

North West Province

Grade 6 Systemic Evaluation Launch

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Introductory Remarks

- **Appreciation for the invite**
- **Importance of engaging with results of Grade 6 Systemic Evaluation**
- **HSRC support**
 - **National Education Quality Initiative**



Purpose of the study

- ***Systemic evaluation studies offer a powerful lens through which to view the performance and health of the education system.***
- ***In particular, the Grade 6 Systemic Evaluation study is intended to serve 3 purposes:***
 - 1. to determine the level of achievement of learners within the system***
 - 2. to highlight specific areas/issues within the system that require further attention/investigation***
 - 3. to serve as a baseline for comparison against future Systemic Evaluation studies.***



Information obtained

- **Language (LOLT),**
- **Mathematics, and**
- **Natural Sciences**
- **Contextual factors**
 - **Learner**
 - **Parent**
 - **Teacher**
 - **School (principal)**



Nature of the study - sample

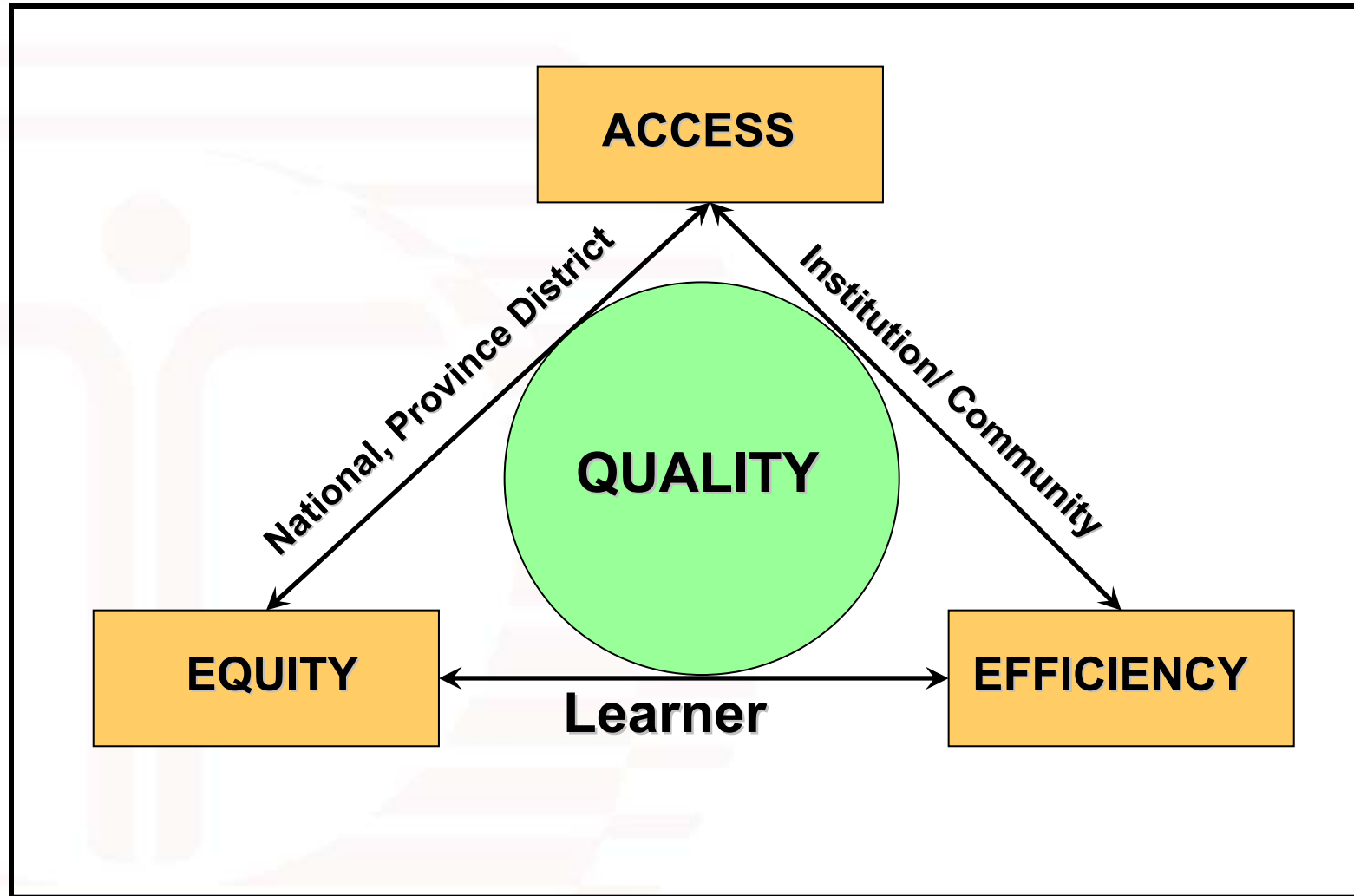
Table 2.8a Number of Grade 6 learners in North West and distributions across regions

Region	Number assessed	%	Number of schools
Bojanala East	847	24.8	22
Bojanala West	582	17.1	17
Bophirima	688	20.2	22
Central	869	25.5	27
Southern	427	12.5	13
Total	3413	100.0	101

In each school in the sample a maximum of 42 learners were assessed.

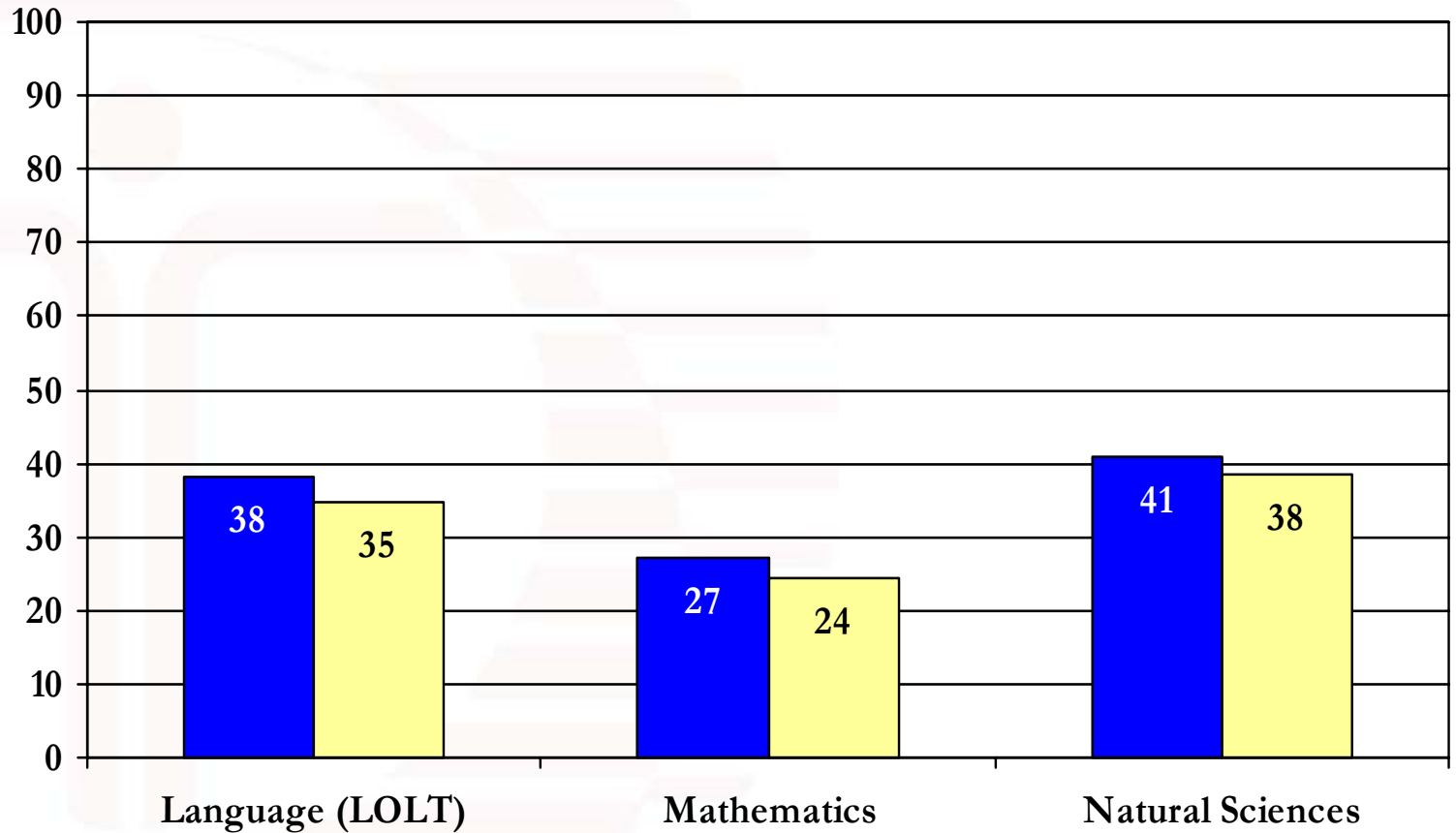


“AQEE (a-key) TO IMPROVE LEARNING” MODEL



Results - learner achievement

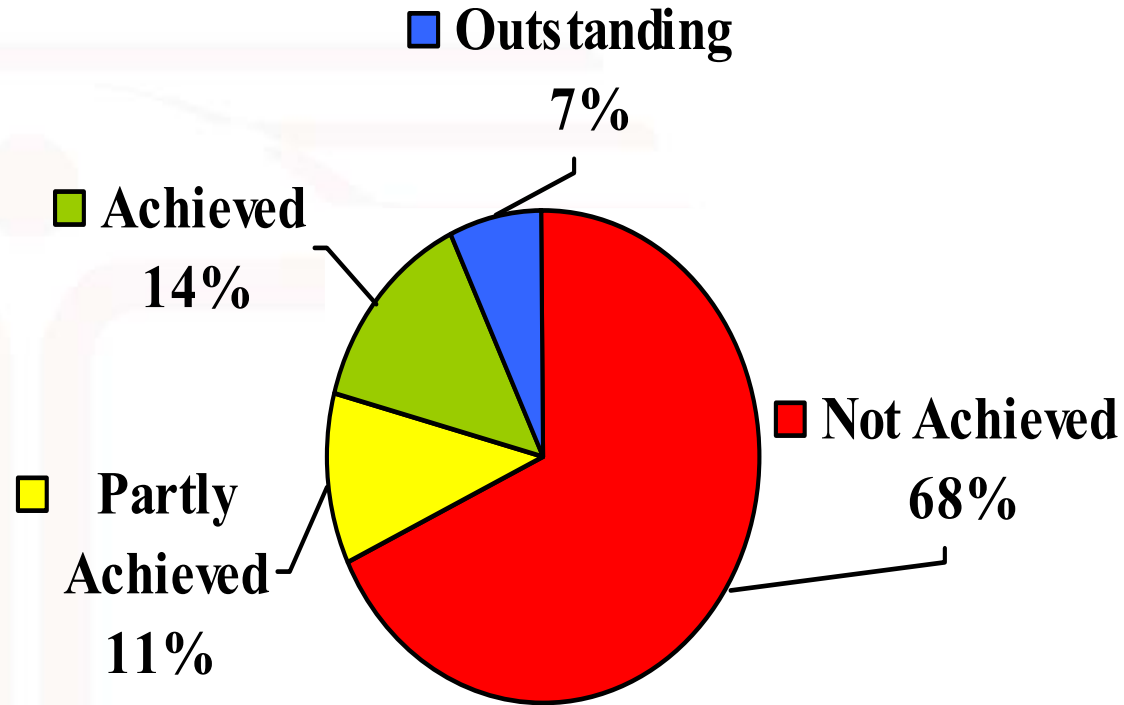
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HSRC

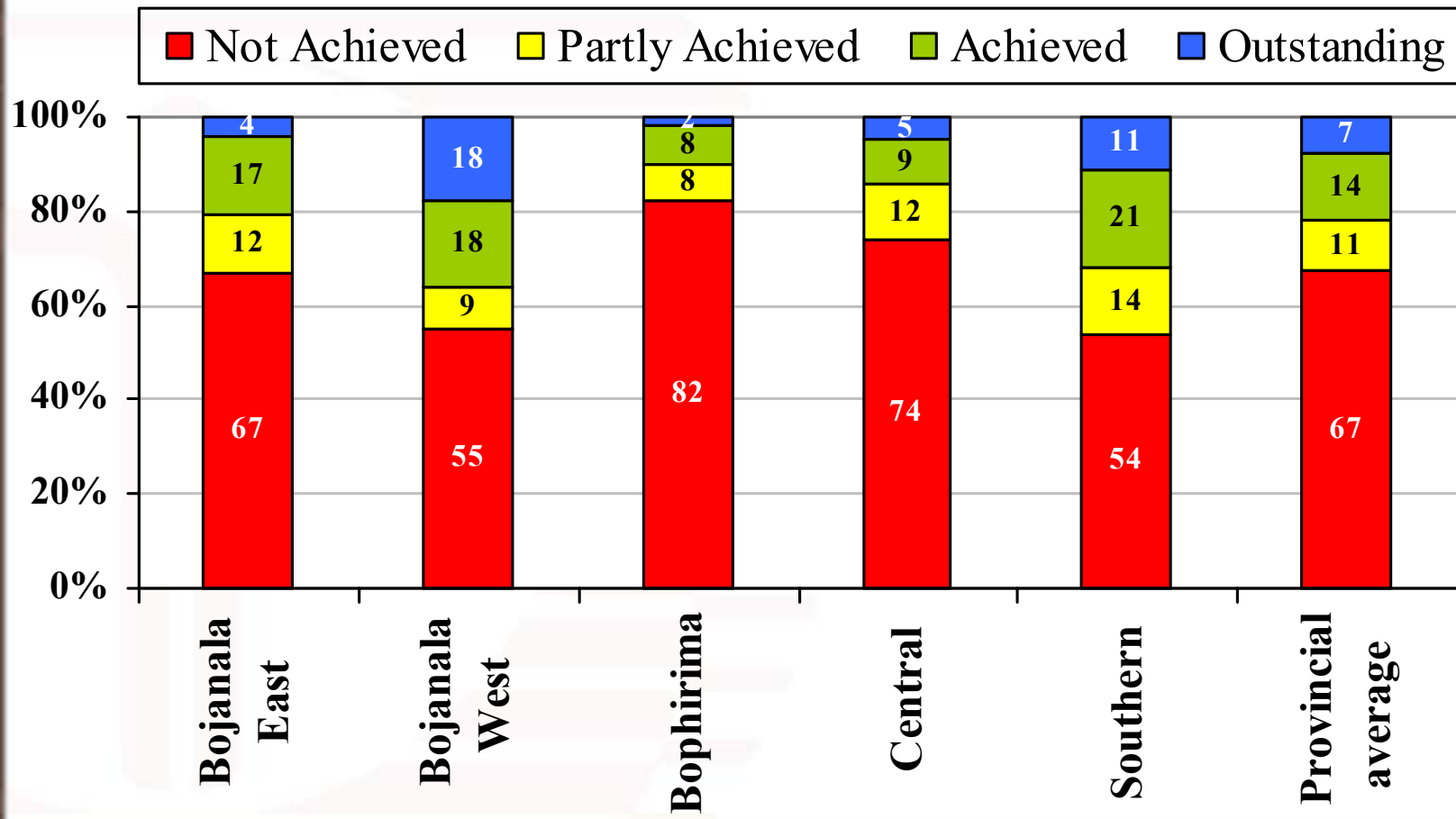
Social science that makes a difference

Results – Language (LOLT)

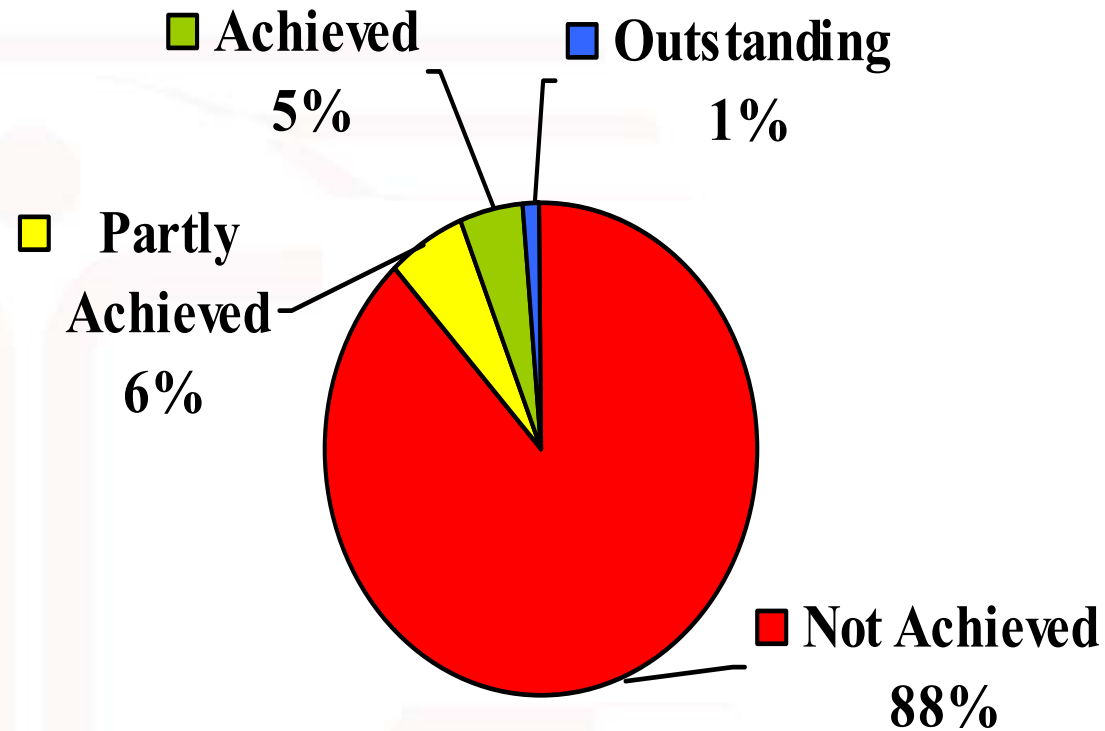


Results - Language (LOLT)

Percentage of learners at each achievement level in Language (LOLT) by region

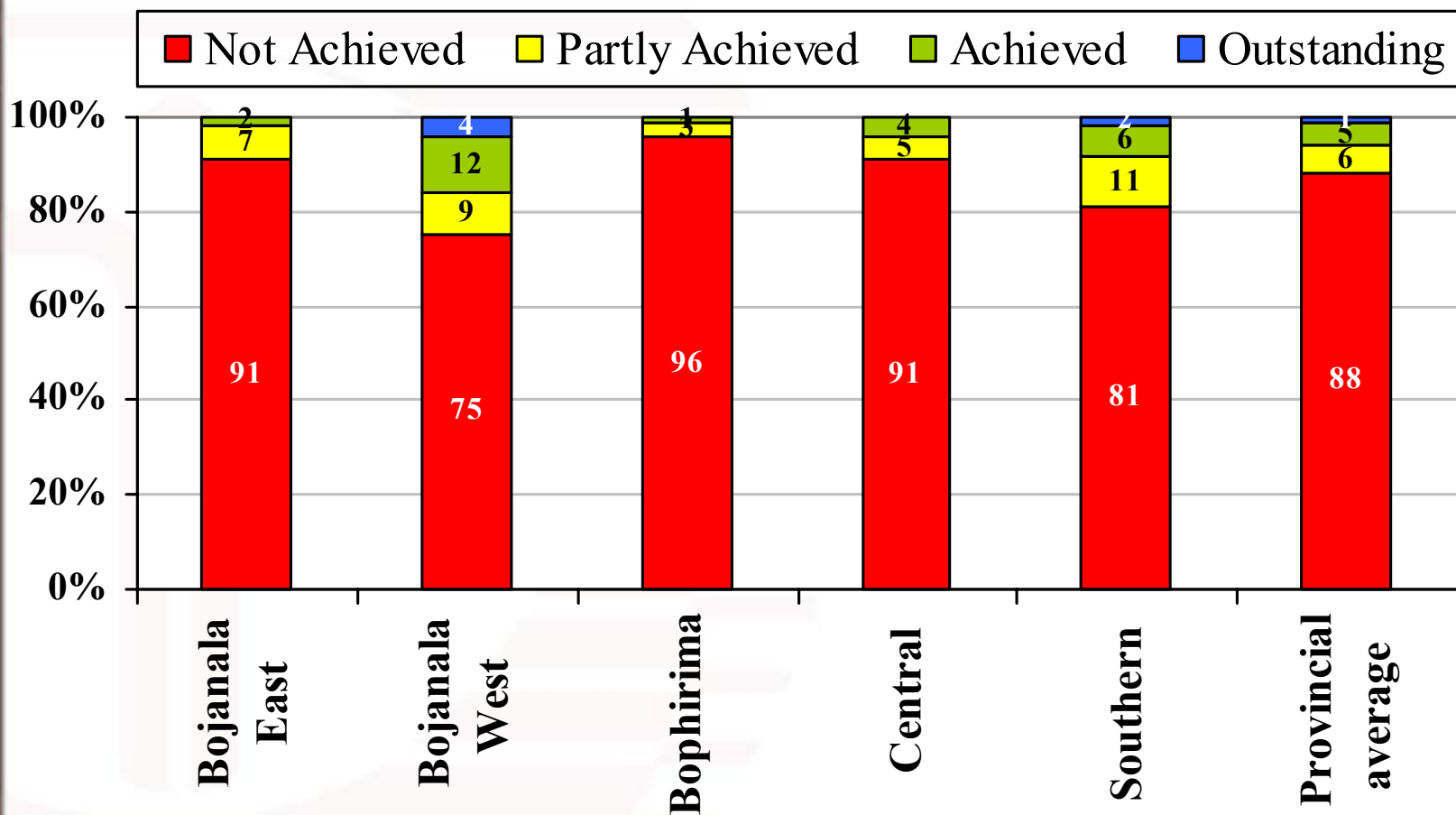


Results – Mathematics

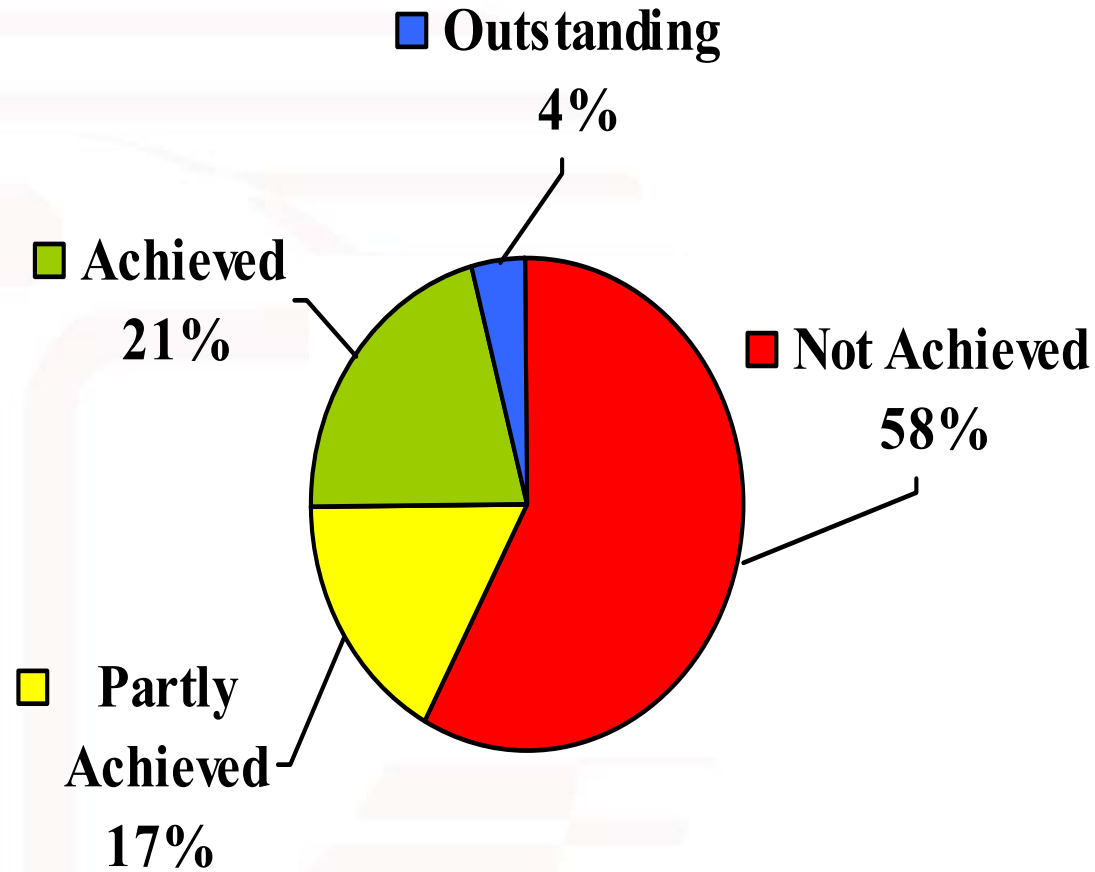


Results - Mathematics

Percentage of learners at each achievement level in Mathematics by region

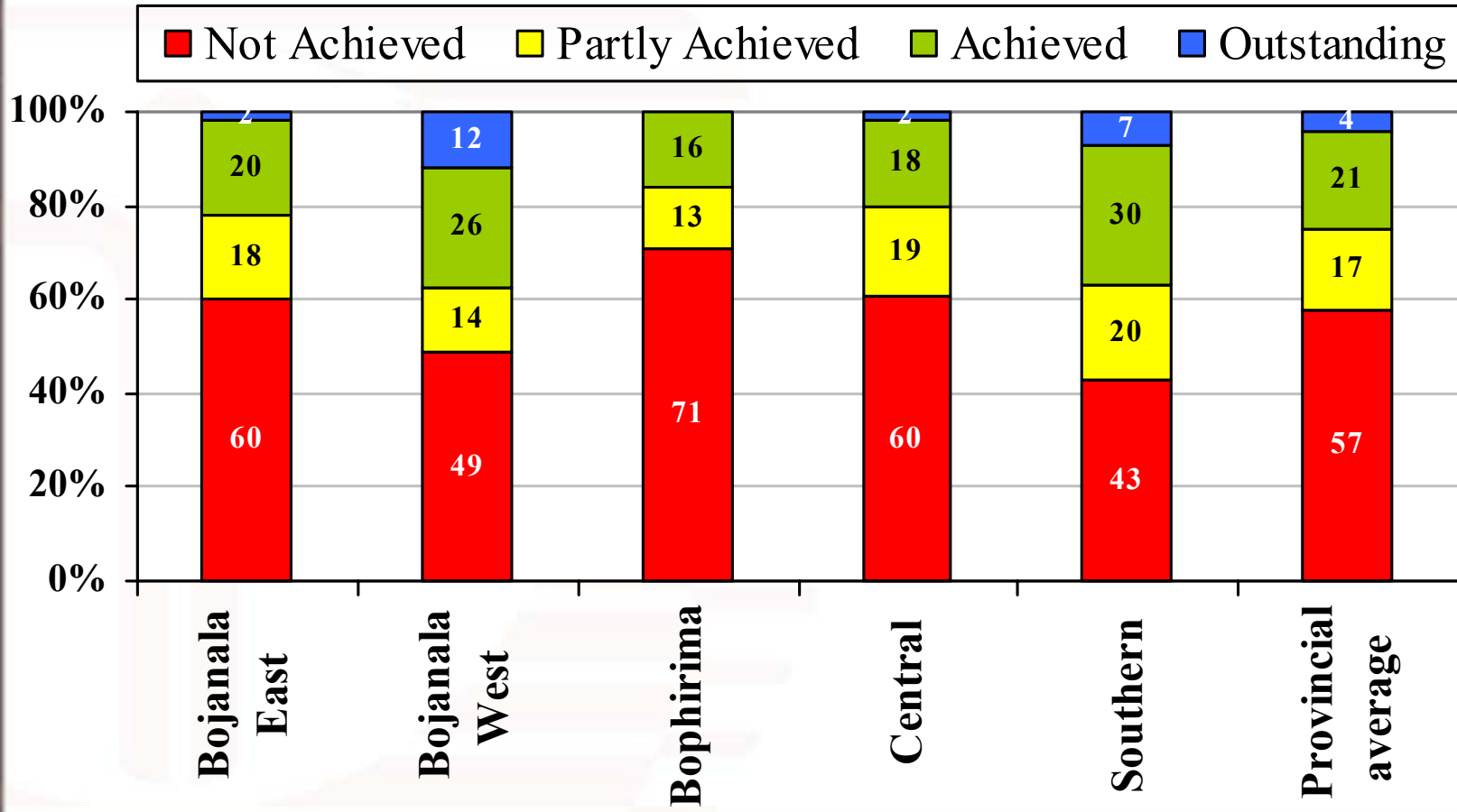


Results – Natural Sciences



Results – Natural Science

Percentage of learners at each achievement level in Natural Science by region

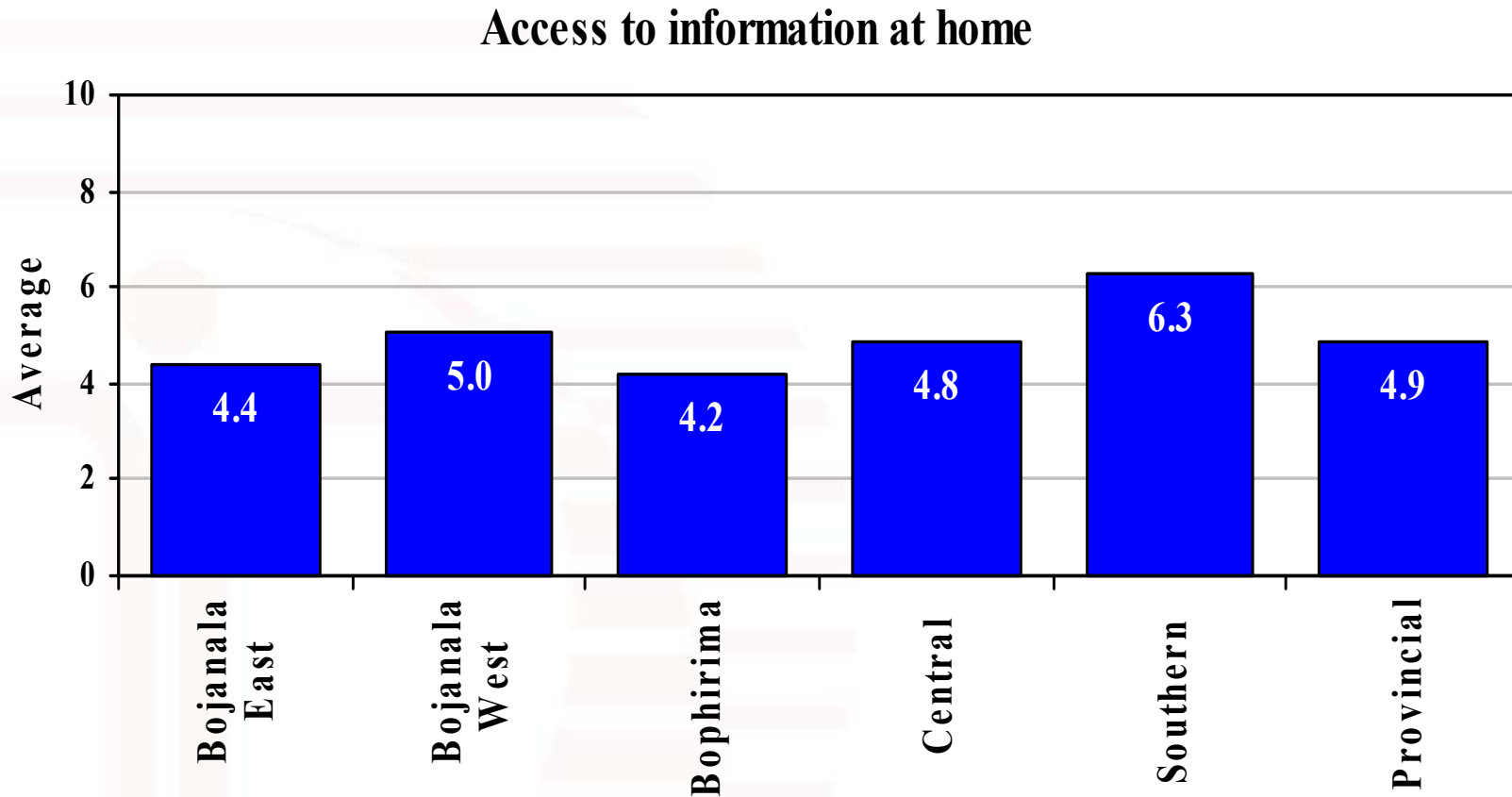


Results – factors affecting learner performance

Table 5.1 Pearson correlations of indicators with learner achievement

Indicator	Language (LOLT)	Mathematics	Natural Sciences
Access to Information at home	0.41	0.4	0.36
Socio-economic status	0.42	0.39	0.35
School safety	0.33	0.35	0.32
School resources	0.31	0.32	0.29
Learner participation	0.3	0.32	0.28
Teaching resources available to educators	0.25	0.3	0.24
Parental involvement/perception	0.28	0.25	0.25
Discipline at school	0.27	0.25	0.25
Sound assessment practices	0.19	0.23	0.17
Access to learning material and textbooks	0.17	0.21	0.17
Access to Information at school	0.16	0.21	0.16
Attendance	0.21	0.2	0.21

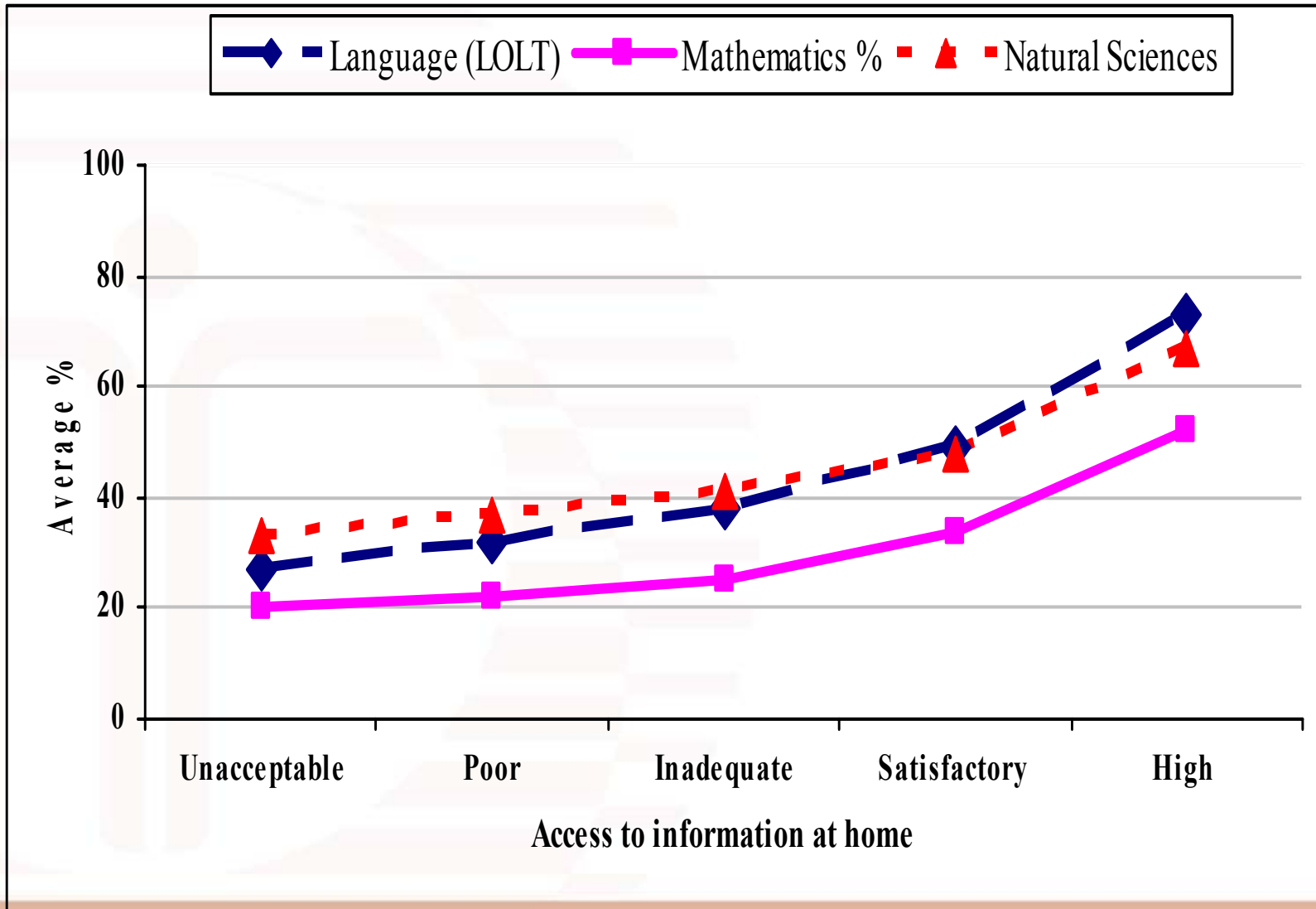
Contextual: access to information at home



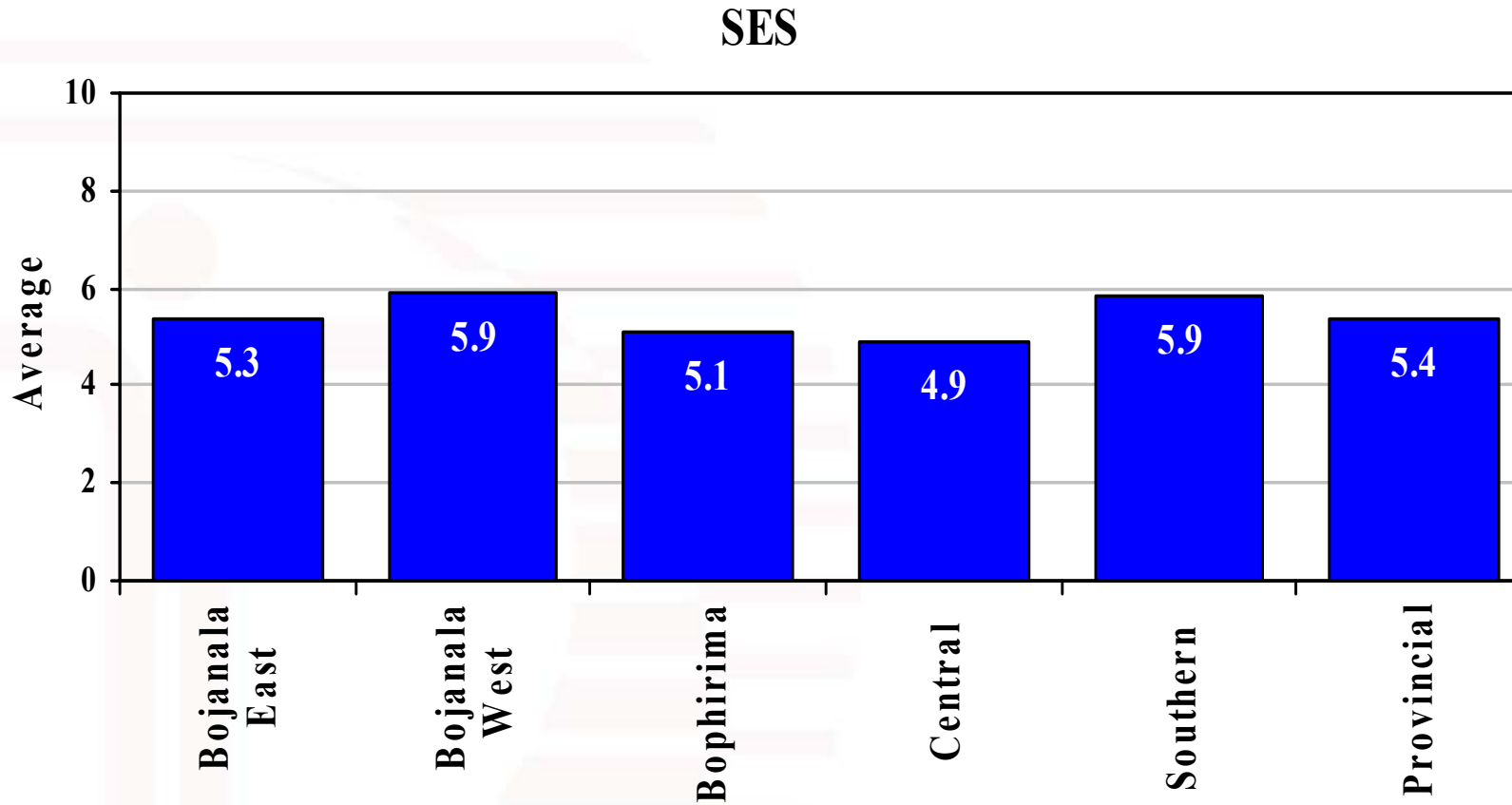
Access to information at home was reported as “largely problematic” for all regions except for one region (Southern Region) where access to information at home was reported as “limited”.



Factor 1: access to information at home



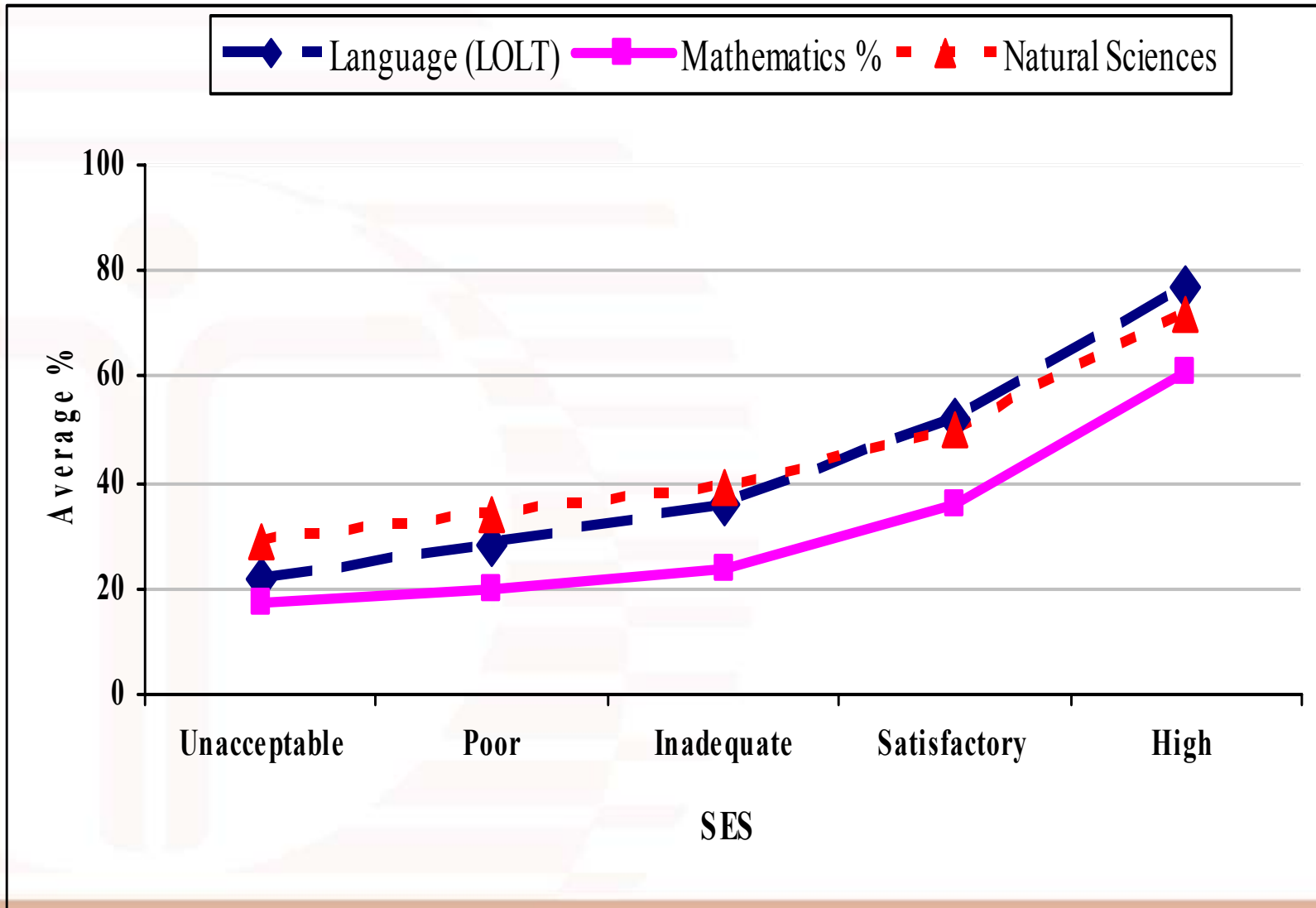
Contextual: SES



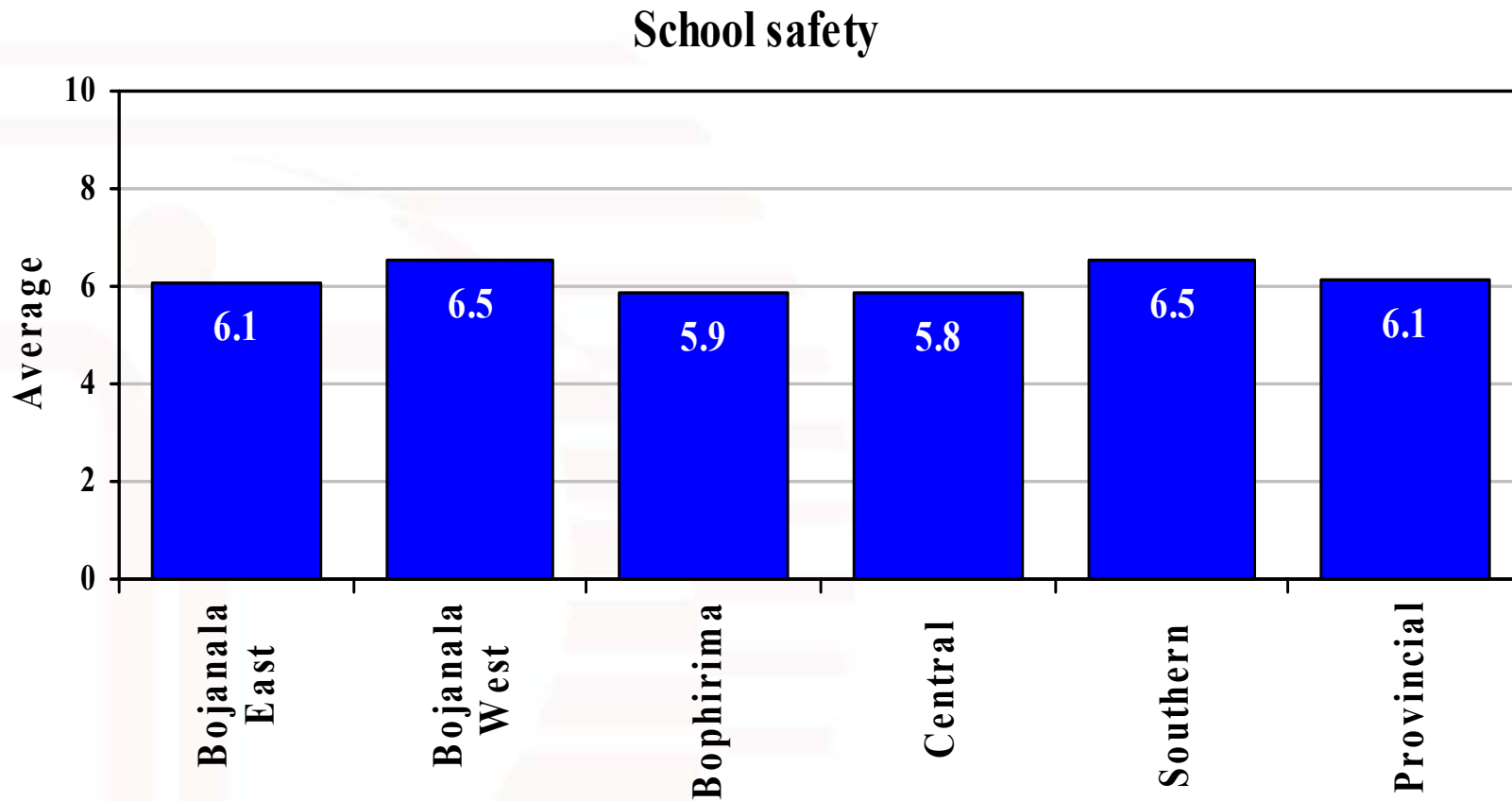
SES was reported to be “problematic” for all regions.



Factor 2: SES



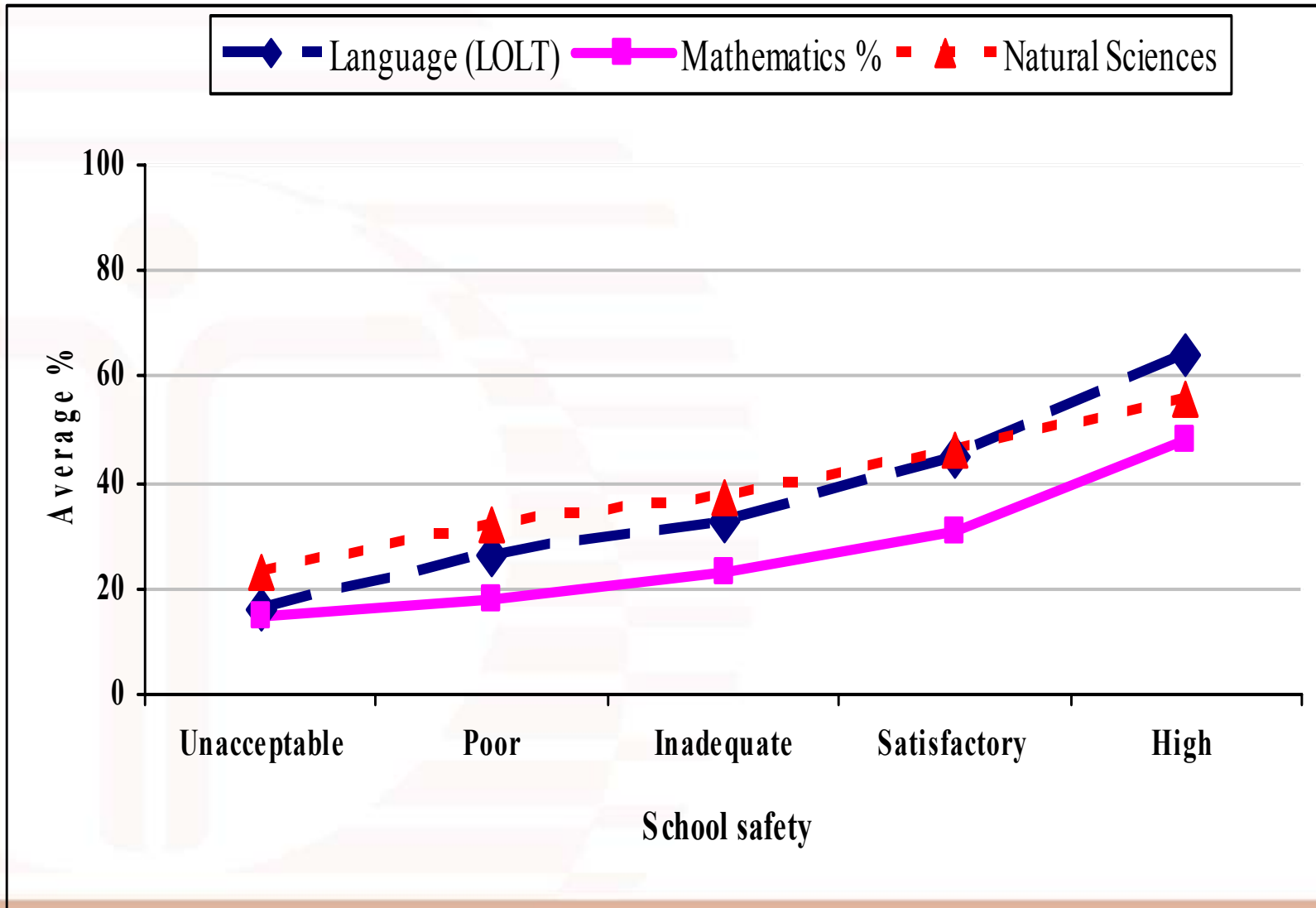
Contextual: school safety



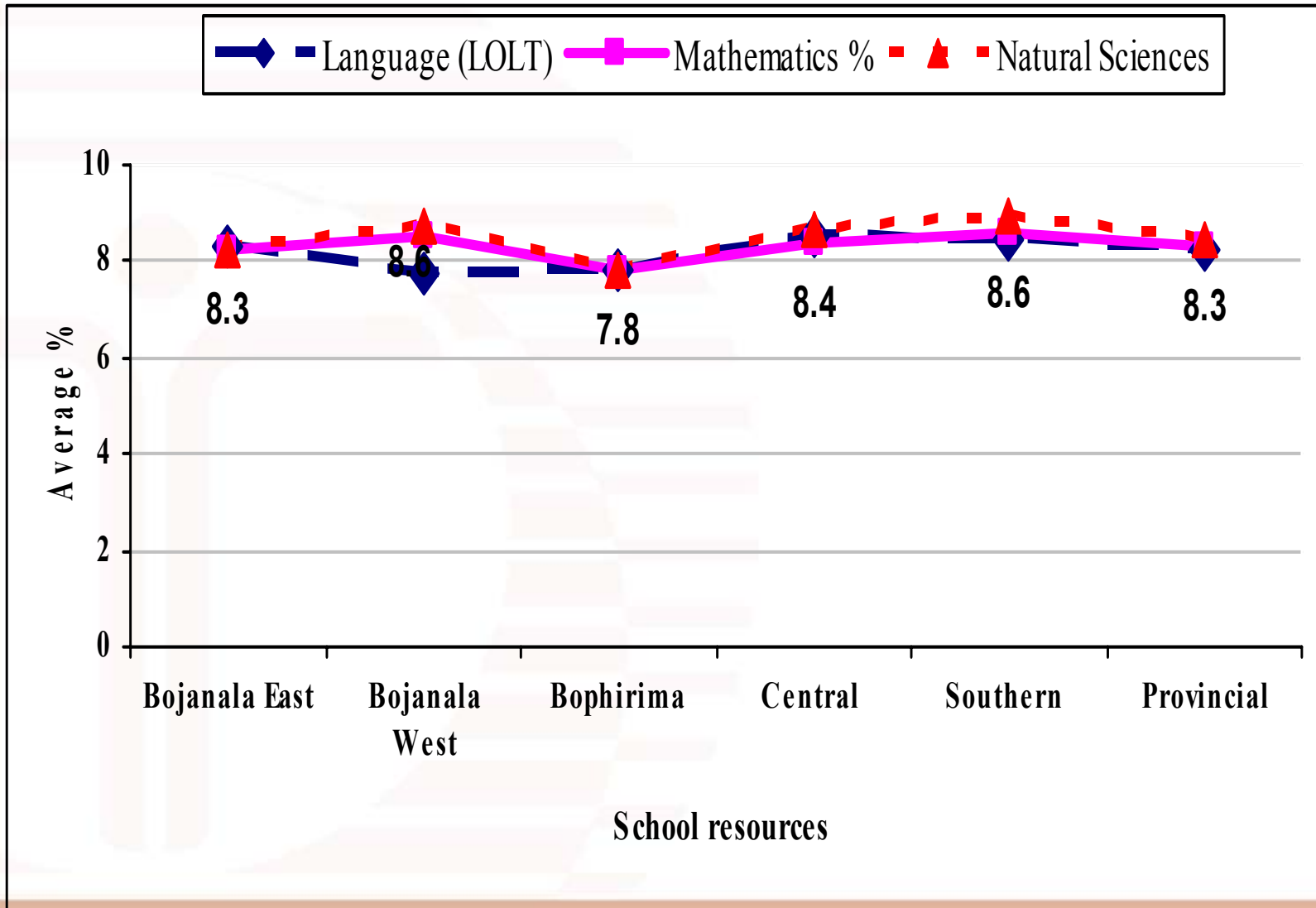
Scores for most regions were “problematic”, which denoted that issues of safety were a challenge for a number of schools.



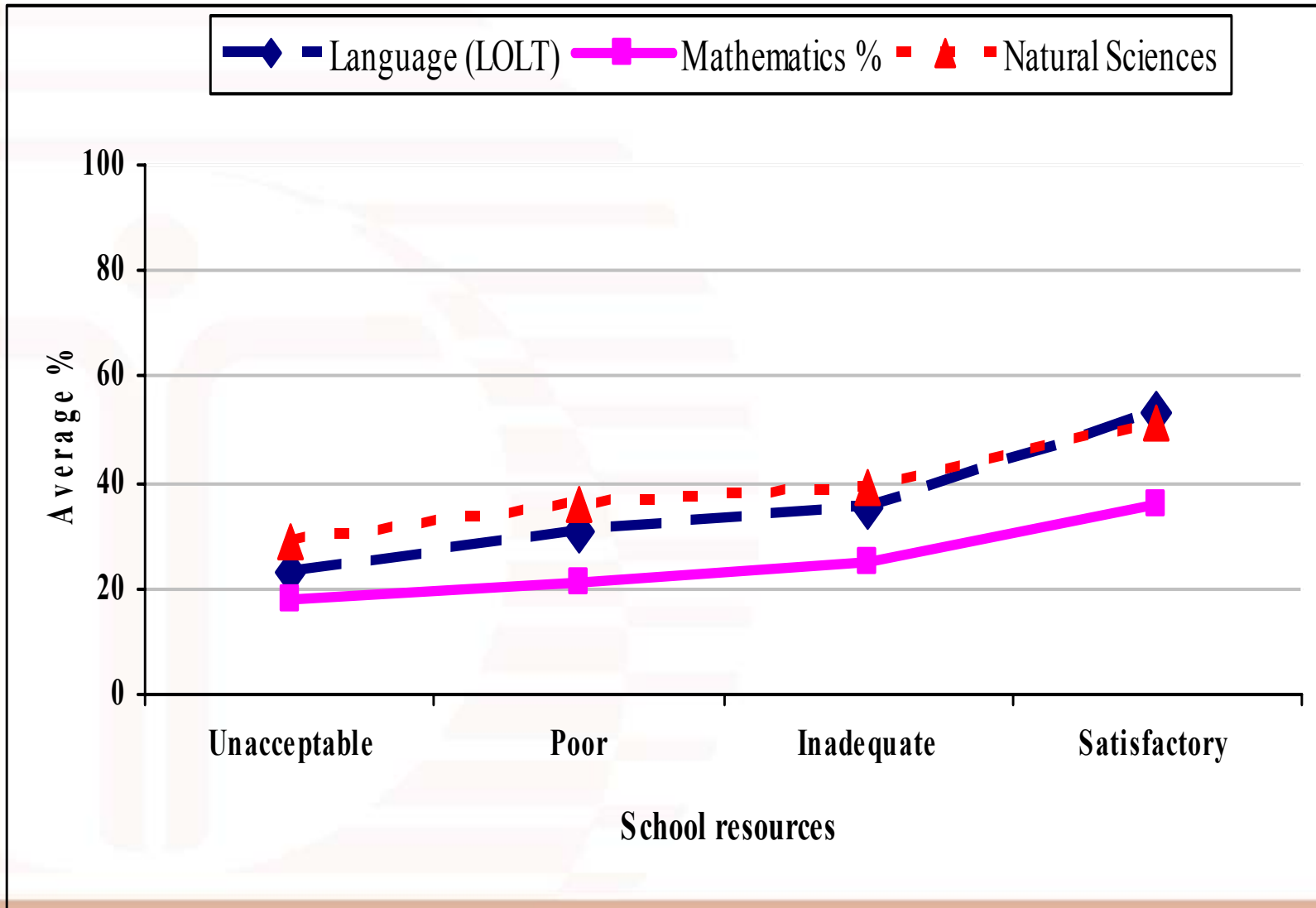
Factor 3: school safety



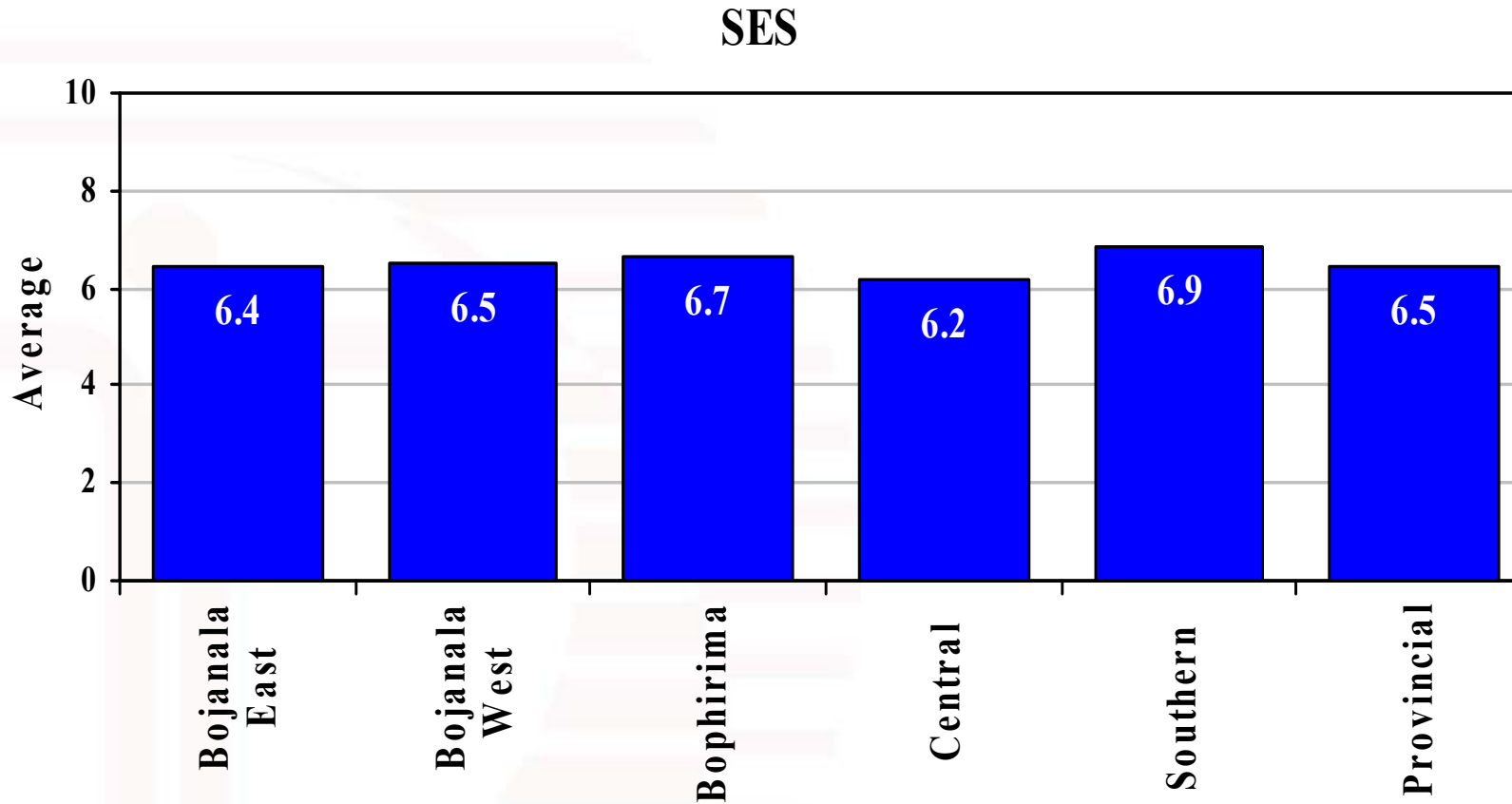
Contextual: school resources



Factor 4: school resources



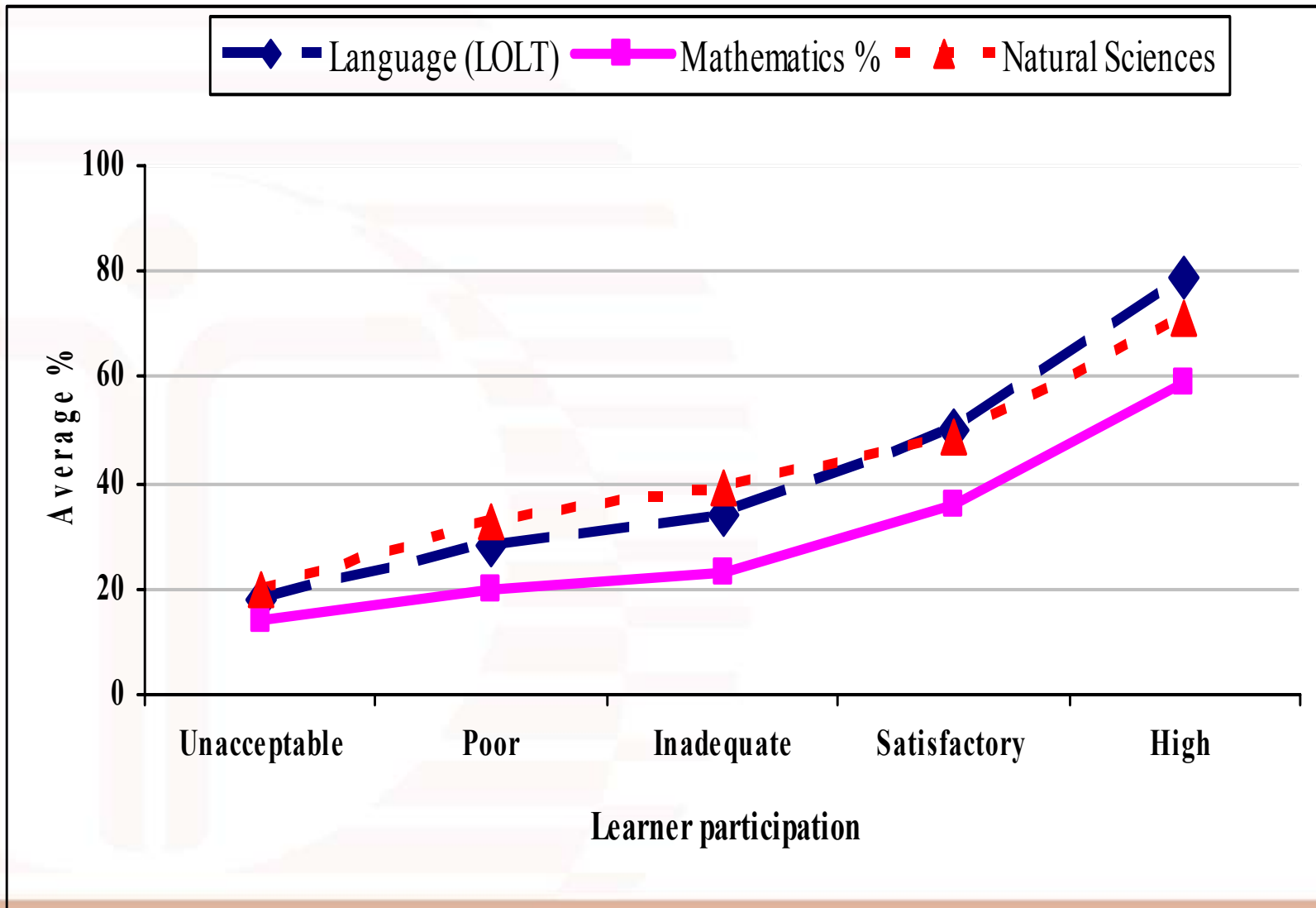
Contextual: learner participation



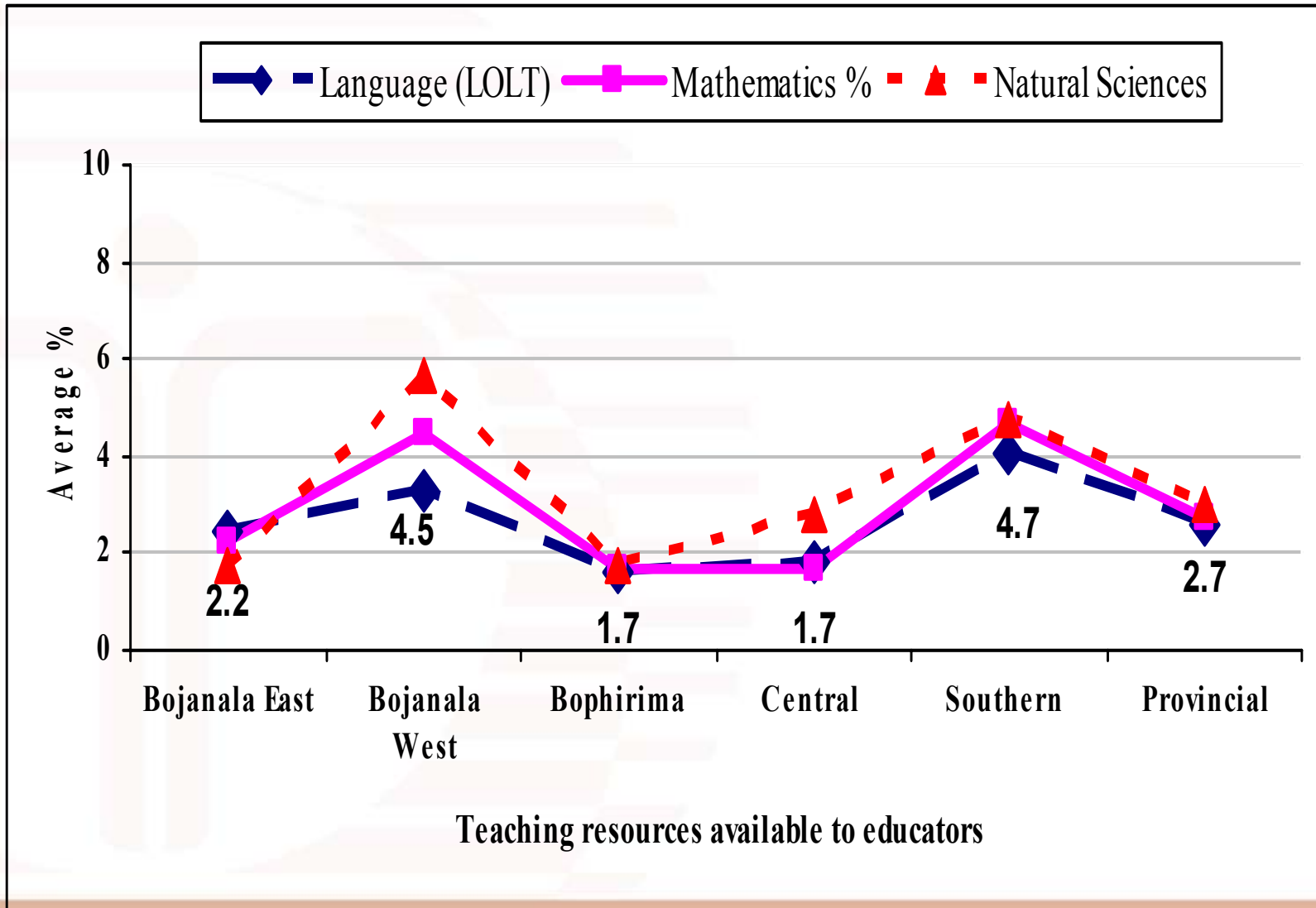
Learner participation was “problematic” for all regions, which indicates limited engagement by learners in the learning process.



Factor 5: learner participation

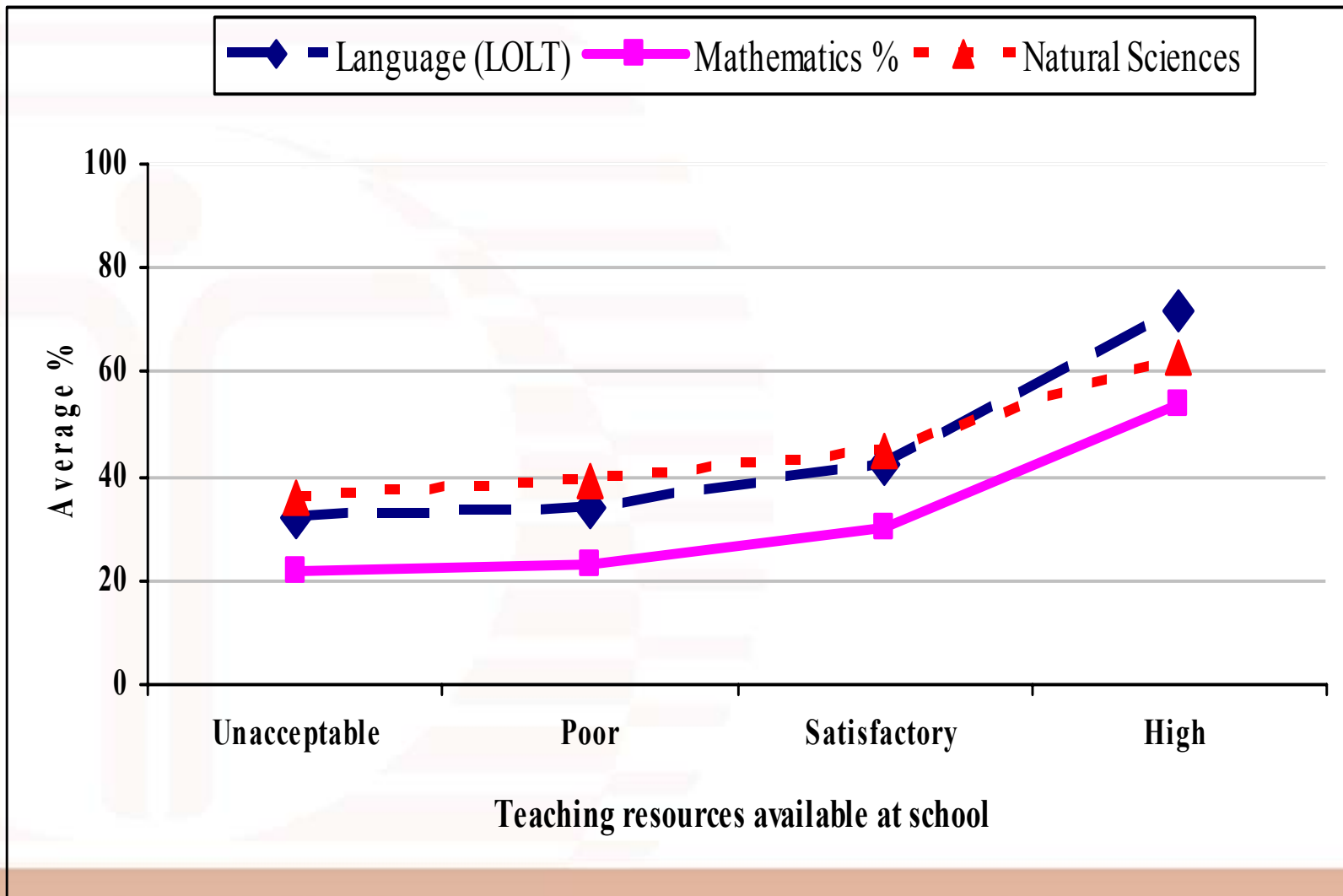


Contextual: teaching resources available to educators

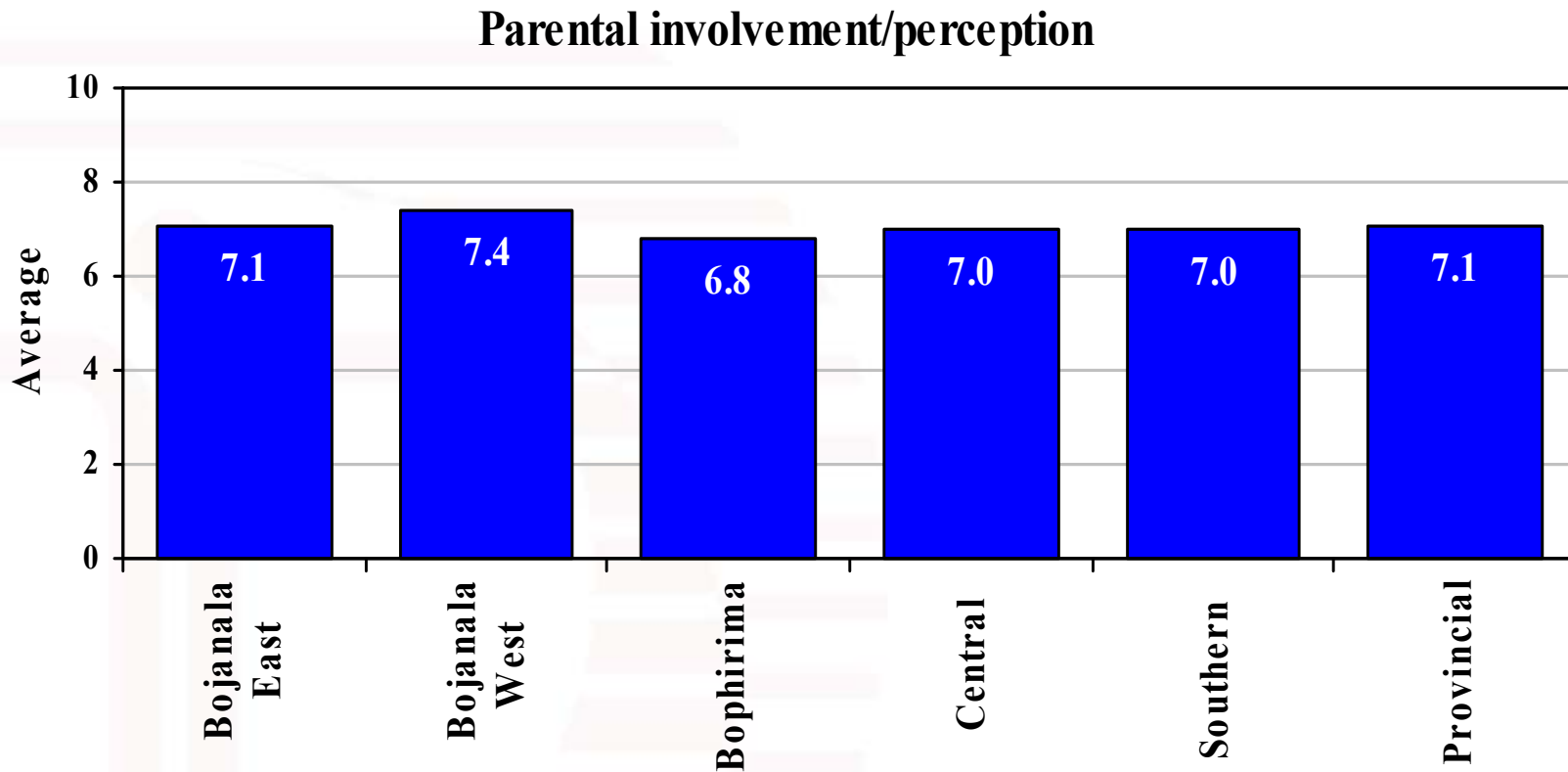


Teaching resources available to educators

Factor 6: teaching resources available to educators



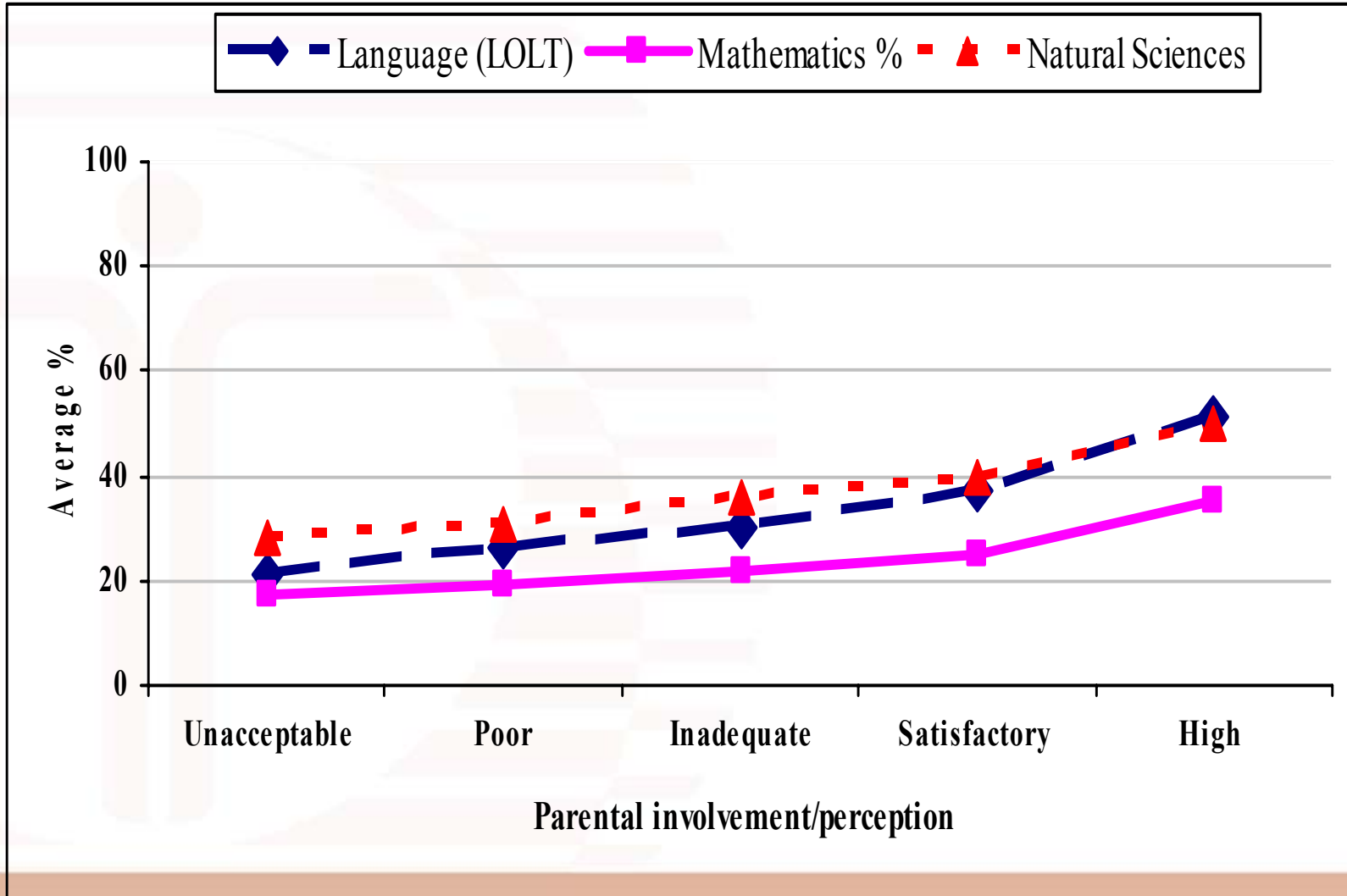
Contextual: parental involvement/perception



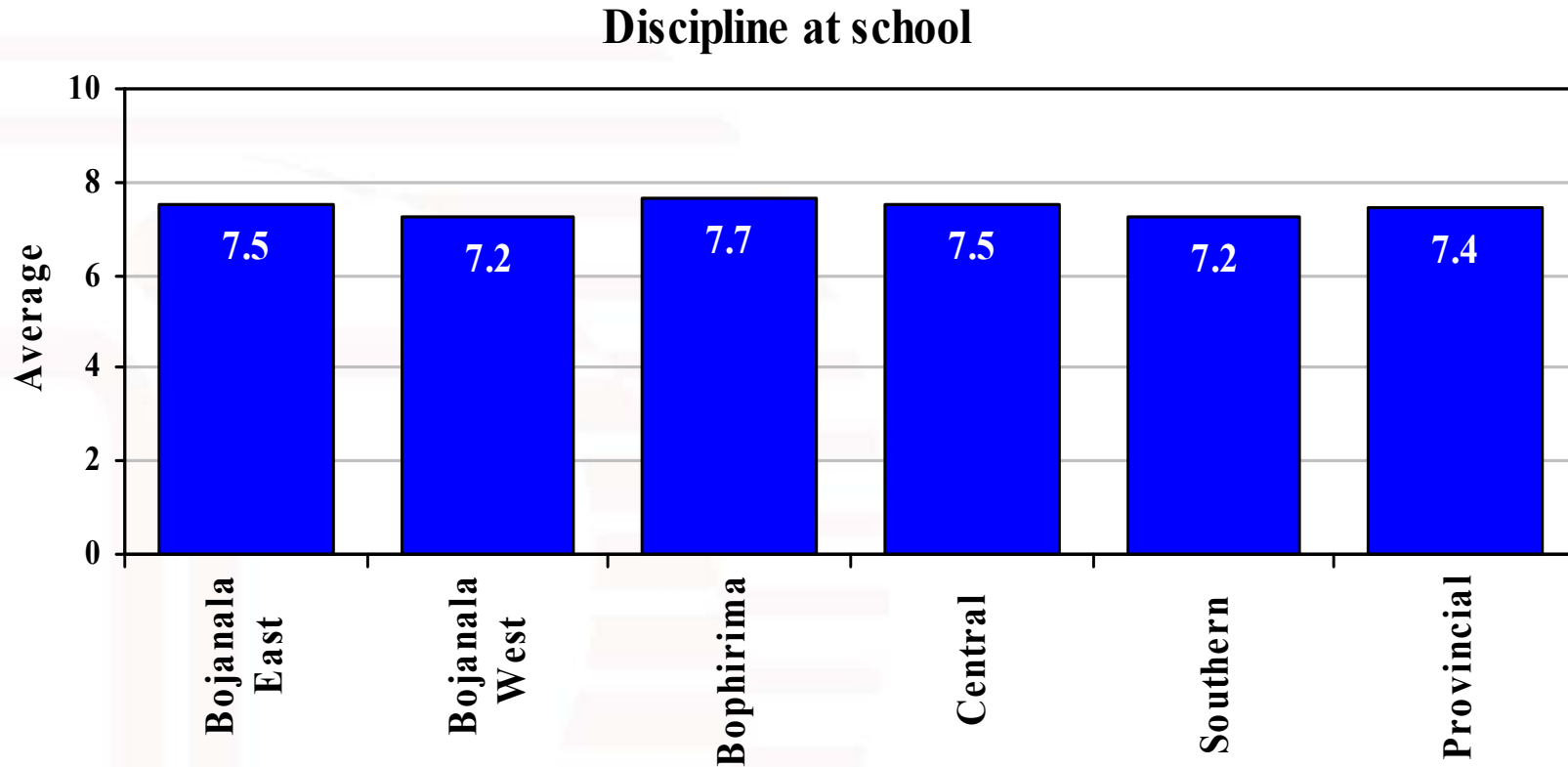
Parental involvement and perception was reported as “satisfactory” in most regions.



Factor 7: parental involvement/perception



Contextual: discipline at school

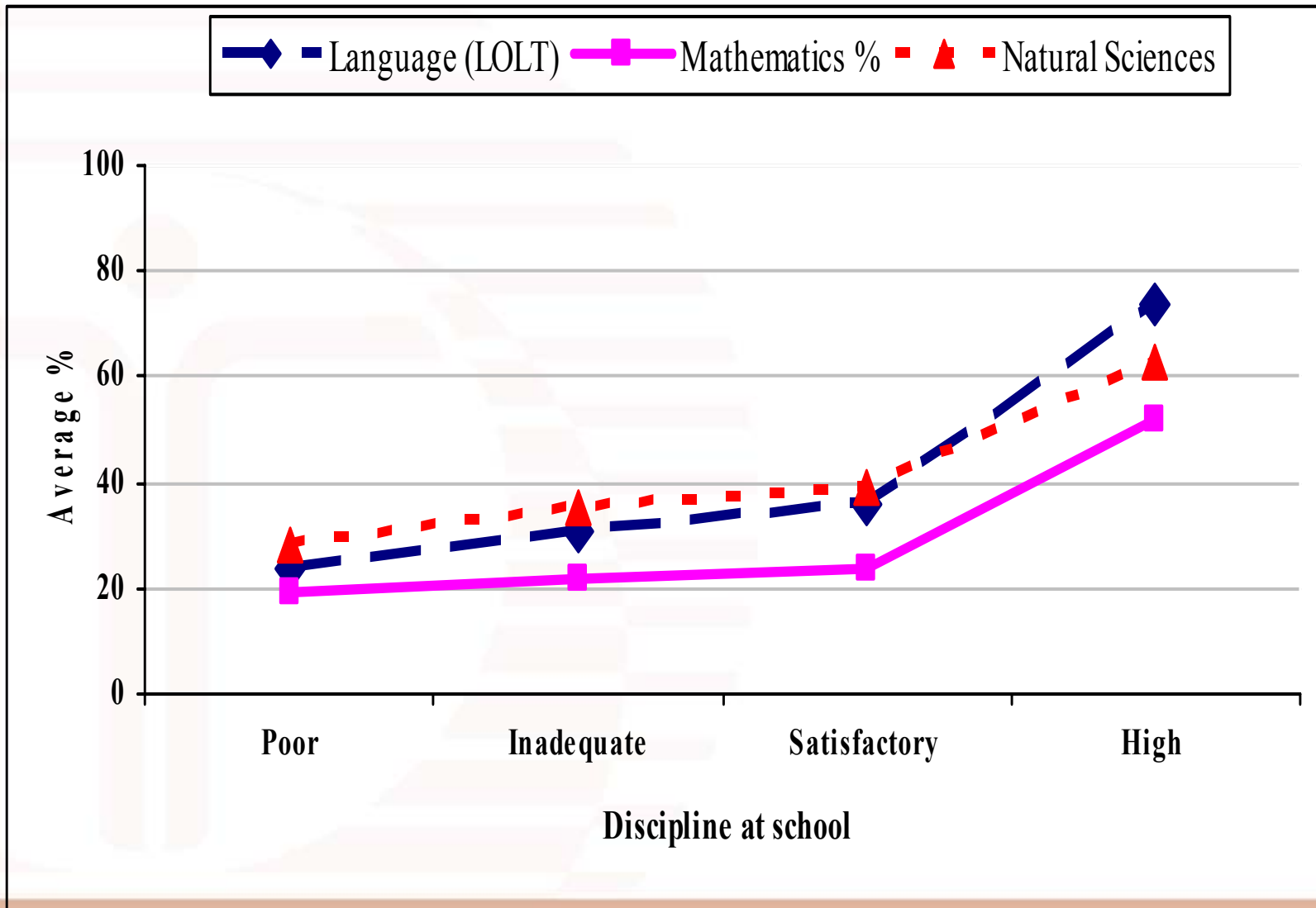


Discipline at school was reported as “satisfactory” in most regions.





Factor 8: discipline at school



Recommendations and Next Steps

Results to be discussed and relevant decisions taken to effect positive change:

- ***Provincial and district officials, schools staff (teachers, principal)***
- ***Parents***
- ***Local NGOs and other stakeholders***



NEQI - Next steps

- **Consultations - “topic”/ “focus area(s)”**
 - DG, DDGs, Minister + advisors, Presidency, NGOs (Link, READ), EPU, JET, CEPD, NMF, UNESCO, UNICEF, WB, (Inter)-national Experts, Teacher Unions & ELRC, Teachers, SALG, SA Library Association, SITA, etc
- **Commitment to participate in and support NEQI**
- **Areas to focus on:**
 - Improving reading and writing in schools**
 - System and indicators for monitoring performance of schools**
 - Free education in South Africa?**
- **Started - Review of “Quality” Improvement Programs in SA?**
- **Invite all stakeholders to participate**





**REALEBOGA
THANK YOU
DANKIE**