



**Strategic  
Plan**  
2020-2025





## Table of Contents

Executive Authority Statement	5
Accounting Officer Statement	7
Official Sign Off	8
<b>Part A - Our Mandate</b>	<b>9</b>
1. Constitutional Mandate	10
2. Legislative And Policy Mandates	11
3. Institutional Policies And Strategies	12
4. Relevant Court Ruling	18
<b>Part B - Our Strategic Focus</b>	<b>19</b>
1. Vision	20
2. Mission	20
3. Values	20
4. Situational Analysis	21
5. External Environment Analysis	23
6. Internal Environment Analysis	35
<b>Part C - Measuring Our Performance</b>	<b>43</b>
1. Institutional Performance Information	44
2. Impact Statement	45
<b>Part D - Technical Indicator Descriptions (TIDs)</b>	<b>65</b>
<b>Outcome 1</b> A Strong And Solid Foundation In Literacy And Numeracy	66
<b>Outcome 2</b> 10-Year-Old Learners Enrolled In Publicly Funded Schools Read For Meaning	68
<b>Outcome 3</b> Youths Better Prepared For Further Studies And The World Of Work Beyond Grade 9	72
<b>Outcome 4</b> Youths Leaving The Schooling System Better Prepared To Contribute Towards A Prosperous And Equitable South Africa	74
<b>Outcome 5</b> ITC Integrated In The Provision Of Quality Basic Education	76
<b>Outcome 6</b> Skills For A Changing World	80
<b>Outcome 7</b> A Well-Defined Holistic Integrated Inclusive Education Support System	82
<b>Outcome 8</b> Effective Social Protection And Creation Safe School Environment Conducive To Learning	88
<b>Outcome 9</b> Effective Governance For Quality Basic Education	92
<b>Outcome 10</b> School Physical Infrastructure And Environment That Inspires Learners To Learn And Teachers To Teach	96
<b>Annexure</b>	<b>99</b>
<b>Annexure A</b> District Development Model and District Profiles	100







## Executive Authority Statement

Basic education will be a key policy imperative for the Eastern Cape government for the Five-Year period 2020 to 2025. Our basic education system's sector priorities for the Medium Term Strategic Framework (MTSF) will serve to lay a solid foundation for quality basic education as well as contribute to the growth and development of the province.

The Department's 2020-2025 Strategic Plan derives its policy directives from the MTSF 2019-2024 which is the translation of the government's priorities outlined by the President at the 2019 State of the Nation Address (SONA) that are derived from the electoral mandate for the next five-year period. The priorities are as follows:

- A capable, ethical and developmental state;
- Economic transformation and job creation;
- Education, skills and health;
- Consolidating the social wage through reliable and quality basic services;
- Spatial integration, human settlements and local government;
- Social cohesion and safe communities;
- A better Africa and World.

Over the last two decades, we have made substantial improvements in expanding access and participation and equity in our education system. This includes improved access to early childhood development, improved access to basic education, provision of quality school nutrition, and improvements in learning outcomes for all grades. The focus of the Department in the sixth administration will be on consolidating these gains.

The Department will prioritise improving performance in key areas of the provincial education system such as ensuring all learners benefit from the provision of quality Learner Teacher Support Materials, continuous support and development of teachers and officials, leveraging our Information Communication and Technology (ICT) capabilities to support our administration and schools. We will ensure that the education sector supports economic development, economic transformation, infrastructure development; and we will continue to build and strengthen partnerships with all sectors of society.

The 2020-2025 Strategic Plan will serve as our guiding document to realise the vision which is encapsulated in the Action Plan 2020-2025, the National Development Plan (NDP) and the Eastern Cape Provincial Development Plan (PDP). The five year plan endeavours to entrench the ethos of an active developmental state so that we bring about rapid and sustainable transformation in the province's economic and social conditions.

It is hoped that these efforts will go some way towards realising our Vision 2030, as captured in the Eastern Cape PDP, to build an enterprising province where people are active and take the initiative to develop their communities based on existing and potential resources and capabilities.

Education must become relevant to the people of the Eastern Cape so that they are not only literate and numerate but that they are the best 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.



**MR FD GADE**

MEC Eastern Cape Department of Education  
17 March 2020



HON MEC F. D. GADE

**“EDUCATION IS  
A BRIDGE OF  
HOPE FOR OUR  
CHILDREN AND  
THE NATION AT  
LARGE”**

**MR FUNDILE GADE  
MEC FOR EDUCATION  
POLICY SPEECH  
2020**



## Accounting Officer Statement

The Eastern Cape Department of Education's Five-Year Strategic Plan is premised on policy mandates that emanate from the National Development Plan (NDP), Eastern Cape Provincial Development Plan (PDP) Vision 2030, 2019 and 2020 State of the Nation and State of the Province policy directives, Education Sector Plan and Action Plan to 2025.

The country'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. The work of the Department over the next five years will focus on consolidating the good work that has been done and accelerating new strategies for improved learning outcomes. Improved learner performance will continue to remain the central priority focus of the Department.

The Five-Year Strategic Plan is anchored around the four interconnected pillars of the Education System Transformation Plan that will guide the Department in ensuring the provision of quality basic education to all.

The four interconnected Pillars are:

- **Capacity Building** - where the Department functions optimally, efficiently and delivers effectively.
- **Economic Drive** - we need to ensure that our education system is relevant and responsive to the provincial economy's needs and skills requirements.
- **Fourth Industrial Revolution** - we shall leverage opportunities presented by the Fourth Industrial Revolution and entrench our ICT capabilities in all facets of our administration and schools.
- **Inclusive Education** - championing inclusive education so as to ensure that no learner is left behind in the province.

The work of the Department over the next five-year period will be premised on the following sector policy priorities:

- **Early Childhood Development (ECD):** The Department will place emphasis on expanding and improving the quality of ECD programmes. By 2025, the province will ensure that all five-year old children have access to quality early childhood development and care so that they are ready for primary education.

- **Reading:** We will support all children to read for meaning by the age of 10. This will be done through a number of interventions including the provision of a dedicated package of support to home language in the Foundation Phase consisting of lesson plans, graded reading books and professional support to teachers.
- **Information Communication and Technology (ICT):** A key focus will be on exploiting new educational technologies and exploring ways to use ICT in improving our administration systems, supporting teachers and schools.
- **Assessments and Accountability:** The Department will support and use systemic evaluations to disseminate school performance information.
- **Infrastructure:** We will ensure work continues in dealing with backlogs around sanitation and increasing the number of schools which meet the minimum infrastructure requirements.
- **Social Protection and Safety:** The Department will work on ensuring that the most vulnerable are protected and supported to fully benefit from the provision of quality basic education.
- **Inclusive Education:** The education, training and innovation system will cater for different needs and accommodate all learners to produce highly skilled individuals.
- **Data and Information Systems:** District administrative and school performance data will inform management decisions on the appropriate interventions and support measures for schools.

I want to acknowledge the contribution of our stakeholders: the various sister Departments, Trade Unions, School Governing Body Associations and thank them for their support and rich contributions in the development of this Five-Year Strategic Plan. I would also like to thank all officials who continue to work diligently with the support of our partners and the relevant stakeholders in the province in ensuring continued improvements in learner outcomes in the Eastern Cape.



**MR T. KOJANA**  
 Eastern Cape Department of Education  
 17 March 2020



MR. T. KOJANA





## Official Sign-Off

It is hereby certified that this Strategic Plan:

- as developed by the management of the Eastern Cape Department of Education under the guidance of the Member of the Executive Committee (MEC) for Education, Mr Gade.
- takes into account all the relevant policies, legislation and other mandates for which the Eastern Cape Department of Education is responsible.
- accurately reflects the Impact, Outcomes and Outputs which the Eastern Cape Department of Education will endeavour to achieve in the period from 2020/21 to 2024/25.

**P Vinjevoid**  
Deputy Director-General  
Corporate Management  
Eastern Cape Department of Education

**X Kese**  
Acting Chief Financial Officer  
Eastern Cape Department of Education

**R Tywakadi**  
Deputy Director-General  
Curriculum Management and Delivery  
Eastern Cape Department of Education

**Mr T Kojana**  
Accounting Officer  
Eastern Cape Department of Education

**S Nuku**  
Acting Deputy Director General  
District Coordination and Institutional  
Operations Management  
Eastern Cape Department of Education

Approved by:

**Mr FD Gade**  
MEC  
Eastern Cape Department of Education





**PART A**  
**OUR**  
**MANDATE**



# 1. Constitutional Mandate

The constitutional mandate of the Department of Education is derived from Section 29 of the Constitution (Act No. 108 of 1996). Section 29 of the Constitution states:

- (1) Everyone has the right:
  - (a) to a basic education, including adult basic education; and
  - (b) to further education, which the state, through reasonable measures, must make progressively available and accessible.
  
- (2) Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account:
  - (a) equity;
  - (b) practicability; and
  - (c) the need to redress the results of past racially discriminatory laws and practices.
  
- (3) Everyone has the right to establish and maintain, at their own expense, independent educational institutions that:
  - (a) do not discriminate on the basis of race;
  - (b) are registered with the state; and
  - (c) maintain standards that are not inferior to standards at comparable public educational institutions.

The Eastern Cape Department of Education is ensuring that this right is protected by providing quality basic education for all learners in the province, ensuring that education is transformed and democratised in accordance with the values of human dignity, equality, human rights and freedom; non-racism and non-sexism.



## 2. Legislative and Policy Mandates

The following list of acts and regulations further elaborate the legislative and policy mandate of the Department:

MANDATES	BRIEF DESCRIPTION
<b>THE NATIONAL EDUCATION POLICY ACT (NEPA), 1996 (ACT 27 OF 1996)</b>	The NEPA inscribes into law the policies, the legislative and monitoring responsibilities of the Minister of Education, as well as the formal relations between national and provincial authorities. It lays the foundation for the establishment of the Council of Education Ministers, as well as the Heads of Education Departments Committee (HEDCOM), as inter-governmental forums that collaborate in the development of the new education system. The NEPA embodies the principle of cooperative governance, elaborated upon in Schedule 3 of the Constitution.
<b>SOUTH AFRICAN SCHOOLS ACT, (SASA), 1996 (ACT 84 OF 1996), AS AMENDED</b>	To provide for a uniform system, for the organisation, governance and funding of schools, to amend and repeal certain laws to schools, and to provide for matters connected therewith. It ensures that learners have the right of access to quality education without discrimination.
<b>PUBLIC FINANCE MANAGEMENT (PFMA) ACT, 1999 (ACT 1 OF 1999), AS AMENDED.</b>	The Public Finance and Management Act regulates the management of finances in national and provincial government. It sets out the procedures for efficient and effective management of all revenue, expenditure, assets and liabilities. It establishes the duties and responsibilities of government officials in charge of finances. The Act aims to secure transparency, accountability and sound financial management in government and public institutions.
<b>EMPLOYMENT OF EDUCATORS (EEA) ACT, 1998 (ACT 76 OF 1998)</b>	To provide for the employment of educators by the State, for the regulation of the conditions of service, discipline, retirement and discharge of educators and for matters connected therewith.
<b>SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA) ACT, 1995 (ACT 58 OF 1995)</b>	To provide for the development and implementation of a National Qualifications Framework and for this purpose to establish the South African Qualifications Authority and to provide for matters connected therewith.
<b>THE EASTERN CAPE SCHOOLS EDUCATION ACT (ECSEA), 1997 (ACT NO. 1 OF 1997)</b>	This Provincial Act provides for a uniform education system for the organisation, governance and funding of Eastern Cape schools and makes provision for the specific educational needs of the Province. It provides for the control of education in schools in the Province and for other matters connected therewith.
<b>THE PROMOTION OF ADMINISTRATIVE JUSTICE ACT [PAJA], 2000 (ACT 3 OF 2000)</b>	It gives effect to the right to administrative action that is lawful, reasonable and procedurally fair and to the right to written reasons for administrative action as contemplated in section 33 of the Constitution of the Republic of South Africa, 1996 and to provide for matter incidental thereof. The Act applies to all administrative decisions of organs of state.
<b>THE PROMOTION OF ACCESS TO INFORMATION ACT [PAIA], 2000 (ACT 2 OF 2000)</b>	The PAIA deals with section 32 of the Constitution, the right of access to information 'records' held by public and private bodies such as all documents, recordings and visual material, but does not apply during civil and criminal litigation.
<b>SOUTH AFRICAN COUNCIL OF EDUCATORS ACT, 2000 (ACT 31 OF 2000)</b>	To provide for the continued existence of the South African Council for Educators; to provide anew for the functions of the said council; and to provide anew for the composition of the said council; and to provide for matters incidental thereto.



### 3. Institutional Policies and Strategies

The development of the Eastern Cape Department of Basic Education Five-Year Strategic Plan considered the national and provincial planning and legislative frameworks such as the National Development Plan, Basic Education Sector Plan: Towards the Realisation of Schooling 2030, the Provincial Development Plan Vision 2030, Sustainable Development Goals and the Medium Term Strategic Framework 2019-2024.

The primary objectives contained in these strategic documents seek to improve access, redress, equity and quality in our education system and support the country's growth and development agenda.

#### National Development Plan (NDP)

The NDP puts forward a number of priorities that will drive all development initiatives from the government and private sector. The aim of the NDP is to ensure that South Africans have access to education and training of a high quality, leading to significantly improved learning outcomes by 2030.

The plan gives a 2030 horizon and emphasises what is critical to the development of human capital starting with the Early Childhood Development (ECD) sector, which is the foundation for all development in the country. Alignment of all initiatives and strategies by various sectors will thus be critical in each five-year period until 2030.

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 the goals of economic growth, employment creation, poverty eradication and the reduction of inequality. Basic education, comprising ECD (for children aged 0 to 4) and school education (starting with Grade R for children aged 5 up to Grade 12), forms the bedrock of the education system.

The NDP envisages that each community has a functional school with teachers who love teaching and learning, where schools have access to quality Learner Teacher Support Materials (LTSM) and

learners and staff are safe and work in a conducive environment.

The NDP focuses on the following key strategies that have been incorporated as part of the Eastern Cape Department of Education (ECDoE) five-year plan:

- Access to quality ECD;
- Improve quality teaching and learning to ensure that 90% of learners in Grades 3, 6 and 9 achieve 50% or more in Languages, Mathematics and Science;
- Produce highly skilled individuals;
- Allow for different parts of the education system to work together so that learners can take different pathways to high quality learning opportunities;
- Position education as the most important investment for our country; and
- Instil the values of lifelong learning, continuous professional development and knowledge production.

Chapter 9 of the NDP should be read in conjunction with Action Plan to 2024: Towards the Realisation of Schooling 2030, the current long-term Strategic Plan for the Basic Education Sector. The two policy frameworks are complementary.





## Provincial Policy Priorities

The Provincial Development Plan (PDP) is grounded in the NDP but is shaped by the critical priorities specific to the Eastern Cape. By 2030, the Eastern Cape should be an enterprising and connected province where all people reach their potential.

A sustainable future for the Eastern Cape rests on people-centred development, grounded in the following thematic areas:

- An enterprising province is a province where people are active in their personal and the region's social and economic development. People take the initiative to develop their communities, based on existing and potential resources and capabilities. An enterprising province is also a province of entrepreneurs, across scales, sectors and space, including social entrepreneurs.

- A connected province is a province that has a strong infrastructure network connecting rural and urban areas, people to services and opportunities, economic hubs of South Africa, the continent and the world, via land, air and sea. A connected province also ensures that all are connected to each other and the world via broadband internet, but that people remain connected to their origins, history and each other in the spirit of The Home of Legends.

A province of opportunity is a province where all reach their potential and a person's future and opportunities are not determined or limited by their birthplace, gender, race, disability, sexual orientation.

# Eastern Cape Vision 2030



The Eastern Cape envisions an education system that helps create healthy, productive citizens, capable of defining their identity, sustaining their livelihoods, living in industrious communities that contribute to a just society and economy, and constructively participating in democratic politics and the governance of their communities, the Province and the nation.

Given the influence that basic education has on all aspects of society, the 2019 to 2023 Education System Transformation Plan (ESTP) addresses the PDP's six goals and three central concerns – human development, economic opportunity and institutional capabilities.

The focus areas that form the Four Interconnected Pillars of the ESTP 2019 to 2023 recognise that:

**1. Enhancing the capabilities and performance of the Department:** This includes all officials as they are key to the implementation of education policy imperatives. Such improvements should see positive shifts in technical competencies.

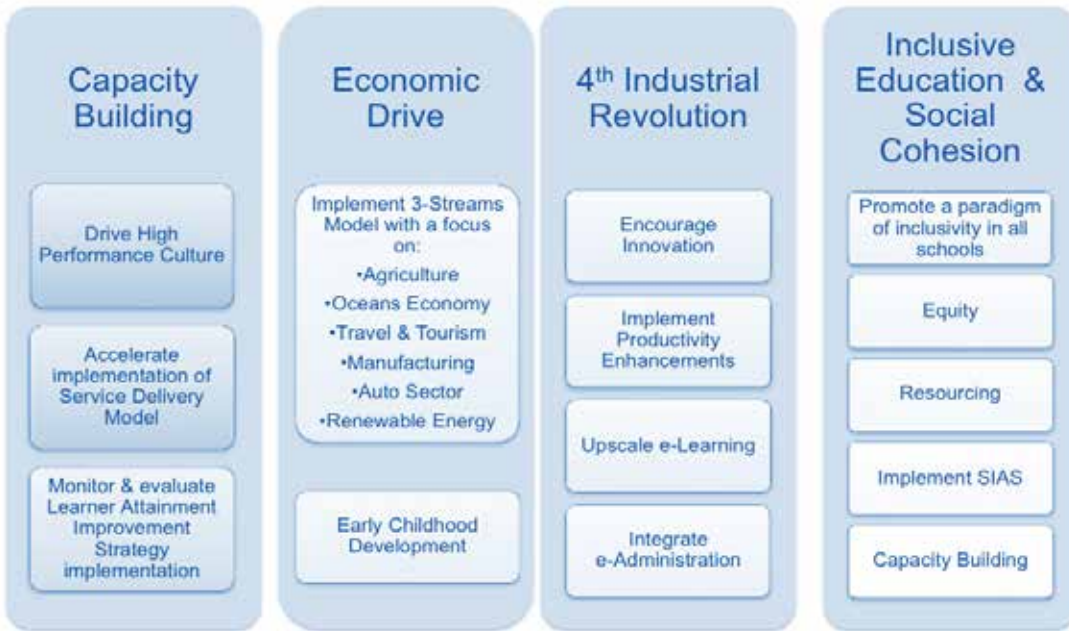
**2. Education's relevance and responsiveness to the provincial economy's skill requirements:** The provision of quality Early Childhood Development Programmes allows for a good foundation in reading, writing and calculating so as to create opportunities in school and after schooling.

**3. The Fourth Industrial Revolution and the impact it will have on the operations of the Department and its ability to provide effective and efficient administrative support to schooling:** This will include the provision of Information and Communication Technology (ICT) resources to schools, and the integration of technology in teaching and e-learning.

**4. Ensuring that no learner is left behind in the Province:** 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.



# Four Interconnected Pillars of the ESTP 2019 to 2023



Building partnerships is critical in efforts to strengthen quality teaching and learning. At the core of the ESTP 2019 to 2023 will be the strengthening of strategic partnerships with 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. It is essential to see these inter-sectoral collaborations serve education in the areas of improving whole-district performance, improving the skills of learners and ensuring that our schools are safe.

## Action Plan to 2024: Towards the realisation of schooling 2030

The basic education sector is unique in that there is a sector-specific plan, the Action Plan to 2024: Towards the Realisation of Schooling 2030.

Three Action Plans - 2014, 2019 and 2024 - have been developed to date. The Action Plans provide for continuity and follow the basic structure of the previous sector plans. The Action Plan has 27 goals, covering a broad range of issues and interventions. Of these 27 goals, 13 deal with performance and participation outcomes and 14 deal with the 'how' of realising these outcomes.

The Department's Strategic Plan 2020 to 2024 and Action Plan to 2024 are aligned to the NDP and the PDP and should be seen to be taking South Africa's National Development Plan 2030 forward. The plans also align with the SDG targets for basic education.



## The goals for the national learning outcomes are:

1. Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
2. Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and Mathematics competencies for Grade 6.
3. Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and Mathematics competencies for Grade 9.
4. Increase the number of Grade 12 learners who become eligible for a Bachelor programme at a university.
5. Increase the number of Grade 12 learners who pass Mathematics.
6. Increase the number of Grade 12 learners who pass Physical Science.
7. Improve the average performance of Grade 6 learners in languages.
8. Improve the average performance of Grade 6 learners in Mathematics.
9. Improve the average performance in Mathematics of Grade 8 learners.
10. Ensure that all children remain effectively enrolled in school until they turn 15 years.
11. Improve the access of children to quality ECD below Grade 1.
12. Improve the grade promotion of learners through Grades 1 to 9.
13. Improve the access of youth to Further Education and Training (Technical and Vocational Education and Training) beyond Grade 9.

## The goals for how the learning outcomes will be achieved are:

14. Attract in each year a new group of young, motivated and appropriately trained teachers into the teaching profession.
15. Ensure the availability and utilisation of teachers is such that excessively large classes are avoided.
16. Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
17. Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
18. Ensure learners complete all the topics and skills areas that they should cover within their current school year.
19. Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
20. Increase access amongst learners to a wide range of media, including computers, which enrich their education.
21. Ensure that the basic annual management processes occur across all schools in the country in a way that contributes towards a functional school environment.
22. Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
23. Ensure all schools are funded at least at the minimum per learner levels as determined nationally and that funds are utilised transparently and effectively.
24. Ensure that the physical infrastructure and environment of every school inspires learners to want to come to school and learn, and teachers to teach.
25. Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
26. Increase the number of schools which effectively implement the inclusive education policy and have access to centres which offer specialist services.
27. Improve the frequency and quality of the monitoring and support services provided by district offices to schools, partly through better use of e-Education.

## Sustainable Development Goals

In 2015, leaders representing 193 countries adopted the global education agenda, Education 2030, which is part of the 17 UNESCO's Sustainable Development Goals (SDGs) that make up the Agenda 2030 for Sustainable Development. South Africa was one of the early supporters of the 2030 Agenda for Sustainable Development. This commitment is intertwined with its contribution to setting Africa's long-term development goals.

SDG 4 seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Achieving inclusive and equitable quality education for all will require increasing efforts, especially for the most vulnerable communities, including persons with disabilities and our most poverty-stricken households.

The basic education sector translated the UNESCO SDGs into the Action Plan to 2024: Towards the Realisation of Schooling 2030, which is designed to achieve the long-term vision of education as encapsulated in the Constitution and NDP, Vision 2030.

The Constitution declares basic education as an inalienable basic human right for all South Africans; while the NDP directs that, by 2030, South Africans should have access to education and training of the highest quality, leading to significantly improved learning outcomes.

## Eastern Cape Department of Education Guiding Principles



The Department's approach to planning and execution in the next five years will be guided by four Guiding Principles: Strong Communication, Accountability, Performance Management and Improved Audit Outcomes.

The Department recognises that in order to have successful transformation, all levels of the organization must be included so that its benefits are realised in the Department's operations. These four guiding principles will permeate the education system to include Principals, Educators, Districts, Clusters and all Head Office officials.

To achieve the strategic outcomes of quality basic education and aims of the Department's transformative strategies, the Department will be required to sustain and improve core activities whilst driving a change agenda that sets the organisation on a higher trajectory.

**“WE CAN  
SUCCEED TO  
THE MANY  
DIFFICULT AND  
PROTRACTED  
PROBLEMS THAT  
CONFRONT US,  
OR WE CAN  
CONFRONT  
THEM, WITH  
RESOLVE AND  
DETERMINATION,  
AND WITH  
ACTION”**

**PRESIDENT  
CYRIL RAMAPHOSA  
SONA ADDRESS  
FEB 2020**





## 4. Relevant court ruling

### 4.1 Centre for Child Law and 25 others v Minister of Basic Education and 4 others

The Department has noted the judgement by the High Court in the Eastern Cape regarding the matter involving undocumented learners. In essence, the judgment has found that Clauses 15 and 21 of the School Admission Policy for Ordinary Public Schools of 1998 are unconstitutional. The requirements, which have been in use since 1998, stipulate which documents are required for learners to be admitted.

Clause 15 of the admission policy says a parent must present an official birth certificate of the learner to the principal of the public school. If the parent is unable to provide the birth certificate, the learner may be admitted conditionally until a copy of the birth certificate is obtained from the regional office of the Department of Home Affairs.

Clause 21, which deals with admissions of non-citizens, says that persons classified as illegal aliens must, when applying for admission for their children or for themselves, show evidence that they have applied to the Department of Home Affairs to legalise their stay in the country in terms of the Aliens Control Act, 1991 (no.96 of 1991).

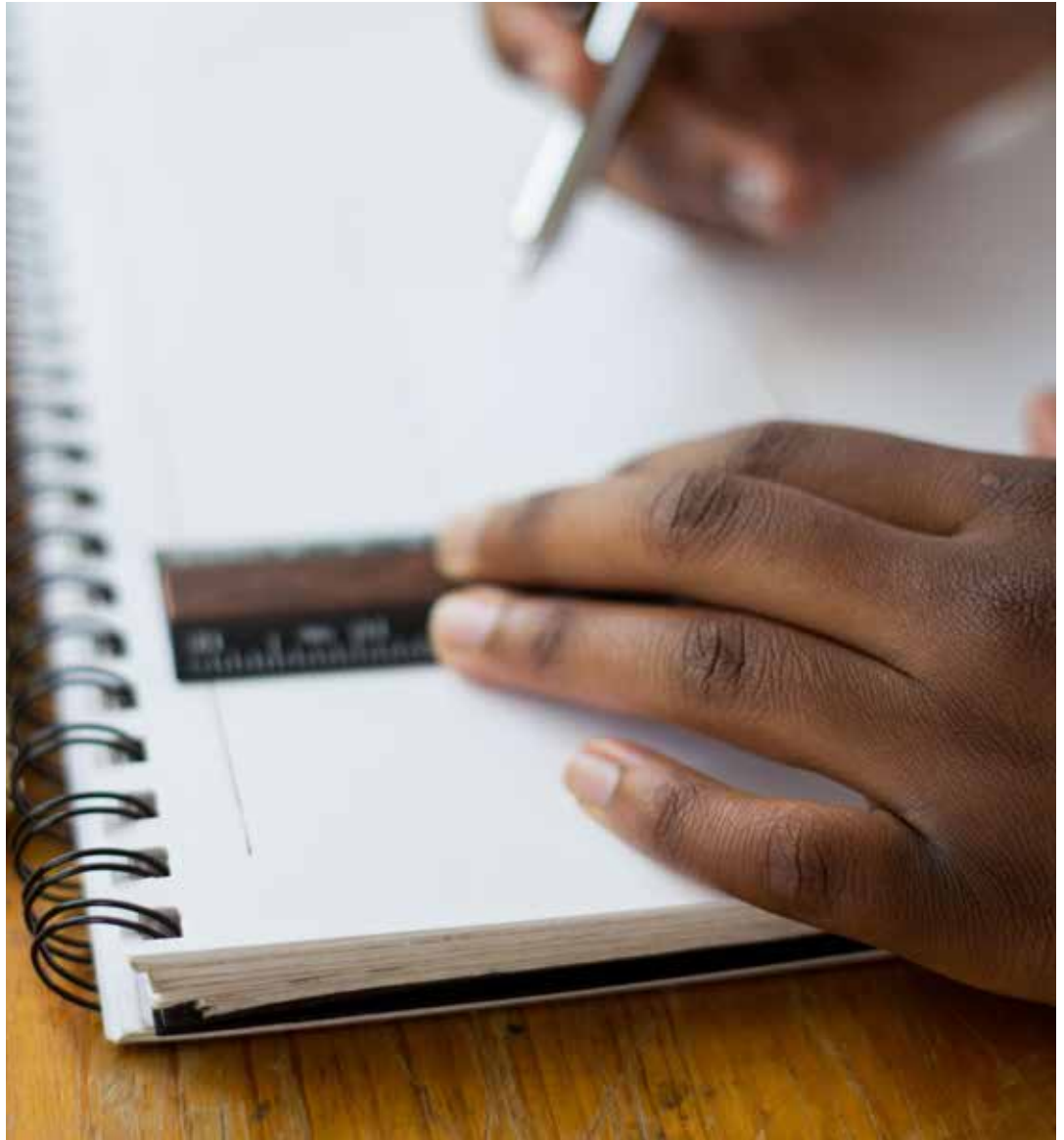
The Department is reviewing its admissions policy including the two provisions in Clauses 15 and 21. The Department of Basic Education and the Eastern Cape Provincial Department of Education are already working closely with the Department of Home Affairs in addressing the issue.

**“THE INVESTMENTS WE MAKE NOW IN EARLY CHILDHOOD DEVELOPMENT AND EARLY SCHOOL LEARNING WILL YIELD GREAT ECONOMIC BENEFITS IN THE NEXT TWO DECADES – AND BEYOND”**

**PRESIDENT  
CYRIL RAMAPHOSA  
SONA ADDRESS  
FEB 2020**



**PART B**  
**OUR**  
**STRATEGIC**  
**FOCUS**



TAMARCUS BROWN / UNSPLASH

## 1. Vision

All learners provided with opportunities to become productive, responsible and competitive citizens through an inclusive quality basic education system.

## 2. Mission

To achieve the vision, we will:

- Implement appropriate and relevant educational programmes through quality teaching and learning;
- Mobilise community and stakeholder support through participation;
- Institutionalise a culture of accountability at all levels of the Department.

## 3. Values

- High performance
- Responsiveness
- Accountability
- Empathy
- Access
- Equity
- Integrity



## 4. Situational Analysis

The development of the Department's Strategic Plan 2020-2025 entailed the analysis of National and Provincial Policy Frameworks, research and analysis of planned interventions and programmes, and extensive consultation with stakeholders. The Province's theory of change is informed by an understanding of what entails quality basic education.

At the centre of the theory of change is the central actor, the learner. The theory of change is about improving learning in a manner that improves the learner's opportunities in life through the acquisition of foundational language and numeracy competencies, and beyond that, specific subject knowledge and life skills.

Early childhood development (ECD) is central to the Province's education system's theory of change. There is increasing evidence of how important the right health and psychosocial interventions during a child's earliest years are for subsequent learning in school. Expanding the rollout of ECD services, in addition to systematic population-based planning to reach the poorest, requires more funding using a streamlined system and effective oversight of providers, mostly individuals and not-for profit organisations.

Innovation is needed to develop underlying operational systems and data capturing systems, which can provide appropriate information for monitoring, planning and improvement. Such information is essential to identify quality problems in Grades RR, R and other parts of the system.

Once in school, a learner's chances of learning are strongly influenced by three key classroom factors: the capabilities of the teacher, the availability of learning and teaching support materials, and class size. In the case of learners from poorer households, a nutritional meal provided by the school plays a major role.

The Department has strengthened the delivery of Teacher Development in the Province and expanded the training courses on offer to include provincial priority subjects, over and above those focusing on the national priorities of Languages, Mathematics and Physical Sciences. The Department will continue strengthening programmes for the support and development of

The core principles contained in the Province's Post Provisioning Norms include ensuring there is a teacher in front of every class and is effectively utilisation of teachers so that large classes are reduced especially in the Foundation Phase and Inclusive Education is strengthened. The provision of quality LTSM remains a key priority for the Province. The Department has ensured that all children receive workbooks.

In June 2019, the President of South Africa, His Excellency Mr Cyril Ramaphosa, announced in his State of the Nation Address, that one of government's "five fundamental goals for the next decade" is that all children should be able to read for meaning by age 10. The Department has printed and delivered reading books containing 20 stories to every Grade 1, 2 and 3 learner in the Eastern Cape. The Province needs to re-establish the culture of the Home of the Legends where we read together as families and communities.

The provision of a nutritious meal to all learners in Quintiles 1-3 and targeted special schools has been an important programme for the Department which has ensured improved access and retention of learners in schools. The Province has ensured meals are provided for 1 206 705 learners at 3 919 primary schools and for 418 709 learners at 781 secondary schools.

The project of the Eastern Cape's basic education transformation is multi-faceted and complex, and requires 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 life.

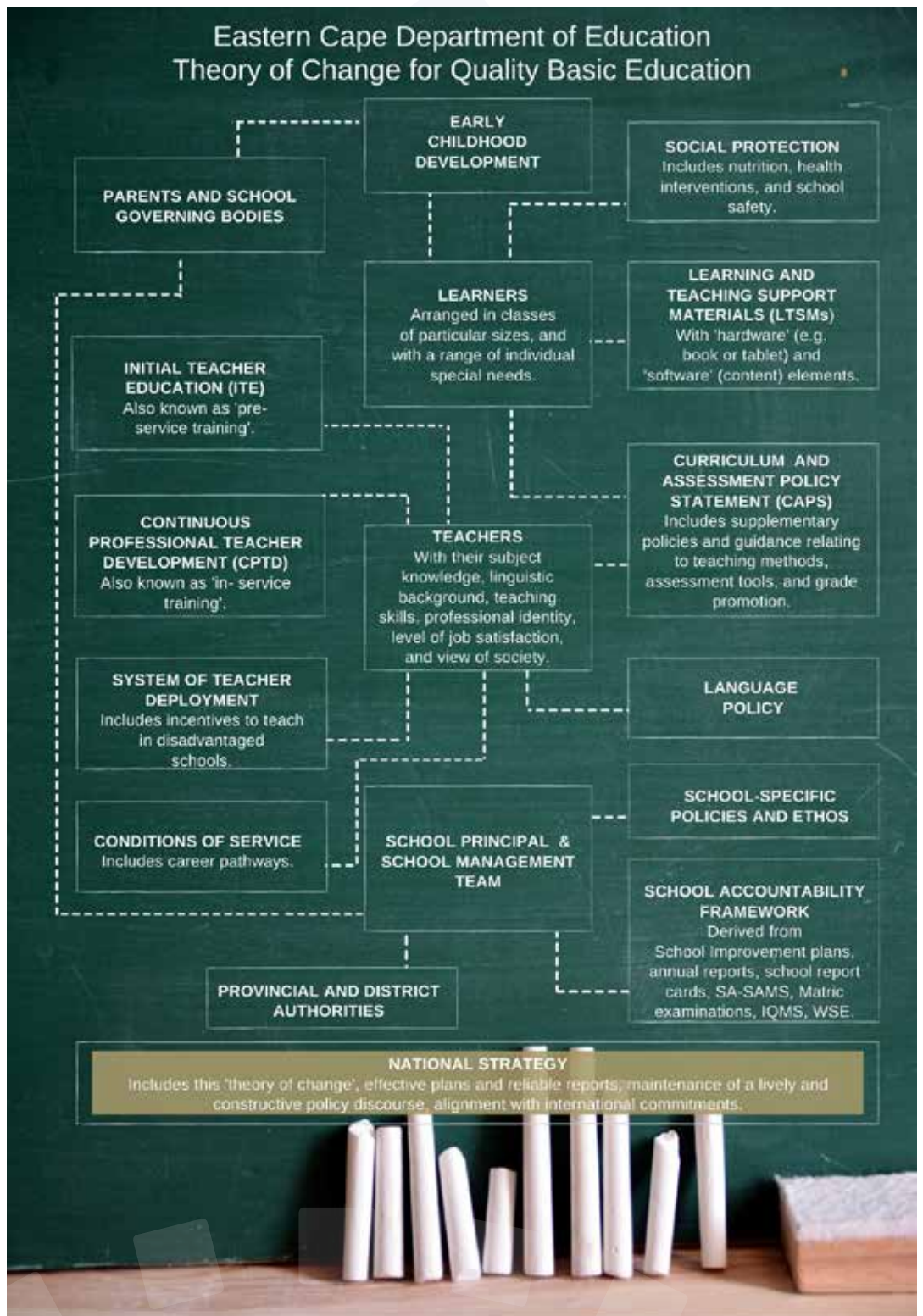


**“THE MOST SIGNIFICANT CONTRIBUTION WE CAN MAKE TO INCLUSIVE ECONOMIC GROWTH IS IN THE DEVELOPMENT OF APPROPRIATE SKILLS AND CAPABILITIES”**

**PRESIDENT  
CYRIL RAMAPHOSA  
SONA ADDRESS  
FEB 2020**



# A Theory of Change for Quality Basic Education



## 5. External Environment Analysis

The population of South Africa increased to 57.5 million in 2018, with the Eastern Cape contributing 6.5 million or 11.3 percent of the country's population.

The population is forecast to rise to 6.67 million in 2030 with the learner population also increasing during the same period. Based on the 2019 General Household Survey by Statistics South Africa (Stats SA), the Eastern Cape Province has a total population of 6.51 million, an equivalent of 11.2 per cent of the country's total population. While the majority (about 69 per cent) of the provincial population still resides in predominantly rural areas, an increasing share of the population has been moving to the urban centres. In terms of regional distribution, the largest share of the population resides in the OR Tambo District at 21.3 per cent, followed by Nelson Mandela Bay Metro at 18.7 per cent, while the Joe Gqabi District is the least populous district accounting for 5.1 per cent of the provincial total.

### Total Population Breakdown per Province

TOTAL POPULATION BREAKDOWN PER PROVINCE										
YEAR	WC	EC	NC	FS	KZN	NW	GP	MP	LP	RSA
2002	4 756	6 515	1 030	2 645	9 660	3 054	9 764	3 478	5 019	45 921
2003	4 858	6 505	1 040	2 652	9 718	3 097	10 010	3 530	5 050	46 461
2004	4 960	6 498	1 050	2 661	9 783	3 141	10 258	3 586	5 085	47 021
2005	5 063	6 493	1 060	2 670	9 853	3 186	10 511	3 643	5 123	47 602
2006	5 168	6 489	1 071	2 680	9 928	3 232	10 772	3 701	5 165	48 205
2007	5 276	6 484	1 082	2 691	10 005	3 281	11 044	3 760	5 207	48 830
2008	5 388	6 480	1 093	2 704	10 087	3 330	11 325	3 820	5 252	49 479
2009	5 502	6 478	1 105	2 717	10 175	3 382	11 612	3 883	5 299	50 152
2010	5 618	6 477	1 117	2 732	10 268	3 434	11 910	3 947	5 349	50 850
2011	5 738	6 476	1 130	2 748	10 365	3 488	12 219	4 012	5 400	51 574
2012	5 860	6 476	1 143	2 764	10 468	3 545	12 539	4 078	5 453	52 325
2013	5 985	6 477	1 156	2 782	10 576	3 603	12 868	4 147	5 511	53 104
2014	6 112	6 481	1 170	2 802	10 691	3 663	13 203	4 218	5 573	53 912
2015	6 242	6 486	1 184	2 822	10 812	3 726	13 549	4 291	5 638	54 750
2016	6 374	6 492	1 199	2 844	10 941	3 790	13 906	4 367	5 707	55 620
2017	6 510	6 499	1 214	2 867	11 075	3 856	14 278	4 444	5 779	56 522
2018	6 650	6 508	1 230	2 891	11 215	3 925	14 661	4 523	5 854	57 458

Source: General Household Survey 2018

The age distribution of the provincial population also points to a relatively young population with a median age between 20-24 years, slightly lower than the national median. Above the age of 30, there are considerably more females than males, in part a reflection of current provincial migratory patterns. In terms of the overall gender distribution, males constitute 47 per cent while females account for 53 per cent of the total.

The declining population numbers in the Province has affected how much fiscal transfers the Province receives from National Treasury. Since 2012, the Province's share of the overall weighted equitable share





allocation to Provinces decreased from 14.9 per cent in 2012 to an average share of 13.2 per cent in 2019, representing a fiscal transfer loss of more than R4 billion over this period.

Based on the changing demographics, the demand for services can be expected to significantly change in the medium to long term. The provincial government will need to invest more on urban infrastructure including resourcing and supporting schools in urban centres; and upscaling women and youth developmental programmes to enhance their economic and employment opportunities.

The 2019 Mid Year Population Estimates forecast for provincial migration streams 2016–2021 estimate the net migration for the Eastern Cape to be 314 513. This will have an impact on the provision of the overall quality education package to learners in terms of infrastructure provision, and learner teacher support materials required for creating the conditions for a sound and inspiring learning environment.

Rural de-population is being driven by the migration of young people to urban areas and their peripheries. The percentage share of the urban population in Eastern Cape has increased by 33 per cent from 1996 to 2018 (IHS, 2019). If this trend continues, the urban population will overtake the rural population within the next five years, reaching close to 4.5 million in 2025.

There are three main trends that are likely to continue in the next five years:

- higher population growth in coastal areas (responding to better economic opportunities and new infrastructure);
- slower growth in the hinterland; and
- increasing rates of urbanisation including a growing population in small towns and urban peripheries.

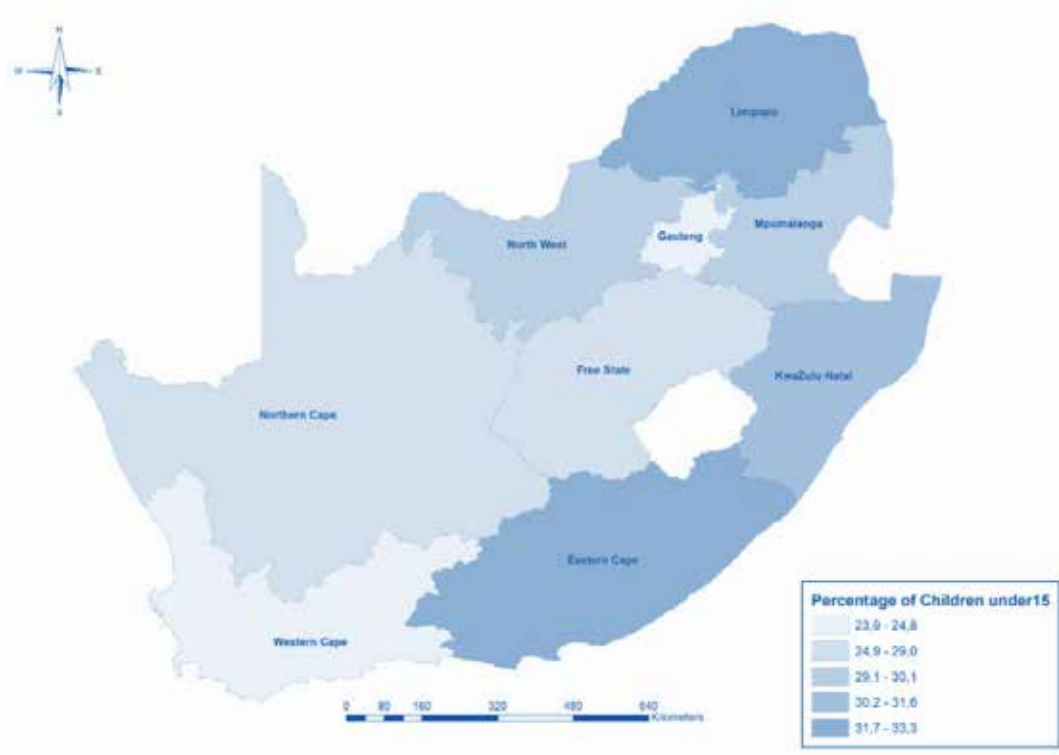
Further modelling of the impact of demographic changes, urbanisation and migration is required to inform the allocation of funds, provision of infrastructure, effective spatial planning and improved design of social programmes (Eastern Cape Vision 2030 Provincial Development Plan).

According to StatsSA's Mid-Year Population Estimates (MYPE) 2019, the Eastern Cape and Limpopo (both 33,3% respectively) have the highest proportions of persons younger than 15 years. The highest proportions of elderly persons, aged 60 years and above, are found in Eastern Cape (11,3%), Northern Cape (10,2%) and Western Cape (10,0%). The Province's youthful age structure presents challenges but also opportunities for accelerating rapid economic growth and development. Overall, it will require the government and all stakeholders to continue investing in quality basic education.

**“THE INVESTMENTS WE MAKE NOW IN EARLY CHILDHOOD DEVELOPMENT AND EARLY SCHOOL LEARNING WILL YIELD GREAT ECONOMIC BENEFITS IN THE NEXT TWO DECADES – AND BEYOND”**

**PRESIDENT  
CYRIL RAMAPHOSA  
SONA ADDRESS  
FEB 2020**

# Percentage of children under 15 years



Source: MPYE 2019

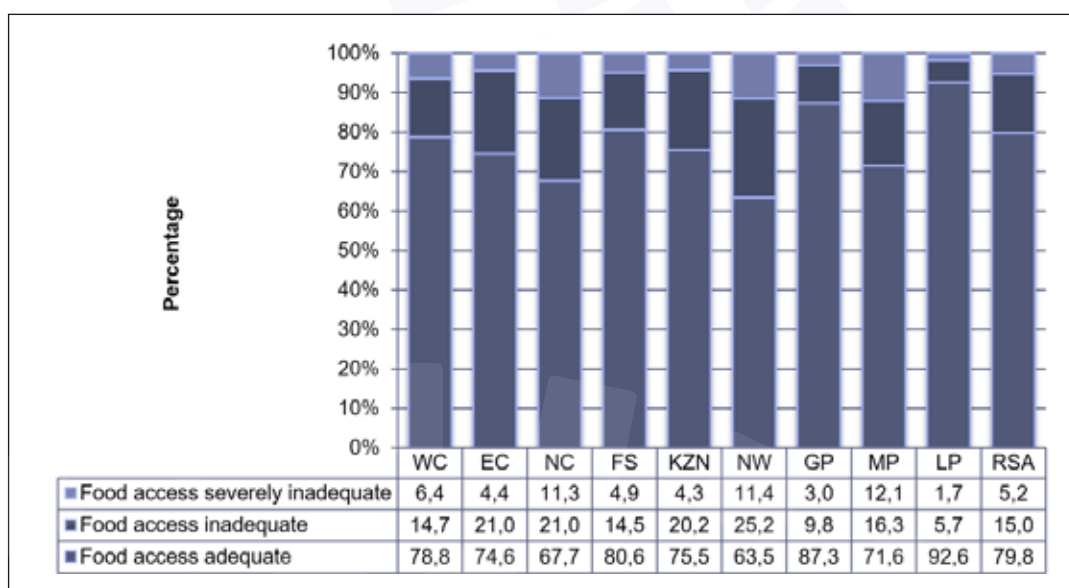


The Eastern Cape has the highest level of poverty and lowest levels of human development relative to other provinces in the country. A larger percentage of households receive grants compared to salaries as a source of income in Eastern Cape (59,9% versus 52,6%) and Limpopo (57,9% versus 51,3%).

Grants are particularly important as a main source of income for households in Eastern Cape (35,0%), Limpopo (30,4%) and Northern Cape (29,8%). The Eastern Cape has the second highest percentage of learners benefiting from the National School Nutrition Programme at 90%.

The following figure shows that food access problems were the most common in North West where 36,6 per cent of households had inadequate or severely inadequate food access. Inadequate or severely inadequate access to food were also observed in Northern Cape (32,3%), Mpumalanga (28,4%), and Eastern Cape (25,4%). (28,4%), and Eastern Cape (25,4%).

## Food Access in South Africa





The following trends emerge from local and international research:

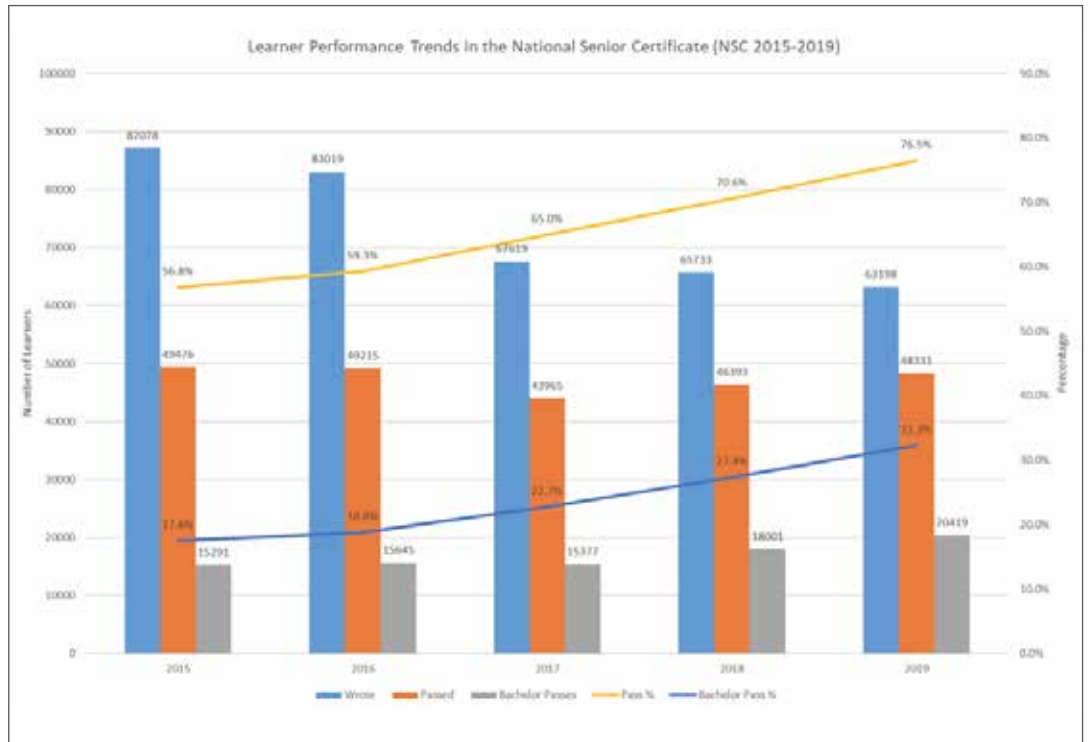
- **Economy:** The Province has a small agricultural sector with declining levels of employment; partial de-industrialisation, particularly in the labour intensive, non-automotive manufacturing; and very low levels of productive economic activity in the former homelands. There is a growing focus on sectors such as agriculture, the oceans economy, ICT, renewable energy, modern manufacturing, tourism and construction. These sectors have potential for igniting economic growth and accelerating socio-economic development which suggests that the Department and its partners may need to leverage opportunities in these areas.
- **Innovation:** South Africa remains one of the most expensive countries in Africa in relation to broadband costs. The country has relatively low levels of ICT uptake, largely because data costs are high, access is low and efficiency is poor. This affects our relative competitiveness and future growth potential.
- **Urbanisation:** Almost two-thirds of the world's population will reside in cities by 2050. About 30% of the provincial population live in the Province's two metros where the challenges of poverty and unemployment remain high, though these are less acute relative to the rural areas. The main challenge confronting the provincial metros is persistent slow economic growth rates compared to other SA metros. Urbanisation is creating significant opportunities for social and economic development but is also exerting pressure on infrastructure and resources, particularly energy.
- **Fourth Industrial Revolution:** Research shows that there is a positive relationship between technology adoption and a country's GDP. Globally, we are currently witnessing the Fourth Industrial Revolution (Industry 4.0) as a range of new technologies fuse the physical, digital and biological worlds and impact all disciplines, economies, and industries. Entire systems of production, management and governance are being affected, and as digitisation continues, it is intimately intertwined with addressing youth unemployment, the provision of quality basic education and a range of other development challenges. The Department must ensure that it has a programmatic response in the deployment of its ICT capabilities in improving efficiencies in its internal administration and creating quality teaching and learning environments.
- **The Quadruple Burden:** Disease, HIV/Aids and tuberculosis, non-communicable diseases, maternal and child mortality, injury and violence (ECPC, 2014), socio-economic conditions, including low food security, influence the health status of the Province. Young women show the highest prevalence of HIV/Aids and deaths connected with HIV/Aids. The Department will need to ensure that its curriculum responds to the economic and social circumstances of communities and contributes positively to alleviating some of the challenges faced by learners, teachers and parents.

**“WITHOUT LANGUAGE, ONE CANNOT TALK TO PEOPLE AND UNDERSTAND THEM; ONE CANNOT SHARE THEIR HOPES AND ASPIRATIONS, GRASP THEIR HISTORY, APPRECIATE THEIR POETRY, OR SAVOUR THEIR SONGS”**

**FORMER PRESIDENT  
NELSON MANDELA**

# Learning Environment

## National Senior Certificate Pass Rate (2015 – 2019)



Source: SASAMS Eastern Cape

The National Senior Certificate (NSC) pass rate for the Eastern Cape improved for the fourth year in a row in 2019.

In 2016, the pass rate improved by 2,5 percent, from 56,8 percent in 2015 to 59,3 percent.

In 2017, the pass rate rose by a notable 5,7 percent, to 65 percent and increased by another 5,6 percent in 2018 to 70,3 percent. The pass rate reached a record 76,5 percent in 2019.

The Department will build on this solid foundation and improve on strategies to ensure that Grade 12 learners are supported in order to pass the National Senior Certificate. The pass rate for Bachelor Degree Studies increased from 19 percent in 2015 to 32,3 percent in 2019. This trend attests to the systematic improvements in the provision of quality basic education.

The figure on the following page shows pass rates in the early grades for the Province over the past three years. Research shows that the first few years of schooling have a significant and decisive impact on future learning outcomes of learners.

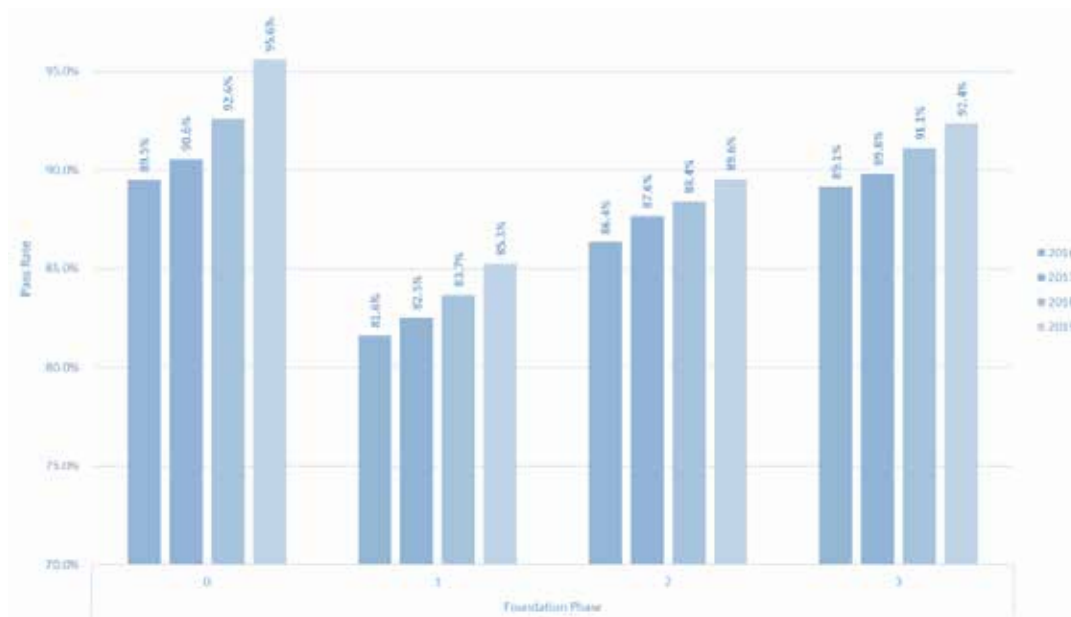
Learner achievement data for South Africa suggests that particularly large inequalities are evident as early as the third grade and that the school system needs to succeed in closing the gaps and confirms the emphasis on the importance of early educational interventions.

The work done by the Department over the past three years such as the timely provision of LTSM, the provision of graded readers to all foundation phase learners, the provision of workbooks and other LTSM has begun to bear fruit. The provision of a solid Foundation Phase lays a good foundation in reading, writing and calculating.

**“A GOOD HEAD AND GOOD HEART ARE ALWAYS A FORMIDABLE COMBINATION. BUT WHEN YOU ADD TO THAT A LITERATE TONGUE OR PEN, THEN YOU HAVE SOMETHING VERY SPECIAL”**

**FORMER PRESIDENT NELSON MANDELA**

## Foundation Phase Pass Rate (2016 – 2019)



Source: SASAMS Eastern Cape

The NDP and National ECD Policy of 2015 commit to ensuring that every child in South Africa has access to the full range of ECD services by 2030. Access to Grade R is almost universal. Since 2009, more than 90 per cent of learners in Grade 1 attended Grade R. The General Household Survey indicates that the percentage of children between the ages of 0 and 4, participating in ECD programmes, has increased from 8 per cent in 2002 to 42 per cent in 2017.

ECD plays a critical role in preparing a child to thrive in primary and secondary school. There is substantial evidence that expanding access to ECD and Grade R can improve life chances and school system performance through enhancing

children’s school readiness. Research findings indicate that learners with pre-school education generally scored higher than those without this foundation.

The MTSF 2020 to 2025 states that expanding the rollout of ECD services, in addition to systematic population-based planning to reach the poorest, requires more funding using a streamlined system and effective oversight of providers, mostly individuals and not-for profit organisations. The proposal to roll out pre-Grade R requires careful conceptualisation and planning. Introducing this component of the system too quickly could destabilise an already weak system.







## Provincial Performance on the 2016 Progress in International Reading Literacy (PIRLS)



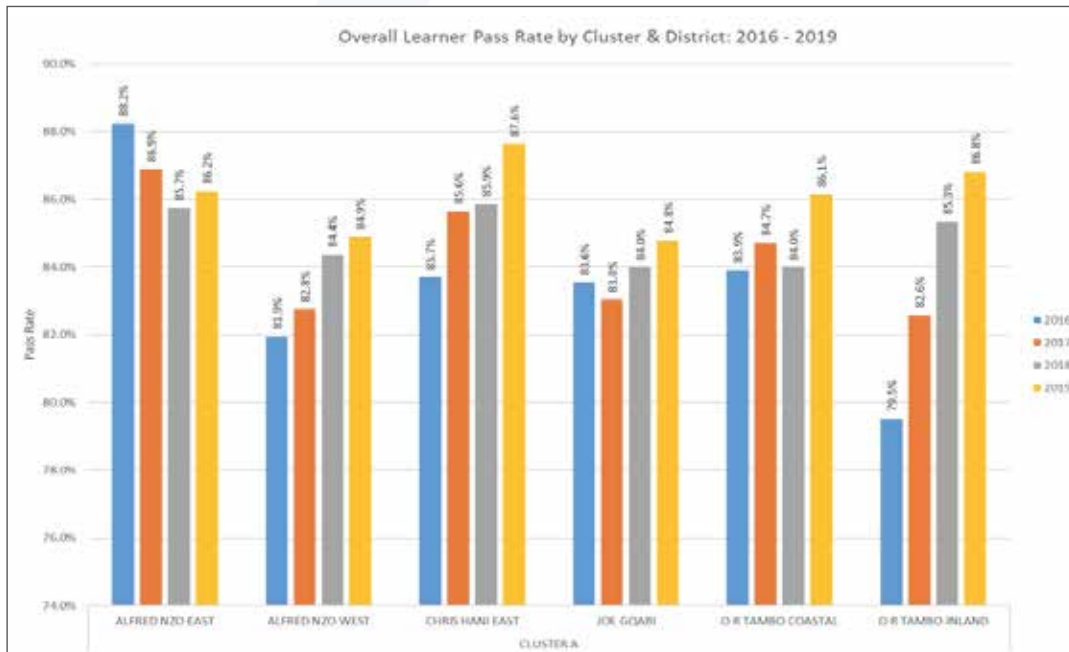
Source: SASAMS Eastern Cape

The Basic Education Sector Action Plan to 2024 states that South Africa remains committed to participating in PIRLS as it provides a vital opportunity to benchmark progress in a priority area, early grade reading, against international trends. While the report indicates that much work is required to improve the reading skills of learners in languages, the report shows that improvements existed for learners of the same socio-economic status (SES). While there were gains at all SES levels, these were the largest for the poorest segments of the population. This points to a reduction in inequalities with respect to reading outcomes.

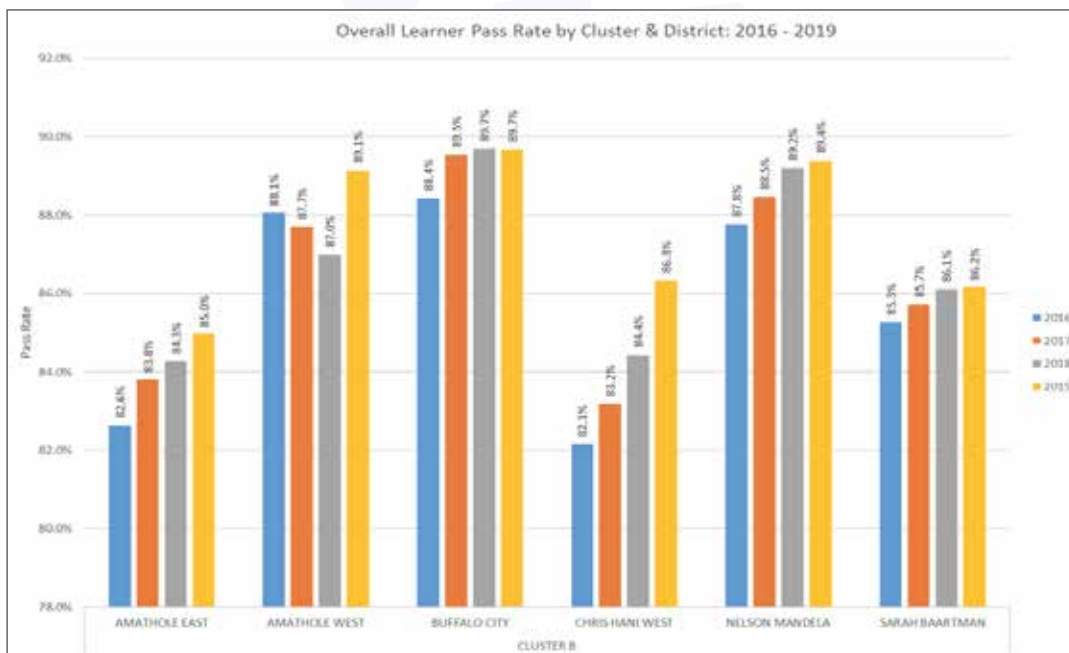
As the central role player in the teaching of reading, the Eastern Cape Department of Education (ECDoE) is committed to ensuring that all children learn to read for meaning and pleasure, the fundamental building block of all schooling. The Department has developed a Reading Plan for 2019 to 2023 based on the National Sector Plan and is tailored to the needs and realities of the Eastern Cape Province. This takes into account five main areas:

- Schooling:** The size and shape of the education system in the Eastern Cape, including plans to rationalise the number of schools in the Province.
- Budget:** The education budget available for the period from 2019 to 2023.
- Organogram:** The ECDoE Organogram approved in November 2019.
- Reading programmes and initiatives** in the Eastern Cape over the last five years.
- Technology:** All teachers in the province have been provided with laptops.

## Grade 1-11 Performance Trends by District



Source: SASAMS Eastern Cape



Source: SASAMS Eastern Cape

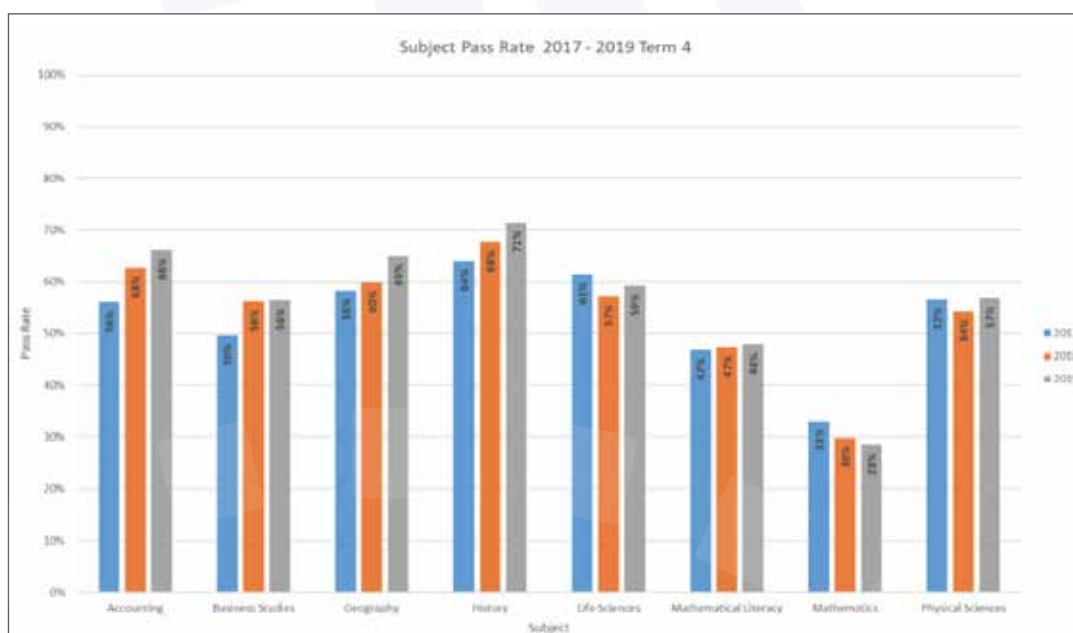
The National Development Plan (NDP): Vision 2030 states that districts have a responsibility to ‘provide targeted support to improve practices within schools, and ensure communication and information sharing between authorities and schools’. Education districts play a central role in ensuring that all learners have access to education of progressively high quality. They are often the only vehicle for initiating, testing, driving and sustaining systemic reforms. The pass rates across all grades in the Department’s education districts shows consistent improvements. All the 12 districts are performing at above 80%. As shown on the following page, targeted and focused interventions to improve learner performance in the high enrolment subjects is yielding results. A key focus areas was and will continue to be on underachieving schools and schools with high numbers of progressed learners.

**“THE POWER OF EDUCATION EXTENDS BEYOND THE DEVELOPMENT OF SKILLS WE NEED FOR ECONOMIC SUCCESS. IT CAN CONTRIBUTE TO NATION-BUILDING AND RECONCILIATION”**

**FORMER PRESIDENT NELSON MANDELA**

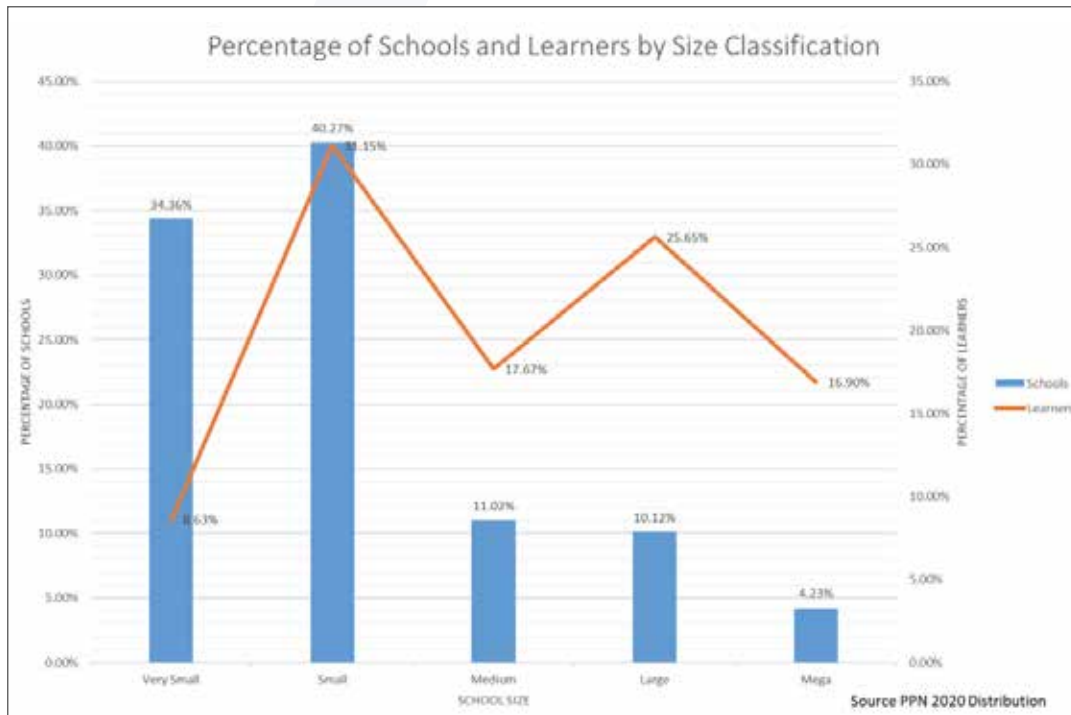


## Grade 10 Performance in High Enrolment Subjects





## Schools and Learners by Size



The Province inherited a large number of very small schools from the homeland era, but out-migration to urban centres, within and outside of the Province, has made many schools unviable and often these schools do not meet the minimum infrastructure standards required for a conducive learning environment. Because of low enrolments, classes in small schools are often made up of multiple grades sharing the same space and teacher. This is not ideal for learning outcomes.

The aim of the rationalisation process is to improve opportunities for learners by placing them in schools that are equipped to provide quality education. The Department only considers closure of schools if it is possible to place all affected learners and teachers in suitable, safe and better learning environments.

School rationalisation and closures are not unusual nor are they unique to the Eastern Cape. The Department builds new schools and hostels, expands and replaces existing schools and hostels, and considers schools for closure every year to meet changing needs in education. Education departments in other provinces have responded similarly to their changing environments.

The Department has to manage its limited resources carefully and sensitively to ensure

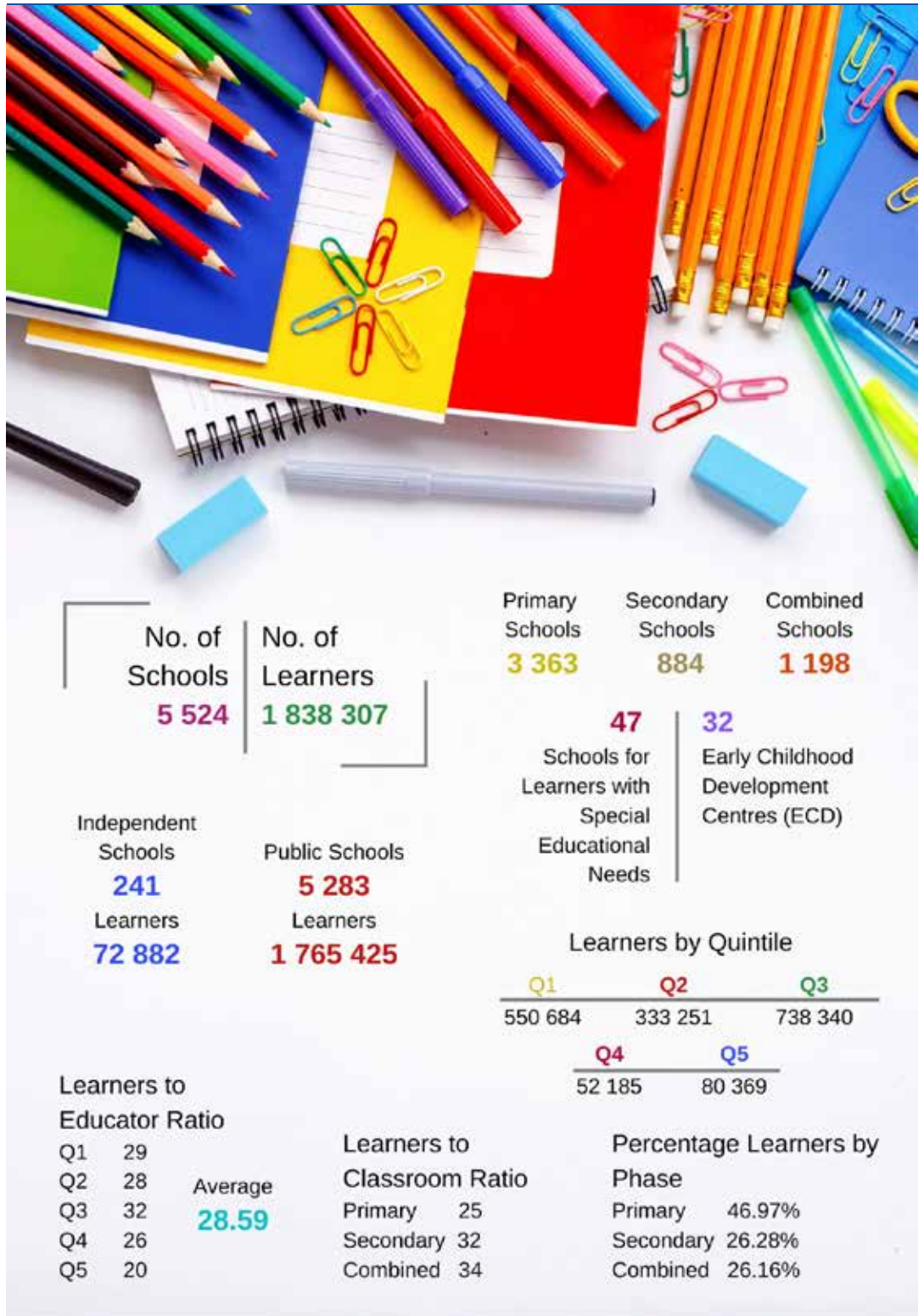
that the education system as a whole improves access to quality education, especially for our poorest learners. Rationalisation would decrease the high number of small and unviable schools and consolidate learners into larger schools. The Department could then better support and monitor a smaller number of schools, which, in theory, would be better resourced.

**“A COMMITMENT IS MADE TO IMPROVE AND BUILD NEW INFRASTRUCTURE FOR LEARNERS WITH SPECIAL NEEDS AND EXPAND THE CURRICULUM TO CATER FOR SUCH LEARNERS”**

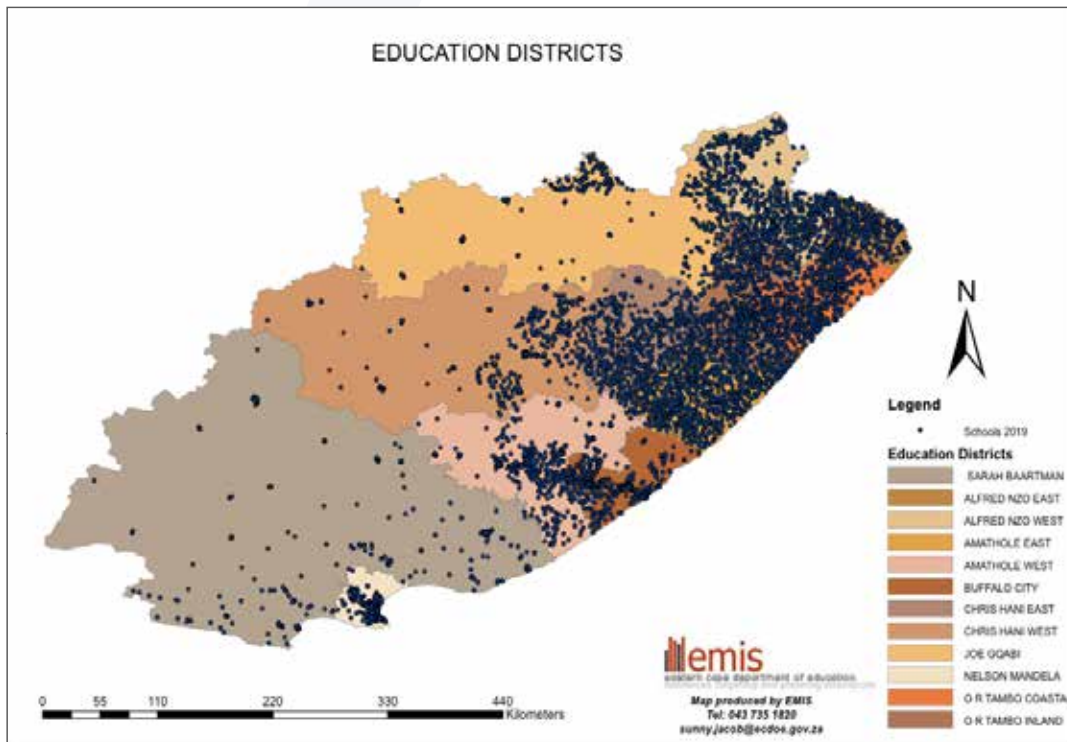
**PREMIER  
LUBABALO OSCAR MABUYANE  
STATE OF THE  
PROVINCE ADDRESS  
FEBRUARY 2020**



# Eastern Cape Education Landscape



## 6. Internal Environment Analysis



ECDOE organisational environment comprises of a Provincial Head Office, 12 District Offices, 215 Circuit Offices, Public Ordinary and Special Schools, and four Teacher Development Institutes.

The Head Office is responsible for operational policy, monitoring and evaluation, and the 12 districts and 215 circuits are responsible for all direct services to learners, educators, schools and local communities.

The services of the District and Circuit Offices include curriculum support, support to school management and school governing bodies, support to learners in respect of psychological and therapeutic services, and managing conditions of service and workforce development.

### Improving Organisational Effectiveness and Stability

The Department continues to place the emphasis on improving systems and processes to enhance its overall service delivery.

Key focus areas entail the establishment and strengthening of organisational management structures, building capacity, filling vacant positions, and improving information-gathering systems and analysis.

The Department’s Service Delivery Model (SDM) guides the Department into consolidating and re-aligning its Education District Offices into 12 Districts aligned with the Municipal boundaries of the Province.

The driving principles of the new SDM are the cost-effective use of resources, efficiency of the education system as a whole and sound intergovernmental relations.

The SDM places emphasis on functional reconfiguration, alignment of strategic objectives to the required core business outcomes, devolution of authority to lower levels, and creation of capacity at all levels.

**“THE MOST SIGNIFICANT CONTRIBUTION WE CAN MAKE TO INCLUSIVE ECONOMIC GROWTH IS IN THE DEVELOPMENT OF APPROPRIATE SKILLS AND CAPABILITIES”**

**PRESIDENT  
CYRIL RAMAPHOSA  
SONA ADDRESS  
FEB 2020**





The design of the SDM was based on rational symmetry and premised on the following set of principles:

- Promoting educational quality and financial efficiency;
- Prioritising school effectiveness and learner achievement;
- Designing for the reality of the majority of districts and schools;
- Decentralising authority and functions to the lowest levels for effective decision-making;
- Encouraging local innovation and responsiveness;
- Promoting transparency, equity and accountability; and
- Discouraging silos and facilitating integrated management practices.

The Department will be disciplined in its resource allocation strategy and funds will be reprioritised for the implementation of our Service Delivery Model where a key imperative is supporting our learners, schools and districts.

The Department approved a new organisational structure in November 2019 which was thoroughly consulted at provincial and national levels. The finalisation and approval of the organogram is an outcome of extensive consultations with all staff, organised labour and other statutory labour relations and governmental structures. The new organisational structure becomes the implementation vehicle of the Department's streamlined SDM. The finalisation and approval of the new organogram was followed by the placement of all Senior Management Services personnel of the Department.

With regards to all other staff levels, including the office-based education professionals, the Department has taken an inclusive approach. Organised labour representatives from the Department were consulted on the processes that relate to the full migration of staff to the new organisational structure.

A detailed Migration Plan was formulated, and after very thorough and rigorous consultation with organised labour and all relevant stakeholders, a Migration Agreement was signed by the Department and organised labour.

## Post Provisioning Norms (PPN)

The key cost driver for education is the cost of employment of educators and non-educators. In accordance with Regulation 1 of the Schedule contained in Government Notice 1676 of 1998, as amended, the MEC, on an annual basis, determines the educator post establishment. The timely declaration of school post establishments, as per the Post Provisioning Norms (PPN), ensures stability and is key for enhancing school functionality and improving efficiency in the education system.

The core principles contained in the Province's Post Provisioning Norms include ensuring there is a teacher in front of every class and the effective utilisation of teachers so that large classes are reduced especially in the Foundation Phase.

The strategic focus of PPN in 2020 and the next five years are to ensure the following:

- Credible data;
- A teacher in front of every class;
- Stability at schools for effective teaching and learning;
- Availability and utilisation of educators so that large classes are avoided especially in the Foundation Phase;
- Strengthened Inclusive Education; and
- Strengthened Early Childhood Development (ECD) Grade R.



## Digitisation of Human Resource Records

Over the years, the Department has experienced challenges in relation to the completeness, accuracy and availability of its human resource files and records.

In 2016, the Department developed detailed plans for the establishment of a modern electronic Central Records Management Centre. An online, integrated document management solution has been developed which allows for the tracking of personnel documents. All personnel files have been moved to a central registry, bar-coded and stored securely.

The successful digitisation of HR records project has contributed to over 30 million digitised pages. Digitisation of all HR documents provides a better service to teachers eliminating the need to attend to HR administration related matters during school hours. The electronic record management will continue to enable the Department to provide information upon request to internal and external stakeholders and seamlessly track actions taken on written requests. Human Resource files and records are being digitised and made available online to officials via a secure portal with stringent access controls. This step towards digital transformation and e-administration will allow for improvements in the turnaround and service delivery in Human Resource Management and Administration.



## Information and Communication Technology and Education Management Information Systems

Technology has become an increasingly critical factor in providing efficient and effective government services. The primary focus for the Department's ICT Strategy is to ensure that it supports efficiencies in administration, and teaching and learning.

Some of the leading education technology advancements in the short to medium-term that have a significant impact on the education sector and the Department's ICT Strategy must take into consideration while not excluding the following:

<b>MOBILE LEARNING</b>	<p>Smart applications that require internet access and mobile computing capabilities are fast becoming the norm for learners. Accessing learning material anywhere and anytime has expanded the learning and teaching environment beyond the classroom. The applications are device and platform agnostic.</p>
<b>CLOUD COMPUTING</b>	<p>Cloud-based applications and platforms for administration, management, learning and teaching has become the latest services delivery solution. This has challenged the education sector of national governments to provide universal connectivity so that information can be accessed while still ensuring safe and secure data.</p>
<b>GAMING</b>	<p>Education is embracing the pedagogical possibilities of digital games as an educational resource for teachers. Gamification uses gaming elements in non-recreational contexts. Games allow learners to explore, make observations, manipulate, imitate and use without prior knowledge.</p>
<b>ARTIFICIAL INTELLIGENCE</b>	<ul style="list-style-type: none"> <li>• Artificial Intelligence (AI) is changing the way learners learn and makes education more accessible to learners with computers or smart devices. AI is changing the education industry:</li> <li>• The automation of administrative tasks;</li> <li>• The addition of smart content;</li> <li>• Smart tutors and Personalisation; and</li> <li>• Virtual lecturers and learning environment.</li> </ul>
<b>TEACHER MANAGERS/ MENTORS</b>	<p>The Fourth Industrial Revolution is evolving and revolutionising many jobs and the education sector is no different. The role of an educator is being transformed to enable co-creation of knowledge with the learners by leveraging of information, digital content and modern teaching methods. This transformation requires educators to enhance various core skills and competencies.</p>
<b>SOCIAL MEDIA AND BIG DATA</b>	<p>The utilisation of social media for education and data analytics is also being considered.</p>

The Department shall be targeting to improve educational content and information through the available and proposed future channels.

The Department will follow a programmatic and carefully-managed approach in developing the capacity of all role players in the education system (teachers, learners, schools, principals and officials) so that they can engage with and benefit from opportunities provided by the Fourth Industrial Revolution technologies.

New technologies offer the potential to shift the system in exciting ways and the Department strategy will entail planning, piloting, monitoring, evaluating and optimising the best approaches borne by the evidence.

Broadband connectivity in Eastern Cape Education Department (ECDoE) remains a challenge. While most schools in the Quintile 4 and 5 category have access to broadband, only a few historically disadvantaged have access to broadband connectivity. The Department has identified schools with learner enrolment of 250 and above to receive broadband internet access through the Eastern Cape Connect Project. This project is managed by the Office of the Premier.

To accelerate the process, the Department has appointed a Broadband Internet Assessment Team to do the preparatory planning and assess the identified schools.

The Department will prioritise the roll-out of e-learning to all schools within the Province, promote e-submissions and to accelerate the network coverage by ensuring that broadband project Phase 1 is finalised by 2021.

Over the next five year term, the Department will build a platform for virtual classrooms as part of exploring new educational technologies. The programme will prioritise under-resourced schools and our Professional Development Training Institutes (PDTIs). This will enable curriculum experts to conduct live broadcast lessons to schools in an interactive manner. Schools lacking in certain subject expertise will benefit from this initiative.

All schools have been provided with laptops to support access to information and institutionalise South African School Administration and Management System (SASAMS). In addition to these laptops, each school principal received a tablet. The quality of data submitted by the schools through SASAMS has shown marked improvement with the completeness nearly 100%. This was achieved through the continued rollout of the Data-Driven Districts Dashboard (DDD) system which visualises the data in SASAMS onto a web-based dashboard that is readily accessible by all users. SASAMS has been successfully utilised to identify learners who have been assigned to Scholar Transport routes. The validation of learner identity numbers by SASAMS led to improved quality of data supplied by schools which improved the quality and reliability of the data used for Scholar Transport.

The economic and efficient resourcing of schools in terms of the National Norms and Standards for School Funding, which is critical for achieving quality basic education, ought to be based on accurate and reliable learner numbers for each public and subsidised school. This is a key priority for the Department and imperative to the drive for evidence-based policy-making.

The Department's data focused action plan for the collection of data via an online platform from schools and districts is bearing fruit. This vision has been realised to a great extent with 50 298 successful submissions received and processed in the previous financial year. These SASAMS uploads were primarily done directly from district offices. The process of enabling schools to upload directly has also gained momentum with the alignment of the submission process with the DDD submission routine. This has allowed schools to submit the SASAMS data to the Data-Driven Districts Dashboard as well as the Provincial SASAMS Warehouse with little effort.

The introduction of the DDD has had a positive impact on the information management systems of the Department. On a monthly basis, districts are now able to disaggregate learner performance data into trends and patterns that are useful for the improvement of systems performance. Over 99% of Eastern Cape schools submit school data electronically. The Department will continue to champion the use of SASAMS and DDD across the education landscape in the Province.

**“TO ENHANCE THE PROGRESSIVE OUTCOMES OF THE EDUCATION SYSTEM TRANSFORMATION PLAN, THE FOOTPRINT OF BOARDING SCHOOLS IN RURAL AREAS WILL BE IMPROVED TO LEVERAGE UNDERUTILISED INFRASTRUCTURE IN UNVAILABLE SCHOOLS”**

**PREMIER  
LUBABALO OSCAR MABUYANE  
STATE OF THE PROVINCE  
ADDRESS  
FEBRUARY 2020**





## Customer Care

In line with initiatives to improve customer service, the Department has developed a Communication Application called 'Sikuncede Njani'. The name of the App translates to 'How can we help you?'.

The Application will use mobile technology to bring about administrative efficiency for the Department and will enhance communication between the Department of Education and its communities. Citizens can interact with the Department on a range of issues. The Communication Application will greatly assist management to accurately measure service delivery performance.

## Youth, Women and People with Disabilities

Empowering women, youth and people with disabilities cuts across all policy priorities and programmes of the Department. The Department will ensure that women, youth and disability empowerment and gender equality are advanced through multilateral forums and engagements, and compliance requirements.

The Department has established a Women's Desk to address gender issues in line with the Employment Equity Act. The Department has adopted an Expanded Public Works Programme (EPWP) Model for youth in compliance with BBBEE principles and the promotion of Local Economic Development. Beneficiaries of the programme have the opportunity to obtain skills and work experience.

There are youths employed in various projects such as School Safety Patrollers, School Behaviour Change Agents, Care givers in Special Schools, Walking Bus, Lab Assistance among other projects, whilst on the other hand the Department will benefit from their appointment. Their placement will include School Safety Officers, Administration Personnel and Maintenance Officers at identified schools. The department currently has over 700 interns that are being empowered them with requisite skills and experience needed in the job market.

### Total Number of employees (including employees with disabilities) by Occupational Category

OCCUPATIONAL CATEGORY	MALE				FEMALE				TOTAL
	African	Co-loured	Indian	White	African	Co-loured	Indian	White	
LEGISLATORS, SENIOR OFFICIALS AND MANAGERS	34	3	2	3	18	3	0	2	65
PROFESSIONALS	13 462	1 296	80	741	34 077	2 357	163	2 423	54 599
TECHNICIANS AND ASSOCIATE PROFESSIONALS	133	18	1	9	267	14	0	20	462
CLERKS	1 124	39	0	5	3 368	221	4	143	4 904
SERVICE AND SALES WORKERS	369	45	0	1	56	5	0	0	476
CRAFT AND RELATED TRADE WORKERS	25	2	0	0	15	0	0	0	42
PLANT AND MACHINE OPERATORS AND ASSEMBLERS	80	9	0	3	1	3	0	0	96
ELEMENTARY OCCUPATIONS	1 358	187	0	19	5 669	404	1	118	7 756
UNKNOWN	2	0	0	0	10	0	0	1	13
<b>TOTAL</b>	<b>16 587</b>	<b>1 599</b>	<b>83</b>	<b>781</b>	<b>43 481</b>	<b>3 007</b>	<b>168</b>	<b>2 707</b>	<b>68 413</b>
EMPLOYEES WITH DISABILITIES	60	11	0	6	76	5	0	10	168
EMPLOYEES WITH DISABILITIES	60	11	0	6	76	5	0	10	168

OCCUPATIONAL CATEGORY	MALE				FEMALE				TOTAL
	African	Co-loured	Indian	White	African	Co-loured	Indian	White	
TOP MANAGEMENT	3	0	0	1	0	0	0	0	4
SENIOR MANAGEMENT	32	3	2	2	12	3	0	2	56
PROFESSIONALLY QUALIFIED AND EXPERIENCED SPECIALISTS AND MID-MANAGEMENT	4 484	617	51	340	5774	483	68	667	12484
SKILLED TECHNICAL AND ACADEMICALLY QUALIFIED WORKERS, JUNIOR MANAGEMENT, SUPERVISORS, FOREMEN	9 530	729	30	388	29717	1979	98	1883	44354
SEMI-SKILLED AND DISCRETIONARY DECISION-MAKING	2 375	230	0	47	3946	354	1	108	7061
UNSKILLED AND DEFINED DECISION-MAKING	149	19	0	2	119	14	0	0	303
UNAVAILABLE	14	1	0	1	3913	174	1	47	4151
<b>TOTAL</b>	<b>16 587</b>	<b>1 599</b>	<b>83</b>	<b>781</b>	<b>43 481</b>	<b>3 007</b>	<b>168</b>	<b>2 707</b>	<b>68 413</b>
EMPLOYEES WITH DISABILITIES	60	11	0	6	76	5	0	10	168

**Total Number of employees (including employees with disabilities) by Occupational Category**



## Governance and Audit Outcomes

The Department is committed to upholding the principles of good governance in pursuing its mandate of providing quality education to the learners of the Province. Given that education is a societal issue, the Department promotes community participation and consensus in the provincial education system through stakeholder engagement spearheaded by the Department's political head and senior management. The Department also encourages participatory governance through the establishment of governance structures such as School Governing Bodies. The Department understands and observes the principles of accountability, transparency and responsiveness in its internal and external engagement. The Department submits to the requirements of external oversight institutions such as the National and Provincial Legislatures, the National Department of Basic Education, the Premier's Office, Provincial Treasury and Auditor-General of South Africa.

The table below summarises the Department's audit outcomes for Predetermined Objectives from 2014/15 to 2018/19:

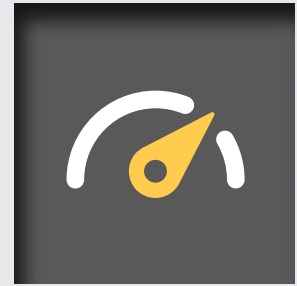
Objective	Audit Criteria									
	Usefulness					Reliability				
	2018/19	2017/18	2016/17	2015/16	2014/15	2018/19	2017/18	2016/17	2015/16	2014/15
Programme 2: Public Ordinary School Education	Unqualified	Qualified	Unqualified	Unqualified	Adverse	Qualified	Qualified	Adverse	Qualified	Disclaimer
Programme 5: Early Childhood Development	Unqualified	Unqualified	Unqualified	Unqualified	Not Audited	Unqualified	Unqualified	Unqualified	Unqualified	Not Audited
Programme 6: Infrastructure Development	Unqualified	Adverse	Unqualified	Unqualified	Not Audited	Unqualified	Adverse	Unqualified	Unqualified	Not Audited
Programme 7: Examination and Education Related Services	Unqualified	Unqualified	Unqualified	Unqualified	Not Audited	Unqualified	Unqualified	Unqualified	Unqualified	Not Audited

The Department has progressively improved on its audit outcomes over the past three years. However, it is important to note that although the Department received an overall qualified opinion in 2018/19, there have been positive movements year-on-year. Evidence of such movement is the commitments qualification which was removed, coupled with the nature and extent of the remaining qualifications being subject to change year-on-year.

The Audit Intervention Plan (AIP) covers the qualification areas as included in the audit report and aims to address findings of individual, immaterial misstatements corrected as a result of the audit process as well as the performance reporting and compliance findings not regarded as material.

**“EDUCATION IS THE GREAT ENGINE OF PERSONAL DEVELOPMENT. IT IS THROUGH EDUCATION THAT THE DAUGHTER OF A PEASANT CAN BECOME A DOCTOR, THAT THE SON OF A MINE WORKER CAN BECOME THE HEAD OF THE MINE, THAT A CHILD OF FARM WORKERS CAN BECOME THE PRESIDENT OF A GREAT NATION. IT IS WHAT WE MAKE OUT OF WHAT WE HAVE, NOT WHAT WE ARE GIVEN, THAT SEPARATES ONE PERSON FROM ANOTHER”**

**FORMER PRESIDENT  
NELSON MANDELA**



**PART C**

# **MEASURING OUR PERFORMANCE**







# 1. Institutional Performance Information



## 1.1 Impact Statement

Globally competitive learners who are able to succeed in a diverse and innovative world regardless of the socio-economic context of their schools.

EARLY CHILDHOOD DEVELOPMENT			
MTSF PRIORITY	IMPROVED SCHOOL READINESS OF CHILDREN		
OUTCOME 1	OUTCOME INDICATOR	BASELINE	FIVE-YEAR TARGET
A strong and solid foundation in literacy and numeracy	Proportion of 5-year olds (Grade R) enrolled in educational institutions by 2024	87%	95%
	Proportion of 4-year olds (Grade RR) enrolled in educational institutions by 2024	New Indicator	35%

The NDP emphasises expanding and improving the quality of ECD programmes. By 2030, the Province should ensure that all four and five-year-old children have access to quality early childhood development and care. Expanding coverage and access to quality early childhood development and professionalisation of ECD practitioners will ensure that learners receive a strong and solid foundation in literacy and numeracy. There is increasing evidence of how important the right health and psychosocial interventions during a child's earliest years are for subsequent learning in school. Emerging research points to well-designed ECD influencing the physical development of the brain in positive ways, in particular if interventions occur early with the help of parents, well-qualified teachers and low learner-teacher ratios (Palomino, 2019). In addition, according to a 20-year study released in 2014, it showed that children from disadvantaged households who received high-quality stimulation at a young age grew into adults who earned an average of 25% more than those who did not receive these interventions.

The NDP states that "by 2030, a full comprehensive age and developmentally stage-appropriate quality early childhood development programme is available and accessible to all infants and young children and their caregivers". In SONA 2019, President Cyril Ramaphosa directed that the responsibility of managing ECDs is to shift from the Social Development (SD) to the Basic Education (BE).

The Province will continue to improve ECD delivery through quality teaching, practitioner qualifications and material development and resourcing.

Moreover, the function shift will be guided by the following principles:

- The hybrid model of using schools and ECD centers as sites for Grade R will continue and younger children will remain in Early Learning Programmes.
- ECD is provided largely through the non-governmental and private sectors, who will remain the employers despite the shift from the DSD to DBE.
- The current funding model will continue in line with the available budgets. However, work is being initiated in line with the NDP and National Integrated ECD Policy to review funding norms and standards.
- Infrastructure in ECD provision will be addressed as part of a longer term plan and in line with the accepted standards of current policies.
- The departments involved in developing a detailed plan for the government that will ensure that the shift in function happens smoothly with little or no disruption in service delivery.
- In accordance with the provisions of current legislation, the requirements of SACE and other policies which ECD educators need to meet, the minimum professional and academic requirements will move from practitioner to educator.

**“THE MOST SIGNIFICANT CONTRIBUTION WE CAN MAKE TO INCLUSIVE ECONOMIC GROWTH IS IN THE DEVELOPMENT OF APPROPRIATE SKILLS AND CAPABILITIES”**

**PRESIDENT  
CYRIL RAMAPHOSA  
SONA ADDRESS  
FEB 2020**



A solid foundation in literacy and numeracy is critical in the development of highly skilled individuals. This should go some way towards building a calibre of young people who are better prepared to contribute towards a prosperous and equitable South Africa. The chosen outcome indicators are aligned to the NDP, PDP and the education sector priorities to ensure access to high quality and inclusive ECD. Key enablers to achieve the five-year targets include:

- Policy certainty
- Provision of quality infrastructure;
- Provision of qualified and relevant human resources;
- Teacher education and development;
- Provision of adequate funding.

FOUNDATION PHASE			
MTSF PRIORITY	10-YEAR- OLD LEARNERS IN SCHOOLS READ FOR MEANING		
OUTCOME 2	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
10-year-old learners enrolled in publicly-funded schools read for meaning	Percentage of learners achieving in Reading and Mathematics Learning outcomes in Grades 3 critical subjects reflected in the new Systemic Evaluation by 2024.	51% - Literacy 52% - Numeracy	60%
	Average score obtained by Grade 4 learners in PIRLS by 2024	290	300
	Average score obtained by Grade 5 learners in TIMSS by 2023	343	400
	Number of schools implementing EGRA	1 100	3 000
	Percentage of 10-year olds (Grade 4) able to read for meaning	25%	35%
	Number of schools provided with resources for Grades 1 to3 in all LOLTS (indigenous languages, Big Books, flashcards, story books, alphabet friezes, posters, for example)	3000	4300
	Percentage of foundation phase teachers trained on teaching reading	30%	70%



## Explanation of planned performance over the five-year planning period

The 2020 to 2025 Education Sector Plan states that reading is poorly taught in the initial grades in much of the schooling system. Gaps in this regard can disadvantage a learner for the rest of his or her schooling career. Around 78% of South African Grade 4 learners do not reach the international benchmarks and therefore, do not have basic reading skills by the end of the Grade 4 school year in contrast to only 4% of international learners.

Key interventions to reverse these trends will include providing school resources such as classroom libraries, especially in areas where performance is poor; increasing the proportion of time spent on reading in foundation and intermediate phases in the curriculum as well as encouraging extra-mural reading and reading habits.

The Department is implementing an innovative strategy to improve reading for meaning for learners in Grade 1 to 3 using story books. In 2018, the Department printed and distributed 824 365 anthologies to 4 655 primary schools for use in 2019. The positive impact of reading materials is likely to be enhanced if learners take materials home. Moreover, the Department will need to strengthen teaching of reading literacy and training of pedagogical content knowledge of teachers across all languages in the foundation phase and especially, African languages.

The Department will need to ensure that the Province substantially improves reading comprehension in the first years of school, and builds on the education sector's early grade reading studies, which have demonstrated the impact that a dedicated package of reading resources, expert subject advisers and lesson plans can have on reading outcomes.

Research on the education curriculum content at the 12 Higher Education Institutions (HEI) on teaching reading for meaning showed that only a few of the HEIs focus specifically on language literacy, and while a number of these have included some of the components of teaching reading, none of them had all of the required content components for reading.

It is clear there is a critical need to provide foundation phase teachers with better guidance and materials to help them teach reading properly so that it lines up with emerging evidence and practices around the world. Therefore, training for foundation phase teachers, with a specific focus on reading, will become a key focus area for the education sector over the next five years. This will require strengthening the partnerships between education departments and HEIs, inclusive of the private sector and civil society stakeholders.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities to ensure access to high quality and inclusive ECD. Key enablers to achieve the five-year targets include:

- Provision of innovative assessment systems;
- Provision of qualified and relevant human resources;
- Teacher education and development;
- Provision of adequate funding; and
- Materials in indigenous languages.

**“EDUCATION  
IS THE MOST  
POWERFUL  
WEAPON WHICH  
YOU CAN USE  
TO CHANGE THE  
WORLD”**

**NELSON MANDELA  
FORMER PRESIDENT  
OF THE REPUBLIC OF  
SOUTH AFRICA**





INTERMEDIATE AND SENIOR PHASE			
MTSF PRIORITY		YOUTHS BETTER PREPARED FOR FURTHER STUDIES AND THE WORLD OF WORK BEYOND GRADE 9	
OUTCOME 3	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
Youths better prepared for further studies and the world of work beyond Grade 9	Percentage of learners achieving in reading and Mathematics learning outcomes in Grades 6 and 9 as assessed through the new Systemic Evaluation by 2024	50% - Reading 50% - Mathematics	60% 60%
	Average score obtained by Grade 6 learners according to the international SACMEQ by 2020	444 – Reading 449 - Mathematics	500 510
	Percentage of learners in Grade 9 achieving in Mathematics and Science in TIMSS programmes by 2024	50% - Mathematics 50% Science	60% 60%

## Explanation of planned performance over the five-year planning period

The country remains committed to improving its TIMSS benchmark scores in Mathematics and science. It is important to note that from 2003 to 2015 the country has shown the biggest positive improvement of all participating countries in the TIMSS assessments in Mathematics (by 90 points) and Science (by 87 points), which is equivalent to an improvement in achievement by two grade levels.

TIMSS data indicates that the provision of school resources has also improved. Eighty-two percent of Mathematics learners and 69% of Science learners reported having their own textbooks, and teachers reported improved availability of resources for the teaching of mathematics.

Improving the levels of language and Mathematics competencies reached in the Foundation Phase (Grades R to 3) will require both fixing the overall functionality of schools, and running interventions aimed at changing teaching practices in the classroom.

This will be complemented by effective assessments as these improve teachers' ability to teach and provide vital information for managers in the system to take supportive action and to be held accountable.

The Department will improve the quality and efficiency in the provincial education system through the implementation of standardised assessments to reduce failure, repetition, and drop-out rates.

The sector will roll out a new model of Systemic Evaluation which is a comprehensive assessment of how the education system is performing in Grades 3, 6 and 9 against identified targets set out in the Medium Term Strategic Framework (MTSF) and the National Development Plan (NDP).

It takes into account how learner achievement is being affected by their conditions of schooling and the level of support their schools receive from the District Office. The results of the Systemic Evaluation will be used to diagnose critical learning gaps and diagnostic reports will be developed and disseminated to schools to assist teachers.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities to ensure access to high quality and inclusive ECD. Key enablers to achieve the five-year targets include:

- Provision of innovative assessment systems;
- Provision of qualified and relevant human resources;
- Teacher education and development;
- High quality LTSM.

INTERMEDIATE AND SENIOR PHASE			
MTSF PRIORITY		YOUTHS LEAVING THE SCHOOLING SYSTEM MORE PREPARED TO CONTRIBUTE TOWARDS A PROSPEROUS AND EQUITABLE SOUTH AFRICA	
OUTCOME 4	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	Percentage of Grade 12 learners obtaining a Bachelor level pass in NSC by 2024	32.3%	40%
	Percentage of Grade 12 learners obtaining 60% and above in Mathematics and Physical Science by 2024	14.3% – Mathematics 21.6% - Physical Science	24% 32%
	Number of historically disadvantaged schools that offer 'niche' subjects such as Engineering Technical Vocational, Technical Occupational and computing subjects	(504 Schools) 63%	(580 schools) 73%
	Number of underperforming schools identified for intervention programmes	199	100



## Explanation of planned performance over the five-year planning period

The NDP emphasises the aim of getting the youth to obtain the NSC or an equivalent qualification, either from a school or TVET institution. It also emphasises the attainment of an NSC that allows for Bachelor-level study at a university and obtaining a mark of at least 50% in Mathematics and Physical Science. In the case of Mathematics, this 50 per cent threshold is the lowest threshold applied for entry into mathematically- oriented university programmes such as accounting and economics.

Trends show that most learners who obtain the NSC but not a Bachelor-level pass, achieve a Diploma-level pass. For example, in 2018, 62 per cent of these learners nationally obtained the Diploma-level pass. This permitted an additional 140 000 learners from the class of 2018 to study for a Diploma at a College. Both indicators have displayed a general upward trend for the last 20 years.

The increase in a Bachelor-level pass, at 4,3 per cent a year, has been strong. The youth qualifying for entry into a Bachelor programme at a university has increased from around 100 000 in 1994 to 160 000 nationally in recent years.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities to ensure access to high quality and inclusive ECD. Key enablers to achieve the five-year targets include:

- Provision of infrastructure;
- Provision of qualified and relevant human resources;
- Teacher education and development; and
- High quality LTSM.

**“THE PROBLEM OF AGING INFRASTRUCTURE WHICH DEPRIVES OUR PEOPLE OF KEY SERVICES SUCH AS WATER AND SANITATION WILL BE ADDRESSED”**

**PREMIER  
LUBABALO OSCAR MABUYANE  
STATE OF THE  
PROVINCE ADDRESS  
FEBRUARY 2020**



INTERMEDIATE AND SENIOR PHASE			
MTSF PRIORITY		YOUTHS LEAVING THE SCHOOLING SYSTEM MORE PREPARED TO CONTRIBUTE TOWARDS A PROSPEROUS AND EQUITABLE SOUTH AFRICA	
OUTCOME 5	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
ICT integrated in the provision of quality basic education	Percentage of public schools with connectivity and Wi-Fi	20%	100%
	Percentage of public schools with digital instructional devices in classrooms (smart classrooms)	40%	100%
	Percentage of educators in public schools with connected and loaded digital devices who can access appropriate curriculum content	80%	100%
	Percentage of learners in public schools with connected and loaded digital devices who can access appropriate curriculum content	20%	50%
	Percentage of public schools that can be contacted electronically	80%	100%

## Explanation of planned performance over the five-year planning period

The Province will need to make optimal use of emerging technologies to strengthen teaching and learning, but also needs to consider how learners can be better prepared for the technological change in society.

The Province will focus on leveraging and enhancing its ICT capabilities to support effectiveness and efficiencies in administration, to support the professional development of educators and officials; and to support learning.

In supporting effective administration, growth in the use by schools of the SASAMS, complemented by a well-organised provincial and national warehousing of SASAMS data, has had tangible benefits in the form of regular submissions of data by schools, and the introduction of online tools through which schools and districts can visualise important statistics. Reports show that district managers are becoming increasingly aware of how data can contribute towards better planning and management.

While there have been improvements in the availability of computers in schools, much work still needs to be done. The 2015 TIMSS data found that around half of Grade 5 and Grade 9 learners access computers or tablets in school. The Department will prioritise the provision of digitised material for learning on a tablet device, focusing on the most disadvantaged schools which are in the poorest communities, including multigrade, multiphase, farm and rural schools.

To support teacher development and learning, the Department will ensure all educators benefit from e-skills programmes. It will advocate the use of ICT to support teacher collaboration and leveraging digital connectivity in supporting professional learning communities.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities to ensure access to high quality and inclusive ICT provision. Key enablers to achieve the five-year targets include:

- Broadband and connectivity;
- Provision of ICT infrastructure;
- Provision of qualified and relevant human resources;
- Teacher education and development; and
- Effective response to funding constraints.

INTERMEDIATE AND SENIOR PHASE			
MTSF PRIORITY	YOUTHS BETTER PREPARED FOR FURTHER STUDIES AND THE WORLD OF WORK BEYOND GRADE 9		
OUTCOME 6	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
Skills for a changing world	Number of fully functional agricultural public schools	17	Re-capitalise 17 existing Agricultural schools
	Number of fully functional maritime schools	4	Resource and extend the curriculum to include Maritime Studies in 6 Schools in the Port Elizabeth, Port Alfred and Humansdorp nodal points
	Number of fully functional technical vocational high schools	7	Ensure that 40 schools currently offering technical subjects comply with the requirements of becoming full technical high schools as per guidelines



## Explanation of planned performance over the five-year planning period

A key imperative of the Provincial Development Plan is to build an enterprising province where people are active in their own area as well as the region's social and economic development, where people take the initiative to develop their communities based on existing and potential resources and capabilities.

The Province envisions building entrepreneurs, across scales, sectors and space, including social entrepreneurs.

The President, in the 2018 SONA, underlined that 'young people should be exposed to the world of work through internships, apprenticeships, mentorship and entrepreneurship'. Some of this exposure should start in school schools. In an effort to address the high rate of youth unemployment and the development of scarce skills, entrepreneurial skills and general work-place readiness for post-matric youth, the DBE has initiated a Three Stream Curriculum Model. The Three Stream Model envisions that learners will be guided into three different streams of education as follows:

The Three Stream Model envisions placing learners into three different streams of education as follows:

- **Academic Stream:** This is the traditional, general education system. Learners are prepared for further studies in Higher Education Institutions.
- **Technical Vocational:** Preparation for technical college and/or apprenticeships and on-site training opportunities. This stream will focus on the 12 specialist technical subjects of Electrical, Mechanical, and Civil Technology. It will also include focus schools that offer Agricultural Sciences subjects, services subjects and Maritime Studies.
- **Technical Occupational:** This stream will focus on preparing for work immediately after secondary school. It will include the development of skills such as spray-painting, panel-beating, hairdressing, woodwork, glasswork, glazing, welding, upholstery and husbandry (farming).

In line with the sector's Framework for Skills for a Changing World, preparatory work for training both educators and learners to respond to emerging technologies, including the internet, robotics, coding, and artificial intelligence, is well underway.

The education sector has prioritised curriculum and materials development for new technology subjects and specialisations including Technical Mathematics and Technical Sciences, Maritime Sciences, Aviation Studies, Mining Sciences and Aquaponics.

To expand participation in the technical streams, several ordinary public schools will be transformed into technical high schools. The Presidency has reiterated that the growth of the country's economy will be sustained by small businesses. This is a position that underlines the importance of entrepreneurial thinking and financial literacy.

**“THE POWER OF EDUCATION EXTENDS BEYOND THE DEVELOPMENT OF SKILLS WE NEED FOR ECONOMIC SUCCESS. IT CAN CONTRIBUTE TO NATION-BUILDING AND RECONCILIATION”**

**FORMER PRESIDENT NELSON MANDELA**





The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities. Key enablers to achieve the five-year targets include:

- Policy certainty;
- Connectivity;
- Provision of ICT infrastructure and technical specific workshops;
- Provision of qualified and relevant human resources and physical resources (including consumables);
- Teacher education and development;
- Funding;
- Effective response to funding constraints;
- Full implementation of the SIAS policy, especially in the Senior Phase;
- Career guidance for learners; and
- Advocacy.

INCLUSIVE EDUCATION			
MTSF PRIORITY	A SKILLED AND CAPABLE WORKFORCE TO SUPPORT AN INCLUSIVE GROWTH PATH		
OUTCOME 7	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
A well-defined holistic integrated inclusive education support system	Percentage of functional school-based support teams in schools	60%	90%
	Percentage of functional district-based support teams	60%	100%
	Percentage of individualised support plans developed for learners with barriers to learning	10%	70%
	Number of concessions and accommodations awarded	447	3000
	Number of learners with access to Assistive Devices and/or Technology	250	2000
	Number of educators, officials and support trained on inclusive education	450	6759
	Number of stakeholder engagements to support inclusive education agenda	10	40

## Explanation of planned performance over the five-year planning period

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.

The Department will strive to implement an efficient system for early identification and intervention in addressing barriers to learning. This will include the implementation of streamlined Provincial Norms and Standards and the use of School-Based Support Teams and Technology for support, monitoring and evaluation. Teachers are to be empowered to teach and assess in a manner that takes into consideration the diversity of learners' needs in the classroom.

A key focus will be on the sensitisation of Educators and Communities in all schools based on the principles of inclusivity and advocacy with stakeholders. The Department will prioritise the provision of infrastructure that adheres to the principles of Accessibility/Universal Design.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities. Key enablers to achieve the five-year targets include:

- Provision of assistive devices;
- Provision of ICT infrastructure;
- Provision of qualified and relevant human resources;
- Teacher education and development;
- Effective response to funding constraints; and
- Funding.



SOCIAL PROTECTION AND SCHOOL SAFETY			
MTSF PRIORITY	LEARNERS AND TEACHERS FEEL RESPECTED AND LEARNING IMPROVED BY 2024		
OUTCOME 8	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
Effective social protection and creation of a safe school environment conducive to learning	Number of learners benefitting from the National School Nutrition Programme (NSNP)	1 657 275	1 650 000
	Number of schools with functional school safety committees (Junior Commissioners Peace Clubs, March and Drill Programme, Teenager Against Drug Abuse)	1 760	2 500
	Number of learners benefitting from scholar transport	85 139	110 000
	Percentage of learners provided with hostel facilities	10%	15%
	Number of schools implementing school health and psychosocial support activities	925	3 500

## Explanation of planned performance over the five-year planning period

The Department's school nutrition, health, scholar transport and school safety programmes are part of the government's broader poverty alleviation drive and ensuring the creation of a safe learning environment.

The Province will continue to prioritise a number of services in schools which, though not of an educational nature, are important for the development of the child and support the education process indirectly. The implementation of the safety programmes has a direct impact on the well-being of learners. The Province is responsible for one of the largest school nutrition programmes in the country and provides 1,5 million learners nutritious school meals daily.

Studies highlight the importance of health education as a way of preventing a variety of physical and emotional ills, including bullying, sexual harassment, learner pregnancy and drug abuse.

Currently, the school health and psychosocial support services are provided through the Care and Support for Teaching and Learning (CSTL) Framework in 925 schools, utilising the Life Skills Conditional Grant. It is envisaged that over the next five years, all schools will be on the CSTL programme and comprehensive age and grade appropriate school health and psychosocial support services will be provided to all vulnerable learners in all schools.

The Eastern Cape is a province with a relatively large number of poor households who would benefit from these programmes. These interventions also contribute to the improvement of education outcomes by enhancing primary school learning capacity, school attendance and punctuality.



Violence in and near schools is also one of the major contributing factors to non-enrolment, school dropout and non-completion. Even for those children who remain at school despite experiences of, or fear of violence, the ability to achieve within the classroom, and to perform academically, is likely to be compromised. Simply put, the quality of education is negatively affected. Violence thus, negatively impacts on education in terms of access, retention and achievement.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities. Key enablers to achieve the five-year targets include:

- Provision of qualified human resources;
- Teacher education and development;
- Functional School Safety Committees;
- Partner Departments (Transport, Social Development and the SAPS);
- Suppliers of food: SMMEs/Cooperatives and smallholding farmers; and
- Funding.

EFFECTIVE GOVERNANCE			
MTSF PRIORITY	FUNCTIONAL, EFFICIENT AND INTEGRATED GOVERNMENT		
OUTCOME 9	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
Good governance, for quality basic education	Clean audit - number of qualification areas.	3	0
	Percentage of school principals rating the support services of districts as being satisfactorily	77%	100%
	Number of small and unviable schools rationalised	783	1 902
	Number of integrated and operational districts	12	12
	Number of partnerships agreements established (signed MOUs, MoAs and SLAs)	37	40

## Explanation of planned performance over the five-year planning period

The Department is committed to promoting quality education and effective service delivery through good governance, effective administration, partnerships, effective planning, continuous monitoring and evaluation.

There has been a consistent improvement in the Department's audit outcomes over the past three years. Improving financial management in schools is critical for the effective use of school resources.

Studies show that 58 per cent of principals using SASAMS say they use it for financial management which indicates that the management functionality of the tool, as opposed to its data collection function, has become a reality. Moreover, 97% of school principal users agreed that SASAMS was well designed.

The Five-Year Strategic Plan acknowledges as the schooling system improves, achieving further improvement will become increasingly difficult and complex. For example, the Department has succeeded in key performance areas such as the supply of textbooks and furniture in the past years which contributed significantly to the Province's improvement trajectory in learner outcomes.

However, in the next five years the Department will focus on less obvious performance metrics such as organisational culture and systems development capacity

The NDP states that a developmental state brings about rapid and sustainable transformation in a country's economic and/or social conditions through active, intensive and effective intervention in the structural causes of economic or social underdevelopment.



Developmental states are active. They do not simply produce regulations and legislation. They constantly strive to improve the quality of what they do by building their capacity and learning from their experiences. They also recognise the importance of building constructive relations with all sectors of society, while insulating themselves from capture by sectional interests. The implication of this is that those working for the development of the schooling system increasingly need to improve how things get done and not only focus on what is done.

UNESCO and Serdyukov 2017 underline the importance of innovation in schools and schooling systems. Innovation means adopting new approaches and possibly new technologies to bring about effective teaching and learning.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities. Key enablers to achieve the five-year targets include:

- Provision of qualified and relevant human resources;
- Teacher education and development;
- Governance committees; and
- Private sector and civil society partners.

INFRASTRUCTURE			
MTSF PRIORITY	INFRASTRUCTURE DELIVERY		
OUTCOME 10:	OUTCOME INDICATOR	BASELINE	5 YEAR TARGET
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Number of schools that reach minimum uniform physical infrastructure norms and standards	59%	65%
	Number of additional learners provided with hostel facilities	18 210	20 090
	Percentage of approved maintenance plans in all public schools	New Indicator	100%
	Percentage of refurbished structures into technical vocational schools	New Indicator	100%

## Explanation of planned performance over the five-year planning period

The programme aims to provide support to the core curriculum provisions that require the availability of appropriate infrastructure for quality teaching and learning. The Department aims to deliver cost effective and sustainable infrastructure to all learners in the province.

The condition, location and nature of school infrastructure has an impact on access and quality of education, more specifically:

- The closer a school is to a child's home, the more likely the child is to attend school because of distance and safety issues;
- Where the quality of infrastructure (particularly water and sanitation facilities) is improved, enrolment and completion rates also improve and there is less teacher absenteeism; and
- Where the condition of school facilities improve, learning outcomes also improve.

The Department will strive to find ways to deliver infrastructure and services more efficiently and cost-effectively. It will also improve the quality of information used for planning.

The Education Sector Plan indicates that in respect to schools infrastructure provision, policies on the minimum norms have improved and there is also more transparency, for example, in the form of school-by-school schedules of building work to be undertaken in each financial cycle. Infrastructure backlogs cannot all be resolved immediately. However, budgets and procedures for tackling this challenge are improving.





Yet, as emphasised in the NDP, there are fundamental problems with the way infrastructure development is carried out, which lead to inflated costs. These problems must be resolved if improvements to the physical environment of learners are to be accelerated.

The Education Sector provides infrastructure through three programmes: The provincial programme, Accelerated School Infrastructure Delivery Initiative (ASIDI) as well as Sanitation Appropriate for Education Initiative (SAFE):

- The Provincial Schools Build Programme is implemented by provinces and it targets the provision of basic services, new schools, additions to existing schools, new and upgrading of services and maintenance. It is funded through the Education Infrastructure Grant and the Provincial Contribution through the Equitable Share.
- The Accelerated School Infrastructure Delivery Initiative is a programme driven by the Department of Basic Education (DBE) to address school's infrastructure backlog on schools that do not meet the basic safety norms and standards. It is funded through the Schools Infrastructure Backlogs Grant. The purpose of the programme is to eradicate schools made entirely of inappropriate structures and to provide basic level of water, sanitation and electricity to schools.
- The Sanitation Appropriate for Education initiative (SAFE) is a programme driven by the DBE to eradicate all pit latrines and other forms of unacceptable sanitation, provide safe and appropriate ablution facilities as well as address insufficient or inadequate sanitation facilities and maintain all ablution facilities

The Department will strive to improve its internal infrastructure planning capacity and with implementing agents. In addition, there will be effective monitoring of the infrastructure Professional Service Providers (PSPs) and Implementing Agents (IAs) used for the implementation of the infrastructure programme. Although there are still large infrastructure backlogs in terms of schools, classrooms, water, sanitation, water and electricity, amongst others. in the Province, the Department will work together with provincial and national state institutions, private sector partners and civil society in progressively eradicating the significant infrastructure backlog faced by the Eastern Cape.

The outcome indicators chosen are aligned to the NDP, PDP and the education sector priorities. Key enablers to achieve the five-year targets include:

- Provision of qualified and relevant human resources;
- Effective response to funding constraints;
- Funding;
- Private sector and civil society partners; and
- Department of Public Works.





## Key Risks & Mitigation

Outcome	Key Risk	Mitigation
A strong and solid foundation in literacy and numeracy	Delay in issuing of the proclamation for the migration of the ECD function	Establishment of the ECD migration steering committee
	Insufficient monitoring and support	Ensure that DSD resources are transferred to ECDoE
	Loss of upgraded ECD practitioners to mainstream education	Establish and implement a retention strategy
	Inappropriate facilities utilised for ECD centres (for example, classrooms and cloakrooms)	Finalisation and implementation of norms and standards for the refurbishment and new building projects
	Inadequate provision of scholar transport	Learners should attend ECD centres in their immediate vicinity
10-year old learners enrolled in publicly-funded schools read for meaning	Budgets for large scale assessments such as National Systemic Evaluation	Strengthen School-Based Assessment (SBA) practices to track all forms of comprehension in oral and reading formats  Sample studies of the EGRA in all languages and EFAL in Grade 4
	Cost of employing coaches	Provide coaching to a select group of targeted schools on rotation basis i.e. every one or two years  Use a variety of coaching models both onsite and virtual  Deploy coaches to a cluster of schools  Capacitate Subject advisors and HODs  Use PLCs as a forum for teacher support
	Teachers not trained adequately on how to teach reading in all languages with a focus on African languages	Replicate and scale up best practices with regard to African language programme at HEIs
	Short supply of readers in African languages	Call for submissions for readers in all African languages
	No lesson plans in all African languages	Conduct audit of lesson plans in all languages  Align lesson plans to CAPS  Strengthen our existing lesson plans

Outcome	Key Risk	Mitigation
Youths better prepared for further studies and the world of work beyond Grade 9	<p>Non-credibility of sample used for systematic evaluation</p> <p>Poor communication prior (notifications) and after assessment is done (feedback)</p> <p>Non-availability of resources in schools (readers) i.e. lack of teacher training in Literature teaching, especially in the Senior Phase</p> <p>Under usage of DBE workbooks</p> <p>Schools do not implement and take part in reading programmes &amp; reading interventions (e.g. Drop All and Read, Language across curriculum, etc.</p>	<p>Input from all partners and sections</p> <p>Sampling across quintiles, geographically spread and sample representative of all races, genders, etc.</p> <p>Clear and open communication of both notification of assessment as well as the outcome of the assessment</p> <p>Procurement of readers by schools</p> <p>Timely delivery of textbooks</p> <p>Content gap workshop in circuits on “How to teach sessions for Literature”</p> <p>SMTs to monitor workbook usage and should be accountable for non-use of workbooks</p> <p>Communication with and “Tips” for Parents in how to help learners at home using the workbooks and readers</p> <p>Monitoring of reading programme</p>
	<p>Non utilisation of Frameworks for improvement in schools</p> <p>Shortage of qualified educators</p> <p>Lack of resources in teaching critical subjects</p> <p>Teaching Maths in a foreign language</p> <p>Non-implementation of daily 10-minute Mental Maths in schools</p> <p>Prioritisation of FET at the expense of GET in high schools</p> <p>Rotation of Maths and Science educators</p> <p>Educators that are unqualified and under qualified, have gaps in content and delivery strategies</p> <p>Too few teachers trained in the programmes</p>	<p>Strengthen the monitoring systems of the utilisation of Improvement Frameworks</p> <p>Priorities teacher training and conduct teacher trainings through Teachers Development and Higher Education Institutions (HEIs) and Strengthen the roll out of the programmes in districts</p> <p>Centralisation of the requisition of resources at a district level</p> <p>Nationalisation of the MTBBE strategy</p> <p>Monitoring of the availability and presentation of lesson plans by SMTs/ Subject Heads and monitor class attendance especially in Grade??</p> <p>Prioritise allocation of subjects to Maths and Science teachers for a minimum of 3 years. Strengthen and monitor PLCs for better performance</p>
	<p>Process delays by SACE in the approval of endorsing Training Manuals</p> <p>Duration of trainings in Districts is too short (1-2 days)</p> <p>No follow ups on implementation after trainings</p> <p>Impact of trainings not properly measured</p> <p>Teachers trained not qualified/non-specialist in the subject</p> <p>Changing of subject allocation for teachers from one subject to another every year</p>	<p>SACE to speed up the process of endorsing Training Manuals. Close monitoring to schools by Districts and Province</p> <p>Increase in the number of days for training in Districts</p> <p>Develop a monitoring tool to measure impact and during school/District visits data to be collected</p> <p>Teach programmes to be done to support teachers</p> <p>Develop a guideline for schools in the utilisation of Human resource and adherence to it</p>



Outcome	Key Risk	Mitigation
Youths leaving the schooling system more prepared to contribute towards a prosperous and equitable South Africa	Unable to supply the required number of teachers in critical subjects and niche subjects	Reskill and upskill teachers with required skills Recruited NSC Grade 12 learners to undertake a teacher qualification through Fundza Lushaka bursary
	Mathematics and Physical Science teachers with inadequate content and pedagogical knowledge	Upskilling and upgrading Mathematics and Physical Science through short courses at teachers' development centres Provision of support material
	Limited supply of machinery, equipment and consumables for technical vocational and technical occupational schools	Prioritise supply of machinery, equipment and consumables for technical vocational and technical occupational schools
	Insufficient support and monitoring to underperforming schools	Identify and categorise underperforming schools for differentiated support
	Insufficient support and monitoring to underperforming schools	Identify and categorise underperforming schools for differentiated support
ICT integrated in the provision of quality basic education	Internet connectivity Internet connectivity at Head Office and districts is unreliable and hinders productivity	SITA is the mandated governmental entity to provide Internet services to the Department. SITA must improve connectivity.
	Escalating cost of employing educators, professionals and artisans against budget cuts	Bidding and reprioritisation of funds for recruitment of skilled educators Re-allocate educators from closed unviable schools to Focus schools
	Limited Learning Material	Development of learning material
	Budgets for resourcing and consumables	Norms and Standards policy for funding Focus Schools
	Escalating cost of employing educators, professionals and artisans against budget cuts	Bidding and reprioritisation of funds for recruitment of skilled educators Re-allocate educators from closed unviable schools to Focus schools
	Limited learning material	Development of learning material
	Shortage of suitably qualified educators	Engagement with HEI/TVET Redirection of additional educators to areas of need
	Infrastructure for workshops and classrooms	Use of closed schools for conversion and resourcing Developing norms and standards for resourcing of schools

Outcome	Key Risk	Mitigation
A well-defined holistic integrated inclusive education support system	<p>The lack of appropriate training of educators that serve on the school-based support teams.</p> <p>The lack of monitoring the functionality of School Based Support Team</p> <p>Insufficient number of Learning Supporting Specialist at District Level</p>	<p>Development of a training programme for educators from schools who serve on the School Based Support Teams</p> <p>Monitor the implementation of ECDOE circular on functionality of School Based Support Teams</p>
	<p>Insufficient number of Learning Support Specialists at District and Circuit Levels</p> <p>Insufficient number of Psychologists and Therapist at District and Circuit Levels</p> <p>Lack of appropriate trained specialist at District and Circuit Level</p>	<p>The advertisement and appointment of Learning Support Specialist, Psychologists and Therapists at District and circuit levels</p> <p>Development of a training programme for specialists and officials who serve on the DBST</p>
	<p>Inadequate advocacy on concessions and accommodation at school level</p>	<p>Development of a training programme for educators on assessment instructions and on concessions and accommodation</p>
	<p>Securing companies that can provide the appropriate specialised assistive devices to the Department of Education</p>	<p>Development of an Assistive Device Contract for the Department of Education to procure assistive devices</p>
	<p>Insufficient budget of the training of all specialist, officials and educators on Inclusive Education Insufficient number of Learning Support Specialist and Psychologist and Therapist at District and Circuit Level</p>	<p>Secure additional funding for the training of all relevant personnel on Inclusive Education and speciality areas</p>





Outcome	Key Risk	Mitigation
Effective social protection and creation of a safe school environment conducive to learning	Transfers not reflected on time. Transfer of funds to close schools	Process transfer payments on times  School Rationalisation and Realignment Programme to update SASAMs on closed schools
	Limited monitoring systems for uptake of suppliers and Small Holding Farmers	Create and utilise a database of local suppliers and small holder farmer which is legislate complainant
	Safety of learners compromised in schools i.e. bullying, sexual harassment, drug and subsistence abuse, teenage pregnancies, gangsterism, HIV and TB infections and corporal punishment.	Utilising Learner Support Agents and Social Behaviour Change Agents to address social issues at school i.e. in terms of the Care and Support for Teaching and Learning Framework  Utilise school monitors to address safe circumcision  Social Workers interns provide psychosocial support to learners  Training educators on TB prevention, Comprehensive Sexuality Education and Sexual Reproductive Health  Collaboration with SAPS, NGOs, Department of Social Development to deal with crime and other social ills
	All qualifying learners not benefitting from scholar transport  Unsuitable vehicles used for transport of learners  Sexual harassment of learners  Overloading vehicles  Learner numbers inflated on claims	Verify learner data  Standing items on agenda meeting with the Department of Transport  Comparison of claims to verified data of learners and advocacy campaigns with school principals on monitoring transport of learners

Outcome	Key Risk	Mitigation
To promote education quality and effective service delivery through good governance, effective administration, partnerships, effective planning, monitoring and evaluation	Poor academic performance of learners in overcrowded and under resourced schools	LAIS intervention and remediation support for learners who perform poorly  Adhere to Departmental learner/teacher ratio  Utilising alternative sites to accommodate learners
	Disruption of key exams by service delivery protests	Early mobilisation of stakeholders through Quality Learning and Teaching Committee as a sub-committee of the School Governing Body
	Poor internal controls for monitoring and management for securing assessment tools	Close monitoring of all exam centres
	Lack of accountability and non-compliance to assessment controls and regulations	Training and signing of ethical pledge for compliance
	Poor storage facilities for key assessment tools	Utilise nearest South African Police Services
School physical infrastructure and environment that inspires learners to learn and teachers to teach	Fiscal constraints and unanticipated in budget allocations	Documented and well communicated process of reprioritisation
	Changes in budget allocations	Full implementation of DORA provisions in respect of attracting and retaining the required skills
	Inadequate supply of human resources to administer infrastructure delivery system	Full implementation of Circuit School Landscape Plan
	Poor education planning, delivery & management leading to migration of learners	Continuous mobilisation of stakeholders for stakeholder participation and ownership
	Theft and vandalism	Strengthen School and Circuit regulations in management of assets









**PART W**

**TECHNICAL  
INDICATOR  
DESCRIPTIONS  
(TIDs)**



# Outcome 1:

## A strong and solid foundation in literacy and numeracy

Indicator Title	Proportion of 5-year old's (Grade R) enrolled in educational institutions by 2024
Definition	The percentage of 5-year-old children in the province attending Grade R in any school or educational institution. This refers to Public Ordinary Schools, Special Schools and Independent Schools).
Source of data	<ul style="list-style-type: none"> <li>Provincial learner records for the number of learners age 05 attending Grade R in schools extracted from DDD and SASAMS. (In reality, some Grade R will be in Community Centres and a system has to be designed to capture that)</li> <li>Statistics South Africa (STATSSA) for the number of learners of school going age in the province</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: total number of learners age of 5 who are attending schools (Grade R) in the province</li> <li>Denominator: total number of learners age 5 who are in the province according to STATSSA</li> <li>Multiply by 100</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Grade R is compulsory by 2022 and revised age admission declared</li> <li>Schools have appropriate facilities for ECD learners</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women (NA)</li> <li>Target for Youth (NA)</li> <li>Target for People with Disabilities (NA)</li> </ul>
Spatial Transformation (where applicable per indicator)	<ul style="list-style-type: none"> <li>There is a need to build new ECD facilities / classrooms in existing public schools</li> <li>New appropriate ECD centres built in areas where schools are far from learners' residents / homes</li> </ul>
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All age appropriate children are attending Grade R
Indicator Responsibility	EMIS

Indicator Title	Proportion of 4 year olds (Grade RR) enrolled in educational institutions by 2024
Definition	The percentage of 4-year-old children in the province attending Grade RR in any school or educational institution (this refers to Public Ordinary Schools, Special Schools and Independent Schools and/ or Community Centres).
Source of data	<ul style="list-style-type: none"> <li>Provincial learner records for the number of learners age 4 attending Grade RR in schools through DDD and SASAMS</li> <li>Appropriate system for ECD Community Centres</li> <li>Statistics South Africa (STATSSA) for the number of learners of schools going age in the province</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: Total number of learners age of 5 who are attending schools (Grade R) in the province</li> <li>Denominator: Total number of learners age of 5 who are in the province according to STATSSA</li> <li>Multiply by 100</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Learners to undergo Grade RR education in mainstream public schools and community centres</li> <li>Not all children are in ECD Centres and public schools</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women (NA)</li> <li>Target for Youth (NA)</li> <li>Target for People with Disabilities (NA)</li> </ul>
Spatial Transformation (where applicable per indicator)	There is a need to build appropriate new ECD facilities / classrooms in existing public schools and ECD Community Centres.
Calculation type	Cumulative
Reporting Cycle	Annual
Desired Performance	All age appropriate children are attending Grade RR by 2030
Indicator Responsibility	EMIS

**“THE MOST SIGNIFICANT CONTRIBUTION WE CAN MAKE TO INCLUSIVE ECONOMIC GROWTH IS IN THE DEVELOPMENT OF APPROPRIATE SKILLS AND CAPABILITIES”**

**PRESIDENT  
CYRIL RAMAPHOSA  
SONA ADDRESS  
FEB 2020**





## Outcome 2:

### 10-year-old learners enrolled in publicly funded schools read for meaning

Indicator Title	Reading and numeracy satisfactory levels in Systematic Evaluation improved by 5 points on the evaluation results.
Definition	<ul style="list-style-type: none"> <li>Through the implementation of Primary School Reading Intervention Programme.</li> <li>Problem solving Strategies to improve numeracy level</li> <li>Reading skills</li> </ul>
Source of data	Sample of Grade 3 learners from SASAMS
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator total number of Grade 3 learners achieving skills in reading and numeracy</li> <li>Denominator total number of Grade 3 learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improvement in competency level
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation Type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All foundation Phase learners achieving reading and numeracy levels
Indicator Responsibility	Directorate: Curriculum (GET)

Indicator Title	Average score obtained by Grade 4 learners in PIRLS by 2024
Definition	Average score refers to average score of Grade 4 in PIRLS determined from 2021 end of the year results.
Source of data	<ul style="list-style-type: none"> <li>List of schools sampled</li> <li>Results of the sampled schools</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator total number of Grade 4 learners achieving skills in reading and numeracy</li> <li>Denominator total number of Grade 4 learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improvement in learner proficiencies in Grade 4

Indicator Title	Average score obtained by Grade 4 learners in PIRLS by 2024
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All Grade 4 learners achieving desired reading levels
Indicator Responsibility	Directorate: Curriculum (GET)

Indicator Title	Average score obtained by Grade 5 learners in TIMSS by 2023
Definition	Average score refers to average score of Grade 5 learners in TIMSS
Source of data	Sample of learners in Grade 5
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator total number of Grade 5 learners achieving skills in Mathematics and Science</li> <li>Denominator total number of Grade 5 learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improvement in competency level in Mathematics and Science
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All Grade 5 learners achieving desired levels in Mathematics and Sciences
Indicator Responsibility	Directorate: Curriculum (GET)

Indicator Title	Number of Foundation Phase public ordinary schools implementing Early Grade Reading Assessment (EGRA)
Definition	<ul style="list-style-type: none"> <li>Foundation Phase public ordinary schools implementing EGRA.</li> <li>1200 schools are implementing Early Grade Reading Assessment (EGRA) in their LOLT to determine if learners are "Below Basic", "Basic" "Proficient" or "Advanced in 2020.</li> </ul>
Source of data	List of schools implementing EGRA, reports on EGRA implementation
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator total number of Foundation Phase learners achieving skills in reading and numeracy</li> <li>Denominator total number of Foundation Phase learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improvement in competency level in reading



Indicator Title	Number of Foundation Phase public ordinary schools implementing Early Grade Reading Assessment (EGRA)
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All foundation Phase learners achieving reading levels
Indicator Responsibility	Directorate: Curriculum (GET)

Indicator Title	Percentage of 10-year olds (Grade 4) able to read for meaning
Definition	Number of Grade 4 Learners reading for meaning at satisfactory level to 50%
Source of data	Sampling of Grade 4 results
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator total number of Foundation Phase learners achieving skills in reading and numeracy</li> <li>Denominator total number of Foundation Phase learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improvement in competency level in reading for meaning
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All Grade 4 learners achieving satisfactory reading levels
Indicator Responsibility	Directorate: Curriculum (GET)

Indicator Title	Number of schools provided with minimum box of resources for Grades 1-3 in all LOLTs (Indigenous languages, Big Books, flashcards, story books, alphabet friezes, posters etc.)
Definition	Provision of graded readers to all schools in all Languages of Teaching and Learning which includes Big Books, flashcards, story books, alphabet friezes, posters as a resource pack for grades 1-3.
Source of data	List of schools
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator total number of Foundation Phase learners achieving skills in reading and numeracy</li> <li>Denominator total number of Foundation Phase learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improvement in competency level in reading
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All foundation Phase learners achieving reading levels
Indicator Responsibility	Directorate: Curriculum (GET)

Indicator Title	Percentage of Foundation Phase teachers trained on teaching reading
Definition	Training” is defined as a course with defined content, assessment and duration. Foundation phase teachers are expected to complete courses aimed at teaching reading and improving their content knowledge, assessment practices and methodology.
Source of data	<ul style="list-style-type: none"> <li>List of educators with training in inclusion</li> <li>Training and development database (where applicable);</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: Total number of Foundation Phase educators trained in teaching reading</li> <li>Denominator: Total number of Foundation Phase educators</li> <li>Multiply by 100</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Trained educators will improve learner performance</li> <li>Training focus to align with provincial priorities</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annual
Desired performance	All Foundation Phase teachers trained in teaching reading
Indicator Responsibility	Curriculum (GET)

Indicator Title	Percentage of proficiency tests conducted for reading with meaning
Definition	Training” is defined as a course with defined content, assessment and duration. Foundation phase teachers are expected to complete courses aimed at teaching reading and improving their content knowledge, assessment practices and methodology.
Source of data	<ul style="list-style-type: none"> <li>List of educators with training in inclusion</li> <li>Training and development database (where applicable);</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: Total number of Foundation Phase educators trained in teaching reading</li> <li>Denominator: Total number of Foundation Phase educators</li> <li>Multiply by 100</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Trained educators will improve learner performance</li> <li>Training focus to align with provincial priorities</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annual
Desired performance	All Foundation Phase teachers trained in teaching reading
Indicator Responsibility	Curriculum (GET)





## Outcome 3:

### Youths better prepared for further studies and the world of work beyond Grade 9

Indicator Title	Percentage of learners achieving in reading and Mathematics learning outcomes in Grades 6 and 9 in critical subjects reflected in the new Systemic Evaluation by 2024
Definition	Learning outcomes refer to results in Systemic evaluation in Languages and Mathematics in Grade 6 and 9 on Reading and comprehension as well as problem solving skills
Source of data	Results of sampled schools
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: Total number of Grade 6 and 9 learners achieving skills in reading and comprehension and problem-solving skills</li> <li>Denominator: Total number of Grade 6 and 9 learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improvement in competency level
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annually
Desired performance	All learners achieving desired levels in reading and numeracy levels
Indicator Responsibility	Curriculum (GET)

Indicator Title	Percentage of learners achieving in Maths and Reading Learning outcomes for Grade 6 according to the international SACMEQ by 2020
Definition	<ul style="list-style-type: none"> <li>Learners who have achieved to be tested in mathematics concrete and abstract problem-solving skills and the basic numeracy skills</li> <li>In Languages to test the levels of competency in reading skills, reading for comprehension</li> </ul>
Source of data	<ul style="list-style-type: none"> <li>Results of sampled schools</li> <li>List of schools sampled</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator total number of Grade 6 learners achieving skills in reading and numeracy</li> <li>Denominator total number of Grade 6 learners</li> <li>Multiply by 100</li> </ul>
Assumptions	Improved competency level in Mathematics and Languages
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annually
Desired performance	All Grade 6 learners achieving desired levels in reading and problem solving.
Indicator Responsibility	Directorate: Curriculum (GET)

Indicator Title	Percentage of learners in Grade 9 achieving in Maths and Science in TIMSS programmes by 2024
Definition	Assessment of the Mathematics and Science knowledge of grade 9 learners and Knowing, applying and reasoning scientific concepts
Source of data	<ul style="list-style-type: none"> <li>• List of schools sampled</li> <li>• Results of the sampled schools</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>• Numerator total number of Grade 9 learners achieving skills in mathematics and Science.</li> <li>• Denominator total number of Grade 9 learners</li> <li>• Multiply by 100</li> </ul>
Assumptions	Improvement in competency levels in Mathematics e.g.; fractions, percentages, proportions, geometry, averages, expected values etc. and scientific concepts and practical applications in Science.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annually
Desired performance	All learners in Mathematics and Science achieving desired levels
Indicator Responsibility	Directorate: Curriculum (GET)



## Outcome 4:

Youths leaving the schooling system mote prepared to contribute towards a prosperous and equitable South Africa

Indicator Title	Percentage of Grade 12 learners obtaining Bachelor level passes in NSC by 2024
Definition	To achieve a Bachelor's pass in the National Senior Certificate (NSC) examinations, a learner must achieve a minimum of 4 subjects passed at 50 - 59% or better (i.e. 4 level 4's including Home language).
Source of data	National Senior Certificate database
Method of Calculation / Assessment	Count total number of learners obtaining Bachelor level passes in NSC by 2024
Assumptions	Learners enrolled for the NSC examinations have undergone sufficient and appropriate preparation
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annually
Desired performance	To increase the number of NSC learners who obtain Bachelor level passes in the NSC by 2024
Indicator Responsibility	Examinations and Education related services

Indicator Title	Percentage of Grade 12 learners obtaining 60% and above in Mathematics and Physical Science by 2024
Definition	A learner taking either Mathematics or Physical Science must achieve a minimum 60% or better in the NSC examinations (i.e. level 5 or better).
Source of data	National Senior Certificate database
Method of Calculation / Assessment	Count total number of learners obtaining 60% and above in Mathematics and Physical Sciences in the NSC examinations by 2024
Assumptions	Learner adequately prepared
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	To increase the number of NSC learners obtaining 60% and above in Mathematics and Physical Sciences in the NSC by 2024
Indicator Responsibility	Examinations and Education related services

Indicator Title	<b>Number of historically disadvantaged schools that offer 'niche' subjects such as engineering Technical Vocational, Technical Occupational and computing subjects</b>
Definition	Historically disadvantaged schools are schools that are in quintiles 1 – 3
Source of data	SASAMS
Method of Calculation / Assessment	Numerator: Total number of schools in quintile 1 – 3 that offer Engineering Technical Vocational, Technical Occupational and computing subjects and Computing
Assumptions	Historically disadvantaged schools are prioritised in ensuring that they are resourced to offer Engineering Technical Vocational, Technical Occupational and computing subjects
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	Learners to be empowered in skills for change
Indicator Responsibility	Curriculum

Indicator Title	<b>Number of underperforming schools identified for support and intervention programmes</b>
Definition	“Underperforming schools” refers to all schools that have a pass percentage below 60% and that have been identified for support and intervention programmes.
Source of data	SASAMS
Method of Calculation / Assessment	Count of the number of underperforming schools identified for support and intervention programmes
Assumptions	All under performing schools need support.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	Increased pass percentage of Grade 12 learners in identified schools
Indicator Responsibility	IMD&G





## Outcome 5:

### ICT Integrated in the provision of Quality Basic Education

Indicator Title	Percentage of public schools with connectivity and Wi-Fi
Definition	<ul style="list-style-type: none"> <li>This indicator measures the percentage of public schools where there is connectivity and broadband to provide access to the internet. This measure will only consider services provided from public/treasury funding.</li> <li>Public Schools refers to ordinary and special schools. It excludes independent schools.</li> <li>Note: Connectivity, including Broadband refers to telecommunication in which a wide band of frequencies is available to transmit information. In the context of internet access, broadband is used to mean any high-speed internet access that is always on and faster than traditional dial-up access. This can be achieved through fixed cable and DSL internet services or through fixed wireless broadband services</li> </ul>
Source of data	Database of schools that have access to connectivity and broadband
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: Total number of selected public schools; as per OTP rollout that have access to Connectivity and Wi-Fi</li> <li>Denominator: total number of selected public schools as per OTP rollout</li> <li>Multiply by 100</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Increased connectivity enhances access to teaching and learning resources</li> <li>This indicator is dependent on projects that are outside the scope and mandate of ECDOE</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	If schools are connected to high-speed internet, this will allow better support to schools in deep rural areas
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All schools to have access to information via the internet to make the teaching and learning experience richer.
Indicator Responsibility	Directorate: ICT

Indicator Title	Percentage of public schools with digital instructional devices in classrooms (smart classrooms)
Definition	This indicator measures the percentage of: <ul style="list-style-type: none"> <li>• a) “Public high schools offering CAT; IT and under-performing high schools b) rural schools, special schools and schools in Quintiles 1-3.</li> <li>• provided with digital instructional devices</li> </ul>
Source of data	EMIS Masterfile extract
Method of Calculation / Assessment	a) Numerator: total number of high schools provided with instructional devices Denominator: total number of high schools offering CAT; IT and under-performing high schools Multiply by 100 b) Numerator: total number of rural schools, special schools and schools in Quintiles 1-3 provided with instructional devices Denominator: total number of rural schools, special schools and schools in Quintiles 1-3 Multiply by 100
Assumptions	<ul style="list-style-type: none"> <li>• Funding is available for procurement</li> <li>• ICT and Professional support of schools with instructional devices</li> <li>• Schools have sufficient security to receive instructional devices</li> <li>• Educators are adequately trained to interact with learners on the devices</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	All schools require connectivity for utilizing devices to full potential
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All schools with digital instructional devices in classrooms (smart classrooms)
Indicator Responsibility	Directorate: ICT



Indicator Title	Percentage of educators in public schools with connected digital devices loaded with, and accessing appropriate curriculum content
Definition	This indicator measures the percentage of public-school educators with connected digital devices: <ul style="list-style-type: none"> <li>public school educators refer to permanently employed educators</li> </ul>
Source of data	<ul style="list-style-type: none"> <li>EMIS educator database</li> <li>Asset management database</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: total number of educators issued with connected digital devices</li> <li>Denominator: total number of educators</li> <li>Multiply by 100</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Funding is available for lease payments</li> <li>ICT and Professional support of schools with instructional devices</li> <li>Educators are adequately trained</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	All educators require connectivity for utilizing devices to full potential
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All schools with digital instructional devices in classrooms (smart classrooms)
Indicator Responsibility	Directorate: ICT

Indicator Title	Percentage of learners in public schools with connected digital devices loaded with, and accessing appropriate curriculum content
Definition	This indicator measures the percentage of public-school learners with connected digital devices
Source of data	<ul style="list-style-type: none"> <li>EMIS educator database</li> <li>Asset management database</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: total number of learners issued with connected digital devices</li> <li>Denominator: total number of learners in public schools</li> <li>Multiply by 100</li> </ul>
Assumptions	<ul style="list-style-type: none"> <li>Funding is available for lease payments</li> <li>ICT and Professional support of schools with instructional devices</li> <li>Learners are adequately trained</li> <li>Schools have sufficient security to receive instructional devices</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	All learners require connectivity for utilizing devices to full potential
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All learners in public schools have digital devices
Indicator Responsibility	Directorate: ICT

Indicator Title	Number of public schools that can be contacted electronically
Definition	<ul style="list-style-type: none"> <li>Number of public schools that can be contacted electronically particularly through emails or any other verifiable means e.g. Human Resources Management systems.</li> <li>Public schools: refers to ordinary and special schools. It excludes independent schools.</li> </ul>
Source of data	Provincial EMIS database/ SASAMS Warehouse
Method of Calculation / Assessment	Record total number of public schools that can be contacted electronically. The totals of the four quarters are added and averaged to provide the annual total.
Assumptions	<ul style="list-style-type: none"> <li>Funding is available for lease payments</li> <li>ICT and Professional support of schools with instructional devices</li> <li>Educators and admin personnel are adequately trained</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	All schools require connectivity for utilizing devices to full potential
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	All public schools to be contactable through emails or any other verifiable means, on or above target.
Indicator Responsibility	Directorate: ICT

Indicator Title	Number of partnerships supporting ICT programmes
Definition	This indicator measures the Number of partnerships supporting ICT programmes
Source of data	List of business agreements
Method of Calculation / Assessment	Count of total number of business agreements
Assumptions	Businesses support Digitisation
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annual
Desired performance	All learners in public schools have digital devices
Indicator Responsibility	Directorate: ICT



## Outcome 6: Skills for a changing world

Indicator Title	Number of fully functional Agricultural public schools
Definition	Fully functional Agricultural schools defined as Agricultural schools that are funded and fully resourced in terms of machinery equipment, animals, animal feed and structures like pig sties
Source of data	SASAMS Data
Method of Calculation / Assessment	List of fully functional Agricultural public schools
Assumptions	All Agricultural schools are resourced
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	Fully functional Agricultural schools
Indicator Responsibility	Institutional Management Development and Governance

Indicator Title	Number of fully functional Maritime schools
Definition	Fully functional Maritime schools defined as schools that are funded and fully resourced
Source of data	SASAMS Data
Method of Calculation / Assessment	List of fully functional Maritime schools
Assumptions	All Maritime schools are resourced
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	Fully functional Maritime schools
Indicator Responsibility	Institutional Management Development and Governance



Indicator Title	Number of fully functional Technical Vocational High Schools
Definition	Fully functional Technical Vocational High Schools defined as Technical Vocational High Schools that are resourced with machinery and workshops for curricula offered
Source of data	SASAMS Data
Method of Calculation / Assessment	Count of fully functional Technical Vocational High Schools
Assumptions	All Technical Vocational High Schools are resourced
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	Fully functional Technical Vocational High Schools
Indicator Responsibility	Institutional Management Development and Governance

Indicator Title	Number of Fully functional Technical Occupational Schools (schools of skill)
Definition	Fully functional Technical Occupational Schools (schools of skill) defined as Fully Functional Technical Occupational Schools that are resourced with equipment needed in schools of skill. These are schools such as Art schools
Source of data	SASAMS Data
Method of Calculation / Assessment	Count of Technical Occupational Schools (schools of skill)
Assumptions	All Technical Occupational Schools (schools of skill) are resourced
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not applicable
Calculation type	Non-Cumulative
Reporting Cycle	Annual
Desired performance	Fully functional Technical Occupational Schools (schools of skill)
Indicator Responsibility	Institutional Management Development and Governance



## Outcome 7:

### A well-defined holistic integrated inclusive education support system

Indicator Title	Percentage of functional School Based Support Teams in schools
Definition	The percentage of functional School Based Support Teams in all (public ordinary and special) schools who meet with a minimum of one meeting per quarter. This indicator measures the extent to which public ordinary schools and public special schools adhere to effective Screening Identification Assessment and Support policy (SIAS, 2014), by ensuring that the following minimum support structure is in place.
Source of data	<ul style="list-style-type: none"> <li>List of members of School Based Support Teams</li> <li>Attendance registers of School Based Support Team meetings;</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: total number of all schools with School Based Support Teams</li> <li>Denominator: total number of all schools</li> <li>Multiply by 100</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Minutes/Reports of School Based Support Team Meetings</li> <li>Monitoring tools</li> </ul>
Assumptions	Schools with functional School Based Support Team will ensure that all learners have access to quality education.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	To ensure that all learners in public ordinary schools have access to learning support.
Indicator Responsibility	<ul style="list-style-type: none"> <li>Directorate: Inclusion and Special Schools Directorate,</li> <li>Directorate Curriculum, Institutional Support Management and Governance</li> </ul>

Indicator Title	Percentage of functional District Based Support Teams
Definition	The percentage of functional District Based Support Teams in all Districts. District Based Support Teams who meet with a minimum of one meeting a quarter. This indicator measures the extent to which Districts adhere to an integrated intergovernmental approach to effective Screening Identification Assessment and Support policy (SIAS, 2014), by ensuring that the following minimum support structure is in place within Districts.
Source of data	<ul style="list-style-type: none"> <li>List of members of District Based Support Teams</li> <li>Attendance registers of District Based Support Team meetings;</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: total number of Districts with functional District Based Support Teams</li> <li>Denominator: total number of Districts in the province</li> <li>Multiply by 100</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Minutes/Reports of District Based Support Team Meetings</li> <li>Monitoring tools</li> </ul>
Assumptions	Districts with functional District Based Support Teams will ensure a collaborative and integrated education service delivery approach.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	To ensure that all learners in public ordinary schools have access to learning support.
Indicator Responsibility	<ul style="list-style-type: none"> <li>Directorate: Inclusion and Special Schools Directorate,</li> <li>Directorate Curriculum, Institutional Support Management and Governance</li> </ul>



Indicator Title	Percentage of Individualised Plans Support Plans developed for learners with barriers to learning
Definition	The percentage of Individualised Plans Support Plans developed for learners with barriers to learning in all Districts. This indicator measures the implementation of the Screening Identification Assessment and Support policy (SIAS, 2014), by ensuring that the learners receive the support required.
Source of data	<ul style="list-style-type: none"> <li>SASAMS report on Individual Support plans developed</li> <li>District monthly reports on Individual Support Plans developed</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: total number of learners with Individual Support Plans</li> <li>Denominator: total number of learners in the province</li> <li>Multiply by 100</li> </ul>
Means of verification	Monthly/Quarterly Reports from District Based Support Teams
Assumptions	Learners with Individual Support Plans have received support for accessing quality education.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	To ensure that all learners in public ordinary schools have access to learning support.
Indicator Responsibility	Directorate: Inclusion and Special Schools Directorate

Indicator Title	Number of concessions and accommodations awarded
Definition	The number of concessions awarded to learners with barriers to learning in all Districts. This indicator measures the implementation of the Screening Identification Assessment and Support policy (SIAS, 2014), by ensuring that the learners receive the support required.
Source of data	Examinations and Assessment report on concessions and accommodations
Method of Calculation / Assessment	Sum of concessions and accommodations awarded
Means of verification	Reports from Examinations and Assessments
Assumptions	Learners provided with concessions and accommodations have received support for accessing quality education.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	To ensure that all learners in public ordinary schools have access to learning support.
Indicator Responsibility	<ul style="list-style-type: none"> <li>Directorate: Examinations and Assessments,</li> <li>Directorate: Inclusion and Special Schools Directorate, Directorate Curriculum,</li> </ul>

Indicator Title	Number of learners with access to assistive devices and/or technology
Definition	The number of assistive devices and/or technology provided to learners with barriers to learning in all Districts. This indicator measures the implementation of the Screening Identification Assessment and Support policy (SIAS, 2014), by ensuring that the learners receive the support required.
Source of data	<ul style="list-style-type: none"> <li>District Based Support Team reports</li> <li>Inclusive Education reports</li> </ul>
Method of Calculation / Assessment	Sum of learners issued with assistive devices and/or technology
Means of verification	Reports from District Based Support Teams
Assumptions	Learners provided with assistive devices and/or technology have received support for accessing quality education.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	N/A
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	To ensure that all learners in public ordinary schools have access to learning support.
Indicator Responsibility	Directorate: Inclusion and Special Schools





Indicator title	Number of educators, officials and support personnel trained on inclusive education
Definition	<ul style="list-style-type: none"> <li>The total number of learners in public ordinary schools with specialist training on inclusion expressed as a percentage of the total number of learners.</li> <li>Specialist training is defined as all teachers who have one of the following:               <ul style="list-style-type: none"> <li>A full Higher Education Institution (HEI) qualification in Inclusive Education, e.g.: Postgraduate Diploma in Education, NQF Level 8; or</li> <li>Postgraduate Certificate in Education / Advanced Diploma, NQF Level 7; or</li> <li>Advanced Certificate of Education in Inclusive Education NQF level 6; or</li> <li>B.Ed. and B.Ed. Honours specialising in Inclusive Education; and/or</li> <li>Attainment of accredited Short Courses; and/or</li> <li>SACE endorsed programmes, for e.g.:</li> <li>SIAS Policy; Curriculum Differentiation; Guidelines for Special Schools as Resource Centres; Guidelines for Full-Service Schools; SASL; Braille; and Curriculum Adaptation for Learners with Visual Impairment.</li> </ul> </li> </ul>
Source of data	<ul style="list-style-type: none"> <li>Attendance register of educators trained on inclusion (where applicable);</li> <li>Certificates or Registers of teachers trained on inclusion</li> </ul>
Method of Calculation/ Assessment	Count the total number of educators training on inclusion
Means of verification	<ul style="list-style-type: none"> <li>Formal qualification/</li> <li>Short Course certificates;</li> <li>Attendance register of educators trained on inclusion (where applicable);</li> <li>PERSAL printout of qualifications;</li> </ul>
Assumptions	If educators are trained on inclusion, learners with learning barriers will be identified and supported accordingly
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable)	Previously disadvantaged individuals benefit from redress
Calculation type	Non-cumulative
Reporting cycle	Annual
Desired performance	To ensure that all learners in public ordinary schools have access to specialised learning support.
Indicator responsibility	Directorate: Inclusion and Special Schools Directorate Human Resources (HR)

Indicator Title	Number of stakeholder engagements to support inclusive education agenda
Definition	The percentage of functional School Based Support Teams in all (public ordinary and special) schools who meet with a minimum of one meeting per quarter. This indicator measures the extent to which public ordinary schools and public special schools adhere to effective Screening Identification Assessment and Support policy (SIAS, 2014), by ensuring that the following minimum support structure is in place.
Source of data	<ul style="list-style-type: none"> <li>List of members of School Based Support Teams</li> <li>Attendance registers of School Based Support Team meetings;</li> </ul>
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: total number of all schools with School Based Support Teams</li> <li>Denominator: total number of all schools</li> <li>Multiply by 100</li> </ul>
Means of verification	<ul style="list-style-type: none"> <li>Minutes/Reports of School Based Support Team Meetings</li> <li>Monitoring tools</li> </ul>
Assumptions	Schools with functional School Based Support Team will ensure that all learners have access to quality education.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	To ensure that all learners in public ordinary schools have access to learning support.
Indicator Responsibility	<ul style="list-style-type: none"> <li>Directorate: Inclusion and Special Schools Directorate,</li> <li>Directorate Curriculum, Institutional Support Management and Governance</li> </ul>



## Outcome 8:

### Effective social protection and creation of a safe school environment conducive to learning

Indicator Title	Number of SMMEs benefitting from the National School Nutrition Programme
Definition	SMMEs benefitting refers to those benefitting from allocated schools budget
Source of data	SASAMS Data
Method of Calculation / Assessment	Total number of SMMEs benefitting that are reflected in the database
Assumptions	SMMEs are benefitting from NSNP
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable per indicator)	N/A
Calculation type	All SMMEs benefitting
Reporting Cycle	Quarterly
Desired performance	To provide nutritious meals to learners on a daily basis
Indicator Responsibility	Education Social Support Services

Indicator Title	Number of learners benefitting from National School Nutrition Programme
Definition	Total number of learners benefitting from NSNP in Quintile 1 to 3 primary secondary public schools as well as targeted special schools excluding independent schools
Source of data	SASAMS data
Method of Calculation / Assessment	Total number learners benefitting from NSNP in public and special schools
Assumptions	All targeted learners reported on the SASAMS database and are provided a balanced meal on time
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable per indicator)	N/A
Calculation type	Total number of learners benefitting from NSNP (accumulated)
Reporting Cycle	Quarterly
Desired performance	To provide nutritious meals to learners on all school days as determined by the school calendar
Indicator Responsibility	Learner Development and Social Support Services: School Nutrition

Indicator Title	Number of Schools with Functional School Safety Committees and Peace Clubs
Definition	The indicator refers to all Functional School Safety Committees and Peace Clubs established in schools guided by the National School Safety Framework
Source of data	SASAMS
Method of Calculation / Assessment	<ul style="list-style-type: none"> <li>Numerator: Total number of schools with Functional School Safety Committees and Peace Clubs</li> <li>Denominator: Total number of schools in the Province</li> <li>Multiply by 100</li> </ul>
Assumptions	All schools should have all Functional School Safety Committees and Peace Clubs
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Reporting Cycle	Annual
Desired performance	Safer schools
Indicator Responsibility	School Health, Safety and Learner Enrichment

Indicator Title	Number of learners benefiting from Scholar Transport
Definition	Number of learners refer to learners transported in the planned financial year.
Source of data	SASAMS
Method of Calculation / Assessment	Count of the number of learners extracted from SASAMS
Assumptions	
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Increased number of learners ferried
Indicator Responsibility	School Health, Safety and Learner Enrichment



Indicator Title	Percentage of learners provided with Hostel facilities
Definition	A school hostel is a boarding facility to a school providing accommodation to learners.
Source of data	SASAMS Data & manually compiled admission registers
Method of Calculation / Assessment	Hostel Policy application forms for both school hostel admissions and learners qualifying for boarding subsidy register costed against the sliding scale
Assumptions	Learners will apply and parents will provide information authentic for subsidy
Disaggregation of Beneficiaries (where applicable)	Gender and age consideration will apply.
Spatial Transformation (where applicable per indicator)	Public ordinary schools across quintile 1-5 and subsidy allocation against the sliding scale
Calculation type	Cumulative
Reporting Cycle	Monthly and Quarterly
Desired performance	Increased number of learners benefiting from hostel accommodation and increased number of subsidised public ordinary school hostels
Indicator Responsibility	School Health, Safety and Learner Enrichment

Indicator Title	Number of schools implementing School Health and Psychosocial Support activities
Definition	Number of schools refer to schools implementing School Health and Psychosocial Support activities in the planned financial year
Source of data	SASAMS
Method of Calculation / Assessment	Count of the number of schools implementing School Health and Psychosocial Support activities in the planned financial year extracted from SASAMS
Assumptions	<ul style="list-style-type: none"> <li>All schools have appointed a school health coordinator</li> <li>All schools implement age and grade appropriate comprehensive health and psychosocial support services to learners</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for boys: All Grades 5 boys in public ordinary Q1-Q5 schools benefit from TD Vaccination in partnership with the Department of Health</li> <li>Target for Girls: All Girls in public ordinary Grade 5 benefit from HPV vaccination in partnership with the Department of Health</li> <li>Target for People with Disabilities: All learners in Public Special Schools benefit from school Health and Psychosocial support services</li> </ul>
Spatial Transformation (where applicable per indicator)	<ul style="list-style-type: none"> <li>Integrated school health services provided to all learners in Grades R,1, 4, 8 and 10</li> <li>in public ordinary, public special schools and learners repeating grades.</li> </ul>
Calculation type	Cumulative
Reporting Cycle	Quarterly
Desired performance	Increased number of Grades and learners benefitting from school health and psychosocial support services
Indicator Responsibility	Director: School Health, Safety and Learner Enrichment





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## Outcome 9:

### Effective governance for quality basic education

Indicator Title	Clean audit - number of qualification areas.
Definition	The Department is audited for each financial year by the Auditor General to assess its financial and administrative performance
Source of data	Audit Report
Method of Calculation / Assessment	Less findings against the Department by the Auditor General
Assumptions	Compliance and correct application of legislation and prescripts when delivering services and provision of reliable information is provided with evidence for performance
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable per indicator)	N/A
Calculation type	Non-cumulative
Reporting Cycle	Annually
Desired performance	Clean Audit outcomes
Indicator Responsibility	Each Chief Directorate/ CFO

Indicator Title	Percentage of school principals rating the support services of districts as being satisfactory
Definition	Services of schools and credible feedback on policy implementation is critical for improved results
Source of data	DDD and EMIS
Method of Calculation / Assessment	Number of schools surveyed and have returned their submissions
Assumptions	Schools receiving support from the Department are effective
Disaggregation of Beneficiaries (where applicable)	N/A
Spatial Transformation (where applicable per indicator)	N/A
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	All our schools becoming self-managing and schools of choice for both parents and learners
Indicator Responsibility	Institutional Operations Management

Indicator Title	<b>Number of small and unviable schools rationalised</b>
Definition	Unviable schools refer to schools that have learners that are less than 135 and 200 in primary and secondary schools respectively, and those with no proper teaching and learning. These schools have to be identified, and transformed through the process of rationalization by closing, incorporating, merging, converting and expanding schools to form viable, appropriately located schools. Rationalisation and Realignment of schools has been designed to position the Eastern Cape Department of Education to ensure effective teaching and learning in schools for improved learner outcomes.
Source of data	SASAMS
Method of Calculation / Assessment	Count of small and unviable schools that are rationalized and realigned
Assumptions	All schools targeted for Rationalisation had been identified
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	Ensure effective teaching and learning in schools for improved learner outcomes. Appropriate schools, size located where they are needed and offering suitable curriculum
Indicator Responsibility	(District Development Coordination and Special Projects) Institutional Operations Management

Indicator Title	<b>Number of Integrated and operational districts</b>
Definition	Integrated refers to Districts that were originally 23 and have been merged and reduced to 12 operational districts
Source of data	(SASAMS) EMIS
Method of Calculation / Assessment	Count of Integrated Districts as per Service Delivery Model
Assumptions	<ul style="list-style-type: none"> <li>Districts have been merged to form 12 Operational Districts</li> <li>A smaller number of District Director will be more effective as they will be better resourced to enhance their strategic capability</li> </ul>
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: 60% of District Director to be women</li> <li>Target for Youth: Equity policy to apply</li> <li>Target for People with Disabilities: Equity policy to apply</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	Ensure support and good governance, effective administration and improved teaching and learning in schools
Indicator Responsibility	(District Development Coordination and Special Projects) Institutional Operations Management



Indicator Title	Number of Partnerships established by the Department
Definition	To formulate, develop and implement best practice models of partnerships with all sectors of society and collaborate with private sector, civil society, organised formations, communities and citizens in supporting and improving the provision of quality basic education in the province.
Source of data	ICT Directorate
Method of Calculation / Assessment	Count of partnerships established
Assumptions	Connectivity. Partnerships will improve learning outcomes and organisational capabilities.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	All districts
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	Improved education outcomes and better understanding of challenges and system functionality
Indicator Responsibility	ICT Directorate

Indicator Title	Number of Partnerships supporting ICT programmes
Definition	To formulate, develop and implement best practice models of partnerships with all sectors of society and collaborate with private sector, civil society, organised formations, communities and citizens in supporting and improving the provision of ICT in the province.
Source of data	ICT Directorate
Method of Calculation / Assessment	Count of partnerships established
Assumptions	Connectivity. Partnerships will improve learning outcomes and organisational capabilities.
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>• Target for Women: N/A</li> <li>• Target for Youth: N/A</li> <li>• Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	All districts
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	Improved education outcomes and better understanding of challenges and system functionality
Indicator Responsibility	ICT Directorate









## Outcome 10:

### School physical infrastructure and environment that inspires learners to learn and teachers to teach

Indicator Title	Number of schools that reach minimum uniform physical Infrastructure norms and standards
Definition	The indicator refers to compliance with the regulations on minimum uniform standards for public schools' Infrastructure
Source of data	Education Facilities Management System
Method of Calculation / Assessment	Count of the number of schools that reach the minimum uniform physical Infrastructure norms and standards
Means of verification	All schools that are built comply with regulations on minimum uniform standards for public school's Infrastructure
Method of calculation	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Assumptions	Not Applicable
Disaggregation of Beneficiaries (where applicable)	Cumulative
Spatial Transformation (where applicable per indicator)	Quarterly
Calculation type	Schools that meet uniform standards for public schools' Infrastructure
Reporting Cycle	Infrastructure
Desired performance	Number of schools that reach minimum uniform physical Infrastructure norms and standards
Indicator Responsibility	Infrastructure

Indicator Title	Number of additional learners provided with hostel Facilities
Definition	Additional learners refer to learners that are additional to the already existing list in a planned financial year.
Source of data	Education Facilities Management System
Method of Calculation / Assessment	Count of the number of learners provided with Hostel Facilities
Assumptions	All schools that have learners who have to walk long distances to school to be provided with hostel facilities
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annually
Desired performance	Provision of Hostel Facilities
Indicator Responsibility	Infrastructure

Indicator Title	Percentage of approved maintenance plans in all public schools
Definition	<ul style="list-style-type: none"> <li>This indicator requires all schools to comply with the regulations for public schools pertaining to maintenance of physical infrastructure.</li> <li>The South African Schools Act (SASA), No 84 of 1999 defines the roles of the Department of Basic Education (Provincial, District, Circuit, Schools Governing Body and Schools Principal) to maintain and improve the school's property and buildings and grounds occupied by the schools, including schools' hostels</li> </ul>
Purpose/importance	To measure number of schools where scheduled maintenance was implemented and completed.
Means of verification	<ul style="list-style-type: none"> <li>Database of public schools with approved maintenance plan.</li> <li>Reports on implemented maintenance plans</li> <li>FINCOM reports</li> </ul>
Method of calculation	Count the total number of schools with scheduled maintenance completed
Assumptions	All schools have a maintenance budget
Disaggregation of Beneficiaries (where applicable)	<ul style="list-style-type: none"> <li>Target for Women: N/A</li> <li>Target for Youth: N/A</li> <li>Target for People with Disabilities: N/A</li> </ul>
Spatial Transformation (where applicable per indicator)	Not Applicable
Calculation type	Cumulative
Reporting Cycle	Annual
Desired performance	Schools to be conducive for learning and teaching
Indicator Responsibility	Infrastructure





**ANNEXURE A**  
**DISTRICT**  
**DEVELOPMENT**  
**MODEL AND**  
**DISTRICT**  
**PROFILES**







# Annexure A: District Development Model and District Profiles

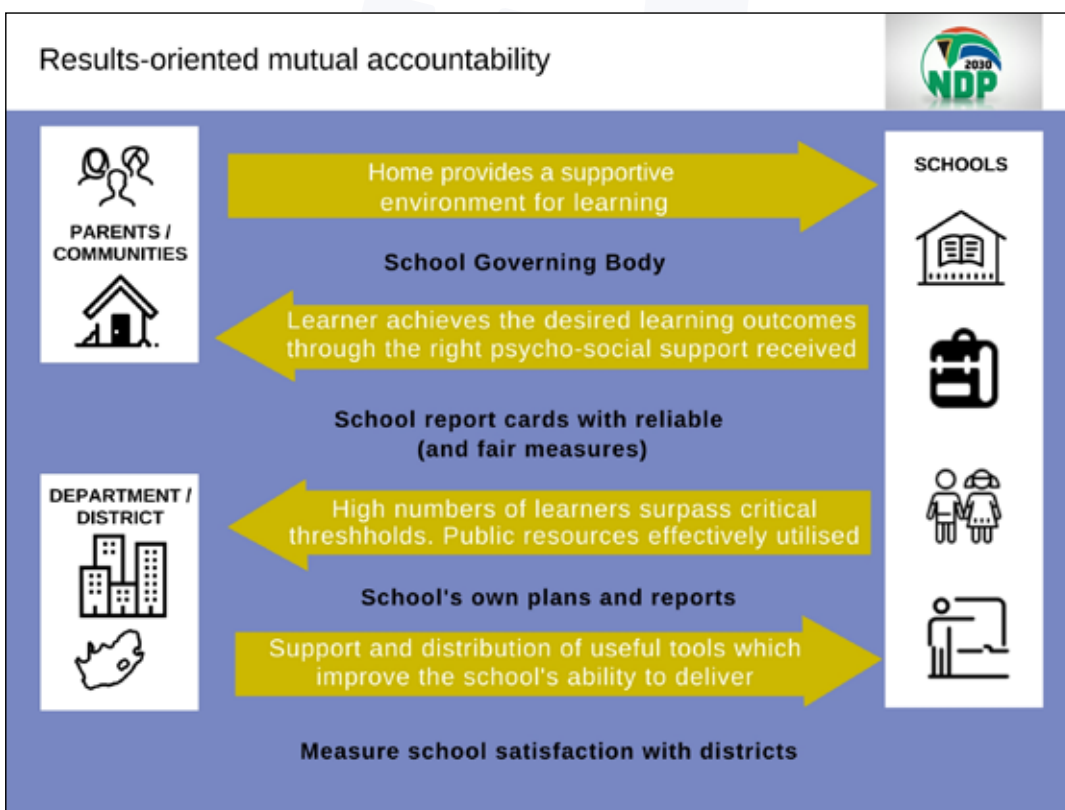


The province has severe spatial inequalities of infrastructure provision inherited from its colonial and apartheid history. In addition, there are entrenched spatial patterns across all geographic scales that exacerbate social inequality and economic inefficiency. The Department will coordinate different stakeholders per district to support all efforts towards the provision of basic quality education. The following pages outline the Profiles of each Basic Education District in the Eastern Cape.

The new District Development Model aims to improve the coherence and impact of government service delivery with focus on Districts and Metros in the province as development spaces that can be used as centres of service delivery and economic development, including job creation. The District Development Model has potential to be a force for change through integrating all stakeholders including District offices of all state agencies and link these to support schools in their localities, thus allowing education provision to be responsive to

local needs, yet able to introduce changes linked to system-wide or province-wide reform efforts. Reform initiatives can therefore be tailored to suit the needs of local schools. All public and private sector partners and communities within each and every municipality should support the schools in their localities. This is the fulcrum of the District Development Model.

The NDP envisages a strengthening of two-way accountability between districts and schools: districts need to provide support and services which schools find useful, and schools need to account to districts for the quality of the schooling offered to the community. Moreover, two-way accountability between parents and the school are needed: schools need to report in better ways to parents on how well children learn, and parents need to demonstrate that they provide support in the home.





# Alfred Nzo East

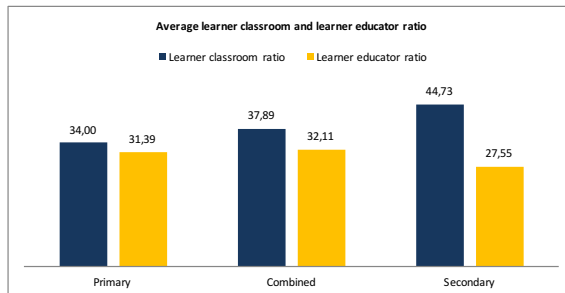
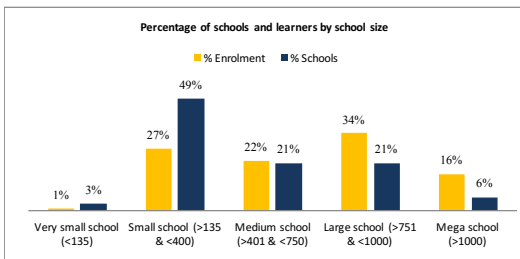
## District Profile

Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

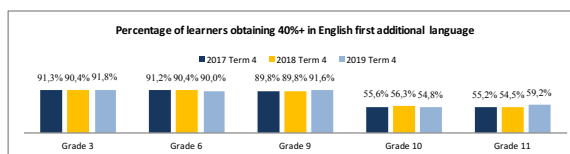
Number of operational institutions				Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)					
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	AVE learner educator rate
Primary	4	97	101	44,9%	Admin staff	241	6,4%	Primary	34 439	32,55%	1 097	31,4
Secondary	0	34	34	15,1%	Educators (State & SGB)	3 511	93,6%	Secondary	25 094	23,71%	911	27,5
Combined	3	84	87	38,7%				Combined	45 661	43,15%	1 422	32,1
Lsen*	0	3	3	1,3%	Educators (State)	3202	91,2%	Lsen*	623	0,59%	81	7,7
ECD*	0	0	0	0,0%	Educators (SGB)	309	8,8%	ECD		0,00%		
<b>Total</b>	<b>7</b>	<b>218</b>	<b>225</b>			<b>3511</b>		<b>AVE learner educator ratio</b>				<b>30</b>
									<b>Total</b>	<b>105817</b>		<b>3511</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	798	1%	7	3%
Small school (>135 & <400)	28 832	27%	109	49%
Medium school (>401 & <750)	23 789	22%	48	21%
Large school (>751 & <1000)	35 771	34%	47	21%
Mega school (>1000)	16 692	16%	13	6%
Schools over 135 learners	105 084	99%	217	97%
Schools under 135 learner	798	1%	7	3%

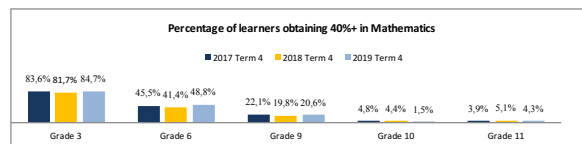
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	1 013	34 439	34,00	31,39
Combined	1 205	45 661	37,89	32,11
Secondary	561	25 094	44,73	27,55
<b>Total</b>	<b>2 779</b>	<b>105 194</b>	<b>37,85</b>	<b>30,14</b>



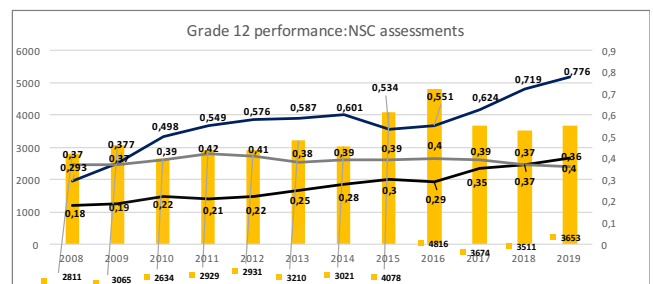
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	91,3%	90,4%	91,8%
Grade 6	91,2%	90,4%	90,0%
Grade 9	89,8%	89,8%	91,6%
Grade 10	55,6%	56,3%	54,8%
Grade 11	55,2%	54,5%	59,2%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	83,6%	81,7%	84,7%
Grade 6	45,5%	41,4%	48,8%
Grade 9	22,1%	19,8%	20,6%
Grade 10	4,8%	4,4%	1,5%
Grade 11	3,9%	5,1%	4,3%



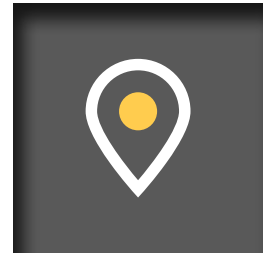
Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	2 811	823	29,30%	18%	37%
2009	3 065	1 157	37,70%	19%	37%
2010	2 634	1 312	49,80%	22%	39%
2011	2 929	1 609	54,90%	21%	42%
2012	2 931	1 689	57,60%	22%	41%
2013	3 210	1 885	58,70%	25%	38%
2014	3 021	1 816	60,10%	28%	39%
2015	4 078	2 178	53,40%	30%	39%
2016	4 816	2 654	55,10%	29%	40%
2017	3 674	2 294	62,40%	35%	39%
2018	3 511	2 524	71,90%	37%	37%
2019	3 653	2 835	77,60%	40%	36%



## Alfred Nzo West

### District Profile

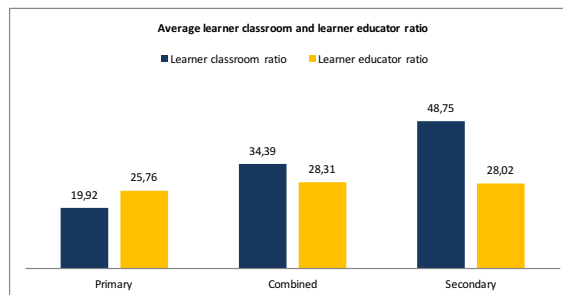
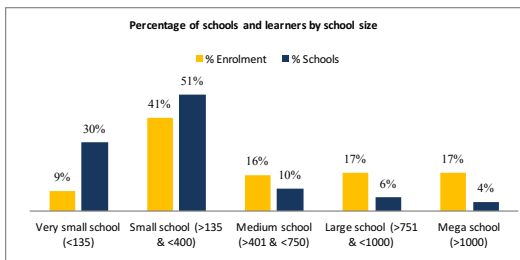
Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.



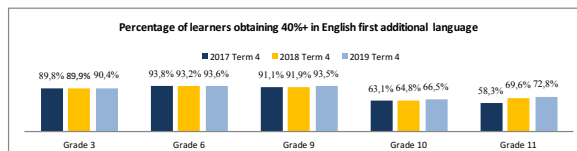
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	Ave learner educator rate
Primary	4	421	425	71,0%	Admin staff	549	8,0%	Primary	79 641	47,15%	3 092	25,8
Secondary	1	73	74	12,4%	Educators (State & SGB)	6 297	92,0%	Secondary	47 238	27,97%	1 686	28
Combined	8	90	98	16,4%				Combined	41 583	24,62%	1 469	28,3
Lsen*	0	2	2	0,3%	Educators (State)	5348	84,9%	Lsen*	437	0,26%	50	8,7
ECD*	0	0	0	0,0%	Educators (SGB)	949	15,1%	ECD*		0,00%		
<b>Total</b>	<b>13</b>	<b>586</b>	<b>599</b>			<b>6297</b>		<b>Ave learner educator ratio</b>				<b>27</b>
									<b>Total</b>	<b>168899</b>		<b>6297</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	15 608	9%	180	30%
Small school (>135 & <400)	69 798	41%	302	51%
Medium school (>401 & <750)	27 401	16%	57	10%
Large school (>751 & <1000)	28 712	17%	37	6%
Mega school (>1000)	28 722	17%	22	4%
Schools over 135 learners	154 633	91%	418	70%
Schools under 135 learner	15 608	9%	180	30%

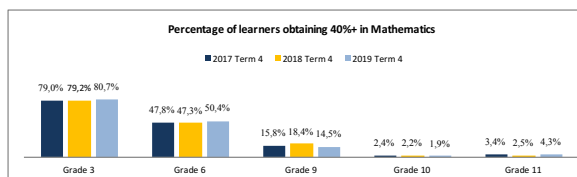
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	3 998	79 641	19,92	25,76
Combined	1 209	41 583	34,39	28,31
Secondary	969	47 238	48,75	28,02
<b>Total</b>	<b>6 176</b>	<b>168 462</b>	<b>27,28</b>	<b>26,82</b>



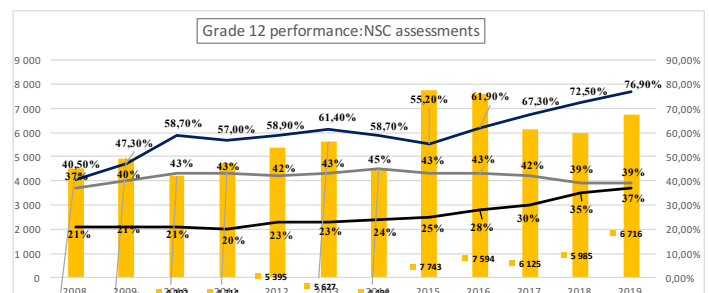
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	89,8%	89,9%	90,4%
Grade 6	93,8%	93,2%	93,6%
Grade 9	91,1%	91,9%	93,5%
Grade 10	63,1%	64,8%	66,5%
Grade 11	58,3%	69,6%	72,8%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	79,0%	79,2%	80,7%
Grade 6	47,8%	47,3%	50,4%
Grade 9	15,8%	18,4%	14,5%
Grade 10	2,4%	2,2%	1,9%
Grade 11	3,4%	2,5%	4,3%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	4 528	1 833	40,50%	21%	37%
2009	4 939	2 337	47,30%	21%	40%
2010	4 202	2 466	58,70%	21%	43%
2011	4 714	2 688	57,00%	20%	43%
2012	5 395	3 177	58,90%	23%	42%
2013	5 627	3 454	61,40%	23%	43%
2014	4 498	2 641	58,70%	24%	45%
2015	7 743	4 272	55,20%	25%	43%
2016	7 594	4 704	61,90%	28%	43%
2017	6 125	4 125	67,30%	30%	42%
2018	5 985	4 338	72,50%	35%	39%
2019	6 716	5 163	76,90%	37%	39%





# Amathole East

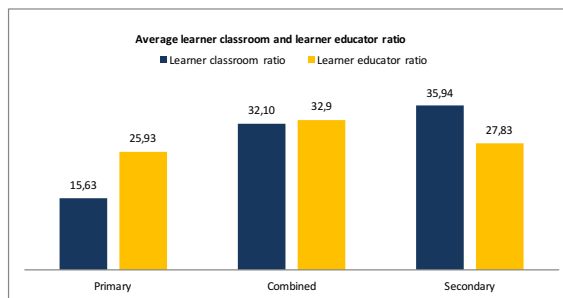
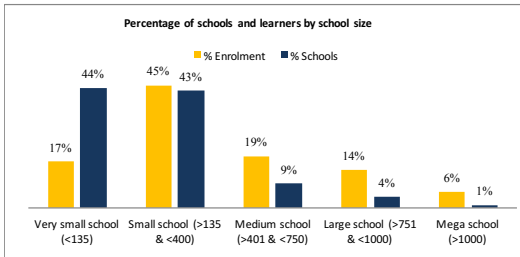
## District Profile

Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

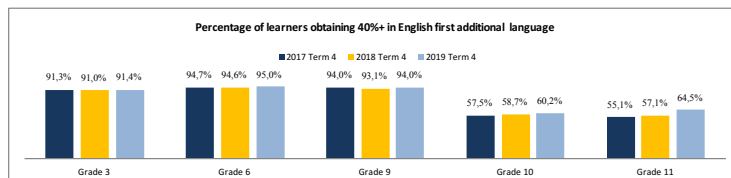
Number of operational institutions				Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)					
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	Ave learner educator rate
Primary	6	463	469	64,0%	Admin staff	463	7,9%	Primary	58 825	38,08%	2 269	25,9
Secondary	4	82	86	11,7%	Educators (State & SGB)	5 374	92,1%	Secondary	35 368	22,90%	1 271	27,8
Combined	13	164	177	24,1%		5837		Combined	60 214	38,98%	1 830	32,9
Lsen*	0	1	1	0,1%	Educators (State)	4792	89,2%	Lsen*	57	0,04%	4	14,3
ECD*	0	0	0	0,0%	Educators (SGB)	582	10,8%	ECD*	0	0,00%		
<b>Total</b>	<b>23</b>	<b>710</b>	<b>733</b>			<b>5374</b>		<b>Ave learner educator ratio</b>				<b>29</b>
									<b>Total</b>	<b>154464</b>		<b>5374</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	25 949	17%	324	44%
Small school (>135 & <400)	69 693	45%	312	43%
Medium school (>401 & <750)	30 121	19%	63	9%
Large school (>751 & <1000)	21 625	14%	28	4%
Mega school (>1000)	8 771	6%	6	1%
Schools over 135 learners	130 210	83%	409	56%
Schools under 135 learner	25 949	17%	324	44%

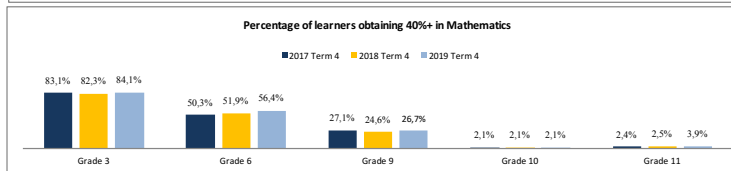
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	3 763	58 825	15,63	25,93
Combined	1 876	60 214	32,10	32,9
Secondary	984	35 368	35,94	27,83
<b>Total</b>	<b>6 623</b>	<b>154 407</b>	<b>23,31</b>	<b>28,74</b>



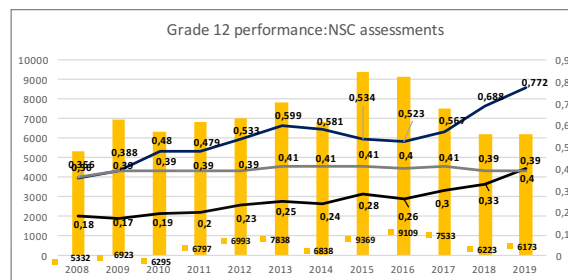
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	91,3%	91,0%	91,4%
Grade 6	94,7%	94,6%	95,0%
Grade 9	94,0%	93,1%	94,0%
Grade 10	57,5%	58,7%	60,2%
Grade 11	55,1%	57,1%	64,5%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	83,1%	82,3%	84,1%
Grade 6	50,3%	51,9%	56,4%
Grade 9	27,1%	24,6%	26,7%
Grade 10	2,1%	2,1%	2,1%
Grade 11	2,4%	2,5%	3,9%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	5 332	1 899	35,6%	18%	36%
2009	6 923	2 689	38,8%	17%	39%
2010	6 295	3 024	48,0%	19%	39%
2011	6 797	3 255	47,9%	20%	39%
2012	6 993	3 727	53,3%	23%	39%
2013	7 838	4 694	59,9%	25%	41%
2014	6 838	3 973	58,1%	24%	41%
2015	9 369	5 007	53,4%	28%	41%
2016	9 109	4 768	52,3%	26%	40%
2017	7 533	4 274	56,7%	30%	41%
2018	6 223	4 282	68,8%	33%	39%
2019	6 173	4 764	77,2%	40%	39%



## Amathole West

### District Profile

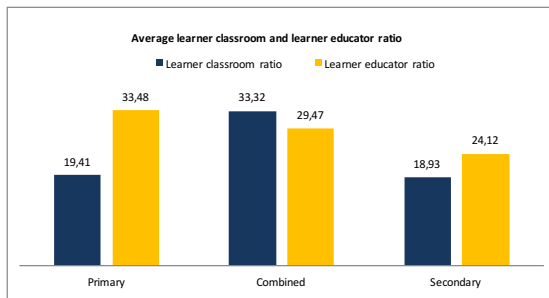
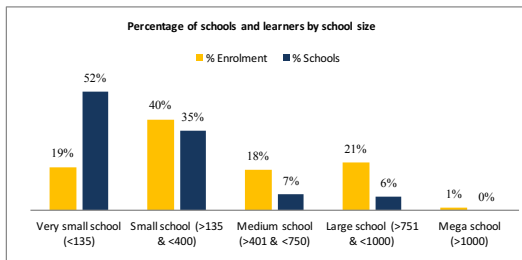
Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.



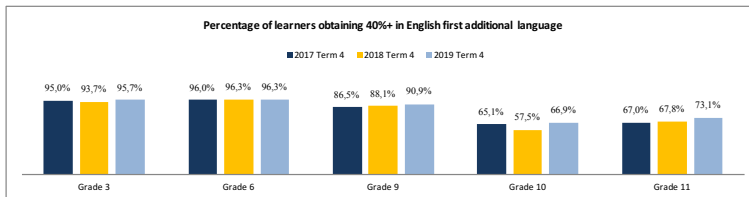
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	Ave learner educator rate
Primary	8	293	301	73,4%	Admin staff	246	8,5%	Primary	46 999	59,63%	1 404	33,5
Secondary	2	90	92	22,4%	Educators (State & SGB)	2 654	91,5%	Secondary	22 626	28,71%	938	24,1
Combined	0	16	16	3,9%		2900		Combined	9 195	11,67%	312	29,5
Lsen*	0	1	1	0,2%	Educators (State)	2466	92,9%	Lsen*		0,00%		
ECD*	0	0	0	0,0%	Educators (SGB)	188	7,1%	ECD		0,00%		
<b>Total</b>	<b>10</b>	<b>400</b>	<b>410</b>			<b>2654</b>		<b>Ave learner educator ratio</b>				<b>30</b>
								<b>Total</b>	<b>78820</b>		<b>2654</b>	

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	15 420	19%	212	52%
Small school (>135 & <400)	31 776	40%	141	35%
Medium school (>401 & <750)	14 175	18%	29	7%
Large school (>751 & <1000)	16 811	21%	23	6%
Mega school (>1000)	1 184	1%	1	0%
Schools over 135 learners	63 946	81%	194	48%
Schools under 135 learner	15 420	19%	212	52%

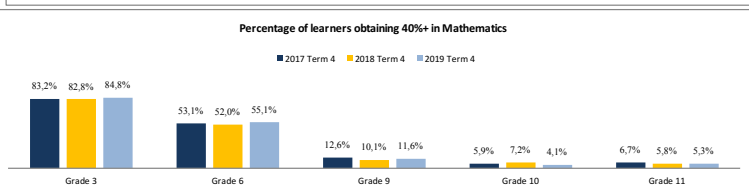
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	2 422	46 999	19,41	33,48
Combined	276	9 195	33,32	29,47
Secondary	1195	22 626	18,93	24,12
<b>Total</b>	<b>3 893</b>	<b>78 820</b>	<b>20,25</b>	<b>29,7</b>



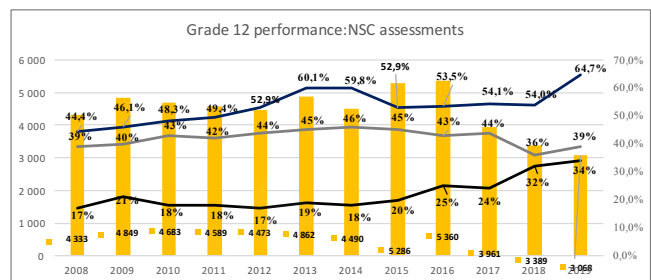
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	95,0%	93,7%	95,7%
Grade 6	96,0%	96,3%	96,3%
Grade 9	86,5%	88,1%	90,9%
Grade 10	65,1%	57,5%	66,9%
Grade 11	67,0%	67,8%	73,1%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	83,2%	82,8%	84,8%
Grade 6	53,1%	52,0%	55,1%
Grade 9	12,6%	10,1%	11,6%
Grade 10	5,9%	7,2%	4,1%
Grade 11	6,7%	5,8%	5,3%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	4 333	1 925	44,4%	17%	39%
2009	4 849	2 236	46,1%	21%	40%
2010	4 683	2 263	48,3%	18%	43%
2011	4 589	2 269	49,4%	18%	42%
2012	4 473	2 366	52,9%	17%	44%
2013	4 862	2 922	60,1%	19%	45%
2014	4 490	2 684	59,8%	18%	46%
2015	5 286	2 797	52,9%	20%	45%
2016	5 360	2 866	53,5%	25%	43%
2017	3 961	2 142	54,1%	24%	44%
2018	3 389	1 829	54,0%	32%	36%
2019	3 068	1 986	64,7%	34%	39%







# Buffalo City

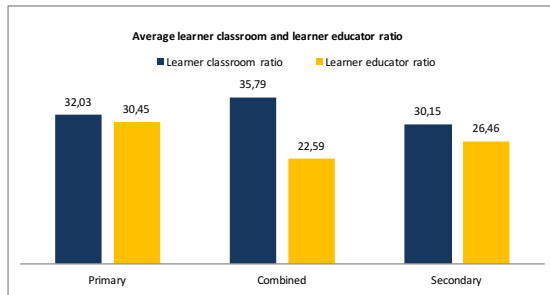
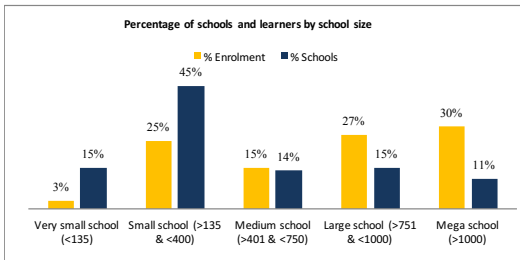
## District Profile

Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

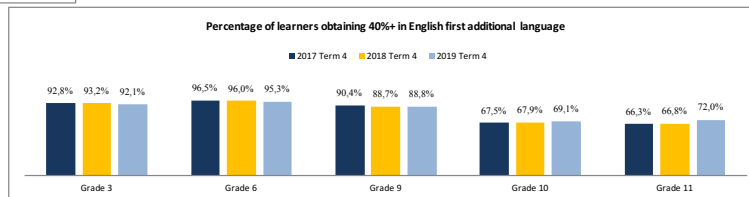
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	Ave learner educator rate
Primary	14	286	300	65,4%	Admin staff	661	8,4%	Primary	116 805	58,77%	3 836	30,4
Secondary	7	108	115	25,1%	Educators (State & SGB)	7 220	91,6%	Secondary	59 849	30,11%	2 262	26,5
Combined	14	17	31	6,8%		<b>7881</b>		Combined	19 542	9,83%	865	22,6
Lsen*	0	11	11	2,4%	Educators (State)	5635	78,0%	Lsen*	2 542	1,28%	252	10,1
ECD*	0	2	2	0,4%	Educators (SGB)	1585	22,0%	ECD*		0,00%	5	
<b>Total</b>	<b>35</b>	<b>424</b>	<b>459</b>			<b>7220</b>		<b>Ave learner educator ratio</b>				<b>28</b>
									<b>Total</b>	<b>198738</b>		<b>7220</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	5 837	3%	66	15%
Small school (>135 & <400)	49 125	25%	205	45%
Medium school (>401 & <750)	30 019	15%	63	14%
Large school (>751 & <1000)	54 378	27%	70	15%
Mega school (>1000)	59 516	30%	49	11%
Schools over 135 learners	193 038	97%	387	85%
Schools under 135 learner	5 837	3%	66	15%

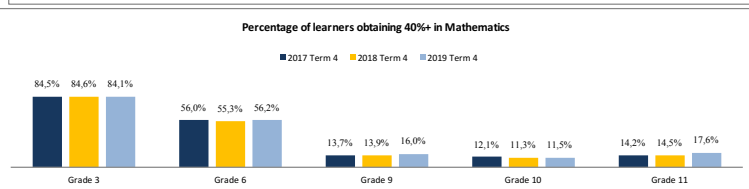
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	3 647	116 805	32,03	30,45
Combined	546	19 542	35,79	22,59
Secondary	1985	59 849	30,15	26,46
<b>Total</b>	<b>6 178</b>	<b>196 196</b>	<b>31,76</b>	<b>27,53</b>



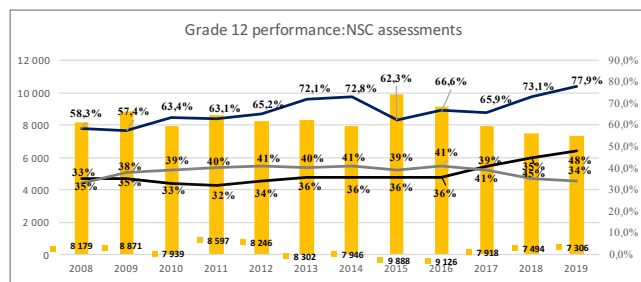
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	92,8%	93,2%	92,1%
Grade 6	96,5%	96,0%	95,3%
Grade 9	90,4%	88,7%	88,8%
Grade 10	67,5%	67,9%	69,1%
Grade 11	66,3%	66,8%	72,0%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	84,5%	84,6%	84,1%
Grade 6	56,0%	55,3%	56,2%
Grade 9	13,7%	13,9%	16,0%
Grade 10	12,1%	11,3%	11,5%
Grade 11	14,2%	14,5%	17,6%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	8 179	4 769	58,3%	35%	33%
2009	8 871	5 088	57,4%	35%	38%
2010	7 939	5 036	63,4%	33%	39%
2011	8 597	5 427	63,1%	32%	40%
2012	8 246	5 373	65,2%	34%	41%
2013	8 302	5 986	72,1%	36%	40%
2014	7 946	5 782	72,8%	36%	41%
2015	9 888	6 161	62,3%	36%	39%
2016	9 126	6 079	66,6%	36%	41%
2017	7 918	5 216	65,9%	41%	39%
2018	7 494	5 477	73,1%	45%	35%
2019	7 306	5 694	77,9%	48%	34%



## Chris Hani East

### District Profile

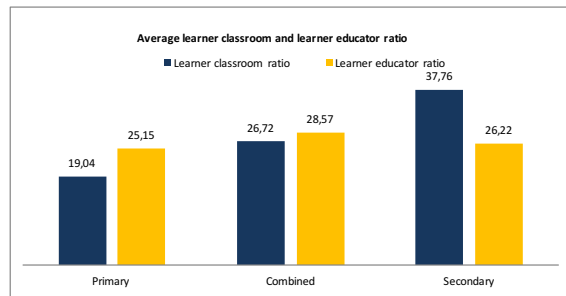
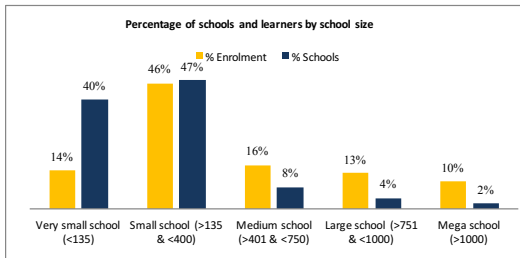
Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.



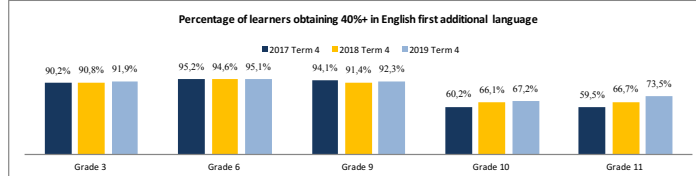
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	Ave learner educator rate
Primary	4	316	320	65,4%	Admin staff	351	7,6%	Primary	50 771	45,53%	2 019	25,1
Secondary	0	56	56	11,5%	Educators (State & SGB)	4 244	92,4%	Secondary	27 637	24,79%	1 054	26,2
Combined	4	108	112	22,9%		4595		Combined	32 917	29,52%	1 152	28,6
Lsen*	0	1	1	0,2%	Educators (State)	3706	87,3%	Lsen*	181	0,16%	19	9,5
ECD*	0	0	0	0,0%	Educators (SGB)	538	12,7%	ECD*		0,00%		
<b>Total</b>	<b>8</b>	<b>481</b>	<b>489</b>			<b>4244</b>		<b>Ave learner educator ratio</b>				<b>28</b>
									<b>Total</b>	<b>111506</b>		<b>4244</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	16 264	14%	195	40%
Small school (>135 & <400)	52 182	46%	229	47%
Medium school (>401 & <751)	17 759	16%	37	8%
Large school (>751 & <1000)	15 122	13%	19	4%
Mega school (>1000)	10 974	10%	9	2%
Schools over 135 learners	96 037	86%	294	60%
Schools under 135 learner	16 264	14%	195	40%

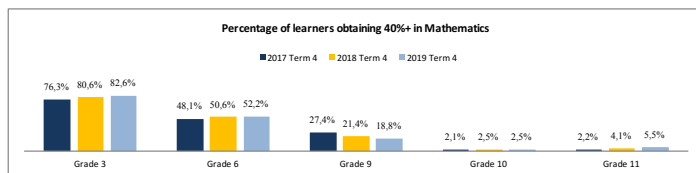
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	2 667	50 771	19,04	25,15
Combined	1 232	32 917	26,72	28,57
Secondary	732	27 637	37,76	26,22
<b>Total</b>	<b>4 631</b>	<b>111 325</b>	<b>24,04</b>	<b>26,27</b>



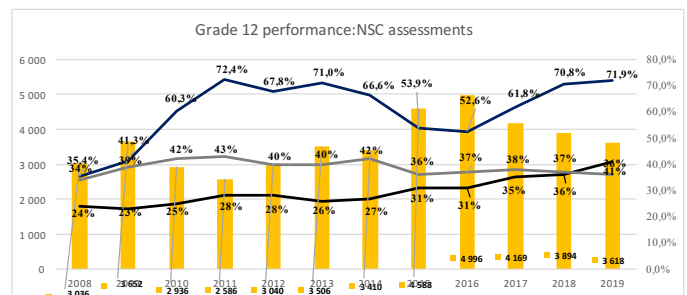
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	90,2%	90,8%	91,9%
Grade 6	95,2%	94,6%	95,1%
Grade 9	94,1%	91,4%	92,3%
Grade 10	60,2%	66,1%	67,2%
Grade 11	59,5%	66,7%	73,5%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	76,3%	80,6%	82,6%
Grade 6	48,1%	50,6%	52,2%
Grade 9	27,4%	21,4%	18,8%
Grade 10	2,1%	2,5%	2,5%
Grade 11	2,2%	4,1%	5,5%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	3 036	1 076	35,4%	24%	34%
2009	3 652	1 509	41,3%	23%	39%
2010	2 936	1 769	60,3%	25%	42%
2011	2 586	1 871	72,4%	28%	43%
2012	3 040	2 061	67,8%	28%	40%
2013	3 506	2 489	71,0%	26%	40%
2014	3 410	2 272	66,6%	27%	42%
2015	4 588	2 474	53,9%	31%	36%
2016	4 996	2 630	52,6%	31%	37%
2017	4 169	2 577	61,8%	35%	38%
2018	3 894	2 756	70,8%	36%	37%
2019	3 618	2 601	71,9%	41%	36%





# Chris Hani West

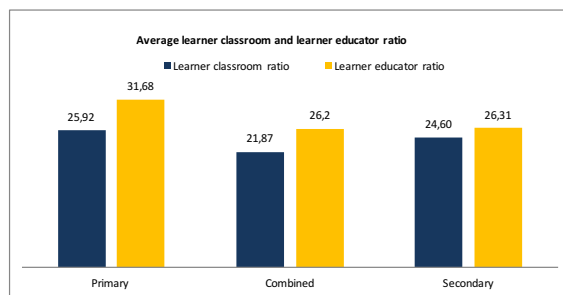
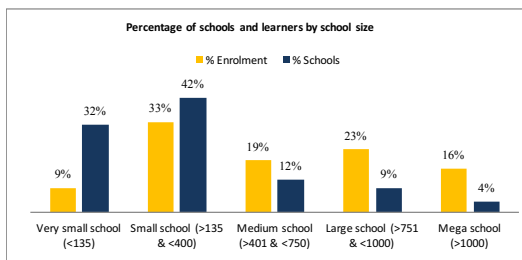
## District Profile

Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

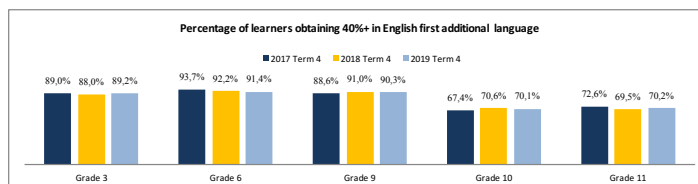
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	AVE learner educator rate
Primary	11	232	243	61,1%	Admin staff	378	8,4%	Primary	67 964	56,92%	2 145	31,7
Secondary	3	84	87	21,9%	Educators (State & SGB)	4 121	91,6%	Secondary	34 682	29,05%	1 318	26,3
Combined	5	60	65	16,3%		4499		Combined	16 665	13,96%	636	26,2
Lsen*	0	1	1	0,3%	Educators (State)	3566	86,5%	Lsen*	5	0,00%	12	0,4
ECD*	0	2	2	0,5%	Educators (SGB)	555	13,5%	ECD*	89	0,07%	10	8,9
<b>Total</b>	<b>19</b>	<b>379</b>	<b>398</b>			<b>4121</b>		<b>Ave learner educator ratio</b>				<b>29</b>
								<b>Total</b>	<b>84723</b>		<b>4121</b>	

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	10 213	9%	129	32%
Small school (>135 & <400)	39 315	33%	169	42%
Medium school (>401 & <750)	23 029	19%	48	12%
Large school (>751 & <1000)	27 679	23%	36	9%
Mega school (>1000)	19 672	16%	16	4%
Schools over 135 learners	109 695	91%	269	68%
Schools under 135 learner	10 213	9%	129	32%

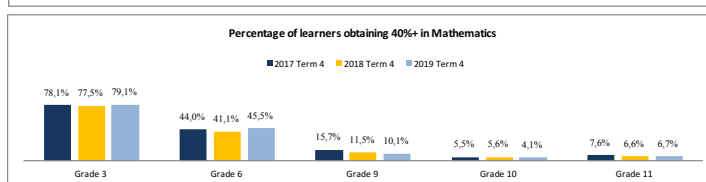
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	2 622	67 964	25,92	31,68
Combined	762	16 665	21,87	26,2
Secondary	1410	34 682	24,60	26,31
<b>Total</b>	<b>4 794</b>	<b>119 311</b>	<b>24,89</b>	<b>28,97</b>



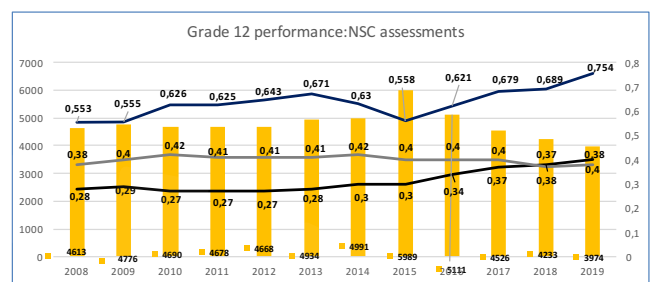
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	89,0%	88,0%	89,2%
Grade 6	93,7%	92,2%	91,4%
Grade 9	88,6%	91,0%	90,3%
Grade 10	67,4%	70,6%	70,1%
Grade 11	72,6%	69,5%	70,2%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	78,1%	77,5%	79,1%
Grade 6	44,0%	41,1%	45,5%
Grade 9	15,7%	11,5%	10,1%
Grade 10	5,5%	5,6%	4,1%
Grade 11	7,6%	6,6%	6,7%



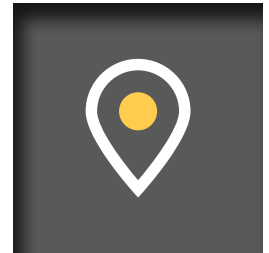
Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	4 613	2 549	55,3%	28%	38%
2009	4 776	2 649	55,5%	29%	40%
2010	4 690	2 937	62,6%	27%	42%
2011	4 678	2 923	62,5%	27%	41%
2012	4 668	3 000	64,3%	27%	41%
2013	4 934	3 313	67,1%	28%	41%
2014	4 991	3 144	63,0%	30%	42%
2015	5 989	3 342	55,8%	30%	40%
2016	5 111	3 175	62,1%	34%	40%
2017	4 526	3 073	67,9%	37%	40%
2018	4 233	2 918	68,9%	38%	37%
2019	3 974	2 996	75,4%	40%	38%



## Joe Gqabi

### District Profile

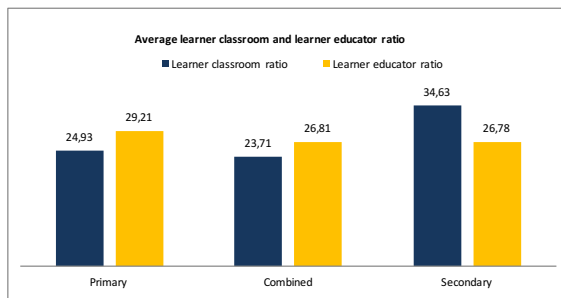
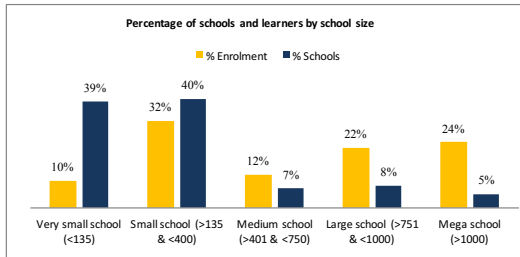
Indicators of the socio-economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.



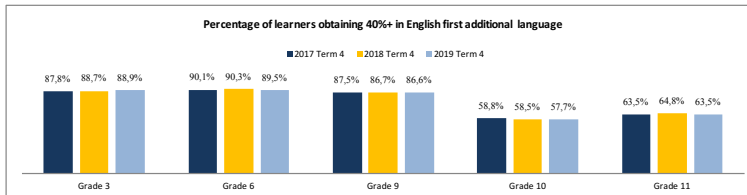
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	AVE learner educator rate
Primary	5	159	164	50,2%	Admin staff	260	7,0%	Primary	37 450	39,47%	1 282	29,2
Secondary	0	46	46	14,1%	Educators (State & SGB)	3 460	93,0%	Secondary	25 036	26,39%	935	26,8
Combined	1	111	112	34,3%				Combined	31 931	33,66%	1 191	26,8
Lsen*	0	3	3	0,9%	Educators (State)	2982	86,2%	Lsen*	421	0,44%	45	9,4
ECD*	0	2	2	0,6%	Educators (SGB)	478	13,8%	ECD*	38	0,04%	7	5,4
<b>Total</b>	<b>6</b>	<b>321</b>	<b>327</b>			<b>3460</b>		<b>AVE learner educator ratio</b>				<b>27</b>
									<b>Total</b>	<b>94876</b>		<b>3460</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	9 619	10%	129	39%
Small school (>135 & <400)	30 407	32%	131	40%
Medium school (>401 & <751)	11 783	12%	24	7%
Large school (>751 & <1000)	20 582	22%	26	8%
Mega school (>1000)	22 637	24%	17	5%
Schools over 135 learners	85 409	90%	198	61%
Schools under 135 learner	9 619	10%	129	39%

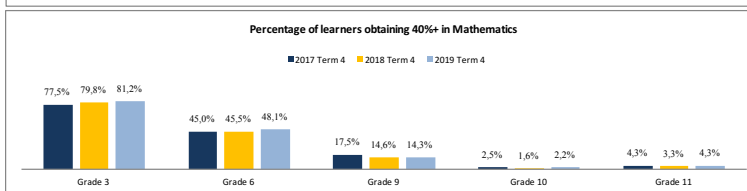
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	1 502	37 450	24,93	29,21
Combined	1 347	31 931	23,71	26,81
Secondary	723	25 036	34,63	26,78
<b>Total</b>	<b>3 572</b>	<b>94 417</b>	<b>26,43</b>	<b>27,42</b>



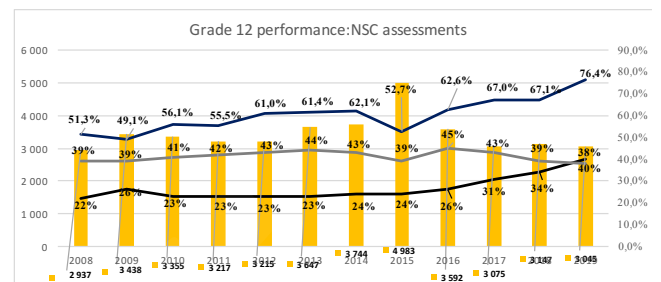
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	87,8%	88,7%	88,9%
Grade 6	90,1%	90,3%	89,5%
Grade 9	87,5%	86,7%	86,6%
Grade 10	58,8%	58,5%	57,7%
Grade 11	63,5%	64,8%	63,5%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	77,5%	79,8%	81,2%
Grade 6	45,0%	45,5%	48,1%
Grade 9	17,5%	14,6%	14,3%
Grade 10	2,5%	1,6%	2,2%
Grade 11	4,3%	3,3%	4,3%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	2 937	1 508	51,3%	22%	39%
2009	3 438	1 687	49,1%	26%	39%
2010	3 355	1 883	56,1%	23%	41%
2011	3 217	1 785	55,5%	23%	42%
2012	3 215	1 962	61,0%	23%	43%
2013	3 647	2 240	61,4%	23%	44%
2014	3 744	2 342	62,1%	24%	43%
2015	4 983	2 627	52,7%	24%	39%
2016	3 592	2 247	62,6%	26%	45%
2017	3 075	2 061	67,0%	31%	43%
2018	3 147	2 111	67,1%	34%	39%
2019	3 045	2 326	76,4%	40%	38%





# Nelson Mandela

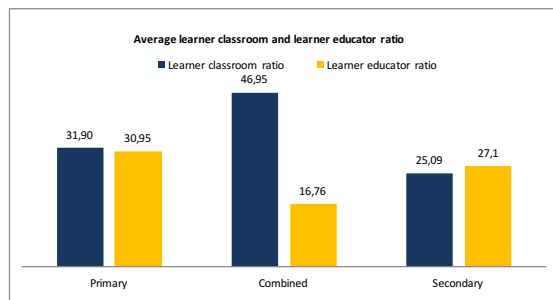
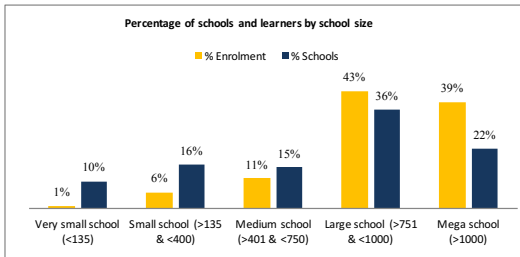
## District Profile

Indicators of the socio economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

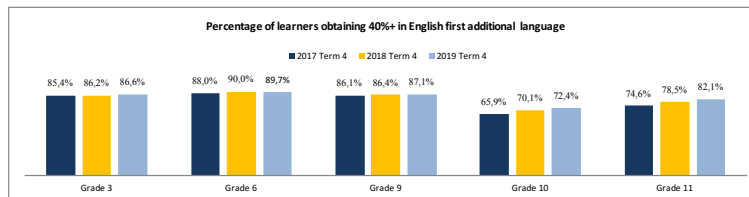
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	AVE learner educator rate
Primary	15	204	219	60,3%	Admin staff	723	7,6%	Primary	155 354	63,58%	5 019	31
Secondary	6	82	88	24,2%	Educators (State & SGB)	8 845	92,4%	Secondary	73 620	30,13%	2 717	27,1
Combined	21	6	27	7,4%				Combined	10 610	4,34%	633	16,8
Lsen*	0	16	16	4,4%	Educators (State)	6636	75,0%	Lsen*	4 165	1,70%	419	9,9
ECD*	0	13	13	3,6%	Educators (SGB)	2209	25,0%	ECD*	608	0,25%	57	10,7
<b>Total</b>	<b>42</b>	<b>321</b>	<b>363</b>			<b>8845</b>		<b>Ave learner educator ratio</b>				<b>28</b>
									<b>Total</b>	<b>244357</b>	<b>8845</b>	

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	2 290	1%	37	10%
Small school (>135 & <400)	15 244	6%	59	16%
Medium school (>401 & <750)	26 486	11%	54	15%
Large school (>751 & <1000)	104 281	43%	131	36%
Mega school (>1000)	96 560	39%	80	22%
Schools over 135 learners	242 571	99%	324	90%
Schools under 135 learner	2 290	1%	37	10%

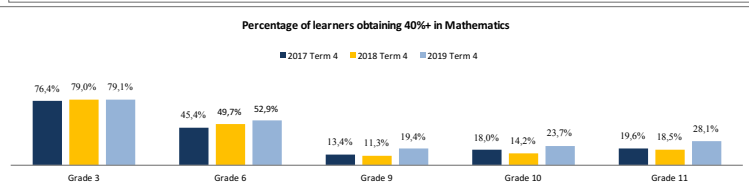
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	4 870	155 354	31,90	30,95
Combined	226	10 610	46,95	16,76
Secondary	2934	73 620	25,09	27,1
<b>Total</b>	<b>8 030</b>	<b>239 584</b>	<b>29,84</b>	<b>27,63</b>



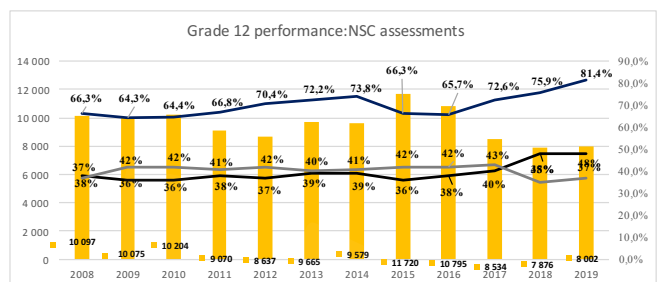
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	85,4%	86,2%	86,6%
Grade 6	88,0%	90,0%	89,7%
Grade 9	86,1%	86,4%	87,1%
Grade 10	65,9%	70,1%	72,4%
Grade 11	74,6%	78,5%	82,1%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	76,4%	79,0%	79,1%
Grade 6	45,4%	49,7%	52,9%
Grade 9	13,4%	11,3%	19,4%
Grade 10	18,0%	14,2%	23,7%
Grade 11	19,6%	18,5%	28,1%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	10 097	6 694	66,3%	38%	37%
2009	10 075	6 477	64,3%	36%	42%
2010	10 204	6 569	64,4%	36%	42%
2011	9 070	6 063	66,8%	38%	41%
2012	8 637	6 077	70,4%	37%	42%
2013	9 665	6 977	72,2%	39%	40%
2014	9 579	7 068	73,8%	39%	41%
2015	11 720	7 772	66,3%	36%	42%
2016	10 795	7 094	65,7%	38%	42%
2017	8 534	6 195	72,6%	40%	43%
2018	7 876	5 979	75,9%	48%	35%
2019	8 002	6 512	81,4%	48%	37%





## OR Tambo Coastal

### District Profile

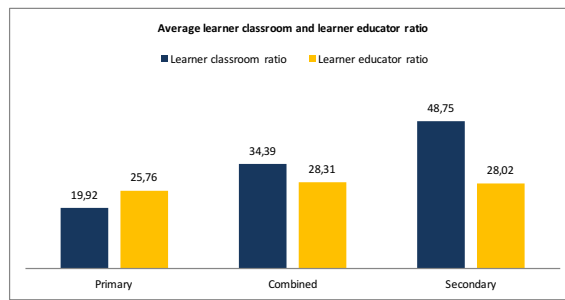
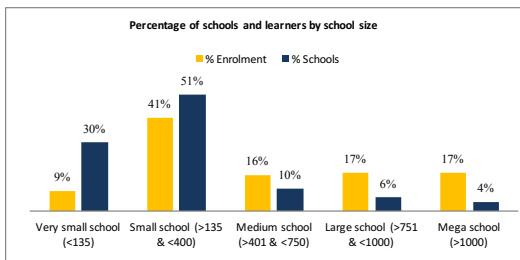
Indicators of the socio economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.



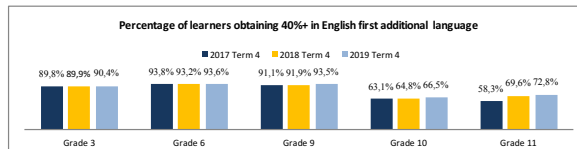
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	Ave learner educator rate
Primary	4	421	425	71,0%	Admin staff	549	8,0%	Primary	79 641	47,15%	3 092	25,8
Secondary	1	73	74	12,4%	Educators (State & SGB)	6 297	92,0%	Secondary	47 238	27,97%	1 686	28
Combined	8	90	98	16,4%				Combined	41 583	24,62%	1 469	28,3
Lsen*	0	2	2	0,3%	Educators (State)	5348	84,9%	Lsen*	437	0,26%	50	8,7
ECD*	0	0	0	0,0%	Educators (SGB)	949	15,1%	ECD		0,00%		
<b>Total</b>	<b>13</b>	<b>586</b>	<b>599</b>			<b>6297</b>		<b>Ave learner educator ratio</b>				<b>27</b>
								<b>Total</b>	<b>168899</b>			<b>6297</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	15 608	9%	180	30%
Small school (>135 & <400)	69 798	41%	302	51%
Medium school (>401 & <750)	27 401	16%	57	10%
Large school (>751 & <1000)	28 712	17%	37	6%
Mega school (>1000)	28 722	17%	22	4%
Schools over 135 learners	154 633	91%	418	70%
Schools under 135 learner	15 608	9%	180	30%

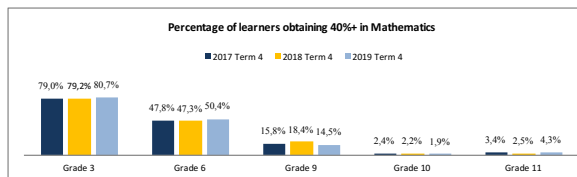
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	3 998	79 641	19,92	25,76
Combined	1 209	41 583	34,39	28,31
Secondary	969	47 238	48,75	28,02
<b>Total</b>	<b>6 176</b>	<b>168 462</b>	<b>27,28</b>	<b>26,82</b>



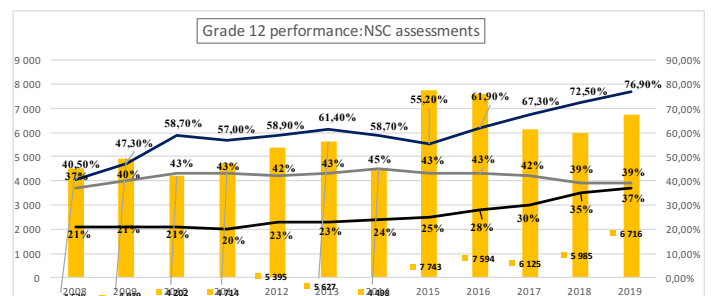
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	89,8%	89,9%	90,4%
Grade 6	93,8%	93,2%	93,6%
Grade 9	91,1%	91,9%	93,5%
Grade 10	63,1%	64,8%	66,5%
Grade 11	58,3%	69,6%	72,8%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	79,0%	79,2%	80,7%
Grade 6	47,8%	47,3%	50,4%
Grade 9	15,8%	18,4%	14,5%
Grade 10	2,4%	2,2%	1,9%
Grade 11	3,4%	2,5%	4,3%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	4 528	1 833	40,50%	21%	37%
2009	4 939	2 337	47,30%	21%	40%
2010	4 202	2 466	58,70%	21%	43%
2011	4 714	2 688	57,00%	20%	43%
2012	5 395	3 177	58,90%	23%	42%
2013	5 627	3 454	61,40%	23%	43%
2014	4 498	2 641	58,70%	24%	45%
2015	7 743	4 272	55,20%	25%	43%
2016	7 594	4 704	61,90%	28%	43%
2017	6 125	4 125	67,30%	30%	42%
2018	5 985	4 338	72,50%	35%	39%
2019	6 716	5 163	76,90%	37%	39%





# OR Tambo Inland

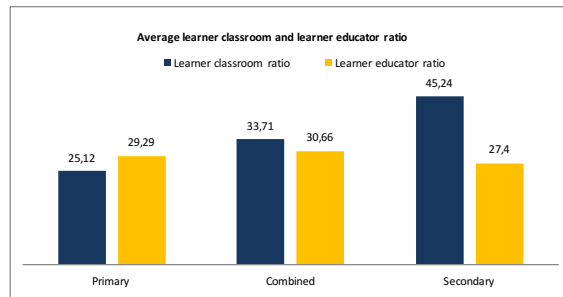
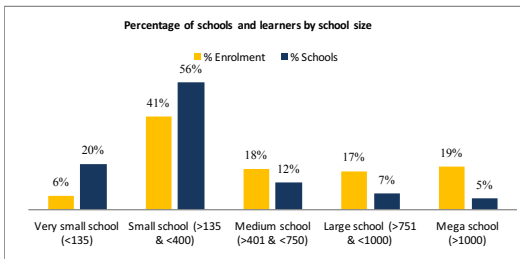
## District Profile

Indicators of the socio economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

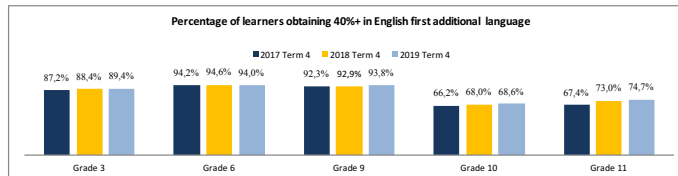
Number of operational institutions				Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)					
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	Ave learner educator rate
Primary	15	375	390	63,0%	Admin staff	703	9,1%	Primary	90 077	44,61%	3 075	29,3
Secondary	6	89	95	15,3%	Educators (State & SGB)	7 037	90,9%	Secondary	56 915	28,19%	2 077	27,4
Combined	16	114	130	21,0%		<b>7740</b>		Combined	53 806	26,65%	1 755	30,7
Lsen*	0	4	4	0,6%	Educators (State)	5704	81,1%	Lsen*	1 109	0,55%	130	8,5
ECD*	0	0	0	0,0%	Educators (SGB)	1333	18,9%	ECD*		0,00%		
<b>Total</b>	<b>37</b>	<b>582</b>	<b>619</b>			<b>7037</b>		<b>Ave learner educator ratio</b>				<b>29</b>
<b>Total</b>											<b>201907</b>	<b>7037</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	11 524	6%	124	20%
Small school (>135 & <400)	83 571	41%	347	56%
Medium school (>401 & <750)	36 319	18%	74	12%
Large school (>751 & <1000)	33 824	17%	46	7%
Mega school (>1000)	37 696	19%	28	5%
Schools over 135 learners	191 410	94%	495	80%
Schools under 135 learner	11 524	6%	124	20%

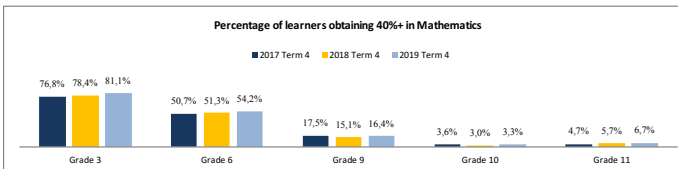
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	3 586	90 077	25,12	29,29
Combined	1 596	53 806	33,71	30,66
Secondary	1 258	56 915	45,24	27,4
<b>Total</b>	<b>6 440</b>	<b>200 798</b>	<b>31,18</b>	<b>28,69</b>



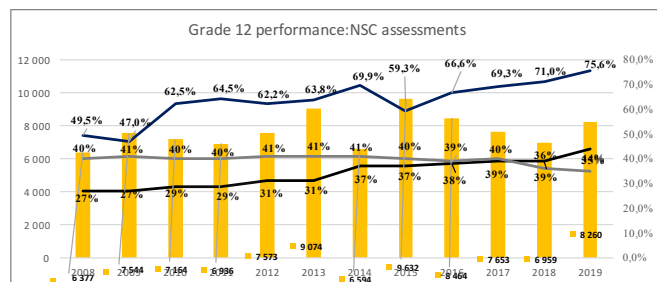
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	87,2%	88,4%	89,4%
Grade 6	94,2%	94,6%	94,0%
Grade 9	92,3%	92,9%	93,8%
Grade 10	66,2%	68,0%	68,6%
Grade 11	67,4%	73,0%	74,7%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	76,8%	78,4%	81,1%
Grade 6	50,7%	51,3%	54,2%
Grade 9	17,5%	15,1%	16,4%
Grade 10	3,6%	3,0%	3,3%
Grade 11	4,7%	5,7%	6,7%

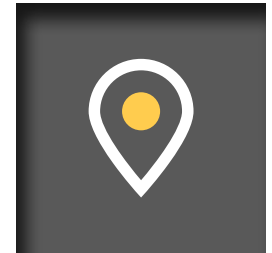


Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	6 377	3 155	49,5%	27%	40%
2009	7 544	3 542	47,0%	27%	41%
2010	7 164	4 474	62,5%	29%	40%
2011	6 936	4 473	64,5%	29%	40%
2012	7 573	4 712	62,2%	31%	41%
2013	9 074	5 787	63,8%	31%	41%
2014	6 594	4 608	69,9%	37%	41%
2015	9 632	5 710	59,3%	37%	40%
2016	8 464	5 636	66,6%	38%	39%
2017	7 653	5 306	69,3%	39%	40%
2018	6 959	4 941	71,0%	39%	36%
2019	8 260	6 248	75,6%	44%	35%



## Sarah Baartman

### District Profile

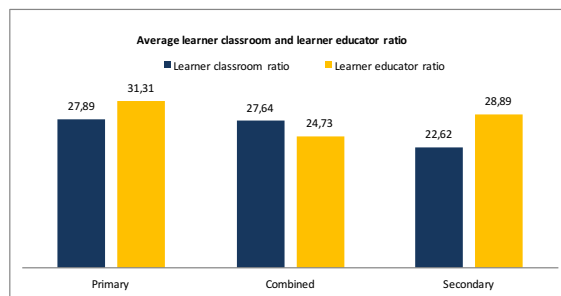
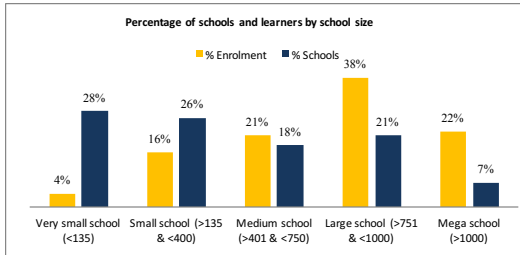


Indicators of the socio economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

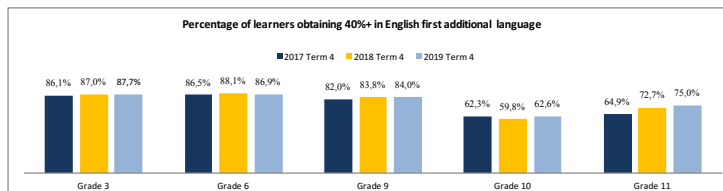
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	AVE learner educator rate
Primary	13	149	162	64,5%	Admin staff	507	12,9%	Primary	55 269	56,00%	1 765	31,3
Secondary	4	34	38	15,1%	Educators (State & SGB)	3 411	87,1%	Secondary	23 255	23,56%	805	28,9
Combined	7	33	40	15,9%				Combined	19 706	19,97%	797	24,7
Lsen*	0	2	2	0,8%	Educators (State)	2 709	79,4%	Lsen*	249	0,25%	30	8,3
ECD*	0	9	9	3,6%	Educators (SGB)	702	20,6%	ECD*	222	0,22%	14	15,9
<b>Total</b>	<b>24</b>	<b>227</b>	<b>251</b>			<b>3411</b>		<b>Ave learner educator ratio</b>				<b>29</b>
									<b>Total</b>	<b>98701</b>		<b>3411</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	3 797	4%	67	28%
Small school (>135 & <400)	15 520	16%	63	26%
Medium school (>401 & <750)	20 914	21%	43	18%
Large school (>751 & <1000)	38 033	38%	50	21%
Mega school (>1000)	21 517	22%	17	7%
Schools over 135 learners	95 984	96%	173	72%
Schools under 135 learner	3 797	4%	67	28%

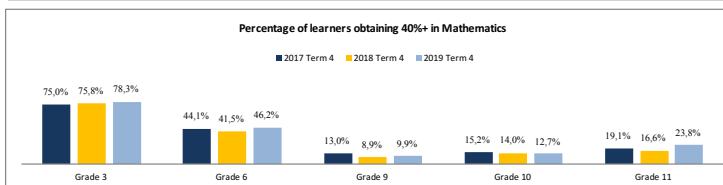
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	1 982	55 269	27,89	31,31
Combined	713	19 706	27,64	24,73
Secondary	1 028	23 255	22,62	28,89
<b>Total</b>	<b>3 723</b>	<b>98 230</b>	<b>26,38</b>	<b>28,94</b>



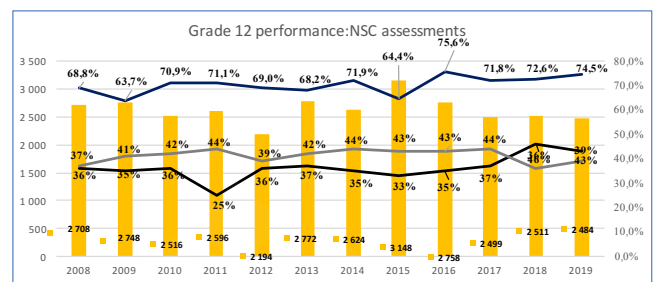
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	86,1%	87,0%	87,7%
Grade 6	86,5%	88,1%	86,9%
Grade 9	82,0%	83,8%	84,0%
Grade 10	62,3%	59,8%	62,6%
Grade 11	64,9%	72,7%	75,0%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	75,0%	75,8%	78,3%
Grade 6	44,1%	41,5%	46,2%
Grade 9	13,0%	8,9%	9,9%
Grade 10	15,2%	14,0%	12,7%
Grade 11	19,1%	16,6%	23,8%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	2 708	1 862	68,8%	36%	37%
2009	2 748	1 751	63,7%	35%	41%
2010	2 516	1 785	70,9%	36%	42%
2011	2 596	1 846	71,1%	35%	44%
2012	2 194	1 514	69,0%	36%	39%
2013	2 772	1 890	68,2%	37%	42%
2014	2 624	1 886	71,9%	35%	44%
2015	3 148	2 027	64,4%	33%	43%
2016	2 758	2 086	75,6%	35%	43%
2017	2 499	1 795	71,8%	37%	44%
2018	2 511	1 822	72,6%	46%	36%
2019	2 484	1 850	74,5%	43%	39%





# Cluster A

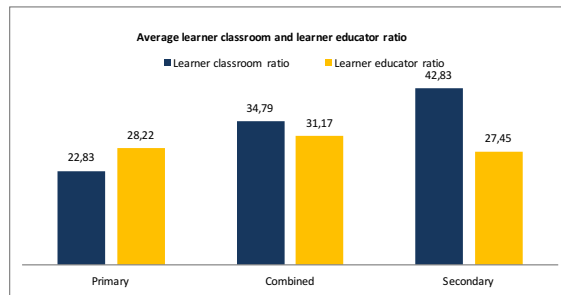
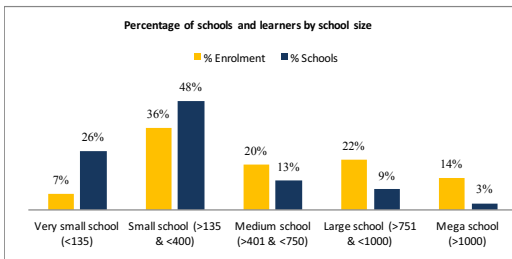
## District Profile

Indicators of the socio economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

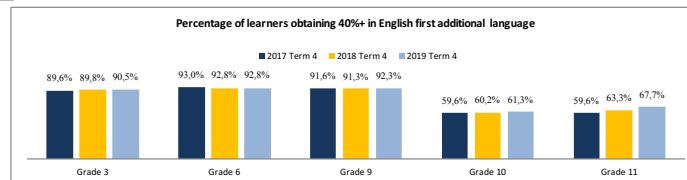
Number of operational institutions				Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)					
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	AVE learner educator rate
Primary	39	1779	1818	57,7%	Admin staff	2920	7,9%	Primary	370 298	37,53%	13 123	28,2
Secondary	12	396	408	13,0%	Educators (State & SGB)	34 196	92,1%	Secondary	241 364	24,46%	8 792	27,5
Combined	48	859	907	28,8%		<b>37116</b>		Combined	372 208	37,72%	11 943	31,2
Lsen*	0	15	15	0,5%	Educators (State)	29714	86,9%	Lsen*	2 872	0,29%	331	8,7
ECD*	0	2	2	0,1%	Educators (SGB)	4482	13,1%	ECD	38	0,00%	7	5,4
<b>Total</b>	<b>99</b>	<b>3051</b>	<b>3150</b>			<b>34196</b>		<b>Ave learner educator ratio</b>				<b>29</b>
									<b>Total</b>	<b>986780</b>		<b>34196</b>

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	69 684	7%	832	26%
Small school (>135 & <400)	360 334	36%	1508	48%
Medium school (>401 & <750)	202 039	20%	414	13%
Large school (>751 & <1000)	220 238	22%	287	9%
Mega school (>1000)	140 782	14%	107	3%
Schools over 135 learners	923 393	93%	2316	74%
Schools under 135 learner	69 684	7%	832	26%

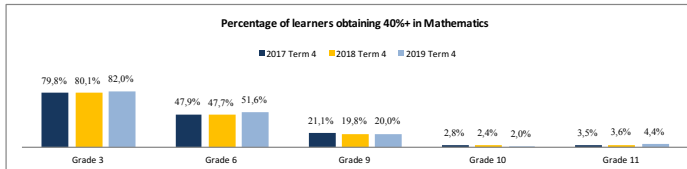
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	16 221	370 298	22,83	28,22
Combined	10 700	372 208	34,79	31,17
Secondary	5636	241 364	42,83	27,45
<b>Total</b>	<b>32 557</b>	<b>983 870</b>	<b>30,22</b>	<b>28,86</b>



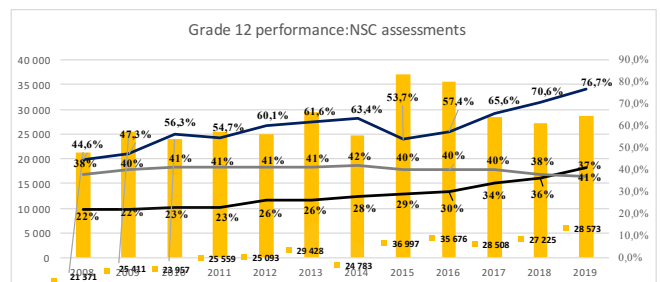
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	89,6%	89,8%	90,5%
Grade 6	93,0%	92,8%	92,8%
Grade 9	91,6%	91,3%	92,3%
Grade 10	59,6%	60,2%	61,3%
Grade 11	59,6%	63,3%	67,7%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	79,8%	80,1%	82,0%
Grade 6	47,9%	47,7%	51,6%
Grade 9	21,1%	19,8%	20,0%
Grade 10	2,8%	2,4%	2,0%
Grade 11	3,5%	3,6%	4,4%

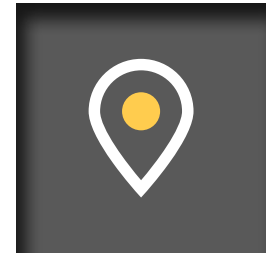


Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	21 371	9 539	44,6%	22%	38%
2009	25 411	12 027	47,3%	22%	40%
2010	23 957	13 477	56,3%	23%	41%
2011	25 559	13 986	54,7%	23%	41%
2012	25 093	15 076	60,1%	26%	41%
2013	29 428	18 117	61,6%	26%	41%
2014	24 783	15 702	63,4%	28%	42%
2015	36 997	19 879	53,7%	29%	40%
2016	35 676	20 480	57,4%	30%	40%
2017	28 508	18 709	65,6%	34%	40%
2018	27 225	19 222	70,6%	36%	38%
2019	28 573	21 928	76,7%	41%	37%



## Cluster B

### District Profile

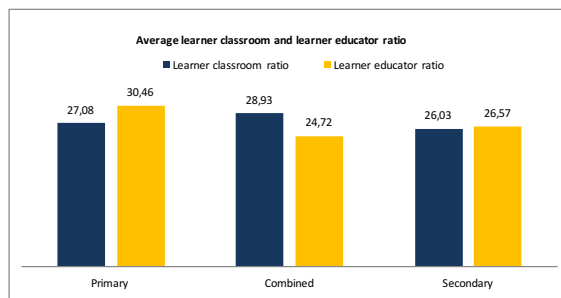
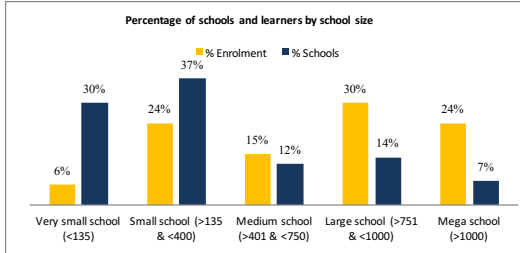


Indicators of the socio economic environment, enrolment trends, physical infrastructure and key performance at district level in the Eastern Cape, South Africa.

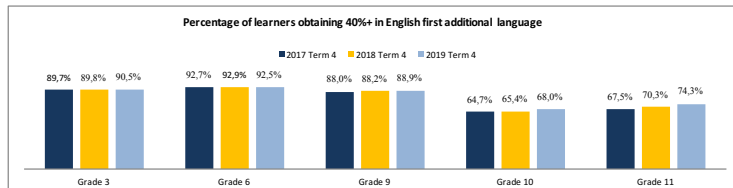
Number of operational institutions					Human resources (SASAMS 30 Sept 2019)			Number of learners (SASAMS 30 Sept 2019)				
Phase	Independent	Public	Quantity	% of total	Staff type	Quantity	% of total	Phase	Quantity	% of total	Educators (State & SGB)	AVE learner educator rate
Primary	65	1480	1545	65,2%	Admin staff	2866	8,6%	Primary	493 162	57,92%	16 188	30,5
Secondary	22	454	476	20,1%	Educators (State & SGB)	30 495	91,4%	Secondary	241 669	28,38%	9 094	26,6
Combined	51	240	291	12,3%		33361		Combined	108 635	12,76%	4 395	24,7
Lsen*	0	32	32	1,4%	Educators (State)	24718	81,1%	Lsen*	7 142	0,84%	732	9,8
ECD*	0	26	26	1,1%	Educators (SGB)	5777	18,9%	ECD	919	0,11%	86	10,7
<b>Total</b>	<b>138</b>	<b>2232</b>	<b>2370</b>			<b>30495</b>		<b>Ave learner educator ratio</b>				<b>28</b>
								<b>Total</b>	<b>851527</b>		<b>30495</b>	

Ordinary schools by size				
Category	Enrolment	% enrolment	Qty	% Schools
Very small school (<135)	53 821	6%	706	30%
Small school (>135 & <400)	203 162	24%	866	37%
Medium school (>401 & <750)	132 162	15%	274	12%
Large school (>751 & <1000)	256 304	30%	329	14%
Mega school (>1000)	209 423	24%	172	7%
Schools over 135 learners	801 271	94%	1641	70%
Schools under 135 learner	53 821	6%	706	30%

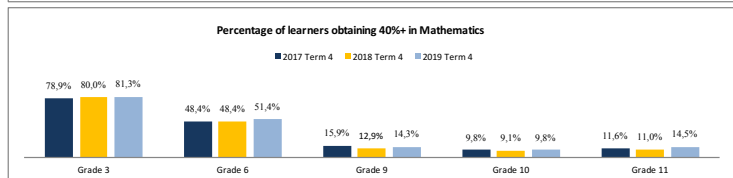
Average learner classroom and learner educator ratio				
Phase	Quantity	Learners	Learner classroom ratio	Learner educator ratio
Primary	18 210	493 162	27,08	30,46
Combined	3 755	108 635	28,93	24,72
Secondary	9284	241 669	26,03	26,57
<b>Total</b>	<b>31 249</b>	<b>843 466</b>	<b>26,99</b>	<b>27,92</b>



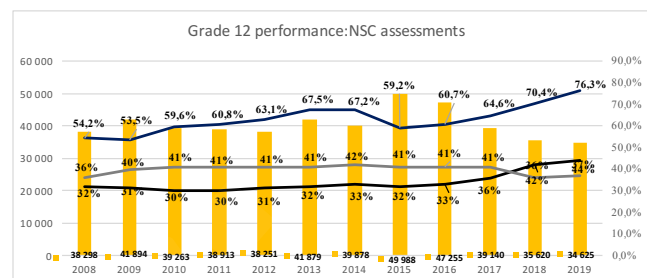
English first additional language learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	89,7%	89,8%	90,5%
Grade 6	92,7%	92,9%	92,5%
Grade 9	88,0%	88,2%	88,9%
Grade 10	64,7%	65,4%	68,0%
Grade 11	67,5%	70,3%	74,3%



Mathematics learners passed 40%			
Grade	2017 Term 4	2018 Term 4	2019 Term 4
Grade 3	78,9%	80,0%	81,3%
Grade 6	48,4%	48,4%	51,4%
Grade 9	15,9%	12,9%	14,3%
Grade 10	9,8%	9,1%	9,8%
Grade 11	11,6%	11,0%	14,5%



Grade 12 performance: NSC assessments					
Year	Wrote	Passed	Pass%	% Bachelor Pass	% Diploma Passes
2008	38 298	20 774	54,2%	32%	36%
2009	41 894	22 399	53,5%	31%	40%
2010	39 263	23 383	59,6%	30%	41%
2011	38 913	23 654	60,8%	30%	41%
2012	38 251	24 118	63,1%	31%	41%
2013	41 879	28 271	67,5%	32%	41%
2014	39 878	26 809	67,2%	33%	42%
2015	49 988	29 580	59,2%	32%	41%
2016	47 255	28 698	60,7%	33%	41%
2017	39 140	25 272	64,6%	36%	41%
2018	35 620	25 063	70,4%	42%	36%
2019	34 625	26 403	76,3%	44%	37%





# Eastern Cape Department of Education

## Schools Infrastructure Capital Investment Plan

2020 - 2024

Outlook

1 809  
Projects

**2020/21 (B5)**

R1 548 824

**2021/22**

R1 564 562

**2022/23**

R1 637 342

**2023/2024  
(Outer Years)**

R2 550 712

Nature and value  
of infrastructure  
investment

Total  
Main appropriation and additional funding

2020/21: R1 548 824

2021/22: R1 564 562

2022/23: R1 637 342

### Programme 6.1 Administration

New infrastructure assets; non-infrastructure; rehabilitation, renovations and refurbishment; upgrades and additions.

2020/21: R261 662

2021/22: R288 738

2022/23: R335 508

### Programme 6.2 Public Ordinary Schools

Maintenance and repairs; new infrastructure assets; non-infrastructure; rehabilitation, renovations and refurbishment; upgrades and additions.

2020/21: R1 032 936

2021/22: R1 034 730

2022/23: R1 177 540

### Programme 6.3 Special Schools

Maintenance and repairs; new infrastructure assets; rehabilitation, renovations and refurbishment; upgrades and additions.

2020/21: R127 603

2021/22: R76 196

2022/23: R53 437

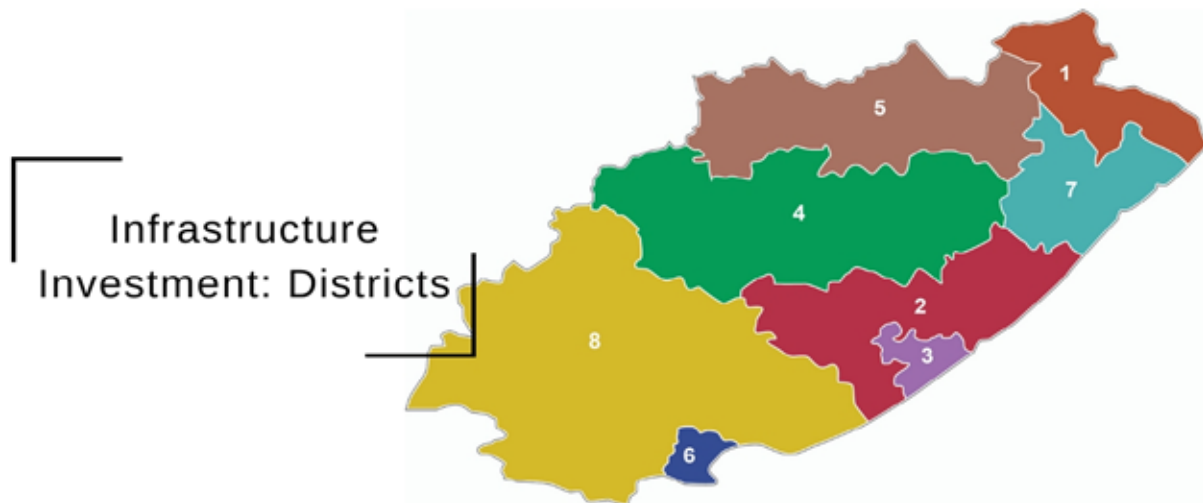
### Programme 6.4 Early Childhood Development

Maintenance and repairs; new infrastructure assets; rehabilitation, renovations and refurbishment; upgrades and additions.

2020/21: R126 623

2021/22: R164 897

2022/23: R70 857



**[1] Alfred Nzo East**

Projects: 87  
2020/21: R1 434  
2023/24: R1 966

**[3] Buffalo City**

Projects: 107  
2020/21: R92 750  
2021/22: R125 608  
2022/23: R83 889  
2023/24: R183 708

**[6] Nelson Mandela**

Projects: 186  
2020/21: R176 416  
2021/22: R132 764  
2022/23: R99 768  
2023/24: R110 634

**[1] Alfred Nzo West**

Projects: 185  
2020/21: R123 589  
2021/22: R73 770  
2022/23: R73 878  
2023/24: R443 565

**[4] Chris Hani East**

Projects: 164  
2020/21: R64 227  
2021/22: R68 495  
2022/23: R45 283  
2023/24: R166 596

**[7] OR Tambo Coastal**

Projects: 179  
2020/21: R62 325  
2021/22: R60 056  
2022/23: R46 189  
2023/24: R276 249

**[2] Amathole East**

Projects: 185  
2020/21: R111 048  
2021/22: R239 496  
2022/23: R445 623  
2023/24: R408 431

**[4] Chris Hani West**

Projects: 149  
2020/21: R135 413  
2021/22: R109 273  
2022/23: R168 095  
2023/24: R121 266

**[7] OR Tambo Inland**

Projects: 223  
2020/21: R174 465  
2021/22: R117 018  
2022/23: R42 419  
2023/24: R226 498

**[2] Amathole West**

Projects: 107  
2020/21: R77 870  
2021/22: R64 398  
2022/23: R68 345  
2023/24: R155 693

**[5] Joe Gqabi**

Projects: 113  
2020/21: R62 980  
2021/22: R99 706  
2022/23: R41 997  
2023/24: R90 069

**[8] Sarah Baartman**

Projects: 75  
2020/21: R67 658  
2021/22: R84 888  
2022/23: R122 843  
2023/24: R186 948





**Amatola Water**

Projects: 277

2020/21: R37 226 | 2021/22: R19 355 | 2022/23: R0 | 2023/24: R187 871

**Coega Development Corporation**

Projects: 605

2020/21: R363 305 | 2021/22: R467 881 | 2022/23: R397 129 | 2023/24: R352 648

**Development Bank of Southern Africa**

Projects: 126

2020/21: R197 725 | 2021/22: R227 047 | 2022/23: R581 094 | 2023/24: R712 076

**EC Development Corporation**

Projects: 7

2020/21: R746 | 2021/22: R0 | 2022/23: R0 | 2023/24: R58 188

**EC Department of Education**

Projects: 309

2020/21: R321 292 | 2021/22: R249 016 | 2022/23: R234 084 | 2023/24: R573 016

**EC Department of Public Works**

Projects: 116

2020/21: R404 382 | 2021/22: R301 603 | 2022/23: R135 056 | 2023/24: R489 806

**Independent Development Trust**

Projects: 258

2020/21: R212 883 | 2021/22: R299 660 | 2022/23: R289 980 | 2023/24: R90 421

**Office of the Premier**

Projects: 13

2020/21: R3 960 | 2021/22: R0 | 2022/23: R0 | 2023/24: R0

**The Mvula Trust**

Projects: 98

2020/21: R7 305 | 2021/22: R0 | 2022/23: R0 | 2023/24: R86 686





