

"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

## NORTH WEST HAS 4 EDUCATION DISTRICTS:

**Bojanala District**  
**Dr Kenneth Kaunda District**  
**DR Ruth S. Mompoti District**  
**Ngaka Modiri Molema District**

## IN 2017 THE NORTH WEST PROVINCE HAD:

**825 776 LEARNERS**

**28 232 EDUCATORS**

**1 556 SCHOOLS**

**%**  
**LEARNER PERFORMANCE IN 2018 NSC**  
**79.4% NSC PROVINCIAL PASS RATE**  
**FORTH POSITION IN TWO CONSECUTIVE YEARS**  
**NSC PASSES:**  
**BACHELOR 8 278**  
**DIPLOMA 9 968**  
**HIGHER CERTIFICATE 6 216**

# PROVINCIAL ENGAGEMENT IN THE NORTH WEST PROVINCE



## North West Provincial Engagement

The Department of Basic Education (DBE) Director-General, Mr Hubert Mathanzima Mweli, accompanied by North West Acting Deputy Director-General for Curriculum, Ms Mohube, conducted the provincial engagements in the province to engage key education stakeholders on various factors that impact on quality learning in public schools. In attendance were provincial senior officials, district directors, circuit managers, subject advisors and school principals from Ngaka Modiri Molema, Dr Kenneth Kaunda and Dr R.S Mompoti. The engagements took place on 22 March in Vryburg and on 23 March in Klerksdorp in the North West province.

Learner assessment, teacher recruitment, and improvement of reading across the curriculum took centre stage during the provincial engagements.

Dr Mark Chetty, the Acting Director for National Assessment and Public Examination, Mr Hilton Visagie, the Acting Director for System Administrations and Ms Florence Modipa, the Chief Education Specialist for Curriculum Policy took to the podium to outline strengths and shortcomings of the Education Sector, focusing on the provincial performance in terms of National Senior Certificate (NSC) Examinations, Progress in International Reading and Literacy Study (PIRLS) and Improvement of Assessment Practice.

During his visit, Mr Mweli informed those in attendance that all the structures of the education sector need to work together to advance quality education in the country. "Education specialists in General Education and Training (GET) and Further Education and Training (FET) need to make collective efforts to improve learning outcomes," remarked the Director-General adding that, "the promotion of reading is not only the responsibility of language specialists. In fact, every teacher in public schools should take part in promoting reading across the curriculum."

In his presentation, Mr Visagie indicated that the PIRLS report needs to be used as a frame of reference to improve quality learning and teaching, particularly in the Foundation Phase and Intermediate Phase. Mr Visagie encouraged provincial and district officials to provide adequate support to teachers so that they improve language teaching skills. "PIRLS mandates the sector to concentrate more on improving the literacy level in schools to equip learners with basic skills such as reading and writing whilst in their early years of schooling," added Mr Visagie.

## NORTH WEST 2018 ENGAGEMENT

Mr Visagie also informed education officials to promote technical subjects in the province to broaden job opportunities for learners who are struggling with academic subjects to follow careers in the technical streams.

He further commended the province for having worked very hard in supporting progressed learners in 2017. Out of 2850 learners who wrote the 2017 NSC Examinations, 1516 passed.

Mr Visagie pleaded with the provincial officials to analyse the results to identify the learning areas that still need to be improved. Accounting, Agricultural Sciences Business Studies and Economics are amongst the subjects that faced a slight drop in 2017.

“Another area that we have to improve on is inclusive education. Government should dedicate more resources to special need schools to ensure that learners with special needs have full access to quality education as well,” added Mr Visagie.

Ms Florence Modipa, who delivered a presentation on improvement of Assessment Practice, maintained that teachers should apply the right assessment practices in order to improve learner performance in various learning areas. Ms Modipa said that the feedback that teachers give to learners at schools should be clearly outlined to allow parents to assist their children at home.

In her address, Ms Mohube indicated: “The Director-General’s visit to our province has been very fruitful. The presenters have made it clear that we need to work harder to achieve our excellence. Bearing in mind the information that was shared through the various presentations here, it is imperative for us to work towards improving language competency in our schools.”

“The PIRLS findings should be viewed as a wakeup call. We have to come up with a stronger strategy to empower teachers in the area of language teaching. I really thank the DG for having visited us. We really learnt a lot from these engagements, thank you for your continued support,” concluded Ms Mohube.

Mr Willie Conbrink, the School Principal for Janie Schneider School, which is a school for learners with severe intellectual disability, in Klerksdorp, thanked the Director-General for having visited the North West Province. “The meeting created a platform of knowledge sharing amongst key education role players especially school principals. All the

presentations were informative and enlightening. My plea to the DBE is that more resources need to be channelled to schools with special needs to enable learners in those schools to realise their full potential.





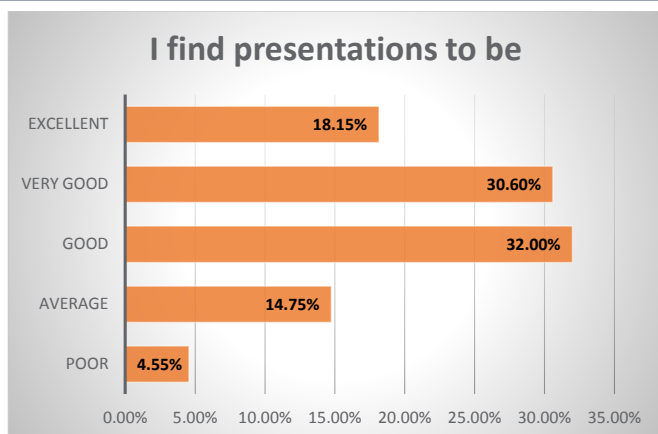


# QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

NORTH WEST  
MARCH 2018

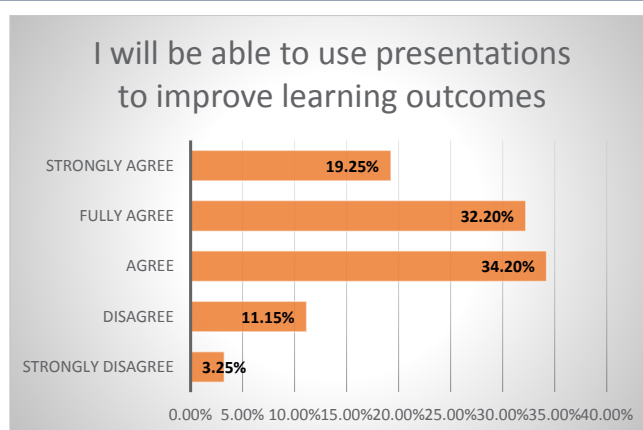


I find presentations to be:



The graph above shows that 18.15 % of officials found the presentations to be excellent, whilst 30.60% of the officials found the presentations to be very good. 32% of officials found the presentations to be good. Only 14.75% and 4.55% of officials found the presentations to be average and poor respectively.

I will be able to use presentations to  
improve learning outcomes



The graph above shows that 19.25% of officials strongly agreed they will be able to use the presentations to improve learning outcomes, whilst 32.20% and 34.20% of the officials fully agreed and agreed respectively. Only 11.157% and 3.25% of officials disagreed and strongly disagreed respectively that they will be able to use the presentations to improve learning outcomes.



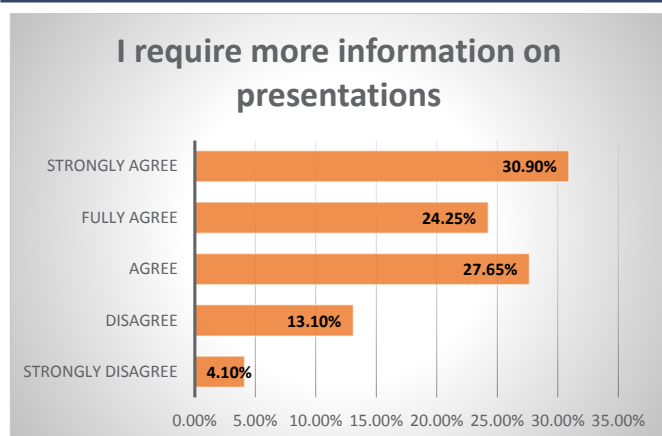


# QUANTITATIVE FEEDBACK FROM PROVINCIAL AND DISTRICT OFFICIALS

NORTH WEST  
MARCH 2018

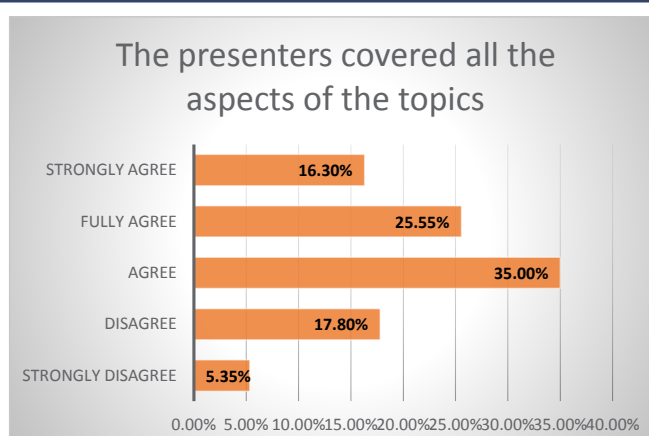


## I require more information on presentations



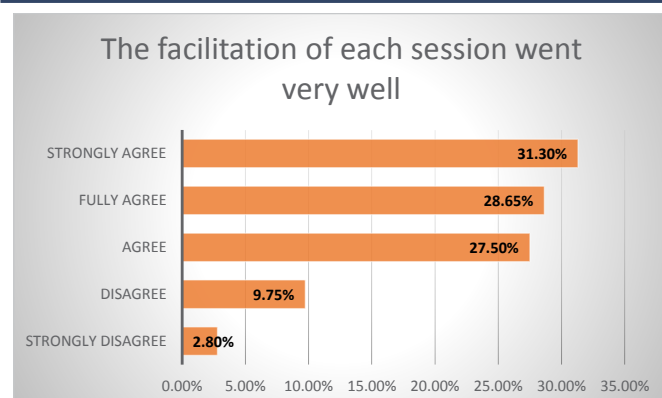
The graph above shows that 30.80% of officials strongly agreed that they require more information on presentations, whilst 24.25% of officials fully agreed and 27.65% of officials agreed. 13.10% and 4.10% of officials disagreed and strongly disagreed respectively that they require more information on presentations.

## The presenters covered all the aspects of the topics



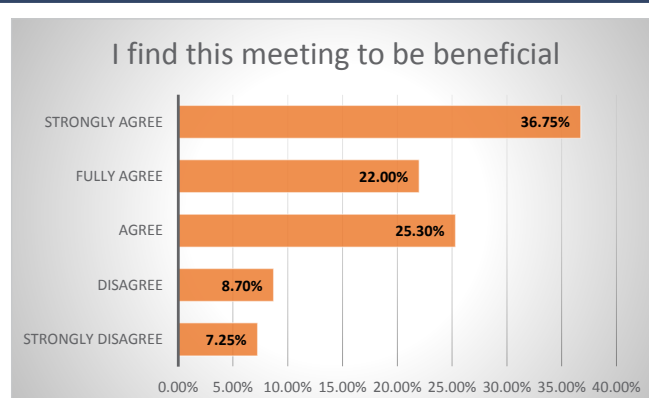
The graph above shows that 16.30% and 25.55% of officials strongly agreed and fully agreed respectively that the presenters covered all aspects of the topics whilst 35.00% of officials agreed. 17.80% and 5.35% of officials indicated that they disagree and strongly disagree respectively that the presenters covered all aspects of the topics.

## The facilitation of each session went very well



The graph above shows that 31.30% of officials strongly agreed that the facilitation of each session went very well, whilst 28.65% fully agreed and 27.50% agreed. 9.75% of officials disagreed that the facilitation of the session went very well whilst 2.80% strongly disagreed.

## I find this meeting to be beneficial



The graph above shows that 36.75% of officials strongly agreed that the meeting was beneficial, whilst 22.0% of officials fully agreed and 25.30% agreed. 8.70% of officials disagreed that the meeting was beneficial whilst 7.25% of officials strongly disagreed.









# PROVINCIAL ENGAGEMENTS

2018

NSC 2017

PIRLS 2016



Publication 7  
First Semester 2018  
North West

A system on the rise.

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