
CLOSE-OUT REPORT:
EIGHT YEARS OF PARTNERING
FOR EXCELLENCE IN EDUCATION

2013
2021



Celebrating eight years of a
successful partnership with
the Free State Department
of Education.



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KEY ACRONYMS

ACRONYM	DESCRIPTION
AG	Auditor General
CRF	Cyril Ramaphosa Foundation
DBE	Department of Basic Education
DMT	District Management Team
DWSD	District Whole School Development
FET	Further Education and Training
FREF	FirstRand Empowerment Foundation
FSDoE	Free State Department of Education
ICT	Information and Communication Technology
KT	Kagiso Trust
KST	Kagiso Shanduka Trust
NGO	Non-Government Organisation
NSC	National Senior Certificate
SA SAMS	South Africa Schools Administration and Management System
SGB	School Governing Body
SMT	School Management Team



OVERVIEW

KST was established in 2013, through a collaboration between Kagiso Trust (KT) and the Cyril Ramaphosa Foundation (CRF). Originally established as a hybrid delivery programme of KT and CRF, KST soon developed an identity of its own and built a reputation as a formidable development partner in South Africa's education sector.

Both organisations have a track record of making significant contributions to improving rural and township schools in the country. Their respective learnings and best practices, contributed to a partnership that aimed to effect meaningful and enduring change in the field of education.

KST has spent eight years in partnership with the Free State Department of Education (FSDoE) working towards the holistic development of schools and systemic change in the delivery of education in two districts, Fezile Dabi and Motheo.

KST's partnership with the FSDoE began as a five-year pilot project for the period 2013 – 2018. In 2018, the FirstRand Empowerment Foundation (FREF) joined the partnership and extended the programme for a further three years, until 2021.

This public-private partnership has produced a very successful blended financial model, with contributions from businesses, NGOs and government exceeding R500 million.

KST's delivery model is called District Whole School Development (DWSD) and follows a clearly defined theory of change. The efficacy of this model has been tested with a proof of concept evident to all stakeholders. The pilot programme is now complete. Over the last two years, the programme has been guided by a sustainability roadmap that outlines a responsible exit strategy. During 2021, KST worked towards ensuring that the investment made will continue to impact the quality of schooling over the coming years.



The efficacy of the KST model has been tested, with a proof of concept clear to all stakeholders.





Dr PHI Makgoe
MEC: Free State Department
of Education

FSDoE – KST PARTNERSHIP

The partnership between the FSDoE and KST was a deliberate intention of entities with shared vision, values, risks and strategies to improve performance of schools. The vision was to improve education quality for learners who rely on the schooling system to break the cycle of poverty that is prevalent in the Free State’s townships and rural areas. The essence of partnership is to leverage resources and to learn from external expertise.

This partnership has delivered on its mandate in both the Fezile Dabi and Motheo Districts. This is evidenced in the performance of both Districts, with both having achieved number one positions in the province’s National Senior Certificate (NSC) results: Fezile Dabi having achieved this position three times and Motheo achieving first place in 2021. Both Districts have significantly improved their performance in the NSC results in the past nine years and this can be attributed to KST’s interventions that have included leadership and management; curriculum support, social development and infrastructure development. The improved performance of these two districts has contributed to the Province obtaining the top national position for the NSC results six years. Moreover, the partnership programmes have brought dignity to schools through harmonious relationships among all stakeholders. Schools that participated in the programme have environments that are now noticeably more conducive to learning and teaching.

As the programme comes to an end, the legacy of KST will remain entrenched, especially in curriculum-related interventions. The FSDoE will continue to uphold and advance the investments made by the partnership. The lessons we have learnt from this DWSD Programme will be used to improve education delivery in other Districts across the Province.

Dr PHI Makgoe



The vision was to improve education quality for learners who rely on the schooling system to break the cycle of poverty that is prevalent in the Free State’s townships and rural areas.





**Mmabatho Maboya,
KST Chairperson**



**Themba Mola
KST CEO**

WORD FROM THE CHAIR

I am pleased to present this close-out report as testimony to the efficacy and success of the DWSD model, and the incredible partnership between KST the FSDoE. The partnership began in 2013 with the co-investment of financial resources and intellectual property of the FSDoE, KT and CRF, for a five year pilot programme. FREF joined the partnership in 2018 with a financial contribution that allowed for the continued implementation of DWSD. Over eight years, we have provided consistent and intense support, and clearly demonstrated the success of the model and partnership.

It came as no surprise, notwithstanding a challenging two years disrupted by the COVID-19 pandemic, that the province achieved first place in the country with its 2021 NSC results. I firmly believe that our interventions through the DWSD model and Theory of Change, have made a significant contribution to this achievement. In addition to infrastructure development, educator and learner support, and social welfare interventions, KST also worked towards systemic change through an instructional leadership process, that aimed to impact the provincial and district offices. The success of our model inspired the Anglo-American South Africa Education Programme to contract KST to implement DWSD in over 100 schools in Mpumalanga, Limpopo and the Northern Cape.

We are encouraged by the emerging culture of excellence in our schools. The value that can be unlocked through the combination of capacitated educators, leadership expertise and a strong commitment to partnerships with district officials has been proven many times. The academic achievements of schools in the Motheo and Fezile Dabi districts are particularly noteworthy; and are even more significant when viewed in the context of the province's socio-economic background and geographical size.

We wish to commend and thank all KST's partners for rising to this challenge and contributing to the improvement of education for school children in South Africa. We particularly applaud the FSDoE for their steadfast partnership with KST and look forward to the model being shared with other provinces, as a best practice for improving education in our country. The KST programme is an excellent demonstration of the value of public-private partnerships in addressing South Africa's development needs.

Mmabatho Maboya



We are encouraged by the emerging culture of excellence in our schools, achieved by our learners, educators and managers.

WORD FROM THE CEO

I was most excited about two important achievements announced with the 2021 National Senior Certificate results: firstly, the Free State province gained first place with a pass rate of 85.7%. This means that the province has been number one in 2013, 2016, 2017, 2019, 2020 and now, 2021. The second has been the stunning achievement of the Motheo District as number two in the country with an 87.9% pass rate, and Fezile Dabi third, with 87.5%. I make reference to these important accolades because KST has been intensively supporting the province and these two districts since 2013 and has contributed to the successes over the years. The results of the Motheo district are particularly exceptional, as it was previously ranked one of the poorest performing districts in the country. There are many factors that account for the successes achieved by the FSDOE, which include KST's own consistent and sustained interventions via the DWSD model.

The DWSD model was designed to be replicable, scalable and sustainable. After eight years of implementing all the elements of this model, the programme concluded in 2021, having activated a sustainability roadmap. The plan was to ensure that educator capacity, infrastructure, instructional and institutional leadership development, social development interventions and successful partnerships were sustained and would remain in place as a legacy of KST. This plan was effected, having institutionalised resources and systems that are sufficient to ensure that KST's methodologies and strategies continue to make a positive impact long after it has exited the province.

One important success factor has been the quality of our partnership with the FSDoE, in particular, a joint commitment to the success of this programme that extended from the district officials to the educators themselves. This unique and equal partnership, which shared the common goal to positively impact the education system in the Free State with such vigour, represented a recipe for success. It has been a great pleasure to collaborate with such a committed and active partner.

Equally important, are the Executive Committee and Board of Trustees; backed by robust governance structures and accountability mechanisms. These members offered KST their high ethical and governance standards, providing strategic guidance to the KST programme. Finally, the committed staffing complement of KST and the support of service providers over the years, have all worked together to ensure the success of the KST programme.

Themba Mola



There are many factors that account for the successes achieved by the FSDOE, and includes KST's own consistent and sustained intervention.

CLOSE OUT

This report is an account of the work of KST since its inception in 2013, primarily in the Free State districts of Fezile Dabi and Motheo.

The report documents the successes and achievements of the programme and includes affirmations from learners, educators, and system leaders. The report demonstrates how KST's DWSD model helped the Free State achieve first place in the NSC results over the past few years with both districts as top performers in the country.

DWSD is a holistic, sustainable and multifaceted development model that has five distinct elements which include empowerment and transformation workshops, curriculum development, infrastructure development, leadership development and social development. The model is guided by a theory of change that illustrates the anticipated changes with respect to the learner, educator, school, district office and the partnership.

Each element of DWSD has its own achievements and lessons which are documented in this report.

The aim of the collaboration between KT and CRF was to draw on each entity's expertise and best practices to create a powerful partnership that could affect real change. The vision was to ensure that learners and teachers experience the power of education at its fullest, so that they can reach their utmost potential and make a valuable contribution to society.

A most significant achievement is how the organisation established and managed one of the most successful multi-sector and multi-stakeholder forums in the education sector. Through its public-private partnerships, KST has cohered financial investments in excess of R500 million, that included major financial contributions by the FSDoE, KT, CRF and FREF.

Considered one of the most successful multi-sector collaborations and public-private partnerships in South Africa's education sector, KST has successfully rallied government, community and business sectors to co-invest, share risks and galvanise proven capabilities for effective school improvement in the Free State Province.

KST drafted a sustainability roadmap in 2019 based on the understanding that once all programme elements (including financial resources) had been delivered and reached maturation, the organisation would exit the province.

That time has come.

The KST model has extended beyond proof of concept, demonstrating its ability to deliver a holistic and inclusive education development solution.

KST has built a district intervention strategy for the improvement of education delivery.

The upgraded infrastructure, improved capacity of educators, system improvements in district offices, and consistent improvement of learner results, will remain with the province, years into the future.

VISION

An effective and functional school with creative spaces for children to experience the joy of learning and fulfil their educational potential.

MISSION

Partnering for impact in education through a Whole School Development Model that transforms schools to reach levels of optimal functioning.

CORE WORK

- Transformation and Empowerment Workshops
- Infrastructure Development
- Curriculum Development
- Leadership Development
- Social Development



VALUES

The DWSD programme was implemented in all schools in the Fezile Dabi district and selected schools in the Botshabelo, Thaba N'chu, Naledi and Mantsopa municipalities of the Motheo district. These schools include primary schools, secondary schools, combined and intermediate schools, high schools, Further Education and Training (FET) colleges and farm schools.



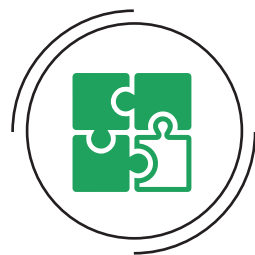
INTEGRITY

In success or in failure, we commit to honest accountability in all we do.



ACCOUNTABILITY

In owning our commitments, we demonstrate trusted responsibility.



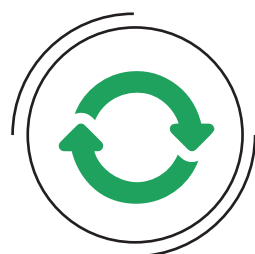
PARTNERSHIP

In having a shared vision and collaborating with public and private institutions to make education an empowering experience.



LONG-TERM THINKING

In having a holistic and sustainable view of what we do.



HOLISTIC VIEW

In knowing that the whole is greater than the sum of the parts.



WHOLE SCHOOL DEVELOPMENT IS THE ESSENCE OF THE KST MODEL

Whole School Development looks at the education of a child from a comprehensive, holistic perspective, recognising that there are many factors that contribute to learners' education experience. The condition of a school's infrastructure, the skills and capacity of its educators, the social issues learners face at home and in their community, the involvement of parents and the level of leadership and governance in a school, all play a role in defining the quality of schooling a learner will receive.

PRINCIPLES

- To use our own resources (financial and human) to leverage and unlock both government and private sector partnerships to invest in the transformation of public education and enhance the larger roll out of tried and tested delivery models.
- Together with the DBE, to use tried and tested delivery models to influence education stakeholders on how to address the challenges in South Africa's schooling system.
- To scale the intervention to a district-wide system change process focusing on upskilling educators and improving learner performance on a larger scale.
- To enhance the accountability and responsibility of all stakeholders in the project for the benefit of education, supported by clear actions to sustain such improvements.
- To enhance the sustainability of the schooling system in South Africa by focusing beyond academic results and including other essential areas that impact on the performance of learners and educators, as well as the role of all stakeholders, to achieve a sustainable and evaluated improvement in education.
- To entrench a culture and mind-set of innovation and improvement among all key stakeholders. The collaboration acknowledges the importance of a strong partnership with the DBE.
- All partners will work together to share skills and experiences and share all learnings from the project. The collaborative project seeks to complement and support the work that the DBE is already doing in the province.
- The project also seeks to create a model that can be used going forward by the DBE.

PROGRAMME FOOTPRINT AND IMPACT IN NUMBERS SINCE INCEPTION



PRIMARY SCHOOLS



SECONDARY SCHOOLS

185

Schools directly benefited from the curriculum programme

341

Lead Educators trained

5 152

Educators directly impacted

95 398

Learners benefited from the curriculum programme

72

Schools directly benefited from the curriculum programme

96

Lead Educators trained

2 342

Educators directly impacted

63 438

Learners benefited from the curriculum programme



EMPOWERMENT AND TRANSFORMATION WORKSHOPS

275

Schools attended ETWs

10 351

Participants attended ETWs

15

Circuit Managers trained

40 166

Learners indirectly benefited



SOCIAL DEVELOPMENT: VISUAL SUPPORT

118

Schools participated in the programme

116

Community Health Workers, educators and officials trained

73 597

Learners had their eyes screened

2 534

Learners received spectacles



INFRASTRUCTURE



INSTRUCTIONAL LEADERSHIP

— **98** Building projects

— **52** Renovation projects

— **597** SMMEs contracted

— **6 171** Temporary jobs created

New agreement:

— **26** Facilities built

— **5** Facilities renovated

— **301** Schools directly benefited

— **2** District Directors directly benefited

— **74** DMT members directly benefited

— **105** Subject Advisors directly benefited

— **1 424** SMTs trained



LEARNER LEADERSHIP

30

Schools directly benefited

26

Principals directly benefited

615

Educators directly benefited

10 516

Learners directly benefited

450

Learners involved in Junior Community Chess teams



The biggest achievement between ourselves and KST was being named one of the best provinces in South Africa, but the cherry on top was when Fezile Dabi became the best performing district in the country. A few years ago this district was performing between 58% and 63%. For them to improve their performance to over 90% and outperform some of the wealthiest provinces and districts, shows that if we make this partnership work, we can achieve positive results.

Dr PHI Makgoe,
MEC for Education: Free State

GENESIS OF KST

By 2011, both KT and CRF (previously known as the Shanduka Foundation), were already viewed as important players supporting the transformation of education in South Africa.

At that time, KT, with 25 years of experience and its nationally-lauded Beyers Naudé Schools Development Programme (BNSDP), was under the leadership of Kgotso Schoeman. CRF, established in 2004, and led by Donné Nicol, launched, among other initiatives, the successful and well-respected Adopt-a-School Foundation (AASF).

Prior to 2011, both Donné and Kgotso had been in early discussions about a national education programme that would support education transformation in selected provinces. They were both committed to supporting education development on a larger scale. The achievements and successes of both KT and CRF were notable, and the organisations were compelled to explore the possibilities of partnership.

Both organisations realised that if they wanted to make a more meaningful impact on South Africa's education system, they needed to work together, combining their skills, expertise and resources.

AASF and BNSDP had both adopted a holistic approach to supporting educational transformation in public schools. The birth of KST represented the best of both organisations in its design and intent.

Both organisations agreed that a district rollout within a particular province would be more beneficial; than a national approach.

KST decided to approach the Free State, as KT was already implementing a programme in the Thabo Mafutsyane district and had a long standing relationship with the FSDoE.

The history of KT's work with the FSDoE and the experience and knowledge of CRF in community development, played a role in quickly building a strong and respectful partnership.

As a result, there was an almost immediate sense of camaraderie and like-mindedness. The partnership agreement between KST and FSDoE was signed in March 2013.





Donn  Nicol

Kgotso Schoeman

A TRIBUTE TO THE PIONEERS

KST has played an exciting and important role in South Africa's journey to improved education delivery. Through its innovative partnership strategy and co-funding model, KST has made a significant contribution to education delivery in the Free State province. The impact of its District Whole School Development (DWSD) programme has demonstrated the power of public-private collaboration in the education sector.

KST was born of a shared vision between two dynamic individuals who saw the potential in a partnership of their respective organisations. Donn  Nicol, then head of Shanduka Foundation (now Cyril Ramaphosa Foundation), and Kgotso Schoeman, then Chief Executive Officer of Kagiso Trust, shared the ambitious goal of piloting a large-scale holistic school development programme that could be replicated across the country. Their vision encapsulated the pooling of resources from each organisation's education programmes and partnering with the provincial education department to jointly implement a game changing intervention programme. The deep and successful partnership with the department was made possible by the incredible leadership and passion of Dr PHI Makgoe MEC: Free State Department of Education.

In 2013, Kagiso Trust and Cyril Ramaphosa Foundation made a financial commitment of R100 million each to establish an entity called Kagiso Shanduka Trust (KST). They also contributed their respective institutional capabilities and the intellectual properties of their education programmes to make their shared vision a reality. Under their leadership, the Trust entered into an innovative partnership with the Free State Department of Education (FSDoE) that matched



Donn  Nicol and Kgotso Schoeman, shared the ambitious goal of piloting a large-scale holistic school development programme that could be replicated across the country.

the investment with a contribution of R200 million over an initial period of five years. Subsequently in 2017, the First Rand Empowerment Fund (FREF) joined the partnership with an additional R100 million contribution. For eight years, the KST partnership contributed over R600 million towards improving quality education in schools in the Fezile Dabi and Motheo districts.

KST's proof of concept has produced outstanding results across each element of the District Whole School Development model. The Free State province is also recognised nationally as a consistent top performer in the education landscape. As a result, this model is increasingly being valued as a bona fide and replicable district solution to education improvement in the country.

Kgotso and Donn  shared the responsibility of chairing the Board of Trustees and presided over the implementation of the pilot programme. Their leadership demonstrated the possibilities of trust-based collaboration by like-minded organisations that are committed to a shared vision. Their drive enabled KST to enter into a unique value-centric partnership with the FSDoE; resulting in an enhanced reputation of the province as an influencer in the public-private partnership sphere.

KST honours its pioneers and MEC Makgoe for their collective vision, underpinned by a deep commitment to education and the tenacity to drive systemic change through innovative partnership, which has resulted in much improved education delivery in the Free State, impacting tens of thousands of learners, teachers and department officials.



KST's proof of concept has produced outstanding results across each element of the District Whole School Development model. The Free State province is also recognised nationally as a consistent top performer in the education landscape.

BUSINESS PLAN SUCCESS INDICATORS

KST produced a business plan called the *Kagiso Trust - Shanduka Foundation Trust Business Plan 2013/14 – 2019/20* noting, at the time, that KT and CRF (formally known as the Shanduka Foundation) 'agreed to work together in a programme that aims to improve learner performance in public schools'. Both organisations agreed that 'poor education outcomes and unemployment are two of the most important national priorities for eliminating poverty and reducing inequality'. Both organisations had previously contributed substantially to projects working with learners, teachers and educators in partnership with the DBE. The collaboration forged a partnership with the FSDoE, that collectively identified the Fezile Dabi District and the Motheo District's Thaba Nchu and Botshabelo circuits to benefit from the collaborative venture in improving education.

The business plan recorded that R400 million would be invested in whole school development interventions that included capacity building, governance and stakeholder engagement, key socio-economic issues, and management of curriculum delivery. The vision of the collaboration was to: 'Develop and test an education and transformation model that can be replicated district-by-district throughout the country'. The mission statement was more pragmatic and reflected that: 'Over the next 5 years, the KST model has transformed schools to reach levels of complete functionality and performance – the intervention has a systematic influence on the delivery and management (monitoring & support) of education in the Free State'.

Of the 11 objectives that were defined in the business plan, the following two are important to highlight:

To use the Trust's own resources (financial and human) to leverage and unlock both government and private sector partnerships to invest in the transformation of public education and enhance the larger roll out of tried and tested models.

To enhance the sustainability of the schooling system in South Africa by focusing beyond academic results and including other essential areas that impact on the performance of learners and educators, as well as the role of all stakeholders, to achieve sustainable and evaluated improvement in education.

Programme success measures:

Improved Performance	<p>Programme schools perform above the national and provincial averages</p> <ul style="list-style-type: none"> 95% of the FET-band schools will perform at 75% and above (matric) 80% of the GET-band schools will perform at 75% and above (Annual National Assessment (ANA)) <p>Measure progression of learners to reach their full potential</p> <ul style="list-style-type: none"> All the learners within the selected district and schools covered by the programme will be impacted <p>Capacitate teachers in each phase to manage the rotation of teachers, as well as 'master' teachers to manage the high attrition rate</p> <p>Address key socio-economic issues affecting the schools, where possible</p> <p>Ensure continuity and sustainability within the schools, when exiting the district</p>
Upgraded infrastructure	<p>Every school will have the minimum required basic infrastructure</p> <p>Incentive-based infrastructure granted to all high performing schools (as per agreed performance targets)</p>
Effective leadership	<p>Influence the province and the districts in how resources are deployed</p> <p>Develop committed and accountable leadership within the schools</p> <ul style="list-style-type: none"> Enhance School Management Teams (SMT) <p>Ensure that School Governing Body (SGB) members actively participate in enhancing the schools</p>
Involved parents and community members	<p>Parental involvement and participation</p> <p>Temporary jobs created for the residents in each of the districts during the provision of infrastructure to schools</p> <p>Involvement and ownership by communities and schools</p>



PARTNERSHIP INVESTMENTS

KT is a leading development agency working towards a prosperous, peaceful, equitable and just society. Through its Beyer's Naudé Schools Development Programme, KT worked with CRF to develop the DWSD Programme.

CRF through its partner entities in small business development, youth development and education, aims to foster an empowered and inclusive society. Through its partner entity, Adopt-a-School Foundation, CRF worked with KT to develop the DWSD.



The Free State Department of Education (FSDoE) has the legislative mandate to provide a uniform system for the organisation, governance and funding of schools. The vision of the department is that it strives to ensure progressive realisation of universal schooling, improving quality of education and eliminating disparities amongst Free State citizens. The FSDoE contributed R200 million towards the delivery of the DSWD model.

In 2019, the First Rand Empowerment Foundation partnered with KST and invested R100 million for the continuation of DWSD. This investment has awarded the programme the opportunity to continue in its effort to institutionalise all elements of DWSD and ensure that the districts and schools become self-sustaining into the future.

PROGRAMME SPONSORS



The Grant Assistance for Grassroots Human Security Projects Programme was first introduced as the Small-Scale Grant Assistance Programme in 1989. The aim is to assist NPOs and local authorities by supporting relatively small development projects which have a direct and immediate impact on the well-being of disadvantaged communities at a grass-roots level. The Embassy of Japan, in partnership with KST, built four classrooms at Mpolokeng Primary School in the Motheo District.



Cliffe Dekker Hofmeyr is one of the largest business law firms in South Africa. They have partnered with KST to provide legal advice and services in the establishment of the Trust and its legal administration.



De Beers, through the De Beers Fund, partnered with the FSDoE and KST to invest R27 million in the construction of a school in the community of Maokeng, in Kroonstad.

The newly built school comprises of a Grade R facility, Foundation and Intermediate Phase classes, a media centre, a nutrition centre, covered walkway and security fencing. The Grade R facility includes three new classrooms, ablution facilities and a play area. The primary school includes 20 new classrooms and 17 ablution facilities.

3

New Grade R classrooms

20

New classrooms for primary schools

17

New ablution facilities for primary schools

CO-FINANCING, A PRE-REQUISITE TO A SUCCESSFUL PARTNERSHIP

KT had some previous experience in co-funding development models. It was, however, a first for CRF.

The rationale of the co-funding model was to ensure that all parties would be viewed and treated as equal partners. In many public/private partnerships, government departments are often seen as the recipients without a financial stake in the intervention.

The success of blended financing is the bringing together of public and private sector funding in an agile, yet well-governed and accountable way.

Initially, however, this financial arrangement had some challenges. The agreement between KST and FSDoE, pre-August 2018, was considered irregular by the Auditor General, as due process was not followed. However, the FSDoE was adamant that the contract and spend prior to August 2018 (old contract) was not irregular because there was no legal prescript and according to the MEC Tate Magoe, "no rules to follow".

This was subsequently resolved when KST participated in the Request for Proposal (RFP), published in March 2018, helping to ensure that the spend by the FSDoE in the KST programme was viewed as legitimate by the Auditor General (AG).

However, moving forwards, the National Treasury and the Office of the AG will need to be advocated and encouraged to recognise the uniqueness of this partnership, and to draft the necessary guidelines to ensure that this financial collaboration is not deemed "irregular" in the future.

VALUE OF PARTNERSHIPS

KST's partnership between KT, CRF and FSDoE was founded on the principle that all partners are treated equally.

For KST, partnership involves shared passion, commitment, accountability and risk. This partnership was based on these principles and therefore co-financing was an integral part of the model. This ensured that all parties were equally involved in the decision-making processes for the design and execution of the programme.

The partnership demonstrated the successful blending of public and private sector resources and illustrated the significant value proposition of a collaboration where partners share similar values.



LESSONS

Partnership structure

One of KST's greatest lessons was in the value of establishing and maintaining strong partnerships across all sectors, government, business and civil society. It was the strength of this collaborative approach which resulted in the changes we wanted to see as defined in KST's Theory of Change. We learnt the value of a respectful partnership with shared investment and shared accountability. In addition to its financial investment, the FSDoE ensured that its district offices and schools were fully accessible to KST.

The partnership was not only equal at a funding, strategic and decision-making level, but also at an operational level.

Public-private co-funding policies

Public finance falls within the Public Finance Management Act No. 1 of 1999 and is therefore highly regulated with clear legal prescriptions and guidelines. The Act is to ensure that revenue, expenditure, assets and liabilities of government are managed efficiently and effectively. We learned that because there were no clear guidelines for the kind of partnership between KST and FSDoE, it was deemed irregular.

Procurement

Being an independent entity, the procurement systems and processes of KST allowed for more efficient procurement than if the Trust had followed government systems and processes. KST's hands-on approach to procurement also reduced the potential for corrupt behaviour.

Planning and processes

With respect to planning, a lesson was learned around collaborative planning: While KST enjoys a flexible approach and is able to change course and quickly adapt, it has learnt to accommodate government planning processes which are less flexible but are essential for truly collaborative partnership.

KST as a successful multi-sector and multi-stakeholder forum must be elevated as an inclusive public, private sector partnership of the future. The importance of the government department not as recipient but as equal partner in the development process, needs to be more consciously emphasised.

The tender process (as required by the AG) is not the only pathway to a co-funding collaboration with government. KST's blended finance arrangement allows for efficient and cost-effective delivery and it is important to conduct advocacy around the value of this approach. The co-funding agreement between KST and government must be documented and the necessary guidelines and prescripts put in place to legitimize this partnership must be drafted.

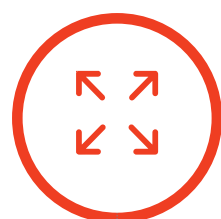
The partnership demonstrated significant cost savings through KST's infrastructure development model and managed both public and private resources with the highest levels of stewardship and accountability. All future partnerships that the KST will engage in must be cleared by the AG to avoid being branded as irregular.

Procurement, especially with respect to infrastructure, creates many opportunities for savings and discounts, which KST has advocated for and achieved with great success. More work can be done to offset the costs of materials through bulk buying.

DISTRICT WHOLE SCHOOL DEVELOPMENT MODEL

The DWSD model is a comprehensive and multi-faceted approach to improving South Africa's education system. The model addresses school empowerment and transformation, the curriculum, infrastructure development, social issues (with an emphasis on vision support); and leadership development for both learners, school leaders and leaders within the education system. The model is accompanied by a coherent Theory of Change that defines a series of change statements that KST is committed to realising.

The important characteristics of this model and the supporting theory of change include:



Scalability

The DWSD intervention model represents a national solution for sustained school improvement and improving the education system in the country. The model has been successfully scaled to other provinces and has potential to impact districts across the country.



Replicability

The DWSD intervention model can be applied to all districts, and across contextual nuances in the education space as a feasible and efficacious solution to improve education delivery.



Cost benefit

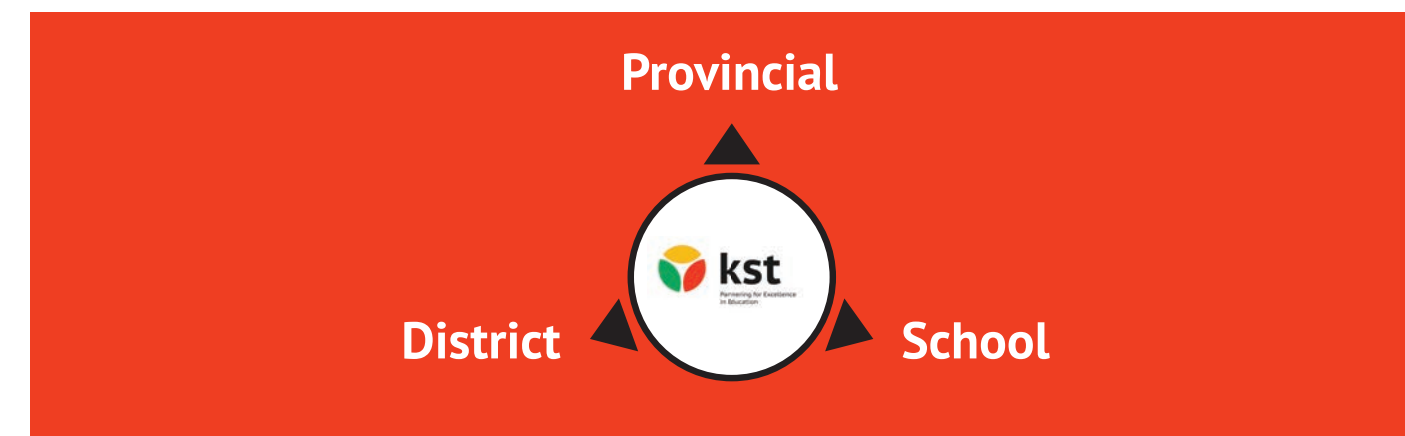
KST has demonstrated an ability to provide cost efficiencies in all its interventions, especially in its infrastructure work where it can build for up to 30% less than industry norms, while subscribing to the minimum norms and standards. One such example is the building of a complete school for under R27 million, a record for the Free State.



Ownership and sustainability

The district office has taken ownership of new values and practices that are now entrenched in their systems and processes. Schools have taken ownership of their new infrastructure, new leadership capacity, enhanced teacher capabilities and are motivated to maintain and improve their learner results. This level of ownership is at the cornerstone of KST's successful sustainability strategy.

DISTRICT WHOLE SCHOOL DEVELOPMENT TARGETING THE PROVINCE, THE DISTRICT AND THE SCHOOL



Provincial level:

FSDoE Provincial MEC, HOD and Officials

- Partnership management (private-public)
- Financial investment (public funding)
- Standards setting/performance targets
- District and school development
- Alignment to plan and priorities, accountability (PMC)

The HOD chairs the Provincial Management Committee (PMC) meeting that draws together provincial and district leadership, and the leadership of KST. At this meeting the programme is discussed at a strategic level. The meeting aims to reinforce mutual accountability, shares monitoring and data reports, seeks agreement on alignment of plans and priorities, and addresses bottlenecks.

District level:

FSDoE District Office, Directors and Officials

- Alignment to plans and priorities, program accountability (DMT)
- School/learner performance
- Instructional leadership
- Oversight and support by Circuit Managers and Subject Advisors
- Monitoring and reporting

The District Director chairs this meeting which is attended by district officials and KST staff (of the district and KST central office). The meeting seeks to align plans and priorities and reflect on programme interventions, monitoring and reporting.

School level:

FSDoE School Principal, SMT, educators and learners

- Leadership development (principals and SMT)
- Curriculum development (educator training, curriculum coverage, resourcing)
- Infrastructure development
- Social development

Depending on the nature of the intervention, the school principal, SMT and educators are engaged in training and support processes. The approach by KST is always to start with a school needs assessment, a transformation and empowerment workshop (also known as a retreat), the various interventions required (leadership, curriculum, infrastructure and social development), and post-intervention assessments.

THEORY OF CHANGE

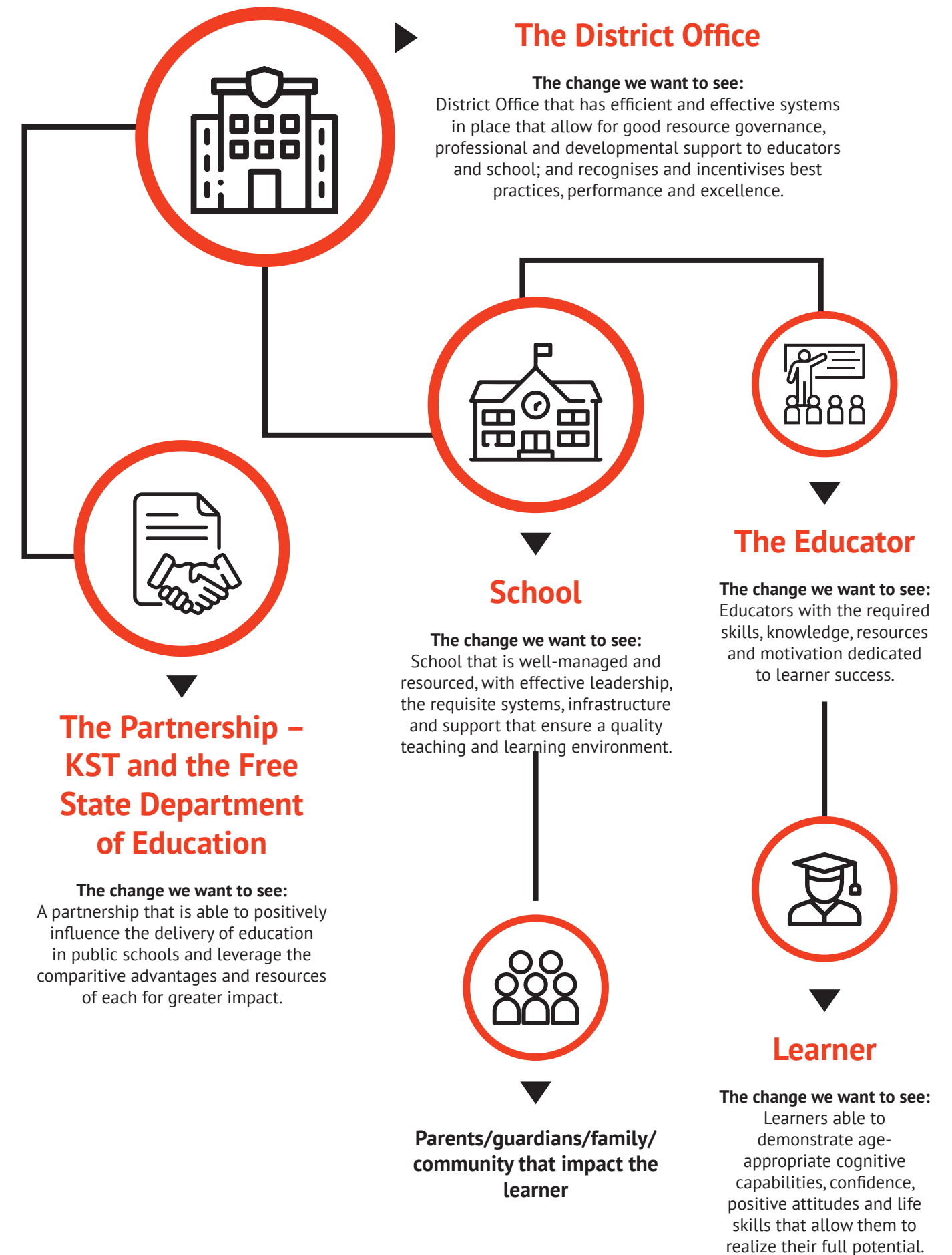
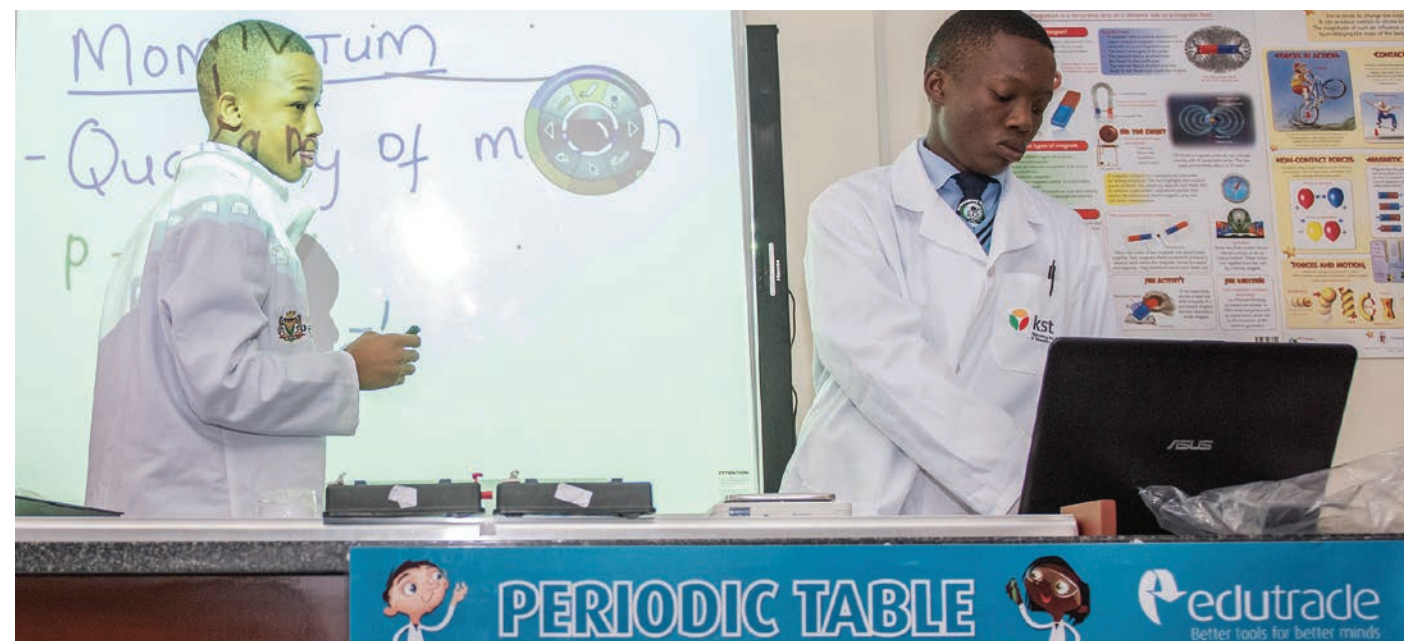
The Theory of Change represents key statements of change; the changes KST wants to see and achieve with respect to the learner, the educator, the school as a teaching and learning environment, the district office and its modalities, and the partnership.

The learner is at the centre of this theory of change. All of KST's engagements, interventions and processes are to help ensure the success of the learner. The learner successfully completes school with the capacities and characteristics described in the change statement to realise his or her full potential.

The role of educators is instrumental to the success of the learner. Educators, along with parents or guardians, have a profound impact on a learner's daily experiences. For this reason KST works with educators to enhance the quality of teaching and learning. This must be supported by good school infrastructure, effective leadership (by system leaders) and reliable resourcing.

Strong leadership is at the heart of a school's success and ultimately the learner. High quality school leaders, such as the principal or SMT members, have a direct impact on the effectiveness of an educator to teach and a learner to have a positive schooling experience.

IF:	THEN:
The educator is impacted on through training, support and provision of teaching and learning materials, while simultaneously, the school environment and learning experience are improved (through better infrastructure, safety and other); and if system leadership of the schools and district offices improve.	We should see a significant and sustained improvement, not only in learner results, but also the quality of the results.



MODEL ELEMENTS

Leadership Development



Instructional leadership – Targeting system leaders including district management teams, circuit managers and school management teams. This programme provided training to enhance the efficiency by which participants addressed curriculum coverage challenges so as to improve learning outcomes.

Youth – Youth leaders attended leadership camps with the emphasis on working towards solutions to social issues. Outcomes included peer learning, self-empowerment; and the galvanising of their financial and non-financial assets to make a difference at their schools.

Social Development – Vision Support



Impaired vision can be a barrier to learner performance. KST provided vision screening, testing and spectacles for learners. The vision screening was carried out by Community Health Workers.

Empowerment and Transformation Workshops



ETWs take the form of a retreat which is attended by all educators within a school, along with the school's managers and leadership, representatives from the School Governing Body and learners. The idea is that all parties work together to co-create a vision and strategic plan for the school and emerge as a more socially cohesive, unified school community.

Curriculum Development



Curriculum development interventions target subjects like Mathematics, Physical Sciences, Accounting, English First Additional Language (FAL) and Home Language (HL), Natural Sciences, Geography and Economics, with a view to training educators on both content knowledge and pedagogy. To this end, educators attend group training sessions and receive classroom-based support and assistance from specially appointed subject matter experts. This component of the programme is carried out in close collaboration with the district officials and educators.

Infrastructure Development



KST provides basic infrastructure based on a needs analysis, which determines a schools' most essential requirements. Schools can receive additional facilities, such as science laboratories and media centres, when they meet set performance targets.

SUSTAINABILITY STRATEGIES

From the outset, KST has been mindful of the need to institutionalise sustainability imperatives, such as mechanisms and processes, because of the defined lifespan of the programme. Sustainability strategies are included in all of the model's elements to ensure that the programme will have a lasting impact. Capacitating systems leaders and building systemic frameworks and practices across schools and district offices, are key to entrenching leadership capacity within the system.

The success of the empowerment and transformation processes will continue with trained Circuit Managers and an ETW facilitation guide to ensure that schools continue to benefit from this powerful intervention.

ICT integration has become even more urgent as remote learning has become a reality for our schools (a result of the Covid-19 pandemic). Maintaining key partnerships in this space, will help to ensure ongoing multi-sector investment in education improvement in the province.



LESSONS

Holistic approach

DWSD has demonstrated that a holistic approach, that addresses the leadership, infrastructure, curriculum and social issues in a school is the key to success. The comprehensive implementation of the model has been far more successful than the delivery of one isolated element.

A Theory of Change

KST's established theory of change was effective in how it guided the implementation of the DWSD model and framed how KST tracked programme achievements in relation to the change statements. However, the engagement and adoption of the theory of change was more at the EXCO, Trustees and External Advisory Board levels, and less so at the work stream level.

The Theory of Change should undergo regular review. This will ensure that there is always full ownership of the definition of the changes or impacts defined in relation to dynamic and shifting contextual developments.

Empowerment and Transformation Workshops

ETWs were very effective in helping to influence social cohesion within the school community. They helped to ensure more inclusive planning within the schools and district offices.

An exit strategy

Having a sustainability roadmap that was initiated two years before the exit of the programme, was very effective. It ensured that all parties were focused on interventions and services that could be institutionalised to ensure the benefits of the DSWD last, long after the exit of KST. A top-of-mind and timeous sustainability plan is fundamental to a proper exit process.

Collaboration and a human-centred development approach

We learnt that embedding the KST programme into the key accountability and planning spaces within the FSDoE such as DMT and PMC meetings, and meaningfully engaging the leadership of schools (principals and SMTs) about needs and opportunities (rather than making assumptions), helped to reinforce ownership and effective collaboration between the FSDoE and KST.

Flexibility

The model elements can be deconstructed as independent offerings. For example, a school may want the ETWs only or just the infrastructure and KST needs to be sufficiently flexible to consider this. However, the full menu of delivery areas should be retained as a multi-faceted and coherent offering as far as possible. This level of flexibility will allow greater opportunity for KST to make its presence felt in the education space as a bona fide force in the improvement of education in the country.

Mandatory Empowerment and Transformation Workshops

The requirement that a school has to participate in an ETW workshop before receiving other interventions is a principle that must be maintained.

Shared accountability

Forming part of the accountability and planning meetings within the department is key to the success of any programme brought to the department but depends on treating the department as an equal partner. This approach and practice must remain a the pre-requisite of KST's success.

NEEDS ASSESSMENT AND SETTING UP OFFICE



Before any implementation plans were drawn up, it was important for KST to clearly understand the current condition of the schools, their needs as understood and defined by the schools themselves, and the capacities and capabilities within the school teams.

In 2013, the University of the Free State was appointed to conduct a comprehensive needs assessment of all schools identified for the programme. The aim was to identify infrastructure, curriculum delivery and management, and governance needs through a structured questionnaire, site visits and self-evaluation assessments from educators. Originally 341 schools were identified for assessment. However, due to a number of factors, including the inability to access some schools and closure of others, 308 schools were assessed.

The needs assessment was very comprehensive, and provided recommendations for basic infrastructure upgrades (ablution blocks, water, electricity and classrooms), as well as requirements for educator development and leadership development.

At the end of 2013, at the request of the MEC for Education in the Free State, KST included a further 54 schools from the Naledi and Mantsopa municipalities in Motheo district into the programme. This decision to include these schools was based on the high number of poor-performing schools in these municipalities and their cumulative effect on the overall performance of the district and province. Due to budgetary constraints and changes in the demarcation of the province, these 54 schools did not receive any further interventions beyond the needs assessment.

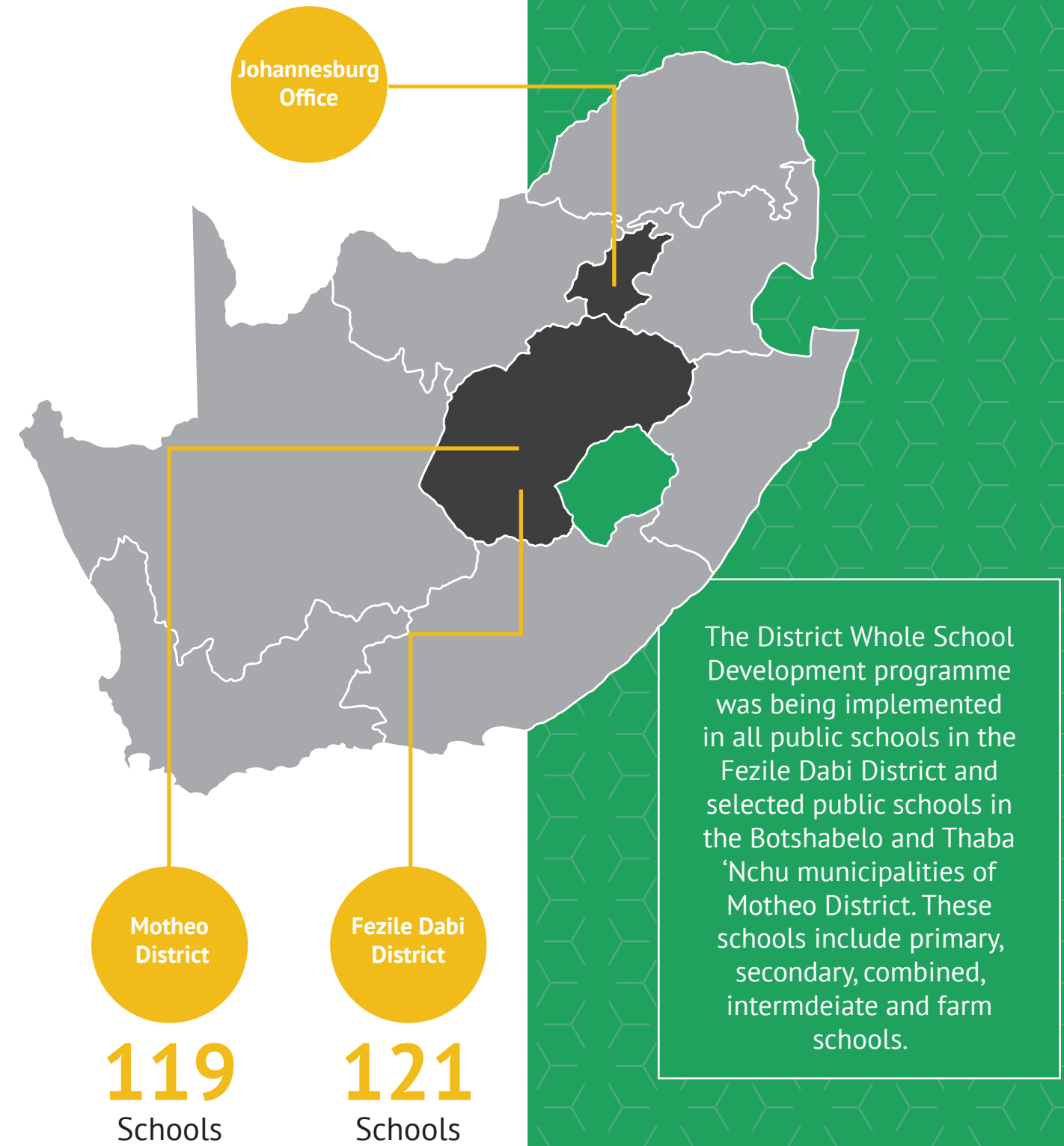
In early 2014, efforts were underway to establish a KST presence in Motheo and Fezile Dabi through functioning regional KST offices.

The KST office in Fezile Dabi, was established in the same building as the Fezile Dabi Department of Education. A district manager, administrator and two programme managers for curriculum and infrastructure development, were hired. The close proximity to the district office ensured greater alignment between the KST programme and the district's operations.

The KST office in Motheo was established in Thaba 'Nchu in a government building that housed the Teacher's Development Centre. KST recruited an office manager, administrator, and two programme managers. The KST district managers were invited to attend the DMT meetings where the KST programme was discussed and decisions were made. This ensured a shared understanding of the programme objectives and progress.

The DMT meetings offered a 'bigger picture' view of district plans. These meetings highlighted other partner contributions and allowed KST to identify areas of duplication and adjust plans where necessary, ensuring consistent alignment.

PROGRAMME FOOTPRINT



FEZILE DABI DISTRICT

The Fezile Dabi District has 10 circuits with a total of 178 schools. These include 52 secondary schools, 14 combined schools and 112 primary schools. 152 of these schools were part of the KST programme and attended ETWs. 122 of these schools received curriculum development interventions.

Prior to the implementation of the curriculum development programme, the education landscape in Fezile Dabi was subject to several contextual challenges which negatively impacted the district's academic performance. However, the DMT was committed to rise above these challenges. The DMT initially focused its efforts on improving the Grade 12 pass rates and the pass rates for Accounting, Mathematics, Physical Sciences, Economics and Geography. KST's curriculum interventions, including Grade 12 learner support programmes, coaching and mentoring at learner camps supported these efforts. In 2017, Fezile Dabi achieved a 90,2% pass rate and was the top performing district in the country. In 2021, the district remained South Africa's top performing districts. Once the DMT had achieved, and sustained, its Grade 12 targets they shifted their focus to rolling out curriculum development programmes in primary schools that focused on teacher development workshops and Lead Educator training. This focus was aligned to the DBE's philosophy of building a strong academic foundation in primary schools to strengthen the academic performance of learners in secondary schools.

KST identified and trained Lead Educators who would act as a second layer of support to educators and Subject Advisors. This programme still continues with Intersens Phase Lead Educators running Mathematics teacher training workshops in Sasolburg and Kroonstad together with the Subject Advisors. Lead Educators from the secondary school programme supported the KST Mentors at Professional Learning Communities (PLCs) in the different clusters. During these curriculum interventions the academic performance of Grade 3 learners in EFAL improved from 58% in 2013 to 62% in 2020.

Key factors contributing to the sustained improvement in Fezile Dabi schools:

1. Since the programme started, the composition of the DMT has been consistent.
2. There was buy-in from the onset and the District Director had clearly communicated their goals and objectives to KST.
3. KST and the DMT held each other accountable for delivery of curriculum services and cooperation concerning participation through monthly meetings.

MOTHEO DISTRICT

The Motheo District has 12 circuits, excluding circuit SI for Special and Independent schools, with a total of 314 schools.

The educational landscape of the Motheo district has changed during the course of the KST programme. Initially, there was high level of instability with members of the DMT holding temporary roles or key positions being left vacant for long periods. Nevertheless, KST continued to deliver a curriculum programme directed by advice and guidance offered at DMT meetings that focused on increasing the capacity of teacher content knowledge and teaching practices. Four service providers were contracted for the primary school programme and two for the secondary school programme. KST provided additional value by supporting members of the School Based Support Team (SBSTs) and Foundation Phase teachers on how to identify barriers to learning, as well as implement and track remedial programmes for these learners.

KST set progressive targets for all secondary schools and the intervention subjects. 65 Secondary schools, 24 combined schools, and 225 Primary Schools from Botshabelo and Thaba Nchu in the Motheo district, formed part of the programme. They all attended the ETW workshops with 94 schools supported by the curriculum programmes.

The KST curriculum programme wanted to ensure its impact was sustainable. One of the most effective ways of achieving this was through the training of Lead Educators. The Lead Educators were able to support the secondary school teachers through established PLCs in the different clusters. In the primary schools, Lead Educators supported the more inexperienced teachers through professional peer development at a school-based level. There was a noticeable improvement in Grade 6 Mathematics results which improved from 73% in 2013 to 86% in 2020.

In 2016 the Motheo District became fully functional. All members of the DMT were permanently appointed and the district took control of curriculum delivery. Their main area of priority was to improve the Grade 12 pass rates and the pass rates of all key subjects. KST worked with the district to set progressive targets for all secondary schools and for the intervention subjects.

KST supported all initiatives implemented by the district and for the period 2019-2020, the KST Mentorship Programme became an integral part of the Grade 12 learner programme. At the end of 2020, the Motheo district was the 10th best performing district in the country.

EMPOWERMENT AND TRANSFORMATION WORKSHOPS

275

Schools participated

10 351

Participants attended

15

Circuit Managers trained

400 166

Learners indirectly benefited



ETWs (also known as Retreats) are a fundamental component of the DWS model. The workshop is the first encounter between KST and the schools and is instrumental in securing buy-in, accountability and sustainability for the interventions that follow.

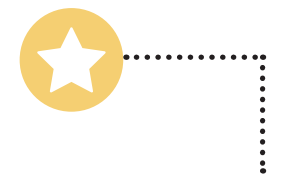
The purpose of the Retreat is to:

- Build a cohesive and motivated school team
- Develop a strategic plan that will guide the school to improve performance
- Build a school community that is accountable for the effective functioning of the school
- Create an environment that is receptive to external investment where the school is prepared for professional development in curriculum, leadership and management.

These workshops take place over a weekend at a neutral venue where school teams participate in activities that help them identify how they are to perform effectively and efficiently as a team, and as individuals. The retreats are designed to help schools make a change, find new inspiration in providing excellent standards of education, and motivate the schools' teachers and student leaders.

The workshops are run by experienced facilitators who are responsible for enabling conversation amongst the different stakeholders about their schools and their constituencies.

During these facilitated discussions, the SMTs, SGBs, teachers and the representative Council of Learners are encouraged to have conversations which will help them to identify gaps, challenges, and solutions that will help them to improve their relationships and the effectiveness of the school.



The DWS model stipulates that all schools must take part in an ETW as pre-requisite to joining the programme.

KST has trained Circuit Managers in ETW facilitation and provided ETW facilitation guides to ensure the Retreats continue to operate.



EMPOWERMENT AND TRANSFORMATION WORKSHOPS

- PURPOSE:** Provide introduction to the programme
-
- Hold candidate conversations with the relevant stakeholders
-
- Develop and create an environment for effective functioning of the school

Resources: Facilitators Guide • Participants Manual • Presentation

● Pre-workshop planning

- Selection and profiling of schools
- Drawing up and confirmation of schedule to relevant stakeholders
- Identification of venue and transport
- Allocation of facilitators, administrators and scribes

● During the workshop

- Creating a friendly atmosphere of cooperation and trust
- Enabling the group to identify their own challenges and solutions
- Always thinking about how to move the group towards its goals
- Keeping communication simple and straightforward to ensure that all participants understand

● Post-workshop report

- The report has to be a true reflection of the session facilitated
- Only one copy of the report has to be submitted even if the session had two facilitators
- Report is to be forwarded to the programme manager, programme administrator and the co-facilitator must be copied at all times
- The report is used to inform the programme of intervention needs and further support



MEASURING THE IMPACT OF RETREATS

KST uses the following success indicators to measure a successful outcome for a Retreat:

HEALTHY CULTURE AND CLIMATE:

- a. SMT and teachers establish and sustain a learning and learner-centered focus in the school community.
- b. School leadership facilitates the creation of a safe environment for teachers and staff to work as a learning community.
- c. School leadership and staff demonstrate an understanding of what is required to improve learner outcomes and accept responsibility for the actions required.

TRUST AND RESPECT:

The school demonstrates an inclusive culture with mutual trust, respect and positive attitudes that support the personal growth of children and adults.

POSITIVE STAFF RELATIONS:

Relationships between members of the staff are collegial, allowing for executive collaboration and teamwork.

GOOD GOVERNANCE:

- a. The SGB provides effective and efficient decision-making, planning, conflict management, teambuilding, negotiating and management of school finances.
- b. The SGB ensures parents are engaged and participate in the school governance.

KEY SUCCESS MEASURE: EFFECTIVE LEADERSHIP

Objectives:

- To influence the province and the districts on how resources should be deployed.
- To develop committed and accountable leadership within schools.
- To ensure that the SGB members actively participate in school development.



The development of department officials is significant. We have learnt so much from KST and would like to see those capabilities to be harnessed into a powerful outcome for the district for years to come.

Dr Vusi Chuta,
District Director, Fezile Dabi



It was interesting to hear about the things my colleagues are and aren't doing, as well as having to state my own two flaws that affect my work as an educator. As an HOD, I never expected to hear some of the things I heard during the sessions. I started seeing a change in us, especially in terms of attitude. I saw that my team was eager to get back and start working. Everyone was aware of their mistakes and their flaws.

SMT Member



My most memorable moment was being able to speak about certain issues that had been on my mind for a while. It was sad and emotional but left me feeling relieved. We don't always get a chance to work with each other, so the activities gave us a chance to interact. The introductions at the start of the workshop gave me a better perspective on my colleagues. It was interesting to hear about other people's unfulfilled wishes.

Primary school educator



The ETWs aim to not only improve academic performance, but to positively change attitudes and ultimately improve the careers of all individuals involved.

To ensure that the impact of the ETWs is sustained, KST aims to capacitate all circuit managers to run similar interventions when necessary.

CURRICULUM DEVELOPMENT



HOLISTIC DISTRICT INTERVENTIONS



Curriculum development programmes comprise of capacity building workshops and classroom-based support for all educators. Subject mentors provide additional support by co-teaching the subjects that are more challenging for educators. This method gives educators the opportunity to improve their content knowledge and observe effective teaching methodologies. KST worked closely with district officials at every opportunity and dovetailed its efforts with those of the DBE.

The intention of the curriculum development interventions was to create functional, self-reliant and academically excellent schools.

This process included classroom-based support, teacher development and subject forums at school level, all of which contributed to creating a supportive and knowledgeable school community.

PROFESSIONAL LEARNING COMMUNITIES

The curriculum interventions also focused on establishing Professional Learning Communities (PLCs) at cluster level. PLCs allowed all educators from different schools to spend time together discussing curriculum issues relevant to the different subjects. PLCs provide a platform for educators, Subject Advisors and KST Lead Educators to share best practices, discuss challenges and come up with different solutions. A total of 139 primary schools and 72 secondary schools participated in PLCs.

Other priorities included strengthening Subject Forums and PLCs, training additional Lead Educators and the introduction of Instructional Leadership.

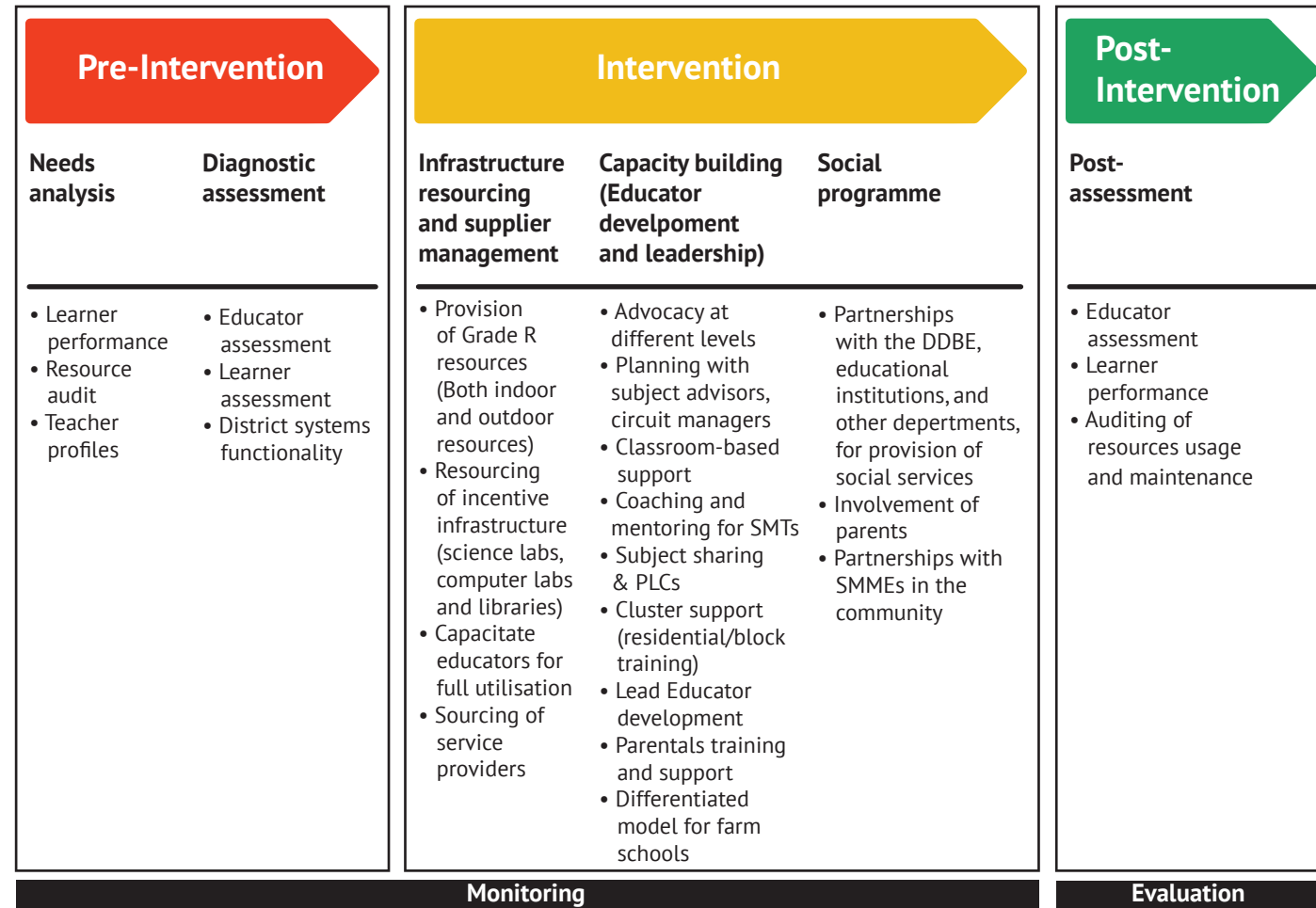
ICT INTEGRATION

In 2017, KST successfully launched their Information and Communication Technology (ICT) programme in 59 secondary schools across the two districts. The ICT programme focused on Mathematics for grades 8-12, Economic Management Sciences for grades 8-9, Business Studies in grades 10-12 and Physical Science in grades 10-12. ICT advocacy was very important in the initial stages. KST conducted baselines assessments in each school, followed by carefully designed interventions to support learners and educators in ICT integration.

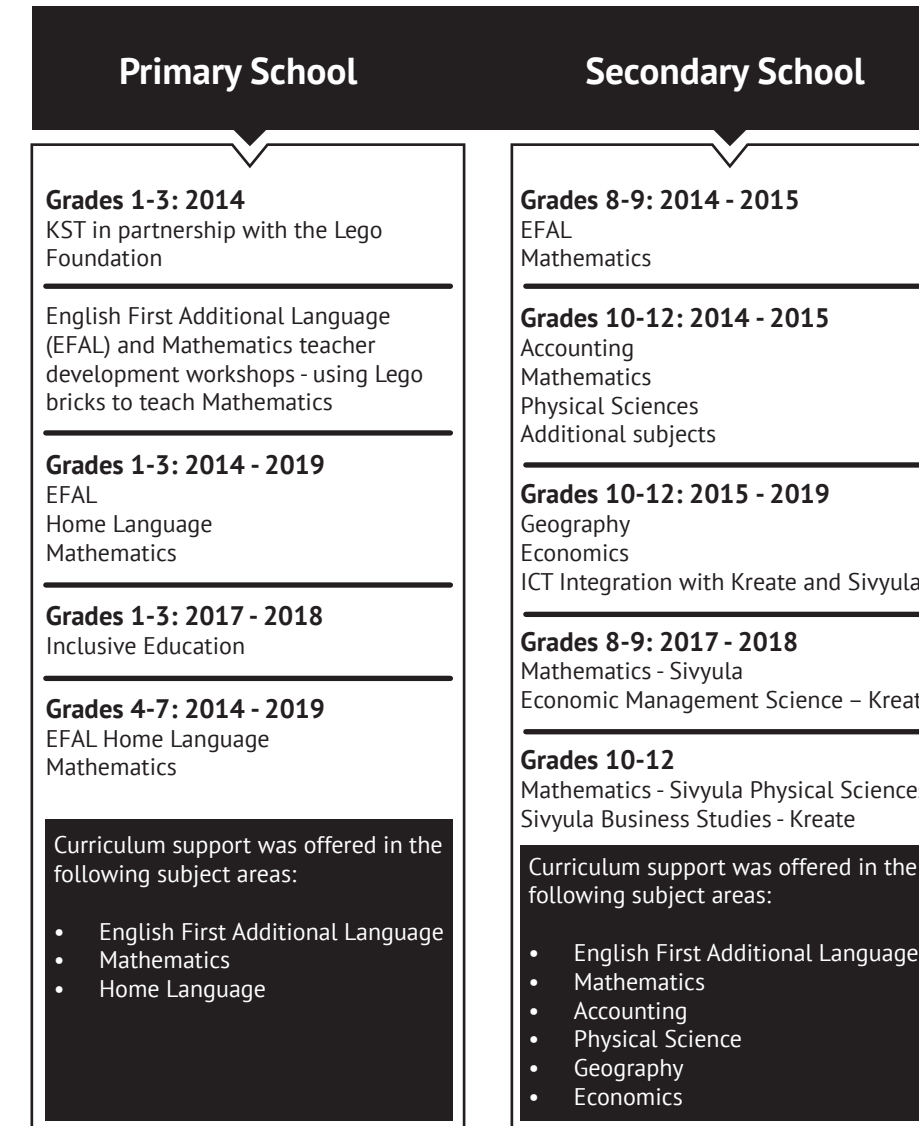
REMEDIAL LEARNING

The curriculum programme also looked at ways to empower educators to better support learners with learning barriers. Some of these barriers include poor eyesight or hearing, lack of focus (including ADHD) and remedial challenges such as dyslexia and slower learning abilities. To address these challenges KST worked with School Based Support Teams (SBSTs), SMTs and Remedial and Foundation Phase teachers, helping them to create an enabling environment for teaching and learning for children with learning barriers.

CURRICULUM IMPLEMENTATION MODEL



CURRICULUM INTERVENTIONS AT SCHOOL LEVEL



BUILDING INCLUSIVE SCHOOLS

The DBE has an inclusive education policy which has been a strategic priority for the past 12 years. However, there are significant challenges which hamper the effective implementation of this policy.

One of these challenges is the lack of knowledge when it comes to identifying and teaching learners with barriers. In addition, there is a lack of capacity building and training for educators. Research shows that children have a better chance of overcoming learning barriers before the age of nine. In 2017, KST introduced an inclusive education support programme in 36 primary schools in Motheo.

The programme focused on teachers in the Foundation Phase, SBST and SMT. Through Inclusive Education South Africa, teachers were taught about different learning barriers, given tools to support learners and encouraged to develop remedial programmes to assist learners overcome their barriers to learning.

“ I have come to the realisation that I need to come to the level of learners, especially those with barriers to learning. As much as I focus on those who grasp quickly, I need to be patient with those with barriers to learning. ”

Educator after attending the IESA Workshop

A VARIETY OF CURRICULUM INTERVENTIONS



SPRING SCHOOL PROGRAMME

This programme took place in September 2019 and focused on interventions in Physical Science and Mathematics. Many learners who attended this programme had previously failed these subjects and were unmotivated. The programme instilled a renewed sense of hope and purpose, encouraging the learners to persevere.

34 Schools
117 Teachers

7 230 Learners



MATH LAB DAY - GEO-GEBRA APP

KST appointed mentors to work in 25 schools requiring additional support. These mentors offered in-classroom support, and co-teaching on topics that educators found particularly challenging. Mentors shared new content knowledge as well as teaching methodologies. They used the Geo-Gebra App to help teachers improve their pedagogy skills. The mentor-driven programme provided insight to KST as to why learners have poor outcomes in Mathematics and Science and what the various contextual factors are.

62 Schools
119 Teachers



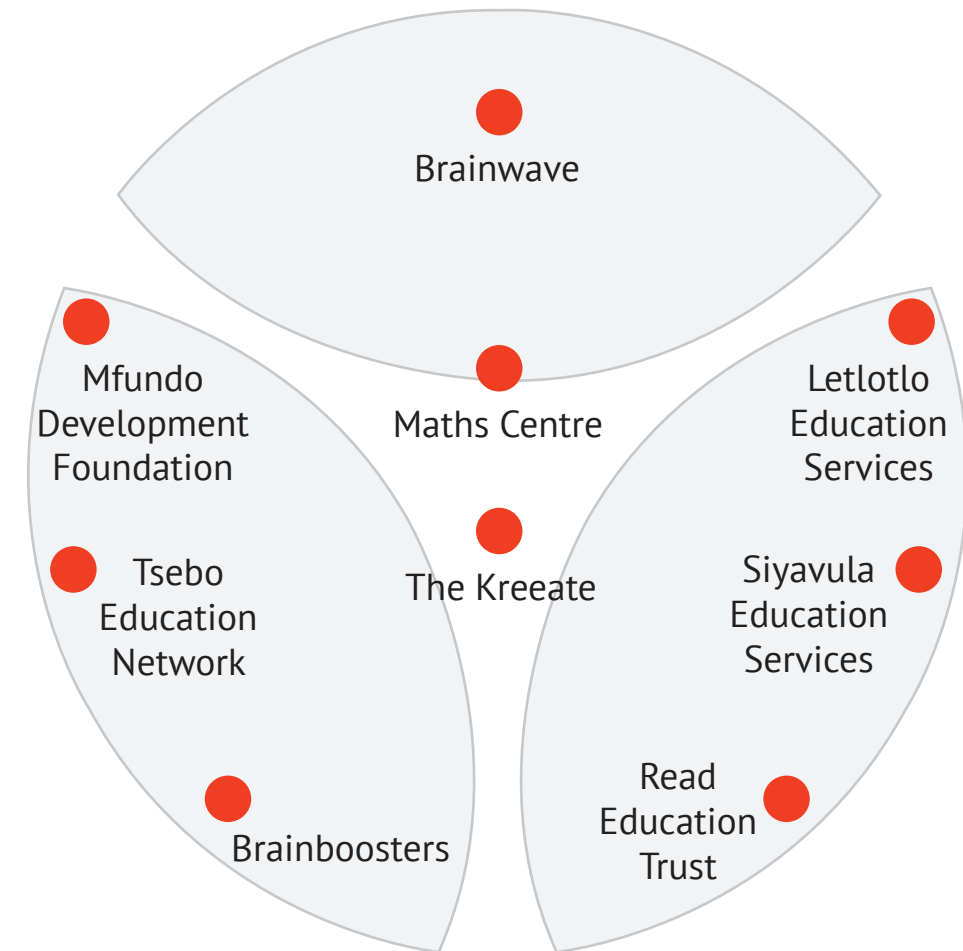
MOTHEO'S LAST PUSH PROGRAMME

KST contributed to the Motheo district's Last Push Camp to provide targeted academic support for progressed learners. The programme included learners from schools in Botshabelo and Thaba 'Nchu. The programme focused on Mathematics, Science, Economics, Accounting and Geography.

18 Schools
1 282 Teachers



KST'S CURRICULUM - COLLABORATION NETWORK



REAP BURSARIES

The Rural Education Access Programme (REAP) has offered bursaries to nine 2017 matriculants from KST project schools in Motheo. These learners are currently studying at the University of the Free State and Central University of Technology.



I am proud to be among the top 10 best learners in Grade 12, to have represented Free State in the National Debating Competition in 2014, to have excelled in Matric and to be studying law at UFS.

Tlotliso Moloi



As a boy from a place with few opportunities I believe I have to live a life of purpose. I am proud to be studying a Bachelor of Construction in Quantity Surveying at CUT.

Lebohang Salomane



I am proud that I am the first child in my family to go to university. I am proud to be studying a Bachelor of Science in Environmental Health at CUT.

Trevor Moletsane



LEAD EDUCATOR DEVELOPMENT PROGRAMME

437

Lead Educators developed of which 341 are from primary schools and 96 from secondary schools across the two districts



Capacitating Lead Educators became a critical part of the DWSD's curriculum development programme. It is fundamental to the sustainability of KST's efforts. Lead Educators were capacitated and supported to be responsible for continuing educator development through peer learning groups at school and cluster levels, encourage collaboration between schools and clusters, and continually improving educational outcomes.

The programme has been particularly successful in:

- Identifying gaps in curriculum requirements
- Articulating challenges faced by educators
- Conducting effective mathematics peer learning groups
- Effective management of PLCs in line with the DBE's vision

Key achievements:

- Improved ability to develop broad and balanced lesson plans addressing the diverse needs of learners
- The ability to adapt learning styles to suit different learner abilities
- The ability to challenge learners and provide stronger learning opportunities for those learners with high potential
- The facilitation of own workshops and cluster-based subject forums



ICT PROGRAMME

300

Schools participated

8

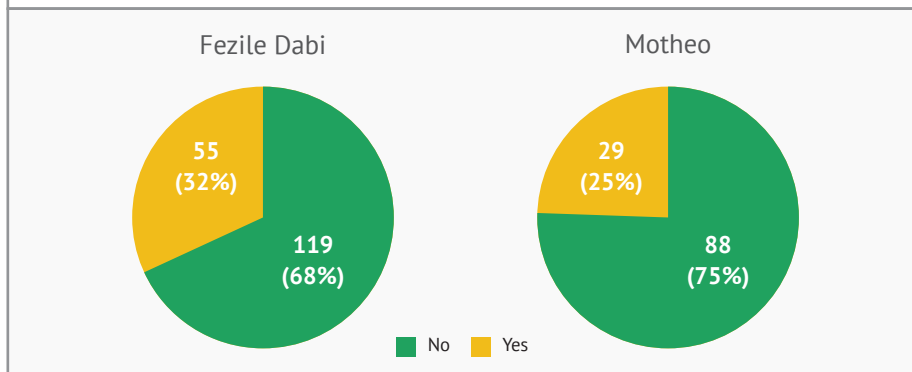
Schools with fully integrated ICT infrastructure and programmes (based on the BCIP ICT survey)



Black Child Its Possible (BCIP) was appointed in 2019 to conduct an ICT survey of ICT resources, e-maturity and e-readiness of 300 schools in the Fezile Dabi and Motheo districts.

Only eight schools were identified to have a fully integrated ICT programme where e-learning was taking place. The analysis provided KST with the insight to develop fit-for-purpose programmes.

A KEY FINDING: SCHOOLS WITH COMPUTER LABS



A surprising number of schools have computer labs. However, because labs were built at different stages by different stakeholders, their design and functionality varies greatly. It will be easier for KST to upgrade or build new labs if construction and equipment is standardised. Where there are functioning computer labs, there is very little access for learners, both during school time and after school for research, homework or additional online learning. The labs are locked after school because there is no one to supervise activities in the lab.

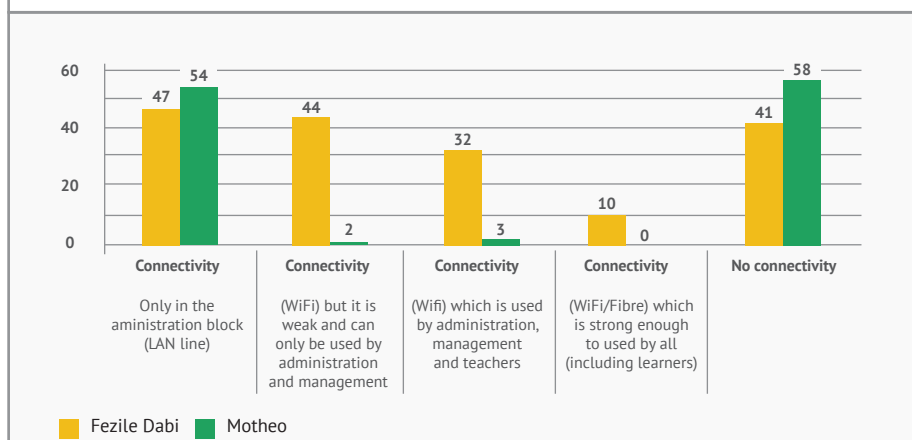
FURTHER FINDINGS FROM THE ICT SURVEY

- Most connectivity is restricted to the administration blocks where the teachers could also have access to digital content.
- In very few instances are the learners allowed to access the internet or connect their personal devices.
- Most schools carry the cost of their own connectivity.
- Very few schools have strong, dependable, uncapped and unthrottled connection. Some schools reported topping up with data often when it runs out before month end, or they buy data only when SA SAMS information needs to be uploaded.

Phethisang Makhethe is a learner from HTS Sasolburg, a KST school in the Fezile Dabi District in the Free State Province. Makhethe is very optimistic about the future but feels more can be done to support young people both at high school and university level. Makhethe would like to study Digital Systems. "I would like to study even further and not rush into the working environment, because I feel getting my qualifications first is the best thing to do. It is all about the effort youth put in. If you put in a lot of effort the results will show." Digital technology will assist African economies to grow and become sustainable, even though there are many challenges that face the continent such as high levels of poverty, inequality, unemployment, ethical leadership and governance. South Africa is not immune from these challenges.



MOTHEO – CONNECTIVITY LANDSCAPE SHOWING ACTUAL NUMBERS OF SCHOOLS



FURTHER FINDINGS FROM THE ICT SURVEY

The Secondary School Mentor Support Programme used a blended approach where mentors conducted remote meetings to support educators. KST mentors, together with educators were training Grade 12 learners on how to use digital devices to access information and prepare for exams.

A comprehensive ICT programme was implemented in 16 pilot schools in 2021.

The training focused on how to use remote platforms for teaching and learning, including:

- An offline ICT solution
- Appreciating the available technologies, apps, web platforms and ICT solutions available for education
- Learning how to use ICT tools to make education more engaging, motivating, and innovative
- Learning how to use ICT tools for a more effective and engaging classroom experience
- Learning how to create engaging and interactive multimedia content and presentations
- Learning how to digitally assess learners' and educators' understanding in real time

LESSONS

The FSDoE was focused on the National Senior Certificate results given the intense competition in the country, and as a result, pressed KST to offer more substantive support and direct learner engagements for matric learners. KST's strategic intention was to prioritise interventions at the lower grades in its efforts to address cumulative gaps in a learner's school journey. The organisation should have maintained this focus more strongly.

The KST programme must be conscious of and speak to national and provincial frameworks in the education landscape, including the National Development Plan, Action Plan of the DBE and relevant Sustainable Development Goals. This ongoing contextualisation is critical to KST's alignment with national and provincial policies.

Incentivising and recognising Lead Educators within the system is a powerful way to encourage and sustain peer learning and the professional growth of teachers.

Academic achievement should always be balanced with an equal focus being given to other pathways including vocational (50% practical), and occupational (75% practical).

KST service providers were not allowed to test or observe teachers in the classroom. This hindered the ability of KST to effectively track the growth and development of teachers, and the extent to which their teaching practices have substantively improved.

Learner success at Matric level depends on investment in the lower grades to help reduce the effects of cumulative gaps and the negative effects of the progression policy.

Activity-based contracting allows for a needs-focused and a more targeted approach to delivery but is limited in that it only focuses on the gap identified and doesn't take a holistic approach.

What we can improve on:

Prioritise lower grades in secondary schools such as Grades 9, 10 and 11 to better prepare learners for success in Grade 12.

Intensify interventions at the primary school levels (numeracy and literacy) to address and close cumulative gaps.

Ensure that KST has regular engagement with relevant resource experts to speak to the frameworks, guidelines and processes that they need to be aware of in order to ensure programmes are rooted in contextual and policy reality.

Encourage the department to introduce a system of recognition, reward and support for Lead Educators to help drive professional teacher development in the workplace as a norm.

Consider improvement interventions in the vocational and occupational pathways so as to reach these learners as well.

Better engagement with teacher unions to allow KST access to the classroom in the interests of teacher development and learner success. Because KST's access to classroom was limited, there was insufficient data from observing teachers. This information would enable KST to better assess improvements in teaching and knowledge gain and the effectiveness of the programme.

Improve contract management and target longer term contracts to ensure continuity and more effective systematic change (such as in the case of leadership support).

The Covid-19 lockdown demonstrated that technology is no longer a luxury but an important component of the education ecosystem. A range of critical factors play a role in ICT integration into education. These include:

- Teacher training for curriculum delivery using technology
- Infrastructure and resources such as tablets, smart phones, digital boards and laptops
- Access to data and internet connectivity
- School security to protect ICT resources from theft and vandalism

KST, in partnership with the FSDoE, facilitated an online panel discussion where the above issues were unpacked. The session was facilitated by education expert and thought leader, Professor Mary Metcalfe.

MENTOR PROGRAMME

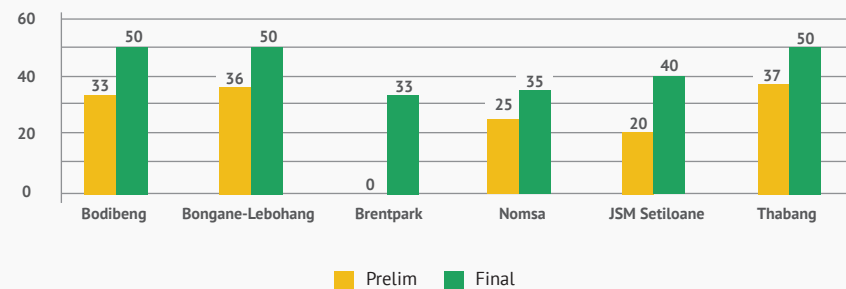
The FET Mentor Support Programme supported 25 schools in 2020 and 36 schools in 2021. This resulted in an overall average improvement of 12% in the NSC results. The programme used a blended approach that included in-person and virtual sessions. This helped to save the Grade 12 academic year, despite the challenges presented by the Covid-19 pandemic.

The mentor programme helped to develop educator capacity in curriculum knowledge. The most noticeable impact of this programme was evident in the transfer of knowledge to the department officials of the FSDoE. Mentors monitored curriculum coverage and ensured that learner outcomes improved. All educators supported had covered the curriculum according to the Annual Teaching Plans. Learner outcomes for grades 10, 11 and 12 improved as demonstrated in the result analysis.

MATHEMATICS

Schools that received increased support after poor Prelim results

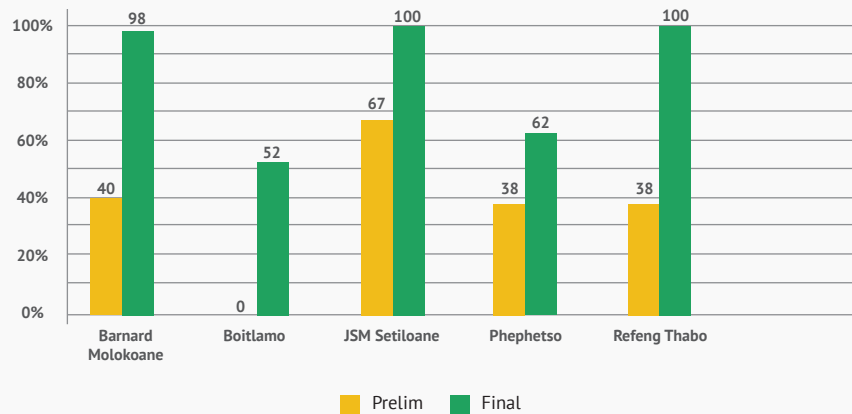
Schools that performed poorly in Prelim Exams vs Final Exams



PHYSICAL SCIENCE

Schools that received increased support after poor Prelim results

Schools that performed poorly in Prelim Exams vs Final Exams



“Motheo has achieved a pass rate over 82% for the past five years. Many of our province’s top performing learners come from KST programme schools and a key success factor has been the FET Mentor Support Programme.”

Mr Moloi,
Motheo District Director

REMEMBERING THE MOST VULNERABLE – KEEPING FARM SCHOOLS IN THE LOOP

88

Farm schools supported in the Fezile Dabi district

KST is committed to support the most vulnerable communities in the Free State through its work with farm schools or public schools on private property (PSPP). PSPP schools supported by KST were all located in Fezile Dabi district and, in 2017, 88 schools were supported.

It was recognised from the onset that PSPP schools would only be able to receive limited support. Because these schools were built on private property for the children of farm labourers, infrastructure development was not a possibility. However, given the harsh social conditions faced by many farm labourers and the scarce resources available, KST made an effort to ensure that farm schools participated in the ETWs and received curriculum development support from trainers qualified in multigrade teaching.

Multigrade teaching refers to teaching learners of different ages, grades and abilities in the same group or class, and is a common characteristic of farm schools in remote areas. KST’s support focused on classroom management, collaborative learning, using differentiated instructions and assessments, and the flexibility of the teacher. The last farm schools supported were in 2017 and focus shifted to primary schools since most farm schools were closing.

ACHIEVEMENTS

UNDERSTANDING THE TREND

2014:

The change in the national curriculum to Curriculum Assessment Policy Statements (CAPS) and the reintroduction of Geometry to the FET Mathematics curriculum, results in a decline in results.

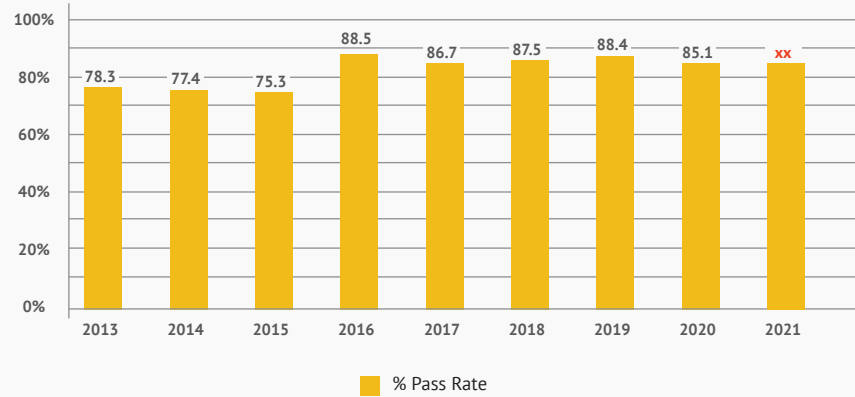
2015:

The Motheo and Fezile Dabi districts registered the highest number of progressed learners to sit for the NSC, which resulted in the pass rate remaining static.

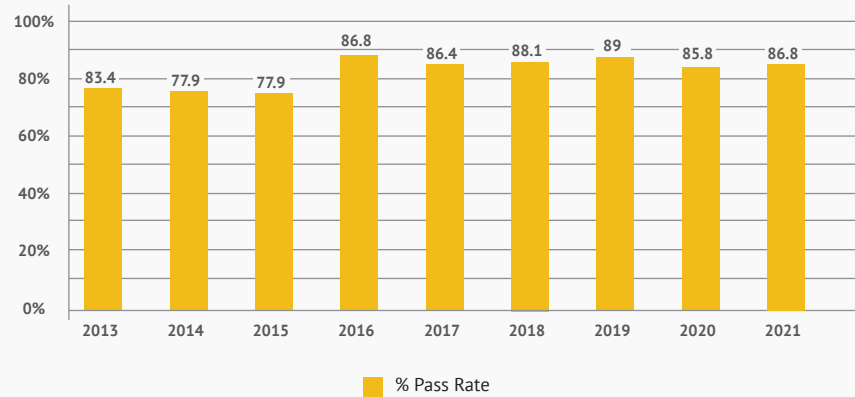
2016 and 2017:

The Free State recorded the highest matric pass rate nationally. This success is reflected in the pass rates of the Motheo and Fezile Dabi pass rates.

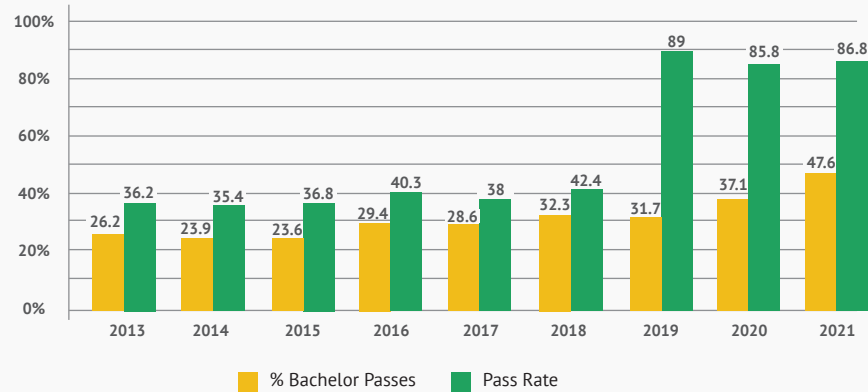
2013 - 2021 AVERAGE MATRIC PERFORMANCE IN THE FREE STATE



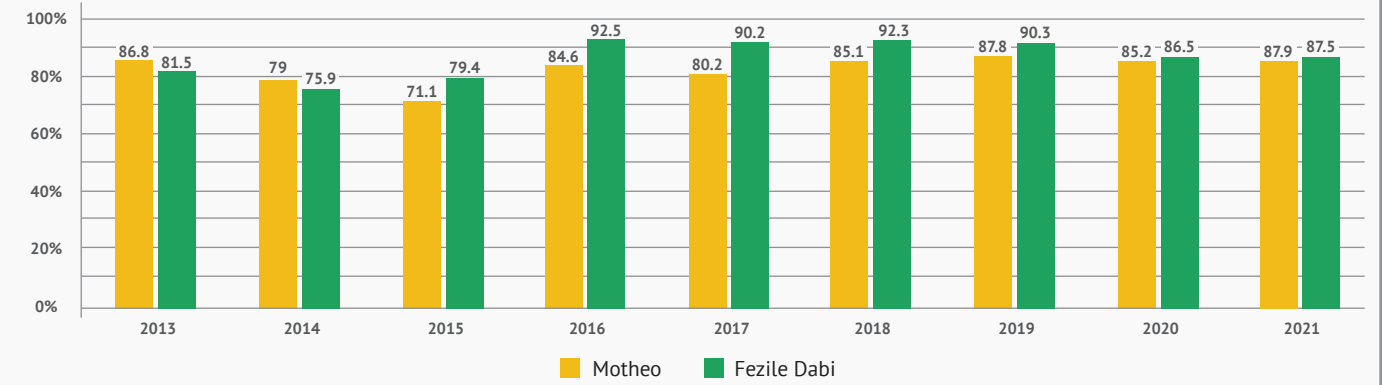
2013 - 2021 AVERAGE MATRIC PERFORMANCE OF KST PROJECT SCHOOLS



2013 - 2021 AVERAGE QUALITY OF MATRIC PERFORMANCE OF KST PROJECT SCHOOLS



2013 - 2021 DISTRICT PERFORMANCE: MOTHEO AND FEZILE DABI



The Fezile Dabi Class of 2018 achieved 92.3% pass rate, an improvement of 2.1% from 90.2% in 2017, making it the top performing district nationally for the second consecutive year.

The Free State Province attained an 87.5% pass rate: an increase of 1.4% from 86.1% in 2017, placing the province at the number two position nationally.

KEY ACHIEVEMENTS AT PRIMARY SCHOOL LEVEL

Academic Performance

- Grade 3 English First Additional Language (EFAL) performance improved from 58% in 2013 to 62% in 2020
- The grade 6 Mathematics results improved from 73% in 2013 to 86% in 2020

Lead Educators

Lead Educators continue to support teachers at school level and cluster level, in addition to jointly delivering Intersen Phase (grades 4 – 7) Mathematics teacher development workshops in collaboration with Subject Advisors.

School-based cluster forums

KST hosted 1 055 school-based forums and 597 cluster-based forums from 2015 to 2019.



For primary schools, the strategies included the provision and utilisation of core reading resources to support the reading programmes, transitioning from 'learning to read' in grades R to 3 to 'reading to learn' in grades 4 to 6, and the establishment of English and African Languages Associations. The challenges relate to English as the language of learning and teaching (LOLT). The National Development Plan (NDP) stipulates that learners' home language should be used as a medium of instruction for longer while introducing English earlier in the foundation phase.

LESSONS

All mathematics improvement interventions must begin with Algebra as Algebra is an important conceptual part of maths that most learners struggle with.

Schools must reshuffle teachers in grade 12 to avoid teacher comfort and complacency that leads to poor growth over time.

Teachers must complete item analysis after exams. When this doesn't happen it leads to repeated mistakes and no feedback to learners.

Parental meetings are valuable in garnering support for interventions that are experiencing poor attendance.

It is very important that interventions begin before the second term to ensure positive results in the mid-year exams. Many learners start getting despondent if they perform badly in the June exams and may even give up.

Poor performing schools must be monitored closely from the beginning of the year and supported accordingly.

Parental involvement is critical and must be encouraged. If there is poor parental involvement at home learning is compromised and learners are not motivated.

Teacher movement has been identified as a huge challenge which cannot be controlled by the programme. Schools need assistance to manage the challenge and minimise its impact, through the formation of PLCs and plans for the induction of new teachers.

What we can improve on:

Ensure that revision sessions run in parallel to grade 12 syllabus since about 70% of the work in grade 12 is based on grade 11 work.

All schools must include a revision session in grade 12 that covers grade 11 content, with a focus on Algebra. Out of all learners who fail exams, most of them have challenges in Algebra.

Interventions must look at sharing important concepts and identifying common teaching mistakes which educators can immediately apply in their classrooms.

Explore Youth Banks as an approach to get learners involved in school improvement. Youth Banks are a Community Chest initiative where learners raise funds (which are matched by the Community Chest) and invest in a school improvement project.

Develop parent community engagement strategies, plans and budgets.

INFRASTRUCTURE



KST aims to create effective and functional schools with creative spaces for children to experience the joy of learning and fulfil their educational potential.

KST's infrastructure model was one of the most successful elements of DWSD, which delivered built infrastructure at costs much lower than what government could typically build for.

The infrastructure programme focused on delivering a range of infrastructure projects at both primary and high schools. The projects include building new facilities, renovating existing ones and upgrading school security. The programme prioritises school ownership and accountability for infrastructure maintenance and makes use of community volunteer labour and local SMMEs.

This community-based infrastructure model aims to empower small community businesses and provide temporary employment opportunities to school parents and the local community.

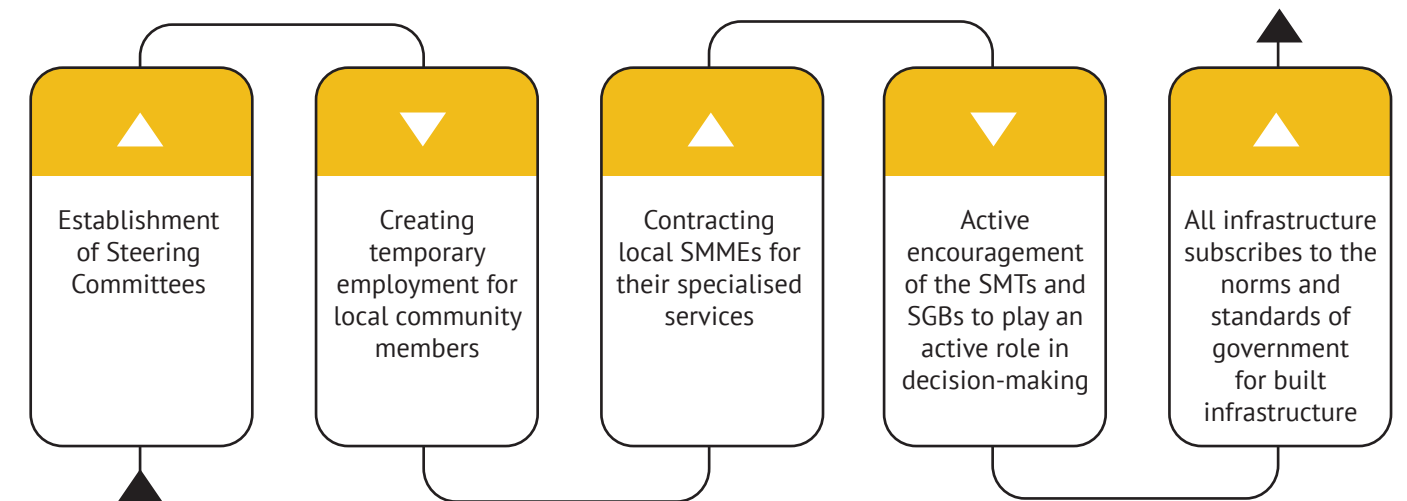
On the outset, KST drew a distinction between basic and incentive infrastructure.

Basic infrastructure refers to the building or renovation of facilities such as ablution blocks, classrooms, perimeter fencing and provision of desks and chairs.

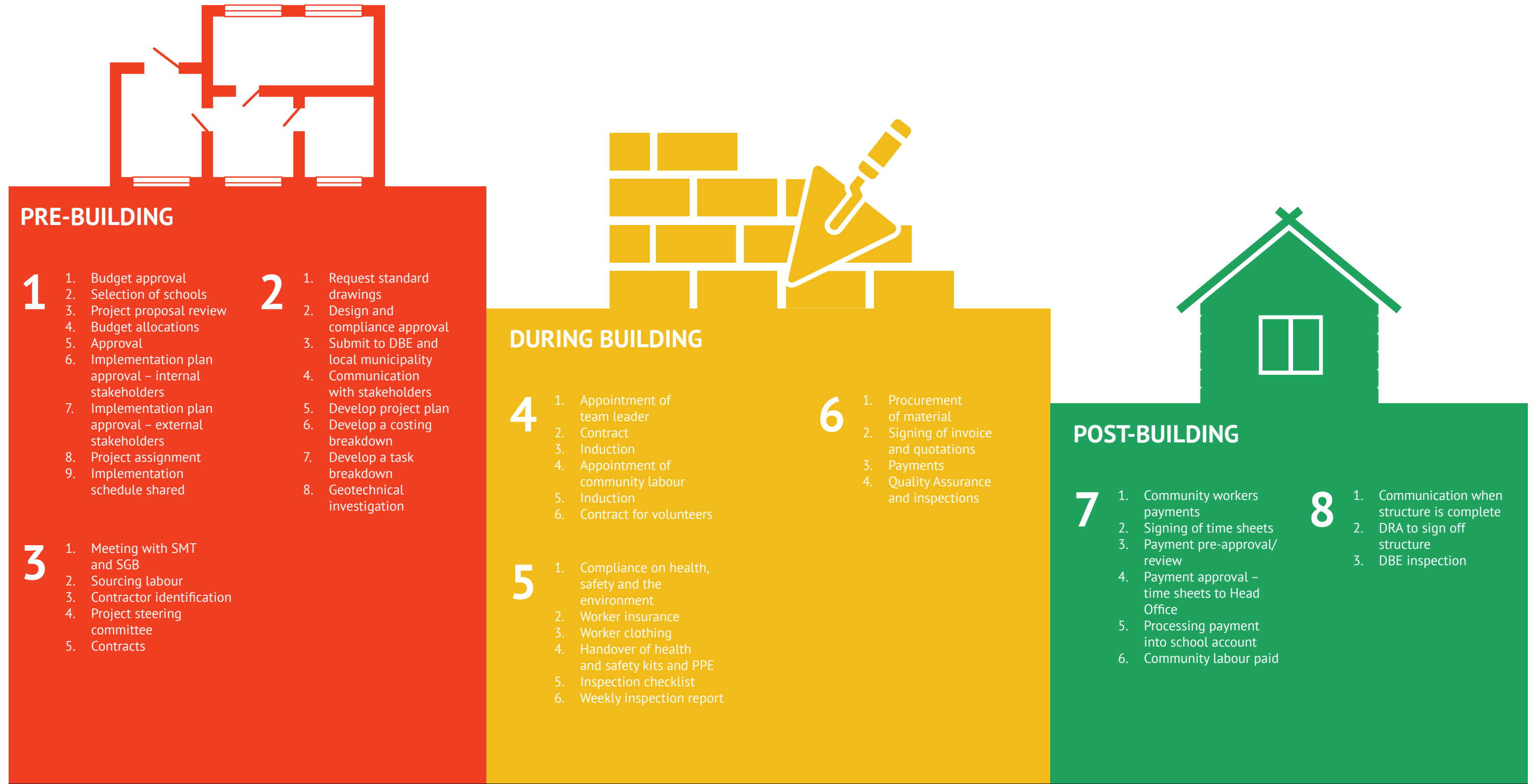
All KST project schools received basic infrastructure where it was required and where it wasn't already being provided by government.

Incentive infrastructure refers to building projects that were awarded to schools that had exceeded performance targets set by the FSDoE. These projects included the building of facilities such as science and mathematics laboratories, libraries, computer centers, multi-media centers, sports fields and combination courts for tennis, basketball and netball. School halls were not included in KST's list of infrastructure projects as these had been prioritized by the FSDoE.

KEY FEATURES OF THE MODEL:



EIGHT STAGES



PRE-BUILDING

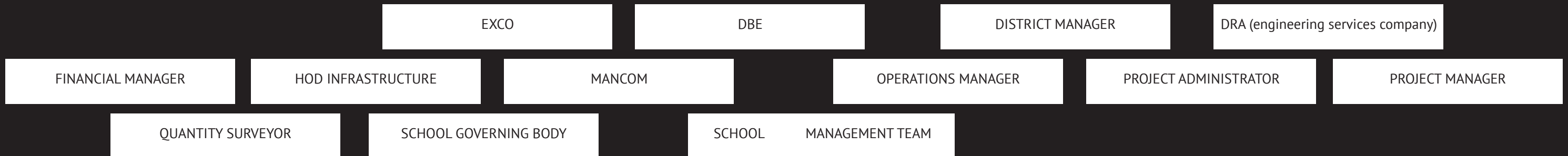
- 1**
 1. Budget approval
 2. Selection of schools
 3. Project proposal review
 4. Budget allocations
 5. Approval
 6. Implementation plan approval – internal stakeholders
 7. Implementation plan approval – external stakeholders
 8. Project assignment
 9. Implementation schedule shared
- 2**
 1. Request standard drawings
 2. Design and compliance approval
 3. Submit to DBE and local municipality
 4. Communication with stakeholders
 5. Develop project plan
 6. Develop a costing breakdown
 7. Develop a task breakdown
 8. Geotechnical investigation
- 3**
 1. Meeting with SMT and SGB
 2. Sourcing labour
 3. Contractor identification
 4. Project steering committee
 5. Contracts

DURING BUILDING

- 4**
 1. Appointment of team leader
 2. Contract
 3. Induction
 4. Appointment of community labour
 5. Induction
 6. Contract for volunteers
- 5**
 1. Compliance on health, safety and the environment
 2. Worker insurance
 3. Worker clothing
 4. Handover of health and safety kits and PPE
 5. Inspection checklist
 6. Weekly inspection report
- 6**
 1. Procurement of material
 2. Signing of invoice and quotations
 3. Payments
 4. Quality Assurance and inspections

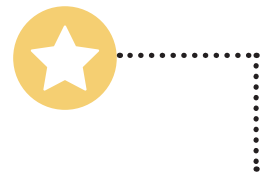
POST-BUILDING

- 7**
 1. Community workers payments
 2. Signing of time sheets
 3. Payment pre-approval/ review
 4. Payment approval – time sheets to Head Office
 5. Processing payment into school account
 6. Community labour paid
- 8**
 1. Communication when structure is complete
 2. DRA to sign off structure
 3. DBE inspection



The Project Steering Committee (PSC) is a decision-making body representing the teachers, parents and the community. It consists of three SGB members, three SMT members and the KST Programme Manager (PM). The school principal is a key member of this committee, and they are generally tasked with oversight and financial stewardship of the programme. The PM is responsible for ensuring that these meetings take place regularly.

The PSC plays a recruitment, oversight and advisory role during the infrastructure process. The approach is important to encouraging local ownership by school and community, recognising the limitations of KST as an 'outsider' and appreciating that some of the roles can best be served by the school itself. KST understands the importance of having the relevant stakeholder buy-in and not simply dictating terms.



KST's infrastructure teams work closely with the curriculum team to properly resource libraries, media centres and science laboratories.

CASE STUDY: PHULENG PRIMARY SCHOOL IN KROONSTAD

De Beers Group, through the De Beers Fund, partnered with the FSDoE and KST to invest R27 million in the construction of a new school in the community of Maokeng in Kroonstad.

The construction of Phuleng Primary School falls under the De Beers Group Voorspoed Mine's Rural School Development Programme, that developed a working partnership with the FSDoE by addressing infrastructure needs for local schools. Through this investment, De Beers Group aims to leave a positive impact on schools surrounding its operations in the Free State.

The De Beers Fund contributed R15 million for the school's construction, while the FSDoE contributed R10 million. The infrastructure development and overall project delivery was managed by KST.

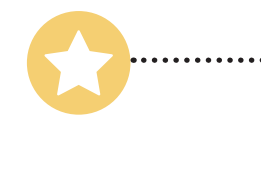
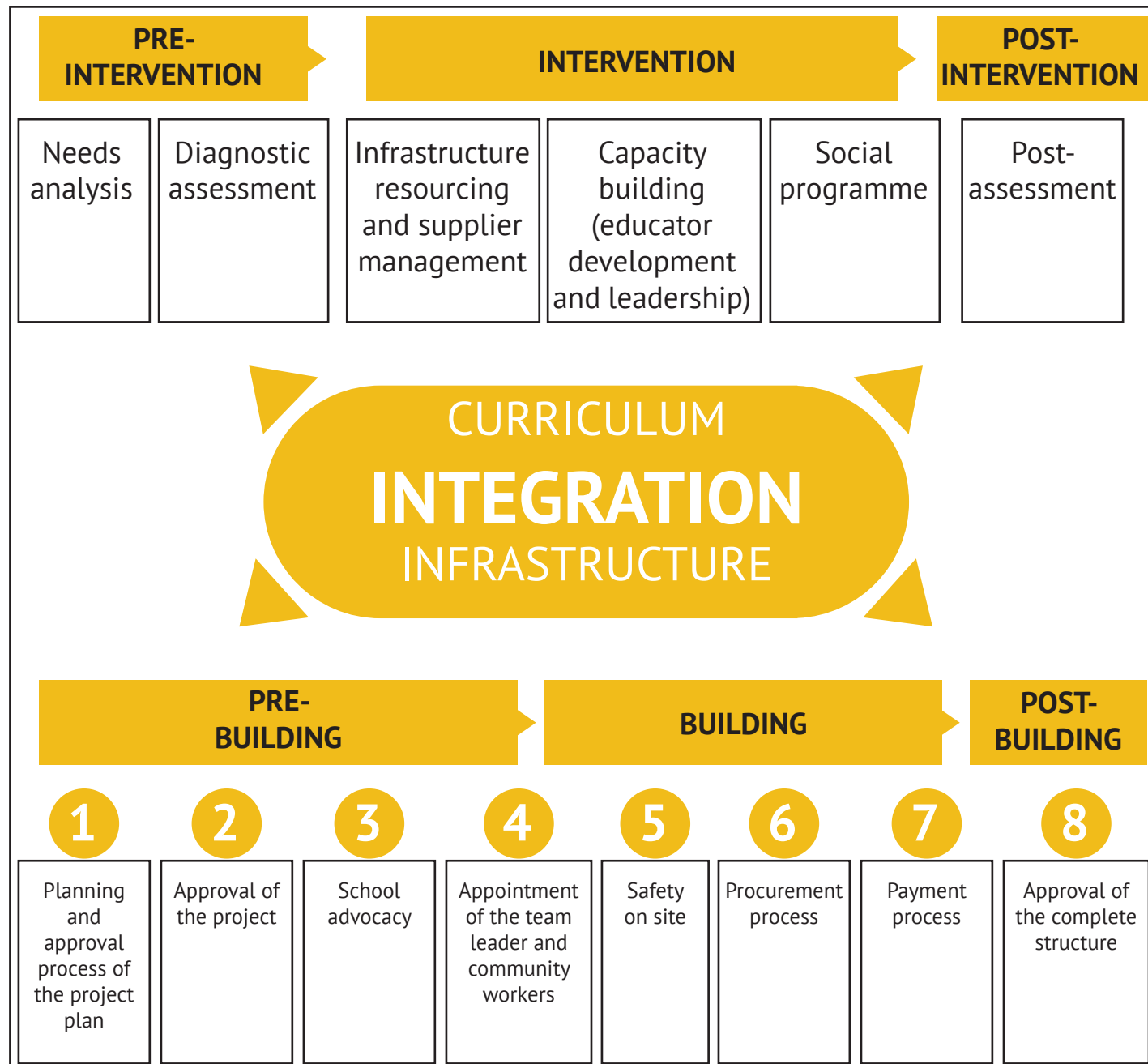
The newly built school, which caters for about 850 learners, comprises of a Grade R facility and a primary school which includes Foundation and Intermediate Phases, a media center, a nutrition center, a covered walkway and security fencing.

The primary section boasts 20 new classrooms and 17 ablution facilities, while the Grade R section has three new classrooms, a play area, ablution facilities, and sports facilities.

PRIMARY SCHOOLS THAT LOST OUT ON INCENTIVE INFRASTRUCTURE

In May 2017, Basic Education Minister, Angie Motshekga, announced that the Annual National Assessment (ANA) was to be replaced with the National Integrated Assessment Framework. The ANA's drew the ire of teacher trade unions because according to them, it placed a burden on teachers and its results were used to name and shame schools and teachers. The removal of ANA was political, mainly pushed by the unions as ANA results exposed teachers and schools for not delivering as they should.

This meant that KST had no externally moderated assessment for primary schools, such as the matric results, that could be used to objectively award incentive-based infrastructure. In the absence of externally moderated results, the risk of subjective decision-making was too high for KST. Therefore, no incentive infrastructure such as libraries, computer labs, resourcing of existing Maths Labs, mobile unit libraries and mobile unit science labs could be awarded.



It has been rewarding to provide new and refurbished infrastructure using community labour that contributes to job creation and supports local SMMEs

JAPANESE EMBASSY SUPPORTS KST SCHOOLS

The collaboration between the Embassy of Japan and KST resulted in four classrooms being built at Mpolokeng Primary School in Botshabelo. These were officially handed over to the school on 13 March 2018.



Publication: Bloemfontein Courant
Date: Thursday, April 12, 2018
Page: 7



Four extra classrooms were built to make the learning environment easier for both learners and teachers.

Japanese Embassy invests in Free State school

The Japanese Embassy in South Africa has invested in the Mpolokeng Primary School in Botshabelo.

The overcrowding of classrooms in South Africa's public schools creates a disadvantage for both teaching and learning.

In private schools the educator learner ratio is between one educator for every 15 or 25 learners. Private schools still only make up less than 5% of all schools in South Africa, with just over 500 000 learners enrolled out of a total learner population of 12.4 million.

According to the Education Statistics 2013 report, the learner ratio should ideally be 30 learners per teacher, 480 learners per school, and 16 teachers per school.

Data from the United Nations Educational, Scientific and Cultural Organisation (UNESCO) Institute of Statistics on Pupil

Teacher Ratio (PTR) in primary schools shows an average of PTR in 2015 was 23.4:1 globally and made a comparison with BRICS countries which showed that in China it was at 16.3:1, 20.9:1 in Brazil, 19.8:1 in Russia and 33.6:1 in South Africa.

Limited classroom infrastructure was addressed to improve teaching and learning in the school. This prompted a partnership between Kagiso Shanduka Trust and the Embassy of Japan in South Africa to collaborate and build four classrooms at R1.2 million, which were unveiled recently. The educator learner ratio before the four classrooms were built was 1:53 and it now sits at 1:44 and this has brought much needed alleviation for a conducive learning environment.

The Ambassador of Japan in South Africa, Shigeyuki Hiroki, said "We are delighted to have contributed

to address the challenge of classroom capacity in the school and wish educators and learners well in the 2018 academic year. We are looking forward to more collaborations with KST,"

MEC for the Free State Department of Education, Tate Makgoe, said, "Educators and principals play a vital role in our education system. The success of the Free State province in the 2016 and 2017 National Senior Certificate results is a true testament to this. We also need to start grooming our learners at foundation phase on the importance of maths and science and would like to see the Motheo district being the best performing district in the Free State or nationally, like Fezile Dabi. "I would like to thank the Japanese Embassy for their contribution which will go a long way towards improved results." info@bloemfonteincourant.co.za

Before

1:55

Learner to classroom ratio

After

1:43

Learner to classroom ratio



We are delighted to have contributed to address the challenge of classroom capacity in the school and wish educators and learners well in the 2018 academic year. We look forward to more collaborations with KST.

H.E Mr. Shigeyuki Hiroki,
The Ambassador of Japan
in South Africa

LESSONS

Fully engaging the SGB and the SMT is critical to the success of any infrastructure investment as this helps to define the readiness of the school and ownership by school stakeholders.

KST built facilities are not always fully functional and utilised once handed over.

The competitive costing of delivering newly built and renovated infrastructure has branded KST a low-cost service provider that is able to double the value of investments.

When incentives are promised as part of the full package offerings of KST, they need to be honored to prevent loss of motivation and disappointment.

The use of community labour on infrastructure programs is beneficial in that it upskills workers and improves their chances for future employment.

Lessons were also learned with respect to consistency and standardisation of reporting on infrastructure provisions to schools. For example, the provision of a library may be a specially designed building or simply a converted classroom with shelves and books. A decision was taken to record physical infrastructure separately from the additional resources for that particular facility (such as books, or computers).

What we can improve on:

Here are some of the ways in which KST can maintain and improve its cost-effective building approach:

- More aggressive negotiating of discounts by suppliers and engineering services
- Normalise its approach to securing community labour and local SMMEs
- Improve on designs and functionality of facilities based on national and international best practice designs
- Offer more systematic training and support to the Project Steering Committees to ensure they are more effective in their oversight roles and decision-making processes
- Make more labour and SMME networks available for schools to use in the future
- In consultation with the DBE, agree on the most objective and accountable way to incentivise primary schools such as the Common Task Tests

SOCIAL DEVELOPMENT



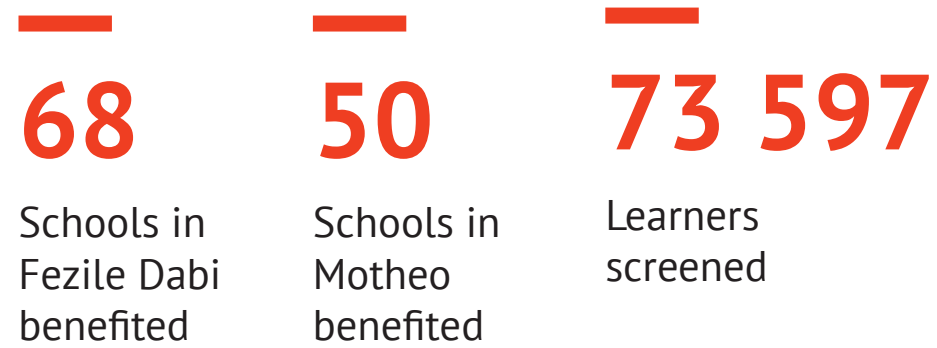
KST's social development programme primarily focused on eyesight testing for primary school learners but projects also extended to collaborations on Safe Parks and Dignity Days.

KST invested in eyesight screening training for educators and Department Officials, building long-term capacity.

EYESIGHT TESTING

KST conducted eyesight testing for primary school learners as part of DWSD. This formed part of the larger social development package aimed at offsetting some of the challenges facing learners in disadvantaged communities and households. Learners who required prescription spectacles received them free of charge, while others who were in need of more in-depth medical assistance by eye specialists, were referred to healthcare facilities.

KST collaborated with the Department of Health who provided the services of Community Health Workers, trained in eyesight screening. Educators and department officials were also trained in eyesight screening as part of the programme's sustainability plan.



Prior to receiving spectacles, learners spoke of itchy, red, painful or watery eyes. Many spoke of being unable to see the chalkboard clearly. In some instances, learners had been prescribed spectacles in the past but had not been tested in a while. All learners indicated that these physical discomforts had disappeared after receiving the spectacles. One learner said they felt "beautiful" after receiving their spectacles.





DIGNITY DAYS

KST wanted to ensure that young people understand the five principles of dignity:

- Adignified life means an opportunity to fulfil one's potential, which is based on having a human level of health care, education, income and security.
- Dignity means having the freedom to make decisions on one's life and to be met with respect for this right.
- Dignity should be the basic guiding principle for all actions.
- Ultimately, our own dignity is interdependent with the dignity of others.

To this end, and as part of our co-curriculum interventions, KST partnered with the FSDoE in hosting two Dignity Day events (one in each district). Targeting both boy and girl learners in Grades 5 – 7, this initiative provided learners with sanitary pads, deodorants and soaps. In addition, KST collaborated with local primary health-care nurses and youth who facilitated talks on topical subjects such as dignity, self-respect, ambition and self-love.



6
Schools benefited

694
Girl learners benefited

737
Boy learners benefited

SAFE PARKS

KST welcomed the launch of the Thari Programme, an initiative of the Cyril Ramaphosa Foundation, in eight of its project primary schools in Botshabelo.

Thari is a multi-sectoral model that is inclusive, free from violence, academically effective, gender sensitive and promotes health and well-being which provides for vulnerable children, youth and women. The first Safe Park, which was launched at Reetenseng Primary School, provides a range of structured recreational and developmental activities that keep children occupied and safe before and after school, and during breaks. The park is open during school holidays, weekends and public holidays. Activities on offer include homework supervision, remedial, academic and reading programmes, screening for abuse, structured recreation and play activities.

Botshabelo was chosen as the ideal environment for the launch of the Safe Park. With an unemployment rate of nearly 40%, the township is plagued by crime and violence that disproportionately affect vulnerable women and children. Substance abuse and teenage pregnancy are rife, and many learners come from child – headed households. KST had full confidence that Thari's collaborative approach to ensuring the safety of women and children significantly improved the protection of children in community.



LESSONS

The socio-economic and contextual realities facing learners and their families cannot be ignored in the teaching and learning transaction.

There is a direct correlation between negative contextual threats and effects, and learner wellbeing and performance.

A longitudinal study demonstrated that learner performance was compromised where there is threat, lack of safety, no transport etc.

Evidence is growing with reference to learner suicide attempts, prostitution, pregnancy, rape and other incidence of cultural intolerance and violations of rights in KST schools.

A research study into KST's visual support programme showed that adding small additional resources can lead to marked improvements in uptake: For example, the provision of strings and cases for glasses made learners less concerned about breaking their glasses and therefore made more use of them.

This study also found that prescription letters given to parents for future use, so that they could obtain replacement spectacles, were not actioned. The programme needed to follow up on all referrals and prescriptions, to ensure uptake. Learners must be linked to specific service providers who could report as to whether the referrals and prescriptions had been taken up.

LEADERSHIP



LEADERSHIP INTERVENTIONS

One of the most important lessons KST learnt early on was that a bigger focus needed to be placed on leadership development. Although the ETWs addressed leadership, there was a need for a more rigorous, in-depth and long-term leadership development programme. Reflections in 2014, revealed that all components of the DWSD are affected by the degree of effective school and district leadership. In turn, the quality of leadership has a significant influence on the effectiveness and quality of programme implementation and ultimately school results.

KST embarked on a dedicated leadership development programme in 2015, and contracted Landelani Leadership Development to work with members of SMTs, SGBs and learner councils in 25 schools in the Motheo district. Fair Exchange was contracted to implement the programme in Fezile Dabi. Columba Leadership was appointed to focus on learner leadership in both districts. The leadership programme focused largely on mentoring and coaching skills and providing the tools to enhance quality leadership and cohesion.

The programme was particularly successful with regards to personal development. Many SMT members acknowledged the support they received from their coaches. In addition, Columba Leadership reported a number of successes among learners including:

- Learners adhering to the no-cell phone policy at the school
- Learners wearing the correct school uniforms
- Significant reduction in incidents of smoking on the school premises
- Decrease in late coming and bunking of classes
- Learners offering to take charge of cleaning the library and packing books
- Learners taking full responsibility for the cleaning of ablution facilities
- Learners initiating and taking part in school gardening projects

However, despite these pockets of positive change, the general performance of the schools that took part in the leadership programmes was disappointing. This prompted in-depth and reflective discussions on the relationship between leadership and curriculum development, and the extent to which the leadership programme was geared to influence and ultimately improve academic results. As a result, the leadership development focus shifted to an instructional leadership programme.

Instructional leadership assists in improving learner performance by helping school and district leadership to set clear goals, manage curriculum delivery, monitor lesson plans and allocate resources effectively. It is based on the belief that effective instructional leaders are intensely involved in curriculum delivery and other issues that directly impact learner achievement.

The Instructional Leadership Programme was introduced in 2018.



JUNIOR COMMUNITY CHESS

Generation @ graduates are selected to participate in LUSA's entrepreneurial component, the Junior Community Chess Programme. This programme teaches project management skills, fundraising skills and communication skills. Learners identify projects that will impact their schools and raise the required funding to implement these projects. KST provided matched funding up to R10 000 per project.



LEARNERS TAKE ACTION

Part of the learner leadership programme included learner-initiated projects that addressed challenges that learners identified in their schools and communities.

Phomello Primary School learners raised R10 000 to buy new school uniforms for needy learners and to refurbish their classrooms with a fresh coat of paint.



Refengkgotso Primary School raised the necessary funds to fix all the broken windows and doors in their school, which would keep their classrooms warmer during the winter months.



Gugulethu Primary School raised enough money to buy 30 dictionaries and much needed stationary for the Grade 5, 6 and 7 learners.



Lovedale Primary School's biggest challenge was access to clean water. Learners raised R1 000 and purchased 10 water tanks – one for each classroom in their school.



INSTRUCTIONAL LEADERSHIP

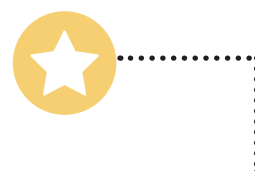
The purpose of the instructional leadership programme was to provide a system-wide change programme that provided district officials, school management teams and department heads with training needed for professional, supportive conversations about curriculum coverage based on evidence. This was done so that problems of curriculum coverage could be easily identified and solved, and learning outcomes improved. The programme was implemented for primary schools (grades 1-7), building routines and patterns of support within schools (between the teachers and the SMT) and between the schools (and the district) that will have long-term and cumulative impacts on learning outcomes.

Curriculum coverage is not only defined as what educators teach, but how learners conduct independent research and what additional resources they access. The mentor and Lead Educator programmes were key to supporting the instructional leadership programme. Mentors were required to monitor curriculum coverage for the educators and ensure that learner outcomes improve. All educators supported had covered the curriculum according to the Annual Teaching Plan (ATP).

The item and error analysis that was completed by educators because of the support they received from mentors, provided evidence of curriculum coverage problems. Mentors were invited to attend instructional leadership workshops to get a better understanding of the role they should play in the instructional leadership programme.

The programme focused on ensuring positive learning outcomes in the following areas: teacher development, management and leadership, district development and learner development. The instructional leadership programme focuses on multiple learning outcomes and demonstrated that instructional leadership is a multi-faceted approach rather than one dimensional.

Targets achieved	2018	2019	2020	2021	Totals
Number of leadership training seats filled	258	575	348	229	1410
Number of SMT participant seats filled	N/A	701	777	1582	3060
Number of SMT members reached through coaching	N/A	541	590	353	1484
Number of seats filled for CM training	13	152	45	24	234
Number of Subject Advisors trained	115	234	134	165	648



The PILO Theory of Change starts with an end in mind, that is; “aiming at achieving a functional and equal education system that requires working out urgent improvement of learning outcomes through in-depth improvement of curriculum coverage.”

Implementation of the instructional leadership programme was guided by the following principles:

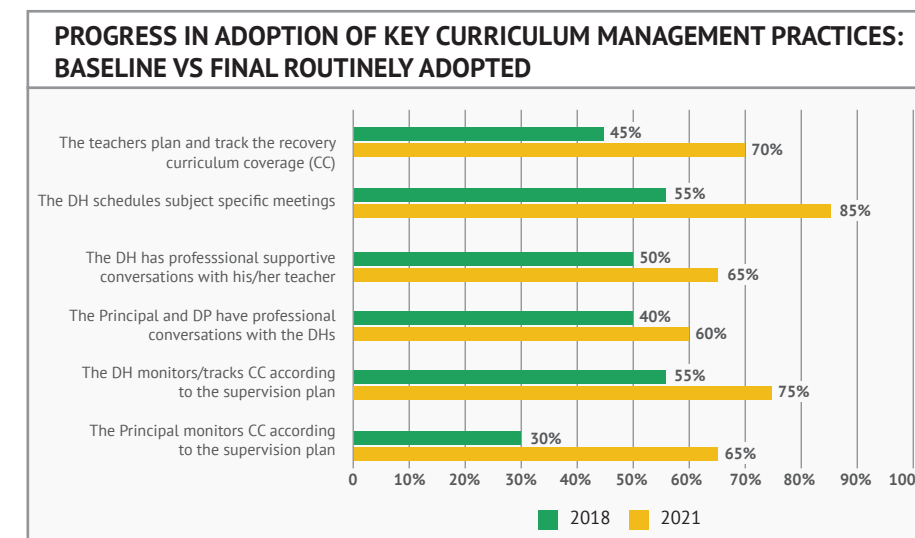
- A focus on the instructional core – teaching and learning
- Working within policy and system realities
- Developing change agents
- Replicability at scale
- Location of responsibility where it will be retained and sustained
- Involvement of a wide range of stakeholders in supporting what happens in core classroom practices
- Monitoring, reporting and responding

Circuit Managers and Subject Advisors were brought together to reflect and determine their role in supporting schools to effectively deliver the curriculum, and how they could better lead and manage curriculum coverage to ensure positive learning outcomes. In both Fezile Dabi and Motheo Districts, there was acknowledgement of the tendency to work in silos, something that all circuit managers and subject advisors acknowledged as a hindering factor in achieving curriculum coverage.

The second phase of the programme focused on building professional relationships between all stakeholders. These relationships were built on the practice of professional, collaborative, supportive conversations to resolve identifiable curriculum coverage problems and develop clear ways of resolving them timeously.

The programme used collaborative sessions to reflect on existing tools and their adaptation and continuous practiced the principles of monitoring, reporting, and responding (MRR).

Circuit Managers and Subject Advisors worked together to strengthen the programmes MRR methodology. This created aligned practices, backed by collaborative and professional stakeholder engagements.



MANAGING COVID-19 IN SCHOOLS

In response to the Covid-19 pandemic, the districts set up Rapid Response Teams to manage the effects of pandemic (and related lockdowns) on schools. The biggest concerns these team received were those of anxiety and fear related to Covid-19. The District Director requested support from PILO to deal with some of these issues and to provide support to SMTs and educators. While Subject Advisors were providing intensive teaching, they were confronted with the need to not only support curriculum coverage but to also provide psychosocial support. In response, PILO provided several workshops with the district teams on a toolkit called = Leading and Learning in Uncertain Times. The training was focused on different sectors within the district, including Subject Advisors (FET and Foundation Phase), and the Education and Development Support Team.

The district reported that the PILO toolkit was an extremely practical source of support. Four workshops were held across both districts. A total of 107 participants attended.

The training used a model that outlines different zones: the fear zone, the learning zone and the growth zone. It helped participants identify where they were on the model using a voting model called “dotmocracy” – use of dots to vote. Before participants get to vote, their fears and hopes were tabulated to connect their zones to how they felt to be working during the time of the pandemic.

During 2020, Motheo experienced a number of Covid-19 related deaths in the district and school leadership. PILO brought in a trained industrial psychologist to conduct grief sessions which was greatly appreciated. All the work with Motheo and Fezile Dabi was recontextualized to deal with the reality of Covid-19.



LESSONS

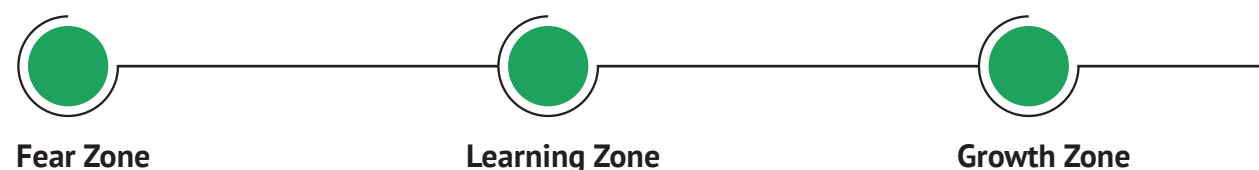
The success of the model must be measured by an improvement in learning outcomes. Improvements in features of district or school management, however necessary and useful, must demonstrably result in more effective teaching and learning.

Interventions must be firmly aligned to Government’s existing priorities and plans, if the model is to be replicated in the system. All interventions must be embedded in department practices and in subsequent budgets.

A broad alliance of stakeholders, led by Government, is necessary to ignite and sustain change in the education sector. Influence (to make decisions and drive change) must be distributed across the school, district, and provincial levels of the system, and where the different centers of influence maintain alignment to shared purpose and urgency, the greater the possibility of success.

There must be an appreciation of data-driven problem solving with the collection and use of data that can be monitored. This applies to the school, the district and the province. The goal of using data for monitoring and reporting is to enable the SMT to respond to challenges faced by teachers, and districts to respond to school needs on a differentiated basis.

The intention is for Government to implement. Therefore, the strategy has always been to drive the campaign from inside the DBE, build internal capacity and ensure that the DBE assumes full responsibility for the implementation and sustainability of the programme.



Fear Zone

- I grab food, toilet paper and medications that I don't need
- I spread emotions related to fear and anger
- I complain frequently
- I forward all messages I receive
- I get mad easily

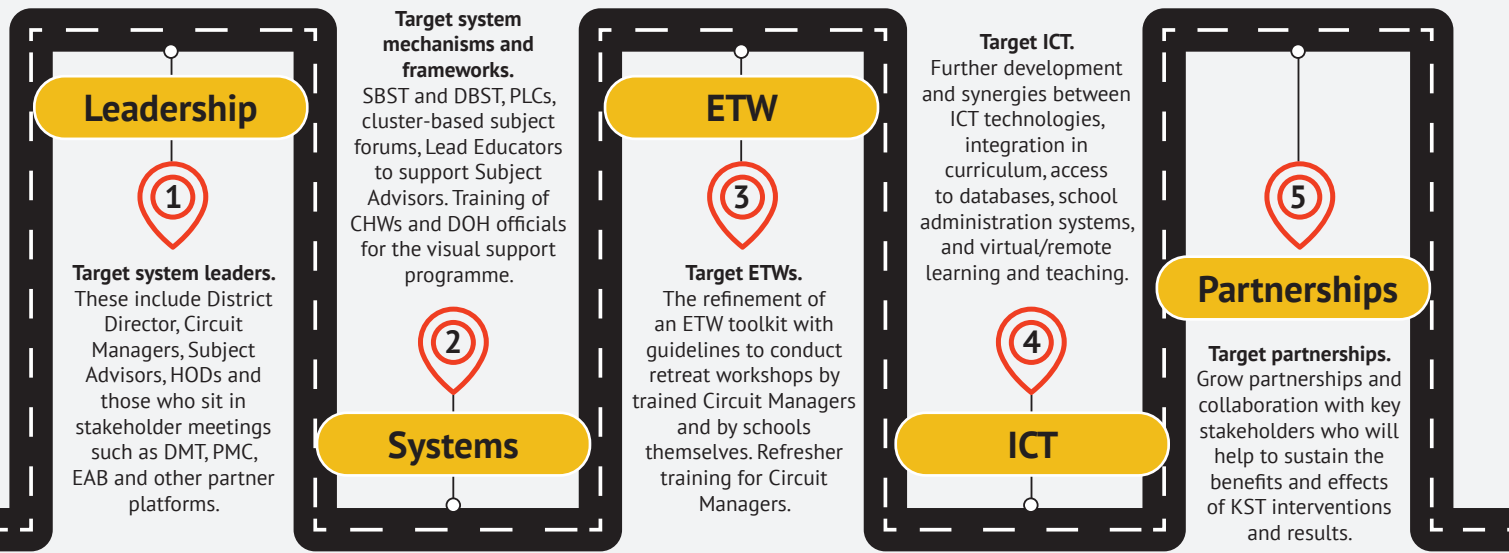
Learning Zone

- I start to give up what I can't control
- I stop compulsively consuming what hurts me, from food to news
- I identify my emotions
- I become aware of the situation and think how to act
- I evaluate information before spreading something false
- I recognize that we are all trying to do our best

Growth Zone

- I think of others and see how to help them
- I make my talents available to those who need them
- I live in the present and focus on the future
- I am empathetic with myself and with others
- I thank and appreciate others
- I keep a happy emotional state and spread hope
- I look for a way to adapt to new changes
- I practice quietude, patience, relationships and creativity

SUSTAINABILITY ROADMAP



KST's sustainability strategy aims to ensure the programme benefits are maintained long after its involvement.

EXIT STRATEGY

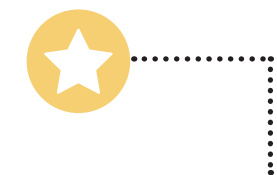
KST defines their exit strategy as a plan that details how the programme intends to withdraw its resources while ensuring that the programme objectives are not jeopardized, and that progress towards these objectives will continue without further funding or support from the organisation. In this context, exiting is not considered a single, sudden event. Rather it is a series of steps in a programmatic journey that allows for a gradual, phased departure from programmes and projects. Therefore, KST's exit strategy has been an intrinsic part of the project planning cycle. KST has been implementing its sustainability roadmap for over two years prior to exiting.

KST defined three important phases in its exit process, allowing for the implementation of its roadmap imperatives that speak to targeting system leaders, systems and frameworks, ETWs, ICT and partnerships, across the phases.

Phase down: This is the start of the exit process and refers to the gradual reduction of programme activities, focusing on capacities and mechanisms that sustain programme benefits. During this phase, resource investments are progressively reduced across the programme as KST focuses on its sustainability measures.

Phase over: This phase is about the transfer of responsibility for programme implementation to another entity – this could be the school itself, the district office, a fellow department (e.g., Health, SAPS), an NGO or other. Phase over is where most of the exit strategy work happened in ensuring that all the sustainability elements and mechanisms are in place.

Phase out: In this phase KST withdraws completely based on the confidence that sustainability strategy has been implemented. This is supported by a coherent and proven DWSD model with the requisite close-out reports and agreements to allow KST to monitor progress and draw lessons for two or more years after phasing out.



Phase over processes included:

Transformation (ETW) processes ensuring the continuation of district and school retreats (including support to schools by circuit managers trained to manage ETW processes)

Built infrastructure system including permanent facilities, maintenance and care, and a model of cost efficiencies in building, use of local labor and SMMEs, tracking of usage, functionality and resourcing

PLCs, subject forums and Lead Educators that help to institutionalise teacher development

Partnerships and networks that district offices and schools use to improve the quality of learning and teaching

Transfer of skills at local levels such as CCGs, community labor

Lead Educator programme which involves teachers who mentor and support others

Learner leadership support by NGOs that specialise in this area of work

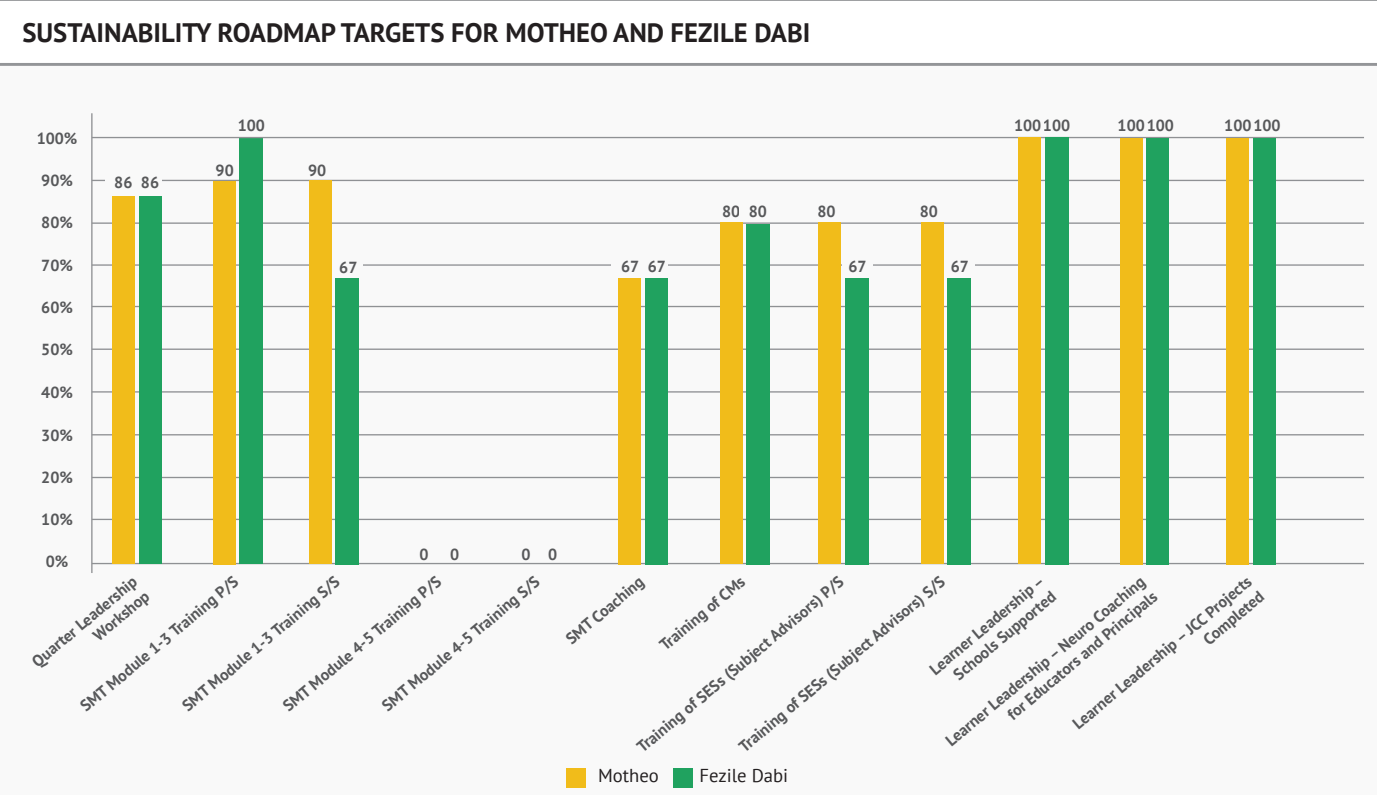
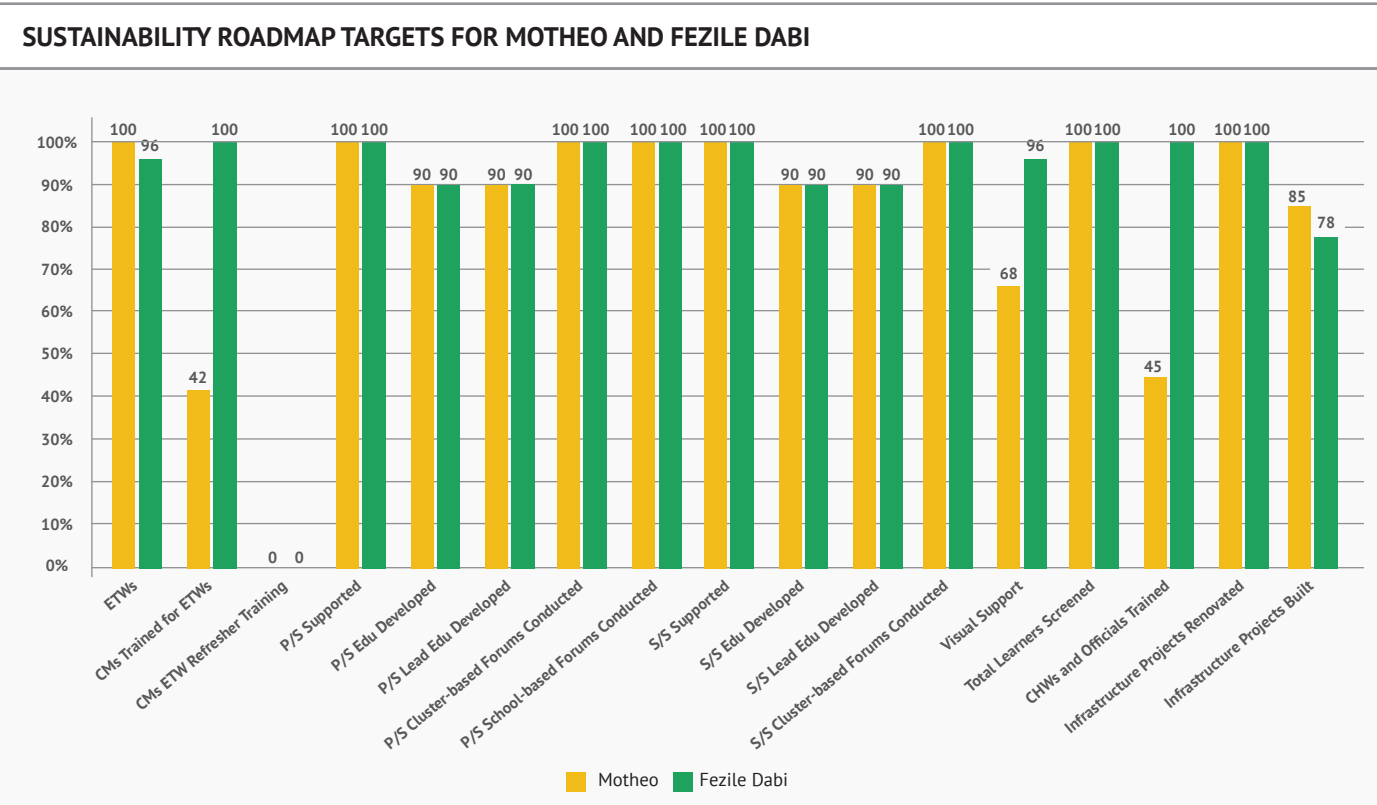
Instructional leadership of system leaders able to ensure optimal curriculum coverage

Packaged and illustrated District Whole School Development Model that is replicable and scalable

SUSTAINABILITY TARGETS

The graph below indicates that KST reached most of its targets.

The emphasis was placed on Circuit Manager training and completing all the outstanding infrastructure projects. KST has remained true to its sustainability roadmap and plans and has substantially delivered against most indicators and targets in time for the final phase-out process, that represents the full withdrawal from the province.



LESSONS ON SUSTAINABILITY

The scale of work required to transform schools is significant and FSDoE will always appreciate support and innovation from private partners.

Notwithstanding KST's interventions and efforts, the following areas will always require ongoing support by private partners:

- Educator development where partners bring innovation, creative solutions-based thinking, resource materials and new training methodologies, and mentorship programmes.
- ICT interventions and programmes that facilitate teaching and learning, database management and school administration. Most schools require significant investment to get the required infrastructure in place in order to take full advantage of available technology.
- Social programmes driven by NGOs and Civil Society Organisations who can intervene in specialist areas of social development. The scale of social needs relative to the resources and capabilities of schools is significant.

What we can improve on:

National and provincial advocacy campaigns centered on the efficacy and potential of the DWSD model are needed to promote the uptake of district-wide, holistic interventions that leverage private-public partnerships.

National and provincial conferences could demonstrate and institutionalise pedagogical approaches that address cumulative gaps across grades and phases, the integration of ICT in teaching and learning and a national educator peer learning programme driven by Lead Educators.

A collaboration plan with the NECT and other's key role players to blend the models of district and school improvement in the effort to standardise and scale-up efforts across the country.

The adoption of a partnership model that encourages public and private sector investment. This includes partnerships at local, provincial and national levels to help address the social challenges facing schools and learners.

A push for national adoption of the KST infrastructure model that delivers good quality, cost effective infrastructure that creates employment and facilitates community ownership in school development.

COVID-19 IMPACT



South African schools have faced numerous disruptions in the past. Service delivery protests have caused many interruptions in various parts of the country. Those most affected are typically poverty-stricken communities, and these interruptions often result in inadequate coverage of the national curriculum.

While the disruptions caused by the Covid-19 pandemic and lockdowns, have impacted every learner throughout the country, regardless of socio-economic background, learners from the poorest parts of the country were the hardest hit.

KST offered different types of support to schools and district offices. This includes:

Province:

Joint planning on scenarios (e.g., staggered opening of schools), and digital literacy for system leaders in the use of IT to manage schools.

Districts:

Joint planning, digital literacy, leadership development and capacity building of systems leaders to monitor and support a blended learning approach.

School Management Teams:

Instructional leadership that included managing risk of infection at school, supporting teachers in the management of a revised curriculum, support on psychosocial issues and effective parent engagement.

Teachers:

Equipping teachers with digital skills to use various platforms for teaching and learning, neuro-coaching for both teachers and SBSTs to provide psychosocial support to teachers, and equipping teachers to handle unusual behaviour among learners and dealing with these in the classroom.



The impacts of disrupted education since the start of the Covid-19 pandemic have been devastating, resulting in learners having fallen behind by almost a full academic year.

MONITORING AND EVALUATION FRAMEWORK

The Monitoring and Evaluation function was managed by an external service provider during the first few years of the KST programme, after which the function was fully institutionalised. A number of quantitative and qualitative success indicators were developed. However, the programme was inclined to report more on the quantitative indicators, given departmental pressure to demonstrate progression and success from a statistical point of view.

The business plan indicators and theory of change were the beacons that drove delivery and reporting and were given expression through templates that guided reporting at the district level. Other platforms that reflected on data and progression were the DMT, PMC and EAB meetings where targets were discussed and set, ensuring alignment of KST targets with that of the FSDoE. At all KST EXCO and Trustee meetings, data was also rigorously interrogated to constantly assess progress against agreed success indicators.

At one stage questions were raised about the over-reliance on service provider data and reporting, and that KST needed to gather its own intelligence with respect to evidence of change and progress.

In this regard, a series of research and data gathering processes were initiated that included independently testing perceptions of beneficiary schools and district officials, research as to the efficacy of service provider interventions such as eyesight testing and the supply of spectacles, investigation as to why certain schools' NSC performances dropped in a given year and a host of other inquiries.

A longitudinal study was initiated that tracked learners over a five-year period, providing intimate insight as to the impacts of socio-economic contextual pressures on the households and how these manifested in the classroom. The study also extended to the families of the learners and to their respective schools where not only social pressures and dysfunctions were identified, but also the challenge that facilities handed over to schools, were often not used as intended or rendered inaccessible to learners, for fear of vandalism.

All reports by district offices and those submitted to higher accountability bodies within the KST structure, needed to map and demonstrate progress through effective interpretation of data. This included KST having access to the SA SAMS system for selected access to data.

A series of data indicator statements called for quantitative analyses with limited reflection on qualitative data, other than what the targeted research and perceptions studies delivered.

Given inconsistencies often with respect to data and the querying of data sources, KST initiated a database development process to regulate data capture and processing, designed to legitimate and help validate all data reports.

INDICATOR STATEMENTS THAT GUIDED MONITORING AND REPORTING

- Matric performance thresholds (95% pass rate with 40% bachelor passes),
- Level 4 average in Maths, Science, Accounting, Economics and Geography per subject per school and district per annum for the other FET grades
- Common task tests and exams performance thresholds (65% of learners achieve pass of 50%) - 65% of learners achieving 50% in literacy, numeracy and science tests in exit grades
- Pre and post tests for learners (improvement demonstrated in service provider tests by a margin of at least 10%)
- Learner progression targets by percentage, per subject of intervention per school per district
- School-based examination results across the grades to reflect progression targets by percentage, per subject of intervention, per school, per district
- Percentage on the uptake of gateway subjects disaggregated by gender
- Percentage improvement over baseline for progressed learners, percentage improved performance of progressed learners per subject, per school per district
- Retention rates of learners within schools and at key exit points per school and per district
- Movement of learners between levels by percentage and number – progression targets
- Attendance rates by teachers of training workshops per school, subject and cluster – processed from attendance registers
- The number of master teachers in the project schools, extent of participation in district initiatives and PLC's
- Teacher content knowledge improvement by percentage (pre and post), ability of educators to produce work plans, lesson plans and assessment plans – service provider reports
- The attrition rates of teachers by percentage on an annual basis – service provider reports
- Curriculum coverage by percentage, quality and quantity of learner assessments
- Percentage of the distributed teaching and learning material to support schools – service provider reports
- Number of empowerment workshops and meetings that help to positively influence the district system - Empowerment and Transformation team reports

MIDTERM REVIEW OF THE KST: HIGH-LEVEL FINDINGS

COMMISSIONING OF THE STUDY



AFFIRMATION

The primary finding and conclusion of the study reflected that the DWSD programme had made an important contribution to education development in South Africa.

It provided an important example of an ambitious, large-scale, complex education programme based on a unique partnership and funding model. Through the DWSD programme, KST has effectively addressed challenges such as school functionality, instructional leadership, educator capacity, pedagogy and challenges related to reading and writing – all of which are common in South African schools.

The infrastructure component has demonstrated that infrastructure delivery can be implemented cost effectively, while creating employment and value. Close relationships with government, as in this case between KST and FSDoE, are critical, as well as careful planning and an emphasis on improving learner outcomes.

The DWSD model is well-positioned to address the key challenges of school for community members. The DWSD programme is comprehensive, fulfilling all the core requirements of holistic school development and with the addition of a district support, can be sustained.

The DWSD programme is also aligned to the DBE's nine areas of functionality for whole school evaluation. Further, the programme is based on an understanding of real needs at provincial, district and school level, and the overall design is appropriate given these needs.

CRITICAL FINDINGS THAT WERE SUBSEQUENTLY ADDRESSED:

Some of the more critical reflections pointed to the lack of ownership by the KST district implementation teams of the annual plans. This process is driven by head office and a more inclusive process was recommended.

Significant challenges were encountered around the late contracting of service providers, which led to the late commencement of activities in schools. This was addressed by finalising contracts in the preceding year. It was noted that only secondary schools were able to benefit from incentive infrastructure since the Annual National Assessments (ANA) were stopped in 2016. An alternative performance metric to reward primary schools was debated at length but never finalised.

KST has a sustainability plan which was explicit, but at the time, was not well-publicised. The premise of the plan is that if the DWSD strategies were properly implemented then sustainability is assured. However, to date there did not appear to have been dedicated effort on the part of the FSDoE to respond with its own sustainability strategies at provincial and district levels.

Finally, the socio-economic needs in the communities surrounding KST schools are enormous. The socio-economic support initiatives implemented as part of the DWSD programme are relevant, but not sufficient. An encouraging highlight was that the programme included learner-focused socio-economic support, when many whole school development programmes do not.

LONGITUDINAL STUDY

The KST longitudinal study took place from 2015 to 2018, with 2019 serving as the close-out year. SGS Consulting was contracted to track 16 learners in eight schools in the Motheo and Fezile Dabi districts, from both the GET and FET phases. At its inception, the study was primarily designed to establish the extent to which the KST interventions were evident and impactful in the academic performance of the learners. It also sought to investigate the effectiveness of the direct support given to teachers. Overtime, the study evolved and revealed the dynamic interplay of contextual factors that directly and indirectly contribute to a learner's schooling experience, and by extension, how these factors contribute to the learner's ability to perform academically.

This study was viewed as necessary to identify the more specific details around the impact of the KST programme. KST also sought to understand and document these changes using an in-depth analysis of the different aspects of the KST intervention. The process of the longitudinal study allowed for an opportunity to tell the personal stories of learners, offer insight into their environment and how it affects their academic progression that would have otherwise been overlooked. It was also designed to give insight into the workings of the KST programme at a very fundamental level where the whole person was considered and KST received insights into how home and social circumstances impacted learning.

The longitudinal study has been a great instrument through which we have come to understand the realities and nuances of South Africa's education system. To an extent, KST support has been successful in alleviating some of the distress experienced in schools, but the intricacy of some of the issues experienced in schools warrant a far more extensive and deliberate approach whose corrective measures must address systemic inadequacies. In addition to contextual factors, what has become largely evident is that our education system consists of seriously compromised schools, and it will take interventions that exceed curriculum and infrastructure support to address the complex array of challenges.

This five-year study identified KST as a knowledgeable and experienced role player that approaches development in a purposeful manner that directly includes and interacts with the learners, teachers and system leaders. KST has the opportunity and responsibility to share its findings and learnings that can meaningfully influence the development of South Africa's education system.



A longitudinal study is an observational research method in which data is gathered from the same subjects repeatedly over a period of time. In a longitudinal cohort study, the same individuals are observed and researchers study changes over time.

Developments over time:

- **Initially started tracking 16 learners but reduced to 12 by the end of the study**
- **One learner to study Agricultural Science in Portugal**
- **Others pursued further studies - University of Cape Town (BSc), University of the Free State (Marketing), Cape Peninsula University of Technology (BEd), Central University of Technology Bloemfontein (Quantity Surveying), Central University of Technology Welkom (Agriculture)**
- **Four withdrew from studies after enrolling for various personal reasons**

LESSONS

The lack of a coherent data repository and inability to keep track of shifting metrics makes data accuracy a challenge.

Common data collection instruments and reporting templates and standard protocols for data collection and management are important and can streamline data collection and analysis processes, as well as improve the quality of data.

Many stakeholders believed the learner performance indicators were rigid and feared that they would inevitably show that districts, implementation teams and service providers were not successful. The identified indicators were not nuanced enough and were adjusted to include more qualitative indicators. Similarly, reporting moved towards reporting on what service providers were able to do and intended to achieve in the short- to medium-term as well, and to what extent they were able to do so. In this way, important gaps in indicators and reporting were identified and filled.

Dependence on service providers' secondary data was identified as a weakness and attempts made to collect data more actively (in light of the gaps identified above) and verify all available data. In addition, KST's implementation teams and service providers were encouraged to improve collection and use of programme data. All these actions can improve the quality of the data.

GOVERNANCE



The scope and complexity of the KST programme required a rigorous governance structure in order to ensure accountability for use of public and private funds. The establishment of several high-level governance structures facilitated joint decision-making, ownership and offered strategic direction to the programme.

External Advisory Board	<ul style="list-style-type: none"> Assists with strategic guidance. Meets once a year.
Board of Trustees	<ul style="list-style-type: none"> Assumes fiduciary responsibility for the Trust. Ultimately accountable and responsible for the performance of the joint venture and ensure that the work is executed efficiently and cost-effectively.
Executive Committee	<ul style="list-style-type: none"> Responsible for the implementation and performance of the programme, providing organisational direction on behalf of the Board. Also, advises the Board on decisions and business matters relating to strategy, governance, finance and risk.
Management Committee	<ul style="list-style-type: none"> Responsible for quality controls and assurance evaluation during project. Implementation, monitoring of costs and monitoring and evaluation of projects.
Audit, Risk and Finance Committee	<ul style="list-style-type: none"> Responsible for the monitoring and evaluation of the financial aspects of the programme and developing and implementing the risk management policy.
Stakeholder Engagement and Comms Committee	<ul style="list-style-type: none"> Responsible for stakeholder engagement mapping and consultation, all approved communications by KST, including social media.
Remunerations and Nominations Committee	<ul style="list-style-type: none"> Responsible for ensuring the remuneration policy is aligned with the Trust's strategy and performance goals and that employee remuneration is fair and reasonable.
Provincial Management Committee	<ul style="list-style-type: none"> This is the body that operationalises the strategic approvals from the External Advisory Board, finalises and approves implementation plans and other operations related decisions.

CONCLUSION

While this Close-out Report serves to recognise and celebrate the impact of an eight-year multi-sector investment in education delivery in the Free State, it is also an invitation to all stakeholders to closely analyse the DSWD model and the public-private contract to which it is bound. Its purpose is to share the impact of the DWSD model on improving education and building leadership capacity within the Fezile Dabi and Motheo districts.

KST is recognised as one of the country's most influential and successful public-private partnerships in the education sector. As the programme progressed, it attracted more investment and collaboration from multiple stakeholders wanting to contribute to the sustainable improvement of education delivery. Its blended financial arrangement has broken ground in the public-private partnership space and has established conditions for accountable and transparent cross-sector collaboration. In addition, KST's well-defined and carefully managed sustainability roadmap not only served as a handover to the Free State Department of Education, but is a key pillar of this holistic development model for school improvement.

Much of KST's success is attributed to the quality of the partnerships it has maintained. The Trust's partnership philosophy focused on treating partners as equals who are able to hold each other to account, in safe and trusted spaces. From the onset, KST established a learning environment, where partners worked together to trial implementation practices and consistently learn and improve. It accepted the value of both financial and non-financial resources towards achieving its desired outcomes.

The DWSD model has demonstrated proof of concept with clear evidence of success and the capability to be duplicated in districts across the country. This report details the investment model; the implementation model – depicting each pillar of DWSD; the theory of change; and documents a number of case studies. It explains the objectives and impact of KST's existing strategy which, during the last two years of the programme, sought to lay sustainability foundations that ensure the investments made will be upheld by the districts' and their schools.

The leadership capabilities and capacity built within provincial and district departments are testament to the value of the DWSD model. The depth and significance of the model's impact is evident in the improved school facilities, empowered and enthusiastic educators and district officials, and engaged learners who demonstrated consistent improvements in their learning results over the years.

KST encourages the DBE to consider the DWSD model as a tested district-based solution for education improvement that can be rolled out across the country. The private sector, public sector, community partners and investors are urged to partner with government and consider the blended financial arrangements that have become a hallmark of the success of the KST DWSD model.

SCHOOL PROFILES

This is a bird's-eye view of the District Whole School Development programme in action and shows the work we have undertaken in the programme schools.

FEZILE DABI DISTRICT

School Name	Empowerment and Transformation Retreats	Infrastructure Development	Leadership Development	Curriculum Development	Social Development
Fezile Dabi District					
ADELIN MEJE P/S					
AFRIKAANSE H/SKOOL KROONSTAD					
AFRIKAANSE H/SKOOL SASOLBURG					
AHA SETJHABA P/S					
AJ JACOBS P/S					
AM LEMBEDE P/S					
BARNARD MOLOKOANE S/S					
BEKEZELA P/S					
BHEKILANGA P/S					
BODIBENG S/S					
BOFULA TSHEPE P/S					
BOIKEMISETSE P/S					
BOIPHILELO S/S					
BOITEKO P/S					
BOITLAMO S/S					
BOITUMELONG P/S					
BOKANTSHO P/S					
BONGANE-LEBOHANG S/S					
BOTJHABA-TSATSIS P/S					
BRENTPARK S/S					
BRENTVALE P/S					
CEDAR S/S					
CHRIS VAN NIEKERK I/S					
DENEYSVILLE P/S					
DIBASEHOLO P/S					
DOVE P/S					
DORRINGTON MATSEPE P/S					
DR REGINALD CINGO CS/S					
DR SELLO P/S					
EDENVILLE I/S					
FALESIZWE S/S					
GUGULETHU I/S					
HEILBRON C/S					
HTS SASOLBURG					
IKETSETSENG CS/S					
IPATLELENG P/S					
ISAAC MHLAMBI P/S					
JJ KUBHEKA P/S					

School Name	Empowerment and Transformation Retreats	Infrastructure Development	Leadership Development	Curriculum Development	Social Development
Fezile Dabi District					
JOHANNES MB MAROKANE P/S					
JSM SETILOANE S/S					
KAHOBOTJHA-SAKUBUSHA S/S					
KANANELO S/S					
KATLEHO MPUMELELO S/S					
KEARABETSWE P/S					
KGABARENG S/S					
KGOLAGANO S/S					
KOPANELANG THUTO P/S					
KRAANVOËLVLAKE PF/S					
KROON P/S					
KROONHEUWEL P/S					
KROONSTAD CS/S					
KWAKWATSI S/S					
LE NOTSI S/S					
LEEUWSPRUIT P/S					
LEHUTSO P/S					
LIKUBU P/S					
LISTER SKOSANA P/S					
LOVEDALE P/S					
LUMIÈRE P/S					
MAHLABATHENG P/S					
MALAKABENG P/S					
MAOKENG P/S					
MATLWANGTLWANG S/S					
MEDUWANENG P/S					
METSIMAHOLO P/S					
METSIMATLE S/S					
MFUNDO THUTO S/S					
MOEPENG P/S					
MOHLAKENG P/S					
MOKWALLO P/S					
MOTSWELA S/S					
NAMPO AS/S					
NELSON MANDELA P/S					
NKGOPOLONG S/S					
NOMSA S/S					
NOORD/NORTH P/S					
NTHA P/S					
NTSHWEPHEPA P/S					
NTSOANATSATSI P/S					
NTSWANATSATSI P/S					
ORANJEVILLE P/S					
PARYS SKOOL S/S					
PELE-YA-PELE S/S					
PHEHELLANG S/S					
PHEPHETSO S/S					
PHIRIHADI P/S					
PHIRITONA S/S					
PHITSHANA P/S					
PHOMELLO P/S					

MOTHEO DISTRICT

School Name	Empowerment and Transformation Retreats	Infrastructure Development	Leadership Development	Curriculum Development	Social Development
Fezile Dabi District					
PHOMOLONG P/S					
PHULENG P/S					
POELANO P/S					
QALABOTJHA S/S					
REAITUMELA P/S					
REBATLA THUTO S/S					
REFENG THABO S/S					
REFENGGOTSO P/S					
REHAUHETSWE S/S					
RELEBOHILE P/S					
RENYAKALLETSE P/S					
RETSHEDISITWE S/S					
SAMUEL SEBEGO PAKI S/S					
SANDERSVILLE C/S					
SASOLBURG S/S					
SCHONKENVILLE I/S					
SEDIBA-THUTO S/S					
SEEISOVILLE P/S					
SELOGILWE P/S					
SENTRALE VOLKSKOOL					
SHS MOFUBE P/S					
SINDEKILE P/S					
STEYNSRUS C/S					
TAAIBOS P/S					
TATAISO P/S					
THABANG S/S					
THAKAMESO CS/S					
THAROLLO P/S					
THEHA SETJHABA P/S					
THUTO KE LESEDI T/S					
THUTO KE TSEBO P/S					
THUTO-KE-TSELA P/S					
TJHABA TSOHLE P/S					
TSATSI P/S					
TSEBO-ULWAZI S/S					
TSHEDISO XOLANI P/S					
TWEELING C/S					
VAALPARK ARTICON S/S					
VILLIERS C/S					
VOORWAARTS I/S					
VREDEFORT P/S					
WILGERVIER C/S					
YAKHISISWE S/S					
ZAMALEKA P/S					

School Name	Empowerment and Transformation Retreats	Infrastructure Development	Leadership Development	Curriculum Development	Social Development
Motheo District					
ALBERT MOROKA S/S					
AMOHELANG I/S					
BATJHA P/S					
BOLOKEHANG I/S					
BOTHOBAPELO P/S					
BOTSIME P/S					
CHRISTIAN LIPHOKO S/S					
DIBENGSATSEBO P/S					
DITHOLWANA P/S					
EMANG P/S					
ERESKULD P/S					
FADIMEHANG P/S					
FENYANG P/S					
GAMABETWA P/S					
GORONYANE S/S					
IKAELELO P/S					
HOHLE P/S					
KATAMELO I/S					
KEIKELAME I/S					
KGAUHO S/S					
KGORATHUTO S/S					
KHOTATHSO I/S					
KHUNE P/S					
KOBUE P/S					
LEBELO I/S					
LEFIKENG S/S					
LENYORA LA THUTO CS/S					
LEROLE P/S					
MABELA P/S					
MAHLOHONOLO I/S					
MAKGULO I/S					
MASERONA I/S					
MATELENA PF/S					
MATSITSELELE P/S					
MMAFANE P/S					
MMULAKGORO I/S					
MMUSAPELO I/S					
MODUTUNG P/S					
MOIPOLAI P/S					
MOIPONE P/S					
MOKAE P/S					
MOKITLANE P/S					
MOKOTO P/S					
MOKWENA P/S					
MOLACOANENG P/S					
MONOKOTSWAI I/S					
MORAGO P/S					
MOROKA S/S					
MOTIYANE P/S					

School Name	Empowerment and Transformation Retreats	Infrastructure Development	Leadership Development	Curriculum Development	Social Development
Motheo District					
MOTLATLA P/S			📊	📄	♥
MOTSHUMI P/S			📊		♥
MOUTLOATSI I/S	📊	📊	📊	📄	
MPATLENG S/S	📊	📊	📊	📄	
MPOLOKENG P/S	📊	📊	📊	📄	♥
NAMANYANE P/S	📊	📊	📊		♥
NGAKANTSISPOORT PF/S	📊		📊		
NKGOTHATSENG P/S		📊	📊		♥
NKHABELE P/S	📊		📊		♥
NTATELENG I/S			📊		
NTEBALENG I/S	📊		📊	📄	♥
NTEBOHENG P/S	📊	📊	📊	📄	♥
NTEDISENG I/S	📊		📊	📄	
NTEMOSENG S/S	📊	📊	📊	📄	
NTHABELENG P/S	📊		📊	📄	♥
NTHAPELLENG I/S	📊		📊	📄	♥
NTUMEDISENG S/S			📊	📄	
PHALLANG I/S			📊	📄	
PHANO I/S	📊	📊	📊	📄	♥
PHETOGANE S/S	📊	📊	📊	📄	♥
PONTSHENG P/S			📊	📄	♥
POONYANE P/S			📊		♥
POPANO S/S	📊	📊	📊	📄	♥
RAMAHUTSHE P/S			📊		♥
RAMOSHOANE P/S			📊		♥
RAOHANG I/S		📊	📊	📄	
RATAU P/S	📊	📊	📊	📄	♥
REAMOHETSE S/S	📊	📊	📊		
REENTSENG P/S	📊	📊	📊	📄	♥
REFENTSE P/S			📊	📄	♥
REFIHLILE I/S			📊	📄	
RETSAMAILE P/S	📊		📊	📄	♥
ROOIBULT P/S	📊		📊		♥
RT MOKGOPA S/S	📊	📊	📊	📄	♥
SANKATANE I/S	📊	📊	📊	📄	♥
SEBABATSO P/S	📊	📊	📊	📄	♥
SEDITI S/S		📊	📊		
SEIPHEMO P/S	📊	📊	📊	📄	♥
SEITHATI I/S			📊	📄	
SELOSESHA P/S	📊		📊	📄	♥
SEMOMOTELA P/S	📊		📊	📄	♥
SENAKANGWEDI S/S		📊	📊		
SEROKI P/S	📊	📊	📊	📄	♥
SEROPE P/S	📊		📊		♥
SETLOGELO P/S	📊		📊		♥
ST AUGUSTINES P/S	📊		📊	📄	♥
ST PAUL'S P/S	📊	📊	📊	📄	♥
STRYDOM S/S	📊	📊	📊	📄	
TALA P/S	📊		📊		♥
TAWANA I/S	📊	📊	📊	📄	
THABO P/S			📊	📄	♥

School Name	Empowerment and Transformation Retreats	Infrastructure Development	Leadership Development	Curriculum Development	Social Development
Motheo District					
THARI YA TSHEPE I/S	📊		📊	📄	
THATO I/S	📊		📊	📄	♥
THATOHATSI I/S			📊	📄	
THUBISI P/S	📊		📊	📄	♥
TLHABAKI P/S			📊		♥
TLHOLO P/S	📊		📊	📄	♥
TLOTLANANG C/S		📊	📊	📄	
TLOTLISANG I/S	📊		📊	📄	
TM SETILOANE I/S	📊		📊	📄	♥
TOBA P/S	📊		📊		♥
TONYA P/S	📊		📊		♥
TSHIPINARE P/S	📊		📊	📄	♥
TSIMATSIMA P/S			📊		♥



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