Towards Strengthening South Africa's Post-2015 Development Agenda: Focus on Building a Legacy

Implementing the National Development Plan (Vision 2030):

Developing a Statistical Skills Pipeline Strategy through Maths Learner Support

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- Reflecting on the Education Crisis in South Africa

- Why Stats SA must get Involved

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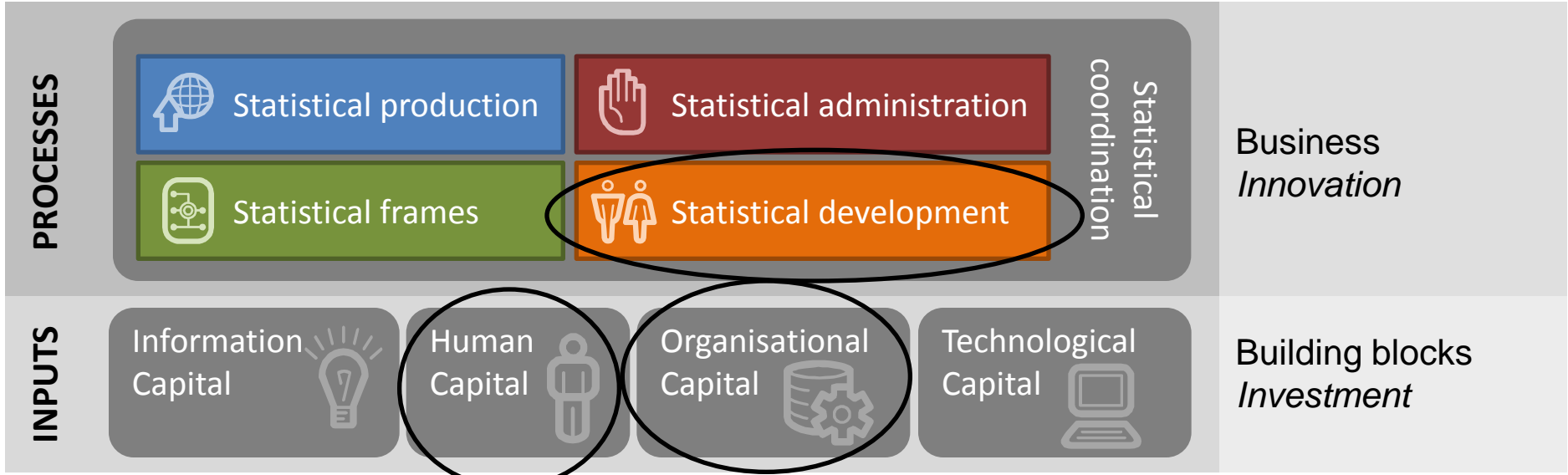
- Role of Facilitators

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Context: Statistics for Development

IMPACT

A Better Life for All

Eliminate poverty & inequality

Service delivery | Healthy life | Quality education | Social change | Decent jobs | Economic growth | People are safe

The South Africa I know, The home I understand

OUTCOME

Increased use of quality statistical information as evidence

Planning | M&E | Informed citizenry | Policy development | Decision-making

Information-led development & transformation

PRODUCTS

Support evidence based decision-making

Education | Finance | Employment | Mining | Construction | Population | Service Delivery | Transport | Utilities | Agriculture | Manufacturing | Trade

Business output
Increase use

STAKEHOLDER PERSPECTIVE

Context *Relevance*

PROCESSES

Statistical production | Statistical administration | Statistical coordination

Statistical frames | Statistical development

Business
Innovation

INPUTS

Information Capital | Human Capital | Organisational Capital | Technological Capital

Building blocks
Investment

Our Strategy for 2014-19 MTSF Period

Our Vision:

> **The South Africa I know, the home I understand**

Our Mission:

> **To lead and partner in statistical systems and products for evidence based decisions**

What we want to achieve - strategic outcomes

| Informing a nation | Trusted statistics | Partners in statistics | Capable organisation | Statistical leadership |

We will change our business processes

| **Statistical production** | **Statistical coordination** |

We will invest in

| IT systems | People | Organisation environment |

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The USE of Statistics Today:

Planning
(baseline information for NDP)

Monitoring & Evaluation
(measuring development and impact)

Policy Development
(increasing rationale for making decisions for better policies)

Decision-Making
(decision making in government, subnational, business & the public)

Outcome: Use of Evidence

Increased knowledge, understanding and use by the leadership, citizens and state

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The Mandate of Government 2014-19

Outcome No	Strategic Outcome	Lead Responsible Departments	STATS SA; DPME; NATIONAL TREASURY
1	Quality Basic Education	DBE, DHET	
2	A long & healthy life for all South Africans	DOH	
3	All people in SA are and feel safe	SAPS, DOJ&CD, DCS	
4	Decent employment through inclusive growth	EDD, DTI, DRDLR, DPE, DPW, (through EPWP with DAFF, DWAS, DoM, DEA,DSD, DoE and DT)	
5	Skilled & capable workforce to support an inclusive growth path	DHET with SETAS	
6	An efficient, competitive & responsive economic infrastructure network	DPW, DPE, DTI, DWAS, DHS	
7	Comprehensive rural development	DRDLR, DAFF, DWAS	
8	MTSF 2014-19	PRESIDENCY	
9	Responsive, accountable, effective and efficient developmental local government system	DCG, DTA	
10	Protect and enhance our environmental assets and natural resources	DWAS, DME, DOE, DEA	
11	Creating a better SA and contributing to a better and safer Africa in a better world	DIRCO	
12	An efficient, effective and development oriented public service	DPSA, PSC and ALL Depts	
13	An inclusive and responsive social protection system	DSD, DHS, DHA	
14	Transforming society and uniting SA	PRESIDENCY	

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Government's Needs for Statistical Information

1. *Provision of training to develop human statistical capacity in departments;*

2. *Verification of quality of data being produced by departments;*

3. *Improving the scope and quality of information collected by departments;*

4. *Standard definitions, classification and concepts;*

5. *Develop capacity to analyse data relations to departments;*

6. *Provide expertise in commissioning statistical activities;*

7. *Provide expertise on developing M&E systems;*

8. *Develop deeper analysis of cross-cutting issues*

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Challenges Faced in Production of Official Statistics

Challenge (and its progress to date …)			
The restoration of trust in official statistics			X
Too few South Africans with a passion (or skill) for statistics	X		
The absence of sufficient discourse on methodology and outcomes	X		
Being able to pace ourselves relative to our capacity		X	

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The National Development Plan: Vision 2030

NDP Diagnostic Report:
Nine Challenges for South Africa

1. *Too few people work*

2. ***Standard of education for most black learners is of poor quality***

3. *Infrastructure is poorly located, under-maintained and insufficient to foster higher growth*

4. *Spatial patterns exclude the poor from fruits of development*

5. *The economy is overly and unsustainably resource intensive*

6. *A widespread disease burden is compounded by a failing public health system*

7. *Public services are uneven and of poor quality*

8. *Corruption is wide spread*

9. *South Africa remains a divided society*

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Policy Imperatives

Basic Education Accord of 2010 (New Growth Path)

- *Calls for full support of all constituencies of the efforts of the Minister of Basic education to improve school performance.*
- *Through partnerships, these efforts include, but are not limited to, actions to improve access to textbooks, better teacher and learner development plans, improve infrastructure as well as curriculum review*

National Development Plan 2013

- *Until 2030, at least 450,000 learners a year must be prepared and eligible for tertiary education to meet skills demand of a growing economy*

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Reflecting on the SA Education Crisis

A South African Crisis?

PIC FAIL. Malema Primary School is among the worst performing schools in SA

PHOTO: LEBOGANG MAPOWELA

ADDING UP SA'S DIRE MATHS emergency

JEANNE VAN DER MERWE
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South Africa's children are in the grip of a major maths crisis with pupils in thousands of schools across the country unable to obtain more than 30% for a standardised maths test. City Press obtained the results data from individual schools that wrote the Annual National Assessments - tests written in schools countrywide to assess how well they can read and count - last year.

The results, of primary school children between grades 1 and 6, and Grade 9 high school children, was obtained in terms of the Promotion of Access to Information Act, and show that our children's maths results are getting worse as they get older.

The information revealed that just more than 40% of Grade 3 children obtained 50% or less for maths, as did two-thirds of all Grade 6s, and 96% of Grade 9s.

The data also shows that in 2 411 schools across the country, all the Grade 9s scored between 0% and 0% for maths. The same dismal mark was obtained all of the Grade 6s in 429 schools and among all Grade 3s in 59 of the country's primary schools.

bad schools, the average results for the maths

40% of Grade 3 children obtained 50% or less for maths, as did two-thirds of those in Grade 6 and 96% in Grade 9

9 marks and the matric results.

Sethula Secondary School in Bangalong Village, Lephalale, where the children's average Annual National Assessments maths mark was 2.74%, only had an 11.8% matric pass rate last year.

In Bessie Maake High School in Majakaneng Village, Grade 9s received on average 2.78% for maths and had a 28% matric pass rate last year.

Van der Berg said the 2012 textbook scandal in the province,

Learner Development

MATHEMATICS GRADES 10-12

Weighting of Content Areas			
Description	Grade 10	Grade 11	Grade. 12
PAPER 1 (Grades 12:bookwork: maximum 6 marks)			
Algebra and Equations (and inequalities)	30 ± 3	45 ± 3	25 ± 3
Patterns and Sequences	15 ± 3	25 ± 3	25 ± 3
Finance and Growth	10 ± 3		
Finance, growth and decay		15 ± 3	15 ± 3
Functions and Graphs	30 ± 3	45 ± 3	35 ± 3
Differential Calculus			35 ± 3
Probability	15 ± 3	20 ± 3	15 ± 3
TOTAL	**100**	**150**	**150**
PAPER 2: Grades 11 and 12: theorems and/or trigonometric proofs: maximum 12 marks			
Description	Grade 10	Grade 11	Grade 12
Statistics	15 ± 3	20 ± 3	20 ± 3
Analytical Geometry	15 ± 3	30 ± 3	40 ± 3
Trigonometry	40 ± 3	50 ± 3	40 ± 3
Euclidean Geometry and Measurement	30 ± 3	50 ± 3	50 ± 3
TOTAL	**100**	**150**	**150**

Why Stats SA must get Involved

Alignment of Legacy Projects to Stats SA's Strategic Objectives & Outcomes

STRATEGIC OBJECTIVE

5

invest in the learning and growth of the organisation

- Improvement of statistical literacy at schools
- Improvement of the quality of basic education
- Building capacity within Stats SA and the SANSS
- Building a skilled and capable workforce to support an inclusive growth path

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How W will Deliver in 2015/6 Work Programme

Strategic Outcome: Statistical Leadership – investing in statistical capability & competence
Strategic Priority: Skills Pipeline Strategy
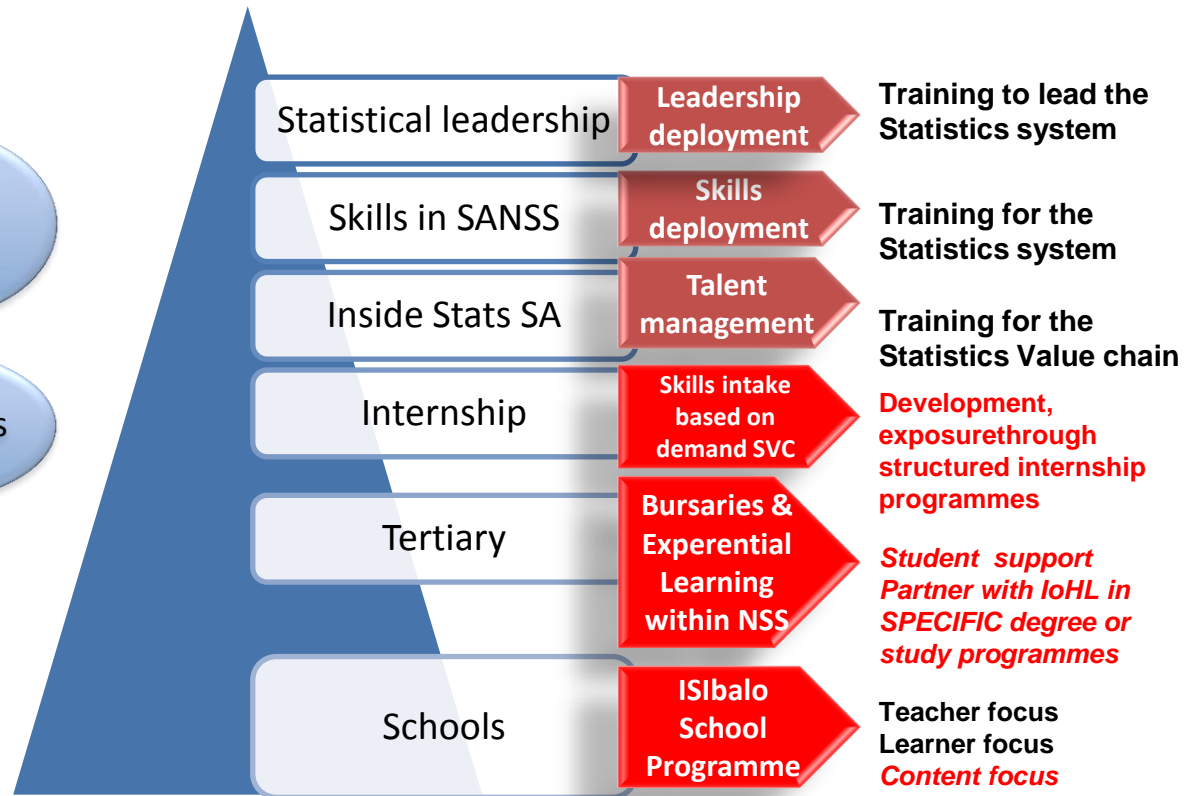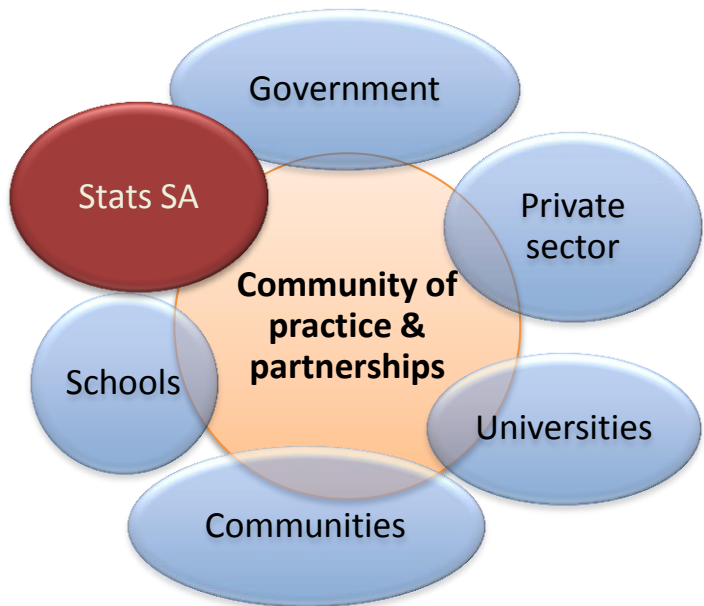
Learner Development through Creating a Community of Practice

Government

**Teachers
maths4stats coordinators
And young
statisticians/professionals**

**Universities:
Faculty staff
and students**

Private Sector and
Social Partners

Community

- **Summer Camp**
- **Winter Camp**
- **Saturday School**
- **Resource Support**
- **Career Development**
- **University entrance Prep**
- **Bursaries**

Year 1 (2015): Readiness for Matric 2015

Year 2 (2016): Readiness for Matric and Support to Grade 11

Year 3 (2017): Readiness for Matric and Support to Grade 11, 10

Year 4(2018): Readiness for Matric and Support to Grade 11, 10, 9

Year 5 (2019): Readiness for Matric and Support to Grade 11, 10, 9, 6, 3

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Role of Facilitators

KWAZULU-NATAL

- Our Lady of the Rosary High (Ndwedwe)
- Somashi High (Msinga)

EASTERN CAPE

- Molly Blackburn High (Uitenhage)
- Masiphathisane High (Motherwell)

LIMPOPO

- Amogelang High (Burgersfort)
- Lwaphungu High (Vhembe)

GAUTENG

Sekano-Ntoane High (Soweto)

NORTHWEST

Mamodibo High (Hammanskraal)

Khanana High (Orkney)

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Thank YOU!

Siyabonga!