

"Education is the most powerful weapon we can use to change the world."

— Nelson Mandela



DIRECTOR-GENERAL'S 2018 PROVINCIAL ENGAGEMENTS

2018 has been declared the year to celebrate the centenary of the first president of South Africa's democracy, Dr Nelson Mandela. The Department of Basic Education has been a privileged recipient of Dr Mandela's great wisdom. His famous saying "Education is the most powerful weapon which you can use to change the world" continues to define our work in the Department of Basic Education.

In unpacking the above quotation, in the context of the Department's mandate, it becomes clear that if education is to change the world for most South Africans, it has to be of a high quality and relevant to the needs of the country. The Director-General's initiative of engaging key education officials and school principals from the nine provinces is hailed as an important game changer in motivating, supporting and giving oversight to provinces, districts and schools. These 30 engagements scheduled for the first half of the year, is geared towards improving learning outcomes that will ultimately offer learners the opportunity to change their life chances through securing good passes in Grade 12, entering higher education and other training institutions and thereby improve their employability. Education is truly that weapon to bring about change.

The Thuto will carry news of the Director-General's visits to the provinces. You may access the articles through the following link <https://www.education.gov.za/Home/DGProvincialEngagements2018.aspx>

"Do not judge me by my successes, judge me by how many times I fell down and got back"

Nelson Mandela

"Everyone can rise above their circumstances and achieve success if they are dedicated"

Nelson Mandela

"When people are determined they can overcome anything."

Nelson Mandela



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

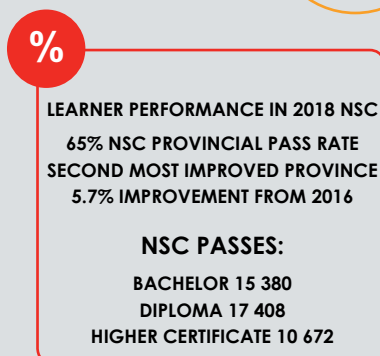
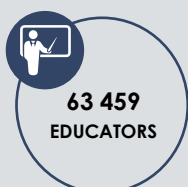


FAST FACTS

EASTERN CAPE HAS 12 EDUCATION DISTRICTS:

Alfred Nzo East	Joe Gqabi
Alfred Nzo West	NMMB
Amathole East	OR Tambo Coastal
Amathole West	OR Tambo Inland
BCM	Sarah Baartman
Chris Hani East	
Chris Hani West	

IN 2017 THE EASTERN CAPE PROVINCE HAD:



PROVINCIAL ENGAGEMENT IN THE EASTERN CAPE PROVINCE

(PART 1)



The Director-General, Mr Hubert Mathanzima Mweli, met the first group of officials of the Eastern Cape Department of Education (ECDoE) in Grahamstown on 13 February 2018 as part of the 2018 provincial engagements. Mr R Tywakadi, the Deputy Director-General for Institutional Operations Management (IOM), represented Mr T Kojana, the Superintendent-General for Education in the province. The meeting was convened for three districts in Cluster A which comprises the Nelson Mandela Metro, Sarah Baartman and Amathole West districts. The Cluster has some of the well performing districts in the province, i.e the Nelson Mandela Metro (the best performing district) which obtained 72.6% in the 2017 National Senior Certificate (NSC) examinations and Sarah Baartman which obtained 71.8%. The province recorded the second largest improvement of 5.7 %, in the NSC examinations.

Approximately 1200 officials, comprising the Acting Cluster Chief Director, Mr Jack, District Directors, Circuit Managers, Curriculum Managers and school principals attended the meetings.

Mr Mweli acknowledged the effort that the province made in improving the results which has been bearing fruit. Eastern Cape has been in an upward trajectory since 2016.

Mr Mweli outlined the purpose of the engagements as follows:

- To cascade the information that was shared in the Basic Education Lekgotla;
- To ensure that there is alignment in what is happening at national, provincial, district, circuit and school levels so that there is synergy in the system. This will ensure that there is one seamless message in the sector;
- To monitor and support the province;
- To strengthen the province in the work that it is doing – complementing the PED; and
- To create an opportunity for a dialogue between policy formulation and policy implementation.

In his opening remarks, Mr Tywakadi gave a summary of the key strategies that the province will embark on as part of the turnaround strategy for 2018. These include:

EASTERN CAPE 2018 ENGAGEMENT IN GRAHAMSTOWN

- Supporting the 250 schools in the province that performed below 50%;
- Reducing the retention rate by focusing on schools that have the high retention rate;
- Supporting schools that have dropped drastically e.g. schools that have dropped by 10%;
- Improving the quality of passes in schools that have less than 30% bachelor passes and diploma passes;
- Using the inclusive basket criteria to ensure that the quality of the passes improves;
- Managing underperformance in districts that have performed below 60%; and
- Working in partnership with the Department of Basic Education (DBE) to build the capacity of school principals. It is envisaged that the improved capacity will result in improved functionality of schools.

According to Mr Tywakadi, the province has made strides in ensuring that the results improve, for example, it has developed a 7 Pillar Plan, the induction of newly appointed Circuit Managers was conducted, Standard Operating Procedures (SOPs) for circuits have been developed, schools are being resourced and the Superintendent-General has one-on-one sessions with principals of underperforming schools to see what assistance can be provided.

Mr Hilton Visagie, the Manager for Systems Development, shared presentations on the status of learner performance in the province based on the outcomes of the 2017 NSC Examinations and the latest results of Progress in International Literacy Study (PIRLS). The purpose of the presentations was to identify lessons to be learnt from the above assessments and make recommendations for improvement.

According to Mr Visagie, the NSC examinations serve as the most reliable measure of the success of the education enterprise. After analysing the statistics for learners who registered in 2017, he cautioned the province to guard against gatekeeping by schools. This was sparked by the decline in the number of learners who wrote as full time candidates in 2017 compared to the number of part time candidates and those who modularised. Going forward, other areas that need monitoring are the application of the criteria for progression and the application of the criteria for Multiple Exam Opportunity (MEO). Where possible the decline in the number of learners who register the gateway subjects has

to be arrested. 48.1% of the progressed learners passed the NSC examinations. The province also needs to ensure that only progressed learners modularise and that learners that are designated to modularise, do indeed modularise. Support should be provided to part-time candidates.

An analysis of the quality of the 2017 results showed that there was an improvement both in quality and in quantity. 22.7% of the learners achieved access to a bachelor pass. This is lower than the national figure which is 28.7%, however, the effort is commendable. Five of the 12 districts performed below the provincial pass percentage while 7 performed above the 65%. Other success stories include the decrease in the number of schools that performed below 20%, all districts performed above 50%, the increase in the number that performed above 80% and the number of distinctions per subject.

The inclusive basket score for Eastern Cape was 46.24% and this is below the 50% national average. The analysis also indicates an increase in Mathematics participation by the province.

Mr Visagie also presented a report on PIRLS. PIRLS assesses reading comprehension and literacy of the GET component of the system, targeting Grades 4 and 5 learners. It also monitors trends in reading literacy at five-year intervals. In 2016, it assessed reading comprehension in over 60 countries since 2001 and set international benchmarks for reading comprehension.

Ms Florence Modipa, the Chief Education Specialist for Curriculum Policy made a presentation on Improving Assessment Practice. The presentation showed the limitations of the current assessment practices and suggested a strategy for improvement. This will ensure that the system prepares learners for lifelong learning and skills for a changing world. Ms Modipa also stressed the importance of ensuring that teachers reflect on their own teaching. Emphasis was placed on conducting item analyses even in the GET phase such that assessment begins to inform learning. These will assist in the developing effective School Improvement Plans that will address areas of weakness in the teaching-learning process.

The discussions also stressed the need to develop a strategy regarding formative assessments while ensuring that teachers are not deprived the opportunity to develop assessment tasks. Concerns about the over reliance of some teachers on the previous question papers in preparing the Grade 12 learners was raised. It was feared that this does not prepare the learners for lifelong learning.

The presentations were followed by interaction between the DBE and the provincial officials. Issues that affect the provincial performance that were identified by the participants include the resourcing of schools due to the number of small and unviable schools, the implementation of the policy on the progression, the retention of learners, the lack of Accounting and Physical Science teachers and the ability of teachers to manage time to ensure effective learning.

In closing the DG informed the meeting that he would be meeting universities to discuss the problem of methodology skills among teachers that they produce. Plans for redress and to bridge the gap are being developed by universities while Fort Hare has started piloting the training of teachers to teach in IsiXhosa in the Foundation Phase.

Meetings with the remaining districts are scheduled for **15, 16 and 19** February in Cofimvaba, East London and Mthatha respectively.



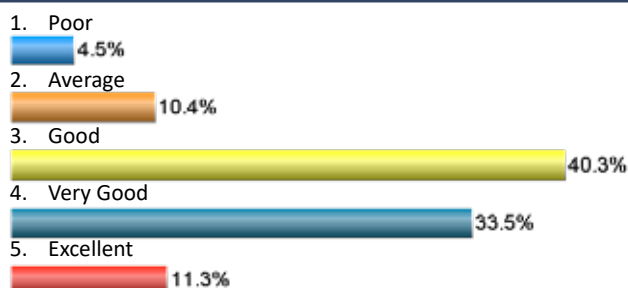


QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

EASTERN CAPE
FEBRUARY 2018

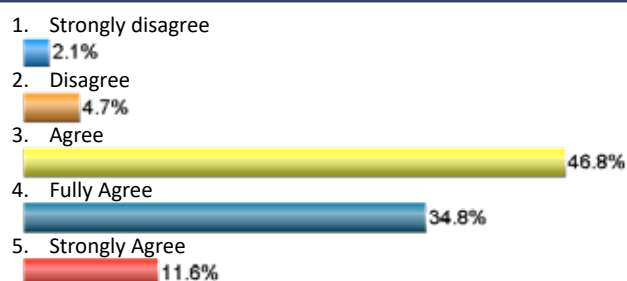


I find presentations to be:



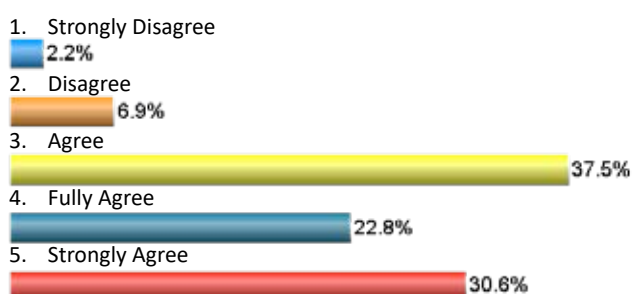
The graph above shows that 11.3 % of officials found the presentation to be excellent, whilst 33.5% of the officials found the presentation to be very good. 40.3% of officials found the presentation to be good. Only 4.5% and 10.4% of officials found the presentation to be poor and average respectively.

I will be able to use presentations to improve learning outcomes



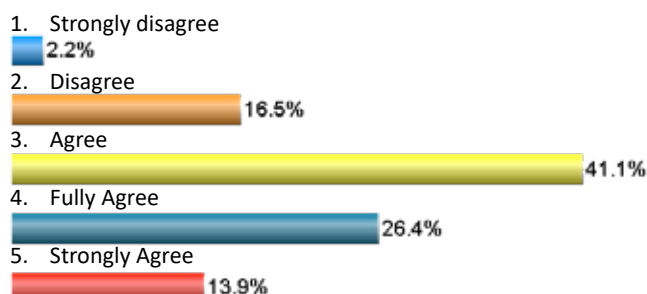
The graph above shows that 11.6 % of officials strongly agreed they will be able to use the presentations to improve learning outcomes, whilst 34.8% and 46.8% of the officials fully agreed and agreed respectively that they will be able to use the presentations to improve learning outcomes. Only 4.7% and 2.1% of officials disagreed and strongly disagreed respectively that they will be able to use the presentations to improve learning outcomes.

I require more information on presentations



The graph above shows that 30.6% of officials strongly agree that they require more information on presentations, whilst 22.8% of officials fully agreed and 37.5% of officials agreed. 6.9% and 2.2% of officials disagreed and strongly disagreed that they require more information on presentations.

The presenters covered all the aspects of the topics



The graph above shows that 13.9% and 26.4% of officials indicated that the presenters covered all aspects of the topics whilst 41.1% also agreed. 16.5% and 2.2% of officials indicated that they disagree and strongly disagree respectively that the presenters covered all aspects of the topics.

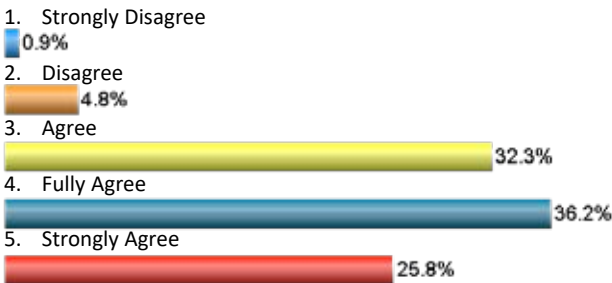


QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

EASTERN CAPE
FEBRUARY 2018

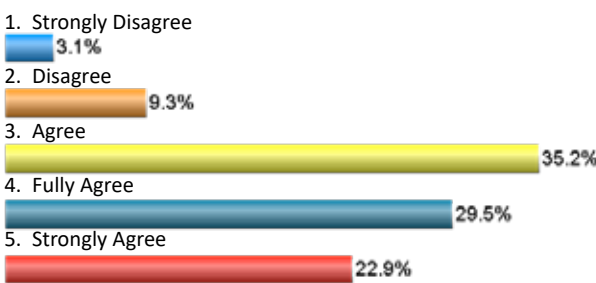


The facilitation of each session went very well



The graph above shows that 25.8% of officials strongly agreed that the facilitation of each session went very well, whilst 36.2% fully agreed and 32.3% agreed. 4.8% of officials disagreed that the facilitation of the session went very well whilst 0.9% strongly disagreed.

I find this meeting to be beneficial



The graph above shows that 22.9% of officials strongly agreed that the meeting was beneficial, whilst 29.5% of the officials fully agreed and 35.2% agreed. 9.3% of officials disagreed that the meeting was beneficial whilst 3.1% strongly disagreed.



PROVINCIAL ENGAGEMENTS

2018

NSC 2017

PIRLS 2016



Publication 2
First Semester 2018
Eastern Cape (Part One)

A system on the rise.

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