

ANNEXURE B

Guideline for the compilation of the provincial reports on the utilisation of Workbook 1 and 2 for 2024 academic year

Since 2021 Online tool / Google form or survey was recommended to collect data on the utilisation of workbooks. For 2024, we are still going to utilise the same Google form. Provinces that encounter any challenges regarding the use of the Google tool and recording of responses should contact DBE sooner.

It is recommended that officials who have been responsible for the collation of the reports on monitoring utilisation of workbooks are the ones who will be administrators. Officials are requested NOT to delete/ add questions on the tool as deletion of items presents skewed analysis.

If the officials have been moved and holds a different portfolio, it is recommended that the newly appointed official's name be forwarded to DBE for records.

Submission dates:

Volume 1 submitted by 01 July 2024; and

Volume 2 submitted end of October 2024

The information captured on Google form would assist in collating the provincial report. The information is extracted from data provided by schools and districts. The provincial narrative report should be inclusive of the following information:

Section A: This can be filled by Principal/ SMT member/ LTSM coordinator at school/ Nominated teacher at the school

- Number of schools monitored in the district/ province- Grade 2, 5 and 8- Names of schools can be attached as Annexure **OR** indicated in the report discussion- This can be presented on a table like this:

| District | Grade 2 and 5 | Grade 8 |
|----------|---------------|---------|
| | | |
| | | |

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- Shortages to workbooks by all learners; in which grades these are; were they reported, briefly causes/ reasons for shortages; were shortages resolved/ attended to so learners are not disadvantaged.
- **Overall:**
 - Have all grades received Vol 1/ Vol 2?

| Questions | Principal Response | Principal Responses by Grade | | |
|---|--------------------|------------------------------|-------------------------|-------------------------|
| | | Grade 2 | Grade 5 | Grade 8 |
| | | No of Schools monitored | No of Schools monitored | No of Schools monitored |
| Have all the grades received the relevant workbooks Volume 1/2 with ALL subjects? | Yes | | | |
| | No | | | |
| Are there any Volume 1 shortages? | Yes | | | |
| | No | | | |
| Have these shortages been resolved? | Yes | | | |
| | No | | | |
| | n/a | | | |

- This can perhaps be reported as the percentage of principals that responded yes to this question.
- What were the main reasons for Vol1/ Vol 2 shortages?
 - Perhaps show the percentage of principals who responded positively to the response options given and rank them from highest to lowest.
 - The following table may be used to arrive at the conclusion/ summary:

| Questions | Principal Response | Principal Responses by Grade | | |
|---|------------------------|------------------------------|-----------------|-----------------|
| | | Grade 2 | Grade 5 | Grade 8 |
| | | (No of schools) | (No of schools) | (No of schools) |
| What were reasons for the Volume 1 shortages? | Short supplied | | | |
| | New or late admissions | | | |
| | n/a | | | |

Summary for Section A can be discussed per phase

- **Foundation Phase**
 - Number of schools that reported that there are shortages in the FP for Vol1/ Vol 2
 - Perhaps mention the subjects/ grades where shortages were experienced
 - % of schools where the shortages were resolved
 - This can be calculated by dividing the number of schools where shortages were resolved by the number of schools that reported shortages
- **Intermediate Phase**
 - Number of schools that reported that there are shortages in the IP for Vol1/ Vol 2
 - Perhaps mention the subjects/ grades where shortages were experienced
 - % of schools where the shortages were resolved

- This can be calculated by dividing the number of schools where shortages were resolved by the number of schools that reported shortages
- **Senior Phase**
 - Number of schools that reported that there are shortages in the IP for Vol1/ Vol 2
 - Perhaps mention the subjects/ grades where shortages were experienced
 - % of schools where the shortages were resolved
 - This can be calculated by dividing the number of schools where shortages were resolved by the number of schools that reported shortages

Section B: Filled in by the Monitor

- Number of Grades and Subjects monitored (also indicate language level);
The above can be captured in a table similar to this:
- **Utilization of workbooks:**
 - Indicate usage in % of schools using and those not using workbooks.
 - It will be useful to look at this by subject. For instance: 80% of the teachers indicated that they used the workbooks for isiXhosa HL or 70% of teachers indicated that they used the books for English FAL?
 - It will also be useful to indicate what percentage of teachers are using it as a primary, secondary or homework book.
 - Also have a look at the reasons that the teachers gave for motivating their answer.
- The following table can/ may be used to summarise data:

| Questions | Educator Response | Number of Classes | | |
|--|--------------------------|-------------------|---------|---------|
| | | Grade 2 | Grade 5 | Grade 8 |
| Subject monitored: Indicate LOLT | Afrikaans HL Mathematics | | | |
| | English HL Mathematics | | | |
| | English FAL | | | |
| | isiXhosa HL Mathematics | | | |
| Are DBE workbooks the primary, secondary or homework book that learners use? | Primary | | | |
| | Secondary | | | |
| | Homework | | | |

- Teachers' perceptions about the workbooks:
- The below table can be utilised to capture the data collected:

| Questions | Yes Responses | | | No Responses | | |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| | Grade 2 | Grade 5 | Grade 8 | Grade 2 | Grade 5 | Grade 8 |
| | (No of schools) | (No of schools) | (No of schools) | (No of schools) | (No of schools) | (No of schools) |
| Are the workbooks being used for Mathematics/ Language? | | | | | | |
| Are the activities completed within each week as indicated on the workbook? | | | | | | |
| Are the activities in the workbook in keeping with the required work schedule as outlined in CAPS? | | | | | | |
| Is the space of the workbook appropriate to ensure curriculum is covered in a holistic meaningful manner? | | | | | | |
| Have the workbooks assisted you in teaching? | | | | | | |
| Have the workbooks assisted in assessing core skills for learners? | | | | | | |

For example: from the table above the following observations would be reported:

- Indicate whether teachers are using the workbooks for the subject;
- % of teachers who responded that they completed the activities within each week. You can also indicate the main reasons provided for not completing the activities.
- % of teachers that think that the activities in the workbooks are in keeping with the required schedule in CAPS- You can also indicate the main reasons why they think/ do not think so.
- % of teachers who think that the pace of the workbook is appropriate to cover the curriculum in a holistic/ meaningful manner.
- % of teachers who think that the workbooks assisted them in their teaching. You can also include the main reasons why they agree/ don't agree.
- % of teachers who think that the workbooks have assisted them in assessing the core skills for learners. You can also include the main reasons why they agree/ don't agree.

Section C: Filled in by Monitor

Number of activities completed/ done by learners per month as well as marking of these activities to be indicated

- Number of activities done/ completed by learners per grade
- Number of activities marked/ dated
- **Dating and marking of workbooks:**
 - % of books that indicated that no exercises were done
 - % of books that were marked
 - % of books that were dated/ undated
- **Evidence of utilisation of workbooks:**
 - Comparison of Number of exercises that was completed by weaker learners as compared to best performing learners per month.
- **Teacher feedback:** Table can be used to capture the questions asked and the distribution of respondents. Then interpret and discuss:
 - % of teachers that provided feedback
 - % of teachers that provided feedback always; vs. % that provided feedback sometimes.
 - % of teachers that provided feedback using ticks and crosses; % of teachers that also provided comments.
- Any additional comments / observations by monitors on the utilisation of workbooks
- Concluding remarks and recommendations by the Province