



Digital Springboard



Annual Report: 2022



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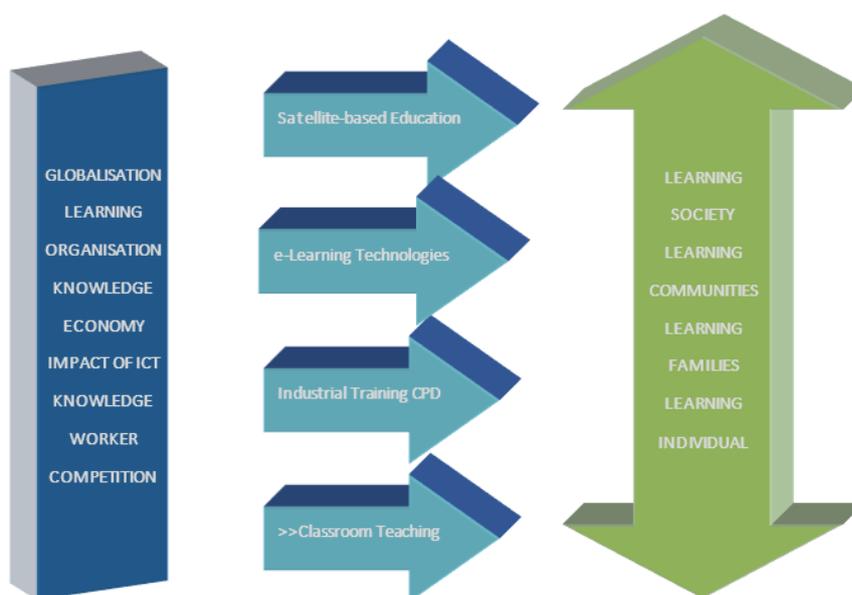


## CEO REPORT

Entering the non-profit education sector specifically at the primary school level was a decision reached after years of standing on the sidelines hoping for the best. Yes, there are numerous education initiatives in South Africa, all are necessary we are a country of fragmented communities in dire need. To reach and heal our communities direct contact is necessary. Our aim is to reach learners before they come of age and decide to stop their formal education. We believe more can be done in the years of compulsory schooling.

We have started by actively engaging schools in the Western Cape, the Eastern Cape and Mpumalanga. 12 schools have been provided with eLearning content at multiple grade levels (Gr1 – Gr7) covering English 2<sup>nd</sup> Language, Mathematics, Natural Science and Social Science reaching over 5 000 learners. eLearning content is provided free of charge to quintile 1 -3 school communities. Focusing on teachers as our agents of change has allowed us to reach a greater scale of learners quickly. However, supporting teachers and retaining this momentum requires a stronger field engagement strategy and human capital resource to engage at the complex level of the professional teaching teams that are our clients. The question of sustainability is raised daily, because actively being on site to support teachers is crucial to meet the desired impact levels within each community.

The economic and political uncertainty of our environment makes it difficult for sponsors and donors to make firm commitments, however we have endured. Applying the advantage we have from our commercial industry experience; we have it in mind to create multiple revenue channels to keep our dream alive. Working in partnership with other non-profits is essential and we are now able to attend networking forums to introduce the program to like-minded industry partners with a view to scale exponentially.



**The dream is bigger than us**, we aspire to be part of a solution working towards the evolution of learning communities that are fully conversant in economic activity at all levels of society.



## BACKGROUND

COVID 19 truly exposed the data divide in education with over 52% of all African children being unable to access structured learning content during lockdown. UNICEF report, the data suggested that over a third of the world's children; 436 million children globally could not access learning during lockdown.

In South Africa the Department of Basic Education has retained a print first education content disbursement strategy to ensure that each community is reached. Although effective in reach this strategy resulted in dormant content during the pandemic. Some learners had textbooks they could not use without the support of a classroom lesson, most of the material was stuck at schools packed and stored upon delivery.

In support of the national strategy for reach and equitable access we are advocating for digital resource application within core curriculum empowering teachers to enrich the lesson plan where appropriate. In this manner every teacher is exposed to digital lessons and applies themselves to blended learning techniques knowing that the infrastructure development will follow. A digitally enhanced education system will motivate and encourage communities to seek education as a driver for economic change.

## ABOUT DIGITAL SPRINGBOARD

Digital Springboard is a social enterprise that applies an evidence-based approach to the application of technologies in education. The learner centric and pedagogy driven model focuses on the educator as the driver of tech-based (eLearning) lessons ensuring a greater synergy between traditional pedagogy and the evolving eLearning pedagogy for improved education outcomes.

### Vision

To advance education pedagogy by integrating digital content (Edtech) into the classroom.

### Mission

Supporting teacher-led digital change in the classroom, guiding the enhancement of traditional education pedagogy thus strengthening the existing education framework.

We provide and support educators and schools with eLearning content that impacts education outcomes.

- Teachers are our clients
- Children are our beneficiaries
- eLearning technology is our tool for greater education outcomes





We believe that teachers should be the leaders of digital change in the classroom, this allows for the enhancement of traditional education pedagogy thus strengthening the education framework. In partnership with Digital Springboard, EdTech providers present their solutions to the classroom. The resources are offered in wrap around services which include blended learning techniques for teachers, tech trouble shooting to decrease disruption and improve curriculum alignment therefore decreasing the educators anxiety.

## PROGRAM DESIGN

Digital Content Milestones	Classroom Activity	Teaching approach
Entry level	1 Digital lesson per week	Content evaluation, platform knowledge, technical knowledge, curriculum alignment
Adoption level	1 Digital lesson per day (5 per week)	Using digital lessons to support traditional instruction
Adaptation level	Assessment and homework referencing	Producing lesson plans guided by digital content
Innovation level	Insights and improvements for broader impact	New pedagogical approach to classroom instruction.
Base elements: Tech resource consistency, District support, SGB support		
	TRUST	

Digital Springboard;

- Identifies schools in peri-urban, rural and outlying communities that may require support and accept the terms of support.
- Creates a community entry map which takes into account the limited access to energy resources within each community.
- Creates partnerships for each community, a partnership team for implementation may include multiple stakeholders, namely an EdTech content developer, a technical equipment and resources support provider, the Department of Basic Education and a DS community engagement and monitoring officer.
- Identifying eLearning resources that impact education outcomes



- Delivers an induction programme for each school.
- Workshops with teachers on blended learning approaches to digital content for the classroom.
- Supports teachers on classroom implementation, shadowing and offering technical back-up as and when required.
- Implements a monitoring and evaluation framework within each school which includes baseline testing, continuous evaluation nodes and qualitative interviews.
- Applies data collection technology, every teacher receives content access through an authenticated user ID. which can be used across multiple devices, the digital content can be used at home for lesson prep. The home device can be a mobile phone while the classroom device will be a projector, to reach the large audience of learners.
- Provides school engagement officers to ensure that the teachers are connected and comfortable to navigate the digital lessons online and offline.

The **monitoring and evaluation strategy** is not app dependent, the following key measurable outcomes have been identified:

- Digital content use in classrooms, structured lessons need to be timetabled
- Teacher development, instructional methodology applied with digital content
- Learner responsiveness
- Learner, community impact

### Milestones to date

				
<b>12</b>	<b>9</b>	<b>42</b>	<b>150</b>	<b>5200</b>
Active Schools	Staff room workshops	One on one teacher support engagements	Teachers activated	Learners reached



## Targeted outcomes

Improved literacy levels; The digital content lessons require learners to read in every lesson, at a level appropriate to their age. Lessons are also vocalized, and children's learning is enhanced by simultaneously following text and hearing.

Improved educator competence and comfort in the application of digital content for the classroom. A qualitative approach in measurement is applied using interviews and field observation notes.

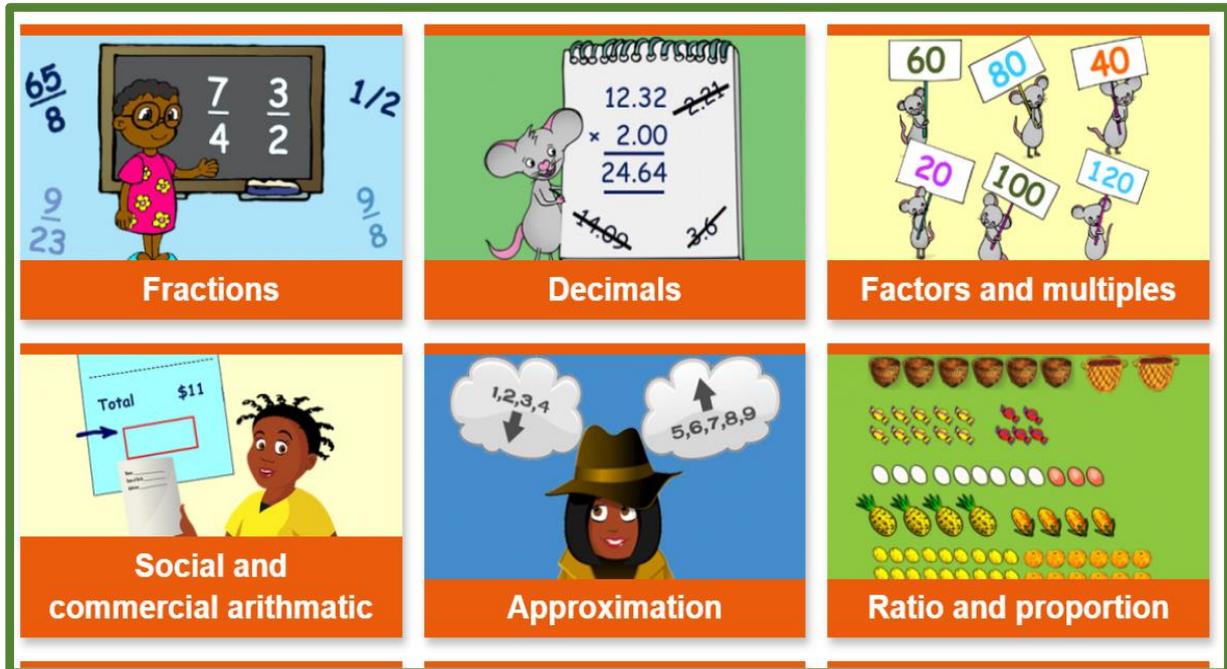
Improved learner outcomes; Learner interviews are conducted once a year per grade to assess engagement levels and ensure that a positive trajectory for learning is being met.

Additional outcomes expected:

- Learner support to decrease the learning gaps that were created during the COVID pandemic.
- We want to encourage learners to ignite the content they receive in the classroom immediately into action within their communities. Environmentally aligned quizzes will help drive this behaviour.
- Improved educator competence and confidence in STEM subject matter.
- Educators should seek to be self-motivated subject matter experts.



CONTENT PARTNERS



In partnership with **Mwabu Education**, Digital Springboard is able to provide access to digital lessons which support zero fee schools allowing teachers, parents and learners to set the pace for their education.

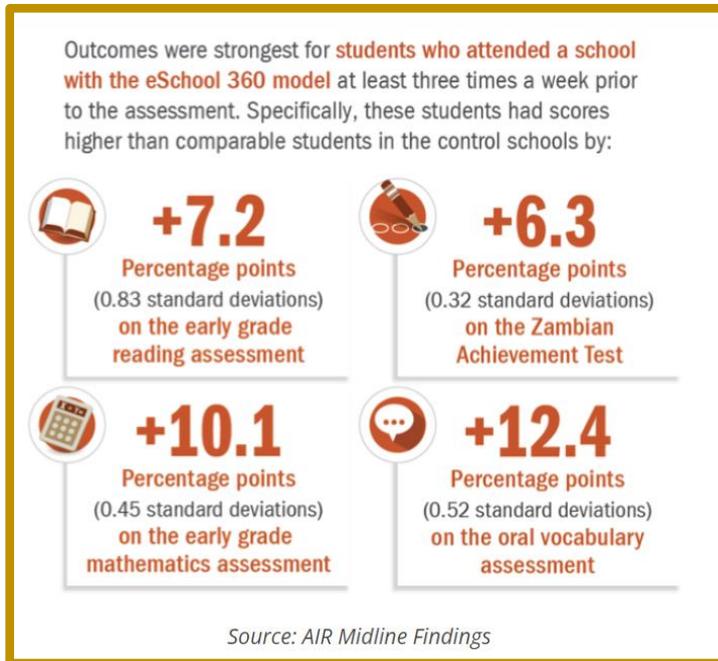
Access to good quality interactive resources and lesson plans makes it easier for teachers to deliver engaging lessons that children enjoy. The same technology that delivers the content can also be used for updates, assessments, attendance recording, teacher mentoring and communications.

With over **1000** CAPS aligned **digital lessons** for Grade 1 – Grade 7 covering Mathematics, English, Natural Science, Social Science and Life Skills teachers are able to enhance their blended learning techniques and offer parents something tangible to try at home. All content is available online and offline. Mwabu Education strives to improve education outcomes in primary schools across Africa, working with rural communities to provide digital solutions that are affordable and effective.

Mwabu currently provides digital lessons in 3 languages in Zambia and is able to provide local language curriculum resources in partnership with the Ministry of Education.

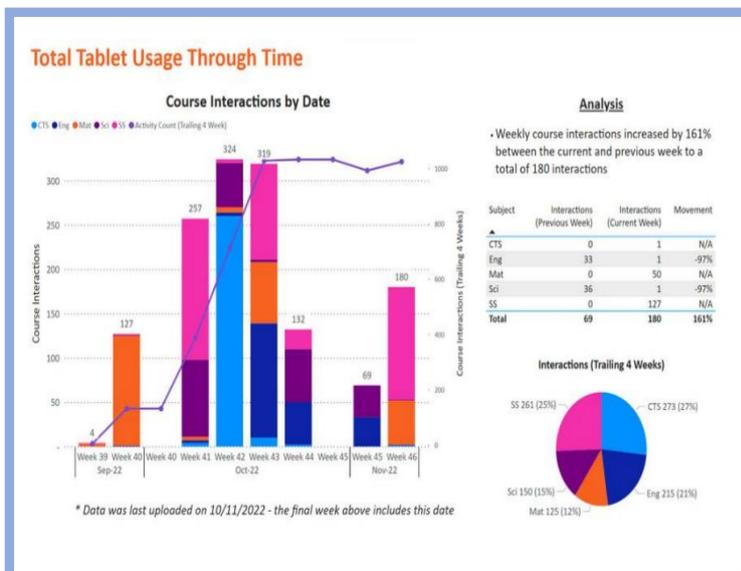


## MEASURABLE OUTCOMES



In February 2020, the American Institutes of Research (AIR) published their Midline Report on the use of Mwabu content as the core curriculum of the eSchool 360 program implemented in partnership with the Impact Network.

Digital Springboard in partnership with industry stakeholders will conduct research reviews on a 36 month cycle.



Using the application authenticated ID on a mobile or tablet device, a teacher can track each **learners progress**. In situations where the content is used with classroom projector educators are encouraged to give the learner **home access**. The learner can review lessons at their pace. Offline and online application behaviour can be tracked within the program.



## OUR SCHOOLS



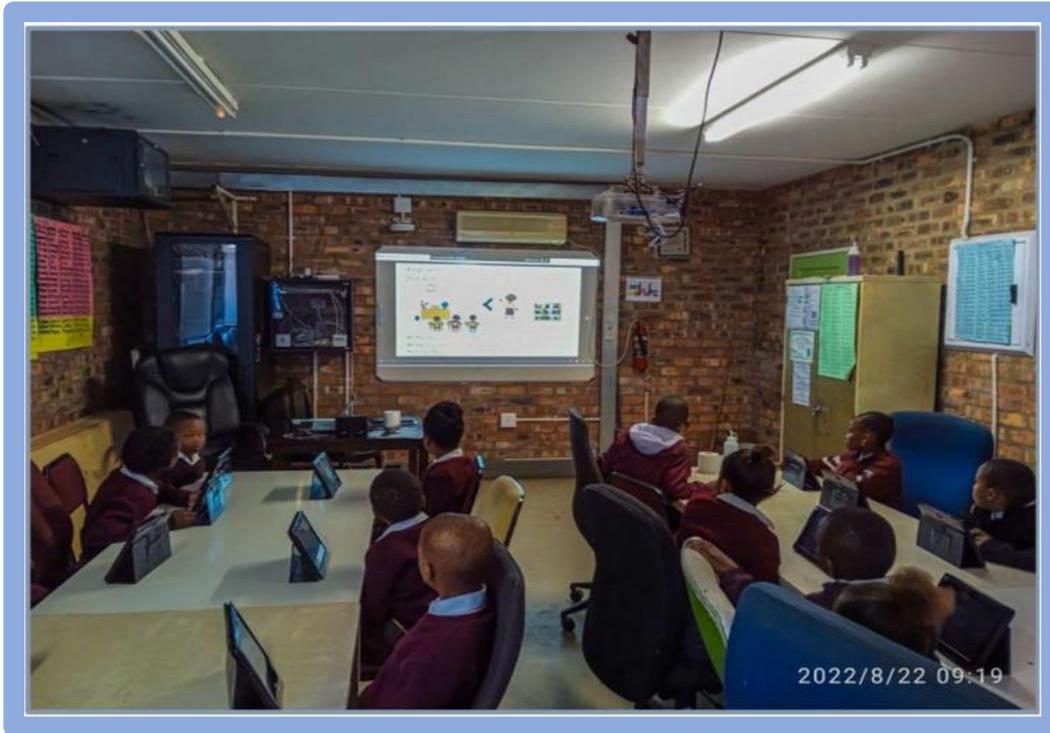
We would like to take this opportunity thank our schools;

- Hermes Primary
- Buffalo Flats Primary
- Lamagadlela Primary
- Cedar Primary
- Khulangelwati Primary
- Marconi Beam Primary
- Mlondozi Primary
- Bramble Way Primary
- Siyeta Primary
- Thembani Primary
- Timeleni Primary
- Arcadia Primary

The leadership teams have been encouraging and proactive in allowing us direct access to the educators and learners. Our school management teams have directed us ensuring that the program is clearly communicated to the community as a whole school initiative.

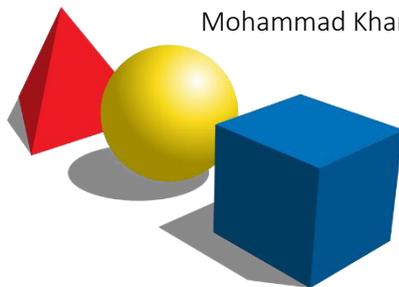


In instances where we do not have the subject matter such as Afrikaans, we still provide all educators with access to experience the digital lesson plan design. We have seen a multitude of different technologies provided to schools most without content. As we grow our offering we hope to attract more eLearning partners so that technical infrastructure does not lie idle.



## FINANCES

Our focus for the year was to test the program design and assess the real-time investment required to reach our objectives. We will use the existing infrastructure or donations in kind, the cost of hardware technologies will not be factored into our program rollout. Fund allocation has been geared towards high impact activities like school workshops, one on one teacher support and remote customer service support through a help desk. Additional program costs for the M & E teams will start to impact us this year going into the first 12-month review of field activities. Expanding the offering to 30 active schools will require additional team members which will double fuel and data costs. The donations received to date have allowed us a small operational team which has delivered above and beyond expectations. Key technical specialists who volunteered their time and expertise like Francois Ferreira, Jalil Ayed and Mohammad Khan have made this journey worthwhile, thank you team.



### Donors Corner

Bank	: First National Bank
Account no	: 62932871008
Branch code	: 250 655
SWIFT	: FIRNZAJI



## WAY FORWARD

It is our dream to see digital education content, fit to purpose for the buying population but also accessible to the township and rural child. Providing resources in the foundation phase supports the desired 10 years of compulsory schooling within the South African Education framework impacting learner literacy at the right time within the learning cycle.

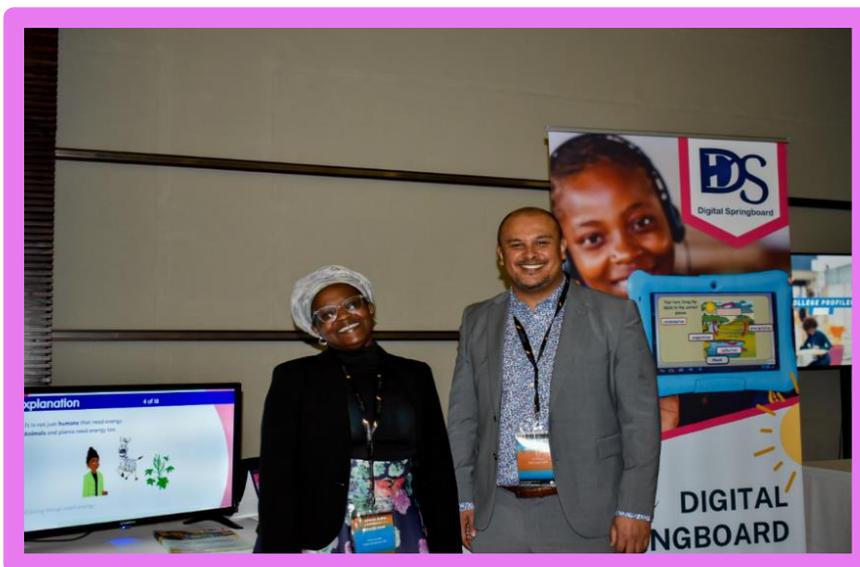
Going forward, we are strengthening the impact of our program with our existing schools, targeting a total of 30 schools in 2023. The donor and institutional feedback thus far indicates; that if we are able to showcase teachers in marginalized communities engaging with the content, we will be well positioned for investment.

The first DS, Science, Technology, Engineering, Environment and Mathematics (STEEM) tournament will take place this spring for Grade 5 and 6 learners.

We would like to acknowledge the Mwabu team for their unwavering support throughout the year.



## THANK YOU



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