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THE DEPARTMENT OF BASIC EDUCATION



NEWSLETTER

President Ramaphosa addresses Basic Education Sector Lekgotla



President Cyril Ramaphosa has called upon all stakeholders in the basic education sector to play their part in ensuring that effective learning and teaching takes place in all schools. The President made the appeal at the start of the third Basic Education Lekgotla held in Birchwood this week.

In his opening address President Ramaphosa told delegates at the three-day long gathering that children's right to education must be protected.

He said: "We must place strong emphasis on a vibrant learning environment because there is nothing more disastrous than schooling without learning. Worse still, it is an injustice that deprives children of the rights enshrined in our *Constitution*."

The Lekgotla is a platform where all stakeholders in the basic education sector get together to deliberate on all matters facing the basic education system. In his remarks to the delegates the President made the point that social partners had a role to play in bringing about quality basic education. "This Lekgotla commits Government and its social partners to take our children on an exciting and meaningful journey of learning – from which our children will emerge with the knowledge and skills necessary to better respond to the challenges of a changing world," he said.

Ramaphosa identified the following critical education areas: Early Childhood Development (ECD); developing and implementing a comprehensive strategy on improving reading; promoting inclusivity, efficiency and quality; strengthening care and support for learners; and developing capabilities in data analytics, coding, the internet of things and block chain technology.

According to the President, a vibrant learning environment must exist that frees the potential of every learner, from ECD to the senior years to ensure that they excel, especially in the prioritised areas of Science, Technology, Engineering, Arts and Mathematics (STEAM). This will prepare them for the Fourth Industrial Revolution. Emergent knowledge and 21st Century skills have to be included in the curriculum at all education levels. "Globalisation, technological disruption and digitisation are re-shaping the way people live, work, socialise, share knowledge and participate in increasingly complex, dynamic and diverse societies," President Ramaphosa concluded.

<https://www.education.gov.za/Newsroom/Speeches/tabid/950/ctl/Details/mid/8127/ItemID/5979/Default.aspx>



A reflection on the Basic Education Sector Lekgotla



The Department of Basic Education has concluded yet another round of successful discussions on priority matters affecting the sector. Minister Angie Motshekga supported by Deputy Minister Surty hosted MECs of Education for provinces in the annual gathering that is fast becoming a norm in the sector.

This time around the Lekgotla took place in Benoni at the Birchwood Hotel and Conference Centre where more than 600 people came together for 3 days of robust discussions.

Thought-provoking and informative presentations were made by local and international experts and scholars who were invited to address the attendees during the Lekgotla. The recommendations made during the plenary session and commissions will be interrogated and categorised into short-, medium- and long-term deliverables; and more importantly, be consolidated within a progress report to be presented at the next Lekgotla. The 2019 Lekgotla Report will be made available on the DBE's website.

A few highlights from the Lekgotla include: a competence-based curriculum to enhance entrepreneurship; assessment implications for the Fourth Industrial Revolution; progress in Vocational and Technical Education; Early Childhood Development (ECD); and the provision of Learning and Teaching Support Material (LTSM).

DBE to prioritise skills and competence-based curriculum to enhance entrepreneurship



The South African learner has to be prepared to operate as an entrepreneur in the Fourth Industrial Revolution as the nature of work is changing; some of the current careers will become obsolete in the future. Entrepreneurship in schools will inspire and equip students to triumph over unemployment by starting their own projects and businesses. Young people must, from an early age, be encouraged to be problem-solvers.



During his presentation at the Lekgotla, Professor Johannes Lindner, Head of the Department and Centre of Entrepreneurship Education and value-based Business Education of the University Teacher College Vienna, mentioned that, "Entrepreneurship must be expanded vigorously across all subjects to ensure that activities are learner-centred and challenge-based. E-Learning and innovation skills will, through creativity, critical thinking, communication and collaboration, separate learners who are prepared for the complex life and work environments of the 21st Century, and those who are not".

In her presentation on Global Competences and the Future of Curriculum, Dr Mmantsetsa Marope, Director for UNESCO's International Bureau of Education mentioned that, "The curriculum has to be reconceptualised to reflect the relevance of education and learning systems, and has to be repositioned at the core of national and global development dialogue and interventions. In addition to the above, the curriculum has to be integrated into teaching, learning, assessment and the systemic environment as a competence-based curriculum for the 21st Century".

The DBE will be incorporating the *Sector Plan for Entrepreneurship Education in Schools: 2030* into the schooling system. The focus on Entrepreneurship Education is to develop innovative, independent learners who will become competent employers and employees.

Assessment implications for the Fourth Industrial Revolution



The basic education sector should gear itself for massive transformation if it were to compete properly with the rest of the world. The Department of Basic Education has introduced a new set of technology subjects in the curriculum at Grade 12 level for the first time in 2018. The department has also introduced coding at foundation phase.

Acting Director for National Assessment, Dr Mark Chetty, said that, “the Fourth Industrial Revolution requires a new way of thinking about our current and planned assessment programmes. A skills revolution is therefore required where trends on globalisation and digitisation are re-shaping the way children learn, socialise, share knowledge and participate in increasingly complex, dynamic and diverse learning environments”.

Dr Chetty said education experts and policy makers needed to be increasingly aware of emerging 21st Century characteristics that will change or modify pedagogic and ultimately assessment practice in our classrooms.

“We need to unpack the identity of the 21st Century learner. We must ensure that more learners reach the basic levels of literacy and numeracy in the Foundation Phase and as they grow, a proficiency in the 5 Cs: critical thinking, communication, collaboration, creativity, and computational thinking must be affirmed in their 12 years of schooling. Taking measures to leverage the economic potential of the Fourth Industrial Revolution must be a fundamental thrust of assessing learners’ knowledge and skills. The Gauteng Province has taken the lead in stepping up the expansion of Information and Communication Technology (ICT) in classrooms, and the benefits are evident in their assessment results,” concluded Dr Chetty.

Progress in Vocational and Technical Education



With the increasing demand for learners to be trained with the skills for a changing world, the DBE has introduced a curriculum with specialisations in the technical field aimed at equipping learners with requisite skills. These include Civil Technology with specialisation in construction, woodworking and civil services; Electrical Technology with specialisation in power systems, electronics and digital systems; and Mechanical Technology with specialisation in automotive, fitting, machining and welding.

Both Vocational and Technical subjects embed the competencies required for future skills. These skills are also emphasized by the International Bureau of Education (IBE)’s *General Education Quality Assessment Framework*. This is an indication that the DBE is responding positively to the demands of the Fourth Industrial Revolution and the skills required for the future and global community. Having implemented the specialisation Curriculum in Grade 10 since 2016, the DBE has observed an encouraging academic performance in the 2018 National Senior Certificate (NSC) results which saw the majority of learners performing at an average of 50% and above.

Early Childhood Development to be strengthened



The Department of Basic Education will intensify efforts to address challenges at the Early Childhood Development. ECD has been identified as critical phase where learning and teaching should be strengthened.

The Director for Early Childhood Development, Ms Marie-Louise Samuels, said children should be exposed to technology at an early age.

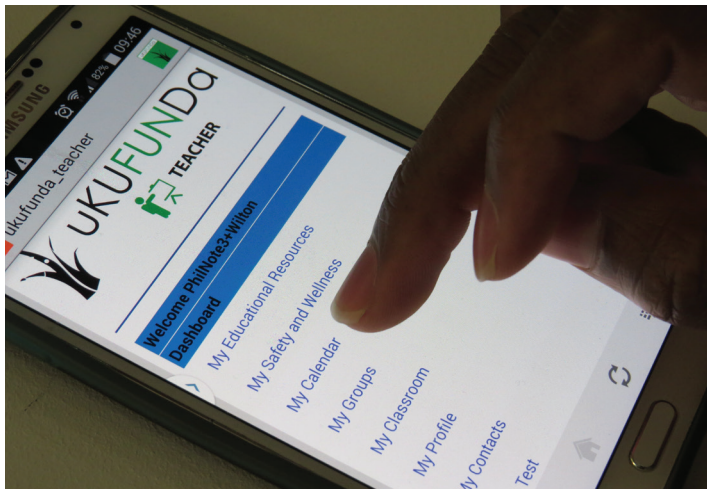
“I believe that we are ready as a nation to prepare children for the Fourth Industrial Revolution. The DBE has to ensure that children are encouraged to use technology responsibly and not to rely on it as a child minder. Active involvement should still be considered as a critical element for growth.”

She said with specific reference to coding as emphasised by the President during the official opening of the Lekgotla, the Department needed to work hard to ensure that ECD centres teach children the correct coding concepts from the age of four years old.

“We therefore call on Government at all levels to invest in young children and learners to become game changers in the global community,” added Ms Samuels.

The DBE will continue with its resolve to strengthen the foundations of learning in ECD, and the early Foundation Phase grades, in particular. The DBE, together with its partners, will therefore be hosting an international Africa Play Conference in Pretoria during February 2019. Ministers of Education, experts and policy makers, as well as various other stakeholders will converge for this important event. The objectives of the Conference are to facilitate an understanding and commitment on the important role of PLAY in preparing children for the opportunities of the 21st Century, and the achievement of sustainable development at a national and global level.

LTSM delivery in schools has improved nationwide as provinces make progress in coverage



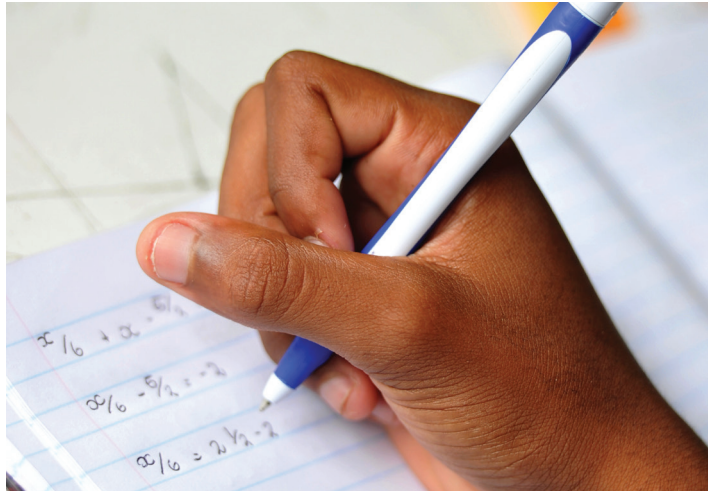
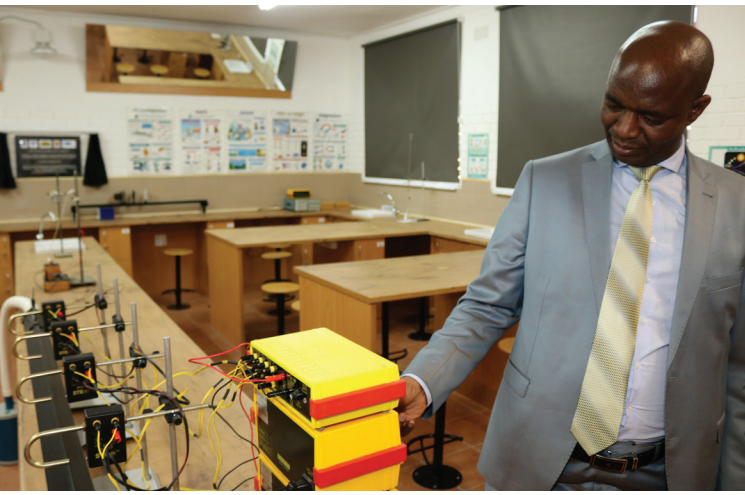
The delivery of learner teacher material is progressing well across the country. The provincial education departments are currently making final deliveries in those schools where delays were experienced.

“As per the reports received at the beginning of the year, the delivery of textbooks is 90% complete. Provinces have put plans in place to address the remaining 10% by way of top-ups. The delivery of stationery is 95% complete and top-ups for increased learner numbers are being addressed. The delivery of Volume 1 Workbooks is 100% complete. The DBE is finalising the delivery of Volume 2 Workbooks, which is 95.9% complete,” Director for Learning and Teaching Support Material (LTSM), Mr Allan Subban, indicated.

“In preparing learners for the Fourth Industrial Revolution, the DBE has planned to make LTSM available in digitised format. To date 90% of high enrolment subjects have been developed and digitised,” remarked Mr Subban.

Mr Subban further indicated that, “the availability of digitised resources will assist with access to LTSM. The availability of learning content in digital format will eliminate the challenges that schools currently experience with retention and retrieval. Teachers will have to retrieve only one gadget per learner as opposed to the retrieval of hard copies of textbook for each subject. Furthermore, the move towards digital content will relieve schools in terms of shortages of textbooks”.

DBE and PEDs to strengthen effective learning and teaching in technical schools



The Basic Education Sector is exploring better mechanisms to promote the participation and throughput rates in gateway and technical subjects.

The improvement of quality passes in these subjects has therefore been listed as one of the key areas of intervention during the 2019 academic year. This year, the DBE and the Provincial Education Departments (PEDs) have vowed to strengthen ties in ensuring that quality learning and teaching is ongoing in technical schools.

Chief Education Specialist for Mathematics and Technical Mathematics, Mr Leonard Mudau, said that the performance of the Class of 2018 in Mathematics and Technical Mathematics has improved: “Technical Mathematics achievement improved to 50% nationally, whilst Mathematics scored 58% in 2018, an improvement from 51.9% in 2017”.

Mr Mudau added that from 2019 onwards, teachers should focus more on critical curriculum delivery aspects, including the solving of inequalities, the interpretation of functions, as well as the manipulation of fractions as these will enable learners to become critical thinkers and problem solvers. “We are thrilled that the DBE has already sent exemplars of Technical Mathematics lesson plans to provinces to guide teachers on content. The Department will continue to support provinces to ensure the effective functionality of technical schools in the country,” concluded Mr Mudau.

Supplementary Examinations and June NSC Examinations



The Supplementary Examination, usually written during February/March, has been phased out and is therefore no longer available. A new examination is available during May/June where candidates can improve their results or complete outstanding results. Candidates must register at education districts by 31 January 2019.

Candidates, who do not qualify to write the June National Senior Certificate (NSC) Examination, could re-enrol for the NSC as a full-time repeater candidate at a school, provided that the candidate is younger than 21 years of age; or register as a part-time repeater candidate at a Public Adult Education Centre; or register for the Senior Certificate (SC) Examination which is a school leaving qualification for adults and out of school learners. Alternatively, candidates who were not successful in their examinations could consider vocational education and training. There are 50 Public Further Education and Training (FET) colleges across all nine provinces, comprising over 300 campuses or teaching sites.

Additional information is available on the below link:

[https://www.education.gov.za/Curriculum/NationalSeniorCertificate\(NSC\)Examinations/ReleaseofNSCExamsResults.aspx](https://www.education.gov.za/Curriculum/NationalSeniorCertificate(NSC)Examinations/ReleaseofNSCExamsResults.aspx)

Tough measures to root out sexual abuse and harassment in schools



The South African Council of Educators (SACE) recently introduced new requirements for teachers entering the profession to, as part of the registration requirement, provide a valid police clearance certificate which is not older than six months. SACE also encourages society not to be afraid to report teachers who sexually abuse or harass pupils.

During 2017, the Department, together with UNICEF, embarked on a process of developing the *Protocol for the management and reporting of sexual abuse and harassment in schools*. The Protocol provides a guide to the management and reporting of sexual abuse and harassment, ensuring an appropriate and timely response to cases of sexual abuse and harassment perpetrated against learners. It responds to the need for a standardised response to allegations by learners of incidents of sexual abuse and harassment, by fellow learners, educators or by other persons. During 2018, the DBE embarked on provincial engagements to sensitise, equip and capacitate schools in the management and reporting of sexual abuse and harassment incidences.

The Protocol has been developed to equip the DBE at all levels, and School Management Teams (SMTs) in particular, with the necessary guidelines to manage and effectively report all incidences of sexual abuse and harassment, as mandated by the *Sexual Offences and Related Matters Amendment (SORMAA) Act 32 Of 2007*. The Protocol has also been broadly consulted across all nine provinces with all critical stakeholders participating.

<https://www.education.gov.za/Programmes/GenderBasedViolence.aspx>

Provincial Round-up

Eastern Cape Province



This week, the Eastern Cape Department of Education (ECDoE), in partnership with the Education Training and Development Practices Sector Education and Training Authority (ETDP-SETA), held an Information and Communication Technologies (ICT) training programme in East London for unemployed youth. These young adults have completed their National Senior Certificate (NSC) Examination, but could not further their studies at a Higher Education Institution. The purpose of this training programme which commenced in 2017, is to empower teachers in underperforming public schools with the necessary skills to educate learners.

This year, the ECDoE identified 260 unemployed youth who passed Mathematics and English to be trained and placed in schools for a period of 24 months. The trainees will be attending the two-week-long course after which they will be conducting practical sessions in schools in 12 districts. The learners were provided with tablets containing the training manuals, sponsored by the Richfield Initiative as part of the programme. The learners will acquire an ICT qualification and will be given an internship within the ECDoE for a period of 24 months at the end of the training period.

Northern Cape Province



**Northern Cape
Department of Education**

The Northern Cape Department of Education (NCDoE) is satisfied with the state of readiness of all schools for the 2019 academic year and is currently working hard to secure the placement of 323 learners for Grades 1 and 8. The Department reported that they have received more than 100 new late applications since the schools have reopened. Admissions for the Frances Baard District have been prioritised due to the high enrolment rates. In addition to the above, the NCDoE is busy conducting an in-depth analysis on the outcome of the NSC Examination results to develop an improvement plan for the 32 underperforming schools in the Province. The improvement plan will be school specific as there is no one size fits all approach to address underperforming schools. The Province has called on all schooling communities to partner with the NCDoE to ensure quality education during 2019.

Mpumalanga Province



education
DEPARTMENT: EDUCATION
MPUMALANGA PROVINCE

Mpumalanga MEC for Education, Mr Sibusiso Malaza, recently launched the 2019 Rhandza Xikolo Xa Wena Campaign (Love your school Campaign) at the Libangeni Primary School in the Dr JS Moroka Local Municipality. The Campaign intends to mobilise communities and parents to volunteer their time and skills to help to improve the school environment by: cleaning the school premises, fixing broken furniture, cultivating food and flower gardens, painting walls and replacing broken ceilings at various schools in the Mpumalanga Province. This initiative is not merely one of the back to school initiatives, but a continuous Campaign to encourage the community to “love their schools”, and to take ownership of schools.

Upcoming Events

- 28 January 2019: Basic Education Director-General, Mr Hubert Mathanzima Mveli, will be embarking on a Provincial Monitoring and Engagement Visit to the Cofimvaba High School in the Eastern Cape Province
- 29 January 2019: Basic Education Director-General, Mr Hubert Mathanzima Mveli, will be embarking on a Provincial Monitoring and Engagement Visit to the Grahamstown Monument in the Eastern Cape Province
- 30 January 2019: Basic Education Director-General, Mr Hubert Mathanzima Mveli, will be embarking on a Provincial Monitoring and Engagement Visit to the Christian Centre, East London, in the Eastern Cape Province
- 31 January 2019: Basic Education Director-General, Mr Hubert Mathanzima Mveli, will be embarking on a Provincial Monitoring and Engagement Visit to the Harvest Time Church, Giyani in the Limpopo Province
- 01 February 2019: The DBE will join Nal’ibali in an attempt to break the read aloud record by reaching 1,5 million children on World Read Aloud Day at the Sandton Library, Nelson Mandela Square in Sandton in the Gauteng Province
- 16 February 2019: The 19th Annual National Teaching Awards (NTAs) be taking place in the Gauteng Province
- 25 – 27 February 2019: An International Africa PLAY Conference will be hosted in Pretoria in the Gauteng Province
- 28 February – 01 March 2019: National School Nutrition Programme Forum and commemoration of Africa Day of School Feeding at the DBE in Pretoria, Gauteng Province

Enquiries:

Editor: Mr Elijah Mhlanga

Chief Director: Media Liaison - National and Provincial Communication

Tel. No: 012 357 3773