

Improving the quality of English language teaching in South Africa

A British Council
Collaborative Programme

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Forewords



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The partnership over the last seven years, has been healthy in every way, demonstrating a deep mutual respect and a willingness to learn from each other. This contributed significantly to the progress we made on the projects.

It is a real pleasure for me to contribute to the foreword of this publication, *Improving the quality of English language teaching in South Africa: A summary impact evaluation*. Sincere appreciation to the British Council for partnering with the Department of Basic Education on a number of projects to improve teaching and learning in South African classrooms. The partnership over the last seven years, has been healthy in every way, demonstrating a deep mutual respect and a willingness to learn from each other. This contributed significantly to the progress we made on the projects. As we reflect on the significant progress made, we marvel at, the far reaching impact the CiPELT and CiSELT programme has had on the classroom practice of 132,241 educators. Your commissioning the impact evaluation is indicative of your own commitment to find out the positive impact of the projects as well as areas that will require further strengthening. The findings and recommendations from this study will serve as a catalyst for ongoing dialogue on how we will jointly improve on future projects in the next term of this wonderful collaboration.

Best Wishes

Mr HM Mweli
Director-General
Department of Basic Education.

It is a great privilege for me to have been asked to write a foreword for this publication, especially so soon after my arrival in South Africa as the new Country Director of the British Council. Supporting quality English language learning and teaching is at the very heart of the British Council's mission in international cultural relations. In the context of South Africa, the delivery of quality English teaching has been a central aim of the British Council and the Department of Basic Education, who have been working successfully together in this area for more than ten years. The British Council is investing heavily in better education in South Africa by connecting learners and educators with their UK counterparts for mutually beneficial exchange of ideas, best practice and skills, as well as shaping progressive policies that create a thriving and inclusive environment for tangible change to take place.

I am impressed by the breadth and scale of our work in South Africa, in education and beyond. The British Council invests in teacher development in most of the countries where we work. This is because – as we all know from our own learning experience – engaged, skilled, empowered and committed teachers are key to stable and prosperous futures for the growing millions in our world.

Here in South Africa our work with the DBE has reached a whole new scale. Our joint endeavour to improve the teaching and learning of English as a first and second additional language in all 25 000 government schools nationwide has gained momentum. Together we have worked with more than 130 000 teachers in all districts across nine provinces, established provincial and national teacher associations, and awarded four Hornby Masters Scholarships in a bid to connect educators locally and to

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international networks. Together with the DBE, we have made significant progress towards improving educational outcomes for the country's 12 million pupils. In particular, the development of teachers has focused on the CiPELT and CiSELT qualifications – world-class teacher training programmes that boost skills and employability for teachers, and improve the quality of teaching and learning in their classrooms.

I remember as a young child growing up in Spain, when my mother “forced” me to learn English and told me it would make my future brighter. I was seven years old then and of course didn't believe her. But as I grew up, time proved her right. I would not be where I am today, both professionally and personally, if I had not learned English. And the teachers I remember the most fondly are the ones who made the biggest difference to my learning and to my outlook on life. English is becoming increasingly important in today's interconnected world. It's the language of the 4th Industrial Revolution, the global *lingua franca* or the world's “common language”. This is the reason we are committing to working with South Africa on this project in the long term. The British Council is proud to be the Strategic Partner of the DBE, and we look forward to continuing our partnership in the months and years to come.

I hope you will enjoy the inspiring stories you read in this publication. The people in these stories are the reason we exist as an organisation.

Susana Galván

Country Director South Africa,
British Council

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Acronyms and terminology

CAPS	Curriculum and Assessment Policy Statement	ISPFTED	Integrated Strategic Planning Framework for Teacher Education and Development
CiPELT	Certificate in Primary English Language Teaching	KZN	KwaZulu Natal province
CiSELT	Certificate in Secondary English Language Teaching	LEAP	Learn English Audio Project
CPD	Continued Professional Development	LITNUM	DBE Literacy and Numeracy Strategy
DBE	Department of Basic Education	LP	Limpopo province
DHET	Department of Higher Education and Training	MP	Mpumalanga province
EC	Eastern Cape province	NAETSA	National Association of English Teachers of South Africa
EFAL	English First Additional Language	NC	Northern Cape province
ELT	English language teaching	NW	North West province
FAL	First Additional language	OU	Open University
FET	Further Education and Training Phase	PED	Provincial Education Department
FP	Foundation Phase	PLC	Professional Learning Community
FS	Free State province	SACE	South African Council for Educators
GP	Gauteng province	SP	Senior Phase
IP	Intermediate Phase	WC	Western Cape province

1.

Executive Summary

A collaborative partnership was put in place between the Department of Basic Education (DBE) and the British Council to improve the quality of basic education by supporting English language teaching, and the teaching of English First Additional Language (FAL) in particular. This report is the result of a summative impact evaluation study of the collaboration.

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The scale of our work in South Africa is staggering. The British Council invests in teachers across the world, in almost every country that we work in, because teachers are – as you know – the key to prosperous futures for the growing millions in our world. But here in South Africa our work with the DBE has reached a whole new scale.

~Colm McGivern,
Country Director, South Africa (2014-2019)

The study consisted of a document review, interviews and focus groups with key informants in the British Council, DBE, with provincial and district officials involved with the programme, and a union representative. The focus group instruments for provinces were piloted in one province, before wider use. A participatory approach was adopted. Qualitative data was coded and analysed thematically with reference to the targeted results of the project, and combined with quantitative data obtained from project reports.

The timing of the study imposed limitations, in that its period of implementation coincided with the end of one academic year and start of the next, and the intervening school holidays. Access to key provincial and district officials, and lead teachers was thus constrained.

Major Findings

1. The partnership is highly regarded and considered very successful within the DBE and at provincial and district levels as well. Effective working relationships are strong at all levels.
2. A comprehensive plan of strategic activity streams for improving EFAL teacher capacity and professionalism

on a large scale developed organically, and was approved. The plan mapped out key activities.

3. 132,241 EFAL educators were trained in Certificates in Primary English Language Teaching and Secondary English Language Teaching (CiPELT and CiSELT) courses in all phases, levels, provinces and in most districts from 2012 – 2018. The SACE-endorsed courses (aligned to the CAPS curriculum) include practical applications of classroom methodologies and promote learner-centredness, encouraging greater flexibility and learner engagement. (Data sourced from M Jack, 2018)
4. The teacher training strategy is sustainable and organic. The pools of expert trainers developed in the collaboration continue to roll out training to teachers across South Africa.
5. 1000 teachers were trained in the Learn English Audio Project (LEAP) regarded as ‘one of the best programmes that is being implemented’ and 394 schools received free audio materials. LEAP resources were well-integrated with DBE workbooks, and made a positive contribution to developing learners’ speaking and listening skills.



Teacher Support

- CiPELT / CiSELT
- Teacher and trainer training
- Teacher Associations



Learner Support

- LEAP (Learn English Audio Project)
- Free Online Resources



Administrator Support

- 4 Hornby Scholarships
- Conferences
- 8 Provincial and 1 National Teacher Association

Partnership is highly regarded and considered successful within DBE and at provincial and district levels.

Successful collaboration on issues of mutual interest.

1 National, 8 Provincial English Language Teachers Associations were established.

In-service teacher training reached EFAL teachers in all phases and levels, across all South African provinces and most districts.

Strengthened the professional capacity related to the teaching of English.

Comprehensive plan consisting of strategic activity streams focused on improving EFAL teacher capacity and professionalism developed organically.

Programmes were endorsed by SACE.

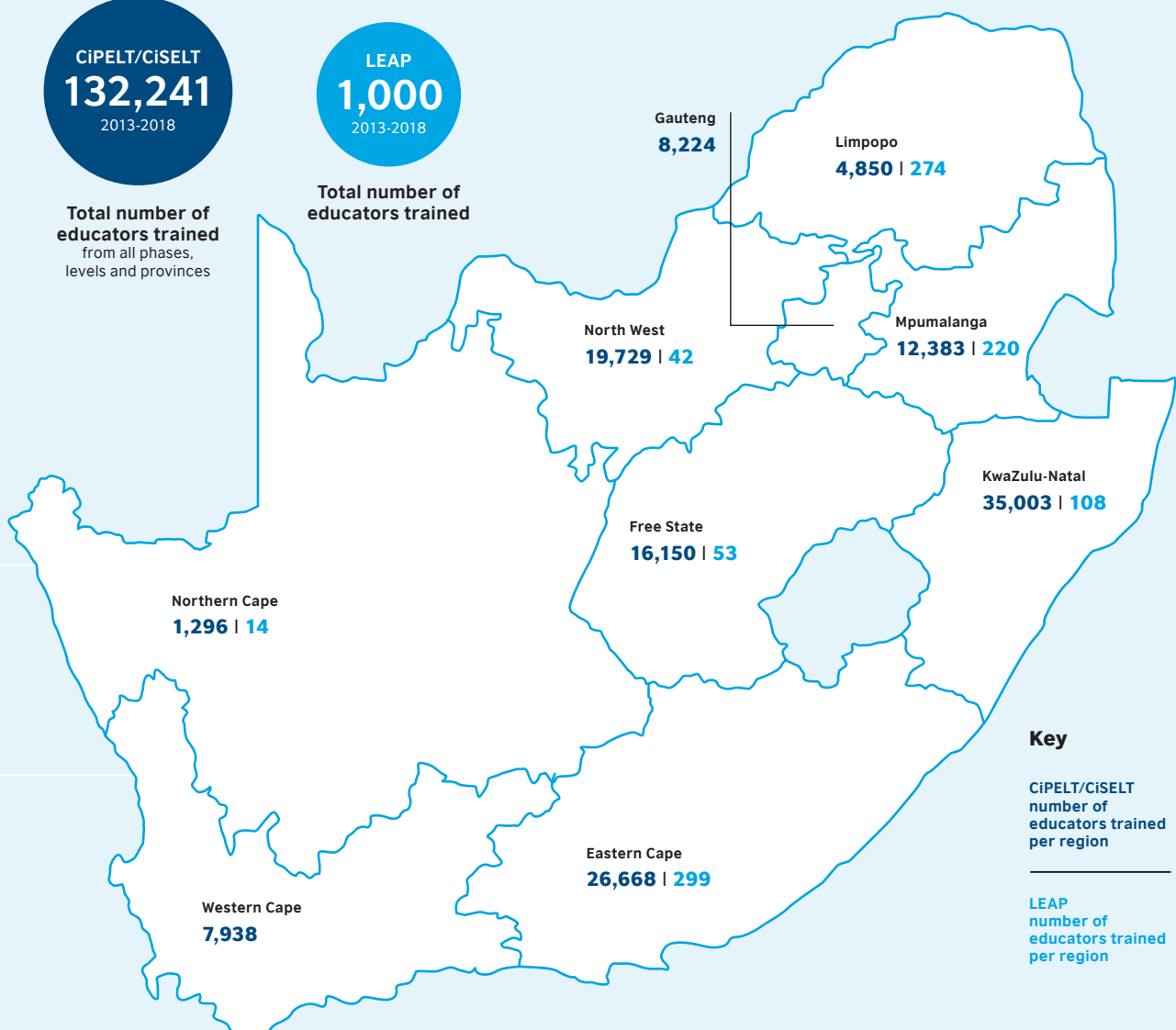
Sustainable, organic teacher training strategy. Trainers continue to roll out courses across South Africa.

CiPELT/CiSELT
132,241
2013-2018

Total number of educators trained from all phases, levels and provinces

LEAP
1,000
2013-2018

Total number of educators trained







One of the success factors of this partnership is that we share the same vision of improving the quality of education. The training of teachers has been excellent not only to upskill teachers but also to ensure sustainability.

~Mr Mathanzima Mweli,
Director General,
Department of Basic Education South Africa

6. Provincial English Language Teachers Associations were established in eight of the nine provinces, and the National Association for English Teachers was launched early in March 2019. The associations are a platform for professional development, teacher voices and collaboration.

7. The British Council provided valuable materials for participants, from comprehensive training and teaching manuals, English audio files, workbooks and teacher association guides.

8. The collaboration provided opportunities for professional development and further study internationally for English education professionals, resulting in Four Hornby Masters graduates (Warwick University, UK).

The recommendations

1. Develop a Theory of Change to inform a further phase of cooperation between the British Council and the DBE. Establish a baseline for project outcomes and activities that will be used for providing clear indications of progress made towards targets.

2. Implement a study on the prevalence of use of CiPELT/CiSELT methodologies in classrooms which would provide a useful basis for future classroom-based teacher development and provincial training strategies.

3. Develop a mapping from CAPS onto the CiPELT/CiSELT programmes and their methodologies to enable teachers using the CAPS curriculum as their daily working document to turn more immediately to linked methodologies without any trouble, thus increasing access to the CiPELT/CiSELT methodologies for delivery of the CAPS curriculum.

4. Expand the delivery of the LEAP programme to multi-grade and mono-grade classes that include Intermediate Phase. With the use of the alternative technology strategies based on laptops, SD cards, USB

memory sticks and sophisticated cell phone technology now entrenched practice for the programme, training in relevant IT skills will allow the programme to reach its potential. Consider additional support strategies for multi-grade teachers.

5. Reconceptualise the monitoring and support systems for both CiPELT/CiSELT and LEAP programmes, clearly defining roles and responsibilities for the various partners.

6. Develop and elaborate an infographic showing how all interventions aimed at improving the teaching of EFAL relate to CAPS and to each other, to inform understanding and coordination of intervention programmes as support for CAPS, that will encourage greater professional discretion in their planning, provision and implementation, and reduce teachers' feelings of being bombarded.

7. Continue to support the establishment and development of English teacher associations until these are fully functional, and able to fulfil their role in promoting professionalisation of the sector and creating platforms where teachers' voices can be heard.

8. Obtain renewed SACE endorsement of CiPELT/CiSELT programmes, clarifying the processes for claiming points, and advocating the benefits of these and the LEAP programme for teachers

9. Continue to pursue the inclusion of appropriate teaching methodologies in pre-service teacher training programme, in order to build sustainability of the benefits of the programme at all levels of the sector.

2.

Introduction to the study

The British Council collaborated with the Department of Basic Education (DBE) between 2012 and 2018, in a project to improve the quality of basic education by supporting English language teaching, and the teaching of English First Additional Language (FAL) in particular, through focused support on the draft *Integrated National Literacy and Numeracy Strategy: a whole school approach* (LITNUM Strategy). The intention of the LITNUM strategy includes strengthening teaching and performance in languages, through teacher development and improved support from districts.



The British Council-DBE Collaboration project is a shining example of excellent partnership working resulting in sustainable and fit-for-purpose teacher development programme. Both partners have made equal resource contributions to the project and the strengths of each partner have ensured that teacher educators, teachers of English and learners across the country have benefited from an innovative teacher development programme using an evidence-based, effective methodology for teaching English First Additional Language.”

~CAROLINE GRANT

British Council Head of English for Education Systems
Southern Africa and Nigeria
(formerly British Council ELT Adviser, South Africa)

Monitoring and evaluation are explicit aspects of both the founding documents of the collaboration project as well as the LITNUM strategy. Following implementation of the collaboration, this study aimed to evaluate whether the anticipated project results have been attained. This document is the report of the summative impact evaluation commissioned by the British Council of the collaboration project, and includes research into its anticipated results, and assessment of its achievements.

Despite the conclusion of the project, the long-term nature of teacher development and systemic transformation of education outcomes offers fertile ground for recommendations arising from its evaluation, and these are also included in this report.

2.1 Background: South African Educational Context

With the main focus of the collaboration being teachers and teaching, it is useful to note that the project was preceded by major transformations to the education sector, affecting curriculum,

organisation of schooling and teacher development. Challenges to teacher development were summed up in the declaration produced by the 2009 Teacher Development Summit¹, which brought together national stakeholders from across the sector, noted particularly, among others, that:

“South African teachers come with different historical qualifications and educational backgrounds, the majority of which were developed under apartheid structures that deliberately disadvantaged and underdeveloped large sections of the population. This has resulted in major differences in the development needs of teachers across the system, particularly with respect to confidence and competence in dealing with the National Curriculum Statement and changes in education more broadly.”

“Teachers continue to work in different and unequal contexts and with different levels of resourcing and support, especially in rural schools in comparison with urban schools and township schools compared to urban schools.”

The anticipated results of the DBE-British Council collaboration are:

>Result 1

Greater cooperation between the UK and South Africa on issues of mutual interest pertaining to the education sector and in particular the teaching of English as a Foreign Language.

>Result 2

Production of a British Council/DBE approved plan to support English First Additional Language.

>Result 3

Improved knowledge of the Teaching English as Foreign language amongst practitioners, civil society, and education ministries in South Africa, through exchange of experiences, information and best practice.

>Result 4

Improved in-service and pre-service teacher training and classroom teaching in English First Additional Language at primary, secondary and tertiary levels.

>Result 5

Increased professionalism of teachers of English First Additional Language.

>Result 6

Increased access of teacher trainers, teachers and learners to high quality learner and teacher support materials.



Priority subjects that were identified as ‘key levers for improving quality across the system’ included English First Additional Language (EFAL) in all schooling phases.



The Summit participants resolved that an integrated national plan for teacher development would be developed collaboratively. This plan was published in April 2011 as the *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa 2011-2025* (DBE, DHET, 2011). The plan (ISPFTED) defined outcomes, outputs and activities with respective priorities, and responsibilities for implementation were allocated to the DBE, Provincial Education Departments (PEDs) and the Department of Higher Education and Training (DHET). A collaborative approach was explicitly adopted, and seen as essential to its achievement, placing teachers at the centre of all efforts to improve teacher development, with the support of education stakeholders.

Among other national imperatives, the ISPFTED is strongly aligned to DBE's Action Plan 2014, and its achievement is supportive of Goal 16 which includes improvement of professionalism, teaching skills and subject knowledge, among others. Medium-term needs for the first five years (2011/12 to 2015/16) of the ISPFTED included prioritisation of provision of development opportunities for district and provincial support, particularly

subject advisers, mentor teachers and lead professional teachers. Priority subjects that were identified as ‘key levers for improving quality across the system’ included English First Additional Language (EFAL) in all schooling phases. In addition, teachers from rural primary schools with multi-grade classes were to be ‘targeted for development in multi-grade teaching strategies, with a particular focus on literacy and numeracy’. The establishment of professional learning communities (PLCs) was intended to provide support for collective participation of teaching professionals in development activities. All of these were outputs and activities to be led by the DBE.

The DBE saw the collaboration with the British Council as support for its responsibilities for implementation of the EFAL component of the ISPFTED.

3.

Research methodology

In conducting this study, a review was conducted of all available documents dealing with both the process of the collaboration project and its implementation, as well as its products. Following the documentary review, data-gathering instruments were developed and piloted for interviews and focus groups with key informants responsible for programme management in the DBE and the British Council.

A participatory approach was adopted, in the hope that this would give clear information on the lessons learnt and recommendations.

Table 1: Engagements with key informants

Organisation	Nature of engagement
British Council	<ul style="list-style-type: none"> • Briefing • 2 interviews with key informants
DBE	<ul style="list-style-type: none"> • 2 telephonic interviews with key informants • One focus group with 4 key informants responsible for programme delivery
PEDs	<ul style="list-style-type: none"> • 4 focus groups with key provincial officials in a province • 5 focus groups with both provincial and district officials in a province • 1 focus group with relevant district officials • 2 telephonic interviews with provincial coordinators • 2 telephonic discussions with provincial coordinators
SADTU	<ul style="list-style-type: none"> • 1 interview with key union representative
NECT	<ul style="list-style-type: none"> • 1 interview with key informant

Contact details of a list of provincial officials familiar with the project, and responsible for provincial roll-out, was obtained from DBE, and combined with a similar list obtained from the British Council. These lists were used to make contact with key provincial officials who had been involved in the programme, who were requested to convene provincial focus groups for discussion of project implementation, and where possible, groups of district Subject Advisers and Lead Teachers (see Appendix A).

Other stakeholders were also interviewed, to get perspective from a union representative, and from a key informant from another organisation active in the field.

The provincial interview instrument was piloted with Gauteng provincial education department (PED) staff and revised accordingly, before being taken to the other provinces. A participatory approach was adopted, in the hope that this would give clear information on lessons learnt and recommendations, as well as assisting with the establishment and explanation of causality of any impact reported. Qualitative data obtained from the interviews and focus groups

was coded and analysed thematically with reference to the targeted results of the project.

Quantitative data presented in the data evaluation reports produced by the consultancy contracted by the British Council for this purpose², together with that obtained from various provincial and national key informants, were combined with qualitative information gathered, in order to provide the broadest possible view.

Limitations of the study

The time constraints and timing of the study were limitations. The period of the impact evaluation coincided with the end of one academic year and start of the next, with intervening school holidays. This timing limited access to provincial and district officials and lead teachers, who constituted key constituencies from whom to gather qualitative data. As a result, focus groups were convened in only seven of the nine provinces, and these did not include representatives of all phases, except for three provinces (GP, MP and WC). Information was gathered from the remaining provinces by means of telephonic contact and some additional documentary information obtained.

4.

Findings

The findings of this study are reported against anticipated results of the collaboration, mapped roughly onto activity streams, although the relationships between activity streams and results overlap to some extent, and are not exclusive.

4.1 Findings for Result 1:

The partnership was highly regarded for its successful collaboration on issues of mutual interest pertaining to the education sector and in particular the teaching of English as a Foreign Language.

The collaboration succeeded in increasing cooperation between the UK and South Africa as intended. Initial engagements between the British Council and the DBE explored their common interests, progressively articulating and refining the possibilities of collaboration until approval of its proposal in March 2012. The Declaration of Intent elaborated the project intervention logic and anticipated results. Implementation of the activities of the project entailed close operational cooperation, but there are suggestions that cooperation will extend beyond the immediate prescripts of the project itself.

Project documentation and key items of correspondence show evidence of regular meetings between the British Council and the DBE over the period from late 2011 to 2018, with a focus on professional development and support for teachers and teaching of EFAL. The relationship with DBE was seen in the British Council as fundamental to longer term English language teaching (ELT) plans for South Africa, while the DBE saw the programme as key to its implementation of responsibilities outlined in the DBE *Integrated Strategic Planning Framework for Teacher Education and Development in South Africa, 2011-2015* and in the draft *Integrated National Literacy and Numeracy Strategy: A whole school approach* (LITNUM Strategy).

During early stages of the project development process, the British Council secured funding for the following professional development opportunities for DBE officials:

1. British Council/ UNICEF/ DFID English Language conference in Juba, South Sudan, March 2012
2. Hornby Language School in Kigali, Rwanda March 2012
3. International Association of Teachers of English as a Foreign Language (IATEFL) Conference in Glasgow, UK, March 2012

4. Hornby Scholarship for 2012/13: full-time Master's Degree placement from September 2012.

A preliminary agreement was put in place for consultancy support from the British Council, for a period early in 2012, providing policy advice, training in primary English language teaching, and presentations to universities, other training providers and materials producers, in order to inform the design of the strategy to improve teaching and learning of English in the Foundation Phase.

The DBE-British Council collaboration ultimately aimed to improve the professionalism, teaching skills and English subject knowledge of teachers.

After approval of the proposal for collaboration on 27 March 2012, a summary of the DBE-British Council Quality English for All project explained that following agreement to a Declaration of Intent, the British Council had committed to support the DBE Literacy and Numeracy (LITNUM) strategy with focus on a plan for supporting the teaching of English

FAL. The DBE-British Council collaboration ultimately aimed to improve the professionalism, teaching skills and English subject knowledge of teachers. The potential impact and scale of the intervention was illustrated by a statement of 2012 national statistics: 12 428 069 learners attending 25 826 schools served by 425 167 educators. The seven-year project aimed to support the achievement of Outcome 1 of DBE *Action Plan to 2014: Towards the Realisation of Schooling 2025*, namely improved quality of basic education, over the period from 2012 to 2019.

The summary described the project intervention logic as follows:

The overall objective of the project is to contribute to sustainable development in South Africa by improving the quality of English First Additional Language Teaching in South African state schools, particularly in previously disadvantaged schools.

The specific objectives are:

1) To strengthen the Department of Basic Education's Literacy and Numeracy Strategy, particularly EFAL, and 2) To improve teacher capacity and practices in the teaching of English First Additional Language as a subject and the use of English as medium of instruction in previously disadvantaged South African state schools.

The anticipated results were listed in the introduction to this report, and activities aimed at achievement of the results included:

- The establishment of a planning team consisting of British Council and South African DBE partners
- The delivery of train-the-trainer workshops in the Certificate in Primary English Language Teaching (CIPELT) and Certificate in Secondary English Language Teaching (CiSELT) courses for provincial language advisers, district language advisers, union representatives and university lecturers



A mid-term evaluation of the collaboration programme, commissioned by the British Council in 2014, concluded that the cooperation between the partners was mutually beneficial, relevant and effective.

- The development of a resource toolkit for teacher trainers to use during the in-service and pre-service training workshops
- The organisation of an international conference on Language and Development hosted in partnership between the British Council and the DBE
- The implementation of a capacity-building training programme for DBE policy makers to attend: international conferences, study tours and training courses, including a full-time MA at the University of Warwick, aimed at improving knowledge of international best practice in Teaching English as an Additional Language
- The implementation of a pilot Learn English Audio Pilot Project (LEAP) to improve the teaching of listening and speaking skills in multi-grade schools.

A Declaration of Intent to forge further links between the British Council and the DBE was signed in January 2014, effective for a period of five years, indicating joint undertaking to explore partnership and cooperation in the field of English language in education. The declaration reflected the positive work that had already been achieved under the partnership, and indicated agreement to meet at the beginning of each year to review activities of the previous year and plan for the next year. Contemplated activities included exchange and development opportunities for teachers, trainers and education managers, exchange of information on English language policies, curricula and syllabi, and joint publications and development of teaching and training materials.

A mid-term evaluation of the collaboration programme,

commissioned by the British Council in 2014, concluded that the cooperation between the partners was mutually beneficial, relevant and effective, in which the cooperation and openness of the DBE provided access to the wealth of knowledge, material, experience and expertise that the programme offers³. The value added by the British Council was observed to be appreciated by the partners, noting that although an obvious contribution is financial support, this was not the main contribution, and that other contributions were seen as equally valuable.

Planning had looked at 'the bigger picture', taking the approach of including all provinces with a uniform intervention, in order to avoid curriculum delivery gaps in areas

Focus group discussions and interviews conducted for this study indicated that within the DBE, the partnership with the British Council is highly regarded, and considered largely to have been very successful. Planning had looked at 'the bigger picture', taking the approach of including all provinces with a uniform intervention, in order to avoid curriculum delivery gaps in areas, unlike other initiatives which have tended to focus more narrowly. The British Council had provided a substantial quantity of materials to be used to improve teacher capacity in schools across the country, primarily by addressing existing

curriculum gaps in teaching. There was common agreement on the strategic focus of the intervention which was driven through partnership aimed at strengthening DBE delivery of EFAL to teachers in order to improve the quality of teaching and learning, given the position of English as a language of learning and teaching, and its potential to influence the overall quality of teaching and learning and levels of learner performance.

Provinces had been informed of partnership arrangements and training initiatives through various avenues, one of which was the Teacher Development and Curriculum Management meetings between DBE and provinces that are held on a quarterly basis. Partners such as the British Council were invited to those meetings, which provided another avenue of communication. More formally, DBE followed departmental procedure by writing letters to the provinces informing of them of forthcoming training initiatives, proposing dates for agreement by the provinces, asking whether they would be interested in the relevant programmes, and explaining what costs would be covered.

DBE and provincial commitment to the project was demonstrated by the substantial extent of co-funding, amounting to an estimated 30% over the project lifetime. British Council contributions tended to cover hotel conferencing entailed for training workshops where necessary, accommodation for British Council trainers and staff, including those from the UK where these were involved, as well as printing of all course materials, stationery and other aspects. DBE and provinces, on the other hand, normally paid for travel and accommodation for teachers and subject advisers.

It is clear that the partnership collaborated successfully on issues of mutual interest, particularly the teaching of English language, and the strengthening of professional capacity related to the teaching of English.



4.2 Findings for Result 2:

Comprehensive British Council / DBE strategic activity streams for supporting English language teaching and EFAL on a large scale were produced and approved.

There is substantial evidence that a British Council/ DBE plan to support English language teaching was developed and approved. The plan defined strategically targeted activities, and served to guide the implementation of these. The plan included an explicit monitoring and evaluation component, which produced recommendations for improvement, which were duly incorporated into its implementation.

The documents reviewed for this study included the British Council proposal 'to support the DBE LITNUM strategy with focus on a plan for supporting English language teaching and EFAL through collaboration between British Council and the DBE for the period 2012 to 2015'. The objectives identified in the proposal explain that the plan supports the realisation of the DBE goal of improving professionalism, teaching skills and English subject knowledge of teachers, and will contribute to the prioritisation of teaching EFAL alongside Home Language, and that it should be taught from Grade 1. Specific outputs to result from the plan were identified as

1. Strengthened DBE EFAL strategy
2. Improved teacher capacity and practices in EFAL and use of English as a medium of instruction across the curriculum
3. Increased access for teachers of English and teacher trainers to high quality learner and teacher support materials (LTSM) for teaching EFAL.

Key activities were listed against these outputs, tabulated against time frames, responsibility allocation and budget specifications.

A meeting between DBE and the British Council in May 2012 confirmed that the plan for supporting EFAL within the DBE LITNUM strategy had been approved.

The British Council undertook to prepare draft work schedules for each component of the plan, with cost allocations for British Council and DBE, which would be circulated to DBE.

The Logical Framework accompanying this plan specified indicators of achievement, sources and means of verification and assumptions. The activities specified in the Logical Framework are the following refinements of those listed in the summary of the Quality English For All project, mapping these to the identified results:

1. Establish a planning team consisting of British Council and South African DBE partners to input into the project plan, the teacher training model, the resource toolkit for teacher trainers and the online resource offer (*leads to all Results*)

2. Formulate and implement an effective communication strategy (*leads to all Results*)
3. Deliver train-the-trainer workshops in CIPELT, CiSELT for 300 participants comprising: provincial language advisers, district language advisers, union representatives and university lecturers (*leads to results 3, 4, 5, 6*)
4. Develop a resource toolkit for teacher trainers to use during the in-service and pre-service training workshop (*leads to Results 4,5,6*)
5. Organise one conference on Languages for Development which will be hosted in partnership between the British Council the DBE with invited guests from at least five other nations across Africa (*leads to all Results*)
6. Implement a pilot Learn English Audio Project (LEAP) to improve the teaching of listening and speaking skills in multi-grade schools
7. Institute a capacity-building training programme for policy makers to attend: International Conferences, study tours and training courses aimed at improving their knowledge on international best practice in TEFL. IATEFL Conferences, and Hornby Scholarship for 2013 and 2014 (*leads to Result 3*)
8. Monitoring and evaluation of the project (*leads to all results*).

Once the plan was produced and was in the process of implementation, suggestions for its improvement arose through monitoring and evaluation activity. The mid-term evaluation of the collaboration project noted that the plan developed to support ELT and EFAL was relevant, effective and efficient, based on a Logical Framework that lists main activities and results, a Gantt chart mapping time frames for project activities, and the DBE-British Council collaboration plan document. Observations were made pertaining to completeness of supporting detail of the plan, its alignment to the Logical Framework and the extent of monitoring against targets.

The mid-term evaluation, in focusing on relevance, effectiveness and efficiency in the implementation of the programme, included the

following key recommendations and conclusions in its 2015 report⁴:

- A monitoring advocate should be appointed to help monitoring to become part of the organisational culture by building monitoring capacity. Sustainability should be addressed by planning and monitoring the cascading process and monitoring the outcomes for the teachers and their impact on learners
- Cascade training was identified as a key success factor of the programme. The earlier use of cascade training by the DBE during the Curriculum 2005 roll-out had been widely criticised for failing to prepare either officials or school-based educators adequately, resulting in dilution and misinterpretation of crucial information. With the CIPELT/CiSELT programme, the initial trainers were noted to be 'British Council trainers' who were part of the input resources, with the first round of training conducted, financed and managed jointly by the British Council and DBE. Further cascading activities were to be managed by the respective provinces. The mid-term evaluation found that there was a level of doubt among some of those who had undergone trainer training about their readiness to address all aspects that would be required of them for training teachers. In addition, although most provinces had developed roll-out plans, aspects such as budgets, schedules, monitoring plans, participant and facilitator numbers were still missing from these plans. Consequently, the mid-term evaluation raised questions in regard to adequacy of capacity to train the required numbers, manage the roll-out and monitor its progress and quality.

In partial response to the recommendations, an external monitoring and evaluation (M&E) consultant was contracted by the

British Council between February and August 2017, to produce a report on the quantitative impact of the project in each province in 2017⁵. A second phase of this monitoring process was undertaken in 2018, with report presented in 2019. Following submission of the 2017 quantitative report, the M&E consultant was tasked with facilitating the monitoring of numbers of English language specialists trained and the manner in which CIPELT/ CiSELT programme training was rolled out by the provinces, putting in place a strengthened M&E system to facilitate the capture of project data, which entailed closer engagement with each of the provinces over the data they had submitted, observing training, and conducting case studies in three provinces.

The 2017 report consolidated available data and description of training strategies per province, as far as these details were available. In a number of cases, cautions were given on the validity of the data, particularly that some provinces had collected numbers of workshop attendants rather than numbers of teachers trained, which prevented conclusions about the proportions of trained teachers in provinces. However, the descriptions conveyed a sense of broad variations across provinces, and some understanding of challenges to implementation of the programme and strategies adopted to meet these.

A comprehensive plan consisting of strategic activity streams focused on improving EFAL teacher capacity and professionalism thus developed organically through discussions of DBE EFAL teaching needs and British Council strengths, and was formalised into a logical framework document approved by the partnership. The plan was amended in accordance with refinements identified through in-built monitoring and evaluation processes, which led to the development of an improved model of delivery for large-scale training projects.

⁴ Livni & Associates (2015). An Evaluation of the British Council and Department of Basic Education's collaboration programme to improve the teaching of English as First Additional Language: Quality English for all. (British Council, 2015)

⁵ Jack, M. 2017. Final Report: Second part of consultancy for British Council and DBE: Evaluating the English as a First Additional Language collaboration. (British Council, Johannesburg 2019).

4.3 Findings for Result 3:

Improved knowledge of Teaching English as Foreign Language amongst practitioners, civil society, and education ministries in South Africa, through exchange of experiences, information and best practice.

The direct support for exchange of experiences, information and best practice facilitated through the project contributed meaningfully to improved knowledge of English teaching, particularly among national and provincial officials in the education departments. Documents from the early stages of the partnership record encouragement and assistance from the British Council, and arrangements being made, for individuals to attend conferences, and identification of suitable candidates for scholarships.

Records indicate that departmental officials were first assisted to attend the annual conference of the International Association of Teachers of English as a Foreign Language (IATEFL) by the British Council in 2011. Subsequently two DBE officials co-presented a paper on the South African implementation of the CiPELT programme, and various others have had the opportunity to attend conferences. The previous DBE Director: Curriculum indicated her intention to attend the conference again in 2019, although this time without the support of the British Council. Participation in this forum is thus becoming normal practice of departmental officials at this level.

Other activities that departmental officials have participated in with the support of the British Council include attendance at an English Language Teacher Conference and study tour in India; attendance at a Language conference in Juba, Sudan; a training course in English language in Rwanda. The previous DBE Curriculum Director was the recipient of the Hornby Scholarship consisting of one year for a full-time Master's degree at Warwick University in the UK from September 2013, which was reported to have been a very rewarding experience, one of the

consequences of which was reported to be her writing of a dissertation on the relationship between song and language development. Three further recipients of the Hornby Scholarship for a Master's degree followed, including a District Subject Adviser in the Eastern Cape.

One of the activities specified in the Logical Framework of the project is the organisation of a conference on Language and Development. This conference took place late in 2013 in Cape Town, with presentations made by academics from the African Union, Nigeria, Kenya, Malawi, Botswana, Namibia as well as South Africa and the UK, and other countries.

The mid-term evaluation observed that exchange of experience, information and best practice was relevant and effective, notably in that the programme had facilitated the participation of key DBE policy makers in relevant international conferences and advanced studies. Research undertaken for this study confirms this conclusion, with the addition that involvement in the extensive in-service teacher training initiatives undertaken through the project (dealt with in more detail under Result 4) also contributed significantly to improving knowledge of the teaching of English.





4.4 Findings for Result 4:

Improved in-service and pre-service teacher training and classroom teaching in English as Foreign Language at primary, secondary and tertiary levels.

The project was intended to achieve improved in-service teacher-training and primary and secondary classroom teaching in EFAL by means of delivery of the training for the Certificates in Primary English Language Teaching and Secondary English Language Teaching (CiPELT and CiSELT), and the Learn English Audio Pilot (LEAP) programmes. The numbers of teachers, subject advisers and lead teachers trained between the start of the project and late 2018 are tabulated in Table 2, however training is still continuing, so these numbers are not final.

Table 2: Subject advisers, lead teachers and EFAL teachers trained in the project⁶

	2013	2014	2015	2016	2018	Total
SAs/LTs		108	65	49		222
FP Ts	1 911	1 788				3 699
IP Ts	1 439	1 255				2 694
SP Ts				210		210
FET Ts			703	336	42	1 081
					TOTAL	7 906

In-service training through the project has thus taken place in one form or another in every district in the country, with huge numbers of teachers trained, at 128 724 for the two programmes, and in addition, a substantial training support capacity developed, at 4 527 across the two programmes.

Pre-service teacher training is the preserve of the universities and the Department of Higher Education, and not a direct responsibility of the DBE. Nevertheless, in the first two years, all universities were involved in the project and sent representatives to CiPELT/CiSELT training workshops. Some universities have shown interest in the programme and discussions are progressing, with two universities ready to pilot pre-service programmes from April 2019. However, these discussions are not included in this report as they are at early stages.

4.4.1 CiPELT and CiSELT

The CiPELT and CiSELT are modular programmes focused on practical applications of classroom methodology, combining theory with good practice (see Appendix D and E). The courses are intended to provide training for teachers and are pitched at 'Beginner', 'Proficient' and 'Advanced' levels, each consisting of a minimum of 48 hours of training materials with assignments. The courses lead to certificates validated by the British Council, and were endorsed for locally recognised in-service training. The programmes are delivered in-service with experiential, communicative and reflective aspects, targeting teachers working within a context of scarce resources, and large mixed ability classes. Professional behaviours that need

to be mastered through the courses are categorised as

- Planning lessons and courses
- Understanding learners
- Managing the lesson
- Evaluating and assessing learning
- Managing own professional development
- Managing resources.

The previous DBE Curriculum Director reported that the CiPELT/CiSELT methodology was also introduced to the African language training of teachers, where it reportedly works very well. Manuals were developed for these trainers, using the CiPELT/CiSELT methodologies of active participation in the training.

4.4.1.1 National delivery strategy

Preliminary piloting of the CiPELT programme in 2012 orientated the joint training team to the materials and methodology, and ensured the building of a training team that worked well together. National training workshops were convened collaboratively between British Council and DBE, with CiPELT Foundation phase (FP) in August 2012, Intermediate phase (IP) in July 2013, CiSELT Senior phase (SP) (February 2014) and FET (August 2014). Initially, relevant provincial Language and Phase coordinators and subject advisers were trained across all modules of the programme as trainers for the provincial roll-outs. Relevant university and union representatives were included in training opportunities. As a conclusion to the training, workshop attendants from the provincial education departments (PEDs) developed and presented plans for rolling training out to their teachers.

Trainer manuals were prepared by the British Council in consultation with DBE. Programme materials were customised for the South African context, and a guide was developed showing explicitly how the programmes link to CAPS and CAPS Workbooks. Four additional modules for CiPELT were requested by the DBE and commissioned by the British

Council. These were: teaching large and multi-grade classes, dealing with diversity, developing reading skills and developing writing skills. Extra CiSELT modules for the teaching of genre and the novel were also requested by DBE and commissioned by the British Council, along with a glossary of terminology.

Training was conducted jointly by DBE and British Council trainers in order to be inclusive, to standardise training quality, and to prevent some of the weaknesses inherent in the cascade system.

Training was conducted jointly by DBE and British Council trainers in order to be inclusive, to standardise training quality, and to prevent some of the weaknesses inherent in the cascade system. Numbers trained were proportional to respective provincial need. Following the four phase-specific national workshops, training was taken to the provinces, using the training pool that included subject advisers, trainers and union representatives alongside DBE and British Council officials. Roll-out of this phase was characterised by variability in the provinces, and constrained by the fact that the British Council had only two project managers and no monitoring and evaluation capacity. In this phase, the British Council offered training to 50 people per province each year, from 2015 to 2017. While the provinces identified the training venues, and paid for travel and accommodation for those attending the workshop, the British Council funded the project managers, catering and materials. From 2016, the focus of training shifted to lead teachers, given that a

substantial number of subject advisers had been trained. With training sessions being provided for 50 lead teachers at a time, the same investment model was employed as previously, where provinces paid for travel and accommodation, and the British Council for catering, project managers and materials. After a five-day workshop, training was expected to roll out in each province. Given variable capacity in the provinces, project roll-out was similarly variable.

In 2018, greater responsibility was shifted to the provinces, with the role of the British Council trainers more one of mentorship, and provinces taking greater responsibility for all aspects, including making arrangements, appointing the trainers and organising the sessions. The scheduled training sessions were preceded by a 'dry run' undertaken the day before. The payment arrangements remained the same. Provinces were informed by circular about the shift in responsibilities, and it was reported that many gaps in the process emerged, such as appointment of provincial trainers who had not themselves been trained. These changed arrangements were not successful in all cases, although there was success in some provinces. With the later training rollouts, provinces were given the opportunity to select modules on which they would like to concentrate training, as a means of allowing greater flexibility for needs-driven training. Letters were sent to provinces by DBE in this regard.

4.4.1.2 Training model

It was necessary for the project to employ the cascade model in order to reach the required scale of targets across the country. However, strengthening aspects were embedded into the training delivery model that was actually employed, in response to observations made in the mid-term evaluation of inherent weaknesses of the cascade model.

Characteristics of the amendments made to the cascade model are described below⁶.

- Training was delivered with reflective and experiential methodology, rather than transmissive, although those trained were not familiar with this methodology
- Training must be open to reinterpretation in order to facilitate localisation of the programme and foster ownership
- Expertise was diffused through the system. Initial training of Chief Education Specialists concentrated expertise at top levels. However, subsequently provincial and district subject advisers and lead teachers received training, and good local trainers were deployed alongside UK and DBE trainers to train teachers
- A cross-section of stakeholders was involved in the preparation of training materials. DBE insisted that materials should be adapted, co-branded, and in some places supplemented, thus improving relevance and credibility
- Responsibilities within the cascade structure were decentralised. Although DBE drove the programme, unions were involved to an extent in the training programme, and thus were able to identify and motivate good lead teachers to take on some of the training. In some cases, provinces initiated training, or supported its delivery where need was identified by subject advisers or lead teachers.

4.4.1.3 Provincial training rollout strategies

There appeared to be substantial variability across provinces in the thoroughness with which development of the knowledge and understanding represented in the CiPELT/CiSELT programmes was tackled and achieved. However, it is promising that intentions in most provinces seemed to be to continue using the programme in future training initiatives.

Roll-out strategies in the provinces varied according to capacity, and availability of budget. Training sessions were always phase specific, and generally district specific, but it cannot be presumed that all phases or districts were equally covered. Mention of districts not yet trained, or workshops still in planning stages in the provinces was made in the focus groups, indicating that the training process was still ongoing. Provinces in which training was more comprehensive, consisting of three- to four-day sessions, were GP and WC in particular, as well as EC, LP and NC. Training in the Foundation Phase in MP was likewise fairly comprehensive, unlike other phases in MP, and in FS, KZN and NW, where the delivery model was based on two-hourly training sessions conducted in the afternoons.

As a consequence of variability of provincial training strategies, coverage of the materials is thus not comprehensive, and further, inclusion of all relevant subject advisers in the training, whatever its status, is not comprehensive, and cannot be regarded as complete. These variations would obviously have an effect on consistency of quality across the rollout. Furthermore, it is likely that a continuing level of training will be necessary, due to inevitable movement of staff members into and out of posts.

Overall numbers of teachers per phase nationally (excluding Subject Advisers and Lead Teachers) that have received CiPELT/CiSELT training are indicated in Figure 1, noting that these numbers have not necessarily been trained in all modules of the programme:

Figure 1: Number of teachers trained (CiPELT/CiSELT) per phase

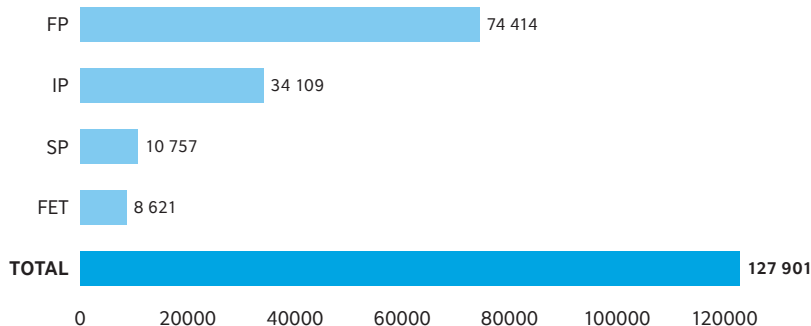
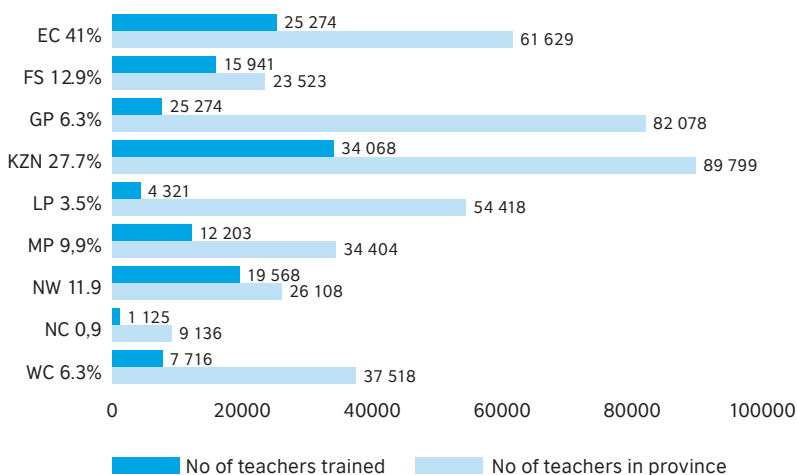


Figure 2: Proportion of teachers trained (CiPELT/CiSELT) per province



The scale of teacher training undertaken per province is indicated in Figure 2, which provides the total numbers of teachers in the province, and the provincial numbers and percentage of teachers who have received some CiPELT/CiSELT training (not necessarily all modules). These figures show that almost 30% of teachers nationally have received some CiPELT/CiSELT training, with numbers in five provinces well over this ratio.

4.4.1.4 Response to the training process

The fact that large numbers of teachers in the provinces engaged with the training process during school holidays was seen by DBE as attesting to the interest that people have in the programme, and the impact it is having. The training roll-out was not merely a response to DBE instruction: some provinces made special requests for training, for example, Limpopo made a special request for training to take place during August 2018. This led to the DBE conclusion that the programme is highly regarded. Other provinces, for example GP and WC, use their own teacher trainers and subject advisers to deliver training workshops, expanding their pool of trainers. This element of sustainability indicates achievement of that specific objective of the programme.

Provincial focus groups reported that response to the training workshops was generally very favourable. Those provinces that experienced time and budget constraints delivered selections of CiPELT/CiSELT modules, according to need. Direct support from the British Council to provincial training sessions, where this occurred, was appreciated.

4.4.1.5 The challenge of multiple interventions

Discussion in focus groups raised the difficulties experienced by provinces in dealing with demands to implement numerous interventions, of which CiPELT/CiSELT is only one, noting that the issues addressed in the courses are currently also addressed by other curriculum projects. Mention was made by provinces of resentment at

feeling bombarded, and failing to see that all the initiatives are intended for support. While some provinces appear to be managing these demands successfully, others simply abandon earlier interventions and turn their focus to the most recent. The obvious relationship between all the initiatives and CAPS as the key driver was noted, and suggestions were made in the focus groups for assistance that could support the management process, particularly elaboration of the specific relationships that interventions bear both to CAPS and to one another.

4.4.1.6 Response to materials and methodologies presented in the programme

The 2014 mid-term evaluation of the project reported that in terms of curriculum and methodology, the relevance and efficiency of the programme was found to be satisfactory to all, although at that stage, relevance to only the first tier of beneficiaries, being lead teachers and subject specialists, could be reflected. The methodologies were found by beneficiaries to be effective in the context, and to meet their needs.

In this study, focus groups in the provinces were asked to rate the CiPELT/CiSELT materials on a five-point scale with 1 being 'poor' and 5 being 'excellent'. All ratings were at 3 ('good') and above, with most being between 4 (very good) and 5 (excellent). Modules or methodologies that were specifically commended by members of the various focus groups were the following, with relevant provinces and phases identified:

- Language and grammar, and genre (WC FET), visual literacy (NW InterSen), novels (FS) and the approach to literature (WC, NW)
- Making of teaching resources (GP, MP, KZN)
- Classroom management methodologies for mixed abilities and multi-grade (FS InterSen), and grouping learners into ability groups (KZN)
- Information provided on teaching styles (WC).



It brought literature alive again. Learners hate it, but with CiSELT methodologies we could make it come alive, which in turn helped with reading, because the moment they started reading their set works, they were interested in reading something else as well. The literature part is probably one of the biggest things that has improved in all our schools."

~GP FET subject adviser

Remarks made in the focus groups noted that the methodologies were applicable to Home Language as well as FAL, and requests for the CiPELT materials had been received from less impoverished schools which had heard about the programme, but not been included in training initiatives.

The methodologies were noted to promote a more learner-centred approach that encouraged learner interaction and engagement (WC), and brought 'routinised and rigid' teaching practices to life (NC). The emphasis on making meaning from learning was noted (KZN), and the value of games (GP) and play (NC) for learning were observed.

The use of song as a teaching methodology was noted as particularly appropriate, on account of its key role in learning and developing language (GP). The previous DBE Curriculum Director reported that she had done a major study on song and language development in the second language context, as part of her Master's scholarship programme that was supported by the British Council, and explained that teaching through music makes learners less defensive; they are in a non-threatening environment. She added the observation that singing and dancing is very much part of the African culture.

4.4.1.7 The match between CiPELT/CiSELT and CAPS and the South African context

In order to ensure local relevance of the CiPELT/CiSELT programmes, DBE Languages and Curriculum staff were fully involved in the development of materials, which were customised to the SA context. DBE commissioned a preliminary mapping, alignment and customisation process across the materials and CAPS activities and workbooks, undertaken in agreement between respective DBE Teacher Development and Curriculum specialists and British Council officials. This included a resulting mapping, which indicated clearly the applicability of the methodologies of the programme to the CAPS curriculum, working from the CiPELT/CiSELT modules, showing how each aspect maps onto one or other element of CAPS. Combined with the training workshops, which demonstrated, and provided opportunity to explore, implementation of the methodologies, the match between CiPELT/CiSELT and CAPS was clear to see.

Although a converse mapping, from CAPS to the CiPELT/CiSELT programme, would be a useful instrument for facilitating access to appropriate methodologies for delivery of CAPS elements for teachers and subject advisers as they work their way through their curriculum, in many cases the need for such an instrument was obviated by preparations that provincial specialists had made before delivering the training workshops. Preparation of this nature was an important factor in success of the programme.

The initial challenge reported by trainers rolling out training in some provinces was to convince their teachers of the relationship between the CiPELT/CiSELT programmes and CAPS. Focus group reports from a number of provinces were that teachers, and also subject advisers, are not willing to undertake training that is not directly related to their





We had to make them aware that the CiPELT/CiSELT is a methodology to drive the policy, making the implementation of the policy easier. We showed them how to approach the various skills by using the methodologies presented.”

~NW provincial coordinator

delivery of the curriculum policy, however once the linkages were made, training went on happily, apart from a few members of the FS focus group who argued that ‘We have a curriculum to cover, and these learners need to be tested. They not doing it for fun’.

Another area of debate was the suitability of the programme for the South African context of very large classes, with some seeing the methodologies as an aid, and others seeing difficulties in their use. The observation made in the GP focus group was that addressing the issue of classroom management in the training sessions provided an opportunity to discuss the challenge of very big classes, which is a local contextual consideration that needs attention.

4.4.1.8 Accreditation of CiPELT/CiSELT programmes for CPD points

The CiPELT/CiSELT programmes were submitted to the South African Council for Educators (SACE) for evaluation and endorsement for points towards teachers’ continuous professional development (CPD), although roll-out of the training started before this was in place. The mid-term evaluation concluded that this endorsement contributed to sustainability of the programmes, and it was observed in some of the provincial focus groups to be an incentive to teachers.

The process for claiming CPD points was not clear to all members of all

focus groups, although it was underway in some provinces, and necessary documentation was being collected in some others. Focus groups for some provinces indicated ignorance of the availability of CPD points. However, it was explained in the WC focus group that points would be awarded both for two-hour training sessions as well as five-day sessions, although there had been some reports from teachers that their points were not reflected on the SACE website. It was also clarified that both schools and the provinces had the prerogative of submitting documentation to claim the points for teachers.

British Council certificates were issued to those completing the five-day course, and the WC also reported issuing provincial certificates.

4.4.1.9 Factors affecting impact of the programme

Provincial focus group discussions shed light on some of the external factors obviously affecting the training roll-out of the programme and the ultimate impact it may achieve. These included the positively perceived reputations of the British Council, and of the DBE, whose endorsement was seen by some as sufficient initial guarantee of merit of the programmes. The nature of the programmes was seen by some (GP) as appealing to teachers’ inherent professionalism by giving them confidence and reassurance that they were ‘doing something right’, with the opportunity to reflect on and refine their teaching skills.

Provincial dynamics had a variable impact on roll-out, with communication and advocacy a key factor. In this regard, the levels of cooperation between provincial Teacher Development and Curriculum units was particularly critical, leading in the case of Gauteng to efficient and successful training delivery, while reportedly contributing to lack of common understanding that hampered processes in Mpumalanga.

Limitations on time available to teachers for training substantially hampered potential impact of the programme. There appeared to be three aspects to this limitation.

- Limiting the scheduling of training sessions to a few hours after school during the term, rather than use of the holiday period: this limitation seems to be unevenly constraining across both districts and provinces.
- The strategy of training lead teachers to work with subject advisers was an important factor in increasing the reach of the training. However, programme roll-out is affected by availability of lead teachers for training, particularly with increases in the number of initiatives being implemented in an area, when lead teachers are called upon to play a role in all these initiatives as well as fulfil their normal teaching responsibilities.
- There were some reports that FET teachers were less available for training than those of other phases, due to marking demands clashing with the timing of training sessions.

The attitude of the provincial officials was an important factor for potential impact of the programme, with a few members of one or two focus groups showing resistance to the programme, although the basis for variances in attitude was not clear.

4.4.1.10 Further exploration of impact of classroom teaching methodologies

In some provincial focus group discussions, interest was expressed in exploring the extent to which roll-out of the programme had shifted teaching methodologies in the classrooms. The NC focus group members agreed that transitions across phases would be particularly interesting in this regard, and that impact would ultimately depend on learner progression from one phase to the next with teachers who have been trained in the methodologies at all levels. Some provinces indicated clear



interest in seeing the impact of the programme and its methodologies playing out in learners' results.

One of factors preventing a thorough understanding of changes that may have occurred at classroom level was reported to be the various conditions that hamper and prevent provincial and district officials from conducting classroom observations (FS, MP, GP), however interest was expressed in investigating the extent to which the methodologies presented in the CiPELT/CiSELT programmes have been adopted by teachers, and may have become prevalent.

4.4.2 Learn English Audio Project (LEAP)

The LEAP programme had significantly smaller target numbers and range than the CiPELT/CiSELT programmes, focusing initially in its pilot phase on under-resourced, rural, multi-grade FP classrooms in three provinces (EC, KZN, MP, from May 2014 to December 2015), subsequently removing the multi-grade restriction and extending its range to include some districts in seven of the nine provinces (excluding GP and WC). Impact appears

somewhat uneven, although some provinces, notably Limpopo, indicate significant success and enthusiasm.

The objectives of the project were

- To support teachers with a reliable means of playing audio content in their English classes
- To increase use of relevant audio resources for the development of listening, speaking, reading and writing skills
- To enable learners to self-access audio resources
- To enable teachers to more effectively manage multi-grade classes
- To ascertain any changes in the use of English (listening, speaking, reading and writing) by learners and teachers.

Initially the project utilised 'Lifeplayer' units (solar powered/ wind up MP3 audio players) loaded with a range of audio materials linked to the DBE CAPS workbooks, and accompanied by teacher guides and scripts for the audio materials, and other teaching support resources. Implementation started with the training of teachers in the use of the resources, as well as related pedagogical aspects including dealing with multi-grade classes.

“

The LEAP project has immense potential to contribute to language learning in South Africa. Incoming feedback is positive and more work will be done to support teachers to make effective use of the innovative resource.”

~HAROON MAHOMED,
Chief Director: Curriculum Development and
Teacher Development, WCED (2016)



The British Council has trained
1,000 educators
and distributed the project to
394 schools
across **7** provinces

*Figures up to and including 2018

Monitoring and evaluation of implementation of the LEAP project was conducted by the Open University between March and November 2015, and recommended a progressive roll-out of project activities to other public primary schools within the pilot provinces as well as to other provinces.



Consequently, a second phase of roll-out, starting in April 2015 to the present, saw a cascade model piloted by DBE and the British Council in the Eastern Cape, with the training of subject advisers from each district as master trainers tasked to train and deliver resources to 200 teachers in designated schools. Similarly, a third phase of LEAP implementation (May to October 2015) consisted of the training of 12 master trainers from one district in each of the Free State and the Northern Cape. After 2015, there were further limited training roll-outs in MP, FS, NW and Limpopo. By mid-2018, scaling up of the LEAP programme was using laptops and mobile phones, as had been recommended in the M&E report to avoid the technological problems experienced with the Lifeplayers. The Open University M&E report indicated that although the overall positive impact of the LEAP project was variable across the three pilot provinces, teachers generally welcomed the introduction of the Lifeplayers and the audio resources, which they found useful. The project led to increased use of English in

LEAP schools, although this was variable across participating provinces. Application of the new pedagogy reportedly made learners want to participate. Most teachers were exhibiting learner-centred approaches that recognised learners' previous knowledge.

The resources were thought by teachers to be well integrated with DBE workbooks. The main positive effects of the usefulness of the resources that were mentioned by teachers and supported by classroom observations were

- It makes the lessons more interesting to the learners, increasing their motivation and improving their confidence
- Learners are eager to imitate pronunciation in the audio resources, and showed signs of improvement in their speaking and listening skills
- It makes teaching easier and more effective, and can help teachers manage multi-grade classes
- It creates greater interaction, participation and creativity between the teacher and learners.

The evaluation reported that although many teachers indicated that use of the Lifeplayers had helped them with management of multi-grade classes, multi-grade teaching remained a problem for a proportion of the teachers. The resources were mostly used to support development of listening skills, with less emphasis on speaking, reading and writing skills. Few teachers took advantage of the recording function. Although the evaluation data indicated that teachers felt that the training had helped them in various ways, the report indicated that most felt the need for further pedagogical training, and many for further technical training. Changes in school staff also brought about the need for more teacher training.

Recommendations made in the LEAP monitoring and evaluation report included particularly that

- Monitoring the use of LEAP resources should continue, including issues that

arise with the technology, in which regard the exploration of mobile technologies for distribution of learning content was also recommended

- The LEAP activities should be extended to upper grades in the Intermediate Phase, including identification of suitable resources for those grades, mapping them to the CAPS curriculum and distributing them among the relevant schools. Current LEAP teachers or their mentors could train and mentor the upper grade teachers.

During the period July to November 2018, DBE conducted monitoring visits to some schools participating in the LEAP project in EC, KZN, LP, MP, NW. While reports of these visits included indication of some trained teachers using the materials and resources successfully, mostly it was a record of lack of functionality, theft or loss of the Lifeplayers, and lack of sharing of the training and resources within the schools. The DBE official responsible for the monitoring reports observed that overall the lack of monitoring on the part of both DBE and the provinces had been a significant weakness in implementation of the LEAP project. It was found that in general the only project contact that schools had was their initial training.

Given the problems reported with the Lifeplayers, it was assumed that levels of use of the audio materials in provinces that did not use USB memory sticks were fairly low. Confirming this view, an interview with a NW district multi-grade schools coordinator indicated that although some schools began successful implementation of the LEAP programme after the training workshop, more generally implementation was hampered by problems with the Lifeplayers, which were not functional. Obstacles reportedly were compounded by the number of other training initiatives being implemented in the schools, and teachers felt overloaded, and thus resentful.

However, the potential value of the LEAP project in teaching English in FP was thought to be significant. To substantiate this view, it was reported that Limpopo had seen value in the materials, and rolled out two training sessions delivered by the British Council in 2018, to which a large number of teachers and circuit advisers were invited. This latest round of training in Limpopo was not restricted to multi-grade schools, but included all schools. The Limpopo FP Coordinator reported that the LEAP project was ‘one of the best programmes that is being implemented’. It was mostly being used to support teaching in overcrowded and multi-grade teaching classrooms in the province. USB memory sticks had been distributed, and were being used effectively on laptops by teachers to manage group work in their large multi-grade classes.

The Limpopo FP Coordinator reported that the LEAP project was “one of the best programmes that is being implemented”.

With increased availability of laptops in schools, and of more sophisticated cell phone use generally, use of the LEAP materials is no longer dependent on the Lifeplayers. This opens up access to the audio materials to anyone with a laptop or cell phone, and thus to all FP classes and not only those that are multi-grade. The DBE monitor for LEAP reported interest from the provinces for the materials to be expanded to Intermediate and Senior phases as well as Foundation. She added, in agreement with the M&E report, that the full range of possibilities of the programme had not been explored in the provinces.

4.5 Findings for Result 5:

Increased professionalism of teachers of English First Additional Language.

The project aimed to achieve increased professionalism for teachers of EFAL, but the concept of professionalism is not uncontested. A review of the literature on teacher professionalism and professionalisation that explores conceptualisation of these constructs presents the view that professionalism for teachers entails knowledge and skills to teach diverse groups of learners (human capital); collaboration and sharing between teachers in networks of mutual learning and engagement across a diversity of contexts (social capital); and the ability to make discretionary judgements (decisional capital). Professional development is argued to be the key to teacher professionalisation, in parallel with strengthening of teachers’ self-efficacy. A key trend in the discourse is that professional development must be a collaborative, evidence-based enterprise that deprivatises teaching and recruits the capacities and expertise of all stakeholders in the education system¹².

Against this conceptualisation, it is clear that the collaboration has led to increased professionalism of teachers of EFAL, with this noted through observations in the focus groups and in the DBE, where the previous Curriculum Director indicated that the British Council contribution to professionalism both within the department and beyond, into the classrooms, had a profound effect.

4.5.1 In-service training initiatives

The CiPELT/CISELT programmes contributed to teachers’ professional knowledge and skills, and had the

“

We have come from a very uneven education community in the provinces because of apartheid, especially all the different levels. Some were excellent, some were just bad. So, when we became a democracy this was the first time we had such a major initiative on teaching English. For the first time some teachers had that kind of experience of practical training that could be taken back into the classroom. For me it was like a lightbulb come on – it was wonderful to see the teachers and how excited they got about it. And also, they got all those resources they could take into the classroom. It was really an exciting time, and it was a massive number of teachers who were trained.”

~DBE Curriculum Director

effect of increasing their professionalism by piquing interest for exploring the different methodologies that they had been exposed to, thus becoming more flexible practitioners, and reportedly increasing their confidence.

Teachers’ understanding of children as learners was deepened, as was the need for different strategies to be used with different types of topics.

Reports were that the methodologies were the focus of some discussion and support among teachers in professional learning communities.



4.5.2 Teacher Associations

Support provided through the project has contributed to increased professionalism of English teachers, through contributions to the development and establishment of teacher associations which ultimately enable teachers to become the drivers of their own professional development. Discussions between DBE and the British Council since 2012 included the establishment of an association of teachers of English. Consultative meetings including stakeholders such as teacher unions and PEDs were convened by DBE and the British Council, to discuss the move for establishing these associations.

The DBE Curriculum Director explained that on completion of her Master's degree at Warwick University, the Hornby scholars were invited to submit project proposals for funding, and her proposal for the Teachers' Association was granted. Subsequent efforts by provincial departments of education, supported by the British Council, facilitated discussions leading progressively to establishment of provincial English teachers' associations.

Focus group discussions commonly recommended that teachers' associations should be independent, noting that ideally funding should come from subscriptions, and be managed by the association. The WC Provincial Coordinator reported that

although the provincial English Language Teachers Association was currently supported by the province, efforts were being made for it to become more independent. A champion had been put in place, and would be funded to attend the next IATEFL conference. The British Council had been very supportive of all the meetings that have been held particularly to promote the establishment of a WC association for English language teachers.

The NW provincial coordinator had found the experience eye-opening, reporting that she had gained a perspective of what is happening in different countries

Communication from the British Council indicated that two provincial officials (EC, FS) had been funded to attend workshops on English teachers' associations in Rwanda in January 2018, and three (KZN, NW and WC) in Ethiopia in September 2018. The NW provincial coordinator had found the experience eye-opening,

reporting that she had gained a perspective of what is happening in different countries, particularly that these associations should be driven by teachers. She reported progress with establishment of the NW provincial association, and that the British Council had indicated willingness to provide assistance where necessary.

A key informant from the DBE reported that through the collaboration project he had been exposed to best practices in teacher training, and having had the opportunity to attend international IATEFL conferences through the British Council, and workshops on teachers' associations in Ethiopia, he had become aware of how seriously these associations are taken, and the role that they can play.

The most significant outcome related to professionalism of teachers and catalysed by the project has been the establishment of provincial associations and a National Association of Teachers of English (NAETSA), which was officially launched by the Minister of Basic Education and the President of IATEFL on 1 March 2019.



4.6 Findings for Result 6:

Findings for Result 6: Increased access of teacher trainers, teachers and learners to high quality learner and teacher support materials.

Substantial access to materials, consisting of hard copy and electronic course files, as well as training materials for trainers was provided to provinces through the project for all those subject advisers and lead teachers undergoing training for CiPELT and CISELT programmes. Most provinces then made copies of materials, or a selection of materials, for the teachers in their training sessions. During the training sessions, files were distributed and the activities referred to, so there was engagement with the resources. The CiPELT module on producing and using teaching resources from recycled waste material was notably very popular.

LEAP resources consisting of electronic versions of the audio materials loaded onto the Lifeplayers, initially, and subsequently loaded onto SD cards and memory sticks were distributed to participating schools.

The CiPELT module on producing and using teaching resources from recycled waste material was notably very popular.

An element of unevenness of materials distribution was noted in the data collection report, however, that in some provinces, the cost and logistics involved were prohibitive and the materials were not reproduced, while in others, the training and the reproduction of materials did not happen at the same time⁹. In some cases, the resources received through the project were poorly managed by districts. For example, the materials were not available for the use of everyone in the MP district in which a focus group discussion was conducted, since they were regarded as the exclusive property of the Subject Adviser who underwent training, although she shared information about what she had learned from the training with her colleagues. The other subject adviser who had been trained in that district had taken the materials with her when she retired. Electronic copies of the materials had not been received. This lack of proper handover of resources is likely to be a fairly widespread problem.



5.

Conclusions and recommendations

As a result of analysis of the data collected, the following broad conclusions can be drawn in respect of the targeted results of the project.

5.1 Summary and conclusions

Finding 1:

The partnership between the British Council and the Department of Basic Education is highly regarded and considered very successful at national level, and generally at provincial and district levels as well.

Evidence indicates clearly that initial discussions of cooperation on issues pertaining to the teaching of English as a foreign language led to a successful collaboration between the British Council and DBE on the implementation of all aspects of the promotion of EFAL as required of the DBE and described in the ISPFTED plan, an issue of extreme importance for South Africa. Ongoing support by the British Council for project activities is resulting in the strengthening of various aspects of professional capacity related to the teaching of English in South Africa, and consequent further collaboration on issues of mutual interest. For example, after providing support for departmental officials to attend conferences and conduct study tours abroad, the British Council partnered with the DBE on the organisation of a conference on Languages for Development in Cape

Town, with international presentations. More recent support for provincial coordinators to attend workshops on English teacher associations elsewhere in Africa has advanced the case for the launch of the national English teacher association, which took place in March 2019, and which in itself is a stepping stone to national participation in the International Association of Teachers of English as a Foreign Language. There is clearly greater cooperation on broader issues related to the teaching of English as a foreign language, as a result of the project. Thus it is clear that the partnership collaborated successfully on issues of mutual interest, particularly the teaching of English language, and the strengthening of professional capacity related to the teaching of English.

Finding 2:

A comprehensive plan of strategic activity streams for improving EFAL teaching capacity and professionalism on a large scale developed organically and was approved.

The plan produced and approved by the British Council/DBE to support English language teaching and EFAL within the DBE LITNUM strategy was accompanied by a Logical Framework that specified indicators of achievement, sources

and means of verification, and assumptions. Activities specified in the Logical Framework mapped onto anticipated results of the collaboration, although these relationships could have been more clearly elaborated.

Specification and implementation of the activity of monitoring and evaluation provided the opportunity for the plan to become a process of iterative improvements, thereby demonstrating the responsiveness of its implementers. Recommendations adopted from the mid-term evaluation, and incorporated into continued implementation of the activities of the plan included the introduction of a monitoring advocate to build monitoring capacity, thereby contributing to sustainability, and amendments to the roll-out model of in-service training of the CiPELT/CISELT programme.

Introduction of the monitoring advocate led to the production of quantitative monitoring and evaluation reports of the CiPELT/CISELT programme roll-out. The amendments introduced by implementers to improve the training model appear to have been largely successful in regard to diffusion of expertise through the system, and inclusion of a cross-section of stakeholders in the preparation of the materials. Efforts were also made to open the training process to reinterpretation in order to promote a sense of ownership, however the requirement in some

areas to reformulate five-day training workshops into two-hour delivery sessions proved challenging: provincial officials responsible for delivering training found this constraint equally frustrating.

Recommendations emerging from the pilot phase of the LEAP programme also received attention in subsequent implementation.

A comprehensive plan, consisting of strategic activity streams focused on improving EFAL teacher capacity and professionalism, thus developed organically through discussions of DBE EFAL teaching needs and British Council strengths, and was formalised into a logical framework document approved by the partnership. The plan included a self-adjusting mechanism in the form of a monitoring and evaluation (M&E) activity, that led to the development of an improved model of delivery for large-scale training projects.



Finding 3

132,241 EFAL educators were trained from 2012-2018 in CiPELT/CiSELT courses in all phases, levels and provinces and in most districts in South Africa.

In-service teacher training delivered through the collaboration project consisted of the CiPELT/CiSELT programmes, and the LEAP programme, and together these have reached a varying spread of teachers in all districts in the country, training 128 724 teachers, and 4 527 subject advisers and lead teachers for support capacity. Despite these numbers, not all relevant teachers have been trained, but the programmes continue to be used for training roll-outs in most provinces. Investigations into processes for incorporating the training into

pre-service and tertiary levels were not included in this study.

The nature of response to the materials, methodology and delivery of the CiPELT/CiSELT training programmes indicated clearly that these constituted improved in-service teacher training in EFAL at primary and secondary levels. Amendments to the training model provided an example of a **strengthened roll-out model**, while also building provincial training and support capacity and thus programme sustainability.

The CiPELT/CiSELT **materials** presented in the programmes were generally thought by focus group members to range between 'very good' and 'excellent', and to be helpful, appropriate and particularly useful to encourage learners' interest in literature and to reawaken an interest in reading. The strategies of making teaching resources was said to be a creative and effective means of

providing inexpensive teaching aids. Classroom management strategies were thought to be effective and to encourage innovation, in contrast to previous teaching practices that had been very routinised and rigid. The **methodologies** emphasised making meaning from learning, and facilitated differentiated teaching, learner-centredness and learners' active engagement. Some found the methodologies helpful for dealing with their very large classes. The programmes, accompanied by trainer manuals prepared by the British Council in consultation with DBE, provided a resource from which provincial teacher trainers could select suitable modules for ongoing training according to need, some provinces doing so by means of their own training capacity that was developed through their workshops. Overall, the programmes, were found suitable for the South African context.

Finding 4:

The teacher training strategy is sustainable and organic. The pools of expert trainers developed in the collaboration continue to roll out the training to teachers across South Africa.

Training was conducted jointly by DBE and British Council trainers, and included provincial and district trainers as well. Following the national workshops, training was rolled out in the provinces and then districts in an amended roll out model to avoid the weaknesses of previous use of the cascade model. Reports indicate that teachers generally enjoyed the **interactive nature of the training sessions**, which helped them in their own learning of methodologies, as well as presenting a useful opportunity to discuss best practices and difficulties such as large classes and how to deal with them. The workshops helped teachers see how the activities could be realised as learning in the classroom. In some cases, the workshops ended with the trainees developing model lessons using the methodologies of the workshop for the two weeks of the Annual Training Plan following the training session; in others, teaching resources were made; both cases giving teachers something constructive of immediate use to take away.

Limitations on the time available to teachers for CPD had an obvious effect on the extent to which the programme can be covered, and the model utilised in some provinces of a few hours in the afternoons after school is obviously constraining. Communication and advocacy appear to be **key factors affecting the effectiveness of provincial training roll-outs**, with a cooperative relationship between Teacher Development and Curriculum units

particularly critical to the success of the programme, which is obviously also undermined by lack of appropriate budget.

A challenge affecting training roll-out is the **demand to implement multiple intervention strategies**, which presents management difficulties, although some focus groups referred to synergies between programmes, while retaining CAPS as the key driver, supported by judicious selection of aspects of the multiple initiatives.

Groups indicated an interest in exploring the extent to which the training roll-out had **shifted teaching methodologies in the classroom**, and whether this could be linked to changing trends in learner marks

Finding 5:

1000 teachers were trained in the Learn English Audio Programme (LEAP) and 394 schools received audio materials.

Although changes in the technology used over the course of the LEAP project has led to more recent enthusiasm about the LEAP programme, its long-term roll-out seems to have been hampered by initial technology problems, as well as by lack of adequate monitoring overall. Nevertheless, the programme has also contributed to improved in-service teacher training on a much smaller scale than CiPELT/CiSELT. Its provision of an added resource of audio materials is an important improvement for learners, and it represented a useful classroom management tool. Replacement of the problematic 'Lifeplayers' by SD cards and USB memory sticks to be used with laptops and cell phones seems to be offering a more viable technology for continuing roll-out of this programme.

Training in some provinces has been more effective than others, and has

also suffered from the demand to roll out multiple training initiatives, however the potential value of the programme was thought to be significant. In regard to management of multi-grade classes, the LEAP evaluation report indicated that many teachers had indicated that the programme had been a help, although it was noted that multi-grade teaching remained a problem for a proportion of the teachers. More recent reports in this regard from provincial coordinators also indicate a mixed response, although applicability of the programme to mono-grade classrooms has been asserted, and enthusiastically so in some provinces.

Thus, it is clear that through the collaboration project, in-service teacher training reached EFAL teachers in all phases and levels, across all provinces and most districts in South Africa. A significant degree of programme sustainability has been built through developing substantial pools of expertise fairly widely, as a consequence of modifications that resulted in a supported cascade model for training.

Finding 6:

Provincial English Teachers Associations were established in eight of the nine provinces, and the National Association for English Teachers was launched early in March 2019.

Based on an understanding of teachers' professionalism as (i) knowledge and skills to teach; (ii) the ability to make discretionary judgements; and (iii) collaboration and sharing across professional networks, the project promoted increased professionalism of teachers of English FAL by contributing to their **professional knowledge and skills** through the in-service training programmes offering different methodologies and deeper



understanding of learners. With more teaching strategies at their disposal, teachers have the potential to be more flexible practitioners, with greater ability to exercise **discretionary judgements as professionals**.

Increases in avenues for opportunities for teachers' **professional collaboration and sharing** are being developed, with achievement of the establishment of the National Association for English Teachers, which has had the support of the British Council. A number of provincial officials have been helped to attend international workshops on English teachers' associations. Discussion in some provinces indicated debate regarding the involvement of DBE in promoting the establishment of Provincial English Teachers Associations, informed by international perspectives brought by colleagues who had attended these workshops, that the associations should be driven from outside the education departments, and preferably by teachers.

Professional learning communities play a less formal role in teacher professionalisation, but they nevertheless have provided a platform that has facilitated dissemination of the project's in-service teacher development initiatives, and can continue to do so.

Another aspect of professional development supported by the project

is the endorsement of the CiPELT/CiSELT programmes by SACE for continuous professional development points, although some provinces need greater clarity on the processes in this regard

Finding 7:

The British Council provided valuable materials for participants, from comprehensive training and teaching manuals, English audio files, workbooks and teacher association guides

The project certainly resulted in increased access to high quality learner and teacher support materials. Distribution of CiPELT/CiSELT learning and teaching resource materials to provinces and districts was fairly comprehensive, though rather less so to teachers. The good quality of these materials has been asserted above.

Proper management of these resources, however, is uneven across provinces or districts. Resources obtained through training initiatives must be put to use, shared among those who can benefit, and maintained in good order, which was not always the case according to reports from some of the focus groups

Finding 8:

The collaboration provided opportunities for professional development and further study internationally for English education professionals

The activities of the project directly advanced the exchange of experience, information and best practice related to the teaching of English as a FAL, by providing support for national and provincial department officials to attend and participate in international conferences, workshops and study tours.

The collaboration thus provided opportunities for further study and professional development internationally, to individual English education professionals at national, provincial and district levels, by supporting attendance and participation in international conferences, workshops and study tours. Four Hornby scholars in all were funded for the Masters programme in the UK, and a conference on Languages for Development was held in Cape Town in 2013, jointly organised by the British Council and the DBE.



5.2 Recommendations

5.2.1 Recommendation against Result 1: Cooperation between UK and South Africa on issues of mutual interest pertaining to the education sector and in particular the teaching of English as a foreign language.

Recommendation 1:

Develop a Theory of Change to inform a further phase of cooperation between the British Council and the DBE. Establish a baseline for project outcomes and activities.

With conclusion of the planned DBE-British Council collaboration project, cooperation between the DBE and the British Council has reached a level of maturity and mutual understanding that can continue to feed issues of mutual interest pertaining to the education sector, and in particular, to the teaching of English FAL, and provoke further growth. The DBE-DHET *Integrated Strategic Planning*

Framework for Teacher Education and Development in South Africa 2011-2025 framed the activities of the collaboration in its first phase, and can provide direction for further areas for fruitful collaboration.

The DBE and British Council should jointly conceptualise a Theory of Change to frame directions for the next phase of this established relationship, taking into account changes to the terrain that have been introduced since the start of the collaboration (see Recommendation 7). The indicators need interrogation, particularly in regard to whether the recent phase of the project has established a baseline, and if not, how a baseline can be established.

The links between targeted results of the existing Logical Framework for the project and its activities were not completely clear. A Theory of Change for any further stage of collaboration should aim to produce greater clarity on these links. Activities comprising the existing collaboration plan have not come to an end, although there is progress to a new phase in some of these, which could be carried forward in a new Theory of Change.

5.2.2 Recommendations against Result 2: Continuing support for improved in-service teacher training and classroom teaching at primary and secondary levels.

Recommendation 2:

Implement a study on the prevalence of use of CiPELT/CiSELT methodologies in classrooms.

Interest was expressed in a number of provincial focus groups in investigating the extent to which use of the teaching methodologies advocated through the CiPELT/CiSELT programmes had become prevalent in classrooms. One province suggested that a comprehensive investigation across districts, phases and quintiles into the status of use of the CiPELT/CiSELT methodologies could inform provincial strategy to address the gaps that are there. Some suggestions were made that there may be a relationship between this prevalence and trends in learners' English FAL marks.

The fact that a number of other English improvement interventions have been implemented in parallel with CiPELT/CiSELT makes it impossible to attribute changes to any one particular programme. However, it would be possible to observe whether the compound effect of all the programmes is having an impact on teachers' classroom practice, and whether the methodologies learnt in the CiPELT/CiSELT training, for example, are being implemented in classrooms, and perhaps identify gaps that exist and need to be addressed. Given the sensitivity of gaining access to classrooms, the methodology and strategies to conduct this investigation would need to be carefully interrogated and negotiated in consultation with DBE.

A study of this nature, if implemented, would constitute an obvious activity of any revised Logical Framework or Theory of Change, and would be a useful basis for implementation of future classroom-based teacher development.

Recommendation 3:

Develop a mapping from CAPS onto the CiPELT/CiSELT programmes and their methodologies.

A mapping from CAPS onto the CiPELT/CiSELT programmes and their methodologies would enable teachers using the CAPS curriculum as their daily working document to turn more immediately to linked methodologies without any trouble. This mapping would facilitate use of, and thus increase access to, the CiPELT/CiSELT methodologies for delivery of the CAPS curriculum, and would be more useful to subject advisers, and classroom-based teachers than the existing mapping, which starts from the CiPELT/CiSELT programmes showing that each element relates back to one or other CAPS element.

Recommendation 4:

Expand the delivery of the LEAP programme to multi-grade and mono-grade classes that include Intermediate Phase.

Now that use of alternative technology strategies based on laptops, SD cards, USB memory sticks and sophisticated cell phone technology has become an entrenched practice for the LEAP programme, it seems to be met with increasing enthusiasm. The programme cannot be said to have reached its potential yet, although its value has been strongly asserted in some areas. Consideration should be given to reconceptualising support systems in a continued roll-out of the programme, and extending it to upper grades in the Intermediate Phase by exploring cost effective ways of identifying suitable resources for those grades. Training workshops should include relevant IT skills, as well as emphasising the full range of audio skills, beyond only listening, which is the most commonly used, in order to make a valuable contribution to speaking, reading and writing skills. Consideration should be given to additional support strategies for multi-grade teachers.

Recommendation 5:

Reconceptualise monitoring and support systems for both CiPELT/CiSELT and LEAP programmes.

Lack of monitoring and support for LEAP programme implementation was noted as a significant weakness, needing clearly defined roles and responsibilities for the various partners in order to be effective. Monitoring of data for the CiPELT/CiSELT rollout was more formally structured, with an

external data gathering initiative, however shortcomings noted in the process included that the data collection processes were not included in initial training, and that data collation and management were not embedded in the process. Systems for monitoring and supporting CiPELT/CiSELT and LEAP programmes should be jointly reconceptualised, perhaps within broader considerations of monitoring teacher development initiatives overall.

Recommendation 6:

Develop and elaborate an infographic showing how all interventions aimed at improving the teaching of EFAL relate to CAPS and to each other.

Provincial focus groups admitted to having difficulties managing time and strategy for delivery of the multiple training and development interventions currently being implemented. Some provinces simply attend to the most recent one, leaving all previous interventions aside.

It would be useful for provincial and district understanding and coordination of intervention programmes to be guided by some sort of infographic explanation illustrating the primacy of the CAPS curriculum, and the specific nature of support and resources offered by the various DBE project initiatives underway, as well as showing how these relate to one another. A tool of this nature, developed by the DBE, would form part of a communication strategy to encourage greater professional discretion in the planning, provision and implementation of capacity development programmes in the provinces and districts, based on resource libraries and an internal accumulation of a range of skills developed through training initiatives. Illustrating, on a publicly displayed chart, the relative importance of the resources

and skills obtained through a training initiative may also encourage trainees and districts to see these as communal property intended for the use of all to the benefit of learners, rather than as personal property. On the other hand, it might also encourage greater collaboration and cooperation between external, non-government stakeholders in the sector, thereby reducing the extent to which the districts and teachers are 'bombarded' by education improvement interventions.

The process of development of this infographic tool would also provide DBE with a basis for mapping the terrain in which the Theory of Change for a new DBE-British Council cooperation agreement would be implemented (see Recommendation 1), allowing coordination and synergy to be built in, and avoiding duplication and confusion.

5.2.3 Recommendations against Result 3: Continuing support for increased professionalism of teachers of English First Additional language.

Recommendation 7:

Continue to support the establishment and development of English teacher associations.

Most of the provincial associations of teachers of English are very recently launched and not yet established as functioning entities, and the national association was launched on 1 March 2019. These organisations will play an important role in professionalisation of the sector, creating platforms where teachers' voices can be heard, but they need support in becoming operational. The British Council and DBE have played an important role in setting the establishment of the organisations in motion, and should continue to contribute to this support until the associations are fully functional.

5.2.4 Recommendations against Result 4: Support for improved pre-service teacher training and classroom teaching at tertiary level.

Recommendation 9:

Continue to pursue the inclusion of appropriate teaching methodologies in pre-service teacher training programmes.

It is understood that engagements for inclusion of the methodologies of the CiPELT/CiSELT programme in pre-service teacher education programmes are fairly well advanced with some institutions in the Higher Education sector. It may be necessary to undertake a desktop scan to investigate the components of university pre-service teacher programmes, but this is obviously a fruitful area for further cooperation, in order to build sustainability of the benefits of the programme at all levels of the sector.

Recommendation 8:

Obtain renewed SACE endorsement of CiPELT/CiSELT programmes.

Many of the members of provincial focus groups were ignorant of the availability of SACE continuous professional development points for CiPELT/CiSELT programmes, or at least of the processes for claiming these. At the same time, the period of endorsement of the programmes needs to be renewed for continuing roll-out of the training.

It is recommended that application should be made for the SACE endorsement for these programmes to be renewed, and when this is done, the processes for claiming points should be included in the training sessions.



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Appendix A

The following interviews and focus group discussions took place:

Structure	Engagement	Participants
British Council	Interviews	Caroline Grant Joanne Newton
British Council	Briefing	Angela Govender
DBE	Focus group	Philip Dikgomo Abraham Dhladhla NAETSA, CiPELT/CiSELT Masivuye Sangoni (LEAP) Jerry Zitha (LEAP)
DBE	Interview	Dr J Joshua
DBE	Interview	Haroon Mahomed
EC	Telephonic discussions	Previous provincial InterSen Coordinator Director: GET
FS PED & Districts	Focus group	Total of 9 English Subject Advisers from all 5 districts 2 Provincial Subject Coordinators Provincial Office: CES: Languages
Gauteng PED	Focus group	Teacher Development: Special Projects Coordinator FP English Language Curriculum Coordinator InterSen English Language Curriculum Coordinator
Gauteng PED	Focus group	Provincial curriculum coordinators for FP, InterSen, FET phases Subject Advisers from 6 districts from FP, InterSen, FET phases
KZN PED	Focus group	Provincial Coordinator: SES FP Provincial Coordinator: InterSen
LP PED	Telephonic Interview	FP EFAL Curriculum coordinator
MP PED	Focus group	Provincial Language Curriculum Coordinators for FP, GET, InterSen and FET Provincial FET Director
MP PED District office	Focus group	Acting CES: GET Acting DCES: IP Acting DCES: SP SES: IP: Subject Adviser (appointed 2018) SES: English IP SES: Senior Phase
NW PED	Focus group	Provincial InterSen EFAL Coordinator Total of 8 subject advisers from 8 subdistricts of one district
NW PED	Focus group	Provincial InterSen FP Coordinator Provincial InterSen EFAL Coordinator
NW PED	Telephonic Interview	District multi-grade schools coordinator
NC PED	Focus group	Deputy Chief Education Specialist: Provincial EFAL coordinator FP, InterSen Deputy Chief Education Specialist: Provincial EFAL coordinator Senior Education Specialist: District Office Lead Teacher PL1 FET: Upington District
WC PED	Focus group	FET Provincial Coordinator Total of 11 FET Subject Advisers from all 8 districts

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For more information on our education work in South Africa, please contact:

The British Council, South Africa on +27 11 560 9300

275 Jan Smuts Avenue, Dunkeld West,

Johannesburg 2196, South Africa

<https://www.britishcouncil.org.za/programmes/education>

Or email our Project Team:

Teresita Pholi, Project Manager: Teresita.Pholi@britishcouncil.org.za

Yolanda Buqwini, Project Officer: Yolanda.Buqwini@britishcouncil.org.za