Province of the
EASTERN CAPE
EDUCATION

REVISED
EDUCATION SYSTEM
TRANSFORMATION PLAN
2019/2024

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EASTERN CAPE
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EASTERN CAPE DEPARTMENT OF EDUCATION

2019 – 2024 REVISED EDUCATION SYSTEM TRANSFORMATION PLAN

Contents

1. Background

The provision of quality basic education for all is a priority area for the Eastern Cape Provincial Government. Education in every sense is one of the fundamental factors of development. No country can achieve sustainable economic development without substantial investment in its people. Education raises productivity and creativity and promotes entrepreneurship and technological advances.

The NDP's vision for 2030 is that South Africans should have access to training and education of the highest quality, characterised by significantly improved learning outcomes. Education then becomes an important instrument in equalising individuals' life chances, ensuring economic mobility and success and advancing our key goals of economic growth, employment creation, poverty eradication and the reduction of inequality.

Recognising the above, the Eastern Cape Department of Education (ECDoE) developed and adopted the 2016-2018 Education System Transformation Plan (ESTP), as an approach to assist the Department to accelerate the creation of an enabling environment within which the Department would be better able to achieve its vision *"to provide learners with opportunities to become productive and responsible citizens through quality basic education".* The plan has now been revised for implementation up to 2024 in line with the Medium Term Strategic Framework (MTSF) 2019-2024.

This Plan dealt with backlogs, while building the capacity of the Provincial Department to perform at a required level to prevent the creation of new backlogs and ensure sustainability.

The Transformation Plan aimed to achieve the following:

1. Increased number of functional schools
2. Rationalised and realigned small and unviable schools
3. Fully Capacitated personnel and Functional Districts and Head Office
4. Social partners mobilised and rallied around the change agenda
5. Increased supply of appropriately trained educators
6. Adherence to national funding norms
7. Unqualified audit

In the period 2019-2023, the Department experienced greater stability in its service delivery environment and has also registered an upward trajectory in the NSC results and the learning outcomes across the schooling system. This was largely because of stability in the leadership of the Department, labour peace in the province and the full implementation of the Learner Attainment Improvement Strategy (LAIS). Much of this improvement can be attributed to progress on each of the outcomes of the ESTP.

Most notable among these achievements were:

- Placement of employees in the new organogram (2019 structure).
- 4 fully functional Professional Teacher Development Institutions for decentralised training of teachers.
- The early declaration and distribution of posts to schools
- Improved delivery of books and school furniture and considerable investment in school infrastructure.
- The development of a comprehensive plan for the rationalisation of schools to ensure an increase in the number of viable primary and high schools through mergers and closure of schools.
- Increased utilisation of SASAMS, Data Driven Districts (DDD) and education information systems.
- The filling of key posts including Head of Department, Deputy Director Generals, Cluster Chief Directors, District Director and School Principals.
- Improvement in the operational and risk management environment at Head Office, leading to improved Audit outcomes.

The Department held a Strategic Retreat Session on 6-7 May 2023 at Mandla Makupula Education Leadership Institute. The theme was "Year of decisive action in improving administration and schooling" as the Department reflects on its current operating environment and collectively explore ways to improve learner outcomes and enhance operations across the delivery value chain of Provincial Basic Education. The aim of the Strategic Retreat Session was to position the Eastern Cape Department of Education for improved efficiency and effectiveness in the delivery of education. This was to ensure that all Managers are actively involved in enhancing and accelerating the implementation of all Departmental Plans and Policy Priorities.

Governance and Organisational Systems

As the Department has identified administrative efficiency as a key area of focus for 2023/24, it will need to actively recruit competent staff who wish to enter the education administration arm of the education sector. Education administration is critical to support the drive for basic school functionality and reducing the administrative burden at schools. The department faces a hugely challenging transition period as it attempts to balance the loss of highly competent, experienced, career education administrators with the need to identify, prepare, mentor and coach the next generation of education administrators and leaders for a seamless transition into their new roles.

The Department's Education Management Information Systems (EMIS) continues to be its data management hub and the aim is to position the system into being a more pro-active source of information for the department in supporting quick and informed decision making within the organization and across the sector at large. The aim is to ensure improved data security by strengthening our ICT server hosting environment and back-up techniques. This will safeguard all schools' information against any threats and potential data-loss, ensure that our information source continues to be reliable and the latest data management techniques are implemented within our organizational data management processes. Furthermore, work will continue ensuring that the Department supports schools in improving data capturing and ensuring validity of information captured through strengthening the processes within SASAMS and providing training to our schools on the new developments within the system.

**Improving Organisational Efficiency.**

Education districts play a central role in ensuring that all learners have access to education of progressively high quality. Districts are the link between Provincial Education Department, their education institutions, and the public in general. They are often the major and sometimes the only source of external assistance and support received by schools. Districts are, therefore, a key vehicle for initiating, testing, driving, and sustaining systemic reforms. Schools often lack the capacity to redesign themselves and school functionality therefore relies in many ways on the functionality of education districts. Therefore, the Department will continue to decentralize authority to Districts to ensure that service delivery decisions are made close to service delivery points.

The Department will support all Districts on all delegated functions. In addition to the above, the Department is to ensure uniformity across the system and will work on standardizing human resource services through ensuring that Standard Operating Procedures (SOP's) and process maps are designed and implemented by all Districts. A Circuit Management Framework was developed and has been approved. The objective is to support, monitor and make Circuit Managers accountable for improved Circuit and School functionality. The Framework has been developed using Quality Promotions & Standards guidelines on Whole School Evaluation. The rollout of District Fundamentals of Performance which is focusing improving efficiency in both finance and corporate services has begun.

- To increase the functionality and efficiency in schools, the Department will do the following:

- A Framework guiding operations of Circuit Management will be developed by the Eastern Cape Department of Education (Office of the Head of Department) which is in line with Nine (09) Focus Areas of Whole School Evaluation. These Focus Areas are critical as they are the domains of School Functionality.

- The ECDoE in line with the Circuit Management Framework will develop and mediate School Monitoring and Support visit Tool for Circuit Managers as well as reporting tools for both Circuit Managers & CMC Heads.

- Circuit Managers will be trained on School Improvement Planning processes, to support schools on conducting School Self Evaluation and developing School Improvement Plan.

- Support working sessions for CMC Heads will be conducted to guide CMC Heads on annual management processes leading towards functional Schools and Circuits through administration of School Monitoring and support visit tool. The session will empower CMC Heads on improving Frequency and Quality of School Monitoring and Support visits, for enhanced functional schools (Strategic Goal 27 of Action Plan 2019 & NSOI 104).

School Rationalisation and Realignment Programme

The need to rationalise schools in the Eastern Cape is pressing. The province not only inherited many very small schools from the Transkei era, but out-migration to urban centres both within and outside of the province has also made many schools unviable. The rationalization aims to provide schooling to be more effective and efficient through the closure of small and unviable schools, and the reallocation of learners to larger, better-resourced schools. For 2023/24 the Department will embark on Stakeholder consultation regarding 259 schools planned for Rationalisation.
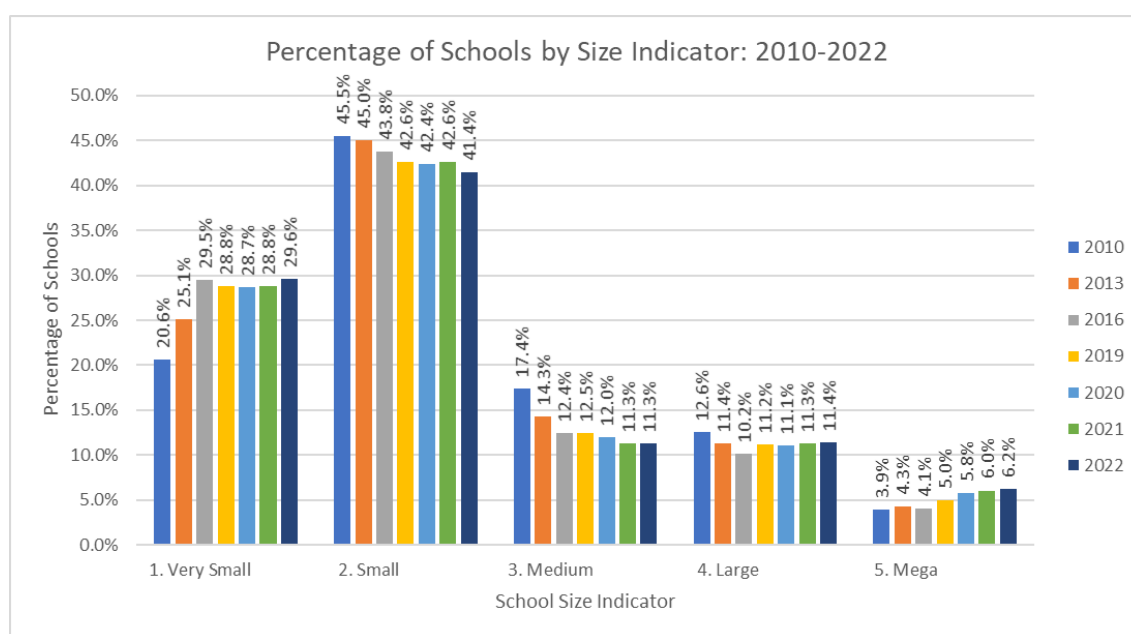
(Source: SA-SAMS Eastern Cape 2022)

The above graph shows the percentage of schools by size as from 2010 to 2022 across the districts. While the Department is still faced with existence of small unviable schools in our districts, the issue of functionality of schools, effective management and monitoring is still a major challenge .

LTSM Provision

The provision of LTSM is a Constitutional obligation which seeks to provide learner access to quality education. LTSM which is consumable in nature, such as stationery, is replenished on an annual basis. Annual orders are based on anticipated student enrolment for the upcoming academic year after consulting with the districts and schools. In terms of textbooks, an appropriate supply is progressive in that every year's purchase expands learner coverage. The Department has made sure that each school is provided with an updated textbook inventory at the conclusion of each fiscal year in order to hasten textbook coverage at schools.

Audit Outcomes

The Department received unqualified audits for the past 6 consecutive financial years with 7 qualification areas but for 2021/22 audit period, there was only 1 qualification area relating to Immovable Assets. The Department is working tirelessly this financial year to ensure that this high-risk area is eliminated, and the Department gets an unqualified audit opinion. Turnaround Strategies are developed in areas of weakness in controls with action plans to strengthen these controls. The Department monitors the implementation of action plans on a quarterly basis and reports to oversight committees such as the Cluster Audit & Risk Committee (CARC), Education Portfolio Committee (EPC).

National Senior Certificate Performance

The presentation of the performance scorecard of the NSC Grade 12 class of 2022 is the evidence the Department made of sustaining the upward trajectory as clearly and explicitly expressed in the Departmental Transformation Plan and applied through the Learner Attainment Improvement Strategy (LAIS). These are the best results ever produced inthe Eastern Cape Province.
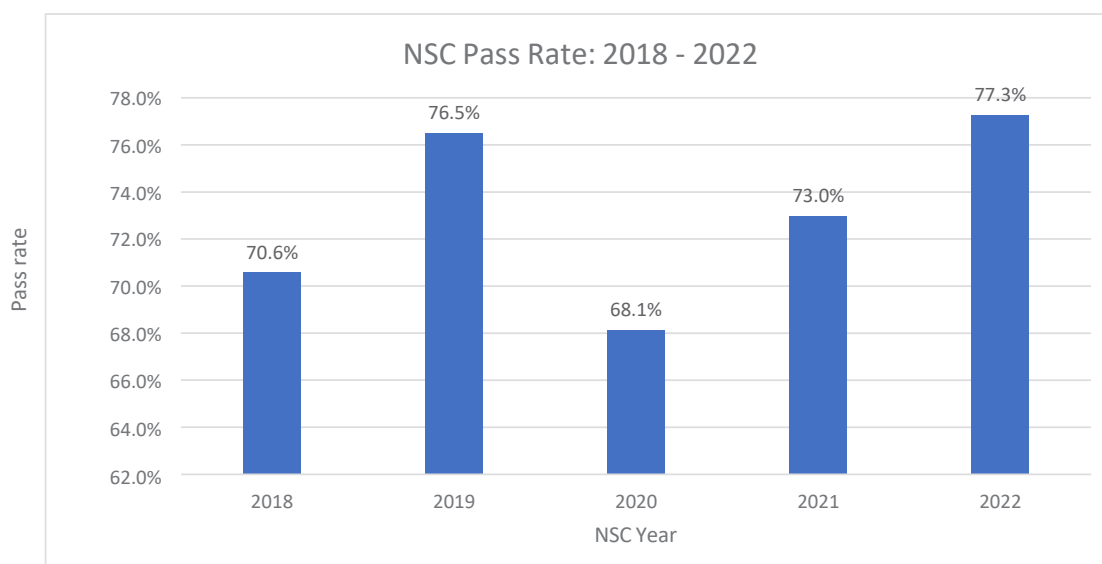

Figure 1: NSC Performance Trends 2018-2022
(Source: SA-SAMS Eastern Cape 2022)

The Department and the people of the Eastern Cape are forever grateful to this Grade 12 class for producing this outstanding performance of 77,3% and this can never to be erased from the records of Eastern Cape

history. Given the high enrolments in the class of 2022, the total number of learners that passed the National Senior Certificate stands at 70812 making it 4042 more learners passing in 2022 compared to 2021. The number of Bachelor passes increased by 2.5 % from 34.3% in 2021 to 36.8% in 2022. These structural and operation improvements are further evidenced by the upward trajectory in learner outcomes in the past five years. As can be seen from the diagrams to the left and below, the improvement in learner outcomes can be seen in both the NSC results as well as the overall pass rates in Grades 1 to 11. While the movement in overall pass rates has largely been upward, closer subject level scrutiny shows that more work remains to be done in key high enrolment subjects as can be seen in Grade 10 learner outcomes depicted in the graph to the left.

District Performance

| DISTRICT | 2021 | | 2021 | 2022 | | Difference | 2022 |
	Achieved	Did Not Achieve	Pos	Achieved	Did Not Achieve	2021 - 2022	Pos
ALFRED NZO WEST	73.7%	26.3%	5	82.7%	17.3%	9.0%	1
BUFFALO CITY	79.0%	21.0%	1	81.5%	18.5%	2.5%	2
NELSON MANDELA	78.2%	21.8%	2	80.4%	19.6%	2.2%	3
CHRIS HANI EAST	69.5%	30.5%	10	79.6%	20.4%	10.0%	4
AMATHOLE WEST	74.6%	25.4%	3	78.3%	21.7%	3.7%	5
AMATHOLE EAST	74.4%	25.6%	4	78.0%	22.0%	3.7%	6
ALFRED NZO EAST	72.7%	27.3%	6	77.0%	23.0%	4.3%	7
OR TAMBO INLAND	70.3%	29.7%	9	76.8%	23.2%	6.5%	8
SARAH BAARTMAN	71.9%	28.1%	7	75.5%	24.5%	3.6%	9
CHRIS HANI WEST	71.9%	28.1%	8	72.0%	28.0%	0.1%	10
JOE GQABI	69.2%	30.8%	11	71.7%	28.3%	2.5%	11
OR TAMBO COASTAL	67.7%	32.3%	12	71.2%	28.8%	3.5%	12

Figure 2: NSC Performance Trends 2021-2022

District performance in 2022 took a new turn, with three Districts performing above 80%, and no District below 70% at all. The top 5 performing District in 2022 are:

- Alfred Nzo West is top performing at 82.7%, an improvement of 9% from 73,7% in 2021.
- Buffalo City Metro is second at 81.5%, an improvement of 2.5% from 79% in 2021
- Nelson Mandela is third at 80.4% an improvement of 2,2% from 78,2%, in 2021
- Chris Hani East is fourth at 79.6%, an improvement of 10% from 69.5% in 2021
- Amathole West fifth at 78.3%, an improvement of 3.7% from 74.6% in 2021
- Amathole East sixth at 78 % an improvement of 3.7% from 74.4% in 2021

Chris Hani East District has become the most improved District at 10% improvement, followed by Alfred Nzo West at 9%, as well as OR Tambo Inland at 6,5%. The correlation between District performance and quality of their passes is retained in 2022.

In addition, in May 2023, the Department performed a situation analysis, looking at the Department's current operational environment from a project management perspective. A summary of the recommendations from the situation analysis along four dimensions critical to an effective service focused organisation and identified the following areas for intervention:

PROCESS — How do we enable operational efficiency?

- Development and documentation of SOP's across the Department , ensure that officials are aware and trained .
- Link process to relevant system to increase productivity
- Actively seek best practice
- Streamline knowledge sharing across the organisation

SYSTEMS — Do we have reliable systems to support operations?

- Ensure that our systems are well integrated and provide consistent and reliability data to support our operation.
- Ensure systems are linked to business process and are properly supported to encourage usage. Ensure the department has a long term technology plan that covers both e-Administration and e-Learning.

PEOPLE — How do we empower our people to be effective in their roles?

- Prioritise filling of vacant post
- HRD Skills audit to ensure that employees have adequate skills/development plan to be able to fulfill their duties
- Focus on quality customer service and stakeholder engagement
- Employee wellness to ensure improvement in morale of employees across the province

PROJECTS — How do we ensure that the projects we have delivered the desired impact?

- Introduce Standardised project management tools an templates
- Actively monitor and evaluate projects to ensure that the Department's objectives are met.
- Management projects as a portfolio to ensure integration and reduce duplication of efforts .
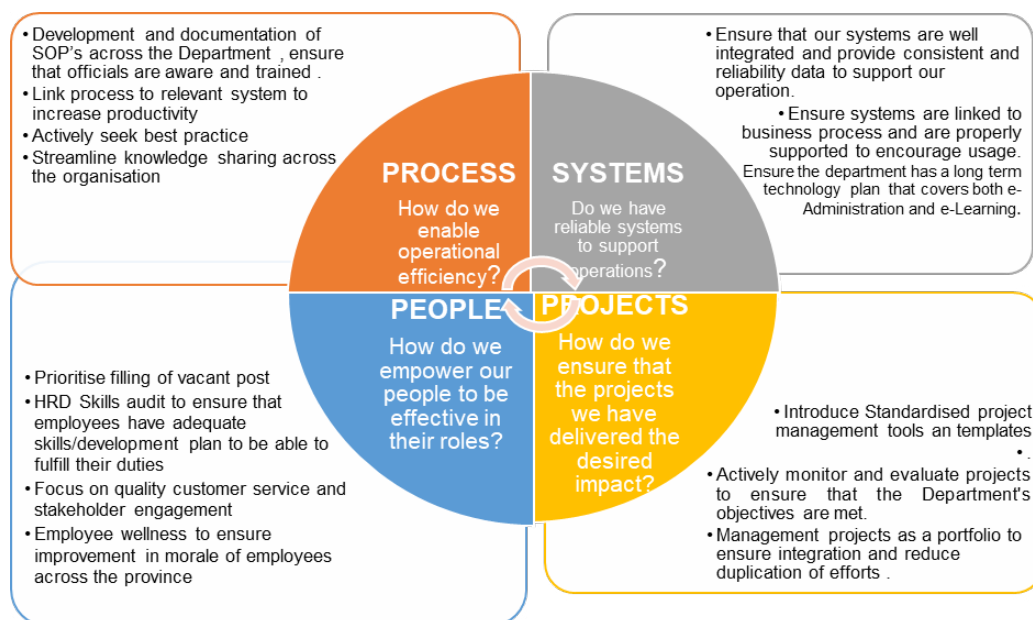
Figure 3: 2023 Situation Analysis recommendations

Underlying all of the above, the Department also embarked on a journey towards a culture of high performance. A number of engagements with staff culminated in the identification of four guiding principles, to which all staff committed.

Figure 4: Guiding Principles Towards a High-Performance Culture

Moving towards Education System Transformation Plan 2019 to 2024

The Department recognises that while it is encouraging to see that the strategies that have been employed are beginning to yield desired outcomes, more work still needs to be done to transform the province's education system. The period 2019 to 2024 will be marked by the consolidation of the good work that has been done while accelerating new strategies that will maintain and reinforce the positive trajectory in the province's learning outcomes. Lessons learnt from the previous work of the Department will guide our future perspective. Improved learner performance will continue to be the overriding goal in all our plans and strategies.

Building partnerships is critical to strengthen quality teaching and learning. At the core of the proposed 2019-2024 Education System Transformation Plan will be the strengthening of strategic partnerships within the Department and government, organised labour, social partners, civil society, parents, teachers, and learners. The Department will work with all stakeholders to position the Eastern Cape as a vibrant centre of excellence in teaching and learning. The Department further acknowledges the key role that quality education plays in the economic development of the province and seeks to align the department's educational goals with the needs of the Eastern Cape economy. This will ensure that the education system is more responsive to the changing skills requirements environment.

One of the key deliverables of the Strategic Retreat held in May 2023, was to revise the   Education System Transformation Plan. This was also to analyse how far the Department has gone in achieving the commitments made. The 2019-2024 ESTP will still focus on four areas – namely, Capacity Building, Economic Drive, Fourth Industrial Revolution, Inclusive Education and Social Cohesion. An outline can be found in the diagram below:

EDUCATION SYSTEM TRANSFORMATION PLAN 2019-2024

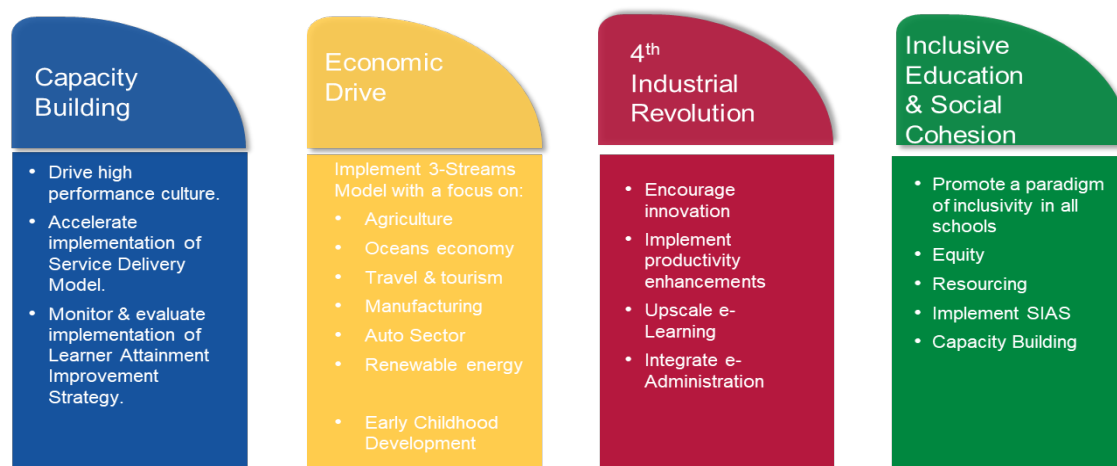| Capacity Building	Economic Drive	4th Industrial Revolution	Inclusive Education & Social Cohesion
• Drive high performance culture. • Accelerate implementation of Service Delivery Model. • Monitor & evaluate implementation of Learner Attainment Improvement Strategy.	Implement 3-Streams Model with a focus on: • Agriculture • Oceans economy • Travel & tourism • Manufacturing • Auto Sector • Renewable energy • Early Childhood Development	• Encourage innovation • Implement productivity enhancements • Upscale e-Learning • Integrate e-Administration	• Promote a paradigm of inclusivity in all schools • Equity • Resourcing • Implement SIAS • Capacity Building

Figure 3: Framework for the 2019– 2024 Education System Transformation Plan

The focus areas that form the four pillars of plans recognises that:

Pillar 1 Capacity Building: Further work is needed internally to enable to department to function optimally.

Pillar 2 Economic Drive: Education needs to be relevant and responsive to the provincial economy's skill requirements.

Pillar 3 Fourth Industrial Revolution: The Fourth Industrial Revolution and the impact it will have on how the Department operates and how we educate our learners to prepare them to thrive in the future.

Pillar 4 Inclusive Education and Social Cohesion: The ongoing quest to ensure that no learner is left behind in the province.

Descriptors for the four pillars of the plan are provided below:

Pillar 1: Capacity Building

Objective Statement	To strengthening the Department's internal capacity to deliver on its mandate to provide a quality education. This pillar can be said to be focused on the core business of the department
Rationale	While the department has made progress in improving the operational environment in the last ESTP, some key outcome areas remain and need to be followed through to optimise impact.
Focus areas	1. Drive a high-performance culture- this is an ongoing process that requires constant introspection and reflection to ensure that the Department remains on track. The work in this area going forward will be anchored by the development of measurable operational improvement metrics, supported by documented and approved SOPs. The emphasis should be on management and improvement. The data should be used to identify, assess, build consensus, and address problems that impede progress and results. 2. Management and leadership training to enhance skills that will enable all managers to be competent in performing their core duties. 3. Accelerate implementation of the remaining aspects of the new SDM, including the School Rationalisation Programme and the implementation of the new organogram 4. Strengthen the Monitoring and Evaluation around the LAIS implementation to ensure that gains sustained over time. Develop performance and accountability metrics. 5. Improving districts' operations in terms of staff capacity, planning, monitoring and evaluation, curriculum oversight and HR management operations to bring about the desired change in schools. 6. Strengthen the teaching capacity of in-service teachers (i.e., teaching methodology, subject knowledge and computer literacy) via fit-for-purpose training courses. 7. Unqualified Audit Outcome
Timeframe	2019-2024 MTSF implementation phase.
Linked to	NDP Chapter 9 and 13. The Action Plan 2019: Towards the Realisation of Schooling 2030

Pillar 2: Economic Drive

Objective Statement	Ensure that education supports the economic development of the province through provision of relevant skills to our learners.
Rationale	Basic education remains the biggest arena for skill development of the province. Implementation of the Three Streams Model with an initial focus on Agricultural **Education, Maritime Studies (Oceans Economy) and Travel& Tourism** through the Technical Vocational Stream in the medium term will support the skill requirement in what is seen as key developing sectors in the EC economy. Strengthening partnerships with other stakeholders to improve the delivery of education through collaborations.
Focus areas	1. Development of specific Norms and Standards for these specialised schools (also known as schools of skill) 2. Development of an appropriate funding model supporting the Norms and Standards to ensure that the schools have the required infrastructure and other resources to operate optimally. 3. Nurturing partnerships with the private sector to ensure that the curriculum speaks to the reality of the sector (i.e curriculum is up to date and relevant). Partnership with the private sector is also key to ensure that the schools become sustainable in the long run (e.g access to markets for produce from the agricultural enterprises run by the schools to generate additional income). 4. To improve the current skills programmes in the Technical Vocational Schools, Agricultural Schools, Maritime Schools and Schools of Skill. 5. Maths Science and Technology: Participation in these gateway subjects to remain a focus of schools. The thrust will be in making sure that all schools offer Mathematics as a subject. 6. Provision of skills development programmes for unemployed youth on scarce and critical skills. 7. Strengthen Early Childhood Development
Timeframe	2019-2024 MTSF implementation phase
Linked to	NDP Chapter 3, 9 and 13. The Action Plan 2019: Towards the Realisation of Schooling 2030

Pillar 3: Responding to the Fourth Industrial Revolution (4IR)

Objective Statement	The 4IR is upon us and will affect not only how the department operates administratively, but will also require that we prepare learners for them to thrive in a rapidly changing future
Rationale	In order to produce learners who are competitive in the coming era, we cannot continue to educate them in the same way that we have done in the past century focusing on acquiring knowledge instead of the application of the knowledge acquired. The Department also needs to leverage the benefits of the digital era to improve its operations and in this way, better support teaching and learning.
Focus areas	1. Co-ordinate, monitor and support the development of the plan to roll-out broadband ICT infrastructure; 2. Ensuring that teacher resource centres in all districts have ICT programmes for the professional development of teachers, exposing them to the use of technology in the classroom; 3. Implement productivity enhancements to automate workflows at the Department including digital submissions and automating administration functions. On-line platform for teacher and learner support in assessment. 4. Upscale e-learning - Focus to be placed on the key skills required for success in the 21st century vs Current focus which has tended to be on delivery of digitised curriculum content and electronic gadgets 5. Integrate e-administration. This speaks to streamlining all the systems in the Department to optimise resources and avoid duplication. Enhance SASAMS, DDD and education management information systems. 6. Reskill employees in order to enhance the implementation of the ICT strategy and fully optimise change management within the Department. 7. Provide Human Resource Services for the unemployed
Timeframe	2019-2024 MTSF implementation phase
Linked to	NDP Chapter 3 and 13. The Action Plan 2019: Towards the Realisation of Schooling 2030

Pillar 4: Inclusive Education and Social Cohesion

Objective Statement	Ensure that every learner in the province receives a quality education and can become a productive citizen. This pillar highlights the pivotal role that education has in unifying society around the common goal of preparing for the future of our children
Rationale:	Inclusive education will facilitate the inclusion of vulnerable learners and reduce barriers to learning through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out
Focus areas:	1. Screening, Identification, Assessment and Support (SIAS) Policy: Implement an efficient system for early identification and intervention in addressing barriers to learning. Implementation of streamlined Provincial Norms and Standards and the use of Technology for monitoring and evaluation of SIAS process in the province 2. Curriculum Differentiation: Teachers are to be empowered to teach and assess in a manner that takes into consideration the diversity of learner needs in the classroom. Capacity Building towards Competent Educators and Parents on supporting Inclusivity 3. South African Sign Language (SASL) CAPS: There is an urgent need to put programmes in place that will improve retention and completion rates of deaf learners. 4. Skills and Vocational Programmes: Will be developed through the Three Steam Curriculum Model to expand options for career paths informed by interest and aptitude. 5. Sensitisation of Educators and Communities in all schools on the principles of Inclusivity and advocacy with Stakeholders. 6. Provision of infrastructure that adheres to the principles of Accessibility/ Universal Design 7. Promote co-curricular activities, social cohesion programmes and safe school environments for holistic development of learners to enhance their learning experience and maximise their performance 8. Address intrinsic (physical, mental and health-related) and societal (poverty, violence, alcohol and drug use) barriers within a larger collaborative and multifaceted response towards the multiple barriers to learning faced by vulnerable children
Timeframe	2019-2024 MTSF implementation phase
Linked to	NDP Chapter 9 and 13 The Action Plan 2019: Towards the Realisation of Schooling 2030

Education transformation is multi-faceted and complex requiring systemic transformation at all levels and in all sectors. It takes account of widely disparate conditions, characterised by differing degrees of capacity, poverty, inequality and privilege. It must go beyond mechanisms of delivery, seeking to mobilise educators, learners and communities to celebrate learning; to be ambitious and disciplined; and as a means to personal and social development, employment, and opportunities for a better quality of life. Education must become relevant to the people of the Eastern Cape so that they are not only literate and numerate but that they are skilled people who are employable within the economy, who are productive within society; who are entrepreneurial, who are self-employable and who are committed to lifelong learning.

2. Education System Transformation Plan 2019 – 2024

2.1. Pillar 1: Capacity Building

2.1.1. Introduction and purpose

The objective of this pillar is to ensure that an enabling, effective and efficient environment is created that optimally supports teaching and learning within the schools. To strengthen the Department's internal capacity to deliver on its mandate to provide a quality education. This pillar is focused on the core business of the Department and is internally focussed.

While the Department has made progress in improving the operational environment by implementing the 2019-2024 Education System Transformation Plan, some key outcome areas need to be improved.

The following are key focus areas for this pillar:

1. **Drive a high-performance culture:** This is an ongoing process that requires constant introspection and reflection to ensure that the Department remains focused on teaching and learning. The future work in this area will be anchored by the development of measurable operational improvement metrics. The emphasis will be on management and improvement. Data will be used to identify, assess, build consensus and address problems that impede progress and results.

2. **Management and leadership training**: to enhance skills that will enable all managers to be competent in performing their core duties.

3. **Ensure that unplaced employees are placed in the 2019 organogram.** The new organogram to be implemented in its entirety and address the challenges associated with its implementation.

4. **Strengthen the monitoring and evaluation of learning outcomes**: to ensure that gains are sustained over time. Develop performance and accountability metrics.

5. **Improve districts' operations**: in terms of infrastructure, staff capacity, planning, monitoring and evaluation, curriculum oversight and HR management operations in order to bring about the desired change in schools.

2.1.2. Stakeholders

Whilst it was generally accepted that this pillar largely focuses on areas internal to the Department, the following stakeholders are relevant in the development of this pillar:

- Teacher Unions
- School Governing Bodies
- Partners, especially those engaging at a school and District level.

2.1.3. Objectives and Indicators

2.1.3.1. Focus Area 1: Drive a High-Performance Culture

Pillar 1: Capacity Building							
Focus Area 1: Drive a High-Performance Culture							
		Performance Metrics		**Achieved**	**Targets – MTEF Period**		
Objective	**Objective Statements/Activities**	**Indicator**	**Baseline 2019/20**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Ensure that the Department remains focused on teaching and learning	Establish and implement an organizational framework for a high-performance culture (across all levels and systems)	Number of organisational policies developed	59	31	45	50	50
		Number of Standard Operating Procedures developed.	5	23	26	30	35
		Number of Circulars published.	300	350	350	360	370
	Strengthen performance management systems	Number of office-based employees contracted on PMDS	76% Previously expressed as a percentage)	78%	9386	9386	9386
		Number of school- based educators contracted on QMS (principals, Deputy Principals, Departmental Heads and Post Level 1s)	-	4655 (principals)	51 608	51 608	51608
	Strengthen reporting and accounting processes	Percentage of SMS members who have signed and submitted Performance agreements.	80	57%	78	100%	100%

2.1.3.2. Focus Area 2: Management and Leadership Training

Pillar 1: Capacity Building

Focus Area 2: Management and Leadership Training

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Enhance management and leadership skills to enable all managers to be competent in performing their core duties	Embark on recruitment processes.	Number of principals appointed	4 867	4 713	5 071	5 071	5 071
	Conduct induction programmes	Number of newly appointed Principals inducted.	300	440	610	650	700
	Provide opportunities for management upskilling	Number of SMS members enrolled on leadership courses	25%	25%	50%	50%	50%
	Enrol School Principals on Management and Leadership Courses	Number of Women Leaders received Leadership and Management Trainings	0	800	200	250	250
	Utilise skills development levy accordingly (speak to needs of organisation)	Number of office-based employees trained according to the Workplace Skills plan in the financial year	1 100	1 100	1 500	1500	1500
		Number of school-based educators and admin clerks trained as per the Workplace Skills	5 400	5 400	11644	11644	11644

2.1.3.3. Focus Area 3: School Finance and Governance

		Pillar 1: Capacity Building						
		Focus Area 3: School Finance and Governance						
		Performance Metrics		Achieved	Targets – MTEF Period			
Objective	Objective Statements/Activities	Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
	Payment of Municipal Services	Percentage of schools that received paper budgets within the required timeframe.	100%	100%	100%	100%	100%
Sufficient monitoring and governance at school level		Percentage of learners in schools that are funded at a minimum level.	100%	64%	100%	100%	100%
	Monitoring of the use of Norms and standards funding transferred to schools	Number of Circulars on norms and standards developed and issued to schools.	1	1	1	1	1
		Percentage of schools visited at least twice a year by District officials for monitoring and support purposes	65%	52%	60%	65%	65%

2.1.3.4. Focus Area 4: Accelerated implementation of the remaining aspects of the new Service Delivery Model

Pillar 1: Capacity Building								
Focus Area 4: Accelerated implementation of the remaining aspects of the new Service Delivery Model								
Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period			
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26	
Finalise implementation of the SDM	Placement of employees in the new structure.	Number of officials not placed in line with the new organisational structure in a financial year.	100%	98%	2%	0%	0%	
	Fast-track hostel plan	Number of hotels renovated	107	01	05	05	05	
	Implementation of scholar transport	Number of learners benefitting from scholar transport.	125000	103 000	103 000	103 000	103 000	
	Rationalisation of schools	Number of small and unviable schools earmarked for rationalisation and realignment.	1902 (Gazetted)	215	259	265	-	

2.1.3.5. Focus Area 5: Strengthen Monitoring and Evaluation around the improved learning outcomes implementation

				Pillar 1: Capacity Building				
				Focus Area 5: Strengthen Monitoring and Evaluation around the improved learning outcomes implementation				
						Targets – MTEF Period		
Objective	Objective Statements/Activities	Indicator	2019/20	2022/23	2023/24	2024/25	2025/26
Ensure that gains in learning outcomes are sustained over time	Implementation of Learner Attainment Improvement Strategy (LAIS)	Number of schools profiled for differentiated support	580	700	450	400	300
	Track dropout rate against the registered learners	Number of Grade 12 learners registered to write examinations.	82113	98 756	101 075	102 000	105 000
		Number of interventions planned to improve Grade 12 results.	4	4	4	4	4
		Number of concessions and accommodations awarded.	447	620	680	700	720
		Number of schools provided with additional curriculum support material.	952	943	890	820	750
	Improve NSC results	Percentage of schools identified for SBA moderation.	10%	10%	10%	10%	10%
		Number of underperforming schools identified for support and intervention programmes (schools below 65% as per Circular D2)	314	190	140	85	40
		Number of Secondary schools with NSC pass rate of 60% and above.	659	816	872	890	930
	Improve performance in Mathematics and Physical Sciences	Number of learners passing Mathematics at L4 and above in grade 11	9 006	5 613	7 965	10 620	13 275

Pillar 1: Capacity Building

Focus Area 5: Strengthen Monitoring and Evaluation around the improved learning outcomes implementation

Objective	Objective Statements/Activities	Performance Matrics		Achieved	Targets – MTEF Period		
		Indicator	2019/20	2022/23	2023/24	2024/25	2025/26
Ensure that gains in learning outcomes are sustained over time	Improve school functionality	Number of learners passing Physical Sciences at L4 and above in grade 11	176 %	6 159	7 660	9 575	11 490
		Learner absenteeism rate	4%	2%	2%	2%	2%
		Teacher absenteeism rate	6%	4.8%	2%	2%	2%
		Number of Educators Employed as per Post Provisioning Norms	-	53605	52817	52817	52 817
		Percentage of learners who are in class with no more than 45 learners.	-	61,7%	60%	50%	50%

Pillar 1: Capacity Building

Focus Area 6: Strengthen the teaching capacity of in-service teachers

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Strengthen teaching capacity of in-service teachers (i.e. teaching methodology, subject knowledge and computer literacy) via fit-for-purpose training courses.	Conduct teacher development courses in national priority subjects.	Number of educators trained in Literacy/Languages	4 668	4 940	5200	6200	7200
		Number of educators trained in Numeracy/Mathematics	3 715	3 881	5200	6200	7200
	Developing the professional capacity of teachers to improve reading on learners.	Number of Foundation Phase teachers trained in reading methodology.	New	New	3000	4000	5000

2.1.3.7. Focus Area 7: Unqualified Audit Outcome

Pillar 1: Capacity Building

Focus Area 7: Unqualified Audit Outcome

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Strengthening of the financial control environment	Improvement of Audit outcomes.	Number of qualification areas addressed.	4	3	2	0	0
	Eliminate potential risk areas for qualification	Percentage of documents verified for compliance both COE related and goods and services.	100%	100%	100%	100%	100%
	Conduct Audit accountability sessions	Percentage implementation of the Audit Improvement Plan	100%	100%	100%	100%	100%

Pillar 1: Capacity Building

Focus Area 7: Unqualified Audit Outcome

| Objective | Objective Statements/Activities | Performance Metrics | | Achieved | Targets – MTEF Period | | | |
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
		Number of Audit Committee meetings held with Management.	4	6	4	4	4

2.2. Pillar 2: Economic Drive

2.2.1. Introduction and Purpose

The development and expansion of skills is a priority for the Eastern Cape. Investment in a skills curriculum is seen not only as a means of giving learners a good start to their future but is also a means of supporting their families and contributing to the socio-economic development of the province.

A basic academic qualification is not enough to find meaningful employment as is evident in the high unemployment rate that is being faced by many graduates today. With the advent of the fourth industrial revolution, it has become imperative for young people, in particular, to constantly reinvent themselves in order to stay relevant in the job market. The Department is therefore committed to elevating the Three Stream Curriculum Pathway as it will create opportunities for many more learners to pursue careers that benefit both the individual and the economy.

The 3-Stream Model will steer the Economic Drive Pillar of the Eastern Cape based on the following rationale: it will link education to emerging skills requirements for provincial high growth sectors so as to assist in meeting the provincial economic development, job creation and poverty alleviation goals.

This process will unfold through:
- Creating an enabling environment for the three 3 Stream Model linked to the PDP high growth sectors and industrial development plans and zones.
- formalizing minimum norms and funding models for the specialized schools.
- elevating perceptions around careers in the various specialisation areas especially Agriculture.
- Determining the best model for successful implementation in schools with a focus on: Properly Qualified Teaching and non-Teaching Personnel,
- Ensuring schools have adequate resources and the relevant skills-based Curriculum.
- Promoting strong partnerships with the different growth sectors and encouraging community involvement in the schools.

The following 6 high growth areas have been identified as priority in line with the Provincial Development Plan (PDP):

1. **Agriculture** – exploiting the enormous potential of arable land in the EC.

2. **Tourism** – focusing on the rich cultural, sporting, and eco-tourism history of the EC.

3. **Oceans economy** – focusing on Marine and Maritime Studies.

4. **Manufacturing** – exploiting industrial zone potential

5**. Auto-sector** – deepening educational ties with the auto industry

6. **Renewable energy** – exploring the potential for the EC to become the renewable energy hub by promoting mathematics and sciences in EC schools.

To align to the Provincial Development plan, the following is recommended:

- Map current focus school subject / curricula relative to TVET colleges and the economic nodes in the province.
- Infuse Entrepreneurship education across the various disciplines.

- Three Stream Model roll out should prioritise high growth areas.
- Focus on quality rather than quantity when expanding focus schools.
- Renewable energy and sustainable development must be linked to Agriculture schools.

The desired outcomes will be met when learners exit the schooling system in the with appropriate and relevant skills to be able to enter the work market or be able to operate own businesses and pursue career paths related to the grown areas at various levels along the value chain in the key economic sectors in the Eastern Cape.

2.2.2. Stakeholders

Partnerships are central to the change agenda as a means of promoting quality education to meet the targets set. A well-structured partnership strategy will result in holistically trained learners with relevant sector exposure; mutually beneficial relationships across all sectors and an increased interest in sector specific subjects – thereby increasing the number of learners enrolled for the subjects at focus schools.

Partnerships with higher education institutions, sister Departments and industry leaders within these areas is vital for the successful implementation of this pillar:

- Agriculture
- Tourism
- Oceans economy
- Manufacturing
- Auto-sector
- Renewable energy

2.2.3. Objectives and Indicators

Pillar 2: Economic Drive

Focus Area:

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
1. To **increase** participation in quality skills programmes. 2. To **integrate** the private and public sectors and coordinate strategic partnerships for channeling of opportunities to the Department and the Province.	▪ Linking education to the emerging skills requirements for the provincial high growth sectors can assist in meeting the provincial economic development, job creation and poverty alleviation goals.	Number of partnership agreements established to enhance teaching and learning.	New Indicator	1	6	6	6
		Number of unemployed graduates/youths placed for internship programmes.	New Indicator	761	761	761	761
		Number of unemployed Graduates/ Youths employed under Expanded Public Works Programme	New Indicator	1 871	1871	1871	1871
		Number of Youth Employed under the Presidential Youth Employment Initiative (PYEI)	New Indicator	14 238	14238	14238	14238
		Number of Learners in Public Ordinary Schools benefiting from No-Fee School Policy (It belongs to the pillar 4 which talks to	New Indicator	1 531 400	1 521 833	1 521 833	1 521 833

Pillar 2: Economic Drive

Focus Area:

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
		inclusive education and social cohesion)					
		Percentage of local SMMEs participating in provincial economic growth sectors	New Indicator	227	80%	90%	90%
		Number of Technical Vocational Schools resourced to meet the demands of Technical Occupational curriculum implementation.	69	69	30	30	39
		Number of High schools resourced to implement Occupational curriculum.	03	3	10	30	45
		Number of Agricultural Schools offering agricultural subject specialisations in Grades 8 - 12	17	17	05	25	45
		Number of agricultural schools to be resourced to satisfy the three minimum CAPS requirements. (e.g.,	New Indicator	4	4	10	25

Pillar 2: Economic Drive

Focus Area:

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Youth better prepared for further studies, and the world of work beyond grade 9	Learners with adequate Learner Teacher Support Material (LTSM) in Schools	Piggery, Poultry and Production					
		Number of schools to be provided with workshop machinery, equipment, and tools (Resource intensive and needs intense collaborative efforts.)	New Indicator	6	8	15	30
		Number of fully functional Maritime schools (Resource intensive and needs intense collaborative efforts).	New Indicator	0	2	2	4
		Percentage of learners provided with required textbooks in all grades and in all subjects per annum.	90%	100%	100%	100%	100%
		Number of Technical High schools to be provided with consumables.	New Indicator	24	35	45	69

Pillar 2: Economic Drive

Focus Area:

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Promote access to ECD	Increase access to education for children aged 0-4 years.	Number of fully registered ECD Centres	New	New	390	507	600
		Number of children accessing ECD services	New	New	142000	156000	179630
	Capacitate ECD practitioners	Number of ECD Practitioners trained on NCF curriculum	New	New	2556	3000	3000

2.3. Pillar 3: Fourth Industrial Revolution

2.3.1. Introduction and Purpose

Changes in technology and education delivery methods bring new technologies like artificial intelligence, 3D printing, robotics and more. These all bring exciting possibilities such as new solutions to global challenges, and employment opportunities for jobs that have yet to be invented. The speed and scope of this technological transformation is exponential. What are the implications for schools, learners and the education system as a whole? While society adapts to this new normal, the Department is faced with ensuring that learners are ready and capable of successfully participating in this revolution. Governments, educators, and parents alike must ask the question about how they can prepare present and future generations to thrive in this transforming world.

The implications for the Eastern Cape Department of Education are providing a conducive environment, curriculum, teaching, and learning – rather than about robotic tutors. To succeed in the era of the Fourth Industrial Revolution, Numeracy, Literacy, and an understanding of how the world operates are all essential for learners. The reality is that having a 100% digital education is not an all-inclusive solution, nor should it be the only method of teaching in use.

The Department encourages a form of blended learning which can only happen if the digital skills of teachers are encouraged and implemented through experimental collaborations and partnerships.

Staying abreast of the changes in technology will require:

- Reskilling of educators to ensure they are a part of the industry's 4.0 conversation.
- Reinventing teaching practices – where teachers can truly embrace innovations, become digitally literate and assume their role as facilitators.
- Integrating fourth industrial revolution topics into the curriculum
- Improved collaboration mechanisms with research institutes, universities, technical industry and social partners.

We need to ensure that learners have the skills necessary for them to be able to work with these new technologies, and with one another.

2.3.2. Stakeholders

- Industry (incl. telecommunication and IT companies)
- Universities
- Teachers and Teacher unions
- Organised Labour
- Civil Society
- Funding partners
- Community members

2.3.3. Objectives and Indicators

2.3.1. Focus Area 1: Co-ordinate, monitor and support the development of the plan to roll-out broadband ICT infrastructure

Pillar 3: Fourth Industrial Revolution

Focus Area 1: Co-ordinate, monitor and support the development of the plan to roll-out broadband ICT infrastructure

| Objective | Objective Statements/Activities | Performance Metrics | | Achieved | Targets – MTEF Period | | |
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Facilitate connectivity to all schools, CMCs and districts	Provide connectivity and develop and oversee plan for implementation, based on size and context of school.	Number of public schools that use the South African Schools Administration and Management Systems (SASAMS) or any alternative electronic solution to provide data	5 038	5094	5 020	5 011	5 005
		Number of public schools that can be contacted electronically (e-mail)	ˋ5 240	5094	5 020	5 011	5 005
		Percentage of schools having access to information through (a) Connectivity (other than broadband); and	(A) 21.5%	20%	30%	40%	50%
		(b) Broadband	(B) 8%	9%	35%	55%	60%

2.3.3.2. Focus Area 2: Ensure that teacher resource centres have ICT programmes for the professional development of teachers, exposing them to the use of technology in the classroom

Pillar 3: Fourth Industrial Revolution							
Focus Area 2: Ensure that teacher resource centres have ICT programmes for the professional development of teachers, exposing them to the use of technology in the classroom							
Objective	Objective Statements/Activities	Performance Metrics	Baseline 2019/20	Achieved	Targets – MTEF Period		
		Indicator		2022/23	2023/24	2024/25	2025/26
Enhance professional development programmes	Development of ICT development programmes so as to ensure that teachers and curriculum officials embrace ICT integration in teaching and learning.	Number of ICT development programmes developed	New indicator	50%	06	08	10
		Number of teachers and officials capacitated with digital skills for teaching and learning and administration.	1500	50%	2500	3500	5000
	Training of teachers and officials on digital skills and use of ICT in teaching and learning and administration and how to use a Learning Management System	Number of teachers and officials trained in use of ICT tools provided to improve their productivity.	1500	5600	7000	9000	11000
		Number of teachers trained on how to use Learning Management Systems or accessing educational e-portal.	New indicator	400	650	750	1000

2.3.3.3. Focus Area 3: Implement Productivity enhancements

Pillar 3: Fourth Industrial Revolution							
Focus Area 3: Implement Productivity Enhancements							
		Performance Metrics		Achieved	Targets – MTEF Period		
Objective	Objective Statements/Activities	Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Provide tools of trade to officials	Identify officials to benefit from the tools of trade roll-out	Percentage of officials provided with tools of trade for ease of work-related tasks	-	100%	100%	100%	100%

2.3.3.4. Focus Area 4: Upscale e-learning

Pillar 3: Fourth Industrial Revolution							
Focus Area 4: Upscale e-learning							
		Performance Metrics		Achieved	Targets – MTEF Period		
Objective	Objective Statements/Activities	Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Focus on key skills required for success in the 21st century classroom	Development of the provincial Learning Management System (LMS) with digital content	Number of grades covered in the provincial learning management system (LMS)	New Indicator	01	03	06	08
	Public schools provided with digital devices having access to digital content	Number of public schools provided with digital devices for teaching and learning.	New Indicator	21.4%	150	200	250
	Sourcing of remote learning platforms providing meaningful 21st century learning opportunities	Number of schools that have been provided with digital content through remote learning platforms	New Indicator	725	350	700	900
	Implementation of new innovation subject offerings contributing to developing a competent 21st century learner	Number of schools offering Coding and Robotics (a) Foundation Phase	New Indicator	216	250	300	400

Pillar 3: Fourth Industrial Revolution

Focus Area 4: Upscale e-learning

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period			
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26	
		(b) Intermediate Phase (c) Senior Phase						
		Number of Teachers trained in Coding and Robotics	New Indicator	202	250	300	300	
	Sourcing of ICT partners supporting E-Learning	Number of partnerships supporting subjects through E-Learning programs in schools	New indicator	4	5	7	10	

2.3.3.5. Focus Area 5: Integrate e-administration

Objective	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period			
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Strengthen Controls at School level	Develop and implement indicators in-order to strengthen controls in schools	Percentage of development of indicators for strengthening controls in schools.	0	100%	100%	100%	100%
	Develop an Online version of SASAMS and move to real time	Percentage of development of online version of SASAMS	0	100%	100%	100%	100%
		Number of Data Driven District Users login to the system per quarter	New Indicator	1 986	1 990	2 010	2 2025

Pillar 3: Fourth Industrial Revolution

Focus Area 5: Integrate e-administration

2.3.3.6. Focus Area 6: Promotion of an Enabling Environment

Pillar 3: Fourth Industrial Revolution											
Focus Area 7: Promotion of an enabling environment											
		Performance Metrics									
				Baseline 2019/20	**Achieved**		**Targets – MTEF Period**				
Objective	**Objective Statements/Activities**		**Indicator**		**2022/23**	**2023/24**	**2024/25**	**2025/26**			
Create a conducive, enabling environment for technology uptake	Implement physical security policy for protection of devices.										
	Educate teachers and learners on cyber security		Number of teachers and learners trained on Cyber space bullying and security	0	0	5 000	5 000	5 000			
	Negotiation with Eskom and other Municipality services in order to provide support to Principals on saving of costs.		Percentage of engagements with municipalities for school support.	0	50%	50%	50%	50%			

2.4. Pillar 4: Inclusive Education and Social Cohesion

2.4.1. Introduction and Purpose

The South African Census, 2011 and General Household Survey revealed that 500 000 children with disabilities are out of school, thus violating these children's human rights to access equal educational opportunities. Inclusive Education promotes the provision of education, resources, and support where a learner is based. Thereby eliminating segregation and committing "to creating schools which respect and value diversity and aim to promote democratic principles emphasis on Special Schools as institutions for learners with barriers to learning, however the trajectory of education has transformed towards a deinstitutionalised approach. This approach and a set of values and beliefs relating to equality and social justice so that all children can participate in teaching and learning" (UNICEF, 2012).

Inclusive Education is not synonymous with separation, discrimination, exclusion and integration. Inclusivity is about including everybody, celebrating differences, supporting learning, and responding to individual needs (UNICEF, 2012). Inclusive Education has often been inaccurately identified as the sole agent for supporting learners with barriers to learning, however Inclusive Education is an interdisciplinary approach that transcends the medical model of Disability and Impairment. For successful Inclusivity the learners, educators, parents, community and environments become collaborators.

Inclusive Education is a human rights issue that espouses the principles of social justice, accessibility, uniqueness of the learner, belongingness and equity. It responds to learners' diverse needs and increases their participation in learning, cultures, and communities thus reducing exclusion. The modalities employed to facilitate inclusivity have a proportionate effect on social cohesion. The accommodations and modification in content, structures and strategies reduce marginalisation of learners and afford learners with diverse needs equal playing field thus creating an inclusive society. Therefore, Inclusive Education is a proponent of Social Cohesion.

The UN Department of Economic and Social Affairs defines Social Cohesion as 'the glue that holds society together'. A cohesive society is one where people are protected against life risks, trust their neighbours and the institutions of the state and can work towards a better future for themselves and their families. The ideology of Inclusivity promotes this, as a learner with a barrier to learning can participate optimally and interact with their environment.

Inclusive Education seeks to consider both the enabling and disabling factors that may facilitate or impair equal participation of a learner at school, in curriculum, with extra-curricular activities and in society. The Fourth Industrial Revolution affords education the limitless technological resources and "know how" to support learners using current and evidence-based approaches.

The Salamanca Statement, Spain 1994 states that, "Inclusive schools provide an **effective education** to the majority of children and improve the **efficiency and cost-effectiveness** of the entire education system".

The regulatory framework promoting Inclusive Education includes:
- United Nations Convention on the Rights of the Child (1992),
- United Nations Convention on the Rights of Persons with Disability (2006),
- South African Constitution (1996)
- South African Education Act (1996)
- White Paper 6 on Inclusive Education (2001),

- Screening, Identification, Assessment, and Support (2014),
- National Learner Transport Policy (2015),
- White Paper on the Rights of Persons with Disability (2016),
- Draft National Guidelines for Resourcing an Inclusive Education System (2018)

The International resolution to "…concentrate efforts on the development of inclusive schools" (UNESCO,1994) is to date deemed a national priority.

"Ordinary public schools that are welcoming of all learners in terms of their cultures, policies and practices. Such schools increase participation and reduce exclusion by providing support to all learners to develop their full potential irrespective of their background, culture, abilities or disabilities, their gender or their race. It is envisaged that, in the long run, all ordinary public schools should come to be considered inclusive schools." (Draft National Guidelines for Resourcing an Inclusive Education System, March 2018)

2.4.2. Stakeholders

The following stakeholders are an integral part of ensuring the success of the objectives.

- ASLADECO Deaf Consultancy,
- Autism SA,
- Deaf SA,
- Department of Higher Education (SEDA/Technical Occupational and Vocational)
- Disability Units at Fort Hare, Walter Sisulu NMMU and Rhodes University Units)
- Disabled Children's Action Group - DICAG,
- Down Syndrome South Africa,
- Disabled People South Africa - DPSA (Cerebral Palsy SA/ Epilepsy SA),
- Eastern Cape Disability Economic Empowerment Trust - ECDEET,
- Hi-Hopes (Univ. of Witwatersrand)
- National Council of Persons with Physical Disability South Africa - NCPPDSA
- QuadPara Association of South Africa (QASA),
- South African National Association for Specialized Education -SANASE,
- South African National Council for the Blind Association - SANCB,
- Teacher Empowerment for Disability Inclusion – Univ. of CPT TEDI (Univ. Cape Town)
- Department of Social Development,
- Department of Health,
- Department of Transport,
- Department of Labour
- Department of Local Government,
- Department Cooperative Governance, and Traditional Affairs,
- Department of Roads and Public Works,
- Trade Unions
- 63 Full-Service Schools and 46 Special Schools

2.4.3. Objectives and Indicators

2.4.3.1. Focus Area 1: Improve Stakeholder Engagement in order to promote social cohesion and to support the rights and well-being of all Children

Pillar 4: Inclusive Education and Social Cohesion									
Focus Area 1: Improve Stakeholder Engagement in order to promote social cohesion and to support the rights and well-being of all children									
		Performance Metrics		Achieved	Targets – MTEF Period				
Objectives	Objective Statements/Activities	Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26		
Develop, implement and monitor a coordinated Stakeholder Engagement Plan	Developing, implementing, and monitoring a coordinated Stakeholder Engagement Plan requires the following actions: • Develop a Stakeholder Engagement Plan (List influential / priority players internally & externally) • Alignment with overall plan of other Departments • Implementation and monitoring as defined in the plan.	Number of stakeholder engagements held.	3	3	3	3	3		
		Number of stakeholder initiatives implemented	2	2	2	2	2		
	• Advocate for improved access to Inclusive education services in rural, remote and underserviced areas	Number of inter-Departmental forums attended (annually)	1	1	2	2	2		
	• Foster an enabling working environment. • Collaborate with intradepartmental agencies.	Number of advocacy campaigns executed	2	2	3	3	3		
	• Collaborate with multi-sectoral agents (interdepartmental) • Convene Quarterly Provincial Coordinating Committee on Inclusive Education (PCCIE) Meetings	Number of PCCIE meetings held	4	2	3	3	3		

Pillar 4: Inclusive Education and Social Cohesion

Focus Area 1: Improve Stakeholder Engagement in order to promote social cohesion and to support the rights and well-being of all children

Objectives	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
	• Linkage with other departments (DOL/DSD/DOE/DOH) to do the transition plan for learners and to support them once they are over the age of 18 years. • Linkage with DOH for early identification of learners with special needs • Linkage with Higher Education institutions regarding revisions for learners as Exit Basic Education strategy. • Linkage with ECD to develop an early intervention programme. • Collaboration with other departments for assistance with learners in the classroom (EPWP, Public Works) • Participate in the social cluster	Number of out of school youth integrated within the education system.	20	20	30	45	50
		Number of learners with special needs enrolled into Higher Education Institutions	10	2	10	10	10
		Number of learners in ECD provided with support to assist them - SIAS.	20	0	50	100	150
	• Quarterly meetings held to evaluate the POA adopted.	Number of quarterly meetings held (annually)	4	4	4	4	4
	• Provisioning of Scholar Transport in the context of inclusivity	Increase number of learners with special needs provided with transport	2000	2 000	2500	2800	3000

2.4.3.2. Focus Area 2: Infrastructure: Increase Access Through Universal Design

Strategic Objectives	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	**Baseline 2019/20**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Infrastructure Promote accessible, inclusive and learning spaces.	• Contextual analysis and consolidation of previous school audits, considering the domains of specialization (Utilizing the community and stakeholders to identify rationalized schools to be used)	Number of audits conducted considering the domains of specialization	4	4	4	4	4
	• Development of plan for Special Needs (Infrastructure)	Number of Implementation plans developed	1	1	1	2	2
	• Election of task team on monitoring of plan and Monitor implementation of the Plan	Number of new special schools constructed	2	1	1	1	1
	• Construction of at least 6 new schools or the conversion of rationalised schools	Number of Full-Service Schools physically upgraded	17	17	10	10	10
	• Upgrading of Full-Service Schools • Upgrading of Special Schools • Upgrading of mainstream schools • Analysis of Special schools to have amenities, including swimming pools, sport therapeutic facilities, residential care	Number of Special Schools physically Upgraded in accordance with investigation report	2	10	10	10	10
		Number of Public Ordinary Schools Physically Upgraded with high level support programmes	2	2	3	4	6
		Number of Special schools with all amenities, including swimming pools, sport therapeutic facilities, residential care	2	1	1	1	1

Pillar 4: Inclusive Education and Social Cohesion
Focus Area 2: Infrastructure: Increase Access Through Universal Design

2.4.3.3. Focus Area 3: To increase the capacity of educators, support staff and relevant officials in addressing barriers to learning

Pillar 4: Inclusive Education and Social Cohesion							
Focus Area 3: To increase the capacity of educators, support staff and relevant officials in addressing barriers to learning							
Objectives	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Capacity building by investing in teacher training for inclusive education (peer driven education)	• Reference Groups – from Departmental officials to conduct training • Peer Mentoring / Experts groups – from Department Educators to conduct training	Number of Teachers trained on Screening, Identification, Assessment and Support (SIAS) (number of schools)	1 000	800	1000	1000	1000
	• Develop Information Communication and Technology (ICT) infrastructure	Number of educators, officials and support trained on inclusive education	450	458	500	600	700
	• Information Communication and Technology (ICT) infrastructure and training of Educators and Assistants (Scribes etc,)	Number of teachers and officials trained on Inclusive Education.	150	230	200	200	200
	• Develop and provide Departmental eLearning programmes on Inclusive Education	Number of Inclusive Education Indabas hosted	1	1	1	1	1
	• Accreditation of Inclusive Education Continuous Professional Development (CPTD) • Outsourcing specialised training to relevant accredited organisations and institutions of higher learning to train educators.	Number of Districts monitored for Inclusive Education related awareness Days with Provincial, District officials and Communities	2	3	6	6	6

Pillar 4: Inclusive Education and Social Cohesion

Focus Area 3: To increase the capacity of educators, support staff and relevant officials in addressing barriers to learning

Objectives	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicator	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
	- Advocacy and training on disabilities for teachers in mainstream - To train teachers to coach children with special needs - Training of master trainers in specialised domains. - Training of support staff at special schools in various domains of specialisation, focusing on communication with children (Learner Centred Teacher Development) - Training on teaching methodologies as it relates to auditory visual and kinetic abilities - Establishment of Professional Learning Communities (PLC) at special schools - Learning projects to be included in the training schedule. - Publish on Departmental website on Inclusive Education	Percentage of individualised support plans developed for learners with barriers to learning	New Indicator	3%	5%	10%	15%
		Number of Inclusive Day events hosted showcasing best practices	1	8	8	10	10

2.4.3.4. Focus Area 4: Develop Guidelines and Regulations to support Inclusive Education

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Focus Area 4: Develop Guidelines and Regulations to support Inclusive Education

Objectives	Objective Statements/Activities	Performance Metrics Indicators	Baseline 2019/20	Achieved 2022/23	Targets – MTEF Period 2023/24	Targets – MTEF Period 2024/25	Targets – MTEF Period 2025/26
To develop policies that guide the implementation of the inclusive education paradigm and to state standards of operations in the execution of various directives	• Policy on Full-Service Schools (FSS) funding norms that guide resource allocation and operations. • Policy on Special Schools as Resource Centres • Norms and standards on allocation of Support Staff and Specialists at Special Schools • Concept document on the expansion of the technical occupational Curriculum • Policy on assistive device resources centres • Development of all policies by the department will be done in collaboration with all departments stakeholders – unions and social partners • Annual revision of standards	Number of circulars developed to guide implementation of Inclusive Education.	1	1	15	15	15
		Number of Concept documents and Business plans developed on the expansion of the technical occupational curriculum	1	1	1	1	1
		Number of placement committees established.	1	1	12	12	12

2.4.3.5. Focus Area 5: Ensure an efficient operating and accountable inclusive education system on the process of support provisioning

Pillar 4: Inclusive Education and Social Cohesion							
Focus Area 5: Ensure an efficient operating and accountable inclusive education system on the process of support provisioning							
		Performance Metrics		Achieved	Targets – MTEF Period		
Objectives	Objective Statements/Activities	Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Implementation of the Screening Identification Assessment and Support (SIAS) process	• Advocacy on the Screening Identification Assessment and Support (SIAS) circulars • Establishment of district and placement committees	Percentage of learners with Individualised Support Plan (ISP) in special schools	2%	30%	50	50	60
	• Uniform Implementation of the SIAS process • Training on the SIAS process	Number of learners with ISPs in FSS	200	200	200	200	200
		Number of learners with ISPs in mainstream schools	400	400	450	500	500
	• Resourcing of the SIAS process	Number of learners Support Needs Assessment (SNA)1 and 2	1000	1000	1000	1000	1000
	• Computerised SIAS implementation programme in collaboration with SASAMS/EMIS	Number of learners with SNA 3	1000	1000	1000	1000	1000
	• Policy on Special Schools as Resource Centres (SSRC)	Number of learners on Autism Spectrum enrolled in Special Schools	New indicator	1000	746	1000	1000
	• Audit on the needs of special schools to function as resource centres	Number of learners placed in high level support programmes	10 000	10 000	10 000	10 000	10 000
	• Budget allocation to Special Schools to provide outreach services as per policy document	Number of Special Schools converted to Resource Centres with designation letters	24	24	24	24	24
	• Registering of outreach services • Monitoring of outreach services • Designation letter	Number of outreaches provided by Special School Resource Centres	24	24	45	45	45
	• Advocacy on SASAMS for special learners to records the marks and indicate that support is given	Number of learners in Public Ordinary Schools receiving high level support	1000	800	1000	1000	1000

2.4.3.6. Focus Area 6: Monitoring and evaluation of the Inclusive Education System

Pillar 4: Inclusive Education and Social Cohesion							
Focus Area 6: Monitoring and evaluation of the Inclusive Education System							
		Performance Metrics		Achieved	Targets – MTEF Period		
Objective	Objective Statements/Activities	Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Policy implementation and monitoring; collect data for evidence building and progress monitoring.	• To develop reporting systems to monitor progress and implementation of the SIAS process and Inclusive Education policy • Performance Management Accountability: Key performance areas (budget, Academic performance of learners, accommodations and concessions provided). • Monitoring of service delivery of all departmental officials as it relates to their core responsibilities in their performance agreements – specialists, therapists & educators	Number of uniform reporting tools for special school, Full-Service Schools, CMC, District-based Support Teams and Provincial report.	1	1	1	1	1

2.4.3.7. Focus Area 7: Expansion of Full-Service Schools to Support Learners with Moderate Barriers to Learning

Pillar 4: Inclusive Education and Social Cohesion							
Focus Area 7: Expansion of Full-Service Schools to Support Learners with Moderate Barriers to Learning							
		Performance Metrics		**Achieved**	**Targets – MTEF Period**		
Objectives	**Objective Statements/Activities**	**Indicators**	**Baseline 2019/20**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
To increase the number of FSS to provide services to learners with moderate barriers to learning	• To increase the number of learners with moderate level of support needs provided with specialist support and appropriate curriculum	Number of FSS that received additional budget and personnel allocations	62	62	62	62	62

2.4.3.8. Focus Area 8: Transfers Adjusted and Adequate Subsidies to Special Schools

Pillar 4: Inclusive Education and Social Cohesion							
Focus Area 8: Transfers Adjusted and Adequate Subsidies to Special Schools							
		Performance Metrics		**Achieved**	**Targets – MTEF Period**		
Objectives	**Objective Statements/Activities**	**Indicators**	**Baseline 2019/20**	**2022/23**	**2023/24**	**2024/25**	**2025/26**
Budget designation for special schools (tranches)	• Timeous transfers- 2 tranches per year	Number of outreach services provided by SS through additional funding	10	5	10	10	10
	• Evaluated formula on the transfer of tranches to special schools and high-level support programmes	Number of learners from disadvantaged communities subsidised for hostel accommodation in Special Schools	50	50	100	100	200
	• Transfer for additional outreach programmes at special schools that are resource centers	Number of Special Schools that submit financial statements/Audits/ Monthly expenditure tool	45	45	45	46	46
	• Transfer of additional funding to special schools for assistive devices						

2.4.3.8. Focus Area 8: Transfers Adjusted and Adequate Subsidies to Special Schools

Pillar 4: Inclusive Education and Social Cohesion							
Focus Area 8: Transfers Adjusted and Adequate Subsidies to Special Schools							
		Performance Metrics		Achieved	Targets – MTEF Period		
Objectives	Objective Statements/Activities	Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
	• Transfer of additional funding to special schools for accommodating disadvantaged learners in hostels						

2.4.3.9. Focus Area 9: The Establishment of Appropriate Human Resource Provisioning

Pillar 4: Inclusive Education and Social Cohesion							
Focus Area 9: The Establishment of Appropriate Human Resource Provisioning							
		Performance Metrics		Achieved	Targets – MTEF Period		
Objectives	Objective Statements/Activities	Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
To redefine the post provisioning, post creation and classification, in order to respond to the diverse specialist needs of learners within the education system	Specialists (discipline specific) Audit on the vacancies of posts for psychologists and therapists Critical evaluation of the current post provisioning for specialist staff at District, CMC and school level Establishment of post provisioning for specialists that can respond to the needs of learners Determination of budget requirements	Percentage of Inclusive Education (IE) posts filled.	80%	80%	90	90	90
		Number of specialists appointed at 49 CMC, Psychologists, Occupational Therapist, Speech Therapist, Remedial Specialists	49	49	49	59	49

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Focus Area 9: The Establishment of Appropriate Human Resource Provisioning

Objectives	Objective Statements/Activities	Performance Metrics		Achieved	Targets – MTEF Period		
		Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
	Filling of vacant posts, Head Office Level, District Level, CMC level, Special School Level, FSS level Specialist (Teaching and Learning) Audit on vacancies	Number of specialist posts at 49 CMC (147 SES: Learning Support Specialists)	12	12	12	12	12
	Re-evaluation of responsibilities and classification of posts Support staff Audit on the vacancies of posts for support staff at special schools	Number of specialist posts at special schools (Psychologist, Occupational Therapist, Speech-Language Therapist, Audiologist, Physiotherapist)	48	46	66	74	80
	Implementation of developed norms and standards for support staff Filling of vacant posts Implementation of standards of operations for support staff	Number of nurses appointed in Special Schools.	4	11	22	24	24
	Increase number of educators at special schools and high-level support programmes (1250 ring fence posts)	Number of security services at Special Schools	46	45	45	46	47

2.4.3.10. Focus Area 10: The adequate Provisioning of Assistive Devices to Learners

		Pillar 4: Inclusive Education and Social Cohesion						
		Focus Area 10: The adequate Provisioning of Assistive Devices to Learners						
		Performance Metrics		Achieved	Targets – MTEF Period			
Objectives	Objective Statements/Activities	Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26	
Assistive device provisioning for Learning Teaching Support Material	• Registration on the National Treasury: Department of Health Assistive Device Tender Database • Establishment of assistive device forum • Audit on the assistive device needs of learners in special schools • Audit of assistive devices needs at mainstream schools • Establishment of assistive device centres at Special Schools as Resource Centres • Creation of mobility specialist posts • Allocation of posts at Assistive Device Centres • Resourcing of assistive device centre	Number of Assistive device centres established.	2	2	2	2	2	
		Number of learners receiving assistive devices	9961	9961	10000	10000	10000	

2.4.3.11. Focus Area 11: The provisioning of Differentiated Curriculums to Learners

		Pillar 4: Inclusive Education and Social Cohesion						
		Focus Area 11: The provisioning of Differentiated Curriculums to Learners						
		Performance Metrics		Achieved	Targets – MTEF Period			
Objectives	Objective Statements/Activities	Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26	
		Number of schools provided with High level support programmes and LTSM equipment.	2	2	4	4	4	

2.4.3.12. Focus Area 12: To Promote Effective Organisational Design to Respond to the Needs of Learners

| | | Performance Metrics | | Achieved | Targets – MTEF Period | | |
		Indicators	Baseline 2019/20	2022/23	2023/24	2024/25	2025/26
Objectives	**Objective Statements/Activities**						
Organizational Design Change Management; Roles and responsibility clarification	• Clarify the roles and responsibility of Provincial Office, District Office, Schools to expedite responses to matters relating to human rights violations, alleged misappropriation of funds, disaster management, disputes in order to encourage accountability and role buy-in • Mitigate against risks and service delivery improvement • Disseminating information to personnel and stakeholders to assist in the understanding of services to be rendered where applicable for inclusive education	Number of misconduct cases reported	1	1	10	10	10
		Number of Cluster accountability meetings convened.	4	4	4	4	4

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Focus Area 12: To Promote Effective Organisational Design to Respond to the Needs of Learners

3. Approval and Sign Off

The revision of the ESTP is an attempt to accelerate service delivery by the Department of Education, taking into account the mandate as outlined in the National Development Plan, the Sector Plans in general and the relevant legislation governing education.

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Dr AS Nuku
A/ HoD: Eastern Cape Department of Education

Date: _23/06/23_____

Approved by:

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Mr. F.D. Gade
Member of the Executive Council (MEC)
Eastern Cape Department of Education

Notes

Notes

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