



NSC 2016

TIMSS 2015



DIRECTOR-GENERAL'S SECOND ROUND OF 2017 PROVINCIAL ENGAGEMENTS

Diverting his energies to ensure that the trajectory of a “system on the rise” is upheld throughout the education system, Mr Hubert Mathanzima Mweli, the Director-General of Basic Education took to the provinces on the second round of provincial engagements in August 2017.

In his engagement with provinces, the Director-General clearly articulated his view that the purpose of the Department of Basic Education (DBE) conducting these engagements is to refocus the sector towards achieving the important goals set out in the Action Plan to 2019: Towards the Realisation of Schooling 2030. When asked about the impact of these engagements, Mr Mweli said with confidence that they “encourage the provincial officials to become even more accountable”. Provincial officials viewed the Director-General’s engagement as a “game-changer”, providing them a platform to share best practice and seek collective guidance on addressing challenges.

Being a “hands-on” leader, with a perceptive understanding of the mechanics of the system, Mr Mweli was able to provide provinces with clear, unambiguous guidance on the four key deliverables that align with the four quarters of the school calendar year; which frame the tasks for each quarter.

Providing Clear Direction

- Quarter 1:** Using the assessment data of previous years to firm up plans for the ensuing school calendar year;
- Quarter 2:** Measuring the impact of the plans to improve learner performance;
- Quarter 3:** Evaluating the state of readiness for the end of the year; and
- Quarter 4:** The administration of assessments.

The Director-General explained: “The **first theme** is geared towards the utilisation of assessment data for the development of credible academic improvement plans. This theme forms the basis for the first round of provincial engagements during the first quarter of the school year. In our mission of providing quality education, we have to monitor the academic improvement plans to improve the functionality of the education sector. The purpose of the **second theme** is to measure the impact of the implementation of the improvement plans. The **third theme** is used to determine the state of the examination readiness as well as the state of learner readiness in provinces, district and schools. The **fourth theme** enables the DBE and provinces to evaluate system and learner readiness in order to prepare the sector for the next academic year. These are the four themes that drive basic education.”

The focus of the Director-General’s second engagement with provinces was widely known as it was based on the key deliverable for the third quarter: **Evaluating the state of readiness for the end of the year**. These **one-day** engagements are currently being conducted in all provinces. Preliminary feedback from engagements that have already concluded indicate that provinces are sharing their state of readiness for the forthcoming examinations, demonstrating that “**ACCOUNTABILITY** is the glue that ties **COMMITMENT** to **RESULTS**”, the results being learner improvement in the system. Frank and honest assessments of preparedness for the examinations are paving the way for intensifying more focused support to learners in subject areas of need in the last few weeks before the final examination.

As these engagements are concluded, an article will be published on Thuto on each province. In this week’s edition, the engagement with the **Eastern Cape** is featured.




FAST FACTS

EASTERN CAPE HAS 12 EDUCATION DISTRICTS:


AMATHOLE EAST
 AMATHOLE WEST
 OR TAMBO INLAND
 OR TAMBO COASTAL
 CHRIS HANI EAST
 CHRIS HANI WEST
 ALFRED NZO EAST
 ALFRED NZO WEST
 NELSON MANDELA METRO
 SARAH BAARTMAN
 BUFFALO CITY
 JOE GQAB

IN 2016 THE EASTERN CAPE PROVINCE HAD:


 1 961 547
 LEARNERS


 61 629
 EDUCATORS


 5 676
 SCHOOLS


LANGUAGE
 78.8% XHOSA; 10.6% AFRIKAANS;
 5.6% ENGLISH; 2.5% SOTHO

PROVINCIAL ENGAGEMENT IN THE EASTERN CAPE PROVINCE



More than 100 senior provincial officials attended the Director-General's Provincial engagement which was hosted at Sterling Institute in East London on 08 August 2017. The provincial engagement programme, was introduced to the education system, to strengthen the collaboration and support between the Department of Basic Education and the Provincial Departments of Education as the system works collectively towards the delivery of quality education in South Africa.

The engagement is also used to monitor the progress made by provinces in terms of improving effective curriculum coverage across parts of the country and to discuss the state of the examination readiness whilst exploring better mechanisms that can be considered for improving quality learning and teaching in schools.

The Eastern Cape Head of the Department (HoD) for Education, Mr Themba Kojana, in his opening remarks said that the province is more than ready to administer this year's NSC final examination. "The area that needs undivided attention is the establishment of systems to support progressed learners", said Mr Kojana. "We will work as a team to ensure that every progressed learner receives the necessary support to obtain the National Senior Certificate". The HoD took the opportunity to thank the Director-General for having come up with such a critical programme which unites the education stakeholders to share best practice. "The way in which all these visits are conducted, it is guaranteed that the Education sector will bear good fruit in the near future. This programme also enlightens us to focus more on the pillar of the education sector, which is curriculum delivery." said Mr Kojana.

In her presentation, the Deputy Director-General for Curriculum, Ms Penny Vinjevold, outlined the provincial plans aimed at improving the performance of underperforming districts. The Deputy Director-General highlighted: "The SG is currently visiting underperforming schools to ensure a positive turnaround. The district officials are also making more effort to track learner performance for Grades 3, 6 and 9 in Mathematics and Languages. Our main focus is to strengthen quality learning and teaching in Grade 3, concentrating more on Mathematics teaching. Our Mathematics percentage target this year is 80% and above and a few districts have shown positive outcomes already. The NSC Examination results for June this year were much better as compared to last year because some of the districts have managed to obtain above 70%, an increase from 60% that was scored in June 2016. We have also observed some satisfying improving trends in Home Languages. We have set a target of 90% in Sesotho for all schools that offer Sesotho in the province. However, teachers will still need to pull up their socks to ensure that learners produce good results in Home Language and First additional languages."

With regard to the promotion of the reading revolution, Ms Vinjevold indicated that, "a team of Provincial officials are working together to mobilise the community members to acknowledge the significance of reading in society. We cannot improve quality education if parents are not involved. It is therefore critical for us to encourage community members to read to their children every day."



During the interactive discussion with the attendees, the Director-General said that the province should use the assessment data more effectively to determine the kind of assistance each district requires. However, the Director-General was impressed that the province had put more effort in consolidating its plans and strategies to support all underperforming districts and encouraged them to improve learner performance in the critical subjects such Mathematics, Physical Science and Accounting as most of learners are not performing at the level they should in those subjects.

“Special attention must also be paid to progressed learners. If these learners are not fully supported, it will be very difficult for this province to achieve quality passes in the NSC Final Examination this year,” added Mr Mweli. “I must be honest with you; your state of preparedness is quiet impressive. However, we need to work hard by paying attention to those subjects that are problematic. One other thing that is critical is to ensure the effective teaching in all our schools,” said the Director-General.





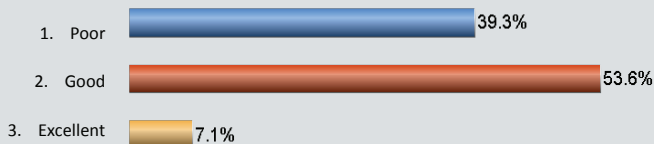
QUANTITATIVE FEEDBACK

EASTERN CAPE
08 AUG 2017

WHAT IS YOUR CONFIDENCE LEVEL ON TRACKING LEARNER PERFORMANCE AT DISTRICT AND PROVINCIAL LEVEL?

Analysis from Managers: Confidence Level on Tracking Learner Performance

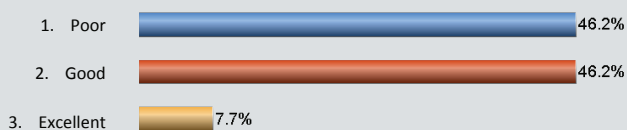
The graph below shows that the majority (53.6%) of Managers in EC indicated that their confidence level was good with regards to tracking learner performance at district and provincial level, whilst 39.3% indicated that their confidence level was poor and only 7.1% rated their confidence level with regards to tracking learner performance as excellent.



HOW WOULD YOU RATE THE PROVINCE'S PROGRESS IN READING?

Analysis from Managers: Progress in Reading

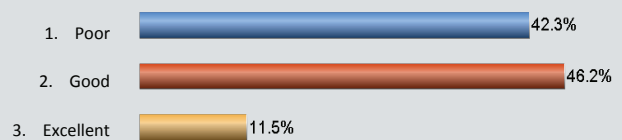
The graph below shows that 46.2% of Managers in EC indicated that the province was making good progress with regards to reading and the exact number (46.2%) also indicated that poor progress was being made when it came to reading and only 7% indicated that the progress on reading was excellent.



WHAT IS THE STATE OF LEARNER READINESS FOR WRITING THE 2017 NATIONAL SENIOR CERTIFICATE EXAMINATION?

Analysis from Managers: Learner Readiness for Writing the 2017 NSC Examination

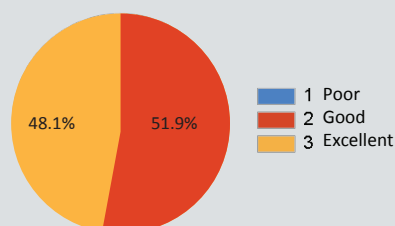
The graph below shows that 46.2% of Managers in EC indicated that there was good progress being made pertaining to the state of learner readiness to write the 2017 NSC, whilst 42.3% felt that the state of readiness was poor and only 11.5% indicated that the state of readiness to write the 2017 NSC was excellent.



HOW WOULD YOU RATE THE PROVINCE'S STATE OF READINESS TO ADMINISTER THE 2017 NATIONAL SENIOR CERTIFICATE EXAMINATION?

Analysis from Managers: KZN Readiness to Administer the 2017 NSC Examination

The graph below shows that the majority (51.9%) of Managers indicated that the state of readiness for the province to administer the 2017 NSC was good, whilst 48.1% felt that the state of readiness to administer the 2017 NSC was excellent and none rated it as being poor.





**PROVINCIAL
ENGAGEMENT IN
THE EASTERN CAPE
PROVINCE
08 AUGUST 2017**





A SYSTEM ON THE RISE

TIMSS 2015



SACMEQ

Southern and Eastern Africa Consortium
for Monitoring Educational Quality

SACMEQ IV STUDY
Results

SOUTH AFRICA

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Eastern Cape

222 Struben Street

Private Bag X895, Pretoria, 0001

Telephone: 012 357 3000 Fax: 012 323 0601

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www.education.gov.za

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