# EASTERN CAPE Education Development Trust Workshop:

## *Education Development as an Holistic Concept*
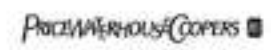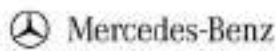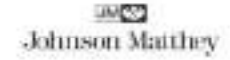
1st July 2010

*Judith O'Connell*

ABB   ABERDARE   ABSA   accenture   AECI   AFRICAN BANK   AFROX   AfriSam   ANGLO AMERICAN

ANGLO PLATINUM   ANGLOGOLD ASHANTI   apollo   ARCAY   ArcelorMittal   THE AVENG GROUP   AVI   Barloworld   BEIER INDUSTRIES

bhpbilliton   BIDvest   RIGEN AFRICA   BKS   BMW   Bowman Gilfillan   bp   brandhouse   BRITISH AMERICAN TOBACCO

Business Connexion   cec   Charteris & Barnes   CLICKS GROUP   Coca-Cola fortune   Coca-Cola South Africa   Continental S   Cummins   DBSA

De Beers   Deloitte.   Deutsche Bank   DISTELL   DUNLOP   ECLARecu   Edcon   EDISON POWER   ELEMENT

ENGEN   ENSIMAC   Eskom   exxaro   FNB   FIRSTRAND   FOSCHINI GROUP   FREEWORLD COATINGS LIMITED
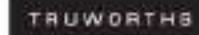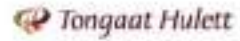
The NBI

# NBI Vision and Mission

**Vision**: A sustainable future

- People: South Africa as a thriving society
- Planet: Ecosystem integrity is respected
- Prosperity: A market economy that functions to the benefit of all

**Mission**:

To inspire and mobilise business for a sustainable future

# A focused work programme

| | Focus Area | Rationale and business case | Strategic initiatives |
|---|---|---|---|
| **Prosperity** | Climate change | Energy efficiency and carbon footprint: business case & environmental benefits | **Energy Efficiency Carbon Disclosure** |
| **Planet** | Human capital | Education & skills as foundation for competitiveness & sustainable development | **Learning Partnership, FET, CIP** |
| | Economic Linkages | Building competitiveness and social cohesion: doing business with SME's | **SA Suppliers Diversity Council** |
| **People** | Role of business | Demonstrate corporate citizenship to earn and shape the license to operate | **Vision 2050, UN Global Compact** |

# Sustainability Business Case

- The sustainability argument for human capital development is clear:

    - A sustainable planet will not be achievable without fundamentally addressing the challenge of poverty;

    - And human capital is crucial to long term poverty reduction and sustainable and shared economic growth and development;

    - Basic education, skills and employability, are primary instruments of human capital formation.

# Business Case for Business Involvement in Schooling

- For South African business, the poor quality of our school system:
  - Imposes significant costs in terms of:
    - The inefficient utilisation of tax rands;
    - The long-lead times required to educate and train future employees through further and higher education;
    - Highly inefficient and inequitable throughput rates across the education and training system; and
    - high training costs.
  - Acts as a barrier to global competitiveness
  - Poses a risk to business from the perspectives of social inclusion and socio-economic stability.
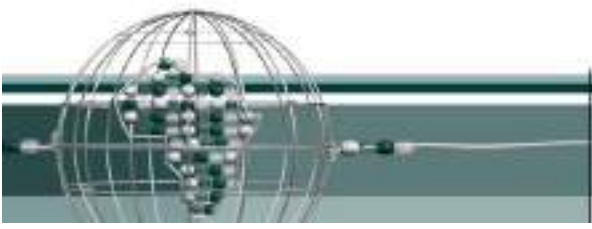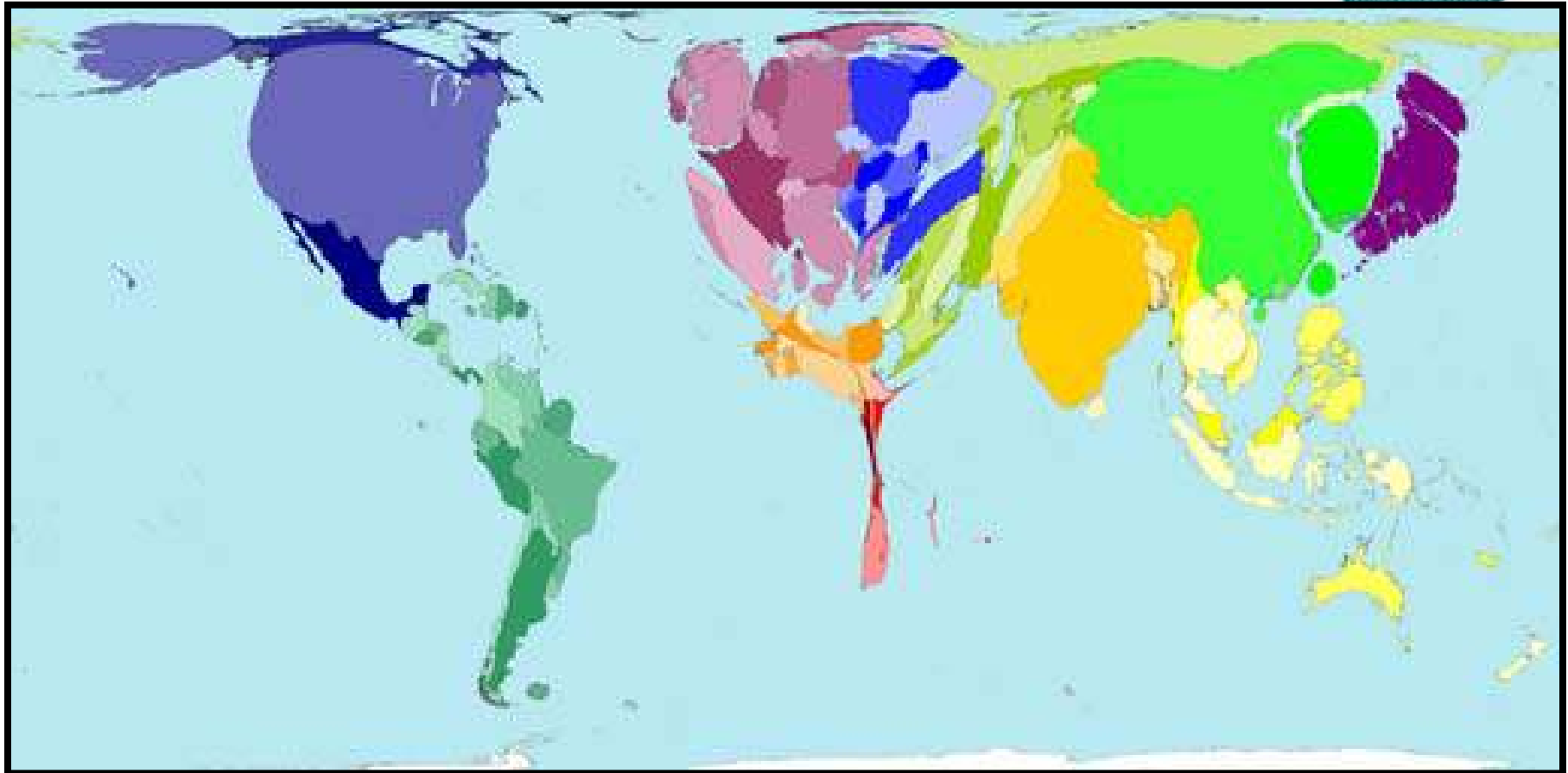
# Some Alarming Perspectives
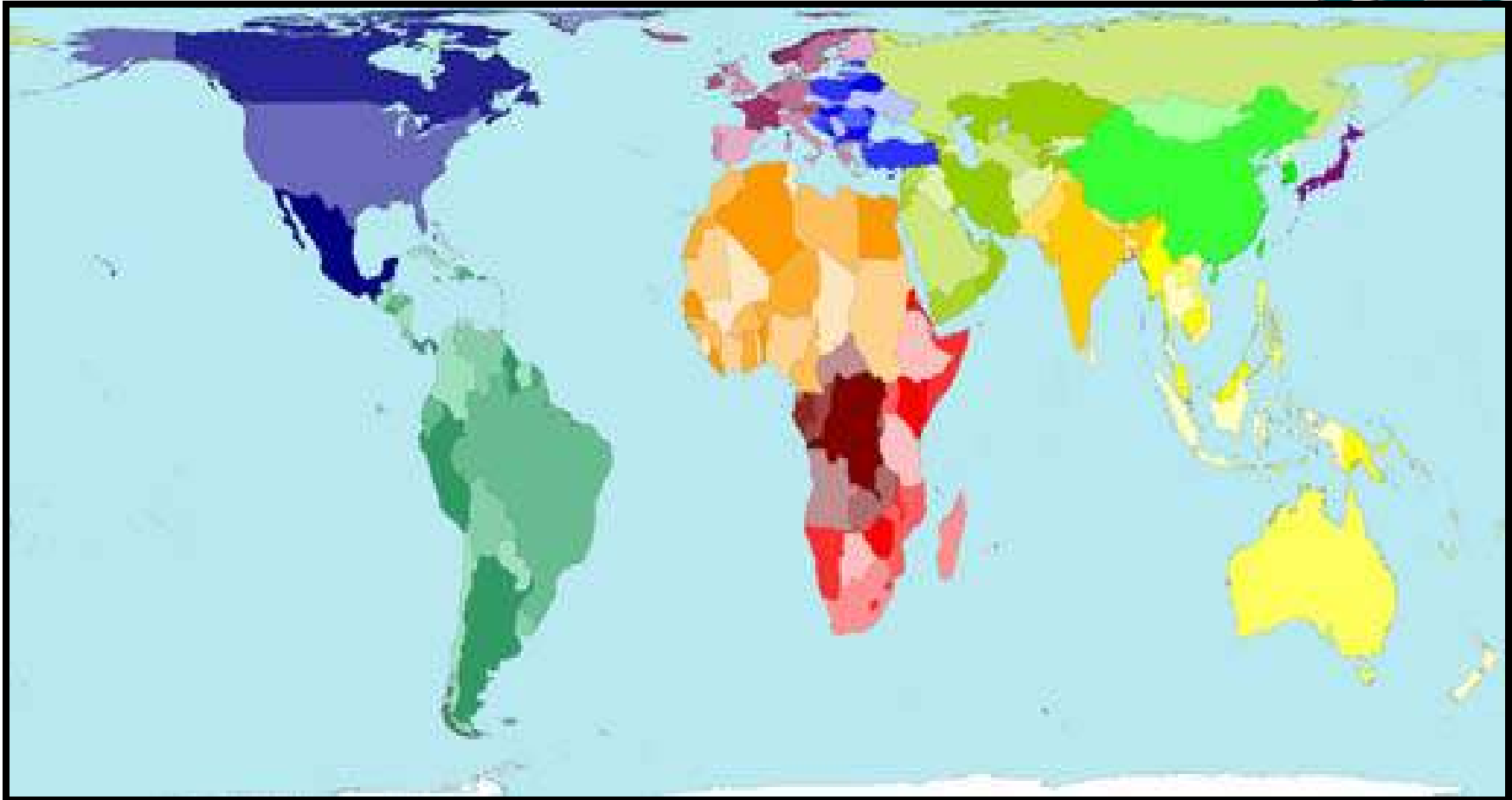


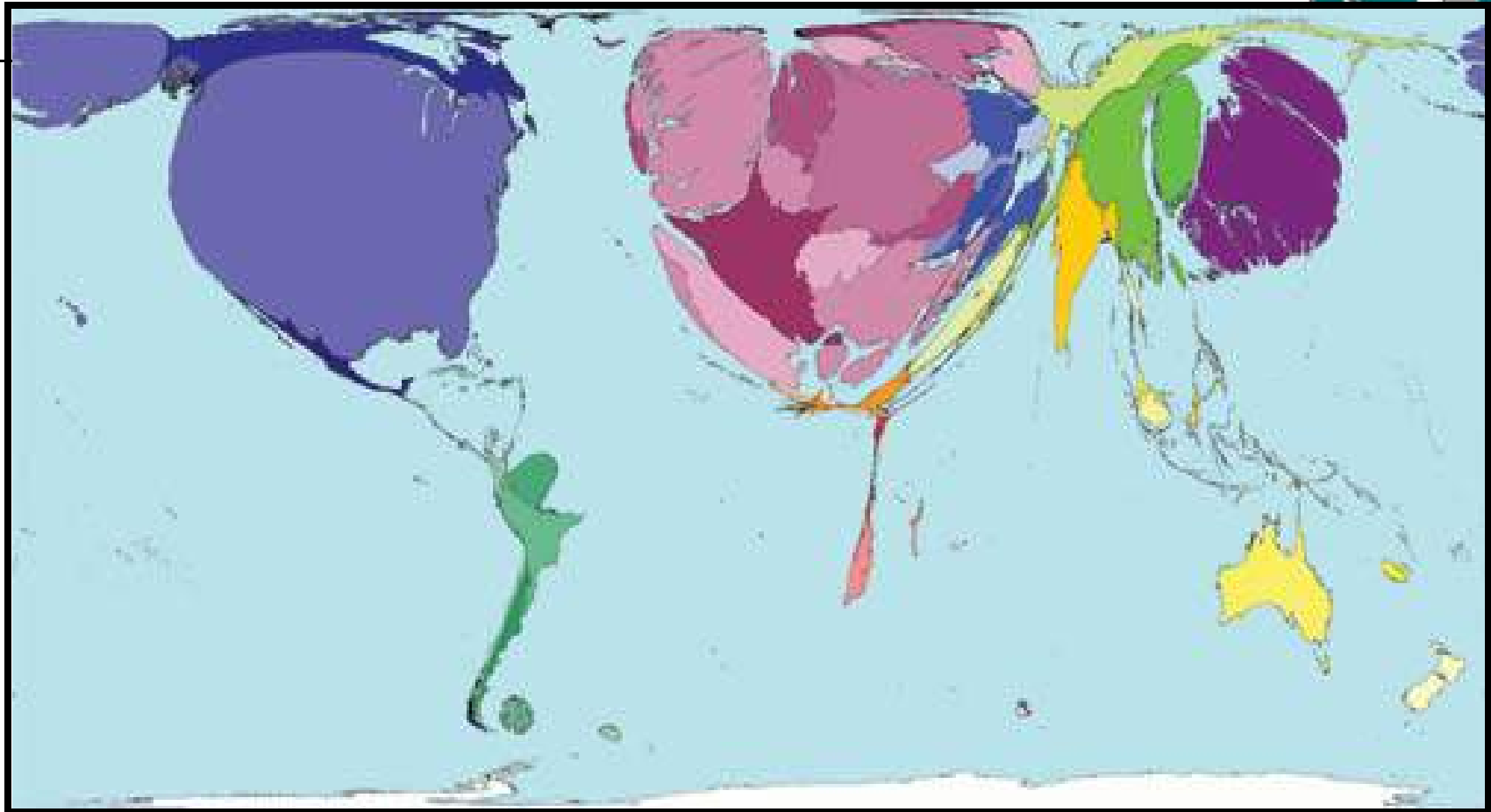- The land area of each territory is shown here

# Tertiary Education



- The highest percentage of the student aged population enrolled is in Finland. Finland is 3.6 times the world average, with 140 times the chance of a tertiary education than in Mozambique.
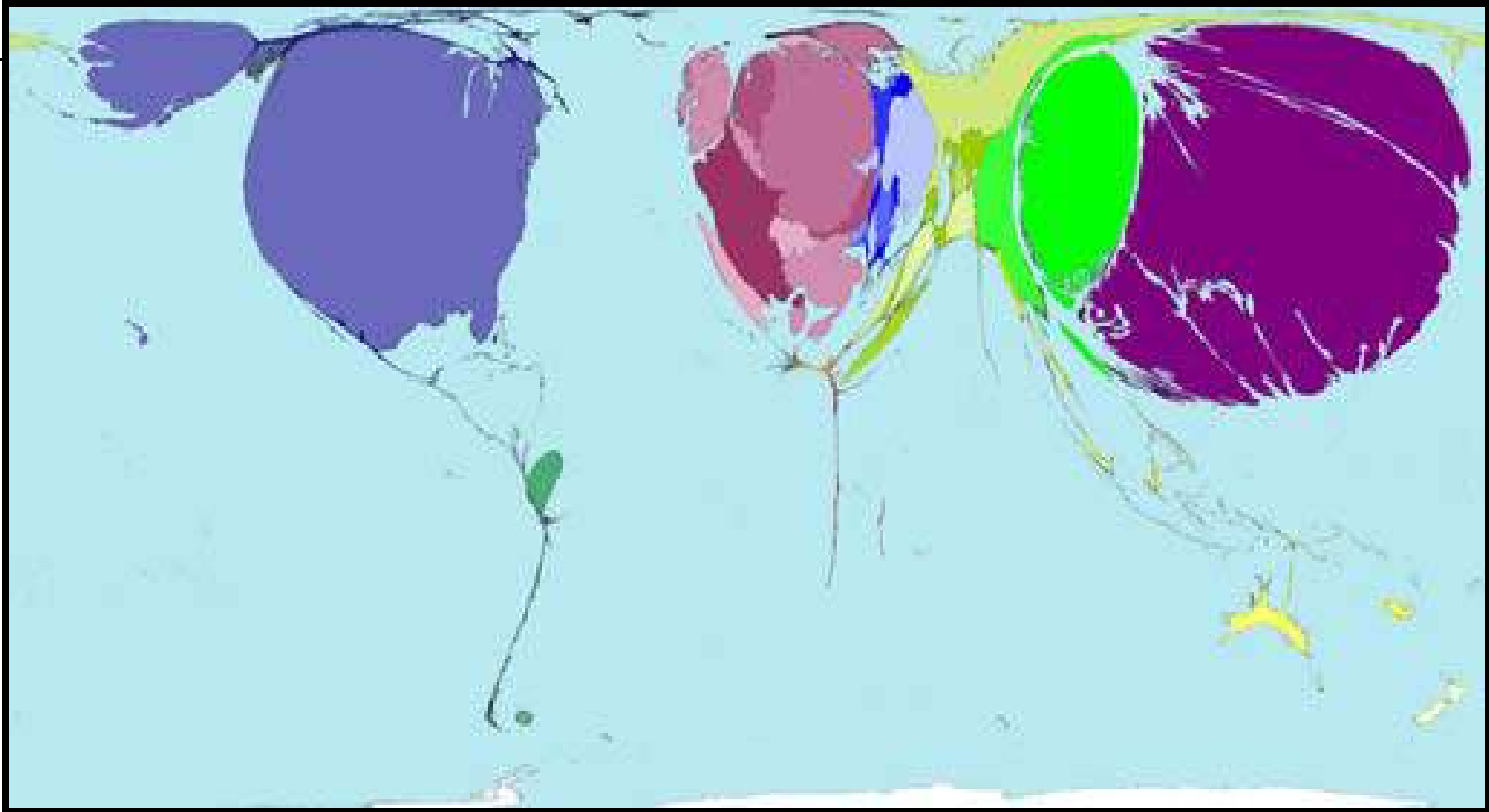
# Science Research



- Scientific papers cover physics, biology, chemistry, mathematics, clinical medicine, biomedical research, engineering, technology, and earth and space sciences.
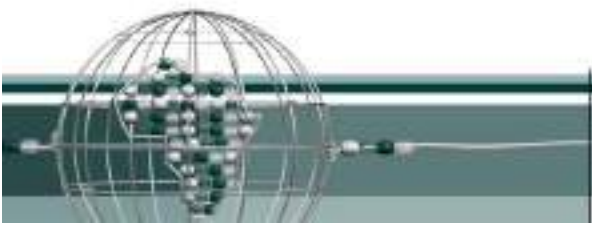
# New Patents



- In 2002, 312 thousand patents were granted around the world. More than a third of these were granted in Japan. Just under a third were granted in the United States.

# Purpose of the Workshop

To brainstorm and discuss issues pertinent to the establishment of a fully functional, sustainable board that will strengthen **Donor Funding Management** and **Education Development** in the Department of Education, that will ultimately lead to greatly improved **Learning Outcomes/Learner Performance** in the province

# Why education development?

- More than 50% of Grade 1's do not make it to Grade 12

- Less than 40% of Gr. 3 and Gr. 6 learners operating at appropriate age level in Numeracy and Literacy

- 70% of Grade 6's are reading below Grade 3 level (WC)

- In the 2003 TIMMS tests for Grade 8's in 50 countries world-wide, South Africa came last

- The 2004 SC results: 80% of South Africa's high schools produce only 11% of HG Mathematics passes

# Why education development?

- Grade 12 results declining steadily
- 80% of our schools are dysfunctional
- 50% of first years drop out of university
- Business says children lack necessary life skills to operate in the real world.
- SA has the poorest learner performance record in Africa
- SA has the 2nd highest education budget in Africa

# Why education development?

- Decline in Grade 12 Pass Rate
  - 2003: 73.3%
  - 2004: 70.7%
  - 2005: 68.3%
  - 2006: 66.5%
  - 2007: 65.2%
  - 2008: 62.7%
  - 2009: 60.6%

- Pass requirements for Grade 12: 3 subjects at 30% and 3 subjects at 40%.

# Why education development – case study

- Primary school enrolment (2 schools): 250 per grade
- Of that 170 learners go on to the secondary school
- Of these 80 write grade 12 grade examinations
- Of these only 30% pass (24)
- According to this less than 10% of learners currently in lower grades will successfully complete their school career
- If (---------) High were a business it would have been declared bankrupt and closed long ago.
- Why should the education department continue to keep this school open?

# What is necessary for development to succeed?

- Ownership
- Commitment
- Competence
- Success depends on high aspirations on 3 levels:
  - Macro – the state
  - Meso – the organisation
  - Micro – the individual

  All three must speak the same language

# Some facts to be considered:
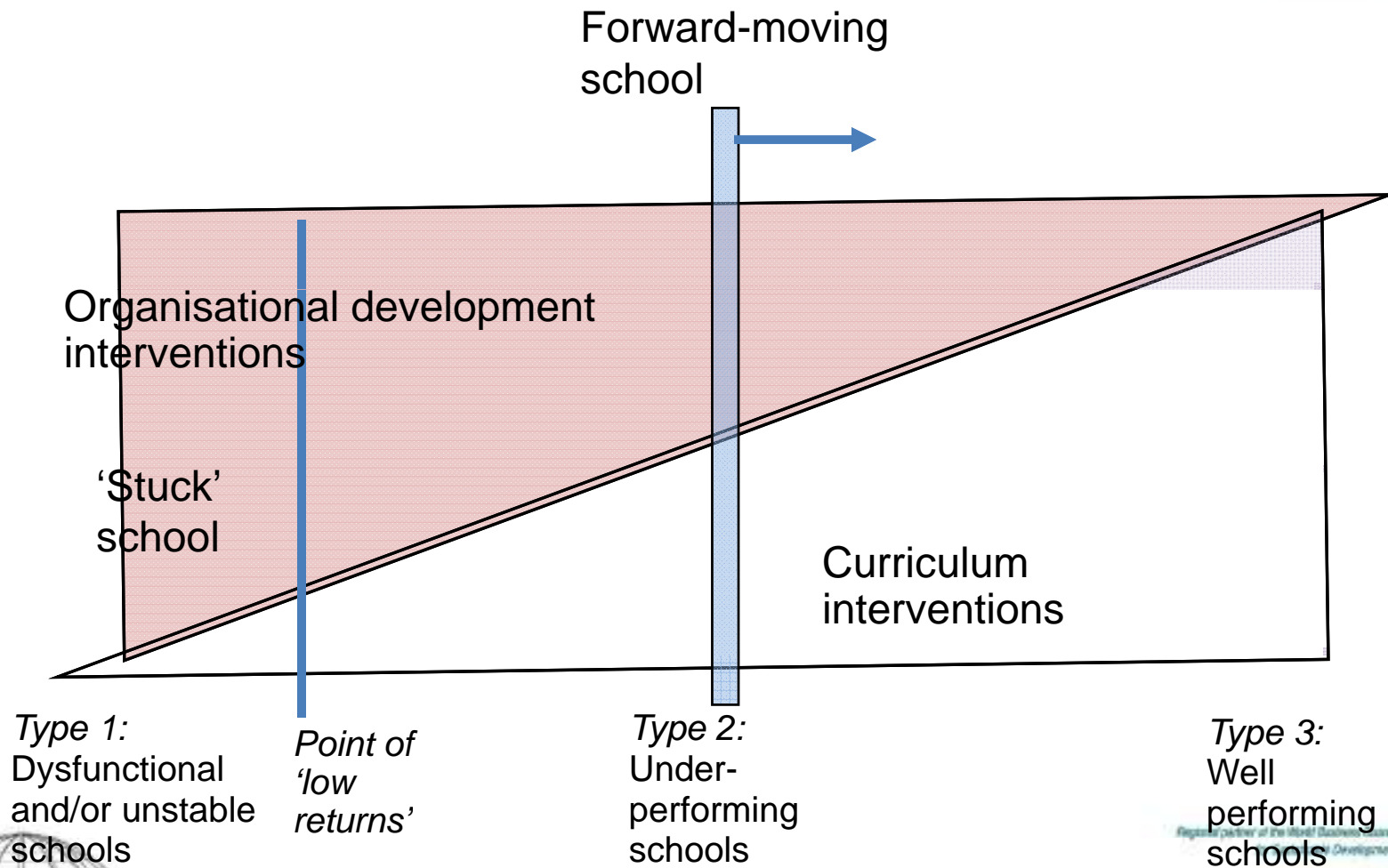
- Schooling is a complex issue and business must be in it for the long haul
- We know in broad terms what the problems are, and that there is no one solution
- The unit cannot have a one-size-fits-all approach
- The Mandela schools are an indicator that infrastructure is a good start, but it is only a start
- The unit must not have a band-aid response
- Leadership is going to be crucial

# The complexity of development

Forward-moving
school

Organisational development
interventions

'Stuck'
school

Curriculum
interventions

*Type 1:*
Dysfunctional
and/or unstable
schools

*Point of
'low
returns'*

*Type 2:*
Under-
performing
schools

*Type 3:*
Well
performing
schools

# Some facts to be considered:

- The purpose of the unit cannot just be to decide how to allocate funds
- The focus of the unit has to be on the development of people
- A joint partnership such as this asks for transparency
- There has to be shared responsibility and accountability
- There has to be trust
- The role of the political leadership in the province must not be underestimated

# Levels of Consciousness
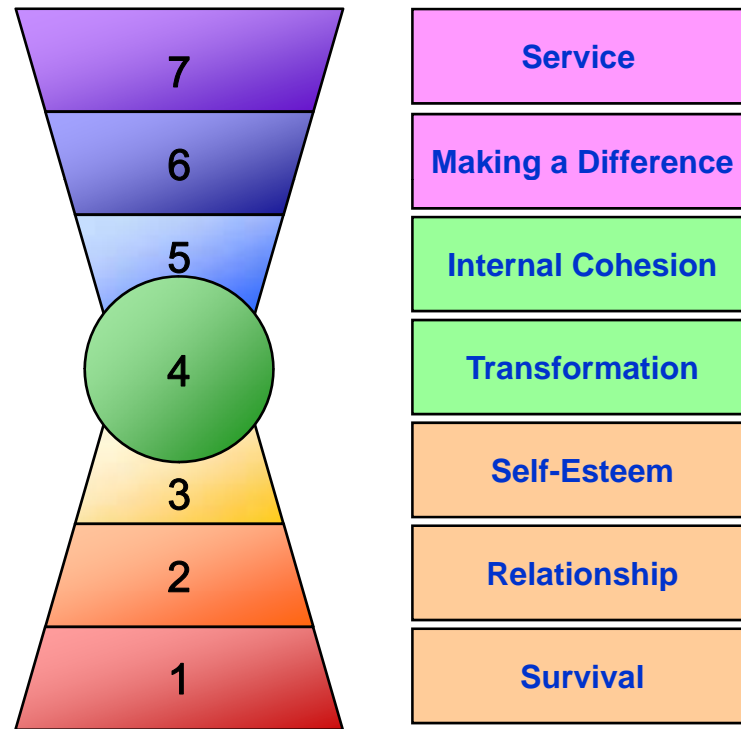## Organisations do not develop - People do!

### New Age Organisations are led by New Age leaders

The culture of an organization is a reflection of the personalities of the leaders.

Cultural evolution is a personal journey in the lives of the leaders.

For evolution to occur the leadership team must commit to a three stage journey of self-actualization.

| Level | Description |
|-------|-------------|
| 7 | Service |
| 6 | Making a Difference |
| 5 | Internal Cohesion |
| 4 | Transformation |
| 3 | Self-Esteem |
| 2 | Relationship |
| 1 | Survival |

# Estimates of CSI expenditure on education

| Province | % CSI Expenditure | CSI Education (Rm) |
|---|---|---|
| National | 32.4 | 659 |
| Gauteng | 29.3 | 596 |
| Kwa-Zulu Natal | 9.1 | 185 |
| Eastern Cape | 7.1 | 144 |
| Western Cape | 6.0 | 122 |
| Limpopo | 5.0 | 102 |
| Free State | 3.0 | 61 |
| Mpumalanga | 3.0 | 61 |
| North West | 3.1 | 63 |
| Northern Cape | 2.0 | 41 |
| **Total** | **100** | **2 035** |

# A Learning Partnership for Schooling
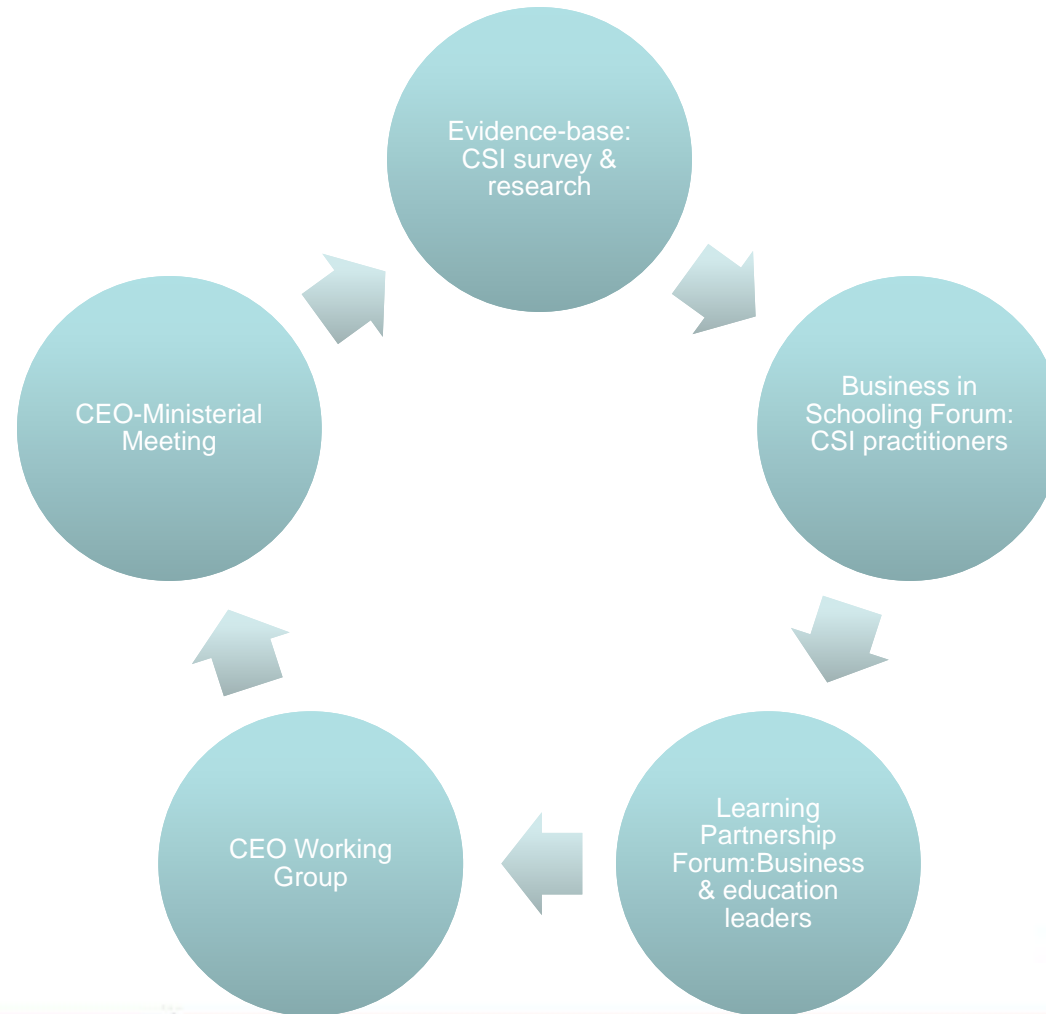
# Towards a Learning Partnership Forum

| NATIONAL LEARNING PARTNERSHIP FORUM | | |
|---|---|---|
| Target Group | Purpose | Outcomes |
| Chairperson | Analysis and Dialogue | Credible analysis and recommendations |
| CSI Executives | | Builds trust and consent |
| Heads of Provincial DoE | | |
| Chairs of provincial LP Forums | | |
| International Experts | | |
| National Experts | | |
| Key corporate foundation, donor and NGO actors | | |
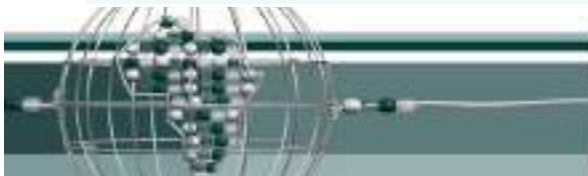
# Making public-private partnerships work

## What to do:

- Work within an agreed policy framework to promote joint action.

- Establish a joint governance structure between the private sector and government, right from the outset.

- Take time to understand the capacity needs in the company and the education department.

- Formalise the partnership through an agreement.

- Identify champions at local level.

# What to do………..

- Clarify the motives, roles and responsibilities of each of the parties.

- Create space for innovation in support of government priorities.

- Pool resources (financial resources or expertise).

- Focus on a bottom-up approach to ensure that the needs of different schools shape the interventions.

- Bridge the trust gap between government and business.

- Follow through on how initiatives are implemented at all levels − at provincial level, in the districts and in the schools.

# What to do …………….

- Jointly address the hard questions:

    – What will the partnership achieve in the medium to long term?

    – How can the private sector investment stimulate innovation?

    – How will the partnership improve the quality of education in schools?

    – What are the risk factors in the venture?

# Making public-private partnerships work

## What not to do:

- Don't invest in schools without taking into account whether they have the capacity to use the equipment and training in support of teaching and learning.

- Don't make sporadic donations of equipment without a proper needs assessment.

- Don't provide bursaries on an ad hoc basis. Rather award bursaries in support of talent, need, special programmes or helping learners to access higher quality schools.

- Don't engage schools without establishing a partnership through which a programme can be shaped and monitored.