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APPENDICES

APPENDIX 1: LIST OF RESPONDENTS

Individual Interviews

No	Date	Name of Person or School	Organization/Position
1	07 March 2007	Mr S.S. Motshana	MDE: Director-Strategic Planning and Project Planning
2	28 March 2007	Mr S.E. Sukati	MDE:Director-Human Resource Management
3	30 March 2007	Mr P.J. Masilela	MDE:Director-Resource Planning
4	18 April 2007	Mr S.A. Sukati	MDE: Chief Education Specialist-Quality Management and Project Coordination/ Former District Head for Hazyview District.
5	28 April 2007	Mrs P.N. Mbatsane	Ehlanzeni Region: Former Chief Education Specialist for Systems and Planning, and Acting Regional Director in Bohlabelo Region
6	24 May 2007	Mrs D.D. Mashego	MDE: Chief Director- Systems and Planning
7	19 June 2007	Mr Craig Padayachee	MDE:Former MEC of Education (1999-2004)
8	26 July 2007	Lubombo High School	Principal
9	26 July 2007	Lubombo High School	Teacher

No	Date	Name of Person or School	Organization/Position
10	30 July 2007	Maqhekeza H.P. School	Principal
11	30 July 2007	Maqhekeza H.P. School	Teacher
12	31 July 2007	Lubombo Circuit	Circuit Manager
13	01 August 2007	Nkomazi West Circuit	Circuit Manager
14	03 August 2007	Mahhushe Agric. School	Principal
15	03 August 2007	Mahhushe Agric. School	Teacher
16	17 August 2007	Sidlamafa High School	Principal
17	17 August 2007	Sidlamafa High School	Principal
18	24 August 2007	Nkomazi East Circuit	Circuit Manager
19	28 August 2007	Mbambiso High School	Principal
20	28 August 2007	Mbambiso High School	Teacher
21	04 September 2007	Valencia Combined School	Principal
22	04 September 2007	Valencia Combined School	Teacher
23	10 September 2007	Kaapmuiden H.P. School	Principal
24	10 September 2007	Kaapmuiden H.P. School	Teacher
25	11 September 2007	Nelspruit Primary School	Principal
26	11 September 2007	Nelspruit Primary School	Teacher
27	15 September 2007	Mr C.M. Mabuza	Former member of District Council , Lowveld and the Escarpment
28	17 September 2007	Lowveld High School	Principal
30	17 September 2007	Lowveld High School	Teacher
31	20 September 2007	Mr M.S.A. Masango	MDE: MEC of Education (2004-2007)
32	02 October 2007	Hoërskool Nelspruit	Principal
33	02 October 2007	Hoërskool Nelspruit	Teacher

No	Date	Name of Person or School	Organization/Position
34	08 October 2007	Mr M.W. Mokoena	Ehlanzeni Region- Deputy Chief Education Specialist: Intermediate and Senior phase.
35	09 October 2007	Mr S.S. Mahlalela	Ehlanzeni Region- Circuit Coordination
36	09 October 2007	Mr J.C. Khoza	Ehlanzeni Region -Chief Education Specialist: GET and FET

APPENDIX 2: INTERVIEW SCHEDULE

A 2.1. Overview of activities undertaken over the period of the study

Research activities	Estimated time frames
Finalizing the research proposal	**September/October 2006**
Preparing research instruments	**October –November 2006**
Field Work: **Interviews:** **Archival work: Document analysis**	**November 2006 – June 2007**
Preliminary data analysis	**July 2007 – August 2007**
Further field work and archival work	**September – December 2007**
Data processing and drafting of report	**January 2008 – April 2008**
Report writing	**May 2008 – August 2008**
Completion of first draft	**August 2008**
Finalization of research report	**October 2008 − May 2009**
Submission of final research report	**June 2009**

A2.2 LIST OF INTERVIEW SCHEDULES

1	**Political Heads**
2	**Provincial Officials**
3	**Regional Officials**
4	**Circuit Managers**
5	**Principals**
6	**Teachers**
7	**District Council Official**

A2.3. Interview protocol number 1: Political Heads

The purpose of this interview schedule was to find out about the process that was followed before the establishment of districts and circuits. It was also intended to probe the rationale for the formation of districts, their performance and the reasons for their abolition. Lastly, the process leading up to the establishment of regions was investigated, as well as their performance as compared to districts.

1. Can you explain to me the process of establishing the different educational structures for education governance from the provincial level to school level after the 1994 elections or the establishment of the new provincial government?

Investigation:
- Establishment of districts and circuits
- Process followed
- Role players

2. What were the particular reasons for opting for this structure? Please explain.

  Investigation:
- Rationale for districts and circuits

3. What challenges did you experience in the early days of embarking on this process?

Investigation:
- Challenges encountered

4. How effective have these structures been in facilitating service delivery in the province?

Investigation:

- Effectiveness of districts and circuits
- Service delivery
- Provincial performance

5. What measures were put in place to enhance capacity in these structures for service delivery?

Investigation:
- Capacity building
- Strategies

6. In 2001 districts were abolished as nodes of service delivery and regions were established in their place: Where did this idea originate from?

Investigation:
- Rationale for regions

7. What were the initial responses to this idea?

Investigation:
- Stakeholders' opinion

8. What processes were followed to implement this idea?

Investigation:
- Protocol
- Study on districts

9. It has been five years since these changes were implemented; what is your assessment of the decision to implement this idea?

Investigation:
- Effectiveness of regions
- Evaluation

10. What challenges are you facing in relation to the regions' effectiveness?

Investigation:
- Room for improvement

A2.4. Interview protocol number 2: Provincial Director (Resource planning)

The purpose of this interview schedule was to find out about the resources that were earmarked for districts and circuits, as well as the professional support that was provided to enhance service delivery in schools.

1. What resources and administrative support were earmarked to assist districts and circuits in rendering their duties?

Investigation:
- Human, physical and financial resources
- Support base

2. What challenges did districts face in rendering their services and what was the source or root cause of these challenges?

Investigation:
- Hindrances
- Major stumbling block
- Rationale for districts' limited powers

3. How were these challenges addressed?

Investigation:
- Approach to challenges
- Recommendations of the study
- Formation of regions

4. In most cases organizations are blaming poor performance on lack of resources. In the light of this statement what resources were put in place to develop and support schools?

Investigation:
- Resource provision
- Capacity
- Professional support

5. How would you describe school performance during the era of districts?

Investigation:
- School performance
- Effectiveness of the system

6. In your opinion, how effective and efficient were districts in delivering services to schools and circuits?

Investigation:
- Overall assessment
- Efficacy

7. What informed the demarcation of districts in 1995?

Investigation:
- Rationale for districts

8. What influenced the shift from districts to regions in 2001?

Investigation:
- Shortcomings of districts
- Resources
- Power and authority

A2.5. Interview protocol number 3: Provincial Directors

The purpose of this interview schedule was to find out about the process that was followed before the establishment of districts and circuits. It was also intended to probe the rationale for the formation of districts, their performance and the reasons for their abolition. Lastly, the process leading up to the establishment of regions was investigated, as well as their performance as compared to districts.

1. Can you explain to me the process of establishing the different educational structures for education governance from the provincial level to school level after the 1994 elections or the establishment of the new provincial government?

Investigation:
- Establishment of districts and circuits
- Process followed
- Role players

2. What were the particular reasons for opting for this structure? Please explain.

   Investigation:
   - Rationale for districts and circuits

3. What challenges did you experience in the early days of embarking on this process?

Investigation:
- Challenges encountered

4. How effective have these structures been in facilitating service delivery in the province?

Investigation:
- Effectiveness of districts and circuits
- Service delivery
- Provincial performance

5. What measures were put in place to enhance capacity in these structures for service delivery?

Investigation:
- Capacity building
- Strategies

6. In 2001 districts were abolished as nodes of service delivery and regions were established in their place: Where did this idea originate from?

Investigation:
- Rationale for regions

7. What were the initial responses to this idea?

Investigation:
- Stakeholders' opinion

8. What processes were followed to implement this idea?

Investigation:
- Protocol
- Study on districts

9. It has been five years since these changes have been implemented; what is your assessment of the decision to implement this idea?

Investigation:
- Effectiveness of regions
- Evaluation

10. What challenges are you facing in relation to the regions' effectiveness?

Investigation:
- Room for improvement

A2.6. Interview protocol number 4: Regional Officials

The purpose of this interview schedule was to find out the reasons for the establishment of districts and circuits, including the source of reference for these structures, powers and authority that they had, their roles and responsibilities and the challenges they faced during their existence. Lastly the rationale for the establishment of regions was investigated, including the assessment of their performance.

1. During the process of restructuring in 1995 districts and circuits were chosen as nodes of service delivery in Mpumalanga Education Department. Please explain why.

Investigation:
- Rationale for districts and circuits

2. Which decentralization model informed the establishment of districts and circuits?

Investigation:
- Source of reference
- Theory or ideology

3. What power and authority did districts hold in order to carry out their mandate of delivering services?

Investigation:
- Power and authority

4. What was the role of districts and circuits in terms of service delivery to schools?

Investigation:
- Responsibility of districts and circuits

5. What informed the demarcation of the former districts?

Investigation:
- Attributes

6. How did districts and circuits fare in terms of carrying out their mandate or duties of service delivery?

Investigation:
- Assessment

7. What challenges if any were hindering their effectiveness towards rendering their services?

Investigation:
- Obstacles

8. In your opinion what led to the phasing out of districts and their amalgamation into the three regions?

Investigation:
- Reasons for districts' demise
- Rationale for regions

9. How has the shift from districts to regions impacted on service delivery?

Investigation:
- Effectiveness of regions

10. What informed the present demarcation of regions into three entities?

Investigation:
- Attributes

A2.7. Interview schedule protocol number 5: Circuit Managers

The purpose of this interview schedule was to find out how districts and circuits fared in terms of service delivery to schools, capacity building, curriculum matters, and resources amid challenges faced by schools then as opposed to the present situation. The rationale for the formation of regions, assessment of their effectiveness was investigated and lastly finding out areas for improvement in the regional structure.

1. Immediately after 1994 districts and circuits were established as nodes of service delivery, in your experience how did these structures perform in terms of general service delivery to schools?

Investigation:
- Assessment of districts and circuits

2. How did they perform in terms of institutional development and support to schools?

Investigation:
- Capacity building
- Professional support

3. How did they perform in relation to learning programme facilitation and development to schools?

Investigation:
- Curriculum
- Development of educators

4. What resources and administrative support were put in place to cater for schools?

Investigation:
- Availability of resources
- Management support

5. Which challenges were faced by schools then as opposed to the present situation?

Investigation:
- Challenges

6. In your opinion what led to the phasing out of districts and their amalgamation into the three regions as it is the case today?

Investigation:
- Rationale for regions

7. In which areas would you ascribe school improvement because of the establishment of regions if the any?

Investigation:
- Assessment of regions

8. In terms of standards and quality of education how would you describe the present situation?

Investigation:
- Effectiveness of the system

9. Which area do you think should be improved and why?

Investigation:
- Shortcomings

10. What is a circuit or why do we need a circuit?

Investigation:
- Definition
- Role of a circuit

A2.8. Interview schedule protocol number 6: Principals

The purpose of this interview schedule was to find out how districts and circuits fared in terms of service delivery to schools, capacity building, curriculum matters, and resources amid challenges faced by schools then, as opposed to the present situation. The rationale for the formation of regions, and assessment of their effectiveness were investigated, as well as areas for improvement in the regional structure.

1. Immediately after 1994 districts and circuits were established as nodes of service delivery, in your experience how did these structures perform in terms of general service delivery to schools?

Investigation:
   ▪ Assessment of districts and circuits

2. How did they perform in terms of institutional development and support to schools?

Investigation:
   ▪ Capacity building
   ▪ Professional support

3. How did they perform in relation to learning programme facilitation and development to schools?

Investigation:
   ▪ Curriculum
   ▪ Development of educators

4. What resources and administrative support were put in place to cater for schools?

Investigation:
   ▪ Availability of resources

- Management support

5. What challenges were faced by schools then as opposed to the present situation?

Investigation:
- Challenges

6. In your opinion what led to the phasing out of districts and their amalgamation into the three regions as is the case today?

Investigation:
- Rationale for regions

7. In which areas would you ascribe school improvement due to the establishment of regions, if any?

Investigation:
- Assessment of regions

8. In terms of standards and quality of education how would you describe the present situation?

Investigation:
- Effectiveness of the system

9. Which areas do you think should be improved and why?

Investigation:
- Shortcomings

A2.9. Interview schedule protocol number 7: Educators

The purpose of this interview schedule was to find out how districts and circuits fared in terms of service delivery to schools, capacity building, curriculum matters, and resources amid challenges faced by schools then, as opposed to the present situation. The rationale for the formation of regions, and assessment of their effectiveness were investigated, as well as areas for improvement in the regional structure.

1. Immediately after 1994 districts and circuits were established as nodes of service delivery. In your experience how did these structures perform in terms of general service delivery to schools?

Investigation:
- Assessment of districts and circuits

2. How did they perform in terms of institutional development and support to schools?

Investigation:
- Capacity building
- Professional support

3. How did they perform in relation to learning programme facilitation and development to schools?

Investigation:
- Curriculum
- Development of educators

4. What resources and administrative support were put in place to cater for schools?

Investigation:
- Availability of resources
- Management support

5. What challenges were faced by schools then as opposed to the present situation?

Investigation:
- Challenges

6. In your opinion what led to the phasing out of districts and their amalgamation into the three regions as is the case today?

Investigation:
- Rationale for regions

7. In which areas would you ascribe school improvement due to the establishment of regions, if any?

Investigation:
- Assessment of regions

8. In terms of standards and quality of education how would you describe the present situation?

Investigation:
- Effectiveness of the system

9. Which areas do you think should be improved and why?

Investigation:
- Shortcomings

APPENDIX 3: REGIONAL PROFILE

EHLANZENI REGION PROFILE AS AT NOVEMBER 2008

Area of information	Quantity
Total number of schools in the region	422
Total number of primary schools in the region	279
Number of secondary schools	114
Number of combined schools	56
Number of special schools of reform	03
Number of Independent Schools	51
Total number of educators in the region	9 232
Number of primary school educators	4 858
Number of secondary school educators	3 442
Number of ABET Centres	124
Number of Educators' Development Centres	28
Number of Directors	01
Number of Deputy Directors	03
Number of Chief Education Specialist	05

Total number of DECS	17
Total number of personnel in the region	581
Total number of Curriculum Implementers	124
Number of circuits in the region	15

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