

# Baseline assessment

- Please see the below link in the chat. Please complete the baseline assessment as you enjoy the music.
- You are now a researcher and your classroom is a laboratory.
- <https://forms.gle/snZYXfSUHrrpZV1z5>



LEARN TO SUCCEED

# PILOT 2021 GEC (GENERAL EDUCATION CERTIFICATE)- 27/28 JULY



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# Programme Day 1 - 28 July 2021

Welcome – Ricky Ioannou (lead presenter)

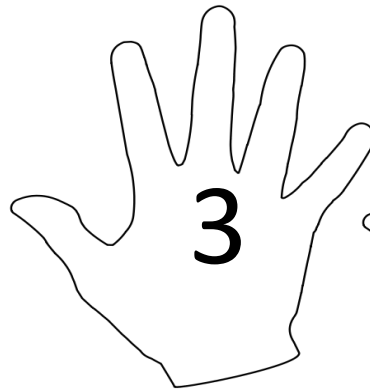
Introduction to Dr Mark Chetty – Head of Assessment DBE – Dr Ria de Villiers E<sup>3</sup>



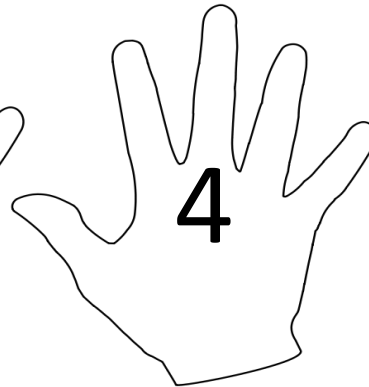
Teacher happiness



SA and the world today



Teachers need to change – why? Gen Z, etc.



PPBL and skills for A changing world



The GEC as a solution



The 21<sup>st</sup> century teacher profile game

# While we wait for everyone to join, please chat to me!

Write your name  
in the chat box.

Tell me where  
you are from.

And tell me what  
is the strangest  
food you have  
eaten.

**WELCOME**

Please mute yourself, there will  
be lots of people in the session  
today 😊



# Starting with some 'housekeeping'

*How to participate and interact*

*Agenda*

*Objectives*

*About  $E^3$*

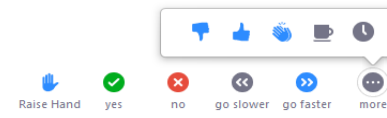
*Tools – using the annotate function*

*Icebreaker*

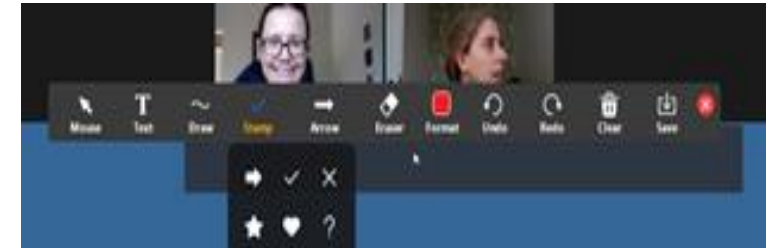


# How to participate and interact

- Participate with us 😊
  - Using the **Chat box**
  - Clicking the **icons to give feedback**
  - Answering the **polls** on screen
  - Using the **annotate** function to draw on the screen
  - Be **fully present** in this session!
  - **Mute** your microphone



Icons



Annotate



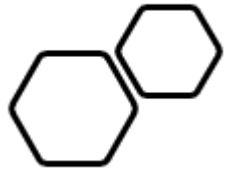
Raise  
hand

# Icebreaker

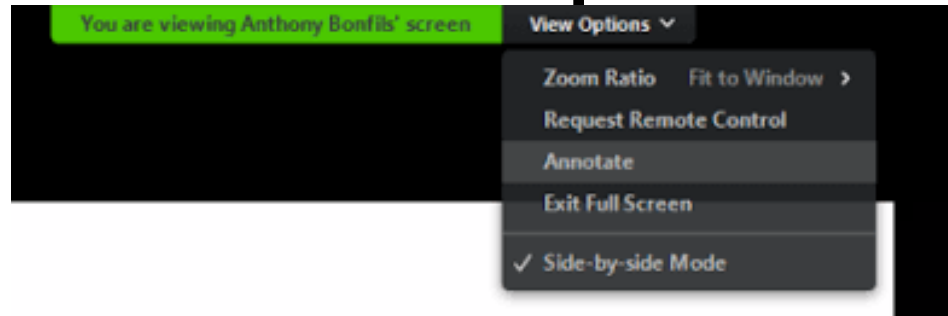
- Please share in the chat the best thing that has happened to you as a teacher this year
- What was the worst?
- Are you a happy teacher? Share...
- What is your favourite song?



This is a very happy provincial co-ordinator!

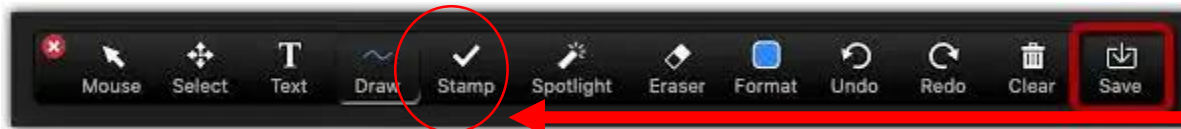


# Let's use the annotate function - computer



1. Click on VIEW OPTIONS

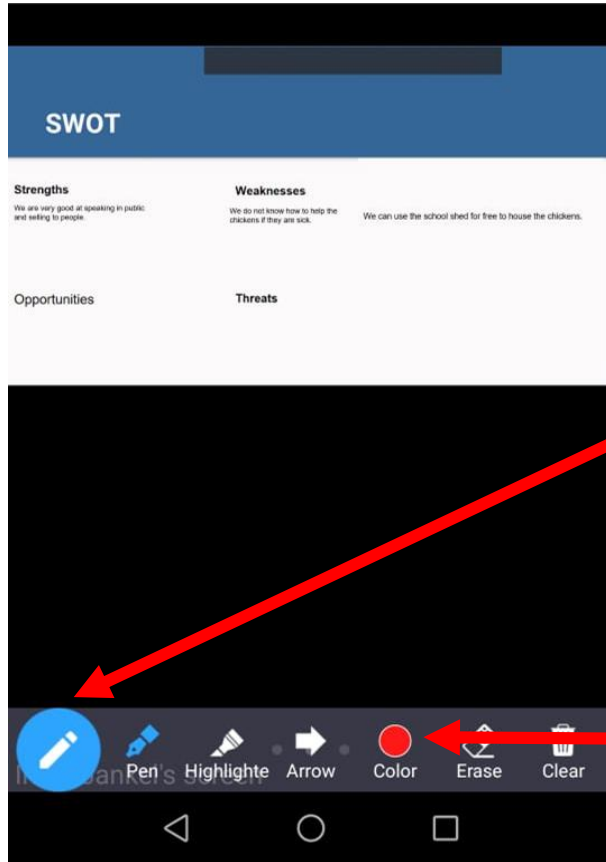
2. Click on ANNOTATE



3. Click on STAMPS and choose the icon you want to use.



# Let's use the annotate function – phone



1. Click on the blue and white pen on the bottom left hand side of your screen.

2. Click on COLOUR. Then click anywhere on your screen.

# Use the annotate function to position yourself – choose any notation you like but stake your claim!

I know about E<sup>3</sup> because I have  
already done some training – I  
am a part of an E<sup>3</sup> school.

I have heard about E<sup>3</sup> from schools  
around mine and from colleagues  
and friends and the media

I know nothing about E<sup>3</sup>

# SA: today -The bus from darkness to light

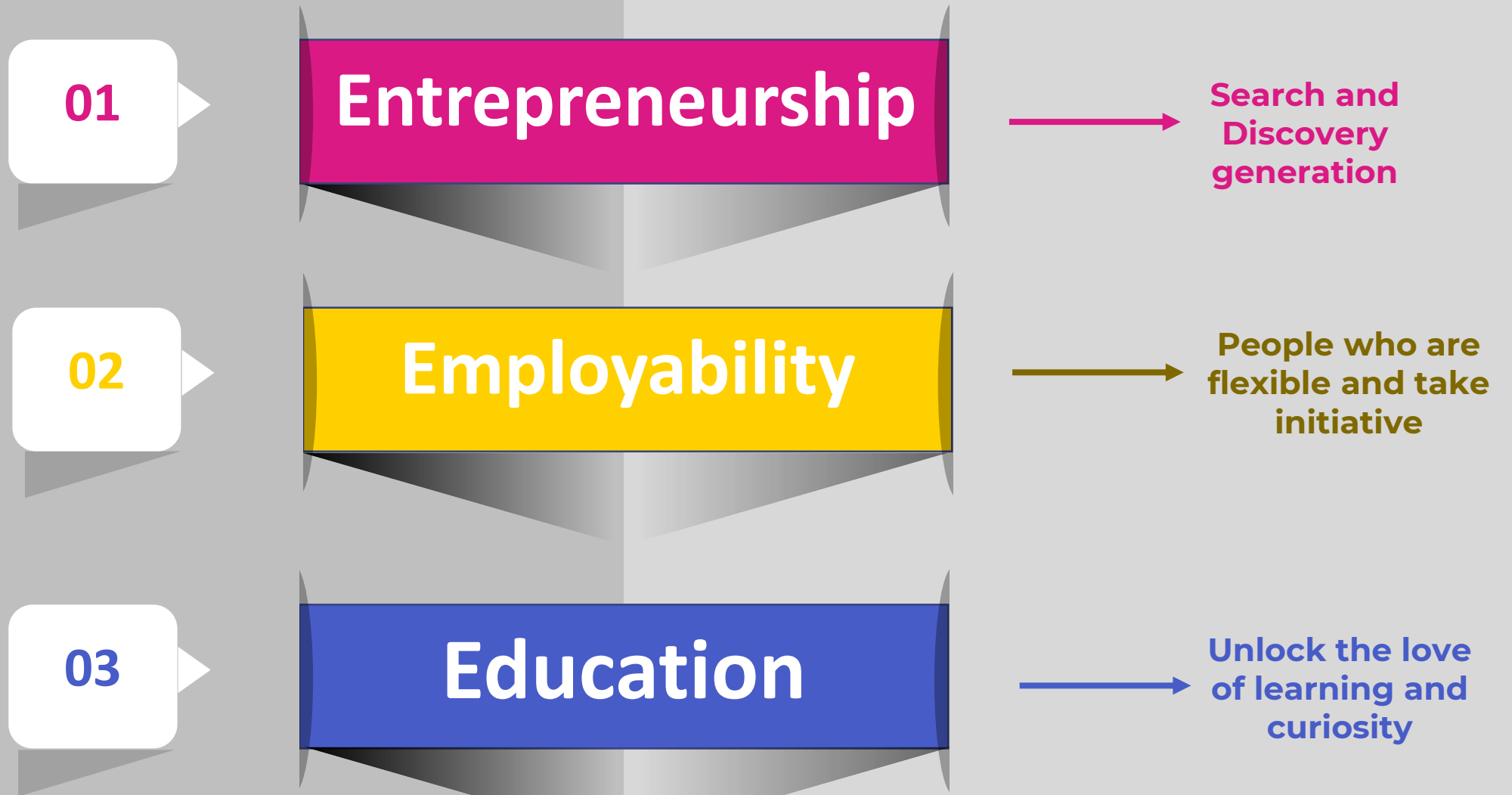


**BRIDGING SA's UNEMPLOYMENT GAP THROUGH EDUCATION**



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# What is DBE-E<sup>3</sup>?



In this section we will cover the following

# Teacher happiness

★ Who am I and am I happy?

Who am I,  
where am I  
going and  
where do I  
come from?

*The work we do is a critical component of our legacy. If we believe that our work has meaning and that we are valued for what we do, this encourages us to remain involved and to seek the next level of achievement.*



**I am a  
valued  
member of a  
community**

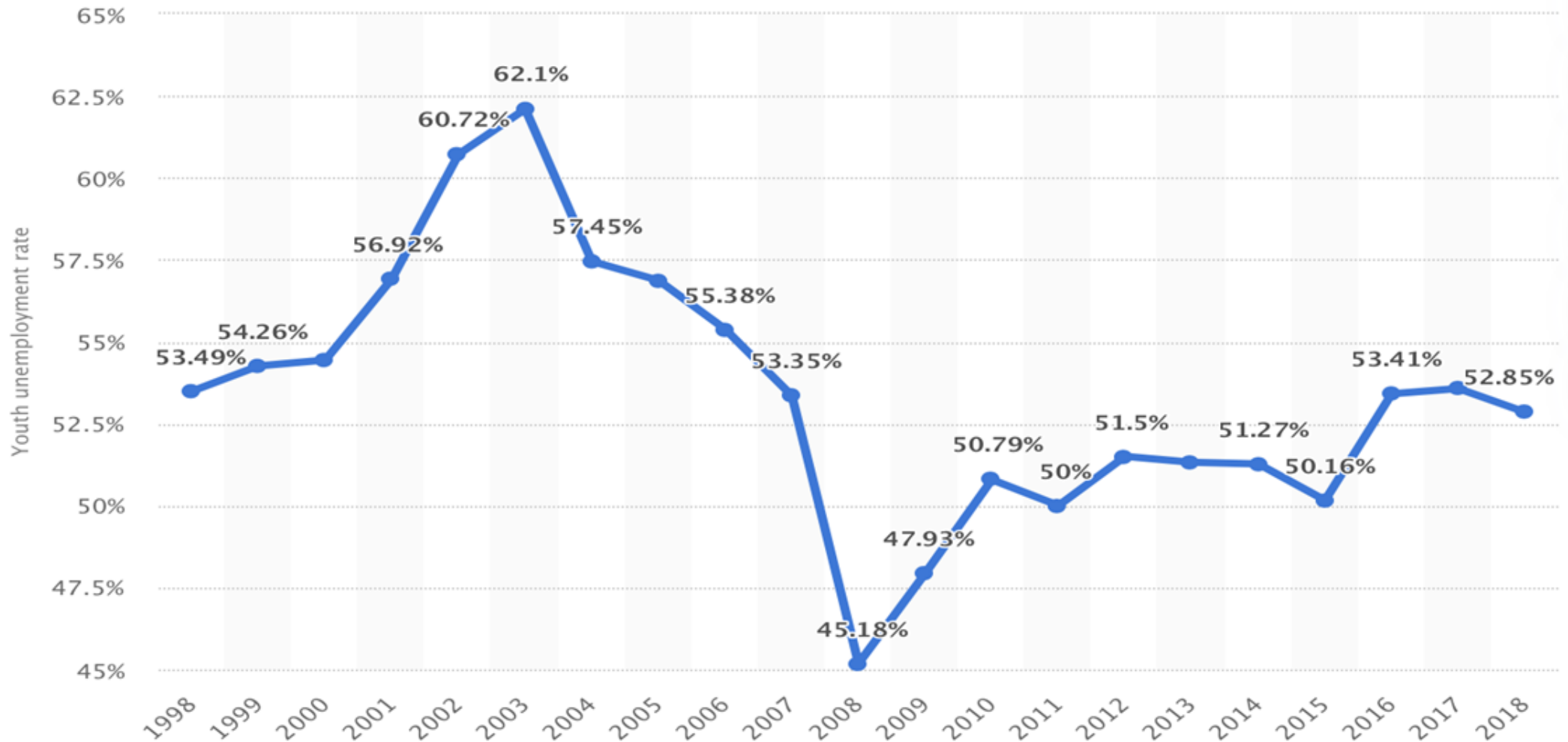
**I value that  
community**

**That  
community  
is valued by  
others**



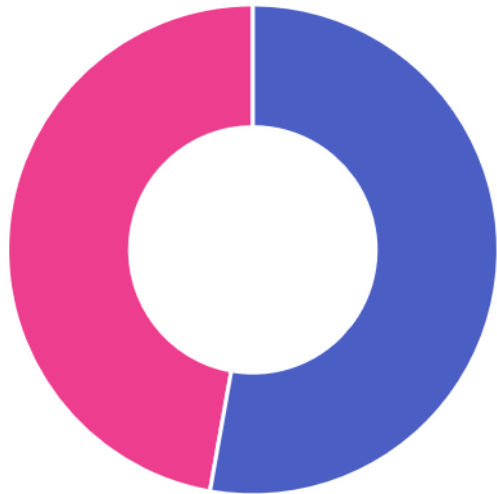
# 2. South Africa and the world today

## South Africa: Youth unemployment rate from 1998 to 2018

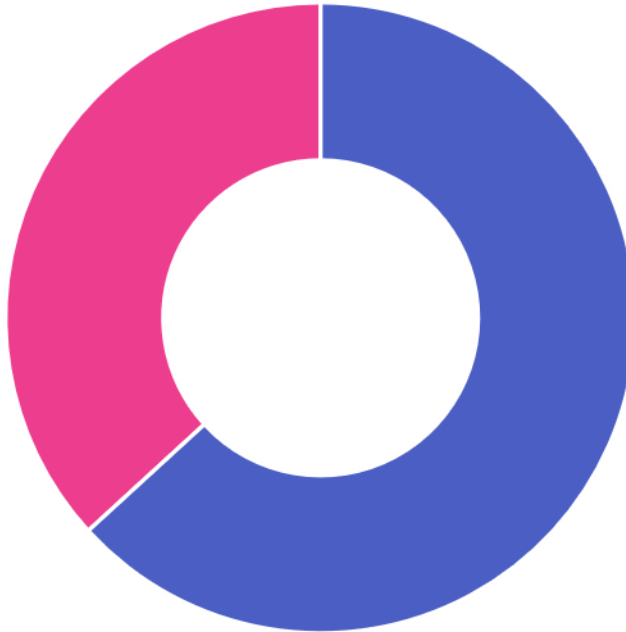


# THE UNEMPLOYMENT CRISIS

Youth  
unemployment  
pre-COVID19



Youth  
unemployment  
post-COVID19



How much has education contributed to this problem?

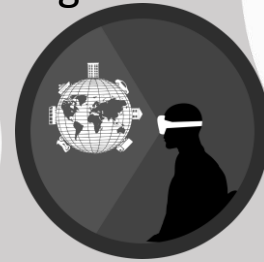


# What competencies do young people need in order to thrive?

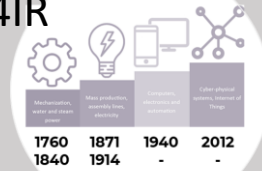
Machine learning



Augmented reality



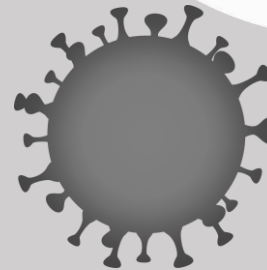
4IR



Climate change



Pandemics

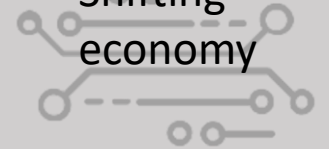


## Vanishing jobs

- Buyer
- Mail sorter
- Telecommunications installer – cables cord and wire
- Switchboard operator
- Printing press operators
- Computer programmers
- Moulding and casting machine operators
- Typist
- Bookkeeper, accountant, auditor, clerk
- Severely disabled worker
- Fast food worker
- Cashiers
- Office clerks
- Assemblers and fabricators
- Correctional service officers
- Legal secretaries
- Mail delivery agents
- Bank tellers
- Data entry clerks
- Electronics assemblers and inspectors
- Personal assistants
- Team assemblers
- Administrative assistants
- Travel agent
- Textile worker
- Sports referee / umpire
- Retail jeweler
- Telemarketer



Shifting economy



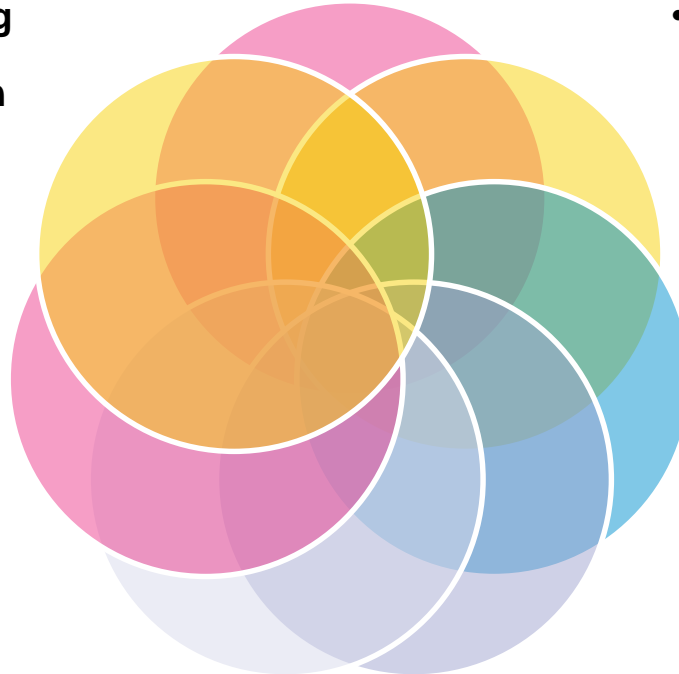
# Are we ready for change?

- Do my students have opportunities to be creative?

- Do I myself model good digital citizenship by being present online and by connecting with others on social media?

- Are my students allowed to display their learning in different ways?

- Are my students aware of how to be safe online and how to be good digital citizens?

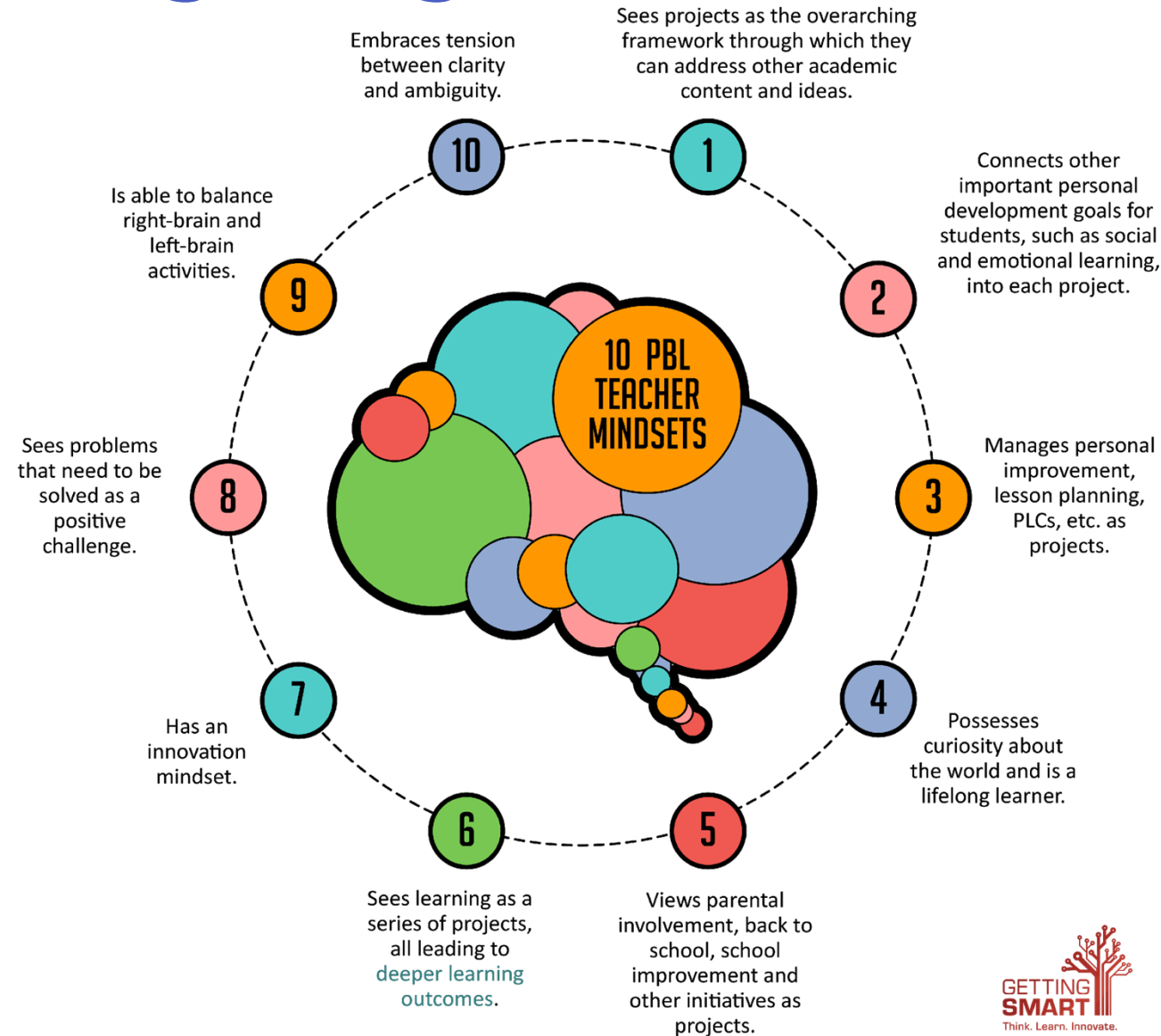


- Can my students document and reflect on their learning, exchange ideas and collaborate with others through, for example, blogging?

- Do I invite guests into our classroom, either live or virtually, to broaden our knowledge and global perspective?

- Do my students have digital portfolios where they can display their progress and archive their work?

# The PPBL facilitator – re-imagining traditional teaching



# The 21st-Century Teacher



21st -century teachers are able to look at their practice and adapt based on the needs of their students. They must be able to adapt their teaching style to include different modes of learning, adapt when a lesson fails, and adapt to new technology.

# Brain Break



**Please be back in 5 minutes**

# What kind of learner is envisaged?

Born mid 1990 to early 2000s

Already “entrepreneurials”

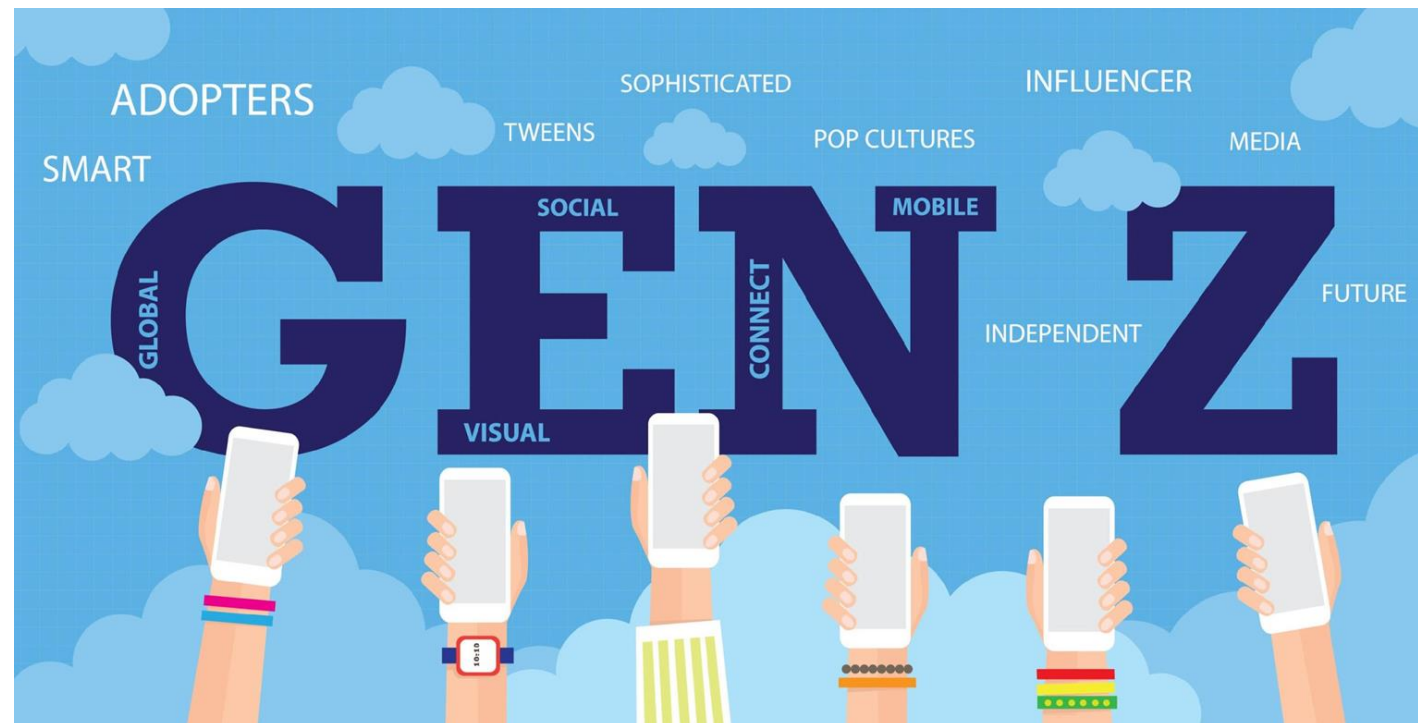
Social Learning Environments

More Career Focused

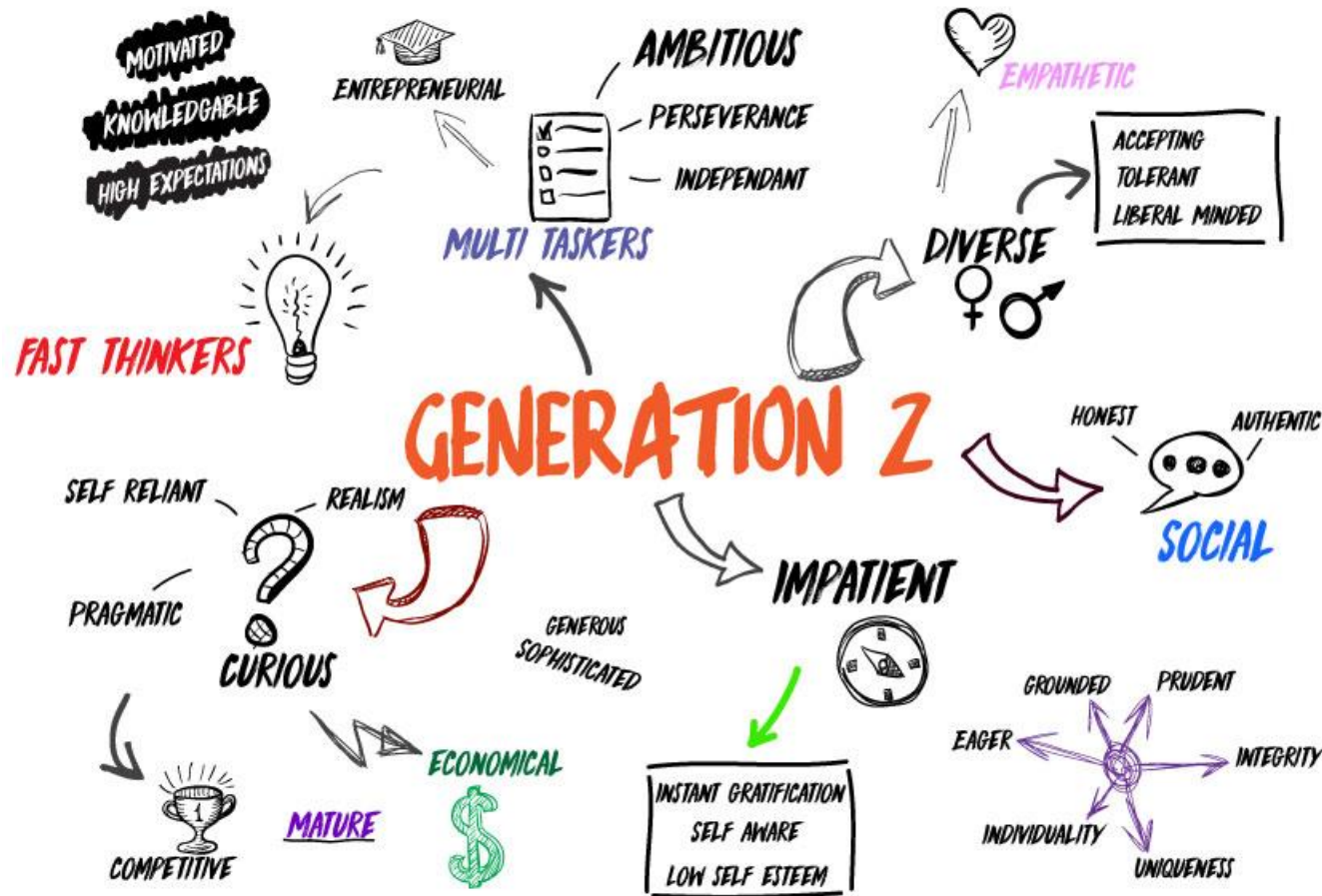
Refuse to be passive learners

Thrive in immersive lessons

Learn best by doing



# What are the characteristics of Gen Zs?



- Social
- Multi Taskers
- Entrepreneurs
- Digital Natives
- Interactive
- Tech Savvy
- Less Focused

# Solution 1: Why PPBL is perfect for Gen Z learners



Solution 1:

- Technology
- Multi-Tasking
- Learning should matter
- Work and Play
- Up Tempo
- Structure and Instruction
- A world in Pictures



# PPBL and a changing learner

Playful Project-based Learning has the potential to solve all of these problems.



PBL begins to cater to the 21st Century skills required by the workplaces of today



Pupils will develop their complex problem-solving and critical thinking skills



It gives the students autonomy over their learning



Puts control in the hands of the teachers and learners.



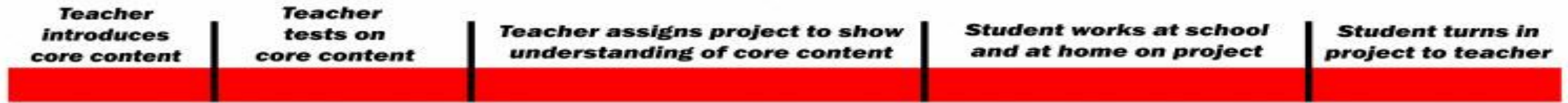
# Playful Project-based Learning (PPBL) – the E<sup>3</sup> Learning Model and 21st century competencies

*Project-based learning is a learner centered teaching method where learners learn by actively engaging in real-world and personally meaningful projects.*

- ★ Addressing the issues using Project-based Learning (PBL)
- ★ Teachers, let's reassess our technical teaching skills
- ★ The importance of interdisciplinary learning
- ★ Character, Thinking and Connection (21st century competencies)
- ★ Active learning promotes the development of competencies
- ★ How to start the journey to Active Learning – classroom management and group work
- ★ Teachers, how can we embrace change?

# PROJECTS vs. PBL TIMELINE:

## Traditional Dessert Project:



*Outcome: Students learn core content.  
(they probably forget it a week later)*

## Authentic and Rigorous Project Based Learning:



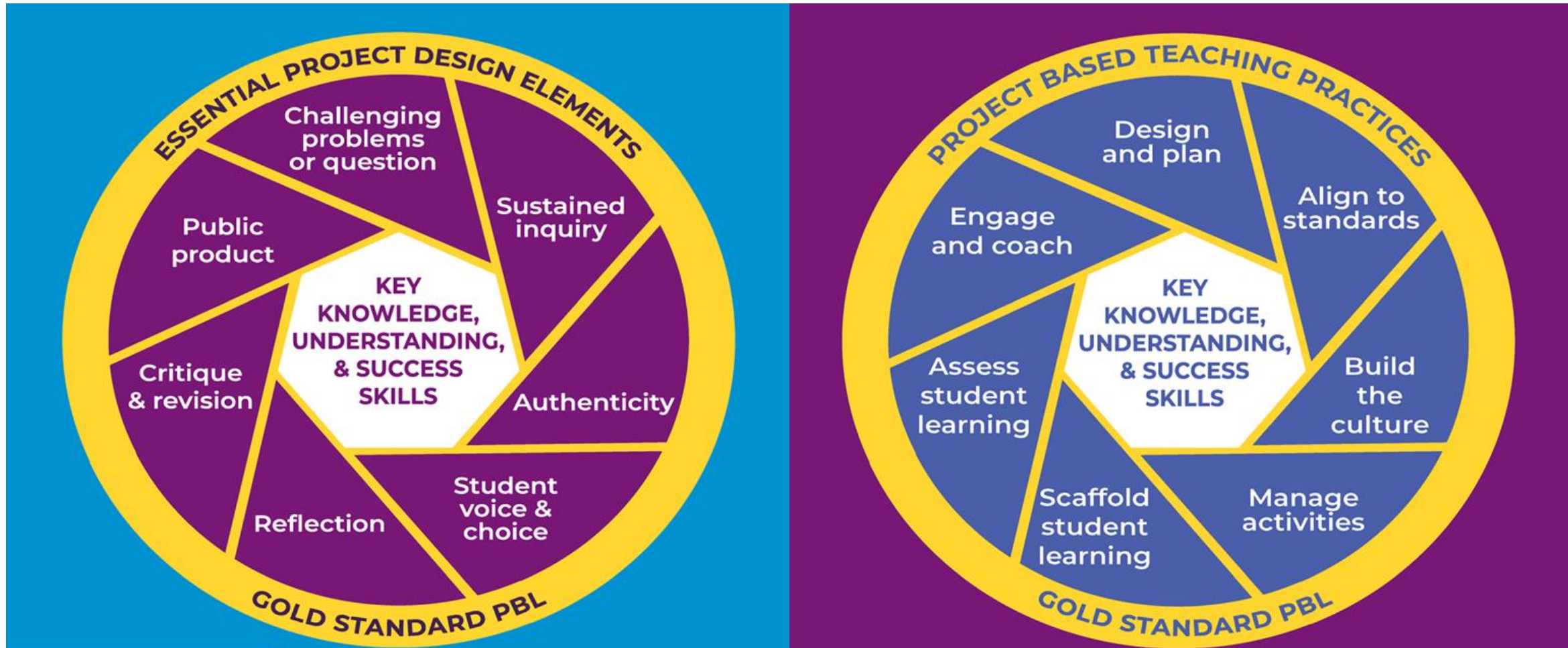
*Outcome: Students gain life long PROBLEM SOLVING SKILLS, develop a GROWTH MINDSET, experience a REAL WORLD OCCUPATION, CRITICALLY AND CREATIVELY develop a new idea, COLLABORATE with peers, COMMUNICATE their solution, work on being GOAL ORIENTED with a due date and timeline, and still learn core content.*



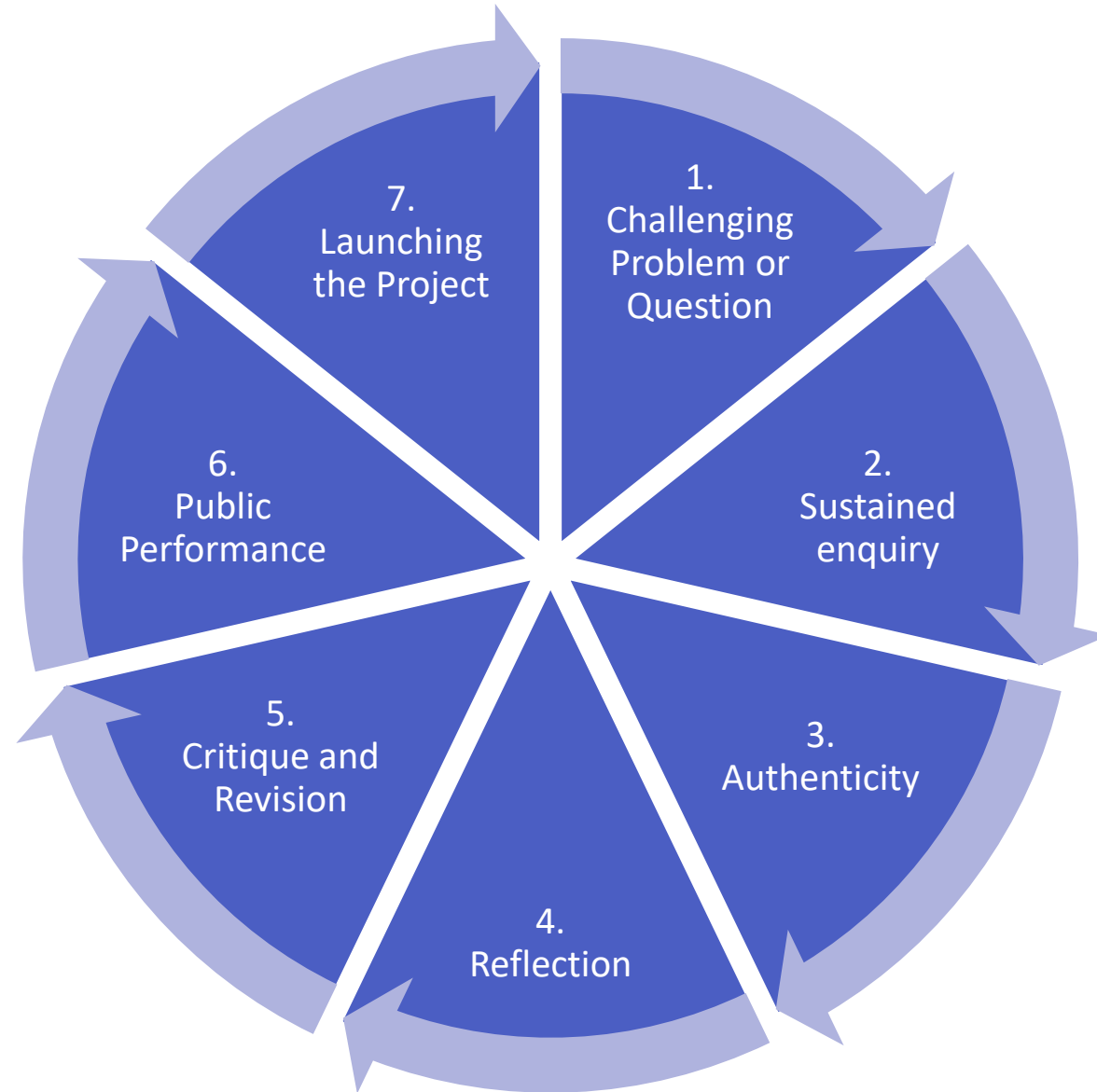
J. Loesch 2015

There is a "need for learners to engage in project work and operate collaboratively to solve real world problems.

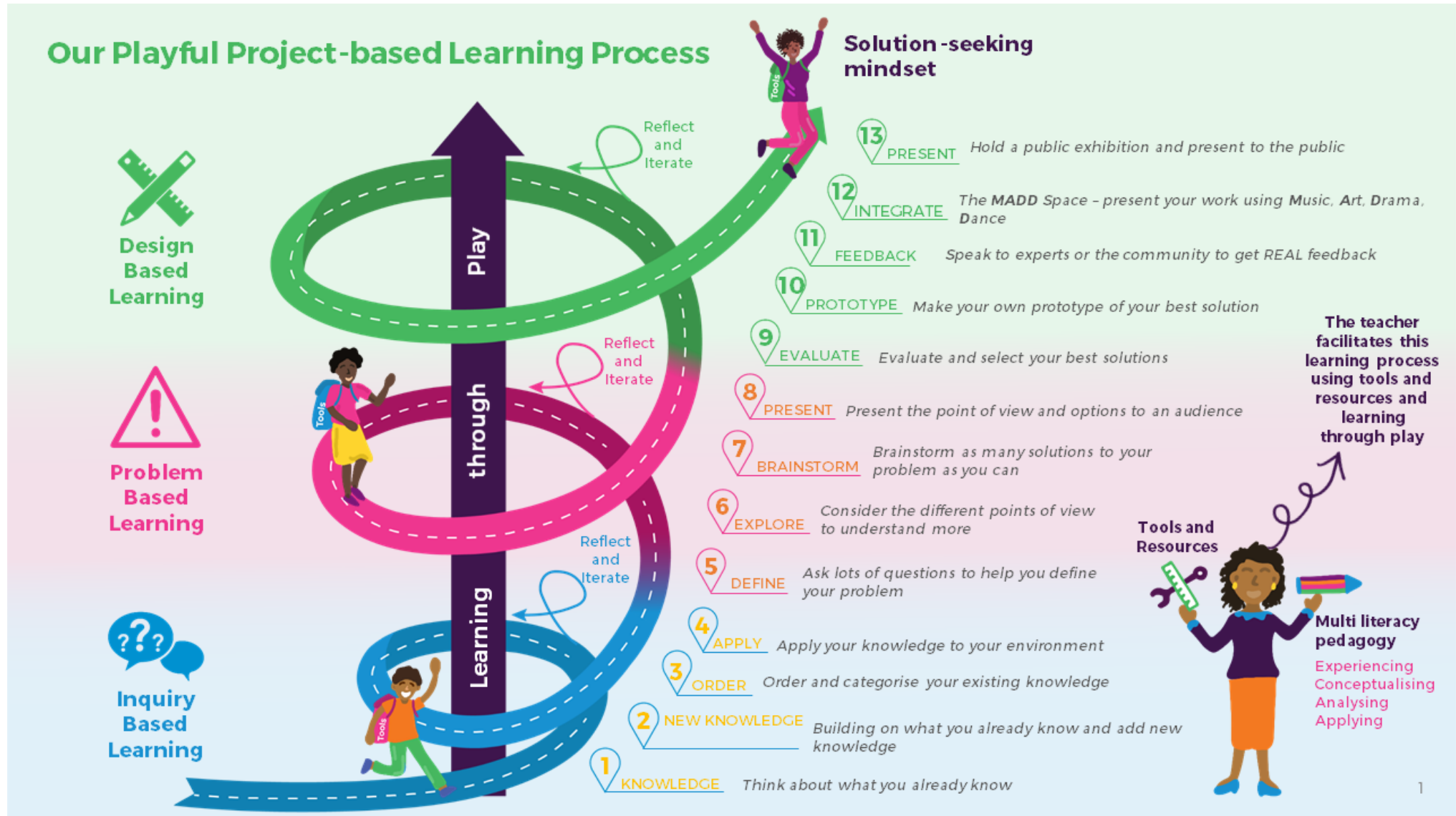
# How does PPBL work in the classroom?



# The E<sup>3</sup> essential project design elements



# Teachers, let's reassess our technical teaching skills



# The Importance of Interdisciplinary learning

21st Century Life Skills Framework  
*(to create opportunities amidst 21st century challenges)*



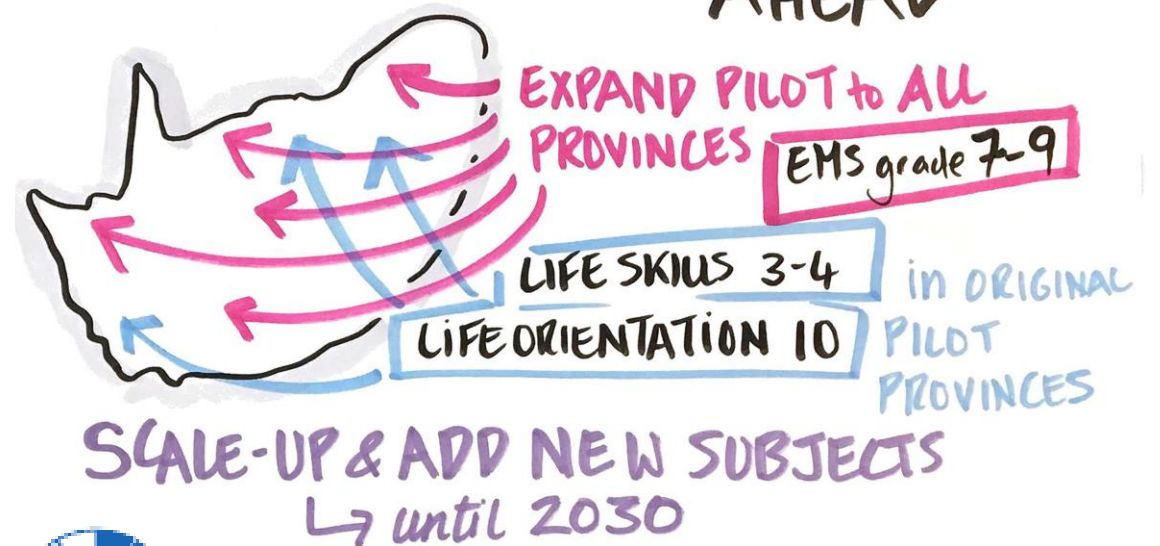
# Character, Thinking and Connection (21st century competencies)

## FIRST CLASS EDUCATOR FIRST HAND EXPERIENCE

DOMINIQUE FERRANG



## ROLL OUT in 2019 & AHEAD





# Active learning promotes the development of competencies

## 2018 E<sup>3</sup> PILOTS

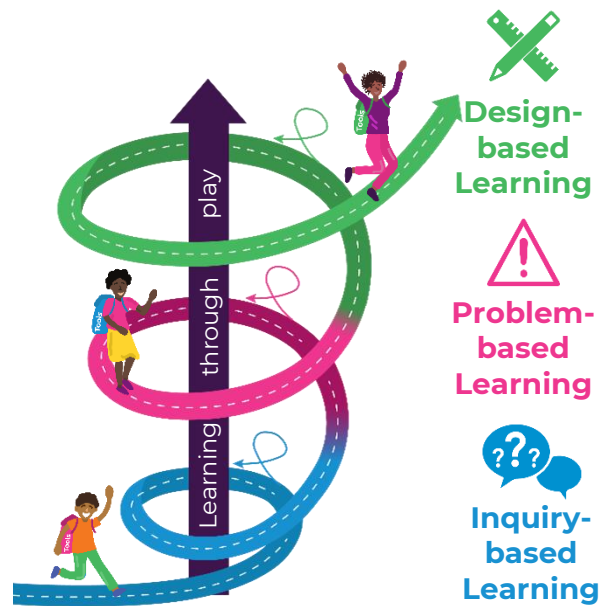
SMALL PILOTS  
*Big Learnings*

EMS in  
grades  
7, 8, 9

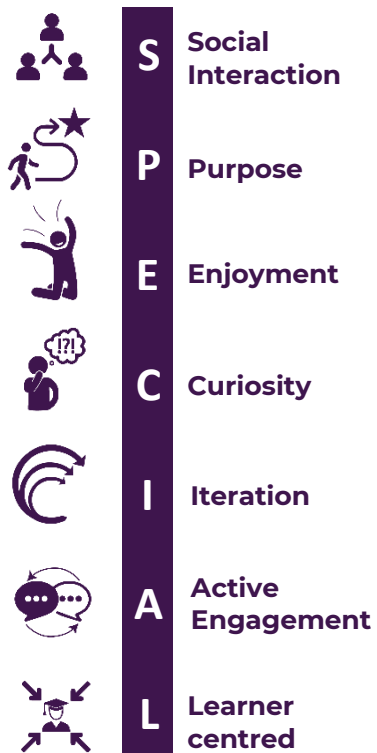
73  
SCHOOLS  
Gauteng  
Free State  
Western Cape



# How to start the journey to Active Learning – classroom management and group work



**PROCESS**  
*Project Based Learning*



**ACTIVATED**  
*Play*

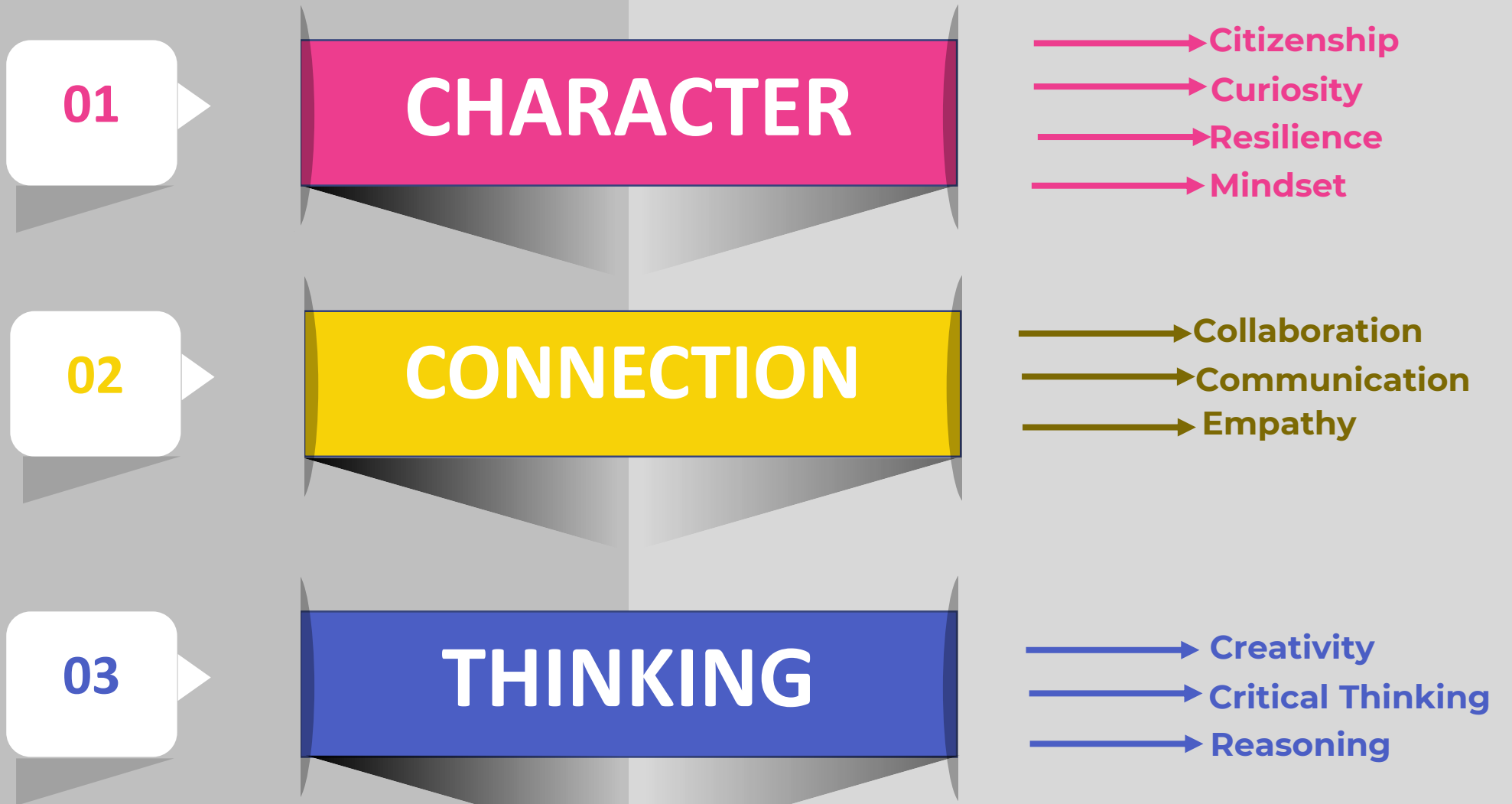


**FACILITATED**  
*Teacher*



**EQUIPPED**  
*With tools and pedagogy*

# The 21<sup>st</sup> Century Teacher Competencies



**Need for Deep Understanding**

**Rather than shallow knowledge**

**Need to build understanding**

**Across and among academic subjects**

**The need to engage learners**

**With authentic data tools and experts**

**The need for indicators of progression**

**To allow multiple measures of mastery PPBL has been identified**

# Brain Break



**Please be back in 5 minutes**

# Solution 2: The DBE Plan for GEC

- ★ GEC
- ★ Re-alignment of the curriculum
- ★ Technical vocational stream
- ★ Technical occupational stream
- ★ Written by teachers, for teachers
- ★ Theory of Change
- ★ The Monitoring and Evaluation

*E<sup>3</sup>'s compelling goal is that  
100% of learners end up being  
Employable, become  
Entrepreneurs or further their  
Education after school.*

# Why a GEC?

Every learner needs a place in society, irrespective of talent, inclination or aptitude.

## What is our aim?

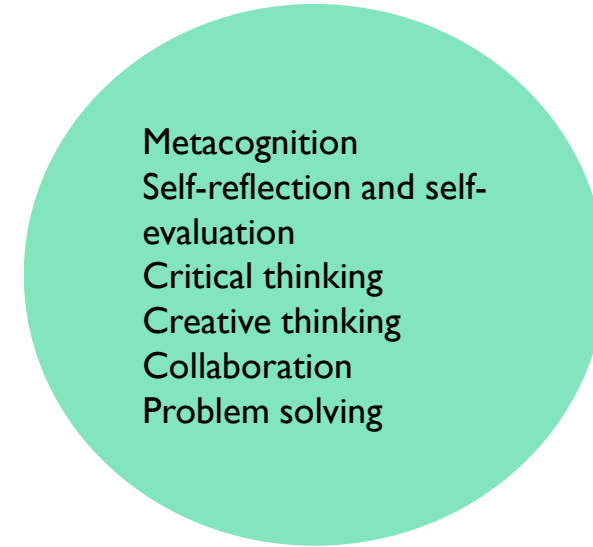
To support and encourage the development and effective assessment of South African students' 21<sup>st</sup> century skills and knowledge to help guide their future study and careers pathways.

# Current emphasis

## Subject-specific skills and capabilities

- Languages
- Mathematics
- Life orientation
- Economics and management sciences
- Social sciences
- Natural sciences
- Technology
- Creative arts

# New emphasis



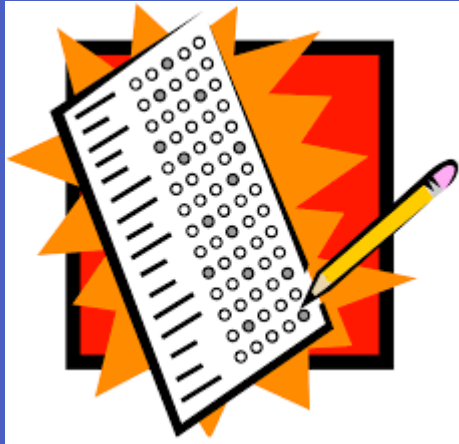
**Broader learner skills and capabilities**



**Aptitude and inclinations**



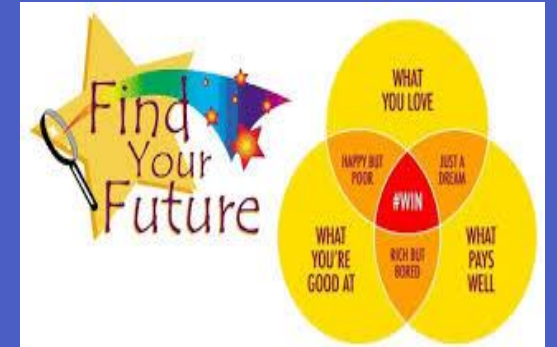
# General Education Certificate



Standardised test



Integrated Common Assessment Task (project based)



Aptitude/Inclinations assessment

**GEC REPORT CARD**

## Academic

- Preparing learners for general, formative, well-rounded PSET studies
- Formative and general
- Pre-existing in ordinary and special schools

## Vocational

- Preparing learners for professional learning and work in PSET (Universities, UoTs, TVETs)
- Broadly aligned to a vocation/profession
- Pre-existing in both ordinary and Focus Schools such as Technical, Agricultural, and Art high schools

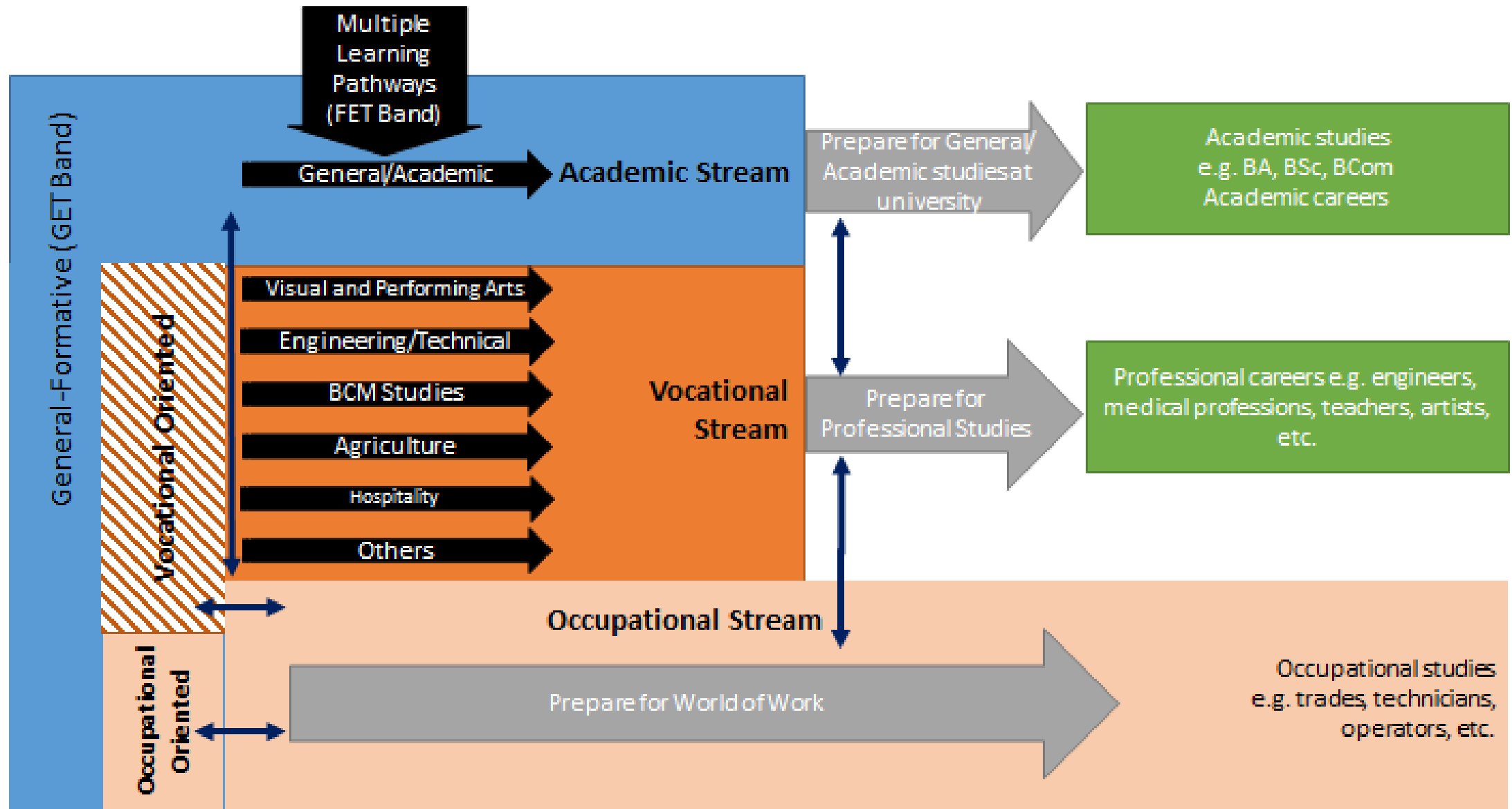
## Occupational (oriented learning)

- Preparing learners for the workplace
- Specifically aligns to an occupation
- Piloted in Schools of Skill since 2017, and proposed full implementation in Schools of Skills in 2021

NQF 1  
>Gr9

NQF 2-4  
Gr 10 - 12

NQF 5 - 10



# Dashboard?



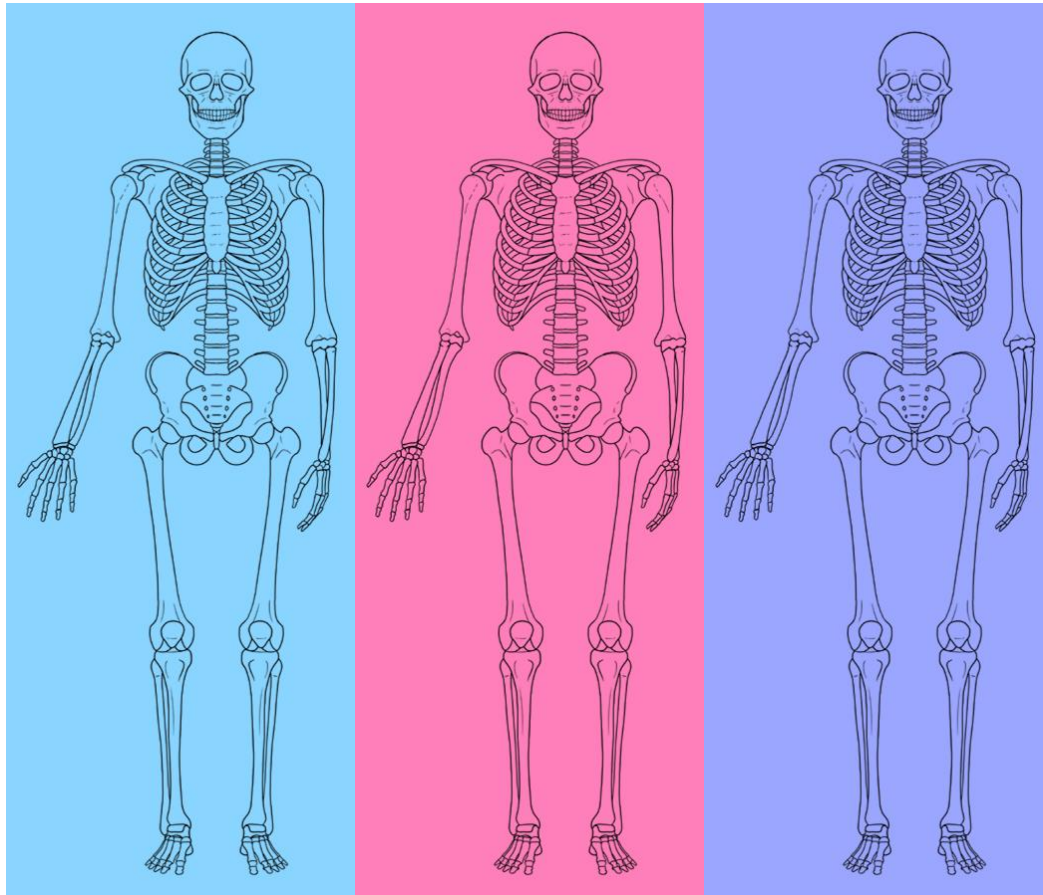
# The project

A fully prepared project (assessment activity similar to a PAT) which covers a series of competency-development activities for learners covering Term 3 will be provided in 3 formats and your school will choose one which suits you best:

- **Type 1: An assessment activity aligned to EMS prepared as the SBA for Term 3 EMS which includes a project.**
- **Type 2: An online version of an EMS Grade 9 project aligned to EMS.**
- **Type 3: Like type 1, this will be an assessment activity but different in that it integrates EMS, LO and FAL. You will be informed on how to upload on SA SAMS by your Assessment Co-ordinators in due course.**

# Competency profile game

- **Process**



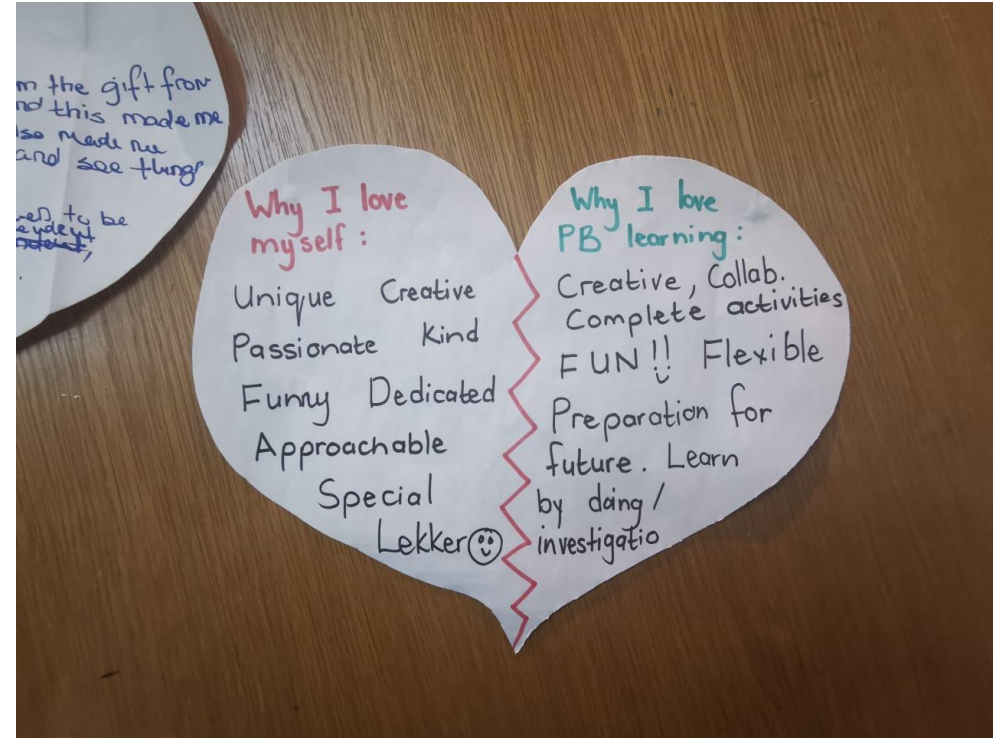
In groups in the breakaway room

Draw a picture of a human skeleton on paper and label the body parts with the competencies and mindset of the prepared 21<sup>st</sup> century teacher. This is a competition and there is a time limit!

# For tomorrow: Bring a few A4 pages to play with

## Introduction to:

- The online project
- The aptitude app
- Project EMS
- Integrated project
- The games



# Feedback

- Please complete the feedback form. We would love to hear from you!  
Link in the chat box



# Ricky Ioannou

- [ricky@ecubed-dbe.org](mailto:ricky@ecubed-dbe.org)
- 072 693 9857
- [www.ecubed-dbe.org](http://www.ecubed-dbe.org)

# Baseline assessment

- Please see the below link in the chat. **If you did not complete the baseline assessment yesterday**, then please complete the baseline assessment as you enjoy the music.
- You are now a researcher and your classroom is a laboratory.
- <https://forms.gle/snZYXfSUHrrpZV1z5>



LEARN TO SUCCEED

# PILOT 2021 GEC (GENERAL EDUCATION CERTIFICATE)- 29 JULY




**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# Day 2 – 29 July : Our resources

The online project	The inclinations assessment	Integrated project (CA, EMS, LO, FAL, SS)	Traditional EMS project	The games
Ayrton Eldridge	Jared Molko, YENZA	Louwna Erasmus and Waheeda Carvelho	Ricky	Ricky
13h30				17h00



# Icebreaker

- Please share in the chat one item on your desk or near you and tell us how that item reflects in some way who you are as a teacher?



# Brain Break



**Please be back in 5 minutes**

# Summary of EMS (Type 1) project



## Project planning table

### Grade 9 EMS

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
1.	Learners use Circle Map to complete prior knowledge on Entrepreneurship	Entrepreneurship: Concepts, skills and values	Learner's Book Teacher's Book		
2.	Learners use the Tree Map to think about their future jobs, business or studies	Entrepreneurship: Concepts, Skills and values	Learner's Book Teacher's Book	Learning could do research on futuristic business ideas and jobs	Project Third Term
3.	50% of class research Entrepreneurship, 50% research Intrapreneurship and complete the Double-bubble Map	Entrepreneurship: Concepts, skills and values	Learner's Book Resource Pack	Interview Entrepreneurs and Intrapreneurs from different industries to compare	
4.	Learners play the Perfect Entrepreneur Game and revisit Circle Map to add more information (new knowledge)	Entrepreneurship: Concepts, skills and values	Learner's Book Resource Pack		
5.	Learners identify problems in the community that can be solved with a business idea	Entrepreneurship: concepts, skills and values	Learner's Book		
6.	Groups come forward with a burning question (problem)	Entrepreneurship: concepts, skills and values	Learner's Book		
7.	Learners in groups of 8 play the Boatmaking Game and choose a business function for each player going forward	Entrepreneurship: The different kinds of business functions, administration, purchasing, marketing, financing, public relations, human resources, production, general management, risk management, Role and importance of business functions.	Learner's Book Handbook Teacher's Book		
8.	Learners choose one business idea to develop in groups	Role and importance of business functions			

# Summary of EMS (Type 1) project



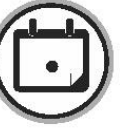
## Project planning table (continued)

### Grade 9 EMS

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
9.	Learners do a feasibility study on their chosen business	SWOT analysis, description of the product or service offered by the business	Learner's Book Resource Pack	Do in-depth research and study feasibility studies of unicorn businesses	
10.	Learners research elements of a good business plan and start putting theirs together	Concepts, components and format of a business plan.	Learner's Book Resource Pack		English HL: writing Mathematics: Graphs
11.	Groups start planning and practicing their presentation to a peer panel. They created a rubric to evaluate others	Concepts, components and format of a business plan	Learner's Book Resource Pack	Interview Entrepreneurs and Intrapreneurs from different industries to compare	
12.	Groups evaluate feedback from peer panel and integrate into business plan and presentation	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		
13.	Learners do a SWOT-analysis on their own business idea	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		
14.	Groups now create a prototype product or demo service for the presentation	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		



# Summary of EMS (Type 1) project



## Project planning table (continued)

### Grade 9 EMS

TERM 3					
ACTIVITY	DESCRIPTION	CAPS ALIGNMENT	RESOURCES	ENRICHMENT ACTIVITIES	ASSESSMENT & INTEGRATION WITH OTHER SUBJECTS
15.	Groups ask for final feedback from parents, teachers or community members - is the product viable?	SWOT analysis, description of the product or service offered by the business, production plan, marketing plan, management plan and financial plan.	Learner's Book Resource Pack		
16.	Groups pep up their presentation with MADD-space elements. Music, Art, Drama, Dance		Learner's Book Resource Pack		
17.	Groups present their business idea, prototype and business plan to a panel of judges (Dragon's Den format)				English HL: Presentation/oral
18.	Learners reflect on what they have learnt		Learner's Book		

# The Perfect Entrepreneur game

- **Materials needed**



- a flipchart or board in the classroom on which to write
- every learner must have a pen or pencil and paper to make notes
- DVD with demonstration lesson

- **Procedure**



- One session is dedicated to identify the characteristics of a “Not so Perfect Entrepreneur”, and
- the other to identify the characteristics of a “Perfect Entrepreneur”
- Group discussion

- **Play the game**

- **Debriefing**

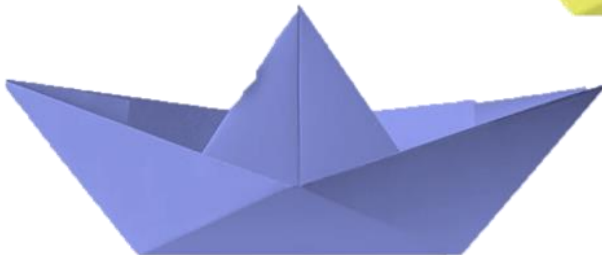
# Brain Break



**Please be back in 5 minutes**

# Boat-making game

- Background information
- Playing the boat-making game
- What you need to do during the game
- How to make a boat



# The Boat-Making Game

Video name	Embed link
Introduction to the Boat-making game	<a href="https://www.youtube.com/embed/4YGxNkVupIM">https://www.youtube.com/embed/4YGxNkVupIM</a>
002_ Boat-making Game_Playing the Game	<a href="https://www.youtube.com/embed/a89-4iMsakY">https://www.youtube.com/embed/a89-4iMsakY</a>
003_ Boat-making Game_Volunteers	<a href="https://www.youtube.com/embed/j9GPx7ZtKVQ">https://www.youtube.com/embed/j9GPx7ZtKVQ</a>
004_ Boat-making Game_Reading Background Info	<a href="https://www.youtube.com/embed/wDUgmRIHjZE">https://www.youtube.com/embed/wDUgmRIHjZE</a>
005_ Boat-making Game_Explanation	<a href="https://www.youtube.com/embed/MueagyYkUcl">https://www.youtube.com/embed/MueagyYkUcl</a>
006_ Boat-making Game_Chance Cards	<a href="https://www.youtube.com/embed/RU1_mlmwwgs">https://www.youtube.com/embed/RU1_mlmwwgs</a>
007_ Boat-making Game_Wages and Accounting	<a href="https://www.youtube.com/embed/rO3UtZCnUVE">https://www.youtube.com/embed/rO3UtZCnUVE</a>
008_ Boat-making Game_Group Strategy	<a href="https://www.youtube.com/embed/NJE178c1q0U">https://www.youtube.com/embed/NJE178c1q0U</a>
009_ Boat-making Game_Playing the Game	<a href="https://www.youtube.com/embed/_S7RivgLj8g">https://www.youtube.com/embed/_S7RivgLj8g</a>
010_ Boat-making Game_8 Business Functions	<a href="https://www.youtube.com/embed/B3C-KKYrwVY">https://www.youtube.com/embed/B3C-KKYrwVY</a>
011_ Boat-making Game_Brief Unpacking	<a href="https://www.youtube.com/embed/jZe-xp4Ods">https://www.youtube.com/embed/jZe-xp4Ods</a>
012_ Boat-making Game_Deep Practical Learning	<a href="https://www.youtube.com/embed/qEVZ1UtmWjw">https://www.youtube.com/embed/qEVZ1UtmWjw</a>
013_ Boat-making Game_Summary	<a href="https://www.youtube.com/embed/JTCK8S6iZ3g">https://www.youtube.com/embed/JTCK8S6iZ3g</a>

# GEC competency assessment

Learners



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



WhatsApp the word **HI** to  
060 060 33 33 to chat to **TeacherConnect**.  
Or scan this QR code **or find us at [www.ecubed-dbe.org](http://www.ecubed-dbe.org)**



# Creativity

Creativity is all about using your imagination to see things differently. Creative people come up with different ideas and find realistic solutions to problems they face. There are many elements to creativity, but we will be focusing on **solution seeking** and **reflecting**.



Analysing information

Transferring knowledge and experience to solve a problem

Taking risks

Listening

Solution seeking and idea generating

Reflecting

Name: \_\_\_\_\_

**Solution seeking and idea generating**

Creative people come up with ideas. They are also good at turning these ideas into realistic solutions and consider things that might limit them. Creative people are motivated by limitations which they see as opportunities.

**Reflecting**

Creative people reflect on the process of doing something and make small changes when appropriate to improve the process.

## INSTRUCTIONS:

Read the statements below and answer them honestly. You can discuss your answers with your friend.

*Tick your answer in the blocks*

Never (1)      Sometimes (5)      Often (10)      Always (15)


Think about some examples of when you demonstrated this during the project. Ask your friend to help you:

1. I came up with ideas and/or helped my team come up with ideas

2. I helped my team to find relevant and realistic solutions to problems identified

3. I reflected on my experience during this activity. I used what I learnt from reflecting to do things differently the next time.

4. I would rate my understanding of what creativity is as... **1**      **2**      **3**      **4**      **5**  
*Circle your answer on the scale from 1 to 5.*      I don't understand      I completely understand

 **Total marks for creativity** / 50

# GEC competency assessment

Teachers



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



**3** ENTREPRENEURSHIP

EMPLOYABILITY

EDUCATION

WhatsApp the word **HI** to  
060 060 33 33 to chat to **TeacherConnect**.  
Or scan this QR code **or find us at [www.ecubed-dbe.org](http://www.ecubed-dbe.org)**





# Elements of Critical Thinking

Critical thinking is all about asking questions to understand the world around you, it is also about trying to make sense of the information you find, evaluating it and connecting it to other pieces of information.

The CCR outline several different elements or sub-competencies that make up a definition of Critical Thinking which include:



Critical thinking is about developing higher levels of understanding, ultimately transferring these critical thinking skills outside the context in which they were learnt (CCR, 2015). This tool will focus on analysing and considering alternatives. Taken from the Centre for Curriculum Redesign 2018.

## Analysing

Analysing is all about breaking down a complex topic or piece of information into smaller parts that are easier to understand. You can use tools, such as thinking maps to help you to do this. It is also about asking questions to help you understand something.

## Considering alternatives

To expand initial idea(s) by considering different and/or opposing views.

Name: \_\_\_\_\_

### DURING THE ACTIVITY:

How often did the learner show this behaviour?

	Never (1)	Sometimes (5)	Often (10)	Always (15)		
<b>1. Analysing:</b> Did the learner ask questions which demonstrated their ability to analyse the information about the topic and activity they were learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>2. Analysing:</b> Did the learner use tools to help them to organise the information they gained about the topic/activity? (e.g. Thinking maps is one tool).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>3. Considering alternatives:</b> Did the learner consider opinions or views that were different from their own viewpoint?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>4.</b> In relation to the explanation of critical thinking did the learner demonstrate an understanding of what critical thinking is? (Circle your answer below on the scale from 1 to 5.						
<i>Did not understand critical thinking</i>	1	2	3	4	5	<i>Completely understood critical thinking</i>

**Total marks for critical thinking** / 50

# Feedback

- Please complete the feedback form. We would love to hear from you!  
Link in the chat box

# Ricky Ioannou

- [ricky@ecubed-dbe.org](mailto:ricky@ecubed-dbe.org)
- 072 693 9857
- [www.ecubed-dbe.org](http://www.ecubed-dbe.org)