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

EMIS South Africa
Director: Ms Ayesha Suleman
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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
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 21st 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 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

**BI Reporting Layer**

**Reporting:**
- National

**Data available from Operational & Transversal Systems:**
- Provincial & National

Data Source:
- At individual School level

**LURITS**

**Exams**

**Provincial Warehouses**

**SA-SAMS** & other school administrative packages

**Other Departments**
- DHA, DSD, SASSA

- BI reports for district and province officials on program performance, school profile etc
- District: DDD
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

% Correctly Verified/ Retrieved IDs

Using SA-SAMS
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

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

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

HOLISTIC DATA DRIVEN SUPPORT FOR CHILDREN

DEPARTMENT OF HOME AFFAIRS

DEPARTMENT OF BASIC EDUCATION

DEPARTMENT OF SOCIAL DEVELOPMENT/SASSA

DEPARTMENT OF HEALTH

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)
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

- 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
<table>
<thead>
<tr>
<th>Indicator</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td>- 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</td>
</tr>
<tr>
<td>4.1.2</td>
<td>- 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.</td>
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<tr>
<td>4.1.5</td>
<td>- Out-of-school rate (primary education, lower secondary education, upper secondary education)</td>
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</table>

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

The new National Assessment Programme will be run every three years at the grade 3, 6 and 9 levels.

We might miss data for 2020 due to delay in data collection for the General Household Survey.
## Indicator Monitoring and Reporting

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

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<td><strong>4.6.1</strong></td>
<td>- 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  &lt;br&gt;  - We might miss data for 2020 due to delay in data collection for the General Household Survey.</td>
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<tr>
<td><strong>4.6.2</strong></td>
<td>- Youth/adult literacy rate  &lt;br&gt;  - We might miss data for 2020 due to delay in data collection for the General Household Survey.</td>
</tr>
<tr>
<td><strong>4.7.1</strong></td>
<td>- 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:  &lt;br&gt;  (a) National education policies,  &lt;br&gt;  (b) Curricula, (c) teacher education and (d) student assessment  &lt;br&gt;  - No available measures</td>
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<td>4.7.3</td>
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<td>Extent to which the framework on the World programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)</td>
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Thank you!

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