

BASIC EDUCATION EARLY GRADES FUNDERS RESEARCH REPORT



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Acronyms

CAPS	Curriculum Assessment Policy Statements
DBE	Department of Basic Education
ECD	Early Childhood Development
IEFG	International Education Funders Group
IPASA	Independent Philanthropy Association South Africa
M & E	Monitoring and Evaluation
NASCEE	National Association of Change Entities in Education
NDP	National Development Plan
NECT	National Education Collaboration Trust
NGO	Non-government Organisation
NPO	Not-for-profit Organisation
PIRLS	Progress in International Reading Literacy Study
SAHRC	South Africa Human Rights Commission
SDG	Sustainable Development Goals
UNICEF	United Nations Children's Fund

Background to research

Purpose of the report

In 2021 and 2022 IPASA produced reviews of the funding landscape of various sectors of education in South Africa. The December 2021, IPASA Early Learning SA Funder Survey Report, the IPASA ECD Funding Landscape Survey of October 2022 report, and the IPASA Funding After School Programmes in South Africa Report are all available on the IPASA website.

This report provides an outline of the funding landscape within a further sector, namely funder investments in Basic Education, focusing specifically on Early Grades (understood as Grade R to Grade 7).

The report collates data collected from a sample of independent philanthropic funders about their funding strategies, focus areas, and priorities, desired outcomes and priorities. It further identifies key levers for change, challenges experienced, future plans, and some recommendations for funders of Basic Education.

The aims of the research were to:

- Generate data that would assist funders to follow evidence-based funding approaches, which would then assist them to enhance the focus and efficiency of their funding.
- Enable IPASA to enhance its convenings and discussions on opportunities for Basic Education funders to collaborate and to catalyse systemic change.



Overall, the longer-term purpose of the report is to provide information to help facilitate collaboration amongst funders, find areas of convergence and gaps, and guide readers to see the opportunities for engagement in educational improvement in South Africa.

Context of the research

The research took place within a context of severe challenges within basic education in South Africa. These included high levels of inequality, both within schooling and society, impacting on learners' capacity to learn effectively. Other challenges included an overloaded curriculum, poor infrastructure in many schools, concerns about teacher competence in certain key subjects, and lost time for learning during the COVID-19 pandemic. The results of the 2021 Progress in International Reading Literacy Study (PIRLS) test, had furthermore highlighted that 81% of South African pupils in Grade 4 cannot read for meaning in any language.

More details on the context of the research can be found in Annexure 1 of this report. The goals for improving the system, outlined in the Department of Education Action Plan to 2024, are presented in Annexure 2.

Research methodology

Data for the research was collected through a survey of funders and interviews with key informants. A draft report was presented and discussed at a workshop in June. A final workshop was held in July to comment on the proposed guidelines.

Survey

A consolidated list of independent funders was drawn up using IPASA's ECD and Basic Education Funders database, which includes IPASA members and other independent funders. The list of funders comprised local as well as international funders. An online survey with 28 questions was circulated via email to 70 individuals

within and attached to 59 independent philanthropic funding organizations. 25 responses were received, meaning that there was a 43% response rate.

Interviews

Fifteen hour-long interviews were conducted with key informants from different sectors. This included seven funders, four sector experts/ academics, two members of the Department of Basic Education, and two non-profit organizations.

The survey and interviews covered the following topics:

- Organisational information
- Funding strategies
- Focus of funding
- Educational outcomes
- Educational priorities
- Guidance to funders and IPASA

Annexure 3 gives the full list of organisations that participated in the survey and interviews.

Validation workshop

All participants in the research were invited to a validation workshop on 14 June 2023 where the findings of the research were presented and discussed. This was followed by a report on the workshop to those who had participated and a request to respond to the following questions:

- Do the findings align with your experience? Which ones do? Which ones don't?
- Are there any other important levers for change than those mentioned in the draft report?
- Do the themes identified in the report

align with your experience? Which ones do? Which ones don't?

- Are there any other learnings and themes emerging from the data?
- Are there any gaps in this research that you think IPASA should pay attention to in future?

Comments received were then incorporated into the final report.

Workshop to comment on the proposed Guidelines for Funders

The final step in the data-gathering process involved a workshop on 19 July 2023 where participants had the opportunity to provide input into the report and the proposed

Guidelines for Funders. A panel of speakers was engaged for this exercise. The broader question for consideration at this workshop was how this research and other research could inform how education funder-support initiatives could be structured for the next two years.

Acknowledgements

Special thanks to:

- All the respondents who completed the survey, participated in interviews, and attended the validation workshops.
- Dr. Mark Abrahams and Prof. Maureen Robinson for conducting this research.
- The Zenex Foundation for funding this initiative.



Findings

Focus areas of funder respondents

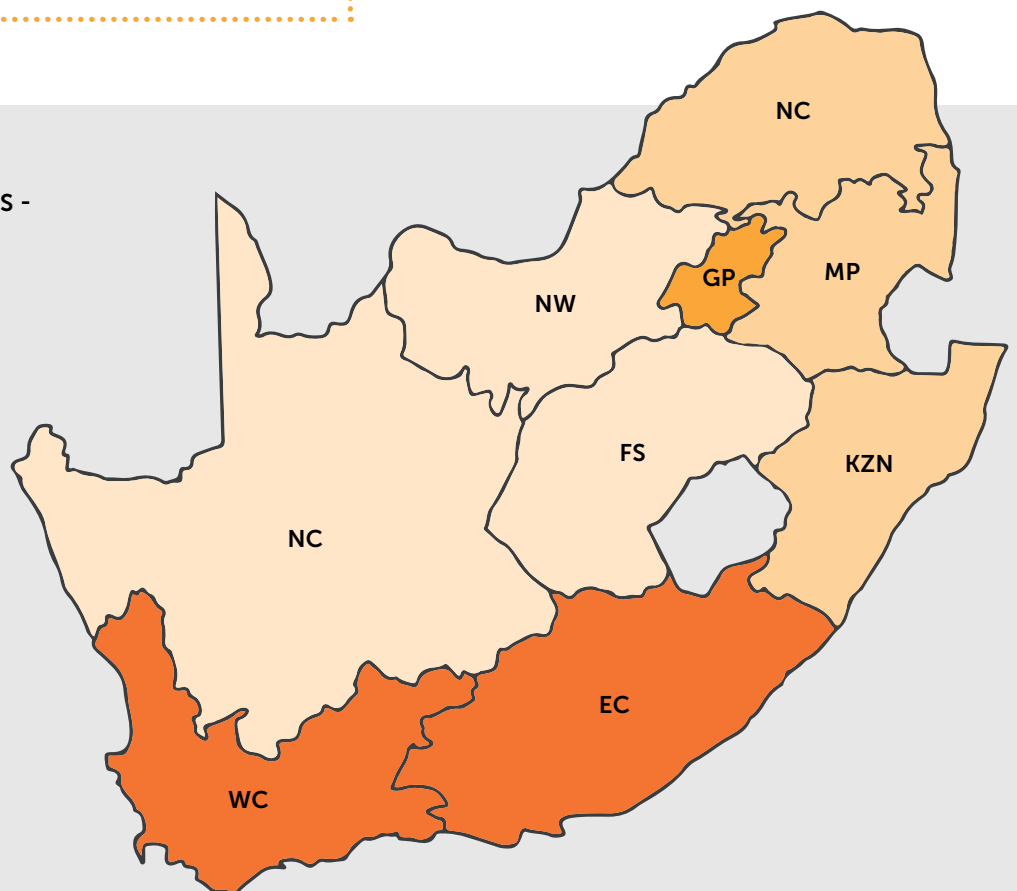
Survey respondents were asked to indicate if they funded in South Africa only; the proportion of their annual budget they spend on basic education; and how long they have been funding in the basic education sector.

The respondents were also asked if they funded exclusively in South Africa or if they had a broader focus. Of the total, 63% (15) shared that they funded exclusively in South Africa while others funded in Southern Africa as well as worldwide. One respondent identified as an intermediary working with funders. The respondents shared that most of them support national initiatives, indicated by the first bar in Figure 1, and that Gauteng, Western Cape and Eastern Cape are the top focus provinces for support in basic education.

63% SHARED THAT THEY FUNDED EXCLUSIVELY IN SOUTH AFRICA

FIGURE 1: GEOGRAPHIC AREAS - PROVINCES SUPPORTED

- 14** NATIONAL FUNDING
- 10** GAUTENG
- 9** WESTERN CAPE
- 9** EASTERN CAPE
- 8** MPUMALANGA
- 8** KWA-ZULU NATAL
- 7** LIMPOPO
- 6** NORTHERN CAPE
- 6** FREE STATE
- 5** NORTH WEST



Thirty percent (7) of the respondents indicated that they spend up to 100% of their annual budget on basic education and 63% (15) have been funding basic education in South Africa for over ten years.

Respondents were also asked to share, in South African Rand terms, their annual budgets spend on education for 2023. It was optional to respond to this question and only 16 respondents provided some detail with budgets ranging from R3 million to R300 million.

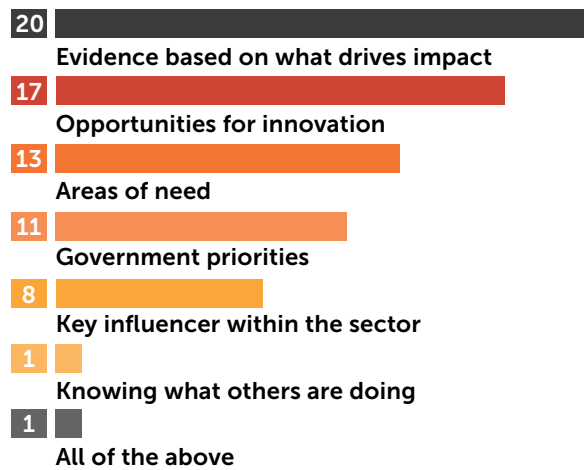
Factors influencing funding strategies

Survey respondents were asked to indicate what they considered 'most important' when developing their funding strategies. They could tick as many factors as they wanted and provide details of any 'other' factor not on the list. The only 'other' detail provided was 'all' or 'all of them', see Figure 3. Most of the funders considered evidence of impact, opportunities for innovation and areas of need as the most important factors when developing their funding strategies.

From the interviews conducted several additional factors emerged as influencing funding strategies, such as the quality of the relationship between the parties developed over time, the innovativeness of the ideas, as well as synergy with funders' values and policies.

The quality of the initiatives taken by the schools was also a factor that was shared; however, there was consensus that interventions had to be in line with government priorities as well as broader frameworks such the National Development Plan (NDP), and the Sustainable Development Goals (SDGs) To achieve this, interventions needed to have catalytic leveraging with potential for scaling. One interviewee stated that systemic change should be the focus of bigger and multi-national funders and that smaller foundations should address local needs and concerns, while still

FIGURE 2: MOST IMPORTANT FACTORS INFLUENCING THE FUNDING STRATEGY



working within the broader government department framework.

Survey respondents were asked to indicate which factors they considered when dealing with a new application or intervention. They could select any or all the factors listed. The factors most selected by the respondents were (1) evidence of impact; (2) the quality of the team and leadership; (3) the capacity of the organization and (4) the potential for sustainability.

Improving funder practices

Interviewees were asked how funders could improve their practices, for both



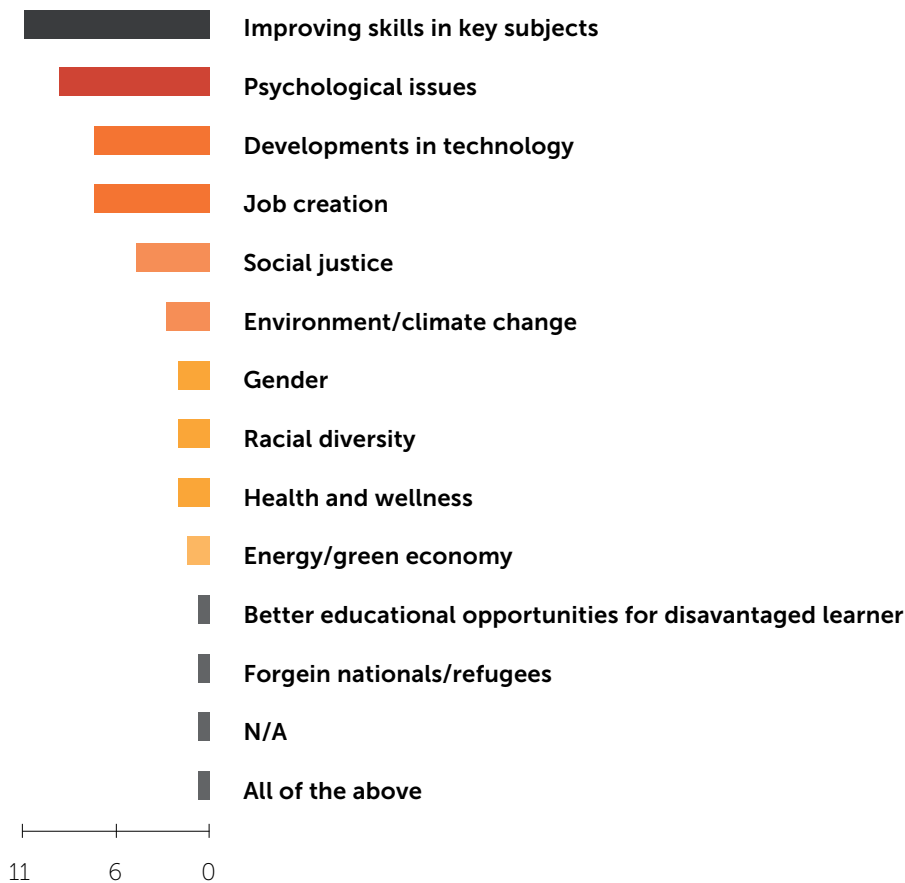
new or existing partners. Some of the feedback suggested that funders should assist with improving the nature of monitoring and evaluation, however, reporting requirements had to be simplified.

There was a suggestion that funders should play a bigger role in providing project management support through engaging in capacity building of organizations and the provision of unrestricted funding.

Lenses used when funding basic education

For the survey, the respondents were asked to share the lenses they used when funding basic education. They could tick as many as they wanted as well as provide details of a lens not listed. The figure below outlines their responses. The top four areas of focus shared were: the improvement of skills in key subjects, assistance with psycho-social concerns, developments in technology, and job creation.

FIGURE 3: LENSES USED WHEN FUNDING BASIC EDUCATION.



“I have seen a real increase in funding sophistication. There is a lot more focus on impact, M & E. It must be easy for implementers to report, and it will be great to balance that with organisational development.”

[Interviewee]

There is the perennial challenge of funders only funding programme costs. What is needed is support for capacity-building for that organization and project management support. They must have a discussion as to how that organisation can be most effective. Unrestricted funding should be discussed to fill needs identified in discussion.

[Interviewee]

Learning areas supported

The survey specifically asked about the learning areas (subjects) supported because it was targeting funders of basic education, defined as from Grade 1 to Grade 7. This question was not applicable to 3 respondents because they fund Grade R only, but the rest provided clear indications of their support. Numeracy, literacy, mathematics and languages were the primary learning areas supported among those surveyed.

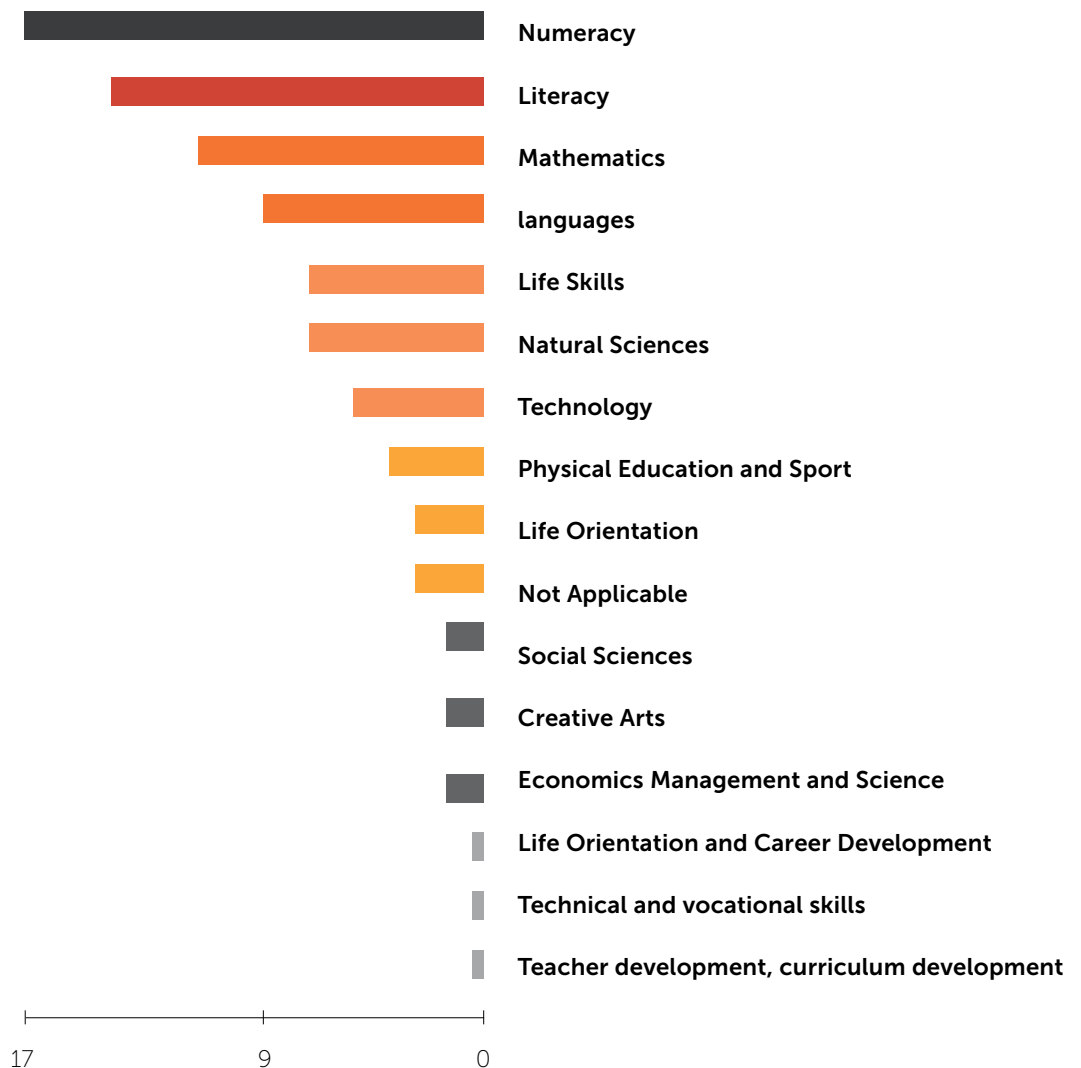
Funders were also asked to indicate who their funding was mostly directed at. The areas most selected were (1) teacher professional

development; (2) improving school leadership and school governance, and (3) the development of school learning and resource materials.

Education outcomes for funders

Funders were asked to specify what outcomes they seek to achieve. The primary outcomes identified were a measurable improvement in learner performance, systems change within government, increased availability of innovative learning materials and high levels of teacher confidence and competence.

FIGURE 4: LEARNING AREAS SUPPORTED.



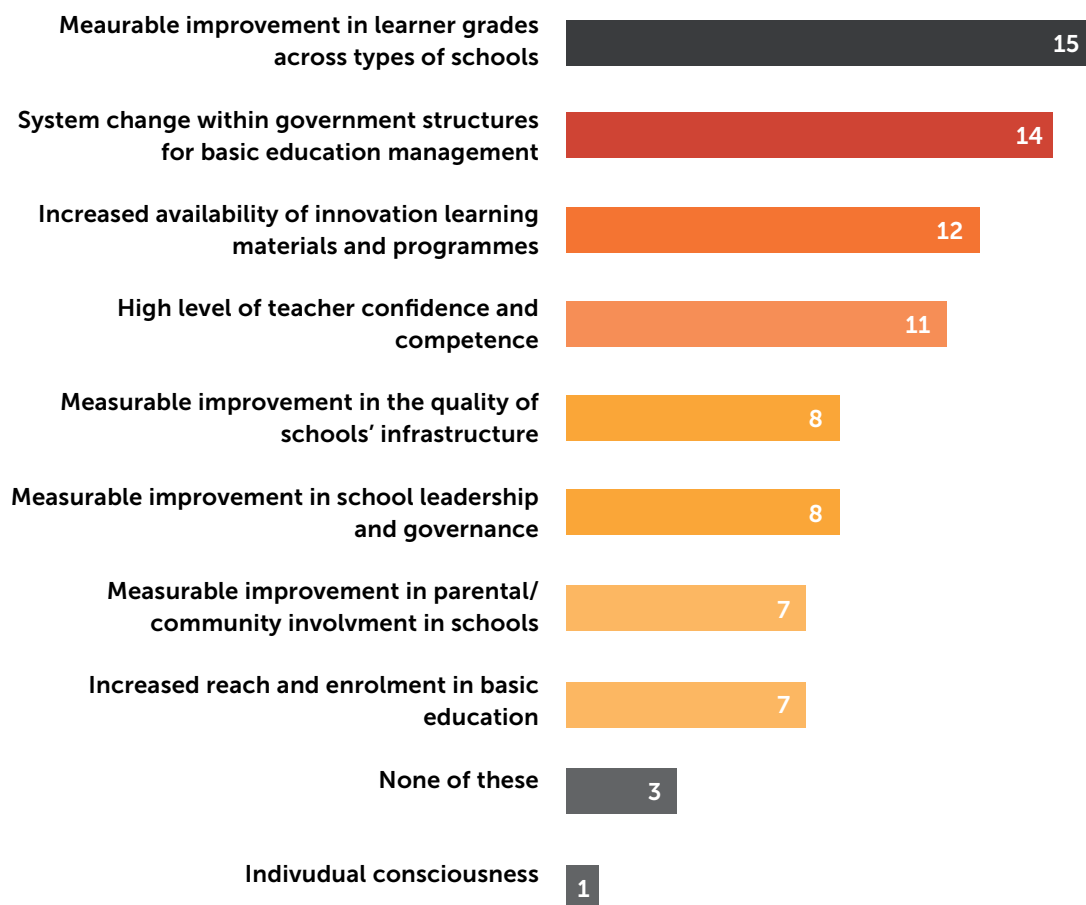
The primary outcomes listed as part of the survey responses were consistent with the priorities identified by individuals during the interviews. While one funder interviewee shared that they were particularly focused on assisting learners to transition into the workplace with the necessary skills, most interviewees commented that it was important to provide support and assistance during the early grades, and even before, at ECD level.

This can be achieved, according to the interviewee by better teacher development for Grade R to Grade 3. The catalytic power of better initial teacher education was mentioned as saving on a later need for teacher development.

We must have a cohesive and simple reading strategy. Focus on key and core issues and strengthen the curriculum. We need guidance from the DBE to see how philanthropy can support this. Always include reading in interventions as sustainability is important. Literacy and numeracy in the foundation phase have to be confronted by everyone all the time, we can't escape that.

[Interviewee]

FIGURE 5: EDUCATION OUTCOMES FOR FUNDERS.



The problem of low competence in key subjects is not only in reading, but also exists in maths and science, hence the priority shared by those interviewed for a focus on literacy and numeracy in the early grades. Another interviewee commented that there should be a more concerted effort at consolidating learning in the mother tongue. This might mean spending longer periods learning in an African language and that more materials and resources in African languages should be made available.

Strategies for educational change

In addition to identifying priority areas, the interviewees shared their views on how education challenges could be addressed. Making available relevant materials and resources in particularly African languages, was one recommendation. Other key strategies for change included teacher education and teacher development, support for novice teachers, curriculum support for teachers and assistance with blended learning (technology enabled learning) strategies. Regarding technology enabled learning, interviewees cautioned that there needed to be consideration for the appropriateness of the technology for all learners, especially in an environment where there is uneven access to internet or data. The quote below illustrates the many layers to blended learning in schools that generates more questions.

Blended learning? Perhaps provide a definition/ simple approach that makes the intention tangible. E.g., blended for who? Teachers or learners or both? Use of smart devices; online/ offline apps; or just the model of intervention – face-to-face and online?

[Interviewee]

While teachers were identified as key to education change, several interviewees pointed to the requirement of an enabling learning environment that must be created by the school and education

system management. Therefore, school management and leadership required adequate support to allow for innovation and success by teachers and learners.

Both funders and NPOs recognised the need to provide psycho-social support because of the trauma infused society we live in and the very apparent needs of learners in most schools across the country. Learners attending schools in rural areas faced challenges such as having to walk to school or commute long distances. Learners in both urban and rural areas face issues related to nutrition, poor school infrastructure as well limited safe teaching learning spaces.

Several interviewees indicated that it was important to work from or generate evidence through diagnostic research and to support ongoing research efforts so that they can learn from failures as well as the many successes over time.

Key risks and challenges

Through the survey, the funder community members who responded identified the complex nature of the education challenges as a key risk factor. The limited capacity of the funders themselves to engage with this complexity added to the risk level when engaging with the educational challenges. These two risk factors were further exacerbated by the dysfunctional cultures of some schools and the historical disadvantage experienced by most schools.

When interviewees were asked to share what challenges, they perceived to be present among funders in this space, they listed duplication of efforts, poor communication among funders working

in the same geographic areas as well as funders working on competing priorities. The latter response was not clear initially but was later clarified when some funders reported that they felt more comfortable addressing needs expressed by a local school instead of joining others in a collective effort to address a broader crisis. This did not mean that funders did not want to cooperate or collaborate around certain priorities.

It was felt by some interviewees from the government and NPO sector that duplication of services by different providers, supported by different funders, leads to overload on teachers and subject advisors who are targeted with the services. The availability of services is also managed differently and more appropriately or efficiently by different schools, districts, provinces, and national departments. One commentator felt that department officials need to be capacitated to deal more effectively with funders and external services.

These sentiments were expressed while admitting that government officials required skills to work with available resources. It is through building the capacity of the state that, according to this respondent, sustainable change will occur. Officials should become aware of their own power, how this can be employed negatively as well as positively. The interviewee further implored government departments to stop working in silos as this worked against efforts aimed at systems change and sustainable development.

Another area of risk that was pointed out was the tension experienced while engaging with teachers as part of teachers' unions. Mostly, teachers' unions support the capacity development opportunity for teachers but there have been instances where some teacher unions actively dissuaded their members from participating in training or development opportunities.

Key levers of change

There was a clear synergy with what funders identified as factors influencing their funding strategies, the outcomes they wanted to achieve and what they believed were key levers for change in basic education in South Africa. There was a need expressed to work collectively and within the

Foundations need a niche; it's well recognised that no one organisation can do everything. But with specific outcomes focused upon, a particular lens, deep-dive geographies – then it is natural that staff lose sight of the wider system. Strikingly, across the risks and future approaches responses to your survey, no one flagged 'lack of cooperation/siloed working/fragmentation' and 'collaboration'.

[Workshop respondent]

NGOs and funders should stop their condescending attitudes where they think they have all the answers and schools are dependent on their resources. This kind of attitude has longer-term negative effects where officials start believing that they are not capable, not able to do their jobs without the support of NGOs. Some of them claim that "any help" will do – this release them of accountability and responsibility. The locus of control is given to others – that is disempowering.

[Interviewee]

planning and aspirational ambit of the district, provincial and national Department of Basic Education. The emphasis on early grade literacy and numeracy as well as the development of literacy in home languages would, according to respondents, bring about required shifts in the system.

Key levers of change most identified were: the ongoing building of the capacity of teachers, of school leadership and management (including parents), and improving levels of accountability. While ongoing teacher development was emphasised, there was also a reminder to strengthen initial teacher education and to make sure that the best teachers are recruited to the field. The above had to be supported by up-to-date research and evidence, more specifically appropriate monitoring and evaluation (M&E) systems at all levels.

Basic Education ecosystem

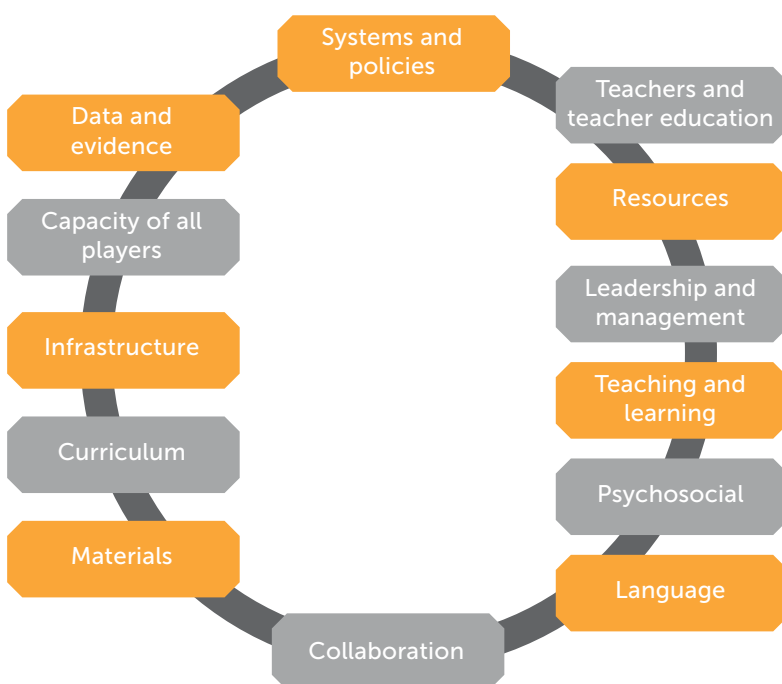
The respondents from the survey and the interviews shared insights of a basic education

system made up of component parts (see below) that is also constrained in many ways by historical inequalities, structural differences and lacking in capacity in some sectors.

Funders have been responsive to the complexity of the eco-system but there is a need to reduce duplication, to engage in initiatives that have greater potential for scaling, to pool resources so that more can benefit, and for funders to leverage and learn from each other.

Intermediaries advised funders to equip themselves with deeper knowledge of the education challenges, to build the capacity of their implementing partners also through the funding of core costs of organisations, and to engage the education department through processes of co-designing going forward.

FIGURE 6: BASIC EDUCATION ECOSYSTEM



Recommendations for funders

Purpose of the report

The findings and suggestions from both the survey respondents and the interviewees can be organized into a set of broad categories, namely strategy, relationships, knowledge sharing and knowledge management, and impact and outcomes. Each of these categories includes recommendations for the consideration of funders.

Strategy

Strategies for funding depend on several factors, such as whether the intervention is aimed at working with government, with a particular province, or with a local school. While there is no 'one size fits all', certain common denominators to inform guidelines for funders emerged from the findings.

Relationships

Many respondents emphasised the importance of establishing positive relationships between different players in the system, including funders and implementers, funders and district officials, or even between funders themselves.

Knowledge sharing and knowledge management

The sharing of knowledge about funding activities and outcomes was viewed as key to more informed investment. It was noted that there is no shortage of interventions to improve education in South Africa; what is missing is a full picture of what is being funded where, and a consolidated attempt to learn from one another. The role of IPASA was seen as key to addressing this issue.

Impact and outcomes

Against the background of the many challenges in education in South Africa, and the complexity of addressing these challenges, it is no easy task to clearly identify evidence of 'what works'. Indicators of success may vary according to the aims of an intervention, nevertheless, discussions of what constitutes evidence and impact was seen as crucial to making informed decisions on strategy.

These recommendations have been developed as 'guidelines for funders in basic education' and are available in a separate document.



Conclusion

The suggested categories above can be used in conjunction with the themes that emerged during the first phase of this research.

Theme 1: Systems change and locally focused initiatives

The first theme related to a dual focus for funding support - one on systems change and the other on locally oriented initiatives. There was a strong argument for initiatives that can be brought to scale, to benefit more people and to effect systemic change. At the same time, equally valid arguments were presented to address localised (school) needs and to develop enabling environments for individuals to thrive. This theme highlights the complex nature of change and points to the need for a collective awareness of the intersections required to engender systemic change and sustainable development. The advice from International Education Funders Group speaks directly to this theme.

Funders should consider the multiple impact areas that their programmes and interventions address. Reflect this polycrisis approach by setting up key performance indicators to measure programmes on both education and the interconnected issues. Broadening funding to address additional issues will also involve building in-house expertise, finding new partners to support cross-sector learning and sharing expertise in forums that sit outside of the traditional education sector. (Heriot Row Advisors/ IEFG, 2023).

Theme 2: Working towards impact

Another theme that emerged was 'working towards impact'. There was general agreement that funder strategies were, are, and will be guided by solid and reliable evidence. This evidence will and can be made available through academic research, programme evaluations and the monitoring data collected over the course of interventions as well as other sources of information.

Theme 3: The need for collaboration between sectors and within initiatives

A third theme pointed to the need for collaboration between sectors and within interventions. Earlier studies have identified types of collaboration such as networking, cooperating and coordinating, and partnering. (Zenex Foundation/Bridge, 2016). These lessons should be revisited and currently, funders should deliberate



about obvious enablers that are present and available for constructive collaboration as well as deal with some of the constraints that may exist.

Theme 4: Interconnected eco-system of education

The final theme that emerged was similar to previous themes, again pointing to the complexity of the field of basic education, referring to an “eco-system for education improvement”. The key components identified in Figure 6 of this report represent some but by no means all the levers for educational change. The components are very much interdependent and

interconnected. In turn, these components are affected and subject to influence by external factors that may or may not be in its sphere of control. For example, the component “collaboration” (in Figure 6) will depend on the willingness of people within the department, school, and community to collaborate. There may be differences in understanding the concept of collaboration.

IPASA is well-placed to facilitate the development of funding guidelines for education funders. This report has provided some categories to consider as well as the themes that emerged from the data collected.



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Annexure 1:

Context for the research

Challenges within the system

While South Africa can be praised for having achieved almost universal enrolment in basic (primary) education, the challenges within the schooling sector remain extensive. System challenges that have been well-documented include the following:

- a highly unequal public schooling system, which reflects the very unequal nature of South African society, and results in poor educational outcomes (Amnesty International, 2020; DBE, 2020)
- an overloaded school curriculum and a mismatch between the requirements of CAPS and the conditions in the majority of schools (Christie and Monyokolo, 2018)
- the dominance of English as a language of learning, in a context where most children are not English-speaking (McKinney, 2020)
- poor infrastructure, overcrowded classrooms and a lack of basic facilities (Amnesty International, 2020)
- the impact of poverty, hunger and poor living conditions (SAHRC/ UNICEF, 2014), and
- concerns about teacher competence, especially in key subjects like mathematics.

Over and above these systemic challenges, several specific contextual factors were prominent at the time of the research. The COVID-19 pandemic had meant many missed days of schooling for thousands of children, leading to lost opportunities for learning and an exacerbation of poor educational outcomes. Given a very unequal system,

this meant that curriculum coverage and learning losses mapped on to and deepened pre-COVID-19 patterns of educational disadvantage (Hoadley, 2023).

At the time of this research, South Africa had just received the results of the 2021 Progress in International Reading Literacy Study (PIRLS) test, which highlighted the troubling finding that 81% of South African pupils in Grade 4 cannot read for meaning in any language. While it was acknowledged that COVID-19 had disrupted education provision in the country as well as globally, this finding was a stark reminder of the quality gaps in Basic Education in South Africa.

A further contextual factor at the time was the expansion of technology-enabled teaching and learning, accelerated by the need for schools to offer online teaching during the COVID-19 period. Platforms like Zoom, WhatsApp, Google Classroom and others were introduced into classrooms, offering the potential to make education accessible beyond the limitations of the school walls. At the same time, however, high data costs, as well as the 'digital divide' in facilities and skills limited learners' capacity to fully harness these technologies (Chisango & Marongwe, 2021).

Strategies for improvement

While these challenges might seem immense, there is no shortage of initiatives and organizations aimed at improving the

system. Two key role-players in the driving and supporting of strategies for educational enhancement are government and philanthropic organizations. At a government level, the Department of Education has developed an extensive Action Plan for the future, while at private level, there is an active contribution of philanthropic funding.

Department of Education Action Plan 2024

Several respondents in the research spoke about the need to locate funding initiatives within government priorities. In this sense, it is important to refer to the Department of Education's Action Plan 2024. This plan is intended to guide the system, by explaining where the problems lie, and how the various solutions are interconnected, as well as to support the five-year strategic plans and annual performance plans of the ten departments dealing with basic education (DBE, 2020).

The Action Plan is underpinned by the following vision:

- Learners attend school every day and are on time because they want to come to school, the school is accessible and because they know that if they miss school when they should not, some action will be taken.
- Teachers who received the training they require are continuously improving their capabilities and are confident in their profession.
- The school principal ensures that teaching in the school takes place as it should, according to the national curriculum, and understands his or her role as a leader whose responsibility is to promote harmony, creativity and a sound work ethic within the school community and beyond.
- Parents, who are well informed about what

happens in the school, are keen to be involved in school affairs.

- Learning and teaching materials are in abundance and of a high quality.
- School buildings and facilities are spacious, functional, safe and well maintained (DBE, 2020, pp.6-7).

Twenty-seven goals are outlined by the DBE to give shape to this vision. These focus on output goals to meet quality minimum standards, improve average performance and enhance access and progression; teachers; learner resources; whole school improvement; school funding; and school infrastructure and support services (See Annexure 2 for a full account of these goals).

Philanthropy funding

IPASA's work is specifically aimed at harnessing the resources and expertise of independent philanthropy. Such funding plays a key role in supporting initiatives to address the challenges of basic education, among other concerns, in South Africa. This type of investment from private independent funders, informed by strategic decisions based on what needs to be prioritised in the country, is considered a social justice issue (Gastrow, 2020). While funders cannot compete with the funds available within government, the proponents believe that they can seed projects and provide leverage for other sources of support. Internationally also, education continues to be one of the top impact areas that is supported by philanthropy, and SDG 4

(Education must be free for all) ranks among the top SDGs by the volume of funding and investment (Heriot Row Advisors/IEFG, 2023).

When investing in education, funders are encouraged to be aware of the political and regulatory environment; this will mean being abreast of government planning for education spending, approaches to local and foreign foundation support to civil society, and attitudes to both through social and mainstream media (Heriot Row Advisors/IEFG, 2023). They argue that external funding and support can bring about multiple changes and benefits to an educational environment but changes in legislation can impact longer-term strategies and outcomes for many more people.

This sentiment, that funders and non-profit organisations (NPOs) can intervene and develop possible solutions, but the solutions need to be driven by government for sustainability, emerged from a series of IPASA initiated education focused workshops in 2022. Other key insights developed during this process included impetus to focuses on:

- Social justice and equity in education
- Learning backlogs
- Investing in teacher training and development
- Evidence based initiatives, and
- Scaling and sustainability (IPASA, website)

This process and the insights contributed to the decision to generate research evidence to support and inform funding strategies of ECD, after-school interventions and basic education.



Annexure 2: Goals for the system (Extracted from DBE Action Plan to 2024)

- Goal 1** Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
- Goal 2** Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
- Goal 3** Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.
- Goal 4** Increase the number of Grade 12 learners who become eligible for a Bachelor's programme at a university.
- Goal 5** Increase the number of Grade 12 learners who pass mathematics.
- Goal 6** Increase the number of Grade 12 learners who pass physical science.
- Goal 7** Improve the average performance of Grade 6 learners in languages.
- Goal 8** Improve the average performance of Grade 6 learners in mathematics.
- Goal 9** Improve the average performance of Grade 9 learners in mathematics.
- Goal 10** Ensure that all children remain effectively enrolled in school at least up to the year in which they turn 15.
- Goal 11** Improve the access of children to quality Early Childhood Development (ECD) below Grade 1.
- Goal 12** Improve the grade promotion of learners through Grades 1 to 9.
- Goal 13** Improve the access of the youth to Further Education and Training (FET) beyond Grade 9.
- Goal 14** Attract a new group of young, motivated and appropriately trained teachers to the teaching profession every year.
- Goal 15** Ensure that the availability and utilisation of teachers are such that excessively large classes are avoided.
- Goal 16** Improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their entire careers.
- Goal 17** Strive for a teacher workforce that is healthy and enjoys a sense of job satisfaction.
- Goal 18** Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

- Goal 19** Ensure that every learner has access to the minimum set of textbooks and workbooks required according to national policy.
- Goal 20** Increase access amongst learners to a wide range of media, including computers, which enrich their education.
- Goal 21** Ensure that the basic annual management processes take place across all schools in the country in a way that contributes towards a functional school environment.
- Goal 22** Improve parent and community participation in the governance of schools, partly by improving access to important information via the e-Education strategy.
- Goal 23** Ensure that all schools are funded at least at the minimum per learner levels determined nationally and that funds are utilised transparently and effectively.
- Goal 24** Ensure that the physical infrastructure and environment of every school inspire learners to want to come to school and learn, and teachers to teach.
- Goal 25** Use schools as vehicles for promoting access to a range of public services amongst learners in areas such as health, poverty alleviation, psychosocial support, sport and culture.
- Goal 26** Increase the number of schools that effectively implement the inclusive education policy and have access to centres that offer specialist services.
- Goal 27** Improve the frequency and quality of the monitoring and support services provided to schools by district offices, partly through better use of e Education.

Annexure 3: Participating organizations in the survey and interviews

Academics	Millennium Trust
Ackerman Family Foundation	National Association of Change Entities in Education (NASCEE)
African Venture Philanthropy Alliance (AVPA)	National Education Collaboration Trust (NECT)
Ball Family Trust	Oppenheimer Memorial Trust
Cyril Ramaphosa Foundation	Roger Federer Foundation
David & Elaine Potter Foundation	Standard Bank Tutuwa Community Foundation
Department of Basic Education	Sasol Foundation
DG Murray Trust	The Learning Trust
Epoch and Optima Trusts	The Otto Foundation
Grindrod Family Centenary Trust	The Saville Foundation
HCI Foundation	Trevor Noah Foundation
International Education Funders Group	Tshikululu Social Investments
Investec Wealth & Investment Philanthropy	United Nations Children's Fund (UNICEF)
JET Education Services	Zenex Foundation
Kolisi Foundation	
Maitri Trust	
Michael & Susan Dell Foundation	