

EDUCATION PUBLIC POLICY DIALOGUE SERIES

APRIL - JUNE 2017

1. BACKGROUND

The governing party has recently published a set of discussion documents, including Document 5, which covers Education, Health, Science and Technology. Section 4.4 deals with Basic Education, although other parts are relevant to the sector as well. The introduction and background describes the document as “a tool for stimulating debates in the ANC, in communities and among stakeholders on issues that are relevant to the sector ...” (p2), and invites discussion on policy questions, including the following: “Have you found that ANC policies support efficient delivery of services? Are there any policy gaps in these sectors?”

The document then asks for proposals for action or for policy changes “to get the country closer to radical economic transformation”.

It is against this background that the National Education Collaboration Trust seeks to take the opportunity to organize broader public policy dialogue series on education that will culminate in a document that sets out observations from the past 20 years and recommendations about the future of education. The policy dialogue series is premised on the following imperatives:

- Making aware and raising interest of the broader public about public policy making processes, which processes and outputs are defined as ‘complex, iterative and contradictory’ at the best of times
- Facilitating participation among a broad spectrum of citizens in South Africa
- Facilitating a broader public reflection and inputs into the education policy process led by expert inputs
- Presenting a comprehensive set of views about the impact of education policies in the past 20 years and policy recommendations and options in the area of education.

The public policy dialogue series is planned to start in April and conclude in the middle of June, before the policy conference of the ruling party kicks off. In this way, it is envisaged that broader public policy views will be canvassed before the structures of the ruling party starts discussing its policies.

The dialogue series will be conducted under the EDUCATION DIALOGUESA that is co-chaired by Prof. Ihron Ransburg and Deputy Minister Enver Surty. The intention of the dialogues organized under EDUCATION DIALOGUE-SA is to create an avenue for open, honest engagement among key stakeholders such as the teacher unions, student organisations, civil society organisations, business and Government. The dialogues are non-partisan and inclusive, giving all individuals and organisations

the opportunity to explore joint societal responsibilities and actions. (Education Collaboration Framework, 2013:13)

Protocols for Action-Oriented Dialogue

The primary goal of Education DialogueSA is to provide sustained leadership to the nation on practical steps that need to be taken to achieve the behaviour changes necessary for improving the education of our children. The programme aspires to contribute to bringing about a coordinated shift in the mind-set of the people of South Africa. This ideal will be achieved by:

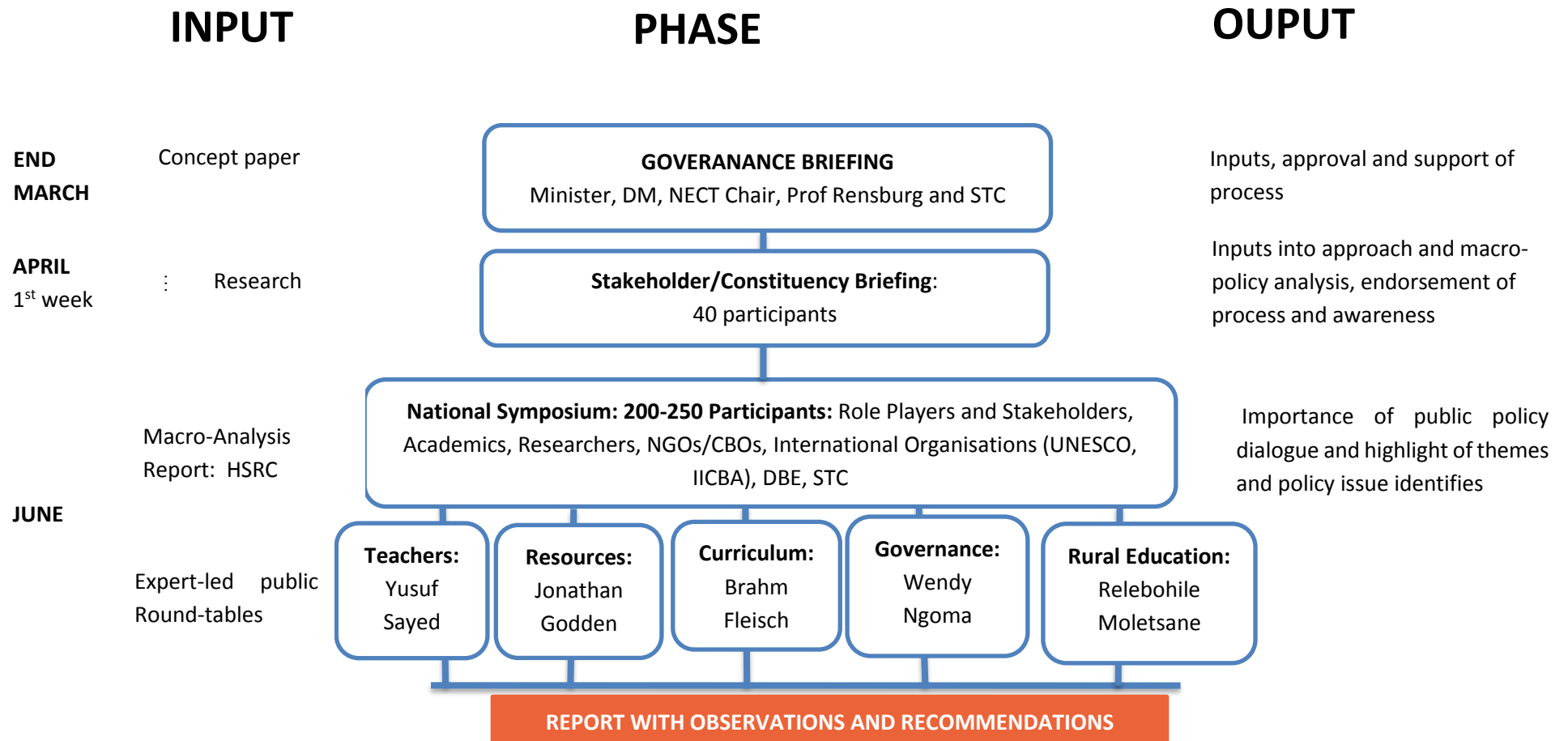
- Drawing the dialogue participants into discussions characterised by attentive speaking and listening that will provoke insightful responses;
- Creating an avenue for common understanding that is achieved through the sharing of our individual views and ideas;
- Addressing what we individually fail to think through;
- Engaging South African society in a cycle of deep listening, reflection and speaking;
- Encouraging South Africans to adopt the future now, i.e. generating familiarity with what the future should look like;
- Creating a hunger for continuous and sustained improvement; and
- Continuously stimulating conversations that are open and courageous, but focused on actions.

A dialogue is a conversation in which: • People who have different beliefs and perspectives seek to develop mutual understanding; • Stereotypes are softened and more trusting relationships developed; • Participants gain fresh perspectives on the costs of conflict and begin to see new possibilities for interaction and common actions; • All have the right to contribute; and • Those taking part pay attention to their impulses, feelings and opinions and work to uncover the deeper meaning underlying their thought processes.

A dialogue is not a debate, mediation or conflict-resolution exercise. It is not about winning or losing. (NECT: Education Dialogue Protocols: November 2013)

The sections below present the envisaged process, timelines and governance and resource teams required to deliver this dialogue series.

EDUCATION DIALOGUE SA: PUBLIC POLICY DIALOGUE SERIES



EXPERT-LED RESEARCH THEMES, CONVENORS AND RESEARCHERS

We want to ensure that the policy discussions are both comprehensive and focused. To this end, the NECT will commission a macro-analysis of the education policy, using the lenses of equity and quality which will serve as a basis for the discussions. In addition, four thematic areas have been identified to structure the ongoing dialogue. These include the following, and may be added to as required:

- **Teachers:** Conditions of service, appointment of principals and other promotional posts, teachers as Councilors, education as an essential service, continuing professional development and teacher colleges
- **Curriculum, teaching and learning:** 21st Century skills, differentiated streams, language issues, inclusive education, Literacy and reading, retention and dropout rates, ICTs, STEM, ECD and ANAs
- **Governance:** national and provincial relations, SGB powers and functions, rationalisation of schools and boarding schools, school safety (bullying, violence, drugs), protection of schools from and by communities. sharing of school facilities, specialised schools for talent or special skills, retention of senior managers
- **Resourcing:** LTSM, infrastructure, school funding, post-provisioning,

Issues covered under each of these thematic areas will be finalized in stakeholder driven, theme-based Round “Tables”. These will comprise practitioners and experts, and will drive a deeper reflection process around each of the thematic areas. *Researchers will be identified to prepare for and facilitate the Round Tables:*

No.	THEME	CONVENOR	TEAM MEMBERS	
1.	Governance	Dr. Wendy Ngoma Mistra	Mr MaLlele Petje Former HOD and consultant	Dr Ahmed Essop, University of Johannesburg
2.	Resourcing	Mr Jonathan Godden former HOD and consultant	Dr Martin Gustafsson Researcher/DBE data	Mr. Albert Chanee, GDE
3.	Curriculum	Prof Brahm Fleisch Academic/Research current programmes	Dr. Qetelo Moloji and Dr Mark Chetty (Assessment Specialists)	Ms Lynn van der Elst Psychosocial aspects to learning
4.	Teachers	Prof Yusuf Sayed Academic/Research current programmes	Ms Ella Mokgalane South African Council for Educators	Prof Sarah Gravett Academic/Research current programmes
5.	Rural Education	Prof. Relebohile Moletsane: Lecturer and Researcher	Dr Thabisile Nkambule Lecturer and Researcher	Dr Kim Porteus, UFH Institute for Rural Development and Education

The NECT will commission a policy analyst who will review the outputs from the Round Tables, and prepare a comprehensive report with both observations and recommendations on education law and policy in consultation with a Steering Committee established to oversee the dialogue series. The composition of the Steering Committee is presented in section 3 below.

2. STEERING COMMITTEE TO OVERSEE THE PROCESS

The role of the Steering Committee is to oversee the content, approach and research outputs that will underpin the dialogue and the final report envisaged from the policy dialogue process.

1. Prof John Volmink, Academic/ Educationist
2. Dr Nick Taylor, Researcher/Educationist
3. Ms Cindy Foca, CEO, ELRC
4. Dr Andile Dube, Educationist, Zenex Foundation
5. Dr Piyushi Kotecha, Education Expert
6. Dr Thabo Mabogoane, DPME
7. Mr Yusuf Gabru, Educationist and former MEC for Education
8. Ms Carol Deliwe, Chief Director for Planning, DBE
9. Mr Johannes Motona, Vice President, PEU
10. Mr Renny Somnath, Education, SADTU
11. Ms Gaylin Bowles, NAPOSOSA
12. Dr Huw Davies, SAOU
13. NATU (not confirmed)
14. Ms Cathy Callaghan, SGB Associations
15. Mr Godwin Khosa, CEO, NECT

The Steering Committee will be supported by a secretariat.

3. PROPOSED STAKEHOLDER CONSULTATIVE MEETING

As per the process outlined in the flow chart, the NECT plans to kick-start the policy process with a stakeholder consultative process. The consultative process is meant to solicit initial inputs into approach and macro-policy analysis, to ensure endorsement of process and initiate public awareness campaign of the process.

The stakeholder consultative meeting is envisaged to take place early April, i.e. before the process kicks in. The stakeholder groups listed in the table below are earmarked for this consultation.

No.	STAKEHOLDER	ALLOCATION
1.	Educators	9
2.	Parents	4
3.	Principals	1
4.	Statutory Bodies	4
5.	NGOs	5
6.	Steering Committee	8
7.	NECT and DBE	8
TOTAL		39

It is envisaged that this consultative meeting will be joined by the Steering Committee