



Province of the  
Eastern Cape  
DEPARTMENT OF EDUCATION

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**SERVICE DELIVERY IMPROVEMENT PLAN 2015/16 - 2017/18**

FOR THE PERIOD 2015/16 - 17/18

**SERVICE DELIVERY IMPROVEMENT PLAN**

DEPARTMENT OF EDUCATION

REPORTER: **SERVICE STANDARDS SUB-DIRECTORATE AND ALL DIRECTORATES WITH SUPPORT DATA AND INFORMATION**

VISION: "The vision of the Eastern Cape Department of Education is to offer a quality education and training system that transforms schools into centres of community life and promotes shared core values, good governance and sustainable development"

**MISSION**

"The Department of Education strives to provide quality education for sustainable development by:

- Providing socially relevant and economically responsive programmes that address the human resource needs of the Province and country
- Enhancing the skills base for agriculture, transport, manufacturing, retail, including diversification and to meet in order to meet the needs of the national economy
- Improving quality programmes to build capacity of all staff
- Encouraging participatory decision-making processes which strive to empower the whole community at all levels.

**Values**

"The values and vision are supported by the following values which are based upon Section 195 of the Constitution, Act no. 108 of 1996) and the Bill of Rights

- Continuous improvement towards excellence in the standards of performance and professionalism in the workplace work ethics
- Mutual trust, respect and reciprocity as well as promoting human dignity as reflected in the concept of Ubuntu
- Participatory processes in policy-making
- Public administration that promotes sustainable development

- The provision of value for money and accountability to the people of the province, the Constitution and the Bill of Rights.
- The reparatory, equity and redress through the provision of every accessible and suitable education.
- Good human resource management and career development practices for all employees to maximize human potential.

- **Key Services: Provision of Quality Teaching and Learning to all learners at AET centres, ECD sites, learners in Public Ordinary Schools and Special School**
  - In primary and Secondary Schools focusing on grades 3, 6 and 8
  - To Special needs learners
  - ECD learners
  - FET and AET learners
  - To provide financial support to independent schools

**Sources:**  
Operational Plans, Annual Performance Plans, Annual Reports, Premier's State of the Province Address, Consolidated Financials Capex Programme of action for 2011/12 & annexure to the Province Strategic Framework, State of the Nation Address, The MEC of Education's Budget Speech, The 2011/15 Budget Plans for the ECDOE, Schooling Act) and the Ministerial Delivery Agreement focusing on Outcome One, the approved quality of basic education, Consultation and interviews with Jubs and Directorate responsible for delivery of the key services

#### **Situational Analysis (as set out on page 20 of the 2015/16 APP)**

Although there has been an improvement in the quality of teaching and learning in the Province since the introduction of ANA, the biggest service delivery Challenge confronting the Basic Education Sector in the country in general and the Province in particular still remains the relatively poor quality of Education in severely to eighty percent of public schools as was the case in the previous five years. This poor quality of education has been validated by numerous studies and evaluations such as ANA, National Senior Certificate (NSC) and results and research conducted on behalf of the Department of Basic Education and Internal studies like SACEQ and TIMSS. The Department will therefore, continue in the next five years with the focused consultation of the last two financial years towards achieving Government's apex of number one national policy outcome of Quality Basic Education by 2030 with this in mind, it has further simplified the contextualisation of its schools and Districts with an increased focus on Teacher Development for those teachers in schools and Districts that performed below 50% in the 2014 ANA and 60% in the 2014 NSC examinations

#### **Problem Statement**

With the DPEA limiting the focus of the SDP to three focus areas this document focuses on three areas in line with key priorities as referred to in the situational analysis

- ANA with a focus on improving learners' performance at the exit points of grades 3, 6 and 9 in Mathematics and Language
- The development of Educators in mathematics at grades seven and eight level
- The development of the monitoring and evaluation skills of Districts officials by training Multi-disciplinary District Based teams in the Whole School Evaluation policy

2

1

KEY SERVICE	SERVICE BENEFICIARIES	CURRENT STANDARDS (2015)	DESIRED STANDARDS (2016)
<p>Teach and assess mathematics and literacy skills in all grades from grade 1 - 5 using the ANA assessments as baselines</p>	<p>• Gainers in grades 3-5 and 9th benefit directly from the assessments through the setting of National Benchmark marks to improve learner performance                      • Teachers will benefit from improving content and pedagogical knowledge through National Quality Standards</p>	<ul style="list-style-type: none"> <li>• In the 2015 ANA assessment 58% of Grade 3 learners to pass Language (progression requirement for Home Language is 50-59% and for Additional Language 40-49%)</li> <li>• In the 2015 ANA assessment 52% of Grade 3 learners to pass Mathematics (progression requirement for mathematics are set at 40-49%)</li> <li>• In the 2015 ANA assessment 57% of Grade 6 learners to pass Language (progression requirement for Home Language is 50-59% and for Additional Language 40-49%)</li> <li>• In the 2015 ANA assessment 40% of Grade 9 learners to pass Mathematics (progression requirement for mathematics is 40-49%)</li> </ul>	<ul style="list-style-type: none"> <li>• In the 2016 ANA assessment 62% of Grade 3 learners to pass Language (progression requirement for Home Language is 50-59% and for Additional Language 40-49%)</li> <li>• In the 2016 ANA assessment 50% of Grade 6 learners to pass Language (progression requirement for Home Language is 50-59% and for Additional Language 40-49%)</li> <li>• In the 2016 ANA assessment 45% of Grade 9 learners to pass Mathematics (progression requirement for mathematics are set at 40-49%)</li> <li>• In the 2016 ANA assessment 50% of Grade 9 learners to pass Language (progression requirement for Home Language is 50-59% and for Additional Language 40-49%)</li> <li>• In the 2016 ANA assessment 40% of Grade 9 learners to pass Mathematics (progression requirement for mathematics are set at 40-49%)</li> </ul>

	<p><b>Quantity:</b></p>	<p>The percentage of teachers to receive the minimum percentages or rates of achievement for 2016 are stated in the service standards above</p>	<p><b>Quantity:</b></p>	<p>The percentage of teachers to receive the minimum percentages or rates of achievement for 2016 are stated in the service standards above</p>
	<p><b>Quality:</b></p>	<p>The minimum level of achievement to be achieved in the next Grade 3 stated in the standards above</p>	<p><b>Quality:</b></p>	<p>The minimum quality level or percentage to be achieved in the next grade is 30% for all three Grades and Learning Areas in the service standards set out above</p>
	<p><b>Consultative:</b></p>	<p>Involvement of a wide range of stakeholders, unions, HEIs, Provincial office officials, District Officials and school staff in various processes including the implementation of ANA</p>	<p><b>Consultative:</b></p>	<p>Involvement of a wide range of stakeholders, unions, HEIs, Provincial office officials, District Officials and school staff in various processes leading to the implementation of ANA</p>

	<ul style="list-style-type: none"> <li>Across</li> </ul>	<p>At the start of the process of having National Assessment implemented, a sample of learners in suitable schools were exposed to these assessments ANA has now been implemented in all sectors in the country</p>	
	<ul style="list-style-type: none"> <li>Courtesy</li> </ul>	<p>All schools are evenly informed about the nature and lines of the assessments A cross section of relevant stakeholders is part of this process</p>	<ul style="list-style-type: none"> <li>Courtesy</li> </ul> <p>Written and a joint of hierarchy and involving all relevant stakeholders</p>

Operations and Transparency	Key staff members of staff at provincial and divisional level with familiarity to projects	Concerns being transpar- ent	Reports on learners performance to stakeholders including analyses of results through various means and process
<p>Attention of the SOMA, SOPA address: KEG of Education's Budget and Policy Strategy Mr. E. DOE Adviser Higher which was made public through various media channels</p>			

	INTERVIEW	
	<p>• Interview</p>	<p>• Interview</p>

• Agency of the hierarchy and strategy through various media to all relevant stakeholders regarding the area of literacy and curriculum has been the focus of attention in the SCNA, SCFA address, MEC of Education's budget and policy speech the ECTDE Master Plan which was made public through various media pieces

• Agency of the hierarchy and strategy and its application through various stakeholders



• Relevance	• Address
<p>The Foundations for Learning campaign, The Quality Teaching and Learning Campaign, The ECDUE U.S. Programme (moved to the National Strategy for Letter Alliteration, the Musciefian Project, and the Mother Tongue Project, launched in 2010 as part of the ANNA, are largely focused on minority languages and literacy.</p> <p>can curiosity in growth, disadvantaged schools, ANNA is.</p>	<p>Intervention strategies e.g. scales, subject intervention strategies in schools, district and provincial implementation plans to increase the percentage of learners achieving an acceptable standard of performance. Schools are required to develop the relevant ANNA implementation plans to improve learner performance which is designed to ensure their progression through the school system.</p>

Value for Money	Value for Money
<p>The improvement of democracy will have far reaching benefits for performance in mathematics and language led to high demand and recession rates. The way in which the potential to mediate those problems hierarchically ensuring value for money.</p>	<p>Projects regarded according to personal budgets and time frames. Fox's performance in mathematics and language led to high dropout and repeat rates. The momentum of AQA has the potential to reduce these problems thereby enhancing value for money.</p>
Time	Time
<p>The standards set for each grade such as minimum progression requirements are set out in the service standards set out above. The number of students in the cohort of 3 percentages are given above for each year of the cycle.</p>	<p>The time frames for each assessment are provided to improve and set out in the service standards above.</p>

Cost	As per Budget allocations in the relevant financial year. Provincial and District budgets focused on the area. This is a priority area and receives the budget for accordingly.	Cost	As per budget in the relevant financial year Provincial and District budgets focused on this area.
Human Resources:	At Head Office and District level the Foundation Phase and Intermediate and Senior Phase have commitments of staff in the subject areas who monitor and support schools	Human Resources	At Head Office and District level the Foundation Phase, Intermediate Phase and Senior Phase have commitments of staff in the subject areas who monitor and support schools

**STANDARD (Planned Standard):**  
 An intervention strategy to be rolled out to improve teacher and learner performance in Mathematics from 11% to 20% at Intermediate and Senior Phases in the 2015 ANA assessment.  
 Grade 8 and 9 maths – one plus four programme

KEY SERVICE	SERVICE BENEFICIARY (Who will benefit from the service)	CURRENT STANDARD	DESIRED STANDARD
Providing content and pedagogical support to all Grade 8 and 9 mathematics educators	Education and learners in Grades 8 and 9 National and Provincial Education Department	<p><b>Quantity:</b></p> <p>41 Grade 8 and 9 teachers and all Grade 8 and 9 learners in the Eastern Cape, improving the quality of teaching and pass rates in Mathematics in Grade 8 and 9. A pre and post test is undertaken to measure whether the project has an impact and has improved the quality of teaching and learning.</p> <p><b>Quality:</b></p> <p>Good baseline project for 2014 teachers and learners.</p>	<p><b>Quantity:</b></p> <p>46 Grade 8 and 9 teachers and all Grade 8 and 9 learners in the Eastern Cape</p> <p><b>Quality:</b></p> <p>Improving the quality of teaching and pass rates in Mathematics in Grade 8 and 9. A pre and post test is undertaken to measure whether the project has an impact and has improved the quality of teaching and learning. Processes involved for both teachers and learners.</p>

KEY SERVICE	SERVICE BENEFICIARY (Who will benefit from the service)	CURRENT STANDARD	DESIRED STANDARD
		<p>Current Situation - To improve learner performance in Grade 8 science mathematics in the AMU assessment from 11% pass rate in 2014 to 23% in 2015</p> <p>• Consultant</p> <p>A series of consultative meetings were held between Provincial and District offices in the three clusters which include all 21 districts.</p> <p>The programme was accepted in consultation with teachers and districts from being a one plus four to a one plus nine framework. An effective and efficient communication system to be implemented at all levels of the District School Management, Teachers and SGBs.</p>	<p>Desired Standard - 2016</p> <p>40% of Grade 8 learners and 45% of Grade 9 learners to pass mathematics in the Annual National Assessments in 2016</p> <p>• Consultant</p> <p>A series of consultative meetings were held between Provincial and District officials in the three clusters which include all 21 districts.</p> <p>The programme was accepted in consultation with teachers from being a one plus four to a one plus nine framework. An effective and efficient communication system to be implemented at all levels of the District School Management, Teachers and SGBs.</p>

KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD
	Who will benefit from the service?	<p>Current Situation: To improve learner performance in grade 9 and 9 mathematics in the ANA assessment from 33% pass rate in 2014 to 33% in 2015</p>	<p>Desired Standard - 2015 40% of Grade 9 learners and 45% of Grade 6 learners to pass mathematics in the Annual National Assessments in 2016</p>
		<p>Access</p> <p>The programme was adapted to give equal access to all teachers from both rural and urban schools and secondary and primary schools. The programme was implemented in 1000 schools in 2014 and 2015.</p>	<p>Access</p> <p>The programme was adapted to give equal access to all learners from both rural schools and primary and secondary schools. The programme was implemented in 1000 schools in 2014 and 2015.</p>
		<p>Country</p> <p>Through the curriculum, access, delivery, transparency and accountability of learning systems and processes the principle of equity was maximised.</p>	<p>Country</p> <p>Through the curriculum, access, delivery, transparency and accountability of learning systems and processes the principle of equity was maximised.</p>

KEY SERVICE	SERVICE BENEFICIARY <i>(Who will benefit from the service)</i>	CURRENT STANDARD	DESIRED STANDARD
		<p>Current Situation - To improve teacher performance in grade 8 and 9 mathematics in the ANS Assessment from an 11% pass rate in 2014 to 33% in 2015</p> <p>Progress and Transparency</p> <p>Circular 2 of 2015 dated 21 January 2015 from the Acting Superintendent - Eastern Cape Department of Education clearly outlines the outcomes of the project. The circular was attended by a series of stakeholders involved in the project. This circular was preceded by a series of consultative and negotiation sessions that took place under the leadership of the Director</p>	<p>Desired Standard 2016</p> <p>40% of Grade 9 learners and 45% of Grade 8 learners to pass their estimates in the Annual National Assessment in 2016</p> <p>Progress and Transparency</p> <p>Circular 2 of 2015 dated 21 January 2015 from the Acting Superintendent - Eastern Cape Department of Education clearly outlines the processes involved in the project. The intended outcomes of the project, the role and responsibilities of the stakeholders. The circular was preceded by a series of consultative and negotiation sessions that took place under the leadership of the Director</p>

KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD
	(This will benefit from the service)	<p>Current Situation - Foreigner senior performance in grade 6 and 5 mathematics in the AHA assessment from 2014 was 45% in 2015</p>	<p>Desired Situation - 2016 45% of Grade 6 learners and 50% of Grade 5 learners to pass mathematics in the Annual National Assessment 2016</p>
		<p>• Information</p> <p>Curriculum of 2015 dated 21 January 2015</p> <p>For the Acting Superintendent - General of the Eastern Cape Department of Education clearly outlines the processes involved in the project. The outcomes of the project, the roles and responsibilities of the stakeholders of the stakeholders. This circular was prepared by a series of consultations and sessions with senior officials of the Department of Education.</p>	<p>• Information</p> <p>Curriculum of 2015 dated 21 January 2015 for the Acting Superintendent - General of the Eastern Cape Department of Education clearly outlines the processes involved in the project. The intended outcomes of the project, the roles and responsibilities of the stakeholders. This circular was prepared by a series of consultations and sessions with senior officials of the Department of Education.</p>



KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD
	IMFO will benefit from the service)	<p><b>Current Situation</b> - To improve overall performance in grade 6 and 9 mathematics in the AWA assessment from 11% pass rate in 2014 to 33% in 2016</p>	<p><b>Desired Standard</b> - 2016            40% of Grade 6 learners are 40% of Grade 6 learners to pass mathematics in the Annual National Assessments in 2016</p>
		<p><b>Feedless</b></p>	<p><b>Feedless</b></p>
		<p>The project seeks to address all the topics in the Water-SAFE curriculum, so that teachers can confidently ensure the learners are able to master the necessary competencies and skills</p>	<p>The project seeks to address all the topics in the Mathematics curriculum, so that teachers can confidently ensure the learners are able to master the necessary competencies and skills</p>
		<p>This project was adapted from the National model of One plus four to one plus one to accommodate the rural areas of the Eastern Cape Province. The role will happen at Circuit level to cover one distance from teaching from remote schools. Thereby to reach all learners and teachers from all schools to benefit from the project</p>	<p>This project was adapted from the National model of One plus four to one plus one to accommodate the rural areas of the Eastern Cape Province. The role will happen at Circuit level to cover one distance from teaching from remote schools. Thereby to reach all teachers from all schools to benefit from the project</p>

KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD
	(Who will benefit from the service)	Current Standard – To maintain learner performance at grade 8 and 9 mathematics in the final assessment from an ITSA rate in 2014 to 33% in 2015	Desired Standard – 7/116 40% of Grade 9 learners and 45% of Grade 5 learners to pass mathematics in the Annual National Assessments in 2016
		Value for Money All grade 8 and 9 mathematics learners and teachers to benefit from the project at a cost intended to have an impact on all schools' incentives to maximize human and budgetary inputs. All the necessary competencies and skills required by teachers and maintain a commitment to be covered in the project so that outputs, outputs and outcomes can be maximised.	Value for Money All grade 8 and 9 mathematics learners and teachers to benefit from the project at a cost intended to have an impact on all schools, covered by purchase of human and budgetary inputs. All the necessary competencies and skills required by teachers and maintain a commitment to be covered in the project so that outputs, outputs and outcomes can be maximised.
		Time The project will be rolled out in all 23 districts from February 2015 to October 2015, leading up to the ANA assessment.	Time The project will be rolled out in all 23 districts from February 2015 to October 2015, leading up to the ANA assessment.
		Cost: R10 million	Cost: R10 million
			Maximized budget R10 million

KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD
	(Who will benefit from the service)	Current Situation - To improve learner performance in grade 8 and 9 mathematics in the Ayaal assessment from an 11% pass rate in 2014 to 23% in 2015	(Desired Standard - 2016 40% of Grade 9 learners and 45% of Grade 8 learners to pass mathematics in the Annual National Assessments in 2016
		Human Resources: The implementation plan involves human resources: District Offices and Services All have a copy of stated roles and responsibilities	Human Resources: The implementation plan involves human resources: District Offices and Services All have clearly stated roles and responsibilities

MANAGED (Planned Standard) Establishment and implementation of multi-disciplinary district based teams for WSE implementation to maximise school improvement and support in 2015

Implementation of MUDI in Districts

KEY SERVICE	SERVICE BENEFICIARY	CURRENT STANDARD	DESIRED STANDARD
	(Who will benefit from the service)	Current Situation	Desired Standard
	Schools: Principals, SMs, SGBs, teachers, RCLs and Learners	Quantity 13 schools per district to be supported by one team of 3 evaluators. Evaluators working over 3 days in a school, yielding a total of 280 schools, annually evaluated in a year. All Provincial level RCLs with 6 coordinators for the 8 envisaged municipal districts to be supported for the coordination of the district coordinators	Quantity 13 schools per district to be supported by one team of 3 evaluators. Evaluators working over 3 days in a school, yielding a total of 280 schools, annually evaluated in a year. All Provincial level RCLs with 6 coordinators for the 8 envisaged municipal districts to be supported for the coordination of the district coordinators

Quality	Quality	Quality	Quality
<ul style="list-style-type: none"> <li>Consultation</li> </ul>	<p>Implementation is to be aligned with the quality indicators in Subproject 2020 and the National Development Plan</p>	<ul style="list-style-type: none"> <li>Consultation</li> </ul>	<p>Implementation is to be aligned with the quality indicators in Subproject 2020 and the National Development Plan</p>
<ul style="list-style-type: none"> <li>Access</li> </ul>	<p>Strong relationships with NEEDU and UMALISI to be established</p> <p>Other consultant will be district - Based Support Services personnel needs to be undertaken</p> <p>Trained MDCTs will give districts and support services to be enhanced monitoring and evaluation processes and feedback to enhance service effectiveness</p>	<ul style="list-style-type: none"> <li>Access</li> </ul>	<p>Trained MDCTs will give districts and support services to be enhanced monitoring and evaluation processes and feedback to enhance service effectiveness</p>
<ul style="list-style-type: none"> <li>Courtesy</li> </ul>	<p>The approach more collaborative than the usual one</p> <p>Coordination will be done upfront to include respective implementers like District coordinator, Chief Directors etc</p> <p>District management teams will be responsible for ensuring the implementation of this pilot so that it is in sync with the existing district operations</p>	<ul style="list-style-type: none"> <li>Courtesy</li> </ul>	<p>The approach more collaborative than usual one</p> <p>Coordination will be done upfront to include respective implementers like District coordinator, Chief Directors etc</p> <p>District management teams will be responsible for ensuring the implementation of this pilot so that it is in sync with the existing district operations</p>

<p>Openness and transparency</p>	<p>No information included under consultation and access indicate that full disclosure to all stakeholders relating to the MDDT process prior to and during the consultation are in built into the concept documents approved by the Superintendent - General of Education on 24 March 2014</p>	<p>Openness and Transparency</p>	<p>The information included under consultation and access include full disclosure to all stakeholders relating to the MDDT process prior to and during implementation are in built into the concept documents approved by the Superintendent - General of Education on 24 March 2014</p>
<p>Information</p>	<p>A memorandum signed and approved by the Superintendent - General of Education gives detailed information about the rollout and implementation of MDDTs. This communication forms the basis of communication and information sharing with all stakeholders</p>	<p>Information</p>	<p>A memorandum signed and approved by the Superintendent - General of Education gives detailed information about the rollout and implementation of MDDTs. This communication forms the basis of communication and information sharing with all stakeholders</p>
<p>Progress</p>	<p>WSE initiates a transversal and developmental approach to pursue national effectiveness</p> <p>To ensure the MDDTs will ensure that all schools are monitored and supported in a fair and just manner without prejudice because they are operating as a collective rather than individual</p> <p>WSE is present on evidence-based and participatory interventions related to the assumptions that have been the assumptions to develop the school only</p>	<p>Progress</p>	<p>WSE initiates a transversal and developmental approach to pursue school effectiveness</p> <p>To ensure MDDTs will ensure that all schools are monitored and supported in a fair and just manner without prejudice because they are operating as a collective rather than individual</p> <p>WSE is present on evidence-based participatory interventions rather than on assumptions as it has been the approach to development collectively</p>

<p>Value for Money</p>	<p>Cost effectiveness is improved, a more efficient scheduling system can save the Agency as a major value for money. For instance, using the currently employed scheduling officers to achieve more in terms of working and overall cost which will help to control more accurately and reliably planning information to craft future interventions in pursuit of continuous improvements.</p>	<p>Value for Money</p> <p>Cost effectiveness is improved a more efficient scheduling system can evolve thereby maximizing value for money. For instance using five currently employed district officers to achieve more in terms of monitoring and evaluation which will help to collect more accurate and reliable planning information to craft future interventions in pursuit of continuous improvements.</p>
<p>Time:</p>	<p>The plan is to have fifty functional teams by the end of 2015</p>	<p>Time:</p> <p>By 2016 these teams should operate in terms of 50000 and will have 50000 Overall monitoring cost =</p>
<p>Cost:</p>	<p>Overall monitoring cost 1277 400 00</p>	<p>Cost:</p>
<p>Human Resources</p>	<p>Twenty three district based teams of three members each and a provincial team of 1 + 8</p>	<p>Human Resources:</p> <p>Twenty three district based teams of three members each and a provincial team of 1 + 8</p>

Submitted to the Acting Head of Department for endorsement prior to submission of the SDIP as evidence documentation required by the MPAT process.

Mr R Twyakedi  
Acting Head of Department

04/09/2015  
Date