

DATABASE AT A GLANCE



CENTER FOR
EDUCATION INNOVATIONS

An Initiative of Results for Development Institute

A photograph of two young boys of African descent. The boy on the right is in the foreground, wearing a white polo shirt with a graphic design on the chest. He is pointing with his right index finger at a colorful map held by the boy on the left. The boy on the left is wearing a brown t-shirt and is looking down at the map. They are in a room with a wooden ceiling and walls. The text 'SOUTH AFRICA' is overlaid in large white letters at the bottom of the image.

SOUTH AFRICA

INTRODUCTION

South Africa has one of the largest economies in Africa, but its education challenges are immense. Educational inequality persists as a legacy of the differentiated government administration and school systems characteristic of the Apartheid era.

Now, South Africa is committed to building a new era, and CEI has **identified** over 120 programs focused on improving the access, quality, and equality of the country's education ecosystem.

Most programs operate in peri-urban and rural areas targeting children otherwise at risk of not attending school or students with high drop-out rates. In addition, there are several promising models in the areas of teacher training and evaluation, curriculum reforms, education technology, early childhood development. This Database at a Glance highlights common themes and popular models featured in the CEI database.



Photo courtesy of Neo Ntsoma, Majority World

COMMON THEMES ACROSS PROGRAMS

This database at a glance highlights common approaches and characteristics across documented South Africa models.

School Support

Nearly one quarter of South African education innovations profiled on CEI focus on services or products enabling schools to increase efficiency and effectiveness. Programs supporting schools can provide teacher training, materials and evaluation, as well as school leader training, school operations, infrastructure support, and parental or community engagement.

Improving schools' management and administration is a common goal of these school-supporting innovations. The Technical Schools Turnaround Project supports leadership and management within schools that have historically performed at a high level but have noticeably declined in learner achievement. They implement organizational development systems and also emphasize school target-setting systems, learner expectation, and achievement agreements. The **UFS School Partnership** offers a unique mentorship model to improve school management and administration; school staff is paired with a School Management Mentor that helps develop school leadership teams that will run and manage the schools. Furthermore, they insure that the school staff also receives training, support and access to external leadership courses.

Programs are also providing schools support through resources and infrastructure development. For example, the **Integrated ECD Programme** provides ECD centers resources and infrastructure through equipment provision, building upgrades, governance training and community outreach.

The Girls and Boys Town Education Model includes a series of training programs for educators and school administrators that teach skills, strategies and techniques to manage academic and behavioral challenges for students.

There are a number of notable programs aimed at equipping teachers and administrators with the capabilities to improve the responses of troubled or vulnerable children and to change the classroom-learning environment. The **Girls and Boys Town Education Model** includes a series of training programs for educators and school administrators that teach skills, strategies and techniques to manage academic and behavioral challenges for students.

Student Support

The second-most common approach for education interventions in South Africa comes from focusing on providing support to students directly. Student support is comprised of services or products increasing access to quality learning experiences; in practice this can include altering classroom environment including teacher training, student tutoring, mentorship, extra-curricular activities, and services at costs affordable to students.



Photo courtesy of Synergos Institute

Unity for Tertiary Refugee Students, is a program run by refugees, for refugees, which works towards making tertiary education accessible for refugees and asylum-seeking students by lobbying on their behalf, identifying or creating funding opportunities for them, and promoting their rights and well-being in South Africa.

A major component of supporting students for these programs comes through literacy interventions. Some programs, like the **Nal-ibali Reading-for-Enjoyment Campaign**, are encouraging a culture of reading by planning community activities around reading, and facilitating constructive roles for parents and homes in literacy instruction. Other models, such as **Biblionef Book Donation Programme**, focus on the providing reading materials in local and indigenous languages in order to promote reading among South Africa's youth.

Other programs are committed to supporting students' pursuit of higher education. **Shawco Saturday School** is a tuition-free program that aims to strengthen Grade 12 students' abilities in Mathematics, Science, English, and Accounting through Saturday remedial teaching sessions. Students are transported to the University of Cape Town for tutorials and receive additional life skills training and career guidance.

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Teacher Training and Evaluation

Approximately one third of all innovations profiled in South Africa are focused on teacher training and evaluation. Teacher training in the country takes various forms including enhancing teachers' specific academic skills, introducing new pedagogies and teaching aids, supporting evaluation, and developing their ability to support students.

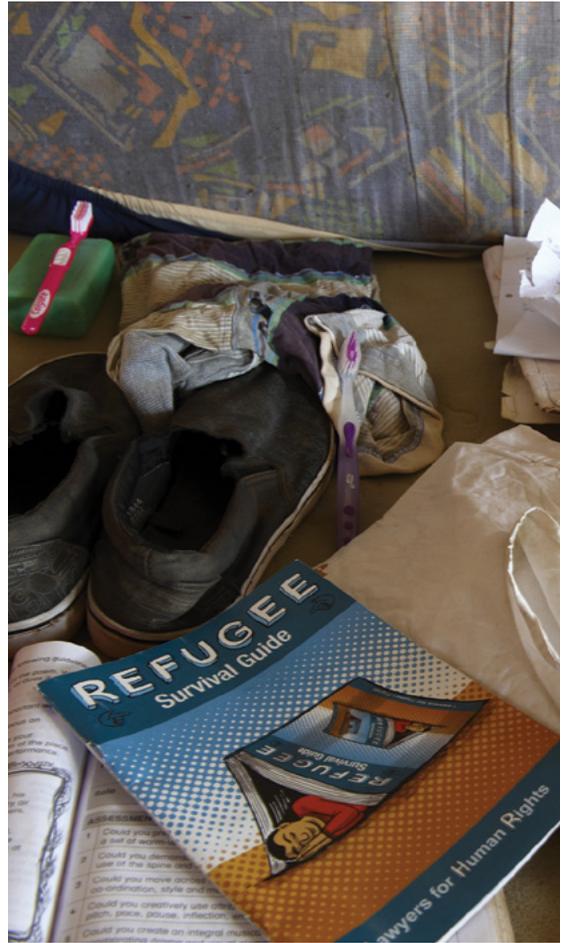
Many programs place a larger focus on training teachers in specific skills and subject. For example, the **Reading Adventure Rooms (RAR)** program seeks to train teachers in new literacy methods. Other programs enhance teacher performance through the introduction of teaching aids in the classroom. **Edupeg** is one such program delivering innovative peg-board learning tools and creative workbooks to teachers that can support active student learning.

Implemented by the Pearson MARANG Education Trust, the **School Support and Development and District Partnership Project** is a 3-year, school-based, capacity- building program with extensive teacher training targeting under-resourced and –performing schools. Teachers are supported to be school change-agents through mentoring, coaching, feedback, and reflection, allowing them to teach students in a participatory and learner-centered way. **Education Beyond Borders (EBB)** Teacher Training also focuses on disadvantaged regions, requiring the community to take the initiative to request training and professional development, then training facilitators who can support a sustainable, peer-led teacher training program.

Education Technology

Educational Technology is another commonly identified theme in the CEI database of South African programs. They include programs that use technology to deliver educational content as well as programs that develop students’ technological skills.

While the education sector is heavily non-profit, programs in South Africa are increasingly incorporating fee-based models for schools wishing to boost their technology capabilities. With the **School Communicator** program schools



Dylan Thomas, UKaid, Department for International Development

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pay for access to a computer-based system that allows them to communicate with parents. Fees charged for this service include a set-up fee and low monthly costs, and more than 1200 schools are using the program.

Similarly, Migration to E-Learning charges schools a nominal annual licensing fee for access to a digital platform that allows for sharing of resources by students and teachers alike, which can be accessed by tablets. They are currently testing their model in more affluent communities and looking for ways to roll out a newer version that is more accessible to those with fewer resources.

One program that uses technology both as a medium and a subject is the **Zisukhanyo Schools Project**; they use Information and Connection Technology (ICT) curriculum software to increase student and teacher computer literacy. Similarly, the **Siyakhula Computer Training Centres** offer a computer literacy training program that educates students in townships and sustains local employment.

Technogirls is one such program developing critical skills to girls that have too-often been marginalized in the past. The group identifies high achieving 15–18 year old girls from disadvantaged communities, especially those coming from rural areas.

Skills for Work Schools

A persistently high youth unemployment rate poses a significant risk to the entire South African economy. This is one reason more and more South African programs in CEI's database are working to provide students with skills needed for employment. Many of these programs work with underprivileged children and teach them the skills needed to fulfill the requirements needed for specific employment areas like business, engineering, and architecture.

Technogirls is one such program developing critical skills to girls that have too-often been marginalized in the past. The group identifies high achieving 15–18 year old girls from disadvantaged communities, especially those coming from rural areas. Many of these girls have not previously been encouraged to study in traditionally male-dominated STEM subjects, but the Technogirls program is countering this by providing resources that help girls make informed career choices with an emphasis on science, technology, and engineering. The girls are placed in corporate mentorship and skills development program where they also benefit from academic scholarships. And now with additional support from UNICEF, South Africa's Department for Women, Children, and People with Disabilities is scaling up the Technogirls program nationally.

Early Childhood Education & Development

In 1995, one year after democracy, the South African government introduced an optional Reception Year, or Grade R, for children aged 5, as an element of post-apartheid reconstruction. The CEI database reflects growing Government and private emphasis on early childhood development (ECD), with approximately 20% of CEI-profiled

programs focusing their efforts on very young children. READ's Early Childhood Development (ECD) Program provides ECD and Grade R training to untrained caregivers. It also offers ongoing support and monitors trained teachers, ensuring practical implementation of their skills.

Working in collaboration with the Department of Social Development, the **Jerry Giraffe Early Childhood Program** trains educators, providing them with the knowledge and resources to establish safe and healthy relationships for children.

One very comprehensive program, **Ububele**, not only trains, but also runs its own pre-school and community-based projects. In addition to development and pre-academic skills, the program focuses strongly on child mental health assisting with preventative and remedial

psychosocial support through group facilitators and a network of psychologists. Finally, other programs address parents in addition to training teachers and supporting active learning environments. The **Ocean View Toy Library** operates as a safe play center for parents and children and also conducts household visits to encourage and support parents to take an active role in their child's development.

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