5/9/2012

Dinaledi Schools

Presentation to Portfolio Committee 09 May 2012



BACKGROUND

- In 2001 government launched the National Mathematics, Science and Technology Education (NMSTE) Strategy to address and improve the performance in mathematics and science outputs
- The Strategy was focused at improving the quality of teaching and learning in mathematics and science, and increasing number and quality of learner passes in maths and science at Grade 12 level
- In 2005, government re-affirmed the commitment to the NMSTE strategy and set the system a target of doubling learner performance in HG mathematics and science to 50 000 by 2008
- The Dinaledi School Project was also established to give targeted support to raising the participation and performance especially of black learners and girl learners in these subjects in selected schools





STRATEGIC OBJECTIVES OF THE NATIONAL STRATEGY FOR MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION

- 1. Set performance targets in all schools
- 2. In every classroom a qualified and competent teacher
- 3. Improving the language of teaching and learning (LOLT)
- 4. Identifying and nurturing talent and potential
- Co-operation with the Department of Science and Technology -NSW, camps, etc.
- 6. Partnerships with relevant stakeholders resources and technical support
- 7. Evaluation and monitoring of MST in provinces
- 8. Introduce ICTs in all schools



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DINALEDI SCHOOL PROJECT

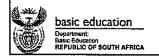
Province	Number of schools							
	2001-2004	× 2006	2007	2008				
Eastern Cape	15	60	60	60				
Free State	6	30	35	36				
Gauteng	11	70	101	101				
KwaZulu-Natal	23	70	84	88				
Limpopo	23	50	51	51				
Mpumalanga	7	30	44	46				
North West	7	40	51	53				
Northern Cape	4	10	17	17				
Western Cape	6	40	45	48				
TOTAL	102	400 (77)	488 (371)	500 (478)				

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OBJECTIVES OF THE DINALEDI SCHOOL PROJECT

- The Dinaledi schools are intended to raise the participation and performance by historically disadvantaged learners in SC mathematics and physical science
- The project is designed to provide a cost-effective way of channeling scarce resources in the context of competing priorities
- The project is a short term approach to provide adequate learning and teaching facilities to selected schools with potential to address the objectives of the MST Strategy



Total Number of learners writing and passing Mathematics in Dinaledi schools - 2011 NSC Pass30-399% Pass 10-<20% Pass20-<30% Total Wrote Province Name EASTERN CAPE GAUTENG KWAZULU-NATAL LIMPOPO 59% NORTHERN CAPE basic education Department: Basic Education REPUBLIC OF SOUTH AFRICA

						-/"					2011					
	Total Number Who Wrota	Number passing +>50%	Total Wrote	Number parsing so 50%	Dinalesi passes as '% ol letal passesg	Total Number Who Wrote	Muraber packing =050%	Total Wrote	Number parating vo-50%	Dinated: passes as % of total passing	Total Humber Who Wrote	Number passing es-SOS	Total Wrote	Humber passing #550%	Unsafed passers a % of total passering	
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EC .	43251	4933	5680	969	20%	38801	4432	5682	1744	39%	38 067	4 150	6053	852	21%	
FS	13258	2652	2755	602	23%	11003	2099	2662	872	42%	10 001	2 085	2538	561	26%	
GP	47365	12784	12071	3195	25%	40024	11903	10052	3543	30%	32 665	10 053	8472		1	
KZN	74215	11740	10403	2547	22%	65973	11281	9756	3262	29%	61 483	7 867	8936	2499	25%	
LP	50342	6758	5494	1859	25%	49192	6684	6045	2117	32%	35 118	5.448	4789	1659	21%	
MP	24860	3471	3946	753	22%	24167	3764	3913	1123	30%	19 899	3 549		1319	24%	
NW	13885	2898	4603	1190	41%	12703	2690	4334	1548	57%	9.818	2 042	3646	771	_22%	
NC	4020	604	1221	144	24%	3627	764	1172	379	50%	3 280	631	3519	769	38%	
WÇ	19210	6939	4748	1134	16%	17544	85 6 9	4164	1415	22%	14 304	5.763	1008	177	28%	
Total	290407	52779	50921	12213	23%	263034	50195	47780	16001	32%	224 635	5763	3122	815	14%	



The number of learners enrolling and passing Physical Sciences in Dinaledi schools - 2011 NSC

Province	Total Wrote	Achleve 0-9.9%	Achieve 10-19.9%	Achieve 20-29.9%	Achieve 30-39.9%	10-49.9%	10-59.9%	%6.69.9%	0-79.9%	0-89.9%	90-100%	Pass	55
Prov	Totall	Achleve	Achieve	Achleve	Achieve	Achleve 40-49.9%	Achieve 50-59.9%	Achleve 60-69.9%	Achieve 70-79.9%	Achleve 80-89.9%	Achieve 90-100%	Total Pass	% Pass
EASTERN CAPE	26 367	683	6 293	6 687	5 860	3 079	1783	952	568	330	124	12 696	48%
FREE STATE	9 901	115	1 788	2 3 1 4	2 216	1 414	846	556	337	213	102	5 684	57%
GAUTENG	28 605	338	5 222	5 5 3 8	5 365	3 814	2 947	2 237	1 652	1071	421	17 507	61%
KWAZULU-NATAL	45 340	599	8 870	11 391	10 503	6 169	3 553	2 030	1 189	702	331	24 477	54%
LIMPOPO	30 874	363	6 365	7 429	7 145	4 370	2513	1 409	770	369	141	16 717	54%
MPUMALANGA	17 280	315	3 719	3 959	3 5 4 0	2 264	1552	950	592	301	88	9 287	54%
NORTH WEST	8 624	95	1 495	1 985	1 945	1 244	767	518	318	188	69	5 049	59%
NORTHERN CAPE	2 667	56	694	710	471	283	186	129	70	55	13	1 207	459
WESTERN CAPE	10 927	149	1763	1750	1 716	1385	1119	1 009	904	740	392	7 265	669
TOTAL	169 658	2.564	34 446	40 013	37 045	22 637	14 147	8 781	5 496	3 229	1 289	92 624	-559



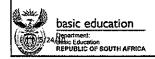


Comparison between 2009 to 2011 of the total learners enrolling and passing Physical Science at 50% and above in Dinaledi schools vs national

Prov			2009	2010					2011						
	Total Number Who Wrote	Number passing so-50%	Total Wrote	Number passing so-50%	Dinaledi passes as % of total passing	Total Sumber Who Wrote	Number passing w-50%	Total Wrote	Number passing #950%	Dinaledi passes as % of total passing	Total Number Who Wrote	Number passing xx50%	Total Wrote	Number passing up50%	Dinaled pesses as % of total passing
	(Piat)	(Plat)	Dinaled	Dinaied		(Plat)	(PEA)	Dinaledi	Dinziedi		(Nat)	(Mat)	Dinaledi	Dictaledi	
EC	30121	1675	4042	281	17%	27163	3348	4181	1405	42%	26 367	3 757	4325	808	227
FS	12010	1221	2374	276	23%	10592	1781	2273	769	43%	9 901	2 054	2224	546	277
GP	39554	5561	0753	1383	25%	33763	8849	8125	3006	34%	28 605	8 328	7255	2075	25%
KZN	50470	5114	7447	1153	23%	47323	8545	6920	2624	31%	45 340	7 805		1573	
LP	39469	2686	4261	798	30%	39523	5410	4970	1755	32%	30 874	5 202	9624 3684	1286	205
MP	20666	1362	3465	288	20%	20139	2992	3219	1014	34%	17 280	3 483	3028	755	229
NW	12140	1255	4004	500	40%	11270	2098	3869	1306	62%	8 624	1 860	2948	684	379
NC	3103	278	997	49	18%	2965	516	973	280	54%	2 667	453	797	115	25%
WC	13349	3110	3102	480	15%	12626	4314	2951	1058	25%	10 927	4 184	2516	712	17
Total	220882	22262	39445	5188	23%	205364	37853	38861	13217	35%	169 658	32 942	33401	8554	261



Implementation of the Dinaledi schools Conditional Grant



2011 Dinaledi Schools Conditional Grant

- The Dinaledi schools project has been granted R70 million in 2011/12, R100 million in 2012/13 and R105 million 2013/14 to improve the participation and performance of learners in Mathematics and Physical Science in line with the National Strategy for Mathematics, Science and Technology Education (NSMSTE).
- The purpose of the conditional grant is to promote Mathematics and Physical Science teaching and learning, improve learner performance in Mathematics and Physical Science in line with the Action Plan 2014 and also improve teacher's content knowledge of Mathematics and Physical Science.



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Provincial allocation of Funds

Province	2011/12 Allocation
Eastern Cape	8 400
Free State	5 040
Gauteng	14 140
KwaZulu-Natal	12 320
Limpopo	7 140
Mpumalanga	6 440
Northern Cape	2 380
North West	7 420
Western Cape	6 720
TOTAL	70 000



Provincial transfers and expenditure as at March 2012

Province	Total transfers as at Jan 2012 R'000	Actual Spending as at End Mar 2012 R'000	Balance R'000	% Spent of transfers	% Spent per total
EASTERN CAPE	8 400	8 396	4	99.95%	99.95%
FREE STATE	5 040	4 816	224	95.56%	95.56%
GAUTENG	14 140	14 140	0	100.00.%	100.00%
KWAZULU-NATAL	12 320	13 543	-1 223	109.93%	109.93%
LIMPOPO	4 998	607	6 533	12.14%	8.50%
MPUMALANGA	6 440	5 696	744	88.45%	88.45%
NORTHERN CAPE	2 380	2 379	1	99.96%	99.96%
NORTH WEST	7 420	6 584	878	88.17%	88.17%
WESTERN CAPE	6 720	317	37	37%	99.45%
TOTAL	67 858	62 802	7 198	92.55%	89.72%



The grant is intended to do the following

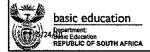
- Address textbook shortages by ensuring that each learner in Grades 8, 9, 10, 11 and 12 have 7 textbooks.
- Provide Mobile Science laboratories to 300 Dinaledi schools that do not have access to laboratories.
- Provide Mathematics kits for 500 Dinaledi schools.
- Provide 300 ICT laboratories in Dinaledi schools.
- Install televisions to receive educational TV Broadcasts and solutions to 500 Dinaledi schools
- Provide 50 computers in each of the 500 schools.
- Provide Mathematics, Physical Science and English FAL teaching and learning software to 500 Dinaledi Schools.
- Train 2 000 teachers on content knowledge in mathematics, physical science and English First Additional Language.
- Distribute a diagnostic tool to assess, measure and address learning and teaching deficiencies in mathematics, physical science and English First Additional Language to 500 Dinaledi Schools.
- Develop capacity of principals in 90 Dinaledi schools that achieved below 60% pass rate in the 2010 National Senior Certificate examinations.
- Train and support Grade 8, 9 and 10 learners in 500 Dinaledi schools to participate in mathematics and science Olympiads



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Provincial allocations for the current financial year 2012/13 financial year

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				1000				
		Province	2012/13 Allocation	AprJun 2012	Jul – Sept 2012	Oct - Dec 2012	Jan - Mar 2013	
	Dinaledi	Eastern Cape						
(Vote 15)	Schools		11 964	3 589	3 589	2 393	2 393	
	Grant	Free State	7 179	2 154	2 154	1 436	1 435	
		Gauteng	20 139	6 042	6 042	4 028	4 027	
		KwaZulu-Natal	17 547	5 264	5 264	3 510	3 509	
		Limpopo	10 169	3 051	3 051	2 034	2 033	
		Mpumalanga	9 172	2 752	2 752	1 834	1 834	
		Northern Cape	3 391	1 017	1 017	679	678	
		North West	10 568	3 170	3 170	2 114	2 114	
		Western Cape	9 571	2 871	2 871	1 915	1 914	
		TOTAL	99 700	29 910	29 910	19 940	19 940	



Assessment of Department of Basic Education monitoring capacity

The Dinaledi schools grant is managed by four (4) officials at national level who are appointed as Assistant Directors x 2 and Admin Clerks x 2. At the provincial level there is no official appointed to manage the grant and its activities instead curriculum specialists at least two (2) per province who are responsible for Mathematics and or Science are there ones who coordinate the grant related activities. The latter has generally had a negative impact of under spending in seven (7) out of nine (9) provinces. There is a need for the appointment of a project manager in each province.





Challenges

- Lack of Human resource at both National and provincial level
- Procurement processes in provinces



