

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

WESTERN CAPE HAS 8 EDUCATION DISTRICTS:

CAPE WINELANDS

EDEN & CENTRAL KAROO

METRO CENTRAL

METRO EAST

METRO NORTH

METRO SOUTH

OVERBERG

WEST COAST

IN 2018 THE WESTERN CAPE PROVINCE HAD:

1 116 572
LEARNERS

37 518
EDUCATORS

1 687
SCHOOLS

LANGUAGE

49.7% AFRIKAANS;
24.7% XHOSA; 20.2% ENGLISH

PROVINCIAL ENGAGEMENT IN THE WESTERN CAPE PROVINCE



Basic Education Director-General, Mr Hubert Mathanzima Mveli, hosted a series of meetings in Western Cape Province from 11-12 March 2019 as part of his engagement with provinces.

The main thrust of the meetings was, to outline critical attributes required for sustaining learner retention and throughput rate in the education sector. These included the promotion of reading across the curriculum; provision of intensive support for the progressed learners; strengthening of the Three Stream Model; integration of the Fourth Industrial Revolution; the introduction of Robotics and Coding within the Curriculum Assessment Policy Statements (CAPS).

The Director-General, applauded the participants for their collective efforts in ensuring that the province was amongst the leading provinces in terms of contributing to a high number of distinctions in the sector during the 2018 National Senior Certificate Examination. "The province should also be commended for having ensured that most of its Grade 12 learners qualified to enrol for bachelor degrees at institutions of higher learning," highlighted Mr Mveli. However, the Director-General said more work still needs to be done to ensure that majority of learners in quintile 1-3 schools achieve more distinctions in this academic year. "The policy on progression should be utilised as mechanism to increase throughput rate, especially amongst progressed learners," said Mr Mveli.

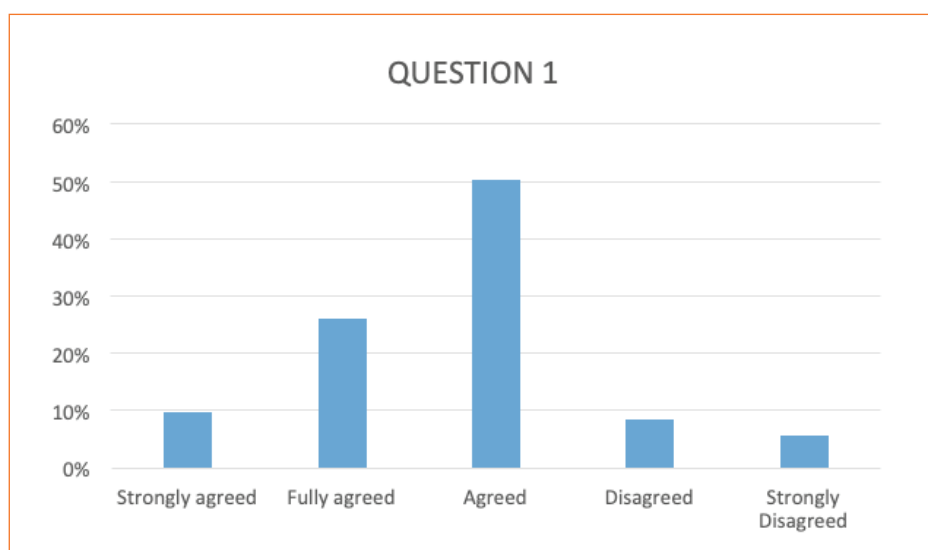
The Department of Basic Education (DBE) commenced with provincial engagements four years ago in a bid to fast-track alignment between DBE and provinces in term of attaining goals set out in the Action Plan to 2019: Towards the realization of Schooling 2030. According to the Action Plan, every learner deserves to acquire the requisite skills to make a difference in the South African economy. Mr Mveli said the sector would reach a huge milestone if it encourages 50% of learners to shift to the non-academic stream. Currently more than 90% of learners are in academic stream, making it challenging for the sector to equip learners with requisite skills for a changing world as well as meet the goals of the National Development Plan in respect of producing 30 000 artisans by 2030.

QUANTITATIVE FEEDBACK FROM PRINCIPALS

WESTERN CAPE

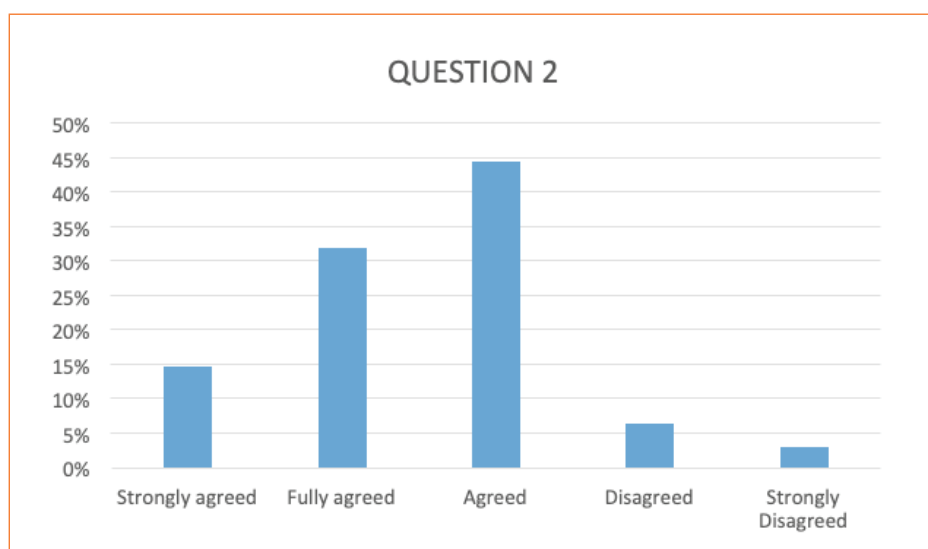


Question 1: Presentations accurately captured progress and challenges in the Sector



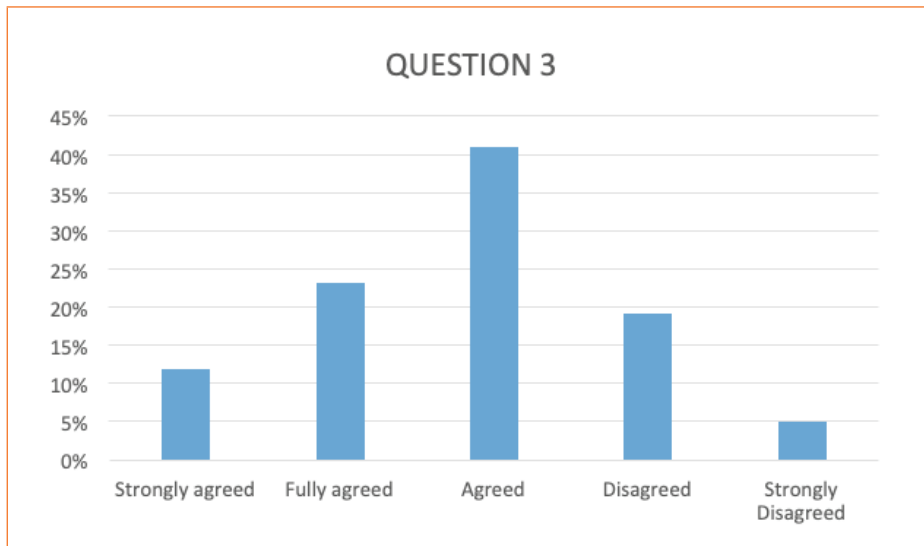
The graph shows that 9.6% of principals strongly agreed that the presentations accurately captured progress and challenges in the Sector whilst 26.0% of the principals fully agreed and the majority of principals, 50.2% agreed that the presentations accurately captured progress and challenges in the Sector. Only 8.3% of principals disagreed that the presentations accurately captured progress and challenges in the Sector, whilst 5.7% of principals strongly disagreed.

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



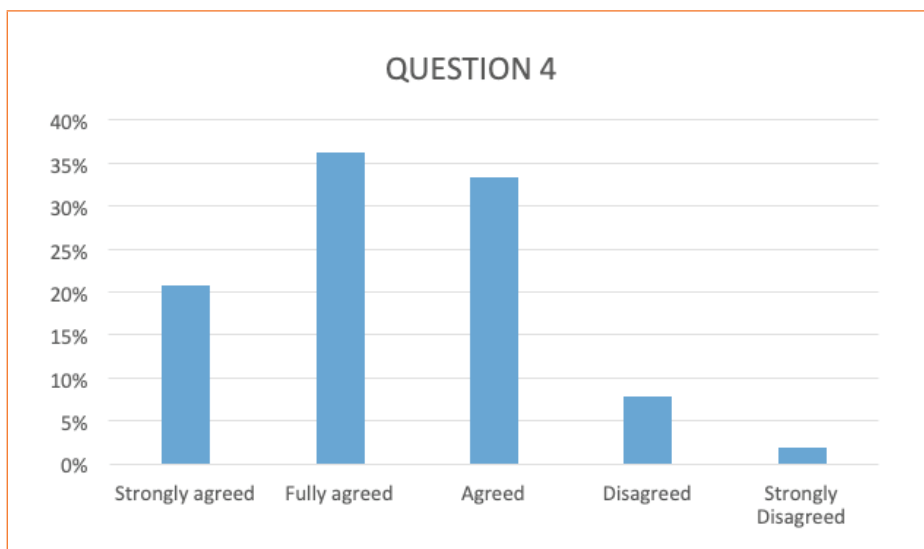
The graph shows that 14.5% of principals strongly agreed that they will be able to use presentations to improve learning outcomes, whilst 31.8% of officials fully agreed and 44.4% agreed. Only 6.3% and 2.9% of principals disagreed and strongly disagreed respectively that that they will be able to use presentations to improve learning outcomes

Question 3: I require more information on presentations



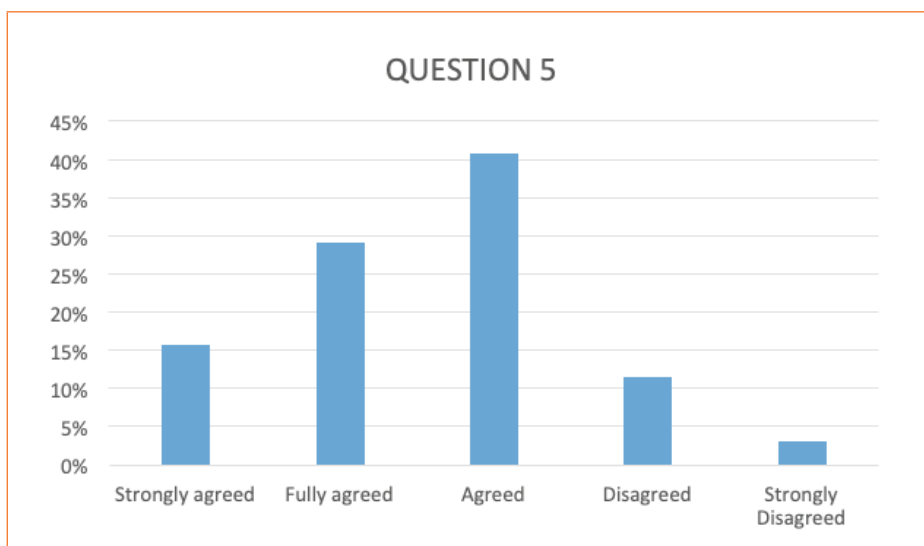
The graph shows that 11.8% of principals strongly agreed that they require more information on presentations, whilst 23.2% and 40.9% of principals fully agreed and agreed respectively. Only 19.2% of principals disagreed that they require more information on presentation and 4.9% strongly disagreed.

Question 4: I find this meeting to be beneficial



The graph shows that 20.7% of principals strongly agreed that they find this meeting beneficial whilst 36.3% and 33.3% of principals fully agreed and agreed that they find this meeting beneficial. 7.7% of principals disagreed that they find this meeting to be beneficial and only 1.8% strongly disagreed that they find this meeting beneficial.

Question 5: The purpose of the meeting was achieved



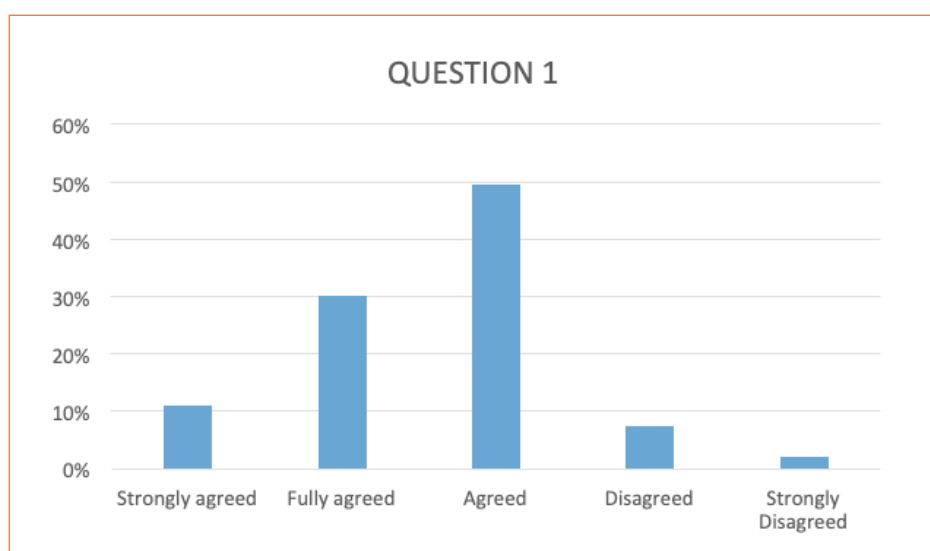
The graph shows that 15.7% of officials strongly agreed that the purpose of the meeting was achieved and 29.0% and 40.7% of principals fully agreed and agreed that the purpose of the meeting was achieved. Only 11.4% of principals disagreed and 3.0% of principals strongly disagreed that the purpose of the meeting was achieved.

QUANTITATIVE FEEDBACK FROM OFFICIALS

WESTERN CAPE

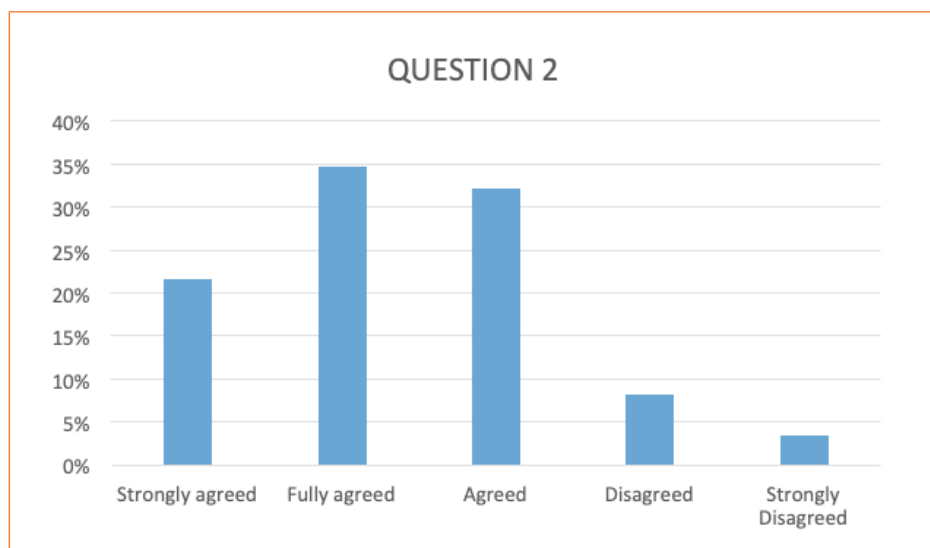


Question 1: Presentations accurately captured progress and challenges in the Sector



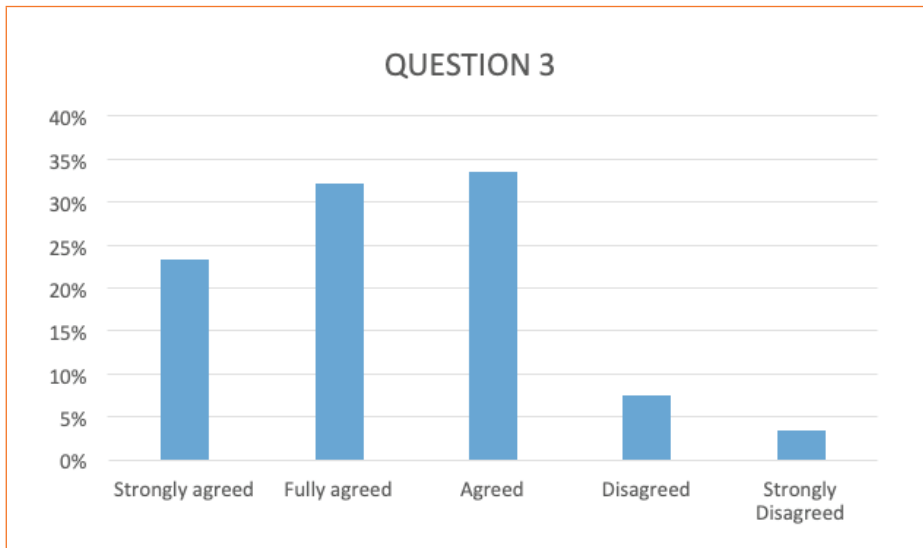
The graph shows that 10.9% of officials strongly agreed that the presentations accurately captured progress and challenges in the Sector and 30.1% of the officials fully agreed, whilst the majority, 49.6% agreed that the presentations accurately captured progress and challenges in the Sector. Only 7.2% of officials disagreed that the presentations accurately captured progress and challenges in the Sector, whilst 2.1% of officials strongly disagreed.

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



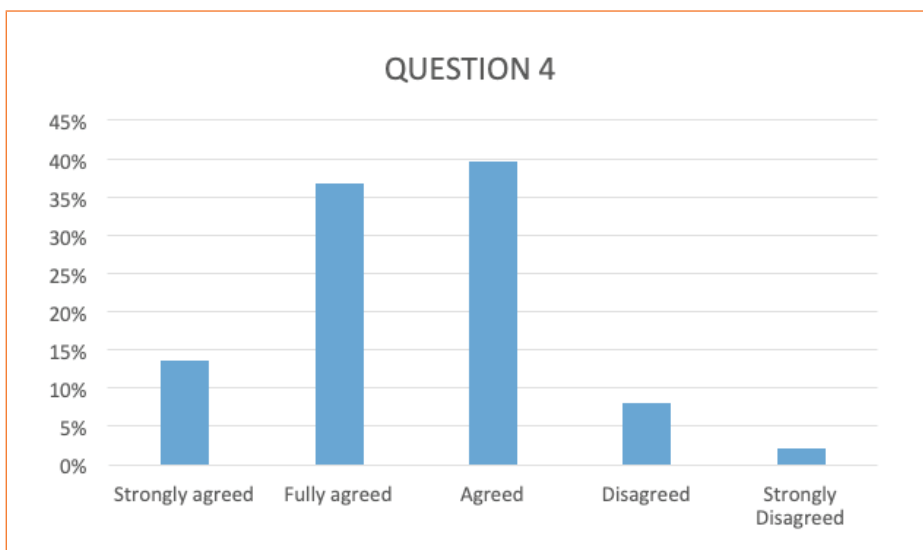
The graph shows that 21.6% of officials strongly agreed that there was sufficient opportunity for comments/questions and discussion whilst 34.7% and 32.2% fully agreed and agreed. Only 8.2% and 3.3% of officials disagreed and strongly disagreed that there was sufficient opportunity for comments/questions and discussions.

Question 3: I find this meeting to be beneficial



The graph shows that 23.3% of officials strongly agreed that they find this meeting to be beneficial whilst 32.2% and 33.6% fully agreed and agreed. Only 7.4% and 3.4% of officials find this meeting beneficial.

Question 4: The purpose of meeting was achieved



The graph shows that 13.5% of officials strongly agreed that the purpose of the meeting was achieved whilst 36.8% and 39.6% fully agreed and agreed that the purpose of the meeting was achieved. Only 8.0% of officials disagreed that the purpose of the meeting was achieved whilst 2.0% strongly disagreed.



PHOTOGRAPHIC RECORD OF THE DG ENGAGEMENT IN THE WESTERN 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