



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 **Northern Cape** is featured.



# FAST FACTS

## NORTHERN CAPE HAS 6 EDUCATION DISTRICTS:



Frances Baard

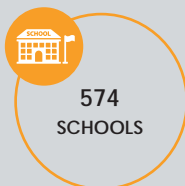
John Taolo Gaetsewe

Namaqua

Pixley Ka Seme

Z F MGCWU

## IN 2016 THE NORTHERN CAPE PROVINCE HAD:



### LANGUAGE

53.8% AFRIKAANS; 33.1% TSWANA;  
5.3% XHOSA; 3.4% ENGLISH;  
1.3% SOTHO

# PROVINCIAL ENGAGEMENT IN THE NORTHERN CAPE PROVINCE



Basic Education Director-General, Mr Mathanzima Mveli, addressed the key education stakeholders in the Northern Cape Province on 31 August 2017. This meeting was organised as part of the Director-General's oversight visit programme aimed at monitoring the state of readiness for the National Senior Certificate (NSC) Examination in various provinces whilst urging provincial officials to support schools in delivering quality education. More than 80 education senior provincial officials, circuit managers, district directors, and curriculum planners from across parts of the Northern Cape, attended the engagement, to share best practices on several strategies and activities initiated for improving curriculum coverage in the province.

The Northern Cape officials indicated that schools have been visited to engage school principals on issues around curriculum coverage. It has been confirmed that schools have begun to make progress in covering the scope of Curriculum and Assessment Policy Statement (CAPS). Thus, the province is confident that learners will register an increasing trend in the upcoming NSC Examination.

During the meeting, the provincial senior officials made a critical presentation, to give snippets of significant progress made in terms of raising the standard of learner performance in Mathematics and Physical Science. The province has stated that education stakeholders were urged to pay more attention on monitoring quality teaching and learning in Grade 3, 6 and 9, particularly in the critical subjects such as Mathematics, Maths Literacy, Physical Sciences, Life Sciences and Accounting.

In her official address, the Deputy Director-General for Curriculum, and Assessment, Dr Michelle Ishmail, stated that the DG's visit in the province came at a critical time when the provincial officials are working very hard to ensure effective administration of the NSC Examination.

The province indicated that schools are more than ready to run the NSC final examination. The department is busy strengthening Examination security to prevent irregularities. The decision taken by the province was to ensure that no scripts are kept at a centre or storage point but district/circuit office daily. The province has tightened control/management systems to prevent loss of scripts/abuse of answer books. Provincial Education Department (PED) also intends to commence with scanning of individual scripts at district level in 2017.

The Deputy Director-General said: "In terms of monitoring the curriculum coverage, we have a dedicated team that conducts School Based Assessment as well as administering internal moderation. This team has to ensure that learners' portfolios and teacher files on site are well moderated." Other reported activities done by the province to improve quality passes included;

- Training of grades 3,6 and 9 teachers on active learning and hands-on approaches to enable learners to understand mathematical concepts;
- the implementation of the Mathematics Curriculum Online (MCO), a computer-aided learning and teaching programme to improve Mathematics teaching in the lower grades;
- Improving Instructional Capacity through the implementation of the grades 8 and 9 Mathematics Intervention Programme. So far 315 grades 8 and 9 teachers were trained on challenging topics in Mathematics.
- Conducting content training for grades 5-7 Mathematics teachers focusing on challenging topics and methodologies

The province is also intending to conduct training for teachers responsible for Incremental Introduction of African Languages (IIAL) in schools to upskill them in the implementation of this initiative. The province has depicted lower performance in Mathematics and Physical Sciences in all circuits. However, the Deputy Director-General indicated that the department will strive to make progress in the identified problematic subjects to enable learners to achieve quality pass this year.

In his address, the DG, said that the province should rely on utilising assessment data to inform its intervention support programmes in schools. "Data analysis is a very critical component of





curriculum delivery and management. It is therefore pivotal for the province to track learner performance in various subjects to identify learning gaps and guided schools in deepening curriculum coverage in those identified problematic subjects.”

Another aspect that the province referred to as an area of concern was strengthening of school leadership to deal with underperformance within the education sector.

Mr Mweli further stated that the provincial officials should work with schools to ensure effective teaching in all public schools. “The DG advised the province to empower provincial officials to identify high risk schools and work with those schools to support struggling learners,” said Mr Mweli.





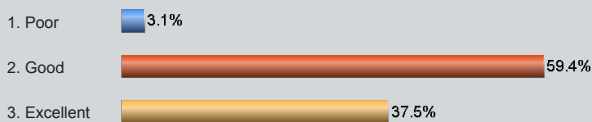
## QUANTITATIVE FEEDBACK

**NORTHERN CAPE**  
31 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

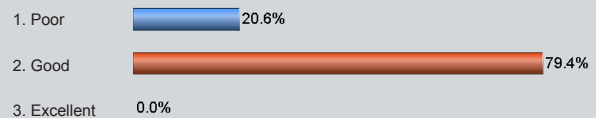
The graph below shows that the majority (59.4%) of managers in Northern Cape indicated that their confidence level was good with regard to tracking learner performance at district and provincial level, whilst 37.5% indicated that their confidence level was excellent and only 3.1% rated their confidence level with regards to tracking learner performance as being 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

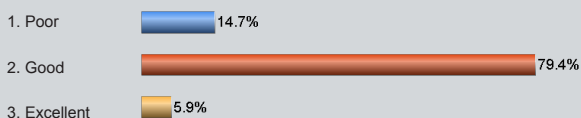
The graph below shows that a large percentage (79.4%) of Managers in Northern Cape indicated that there was good progress being made pertaining to the state of learner readiness to write the 2017 NSC examination, whilst 20.6% felt that the state of readiness was poor and none (0%) of the Managers indicated that the state of readiness to write the 2017 NSC examination was excellent.



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

#### Analysis from Managers: Progress in Reading

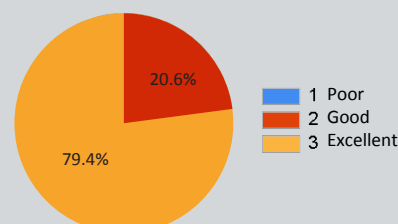
The graph below shows that a large percentage (79.4%) of managers in Northern Cape indicated that the province was making good progress with regard to reading, whilst 14.7% indicated that poor progress was being made when it came to reading and only 5.9% indicated that the progress on reading was excellent.



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

#### Analysis from managers: Northern Cape Readiness to Administer the 2017 NSC Examination

The graph below shows that a large percentage (79.4%) of managers indicated that the state of readiness for the province to administer the 2017 NSC examination was excellent, whilst 20.6% felt that the state of readiness to administer the 2017 NSC examination was good and none (0%) rated it as being poor.







**PROVINCIAL  
ENGAGEMENT IN  
THE NORTHERN CAPE  
PROVINCE  
31 AUGUST 2017**





NSC 2016

## A SYSTEM ON THE RISE

TIMSS 2015



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Results  
**SOUTH AFRICA**

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Northern Cape

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