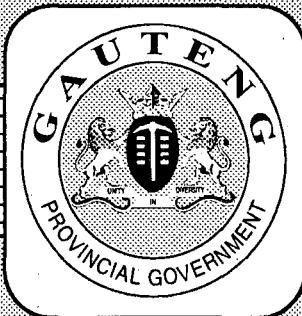


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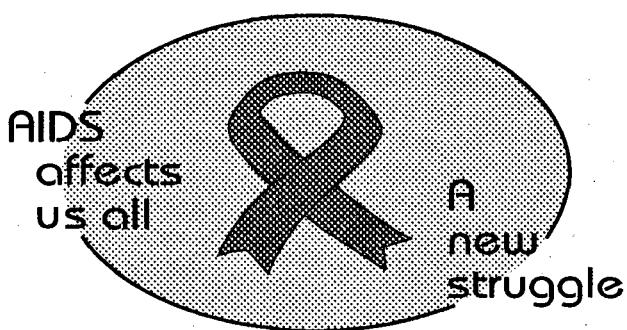
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PRETORIA, 15 JUNE
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No. 103

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AIDS

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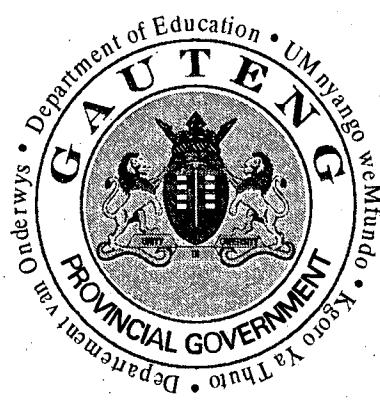
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DEPARTMENT OF HEALTH

Prevention is the cure

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TRANSFORMING ECD IN GAUTENG:

DRAFT EARLY CHILDHOOD DEVELOPMENT ECD POLICY

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NOTICE 3488 OF 2001

The Member of the Executive Council (MEC) for Education in Gauteng is intending to make policy in respect of Early Childhood Development (ECD) as contemplated in the Education Policy Act and this document sets out the intended policy framework.

1. INTRODUCTION

A very central issue in the task of Government is the formation of a united, democratic South Africa. This implies the unification of all previously separate institutions of Government to serve, on an equitable basis, the whole South African population.

The Early Childhood Development (ECD) obligations of all government departments arise from the Rights of Children set out in the Constitution and other International Conventions signed by South Africa.

In terms of Section 29 of the Constitution¹, everyone has the right to basic education. Chapter 2 of the Constitution, the Bill of Rights, states the right of children, the rights to education, language and culture. The rights of children, stated in Clause 28, are specifically non-derogable rights. The principles that guide ECD intervention are given on the basis of the Constitution. The importance of education in South Africa's political, social and economic development is therefore one of the most important indicators by which the effectiveness of delivery by the Government is measured.

The provision, growth and management of ECD in South Africa faces immense challenges. The incomplete legislative framework, the fragmentation and the iniquitous provisioning of the past have posed huge challenges, which require new strategies for provisioning in the sector. At present there is no hegemony in ECD. Several provincial departments and local government are supporting ECD in an uncoordinated way, which has resulted in gaps and an overlapping of functions. All have an important role to play in developing efficient support systems. Their role is also delivering cost-effective ways of working together in order to achieve the greatest output with extremely limited resources.

2. HISTORY AND CURRENT STATUS

The new National Department of Education has chosen a broad definition of ECD to reach beyond the previously narrow concepts of pre-primary schools, educate centres and crèches. The Interim Policy for Early Childhood Development (1996) defines ECD as "An umbrella term that applies to the processes by which children from birth to at least 9 years grow and thrive, physically, mentally, emotionally,

¹ Constitution of the Republic of South Africa, 1996

spiritually, morally and socially"². ECD programmes are directed at this age group and do not necessarily take place in a school, but also in community based-centres and homes (private ECD services).

The inclusion of the phrase "at least nine years" includes learners who may be older but who still find themselves within this development phase.

The ECD sector is faced with a legacy of the majority of Black children not having access to any form of education before formal schooling. The past imbalances in the provisioning of ECD were designed to advantage mostly the White learners as they entered pre-school education at the age of three. The odds were therefore stacked against Black learners from an early age because of the ECD provisioning norms. This is evident at the point of entry into formal education, where the competency levels of learners differ across races. It is for these reasons that there is a high drop out rate and low pass rate in many of the historically disadvantaged schools.

Before 1994, only about 10% of the children in South Africa from birth to six years had access to public or private ECD facilities. The major contributors to ECD for many years have been the non-governmental agencies, faith communities and other civil bodies who together with unemployed women in the townships, started quite a number of innovative community based ECD programmes.

For this reason The White Paper on Education and Training (1995) recognised the need for increased intervention in programmes to meet the needs of families and communities that cater for this age group.

The major issues are:

- ❑ The type of provisioning models we should use, given the need to expand and cover all children
- ❑ The location of management, co-ordination, implementation and quality monitoring structures, given the need to empower communities and families in this work
- ❑ The type of a structure that would facilitate delivery, cutting out long management channels of Government, and involving the non-governmental sector.

3. BACKGROUND AND PURPOSE

It is universally accepted that children who receive good quality care tend to thrive, whereas children who are given poor quality care may be placed at risk. Quality in the past has been defined and measured in terms of standards set by wealthy industrialised nations.

² Interim Policy for Early Childhood Development, Glossary, p. 1

There is now a growing recognition of the need for comprehensive family policies. Societies need to provide an array of options that allow parents to choose childcare arrangements that are most appropriate given their children's ages, individual styles, their own economic and social circumstances, and the values and attitudes they hold.

New policy must focus on the nature of care, the quality of care, and the way these two factors together affect children with different characteristics, from different family and cultural backgrounds and with different educational and individual needs. Recently, more attention is being given to the need for a wide variety of strategies that can support families as the primary care-givers of young children rather than resorting in all cases to poor quality "non-parental" care.

The vision for ECD in Gauteng is based on Article 5 of the 1990 Jomtien World Declaration on Education for All, "Learning Begins at Birth". The following extract encapsulates this vision:

"Early childhood Care and education is an integral part of basic education and represents the first essential step in achieving the goals of Education-for-All. Recent world conferences testify to the growing appreciation of the crucial importance of the child's earliest years, and of the need to support families and communities in their role as the child's most influential educator. The learning capacity and value orientations of children are largely determined by the time the child reaches the age of primary schooling. For this reason, any sustained effort in Education for All must set targets and programmes for early childhood and attempt to raise the life skills of families.

Improving children's health and nutrition is necessary, but increasingly, in a situation where fourteen out of fifteen of the world's children survive until the age of one, governments and civil society are turning their attention to the psychosocial and cognitive development of children. Well conceived quality early childhood programmes help meet the diverse needs of young children during the crucial early years of life, enhance their readiness for schooling, have a positive and permanent influence on later schooling achievement. In addition, countries that succeed in mobilizing local government, municipalities, communities and voluntary organisations in the care and education of young children have been able to decentralise and innovate in their educational systems, and at the same time, make an important contribution towards population information and family education."

Hence ECD as an area of policy and programmes, involves promoting optimal development

- on an inclusive basis to support the whole development of all children
- by means of a variety of cross-sectoral programmes, interventions and experiences (promotive, preventive, curative, rehabilitative)
- directed at the child, the family and other caregivers, as well as the community.

This definition recognises the need for a new, comprehensive policy for young children. There is a need for partnership –

- among all three spheres of government (national, provincial and local government)
- among the different provincial departments
- between government and non-government role players.

The current system of provision is fragmented and inequitable. We need a variety of strategies to assist families to meet basic needs of young children. The popular centre-based model is too expensive to ensure access for all children and does not necessarily match the needs and circumstances of children in Gauteng.

4. TRANSFORMATION OF THE OLD

4.1 EDC Legacy

Table outlining present (public pre-primary schools) and previous (Impilo and private ECD services) GDE funding to the ECD sector.

Programme	No. of Learners	Staff	Accommodation	Costs
<i>Public Pre-primary Schools</i> 95 public pre-primary schools accommodating children aged 3 to 6	+ 12 000 per annum	Provided on a 1:25 educator:Learner ratio. All highly qualified C/S educators paid by the State. Support staff also paid by the State	Well resourced sites the majority of which were built by the State	1996/7 R45 576 000 1997/8 R48 801 000 1998/9 R48 475 000 1999/2000 R41 238 000

<i>Impilo Pilot project. (which included 2 smaller pilot projects, namely The Joubert Park Inner City Project and The Kathorus Project)</i> Private or community services accommodating children aged 3 to 6	+ - 40 000 per annum	+ - 1000 unqualified or NGO -trained ECD practitioners. Training offered through the Impilo project	Poorly resourced services in informal settlement structures, backyard rooms and garages in townships	Seed funding of R2mill from NoE, with matched financing from the GDE for the first year, supplemented by R7mill from the GDE over the following two years (1998-2000)
<i>Private ECD services subsidised by the GDE: 181 ECD services accommodating children aged 3 to 6</i>	+ - 17 000 per annum	A combination of highly trained C/S educators and educare practitioners- no salaries paid by the State	Well resourced, well developed ECD centres	These ECD services received per capita subsidies totaling just over R1 mill per annum from the GDE up until the end of 1997

There are at present a variety of ECD programmes and methodologies in Gauteng and in other Provinces, most of which are based on American and European models. Every programme has its inherent strengths and weaknesses but many are not necessarily suitable for every community or area. There has therefore been an urgent need to investigate appropriate models and to make these indigenous for the South African scene.

The advocacy around the South African constitution, the rights of children and human rights has also increased awareness and motivated communities to ensure that their rights are not violated. Hence there is a growing need to care for and educate children.

The GDE inherited from the ex-Transvaal Education Department (TED) a pre-primary sector comprising of 95 public pre-primary schools, with educators and support staff paid by the GDE. From 1997, about R47 million per annum has been spent by the GDE on these public pre-primary schools, which only accommodate about 12 000 of the just under 1 million children under the age of 7 in Gauteng. These schools are further concentrated in the most advantaged geographical areas of the province and hence are inaccessible to the majority of pre-school learners.

Not all of these schools operate in buildings that belong to the GDE. Ten are Hospital Schools belonging to the Department of Health while others operate from

premises belonging to the Department of Prisons, Department of Finances, the Department of Welfare, the previous Transvaal Provincial Administration and from privately owned buildings.

The public pre-primary school model is an extremely expensive model and cannot be made accessible to all children in the province. For this reason, the GDE is presently of the view that funding of this model should be reviewed in favour of a model that is more cost-effective, has an intersectoral approach to ECD and will initially target state funding to children in greatest need.

A few of the well established private ECD services also previously received a per capita subsidy from the GDE however, as part of the transformation of this sector, these subsidies were suspended at the end of 1997. The vast majority of community and informal ECD services situated in the disadvantaged communities have however, never received any financial support at all.

In this regard, certain options are available.

4.2 CONVERSION OPTIONS FOR PUBLIC PRE-PRIMARY SCHOOLS

The approach as espoused here implies the elimination of the expensive public pre-primary sector as a prerequisite for the success of the transformation of the entire sector. This transformation of ECD entails a closure which would be managed in accordance with applicable legislation. A huge amount of money will obviously be freed to serve a greater community of needy learners at present outside the circle of ECD provision. The elimination of this sector does not necessarily imply the loss to ECD of all of these schools involved. The sector will need to be reconstructed.

The GDE and the MEC will engage with all affected stakeholders regarding the conversion of public pre-primary schools.

The following options are proposed:

4.2.1. Conversion to a public primary school.

The District Manager should determine whether there is a need for the building to be utilised for the purposes of compulsory education. The request for the conversion and provisioning as a public primary school will be made following the required procedures.

4.2.2 Merger with a public primary school

A merger could be for the purpose of mainstream compulsory public education or for the fast tracking of out-of-age and out-of-phase learners before they are directed

into the mainstream. The request for the merger with a public primary school will be made following the required procedures.

4.2.3 Privatisation

If there is no immediate need for a particular building, the District Manager can declare the building temporarily redundant for the District's use, for a maximum of 5 years. This will provide an opportunity for reviewing the situation once new policy is in place. If the present SGB wishes to continue using the building for a private ECD service, they will be given first option to rent, in order to minimise the disruption created by this transformation process. All rentals will be determined by independent evaluators at market-related prices.

4.2.4 Closure

Should the Governing Body so request, the public pre-primary school will be closed without the option for conversion. The facility will then be offered to the District Manager for any other educational use required by the District.

4.3 STAFFING IMPLICATIONS

In order to release funds to cater for the whole of ECD in the Province, it is proposed that the GDE rationalise this sector. Educators in this sector will be encouraged to seek redeployment into primary schools (or other posts for which they qualify) in order to secure their current ranks and benefits in the Department of Education.

5. ACCESS AND EXPANSION OF THE ECD SECTOR

According to the National ECD audit of 2000, there are approximately 4000 ECD services in Gauteng. This figure includes the public pre-primary schools and is growing annually. Out of the 4000 services, the National Pilot Project (Impilo in Gauteng) reached approximately 1000 sites and as such, 40 000 pre-school children in Gauteng. The budget for this project was only R7.5 million and the amount of support was therefore very limited.

A new model for provisioning should target ALL children in Gauteng with emphasis on the Reception Year (Grade R) learners. We have a number of options in South Africa at present:

1. Leave the status quo
1. Adopt certain schools or areas and implement the same model as in the present public pre-primary schools
2. Wait until the country has enough funds to institutionalise the Grade R

3. Ignore the 0- 6 year olds and concentrate all our energies and finances on Grades 1 – 12
4. Phase in Grade R over a number of years, with a view to covering all learners in the Province by 2005/6

Option 1

This is an untenable situation as issues of access, redress and equity will thus be ignored.

Option 2

This will make it difficult for the GDE to explain the strategy since it is obvious that the number will be very small and an increase in numbers from year to year will be marginal.

Option 3

This will have the danger of widening the already existing gap between those children whose families can afford to pay for private Grade R services and those who cannot.

Option 4

The spinoff for education of providing sound ECD programmes is evidenced in a better preparedness for formal education, better performance at school and a lower drop out rate.

Option 5

This is the best option for financial and political reasons. A gradual phasing in of Grade R will be understandable and acceptable in terms of equity, given the financial restraints.

5.1 Grade R should be phased in over a period of about five years and the savings from the restructuring of the Pre-primary Schools will obviously go a long way in assisting the Government to deliver on a transformed ECD model.

5.2 There are just under 1 million children under the age of seven in Gauteng. EMIS records show that in 1999 there were approximately 150 000 Grade 1 pupils accommodated in Public and Independent schools in Gauteng. Using this figure and allowing for an additional number of children who may have fallen out of the loop of educational provision, a generous estimate of the number of Grade R's that would need to be provisioned for in Gauteng is 155 000.

5.3 As indicated above, it is recommended that the phasing in of Grade R take place over 5 years, starting with 30% of the children in the year 2002, thus the

initial year of "phasing in" will accommodate 46 500 children. The present educator pupil ratio is 1:40 in primary schools and based on this ratio, a reasonable ratio for the Grade R class would also be 1:40.

With a recommended educator/learner ratio of 1:40, about 1162 classes will initially need to be catered for.

5.4 The following issues are to be considered in the implementation of Grade R in Gauteng:

- The General Education Level within the school system should include a reception year and nine school years from Grade 1-9. Implementation of the reception year will take place over a period of years with priority to under-resourced areas;
- The Reception Year is state-supported but not compulsory in the first phase;
- A variety of institutional forms of reception year provision will be supported;
- No buildings should initially be erected by the GDE in the implementation of Grade R.
- Since the costs for personnel are so high, it will not be advisable for the province to take a decision on employing the staff. Instead, subsidies would be a viable option.
- Admission age must be rigorously enforced
- Support services for the Reception Year should include an appropriate curriculum, appropriately trained staff and appropriate learning and teaching materials.
- Accreditation of community sites

International experience has shown that a number of developed countries were in the same position in the fifties and early sixties. They resolved to start with a year close to the first compulsory school year then work downwards in age and also to start with subsidies in the sector before they were in a position to take full responsibility for the funding.

6. QUALITY AND EQUITY

The above will obviously impose new challenges for the department. The department will ensure redress and equity through initially provisioning the previously disadvantaged communities and ECD services. This implies that the response to equity issues must be dealt with simultaneously with responses to problems of quality delivery and sustainability. There will need to be ongoing monitoring and evaluation of the sites.

Equity will be addressed through redress. The services will be given a per capita subsidy, which will be aimed at improving learning activities and resource materials.

Quality and sustainability will also be addressed through staff development. The practitioners employed in these services will be accredited through SAQA. The Impilo pilot project has already trained approximately 1000 practitioners at different levels according to NQF standards. Training and accreditation will ensure quality education in the services. The maintenance of quality in ECD will be evaluated by the GDE, together with other Gauteng departments.

7. THE ECD PROVINCIAL AGENCY

The National Education white Paper (1995) clarifies that ECD requires intersectoral collaboration. A tender will be prepared for a Provincial Agency (PA) to operationalise ECD for the age groups 0 - 5 in the province.

The role of the Provincial Agency will be :

- to link implementation, research and advocacy,
- to manage the implementation of inter-departmental ECD policies,
- fund raising.
- to administer all provincial ECD activities funded by the GDE, other government departments, ECD funders and the Gauteng Programme of Action for Children (GPAC).

The PA will then report through a reference group to all the relevant government structures e.g.: the Transformation Directorate in the Premiers Office, the Gauteng Intergovernmental Forum (GIGF), Gauteng Association of Local Authorities (GALA), Gauteng Programme of Action for Children (GPAC) and all relevant provincial departments. A close relationship between the PA and each provincial department would be necessary to ensure that ECD policy is aligned with related National and Provincial policy. Once an enabling National and Provincial legal framework is in place, it would be necessary to coordinate the development of regulations for registering, monitoring and funding of ECD services.

The governance structure is a critical component of the organisational make-up of ECD services. An intersectoral committee, led by a team of officials from Government departments, in particular the Departments of Health, Welfare and Education, should be established to set up the process of the PA.

The type of support and commitment that will be expected from the various Government departments are as follows:

- Department of Health - health, nutrition, immunisation programmes
- Department of Welfare- child grant support and income generation projects

- Local Government - registration, social services, environmental health, sewerage and infrastructure
- Department of Agriculture - food gardens, poverty alleviation for at-risk adults
- Department of Arts, Culture, Sports and Recreation - arts and culture programmes, sports and games
- Department of Labour - training in management, parent committee development, job creation activities
- Department of Education - training, accreditation, curriculum development, monitoring

ECD should provide a range of services adapted to the needs of children in different age groups, geographical areas and socio-economic situations. The ECD services can be located in schools, community sites, homes, hospitals and many other locations.

At the implementation level, parent management structures will manage each site (these parent bodies will not necessarily resemble the traditional SGB structures of ordinary public schools) while local committees should form a link between a cluster of sites. A local management team will be responsible for the day to day administration and management activities of the cluster of sites. The local committee will account to the District management structure.

The district support services in the District Offices will ensure that the clusters receive support on learning programmes/curriculum, monitoring and training of practitioners and other related activities. The ECD clusters should be represented in the Local Education and Training Unit (LETU) and the District Education and Training Council (DETC).

The principles that are stated in the Interim ECD Policy document guide all activities for the championing of the rights of the child. Crucial for one's understanding are the conditions for successful implementation of ECD services. The document states,

"For an ECD programme to be effective it must be based on the involvement of parents, communities and other stakeholders in democratic governance structures."

8. IMPROVED SERVICE DELIVERY

During 2000, the GDE ensured the implementation of very crucial policy areas to improve service delivery. The following are some that affect ECD:

- The admission policy has been implemented
- An increased number of out-of-phase and out-of-age learners have been admitted to schools for fast-tracking
- There has been increased support to parents for the placement of learners in schools

- More ECD practitioners are being trained and accredited
- More children are accessing ECD services
- A manual for the assessment of learners in Grade R has been produced
- Partnership with other government departments and stakeholders have been established to meet the needs of young children (e.g., the intersectoral committee)

9. CONCLUSION

In light of the preceding discussion, Gauteng has been afforded a window of opportunity to bring about fundamental and lasting changes that will ultimately benefit all the children of the Province.

Up to now, the projects in ECD that have informed our thinking have been small-scale pilot projects and the challenge will be to take them to scale. From the savings that we will have from redirecting scarce resources enjoyed by only a privileged few, we will be able to make some inroads into the parlous situations of those children and families who live in desperate financial situations.

Change has never been easy, both from the perspective of those who have to bring it about, and from the perspective of those who experience change. However, South Africa is in the midst of such a great paradigm shift, that we can be sure that no matter how painful the change, the GDE will surely put in place something profoundly different for our children in Gauteng.

The challenge goes out to all ECD role players and stakeholders in Gauteng to take up the challenge of radically rethinking ECD delivery and to engage in the consultation processes to make the ultimate product deliverable and meaningful to all families, but in particular to those families and children who need assistance most.

Konsepbeleid op vroeë kinderontwikkeling**INHOUD**

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KENNISGEWING 3488 VAN 2001

Gauteng se Departement van Onderwys doen moeite om elkeen wat by vroeë kinderontwikkeling belang het, die geleentheid te bied om kommentaar te lewer op die konsepbeleid, en talle skriftelike kommentare is reeds ontvang vir oorweging deur die Lid van die Uitvoerende Raad.

Die Lid van die Uitvoerende Raad wil desondanks aan alle belanghebbende en geaffekteerde persone wat nog nie op die konsepbeleid kommentaar gelewer het nie, nog 'n geleentheid bied om dit te doen.

Skoolbeheerliggame, gemeenskappe en ander belanghebbende en geaffekteerde persone wat nog nie op die konsepbeleid kommentaar gelewer het nie, word dus genooi om hulle kommentaar voor te lê vir die aandag van me Mmule Madonsela of me Lorraine Foster, Kantoor van die Hoof Uitvoerende Beämpte, Gauteng Departement van Onderwys, Posbus 7710, Johannesburg, 2001, of Kamer 1319, Commissionerstraat 111, Johannesburg.

Kommentaar moet die Gauteng Departement van Onderwys voor of op Vrydag 22 Junie 2001 bereik.

1. INLEIDING

Een van die regering se groot take is die vorming van 'n verenigde, demokratiese Suid-Afrika. Dit impliseer die samevoeging van alle voorheen afsonderlike staatsinstellings om die hele Suid-Afrikaanse bevolking op 'n billike grondslag te dien.

Die verpligtinge rakende Vroeë Kinderontwikkeling (VKO) van alle staatsdepartemente spruit voort uit die regte van kinders soos uiteengesit in die Grondwet¹ en internasionale konvensies wat deur Suid-Afrika onderteken is.

Ingevolge artikel 29 van die Grondwet het elkeen die reg op basiese onderwys. Hoofstuk 2 van die Grondwet, die Handves van Regte, bepaal die regte van kinders en die reg op onderwys, taal en kultuur. Die regte van kinders, wat in artikel 28 vervat is, is spesifiek regte wat nie aangetas mag word nie. Die leidende beginsels van VKO-ingryping berus op die Grondwet. Die belangrikheid van onderwys in Suid-Afrika se politieke, maatskaplike en ekonomiese ontwikkeling is dus een van die belangrikste aanwysers waaraan die doeltreffendheid van lewering deur die Regering gemeet word.

Die voorsiening, groei en bestuur van VKO in Suid-Afrika kom voor geweldige uitdagings te staan. Die onvolledige wetgewende raamwerk, die fragmentering en die onbillike voorsiening van die verlede skep groot uitdagings, wat nuwe strategieë verg vir voorsiening in dié sektor. In hierdie stadium is daar geen hegemonie in VKO nie. Verskeie provinsiale departemente en plaaslike regerings steun VKO op 'n ongekoördineerde wyse, wat lei tot gapings en oorvleueling van funksies. Almal het 'n belangrike rol te speel in die ontwikkeling van doeltreffende steunstelsels. Hulle rol is ook om kostedoeltreffende maniere te ontwikkel om saam te werk ten einde die grootste uitset met uiters beperkte hulpbronne te kry.

2. GESKIEDENIS EN HUIDIGE STAND

Die nuwe nasionale Departement van Onderwys het 'n breë definisie van VKO gekies wat verder gaan as die voorheen eng begrippe van preprimäre skole, onderwyssorgsentrum en crèches. Die Tussentydse Beleid vir Vroeë Kinderontwikkeling (1996) omskryf VKO as "'n Oorkoepelende term wat betrekking het op die prosesse waardeur kinders van geboorte tot minstens nege jaar groei en gedy, liggaamlik, verstandelik, emosioneel, geestelik, moreel en sosiaal"². VKO-programme is op hierdie ouderdomsgroep gemik en vind nie noodwendig in 'n skool plaas nie maar ook in gemeenskapsgebaseerde sentrum en huise (private VKO-dienste).

¹ Grondwet van die Republiek van Suid-Afrika, 1996.

² Tussentydse Beleid vir Vroeë Kinderontwikkeling, Glossarium, bl 1.

Die insluiting van die frase "minstens nege jaar" sluit leerders in wat miskien ouer is maar wat nog in hierdie ontwikkelingsfase verkeer.

Die VKO-sektor het te kampe met 'n nalatenskap dat die meeste swart kinders nie toegang tot enige vorm van onderwys voor formele skoolonderwys het nie. Die wanbalanse van die verlede in die voorsiening van VKO was daarop gemic om veral die blanke leerders te bevordeel aangesien hulle op driejarige ouderdom tot voorskoolse onderwys toegetree het. Swart leerders het dus van 'n vroeë ouderdom 'n nadeel gehad as gevolg van die VKO-voorsieningsnorme. Dit blyk duidelik by die punt van toetrede tot formele onderwys, waar die bekwaamheidsvlakke van leerders tussen rasse verskil. Dit is om hierdie redes dat daar 'n hoë uitsakkoers en lae slaagkoers in baie van die histories benadeelde skole is.

Voor 1994 het net sowat 10% van die kinders in Suid-Afrika van geboorte tot ses jaar toegang tot openbare of private VKO-fasilitete gehad. Die vernaamste bydraers tot VKO was baie jare lank die nie-regeringsagentskappe, geloofsgemeenskappe en ander burgerlike liggeme wat saam met werklose vroue in die townships heelwat innoverende gemeenskapsgebaseerde VKO-programme begin het.

Om hierdie rede het die Witskrif op Onderwys en Opleiding (1995) erkenning verleen aan die behoefté aan groter ingryping in programme ten einde te voorsien in die behoeftes van gesinne en gemeenskappe wat na hierdie ouderdomsgroep omsien.

Die vernaamste kwessies is:

- Die tipe voorsieningsmodelle wat ons behoort te gebruik, in die lig van die behoefté om uit te brei en alle kinders te dek.
- Die ligging van strukture vir bestuur, koördinering, implementering en gehalteemonitering, gesien die behoefté om gemeenskappe en gesinne in hierdie werk te bemagtig.
- Die tipe struktuur wat lewering sal fasiliteer, lang bestuurskanale van die regering uitskakel en die nie-regeringsektor betrek.

3. AGTERGROND EN DOEL

Daar word algemeen aanvaar dat kinders wat sorg van goeie gehalte ontvang, gewoonlik floreer, terwyl kinders wat sorg van swak gehalte ontvang, in risiko-omstandighede kan verkeer. In die verlede is gehalte omskryf en gemeet volgens standaarde wat deur ryk nywerheidslande gestel is.

Daar bestaan nou 'n groeiende erkenning van die behoefté aan omvattende gesinsbeleide. Samelewings moet 'n verskeidenheid opsies verskaf wat ouers in staat stel om kindersorgreëlings te kies wat die gesikste is volgens hulle kinders se ouerdomme, individuele style, hulle eie ekonomiese en maatskaplike omstandighede en die waardes en houdings wat hulle nastreef.

Nuwe beleid moet fokus op die aard van sorg, die gehalte van sorg en die wyse waarop hierdie twee faktore saam kinders met verskillende eienskappe, uit verskillende gesins- en kulturele agtergronde en met verskillende onderwys- en individuele behoeftes kan raak. Die afgelope tyd word daar meer aandag gegee aan die behoefté aan 'n wye verskeidenheid strategieë wat gesinne kan steun as die primêre versorgers van jong kinders eerder as om in alle gevalle terug te val op "nie-ouerlike" sorg van swak gehalte.

Die visie vir VKO in Gauteng berus op Artikel 5 van die Jomtien Wêrelieverklaring oor Onderwys vir Almal van 1990, "Leer begin by Geboorte". Die volgende uittreksel vat hierdie visie saam:

"Early childhood care and education is an integral part of basic education and represents the first essential step in achieving the goals of Education-for-All. Recent world conferences testify to the growing appreciation of the crucial importance of the child's

earliest years, and of the need to support families and communities in their role as the child's most influential educator. The learning capacity and value orientations of children are largely determined by the time the child reaches the age of primary schooling. For this reason, any sustained effort in Education for All must set targets and programmes for early childhood and attempt to raise the life skills of families.

Improving children's health and nutrition is necessary, but increasingly, in a situation where fourteen out of fifteen of the world's children survive until the age of one, governments and civil society are turning their attention to the psychosocial and cognitive development of children. Well conceived quality early childhood programmes help meet the diverse needs of young children during the crucial early years of life, enhance their readiness for schooling, have a positive and permanent influence on later schooling achievement. In addition, countries that succeed in mobilizing local government, municipalities, communities and voluntary organisations in the care and education of young children have been able to decentralise and innovate in their educational systems, and at the same time, make an important contribution towards population information and family education."

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"Vroeë kindersorg en -onderwys is 'n integrale deel van basiese onderwys en vorm die eerste noodsaaklike stap om die oogmerke van Onderwys-vir-Almal te verwesenlik. Onlangse wêreldkonferensies getuig van die toenemende besef van die kritieke belangrikheid van die kind se eerste jare, en van die behoefte om gesinne en gemeenskappe te ondersteun in hulle rol as die kind se invloedrykste opvoeder. Die leervermoë en waarde-oriëntasies van kinders is grotendeels reeds bepaal teen die tyd dat die kind die ouderdom van primêre skoolonderwys bereik. Om hierdie rede moet enige volgehoue poging in Onderwys-vir-Almal teikens en programme vir vroeë kinderjare stel en poog om gesinne se lewensvaardighede te verbeter.

Dit is noodsaaklik om kinders se gesondheid en voeding te verbeter, maar in 'n situasie waar veertien uit elke vyftien van die wêreld se kinders tot die ouderdom van een jaar oorleef, vestig regerings en burgerlike samelewings in toenemende mate hulle aandag op die psigososiale en kognitiewe ontwikkeling van kinders. Deeglik beplande vroeëkinderjareprogramme help om te voorsien in die uiteenlopende behoeftes van jong kinders in die kritieke vroeë lewensjare, verhoog hulle skoolgereedheid en het 'n positiewe en blywende invloed op latere skoolprestasie. Lande wat daarin slaag om plaaslike regerings, munisipaliteite, gemeenskappe en vrywilligerorganisasies te mobiliseer in die versorging en opvoeding van jong kinders, slaag boonop ook daarin om hulle onderwyssstelsels te desentraliseer en te vernuwe, en terselfdertyd om 'n belangrike bydrae tot bevolkinsinligting en gesinsopvoeding te lewer."

Gevollik is VKO 'n terrein van beleid en programme en behels dit die bevordering van optimale ontwikkeling -

- op 'n inklusiewe grondslag om die totale ontwikkeling van alle kinders te steun
- deur middel van 'n verskeidenheid kruissektorale programme, ingrepe en ondervindings (bevorderend, voorkomend, genesend, rehabiliterend)
- gerig op die kind, die gesin en ander versorgers, asook die gemeenskap.

Hierdie definisie erken die behoefte aan 'n nuwe, omvattende beleid vir jong kinders. Daar bestaan 'n behoefte aan 'n vennootskap -

- tussen al drie sfere van regering (nasionale, provinsiale en plaaslike regering)
- tussen die verskillende provinsiale departemente
- tussen die regering en nie-regeringsrolspelers.

Die huidige stelsel van voorsiening is gefragmenteer en onbillik. Ons moet 'n verskeidenheid van strategieë kry om gesinne by te staan om in die basiese behoeftes van jong kinders te voorsien. Die gewilde sentrumgebaseerde model is te duur om toegang vir alle kinders te verseker en is nie noodwendig gesik vir die behoeftes en omstandighede van kinders in Gauteng nie.

4. TRANSFORMASIE VAN DIE OUE

4.1 VKO-nalatenskap

Die tabel toon die huidige (openbare preprimêre skole) en vorige (Impilo en private VKO-dienste) befondsing deur die GDO aan die VKO-sektor.

Program	Aantal leerders	Personeel	Akkommodasie	Koste
Openbare preprimêre skole. 95 openbare preprimêre skole vir kinders van 3 tot 6 jaar	±12 000 per jaar	Voorsien vir 'n opvoeder:leerder-verhouding van 1:25. Alle hoogs gekwalifiseerde K/S-opvoeders deur die Staat betaal. Steunpersoneel ook deur die Staat betaal.	Persele met goeie hulpbronne, meesal deur die Staat gebou	1996/97 R45 576 000 1997/98 R48 801 000 1998/99 R48 475 000 1999/2000 R41 238 000
Impilo-loodsprojek (wat 2 kleiner loadsprojekte insluit, naamlik die Joubertpark-middestadprojek en die Kathorus-projek). Private of gemeenskapsdienste vir kinders van 3 tot 6 jaar	± 40 000 per jaar	± 1 000 ongekwalifiseerde of NRO-opgeleide VKO-praktisyne. Opleiding aangebied deur die Impilo-projek	Dienste met swak hulpbronne in informele nedersettings, agterkamers en motorhuise in townships	Saaibefondsing van R2 miljoen van Departement van Onderwys, met gelyke finansiering van die GDO vir die eerste jaar, aangevul deur R7 miljoen van die GDO oor die volgende twee jaar (1998-2000)
Private VKO-dienste gesubsidenteer deur die GDO: 181 VKO-dienste vir kinders van 3 tot 6 jaar	± 17 000 per jaar	'n Kombinasie van hoogs opgeleide K/S-opvoeders en kleutersorgpraktisyne - geen salarisdeur die Staat betaal nie	Goeie hulpbronne, goed ontwikkelde VKO-sentrums	Hierdie VKO-dienste het tot die einde van 1997 subsidies <i>per capita</i> van altesaam net meer as R1 miljoen per jaar van die GDO ontvang

Daar is tans 'n verskeidenheid VKO-programme en -metodologieë in Gauteng en ander provinsies, en die meeste daarvan is op Amerikaanse en Europese modelle gegrond. Elke program het sy inherente sterk en swak punte, maar baie is nie noodwendig vir elke gemeenskap of gebied gesik nie. Daar was dus 'n dringende behoefte om ondersoek in te stel na gesikte modelle en om sulke modelle inheems vir die Suid-Afrikaanse toneel te maak.

Die voorspraak rondom die Suid-Afrikaanse grondwet, die regte van kinders en menseregte het ook gemeenskappe se bewustheid verhoog en hulle gemotiveer om te verseker dat hulle regte nie geskend word nie. Die gevolg is 'n toenemende behoefte om vir kinders te sorg en hulle op te voed.

Die GDO het van die voormalige Transvaalse Onderwysdepartement (TOD) 'n preprimêre sektor geërf wat uit 95 openbare preprimêre skole bestaan, met opvoeders en ondersteunende personeel wat deur die GDO betaal word. Sedert 1997 is ongeveer R47 miljoen per jaar deur die GDO aan hierdie openbare preprimêre skole bestee, wat voorsiening maak vir net sowat 12 000 van die net minder as 1 miljoen kinders onder die ouderdom van 7 in Gauteng. Hierdie skole is verder gekonsentreer in die mees gevorderde geografiese gebiede van die provinsie en is dus ontoeganklik vir die meeste voorskoolse leerders.

Nie al hierdie skole word bedryf in geboue wat aan die GDO behoort nie. Tien is hospitaalskole wat aan die Departement van Gesondheid behoort, en ander word bedryf in persele van die Departement van Gevangenis, die Departement van Finansies, die Departement van Welsyn, die voormalige Transvaalse Proviniale Administrasie en in geboue in private besit.

Die openbare preprimêreskoolmodel is 'n uiterst duur model en kan nie vir alle kinders in die provinsie toeganklik gemaak word nie. Om hierdie rede is die GDO tans van mening dat die finansiering van hierdie model hersien moet word ten gunste van 'n model wat kostedoeltreffender is, 'n intersektorale benadering tot VKO het en staatsbefondsing aanvanklik sal rig op kinders wat die grootste behoefté ondervind.

'n Paar van die goed gevestigde private VKO-dienste het ook voorheen 'n *per capita*-subsidie van die GDO ontvang, maar as deel van die transformasie van dié sektor is hierdie subsidies teen die einde van 1997 gestaak. Die oorgrote meerderheid van gemeenskaps- en informele VKO-dienste in die benadeelde gemeenskappe het egter nog nooit enige finansiële steun ontvang nie.

In hierdie opsig is daar sekere opsies beskikbaar.

4.2 OMSKAKELINGSOPSIES VIR OPENBARE PREPRIMÊRE SKOLE

Die benadering wat hier voorgestel word, impliseer die uitskakeling van die duur openbare preprimêre sektor as 'n voorvereiste vir die sukses van die transformasie van die hele sektor. Hierdie transformasie van VKO behels 'n sluiting wat in ooreenstemming met toepaslike wetgewing bestuur sal word. 'n Groot bedrag geld sal natuurlik vrygestel word, tot voordeel van 'n groter gemeenskap van behoeftige leerders wat tans buite die bestek van VKO-voorsiening val. Die uitskakeling van hierdie sektor impliseer nie noodwendig die verlies vir VKO van al hierdie betrokke skole nie. Die sektor sal herkonstrueer moet word.

Die GDO en die LUR sal met alle betrokke belanghebbendes skakel in verband met die omskakeling van openbare preprimêre skole.

Die volgende opsies word voorgestel:

4.2.1 Omskakeling in 'n openbare primêre skool

Die Distrikbestuurder moet bepaal of daar 'n behoefté is om die gebou aan te wend vir die doel van verpligte onderwys. Die versoek vir die omskakeling en voorsiening as 'n openbare primêre skool sal volgens die nodige procedures gerig word.

4.2.2 Samesmelting met 'n openbare primêre skool

'n Samesmelting kan gemik wees op hoofstroom verpligte openbare onderwys of vir die versnelde vordering van leerders van die verkeerde ouderdom of verkeerde fase voordat hulle in die hoofstroom opgeneem word. Die versoek vir die samesmelting met 'n openbare primêre skool sal volgens die nodige procedures gerig word.

4.2.3 Privatisering

As daar geen onmiddellike behoefté aan 'n bepaalde gebou is nie, kan die Distrikbestuurder die gebou tydelik oortollig verklaar vir die Distrik se gebruik, vir 'n maksimum van 5 jaar. Dit sal 'n geleentheid bied om die situasie te oorweeg sodra 'n nuwe beleid bepaal is. Indien die huidige SBL wil voortgaan om die gebou vir 'n private VKO-diens te gebruik, sal hy die eerste keuse gebied word om te huur, ten einde die ontwigting as gevolg van hierdie transformasieproses tot

die minimum te beperk. Alle huurgeld sal deur onafhanklike waardeerders teen markverwante pryse bepaal word.

4.2.4 Sluiting

Indien die Beheerliggaam dit versoek, sal die openbare preprimêre skool gesluit word sonder die opsie van omskakeling. Die fasilitet sal dan aan die Distrikbestuurder aangebied word vir enige ander opvoedkundige doel wat die Distrik nodig het.

4.3 PERSONEELIMPLIKASIES

Ten einde fondse vry te stel om vir die VKO as geheel in die provinsie voorsiening te maak, word daar voorgestel dat die GDO hierdie sektor rationaliseer. Opvoeders in hierdie sektor sal aangemoedig word om in primêre skole (of in ander poste waarvoor hulle kwalifiseer) herontplooi te word ten einde hulle huidige rang en voordele in die Departement van Onderwys te beveilig.

5. TOEGANG EN UITBREIDING VAN DIE VKO-SEKTOR

Volgens die nasionale VKO-oudit van 2000 is daar ongeveer 4 000 VKO-dienste in Gauteng. Hierdie syfer sluit die openbare preprimêre skole in en groei elke jaar. Van die 4 000 dienste het die Nasionale Loodsprojek (Impilo in Gauteng) ongeveer 1 000 personele en 40 000 voorskoolse kinders in Gauteng bereik. Die begroting vir hierdie projek was net R7,5 miljoen, en daar kon dus net baie beperkte steun verleen word.

'n Nuwe model vir voorsiening moet ALLE kinders in Gauteng bereik, met die klem op die Ontvangsjaar (Graad O)-leerders. Ons het tans 'n aantal opsies in Suid-Afrika:

1. Handhaaf die *status quo*.
2. Neem sekere skole of gebiede aan en implementeer dieselfde model as in die huidige openbare preprimêre skole.
3. Wag tot die land oor genoeg fondse beskik om Graad O te institusionaliseer.
4. Ignoreer die kinders van 0-6 jaar en konsentreer al ons energie en fondse op Grade 1 - 12.
5. Faseer Graad O in oor 'n aantal jare, met die doel om alle leerders in die provinsie teen 2005/6 te dek.

Opsie 1

Dit is 'n onhoudbare situasie aangesien kwessies rakende toegang, herstel en billikheid geïgnoreer sal word.

Opsie 2

Dit sal dit vir die GDO moeilik maak om die strategie te verduidelik, aangesien dit duidelik is dat net 'n baie klein aantal gedek sal word en die toename in getalle van jaar tot jaar ook baie klein sal wees.

Opsie 3

Dit sal die gevaar skep dat die reeds bestaande gaping tussen die kinders wie se gesinne dit kan bekostig om vir private Graad O-dienste te betaal en dié wat nie kan nie, groter sal word.

Opsie 4

Die bykomende voordeel van die verskaffing van goeie VKO-programme lê in beter voorbereiding vir formele onderwys, beter prestasie op skool en 'n laer uitsakkoers.

Opsie 5

Om finansiële en politieke redes is dit die beste opsie. 'n Geleidelike infasering van Graad O sal verstaanbaar en aanvaarbaar wees wat billikheid betref, in die lig van die finansiële beperkings.

5.1 Graad O moet oor 'n tydperk van ongeveer vyf jaar ingefaseer word en die besparings uit die herstrukturering van die preprimêre skole sal natuurlik baie help om die Regering in staat te stel om 'n getransformeerde VKO-model te lewer.

5.2 Daar is net minder as 1 miljoen kinders onder die ouderdom van sewe in Gauteng. EMIS-rekords toon dat daar in 1999 nagenoeg 150 000 Graad 1-leerlinge in openbare en onafhanklike skole in Gauteng was. As hierdie syfers gebruik word en voorsiening gemaak word vir 'n bykomende aantal kinders wat nie in die stelsel van onderwysvoorsiening opgeneem is nie, sal daar volgens 'n rojale raming vir ongeveer 155 000 Graad O's in Gauteng voorsiening gemaak moet word.

5.3 Soos hierbo aangedui, word daar aanbeveel dat Graad O oor vyf jaar ingefaseer word, beginnende met 30% van die kinders in die jaar 2002. Die eerste "infaseringsjaar" sal dus 46 500 kinders betrek. Die huidige opvoeder:leerling-verhouding is 1:40 in primêre skole, en op grond van hierdie verhouding sal 'n redelike verhouding vir die Graad O-klas dan ook 1:40 wees. Met 'n aanbevole opvoeder:leerling-verhouding van 1:40 sal daar aanvanklik vir sowat 1 162 klasse voorsiening gemaak moet word.

5.4 Die volgende kwessies moet oorweeg word by die implementering van Graad O in Gauteng:

- Die Algemene Onderwysvlak in die skoolstelsel moet insluit 'n ontvangsjaar en nege skooljare van Graad 1 tot 9. Implementernig van die ontvangsjaar sal oor 'n aantal jare plaasvind, met prioriteit vir gebiede met swak hulpbronne.
- Die Ontvangsjaar geniet staatsteun maar is in die eerste fase nie verpligtend nie.
- 'n Verskeidenheid institusionele vorms van ontvangsjaarvoorsiening sal gesteun word.
- Geen geboue behoort aanvanklik deur die GDO vir die implementering van Graad O opgerig te word nie.
- Aangesien die koste van personeel so hoog is, sal dit nie raadsaam vir die provinsie wees om 'n besluit oor die indiensneming van die personeel te neem nie. In plaas daarvan sal subsidies 'n lewensvatbare opsie wees.
- Toelatingsouderdom moet streng toegepas word.
- Steundienste vir die Ontvangsjaar moet insluit 'n geskikte kurrikulum, geskik opgeleide personeel en geskikte leer- en onderrigmateriaal.
- Akkreditasie van gemeenskapspersele.

Internasionale ondervinding toon dat 'n aantal ontwikkelde lande in die vyftiger- en vroeë sestigerjare in dieselfde posisie was. Hulle het besluit om te begin met 'n jaar naby die eerste verpligte skooljaar, en dan afwaarts te werk volgens ouderdom, en ook om te begin met subsidies in die sektor voordat hulle in 'n posisie was om volle verantwoordelikheid vir befondsing te aanvaar.

6. GEHALTE EN BILLIKHEID

Die voorgaande sal natuurlik nuwe uitdagings vir die Departement bied. Die Departement sal herstel en billikhed verseker deur hom aanvanklik op die voorheen benadeelde gemeenskappe en VKO-dienste toe te spits. Dit impliseer dat die reaksie op billikhedskwessies gelyktydig met reaksies op probleme van gehaltelewering en volhoubaarheid hanteer moet word. Die persele sal deurlopend gemoniteer en geëvalueer moet word.

Billikhed sal deur herstel geskied. Die dienste sal 'n *per capita*-subsidie ontvang wat gemik sal wees op die verbetering van leeraktiviteite en hulpbronmateriaal.

Gehalte en volhoubaarheid sal ook aandag geniet deur middel van personeelontwikkeling. Die praktsyns wat in hierdie dienste werksaam sal wees, sal deur SAKO geakkrediteer word. Die Impilo-loodsprojek het reeds ongeveer 1 000 praktsyns op verskillende vlakke opgelei volgens NKR-standarde. Opleiding en akkreditasie sal gehalte-onderwys in die dienste verseker. Die handhawing van gehalte in VKO sal deur die GDO geëvalueer word, saam met ander Gauteng-departemente.

7. DIE VKO PROVINSIALE AGENTSKAP

Die Witskrif van die Departement van Nasionale Opvoeding (1995) stel dit duidelik dat VKO intersektorale samewerking vereis. 'n Tender sal opgestel word vir 'n Proviniale Agentskap (PA) om VKO vir die ouderdomsgroepe 0-5 in die provinsie in werking te stel.

Die rol van die PA sal wees:

- om implementering, navorsing en voorspraak te koppel;
- om die implementering van interdepartementele VKO-beleide te bestuur;
- fondsinsameling
- om alle provinsiale VKO-aktiwiteite te administreer wat deur die GDO, ander staatsdepartemente, VKO-befonders en Gauteng se Program van Aksie vir Kinders (GPAK) befonds word.

Die PA sal dan deur 'n verwysingsgroep verslag doen aan al die tersaaklike staatstrukture, bv. die Direktoraat Transformasie in die Premier se Kantoor, die Gauteng-tussenowerheidsforum (GTOF), die Gauteng-vereniging van Plaaslike Owerhede (GVPO), die Gauteng-program van Aksie vir Kinders (GPAK) en alle tersaaklike provinsiale departemente. 'n Noue verhouding tussen die PA en elke provinsiale departement sal nodig wees om te verseker dat die VKO-beleid in ooreenstemming is met verwante nasionale en provinsiale beleid. Sodra 'n magtige nasionale en provinsiale wetlike raamwerk ingestel is, sal dit nodig wees om die ontwikkeling van regulasies vir die registrasie, monitering en befondsing van VKO-dienste te koördineer.

Die beheerstruktur is 'n kritieke komponent van die organisatoriese stelsel van VKO-dienste. 'n Intersektorale komitee onder leiding van 'n span beampies van staatsdepartemente, veral die Departemente van Gesondheid, Welsyn en Onderwys, moet ingestel word om die proses van die PA aan die gang te kry.

Die tipe steun en verbintenis wat van die verskillende staatsdepartemente verlang sal word, is soos volg:

- Departement van Gesondheid - gesondheids-, voedings- en immuniseringsprogramme
- Departement van Welsyn - kindertoelaasteun en projekte vir inkomstegenerering
- Plaaslike Regering - registrasie, maatskaplike dienste, omgewingsgesondheid, riolering en infrastruktur
- Departement van Landbou - voedseltuine, armoedeverligting vir volwassenes in risiko-omstandighede
- Departement van Kuns, Kultuur, Sport en Ontspanning - kuns- en kultuurprogramme, sport en spel
- Departement van Arbeid - opleiding in bestuur, ouerkomitee-ontwikkeling, werksekkingsaktiwiteite
- Departement van Onderwys - opleiding,akkreditasie, kurrikulumontwikkeling, monitering

VKO moet 'n verskeidenheid dienste lewer wat aangepas is by die behoeftes van kinders in verskillende ouderdomsgroepe, geografiese gebiede en sosio-ekonomiese situasies. Die VKO-dienste kan in skole, gemeenskapspersele, huise, hospitale en baie ander plekke geleë wees.

Op implementeringsvlak sal ouerbestuurstrukture elke perseel bestuur (hierdie ouerliggame sal nie noodwendig soos die tradisionele SBL-strukture van gewone openbare skole lyk nie), terwyl plaaslike komitees 'n skakel tussen 'n groep persele sal vorm. 'n Plaaslike bestuurspan sal verantwoordelik wees vir die dag-tot-dag-administrasie en bestursaktiwiteite van die groep persele. Die plaaslike komitee sal aan die Distrikbestuurstruktur verslag doen.

Die distriksteundienste in die Distrikskantoor sal verseker dat die groepe steun ontvang oor leerprogramme/kurrikulum, monitering en opleiding van praktisyens en ander verwante aktiwiteite.

Die VKO-groepe moet in die Plaaslike Onderwys- en Opleidingseenheid (POOE) en die Distriksonderwys- en Opleidingsraad (DOOR) verteenwoordig word.

Die beginsels wat in die Tussentydse Beleidsdokument gemeld word, rig alle aktiwiteite vir die bevordering van die regte van die kind. Om dit te verstaan, is dit belangrik om kennis te neem van die voorwaardes vir suksesvolle implementering van VKO-dienste. Die dokument verklaar soos volg:

"Doeltreffende VKO-programme moet gebaseer wees op die betrokkenheid van ouers, gemeenskappe en ander belanghebbendes in demokratiese beheerstrukture."

8. BETER DIENSLEWERING

Gedurende 2000 het die GDO 'n aantal baie belangrike beleidsaspekte geïmplementeer ten einde dienslewering te verbeter. Die het op VKO betrekking:

- Die toelatingsbeleid is geïmplementeer.
- 'n Groter aantal leerders van die verkeerde fase en verkeerde ouderdom is in skole opgeneem vir versnelde vordering.
- Daar was groter steun aan ouers vir die plasing van leerders in skole.
- Meer VKO-praktisyns word opgelei en geakkrediteer.
- Meer kinders verkry toegang tot VKO-dienste.
- 'n Handleiding vir die assessering van leerders in Graad 0 is opgestel.
- Venootskappe met ander staatsdepartemente en belanghebbendes is gevorm om in die behoeftes van jong kinders te voorsien (bv die intersektorale komitee).

9. SLOT

In die lig van die voorgaande bespreking het Gauteng 'n venster van geleentheid om fundamentele en blywende veranderinge aan te bring wat uiteindelik al die kinders van die provinsie sal bevoordeel.

Tot dusver was die projekte in VKO wat ons denke beïnvloed het, kleinskaalse loadsprojekte, en die uitdaging sal wees om dit op groot skaal aan te pak. Uit die besparings wat ons sal behaal deur die herkanalisering van skaars hulpbronne wat deur net 'n bevoorregte minderheid geniet is, sal ons kan ingryp in die haglike situasies van die kinders en gesinne wat in benarde finansiële situasies verkeer.

Verandering is nooit maklik nie, vanuit die perspektief van diegene wat dit moet teweeg bring en ook vanuit die perspektief van diegene wat die verandering ondervind. Suid-Afrika verkeer egter in so 'n groot pardigmaskuif dat ons seker kan wees dat, ongeag hoe pynlik die verandering ook al is, die GDO beslis iets heeltemal anders sal daarstel vir ons kinders in Gauteng.

Die uitdaging word gerig aan alle VKO-rolopers en -belanghebbendes in Gauteng om die uitdaging te aanvaar om VKO-lewering radikaal te deurdink en betrokke te raak by die prosesse van oorlegpleging ten einde die uitendelike produk lewerbaar en sinnvol te maak vir alle gesinne, maar veral vir die gesinne en kinders wat hulp die nodigste het.

Stuur u kommentaar asb voor 22 Junie 2001 aan:

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Johannesburg

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UMTHETHOMGOMO OSASUNGULWA WEMFUNDU YEZINGANE EZINCANE (ECD)

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UMnyango wezeMfundu eGauteng wenze imizamo yokunikeza bonke ababandakanyekayo ekuthuthukisweni kwezingane ezincane amathuba okuphawula ngomthethomgomo osasungulwa (draft), ilungu lekhansela eliphethe (Member of the Executive Council) selithole izimpendulo eziningi ezibeka imibono nokungabhekwa.

Yize kunjalo ilungu lekhansela lifisa ukunikezela bonke abanomdlandia nabathintekayo abangakaphawuli ngalo mthethomgomo elinye ithuba lokuphawula.

Abaphethe ezikoleni (SGB), umphakathi nabanye abanomdlandia nabathintekayo abangakaphawuli bayacelwa ukuba baphawule, izincwadi nemibono makubhejiswe ku-Ms Mmule Madonsela, Gauteng Department of Education, P.O. Box 7710 noma ku-Room 1319, 111 Commissioner Street, Johannesburg 2001.

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Izincwadi zokuphawula nemibono, mazifike kuMnyango wezeMfundu eGauteng engakafiki umhlaka 22 June 2001.

1. ISINGENISO

Udaba okuyilonla lubaluleke kakhulu emsebenzini kaHulumeni ukwakhiwa kweNingizumu Afrika ebumbene nebusa ngentando yeningi. Lokhu kusho ukuhlanganisa izizinda ebezahlukene zikaHulumeni ukuze zethule izidingo ngokulinganayo kuwo wonke umphakathi waseNingizumu Afrika.

Izibopho zokuthuthukiswa kwezingane ezsencane (ECD) yiminyango yonke kahulumeni zisuka kuMalungelo ezingane njengoba ebekiwe kuMthethosisekelo nakwezinye iziphakamiso zezinhlango zomhlaba (International Conventions) ezasayinwa yiNingizimu Afrika.

Ngokuka Section 29 woMthethosisekeloⁱ, wonke umuntu unelungelo lokuthola imfundo. Isahluko 2, soMthethosisekelo, Amalungaelo oLuntu, sibeka Amalungelo ezingane njengaMalungelo eMfundu, oLimi naMasiko. Amalungelo ezingane avezwe kuClause 28 awanakwehliswa futhi abukelwe phansi nanini. Imigomo ekhokhela i-ECD yileyo esekelwe nguMthethosisekelo. Ukubauleka kwemfundu kwezopolitiki, empilweni jikelele nasekethuthukisweni komnotho eNingizumu Afrika ngenye yezinto ezyizinkomba ezibalulekile eziisetshenziselwa ukubheka ukuthi uHulumeni uzethula ngokuyikho yini izinsinza zomphakathi.

Ukulungiselwa, ukukhula nokuphathwa kwe-ECD eNingizumu Afrika kubhekene nezinselelo eziningi. Uhlaka lokushaywa komthetho olungapheli, ukwahlukanisa kanye nokwenzelela okunesihluku kukahulumeni waphambili kwenze kwaba nezinselelo ezinkulu, ezidinga ukuhlela okungukhuqulelangoqo kokulungisa kulomkhakha. Okwamanje akukho buholi kwi-ECD. Iminyango eminingi yezifunda kanye noHulumeni basemakhaya bayayisekela i-ECD ngaphandle kobukhokheli, osekwenze kwabakhona amagebe nokuphindaphindeka kwemisebenzi. Yonke le minyango ibalulekile ekubambeni iqhaza ekusungulweni kohlelo olunesisekelo esisebenza ngendlela eyiyo. Omunye umsebenzi wayo ukwethula indlela eyongayo yokusebenzisana ukuze kufinyelelw kwimiphumela encomekayo kube kusetshenziswa izidinggaqangi ezimbalwa.

2. UMLANDO NESIMO SAMANJE

UMyango kaZwelonke wezeMfundu omusha ukhethe incazelo ebanzi ye-ECD ukuze ufinyelele nakulezo zindawo zakuqala ezazenzelele, izikole zabancane kanye nezikulisa. UMthethomgomo Wesikhashana Wokuhlukanisa kwezingane ezincane (1996) uchaza i-ECD njenge "temu elisetshenziselwa zonke izinhlelo lapho izingane ezelwe ukuya kwezineminyaka engu-9, zikhula futhi zisimama khona ngokozimba, ngenqondo, ngemizwa, ngókomoya, ngesimilo esihle kanye nokukhula emphakathini."ⁱⁱ Izinhlelo ze-ECD zibhekiswe kule minyaka

3. ISENDLALELO NENHLOSO

Kuyinto eyaziwayo ukuthi izingane ezithola ukukhathalelwa okuyikho ziyasimama kodwa lezo ezithola ukungakhathalelwa okuyikho ziba sebungozini. Kuqala ikhwalithi yayichazwa futhi ilinganiswa ngokulandela amazinga ayebekwe yizizwe eziphucukile nezicebile.

Sekunesidingo esikhulu manje sokubhekwa kwemithethomgomo yeminden i ngobubanzi. Umphakathi kudingeka usungule izinhlobo ezahlukene ezizovumela abazali ukuba bakhethi izinhlelo zokubheka izingane ezilungele iminyaka yazo, impilo abayiphilayo, isimo sabo somnotho nobudlelwano, izikole kanye nandlela ababuka ngayo impilo.

Umrhethomgomo omusha kumele ugxile kwisimo nekhwalithi yokubheka izingane nasekutheni lokhu okubili kuzithinta kanjani izingane ezahlukene ezivela kwiminden i namasiko ehlukene, ezinezidiso ezelukene zemfundo nezazo. Kamuva nje isikhathi sichithwa kwizidiso ezahlukene zamisu okuhlela angasiza iminden i njengezizinda zokukhathalela izingane ezincane kumanokuyekelela kubantu abangeyibo abazali abanikeza ukukhathalela okungeyona ikhwalithi. Umbono we-ECD eGauteng weyame ku-Article 5 ka-1990 we-Jomtien World Declaration on Education for All, othi "Ukufunda kuqala ekuzalweni – Learning Begins at Birth." Lesi sicaphuno esilandelayo siveza lo mbono:

"Ukukhathalela nokufunda kwengane esencane yinto ebaluleke kakhulu emfundweni yokuqala kanti kumele isinyathelo esisemqoka ekufinyeleleni kwizimpokophelo zeMfundu kaWonkewonke – "Education –for- All." Izinkomfa zomhlaba zakamuva nje ziwubufakazi bokwanda kokuvuma ukubaluleka kwemfundo yezingane ezsencane, nesidiso sokusekela iminden nomphakathi emsebenzini wabo njengothisha abanethonya enganeni. Amandla okufunda nokwazi ukuziphatha kusuke sekukhona emqondweni wengane uma ifika eminyakeni yokuqala isikole. Kungalesi sizathu-ke esenza ukuthi yonke imizamo yemfundo kawonkewonke imise izinjongo, nezinhlelo zezingane, izame nokuthuthukisa amakhono empilo yeminden."

Ukuthuthukisa impilo nokondliwa kwengane kubaulekile yize noma uhulumeni nomphakathi wabafundile behathalela ukukhula kwengane ngokwesimo sengqondo nokucabanga ngaphansi kwesimo lapho ezingu-14 kwezingu-15 ziphila unyaka owodwa kuphela. Izinhlelo zemfundo yokuqala ezamukelwe ngokuyikho ziyanama ukuhlangabezana nezidiso zengane ngesikhathi sokukhula kwayo, zisimamise nokulungela kwayo ukupala isikole, ziphinde zibe nethonya elihle

ekuphumeleleni kwengane kumabanga aphezulu. Kanti-ke amazwe aphumelele ukuhlanganisa ohulumeni basemakhaya, omasipala, nezinhlangano ezizimele emfundweni yezingane akwazile ukusabalalisa nokuvuselela izinhlelo zawo zemfundo ebe efaka igalelo ekwandiseni ulwazi lomphakathi nomdeni wemfundo."

Ngakho-ke i-ECD njengengxenye yemithethomgomo nezinhlelo, ibandakanya nokugqugquzelu ukuthuthuka okuhle nokusezingeni eliphezulu kukho konke. Ngokusekela ukukhula kwezingane ngezindlela ezehlukene ezishiyelanayo, ngokusiza, ngolwazi oselukhona (oluthuthukisayo, oluvimbelayo, olulungisayo noluvuselelayo) olubhekiswe enganeni, emndenini nabanye abagcina izingane kanye nomphakathi.

Le ncazeloi sibonisa isidingo somthethomgomo omusha wezingane ezsencane. Kukhona nesidingo sokusebenzisana

1. phakathi kwemikhakha emithathu kahulumeni (uhulumeni wezwe, wesifunda nowasekhaya)
2. phakathi kweminyango eyahlukene yesifunda
3. phakathi kwababambe iqhaza kuhulumeni nabazimeleyo.

Uhlelo olukhona manje lunhlakanhlaka kanti alulingani. Sidinga izindlela eziningi ezingukhuqulelangoqo ukusiza imindeni ukufenza izidingo zemihla ngemihla zezingane. Uhlelo olunedumela olwesekelwe kwizizinda luyabiza, ludinga imali ukuze kuqinisekiswe ukuthi zonke izingane ziyayithola le mfundo kungabi ukuthi ihambelana nezidingo nezimo zezingane zaseGauteng kuphela.

4. UKUGUQULWA KOKUDALA

4.1 Ifa le-ECD

Ithebula elibonisa ukusizwa ngezimali komkhakha we-ECD manje (izikole ezincane zomphakathi) nangaphambili (Impilo nezinhlelo ezizimele ze-ECD)

Uhlelo	Inani labafundi	Istafu	Indawo	Izindleko
Izikole ezincane zomphakathi	± 12 000 ngonyaka	Uthisha oyedwa ezinganeni ezingu-25. 1.25 iratio. Bonke abafundile futhi bakhokhelwa nguhulumeni. Istafu esisizayo naso esikhokhelwa nguhulumeni.	Iziznda ezinakho konke iningi lazo lakhiwa nguhulumeni	1996/7 R45 575 000 1997/8 R48 801 000 1998/9 R48 475 000 1999/2000 R41 238 000
Impilo Pilot Project (ebandakanya amaproject amabili amancane i-The Joubert Park Inner City kanye ne-The Kathorus Project). Izindleko ezizimele noma ezomphakathi ezithatha izingane ezineminyaka engu-3-6.	± 40 000 ngonyaka	± 1000 othisha abangaqe qeshiwe noma abaqeqeshiwe ngamaqembu azimele. Ukuqe qeshwa okuqhubeka ngaphansi kwe-Impilo Project.	Izizinda ezintulekayo ezindaweni zokuhlala ezingekho emthethweni, ezindlini, emagalaji emalokishini.	Imali yokusiza engu-R2mill. Evela kuNoE elinganayo nevela kuGDE onyakeni wokuqala naleyo endu-7mill. UKusiza eminyakeni emibili elandelayo (1998-2000) nayo evela kuGDE.
Izinhlelo ze-ECD ezizimele kodwa zisizwa nguGDE: Izinhlelo ezingu-181 ezithatha izingane ezineminyaka engu-3-6.	± 17 000 ngonyaka	Inhlinganisela yothisha beC/S nabezingane-akukho maholo akhokhwa nguhulumeni	Izizinda ze-ECD ezinakho konke	Lezi zizinda ze-ECD zithola imali yokusiza engaphezu kuka-R1mill. Ngonyaka kuGDE ilinganiswa nenani lezingane kwaze kwaphela ngo1997

Okwamanje kukhona izinhlelo nezindlela zakufundisa ezinhlobonhlobo ze-ECD eGauteng nakwezinye izifunda, iningi lazo liyame kuhlobo Iwezinhlelo zaseMelika nase Yurophu. Uhlelo nohlelo lunokuhle nokubi kodwa eziningi izinhlelo akusho ukuthi ziyahambelana nezidingo zalowo mphakathi noma indawo, yingakho kunesidindo esiphuthumayo sokuphenya izinhlelo ezilungelele isimo saseNingizimu Afrika futhi zenziwe zibe ngezokudabuka khona lapho.

Ukukhuluma ngokushiwo ngumthethosisekelo waseNingizimu Afrika ngamalungelo ezingane nangamalungelo oluntu, sekuvule amehlo, kwakhuthaza nomphakathi ukuthi kuqiniseke ngokuthi amalungelo, awo awakhinyabewza. Yingakho siyasanda nesidindo sokukhaythalela nokufundisa izingane.

UGDE wabelwa yilovo okwakunguMyango wezemfundo eNtilasifali (TED) umkhakha wezimfundo yezingane owawunezikole zomphakathi ezingu-95 ezazinothisha nestafu esisizayo, bonke laba bantu babekhokhelwa nguGDE. Ukusuka ngo1997 uGDE wachitha imali

elinganiselwa ku-47mill. ngonyaka kulezi zikole, ezazamukela inani lezingane elingu-12000 kulezo ezingu-1mill. lezingane zaseGauteng ezingaphansi kweminyaka engu-7. Lezi zikole zaziphinde zibe sezindaweni lapho iningi lezingane lingeakufinyelela kuzo.

Akuzona zonke izikole ezisebenzisa amabhilidi kaGDE ezilishumi zesibhedlela (Hospital Schools) zoMnyango wezempiro, kanti ezinye zisezindaweni zoMnyango wamajele, uMnyango wezezimali, uMnyango wezenhhalakahle, izindawo ezazingaphansi kukaTPA kanti nakumabhilidi abantu abazimele.

Uhlobo Iwezikole zezingane zomphakathi luyadula impela kanti lungeze lanikezelwa kuzo zonke izingane zesifunda. Ylesi sizathu esenza uGDE abone kufanelekile ukubuyekeza ukusiza ngezimali kulolu hlobo abheke lolo olongayo nolunendlea yokulandela ukwabelana ku-ECD noluzobheka ukusiza lezo zingane ezintula kakhulu.

Izinhlelo ezimbalwa ezazisizwa ngengxenye yemali ngokwamanani zahoxiselwa lolo sizo ngo-1997 njengendlela yokuguqula lomkhakha. Iningi lezinhlelo zomphakathi ze-ECD nalezo ezizimele ezisezindaweni ezenzelelwa azikaze zithole nayinoma yiluphi usizo Iwemali.

Ngalokhu sekusungulwe uhlobo Iwezinhlelo olungakhethwa.

4.2 UKUSHINTSHELWA ESIKOleni SABANCANE SOMPHAKATHI

Loluhlobo njengoba lusekelwa lapha luchaza ukuqedwa kohlobo lokufunda olubiza kakhulu ukuze kuphumelele ukuguqulwa kwavo wonke lomkhakha. Lolu guquko lusho ukusungulwa kwamaqembu azophathwa kulandelwa imithetho ebekiwe. Kuzokhululwa imali eningi ukuze ibhekane neningi lezingane zomphakathi ezintulayo nezingekho kulolu hlelo Iwe-ECD. Ukuqedwa kwalo mkhakha akusho ukulahlekelwa yizo zonke izikole ezikhona ku-ECD. Lo mkhakha uzodinga ukwakhiwa kabusha.

UGDE noNgqongqoshe bazoxoxisana nabathintekayo kulokhu, mayelana nokuguqulwa kwezikole zabancane zomphakathi.

Izinhlelo ezhlongozwayo yilezi

4.2.1 Ukushintshelwa kwiskole sabancane somphakathi

Umphathi wesifunda kumele asho ukuthi sikhona yini isidingo sokuthi ibhilidi lisetshenziselwe imfundu esemqoka. Isicelo sokushintsha nesokunikezela siyofakwa kulandelwe inqubo efanele.

4.2.2 Ukuhlingana nesikole sabancane somphakathi

Ukuhlingana kuyokwenzeka uma kungukunikezela imfundu yomphakathi esemqoka noma kuphuthunyiselwa labo bafundi asebengaphezu lu ngeminyaka yokuba kulelo banga abakulo ngaphambu kokusiwa ezikolweni ejijwayelekile. Isicelo sokuhlingana nesikole somphakathi siyofakwa kulandelwa inqubo efanele.

4.2.3 Ukuzimela

Uma singekho isisdingo esiphuthumayo sebhilidi, uMphathi wesifunda angasho ukuthi lelo bhilidi, isifunda asilisebenzisi okwesikhashana iminyaka engaba mihlalu kuphela. Lokhu kuzonikeza ithuba lokubuyekezwa kwasimo lapho umthethomgomu usumisiwe. Uma iSGB ekhona ifuna ukulisebenzisela uhlelo Iwe-ECD elizimele, bayonikezwa ithuba lokuqala ukuba baliqashe ukuze kuncishiswe ukuthikamezeka okwensiwa nguhlelo lokuguquka. Onke amanani okuqasha ayobekwa ngabahlola amabhilidi abazimele futhi ahambelane nalawo akhona emakethe.

4.2.4 Ukuvalwa

Uma iGoverning Body icela ukuthi sivalwe isikole sabancane somphakathi kuyokwenziwa njalo ngaphandle kokuguqulwa. Lelo bhilidi noma indawo ionikezelwa kuMphathi wesifunda ukuthi ayisebenzisele izidingo zemfundo zesifunda.

4.3 UDABA LWABASEBENZI

Ukuze kutholakale izimali ezizobhekana ne-ECD esifundeni, kuhlongozwa ukuthi uGDE awanciphise lomkhakha. Othisha abakulo mkhakha bayogqugquzelwa ukuba bafune ukuthunyelwa ezikoleni ezingamaprimay (noma kwensiye izikhundla abazifundele) ukuze bagcine amarenti nezimfanelo zabo ezikaMnyango wezemfundo.

5. Ukufinyelela nokwandiswa komkhakha we-ECD

Ngokokubalwa kwe-ECD ezweni lonke ngo-2000, cishe zingu4000 iziznda zohlelo Iwe-ECD eGauteng. Leli nani libala nezikole eziyizinkulisa ezanda njalo ngonyaka. Kulezi ezingu-4000. INational Pilot Project (ebizwa Impilo eGauteng) ifinyelela ezizindeni ezingu-1000. Okungukuthi izikole zezingane ezingu-40 000 eGauteng. Ibhajethi yaleproject ibingu-7.5million ngakhoke imali yokusiza ibingengako.

Uhlelo olusha kuyofanelo lubheke ZONKE izingane eGauteng kubafundi ikakhulu ezikunyaka wokuqala (GradeR). Okwamanje sinezhinloba ezingakhethwa eziningana eNingizimu Afrika:

1. Ukuyleka loluhlelo

Ukuthatha ezinye izikole noma izindawo kuqaliswe uhlobo olufanayo ezikoleni zezingane zomphakathi ukulinda izwe lize libe nemali eyanele ukuqalisa uGradeR.

Kunganakwa abaneminyaka engu-0 kuya ku-6, onke amandl anezimali zibhekiswe kuGrade1-12. Ukuqalisa uGrade R njalo ngeminyaka ukuze kufinyelelw kuzo zonke izingane ezikhona kulesi sifunda ngo-2005/6

Uhlobo 1

Lokhu kungeze kwenzeka ngoba udaba lokufinyeleleka lokulungisa nokulinganisa lungenze lanakwa.

Uhlobo 2

Lokhu kuzokwenza kube nzima kuGDE ukuchaza uhlelo olungukhuqulela-ngoqo ngoba kuyacaca ukuthi inambolo incane kakhulu kanti lokhu kwanda ngamanani njalo ngonyaka akuvimbeki.

Uhlelo 3

Lokhu kunengozi yokwandisa igebe eselikhona phakathi kwezingane neminden, yazo zikwazi ukukhkhela uGrade R ozimele nalezo ezingakwazi.

Uhlelo 4

Imiphumela yemfundo yokuniokesela izinhlelo ze-ECD ibonakala ekulungeleni ukufunda esikoleni okungcono, ukusebenza kahle nokwehla, kwenani labashiya esikoleni.

Uhlelo 5

Lolu nguhlelo oluhle ngokwezimali nangokwepolitiki. Ukuqalisa kuka Grade R kancane kancane kuyozwakala kwamukeleke futhi ngokobulungisa njengoba kunobunzima bemali.

5.1 Ugrade R kufanele aqaliswe eminyakeni emihlanu (kuyoba khona okwenzekayo njalo ngonyaka kuze kuphele iminyaka emihlanu) kanti imali eyobe yongiwe ngokumisa kabusha izikole zezingane izosiza kakhulu uHulumeni ukwethula uhlobo olushintshiwe Iwe-ECD.

5.2 Zingaphansi nje kancane kuka-1million izingane ezingaphansi keminyaka engu-7 eGauteng. Amarekhodi e-EMIS abonisa ukuthi ngo-1999 cishe u-150 000 wabafundi bakaGrade 1 bemukelwa ezikoleni zomphakathi nezizimele eGauteng. Uma sisebenzisa lamanani nalawo ezingane ebezingabaliwe kwezemfundo singalinganisela ekutheni inani likaGrade R okufanele lihlinzekelwe e Gauteng lingu-155 000.

5.3 Njengoba besekushiwo ngenhla, kucetshisa ukuthi ukuqalisa kukaGrade 7 kuthathe iminyaka emihlanu, kuqale ngo-30% wezingane ngonyaka ka-2002, ngakhoke ezingu-46500. Irashiyo yamanje kuthisha nomfundi 1:40 iyo setshenziswa nangonyaka ozayo ukuqalisa lelibanga. Ngale reshiyo ka-1:40 kusho ukuthi kuyobhekela amakhosi angu-1162.

5.4 Lezi zinto ezilandelayo kufanele zibhekwe uma kuqalisa uGrade R eGauteng:

Izinga lemfundo jikelele kufanele libandakanye neminyaka yokuqalisa naleye engu-9 ukusuka kuGrade 1-9. Ukuqaliswa kwalolu hlelo kuyokwenzeka eminyakeni kubhekwe phambili lezo zindawo ezingenazidingongqangi ezanele.

Iminyaka yokuqala yesikole iyasekelwa nguhulumeni kodwa okuphoqelekile kwisigamu sokuqala, Izonhlobo ezahlukene zokwethula loluhlelo ziyo sekela, Uhulumeni akumele akhe amabhili amasha kulesi sigamu sokuqala ukuqalisa uGradeR.

Njengoba izindleko zabasebenzi ziphezulu, kubonakala kungcono isifunda singathathi sinquomo ngokuqasha istafu. Kodwa-ke ukaza ngezimali kubanakala kuyikho okungangcono. Iminyaka yokwamukela kufaneli ilandelwe yenziwe.

Izinsiza zonyaka wokuqala kumele zibandakanye izifundo ezifanale, istafu esiqeqeshwe ngokwanele kanti kubekhona nensiza zokufunda nokufundisa (amamethiyiyeli) Ukuhlolw nokuiphasiswa kwezindawo zomphakathi.

Okutholakale emazweni aphesheya kubonisa ukuthi onke amazwe asfufusa ayekuse lesi simo eminyajeni yo-1950 nasekuqaleni ka-1960. Basombulula le nkinga ngokuqala ngeminyaka eseduze naleyo esemthethweni yokuqala isikole base behla njalo neminyaka kanti baqala nangakho ukusiza ngezimali kulo mkhakha ngaphambi kokwazi ukuba sesimeni sokuthatha kokwazi umthwalo wokukhokhela izindleko.

6. Ikhwalithi nokulingana

Lokhu okungenhla kuzophonsela umnyango izinselelo ezintsha. Umnyango uzoqinisekisa ukulinganisa nokulungisa ngokuthi uqale ngokunikezela umphakathi obuwenzelelwe izinsiza ze-ECD. Lokhu kusho ukuthi izindlela abantu bethinteka ngazo ngodaba lokulinganisa kuyofanele kubhekwe sikhathi sinye nendlela abathinteka ngayo ngezinkinga zokwethulwa kwezfundo ezinekhwalithi nezimileyo. Kuzodingeka ukthi kuhlale kukhona ukuqashelwa nokuhlolwa kwezindawo.

Ukulingana kuzokwensiwa ngokulungisa. Izinsiza zizonikezelwa ukusizwa ngemali ngokwamanani, okuhloswe ekutheni kuthuthukise ukufunda namamethiriyali asetshenziswayo.

Ikhwalithi nokuzimela khona kuyokwensiwa ngokuthi kuthuthukiswe istafu. Labo abasebenza kulolu hlelo bayohlolwa banikwe imiphumela nezitifiketi ngokulandela iSAQA. I-Impilo Pilot Project seyiqeqeshe cishe abasebenzi abangu-1000 kumazinga ehlukene ngokwezitandati ze-NQF. Ukuqeqeshwa nokunikwa imiphumela kuzoqinisekisa ukwethulwa kwefundo enekhwalithi kulezi zinhlelo. Ukugcina kwekhwalithi ku-ECD kuyohlolwa nguGDE kanye neminye iminyango yaseGauteng.

7. ABAMELE I-ECD KWISIFUNDA

Iphepha elimhiophe (1995) loMnyango wezeMfundu kaZwelonke ucacisa ukuthi I-ECD ukusebenza ngokuhlanganyela. Ithenda iyokhishwa ngabamele isifunda (PA) ukuze kusebenze i-ECD, itholakale ezinganeni ezineminyaka engu-0-5 kwisifunda.

Umsebenzi wale-Provincial Agency kuyoba :

- Ukuxumanisa, ukuqaliswa, ukucwaninga, kanye nokukhulumela,
- Ukuphatha ukuqaliswa kwemithethomgomo yokuhlanganyela kweminyango nokufuna izimali.
- Ukuphatha kwavo wonke amahhovisi esifunda e-ECD akhokhelwa nguGDE, eminye iminyango kahulumeni, abasiza I-ECD ngezimali, kanye nohlelo lokusebenza Iwezingane zaseGauteng [Gauteng Programme of Action for Children (GPAC)].

I-PA iyobe isisbika ngokusebenza kohlelo ithumela abayimele kubobonke abafanele kuhulumeni isib: UMphathi woguquko ehhovisi likaNdunankulu iGauteng Intergovernmental Forum (GIGF), iGauteng Association of Local Authorities (GALA), iGauteng Programme of Action for Children (GPAC), nayo yonke iminyango efanele yesifunda.

Ubudlelwano obuhle phakathi kwe-PA neminyango yesifunda bubalulekile ukuze kuqiniseke ukuthi umthethomgomo we-ECD uyahambelana nokaZwelonke noweSifunda. Uma uhlaka lomthetho kaZwelonke noweSifunda selumisiwe kuyodingeka ukuthi kusungulwe umyango ozoshaya imithetho yokubhalisa, ukuqapha, nokusiza ngezimali izinsiza ze-ECD.

Leli hhovisi likahulumeni eliyobe limisiwe libalulekile kakhulu ekuqoqeleni ndawonye bonke abethula izinhlelo ze-ECD. Ikomiti elimele imikhakha eyahlukene neliyokhokhelwa iqembu labamele iminyango kahulumeni, ikakhulu uMnyango wezeMpilo, ezeNhialakahle, nezeMfundu, kufanele lisungulwe ukuze kuqaliswe umsebenzi we-PA.

Uhlobo lokusekela nokuzinikela olulindelwe kwiminyango eminingi kahulumeni yinalu:

1. UMnyango wezeMpilo-impilo, ukondliwa komzimba, izinhlelo zokugoma.
2. UMnyango wezeNhialakah-isondlo sezingane nezinhlelo ezizoletha imali.
3. UHulumeni wasekhaya-ukbhalisa, izinsiza zomphakathi, indawo ehlanzekile, ukuqoqwa kwendle namadhilidi.
4. UMnyango wezoLimo-izingadi zokudla, ukuqedwa kobubha kwalabo abadala abasesimeni esibucayi.
5. Umnyango wezoBuciko, Amasiko, Imidlalo nokuzilolonga-izinhlelo zobuciko namasiko, imidlalo nokuzilolonga.
6. Umnyango wezimisebenzi-ukuqequesha abaphathi, ukuthuthukisa amakomiti abazali, izinhlelo zokusungula imisebenzi.
7. Umnyango wezeMfundu-ukuqequesha, ukunikezela izitifiketi, ukusungulwa kwezfundo nokuqapha.

I-ECD kufanele yethule izinhlelo eziningi ezaahlukene ezihambelana nezidiso zezingane kumqembu eminyaka ehlukene, ngokwezindawo, nangokwesimo senhlalo-nomnotho. Izinhlelo ze-ECD zingaba sezikoleni, ezindaweni zomphakathi, emakhaya, ezbhedlela, nasezindaweni ezinye eziningi ezivumelekile.

Ngesikhathi sokualiswa amaqembu abazali nabaphathi azophatha lezi zindawo (lokhu akusho ukuthi lokhu kuyofana nama-SGB asezikoleni zomphakathi) amakonoti ezindawo kuyofanele asungule isizinda sokuxhumana ngamaqembu. Ithimu labaphathi kuleyo ndawo liyobheka ukuphathwa kwehhovisi, nokwenzekayo kuleso sizinda nsukuzonke. Leli thimu liyophendula ngokuqhubekayo kwiqembu lokuphatha leSifunda.

Izinhlelo zezinsiza zeSifunda emahhovisi zizoqinisekisa ukuthi izizinda ziyathola usizo ngezinlelo zokufunda nezifundo, ukuqapha nokuqequesha kwabafundisayo nezinye izinto ezifanele. Amaqembu e-ECD kufanele amelwe kuPhiko Iwasekhaya IweMfundu nokuQeqeshwa

[Local Education and Training Unit (LETU)] kanye nakuKhansela leSifunda lezeMfundu nokuQeqesha [District Education and Training (DETC)].

Imigomo ebekiwe kwidikhumenti yoMthethomgomu wesikhashana we-ECD ikhokhela konke okwenzekayo okugqugquzelela amalungelo ezingane. Okubululekile umuntu afanele akwazi yizimom ezenza kuphumele ukuqaliswa kwezinsiza ze-ECD. Idokhumenti ithi :

"Ukuze lwe-ECD lumphumelele kufanele lweyame ekubandakanyekeni kwabazali, umphakathi nalabo ababambe iqhaza kwizinhlelo zikahulumeni wentando yeningi."

8. UKWETHULWA KWEZINSIZA OKUTHUTHUKILE

Ngo-2000 uGDE waqinisekisa ukuqaliswa kwemithethomgomu ebalulekile ekuthuthukiseni ukwethulwa kwezinsiza. Nazi ezinye ezithinta i-ECD :

1. Umrhetho wokwamukela usuqalisive
2. Ukukhuphuka kwenani labafundi labathathiwe abaku-out-of-phase nabaku-out-of-age ukuze baphuthunyiswe ekufundeni kwabo (fast tracking...).
3. Ukukhuphuka kokusiza abazali ekufakeni izingane esikoleni.
4. Abasebenzi abanangi be-ECD bayaqeqeshwa futhi banikwa nezitifiketi zokwamukelwa.
5. Izingane eziningi seziyazithola izinsiza ze-ECD.
6. Imanuwali yokuhlolola abafundi baka GradeR isisunguliwe.
7. UKusungulwa kokusebenzisana nemimye iminyango kahulumeni nababambe iqhaza ukuze kuhlangtshezwe izidingo zezingane ezincane (isib: ikomiti lemikhakha eyahlukene).

9. ISIPHETHO

Ngalokhu osekubekiwe iGauteng inikwe ithuba lokuletha uguquko oludingekayo noluzohlala oluyokwenza zonke izingane zesifunda zizuze kolu.

Okwamanje amaproject e-ECD abekhokhela ukucabanga kwethu yilawo amancane abengawesikhashana, inselelo esibhekene nayo ukuwawandisa. Ngalokho esiyokonga lapho sivulela ukusetshenziswa kwezidingongqangi ezitholwa ngabambalwa, siyokwazi ukuvula izindlela zezimo ezinzima ukubhekana nazo zalezo zingane neminden ehlala ngaphansi kobubha.

Ushintsho alukaze laba lula, kulabo abalulethayo nakulabo olubathintayo. Yize kunjalo iNingizimu Afrika iphakathi kokukhulu ukuguquka okwenza siqiniseke ukuthi noma kungabuhlungu kangakanani ukushintsha, uGDE uzokwenza enzela izingane zaseGauteng okwahlukile.

Inselelo ibhekiswe kubo bonke ababambe iqhaza kulolu hlelo lwe-ECD ukuba bayithathe bayetshise ngokushesha baphinde bazibandakanye ohlelweni lokuchumana ukuze ukwethulwa kohlelo lwenzeke futhi luzwakale emindenini ikakhulu leyo minden nezingane ezidunga usizo kakhulu.

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kodwa akusho kuphela izinhlelo eziqhube ka ezikoleni, kubalwa nalezo ezisezindaweni zomphakathi nasemakhaya (nezinhlelo ze-ECD ezizimele). Ukusetshenzisa kwsigejana samagama athi² okungenani abanemimnyaka engu-9 kubala nalabo bafundi asebebadala kodwa abasekuwo lo mkhakha wohlelo lokukhula.

Umkhakha we-ECD ubhekane nefu lezingane ezimnyama iningi lazo elinganakho ukuthola nayinoma yiluphi uhlobo lwemfundo ngaphambi kwalolo lokuqala isikole. Lokhu kungalingani kokunikezelwa kwemfundo yezingane (ECD) kwakwenzelwe lezo zingane ezazisethubeni elingcono, ngoba zona ziqa la isikole zineminyaka emithathu. Isinkinyankinya samathuba angemahle okunikezelwa kwe-ECD sabesesisalela Abafundi Abamnyama. Lokhu kucaca ngokusobala lapho kubhekwa isikhathi sokuqala isikole ngoba amazinga amakhono ehlukile kwizinhlanga zonke. Yilesi sizathu-ke esenza kubekhona inani elikhulu labashiya isikole nalelo elingelihle labaphumelelayo ezikoleni eziningi ezinomlando wokubandluluwa.

Ngaphambi kuka-1994, cishe bezingu-10% izingane zaseNingizimu Afrika kusukela kwezelwe ukuya kwezinemyaka eyisithupha, ebezikwazi ukufinyelela kwizikhungo zemfundo ye-ECD zomphakathi noma ezizimele. Emyakeni eminingi eyadlule abebefaka isandla kulmfundo ye-ECD ngokuqala izinhlelo eziningi ezintsha bekuyizinhlangano ezizimele kanye nabesimame basemalokishini abangasebenzi.

Kungalesi sizathu-ke uHulumeni (The White Paper on Education and Training (1995)) abona kukhona isidingo esikhulu ngo-1995 sokuba angenelele kulezi zinhlelo ukuze ahlangabezane nezidingo zemindenii nomphakathi ohlinzekela leli qembu lezingane elikuleminyaka.

Izinto ezibalalulekile:

- Uhlobo lohlelo esingalusebenza, njengoba kunesidingo sokwanda kanye nesokufinyelela ku zo zonke izingane.
- Yindawo ekubekwe kuyo abaphethe, ukuhlela, ukuqalisa, kanye nokuqapha okuyikho kwezinhlelo ezimisiwe (structures) njengoba kunesidingo sokunikeza umphakathi nemindenii ulwazi ngalo msebenzi.
- Uhlobo iwezinhlelo ezimisiwe (structures) ezizogqugquzela ukwenziwa kwemisebenzi, ukunqamula uhidehide lwemigudu yokuphatha kaHulumeni, kanye nokubandakanya imikhakha ezimeleyo.

² Interim Policy for Early Childhood Development, Glossary,p.1

Pholisi yeo e akanywago ya Tlhabollo ya bana ba ba nyenyane (ECD)

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NOTICE 3488 OF 2001

Kgoro ya Thuto ka Gauteng e tšere matsapa a go neela e mongwe le e mongwe wa bakgathatema tlhabollong ya bana ba ba nyenyane sebaka sa go dira ditshwaotshwao godimo ga pholisi yeo e akanywago, ebile go šetše go amogetšwe ditshwaotshwao tseo di ngwetšwego gore di sekasekwe ke Leloko la Khuduthamaga.

Leloko la Khuduthamaga le sa hlohlleletša batho bao ba nago le kgahlego le bao ba amegago tabeng ye, gore ba fiwe sebaka sa go hlagiša ditshwaotshwao tša bona.

Makgotla a taolo ya dikolo, setšhaba le batho bao ba nago le kgahlego le bao ba amegago tabeng ye, bao ba sa dirago ditshwaotshwao ba sa laletšwa go hlagiša ditshwaotshwao tša bona. Tšona di romelwe go:

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Ditshwaotshwao di swanetše go fihla Kgorong ya Thuto ya Gauteng pele goba ka la 22 Juni 2001.

1. MATSENO

Mošomo o mongwe wa mmušo o bohlokwa ke go bopa Afrika-Borwa ya temokrasi ye e tiilego. Se se e ra gore go kopanywe dihlongwa ka moka tšeо kgale di bego di arogantšwe gore di tle di direle setšhaba ka moka sa Afrika-Borwa ka go lekalekana.

Tshwanelo ya dikgoro ka moka tša mmušo mabapi le Tlhabollo ya bana ba ba nyenyanе (ECD) e tšwa Ditokelong tša Bana tša Molaоtheo le Dikopanong tša Ditšhabatšhaba tšeо di saenetšwego ke Afrika-Borwa.

Go ya ka Karolo 29 ya Molaоtheo¹, e mongwe le e mongwe o na le tokelo ya thuto ya motheo. Molao wa Ditokelo Kgaolomg ya 2 ya Molaоtheo o hlalosa ka ga ditokelo tša bana, ditokelo tša go hwetša thuto, polelo le setšo. Ditokelo tša bana tšeо di hlalositšwego Karolwaneng ya 28, ga di a swanela go nyatšwa goba go hlokologwa. Melawana yeo e hlahlago ECD gore e dumelwelwe go šomišwa e ithekgle ka Molaоtheo. Bohlokwa bja thuto Ka Afrika-Borwa bja go tšwetšapele sepolotiki, leago le ekonomi, ke maswao ao mmušo a ka elwago ka ona ge go phethagatšwa ditirelo tša mmušo.

Go neelana, go hlatloša le taolo ya ECD di lebane le mathata a magolo ka Afrika-Borwa. Tlhaku yeo e bego e sa nyakege ka ge e be e sa phethega, e le makgaokgao go ya ka tsela yela ya kgale yeo e bego e kgetholla ka semolao, e tlišitše mošomo wa mathata a magolo wo o nyakago maano a maswa a go tliša tlhabollo ye ka lekaleng le. Ga bjale ga go na kwano ka ECD. Dikgoro tše mmalwa tša porofense le mmušo wa selegae, di thekga ECD ka tsela yeo e sa hlopologago ebile se, se hlotše dikgala le go phetha mošomo wa go swana le le ba bantši. Ka moka ga tšona di na le tema e bohlokwa yeo di e kgathago tšwetšongpele ya tshepetšo ya go thekgwa ka bokgoni. Mošomo o mongwe wa tšona ke go tšweletša ditsela tšeо di ka se keng tša tura kudu gore di tle di šomišane mmogo gore go fihlelwe setšweletšwa se segolo sa tshepetšo ye ka go šomiša methopo e menyenanenyenyanе fela.

2. HISTORI LE MAEMO A BJALE

Kgoro e mpšha ya Thuto ya Setšhaba, e kgethile tlhaloso e sephara ya ECD, yeo e tlogo feta tlhaloso ya kgale ya mareo a a sesefetšego ka tlhaloso ya dikolo tša mphatwana wa mathomo, mafelo a thuto ya bana ba ba nyenyanе le dikheretšhe.

¹ Constitution of the Republic of South-Africa, 1996

Pholisi ya motšwa-o-swere ya Tlhabollo ya bana ba ba nyenyane (1996) e hlalosa ECD bjalo ka "Lereo la kakaretšo, leo le amago tshepetšo yeo bana go tloga tswalong go fihla mengwageng e 9 ba golago ka pela ka mahlagahlaga mebeleng, tlhaologanyong, moyeng, pelong, mekgweng le leagong."² Mananeo a ECD a lebišitšwe go sehlopha sa mengwaga ye, ebile se ga se direge fela ka sekolong, eupša le ka mafelong ao a lego ka setšhabeng le ka malapeng (ditirelo tša poraebe tša ECD).

Go tsentšhwā ga sekafoko se "mengwaga ye e ka bago e senyane" e akaretša baithuti bao e lego ba bagolwane bao ba lego ka mphatwaneng wo wa tlhabollo. Lekala la ECD le lebane le bohwa bja bana ba Bathobaso bao bontši bja bona ba sa fihlelelagō tsela efe goba efe ya thuto pele ba ka ya sekolong ka semolao. Kgethollo ya kgale e be e dirilwe gore e tšwele Baithuti ba Makgowa mohola, ka ge ba be ba tsenela mphatwana wa mathomo ka sekolong ba na le mengwaga e meraro fela. Ka baka la tsela yeo e bego e latelwa, baithuti ba Bathobaso ga se ba hwetša sebaka seo ka ge ba be ba kgethollwa go tloga ba sa le ba ba nyenyane bakeng la melawana yeo e bego e laola ECD. Se se bonala ge go tsenwa mphatwaneng wa mathomo dithutong tša semolao. Maemo a baithuti a bokgoni a a fapano go ya ka semorafe. Ke lona lebaka leo go ya ka histori dikolong tša Bathobaso, re nago le bana ba bantši bao ba tlogelago sekolo sebakeng le ba mmalwa bao ba tšwelelagō dithutong tša bona.

Pele ga 1994, bana ba e ka bago 10% ka Afrika-Borwa, go tloga tswalong go fihla mengwageng ye 6, ba be ba kgona go tsenela ECD dihlóngweng tša setšhaba goba tša poraebe. Ba ba bego ba kgathatema kudu ka ECD mengwageng e mentši e be e le dikemedi tše o bego e se tša mmušo, dihlopha tša dikereke le makgotla a mangwe a selegae, ao a bego a šoma mmogo le basadi ba makeišene bao ba bego ba hloka mešomo. Bona ba ile ba thoma go tsošološa mananeo a ECD ka mafelong a setšhaba.

Ke ka baka leo Pego ya Mmušo ka Thuto le Tlhahlo (1995), (The White Paper on Education and Training (1995) e ilego ya lemoga bohlokwa bja go hlahlamolla mananeo a, gore ba kgone go fihlelela dinyakwa tša malapa le ka setšhabeng, tše o di ka hlokomelago sehlopha sa baithuti ba mengwaga ye.

Dintlha tše bohlokwa ke:

- Mohuta wa malebela ao re ka a šomišago re bone bohlokwa bja gore dinyakwa di katologe gomme di aparele bana ka moka.

² Interim Policy for Early Childhood Development, Glossarium, p.

Sebopego sa taolo, tshomišano, tiragatšo, tlhokomedišo ya boleng gore re ka e thoma bjang ka go bona tlhokego ya go maatlafatša setšhaba le malapa mošomong wo.

- Mohuta wa sebopego seo se tlogo diragatša gore ditirelo di be gona, go phaelwe ka thoko ditsela tša taolo ya Mmušo tša go dikologa gomme go tsentšhwe lekala leo e sego la mmušo.

3. BOTŠO LE MAIKEMIŠETŠO

Ka kakaretso go amogetšwe gore bana ba ba hwetšago tlhokomelo e kgolo yeo e nago le boleng, ba gola gabotse ebile ba tšwelapele, mola bana bao ba sa hwetšego tlhokomelo ya maleba ebile e hloka le boleng, maemo a bona a ba bea kotsing. Kgale boleng bjo bo be bo hhaloswa ebile bo elwa go ya ka maemo a ditšhaba tše di humilego.

Ga bjale go na le kamogelo ya go nyaka go ba le molao ka lapeng. Setšhaba se swanetše go tliša dikgetho tše mmalwa tše di tla dumelago batswadi go kgetha ditsela tša tlhokomelo ya bana tše di ka swanelago bana go ya ka mengwaga ya bona, mekgwa ya bona, maemo a bona a ekonomi, leago, tumelo le boitshwaro bjo ba bo katanelago.

Pholisi e mpšha e swanetše go nepa sebopego goba mokgwa wa tlhokomelo, boleng bja tlhokomelo le tsela yeo mabaka a mabedi a, a ka amago bana ba mekgwa ya go fapano ka ge ba etšwa malapeng a go se swane ba na le setšo sa go fapano, le fao ba tšwago go sa swane ka ge se se tla ama thuto le dinyakwa tša ngwana e mongwe le e mongwe. Kgauswanyane, tlhokomelo e kgolo, e lebišitšwe maanong ao a ka šomišwago go thekga malapa bjalo ka ge e le ona a hlokometšego bana ba ba nyenyane go e na le gore bana ba hwetše tlhokomelo ya maemo a fase yeo e hlokago thekgo ya batswadi.

Nepo ya ECD ka Gauteng e theilwe godimo ga Article 5 ya 1990 ya Pego ya Jomtien ya Lefase ya Thuto ya Bohle (Article 5 of The Jomtien World Declaration Of Education For All, (1990) yeo e bolelago gore: "Thuto e thoma Tswalong." Setsopolwana se se latelago se hhalosa ponelopele ye:

"Tlhokomelo ya bana ba ba nyenyane le thuto ke karolo e bohlokwa ya thuto ya motheo yeo e emelago mathomomayo a bohlokwa a go fihlelela maikemišetso a Thuto ya Bohle. Dikhonferentshe tša lefase tša kgauswanyane di hlatsela go gola ga kgahlegelo ya bohlokwa bjo bogolo bja mengwaga ya bana ge e sa le e menyenyane,

le bohlokwa bja go thekga malapa le setšaba mošomong wa bona bjalo ka barutiši bao ba nago le khuetšo e kgolo. Bokgoni bja go ithuta le mokgwa wa go kwešiša maemo a bana, di bonala ka nako yeo ngwana a yago go thoma sekolo ngwageng woo. Ka baka le maitekelo ao a ka itšweletšago pele go ya ka Thuto ya Bohle a swanetšse go hloma maikemišetšo le mananeo a thuto ya bana ba ba nyenyane a be a leke le go hlatloša bokgoni bja bophelo bja malapa.

Go bohlokwa go kaonafatša maphelo le phepo ya bana, eupša mo e leng gore lesomenne go tšwa go lesomehlano la bana ka lefaseng ba kgora go phela go fihlela ngwaga o tee, mmušo le setšaba ba thomile go hlokemediša tlhabollo ya bana ya menagano le tsebo ya bona. Mananeo ao a beakantšwego ka šetši e kgolo a tlhabollo ya bana ba ba nyenyane, a thuša go hlokomedisša dinyakwa tša go fapafapano tša bana ba ba nyenyane nakong e bohlokwa ya maphelo a bona ge e sa le digitlane, a hlatloša go itukišetša go ya sekolong ebile a na le khuetšo yeo e ka se felego ya go tšwelela dithutong le išago. Godimo ga fao dinaga tše di tšwelelago ka go rapa mmušo wa selegae, bommasepala, ditšhaba le makgotla ao a thušago a sa lefelelwé go hlokomela le go ruta bana ba ba nyenyane di kgonne go phatlalatša le go dira maano a maswa tshepetšong ya thuto ya tšona, ka thokong e nngwe gape, di kgathile tema e bohlokwa tshedimošong ya setšaba le thutong ya malapa.”

Ka baka leo ECD ke lekala la pholisi le mananeo ao a akaretšago tšwetšopele ya tlhabollo ka botlalo

- ka go thekga tlhabollo ya bana ka moka go sa kgethollwe
- ka tšhomiso ya mananeo a go fapafapano, ka go thuša le ka maitemogelo (a a tšwelelago, a a thibelago, a a fodišsago, le a a tsošološago)
- ye e lebišitšwego ngwaneng, malapeng le bahlokomeding ba bangwe gammogo le setšaba.

Tlhaloso ye e lemogile gore go nyakega pholisi e mpšha ya go akakaretša thuto ya bana ba ba nyenyane. Go nyakega tšomišano mmogo:

- magareng ga metheo e meraro ya mmušo (Mmušo wa Setšaba, mmušo wa Porofense le mmušo wa Selegae)
- magareng a dikgoro tša go fapano tša porofense le
- magareng ga mmušo le bakgathatema bao e sego ba mmušo.

Tshepetšo ya bjale e makgaokgao ebile ga se ye e amogelegilego. Re nyaka maano ao a fapanego go kgona go thuša malapa go hlokomela dinyakwa tša motheo tša bana ba ba nyenyane . Malebela a thuto ao a tumilego a tura kudu ka gona ga gio kgonege gore go kgonthišišwe gore bana kamoka ba tla e fihlelela le gona ga e sepelelane le dinyakwa le maemo a bana ba ka Gauteng.

4. PHETOŠO YA TŠA KGALE

4.1 Bohwa bja ECD

Seswantšo se se laetša maemo a bjale (dikolo tša setšaba tša mphatwana wa mathomo) le a kgale (ditirelo tša Impilo le tša ECD) tše GDE e di thekgileng ka tšhelete ka lekaleng la ECD.

Lenaneo	Nomoro ya baithuti	Basomedi	Bodulo	Ditshenyegelo
Dikolo tša setšaba tša mphatwana wa mathomo 95 ya dikolo tša setšaba tša mphatwana wa mathomo di ammogela bana ba mengwaga e 3 go ya go 6	± 1200 ka ngwaga	Kabo ya barutiši-morutiši 1:25 Barutiši ba C/S ba mangwalo a godimo ka thuto bao mmušo o ba lefago meputso ga mmogo le bathuši ba bona	Mafelo ao a nago le methopo ya maemo a godimo yeo e bego e agilwe ke mmušo	1996/7 R45 576 000 1997/8 R48 801 000 1998/9 R48 475 000 1999/2000 R41238 000
Impilo Pilot Project (yeo e bego e akareditše diporojeke tše pedi tše di nyenyane tše di bitšwago Joubert Park Inner City le Kathorus Project). Ditirelo tša poraebe goba tša setšaba tše di amogelago bana ba mengwaga e 3 go ya go 6.	± 40 000 ka ngwaga	± 1000 ya barutiši bao ba se nago mangwalo le bao ba hweditšego tlhahlo ya ECD e le ba NGO Tlhahlo ba e hweditše ka porojeke ya Impilo	Ditirelo tša maemo a fase ao a se nang methopo e mebotse kua mekhukhung, diphaphošeng tša ka morago ga dintlo le ka dikaratšeng ka makeišeneng	Dipeu tša go lefelelwa R2 mill go tšwa NoE le ya go tšwa mmušong ya go lekana le yeo go tšwa GDE -ngwageng wa mathomo, ba thušwa ke R7 mill go tšwa GDE mengwaga e mebedi ya ya go latel (1998-2000)
Ditirelo tša ECD tša poraebe tše di thekgilwego ke mmušo ka tšhelete: 181 ya ditirelo tsa ECD di amogela bana ba mengwgaga e 3 go ya go 6.	± 17 000 ka ngwaga	Barutiši ba ba a nago le mangwalo le bao ba hlahlilwego fela ba ECD - mmušo ga o ba lefe meputso	Mafelo ao methopo ya yona e lego botse, yeo e hlabollotšwego	Ditirelo tše tša ECD di thekgilwe ka go lefelela hlogo e tee go feta R1 mill ka ngwaga go tšwa GDE go fihlela mafelelong a 1997

Ga bjale go na le mananeo le mekgwa e mentši ya go fapano ka Gauteng le Diporofenseng tše dingwe, ao bontšsi bja ona a theilwego godimo ga malebela a Amerika le Yuropa. Lenaneo le lengwe le le lengwe le na le maatla le mafokodi eupša bontši bja ona ga se a lokele setšhaba se sengwe le se sengwe le naga goba lefelo. Ke ka baka leo go beng go nyakega gore malebela a mangwe ao a re loketšeng a nyakišišwe gore a ka se kgone gore a be le sebopego le tlhago ya Afrika-Borwa.

Go thekga Molaotheo ka polelo le dingangišano, di hlahlošitše tlhokomelo ya ditokelo tša bana le ditokelo tša botho, ebile di hlohleleditše sthaba go kgonthisisa gore ditokelo tsa bona ga di hlokologwe. Ke ka baka leo batho ba nang le phisego ya go hlokomela le go ruta bana ba.

Go tšwa Kgorong ya Thuto ya kgale ya Teransefala, Gauteng e amogetše lekala la mphatwana wa mathomo leo le nago le dikolo tše 95 tša setšhaba, le barutiši le bathuši b bona ba go lefšwa meputso ke GDE. Go tloga ka 1997 GDE e šomišitše tšelete ye e k bago R47 ya dimilione ka ngwaga godimo ga dikolo tše tša setšhaba tša mphatwana wa mathomo, tše di amogelago bana ba e ka bago 12 000 bao ba leng ka tlase ga I milion ya bana bao ba leng ka tlase ga mengwaga e 7 ka Gauteng. Bontši bja dikolo tše di hwetšagala fela mafelong ao a hlabolotšwego ka porofenseng ebile bontši bja baithuti b mphatwana wo ga ba kgone go di fihlelala.

Ga se dikolo tše ka moka tše di šomišago meago ya GDE. Tše lesome ke Dikolo tša Maokelo (Dipetlele) tše di leng tša Kgoro ya Maphele, mola tše dingwe di šomisa meago ya Kgoro ya Dikgolego (Ditoronko), Kgoro ya tša Matlotlo, Kgoro ya tša Pabalelo, yeo kgale e bego e le Transvaal Provincial Administration le meago yeo beng e le poraebe.

Malebela a sekolo sa setšhaba sa mphatwana wa mathomo ke malebela ao a turago kudu le gona bana ka moka ga ba kgone go a fihlelala. Ka baka leo GDE ga bjale e na le kgopolole ya gore go thekga malebela a mohuta wo ka ditšhelete go swanetše go lebeledišišwe gomme go kgethwe malebela ao a tlogo fokotša ditshenyegelo, ao a tlogo šomišana le mmušo ge go e tla go ECD gomme thekgo ya mmušo ya ditšhelete e neelwe bana bao ba hlokago kudu.

Ditirelo tša poraebe tša ECD tše di hlamegilego gabotse kgale GDE e di fa tšelete ka go bala dihlogo, eupša ka baka la phetogo ya lekala le, ditšhelete tša yona di ile tša emišwa mafelelong a 1997. Bontši bja ditirelo tša ECD tša setšhaba le tša mekhukhung tše di hwetšwago magareng ga ditšhaba tše di hlokago kudu , a senke di hwetše ditšhelete tše bjalo le ga tee.

Mabapi le se, go na le ditsela tše di ka kgethwago.

4.2 PHETOGO YA DITSELA TŠEO DI KA KGETHWAGO TŠA DIKOLO TŠA SETŠHABA TŠA MPHATWANA WA MATHOMO

Tšišinyo ye bjalo ka ge e amogetšwe, e ra gore go fedišwe lekala la dikolo tša go tura tša mphatwana wa mathomo dikolong tša setšhaba, bjalo ka peelano gore lekala le ka moka le atlege phetogong ya lona. Phetošo ye ya ECD e gapeletša phedišo yeo e kago laolwa ka molao wo o lebanego. Tšelete e ntši e tla lokollwa go šomela setšhaba se sentši sa baithuti ba ba hlokago, seo ga bjale se phaetšwego ntle se sa hwetše ditirelo tša ECD. Go fedišwa ga lekala le ga go re ECD e tla timelela ka dikolong ka moka tše di amegago. Lekala le le tla nyaka gore le tsošološwe ka boswa.

GDE le MEC ba tla boledišana le bakgathatema ka moka bao ba amegago mabapi le phetošo ya dikolo tša setšhaba tša mphatwana wa mathomo.

Go šišintšwe ditsela tše di latelago:

4.2.1 Phetogo ya go ba sekolo sa setšhaba sa mphato wa fase

Molaodi wa Selete o swanetše go nyakišiša gore na go a nyakega gore moago o šomišetšwe thuto ya kgapeletšo. Kgopelo ya phetogo ye le go šoma bjalo ka sekolo sa setšhaba sa mphato wa fase e swanetše go dirwa ka go latela tshepedišo yeo e nyakegago.

4.2.2 Go kopanywa le sekolo sa setšhaba sa mphato wa fase

Kopano ye e mabapi le thuto ya kgapeletšo ya setšhaba goba go diegiša tšwelopele ya baithuti ba mengwaga ye e fošagetšego goba ba le ka mphatong wo o fošagetsego pele ba ka amogelwa dithutong tše di ba swanetšego. Kgopelo ya go kopanywa le sekolo sa setšhaba sa mphato wa fase e tla dirwa ka tshepedišo yeo e nyakegago.

4.2.3 Go ba sa poraebete

Ge moago o sa nyakege ka pela, Molaodi wa Selete a ka bolela gore moago woo o ka dula o sa šomišwe sebakana se se itšego , le gona Selete se ka o šomiša mengwaga e 5. Se se tla ba neela sebaka sa go ka gopodišia ka se ge pholisi e mpšha e thomile go šoma. Ge SGB ya bjale e nyaka go tšwelapele ka go šomiša moago wo ka go neelana ka ditirelo tša poraebete tša ECD, ba tla fiwa sebaka pele go re ba rente moago woo, gore go se be le kgogakgogano yeo e ka bego e hlotšwe ke tshepetšo ya phetogo ye. Basekaseki ba ba ikemetšego (Independent evaluators) ba tla rentiša meago ye go ya ka diporeisi tše di sepelelanago le mmaraka wa ditšelete.

4.2.4 Go se tswalela

Ge lekgotla la sekolo le kgopela ka tsela ye, sekolo sa setšhaba sa mphatwana wa mathomo, se tla tswalelw a kantle ga go se fetola. Moago wo o tla fiwa Molaodi wa Selete gore a se šomišetše mabaka a mangwe a thuto ao a nyakwago ke Selete.

4.3 Mathata a bašomedi

Gore go lokollwe ditshelete gore di tle di hole ECD ka moka ka Porofenseng, go šišintšwe gore GDE e fokotše lekala le. Barutiši ba lekala le, ba tla hlohleletšwa gore ba nyake mešomo dikolong tše dingwe tša mphato wa mathomo goba diposo tše dingwe tše ba nago le mangwalo a tšona gore ba se lahlegelwe ke maemo a bona a bjale le dipoelo ka kgorong ya Thuto.

5. PHIHLELELO LE KATOLOŠO YA ECD

Go ya ka tlhakišo ya ECD ya setšhaba ya 2000, go na le ditirelo tše 4000 tša ECD ka Gauteng. Nomoro ye e akaretša dikolo tša setšhaba tša mphato wa fase ebile e golela godimo ngwaga ka ngwaga. Godimo ga ditirelo tše 4000, National Pilot Project ya Impilo ka Gauteng e fihlile mafelong a 1000, ka gona e fihleletšwe ke bana ba 40, 000 ba mphato wa mathomo ka Gauteng. Tekanyetšo ya projeke ye, e be e le R7,5 ya dimilione, fela thekgo e be e le e nyenyan.

Malebela a maswa a swanetše go hlokombela **BANA KA MOKA KA GAUTENG** go gatelelw e ngwaga wa mathomo wa baithuti (Reception year of learners) goba (Grade R learners). Ga bjale ka Afrika-Borwa re na le ditsela tše mmalwa tša go ikgethela:

1. Tlogelang go le ka tsela e bjalo
2. Tšeang dikolo goba mafelo a itšego gomme le šomiše malebela a go swana le a bjale ka dikolong tša setšhaba tša mphatwana wa mathomo/fase.
3. Letelang naga e be le tšelete ye e lekanego ya go ka gapeletša thuto ya grade R.
4. Hlokombologang ba mengwaga ya 0 – 6 le šomiše maatla a lena ka moka le matlotlo go ba mphato wa 1 – 12.
5. Thomang Grade R ka mengwaga ya go latelelana ka maikemišetšo a gore go aparelwe baithuti ka moka ka Porofenseng ka 2005/6.

Kgopolole 1

A ke maemo ao a sa nyakegego ka ge ditaba tša phihlelelo, go phošolla le tekatekano di ka phaelwa ka thoko tša hlokombologwa.

Kgopolو 2

Se se tla dira gore GDE e be le mathata a go ka hhalosa leano le ka ge go le molaleng gore nomoro e tla be e le fase kudu le gona hlatlogo ya dinomoro ngwaga ka ngwaga e ka se fetoše sephetho se se tšerwego.

Kgopolو 3

Se se tla tliša kotsi ya go godiša sekgoば se se lego gona magareng ga bana bao malapa a bona a ka kgonang go lefelela ditirelo tša Grade R le bao ba ka se kgoneng.

Kgopolو 4

Mohola wa thuto ya go tliswa ke ECD e hlatselwa ke go lokisetra ngwan go tsena sekolo, go soma gabotse sekolong le nomoro e fase ya bao ba tlogelago sekolo pele ga nako.

Kgopolو 5

Ye ke kgopolو e botse kudu ge go lebelelwa mabaka a matlotlo le a se polotiki. Ge go thongwa Grade R ka go nnyane- ka- go nnyane, go tla kwešišega ebole go tla amogelega go ya ka tekatekano ge re lebelela mapheko a matlotlo.

5.1 Grade R (mphatwana wa mathomo) o swanetše go thongwa ka mengwaga e mehlano le gona dipeeletšo tša tsošološo ya dikolo tša mphatwana wa mathomo di tla thuša mmušo go tliša malebela ao a fetogilego a ECD.

5.2 Go na le bana ba ka tlase ga 1 millione bao ba leng ka tlase ga mengwaga e šupa ka Gauteng. Dingwalwa tša dipalopalo tša EMIS di laetša gore ka 1999 go be go na le 150 000 ya baithuti ya mphatwana wa mathomo (Grade R) wa bao ba bego ba amogetšwe ka dikolong tša setšhaba le tše di ikemetšego ka Gauteng. Ge go šomišwa nomoro ye go dumelwelwa le nomoro e nngwe ya bana bao ba tlogetšego sekolo pele ga nako, go akanywa nomoro ya baithuti ba mphato wa mathomo (Grade R) bao ba nyakago thuto ye ka Gauteng ke 155 000.

5.3 Go ya ka mo go laeditšwego ka godimo, go adibeditšwe gore go thongwa ga Grade R go direge ka mengwaga e mehlano, go thongwe ka 30% ya bana ka ngwaga wa 2002, e lego ngwaga wa pele wa go "e thoma" e tla thoma ka bana ba 46 500. Kabo ya barutisi le bana ya bjale ke 1:40 ka dikolong tša mphato wa fase ka ge go akantšwe go thoma ka kabu ye go bonala go kwešišega gore baithuti ka phapošeng e ka ba 1:40. Ka kabu ya morutisi/morutwana ya 1:40, 1162 ya diphaphoše di tla swanela go lokišetšwa lebaka leo.

5.4 Ditabana tše di latelago di swanetše go hlokamelwa tiragatšong ya mphatwana wa mathomo (Grade R) ka Gauteng:

- Maemo a thuto ka kakaretšo ka tshepetšo ya sekolo a swanetše go akaretša ngwaga wa go thoma le mengwaga e senyane ya sekolo go tloga ka Mphato wa 1-9. Tiragatšo ya ngwaga wa mathomo e tla direga mengwaga ye itšego go hlokomelwa mafelo ao a nang le methopo yeo e sa tsebalegego.
- Ngwaga wa mathomo o thekgwa ke mmušo eupša ga se kgapeletšo kgatong ya pele.
- Mekgwa e fapanego ya thuto ya mphato ya mathomo e tla thekgwa.
- Ga go meago yeo e tlogo hlongwa ke GDE gore go diragatšwe mphato wa mathomo (Grade R)
- Ka ge ditshenyegelo tša bašomedi di le godimo ga go eletšwe gore pofense e tšee sephetho ka taba tša bašomedi. Thekgo ya ditšhelete e tla ba yona leano godimo ga taba ye.
- Mengwaga ya bana ya go amogelwa e swanetše go gapeletšwa.
- Ditirelo tša thekgo tša Ngwaga wa mathomo wa kamogelo di swanetše go akaretša lenaneothuto leo le swanetšego, bašomedi ba ba swanetšego ba go hlahlwa le ditlabakelo tša go ruta tše di swanetšego.
- Mangwalo a tumelelo ya dirapa (ditsha) tša setšhaba.

Maitemogelo a ditšhabatšhaba a bontšhitše gore palo ya mafase ao a hlaboligilego a be a le maemong a go swana le a, mengwageng ya bo masomehlano le mathomong a bo masometshela. Ba ile ba kwana ka gore ba thome ka ngwaga wa pele wa kgapeletšo wa go tsena sekolo mme ba šoma go boela tlase ka mengwaga gape ba thoma ka thekgo ya ditšhelete ka lekaleng le pele ba ka tšea maikarabelo ka moka a matlotlo.

6. BOLENG LE TEKATEKANO

Tše ka ka godimo di molaleng gore di tla tlišetša mmušo ditlhohlo tše diswa. Mmušo o tla kgonthiša gore go be le phošollo le tekatekano ka go dira gore go tloga mathomong go hlokomelwe ditšhaba tše di bego di kgaphetšwe ka thoko le ditirelo tša ECD. Se se ra gore go phethagatša tekatekano go swanetše go direge ka nako e tee le phethagatšo ya boleng bja go tliša ditirelo le gore di kgone go di tšwetšapele. Go tla ba le tshekatsheko le tlhokomelo ya dirapa/ditsha ya nako tšohle ka mehla.

Tekatekano e tla phošollwa ka go fetola seemo. Ditirelo di tla fiwa thekgo ya ditšhelete go ya ka hlogo ya motho, se se tla be se lebišitše go kaonafatša ditiro tša go ithuta le metswedi ya didirišwa tša thuto.

Boleng le tšwetšopele di tla lebelelwa gape ge go hlahlwa bašomedi. Bao ba thapilwego e le bahlahli ka ditirelong tše ba tla fiwa mangwalo a go laetša bokgoni ke SAQA. Porjeke ya Impilo e šetše e hlahlile batho ba ba 1000 magatong a go fapano go ya ka maemo a NQF.

Tlhahlo le go neelwa mangwalo go tla kgothišwa gore ditirelo ka thutong ye le tšona di be le boleng. Go elwa ga boleng bja ECD go tla dirwa ke GDE gammogo le dikgoro tše dingwe tša ka Gauteng.

7. KEMEDI YA ECD YA POROFENSE (PROVINCIAL AGENCY)

Pego ya thuto ya Setšhaba (the National education white Paper) 1995, e hlalositše gore ECD e nyaka tšhomisano mmogo ya bakgathatema le dikgoro le mebušo ka moka. Go tla ngwalwa tentere ya Kemedi ya Porofense (PA) gore e thoma ECD ya bana ba mengwaga e 0 – 5 ka porofenseng.

Mošomo wa Kemedi ya Porofense e tla ba go:

- golaganya tiragatšo, dinyakišo le go begela setšhaba.
- laola tiragatšo ya dipholisi tša ECD tša dikgoro ka moka
- go kgoboketša matlotlo
- laola ditiragalo tša porofense ka moka tša ECD tše di thekgilwego ke GDE ka tšelete, dikgoro tše dingwe tša mmušo, bathekgi ba ECD ka ditšelete le Gauteng Programme Action for Children (GPAC).

Kemedi ya Porofense (PA) e tlo begela magoro ka moka a mmušo ka go šomiša sehlopha seo se mo thušang, mohlala Balaodi ba Phetošo go tšwa Kantorong ya Tonakgolo (Transformation Directorate in the Premier's Office, Gauteng InterGovernmental Forum (GIGF), Gauteng Association of Local Authorities (GALA) le kgoro e nngwe le e nngwe ka Profenseng.

Tšhomisano mmogo magareng ga PA le kgoro e nngwe le e nngwe ka porofenseng e tla nyakega go kgonthiša gore pholisi ya ECD e sepelelana le pholisi ya Setšhaba le ya Porofense. Ge tlhaku ya pholisi ya Setšhaba le ya Porofense di ka ba gona go tla nyakega gore go rulaganywe tšwetšopele ya melawana ya go ngwadisa, tlhokomelo le thekgo ya tšelete ya ditirelo tša ECD.

Sebopego sa taolo ke karolo e bohlokwa ya go dira mokgahlo wa ditirelo tša ECD. Komiti ya mafapa ka moka yeo e etilwego pele ke bahlankedib Mmušo ba go tšwa dikgorong tša go fapania e swanetše go hlangwa gore e thome tshepetšo ye ya PA.

Mohuta wa thekgo le boitlamo bjo re bo lebeletšego go tšwa dikgorong tša go fapania tša mmuso di ka tsela ye e latelago:

- Kgoro ya tša Maphelo – maphelo, phepo, mananeo a moento
- Kgoro ya tša Pabalelo - thekgo ya bana ka ditšelete le diporojeke tše di tlišang tšelete
- Mmušo wa Selegae - go ngwadiša, ditirelo tša leago, tikologo ya maphelo, ditereine le tlhaku (infrastructure)
- Kgoro ya tša Temo – dirapana tša dijo, go fediša bohloki go batho ba bagolo bao maphelo a bona a lego kotsing
- Kgoro ya tša Bokgabo, Setšo, Dipapadi le Boitapolološo – mananeo a tša bokgabo le setšo, dipapadi le dithaloko
- Kgoro ya tša Mešomo – tlhahlo ya bolaodi, hlabollo ya dikomiti tša batswadi. ditiro tša go hlola mešomo
- Kgoro ya tša Thuto – tlhahlo, go aba mangwalo a bokgoni, tlhabollo ya mananeothuto, tlhokomelo

ECD e swanetše go tliša ditirelo tše mmalwa tša go fapano tše di ka kgonang go hlokomela dinyakwa tša bana ba mengwaga ya go se swane, mafelo a go se swane, le maemo a leago le tšelete a go se swane. Ditirelo tša ECD di ka hwetšwa dikolong, dirapeng/ditsheng tša setšhaba, malapeng, dipetlelele makeišeneng a mangwe a mantši

Tabeng ya tiragatšo, dikomiti tša batswadi tša taolo di laola dirapa (dikomiti tše di ka se swane le SGB tša dikolo tša setšhaba tša tlwaelo) mola dikomiti tša gae di swanetše go bopa dihlopha tša dirapa tša tšomišano mmogo le dikomiti tša dirapa tše dingwe. Sehlopha sa balaodi se tla swanela ke go ba le maikarabelo a go hlokomela le go laola dirapa tše ka moka. Komiti ya selegae e tla ba le maikarabelo a go begela komiti ya Selete ya Bolaodi.

Ditirelo tša thekgo tša selete ka Dikantorong tša Selete di kgonthiša gore dirapa tše di bopilwego e le sehlopha di amogele thekgo manaeong a a go ithuta , tlhahlong le tlhokomel long ya bafahloši le ditirong tše di sepelelanago le tšona. Dihlopha tše tša ECD di swanetše goba le kemedi Yuniting ya Thuto le tlhahlo ya Selegae (LETU) le Khansele ya Thuto le Tlhahlo (DETC).

Tsela ye go boletšwego ka yona fa ka Pholising ya ECD ya motšwa-o-swere, e lhahla ditiro ka moka tša go lwela ditokelo tša ngwana. Se bohlokwa kudu gore o kgone go kwešiša ke dipeelano tša go phethagaša katlego ya ditirelo tša ECD. Dingwalwa tše di bolela gore:

“ Gore lenaneo la ECD le tle le atlege ka kgonagalo le swanetše go thewa godimo ga go kgathatema ga batswadi, setšhaba le bakgathatema ba bangwe ka dikomiting tša temokerasi tša taolo.”

8. KAONOFALO YA GO TLIŠWA GA DITIRELO

Ngwageng wa 2000, GDE e kgonthišitše ka tiragatšo ya go tliša ditirelo tše bohlokwa ka mafelong a dipholisi tše bohlokwa. Tše di latelago ke dilo tše dingwe tše di amago ECD:

- pholisi ya go amogela bana e a diragatšwa
- nomoro ye e goletšego godimo ya baithuti bao ba ba lego bagolwane ba a ntšwa ba išwe dikolong tše di ba swanetšego
- go na le thekgo e kgolo go tšwa batswading ya go ngwadiša bana ka dikolong
- bafahloši ba bangwe ba ECD ba neetšwe mangwalo a bokgoni
- bana ba bantši ba kgona go fihlelea ditirelo tsa ECD
- go tšweleditšwe pukwana yeo ban ba Grade R ba tlogo hlallobjwa ka yona
- tirišano le dikgoro tše dingwe tša mmušo le bakgathatema e šetše e thomilwe go lebelelwina dinyakwa tša bana ba ba nyenyane (mohlala dikomiti tša dikgoro ka moka)

9. SEPHETO

Go ya ka tsela ya poledišano, Gauteng e filwe sebaka go tliša diphetogo tše bohlokwa tše di ka se fetolwego tše di tlogo hola bana ka moka ba ka Porofenseng.

Go fihla bjale, diporojeke tša ECD tše di re fileng tlhaologanyo ke diporojeke tše di nyenyane tše gomme ditlhohlo ge o di phetha ke tše kgolo. Go tšwa polokong ya tšelete yeo re tla beng e tšwa ditirong tša phetho ya methopo e menyenyane yeo e bego e hola ba mmalwa ba mahlatse fela, re tla kgona go kaonafatša maemo a maphelo a a hlobaetšago a bana le malapa ao a nago le mathata a ditšelete.

Phetogo a senke e be bonolo kudu, le ka thokong ya batho bao ba swanetšego go e phethagatša le bao ba bileng le maitemogelo. Le ge go le bjalo aAfrika-Borwa e gare ga phetogo ye, ebile re swanetše go kgonthiša gore le ge phetogo ye e le bohloko, GDE e tla tšweletša se sengwe se se kaone, seo se tlogo hola bana ba rena ka Gauteng.

Tlhohlo ye e lebane bakgathatema ka Gauteng mme ba swanetše gore ba naganišiše kudu ka go neelana ka ECD le gore ba kgathetema tshepetšong ye ya dipoledišano go dira gore setšweletšwa se tle se kgone gore se tlišwe gomme se be le mohola małapeng ka moka, kudukudu go malapa le bana bao ba nyakago thušo kudu.

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