

SERVICE CHARTER FOR THE DEPARTMENT OF EDUCATION EASTERN CAPE PROVINCE

In developing this Service Charter the guidelines as set out by the DPSA and the Batho Pele Handbook were followed.

Who are we?

We are the Eastern Cape Department of Education

Where are we found?

Postal Address

The Eastern Cape Department of Education
Private Bag X0032
Bhisho, Eastern Cape, RSA, 5605

Physical Address

Steve Vukile Tshwete Education Complex
Zone 6, Zwelitsha
Province of the Eastern Cape, RSA

Contact details for the Accounting Officer and the member of the Executive Council

Accounting Officer

Ms SN NETSHILAPHALA

Phone Number: 040 6084205

Member of the Executive Council

Mr M Makupula

Phone number: 040 608 4203

Vision

To provide learners with opportunities to become productive and responsible citizens through quality basic education

Mission

To achieve the vision we will:

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

Strategic Goals

Strategic Goal 1: Equitable access to education and resources

Strategic Goal 2: Quality of teaching and learning improved at all educational institutions

Strategic Goal 3: School functionality for improved learner achievement at all levels

Strategic Goal 4: Organizational capacity enhanced through human resource development and talent management.

Strategic Goal 5: Social cohesion promoted through cooperation with all stakeholders in Education

Strategic Goal 6: Efficient administration through good corporate governance and management

Values

The Vision and Mission are supported by values, based on the Constitution of the Republic of South Africa (Act 108 Of 1996) and the *Batho Pele* principles.

- Serve with **Empathy** and endeavour at all times to treat learners, colleagues and all other stakeholders with **Dignity** courtesy.
- Ensure in the spirit of teamwork, to continuously strive for **Unity** as we demonstrate focus and passion for all.

We also undertake to

- inspire **Confidence** in government service and
- fulfill the fundamental principles of **Access** and equity as enshrined in the Constitution of the Republic
- while **Trust** and honesty are the essence of being called upon to display a high level of **Integrity** and accountability in our daily operations,
- instilling all around us a culture of **Ownership** and humility as we make our contribution to moulding the future leaders of our beloved **Nation**

The letters of the acronym “**EDUCATION**” are employed as the first letters of the eight (8) values: *Empathy, Dignity, Unity, Confidence, Access, Trust, Integrity, Ownership and Nation.*

District Directors

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King William's Town District

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Libode District

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Maluti District

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Mbizana District

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Mount Frere District

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Mthatha District

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Ngcobo District

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Sterkspruit District**Acting Director:** Mr N Magadu**Tel:** 051 611 0853**Fax:** 051 611 0364**Email:** nceba.magadu@edu.ecprov.gov.za**Physical Address:** Former Bensonvale College, Main Street Sterkspruit**Uitenhage District****Acting Director:** Mr E Gorgonzola**Tel:** 041 995 4001/2**Fax:** 041 995 4018**Email:** Magda.coertze@edu.ecprov.gov.za**Physical Address:**

87 Cannon Street, Uitenhage

Outcomes for Education as set out in the Medium Term Strategic Framework (MTSF) 2014 to 2019**The following are Basic Education Medium Term Strategic Framework sub-outcomes/outputs for the period 2014 to 2019:**

- Output 1:** Improved quality of teaching and learning through development, supply and effective utilization of teachers;
- Output 2:** Improved quality of teaching and learning through provision of adequate, quality infrastructure and Learning and Teaching Support Materials (LTSM)
- Output 3:** Improving assessment for learning to ensure quality and efficiency in academic achievement;
- Output 4:** Extended access to Early Childhood Development and improvement of the quality of Grade R, with support for pre-Grade R provision;
- Output 5:** Strengthening accountability and improving management at the school, community and district level; and
- Output 6:** Partnerships for education reform and improved quality.

In October 2008 there was a national launch of the *Quality Teaching and Learning Campaign* (QLTC) to focus commitment on improving the service delivery challenge of quality basic education.

National Government's apex or number one policy outcome is: *Quality Basic Education*, to be achieved by 2030. This outcome coincides with the National Development Plan's (NDP) Education Vision 2030 and that of the Basic Education Sector Plan, *Schooling 2030*.

These plans, together with the current MTSF, espouse specific sub-outcomes, outputs and activities for the improvement of the quality of basic education from Grade R to 12.

Quality basic education is defined as follows:

- Educators and learners in class on time, teaching and learning 7 hours each day;
- Measurable improvement in literacy and numeracy of Grade 3, 6 and 9, based on the results of annually conducted tests;
- Higher-quality educators, demonstrated by tests of content knowledge, curriculum coverage and enhanced pedagogy; and
- Empowered principals who effectively and efficiently manage their schools and ensure an enabling environment for school functionality and the delivery of quality teaching and learning.

The Education Department's pledge is to:

- Serve with **empathy** and endeavour at all times to treat learners, colleagues and all other stakeholders with **dignity** and courtesy
- ensure in the spirit of teamwork, to continuously strive for **unity** as we demonstrate focus, and passion for all
- inspire **confidence** in government service and
- fulfill the fundamental principles of **access** and equity as enshrined in the constitution of the republic
- while **trust** and honesty are the essence of being called upon to display a high level of **integrity** and accountability in our daily operations,
- instilling all around us a culture of **ownership** and humility as we make our contribution in moulding the future leaders of our beloved **nation**

The Department's Services and Products

The Eastern Cape Department of Education delivers services at three locations or levels:

Provincial Office – Services Offered

The following services are offered at the Provincial Office in Zwelitsha, King William's Town:

- Corporate Services
- Policy development and implementation (Some policies are generated nationally and the Provincial office's function is to orientate, implement and monitor the implementation of these policies)
- Develop, coordinate and monitor key planning and reporting functions of the Department
- Systemic Monitoring and Evaluation

District Office

Schools/Institutions served by District Offices

There are 5 959 institutions. This is made up of 293 ABET Centres, 1 630 Combined schools (i.e. 91 Independent Schools and 1 593 Public ordinary schools), 43 LSEN Schools, 3 120 Primary Schools (of which 70 are Independent and 3 050 are Public ordinary schools), 873 Secondary Schools and 31 Independent schools

Schools

Schools are frontline sites of service delivery and are tasked to implement quality teaching and learning.

District Service Units

- Curriculum Management
- Institutional Development and Governance support to schools
- Inclusive Education
- Assessment and Examinations Support
- HR support for schools
- Labour Relations support

Community members who wish to access information about Public Schools can visit the local district office for information.

Circuit Office

At this point in time circuit offices in most districts do not exist as offices with separate physical addresses but are located in District Offices

Each circuit has a Circuit Manager (also known as an Education Development Officer) who is responsible for the overall management and support for the schools in his or her circuit. This can range between 25 – 30 schools per circuit

Realignment of District Offices:

The realignment of district boundaries to municipal boundaries is in process. The number of districts will be reduced from 23 to 12 as follows.

12 New Districts	Current 23 Education Districts	Office Location
Alfred Nzo East District	Mbizana	Mbizana
Alfred Nzo West District	Maluti, Mt Frere	Mount Ayliff (Interim: Mount Frere)
Amathole East District	Butterworth, Dutywa	Butterworth
Amathole West District	King William's Town (part of), Fort Beaufort	Fort Beaufort
Chris Hani East District	Ngcobo, Cofimvaba	Ngcobo
Chris Hani West District	Cradock, Queenstown, Lady Frere	Queenstown
Buffalo City Metro District	East London, King William's Town (part of)	East London

12 New Districts	Current 23 Education Districts	Office Location
Joe Gqabi District	Sterkspruit, Mount Fletcher	Barkly East (Interim: Sterkspruit)
OR Tambo Coastal District	Lusikisiki, Libode	Port St Johns (Interim: Lusikisiki)
OR Tambo Inland District	Mthatha, Qumbu	Mthatha
Nelson Mandela Bay Metro District	Port Elizabeth, Uitenhage (part of)	Port Elizabeth
Sarah Baartman	Uitenhage (part of), Graaff-Reinet, Grahamstown	Uitenhage

Cost of services for 2016/17 financial year

Functions/Services	Budget R'000
Administration	2 607 597
Public Ordinary School Education	24 862 261
Independent School Subsidies	120 000
Public Special School Education	690 280
Early Childhood Development	630 961
Infrastructure Development	1 714 493
Examinations & Education Related Services	377 053
Total	31 002 644

The Department's expenditure increased from R24.170 billion in 2011/12 to R31.002 billion in 2016/17

Commitment to the *Batho Pele* Principles

"In delivering on the department's key service which is to provide quality teaching and learning the Education Department commits itself to undertake and honour the *Batho Pele* principles. The *Batho Pele* principles will be incorporated and embedded in the Departments key strategic documents at planning, implementation, monitoring, evaluation and reporting levels. This should then cascade down to budget plans, procurement plans, Performance Agreements and work plans at Provincial and District level and then down to school level through the Integrated Quality Management System (IQMS) which is a system to measure educator performance"

Customer Care Complaints procedure and management system

Consult with Customer Care Unit on detail and accuracy of information

How will we deal with queries and complaints?

Customer Care

Tel: 080 1212 570 (Toll free number)
040 608 4027

E-mail: viwe.mkona@gmail.com

Customer Care Hotline Number: 080 1212 570.

Operating Hours Monday – Thursday 8:00 am - 16:30pm. Friday. 8:00am – 16:00

<http://www.ecdoe.gov.za/contact-us>

When you write to us we shall.....

- Acknowledge your letter or e-mail within 7 days of receiving it
- Provide you with the name of the person handling your query
- Tell you when you can expect a full response
- Provide you with telephonic and e-mail contact details, for example, "You can call or e-mail Customer Care on the hotline listed above) or at e-mail address between 8am – 16:30pm from Monday to Thursday and 8 am – 16:00 on Fridays. You can speak to or contact Viwe Mkona (Manager Customer Care) or Kaya Nakani (Public Liasson Officer) in the Customer Care unit.

If you have a complaint

- Tell us
- We shall apologise and try to put things right immediately
- If you are not happy with our response you can contact Customer Care

Your rights (In line with the Know your service rights campaign)

You are entitled to the following service rights in terms of the *Batho Pele* principles

- Courteous behaviour at all times
- Full information
- Prompt and Efficient Service
- Redress and an apology for lapses in our service Value for money – The back to basics campaign in the Education requires all staff to adhere to HR and Labour relations practices to in order to maximize working days to focus on improving work performance so as to adhere to the Batho Pele Principle of value for money

Your obligations as customers

Courtesy, telephone etiquette, prompt and quality service by service providers prior to payment, giving timeous, detailed, accurate information is important in order to receiving timeous and quality responses. *Batho Pele* means putting people first. This is obligatory for all Public Servants who are providing the service to citizens or members of the public but also for citizens or members of the public who make contact with the Departmental officials for a service.

Key Service Standards

There are three sets of Service Standards:

- Generic Service Standards which apply to all Public Service Departments
- Provincial Office Service Standards
- District Service Standards

The Department will adhere to the following generic standards:

- Telephones shall be answered within 5 rings in a friendly and professional manner.
- Employees shall introduce themselves when answering phones at all times.
- Where an employee is not knowledgeable about a subject, s/he shall refer the matter to the person or unit with the appropriate knowledge immediately.
- Any person who receives a message shall ensure that it is written down and passed onto the relevant person/unit within a day and the message shall be responded to within two working days.
- Correspondence, including letters of complaint, shall be acknowledged within 3 working days of receipt, including details of who is dealing with the matter, approximate time- frame for resolving the matter and contact details.
- Electronic mail shall be responded to within 2 working days of receipt.
- Correspondence shall be responded to in writing within 10 working days in simple appropriate language.
- Correspondence for referral shall be sent to the relevant working unit within 3 working days and that unit shall respond within 10 working days.
- Where a client has lodged a complaint, progress relating to the full investigation shall be communicated within 10 working days.
- Letters of demand received from litigants shall be acknowledged within 7 days of receipt.
- Applications for vacancies shall be acknowledged within 5 working days of receipt.
- All short-listed candidates shall be notified within 2 days after short listing and at least three days before the interview.
- All unsuccessful candidates shall be advised in writing within a maximum of 15 days after the interview.
- Invitations to meetings shall be issued 7 days before the meeting.
- Agendas for the meetings shall be issued 7 days before the meeting.
- Where a scheduled meeting with clients cannot be attended by another employee, a written apology shall be submitted 2 days before the meeting unless alternative arrangements can be made.
- Minutes of the meeting shall be circulated 3 days after the meetings and filed appropriately.

- All visitors shall be seated in a comfortable area and attended to within 10 minutes of their arrival. In cases where it is not possible to attend within this time visitors they shall be informed promptly with an indication as to when it will happen.
- Suppliers/creditors shall be paid within 30 days of receipt of invoices.
- Properly completed supplier registration forms received shall be captured within 5 working days and a supplier number issued within 10 working days.
- All compliant tenders received shall be evaluated within 30 working days of the closing date of the tender and the contract awarded to the preferred bidder within 30 days of evaluation.
- Documentation relating to employees who retire from service will be processed and submitted to pension administration within 30 days after submission of completed documents.
- Employees who retire shall receive their leave gratuity within the first 30 days of retirement. In cases where it is not possible such person shall be informed promptly with an indication as to when it will happen.

SERVICE STANDARDS – PROVINCIAL OFFICE

These service standards are in support of striving towards the achievement of *quality of basic education*. They are aligned to the Ministerial Delivery Agreement, *Schooling 2030, the Action Plan to 2019 towards realising Schooling 2030* and the Department's Annual Performance Plan for 2016/17

Service Standards – Service Charter:

Service Standard one

During 2016/17 5, 534 schools will be trained and enabled to use the SASAMS (South African Schools Administration and Management System) to provide data to the national learner tracking system

Service Standard two

All public schools to be visited at least once per quarter by Education Development Officers to monitor, support and guide schools towards strengthening school functionality

Service Standard three

In 2016/17 1, 752, 060 learners will have access to one balanced, nutritious meal per school day through the National School Nutrition Programme.

Service Standard four

During 2016/17 1, 599, 047 learners will benefit from the 'no-fee school policy'.

Service Standard five

26 Full service schools will serve learners with barriers to learning in 2016/17.

Service Standard six

All registered independent schools that receive a subsidy will be visited once per school quarter in 2016/17 to verify and monitor registration, accreditation and compliance to UMALUSI requirements

Service Standard seven

During 2016/17 178 schools will be provided with water supply.

Service Standard eight

In 2016/17 103 schools are to be supplied with electricity.

Service Standard nine

259 Schools will be supplied with sanitation during 2016/17.

Service Standard ten

In 2016/17 25% of Grade 12 learners are expected to achieve a Bachelor level pass in the NSC (National Senior Certificate).

Service Standard eleven

35% of Grade 12 Physical Science learners are envisaged to pass the NSC examination in 2016/17.

Service Standard twelve

During 2016/17 35% of Grade 12 Mathematics learners are foreseen to pass the NSC examination

Service Standard thirteen

In 2016/17 62% of Grade 3 learners are envisioned to achieve 50% in Home Language in the country's Annual National Assessment.

Service Standard fourteen

62% of Grade 3 Learners are expected to achieve 50% in Mathematics in the Annual National Assessments (ANA).

Service Standard fifteen

During 2016/17 60% of Grade 6 learners are envisaged to achieve 50% in Home Language in the ANA.

Service Standard sixteen

By 2016/17 55% of Grade 6 learners are foreseen to achieve 50% in Mathematics in the ANA.

Service Standard seventeen

45% of Grade 9 learners are envisioned to achieve 50% in Home Language in the ANA.

Service Standard eighteen

During 2016/17 50% of Grade 9 learners are expected to achieve 50% in Mathematics in the ANA.

Service Standards Districts in 2016/17

Background information on the set of process service standards included in this document

- Compliance to these service standards would be monitored on-site in the 2016/17 financial year.
- Further to the above in 2016/17 a service standards survey will be conducted in districts. To re-enforce the service standards, District Operational Plans were used to set service standards to be surveyed.

There is a focus in 2016/17 on 8 sample Districts in the following 4 units:

- Human Resource Administration and Provisioning
- Institutional Development and School Governance
- Curriculum Management
- Education Social Support Services

District Service Standards

Human Resource Administration & Provisioning

- All funded vacant posts that appear in the schools post provisioning allocation to be filled within six months.
- On a quarterly basis districts to submit to Head Office vacant posts to be advertised in quarterly bulletins
- Leave management processes to be monitored and reported on a monthly basis

Institutional Development Support & Governance

- SGBs (school governing bodies) will receive empowerment training in finance, policy and compliance to strengthen governance at schools in the financial year.
- EDOs to visit schools in their circuits at least twice per quarter to monitor and support school governance by SMTs (school management teams) and Principals in the school academic year.
- On an annual basis all schools will do self- evaluations which will be monitored and reported on
- At the start of each academic year all schools will provide an annual report focusing on academic performance of the previous year.
- All schools to do school self-evaluation and to develop school improvement plans (SIPs) in line with the Whole School Evaluation Policy.
- Mentoring and Coaching to take place for SMTs and Principals of all schools in the academic year
- EDOs are to participate in multi -disciplinary DBST (District Based Support Team) visits to schools at least once per quarter.

Curriculum Management

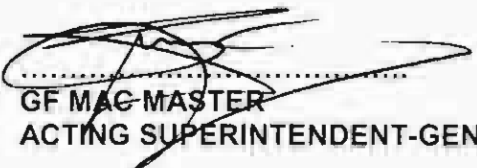
- On-site moderation of SBAs (School Based Assessment) to take place quarterly to monitor compliance with CAPS (Curriculum Assessment and Policy Statement) policy assessment requirements.

- Multi-disciplinary DBSTs (District-Based Support Teams) are to visit schools at least once per quarter to monitor and support appropriate classroom practices by educators.
- Cluster meetings with specific reference to languages and mathematics will take place at least once per quarter in the school academic year.
- Subject advisors are to visit schools at least once per quarter to monitor and report on curriculum coverage as well as the quality of learner written work.
- All Grade 8 and 9 Mathematics educators are to undergo professional development on a fortnightly basis (which DBE refers to as 1+4 but known as 1+9 in the ECDoE). Refer to Circular 2 of 2015.

Education Social Support Services

- Districts will ensure that all members of District Based Support teams to be trained/or updated on the Strategy to identify, Assess and Support Learners with barriers (i.e. the SIAS Strategy), Curriculum Adaption and guidelines for inclusive learning programmes.
- At least one educator from each school will be trained to coordinate SBSTs (School-Based Support Teams) and to assist with activities related to learners with special needs in the academic year.
- Before the end of each academic year referral forms for learners with special needs (In the age groups 7-10 years and 11-14 years) to be completed for placement to special schools.
- Learners with high education needs for whom assessments and referral forms have been completed are to be placed in Special Schools in the academic year (Same age groups as mentioned above).

APPROVED BY


 GF MAC MASTER
 ACTING SUPERINTENDENT-GENERAL

13/09/2016
 DATE