**NATIONAL ASSEMBLY**

**WRITTEN REPLY**

**QUESTION 2799**

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**2799. Ms N I Tarabella Marchesi (DA) to ask the Minister of Basic Education:**

What (a) lessons has her department learned during past implementation of the Quality Learning and Teaching Campaign and (b) criteria are used to determine the (i) officials and (ii) participants who form part of the campaign? NW3092E

**RESPONSE:**

1. Some of the lessons learnt in the implementation of the Quality Learning and Teaching Campaign (QLTC) – *For the QLTC and/or social mobilisation to find traction on the ground it must be underpinned by the following approaches:*
2. Engage and secure diverse and strong community participation in the identified programme;
3. Clearly identify the roles and responsibilities the broader community could play in the execution of the targeted programme;
4. The community members and/or stakeholders must buy into the programme;
5. Develop a shared vision with the concerned community;
6. Jointly conduct the needs analysis of the community at large; and
7. Constantly monitor, support and report on the progress on the implementation of the programme.
8. Criteria used to determine (i) officials

All teacher unions in the education sector were requested to nominate their senior representatives to serve in the Quality Learning and Teaching Campaign Coordinating Team (QCT) to implement the QLTC non-negotiables. There were five Union Officials who have been seconded to the Department of Basic Education (DBE) as follows: 2 from South African Democratic Teachers Union (SADTU), 1 from National Professional Teachers Organisation of South Africa (NAPTOSA), 1 from Professional Educators Union (PEU) and 1 from National Teachers Union (NATU). However, the Suid-Afrikaanse Onderwysers Unie (SAOU) resolved to waiver its participation in the secondment arrangement in favour of PEU.

1. Criteria used to determine the (ii) participants who form part of the campaign:

During the launching of QLTC, stakeholders (*within and outside the education sector*) committed to the QLTC Principles and further pledged their respective roles and responsibilities they could play in strengthening the delivery of quality learning and teaching. The following are the stakeholders in question:

1. Teacher Unions;
2. School Governing Body (SGB) Association;
3. Inter-faith based organisations;
4. Traditional leaders;
5. Learner formations including Representative Council of Learners’ (RCL);
6. Non-Governmental Organisations (NGO’s);
7. Community Based Organisations (including Councillors); and
8. Others.