

# SAOU

## Mini MBA in School Management

13 March 2019



# CURRICULUM MANAGEMENT



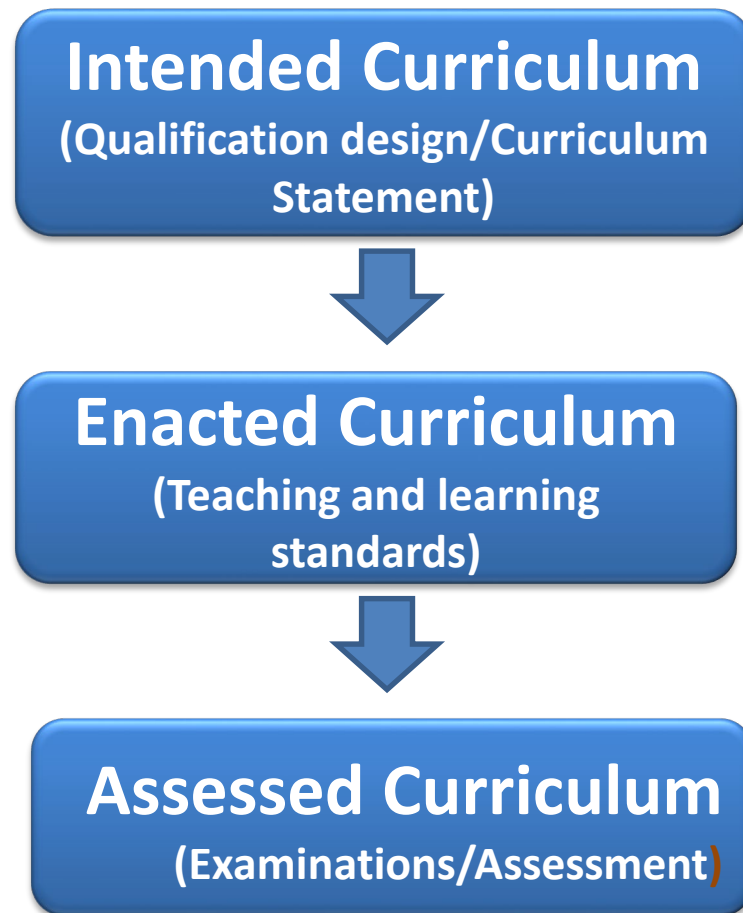
# INTRODUCTION



# Introduction

(a) Curriculum is at the centre of the effective Teaching and Learning.

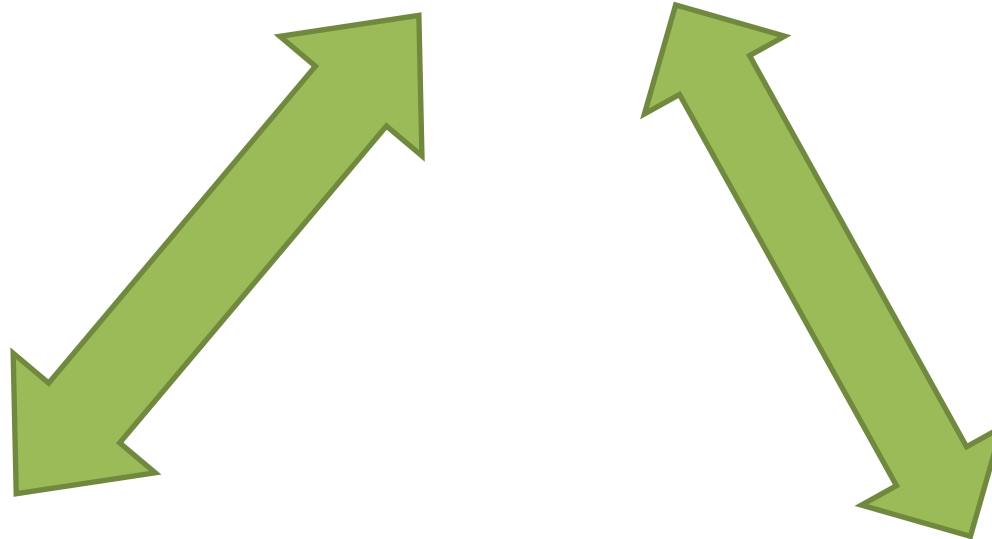
(b) Components of Curriculum:



Hoyle and Wallace (2005:56) refer to the “implementation gap”, which lies between the proclaimed goals embodied in mandated policy initiatives, formulated at a central level, and their achievement through implementation in schools by principals and teachers.



**Policy**



**Teaching and Learning**



**Assessment**



There is therefore a need to address the implementation gap through:

- (a) Continuous monitoring/research of current policy implementation
- (b) Review of current policy.
- (c) Development of new policy to address policy gaps.
- (d) Strengthen systems relating to policy implementation



# The Purpose of this Presentation

- (a) Identify the key Curriculum policy issues that are being addressed by the Department of Basic Education.*
- (b) Articulate the progress and challenges experienced in the implementation of these policies.*
- (c) What are the next steps?*



# THE SOUTH AFRICAN EDUCATION LANDSCAPE



# EDUCATION STATISTICS AT A GLANCE, 2017

## Size of the Schooling System:

Learners: **12 892 273**

Educators: **433 320**

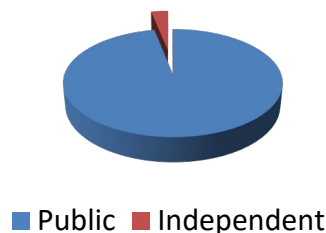
Schools: **25 762**

## Official languages

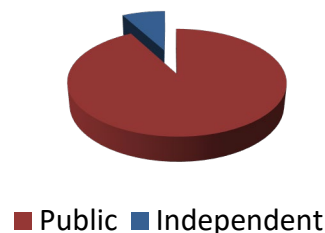
English, isiZulu, isiXhosa, isiNdebele, Afrikaans, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, Xitsonga

| Sector      | Learners   | Educators | Schools |
|-------------|------------|-----------|---------|
| Public      | 12 490 132 | 399 156   | 23 796  |
| Independent | 402 141    | 34 164    | 1 966   |
| Total       | 12 892 273 | 433 320   | 25 762  |

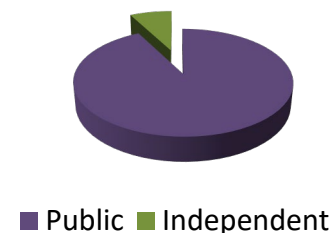
### Learners



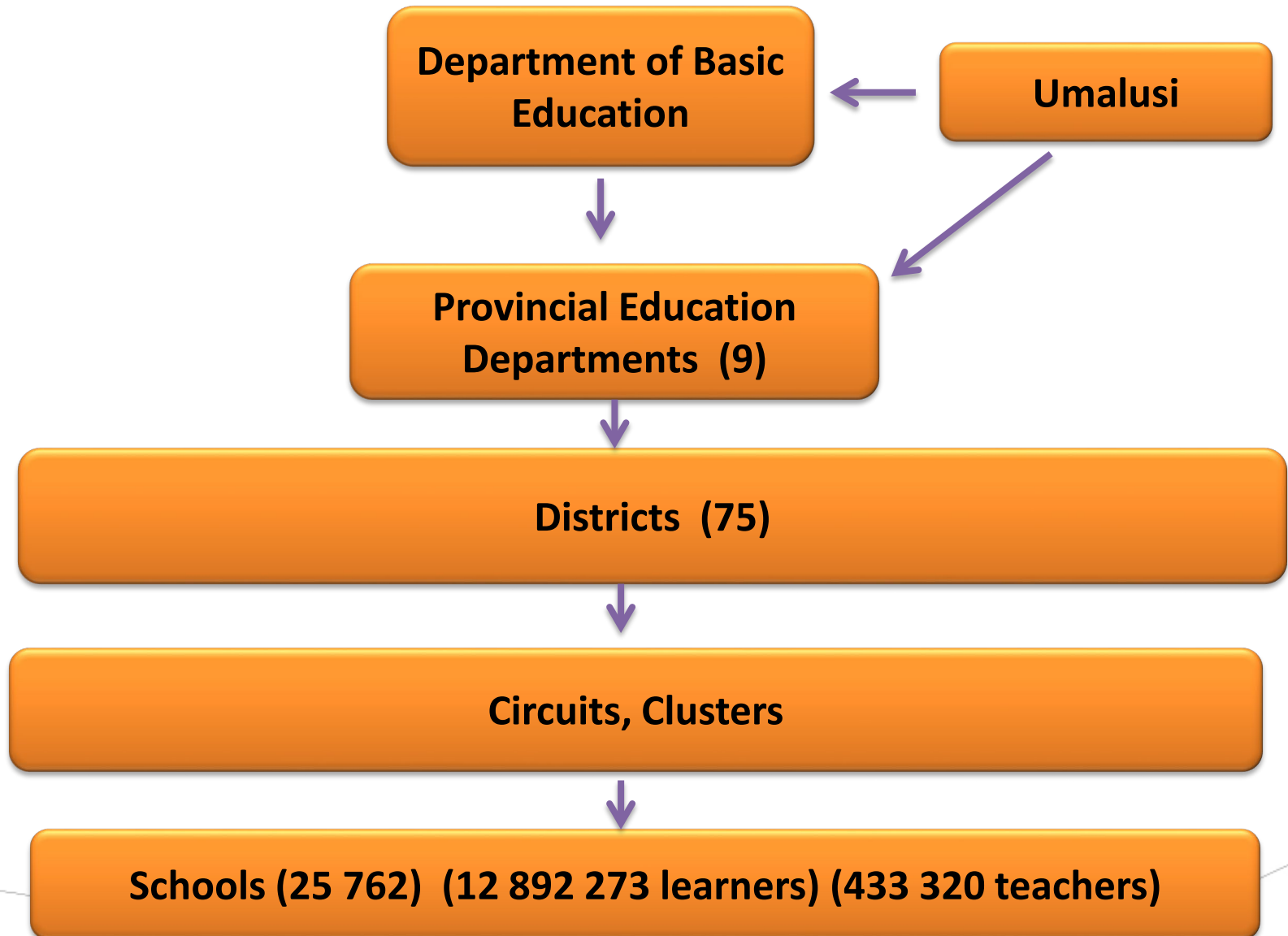
### Educators



### Schools



# The South African Education Landscape



# Common sense of Purpose in a diverse system

- a) A system must have a purpose which is the reason it exists and sustains itself.
- b) “When the goals of an organisation are not the same as those of its members, dissonance results. This dissonance releases unfocussed energy which may have a counter-active effect”.
- c) Crucial for the well being of the system that each employee, student, or stakeholders understand the purpose of the system and the relationship between his or her role and the larger purpose of the system.

# REVIEW OF CAPS (Chapter 4)



# Rationale for a Review of CAPS

A number of concerns were received from teachers, subject specialists, parents and education stakeholders about the **challenges** in the **implementation** of the Curriculum and Assessment Policy Statements (CAPS) in many subjects across the grades with regards to:

- **curriculum/assessment overload** and poor **curriculum coverage**;
- poor **quality** of formal **assessment tasks**;
- lack of guidance on the use of **cognitive levels**;
- omissions on the **forms of assessment**; and
- **weighting** of assessment with regards to **time and marks**.

# National Curriculum and Assessment Task Team

On 11 May 2017, the **Director General** and the **five Teacher Union Principals** decided that a **National Task Team** on Curriculum and Assessment be constituted and agreed that the Task Team:

- a) Comprise **Teacher Unions** and **DBE Sector Representatives**;
- b) Address issues relating to **Curriculum, Assessment and Teacher Development**; and
- c) Finalise the **Systemic Assessment Model** in preparation for full implementation.

# Principles Guiding the Review

- a) Ensure and improve **access, redress, equity, quality and efficiency**;
- b) **Consultation and inclusivity** - stakeholders to gain collective consensus;
- c) Minimise any significant **policy shift**;
- d) Continuously promote and develop the **professionalisation** of teachers;
- e) Informed by **research, teacher experiences** and other relevant reports from various stakeholders.



# Focus Areas

| Priority Focus Areas            | Date started | Date completed |
|---------------------------------|--------------|----------------|
| Systemic Evaluation Model       | May 2017     | Nov 2017       |
| Strengthening of CAPS Section 4 | Nov 2017     | <i>Ongoing</i> |
| Assessment Protocols            | Nov 2017     | <i>Ongoing</i> |

# Proposed CAPS Changes

Some of the challenges raised and the remediation measures suggested, cannot be addressed in isolation from other CAPS related policies such as the National Policy pertaining to the Programme and Promotion Requirements (NPPPR) and the National Protocol for Assessment (NPA) and do have Policy implications

## CAPS Changes Envisaged

| Type                    | Implications                           |
|-------------------------|--|
| Short Term (2017-2020)  | Minimal policy implications: Section 4 |
| Medium Term (2020-2022) | Significant implications: Section 3    |
| Long Term (2022 – 2025) | Major implications                     |

# Objectives of the Section 4 Review

- a) **Advance learner and learning** centred assessment;
- b) **Address curriculum overload** through the reduction of assessment tasks;
- c) **Ensure formative assessment** be incorporated in teaching and learning;
- d) Opportunities be created for **effective learning**;
- e) Ensure **inclusivity**;
- f) Promote the **interconnectedness** of teaching, learning and assessment; and
- g) Focus on **knowledge, skills and competencies**.

# Principles Guiding Section 4 Review

- a) The need to create more time for teaching and formative assessment;
- b) The **number of tasks based** on the **need** to make valid and reliable judgments about learning outcomes;
- c) Shift from **disconnected** 'tagged on' assessments to **credible assessment** tasks;
- d) The **nature of the subject and Grade** used to determine the required number of assessment tasks; and
- e) To **reduce dominance** by any single type or mode, e.g.: Tests, Projects, Assignments, Case Studies, Simulations etc..

# Summary of Proposed Changes

- a) **Reduction** of formal tasks;
- b) Review of the **type of assessment**;
- c) Inclusion of the **cognitive levels** and **weightings** per assessment type;
- d) Revision of question paper **format**;
- e) Amendments to the format and assessment of **PATs**; and
- f) Improved **guidance** for **formative** or **informal** assessment.

# GET: Summary of Changes

- a) Assessment in **Grade R** for all subjects takes place through **observation** and is based on the **principles of integration and play-based learning**.
- b) In the **Foundation Phase** (Grades 1-3) the number of tasks will be **reduced from 22 to 16 tasks** per annum for **Grades 1 and 2** and from **29 to 16 tasks** per annum for **Grade 3**.
- c) In the **Intermediate Phase** (Grades 4 – 6) the total number of tasks will be **reduced from 50 to 42 tasks** per annum.
- d) In the **Senior Phase** (Grades 7-9) the total number of tasks will be **reduced from 79 to 59 tasks** per annum.

| Consolidated Analysis GET: Number of Tasks Per Subject |                  |         |         |         |         |         |         |                     |         |         |         |         |         |         |              |         |         |         |         |         |
|--|------------------|---------|---------|---------|---------|---------|---------|---------------------|---------|---------|---------|---------|---------|---------|--------------|---------|---------|---------|---------|---------|
| Grade  | GR-R             |         | GR 1    |         | GR 2    |         | GR 3    |                     | GR 4    |         | GR 5    |         | GR 6    |         | GR 7         |         | GR 8    |         | GR 9    |         |
|  | Current          | Revised | Current | Revised | Current | Revised | Current | Revised             | Current | Revised | Current | Revised | Current | Revised | Current      | Revised | Current | Revised | Current | Revised |
| Subject  | Foundation Phase |         |         |         |         |         |         | Inter Mediate Phase |         |         |         |         |         |         | Senior Phase |         |         |         |         |         |
| HL   | Observation      |         | 7       | 4       | 7       | 4       | 9       | 4                   | 11      | 7       | 11      | 8       | 11      | 8       | 11           | 8       | 11      | 8       | 11      | 8       |
| FAL  |                  |         | 4       | 4       | 5       | 4       | 6       | 4                   | 11      | 7       | 11      | 8       | 11      | 8       | 11           | 8       | 11      | 8       | 11      | 8       |
| LIFE SKILLS  | Observation      |         | 4       | 4       | 4       | 4       | 4       | 4                   | 4       | 4       | 4       | 4       | 4       | 4       |              |         |         |         |         |         |
| LIFE ORIENTATION                                       |                  |         |         |         |         |         |         |                     |         |         |         |         |         |         | 4            | 4       | 4       | 4       | 4       | 4       |
| CREATIVE ARTS  |                  |         |         |         |         |         |         |                     |         |         |         |         |         |         | 8            | 8       | 8       | 8       | 8       | 8       |
| SOCIAL SCIENCES  |                  |         |         |         |         |         |         |                     | 8       | 8       | 8       | 8       | 8       | 8       | 8            | 8       | 8       | 8       | 8       | 8       |
| EMS  |                  |         |         |         |         |         |         |                     |         |         |         |         |         |         | 7            | 5       | 7       | 5       | 7       | 5       |
| MATHEMATICS  | Observation      |         | 7       | 4       | 8       | 4       | 10      | 4                   | 8       | 7       | 8       | 7       | 8       | 7       | 10           | 7       | 10      | 7       | 10      | 7       |
| TECHNOLOGY   |                  |         |         |         |         |         |         |                     |         |         |         |         |         |         | 7            | 4       | 7       | 4       | 7       | 4       |
| NSTECH   |                  |         |         |         |         |         |         |                     | 8       | 7       | 8       | 7       | 8       | 7       |              |         |         |         |         |         |
| NATURAL SCIENCES                                       |                  |         |         |         |         |         |         |                     |         |         |         |         |         |         | 10           | 7       | 10      | 7       | 10      | 7       |
| TOTAL NO OF TASKS                                      | Integrated       |         | 22      | 16      | 22      | 16      | 29      | 16                  | 50      | 42      | 50      | 42      | 50      | 42      | 76           | 59      | 76      | 59      | 76      | 59      |

# FET: Summary of Changes

- a) The **reduction of tasks** in the FET phase **vary** from subject to subject and grade to grade based on the individual nature of the subject.
- b) There was **no reduction of tasks** in Life Orientation, Economics, Mathematics, Technical Mathematics and Technology Subjects.
- c) In all the **other subjects** the reduction varies from **1 – 4 tasks** per subject.



## Consolidated Analysis FET: Number of Tasks Per Subject

| GRADE                          | GR-10   |         | GR 11   |         | GR 12   |         |
|--------------------------------|---------|---------|---------|---------|---------|---------|
| SUBJECT                        | CURRENT | REVISED | CURRENT | REVISED | CURRENT | REVISED |
| HL and FAL                     | 10      | 9       | 10      | 9       | 10      | 9       |
| SAL                            | 10      | 7       | 10      | 7       | 10      | 7       |
| LIFE ORIENTATION               | 5       | 5       | 5       | 5       | 5       | 5       |
| GEOGRAPHY                      | 7       | 6       | 7       | 6       | 7       | 6       |
| HISTORY                        | 7       | 7       | 7       | 7       | 7       | 6       |
| BCM SUBJECTS                   | 7       | 7       | 7       | 7       | 7       | 6       |
| CONSUMER / HOSPITALITY STUDIES | 10      | 7       | 10      | 7       | 10      | 7       |
| TOURISM                        | 8       | 7       | 8       | 7       | 8       | 7       |
| RELIGION STUDIES               | 7       | 6       | 7       | 6       | 8       | 7       |
| DESIGN                         | 9       | 6       | 9       | 6       | 9       | 6       |
| MUSIC                          | 7       | 5       | 7       | 5       | 7       | 5       |
| DRAMATIC ARTS                  | 8       | 6       | 8       | 6       | 8       | 6       |
| VISUAL ARTS                    | 9       | 6       | 9       | 6       | 9       | 6       |
| DANCE                          | 10      | 6       | 10      | 6       | 10      | 6       |

# Consolidated Analysis FET: Number of Tasks Per Subject

| GRADE                               | GR-10   |         | GR 11   |         | GR 12   |         |
|-------------------------------------|---------|---------|---------|---------|---------|---------|
| SUBJECT                             | CURRENT | REVISED | CURRENT | REVISED | CURRENT | REVISED |
| MATHEMATICS / TECHNICAL MATHEMATICS | 7       | 7       | 7       | 7       | 7       | 7       |
| MATHEMATICAL LITERACY               | 7       | 6       | 7       | 6       | 7       | 6       |
| PHYSICAL SCIENCES                   | 7       | 6       | 7       | 6       | 7       | 6       |
| LIFE SCIENCES                       | 9       | 7       | 9       | 7       | 9       | 6       |
| TECHNICAL SCIENCES                  | 7       | 6       | 7       | 6       | 7       | 6       |
| TECHNICAL SUBJECTS                  | 7       | 7       | 7       | 7       | 7       | 7       |
| EGD                                 | 15      | 15      | 16      | 16      | 16      | 16      |
| CAT and IT                          | 7       | 6       | 7       | 6       | 7       | 6       |
| AGRICULTURAL SUBJECTS               | 7       | 5       | 7       | 5       | 7       | 6       |

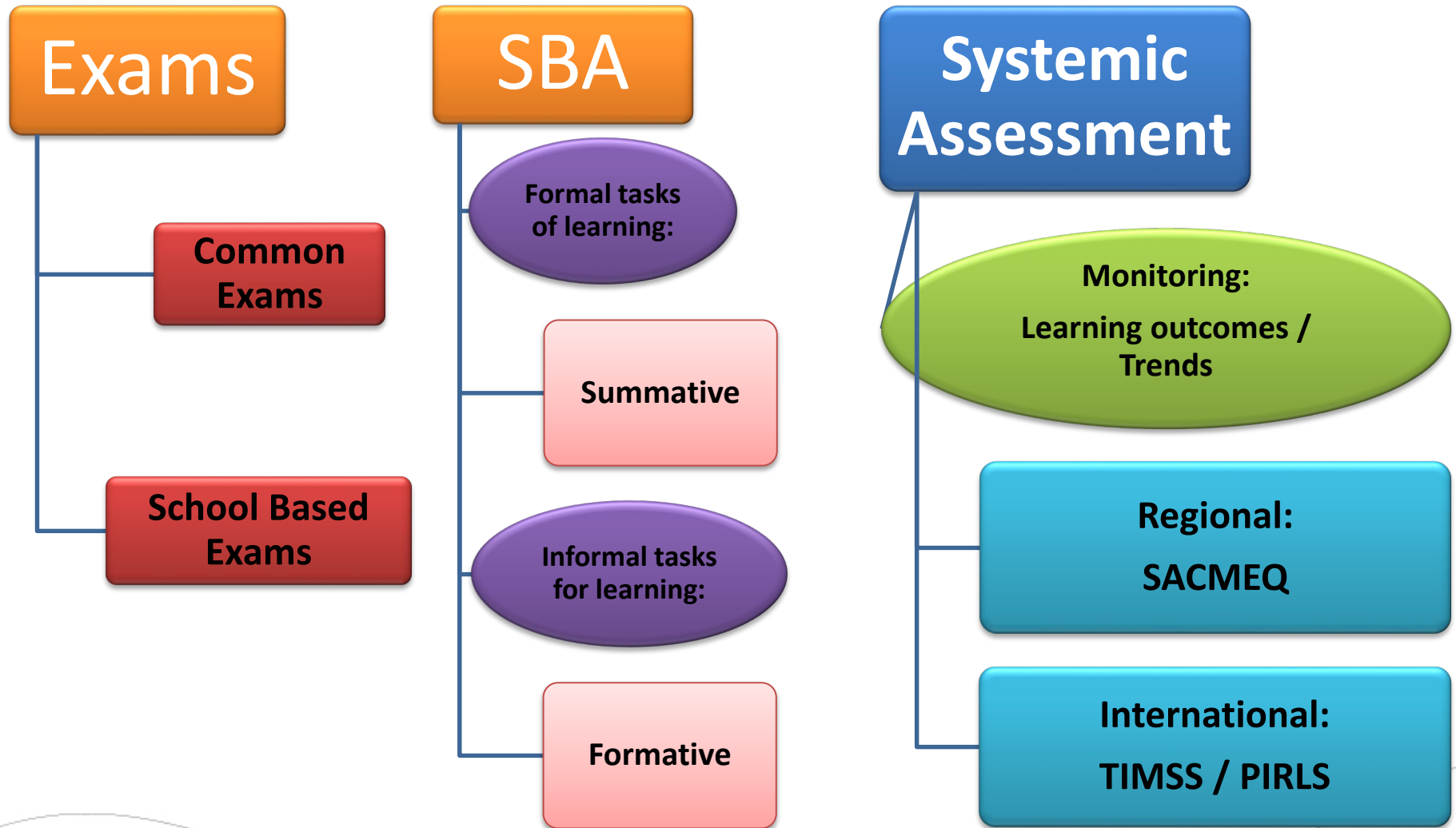
# Process Plan for Short Term Changes

| Activity   | Projected Time Frame         | Progress          |
|--|------------------------------|-------------------|
| Publication of gazette: Ministerial call for comments  | 31 August 2018               | Completed         |
| Closing date for First round of public comments  | 15 Sept2018                  | Completed         |
| Request to extend the period for public comments gazetted  | 26 October – 7 December 2018 | Extension granted |
| Arrange and categorise the public comments   | 16 January 2019              | Completed         |
| Extra Ordinary Subject Committee meeting: Incorporation of public comments and Finalisation of Section 4 | 18-22 February 2019          | Current           |
| Progress report to TDCM  | 13-14 March 2019             |                   |
| Progress report to HEDCOM and recommendations for gazetting  | 15-16 April                  |                   |
| Request CEM to approve the changes as policy   | 9 May 2019                   |                   |
| National implementation of approved amendments   | 01 January 2020              |                   |

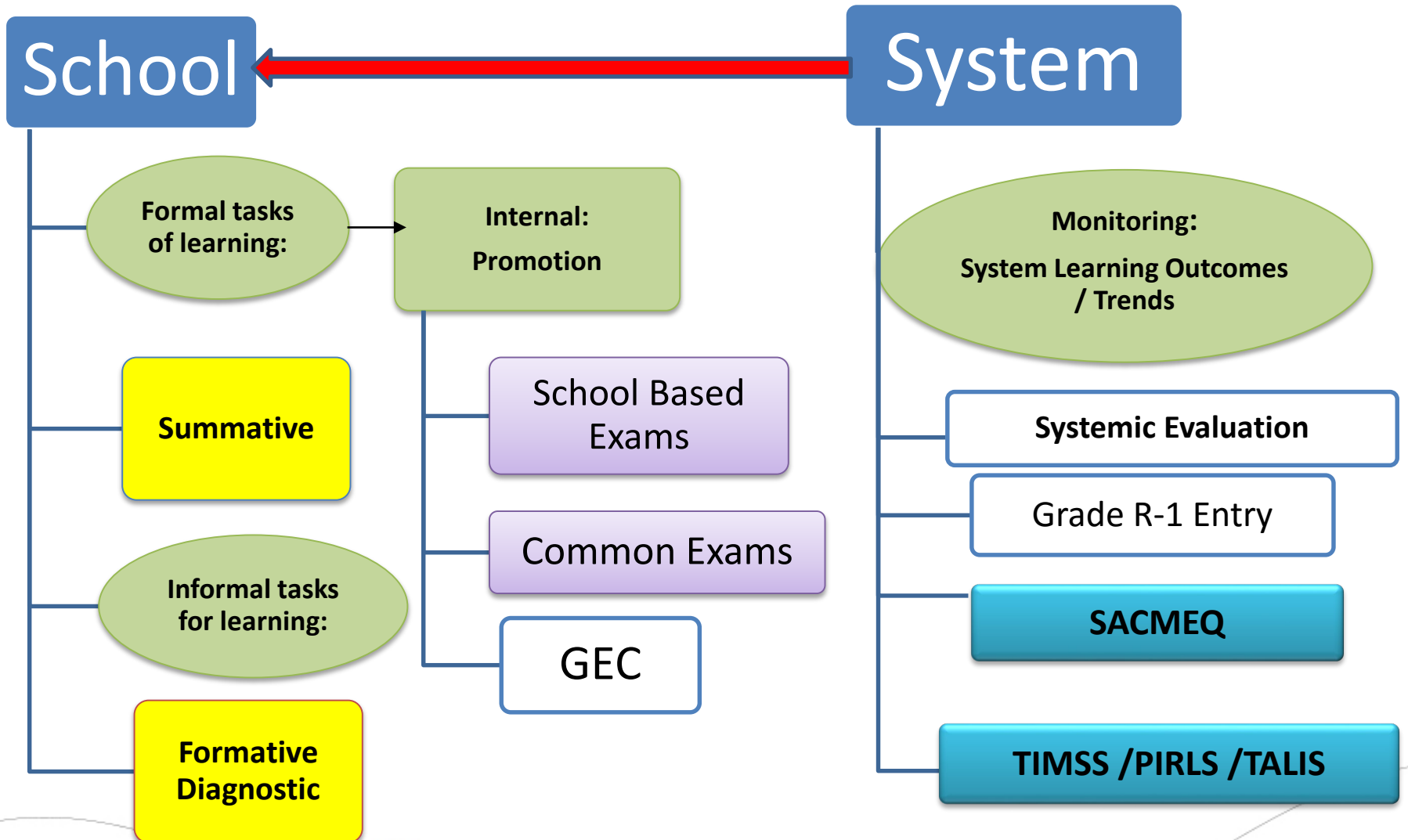
# DEVELOPMENT OF A SYSTEMIC EVALUATION MODEL



# GET ASSESSMENT LANDSCAPE



# National Assessment Model



# Agreement reached

- a) In September 2017, the National Curriculum and Assessment Task Team (NCATT) comprising officials from the DBE, provincial education departments and teacher unions finalised the Systemic Evaluation (SE) model.
- b) In November 2017, Union principals and the Director General agreed that the first phase of the model should commence in 2018.

# Key objectives Targeted

The objectives of the Systemic Evaluation will be as follows:

- a) Monitor system-level performance trends in local and national contexts.
- b) Monitor learner performance at Grades 3, 6 and 9.
- c) Strengthen the implementation of policies directed at improving learner performance.
- d) Inform educational policies and programmes.
- e) Identify any areas and factors that enable or constrain performance.
- f) Obtain important information about the system and school contexts.



# Overview

Focus is on understanding the inter-related contexts of the system

**System support contexts**

**School contexts**

**Classroom contexts**

**Learner contexts**

**Learner performance**

# The Components

The model is an evaluation of the schooling system comprising 3 inter-related components:

- a) Testing learners (sample of learners and schools),
- b) Evaluating schools (Whole-school evaluation)
- c) Evaluating the level of system support offered by the district office (key policy concerns).

# Testing learners

- a) Administered in the beginning of October.
- b) A representative sample of learners will be tested.
- c) Phase-based focusing on Grades 3, 6 and 9.
- d) Questions from each of the Grades in the phase will be included in the test.
  - The weighting of the questions from the different grades in a phase will be according to the ratio of 70:20:10 in favour of the target grade (i.e. in the Grade 3 assessment, 70% of questions will come from Grade 3, 20% from Grade 2, and 10% from Grade 1).
- e) Two subjects will be assessed (Mathematics and Languages) in the Language of Teaching and Learning (LoLT).

# Evaluating Schools

Evaluation of schools will be based on the 8 focus areas extrapolated from the policy on whole-school evaluation (DoE, 2001). These include:

- a) Basic Functionality of schools
- b) Leadership, management and communication
- c) Governance and relationships
- d) Quality of teaching and learning, and educator development
- e) Curriculum and Assessment provision and resources
- f) School safety, security and discipline
- g) School infrastructure
- h) Parents and community

# Evaluating System Support

The level of support offered by the district office will include an analysis of key national programmes on:

- a) Strengthening curriculum implementation (CAPS),
- b) Support provided to progressed learners,
- c) Improving the level of Reading in the early years of schooling.
- d) Improving Mathematics and Science levels.
- e) Provision of Workbooks and relevant LTSM.
- f) Digitising curriculum content and information to assist teachers.

# Key Design Features

- a) The evaluation will be conducted every 3 years.
- b) A representative sample of Grade 3, 6 and 9 learners and schools will participate in the evaluation.
- c) A purposeful selection of 2 districts per province will be included in the evaluation.
- d) Contextual questionnaires will be informed by a set of criteria from the two indicator frameworks i.e. school context factors and system support factors.
- e) Tests will be designed to monitor learner trends and will allow for international benchmarking with confidential items that will be independently administered.

# SE PLAN: 3 YEAR CYLCE

| YEAR | ACTIVITY  |
|------|---|
| 2018 | <ul style="list-style-type: none"> <li>(a) Invite experts to assist in the design features of the Systemic Evaluation</li> <li>(b) Work with an International expert agency on large-scale assessment</li> <li>(c) Appoint an Independent service provider for the main study</li> <li>(d) Conduct a field test on test items and in a sample of schools in Grades 3, 6 and 9.</li> </ul> |
| 2019 | <ul style="list-style-type: none"> <li>(a) Conduct a field test of contextual questionnaires at school and system support levels in the 1<sup>st</sup> quarter.</li> <li><b>(b) Establish Advisory Committee to exercise oversight over the Systemic Evaluation Project.</b></li> <li><b>(c) Conduct main study in October.</b></li> </ul>  |
| 2020 | <ul style="list-style-type: none"> <li>(a) Analyse data and compile highlights report.</li> <li>(b) Completion of systemic evaluation reports.</li> </ul>   |



# National Assessment Framework

SBA – Formative/Diagnostic and Summative

GEC (Grade 9)

Systemic Evaluation

International Benchmark Studies

Early learning entry assessment (Grade R-1)





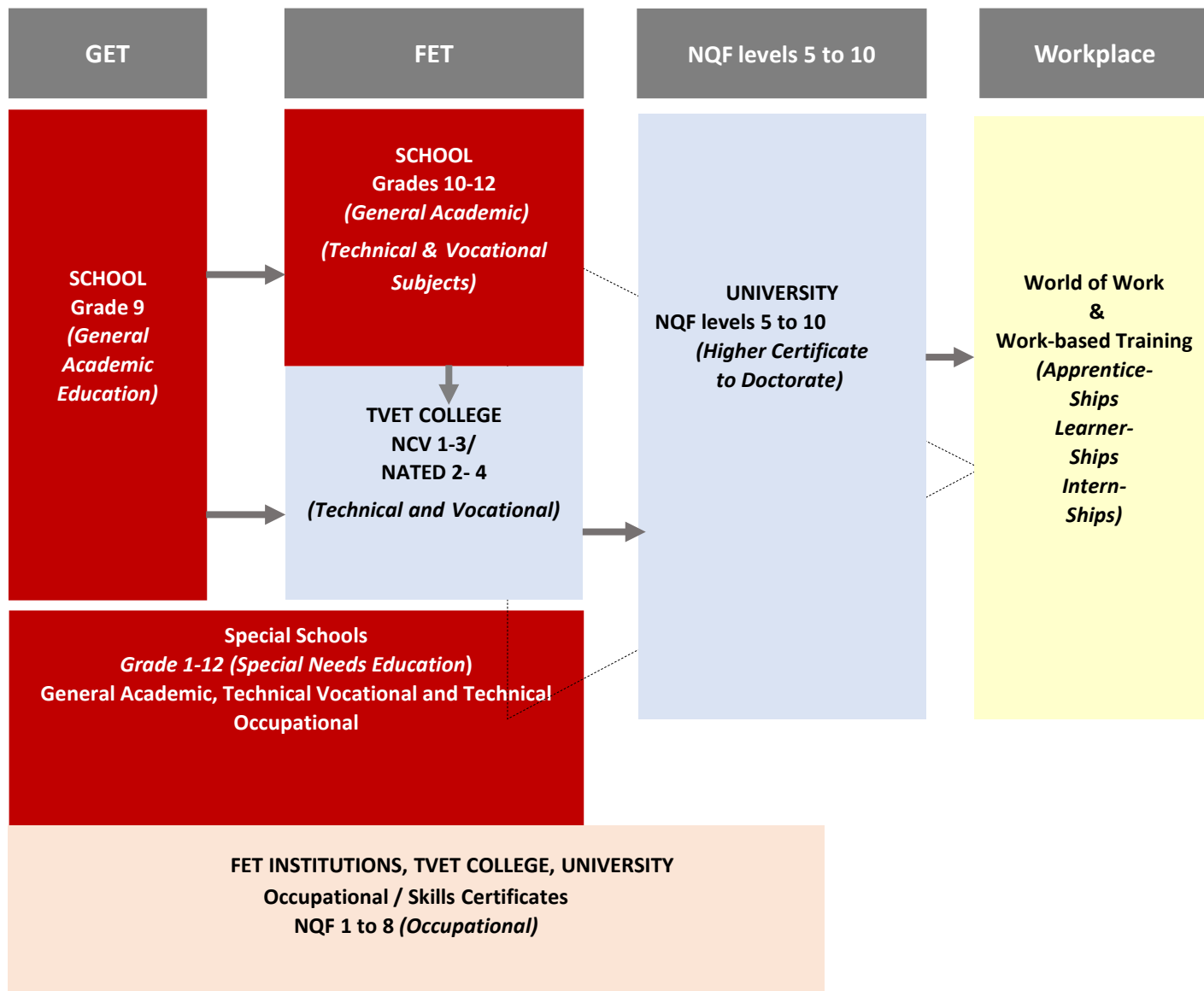
# THREE STREAMS MODEL

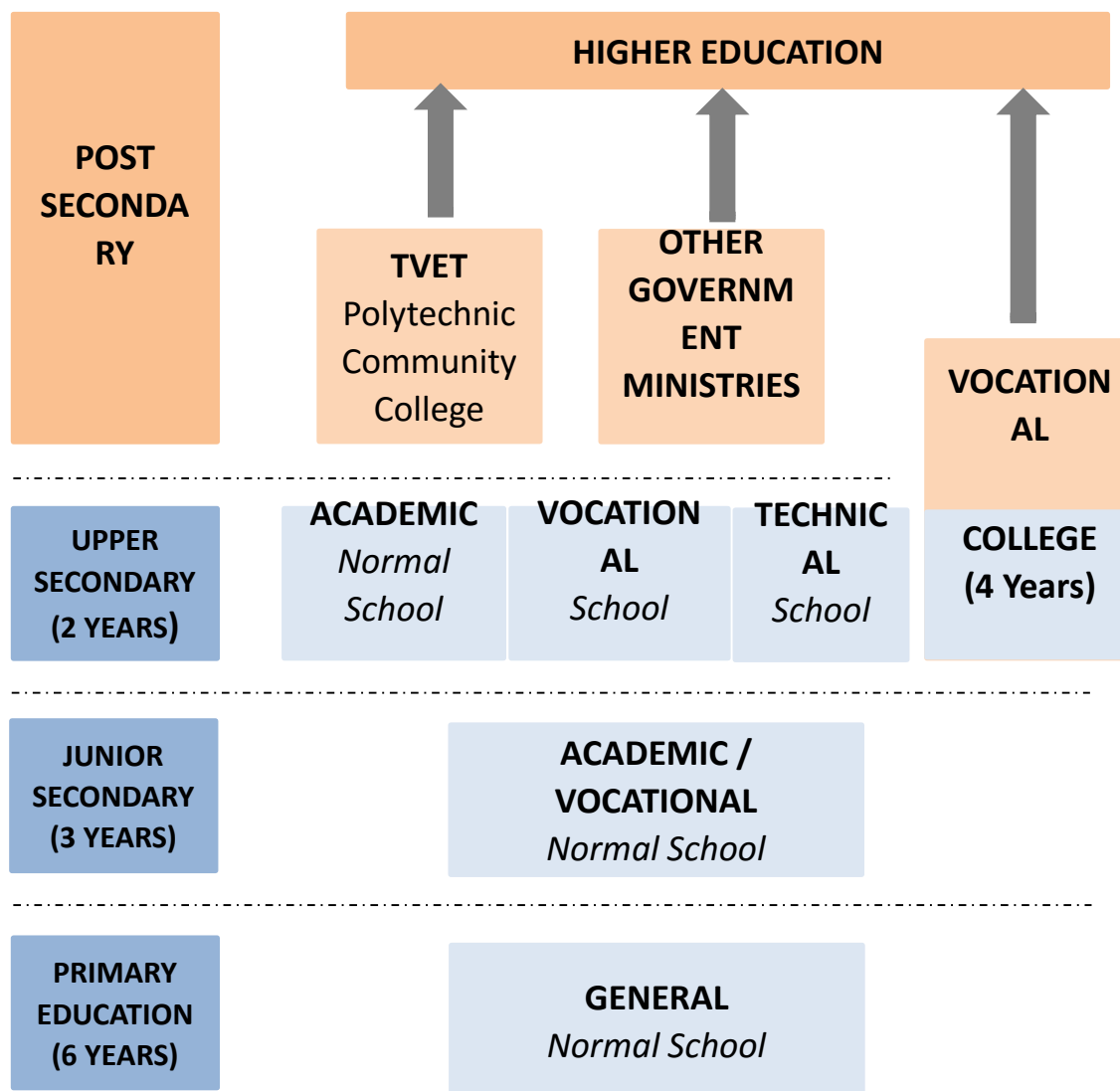


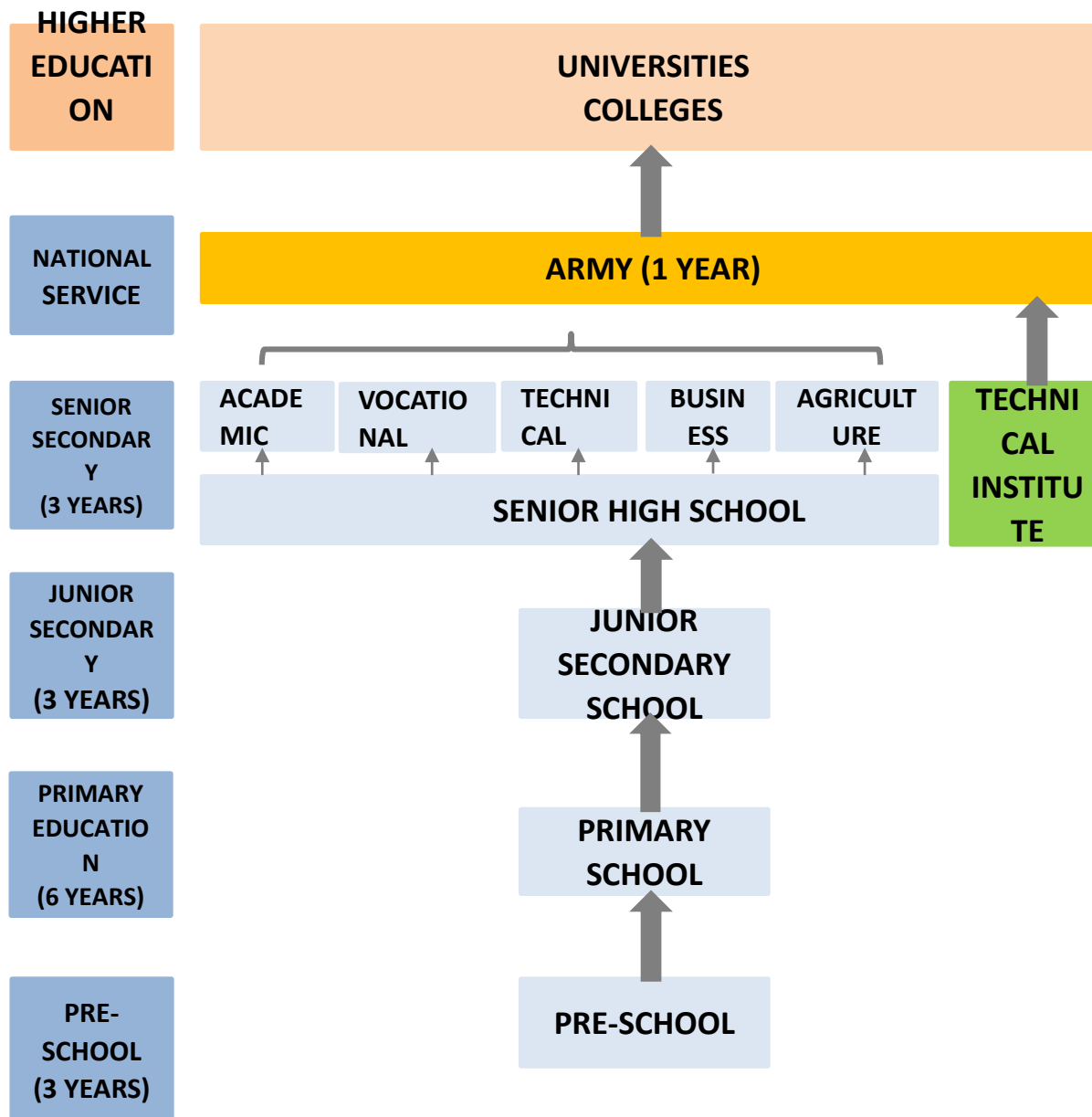
# Current Status

- a) The current curriculum offerings are overwhelmingly focused on the Academic pathway
- b) This is to the detriment of the Technical Vocational and Technical Occupational pathways.
- c) Directly contributed to the high failure and drop-out rates.
- d) Learners who do not meet requirements for university admission generally miss the opportunity to contribute to skills and competencies needed by the economy.

# Current Pathways



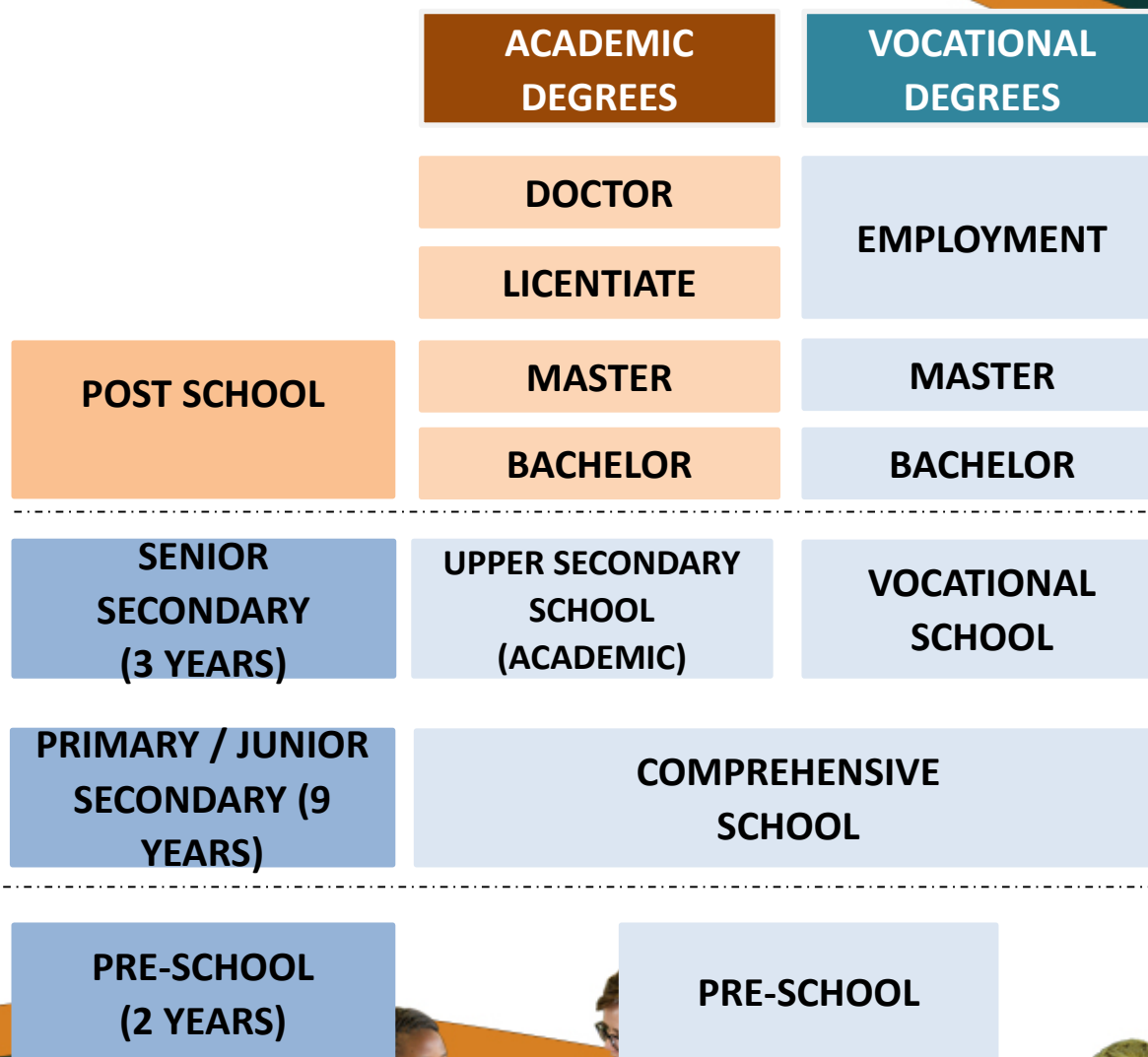






Every child is

**Finland**



# Lessons from International Programmes

## Malaysia

- The Vocational curriculum is introduced at Lower Secondary School level;
- Choices in respect of Academic, Technical and Vocational pathways commences at Upper Secondary School level; and
- Technical and Vocational programmes are offered over four at College level.

## Ghana

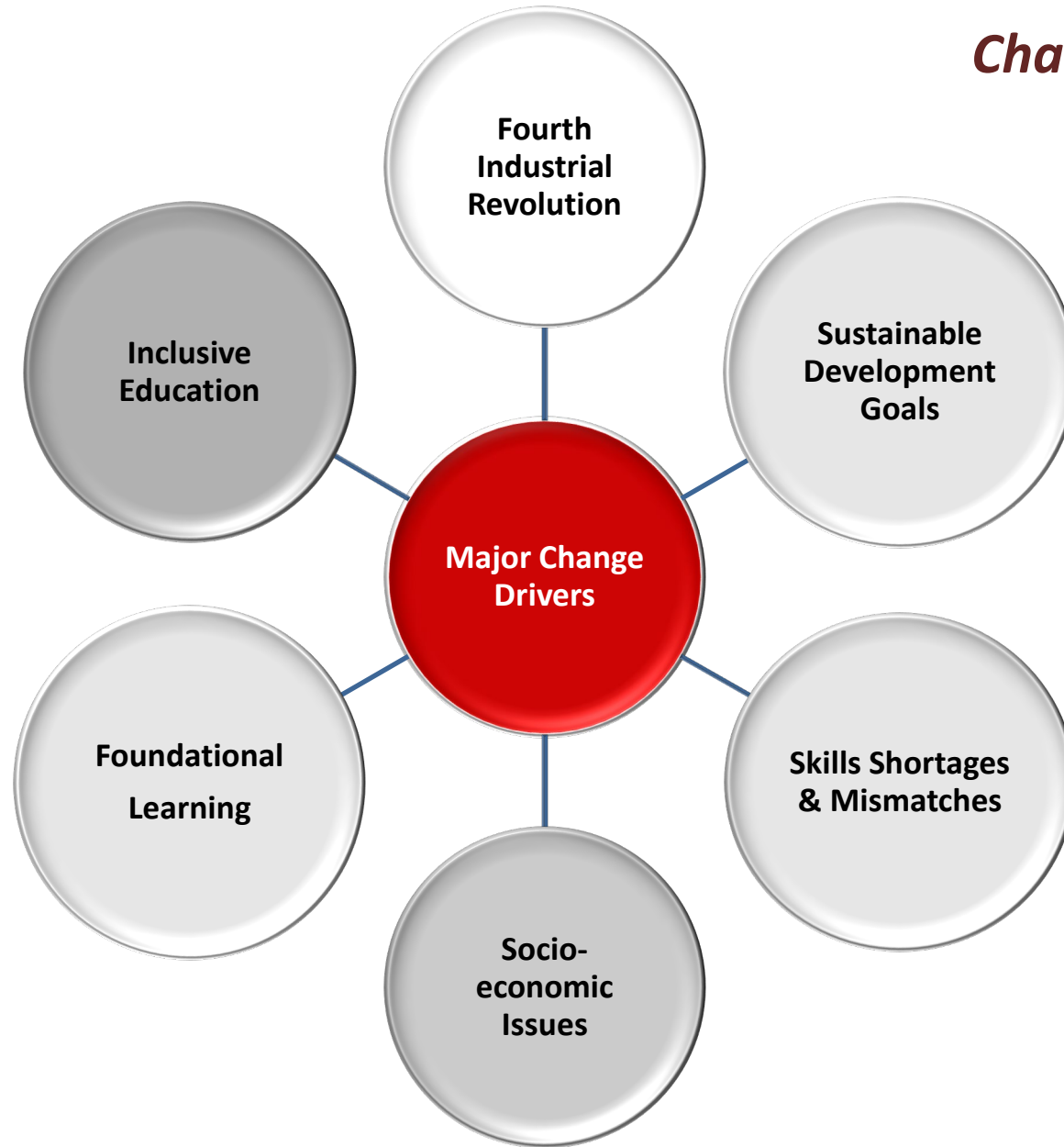
- The Upper Secondary School level is a three-year programme offering the Academic, Vocational, Technical, Business and Agricultural curricula; and
- Streaming of learners to different pathways commences at Upper Secondary level.

## Finland

- For the first 9 years of schooling, the curriculum is mainly comprehensive; and
- Streaming commences at Upper Secondary School level into Academic and Vocational.

The DBE is therefore in line with other education systems in as far as introducing the Technical Vocational and Technical Occupational Pathways in addition to the General and Academic pathway.

## *Change drivers*

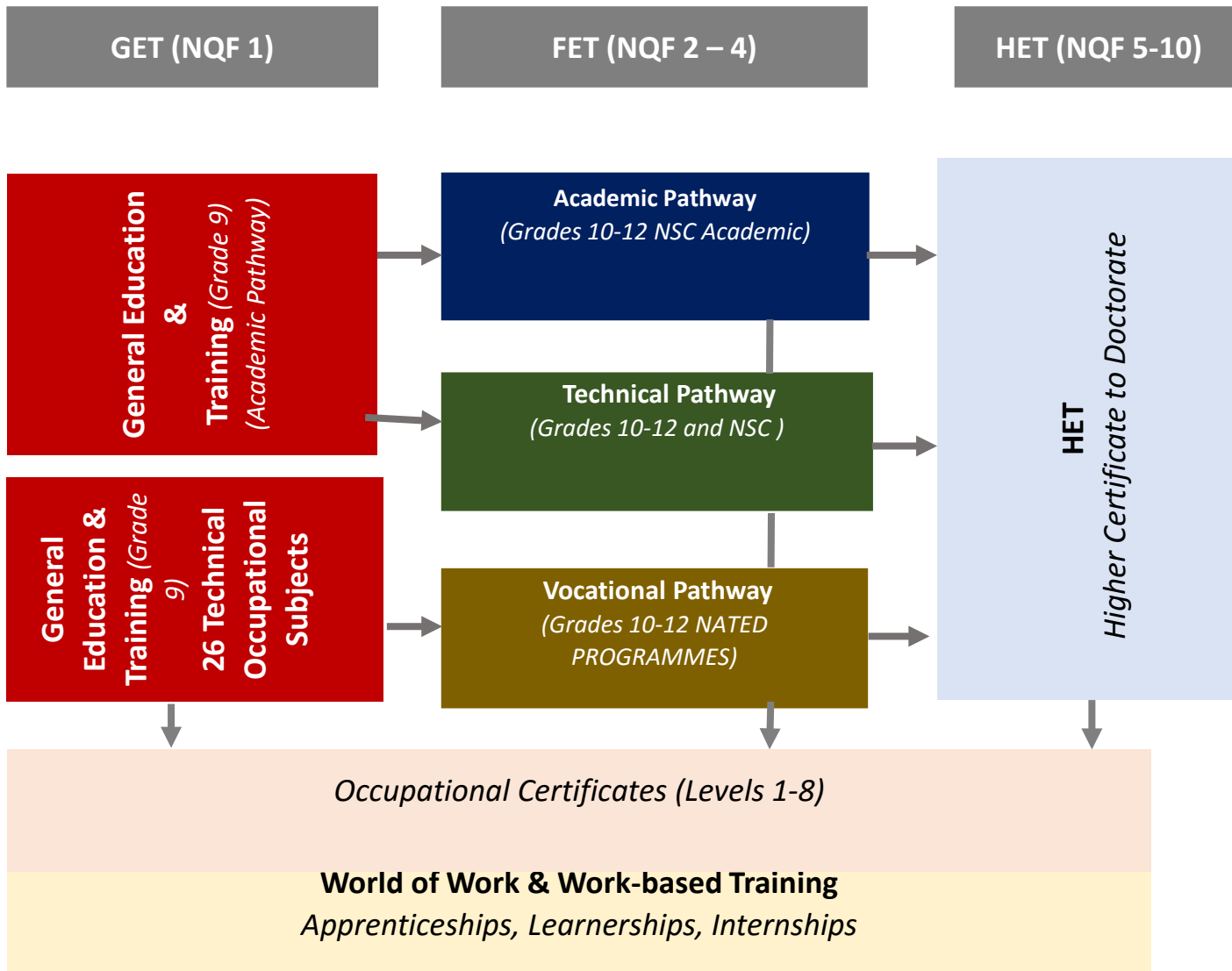




# Three Stream Model: Objectives

- a) To implement curriculum offerings which **meet the diverse needs** of the young people of the country;
- b) To **empower learners** to be **creative and organised system thinkers**;
- c) To **promote the acquisition of skills and competencies** for a **changing world**;
- d) To **improve the quality of and efficiency of learning outcomes** throughout the sector.
- e) To ensure the **parity of esteem** by providing for articulation and portability across the programmes.

# *Proposed three stream model*



# Governance Structure

- a) A Ministerial Task Team (MTT) was appointed in January 2018 to oversee the introduction of the Three Stream Model in the DBE sector
- b) The MTT is constituted by representatives from different stakeholders including: DHET; SAQA; Umalusi; QCTO; CHE; NGOs; etc.
- c) Several meetings have already been held to unpack the mandate and to continuously make recommendations to the Minister.
- d) Establishment of an Inter-Ministerial Task Team is being explored.
- e) Four Work Streams have already been established within the MTT including one for Qualifications to revamp the General Education Certificate (GEC)

# The Technical Pathway

- a) The first NSC examination was written in the 12 new Technical subjects in October/November 2018.
- b) Compared to other forms of Mathematics, Technical Mathematics performed poorly during 2018.
- c) EGD experienced a slight drop in performance during 2018 compared to 2017.
- d) The sector has already put plans in place to improve performance during 2019.

# Technical Occupational (TO) Subjects: Progress and Plans

| Progress   | Planned Activities  | Time Frames   |
|--|---|---------------|
| 26 Technical Occupational subjects were reviewed in September 2017, and were subsequently published for public comment.            | Consolidation of public submissions to finalise the subjects  | February 2019 |
| The 26 TO subjects were distributed to 102 schools by March 2018   | Submission of final draft subjects for approval to Policy.  | May 2019      |
| A <b>Ministerial Task Team (MTT)</b> was established in <b>January 2018</b> to oversee the introduction of the Three Stream Model. | DBE is finalising a <b>General Education Certificate (GEC)</b> for all learners to be issued at the end of <b>Grade 9</b> . | March 2019    |



# **POLICY ON PROGRESSION AND MULTIPLE EXAMINATION OPPORTUNITY**



# Background and Context

- a) In terms of the Regulations pertaining to the National Curriculum Statement Grades R-12, promulgated as Notice No. R1114, in Regulation Gazette No. 9886 of 28 December 2012, a learner **may only be retained once** in the Further Education and Training Phase in order to prevent the learner from being retained in this phase for longer than four years.
- b) **Policy on Progression** has been applied in the FET band since 2013. But this policy has been applicable in the GET band since Curriculum 2005.
- c) The **implementation** of the Promotion and Progression Policy in Grades 10 -12, has attracted considerable attention from various quarters.
- d) Implementation of Promotion and Progression Policy in the GET has not raised any eyebrows.

# Rationale for Progression

- a) Policy on Progression is intended to **minimise** the **high drop** out rate and **maximise** school through-put.
- b) The notion of **progressed learners** is not new in our education system and internationally.
- c) Consistent with international **best education practice** in countries such as Finland, Sweden, Denmark, Japan, Korea, and the United Kingdom.
- d) These countries however, implement a very **strong learner support programme** based on addressing individual learner's needs.



# Pre-conditions for Progression

- (a) Progression limited from 2016 and beyond
- (b) Additional criteria for a learner to be progressed:
  - must pass four of the seven subjects
  - must pass Language of Learning and Teaching (LoLT)
  - must have attended school on a regular basis.
  - must have complied with the SBA requirements
- (c) DBE developed a Guideline to assist schools in the implementation of the Progression dispensation.

# Multiple Examination Opportunity (MEO)

- a) Performance of progressed learners will be monitored in the Grade 12 year, and based on a consultative process with the parent, learners will be advised to write the examination in a limited number of subjects.
- b) The number of subjects for which learners will be allowed to sit for in the examination, will be made post the preparatory examination
- c) Progressed learners who demonstrate an acceptable level of achievement in all subjects will be allowed to write all six subjects.
- (e) Learners who write the limited number of subjects will be allowed to write the remaining subjects in the June examination, post the November examination.
- (f) June examination from 2017 offered all subjects to cater for these learners



# Criteria for Multiple Opportunity

- (a) The following conditions must be satisfied by a learner before he/she is allowed to exercise the multiple examination option:

The Learner must:

- i. be a progressed learner.
- ii. have completed all his/her SBA requirements in all seven subjects.
- iii. have attended school regularly (not absent for more than 20 days without a valid reason)
- iv. have written the Preparatory examination in all subjects.
- v. have failed a minimum of three subjects.

- (c) The learner selecting the Multiple Examination Option must write a minimum of three subjects in his first year (excluding LO) and must have written all seven subjects by the second year.

- (d) The decision to opt for the Multiple Examination route must be made by the principal after consulting the parent.



# GENERAL

- a) Denmark, Japan, Korea, Norway, and Sweden have traditionally followed automatic promotion policies.
- b) Other countries such as France (40%), Netherlands, Belgium and Spain (30%) and Germany and Switzerland (25%), retention rate.
- c) The appropriate policy choice is likely to depend on the existence of supplementary programs, such as extra help in the regular classroom and before and after school programmes, for at-risk learners
- d) High repetition rates at the end of primary school, as is the case with many African countries, results in a bottleneck in the next education phase.
- e) Mandatory promotion, without learner support, could simply push those learners out of school
- f) Studies have found that grade repetition is higher for children who come from poorer homes and schools

# GENERAL

- a) According to Programme for International Student Assessment's (PISA) Education Rankings report (2009), the top nations in reading, Mathematics and Science are China, Korea, Finland, Singapore, New Zealand, Japan, and Canada. Grade retention is uncommon or restricted in all of these countries.
- b) Countries such as Belgium, France, Spain, Luxembourg, Portugal, Austria rank relatively low on PISA's list, with all but Belgium and France below the 25th-place-mark. These countries use grade retentions (Up to 30%)

# THE FINNISH EXPERIENCE

- a) Repeating a grade as a consequence of inadequate academic or behavioural progress was a common way of treating 'failing' students in Finnish schools until the early 1970s.
- b) In 1972 a new comprehensive approach driven by the idea that all students are able to achieve common academic and social goals through individualized, **choice-based educational streams** in the upper grades, was adopted.
- c) Repeating an entire year was an inefficient way of addressing learning deficiencies because the focus is not on the areas in which the learner needs help.
- d) The impact of being sent back to a class with younger peers was often demoralising.

# THE FINNISH EXPERIENCE

- e) Rather than repeating an entire grade, a student only repeats those courses that were not passed satisfactorily.
- f) Finnish experience shows that grade repetition, in most cases, led to increased social inequality rather than helping students to overcome academic and social problems.
- g) Minimising grade repetition has only become possible because special education has been integrated into the learning programme of every school.
- g) The success of the modular structure in upper secondary, and intensified counselling in schools: only 4% drop out during general upper secondary school.
- h) **Grade repetition is a blunt instrument to cure learning problems. Its like asking a brain surgeon to operate on brain tissue using a kitchen knife.**

# JAPAN

- a) Automatic promotion is an official principle in Japan
- b) Features consistently among the world's top-performing systems in international competency tests among 15-year-old learners
- c) Since the adoption of the Fundamental Law on Education in 1947, the high school attendance rate had grown from 43% to 98%. University attendance had climbed from 10% to 49%.
- d) A key to Japan's success in education has been the traditional belief that all children can be achievers.



# RWANDA

- a) In a bid to curb the drop out rate in schools, the education ministry in 2001, issued guidelines on class promotion, repetition and dropout.
- b) The guidelines aimed at making sure that no student repeated a class or, at worst, not more than 10 percent.
- c) As a result, the number of students at primary school level has more than doubled. There are almost nine times more students in secondary schools and those in higher education are 17 times more than before.

# UGANDA

- a) Uganda implemented the automatic promotion policy in 2005 as an interventionist strategy aimed at eliminating, if not reducing, grade repetition, reducing school dropout, improving pedagogical duration and efficacy.
- b) Pass rates in English and Mathematics at Grade 3 were respectively 37% and 44% in 2004. In Grade 6 it was 25% and 27% respectively. By 2010 literacy and numeracy at Grade 3 level improved to 57% and 72% respectively.

# Challenges

- (a) Limited support to progressed learners.
- (b) Progression in the GET band is being implemented with no fuss.
- (c) Decision to MEO is made by the first week of October – too late for MEO subjects to be excluded from admission letter.
- (d) Principals manipulate the MEO decision to remove weak learners from writing all six subjects – not included in the overall results of the school.
- (e) Parents are not informed on a quarterly basis of the progress of MEO candidates.
- (f) No support to MEO candidates after their first sitting
- (g) MEO candidates in certain schools in 2017 and 2018, disrupted the examination.
- (h) How do you deal with a MEO learner, who decides to write the subject on the day of the examination.

# NSC 2016 Progressed Learners

| Province        | Progressed 2015 | Progressed 2016 | Difference 2016-2015 |
|-----------------|-----------------|-----------------|----------------------|
| EASTERN CAPE    | 12 304          | 14 243          | 1 937                |
| FREE STATE      | 8 187           | 6 810           | -1 377               |
| GAUTENG         | 5 198           | 11 573          | 6 375                |
| KWAZULU-NATAL   | 10 633          | 28 036          | 17 403               |
| LIMPOPO         | 13 227          | 22 225          | 8 998                |
| MPUMALANGA      | 5 228           | 13 350          | 8 122                |
| NORTH WEST      | 3 767           | 7 556           | 3 789                |
| NORTHERN CAPE   | 2 280           | 2 549           | 269                  |
| WESTERN CAPE    | 4 847           | 3 019           | -1 828               |
| <b>NATIONAL</b> | <b>65 671</b>   | <b>109 391</b>  | <b>43 718</b>        |



# NSC 2017/18 PROGRESSED LEARNERS - NATIONAL

| Province      | 2017          |               |              | 2018          |               |              |            |
|---------------|---------------|---------------|--------------|---------------|---------------|--------------|------------|
|               | No Progressed | Total Entered | % Progressed | No Progressed | Total Entered | % Progressed | Difference |
| Eastern Cape  | 10 937        | 82 257        | 13.3%        | 16 708        | 81 842        | 20.4%        | 5 771      |
| Free State    | 5 288         | 27 723        | 19.1%        | 6 588         | 29 209        | 22.6%        | 1 300      |
| Gauteng       | 13 574        | 108 522       | 12.5%        | 15 692        | 107 166       | 14.6%        | 2 118      |
| KwaZulu-Natal | 27 653        | 153 125       | 18.1%        | 36 186        | 151 166       | 23.9%        | 8 533      |
| Limpopo       | 23 254        | 100 041       | 23.2%        | 24 858        | 96 840        | 25.7%        | 1 604      |
| Mpumalanga    | 13 698        | 59 500        | 23.0%        | 14 409        | 57 867        | 24.9%        | 711        |
| North West    | 7 432         | 35 733        | 20.8%        | 8 162         | 34 718        | 23.5%        | 730        |
| Northern Cape | 2 314         | 10 519        | 22.0%        | 2 647         | 12 157        | 21.8%        | 333        |
| Western Cape  | 3 280         | 51 735        | 6.3%         | 3 384         | 53 768        | 6.3%         | 104        |
| National      | 107 430       | 629 155       | 17.1%        | 128 634       | 624 733       | 20.6%        | 21 204     |



# PERFORMANCE OF PROGRESSED CANDIDATES

## - NSC 2018

| Provinces       | Progressed Candidates |                           |               |             |
|-----------------|-----------------------|---------------------------|---------------|-------------|
|                 | Entered               | Wrote<br>(all 7 subjects) | Achieved      | % Achieved  |
| Eastern Cape    | 16 708                | 3 775                     | 2 131         | 56.5        |
| Free State      | 6 588                 | 3 466                     | 2 260         | 65.2        |
| Gauteng         | 15 692                | 5 594                     | 3 935         | 70.3        |
| Kwazulu-Natal   | 36 186                | 5 097                     | 3 229         | 63.4        |
| Limpopo         | 24 858                | 6 279                     | 3 507         | 55.9        |
| Mpumalanga      | 14 409                | 4 074                     | 2 635         | 64.7        |
| North West      | 8 162                 | 2 870                     | 1 632         | 56.9        |
| Northern Cape   | 2 647                 | 532                       | 214           | 40.2        |
| Western Cape    | 3 384                 | 1 725                     | 579           | 33.6        |
| <b>National</b> | <b>128 634</b>        | <b>33 412</b>             | <b>20 122</b> | <b>60.2</b> |

# GENERAL EDUCATION CERTIFICATE (GEC)



# General Education Certificate

- (a) There is a need for a General Education Certificate at the end of Grade 9 to ensure the following:
- Setting of a standardised assessment at the end of nine years of teaching and learning.
  - Streaming of learners into the three streams.
  - Formal recognition of learner performance at a level prior to Grade 12 .
- (b) However, this standardised assessment should not replicate the NSC examination.



# GET Examination System

| RECOMMENDATION  | PROGRESS   | CHALLENGES  |
|---|--|---|
| (a) Develop a GET examination system at the end of Grade 9. | <p>Plan is to:</p> <ul style="list-style-type: none"><li>• Develop a concept document on the purpose, form and structure of the GET examinations.</li><li>• Investigate the financial and administrative implications of a national examination at the end of Grade 9.</li><li>• Pilot a national examination in selected subjects at the Grade 9 level.</li><li>• Implement a full scale examination across all subjects in Grade 9</li></ul> | <ul style="list-style-type: none"><li>• Developing a system that is fit for purpose and is not a replication of the NSC examination</li></ul> |



# CONCLUSION



# Conclusion

- (a) Over the last five years there has been **stability in the Curriculum Policy** environment.
- (b) This has resulted in **increased teacher confidence** in the current curriculum and a refinement and improvement in the support material.
- (c) The DBE will ensure that there is **no significant changes** in curriculum policy over the next few years so as to allow for consolidation and additional opportunities to address the implementation gaps.
- (d) Despite the challenges, **the system is on a rise** in the key areas relating to access, equity, redress and inclusivity

*Every child is a National Asset*

*Thank you!*

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