

Quality Education for All:

South Africa's quest for the "Holy Grail"?

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Centre for Evaluation and Assessment

Presentation for the University of Pretoria

Vice Chancellor's Expert Series

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YUNIBESITHI YA PRETORIA

Denkeleiers • Leading Minds • Dikgopolo tša Dihalefi

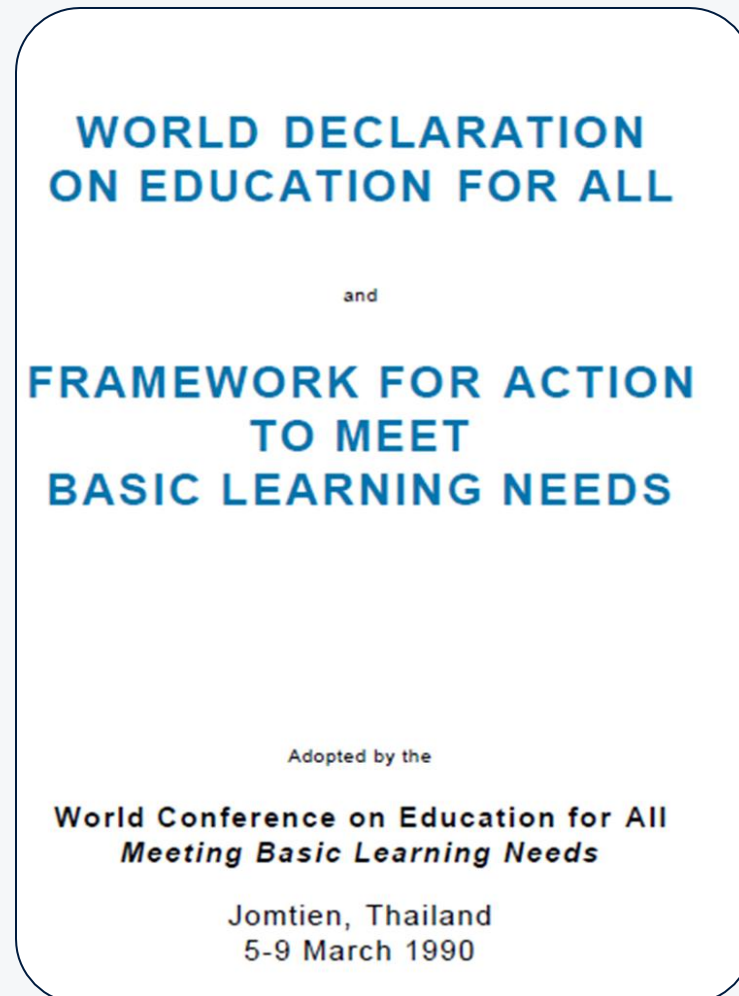
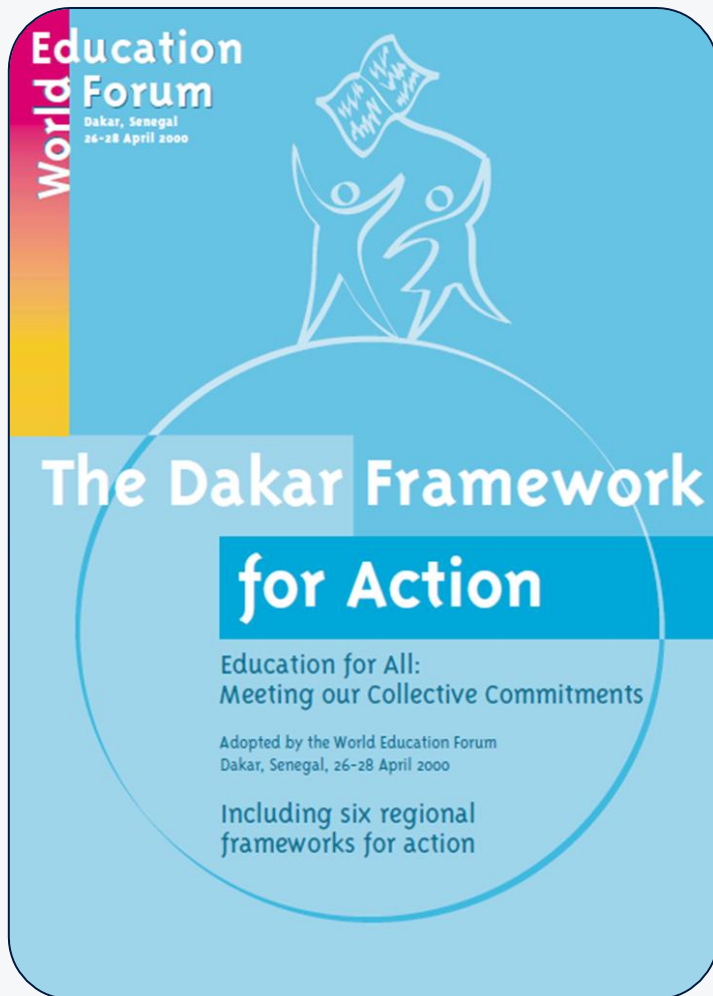
Overview

- UNESCO and Education for All
- South Africa status on Education for All
- Monitoring and challenges facing South Africa's quest for Quality Education for All
- The Quest forward

Key Questions

- To what extent is South Africa providing Education for All?
- To what extent is Quality Education being offered to All in South Africa?

UNESCO and Education for All



Right to Education

- 1948 Universal Declaration of Human Rights and subsequent treaties establish the right to education.
- 1989 Convention on the Rights of the Child reaffirms the right to free and compulsory primary schooling.
- Articles 28 & 29: State signatories must
- “recognize the right of the child to education ...
- [that develops] the child’s personality, talents
- and mental and physical abilities.”

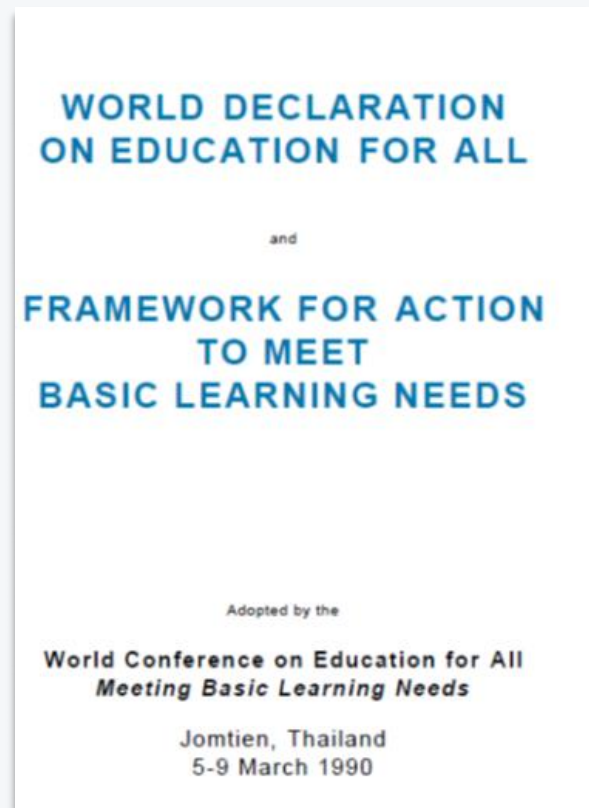
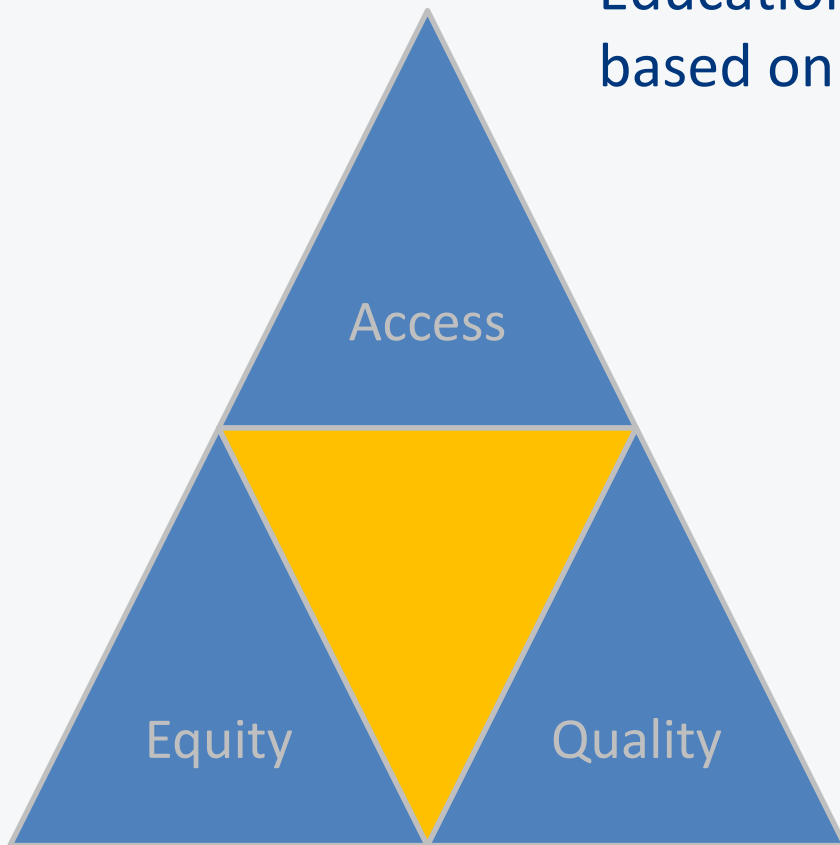




DBE , 2010

Jomtien Declaration 1990

The UNESCO conference defined the Education for All concept and its goals based on 3 tenets



Dakar Framework for Action 2000

- 164 governments adopted a Framework for Action
- 6 Education for All goals



1. Expansion of early childhood care and education

2. Achievement of universal primary education

3. Development of learning opportunities for youth and adults

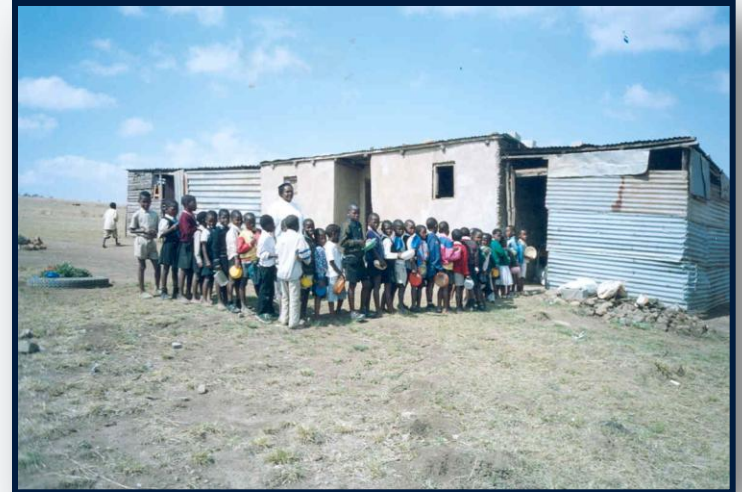
4. Spread of literacy

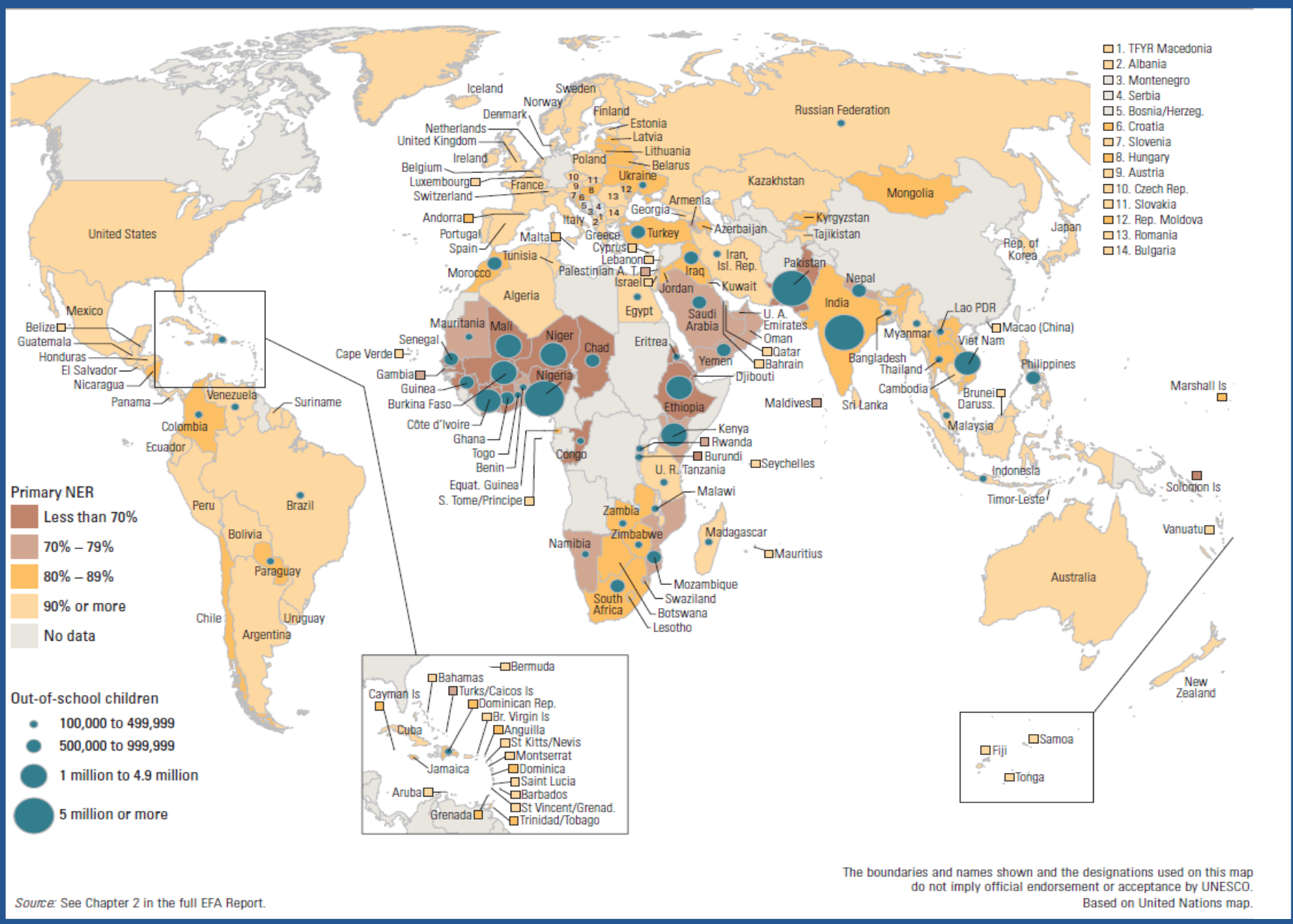
5. Gender parity and gender equality in education

6. Improvements in education quality

Global Trends affecting Education

- Population growth and urbanisation
- Health – HIV/AIDS, Tuberculosis and malaria
- Economic growth and rising inequality
- Rise of the knowledge economy
- Conflict and fragile states





Goal 6: Quality: How much are children learning?

Improving all aspects of the quality of education and ensuring excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills



Global Monitoring Report, 2008

Conclusions: International Progress towards EFA

Early childhood

- Uneven progress, minimal access for disadvantaged children

Universal primary education

- Faster enrolments since 2000 in countries with low enrolments

Youth and adults

- Out of schoolchildren rapid decline since 2002

Literacy

- Global literacy small gains with notable progress in China.

Gender parity

- No significant decline, still acute in secondary & higher education.

Education quality

- Poor education quality is a global issue especially where systems have expanded rapidly

South Africa and Education for All



Right to Education

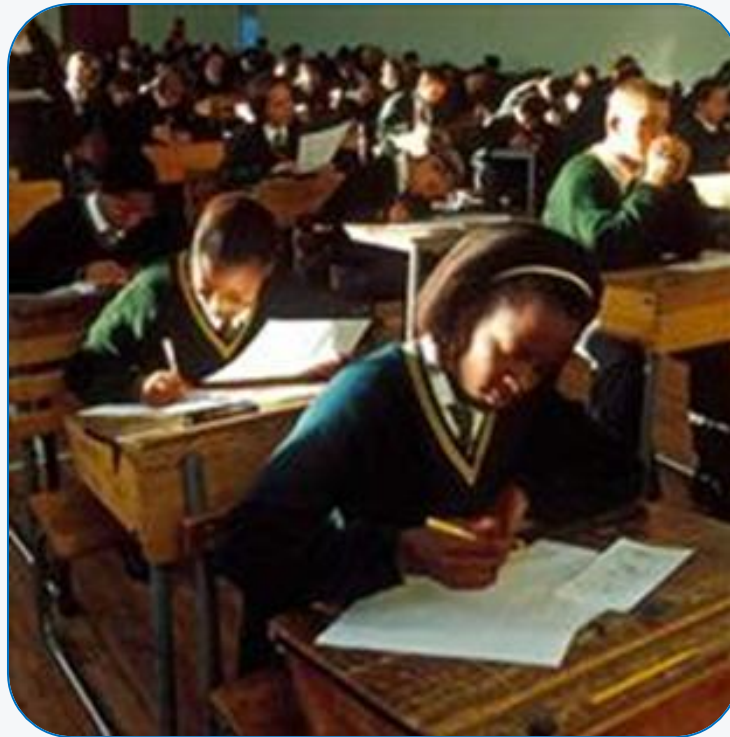
Bill of Rights in the SA Constitution:

“Everyone has the right to a basic education, including adult basic education and further education.....”

“The state, through reasonable measures, must make education progressively available and accessible”

DBE, 2010, p.10

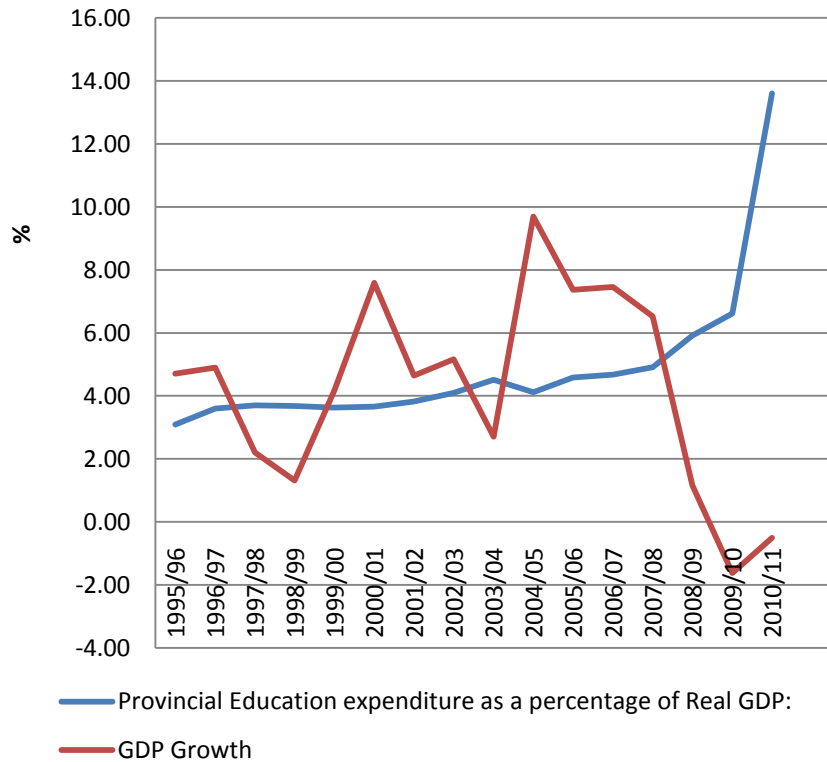
ECONOMIC INDICATORS FOR EDUCATION



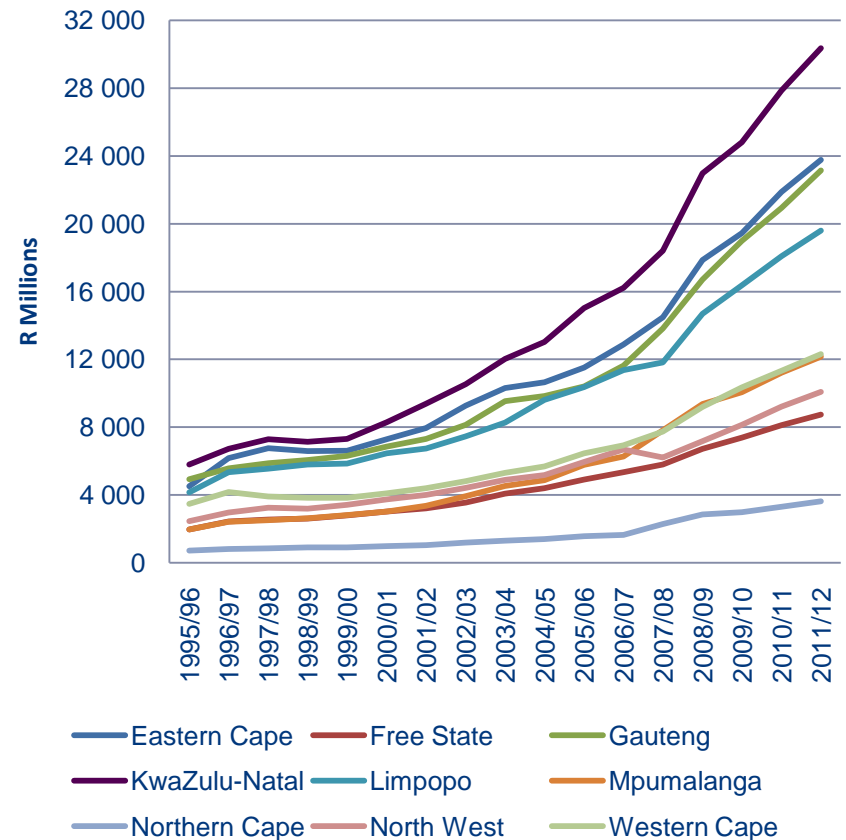


Provincial Expenditure on Education

Provincial Education expenditure as a percentage of Real GDP against GDP Growth (2005 baseline)



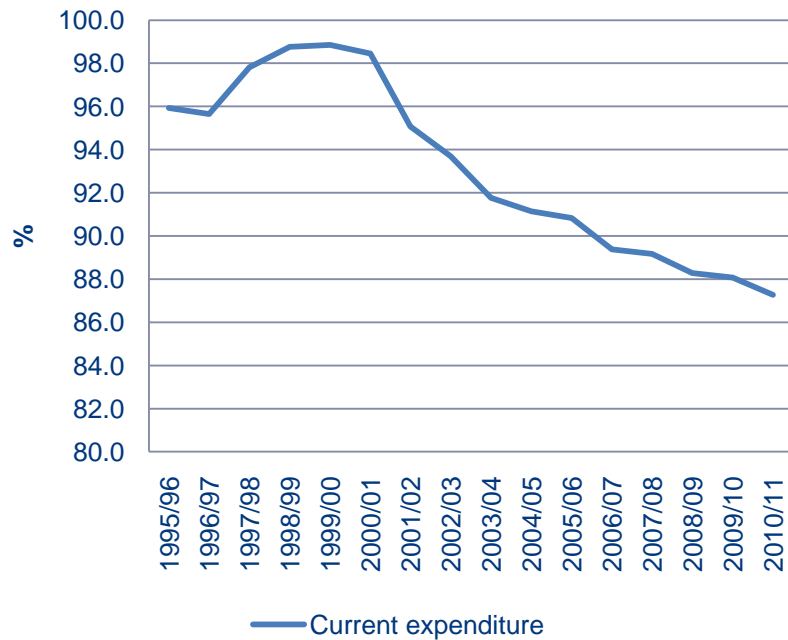
Provincial Education Expenditure 1995 - 2012



Current and Capital Expenditure

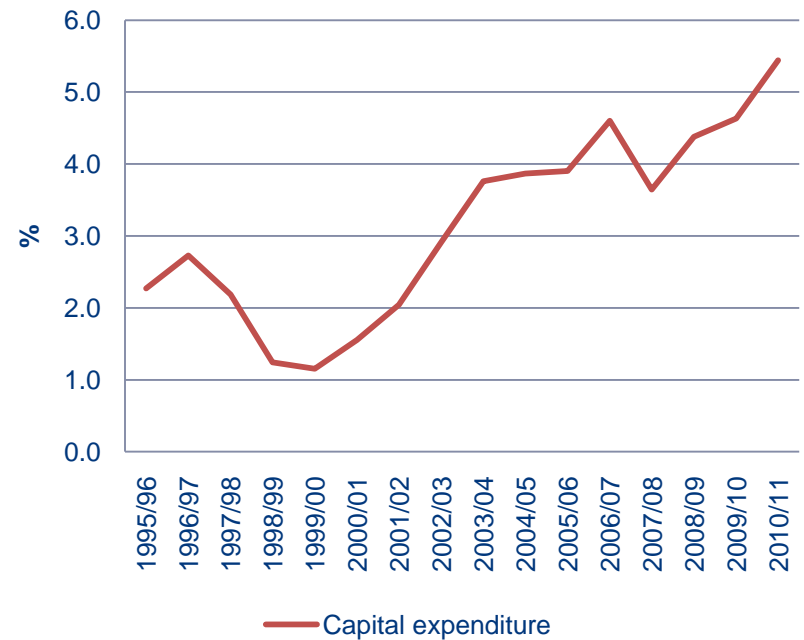
Current expenditure

Current expenditure as % of total education expenditure
1995-2010

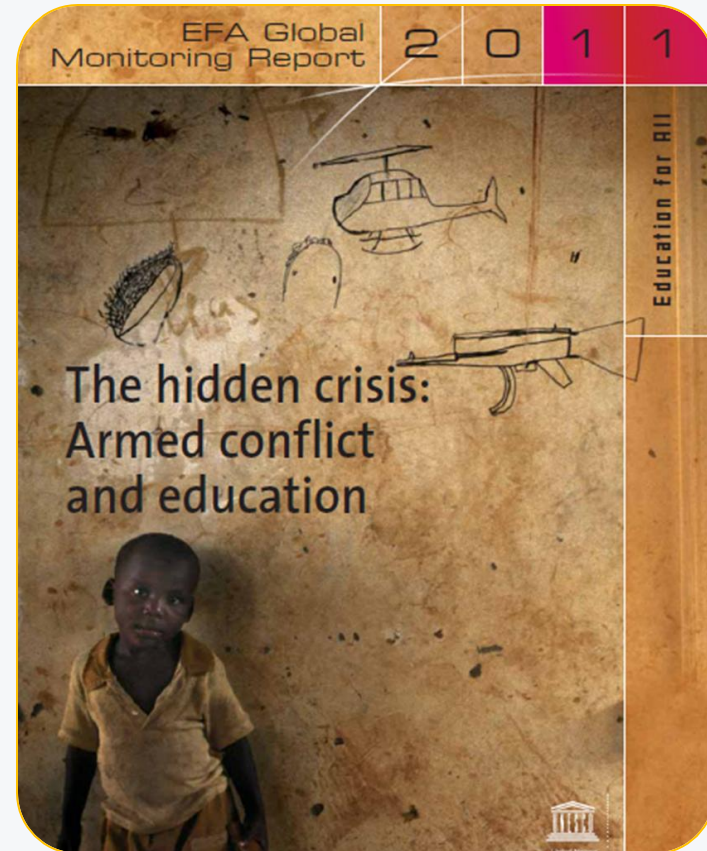
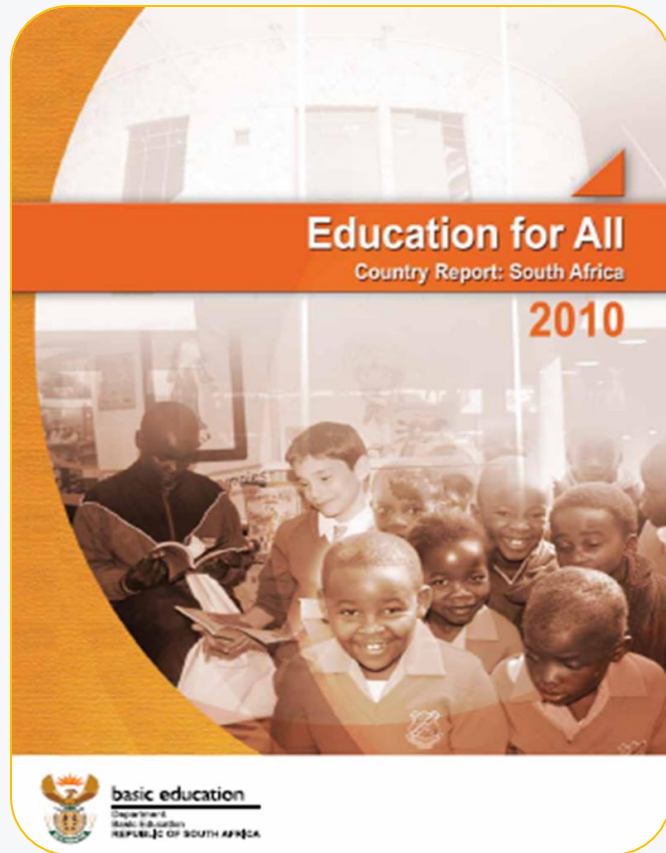


Capital expenditure

Capital expenditure as % of total education expenditure
1995-2010



EFA Goal Indicators





Early Childhood

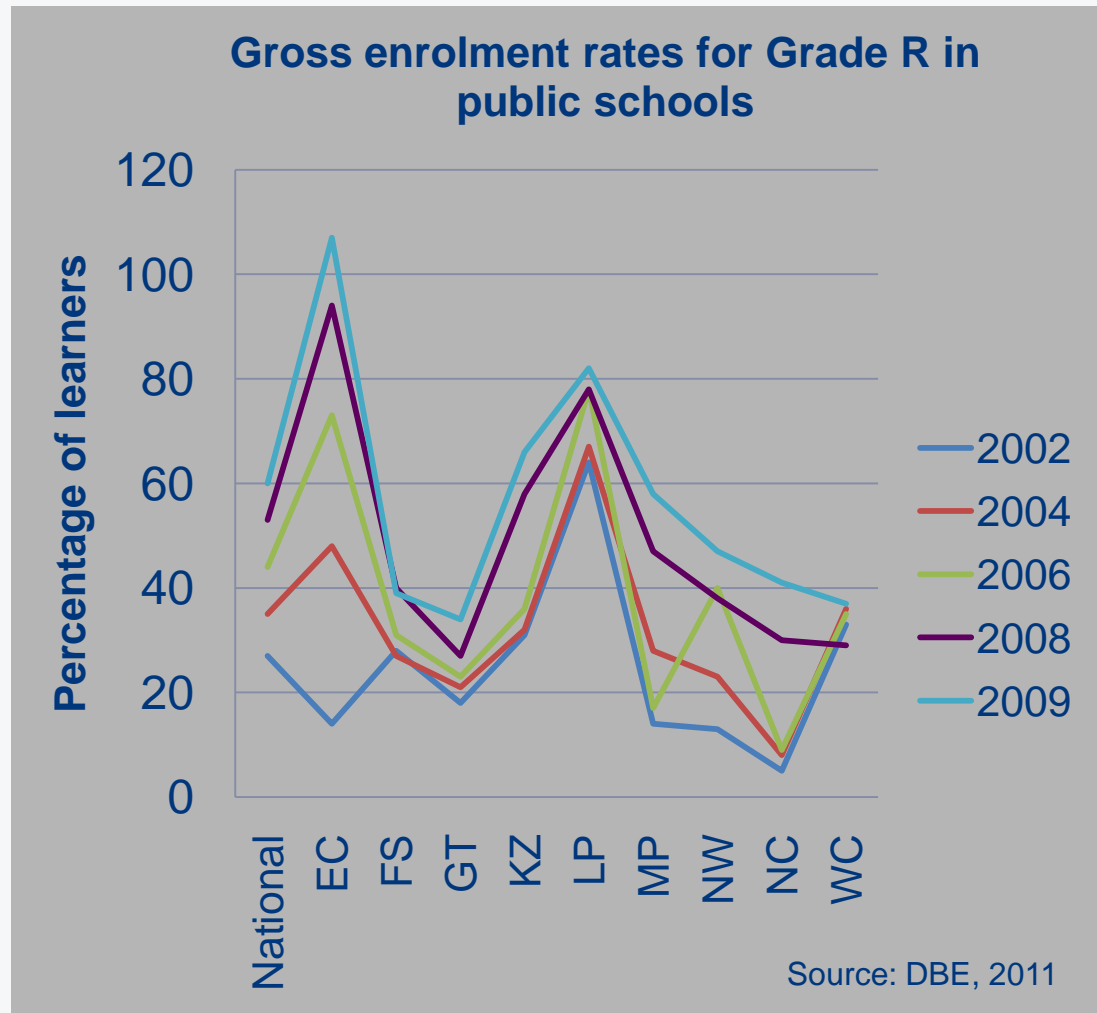
State of Nation Address
by President Zuma, in
2009 explicitly
mentioned

**“Universal access to
Grade R”**

Grade Reception Year
(Grade 0)

○ 60% in 2009

○ 45% increase since
1999

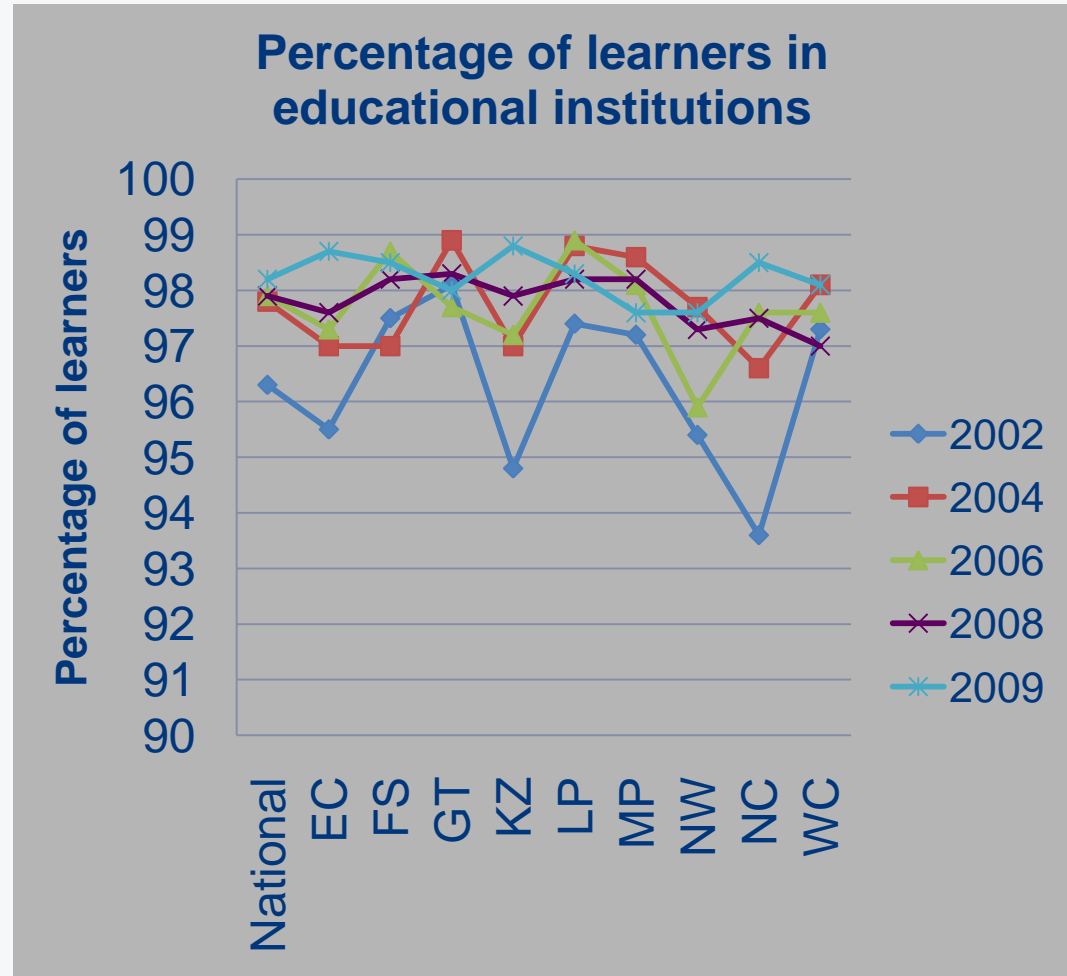


Access to Primary Education

By 2015 – All children to have access to free and compulsory education of good quality

- 98% of 7-13 year olds and
- 98% of 7-15 year olds are in school (Stats SA)

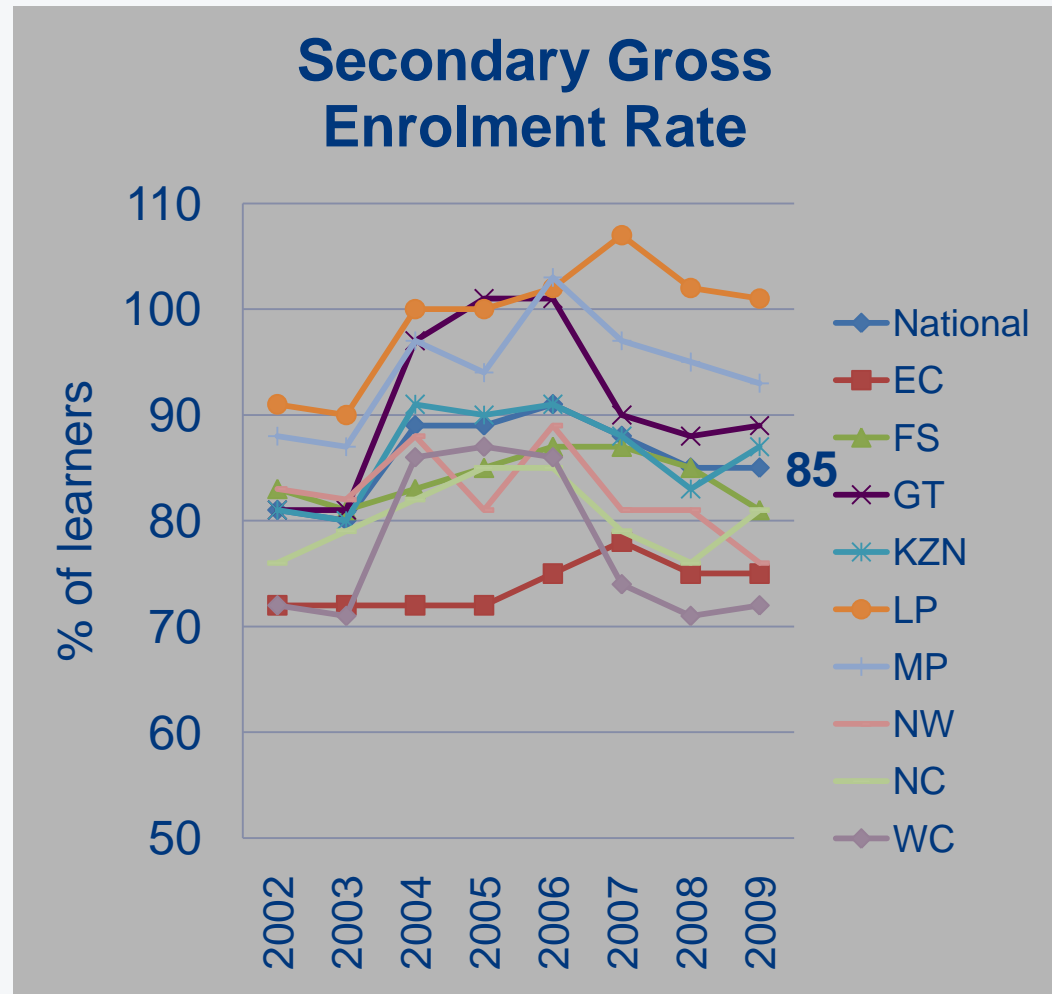
Net enrolment figures of 87 & 88% (UNICEF)



Learning Needs of Young People and Adults

- Appropriate age for secondary school is 14-18 years for Grades 8-12.
- GER for secondary school is 85% at public schools.
- NER is 70% & 74%.
- Attendance 40% & 41%.

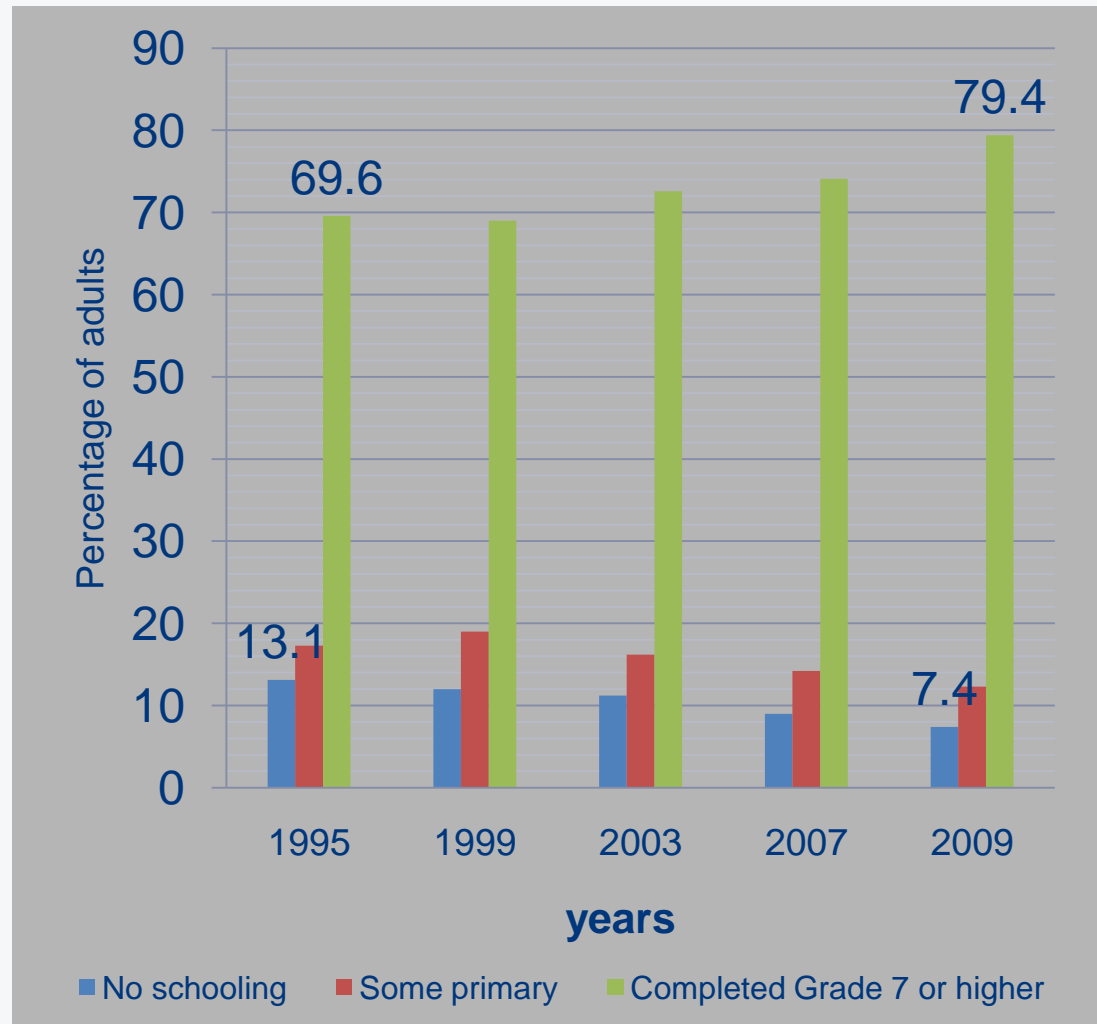
(UNICEF, 2009)



Adult Literacy Rate

- Goal: achieving 50% improvement in levels of adult literacy by 2015.
- 2009 – 5.5 million illiterate adults in SA.
- Functional literacy = Grade 7 attainment.
- Illiterate adults dropped from 13% to 7% in 2009.

Sources:
DBE, 2010, Statistics SA, 2010



Gender Parity

- Goal: eliminate gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015.
- Equal participation in compulsory education.
- More female learners participated in 2008 and 2009 National Senior Certificate examinations.



Conclusions re SA Status on EFA Goals

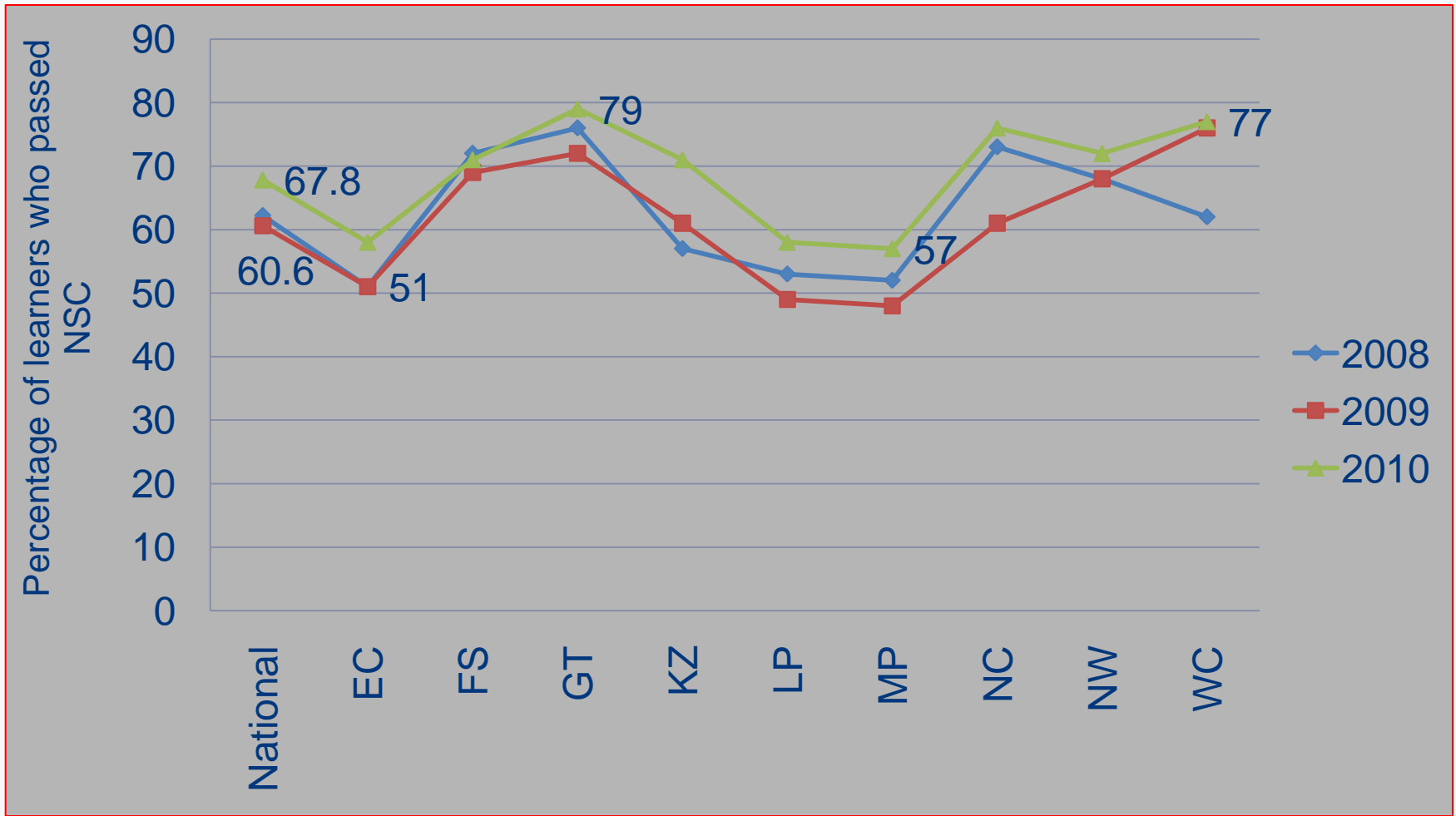
Goal	Status
1. Early childhood care and education	Significant growth in past 10 years. More needed to be done to reach 100% for 5 yr olds by 2014.
2. Universal Primary access	Very high rates of enrolment and retention Strong gender equity Significant proportion of disabled children not attending school
3. Young people and Adults	Problem with young people NSC failure or drop out. FET colleges: insufficient capacity and quality “Fly by night” institutions
4. Adult Literacy rate	Improvement in literacy rate.
5. Gender parity	Gender parity achieved but more females than males. Concern about teenage girls dropping out through pregnancy.
6. Quality Education	

**MONITORING AND
CHALLENGES
FACING
SOUTH AFRICA'S QUEST
FOR
QUALITY EDUCATION FOR
ALL**

Challenges are many...

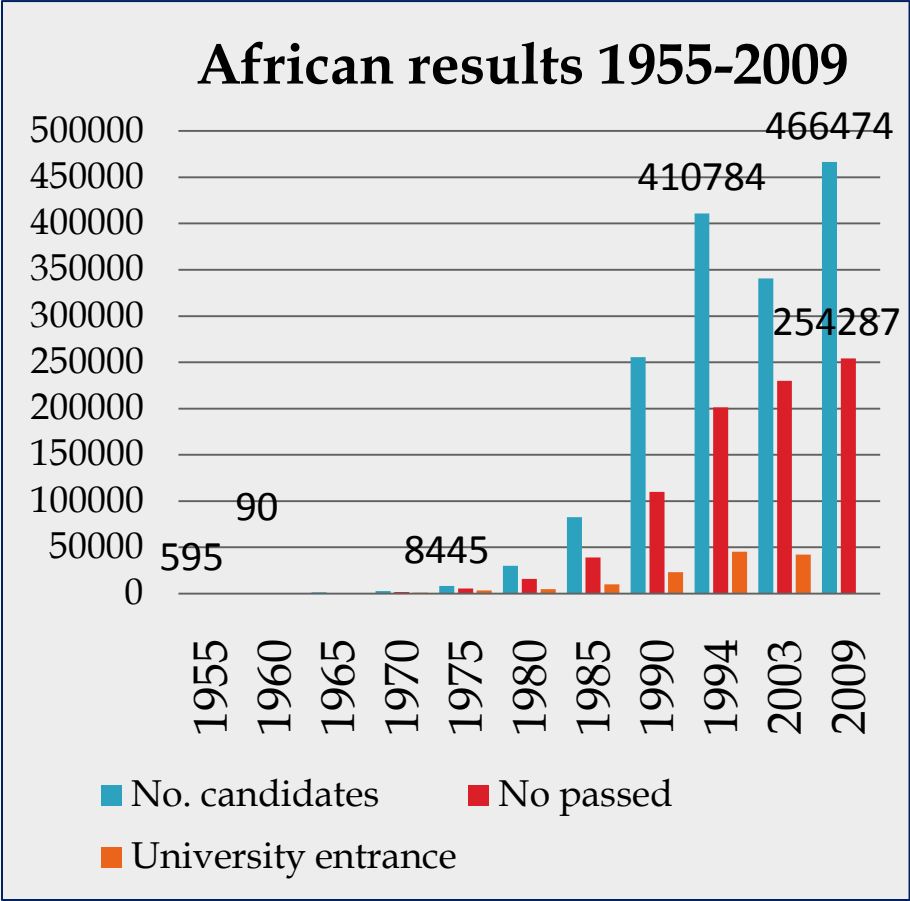


National Senior Certificate Pass Rates 2008-2010

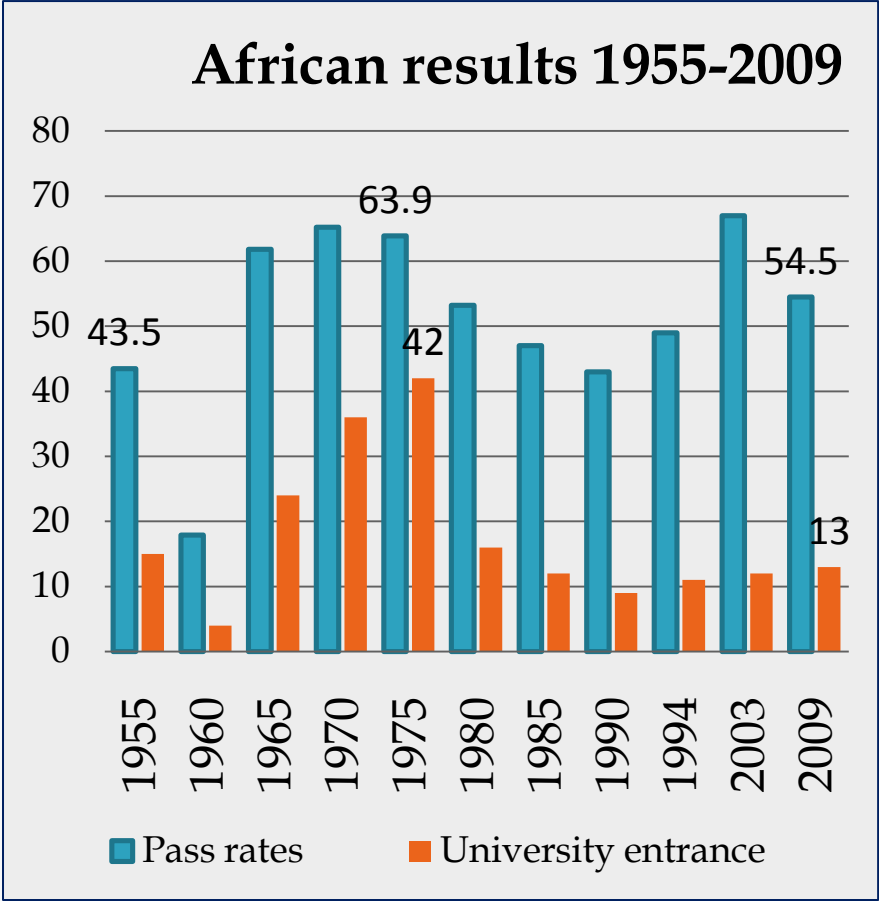


African Matric Candidates 1955-2009

Number & pass rates

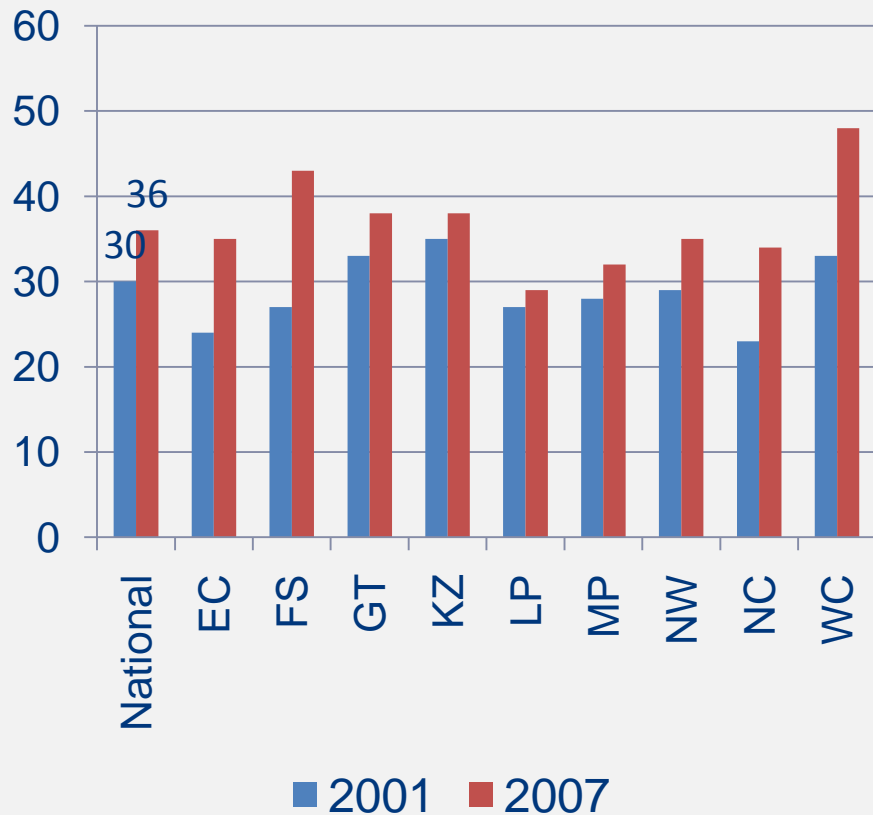


Percentage & pass rates

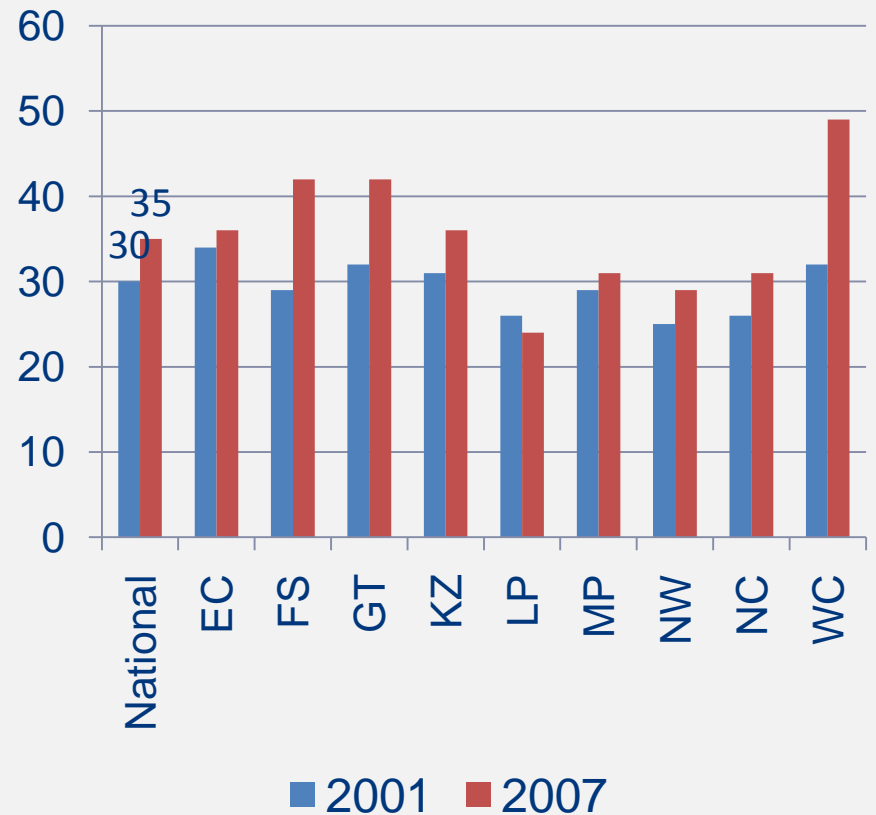


Systemic Evaluation Grade 3 2001-2007

SA LITERACY AVERAGE SCORES



SA NUMERACY AVERAGE SCORES



Annual National Assessment 2011

Figure 3: Distribution of Grade 3 literacy scores

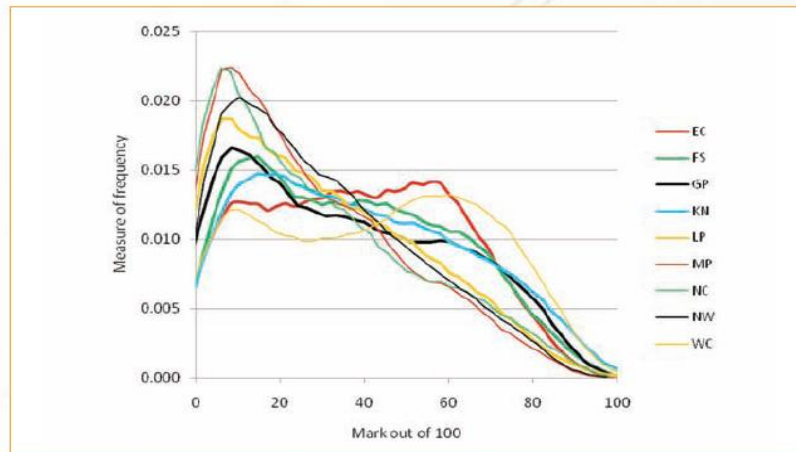


Figure 4: Distribution of Grade 3 numeracy scores

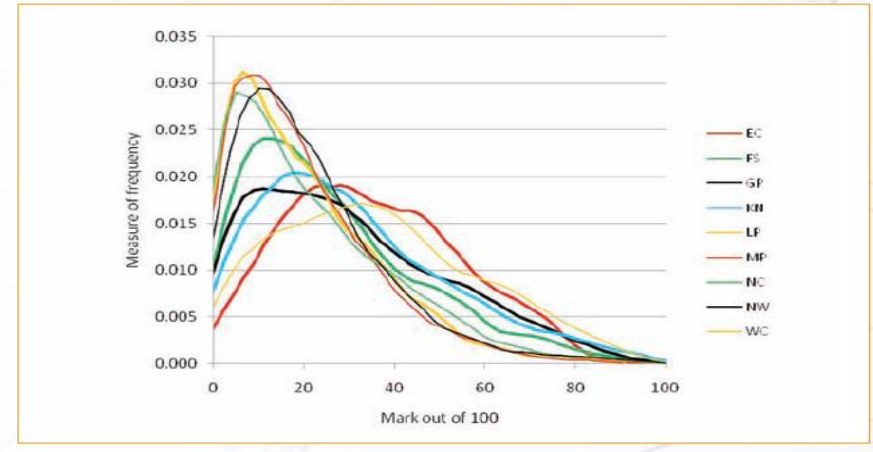


Figure 5: Distribution of Grade 6 languages scores

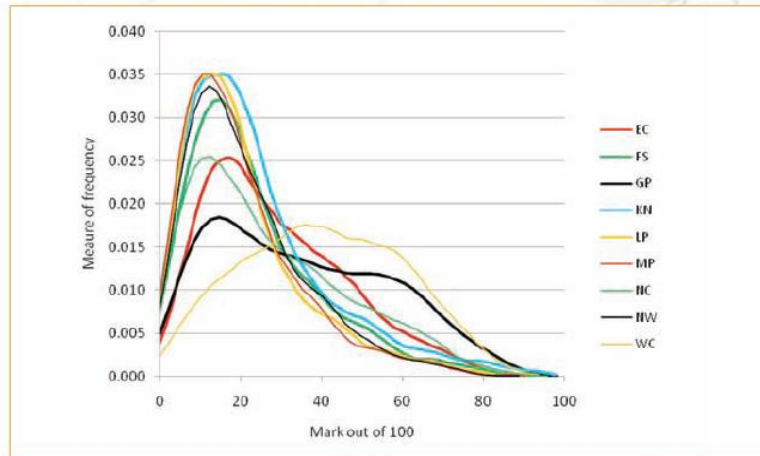
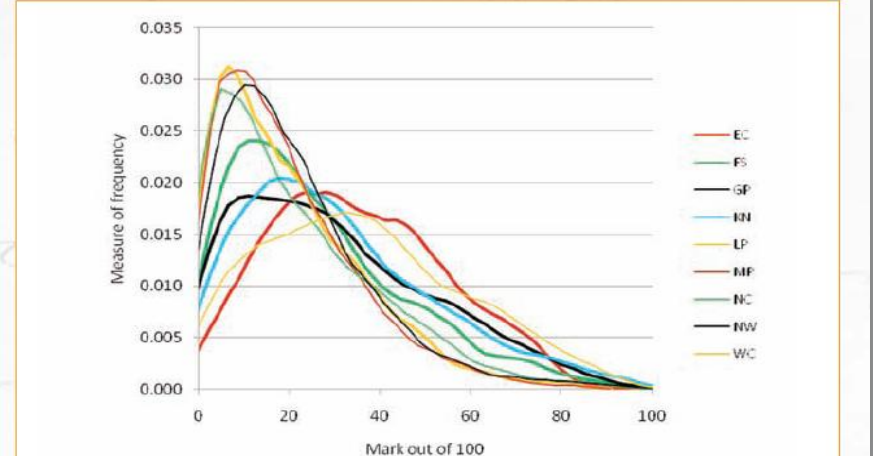
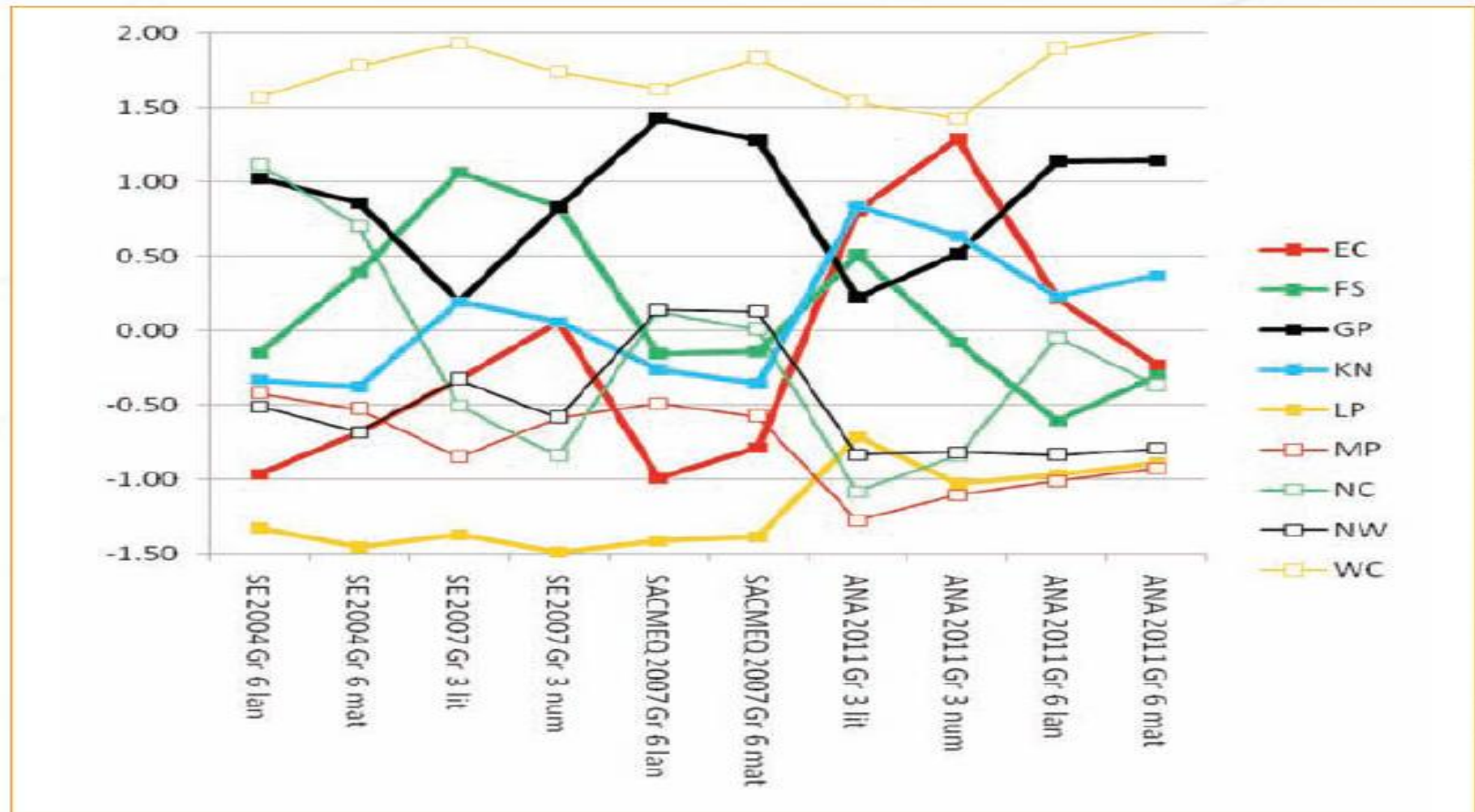


Figure 6: Distribution of Grade 6 mathematics scores



Provincial Data on Learner Performance in literacy, numeracy, reading and mathematics in national tests

Figure 1: Relative positions of provincial performance in recent years





**If you're
reading
this,
you're
one of
the few**

SA literacy lowest among countries

KIM HELFRICH

LITERACY in South African primary schools is a long way behind that of other countries, so much so that Grade Four and Five pupils could manage only the lowest scores in a 40-country reading study.

This shocking result comes from the 2005 Progress in International Reading Literacy Study (Pirls), that also found the SA class sizes were close to double the international average of 24.

Only 2% of the 30 000 South African primary school pupils at 400 schools who took part in the study reached the top international benchmark for reading, while a staggering 78% have not

FEAR AT SCHOOLS

- THREE out of four primary pupils don't feel safe at school.
- Sixty percent of primary schools do not have a library.
- Poor resources hit teaching at one in five primaries.
- Only half of the country's primary schools have sufficient instructional material.

developed the basic reading skills required for learning.

South Africa was among the highest when it comes to bilingualism, said Prof Sarah Howie, co-national research co-ordinator

for Pirls, and director of the Centre for Evaluation and Assessment at Pretoria University.

The result of Pirls 2005 were released in Centurion yesterday to coincide with the international release of the study data in all 40 participating countries.

Eighty-seven percent of children in the Russian Federation, the top-performing Pirls country, have formal reading time during the school day, while this figure in South Africa is a low 30%.

In addition to reading literacy, Pirls also collects information from parents/guardians, pupils and principals about the home and school environment.

— kimh@citizen.co.za

SA flops in international reading skill test

Of 40 countries tested, with primary pupils' average score at 500, SA was placed last, with results in a 250-300 range

■ Leerlinge se leesvaardighede nie op peil

SA vaar swakste in toets

Basic reading skills lacking in SA pupils, study reveals

Education official bunks the release of scary study

SA scores poorly in literacy stakes

Progress in International Reading Literacy Study 2006

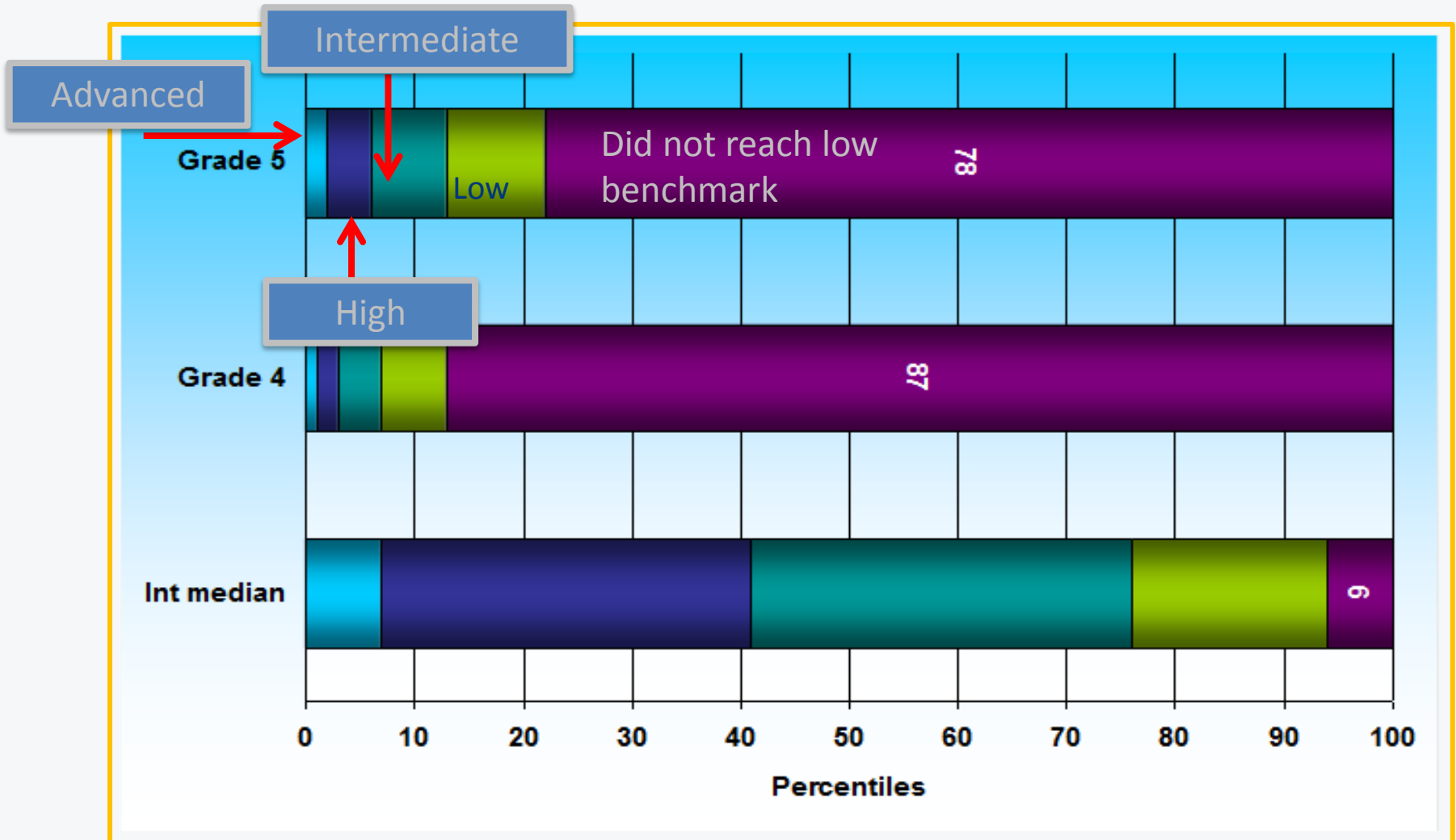
Figure 1.36: There are wide disparities in learning achievement across countries
 Percentage of grade 4 students reaching PIRLS international benchmarks for reading, 2006



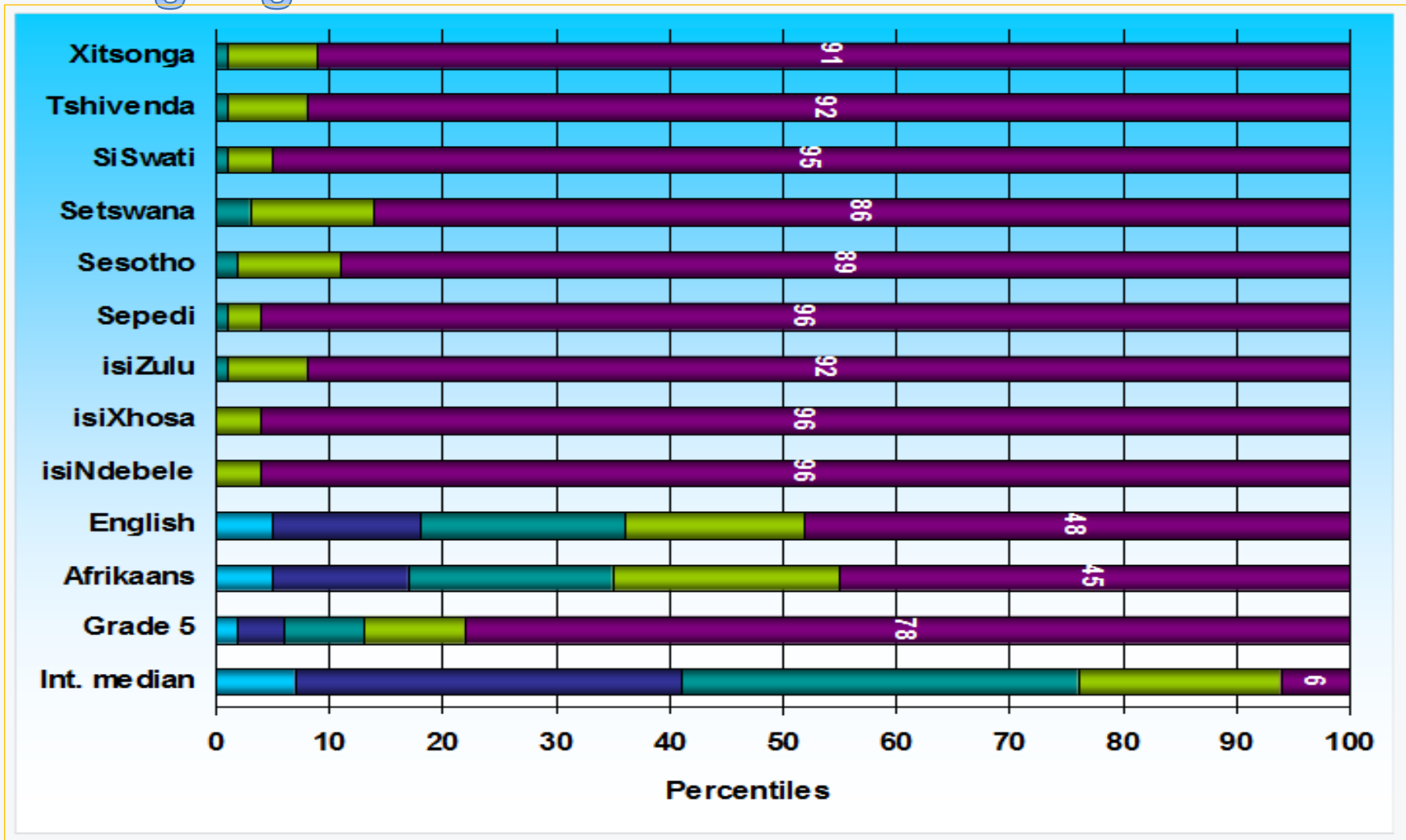
Source: Mullis et al. (2007).

Source: UNESCO, 2011

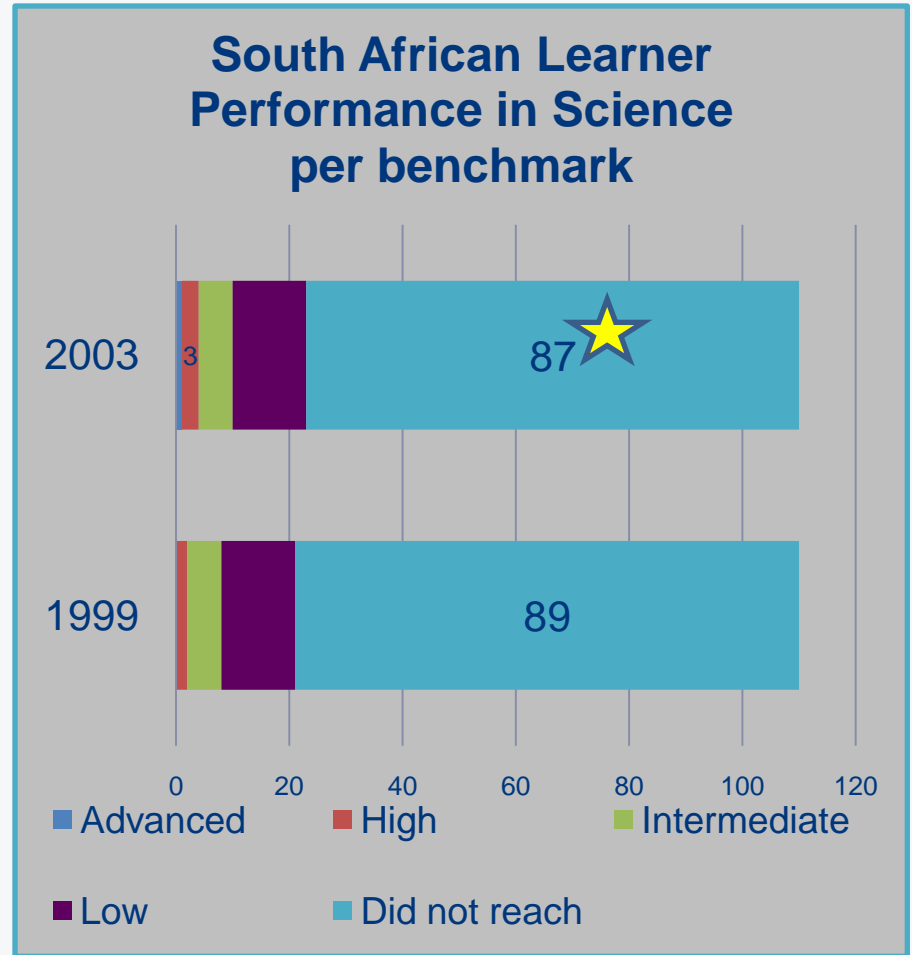
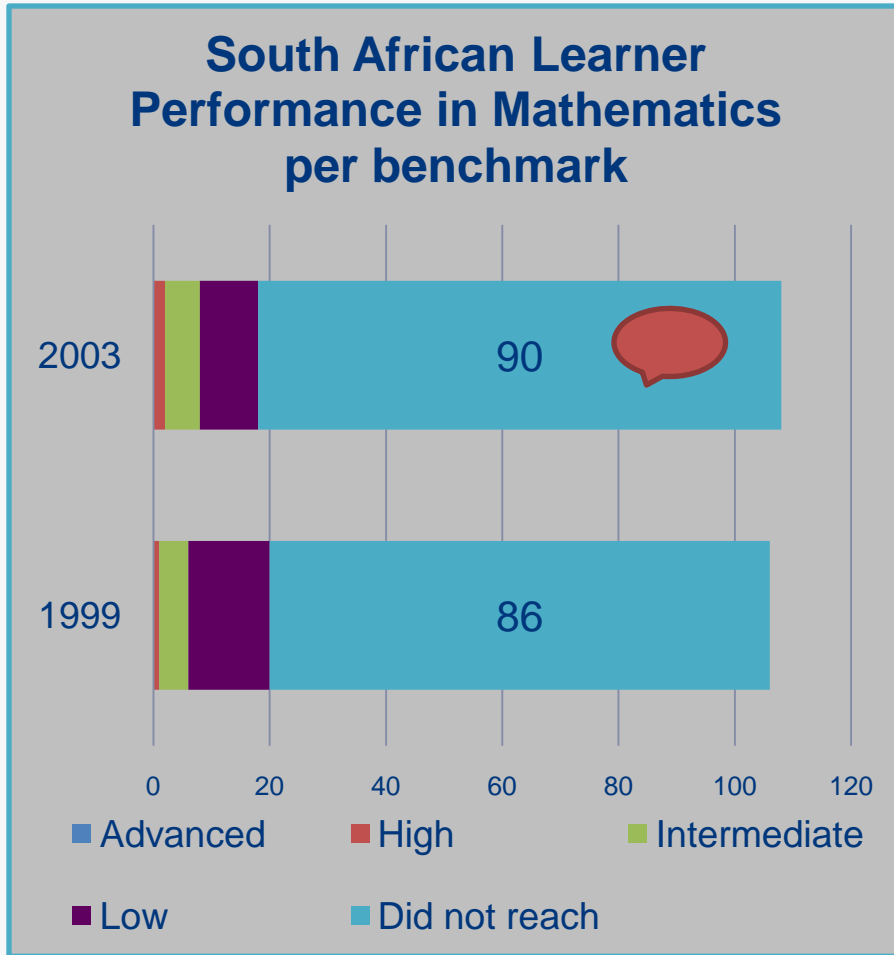
SA Grade 4 and 5 Learner Performance on International Benchmarks



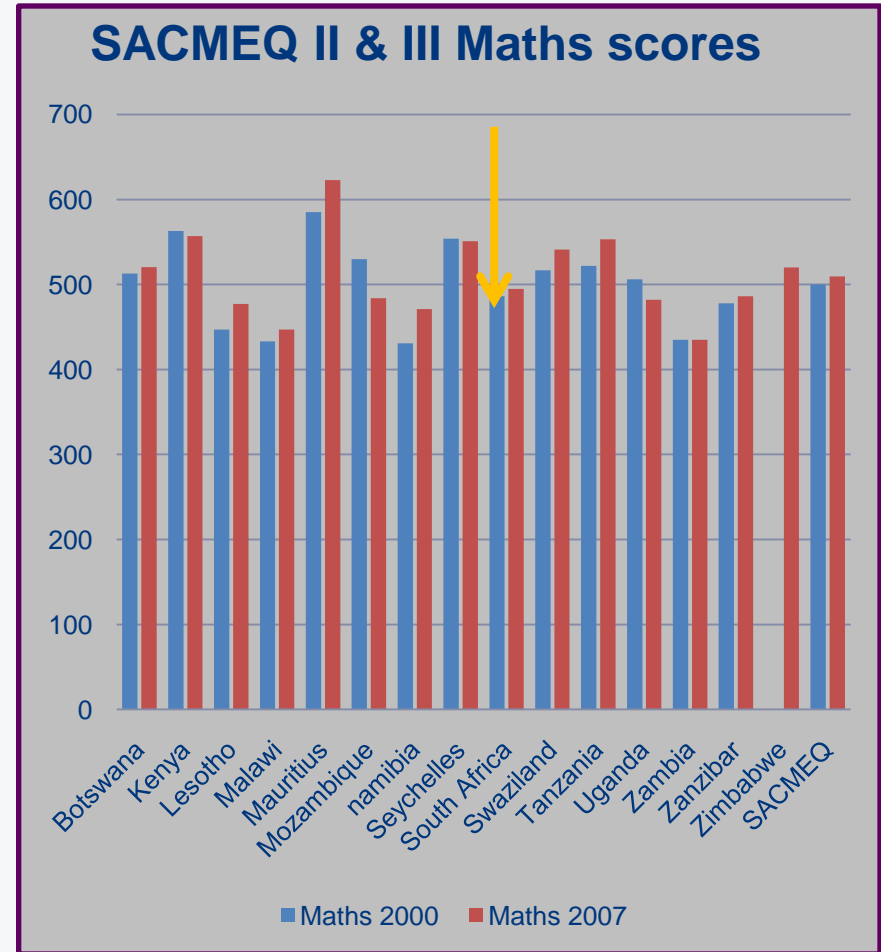
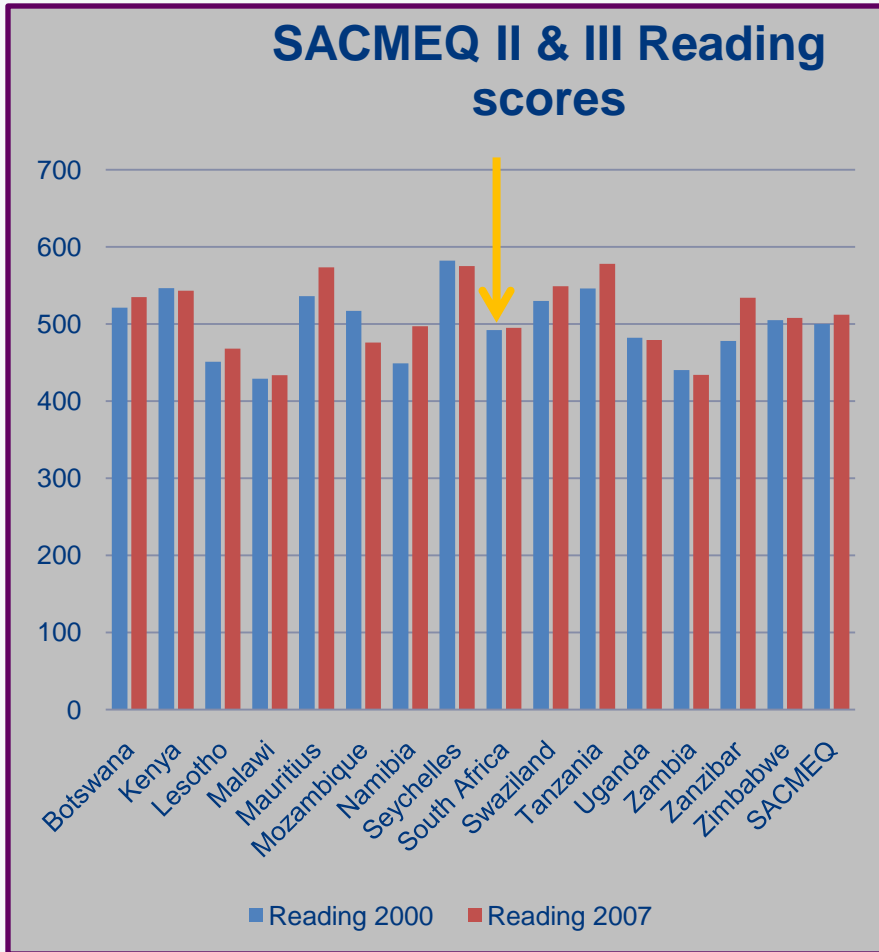
SA Grade 5 Learner Performance on International Benchmarks per Test Language



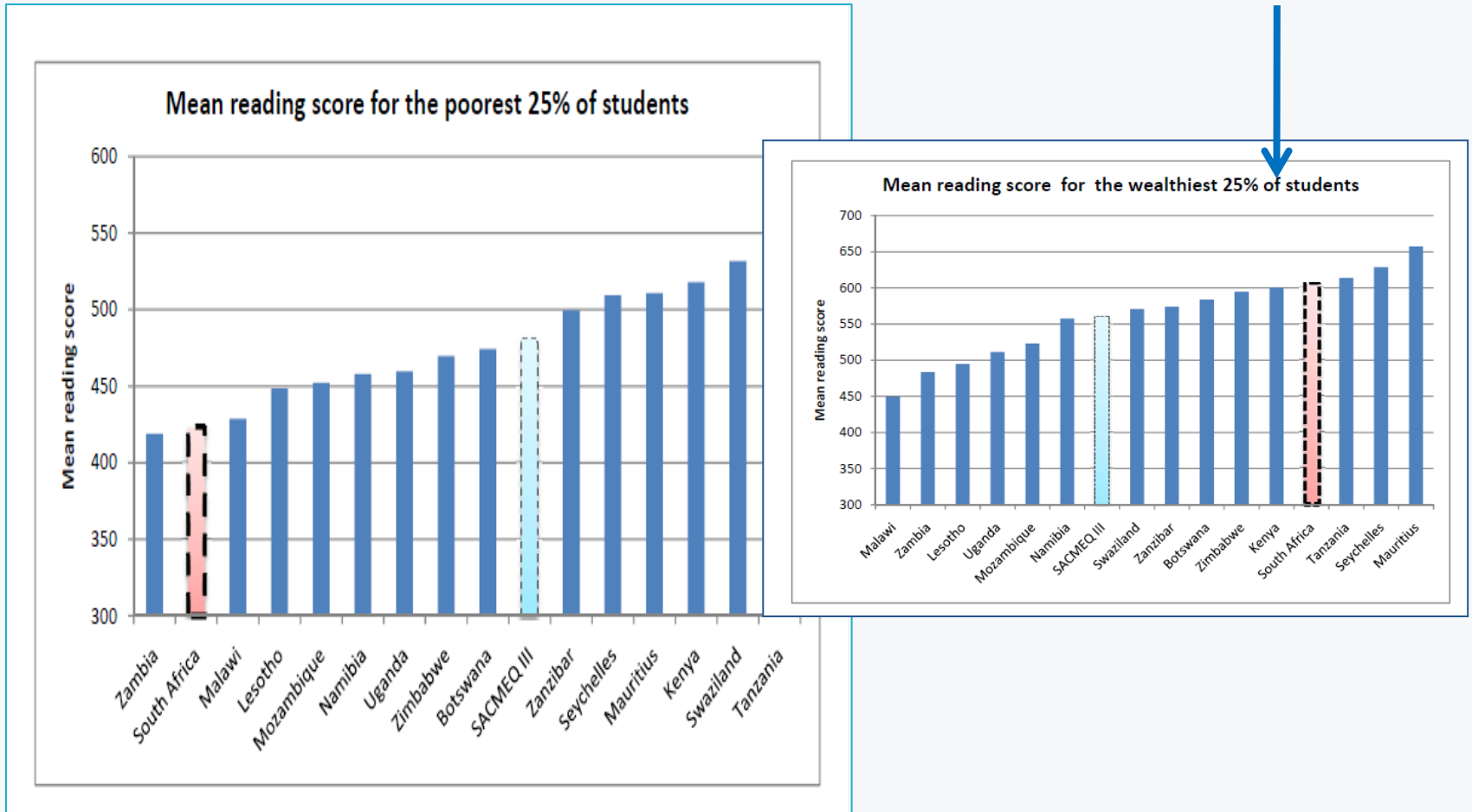
South Africa Learner Performance on TIMSS International Benchmarks for Science and Mathematics 1999-2003



Performance in SACMEQ Studies II & III



Performance in SACMEQ studies

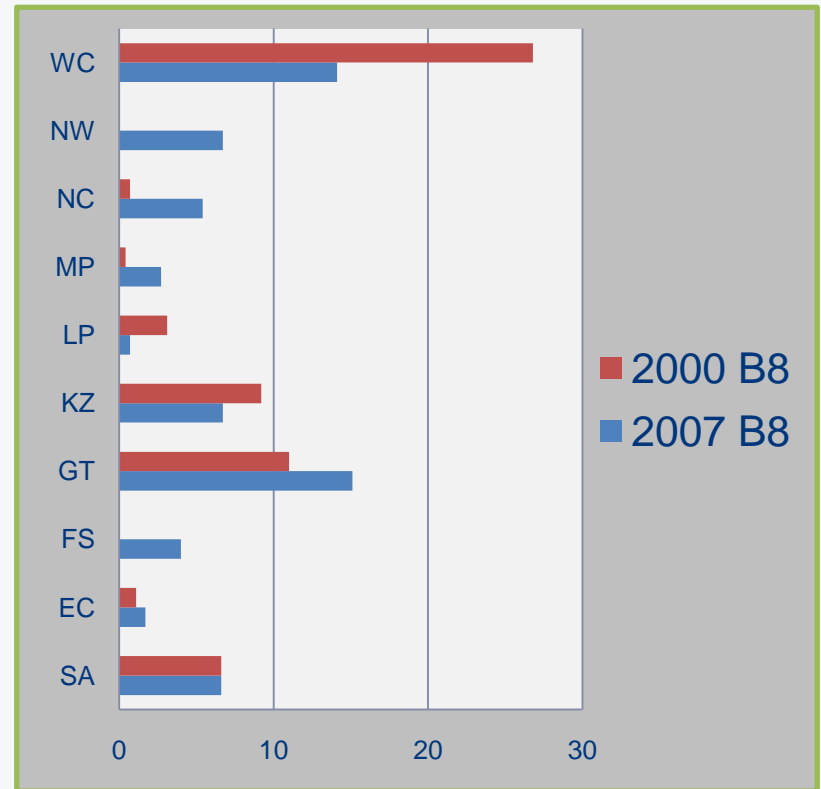
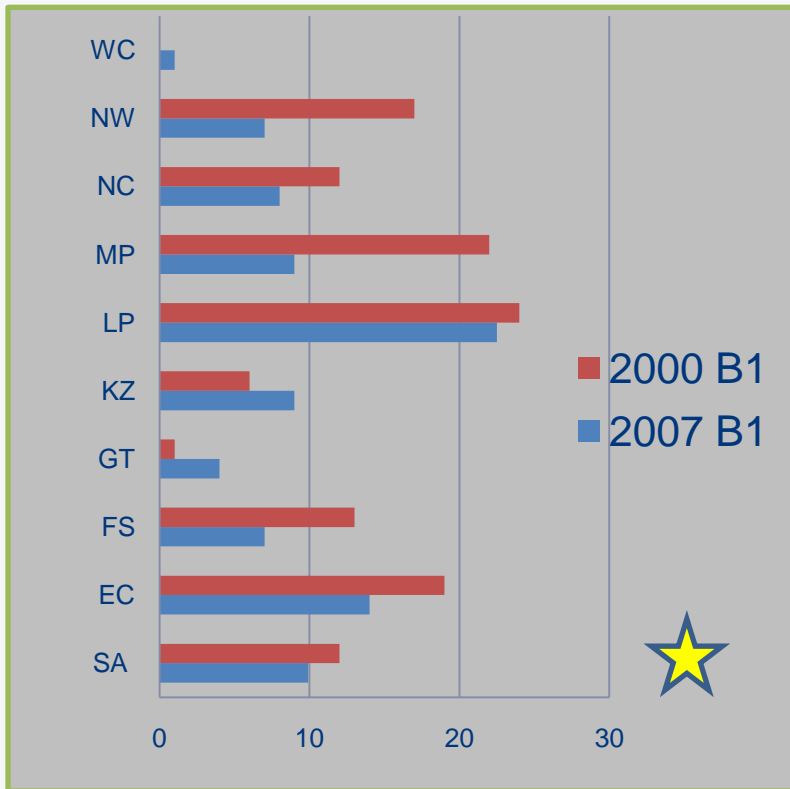


Source: Spaul, SWEP 11/11

SACMEQ II Reading

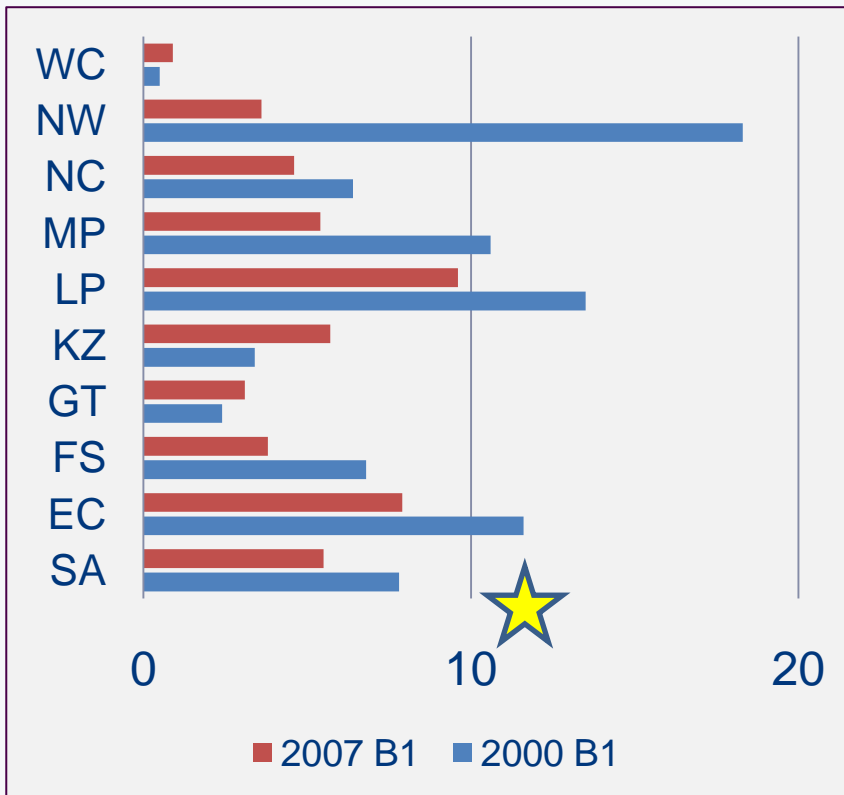
- READING LOWEST BENCHMARKS

- Reading HIGHEST BENCHMARKS

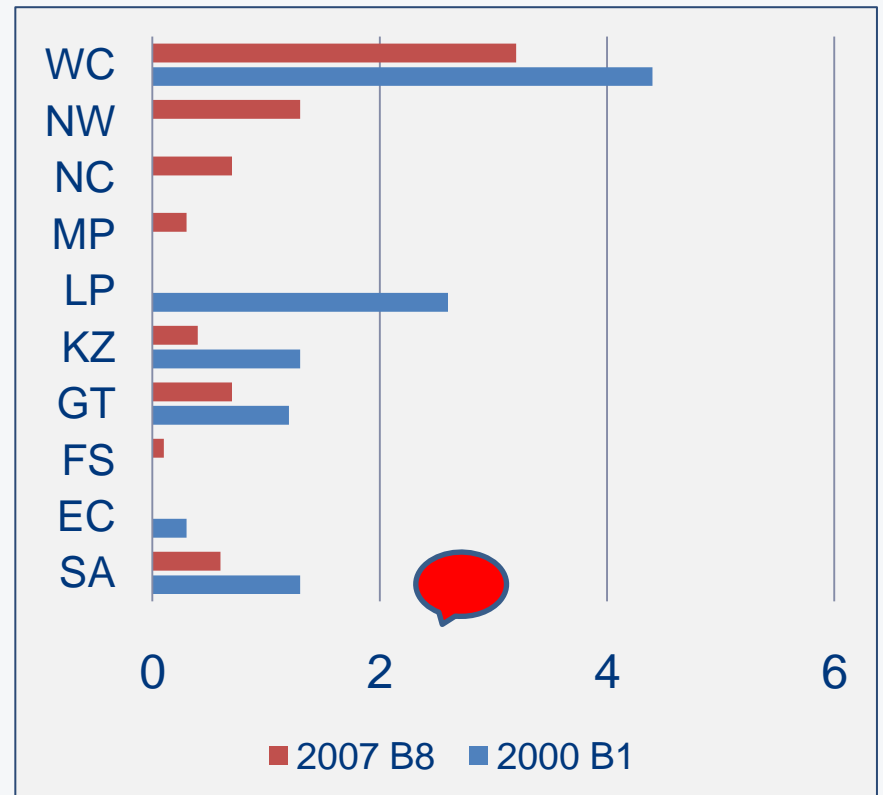


SACMEQ II mathematics

Mathematics LOWEST BENCHMARKS



MATHEMATICS HIGHEST BENCHMARKS



Conclusions on Quality in Education Goal

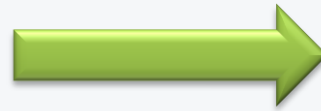
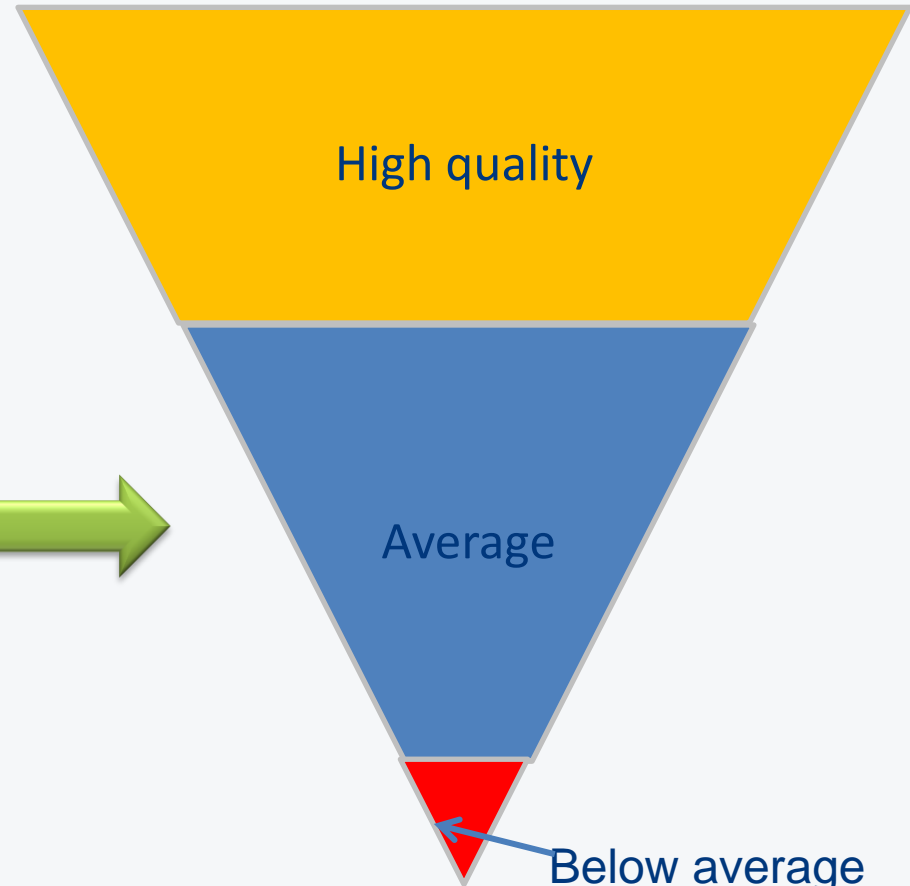
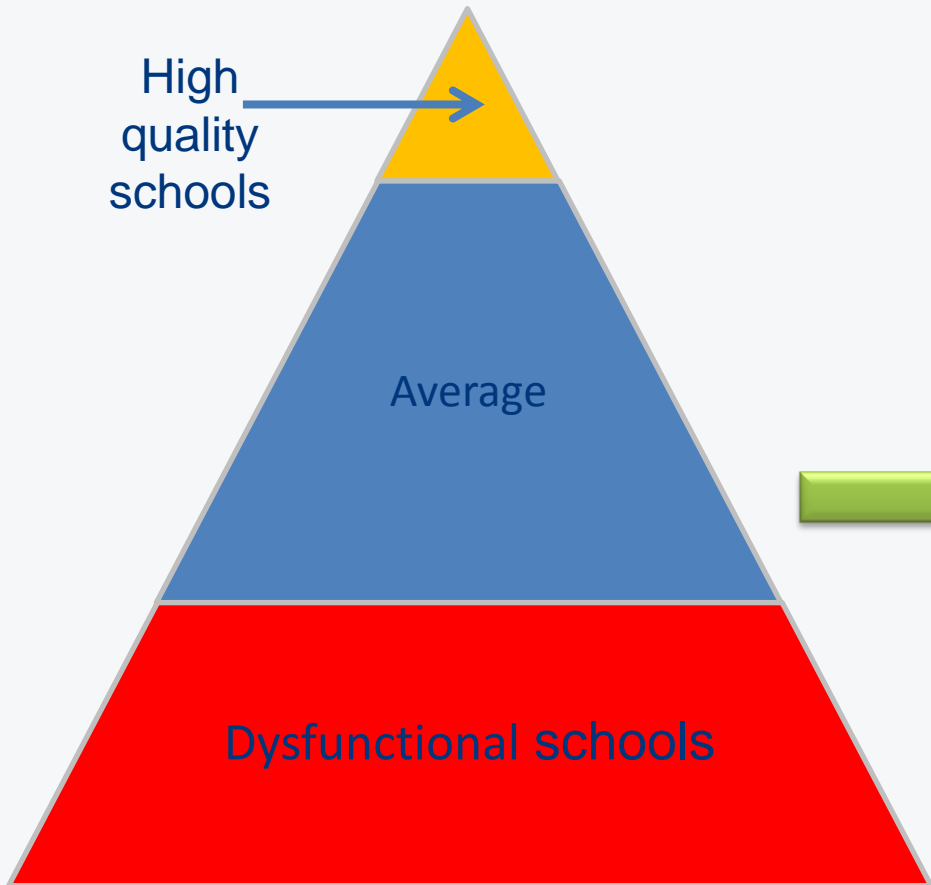
Goal	Status
6. Quality Education	Quality remains “impediment to development” (DBE, 2011) Performance throughout system on average very low. Small percentage internationally competitive Safety, mismanagement, ill discipline, malnutrition, HIV/Aids problems.
National Senior Certificate	Percentage of passes increasing, and quality of papers improving.
Systemic Evaluation	Only a decade old – early days. Not yet ready as an established indicator.
Annual National Assessments	Very new. Serious validity challenges. Needs much more time and investment before it can be a significant quality indicator.
PIRLS 2006	Evidence of serious problems in reading at Grades 4 and 5. 8 to 9 out of 10 children cannot read and most not in own language.
TIMSS	More than 85% do not meet lowest international benchmarks.
SACMEQ	No change in trend. Lower than 8 other countries, some are poorer. Good news for a few provinces.

THE QUEST FORWARD

Quest for Quality

■ Current status

■ quest



Characteristics of High Performing and Quality Schools

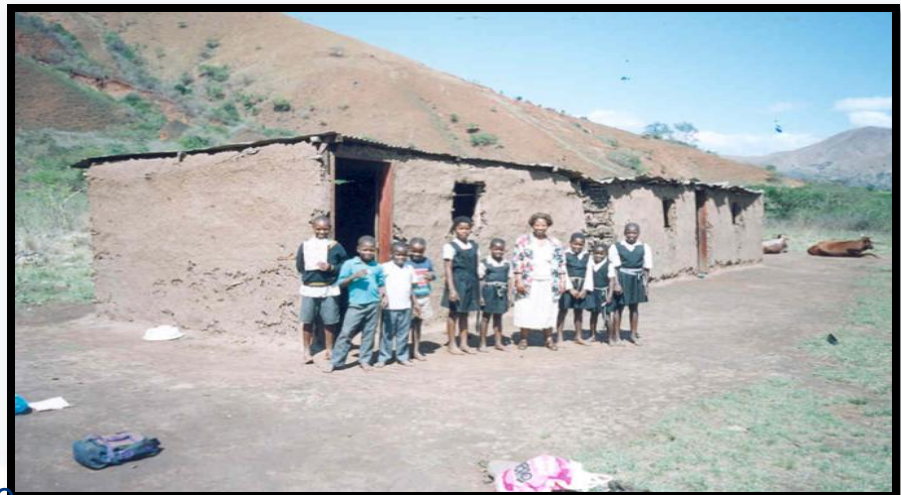
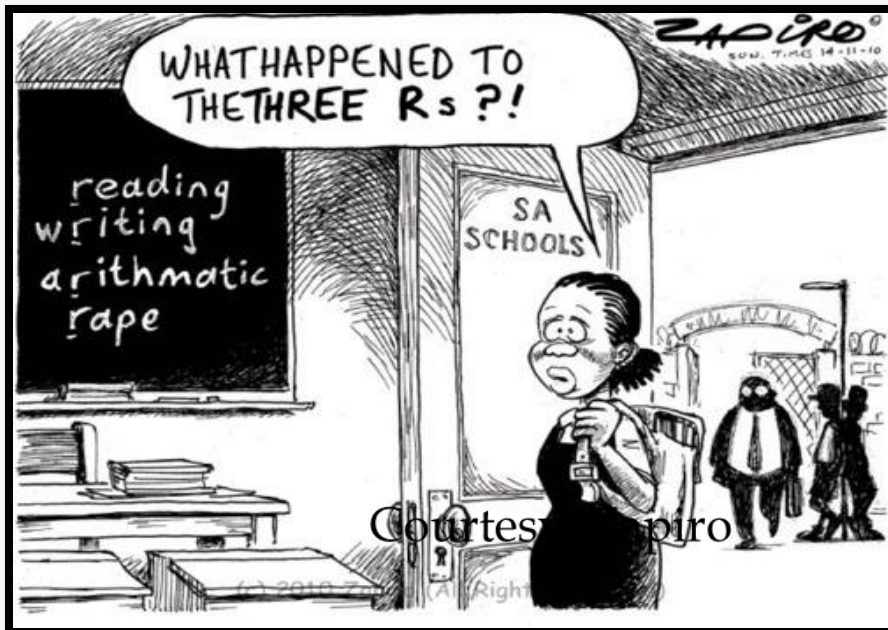


Conditions for Quality in Education System

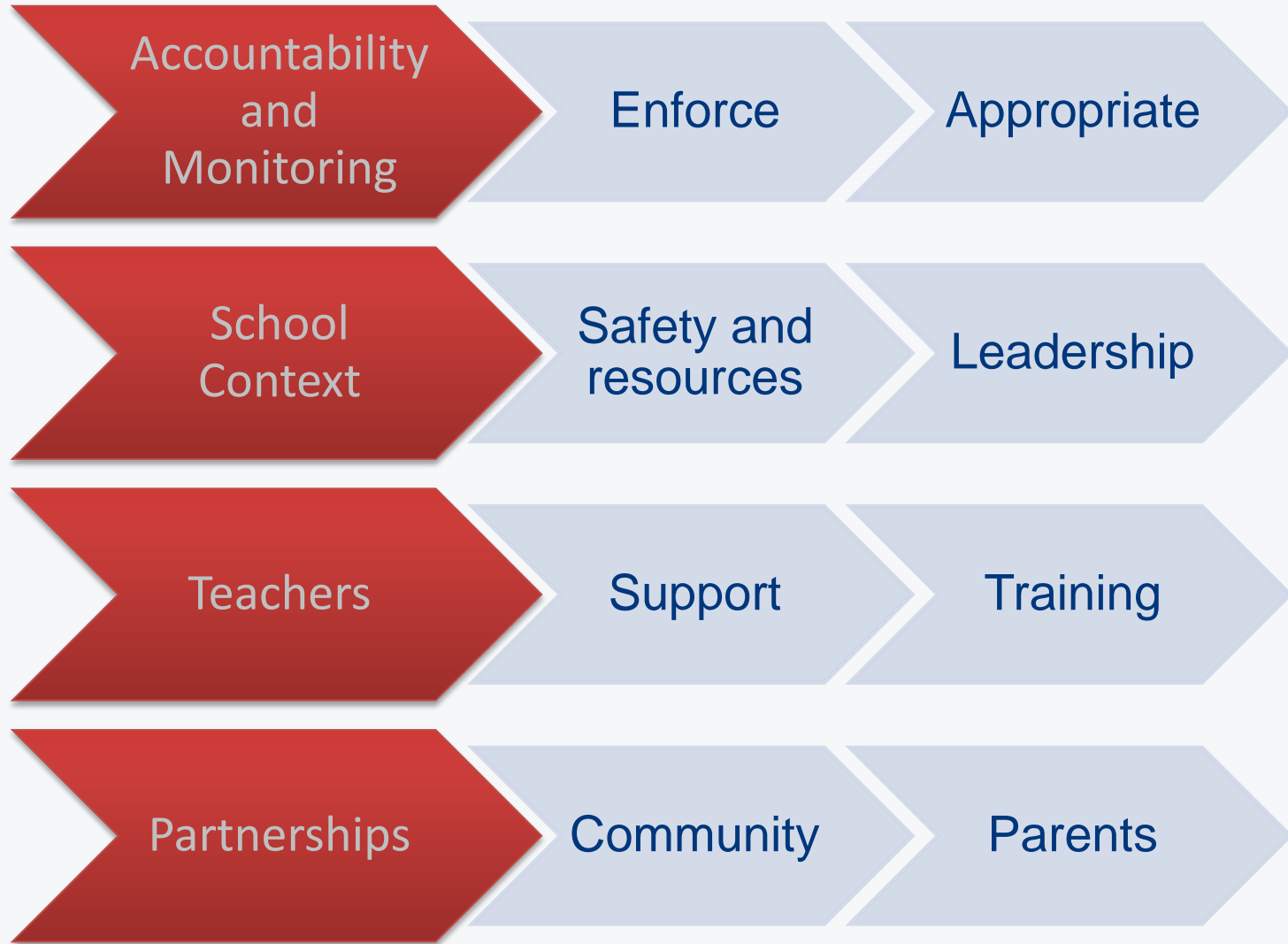


Priorities?

Ensure safe and secure environment for school staff and learners



Top Priorities



Contributions by CEA towards the quest for quality in education

Projects, publications, conferences

- quality in language (literacy), mathematics (numeracy), science and ICT in education
- methodologies related to measuring quality in language, mathematics, science at primary and secondary level.

Support to national and provincial departments of education:

Provided technical support for systemic evaluations

- conducted curriculum evaluation

Instruments to measure quality

- Designed instruments for literacy, language, numeracy, mathematics and science education and issues related to school improvement and effectiveness.

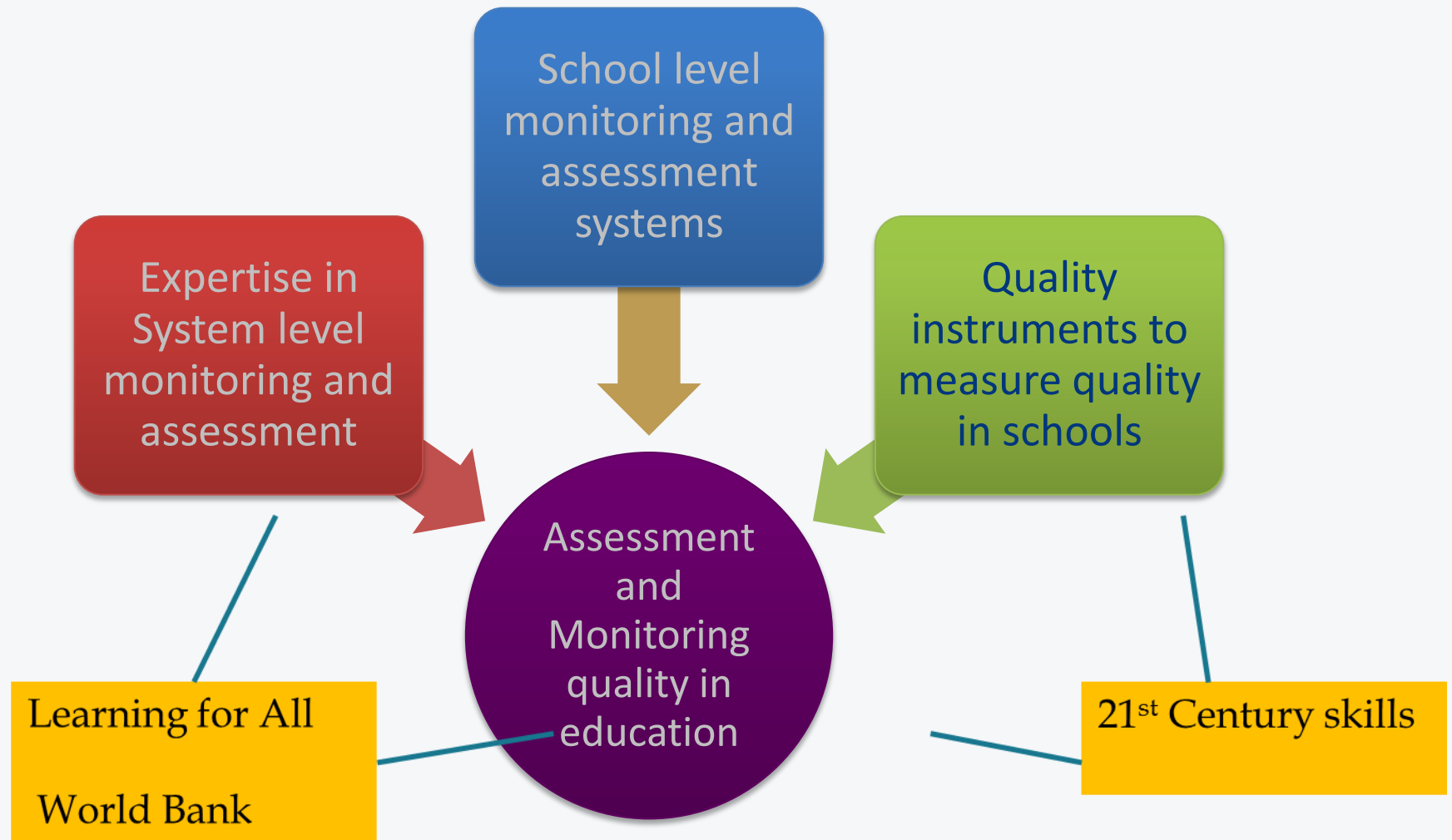
Participated in committees internationally, nationally and regionally regarding

- evaluating, assessing, monitoring, quality assuring education quality.

Trained researchers, professionals in education in formal postgraduate programmes and on specific topics

- related to and associated with methods in evaluation, assessment and monitoring.

Vision for Centre for Evaluation and Assessment



Thank you

- Acknowledgements to
 - Clarisse Venter and Karen Jonker for the literature search
 - Henri Labuschagne for the work on the economic indicators
 - Proffs Plomp, van Eldik & Cross for being critical friends
 - Colleagues at the CEA for their input and support and in particular, Cilla Dowse, Vanessa Scherman, Surette van Staden and Lisa Zimmerman for their contributions.