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AFRICA BUREAU EDUCATION Division

## AFRICA EDUCATION INITIATIVE - SOUTH AFRICA CASE STUDY

### Implementing AEI in South Africa

South Africa is scheduled to implement four components of the Africa Education Initiative (AEI), teacher training, textbooks and other learning materials (TOLM), the Ambassadors' Girls' Scholarship Program (AGSP) and innovative activities. While teacher training and TOLM have begun implementation, AGSP and innovative activities are in the early stages of implementation. AEI's cross-cutting theme, HIV/AIDS mitigation through education, is well integrated into AEI activities in South Africa. Evidence of community participation in activities is minimal.

Below is a chart of South Africa's obligated funds for two fiscal years of the AEI. Specific beneficiary targets are presently being established through consultation of USAID with its contractors.

### SOUTH AFRICA AEI FUNDS OBLIGATED TO DATE

	Teacher Training	Textbooks*	Innovative Activities	Total
<b>FY03</b>	\$ 600,000			\$600,000
<b>FY04</b>	\$1,350,000		\$900,000	\$2,250,000
<b>Total</b>	<b>\$1,950,000</b>		<b>\$900,000</b>	<b>\$2,850,000</b>

\*South Africa participated in the first phase of the textbooks component, and is eligible for participation in the second phase. Funding information on either phase for South Africa is not yet available.

**Teacher Training.** USAID/South Africa has chosen to utilize AEI funding by integrating it into the mission's larger four-year, \$20 million plus Integrated Education Program (IEP), which was contracted in March 2004 with Research Triangle Institute (RTI). The larger IEP is designed to help achieve USAID's strategic objectives in education and to make a positive impact on democratization and HIV/AIDS prevention. The core tasks of IEP include: 1) enhancing teacher capacity, 2) implementing the national curriculum, 3) improving education management and governance, 4) integrating HIV/AIDS issues into the schools, 5) increasing the numbers of teachers in mathematics and science, and 6) supporting the national Department of Education (DOE) through a set of special activities. AEI funding will be used for tasks 1), 4), and 5). The IEP is employing a cascading training (or training-the-trainer) model for teachers.

Based on lessons learned from previous activities, USAID/South Africa and RTI have formed a team with South African and international organizations to assist in the implementation of IEP and AEI. The team will support a system of school clusters, which will link better-performing schools with poor-performing schools. Better-performing schools will serve as the principal resource for transferring improved teaching and management practices to other schools in the cluster.

The objectives of IEP complement the AEI objectives of increased number of teachers trained using improved curricula and/or improved teaching approaches, as well as increasing the number of teachers trained in life skills implementation and given HIV/AIDS sensitization for their own professional and personal education.

## PLANNED ALLOCATIONS FOR AEI TEACHER TRAINING IN SOUTH AFRICA

	FY03	FY04	FY05	FY06
<b>In-Service</b>	\$600,000	\$700,000	\$800,000	\$850,000
<b>Pre-Service</b>	\$650,000	\$700,000	\$710,000	

AEI teacher training funds are incorporated into USAID/South Africa's larger basic education teacher training program, the IEP. As currently envisioned, the AEI contribution will be calculated by using a per unit cost estimate (the overall unit cost will be estimated and then the number of "units" that can be bought with AEI funds will be calculated). The value added of AEI, in the case of South Africa, comes from an increase in quantity of training (rather than a quality improvement or an add-on component to the training). The allocated money is to be obligated into Acquisition and Assistance instruments by the mission exclusively for the purpose of training teachers under AEI.

*In-Service training:* In the USAID/AFR/SD/ED teacher training projections, South Africa is expected to contribute 10,000 teachers to the overall in-service number. There are no anticipated problems in reaching or exceeding the overall AEI in-service goals. RTI is using a cascading teacher training model, whereby master teachers will be trained and then expected to go back to their schools and provide training for other teachers. RTI will be able to easily track the "master teachers", but the necessity of carefully tracking the other teachers who will benefit from the secondary training of the cascade was stressed in meetings (these will also be included in the number of teachers trained). RTI indicated that it would not be difficult to estimate the number of students impacted by these AEI teacher training efforts. They will also be gathering outcome data through teacher assessment and observation.

Teachers have been selected by the provincial Departments of Education (PDOEs) for training. Memorandums of Understanding have been signed with three PDOEs, namely Eastern Cape, KwaZulu Natal and Limpopo. The training is residential and occurs in university/government venues during weekends or term breaks, thus no teachers miss school and revenue goes back to the government for rental costs.

*Pre-Service:* The plan for pre-service funding, as proposed in the RTI/IEP proposal, is to provide bursaries for approximately 133 three-year university teacher training slots. The length of the pre-service program (three years plus one year of student teaching) increases the cost. Moreover, the mission is not planning to utilize distance education in its bilateral pre-service program.

Some options for increasing the impact of this pre-service funding (through the RTI contract) include the following options:

- Including a matching component from universities or other partners to leverage the bursaries (universities may provide room and board for example).
- Placing these AEI funded teacher trainees in the IEP schools -- where they could enjoy the added benefits of the cluster training and support (the cascading) that will be taking place in these schools.
- Incorporating HIV/AIDS into the pre-service teacher training curriculum. At a recent donor meeting DOE officials showcased an HIV/AIDS curriculum and asked for donor support for implementing the curriculum in the pre-service program. At that time no donors came forward.

- Using AEI funds to leverage bursary funds available locally. Relatively recently, bursary money for pre-service teacher training was made available at both the national and district level. This would take some research, but if the bursary money is not getting out to potential trainees, some AEI funds to facilitate the process could be a possibility.
- Providing bursaries for teacher trainees in their final year of pre-service training. For example in South Africa, individuals who hold Bachelor's degrees can go through one year training courses to become certified teachers.
- Investigate bursary funding for shorter/alternative teacher training programs.

Any and all options would be discussed with relevant DOE officials as the national DOE and PDOE provide policy direction and strategic support to the IEP projects.

**Textbooks and other learning materials.** Six countries in Africa were identified for participation in the textbook activity under the AEI: Benin, Ethiopia, Guinea, Mali, Senegal, and South Africa. Mali withdrew from the program in the Base Year and was replaced by Namibia for Option Year 1.

Through the Historically Black Colleges and Universities (HBCUs) Consortium contract, learning materials to strengthen the children's television and radio program Takalani Sesame are planned. The materials will be developed collaboratively between Hampton University, the South Africa DOE, University of Western Cape, and Peninsula Technikon. These partnerships will then collectively determine a) the material needs in South Africa, b) the process for designing and developing the materials collaboratively, and c) the process for production and distribution of the materials.

In the Base Year of the textbook contract, 120 lead copies of teacher's guides were received by the DOE, however, no other materials were delivered to the South Africa country program. At the conclusion of Option Year 1 (April 5, 2005), a number of materials were in various stages of completion, but none had yet been shipped. South Africa indicated that materials' shipment was imminent but did not have delivery dates.

**Ambassadors' Girls' Scholarship Program.** Winrock International was chosen to manage the program in South Africa and 14 other Southern African countries. The 15 Southern African countries will receive a total of approximately 83,000 scholarships over a four year period. Each year of support to a girl counts as one scholarship. It is estimated that South Africa will receive about 1,300 scholarships. Since USAID/South Africa would like to support each girl for three or four years, they will most likely be able to support approximately 300 to 400 girls for a three or four year period.

Winrock will not have an in-country presence in South Africa, as its contract specifies that it must work through local non-governmental organizations (NGOs) to implement the program on the ground. USAID Washington determined that the focus for the scholarships continent-wide should be placed on primary school girls. Winrock is charged with finding NGO partners in each country who can reach economically disadvantaged, AIDS-affected, handicapped and/or orphaned girls so that they can continue their primary school education. Although funds are currently available for one year only, USAID plans to assist the girls for as many as four years to enable them to complete their primary school education. Coupled with the scholarships, the NGO partners will develop a mentoring program for the girls that will incorporate HIV/AIDS information and education.

USAID/South Africa has identified some potential South African NGO partners that are currently providing support services similar to those needed under this scholarship program. USAID also has experience with NGOs that have focused on education in South Africa and with those that are

working under the President's Emergency Plan For AIDS Relief (PEPFAR)-supported activities to undertake community-based support services in poor communities that are most affected by HIV/AIDS. USAID/South Africa's Education and Training Team has consulted with its PEPFAR colleagues and has visited the sites of potential partners.

USAID/South Africa will explore how the Peace Corps might participate in this program, providing support to potential girl scholarship recipients through their direct links to communities and community-based organizations. Finally, USAID/South Africa will work closely with the South African DOE on this effort. Meetings with the national DOE and PDOE representatives took place in February 2005.

**Innovative Activities.** USAID/South Africa has awarded a services contract to Mindset Television Network, a non-profit organization that will launch the Primary School Channel in South Africa, providing learning opportunities to both teachers and children in primary schools. USAID funding for the Channel amounts to \$3,450,000 over a period of three years. Funding for Mindset is derived from two USAID sources: Global Development Alliance (GDA) and AEI funds of \$900,000. Year One USAID funding was made available in September 2004. The channel will deliver high quality educational content that complements South Africa's national primary school curriculum. Materials will be available via satellite broadcast television, computer based multimedia, and print. Special attention will be paid to addressing girls' concerns and needs, as well as improving girls' participation in math, science, and technology. Additional attention will be paid to issues of health, nutrition, HIV/AIDS, and physical development. The channel will go "outside of the classroom" to film, reflecting rural realities, and will encourage critical thinking and active problem-solving skills.

For 2005 the Primary School Channel will prioritize the production of a curriculum enriching mathematics, science and technology video and print support content for grade 4. This content will initially be produced in English. The implications of the production of video content in other South African languages are presently being explored. Foundation phase numeracy and literacy multimedia content have been produced by Mindset in English. As the translation/re-versioning of this content is problematic according to educational and language experts, Mindset is presently exploring the option of sourcing the foundation phase educational content produced by Mustek/Mecer, which already exists in 11 languages. At the same time, existing multimedia worksheets for grade 1-6 numeracy/mathematics are being repurposed into interactive teacher resources. Mindset will furthermore explore the option of creating new multimedia content.

The Channel will be launched by the end of August 2005. As Mindset has secured USAID funding for roll out into 50 schools in South Africa (plus 20 schools in Kenya in 2007) the Channel's contents will initially be made available in underprivileged provinces of Limpopo, KwaZulu Natal, Eastern Cape and Northern Cape.

### ***AEI Activities' Progress and Results in South Africa***

*Teacher Training.* Thus far, 841 in-service master teachers have received a five-day training. RTI is verifying the number of teachers who received training from the master teachers at the cluster level. The first group of 523 pre-service mathematics and science teachers will complete their training in December 2006 (475 are completing a two-year part-time program and 48 are completing a three-year, full-time, under-graduate program).

To achieve the objectives of the Teacher Training component the following lower level results, or outcomes, must be reached in Eastern Cape, KwaZulu Natal, Limpopo, and Northern Cape provinces:

- Increased subject matter knowledge for teachers in the areas of numeracy and literacy (grades 1–3) and mathematics and science (grades 4–9)
- Enhanced assessment skills for basic education teachers in the selected schools and increased knowledge, teaching and administrative skills, and effective implementation by administrators and teachers of mathematics and science curricula
- Enhanced assessment skills and increased subject matter knowledge for teachers in mathematics and science for teachers (grades 10-12) in targeted Northern Cape high schools participating in the pilot program during the project's first two years
- Increased awareness of HIV/AIDS issues through integration into the teaching and learning curricula
- Increased participation by communities in the governance of selected basic education schools
- Increased participation in pre-service teacher training programs emphasizing mathematics and science knowledge and skills
- Special results to be achieved as targets of opportunity, consistent with the program objectives, as they may arise.

*Ambassadors' Girls' Scholarship Program.* USAID/South Africa will support approximately 300 to 400 girls for three to four years of schooling. It is estimated that South Africa will receive about 1,300 scholarships.

*Innovative Activities.* Mindset's Learning Channel will be made available initially to 50 primary schools in underprivileged South African communities. Mindset will produce the following deliverables in launching South Africa's first primary schools channel on television:

- Sourcing of relevant video content for learners in the foundation phase (reception grade to grade 3) of schooling, with a broad focus on the three key learning areas, literacy, numeracy, and life skills. This content will support curriculum reform processes under way in South Africa, as noted above.
- Production of 60 hours of video content for learners in grade 4 of the intermediate phase, with a specific focus on content in the key learning areas of mathematics, science, and technology, as well as supporting print materials for this video content. This content will be produced in alignment with the DOE's Strategy for Mathematics, Science, and Technology Education.
- Production of 30 hours of video content for educators teaching mathematics and science in the intermediate phase, as well as supporting print materials for this video.
- Translation and re-versioning of 80 hours of foundation phase computer-based multimedia content already produced by the Mindset Network in English into one or more of the additional four languages of the Channel.
- Development of 18 notional hours of indigenous multimedia content for learners (with a specific regional focus) in the key learning areas of mathematics, science, and technology, as well as supporting print materials for this video content.
- Delivery to 50 schools of the technical infrastructure and support they will require to access Mindset content.

Since September 2004, the following activities have been undertaken:

- Focus groups were conducted in KwaZulu Natal.
- The Channel was presented to both provincial and national DOE officials.
- Workshops were conducted with subject matter experts, sponsors and stakeholders.
- A content manager was recruited.

- Sample scripts received comprehensive feedback on content and production.
- A content reference group was established consisting of external subject matter experts, provincial DOE representatives, representatives of professional bodies and educator development experts from tertiary organizations.
- Negotiations are under way with Chart Studio for the development of posters and flash-cards in support of the educator support material.

*Textbooks and other learning materials.* Hampton University Press will be printing 100,000 copies of teacher's guides and learner workbooks. A total of 120 lead copies of teacher's guides were received by the DOE in the beginning of April 2005.

### **Success Stories**

All projects are in the early stages of implementation. The roll-out of Mindset at the end of August 2005 looks extremely promising and a significant breakthrough as it will bring relevant and free education to South African learners.

### **History of AEI in South Africa**

The former Presidential Initiative and precursor to the Africa Education Initiative (AEI), the Education for Development and Democracy Initiative (EDDI) funded \$10,021,081 to 48 projects in South Africa between 1998 and 2003. The projects achieved strengthened academic institutions, youth workforce and services to abused women, and improved girls' vocational and technical education. The focus of EDDI activities in South Africa was higher education partnerships with technology enhancement components, democracy and governance projects, and economic entrepreneurial training. The predecessor Ambassadors' Girls' Scholarship Program (AGSP) in South Africa provided scholarships for women to participate in training with the Information Technology and Banking Learnership Program (ITBLP) in information technology, business communication skills, and life skills. This program in South Africa successfully brought together governmental and non-governmental organizations (NGOs) to enhance Information Technology (IT) knowledge and skills. This was the first project in South Africa involving a partnership between the government, the IT industry; and the banking sector. Due to the government's support, this project was extended beyond the banking sector to include private sector and civil society industries. The higher education partnerships strengthened policy networks between professionals and policymakers such as legislators, civil society leaders, judges, and political associations. This involved exchange programs and local or regional training projects which enhanced policy and operational skills, promoted cooperation across political and Government civil society divisions, and assisted in the development of the higher education sector.

### **Education Context for AEI**

One of the most compelling and widely watched political developments of the early 1990s was South Africa's transition from an apartheid state that systematically denied rights to the majority population, to a constitutional democracy based on fundamental human rights, democratic values, and social justice for all citizens. Today, South Africa faces the challenge of consolidating its emergent democracy. With an unemployment rate of 40%, South Africa needs to generate increased, broad-based, and sustainable economic growth and employment opportunities, combat high levels of crime and improve equity for its historically disadvantaged population. Of special concern, is the ability of those previously excluded, and disadvantaged to participate in South Africa's economic development, both in terms of creating opportunities for them and developing their technical ability. One way of addressing these problems is to improve the education system across South Africa.

With literacy rates of 87% and 85.7% for men and women respectively, the brunt of South Africa's educational challenges is on providing equitable access for all students irrespective of their

economic status. Girls, in particular, experience difficulty gaining access to education at the secondary and tertiary levels, largely because of financial need, especially among those who are HIV/AIDS orphans. In addition, South Africa's high rate of violence against women—particularly male teachers' rape of female students—creates a significant gender-based barrier to girls' pursuit of quality education.

Despite enrollment increases since 1994 in mathematics and science at the secondary and tertiary levels, these rates remain disturbingly low. In 2001, only 59% and 34% of 450,000 secondary school students enrolled in mathematics and physical science courses respectively. Additionally, while mean pass rates of students in their final year of secondary school have increased, in 2000 and 2001 the mean pass rate across all subjects was only 58% and 62% respectively. Matriculation pass rates with university exemption (i.e., entry to an undergraduate institution) are inadequate for the country's future needs. In 2000, 580,000 students enrolled at institutes in the higher education sector, but this enrollment rate has dropped by 20,000 in two years.

South Africa with a total population of 42.7 million has 4.2 million HIV positive persons and an estimated infection rate of 1,700 per day. Given this alarming statistic, in early 2005, the Human Sciences Research Council conducted a survey to ascertain the number of teachers dying of HIV/AIDS. The survey indicated that more than 4,000 South African teachers died of HIV/AIDS complications in 2004. This means that 11 South African teachers died of HIV/AIDS complications every day in 2004. Of those who died of AIDS, 80% were younger than 45 and 33.6% were between the ages of 25 and 34. While 45,000 more – 12.7% of the teacher workforce – are HIV positive. For South Africa this will certainly roll back the gains that have been made on school enrollment, the struggle to fully implement quality public education and the Education For All (EFA) commitments.

The government has taken various measures to address educational needs, such as the planned \$2 billion strategy to equip South Africa's poorest schools and upgrade the standard of education in 2006. The proposed National Quality Education Development and Upliftment Programme for Public Schools will raise government spending per child from \$65 to at least \$165. The South African government has also, with assistance from USAID, the European Union (EU), the Swedish International Development Agency (SIDA) and the Canadian International Development Agency (CIDA), accomplished the following:

- Introduced a new outcomes-based curriculum for the 21st century which is to be scaled-up into all grades by the year 2005
- Launched a campaign to encourage a code of conduct for learners, educators and civil servants, the Culture of Learning, Teaching and Service campaign
- Introduced general science and technology as new areas of learning into the senior phase of primary school education (grades 4-6)
- Appointed a Gender Equity Task Team (GETT) to tackle gender issues at schools
- Improved the learner: educator ratio from 41:1 in 1994 to 35:1 in 2000
- Drawn up a Policy Framework on Education Human Resources, which is to be accompanied by a capacity building program
- Aims at giving every school access to a computer by 2013.

The Department for International Development/United Kingdom (DFID) and the Danish International Development Agency (DANIDA) have funded the improvement of management capacity of the Head Office and District Education Offices. In a similar vein, USAID and the Japanese International Cooperation Agency (JICA) supported the development of school governance and management manuals. The Netherlands government has financed capacity building of NGOs for science, mathematics and technology, as well as sponsored teacher access

to resources and information, a language education manual and general school development. SIDA has also supported the development of the quality of primary schools. Moreover, JICA and the EU funded the construction of 55 schools. The Finnish International Development Agency (FINDA) focused on higher education capacity building and Information and Communication Technology enhanced learning. FINDA, JICA, SIDA, the United States Agency for International Development (USAID) and the Quality Learning Program (QLP) funded the improvement of mathematics and science teaching and inclusive education, whereas the Flemish government has sponsored the enhancement of literacy and numeracy standards.

### ***USAID/South Africa and AEI Program Theory***

USAID/South Africa works with NGO providers and through partnerships with the provincial and national Departments of Education. USAID/South Africa education strategic objective aims at supporting South African efforts to achieve "increased access to quality education and training." The collaborative approach to program design seeks to be practical and learner-focused. To meet the education objective, USAID/South Africa assists five distinct sub-sectors of South Africa's education system: basic education, youth and further education, higher education, adult education and workforce development.

USAID/South Africa's objective is to improve the quality of primary education in South Africa's four neediest out of nine provinces: Eastern Cape, KwaZulu Natal, Limpopo, and Northern Cape. This entails a more equitable distribution of resources (physical, financial and human), improved teaching practices, and improved administrative practices. USAID/South Africa's strategy for achieving these objectives is to strengthen service delivery systems within the provincial and sub-provincial departments and training teachers, principals and school governing bodies. The AEI thus plays an important role in achieving this goal. The Monitoring and Evaluation for the Africa Bureau Education Division (MEABED) team is developing the logic model for AEI in South Africa.

USAID/South Africa's Further Education and Training (FET) program focus is aimed at assisting select high schools, particular those dedicated to the teaching of mathematics, science and technology subjects. The program assists with teacher training programs and the provision of learning materials to enrich instruction materials in mathematics, science and technology. AEI also plays an integral part in supporting this program.

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