; but the research team obtained other unpublished materials directly from government offices and through MGSLG. All these materials were reviewed and relevant indicators collected.

Data from primary sources

With the guidance and suggestion of the MGSLG, the HSRC developed a sampling plan for the district officials that the project would focus on. Following are the key participants that the study focused on:

a) Chief Directors

b) District Directors

c) Circuit managers,

d) IDSO/Cluster leaders,

e) CLI CES

f) EOS CES (Education Operation and Support)

g) Phase/unit coordinators

h) Curriculum facilitators/ Subject advisors

i) School Principals

j) Human Resource (Deputy Directors)

k) Other Bodies

The MGSLG provided HSRC with statistical data about regions, districts and officials within those districts. This key information was crucial to undertake the sampling process. HSRC sampling considered the pre-sampling recommended by MGSLG as basis of departure. The table 00 present the sampling agreed upon by the HSRC and MGSLG.

Participant selection criterion

Participants for this study were identified in collaboration with the districts offices and stratified and convenient sampling was used. HSRC requested a certain number of the noted above officials for interviews, surveys completion and focus groups Then districts, with the knowledge of their officials, sent us the lists and the available participant numbers based on the requested sample.

Sample size

The following table shows the sample that was used in each method of data collection.

Table 2.1 sample size per district

Official	Total sample interviewed	Total questionnaires	Focus Groups
a) Chief directors	3	n/a	n/a
b) District directors	15	n/a	n/a
c) Circuit managers	15	30	15
d) IDSO/Cluster leaders,	30	30	14
e) CLI CES	10	13	n/a
f) EOS CES (Education Operation and Support)	12	17	n/a
g) Phase/unit coordinators	46	31	n/a
h) Curriculum facilitators/ Subject advisors	52	68	n/a
i) School Principals	n/a	250	n/a

2.2 Research instruments and Pilot study

HSRC developed three instruments to be used for data collection. These instruments were:

- Questionnaire (survey),

- Semi-structured face to face interview protocol and

- Focus group interviews.

The use of these data collection instruments was intended to generate rich data that will help to identify the needs of various district officials and also bridge any existing knowledge gap/s. This also intended to provide a clear understanding regarding the capacity building needs of district officials how they can be capacitated in order to be able to perform on their jobs and provide support to schools more effectively.

Questionnaire/surveys

Several anonymous questionnaires/surveys focusing on the following district officials were developed and used to gather the data for this report.

a. District director

b. Circuit manager

c. IDSO/cluster leader

d. Phase coordinator

e. Curriculum facilitators/subject advisors

f. CLI-CES

g. EOS CES

h. School principals

i. Other stakeholders

The use of questionnaire was intended to learn more about the various officials' daily practices, their job description, strengths and weaknesses in conducting their work, attitude and behavior, challenges in effectively undertaking their work and then ascertain what will help make their work better. It was to explore potential threats and opportunities in their work. Primarily, the questionnaire focused on what the various officials thought/think are their needs and how they should be capacitated over the next three years.

Semi structured in-depth Interviews

The HSRC developed several semi-structured interview protocols for data collection. The purpose of the interviews was to solicit districts officials' knowledge on their needs and ascertain their suggestions and proposals regarding the content of the 3 year support plan. It was to get the first hand experiences for the district officials and also grant them an opportunity to voice their ideas regarding their needs and the support plan. With the participants' permission, all the interviews will be tape recorded for quality and authenticity of the data and notes taken. The interviews focused on the following officials:

a. District director

b. Circuit manager

c. IDSO/cluster leader

d. Phase coordinator

e. Curriculum facilitators/subject advisors

f. CES-CLI-

g. CES-EOS

h. Chief directors

i. Other stakeholders

Focus group interviews

As per sampling, several focus group interviews were developed for the identified groups. Several groups (*see attached sampling plan*) from the various GDE regions will be selected using a stratified and convenience sampling to participate in focus groups. These were intended to obtain detailed information about their needs and also to conduct a SWOT analysis of their work. The focus group interviews as Mertens (1998) asserts, is a research strategy that relies not on a question-and-answer format of interview but on the interaction within the group. The reliance on interaction between participants is designed to elicit more of the participants' point of view than would be evidenced in more researcher dominated interviewing. The focus group interaction is intended to allow the exhibition of a struggle for understanding how others interpret key terms and their agreement or disagreements with the issues.

Meeting with MGSLG to discuss sampling, instruments and methodology

After the development of research instruments, the HSRC team met with MGSLG team to discuss the sampling plan, the instruments and methodology. Both parties agreed on the sampling process and the instruments. In the meeting it was also agreed that HSRC was going to pilot the draft instruments to a district or two and then modify the instruments based on the pilot study results.

Pilot Study

Prior the fieldwork, HSRC conducted a pilot study to test the adequacy of the data collection instruments. Some of the reasons for the pilot study include the following:

- To ensure that the instruments are clear and concise

- The posed questions are not ambiguous and confusing to the officials

- To avoid unnecessary repetition of questions or certain issues

- To ensure that the posed questions covers a broad scope of the investigation

- To ensure that all the relevant questions are posed.

- To ensure that research protocol is realistic and feasible

- Establish whether the sampling frame and technique are effective

- Assess how much time it will take to administer each instrument

The pilot study was initially scheduled to take place in 10 July 2014. However, HSRC could not secure appointments/dates/times to conduct the pilot in the identified districts as most of the officials were on leave since schools were closed/on holiday. The delay to pilot the instruments resulted in delays in conducting the field work for the main study. The initial plan was to pilot in 2 districts but due to delayed responses from the district offices, HSRC decided to focus the pilot on just 1 district. The pilot study was conducted on July 2014. The piloted instruments were questionnaires for the following district officials' viz.: Circuit manager, Cluster leaders/IDSO, Phase coordinators, Curriculum facilitators, CES CLI, CES EOS. The district officials were given more than 2 days to complete the questionnaires. They were informed that this was a pilot of the instruments and that their opinion, suggestions and proposals would be highly values and welcomed. These were collected on the day of the interviews.

The pilot interviews were scheduled for 30-90 minutes each with each district officials. The piloted interview protocols were for the following officials: District Director, Circuit manager, Cluster leaders/IDSO, Phase coordinators, Curriculum facilitators, CES CLI, CES EOS. With the permission of some district officials, these interviews were tape recorded for quality notes.

Both the collected completed questionnaires and the interviews were analysed and the necessary modifications were done on the instruments.

2.3 Field work
To prepare for the main data collection, all the districts were contacted through e-mail and telephone to request convenient dates and times for the distribution of questionnaires and conducting of interviews. The districts were given specific numbers of officials that were needed to complete the questionnaires and those that will be interviewed and the number of rooms to be used for interviews. However, this process was clouded with a number of challenges including that:

- Most districts would not respond on our e-mail requests for days

- When trying to call, most districts would not pick up the phones even after several attempts

- Some districts would promise to revert to us shortly but never did. Even after several reminders they will keep making promises that they will revert with dates convenient for their district officials.

The initial fieldwork schedule clearly could not materials and therefore HSRC had to develop a new fieldwork schedule based on the dates received from the districts and their availability. This seemed to be the best option as HSRC now depended on the districts regarding when they should visit them. Also, this approach ensured that there is a minimum disruption in the district planned schedules and programmes

Questionnaire administration

The officials that participated in the questionnaire completion were selected based on the convenience approach. Districts were asked to share their district statistics of the officials and HSRC would indicate the number of officials from each directorate/sub-directorate/unit that should complete the survey. This was viewed as a better approach, though it did not work well in other district. For example, other district did not bother to provide the requested statistics, making it difficult for HSRC to know the numbers of personnel in each district. Nevertheless, the surveys were delivered by HSRC researchers to the districts before conducting the interviews. The target groups for questionnaire/survey completion were: *Circuit manager*, *IDSO/cluster leader*, *Phase coordinator*, *Curriculum facilitators/subject advisors*, *CLI-CES*, *EOS CES* and *School principals.*

Districts were asked to distribute the questionnaires among the various district officials and were given 2 or more days to complete this process. This approach proved to be effective in many districts, whereas in some it did not yield the desired outcomes. In some districts we later discovered that the officials had not been handed the proper questionnaire/survey for completion. This was despite the fact that all the questionnaires were label right at the top, e.g. "*survey for circuit mangers, survey for IDSO/cluster leaders or survey for phase coordinators*". In some districts the questionnaires were dropped in the officials' mail box without alerting them to collect and immediately complete them. In other district various officials declined to complete the questionnaire/survey evoking an ethics clause in the questionnaire/survey stating that "*Please be advised that participation in this survey is absolutely voluntary and that you may withdraw at any time you wish.* Therefore, they declined to participate by completing the questionnaire.

These challenges and others had a serious impact on the questionnaire/survey completion and the numbers that eventually were received of completed copies. For example, for every 30 questionnaires that we distributed, only 8 will be received completed. This clearly has somehow affected the agreed upon sampling plan, an issue that HSRC could not control as we have to

abide with the research ethics and cannot force the district officials to participate and complete the questionnaires. Refer to table 0 for the statistical break down of the received questionnaires.

To resolve the above challenge, HSRC has several attempts to call and request the districts to follow-up on officials that have not yet completed and submitted their survey were made. In some district this strategy worked whereas in some it did not yield much result.

Semi structured in-depth interviews

The purpose of the semi structured in-depth interviews was to solicit ideas and knowledge from various districts officials' on their needs related to their work/job description. It was to get the first hand experiences from the district officials and also grant them an opportunity to voice their ideas regarding their needs and the support plan. Moreover, it was to ascertain suggestions and proposals regarding the content of the 3 year support plan that should be developed for the MGSLG.

Focus group interviews

As noted above, undertaking focus group interviews with various official groups in the districts became an impossible activity due to their hectic schedules and unavailability. However, HSRC managed to conduct focus group interviews with 2 groups of IDSO/cluster leader from 2 districts. Each session comprised of 7 IDSO members and with their permission, the sessions were tape recorded to later ensure quality notes.

Document review and analysis

The secondary data was gathered from various sources including:

    a) Policies,

    b) Circulars,

    c) Frameworks,

    d) Research,

    e) Documents and

    f) Literature review.

2.4 Data analysis

The primary data employed both qualitative and quantitative research methods. The use of mixed methods was intended to yield a rich, informative, descriptive and quantitative data. Zepke and Leach (2005) highlight that the evidence produced from quantitative studies tends to be explanatory and general, whereas the qualitative studies enable us to understand the finer grained reasons for outcomes or actions. Thus, the use of mixed methods helped to achieve triangulation, development, complementarity, initiation and value diversity all critical in the study project.

Most of the conducted interviews with various district officials were tape recorded with the permission of the officials. However, some interviews were not tape recorded as the officials declined to consent on tape recording. In that case, notes were taken. The tape recorded interviews were later transcribed with the focus on the key questions. The generated transcripts were later analysed based on the key questions for the study.

All the completed questionnaires/surveys were imported into SPSS and later analysed using a descriptive statistical analysis and frequencies of the responses. The data generated from the semi structured in-depth interviews, questionnaires/surveys and focus group was collectively analysed and are presented as the findings of this study report.

CHAPTER 3: FINDINGS FROM NEEDS ANALYSIS

3.1 Introduction

District offices play a pivotal role in supporting schools and enhancing learner performance. In order for district offices to perform their function effectively, there is considerable structural support they need from the GDE. It emerged that all district officials have concerns about issues of governance and management by the GDE Headquarters. These issues reportedly impact negatively on performance of district officials. There were also concerns about the RS and the way it has been implemented.

3.2 Roles and responsibilities of the GDE Headquarters

The GDE is made up of three regions, each headed by a Chief Director. It became apparent from the data that all chief directors do not have a formally written job description. Mostly, as one aptly put it "we rely on our own experience" Although they report that this lack does not hinder them from doing their work, it can be deduced that it translates into the lack of a formal written job description for other groups of district officials and compromises coordination of regions and the GDE. It also results in concerns among district officials. The following are some of the areas of concern that emanate from the data:

- **Coordination at the center** -Participants also observed lack of coordination between the schedules and activities of GDE headquarters and those of district offices. When GDE headquarters schedules activities, it does not consult or consider the daily activities of district offices or planned schedules. As a result, some of the important activities at district level have to be suspended or cancelled in order to attend those of Headquarters.

- **Monitoring and evaluation of performance**- Performance management is irregular and not standardized. In some cases participants showed that they have not gone through annual performance assessment for a long time because there is no clarity on what their roles are and what their assessment should be based on. This poses a challenge in that they cannot receive upgrades and bonuses like their counterparts. Participants also indicated that in the performance assessment sheet they are asked to fill their individual capacity needs. However, such needs are never addressed or even acknowledged by Headquarters.

- **Resource provision by GDE**- GDE is reportedly negligent in basic resources necessary to undertake the daily operations of district offices. These resources included:

  - sufficient and operating office telephone lines;

  - internet connectivity and intranet; and

  - adequate supply of basic stationery and office equipment such as printers

- **Office infrastructure**- In some districts office space was limited and officials have to share a working space, making it difficult to concentrate on one's own work. In other cases the buildings were reportedly not well maintained and are non-compliant with occupation and safety standards. Most of district office building do not make provision for the disabled, and do not have privacy for officials such as psychologist who require privacy with learners or parents if they are consulted. Critical but small service provision and maintenance issues such as procurement of toilet paper, repair of broken toilets and ceilings, takes a long time for GDE to address.

- **Centralized budget**- These problems are exacerbated by the lack of availability of a district based mini-budget that would be used for maintenance or minor purchases/services within districts. Currently, everything that requires finance must be referred to the GDE headquarters and responses to such requests often take unduly long time thereby compromising district office performance. .

- **MGSLG**-Although the role of MGSL as a training wing of the GDE was appreciated by most of the participants, they expressed dissatisfaction with the way the unit operates. It emerged that MGSLG does not invite participation from district officials in implementing training activities. As a result the training activities do not adequately address the skills needs of the officials. In addition, these workshops are often generic and there is no consideration of the differences in the needs and levels of officials. Officials therefore often feel that they are in a training that is pitched too low for them, or that imparts a skill they already have.

The Realigned Structure and its implementation

Our review of the RS document shows that:

- the structure is still in the form of a PowerPoint presentation and looks like work in progress;

- The document has many diagrams and illustrative figures that require careful interpretation and such interpretation is left to the reader

- This potentially leads to confusion and misunderstanding of the essential elements of the structure.

In addition, information in the RS also lacks depth that would facilitate understanding of how it works. For example, in the Realigned Structure for support from districts (page 16) the illustrated diagram identifies the role of the districts together with each functional team in relation to their responsibilities. However, the role description for each functional team, for example the circuit managers, is generic and does not address any specific responsibilities for a circuit manager and how to address such responsibilities in relation to the management. However, in the National guidelines (DBE, 2011) the job description of a circuit manager is very specific with reference to the following: aim of the job, core duties and responsibilities in

including leadership, communication, financial planning and management, strategic planning and transformation, policy formulation, research and development, curriculum delivery, staff development, general administration office, administrative serve to schools, and the specifics of management support to schools. Therefore, in terms of providing guidance for a CM any newly recruited CM is handicapped from the beginning for lack of guidance and poor definition of responsibilities in the Realigned Structure.

It is apparent that these issues compromise the quality of service that district offices offers to schools. It is imperative that interventions at the Headquarters and Regional level be put in place to address these concerns. In particular, there should be an attempt by GDE management to be consultative in the implementation of the new structure in order to ensure that all district officials understand the RS and are comfortable with how it works. There should also be attempts to streamline the reporting lines and decentralize the budget to enable district offices to deal with some of the minor operational and maintenance issues.

3.3 Needs analysis for district directors

3.3.1 Overview
Data for this section was obtained from interviews with 15 district directors in the Gauteng province. Participants were asked to respond to questions probing their roles, their capacity needs and skills need that they would like to be addressed. The findings presented in this section are the views of all the interviewed directors as per the Terms of reference for this study.

3.3.2 Key roles and responsibilities in relation to the Realigned Structure
Field investigation shows that all the directors do not have a written job description from their employer, Gauteng Department of Education (GDE). However, they are very clear about their day to day operations and duties. Fundamental about their role and responsibilities is that district directors are entrusted and mandated to be in charge of the district day-to-day operation. The following are roles and responsibilities that they outlined:

- Leading and managing different units including: finance, education curriculum; curriculum support unit; circuits, just to mention a few;

- Overseeing the smooth running and functioning of their districts and systems;

- Acting as mediating officers between their districts and the provincial head office

- Ensuring proper planning, communication and monitoring for learner support activities.

District directors therefore carry the vision of the district and department and are in the forefront in education service delivery

3.3.3 Expressed needs and suggested interventions

The district directors highlighted that they have problems with basic resources necessary for the officials to undertake their responsibilities. The following resources were identified as critical yet limited in their districts:

- Transport

- Desktops and laptop

- Internet access,

- Functional printers and fax machines.

Currently, these equipment items are said to be non- existent or malfunctioning in many districts, causing problems in visiting schools or communicating with stakeholders.

Capacity needs

District directors noted that currently there are no capacity building initiatives or programmes provided for them by the provincial office or Matthew Goniwe School of Leadership and Governance to support them so that they can effectively deliver on their duties. Below are the expressed areas of need that were captured from all the interviews conducted with them:

- **Orientation and induction workshops to the new position**- this will help them better understand what their job requires in terms of skills, competency, knowledge base and more;

- **Leadership and Management-** This is a skill they need for the day-to-day activities of directors;

- **Computer and ICT skills-** This is critical since they will be pioneering the province's goal of digitalizing the classrooms.

- **Financial management courses- an** ongoing training course on financial planning and management was viewed as a necessity for any District Director.

- **Data processing strategies and analysis-** this will help them to effectively use the data being collected their district.

- **Communication skills-** a refresher course or seminars on this topic were said to be necessary and would benefit all.

Human resource needs

Lack of human resources was one of the challenges that confront some districts. There are many unfilled vacancies and district directors do not have control over recruitment issues. The following are some of the human resource needs they noted:

- **psychologist and social workers within schools-**. placement of these officials in schools will help in dealing with issues learners face at schools and allow teachers to focus on learning and teaching;

- **Small research unit within the district offices-** The key functions of this unit will be to assist in collecting, analysing and reporting on the district progress. This will inform district planning, key decision making and policy.

The issue of *interference by teacher unions* in the schooling sector is viewed as a serious challenge that many district directors believe will only be resolved by the head office. Teacher unions are said to be blocking and retarding progress and some of the districts initiatives intended to help schools improve the standard of teaching and learning in the classrooms.

The *districts are said to be divided and not collaborating with each other*. This is an issue that is viewed as costly for the learners as they are the beneficiaries of education in the Gauteng provinces. Thus, team building will help to bridge the gaps currently existing between various districts.

It is important to orientate people even before induction about the government. *Provision of orientation as to how government operates is crucial* because the department works within a government sector. Thus, people need to have an understanding of how government operates. People tend to operate in isolation and therefore forget that they operate within a bigger context, people need to understand the different spheres of government, what are the expectations at each level.

District directors also deal with outside stakeholders, in terms of the education act; there are statutory bodies like the SGB members which essentially have to run the schools in terms of governance. However, the challenge is that in many cases there is conflicts caused by their lack of understanding their governance roles and confuse it with management roles. There is always a fight between the SGB chairperson and the principals because there is confusion in terms of roles and responsibilities.

3.3.4 Interventions needed
- It is essential that district directors are given training and workshops in the specific skills that they consider as a need for them, together with orientation and induction into the new position.

- They should be provided with mentors who will assist by easing them into their new positions. This will avoid unnecessary mistakes, conflicts and delays due to trial and error by the newly appointed district director.

- GDE should revisit E Realigned Structure and ensure that it is a working or it's a functional plan. The revision process could last up to three months collaborating with the district directors as the officials on the ground and knowledgeable about what is working and not working.

3.4 Needs analysis for Circuit Managers

3.4.1 Overview

This section presents findings from data generated through semi-structured interviews and the completed questionnaires administered with circuit managers from all the visited districts. At least one circuit manager from each of the visited district offices in the Gauteng province was interviewed. In some districts two circuit managers were interviewed, depending on willingness and availability during the visits in their districts.

3.4.2 Key roles and responsibilities of circuit managers

During interviews with the circuit managers, they were all asked to share a copy of their job description for review and analysis of their roles and responsibilities. However, few of the circuit managers were able to share the copies job description, some could not remember where they had placed their them whereas some revealed that they did not have a written copy of their job description as they were never presented with one when appointed. The analysis of the few collected copies and responses to questions show the following as some of their key roles and responsibilities:

- To provide end-to-end support to schools to ensure effective teaching and learning.

- To support IDSOs/Cluster leaders who are managers of the cluster and are directly involved with the principals and schools.

- To ensure that IDSOs/ cluster leaders provide the necessary support to schools

- To ensure that there are plans for supporting the schools, monitor their progress, receive reports and undertake problem solving.

- To coordinates teams of CLI, EOS, phase coordinators, subject Advisors/Curriculum Facilitators, Finance, HRA, and ensure the alignment of activities

- To provide leadership and management, and undertake performance appraisals.

Although in principle, circuit managers work with the whole team, in practice they spend about 80% of the time assisting IDSOs/cluster leaders.

3.4.3 Expressed Capacity needs for Circuit Managers

Circuit managers noted that they are responsible for the management of the circuit office as a whole - ensuring sound leadership, governance and management. They therefore need to be equipped with the following skills to effectively manage the office:

- leadership, management and governance;

- Project planning and management

- Report writing

- Financial management

- IT and ICT

- Mentoring and coaching

- Communication

- Data collection, analysis and interpretation

3.4.4 Expressed Resources needs

Apart from the stated critical skills needs, circuit managers also outlined the following as critical resources they need to perform their duties adequately:

- Laptops

- Office internet and 3Gs for out of office work,

- Cellphones - the R200 cell phone allowance is not enough. It forces officials to drive to schools to just pass a message which is something they could do over the phone, thus saving time and money.

- Subsidized cars. Being allowed to travel only 500km per month is insufficient as one covers this distance in just one week considering the number of schools each circuit manager is responsible for.

- Office telephones,

- Functional photocopiers, printers & cartridges and fax machines

- Stationery

- Money for paying e-tolls and tollgates when travelling for business,

3.4.5 Recommended Capacity building interventions for circuit managers

- circuit managers should be workshopped on the roles and responsibilities of the officers that report under them;

- Matthew Goniwe should work with circuit managers on developing and implementing a training programme that will address the skills needs of circuit managers.

3.5 Needs analysis for IDSO/cluster leaders

3.5.1 Overview

Data from Cluster Leaders show a general concern about their title/designation, roles and responsibilities. There is a noticeable dissatisfaction about being referred to as Cluster leaders in preference to Deputy Chief Education Specialist (DCES)/Institutional Development and Support Officers (IDSO's). There was also specific reference to an on-going dispute between

them and their employer regarding the title, their roles and responsibilities. Our review of the GDE Realigned Structure (RS) shows that the positional title in use is "cluster leaders" and not "IDSO". In this section this group will be referred to as IDSO/ cluster leaders, for the sake of clarity.

3.5.2 Key Roles and Responsibilities in relation to the GDE Realigned Structure

A review of the GDE Realigned structure shows that the role of IDSO/Cluster Leaders is frontline-problem solving for schools. In doing this, they use the school profile and performance dashboard to understand, discuss and resolve problems together with the school management. In cases where there is a specific problem that requires further support they escalate such a matter to Circuit Managers. Although the realigned structure details the roles of this cadre of district officials, the following concerns were noticeably prevalent in the data from these participants:

- There is currently no formal job description that they are provided with upon employment;

- There is no clarity of their terms of reference and the boundaries of their responsibilities;

- There is no clear articulation of how their roles are different from those of Circuit Managers, given the fact that they feel they do most of the work yet Circuit Managers earn more salaries than them.

There was therefore a general feeling among IDSOs/Cluster leaders that the implementation of the Realigned structure was not consultative and it does not adequately balance roles, responsibilities and experiences between them and Circuit Managers.   This causes discontentment and affects productivity and job dissatisfaction among this group. This calls for a revisiting of the implementation of the new structure to make it more inclusive.

3.5.3 Expressed Capacity needs and suggested interventions

 The IDSOs/Cluster leaders indicated a range of skills needs that they consider essential for their good performance. The skills that recur frequently and are cited as critical in the data are:

- Managerial and Leadership

- Project Management

- Coaching and Mentoring

- Communication Skills

- Conflict Management Skills

- Financial management skills

3.5.4 Human Resource Needs for IDSO/Cluster leader

Apart from the specified capacity needs, IDSOs/Cluster leaders expressed concerns about the human resource capacity in their respective districts. The following are concerns that arose frequently from the data:

• Currently, there are districts that have many IDSO/Cluster leader vacancies that have not been filled. This causes a strain to the existing officials and negatively affects the quality of their performance.

• There is a critical shortage of administrative staff leading to active involvement of IDSOs/Cluster leaders' active involvement in secretarial and administrative tasks.

• The abolishment of the ISS unit (psychologists unit), has created an added responsibility for IDS/Cluster leaders because they now have to give learner support if there are learners who are not developing at the same rate as others, and therefore need more attention. This used to be done by the psychology unit, but it now rests with IDSOs/Cluster Leaders yet they don't have expertise to do so.

• In the new structure subject advisors are no longer necessarily specialists in the specific subjects for which they advise. They have now become generalized and are not skilled in all the subjects they are advising on. It is recommended that a skills audit should be undertaken to ascertain the various needs even those of subject advisors and that on-going training should be conducted to assist them to be more specialists in their areas.

3.5.5 Interventions needed

Given the stated capacity and Human Resource needs of IDSOs/Clusters the following interventions are recommended as necessary:

• There is a need for GDE to revisit the and revise the New Realigned Structure by

➢ Drawing an explicit line of demarcation between the roles and responsibilities of IDSOs/Cluster leaders and circuit managers;

➢ Clearly stipulating the skills and experience required for each of the categories

Creating a formal job description document that will be availed to IDSOs/ Cluster leaders;

• There is also a need to be consultative in the revision and formulation of job description in order to foster inclusive participation by the concerned officials. Consultation will also solicit the buy-in from these officials and will therefore facilitate ownership of the revised structure.

• There is also a need to strengthen capacity building for this group of officials. This should start with a skills audit to determine the necessary skills, vacant positions and misplaced skills. Then a skills audit report should be produced, followed by the filling of vacant positions with relevantly skilled personnel.

• Then a training programme should be implemented to equip the officials with the skills needed in order to enhance their performance. Along with training, IDSOs/Cluster leaders

should also be provided with mentoring and coaching to ensure that someone keeps them abreast with what is expected of them in their duties, and continually ensure that the interventions implemented address their concerns.

• District Directors should also establish an open platform in which these officials can deliberate on issues that concern them. This will ensure that at every stage both the management and officials are aware of progress being made in addressing the concerns of the IDSOs/Cluster leaders.

3.6 Needs analysis for CLI CES

3.6.1 Overview
Officials in this category fall within different sub directorates within the GDE. In interviews with them they commented that their category is too multi-faceted and under the new structure they are uncertain of who they report to and what their roles are.

3.6.2 Expressed key roles and responsibilities of CLI CES
Although many of these officials expressed uncertainty about their complete set of roles, they outlined their key responsibilities and the roles they perform on a daily basis. These are some of the responsibilities they noted:

- ongoing monitoring of schools to ensure that effective teaching and learning is taking place in the classroom;

- coordinating curriculum, the management of phase coordinators and curriculum facilitators.

- responsible for professional implementation of examinations ensuring lack of irregularities

- training schools principals and HODs on how to manage schools and develop tools to aid effective

- identifying and supporting underperforming schools.

3.6.3 Expressed capacity needs
Respondents noted mentoring and coaching skills as the most critical skill they would like to be capacitated in. This is mainly attributed to the interactive nature of their duties. Apart from that they outlined the following skills:

• Conflict Management

• Communication Skills

• Leadership and Management Skills

• Advanced computer skills

3.6.4 Recommended Interventions

It is recommended that a training plan be drawn in consultation with this group in order to address their needs.

3.7 Needs analysis for EOS CES

3.7.1 Key roles and responsibilities of EOS CES

The sub-directorate for EOS is responsible for most of the activities occurring in schools. They are responsible for coordination of the education support systems within the district. The following roles and responsibilities reflect the overall requirements of CES: EOS in the Gauteng Department of Education districts:

- Effective functionality of district

- Coordination of unit Education Operations and Support

- Information Coordination in district

- Policy Implementation

- Stakeholder Engagement and collaboration

- Development of Operational Plans and Calendars for District and Schools

- Staff Assessment and Development

- Manage Education Psychologists

- Data management for schools and districts

- Reporting

- Planning

- Monitoring

- Managing of subunits and sub-directorates which include:

    o Learner Teacher Support Material (LTSM)

    o Social Education Programmes (e.g. sport, youth and culture)

    o Safety in schools

    o ISS

    o Special Operations/Special Projects

    o Multimedia

- E-Learning

- Inclusion at Special Schools

- Extra School Support

- Education Support

- School health

- HIV/AIDS

- Primary School Nutrition

- Scholar Transport

3.7.2 Expressed capacity needs

When asked which skills are essential in order to effectively deliver in their jobs, Conflict Management was the most emphasised skill.

Other areas of skills needed include:

- *Problem Solving Skills*

- *Mentoring Skills*

- *Emotional Intelligence*

- *Financial Management inclusive of procurement, procedures and costing*

- *Monitoring and Evaluation*

- *Analytical and strategic Planning skills*

- *Report Writing Skills*

3.7.3 Resource needs

One of the critical issues as noted by EOS officials is the huge number of vacant positions of facilitators at the ground level. They noted that they are required to cover a huge area but without sufficient human resource, the exercise is very difficult. This has made some officials to be thinly stretched as they are trying to fill in the gaps. The reason for these vacancies is said to be related to budgetary constraints, which many EOS said it is not their competency but the head office competency role. Furthermore, the recruitment process to be shortened, as it is currently believed to be taking a very long period of time. The district are said to be in need of qualified psychologists who will service schools.

3.7.4 Suggested capacity building interventions.

In order to address the needs of this group the following are suggested:

- It is imperative that all long standing vacancies should be filled. So there is a need to advertise the vacant positions as a matter of urgency and recruit qualified candidates. This requires cooperation of management and it will assist in not stretching the capacity of the present officials in this category.

- The GDE through MGSL should capacitate this group of officials and provide them with training on areas such as project management, conflict management and facilitation skills. In order to monitor and evaluate whether such capacitation is benefitting this group, management should produce a periodic report that will inform future directions for training.

3.8 Needs analysis for phase coordinators

Data from phase coordinators was collected through interviews and questionnaires from a selected sample that was representative of all the phases of the curriculum. The data shows that like other groups, this group is unclear about their job description. Some officials feel they are not given a clear mandate of what their responsibilities are and they are also not capacitated for the unclear duties they have to perform.

3.8.1 Key roles and responsibilities of phase coordinators

Despite the lack of clarity, the interviewed phase coordinators expressed their overarching role as to ensure that the phase is efficiently and effectively coordinated. The coordination of the phase includes specific activities such as:

- drawing a management plan that will ensure the proper running of the funds or the budget for the phase.

- ensuring that heads of departments, their deputies and educators are properly developed and empowered.

- monitoring the performance of subject advisors and ensure that subject advisors motivate their lead educators.

- ensuring that there is effective curriculum delivery at schools i.e. learners are taught daily in the appropriate curriculum.

- managing examination processes including the setting of common papers, mark sheets processes, assessments and grade twelve moderations

- managing and supporting subject advisors, principals and head of departments pertaining challenges related to curriculum.

3.8.2 Expressed capacity needs

In responding to questions about their capacity needs, most phase coordinators foregrounded management and conflict resolution as critical skills that would enable them to effectively perform their duties. Apart from those two, the following also featured prominently in the data from phase coordinators:

- Communication skills

- Report writing

- IT and computer Skills

Apart from these capacity needs, phase coordinators also noted that there are critical resources that they consider essential for their job yet they are not available or limited. These included human resource needs such as administrative clerks and material resources such as:

- Projectors

- Laptops

- Cellphones

- Data bundles

- Subsidized cars

3.8.3 Suggested Capacity building interventions

- It is suggested that in the first year of intervention job specifications and key roles and responsibilities be clarified for phase coordinators. This should be done in workshops and in a formal job description document disseminated to officials. This will ensure that phase coordinators know what is expected of them in subsequent years.

- Then MGSLG should develop and implement a training that focuses on management and conflict resolution, followed up by other skills that phase coordinators have outlined as their need. The training programme will not only capacitate the officials but also it will empower them to perform efficiently.

- There should be periodic workshops that familiarize phase coordinators with the processes and activities of planning and controlling resources, as well as monitoring and evaluation. This will ensure that these officials are able to efficiently manage resources that are allocated to their phases.

3.9 Needs analysis for curriculum facilitators

The findings presented below are from semi-structured interviews with Foundation, Intermediate, Senior and FET phase curriculum facilitators as well as the completed questionnaires administered to the same phase level officials as above. During the interviews all the curriculum facilitators were asked to share their job descriptions for review and this was compared to their narrated experience of their duties as a curriculum facilitator. While in some districts, curriculum facilitators were able to provide their job descriptions, unfortunately in other cases officials were not in possession of this documentation.

3.9.1 Key roles and responsibilities of curriculum facilitators

In expressing their knowledge of their key roles and responsibilities, curriculum facilitators outlined the following:

- to ensure the curriculum implementation and completion of work schedule in the classrooms.

- to mediate and monitor the implementation of education curriculum policies using the departmental developed assessment tool.

- to assist teachers in developing lesson plans for their classrooms.

- to communicate new information to the educators.

- to conduct assessments and make sure that schools apply the policies and procedure, and make certain that schools function well.

In order to adequately perform this function, curriculum facilitators pointed out they need particular skills capacity and resources.

3.9.2 Expressed capacity needs

The skills that featured prominently in interviews with curriculum facilitators included::

- Monitoring and evaluation skills

- Mentoring and coaching skills

- Communication Skills

- Facilitation skills

- Advanced ICT and Computer literacy

3.9.3 Expressed resource needs

On top of the above-mentioned capacity needs, curriculum facilitators mentioned resources such as**:**

- **transport** (subsidized car) because they always travel to different schools. The presently available cars are insufficient and they make their work difficult.

- **Laptops instead of** desktops to make their work easy when they go and work in schools .

- **stationer**y, especially printing paper. Many mentioned that they do not have paper as their schools cannot print. Some mentioned that they do not have the copies of materials that they have developed, except electronic copies. They need to print and give copies to schools that they are working with.

3.9.4 Suggested interventions

It is critical to ensure that curriculum facilitators are trained on the RS as well as content in their respective subjects so that they can assist educators at schools. On top of content, the training plan for this group should also include training on new approaches to teaching. This will ensure that they are able to assist teachers in proper dissemination of content to the learners at schools.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS

As per Matthew Goniwe School of Leadership and Governance ToR's, HSRC is expected to make recommendations in terms of how to priorities the training needs of the various district officials. However, preceding the recommendations will be a short discussion based on the findings presented in the previous chapter.

4.1 Conclusions

From the findings of this needs analysis study, it is clear that the launch of the new GDE Realigned Structure has unsettled many district officials. From both the interviews and survey conducted with various district officials, it became clear that there was no buy-in process in the new GDE Realigned Structure. However, according to the GDE Realigned Structure, there are dates that were set for training of various officials on the new structure. These workshops or training, if they eventually occurred, seemed to have failed to convince many officials on the importance of the new structure as many officials view some challenges with the provincial structure. What also came out clear was that many district officials did not have a formal platform to voice their opinions about the structure.

Currently, the majority of the GDE district officials speaks of and views the Realigned Structure as a top down structure that belongs to the head office and Matthew Goniwe School of Leadership and Governance and hardly takes ownership of it. Sadly, this perception was very common amongst the senior managers in the districts. Thus, it is argued that involvement of the various officials when developing such a new framework for use across the province is imperative. It should be remembered that the various district officials are the implementers and therefore their involvement in the process of development will ensure a good buy-in and may guarantee a smooth implementation on the ground.

Common among the challenges and concerns raised by all the district officials is the lack of clarity with regard to their roles and responsibilities. Aggravating this situation is that many officials claimed not to have any formal written job description for the positions they currently occupy. Nevertheless, it is unclear as to who has responsibility for this neglect, whether the district office or the head office. However, what it is clear is that the lack of job description can have some negative impact on individual performance. The lack of written formal job description also raises questions regarding the accountability process within the various districts and the province. Arguably, the advantage in presenting all the employees with written contracts is that should there be a dispute between the employer and employee regarding delivery on the expectation, the written contract will serve as a legal document for reference purposes.

Of further concern to most of the district officials was the lack of structured coordination and coherence of activities from the head office down to the schools. Several groups of officials spoke about the disruption that was emanating from the head office and how many times they had to abandon some of their scheduled programmes and events to attend to 'urgent' messages and requests from the head office. This practice was viewed as disruptive and counter-productive; it calls for the establishment of an appropriate coordinating mechanisms to which all the relevant officers subscribe.

The other issue that came very clear from the findings was that district officials were currently reporting to many directors in the head office. This was viewed as a waste of time and causing district officials to be very unhappy. The argument is that sometimes the district officials will have to submit the same information to all the directors in the head office, a sign that they are not communicating among themselves. It is argued that due to the busy schedule of the district officials, minimizing the number of officials to report to and ensuring that the same information is not submitted to more than one person in the head office should be considered as important.

4.2 Recommendations

Despite the various needs and challenges experienced and cited by the various district officials, they were all willing to provide some ideas and suggestions on how these problems and challenges could be resolved to ensure efficiency and effectiveness in their district assigned duties. Below we present some of the recommendations for each district officials group resulting from the needs analysis study.

i. District directors

a) Provincial Department of Education, the Head Office, should revisit the GDE Realigned Structure and ensure that it is a working or it is a functional plan. The revision process should be as inclusive as possible and should therefore be done in collaborating with the District Directors, Circuit Managers and other senior officials on the ground who are knowledgeable about what is working and not working.

b) There is a need to effectively communicate the vision and goals of the GDE Realigned Structure to all concerned staff. There is a necessity to win the hearts and minds of all the stakeholders (district officials, teachers, parents, unions, etc.) for the structure to succeed.

c) Establish and set a clear purpose for each district directorate, each office, each official and design job contracts and performance appraisal mechanisms along those lines. In this regard, it will be necessary to clarify the roles of each unit, finalize the job description of each official so that there is consistency around the entire organization.

d) The Head Office should establish a common understanding of what must be done, when, by who, and how. This will streamline systems, methods, content, and give an indication of time on task (i.e. how long each task may take) and this is helpful for performance management.

e) New District Directors should be provided with appropriate orientation and induction into their new positions; they should be provided with mentors who will assist by easing them into their new positions.

f) In regard to power delegations, to speed up the process and ensure quick turnaround in the district activities, District Directors should be granted the delegation of powers especially for the key district activities and core functions.

g) Ensure the alignment of plans and activities so that the timing for working with districts may be known and respected.

h) In regard to the reporting system, the head office should develop a clear system that will delineate the reporting lines; there should be a new organogram that clearly shows the reporting channels.

i) Provide frameworks/lay the foundation for teaching, supervision, monitoring, curriculum design and delivery so that all the stakeholders may have the same understanding about the why and how to teach, supervise, monitor, develop curriculum design and deliver curriculum.

j) The Head Office should ensure that academic credentials are taken seriously; timelines should be set for people to undertake further studies with rewards as well as consequences for incompletion.

k) Other officials (not District Directors) should be in charge of the HR issues as this is not the core business of teaching and learning.

l) The Department of Education should invest in wellness programmes for the officers to address their psycho-social needs as well as increase individual performance.

m) A number of district offices have a number of vacancies that needs to be filled; the head office should fast track the hiring process and ensure that all the vacant positions are filled as this seriously impacts on the district performance.

n) There should be incentives for performance in both ways; that means the well performing district should be rewarded while the poor performing should face the appropriate measures for punishment.

ii. Circuit managers

a) The lack of a buy-in in the Realigned Structure is currently perceived as presenting some challenges in the districts; thus, Circuit Managers should be involved in the process of revising the Structure to assure ownership and smooth implementation.

b) The revised GDE Realigned Structure should define clearly the roles and responsibilities of the various district officials and Circuit Managers, and all the officials in the system.

c) The Head Office should consider the grievances of the IDSOs as they have an effect not only on their roles and responsibilities but also the circuit managers; a performance appraisal system for circuit managers and other 'office-based educators' would be key to ensuring that they are assessing the work of principals rigorously.

d) Many circuit managers recommended that there has to be a proper coordination of information flow; information to the district should only come through the Chief Director's office to avoid confusion.

e) There should be an alignment between the provincial plans and district plans in order to facilitate coordination of plans and avoid overlaps that are currently being experienced.

f) Flexible laws are required to allow discretionary decision making by relevant officials; furthermore, the teacher-pupil ratio principle is viewed as undermining schools' effectiveness and quality.

g) The head office and districts should provide a floating pool of educators (substitute teachers) who could be called upon at short notice to fill any gaps in attendance by regular teachers who are temporarily absent, resigned, etc.

h) As a multiracial country, Head Office and District Office should promptly attend to issues of race relations in schools; and should use the existing polices in combating inappropriate practices by some SBGs.

i) Based on the expressed concern about improper reporting, all the district officials should be, from time to time, trained on proper and current ways of reporting.

j) It is clear that there is a misunderstanding regarding the SSIP; therefore, the head office through Matthew Goniwe should from time to time conduct mini- training or workshops on the existing circulars or policy provide some individuals with clarity on them.

k) A plan for sustaining available school infrastructure needs to be implemented as soon as possible to prevent misuse of school property said to be an issue in some districts.

l) It may be helpful to educate the immediate community about the school and get them to have a sense of ownership; this would also serve to support school monitoring and possibly prevent vandalism and theft of school property. Further engagement of the SAPS in protecting the school and all its assets could also assist.

m) Matthew Goniwe should work to instill confidence in some of the Circuit Managers as they are supposed to collaborate on various activities, possibly through workshops and related training programmes.

iii. IDSO/Cluster leaders

a) Below are the recommendations based on the challenges that IDSOs/Cluster leaders are facing in their various districts.

b) Based on the challenges noted by the IDSOs/Cluster leaders, the newly appointed circuit managers should be trained into the position and the ongoing professional development in the position should be sustained.

c) There should be a written job description for a Circuit Manager, which clarifies the level of responsibilities, remuneration and operations within the system. Furthermore, all the IDSOs/Cluster Leaders should also be provided with a formal written job description.

d) The GDE should consult and ensure the implementation of the "Guidelines on the organization, roles and responsibilities of education district published in 2011 by the Department of Basic Education.

e) The new GDE Realigned Structure should be visited, especially in regard to IDSOs/Cluster leaders to assure ownership and smooth implementation.

f) Based on consultations, including with the National Department of Basic Education (DBE), the issue of the positional title should be settled because of its tendency to cause tension between the employer and the employee.

g) The IDSOs/Cluster leaders should be granted a certain amount of authority so that the schools that they are tasked to support can take them seriously. The issue of salaries is also a serious matter that should be immediately reviewed.

h) At least, once or twice a year, there should be established 'wellness days' for all the employees in support of their health and productivity.

i) There is the need for a platform where IDSOs/Cluster leaders can discuss challenges that confront them in their jobs, how these could be resolved and what will be the policy implications. There is also the need for gathering relevant and current information, skills and expertise, through attending conferences, seminars or workshops.

j) All the IDSO's viewed the previous 1750km as reasonable for their school visits; therefore, the GDE should reconsider the current subsidized mileage and be more flexible in assigning the new number of subsidized kms.

k) A skills audit should be undertaken to ascertain the various needs even those of subject advisors; additionally ongoing training programmes should be conducted to assist them to be more efficient in their areas.

l) The proposed idea of moving the IDSO offices closer to the school is worth considering as this will enable schools to easily access them whenever they have problems.

iv. Curriculum facilitators/ Subject advisors

a) All curriculum facilitators and subject advisors should supported to have the knowledge and capacity to perform their duties efficiently; at the recruitment stage, management should ensure that the right candidates in terms of qualifications and background professional experience are offered the position.

b) All curricula should be rewritten in terms of competency outcomes.

c) Training course curricula at all levels should include core educational skills such as

d) literacy, numeracy, communication, problem solving, planning and the ability to undertake further learning.

e) Provide contractually binding job descriptions that will be used for assessing job performance for all staff members.

f) All the CF positions should be filled in order to avoid stretching the capacity of other officers thinly.

g) Provide training for all categories of staff on the revised New Structure.

h) Train subject advisors on content knowledge; new teaching approaches that are relevant to the SA context, and resource management.

v. Phase/unit coordinators

a) GDE should ensure that there is a clear plan by 1st September every year for the next academic year to avoid delay and ensure smooth coordination.

b) Matthew Goniwe should conduct training on management, conflict resolution, data analysis & report writing for the Unit coordinators.

c) Management should take actions necessary to enhance communication between the circuit managers and the CLIs.

d) Adequate provision should be made for technical support, including the upgrading of software, e.g. the upgrading of windows & making telephones available.

e) The phase coordinators should be trained in information technology; and provision should be made for resources such as tablets and cellular phones.

f) Through training, Matthew Goniwe should ensure that phase coordinators are familiar with issues related to processes and activities of planning, organizing and controlling of resources and procedures; and are able to maximize time utilization.

g) Phase/Unit coordinators should acquire expertise in monitoring and evaluation, this requires training in data collection, consolidation and analysis.

h) Actions should be taken to strengthen the capacity of Phase/Unit coordinators to monitor their own emotions and those of others and how to appropriately label them; and to be able to cope with transitions or change.

vi. CLI CES

a) Allocation of human resources is a timeous process and there is need for head office to prioritise such efforts, as the slow procurement of the necessary staff affects the performance of the district offices.

b) The lack of office equipment makes implementation of duties difficult; therefore efforts should be made to address the infrastructure resource and financial resource needs of CLI CES.

c) Capacity building interventions essential to engage in front-line problem solving as supporting the schools.

d) The CLI CES officers require a clear job description/job titles that should be articulated in the revised 'Realignment strategies/structures'.

vii. EOS CES (Education Operation and Support)

a) The CES-EOS would like that their employer would understand that they are bound by their ethics and process within their field as much as they are employed by the department of education but also subscribe to HPSA.

b) The line function of the CES-EOS is to place learners in a particular school; however, they have a challenge as they are unable to do that since most schools are full to capacity. Thus, there is need for building more infrastructure as this causes a stress on the EOS.

c) The number of km per month to travel to schools is viewed as a challenge as they have to visit one learner several times in one month; the EOS officials suggest that the number of km should be increased, even if it goes back to the original mileage that was 1750km.

d) The sub-directorate should be provided with training on job description of the various units as this will help all to understand what each sub-directorate is doing; there should also be a workshop or training on how to collaborate, as per their job descriptions.

e) Matthew Goniwe should provide capacitation and professional development on topics such as: Project management; Conflict management; Facilitation skills; Various approaches to identify learner barriers.

CHAPTER 5: THREE YEAR PLAN

5.1 Overview

According to the Matthew Goniwe School of Leadership & Governance (MGSLG) terms of reference (ToR, February 2014), the HSRC is expected to deliver on:

- Design and develop a three (3) year capacity building plan for various groupings and individuals in the district offices.

- Ensure that programmes have a particular bias on circuit managers, cluster leaders, unit coordinators and subject advisors.

This chapter presents a 3 year plan for the various district officials as per ToR's.

Findings from the needs analysis study on various district officials in the Gauteng Province shows that district officials have various systemic needs that require urgent attention and fulfillment in order to ensure that they are effective and efficient in undertaking their assigned responsibilities and duties. These needs are viewed as critical and play a significant role in the performance of each official in his/her assigned duties. They also have training needs that can be grouped into three categories namely:

- people management skills,

- project management and

- technical skills.

Due this importance, the identified needs as well as a capacity building framework developed by UNESCO-IICBA (2006) are used as a guide in developing the proposed 3 year district official support plan to be implemented by Matthew Goniwe School of Leadership and Governance.

5.2 An overview of the capacity building framework

The proposed capacity building plan for MGSLG draws largely from a capacity building framework developed by UNESCO-IICBA (2006). The framework defines capacity as:

"organizational and technical abilities, relationships and values that enable organizations…and individuals to carry out functions and achieve their objectives over time" (UNESCO-IICBA, 2006).

The framework acknowledges that the core success of any capacity building program emanates from ownership of program by users as well as their ability to recognize its long term potential effects and benefits.

Three levels of capacity building are to be notably taken into account in drawing up a capacity building plan. These are capacity at:

- The environmental level- this refers to the creation of a conducive environment and conditions necessary for facilitating capacity. This includes for example putting in place

systems and frameworks necessary for the formation and implementation of policies, and addressing administrative and governance issues. In the context of the GDE this would be addressing issues at the Head office level.

- The organizational level- addressing any issues that can potentially influence an organization's performance e.g human resources, infrastructure at district level. District office is an organization in this context

- The individual level – creating an ability of an individual to set objectives and to achieve them using one's own knowledge and skills.

A capacity building stands a better chance of being successful if all these levels have been targeted and are accounted for. It is on the basis of this framework that the current capacity building plan has been developed. The activities in the plan are divided into period of a half year. It is proposed that the first half of the first year be dedicated to addressing environmental and systemic challenges at the GDE before implementing a training plan. The overall aim of this is to iron out systemic problems that hinder good performance from district officials. The second half of that year and the second year should be dedicated to training programmes. The third year is recommended as the year for evaluation and implementation of follow up interventions emanating from the evaluation.

5.3 Proposed 3-Year Plan

To ensure a systematic, coherent and effective implementation plan, it is proposed that a dedicated team should be appointed and assigned the responsibility to implement the plan over the 3 year period.   Integrated training will maximize the impact of the capacity building programmes soon to be implemented by the MGSLG in the GDE school districts.

Outcome 1: Creating a conducive environment for enhancing the performance of district officials			
Output	Indicator	Activities	Period
Appropriate institutional framework developed for education programme management	1. Revisiting of the RS 2. Development of a consolidated year plan 3. Addressing HR issues	**1. The RS** Hold road shows and workshops for district officials to explain: - the objectives, vision, intended benefit for school performance; - Roles and responsibilities of different district officials in the RS thereby securing a buy-in from officials	Year 1

		2. Consolidated year Plan • GDE to develop a year plan coordinating and incorporating activities of the district offices • Such a year plan should be developed in consultation with district offices • The draft version to be circulated to district offices for them to fill in their own schedule • Amendments to the plan to be circulated in advance to district offices **3. HR ISSUES** • Long standing vacant positions to be filled with relevantly skilled personnel in order to relieve existing officials of the overload • Essential HR needs e.g. administrative secretaries for some units, to be addressed • Misplacement and redundancies of skills to be addressed • The grievances of IDSO'S/Cluster leaders to be addressed	

Outcome 2: District Directors capacitated to perform effectively			
Outputs	**Indicator**	**Activities**	**Period**
1. District Directors oriented	New District Directors provided with appropriate orientation and induction into their new positions; and provided with mentors	• Organise workshops for orientation of new DDs and workers • Appoint mentors for all officials	Year 1
2. Strengthened People Management Capacity for District Directors	DDs knowledgeable about people management	Develop and implement a training programme on: • Leadership and management skills • Mentoring and coaching • Grievance handling and conflict management. • Communication skills • Emotional intelligence	Year 1
3. Enhanced Technical Skills for DDS	DDs technically skilled	Training Programme on • Advanced ICT • Impact evaluation • Innovative systems in Education • Advanced software for data processing	Year 1
4. Strengthened Project Management Capacity	DDs capable of managing a project	Training programme on: • Strategic planning • Data processing and analysis	Year 2

		• Data interpretation	
		• Report writing	
		• Monitoring and evaluation	
		• Budgeting and financial management	

Outcome 2: Circuit Managers: All circuit managers capacitated to manage their circuits and officials reporting to them effectively

Outputs	Indicators	Activities	Period
1. Enhanced people management Skills	CMs are able to relate well with their officials and principals in their respective schools	Training programme on • Mentoring and coaching • Grievance handling and conflict management. • Communication skills • Emotional intelligence	Year 1
2. Enhanced Project Management Skills		Training programme on: • Strategic planning • Data processing and analysis • Data interpretation • Report writing • Monitoring and evaluation	Year 2
3. Strengthened Capacity in ICT	CMs are able to adequately use technology in their offices and for school support	• Advanced ICT • Advanced Microsoft Word • Innovative systems in Education	Year 2

Output	Indicator	Activity	Period
		• Advanced software for data processing • Training in the use of the departmental dashboard	

Outcome 3: Capacity of IDSO/Cluster Leaders enhanced for effective performance

Output	Indicator	Activity	Period
1Strengthened People management Skills for IDSOs	IDSOs capacitated to properly address grievances and relate with others	• Training programme on • Mentoring and coaching • Grievance handling and conflict management. • Communication skills • Emotional intelligence	Year 1
2. Capacitation of IDSOs on project management	IDSOs are able to design and implement a project	IDSO/Cluster Leaders trained on: • Data collection • Coding and analysis • Interpretation • Report writing • Financial management	Year 2.
4. Technical skills for IDSOs	IDSOs a re capable of utilizing technological equipment and ICT in their work	• Advanced ICT • Impact evaluation • Innovative systems in Education • Advanced software for data processing	Year 2

Outcome 4: Capacity of GDE Phase Coordinators and curriculum facilitators enhanced for effective performance

Output	Indicators	Activity	Period
Strengthened capacity for efficient performance by GDE Phase Coordinator s (PCs) and Curriculum facilitators	Phase coordinators are able to efficiently address issues they encounter in their school support activities	Training Programmes on • Monitoring and evaluation skills • Mentoring and coaching skills • Communication Skills • Facilitation skills • Advanced ICT and Computer literacy • Subject Content for CFs • Refresher courses on teaching methods • Handling a paperless classsroom	Year One and 2

Year 3 of the capacity building plan

Throughout the program, a systematic formative evaluation of the whole program is recommended with a view of informing the continued implementation of the training plan. In the end of the two years, a summative evaluation/impact assessment study is recommended in order to assess if the programme has been successful in strengthening the capacity of district officials. There are several ways in which this study can be done, for example ethnographically or as peer assessment depending on the budget, time frames and the capacity for the evaluation. Where the evaluation deems necessary, the final half of the third year is recommended to be dedicated to implementation of interventions stipulated in the assessment and re-running on some of the trainings, especially the ICT.

4.5 Conclusion
The capacity building plan was formulated with an assumption that in implementing it MGSLG will solicit inclusive participation for district offices. The plan is envisaged to secure better job performance and ultimately better support for schools if it is done with proper consultation with all the officials concerned.

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