



Paving the way for stakeholders' participation in a literacy teaching evaluation study

**HSRC Research Conference, Benoni
27 - 28 September 2007
Matthews M Makgarnatha**

HSRC RESEARCH OUTPUTS

5238



HSRC
Human Sciences
Research Council

National Education Quality Initiative

Background

- Limpopo education department (LDOE) formulated from amalgamating not less than five apartheid era departments of education (Lebowa, Venda, Gazankulu, DET, TED).
- LDOE currently comprises five education districts whose boundaries are aligned to the metropolitan areas of Capricorn, Waterburg, Greater Sekhukhune, Mopani and Vhembe.
- Five main languages are used officially in LDOE school and provincial government: seSotho sa Lebowa, Xishonga, Tshivenda, Afrikaans and English.

Goemol'entsoe: Iibat' makoas le otharano

National Education Quality Initiative

Background

- Different education development programs were implemented in the Limpopo provincial schools since post the 1994 political transformation in South Africa.
- These programs were funded by international donor organisation – e.g. Fhatuwani (Irish Aid), IEP (USAID) & Khanyisa (DfID).
- All programs focused on supporting improved school management & governance, improved teaching & learning practices in the classroom, AIDS education, gender issues etc.
- Early in 2006 LDOE commissioned the evaluation of literacy teaching practices in the LDOE school system.

Social sciences that inform a difference

National Education Quality Initiative

Background

- Evaluation funded by Irish Aid.
- Implementation of mother tongue-based literacy program in LDOE schools started with the Baobab program in 1998.
- The review of the Baobab program recommended that the programs be launched to scale across the entire province.
- Irish Aid funded province-wide implementation of Molteno Project's Breakthrough-to-Literacy (BTL) in grade 1 from 2002.
- HSRC & University of Limpopo chosen to carry out the evaluation.

Social Sciences and Humanities Research Council

National Education Quality Initiative

Evaluation Terms of Reference

Take stock of the various literacy teaching

practices in the primary schools (Foundation Phase (grades R-3) and Intermediate Phase (grade 4-6) with the aim of:

- Providing clear recommendations towards finalising the existing Limpopo provincial Draft Literacy Strategy.
- Developing a generic literacy model for the province.
- Capacity development in the province.

Special services for market place

National Education Quality Initiative

Approach

- Evaluation is a research-based initiative involving both a desk-top and field study information gathering processes.
- Research process divided into two phase: Phase One (literature review) & Phase Two (site visits for data collection).
- TOR required the involvement of the various role players or stakeholders in the province in both phases.

Social Sciences and Humanities Research Council

National Education Quality Initiative

Approach

A series of consultative meetings involving the evaluation team (HSRC & UNILIMPOPO), the client (LDOE) and the funding agency deliberated on the following:

- Identifying the relevant stakeholders (Establishment of a Research Reference Group (RRG)).
- Selecting stakeholders to participate in the evaluation;
- Consultative meetings with various stakeholders in the province;
- Defining the stakeholder formation, its size, and its role and function; and
- Mapping the way forward for stakeholders participation in the evaluation.

Social science that makes a difference

National Education Quality Initiative

Research Reference Group (RRG)

RRG members:

- Evaluation team (HSRC & UNILIMPPOP)
- Client (LDOE): various sections within LDOE
- Education development programmes (Fhatuwani, IEP, Khanyisa)
- Teacher Trade Unions
- Language Services Organisations
- Organisations of SGBs
- Primary teacher education institution

South Africa that makes a difference



HSRC
Human Sciences
Research Council

National Education Quality Initiative

Lessons learnt

- Evaluation period too short for meaningful participation of RRG (or stakeholders)
- Not all stakeholders in the province were included in the RRG (e.g. LDOE districts, South African Publishers Association, Human Rights Commission in the province, ordinary folks in townships, suburbs and villages)
- Setting the agenda for the evaluation: with vs for RRG (stakeholders)

Social sciences that makes a difference