



COVID-19 Effect on Data COLLECTION, MONITORING and REPORTING for the SOUTH AFRICAN EDUCATION SECTOR

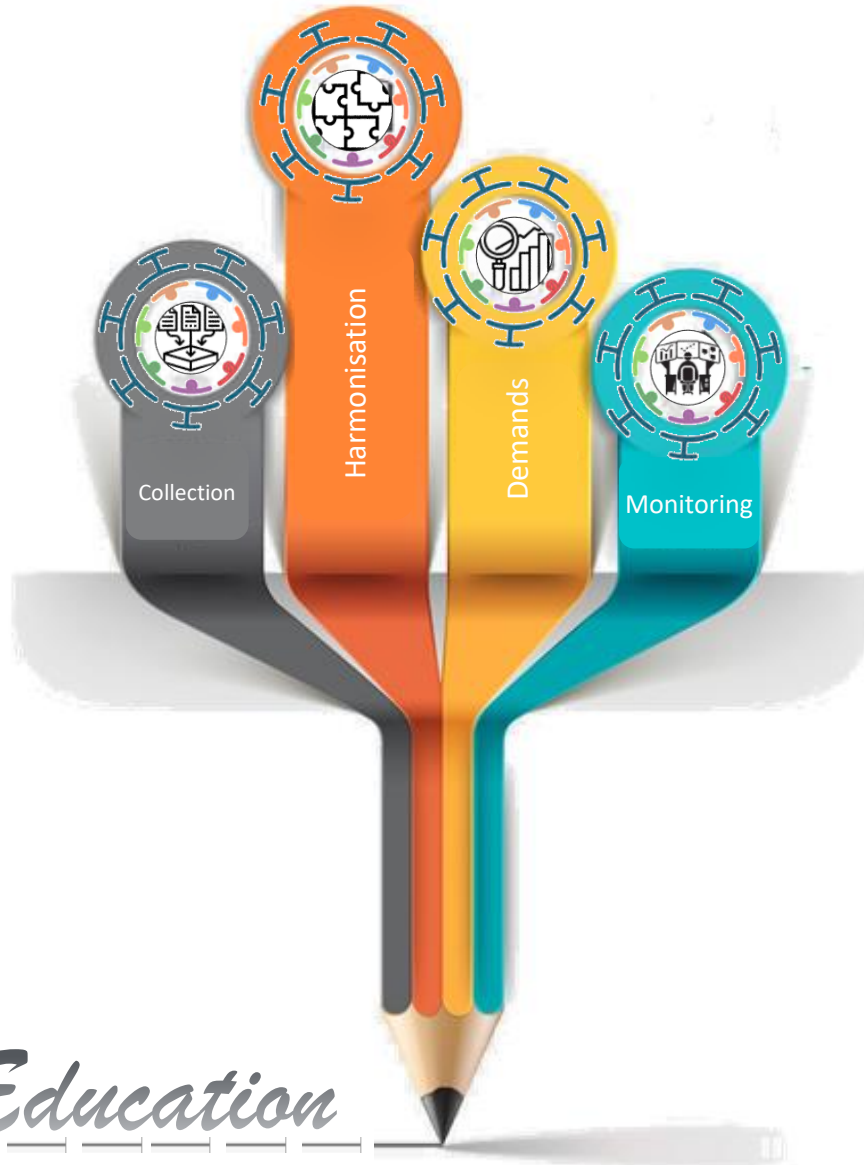
EMIS South Africa

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Discussion points



Data Collection

- Mandate, Current processes, challenges and how have activities been affected

Data Harmonisation

- Data usage and sharing between departments for COVID 19 intervention

Data demands

- Current demands, new data fields identified to support COVID 19 intervention

Data monitoring

- Online and physical monitoring
- Variables that are being monitored

Education

Back ground- South Africa educational data collection from source level

- The **South African Department of Basic Education** requires information for planning, allocation of funding to schools, guiding the distribution of resources as well as monitoring the performance of the various programmes on a regular basis.
- To keep abreast with the 21th century DBE changed its collection method **from aggregated data** (that was reported manually through two surveys) **to unit level data (received electronically)** from schools through the DBE's supported school administration and management system, **SA-SAMS from 2017.**

Collection



Current

- Electronic sourcing and collation from standard school administration system (SA-SAMS) , collected electronically/manually and collated into provincial and national data warehouses.
- Quarterly data collection process that includes educational-, learner and educator health-, psycho social-and poverty data sourced at school level

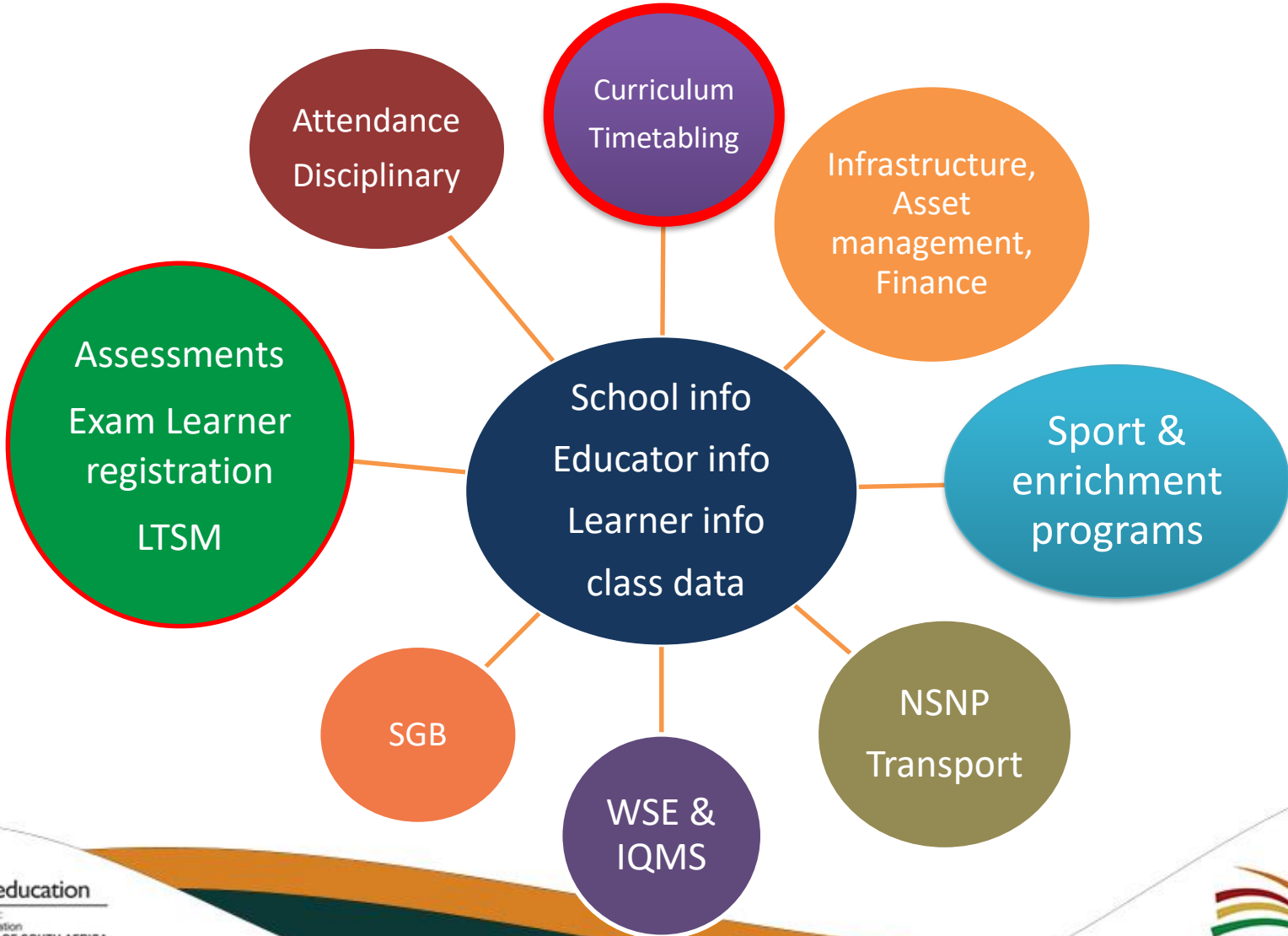
Challenges

- Limiting capacity in
 - Telecommunications - access
 - Computer equipment
 - Network latency
- No access to already captured data on stand alone School Admin System due to lockdown
- Incomplete data sets for health-, psycho social due to fields not being compulsory

Resolutions

- Leverage baselined 2020 sourced data
- Refresh collection from updated SA-SAMS when schools reopen
- Employ electronic surveys for daily /weekly key information when schools reopen
- Change monthly data collection to weekly collection
- Additional data set collection through circulars to schools by line function

Standard data available for multiple usages , users and reports -> SAVING RESOURCES

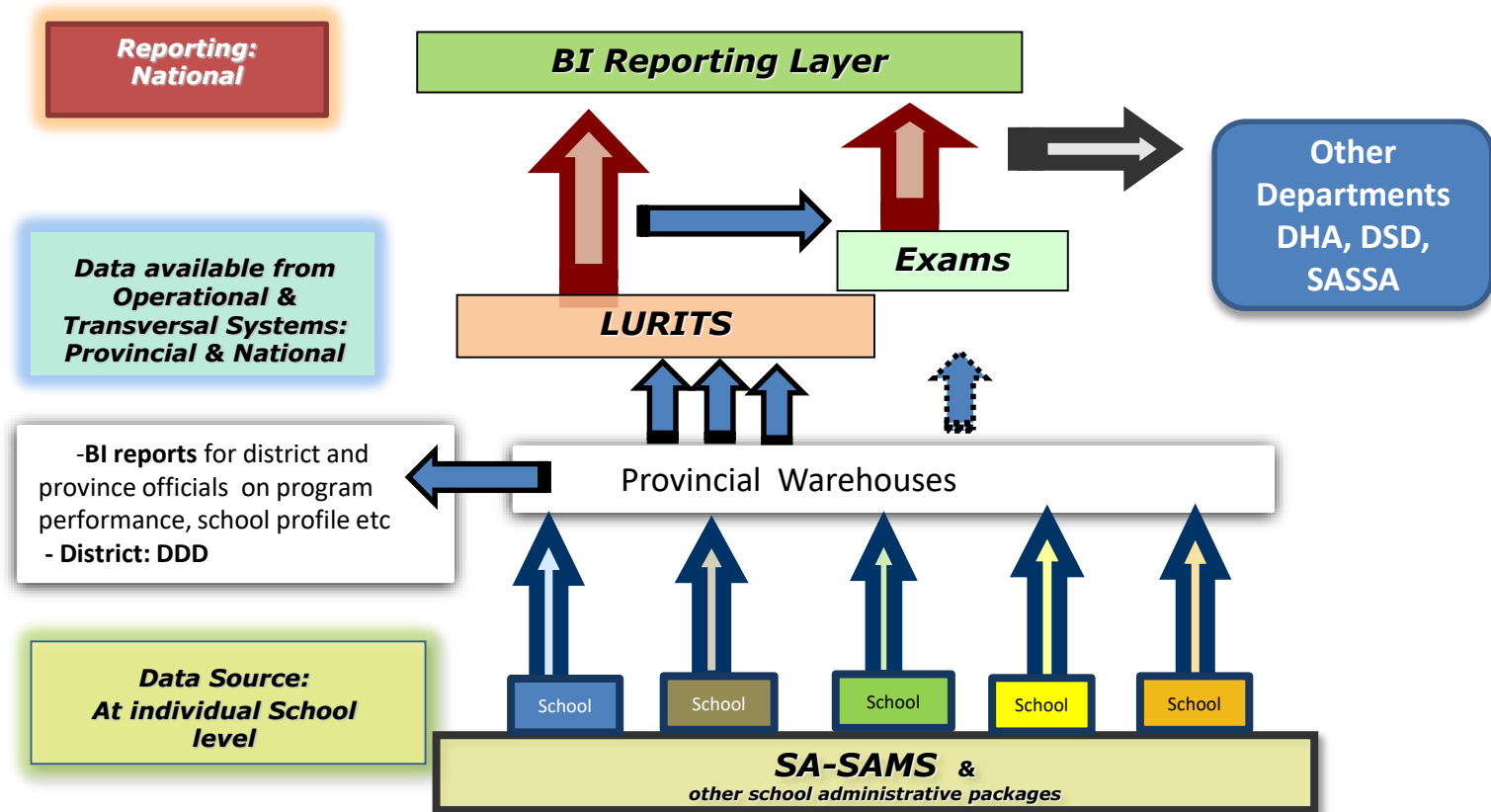


Effectiveness on collecting of data at source level

- **Completeness of currently collected data:**
 - Since 2017 **98 % of all schools in eight provinces uses SA-SAMS for quarterly reporting** on various fields from data on institutions, learners, educators and learner achievements.
- **Usage of collected data**
 - **SA-SAMS**, as a comprehensive package collects a wide range of learner and school data which is used to **support reports of the Annual Performance Plan (APP) and the Medium Term Strategic Framework that is tabled at Cabinet.**
 - Other includes fields includes learner related issues e.g. **CSTL as well as OVC.**
- **Data warehousing and visualisation**
 - Granulated learner data from source level are collated into the DBE's transversal system Learner Unit Record Information and Tracking System (LURITS) **linking the data with other intergovernmental departments such as Department of Home Affairs and Treasury for allocated National funding.**
 - Data is visualized through a Business Intelligence application and a District Dashboard application.



Integrating Data Systems in the Education Sector



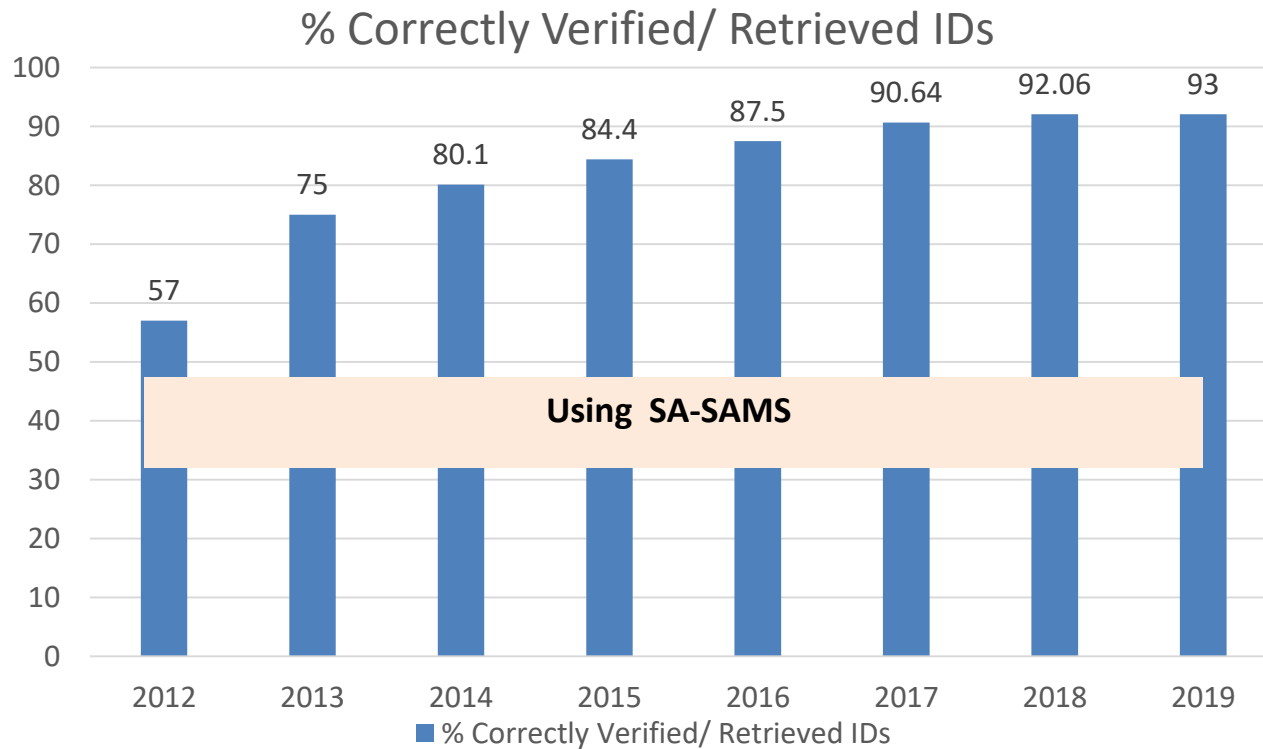


Harmonisation

- **Current**
 - Information sharing between national as well as internal departments
 - Interdepartmental workgroups
 - Continuous data cleansing in validating completeness and validity
- **Challenges**
 - Data standards not aligned from various entities
 - Unique identifier (ID numbers) not always available
 - Obsolete data and reporting periods not aligned
 - Manual data integration
- **Resolutions**
 - Interface with private research institutions
 - Deploy a national master data framework with automated interfaces across institution

Quality of reported learner data using the school administration process

LURITS data validated against NPR (DHA) 2012-2018



DATA CAN BE USED AS THE CORE LINK TO CHILDREN, ENSURING & ENABLING HOLISTIC DATA DRIVEN SUPPORT FROM THE PUBLIC SECTOR

Civil Registration/ Identification of individuals, formal records (verified against)

NATIONAL DEVELOPMENT PLAN

Services to Children: Education, Social Care, Health Care, Nutrition & Safety, Training

DEPARTMENT OF HOME AFFAIRS DEPARTMENT

DEPARTMENT OF BASIC EDUCATION

Access to quality and improved Education; (Data verification, Intervention Planning)



HOLISTIC DATA DRIVEN SUPPORT FOR CHILDREN

Primary Health Care, Health Screening in schools, (data triangulation)

DEPARTMENT OF HEALTH

DEPARTMENT OF SOCIAL DEVELOPMENT/ SASSA

Social Grants (school going –age attending school), Social Welfare

Demand

- **Current**

- Learner performance data and to determined learning outcomes
- Number of learners per class (class size) – to establish the distancing of learners in a class
- Learner / Educator Ratio
- Analytical tools with data warehousing operational for standard and ad hoc data assessment and trend analyses, national and inter department
- New data demands governance process review - yearly
- Unit level data governed by POPI Act

- **Challenges**

- Adoption rate of new data requirements very slow
- Lack of ownership of Policy Data Owners
- High demand on diverse data sets (non-educational)

Education



Additional Demands - indicator fields to support COVID 19 reporting

- Data fields identified:
 - Learner and educator attendance including reasons for absenteeism
 - Learner transport
 - Learner psycho-social and health information
 - Number of learners per class (class size) – to establish the distancing of learners in a class
 - Learner / Educator Ratio

Monitoring



Education

- **Schools in South Africa are currently closed and with children at home we need to monitor:**
 - Impact on caregivers
 - Child well-being, including hunger
 - Learning activities in the home
 - Attitudes to school closures
- **As soon as schools reopen there will be a need for ongoing monitoring of:**
 - School compliance with COVID-19 Standard Operating Procedures (social distancing, hygiene measures, use of protective equipment)
 - Confirmed cases of COVID-19 amongst learners and teachers at schools
 - Learner and teacher absenteeism rates
- **Challenges**
 - Not all schools participate in data collection
 - Limited resource to do monitoring
 - Not all line functions are involved
 - School transactional system and not able to receive information from households

COVID-19 M&E Plans

- **The plans:**
- Support via Collaborations to design an M&E Plan:
 - The design is still being finalized
 - An independent service provider will be appointed to conduct data collection and reporting
- A nationally representative telephonic Household Survey is being planned called the Coronavirus Rapid Mobile Survey (CRAM):
 - This will measure a range of household-level information (health, income, activities, attitudes) and track changes over time
 - The DBE is represented on the reference group
 - The education section of the questionnaire will measure child hunger, learning in the home, and school related information
- **Support and guidance required on the above**

IMPACT OF CURRENT INDICATOR MONITORING AND REPORTING

Indicator		Challenges
➤ 4.1.1	➤ Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	➤ The plan was to (re)introduce a national assessment programme in 2020 which will run every three years and provide nationally representative data at the grade 3 level for both maths and reading. This plan was delayed due to COVID-19
➤ 4.1.2	➤ Administration of nationally-representative learning assessment (a) in Grade 2 or 3, (b) at the end of primary education; and (c) at the end lower secondary education.	➤ The new National Assessment Programme will be run every three years at the grade 3, 6 and 9 levels.
➤ 4.1.5	➤ Out-of-school rate (primary education, lower secondary education, upper secondary education)	➤ We might miss data for 2020 due to delay in data collection for the General Household Survey.

INDICATOR MONITORING AND REPORTING

Indicator		Challenges
➤ 4.2.1	➤ Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex	➤ A new early Learning Outcome Measure is being developed and piloted, for first reporting in 2020. The pilot is also delayed.
➤ 4.2.3	➤ Percentage of children under 5 years experiencing positive and stimulating home learning environments	➤ No available measures
➤ 4.2.4	➤ Gross early childhood education enrolment ratio in (a) pre-primary education and (b) and early childhood	➤ We might miss data for 2020 due to delay in data collection for the General Household Survey.
➤ 4.2.5	➤ Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	➤ It is not compulsory at present, although there is proposed legislation to make Grade R compulsory.

INDICATOR MONITORING AND REPORTING

Indicator		Challenges
➤ 4.6.1	➤ Percentage of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skill, by sex	➤ We might miss data for 2020 due to delay in data collection for the General Household Survey.
➤ 4.6.2	➤ Youth/adult literacy rate	➤ We might miss data for 2020 due to delay in data collection for the General Household Survey.
➤ 4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) National education policies, (b) Curricula, (c) teacher education and (d) student assessment	➤ No available measures

INDICATOR MONITORING AND REPORTING

Indicator		Challenges
➤ 4.7.3	➤ Extent to which the framework on the World programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)	➤ No available measures
➤ 4.7.4	➤ Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	➤ No available measures
➤ 4.7.5	➤ Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability	➤ No available measures

Every child is a National Asset

Thank you!

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