LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION

THE THIRD PROVINCIAL MONITORING REPORT ON THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN: JUNE 2011

QUALITY ASSURANCE SUB-BRANCH

Monitoring and Evaluation Directorate

MONITORING OF STANDARDS SUB-DIRECTORATE

(DOES NOT CONTAIN INDIVIDUAL SCHOOL REPORTS)

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ABBREVIATIONS

ANA	Annual National Assessments
CAPS	Curriculum and Assessment Policy Statement
DBE	Department of Basic Education
DoE	National Department of Education
ELRC	Education Labour Relations Council
EMC	Executive Management Committee
EMIS	Education Management Information System
FFLC	Foundations for Learning Campaign
HOD	Head of Department (at school level)
LDoE	Limpopo Department of Education
NCS	National Curriculum Statement
NEPA	National Education Policy Act
SMT	School Management Team

FOREWORD

BY THE SENIOR MANAGER

The year 2011 is the final year for the implementation of the Foundations for Learning Campaign (FFLC) since its launch on the 14th March 2008.The FFLC is the national intervention strategy to improve reading, writing and counting/calculation skills of all South African learners in grades 1 (one) to 6 (six). The campaign is geared towards laying solid foundations in Literacy/Languages and Numeracy/Mathematics in the Foundation and Intermediate phases. The FFLC is also a response to national, regional and international studies that have indicated that South African learners are unable to read, write and count at age-appropriate levels. It is therefore expected that within the four years of the campaign, all primary schools should have improved their learner attainment in Literacy/Languages and Numeracy/Mathematics to not less than 50%. However, the 2011 ANA (Annual National Assessments) results indicate that we are still behind in achieving this target.

In ascertaining that the objectives of the campaign are achieved, the provincial departments of education are expected to monitor the overall campaign activities. Indeed, the Monitoring and Evaluation Directorate within the Quality Assurance Sub-branch in LDoE (Limpopo Department of Education) began monitoring the campaign activities from 2009 to date. However, reports from the two consecutive years show that the implementation of the FFLC is a source of concern.

The first monitoring report carried out in 2009 indicates that 20% of the 144 primary schools visited were not implementing the campaign fully (LDoE, 2009a). The main indicators of non-implementation in these schools were: 1.time tables not complying with the campaign requirements; 2. lesson plans not covering the scope and content of the campaign; and 3. non-availability of resources required to implement the campaign. Further, the second monitoring report conducted in 2010 on another sample of 143 primary schools reflects worrisome results as 50% of these schools were not implementing the FFLC to fully either (LDoE, 2010a). The same limiting factors identified in 2009 were found to be indicators of non-implementation in the 2010 study. This is despite the fact that the campaign was on its third year of implementation. The two studies reveal that the FFLC has not been fully implemented as a wagon towards the improvement of learning outcomes.

The Monitoring and Evaluation Directorate takes pride to release the *"Monitoring Report on the Implementation of the Foundations for Learning Campaign: June 2011",* the third such publication since the campaign began in 2008. Grades three (3) and six (6) are pivotal in the educational development of learners. At the primary phase, learners are supposed to be taught how to read, write and count so that they may use these skills in later years of schooling. This is called automatism in education. Indeed, without these skills, learning is hampered since comprehension, and therefore the cognitive development of the learner, is annexed. Learners

who cannot read, write or count in line with their chronological age are unemployable later in life; worst they drop-out of the education system irrespective of their mental age, potential or I.Q (Intelligent Quotient). Thus youth joblessness will perpetually remain while this appalling situation plays itself out in the primary schools. It even nullifies the importance of Grade R in the schooling system. The directorate hopes and wishes that relevant units, District Senior Managers, Circuit Managers, Principals, School Management Teams, parents and all partners in education will find the report resourceful in improving the reading, writing and counting skills of learners in the province particularly in Grades one (1) to six (6).

This report coincides with the release of 2011 ANA (Annual National Assessments) results. Importantly, we hope that this report will inform decisions and interventions that will improve learner performance in Literacy/Languages and Numeracy/Mathematics.

This report would not have been possible without the contribution of the District and Provincial Quality Assurance staff that had the daunting task of reviewing monitoring instruments, collecting and analyzing data that ultimately generated its contents.

Duly signed
MR T.M MABITSI
Senior Manager: Monitoring and Evaluation Directorate

30 June 2011
Date

EXECUTIVE SUMMARY

After realizing that South African children are unable to read, write and count in line with their chronological age, the Ministry of Education introduced the Foundations for Learning Campaign (FFLC) on the 14th March 2008 in an attempt to register an improvement in these skills. The aim of this study was to identify challenges and areas of good practice that schools experience in the implementation of the FFLC in the country at large and Limpopo Province in particular.

In an attempt to achieve the aforementioned aim, the study used structured interviews and document review to collect data from principals and SMT members of a random sample of 162 primary schools in the province.

The study established that 59% of the sampled schools are fully implementing the FFLC in 2011 than 51% and 26% found in the 2009 and 2010 respectively. Furthermore, schools have policy documents and resources for proper implementation of FFLC.

 Nevertheless, the study also found that schools have massive challenges in the following area:
- Schools do not have coordination systems for FFLC;
- School time tables do not comply with the FFLC gazette;
- Lesson plans do not cover the scope and content required by the FFLC;
- Schools do not have intervention strategies to improve learner performance in Literacy/Languages and Numeracy/Mathematics ;
- Schools particularly in the Waterberg District and Greater Sekhukhune Districts do not get the necessary circuit support in the implementation of FFLC.
- Schools in Waterberg District do not have posters to facilitate the FFLC.

Thus generally the implementation process of the campaign has been wanting. Furthermore, it is sad to realize such a vigorous intervention strategy not bearing any flash. On these bases, the study makes the following recommendations:

- The Heads of Departments (HOD`s at school level) for the Foundation and Intermediate Phases should initiate, facilitate and co-ordinate teaching and learning programmes that serve to improve reading, writing and counting abilities of learners.
- School Management Teams should make certain that school general time tables comply with curriculum policy stipulations or any initiatives by the Department of Basic Education to improve reading, writing and counting competencies.

- School Management Teams should ensure that educators` lesson plans cover the specific topic and content that is meant for the enhancement of quality teaching and learning in Literacy/Language and Numeracy/Mathematics.

- School Management Teams should set intervention strategies to assist in increasing the number of learners who by the end of each year shall have achieved minimum language and numeracy competencies.

- Circuits, particularly in Waterberg and Greater Sekhukhune Districts should support schools in every departmental initiative to improve learners` reading, writing and counting skills.

- Schools, particularly in Waterberg District should provide for posters to be utilized for mediation of learning and teaching in Literacy/Languages and Numeracy/Mathematics.

- Monitoring of learners` proficiency in reading, writing and counting should continue beyond 2011 so that relevant units are consistently informed of the progress made by schools in this regard.

CHAPTER 1

INTRODUCTION

1.0 Introduction

This chapter focuses on the legislative framework (1.1) which serves as the bedrock for the study. The aim of the study (1.2), research questions (1.3), and the scope of the study (1.4) are also elaborated upon. The chapter rounds off the discussion by presenting the structure of the study (1.5).

1.1 Legislative framework

According to the National Education Policy Act No.27 of 1996 the Minister of Education is mandated to direct that the standards of education provision, delivery and performance are monitored (DoE, 1996:p6). This legislation further directs that monitoring and evaluation could take place annually or at specified intervals to assess whether education is provided in line with the Constitution of the Republic of South Africa and also in accordance with the South African Schools Act 84 of 1996.

Similarly, the Government Notice gazetted on the 14th March 2008 provides for the implementation of the Foundations for Learning Campaign (FFLC) in Grades 1 (one) to 6 (six) for the duration of four years i.e 2008 through to 2011 (DoE,2008). The main objective of the campaign is to improve the reading, writing and counting skills of learners. This Government Notice further directs the provincial departments of education to monitor the overall implementation of the campaign activities (DoE, 2008 p22).

Equally important, the Delivery Agreement signed by the Minister of Basic Education Mrs Angie. Motshega on the 29th October 2010 states that "children and youth need to be better prepared by their schools to read, write, think critically and solve numerical problems" (DBE,2010a p1).

Likewise, in its "Turn Around Strategy to Improve Education in Limpopo", the Limpopo Department of Education aims amongst others to increase the rate of literacy and numeracy in the Foundations and Intermediate Phases to 60% by 2014 (LDoE, 2010b p4 and p19).

1.2. Aim of the study

Despite all the initiatives highlighted in section 1.1 above, learner performance in Literacy and Numeracy in the province is a source for a serious concern. In a Systemic Evaluation Study conducted by the National Department of Education in 2007, the provincial average scores attained in Grade 3 was 29% for Literacy and 35% for Numeracy (LDoE, 2010b p14).. In the provincial systemic evaluation study conducted in 2009, the grade 3

learners obtained the mean scores of 19, 1% and 16, 5% in Literacy and Numeracy respectively (LDoE, 2009b p1). In the same study, the grade 6 learners` mean scores are 22, 9% and 14, 4% in Languages and Mathematics respectively. Therefore, in its endeavour to improve the quality of results in Literacy/Languages and Numeracy/Mathematics, the Monitoring and Evaluation Directorate conducted the study on monitoring the implementation of the Foundations for Learning Campaign (FFLC) in 2011. This is the third study since the launch of FFLC in 2008. The first two studies were undertaken in 2009 and 2010 and a comparative analysis is also made in section 3.9.

The aim of this study is therefore to identify challenges and areas of good practice that schools experience in the implementation of FFLC.

1.3. Research questions

The study is thus guided by the following research questions:

1.3.1 What percentage of schools is without coordination systems for the FFLC?

1.3.2 What percentage of schools is without FFLC policy documents?

1.3.3 What percentage of schools has time tables that do not reflect expectations of the FFLC?

1.3.4 What percentage of schools has lesson plans that do not reflect expectations of the FFLC?

1.3.5 What percentage of schools does not have sufficient resources to implement the FFLC?

1.3.6 What percentage of schools does not have assessment activities as guided by the FFLC gazette?

1.3.7 What percentage of schools does not get circuit support to implement the FFLC?

1.4 Scope of the study

The FFLC is being implemented in all primary schools with the purpose of improving the Literacy/Languages and Numeracy/Mathematics levels of grades 3 (three) and 6 (six) learners. On this account, the study is restricted to primary schools in the five districts of the province with the focus on Foundation and Intermediate Phases. The study takes place annually until the campaign ends in 2011. The current study took place from the 11th to the 21st April 2011 on a sample of 162 primary schools.

1.5 Structure of the report

Chapter 1 presents legislative framework from which the need and significance of the study emanates. The chapter further tables the aims and research questions that guide the study.

Chapter 2 discusses information regarding the methodology of investigation used in the study. The chapter therefore makes a detailed explanation on the design of the study, sampling, instrumentation and reporting procedures so that the nature of the study could be well-understood.

Chapter 3 presents and analyses data in graphs and in tables so that each research question could be fully answered by providing provincial and district statistics. A comparative analysis of the 2009, 2010 and 2011 studies is done for purposes of providing a comprehensive picture in the implementation of the Foundations for Learning Campaign (FFLC) since its inception.

Chapter 4 narrows down data into a summary of distinct findings for easy identification of good practices that need to be maintained and strengthened more. Again, this chapter picks out challenges so that recommendations for improvement could be suggested.

Chapter 5 discusses recommendations that could be fruitful to schools, education stakeholders and various units for the improvement of reading, writing and counting skills in the province.

CHAPTER 2
METHODOLOGY

2.0 Introduction

The foregoing chapter introduced the purpose of the study, in this chapter; the methodological techniques that were utilized during data collection are discussed. That is to say, the chapter outlines the design of the study, sampling techniques and data collection procedure. The chapter further discusses the reporting chain from the school level up to the stage where this report was released.

2.1 Design of the study

This study used a cross-sectional survey methodology and design to identify challenges and areas of good practice as schools implement the Foundations for Learning Campaign (FFLC) in 2011. Primary data was collected from learning sites by using structured interviews with school principals as Chief Accounting Officers and Heads of Departments (HODs: at school level) for Foundation and Intermediate Phases as Liaison Officers for FFLC. Responses from interviews were triangulated through document review. Documents that were analyzed include amongst others school time tables, lesson plans, assessment record sheets, work schedules and minutes.

2.2 Sampling

Data was collected from a random sample of 162 primary schools spread across the five districts namely: Capricorn: 33; Greater Sekhukhune: 38; Mopani: 29; Vhembe: 40 and Waterberg: 22. The sample represents 6% of the target population of 2 674 primary schools in the province (DoE, 2010 p22). The sample includes 5 (five) State of the Art Schools.

2.3 Instrumentation

Data was collected using an instrument that is organized into seven focus areas which are divided into 37 items to ensure that data collected is in line with the seven research questions discussed in section 1.3 above (see also Appendix A for the instrument) .The items on the instrument are coded for data analysis and interpretation purposes. The instrument was developed by officials in the Monitoring and Evaluation Directorate in consultation with all the District-based Quality Assurance staff who subsequently became data collectors for the duration of the study.

2.4 Reporting procedure

Reporting takes place in stages that range from the school through to the province. The first stage takes place each day at the end of the monitoring visit where the data collector uses the report form (attached to the monitoring tool) to compile an individual school report. The report outlines challenges that each school faces during the implementation of FFLC. A copy of this report is issued to the school for their immediate attention while the other one is sent to the District Coordinator.

It is in the districts where data is verified by the staff from the Monitoring and Evaluation Directorate before each district compiles a report using a provincial summary sheet. The District Coordinator then sends individual school reports to Circuit Managers whose schools participated in the study so that he/she could provide support on challenges identified.

In the end, the Monitoring of Standards Sub-directorate (within the Monitoring and Evaluation Directorate) collates the district reports to compile a comprehensive provincial report. The report is then presented to the Executive Management Committee (EMC) for discussions, inputs and endorsements, as well as for way forward.

2.5 Conclusion

This chapter managed to present the methodological techniques applied to achieve the aim of the study as articulated in the previous chapter. The next chapter presents and analyses data to answer the research questions highlighted in section 1.3.

CHAPTER 3

DATA PRESENTATION AND ANALYSIS

3.0 Introduction

In this chapter, data collected by means of methodological approaches discussed in chapter 2, is presented and analyzed. All data is aggregated in percentages of the schools visited in the province and in each of the five districts namely Province: 162, Capricorn: 33; Greater Sekhukhune: 38; Mopani: 29; Vhembe: 40 and Waterberg: 22.

This data is presented and analyzed in terms of the study`s research questions namely:

- What percentage of schools is without coordination systems for the FFLC?
- What percentage of schools is without FFLC policy documents?
- What percentage of schools has time tables that do not reflect expectations of the FFLC?
- What percentage of schools has lesson plans that do not reflect expectations of the FFLC?
- What percentage of schools does not have sufficient resources to implement the FFLC?
- What percentage of schools does not have assessment activities as guided by the FFLC gazette?
- What percentage of schools does not get circuit support to implement the FFLC?

Again, this chapter links the results of the present study with the other two provincial studies conducted in 2009 and 2010 by making a comparative analysis.

3.1 FFLC coordination systems in schools

For the FFLC to be fully implemented, schools should have coordination structures composed of facilitators in both the Foundation and Intermediate Phases. Again, FFLC issues should be discussed in staff meetings where challenges and intervention strategies are shared. Nonetheless, though the campaign is in its fourth year, schools still have challenges regarding this area as illustrated in Fig.3.1 below. The mostly affected schools are in Greater Sekhukhune District where more than 50% of the sampled schools are without FFLC coordination structures. Again, above 50% of schools in Greater Sekhukhune, Mopani and Waterberg Districts have minutes that do not reflect that FFLC items are ever discussed in staff meetings.

Fig.3.1: Percentage of Schools without Coordination Systems

Legend:
- WITHOUT COORDINATION STRUCTURE (red)
- WITHOUT COORDINATOR:F.PHASE (blue)
- WITHOUT COORDINATOR:I.PHASE (purple)
- STAFF MINUTES DON'T REFLECT FFLC ITEMS (yellow)

District	Without Coordination Structure	Without Coordinator: F.Phase	Without Coordinator: I.Phase	Staff Minutes Don't Reflect FFLC Items
Capricorn	6	0	0	27
Gr.Sekhukhune	76	21	24	84
Mopani	48	21	24	59
Vhembe	28	18	18	43
Waterberg	41	32	36	55
Province	40	17	19	54

3.2 FFLC policy documents

Curriculum policy documents stipulate the framework, principles and aims of the transformation goals, and thereby provide guidelines on classroom practice and assessment strategies. Again, curriculum policy documents stipulate minimum expectations for schools to achieve the set national goals. That said, schools without these key curriculum resources would lack direction in enhancing quality education. This study found that less than 45% of schools in each district have challenges regarding the availability of policy documents as shown in Fig.3.2 below.

Fig.3.2: Percentage of Schools without Policy Documents
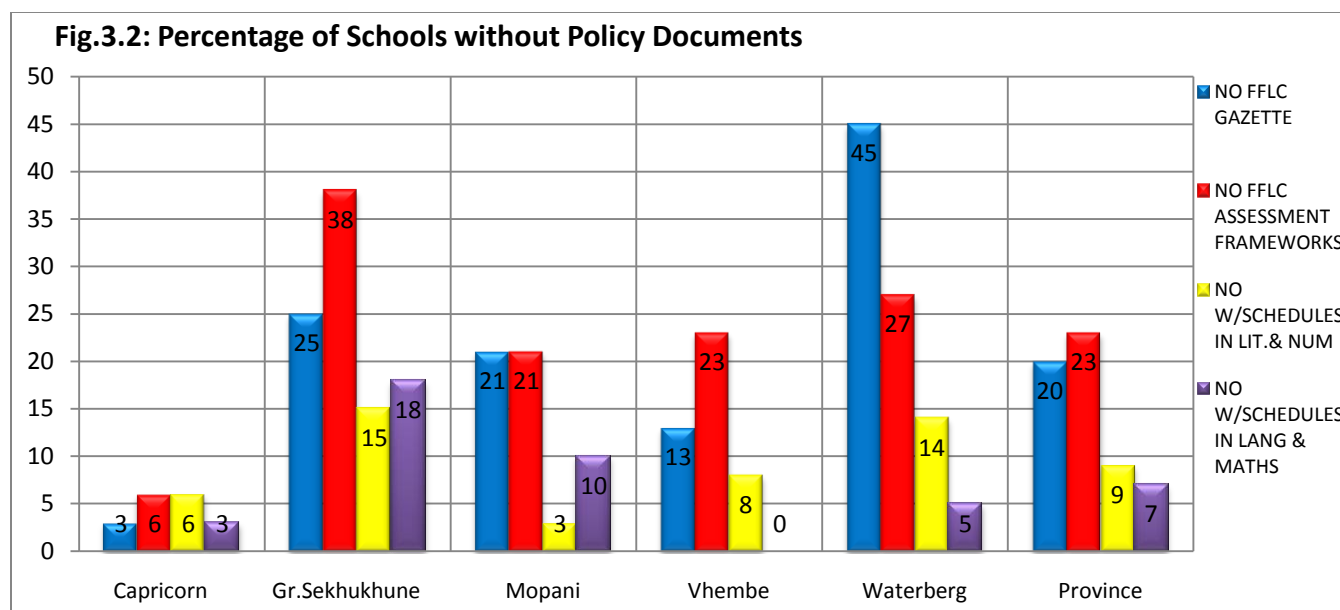
3.3 School Time Tables

The FFLC Government Gazette No. 30880 prescribes minimum contact teaching time for Literacy/Languages and Numeracy/Mathematics in the Foundation and Intermediate phases (DoE, 2008). Schools that fully implement the FFLC would then adopt these stipulations and adjust their time tables accordingly. Despite this fact, the study found that schools still have greatest challenges in infusing the campaign contact teaching time in their time tables as depicted in Fig.3.3 below. The graph shows that 55% of schools in Capricorn and 53% in Vhembe do not offer Literacy for 1hour 50 minutes per day for Grades 1 and 2 as required. Further, the graph indicates that 70% of schools in Capricorn and 50% in Vhembe do not teach Numeracy for 1hour 45 minutes per day in Grade 3. Worse still, the graph reflects that 55% of schools in Capricorn, 75% in Vhembe and 51% in the Province do not engage the intermediate phase learners for 1hour 30 minutes in a language per day.
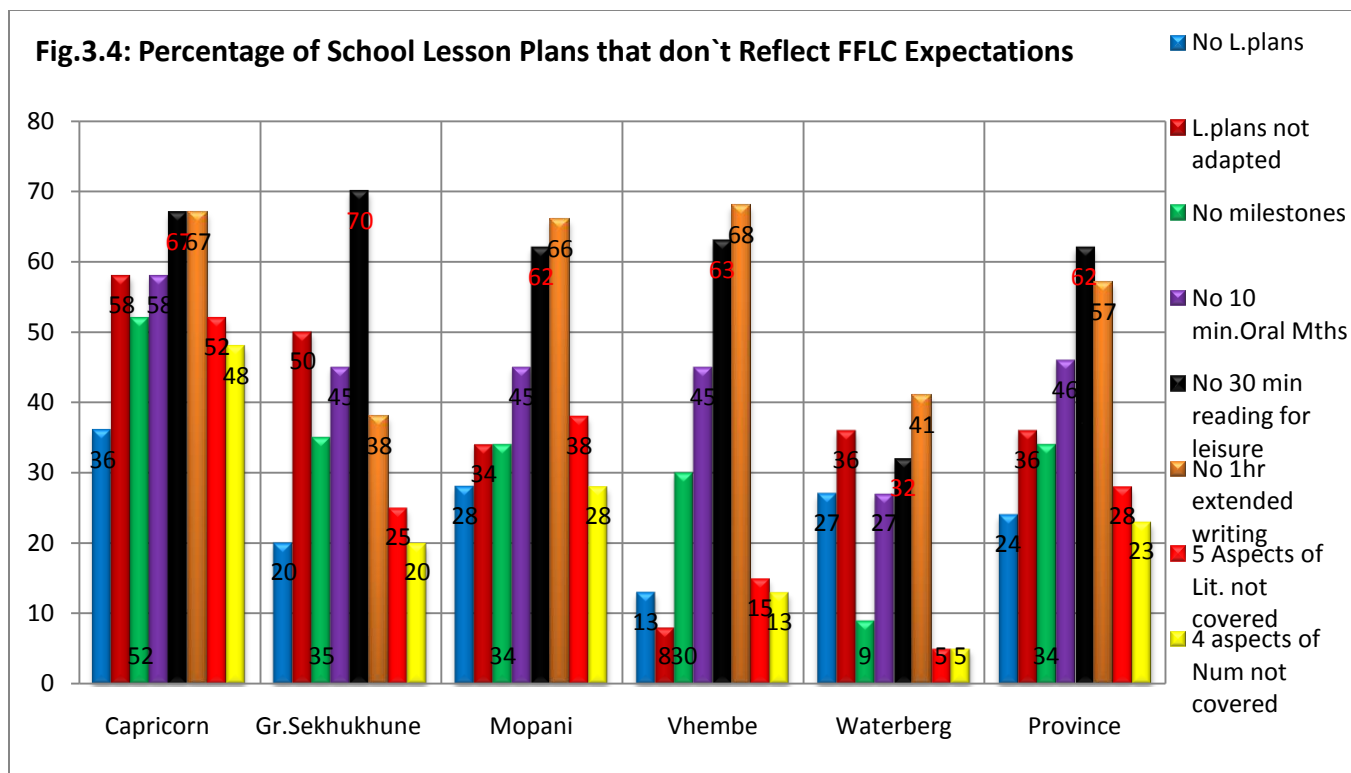
Fig.3.3: Percentage of School Time Tables that don`t Reflect FFLC Expectations

Legend:
- No 1hr50 min per day in Lit.Gr1-2
- No 2hrs Lit per day in Gr.3
- No 1h30 min Num per day in Gr 1- 2
- No 1h45 min Num per day in Gr 3
- No 1h30 min Lang per day in Gr4-6
- No 1hr in Maths per day in Gr4-6
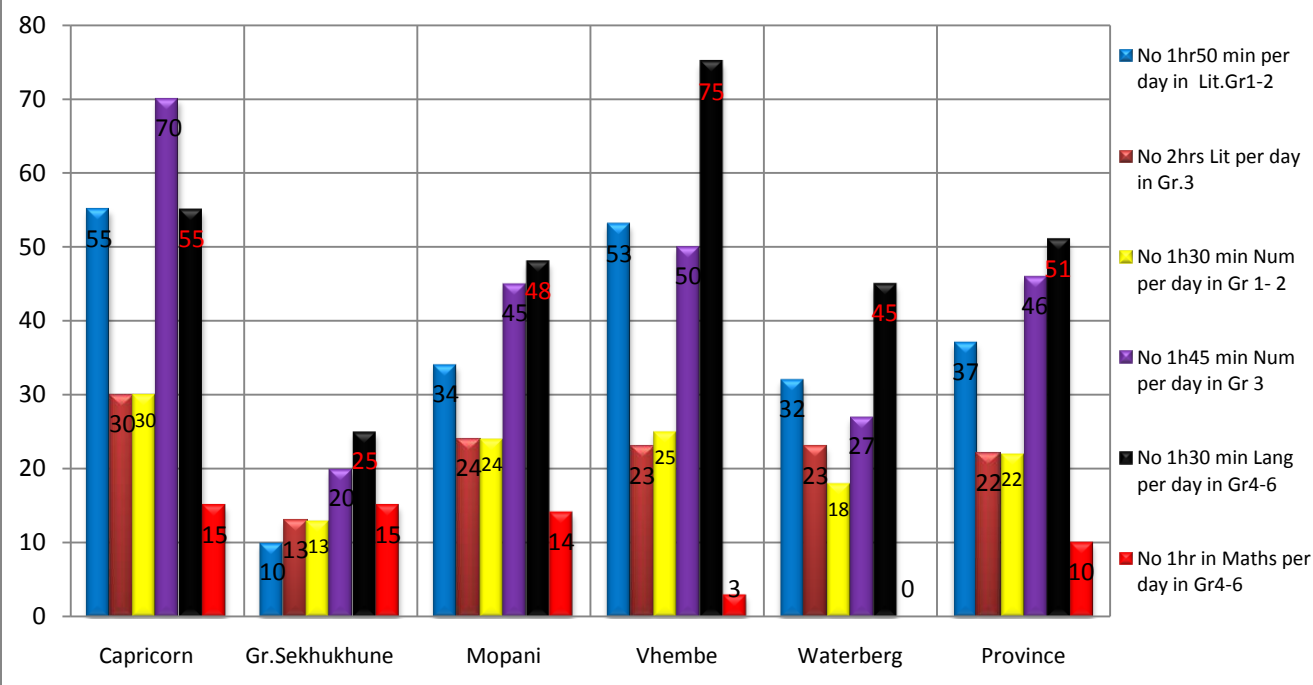
3.4 Lesson plans

The FFLC Gazette also prescribes minimum daily teacher activities, milestones and aspects to be covered in Literacy/Languages and Numeracy/Mathematics in the Foundation and Intermediate phases (DoE, 2008). Evidence in this regard has to be provided on teachers' lesson plans. In adding value to lesson plans, van der Horst and McDonald (2009 p149) caution that lesson plans should not be "written as fixed and unchangeable schedules, but should be adaptable to the changing needs of the school and the learners".

However, the study found that schools in the province still have immense challenges as their lesson plans do not reflect FFLC expectations as shown in Fig.3.4 below. This is deduced from the fact that 53% of schools in Capricorn and 58% in Greater Sekhukhune have not adapted the nationally provided lesson plans to their conditions. At the same time, the study indicates that 58% of schools in Capricorn do not provide for 10 minutes oral mental Mathematics per day as prescribed. Again, 67% of schools in Capricorn, 62% in Mopani, 74% in Greater Sekhukhune, 63% in Vhembe and 62% in the Province do not provide for 30 minutes reading for leisure in languages in the Intermediate Phase. Worse still, 67% of schools in Capricorn, 66% in Mopani, 68% in Vhembe and 57% in the Province do not cater for 1hour extended writing once per week in languages as the FFLC requires.

Fig.3.4: Percentage of School Lesson Plans that don`t Reflect FFLC Expectations

Legend:
- No L.plans
- L.plans not adapted
- No milestones
- No 10 min.Oral Mths
- No 30 min reading for leisure
- No 1hr extended writing
- 5 Aspects of Lit. not covered
- 4 aspects of Num not covered

3.5 FFLC resources

Furthermore, the FFLC gazette stipulates that for the campaign to be successfully implemented, schools should have basic resources for Literacy/Languages and Numeracy/Mathematics namely: wall charts, writing materials, suitable apparatus for teaching concepts, workbooks, measuring tapes and phonic friezes (DoE, 2008 p6). These prescriptions are also in line with Action Plan to 2014 goal 19: "Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy" and goal 20: "Increase access amongst learners to a wide range of media which enrich their education" (DBE, 2010b p8).

The study found that schools have fewer challenges regarding the adequacy of resources used for the implementation of FFLC as indicated on Fig.3.5 below. It is only 59% of the schools in Waterberg that do not have posters to facilitate FFLC activities.

Fig.3.5: Percentage of Schools with Insufficient Resources to Implement FFLC

Legend:
- No basic resources for Lit and Num
- No National Handbook to teach reading
- No posters to facilitate FFLC

Data values:
- Capricorn: 3, 24, 6
- Gr.Sekhukhune: 15, 40, 13
- Mopani: 10, 34, 31
- Vhembe: 35, 13, 28
- Waterberg: 32, 36, 59
- Province: 19, 29, 25
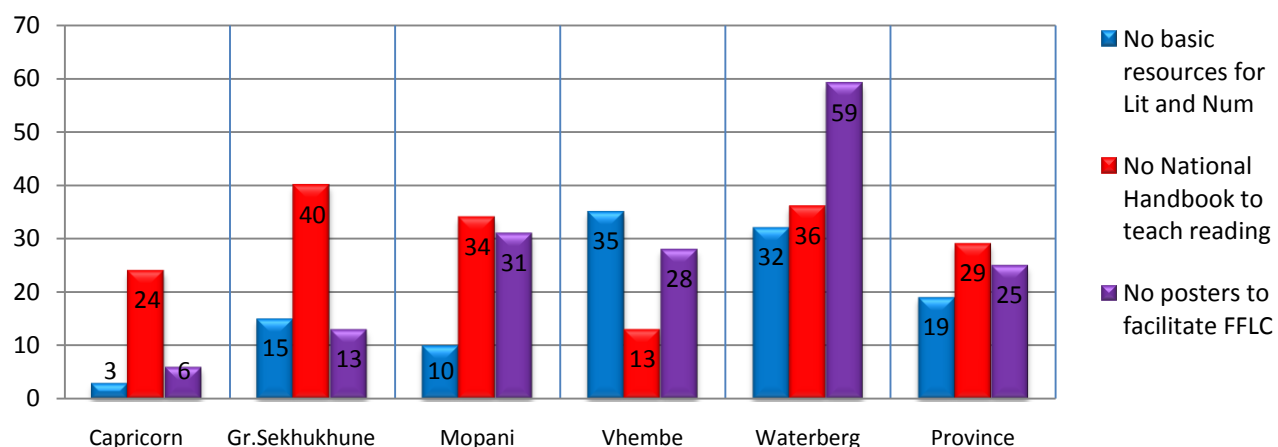
3.6 Assessment

The campaign gazette directs that "every school must assess, track and record learner progress and achievement in the key areas of reading, writing and numeracy" (DoE, 2008 p6). This implies that, schools should conduct assessment activities from which progress of each learner is recorded so that appropriate intervention mechanisms could be developed and implemented. The results of this study signal that indeed schools do conduct informal and moderated formal assessment activities and subsequently record learner progress as the campaign requires (see Fig.3.6 below). However, above 50% of schools in all the five districts has not developed intervention strategies in Literacy/Languages and Numeracy/Mathematics as shown in Fig.3.6 below.

Fig.3.6: Percentage of Schools where Assessment is not Guided by FFLC
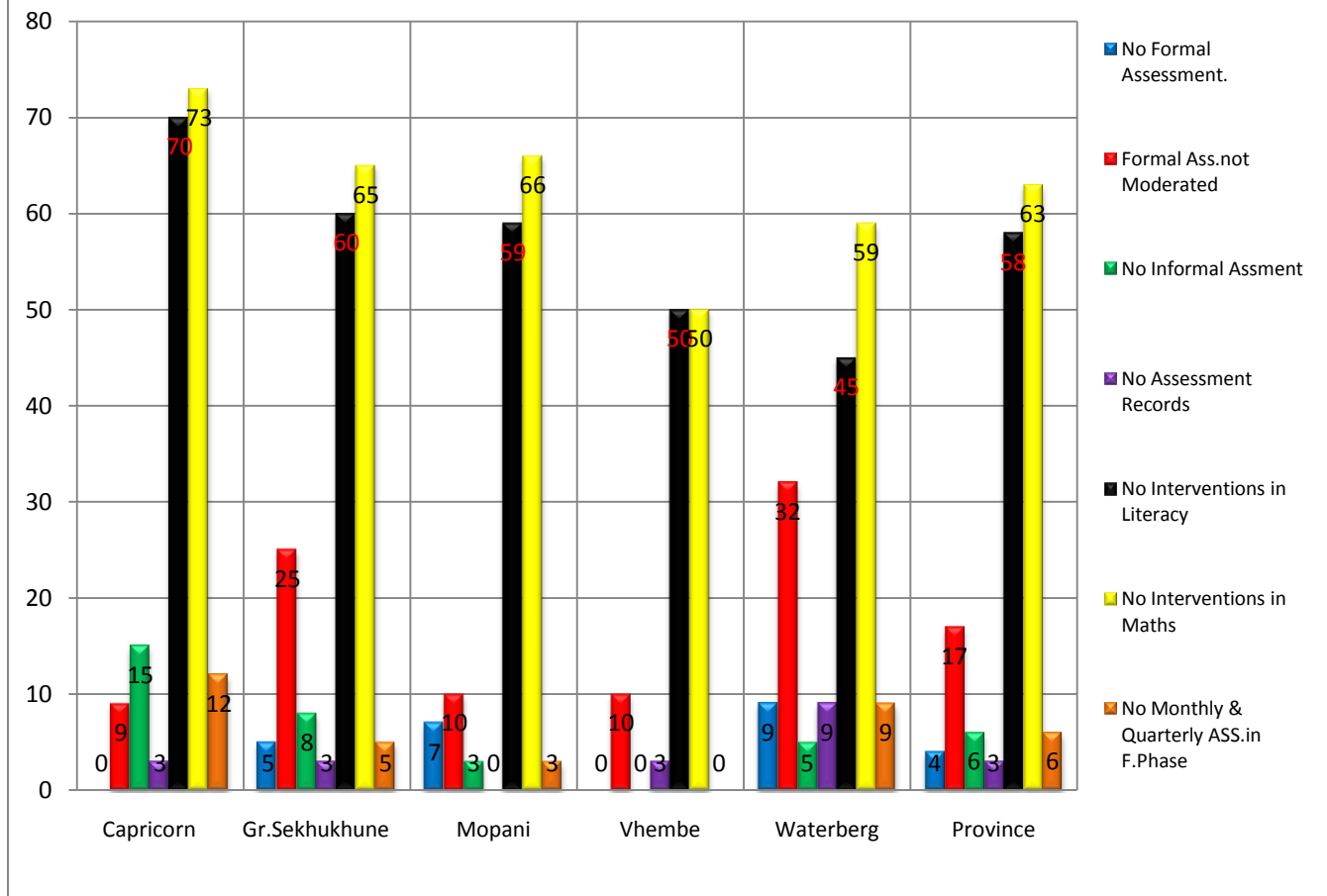
3.7 Circuit support for the implementation of FFLC

Circuit Offices are strategically positioned to support schools in the implementation of every initiative to improve the quality of teaching and learning. For this reason, Morris (2010) states that Circuit Offices administratively keep systems going and should support every transformation agenda in education. Nonetheless, this study show that schools in Waterberg District do not get the necessary support from their circuit offices on procurement of resources, on teaching reading , on teaching Mathematics and do not have Circuit Educator Forums to participate in as reflected in Fig.3.7 below. Similarly, 63% of schools in Greater Sekhukhune District do not receive support on teaching Mathematics.

Fig.3.7: Percentage of Schools that Lack Circuit Support in the Implementation of FFLC
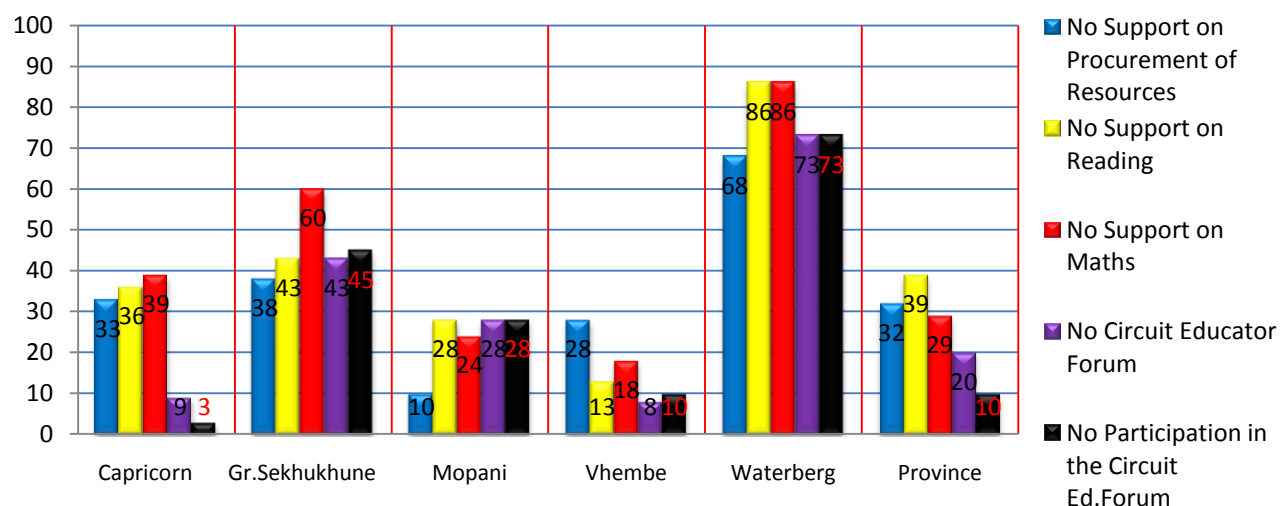
3.8 Overall rating of schools

Schools are rated in accordance with the number of challenges they experience during the implementation of FFLC so that in the end, each school fell in one of the categories on Table.1 below. Findings for each district and the province are presented in Table.2 where the numbers and percentages of schools are illustrated. Percentages of these findings are further expressed in Fig. 3.8.

What emerges from this data is that, most schools in the province (59%) fall within the fully implementing category with 0-1 challenges. The same scenario prevails in all the districts with Vhembe having the highest percentage of schools (78%) in the fully implementing category while Capricorn has the lowest (48%). What is also encouraging is that the province has only 1% of its schools in the non-implementing category; an indication that only 2 out 162 schools have 27-37 challenges in implementing FFLC. Furthermore, three districts namely Capricorn, Mopani and Vhembe do not have schools in the non-implementing category; while Greater Sekhukhune and Waterberg also have fewer percentages of schools in this category (i.e. 3% and 5% respectively).

Nonetheless, section 3.9 below makes further interpretation of this data by making a comparative analysis of the results of this data with the findings for 2009 and 2010 studies. This helps to measure the degree of improvement or decline in the implementation of FFLC throughout the lifespan of the campaign.

Table 1 : Rating Scale for Implementation of FFLC

Category	No of challenges	% of challenges	Rating
4	0-11	0-29	Fully Implementing
3	12-18	30-49	Implementing
2	19-26	50-69	Partially Implementing
1	27-37	70-100	Non-Implementing

Table.2: District and Provincial Rating of Schools on the Implementation of FFLC in 2011

Category	Rating	Capricorn		Gr. Sekhukhune		Mopani		Vhembe		Waterberg		Province	
		No	%	No	%	No	%	No	%	No.	%	No	%
4	Fully Implementing	16	48	21	55	17	59	31	78	11	50	95	59
3	Implementing	15	45	11	29	7	25	8	20	7	32	48	30
2	Partially Implementing	2	6	5	13	5	18	1	3	3	14	16	10
1	Non-Implementing	0	0	1	3	0	0	0	0	1	5	2	1
Total		33		38		29		40		22		162	

Fig.3.8: District and Provincial % of schools per Rating category
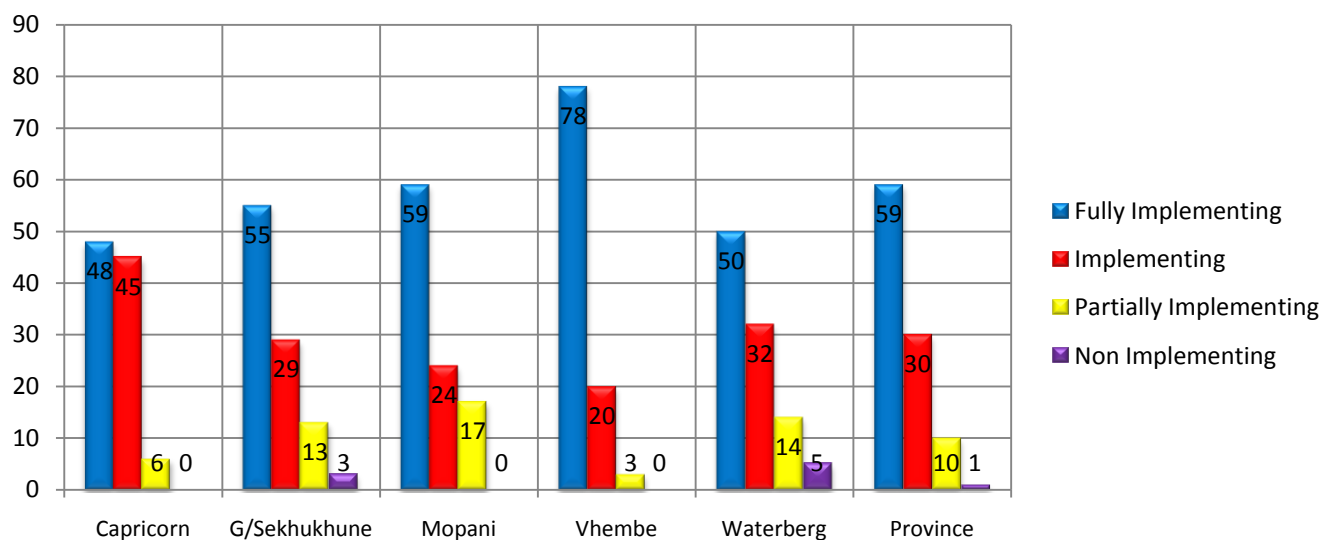
3.9 Comparative analysis of the implementation of FFLC in 2009-2011

The results of this study are further compared with the findings of the previous provincial studies conducted in 2009 and 2010 in Fig.3.9 below. From this illustration, it is noticed that the findings for 2009 and 2011 show an upward trend as more schools are distributed between fully implementing and implementing categories with less schools on partially implementing and non-implementing categories (LDoE, 2009a; LDoE, 2010a). However, the upward trend was reversed in 2010 where the highest percentages of schools were within the partially implementing category. Furthermore, the 2010 study recorded more schools in the non-implementing category than in 2009 and 2011.

Fig.3.9 : Comparative analysis of the Implementation of FFLC in 2009-2011 : schools are expressed in percentages

	Non-Implementing	Partially Implementing	Implementing	Fully Implementing
2009	5	15	29	51
2010	15	35	24	26
2011	1	10	30	59
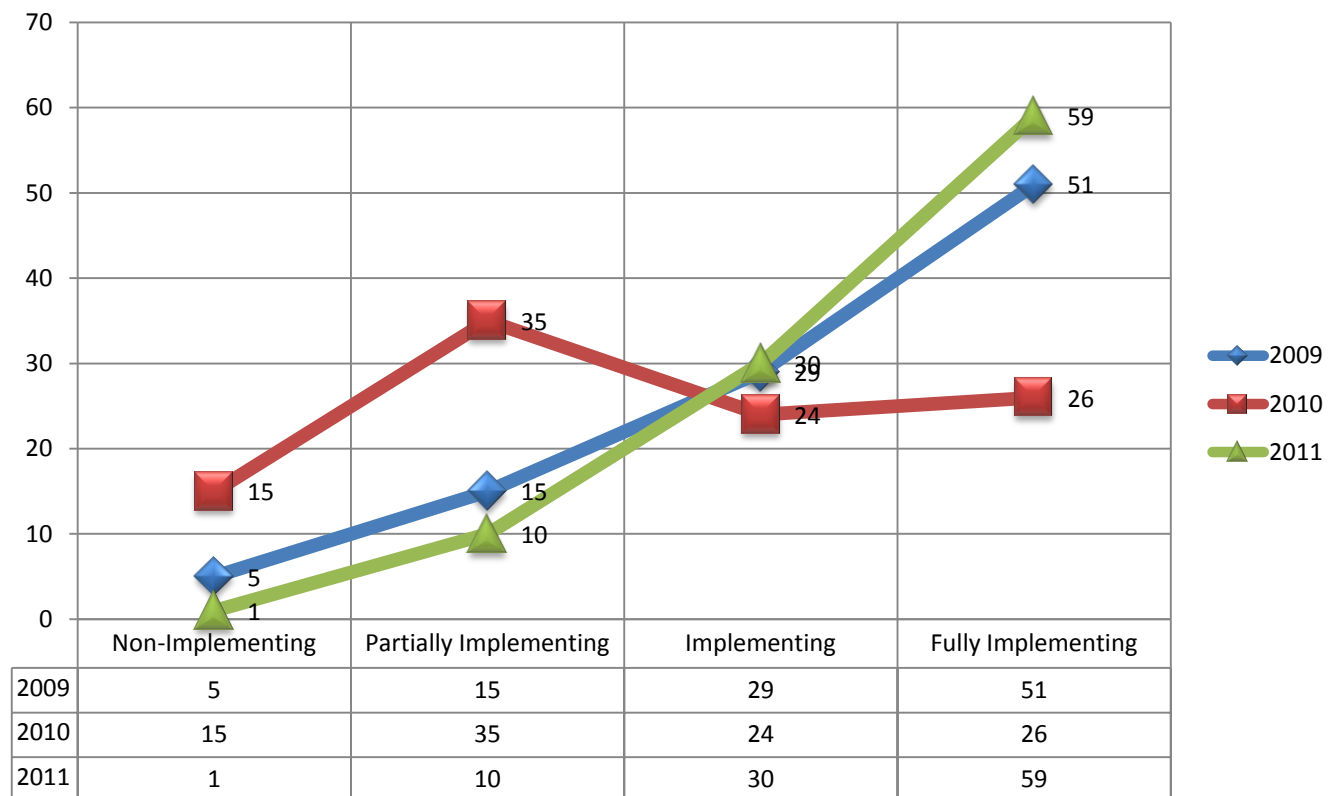
3.10 Conclusion

The chapter used graphical representations to analyze and summarise data in accordance with the study`s seven research questions. Data was also analyzed in terms of the four rating scale namely "4: Fully implementing, 3: Implementing, 2: Partially implementing and 1: Non-implementing". Again, the results of this study were compared with the findings for the other provincial studies that were carried out in 2009 and 2010. Therefore, the chapter the ensuing chapter narrows down this data into a summary of major findings for this study.

CHAPTER 4

SUMMARY OF MAJOR FINDINGS

4.1 Introduction

The Monitoring and Evaluation Directorate in the Limpopo province carried out its third year study to identify challenges and areas of good practice that schools experience in the implementation of FFLC in 2011. The study was conducted on 162 primary schools in the province spread across all the five districts thus: Capricorn: 33; Greater Sekhukhune: 38; Mopani: 29; Vhembe: 40 and Waterberg: 22. Graphical and tabular analysis of data for this study is made in the preceding chapter. What is worth noting from this data is that, 59% of schools fall within the fully implementing category while only 1% fall within the non-implementing cohort than in the 2009 and 2010 studies (refer to Fig.3.9). However, when this data is narrowed down by answering the research questions posed in section 1.3, it could be realized that there are challenges and areas of good practice that need to be considered. This chapter seeks to summarize these areas as major findings for the study.

4.2 Main findings

4.2.1 What percentage of schools is without coordination systems for the FFLC?

Above 50% of the sampled schools in Greater Sekhukhune District do not have coordination structures for FFLC (refer to Fig.3.1). Furthermore, minutes in more than 50% of all the schools that participated in the study reflect that FFLC issues are never discussed in staff meetings.

4.2.2 What percentage of schools is without FFLC policy documents?

Only less than 45% of the schools sampled in each district is without policy documents (refer to Fig.3.2).

4.2.3 What percentage of schools has time tables that do not reflect expectations of the FFLC?

More than 50% of the sample of 162 schools has time tables that do not comply with FFLC requirements. This is attributed to the fact that: schools do not offer 1hour 50 minutes per day in Literacy for Grade1 and 2; schools do not offer 1 hour 45 minutes per day in Numeracy for Grade 3; and again schools do not engage the intermediate phase learners for 1hour 30 minutes in a language per day. The adversely affected schools are found in Capricorn, Mopani and Vhembe Districts (refer to Fig.3.3).

4.2.4   What percentage of schools have lesson plans do not that reflect expectations of the FFLC?

Above 50% of the sampled schools in each district has lesson plans that do not reflect FFLC expectations (refer to Fig.3.4).This is emanates from the fact that these schools have not adapted the nationally provided lesson plans to their conditions; do not provide for 10 minutes oral mental Mathematics per day; do not provide for 30 minutes reading for leisure in languages in the Intermediate Phase; do not cater for 1hour extended writing once per week in languages as the FFLC gazette stipulates.

4.2.5 What percentage of schools does not have sufficient resources to implement the FFLC?

Less than 42% of the sampled schools in each district do not have sufficient resources for the implementation of FFLC (refer to Fig.3.5). It is only Waterberg District that has 59% of schools that do not have posters to facilitate FFLC activities.

4.2.6 What percentage of schools does not have assessment activities as guided by the FFLC gazette?

More than 70% of the schools that participated in the study conduct informal and moderated formal assessment tasks and subsequently record learner performance as the campaign requires (see Fig.3.6). However, above 50% of the schools in each district has not developed intervention strategies in Literacy/Languages and Numeracy/Mathematics.

4.2.7 What percentage of schools does not get circuit support to implement the FFLC?

Above 60% of the sampled schools in Waterberg and Greater Sekhukhune District do not get the necessary circuit support in the implementation of FFLC (refer to Fig.3.7).

4.3 Conclusion

In sum, the findings signal that schools are doing well in three areas namely: there is a higher percentage of schools that is fully implementing the FFLC in 2011 than in 2009 and 2010; the highest percentage of schools has policy documents which facilitate the implementation of FFLC; and schools have resources which enable them to implement FFLC properly.

Nevertheless, the findings also reflect that schools have challenges in the following areas:

- Schools do not have coordination systems for FFLC;
- School time tables do not comply with the FFLC gazette;
- Lesson plans do not cover the scope and content required by the FFLC;

- Schools do not have intervention strategies to improve learner performance in Literacy/Languages and Numeracy/Mathematics ;
- Schools particularly in the Waterberg District and Greater Sekhukhune Districts do not get the necessary circuit support in the implementation of FFLC.
- Schools in Waterberg District do not have posters to facilitate the FFLC.

It is upon these findings that the study makes recommendations in the next chapter.

CHAPTER 5

RECOMMENDATIONS

5.1 Introduction

The previous chapter managed to summarize major findings for the study. Areas of good practice as well as areas for development in implementing the FFLC were successfully identified. Notwithstanding the fact that the lifespan of FFLC ends in 2011, the goal for improving reading, writing and counting competencies is a long term and standing one that is also in line with: The objectives of ANA (Annual National Assessments) programme; The Turn Around Strategy to Improve Education in Limpopo; Action Plan to 2014 :Towards the Realization of Schooling 2025; Curriculum and Assessment Policy Statement (CAPS) that is to be introduced from 2012; and the global Education for All Goal (EFA) number six that seeks to achieve measurable learning outcomes in Literacy, Numeracy and essential Life Skills. Therefore, the recommendations made in this study serve not only to assist in achieving the FFLC objectives but also to enhance the quality of education in general. That is to say, whether the campaign ends or not, there would continuously be a need to improve reading, writing and counting in the province in particular and in the country at large. On these bases, the study wishes to make the following recommendations that need to be considered even beyond the life time of FFLC.

5.2 Recommendations

5.2.1 The Heads of Departments (HODs - at school level) for the Foundation and Intermediate Phases should initiate, facilitate and co-ordinate teaching and learning programmes that serve to improve reading, writing and counting abilities of learners. This is in tandem with Employment of Educators Act 76 of 1998 section 4.4 (ii) "the Head of Department should provide and co-ordinate guidance on the latest ideas on approaches to the subject, methods, techniques, evaluation, aids etc in their fields, and effectively conveying these to the staff members concerned" (ELRC,2003 p66).

5.2.2 School Management Teams should make certain that school general time tables comply with curriculum policy stipulations or any initiatives by the Department of Basic Education to improve reading, writing and counting competencies. This recommendation is in line with the National Curriculum Statement (NCS) and the soon to be introduced Curriculum and Assessment Policy Statement (CAPS) which both prescribe national instructional times for each subject per grade (DBE, 2010c p4). It is mandatory that all schools adhere to these time allocations so that learners are not disadvantaged.

5.2.3 School Management Teams should ensure that educators` lesson plans cover the specific topic and content that is meant for the enhancement of quality teaching and learning in Literacy/Language and

Numeracy/Mathematics. This recommendation corroborates with Action Plan to 2014 Goal 18: "ensure that learners cover all topics and skills areas that they should cover within their current school year" (DBE, 2010b p17).

5.2.4   School Management Teams should set intervention strategies that would assist in increasing the number of learners who by the end of each year shall have achieved minimum language and numeracy competencies. This is in line with activity No. three (3) of The Turn Around Strategy to Improve Education in Limpopo: "analyze learner performance in exit points and develop differentiated strategies to support learner achievement (LDoE, 2010b p24).

5.2.5   Circuits, particularly in Waterberg and Greater Sekhukhune Districts should support schools in every departmental initiative to improve learners` reading, writing and counting skills. Schools could be supported through "the formation of a cluster of schools with similar or common challenges to encourage working cooperation, sharing of best practices amongst teachers" (DBE, 2011a p44).

5.2.6   Policy documents for National Curriculum Statement (NCS) and Curriculum and Assessment Policy Statement (CAPS) regard posters as some of the indispensable resources in curriculum delivery. Therefore, schools particularly in Waterberg District should provide for posters to be utilized for mediation of learning and teaching in Literacy/Languages and Numeracy/Mathematics.

5.2.7   Recognizing that the Foundations for Learning Campaign ends in 2011 though it never served to replace but to strengthen the current NCS and even the incoming CAPS, it is prudent that monitoring of learners` proficiency in reading, writing and counting continues beyond 2011 so that relevant units are consistently informed of the progress made by schools in this regard.

5.3 Conclusion

Increased literacy and numeracy competencies would reduce skills deficiencies and consequently reduce grade repetition and drop-out rates while also impacting positively on grade 12 results. All these would improve the efficiency and effectiveness of education; and therefore bring in social benefits such as promotion of peace and stability, reduced crime, health benefits, economic independence amongst others. At the same time, quality education would assist the country in the attainment of the Millennium Development Goals (MDG`s), particularly goal number 1:"eradicate poverty and hunger" (Worldbank, 2003 p2). Therefore, these recommendations need to be seriously considered as they are made in pursuit of national reconstruction and development.

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APPENDIX A: MONITORING TOOL FOR THE IMPLEMENTATION OF THE FOUNDATIONS FOR LEARNING CAMPAIGN (FFLC)

School: ....EMIS No.: ....
Circuit: ....District: ....
Note: Check the documents and records for evidence and indicate the response by putting 'X'
in the appropriate column.

CRITERION		ELEMENTS	YES	NO	COMMENTS (Brief and relevant)
Coordination	1	Is there any **FFLC coordination Structure** in the school?			
	2	Is there an educator to **coordinate FFLC** in the Foundation Phase?			
	3	Is there an educator to **coordinate FFLC** in the Intermediate Phase?			
	4	Do the staff / SMT minutes include FFLC items? (Check staff and SMT minutes)			
Policy Documents	5	Do all educators in the Foundation Phase and Intermediate Phase have a copy of the Foundations for Learning Campaign **Gazette No. 30880**?			
	6	Do all educators in the Foundation Phase and Intermediate Phase have copies of the FFLC **Assessment Frameworks?** (Check L*iteracy grades 1 – 3 and Mathematics 4-6*?			
	7	Have all the Foundation Phase educators received work **schedules** for Literacy and Numeracy? (*Check any grade in the Foundation Phase*)			
	8	Have all the Intermediate Phase educators received **work schedules** for Languages and Mathematics*? (Check any grade in the Intermediate Phase)*			
Timetable	9	Does the **time table** provide for l hr 50mins literacy per day in grades 1 & 2?			
	10	Does the **time table** provide for 2 hrs literacy per day in grade 3 ?			
	11	Does the **time table** provide for 1 hr 30mins Numeracy per day in grades 1-2?			
	12	Does the time table provide for 1hr 45mins Numeracy in grades 3 per day?			
	13	Does the time table provide for 1 hr 30mins language per day in grades 4 - 6?			
	14	Does the time table provide for 1 hour mathematics per day in grades 4 – 6?			
Lesson Plans	15	Do schools have CDs/**lesson plans** for all the terms?			
	16	Do educators **adapt the lesson plans** accordingly?(*Check any grade in Foundation and Intermediate Phases*)			
	17	Do educators' **lesson plans** indicate **milestones** to be covered per grade, per term? (*Check any grade in the Foundation Phase:term 2*)			
	18	Do educators' **lesson plans** provide for 10 minutes **Maths** daily in all the grades? (*Check any grade in the Intermediate Phase: Mathematics*)			
	19	Do educators' **lesson plans** provide for 30 minutes daily **reading for enjoyment in all the grades**? *Check any grade in the Foundation Phase: Literacy)*			
	20	Do educators' **lesson plans** provide for 1 hour weekly **extended writing** (Check any grade in the Intermediate Phase: Language**)**			
	21	Do lesson plans cover the **five aspects** of literacy? *(oral work, reading, phonics, hand-writing & writing)Check any grade in Foundation Phase)*			
	22	Do lesson plans cover the **four aspects** of numeracy? (*counting, oral mental arithmetic, concept development and problem solving)Check any grade in Foundation Phase)*			

Resources	23	Do educators have basic **teaching and learning resources for Numeracy and Literacy**? *Eg: number and phonic friezes, workbooks, reading series, posters, textbooks, reference books, charts, a clock, graded readers, measuring tape and 3-D)* Check any grade in Foundation and Intermediate Phases			
	24	Does the school have copies of the **National Reading Strategy** and **Teaching Reading in the Early Grades: Teachers' Handbook?**			
	25	Does the school have **posters to facilitate FFLC teaching and learning**?(Check any grade in Foundation and Intermediate Phases)			
Assessment	26	Does the school conduct formal **assessments**, as prescribed by the FFLC assessment frameworks? (*Check any grade in the Foundation Phase : term 1*)			
	27	Does the SMT moderate **Formal Assessments**? *Check any grade)*			
	28	Are Informal **Assessments** conducted? (*Check any grade in the Foundation and Intermediate Phases)*			
	29	Are Assessment **Records** available in the educators' portfolios? (*Check any grade in the Foundation and Intermediate Phases)*			
	30	Has the school planned **intervention strategies** for Literacy grades 1-3 ? (*Check SIP*)			
	31.	Has the school planned intervention strategies for Mathematics grades 4-6? (Check SIP)			
	32	Does the school conduct **monthly and quarterly assessment activities** in literacy and numeracy grade 1 – 3?(C*heck Term 1*)			
Support	33	Did the school receive circuit/cluster support on **procurement of resources**?			
	34	Did the school receive circuit/ cluster support on **teaching Reading?**			
	35	Did the school receive circuit/ cluster support on teaching Numeracy?			
	36	Is there a circuit/ cluster Educator **Forum** for Curriculum matters?			
	37	Does the school participate in the circuit/ cluster Educator **Forum** for Curriculum matters?			

GENERAL COMMENTS

DESIGNATION	SURNAME AND INITIALS	DATE	SIGNATURE	CONTACT NUMBER
MONITOR				
PRINCIPAL				

School stamp

APPENDIX B: COMPARATIVE ANALYSIS 2009-2011 (schools are expressed in percentages)

Legend:
- 2009
- 2010
- 2011

Full Implementing

Region	2009	2010	2011
Cap	76	20	48
G/Sek	52	21	55
Mop	33	36	59
Vhe	50	42	78
W/berg	33	10	50
Prov.	51	26	59

Implementing

Region	2009	2010	2011
Cap	21	33	45
G/Sek	23	21	29
Mop	33	18	24
Vhe	39	16	20
W/berg	28	30	20
Prov	29	24	30

Partially Implementing

Region	2009	2010	2011
Cap	3	40	6
G/Sek	19	32	13
Mop	29	32	17
Vhe	8	42	3
W/berg	22	30	3
Prov	15	35	0

Non-Implementing

Region	2009	2010	2011
Cap	0	7	0
G/Sek	6	29	3
Mop	4	14	0
Vhe	3	0	0
W/berg	17	30	0
Prov	5	15	1