

**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 1401.**

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**1401. Mrs M R Mohlala (EFF) to ask the Minister of Basic Education: to ask the Minister of Basic Education:**

In light of the fact that Limpopo recorded the lowest matric pass rate among the nine provinces in the 2021 academic year, what plans has her department put in place to ensure that the Limpopo matric class of 2022 receives the necessary support in order to improve the performance of learners?

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#### **Response**

The province, through the office of the Premier, hosted a provincial education summit that saw all relevant stakeholders meeting to address the challenges facing education in the province. A detailed plan of action was developed and is currently embedded in the 2022/23 Operational plan of the province. All in the sector are driven and guided by the blue print from the summit.

The detailed action plan include the following:

- a. Strengthening accountability
  - Capacity building mechanism to all underperforming District Directors, Circuit managers and principals of schools;
  - Fostering all underperforming within the system to develop performance improvement plans/strategies; and
  - Ensuring implementation of the plans or strategies and continuous monitoring and evaluation.
  
- b. Enrichment classes

The province has allocated R154 million to strengthen teaching and learning for the class of 2022 through the following enrichment and support classes to be offered in identified schools. These include amongst others:

- Weekend classes
- Autumn classes
- Winter classes
- Spring classes
- Camps for gifted and progressed learners
- Radio lessons
- Accessing electronic learner support materials through Content Access Points (CAPs)

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c. Teacher Development

An amount of R20 million has been set aside to strengthen teacher content capacity in the following subjects to improve performance:

- Mathematics
- Physical Sciences
- Technical Mathematics
- Technical Sciences
- Life Sciences
- Accounting
- Economics
- Business Studies

An induction program as well has been put in place to empower newly appointed teachers, subjects' heads and newly appointed principals.

The DBE will be conducting regular oversight visits to support and monitor the implementation of the plan.