



EASTERN CAPE DEPARTMENT OF EDUCATION

EDUCATION SYSTEMS TRANSFORMATION PLAN 2019 TO 2023 13 MARCH 2019

**EDUCATION IS THE
FOUNDATION UPON
WHICH WE BUILD OUR
FUTURE.**



Education Systems Transformation Plan 2019 to 2023

- The Department held a two-day stakeholders' forum at the ELI on 18 and 19 February 2019.
- In order **to build on the successes of the last three years**, the Department aims to raise its standards and transform the way in which we think, plan and deliver on our core mandate. To achieve our vision will require ambition, hard work and discipline.
- **Improved learner performance will continue to be the overriding goal in all our plans and strategies.**
 - The Purpose of the forum was to have a framework which will be utilised as the basis for the development of the Five Year Strategic Plan for the new 5 year NDP cycle
 - To ensure that all stakeholders are actively involved in the development of Department's plans and strategies

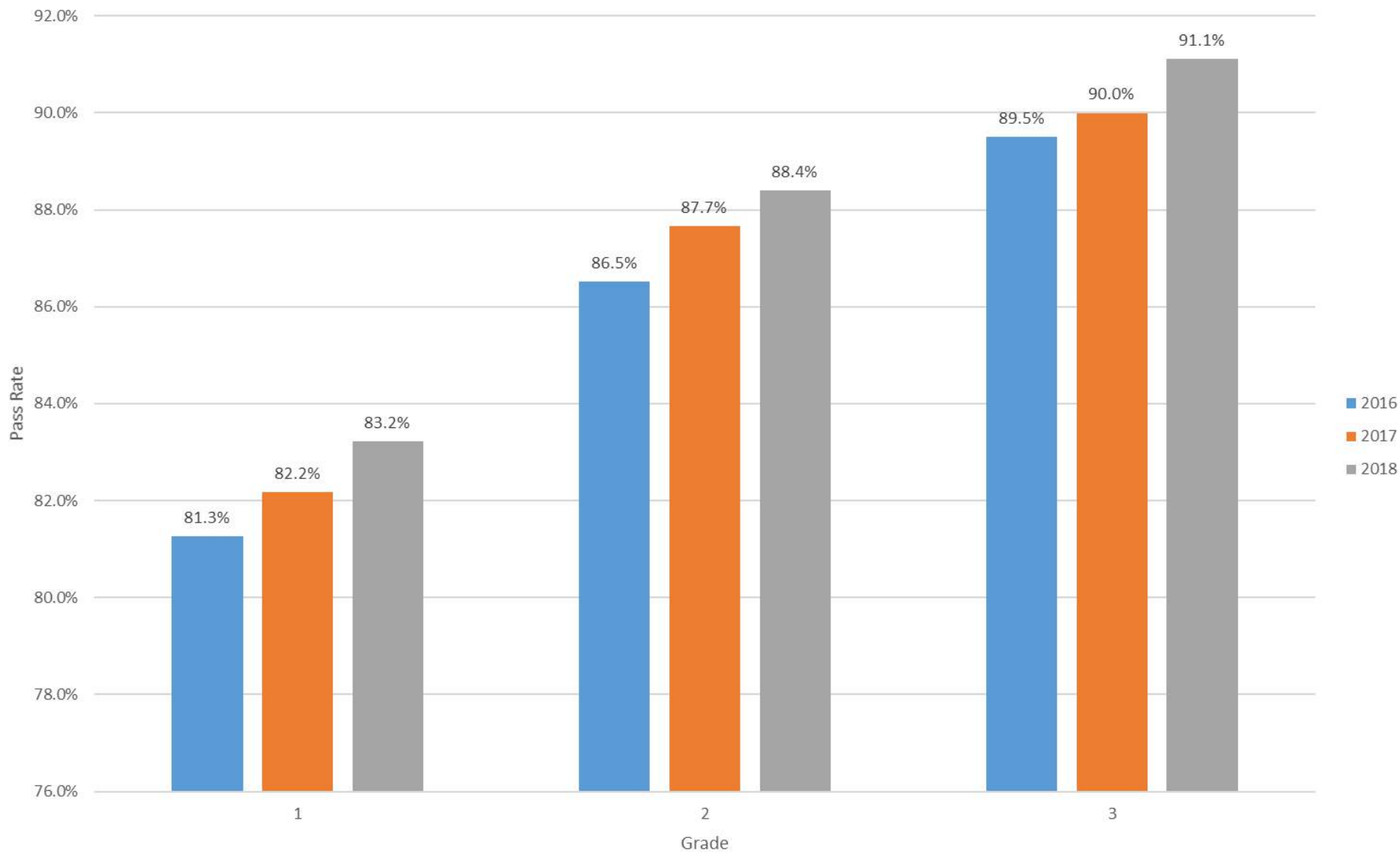


Social partners mobilised and rallied around the change agenda

- House of Traditional Leaders, Legislature, Government Departments, Municipalities, Universities, Faith-Based Organisations, Business, Organised Labour, the NGO Coalition and various community constituencies.
- *Appreciating that every child is an important national asset, this Basic Education Lekgotla commits the government and its social partners to take our children on an exciting and meaningful journey of learning – from which our children will emerge with the knowledge and skills necessary to better respond to the challenges of a changing world - Address by President Cyril Ramaphosa at the 2019 Basic Education Sector Lekgotla, 21 January 2019*

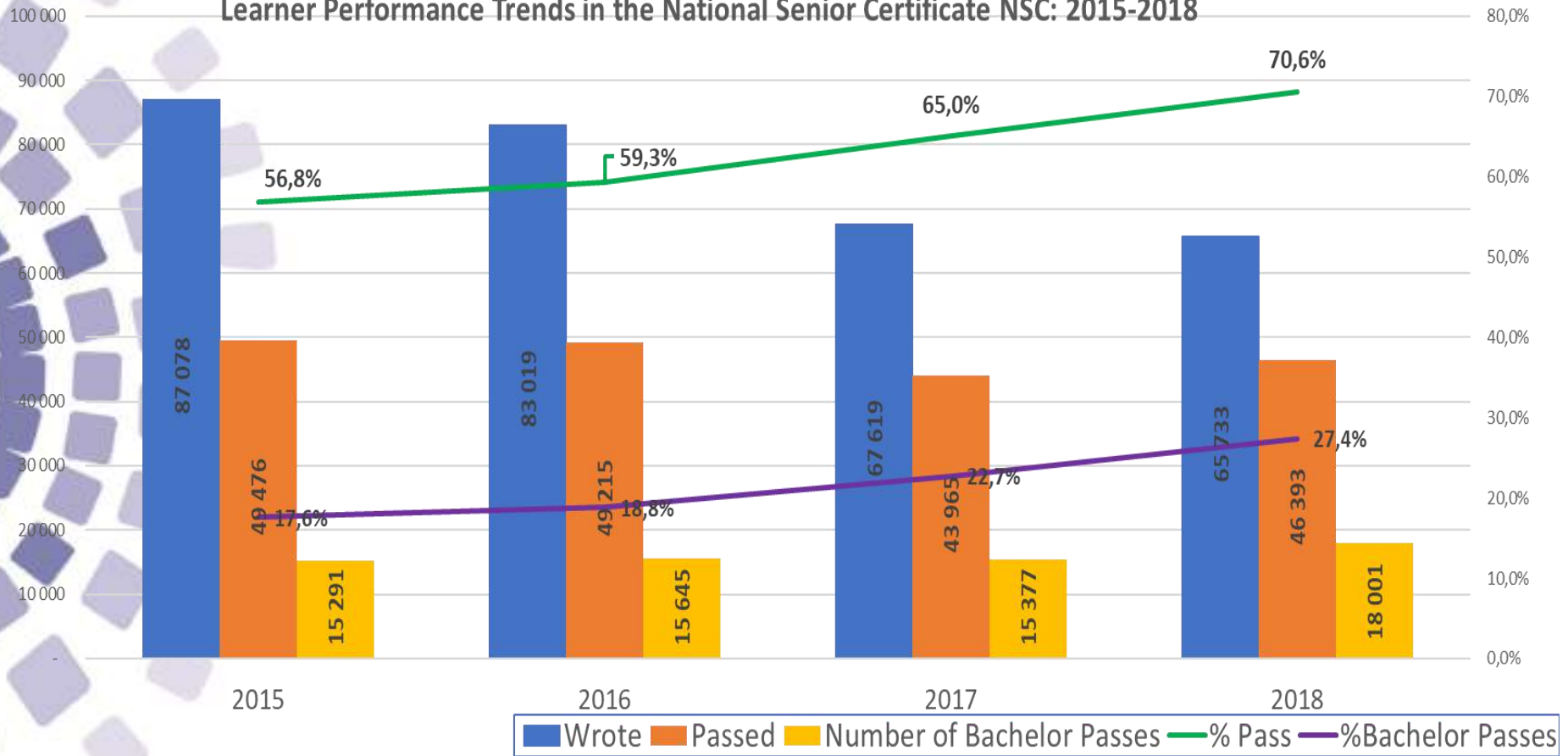


Overall Learner Pass Rate in the Foundation Phase: 2016 - 2018



Learner Performance in the NSC 2016 - 2018

Learner Performance Trends in the National Senior Certificate NSC: 2015-2018



Education Systems Transformation Plan 2019 to 2023

Focus Areas of the ESTP 2019-2023

Capacity Building

Drive High Performance Culture

Accelerate implementation of Service Delivery Model

Monitor & evaluate Learner Attainment Improvement Strategy implementation

Economic Drive

Implement 3-Streams Model with a focus on:

Agriculture

Oceans Economy

Travel & Tourism

4th Industrial Revolution

Encourage Innovation

Implement Productivity Enhancements

Upscale e-Learning

Integrate e-Administration

Inclusive Education & Social Cohesion

Promote a Paradigm of Inclusivity in all Schools

Equity

Resourcing

Implement SIAS

Capacity Building



Education Systems Transformation Plan 2019 to 2023

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

- The need to work together internally to enable the department to **function optimally**
- All learners require a **good foundation in reading, writing and calculating** for opportunities in school and after schooling
- Education needs to be **relevant and responsive to the provincial economy's** skill requirements
- The Fourth Industrial Revolution and the impact it will have on how the department operates and how we educate our learners to **prepare them to thrive in the future**
- The ongoing quest to ensure that **no learner is left behind in the province**



We have committed to these guiding principles to enable the culture shift



Capacity Building

Capacity Building

- Drive a high performance culture. This is an **ongoing process that requires constant introspection and reflection** to ensure that the Department remains focused on teaching and learning. The work in this area going forward will be anchored by the development of measurable operational **improvement metrics and build consensus** as we address challenges together.
- Management and leadership **training to enhance skills** that will enable all managers to be competent in performing their core duties.
- **Accelerate** implementation of the remaining aspects of the **new Service Delivery Model, including the School Rationalisation Programme.**
- **Strengthen the M&E** around the improved learning outcomes implementation to ensure that gains are sustained over time.
- **Improve districts' operations** in terms of infrastructure, staff capacity, planning, monitoring and evaluation, curriculum oversight and human resource management operations in order to bring about the desired change in schools.



The objectives of the 5 Focus Areas are:

Drive a high performance culture

- Ensure that the Department remains focused on teaching and learning

Management and leadership training

- Enhance management and leadership skills to enable all managers to be competent in performing their core duties

Accelerated implementation of SDM

- Finalise implementation of the Service Delivery Model

Strengthen M&E around the improved learning outcomes implementation

- Ensure that gains in learning outcomes are sustained over time

Improve districts' operations

- Improve districts' operations to bring about the desired change in schools



Economic Drive

Rationale: Linking education to the emerging skills requirements for provincial high growth sectors can assist in meeting provincial economic development, job creation and poverty alleviation goals



The following 6 high growth areas have been identified as priority in line with PDP

- Exploit industrial zone potential

Agriculture



- Focus on Heritage, Sports and Eco Tourism

Tourism



- Focus on Marine and Maritime studies

Oceans Economy



Proposed by Department

- Exploit industrial zone potential

Manufacturing



- Deepening industry ties to auto industry

Auto Sector



- Potential for EC to be Renewable Energy Hub

Renewable energy



Recommended by Commission

Recommendations:

- ❖ Map current focus offering relative to TVET colleges and the economic nodes in the province
- ❖ Infuse Entrepreneurship education across the various disciplines
- ❖ Three Stream Model roll out should prioritise high growth areas
- ❖ Focus on quality rather than quantity when expanding focus schools
- ❖ Renewable energy can be tied to MST schools

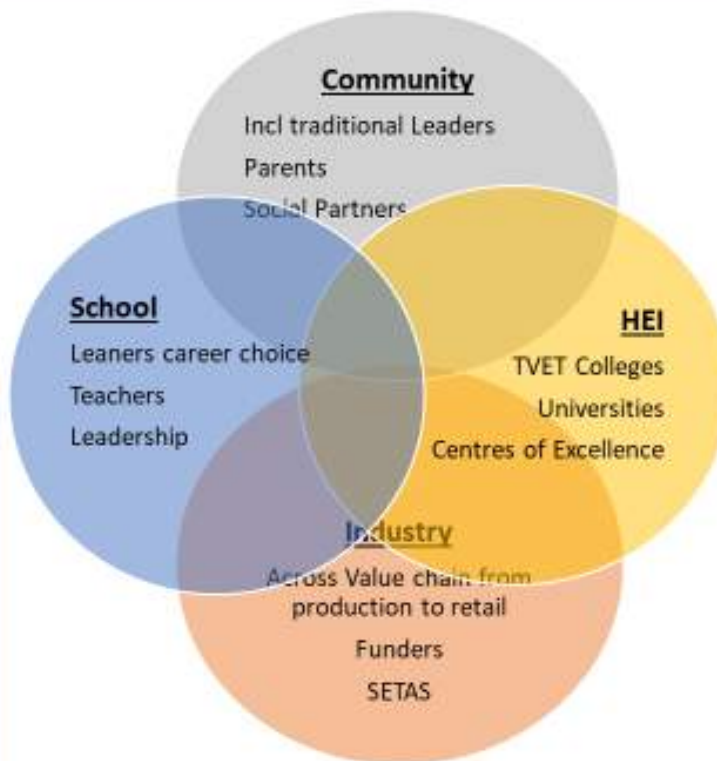
Partnerships are central in the Basic Education Change Agenda

A Well Structured Partnership Strategy will result in:

- Holistically trained learners with relevant sector exposure
- Mutually beneficial relationships across all dimensions
- Increased interest in sector specific subjects- higher enrolment numbers

- Awareness about career paths in the growth sectors
- Community ownership of schools

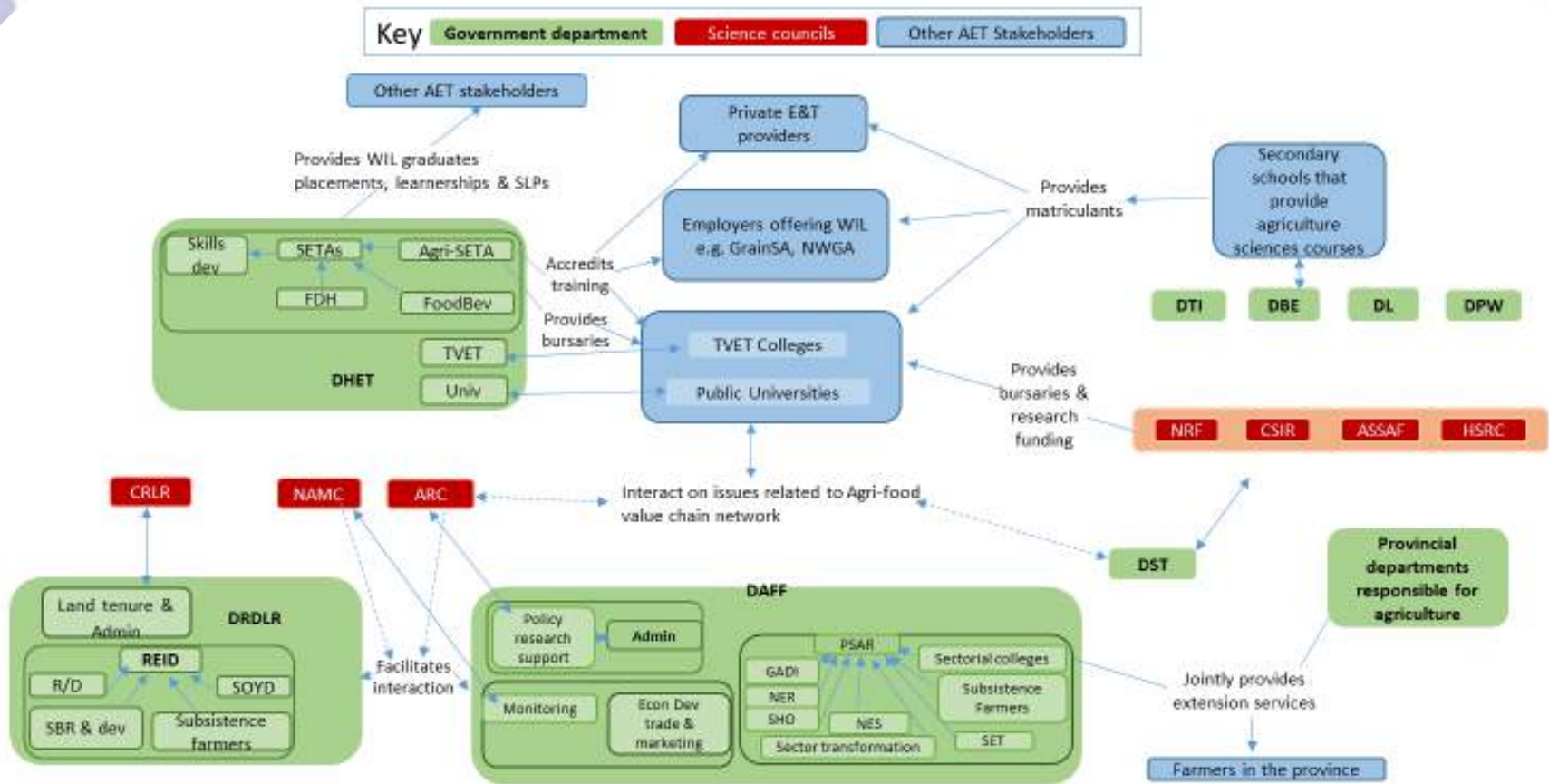
- Skills based curriculum
- Sharing best practices across specialised schools
- Industry related partnerships



- Higher education leveraged for research
- Curriculum alignment so learners enter well prepared for tertiary requirements

- Align skills developed to sector needs
- Offtake of Enterprise produce for school sustainability

Stakeholder Map: Agriculture



Potential key disrupters

Mother tongue Instruction

- Strengthen learners ability to retain more info
- Enable innate creativity (remove language barrier to innovation)

Leverage TVET college infrastructure

- Gr 10-12 have equivalent TVET NQF levels
- Stream learners where possible and focus on improving quality across the board..
- Save on building new schools

Include related extra curricular activity at lower levels

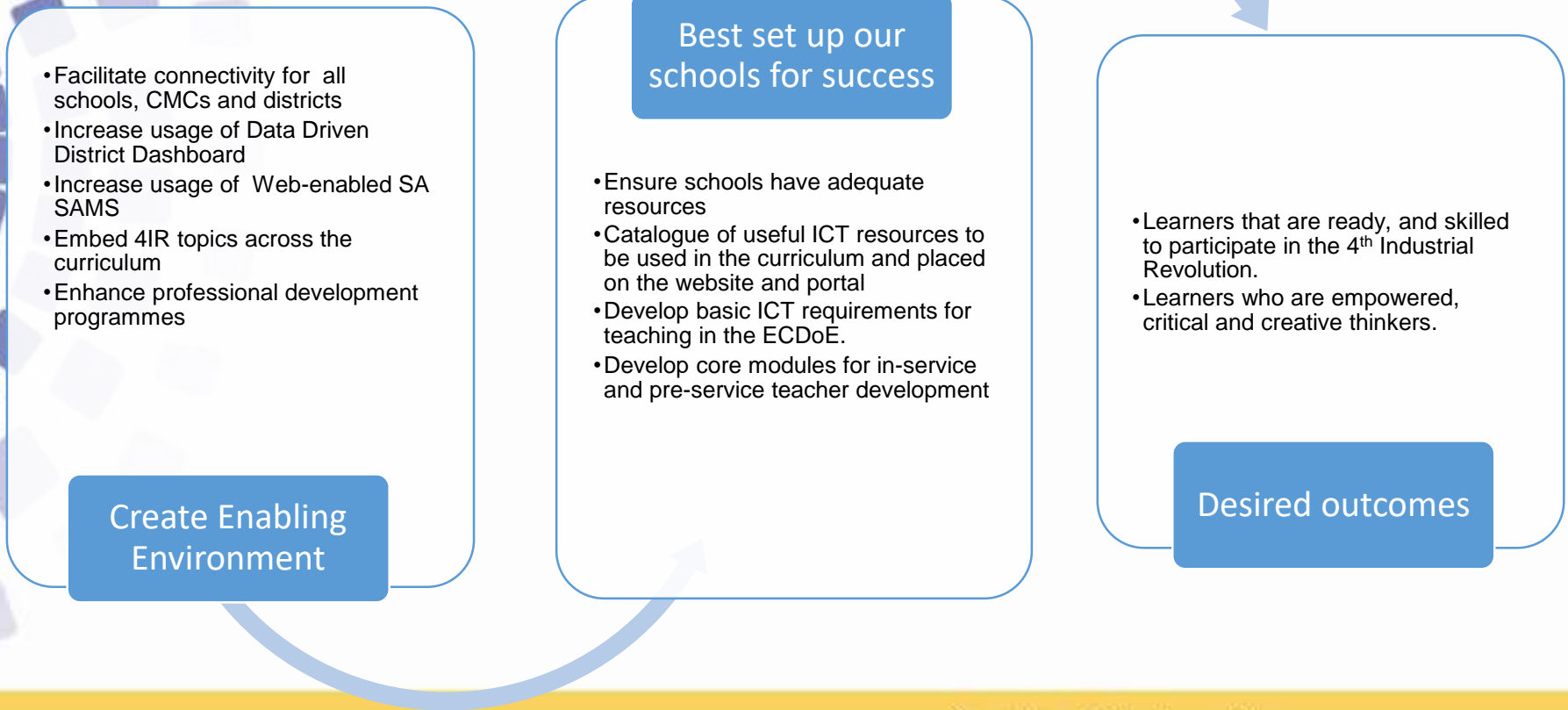
- Learners can gain foundational knowledge and skills to build on.
- Other than Maths & Science, other speciality subjects start in Gr 10

Build Stronger community ties to schools

- Leverage local community indigenous knowledge
- Stronger community ownership of schools
- Extend community development by involving community members in some skill activity where possible

Fourth Industrial Revolution

Rationale: 4IR will affect not only how the Department operates administratively, but will also require that we prepare learners for them to thrive in a rapidly changing future. Key is the enhancement of e-learning and e-administration in the ECDOE (Digital Transformation).



The following 6 high growth areas have been identified as priority

- Provide connectivity to all schools, CMCs and districts

ICT
Infrastructure
roll out

- Expand and embed 4IR topics across the curriculum

Professional
development
of teachers

- Focus on key skills required for success in the 21st century

e-Learning

- Ensure a conducive, cyber secure, enabling environment for technology uptake

Enabling
Environment

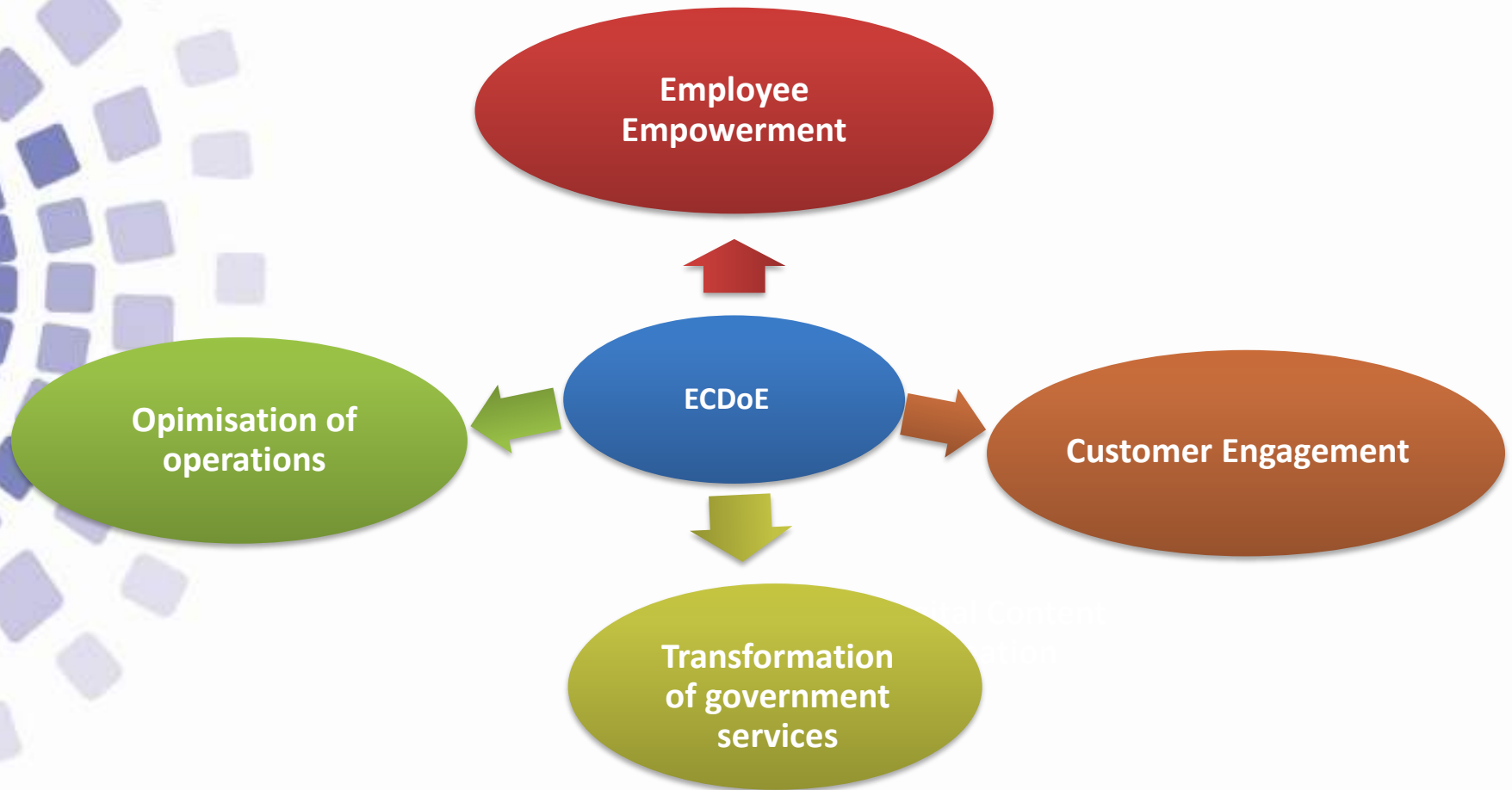
- Increase usage of DDD and SA-SAMS

Productivity
Enhancement

- Develop capacity for teachers and learners to manage change brought by 4IR

Change
Management

The key pillar for digital transformation



ESTP – Inclusive Education and Social Cohesion

- **Screening Identification Assessment Support Policy:** Implement an efficient system for early identification and intervention in addressing barriers to learning.
- **Curriculum Differentiation:** Teachers are to be empowered to teach and assess in a manner that takes into consideration the diversity of learner needs in the classroom. Capacity Building towards Competent Educators and Parents on supporting Inclusivity
- **South African Sign Language CAPS:** There is an urgent need to put programmes in place that will improve retention and completion rates of deaf learners.
- Sensitisation of Educators and Communities in all schools on the **principles of Inclusivity and advocacy with Stakeholders.**
- **Focus on an integrative system where special schools are not separated from mainstream schools**
- **Provision of infrastructure that adheres to the principles of Accessibility/ Universal Design**
- **Promote co-curricular activities, social cohesion programmes and safe school environments for holistic development of learners to enhance their learning experience and maximise their performance**



ESTP: INCLUSIVE EDUCATION AND SOCIAL COHESION OBJECTIVES

- **Objective 1: Improve stakeholder engagement to promote inclusivity and social cohesion**
- **Objective 2: Infrastructure - increase access through universal design**
- **Objective 3: Capacity building**
- **Objective 4: Advocacy and sensitisation on inclusivity**
- **Objective 5: Develop guidelines and regulations to support inclusive education**
- **Objective 6: Ensure an efficient operating and accountable inclusive education system**
- **Objective 7: Monitoring and evaluation of the inclusive education system**
- **Objective 8: Expansion of full service schools**
- **Objective 9: Departmental subsidies and transfers to special schools**
- **Objective 10: Human resource provisioning**
- **Objective 11: Assistive device provisioning**
- **Objective 12: Differentiated curriculums**
- **Objective 13: Organisational design**
- **Objective 14: Organisational realignment – Circuit Management Cent**



ESTP 2019-2023
TRANSFORMATIVE LEADERSHIP
 Ambition, Discipline, Hard Work.

CAPACITY BUILDING

1. Drive High Performance Culture
2. Accelerate the implementation of the Service Delivery Model
3. Monitor & Evaluate the implementation of Learner Attainment Strategy

ECONOMIC DRIVE

1. Implement 3 Streams Model
 - Agriculture
 - Oceans Economy
 - Traveling & Tourism
 - Manufacturing
 - Auto Sector
 - Renewable Energy

FOURTH INDUSTRIAL REVOLUTION

1. Encourage Innovation
2. Implement Productivity Enhancements
3. Upscale E-learning
4. Integrate E-administration

INCLUSIVE EDUCATION & SOCIAL COHESION

1. Promote a paradigm of Inclusivity in small schools
2. Equity
3. Resourcing
Implement screening
Identification
assessment &
Support (SIAS)
4. Capacity Building

Guiding Principles

Strong Communication
Performance Management

Accountability
Improved Audit Outcomes

Education System Transformation Plan 2016-2018





THE END

**ENKOSI
KE YA LEBOGA
THANK YOU
DANKIE**

