CHANGING THE GAME
Public education and the discourses and practices of privatisation in educational technology policy and intervention

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Course Code: EDN5500W

September 2020

Dissertation submitted in partial fulfilment for the degree of

MEd specialising in Language & Literacy

School of Education

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CHANGING THE GAME
Public education and the discourses and practices of privatisation in educational technology policy and intervention

Privatisation in education is a contentious issue, inseparable from the shift in focus from community-based education initiatives to individualistic and economically driven ones (Ball and Youdell, 2007). This raises ethical issues with initiatives like the Western Cape Government's Game Changer initiatives, given the range of access issues that learners experience in the pervasive social inequity of South Africa. There is a lack of existing research on privatisation practices in public education in the Western Cape, specifically what linguistic strategies are utilized in the official texts promoting it. The Game Changer initiatives and their associated 'Roadmaps' promote non-state collaboration in extra- curricular eLearning classes and broader technology rollout in under resourced public schools. Analysis of the Roadmap policy reveals discourses of fast capitalism, skills talk, datafication and digital nativism. These discourses were mirrored in the practices, text and talk generated in an after-school mathematics intervention run by an EdTech company, which I have called ZipEd, in a Cape Flats school between 2017-2018. The company prioritized their funder's mandate and to prove their software's efficacy, spun data to reflect largely positive results. In the rush to provide this data, ZipEd entered several schools without fulfilling ethical clearance requirements. Obtaining access to Game Changer pilot sites ensured ZipEd's product rollout, continued growth, and financial success, revealing the neoliberal approaches which dominate ZipEd's practices. The Game Changer policy texts and the intervention observed, treated languages as silo-ed entities, ignoring family or community approaches to literacy initiatives, curricular reform, trans-languaging strategies and inclusive language learning. While EdTech is a useful teaching tool, this promotion of "exogenous" (Ball and Youdell, 2007) privatisation in the Western Cape, blurs the lines between state and non-state involvement, ultimately resulting in the commodification of public schooling.

Acknowledgements

I would like to thank everyone at ZipEd for their gracious facilitation of my research. I would also like to specifically thank Bongile, Dean and Mr. Ndlovu for their openness and their engaging participation in our interview sessions. I would also like to thank my supervisor, Prof. Catherine Kell for her continued support and advice, and Erin Ruth Maartens for her editorial work.

"Privatisation tendencies are at the centre of the shift from education being seen as a public good that serves the whole community, to education being seen as a private good that serves the interest of the educated individual, the employer and the economy" (Ball and Youdell, 2007: 14).

Chapter 1: Introduction

Public schooling in South Africa faces many crises, chief among them being the poor academic performance of learners, often discussed in relation to low retention rates, tertiary admissions and high unemployment rates in the country. The Western Cape Government (WCG) describes these issues in their After School and eLearning Game Changer Roadmap policies, focusing specifically on the low literacy and numeracy levels of 'at risk' learners living in areas of low socio-economic status (SES). In the 2016 Progress in International Reading Literacy (PIRLS) study, South Africa was ranked last out of 50 countries with 78% of pupils unable to read for meaning. The 2014 report from the World Economic Forum (WEF), South Africa ranked last out of 148 countries for its maths and science education. While these reports are contentious given their research methodologies and criteria for assessment, these statistics are reflective of serious issues facing educators and learners in South Africa and have framed many of the WCG's approaches in the last few years to remedy them.

Many government initiatives present digital technology as the most efficient and globally relevant educational tool for combatting poor learner performance in South Africa, examples of this are the 'After School' and 'eLearning Game Changer' initiatives forwarded by the WCG. The 'After School' and 'eLearning Game Changers' form part of seven 'Game Changer' initiatives currently in place which outline how government interventions can address these issues and promote equality by providing necessary resources and training required for learners and educators. Factors which directly impact on government interventions and policies such as the Curriculum and Assessment Policy Statements (CAPS) and wider socio-economic problems linked with legacies of Apartheid, are often omitted from government documents, and receive little to no scrutiny. Instead, there is a strong technological determinism and emphasis on extra-curricular interventions as a key driving force for meaningful educational reform in South Africa. Contentious issues of language, writing and assessment in education and its documented effects on learner performance and identity (Busch, 2010; Kapp, 2004; Makalela, 2015; McKinney, 2017; Probyn, 2015) are often overshadowed in national and provincial education forums by a 'push' for increased privatisation to supply digital resources, practices and training in schools. This creates increased spaces of unequal control where knowledge and meaning are recontextualized or transformed, contributing "to larger patterns of social inequality" (Blommaert cited in Maybin, 2017: 429).

The prioritizing from governments and investors to generate and increase access to learner and educator data is seen as a crucial method for improving school performance and informing best practice. In the Game Changers this manifests through increased tracking and surveillance of learner, educator, and school practices, framed as a method for remedying the growing learner-teacher ratios in Western Cape

classrooms. This raises ethical issues about the range of exposure and access in the context of deep social inequalities and the inherited legacy of Apartheid in South Africa (Williams, 2016). As Prinsloo states, we are witnessing "the 'tradeability' of digital resources again in the troubled efforts to provide a 'paperless school' environment in…South Africa" (Prinsloo, 2019: 151). Prinsloo suggests that this occurs "within a linear and singular model of literacy policed by high stakes testing and other accountability measures" which should be replaced by a more flexible curriculum, that incorporates "more of children's out of school worlds and linguistic resources" (2019: 155). The strong self-deterministic framework to contemporary learning practices and their accompanying high-status resources, frames education as a competitive race to obtain language, literacy, numeracy and digital competency in the 21st century, bolstering the notion that young people's professional success is obtainable through the abstract medium of new language and literacy practices.

The field of New Literacy Studies (NLS) views literacy as a social construct "to be interpreted contextually, not as an issue of measurement or of skills" (Prinsloo & Walton, 2008: 111). The popular term "21st Century Skills" (MEC Debbie Schafer EduWeek Speech, 2017) reflects neoliberal discourses in education, which, as Lea and Street suggest, reduce literacy to "a set of atomized skills" which can be transferred to any context, in an attempt "to 'fix' problems with student learning, which are treated as a kind of pathology" (1998: 158, 159). In the context of the After School and eLearning Game Changers, language, literacy and communication are viewed as skills, confronting learners and educators with the strong "neoliberal principles of competitiveness and distinction", referred to as the "the neoliberalization of education" (Flubacher and Del Percio, 2017: 7). Brown defines neoliberalism as more than simply policy or a result of capitalism, but "an order of normative reason that,… takes shape as a governing rationality [from] economic values, practices and metrics to every dimension of human life" (2015: 30). In certain contexts, learners are defined in relation to the global economy and are viewed as needing to be 'manufactured' to suit the ever-changing job market (Janks, 2009: 60). Educational institutions are "intrinsically dedicated to the creation of equality and progress…[yet] are increasingly expected to shape (future) workers to meet the demands of the globalized, neoliberal order… that aim to transform every acquired competence into a quantifiable skill" (Flubacher and Del Percio, 2017: 6).

By using "a close examination of the texts and talk through which neoliberal subjects and their schooling have been constituted", Davies and Bansel address the 'invisible' ways in which "new moral orders of schools and schooling" are established, and how this can "produce the new student/subject who is appropriate to (and appropriated by) the neoliberal economy" (2007: 247). Their prescribed qualitative method for data collection relates to that of my own and involves examining:

> *…the constitutive effect of neoliberalism through close attention to its discourses and practices as they are manifested in individual subjects' talk about themselves and their experiences at school and at work,*

as well as through more public texts produced by educational institutions or their representatives, and by the news media (Davies and Bansel, 2007:248).

Texts and talk promoting neoliberal practice in education often define public good as "the sum of individual often financial gains" (Williams, 2016: 629). Discussions around knowledge as a public good have become increasingly influenced by privatisation and centred around the value "of individual skills for employability" (Williams, 2016: 629). Ball and Youdell focuses on various privatised education policy and practice to better "identify how privatisation tendencies come together in particular constellations in particular settings" given the often obfuscated practices taking place between various involved parties (2007: 33). Ball notes the two different kinds of privatization, privatization IN, and OF education, the former being considered 'endogenous….involve[ing] the importing of ideas, techniques and practices from the private sector in order to make the public sector more like business and more business-like" (Ball and Youdell, 2007: 9). The privatization *of* education, (referred to as 'exogenous) "involves the opening up of public education services to private sector participation on a for-profit basis and using the private sector to design, manage or deliver aspects of public education" (Ball and Youdell, 2007, 9). This distinction affects the core reasoning for what education is or should be, the perceived value and purpose of knowledge construction and the role of educational institutions. Shifts from public education acting more business-like to opening its services to businesses impact significantly on the "equality of educational access, experience and outcomes [and] can change what 'equality' in education means, with dire consequences for social justice." (Ball and Youdell, 2007: 14). Given the power which government policy texts can have in defining the parameters for privatisation in public education, my research addresses how authors discursively construct -these texts, and the degree to which this "language of privatisation" is mirrored in the discourses and practices of stakeholders involved in a privatised initiative (Ball and Youdell, 2007: 42).

Research Questions:

1. **Do the WCG After School and eLearning Game Changer Roadmaps discursively construct privatisation IN and/or OF education, and if so, how?**

2. **How do the discourses and practices of an EdTech company engaging in after-school eLearning Game Changer intervention opportunities, reveal privatisation IN and/or OF education in the Western Cape?**

Little research has been conducted on how privatised practices within Western Cape education interventions function and detailed accounts of how private EdTech companies create, facilitate, and assess these interventions remain largely hidden. By conducting close textual analysis of the 'Game Changer Roadmaps', using critical discourse (CDA) and critical literacy methods for analysis, my aim is to better understand the discourses framing these interventions and suggested practices, assessing how privatisation is discursively constructed within a "language of privatisation" (Ball and Youdell, 2007: 42).

Having conducted a textual analysis of the Game Changer Roadmaps, I had hoped to follow learner usage of software being implemented in a mathematics after-school eLearning intervention. My disciplinary preoccupation with language and literacy practices within educational contexts, was the catalyst for my interest in ZipEd's mathematics terminology interventions, which are delivered through eLearning platforms using selective translation and multilingual content to aid learners' understanding of the syllabus. I had initially intended on assessing the degree to which there was noticeable learner improvement in mathematics and computer literacy within the context of an exciting multilingual terminology translation application called *Howzit!*, owned and run by ZipEd. This proved difficult given the fast-changing practices of the company, which moved from school sites erratically and without warning, largely fuelled by a mandate from their funders to procure data on learner usage rather than focusing on a single group over extended periods. This presented a problem for longitudinal or comparative study of learner usage and I shifted my focus from learner usage to the practices and discourses of the stakeholders involved in producing, facilitating and monitoring these intervention activities in schools.

To avoid assuming the uptake of the Game Changers and the practices they promote, I provide an in-depth account of how one of these after-school mathematics eLearning interventions actually works. Interviews were conducted with stakeholders at the company, named ZipEd, which ran an after-school mathematics eLearning intervention at a Cape Flats school from 2017 to 2018. ZipEd advertises their "revolutionary" application, *Howzit!*, which works in tandem with their mathematics eLearning content. This software is marketed as being able to "break down language barriers" and allow English Second Language (ESL) learners to easily make sense of the syllabus through convenient translation of confusing terminology. ZipEd functions as both a private paid-for tutoring agency for high school learners, as well as providing services to non-fee, low-fee and public-school spaces in the form of interventions to assist struggling learners in what are called 'underprivileged communities'. The desire to focus on the language of the policy texts and how these discourses and practices were mirrored in a Cape Flats school intervention, necessitated an approach to data analysis and the presentation of my findings which was multifaceted. I provide an outline of each Chapter below.

In Chapter Two I present the literature review outlining the relevant theory framing my approach and other research studies in line with my own, mainly addressing issues around neoliberalism, privatisation, globalisation and the effects and practices surrounding the use of digital technologies and academic

interventions in local and international schooling spaces. In Chapter Three, I discuss the research design and the CDA and CLA theory shaping my analytical framework as well as background of the WCG Game Changer initiatives and ZipEd itself. In Chapter Four I apply this framework to the WCG's After School and eLearning Game Changer Roadmap policy texts, addressing the three main themes, namely, the discourse of fast capitalism, skills-talk and datafication practices and the framing strategies and linguistic techniques used by their authors to promote them. I then assess to the degree to which these are mirrored in the discourses and practices surrounding the intervention run by ZipEd in Chapter Five, referring to extensive interviews, internal correspondence texts and website analysis of the various stakeholders involved. I then conclude with a discussion on the findings of the study and the potential for further research and considerations in Chapter Six.

Chapter 2: Literature review and theoretical framework

2.1 Introduction

The way that after-school and eLearning interventions are understood, described and run by government and private businesses in South Africa is of increasing importance given their rise in popularity. Governments "persistently seek out internal reorganizations and new institutional arrangements that improve [their] …competitive position …in the global market" (Gao, 2017: 23), one such example being the WCG Game Changers. This is referred to as neoliberalism, a form of liberalism favouring free-market capitalism, and is noticeable even in the streaming of local schools, based on their current digital resources in the Western Cape. These ideas are central to the WCG eLearning and After School Game Changers and entrench the theme of a competitive race to obtain language and literacy competency in the 21st century. The WCG outlines ways in which their Game Changers and the resulting interventions can improve success rates by providing the necessary resources and training required to equip learners and their educators to be self-sufficient. This shaping of "good neoliberal subjects" (Park, 2016) promotes the notion that young people's success is obtainable through new language and literacy practices, instead of viewing literacy "as a form of human activity that has to be interpreted contextually, not as an issue of measurement or of skills" (Prinsloo and Walton, 2008: 111).

The notion of public versus private good in education is a contentious issue, given the self-deterministic frameworks for contemporary learning practices and their accompanying high-status resources. This raises ethical issues around initiatives such as the WCG Game Changers given the range of exposure and access in the context of deep social inequalities in South Africa (Williams, 2016). Gee, Hull & Lankshear critique the language of privatisation within late capitalism, and what they refer to as "Fast Capitalist Texts" (FCTs) (1996). The degree to which the discourses and practices promoted by government are taken up or reinforced by private partners, sheds light on how privatised educational practices take place in the Western Cape, and their potential effects in public schooling.

Prinsloo and Rowsell argue that too much of the research in the field of digital literacy has taken place in Anglo-American or middle-class contexts and suggest a strong need to acknowledge the experiences of learners in other social contexts (2012: 271). Surprisingly, while there exists extensive research on global macro-political privatization models and learner/educator experiences with privatised and eLearning materials as multiply placed resources (Walton, 2007; Prinsloo and Rowsell, 2012; Bulfin and Koutsogiannis, 2012; Auld, Snyder and Henderson, 2012 and Merchant, 2012), there has been little research on how government policy texts and discourses implicate new and hidden social actors. Ball and Youdell suggest that these recent shifts in educational policy and practice "provide a new language, a new set of incentives and disciplines and a new set of roles, positions and identities within which what it means to be a teacher, student/learner, parent etc. are all changed" (2007: 58). Crucial to this study is the notion of privatisation,

both IN and/or OF education and the implicit practices taking place between various involved parties (Ball and Youdell, 2007: 3). This is particularly relevant to understanding the underlying discourses and practices informing the language and literacy ideologies of stakeholders involved in the After School eLearning Game Changer opportunities.

2.2 Definitions of discourse

Ball defines discourses as being "about what can be said and thought, but also about who can speak, when, where and with what authority" (2013: 2). It is important therefore to debate language and literacy practices through discursive analysis. Various scholars have foregrounded the role of language in discourse, mostly focusing on analysis at the sentence level, but Fairclough's emphasis on language as social practice denotes the crucial role of context and social interaction in text creation, distribution and consumption (1992). Fairclough stresses the "constructive effects" of discourse and its impact on the "social identities and subject positions for social subjects and types of self" (1992: 64). Foucault foregrounded discourse over simple language use, acknowledging the fact that "discourses (texts) reflect social reality", asking, "how discourses produce social realities?" (cited in Pennycook, 1994: 131). Gee argues that language is not simply a tool for saying things but is also a tool for doing and being, and is that of an identity kit, possessing all the "words, acts, values, beliefs, attitudes, and social identities, as well as gestures, glances, body positions, and clothes" needed for adopting and maintaining a recognizable social role (Gee, 1996: 127, 2015: 1). Foucault grapples with why it is so difficult to talk about and analyse discourse, referring to its "pre-given" nature, and as "regimes of truth" which he argues, makes it "virtually impossible to think outside of them" (Janks, 2009: 55; Foucault, cited in Young, 1981: 48, 49). Foucault sees discourse as constituted by "the reproduction of, the social system, through forms of selection, exclusion and domination" (cited in Young, 1981: 48). These qualities are synonymous with power, and the ideological conflicts between the powerful voices in any society, challenging one another through various forms of "constraint and control" (Foucault, cited in Young, 1981: 49). While these discourses are often interwoven and complement one another in many educational contexts, it is important to address how they might "marginalise" the views and values of others and how politics and business get embedded in "the texture of texts" (Gee, 1996: 132, Fairclough 2000: 158 cited in Ball, 2009: 87). Policy texts in education have become increasingly centred on globalisation and neoliberalism, embedding these prevailing discourses into the daily practices of learners and educators in a range of contexts.

2.3 Globalisation and neoliberalism in language and literacy education

Analysing current trends in education, Steiner-Khamsi defines globalisation as a "project" allowing one to view "local education in its larger context" and meaning different things to different people (2012: 1, 6). Steiner-Khamsi suggests that strategic use of research and statistics "help neutralize and provide a stamp of scientific rationality on policies that in reality are politically charged" (2012: 2). This allows local stakeholders to "selectively borrow aspects or rhetoric of a global education policy that best fits their own

political agenda", regularly invoking globalisation as a discourse (2012: 2). Powerful individuals and institutions can use globalisation "for political and economic purposes", emphasizing the distinction made by Robertson, between globalization as a condition (real) and a discourse (imagined) (Robertson cited in Steiner-Khamsi, 2012: 8).

Johnstone describes the "social effort" required in texts and talk to produce locality since globalisation has made identities less territorially bound (2010: 400). Johnstone warns that this production process, while giving "attention to the local is not a nostalgic or desperate response to globalization but an inevitable result of globalization" (2010: 387). This is present in the language of global marketing strategies, an issue which Kelly-Holmes focusses on, looking at the language used by McDonalds to achieve global status (2010: 478). One method for achieving this is the use of "metaphors associated with globalization", using texts to construct them "as a global giant in the abstract sense" (2010: 482). Private and government text producers can then simultaneously index the "abstract global and the familiar local", making it easier to implicate readers (Kelly-Holmes, 2010: 485). This articulating of a global market is, as Fairclough suggests, partly "a language project…achieved through the discursive practices of government" (Davies and Bansel, 2007: 253).

Barkan looks at the shifts in education reform in the US from government schools to a more competitive market of private practice subsidized by government (2018). She describes, with the rise of neoliberal practices, the new "mixed bag of players and policies, complicated by alliances of convenience and half-hidden agendas" (2018: 148). There was a commitment from politicians to reduce social and racial inequality, however, Barkan suggests that these promises of integration quickly slid and became a "separate but improved" approach for low-income children (2018: 150,153). Instead, she suggests that "the primary measure of school quality would be student scores on standardized tests despite the fact that most education scholars agreed the scores reveal little about education success" (2018: 153). Barkan accounts for the reality, that "market-driven reform" was never a grassroots movement and attracted elite players such as "billionaire philanthropists, private mega foundations, finance and high-tech entrepreneurs, politicians at every level of government, business leaders, media figures, and think-tank advocates…[who] have been overwhelmingly white [and] their methods consistently top-down" (2018: 155).

Shifting to a more specific focus on language and literacy education in the context of globalisation and neoliberalism, I refer to Ricento's work on the relationship between English and other languages in the context of globalisation. It is unsurprising that the concept of globalisation is so powerful within the context of education, aptly referred to by Ricento as "the only game in town" (2010: 125). This can affect people's opinion on "the nature of language(s)…regard[ing] them as commodities with relative (market) value, used by groups with relative (human) value" (Ricento, 2010: 133). Ricento warns of reducing languages "to things that can be counted and assigned a market value", suggesting that this contributes to "the gap between

the richest and the poorest countries continu[ing] to grow despite claims…that globalization is the best means available to alleviate poverty around the world" (2010: 133, 139).

Shin and Park ask how "language learning and teaching, increasingly subject to the logic of the market", reflect and reinforce the ideology of neoliberalism? (2016: 443). They focus on "the way in which language learning becomes incorporated into a project of human capital development," [transforming]…"communicative ability into a commodifiable skill" (2016: 446). Shin and Park argue "assumptions about the nature of language [which] not only fail to properly account for the place of language in neoliberalism but also work to reproduce the inequalities inherent in neoliberalism" (2016: 446).

Park discusses one such assumption on language education in Korean Society, viewed largely "as an abstract and transparent medium of communication" (2016: 454). Language is seen to be able to "facilitate smooth transfer of the value of 'human capital' across ethnolinguistic boundaries", referred to as "the ideology of 'language as pure potential'" (In Shin and Park, 2016: 446, 447). Park is particularly interested in ESL practices and the degree to which the status of English is intertwined with the creating of "the ideal neoliberal subject", defined as "someone who does not find security in her past achievements but continuously seeks to improve herself so that the deep hidden potential inside herself can be maximally utilized for capitalist production" (Park, 2016: 456). Park seeks to address the deeply embedded "social relations of power" within language, critiquing assumptions that language is simply "a transparent medium for realizing one's self" (2016: 461). Instead, Park suggests acritical approach when addressing language ideologies, specifically ones "that shape institutional and individual practices of language learning" (2016: 463).

Block and Gray's research addresses the popularity of "skills discourse" and seeks to "illustrate ways in which language teachers, as neoliberal workers, are increasingly subject to control over their profession and their training" (in Shin and Park, 2016: 448). They focus on the Cambridge English Certificate in English Language Teaching to Adults (CELTA) "as a particular kind of market driven model [where learners] are expected to imagine themselves accordingly" (in Shin and Park, 2016: 448). While Block and Gray advise one not to view training in completely negative terms, their findings suggest that "programmes of this type both index and reinforce a model of English as purely instrumental and disembedded from social context" (2016: 481).

Warriner's study of the experiences of seven women refugees from Sudan, Bosnia and Iran, looked at an adult ESL programme in the US preparing them for minimum wage, entry level employment (2016: 495, 498). Warriner asks, "how language learning and teaching contribute to the ideology of neoliberalism?" (in Shin and Park, 2016: 449). Here, English was equated with self-improvement and personhood, while the "structural factors that shape access to opportunity" were largely ignored (Warriner 2016, 498). Warriner

focuses on how learners believed that their efforts to gain skills "would facilitate their access to economic self-sufficiency and social mobility" even though this disguised their limited chances for employment (In Shin and Park, 2016: 449). The state's aim to produce minimum wage labour did not make explicit that these jobs "have very limited opportunities for advancement" (Warriner, 2016: 499). This ESL programme was run over a short period, with the aim that students exit the programme as soon as possible to gain employment, promoting "a bare-bones, 'survival English' [and] quick-exit approach to learning (Warriner, 2016: 504). This comes at a cost, as Warriner suggests, they "are not provided access to the competencies, understandings, and skills needed for achieving quality employment opportunities" (2016: 506). These pervasive ideologies exist "across multiple contexts" and emphasize the potential differences "between what the programme promises, and what the students believe it will offer" (2016: 506).

Shin's solo study takes up the issues of "neoliberal construction of language as 'skills'[,]… language learning as an individual 'self-management' project for human capital development [and] the role of the transnational English education industry in reinforcing this logic of neoliberalism"(In Shin and Park, 2016: 449). Shin analyses the language teaching and learning discourses and practices within the South Korean "jogi yuhak industry" (2016: 511). Shin demonstrates how language learning industries can actively reproduce neoliberal ideologies, "rather than just being influenced by them, through various services…and…products sold by the jogi yuhak agencies that promote…[a] neoliberal construction of language as skills" (In Shin and Park, 2016: 449). Shin references the prevalence of skills discourse, where "skills are the performance specification of your product – you– thereby obscuring the structural inequality in the acquisition of linguistic skills [and can be viewed as a] mechanism that sustains neoliberalism" (Urciuoli, 2010: 166 cited in Shin and Park, 2016: 449, 450). Shin and Park suggest that neoliberalism does not just take the form of "an economic policy but has become a form of governmentality (Foucault 1991) that produces new subjectivities, new notions of citizenship, and new ideologies of language and education" (2016: 450). Shin and Park's main aim is to assess how more practice-based notions of language can aid in the critique of "neoliberal language ideologies in order to…promote social justice?" (2016: 451). Shin suggests that this neoliberal market does not come from a void and needs "to be actively constructed…by the state and other actors" [,achieved] by creating the conditions through which people are forced to accept that their own worth can be sold and exchanged like commodities" (Polanyi, 1944 cited in Shin, 2016: 520).

High mathematics and physics grades and English proficiency are university prerequisites which most South African learners struggle to achieve when leaving school (Milham and Thakur, 2014: 212). This is exacerbated by prevailing socio-economic issues in a country where 10% of schools furnish 60% of the university student body, revealing other issues such as "poor teacher training, insufficient departmental support, lack of teaching resources, overcrowded classrooms, and administrative overload" (Milham and Thakur, 2014: 212). Milham and Thakur addresses the effect which learning these 'core skills' in

educational initiatives had on learners in a South African context, "such as communication and problem solving skills along with techniques to adapt to personal changes in their lives" (2014: 212,216). They warn the reader that "the absence of an instructor, along with more responsibility of the student to effectively engage in learning activities, will often create difficulties for …students with low self-regulatory skills" (Milham and Thakur, 2014:213). Gayl suggests that research into after-school educational initiatives is a relatively new field, factoring into account the sporadic attendance of children given other extra murals and a lack of "sustained, substantive academic support" (2004: 3). She suggests that expectations of the programs' successes should be proportionate to time and resources spent and that "unless time spent in an afterschool program is extraordinarily more beneficial than time spent in the classroom, dramatic impact is unlikely" (2004: 3, 6). These after-school spaces are becoming increasingly important and seen as a means of helping learners and educators, yet little is discussed regarding how knowledge and meaning can be potentially transformed as they travel through various "institutional trajectories" and "recontextualizing spaces" (Blommaert cited in Maybin, 2017: 429).

Turning to the digital, another popular conception of young people is that they are all 'digital natives'. This implies that due to the increased popularity and ownership of technological devices worldwide, young people have been exposed to such a degree that they are presumed inherently 'tech savvy'. Brown and Czerniewicz (2013: 45) refer to 'digital strangers' within the South African context, describing small groups of learners in their studies with little or no digital literacy competency, suggesting that digital nativism is largely a myth, given the low personal computer home ownership and slow internet access in South Africa. While limited, Brown and Czerniewicz suggest that these young people can "also get into it to transform partially or completely, the immanent rules of the game" (Bourdieu and Wacquant, 1992: 99 cited in Brown and Czerniewicz, 2013: 50). Despite these "ongoing debates, criticisms and cautions on using e-learning", Bharuthram and Kies suggest that the research has mainly revealed the "positive impact of e-learning in educational contexts" (2013: 411). The biggest issue is the fact that most South African learners come from "disadvantaged schooling and poor socio-economic backgrounds", exacerbated by the prevailing "unevenness between the advantaged and disadvantaged institutions" inherited from Apartheid South Africa (Bharuthram and Kies ,2013: 412).

The way these neoliberal language and literacy tropes permeate into pedagogic practices are addressed by Manolev, Sullivan & Slee, in their work titled, 'The datafication of discipline' (2018). They focus on a school-based social media platform called ClassDojo which "incorporates a gamified behaviour-shaping function, providing school communities with a centralised digital network" (2018: 1). Bradbury and Robert-Holmes make a distinction between "high stakes compliance data" versus "detailed qualitative data", where the former tends to be associated with a larger scale and seen as more of an "accountability tool", while the latter deals more with children's interests "in the form of narrative and formative assessments based on teachers' observations" (2016: 4). Manolev, et al, suggest that the 'datafying' system around school

discipline within ClassDojo "intensifies and normalises the surveillance of students. Furthermore, it creates a culture of performativity…producing a vast assortment of data forms to interpret and understand including data associated with classroom management and student discipline" (2018: 1). They define datafication:

> *…as the conversion of social action into quantifiable data in a manner that enables the tracking of people in real-time. However, this definition does not recognise the role of power within the datafication process. Therefore, we argue that datafication should also be understood through a lens of power, making visible the ways in which power is implicated in decisions such as whatconstitutes and is selected as data, who controls it, who can alter it, how it is interpreted, and what purpose it will serve (Bradbury and Roberts-Holmes, 2017 cited in Manolev, et al, 2018: 1).*

Users who are learners and educators start to be viewed as "data subjects, data generators and data consumers… creating a performative classroom culture in which students are reconstructed as statistical data representations of normalised culturally produced behaviours" (Langley and Leyshon, 2016 cited in Manolev, et al, 2018: 2). This process of reducing learners to data points "facilitates data-driven techniques of governance that function through the classification, ranking and comparison of students [and]… has the potential to produce decontextualised and possibly flawed behavioural data" (2018:2). This creates what Strathern (2000) refers to as an "audit culture" which "promotes competition between students in a race to the top of the rankings while simultaneously creating a hierarchical ordering of students that may influence the way in which students understand themselves…in which success is framed in individualistic terms and associated with merit and self-improvement" (Manolev, et al, 2018:11). Strathern argues that these "audit procedures present themselves as rational, objective and neutral, based on sound principles of efficient management [and] as 'unopposable as virtue itself'" (Pollitt, 1993: 49 cited in Strathern, 2000: 61).

2.4 Privatization IN and OF education and the public good

Ball suggests that while it is fashionable to take an opposing stance towards neoliberalism, he is concerned with providing the "tools and methods for thinking about neo-liberalism" (2012: xiii). Ball argues that it is difficult, "to condemn as a matter of course programmes and initiatives which offer access to education to children who otherwise have no opportunity" and instead urges researchers to focus on the implicit aspects of such initiatives and their driving discourses and practices (Ball and Youdell, 2007: 42, Ball, 2012: xiii). Ball suggests that there is not enough work being done in this regard given the "timesensitive" and "fast moving… processes of change in policy" and their resulting business practices (Ball, 2012: xiii). Ball and Youdell comment on the actions of current governments whereby "a new relationship of the State to the public sector is envisaged, especially in 'exploring alternatives to direct public provision', making service provision 'contestable and competitive' (2007, 38). Ball and Youdell suggests that it is a mistake to view some of these educational reforms as de-regulation, instead creating a kind of "controlled decontrol…[using] contracts, targets and performance monitoring to 'steer' from a distance", resulting in

a shift from "government to governance" (2007, 38). The state and its policies are viewed as a "market-marker…as private companies, voluntary and NGO groups, sponsors and philanthropists act as key players in public education" (Ball and Youdell, 2007: 39). Ball and Youdell also argue that these privatised systems possess many "contradictions within and between policies, …gaps between rhetoric and practice [and] many inconsistencies and 'failed' experiments" (2007: 40).

As mentioned earlier, Ball and Youdell note the two different kinds of privatization which often come together in unique and contextual ways referred to as "particular constellations" (2007: 33). This allows researchers to better ascertain what some of "the implications of building forms of privatisation into the establishment of education services in the developing world" are, which Ball and Youdell suggest "is yet to be fully understood" (2007: 37). To analyse and better understand these changing practices, they acknowledge the "language of privatisation", describing the kinds of language used explicitly and implicitly by key players "in relation to public sector reform" (Ball and Youdell, 2007: 42).

In her research on the changing definitions of public good within education over the past 50 years in the UK, Williams addresses these changing discourses and practices and how they might reflect a shift in the very foundations of educational legitimacy and reasoning (2016). Like Ball, Williams argues for a more in-depth challenging to neoliberalism in higher education stating the following:

> *Current definitions of public good employed in policy documents often seem to be simply the sum of individual, often financial, gains. There is no reference to knowledge in current discussion of public good other than in a very instrumental sense of individual skills for employability. Similarly, there appears to be no role for universities, as institutions, to exercise academic autonomy and freedom by offering a critical account of government in particular, and society more broadly, for the public good (Williams, 2016: 629).*

Ball and Williams both implore scholars and researchers for a stronger critique of governments' roles regarding the pedagogic shifts promoted within privatised educational initiatives. In line with Williams's argument, they suggest that "Privatisation tendencies are at the centre of the shift from education being seen as a public good that serves the whole community, to education being seen as a private good that serves the interest of the educated individual, the employer and the economy" (2007: 14). The texts which promote privatisation and the commodification of language and literacy, cannot be separated from debates on shifting definitions of public good in education.

2.5 Fast capitalist texts and the commodification of language and literacy

Gee, Hull and Lankshear's 'the new work order – behind the languages of the new capitalism' focuses on shifts from old to new capitalism, and the way these shifts are facilitated and outlined by what is referred to as 'fast capitalist texts' (1996). Gee, et al, discuss 'the new work order' being promoted in the new capitalism, something which is "fundamentally about privatization [meaning,] everything – business, social

processes, private lives – ought to be unregulated except by the forces of competition ('markets') (1996: 35). Gee, et al, focus on how work has changed "across the developed world as part of a profound global economic restructuring" [, asking] how much of the new capitalism and its attendant new work order is already a reality and how much of it is as yet only on paper" (1996: 24). Fast capitalist texts are described as "a mixed genre: a mix of history and description, prophecy, warning, proscriptions and recommendations, parables (stories of success and failure)" (Gee, et al, 1996:25). Utopian in nature, FCTs announce "a new 'enchanted workplace', where hierarchy is dead and partners engage in…fast-paced and stressful work in a collaborative environment of mutual commitment and trust" (Gee, et al, 1996: 25). They view these texts as "a partial window on a fast-changing world…changing the ways in which people think about relationships among business, education, government, and society at large" (1996: 25). This "textual creation of a new discourse with new social identities" has resulted in "old divisions, such as that between 'public' and 'private'…being effaced" (Gee, et al, 1996: 26, 33). This presents challenges for those trained in old capitalist practices who "may have a very hard time adapting or changing their values and their attitudes toward work and workplaces" (Gee, et al, 1996: 31). This less stable environment fuels competition and the need for economic survival, necessitating the selling of "newer and ever more perfect(ed) customized (individualized) goods and services to niche markets" (Gee, et al, 1996: 26). The added pressure of individuals to be more self-deterministic allows employees within the new work order to be "constantly on view and the line between work and play, the line between public and private becomes fuzzy" (Gee, et al, 1996: 33).

Gee, et al, mention the "several fundamental features of the new world economy", all of which inform and construct fast capitalist texts (1996: 36). The first is a focus on science and technology, and "the infinite capacity of the 'technological fix'" (1996: 36). The second focusses on "an increase in information-processing activities [and] is by and large, silent on the intrusiveness of this information sharing and gathering and on the ways in which it is used to position people and create new social identities" (1996: 38). The third feature is a focus on the celebration of "temporary and fast-changing networks [where] networks come together for a given project, and services disperse into configurations as projects, products, and services change" (1996: 40). This ties in with the fourth feature of fast capitalist literature, which is a focus on global markets and a shift in how national economies and companies are conceptualised (1996: 43). Gee, et al, use these four features to premise the need for researchers to properly create "an adequate language of critique for the new capitalism" (1996: 43). Gee, et al, warn of the dangers of promoting "the 'hardheaded' utopianism of the fast capitalist literature – where everyone can 'sink or swim' on their own – and of ignoring the fact that very real forces, including the actions of elites, many of them already greatly advantaged by the institutions of the old capitalism, are pushing people under" (1996: 48).

Research on pedagogical progressivism conducted by Soto and Pérez-Milans (2018) focusses on educators' debates and reasoning around what constituted good pedagogy during the formulation of a promotional

school pamphlet in Hong Kong. Soto and Pérez-Milans address the issue of "how commodification processes shape inequality and affect the daily lives of social actors…[and] the discursive construction of pedagogical progressivism both as a commodity register and a resource for projects of empowerment" (2018: 4 ,6, 15). In order to analyse the discourses and practices of various social actors, one must make visible the ways in which they formulate and describe pedagogic ideals and how these "create distinction and value, index normative roles and desirable social personae, and adapt to market pressures" (Soto & Pérez-Milans, 2018: 1). By studying neoliberalism in education, Soto and Pérez-Milans suggest that multiple issues can be revealed, namely "the material conditions under which new language education programs are implemented, the social inequalities engendered by them [and] how such programs impact the daily lives of the institutions and agents implementing them" (2018: 3). Their argument is that not enough research on neoliberalism in education has adequately focused on pedagogy, and the discourses and practices of educational institutions and stakeholders involved in the construction, distribution, and consumption of texts.

When accounting for the discourses, practices and resources valued within privatised educational practices, it is crucial to focus on language commodification, its use in global marketing strategies and how local is compared (or not) to international examples. Dale's research on global education policy, and "the difficulties of doing development", addresses the technical failures of various imported education policies (2012: 290). Dale suggests that there are common features in these kinds of educational interventions, where "the donors" or "the West" can define local issues, often resulting in "interventions being recognized only through a cost-effectiveness lens" (2012: 293). Dale describes the ability for creators of global education policy to set the rules of the game and define their own success in the context of neoliberal practices, often producing ineffective interventions and the commodification of valuable discourses, practices and their associated resources (2012: 290).

Heller and Duchene (2012) focus on the important role of language in late capitalism, and its commodification in education. They suggest that "we are witnessing the widespread emergence of discursive elements that treat language and culture primarily in economic terms" (Heller and Duchene, 2012: 3). These issues result in tensions, where Heller and Duchene account for a rise in "new discursive tropes [where] language plays a particularly central role not only because of its place in regulation and legitimization of political economic spaces but also because of the emergence of the tertiary sector as a defining element of the globalized new economy" (2012: 3). This emphasised the pressures which these discourses have on learners and educators, where one still needs "to constantly prove yourself against the measures developed by the dominant group, who use the agencies of the state (schools, bureaucracies, language academics, the media) to describe what counts as linguistic competence and the means to identify it" (Heller and Duchene, 2012: 5).

Gao addresses the role of nationalism, neoliberal discourse, and the commodification of language in education in her work on how English and Mandarin are taught and conceptualised in China. She reveals how literacy practices and languages are "implicated in neoliberal globalization process reveal[ing] the complex ways that linguistic authenticity and authority are calibrated for commodification and marketization" (2017: 20). Gao describes education as increasingly "industrialized as (profitable) enterprises in national and global markets", suggesting that researchers need to pay closer "attention to the socio-political and economic conditions under which language gets 'produced, controlled, distributed, [and] valued as a commodity" (2017: 20). Gao views neoliberalism similarly to globalisation; as a process and not an "end-state", suggesting that, "we need to pay attention to the tension between the theory of neoliberalism and the actual pragmatics of neoliberalization in other words, its transformative and adaptive capacity" (Harvey, 2005: 21 and Peck and Tickell, 2002: 380, 383 cited in Gao, 2017: 22).

2.6 New Literacy Studies (NLS) in South African educational contexts

The NLS, as Larson and Marsh state, attempts to account for the behaviours of people in "everyday life, including life in classrooms, in order to construct meaningful contexts for learning" (2014: 15). Heath (1982) focuses on socialization and culture's role in forming literacy practices, analysing the experiences and cultural capital of young learners. She creates detailed accounts of the lived realities of learners and their families' traditions, and like Street (1984), promotes a relativist approach in how we place value on literacy practices and the status of the various forms of communication in societies. Qualitative and ethnographic forms of research are common in NLS as a means of accounting for the complexities of these social practices, providing rich descriptions of individuals' literacy practices, often starkly contrasted with the representations of practice presented in overarching discourses like those in schooling or government policies. Probyn's work titled 'Smuggling the vernacular into the classroom' (2009), reveals the strong stigmas associated with out of school everyday language and literacy practices in academic contexts. Issues of language in education and a lack of adequate resourcing are identified as contributors to the continued "widening educational gap between the desegregated urban middle-class and the black township and rural poor – contrary to the democratic government's educational goals of equity, access and redress" (Probyn, 2009: 133). Probyn critiques current popular perceptions of language teaching, emphasising, "a need to address the conflicts and tensions in classroom[s]… that take into account contextual realities" (2009: 134).

2.7 New Literacy as Placed Resources

A cornerstone of NLS is "that language must always be understood as local practice" (Pennycook, 2010 cited in Park, 2016: 463). By avoiding the essentialising of learners' experiences, one can view individuals and their practices as unique and often contrary to the literacy regimes informed by policy. Walton's research on South African learners' experiences of educational software emphasises the ability of young people to adapt and cheat when using technology in the classroom to suit their own needs or pleasures (2007). Research in the New Literacy Studies tradition on literacy and digital literacies, suggests that these

practices and their informing discourses cannot be imposed on a subject and are 'taken up' in unique and contextually dependent ways. Walton's research addresses the common 'drill-and-practice literacy software at a primary school in the Western Cape' referring to the "serious limitations which arise from the global political economy of the educational software industry" (2007: 197). The software was adapted from the UK and "localised for use in South Africa", which she argues is the stem of the problem, given the difficulties facing learners when resources are placed in contexts which they were not specifically designed for (2007: 197). She argues that many educational software programmes possess a focus on "grammatical correctness rather than meaning making [which] reinforces the prevailing notions of literacy teaching in township schools" [often treated as] …a drill-and-practice activity" (2007: 198). Walton states that government's agenda has been further obfuscated "by bundling a set of educational materials and installing them in all schools along with computer laboratories… effectively creat[ing] a viable market for educational software producers" (2007: 200). The question then is, whose interests might be better served by the neoliberal strategy which commodifies everything including 'public goods' such as education – the learners' or the private companies'?

Walton discusses the "hierarchy of users" in the context of the software, looking at the "varying degrees of power" granted to different individuals in the "production experience - from the UK designers who own the program's source code, to the South African localisers who provided the translations, and [the] teacher, who chose exercises for the class to complete" (2007: 210). She notes that when "compared to some of the other producers in the chain, [learners] had very little power over the representation" (Walton, 2007: 210). She argues that pedagogic strategies synonymous with meaningful language and literacy learning are often supplemented with elaborate scoring systems, and an "economy of ticks and crosses, positive and negative feedback and final judgement in the form of a summary grade and printout" (2007: 209). Gee's work also addresses the issue of literacy as being popularly framed in societies as "measured out and quantified like time, work and money [where] we match jobs with 'literacy skills' and skills with 'economic needs'" (1996: 123). It is this focus on rigid assessment which Walton argues, limits our collective understanding of the potential of educational software, promising "curriculum delivery" and producing "quantifiable outcomes", but rarely asking what these "literacy scores may be concealing" and the fact that "they are not necessarily providing children with the literacy practices" valued in society (2007: 212, 213). Walton suggests that while the 'localisers' of the software and educators might have had the best intentions, the way this content was superimposed on a local context emphasises a core issue of ideological dissonance and, "that along with software licences, the Western Cape Education Department is importing a limited and limiting notion of literacy and classroom discourse" (2007: 214).

In their work on digital literacies, Prinsloo and Rowsell, argue that various resources for communication are contextually and spatially shaped depending on how people engage with them (2012:271).Prinsloo and Walton also provide several examples of digital literacy practice in "in sub-elite school settings, such as in

the township schools on the fringes of Cape Town", arguing that digital media resources and increased local access to computers and the internet, often ignore "the discussion of 'digital divides' [and] do not always fit with common assumptions about the value of such technology for enhancing learning in…poorly resourced educational settings" (2008: 99, 111). Their findings proved that computers and educational software cannot simply deliver information to children and instead, "is always interpreted in a specific local context" (2008: 106). They concluded that "'access' needs to be rethought as a much more complex and multileveled social goal [and] that access should be concerned with not only who gets how much of the technology resources but who gets the benefits associated with such resources and how much of them" (2008: 112). It is then important to account for institutions' potential for shaping school cultures, with Merchant arguing that; "If ways of accessing, sharing and building knowledge are changing then a more principled consideration of how educational institutions relate to these changes is needed" (Merchant, 2012: 770).

In summary, I have addressed the importance and power of discourse as a tool for analysis in education contexts, taking note of globalisation and the rise of neoliberalism in current policy and practice. I then addressed the impact which these discourses have had on language and literacy education in various global and local contexts, followed by a more in-depth account of privatisation and its impact on shifting definitions of public good in education. I moved to issues involving late capitalism and its resulting Fast Capitalist Texts (FCTs), paying attention to how language and literacy practices have become increasingly commodified in educational contexts. Lastly, I addressed these issues through the lens of NLS, emphasizing the importance of locally formed studies which qualitatively account for language and literacy as social practice, contrasted with more reductive or incorrect accounts that assume uptake of practice, or placed resources entering spaces which range heavily from their initial contexts. In the following Chapter I discuss the research design and analytical framework I employed to conduct my research.

Chapter 3: Research design and analytical framework

3.1 Introduction

The prevalence of low learner performance in mathematics, science and English in high schools, a lack of access for learners and educators to digital resources in schools and a lack of technological training for educators, are all factors in what has been widely described as the literacy and numeracy 'crisis' in South Africa. How one describes, frames and engages with these issues is vital for understanding an individual or a group's perceived place within the Western Cape education system, and the degree to which these issues are taken up in various government intervention contexts promoted to address them.

I conducted close analysis of government policy texts dealing with after-school and eLearning practices, in tandem with a study of the language and literacy discourses and practices of a private EdTech company named ZipEd, involved in creating content and facilitating one of these after-school eLearning mathematics interventions at a Cape Flats school in the Western Cape between 2017 and 2018. I did this with the aid of close textual analysis (Halliday, 1985; Thompson, 1990; Janks, 2009), critical discourse analysis (Fairclough, 1992; Janks, 1997; Ivanic, 2004), and "adopted an ethnographic perspective…using ethnographic tools such as interviews" and observation (Green and Bloome, 1997: 183 cited in Heath and Street, 2008: 121).

I approach this topic within the field of sociolinguistics, acknowledging "that there is a fundamental link between language and society" (Lillis, 2003: xiv, xv). The field of sociolinguistics addresses the existence of "linguistic variation [and] that all languages and linguistic varieties are of equal value and importance, with no one language or variety being intrinsically superior to any other, [necessitating] "a descriptive approach to the study of language" (Lillis, 2003: xv). When adopting a critical and/or neo-Marxist position, Lillis acknowledges the importance of "variation [as]…a fundamental aspect of human language [and]…is understood as always being embedded in social relations of power" (2003: xviii, xvix). Importantly, "critical theories emphasise the conflicting interests of social groups within society and hence the unequal power relations in any instance of language use" (Lillis, 2003: xviii). It is this attention to power relations which frames this research study, particularly the linguistic choices employed, and language and literacy ideologies present within the relevant texts and talk.

The theory of textual trajectories is an important tool for addressing issues of power within the context of educational spaces becoming increasingly open to private input. This necessitates further research, especially when considering "that transformations of meaning across institutional trajectories and unequal control over recontextualizing spaces contribute to larger patterns of social inequality" (Blommaert cited in Maybin, 2017: 429). These recontextualizations are highly relevant in the context of privatisation in education, and the texts which promote it, given that these practices often "come together in particular constellations in particular settings" (Ball and Youdell, 2007: 33).

A common theme within the field of New Literacy Studies is the focus on qualitative and ethnographic approaches to research as a means of accounting for the complexities of social practices, providing rich and unique descriptions of individuals' literacy practices. ZipEd is a company which provided me with an insider view of how growing EdTech companies are part of such constellations, navigating the local schooling spaces, attempting to appease their funders, producing evidenced data of their products' success and improving learners' marks, all while attempting to grow the business by gaining government endorsement and/or approval to roll-out their products on a larger scale. Crucial to this study was the assistance and transparency provided by Dean, the developer and MD of *Howzit!*, who also heads product management and rollout at ZipEd. Dean functioned as a "sponsor – that is, somebody who is accepted in the group or culture you want to study and who helps you to gain initial acceptance" (Kelly, 2006: 312).

3.2 Research Methodology

The qualitative approach

When adopting a qualitative approach to research, the design aspect "should be a reflexive process operating through every stage of a project [with data analysis] conducted simultaneously with data collection" (Hammersley and Atkinson, 1995: 24 and Coffey and Atkinson, 1996: 6 both cited in Maxwell, 2008: 214, 236). When considering qualitative methods for conducting research… "there are many ways to collect data, from observing ongoing interaction to reading written texts" (Johnstone, 2000: 24). There is a wide range of data one can collect when conducting qualitative research "including recorded interviews, various types of texts (for example, field notes, journal and diary entries, documents) and images (photos or videos) [usually]…transformed into a textual form (for example, interview recordings are transcribed)" (Dörnyei, 2007: 37, 38). Another reason for adopting qualitative methods for this research is the fact that there is little work being currently done in the field of privatisation in education which focuses on South African contexts, making qualitative methods the most appropriate given that it was "traditionally been seen as an effective way of exploring new, uncharted areas" (Dörnyei, 2007: 39). Dörnyei also suggests that qualitative methods are useful tools "for making sense of highly complex situations [and that] the participant-sensitivity of qualitative research is very helpful in deciding what aspects of the data require special attention because it offers priority guidelines that are validated by the main actors themselves" (2007: 39). It is this "groundedness of qualitative research" which helps the researcher obtain "rich data" about the participants involved and their experiences, providing more "depth to the analysis of a phenomenon" (Dörnyei, 2007: 39, 40).

The focus on ZipEd's intervention practices presented multiple sites where research could be conducted (discussed in detail in section 3.3). These sites would constitute the research 'field'. When considering literacy research in the field, it is important to take into account "the kind of school and community in which the research study takes place, the socioeconomic status of the community in which the school is

located, the history of the community, and what other things are happening locally, in the state, nation or around the world at the time" (Knobel and Lankshear, 1999: 85). It is for this reason that I chose a research context where learners were deemed most in need of academic support, necessitating the After School eLearning Game Changer interventions promoted by government. The school which ZipEd approached initially is a private non-fee school in the Cape Flats where learners were strongly encouraged to attend an after-school eLearning intervention but often chose not to. Given the many obstacles surrounding an intervention for "high-risk" learners in under-resourced schooling spaces, I had hoped to gain a better understanding of the discourses and practices of ZipEd and how various internal and external factors framed their approaches. By conducting this kind of research, I was provided with "detailed descriptions (rather than counts or statistical relationships) of specific programs, practices, or people-in-action" (Knobel & Lankshear, 1999: 85). It is important to acknowledge the fast-changing nature of the practices within ZipEd, and their approaches when conducting these after-school eLearning interventions, which would later be shifted to other school sites and become during-the-day workshops.

Using critical discourse analysis

Discourse analysis is described by Cameron as "a qualitative research method for investigating social phenomena [acknowledging that] reality is discursively constructed [and] made and remade as people talk about things using the 'discourse' they have access to" (Cameron, 2001: 15). Importantly, "discourse analysis is not exclusively concerned with spoken discourse: in principle it can deal with socially situated language-use in any channel or medium" (Cameron, 2001: 7). This includes online texts, transcribed interviews and internal correspondence between relevant parties involved in the after-school intervention run by ZipEd at the Cape Flats school. While I have emphasised the prominence of a neoliberal discourse within government documentation on the After School and eLearning Game Changers, it is important, for the sake of sound empirical research, to avoid "the knee-jerk accusation of economism" when analysing these kinds of texts, in the hopes of better understanding the intentions and ideologies possessed by the text producers and/or audience" (Bourdieu and Wacquant, 1992: 115). While the presence of neoliberal discourse in language and literacy education might be an issue of concern, one cannot assume a text's uptake nor accurately assess the producers' and/or audience's intentions without consulting them (Widdowson, 1998: 143). Because of this, critical discourse analysis (CDA) is a relatively contested field of academic study despite its usefulness in analysing the effects of discourse and power, with critics of CDA, arguing that "what texts do in the world cannot be explained solely through text analysis" (Luke, 2002: 102). I therefore use CDA techniques in tandem with ethnographic work conducted around an intervention, to facilitate a more accurate account of individuals discourses and practices on the ground. This enables a richer and fairer account of how these privatised interventions work, adding context to the texts initially analysed such as the Game Changer Roadmaps and ZipEd Website.

Adopting an ethnographic perspective

Ethnographic approaches are often used when conducting research in NLS, given that languages and literacies are viewed as social practice, and "as a profoundly cultural and ideological phenomenon" (as opposed to the simple decoding of symbols and letters) (Lillis and McKinney, 2003: 141). Ethnography is a relativist method of study that seeks to understand people and cultures from the perspective of the research subjects themselves. Blommaert and Jie describe ethnography as "a learning process" (2010: 26).

While less comprehensive than classic in-depth and long-term ethnographic studies of a social or cultural group, I adopt an ethnographic perspective, which is useful "to study particular aspects of everyday life and cultural practices of a social group" (Green and Bloome, 1997: 183 cited in Heath and Street, 2008: 121). I also make use of "ethnographic tools" which are normally associated with fieldwork, including "interviews…document content analysis and digital sound recording" (Green and Bloome, 1997: 183 cited in Heath and Street, 2008: 121).

By adopting ethnographic approaches for this study, I hope to avoid the reductive issues around "researching language-in-place" raised by Blommaert and Rampton, "…arguing that there should be a shift…to researching and conceptualizing the projection of language and texts across different spatiotemporal contexts" (Blommaert and Rampton, 2011 cited in Maybin, 2017: 418). Given my research focus on changes being promoted and experienced in current privatised educational initiatives in the Western Cape, "attention to these dynamic, interscalar processes is particularly timely in the contemporary context of mass global movements of people and languages, and in relation to the impact of new technologies on the reconfiguration of time and place" (Maybin, 2017: 418). By ethnographically tracking various texts such as the Game Changer policy on eLearning and the resulting after-school interventions, one can test Maybin's argument that:

> …the meaning and status of a text in one context may be significantly altered when it is relocated in a new context and interpreted in terms of a new set of indexical orders. All these factors, which bear on the interpretation and evaluation of a text at a particular moment, can be ethnographically investigated (2017: 423, 424).

By acknowledging the imagined and actual trajectories of powerful policy texts such as the Game Changer Roadmaps, researchers can better analyse "how inequalities of various kinds are knitted into institutional procedures and processes…where textual trajectories are strongly scripted (Kell, 2009) with regulated and codified staged procedures" (Maybin, 2017: 424). However, Maybin suggests that "there is also evidence, even in the context of apparently rigid hierarchical institutional trajectories, of possibilities of intervention and reinterpretation at various stages" (Woydack and Rampton, 2015, cited in Maybin, 2017: 424). This implies that not all the relevant stakeholders involved in a mathematics terminology focused after school eLearning intervention will interpret and take up the discourses and practices within the Game Changer

Roadmap polices in the same way. It is therefore crucial to focus on what Blommaert refers to as "the importance of an ethnographic understanding of what language texts mean to their users, and how these meanings change across contexts (Blommaert, 2005, cited in Maybin, 2017: 430).

3.3 Research site and participants

When analysing government policy texts such as the After School and eLearning Game Changer Roadmaps, the question of how these texts and their promoted discourses might manifest in everyday practices in physical spaces became important to address. While these texts are prescriptive and promote significant changes in the ways which public education should be conceptualized and structured, a simple analysis of the texts appeared to yield very little information about how such interventions might function on the ground. Pennycook makes this important link, that while these powerful texts often seem to have a less direct impact on physical school spaces, "knowledge about pedagogy must be examined without taking for granted that it reflects what actually happens in the daily life of situated educational spaces" (Pennycook, 1989: 608-609, cited in Soto & Pérez-Milans, 2018: 2). While interventions such as the After School and eLearning Game Changers are a part of several province wide initiatives currently underway, due to a time limitation, I was only able to study the individuals involved in a single school mathematics terminology after-school eLearning intervention.

What are the Game Changers?

First introduced during the start of Premiere Helen Zille's second term in office during 2014, the Game Changers are described as "bold interventions that focus on either leveraging the best opportunities or tackling some of our greatest challenges in the province…which, if achieved, will contribute towards accelerated economic growth, job creation and social inclusion" (After School and eLearning Game Changer RoadMap 2017: 4). The WCG and the WCED have announced their intentions "to prepare future-ready globally competitive citizens [and a] need to ensure that learners have the critical skills needed to survive and succeed in any world" (MEC's EduWeek Speech, 2017). Game Changers are defined by government as "an event, idea or procedure that effects a significant shift in the current way of doing or thinking about something" (WCG ePortal). Much of the conceptual framework for these initiatives comes from the work of Sir Michael Barber, and his "development of the game changer methodology for the Blair government in his book 'Instruction to Deliver'" (Zille, 2016). In the government's proposed plans for Future Focused Education and the 'eLearning Game Changer', they state that they are "working with schools and partners to lay a solid foundation for eLearning in the province over the three-year period, 2016 to 2019…ensur[ing] that every school in the province begins to feel the benefits and transformative nature of this exciting project" (MEC Speech EduWeek, 2017). This strategy has resulted in the WCG streaming schools in the

province into three categories: Universal, Enhanced and Model Schools, based on their relative access to digital resources (ELCG Roadmap, 2017: 16).

The plan laid out by the WCG in the eLearning Game Changer Roadmap entails the providing of highspeed broadband to almost all Western Cape schools, local networks for those that cannot have wireless, the addition or refreshment of digital resources such as Smart classrooms and computer libraries and teacher training and support (ELGC RoadMap, 2017). Some of the after-school programmes which are the focus of the After School Game Changer are centred around eLearning and have been primarily designed to address poor learner performance in mathematics, science and language in the high school CAPS curriculum. Both Roadmaps possess similar structure, layout, and sequencing strategies (Janks, 2009: 63). These Roadmaps (See Appendix) come in the form of colourful online PDF's, starting by providing background and detail on the Game Changers. Throughout these sections, images depicting learners and educators engaged in eLearning and after-school activities are present, illustrated with specially designed infographics and symbols for the Game Changers. The second section of these Roadmaps presents the overall goals and strategies of the WCG in relation to the problems facing the education system, often accompanied by learner, educator and expert testimonials and the use of statistical data and graphs. This is followed by the delivery plans which the WCG have laid out and tabulated, addressing the roles and outcomes for different groups within the Game Changers as well as yearly place markers defining what success will look like.

What/who are ZipEd?

ZipEd is a Cape Town based EdTech company focusing on high school and university mathematics, science and finance education in the form of digital content, paid tutoring programmes and targeted eLearning interventions in public and non-fee private high schools for learners struggling with mathematics. The company comprises of educators, tech developers, tutors, and content specialists, with their offices situated in the leafy southern suburbs of Cape Town. On their website, the company advertises its eLearning interventions to "help students master STEM (Science, Technology, Engineering and Mathematics) subjects through self-learning, using a low-cost Learning Management System (LMS) that's supported by an innovative language-translating software" called Howzit! They continue by stating that their "interventions support individualised learning, putting students in control of their own learning journey. The process is engaging and incentivised, 'flips the classroom' and ultimately makes learning fun!" Over the course of my time with ZipEd between 2017-2018, multiple changes had occurred in approach, staff structuring and school sites where interventions are conducted. Despite this I was able to closely follow their intervention practices and engage with the main stakeholders who make up the core team at ZipEd, listed below:

- Stephen is the founder, CEO and mathematics and science content developer for ZipEd, with a Business Science Finance Honours degree and a "successful entrepreneurship track record", as quoted on their website. He has two decades of teaching experience, mainly tutoring high school learners.

- Dean is the Managing Director of the translation application Howzit! and heads up product management and rollout at ZipEd. *Howzit!*, is a terminology-based application containing mathematics and science translations in all 11 official languages. It contains a 'drop-down' terminology function within the ZipMaths content and functions as a digital flashcard 'game', run as an activity in the first 10-15 minutes of the interventions to test learners' knowledge of subject terminology. Dean, having initially been far more active in the coordinating process of the after-school interventions, eventually promoted his lead tutor, Bongile to intervention manager and took a more 'hands-off role.

- Bongile played an integral role long before his promotion to intervention manager, being personally responsible for convincing certain schools to agree to running interventions during and after hours for their low achieving learners. Bongile had links across multiple spaces within the intervention, having once been a student and teacher at the Cape Flats school where the first eLearning mathematics interventions were held. Bongile's role at ZipEd is multifaceted and when I met him, he was heading up a small tutoring team of about 4-5 individuals, chosen by Dean. Bongile would go ahead of time to arrange with educators and computer lab assistants that intervention spaces were prepped before the tutor would arrive. Part of Bongile's job was to take the ZipMaths textbook (mainly for matric revision) and extract content, drawing up CAPS aligned lesson plans and worksheets for grade 9s and 10s, adding any content he feels is missing, to make it easier to understand for the ESL learners in interventions.

- Greg is the chief technology officer and leads the development team and digital strategy of ZipEd. He is the head coder and was gestured by Dean into the final few minutes of one of our interviews. While my encounter with him was brief, it was candid and memorable (refer to 'G' in interview transcription with Dean).

ZipEd wanted to become fully sustainable by pursuing partnerships with local government and involvement in the official pilot sites of the Game Changers. They hoped to ensure, through their intervention practices,

government endorsement and roll-out of their products on a larger-scale and promoting their private paid-for tutoring service in the process. ZipEd's search to raise more funds after their initial funding dried up, was an urgent matter and appeared to drive and define much of their approach.

What is the Michael & Susan Dell Foundation?

Founded in 1999, The Michael & Susan Dell Foundation (MSDF) is supported by the owners of Dell Inc., the global computer manufacturer and has given proceeds from their sales of more than $650 million (US) "to children's issues and community initiatives in the United States, India, South Africa"(MSDF Website). MSDF has claimed on their site that they are ""dedicated to transforming the lives of children living in urban poverty through improving their education, health and family economic stability". The reason that this philanthropic organisation has been implicated in my research is the role they played in catalysing the ZipEd interventions by donating R1m to the company, on the premise that ZipEd can run successful and meaningful mathematics interventions to address low learner achievement in the Western Cape. The MSDF promote a strong discourse of social justice, outlining their main issues facing South African education on their website:

> *Despite significant government spending and charitable investments to reform South Africa's public school system since the end of apartheid, overall student performance has declined. The traditional South African education system offers limited quality options for learners from poor communities and unequal access to quality instruction is reflected in learner results: only one of 18 learners ends up with a post-high school qualification.*

As the site where these eLearning activities are deemed as necessary tools for 'fixing' learner failure, the intervention and how it is understood and practiced by facilitators could reveal strong differences and similarities in pedagogic discourse and practice. While I did wish to create a richer account of learners' experiences with the after-school interventions, I was quickly made aware of the difficulties in trying to organise one-on-one interviews with young learners, given their already marked status as 'poor performers' and the added obstacles of age, social status, class, race, language and parental consent when trying to conduct meaningful exchanges during limited after school time. Maxwell raises this issue when suggesting that "the researcher may need to reconsider or modify any design decision during the study in response to new developments or to changes in some other aspect of the design" (Maxwell 2008: 215). My initial naiveté around ZipEd's intervention practices, in thinking that there were static and visible measures in place to structure their after-school intervention practices, could only be tested once I had attempted to observe and follow them more closely. For this reason, Kelly argues that, "qualitative researchers do not make such clear-cut distinctions between different phases of

research but may reformulate their research questions as a result of new material they have collected" (2006: 286). This shifted my focus from a comparative study across schools or classes, to interviewing these text producers, focusing on how these individuals understand themselves within the context of the After School and eLearning Game Changer initiatives and how this is reflected in their interpretations of the texts or practices in question. This study required me to go to several places to conduct interviews, listed below:

• A no-fee/low-fee school based in the Cape Flats

• The Mathematics HOD's home in Goodwood

• ZipEd's company offices in the southern suburbs

• Research on various websites online.

3.4 Data collection

Having conducted critical discourse and close textual analysis on the Game Changer Roadmap policy texts dealing with the promotion of after-school and eLearning interventions, the next consideration was how one could "collect data in such a way as to make it easier to get to know the phenomenon in its real context?" (Kelly, 2006: 287).

What questions did the Game Changer Roadmaps coding process leave me with?

- What kinds of non-state 'partners' or 'stakeholders' would be involved in an after-school eLearning intervention?
- How would these relationships function (between relevant stakeholders) and what do interventions look like?
- How do the various stakeholders understand the Game Changer, their roles and practices?
- Are the issues raised, discourses and practices promoted within the Game Changer Roadmap echoed or contested in other texts or by those involved in the Game Changer?
- What texts and practices within an after-school eLearning intervention might not be publicly visible, and why?

This necessitated the use of "semi-structured" interviews in tandem with the texts produced by intervention stakeholders, allowing subjects to talk "in some depth about their feelings or experiences" while still allowing me to address certain issues as well as needing them to convey straightforward information about the intervention (Kelly, 2006: 297, 298). Audio recordings also allowed me "to make a permanent record of spoken language [using] transcripts [to] help… look more closely at qualitative aspects of talk" (Swann, 1994: 34, 54).

Below is a list of the relevant stakeholders involved in the mathematics after-school eLearning intervention which took place in the Cape Flats school between 2017 – 2018 (fig.1), followed by the data set generated from my time spent with ZipEd and the important relationships with other stakeholders who, to varying degrees, all influenced the intervention in question (fig.2).

List of Stakeholders Involved in a Mathematics After School eLearning Intervention

- **The Michael & Susan Dell Foundation** – Texas based NGO 'dedicated to transforming the lives of children living in urban poverty through improving their education, health and family economic stability.' – Initially funding ZipEd's mathematics eLearning intervention.

- **Western Cape Government (WCG) and the Western Cape Education Dept (WCED)** Creators/facilitators of Game Changer policy including the eLearning and After-School Game Changers and gatekeepers on eLearning product roll-out for public schools in the Western Cape.

- **ZipEd** – EdTech company comprising of educators, tech developers, tutors and content specialists 'passionate about solving South Africa's education crisis.' – Creators and instigators of the Fast Maths, *Howzit!* and ZipPrep content.

    Stephen – ZipEd CEO and Maths/Science content developer (e.g. ZipMaths).

    Dean – MD and developer of translation App *Howzit!* and heads up product management and rollout at ZipEd.

    Bongile – Intervention Manager & Tutor + reworking ZipMaths content and aids with *Howzit!* translation.

- **Cape Flats School** – Non-Fee Private School responsible for deciding to run the first after-school mathematics interventions for ZipEd.

    Mr Ndlovu – Mathematics HOD at Cape Flats school, close dealings with ZipEd intervention.

Figure 1

Data Set for Analysing Privatized Educational Practice Within a Western Cape Mathematics Terminology After School eLearning Intervention

Michael and Susan Dell Foundation

- Performance criteria for ZipEd
- Website information

Western Cape Education Department

- After-school Game Changer Roadmap document 2017
- eLearning Game Changer Roadmap document 2017
- Email correspondence with ZipEd, including an invitation sent to ZipEd regarding applications for future interventions
- WCG's ePortal website info on Game Changers
- Grades 7-9 mathematics CAPS document (selected sections)
- MEC Debbie Schafer's Speech at Cape Town EduWeek 2017

ZipEd

- Recorded and transcribed interview with the managing director and creator of the translation app used in interventions and now heads up "product management rollout" at ZipEd.
- Recorded and transcribed interview with the intervention manager and tutor at ZipEd. He also reworks ZipMaths content and aids with app translation for the interventions.
- ZipMaths worksheets, containing high school digital mathematics content - created by CEO
- Reworked ZipMaths worksheets for multilingual intervention learners – adapted from CEO by intervention manager
- CEO, MD and Intervention Manager correspondence documents
- Translation application content containing 'translation sanitation list', drafts and examples
- Website information

Cape Flats School

- Recorded and transcribed interview with the head of the mathematics department, familiar with ZipEd's interventions
- Annual Performance Outline 2017

Figure 2

3.5 Data analysis

Discourse Analysis

To ensure that one develops the best possible understanding of eLearning intervention discourse in the context of Western Cape high schools, I critically analysed a range of texts from multiple sources. Starting at the point of government, I analysed all publicly available documentation on the 'eLearning Game Changer' being rolled out currently by WCED, looking at manifestos, speeches, circulars and various information posted on websites such as the ePortal website run by WCG. In addition to this, I conducted CDA on the eLearning content being developed by the private company and currently being used in schools. Of interest to me is both the actual content being produced for learners, and the marketing and business manifestos and internal correspondence which these companies produce for multiple audiences. By doing

CDA, my aim was to make visible what Fairclough refers to as the "highly regimented" and "normative practice[s]" which frame our daily lives and the literacy practices which we engage in (1992: 95). These societal structures provide the "rules, norms and conventions" which Fairclough refers to the "hegemonic" driving factors in society, defining the term as the "power over society as a whole" or the "predominant organizational form of power" (1992: 92). An example of how texts can influence social practice, are the way concepts like 'Future Focused Education' eventually translate into expected outcomes for learners and educators, strictly facilitated and enforced by governmental policies.

I conducted a close analysis of the language, grammar and stylistic methods used in the After School and eLearning Game Changer RoadMaps 2017 and a few other official documents regarding eLearning released by the WCG (fig.2). Attention to the potential of symbolic language like metaphors and clichéd phrases are also of interest and often used in government and business models. An example of this could be the MEC's mention of a need to create a "ladder of opportunity" for learners which will "break the cycle of poverty" with the added aid of the "e-learning game changer" (MEC Speech EduWeek, 2017). These are prime examples of "symbolic forms of language" referred to by Fairclough and a regular feature in governmental discourse (1992: 87). Mention of economic, global or technologically deterministic vocabulary or phrases also reveal strong neoliberal discourse, an example being the desire of the WCG to create an 'eCulture' in schools, suggesting a strong socialisation process, where technology use is supposedly built up until it becomes everyday practice for learners. I closely analysed ZipEd's company manifesto and any official intervention criteria, to better compare their own pedagogic vision and practices with the governmental discourse on 'Game Changers' currently being presented and rolled out to the public.

Thematic Analysis and Analytical Framework

The interactional nature of the data collected highlights the need to acknowledge what Copland and Creese refer to as 'Rich Points' defined as "sections of data which stand out as being unusual in the interaction in some way, which seem to the researcher different or difficult in some way" (2015: 48). These rich points emerged as a result of both the textual analysis and ethnographic approaches undertaken, acknowledging Copland and Creese's argument regarding thematic structuring, namely, that "themes must emerge from the field note descriptions and not be imposed by existing frameworks…looking at the bigger units of meaning [, like]… routines and repeated practices" (Copland and Creese, 2015: 44). The above analysis revealed dominant discourses and practices which required what Maxwell refers to as a main categorising strategy in qualitative research, coding (2008: 236). Maxwell suggests that "the goal of coding is not to produce counts of things but to 'fracture' the data and rearrange it into categories that facilitate comparison between things" (2008: 236, 237). My analytical framework was developed as follows:

1. Key Themes – These were the dominant discourses and practices within the Roadmaps and the degree to which these themes were mirrored in the texts and talk generated around the research conducted with ZipEd's intervention in the Cape Flats school. During this process I also acknowledge the relevant keywords which best encapsulated each theme within the study, noting their origins, variations and frequency within the Game Changer Roadmaps.
2. Framing Strategies – I analysed each dominant discourse and addressed some of the components of these in the form of what I called 'framing strategies' which allowed more detailed dissections of the themes. Manning describes framing as "the means by which we can talk about language", referencing Goffman's argument that framing provides "the structure of experience individuals have at any moment of their social lives" (Goffman, 1974: 13 cited in Manning, 1980: 253, 253).
3. Textual Analysis – I then conducted detailed critical discourse analysis on selected extracts from the Roadmaps and texts surrounding ZipEd's intervention at the Cape Flats school in question.
4. The Workings of Power in Texts – I analysed full texts belonging to the WCG, ZipEd, their funders, the M&S Dell Foundation and the Cape Flat school's annual report 2017, using critical literacy methods found in Thompson's Table (1990) (fig.4).

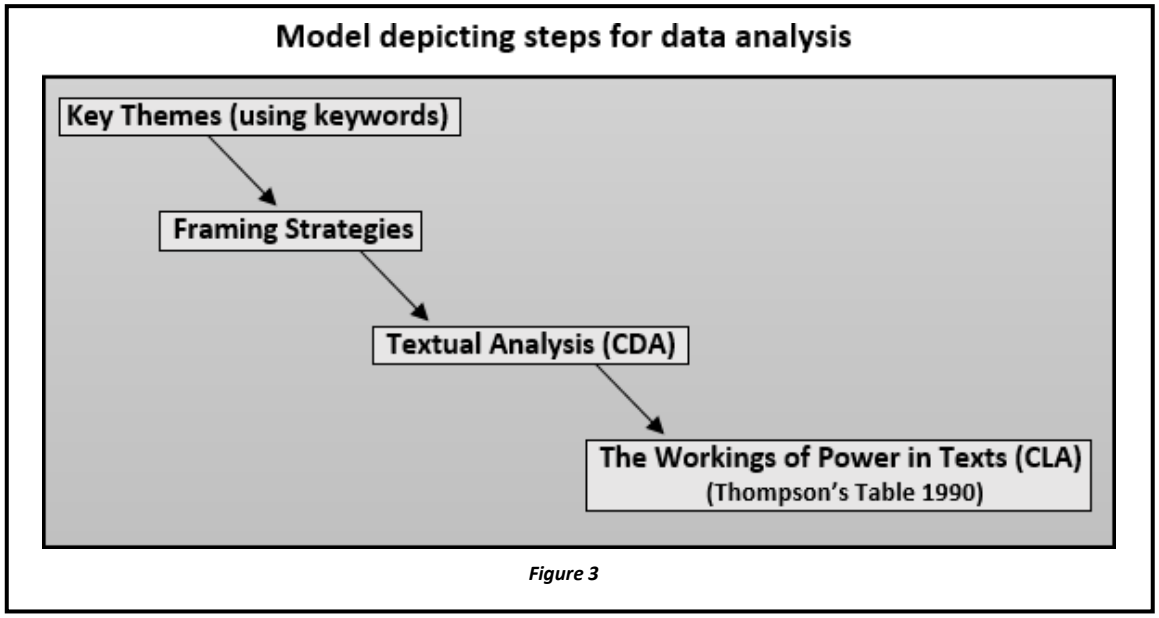


Figure 3

The limitations of CDA

There are several criticisms of CDA, and given its inherently subjective nature, one must address these issues of concern for one's research. Luke's critique on textual analysis addresses a variety of pitfalls for academics when conducting CDA. Luke emphasises the difficulty which arises when attempting to "trace, politically, which discourses have which material and discursive effects and consequences for communities, cultures and human subjects" (2002: 103). The issue of bias is also essential, with Luke suggesting that the perceived role of CDA practitioners is that of "transformative intellectuals in the task of unveiling,

countering, and consciousness-raising around dominant ideologies, with the aim of mobilising opinion and action against them and their classes of producers" (2002: 105, 106). By interviewing text producers who bastion these causes, my aim is to create a dynamic and human account of the individual players at the various levels of power within this study. By doing so, I hope to avoid essentialist accounts or speculation around the uptake of such texts, termed the "logocentric fallacy" by Luke, approaching the research with more curiosity around how various individuals understand these interventions and what might inform their decisions and practices (2002: 103). Luke critiques the large levels of postulation present in CDA work, stating that it often operates "under the assumption that all media are forms of centrally controlled interpellation, and further assuming that the general populace are victims and objects of this ideological interpellation" (2002: 104).

My aim for a multidisciplinary approach to data collection has been specifically chosen to avoid this pitfall, but there are certain issues of critique which become difficult to entirely remove from the CDA process. In his critique of CDA, Widdowson reminds one that "the principles for analysis are unclear" and allow for practitioners to use "the linguistic features of the text selectively to confirm their own prejudices [and] no attempt is ever made to establish empirically what writers might have intended by their texts…nor...any consultation with the readers for whom they are designed" (1998: 143). I have made an explicit attempt in my research design to remedy some of these issues, taking particular care to engage with text producers and facilitators at various stages of the processes being studied.

Textual Analysis

I have incorporated aspects of CDA text analysis based on the critical literacy theory conducted by Janks (1997, 2009) and the use of Thompson's Table, titled 'How Power Works in Texts' (1990 cited in Janks, et al, 2013: 29. This framework for analysis is modelled on Halliday's Introduction to Functional Grammar (Halliday, 1985; Thompson, 2014) which is also the basis for Fairclough's key questions for text analysis (Fairclough, 1989: 110, 111 cited in Janks, 1997: 335). Below I outline the key linguistic elements of my framework.

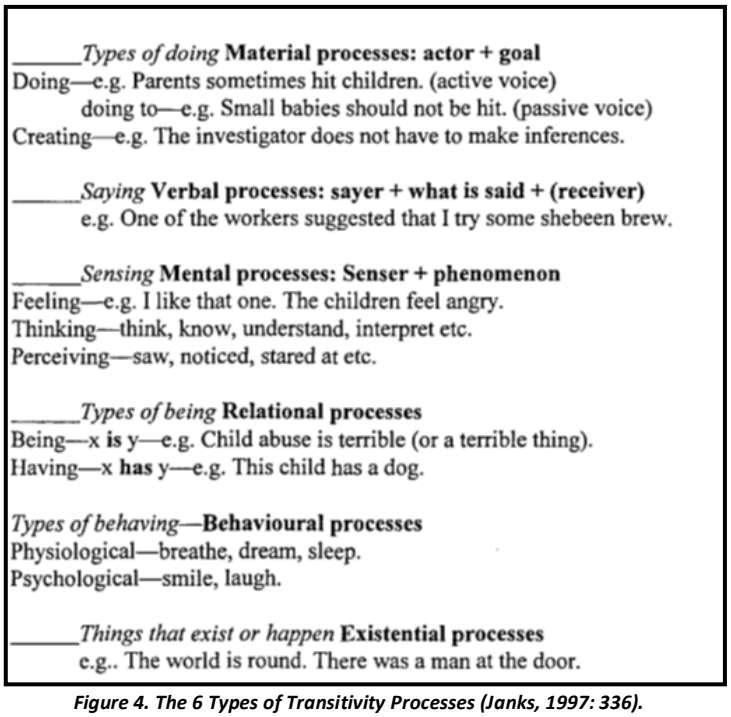
1. Lexical Choices

> *"Functional Grammar sets out to investigate what the range of relevant choices are, both in the kinds of meanings that we might want to express (or functions that we might want to perform) and in the kinds of wordings that we can use to express these meanings… What are the contextual factors that make one set of meanings more appropriate or likely to be expressed than another? But at the same time, we need to identify the linguistic options (i.e. the lexical and structural possibilities that the language system offers for use), and to explore the meanings that each option expresses" (Thompson, 2014: 9).*

Examples of lexical choice can include the negative or positive connotations around different choices of words used, and the reasoning for these selections (Janks, 2009: 63). Janks states that "different lexical selections can signal different discourses (colonial, liberal, labour discourses) [and that] most texts are hybrids […drawing] on more than one discourse" (Janks, 1997: 335). By acknowledging this, one can better account for "the clash of discourses and demonstrate ideological forces at work to produce a different hegemony [showing] the tenacity of existing discourses at work in society and the struggle of alternative discourses to emerge" (Janks, 1997: 335).

2. Patterns of Transitivity

"Transitivity specifies the different types of processes that are recognised in the language and the structures by which they are expressed" (Janks, 1997: 336). Halliday's grammar proposes six different processes or kinds of transitivity (fig.4). To do a transitivity analysis it is necessary to identify every verb and its associated process. It is then necessary to identify patterns in the use of these processes. Luke (1988) analyses early readers and noticed a pattern in which the child characters Dick and Jane are only given material and verbal processes in a story. From this he concludes that children in this context are represented as allowed only to do and to say; they are not allowed to think (mental processes) and to be (relational processes) (Luke, 1988 cited in Janks, 1997: 336). I would argue that because transitivity is less obvious, deeper in the syntax, it suggests less conscious control by the writer and requires a more conscious effort for the reader to analyse it (Janks, 1997: 336, 338). "If a transitivity analysis does not seem to reflect adequately the state of affairs being referred to, it is very likely that the meaning is being expressed metaphorically" (Thompson, 2014: 240).



_____*Types of doing* **Material processes: actor + goal**
Doing—e.g. Parents sometimes hit children. (active voice)
doing to—e.g. Small babies should not be hit. (passive voice)
Creating—e.g. The investigator does not have to make inferences.

_____*Saying* **Verbal processes: sayer + what is said + (receiver)**
e.g. One of the workers suggested that I try some shebeen brew.

_____*Sensing* **Mental processes: Senser + phenomenon**
Feeling—e.g. I like that one. The children feel angry.
Thinking—think, know, understand, interpret etc.
Perceiving—saw, noticed, stared at etc.

_____*Types of being* **Relational processes**
Being—x **is** y—e.g. Child abuse is terrible (or a terrible thing).
Having—x **has** y—e.g. This child has a dog.

Types of behaving—**Behavioural processes**
Physiological—breathe, dream, sleep.
Psychological—smile, laugh.

_____*Things that exist or happen* **Existential processes**
e.g.. The world is round. There was a man at the door.

Figure 4. The 6 Types of Transitivity Processes (Janks, 1997: 336).

3. Grammatical Choices

Voice: What kind of voice is used in the text, and how might the use of active or passive voice affect what is being said? (Janks, 2009: 63).

Tense: What tense is used in the text and what effect does this have? (Janks, 2009: 63).

Modality: A useful tool for textual analysis, "modality is the expression of the speaker's attitude towards the likelihood or necessity of the proposition" (Thompson, 2014: 247). Examples of this include words like "('can', 'may', 'could', 'might', 'must', 'will', 'would', 'shall', 'should', 'ought [to]')" (Thompson, 2014: 53). A simple starting definition of modality is that it is the space between 'yes' and 'no'…such as 'maybe' or 'sometimes' or 'supposedly'" (Thompson, 2014: 69).

4. Sequencing

What kinds of structuring methods are employed by the text producers when conveying information? Are they presenting the information in a format which resembles a standard story, political manifesto, testimonial, use of statistics, or all of the above? What is the effect of these sequencing strategies and the order in which information is presented and/or framed and why might text producers choose to sequence their texts in the manner they did? (Janks, 2009).

5. How Language Constructs Reality

Janks asks the question of "how many possible versions of reality does the text offer the reader? What are they [and] which version does the writer prefer?" (2009: 63).

6. How Power Works in Texts

This table, originally created by Thompson (1990) and used by Janks, et al, in their work titled *Doing Critical Literacy: Texts and Activities for Students and Teachers* (2013: 29), is used as a tool for analysis and serves as one of the main frameworks for analysing the Game Changer Roadmaps in this research project. Of interest here, is an in-depth look at how power works in texts, often through various linguistic strategies in the text which legitimate, conceal, unify, fragment and nominalise and/or reify (fig.5)

After applying this framework to the data collected in the Game Changer Roadmaps, I examined the mirroring of this language of privatisation in the context of the ZipEd intervention at a Cape Flats school.

HOW POWER WORKS IN TEXTS

Operation	How the Operation Works	Examples
Legitimate Represent something as legitimate or worthy of support	• By giving reasons and making a logical argument • By using tradition • By telling stories such as jokes or anecdotes • By using grand stories like the Bible or the Constitution	• English is a powerful global language. Powerful languages give people access • The tradition of initiation in schools is used as a justification for bullying. • Often people use jokes as a licence for stories that repeat offensive stereotypes. • People use the Bible selectively – Leviticus 18:22 – to justify homophobia.
Conceal Disguise or hide the working of power.	• By hiding some of the information and telling only half-truths. • By hiding unpleasant realities with the use of euphemism. • Using figures of speech to disguise a situation or present it in a particular light.	• Half-truth: you tell your parents that your brother did not do something and you do not tell them that you offered to do it instead of him. • Euphemisms: 'collateral damage' for the killing of innocent civilians in a bombing raid. 'Ethnic cleansing' for genocide. Describing a soldier as 'Rambo'.
Unify Bring people together to create powerful groups.	• By creating an idea (e.g. nation, a people) that draws people into a group that has a collective identity. • By creating symbols of unity (flags, songs, mottos, uniforms). • The use of standardization (e.g. of a language).	• Under Apartheid the national motto was 'Unity is Strength'. This is of course referred to white unity. Other countries have other ways of creating a national identity. • National language policies and the standardization of particular language varieties is an attempt to create unity by making people speak the same language.
Fragment Separate people to divide and rule	• By emphasizing the differences between people in order to split them into different groups. • By constructing an 'us' and a 'them' where 'they' are represented as the dangerous enemy who threatens 'us' and must be wiped out.	• Racial and ethnic segregation under Apartheid is an excellent example of separation that enabled white domination. • Constructing Jews and gypsies and homosexuals as the dangerous Other led to the Holocaust.
'Thingify' (nominalization/reification) Turn actions into things or states of affairs.	• By using nouns instead of verbs (e.g. 'recommendation' instead of 'the authorities recommend'). Nouns have no actors who have to account for their actions. • By using verbs in the passive that delete agents. • By making something seem natural and inevitable – part of nature rather than history. You cannot argue with nature (e.g. the tides just are).	• Decisions about segregation have been implemented. Nouns: decision and segregation. Who decided? What will be segregated and who will do the segregating? • Passive: has been implemented (by whom?). • Because women give birth to babies and have breasts to feed them (nature) they are constructed as naturally more suited to being care-givers and home makers.

Taken from Doing Critical Literacy: Texts and Activities for Students and Teachers by Janks, et al (2013) adapted table from Thompson's Ideology and Modern Culture: Critical Social Theory in the Era of Mass Communication (1990).

Figure 5. How Power Works in Texts (Janks, et al, 2013: 29).

Interview Analysis

I conducted detailed interviews, reflecting the lived realities, practices and opinions of the teachers, tutors and content developers involved in these after-school eLearning interventions. I intended to assess how teachers, tutors and developers understood and entextualized the 'eLearning Game Changer' and the push by government, schools, and business for 'Future Focused Education'. I conducted more extensive one-on-one interviews with the relevant educator, after-school eLearning intervention tutor and content developer working with this school, focusing on producing a rich set of data.

3.6 Ethical considerations

The essentialist pitfalls of CDA can often perpetuate the issues which they wish to critique and for this reason the process of CDA is one of extreme sensitivity, requiring sound methodology and an awareness of one's own discourse. Given the shift in my research approach from a desire to conduct a comparative study of learner usage of a translation application in several mathematics afterschool eLearning interventions, to an analysis of policy texts and the discourses and practices of stakeholders involved in the creation, facilitation and structuring of a particular intervention process, several ethical considerations were required. By focusing on the privatised discourses and practices which are often obfuscated (Ball and Youdell, 2007) in such interventions, and the fact that much of the information obtained could negatively frame some of these practices, I used pseudonyms for all research participants involved, including the school space, taking care to protect their identities. Given the fast-moving changes underway at ZipEd, and their desire to obtain government approval for product roll out in public schools, there was a strong agenda on their part to grow their business as quickly as possible and I did not wish to have this study compromise their chances. To my surprise, ZipEd were forthcoming and partially expected my approval of their hard work given my perceived status as a UCT representative. This placed me in a challenging position given my obligation to truthfully relay my findings and the fact that I was unsettled by some of what I discovered while researching the stakeholders involved in the intervention. However, my main ethical concern revolved around the learners who were exposed to these interventions, baseline and end-line assessments, staged testimonials for advertising and provided the source for data evidence needed by ZipEd to show their products' efficacy to funders and government. Unfortunately, many of these practices were conducted in schooling spaces without ZipEd obtaining ethical clearance, raising multiple issues around accountability and the commodification of education, language and literacy within the Game Changers. This reinforced my decision to avoid studying learners' engagement with their EdTech software and to instead address some of these issues in more detail given the stark lack of research around privatisation and neoliberalism in South African educational contexts.

Chapter 4: The eLearning and After School Game Changer Roadmaps – A critical analysis

4.1 Introduction

The WCG Game Changer initiatives are presented in various publicly accessible texts, websites and brochures and are used to communicate the WCG's vision moving forward. It is this collection of online articles, downloadable PDFs, brochures, and the Game Changer 'Roadmaps' in the public domain, which outline how these government practices are seen as positively affecting and improving education in the province.

In this Chapter I present my analysis of the language of the Game Changer Texts. I provide broad definitions of the three main themes I identified and outline their key framing strategies. This is followed by close textual analysis of selected excerpts, addressing various linguistic features in more detail with the use of the CDA and CLA methods discussed in Chapter 3. In the next Chapter, I examine how these findings are mirrored in the texts and talk within the ZipEd intervention.

My thematic analysis led me to argue that firstly, these Roadmaps are prime examples of what Gee, Hull & Lankshear call "Fast Capitalist Texts" (1996) drawing on discourses of accelerating economic growth and collaboration through non-state contributors as a "survival and/or growth mechanism" (Soto & Pérez-Milans 2018). The second theme revealed in the analysis is a skills discourse and the focus within the Roadmaps on learners' and educators' futures and the mastery of 21st century skills, whereby language and literacy are reduced into skills which are supposedly transferable across a range of contexts to fix problems facing learners (Lea and Street, 1998: 158, 159). The third theme is the discourse of 'datafication', and its surrounding practices being promoted within the Game Changer Roadmaps. These include an increased promotion for the use of eLearning tools, new digital platforms used for tracking and assessing individuals and the collection of and access to quantifiable learner and educator data.

4.2 The discourse of fast capitalism in education: speed and the survival and/or growth mechanism.

Fast capitalist discourse and its resulting texts are viewed by Gee, et al, (1996) as a by-product of the new work order which is comprised of fast-changing networks, an increase in information technology and innovation within business practices as a response to increased competition, globalisation and a desire for accelerated economic growth. In the context of the Western Cape education system, fast capitalist discourse manifests in privatised initiatives that attempt to 'fix' current issues facing learners, educators and school spaces through more pragmatic and business orientated approaches.

Conducting close textual analysis on texts like the eLearning and After School Game Changer Roadmaps, strong elements of a discourse of fast capitalism were revealed. This could be identified in what I have suggested are its associated keywords, listed in the table below:

Fast Capitalism Keywords in the Language of Privatisation	
Grow/th/ing – ***ELGC pg4x2 ASGC pg4x2, 20, 21x2***	***(total: 7)***
Expand/ed/ing – ***ELGC pg4x2, 8, 16 ASGC pg4x2, 11x2, 12, 22x4***	***(total: 13)***
Improve/ment/ed – ***ELGC pg4, 8, 9x3, 11x2, 13, 14x3, 23x4, 25 ,26 ASGC pg4, 9x5, 10, 11x5, 20x2, 21x4***	***(total: 35)***
Transform/ed/ing/ation/al – ***ELGC pg11, 13, 14x3, 15x3***	***(total: 8)***
Speed – ***ELGC pg4, 21 ASGC pg4***	***(total: 3)***
Fast – ***ELGC pg12, 21***	***(total: 2)***
Collaborate/ion – ***ELGC pg27 ASGC pg1, 11x2, 12, 17, 22x12***	***(total: 18)***
Innovate/ion/ive/ly – ***ELGC pg4x2, 25x2 ASGC pg4x2, 11, 19, 21x2***	***(total: 10)***
Compete/ing/ively – ***ASGC pg21x2***	***(total: 2)***

When analysing the subject of fast capitalism within the Game Changer Roadmaps, there were several key words which framed the discourse in question quite well[1]. I have chosen to reflect their frequency in the Roadmaps more out of general interest given their salience and the way current educational issues are framed within the culture of fast capitalism (1997: 12).

According to Gee, et al, "fast capitalist texts" have four main features (1996: 26). They focus on science and technology, an increase in information-processing activities, fast-changing networks and to global markets and/or globalisation (Gee, et al, 1996: 37,38,40,43). While this work was conducted back in 1996 (refer to Chapter 2), it is still relevant given the value placed on digital platforms, creating new social spaces and increased access to information within the globalized economy. Of use here, is Ball's mention of the more "timesensitive" and "fast moving… processes of change" in current government policy, possessing the power to frame and reframe societal issues along with subjects' lived realities in an attempt to remain modern or globally relevant (2012, xiii).

[1] Defined by Wierzbicka, "key words are words which are particularly important and revealing in a given culture [with] no 'objective' discovery procedure' for identifying them" (1997: 15, 16). Instead, Wierzbicka suggests that if one wishes to show that a particular word is important, "one has to make a case for it" and that one may do this by establishing "that the word in question is very particularly used within a semantic domain", in this case, the domain of business and economic growth within fast capitalist texts (1997: 16). The above key words are relatively common (as opposed to marginal) within the Game Changers' promoted practices, and while this task "…may be criticised as an 'atomistic' pursuit…the question is not to 'prove' whether or not a particular word is one of the culture's key words, but rather to be able to say something significant and revealing about that culture by undertaking an in-depth study of some of them" (1997: 16).

The concept of the "survival and/or growth mechanism" referred to by Soto and Pérez-Milans in the context of private schools' increased student intake to ensure financial stability, is a useful lens for understanding how governments like the WCG tap into current pedagogic trends and advertising strategies to ensure their own survival and/or ability to grow and stay relevant (2018: 6). "*Innovation"* is encouraged as the WCG make space for the "*crowding"* of non-state contributors and resources within the Game Changers (ASGC Roadmap, 2017: 22). Gee, et al, comment on this issue stating that "the logic of fast capitalist competition carries the implication that a good many changes must occur in organizational structures and ultimately in society as a whole" (1996: 29). The reason that this logic of fast capitalism within the Roadmaps is so important, is mainly to do with the power of representation, namely, who decides which changes are needed, which issues are omitted from the agenda, and could these changes possess any unfavourable outcomes that the public should be made aware of? Importantly, fast capitalist texts such as these Roadmaps do not merely serve as "attempts to describe a reality already in place; they are what we might call 'projective' or 'enactive' texts" (1996:33). What I am suggesting is that these Game Changer Roadmaps "create on paper a version of the new work order that their authors are trying hard to enact in the world", which I will argue, are centred around attempts to promote increased privatisation within public education (Gee, et al, 1996: 24). These changes promoted in fast capitalist texts, possess "a strong emphasis on bringing about change in schools and thereby changing the values and attitudes of tomorrow's workers" (Gee, et al, 1996: 31). By engaging more critically with fast capitalist texts such as the Roadmaps, one can better account for some of the Game Changers' conceptual origins and the language of persuasion being used to enact these changes.

The enactive qualities of such fast capitalist texts, are reflected by the WCG's need to stay current and internationally relevant, expressed by their comparison with models of "best practice" from the United States and the UK and an aim to provide "an education that is comparable in quality, breadth and depth to those of other countries" (CAPS Mathematics Grades 7-9, 2011: i). This sense of global awareness, comparison and competition, suggests a desire of government to keep their services relevant, making it difficult to separate local education models from international ones being adapted from abroad. Themes like time sensitivity, speed, competition and regular change are not just linguistic features of capitalist discourse, they are also increasingly common in the language surrounding education, present in many eLearning discourses and practices. This theme of speed and quick change within the language of privatisation fuels the tempo at which these practices are conducted, with an ever-shifting finish line in a race to be the most successful or simply to avoid getting left behind. In this context, fast capitalist texts such as the Roadmaps can be viewed as "a partial window on a fast-changing world…changing the ways in which people think about relationships among business, education, government, and society at large" (1996: 25).

Framing strategies in the After School & eLearning Game Changer Roadmaps as fast capitalist texts:

The two framing strategies that I have identified within the discourse of fast capitalism, are accelerating economic growth and the promotion of innovation and change through non-state contributors.

Accelerating Economic Growth

1 There are still many people living in poverty in the province and we face a number of challenges that serve as a
2 hindrance to economic growth and job creation.

3 With this in mind, we focused on identifying top priorities over the five year term, which could serve as catalysts
4 for major improvements in people's lives, in particular, the lives of our young people.

5 As a result, we have committed to seven priority interventions, which we have called Game Changers.

6 Our Game Changers are bold interventions that focus on either leveraging the best opportunities or tackling
7 some of our greatest challenges in the province.

8 We have set ambitious targets under each Game Changer, which if achieved, will contribute towards accelerating
9 economic growth, job creation and social inclusion. Our seven Game Changers are:

Figure 6 After School and eLearning Game Changer Roadmap 2017 pg. 4.

1 Over the 3 years, 2016 to 2019, the Game Changer will be working with five different types of collaborations:
2 inter-departmental, inter-governmental, and various NGO-types of collaborations. These are detailed below.
3 Each site will develop a guideline for a type of collaboration to crowd in more resources and expand the After
4 School footprint in the province in year 2 and 3 of the Game Changer.

Figure 7 After School Game Changer Roadmap 2017 pg. 22.

A feature of the Roadmaps is the WCG's focus on the main social issues facing the Western Cape. Here, people in poverty are described as facing "a number of challenges that serve as a hindrance to economic growth and job creation" (fig.6 lines 1-2). Poverty is addressed within an economic growth framework and viewed as an inconvenient obstacle to the economic development of the province. Any challenges or obstacles that can actively hinder 'creation' or 'growth' possess an inherently toxic quality, framing current issues facing people in poverty as a state of emergency requiring immediate and "major improvements" [2] (fig.6 line 4). The Game Changers barely mention the growth of the young uneducated population in the province, and the potential value of building increased urban infrastructure in the areas most affected by poverty, violence, and crime. The WCG's 'ambitious' goals within the Game Changers appear to have less of a focus on young people under 35 who have left formal schooling and/or are unemployed, instead focusing on those currently in, leaving or entering the Western Cape education system. Viewed as "bold

[2] In an article by Don Pinnock in the Daily Maverick, he addresses the current socio-economic situation in the Western Cape and the kinds of improvements most needed to remedy the issues facing those living in poverty. "in Cape Town there are 2.3 million young people under the age of 34 – more than half the city's population – and 322,130 have no more than primary education. Rapid demographic growth requires many new schools, clinics, roads, water pipes, sewage treatment plants, electricity networks and waste disposal facilities. Unplanned population growth and pop-up informal housing can push infrastructure networks, distribution systems, urban management and policing beyond the tipping point, causing them to fail" (www.dailymaverick.co.za - accessed 09/09/19).

interventions" (ASGC Roadmap, 2017: 4), these interventions are framed within a 5-year term, where the WCG intend on 'tackling' these challenges in their aim to accelerate "economic growth, job creation and social inclusion" (ELGC + ASGC Roadmap, 2017: 4).

Using the metaphor of 'tackling' issues of poverty is a lexical choice used to convey the urgency or call to arms which the WCG uses to legitimise its desires to "crowd in more resources and expand the After-school footprint in the province" (fig.7 lines 3-4). Resources such as highspeed broadband, eLearning and after-school activities are described in these texts as contributors to "accelerating economic growth" (fig.6 lines 8-9) and are framed as the solution to the complex socio-economic issue of poverty. The logic is evident in the framing of resource rollout through collaboration, as a *crowding process*, where the more resources and groups that can be involved will be directly proportionate to the scale and speed at which these challenges can be remedied. The more resources that are employed and collaborative avenues considered, the quicker the Game Changers can grow and positively influence more people. The metaphor of the expanding "footprint" (fig.7 lines 3-4) of the Game Changer alludes to the urgency at which the WCG wish to develop and spread these discourses and practices, framing the Game Changer as some brave monolithic entity assembled through collaboration to 'tackle' the challenges of job creation and economic growth facing the Western Cape.

Innovation and Change through Non-state Contributions

To drive success, we need the requisite resources. There is a current budget commitment for 2016/17 of just under R90m by the Western Cape Government, which escalates to more than R200 million when non-state donor contributions are included.

Figure 8 After School Changer Roadmap 2017 pg. 11.

The After School Game Changer targets the following outcomes:

- Improved attitude towards learning
- Improved school outcomes
- Improved school retention
- Improved matric results
- Reduction in risk taking behaviour

In order to achieve these outcomes the After School Game Changer will focus on:

a. Building a quality After School architecture, including improving the existing After School programmes funded by government
b. Professionalising the sector as a recognised area of work with clear norms and standards
c. Developing innovative responses to a range of severe problems impacting on young people and their positive trajectories.

Figure 9 After School Changer Roadmap 2017 pg.12.

1 2 3	In addition, the After School Game Changer needs to continually innovate to address the wicked problems confronting youth as part of improving programme quality and targeting. To assist with this the After School Game Changer has entered into a partnership with DG Murray Trust.

Figure 10 After School Changer Roadmap 2017 pg. 11,12,21.

In the Roadmaps, the WCG focuses on the current education budget and increased non-state contributions to crowd educational spaces with products and providers. The funds for the requisite resources for the After School Game Changer, according to the figures provided in the 2017 Roadmaps, escalates from R90m to R200m, that is an increase of R110m which is procured through non-state donor contributions and increased dealings with private sector.[3] The economic obstacle of poverty and the impact this has on the lack of a culture of learning, has necessitated what the WCG have described as new pedagogic approaches that are innovation driven and resource-centred in order "to drive success" (fig.8 line 1). The use of this driving metaphor alludes to the WCG's vision of themselves at the wheel of a vehicle while multiple parties around them provide the fuel for this journey to success. There is a sense that without access to these highly valuable resources, success cannot be achieved. For this reason, the WCG suggest that the Game Changers' success regarding resource rollout and training will require increased collaboration between private and public entities as one of the "key levers of change" (ASGC Roadmap 2017: 11) to develop "innovative responses to a range of severe problems" (fig.9 line 11). The WCG outcomes are framed within a building and architectural framework (fig.9 line 8), where the Game Changer is essentially a building project, requiring increased external financial input to be completed. Lexical choices such as "professionalising the sector" (fig.9 line 10) and creating "norms and standards" (fig.9 line 10) are reminders from the WCG that while private input is encouraged, they will possess the power to define the problems, required improvements and the resulting performance criteria for those involved in the Game Changers. Collaboration is framed within a discourse of continual innovation "to address the wicked problems confronting youth" (fig.10 lines 1-2), furthering the notion of an impure entity stunting growth of the provincial economy which the WCG needs additional private help in fighting. The term "continually innovate" (fig.10 line 1) suggests a business-like approach to problem solving where new partners can be brought in to contribute or replace others as the WCG see fit. Describing the Game Changers as diverse and ever-changing allows them to possess high-tech, high-status and fast-moving qualities, making these initiatives more appealing to non-state contributors.

[3] In the Western Cape Government Education Budget Vote 2019/2020, a DA spokesperson provides background information and DA intentions regarding the current issues surrounding the education budget moving forward and potential reasons for why increased privatisation in education has become necessary: "The Provincial Minister of Finance announced that, for the 2019/ 20 financial year, the WCED will receive an amount of R23 669 billion. This represents an increase of R1.519 billion from the previous financial year…As a Department and as a DA government, we have placed a huge emphasis on improving education in our poorer communities with a focus on pro-poor initiatives such as learner transport, school feeding, fee exemption and compensation…More than 113 000 learners have relocated to the Western Cape since 2014, with an additional 20 000 learners arriving for the start of the 2019 academic year…Given that we still have backlogs in our existing infrastructure requirements, as well as that we have to maintain our existing infrastructure, it is quite obvious that the amount allocated is insufficient" (www.westerncape.gov.za accessed 09/09/19).

Linguistic realisations of the fast capitalist discourse: The working of power in the texts

In this section I present the textual analysis of the After School and eLearning Game Changer Roadmaps. Using CDA and CLA methods discussed in Chapter 3, I address how power works in the policy texts, providing relevant examples of the linguistic strategies employed by the text creators.

Nominalisation and Reification

The WCG authors often make use of what Thompson refers to as nominalisation or reification strategies, using the Roadmaps to promote uptake from the reader in a variety of ways. A way in which they achieve this 'buy-in' is by describing the promoted discourses and practices within the Game Changer programmes, as living entities, somehow functioning without human input, or acknowledging the personal agendas of their creators and facilitators.

1 Over the 3 years, 2016 to 2019, the Game Changer will be working with five different types of collaborations:
2 inter-departmental, inter-governmental, and various NGO-types of collaborations. These are detailed below.

Figure 11 After School Game Changer Roadmap pg. 22.

1 In addition, the After School Game Changer needs to continually innovate to address the wicked problems
2 confronting youth as part of improving programme quality and targeting. To assist with this the After School
3 Game Changer has entered into a partnership with DG Murray Trust.

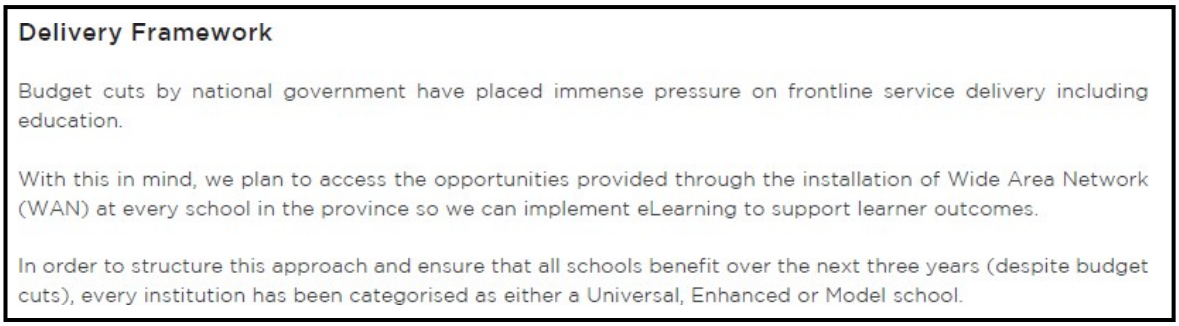
Figure 12 After School Game Changer Roadmap pg. 21.

The After School Game Changer is described as having the ability to *work*, (fig.11 line 1) *leverage* (ASGC Roadmap, 2017: 22), *expand* (ASGC Roadmap, 2017: 22), *encourage* (ASGC Roadmap, 2017: 22) and *innovate* (fig.10 line 1). Using these nominalising strategies creates the sense that the Game Changer concept itself has been reified into a standalone partner, totally dehumanized, and yet somehow possessing its own aims and agendas. This bolsters the concept and premise of the Game Changers, appearing to have come into being out of pure necessity, as opposed a strategic plan conceived by multiple individuals.

The After School Game Changer is described as needing "to continually innovate to address the wicked problems confronting youth" (fig.12 lines 1-2), reifying the Game Changer programme as somehow able to innovate on its own. The WCG do not only describe the Game Changers as somehow agentic and powerful, but also suggests that they can somehow actively 'address' the challenges facing young people. The high modality in the verb phrase, "needs to continually innovate" (fig.12 line 1) is a linguistic choice which reinforces the reification of these programmes and resources. Another example of this can be seen when the WCG refer to the Game Changers as "bold interventions that focus on either leveraging the best opportunities or tackling some of our greatest challenges in the province" (ASGC Roadmap, 2017: 11). Again, the heroic character of the Game Changer is reified as a *bold* entity which can physically *tackle* (ASGC Roadmap, 2017: 22) problems and *leverage* the best opportunities.

Legitimisation Strategies

In line with Thompson's legitimising techniques used in texts, the WCG frame their promoted discourses and practices within the Game Changers as a response to "the greater monetary pressures of budget cuts[4] from national government" (fig.13 line 2). Being the opposition party in the Western Cape, there is little need to describe this issue as the fault of the WCG, instead blaming national government for cutting funding for public education to legitimise increased privatisation.



Delivery Framework

Budget cuts by national government have placed immense pressure on frontline service delivery including education.

With this in mind, we plan to access the opportunities provided through the installation of Wide Area Network (WAN) at every school in the province so we can implement eLearning to support learner outcomes.

In order to structure this approach and ensure that all schools benefit over the next three years (despite budget cuts), every institution has been categorised as either a Universal, Enhanced or Model school.

Figure 13 eLearning Game Changer Roadmap pg. 16.

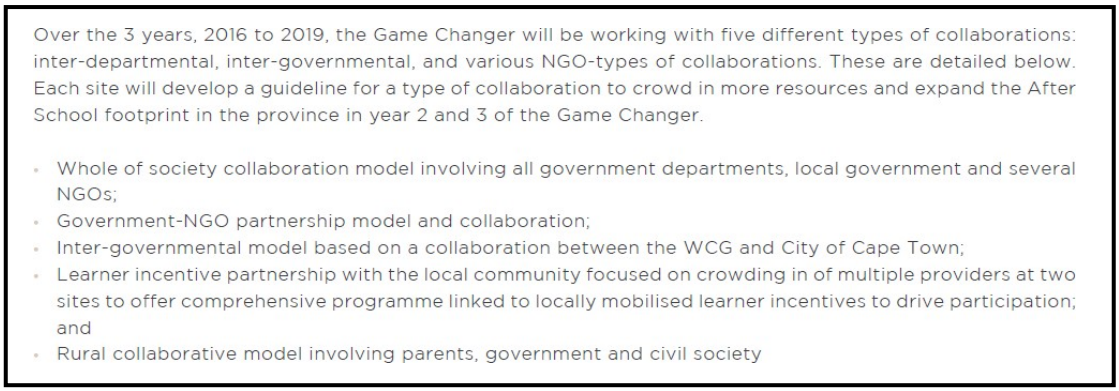
In the context of fast capitalism and its associated features, innovation is seen as a major "part of improving programme quality" (ASGC Roadmap, 2017: 21) and possesses a built-in mechanism for change, which Gee, et al, suggest is part and parcel of "the fast capitalist world…one that celebrates temporary and fast-changing networks" (1996: 40). Continuous future changes could be made to the ASGC by the WCG and are legitimised through innovation and the desire to constantly improve with the aid of private sector and NGOs. Essentially, the WCG are claiming that regular change is necessary for increased learner numbers, programme quality and innovative ASPs.

Concealment Strategies

Various linguistic techniques are employed within the Roadmaps to conceal, disguise, or hide the working of power, often accomplished by lexical choices such as metaphor and euphemism (Thompson, 1990). An example of this is the fact that "universal access" (ELGC Roadmap 2017: 8) to quality programs are seen as the main remedies for the so called "wicked problems" facing learners (fig.12 line 1.). Whether this universal access equates to equal access is however questionable given the distinctions made between various technological resources and school spaces by government such as Model, Enhanced and Universal Schools (fig.13 line 7). Euphemizing complex social struggles as a set of "wicked problems" is another linguistic tool

[4] In the Western Cape Government Education Budget Vote 2019/2020 on 27th March 2019, a DA spokesperson frames the budget cuts during the last 5 year term "…against the backdrop of an economy with slow economic growth and high unemployment, and where the effects of rampant corruption at a national level are felt across the province in all Departments and especially in Education. [While] the ANC has wasted and stolen most of our money…the WCED however remains vigilant and continues to place emphasis on fiscal consolidation, cost cutting measures as well as streamlining and rationalising projects, whilst remaining committed to our vision of quality education for every learner, in every classroom in every school" (www.westerncape.gov.za accessed 09/09/19).

concealing possible alternatives to the Game Changer rhetoric, creating a sense of good and evil, where the current situation for learners is "wicked" and the proposed one therefore inherently pure and good.



Over the 3 years, 2016 to 2019, the Game Changer will be working with five different types of collaborations: inter-departmental, inter-governmental, and various NGO-types of collaborations. These are detailed below. Each site will develop a guideline for a type of collaboration to crowd in more resources and expand the After School footprint in the province in year 2 and 3 of the Game Changer.

- Whole of society collaboration model involving all government departments, local government and several NGOs;
- Government-NGO partnership model and collaboration;
- Inter-governmental model based on a collaboration between the WCG and City of Cape Town;
- Learner incentive partnership with the local community focused on crowding in of multiple providers at two sites to offer comprehensive programme linked to locally mobilised learner incentives to drive participation; and
- Rural collaborative model involving parents, government and civil society

Figure 14 After School Game Changer Roadmap pg. 22.

The WCG aims to use "collaboration to crowd in more resources" (fig.14 line 3) with the "crowding in of multiple providers" (fig.14 line 9) to achieve this. The use of the metaphor *crowding in,* is a lexical choice which conceals the inevitable competition that occurs when public schooling spaces are saturated with the resources and practices needed to improve Game Changer uptake. Little detail is provided on what kinds of resources will be *crowded* into schooling spaces, and whether this is the best pedagogic strategy for struggling learners. While loose timelines are given, mainly concerning resource rollout, there is no research provided to back up the benefit for learners and educators being exposed to often competing EdTech products in the same schooling spaces.

Unifying and Fragmenting Strategies

The After School and eLearning Game Changer Roadmaps provide prime examples of Thompson's unifying texts, using a variety of linguistic techniques to bring people together to create powerful groups.

The lexical choices used to fragment groups within the context of role assignment in the After School Game Changer are best analysed by acknowledging their relevant patterns of transitivity (verbs and their related processes) used by the WCG. When referring to figure 15 and 16 below one can see that while relational processes like *have* indicate possession, in this context, *access* does not equate to owning the resource itself e.g. having access to a computer vs having a computer.

	Target Group	Outcome
1	Learners	Know about the After School programme
2		
3		Have access to safe and secure spaces while participating in ASP
4		
5		
6		Have access to functioning labs
7		
8		Have access to food that meets DSD guidelines

Figure 15 After School Game Changer Roadmap 2017 pg. 18.

	Target Group	Outcome
1	After School Programme Managers	Understand the importance of security
2		Deal appropriately with secuity issues
3		
4		
5	WCED and Schools	Actively supports the ASP
6		
7		Promote the ASP as an extension of the school day
8		Ensure that learners have access to the ASP
9		
10		Ensure that sufficient bandwidth is available for eLearning programmes
11		
12		
13	Parents of Learners	Know about the ASP offerings
14		Encourage learners to attend ASP

Figure 16 After School Game Changer Roadmap 2017 pg.19.

Learners are not framed as having a stake in the creation or organisation of these after-school programmes, nor will they be allowed to participate in the selecting of appropriate contributors and their content. While material processes (types of doing) are common here, it is a good example of the reactive role given to some and how certain groups are combined for the convenience of policy. Parents, like learners, are provided limited agency within the mental and material processes given, only being expected to "*know"* (fig.16 line 13) about the ASP offerings as opposed to its organisational structure, and instead, are tasked with having to "*encourage"* (fig.16 line 14) learners to attend as opposed encouraging deeper participation or collaboration from them. Learners are instead tasked with the acquisition of various skill sets required for academic success and increased employability when leaving school. By participating in these Game Changer offerings, the WCG state that learners will be able to master these skills.

4.3 The discourse of skilling for the future: Future focused education (FFE) and the mastery of 21st century skills.

The second discourse identified as central in the Game Changers is 'skilling for the future'. In line with fast capitalist texts, the concept of skilling has become an important aspect of late capitalism given the pace at which businesses change and information is accessed. Gee, et al, state that it has become increasingly difficult for one to remain relevant in the working world without the ability to adapt and one cannot "expect a business to sustain them in the long run" (1996: 30). This necessitates a new set of skills which learners must possess, and an increased responsibility for continuous self-improvement and adaptability to ensure future success. The following keywords were frequently repeated in the texts:

Skills Discourse Keywords in the Language of Privatisation	
Skills/ed – ELGC pg4, 8x2, 11, 13 ASGC pg4, 8, 11x2, 20x2, 21	**(total: 12)**
Mastery/fully – ELGC pg24 ASGC pg11, 18	**(total: 3)**
Future/s/-Ready/-Focused – ELGC pg8X3 ASGC pg8x2, 9, 10	**(total: 7)**
21ST Century ELGC pg8, 9	**(total: 2)**
Train/ed/ing – ELGC pg8, 23, 25x2, 26x10, 27, 28 ASGC pg19, 21	**(total: 17)**
Professional Development/Professionalise/ing – ELGC pg23, 26x4 ASGC pg11, 20, 22	**(total: 8)**
Competence/y/ies – ELGC pg9, 25x3, 26	**(total: 5)**

Ball mentions the "keywords of reform", which he suggests are "brought into a tight and seamless relationship of possibilities and perfections for which schools should strive…play[ing] upon the fears and desires of the audience which are 'called up' from policy" (2009: 87). It is these 'possibilities and perfections' which are echoed by the keywords above, with a commonly used term like 'skill' becoming synonymous with education and personal improvement and fuelling the notion that language and literacy learning can be conveniently divided up into distinct units, to be mastered for one's professional development, and synonymous with aspirational desires for future success.

The WCG has announced its intentions "to prepare future-ready globally competitive citizens [and a] need to ensure that learners have the critical skills needed to survive and succeed in any world" (MEC Speech EduWeek, 2017). Some of the dominant features within the Roadmaps include mention of 'the future' of education, increased opportunity and access to educational resources, all within the context of improving, re-imagining or reforming South African society and equipping learners with the skills to achieve this. Ball views these kinds of powerful texts as possessing a "saviour discourse that promises to save schools, leaders and teachers and students from failure, from the terrors of uncertainty and from the confusions of

policy and from themselves – their own weaknesses" (Ball, 2009: 87). Interestingly 'the future' as a concept concerning skills discourse, is utilized with the Roadmaps focusing on employability as a skill, centring "social and futuristic visions of society in the business world" (Gee, et al, 1996: 32). These framing strategies create what I argue is a 'vacant'[5] future, where the concept appears to serve more as a marketable tool, promoting skills and/or new educational resources, than a coherent or detailed account of events or changes to come. This is also true for the past, where little or no mention of the inherited inequalities from the Apartheid legacy are addressed as a backdrop to the current or future obstacles discussed in the Roadmaps.

The Game Changers promise to increase young people's productivity, employability and to provide them with "future opportunities" (ASGC Roadmap, 2017: 8) and "brighter futures" (ASGC Roadmap, 2017: 9). The WCG suggest that, "there is little motivation from families and communities, where parents often have little education themselves" (ELGC Roadmap, 2017: 9). This deficit view of families and homes within educational contexts is not atypical of policy texts, framing the need for acquiring certain skills regarding teaching and learning firmly within the schooling space. For the WCG, young people's ability to support themselves in the future is contingent on them receiving a quality education to prepare them as "Future-Ready learners…for the 21st Century world of work" (ELGC Roadmap, 2017: 8).

Framing strategies in the skills discourse of the Roadmaps

The main framing strategy that I have identified within the skills discourse revolves around the bundling of complex teaching/learning practices and knowledge as atomized sets of skills to be mastered and how people are quantified in the process (discussed in more detail below) (Lea and Street, 1998: 158,159).

Skills Bundles and 'Quantifiable People'

The WCG address the need to facilitate "the transition of learners from education institutions to the workplace" (CAPS Mathematics Grades 7-9, 2011: 4). The focus on "high knowledge and high skills" is seen as important and aligned with the WCG's desire to provide "employers with a sufficient profile of a learner's competencies" (CAPS Mathematics Grades 7-9, 2011: 4). The role of mathematics, languages and eLearning practices play a crucial role in this "personal development of the learner," alluding to their value by government as high-status practices for ensuring learner employability (CAPS Mathematics Grades 7-9, 2011: 9). These desirable skills and their surrounding practices "are recast in a trans-actional or

[5] Here I would like to draw on *Winners Take All* author Anand Giridharada's talk relating to the dynamic of private elites' philanthropic involvement in the US public sector: "So, I tried to start the book with the question, what is the relationship between the extraordinary elite generosity of our time, which is real, and the extraordinary elite hoarding of our time, the monopolization of the future itself?…These people love being future-oriented because that kind of prevents us from being past-oriented [and] as you know better than anybody in this room, we've got a lot of future in this country"(www.vox.com/recode 04/09/19). While referencing US examples, Giridharada's comments on how the future is *used,* and the omission of past and present inequalities, creates an emptier and potentially misleading image of the world for young people, where skills acquisition as a prerequisite for success can frame society as a meritocracy.

entrepreneurial frame and actors' segmented selves are recast as assemblages of productive elements, as bundles of skills" (Urciuoli, 2008: 224).

This culminates in the Roadmaps as "skills talk", a discursive register prominent within policy and education initiatives. Agha describes skills talk as "a register of commoditized speech which emanates from the commercial sector", reducing clients or in this case learners, educators, principals, and tutors to a that of a "skills bundle" (2011: 44). This discourse tends to take numerous human activities and abilities and "reclassify them into discrete units of productive labour that can be quantified and ranked and can themselves be priced when they are linked to pay scales" (Agha, 2011: 44). Skills talk, and the commoditization of skills can frame activities "as indexicals of socioeconomic opportunity… class position [and] social mobility…where you can purchase books, courses, and diplomas from various 'experts' who are there to help you in the endless task of 'skills acquisition'" (Agha, 2011: 24, 25, 45). Self-improvement is common within the Game Changers, where ideal learners and educators are seen as those who do "not find security in her past achievements but continuously seeks to improve [themselves]…so that the deep hidden potential…can be maximally utilized for capitalist production" (Park, 2016: 456). This can place added pressure on the individual, where learning is framed as a "'self-management' project for human capital development…thereby obscuring the structural inequality in the acquisition of linguistic skills" (Shin, 2016 cited in Shin and Park, 2016: 449).

This is evident in the Roadmaps where educators and learners "are expected to imagine themselves accordingly and to continually improve his/her linguistic skills for perpetual self-improvement" (Warriner, 2016). This highlights the "pervasiveness of skills discourse", illustrating the "ways in which…teachers, as neoliberal workers, are increasingly subject to control over their profession and their training" (Block and Gray, 2016 cited in Shin and Park, 2016: 448). The way skills talk is taken up by people, as Agha suggests, points to how job seekers can "redescribe themselves in resumes and job interviews as a bundle of skills, and thus… reformulate themselves as quantifiable units of human capital" (2011: 45). This requires individuals to "find new ways of imagining themselves to suit the market needs and are left with the responsibility to look for ways to indulge in endless self-improvement of their skills to become such a being" (Shin and Park, 2016: 445).


On starting its second term of office in 2014, the Western Cape Cabinet reaffirmed its commitment to achieving its vision of creating a highly skilled, innovation driven, resource efficient, high opportunity society for all.

Figure 17 After School and eLearning Game Changer Roadmaps pg. 4.

1 Opportunity for the youth is centre stage of the Western Cape Government's (WCG's) strategic priorities. Our
2 aim is to do everything we can to enable our youth to become educated, responsible and empowered young
3 adults, who have the necessary skills to support themselves in the future.

Figure 18 After School and eLearning Game Changer Roadmaps pg. 8.

Throughout the Game Changer Roadmaps, competency in mathematics, technology and languages are defined as skills to be mastered (ASGC Roadmap, 2017: 20) and used as benchmarks for assessing learner competency and employability status. This is echoed in the WCG's "vision of creating a highly skilled" (fig.17 line 2) society, placing the youth at the centre of this 'skilling' process, helping them "to support themselves in the future" (fig.18 line3). This focus relies heavily on notions of future-readiness, where the concept of 'readiness' requires learners to react to current societal criteria and patterns rather than being framed as active participants in the process of change, framing the future as an external force which cannot be questioned. To prepare the youth "for a successful and productive life in the 21st cent" (ELGC Roadmap, 2017: 9), the WCG suggest that programmes, "must actively engage learners and build learners skills and mastery" (fig.20 below). By framing computer literacy as "a vital skill when entering higher education or the workforce after…school" (ELGC Roadmap, 2017: 11), learners must acquire competency or run the risk of becoming redundant or 'unskilled' workers, limiting their chances for the future success. Acquiring these valued skills necessitates that the learner move onto the next skill which they might require in the skilling process, often framing the learning process within an economic or commercial paradigm with little or no focus on academic development as its own enrichment. Here I refer to the acknowledgment of the intrinsic value of education as opposed to its 'exchange value'.

This skills discourse does not simply focus on learners within the Game Changer Roadmaps but also implicates educators, with the WCG advertising "the need to equip teachers, not just with technology, but with the skills and content to support a transformation in the manner in which they engage with learners in the classroom" (ELGC Roadmap, 2017:13). These skills are then a means for ensuring one's future professional and financial stability, resulting in the quantifying and commodifying of knowledge systems into convenient boxed 'skills', which can simply be added to one's repertoire through increased access to resources. The WCG are offering the "opportunity" (fig.18 line 1) for individuals to be able "to support themselves in the future" (fig.18 line 3), conveniently omitting the socio-economic obstacles which continue to produce inequality, placing the responsibility on the individual to make their own future brighter.

Linguistic realisations of the skills discourse: The working of power in the texts

Nominalisation and Reification

Thompson's nominalisation and/or reification strategies with regards to how power works in texts (1990), helps to make visible how linguistic techniques materialise and promote skills discourse.

1 this Game Changer will build the confidence of learners and potential future opportunities.

Figure 19 After School Game Changer Roadmap pg.8.

1 *In addition, these programmes must actively engage learners and build learners skills and mastery.*

Figure 20 After School Game Changer Roadmap pg.11.

The Game Changer initiatives are reified in the above sentences, being attributed with the physical ability to *build* learner confidence and opportunities (fig.19), regardless of the context and seemingly void of the human presence necessary for building this confidence and opportunity. This omits the crucial role played by people in the development of learner confidence and the provision of future employment opportunities, ignoring the role which privileged social networks and nepotism play in the advancement of some young individuals. This reinforces the notion that by simply exposing young people to these programmes, it can supplement a range of socio-economic factors benefitting privileged learners, for example those in former model C schools. Lexical choices in a sentence like "these programmes must actively engage learners and build skills and mastery" (fig.20) demonstrate how social processes and practices are nominalised. The high modality in a verb phrase like "must actively engage and build learners skills" (fig.20) is a linguistic choice that reinforces a skills discourse by obfuscating complex human agency as the simple agency of programmes.

Legitimisation Strategies

The WCG use certain legitimizing techniques (Thompson, 1990), referring to quality education, computer literacy and increased connectivity as "vital" (fig.21 line 3), "key" (fig.22 line 1) and "critical" (fig.21 line 1). This reinforces these practices as necessary solutions to the emergency of young people being unprepared for "the 21st Century world of work" (fig.22 line 3).

1 We see the eLearning Game Changer as critical to achieving this goal. It offers the opportunity to provide
2 learners with access to quality educational material, while simultaneously developing their computer literacy,
3 which is a vital skill when entering higher education or the workforce after they leave school.

Figure 21 eLearning Game Changer Roadmap pg. 8.

1 We recognise that a quality education is the key intervention to ensure young people succeed later in life. We
2 also know that the way in which young people interact, engage and learn is changing and that connectivity is
3 critical to creating opportunity and better preparing them for the 21st Century world of work.

Figure 22 eLearning Game Changer Roadmap pg.11.

The Game Changers are legitimised through increased "connectivity" (fig 22 line 2), seen as "critical" (fig.22 line 4) for preparing young people for work given its role in "creating opportunity" (fig.22 line 3). The grammatical choice to use the present tense throughout these documents encourage uptake, given the enactment associated with words like "changing" (fig.22 line 2), "creating" (fig.22 line 3) and "preparing" (fig.22 line 3). These words possess a factual, or taken-for-granted energy, functioning as yet another legitimizing tool (Janks, 2009: 63).

Concealment Strategies

The way concepts like skilling and training are utilised by the WCG within the Roadmaps, echo certain concealment strategies mentioned by Thompson (1990).

Young people becoming productive adults is the main aim of the WCG, describing a "pathway to productive adulthood" (ELGC Roadmap, 2017: 8), a euphemistic metaphor framing this outcome as achievable through a simple, linear trajectory, reinforced by the *Roadmap* metaphor. This conceals the complexities of achieving said outcomes, concealing external social and political factors when addressing the challenges of access to tertiary education and work placement opportunities in South Africa. There is no mention within the Roadmaps of who decides which skills and resources are deemed necessary, what this preparation for adulthood might entail and which current educational practices are lacking in efficacy or deemed out of date.

Unifying and Fragmenting Strategies

On the one hand, the Roadmaps describe 'unified' groups while on the other, they fragment and atomize (Thompson, 1990). Unemployment and school drop-out rates reflect poorly on the state and is a popular subject of debate in SA. This is the underlying premise for the Game Changer initiatives which purposefully use the pronoun 'our' when referring to 'our youth' (fig.23 line 3) as a unifying tactic.

1 • Among our learners, just under half who enter the school system drop out before their matric which is ascribed
2 in part to falling behind academically and experiencing a lack of belonging; and
3 • The narrow unemployment rate among our youth under 25 stands at 52% (Poverty and Inequality Institute)

Figure 23 After School Game Changer Roadmap 2017 pg. 10.

Inclusive pronouns are used when addressing issues like the unemployment rates of people under 25 years old (fig.23 line 3) and when considering the newer roles which private entities can now play in achieving the WCG's desired outcomes. The use of the pronoun "our" (used 34 times in the After School and 36 times in the eLearning Game Changer Roadmaps respectively) is a helpful tool in the language of privatisation for implicating the reader in these issues even if they are not the direct subject of these statistics. The Roadmaps implicate a large range of potential 'stakeholders' in the skilling processes and though the youth

are a central focus, the Game Changer practices and initiatives will create a "high opportunity society for all" (fig.17 line 2). These lexical choices frame all people directly and indirectly involved as supposed beneficiaries within the Game Changers.

Various linguistic techniques are used to create distinct groups within the Roadmaps, in line with the fragmenting strategies in Thompson's Table (1990) (Chapter 3). An example of this is the standard for what will be considered skilled within the Game Changers, not only affecting young people, as government intends to "undertake [the] assessment of teachers, principals and officials with NO training done" (ELGC Roadmap, 2017: 26). The WCG are holding most individuals within the public schooling system to a skills-based precedent, based on access to valued resources, and potentially adding to the pre-existing deficits already in place between a range of schools and communities in the province. This highlights the issue that there are currently those with and without access to quality after-school programmes and eLearning resources, and significant disparities between public and private schools in SA. The reality is that by these standards, most learners will be considered inadequately prepared, with limited access to materials and lacking the "vital skills".

4.4 'Drilling' through data, the discourse of datafication and 'our digital natives'

The third key discourse revealed in the data analysis is around datafication. The WCG desire paperless classrooms and improved access to digital resources in South African schools, resulting in current policy promoting increased eLearning practises and access to data on learner and educator performance. These datafication practices are legitimised as a response to shifting global trends, and the best way for educators and their superiors to properly monitor, track and survey individuals, better assess where issues lie, and help to structure future interventions more effectively. Keywords that reveal this discourse are as follows:

Datafication Discourse Keywords in the Language of Privatisation	
Data/-bases/-driven – ELGC pg13, 14x3, 23x2, 27x11	**(total: 17)**
Assess/ment – ELGC pg13x2, 14x4, 25, 26x4, 27, 28 ASGC pg22	**(total: 14)**
Research – ELGC pg12, 23 ASGC pg20	**(total: 3)**
Track/ing/ed – ELGC pg20, 28 ASGC pg21	**(total: 3)**
Monitor/ing – ELGC pg27 ASGC pg4	**(total: 2)**
Report/s/ing – ELGC pg27x4, 28	**(total: 5)**
Key Performance Indicator/s (KPIs) – ELGC pg13x3, 11, 16	**(total: 5)**
Statistics (Stats) – ELGC pg13 ASGC pg10, 20	**(total: 3)**

The power of this discourse of datafication is evident in a speech by the MEC at EduWeek 2017, where she states that digital technology has "the potential of improving every aspect of schooling, from teaching and

learning to assessment, school management and parent support." Datafication involves multiple practices, including "increased surveillance of teachers' work… balancing the budget, recruitment, public relations, impression management, staff training, curriculum coverage, classroom control, students' needs and record-keeping" (Ball and Youdell, 2007: 47).

The emphasis on data-driven practices in schools by government, relies on establishing databases and management reports "on learner and educator record data [which will]…enhance productivity and effectiveness" and comes in the form of "common access to educator, learner and school profile[s]" (ELGC Roadmap, 2017: 27). Producing profiles for role-players within the Game Changer and "improved online school information management" is a priority of the WCG. Government also mention an increase in "online tools to monitor, manage and report school performance and use data to design interventions" (ELGC Roadmap, 2017: 27). Data is a fundamental aspect of the eLearning Game Changer in addressing the province's problems and is used for managing learner records, educator training databases, the establishment of "data standards" and the "setup of an online performance dashboard", an LMS (learner management system) used for tracking and defining success (ELGC Roadmap, 2017: 27). The shift in using digital platforms for data management has provided opportunities for private companies to create and facilitate processes previously not possible, where schools can outsource their "assessment and student testing, data management, remedial services and subject-specific curriculum development work" (Ball and Youdell, 2007: 24). A huge selling point for the Game Changers is the tracking and surveying capacity of technology for schools and teachers to efficiently and accurately monitor learner academic performance. When defining what success will look like, the WCG declare that "all ASP participants [are] tracked…,5% of ASP learners receiving school accolades [and] 5% of ASP learners [are] competing competitively in activities" (ASGC Roadmap, 2017: 21). The WCG intends "on achieving this with an e-Admin system to run the school" (ELGC Roadmap, 2017: 8), adding to the high value status of the advertised resources.

Statistics on maths and language results, an increase in registered learners in the Western Cape and the classroom learner-teacher ratio, are all reflected in graphs within the RoadMap (fig.24). Despite the improvements shown, the WCG mention that "poorer schools [with] poor results continue to be of grave concern" (ELGC Roadmap, 2017: 9). The connection between poor schools and poor results is emphasized using statistics and reflect the correlation between this issue and the annual increase in learners registering and the "inevitable consequence" of rises in learner-teacher ratios (ELGC Roadmap, 2017: 10). This is said to negatively affect poorer schools, with the suggestion that if the "current trajectory continues, we can anticipate steadily approaching an average of 40 learners to a teacher in every classroom" (ELGC Roadmap, 2017: 11). This use of statistical information and graphs spanning over 6-8 years, provide the foundational language for the WCG to anticipate averages and speak about trajectories when warning of failing "traditional teaching" methods (ELGC Roadmap, 2017: 11). Manolev, et al, argue that numerical data cannot always accurately represent social issues and, in conforming to this "governance by numbers",

obscures “ambiguities and limit[s] the explanatory possibilities necessary to adequately represent the complexities of social life” (2018: 10).

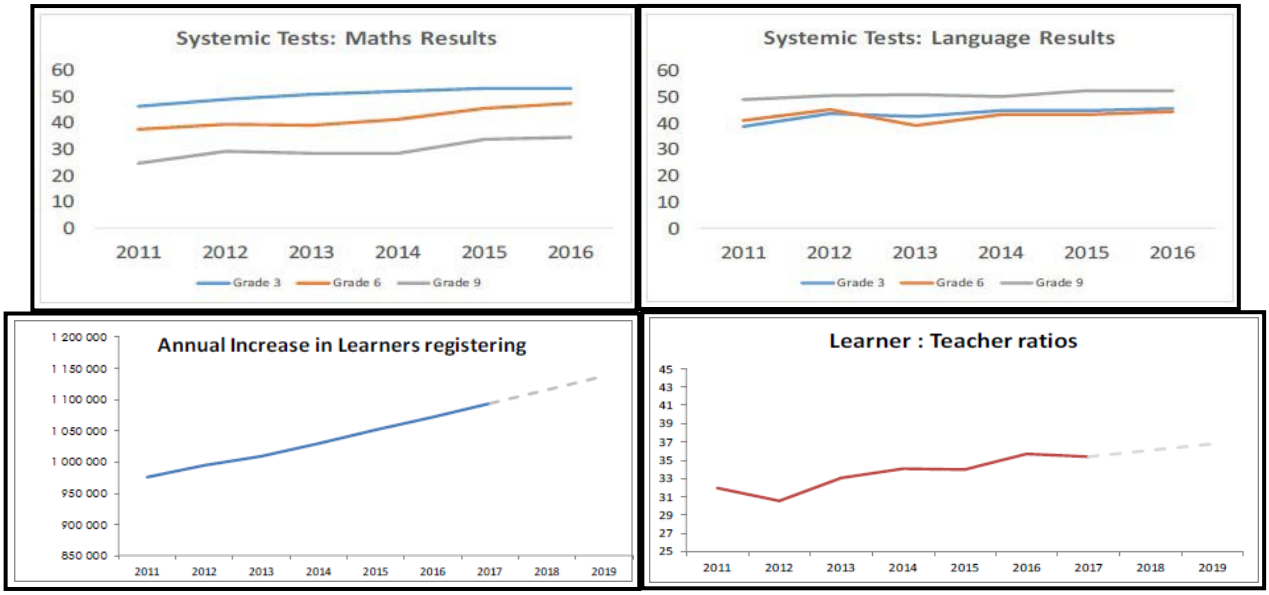


Figure 24 eLearning Game Changer pg. 9, 10, 11.

Key outcomes of the eLearning Game Changer entail measuring the “extent of WAN, LAN and Technology rollout to target schools…[and the] number of teachers integrating ICT into teaching practices (with teacher self-assessment tool and classroom observation schedule)” (ELGC Roadmap, 2017: 13). Learner performance will also be “measured in standardized tests and assessment results [and collected] in order to provide [a] credible and accurate evaluation” (ELGC Roadmap, 2017: 13, 14). Here, credibility and accuracy are synonymous with the use and emphasis on statistical data and the way success is assessed at multiple levels.

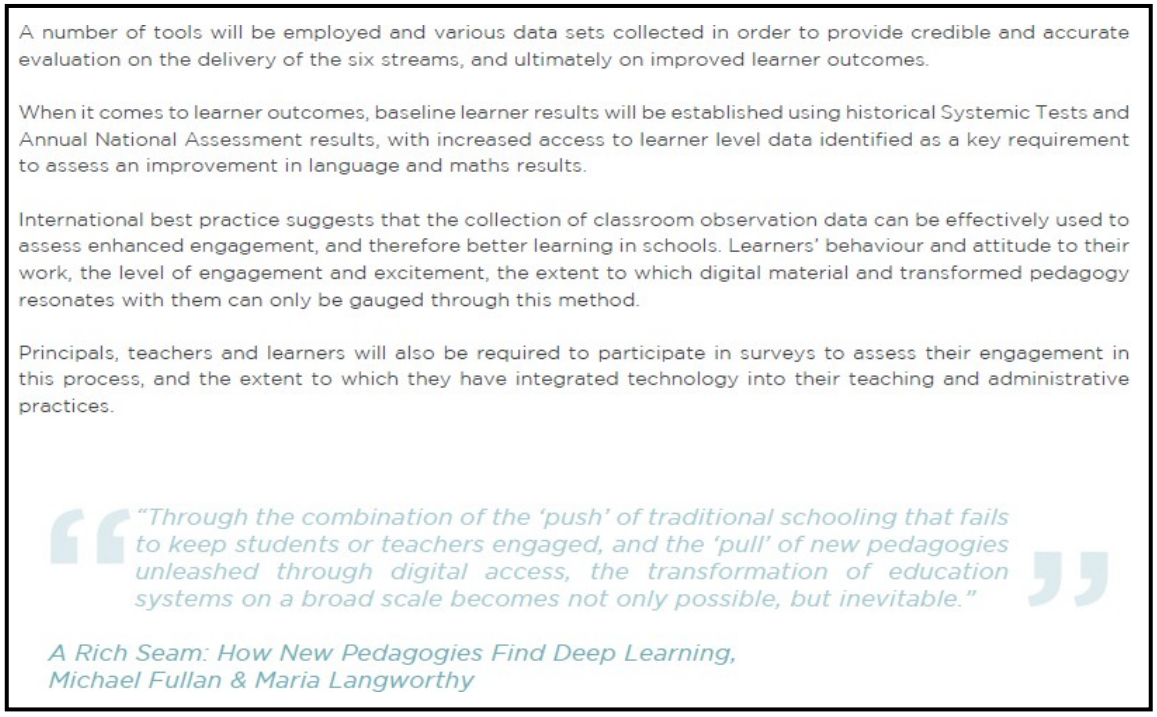
Learners are not merely expected to improve on maths and language results with the addition of eLearning resources but must also perform multiple baseline tests. The way performance management is addressed, reflects the neoliberal aspects of Western Cape educational practice, given the business-orientated focus on instilling “a constant state of review, appraisal and improvement” (Ball and Youdell, 2007: 45). Similarly, educators are required to perform self-assessed ICT competency tests and have their training information and results captured and stored. This creates a dynamic where “the teacher is subject to a constant flow of judgments, measures, comparisons and targets [where] information is collected continuously, recorded and published often in the form of ‘League Tables’ (Ball and Youdell, 2007: 45).

Framing strategies in the datafication discourse of the Roadmaps

The two main framing strategies that I have identified within the datafication discourse are firstly, what I have referred to as ‘drilling’ through data, an issue which addressed the increased tendency for data-generating practices in education, often directly related to assessment and key performance indicators.

The second relates to the notion of digital nativism and its role in promoting and legitimising initiatives that introduce digital resources into educational contexts. These issues frame much of the discussion instigated by the WCG in the Roadmaps.

'Drilling' through Data



A number of tools will be employed and various data sets collected in order to provide credible and accurate evaluation on the delivery of the six streams, and ultimately on improved learner outcomes.

When it comes to learner outcomes, baseline learner results will be established using historical Systemic Tests and Annual National Assessment results, with increased access to learner level data identified as a key requirement to assess an improvement in language and maths results.

International best practice suggests that the collection of classroom observation data can be effectively used to assess enhanced engagement, and therefore better learning in schools. Learners' behaviour and attitude to their work, the level of engagement and excitement, the extent to which digital material and transformed pedagogy resonates with them can only be gauged through this method.

Principals, teachers and learners will also be required to participate in surveys to assess their engagement in this process, and the extent to which they have integrated technology into their teaching and administrative practices.

"Through the combination of the 'push' of traditional schooling that fails to keep students or teachers engaged, and the 'pull' of new pedagogies unleashed through digital access, the transformation of education systems on a broad scale becomes not only possible, but inevitable."

A Rich Seam: How New Pedagogies Find Deep Learning,
Michael Fullan & Maria Langworthy

Figure 25 eLearning Game Changer Roadmap pg. 14.

Informed by "international best practice" (fig.25 line 6), the Roadmap outlines the ways in which the collection of data on learners, educators, principals and schools, will improve learner outcomes, describing these "various data sets" (fig.25 line 1) as "tools" (fig.25 line 1) to accurately evaluate and deliver these improvements. The WCG suggests that learners' behaviour and attitude towards learning can be better assessed through these data-collection strategies, and the degree to which "digital material" (fig.25 line 8) and the resulting changes in pedagogical practice, "resonates" (fig.25 line 9) with them. This datafication discourse does not only implicate learners, but also outlines the mandatory assessment strategies which educators and principals will need to comply with so that the WCG can measure their "engagement" (fig.25 line 7) and the "extent to which they have integrated technology into their teaching and administrative practices" (fig.25 lines 11-12). This process of surveillance, assessment and tracking implicates these various groups in a way that does not appear voluntary, raising questions around the implications for those who do not participate to an acceptable level. Fundamental to this datafication discourse, is an urgency to update or replace "the push of traditional schooling" (fig.25 line 13), contrasted with the newer, more engaging "pull of new pedagogies" (fig.25 line 14). These new pedagogies will be "unleashed through digital

access" (fig.25 line 15) supposedly transforming education systems for the better (fig.25 lines 15-16) through a non-negotiable and "broad scale" (fig.25 line 16) set of changes which every individual implicated within the Game Changer must adopt into their daily practice.

Despite the contrast made between traditional versus transformed pedagogies within the Roadmap, the baseline tests employed will still be "established using historical Systemic Tests and the Annual National Assessment results"[6] (fig.25 lines 3-4). By rooting these new strategies within pre-existing assessment methods, there are questions raised as to the degree of real "transformation" (fig.25 line 15) taking place, and why certain practices and ideologies will remain uncriticized while others are deemed outdated. These new digital materials' transformative potential seems limited to the simple addition of "tools" (fig.25 line 1) provided for accessing data on performance and behaviour, simply updating the pre-existing methods which teaching, and learning can be assessed, quantified, and measured. This omits more current research and critiques surrounding educational assessment and language practices in SA schools such as curricular reform or trans-languaging techniques, as potentially transformative methods for improving learner engagement.

[6] The Annual National Assessments, or 'ANA's', are standardised national assessments for languages and mathematics across all grades and schools are expected to facilitate the tests as well as the marking and internal moderation. (https://www.education.gov.za. First introduced in 2002, these tests are legitimised as the main source of "data upon which to develop its language and mathematics interventions…The Systemic Tests are annually run by the Western Cape Education Department's (WCED) testing language and mathematics" at Grades 3, 6 and 9. This "provides valuable diagnostic information for improving language and mathematics performance in the province [and] the results of the testing allow the WCED to identify schools and areas where language and mathematics performance is weak, strong and average and to determine what kind of remedial action is required. (https://www.westerncape.gov.za).

'Our Digital Natives'

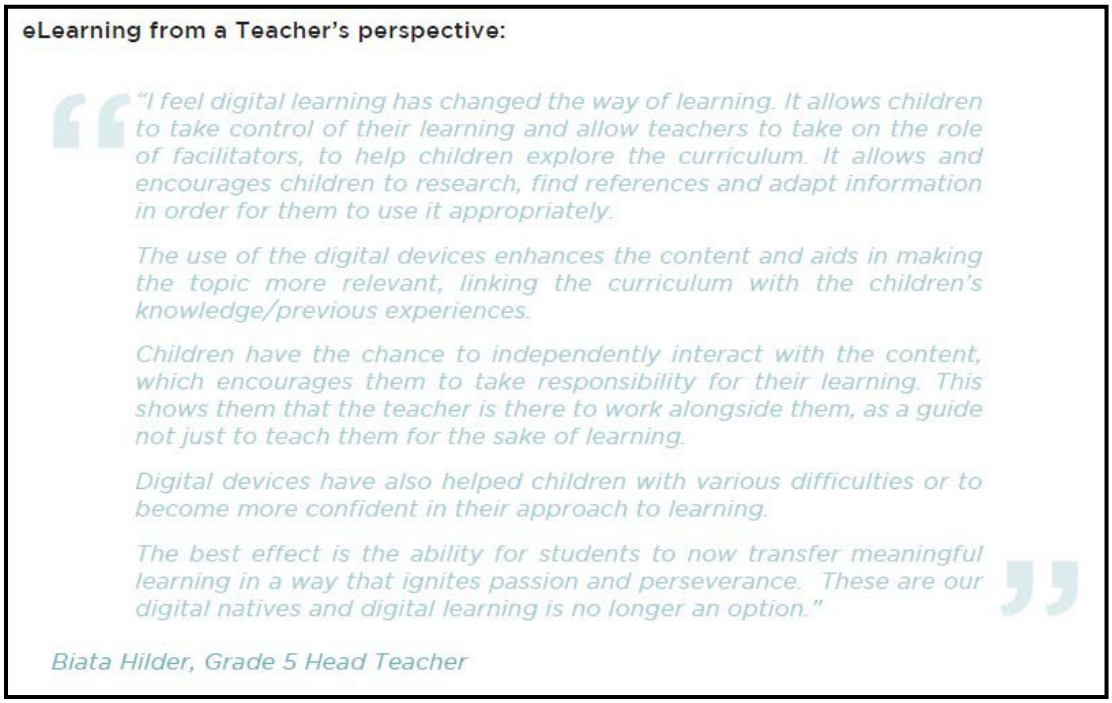


Figure 26 eLearning Game Changer Roadmap pg. 12.

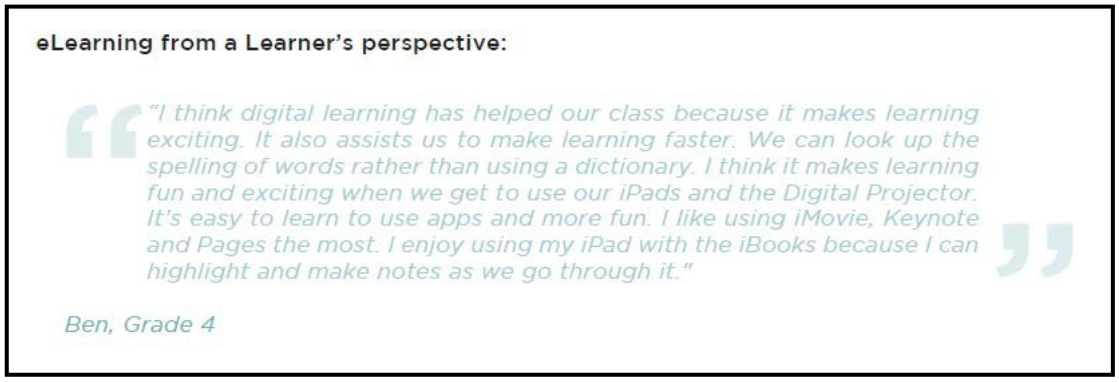


Figure 27 eLearning Game Changer Roadmap pg. 12.

A grade 5 teacher is quoted in the Roadmap, referring to "our digital natives" (fig.26 lines 17-18) when discussing shifts in teaching and learning, a common perception of learners as possessing innate affinity for technology. This hyper-inclusive term is misleading effect in that it presupposes membership without taking into the context the vastly different socio-economic factors ranging across the province and the country, impacting significantly on young peoples' level of exposure and type of technology-use. A quote from a grade 4 learner named Ben mentions the fun and excitement he experiences "when we get to use our iPads and the Digital Projector" (fig.27 line 5).

Owning expensive commodities like Ben's iPad, when compared to the intervention spaces in under-resourced schools where more generic devices are loaned for intervention lessons, reveal the deeper levels

of membership and exclusion possible within neoliberal education practices. By providing "eLearning from a learner's perspective" (fig.27 line 1), in the form of Ben's testimonial, someone comfortable with eLearning and from a well-resourced school, the WCG can back up the teacher's claim that 'our' young people are all 'digital natives', without needing to dissect the term or claim it as their own. Prinsloo provides an example of how socio-economic obstacles and a range of schooling contexts might impact differently on learner exposure to digital resources for learning in SA. He refers to a Gauteng initiative in 2014, where a planned 88 000 tablets were to be rolled out to schools by 2018, costing as estimated R17 billion, however, the tablets were soon withdrawn in 2015 due to large-scale theft (2019: 9).

Even if one is to assume that limited exposure to technology or a developed competency on less conventional platforms, still qualified one as a 'digital native', the inclusive and positive connotations of belonging to this group overshadows the reality. While many young people might enjoy using and learning how to use technology, this term does not account for the range of learner experiences, competencies, and the ethical pitfalls of this essentialist discourse. Digital learning is framed as fun and exciting for learners, promising to ignite passion and perseverance despite the contradictory argument made by the grade 5 teacher that digital learning is no longer optional and is a necessity regardless. Prinsloo elaborates on this issue stating that "this generalized notion of an undifferentiated global economy and undifferentiated young people is clearly a problem, though, particularly in a country which is often described as being amongst those with the highest levels of social inequality worldwide (World Bank, 2018)" (2019: 10). There is a concern when addressing policy interventions that attempt to level "'the playing fields' for children from poorer social backgrounds [which] sometimes assume that technologies have an effect on practices that is predictable …[treating] the early digital experiences of middle-class and Northern children…as universal models for all children." (Prinsloo, 2019: 10, 16).

Linguistic realisations of the datafication discourse: The working of power in the texts

Nominalisation and Reification

When referring to the datafication discourse within the Roadmaps, there are multiple instances where nominalisation and reification techniques are employed by the WCG. The importance of "data-driven" (ELGC Roadmap, 2017: 27) practices being promoted, reify data as being somehow able to drive transformation without a human presence, where technology and data will be used to "enhance [and]…improve educational practice" (ELGC Roadmap, 2017: 8, 23).

1 When it comes to learner outcomes, baseline learner results will be established using historical Systemic Tests and
2 Annual National Assessment results, with increased access to learner level data identified as a key requirement
3 to assess an improvement in language and maths results.

Figure 28 eLearning Game Changer Roadmap pg. 14.

Several nominalisations are present, such as the plans for "baseline learner results" being "established" (fig.28 line 1) and "increased access to learner level data" (fig.28 line 2) being "identified as a key requirement" (fig.28 line 2). The high modality surrounding the verb phrase "learner level data identified as a key requirement" suggests that improvements to language and maths results must be informed by this data, reifying it as able to reveal solutions to improve learner results otherwise invisible. By nominalising the act of identification, the human element is removed, allowing the WCG to frame this data-access requirement as a universal truth and "key" to success. This allows the WCG to promote large-scale changes in educational practices and administration without needing to outline precisely who is responsible for instigating and implementing them.

The WCG also state that "international best practice suggests" (fig.25 line 6) these structures be employed, further reifying complex external factors such as pedagogic practice from overseas, without needing to specify where and in what contexts these practices exist. There is a conscious effort by the WCG to have a "rollout system developed" (ELGC Roadmap, 2017: 26) to capture and access data on individuals within the public school system, while remaining vague on the finer details, such as the specific kinds of data and "common access" (ELGC Roadmap, 2017: 27) criteria for various groups.

Legitimisation Strategies

Thompson's legitimizing strategies (1990) are often present in texts in the form of logical arguments, promoting change while maintaining certain traditions and replacing others. Throughout the eLearning Game Changer Roadmap, access to learner-level data is seen as necessary for achieving outcomes. The ANAs and historical systemic tests are seen as the best way to inform many of the assessment practices within the eLearning Game Changer (fig.28). International pedagogic practices are viewed as the "best" (fig.25 line 6) examples of modern education and serve as the legitimate basis for many of the transformations promoted for schools across the province. Terms like "eCulture" and "eAdmin" must therefore be "infused" (ELGC Roadmap, 2017: 23) into the public education system through these Game Changer practices if they are to have a meaningful impact, with a dominant focus on the use and capturing of data, if for example, teacher training is to be truly effective (ELGC Roadmap, 2017: 23). "Seamless" (ELGC Roadmap, 2017: 27) data access is also legitimised within the Roadmaps as the main means for assuring productivity, efficacy, performance and to inform management decisions and design interventions (ELGC Roadmap, 2017: 26). The use of terms like 'infuse' and 'seamless' gives the reader a sense that these practices will be absorbed holistically into the current education system and legitimizing an increased commitment if all involved are to benefit.

Concealment Strategies

The concealing or disguising strategies used in texts (Thompson 1990) is relevant for this analysis given that the eLearning Game Changer Roadmap does not make explicit who will be deciding what types of learner

and/or educator data will be accessible, and who will have access to this. The question of whether this data will be ethically obtained/shared is not outlined in the Roadmap, nor the kinds of data that will valued and how they will be used to for planning and managing interventions.

Unifying and Fragmenting Strategies

Policy texts possess an inherent unifying quality, given their scope, broad-scale outcomes, and availability to the public. In line with Thompson's table (1990), the use of inclusive pronouns and cohesive devices in the Roadmaps with phrases such as "we need a new way" (ELGC Roadmap, 2017: 4), intentionally implicate the reader in the proposed transformations around datafication. This "shared vision" (ELGC Roadmap, 2017: 23) includes the entire province within these transformations, whereby all schools can emulate aspects of international best practice by accessing these datafication solutions, and cultivate a feeling of belonging to the global pedagogic community (ELGC Roadmap, 2017: 23). Crucially, the WCG's mention of the use of historical/traditional assessment methods will be familiar to most schools. This allows for a more inclusivity, where spaces lacking in many of the eLearning practices which more privileged spaces have, will still be able to adopt some aspects of the Game Changer so as not to feel left out. Whether this can be considered as a means of closing current gaps between schools is however up for debate.

Inclusive terms like "common access" (ELGC Roadmap, 2017: 27) and "collaborate online" (ELGC Roadmap, 2017: 27) frame practices and access as equal and shared through these unifying practices, despite the ranging power of individuals implicated within them. These groups will have access to "learner record data" (ELGC Roadmap, 2017: 27), a concept which appears to be a general term implicating all future affected learners, creating a more homogenous learner body through these datafication practices. This learner homogeneity is reinforced using "our" in the phrase "these are our digital natives" (fig.28 lines 17-18), suggesting that all young people are equally imbued with innate ability or desire to use technology as a reason for eLearning being no longer optional.

In contrast to the above analysis, the Game Changer Roadmaps use lexical strategies to fragment (Thompson 1990) and separate individuals into various groups in the context of these datafication practices. This is reinforced by the fact that there will be "targeted" (ELGC Roadmap, 2017: 27) schools and "role players" (ELGC Roadmap, 2017: 23) vs non-targeted schools within the Game Changer, creating a range of power and accountability issues depending which group one falls into.

4.5 Conclusion

The WCG's Roadmaps have gone beyond borrowing certain language or practices from the private sector "to make the public sector…more business-like" and go a step further, facilitating "the opening up of public education services to private sector participation on a for-profit basis and using the private sector to design, manage or deliver aspects of public education" (Ball and Youdell, 2007: 9). The Roadmaps are discursively

constructing privatisation OF education through the prioritising of different discourses and a range of framing strategies. These changes are significant and impact on the core reasoning for what education is or should be, the perceived value and purpose of knowledge construction and the shifting role of educational institutions. The authors of the Roadmaps frame the most important issues facing public education in the Western Cape through the lenses of accelerating economic growth, increased innovation and change through non-state contributions, skills bundling, increased datafication practices and the notion that WC youth are 'digital natives'. Conducting a close textual analysis and addressing how power works in these Roadmap texts also proved valuable, raising important questions around the shifting ideologies being promoted while developing a systematic approach to studying the "language of privatisation" (Ball and Youdell, 2007). There are many issues to consider when promoting the practices being advertised in the Roadmaps, notably the fundamental changes which the WCG wish to instil and the potential for these initiatives to reproduce existing inequalities.

Chapter 5: A private after-school eLearning intervention at a Cape Flats school

5.1 Introduction

In this Chapter I analyse the degree to which the discourses and practices of an EdTech company engaging in After-school eLearning Game Changer intervention opportunities reveal privatisation IN and/or OF public education in the Western Cape (Ball and Youdell, 2007), as revealed in the two Roadmaps analysed in Chapter 4. There is a need for stronger critiques of neoliberalism in the WCED, suggested by researchers like Walton, who states that government's agenda has been further obfuscated "by bundling a set of educational materials and installing them in all schools along with computer laboratories… effectively creat[ing] a viable market for educational software producers" (2007: 200). I analyse the discourses and framing strategies of fast capitalism, skills talk and datafication as mirrored in the activities of one of these After School eLearning Game Changer interventions, as setup by these policy texts. Of interest here, is Bakhtin's concept of intertextuality (1986) defined by Fairclough as "the property [which] texts have of being full of snatches of other texts" (1992:84). Intertextuality reveals how various texts and ideas merge and the degree to which texts reference and frame each other and are linked to wider contexts, enriching our understanding of and engagement with the "language of privatisation" (Ball, 2007: 42). By assessing various privatised education policies and practices, I "identify how privatisation tendencies come together in particular constellations in particular settings", how politics and business get embedded in "the texture of texts" and the degree to which these discourses and practices are interwoven to complement or contradict one another in an educational context (Fairclough, 2000: 158 cited in Ball, 2009: 87; Ball and Youdell, 2007: 33). I aim to explore how these discourses and framing strategies are mirrored in the practices, text and talk generated around the ZipEd intervention.

During 2017 and 2018, I observed several after-school eLearning mathematics interventions run by ZipEd and gained access to their offices and multiple texts including their product content and correspondence documents. I conducted several interviews with the main stakeholders who shaped and facilitated these interventions and decided on which spaces and relationships would be required to do so effectively. By gaining insider access into the privatised practices currently being conducted in public and no or low-fee schools, I was able to compare the way a company like ZipEd advertised its products and framed itself online with the actual discourses and practices being conducted on the ground, revealing a multitude of issues previously hidden from the public eye. This provided insight into how the WCG's goals and outcomes were manifesting in actual school spaces now that the Game Changers were in full swing, providing a rounded understanding of how these after-school and/or eLearning interventions looked in practice. I apply the same analytical framework in this Chapter but have taken a more narrative approach in the presentation of these findings.

5.2 Fast Capitalist discourse in the ZipEd Intervention

ZipEd frame their practices in many ways which resemble the fast capitalist discourse found in the Game Changer Roadmaps. Both tend to promote fast changing networks, an increase in information technology and innovation, and possess a strong response to increased globalisation, competition and a desire for accelerated economic growth. In the context of the mathematics after-school eLearning intervention run by ZipEd in a Cape Flats school in the Western Cape, attempts to 'fix' current issues facing learners, educators and school spaces are paralleled with a necessity for the company to keep growing financially through increased involvement with government and other non-state entities as well as providing innovative and competitive products.

Accelerating Economic Growth

When addressing the various framing strategies and linguistic techniques used within this fast capitalist discourse, the ZipEd Website reveals strong similarities to some of those raised within the Roadmaps. In their attempts to "grow" and get "closer to their goals", ZipEd advertises the fact that "2500 students (grades 9-12) benefit from our ZipMaths program at 15 schools in the Western Cape – and our numbers keep growing." Their translation app *Howzit!* offers "clients" the opportunity "to create your own vocabulary lessons and include them within your course…, integrate our full glossary interface into their web apps [and add] global content for your students to access", thus creating adaptable products to increase likelihood of sales. Staying competitive in this business relies on being able to appeal to school staff and educators by any means necessary, promising "seamless integration" and the ability to "deliver multilingual content and software at lightning speed." Gee, et al, remind us that in these fast capitalist contexts, "economic survival is contingent on selling newer and ever more perfect(ed) customized (individualized) goods and services to niche markets" (1996: 26).

ZipEd's main selling points include the ability to provide things like "bespoke LMS (learner management system) development", focusing on making the client feel uniquely catered for with a "highly customizable" product "that suits your business needs." The notion of fast capitalism is highly relevant in the context of the EdTech industry now partnering with the Game Changers, echoing Gee et al's comment that "the winners design customized products and services on time/on demand faster and more perfectly than their global competition does or they go out of business" (1996: 26). Interventions possess an inherent customizability within this context, with a focus on the ZipEd website to design unique programmes "tailored to suit the individual needs of the schools" given their "no one-size-fits-all approach to learning."

This is evident in the range of software integration and translating services provided, encouraging one to contact them for pricing and licensing these adaptable products. Their price breakdowns are provided on their online store where one can add content "to cart", revealing the strong neoliberal undertones driving privatised educational practices. *Howzit!* also advertises its "international features" below its description

of the translation technology as being "listed as one of the top 10 most innovative companies in Africa"[7] and one of "the most promising digital initiatives" at an education expo.

In the private correspondence texts between relevant stakeholders at ZipEd, there is a distinct focus on the recruiting of schools and students and enrolling them in the intervention programme. Their intention to create "large-scale workshops" and by getting more grade 9s "on board" at current schools, shows the necessity to "increase…numbers…to reach Dell's (The Foundation) Mandate," their initial and main funder at the time. This mandate is not made explicit online but within the company's internal communications the figure of 2000-3000 enrolled students with data evidencing learner improvement is mentioned as a target for the company. To ensure a competitive edge, ZipEd commits to increasing "the chances of improvements [by ensuring] …maximum time on fewer topics [and] focusing on sections that are most struggled with", creating a "potentially easier sell to teachers and HODs."

Dean, the managing director and translation App developer at ZipEd, commends some of his competition as being good at "getting money from coffers" and similar to the Game Changer Roadmaps' mention of success being driven through non-state funding (ASGC Roadmap, 2017: 12), suggests that better fundraising would fix many of the issues facing the company faces, allowing them to help more learners. His desire to "meet with these game changer people", is based on there being "a lot of money out there, available for operations like these" and he believes that the company can "monetize this thing next term" and keep an eye out for government tenders. The CTO at ZipEd referred to this being his "first pop at the game", stating that he was quickly lulled into a false sense of security when the company was given a "6 bar" (1 million Rand) figure from the Dell Foundation, suggesting that this was not as much money as was needed and that 20 million Rand would have been better. Appealing for increased external financial support is the main legitimizing strategy (Thompson, 1990) employed by ZipEd for ensuring their future success, implying that the more money they have, the more they can produce effective products and interventions.

Innovation and Change through Non-state Contributions

Dean describes how the company received initial interest from the Dell Foundation, "being taken on as a risk project", given their fledgling status and the fact that there is still "no guarantee it will be successful."

[7] In an online article by John Patrick Leary titled 'The Innovation Cult', he references his book titled 'Keywords: The Language of Capitalism', where he analyses select keywords such as *Innovation*, which he suggests is "one of capitalism's most popular buzzwords." In cases like the advertisement for *Howzit!* on the ZipEd website, there is often no direct object to which this innovation refers to, lacking "even the faintest hint of a reference…no longer innovating *on* or *upon* anything in particular, which can make 'innovate' sound like a kind of mantra." The term innovation "is almost always applied to white-collar and profit-seeking activities, although its increasing popularity in educational contexts only reflects the creeping influence of market-based models in this field." Leary suggests that this kind of language use has become increasingly popular where "business publications issue rankings of the 'most innovative countries in the world'" which I suggest, reinforces the neoliberal agenda in education given the constant and seemingly built-in competitive element when promoting EdTech. https://jacobinmag.com (accessed 12/09/19).

This explains his anxiety in wanting to upgrade the business and reward the hard work of the people who have been promised growth and sustainability from the start. He acknowledged the various obstacles which he and his colleagues have faced since running interventions, stating that they're "…not martyrs, we're just trying to build a sustainable business that helps people, and I am personally just trying to build cool products…that make a difference." It is hard to deny the overlapping agendas within these outcomes, and the focus by individuals such as Dean in their acute awareness "of the 'Apples' in my industry" and the monetary constrictions when attempting to compete with them. He informed me that many of the schools he approached to run interventions, would "have only even been willing to entertain the idea of working with us because of *Howzit!*", alluding to the highly valued status of unique EdTech products in this competitive market.

At the time of this interview, the application owner, Dean, had decided to no longer attend and oversee the school interventions. He said that he was going to be "very high level" and less "attached" now that he was going to oversee all "product rollout" at ZipEd, promoting his lead tutor Bongile to the newly coined position of 'Intervention Manager.' In line with Ball and Youdell's (2007) argument on the hidden aspects of privatization, the shifting identities and status-associations within neoliberal education practices are often difficult to trace without a deeper understanding of individual's personal "value projects" within the greater context (Agha, 2011: 41). Dean explains his reluctance to be stuck in high schools trying to facilitate interventions and getting too "attached" and bogged down with "the small things." He sees himself as predominantly an entrepreneur, hoping to spread this translation product beyond school spaces, to universities and medical institutions. He started out in software development but claims to have moved towards a "career in social enterprise", incorporating his translation product into ZipEd after first heading up their mobile strategy and support. These drastic shifts from providing mobile IT support to owning one's own standalone product within the company and overseeing product rollout, reflects the rapid and significant ways in which individuals can reframe themselves in the context of late capitalism.

A fundamental feature of fast capitalism, fast moving changes are an ever-present theme within ZipEd's practices, making the tracking of their software's efficacy in a single schooling space or in a comparative study between schools all the more difficult, with regular and frequent shifts in school sites, structural approaches and potential partners. Gee, et al, reflect on the silence within fast capitalist literature regarding "the implications of these ephemeral networks for stable communities of people with shared histories and long-term commitments" (1996: 40). This issue was evident on the ZipEd website, which still advertised their intervention practices at the Cape Flats school in question, in the form of a learner testimonial video promoting its success, long after ZipEd had left the space along with their products. Whether due to false advertising or laziness, the fact that this was still advertised on the website posed an ethical issue. The company could continue using these learners' testimonials even though this school served more as a pilot site for testing and never really took on the software in a

long-term or permanent capacity[8]. Getting anonymous learners in under-resourced communities to act as product ambassadors despite limited past exposure or any significant changes it might have had in their lives, can be seen as a concealment strategy (Thompson, 1990), making the company look good and promoting an ongoing social justice agenda despite the fast moving changes taking place.

5.3 Skills discourse in the ZipEd Intervention

New sets of language and literacy 'skills' are promoted for learners and educators to master through the introduction of eLearning and After School interventions, often atomizing and commodifying various teaching and learning practices, along with their requisite resources. The main features of this discourse include an increased responsibility for continuous self-improvement and adaptability to ensure future success along with competency on digital platforms to improve one's language, literacy, and numeracy ability. Like the Game Changer Roadmaps, this discourse has permeated into all levels of ZipEd's practices.

Skills Bundles and 'Quantifiable People'

By focusing on the relevant stakeholders taking part in the Cape Flats school initiative run by ZipEd, I was able to trace how the discourse of skills circulates and manifests in an intervention context. The associated skills being promoted by ZipEd revolve around the ability to teach oneself and understand complex terminology in the context of the STEM subjects, with the aid of technology as a supplementary teaching tool, a vital skill for ensuring employability in today's world. Dean is quoted on the website as being "passionate about technology and social development in Africa, and since early 2011 he has been focused on cultivating his skills in technology, entrepreneurship, and leadership through building *Howzit!* up into a…sustainable driver of positive change in society" When learning is defined this way, there is a constant shifting and updating of the kinds of skills currently valued within the economy, reacting to demands in the labour market, turning skills-training itself into a business. ZipEd advertise its interventions as empowering learners "by providing fundamental techniques on how to learn." Self-empowerment and self-learning also fuel the reification of the resources deemed essential for facilitating these practices and suggesting that these devices can supplement or even replace mediation. An example of this is the ZipEd offering of their multilingual translation app, *Hozwit!*, described as "an award-winning tech solution that overcomes language barriers and encourages intercultural understanding in a range of social sectors, including education" (fig.29 lines 1-2). In line with Thompson's table (1990), these nominalisation and reification

[8] The school was already using other software which was licensed and paid for by American donors. Mr. Ndlovu informed me that the teachers were already familiar with this software and used it throughout the school day with their learners. As a result, ZipEd aimed more on using the space to test their software, than as a viable customer, which the school allowed.

strategies elevate the status of the software to that of an active agent with the ability to physically 'overcome' barriers and 'encourage' understanding, seemingly void of human presence.

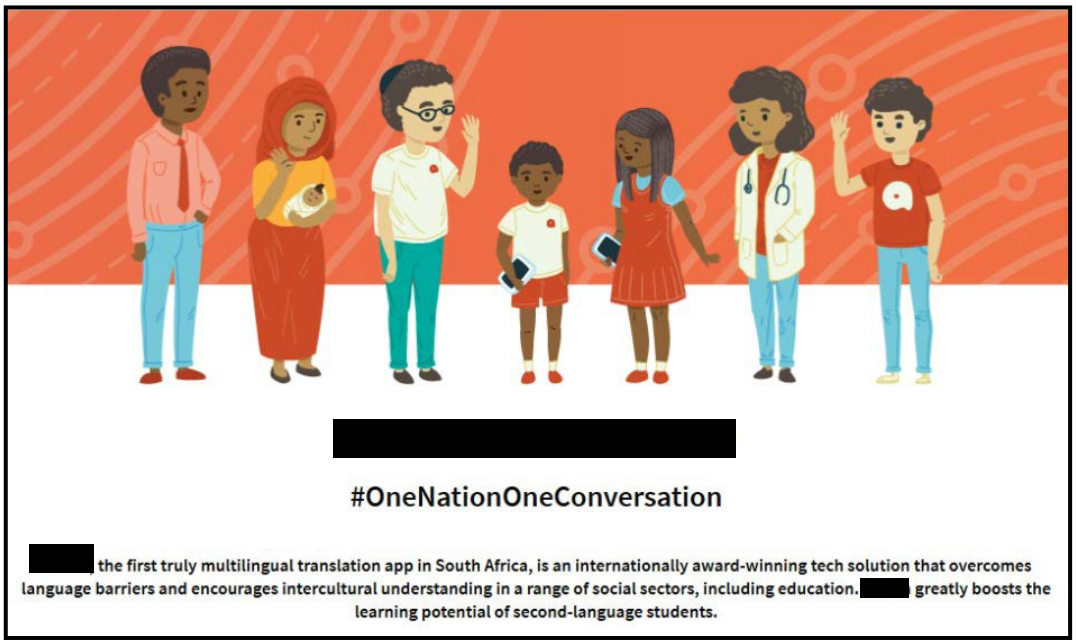


Figure 29 ZipEd website

An instance of private correspondence between the WCG and ZipEd surrounded the advertisement of government training offered to prospective ASP facilitators. Interestingly, ASP managers such as Dean and Bongile were not eligible for these programmes, with a specific focus on the training of individuals who would be facilitating, as opposed to overseeing the interventions. This echoes the previously discussed issues surrounding transitivity and the level of agency afforded different groups in Chapter 4, whereby ASP Managers are assumed to already possess the requisite skills, focusing more on the tutors and facilitators in their employment. This came in the form of an invitation from the WCG as a "second call for applications [to the] ASP Basics Training Programme" (fig.30 lines 1-4), an excerpt has been provided below.

Figure 30 Invite for After School Basics Training Programme sent to Dean at ZipEd.

While initially free of charge, the WCG do provide a disclaimer that these programmes will eventually cost (fig.30 lines 16-17), reinforcing the possibility of commodified training practices within the Game Changer. This functions as a fragmenting strategy (Thompson, 1990) which elevates the status of individuals who can afford to attend these training sessions, making it more desirable, exclusive, and official, given government's involvement and endorsement. Once again, a skills discourse is present and emphasises the need for individuals to regularly 'build their skills' to be considered competent by the WCG and their own employers, who will inevitably be the ones to decide what constitutes an 'effectively run' ASP. This is also problematic when considering the internal structuring within ZipEd, where the title of ASP manager, which now, appropriately belongs to Bongile, given his linguistic repertoire and teaching knowledge in these schooling contexts, initially belonged to Dean, despite his complete lack of teaching experience or grasp of indigenous languages. The assumptions made here are that certain 'skillsets' are of high enough status or are easily interchangeable in the context of Game Changers, where someone like Dean's competency in technology, entrepreneurship, and leadership, somehow qualified him to oversee the education of learners in a range of schooling contexts. There are ethical implications for public schooling where learners, parents and educators might assume that external involvement in their teaching and learning practices will expose

them to experienced individuals who have received official ethical clearance and the appropriate government training required to oversee young people's learning. The fact that ZipEd did not need ethical clearance for many of their school trips is an unsettling idea and brings into question the current safety measures in place for private sector involvement when testing products and/or procuring data on individuals in public schooling contexts.

ZipEd's discourse regarding skills talk and the empowering effect of excelling in the STEM subjects, is echoed by Bongile, who, when asked why mathematics and science were the subjects receiving specific focus within his company and in the broader Western Cape education system (fig.31) replied as follows:

One of the biggest challenges we have in this country is that we have a lot of kids are not doing well in mathematics and that [have] been tested using all the national tests [and] the international standard tests, to check how are we doing against the other countries and we've been right at the bottom and our…matriculants, even though they pass grade 12 and get the certificate…their maths marks are much more poor…so because of that, and government has been putting a lot of pressure in the private sector into trying and helping schools to master mathematics [so] that the kids are understanding the maths…these are also core subjects that you can use to study anything for when you get to university…so that's why, there's like a lot of opportunities as well for people who graduate to get jobs.

Figure 31 Bongile Interview, After School Intervention Manager and Tutor at ZipEd

There is a concern shown by Bongile around the lack of adequate mathematics competency and its impact on South Africa's global assessment rankings and unemployment rates. His mention of "international standard tests" and "other countries" (fig.31 lines 2-3) echo Gee, at al's fourth feature of fast capitalism, namely, "that competition and the market are now global [and] it is simply no longer possible to think of a national economy or national companies in the manner of earlier times" (1996: 41, 43). This awareness of global assessment rankings by Bongile mirrors earlier mention of "the logic of fast capitalist competition" largely owed to "the globalization and intensification of competition, demand and science and technology (Gee, et al, 1996: 28, 29). This discourse carries with it "the implication that a good many changes must occur in organizational structures and ultimately in society as a whole [where,] if a technology exists it must be immediately exploited in a highly competitive world or someone else will use it to their advantage" (Gee, et al, 1996: 29, 36).

Bongile views the role of the private sector as crucial for aiding of mathematics mastery for young people, suggesting that one will be able to "do anything" in a tertiary context and possess "a lot of opportunities" such as job offers, once having achieved this. These ideas echo the highly valued status being given to the STEM subjects within the Game Changers, as crucial skills to ensure young people's future success. This is

aligned with another main feature of fast capitalism outlined by Gee, at al, revolving around "a belief that modern science and technology render 'finite' resources 'infinitely' expandable on the basis of ever new technologies and new solutions to social and economic problems" (1996: 28). Bongile's suggestion that STEM subjects like mathematics are "core subjects that you can use to study anything" (fig31 line 7) reflects "much of the new capitalist literature" mentioned by Gee, et al, which "treats science and technology as the basis for a new utopia" (1996: 36). There is no critical engagement however, with the socio-political issues surrounding the PIRLS + TIMSS structuring and subsequent ranking system, with Bongile making the equal proposition (and in line with the Game Changers) that an increased presence of privatised input within public education is necessary to solve the problem of poor results. When analysing how "language constructs reality", Janks asks the question, "how many possible versions of reality does this text offer the reader?" (2009: 63). Bongile's use of the phrase "so because of that" (fig31. line 5) reveals his preference to frame the current issues surrounding low mathematics achievement in assessment as something which requires input from private entities, qualifying the promoted practices in the Game Changer as a necessary solution.

Learners are faced with increased pressures to take responsibility for their own learning despite the range of obstacles surrounding the language policies and choices of LOLT in SA education, with 'terminology translation' being framed as a possible solution. Bongile states that despite the large range of schools which they have and intend to work with, there is no separate *Howzit!* content for different schools, suggesting that ZipEd are "trying to find that sweet spot or would end up having to have two systems, [when] at the end of the day they write the same paper." This could however produce a not-so-sweet-spot for some learners given the range of linguistic repertoires present in different schooling spaces and communities in the Western Cape. The main reason for needing this apparent 'sweet-spot' revolves around translation expenses, where ZipEd are forced to focus more on terminology than full content translation given the costs. By reducing language mastery (an already contested concept) to terminology mastery, the application's contents are made more quantifiable and logistically easier than fuller translation or considering trans-languaging strategies for instance. In the planning phases of the *Howzit!* App, ZipEd produced a list of terms, ordered into an excel table with the English, isiXhosa and Afrikaans, titled "Terminology Sanitation" (fig.32). This reinforces dated notions of static, siloed language ideologies (McKinney, 2017), valuing language 'amounts', where ZipEd focus on the 'speed' of translation and learning, claiming they can easily "*Howzify!* all of your content" for a price. Language is 'sanitized' for multiple parties' apparent convenience in order to sell and efficiently distribute a product which is highly valued as being multi-lingual, reinforcing a skills discourse which commodifies language and literacy practices and potentially reducing the potential of such practices in the process.

Term_ENG	Description_ENG	Term_XHO	Description_XHO	Term_AFR	Description_AFR
Arc	A portion of the circumference of a circle.	Igophe	Inxalenye yesekhamfrensi yesangqa.	Boog	'n Gedeelte van die omtrek van 'n sirkel.

Figure 32 Terminology Sanitation Extract from the Howzit!

Skills talk surrounding educator development and training mentioned earlier is also a prominent issue within the Cape Flats school where ZipEd's intervention took place. Bongile, as an ex-teacher at the school and Mr. Ndlovu, the mathematics HOD at the school both informed me of the 'incredible opportunity' they received by being chosen for sponsored trips to the United States through an international NGO run programme facilitated in collaboration with the school. The programme is discussed in more detail within the Cape Flats school's Annual Report in 2017, where the current programme coordinator described these trips as having "a profound impact on the lives of young teachers, …[who] don't only develop new teaching styles…[but] grow in a personal and professional capacity …[where] their skills and strengths as aspiring teachers are cultivated" (2017: 10). Both Bongile and Mr. Ndlovu speak fondly of their experiences observing pedagogic practices in US schools and attending educational workshops. In the report document, this initiative is necessitated on the premise that:

1 *…the world is evolving at a fast pace and the economic and political demands require us to teach our*
2 *children to build on the basics and develop higher order skills to meet the new global challenges …[with]*
3 *emphasis…placed on digital thinking. In this century we cannot avoid the use of technology in the*
4 *classroom. Digital learning makes learning easy and accessible. However,…teachers need to be taught*
5 *the skills to use [this] technology effectively.*

Figure 33 Cape Flats School's Annual School Report 2017 pg11.

This initiative is framed within a skills discourse surrounding the increased incorporation of digital practices within educational contexts, using the US as a basis for informing local standards, evident in the use of phrases like "the world" and "new global challenges" (fig.33 lines 2-3). The high modality in the verb phrase, "teachers need to be taught the skills" (fig.33 lines 4-5) is a linguistic choice which creates an undeniable imperative. This aligns with the Game Changer Roadmaps' argument that technology being added into the educators' practice is unavoidable in the 21st Century (fig.33 line 3) and will make learning easier and more accessible (fig.33 line 4) for young people. There is a strong focus on the appropriate training techniques for educators, describing digital competency as skills to be taught to educators, which will inevitably require appropriate training and assessment. What is deemed effective practice in this context will be heavily influenced by foreign notions of best practice, and not necessarily appropriate for certain local contexts. This creates a problematic dynamic around skills discourse in education where individuals who take up these framing strategies less critically can be rewarded with further opportunities, while those who might question or resist the dominant narratives in education, risk being left behind.

Bringing the concept of 'best 'practice' within the skills discourse back to the wider global frame, one should also consider the funders and philanthropic entities involved in the Game Changers. The major funder of

the ZipEd, The Michael & Susan Dell Foundation, focuses on employment opportunities, stating on their website that "employment begins with access." Like the WCG, there is a suggestion that exposure to educational resources and training will lead to employment, providing programmes which create "new career and job opportunities." Their website focuses on the "large gap between employer expectations and education outcomes [where] schools and universities …overlook the soft and hard skills required to work in today's professional world." The huge resources which the foundation possesses places them in an extremely powerful position, able to employ people worldwide, including South Africa, donating millions of Rands to initiatives developing the skillsets which they value most. Within the local context, they aim to get youth to "go into and retain entry-level jobs", given that "the country has one of the highest unemployment rates in the world." Young people are described as lacking "the skills and resilience employers demand", which similar to the Roadmaps and CAPS statement, shifts the focus slightly, from a concern about young people experiencing urban poverty, to the greater economic 'demands' of businesses not being adequately met. The foundation focuses on increasing "the work readiness of candidates in tandem with improving job retention." The concept of developing 'work readiness' as a skill, promises to "increase both the number and quality of job placements, increase opportunities for youth to access and retain jobs [and] lay… a solid foundation for the future economic prosperity" for learners. It is hard to argue with this, given most individuals' desires for economic prosperity, and the foundation's wealth and ability to create these 'opportunities'. Importantly, one shouldn't critique the concept of lifelong learning itself, instead, there is concern regarding the way knowledge, learning and individuals are defined through static commodified skills which, when accumulated in the specific ways dictated by powerful institutions, will supposedly guarantee mastery, employment and social mobility.

5.4 Datafication discourse in the ZipEd Intervention

The desire for paperless classrooms and improved access to digital resources in South African schools are being pushed by the WCG through the Game Changers, promoting increased eLearning practices and access to data on learner and educator performance. Much of ZipEd's product offerings revolve around these datafication practices, marketed as the best ways for educators and their superiors to properly monitor, track and survey individuals. These datafication practices are used to identify certain issues in teaching and learning while helping to structure future interventions more effectively and appease funders and government.

'Our Digital Natives'

As seen within the Game Changer Roadmaps, age is a dominant shaping factor when framing ideologies on digital competency, echoed by the Bongile's comment that "these kids today, they learn technology quicker

than people of my generation, or people before me can learn, so if you are able to bring technology to them, it interests them…they start getting curious because they want to know how it works, they crack it!" To Bongile, young people are viewed as curious digital natives, describing technology as being "scary for the older teachers." This necessitates his role as an intermediary in these intervention and workshop spaces, also reinforcing the notion that digital resources and training are the only thing holding learners and educators back from 'cracking' the syllabus. Similar to the Game Changer Roadmaps, this essentialist account of young and old in relation to technology use, reduces the complexities surrounding promoted eLearning practices, the range of digital competencies across various schooling contexts in the province, and the syllabus content itself, where age may be only one of many variables to take note of when considering academic success.

'Drilling' through Data

The development of LMS products by companies like ZipEd, have become one of the main selling points to schools and educators. On the ZipEd website LMS products are advertised, with "reflexive learning for diagnostic assessments, personalized learning and real-time progress reports" all on offer. These products are sold on the premise that schools and educators can obtain the status of having an "online school", a term indicating its elevated status in the province as a digitally resourced space. These practices allow ZipEd to "investigate student dwell time,…to see where users are engaging with your content, and where they are losing interest,…see a breakdown of user signups and course engagement,…keep track of your student's progression and explore lesson completion rates [and] drill down into their assessments and determine areas students are struggling with." This ability to "drill down" into every aspect of the teaching and learning experience is understandably a very appealing prospect for schools and educators, and advertised as a cutting-edge and empowering tool, boasting sophisticated methods for a range of tracking, monitoring and learner and educator assessment practices.

When discussing some of the issues he faced when conducting their after-school eLearning mathematics interventions, Dean focused on the issue of reliable data collection to evidence their products' success. Like the Game Changer Roadmaps, there is a large focus on the need for increased data on learners and how these datafication practices will improve the teaching and learning process. He explains issues faced when trying to procure data on learners' usage of their *Howzit!* and ZipMaths products, stating that changes to their approach were necessary to achieve this. He believes that this was best achieved by rolling out "short baseline tests that accurately demonstrate the efficacy of our intervention" as opposed to the more sophisticated baseline tests which they initially tried at the Cape Flats school. Limited time and erratic learner attendance resulted in an inability to effectively run previous baseline tests, seen as a "logistical challenge to reach our desired numbers…preventing us from fully testing efficacy." These

challenges necessitated changes in ZipEd intervention operations to produce data and statistical information that will appease their funder's and government's mandates. Evidence of this is the issue of "perceptions of the intervention [being] negatively impacted" and contingent on the "credibility of our data points", a term Dean used to describe learners currently within the ZipEd intervention system.

The power in which data can 'demonstrate' efficacy implies a degree of agency on the part of the individuals who set, run, and assess these baseline tests. He describes this shorter baseline test as "an amazing tool" which "gives you this crazy in-depth report [and is] a very detailed diagnostic assessment tool for maths" and a valuable assessment tool for generating the hard data to prove his product's efficacy, described as producing "good data points". Importantly, this data is not just for their funders but also expected from government if ZipEd wish to be treated as a serious 'player' in the Game Changer. Dean speaks about government's expectations regarding necessary data requirements for considering product rollout in more schools, mentioning the outcomes communicated with them through an email from a government official. This mail states that they need "computer-based assessment implemented and… reporting and analytics of everything the students do and don't do." This focus on digital data collection, surveillance and tracking are ingrained into the neoliberal practices promoted and seem to lie at the heart of how success will be defined. It is no wonder then that the prospect of finding new spaces to "get data points" while problematic, excites individuals like Dean given how dominant the current focus is on marks and assessment.

When addressing some of these issues, Dean mentions the "KPIs" (key performance indicator) number of 10 000, which the M&S Foundation expected to see by the end of 2018. Interestingly, the KPI number required by the foundation "can be spun a bit" as he says, so instead of it meaning 10 000 students are currently or have been successfully enrolled in ZipEd interventions, they can test the same group of learners multiple times with different content. He explains that, "each term there is a different focus intervention and so, every person using it in that period of time, is a data point, so then next term you could have the same 3000 and those are 3000 more data points because now we're testing a slightly different software in the intervention." This ability to 'spin' their data to suit their funder's mandate, reduces individuals on the receiving end of these interventions such as learners, to that of a data point. The ability to manipulate information through reductive or ambiguous data, is never discussed in any of the texts analysed and reveals the degree to which neoliberal discourse has been established within privatised educational and datafication practices in the Western Cape. The priority of funders and private EdTech companies to spin data and recycle their learners to generate data points, seems to shift the focus from being on the experience of learners, to appeasing powerful stakeholders. While candid, at no point did the developer seem overly proud of his methods and stated that he hated "that number." He informed me that ZipEd had been "constrained by operations" given his growing staff, and their concern that taking on too many learners will "then run the risk of likely not really making inroads", preferring to rather take 2000-3000

learners and "narrow the focus down." The intention to reconcile the data point issue reveals the conflict which ZipEd staff needs to reconcile daily, that is, how does one create a sustainable, government-endorsed educational service that meets the initial private funder's mandate and helps learners improve marks, all while continuously growing the business? He legitimised the data spinning by explaining this conflict, stating that the M&S Foundation…

> *"want to see numbers…so now you kind of have to choose which one you are going to focus on more…and that's marks…because everyone else out there will be satisfied with 500 data points of kids that have actually improved their marks versus Dell's 'we want you to tick 10 000 boxes' and I think we can spin it in a way that they're satisfied but [so too] are the rest of the people that actually matter like the Western Cape [Education] Department."*

Figure 34 Dean Interview, Managing Director and Translation App Developer at ZipEd

The company was constantly trying to take on more learners from the schools they are currently working in to appease funder mandates while "limiting the number of new schools we would need to take on board." The pressure to grow whilst ensuring mark improvement forced the company to adapt some of their practices depending on varying schooling contexts while also providing a seemingly homogenous set of data points. Dean states that despite requiring these figures as a condition of their donation, the foundation "are quite malleable, like, they're not gonna scrutinize things too much, as long as we can paint the right picture." This careful framing for funders or government does not prioritize individual learner experiences in the intervention or in developing their digital competency, reflecting the increased opportunities of powerful stakeholders to create the criteria for the success of their own products and practices, in ways that will hopefully ensure their growth and survival. Gee, et al, addresses this issue as one of the fundamental features of late capitalism and the new world economy, where there "is a mania for collecting as much information as possible on customers, as well as monitoring and measuring worker performance and efficiency continuously and copiously – for development, not evaluation (it is claimed)" (1996: 38). These datafication practices, like the Game Changer Roadmaps, are legitimised by a goal to "improve the worker's performance through immediate feedback as well as to continuously feed evaluative information to 'bosses'" (Gee, at al, 1996: 38).

This desire for reliable data presented a major issue, where Dean admits that ZipEd did not have any ethical clearance or official training before entering many different public-school spaces to test their software and run interventions. He owes this in part to his own desperation to meet Dell's mandate and acknowledges the resulting concerns which others might have (including government) when viewing ZipEd as a potential partner going forward, and the fact that this data might be considered to have been collected illegally. It is then no surprise that this information was not advertised by ZipEd and like the Game Changer Roadmaps, they are silent "on the intrusiveness of this information sharing and gathering" (Gee, et al, 1996: 38).

While Dean did not approve of the unreasonable funder mandate, he had little criticism of the technology used to assess digital competency and marks improvements. In the private correspondence between ZipEd employees, he addresses a need for "improvement that is measurable over the short term." This frames their practices within a datafication discourse and is not advertised on their website, given that this would make their main priority explicit. Instead of prioritizing learner experience or targeting areas most in need of support, they focus on the collection of learner data as quickly and accurately as possible from which ever schools they can to appease their funders and the WCG. While data spinning might appear unethical, it is important to acknowledge the unreasonable performance criteria put in place by the funders, where learners are simply treated as 10 000 boxes to be ticked. Data points become the currency and advert for success in privatised education practices, where young people are viewed as "data subjects, data generators and data consumers…creating a performative classroom culture in which students are reconstructed as statistical data representations of normalised culturally produced behaviours" (Langley and Leyshon, 2016 cited in Manolev, et al, 2018: 2).

Unlike Dean, Bongile appeared less concerned with the data points, and more with the selling and spreading of the product to other schools. Bongile suggested that statistics were crucial in evidencing the value of compulsory school day workshops to persuade schools to reconsider ZipEd's practices in the spaces. By conducting compulsory baseline tests in workshops during the school day, ZipEd were able to prove the efficacy of their products, using statistical information to spread and advertise to other schools. The value of data was crucial to growing the business as much as it was about appeasing funders and government.

When addressing data and assessment issues at the Cape Flats school, the mathematics HOD at the school, Mr. Ndlovu comments on the EdTech products currently in use. He praised their "quick feedback" mechanism which relayed learner performance back to educators at the school. The school staff uses a different paid-for software which is used during the school day, monitoring learner performance. He speaks about how the school is "pushing" it given its added support from the software developers. The LMS and tracking services afforded to schools and educators have allowed them to consider eLearning practices outside of simple device competency. Mr. Ndlovu was excited at the potential of technology to aid learner engagement and track their success. He suggests that when learners are not properly monitored on digital platforms however, they are more likely to go on social media platforms or play games. He enjoyed having a profile and the ability to sit anywhere in the room, "being able to see if a learner is struggling." Like the argument made within the Roadmaps, this surveillance can serve as a substitute for added educators in the classroom or lab. Mr. Ndlovu mentions an example of how new academic surveillance technology has produced what is called a "lockdown browser", to prevent cheating when doing solo digital assessment tasks. In line with Thompson's reification strategies (1990), he suggests that this software gives him a sense of control and is "like another person that's teaching your learner". He suggests that there is often "no

evidence" when accounting for what felt like a great lesson with one's learners, emphasizing the importance of these assessment tools. What is of some concern here is the so-called empowered learner and/or educator, "ever monitored by his or her tools and technologies [and] in danger of becoming the victim of a new high-tech panopticon" (Gee, et al, 1996: 38).

5.4 Conclusion

Many of the main themes which stood out in my initial textual analysis of the Game Changer Roadmaps were evident in the discourses and practices surrounding ZipEd's after-school mathematics intervention at the Cape Flats school. Many of the texts analysed possessed the similar traits of other fast capitalist texts such as the Game Changer Roadmaps and appeared equally concerned with accelerating economic growth, technological innovation, and legitimizing change through non-state contributions. Skills talk is also common within the intervention context, echoed throughout the various texts and talk analysed and used much in the same as within the Game Changer Roadmaps in that there is a tendency for skills bundling and the quantifying of people. Notions of digital nativism also feature, within the interviews with ZipEd staff and like the Game Changer, seem to be presented in the form of testimonials and are not backed up with any statistics or researched evidence. The datafication discourse so prevalent within the Game Changer Roadmaps, plays a dominant role within ZipEd's intervention practices, where funder mandates and government performance criteria force ZipEd to prioritize data collecting, spinning and presenting above all else in their pursuit for official endorsement and business growth. Having accessed some of the private spaces of ZipEd, and the texts, interviews and correspondence documents not normally available to the public, I was exposed to multiple issues surrounding the Cape Flats school's mathematics after-school intervention which were not made apparent on their website or expressed in the Roadmaps. These issues included the spinning of data to 'paint the right picture' for funders and government, a lack of ethical clearance or training for companies to enter schools, obsolete material in advertising, fast-changing practices and school sites, language commodification and a one-size-fits-all approach to translating terminology and conflicting aims regarding learner improvement, data collection and growing the business. There was a general lack of accountability regarding ZipEd's practices and movements, reinforcing a need to study these increasingly popular privatised practices within the Western Cape Game Changers when asking the question of whose interests might be better served by the neoliberal strategy which commodifies everything including 'public goods' such as education – the learners' or the private companies'?

Chapter 6: Conclusion: Empty promises, neoliberalism, and education as a public good

There has been a recent focus in South Africa on the general education crisis and low language, literacy, and numeracy performance of learners in schools, as described in Chapter 4. The way this crisis is framed by various powerful institutions has effects on how the public perceive and value success and failure related to current and new educational practices and initiatives. The increased privatisation of teaching and learning practices in Western Cape public education has garnered plenty of attention over the last few years. Despite this, there appears to be little or no research being conducted on how these after-school and eLearning initiatives are created, facilitated and assessed by private companies entering public schooling spaces, their relationships with their funders, government, educators and learners, and the lack of transparency and/or accountability which appear to be an inherent part of the process. Of interest to theorists such as Blommaert, are the issues of unequal control, arguing "…that transformations of meaning across institutional trajectories and unequal control over recontextualizing spaces contribute to larger patterns of social inequality" (Blommaert, 2005 cited In Lillis and Maybin, 2017: 429).

Having conducted close textual analysis on the After School and eLearning Game Changer Roadmaps and spending over a year following the related mathematics intervention practices run by ZipEd, various discourses and practices were made visible. Employing a framework for analysis based on Janks' CDA methods (1997 1997, 2009, 2013) and Thompson's table (1990), modelled on Halliday's Functional Grammar (1985), and with the addition of recorded interviews with intervention stakeholders, I was able to better assess how power and privatisation worked within the Game Changer Roadmaps and the surrounding texts relevant to ZipEd's mathematics after-school eLearning intervention at a Cape Town school.

By doing so, I was able to account for the shifting ideologies being promoted along with the increased privatisation *of* education. The WCG have gone beyond borrowing certain language or practices from the private sector "to make the public sector more like business and more business-like" and actively promote the inclusion of non-state contributors into the public education system in the province (Ball and Youdell, 2007: 9). This privatization *of* education is described by Ball and Youdell as 'exogenous….involv[ing] the opening up of public education services to private sector participation on a for-profit basis and using the private sector to design, manage or deliver aspects of public education" (2007: 9). Agha suggests that "given possibilities of everyday reanalysis, institutional projects are far more fragile, far less autonomous of uptake and response, than is generally supposed." (2011: 50). This was certainly the case in the context of ZipEd's involvement in schools, which on paper appeared far more streamlined and organized than it did in reality. Stakeholders were caught up in a web of conflicting problems such as improving learner performance while needing to evidence software efficacy in any way possible. This pressure was

compounded by a need to grow the business and seek official approval from the WCG to roll out their products on a larger scale to public schools.

Within the relevant texts and data analysed, products, resources and practices are advertised to help struggling learners achieve language mastery, digital competency, 'future-readiness', collaborative and self-learning skills. The notion that learners' low marks can be raised to increase pass rates, tertiary access and employability, is an appealing one in a country that still possesses dramatic and visible racial and economic inequalities inherited from Apartheid. Described by several research participants as one of the lowest performing nations in global numeracy and literacy standards, South Africa is viewed as most in need of foreign support. With the WCG Game Changers' involvement of private partners in the socio-economic issues facing young people, there is an increasing competition from companies like ZipEd to provide educational products and practices efficiently to schools. This race to play 'the game' reveals some of the underlying issues facing EdTech companies, such as their need to obtain government endorsements and increased external funding to ensure their "survival and/or growth" (Soto & Pérez-Milans, 2018). Some of the dominant discourses and practices revealed through this study serve as a platform for further discussion surrounding privatised educational initiatives and how power works within the texts and talk designed to legitimise them.

Current privatised education policies and business manifestos make distinctions often purely through economic, demographic, or resource-related criteria. The Game Changer Roadmaps are prime examples of Fast Capitalist Texts. The main features of FCT's are an increasing dependence "on applying science and technology in processes of production, distribution, consumption and change", promoting a shift "toward information-processing activities" increased, "decentralization, networking, flexibility, cooperation, collaboration [and] customization (Gee, et al, 1996: 36, 37, 39). The discourse of fast capitalism is addressed through these framing strategies within the Game Changer Roadmaps, in the form of accelerating economic growth and innovation and/or change through non-state contributions. This framed the issues facing the education system in the texts, firmly within a business- minded and economically orientated language, which was mirrored in the texts and talk surrounding the ZipEd intervention discourses and practices as well.

Throughout the Game Changer texts, a skills discourse is a dominant method for addressing the things learners and educators will need to be better equipped for the so-called 21st century world of work. Within this skills discourse, I have addressed the framing strategy of skills bundling and the quantification of knowledge and people. Here, language and literacy practices are treated as skills bundles and every aspect of the teaching and learning process are made quantifiable and often commodified as a result. This is a pervasive discourse that permeated throughout my research surrounding the ZipEd mathematics after-school eLearning intervention, where endlessly modulated subject content and the platforms being promoted for its delivery and assessment, were sold on the premise that they would develop these highly

valued 21st century skills such as computer literacy while improving marks in the STEM subjects and languages.

These practices are informed by what I refer to as a discourse of datafication, in line with one of the main features of FCT's mentioned earlier. The datafication practices promoted within the Game Changer Roadmaps were heavily reflected in the intervention run by ZipEd and seemed to be deeply entrenched in the discussion on eLearning and technology use in schools. The framing strategy I call 'drilling through data', focuses on how data and statistics were framed as highly valued resources. These were used to evidence the efficacy of products and programmes and often commodified in various forms, e.g. learners as data-points which could be strategically spun to paint the right picture for funders and/or government. Ethical issues were revealed through engaging with this discourse, including a lack of clearance to enter schools in pursuit of such data, and the lesser discussed issue of accountability surrounding the sensitivity of newly generated learner and educator data. Digital nativism is a framing strategy employed to legitimise many of the promoted practices and changes needed within the Game Changer Roadmaps and was apparent within the texts and talk surrounding the intervention run by ZipEd. To ensure profits, there is a conscious effort by powerful individuals to depict desirable lifestyles and social personae in their texts in the form of the socially mobile, highly employable tech savvy, young, 21st century learner. This is often the case when digital resources are reified, or device competency is assumed to qualify individual or group proficiency on other platforms or in ranging contexts. This seemed to qualify many of the digitized practices being advertised by government and private sector, and the benefits of software's tracking, monitoring, assessment and surveillance capabilities, as well as increased opportunities to generate learner and educator data for multiple uses and accessible by multiple parties.

The issues outlined above highlight the highly valued methods of assessment and data collection for measuring improvement in the Western Cape. This Delivery Plan covers the period of three years from April 2016 to March 2019. Now that this date has passed, and the future is suddenly here, how will the WCG frame the success of the Game Changers if these specific targets have not been met? The Game Changers do not simply present these improvements as a means of addressing low learner performance in the Western Cape. What is more problematic is the implicit association from government that by simply "allowing learners to access the best educational material and resources…our eLearning Game Changer has the potential to equalise the quality of education between resourced and poorer schools" (ELGC Roadmap, 2017: 11). This is echoed on the WCG ePortal website where it is stated that "a key benefit of eLearning will be reducing the gap between poor and well-resourced schools, by improving access to the best education resources and support" (WCG ePortal). Equalising society rests at the core of these proposed improvements and given the prevailing injustices of the legacy of Apartheid, one can understand why this is an appealing concept. This sentiment resonates with the aims to "heal the divisions of the past" and "improve the quality of life of all citizens" by providing "equal education opportunities…for all sections

of the population.", as outlined by the Basic Education Minister in the CAPS document for high school mathematics (Refer to Appendix).

These changes will "create a ladder of opportunity" (ELGC Roadmap, 2017: 8) for those involved, supposedly improving their employability. The use of metaphors such as these are part of a greater set of linguistic strategies employed by text makers which seek to legitimise the increase in privatisation within public education in the Western Cape. These strategies promote and normalise neoliberalism in education, turning education from a public to a private good (Williams, 2016). Being considered an 'expert', a 'poor performer' or 'digitally competent' are all loaded terms, and strongly attached to notions of status within the context the Game Changers. Individuals or groups tend to select or change their practices according to the strategies which they believe will be most beneficial to them, often based on current trends and highly valued commodities within examples of best practice. An example of this in the context of this analysis would be the desire of government and ZipEd, wherever the evidence of effective projects can be proven, "to try secure nationwide uptake and funding", framing much of the language used to promote and advertise them (Ball, 2008: 760).

ZipEd advertise their App as a "sustainable driver of positive change in society encouraging intercultural understanding." Users can 'overcome' and 'break down language barriers, taking the first step in language mastery.' Despite these claims, no separate content was developed for different schools, with the intervention manager "trying to find that sweet spot or [we] would end up having to have two systems, at the end of the day they write the same paper." Producing more than one version of the language content for their software takes time and resources which they do not have, and while Bongile refers to their content as hitting that "sweet-spot", it is also likely to produce a not-so-sweet-spot for some ESL learners deemed as most in-need. Assessment nullifies considering two systems given the language issues mentioned earlier and is the compromise that is made when privatised content needs to be CAPS aligned. This reflects the contradictions and inconveniences that arise when attempting to roll out neoliberal language translation strategies in multilingual spaces where learners rarely use formal or static language varieties outside of school. ZipEd's concern about translation expenses saw them focus more on terminology than full content translation, making for a more quantifiable and logistically easier system than fuller translation or trans-languaging strategies. Terms are ordered into tables with the English, isiXhosa and Afrikaans, titled "Terminology Sanitation." There is evidence of dated notions of static, siloed language ideologies, valuing, and atomizing language 'amounts' and the 'speed' of translation and learning, claiming that ZipEd can easily "*Howzify!* all of your content" for a price.

Howzit! is advertised as fostering intercultural communication in South Africa, calling itself the "first truly multilingual translation app in South Africa." In the sloganized headline "#OneNationOneConversation", the website depicts a diverse and supposed multilingual setting of individuals in what appears to be a single conversation, facilitated using *Howzit!*. (fig.35). This kind of idealized representation of South Africans seems

to draw on the now dated narrative of the rainbow nation in post-Apartheid South Africa. ZipEd describes *Howzit!* as "an internationally award-winning tech solution that overcomes language barriers and encourages intercultural understanding in a range of social sectors, including education…greatly boost[ing] the learning potential of second-language students [and a] …sustainable driver of positive change in society." To be considered by government for larger-scale provincial roll-out, programmes are often contingent on private product's offerings of multiple languages. Given the deep-set racial and cultural divisions in South Africa inherited from Apartheid, the appeal of such a product is hard to deny. It is made more marketable by foreign funders and local government placing increased value on technological and language learning resources to address the necessity of so-called 'developing' nations to adapt to globalised education standards and the status of English as a tool to avoid being left behind.

Figure 35 **Advert for ZipEd Translation App, *Howizit!***

Given the neoliberal practices informing current educational policy in the Western Cape, theorists such as Ball allude to social actors' "recontextualisation of business and management language", as a tool for promoting reform or best practices in schools (Ball, 2009:87). Here, literacy is "measured out and quantified like time, work, and money [where] we match jobs with 'literacy skills' and skills with 'economic needs'" (Gee, 1996: 123). Throughout this study, "neoliberalism establishes itself as a dominant ideology", with language occupying a central place, and illustrating "the transformation of communicative ability into a commodifiable skill" (Shin and Park, 2016: 445). The kinds of texts and talk surrounding the ZipEd intervention, often obscured the structural inequality "in the acquisition of linguistic skills" and could be viewed as a "mechanism that sustains neoliberalism" (Shin and Park, 2016: 449, 450). Closer attention should be paid "to the socio-political and economic conditions under which language gets 'produced, controlled, distributed, [and] valued as a commodity" (Gao, 2017: 20).

By developing a stronger critique of the language of privatisation, I propose that one can:

- better understand neoliberal practices and policy structuring within various educational contexts
- promote CLA research tools for questioning educational discourses and practices
- highlight the influence of late capitalism on public education, which risks shifting from a public to a private good (Williams, 2016).

By doing research on the language of privatisation one can not only achieve Ball's aims of being able to better view hidden practices and policy structuring within educational contexts, but also foster conversation around the role of critical literacy practices and their growing importance in illuminating the characteristics and prevalence of neoliberal discourse and late capitalism on education. The Game Changers, while seemingly well intentioned and necessary for introducing resources like technology and external after-school professionals into public schools in the province, the promise that learners will simultaneously develop their computer literacy while improving their marks and chances for employability through interventions is an uncertain one. By doing this kind of research, one can address the gaps "between policy-makers' intentions, and literacy learners' needs and desires" and how these gaps might be "created and sustained" through the linguistic strategies that promote neoliberalism in public education (Kell, 1996: 249). Increased privatisation in public education in the Western Cape has presented many new variables into the discussion on learner and educator performance, reframing many existing issues as being easily remedied through a shift in mindset to embrace eLearning, technology and more time spent in schooling spaces after hours. The discourses and promoted practices within the Game Changer initiatives, while revolutionary in their visions of the tech-equipped public schools of the future, remain unwilling to shift their views regarding language and literacy practices echoed in the CAPS curriculum. Here, "literacy is established as an isolatable, measurable, uniform thing, a skill or commodity that can be acquired if only one has the necessary motivation…[and] is treated as though it were outside the social and political relations, ideological practices, and symbolic meaning structures in which it is embedded" (Rockhill, 1993: 162 cited in Kell, 1996: 236). Given the additional input from companies like ZipEd, there appears to be a lesser role given to parents and communities of learners most in need within the After School and eLearning Game Changers, viewing the school space as the sole site for these academic solutions. By developing what Kell refers to as "family literacy approaches" to act "against individualising commodification of literacy" (1996: 255), we could improve the impact of these Game Changers from just equipping the schools with resources and focusing on young people's employability, to more inclusive initiatives which empower whole families and acknowledge various communities' language and literacy practices as a means of enriching the eLearning and/or after-school learning experience rather than 'sanitizing' it.

Update: June/July 2019

Since having researched ZipEd's mathematics after-school eLearning interventions at a Cape Flats school, quite a lot has changed within the company structure and their practices. ZipEd eventually changed their approach from running after-school interventions which were often poorly attended, generated sub-par data, and required the outsourcing of tutors, to during the day workshops run by teachers in their mathematics lessons. This was cheaper for ZipEd and only required Bongile's correspondence with teachers, freeing up time and resources for the company to pursue government approval and involvement in their Game Changer pilot programme. Possessing a team of approximately 35 employees, ZipEd were eventually unable to sustain these numbers and despite Dean's desire to reward his employees' hard work, their external funding had run out and the majority of the staff were permanently let go. Dean was upset about this as the only people who remained at ZipEd were him, the CEO, CTO and a handful of others necessary to sustain workshops and develop/maintain/advertise their products. The benefit of stripping down the company to its core and running workshops instead of after-school interventions , freed up Dean to pursue government, which, despite their erratic communication, eventually agreed to have ZipEd involved in their pilot programme with the chance to roll out their product province wide. While the company has been stripped to its core, their end goal of being involved in the Game Changers more directly had been achieved, ensuring its sustainability and potential growth as a business. Dean has subsequently developed a version of his *Hozwit!* Application software for medical use and is now involved in another externally funded initiative introducing the software into public hospital spaces where language barriers impede or create confusion and/or stress regarding medical diagnoses. The shifts in practice and spaces occupied by ZipEd and its stakeholders emphasise the far-reaching effects of neoliberal discourses, the resulting privatised practices, and how the highly valued resources and introduction of 'experts' into a range of spaces, can often reduce complex socio-economic issues into easily remedied problems with potentially lucrative outcomes for those involved.

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Western Cape Government

Game Changer Roadmap 2017
eLearning
Dated April 2017

elearning connect &learn

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Section 1

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Background: The Game Changers

> *It has become increasingly evident that we need a new way of delivery, one that is uncompromisingly results-focused and performance-driven.*
>
> *Premier Zille, November 2014*

On starting its second term of office in 2014, the Western Cape Cabinet reaffirmed its commitment to achieving its vision of creating a highly skilled, innovation driven, resource efficient, high opportunity society for all.

While we have made progress in realising this vision since first coming into government in 2009, we recognise that there is still a lot to be done.

There are still many people living in poverty in the province and we face a number of challenges that serve as a hindrance to economic growth and job creation.

With this in mind, we focused on identifying top priorities over the five year term, which could serve as catalysts for major improvements in people's lives, in particular, the lives of our young people.

As a result, we have committed to seven priority interventions, which we have called Game Changers.

Our Game Changers are bold interventions that focus on either leveraging the best opportunities or tackling some of our greatest challenges in the province.

We have set ambitious targets under each Game Changer, which if achieved, will contribute towards accelerating economic growth, job creation and social inclusion. Our seven Game Changers are:

- Expanding Apprenticeships;
- Achieving Energy Security;
- Delivering High Speed Broadband;
- Implementing quality e-Learning at schools;
- Expanding quality After School activities;
- Pioneering a major Better Living Model; a development that integrates communities; and
- Reducing Alcohol Related Harms

We have also recognised that, for these Game Changers to make a discernible difference in our province, we need a new method of delivery – one that is innovative, uncompromisingly solutions-orientated, results-focused and performance-driven.

We have committed to this new approach within provincial government in order to drive change in the Western Cape.

However, we also recognise that government cannot achieve progress alone.

We will only be able to achieve the targets set under our Game Changers through a whole of society approach, where national, provincial and local government work in partnership with business, civil society, communities and individuals.

This is what we mean when we say "Better Together" and we look forward to working with all our partners to drive our Game Changers over the next few years.

Our Seven Game Changers in more detail:

Section 2

Introduction: The eLearning Game Changer

Opportunity for the youth is centre stage of the Western Cape Government's (WCG's) strategic priorities. Our aim is to do everything we can to enable our youth to become educated, responsible and empowered young adults, who have the necessary skills to support themselves in the future.

As a result, three of our seven Game Changers are directly focused on the youth – eLearning, After School Programmes and Technical and Vocational Skills. All three are focused on providing young people with opportunities that will place them on the pathway to productive adulthood.

We recognise that a quality education is the key intervention to ensure young people succeed later in life. We also know that the way in which young people interact, engage and learn is changing and that connectivity is critical to creating opportunity and better preparing them for the 21st Century world of work.

This is why we have identified eLearning as a Game Changer that could revolutionise teaching and learning at our schools. Our aim is to use technology to enhance teaching and learning for all Western Cape learners, predominantly in mathematics and languages.

The Game Changer builds on the eVision for Education adopted by the provincial government in 2012. This vision outlined a commitment by the Western Cape Education Department to expand on its existing technology base and digital resources in order to create virtual learning environments at all schools by 2030.

Our eLearning Game Changer accelerates this aim and has made enabling universal access to an eLearning environment to all schools by 2019 a strategic priority.

This Game Changer focuses on six streams to achieve this aim namely, the creation of an **e-Culture** in schools, backed by **e-Infrastructure**, an **e-Admin** system to run the school, and well-trained **e-Teachers** using **e-Technology** and **e-Content** in their lessons.

Our Broadband Game Changer is also a powerful enabler for the eLearning Game Changer.

Our government will be providing broadband connectivity to approximately 2 000 Western Cape Government sites under this Game Changer. The Broadband Game Changer had been initiated during the Premier's previous term of office, and will ensure that public schools in the Western Cape will be connected to the Provincial Government's Wide Area Network by the end of 2016.

Our eLearning Game Changer will also work in concert with the After Schools and Apprenticeship Game Changers. For example, eLearning will be extended to After School programmes; and the Apprenticeship Game Changer will target certain schools with additional resources to improve maths performance, in line with the Western Cape Education Department's maths strategy.

Ultimately, we hope to create the ladder of opportunity that young people need to become productive and employable adults with brighter futures, so that we break the cycle of poverty in many of our communities. Our systems must support the development of "Future-Ready" learners.

Overview: Vision and Strategy for Change

The Problem

The South African education system faces many challenges, which has resulted in many learners leaving school inadequately prepared for a successful and productive life in the 21st Century.

Some of these challenges include:

- Major inequalities still exist between middle class schools and schools in townships and rural areas with insufficient resources and infrastructure at poorer schools;
- There have been a number of curriculum changes in the past, causing uncertainty in the system
- Many educators across the country do not have the basic pedagogic and content knowledge competencies required to provide quality teaching;
- There is little accountability for poor performing principals and teachers;
- The culture of learning in many schools across the country needs to be improved and there is little motivation from their families and communities, where parents often have little education themselves;

The result is high drop-out rates and poor learner outcomes across the country, with many young people leaving school without having the ability to read, write or calculate at acceptable levels.

The Western Cape Government has focused on tackling many of these challenges since coming into office in 2009 and has seen improvement in learner outcomes and retention rates in the Province.

While Maths and Language systemic tests conducted in the Western Cape for Grades 3, 6 and 9, as well as National Senior Certificate (Matric) results show improvements in these subjects, particularly in poorer schools, poor results continue to be of grave concern.

Figure 1 and 2 show the maths and language Systemic test results over the past six years.

Figure 1: Maths results for Grades 3, 6 and 9 over

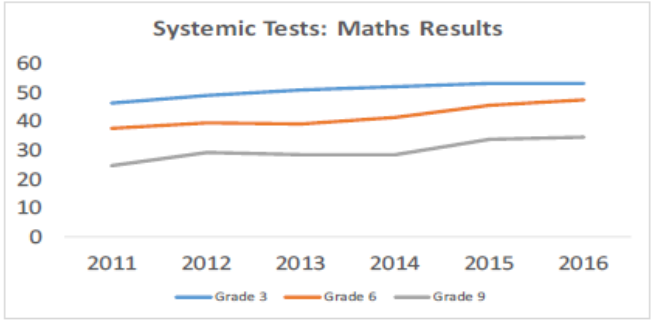
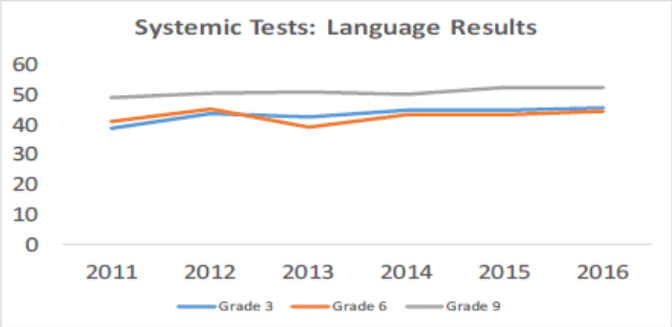


Figure 2: Language results for Grades 3, 6 and 9



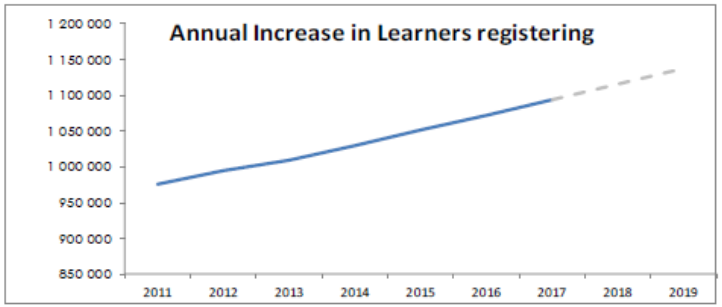
Some of the Western Cape Education Department's targeted interventions have had impact. However there is still a major disparity in results between the poorer schools and the relatively more resourced schools.

These inequities also reflect in the final Matric exams, where fewer learners in poorer schools pass their NSC, and less than 30% qualify to enter Universities.

A second significant challenge that is relevant to the Western Cape is the fact that registration figures in our schools increase by almost twenty thousand learners every year.

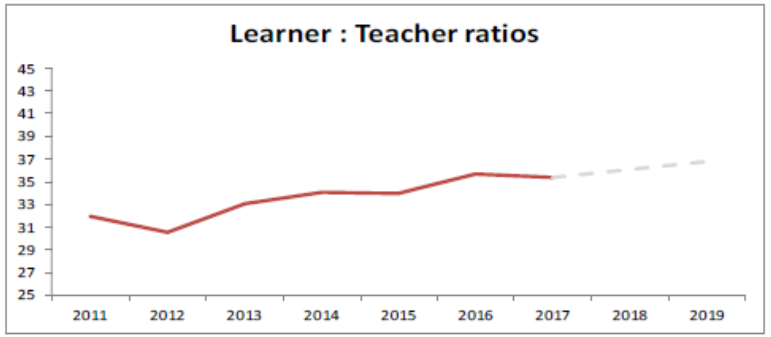
There are currently almost one million learners in the Western Cape Education System. Figure 4 shows the annual increase in learners registering at schools in the province since 2011.

Figure 4: Annual increase of learners registering in schools in the Western Cape over the past 6 years



An inevitable consequence of this increase in numbers is rising learner: teacher ratios shown in Figure 5.

Figure 5: Learner: Teacher ratios in the Western Cape over the past 5 years



If the current trajectory continues, we can anticipate steadily approaching an average of 40 learners to a teacher in every classroom over the next few years, particularly in poorer schools.

It is a well-documented fact that, in the traditional schooling system, learners in classes of 40 or more do not learn well. This trajectory will then inevitably put further strain on the system if we continue to consider only traditional teaching and learning methodologies.

The Western Cape Government wants to provide our young people with a far better educational environment and improve language and maths results in the province.

We see the eLearning Game Changer as critical to achieving this goal. It offers the opportunity to provide learners with access to quality educational material, while simultaneously developing their computer literacy, which is a vital skill when entering higher education or the workforce after they leave school.

The use of technology to support education can help to minimise the effects of the lack of suitably qualified teachers and increasing learner: teacher ratios in the province. It will also assist when it comes to teacher development and providing them with the support and content they need to improve and transform their lessons.

Most importantly, our eLearning Game Changer has the potential to equalise the quality of education between better resourced and poorer schools by allowing learners to access the best educational material and resources.

Our Goal

To enhance the teaching and learning experience of Western Cape learners, predominantly in maths and languages, through the use of technology.

eLearning from a Teacher's perspective:

"I feel digital learning has changed the way of learning. It allows children to take control of their learning and allow teachers to take on the role of facilitators, to help children explore the curriculum. It allows and encourages children to research, find references and adapt information in order for them to use it appropriately.

The use of the digital devices enhances the content and aids in making the topic more relevant, linking the curriculum with the children's knowledge/previous experiences.

Children have the chance to independently interact with the content, which encourages them to take responsibility for their learning. This shows them that the teacher is there to work alongside them, as a guide not just to teach them for the sake of learning.

Digital devices have also helped children with various difficulties or to become more confident in their approach to learning.

The best effect is the ability for students to now transfer meaningful learning in a way that ignites passion and perseverance. These are our digital natives and digital learning is no longer an option."

Biata Hilder, Grade 5 Head Teacher

eLearning from a Learner's perspective:

"I think digital learning has helped our class because it makes learning exciting. It also assists us to make learning faster. We can look up the spelling of words rather than using a dictionary. I think it makes learning fun and exciting when we get to use our iPads and the Digital Projector. It's easy to learn to use apps and more fun. I like using iMovie, Keynote and Pages the most. I enjoy using my iPad with the iBooks because I can highlight and make notes as we go through it."

Ben, Grade 4

Levers of Change and related Key Performance indicators

There are four **key** outcomes that need to be met in order for the GC to achieve its goal statement:

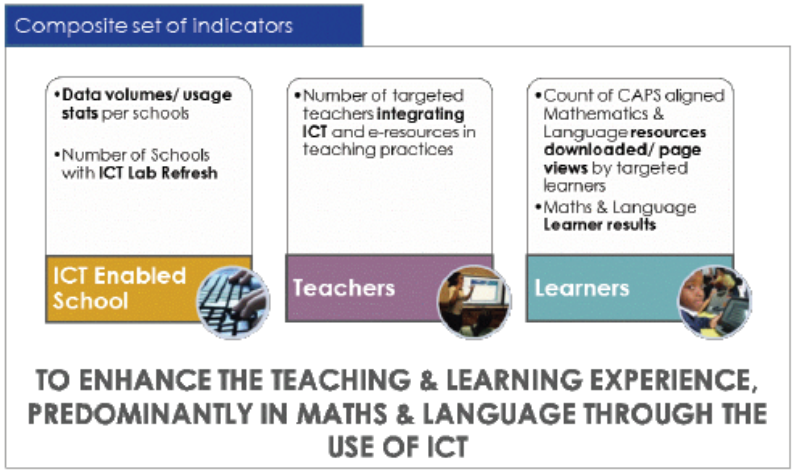
1. All targeted schools must have adequate access to the requisite e-infrastructure and e-technology
2. All e-teachers have adequate access to appropriate e-resources and integrate these resources into their teaching practice
3. A majority of learners in each of the targeted schools demonstrate greater appreciation and use of e-resources in their mathematics and language subjects
4. Learners in the model and enhanced schools record improved learner performance in mathematics and language.

The specific KPI's and evidence associated with these key outcome areas are:

1. Extent of WAN, LAN and Technology rollout to targeted schools (as measured through a) Schools' data volumes/usage statistics and b) Number of Schools with ICT Lab Refresh)
2. Adequate levels of integration of ICT in teaching as measured through number of teachers integrating ICT into teaching practices (with teacher self-assessment tool and classroom observation schedule)
3. Extent of use of e-resources in targeted subjects and schools (as measured by downloads of appropriate materials on the e-Portal)
4. Learner performance in Maths and Languages (as measured in standardized tests and assessment results)

The four key performance indicators are set out below:

Figure 6: eLearning Game Changer Key Indicators



The eLearning Game Changer maps the structured introduction of eLearning into schools, allowing a progression from basic access through an internet enabled lab to a full eLearning environment. It provides a focus on the integration of technology into the classroom, and emphasises the need to equip teachers, not just with technology, but with the skills and content to support a transformation in the manner in which they engage with learners in the classroom,

A number of tools will be employed and various data sets collected in order to provide credible and accurate evaluation on the delivery of the six streams, and ultimately on improved learner outcomes.

When it comes to learner outcomes, baseline learner results will be established using historical Systemic Tests and Annual National Assessment results, with increased access to learner level data identified as a key requirement to assess an improvement in language and maths results.

International best practice suggests that the collection of classroom observation data can be effectively used to assess enhanced engagement, and therefore better learning in schools. Learners' behaviour and attitude to their work, the level of engagement and excitement, the extent to which digital material and transformed pedagogy resonates with them can only be gauged through this method.

Principals, teachers and learners will also be required to participate in surveys to assess their engagement in this process, and the extent to which they have integrated technology into their teaching and administrative practices.

> *"Through the combination of the 'push' of traditional schooling that fails to keep students or teachers engaged, and the 'pull' of new pedagogies unleashed through digital access, the transformation of education systems on a broad scale becomes not only possible, but inevitable."*
>
> *A Rich Seam: How New Pedagogies Find Deep Learning, Michael Fullan & Maria Langworthy*

The eLearning Game Changer, through its transformational nature and impact on all core business of the Education Department, will support the WCED's targets in Maths and Language over the next few years.

Figures 7 and 8 set out the 2019 targets for Languages, Maths and the National Senior Certificate Examinations.

Figure 7: Language and Maths Systemic test pass rate targets for 2019

Strategic Objective	Performance Area	2009	2014	2015	2019 target
Improve the level of language and mathematics in all schools	Gr 3 Language Pass rate	30.4% (2011 first year of new tests)	42.40%	42.40%	50%
	Gr 3 Maths Pass rate	35%	54%	57.60%	64%
	Gr 6 Language Pass rate	31.5% (2011 first year of new tests)	37.90%	36.80%	48%
	Gr 6 Maths Pass rate	17.40%	30.40%	37.70%	48%
	Gr 9 Language Pass rate	44.2% (2011 first year of new tests)	47.60%	53%	47%
	Gr 9 Maths Pass rate	10,4% (2011 first year of new tests)	14.90%	22.20%	25%

Figure 8: NSC targets for 2019

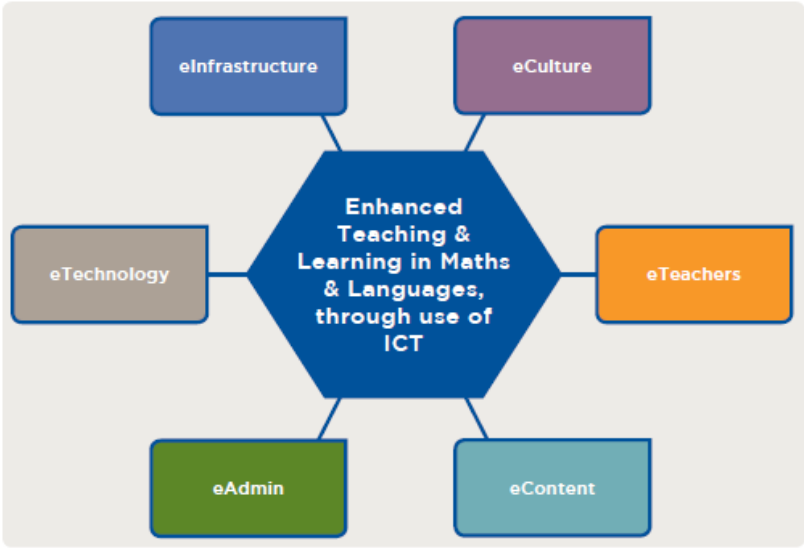
Strategic Objective	Performance Area	2009	2014	2015	2019 target
Increase the number and quality of passes in the National Senior Certificate	Number of learners who pass the NSC	34 017	39 237	45 496	42 400
	NSC pass rate	75.70%	82.20%	84.70%	88%
	Number of learners achieving bachelor passes	14 329	18 524	22 379	21 200
	Number of learners passing maths	12 467	11 265	12 397	11 900
	Number of learners passing physical science	7 064	7 845	8 813	9 700

We recognise that the mere presence of eInfrastructure and eTechnology in a school or classroom does not ensure a beneficial eLearning environment. In order to transform teaching and learning, access to infrastructure and technology enables significant systemic changes. eLearning will be embedded throughout every core function of the Education Department, significantly changing the culture of teaching and learning, and transforming the way things are done.

The transformation in Education will be significant. To channel the change and ensure that eLearning is integrated throughout the education system, six streams or levers have been identified, each with their own outcomes and measures of success.

The six streams are set out in Figure nine below. They will become a focus of integration and change management in all core aspects and at all levels of WCED's functions.

Figure 9: Six streams of the eLearning Game Changer.



Delivery Framework

Budget cuts by national government have placed immense pressure on frontline service delivery including education.

With this in mind, we plan to access the opportunities provided through the installation of Wide Area Network (WAN) at every school in the province so we can implement eLearning to support learner outcomes.

In order to structure this approach and ensure that all schools benefit over the next three years (despite budget cuts), every institution has been categorised as either a Universal, Enhanced or Model school.

Universal schools: will have basic access to the internet through a Computer Lab or an ICT suite. In these schools, government will provide teachers and learners with access to digital resources through WAN via LABs and central Wi-fi Access Points, leveraging pathways to broadband.

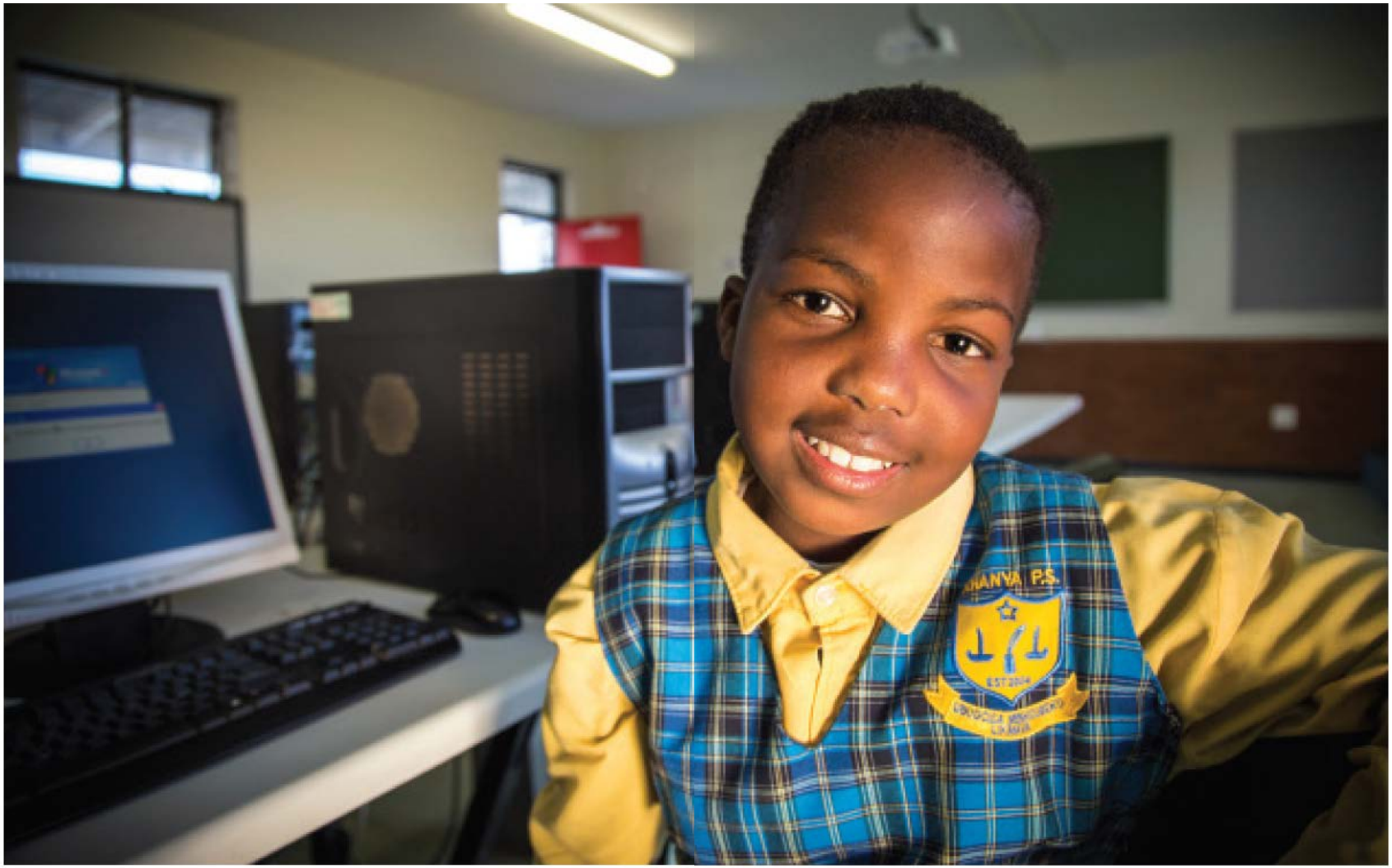
Enhanced schools: Those schools which already have, or which will be receiving a Local Area Network (LAN) over the period of the Game Changer, will progress to the Enhanced school category. The LAN connects every Instruction Room in the school to the Wide Area Network, and allows wireless access in the classroom to this facility. In order to take advantage of this access, a technology roll-out will maximise teacher technology in order to introduce and develop eLearning concepts. Because access is available throughout the schools, there are further opportunities to expand direct access to learners through a Bring Your Own Device (BYOD) model.

Model Schools: Over the three year period of the Game Changer, a small number of Model schools will implement a full eLearning environment, integrating eLearning into their practice, building an eCulture and developing leaders in the field. Their experience and expertise will significantly contribute to the development of a Professional Learning Community to support and drive eLearning throughout the Province.

The delivery framework takes into account the progression of schools through this model. More information on these three model schools and their implications is provided in Figure 10.

Figure 10: Three model school and their implications

	IMPLICATIONS FOR PRIMARY SCHOOLS	IMPLICATIONS FOR SECONDARY SCHOOLS
Universal	• WAN in place • LABs are refreshed and provided a wireless access point, prioritised use for Grade 4-7 Maths and Languages • Game-Changer does not focus on: LAN • SMART Classrooms • Learner Devices	• WAN in place • LABs are refreshed and provided a wireless access point, prioritised use for Gr 8-12 Maths and Languages • Game-Changer does not focus on: LAN • SMART Classrooms • Learner Devices
Enhanced	• WAN in place • LAN in place • All Classes in Grades 4 – 7 are SMART Classrooms • LABs are refreshed, prioritised for Maths and Languages • Devices, where allocated, will be shared / BYO	• WAN in place • LAN in place • All Maths and Language Classes SMART Classrooms with minimum of 40% overall • LABs are refreshed and provided, prioritised for Maths and Languages • Devices, where allocated, will be shared / BYO
Model	• WAN in place • LAN in place • All Classes are SMART Classrooms • LABs are refreshed • All learners in Grades 4 – 7 are allocated a device	• WAN in place • LAN in place • All Classes are SMART Classrooms • LABs are refreshed • All learners in Grades 8-12 are allocated a device



Section 3

Outcomes and Delivery Plan: What success looks like

The Delivery Plan spans a period of three years from April 2016 to March 2019. The plan addresses two key questions:

- What will success look like at the end of each year?
- What must be done to achieve success?

In addition, in order that delivery takes place, the necessary human and financial resources must be allocated. This includes the reprioritisation of resources within Departments' current allocations, within the scope of legislated mechanisms. (**Performance Tracking plan: Annexure A**)

To integrate eLearning into Education in the Western Cape is a mammoth task. The eLearning Game Changer has more than 40 focus areas or outcomes. Each of these has their own measures of success and planned milestones and activities to achieve results. These outcomes were identified as the critical stepping stones along the pathway to successfully enhancing the teaching and learning experience of Western Cape learners, predominantly in maths and languages, through the use of technology. A detailed Delivery Plan developed for each of these outcomes is attached in **Annexure B**.

Streams 1 & 2: eInfrastructure and eTechnology

Through the Game Changer, we will provide the enabling environment for a culture of eLearning to be instituted. Over the next three years, all teachers and learners will be exposed at a specified level to technology that is linked to the wide area network that is being rolled out to all Western Cape schools.

> *"We need technology in every classroom and in every student and teacher's hand, because it is the pen and paper of our time, and it is the lens through which we experience much of our world."*
>
> *David Warlick, Author, Educationalist, Software Developer and Public Speaker*

The eInfrastructure and eTechnology Istreams provide for the following resources:

- Wide Area Network to all schools
- Provision of Internet service to all schools
- Migration of existing school infrastructure to new connectivity
- Local Area Network to 350 (Enhanced and Model) schools, linking all instruction rooms to the WAN
- Refresh of existing computer labs
- Provision of a wireless access point for teachers to access the WAN
- Provision of a wireless access point for learners to access the WAN
- Installation of digital teacher technology in 40% of classrooms in Enhanced schools, and 100% in Model schools
- Provision of learner devices to all learners in Model schools

Table 1

eInfrastructure and eTechnology

Objectives: Provide all schools in the Western Cape with access to:
- **reliable, well managed connectivity, related infrastructure and support systems;**
- **teacher and learner technology.**

Outcomes:
- Schools have access to WAN;
- Targeted schools have access to localised access that is scalable, fast, reliable, high-speed, safe and secure, with online capabilities;
- Teachers have access to wireless access point;
- Schools have access to broadband through Labs;
- Targeted schools have access to technology enabled classrooms;
- Targets learners have access to devices;
- Principals and teachers are supported in managing infrastructure and technology.

Category	WAN	LAN	LAB Refresh	Access Point (teacher and learner)	SMART Classrooms (Teacher devices)	Learner Devices
Universal Schools	✓		✓	✓	✗	✗
Enhanced Schools	✓	✓	✓	✓	✓ (40-50%)	BYOD
Model Schools	✓	✓	✓	✓	✓ (100%)	✓
What Does Success Look Like (Annual Targets): 2016/17						
Universal Schools	All	-	388	388	-	-
Enhanced Schools	All	162	75	75	1200	-
Model Schools	All	8	16	16	200	8000
Budget						
Resources						
Responsible						
What Does Success Look Like (Annual Targets): 2017/18						
Universal Schools		-	388	380	-	-
Enhanced Schools		100	75	75	1000	-
Model Schools		8			200	8000
Budget						
Resources						
Responsible						

What Does Success Look Like (Annual Targets): 2018/19						
Universal Schools		-	388	388	-	-
Enhanced Schools		100	75	75	1000	-
Model Schools						
Budget						
Resources						
Targets						

Stream 3: eCulture

Organisational culture reflects the values, attitudes, practices and beliefs that determine the way in which an organisation achieves its objectives. We can gauge the extent to which an eCulture is infused into the education system by the extent to which schools and the administration understand the need and accept and adopt digital technology as part of everyday practice.

Research indicates that the Western Cape population in general is already adopting digital technology in everyday life at all levels, and that many schools already accept that eLearning will enhance teaching and learning. However, introducing an effective eLearning programme into all Western Cape schools requires a paradigm shift in the culture relating to teaching and learning methods and systems, and our challenge will be to build on the cultural shift already taking place.

Successful implementation of an eCulture in our schools is a prerequisite for success in the other five streams of this Game Changer, whether these relate to the professional development of teachers, the implementation of eAdmin systems, or the development of digital content.

Our goal of maximising the advantages and opportunities provided by technology must be supported by strong leadership that will play a key role by articulating a shared vision, identifying challenges and solutions, and ascertaining what this means for each role player in the system, thereby entrenching a revised set of behaviours, beliefs, values, and symbols that support a new way of teaching and learning.

The communication plan of the eCulture stream will support all streams as we build awareness, encourage use, provide training and support, celebrate progress and commit to continuous improvement.

Table 2

eCulture	
Objective: Create an enabling environment for the roll out of eLearning through strong leadership and a shared eLearning culture within the WCED and Western Cape Schools	
Outcomes: Awareness and common understanding of the eLearning Game Changer; Support the eLearning Game Changer; Understand role in implementing Game Changer; Demonstrate commitment eg through development of eLearning plan and appointment of ICT Committee	
What Does Success Look Like (2017/18)	
Political Principals	◦ Review platforms to use; ◦ Review communications plan; ◦ Review performance agreements.
WCED Provincial Education stakeholders	◦ Review Communications Plan; ◦ Align Annual Performance Plan; ◦ Align Operational Plans; ◦ Reflected in Performance Management targets; ◦ Policies support Game Changer.
District	◦ Review Communications Plan; ◦ Align District Improvement Plans; ◦ Reflected in Performance Management targets; ◦ Sharing of best practice; ◦ Use data to improve educational practices.
Principals and Teachers	◦ Principals sign acknowledgment and letter of commitment; ◦ Sharing of best practice; ◦ Use data to improve educational practices.

Stream 4: eContent

> *"When it comes to eLearning, content means everything. If eLearning content is not masterfully designed, all the rest will just go down the drain."*
>
> *Christopher Pappas, Founder of the eLearning Industry's Network*

The Western Cape Government launched its ePortal, intended to revolutionise teaching and learning, in September 2015. Through the ePortal we aim to achieve our main outcome under stream four, which is providing up to date digital content that is responsive to the needs of both learners and teachers.

Table 3

eContent
Objective: Provide up to date digital content that is responsive to the needs of teachers and learners
Outcomes • Targeted learners have access to CAPs aligned, interactive, stimulating, fit-for-purpose digital resources; • Targeted teachers have access to CAPs aligned, interactive, stimulating, fit-for-purpose digital resources that meet their own needs as well as their learners' needs • Model school teachers develop and upload digital content
What Does Success Look Like (2016/17)
• Comprehensive Mapping of curriculum to identify topics for every subject and grade, focussing on Maths and Language • Identification of gaps in resources • Coverage of the curriculum focussing on Maths& Languages for all grades
What Does Success Look Like (2017/18, 2018/19)
• Develop and source resources to fill identified gaps

Stream 5: eTeachers / eOfficials

> *The role of teachers and their ability to integrate eLearning into their teaching is fundamental to the success of this Game Changer. Teaching in an eLearning environment is not just presenting the same content in a different way. It requires a completely different approach to teaching and learning. "There can be infinite uses of the computer and of new age technology, but if teachers themselves are not able to bring it into the classroom and make it work, then it fails."*
>
> *Nancy Kassebaum, Former United States Senator*

Of all six streams in the eLearning Game Changer, the area dealing with eTeachers / eOfficials is where the success or otherwise of this project rests most heavily. It is apparent that, unless the introduction of eLearning is accompanied by significant changes in the pedagogy and classroom practice, impact is limited.

The eTeachers / eOfficials stream requires strategic focus by Provincial officials, critically Curriculum and School Management Support staff in the Districts, as well as the Principals and teachers in our schools.

Table 4

eTeachers and Officials						
Objective: • Equip principals, teachers, school management support and curriculum support teams to use technology effectively and innovatively; • Support principals, teachers, school management support and curriculum support teams to use technology effectively and innovatively						
Outcomes: • All teachers possess basic IT competencies and are able to integrate appropriate and available technology into their teaching environment; • Targeted principals are able to create, lead and support an eLearning environment to optimise the functioning of the school; • Curriculum support officials are able to support teachers and principals to integrate ICT appropriately to enhance teaching and improve learning; • School management support officials are able to support the establishment of a school eLearning environment in which ICT is used to optimise • management, teaching and learning; • Targeted school principals and staff receive adequate and timeous ICT integration support; • Model School staff contribute significantly to the development of technological and pedagogical competence of staff in universal and enhanced schools.						
Category	**Understanding of Profiles / Development levels**	**Train principals and teachers in basic ICT competencies**	**Develop teachers to integrate technology and digital resources**	**Develop Principals' Leadership to support Game Changer**	**Develop Districts' support staff to support Game Changer**	**Build Professional Learning Community (sharing best practice)**
		Note: Numbers estimated: to be adjusted for prior training and assessment				

Universal Schools		22698	As identified	873	40	
Enhanced Schools		9100	3640	350		
Model Schools		416	416	16		

What Does Success Look Like (2017/18)	
All Officials, Principals, Teachers	• Rollout instrument for self assessment of ICT competency (teachers, principals, officials); • Rollout system developed that captures teacher, principal and official training; including district officials; • Analysis of existing professional development against pathway categories; • Map existing principal training against pathway; • Undertake assessment of teachers, principals and officials with NO training done; • Based on assessment and existing analysis, determine training requirements for model and enhanced school teachers', principals' and officials' training requirements.
Principals	• Principal pathway improved and implemented; • Ongoing professional development of Model School principals; • Ongoing professional development of Enhanced School principals; • Principal training plan for 2018/19.
Curriculum Support Staff	• Pathways developed for Subject Advisors, Curriculum Planners, heads, assessment coordinators - match to teachers but with additional elements; • All Curriculum Support staff trained as per gaps identified; • Ongoing training and development plan for 2017/18 and 2018/19; • All Senior Curriculum Planners work in conjunction with developers to populate the subject websites they are responsible for.
School Management support officials	• Rollout professional development pathway for school management support officials; • All school management staff trained as per gaps identified; • Ongoing training and development plan for 2017/18 and 2018/19.
eTeachers / eOfficials	• Development of SOPs (including guidelines for support) for Curriculum Support team members and School Management Support; • Roll out as per SOP (i.e. start supporting teachers and principals); • Adjust District Management Information System to reflect SOP and support being provided.
Model School Principals	• Strengthen and integrate Professional Learning Communities representative of all districts

Stream 6: eAdmin

Finally, leveraging off the available infrastructure and technology provides a massive opportunity to capitalise on efficiencies and enhancements through enhancing, integrating or introducing eAdmin systems throughout the educations structures.

Addressing the needs of the Provincial administration, Districts and schools, introducing comprehensive learning management systems, classroom and learner management systems, the potential to deliver tools to principals and teachers that will both allow them to focus on teaching, but also allow for informed analysis and data-driven interventions to improve learner outcomes.

Table 5

eAdmin	
Objective: Reduce teachers' and principals' manual administration towards more effective planning and management	

Outcomes:
• All Model school and targeted Enhanced school principals and administration staff:
  ◦ have flexible access to an integrated online school information systems environment;
  ◦ can access and draw management reports on learner and educator record data seamlessly from separate databases;
  ◦ contribute to development of management information reports to enhance productivity and effectiveness in planning and management decision-making;
  ◦ have online tools to monitor, manage and report school performance and use data to design interventions.
• Principals, school management teams, SGB and district officials at targeted schools:
  ◦ have common access to educator, learner and school profile (including ASPs) analyses to enhance improvement planning and management;
  ◦ can collaborate online to enhance school support and planning processes;
  ◦ use a data-driven approach to build teacher development plans and management interventions.	

What Does Success Look Like (2017/18)	
Model school and targeted Enhanced school principals and administration staff	• Common access point and linked systems and databases for 8 Model and 15 Enhanced schools; • Strategy to transition from annual data survey to learner record data capture finalised; • Principals and district officials signed off on business process change roadmap as part of updated knowledge management strategy; • Developed strategy and set up management framework to manage learner record data (specific focus on school-based assessments); • Improved online school information management and reporting; tested at 8 Model and 75 Enhanced schools; • Set up procedures, workflow and updated roles for EMIS focal points in Head and District offices to manage school profile and learner level information.
Principals, school management teams, SGB and district officials at targeted schools	• Set up on-line portal access to school management information for targeted principals at all 8 Model schools, 75 Enhanced schools; • Facilitated development of teacher training database and established data standards for integrating into EMIS; • Set up online performance dashboard for district officials and school management teams.

What Does Success Look Like (2016/17)	
Targeted teachers	• Design and develop ICT-based learning management system and WCED/WCG enterprise knowledge infrastructure; • Assessed options to source solution; • Developed solution implementation strategy and roadmap with clear timelines, including teacher training. • Set up procedures and reporting guidelines to manage and track use of 'central' LMS services
Parents at targeted schools	• Developed information architecture to assist teacher parent communication, tested at all Model schools, 15 Enhanced schools and 25 Universal schools; • Set up technology solution for interaction between educator/parent at all active Model schools.

Western Cape Government

Game Changer Roadmap 2017
After School
Version Dated April 2017

Game Changer After School

Why run After School Programmes?

- We do it so our kids learn to be disciplined, focused and dedicated;
- We do it so our kids learn to take care of their body and equipment;
- We do it so our kids learn to work with others and to be good team mates, gracious in defeat and humble in success;
- We do it so our kids learn to set and accomplish goals;
- We do it so our kids learn that it takes hours and hours, years and years of hard work and practice to create a champion and that success does not happen overnight;
- We do it so our kids learn to be proud of small achievements, and to work towards long term goals.

Game Changer
After School

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Section 1

Background: The Game Changers

> *It has become increasingly evident that we need a new way of delivery, one that is uncompromisingly results-focused and performance-driven.*
>
> *Premier Zille, November 2014*

On starting its second term of office in 2014, the Western Cape Cabinet reaffirmed its commitment to achieving its vision of creating a highly skilled, innovation driven, resource efficient, high opportunity society for all.

While we have made progress in realising this vision since first coming into government in 2009, we recognise that there is still a lot to be done.

There are still many people living in poverty in the province and we face a number of challenges that serve as a hindrance to economic growth and job creation.

With this in mind, we focused on identifying top priorities over the five year term, which could serve as catalysts for major improvements in people's lives, in particular, the lives of our young people.

As a result, we have committed to seven priority interventions, which we have called Game Changers.

Our Game Changers are bold interventions that focus on either leveraging the best opportunities or tackling some of our greatest challenges in the province.

We have set ambitious targets under each Game Changer, which if achieved, will contribute towards accelerating economic growth, job creation and social inclusion. Our seven Game Changers are:

- Expanding Apprenticeships;
- Achieving Energy Security;
- Delivering High Speed Broadband;
- Implementing quality e-Learning at schools;
- Expanding quality After School activities;
- Pioneering a major Better Living Model; a development that integrates communities; and
- Reducing Alcohol Related Harms

We have also recognised that, for these Game Changers to make a discernible difference in our province, we need a new method of delivery – one that is innovative, uncompromisingly solutions-orientated, results-focused and performance-driven.

We have committed to this new methodology within provincial government in order to drive change in the Western Cape. In order to support this new approach, a Delivery Support Unit has been established in the Department of the Premier to provide strategic oversight and guidance to provincial departments and monitor the implementation of the Game Changer plans.

However, we also recognise that government cannot achieve progress alone.
We will only be able to achieve the targets set under our Game Changers through a whole of society approach, where national, provincial and local government work in partnership with business, civil society, communities and individuals.

This is what we mean when we say "Better Together" and we look forward to working with all our partners to drive our Game Changers over the next few years.

Our Seven Game Changers in more detail

Section 2

Introduction: The After School Game Changer

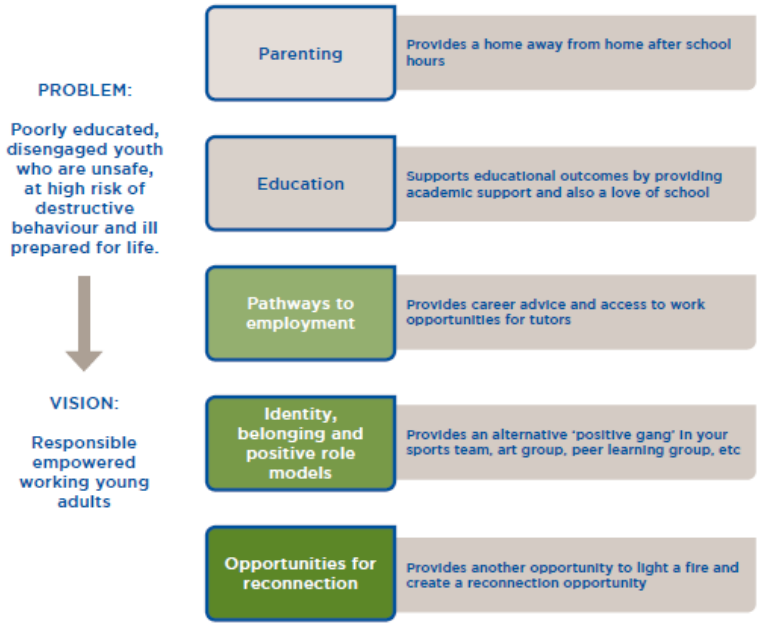
Opportunity for the youth is centre stage of the Western Cape Government's (WCG's) strategic priorities. Our aim is to do everything we can to enable our youth to become educated, responsible and empowered young adults, who have the necessary skills to support themselves in the future.

As a result, three of our seven Game Changers are directly focused on the youth – After School Programmes, eLearning and Apprenticeship. They are guided by the Western Cape Youth Development Strategy (PYDS), which was adopted in 2013 and which identified the key interventions that would place young people on a pathway to productive adulthood.

The After School Game Changer is a critical intervention to enable youth to travel that pathway. It adds to the educational environment by providing a secure, active and nurturing place, after school hours, that enables learners to explore and pursue their interests and find their niches of success outside of the classroom. In so doing, this Game Changer will build the confidence of learners and potential future opportunities.

The reasons the After School Programme has been prioritised as a Game Changer are provided in Figure 2.1 below

Figure 2.1: Reasons for After School Programmes



Why After School is a Game Changer

In well-resourced schools, quality after school activities are taken for granted – parents, learners and teachers would be surprised if these activities were not provided consistently and for all learners. In disadvantaged schools, the opposite is too often the case – regular activities managed by schools are not the norm. There are many reasons for this, ranging from lack of resources, to the need for children to return to their homes in the early afternoon due to poor safety in their neighbourhoods.

However, for children not to have extended education through after school activities is to limit their potential and development. There is considerable evidence that regular, well-structured after school programmes improve educational outcomes, reduce drop-out rates, increase self-confidence and improve potential for tertiary education and work placement.

As a result, the WCG has set itself the goal of more than doubling the participation of learners from disadvantaged schools in after school activities, and ensuring regular attendance by significantly improving the attractiveness and quality of such programmes for learners. The target is 112,000 learners participating regularly in quality programmes – 20% of learners in no-fee and low-fee schools. This ambition means that the WCG, together with partners in NGOs involved in this sphere of work, must significantly improve their performance and effectiveness.

Figure 2.2

Overview of After School Game Changer

The After School Game Changer will work in concert with the eLearning and Apprenticeship Game Changers. For example, in-school eLearning will be extended to after school programmes; and the Apprenticeship Game Changer will target certain schools with additional resources to improve maths performance, in line with the Western Cape Education Department's maths strategy.

Ultimately, the better opportunities we provide for our young people to experience a holistic educational experience, the better chances they will have to become productive and employable adults with brighter futures.

Overview: Vision and Strategy for Change

> *"Children who are active at school are the ones who succeed. A well-balanced education is aided with sport and cultural activities. In this school after school activities are compulsory. We have hockey, rugby, water polo, basketball and traditional sports plus almost 50 arts and cultural societies that the kids run with guidance from teachers. Its critical learners are active."*
>
> *Westerford Principal, Rob Le Roux, Winner of the national Department of Basic Education excellence awards*

Problem Statement

There are far too many young people in the province who are leaving school each day and entering unsafe, violent neighbourhoods and homes with no adult supervision.

This leaves them at high risk of destructive and anti-social behaviour including abusing alcohol and drugs, engaging in sex and becoming involved in gangs, which threatens their futures and, more often than not, leaves them trapped in a cycle of poverty.

These statistics reveal the extent of the problem in the Western Cape:

- According to a UNODC survey of substance abuse, risk-taking behaviour and mental health of grade 8-10 learners in the province, 44% of grade 10 learners are sexually active, 27.6% of youth at school are regular smokers, 22.4% of youth at school are daily drinkers, 10% are regular cannabis users and 2.5% are hard drug users;
- Among our learners, just under half who enter the school system drop out before their matric which is ascribed in part to falling behind academically and experiencing a lack of belonging; and
- The narrow unemployment rate among our youth under 25 stands at 52% (Poverty and Inequality Institute)

It is clear we need to change the trajectory for many of our young people living in the province. We believe that regular and consistent participation of learners in after school programmes will improve learner outcomes, reduce school dropout rates and reduce risk taking behaviour.

This is supported by a 2014 study conducted by the Cape Higher Education Consortium that found that participation in extra mural activities was the second biggest predictor of employment.

Our Goal

Western Cape learners have regular and sustained participation in after school activities which contributes towards positive youth development

Our measure of success, or Key Performance Indicator, is:

At least 20% of no-fee and low-fee learners in the Province - 112 000 learners - regularly and consistently attend quality after school programmes at least twice a week.

This is more than double current participation, much of which is not regular.

International best practice and case studies highlight that regular and consistent attendance is critical to effect real, sustained change in a young person's life. This is core to our strategy for change.

The After School Game Changer targets the following outcomes:

- Improved attitude towards learning
- Improved school outcomes
- Improved school retention
- Improved matric results
- Reduction in risk taking behaviour

In order to achieve these outcomes the After School Game Changer will focus on:

a. Building a quality After School architecture, including improving the existing After School programmes funded by government
b. Professionalising the sector as a recognised area of work with clear norms and standards
c. Developing innovative responses to a range of severe problems impacting on young people and their positive trajectories.

Our levers to drive change

To achieve our goal, three key levers of change were identified during extensive stakeholder engagements in the past year:

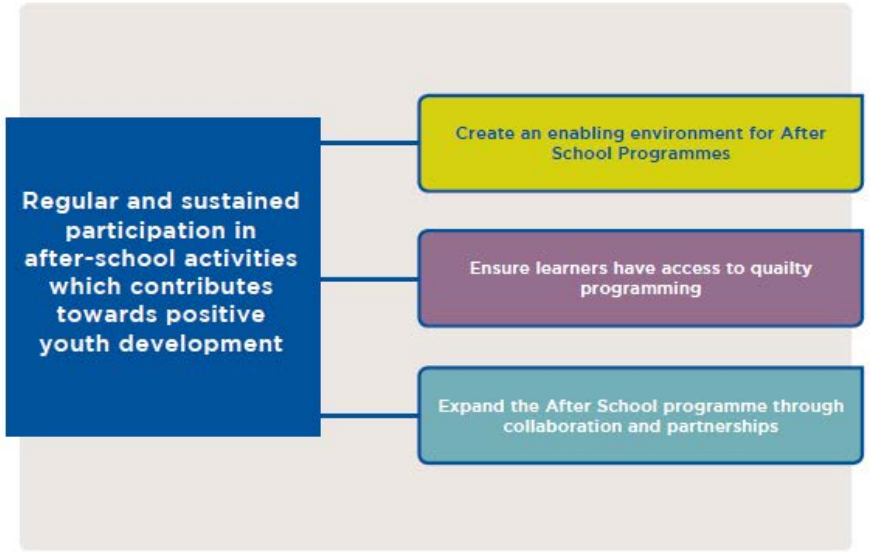
Lever 1: To create an enabling environment for After School Programmes
This includes ensuring there is good leadership, information on the available offerings, safe and secure spaces for After School Programme, IT access and access to food

Lever 2: To ensure learners in After School Programme access quality programming
This includes ensuring learners have access to a choice of sport and recreation, arts and culture, life skills and academic support programmes (four pillars). In addition, these programmes must actively engage learners and build learners skills and mastery.

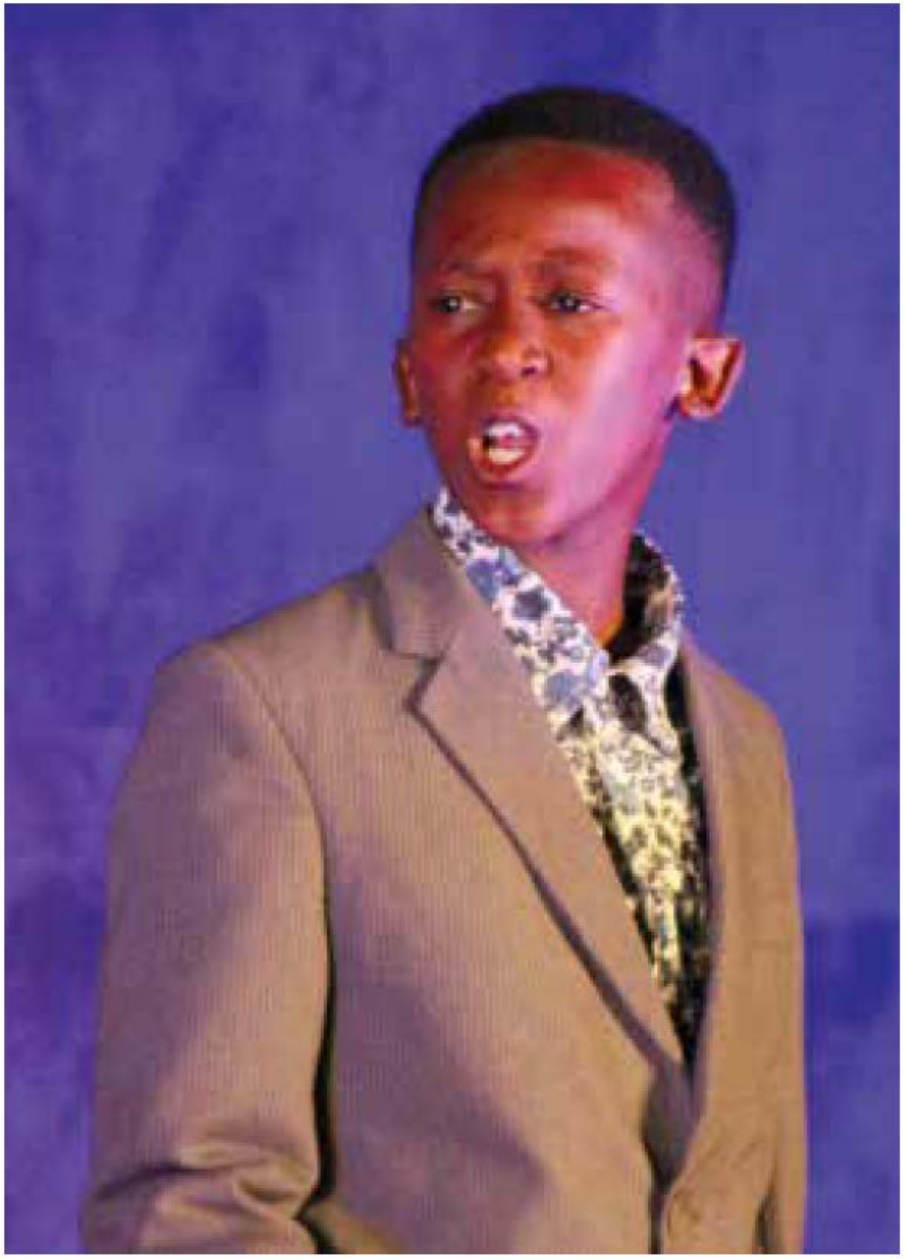
Lever 3: To expand the After School Programme through collaboration and partnerships
This focuses on developing mechanisms for harnessing the collective resources of all spheres of government, donors and civil society to expand quality After School Programmes in the Western Cape. Initially the focus will be on developing different collaborative mechanisms at five sites in the province.

Three Levers to Effect Change

Figure 2.3: Reasons for After School Programmes



To drive success, we need the requisite resources. There is a current budget commitment for 2016/17 of just under R90m by the Western Cape Government, which escalates to more than R200 million when non-state donor contributions are included.



Section 3

The Delivery Plan: What success looks like

The Delivery Plan of the After School Game Changer sets the detailed course to achieve visible, impactful results over the next three years, from April 2016 to March 2019.

It lays out, year by year:
- What success will look like; and
- What must be done to achieve success

The After School Delivery Plan has a number of measures of success, deliverables and milestone activities for each lever.

The detailed plan is also clear on accountability – who is responsible for doing what – and identifying the necessary resources required to achieve our goals.

While good planning is crucial to ensuring effective delivery of results, we also recognise that the plan will need to change as implementation adapts and adjusts to an ever changing environment. But we will stand by our Goal, KPI and Outcomes.

To achieve the overall goal of doubling the number of learners in quality After School programmes, annual targets have been set, as outlined below:

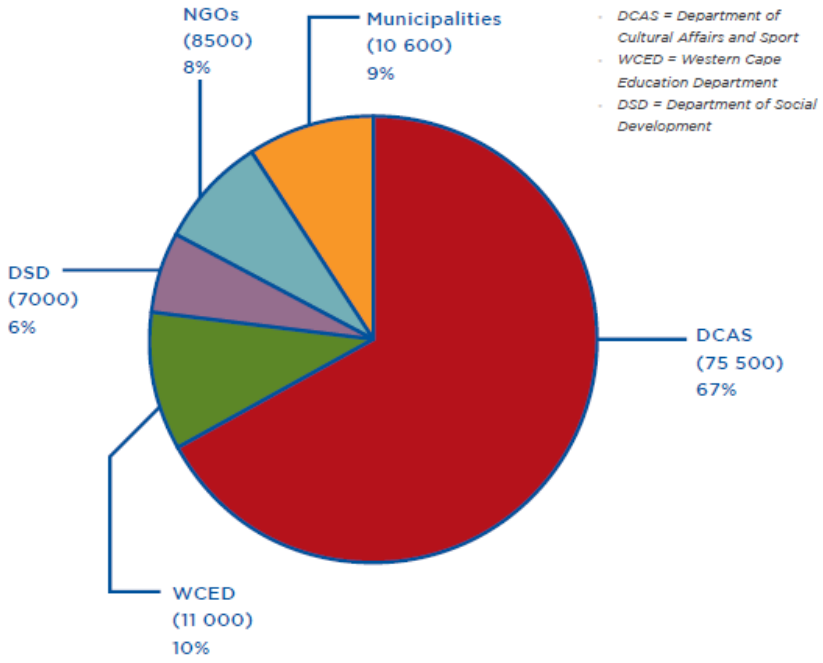
Table 3.1

Objective: Western Cape Learners' regular and consistent attendance of After School Programme (ASP) **Overall target:** 112 000 learners in no-fee and low-fee schools attending ASP regularly (at least twice a week) and consistently (70% of the planned sessions)		
What Does Success Look Like (Annual Targets)		
2016 – 2017	**2017 – 2018**	**2018 - 2019**
• 65 000 learners in no-fee and low-fee schools engaged regularly and consistently in ASP	• 79 000 learners in no-fee and low-fee schools engaged regularly and consistently in ASP	• 112 000 learners in no-fee and low-fee schools engaged regularly and consistently in ASP

Achieving this outcome will require every after school provider in the Game Changer to increase the number of learners targeted, as well as the regularity and consistency of attendance of these learners.

After School learner target: Contribution by Role Players

Figure 3.2



There are three key levers that have been identified to achieve our targets, namely:
1. An enabling environment for After School Programmes is created;
2. A diversity and spread of quality programmes which can appeal to learners' different interests are available at each site; and
3. Collaboration and partnerships between government, donors and civil society to mobilise resources and scale delivery are brokered.

Each lever, its outcomes, and annual targets, are unpacked below.

Lever One: Enabling Environment

To ensure that learners have access to safe, secure and connected spaces while participating in After School Programmes, a number of areas of focus have been identified.

Lever one is focused on providing a safe environment to learners where they can participate in interesting programmes that assist with their progress and development, as well as build mastery in various areas.

Certain basic provisions to creating this enabling environment are included in the Delivery Plan:

- **School leadership:** After School Programmes flourish where school principals and teachers show leadership and take ownership of the after school programmes as an extension of the school day. This culture helps to foster an attitude in the broader school community that encourages and supports learners to participate in activities, and builds positive communication around the programme.
- **Safe and secure spaces:** After School Programmes require safe and secure spaces to operate;
- **Information:** Schools, parents and learners need information on programmes;
- **ICT:** Access to digital resources is key to opening up opportunities for learners, including access to e-learning to reinforce academic support;
- **Nutrition:** Provision of food that will sustain and allow engagement in physical and academic activities outside of normal school hours is crucial.

Outcomes have been established under each of these focus areas to ensure an enabling environment is established for After School Programmes to achieve their goal and targets.

Table 3.3

Enabling Environment		
Target Group	**Outcome**	**What Does Success Look Like (Annual Targets): 2017/18**
• Learners	• Know about the After School programme	• Communications strategy in place • Every site has branded material • Consolidated website up and running
	• Have access to safe and secure spaces while participating in ASP	• Develop Safety Framework for managing safety in After School space • All high-risk sites to have appropriate plan in place
	• Have access to functioning labs	• All academic support sites operating off WCG broadband • All academic support sites have access to functional computer labs for programming • 100% of CeI queries/ calls logged resolved within targeted time (3 working days)
	• Have access to food that meets DSD guidelines	• All sites receive food which meets DoH guidelines • Any challenges addressed within 48 hours

Enabling Environment		
Target Group	**Outcome**	**What Does Success Look Like (Annual Targets): 2017/18**
• After School Programme Managers	• Understand the importance of security • Deal appropriately with secuity issues	• School contingency plans extended to cover after school hours in 50% of MOD sites • 80% of MOD managers trained in the system • 80% of MOD managers deal with incidents appropriately
• WCED and Schools	• Actively supports the ASP	• Meetings with all districts held • Four districts implementing explicit ASP strategies.
	• Promote the ASP as an extension of the school day • Ensure that learners have access to the ASP	• 50% + of schools with ASP with active Principals • 50% of sites have teachers involved in ASP • Annual ASP Principals Award • Launch ASP Teacher's Award • GSB course on Leading Innovative Partnerships in Extended Education established and successfuly run twice a year
	• Ensure that sufficient bandwidth is available for eLearning programmes	• All academic support sites operating off WCG broadband • All academic support sites have access to functional computer labs for programming • 100% of CeI queries/ calls logged resolved within targeted time (3 working days)
• Parents of Learners	• Know about the ASP offerings • Encourage learners to attend ASP	• Communications mechanisms for parents implemented • Parents receive regular communication on ASP • Consolidated website

Lever Two: Quality Programmes

> *"We have pretty compelling evidence now that high-quality programmes can influence a range of important academic and social outcomes for young people. We also have evidence that low-quality programs do not."*
>
> *Wallace Foundation: Building Local Systems to Improve After School*

The second lever of this Game Changer, Quality Programming, focuses on attracting learners to the programme because of the high quality of academic support (including eLearning), Life Skills, Arts & Culture, and Sport activities offered. Quality programming is also key to ensuring learners keep attending on a regular basis.

The key outcomes under Lever two include co-ordinating and rationalising after school activities, setting norms and standards and professionalising staff and the sector in order to achieve maximum positive impact.

WCED

Amongst the role players, the Western Cape Education Department provides a number of opportunities for learners to participate in sport, arts, culture and academic programmes after school via its school enrichment, safer schools and school based programmes. Teachers are involved in managing and running many of these activities. In addition, WCED Provincial Office provides peer education and tutoring support.

DCAS MOD and School Sport:

The Provincial Department of Cultural Affairs and Sport manages 181 after school sites – referred to as MODs - on school premises. (MOD is the acronym for Mass participation; Opportunity and access; Development and growth).

The MOD programme is central to the vision of the Department of Cultural Affairs and Sport to create a socially inclusive, creative and active youth in the Western Cape.

MOD Centres currently provide sport, recreation arts and culture activities to over 40,000 registered participants in no-fee schools that are located in disadvantaged communities.

DCAS: MOD YearBeyond (YeBo) Programme

In addition to a robust sport, arts and culture curriculum, recent research indicates that falling behind academically is a key driver of school dropouts and accounts for just under a fifth of dropouts. (Stats SA, 2014 General Household Survey).

For this reason, Premier Helen Zille launched the YeBo Programme in 2014. The WCG has partnered with a number of NGOs to implement this after school academic enrichment programme in schools with MOD centres.

Top matric and university graduates, with mathematics, technology and language skills, volunteer to tutor primary and high school learners in MOD centres for a year in order to improve education outcomes in the Province.

The volunteers provide English literacy and numeracy support to primary schools, and English, maths and homework support to high schools, using eLearning tools to support their work.

After School Partial Care

The Department of Social Development also runs an After School Programme in line with its obligations under the Children's Act. The programme, called After School Partial Care, is delivered by NGOs funded by the Department of Social Development. In addition to these programmes sponsored by government, many private organisations, companies and Non-Governmental Organisations (NGOs) run After School Programmes.

Innovation

Identifying what determines and constitutes quality programming is a persistent feature of the work undertaken by the After School Game Changer team as it is not a static measure, and differs widely between activities.
In addition, the After School Game Changer needs to continually innovate to address the wicked problems confronting youth as part of improving programme quality and targeting. To assist with this the After School Game Changer has entered into a partnership with DG Murray Trust.

Key outcomes and targets for this lever are set out in the table below:

Table 3.4

Quality Programmes	
Objective: Improved school outcomes of After School Programme learners	
Outcome	**What Does Success Look Like (Annual Targets): 2017/18**
After School Programme stakeholders have an enhanced understanding of quality of: · What consitutes a Quality After School Programme, · How their centres perform; and · Areas for improvement	· All stakeholders adopt norms and standards · All MODS and DSD sites meet the quality standards · NGO Peer Review mechanisms established and community of NGOs aligned with GC growing · Ratings App scoped and in development
· Skilled After School Programme managers and coaches are able, motivated and equipped to manage quality After School Programme	· Staff training needs to be identified and programme developed · After School Practitioners Course developed
· Improved school outcomes of After School Programme learners	· All ASP participants tracked using Cemis numbers · 5% of ASP learners receiving school accolades · 5% of ASP learners competing competitively in activities

> *"The YearBeyond After School Programme has made a huge difference in the school. In just 6 months the teachers have seen a growing confidence in the learners in maths, reading and writing. The programme, with its use of tablets, educational games and the Lego club, makes learning fun. This has resulted in more learners wanting to be part of the programme and even more parents wanting to keep their children in the programme throughout the school holidays."*
>
> *Mr Abrahams, Principal at Willows Primary School*

Lever Three: Collaboration

Collaboration is the third and final lever of the After School Game Changer.

There are a number of existing projects in which learners currently engage after normal school hours which are organised and conducted by various role-players. This lever aims to leverage these and also expand the After School footprint.

Over the 3 years, 2016 to 2019, the Game Changer will be working with five different types of collaborations: inter-departmental, inter-governmental, and various NGO-types of collaborations. These are detailed below. Each site will develop a guideline for a type of collaboration to crowd in more resources and expand the After School footprint in the province in year 2 and 3 of the Game Changer.

- Whole of society collaboration model involving all government departments, local government and several NGOs;
- Government-NGO partnership model and collaboration;
- Inter-governmental model based on a collaboration between the WCG and City of Cape Town;
- Learner incentive partnership with the local community focused on crowding in of multiple providers at two sites to offer comprehensive programme linked to locally mobilised learner incentives to drive participation; and
- Rural collaborative model involving parents, government and civil society

The Game Changer is encouraging the sharing of other best practice and setting standards that will ensure that those who most need this additional support receive the best possible offering through its After School Community of Practice.

The Learning Trust is also assisting in advancing the outcomes of Quality Programming (Lever 2) as part of the task tem for setting norms and standards (via peer assessment) and seeking to professionalise the sector.

Key outcomes and targets for this Lever 3 are set out in the table below:

Table 3.7

Collaboration	
Objective: The After School Programme footprint is expanded through better alignment and targeting of resources	
Outcome	**What Does Success Look Like (Annual Targets): 2017/18**
• The ASP team has an enhanced understanding of the contribution of various types of collaborative mechanism available in the After School environments	• Five collaboration models tested and refined • Community of Practice established • After School established as a recognised area of work as reflected by case studies, learning briefs, discussion documents and peer review articles
• The ASP footprint is expanded through better alignment and targeting of resources	• All After School Programme sites mapped • Donor conference held

Speech delivered by MEC Debbie Schafer in her opening address at Eduweek Cape Town, October 2017

2017 EduWeek Cape Town Presentations

Speech – Eduweek – 4th October 2017

Future Focused Education

Please see below excerpt from a speech delivered by MEC Debbie Schafer in her opening address at Eduweek Cape Town, October 2017

It is truly a great pleasure and honour for me to be here today to officially welcome you all to the first Eduweek in Cape Town!

I must start by asking you to give a big round of applause to Spintelligent and the Eduweek team for bringing this wonderful conference to Cape Town. By doing so, they are offering the Western Cape education community the chance to network with leaders, strategic thinkers and entrepreneurs from Africa and across the globe in our own province. And an extra special thanks for making it free for our teachers! I really appreciate Tanya Jackman's engaging style and willingness to listen to our suggestions – and then for simply getting on and organising it! Thank you Tanya.

A very warm welcome to education officials, teachers, principals and education experts from the Western Cape, South Africa and from around the world.

The phrase "Future Focused Education" was born in a hotel in Midrand, when myself and my HOD were trying to come up with a catchy slogan that encapsulates everything we are doing and wanting to do in education in the Western Cape. We mentioned it to Tanya, who loved it, and that was that!

But what do we mean by Future Focused Education?

It seems pretty self-evident. But too often in education we are not very quick to respond to change.

And with some good reason, because the system is huge. In the Western Cape alone we have 1 000 000 learners and 40 000 staff, 32 000 of whom are teachers.

And so it is much easier to carry on doing what we've always done, not always realising or adequately appreciating that things have changed, and if we do not change with them, we are doing our young people a disservice in not preparing them adequately to face the world they must live and work in when they leave school. Future Focused Education is designed to ensure that we constantly focus on what is changing in the world and in education, and constantly applying our minds to how we can ensure that we are adequately preparing our learners to be productive citizens in a fast-changing world.

A crucial part of this is how we incorporate technology. Digital technologies are changing the way that learners learn, the way teachers teach, and where and when learning takes place.

This means that Future Focused Education must focus on 3 things:

1. Future Focused Learning
2. Future Focused Teaching; and
3. Future Focused Classrooms

Future Focused Learning – e-learning game changer

As a provincial government, we have identified e-learning as what we call a "game-changer". It is part of our Strategic Goal 2: Improving Education Outcomes and opportunities for youth development.

We believe it is a game-changer because it will enable all our learners –and teachers – to access modern technology, and in so doing more easily access a variety of resources that would otherwise not be available to them. Of course, it also is essential in the modern economy to be computer literate, and many jobs are and will be needed in the field of technology in the future.

Our vision, initially, is to use eLearning to improve literacy and numeracy, as these are areas where we are still nowhere near where we should be. Also, more and more opportunities in the economy involve maths, and if you can't do language, you can't do maths.

Of course, it is also essential for our teachers to be well trained. Any profession requires ongoing professional development, and e-learning can likewise open up many opportunities for them to access quality training and tools to use in the classroom.

So we have refined the game changer to align it with three of our most important departmental strategic goals, namely teacher development, and improvements in maths and language.

The WCED is working to ensure that every school in the Province begins to feel the benefits and transformative nature of this exciting project.

As new technologies are used more and more in teaching and learning, as well as in the home and throughout social life, our learners need to develop more than just their ICT skills. They need a broad digital awareness of the wider context in which technologies operate in order that they can participate in this increasingly digital world.

Focusing on e-learning and digital literacy and participation is important because it is imperative that we equip our learners with the ability to be technologically competent and ask relevant, appropriate and critical questions in this environment.

This also means enhancing young people's ability to use ICT in ways that strengthen their skills, knowledge and understanding as learners, and that heighten their capacities for social, cultural, civic and economic participation in everyday life.

A Grade 4 learner from a Western Cape, named Ben provided the following perspective on eLearning:

“I think digital learning has helped our class because it makes learning exciting. It also assists us to make learning faster. We can look up the spelling of words rather than using a dictionary. I think it makes learning fun and exciting when we get to use our iPads and the Digital Projector. It’s easy to learn to use apps and more fun. I like using iMovie, Keynote and Pages the most. I enjoy using my iPad with the iBooks because I can highlight and make notes as we go through it.”

Also makes available resources to schools that don’t always have them – can help significantly to reduce the inequalities in education.

It is evident that the digital environment is already empowering learners and teachers as never before. We now need to ensure that all young learners have access to devices, networks, modern learning environments and future-focused teaching. This is where the challenge lies for us as government, in this current fiscal environment, as we simply cannot afford to provide all of that for all our learners. But we have taken the bold step of making a start, and creating the enabling environment. I am already seeing our schools taking some of their own initiative in this space too, which is exciting.

Some people have questioned whether we should be spending money on developing e-learning when there are so many other needs that we have. Our view is that we cannot afford NOT to do so, as we are doing our children a disservice if we do not equip them for life in the outside world. Interestingly, the stakeholders who understand poor communities have not complained about it at all – they realise the potential it has to bridge the gap between rich and poor schools.

Future focused teaching

We all know that teacher development is crucial for such an intervention to be successful. Unless the introduction of eLearning is accompanied by significant changes in the pedagogy and classroom practice, impact is limited.

We have to ensure that our principals, teachers, school management support and curriculum support teams are equipped to use technology effectively and innovatively.

It is critical that teachers and principals who will be benefitting from our E-learning game-changer are orientated and trained in the integrated use of the new technology being introduced at their schools and incorporating it into the curriculum. The WCED has a comprehensive training programme that is provided for educators and principals who will be affected by the Smart School Project.

But good leadership is also innovative, as I saw yesterday when I visited a high school that is not one of our model schools. The principal felt that our training was not adequate enough for their needs, so he has identified a good teacher at the school and together they are developing new ways of delivering the curriculum at their school. That is the kind of leadership we need.

It also important that we engage with our teachers. I must share with you feedback from a teacher’s perspective on eLearning. A Grade 5 head shared the following feedback:

"I feel digital learning has changed the way of learning. It allows children to take control of their learning and allow teachers to take on the role of facilitators, to help children explore the curriculum."

"Children have the chance to independently interact with the content, which encourages them to take responsibility for their learning."

"Digital devices have also helped children with various difficulties, or to become more confident in their approach to learning.

The best effect is the ability for students to now transfer meaningful learning in a way that ignites passion and perseverance. These are our digital natives and digital learning is no longer an option."

The WCED has also developed an online self-assessment tool to identify the eLearning training needs of individual teachers. Teachers at a first target group of 178 schools can now update their personal profiles, complete the online assessment from any internet enabled device (including cell phones), receive feedback on their personal competency level, and consider available courses for every level, and book training by date, venue and times.

The online tool guides teachers, principals and officials through a set of statements which assesses the teacher's technological ability and how he or she has succeeded in infusing this in the pedagogical context in the classroom. This helps to identify the user's knowledge and skills in using education technology, in a way in which those who are not quite so up-to-date on the technology front do not have to feel intimidated or self-conscious. The system then rates these skills and knowledge automatically and suggests training courses covering five levels of competency, from basic, introductory skills to advanced training on eTeaching.

Future Focused Schools

Digital technology has improved access to quality learning materials as well as resources for ongoing teacher development and has the potential of improving every aspect of schooling, from teaching and learning to assessment, school management and parent support.

We are also focusing on improving our e-Administration, to streamline our processes so that we avoid duplication of effort. We are also working hard to ensure that we use our data far more effectively, to enable evidence-based decisions.

The WCED is aware that some schools are already providing leadership in eLearning, while others have the potential of doing so.

We have identified three types of schools for support, with varying roles and responsibilities.

The first type of school is the "Universal school" which are schools where teachers and learners will have access to digital resources via the WAN, computer laboratories and wi-fi access points.

The second type of school is the “Enhanced school”. These schools will have more resources to introduce, develop and experiment with eLearning concepts.

The Third type of school is the “Model School”. The Model Schools will provide an environment where, leveraging off the WAN and LAN infrastructure, every classroom will become a Smart Classroom, and every learner will be allocated a device. These schools, with their full eLearning environments and well-trained teachers, are launching our eLearning community of practice and will provide the environment where the school, principal, teachers and learners alike, embrace the culture of eLearning in Education, where we develop and provide learnings and examples of best practice methods of integrating eLearning into the classroom which will be shared throughout the Province.

The Model schools will provide leadership by demonstrating best practice in diverse contexts and will assist the department in building a culture of eLearning in all schools.

The WCG is providing high-speed broadband connectivity to almost every school in the province via a wide area network (WAN), and alternative connectivity to schools that cannot connect to the fibre-optic grid.

The WCED is providing local area networks (LANS) in schools as and when possible in terms of budget, and wifi connectivity for almost every site.

The department is providing technology progressively in schools, from equipping smart classrooms to refreshing computer laboratories, providing devices, teacher training and support and we are providing access to digital teaching and learning materials via an ePortal and will work with schools and content developers to populate the portal progressively with CAPS-aligned, digital resources.

We are working with schools and partners to lay a solid foundation for eLearning in the province over the three-year period, 2016 to 2019.

The WCED, as part of its eLearning Game Changer, is working to ensure that every school in the Province begins to feel the benefits and transformative nature of this exciting project.

21st Century Skills

But as important as technology is, it is not the only thing we need to incorporate in our teaching and learning in order to prepare future-ready globally competitive citizens.

We know that we are living in a rapidly changing world. We know that many of today’s jobs will be automated soon or simply won’t exist. We also know that people do not generally have one career for a lifetime anymore, and that many of the jobs we have to prepare our learners for do not yet exist. Preparing a child for a world that does not exist is a difficult task for any teacher. We therefore need to ensure that learners have the critical skills needed to survive and succeed in any world.

We are now talking about “21st century skills”, four of the most crucial of which are generally agreed as being Collaboration and Teamwork, Creativity and Imagination, Critical Thinking and Problem Solving.

A Hanover Research analysis also identifies a second tier of important skills – Flexibility and Adaptability, Global and Cultural Awareness, Information Literacy and Leadership.

These are the skills that are regarded as essential for a person to be able to be economically active in the 21st century.

How many of them are we teaching our children?. Also, how many of these do we have ourselves?. Are we trying to develop them?

Now I know that we cannot keep on changing the curriculum, but we have to think about how we can teach these crucial skills within the system.

Technical and Vocational Skills

To ensure that we are adequately equipping our learners for the future, it is vital that we educate them in the skills that are needed in our economy. Many of these skills are technical and vocational in nature.

That is why I have been emphasizing technical schools a lot since I have come into office, and am very pleased that the National Department of Basic Education is now promoting the three stream model which includes academic, technical and vocational training. I am of the view that future focused education must include expanding opportunities to access technical and vocational education.

The Western Cape Education Department, together with its strategic partners, is pioneering new approaches to education, combining technology with teaching as a way to involve the province's schools in preparing their learners for the future.

Ultimately, we hope to create the ladder of opportunity that young people need to become productive and employable adults with brighter futures, so that we break the cycle of poverty in many of our communities. Our systems must support the development of "Future-Ready" learners in a Future Focused World.

Thank you again for inviting me to speak to you today and take part in the conference.

A huge thanks must go to organisers Tanya Jackman, Lucian Sackim and Pamela Largue for bringing together this two day conference and providing a space and platform for the Western Cape education community to network with like-minded people. I know a lot of work has gone into this.

I hope this conference is a resounding success and I certainly hope that Eduweek will be an annual feature in our calendars.

Thank you.

MEC Debbie Schafer's Speech (2017). presented at EduWeek Cape Town 4th October. http://www.educationweek.co.za/speech-delivered-mec-debbie-schafer-opening-address-eduweek-cape-town-october-2017/ [last accessed 31/10/2017 8:15am).

Curriculum and Assessment Policy statement Grades 7-9 Mathematics – Extracts

FOREWORD BY THE MINISTER

Our national curriculum is the culmination of our efforts over a period of seventeen years to transform the curriculum bequeathed to us by apartheid. From the start of democracy we have built our curriculum on the values that inspired our Constitution (Act 108 of 1996). The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims.

In 1997 we introduced outcomes-based education to overcome the curricular divisions of the past, but the experience of implementation prompted a review in 2000. This led to the first curriculum revision: the *Revised National Curriculum Statement Grades R-9* and the *National Curriculum Statement Grades 10-12* (2002).

Ongoing implementation challenges resulted in another review in 2009 and we revised the *Revised National Curriculum Statement* (2002) and the *National Curriculum Statement Grades 10-12* to produce this document.

From 2012 the two National Curriculum Statements, for *Grades R-9* and *Grades 10-12* respectively, are combined in a single document and will simply be known as the *National Curriculum Statement Grades R-12*. The *National Curriculum Statement for Grades R-12* builds on the previous curriculum but also updates it and aims to provide clearer specification of what is to be taught and learnt on a term-by-term basis.

The *National Curriculum Statement Grades R-12* represents a policy statement for learning and teaching in South African schools and comprises of the following:

(a) Curriculum and Assessment Policy Statements (CAPS) for all approved subjects listed in this document;

(b) *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R-12*; and

(c) *National Protocol for Assessment Grades R-12.*

MRS ANGIE MOTSHEKGA, MP
MINISTER OF BASIC EDUCATION

1.3 GENERAL AIMS OF THE SOUTH AFRICAN CURRICULUM

(a) The *National Curriculum Statement Grades R-12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R-12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R-12 is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;

- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R-12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R-12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

2.1 INTRODUCTION

In Section 2, the Senior Phase Mathematics Curriculum and Assessment Policy Statement (CAPS) provides teachers with a definition of mathematics, specific aims, specific skills, focus of content areas, weighting of content areas and content specification.

2.2 WHAT IS MATHEMATICS?

Mathematics is a language that makes use of symbols and notations to describe numerical, geometric and graphical relationships. It is a human activity that involves observing, representing and investigating patterns and quantitative relationships in physical and social phenomena and between mathematical objects themselves. It helps to develop mental processes that enhance logical and critical thinking, accuracy and problem-solving that will contribute in decision-making.

2.3 SPECIFIC AIMS

The teaching and learning of Mathematics aims to develop

- a critical awareness of how mathematical relationships are used in social, environmental, cultural and economic relations
- confidence and competence to deal with any mathematical situation without being hindered by a fear of Mathematics
- an appreciation for the beauty and elegance of Mathematics
- a spirit of curiosity and a love for Mathematics
- recognition that Mathematics is a creative part of human activity
- deep conceptual understandings in order to make sense of Mathematics
- acquisition of specific knowledge and skills necessary for:
  - the application of Mathematics to physical, social and mathematical problems
  - the study of related subject matter (e.g. other subjects)
  - further study in Mathematics.

2.4 SPECIFIC SKILLS

To develop essential mathematical skills the learner should

- develop the correct use of the language of Mathematics
- develop number vocabulary, number concept and calculation and application skills

- learn to listen, communicate, think, reason logically and apply the mathematical knowledge gained
- learn to investigate, analyse, represent and interpret information
- learn to pose and solve problems
- build an awareness of the important role that Mathematics plays in real life situations including the personal development of the learner.

2.5 FOCUS OF CONTENT AREAS

Mathematics in the Senior Phase covers five main Content Areas.

- Numbers, Operations and Relationships;
- Patterns, Functions and Algebra;
- Space and Shape (Geometry);
- Measurement; and
- Data Handling.

Each content area contributes towards the acquisition of specific skills. The table below shows the general focus of the content areas as well as the specific focus of the content areas for the Senior Phase.

Email invitation sent to Dean @ ZipEd from the WCG.

Second Call for Applications

THE AFTER SCHOOL BASICS TRAINING PROGRAMME

Want to run an effective After School Programme?

Join us for the After School Basics Training Programme 21-24 August 2018. The programme targets practitioners who have 2-3 years' experience in the sector and who would like to build their skills and competencies to effectively run ASPs. **Note: Managers may not apply.**

The 4-day programme will include:

- **The why and how of ASP**
- **The what and how of quality programmes**
- **Effective learner management**
- **Emotional and social well-being of practitioners**
- **Partnerships and relationship management to ensure optimal institutional support**

DURATION: 4 days

DATE: 21-24 August 2018

TIME: 8am-5pm daily

COST: Free

NOTE: Training will take place within the Cape Town CBD. Transport will not be provided.

To apply visit the After School Game Changer website to download application form.

www.westerncape.gov.za/after-school-game-changer

For more information contact Wayde Groep on 021 483 6541 or email afterschool@westerncape.gov.za

Only 40 spaces available

Western Cape Government

After School

Do you want to run an effective After School Programme? Then apply to join us for the After School Basics Training Programme between **21–24 August 2018.** The programme targets practitioners who have 2-3 years' experience in the sector and who would like to build their skills and competencies to effectively run ASPs.
Note: Managers may not apply.

Please download and complete the application form by clicking here. Completed application forms must be sent to afterschool@westerncape.gov.za with the title "AFTER SCHOOL BASICS APP FORM_<INSERT YOUR NAME>"

Applications close on 26th July 2018 at 12 noon.

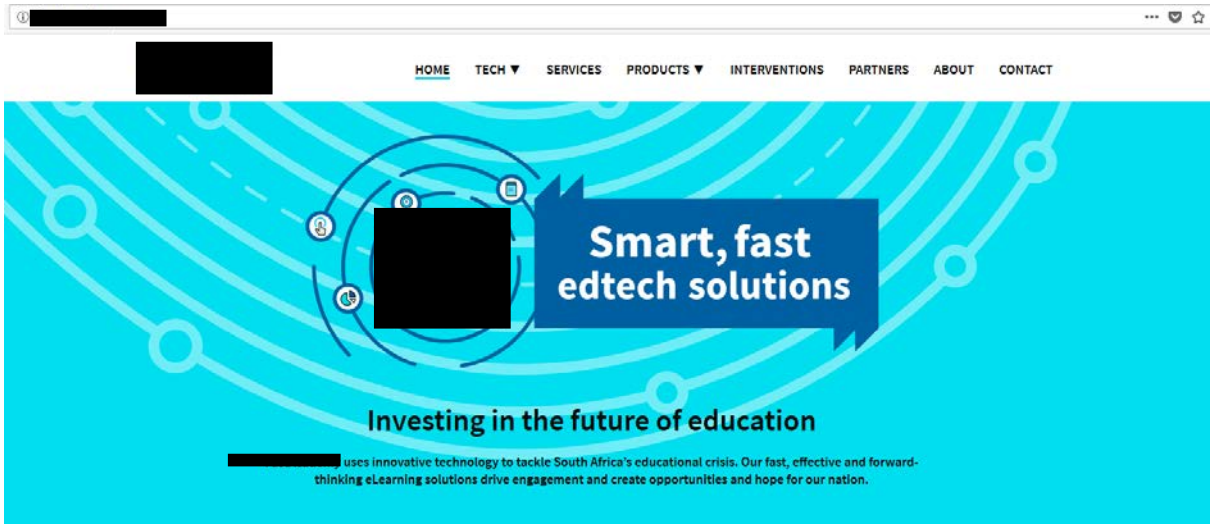
Important Notes:

- If as an organisation you are applying on behalf of multiple people please send through each application as a separate attachment. E.g. If you have two applicants you can send one email with two attachments named, **"AFTER SCHOOL BASICS APP FORM_[redacted]"** and **"AFTER SCHOOL BASICS APP FORM_[redacted]"**
- This is a pilot programme and has no cost incurrence for participants. Future offerings may have a minimum cost associated.
- Transport is not provided.
- Applicants without organisational endorsement will not be considered.
- Applications submitted after the deadline will not be considered.
- The decision of the selection committee is final.
- For more information please contact [redacted] email afterschool@westerncape.gov.za

FAQ (Frequently Asked Questions):

- 1. Can more than one practitioner from the same organisation apply? Yes.
- 2. How will I be notified of the outcome of my application? You will be notified via email.
- 3. Will food be provided? Yes. All meals for the duration of the training will be provided.
- 4.Where will the training take place? The training will take place in the Cape Town CBD.
- 5. Can I come to some of the days and not the full programme? No. A requirement for acceptance onto the course is the applicants commitment to attend for the full duration.
- 6. If I am not a practitioner, can I apply? No, you may not. For the purpose of this course only those colleagues working directly with learners will be considered for selection.

ZipEd (ZipMaths/*Howzit!*/ZipPrep) Screenshots



Our Tech

Our EduTech software makes learning engaging and offers opportunity and hope. [redacted], our interactive Learning Management System, is supported by a Content Management System (CMS) for creating course content and [redacted] a Translation Management System (TMS) that helps users overcome language barriers.

Our Services

Find out more about [redacted] our CAPS-aligned high-school Mathematics learning program as well as [redacted] a blended learning solution for tertiary-level students that uses our LMS platform. In addition, there is Reflective Learning for diagnostic assessments, personalized learning and real-time progress reports.

Our Interventions

Our services and tech solutions can be adapted to suit the needs of various learning institutions and curriculum programs. Read about some of our inspiring success stories including that of Incline FastAcademy, our promising mathematics and computing internship program.

Analytics

Explore the progress of your students and their engagement with your content.

Content Insights

Content is King – and making sure your content is as engaging as possible is super important. Our content insights allow you to investigate student dwell time and engagement throughout the learning process.

Video Insights

Understanding how your users engage with your video content allows you to see where users are engaging with your video content, and where they are losing interest.

Sitewide Insights

Understand more about your online school through exploring sitewide insights. See a breakdown of user signups and course engagement.

Course Insights

Keep track of your student's progression and explore lesson completion rates. Drill down into their assessments and determine areas students are struggling with.

Language Driven Learning

Using [redacted] we break down the language barriers to accessing content.

[redacted] Language Popup

We aim to allow for easier access to content that is written in a user's secondary languages through the use of our popover. A multi-lingual glossary popover that provides rich information around a single term within the content.

See [redacted] for more info.

[redacted] Language Courses

Engaging with the language popover is the first step in language mastery – students can revise the words they have engaged with or take [redacted] Language Courses to master their vocabulary.

See [redacted] for more info.

DIY [redacted]

Coming Soon

Use the [redacted] Term Banks to create your own vocabulary lessons and include them within your course. This allows you to integrate the terminology revision directly into your courses.

See [redacted] for more info.

Customisation

Make your online school your own by modifying the branding and adding custom pages.

Website Settings

Control various aspects of your online school such as what functionality your students can access, branding, add 3rd party analytics such as Google Analytics and much more.

Custom Pages and Menus

Create custom menus and pages for adding global content for your students to access. This allows you to quickly add additional information to your website that does not fall under the course or content editors.

[redacted] Terminology Management System (TMS)

Our TMS is the central engine of [redacted] Designed for speed, easy to use and full of practical tools.

Creation and Management of Terminology

Our TMS allows us to efficiently create and maintain a massive database of terminology along with any relevant definitions, examples, synonyms images and videos.

Full multi-lingual support

Multilingual functionality allows us to support translations for all term-related data in an unlimited amount of languages, including Text To Speech support.

Multi-level Categorisation

Our powerful multi-level categorization mechanisms allow for administrators to efficiently organize and categorize terms into categories and sub-categories if necessary.

3rd Party Integration Web API

Our API allows a seamless integration of [redacted] tools into 3rd party technologies. Ask us about how we can support your technology with [redacted]

Bi-lingual Content Augmentation

Our Content Augmentation Plugin integrates with 3rd-party web apps (such as [redacted] to gives users the ability to access full concept breakdowns in both their mother tongue as well as the language of instruction, just by clicking on an "[redacted]fied" term. Click on this example to see how!

[redacted] Glossary Integration

Partners can also integrate our full glossary interface into their web apps allowing users to browse and search for glossary terms.

Cognitive Academic Language Mastery (CALM) Quiz Integration

Our [redacted] CALM quiz creation interface, as well as the [redacted] CALM quiz delivery interface, can be integrated directly into 3rd-party web apps and administration portals, regardless of whether you use WordPress, Moodle or have a custom built platform.

Digital Learning Management Services

Bring your teaching to life with [redacted]

Instructional Design

Through analysis of your teaching requirements, we develop a systematic digital learning experience. We use a suite of technology and multimedia tools to create an immersive and delightful learning experience.

Bespoke LMS Development

With so many learning requirements it is sometimes tough to find an LMS that suits your businesses needs. Let us create your bespoke learning functionality using our highly customizable Learning Management System.

Content Management

Managing your content can be a daunting task. Our team of content curators and loaders can take some weight off your shoulders by alleviating some of the pressure that comes with authoring digital courses.

Digital Media Services

Enhancing your teaching material through multi-media is one of the best ways to bring it to life. From beautiful illustrations to dynamic widgets, we can help you make your content immersive and invigorating for your students.

Language & Terminology Services

Enrich your content with language augmentation – opening accessibility to second language speakers on your website.

Terminology Management

Create and manage your terminology and translations through our TMS to deliver multilingual versions of your content and software at lightning speed. We can also manage this process for you.

Professional Translation

Need a translation team? Use our verified translators or even let us manage entire translation projects for you! Speak to us about pricing.

[redacted] API-Integration for 3rd Party Websites

Interested in extending the benefits of using [redacted] to your users directly from within your website? Our web-API allow you to easily '[redacted]fy' all of your content (i.e augment it with bi-lingual concept breakdowns) as well as incorporate our glossary and language mastery quiz interfaces into your website. Speak to us about licensing this service.

[redacted]

HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

[redacted] is the result of a partnership between EduTech experts [redacted] and [redacted], a burgeoning tertiary education company that already has over four years of experience in prepping students for tests and exams. This partnership makes innovative, holistic, blended learning possible.

Using [redacted] (Learning Management System) in conjunction with real-time instruction via workshops and tutoring, [redacted] provides a learning experience that is engaging, comprehensive and pedagogically sound. [redacted] is currently focussed on commerce courses but are expanding their scope at a rapid rate.

[redacted]

HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

Pedagogically Sound

Complex academic jargon can often hinder a student's ability to adequately understand and remember information. Our pedagogically considered approach is both relatable and functional, thus facilitating an efficient and memorable learning experience. In addition, we ensure that course content is delivered in a way that is on par with top global educational standards.

- Our 'concept, explanation, example, practice' approach cuts through the clutter to get straight to the point
- Students learn a course's core concepts and nuances in a way that's methodical, concise, relatable
- Our teaching style is colloquial and approachable for today's students

Holistic Approach

Tried-and-tested methods are supported by interactive technology and digital media, which when combined with a blended learning approach are guaranteed to yield top results.

- eLearning supports experienced face-to-face instruction
- Instruction by top-quality facilitators and tutors is supported by a concisely curated online program that incorporates AI, machine-learning and [redacted] language-translating software
- The benefits of human interaction combined with engaging tech to help students overcome any areas of struggle

[redacted]

HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

Metacognitive Learning

Our blended program not only helps students master course content, it also empowers them by providing fundamental techniques on *how* to learn.

- Multimedia content and in-built [redacted] software makes learning engaging and active
- Specially curated multimedia content, including notes, videos, Q&As and more, promotes deep, efficient learning
- In addition to learning course content, instructors and tutors share study tips and tricks so students are able maximize their learning potential

[redacted]

HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

#OneNationOneConversation

[redacted] the first truly multilingual translation app in South Africa, is an internationally award-winning tech solution that overcomes language barriers and encourages intercultural understanding in a range of social sectors, including education. [redacted] greatly boosts the learning potential of second-language students.

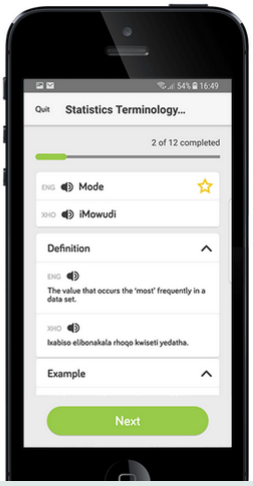
All [redacted] eLearning services include the [redacted] language-augmenting software.

This means that definitions and concepts can now be efficiently translated into South Africa's 11 official languages, helping students grasp concepts in a way that's familiar to them.

For Learners of All Languages

A student's ability to learn is compromised if they can't understand the language of instruction. Our [redacted] Terminology Management System (TMS) boosts second-language students' learning potential.

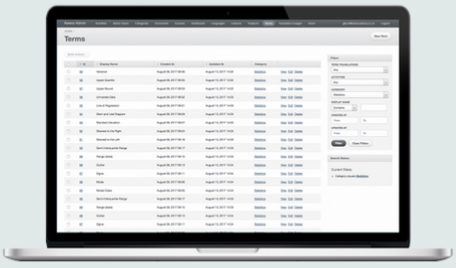
- Support for all 11 official South African languages
- Developed in consultation with accredited translation partners
- Glossary navigation



Augmented E-Learning

[redacted] is seamlessly integrated into the FastCoach eLearning platform so that concepts can be clarified throughout the learning journey for contemporary, relevant understanding.

- Subject-specific terminology is broken down
- Key terms are given local, home-language relevance
- Click to clarify concepts throughout the learning of content



Highly Adaptable

Our language-translation software can be used across subjects, incorporated into multiple platforms and accessed from various devices.

- Seamlessly integrated web-browser plugin; multi-platform and OS agnostic support
- Used to augment other learning tools, such as [redacted] and [redacted]
- Also available as a gamified mobile application

International Features

[redacted]

Listed as one of the "Top 10 most innovative companies in Africa"

WORLD DESIGN CAPITAL CAPE TOWN 2014

Official project for World Design Capital

nominet trust 100 WINNER 2015

Listed amongst 100 organisations using digital technology to change the world for the better

A NETEXPLO AWARD WINNER 2016 netexplo

One of the 10 winners, out of 100 international finalists, of "the most promising digital initiatives"

MATRIC MATHEMATICS

VENUE: [redacted]

These prep sessions and workshops are specially designed to help students reach their full potential – whether that be a pass or a distinction! Please click on the drop-down menus below to view full details and add sessions to your cart.

REVISION & PREP BOOTCAMP

3-HOUR SESSIONS

Our expert instructor will break down all critical examinable concepts in a simple and easily understood manner, followed by worked examples illustrating how these concepts are effectively applied to exam questions. Students will gain access to summary notes that elegantly portray each syllabus topic.

PLEASE NOTE: All workshops priced at R240 are available at that rate online ONLY. Cash tickets will be charged at R300 if available.

DETAILS	PRICE	QTY
COMBO - All Revision & All Exam Prep Sessions (40% Off)	R3,240.00 (ZAR)	0
BULK - All Sessions (35% Off)	R1,750.00 (ZAR)	0
29 Sept - 4pm	R240.00 (ZAR)	Expired
30 Sept - 4pm	R240.00 (ZAR)	Expired
1 Oct - 4pm	R240.00 (ZAR)	Expired
2 Oct - 4pm	R240.00 (ZAR)	0
3 Oct - 4pm	R240.00 (ZAR)	0
4 Oct - 4pm	R240.00 (ZAR)	0
5 Oct - 4pm	R240.00 (ZAR)	0
6 Oct - 4pm	R240.00 (ZAR)	0
7 Oct - 4pm	R240.00 (ZAR)	0

Add to Cart

CONTENT BREAKDOWN

Saturday 29 September:
Quadratic Equations & Inequalities; Exponents & Surds; Number Patterns

Sunday 30 September:
Financial Mathematics; Probability

Monday 1 October:
Functions; Inverse Functions; Logs

Tuesday 2 October:
Calculus

Wednesday 3 October:
Paper 1 Walkthrough

Thursday 4 October:
Analytical Geometry; Data Handling

Friday 5 October:
Trigonometry

Saturday 6 October:
Euclidean Geometry; Proofs

Sunday 7 October:
Paper 2 Walkthrough

EXAM PREP WORKSHOPS

3-HOUR SESSIONS

Making use of carefully selected past exam paper questions, sourced from various government and school academic departments, our expert instructor will focus on the step-by-step approaches required to successfully answer the variety of examinable question types. Each workshop will make use of different questions – i.e. there will be no repeats!

PLEASE NOTE: All workshops priced at R240 are available at that rate online ONLY. Cash tickets will be charged at R300 if available.

DETAILS	PRICE	QTY
COMBO - All Revision & Exam Prep Sessions (40% Off)	R3,240.00 (ZAR)	0
BULK - All Sessions (35% Off)	R1,750.00 (ZAR)	0
13 Oct - 4pm	R240.00 (ZAR)	0
14 Oct - 4pm	R240.00 (ZAR)	0
20 Oct - 4pm	R240.00 (ZAR)	0
21 Oct - 4pm	R240.00 (ZAR)	0
22 Oct - 4pm	R240.00 (ZAR)	0
23 Oct - 4pm	R240.00 (ZAR)	0
24 Oct - 4pm	R240.00 (ZAR)	0
25 Oct - 4pm	R240.00 (ZAR)	0
26 Oct - 4pm	R240.00 (ZAR)	0
27 Oct - 4pm	R240.00 (ZAR)	0
28 Oct - 4pm	R240.00 (ZAR)	0

Add to Cart

CONTENT BREAKDOWN

Saturday 13 October:
Paper 2

Sunday 14 October:
Paper 1

Saturday 20 October:
Paper 2

Sunday 21 October:
Paper 1

Monday 22 October:
Paper 1

Tuesday 23 October:
Paper 1

Wednesday 24 October:
Paper 1

Thursday 25 October:
Paper 1

Friday 26 October:
Paper 2

Saturday 27 October:
Paper 2

Sunday 28 October:
Paper 2

We're all about being the best-of-the-best and don't ever want students to pay for low quality tuition or online material. If you aren't satisfied with our services, let us know *immediately after* a workshop or *within three days* of signing up for online material, and we'll give you your money back!

[redacted] 110%

[redacted]

HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

Ready to invest in E-Learning support?

Our EduTech can be customised to support your educational content needs.

[redacted] interventions are designed to help each and every learner master their subjects. As there's no one-size-fits-all approach to learning, our solutions can be tailored to suit the individual needs of schools, learning centres, colleges, and universities.

[redacted] 80%

[redacted]

HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

Success Stories

[redacted]

The [redacted] internship programme, co-sponsored by Incline, is a maths and coding academy for students who fail matric maths. After interning at our head office and using our [redacted] programme for six hours a week over 10 months, these post-Matrics master maths so they can re-write – and pass. This learnership also broadens interns' possibilities of entering the job market afterwards.

In 2017, 12 post-Matrics joined the academy. The average class mark jumped from 34% to 57%, with the top-performing intern's marks going from 4% to 71%.

[redacted]

[redacted] HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

[redacted] School

Our first school partner, a Science and Maths school in Langa, welcomed our intervention – as well as the resulting improvement in learners' marks. [redacted] will continue using [redacted] incorporating it as a supplementary revision tool in revision-focused class time

[redacted]

[redacted] HOME TECH ▼ SERVICES PRODUCTS ▼ INTERVENTIONS PARTNERS ABOUT CONTACT

Meet The Team

Meet some of the experienced educators, curriculum experts, savvy developers and passionate change-makers working to realise the [redacted] vision.

[redacted]

CEO

[redacted] employs his Business Science Finance Honours degree and successful entrepreneurship track record with a passion for education and two decades of teaching experience, to bring real learning to students across the socio-economic spectrum.

[redacted]

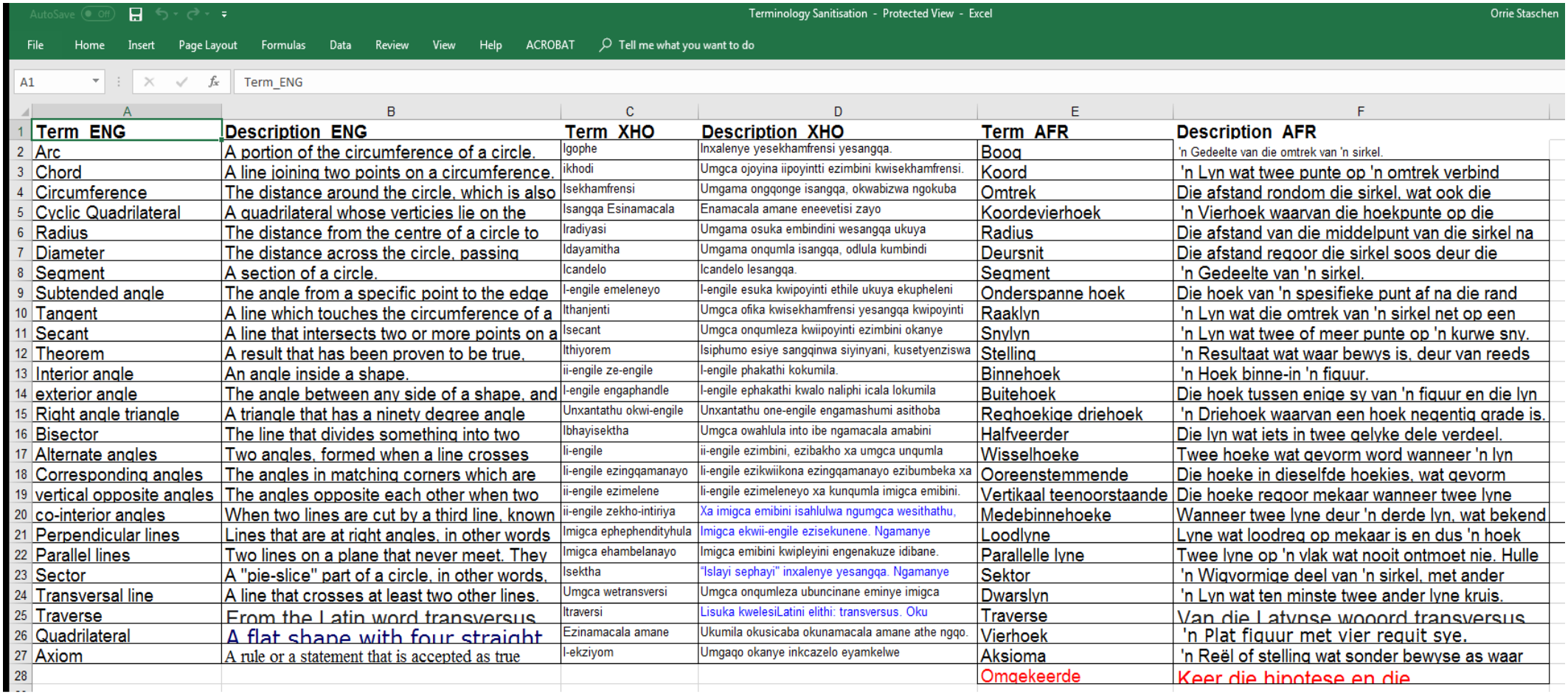
CTO

[redacted] leads the development team and digital strategy of [redacted] He spends his time between ensuring a smooth development workflow is followed as well as personally coding aspects of the backend.

[redacted]

MD of [redacted]

[redacted] is passionate about technology and social development in Africa, and since early 2011 he has been focused on cultivating his skills in technology, entrepreneurship, and leadership through building [redacted] up into a multi-tenanted sustainable driver of positive change in society. [redacted] heads up product management and rollout at [redacted]



	A	B	C	D	E	F
1	**Term_ENG**	**Description_ENG**	**Term_XHO**	**Description_XHO**	**Term_AFR**	**Description_AFR**
2	Arc	A portion of the circumference of a circle.	Igophe	Inxalenye yesekhamfrensi yesangqa.	Boog	'n Gedeelte van die omtrek van 'n sirkel.
3	Chord	A line joining two points on a circumference.	ikhodi	Umgca ojoyina iipoyintti ezimbini kwisekhamfrensi.	Koord	'n Lyn wat twee punte op 'n omtrek verbind
4	Circumference	The distance around the circle, which is also	Isekhamfrensi	Umgama ongqonge isangqa, okwabizwa ngokuba	Omtrek	Die afstand rondom die sirkel, wat ook die
5	Cyclic Quadrilateral	A quadrilateral whose verticies lie on the	Isangqa Esinamacala	Enamacala amane eneevetisi zayo	Koordevierhoek	'n Vierhoek waarvan die hoekpunte op die
6	Radius	The distance from the centre of a circle to	Iradiyasi	Umgama osuka embindini wesangqa ukuya	Radius	Die afstand van die middelpunt van die sirkel na
7	Diameter	The distance across the circle, passing	Idayamitha	Umgama onqumla isangqa, odlula kumbindi	Deursnit	Die afstand regoor die sirkel soos deur die
8	Segment	A section of a circle.	Icandelo	Icandelo lesangqa.	Segment	'n Gedeelte van 'n sirkel.
9	Subtended angle	The angle from a specific point to the edge	I-engile emeleneyo	I-engile esuka kwipoyinti ethile ukuya ekupheleni	Onderspanne hoek	Die hoek van 'n spesifieke punt af na die rand
10	Tangent	A line which touches the circumference of a	Ithanjenti	Umgca ofika kwisekhamfrensi yesangqa kwipoyinti	Raaklyn	'n Lyn wat die omtrek van 'n sirkel net op een
11	Secant	A line that intersects two or more points on a	Isecant	Umgca onqumleza kwiipoyinti ezimbini okanye	Snylyn	'n Lyn wat twee of meer punte op 'n kurwe sny.
12	Theorem	A result that has been proven to be true.	Ithiyorem	Isiphumo esiye sangqinwa siyinyani, kusetyenziswa	Stelling	'n Resultaat wat waar bewys is, deur van reeds
13	Interior angle	An angle inside a shape.	ii-engile ze-engile	I-engile phakathi kokumila.	Binnehoek	'n Hoek binne-in 'n figuur.
14	exterior angle	The angle between any side of a shape, and	I-engile engaphandle	I-engile ephakathi kwalo naliphi icala lokumila	Buitehoek	Die hoek tussen enige sy van 'n figuur en die lyn
15	Right angle triangle	A triangle that has a ninety degree angle	Unxantathu okwi-engile	Unxantathu one-engile engamashumi asithoba	Reghoekige driehoek	'n Driehoek waarvan een hoek negentig grade is.
16	Bisector	The line that divides something into two	Ibhayisektha	Umgca owahlula into ibe ngamacala amabini	Halfveerder	Die lyn wat iets in twee gelyke dele verdeel.
17	Alternate angles	Two angles, formed when a line crosses	Ii-engile	Ii-engile ezimbini, ezibakho xa umgca unqumla	Wisselhoeke	Twee hoeke wat gevorm word wanneer 'n lyn
18	Corresponding angles	The angles in matching corners which are	Ii-engile ezingqamanayo	Ii-engile ezikwiikona ezingqamanayo ezibumbeka xa	Ooreenstemmende	Die hoeke in dieselfde hoekies, wat gevorm
19	vertical opposite angles	The angles opposite each other when two	ii-engile ezimelene	Ii-engile ezimeleneyo xa kunqumla imigca emibini.	Vertikaal teenoorstaande	Die hoeke regoor mekaar wanneer twee lyne
20	co-interior angles	When two lines are cut by a third line, known	ii-engile zekho-intiriya	Xa imigca emibini isahlulwa ngumgca wesithathu,	Medebinnehoeke	Wanneer twee lyne deur 'n derde lyn, wat bekend
21	Perpendicular lines	Lines that are at right angles, in other words	Imigca ephephendityhula	Imigca ekwii-engile ezisekunene. Ngamanye	Loodlyne	Lyne wat loodreg op mekaar is en dus 'n hoek
22	Parallel lines	Two lines on a plane that never meet. They	Imigca ehambelanayo	Imigca emibini kwipleyini engenakuze idibane.	Parallelle lyne	Twee lyne op 'n vlak wat nooit ontmoet nie. Hulle
23	Sector	A "pie-slice" part of a circle, in other words,	Isektha	"Islayi sephayi" inxalenye yesangqa. Ngamanye	Sektor	'n Wigvormige deel van 'n sirkel, met ander
24	Transversal line	A line that crosses at least two other lines.	Umgca wetransversi	Umgca onqumleza ubuncinane eminye imigca	Dwarslyn	'n Lyn wat ten minste twee ander lyne kruis.
25	Traverse	From the Latin word transversus	Itraversi	Lisuka kwelesiLatini elithi: transversus. Oku	Traverse	Van die Latynse woord transversus
26	Quadrilateral	A flat shape with four straight	Ezinamacala amane	Ukumila okusicaba okunamacala amane athe ngqo.	Vierhoek	'n Plat figuur met vier reguit sye.
27	Axiom	A rule or a statement that is accepted as true	I-ekziyom	Umgaqo okanye inkcazelo eyamkelwe	Aksioma	'n Reël of stelling wat sonder bewyse as waar
28					Omgekeerde	Keer die hipotese en die

Michael & Susan Dell Foundation Screenshots

https://www.msdf.org/about/ 80%

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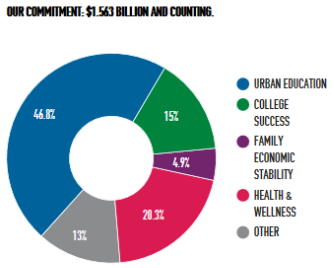
ABOUT US

The Michael & Susan Dell Foundation is dedicated to transforming the lives of children living in urban poverty through improving their education, health and family economic stability.

We start by identifying the people and places most in need. We then work closely with our partners to find solutions that combine bold thinking with real-world experiences and hard data. We go directly into communities and learn about families' struggles and aspirations, then pair those most in need with proven, practical solutions to help them move forward. Since our start, nearly 20 years ago, we have committed more than $1.5 billion to support families across the United States, India and South Africa.

We firmly believe that true progress and transformative, sustainable change are the products of time, hard work, and a willingness to stand shoulder to shoulder with those who live and breathe the challenges we aim to overcome. We know we can't solve every problem, but with collaboration and determination we can accelerate real progress for real people every day.



GRANTS & IMPACT INVESTING

Working with innovative organizations around the globe, we seek to identify, test, refine and grow non-obvious solutions to big, obvious problems. Since 1999, we have committed $1.563 billion to non-profits and social enterprises in the United States, India and South Africa.

We believe that through this work, we can transform the lives of children living in urban poverty today and improve the future for every generation.

This chart is updated quarterly and is based on funds committed from 1999 to date.

EXPLORE FUNDING

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ALL STUDENTS BENEFIT FROM HIGH-QUALITY SCHOOLS

Each year, we will create opportunities for over 3 million low-income students globally to attend high-quality schools.

1 / 2 →

"What we are doing requires district and charter sectors to work together in a whole new way, and these changes are fundamental to the way cities manage school choice and then hopefully implement portfolio reform strategy."

-Neil Dorosin, executive director of the Institute for Innovation in Public School Choice

TEACHERS SHOULDN'T HAVE TO DO IT ALONE

Each year, we will support over 500,000 classrooms globally with high-quality tools, technology, and resources to deliver effective instruction.

1 / 3 →

"The biggest issue I face is the lack of access to relevant information that gives a 360-degree view of student progress, student needs, and student history."

-Brett Emerson, Reading/Science Teacher, Shelby County School

"If we focus on the learner, we'll provide support inside these very large classrooms for the teacher."

GRADUATION LEADS TO OPPORTUNITY

Each year, we will help over **350,000 low-income students** globally earn university degrees.

1 / 2 →

EMPLOYMENT BEGINS WITH ACCESS

Each year, we will provide new career and job opportunities for over **250,000 low-income young adults** globally.

2 / 2 →

FINANCIAL TOOLS EMPOWER FAMILIES

Each year, we will improve the financial stability of over **3 million low-income families** globally by creating access to responsible financial services.

1 / 2 →

GOOD HEALTH IS ESSENTIAL

Each year, we will improve
the health and wellness of over
1 million children and their families across
the United States.

1 / 2 →

CHANGE BEGINS AT HOME

Each year, we will provide
pathways out of poverty for
over **150,000 low-income families**
in Central Texas.

1 / 2 →

https://www.msdf.org/funding/#!/grants/South Africa 90%

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FUNDING

In working to create lasting social change our philanthropic approach is simple: identify the best individuals and organizations working on an issue, and then help ensure they grow and scale effectively.

The Michael & Susan Dell Foundation has always recognized the power of providing grants to partner organizations that we knew were already working hard to improve the lives of urban children living in poverty. By aligning with organizations that are already making a difference, we continue to make an immediate impact on the lives of thousands of children.

There's no shortage of challenges in education, family economic stability and childhood health. To meet these challenges head on, it's essential that we're nimble in our approach. That's why we use a range of financial tools and structures to support our work. In addition to our core grant making, we also use a selective, mission-driven impact investment strategy to help develop specific products and tools, as well as spur new markets that serve the poor, and we employ direct service agreements when an opportunity calls for specialized expertise.

https://www.msdf.org/south-africa/#!/urban-education

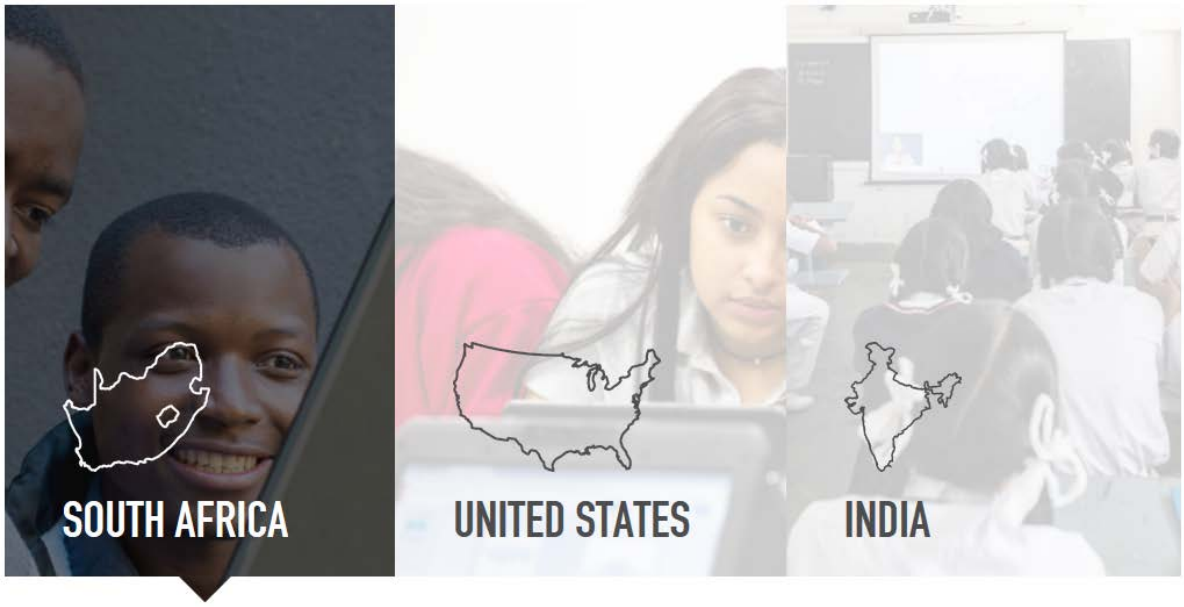
SOUTH AFRICA

Globally, South Africa spends one of the highest percentages of Gross Domestic Product (6 percent) on education. Despite significant government spending and charitable investments to reform South Africa's public school system since the end of apartheid, overall student performance has declined. The traditional South African education system offers limited quality options for learners from poor communities and unequal access to quality instruction, which is reflected in learner results: only one of 18 learners ends up with a post-high school qualification and only a third of financial-aid students that gain access to university will graduate. Compounding this, there remains a large gap between employer expectations and education outcomes. This stems principally from the approach to education in schools and universities which largely overlooks the soft and hard skills required to do work in today's professional world.

Despite these challenges, South Africa is an exciting and forward-looking country. A mix of factors create an environment ripe for scalable, sustainable solutions. A well-developed infrastructure and political system. Universal acceptance of the urgent need to improve education and employment outcomes from across all spheres of society. An openness to cross-sector collaboration. These factors combine together to create a unique opportunity to positively and sustainably influence the lives of children and youth living in poverty.

https://www.msdf.org/south-africa/#!/urban-education

Transforming education in South Africa will take significant effort across many areas. Our local team, fully immersed in the lessons of history and the experience of local context, has been testing new ideas in collaboration with our many partners, aimed at achieving the greatest positive impact. We focus our resources on helping to improve the outcomes of the basic education system by improving the availability, quality and timeliness of education data. We support first-generation university students from poor families through their studies to graduation and meaningful careers. And we tackle youth employment by increasing access to opportunities for South African youth to go into and retain entry-level jobs.



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We passionately believe many of these problems can be overcome. That's why, in close partnership with the Department of Basic Education, we focus our resources on helping improve the outcomes of the basic education system by improving the availability, quality and timeliness of education data. We're also continuing our long-standing collective effort with local and international funders and local governments to create the demand and conditions for a new public-private collaboration model – Collaboration Schools – an innovative and high-quality education option for families from disadvantaged communities.

URBAN EDUCATION | FAMILY ECONOMIC STABILITY | UNIVERSITY SUCCESS

Our primary objective is to increase access to quality education, and improve educational outcomes for children from South Africa's poorer communities. We've learned that educational data—when put to use correctly—can dramatically improve learner outcomes. That's why we've partnered with the Department of Basic Education (DBE) to launch the Data Driven Districts (DDD) initiative and enable data for 80% of South Africa's 12 million learners to be accessible and actionable by 2018. The project provides schools and district officials the ability to see relevant education data immediately and graphically via a dashboard. The team also coaches officials on how to draw meaningful insights from the data to trigger actions that will improve learner outcomes.

We'll continue to partner with and support organizations that use information and proven methodologies to identify school and classroom interventions that will improve learner outcomes. We'll also continue to fund high quality and innovative school operating partners that can substantially increase access to quality education and improve outcomes for children from underserved communities.

- Collaboration Schools
- Data Driven Districts

EXPLORE URBAN EDUCATION IN SOUTH AFRICA