



TIMSS 2015



SACMEQ
Southern and Eastern Africa Consortium
for Monitoring Educational Quality
SACMEQ IV STUDY
Results
SOUTH AFRICA

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 Mveli, 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 Mveli 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 Mveli 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 **Mpumalanga** is featured.



FAST FACTS

MPUMALANGA HAS 3 EDUCATION DISTRICTS:



- Ehlanzeni
- Gert Sibande
- Nkangala

IN 2016 THE MPUMALANGA PROVINCE HAD:



LANGUAGE

27.7% SWATI; 24.1% ZULU;
10.4% TSONGA; 10.1% NDEBELE; 9.3%
NORTHERN SOTHO; 18.4% OTHER

PROVINCIAL ENGAGEMENT IN THE MPUMALANGA PROVINCE



As the count-down to the final National Senior Certificate Examinations (NSC) begins, Basic Education Director-General, Mr Hubert Mathanzima Mveli has undertaken his fifth provincial engagement to the Mpumalanga province to assess the strategies and mechanisms that are being implemented by the key education stakeholders in improving the output in education. The Director-General, accompanied by various DBE senior officials was also interested to gauge the reports on the Province's state of readiness for the upcoming NSC examinations. The engagement which drew approximately 150 provincial officials was hosted at Hoerskool Bergvlam, in Nelspruit on 29 August 2017.

The programme was opened with an official address by the Mpumalanga Head of Department (HOD), Mrs MOC Mhlabane which was followed by presentations on tracking of learner performance in Grades 3, 6, 9 and 12, the promotion of reading across the curriculum, state of readiness for implementation of Incremental Introduction of African Languages (IIAL), state of readiness on the examination administration as well as subject analysis.

Addressing the audience, Acting Director for Maths, Science and Technology, Mr Elijah Nkosi, said that the province has worked very hard to improve learner performance in Grades 3, 6 and 9, saying that all subjects are expected to perform at 70% and above. "During our school monitoring programmes that we conducted so far, we identified weaknesses and areas that need intervention in the aforementioned grades and we are committed to support schools to show progress in improving learning outcomes," remarked Mr Nkosi. The Acting Director highlighted: "We therefore have taken steps to provide graded readers for home languages; trained teachers on reading and writing to improve the level of literacy in schools and strengthened the provision of Mathematics manipulatives to develop solid foundational Mathematics concepts. Mathematics teachers have also been trained for effective utilisation of Mathematics manipulatives in improving their teaching pedagogy. All the HoDs at schools have undergone training on instructional leadership with a focus on pre and post moderation of informal and formal assessment tasks. We further involved parents in the implementation of interventions to improve learner performance," said Mr Nkosi.

In terms of tracking learner performance in Grade 12, the province has identified a decline in performance of Accounting, Economics, Geography, Mathematics, Mathematical Literacy and Physical Sciences. There is also poor performance of progressed learners in some areas in critical subjects. Mr Nkosi said that since these weaknesses were identified well in advance, it is easy to implement appropriate intervention strategies to support teachers in the area of curriculum coverage.

Mr Nkosi explained: "The province has decided to establish study groups for Accounting, Economics, Geography, Mathematics, Mathematical Literacy and Physical Sciences in order to improve learner performance. We have provided Study Guides to all 12 000 Grade 12 progressed learners. The Department has also conducted spring classes for all 147 under performing schools and Grade 12 learner camps for Mathematics, Science, Technology, and Accounting (MSTA) schools with high enrolment in Mathematics and Physical Sciences. The province also conducted Grade 12 learners' camps for 1000 best performing learners to increase the number of distinctions in the 11 high enrolment subjects. We also conducted meetings with Grade 12 subject teachers to analyse half-year results and motivate them to implement the last push interventions."

In her address, the HOD, Ms Mhlabane has confirmed that the province is more than ready to administer a successful National Examination this year. "More efforts have been made in terms of monitoring teachers to ensure that they have covered the syllabus as expected and we are confident that the results will improve," added the HOD. Ms Mhlabane also acknowledged the impact of the DG's oversight programme, saying that it has changed the provincial approach in dealing with education matters.



DG Mveli said that the province has demonstrated very competitive strategies in improving the results. The Director-General further encouraged the province to work hard in promoting a reading culture in Foundation Phase to prepare learners for higher grades. Mr Mveli advised the provincial officials to consider conducting a longitudinal analysis to effectively track learner performance starting from Foundation Phase to Senior Phase. "We don't need to wait for learners to reach matric in order to predict the provincial state of readiness for the final exams. We have to get to know these cohorts much better and track their level of performance throughout. I am honestly impressed with the activities and plans that have been initiated by the province. Hopefully your results will be much better this year," said Mr Mveli.



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PROVINCE
29 AUGUST 2017**





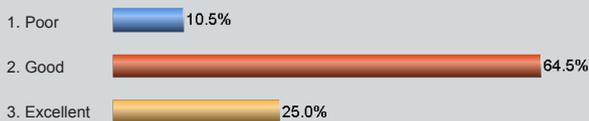
QUANTITATIVE FEEDBACK

MPUMALANGA
29 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

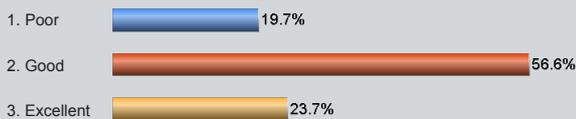
The graph below shows that the majority (64.5%) of managers in Mpumalanga indicated that their confidence level was good with regard to tracking learner performance at district and provincial level, whilst 25% indicated that their confidence level was excellent and only 10.5% rated their confidence level with regard to tracking learner performance as being poor.



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

Analysis from Managers: Progress in Reading

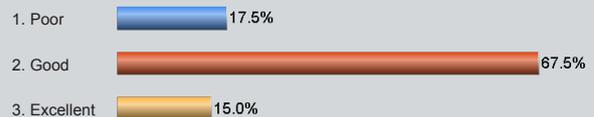
The graph below shows that the majority (56.6%) of managers in Mpumalanga indicated that the province was making good progress with regards to reading, whilst 23.7% indicated that excellent progress was being made when it came to reading and 19.7% indicated that the progress on reading was poor.



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

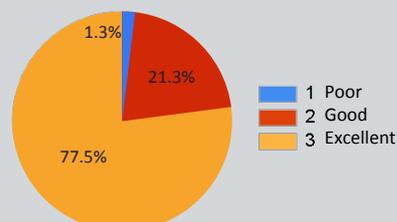
The graph below shows that the majority (67.5%) of managers in Mpumalanga indicated that there was good progress being made pertaining to the state of learner readiness to write the 2017 NSC examination, whilst 17.5% felt that the state of readiness was poor and 15% indicated that the state of readiness to write the 2017 NSC examinations was excellent.



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

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

The graph below shows that a large percentage (77.5%) of managers indicated that the state of readiness for the province to administer the 2017 NSC examination was excellent, whilst 21.3% felt that the state of readiness to administer the 2017 NSC examination was good and only 1.3% rated it as being poor.





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A SYSTEM ON THE RISE

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Publication 5 of 9
second semester 2017
Mpumalanga

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