

WATCH THIS SPACE



DIRECTOR-GENERAL'S 2019 PROVINCIAL ENGAGEMENTS

As the sector draws near to the end of the current administration, the Department of Basic Education has begun serious reflections on the gains made in the last five years, in a bid to capitalise on our successes and identify gaps for which measures should be put in place to strengthen the delivery chain of education at all levels.

The Director-General, Mr HM Mweli, began his engagements with provinces in January 2019 with the following aims:

- To reflect on **progress** made in meeting **goals** and **objectives** of the **SGD4, African Agenda 2063, CESA 2016-2025, NDP and Action Plan 2019: Towards Schooling 2030**;
- To strengthen the **alignment** of Policy **formulation** and **implementation** from **National** to **Provincial, District, School** up to **Classroom** level;
- To carry out **Minister's** obligation (**Section 8**) in terms of **NEPA, Act no 27 of 1996**;
- To strengthen collective **efforts** in providing **Quality** Basic Education; and
- To ensure that different **role players** in the **value chain** of providing **Quality** Basic Education to **close ranks** in realising the **objectives** and **goals**.

The Director-General's initiative in engaging key education officials and school principals from the nine provinces, through the 27 engagements scheduled for the first half of the year, will assist the sector to reflect honestly, in the spirit of wanting to strengthen the foundations and build a solid education sector that will see the goals of the National Development Plan (NDP) being implemented in a comprehensive and cohesive way. The end result of all these initiatives is aptly portrayed in the following NDP quotation:

*"By 2030, South Africans should have **access** to education and training of the **highest quality**, leading to **significantly** improved learning **outcomes**. The performance of South African learners in **international** standardised tests should be **comparable** to the performance of learners from countries at a **similar** level of development and with similar levels of access." (National Planning Commission: National Development Plan, November 2011). So I implore you to "watch this space" as we collectively take education to a new level in South Africa.*

The Thuto will carry news of the Director-General's visits to provinces. You may access the articles through the following link:
<https://www.education.gov.za/2019DGEngagements.aspx>

"Education is not the filling of a bucket but the lighting of a fire"

"Many receive advice, only the wise profit from it"

"There is no passion to be found playing small in settling for a life that is less than the one you are capable of living"



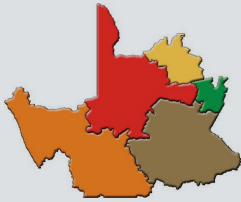
basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FAST FACTS

NORTHERN CAPE HAS 6 EDUCATION DISTRICTS:



Frances Baard

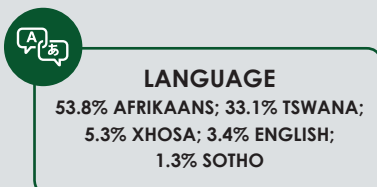
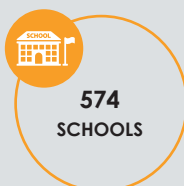
John Taolo Gaetsewe

Namaqua

Pixley Ka Seme

Z F MGCWU

IN 2016 THE NORTHERN CAPE PROVINCE HAD:



PROVINCIAL ENGAGEMENT IN THE NORTHERN CAPE PROVINCE



During March 2019, Basic Education Director-General, Mr Hubert Mathanzima Mveli, undertook an oversight visit to the Northern Cape Province to encourage the provincial officials and school principals to set high targets in the current academic year. The consistent sustainability of intensive support programmes for learners offering technical subjects, progressed learners as well as learners in underperforming schools took centre stage during the engagement meetings.

In his visit, Mr Mveli hosted engagement meetings in Upington High School on 02 March 2019 and Northern Cape High School in Kimberly on 04 March 2019.

The Northern Cape provincial officials expressed their appreciation for the valuable presentation made by the DBE team, which made significant reflections on the 2018 National Senior Certificate Examination Results. They added: "The data presented at these meetings will serve as a mirror for us to be in a better position to empower schools in dealing with challenges experienced by learners in various subjects".

Meetings of these nature are mainly about making sure that provinces are on track in terms of fulfilling the requirements of the National Development Plan (NDP), which calls on the education system to improve learner scores to 50% despite the complexity of each subject. In an attempt to improve its performance during 2019, the province has put several strategies in place to support underperforming schools in making valuable contribution to the sector. These strategies range from A Subject Specific Approach; Inquiry Based Learning on Natural Science; Training for Eco Schools in Grades 4 – 7; improving MST participation rate; and Training of Grade 7 MST teachers.

The Northern Cape Chief Director for Education District Coordination, Mr Esley Kistoo said the province made extra efforts in profiling each learner in various academic streams to increase throughput rate in the Further Education and Training (FET) band.

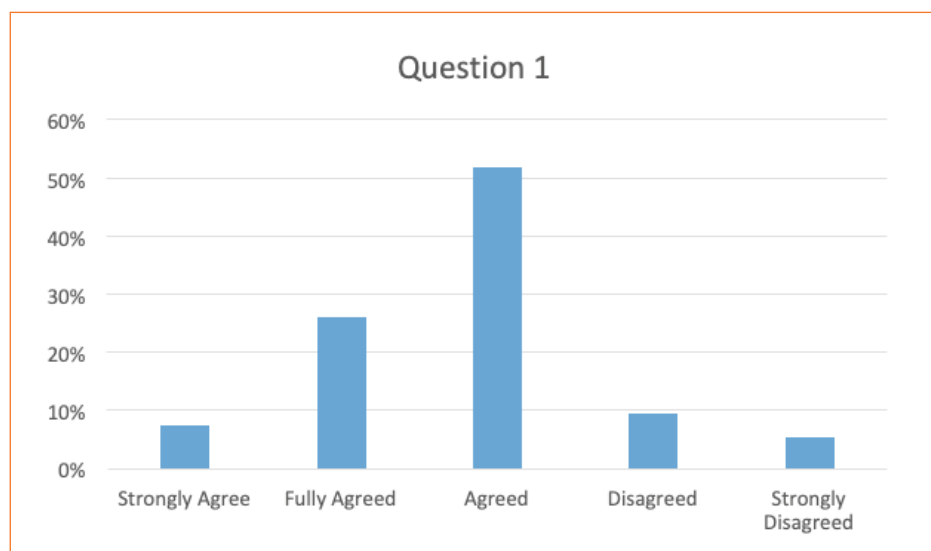
In his presentation, Mr Hilton Visagie, the Manager for Administration, Certification and Data Processing, advised the province to set a minimum pass requirement of 40% in all subjects. "This will raise the standard of teaching and learning in the classroom and will enable the sector to do away with a minimum pass requirement of 30% in the FET band," he said.

QUANTITATIVE FEEDBACK FROM PRINCIPALS

NORTHERN CAPE

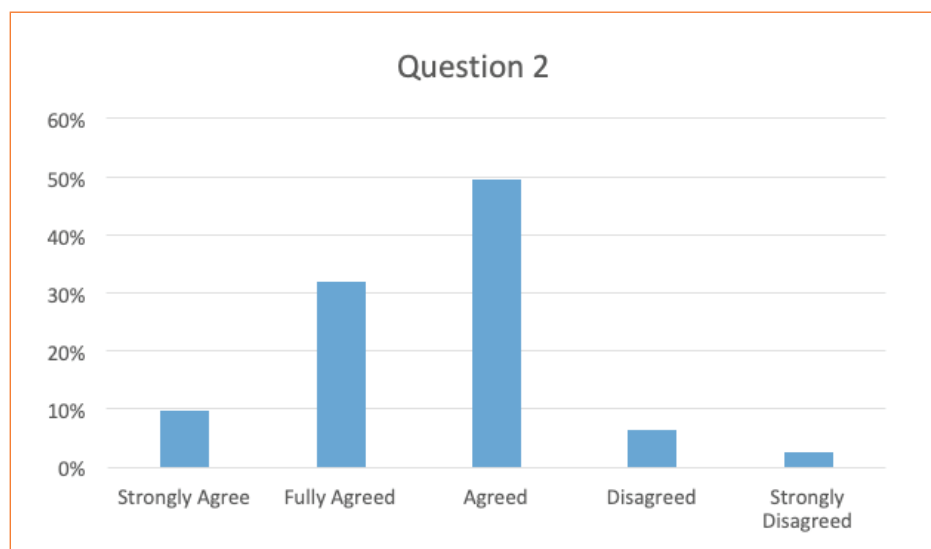


Question 1: Presentations accurately captured progress and challenges in the Sector



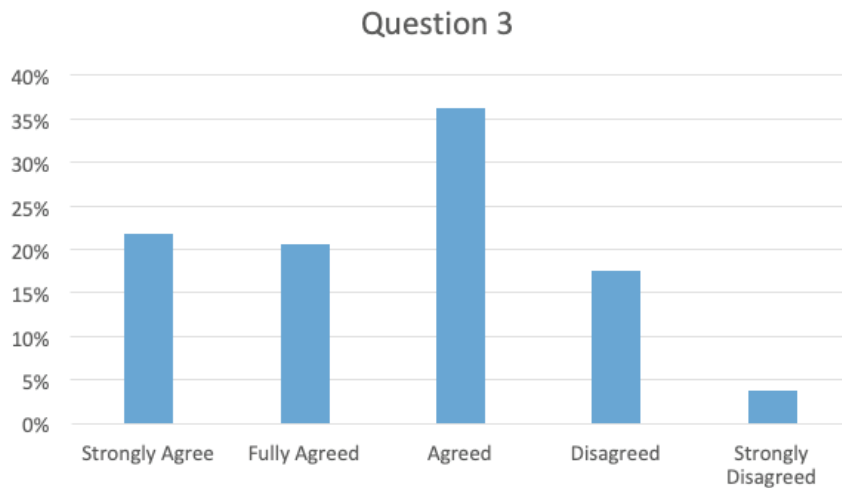
The graph shows that 7.4% of principals strongly agreed that the presentations accurately captured progress and challenges in the Sector whilst 26.1% of the principals fully agreed and the majority of principals, 51.7% agreed that the presentations accurately captured progress and challenges in the Sector. Only 9.3% of principals disagreed that the presentations accurately captured progress and challenges in the Sector, whilst 5.4% of principals strongly disagreed.

Question 2: I will be able to use presentations to improve learning outcomes



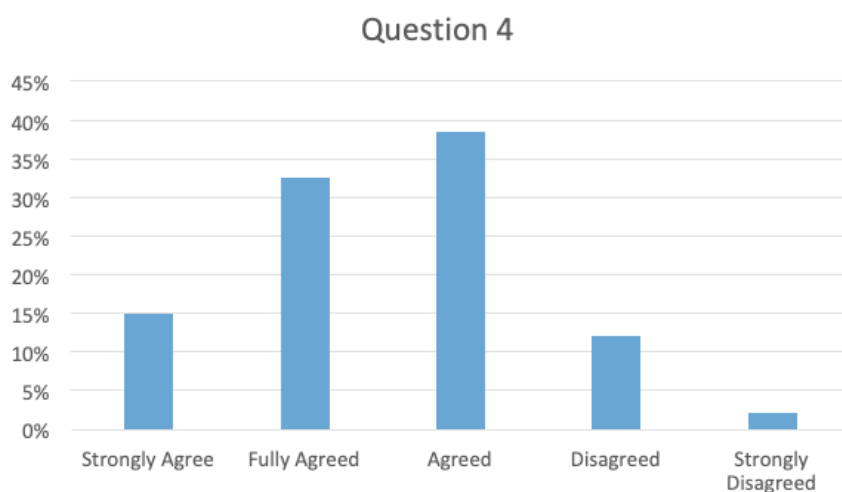
The graph shows that 9.7% of principals strongly agreed that they will be able to use presentations to improve learning outcomes, whilst 31.9% of officials fully agreed and 49.5% agreed. Only 6.4% and 2.4% of principals disagreed and strongly disagreed respectively that that they will be able to use presentations to improve learning outcomes

Question 3: I require more information on presentations



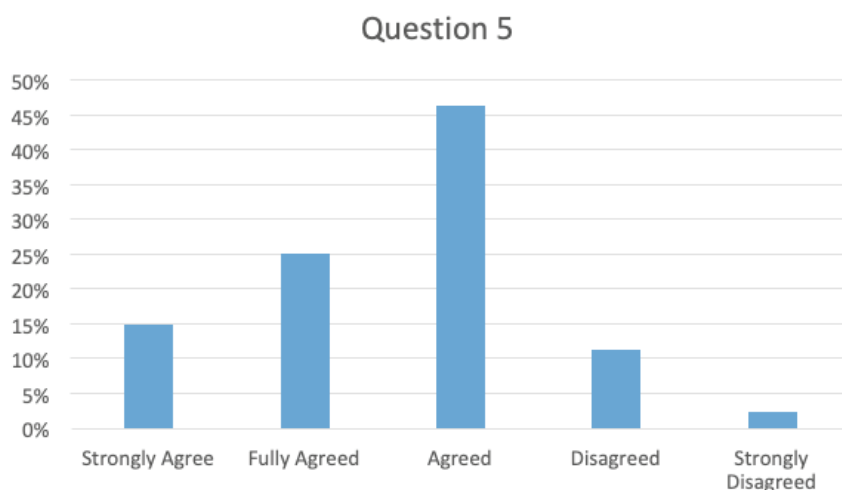
The graph shows that 21.8% of principals strongly agreed that they require more information on presentations, whilst 20.6% and 36.3% of principals fully agreed and agreed. Only 17.5% of principals disagreed that they require more information on presentation and 3.8% strongly disagreed.

Question 4: I find this meeting to be beneficial



The graph shows that 14.9% of principals strongly agreed that they find this meeting beneficial whilst 32.5% and 38.5% of principals fully agreed and agreed that they find this meeting beneficial. 11.9% of principals disagreed that they find this meeting to be beneficial and only 2.0% strongly disagreed that they find this meeting beneficial.

Question 5: The purpose of the meeting was achieved



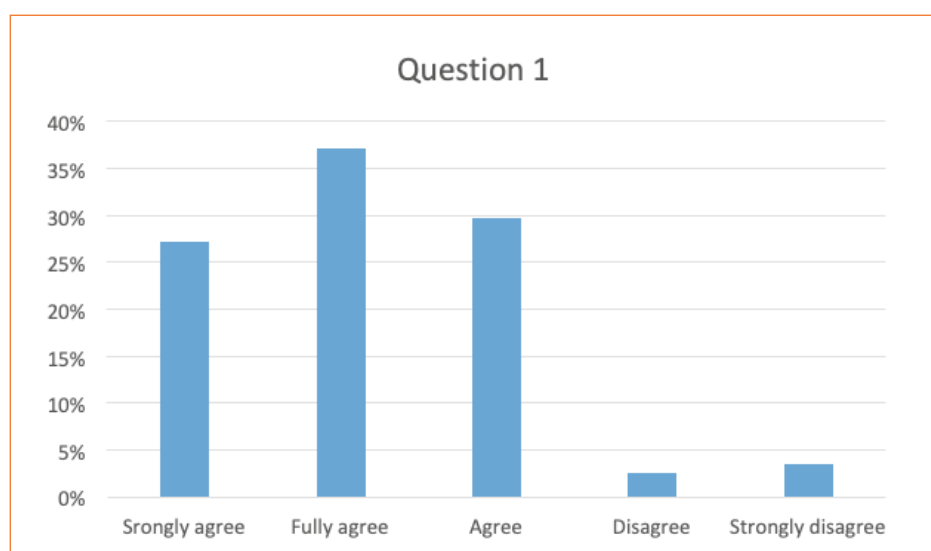
The graph shows that 25.6% of officials strongly agreed that there was sufficient opportunity for comments/questions and discussion whilst 35.0% and 24.4% fully agreed and agreed. Only 10.8% and 4.1% of officials disagreed and strongly disagreed that there was sufficient opportunity for comments/questions and discussions.

QUANTITATIVE FEEDBACK FROM OFFICIALS

NORTHERN CAPE

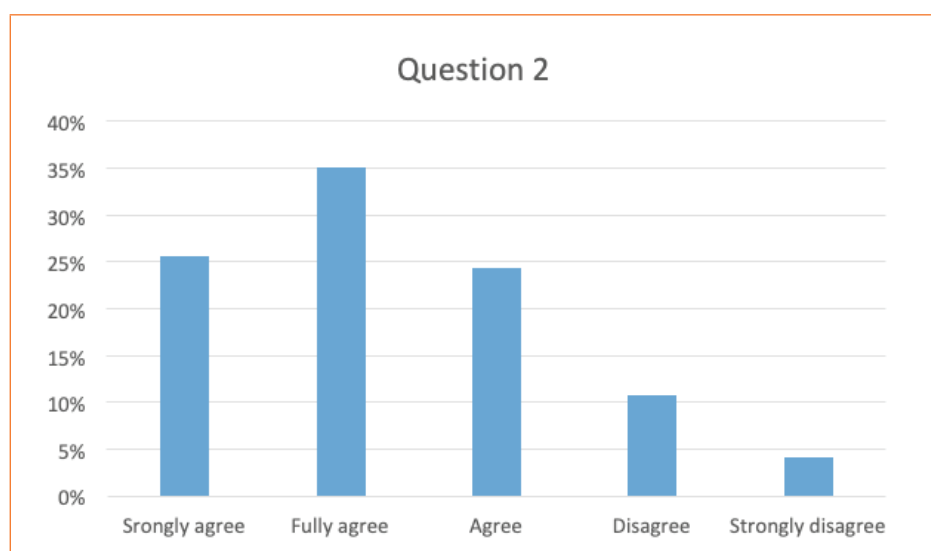


Question 1: Presentations accurately captured progress and challenges in the Sector



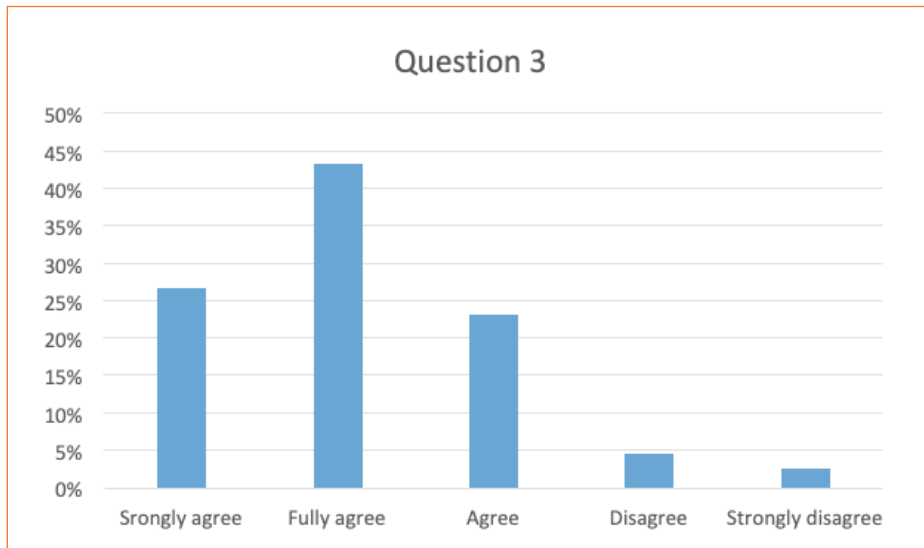
The graph shows that 27.1% of officials strongly agreed that the presentations accurately captured progress and challenges in the Sector and 37.1% of the officials fully agreed, whilst the majority, 29.7% agreed that the presentations accurately captured progress and challenges in the Sector. Only 2.5% of officials disagreed that the presentations accurately captured progress and challenges in the Sector, whilst 3.4% of officials strongly disagreed.

Question 2: There was sufficient opportunity for comments/questions and discussions



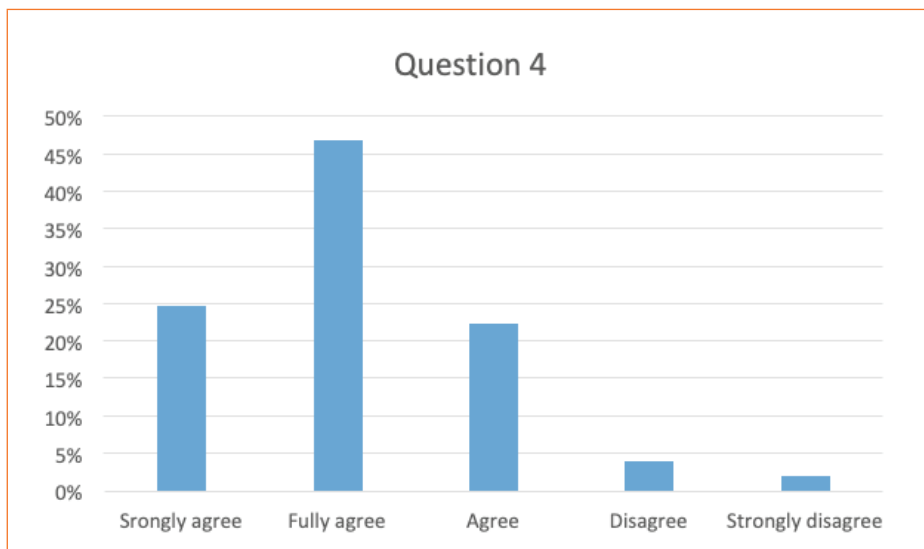
The graph shows that 25.6% of officials strongly agreed that there was sufficient opportunity for comments/questions and discussion whilst 35.0% and 24.4% fully agreed and agreed. Only 10.8% and 4.1% of officials disagreed and strongly disagreed that there was sufficient opportunity for comments/questions and discussions.

Question 3: I find this meeting to be beneficial



The graph shows that 26.7% of officials strongly agreed that they find this meeting to be beneficial whilst 43.2% and 23.1% fully agreed and agreed. Only 4.5% and 2.4% of officials find this meeting beneficial.

Question 4: The purpose of meeting was achieved



The graph shows that 24.7% of officials strongly agreed that the purpose of the meeting was achieved whilst 46.9% and 22.4% fully agreed and agreed that the purpose of the meeting was achieved. Only 3.9% of officials disagreed that the purpose of the meeting was achieved whilst 2.0% strongly disagreed.



PHOTOGRAPHIC RECORD OF THE DG ENGAGEMENT IN THE NORTHERN CAPE PROVINCE



PROVINCIAL ENGAGEMENTS

2019



222 Struben Street
Private Bag X895, Pretoria, 0001
Telephone: 012 357 3000 Fax: 012 323 0601
© Department of Basic Education

Website
www.education.gov.za

Facebook
www.facebook.com/BasicEd

Twitter
www.twitter.com/dbe_sa