



Provincial Perspectives on System Performance and Progress on issues of Access, Equity, and Inclusivity in terms of learner performance: NW

**Consultative Meeting
17 October 2013: Pretoria
S.B. Mosimege**

Background

- The history of the South African education system is well documented
- What is critical for this debate are the lessons learned, that informs the kinds of decisions we make now to improve the current education system
- After 1994, the new education system placed its attention on achieving goals of access, redress, equity, quality and efficiency
- The first few years focused a lot access issues and very little on quality
- As access improved, the system slowly placed itself on a trajectory to improve the quality of learning
- The 2008 Election Manifesto, the 2009 MTSF pronouncements were all about improving the quality of Education

Background...

- Historically, the system made use of Grade 12 results as a proxy for measuring the quality of education
- It is only in the recent years that the basic education system is placing emphasis on performance at the lower levels, (introduction of ANA)
- The sector has over time also put in place policies that address equity issues across the system, realising that the profiles of learners in terms of poverty are vastly different (Quintile system, No Fee schools, NSNP, etc.)
- These inputs are meant to positively influence the performance of learners in view of economic inequalities
- This report, seeks to make an observation into how access, equity and inclusivity have affected learner performance

North West Context

- In the North West, we have a population of about 3.5 million, representing about 6.8% of the population of South Africa
- Almost half of this population is below age 24
- NW is the 3rd highest province in terms of poverty
- NW inherited 6 former education departments
- Most of the schools are in deep rural areas - challenges of long distances between schools, inaccessibility of public services
- The larger percentage of schools are in quintiles 1 to 3: in 2012 (75% learners in quintile 1-3 schools)

North West Province: Educational Districts

Educators per district:

BOJANALA	9 197
DR RSM	5 398
NNM	5 539
KK	56247

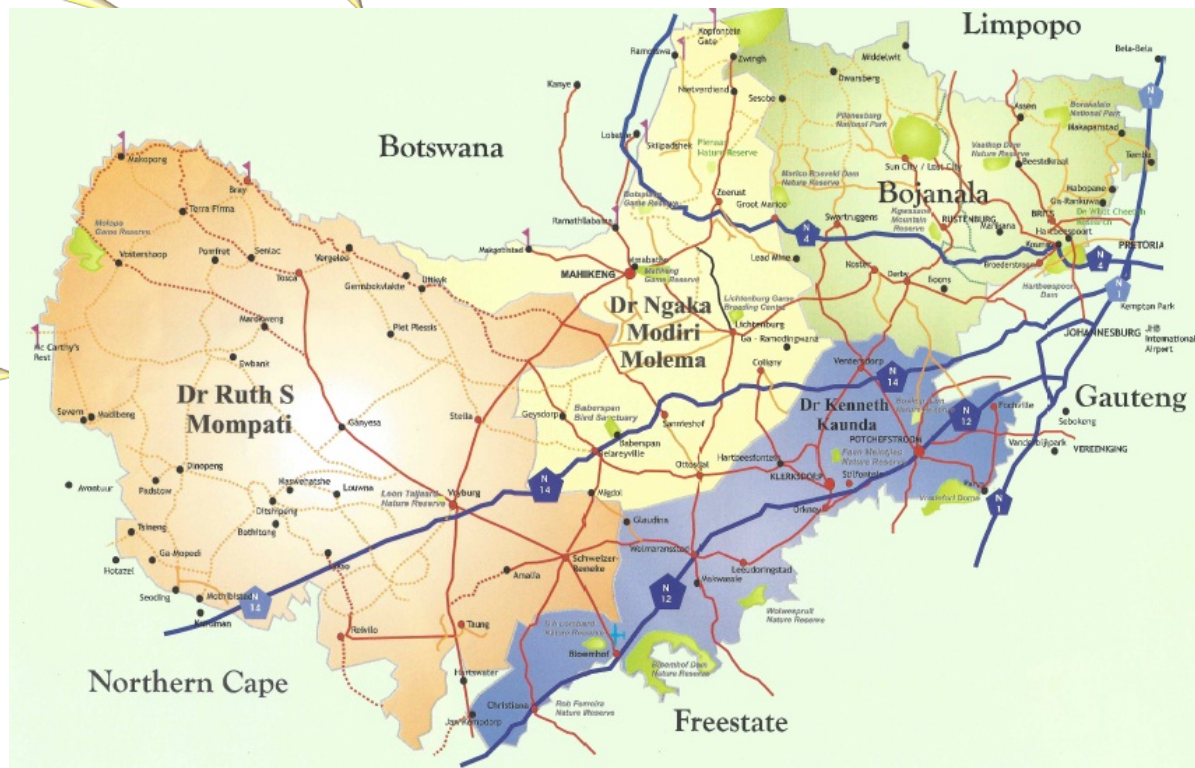
4 districts:

Bojanala
Dr Ngaka Modiri Molema
Dr Ruth S Mompoti
Dr Kenneth Kaunda

Bojanala is largest district and exposed to high influx of migrant laborers due to mines and industrial factories. More children are born in this area and more primary schools being developed.

Learner Educator Ratio:

Bojanala	28:1
DR RSM	31:1
NNM	30:1
KK	29:1



7.5% of persons aged 20 and above have a higher education

25% of persons aged 20 and above completed matric

ACCESS ISSUES

- In terms of the Constitution “everyone has the right to a basic education, including adult basic education”
- The SASA made education compulsory for learners from age 7 to age 15: Grade 9
- It has been acknowledged that RSA has improved on access to basic education: it compares well with other developing countries
- Access indicators reflect a marked improvement after 1994

Comparison between an average South African citizen and a North West citizen?

SOUTH AFRICA

	2001	2011	Decrease in Population aged 5-24	
Not Attending school	5 463 873	5 023 110	-440 763	-8%
Total	19 191 716	18 861 071	-330 645	-2%

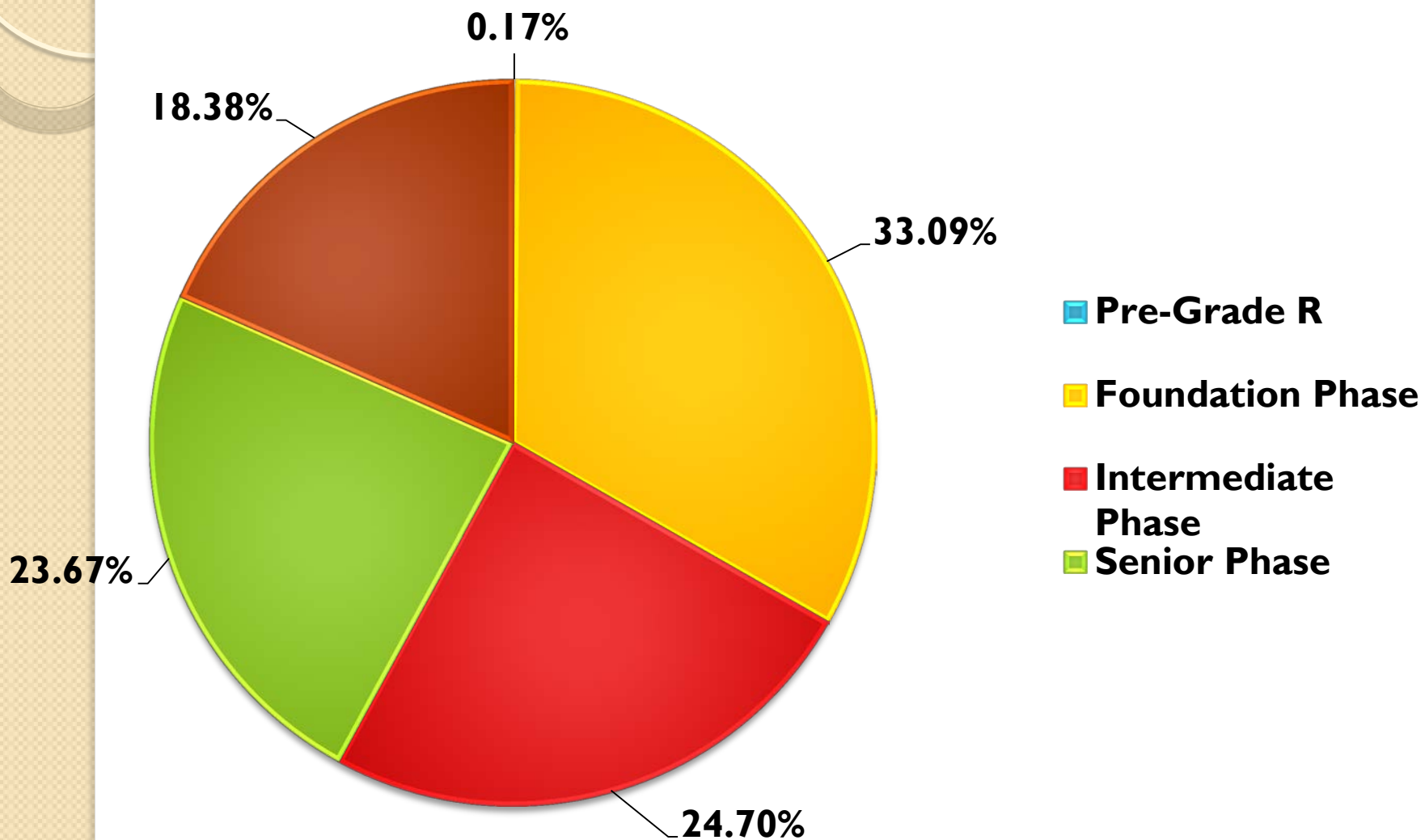
Net = 6%

NORTH WEST

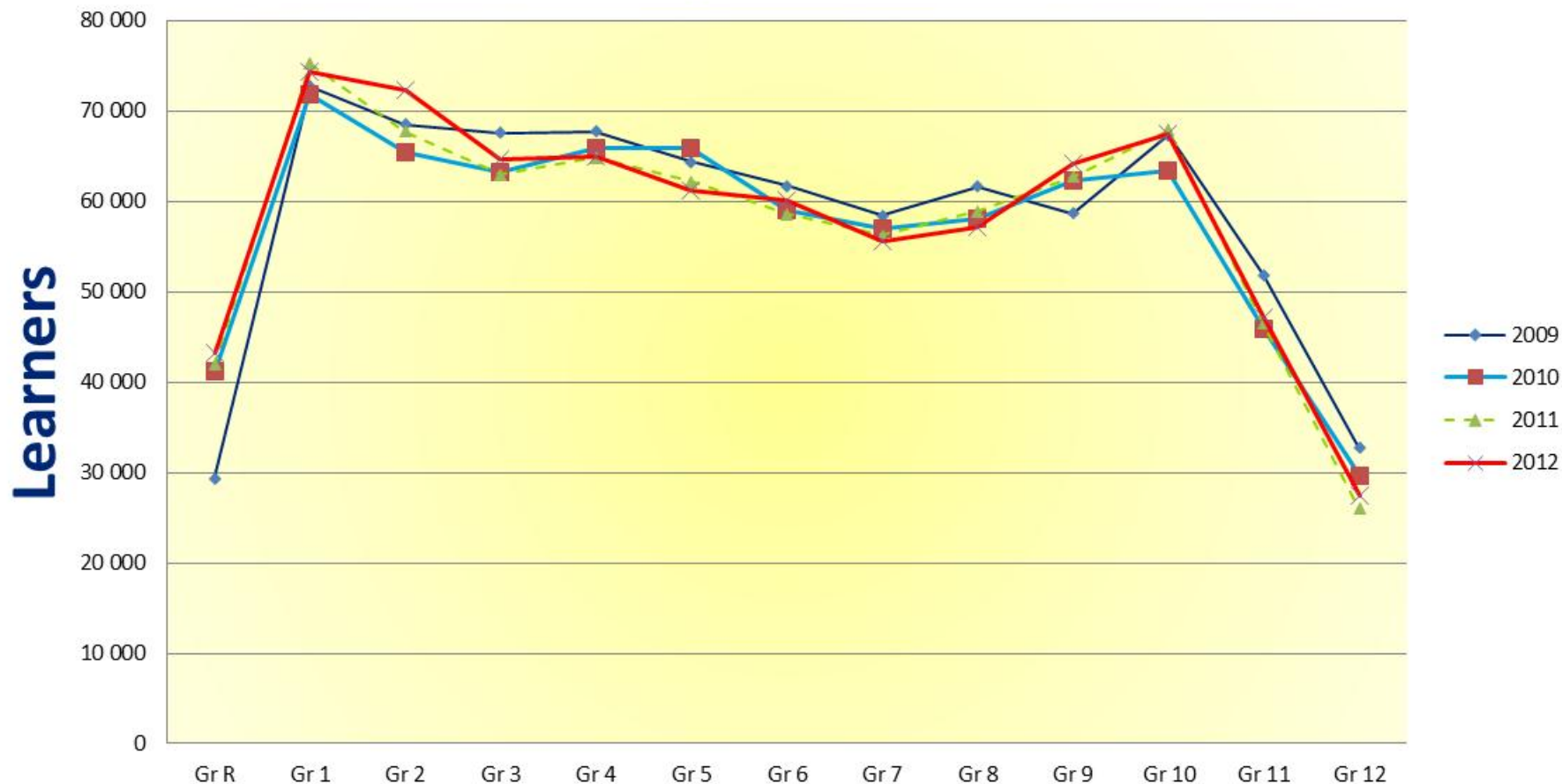
	2001	2011	Decrease in Population aged 5-24	
Not Attending School	470 221	369 806	-100 415	-21%
Total	1 517 997	1 250 427	-267 570	-18%

Net = 3%

North West Learners per Phase



Learners by Year and Grade



Year	Gr R	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
2009	29 372	72 749	68 567	67 621	67 759	64 360	61 739	58 436	61 657	58 699	67 361	51 850	32 708
2010	41 183	71 941	65 420	63 231	65 855	65 855	58 982	57 003	58 025	62 291	63 449	45 961	29 689
2011	41 923	75 240	67 754	63 014	64 844	62 180	58 632	56 267	58 935	62 777	67 909	46 488	26 028
2012	43 259	74 340	72 345	64 665	64 973	61 152	60 075	55 528	57 215	64 246	67 409	47 160	27 440

Type of schooling

SOUTH AFRICA

TYPE OF SCHOOLING

	2001	2011
PRE SCHOOL	4.2%	0.9%
SCHOOL	91.7%	92.9%
FET COLLEGE	1.4%	2.6%
UNIVERSITY	2.3%	3.0%
ABET	0.2%	0.2%
OTHER	0.2%	0.4%

18% in 2001 and 8.6% in 2011 of the population older than 20 has never received any form of education

NORTH WEST

TYPE OF SCHOOLING

	2001	2011
PRE SCHOOL	4.8%	1.0%
SCHOOL	92.5%	94.4%
FET COLLEGE	0.9%	2.0%
UNIVERSITY	1.4%	2.1%
ABET	0.3%	0.2%
OTHER	0.2%	0.3%

20% in 2001 and 11.8% in 2011 of the population older than 20 has never received any form of education

General Enrolment Statistics

	2006	2009	2010	2011
% of schools that offer Grade I and have Grade R	30%	62.7	76.6	81.1
Gross Enrolment Ratio	90	95	89	89
Gender Parity Index	0.94	0.94	0.98	0.97
% of 7-year olds attending education institutions		98.4	98.2	98.8
Apparent Net Enrolment Rate		86.8	86.1	90.2
Special Schools	4562	5709	5237	5634
Early Childhood Development	14302	6534	4810	11249

Access...

Years	PreGr R	Grade R	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
1996		0	110361	113327	93460	87340	83938	77542	74957	77852	68745	69928	58486	51325	967261
1997		1642	102200	100755	105498	89639	81382	76311	76750	78243	72431	72177	61412	51600	968398
1998		2337	89950	96078	98143	101023	81749	76348	75862	75927	69225	72551	60539	52821	950216
1999		3444	83366	90464	94921	98504	90861	75869	74614	77935	70242	75151	63643	46592	942162
2000		3193	65833	80028	92307	97505	88412	82427	74422	76839	68943	73325	62263	43413	905717
2001		3230	79809	64994	81929	96699	88041	81096	75783	81019	67938	73873	59675	39896	890752
2002		3142	95543	74994	66550	80977	95678	80736	74261	73092	81722	73622	57972	38478	893625
2003		4325	87993	88384	73912	67277	77371	91434	75345	73434	70696	87562	57405	36573	887386
2004		5174	84172	80000	82583	72375	63525	73421	84363	72553	67244	82666	56776	36401	856079
2005	3016	18106	17270	16547	16482	17081	14757	14396	20178	20155	22265	19539	10997	126	189793
2006	912	15311	85436	82265	79953	80746	77924	66843	64638	79199	76805	84211	70091	40033	888144
2007	73736	65756	64754	65024	60843	59201	52669	53256	60112	71042	49646	30228	30228	557	597560
2008	834	22023	75141	71243	67831	68920	65285	62625	61507	56019	56205	70692	54641	35196	745305
2009	874	31317	75077	70446	69222	69360	65492	62797	59770	62472	58350	68020	51297	33521	745824
2010	983	40404	72899	66412	64193	66637	62130	59240	55888	57069	61228	61705	45571	29889	702861
2011	647	43096	76814	69120	64148	65781	63229	59608	56911	58386	62482	67092	45752	26464	715787
2012	723	47196	77578	73027	65885	65459	61783	60440	57067	58493	63812	66261	45823	27823	723451
2013	791	47744	78111	75022	70573	66938	62274	59926	57970	58661	68213	70032	41907	29979	739606

Access...

- **Enrolment vs Completion**

- General drop in enrolment over the years in public ordinary schools (Just under 1 million to around 765 000 to date)
 - Demarcations in 2006/7
- For any given year, the ratio of Gr 12: Gr 1 enrolment is between 30% and 55%
- This means the schooling system loses a lot of learners in between
 - Lately, some of these learners enrol in FET colleges after Grade 9
- From 2008 to 2013, the ratio gap of enrolment in the FET phase : Foundation phase has narrowed down
- **NB.** Repetition rate is above 10% in the FET band

Access...

- **Tracking Learners in the FET band**
 - % of learners completing Grade 12 has been improving
 - 1996-1998 Grade 10 cohort: 24%
 - 2002-2004 Grade 10 cohort: 51%
 - 2009-2011 Grade 10 cohort: 61%
 - 2011-2013 cohort: 55%
- Grade R enrolments have increased from 1642 in 1996 to 47744 in 2013
- This marked increase is due to Grade R incorporation process

EQUITY ISSUES

- A reflection on aspects of equitable distribution of Resources
 - Public funding based on the learner poverty profiles: 2001
 - School nutrition programme offered to Quintile 1 to 3 schools
 - No Fee Policy: Q1-Q3 schools
 - Public expenditure on the poorest learner as a percentage of public expenditure on the least poor learners
 - Performance Ratios
- This does not prove that additional resources have a direct impact on learner performance

Equity & Learner Performance...

	2005	2006	2007	2008	2011	2012	2013
Public expenditure on the poorest learner as a percentage of public expenditure on the least poor learners	-	*93%	*95%	*97%	1:5	1:6	1:6
Performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 3	60%	62%	64%	-	* NWPA	*ANA	
Performance ratio of the least advantaged schools to the most advantaged schools with regard to Grade 12	70%	71%	74%	72%	79%	77%	

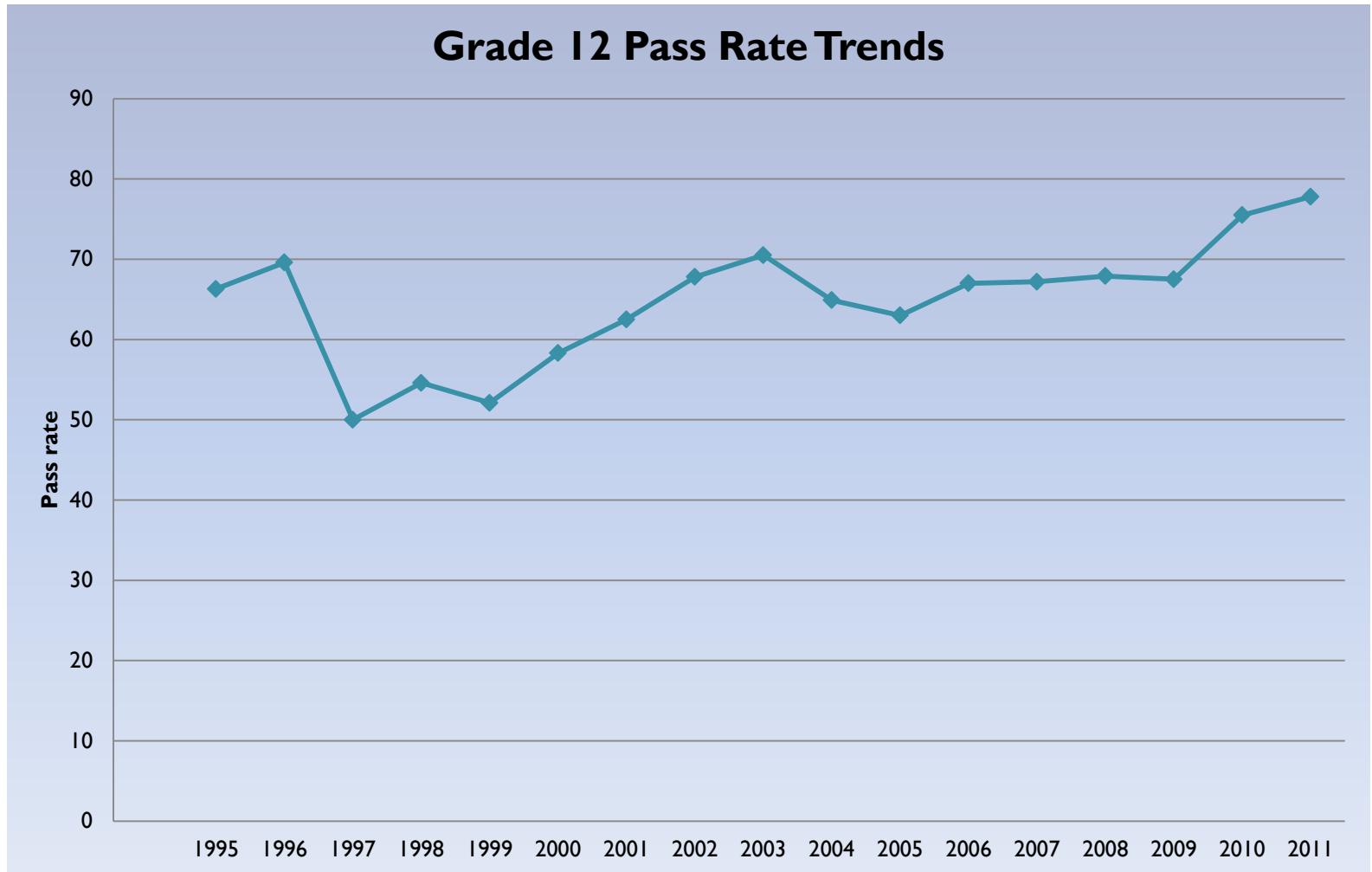
Equity & Learner Performance...

- Distribution of funding has become favourable for the lowest quintiles: 2013 Q1-3 receive same amount per learner
- A quintile 1 learner is funded 6 times more than a quintile 5 learner
- The performance ratio of the least advantaged to the most advantaged in grade 12 results has increased from 70% in 2005 to 79% in 2011 and 77% in 2012
- For maths and science there was gradual improvement between 2005 and 2008*
- However, this cannot be totally attributed to increased funding in Q1 schools relative to Q5 schools

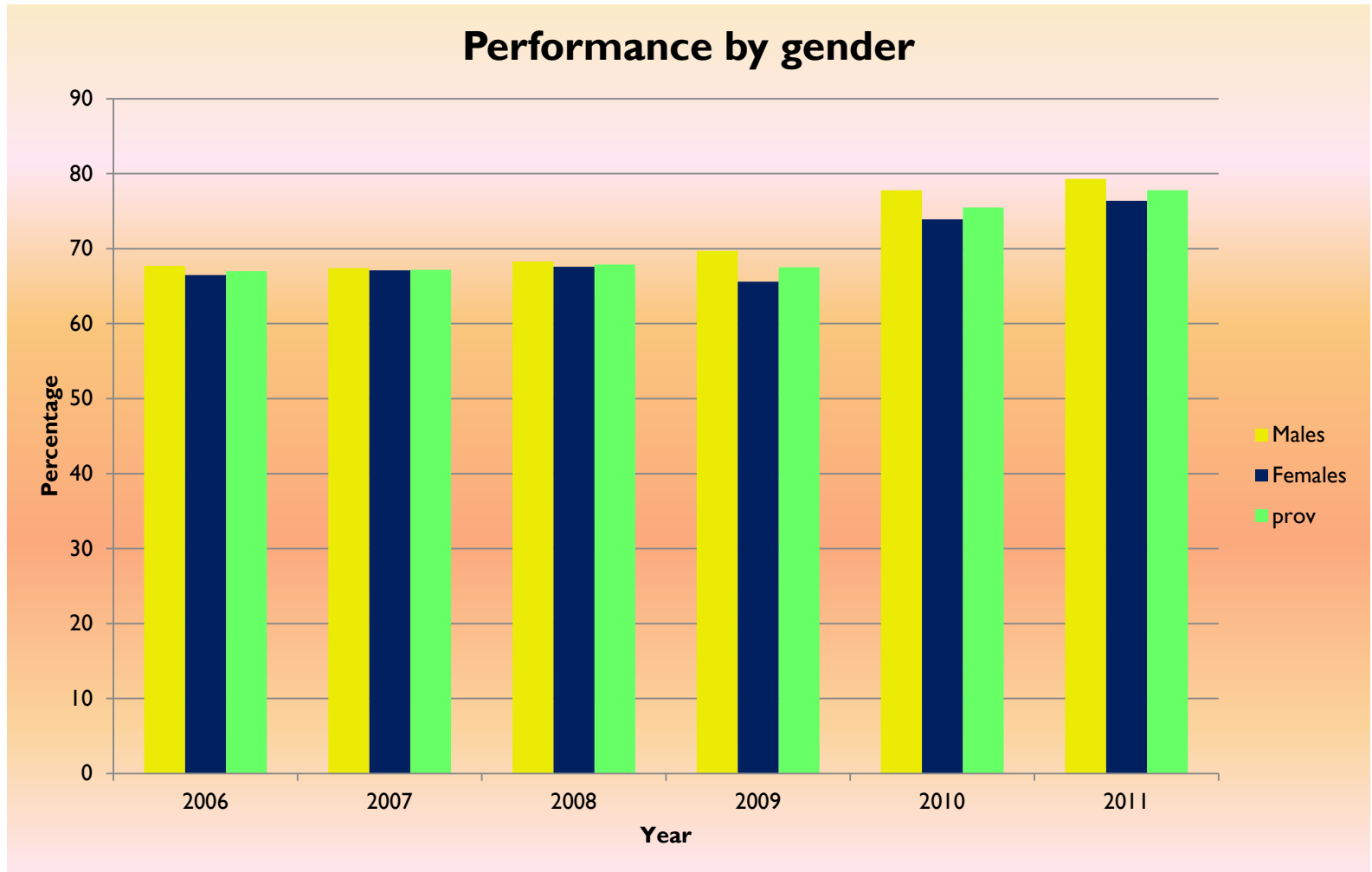
Learner Performance...

- Learner performance is mainly based on Grade 12 results in this report
- Over the years, learner performance in the province has been influenced by a number of factors:
 - Equitable distribution of resources
 - Intervention programmes: e.g. LAIP
 - Teacher Development programmes focusing on content
- Performance trends show a generally steady increase between 1999 and 2003 followed by a drop

Learner Performance...

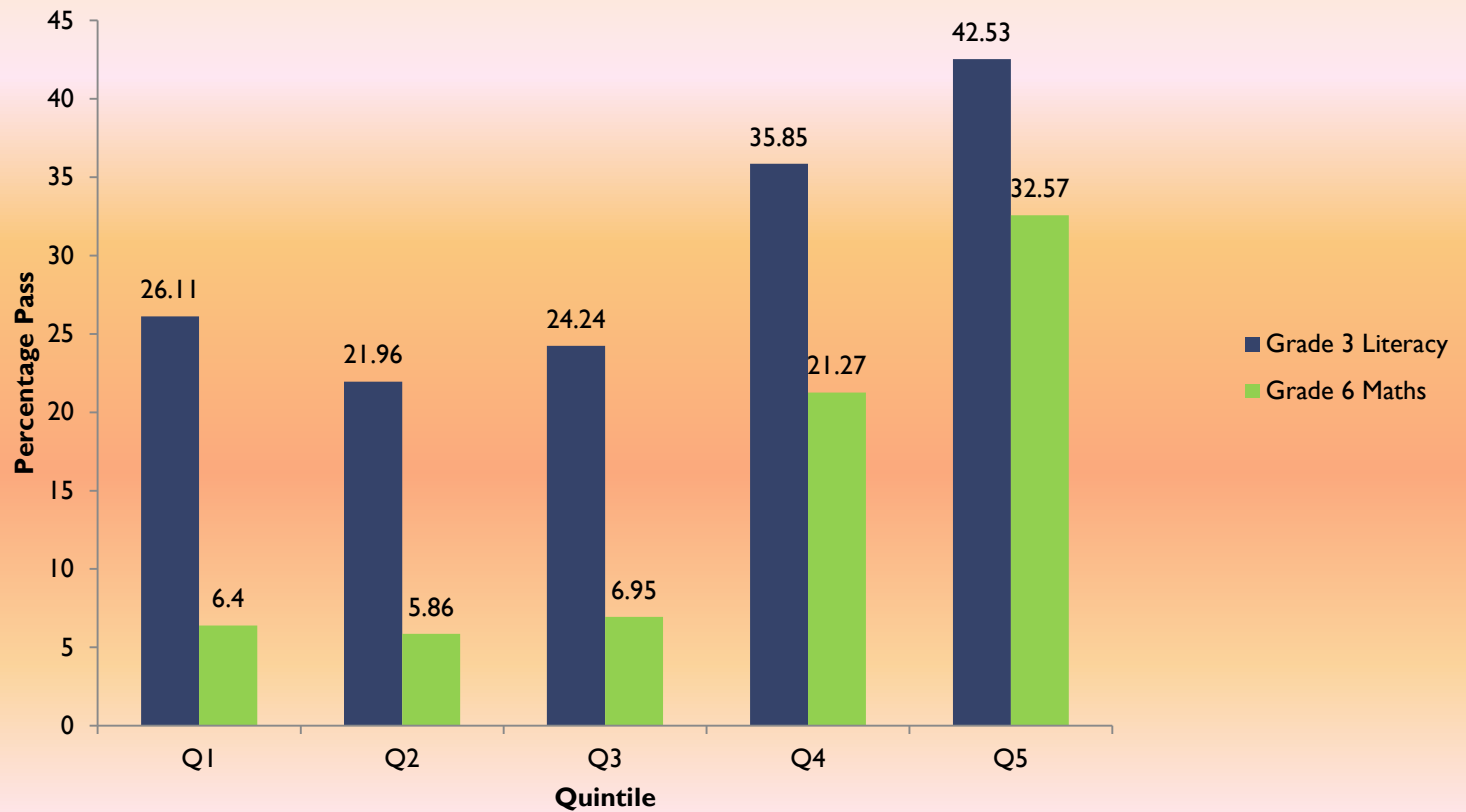


Performance by Gender



Learner Performance...

2012 ANA Performance by Quintile



Equity vs Learner Performance...

- Performance ratios of Q1:Q5:
 - ANA Grade 3 Numeracy 61%
 - ANA Grade 6 Maths 20%
 - Final Grade 12 results: 77%
- Financial resources seem to make a difference at Grade 12, followed by Grade 3. At Grade 6, the impact is not great
- This is not conclusive, there could be other factors affecting performance at various levels
- In the NW, there has been a lot of emphasis on supporting the FET phase, therefore, the good performance of quintile 1 schools when compared to quintile 5 may not necessarily be as a result of the better funding but of other support activities.
 - *NB. In the ANA data used, quintile 4 and 5 schools were very few (44)*
 - *A lot of schools were not classified (75 schools)*

Tracking Learner Performance

	2008			2009			2010			2011			2012		
	wrote	com	% com	wrote	com	% com	wrote	com	% com	wrote	com	% com	wrote	com	% com
Gr. 1	72068	61064	84.73	64873	54052	83.3	57 136	48 268	84.48	58 188	49 454	84.99	59 072	49 898	84.47
Gr. 2	69984	60909	87.03	61001	52821	86.59	53 121	45 314	85.3	52 147	45 411	87.08	55 889	47 968	85.83
Gr. 3	66225	58958	89.03	60294	53165	88.17	58 944	50 848	85.65	48 366	43 159	89.29	49 937	43 665	87.44
Gr. 4	67178	58272	86.74	60047	51736	86.16	52 080	45 045	86.49	49 326	42 239	85.63	50 708	42 999	84.8
Gr. 5	63636	57035	89.63	56738	50418	88.68	48 912	43 188	88.3	47 472	42 646	89.83	47 034	41 974	89.24
Gr. 6	60370	54887	90.92	54008	49587	91.8	53 169	46 233	86.95	44 574	40 387	90.61	45 735	41 700	91.18
Gr. 7	58623	53858	91.87	51545	47289	91.7	45 924	41 107	89.51	43 328	39 037	90.1	39 998	37 137	92.85
Gr. 8	52507	44982	85.67	53825	46916	87.16	48 368	40 850	84.46	45 256	38 704	85.52	40 329	34 545	85.66
Gr. 9	51859	38460	74.16	49112	35953	73.21	49 939	37 292	74.68	47 694	34 002	71.29	45 535	28 543	62.68
Gr. 10	66305	33904	51.13	57155	29611	51.8	48 594	25 779	53.05	51 397	27 061	52.26	47 091	21 659	45.99
Gr. 11	50973	31386	61.57	43542	26815	61.58	37 859	22 337	59	35 283	22 932	63.28	31 920	21 317	66.78
Gr. 12	33157	22554	68.02	30660	20700	67.51	28 910	21 876	75.7	25 364	19 737	77.82	27 174	21 654	79.5

Inclusivity Issues

	No. of SS	No. of Resource Centres	Remedial Teachers in FSS	Psychologists	Therapists	Social Workers	Professional Nurses	No. of Public schools converted to FSS	Number of Upgraded FSS
Bojanala	13	2	11	0	7	0	2	32	32
Dr Kenneth Kaunda	7	2	23	1	2	0	5	23	23
Dr RS Mompoti	4	2	15	0	0	0	0	24	24
Ngaka Modiri Molema	8	2	13	0	4	0	0	33	33
TOTAL	32	8	62	1	13	0	7	112	112

Inclusivity...

- There is no statistical analysis on the impact of Inclusivity on Learner Performance
- Enrolment of learners with minor disabilities has gone down in public ordinary schools
 - 2006: 2804
 - 2012: 1883
- Enrolment in special schools has gone up over the years
 - 2006: 3706
 - 2011: 5634
 - This could be attributed to public awareness
- These numbers are in contrast to the expectations wrt Inclusive education

Summary

- **Access:**

- Even though access has generally improved, NW is below the national average
- Access to ECD has improved significantly (28x) between 1996 and 2013
- There is an apparent gender gap: greater access to boys than girls in NW schools in comparison to other provinces
- The NW completion rate has improved over time
- There is evidence of improved retention over the years (Foundation vs FET phase)

- **Equity:**

- Q5 learners receive 1/6 of what quintile 5 learners receive, and the performance ratio of poorer schools to 'not so poor' schools has improved over the years
- Before ANA, there was a general increase in the performance ratio of Quintile 1: quintile 5 schools in the province (Foundation phase), that has changed (downward) drastically (ANA results analysis)

Summary...

- **Inclusivity**
 - As much as the province has made strides on issues of inclusivity, there is no substantiated linkage to learner performance
- **Learner performance**
 - A steady improvement of grade 12 results
 - This is also true for every province
 - Based on 2012 ANA results, the country is not doing very well but the province's performance is shocking in the lower phases of the system
 - More attention needs to be paid to the Foundation and Intermediate phases
- A thorough analysis needs to be done to understand all the dynamics at play with respect to learner performance

Conclusion

- Overall, access to schooling has increased, and learner performance is progressing at a slow pace at the lowest levels of the system and better in the last phase. Redressing inequalities of the past is fairly well taken care of, however, these inputs must be translated into better educational outputs. Through reducing systemic inefficiencies. Rigorous monitoring of the use of resources is critical in order to bring a change in all schools.

THANK YOU