



Province of the
EASTERN CAPE
EDUCATION

**EASTERN CAPE DEPARTMENT
OF
EDUCATION**

**IMPLEMENTATION PLAN
FOR**

LEARNER ATTAINMENT IMPROVEMENT STRATEGY

2013 – 2015

‘A PLAN TO MAKE TEACHING AND LEARNING WORK’

THE LEARNER ATTAINMENT IMPROVEMENT IMPLEMENTATION PLAN 2013-2015

1. Introduction

This plan seeks to translate the pronouncements and strategic key result areas of the LAIS strategy 2013/15 into specific activities which can be implemented at the various levels of the administration of the Department of Education in the Eastern Cape.

The plan is driven by targets which are based on the amount of work which can be done at various intervals in the course of the academic year. The overall import of the strategy is that not all of the Key Result Areas can be accomplished in one year. Hence the targeted approach which covers a period of three years.

2. Objectives

The objectives of the implementation plan are:

- To rollout a programme of action for LAIS over a period of three years.
- To deal decisively with the factors that cause the Education system in the Eastern Cape to have poor learner outcomes.
- To delineate the roles and responsibilities of the various levels of Education Management from school to provincial level.
- To promote collaboration particularly at district level
- To profile the Multi-Disciplinary Team concept
- To promote the sustainability of the gains of LAIS by assisting the underperforming schools while motivating the good performers to soar to greater heights.

3. Educational Deliverables at the heart of the LAIS strategy and Implementation Plan

- Improve education leadership, management and administration from Head Office to schools.
- Improve resource allocation, provisioning, and utilization including accountability.
- Implement Back-to-Basics program to increase productivity and performance at work.
- Mobilize communities to support education delivery through Quality Learning and Teaching Campaign.
- Stabilize the education system in order to respond to the provincial imperatives.
- Improve achievement of learning outputs across the system

4. Scope of work

The quantity of work facing the LAIS implementers has been clearly defined in the LAIS strategy and further elucidated by the tables preceeding the plan in the following paragraphs.

It should be borne in mind that LAIS now covers the whole of the Basic Education System from Gr R – 12 and deals with GET and FET secondary schools in a similar manner. There is special focus at the Foundation Phase and Senior Phase which is the entry point or preparation for the FET Secondary Phase.

PROVINCE OF THE EASTERN CAPE: ANALYSIS OF GRADE 12 LEARNER PERFORMANCE												
CENTRE		ACADEMIC YEARS										
No	DISTRICT	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
1	Cofimvaba	45.4	58.3	45.4	59.3	61	56	35.3	36.2	56.7	69.3	72.5
2	Cradock	58.6	72	58.6	62.6	64.1	65.8	63	68	75.4	73.8	72.3
3	Maluti	44.8	53.6	45.5	57.3	65.2	61.3	47.5	51.8	69.4	71.8	71.9
4	Graaff Reinet	77.2	80	71.9	67.7	69	65.1	70.1	65.5	70.9	70.5	71.4
5	Port Elizabeth	74.7	81.9	75.8	70.9	67.6	62.7	68.6	65.3	64.2	67.8	71.1
6	Uitenhage	72	79.1	77.7	74.4	74.7	68.1	63	64.8	69.9	67.7	69.0
7	East London	57.4	66	58.7	59.5	65.3	59.9	60.5	60	66.9	63.7	68.9
8	Grahamstown	64.2	69.8	63	58.6	65	59.5	66.6	57.3	62.9	69.2	67.7
9	Mt. Fletcher	43.3	58.9	53.4	69.1	68.7	63	48.7	40.7	54.9	68.5	67.4
10	Mthatha	44.2	54.9	52.1	56.8	61.5	62.7	51.7	49.5	62.7	63.4	65.7
11	Lady Frere	45.4	54	46.9	57.8	60.9	48.5	46.3	49.5	60.5	67.2	63.0
12	Queenstown	55.2	58.7	57.7	63.7	62.6	63.1	58.2	53.5	58.9	57.1	62.0
13	Ngcobo	45.7	55.7	45.7	55.4	56.1	53.3	33.1	49.4	65.8	70	60.5
14	Lusikisiki	47	48.5	38.2	43.6	44.4	44.8	37.1	49.3	60.4	58.4	59.4
15	Libode	38.9	44.5	39.8	45.2	53.6	64.4	51.9	52.7	46.9	39.8	59.4
16	Mbizana	53.6	64.1	58	61.4	52.3	42.5	29.3	37.7	49.8	54.9	57.6
17	KWT	48.2	54.3	47.5	48.6	51.7	52.7	47.8	48.9	52.8	57.5	56.9
18	Sterkspruit	31.6	37.6	37.8	46.2	48.5	55	50.7	52	55.5	49.1	56.1
19	Butterworth	47.6	57.9	45.7	51.1	58.5	53.8	36.8	36.4	46.7	45.8	53.9
20	Dutywa	36.8	44.3	37.4	44.9	55.1	49.3	32.9	43.4	51.7	50.8	51.0
21	Mt Frere	44.7	55.8	47.1	50.8	49	53.4	39.5	45.8	52.8	47.2	49.6
22	Qumbu	30.7	44.8	48.7	55.8	73.4	66.3	37.9	35.5	56.9	59.4	49.1
23	Fort Beaufort	48.6	55.7	54.5	55.9	53.3	53	43.2	43	44	41.7	44.7

NUMBER OF UNDERPERFORMING SCHOOLS PER DISTRICT (LESS THAN 60%)

NO	DISTRICT	0-10%	10-20%	20-30%	30-40%	40-50%	50 - <60%	TOTAL
1	Butterworth	1	2	3	5	5	7	23
2	Cofimvaba			2	4	2	3	11
3	Cradock			1		1	5	7
4	Dutywa			4	8	8	4	24
5	East London		4	4	5	13	10	36
6	Fort Beaufort	3	4	3	11	7	7	35
7	Graaff Reinet				2	2	2	6
8	Grahamstown		1	2	2	2	1	8
9	KWT	1	9	9	16	21	19	75
10	Lady Frere		2	1	2	2	1	8
11	Libode	2	4	4	4	5	5	24
12	Lusikisiki	1	2		3	5	6	17
13	Maluti				1	2	5	8
14	Mbizana			2	3	4	7	16
15	Mt Fletcher		1	1	2	1	3	8
16	Mt Frere		2	4	1	7	2	16
17	Mthatha		2	3	6	8	6	25
18	Ngcobo			3	1	3	2	9
19	Port Elizabeth			3	9	8	5	25
20	Queenstown		2	4	9	4	6	25
21	Qumbu		1	6	2	3	5	17
22	Sterkspruit		1		11	4	3	19
23	Uitenhage		1	6	5	2	5	19
	TOTAL	8	35	63	111	117	118	461

THE PLAN FOR 2013-2015

PILLAR 1: LITERACY AND NUMERACY

PROBLEM STATEMENT: Foundational skills of Literacy and Numeracy of the Eastern Cape learners need to be strengthened in order to improve learner performance. The intention is to increase the percentage of learners obtaining acceptable achievement in literacy and numeracy.

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Reading and Writing Focus Time	Set aside reading time at the beginning of each day <ul style="list-style-type: none"> • Oral work • Shared reading and shared writing • Word and sentence level work • Reading for enjoyment 	GET Band	Daily	Establishing the systems and practices	Grade appropriate work and consolidation of practices	Stabilization of the system
Language development	Promote writing, listening and speaking	GET Band	Daily	Coaching and methods		
Literacy focusing on Mother Tongue Based Bilingual Education (MTBBE)	Facilitate provision of stream for languages in the offering of training colleges.	SLMMC		Consolidation of work in pilot districts e.g. Cofimvaba	Expansion to 5 other districts	Further 6 districts incorporated

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Numeracy	Develop learners' mental skills (Oral mental Maths and counting with the whole class)	GET Band	Daily			
Maths and Science Strategy	Establish bursary scheme to attract candidates to study Maths and Physical Science at University.		2014-2016/7	Refocus existing schemes on Maths and Science	Engage more recruits	Review the project
	Recruit teachers from neighbouring countries to address shortage of teachers in Maths & Physical Sciences.	HRM&D	1 st April 2013	Needy districts explore this option	Engage more recruits	Review the project
	Establish an Academy of Mathematics, Science and Technology for training and re-skilling of teachers	HOD	31 Jan 2013	Develop business plan Budget processes Preliminary processes	Employ staff Roll out programmes	Expansion
	Sustain partnership with Eagles Brothers project	CD: Curriculum	16 Jan 2013	10 districts below 60%	All underperforming schools	All underperforming schools.

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Deploy Fundza Lushaka/ AIMSEC/ BEd graduates to needy areas across the province.	HRD	Jan 2013	Employ graduates	Allocate new intake per district	Review the scheme
Improve professionalism, teaching skills, subject knowledge and computer literacy of teachers	Conduct audit of needs and re-skilling of under- and unqualified teachers	District Director	31 Jan 2013	ELI rollout of training programmes	Skills development programmes intensified	Full scale capacity development by both the academy and ELI
	Organize, develop and coordinate accredited skills programmes for the identified teachers	EPS HRD	31 Jan 2013			
ANA	Develop drill and practice exercises for assessment items for ANA	GET Curriculum	Jan 2013			
	Analyse ANA performance results, identify trends and develop action plan for the following year.	GET Curriculum	Nov/Dec 2012 for 2013			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Improve Early Child Development	Improve access of children to quality ECD below Gr1 <ul style="list-style-type: none"> • Universalize access • Improve quality 	ECD	Jan 2013			
Resourcing and utilization	Provide for new intake of teachers	HRM&D	1 st Jan every year			
	Provide resources – library box, alphabet and picture cards, vowel combination cards	IMD&G	15 th April	15 th April	Oct/Nov 2013	Oct/Nov 2014

PILLAR 2: GRADE 12 LEARNER SUPPORT

PROBLEM STATEMENT:

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Early start of the academic year	Develop a clear plan for the start of the academic year	Principal	Nov 2012 for 2013			
	Present year plan to parents, stakeholders and communities	Principal	Nov 2012 for 2013			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Ensure teaching and learning on first day of the academic year	Principal	16 Jan 2013			
	Provide learners with Learner Support Material (stationery and textbooks)	SMT	16 Jan 2013			
Setting of targets	Set targets for syllabus coverage	SMT Subject Advisors	14-15 Jan 2013			
	Set targets for assessments, learner performance and grade progression for March, June, September and November.	SMT Subject Advisors	14-15 Jan 2013			
Establishment of subject committees	Identify expert teachers to lead subject committees	Subject Advisors	31 Jan 2013			
	Facilitate sharing of common problems and exchange of best practices	Subject Advisors	Monthly			
	Set monthly common tests and common assessments for March and June	Subject Advisors	Monthly Quarterly			
	Monitor SBA and conduct centralised moderation of learner assessments for Grade 10-12	Subject Advisors	Quarterly			
Protection of teaching and learning time	Ensure teachers and learners are at school daily and in class for the duration of the period	SMT	Daily			
	Upscale teaching and learning by paying attention to Grade 10 and 11	Subject teachers	Daily			
	Have zero tolerance for teacher and learners absenteeism	Principal Circuit Manager.	Daily			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Evaluate attendance registers (teachers and learners) and implement leave management efficiently	Principal & Circuit Manager	Weekly			
	Monitor syllabus coverage as per pace setters	SMT	Fortnightly			
	Determine need and scope for extra-tuition classes (Morning, Afternoon, Weekend classes; Winter and Spring schools)	SMT	Fortnightly			
Human Resource Provisioning	Recruit and provide teachers for all subjects in Gr12	HRA&P	Jan every year			
	Profile existing vacancies and advertise posts	Principal HRA	Quarterly			
	Identify and place additional teachers in needy areas	Principal Circuit Manager	08 Feb 2013			
Monitoring, support and evaluation	Set up dates and hold district monthly and cluster quarterly accountability meetings	District Director CCD DDG: IOM	Monthly Quarterly			
	Set District Based Multi-disciplinary Support Teams (DBSTs)	District Director	Jan 2013			
	Conduct on-site school support	DBSTs	Weekly			
	Provide Provincial intervention and support	Provincial Intervention Teams	Quarterly			

PILLAR 3: DEALING WITH GET AND FET UNDERPERFORMING SCHOOLS

PROBLEM STATEMENT: The achievement of learners in the Eastern Cape (Grades R – 12) continues to remain below the acceptable national targets as set out in the Action Plan 2014 as well as the Minister Delivery Agreement. This is evidenced in every national or international results released at regular intervals. The recently released 2012 Annual National Assessments (ANA) results have not been an exception to the poor performance synonymous with the education system in the Province. The Grade 12 National Senior Certificate (NSC) results since 2008- 2011 have never exceeded the 60% mark. In 2012, the NSC pass rate of 58.1% was the lowest in the country. In order to achieve the provincial and national targets set for 2012/13, foundational skills in Literacy and Numeracy for Grades R – 9 and the quality (number of Bachelor’s Passes) and quantity (% pass rate) of Grade 12 learners receiving a National Senior Certificate (NSC) needs to be promoted through targeted intervention strategies focusing specifically to all the underperforming schools throughout the system through sustainable and coherent implementation, monitoring, reporting and providing feedback on the effectiveness of the strategies being implemented.

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Identification of underperforming schools (SASA s58B)	Identify and categorise underperforming schools by performance in GET and FET Band e.g. serial underperformers 0-20%, etc.	HOD	31 Jan 2013			
	Issue letters of underperformance to school principals	HOD	31 Jan 2013			
	Analyse results in all subjects and identify critical subjects	SMTs Circuit Managers	16 Jan 2013			
	Develop Academic Improvement Performance Plans (APIP)	SMTs Circuit Managers.	25 Jan 2013			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Set goals and objectives that find expression in School Development Plans (SDPs); School Improvement Plan (SIPs) and in Academic Performance Improvement Plans (APIPs)	Principal	31 Jan 2013			
	Hold schools accountable to their APIPs and cause them to account on that basis	Circuit Managers	Monthly			
	Hold Circuit Managers accountable for the operationalisation of the APIPs	CES: IDS&G	Monthly			
Adoption and mentoring of underperforming schools	Adopt underperforming and first time Matric schools by members of the Senior Management Teams.	HOD	31 Jan 2013			
	Adoption of school principals of underperforming schools by members of the Senior and Middle Management teams as mentors	DDG-TLS & IOM	31 Jan 2013			
	Ensure submission of School Improvement Plans (SIPs) by all school principals to Circuit Managers	School Principals Circuit Managers Mentors	31 Jan 2013			
	Twinning arrangement between performing and underperforming schools.	District Director	31 Jan 2013			
	Visit to the adopted schools by mentors	Mentors	Monthly			
	Quarterly meetings of mentors with districts to discuss findings, concerns, strategies to deal with problems experienced in these schools.	DDG-TLS	Quarterly			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Resource provisioning and teacher support	Provide teachers with question papers and memoranda for all subjects	Subject Specialists	Feb 2013			
	Provide all schools with work schedules for Grade R-12 to monitor syllabus coverage.	CEs Curriculum	16 Jan 2013			
	Ensure availability and access to NCS policy documents for GET and FET subjects, mediate these documents to ensure that they are understood and implemented.	CES Curriculum	31 Jan 2013			
	Appoint examiners and moderators for the setting of common tests in Grades 9, 10 and 11.	CES Curriculum	Feb 2013			
	Sample GET schools for SBA moderation by district and provincial GET section.	Director Curriculum GET	Quarterly			
	Monitor learner's written work (class and homework)	SMT	Weekly			
	Provide text book stationery for each learner	SMT	16 Jan 2013			
	Deal with management and governance issues	Outline legal processes to be followed by S58(b) schools	Circuit Manager	Jan 2013		
Strengthening SDTs and DSGs for IQMS implementation		Principal	Feb 2013			
Mobilization of local stakeholders for the establishment of QLTCs which are sub-committees of SGBs to support schools.		Principal	Jan 2013			
Strengthen school visits for monitoring and support.		HOD	31 Jan 2013			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Protecting teaching and quality contact time	Adhere to TTT concept (Teacher, Time, Textbooks)	HOD				
	Pay school visits to monitor timetables for correct time allocation per subject.	Subject Advisors	16 Jan 2013			
	Monitor class attendance by all subject teachers and learners through use of period registers.	SMTs	Daily			
	Implement and monitor learner attendance policy	SMTs	Daily			
	Extra classes for syllabus completion.	SMTs Circuit Managers	Morning Afternoon Weekends			
	Vacation incubation classes and camps for closing content gaps and revision	SMTs Circuit Managers	Winter (June) Spring			
	Fortnightly reporting on syllabus coverage and attendance	SMT Circuit Managers Subject Advisors	Fortnightly			
	Submit fortnightly reconciliation on leave management	Principals Circuit Managers	Fortnightly			

PILLAR 4: SCHOOL FUNCTIONALITY

PROBLEM STATEMENT: Noting that there has been insufficient, credible measurement of the quality of teaching and learning below Grade 12 resulting in a situation where learner outcomes are dismally beyond expected levels and the majority of schools being declared as dysfunctional. Acknowledging the need to ensure that there is:

- A total rebirth of schools from within;
- Schools redefining their agenda, forging new identities and acquiring a new sense of being whole and wholesome and being centres of excellence.

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
Configuration of schools	Finalize the provincial policy on rationalization and give support to MEC road shows on advocacy and stakeholder meetings	IMD&G MEC's office	June 2012 – 2014	Consultations continue Preparations for implementation Quick wins implemented	Phase-in implementation	Implementation continues
	Implement mergers and closures of small farm schools and small rural schools	IMD&G MEC's office				
	Draft a realignment & rationalisation action plan : an audit of affected schools, curriculum refocus or streamlining which may lead to merger of schools	IMD&G MEC's office	June 2012 – 2014			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Plan, allocate resources for realignment	IMD&G; MEC's office				
	Develop central schools with hostels in each district to save on scholar transport	CD: ESSS	June 2012 – 2014			
	Ensure that the schools configuration of new and existing schools complies with national norms for school alignment	IMD&G MEC's office				
	Implement the project of rationalization and realignment of schools	IMD&G MEC's office	June 2012 – 2014			
	Move Grades 8&9 admissions to FET schools	HOD	Sept. 2013			
	Convert and utilize buildings that have been closed as resource centers and circuit offices	Circuit Managers CES: IDS&G	January 2014			
Use of Whole School Development (WSD) to improve school planning	Revive vision crafting Planning in order to have a total improvement of all aspects (whole school) of the institution bearing in mind the 9 key areas of WSD	Principals (GET & FET)	31/01/2013			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Set goals and objectives that find expression in School Development Plans (SDPs); School Improvement Plan (SIPs) and in Academic Performance Improvement Plans (APIPs)	Principals (GET & FET)	31/01/2013			
	Hold schools accountable to their SDPs and cause them to account on that basis	Circuit Managers	Monthly			
	Hold Circuit Managers accountable for the operationalisation of the SDPs	CES: IDS&G	Monthly			
	Implement Admission Policy within set time frames and comply with law	Principals	By Oct.2013			
Curriculum Implementation	Monitor compliance with CAPS, NCS implementation and other time protection strategies.	Subject Advisors, Circuit Managers, Multi-Disciplinary Teams and other District Intervention Teams (DBSTs).	Fortnightly			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Conduct School-Based Assessment for close monitoring of the Grade 12 support project followed by monthly impact assessment accountability meetings	School Management Team (SMT) District Based Multi-disciplinary Support Teams (DBST's)	Monthly			
	Conduct Cluster/ District based Moderation	Subject Advisors Subject Committees	Quarterly			
	Sample and conduct exams' central marking for Grades 3,6 & 9	Subject Advisors Subject Committees	Quarterly			
Strengthen Management and Leadership in school	Evaluate all school principals in terms of IQMS to ensure a thorough skills audit that will reveal their training needs	Circuit Manager	Dec. 2012 for 2013			
	Determine training priorities & procure appropriate empowerment programmes for school managers.	Principals Circuit Manager HRA&P	Dec. 2012 for 2013			
	Identify school principals (GET and FET) that need to be put under a mentorship programme	Circuit Manager	31 /01/2013			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	Identify mentors guided by the relevant directorate	Chief Directorate IMD&G	15/02/2013			
	Monitor attendance at school & in class by teachers and learners	SMT	Weekly			
Strengthen Governance in the school	Empower SGBs in understanding their roles and responsibilities within the school	Circuit Manager CES: IDS&G	15/04/2013			
	Strengthen financial management of SGBs	Circuit Manager & Deputy Director: Finance	30/06/2013			
The Push & Hold Technique						
Categorising of Schools	Categorise schools according to their performance into: <ul style="list-style-type: none"> • Stable schools (obtaining 100% in 3 yrs) • Moving schools (obtaining 80% -<100%) • Strolling schools (obtaining 60-79% over 3yrs) • New Arrivals (graduated from underperformance but have gone back within 	Circuit Managers CES: IDS&G CES: Curriculum	14- 15/01/13			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	the 3 yr term- unreliable to sustain performance					
	Develop Intervention strategies for each group of schools commensurate with their level of performance	Circuit Manager CES: IDS&G CES: Curriculum	31/01/2013			
	Categorise GET schools according to ANA results as well as the performance of the schools they feed	Circuit Manager CES: IDS&G CES: Curriculum	31/01/2013			
	Use the trends from the analysis of ANA results for remediation	Circuit Manager CES: IDS&G CES: Curriculum	31/01/2013			
Identification of schools at risk	Identify schools with high enrolment (90 and above) in Grade 12 & give extra support	Principal Circuit Manager	31/01/2013			
	Identify schools with no teachers for critical subjects: Mathematics, Physical Sciences, Accounting and arrange roving tutors & or twinning	Principal Circuit Manager	18/01/2013			
	Profile subject teachers for the underperforming subjects and identify areas	SMT	25/02/2013			

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	of development					
	Engage expert teachers and Subject Advisors as roving teachers to address vacancies & content gap	Subject Advisors Subject Associations	Weekly			
	Identify schools with high rate of teacher absenteeism & enforce leave measures	Principal Circuit Manager	Weekly			
	Identify schools with high rate of learner absenteeism & involve parents in curbing absenteeism especially in Grade 12	SMT	Weekly			
	Identify schools that have 2 subjects taught by the same teacher in Grade 12; that have many streams and that have a full complement of staff but still have subjects that are not taught & support	Principal Circuit Manager Subject Advisors				
	Identify moving & safe schools (80-100% performers) that have dropped their performance the previous year; check	Circuit Manager CES: IDS&G CES: Curriculum				

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	underperforming subjects within & implement intervention programmes for underperformance					

PILLAR 5: MAKING SPECIAL SCHOOLS FUNCTIONAL

PROBLEM STATEMENT: The Department is faced with a challenge of providing education for all children including those with disabilities in compliance with legislation of the country: **the Constitution of South Africa, South African School's Act (SASA), and Education White Paper 6 on Inclusive Education (EWP6).**

- This legislative mandate is designed to provide access to education and training system for those children who are experiencing barriers to learning.

BACKGROUND:

- All learners must access the curriculum- NCS.
- Learners with special education needs (LSEN) in the province come as visually impaired, aurally impaired, physically challenged and intellectually impaired.
- The reality is that not all learners in these schools are able to access the curriculum.
- All learners in the province are required to meet certain standards as set by the curriculum.

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	<ul style="list-style-type: none"> • Improve the functionality of Special Schools and learner performance and school functionality. 					

Focus area	Activities	Responsibility	Timeframe	Targets		
				2013	2014	2015
	<ul style="list-style-type: none"> Improve educator skills and compliance with policy that should be followed for all schools including special schools 					
	<ul style="list-style-type: none"> provide education for all children including those with disabilities in compliance with the Constitution, SASA and White Paper 					
	<ul style="list-style-type: none"> Take part in provincial and national assessment tasks 					
	<ul style="list-style-type: none"> Analyse the learner performance Submit School Improvement Plans 					
	<ul style="list-style-type: none"> Human Resources <ul style="list-style-type: none"> train educators and district officials in SIAS Orientate educators and learner support coordinators in Caps. Use IQMS effectively. Initiate new intake to special schools 					

