Comprehensive Systemic Evaluation Provincial Report 2011/12

Province of the
EASTERN CAPE
EDUCATION

MEC Mandla Makupula in a provincial newsletter once stated that the efforts we are collectively doing are meant to improve the quality of learning and teaching. These collective efforts are done in recognition of the fact that, the greatest heroes are our ordinary people, who continue to make tremendous sacrifices and immense contributions. Therefore, we should not fail them at all times. He continued to say" I sincerely believe we can achieve this if all social partners and stakeholders cooperate with us under the theme: WORKING TOGETHER TO IMPROVE THE CULTURE OF TEACHING AND LEARNING" (Umdibanisi Volume 1 No.1 of November 2011)

In line with what the MEC said, the Directorate: Quality Promotion and Standards (QP&S) under the section Comprehensive Systemic Evaluation (CSE) is presenting this report for the benefit of all Departmental and relevant stakeholders to make a collective effort to turn the tide in our province as QUALITY IS EVERYONE'S RESPONSIBILITY.

MEC Mandla Makupula

FOREWORD

The Eastern Cape Department of Education attaches a great deal of importance to measuring the performance of learners at different grades, especially the exit points of different phases. This alone is not sufficient; additional studies had to be conducted to check the extent to which other factors influence the culture of teaching and learning, thereby contributing clearly to the performance of learners.

The intention of this report is to capture the essence and common findings of all the various studies conducted such as: Drop - out and Repetition rates, Eastern Cape School and Learner Quantitative Study, The Reception Year Programme in Primary Schools in the Eastern Cape Province (ECD Study), Trends in International Mathematics and Science Study and Progress in International Reading Literacy Study (TIMMS and PIRLS) and the QIDSUP Baseline Studies.

We take pleasure therefore in presenting the findings of the above mentioned studies to inform policies and plans as well as to enable relevant stakeholders to plan evidence - based interventions. Therefore this report comes as a handbook/guide to facilitate the interventions that need to be initiated in order to turn around education in the Eastern Cape.

The outcomes of all these studies indicate that there is still a lot to be done so as to improve the quality of teaching and learning (especially in literacy and numeracy) in our schools as well as in the communities where our learners live. Also, the influence of the environment and its socio-economic factors is of concern. We hope that this report will succeed in raising an awareness of all departmental stakeholders of the issues that need attention and urgent support.

It is important to acknowledge that within the findings of the studies there are positive and negative trends. For those that impact positively on the education of our learners and the education system at large, we need to embrace strategies to maintain and sustain our strive towards the national outcome of quality basic education in line with Schooling 2025..

In closing, let us strive to work collaboratively to overcome the challenges in the Eastern Cape bearing in mind that **"those who are ready to join hands can overcome the greatest challenges"**- Nelson Mandela

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ACKNOWLEDGEMENTS

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GLOSSARY	
AET (ABET)	Adult Education and training
AIR	Apparent Intake Rate
ANA	Annual National Assessments
ASER	Age Specific Enrolment Rate
CSE	Comprehensive Systemic Evaluation
DR	Drop - out Rate
ECD	Early Childhood Development
EDO	Education Development Officer
EFMS	Electronic Facilities Management System
EMIS	Education Management Information System
ECDoE	Eastern Cape Department of Education
EMIS	Education Management Information System
FET	Further Education & Training
GER	Gross Enrolment Rate
GET	General Education and Training
Grade R	Reception Year. Terms are used interchangeably in this report
ISDMG	Institutional Support and Development of Management and Governance
LCR	Learner: Classroom Ratio
LER	Learner: Educator Ratio
LSEN	Learners with Special Education Needs.
LTSM	Learner Teacher Support Material
MEC	Members of the Executive Council
NAPTOSA	National Association of Professional Teachers Organizations South

	Africa
NEHAWU	National Education, Health and Allied Workers Union
NER	Net Enrolment Rate
NIR	Net Intake Rate
OBE	Outcomes based Education
PED	Provincial Education Department
PIRLS	Progress in reading, Literacy Skills
PR	Promotion Rate
QIDS-UP	Quality Improvement Development , Support and Upliftment Programme
QP&S:	Quality Promotion and Standards
RR	Repetition Rate
RCL	Representative Council of Learners
REQV	Relative Educational Qualification Verification
SA CECD	South African congress for Early Childhood Development
SACE	South African Council for Educators
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ)
SADTU	South African Democratic Teachers Union
SAOU	Suid Afrikaanse Onderwyser Unie
SASA	South African Schools Act (1996)
TIMMS	Trends in Mathematics and Mathematical Science

PART 1

QIDS-UP
BASELINE STUDIES

1. QIDS-UP BASELINE STUDIES

Background and introduction

The Quality Improvement Development, Support and Upliftment Programme (QIDS UP) is a flagship programme of government to improve the quality of the schooling experience for learners in the poorest schools, particularly in the learning areas of Literacy and Numeracy. The programme aims to provide poorly resourced schools with the essential basic resources required to meet the challenges of the 21st century in terms of curriculum needs.

The programme primarily, but not exclusively, targets primary schools with priority being given to schools that have been declared no-fee schools in grades R to 7. In the Eastern Cape Province, the programme is focusing on all primary schools that are offering Foundation Phase curriculum.

As part of QIDS - UP, the Department of Education conducts baseline assessments of performance in Literacy and Numeracy at the end of the Foundation Phase (Grade 3) in each Education District in the Eastern Cape. The purpose of these studies is to provide diagnostic baseline information to the District and schools. With such information, strategies to ensure more effective teaching and learning are devised and implemented.
At the present moment, only 9 districts have been covered so far due to budgetary constraints as well as understaffing.

FINDINGS

The results show that most learners (and most schools) are not performing satisfactorily, particularly in Literacy.

Generally, schools that achieved high scores in both the Literacy and Numeracy tasks achieved the best overall test scores. The findings showed that if a school obtained a high Literacy and/or Numeracy score, the school was very likely to have high overall scores as well. Similarly, if a poor Literacy and/or Numeracy score was achieved, the school was very likely to have a low overall score.

Additionally, a correlation between the Literacy and Numeracy scores was also run to test whether one score was dependent on the other. It has long been posited that learners who cannot read or write are unlikely to be able to perform very well on the Numeracy test. A correlation statistic of 0.7386 which is high enough and statistically significant, suggests that this theory has some footing but is not necessarily the only factor affecting the performance in Numeracy. Further exploration of this is needed by looking at other variables in the school such as teacher influences, school management and governance systems and perhaps even resources.

Frequency of learners who have not achieved and those who have succeeded and achieving in the Literacy and Numeracy test combined was categorized as follows:

Category	Percentage Range
Not Achieved	0 - 34 percent
Partially Achieved	35 - 49 percent
Achieved	50 - 69 percent
Outstanding	70 - 100 percent

- Schools which achieved an average school score of between **zero and 30%** were categorized as **under average schools**;
- Schools which achieved an average score of between **31 and 50%** were considered to be **average schools**; and
- Schools achieving between **50 and 100%** were considered **above average schools**

<u>The problematic areas for the Literacy:</u>

- The skill of **constructing a sentence** in response to illustration was most challenging for learners. This task investigated learners' ability to write different kinds of factual or imaginative text for a wide range of purposes. Approximately **85%** of the learners find this task very challenging.
- The majority of learners found the task which assessed the learner's **ability to respond to visual cues appropriately using correct grammatical conversions and write for imaginative purposes**, very challenging.
- Learners battled with the task which assessed their ability on **evaluative comprehension.**
- Overleaf are examples of learners responses on some of the above mentioned problematic areas:

Figure 1: Inability to construct a sentence

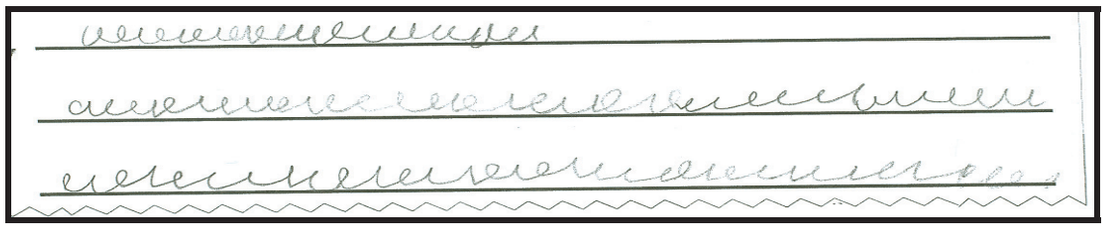
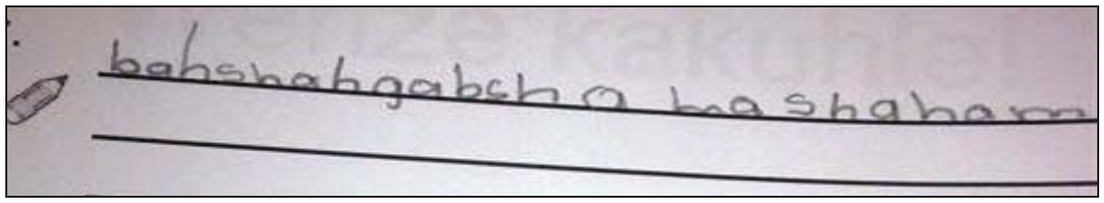


Figure 2: These are examples of learners who wrote "gibberish" sentences or one word answers unrelated to the question. A sample extracted from some of the learners' booklets is shown above and below:



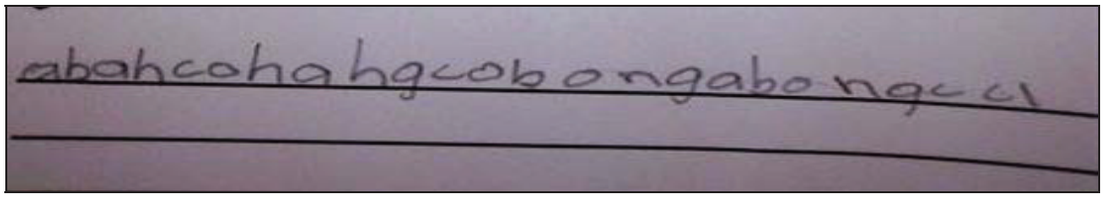


Figure 3: Performance of learners in one of the studies on Literacy: Using visual clues to make meaning

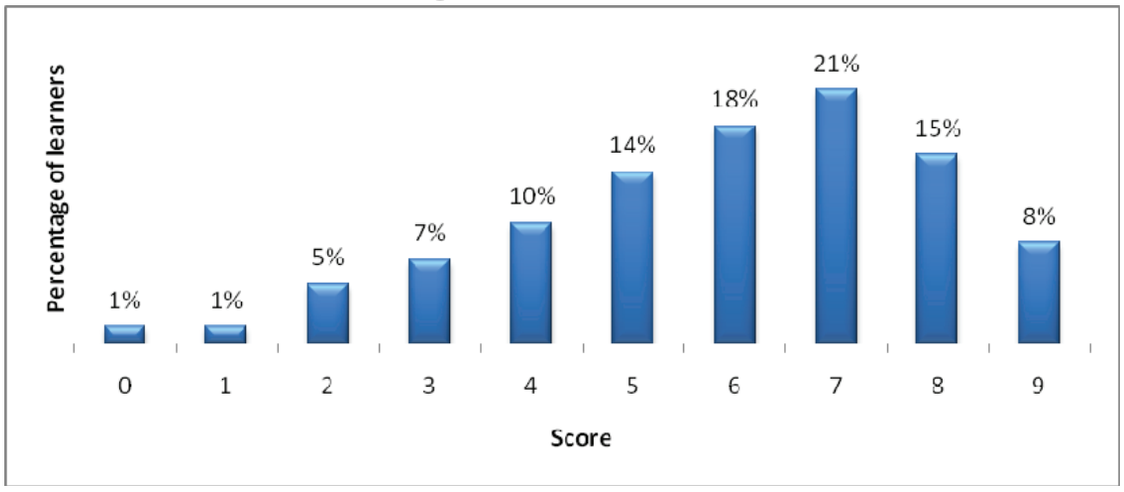


Figure 4: Performance on Literacy, extracted from one of the studies: Writing short texts using pictures as a prompt and using words and grammar to create texts correctly

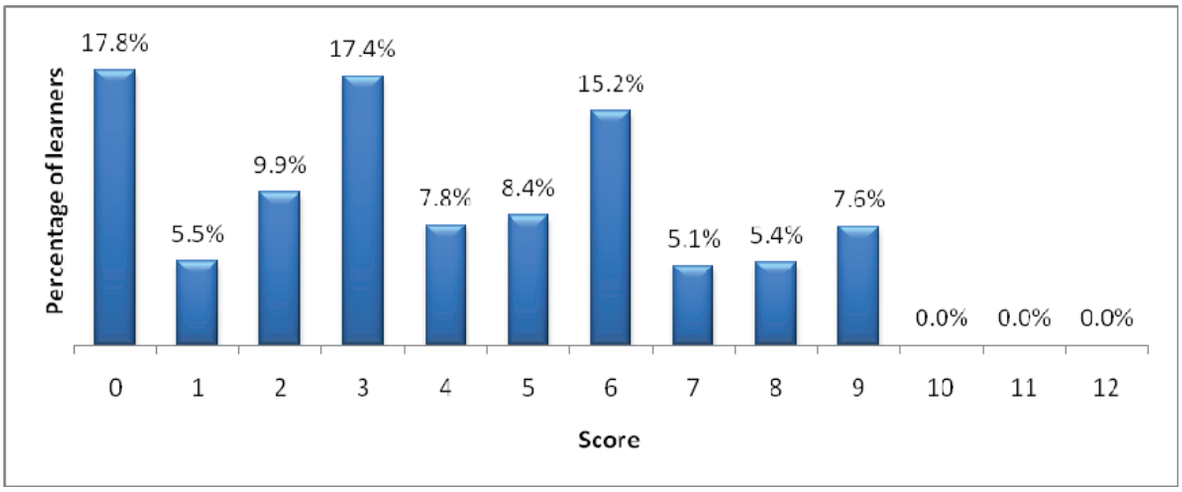
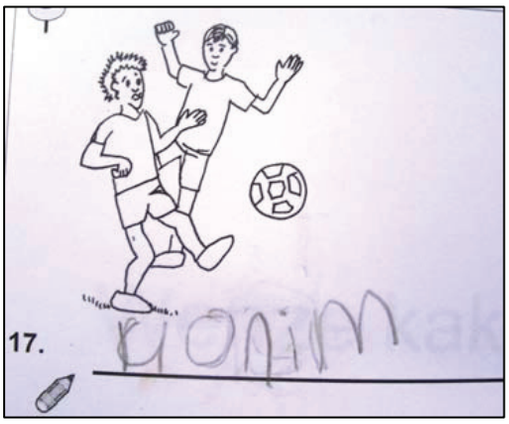
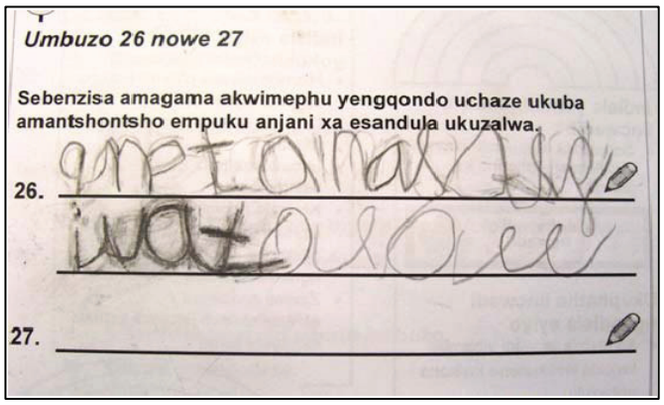
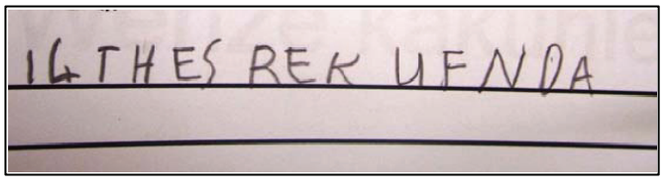


Figure 5: In another study, averages of 7 percent of answers across the three questions were unreadable, or illegible, as illustrated by the examples below.







<u>The tasks that appear problematic for Numeracy were:</u>

- The task on **time and measurement** was the most challenging for learners in this baseline study as **75%** (in one particular district) failed to answer questions **in the area of conversions between hours and minutes**

correctly showing that the majority of learners cannot accurately perform this task.

- Counting **forward and backward** is also problematic because **71%** of the same learners scored zero and therefore could not recognize the place value of digits.
- **82%** of learners could not score when attempting to **recognize and represent common fractions in diagrammatic form.**
- **41%** of learners could not score when asked to **multiply two digits by one digit numbers.**
- **43%** of learners struggled to answer correctly when required to **use appropriate symbols to solve problems for multiplication, addition and subtraction.**
- Learners appear to need assistance with tasks associated with **solving money problems as 42%** of learners scored between 0 and 3 which was far below the total mark (7) for the task.
- **57%** of learners failed to score on items which required them to **extend simple patterns using physical objects and shapes.**

Strengths and weaknesses in Literacy

Learners performed most poorly where they were **required to read and write independently, using correct language conventions**. They found reading and comprehending written information and then freely writing their own interpretation using correct grammatical constructions extremely challenging, achieving an average score of only 5 percent for the questions that address this skill. Similarly, learners found **writing creative short texts using correct grammatical conventions very difficult**. They achieved an average of 18 percent for this group of questions.

It follows that learners **found multiple choice questions far easier** than open-ended questions, achieving an average of 60 percent on these compared to 24 percent on open - ended questions. Learners achieved higher scores on items that required them to identify and select the correct answer than on items that required them to produce their own response. Further analysis shows that learners succeeded better with open-ended questions that required an answer of a single word or short phrase. In comparison, **questions that required full, grammatically correct sentences were more difficult.** Learners achieved an average of only 14 percent for this type of response.

Learners did comparatively well on questions that required them to use **visual cues to make meaning**, achieving 71 percent for this group of questions. They also did reasonably well with r**eading instructions related to real life interests and needs,** achieving 66 percent. However, all these questions were multiple choice questions, and were mainly at Grade 2 level.

When reading instructions related to real life interests and needs was combined **with using language to think and reason, and integrated with numeracy**, learners did somewhat less well. These questions were pitched at Grade 3, and half of them required a free response, which learners find more difficult than multiple-choice responses.

Learners found that **reading texts alone, using a variety of strategies to make meaning, thinking and reasoning somewhat more challenging,** attaining an average of 47 percent. Most of these questions were at Grade 3 level, and more than half required a free response of a word or a phrase taken directly from the text.

Language is a challenge for learners in some districts. One example that is worth mentioning is Mbizana that borders on Kwazulu Natal where isiZulu is spoken. Teachers pointed out that many learners are more familiar with the local dialect, isiMpondo, than with standard isiXhosa. They pointed out that learners do not know words like '*ithala leencwadi'* and '*amandongomani'*, and that *'IsiXhosa is very difficult for them'*.

Furthermore, English is a dominant language that learners must master to enter the workplace more easily. Learners and schools are put under a great deal of pressure to acquire early competency in English. At least one school said that, although their Language of Learning and Teaching is isiXhosa, they teach Numeracy in English.

A response in English, although the Task was conducted in isiXhosa

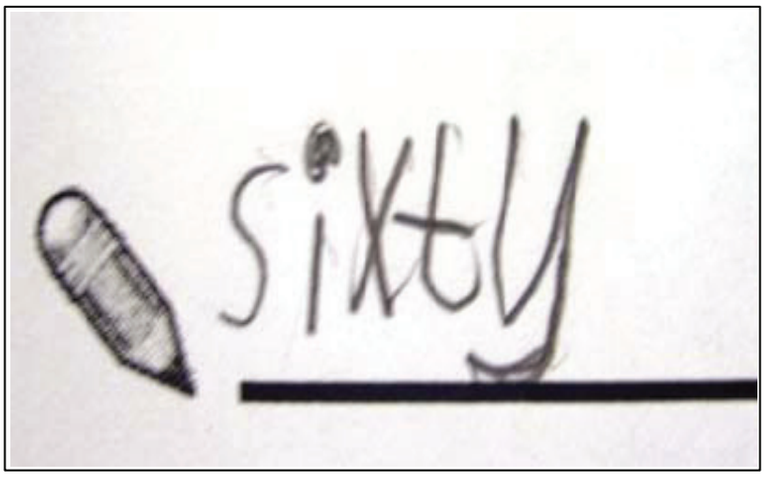
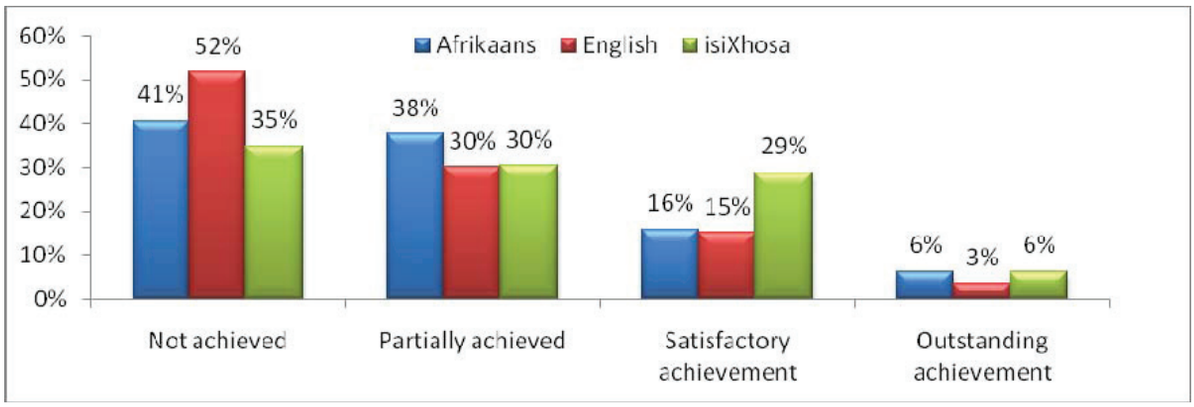


Figure 6: Overall levels of achievement by language as identified in a specific district



Although the South African Language in Education Policy encourages the use of the home language as the language of learning and teaching for at least the first three years of school, many parents prefer their young children to learn and be taught in English even when it is not their mother tongue. From the findings of the studies, one can deduce that many of the learners who use Afrikaans and English at school do not necessarily speak these languages as their first language at home. A scrutiny of the data set shows that **about half the learners** who said their home language is Afrikaans and over **55 of the 60** who said their home language is English, have isiXhosa surnames. Although surnames certainly do not define home language, they indicate the probability that a learner speaks a particular language at home. In addition, one school that did the assessment task in English noted that "*English is not their home language".*

Similarly, the Grade 6 Systemic Evaluation found a 37 percentage point difference between learners who undertook the Grade 6 LOLT Assessment in their home language and those who undertook it in a second language. In the Eastern Cape, the difference was 35 percentage points (Department of Education 2005, p 81). Learners who undertook the Grade 6 Mathematics task in their home language obtained 45 percentage points more than their peers. The difference in the Eastern Cape was 22 percentage points. (Department of Education 2005, p 85).

Many schools pointed out that learners are often absent from school during the period when social grants are being paid out during the first week of the month. In other schools, especially in rural areas, children were said to be dipping livestock.

Girls tend to be more absent than boys. In most cases girls are more likely to be required to accompany parents and caregivers on grant payout days, or are expected to stay at home to look after siblings or do household chores.

Strengths and weaknesses in Numeracy

The most challenging task in Numeracy was **data handling**, for which the average was 37 percent. However, this group of questions was the last in the task, with a high 'no response' rate.

Learners found questions on **space and shape** the easiest, achieving an average of 71 percent for the group of questions that addressed this task.

Learners achieved an average of 56 percent on **measurement**, 53 percent on **patterns, functions and algebra**, and 51 percent on **number operations and relationships**.

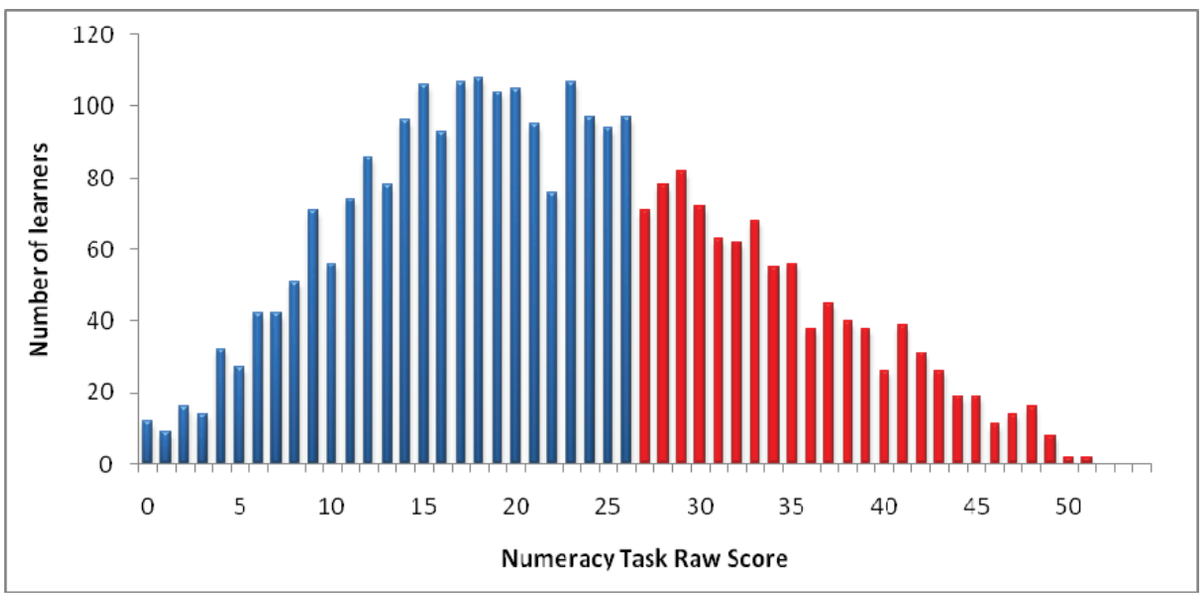
A more detailed analysis, particularly of number operations and relationships, shows that **learners were competent with counting backwards and forward** (65 percent), and with **ordering, describing and comparing whole numbers** (68 percent).

However, they were less successful when **dealing with decimals to solve money problems**. For this item they only achieved an average of 33 percent.

Of great concern is that learners found that **solving problems involving addition, subtraction and division particularly difficult.** For these groups of questions they achieved 40 percent, 42 percent, and 44 percent respectively. The average score for solving problems using **multiplication** was somewhat higher at 52 percent.

These are examples of learners' performance in different districts testing different skills:

Figure 7: Frequency distribution of Numeracy raw scores



Levels of achievement in Numeracy

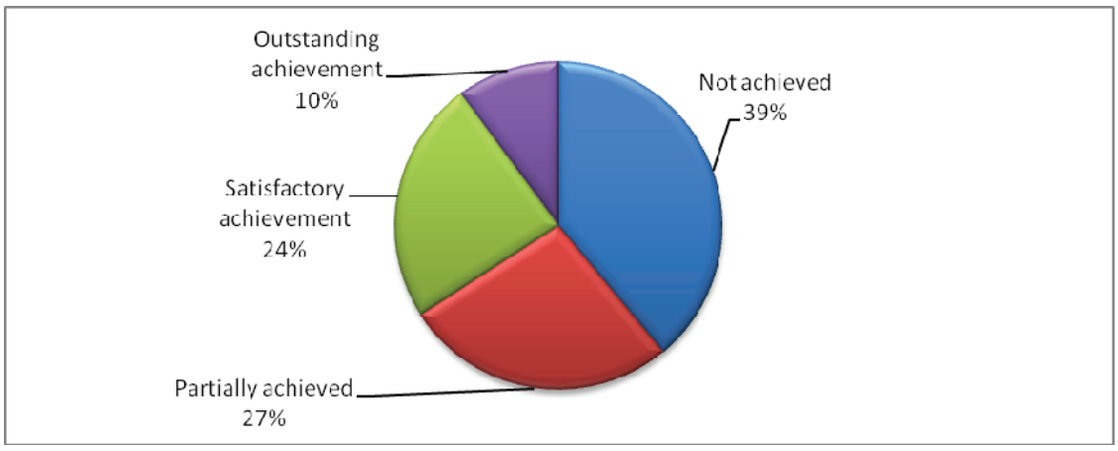
Out of the total number of 2 786, learners performed marginally better on the numeracy than on the literacy task. A total number of 1 120 learners did not achieve and this constitutes a percentage of 39%, 775 have partially achieved with a percentage of 27%, 690 performed satisfactory, which translates to 24% whilst 291 learners which is 10% achieved outstanding results.

10 percent of learners scored 70 percent and over for numeracy, while 24 percent achieved satisfactory results. However, 66 percent of learners either only partially achieved or did not achieve competence as the table and the pie-chart below show.

Table 2: Levels of achievement in Numeracy

Code	Level descriptor	Percentage range	Total number of learners	Percentage
1	Not achieved	0 - 34 percent	1120	39%
2	Partially achieved	35 - 49 percent	775	27%
3	Satisfactory achievement	50 - 69 percent	690	24%
4	Outstanding achievement	70 - 100 percent	291	10%
Grand Total			**2876**	100 percent

Figure 8: Levels of achievement in Numeracy at a specific district



In the graphs below, groups indicate a cluster of questions in the performance standard indicated per figure.

Figure 9: Performance on: read and interpret data in a bar graph or simple table.

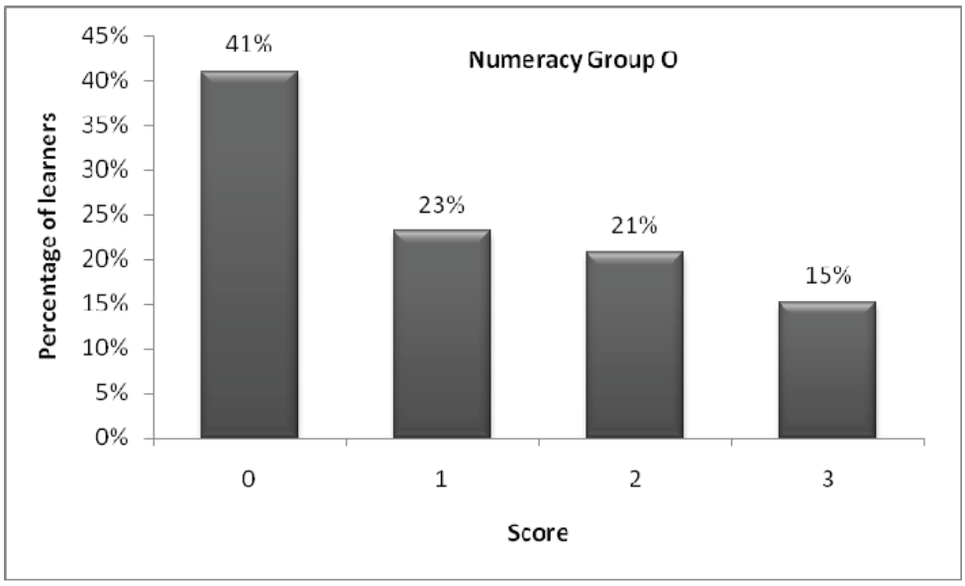


Figure 10: Performance on Numeracy (in one of the districts): Counting backwards and forwards

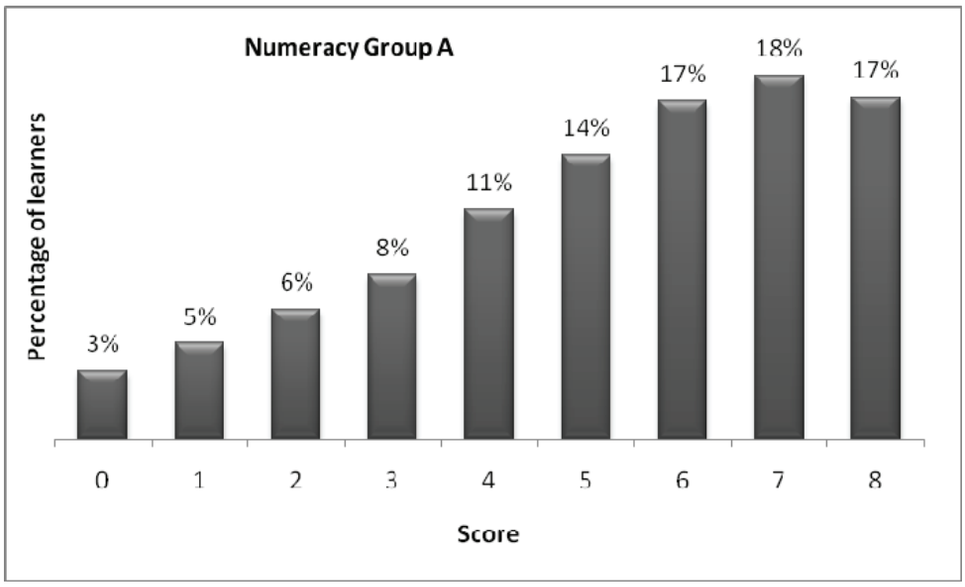


Figure 11: Performance on Numeracy: Ordering, describing and comparing whole numbers to at least 2-digit, 3-digit and 4-digit numbers

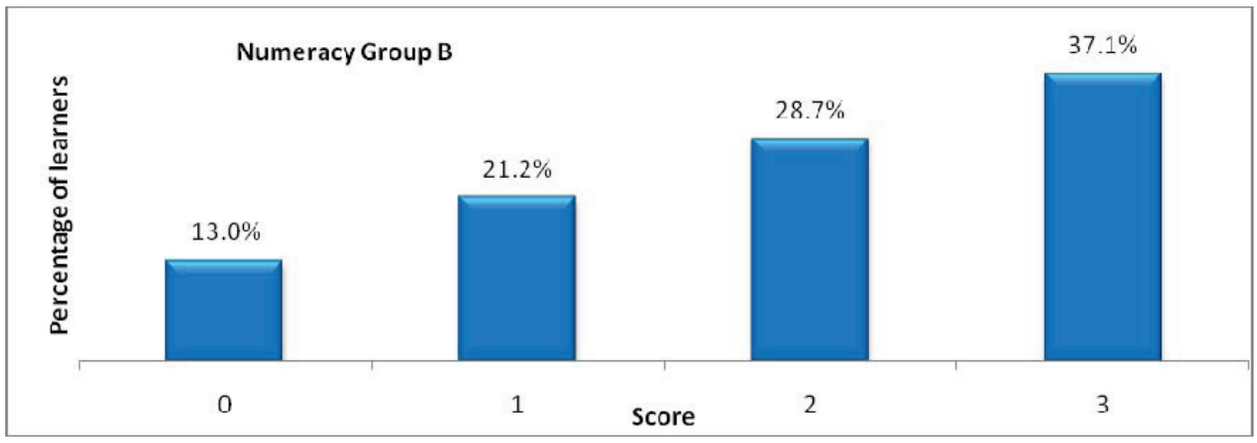


Figure 12: Performance on solving problems involving addition

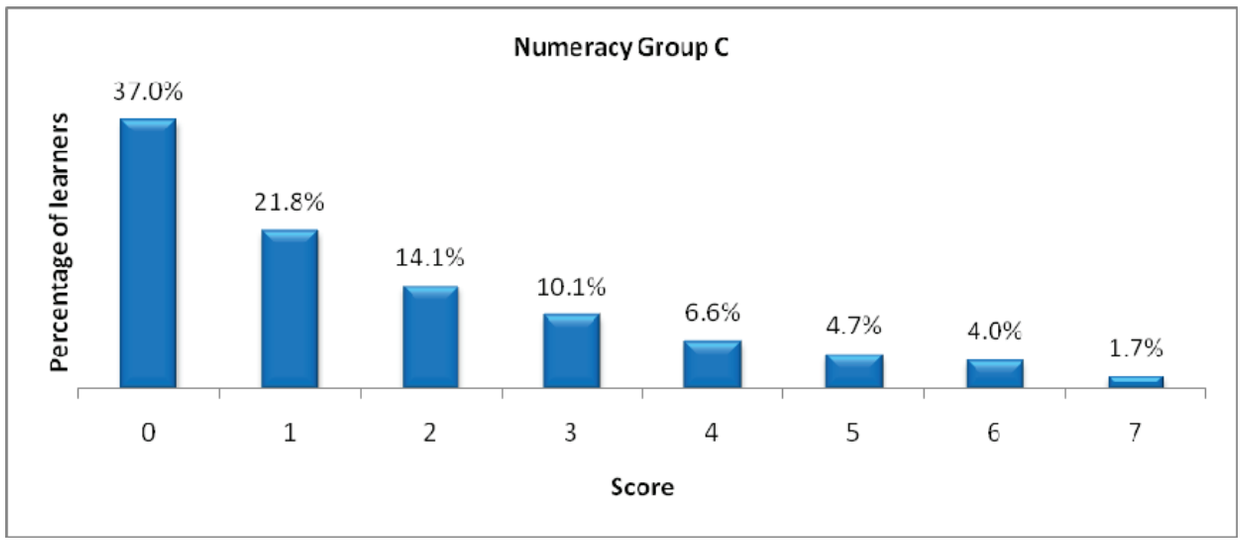


Figure 13: Performance on Numeracy: Solve problems using subtraction

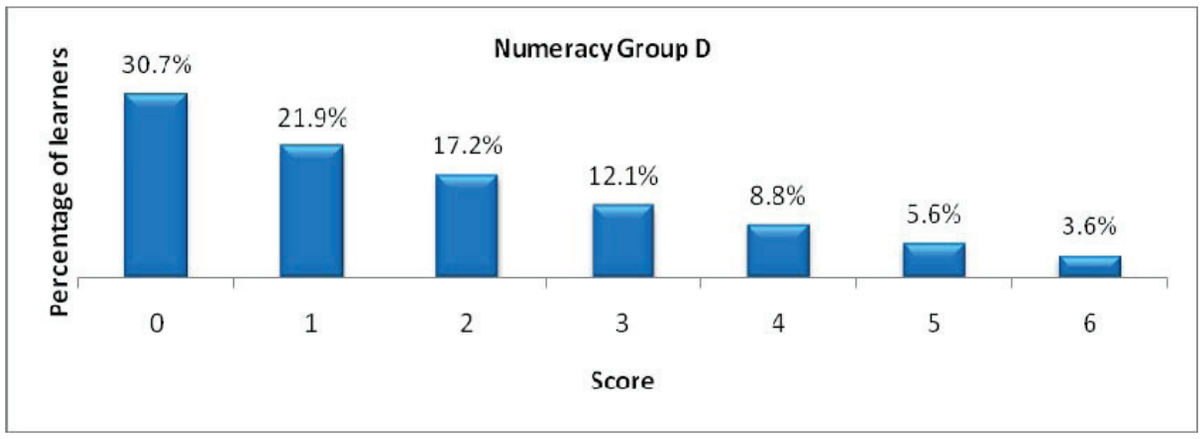


Figure 14: Performance on Numeracy: solve problems using multiplication

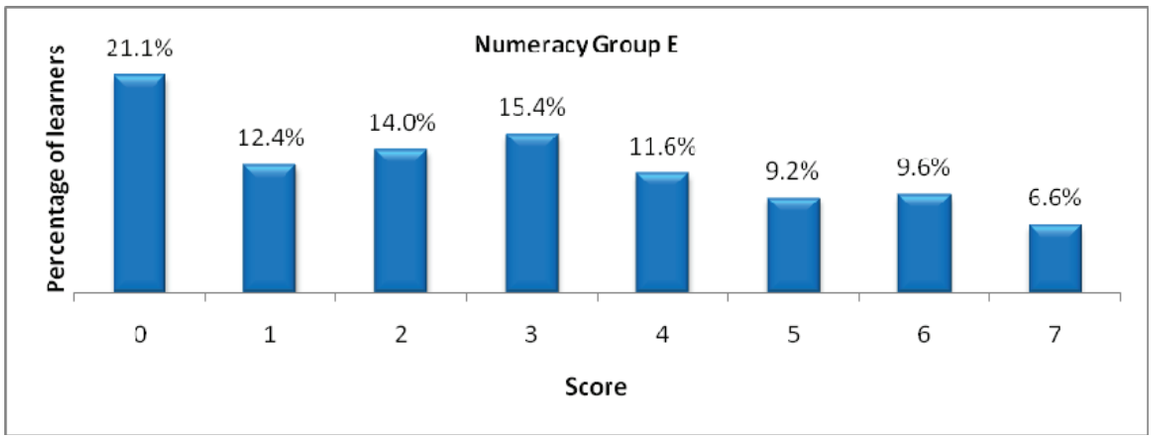


Figure 15: Performance on Numeracy: Solve problems involving division

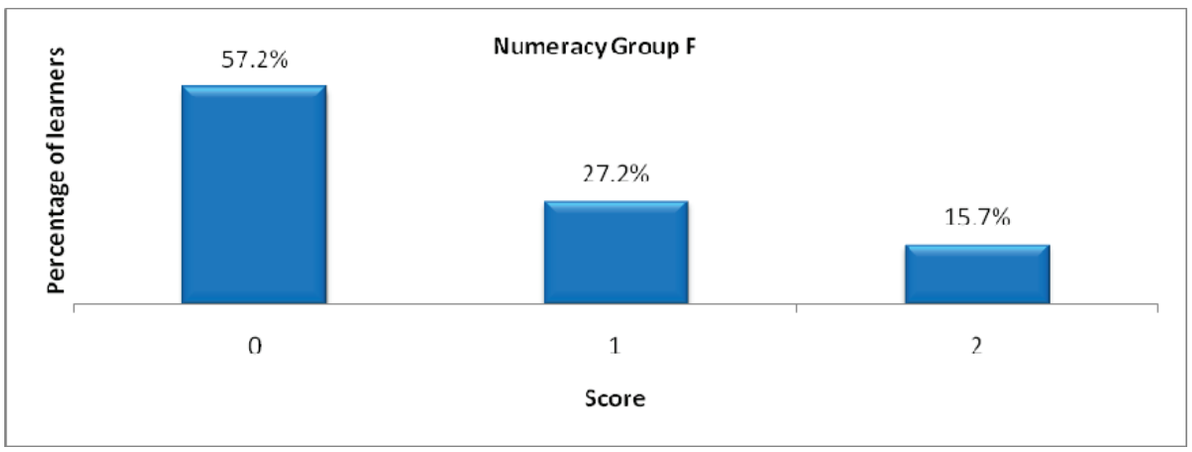
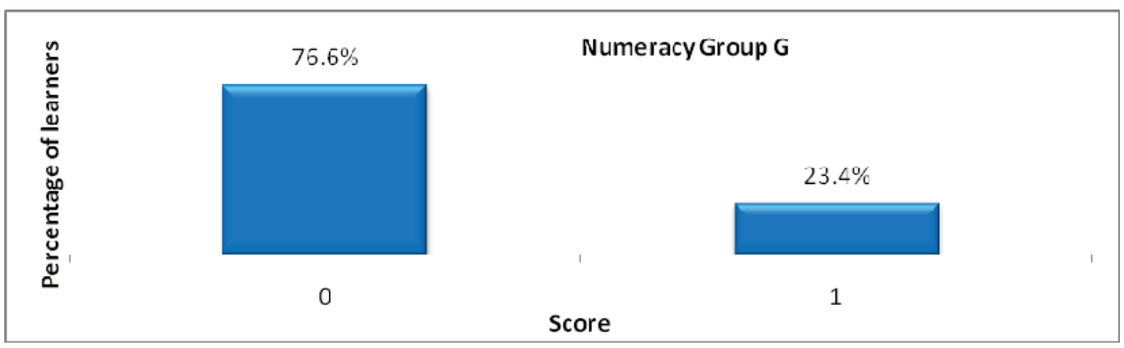


Figure 16: Performance on: solve money problems involving totals and change in rands and cents



OVERALL LEVELS OF ACHIEVEMENT BY AGE (in a specific district)

The graph below shows that appropriately aged learners (between 8 and 10, most of whom are 9 years old) generally do better than their over-or under-aged peers. 45 percent of appropriately aged learners achieved satisfactory or outstanding levels overall, in comparison with 42 percent of 11 to 12 year olds and 41 percent of learners who are 13 and over. Learners, particularly boys, may be over age if they start school later. According to the Statistics South Africa 2007 General Household Survey, between 4 percent and 5 percent of 8 and 9 year olds are not attending school. This figure rises between 4 percent and 8 percent amongst boys.

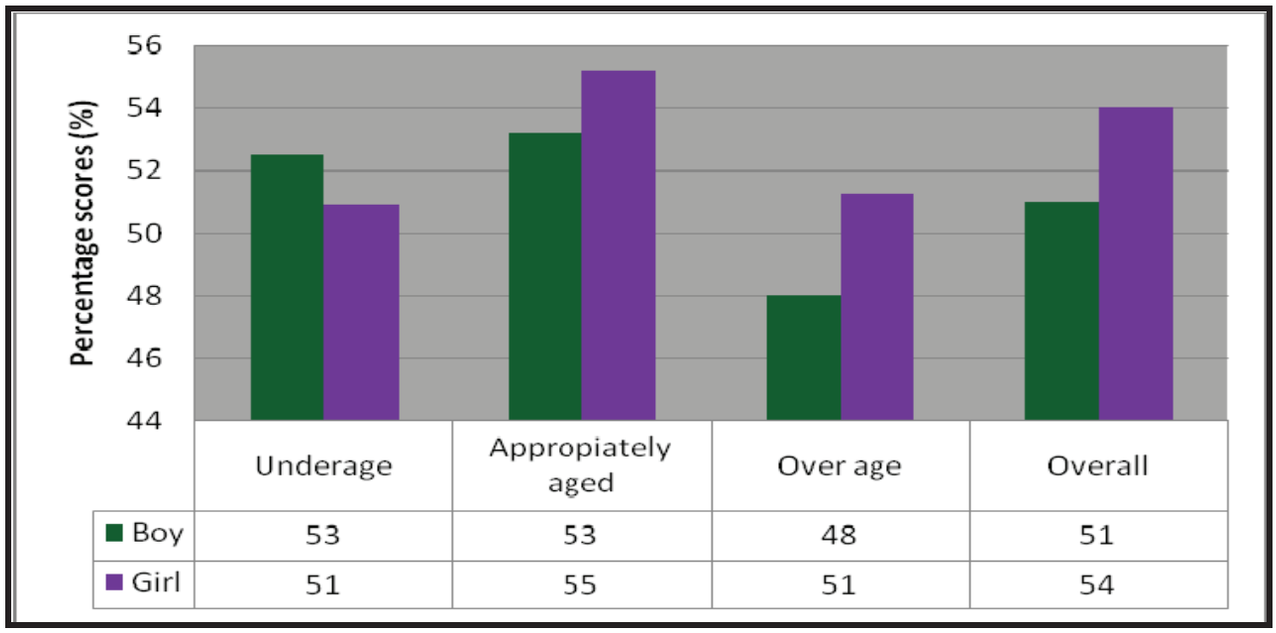
(http://inteactive.statssa.gov.za)

Table 3: An example of a school performance (average scores) by gender and age

Gender	Age Range	Number of learners	Numeracy (%)		Literacy (%)	
			School	District	School	District
Boys	8 and below	2	18	38	20	39
	9 and 10	6	19	44	32	43
	11 and above	0	-	41	-	41
	All boys	**8**	**19**	**42**	**29**	**42**
Girls	8 and below	0	-	41	-	45
	9 and 10	11	28	44	39	46
	11 and above	3	17	39	28	43
	All girls	**14**	**26**	**43**	**37**	**46**

Note: Some learners did not specify their age/gender hence the missing information. Number of learners represents number of learners in the school on the day of testing. Take note of the small number of learners when doing comparisons.

Figure 17: Average Numeracy scores by gender and age group (these are findings for one of the districts)



	Underage	Appropiately aged	Over age	Overall
Boy	53	53	48	51
Girl	51	55	51	54

Interestingly, a higher proportion of learners under 8 years of age performed at a satisfactory level, although fewer achieved outstanding levels. However, because learners under 8 constitute a very small percentage of the learners, this should be treated with caution.

This trend was also found in the 2007 Foundation Phase Systemic Evaluation, which showed that girls achieved higher scores than boys for Literacy (Department of Education, 2008, p 7), by the 2001 Systemic Evaluation (Department of Education 2003, p 61 – 62) and the National Grade 6 Systemic Evaluation (Department of Education 2005, p 79 – 80.)

A compounding issue may also be that learners are not used to covering the volume of work that the Assessments entailed. A related issue that schools brought up is that learners are not used to working as the Assessment required them to do: '*Learners were nervous because they were seated in an unusual way and not used to booklets. This took them by surprise*.' Learners were more used to reading from the chalkboard, and writing in exercise books.

CONCLUSIONS AND RECOMMENDATIONS

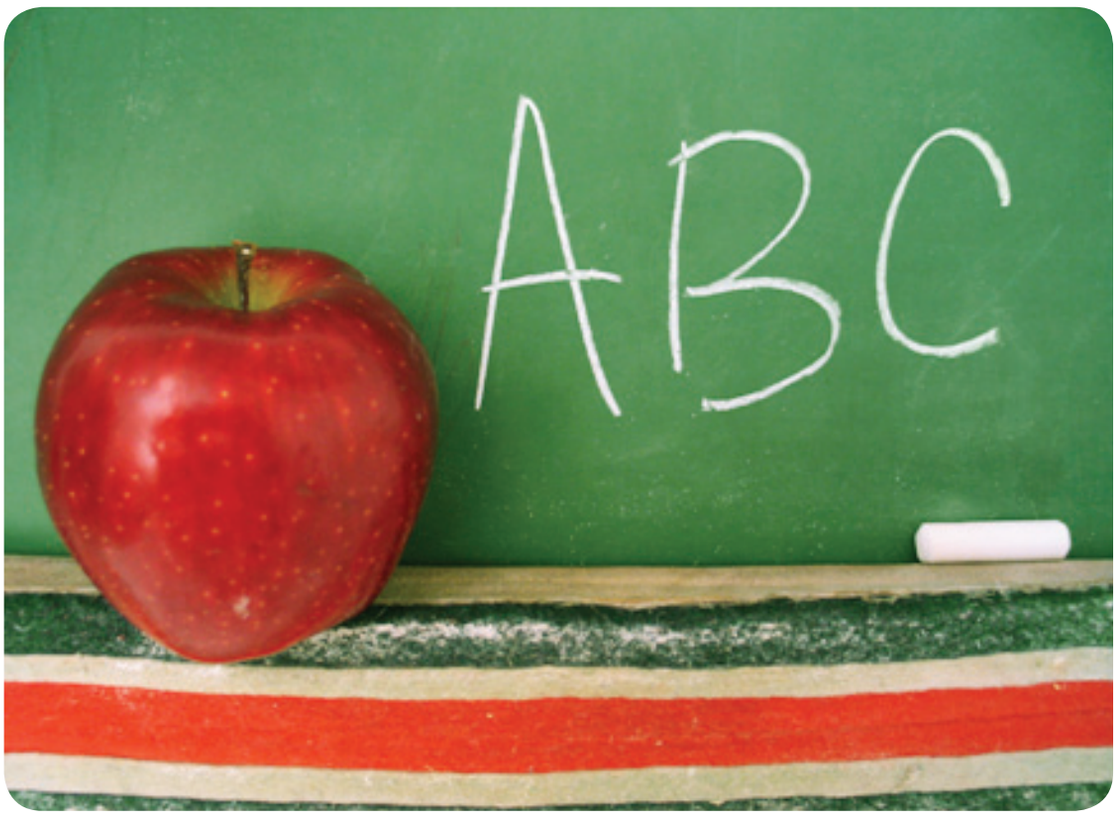
According to the objectives laid out by the Department, the Baseline studies have identified particular schools that are experiencing either difficulties in Literacy or Numeracy or both. The information provided in these reports proves to be highly efficient and informative. As we can see from the analysis above, districts, schools and learners are able to identify strengths and weaknesses. Furthermore, schools that are performing poorly can be identified effortlessly and additional support can then be given to these schools.

The fact that both learners and schools who participate in these studies each receive a report in terms of their respective performance on the Literacy and Numeracy tasks allows them to recognize and acknowledge the problem areas and improve upon them. Benchmarks can help the schools to see how they should be performing and give them goals for the future. Learners can compare their scores with their school's performance scores as well as to the district which helps them to see how they are performing in comparison to their peers. This allows for a sense of responsibility and accountability in learners, educators and school management.

In keeping with the diagnostic element of testing, the baseline studies attempted to describe performance in relation to the skill that has been tested. The test used in these baseline studies was the 2001, Systemic Evaluation Literacy and Numeracy tests. It should be noted that these tests were not developed to be diagnostic and therefore some skills that needed to be tested had only one item. This is not ideal however, the revised Systemic Evaluation tests, which form the basis for the parallel tests which will be used in subsequent studies will be more informative.

- At the district level, officials are encouraged to read this report and assist their respective schools in formulating a school improvement plan which can adequately deal with the problems identified.
- It is evident that both genders require vigorous support to achieve competence in Literacy. Further research should be undertaken into the differences in gender attainments and steps should be taken to offer boys relevant support.
- Over-aged learners, who may have started school late or who may have repeated a year, require particular support to achieve the required standard.
- Schools need to **raise their expectations** of the **amount of work** as well as the **quality of work** to be done by learners and teachers.

- District Officials, in making use of the information in this report may be able to **devise or strengthen strategies to address these critical areas**, in collaboration with relevant colleagues from the Provincial Office. District Officials will undoubtedly work closely with schools, ensuring that each school devises **a School Improvement Plan** that focuses on improving on areas of weakness, and maintaining areas of strength.
- The District and schools urgently need to devise and enact plans that will enhance learner performance.



PART 2

DROP-OUT AND REPETITION RATE STUDY

2. DROPOUT AND REPETITION RATE STUDY

Background and purpose of the study

Another study which was conducted was the Drop-out and Repetition Rate Study from 2003 to 2007 implemented by the Directorate Quality Promotion and Standards. The aim was to determine the extent of drop-out and repetition in the ECDoE and to ascertain the key reasons for drop-out and repetition of the learners from Grade 1 to 12. A final report was compiled which makes use of qualitative data from the Longitudinal Studies, as well as interviews conducted in 2009 with learners who had taken part in the Grade 8 to 12 study. The statistics are mainly calculated from the Statistics South Africa Household Surveys from 2002 to 2008 and from the Education Management Information System (EMIS). This is done because ECDoE is committed to ensuring that every child successfully completes the compulsory phase of education up to the end of Grade 12. In addition, all children should have a year in Grade R. We need to know the extent of repetition and drop-out, and we need to identify the factors that put **learners at** risk of repeating a grade, and of dropping out of school in order to plan and implement strategies to minimize these phenomena.

Both studies were longitudinal, each tracking a cohort of learners every year. The Grade 1 cohort was to be tracked for seven years, and the Grade 8 cohort for five. The table below summarises the two studies:

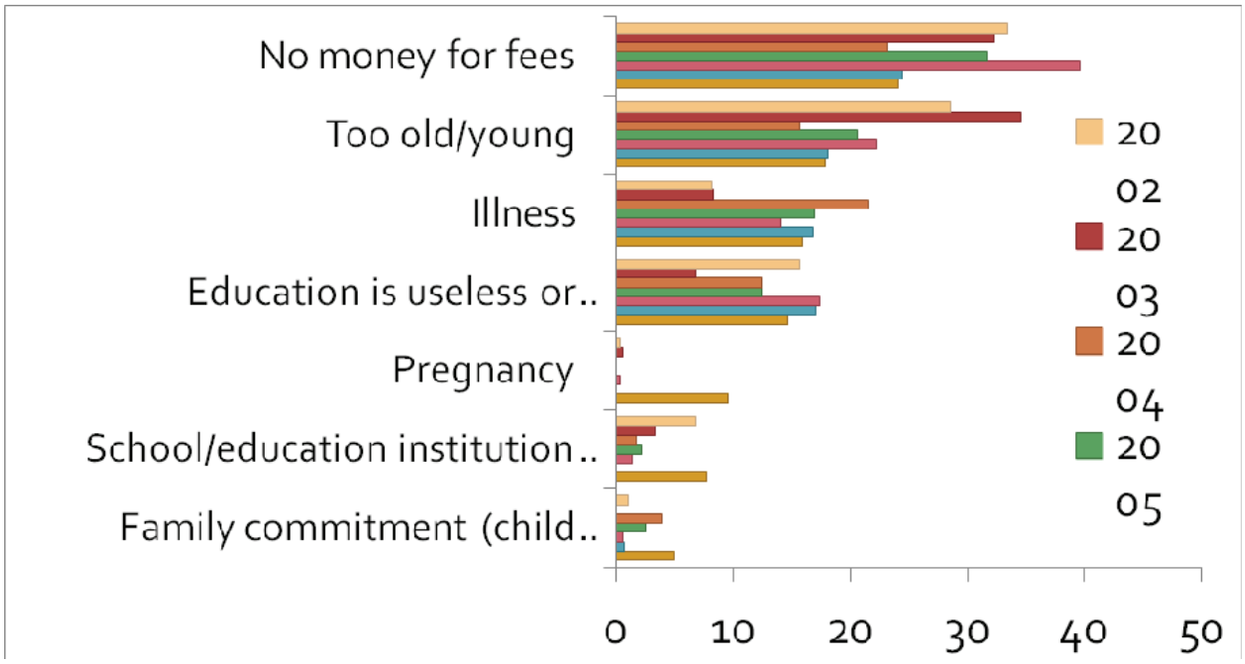
Table 4: Summary of the Dropout and Repetition Rate Studies

No.	Grades	Year started	Grade in Year 1	Number of schools	Number of participants	Expected final year of study	Expected Grade level on completion
1	1 - 7	**2003**	Grade 1	7 increasing to 10 in 2004	2003 – 83 learners 2004 - 104 learners 2006 - 176 learners	**2009**	Grade 7
2	8 -12	**2004**	Grade 8	15	150	**2008** extended to **2009**	Grade 12

WHY ARE YOUNG PEOPLE LEAVING SCHOOL?

The Statistics South Africa Household Surveys ask respondents who are not at school the main reasons for not enrolling. The graphs below show the reasons given by males and females aged 16 to 18 in the Eastern Cape.

Figure 1: Reasons for leaving school



The reasons given by males and females (age 16-18) for leaving school prematurely are as follows:

The main reason given by both genders is that they have "**no money for fees**". Despite this, there are signs that a lack of money is becoming less important as a reason young people leave school.

A very important reason for young men and, to a lesser extent, young women to be out of school is that they find that "**education is useless or uninteresting**". This suggests that young people are dissatisfied with the quality of schooling. In addition, they may be discouraged by high repetition rates in the FET Band, the high likelihood of failing Grade 12, as well as high youth unemployment rates.

Pregnancy and **family commitments** are important reasons for girls to leave school, although policy encourages them to return after giving birth. Research suggests that pregnancy is associated with poor prior school performance and growing detachment from school.

Illness keeps learners of both sexes out of school. According to the Medical Research Council, the three leading risk factors that endanger health are unsafe sex, interpersonal violence and alcohol use. Adolescents are at risk of engaging in sex

and using alcohol and drugs, putting learners at risk of sexually transmitted infections.

FINDINGS

WHO IS MOST LIKELY TO REPEAT GRADES?

According to data from the Statistics South Africa Household Survey in 2004, **males** (12.2%) were more likely to repeat a grade than females (10.2). Repetition rates rise steeply with age.

Black learners (23.1%) have the highest repetition rates, followed by **Coloured** learners (12%). Repetition amongst White learners is very low. The Indian sample was too small to register.

Rural learners (12.7%) have a higher repetition rate than urban learners (7.2%).

An analysis of Grade Repetition by District and Grade is available in the full report.

FACTORS THAT LEAD LEARNERS TO DROP OUT OF SCHOOL

- Poverty
- Illness
- The quality of family support
- Pregnancy and family commitments
- Quality of schooling: Unfavourable school environment and the language used in the classroom
- Dissatisfaction with school
- Grade repetition is a major predictor of dropping out
- Multiple risk factors are better predictors than single risk factors
- Problem behaviours, school performance and grade repetition in the early grades

Dropping out of school is best understood as a **process** rather than an event with a single cause. Learners who eventually drop out of school experience a series of events and circumstances that contribute to the decision not to return to school.

Research shows that some of the predictors of drop-out are present early in a learner's school career. Table 5 shows some of the factors that increase the risk of dropping out. The earliest predictors, which include problem behaviour, inadequate school performance and grade repetition, are visible as early as the Foundation Phase of school.

Table 5: Key predictors of learner drop - out

BEFORE SCHOOL	FIRST GRADE	ELEMENTARY SCHOOL (FOUNDATION PHASE)	MIDDLE AND HIGH SCHOOL
Quality of care giving	Problem behaviour	Problem behaviour	Problem behaviour
	School performance	School performance	School performance
	Grade repetition	Grade repetition	Grade repetition
		Parent Involvement	Parent Involvement
		Gender	Gender
		Social economic Status	Social economic Status
		Stressful Life Events	Stressful Life Events
		Mobility	Mobility
			Absenteeism
			Disciplinary Problems
			Self Report-how likely to graduate

Source: Montes, G. & Lihmann, C. (2004) “who will drop out of school? Key predictors from the literature”. Technical Report and Works in Progress Series Number T04-001. Rochester, N.Y: Children’s Institute

RECOMMENDATIONS

Although the problem of repetition and dropout surfaces in the FET Band, their roots lie in the earlier years of schooling.

- Measures to prevent both repetition and dropout should therefore be undertaken as **early** as possible.
- Provision of **good early childhood programmes** has been shown to be of profound importance in reducing repetition and improving education and life outcomes.
- Although access to Grade R has increased steeply, more attention must be paid to improving the **quality** of Grade R programmes.
- It is important to identify learners at risk of repeating and dropping out as early as possible.
- Early signs include **behavioural** problems including aggression, the existence of barriers to learning, and low academic achievement.
- Teachers should be trained to identify **vulnerable** learners and to provide them with appropriate support.
- Teachers, in their turn, require **smaller class sizes** and sustained support from the District Office.
- Throughout the General Education and Training Band, the provision of **higher quality** education is important.
- Interventions such as the Learner Attainment Improvement Strategy should improve levels of achievement. In addition, priority should be given to the provision of **libraries**.
- The **language** in which children are taught is of profound importance to their achievement in school.
- Research shows that the use of the **home language** at school is correlated with **higher achievement** and lower repetition and dropout.
- Further consideration should be given to **strengthening** the use of the **home language** as LoLT for a longer period.
- **Special programmes** should be designed to support learners who repeat grades. Mere repetition of the same material for another year has been at best useless, and at worst harmful.

- Schools should be able to provide **safe welcoming space** for all learners, but particularly those who experience family disjuncture and distress.
- Learners who are unable to find a positive role-model in the family or community may do so through **supportive** personal relationships with teachers.
- **Smaller** class sizes, a **learner-friendly** school culture and environment are pre-requisites to retain learners in the system until they achieve the desired qualification.
- The widespread use of violence or harsh measures to control learner behaviour should be replaced with more positive discipline.
- Further efforts should be made in partnership with the Social Needs Cluster and civil society to ensure that schools become **learner friendly**.
- Although interventions to reduce risk in the GET Band are key to reducing repetition and dropout in the non compulsory FET Band, further attention should be given to strengthening **alternative pathways** in education and training for the many learners who either cannot or do not wish to continue with school education**.**

PART 3

FIRST CYCLE EVALUATION OF ACCREDITED TRAINING OF ECD PRACTITIONERS

3. EVALUATION OF THE ACCREDITED TRAINING OF ECD PRACTITIONERS:

YEAR 1

BACKGROUND AND PURPOSE

The purpose of this baseline study was to investigate the quality of the province's level 4 ECD training and the quality of teaching and learning within the Reception year. In the first cycle of the research, 252 visits were made to Grade R classrooms in the 23 districts of the province to ascertain the quality of teaching and learning in Grade R classrooms and the quality of the training courses offered by two service providers within the province.

FINDINGS OF THE FIRST CYCLE IN 2008

1. Children in Grades R and 1 have said that their own families are the MOST important supporters and educators. Very few child respondents cited teachers as primary educators. Children have high hopes of literacy and future careers ranging from policemen to doctors. All child respondents **referred to the violence at school** as being their most disliked aspect of schooling including **violence from their teachers**.

2. Family members were not in evidence at the schools. Many of the comments by the schools tended to demonstrate a **wide gap between family and school**, with families being perceived as ignorant, uninterested and detrimental to the schooling programmes. On the other hand, the vast majority of children cited their family members as being the people who helped them to read and write and to do homework tasks.

3. ECD Practitioners in general knew what they are required to do as a result of the qualification programmes they had attended during this study. There was, however, little performance of competence visible during the field research visits. The reasons for the lack of performance require further investigation. Most Practitioners**,** however, **cited lack of support and monitoring at school** and circuit level as a depressing and de-motivating factor in their work.

4. The majority of Reception Year classes were found to be not conducive to children's positive development within the three domains of psychomotor (sensorial and physical); socio-affective (social and emotional) and cognitive (building of synapses between brain cells for positive learning) development.

5. Grade 1 teachers in general, seem, from the comments received in interviews, to be the most focused upon the need for early reading and writing and numeracy in the Reception Year.

6. The Foundation Phase has not yet incorporated the Reception Year into the Foundation Phase with a clear understanding of the curriculum and philosophy of integrated and hostilic child development.

7. The schools complained to a large extent of the lack of resources for the Reception Year. Classrooms in many instances are not available, resources are not in place and the school feeding scheme is not perceived to be extended to Reception Year children.

8. Circuit managers and subject advisors do not seem to have time and resources to visit schools in their circuits on a regular monthly or even quarterly basis. This was evidenced in the comments of the school personnel, as well as in the comments of the service providers.

9. The service providers, while moderated through the ETDP SETA/Umalusi, for quality control, and who have delivered ECD Practitioners qualified at level 4 to the province, have struggled with funding issues from the province which is lower than that of the ETDP SETA.

There is a need for district personnel to work very closely with the service providers in all areas of their work. In particular, support and monitoring visits to ECD Practitioners, within the Foundation Phase and the school is vital. The Reception Year is a full part of the Foundation Phase, the school and therefore the circuit and district's FP endeavours.

10. The province has increased access to Reception Year. The quality of the classrooms and of the educational programmes, however, may generally be harmful to the well-being of children. This raises concerns about the readiness of schools to incorporate children into the Reception Year. The usefulness of the Reception Year to assist children to be literate, numerate and life-ready at the required levels must be called into question in the light of the evidence of illiteracy of children in Grade 6 as cited in the National Reading Strategy 2008. Will the Reception Year assist in raising levels of literacy or will it be absorbed into the status quo and become part of the problem?

PART 4

SECOND CYCLE OF THE RESEARCH FOR ECD

4. SECOND CYCLE OF THE RESEARCH

4.1 BACKGROUND AND PURPOSE

The second cycle of research focused upon the support and monitoring systems for the newly established Grade R classes with their newly qualified ECD Practitioners within the province.

The methodology used was participatory active research. (This study builds on the previous one).

This report, amongst other issues, highlights the challenges facing the Foundation Phase and schools in promoting and maintaining 'quality education' (in the section on Issues of Support and Monitoring). Challenges in teacher education for Reception Year Teachers are also included.

Furthermore, information is provided on the status, roles and responsibilities of school principals and Heads of Department for Grade R in their schools, as well as roles and responsibilities of subject advisors.

In the light of the Level 4 training and qualification of ECD Practitioners within the ETDP SETA and Umalusi system of accreditation of individuals, the lack of inclusion of family into Reception Year Programmes, the statements made by the children as to the challenges facing them in their first year of schooling, and the inability of the Reception Year, as well as the inability of the ECD Practitioners to 'perform' their competence as part of the Foundation Phase (key findings 5-8), a decision was taken

That:

- **A participatory action research using each district ECD/FP sub section as co-researchers, be conducted in 2009 to identify support and monitoring 'gaps' the Reception Year as the first year of the Foundation Phase**
- **The research be conducted in twelve school communities in each district in order to build capacity within the District (276 schools in all)**
- **Plans are made and carried out for 'ratcheting up' support and monitoring of the Reception Year classes within each school and district**

4.2 FINDINGS

The findings of the data collection in the districts and schools have drawn our attention to the importance of observing the rights of the children which **MUST** form the basis of all action by the adults within the schooling system. This is particularly so when focusing upon the support and monitoring mechanisms in place for the Reception Year.

4.3 THE RIGHTS OF CHILDREN WITHIN THE SCHOOLING SYSTEM

The Children's Charter of South Africa notes in Article Eight Education; that education should be of the following quality:

> In every province, teachers mentioned that there were several challenges around the role of the district. This was reinforced by numerous electronic and written submissions. Firstly, the role of the subject advisor differs from province to province. Secondly, teachers see the role primarily as techniques and demanding of unnecessary administrative tasks and 'box ticking'. Thirdly, there are too few subject advisors nationwide to do justice to thorough and qualitative in-class support for teachers. Many do not have sufficient knowledge and skills to offer teachers the support they require to improve learner performance. Finally, in the absence of role clarification and training for the subject advisors, many have resorted to developing tools to help interpret policies and guidelines that have contributed to the confusion and proliferation of documents and paperwork.
>
> (South Africa October 2009)

1. All children have the right to free and equal, non-racial, non-sexist and compulsory education within one department as education is a right not a privilege.
2. All children have a right to education, which is in the interest of the child and to develop their talents through education, both formal and informal.
3. All teachers should be qualified and should treat children with patience, respect and dignity. All teachers should be evaluated and monitored to ensure that they are protecting the rights of the child.
4. Parents have the duty to become involved in their children's education and development and to participate in their children's education at school and at home.
5. All children have the right to play and to free and adequate sports and recreational facilities so that children can be children.
6. All children have the right to participate in the evaluation and upgrading of curriculum, which respect all the traditions, culture and values of children in South Africa.
7. All children have the right to education on issues such as sexuality, AIDS, human rights, history and background of South Africa and family life.
8. All children have the right to adequate educational facilities and the transportation to such facilities should be provided to children in difficult or violent situations.

4.4 THE RESPONSIBILITIES OF DISTRICT AND SCHOOL PERSONNEL FOR UPHOLDING CHILDREN'S RIGHTS

In this section, the responsibilities of each of the supporting personnel are set out regarding in particular, the rights of the child to quality education.

4.4.1 THE RESPONSIBILITIES OF SCHOOL PRINCIPALS TOWARDS THE REALISATION OF CHILDREN'S RIGHTS WITHIN THEIR SCHOOLS

- Grade R is now part of the Foundation Phase within public schooling. The ECD practitioner therefore falls under the management of the school.
- The Employment of Educators Act (76 of 1998) (cited in ELRC 2003: C-64) stipulates that the principal **must**:
- Be responsible for the development of staff training programmes, school-based, school-focused and externally directed, and to assist educators, particularly new and inexperienced educators, in developing and achieving educational objectives in accordance with the needs of the school.
- Provide professional leadership within the school. Guide, supervise and offer professional advice on the work and performance of all staff in the school, and, where necessary, to discuss and write or countersign reports on teaching, support, non-teaching and other staff.
- Participate in agreed school/educator appraisal processes in order to regularly review their professional practice with the aim of improving teaching, learning and management.
- The principal's role within the Foundation Phase and the Reception Year is therefore very clear. He or she is fully responsible for ensuring the quality of learning and teaching in the school at all levels.
- In addition, the principal is required to take 'reasonable steps to ensure the safety of the learner' and is 'not negligent or indolent in the performance of his or her professional duties' (SACE 3.11 and 3.13, cited in ELRC 2003)

4.4.2 THE RESPONSIBILITIES OF HEADS OF DEPARTMENTS TOWARDS THE REALISATION OF CHILDREN'S RIGHTS WITHIN THE SCHOOL

In addition, the Head of Department in charge of the Foundation Phase has the following responsibilities towards each of the Grades within the Phase (ELRC 2003: C-66):

- **To provide and coordinate guidance:**
    - On the latest ideas or approaches to the subject, method, techniques, evaluation, aids, etc. in their field, and effectively conveying these to the staff members concerned.
    - On syllabuses, schemes of work, homework, practical work, remedial work etc.
    - to inexperienced staff members on the educational welfare of learners in the department

- **To control**
    - the work of educators and learners in the department
    - reports submitted to the Principal as required
    - mark sheets
    - tests and examination papers as well as memoranda
    - the administrative responsibilities of staff members

In addition, the SMT, as individual members of SACE, is required to take 'reasonable steps to ensure the safety of the learner 'and is 'not negligent or indolent in the performance of his or her professional duties' (SACE 3.11 and 3.13, cited in ELRC 2003)

It is very clear that the School Management Team as a whole therefore, **must** hold:

The responsibility of ensuring quality teaching for learning as well as for the safety and security of each child. The school teams are in turn supported by district staff.

4.4.3 THE RESPONSIBILITIES OF SUBJECT ADVISORS TOWARDS THE REALISATION OF CHILDREN'S RIGHTS

Subject advisors do not to seem to have a clear set of roles and responsibilities nationally. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (South Africa October 2009) noted that there is a need to clarify Subject Advisor roles nationally and specify the exact nature of in-classroom and school support they should provide to teachers. Subject advisor roles differ from province to province and district to district; and yet this role is the main intermediary between the curriculum policy and classroom interpretation (Heinemann 2009). The report noted:

In every province, teachers mentioned that there were several challenges around the role of the district. This was reinforced by numerous electronic and written submissions. Firstly, the role of the subject advisor differs from province to province. Secondly, teachers see the role primarily as techniques and demanding of unnecessary administrative tasks and 'box ticking'. Thirdly, there are too few subject advisors nationwide to do justice to thorough and qualitative in-class support for teachers. Many do not have sufficient knowledge and skills to offer teachers the support they require to improve learner performance. Finally, in the absence of role clarification and training for the subject advisors, many have resorted to developing tools to help interpret policies and guidelines that have contributed to the confusion and proliferation of documents and paperwork.

(South Africa October 2009)

4.4.4 THE ROLES AND RESPONSIBILITIES OF OFFICE BASED EDUCATORS ARE HOWEVER, SET OUT AS FOLLOWS: (ELRC 2003: C-68)

The core process in education is curriculum delivery and the strategic levers for curriculum delivery are INSET, EMD and enabling functions. The aim of jobs at offices is to facilitate curriculum delivery through support in various ways....

The duties and responsibilities of the job are individual and varied depending on the nature of the responsibilities attached to each post. These include but are not limited to subject advisory services, administration and policy development processes. It remains the responsibility of immediate supervisors to develop specific responsibilities and duties for each post....

The second paragraph in the quote above may lead to the strong opinion of the Review Team (South Africa October 2009) that clarity and specificity are required.

In addition to this, the Review Report (South Africa October 2009) noted also that many comments in the hearings and submissions alluded to the capacity of district offices to provide support in curriculum implementation as follows:

- In many cases a superficial understanding around curriculum exists.
- In several provinces there are a large number of recently appointed subject advisors, who have received less training on the curriculum than the teachers themselves, and have not had the experience of actually teaching the curriculum.
- The ability of districts to mediate curriculum implementation in a way that is less bureaucratic and focuses more on issues of professional practice.

RECOMMENDATIONS

The recommendations for districts is that:

- while there is great unevenness across districts, with some providing teachers with excellent levels of support that they need to be 'empowered', both by gaining greater clarity around what their precise role is, but also by being given the skills to undertake that role and its associated responsibilities.

- The district should assume the role of assessing teacher portfolios and documentation, as opposed to other teachers assessing each other, as currently occurs through cluster meeting and moderation processes. 'In short, initiatives need to focus on supplying sufficient subject advisors who can fulfill the functions of:

    - Moderating teachers' plans, assessments and learners' work;
    - Mediating the curriculum standards for particular learning areas / subjects;
    - Clarifying the assessment and content/discipline requirements for particular learning areas / subjects; and
    - Providing support for appropriate teaching methodologies in line with particular learning areas / subjects.
- Subject advisors' roles as school-based subject experts must be affirmed.

- A job description and performance plan for subject advisors that focus their work on the delivery, implementation and moderation of the curriculum, and offering subject specific support to teachers must be tabled.

PART 5

TIMMS & PIRLS

5. TIMSS AND PIRLS

5.1 Definition

TIMSS means **Trends in Mathematics and Science Study** that assesses learner achievement in Mathematics and Science on the basis of a common curriculum at Grade 8 level.

PIRLS means **Progress in Reading Literacy Skills which** measures and interprets differences in national educational systems.

They are both International studies.

5.2 BACKGROUND AND PURPOSE

These studies enable SA to benchmark its learner performance at Senior Phase against that of other countries. In 2011, out of the total number of schools in South Africa a random sample of 300 schools participated in the study and 12000 learners were selected to respond to the different instruments. In the EC, 25 schools took part in TIMMS and 36 schools for PIRLS: PIRLS aims to improve the teaching and learning of reading literacy worldwide. The University of Pretoria conducted the study (on behalf of the Department) under the control of HSRC, having both Provincial and district staff as coordinators and monitors of the study in selected schools.

5.3 Value of TIMSS and PIRLS

- Provides an opportunity to see how our schooling system is performing over time and in comparison with other systems
- Participates will represent the country
- Province, districts and schools will see the curriculum contents that learners all over the world are expected to master
- The study also enables one to identify school, classroom and home factors influencing learner achievement

Findings and recommendations, will be available in the following reports:

- International
- Country
- And a National language report for PIRLS will be issued in due course

PART 6

EC SCHOOL AND LEARNER QUANTITATIVE STUDY

6. THE EC SCHOOL & LEARNER QUANTITATIVE STUDY

6.1 INTRODUCTION

A Comprehensive Evaluation Programme was established and implemented in July 2003 by the Quality Promotion and Standards Directorate. This programme has produced a series of relevant studies and surveys on key issues identified from across the Department's service delivery system in order to improve education in the Eastern Cape.

The ECDoE recognizes that an ongoing programme of evaluation and research activities requires partnerships with various tertiary institutions, consortiums and organizations that offer professional services in the education sector. This Department seeks partnership with organizations and institutions that can contribute to improving education service delivery in the Eastern Cape.

The Eastern Cape School and Learner Quantitative Study provides a year-on- year statistical overview of Public Ordinary Schools in the Province. It analyses and interprets data from the Annual Return and other statistical sources and is designed to track trends over time. The aim of the study is to make the findings available for discussion and to provide information for decision-makers, policy-makers and other key stake-holders to assist them in further strategic, technical and operational level planning.

This report is framed around the following four key indicators of education:

- Access of population to education
- Efficiency of the education system
- Equity (fairness) in terms of provisioning
- Quality of education

This provincial report, however, will only focus on certain extracts from the full report.

This study, which is based on factual and quantifiable information using nationally and internationally recognized education indicators, typically includes statistics, calculations and projections relating to the specific subject matter. The last study was done in 2010.

6.2 BACKGROUND AND PURPOSE

Basic education in our context should be understood as follows:

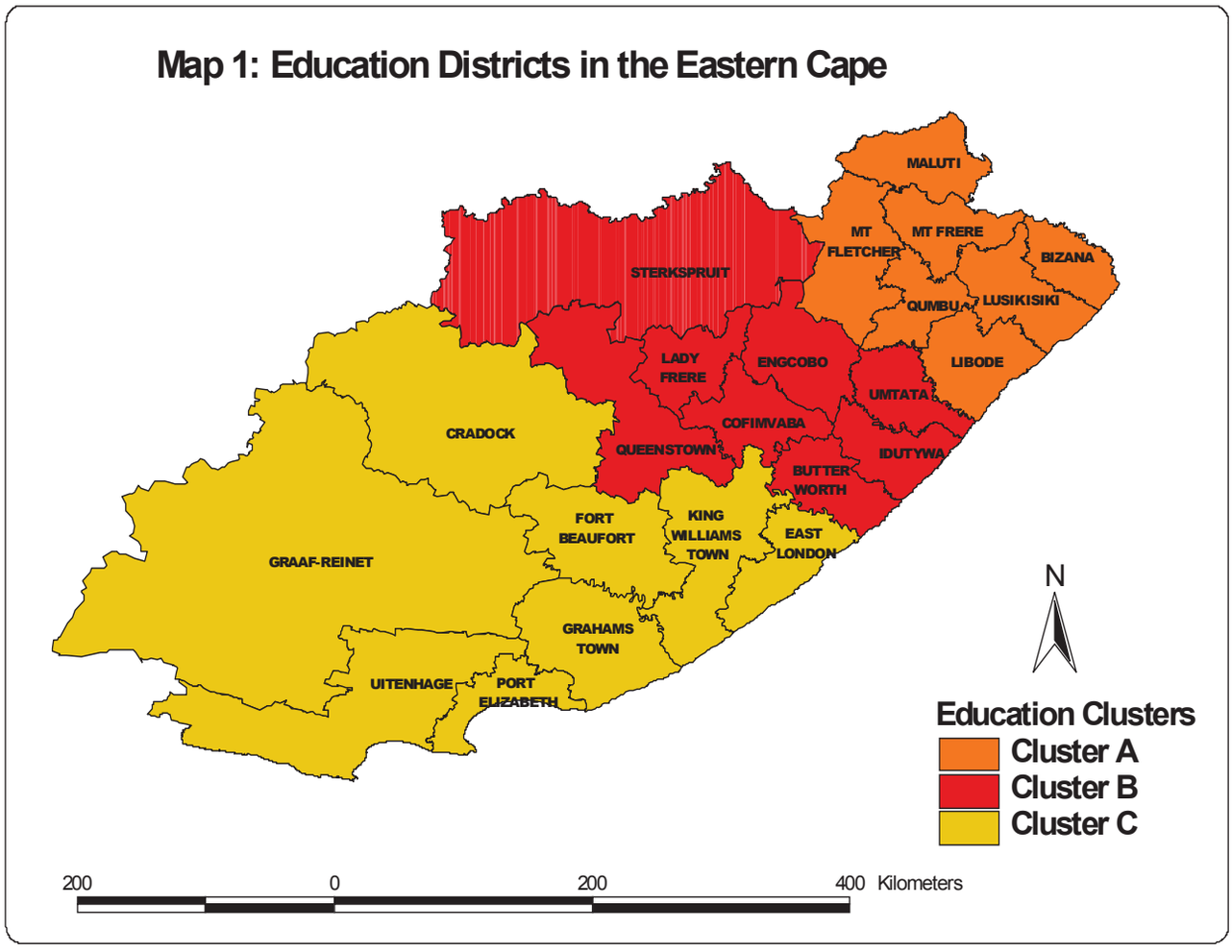
Basic education in South Africa consists of the nine years between Grade 1 and Grade 9- the General Education and Training Band (GET). The GET Band covers 3 phases: The Foundation Phase from Grade 1-3, the Intermediate Phase from Grade 4-6 and the Senior Phase from Grade 7 to 9.

With regard to approach, a focus and reference group was formed and the study was conceptualized. The data was collected and reviewed. Quantitative indicators were determined. The data was analysed, interpreted and then verified by EMIS. The report was reviewed by the focus and reference group before it was finalized.

The ECDoE is committed to transparency and openness and the information gathered through this survey will be accessible for use to all levels in the system and relevant stakeholders in order to plan strategically and inform policies with the intention of ensuring optimum, cost efficient and focused delivery.

6.3 KEY FINDINGS AND ISSUES ARISING

Provincial and Cluster Overview



Clusters/Districts:

There are 23 districts within the ECDoE and these are divided into 3 clusters viz.

Cluster A – Maluti, Mount Frere, Mbizana, Lusikisiki, Mount Fletcher, Qumbu, Libode

Cluster B – Sterkspruit, Ngcobo, Mthatha, Dutywa, Lady Frere, Cofimvaba, Butterworth

Cluster C – Cradock, Queenstown, King William's Town, East London, Fort Beaufort, Graaff-Reinet, Grahamstown, Uitenhage, Port Elizabeth

6.3.1 Population and poverty distribution:

Population is sparse in most of the interior areas of the province due largely to aridity (e.g. Cradock and Graaff-Reinet), mountainous terrain (e.g. Sterkspruit and Mt Fletcher) and lack of industrial development. This sparse distribution of population has implications for **scholar transport** (meaning that learners would either have to walk long distances to school or be provided with scholar transport for which there would have to be a budget), **provision of teachers** (which poses a problem because they are generally reluctant to be based far away from amenities or facilities and if they do go to these areas, they would need accommodation) and **the size of the school** (meaning that the school would be smaller in size).

The most densely populated areas can be categorized as follows:

(i) Concentrations around urban centres (i.e. Port Elizabeth, East London and Mthatha

(ii) High density rural areas which are accompanied by high levels of poverty (e.g. Mbizana, Lusikisiki and Libode)

6.3.1.1 ACCESS

Schools in the Eastern Cape Province

<u>The following school levels are applicable</u>:

There are Public Ordinary Schools which are divided into three different types:

(i) Primary Schools:
Schools that offer education from Grade R through to Grade 7. These grades, (excluding grade R) fall in the GET Band.

(ii) Combined Schools:
Schools that offer any combination of primary and secondary school grades.

(iii) Secondary Schools:
Schools that offer education from Grade 8 through to Grade 12, bridging both the GET and FET Bands.

This province has the second highest number of schools in South Africa. The total number of ordinary schools in the Eastern Cape is **5 778**. The total number of ordinary schools has gradually declined since 2003 as a result of the implementation of departmental policy whereby smaller schools that are no longer viable are closed and continuing the promotion of larger schools. (Whilst there is logic in this, particularly if it results in more effective use of resources, access to schools within reasonable proximity of learner residences should be an important consideration otherwise school attendance

can be affected negatively).
25 Schools were officially closed in 2009 with another 107 in the process of being closed. 3751 Learners were affected by the closure of those 25 schools in 2009.
Figure 1 below shows how the number of ordinary schools decreased over a 5 year period (i.e. from 2005 to 2009).

Figure 1: Total Ordinary Schools on the Masterlist

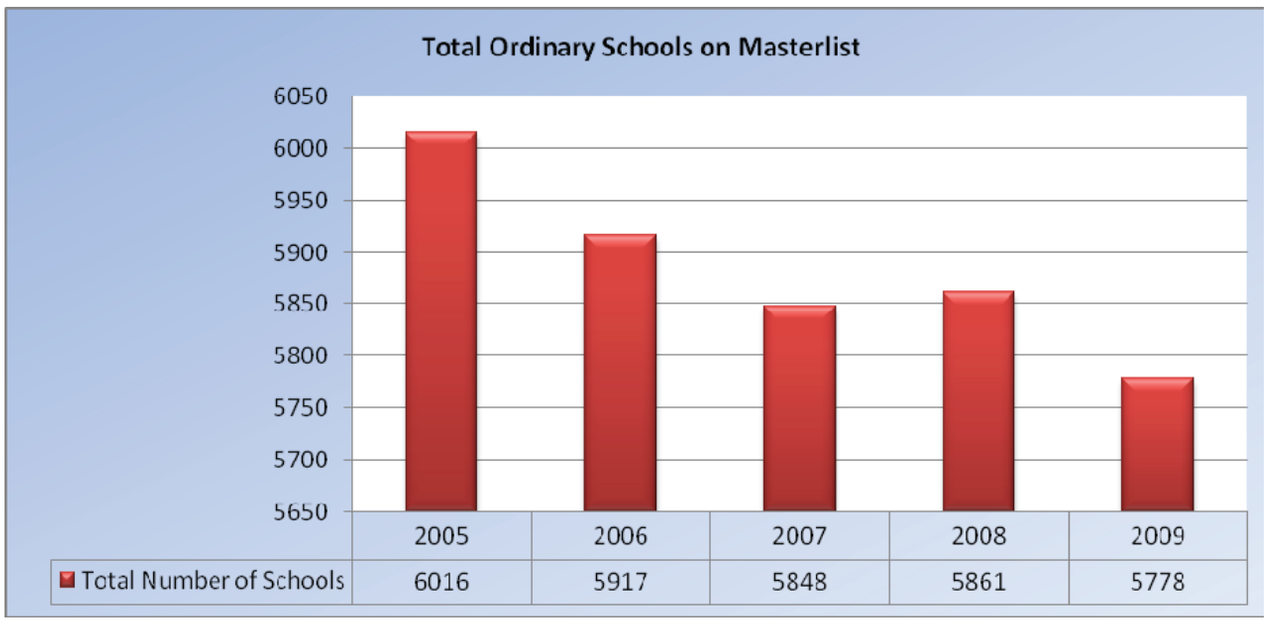
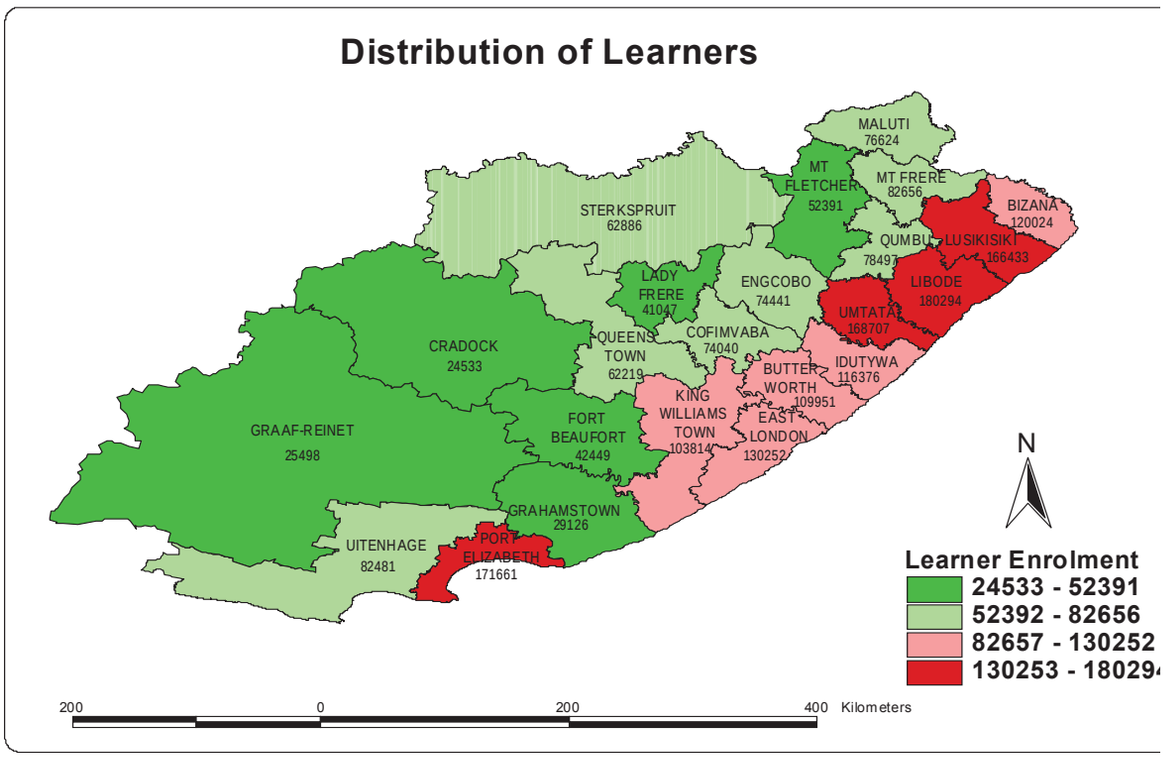


Figure 1.1

Distribution of Learners: Map 2



The percentage of enrolment per district:

With regard to percentage of enrolment per district, 1-2% of learners are found in Graaff-Reinet, Grahamstown, Fort Beaufort, Cradock and Lady Frere. 3-4% of learners are found in Queenstown, Cofimvaba, Engcobo, Qumbo, Mt Frere, Mt Fletcher and Maluti.5-6% of learners are found in King William's Town, East London, Butterworth, Dutwya and Mbizana. 7-9% of learners are found in Port Elizabeth, Mthatha, Libode and Lusikisiki.

6.3.1.2 Enrolment

Total number of learners:

Map 2 above reflects that Port Elizabeth, Mthatha, Libode and Lusikisiki have the greatest number of learners in the province ranging from 169 035 to 182 717 whereas those 6 districts highlighted in green have enrolment ranging from 24 825 to 52 587.

The total number of learners in the province for 2009 is **2 080 899** (as compared **to 2 071 533** in 2008). In 2009 enrolment increased by **0.5%** representing an additional **9 366** learners.

It is interesting to note that the document on "Towards the Realization of Schooling 2025" states that the enrolment figures for early childhood development (ECD) have displayed major improvements in recent years. In other words, there has been a year-on-year increase in grade R enrolment. **This in turn means that more learners are being prepared for formal education and this should have a positive impact on results in education.**

***Table 1*: Grade R-Grade 12 total enrolment**

	Grade R – Grade 12 total enrolment	Annual % change in enrolment	Change in enrolment
2005	2 068 775	3%	6 016
2006	2 059 755	-0.4%	5 917
2007	2 044 357	-1%	5 848
2008	2 071 533	1%	5 861
2009	2 065 920	- 0.3%	5613

As depicted in table 1 above, there is a decrease of 0.2% of learner enrolment in 2009.

Figure 2: Total Ordinary Schools on Masterlist

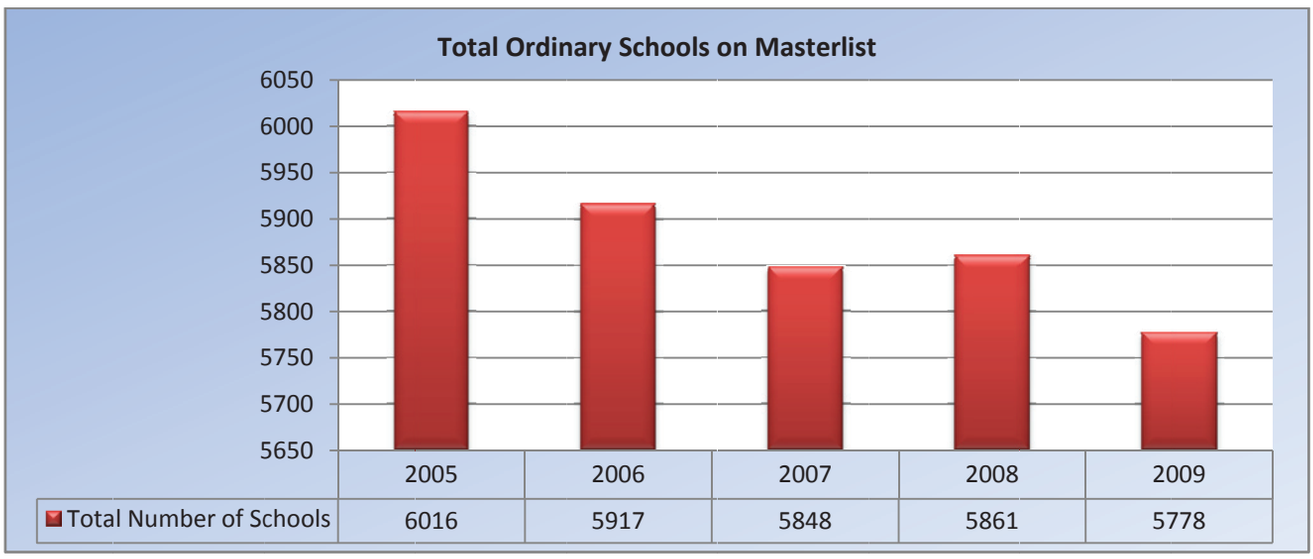
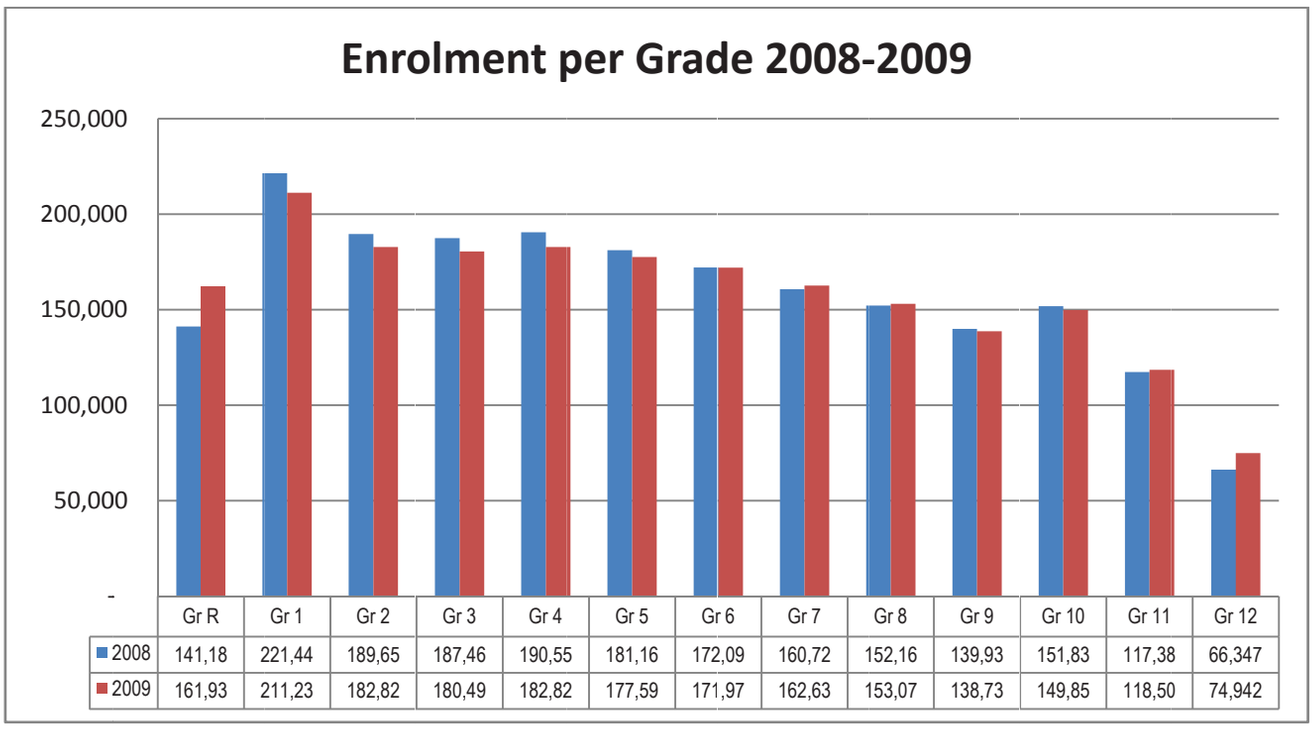


Figure 3:

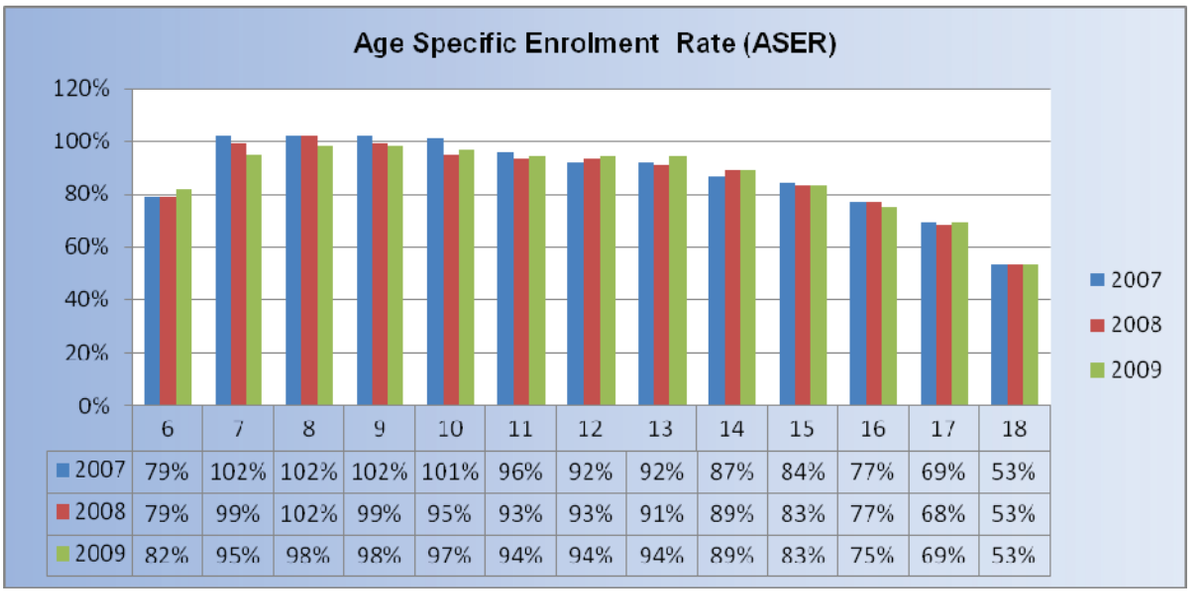


Enrolment per Grade

KEY FINDINGS	COMMENTS
• Figure 3 reflects the total enrolment per grade for 2009. The enrolment trend per grade for 2009 (when compared against 2008) shows a drop in enrolment for grades 1-6 (e.g. there is an average of 4.6% drop)	The recent drop- out and repetition rate study indicates while the dropout rate is about 2 % in Grade 1 the graph continues to go up in the next years
• As in previous years, grade 1 learners in 2009 decreased by 4.6% (or 10 208) compared with 2008. This decreasing trend in learner enrolment numbers continued from grade 1 to grade 6	This decrease in the enrolment for grade one could be due to the fact that more learners now enroll in grade R
• In grade 7, learner enrolment stands at 160 729 in 2008 and increased to 162 639 in 2009 (i.e. 1 910 more learners in 2009). In the case of grade 8, the pattern is similar in that 152 163 learners enrolled in 2008 and this rose to 153 072 in 2009 (i.e. an increase of 909 learners)	The increase of learner enrolment in grades 7 and 8 in 2009 could be attributed to learners that are repeating the grade
• In 2009, Grades 9 learner enrolment dropped to 138 739 (a difference of 1 194) compared to 139 933 in 2008 and grade 10 learners also showed a decrease of 1 982 in learner numbers compared to 2008	
• In 2009, learner enrolment increased to 118 509 in grade 11 compared with a figure of 117 385 in 2008	Could this be as a result of the pressure placed on school to produce more positive results in matric? Are the pass requirements stricter in grade 11?
• If one compares the learner enrolment of learners in grade 11 for 2008 (117 385) to that of grade 12 in 2009 (74 942), 42 443 learners did not make it to grade 12	

Age Specific Enrolment Rate (ASER)

Figure 4: The following graph shows ASER during the years 2007-2009 comparatively.



	6	7	8	9	10	11	12	13	14	15	16	17	18
2007	79%	102%	102%	102%	101%	96%	92%	92%	87%	84%	77%	69%	53%
2008	79%	99%	102%	99%	95%	93%	93%	91%	89%	83%	77%	68%	53%
2009	82%	95%	98%	98%	97%	94%	94%	94%	89%	83%	75%	69%	53%

The Age Specific Enrolment Rate (ASER) measures the proportion of the population enrolled in the schooling system. The **ASER** is calculated by measuring a specific age group of learners (irrespective of the grade against the corresponding age group in the population).

The following trends with regard to ASER were recorded in 2009:

In the case of the (6) year old age cohorts, participation has increased from 79% (in 2007 and 2008) to 82% (in 2009). As the cohorts progress age wise, only 53% of 18 year olds remain at school.

ECD Centres

PERCENTAGE SCHOOLS OFFERING GRADE R WITH GRADE 1 PER DISTRICT	
KEY FINDINGS	**COMMENTS**
• According to data from EMIS, Lusikisiki has the highest number of schools offering grade R with grade 1 (100%) followed by Qumbu, Mbizana and Fort Beaufort (at 99%). • Districts within the 90-98% range are Sterkspruit, Queenstown, Mthatha, Mt Frere, East London, Dutywa and Cofimvaba. • Districts within the 80-89% range are Port Elizabeth, Uitenhage and Cradock. • These districts are followed by Graaff-Reinet (74%) and Graham's town (69%). Grahams town has been making reasonable progress over the past four years, but has the lowest percentage of schools offering grade R with grade 1	The EC Province has made remarkable progress over the years (2006 to 2010) with regard to the attachment of grade R to primary schools. In fact, Grade R is the fastest growing sector The noticeable reduction in the dropout out and repetition rate numbers in grade one over the years can be directly ascribed to this intervention

6.3.1.3 QUALITY

Quality improvements have been linked to efforts to improve equity and greater access to schooling. In the first few years after 1994, policies were implemented that were intended to improve quality in the fields of teacher redistribution, teacher education and curriculum. The continuing impact of poverty on all aspects of quality of learner performance at the turn of the millennium led to government review and revision of a number of policies introduced in the post 1994 period. To cite some of the findings, let us look at the trend of learner performance in Grade 12 as from 1999 to 2009.

Grade 12 Examinations

Figure 5: Pass Rate Per Percentage from 1999 to 2009

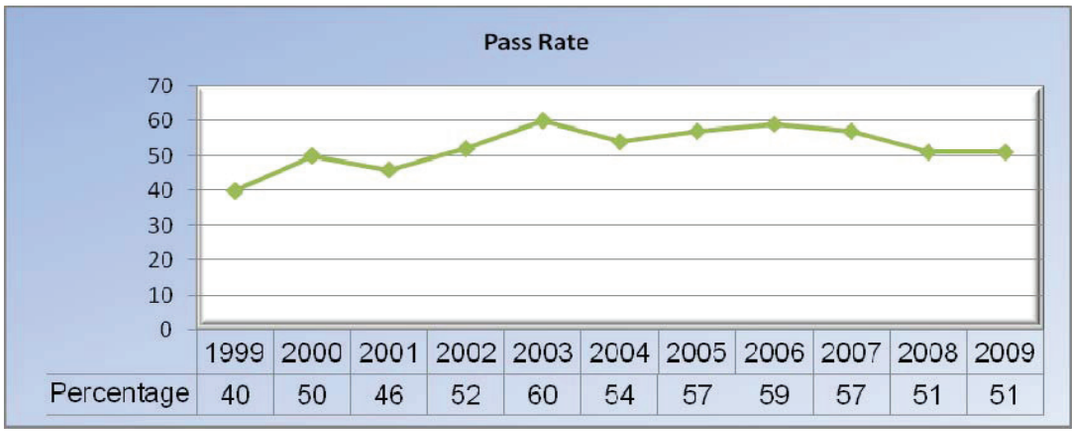


Table 2: Grade 12 Examination findings and comments during the year 2009

GRADE 12 EXAMINATIONS 2009	
KEY FINDINGS	**COMMENTS**
• The highest pass rate since 1999 was recorded in 2003 at 60% • For 2008 and 2009 the percentage pass rate for the province has remained at 51% • In the following table, there is a significant difference between the number of learners who initially enter for the grade 12 examinations, those who sit for the examination and the number of those who actually pass the examination. • In all the clusters, the percentage of learners who have passed over the past two years (i.e. 2008 and 2009) is far from satisfactory.	The DoE is implementing a Master Plan which aims to improve learner performance. In order for it to bear fruit, support, commitment and cooperation is required from all relevant stakeholders. 

Learners Entered/Wrote/Passed/% Passed per Cluster

Table 3: Variation Between Clusters from 2008 and 2009

		Learners Year		Passed Year		Difference 2009-2008 Comment	
Cluster	**Data**	**2008**	**2009**	**2008**	**2009**		
Cluster A	Entered	15,371	18,806	41.0	45.5	4.5	*The number of schools, learner teacher ratio, support material and support for learners plays a large role in the pass rate. Schools in Cluster C are generally better equipped and prepared in all levels.*
	Wrote	14,810	18,232				
	Passed	6,079	8,298				
Cluster B	Entered	19,909	23,206	44.6	45.6	1.1	
	Wrote	19,060	22,289				
	Passed	8,499	10,173				
Cluster C	Entered	27,702	28,610	60.2	58.9	1.3	
	Wrote	26,427	27,608				
	Passed	15,916	16,260				

The % pass rate for both Clusters A and B is below 50% for two consecutive years although there have been slight improvements between 2008 and 2009. The percentage pass rate for Cluster C learners dropped to 58.9% in 2009 compared with 60.2% in 2008.

Table 4: Grade 12 pass rate per quintile in year 2008 and 2009

	2008			2009			
Quintile	**No. of learners who wrote**	**No. of learners who passed**	**% of learners who passed**	**No. of learners who wrote**	**No. of learners who passed**	**% of learners who passed**	**Difference between 2009-2008**
0**	2,966	1,631	55.0	3,806	2,016	53.0	-2.0
1	11,276	3,936	34.9	14,530	5,692	39.2	4.3
2	10,219	3,958	38.7	11,276	5,198	46.1	7.4
3	14,481	6,075	42.0	15,960	7,024	44.0	2.1
4	9,142	5,318	58.2	10,429	5,405	51.8	-6.3
5	12,213	9,576	78.4	12,128	9,396	77.5	-0.9

*** Quintile Unknown (Not Recorded)*

*The trend for the % pass rate increases as the **quality** of the school increases. There is a **39.2%** pass rate in **quintile 1** in 2009 whereas in **quintile 5** the % pass rate is **+- 77%.***

Table 5: Performance of Section 20 and 21 schools in the 2011 Grade 12 examinations

Row Labels	Sum of Total Wrote	Sum of Total Passed	Pass %
Section 20	**24105**	**13317**	
'2008	5356	2850	53.2 %
'2009	6080	3170	52.1 %
'2010	6168	3587	58.2 %
'2011	6501	3710	57.1 %
Section 21	**233628**	**127242**	
'2008	54861	27631	50.4 %
'2009	61966	31548	50.9 %
'2010	57913	33776	58.3 %
'2011	58888	34287	58.2 %

Table 6: Comparison of Grade 12 Results by Quintile from 2008 to 2011

Quintile 2011	'2008	'2009	'2010	'2011
1	34.77%	39.43%	49.52%	50.70%
2	39.37%	46.22%	53.73%	52.04%
3	45.52%	45.17%	52.66%	53.04%
4	69.67%	63.88%	70.62%	69.18%
5	87.52%	87.07%	84.29%	88.49%

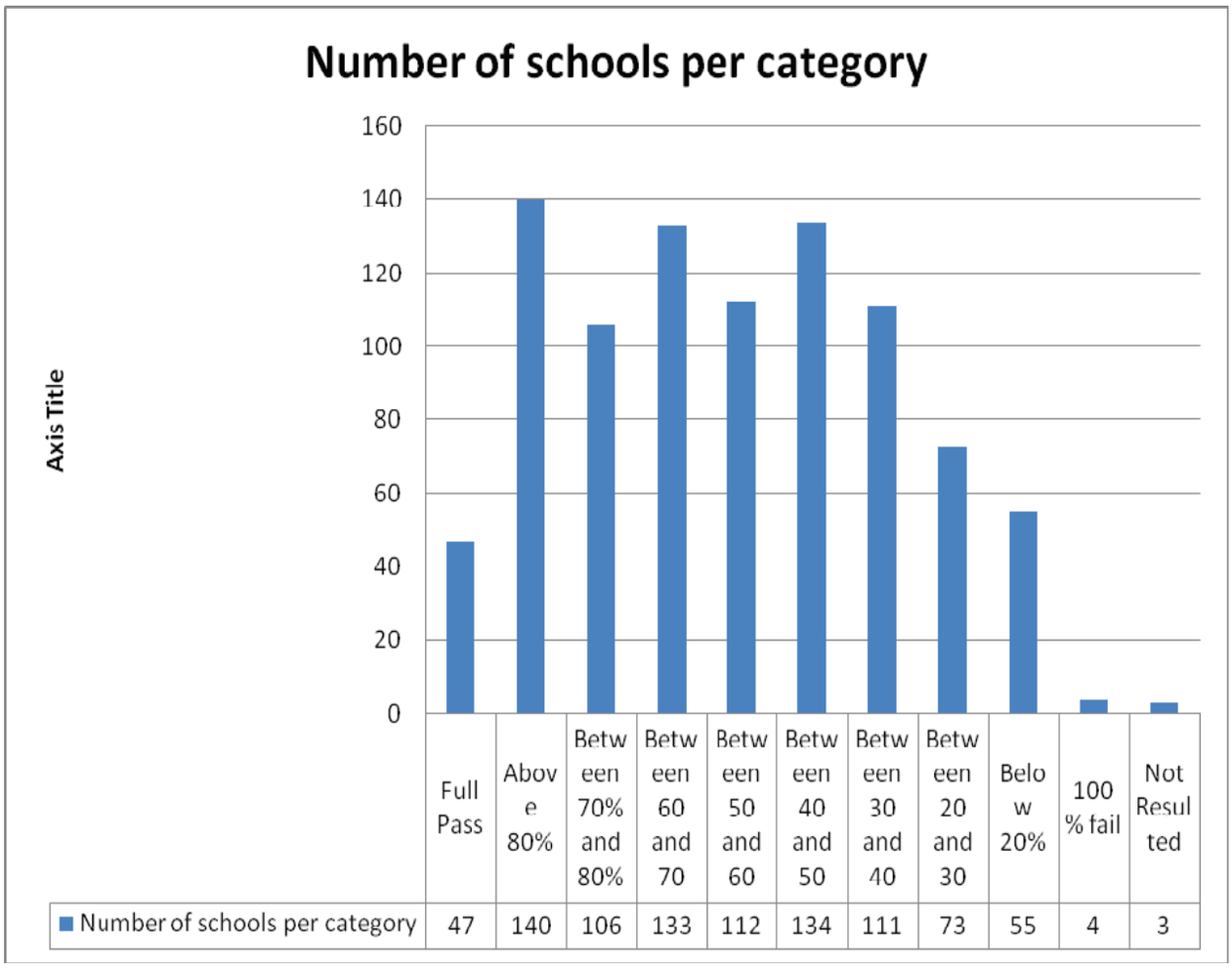
Table 7: District Performance Analysis from 2008 to 2011 Grade 12 Exams

District Name	'2008	'2009	'2010	'2011	Rank 2008	Rank 2009	Rank 2010	Rank 2011	improved from 2010	Positions improved from 2008
CRADOCK	63.00%	68.02%	75.37%	73.83%	5	1	1	1	-	4
MALUTI	47.50%	51.85%	69.38%	71.75%	13	10	4	2	2	11
GRAAFF-REINET	70.10%	65.50%	71.74%	70.49%	1	2	2	3	-1	-2
NGCOBO	33.12%	49.35%	65.76%	69.97%	21	13	6	4	2	17
COFIMVABA	35.33%	36.42%	56.99%	69.25%	20	22	13	5	8	15
GRAHAMSTOWN	67.12%	57.89%	64.77%	69.25%	3	6	7	6	1	-3
MT FLETCHER	48.71%	40.67%	54.95%	68.47%	11	19	16	7	9	4
PORT ELIZABETH	68.58%	65.27%	64.23%	67.81%	2	3	8	8	-	-6
UITENHAGE	63.01%	64.78%	69.92%	67.69%	4	4	3	9	-6	-5
LADY FRERE	46.27%	49.52%	60.53%	67.20%	14	12	10	10	-	4
EAST LONDON	60.52%	59.96%	66.94%	63.75%	6	5	5	11	-6	-5
MTHATHA	52.17%	50.01%	62.80%	63.49%	8	11	9	12	-3	-4
QUMBU	37.89%	35.46%	56.96%	59.44%	17	23	14	13	1	4
LUSIKISIKI	37.23%	49.30%	60.39%	58.39%	18	14	11	14	-3	4
KING WILLIAMS TOWN	47.60%	48.63%	52.57%	57.46%	12	15	18	15	3	-3
QUEENSTOWN	58.16%	53.48%	58.93%	57.12%	7	7	12	16	-4	-9
MBIZANA	29.28%	37.75%	49.81%	54.93%	23	20	20	17	3	6
DUTYWA	32.94%	43.44%	51.72%	50.75%	22	17	19	18	1	4
STERKSPRUIT	50.71%	51.96%	55.50%	49.07%	10	9	15	19	-4	-9
MT FRERE	39.65%	45.78%	52.77%	47.15%	16	16	17	20	-3	-4
BUTTERWORTH	36.78%	36.43%	46.69%	45.79%	19	21	22	21	1	-2
FORT FEAUFORT	43.25 %	42.96 %	44.01 %	41.72%	15	18	23	22	1	-7
LIBODE	51.94%	52.68%	46.92%	39.83%	9	8	21	23	-2	-14

Table 8: Performance of Dinaledi Schools in the 2011 Gr 12 Exam

Row Labels	Sum of Total Wrote	Sum of Total Passed	Pass %
Non Dinaledi	**226 936**	**120 155**	
'2008	53328	25904	48.6%
'2009	60195	29630	49.2%
'2010	56227	32001	56.9%
'2011	57186	32620	57.0%
Dinaledi	**30 767**	**20 404**	
'2008	6889	4577	66.4%
'2009	7851	5088	64.8%
'2010	7854	5362	68.3%
'2011	8173	5377	65.8%

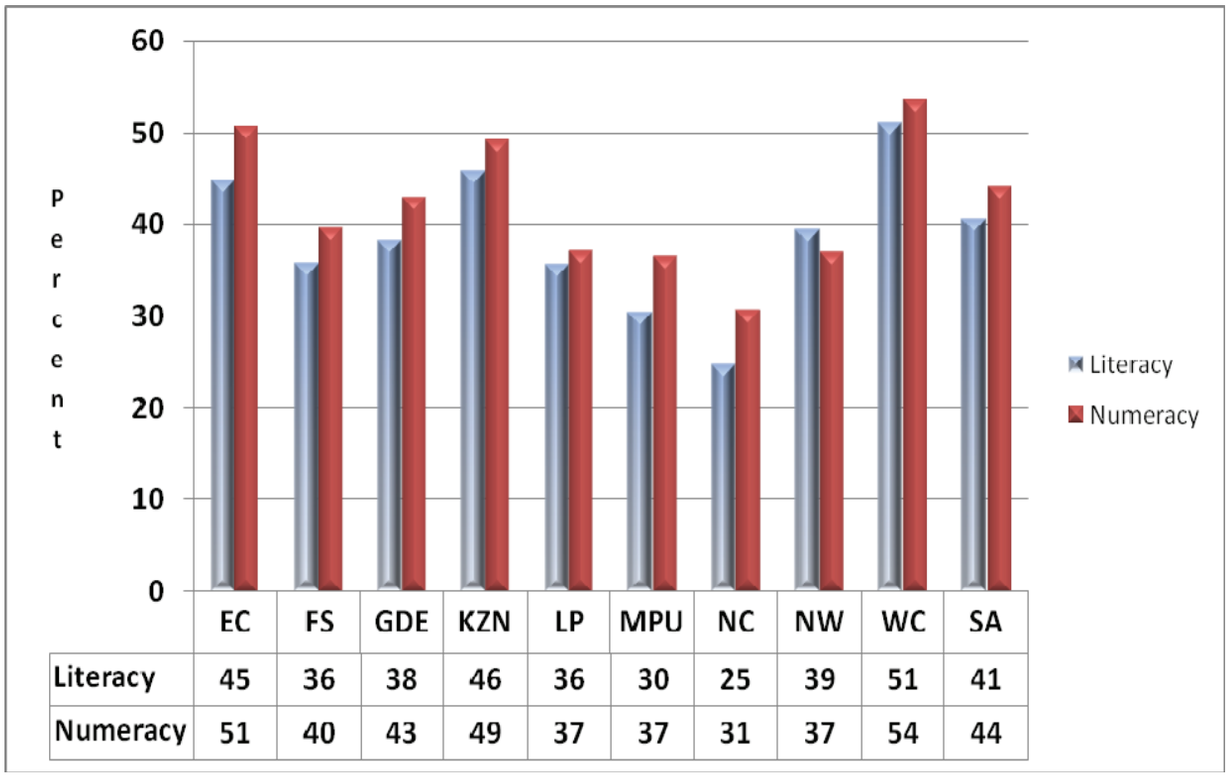
Figure 6: Pass Distribution as per category



Overall results for grades 3 & 6 in the 2009 Annual National Assessments (ANA)

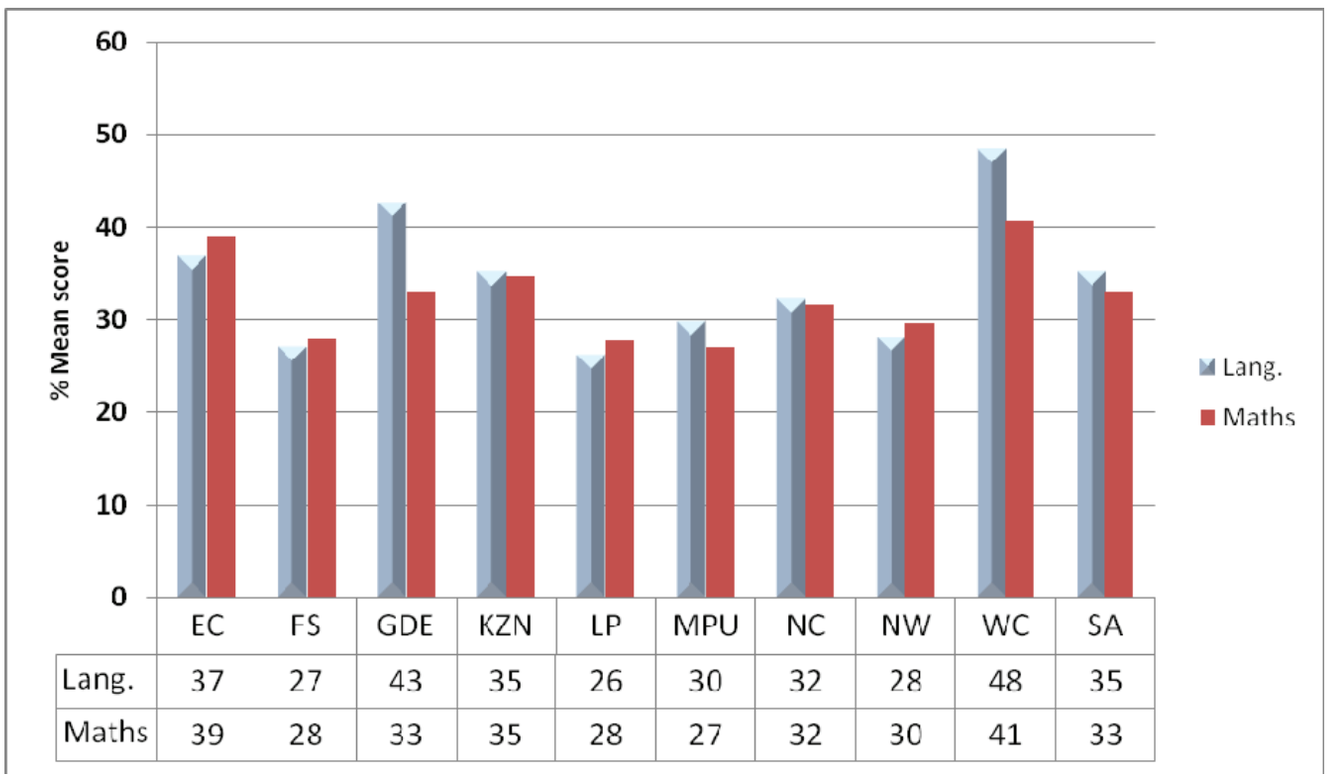
KEY FINDINGS	COMMENTS
• As depicted in Figure 1, learner attainment (45%) in Literacy in the EC for grade 3 is below standard • In the case of grade 6 as reflected in Figure 2, learner attainment is 37% for Language • In both instances, learners were functioning below the 50% benchmark(Levels 1 and 2) • In grade 3, learners have performed better at Numeracy (51%) than at Literacy (45%) • Grade 6 learners have also performed slightly better at Mathematics (39%), although the results are still a long way off from achieving a minimum of 50%	• Whilst the results in Literacy in the EC are unsatisfactory both for Literacy in grade 3 and Language in grade 6, the picture across all other provinces is disappointing. • The main purpose of ANAs is to monitor progress towards the achievement of the set goals in the Foundations for Learning. • One such goal is that by 2011 all learners must achieve a minimum of 50% in the standardized tests. It is therefore a serious concern that at this stage the results are very poor at these exit points. • By 2014, learners are expected to achieve 60% in Grade 3 Literacy and Numeracy as well as in grade 6 Language and Mathematics • It is interesting to note that grade 3 in the EC scored second highest in Literacy and Numeracy. In Grade 6 the trend is repeated. In spite of this outcome, the grade 12 results are not aligned to this. This phenomenon should be investigated further.

Figure 7: Grade 3 overall ANA results: mean scores



	EC	FS	GDE	KZN	LP	MPU	NC	NW	WC	SA
Literacy	45	36	38	46	36	30	25	39	51	41
Numeracy	51	40	43	49	37	37	31	37	54	44

Figure 8: Grade 6 overall ANA results: mean scores



	EC	FS	GDE	KZN	LP	MPU	NC	NW	WC	SA
Lang.	37	27	43	35	26	30	32	28	48	35
Maths	39	28	33	35	28	27	32	30	41	33

Figure 9: Average percentages per grade from Grade1-6.

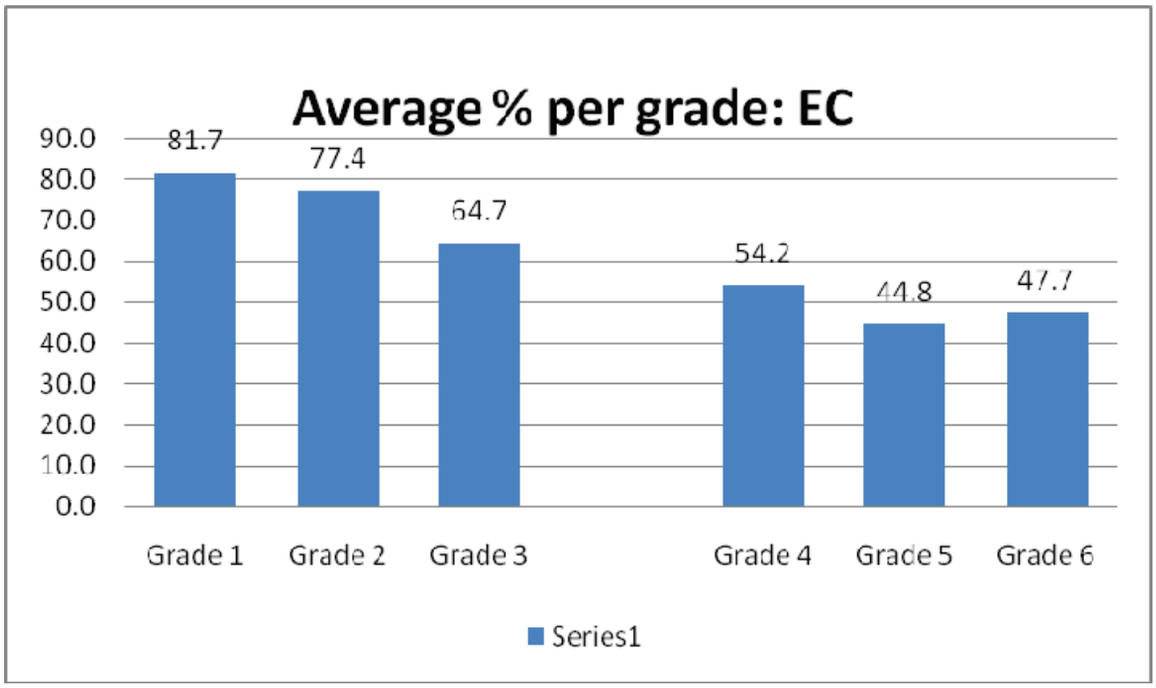
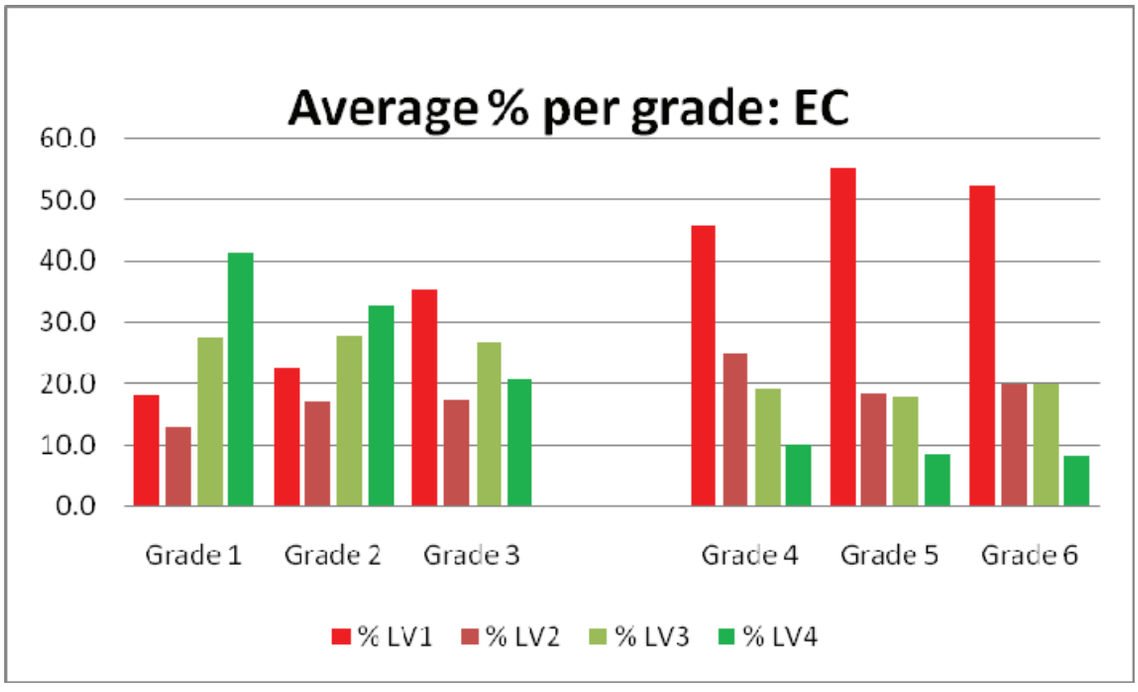


Figure 10: Average percentage in levels per grade from Grade1-6.



ANA results for 2011

ANAs seek to have a clear picture of the health of our public education system – positive or negative – so that we can address the weaknesses that they uncover. The results for 2011 are as follows:

In Grade 3, the national average performance in Literacy, stands at 35%. In Numeracy our learners are performing at an average of 28%. Provincial performance in these two areas is between 19% and 43%, the highest being the Western Cape, and the lowest being Mpumalanga.

In Grade 6, the national average performance in Languages is 28%. For Mathematics, the average performance is 30%. Provincial performance in these two areas ranges between 20% and 41%, the highest being the Western Cape, and the lowest being Mpumalanga.

In terms of the different levels of performance, in **Grade 3**, 47% of learners achieved above 35% in Literacy, and 34% of learners achieved above 35% in numeracy.

In the case of Grade 6, 30% of learners achieved above 35% in Languages, and 31% of learners achieved above 35% in Mathematics. This performance is something that we expected given the poor performance of South African learners in recent international and local assessments. But now we have our own benchmarks against which we can set targets and move forward.

Table 9: Showcasing the national average percentage scores of ANA after remarking in year 2011.

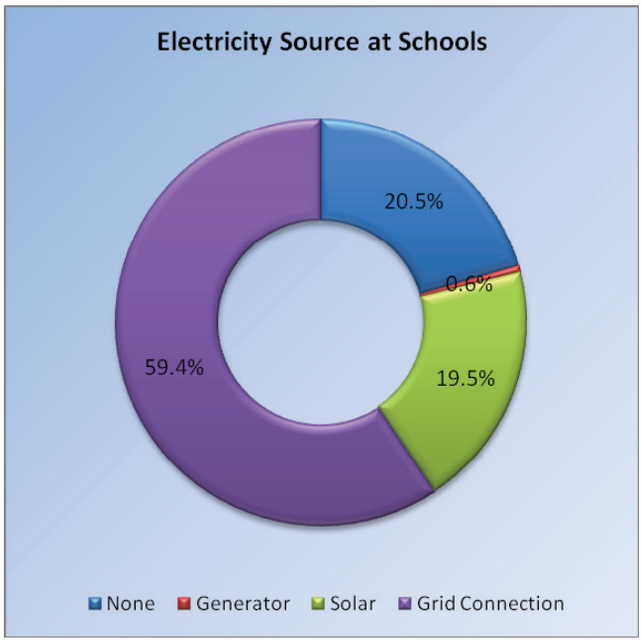
	GRADE 3		GRADE 6	
Province	**Literacy**	**Numeracy**	**Languages**	**Mathematics**
EC	39	35	29	29
FS	37	26	23	28
GP	35	30	35	37
KZN	39	31	29	32
LP	30	20	21	25
MP	27	19	20	25
NC	28	21	27	28
NW	30	21	22	26
WC	43	36	40	41
SA	35	28	28	30

Power supply at schools in the Eastern Cape in 2009

Table 10 : Data Source: National Education Infrastructure Management System (NEIMS)

Electricity Source at Schools	
None	1166
Generator	32
Solar	1109
Grid Connection	3372

Figure 11: Pie chart showing electricity source at schools



Districts with schools without electricity in 2009

FINDINGS	COMMENTS
• A total of 1 166 schools are without power in the province. • The highest number of schools without power is recorded in Lusikisiki (124), followed by Butterworth (87)and Qumbu (87), Mt Frere (80) Libode (79), and Mbizana (77), Maluti (60), Ngcobo (56) and Dutywa (73) • Lower figures are recorded for Maluti (60), Mthatha (57) Cofimvaba (55), Mt Fletcher (77) ,Fort Beaufort (39), Lady Frere (37) Queenstown (27), Sterkspruit (22) King Williamstown (26) • Districts with schools less than 20 without power are Graaff-Reinet (17) and Uitenhage (17), Grahamstown (16), Cradock (14),	The large number of schools without electricity has a negative impact on the delivery and effective functioning of the affected schools as well as on the Department. It certainly impacts negatively on the performance of learners and educators and it certainly must be a huge financial challenge for the affected schools. By investing in the upgrading of these schools, the ECDoE will not only save a significant amount of money but will also enhance the entire learner performance in the Eastern Cape in the following areas: **Departmental**: • More efficient budgeting due to readily available statistics supplied electronically e.g. Annual Surveys

East London (14) and Port Elizabeth (6)	• Huge savings for the Department and the schools as a result of the availability of fax machines, copiers and duplicating machines and annual payment to service providers for capturing of data. **Schools and Learners**: The affected learners and schools are mainly those sitting in the most rural areas where it is difficult to have access to resources and even news media. Imagine the improvement in learner performance and the lifting of the morale of educators who are able to access information, electronic study aids and produce study material similar to those in the urban areas.

Schools without water

FINDINGS	COMMENTS
• 1068 Public Ordinary Schools are without running water • Butterworth has the highest number of schools without running water (117) followed by Libode (108) and Lusikisiki (94) • Lower figures are recorded in Dutywa (59), Cofimvaba (55), Fort Beaufort (39) and King William's Town (25) • Single digit figures are recorded for Graaff-Reinet (5), Grahamstown (4) and East London (4)	• Learners in densely populated rural areas are mainly affected. • The lack of running water could be one of the reasons learners succumb to various illnesses. What has also been discovered is that sometimes municipalities remain without water for a long time thus affecting the schools.

Schools without sanitation

FINDINGS	COMMENTS
• In 2009 a total number of 591 schools are without sanitation in the province. • Qumbu (73) has the highest number of schools without sanitation, followed by Libode (72), Lusikisiki (65), Butterworth (48), Ngcobo (42), Dutywa (35), Cofimvaba (31), Mt Frere (27), Mthatha (25) and Mbizana (24) • The rest of the districts have less than 20 schools per district that are without sanitation • 917 schools out of a total of 5452 have main sewer toilets	• The districts that are mainly affected are those in the former Transkei. • It is humiliating for learners and educators to have to relieve themselves in the bush • The lack of hygienic environments at these schools is counterproductive to the health promoting efforts of the Department with special reference to the Directorate dealing with HIV and Aids.

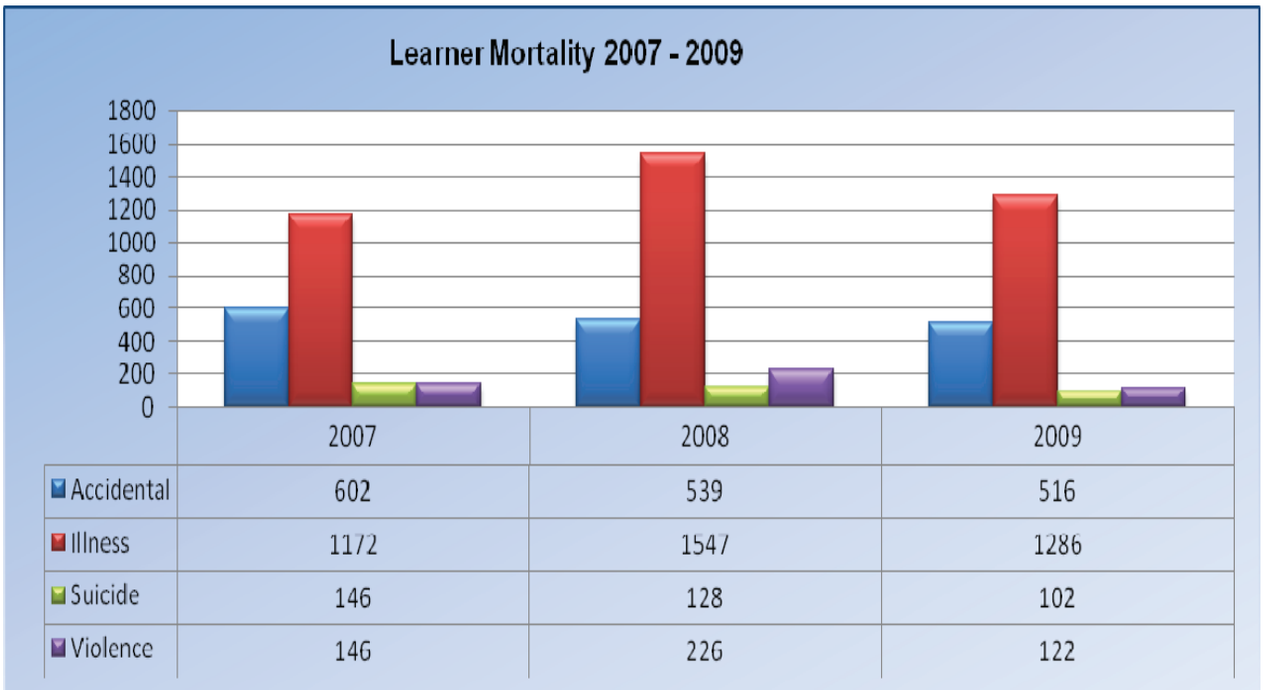
Table 11 : Types of toilets found in districts

DISTRICT	Flush to main sewer	Flush septic tank	Pit latrine	Environ	VIP	Bucket	No Sanitation	% no sanitation
Butterworth	13	1	195	3	106		48	12.5%
Cofimvaba	2		109	4	103		31	11.2%
Cradock	28	18	22		18	3	9	10.2%
Dutywa	3	1	128	18	170		35	10.2%
East London	185	11	104		6	4	4	1.3%
Fort Beaufort	28	6	142	1	44	4	18	7.1%
Graaff-Reinet	42	21	18	1		4	5	5.8%
Grahamstown	45	5	22	1			5	6.3%
King Williams Town	85	7	257		71		16	3.7%
Lady Frere	7	8	92	3	44		6	3.7%
Libode	3	4	268		44	1	72	17.1%
Lusikisiki		1	232	2	5		66	18.7%
Maluti	1	2	158	1	6		40	17.5%
Mbizana	1	2	141	1	43		25	11.3%
Mt Fletcher	3	6	61		84		19	10.2%
Mt Frere	2	3	122		89		27	11.0%
Mthatha	24	7	183	6	80	5	25	7.4%
Ngcobo	13		136	1	13	1	42	19.1%
Port Elizabeth	232	3	7	1	2	1	3	0.8%
Queenstown	59	15	39	1	47	1	14	8.1%
Qumbu	1	2	162				73	29.1%
Sterkspruit	31	10	118		5		7	4.0%
Uitenhage	109	31	19	2		2	1	0.6%
Total	**917**	**164**	**2735**	**42**	**980**	**26**	**591**	**9%**

Data Source: National Education Infrastructure Management System (NEIMS)

4. SOCIAL ISSUES

Figure 12 Shows Learner Mortality



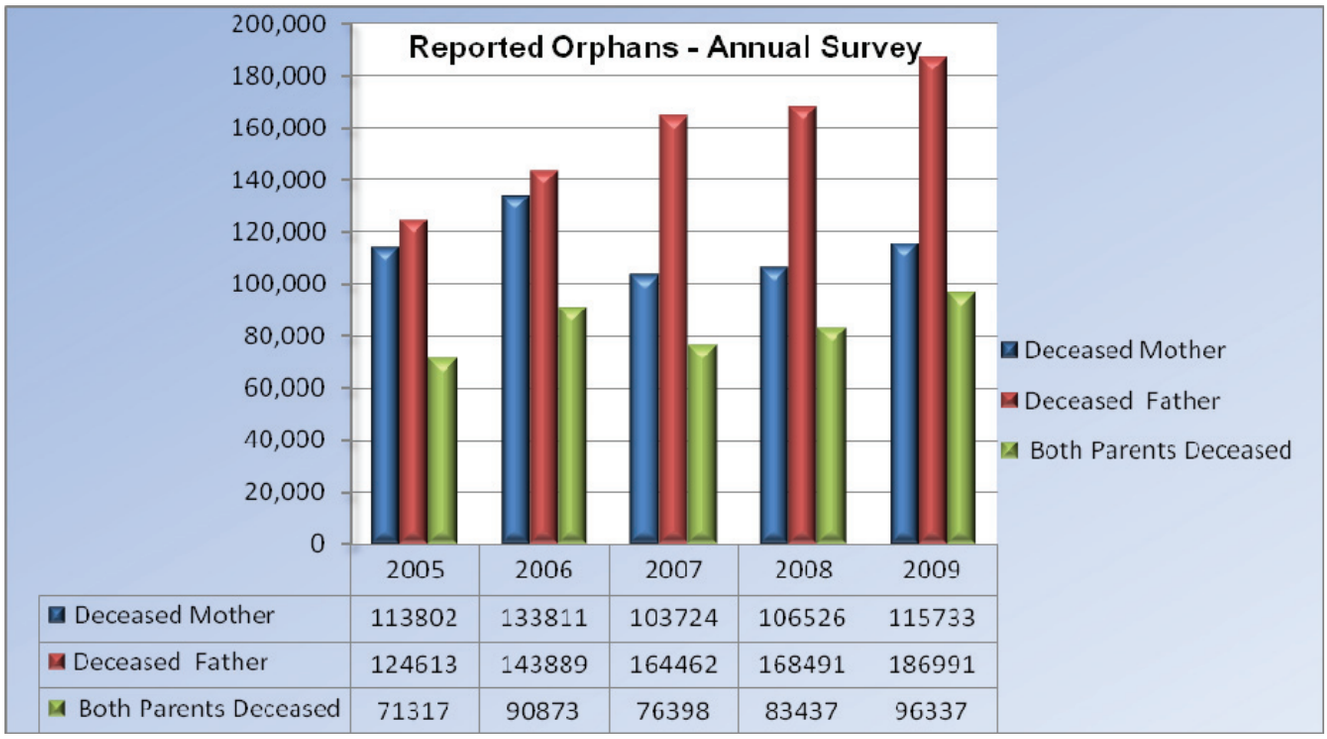
(i) Learner Mortality from 2005 to 2009

FINDINGS	COMMENTS
• There has been a gradual decline in the number of accidental deaths between 2007 and 2009	• There were 516 deaths in 2009 against 539 in 2008.
• The highest cause of learner mortality is still illness, although 2009 reflects a lower number than 2008	• It is possible that high levels of poverty and the presence of the HIV and Aids virus is affecting many of our learners
• The number of deaths by suicide has decreased between 2007 and 2009 (146 to 102)	
• Learner deaths by violence has increased from 177 in 2008 to 226 in 2009	• The fact that deaths by violence has increased is an issue that needs to be addressed

(ii) Parent Mortality

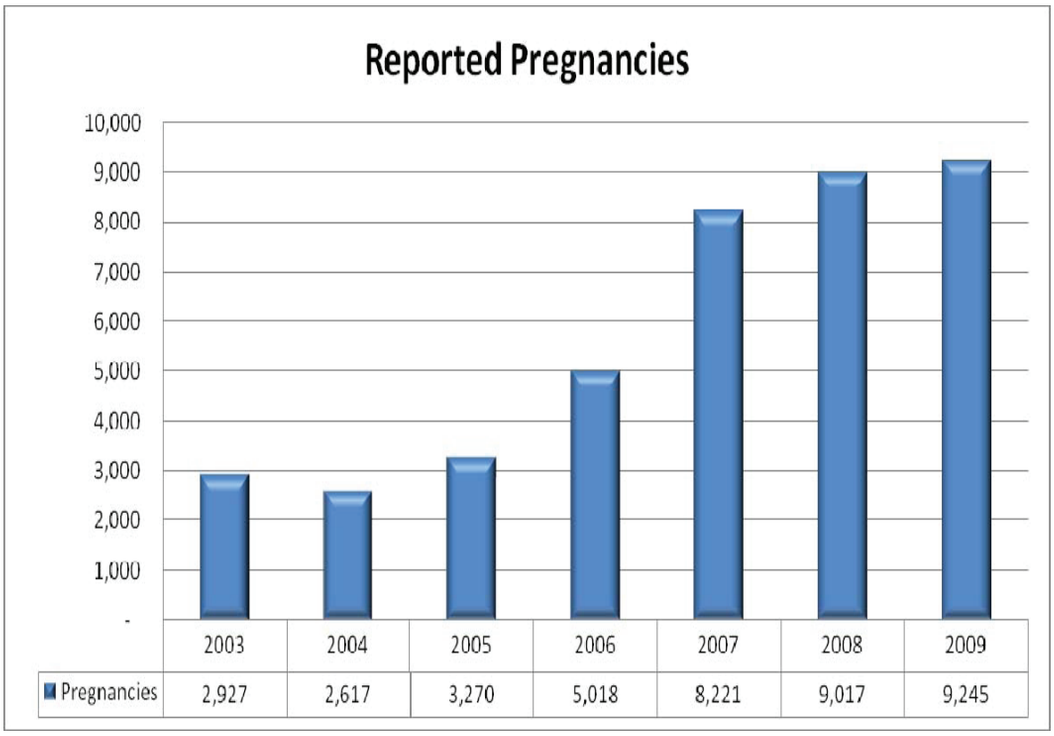
FINDINGS	COMMENTS
• The total number of learners who lost both their parents in 2009 has increased and stands at 96 337 as compared to 83 437 in 2008	• In 2005, 71 317 learners lost both their parents and it is cause for concern that this figure has risen steadily over the past 5 years
• The total number of learners who lost their fathers in 2009 has increased and stands at 186 991 as compared to 168 491 in 2008	• Learners who have lost both their parents are at risk of turning to crime or becoming sexually active for the sake of survival.
• The total number of learners who lost their mothers has increased from 106 526 in 2008 to 115 733 in 2009	• This will in turn impact negatively on their performance at school and invariably leads to dropout and repetition.
• For all three categories reflected in the graph below, deaths have risen considerably between 2005 and 2009	• It is important that educators find ways and means of identifying and supporting those learners who are at risk

Figure 13 : Reported Orphans



	2005	2006	2007	2008	2009
Deceased Mother	113802	133811	103724	106526	115733
Deceased Father	124613	143889	164462	168491	186991
Both Parents Deceased	71317	90873	76398	83437	96337

Figure 14: Learner Pregnancies



	2003	2004	2005	2006	2007	2008	2009
Pregnancies	2,927	2,617	3,270	5,018	8,221	9,017	9,245

Reported pregnancies

FINDINGS	COMMENTS
• There was a decline in the number of pregnancies between 2003 (2 927) and 2004 (2 617) • Between 2003 and 2009, the number of reported pregnancies has risen from 2 927 to 8 674 • The district with the highest number of pregnancies is Libode (837) followed by Lusikisiki (780) and Mthatha (773) • The district with the lowest number of pregnancies in 2009 is Grahamstown (65) followed by Graaff-Reinet (114) and Fort Beaufort (105)	• It is possible that the availability of child support grants can be attributed to the fact that pregnancies amongst learners is on the increase • The level of poverty, deprivation together with pockets of cultural "ukuthwala" could also lead to girls in these areas getting pregnant by much older men. This might also yield more numbers of HIV/AIDS related casualties. • Availability of family planning education centres, exposure to younger role models could result in young girls either abstaining or using protective sex.

Implications of the above findings

The results have immediate implications in terms of the specific directives of the Foundations for Learning (FFL) which include proper pacing of the learning process (milestones), time-on-task, support and provision of appropriate resources to lay solid foundations for learning.

Amongst the many factors that influence the performance of learners we can cite the following:

1. **Socio- economic factors**

(i) Poverty

(ii) Quality of family support – unstable family structure

(iii) Poor health / substance abuse

(iv) Pregnancy

2. School related factors

(i) Repetition

(ii) Low quality of education – poor learner achievement

(iii) Lack of support systems for learners who are at risk

(iv) Poor school infrastructure

(v) High teacher-learner ratios

(vi) Teachers: time on task

CONCLUSION AND RECOMMENDATIONS.

The analysis identifies significant trends and helps to identify areas requiring further research and development. It is hoped that exposure to this information will encourage one to contribute towards a more cost effective and efficient delivery system.

Hopefully this report will trigger further discussion and interrogation of the data and more importantly, at district, circuit and school level. It is, however, intended to be useful to all stakeholders in the Department of Education of the Eastern Cape Province. Once again it is important to emphasize:

- Provision of good early childhood programs to reduce repetition and improve education outcomes
- Early identification of learners at risk is important.
- Provision of **higher quality education** is important throughout the GET band
- The language in which children are taught (and in which they attempt to learn) is of profound importance
- Special programmes should be designed to support learners who repeat grades
- Schools are often hostile places for learners who may be lacking family support- need to provide a safe, welcoming, learner friendly space
- Although interventions to reduce risk in the GET band are key to reducing repetition and dropout in the non compulsory FET band, further attention should be given to strengthening alternative pathways in education & training for the many learners who either cannot or do not wish to continue with school education

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