



Republic of South Africa
The Presidency
Department of Performance Monitoring and Evaluation

Progress made on Basic Education Outcome

Basic Education
17 October 2-013



Learner performance: foundation phase

Indicator	2009 level	2014 target	Latest available measurement	Note
Grade 3 literacy	48% of learners operating at minimum literacy level (Source: 2007 DBE Systemic Evaluation)	60%	52% (changed measurement methodology from baseline) (Source: DBE Report on the ANA 2012)	

Analysis

- Average 2012 ANA Grade 3 literacy (52%) and numeracy (41%) results increased from 2011 (35% and 28% respectively)
 - But only 36% of learners scored above 50% for numeracy and only 57% scored above 50% for literacy
- 2012 ANA Grade 6 results for literacy improved to 36% (28% in 2011) and declined to 27% for numeracy (30% in 2011)
 - Only 11% of learners scored above 50% for Grade 6 maths and only 39% scored above 50% for Grade 6 language

Learner performance: foundation phase continued...

- Results point to
 - On-going lack of effective teaching and school management, including general weak district oversight of schools
 - Lack of accountability for poor results
 - School district officials' and principals' performance agreement need to be instituted so that they can be held accountable for their school performance
- Target likely to be achieved due to literacy and numeracy improvement programmes that DBE has been implementing, focusing on low performing schools

Learner performance: intermediate phase

Indicator	2009 level	2014 target	Latest available measurement	Note
Grade 9 mathematics		60%	13%. (Grade 9 wrote ANA tests for the first time in 2012)	unlikely to be achieved

Analysis

- Average 2012 ANA Grade 9 mathematics performance was very poor(13%).
- Only 2.3% of learners scored 50% and above
- This impact heavily on learners taking and passing mathematics at matric level.
- The country needs to produce artisans and engineers and these careers require mathematics without a firm maths foundation, this will be invain
- DBE needs to devise strategies to improve learner performance in mathematics

Learner performance: matric

Indicator	2009 level	2014 target	Latest available measurement	Note
Grade 12 Bachelor passes	110 000 (Source: DBE matric report) (19% of candidates obtained Bachelor passes)	175 000 (32%)	137 251 for 2012 (Source: DBE 2012 NSC results) (27% of candidates obtained Bachelor passes)	

Analysis

- Improving matric and bachelor pass rates are due to:
 - Increased matric support programmes
 - Increased numbers of learners taking maths literacy (instead of mathematics)
 - While this is contributing to the improved pass rate, it is negative in terms of developing critical skills
- The target is unlikely to be achieved, partly because the number of candidates has declined, due to a change in school starting age – target was wrongly formulated

Quality of teaching and learning at schools

Indicator	2009 level	2014 target	Latest available measurement	Note
Provision of workbooks and textbooks	64% of learners have access to workbooks and textbooks (Source: 2009 School Effectiveness Study)	100%	99.4% timeous delivery of textbooks, and 98% delivery of workbooks to schools (Source: DBE POA Quarterly Progress Report Q4 of 2012/13; DBE Proof of Deliveries 2012/13)	

Analysis

- The target is formulated in terms of % of learners who have access to workbooks and textbooks
 - Data on access is not yet available, progress is reported in terms of % timeous delivery of the books planned to be delivered
 - National DBE needs to introduce an improved monitoring system to measure learners' access to textbooks

Quality of teaching and learning at schools: continued

- Workbooks are distributed by national DBE
- Textbooks are distributed by provinces, and due to national DBE support to provinces, management of textbook delivery by provinces improved markedly in 2013, in comparison to 2012
- Actions taken by national DBE to ensure improved delivery of textbooks by provinces in 2013:
 - Agreement between national DBE and provinces on standard business processes for planning, procurement and distribution of textbooks
 - Monthly monitoring of adherence to the standard business processes by national DBE, and engagement with, and support to, provinces which fall behind
- **The successful turnaround of provincial text-book delivery in 2013 has lessons for the roles of national departments in improving service delivery for concurrent functions**

Curriculum coverage

Indicator	2009 level	2014 target	Latest available measurement	Note
Quality teaching: curriculum coverage	Only 12% of teachers covered 40% or more of 89 topics in Grade 5 curriculum (2009 School Effectiveness Study)	100%	Comparative data not available, but only 32% of learners in grade 6 meet standard of 4 maths exercises per week (Source: DBE 2011 SMS Report)	

Analysis

- Use of Learner Teacher Support Material (LTSM) is not optimal
- Gaps in teacher content knowledge limits topics covered in class
- Budget pressures in some provinces (partly caused by excess teachers) results in delayed employment of temporary teachers, impacting on curriculum coverage
- Ineffective monitoring of curriculum coverage by school and district management
- DBE needs to strengthen its monitoring systems for curriculum coverage – we are currently unable to accurately report on this target

Access to early childhood development

Indicator	2009 level	2014 target	Latest available measurement	Note
Grade 1 learners attended formal Grade R	80% (Source: DBE indicator report)	100%	87.8% (2012)(Source: DBE POA Quarterly Progress Report Q4of 2012/13; STATSSA, GHS 2011)	

Analysis

- More learners are attending grade R, though the quality is still variable
- Grade R target likely to be achieved as over 90% of population is already in Grade R (including public and private schools)
- ECD is broader than Grade R, covers period from conception until Grade R
- DBE is responsible for Grade R portion, DSD is largely responsible for period from conception to age 5, covering more than just education
- DoH also plays a key role – the health of the child and mother impact on ECD
- Improving ECD quality is an essential requirement for improving the results of our

Access to early childhood development (ECD) continued...

- Challenges:
 - DBE is responsible for ECD curriculum, DSD responsible for free standing ECD sites, DoH is responsible for health issues- but inter-sectoral coordination is weak
 - Very small numbers of the youngest children (0-2 years old) are in formal early child care and education (ECCE) centres
 - Number of children aged 0-4 years attending an ECD facility is increasing but it is still too low to have a major education impact
 - Current provision privileges children who have access to centre-based services and whose families can afford fees

- What needs to be done beyond DBE:
 - Find ways to improve inter-sectoral coordination – DSD should lead this
 - Widen ECD to cover first 1000 days of life, from conception to 2 years old with a more comprehensive set of services (e.g. nutrition and food security, ante-natal and post-natal care)
 - Extend home-based and community-based ECD programmes
 - Greater focus on access to ECD for poor children
 - More parent support programmes

School infrastructure

Indicator	2009 level	2014 target	Latest available measurement	Note
Schools which meet minimum infrastructure standards	77% (Source DBE calculations)	100%	55% (changed measurement methodology from baseline) (Source: DBE 2011 SMS Report)	

Analysis

- Under-expenditure on education capital budgets is due to:
 - Delayed signing of MOA with implementing agencies for national initiative to deliver school infrastructure
 - Weak infrastructure-related supply chain management in some provinces
- Historical backlogs are much larger than available budgets

Next 5 years

- MTSF development
- DA will be subset of MTSF
- Draft ideas on MTSF
- Conduct more programme evaluation



Example: Outcome 1: Quality Education

The NDP has identified the following sub-outcomes to improve the education performance:

- 1. Access to quality Early Child Development (ECD)
- 2. Improved quality teaching and learning
- 3. Capacity of the state to intervene and support quality education
- 4. Increased accountability for improved learning
- 5. Human resources development and management of schools
- 6. Infrastructure and learning materials to support effective education



Proposed MTSF impact indicators

Impact Indicator	Baseline	2019 Target (2030 target)
Percentage of learners in grades 3 achieving 50 percent or more in the annual national assessments in literacy and numeracy	60% (2012) 36% (2012)	75% (60%)
Percentage of grade 6 learners achieving 50 percent or more in the annual national assessments in first additional language and home language and mathematics	38.7% (HL); 24.4% (FAL) and 10.6% for mathematics (2012)	60% (for both languages, or an average of both English and First Additional Language) 75% Mathematics
Percentage of grade 9 learners achieving 50 percent or more in the annual national assessments in Home and first additional language	38.9% (HL); 20.8% (FAL) and 2.3% mathematics (2012)	75% (for both language and mathematics)

Proposed MTSF impact indicators: continued

Impact Indicator	Baseline	2019 Target (2030 target)
Percentage of Grade 12 learners passing at bachelor level	26% (2012)	34%
Number and percentage of Grade 12 achieving 50% or more Mathematics	22.6% (2012)	50%
Number and percentage of Grade 12 achieving 50% or more Physical Science	22 %(2012)	50%
Average score obtained by Grade 6 learners in language in the SACMEQ assessment	495 language (2007) 520 mathematics (2007)	550 both math and language
Average score obtained by Grade 8 learners in mathematics in the Trends in International Mathematics and Science Study (TIMSS)	352 (2011)	380 (500)
Average score obtained by Grade5 learners in reading in the Progress in International Reading Literacy Study (PIRLS)	421(2011)	521



Ke ya leboga

Ke a leboha

Ke a leboga

Ngiyabonga

Ndiyabulela

Ngiyathokoza

Ngiyabonga

Inkomu

Ndi khou livhuha

Thank you

Dankie

