



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

THUTO



## NEWSLETTER

# 2017/2018 Basic Education Budget Vote Debate



Basic Education Minister, Mrs Angie Motshekga, took to the podium to brief Parliament on the significant achievements made by the basic education sector in terms of improving quality teaching and learning in all public schools during the Basic Education Budget Vote Debate which took place in the Old Assembly Chamber on 24 May 2017. Minister Motshekga also outlined the plans and strategies put in place to improve the outcomes for the sector during the 2017/2018 financial year, through the utilisation of the *Overall Budget Allocation* to the Department of Basic Education (DBE) of *R23.4 billion* and added that: “The fact that our budget has increased by *R1.1 billion* from the 2016/17 allocation, an increase of 5.1%, confirms Government’s commitment towards education as the topmost priority”.

Minister Motshekga remarked that Basic Education remains a crucial element in shaping the character and values of society, saying that education needs to be strengthened at the Foundation Phase to prepare learners for higher Grades. The DBE has committed to put more effort into strengthening quality learning and teaching in the lower grades to ensure that critical skills such as reading, writing and numeracy are prioritised during the first five years of a learner’s schooling. Approximately 99% of South African learners have access to basic education; however, the level of literacy and numeracy amongst South African learners still requires serious intervention.

The Department has also initiated an assessment tool, the *National Integrated Assessment Framework* (NIAF), to improve learner outcomes, especially in the Foundation Phase. The proposed new NIAF was structured on offering elements that integrate diagnostic assessment tools, summative examinations and independently administered systemic evaluations. A costed project plan for implementing the model in the next three financial years was approved by the Director-General during November last year.

The new model comprises three tiers, namely the *Systemic Assessment*, the *Diagnostic Assessment* and the *Summative Examination*. The *Systemic Assessment* will be sample-based, and administered in Grades 3, 6 and 9, once every three years, which will provide the basic education sector, especially those involved in planning and evaluation, with valuable data on the health of the system and trends in learner performance. The *Diagnostic Assessment* will be administered by the teachers in the classroom to identify learning gaps; and to plan remedial measures early in the learning process, so as to avoid learning deficits. The *Summative Examination* will be a national examination, administered in selected Grades and selected subjects to provide parents and teachers with a national benchmark to measure the performance of their children; and to determine promotion amongst Grades. The systemic assessment will be piloted in October 2017, and the first systemic assessment will be implemented in 2018.

Click on the below link for the Minister’s full Budget Vote Debate Speech for the 2017/18 Financial Year:

<http://www.education.gov.za/Newsroom/Speeches/tabid/950/ctl/Details/mid/6106/ItemID/4389/Default.aspx>



# Basic Education Sector Update



During the Education Sector Update Media Briefing, which took place during the morning of 24 May 2017, Basic Education Minister, Mrs Angie Motshekga, reported that the sector is working closely with provinces to address the issue of safety and security in and around schools. “The fact that our teachers and learners are not safe in schools due to criminality is not acceptable. Learners are the victims of crime and our schools are targeted by criminals and vandals who steal vital education equipment. The Council of Education Ministers (CEM) resolved that the DBE needs to work more closely with the police to address these matters and ensure that criminals targeting our schools are arrested and convicted” the Minister said.

The Minister also informed the media that CEM has prioritised the Incremental Introduction of African languages (IIAL) within the schooling system, and that provinces are currently hard at work in ensuring that schools are well equipped to offer African Languages as part of the curriculum.

Minister Motshekga furthermore mentioned that the DBE is making progress in the implementation of the Technical Vocational Stream, which commenced in January 2016 at Grade 10 level in 582 schools with over 37,000 learners. Approximately 1,660 teachers and Subject Advisors were trained on Technical Subject’s Specialisations, 203 on Technical Sciences and 228 on Technical Mathematics. Preparations of the system for the implementation of the Technical Vocational Stream at Grade 12 level in 2018 are currently underway.

In conclusion, the Minister mentioned that it is crucial that the sector concentrates on improving the functionality of schools and encouraged teachers, principals, parents, learners, School Governing Bodies (SGBs) and communities to continue assisting government in making *quality, effective, inclusive, and efficient* basic education a reality through *access, redress and equity*.

Click on the below link for the full statement by the Minister on the Education Sector Update:

<http://www.education.gov.za/Newsroom/Speeches/tabid/950/ctl/Details/mid/6106/ItemID/4387/Default.aspx>



# Minister Motshekga urges South Africans who still need to obtain their matric certificate to register with the Second Chance Matric Support Programme



Basic Education Minister, Mrs Angie Motshekga, has recently embarked on provincial roadshows to encourage South Africans who have previously failed to obtain their matric certificates to register with the Second Chance Matric Support Programme in order to access learning resources and assistance in preparation for registering and writing the necessary examinations to obtain their National Senior Certificates (NSC) or amended Senior Certificates. Following on visits to KwaZulu-Natal, Eastern Cape and Gauteng, the Minister visited Hobhouse in the Free State on 20 May 2017, where she addressed parents, learners and members of the community on the programme. The predominant objective of this initiative is to help young people with the completion of their NSC or Senior Certificate qualifications in order to provide them with a stable platform on which to pursue their future dreams and goals.

In reference to the *National Development Plan* (NDP), Minister Motshekga said: “South Africa loses half of every cohort that enters the school system by the end of the 12 year schooling period, wasting significant human potential and harming the life-chances of many young people. Research also indicates that more than half of all school-leavers annually enter the labour market without a National Senior Certificate pass. Approximately 75% of these young adults will still be unemployed five years later”.

The Minister further told learners to use the Second Chance Matric Support Programme to advance their academic status. “Only basic education has the capacity to equip this generation with the set of skills to navigate the demands and challenges of the 21<sup>st</sup> century. It is true that basic education underpins the development in all sectors of our society. In this regard, we must do all that we can to protect and promote the education of young people,” emphasised Minister Motshekga.

Minister Motshekga further told parents to become more involved in their children’s academic progress adding that, “We cannot succeed as Government alone without the active involvement of parents, communities, stakeholders and the private sector. All of us must play a role. The learners themselves must take responsibility for what happens in their schools. At the end of the day, they are responsible for what becomes of their lives. The role of parents is to guide the young ones; by teaching them values and to respect the rights of others. Many challenges we are facing in our schools are exacerbated by the failure of parents and guardians to play a prominent and active role in the lives and education of their children.”

In conclusion, the Minister thanked all learners who had already registered with the Programme, and encouraged them to work hard in ensuring that they obtain their NSC or their amended Senior Certificate respectively.

Click on the below link for additional information:

<http://www.education.gov.za/Programmes/SecondChanceProgramme.aspx>

# 8th SA AIDS Conference to take place in Durban during June 2017



The 8<sup>th</sup> bi-annual South African AIDS Conference will be taking place at the International Convention Centre (ICC) in Durban in the KwaZulu-Natal Province from 13 to 15 June 2017. The theme identified for the Conference is “*The Long Walk to Prevention: Every Voice Counts*”. The DBE will use the Conference as an opportunity to publicly announce the recently promulgated DBE *National Policy on HIV, STIs and TB* and launch the research study report on the health of educators in public schools in South Africa. The Department will also use this platform to showcase the range of care and support programmes, including those on HIV/AIDS and TB, which the Department has been implementing since 2000, and to further engage with stakeholders in the education sector.

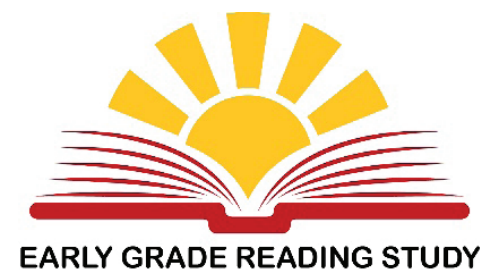
The DBE will be hosting two satellite sessions during the Conference. The first satellite session will focus on the new HIV Policy: “*A Bold New Approach to HIV and TB in the Basic Education Sector*”. The session has been organised in partnership with the United States Agency for International Development (USAID) and will discuss the critical pillars of the implementation of the new policy, including: strengthening sexuality education in Life Orientation; access to sexual and reproductive health services through schools; and imperatives for programmes for educators and officials. The second satellite session entitled, “*The Health of our Educators in Public Schools in South Africa: Turning the Tide*” will be co-hosted with the Human Sciences Research Council

(HSRC) to launch the *Study on the Health and Well-being of Educators in Public Schools* in South Africa. During the session, the findings of the research study conducted in 2015 will be presented, and the results will be compared with that of a previous survey (undertaken in 2004), indicating the gains and remaining challenges. In addition, two papers will be presented as oral presentations.

The Conference will be attended by various national and international stakeholders working in the field of HIV and AIDS including government officials, researchers, academic institutions, non-governmental organisations, development partners and *People Living with HIV and AIDS*, with an expected attendance of more than five thousand delegates.



# Early Grade Reading Study intervenes in Foundation Phase Literacy Teaching



The Early Grade Reading Study (EGRS) originated from the growing concern over reading being a challenge in attaining quality education. The challenge was reflected by the *Progress in International Reading Literacy Study (PIRLS) 2011*, which showed that 58% of children are not learning to read by Grade 4 and that poor reading proficiency is one of the root causes of school dropout in Grades 10 to 12. There has been growing consensus that the most efficient and cost-effective way to respond to these challenges is by improving the reading acquisition of learners at the start of their schooling careers. Although the DBE and Provincial Education Departments (PEDs) are implementing various strategies to support early grade reading, there is little or no rigorous evidence-based or impact evaluation evidence research about the benefits of specific models relative to other strategies. A 2012 Ministerial Audit of provincial reading programmes indicated a need for more (and sometimes better) reading materials to be made available and recommended the establishment of a national reading strategy based on scientific evidence regarding what most improves the acquisition of reading. The EGRS is the primary response to these recommendations.

The EGRS is led by the DBE's Research Co-ordination, Monitoring and Evaluation Directorate with funding from donors such as the International Initiative for Impact Evaluation, the United Nations International Children's Emergency Fund (UNICEF), the Zenex Foundation, Anglo American, USAID and with external support from the University of the Witwatersrand (WITS), the Human Sciences Research Council (HSRC), Class Act as the service provider, and the Department of Planning, Monitoring and Evaluation (DPME).

The project commenced with *EGRS 1* in 2015 and was implemented in 230 Quintile 1 to 3 schools in the North West Province with three different Setswana Home Language reading interventions being evaluated. *EGRS 1* is currently in its third year of implementation in Grade 3. *EGRS 2*, which commenced this year in 180 Quintile 1 to 3 schools in the Mpumalanga Province, focuses on English as a First Additional Language with two different reading interventions being evaluated. Intervention 1 entails 50 schools that are receiving scripted lesson plans, graded readers and support from specialist reading coaches. Intervention 2 entails 50 schools that are also receiving scripted lesson plans, but in electronic format on a tablet, graded readers and an off-site coach who provides support through cellphone messaging and telephone calls.

Several interviews with participating teachers were recently conducted at an *EGRS 2* teacher training event in the Mpumalanga Province. The interview responses indicated that the EGRS intervention has simplified lesson preparation, the introduction of tablets has reduced paperwork, the availability of teaching aids increases learner understanding and the methodologies encourage participation in the classroom. Grade 1 teacher, Ms Thembi Ngwenya, commended the EGRS for contributing towards building a solid foundation in the foundation phase. Ms Ngwenya said: "I wish the EGRS was introduced when I started teaching and that it was available in all subjects".

Both *EGRS 1* and *EGRS 2* use rigorous impact evaluation methods to compare the impact of the reading interventions to ordinary schooling support. The evaluation results for *EGRS 1*, indicating the effect the EGRS had on reading outcomes, will be released at the EGRS launch scheduled to take place during August 2017 at the DBE.





# ***Knowledge-Sharing workshop on mobile learning for South African schools***



Basic Education Deputy Director-General for Social Mobilisation and Support Services, Dr Granville Whittle, chaired the Knowledge-Sharing Workshop on Mobile Learning for South African Schools aimed at strengthening digital education in South Africa in Menlo Park, Gauteng Province, on 10 May 2017. Information and Communication Technology (ICT) experts from various Information Technology (IT) institutions including SchoolNet, Reflective Learning, the Learning Avenue, Psybergate and Siyavula, convened to exchange views on how best learners can benefit from mobile learning. The initiative, which was co-ordinated by the DBE in partnership with UNICEF, seeks to increase access to ICT in remote areas to afford learners an opportunity to acquire basic education through technology.

In his opening remarks, Dr Whittle mentioned that the contribution made by the private sector in education is very critical because it helps Government to deliver quality education for all.

UNICEF Chief of Education and Adolescent Development, Dr Wycliff Otieno, said that the workshop has enabled the attendees to share in-depth knowledge around mobile learning within the school context: “The workshop has given us a clear picture of what needs to be done in order to improve mobile learning in public schools. What needs to happen now is to explore this concept to ensure that learners in rural and urban areas equally benefit from digital education”.

UNICEF Education Specialist, Dr Saadhna Panday-Soobrayan, agreed that, “The workshop was very fruitful and presented delegates and IT specialists with an opportunity to share best practice, particularly on improving the effective use of ICT in schools.”

# Celebrating Africa Month during May: What does being African mean to you?



As the African continent is celebrating African Month, it is befitting that we highlight some of the key values that Africanism has contributed to the lives of our fellow Africans on the continent.

Ms Florence Ngwamalekane Modipa was born in the then *Leb 6* (Nebo District) in the current Greater Sekhukhune District in the Limpopo Province. She started her primary education at Tsimanyane Primary School and matriculated at a *humble* school, Nape a Ngwato in the then Dennilton Circuit, which did not even offer Science as a subject. She obtained her Master of Education in Curriculum Studies at the University of the North. Ms Modipa started her career as a lecturer at the University of the North's (now the University of Limpopo) Department of Curriculum Studies. She was appointed as an Assistant Director at the Department of Education under the Initial Teacher Education Directorate in 2008, and later at the DBE as a Chief Education Specialist for Curriculum Policy.

“My role as a Chief Education Specialist entails the development of National Education Policies and Regulations for both General and Foundation Phase Education and Training. I currently work with Provincial Education Departments (PEDs), whilst assisting Umalusi with the publication of their policy and regulation documents.”

“African Month is all about embracing humanity and promoting unity as the children of the African Soil. We should use this Month as an opportunity to showcase our diverse cultures. As Africans, we have to embrace one another, inculcate a culture of brotherhood and sisterhood across ethnicity and race. In my view, our uniqueness and cultural diversity remain a source of Africanism, which define who we are.”

“Africans have endured many disasters and atrocities, from colonisation and the slave trade, to natural disasters. Their resilience has seen them surviving poverty, conflicts, civil wars and rising from the ashes to redefine themselves. Africans are usually family orientated: in African culture, I do not have an extended family, I only have family. This value has encouraged Africans to unite over centuries, whether it was about ploughing the fields, herding the cattle or raising children. I'm reminded of an old adage that says it takes a village to raise a child. As an African child, I owe my value system to the men and women of my village as they shaped the person I am today. Thanks to our African leaders, education still remains the most powerful tool to transform ordinary lives for the better. I am encouraged by the African dialogues that have started to steer Africa towards opportunities for all. I am looking forward to the day when Africans will understand the richness of their own languages (mother tongue), and will elevate them to their befitting status.”

## Provincial Round-up

### Gauteng Province



The Gauteng Department of Education (GDE) officially opened another school in Braamfisherville last week. The Moses Kotane Primary School is the 46th new school to be opened since 2014. The new school was built at a cost of R106 million and is named after South African struggle stalwart, Moses Kotane, to recognise his role in the struggle for liberation. The school will cater for 1,320 learners from Grade R to Grade 7 and boasts 28 smart classrooms with interactive white boards, five Grade R classrooms, two smart science laboratories, two smart multi-purpose rooms, two smart home economics laboratories, a computer laboratory, an information technology (IT) control room, a library, a nutrition centre, a dining hall, a rainwater harvesting tank, five courtyards and combi courts for netball, basketball and tennis. Gauteng MEC for Education, Mr Panyaza Lesufi, said that learners in the area will no longer travel long distances to school, and that the provision of schools with modern facilities in townships will improve, and transform the quality of education in the country.



# Upcoming Events

- 24 – 26 May 2017: The provincial rounds of the ABC Motsepe Schools Choral Eisteddfod Championships to take place at Spirit World Ministries, North West Province
- 24 – 27 May 2017: The provincial rounds of the ABC Motsepe Schools Choral Eisteddfod Championships to take place at Mission Vale in Port Elizabeth, Eastern Cape Province
- 29 May 2017: A meeting will be taking place between the DBE and the Ambassador of Finland in Pretoria, Gauteng Province
- 30 May – 02 June 2017: The provincial rounds of the ABC Motsepe Schools Choral Eisteddfod Championships to take place at Springs Civic Theatre, Gauteng Province
- 31 May – 03 June 2017: The provincial rounds of the ABC Motsepe Schools Choral Eisteddfod Championships to take place at the Durban Playhouse, KwaZulu-Natal Province
- 01 – 04 June 2017: The provincial rounds of the ABC Motsepe Schools Choral Eisteddfod Championships to take place at the Western Cape Sport School, Western Cape Province
- 02 – 04 June 2017: The provincial rounds of the ABC Motsepe Schools Choral Eisteddfod Championships to take place at Bolivia Lodge, Limpopo Province
- 03 June 2017: Africa Day will be commemorated at Freedom Park in Pretoria, Gauteng Province
- 07 June 2017: The National Council Of Provinces Education Budget Vote Debate will be taking place in the Old Assembly Chamber, Parliament, Cape Town, in the Western Cape Province
- 09 – 10 June 2017: The provincial rounds of the ABC Motsepe Schools Choral Eisteddfod Championship to take place in the Northern Cape Province
- 13 – 15 June 2017: The DBE will be participating in the 8<sup>th</sup> South African AIDS Conference in Durban, KwaZulu-Natal Province
- 04 – 07 July 2017: The ABC Motsepe Schools Choral Eisteddfod National Championships to take place at the Rhema Bible Church, Gauteng Province
- 07 June 2017: National Council of Provinces Basic Education Budget Vote Debate in Parliament, Cape Town, Western Cape Province
- 18 July 2017: A Mandela Day celebration will be taking place in partnership with the Nestlé Healthy Kids Programme in the Gauteng Province
- 29 July – 19 August 2017: National Schools Moot Court Competition essays are to be submitted to the University of Pretoria
- 19 August – 22 September 2017: The hosting of the provincial rounds of the National Schools Moot Court Competition
- 27 September 2017: World School Milk Day will be celebrated in the Western Cape Province
- 04 – 08 October 2017: The National Schools Moot Court Competition finals to be hosted at the University of Pretoria and the Constitutional Court in Johannesburg
- 09 – 15 October 2017: A National Nutrition Week Commemoration will be taking place under the theme: *“Rethink your drink – Choose Water”* in the Gauteng and North West Provinces
- 09 - 22 October 2017: A National Nutrition Week *“So Chef”* workshop will be taking place in partnership with the French Embassy in four provinces (Gauteng, KwaZulu-Natal, Eastern Cape and Western Cape) and in five cities (Johannesburg, Pretoria, Durban, Port Elizabeth and Cape Town)



## OUR FUTURE - MAKE IT WORK

South Africa belongs to all its peoples. Now, in 2030, our story keeps growing as if spring is always with us.

Once, we uttered the dream of a rainbow.  
Now we see it, living it. It does not curve over the sky.

It is refracted in each one of us at home, in the community,  
in the city, and across the land, in an abundance of colour.

When we see it in the faces of our children, we know: there will  
always be, for us, a worthy future.