

Progress against indicators

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Topics covered

- Where we are succeeding
- Where we are not
- Key national and provincial trends:
 - Bachelors level passes in Grade 12
 - Mathematics and physical science in Grade 12
 - Grade R expansion
 - Slow NSC growth
 - Performance trends across several measures



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Where we are succeeding

There is on-going onslaught on the education system that is creating a sense of despair, undermining work and progress made and the general credibility of the system. (Mangaung resolutions)

- **TIMSS improvements:** Virtually largest improvement one could expect, in a context of greater and younger Grade 9 coverage.
- **NSC growth** faster than youth population growth.



Where we are succeeding

- **Grade 9** completion from 80% in 2003 to 87% in 2011.
- **CAPS** and related training.
- By 2013, around 114 million **national workbooks**, rated as high quality by Australian Council for Educational Research.
- **Siyavula textbooks** in grades 10 to 12.
- Roll-out of **ANA**.
- Improvements in **public perceptions**, especially relating to books.



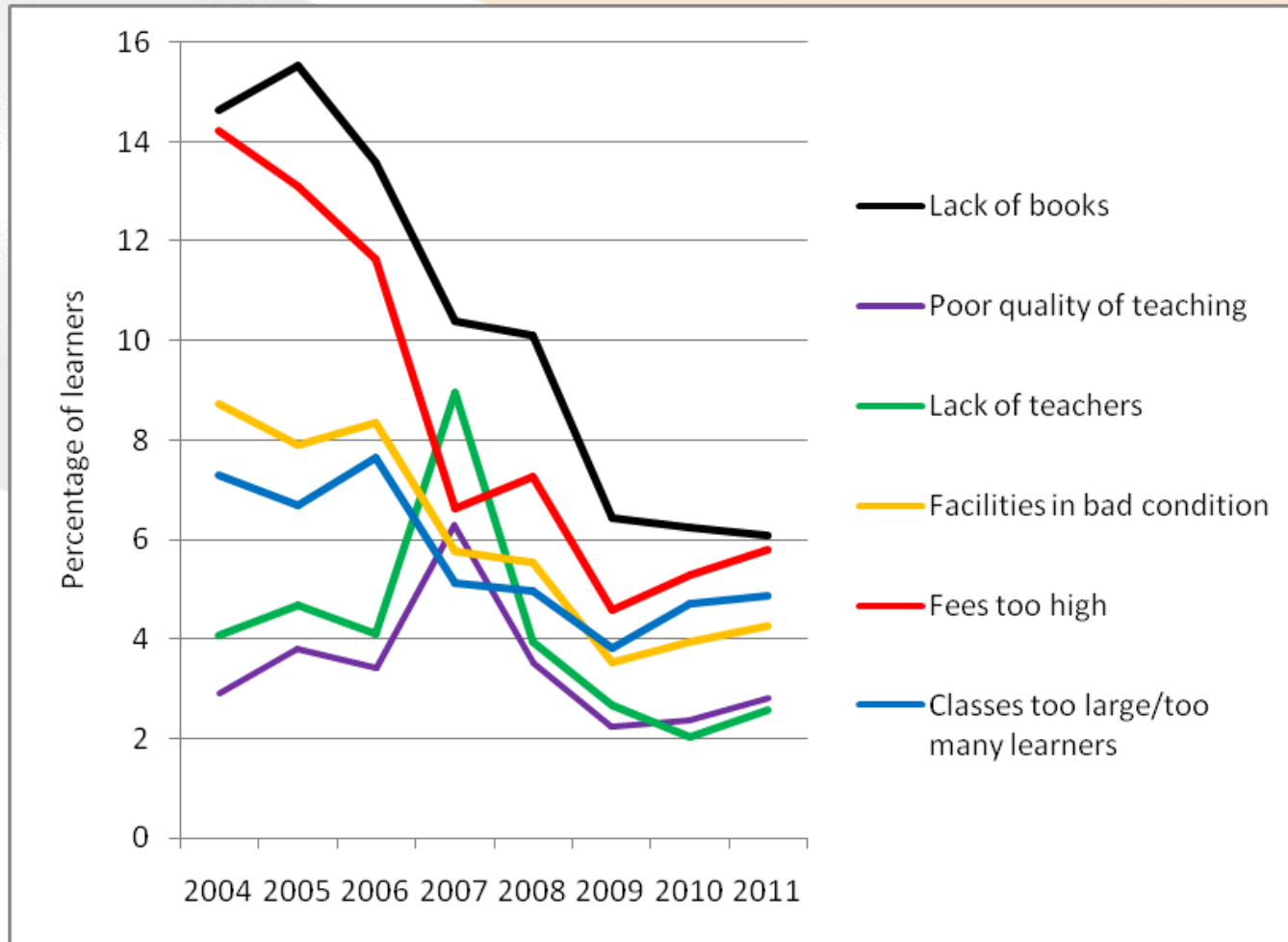
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Where we are succeeding

Household complaints about schooling



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Where we are succeeding

- **Purchasing power of teachers** improved by 30% in five years 2007 to 2012. Given economic climate, this is remarkable.
- **Maturing of IQMS.** Better oversight and data capturing. Presumably a change in teacher culture.



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Where we are not...

- Despite TIMSS, still no strong sense that we've turned the corner in terms of quality, yet unclear improvement plans for seven (?) of the provinces.
- Measuring quality improvement a serious challenge.
- Other than for Bachelors level indicator, improvement in Grade 12 still weak. Question is how to balance breadth (enrolments) and depth (teaching and learning).



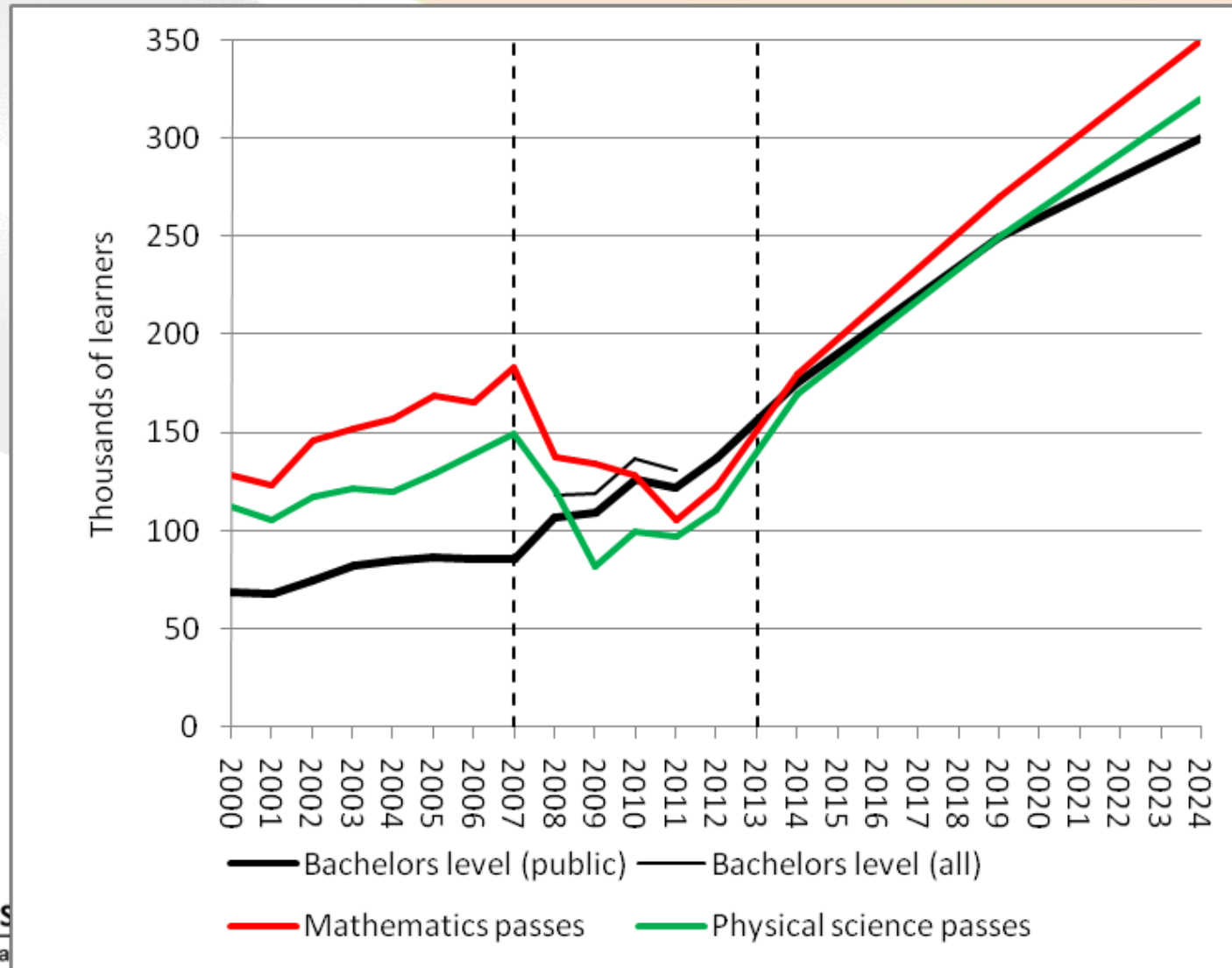
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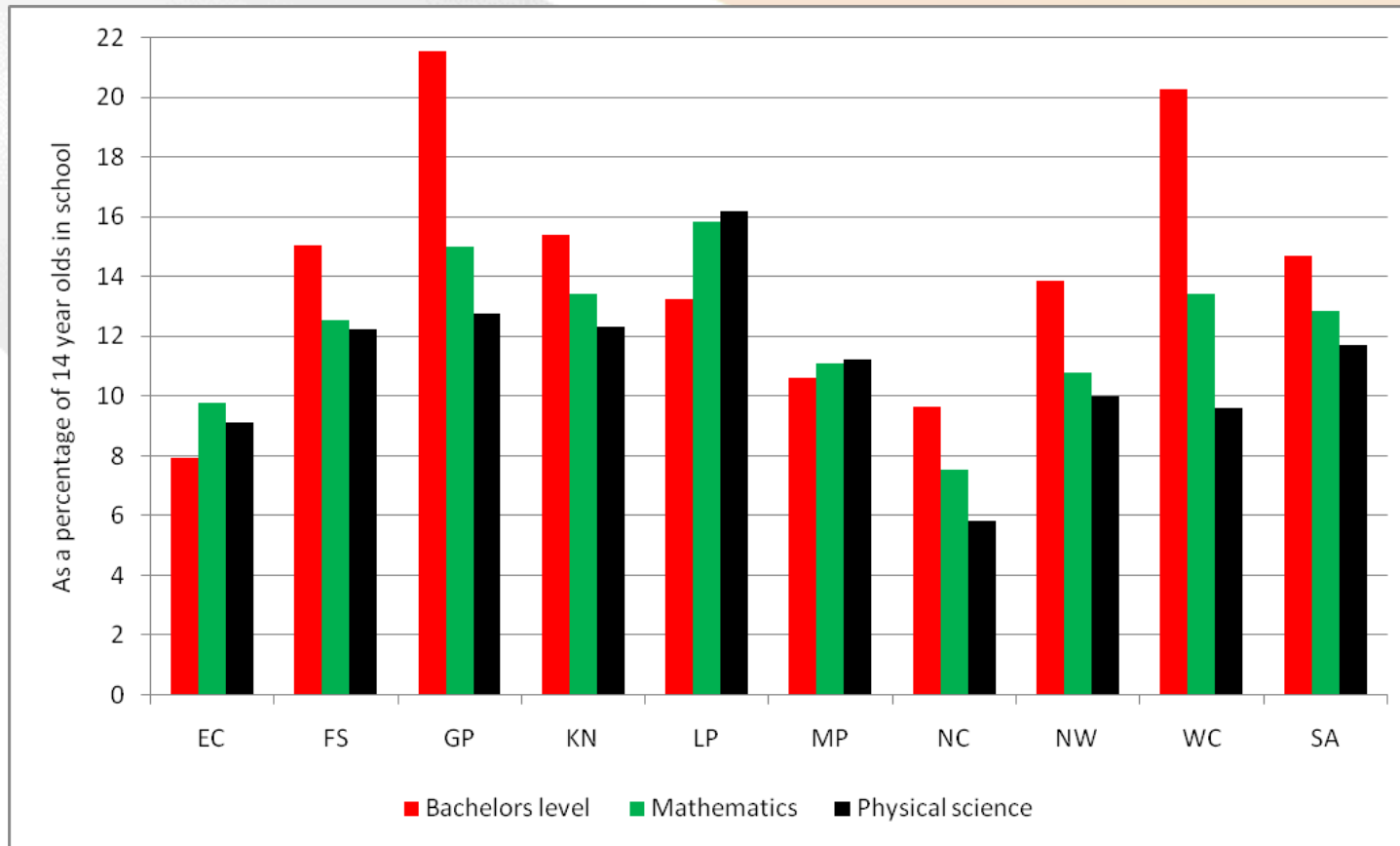
Key national and provincial trends

Critical skills and the Grade 12 examinations



Key national and provincial trends

Critical skills and the Grade 12 examinations



EC, MP and NC are poor performers, GP and WC are exceptionally good with respect to Bachelors level passes. Note the good mathematics and science outputs in LP.



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Key national and provincial trends

NSCs issued to full- and part-time students 2008-2011

Reported in DBE examinations reports	Umalusi figures				
Total passes amongst full-time candidates in the public examination system after supplementary results included (as in Figure 4) (A)	Total NSCs issued per examination cycle according to Umalusi (B)	Part of B accounted for by full-time students (C)	Part of B accounted for by part-time students: Virtually all from public examinations system	Difference between A and C: Mostly IEB	
2008	361,262	370,548	370,320	228	9,058
2009	354,673	365,222	363,493	1,729	8,820
2010	378,486	395,085	388,463	6,622	9,977
2011	362,060	378,461	371,523	6,938	9,463

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Key national and provincial trends

Statistics on part-time Grade 12 examination students (2010)

	Full-time candidates	Part-time candidates	% of candidates who are part-time	Average subjects passed by part-time students	Total centres with part-time students	Public ordinary schools with part-time candidates	% of all part-time candidates writing at an ordinary school
EC	68,467	11,346	14	0.6	108	29	4
FS	28,228	2,068	7	0.5	228	216	99
GP	94,386	22,776	19	1.0	455	305	28
KN	133,168	20,677	13	0.8	1,347	1,292	89
LP	95,897	9,930	9	0.4	277	0	0
MP	54,654	5,090	9	0.4	350	336	97
NC	10,416	1,382	12	0.5	103	98	87
NW	29,609	2,712	8	0.9	201	188	49
WC	47,078	6,220	12	0.6	355	309	85
SA	561,903	82,201	13	0.7	3,424	2,773	50



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Key national and provincial trends

Non-repeating Grade R learners as a percentage of an age cohort (2009-2011)

	<i>Non-repeating Grade R learners over age 5 population cohort</i>
EC	91
FS	95
GP	95
KN	76
LP	99
MP	100
NC	86
NW	89
WC	100
SA	91



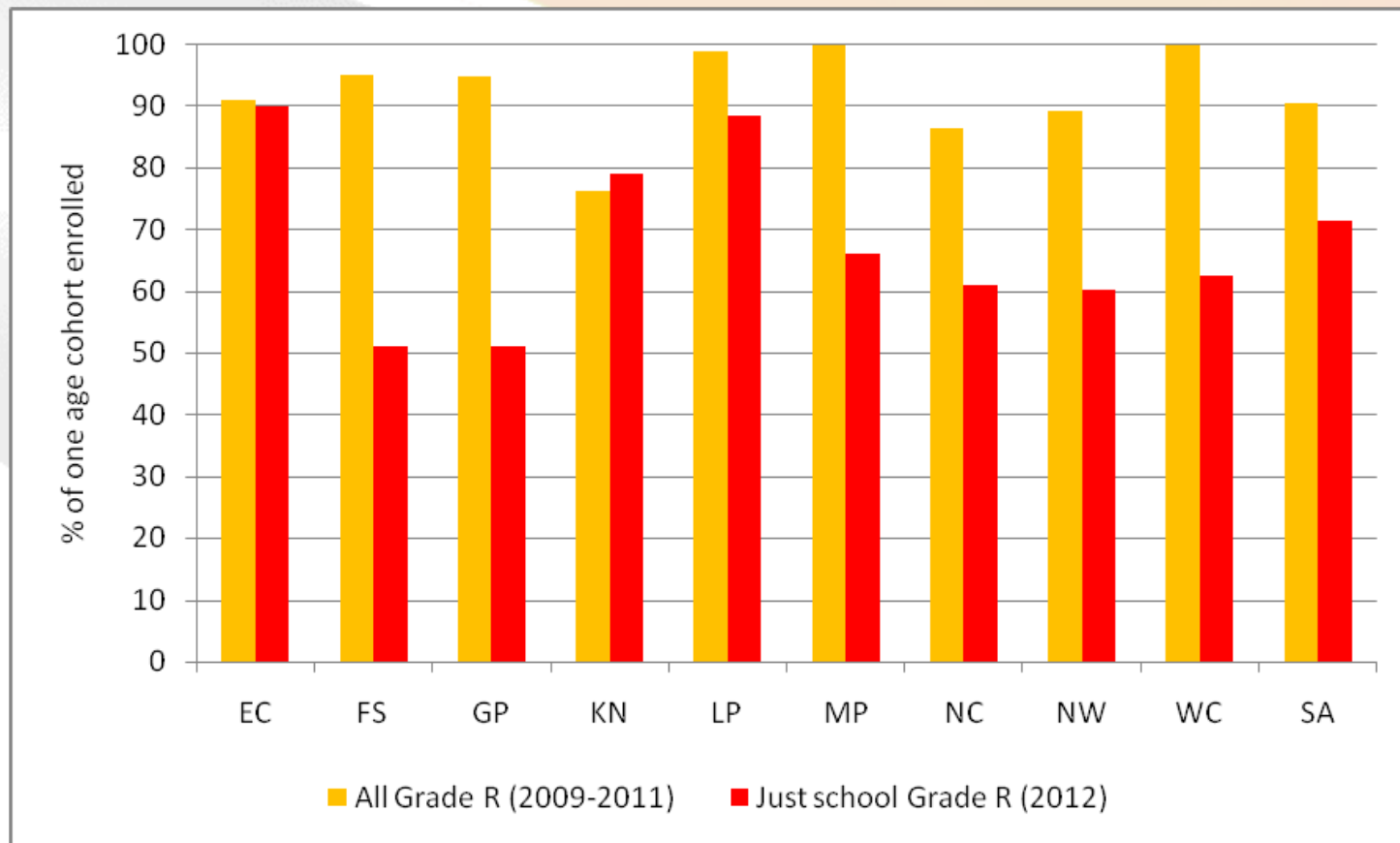
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Key national and provincial trends

Grade R enrolments in school and overall



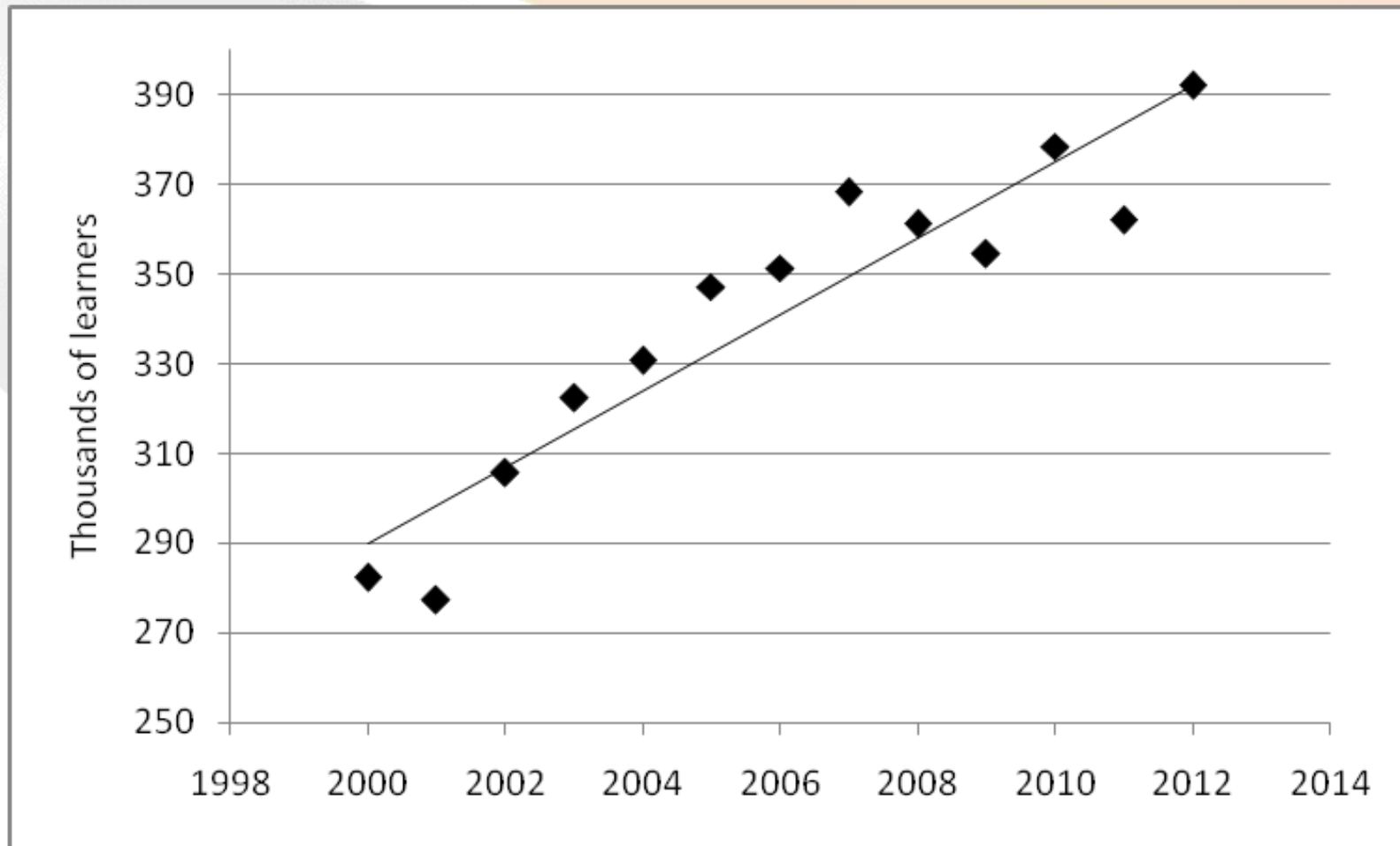
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Key national and provincial trends

Number of full-time Grade 12 passes in schools

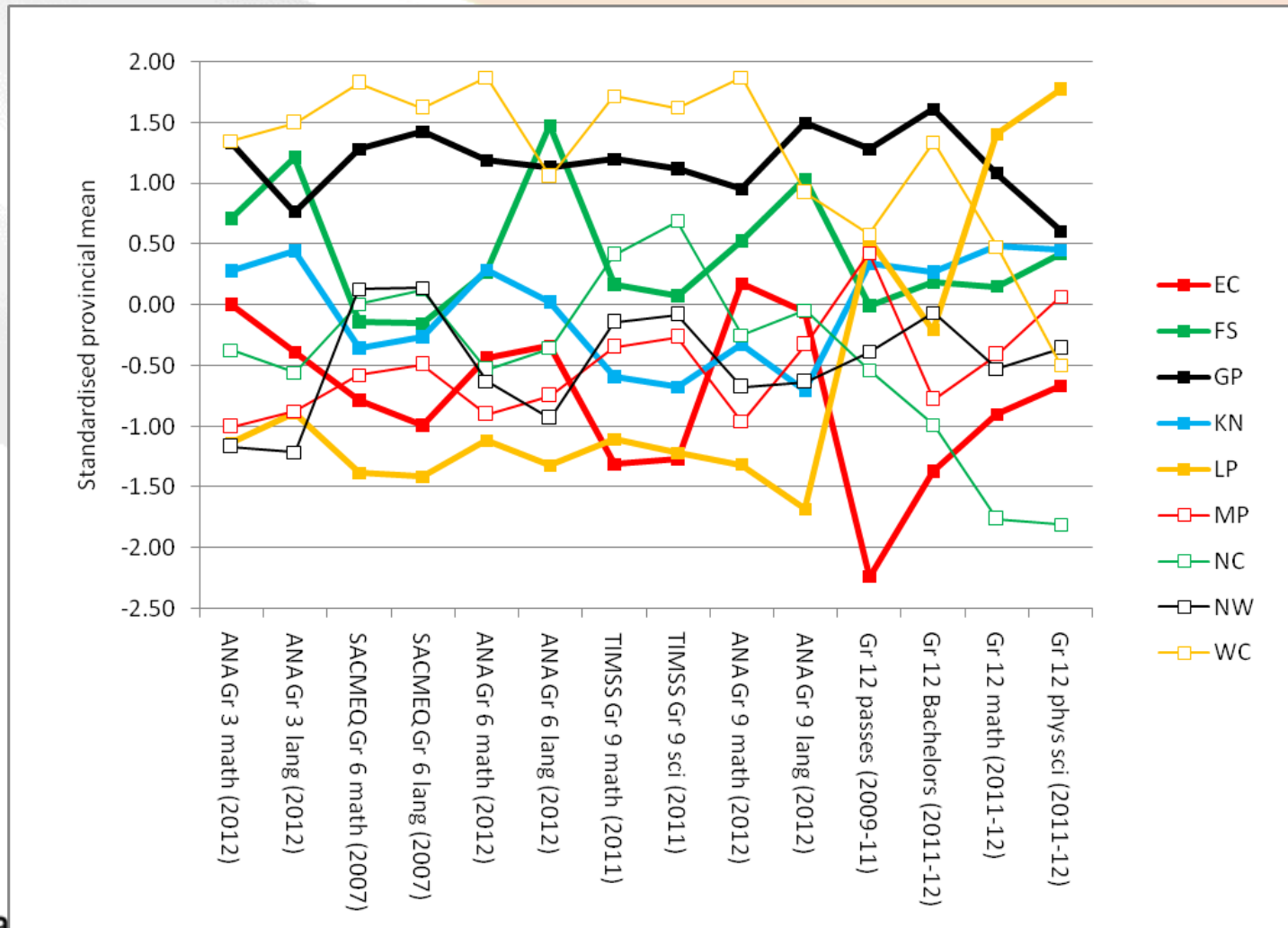


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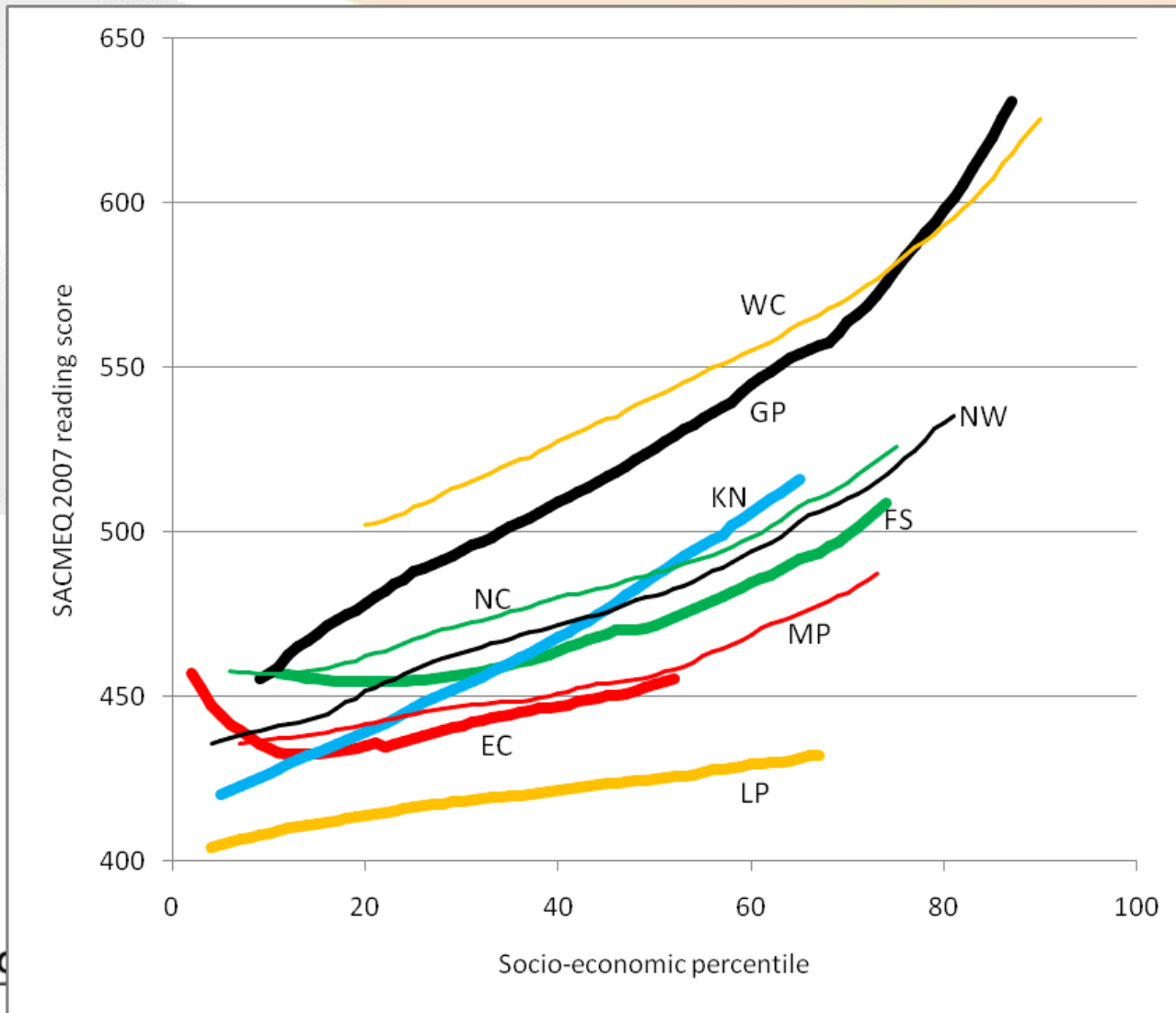
Key national and provincial trends

Overall view of learner performance by province



Key national and provincial trends

Relationship between reading and SES across provinces



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Key national and provincial trends

Relationship between learner and teacher test scores in SACMEQ

