



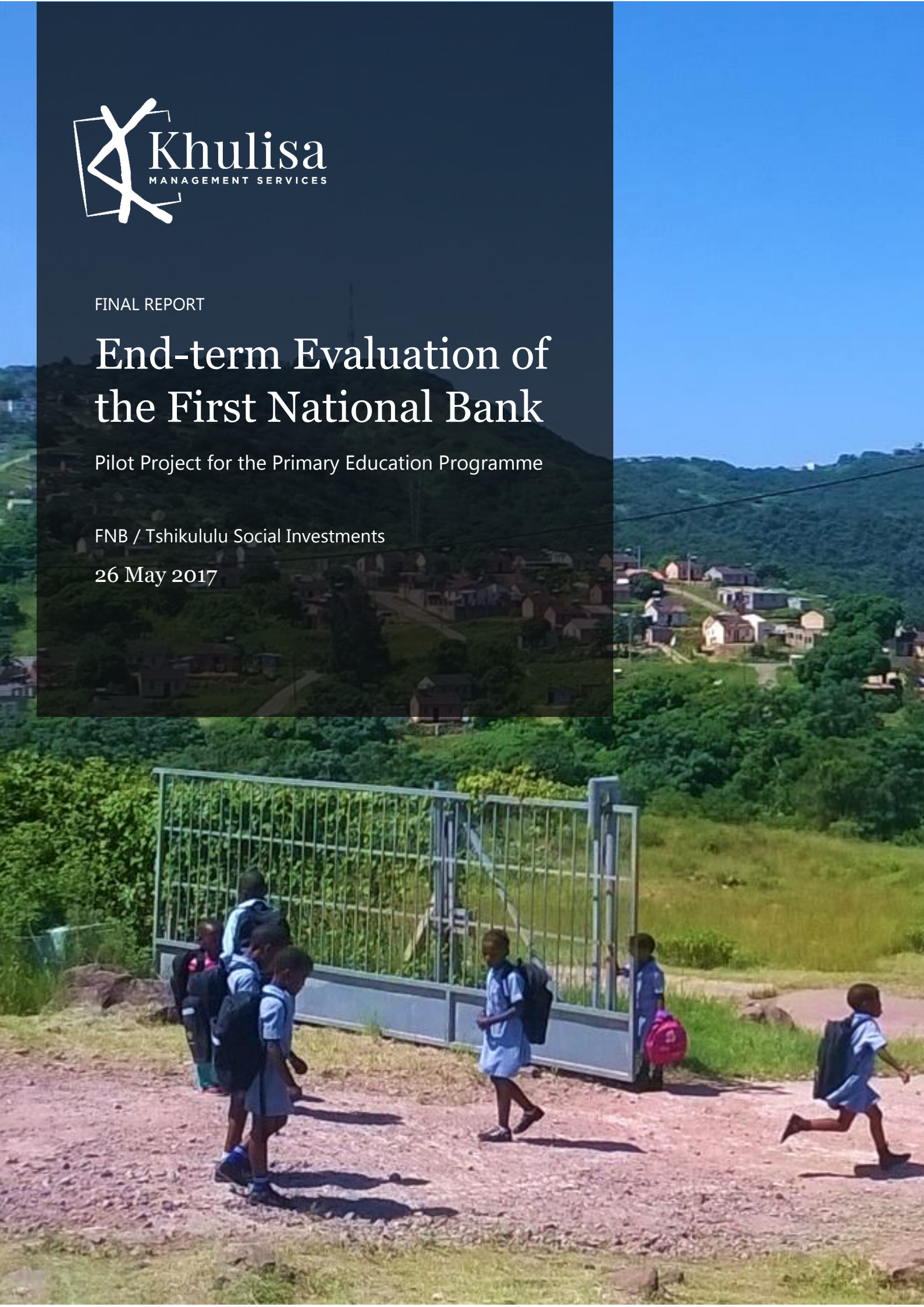
FINAL REPORT

End-term Evaluation of the First National Bank

Pilot Project for the Primary Education Programme

FNB / Tshikululu Social Investments

26 May 2017



END-TERM EVALUATION OF THE FNB PRIMARY EDUCATION PROGRAMME

FINAL REPORT

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PREFACE

Khulisa Management Services is pleased to submit this final end-term evaluation of the FNB Primary Education Programme. Khulisa has developed this report based on information provided by the schools which participated in the programme and service providers responsible for programme interventions.

ACKNOWLEDGEMENTS

Khulisa Management Services would like to thank all the school staff who assisted data collection at the schools and the service providers who were involved in the Key Informant Interviews (KIIs) for contributing to the evaluation.

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Acronyms

ACER	Australian Council for Educational Research
CAPS	Curriculum Assessment Policy Statements
CASME	Centre for the Advancement of Science and Mathematics Education
ECD	Early Childhood Development
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FNB	First National Bank
HOD	Head of Department
IBT	International Benchmarking Tests
IEB	Independent Examinations Board
KZN	KwaZulu-Natal
LTSM	Learning and Teaching Support Materials
MOU	Memorandum of Understanding
NSNP	National School Nutrition Programme
PEP	Primary Education Programme
PMDP	Principal's Management Development Programme
SA-SAMS	South African School Administration and Management System
SAPS	South African Police Service
SARS	South African Revenue Service
SGB	School Governing Body
SBST	School Based Support Team
SIAS	Screening, Identification, Assessment and Support
SMT	School Management Team
UFS	University of the Free State

1 Executive Summary

Khulisa Management Services (Pty) Ltd (Khulisa) was commissioned by the First Rand Foundation/ FNB Fund to conduct an end-term evaluation of the FNB Primary Education Programme (PEP) three year pilot which involved 20 primary schools in the Free State across two districts (10 in Lejweleputswa and 10 in Fezile Dabi) and 17 primary schools in KwaZulu-Natal (9 in Umgungundlovu and 8 in Umlazi).

Overall, the **data shows that the PEP clearly had impact in most programme objective areas**. However, the absence of credible learner assessment data reduces the ability to be definitive about impact of the programme on learner performance.

Overall, most schools improved their functionality scores in the various key functionality areas that the programme targeted. However, one area in particular had a high number of schools with lower scores in the endline – ‘contextual environment’, which was outside of the programme’s scope and objective. Although some schools decreased their overall aggregate functionality scores, there was general improvement in 7 of the 9 key functionality areas, which shows the positive impact of the programme.

A key success of the programme was the combination of interventions targeting learners, teachers and school management in one programme, enhancing collaboration between service providers thus maximising impact.

Key lessons learned were:

1. School leadership and characteristics (i.e. active SGB, involved community/parents) matters
2. School functionality is important
3. Clustering schools enhances effectiveness
4. Teacher involvement and confidence were built
5. Service providers collaboration works
6. Technology can help!
7. Unintended consequences included teachers sharing knowledge and skills outside of target schools

FNB Fund’s current Primary Education Strategy is feasible and effective with a few caveats:

1. **Learning should be measured** by validated standardised test such as EGRA, EGMA and/or ACER IBT
2. Continue programme only in **medium functioning schools** and/or **schools with characteristics required for success**
3. **Encourage active collaboration (through use of technology) between schools, teachers and service providers**, as working together in schools enhanced impact
4. **Add nutrition** to improve learning
5. Continue to **strengthen schools’ capacity to address learning barriers**
6. **Continue with the PEP**, but acknowledge that development takes a long time, so leverage relationships and trust built in programme schools

2 Introduction

The **FNB Primary Education Programme (PEP)**, funded by the First Rand Foundation / FNB Fund, is dedicated to providing aid and support to the primary education sector. The rationale for the PEP is that several studies have shown that interventions made at secondary school level have limited impact if no firm foundation has been laid at primary school level.

The first stage of the project involved a three-year pilot study over the 2012/13 to 2015/16 period in two districts in the Free State (Fezile Dabi and Lejweleputswa) and two districts in KwaZulu-Natal (Umgungundlovu and Umlazi). The pilot study involved 20 Free State and 17 KwaZulu-Natal primary schools.

The Primary Education Programme's proposed strategy focuses on the following key areas:

- **Promoting leadership**
- **Overcoming barriers to teaching and learning**
- **Supporting teacher training**

Khulisa Management Services (Pty) Ltd (Khulisa) was commissioned by the First Rand Foundation and the FNB Fund to conduct an End-Term Evaluation of the FNB PEP. The evaluation focused on school functionality as measured against the key school functionality areas that were also covered in the 2012/2013 baseline assessment study (also conducted by Khulisa), as well as looking at lessons learned and feasibility of the FNB PEP Strategy.

Khulisa adapted the school functionality tool used during the baseline assessment in 2012/2013. The tool was used to rapidly assess school functionality on the following nine pillars of school effectiveness (also outlined on the following page):

- **Teaching and curriculum delivery,**
- **Learning outcomes,**
- **Resources,**
- **Contextual environment,**
- **Community,**
- **Administration,**
- **Governance,**
- **Professional development, and**
- **Learning barriers.**

The tool also collected detailed information on the types of organisations collaborating with each school by sector (e.g. nutritional interventions, health, and social welfare).

In addition, the tool gathered information on leadership and management training undertaken by school administration.

Finally, the tool gathered satisfaction data on the FNB PEP interventions.

The areas of school functionality looked at by this end-term evaluation are:



1. **Teaching and Curriculum Delivery:** Focused on review of learner homework books (number of activities, learner compliance, number of activities marked, level of feedback given and parental compliance), whether educators can specify how many curriculum weeks there are 2013/2017 as well as the current curriculum week, review of lesson plans, timetabling, and observation of active teaching.



2. **Learning Outcomes:** During the baseline, this focused on learner achievement (Grade 3 and 6 Annual National Assessment results for literacy and numeracy). Due to the ANAs being discontinued in 2015, it was not possible to collect comparable data on this aspect for the end-term evaluation.



3. **Contextual Environment:** Focused on existence and effectiveness of the feeding scheme, security, learner absenteeism, Grade 6 to Grade 1 enrolment ratio ("enrolment pyramid"), researcher's observation, educators' timeliness, educator to learner ratio, learner: classroom ratio, educator vacancies and the distance learners travel to school.



4. **Resources:** Focused on fee schedules, fee exemptions and fee defaults (as applicable), the level of pastoral care offered to learners, current and reserve resources available to the school, availability of learning and teaching support materials (LTSM), learner to computer ratio, extra-curricular activities offered, learner to toilet ratio, and the availability of a functional library, school hall and sports fields.



5. **Administration:** Focused on the thoroughness of the school improvement plan (SIP), the number of days lost to teaching and learning (T&L), learner management, whether the school monitors learners receiving a social grant, and cleanliness of toilets and school grounds.



6. **Governance:** Focused on leadership's access to resources, mechanisms to cope with absent educators, functionality of the school governing body (SGB), and availability of key policies (safety, discipline, and attendance).



7. **Community:** Focused on learner's access to secondary support (external to the school), use of networks, communications with learners and families, and community engagement.



8. **Professional Development:** Focused on educators' personal growth plans (PGPs), educator up-skilling, and the use of joint planning.

An additional school functionality category was added to the original tool. Indicators were developed and data collected to reflect how schools deal with students with barriers to learning.



9. **Addressing Learning Barriers:** Focused on strategies adopted by the school for addressing barriers to learning which hinder access, retention and achievement. Barriers include physical disabilities, language and communication, lack of parental recognition and involvement, socio-economic barriers, negative attitudes, inadequate programme-to-work-linkages.

3 Evaluation Purpose and Questions

The purpose of this end-term evaluation is to assess the impact of the FNB PEP's three year pilot and provide insights for future implementation.

The end-term evaluation seeks to answer three evaluation questions:

- 1) What has been the impact of the programme over the past three years on school functionality as measured against the key school functionality areas that were also covered in the 2013 baseline assessment study?
- 2) What are the key lessons learnt from the pilot programme particularly with regard to the identification of key school functionality categories that have the most impact in bringing about improved learner attainment?
- 3) What does the project evaluation tell us regarding the feasibility of the FNB Fund's current Primary Education Strategy?

4 Methodology

The evaluation included quantitative and qualitative data collection methods to comprehensively determine the impact of the pilot programme in the project schools and document key lessons and insights from the programme.

The evaluation builds on the baseline assessment conducted in 2013, where Khulisa developed a school functionality tool to rapidly assess school functionality. In addition to collecting detailed information on the types of organisations collaborating with each school by sector (e.g. nutritional interventions, health, and social welfare), the tool also gathered information on leadership and management training undertaken by school administration.

For this end-term evaluation, Khulisa used the school functionality tool developed for the baseline assessment. The tool was slightly modified to include new indicators on addressing learning barriers, as well as questions on satisfaction and impact of the FNB PEP. The tool was used in the same manner as the baseline assessment, and the analysis was conducted using the same functionality scoring mechanism. This allowed for direct comparison to what schools in the various districts were like at the baseline stage.

The school functionality tool is composed of the following research techniques:

- **Key informant interviews with principals/deputy principals, Heads of Department (HODs), School Based Support Team (SBST) members/educators;**
- **Primary data collection of documentation at the school (as allowed and accessible); and**
- **Observations at the school level.**

Researchers spent a full day at each school administering the tool and reviewing documents. Fieldwork took place between 20 February 2017 and 17 March 2017. To complement data collected through the school functionality tool, Khulisa conducted semi-structured key informant interviews with 11 service provider organisations' staff (see full list of respondents and interview questions in Annex 1).

The following section provides background on the model of school functionality used by Khulisa.

4.1 School Functionality Framework

The following school functionality framework defines Khulisa's understanding of general school functionality in South Africa. Khulisa has conducted research in South African schools since 1993 and has identified four general types of schools in the country: highly functional schools, stagnant but functional schools, functional schools and dysfunctional schools.

Highly functioning schools are world-class institutions that are characterised by high quality teaching and learning, and well-resourced and supported learners.

The second tier schools are **medium functioning schools** which are categorised by two similar, but unique school functionality categories due to their historical context: stagnant but functional schools and functional schools. The differentiation is driven by the schools' historical classifications, a consequence of the political history of South Africa, and significant with regard to the level of legacy resources available to the school.

- **Stagnant but functional schools (stagnant)**, although once highly functional, due to demographic and/or management changes, still provide good service, but are reliant on legacy resources and struggle to deal with the effects of poverty. As a result, learner outcomes are often in slow decline. Referred to hereafter as 'stagnant schools.'
- **Functional schools** are often trumpeted in the media for getting good pass rates in spite of being located in impoverished areas. They are characterised by entrepreneurial principals who can mobilise resources and mitigate some of the effects of poverty. These schools are very open to working with development programmes.
- **Dysfunctional schools**, unlike the other categories of schools, are characterised by poor teaching and learning, lack of discipline, and community issues. Dysfunctional schools also tend to be resource-poor and struggle to cooperate with development efforts.



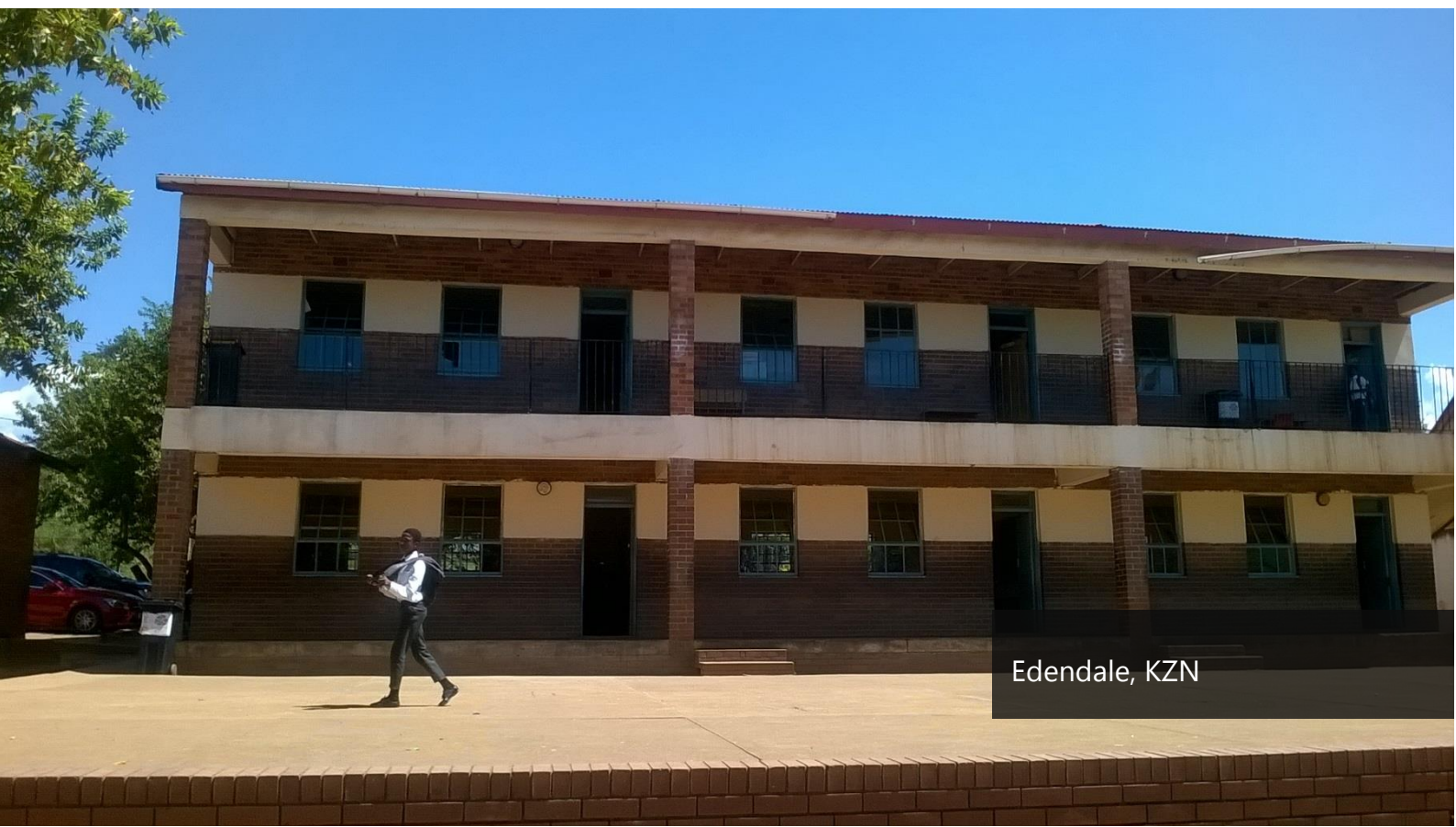
Khulisa developed quantitative and qualitative indicators to effectively measure school effectiveness in the nine functionality areas outlined above. Khulisa's school functionality tool uses a weighted scoring mechanism of assigning 0 to 4 points for 50 indicators of primary school functionality which are combined to calculate an overall school functionality rating. The ratings classify a school as:

- **highly functioning,**
- **medium functioning, to include:**
 - **stagnant, but functional,**
 - **functional, or**
- **dysfunctional**

More information on instrument development, methodology and indicators is included in Annex 2: Instrument development and scoring tables.

4.2 Data Limitations

Data to report on impact of the programme on learning outcomes was dependent on the Annual National Assessments, which is no longer available. Hence, Khulisa is unable to assess the impact of the programme on this particular school functionality area.



5 Literature Review

Over the past decades, as more and more emphasis has been placed on the importance of education in improving social conditions, much attention has been placed on improving the quality of schooling. Literature on school improvement projects suggests that interventions are more likely to succeed when they are implemented in schools with a certain basic level of functionality. The approach to these interventions is changing continuously as new findings emerge to either support or disprove certain styles of intervention. Taylor and Prinsloo (2005) mention how traditional interventions were aimed primarily at increasing pass rates. They argue that (p. 3); *"while improvements in pass rates are important indicators of efficiency gains, on their own, they provide no measure of the quantity and quality of learning outcomes. In addition, they are open to manipulation."*

The US Coleman Report (1966) which was commissioned to assess the availability of equal educational opportunities for minority students in America, tested 568,000 students (1st, 3rd, 6th, 9th and 12th Grades) across 4,000 schools. The study found that non-school factors had an overriding influence on student achievement as compared to the influence of schools. The deterministic view of school functionality is captured by the study as follows: *"Whatever may be the combination of non-school factors – poverty, community attitudes, and low educational level of parents – which put minority children at a disadvantage in verbal and non-verbal skills when they enter the first Grade, the fact is that schools have not overcome it"* (Coleman, 1966, p. 20).

This triggered a plethora of research in school effectiveness and school improvement which contradicted the Coleman Study. This latter research found that in fact, schools do matter (Verspoor, 1989; Heneveld & Craig, 1996). In the same vein, *"although the ability and family backgrounds of students are major determinants of achievement levels, schools in similar social circumstances can achieve very different levels of educational progress"* (Sammons, Hillman, & Mortimore, 1995, p. 4). It is precisely deriving these factors that are the focus of our study. Furthermore, while the majority of studies use academic achievement as an indicator of learning outcomes, there is a large body of research focused on social aspects such as learner attendance, attitudes and behaviours (Reynolds *et al.*, 1993); (Rutter *et al.*, 1979); and (Mortimer *et al.*, 1988) which are incorporated into our school functionality framework.

Taylor and Prinsloo (2005) argue for more creative and innovative ways of addressing the challenges facing the education system globally, with a focus on new indicators of school performance rather than relying on pass rates; enrolment, governance, management, leadership, and teaching for example. Furthermore, they state that interventions should be (p. 4); *"targeted dynamically and interactively at the parts of the system where they are most needed"*; a systemic approach to school intervention. They discuss an areas-based approach which identifies and targets the areas in most need of intervention. This approach is based on the work of Hopkins *et al.* (1997), one of the first education reformists to propose a new style of intervention which takes into account school functionality when designing an intervention, and one of the most commonly referred to authors of contextual school intervention to this day. Hopkins *et al.* (1997) gave one of the first approaches to targeting intervention at school performance rather than using generic intervention plans, claiming

that much of the intervention work taking place in schools is systematic, organizational, and administrative, treating a school more like a business organization. Hopkins and Reynolds (2001) went on to argue that school improvement should be focused on combining school efficiency and school improvement, tailoring improvement strategies to the level of school efficiency.

Hopkins et al. (1997) identified three types of schools upon which to base intervention programmes; Type 1, Type 2, and Type 3 schools. Type 1 schools are the most dysfunctional while Type 3 schools are the most functional. They described the school types, making recommendations, as follows;

- **Type 1 strategies** are those that assist failing schools with becoming moderately effective. They need to involve a high level of external support. Failing schools cannot improve themselves. These strategies have to involve a clear and direct focus on a limited number of basic curriculum and organizational issues in order to build the confidence and competence to continue.
- **Type 2 strategies** are those that assist moderately effective schools with becoming effective. Hopkins et al. (1997) school improvement work suggests that these schools need to redefine their development priorities and focus on specific teaching and learning issues, and build the capacity within the school to support this work. These strategies usually involve a certain level of external support, but it is theoretically possible for schools in this category to 'improve' by themselves.
- **Type 3 strategies** are those that assist effective schools with remaining so. In these instances external support, although often welcomed, is not necessary as the school searches out and creates its own support networks. Exposure to new ideas and practices, collaboration through consortia or 'pairing' type arrangements seem to be common in these situations.

Clarke et al. (2004) elaborated on the work on Hopkins et al. (1997) and Hopkins and Reynolds (2001), with specific focus placed on schools facing extreme challenges. In designing their own intervention programme, they began by establishing a school improvement group (SIG); a cross sectional team that would provide a range of viewpoints from different perspectives, inside and outside the school, from classroom teachers to senior management. Development took place hand-in-hand with the SIG. Because the schools had *"particular social and cultural nuances which set them apart"* (p.10) intervention programmes had to be designed flexibly, taking into account localized needs. Harris et al. (2006) conducted research around the same topic; what they refer to as 'worse off schools'. They suggest that (p. 410); *"Study after study has reinforced the fact that social background factors (SES) explain more than half the variation in pupil achievement..."* What this suggests is that dysfunctional schools are often characterized by dysfunctional social settings, and interventions targeted only at the school level will likely not have the desired level of impact. Harris et al. (2006, p. 412) refers to this as *"improving against the odds..."* and postulates that any intervention aimed at dysfunctional schools needs to take into consideration both the external environment and the internal environment of the school itself, establishing a balance between the inputs in each of these areas. Within South African public schools the mandate to change the fundamental internal dynamics of a school resides with the Department of Education and cannot be readily influenced by NGOs.

Heneveld and Craig (1996) review school functionality in the context of developing countries and Africa in particular, moving the discussion away from the United States, United Kingdom, Netherlands, Canada and Australia. The study found that school effectiveness has a greater effect on learner outcomes in developing countries. The framework for evaluating schools is tailored to the unique realities of the developing world. *“The quality of the school (in-school variables) seemed to influence student achievement more in developing nations than in industrialised nations where school quality was over-shadowed by the child’s family background (out-of-schools variables)”* (p. 11). The authors highlight that different factors are more important for developing countries. Heneveld and Craig (1996) recognise parental and community support as one of the key factors to determine school effectiveness in Sub-Saharan Africa, in addition to adequate materials and instructional support for educators and learners, the language of instruction and healthy learners.

In South Africa, several models have emerged. The Department of Education (now the Department of Basic Education (DBE)) believes **nine factors are directly linked to effective learning**.¹ The factors include **learner achievement, teaching and learning, security and infrastructure**, etc. and are captured in their entirety in the Table below. The purpose of the model is to be used for school improvement; schools will use the nine areas as part of their internal self-evaluations. These focus areas reflect components of school operation that influence the effectiveness of teaching and learning and are factors which schools have control over. For the DBE they reflect factors key to successful and improved schools.

JET Education Services’ model for school improvement includes seven components, four of which corroborate with the DBE’s model. However, JET’s model emphasises district support, stakeholder mobilisation and monitoring as key components of educational outcomes. JET maintains that district resources, systems, professional development and monitoring support (inputs and achievement of targets), bolster effective teachers and a supportive, effective school organisation.²

Sasol Inzalo Education Foundation has extensively researched school functionality and the corollary fields of teacher effectiveness and school leadership development. In 2009, Sasol Inzalo integrated various existing models and developed seven essentials of effective schools framework described in detail in the table below. Lastly, Khulisa’s work is heavily influenced by the work of Dr Muavia Gallie, who is an independent strategist specialising in turning around dysfunctional and under-performing schools in South Africa. Dr Gallie provides a template for indicators of school quality in *Understand School Leadership and Governance in the South African Context (2008)*.

In *“How to fix South Africa’s schools: Lessons from schools that work”* (2014), Jonathan Jansen and Molly Blank identify “things that work in schools” and summarise them into the following 10 key strategies:

¹ (Department of Education, Republic of South Africa, 2008)

² (JET Educational Services, Sustainable School Improvement)

	Strategy	What does it mean?
1.	Schools establish and maintain firm routines	Planning; timetabling; orderliness; an effective operational team with clearly defined roles
2	Schools extend the time for learning	Accommodate more teaching & learning time to compensate for learning missed in lower grades, support weaker learners, provide enrichment; provide space & resources for study & homework
3	Teachers teach every day and in every class	Varied & effective teaching & learning activities; teachers are valued & committed; limiting of external influences on teaching time; absences are planned for; analysis of performance & development of improvement strategies
4	Students are confronted with high expectations	Teachers convey faith in learners' abilities; motivate & encourage; celebrate success; exposure to role models
5	Students are provided with love and discipline	Clearly communicated expectations: attendance, punctuality, appearance, behaviour; discipline rests on foundation of care & commitment; learners internalise discipline
6	Parents are involved in the life of the school	Parents as partners; contribute in wide variety of ways; parental accountability; under-educated parents guided to participate in children's education
7	Principals are visible in their leadership	Walks about school premises & grounds, visits classrooms; interacts directly with learners on school & broader issues; shows personal interest
8	Principals (and some teachers) are social entrepreneurs	Use own initiative to source external support, e.g. bursaries, additional teachers, educational programmes, tutoring, infrastructure, equipment, social services, poverty relief
9	Principals act on (manage) the external environment	Shields school against negative influences; firm disciplinary codes & controls; improved school reputation allows more competitive admission policies; extended school hours for homework & study mitigate against poor home environments
10	Students are offered a life beyond the school	Sense of possibilities & hope for the future; subject choice & career guidance; motivational talks & interaction with successful alumni; open days; post-school applications

The table on the next page illustrates that school functionality characteristics converge on about seven factors of school functionality. Every model is different – most markedly, in the organisation of the sub categories.

Table 1 Comparison of school effectiveness models

Khulisa (2012)	JET (2010)	Sasol Inzalo (2009)	Gallie (2008)	DBE (2008)	Heneveld & Craig (1996)
Governance	Planning and organisation	Effective & shared leadership	Governance & leadership; Finance	Governance	<i>Effective leadership*</i>
Administration		Management & operational excellence	Ethos	Management & communication	School climate
Community	Parental involvement	Families and community engagement	Parental involvement	Parents and community	<i>Strong parent & community supports</i>
Professional development	Teacher competence	Job-embedded prof. development		Educator development	
Resources	Stakeholder mobilisation	Resources	Resources		<i>Adequate material support</i>
<i>Avail. of key planning documentation (e.g. learner demographics)</i>	Research, M&E	Use of data and student work evaluations for decisions	Assessment and monitoring of progress		
Contextual environment			School environment	Security, Infrastructure, School functionality	<i>Order and discipline</i>
<i>Curriculum</i>				Curriculum	<i>Organised curriculum</i>
<i>District Support</i>	District support				<i>Effective support from the education system</i>
Learning outcomes				Learner achievement	
Teaching and curriculum delivery	Teacher Performance	Effective instruction, teaching and learning	Teaching & learning; classroom environ. & procedures	Teaching and learning	Teaching/learning process

6 Programme Background

In 2011, the FirstRand Foundation, particularly the FNB Fund, expressed their interest in supporting primary education in South Africa. A background paper was written which explained the reasoning for this venture, most notably the fact that any interventions made at secondary school level would only have limited impact if a firm base had not been laid at primary education level. It also became clear that, in relative terms, primary education received substantially less funding than other stages in the education continuum, even though the majority of South African learners are at primary school.

Based on the findings of the research phase, the programme focuses on primary schools in a single district at multiple levels. Within any district, the programme focuses only on schools that are functional and highly functional, thereby ensuring that there is a solid base off which to work. In consultation with the relevant district heads, the strategy requires that stakeholders (heads of schools, NGO's, district officials) agree on a compact set of targets for the schools and to establish a MoU in terms of the responsibilities of each stakeholder. In many cases a MoU may already have been established if the organisation is already working in that particular district. The intervention would focus on school leadership, barriers to teaching, and learning and teacher training.

Service providers were selected to work in each province: four in KwaZulu-Natal and four in the Free State. MiET Africa, addressing learning barriers, and ASSITEJ, working in the creative arts, worked in both provinces. ASSITEJ only worked in five schools per district, while all other service providers worked in all programme schools in their particular provinces. Principal's Management Development Programme (PMDP), which addresses leadership, worked in KwaZulu-Natal schools while the University of the Free State (UFS) worked on leadership in the Free State. Finally, to address teacher training, Molteno worked in the Free State and the Centre for the Advancement of Science and Mathematics Education (CASME) worked in KwaZulu Natal schools. The infographic in the next page outlines the various service providers and provides a brief description of each service provider's intervention.

The programme objectives are to:

- Provide a **solid educational foundation** for learners;
- **Improve the learning outcomes of students** in selected schools through interventions involving **school leadership, teachers** and **psycho-social support**;
- **Engage community members** in the life of the schools and the learners therein;
- Equip principals and school teams with the tools necessary to **effectively manage curriculum delivery**;
- **Address barriers to learning**; and
- Ensure that teachers have the **necessary pedagogical and content knowledge** to impart the curriculum to their learners in an effective way.

FNB PEP Interventions

UFS

Mentorship to school (professional coaching with principal)
On-site visit (weekly) to focus on strong management and administration skills

CASME

Maths & English workshops
Maths & English School Support Visits
Maths Olympiads
Reading Corners

Molteno

School based support: Class visits, demonstrations
Training & school based workshops (curriculum, lesson plans)

PMDP

Management skills of principals & HODs

Free State

KwaZulu-Natal



Free State & KwaZulu-Natal

ASSITEJ

Train teachers in intermediate phase to deliver quality creative art lessons in all genres (Music, Dance, Drama & Visual Arts)

MiET Africa

Strengthen structures to identify & access support for learners with learning barriers

7 Findings and Recommendations

Evaluation Question 1:

What has been the impact of the programme over the past three years on school functionality as measured against the key school functionality areas that were also covered in the 2013 baseline assessment study?

7.1 Programme Impact on School Functionality

One of the evaluation questions seeks to assess the impact of the programme over the past three years on school functionality as measured against the key school functionality areas. This section reports back on each functionality area, as well as impact on the overall school functionality and school satisfaction with the FNB PEP.

7.1.1 KEY SCHOOL FUNCTIONALITY AREAS

Overall, more than half of the schools improved their functionality ratings in each of the functionality areas in the Free State, except for 'contextual environment' and 'community', which were outside of the programme scope and the programme had little control over.

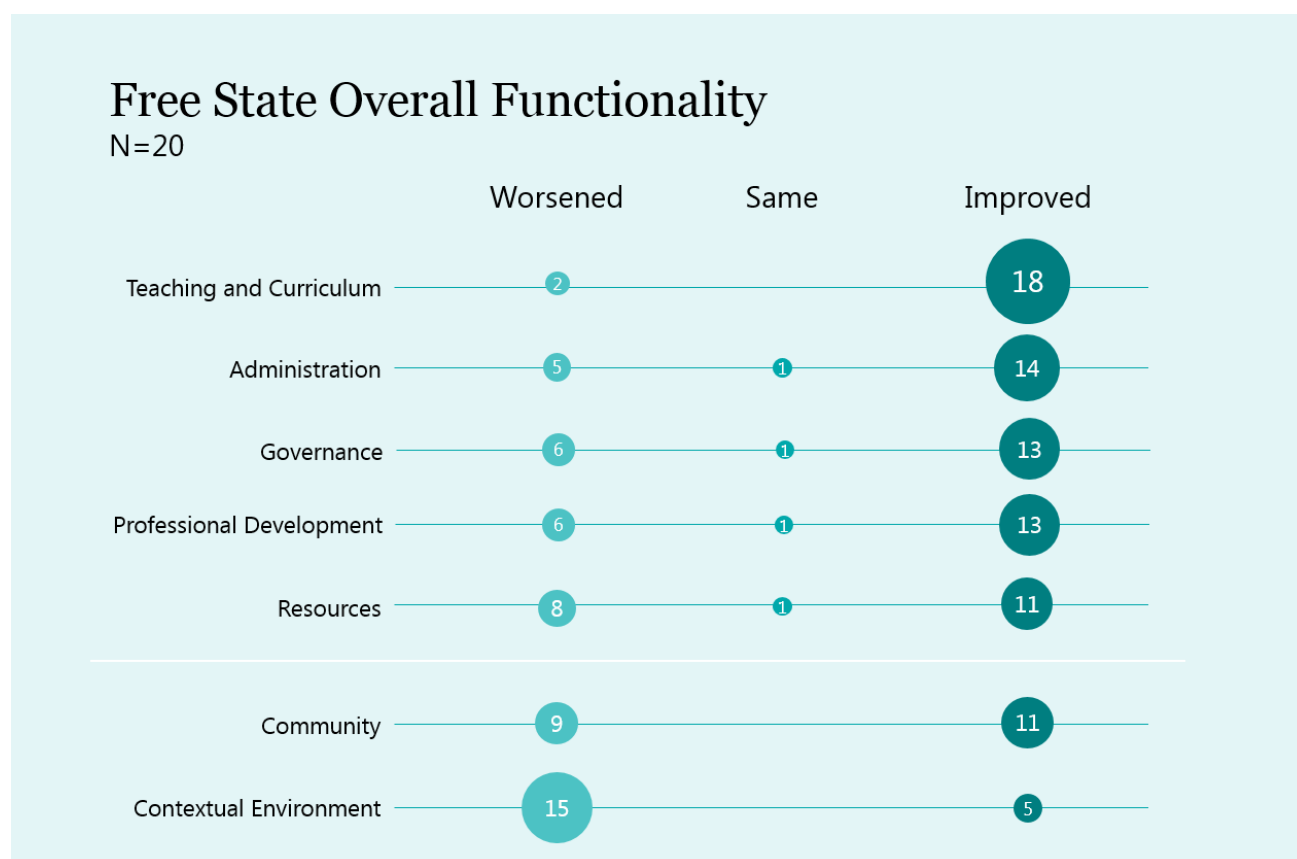


Figure 1: Change in functionality score by functionality area – FS (N=20)

In KwaZulu-Natal, more than half of the schools improved their scores in 'teaching and curriculum delivery', 'community', 'administration' and 'professional development'. Similarly to the schools in the Free State, the area where schools did worse than in the baseline was the 'contextual environment'.

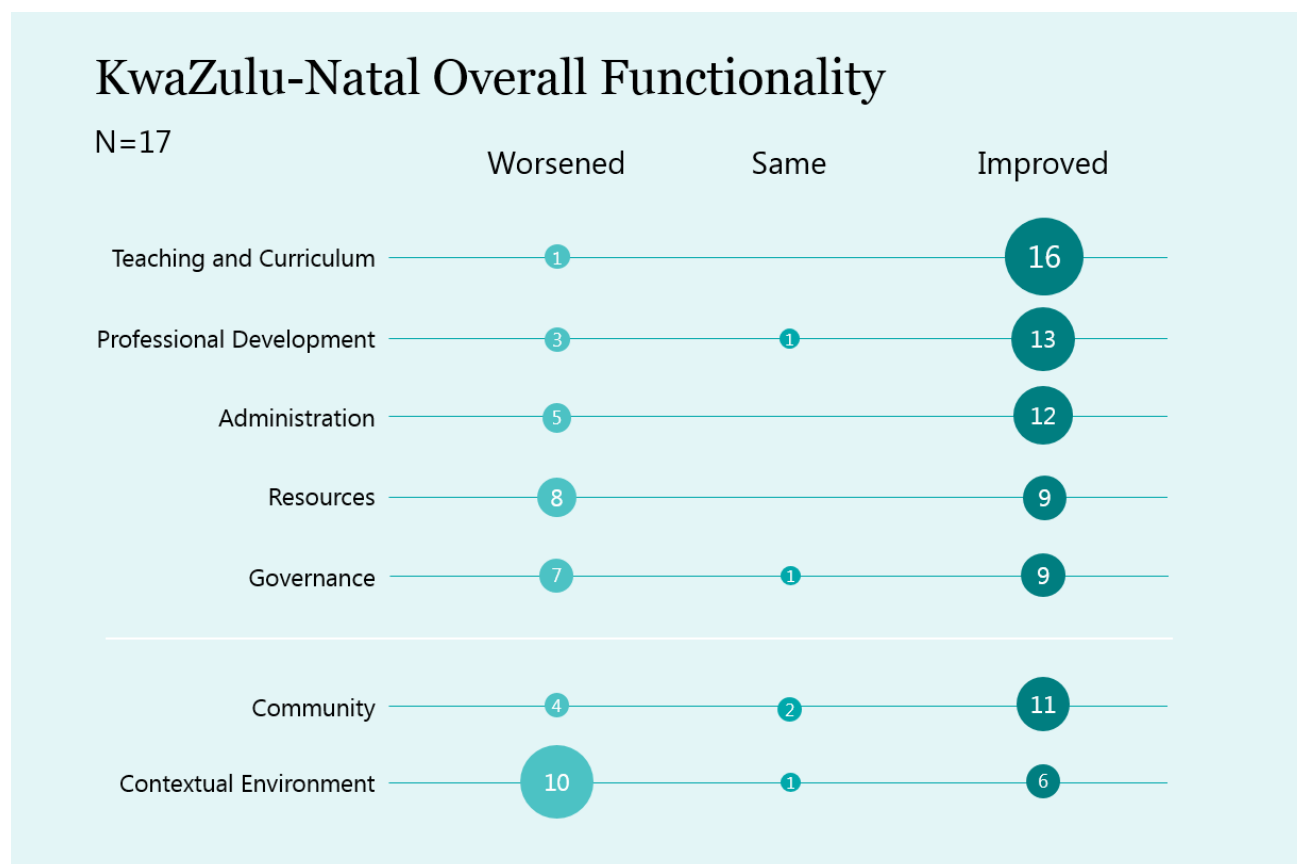


Figure 2: Change in functionality score by functionality area - KZN (N=17)

The sections below show a more detailed analysis of the each functionality area after the FNB PEP was implemented. Scores by school, functionality area and year are included in Annex 3: Functionality Scores by School and Category. The analysis in the following section is divided into province and district, however data indicates no difference between districts within each province. As such, our reporting mainly differentiates between provinces, while visuals include more detailed district information.

RESOURCES

Khulisa asked principals what resources they needed most apart from financial resources. The options included:

Table 2: School Needs options

more discipline	stronger leadership	more effective teachers
support from the community	teaching (curriculum support)	engaged teachers
address negative, external, societal influences (vandalism, crime, etc.)	infrastructure (better school buildings)	more collaboration
better/more LTSM	more involved parents	ECD

During the baseline, **'infrastructure'** emerged as the most problematic area within schools. However, developing infrastructure is not within the scope of the FNB PEP, and furthermore, the quality of the education provided at a school is not determined by the infrastructure available. **'More involved parents'** was the next most commonly reported area requiring support. Among principals, **'stronger leadership'**, **'address negative societal influences'** and **'more effective teachers'** were frequently reported areas requiring support across schools.

After the FNB PEP, many principals continued to report on **'infrastructure'** as an area requiring attention. Principals were asked to rank their resource requirements in order of priority (1 being top priority to 4 being bottom priority): with eight schools ranked it as top priority, followed by three schools ranking as a two, two schools as a three and one school as a four.

Even when mentioning items that were not on the list provided by Khulisa, support requested largely referred to infrastructure support such as *school halls, libraries, science labs, computer labs, improved kitchen, food garden and sports grounds*.

However, *schools did not report on 'teaching and curriculum support' and 'more effective teachers' as prominently during the end-term evaluation. In fact, only one school referred to 'teaching and curriculum support' as being a top priority in the school and only three schools reported on needing 'more effective teachers'. This may be due to the programme filling in the gap in providing teacher training.*

Moreover, for the most part, *schools were well equipped with LTSM*, with 11 schools being highly functional, with *'Excellent, very well resourced, stock is well managed; new materials are interspersed with old'*, and nine schools being functional, *'reasonably well managed not as many new resources available but has systems in place to manage text books and learner materials effectively'*. Only 5 schools were dysfunctional and did not have textbooks or learners had to share.

Most schools have both current and a reservoir of cognitive and other resources available to the school (e.g. parental volunteers, funding, people/programmes supporting learning and teaching) and availability of pastoral/social care, placing them between medium functioning and highly functional.

In Free State, eleven schools improved their score in **'resources'**, with six schools improving from dysfunctional to medium functioning. In KwaZulu-Natal, nine schools improved their score and four schools improved from dysfunctional to medium functioning. Nichols Primary improved from medium functioning to highly functioning. See Annex 4 for category change by functionality area.

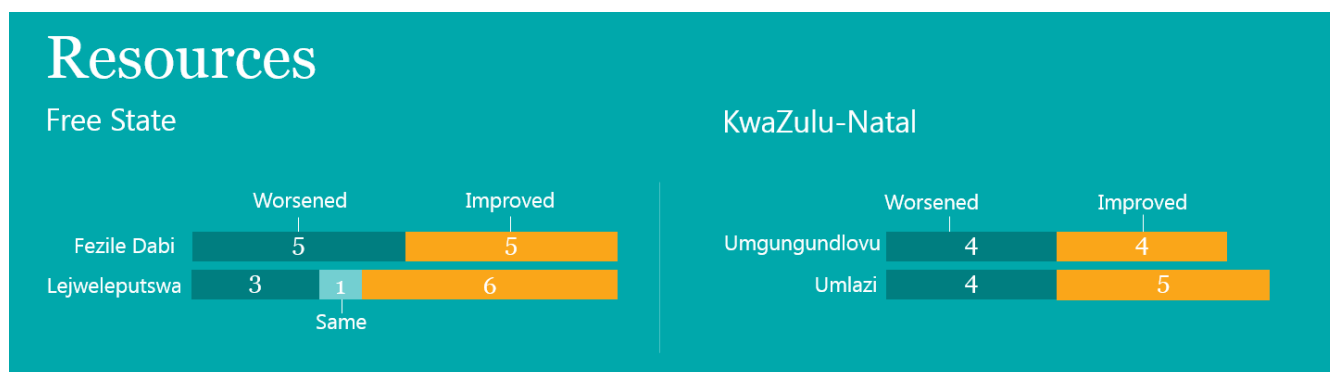


Figure 3: Change in functionality score for "Resources" by Province and District

CONTEXTUAL ENVIRONMENT

Most schools reported receiving support from the **South African Police Service (SAPS)** in the form of informational talks about community and learner safety, police patrols and responding to criminal activity. However, many schools reported break-ins to be a challenge as it affects the school functioning and learners. E.g. Khulisa observed empty computer labs in some schools, as computers had been stolen and not replaced.

Moreover, schools continue to have a need for supplementary feeding schemes, as the **National School Nutrition Programme (NSNP)** is insufficient to cater to learners' needs. Many learners go to school without having anything to eat and schools reported that in many instances the meals received at the school are all the learners will have to eat at the school.

In both provinces, most schools had a lower score for 'contextual environment' in 2017 than they had at baseline. As mentioned previously, this school functionality area was out of the programme's scope and the programme's ability to change that was limited. For instance, Malakabeng moved to dysfunctional in this functionality area due to the periphery fence and alarm no longer being there.

However, in Free State, Hlolohele Primary and Itumeleng Mabelle Primary improved from medium functioning to highly functioning. In KwaZulu-Natal, Nichols Primary and Villa Maria Primary improved from medium functioning to highly functioning.

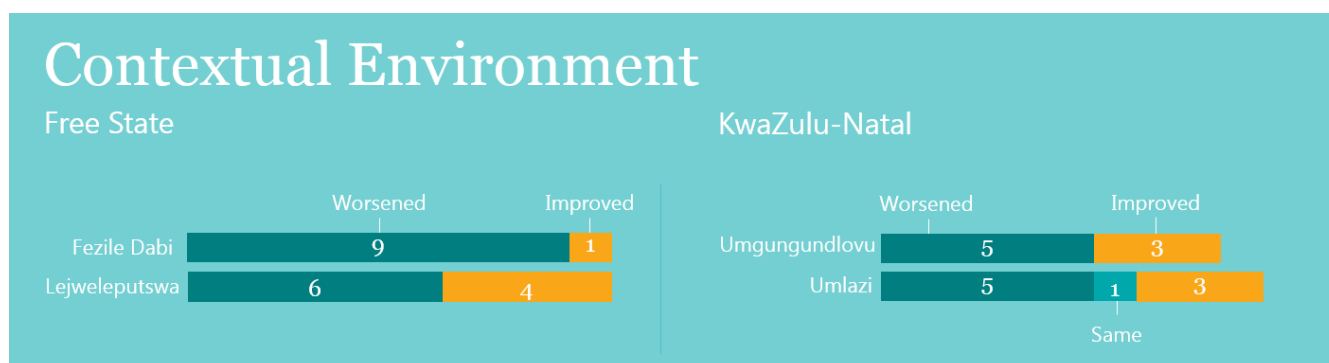


Figure 4: Change in functionality score for "Contextual Environment" by Province and District

COMMUNITY INVOLVEMENT

Schools that have higher community involvement seem to have better functionality, as there is a sense of ownership. For instance, schools in which parents contribute to clean classrooms and work in the kitchen seem to function better. In addition, schools reported communicating with parents more regularly and hold parental meetings.

However, this still remained a challenge for a small number of schools. In addition, in more than half of the schools learners still lack access to additional resources such as tuition, reading material at home, extra murals, etc., or come to school unprepared.

More than half the schools improved their score for community in both provinces. Adeline Meje Primary (Free State) Nichols Primary (KwaZulu-Natal) improved from dysfunctional to highly functioning.

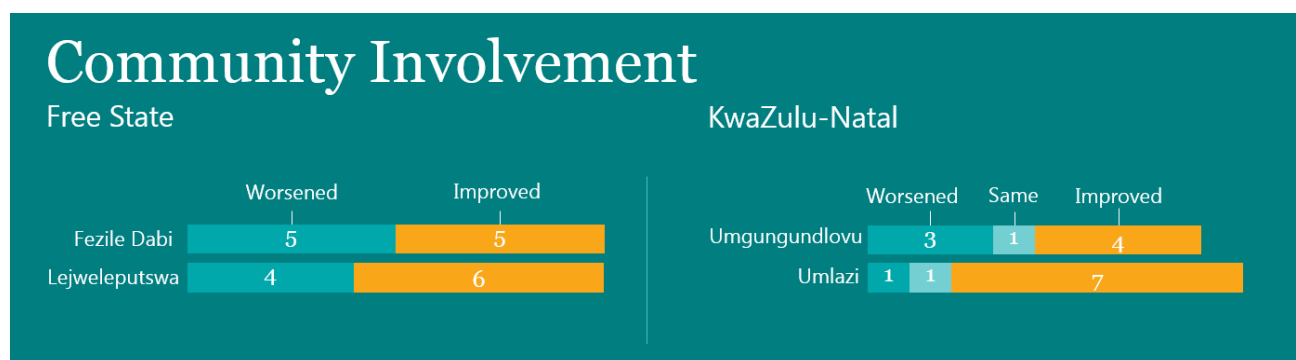


Figure 5: Change in functionality score for "Community Involvement" by Province and District

ADMINISTRATION

Most schools have displayed vast improvement in using SA-SAMS for administration as well as management purposes, as well as using it for inputting learner results and designing timetables. This has led to more data driven discussions, but most schools lack analysis skills, reducing the potential impact.



"It [FNB PEP] helped with management - educators and the SMT have tried to divide the work into small pieces to be completed on a monthly basis. The school is still on track with educator's management plans. The FNB programme also assisted the school with providing feedback timeously. In addition, educators received guidance on lesson plans and attended workshops on teaching. Educators were made aware that not all teaching aids must be bought and they can make them themselves. Educators were also advice to work as a team with other schools."

– HOD, Itumeleng Mabelle (Free State)

However, SA-SAMS prevents recording learners without birth certificates, which some schools have addressed by putting in place systems to help families obtain birth certificates and other schools have ignored this problem, leaving learners unrecorded.

Adoption of the curriculum tracker varied widely, with some schools really using it as a key tool.



"All FNB interventions are important and they impacted the school in a positive way. Through these workshops the teachers are able to identify learners with barriers. With the curriculum coverage the teaching staff is able to track how far they have come and where they are in the term and if they have covered all the things needed to cover for that term. They have also learnt that even when a teacher is off sick, he/she must draw up a plan as to how to cover for lost time and stick to it."

– HOD, Lenyora (Free State)

Fourteen schools in Free State and twelve schools in KwaZulu-Natal improved their score for administration. In Free State, Lehakwe Primary improved from dysfunctional to highly functioning and seven schools improved from medium functioning to highly functioning. Similarly, in KwaZulu-Natal, two schools improved from dysfunctional to medium functioning and seven schools improved from medium functioning to highly functioning.

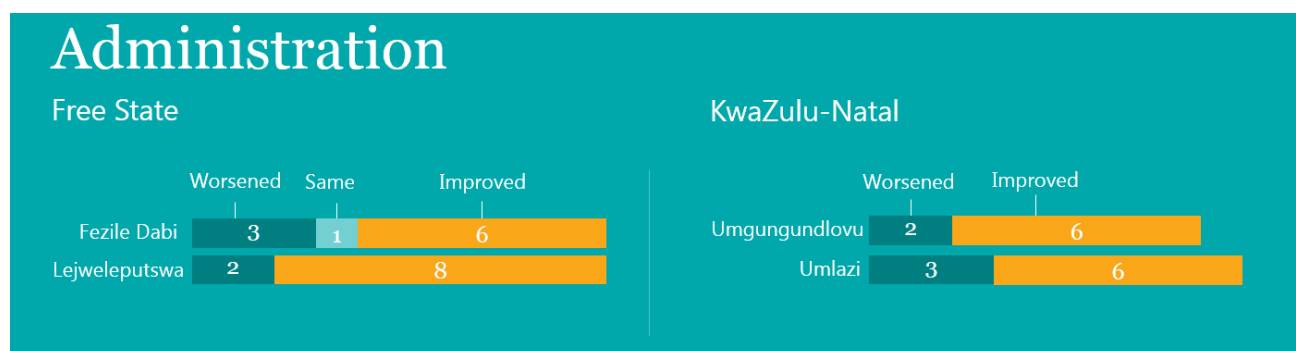


Figure 6: Change in functionality score for "Administration" by Province and District

GOVERNANCE

Leadership

Evidence from Khulisa's school visits and KIIs show an improvement in leadership skills among principals, HODs and teachers as a result of the training programmes conducted by various service providers. Feedback showed that some schools held regular planning meetings and could function even in the absence of the principal.

Impact stories

1. **At Sombongangani Primary (KwaZulu-Natal)** the principal included 3 additional PL1 educators to share with SMT the lessons of the programme including coaching participation. These teachers have grown immensely and this has strengthened the school's SMT. The Principal has started deepening the practice of shared vision & leadership. All staff work as a team and are enthusiastic about the project. This team has also started their sharing & services to the community and other schools.
2. **Thusanong Primary (Free State)** was selected to be visited by a delegation of the Lesotho Department of Education to observe good management practices. In addition, SMT members stated often that when officials of the District Office visit the school, they ask where about the school's initiatives and reiterate that they want to take these initiatives to their other schools. Finally, the principal, Ms Khaeane, was requested to act as the Circuit Manager. She attributes this honour to the FNB PEP support, which empowered her to function more efficiently.

The length of the programme (3 years) gave service providers enough time to reinforce the benefits of the management and leadership training:



“Our programme seeks to change management factors, which is not an easy thing to do in a short space of time, so it was nice to run the programme over two years. We could train and then follow up and see how the schools are implementing the training, but also the coach is still there to assist the schools in the second year. Where the schools was struggling, Musa [the coach] could be there for a full day and assist them.”

– **Barbara Njapha, PMDP Project Manager**

However, it is clear that schools with innovative principals tend to perform better and the benefits of interventions such as the FNB PEP last longer. Highly entrepreneurial principals can leverage community and donor resources to provide external support to the school. On the other hand, less active principals do not actively seek resources, and when they have resources, they do not use them to their full potential. For example, Isipingo Primary received a Jojo tank which he said was provided by the FNB PEP, but this tank is not yet connected to the gutters, thus not functioning. Similarly, SARS donated desks to Manzolwandle Primary but they are not assembled.

Furthermore, principals who are more involved tend to drive the school's progress, and in many instances the school would not be able to continue without them. For example, the principal for Villa Maria passed away in 2015, which destabilised the school and halted most progress attained to date while the position is vacant. This left a gap in leadership and undermined school's potential for increased programme impact.

School Management Teams (SMTs) are now able to establish and use management systems in tracking curriculum coverage & absenteeism of learners and teachers after receiving training.

In addition, morale & teamwork generally improved in participating schools. HODs have become more confident in their work, which, according to Barbara Njapha of PMDP, has helped to strengthen the school management.



It helped with management - educators and the SMT have tried to divide the work into small pieces to be completed on a monthly basis. The school is still on track with educators' management plans. The FNB programme also assisted the school with providing feedback timeously. In addition, educators received guidance on lesson plans and attended workshops on teaching. Educators were made aware that not all teaching aids must be bought and they can make them themselves. Educators were also advised to work as a team with other schools.

– **HOD, Itumeleng Mabelle (Free State)**

However, high SMT turnover in targeted schools is a challenge for the FNB PEP according to UFS and PMDP staff. The constant change of management at some schools resulted in a drop in their usual work standards, reinforcing the importance of stable, strong and innovative leadership at schools for increased impact.

School Governance Board (SGB)

PMDP's SGB workshops had an impact on the effectiveness of the governance boards. SGB workshops provided schools with an opportunity to receive feedback on which issues to prioritize and how to implement actions from SGB meetings. Through these workshops, SGB members gained clarity on the difference between school management and governance, which helped define their role within the school and ensure that the SGB supports the school's leadership instead of antagonizing them. Furthermore, there was greater appreciation of the role of SGBs and the responsibility of parents in governing the school.

MiET training strengthened SGBs and improved their functionality. As a result, SGBs are performing a supportive role in schools. Most schools visited reported that SGBs assist in fundraising activities to get money to cover school bills or purchase food for learners. At Itumeleng Mabelle Primary, for instance, the SGB offered to pay some of the school's debts.

While SGBs at most schools are well run with regular meetings and minutes, some still have low SGB functionality. For example, Embokodweni and Hemu Hemu, both in KZN, have unstable SGBs.

Functionality Scores

In both provinces, more than half the schools improved their score in 'governance'. In Free State, seven schools improved from medium functioning to highly functioning and Rheederpark Combined School improved from dysfunctional to highly functioning. In KwaZulu-Natal, three schools improved from dysfunctional to medium functioning and Sombongangani Primary improved from medium functioning to highly functioning.

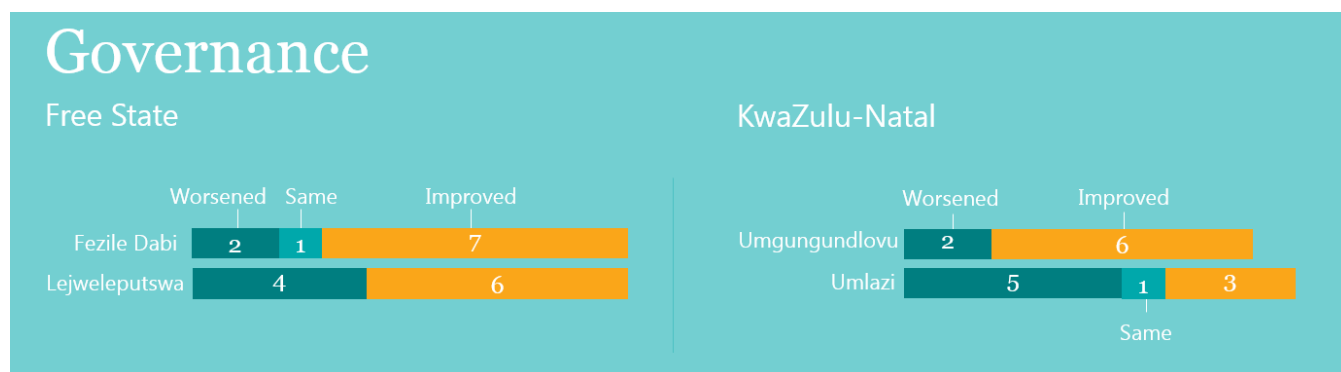


Figure 7: Change in functionality score for "Governance" by Province and District

PROFESSIONAL DEVELOPMENT OF TEACHERS

Professional Development

The FNB Primary Education Programme appears to have had a positive impact on the professional development of teachers. During school visits, teachers reported taking advantage of the training opportunities provided by the programme. According to the Kuthala Primary Principal, educators were enthusiastic and attended workshops even on weekends. While the availability of opportunities for professional development is still a challenge in some schools, some educators are taking the initiative to

develop themselves through online courses or part time studies at nearby universities. According to CASME, the training and support provided through their intervention has improved educators' subject knowledge and strengthened their teaching skills.

Teacher Confidence

The programme has reportedly empowered teachers and increased their confidence. This was an important outcome of the programme, which attempted to deal with teacher apathy by providing teacher training that filled the gap for pedagogical content knowledge and provided much needed skills for curriculum implementation and classroom management.

Moreover, ASSITEJ has enabled both teachers and learners to think creatively. In addition, teachers in other subjects have implemented some of the techniques taught in ASSITEJ workshops. For instance, HODs at Adeline Meje are now using several of the games around conflict resolution with the staff and one maths teacher from Reaitumela and another from Lehakwe has been using some of the games in their Maths classes.



"Schools realised that the skills acquired from the creative arts can be applied to all other subjects, because it teaches about working together, presentation skills, conflict resolution skills, etc. And the schools now see the value in it. So schools see how the creative arts teaches life skills and it helps catering to different learning styles."

- Alison Green, ASSITEJ Project Manager

Sharing Knowledge and Skills

The positive impact on teacher development and unintended consequence of the programme was knowledge and skills sharing between educators from participating schools with non-programme schools. Schools where educators were trained by service providers such as Molteno and PMDP started to form clusters with neighbouring schools and shared their tools and knowledge. This ripple effect contributes to the sustainability of the project because, as Barbara Njapha from PMDP put it, *"it's like FNB money is going much further."* In addition, not only were teachers sharing their knowledge with others, but teachers from other schools also started attending Molteno, CASME and ASSITEJ workshops.

Functionality Scores

Most schools improved their score in 'professional teacher development' from baseline to 2017. In Free State, eleven schools improved from dysfunctional to medium functioning. In KwaZulu-Natal, seven schools improved from medium functioning to highly functioning.

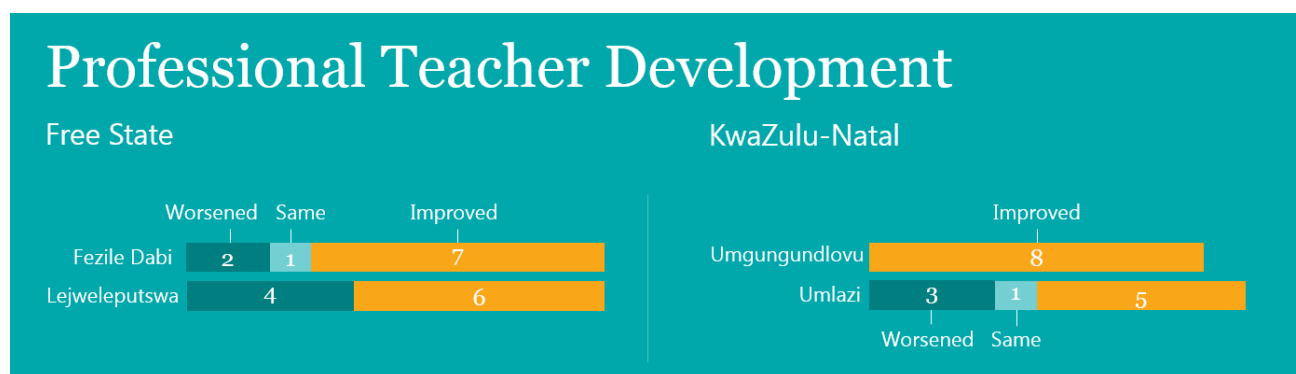


Figure 8: Change in functionality score for “professional teacher development” by Province and District

TEACHING AND CURRICULUM DELIVERY

Curriculum Management

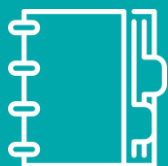
The curriculum management training and tools provided by the programme have improved teaching and curriculum delivery. In particular, there has been widespread uptake of the lesson plans provided by Molteno in the Free State schools, where Khulisa observed detailed and well prepared lesson plans. However, the frequency of giving homework and evidence of educator feedback varied from school to school. In some of the schools visited, learner workbooks still had little evidence of homework, marking and feedback from the teacher.



“The curriculum tracker has improved teachers' dedication, teachers do their work indicated on their ATPs, if they have not completed they apply remedial measures. This has improved teaching and learning. Teachers have also learned ways to improve teaching through statistical and diagnostic analysis; teachers are able to assess learners' results, check test items and put action plan if it is needed.”

– HOD, Esigodini (KZN)

Service providers noted that educators' grasp of the CAPS curriculum was very limited when they went into the schools. The programme has filled a much needed gap in providing teachers with the necessary tools and knowledge to plan lessons according to the CAPS.



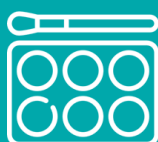
"The FNB PEP helped educators to unpack the policy and they help them to draw the term plan. They also helped them to develop tasks with the lesson plans. It assisted them to share good practises in teaching. They introduced the pace setter, that help the educators cover the curriculum coverage. Some teachers learnt how to address different topics. The programmes gave us the resources and how to approach and link skills to everyday teaching."

– HOD, Thusanong (Free State)

"The FNB programme assisted us in terms of curriculum management. The teachers use ATP to know guide with topics to cover in class. Teachers also do assessment plan for the whole year, they do not just assess anytime, and they need to assess according to what is on the ATP and learners' workbook."

– Principal, Villa Maria (KZN)

ASSITEJ also provided training on the CAPS, specifically for the Creative Arts component and there was evidence on teacher's acquired knowledge on it. For example, one teacher in the Free State was interviewed for an HOD position and he said that the training he was provided by ASSITEJ ensured he confidently answered questions on CAPS.



"When the programme started, the teachers did not know about the creative arts. Now through the Kickstarter project, we see the teachers grasping more of the subject and really getting into the creative arts."

– David Maphomsne, ASSITEJ facilitator

While the tools provided by the service providers have been helpful, there needs to be consistency and alignment of the programme tools to the ones used by the district. For instance, PMDP noted that after the programme ended, the district officials came into the programme schools and trained educators on a different set of tools, creating confusion.

Classroom Practices

Teachers took advantage of the MiET and Molteno programmes to better their understanding of managing a classroom. This was evident during the school visits as a majority of the schools had educators present and teaching was actively taking place. In the Free State, schools mentioned that the Molteno group learning technique has changed the way they deliver their lessons.

In addition, there were reports that the programme has given teachers more confidence and thus to take

ownership of their classrooms. Classrooms that previously had the bare minimum now are filled with posters, books, teaching aids.

Impact story

"When I went into this Grade 3 classroom, it was a "scary" classroom. The teacher stood with a stick and did not use any teaching aids and basically "lectured" the students. I took her to my car to show some examples of teaching aids and decided to take over the classroom to teach the class... After this, when I went to talk to her she said she came to the realisation that she herself was the cause of her students own learning barriers. The following week, when I went back into the school the classroom had been completely transformed."

– Virginia Khumalo, Molteno Project Manager and Coach



BEFORE



AFTER

Figure 9: Classroom from Lenyora (Free State) before and after the FNB PEP

Attitudes towards teaching

In addition to improved lesson planning and teaching, the programme has changed teachers' attitudes towards teaching. In the creative arts in particular, schools are now more willing to buy materials and instruments, and educators are more enthusiastic about the creative arts.



"The biggest shift was the attitudinal change in the teachers but also the schools as a whole. There has been buy-in at the schools and they see the value in the creative arts. For instance, now we see schools more willing to buy equipment and teachers and principals excited about it."

– Thembile Tshuma, ASSITEJ facilitator

The programme also inspired educators to continue teaching. According to Molteno representatives, a teacher that had already applied for early retirement withdrew her resignation after attending the programme and continued teaching.

Functionality Scores

In the Free State, eleven schools improved from medium functioning to highly functioning while Itumeleng Mabelle and Setshabelo improved from dysfunctional to highly functioning. In KwaZulu-Natal, twelve schools improved from dysfunctional to highly functioning. During interaction with FNB, Khulisa was requested to eliminate questions related to the curriculum from the functionality index. For this alternative analysis, see Annex 5.



Figure 10: Change in functionality score for "Teaching & Curriculum Delivery" by Province and District

Challenges

Many teachers were promoted to subject advisors in the Free State. This can be seen as a positive element related to teachers who participated in the programme having increased skills and feeling confident to take up another post. However, it poses a challenge for the FNB PEP as it means that teachers who had now been trained were leaving the school and service providers had to re-train new teachers.



ADDRESSING LEARNING BARRIERS

Identifying Learners with Learning Barriers

During the 2012/13 Baseline Study, many schools reported that they were unable to identify learners with learning barriers, primarily due to lack of capacity, skills and knowledge. For example, during the baseline study, the principal of Ntshwephepa Primary noted that teachers were insufficiently skilled to deal with learners with disabilities. As a result, the principal was uncomfortable with the idea of taking in learners with disabilities.

There has been a marked improvement from the baseline study. In 2017, most schools reported using the MIET forms (V1 and V2, SNA 1 and 2), SNEs and SIAS to identify at risk children and children with disabilities. Schools also worked with the Health Department to identify learners with disabilities. In 2017, Ntshwephepa Primary had mainstreamed some learners with disabilities, which shows the impact of the programme in addressing learning barriers.



“The SBST (Miss Madlala) has managed to assist learners with barriers. She has worked with the educators to identify learners using the MIET form. In 2014, 20 learners were transferred to eKukhanyeni and Open Gate School and others were referred to Newton special school. About 10 learners (14 years of age) were transferred to the Newton special school and these learners were identified last year (2016)”

– Principal, Esigodini (KZN)

Assisting Learners with Learning Barriers

In 2012/13, many schools reported lack of resources to assist learners with learning barriers. As a result, Khulisa recommended the creation of referral networks for diagnosing and supporting vulnerable children, as well as remedial teaching, homework support or language support. Another recommendation was to ensure that learners are screened for basic barriers to learning such as poor eyesight and hearing disabilities and glasses/hearing aids are provided.

Again, there has been a marked improvement since 2013. During the 2017 school visits, schools reported that once learners with disabilities or other learning barriers are identified, the issues are discussed with parents, families and educators, and learners are referred to social workers, government department or other agencies that might provide assistance. Schools such as Lemotso Primary also arrange home visits.

Selogilwe Primary, Reaitumela Intermediate Primary and Lehakwe Primary have remedial classes for students with learning challenges. According to the principal of Lehakwe Primary, learners from other schools also attend their remedial classes. Schools that do not have the facilities to address learning barriers, for example Lenyora Primary, assist learners with disabilities to transfer to special schools. However, challenges in placing learners persist for some schools. For example, the principal of Reaitumela Primary School reported that they have three learners that have been waiting to be placed in special

schools for three years.

Accessibility is improving in schools. For example, Adeline Meje Primary, Ntshwephepa Primary, Tataiso Primary and Lemotso Primary all had ramps to assist learners with wheelchairs. However, more still needs



"The lady from MiET made me ask myself 'why I am here? Was it because of money or is it a calling?' It gave a reason to come to work and made me realise that I shouldn't leave learners hanging. Teachers now assess the situation and try to find out why children aren't performing. The intervention taught the teachers how to treat children better. Through the MiET initiative teachers were able to know that these kids only eat at school. I have a learner using both hands to write - one side she write with the left and on the other she writes with the other hand. If it wasn't for the vulnerability forms I wouldn't have been able to know who to treat in each situation. I have created a bond with the child. These children can know that the teachers are there for them. They are not scared of the teachers anymore and share their problems with the teachers."

– HOD, Lehakwe (Free State)

to be done. For example, while Adeline Meje has ramps, it does not have wheelchair accessible toilets.

During the 2017 school visits, most schools reported providing assistance to learners with epilepsy, hearing and vision problems. Schools leveraged the resources provided by the programme to provide learners with eye tests, eyewear, and other assistance. For example, Kuthala Primary had a learner that had difficulty walking. As a result, the learner had an operation and the conditional grant provided assisted the family with transport fare. Similarly, one learner with eyesight problems at Muzomuhle Primary was referred to the hospital and the learner's parents were provided with transport fare through the FNB stipend. At Edendale Primary, learners referred for further assessment were provided with transport fare through the MIET conditional grant.

Improved assistance to vulnerable children

The main improvement from the baseline to the endline is that schools are now reporting a wide range of sources of assistance and support for vulnerable students. Learners receive support from the SBST teams, nutritional programmes, donors and government departments. Many schools report having a network of social workers, community care givers, nurses, clinics and psychologists that assist vulnerable children. Teachers also use personal funds to assist learners, and in one cases at Moremaphofu Intermediate School, teachers adopt vulnerable learners.

The changes at Adeline Meje, as an example, highlight the importance of school management in mainstreaming disabilities. In 2013, the principal at that time noted that there was only one learner with a physical disability and nothing was being done to mainstream disability as "there has not been a need thus far." The principal also noted that the school was not built to accommodate learners with special needs and educators did not have the skills to fully support the learners. Furthermore, the principal was not comfortable with taking on more learners with disabilities and structurally changing the school to

accommodate these learners. In 2014, the school principal changed and by the time Khulisa visited the school for the endline study in 2017, the school had a ramp.

Similarly, strong school based support teams are important for mainstreaming disabilities. In an interview with Khulisa, Chris Ramdas from MiET noted that most schools had functioning SBSTs that had been trained by MiET. This also assists schools in engaging parents on how to support their children and ensure that parents 'do not become a barrier to learning.



Esigodini, KZN

7.1.2 OVERALL SCHOOL FUNCTIONALITY

The section below highlights results of the school functionality assessments. Khulisa calculated functionality scores for each school using the same methodology that was used in the baseline evaluation and determined if there had been a change in school functionality rating between the baseline and the end-term evaluation. As mentioned earlier, an alternative analysis which excludes questions on curriculum and impacts the overall school functionality scores is presented in Annex 5.

KwaZulu-Natal

Only four schools had a lower overall school functionality score in 2017 compared to baseline and thirteen schools improved their overall school functionality score. Of these, Embokodweni, Masuku and Villa Maria improved from dysfunctional to medium functioning. However, during the baseline Embokodweni was borderline medium functioning/dysfunctional and due to a combination of concerns that remain problematic at the school, Khulisa recommended that the school be excluded from the programme.

Khulisa analysed this data in two ways. First, looking at whether or not there was a change in school functionality rating (e.g. moving from dysfunctional to medium functioning), and second looking at the actual change in the scores. The latter meant that while some schools improved/worsened their actual score, they remained in the same rating category. i.e. Hemu Hemu and Nkabini in Umgungundlovu worsened their scores, but still remain with a rating of medium functioning. The table below reflects the changes in score and functionality ratings.

KwaZulu-Natal Overall School Functionality				
District	School	Score Change	Baseline Functionality Rating	2017 Functionality Rating
Umgungundlovu	Villa Maria	Improved	Dysfunctional	Medium Functioning
	Esigodini	Improved	Medium Functioning	Medium Functioning
	Edendale	Improved	Medium Functioning	Medium Functioning
	Maqongqo	Improved	Medium Functioning	Medium Functioning
	Nichols	Improved	Medium Functioning	Medium Functioning
	Nkabini	Improved	Medium Functioning	Medium Functioning
	Hemu Hemu	Worsened	Medium Functioning	Medium Functioning
	Sombongangani	Worsened	Medium Functioning	Medium Functioning
Umlazi	Embokodweni	Improved	Dysfunctional	Medium Functioning
	Masuku	Improved	Dysfunctional	Medium Functioning
	Isipingo	Improved	Medium Functioning	Medium Functioning
	Kusakusa	Improved	Medium Functioning	Medium Functioning
	Nomzamo Mandela	Improved	Medium Functioning	Medium Functioning
	Muzomuhle	Improved	Medium Functioning	Medium Functioning
	Putellos	Improved	Medium Functioning	Medium Functioning
	Khuthala	Worsened	Medium Functioning	Medium Functioning
	Manzowandle	Worsened	Dysfunctional	Dysfunctional

Free State

Thirteen schools had a lower overall school functionality score in 2017 compared to baseline while only seven schools had an improved score. However, most of the schools stayed in the same category as they were before, but five schools moved from medium functioning to dysfunctional (Lemotso, Malakabeng, Moremaphofu, Reaitumela and Thusanong).

Similar to the KZN analysis, while some schools improved/worsened their actual score, they remained in the same rating category. i.e. Itumeleng Mabelle, Setshabelo, Hlolelo and Marobe all improved their functionality score compared to the baseline, but remained in the same category. The table below reflects the changes in score and functionality ratings.

Free State Overall School Functionality				
District	School	Score Change	Baseline Functionality Rating	2017 Functionality Rating
Lejweleputswa	Itumeleng Mabelle	Improved	Medium Functioning	Medium Functioning
	Setshabelo	Improved	Medium Functioning	Medium Functioning
	Hlolelo	Improved	Medium Functioning	Medium Functioning
	Marobe	Improved	Medium Functioning	Medium Functioning
	Lehakwe	Worsened	Medium Functioning	Medium Functioning
	Lenyora	Worsened	Medium Functioning	Medium Functioning
	Lemotso	Worsened	Medium Functioning	Dysfunctional
	Moremaphofu	Worsened	Medium Functioning	Dysfunctional
	Thusanong	Worsened	Medium Functioning	Dysfunctional
	Rheederpark	Worsened	Dysfunctional	Dysfunctional
Fezile Dabi	Selogilwe	Improved	Medium Functioning	Medium Functioning
	Ntshwephepa	Improved	Medium Functioning	Medium Functioning
	Renyakalletse	Improved	Medium Functioning	Medium Functioning
	Adeline Meje	Worsened	Medium Functioning	Medium Functioning
	Mokwallo	Worsened	Medium Functioning	Medium Functioning
	Seissovile	Worsened	Medium Functioning	Medium Functioning
	Tataiso	Worsened	Medium Functioning	Medium Functioning
	Theha Setjhaba	Worsened	Medium Functioning	Medium Functioning
	Malakabeng	Worsened	Medium Functioning	Dysfunctional
	Reaitumela	Worsened	Medium Functioning	Dysfunctional

Finally, schools reported having benefited from the programme in a variety of ways, in line with the key areas of intervention: leadership, barriers to learning and teacher training:



“MIET- the practical part of it assisted to make sure that the educators fill in the vulnerability assessment form. They also helped with SIAS and embracing diversity in class, enabling educators to teach different learners of different levels. The programme taught teachers to look at these kids in a different way, and parental involvement is very vital. In addition, Molteno gave educators planning skills and helped them with assessment for a particular term, planning, presentation of lessons, and print rich classrooms. Sharing of topics and networking with other schools outside was also important. The programme motivates them to be more innovative. Finally, the programme also helped with control and monitoring, classroom management and how to incorporate IQMS in the daily living of the school.”

– Principal, Marobe (Free State)

7.1.3 SCHOOL SATISFACTION

In general, schools in the Free State seemed to have accepted and incorporated the programme more intensively than in KZN. This is reflected in the satisfaction data, with Free State schools mostly being ‘very satisfied’ with the programme. While this is the case, schools in KwaZulu-Natal were still positive about the interventions.

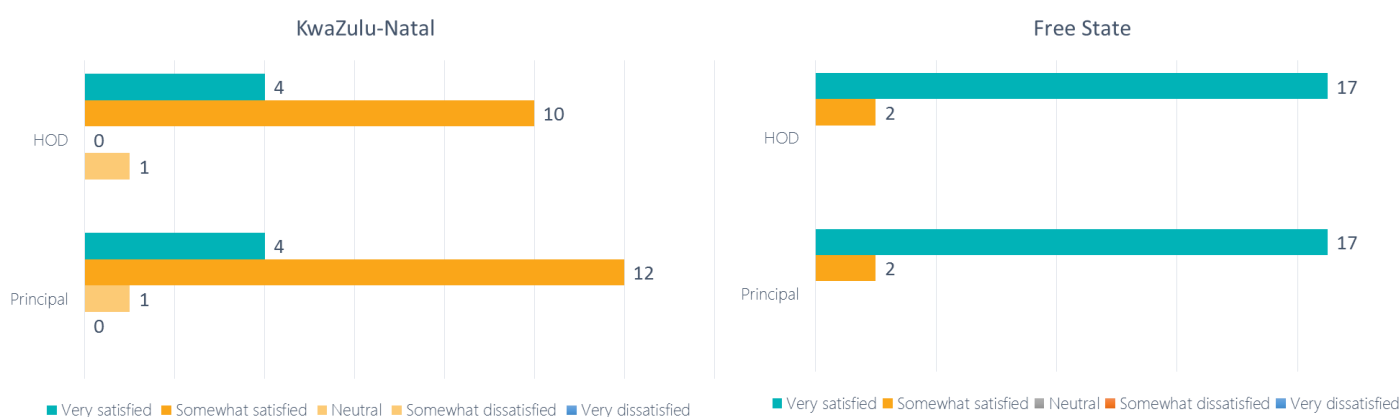


Figure 11 Principal and HOD satisfaction with FNB PEP

Similarly, schools in the Free State also found the programmes to be 'very useful' to learners, which can be a reflection of school's desperate need for any intervention that could improve teaching and learning at the schools, especially in the absence of the school's own professional development opportunities.

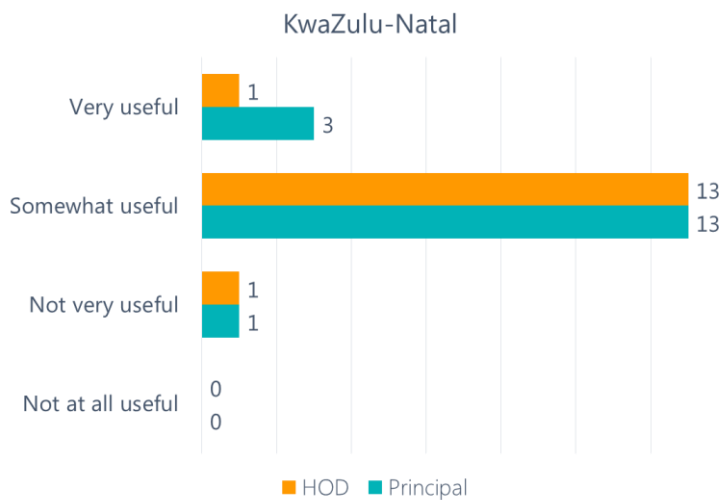


Figure 12 KZN usefulness of FNB PEP to learners

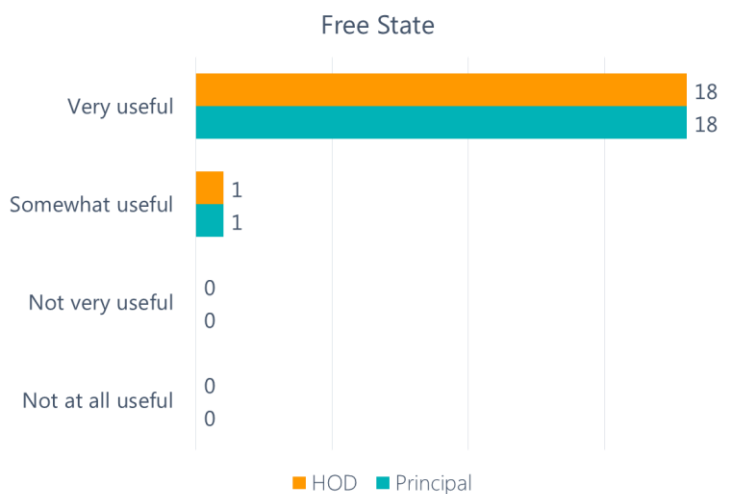


Figure 13 Free State usefulness of FNB PEP to learners

Finally, principals and HODs in the Free State overwhelmingly strongly agreed with the statement *"The FNB PEP made a difference in my school"*, while majority of principals and HODs in KwaZulu-Natal agree. One principal, from Hemu Hemu in KwaZulu Natal disagreed. Looking closely at the data, the school has many challenges that hinder impact such as: lack of involvement from community and parents, SGB not functional, internal conflict at the school, principal is not entrepreneurial and resources are unavailable or not being used (i.e. library not being used, no computers, no sports field and very basic classrooms). All of these are characteristics of schools in which the programme has the least impact.

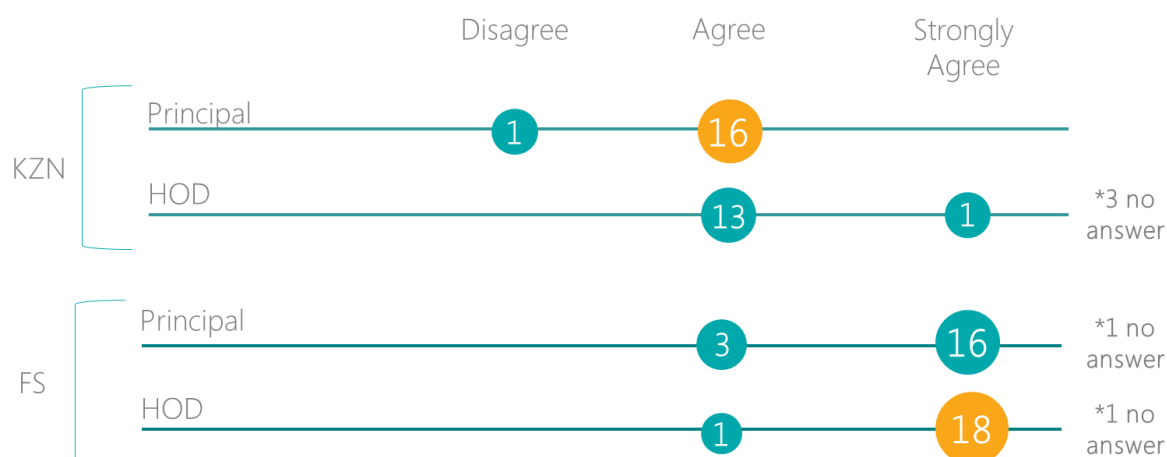


Figure 14 Please rate the following statement "The FNB PEP made a difference in my school."



Evaluation Question 2:

What are the key lessons learnt from the pilot programme particularly with regard to the identification of key school functionality categories that have the most impact in bringing about improved learner attainment?

7.2 Lessons Learned

Leadership matters

When a principal is entrepreneurial, their school's functionality score was higher and the programme had more impact.

School principals who were classified as entrepreneurial maximised resources from donors, communities and local enterprises, including FNB's programme.

In contrast, where a principal was passive, the overall programme impact was minimal and in four cases, school functionality decreased.

Functionality is important

School improvement, supported by FNB, can only take place in functional schools. One of the schools participating in the programme in the Free State - Rheederpark Combined - was categorised as dysfunctional in 2013, and remained dysfunctional in 2017. Service providers noted that they found working with Rheederpark difficult.

Similarly, Manzolwandle in KwaZulu-Natal had been rated as dysfunctional in 2013 and remained dysfunctional in 2017.

Recommendation: *Remove Mazolwandle and Rheedepark from the programme. The changes required at these two schools may be beyond the scope of the FNB Programme. Without drastic changes to school staff, management, and leadership, it is unlikely that any external intervention will receive the necessary buy-in and support of the schools.*

Dysfunctional schools require support to begin planning for success - a process which necessitates the involvement of provincial and district government departments (education and other) that can mandate broad change. Dysfunctional schools should:

- Conduct a comprehensive school evaluation to identify and isolate areas of improvement
- Renovate school building and grounds
- Replace school management with competent administrators and managers
- Build community and parental involvement
- Ensure school attendance (for school management, teachers and learners) is improved

Dysfunctional school case study

Name: Rheederpark Combined School
District: Lejweleputswa
Province: Free State
School Functionality: Dysfunctional



Rheederpark Combined School **did not show much improvement over the course of the FNB PEP**. The school was dysfunctional both at baseline and endline, with a slight decrease with overall school functionality. Compared to the baseline analysis, the school functionality score worsened in the following school functionality areas: Administration, Community, Contextual Environment, Professional Development, and Teaching and Curriculum Delivery.

Rheederpark Combined includes both primary and secondary grades. Its focus is on the matric class, clearly showing their primary school phase is low priority, thus, in turn reducing its performance. However, there are other compounding factors.

Contributors to the low school functionality at Rheederpark Combined includes:

Lack of maintenance of school resources. When Khulisa visited the school in March 2017, the security cameras were not working. The school garden did not have any vegetables. The library had desks that still needed to be assembled. Toilets were broken. There was litter all over the school grounds. The school kitchen had a water leak. Furthermore, the school has high levels of vandalism.

Ineffective learner management. During the school visit, Khulisa observed learners loitering outside the classroom during class times, learners misbehaving, and high levels of noise not associated with any learning. In addition, learners are poorly prepared for school.

Rheederpark Combined **does little to mainstream disability**. The school has one learner with disability but very little is being done to support this learner because the teachers feel they need to focus their attention on other learners.

Overall, Rheederpark Combined is **poorly managed**. The SGB functionality is very low, primarily due to instability within the body. Service provider interviewed by Khulisa reported that they had difficulty working with Rheederpark Combined.

However, some schools which were dysfunctional during the baseline such as Villa Maria, Embokodweni and Masuku **managed to move to medium functioning** category. Embokodweni was already borderline dysfunctional/medium functioning during the baseline, so it basically remained in the same state as before. Villa Maria and Masuku in particular had big improvements in the following score categories, which were all areas covered by the programme:

1. Teaching and curriculum delivery
2. Governance
3. Administration
4. Professional development

As mentioned in the key functionality areas analysis, most schools improved in the functionality areas covered by the programme and big declines in scores occurred mainly in the contextual environment (e.g. issues are related to security – school no longer has fence or alarm, or break-ins which resulted in computers being stolen – or related to nutrition – school without feeding scheme and/or food garden).

Schools that were able to maximise the FNB PEP interventions had specific characteristics, in line with what Jansen and Blank (2014) outlined in their study. These schools should be considered when determining schools participating in the programme, as outlined in the following box.

School Characteristics

Functionality for success

- Entrepreneurial principal able to leverage resources and involves the community
- Strong SMT
- Functional SGB which leverages resources
- Implements systems to address learning barriers
- Motivated teachers

Dysfunctional for limited to no impact

- Principal who does not leverage resources
- Poor community and parental involvement
- SGB not functional
- Vulnerable children not receiving support
- Unmotivated teachers
- Teachers not involved in extra-mural activities
- Lack of school infrastructure and resources. E.g. school library not being used, no computers at the school, sports grounds unavailable or in very poor condition, very basic classrooms.

Recommendation: Ensure programme selects schools that are medium functioning and if borderline dysfunctional, school must have important school characteristics for success to maximise impact.



An example of a successful school with all of the characteristics outlined above is presented in the textbox below.

Functional school case study

Name: Nichols Junior Primary School
District: Umgungundlovu
Province: KwaZulu-Natal
School Functionality: Medium Functioning



Nichols Junior Primary School was **one of the best performing schools during the FNB PEP**. Compared to the baseline analysis, Nichols Junior Primary showed improvements in the following school functionality areas: Community, Contextual Environment, Governance, Professional Development, and Resources. In addition, most of the service providers interviewed by Khulisa rated Nichols Junior Primary as one of the top schools in the programme.

The main success factor for Nichols Junior Primary was **leadership**. The principal was very active and engaged throughout the programme and took the time to attend the training sessions for HODs. She is also determined to train all newly appointed HODs and staff members in the management of the school. Furthermore, the principal conducts extra lessons for Maths in the mornings before school starts. Overall, the Nichols Junior principal is very entrepreneurial and proactively seeks out resources for the school.

Another key success factor for Nichols Primary was **openness to technology**. During the course of the program, the school raised funds and bought Ipad's that were used for many activities.

Resources also contributed to the school's success. When Khulisa visited the school in March 2017 (term 1), all the learners had enough learning materials and they already had the DBE workbooks for terms 3 and 4.

Nutrition was also a crucial success factor. Nichols Junior Primary has an effective feeding scheme. The school garden is functional and learners are provided with breakfast and lunch. Pioneer Food Company donates food for the school's morning porridge programme.

Nichols Junior Primary has made major investments in **school security**. When Khulisa visited the school in March 2017, there was clear evidence that there were systems in place to secure learners and property. In addition to a secure periphery fence, there are burglar bars on windows in the administration block and a functional alarm system. Furthermore, there is a department provided security guard that looks after the school during the day and the school hired a caretaker to look after the school at night.

Overall, Nichols Junior Primary is **well-managed**. Classes start and end on time. Learners are engaged and well disciplined. Teacher absenteeism is low. There is frequent communication with parents. The SGB is fully functional and supports the school, including in fundraising activities.

While Khulisa's recommendation is that the FNB PEP should focus on medium functioning schools, **Khulisa recommends that some schools are removed** from the programme even though the functionality score is favourable, **as some elements of success are not present** and will most likely affect impact.

Recommendation: Khulisa recommends that the programme continues in the schools recommended in the table below, excluding 6 schools from the programme (3 in KZN and 3 in the Free State). Schools highlighted in grey should be removed from the programme immediately.

District	School	2017 Functionality Rating	Recommendation
KwaZulu-Natal	Umgungundlovu	Villa Maria	Medium Functioning
		Esigodini	Medium Functioning
		Edendale	Medium Functioning
		Maqongqo	Medium Functioning
		Nichols	Medium Functioning
		Nkabini	Medium Functioning
		Hemu Hemu	Medium Functioning
		Sombongangani	Medium Functioning
	Umlazi	Embokodweni*	Medium Functioning
		Masuku	Medium Functioning
		Isipingo*	Medium Functioning
		Kusakusa	Medium Functioning
		Nomzamo Mandela	Medium Functioning
		Muzomuhle	Medium Functioning
		Putellos	Medium Functioning
		Khuthala	Medium Functioning
		Manzolwandle	Dysfunctional
Free State	Lejweleputswa	Itumeleng Mabelle	Medium Functioning
		Setshabelo	Medium Functioning
		Hlolohelo	Medium Functioning
		Marobe	Medium Functioning
		Lehakwe	Medium Functioning
		Lenyora	Medium Functioning
		Lemotso	Dysfunctional
		Moremaphofu	Dysfunctional
		Thusanong^	Dysfunctional
		Rheederpark	Dysfunctional
	Fezile Dabi	Selogilwe	Medium Functioning
		Ntshwephepa	Medium Functioning
		Renyakalletse	Medium Functioning
		Adeline Meje	Medium Functioning
		Mokwallo	Medium Functioning
		Seissoville	Medium Functioning
		Tataiso	Medium Functioning
		Theha Setjhaba	Medium Functioning
		Malakabeng^	Dysfunctional
		Reaitumela^	Dysfunctional

***Embokodweni and Isipingo** have principals who are not entrepreneurial and do not make effective use of resources, despite reasonable functionality scores. For Embokodweni, just as in the baseline, staff were uninterested in assisting the researcher, and even seemed inconvenienced when asked to provide documents. At the same time, learners in the school were allowed free reign for the entire duration of the school visit and the principal made no effort to curb their behaviour. Like other staff members, the principal did not seem overly concerned with the performance and functioning of the school, and came across as detached. Similarly, Isipingo's principal was appointed in 2015 (after the previous principal retired) and had not updated any of the notice boards, had not made the effort to connect the FNB donated Jojo tank.

Khulisa recommends that the programme exclude these two schools from the programme.

Malakabeng and Reaitumela's functionality scores were affected by a drop in their contextual environment scores, which were out of the programme's control. In addition, **Thusanong's** decline in score might have been affected by missing data at the school. Despite this, the school has strong leadership with high governance and administration scores. Therefore, Khulisa recommends that **Thusanong, Malakabeng and Reaitumela** continue with the programme.

Contextual factors affect impact

Factors outside of the programme's control can affect its implementation, hampering programme impact. For instance, **Lehakwe** in the Free State did not have electricity during the entire programme. This meant that computers could not be used (either SA-SAMS as a management tool, nor the curriculum tracker). Additionally, most programme schools face serious enrolment pressures, resulting in overcrowded classrooms and learners arriving with less skills. Finally, industrial action by teachers from March to May (Term 2 2016) prevented training and support activities in the Free State, which both affected and delayed implementation.

Furthermore, as discussed earlier on the report, changes in the 'contextual environment' scores brought down the overall school functionality score for most schools, even making some schools move from medium functioning to dysfunctional. These changes are out of the programme scope and the programme has limited control over them.

Recommendation – Measure learning

Learning could not be measured by the end-term evaluation, as the Annual National Assessment has been eliminated. However, the programme needs a standardised assessment to measure learning. The FNB programme should not create a new standardised test as it is expensive and would need to be validated.

For Grades 1-3, the programme could use the **Early Grade Reading Assessment** (EGRA) and **Early Grade Mathematics Assessment** (EGMA), which are being used in South Africa and throughout the world. They are free and the EGRA is available in all local languages from the Department of Basic Education but service providers would need to administer and mark them. For Grades 4-6, the programme could work with the **Independent Examinations Board** (IEB) to administer the Australian Council for Educational Research (ACER) **International Benchmarking Tests** (IBT), in English and Maths. The IBT is being used in South Africa, internationally and in Australia and costs approximately R140 annually per child. The test is administered in October and results (along with comparisons to averages) are provided in March of the following year. It could be administered to a randomly selected sample, but the same children should take the IBT in both Grades 4, 5 and 6 each year.

Recommendation – Build on the programme’s success

- 1. Encourage collaboration between teachers:** forming a community of teachers for mutual support really made a difference. For instance, in the Free State, teachers and service providers along with subject advisors set up Whatsapp groups for communication. They use it to address challenges, issues and to share ideas. In several cases, they shared test questions. KZN teachers did not set up a Whatsapp group.
- 2. Strengthen capacity of schools to address learning barriers:** after FNB PEP, schools report a wide range of sources of assistance and support for vulnerable students, compared to lack of knowledge and skills to address them reported in the baseline.
- 3. Build teacher involvement and confidence:** building teacher confidence through workshops and allowing them to feel comfortable with the content knowledge reflects on the way teachers give their classes and organise their classrooms. After the FNB PEP, classrooms and teachers had been transformed as a result of the confidence built.
- 4. Technology can help:** using Whatsapp as a mean of communication between teachers/principals encouraged discussion and created a community of practice between educators.
- 5. Knowledge sharing and dissemination:** Unintended consequences included teachers sharing knowledge and skills outside of programme schools, expanding the programme’s reach.

Nutrition remains a challenge

Schools participating in the programme are located in poor areas, with poverty being a key contextual factor affecting programme impact.

In addition, while not addressed by the programme, learners’ nutrition continues to a major challenge in programme schools. Schools have overwhelmingly reported that there is a need to supplement the feeding scheme provided by the Department of Basic Education, the National School Nutrition Programme (NSNP), with other food.

Recommendation: include nutrition as an element of the FNB PEP to maximise impact, as learners cannot learn if they are hungry.

Clustering schools increases programme effectiveness

Where schools could be clustered, programme implementation improved, as schools were able to share best practices and form communities of practice. However, schools in Fezile Dabi District in the Free State were distant (sometimes 100 km apart) and could not form communities of practice. The FNB PEP’s strategy includes geographic focus, which proves to be important, but the programme should ensure that schools in the same district are clustered to enhance programme effectiveness and impact.

Collaboration between service providers

A key success of the FNB PEP is increased collaboration between service providers. All service providers interviewed emphasised the fact that working together in the schools enhanced their impact and they were able complement their interventions by focusing on their strong points.



“The moment the funder creates that network of service providers, it leads to no competition, but instead collaboration”

– Janet Genis, UFS Project Manager

There were also joint service provider meetings, where they discussed support and collaboration. For instance, Molteno assisted UFS to help teachers create timetables to be incorporated into SA-SAMS.

This collaboration also occurred across provinces. For instance, UFS went to Durban in KZN to obtain the curriculum tracker tool from PMDP and adapt it for use in the Free State schools. In addition, PMDP facilitators trained UFS facilitators on how to use the tool.

Impact Story

“During 2015 one of our Artists facilitators contacted me regarding concerns about how a 'slow' learner was treated in the classroom. She noticed that the learner was being ignored and left out of activities. When she raised the concern, the teachers responded with 'don't worry about her. She can't do anything. She is too slow.'

I took the concern on to Chris Ramdas at MIET Africa and one of his facilitators went to assess the child. I also encouraged my facilitators to keep engaging the learner despite the teacher's dismissal.

A year later in 2016, when I visited the same school to do a series of interviews with the principal, HOD and teachers for monitoring and evaluation, the teacher spoke about this learner, without prompting. She told me that the specific learner is the best student in the Arts-she sings, dances and draws exceptionally and has shown an aptitude the teacher never believed she had. The teachers stated her realization that the particular learner was not in fact slow, as she had previously thought, but rather that she needed a different way of being taught, to excel.

The teacher is now working with the staff to create environments where the child is able to learn in an experiential way, as it assist her greatly!”

– Alison Green, ASSITEJ

Evaluation Question 3:

What does the project evaluation tell us regarding the feasibility of the FNB Fund's current Primary Education Strategy?

7.3 Programme Feasibility and Sustainability

FNB Fund's current Primary Education Strategy is feasible and effective, but a few recommendations arise from the lessons learned:

1. **Learning needs to be measured:** through applying already validated standardised tests to programme schools, the FNB PEP can guarantee measuring the impact of the programme on the learners' performance, which this evaluation was unable to determine. Through learners' results, the programme can:
 - a. Assist educators diagnose and address learners difficulty areas
 - b. Target interventions to educators to assist them in dealing with learner shortfalls diagnosed
 - c. Measure programme impact on learners
2. **Functionality is important,** as shown by using resources provided, and lack of resource use should be a warning sign. Khulisa recommends that the programme continues with the following schools:

KwaZulu-Natal	
Umgungundlovu	Umlazi
Villa Maria	Masuku
Esigodini	Kusakusa
Edendale	Nomzamo Mandela
Maqongqo	Muzomuhle
Nichols	Putellos
Nkabini	Khuthala
Hemu Hemu	
Sombongangani	
Umlazi	

Free State	
Lejweleputswa	Fezile Dabi
Itumeleng Mabelle	Selogilwe
Setshabelo	Ntshwephepa
Hlohelohelo	Renyakalletse
Marobe	Adeline Meje
Lehakwe	Mokwallo
Lenyora	Seissoville
Thusanong	Tataiso
	Theha Setjhaba
	Malakabeng
	Reaitumela

3. **Continue to actively encourage collaboration between service providers and schools,** especially in Fezile Dabi, where schools are located far from each other and in KZN schools, where communities of practice did not form as naturally as in Lejweleputswa district (Free State).
4. **Add nutrition:** as nutrition continues to be a challenge and affects the learners' ability to learn, the programme should consider adopting a nutrition component to maximise programme impact.

5. Three years is not enough for sustained impact

Development is not a quick process, and the pilot demonstrates the programme's potential particularly in schools who are medium to highly functional and have strong entrepreneurial leadership. **Sustained impact takes time and requires:**

- Building trust in schools, which alone can take up to a year or more
- Changing institutional culture
- Continuous training of teachers and SMT members to account for high turnover

6. District involvement is key

In line with the programme's sustainability strategy, the FNB PEP programme attempted to work with the districts.

However, district involvement varied. On the one hand, in the Free State, circuit managers were often unavailable throughout project, as most were only acting in the position or were rotating positions. Therefore, it was difficult to create and maintain relationships with Circuit Managers. On the other hand, Fezile Dabi district held two events after the service delivery event organised by MiET Africa (and the district organised these events on its own). In fact, now they have database of all the service providers that can assist barriers to learning in all schools in the district. Subject Advisors were also involved, as they attended teacher workshops provided by CASME and Molteno, and see the value-add of the programme as beneficial to the department.

In KZN, district officials were also unavailable and had poor attendance at meetings for sessions to integrate the project learnings.

Service providers reported that buy-in from the District Director in Fezile Dabi made a difference in their intervention's ease of implementation and acceptance by the schools and unions. As such, it is important to ensure district involvement for programme effectiveness.

Strengthen FNB PEP Strategy

FNB PEP should continue to work with the schools suggested by Khulisa and include a nutrition element to the FNB PEP strategy to strengthen programme impact.

The proposed strategy is one that:

1. Continues to have a geographical focus, by continuing in the proposed schools
2. Encourages active collaboration between service providers in schools
3. Adds nutrition to the programme
4. Measures learning through validated standardised test
5. Uses learner results to inform:
 - a. Educators' focus areas;
 - b. Programme intervention areas; and
 - c. Measure impact on learner.

8 Conclusions

The end-term evaluation answered the three evaluation questions:

What has been the impact of the programme over the past three years on school functionality as measured against the key school functionality areas that were also covered in the 2013 baseline assessment study?

Intended impact

Overall, the data shows that the PEP clearly had impact in most programme objective areas. The programme was successful in:

- Providing interventions involving school leadership, teachers and psycho-social support;
- Equipping principals and school teams with the tools necessary to effectively manage curriculum delivery;
- Addressing barriers to learning; and
- Increasing teachers' pedagogical and content knowledge to impart the curriculum to learners in an effective way.

The programme intended to promote leadership, overcome barriers to teaching and learning and support teacher training. This was clearly achieved, with schools improving teaching and curriculum having the highest improvement out of all the nine school functionality areas. Overall, most schools improved their functionality scores in the various key functionality areas. However, one area in particular had a high number of schools with lower scores in the endline – 'contextual environment', which was outside of the programme's scope and objective. Although some schools decreased their overall aggregate functionality scores, there was general improvement in 7 of the 9 key functionality areas, which shows the positive impact of the programme.

The FNB PEP was successful in:

- Providing resources
- Providing teacher training
- Providing teacher, principal and SMT training
- Improving curriculum management and planning in schools
- Emphasising creative arts in schools where ASSITEJ was present
- Assisting schools with dealing with learners with barriers & mainstreaming disability

However, the absence of credible learner assessment data reduces the ability to be definitive about impact of the programme on learner performance.

Ultimately, the PEP assisted three KZN schools to move from dysfunctional to medium functioning schools. Nonetheless, one FS school remained dysfunctional, and five FS schools became dysfunctional.

Unintended impact

The programme also had some unintended effects such as:

- Sharing of knowledge and networking between teachers, service providers and across schools. The sharing of knowledge went beyond programme schools, reaching teachers in neighbouring schools

- Motivating & building confidence in teachers, which improved classroom arrangement/organisation

What are the key lessons learnt from the pilot programme particularly with regard to the identification of key school functionality categories that have the most impact in bringing about improved learner attainment?

1. School leadership and characteristics matters
2. Functionality is important
3. Clustering schools enhances effectiveness
4. Teacher involvement and confidence were built
5. Service providers collaboration works
6. Technology can help with collaboration/knowledge sharing
7. Unintended consequences included teachers sharing knowledge and skills outside of target schools



“The best thing about the intervention was the combination of the different focus areas in one big programme - having an intervention for the learners, for teachers and also for the management. Sometimes you focus on one area, which can be undermined if the other ones are weak.”

– Barbara Njapha, PMDP

What does the project evaluation tell us regarding the feasibility of the FNB Fund’s current Primary Education Strategy?

FNB Fund’s current Primary Education Strategy is feasible and effective with a few caveats:

1. Learning needs to be measured by validated standardised test
2. Functionality is important, as shown by using resources provided, and lack of resource use should be a warning sign
3. Working together in schools enhanced impact (between service providers and between schools) and by using technology
4. Add nutrition
5. Three years may not be sufficient for sustained impact

Recommendations

Learning could not be measured, as the Annual National Assessment has been eliminated. However, the programme needs a standardised assessment to measure learning. But, the FNB programme should not create a new standardised test as it is expensive and would need to be validated. Therefore, we recommend:

To assess Grades 1 to 3, use the:

- Early Grade Reading Assessment (EGRA)
- Early Grade Mathematics Assessment (EGMA)

These assessments are being used in South Africa and throughout the world. They are free and the EGRA is available in all local languages from the DBE but the service providers would need to administer and mark them.

To assess Grades 5 and 6, work with the Independent Examinations Board (IEB) to administer the Australian Council for Educational Research (ACER) International Benchmarking Tests (IBT), in English and Maths. The IBT is being used in South Africa, internationally and in Australia. The cost is approximately R140 annually per child. The test is administered in October and results (along with comparisons to averages) are provided in March of the following year. It could be administered to a randomly selected sample, but the same children should take the IBT in both Grades 4, 5 and 6.

Add nutrition as a key programme component, as this is a key element of learners' ability to learn and perform.

Continue with the PEP, but acknowledge that development takes a long time, so leverage from relationships and trust built in programme schools recommended by Khulisa.

Form communities of teachers for mutual support, addressing challenges and sharing resources.

Continue to **strengthen school's capacity to address learning barriers**.

Annex 1. Key Informant Interviews

1.1. INTERVIEW QUESTIONS

PURPOSE

As part of the FNB Primary Education Programme Pilot End-Term Evaluation, Khulisa will conduct Key Informant Interviews with the service providers selected under the programme to work in programme schools. These interviews will be used to inform the end-term evaluation, and provide a greater understanding of how the programme has influenced the schools and their functionality, as well as find out from you what has worked, and what you think could be done differently. Your insights and feedback are extremely valuable for us as it will assist with improving the quality of the programme moving forward.

INTRODUCTION

- Thank interviewee for participating
- Check whether they are still happy to participate in the interview
- Remind the interviewee that their responses will remain confidential
- Record the interviewee's name, position, organisation name, date of interview
- Ask for permission to record the discussion, explaining that participants will remain anonymous and recording will be used for note taking purposes only

THE INTERVIEW

It is important to solicit answers to specific questions. How you do this (i.e. how you word these questions) and in what order is not as important as the fact that we consistently collect this information across interviews. Please make short notes for each answer – point form is fine – to share with the research/evaluation team. The questions below simply serve as a guide to ensure that none of the important points are left out. *You may find that the interviewee answers multiple questions at once and that it is not necessary to ask each question separately. (Probes to be used as necessary)*

QUESTION	PROBES/NOTES
1. How were you involved in the FNB Primary Education Programme?	<i>Please specify organisation worked for and what the intervention was all about, and what your specific role was.</i>
2. What has worked for the FNB Primary Education Programme?	<i>Which aspect was most beneficial, in your opinion? Any positive change you can tell us about?</i>
3. In your opinion, do you think the intervention has made a difference in the schools?	<i>Why? Why not? What do you think has been the most significant change?</i>

4. In which school has the programme made the most impact?	<i>What was the best performing school? Why?</i>
5. Which school had the most challenges?	<i>Please share some examples of challenges.</i>
6. What was the best thing about the intervention?	<i>What was the most valuable to the school? Why, how has it helped?</i>
7. In your opinion, what were the main challenges faced by the schools?	<i>Did the intervention contribute to addressing any of these challenges? How?</i>
8. If you could change one thing about the FNB Primary Education Programme, what would it be?	
9. Can you tell me of an example of a specific triumph of the programme?	<i>Please share a story of change in one or more schools.</i>

CONCLUSION

- Those are all the questions I have for you today.
- Are there any other comments or recommendations you would like to provide?
- Thank you very much for your time.

1.2. KEY INFORMANT LIST

Name	Organisation	Role
Alison Green	ASSITEJ SA	Project Manager
Barbara Njapha	J & J Project Development Trust / PMDP	Project Manager
Bushy Mtimkulu	Molteno	Coach
Chris Ramdas	MiET Africa	Senior Manager
David Maphomane	ASSITEJ SA	Facilitator
Dawn Morrison	CASME	Project Consultant
Henre Benson	CASME	Operations Officer
Janet Genis	University of the Free State	Project Coordinator
Thami Mahlobo	CASME	Project Coordinator
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Annex 2. Instrument Development and Scoring Mechanism

Instrument development

The school functionality tool used for the Primary Education Programme was adapted from the model Khulisa developed for Tshikululu's Maths Chairs programme. Although the model was developed to be used across schools to determine functionality, irrelevant of the programme being analysed, the tool required the addition of teaching and curriculum delivery indicators. The teaching and curriculum delivery component was not within the scope of the Maths Chair programme. The following provides background on the development of the current model of school functionality.

Khulisa's model of school functionality is based on a meta-analysis of international and South African school effectiveness literature, a sample of which is described in the literature review, as well as through collaboration with the Sasol Inzalo Foundation. The collaboration arose out of synergy with current work the Foundation is pioneering in school leadership research within their programmes.

A workshop hosted by Khulisa in August 2011 brought together Khulisa and Sasol Inzalo's joint expertise. The panel included Dr Al Witten, who earned his Doctorate in Education from Harvard University, and Dr Marietjie Vosloo (PhD Statistics), Programme Director of Sasol Inzalo Foundation. Both Dr Witten and Dr Vosloo are preeminent experts in school leadership. Dr Witten is currently working on the *Education Leadership Initiative*, a joint collaboration between Harvard University's and University of Johannesburg's Schools of Education to raise the standards of South African school leaders through ongoing support and training. Dr Vosloo has developed a tool to measure school leadership and is very active in Maths and Science communities of practice in South Africa. The model was refined after Tshikululu and Khulisa presented the tool to the Department of Basic Education (May 2012) and the Zenex Foundation (October 2012). Zenex, a South African donor agency committed to funding innovation in Maths, Science and Language education, have recently concluded similar school functionality assessments for schools within their programmes.

For the Primary Education Programme, teaching and curriculum delivery indicators were added to the model. Prior to commencing fieldwork, a workshop with Tshikululu was held on 8 November 2012 to discuss the framework, tool and interview schedule. The tool was approved and fieldwork commenced 12 November 2012.

The instrument

An interview schedule was used to collect *quantitative data* on school effectiveness and the capacity assessment grid (described below) provided *qualitative data* through the key informant interviews (KIIs) with the school principal, HODs and educators/institutional level support team members. Quantitative data together with the KIIs and site observation enabled the collection of data from a range of school administrators and educators to assign school functionality scores.

A capacity assessment grid was used to conduct the baseline study at the school level, following the template of the McKinsey Capacity Assessment Model.³ The capacity assessment grid measures operational capacity and identifies areas that need improvement. A key reason for adopting the assessment grid for the qualitative research portion is because the tool translates qualitative data provided through interviews into measurable scores. Additionally, it can be used to assess the situational change over time for the Primary Education Programme.

As demonstrated in the Figure below, the capacity assessment grid is composed of a series of main questions linked to each of the eight factors of school functionality as well as a range of prompting questions.

Figure 15: Capacity assessment grid – security example

No.	Indicator	4	3	2	1	Rating
32	Security	Periphery secure, security working well (clear evidence that systems are in place to secure learners).	Reasonable but some systems breaking down (e.g. cameras not working).	Clear efforts being made to secure learners and educators' safety, but a lack of resources to do so properly.	Security is a problem that is constantly arises, evidence of breaching readily apparent.	
Comment:	<<Justification for benchmark allocation>>					
Linked, follow-up question: Key Informant Interview and Researcher Observation						
32.1	Are grounds clean, well maintained with no vandalism? Evidence of broken windows, broken equipment (i.e., desks/ chairs)? Is there a sense that equipment is secured?					

The capacity assessment grid is used by selecting the criteria that best describe the current status of the school. Four criteria are identified for each question on a scale of 1–4: 1 being the lowest and 4 being the highest score. However, the scoring criteria are based upon a continuum that captures a 0 if there is nothing in place and no plan of action, to a 4 where systems and structures are in place and are considered to be close to best practice examples as evidenced through the structured KIIs.

³ (McKinsey & Company, 2001)

Figure 16: Indicator weighting system – Teaching and Curriculum Delivery example

Category	Indicator	Weight
Teaching and Curriculum Delivery	Sample of learner homework books - number of activities, learner compliance	4
	Sample of learner homework books - Activities marked, feedback given, parental compliance	
	How many curriculum weeks in 2017?	4
	What week of the curriculum are you currently in?	4
	Lesson Plans - Review two sample lesson plans - either from a grade 3 numeracy or grade 3 literacy educator; evidence of CAPS lesson plans.	4
	What did you teach last week? Matches learner workbooks and CAPS curriculum planner?	3
	Has teaching & learning time been accurately timetabled?	4
	Observation – Active Teaching	4

Each indicator is weighted (see list of indicator below) and the calculated score per focus area provides a benchmark for the current state of school effectiveness. Due to the weighting, a school may score the maximum allocation for a particular question and yet score a low average for that focus area overall because of low scores on other questions within the specific focus area.

The school functionality classification is meant to provide a general indication of the school's capacity to implement the Primary Education Programme. A lower criteria allocation (e.g. 0-1.99) indicates that the school is less capable of internalising interventions in a sustained and impactful way. Dysfunctional schools struggle with broader, basic challenges at an institutional level. Rather, these schools require fundamental support such as additional resources, LTSM, for example, or structural changes which the Department of Education is mandated to provide.

For the endline, there was no data on Learner Outcomes, as the ANAs had been discontinued. As such, this indicator was removed from the endline tool.

Figure 17: School functionality / likelihood of success

Assessment of school functionality and the likelihood of Programme success			Target schools for the Primary Education Programme
Criteria	Range	Description	
Dysfunctional	0.00 to 1.49	Very low likelihood of programme success	
	1.50 to 1.99	Low likelihood of programme success	
Medium Functioning	2.00 to 2.49	Medium to high likelihood of success	
	2.50 to 2.99	Medium to high likelihood of success	
Highly Functional	3.00 to 3.49	Center of Excellence; high likelihood of success	
	3.50 to 3.74	Center of Excellence; high likelihood of success	
	3.75 to 4.00	Center of Excellence; intervention unlikely to be relevant	

Medium functioning schools are in the middle tier with scores between 2 and essentially 3. Highly functional schools are characterised as schools scoring 3 or higher.

Scoring tables

The methodology section of this report outlines the basic assumptions used when creating the indicators as well as the weighting system. Weights were assigned by the research team at Khulisa and finalised with Tshikululu on 8 November 2012. The scoring system of 0 to 4 is used to compare quantitative and qualitative data across schools. A "0" is assigned when no data was provided. The category column specifies the eight factors of school effectiveness with the associated indicators assigned to each. There are two types of questions; yes/no/partial questions or a sliding scale using the capacity assessment grid (see Section 2). For example, row 7, "Has teaching & learning (T&L) time been accurately timetabled?" If a school has not accurately timetabled T&L time it is assigned a 1, ranking it lower in terms of teaching & curriculum delivery as compared to a school that has, and scores a 4. The sliding scale questions work in a similar fashion. Based on key informant interviews, observation and document review, data is scored according to the capacity grid. For example, researcher observation of lesson plans (row 5) determines whether the school is highly functional (4; thorough advanced planning of coherent units of worthwhile lessons) or dysfunctional (1; vaguely written or generic write up of lesson plans).

	Category	Indicator	Weight	4	3	2	1
1	Teaching & Curriculum Delivery	Sample of learner homework books - number of activities, learner compliance	4	Homework given daily; high learner compliance	Homework given Mon-Thurs; some evidence of learner compliance	Some homework given (2-3 days per week); low learner compliance	Little or no homework given; little to no learner compliance
2		Sample of learner homework books - Activities marked, feedback given, parental compliance	4	Every activity is marked, substantive feedback given, high parental compliance	Activities are marked but with little to no substantive comments, some level of parental compliance	Not all activities are marked, low substantive comments and low parental compliance	Little or no homework marked, little to no parental compliance
3		How many curriculum weeks in 2012?	4	41-42	+/- 1 week	+/- 2 weeks	over 2 weeks off / didn't know
4		What week of the curriculum are you currently in?	4	Correct week			Did not know or answered incorrectly
5		Lesson Plans - Review two sample lesson plans - either from a grade 3 numeracy or grade 3 literacy educator; evidence of CAPS lesson plans.	2	Thorough advanced planning of coherent units of worthwhile lessons	Thorough and coherent planning of individual lessons, one at a time.	Prepares thoroughly for the day's lesson other lessons plans have been sketched.	Vaguely written or generic write up of lesson plans.
6		What did you teach last week? Matches learner workbooks and CAPS curriculum planner?	3	Yes	Partial		No
7		Has teaching & learning time been accurately timetabled?	3	Yes	Partial		No
8		Observation - Active teaching Percent of classes researcher observed to have T&L taking place	4	100	80-99%	60-80%	0-60%

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	Category	Indicator	Weight	4	3	2	1
9	Learner Outcomes	2012 ANA Results Literacy (Gr 3)	4	81-100%	61-80%	41-60%	0-40%
10		2012 ANA Results Numeracy (Gr 3)	4	81-100%	61-80%	41-60%	0-40%
11		2012 ANA Results Literacy (Gr 6)	4	81-100%	61-80%	41-60%	0-40%
12		2012 ANA Results Numeracy (Gr 6)	4	81-100%	61-80%	41-60%	0-40%
13	Contextual Environment	Existence and effectiveness of feeding sche	3	Feeding scheme is not required; if learner's require supplementary support it is provided. (Don't have one, but don't need one)	Feeding scheme is effective (functional vegetable garden, provides breakfast and lunch, food parcels).	Feeding scheme is effective (functional vegetable garden, provides breakfast and lunch, food parcels).	Feeding scheme in place; but strained by high learner need, ineffective vegetable garden and only provides lunch
14		Security	3	Periphery secure, security working well (clear evidence that systems are in place to secure learners).	Reasonable but some systems breaking down (e.g. cameras not working).	Clear efforts being made to secure learners and teachers safety, but a lack of resources to do so properly.	Security is a problem that is constantly arises, evidence of breaching readily apparent.
15		Absentee Rate of Learners (Term 1 2012). Collect all class registers.	3	0	0.02	0.04	0.06
16		Enrolment Pyramid (% change as applicable by school type)	3	0	0.25	0.5	0.75
17		Observation - School type (Highly functional, stagnant, but functional, functional or dysfunctional)	4	4	3	2	1
18		Percent educators late (day of school visit)	3	0	0.05	0.1	0.2
19		Learners per Classroom	3	>40	40-50	40-50	>50
20		Learners per Educator	2	>40	40-50	40-50	>50
21		Educator vacancies	2	0	0.02	0.05	0.1
22		What percentage of learners reside >10kms	2	0	0.1	0.2	0.3

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	Category	Indicator	Weight	4	3	2	1
23	Resources	If fees are charged, what percent of learners are fully or partially exempt from fees?	3	0	0.1	0.2	0.3
24		Pastoral/social care balance with educational outcomes	3	Minimal support by learners needed, but where seen is addressed. Readily identified and recorded.	There is a sense of social need that is overwhelming, but there exist efforts to deal with it.	Managing to meet at least some social needs without compromising learner attainment.	Drowning under social needs of learners, minimal effort towards educational outcomes.
25		Both current and reservoir of cognitive and other resources available to the school	3	Multiple sources of historic and current extra (outside of Departmental funding) resources available and utilized extensively.	While historic, less current access.	Some cognitive resources, often provided by NGOs, corporate donors, a few community members or local companies.	Very poor resources outside of those government provided, often unable to take advantage of opportunities.
26		Availability of Teaching and Learning Materials	3	Excellent, very well resourced, stock is well managed, new materials are interspersed with old.	Reasonably well managed, not as many new resources available but has systems in place to manage textbooks and learner materials effectively.	Some resources, usually not available to learners at the beginning of the year, problems with lost materials.	Textbooks are not available or shared by groups of learners, learners are unable to take resources home.
27		Ratio of learners per computer	3	0	20	40	60
28		Extra-curriculars	1	Teachers all have extra-curricular duties. Options for learners are well rounded and diverse (academic, sport, creative).	Participation of teachers in extra murals, but spotty learner participation.	Very minimal, only a few teachers participate and low diversity (typically sport, choral, etc.).	No official extra curriculars, no policy mandating learner participation.
29		Does the ratio of learners to toilets exceed 1	2	No			Yes
30		Is there a functional school library?	1	Yes	Partial		No
31		Is there a school hall?	1	Yes	Partial		No
32		Sports fields	1	Sport fields reflect diversity in sporting codes; well maintained; evidence of use	Fair diversity of sporting fields exist but either in disrepair or showing evidence of non-use		Little to no sport fields; showing great lack in diversity of sporting codes; in disrepair; no evidence of use

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	Category	Indicator	Weight	4	3	2	1
33	Administration	School Improvement Plan	2	SIP shows progress of implementation; available for the last 3 years.	SIP shows progress of implementation.	SIP to standard; i.e., template.	SIP is an empty template; minimal input.
34		Number of days lost to teaching and learning	3	0-5	6-10	10-15	>15
35		Does the school track social grants?	2	Yes	Partial		No
36		Observation - learner management	4	Classes begin and end on time; learners in the school are under control and supervised by teachers	Majority of classes begin on time; some level of learner management; somewhat high noise levels; however the school is actively trying to manage this.	Majority of classes begin on time; some level of learner management; somewhat high noise levels; however the school is actively trying to manage this.	Learners are free to loiter on campus; high noise levels (not associated with teaching and learning)
37		Are learner toilets clean and maintained (i.e.)	4	Yes	Partial		No
38		Are the school grounds clean?	3	Yes; no evidence of litter, vandalism	Some evidence of litter and vandalism; evidence school is trying to curb this		No; littering and vandalism is a significant problem
39	Governance	Leadership's access to resources	4	Excellent, resources available from parents, school governing body members, community, NGOs and/or universities.	Reliant on historic resources, when they disappear, usually not replaced.	Principal is highly entrepreneurial.	Principal does not make any effort, waits for "manna from heaven."
40		Percent of educators reported absent according to the register (day of the school visit)	4	<5%	5-10%	10-15%	<20%
41		Does the number of educators absent (i.e. not signed in by 10h00) on the register on the day of the school visit match the number of educators reported absent by the school principal?	2	Yes			No
42		Coping with absent teachers	4	Relief teachers available and in place.	Some effort made, not always possible to get relief teachers.	Teacher on break take responsibility but limited education provided/ more "baby sitting."	No system to deal with absent teachers.
43		Is the SGB functional?	2	Yes	Partial		No

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	Category	Indicator	Weight	4	3	2	1
44	Community	Learner's access to additional support (secondary support)	3	Majority of learners come from homes where additional learning is provided through extra murals, tutors, and other efforts. Healthy and little or no hunger.	Access to learners that are cognitively well prepared, stable (e.g. they tend to attend same school for many years) and are healthy/well nourished.	Learners tend to be healthy and well fed, but less access to extras (tuition, reading material at home, extra murals, etc.).	Learners are poorly prepared for schools.
45		Referral Network: Community and relationships/Circles of Support	3	School knows of and uses resources demonstrated, follow-up actions happen (e.g. learner referred for assessment, school conducts follow-up).	Use, but limited follow-up.	Use, but no follow-up.	No knowledge and no use.
46		Communications to learners and families	2	Facilitates the development of a calendar of school activities and ensures that the calendar is shared and reviewed regularly .	Formalized communications plans to involve parents includes parental feedback.	Irregular and infrequent communications with parents and the community.	Little to no communication with parents.
47		Community engagement	2	Activities with maximum diversity exist (i.e., parent teacher nights, celebrations, open houses and diverse extra curricular events) and are well attended by parents.	Recurring activities exist; activities are planned and communicated to parents and the community in a timely, organized manner.	Recurring activities exist; minimal diversity in activities.	Little to no activities; or activities are sporadic with ad hoc communications.
48	Professional Development	Status of educator's PGPs in IQMS	2	All sample IQMS binders contain PGPs for educators; up to date; evidence professional development is being actively tracked (current PGP, classroom observations, etc); evidence educator and mgmt taking process seriously (detailed PGPs)	PGPs available for some educators; filled out template - just to standard		No PGPs either school was not able to procure or empty IQMS binders
49		Educator training: Availability and Desire	2	Many opportunities exist for professional development and educators take advantage of these opportunities	Little to no availability of professional development opportunities but high desire to participate amongst educators		Many opportunities exist for professional development but educators do not take advantage of these opportunities
50		Is joint planning conducted?	1	Yes	Partial		No

Annex 3. Functionality Scores by School and Category

KwaZulu – Natal

School	Teaching and Curriculum		Resources		Community		Administration		Contextual Environment		Governance		Professional Development		Overall	
	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017
UMGUNGUNDLOVU																
Edendale	1.7	3.3	2.7	2.3	1.7	2.0	2.5	3.0	2.9	2.6	2.5	2.9	2.9	4.0	2.3	2.5
Esigodini	1.6	3.3	2.1	2.2	1.9	1.9	2.0	3.0	2.6	2.7	3.2	2.8	3.0	4.0	2.5	2.5
Hemu Hemu	2.0	3.3	2.4	2.0	1.9	1.6	2.7	2.6	2.9	2.4	2.8	1.7	2.3	3.3	2.3	2.1
Maqongqo	1.7	2.7	1.8	1.9	2.1	1.7	2.4	3.4	3.0	2.6	1.7	1.8	2.6	4.0	2.0	2.3
Nichols	3.2	2.9	2.3	3.0	1.5	3.1	3.9	3.4	2.9	3.1	2.5	2.9	3.5	4.0	2.7	2.8
Nkabini	1.7	3.0	2.9	2.3	2.9	3.1	2.6	3.7	3.2	2.4	1.3	2.3	2.6	4.0	2.3	2.6
Sombongangani	2.8	3.7	2.4	2.1	2.5	2.3	3.4	3.9	3.2	3.1	2.0	3.2	3.3	4.0	2.8	2.8
Villa Maria	1.3	3.3	1.8	2.4	1.9	2.3	1.7	3.3	2.9	3.1	2.0	2.8	2.3	4.0	1.9	2.7
UMLAZI																
Embokodweni	2.2	3.2	2.3	1.9	1.9	1.0	2.1	3.1	2.9	2.7	1.5	2.3	2.8	3.3	1.9	2.2
Isipingo	1.6	3.2	1.9	1.5	1.8	2.1	1.5	3.2	3.0	3.0	2.2	1.7	4.0	3.3	2.0	2.2
Khuthala	1.5	3.1	2.0	2.6	1.4	1.4	2.9	2.5	3.1	2.4	1.6	2.3	2.6	1.8	2.0	2.0
Kusakusa	2.5	3.8	1.5	2.5	1.8	2.7	3.1	3.4	3.1	3.0	1.5	1.6	2.9	4.0	2.4	2.6
Manzolwandle	1.1	3.2	1.7	1.7	1.3	2.1	2.3	2.1	3.0	3.2	2.9	1.7	2.7	1.0	1.9	1.9
Masuku	1.4	3.2	1.9	2.0	2.3	2.6	2.3	2.0	2.7	2.5	1.8	1.8	2.5	2.8	1.9	2.1
Muzomuhle	1.7	3.3	1.5	1.9	2.4	2.8	3.0	3.6	3.0	3.3	3.2	2.7	3.7	4.0	2.5	2.7
Nomzamo Mandela	1.0	3.3	1.6	1.5	1.4	2.4	2.7	3.2	2.7	2.3	2.8	2.1	4.0	4.0	2.3	2.3
Putellos	1.4	3.7	2.6	1.9	1.8	2.4	2.1	3.1	2.6	2.9	3.4	2.5	3.0	4.0	2.5	2.5

Free State

School	Teaching and Curriculum		Resources		Community		Administration		Contextual Environment		Governance		Professional Development		Overall	
	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017
FEZILE DABI																
Adeline Meje	2.3	3.4	1.7	2.9	1.9	3.4	3.1	2.9	3.2	3.1	2.9	2.9	1.7	2.0	2.4	2.4
Malakabeng	2.8	3.1	2.7	2.6	2.7	1.0	2.9	2.6	3.0	2.6	2.7	3.8	1.3	1.0	2.7	2.0
Mokwallo	2.6	3.1	2.1	2.6	2.0	1.3	3.3	3.4	2.7	2.7	2.4	3.1	1.0	1.0	2.1	2.0
Ntshwephepa	2.1	3.0	1.9	2.9	1.9	2.7	2.3	3.6	3.1	3.0	1.9	2.4	1.2	2.0	2.0	2.3
Reaitumela	1.7	2.9	2.6	2.1	3.1	2.6	2.9	2.9	3.3	2.6	1.9	1.8	1.5	1.0	2.6	1.9
Renyakalletse	2.6	3.4	1.9	2.0	2.3	3.3	3.0	3.7	2.8	2.5	3.3	3.8	1.6	2.0	2.4	2.4
Seissovile	2.6	3.0	2.0	1.5	2.1	2.3	2.6	3.1	3.1	3.0	3.0	2.9	1.7	2.0	2.7	2.1
Selogilwe	2.1	3.4	1.8	2.9	2.1	1.4	2.8	3.4	3.1	2.7	2.5	3.3	1.5	2.0	2.2	2.2
Tataiso	2.3	3.2	2.4	1.7	2.3	3.0	3.2	3.1	3.1	2.6	2.6	3.1	1.3	2.0	2.4	2.2
Theha Setjhaba	2.1	2.9	2.1	1.9	3.0	2.9	3.0	3.4	3.1	2.9	2.7	2.9	1.3	1.5	2.4	2.2
LEJWELEPUTSWA																
Hlolohelo	2.1	3.4	1.7	1.8	2.0	2.9	2.1	2.5	2.5	3.0	1.8	2.1	1.4	2.0	2.1	2.1
Itumeleng	1.6	3.0	1.8	1.9	2.1	2.4	2.9	3.2	2.6	3.4	2.4	3.3	1.4	2.0	2.1	2.3
Lehakwe	2.4	3.6	1.8	1.8	2.2	2.4	1.9	3.4	2.8	2.5	2.7	3.3	1.4	0.7	2.2	2.1
Lemotsa	2.0	2.8	2.7	1.8	2.4	2.2	2.6	2.8	3.1	2.9	2.4	2.6	1.7	1.0	2.3	1.9
Lenyora	2.6	2.7	2.3	2.1	2.5	2.8	2.5	3.4	3.2	2.9	3.1	2.3	1.6	1.0	2.5	2.0
Marobe	2.5	3.1	2.3	2.6	2.0	2.6	2.7	2.1	3.1	3.5	2.7	3.3	1.7	2.0	2.2	2.3
Moremaphofu	2.2	2.4	1.7	2.1	2.0	1.8	2.7	3.2	2.6	3.0	2.3	1.9	1.1	1.5	2.0	1.9
Rheederpark Combined	2.6	2.1	1.7	1.9	2.3	1.8	2.7	1.8	3.1	3.0	1.9	3.1	1.7	1.3	2.0	1.8
Setshabelo	1.4	3.1	1.2	2.7	2.0	2.9	3.0	3.9	2.9	2.7	2.5	2.1	1.4	2.0	2.0	2.3
Thusanong	2.4	2.1	2.1	1.6	3.0	1.4	2.4	3.0	3.3	2.4	3.5	2.6	1.7	2.0	2.9	1.8

Annex 4. Changes in Functionality Category by School

KwaZulu – Natal

School	2013	2017	Change
UMGUNGUNDLOVU			
Villa Maria	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Edendale	Medium Functioning	Medium Functioning	Same
Esigodini	Medium Functioning	Medium Functioning	Same
Hemu	Medium Functioning	Medium Functioning	Same
Maqongqo	Medium Functioning	Medium Functioning	Same
Nichols	Medium Functioning	Medium Functioning	Same
Nkabini	Medium Functioning	Medium Functioning	Same
Sombongangani	Medium Functioning	Medium Functioning	Same
UMLAZI			
Embokodweni	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Masuku	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Isipingo	Medium Functioning	Medium Functioning	Same
Khuthala	Medium Functioning	Medium Functioning	Same
Kusakusa	Medium Functioning	Medium Functioning	Same
Muzomuhle	Medium Functioning	Medium Functioning	Same
Nomzamo Mandela	Medium Functioning	Medium Functioning	Same
Putellos	Medium Functioning	Medium Functioning	Same
Manzolwandle	Dysfunctional	Dysfunctional	Same

Free State

School	2013	2017	Change
FEZILE DABI			
Adeline Meje	Medium Functioning	Medium Functioning	Same
Mokwallo	Medium Functioning	Medium Functioning	Same
Ntshwephepa	Medium Functioning	Medium Functioning	Same
Renyakalletse	Medium Functioning	Medium Functioning	Same
Seissoville	Medium Functioning	Medium Functioning	Same
Selogilwe	Medium Functioning	Medium Functioning	Same
Tataiso	Medium Functioning	Medium Functioning	Same
Theha Setjhaba	Medium Functioning	Medium Functioning	Same
Malakabeng	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Reaitumela	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
LEJWELEPUTSWA			
Hlolohelo	Medium Functioning	Medium Functioning	Same
Itumeleng	Medium Functioning	Medium Functioning	Same
Lehakwe	Medium Functioning	Medium Functioning	Same
Lenyora	Medium Functioning	Medium Functioning	Same
Marobe	Medium Functioning	Medium Functioning	Same
Setshabelo	Medium Functioning	Medium Functioning	Same
Lemotsa	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Moremaphofu	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Thusanong	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Rheederpark Combined	Dysfunctional	Dysfunctional	Same



Annex 5. Alternative Analysis

Alternative Analysis Scenario A

Introduction

As per the request of the Sub-Committee, this revised analysis excludes two questions from the 'Teaching and Curriculum' functionality category. These changes were made to both the baseline evaluation which was conducted in 2012/3, as well as the endline conducted in 2017. The questions excluded from the analysis are:

- How many curriculum weeks are in 2012/2013 (baseline) and 2017 (endline)?
- What week of the curriculum are we currently in?

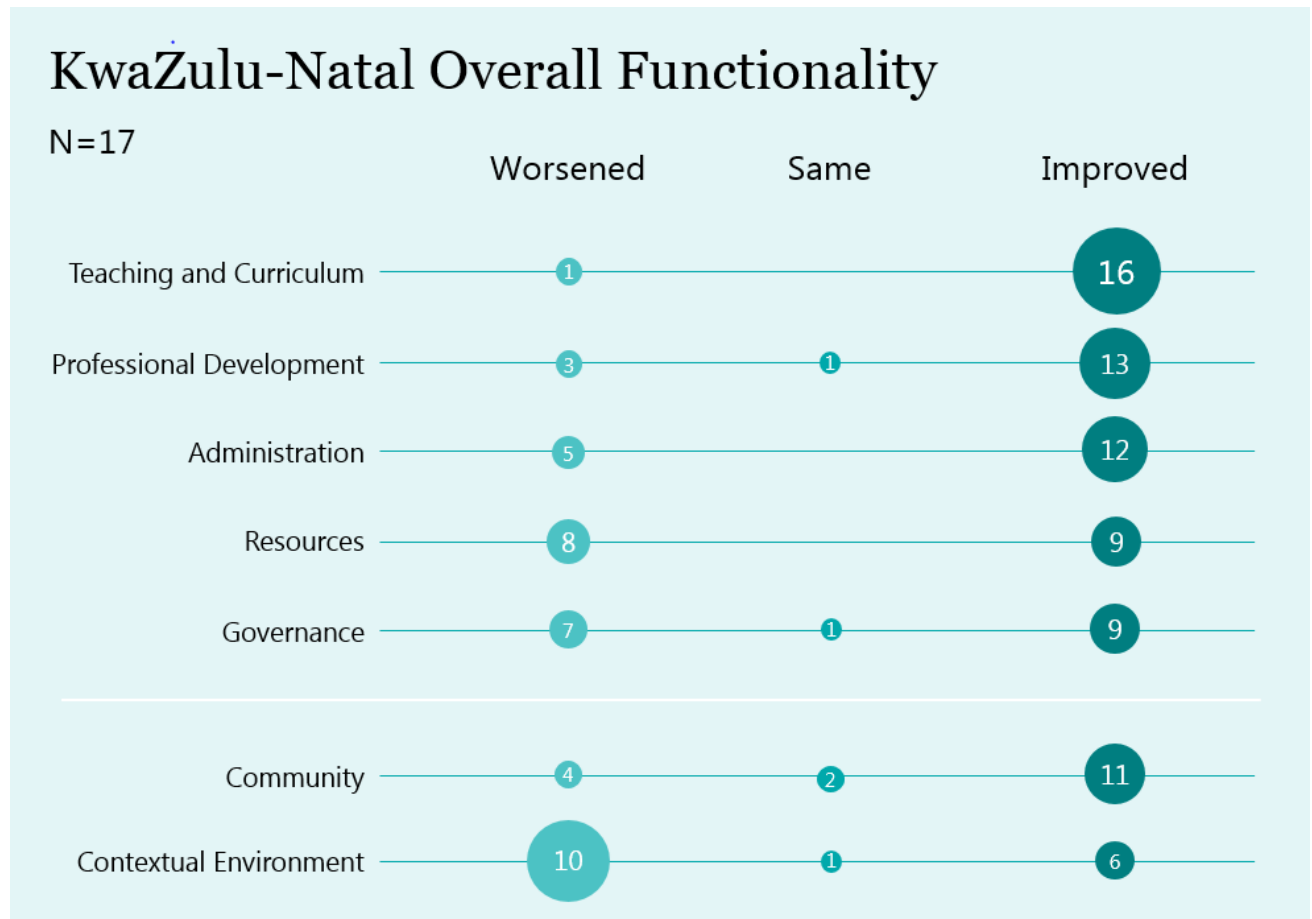
Most schools got this question wrong during the baseline, while on the endline most schools got it right (probably as a result of the programme/curriculum training). This means that for the baseline, in general the school functionality scores went up as we removed a question that most people were getting wrong. For the endline, in general, school functionality scores went down as we removed a question that most people were getting right. For instance, Kuthala (KZN) and Mokwallo (Free State) moved to dysfunctional in this analysis.

The infographics below show the results of the updated analyses.



Change in Functionality by Category

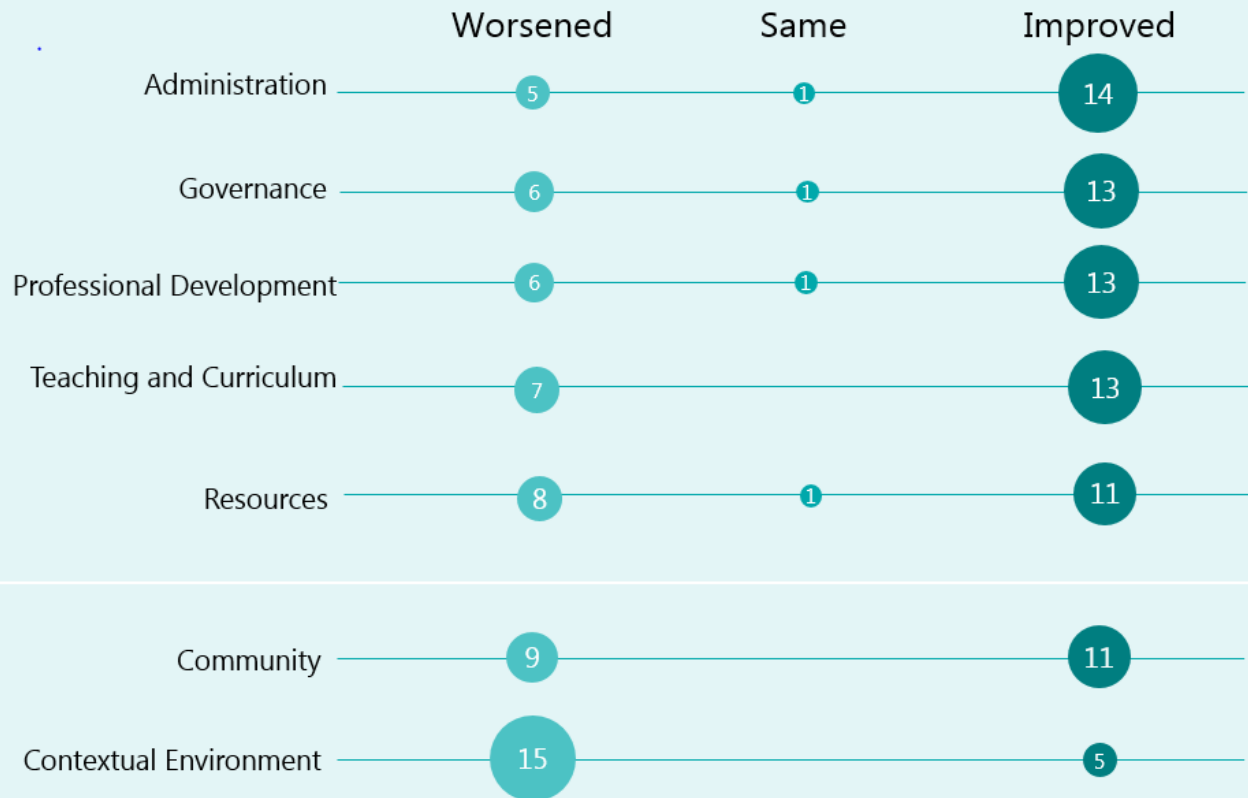
KwaZulu-Natal





Free State Overall Functionality

N=20





Changes in Overall School Functionality

KwaZulu – Natal

School	2013	2017	Change
UMGUNGUNDLOVU			
Villa Maria	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Edendale	Medium Functioning	Medium Functioning	Same
Esigodini	Medium Functioning	Medium Functioning	Same
Hemu Hemu	Medium Functioning	Medium Functioning	Same
Maqongqo	Medium Functioning	Medium Functioning	Same
Nichols	Medium Functioning	Medium Functioning	Same
Nkabini	Medium Functioning	Medium Functioning	Same
Sombongangani	Medium Functioning	Medium Functioning	Same
UMLAZI			
Embokodweni	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Masuku	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Isipingo	Medium Functioning	Medium Functioning	Same
Kusakusa	Medium Functioning	Medium Functioning	Same
Muzomuhle	Medium Functioning	Medium Functioning	Same
Nomzamo Mandela	Medium Functioning	Medium Functioning	Same
Putellos	Medium Functioning	Medium Functioning	Same
Khuthala	Medium Functioning	Dysfunctional ⁴	Medium Functioning to Dysfunctional
Manzolwandle	Dysfunctional	Dysfunctional	Same

⁴ Kuthala was Medium Functioning in original analysis.

School	2013	2017	Change
FEZILE DABI			
Adeline Meje	Medium Functioning	Medium Functioning	Same
Ntshwephepa	Medium Functioning	Medium Functioning	Same
Renyakalletse	Medium Functioning	Medium Functioning	Same
Seissoville	Medium Functioning	Medium Functioning	Same
Selogilwe	Medium Functioning	Medium Functioning	Same
Tataiso	Medium Functioning	Medium Functioning	Same
Theha Setjhaba	Medium Functioning	Medium Functioning	Same
Mokwallo	Medium Functioning	Dysfunctional ⁵	Medium Functioning to Dysfunctional
Malakabeng	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Reaitumela	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
LEJWELEPUTSWA			
Hlolohelo	Medium Functioning	Medium Functioning	Same
Itumeleng	Medium Functioning	Medium Functioning	Same
Lehakwe	Medium Functioning	Medium Functioning	Same
Lenyora	Medium Functioning	Medium Functioning	Same
Marobe	Medium Functioning	Medium Functioning	Same
Setshabelo	Medium Functioning	Medium Functioning	Same
Lemotsa	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Moremaphofu	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Thusanong	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Rheederpark Combined School	Dysfunctional	Dysfunctional	Same

⁵ Mokwallo was Medium Functioning in original analysis.

KwaZulu - Natal

School	Teaching and Curriculum		Resources		Community		Administration		Contextual Environment		Governance		Professional Development		Overall	
	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017
UMGUNGUNDLOVU																
Edendale	2.20	3.00	2.67	2.33	1.70	2.00	2.53	3.03	2.95	2.59	2.50	2.94	2.92	4.00	2.37	2.49
Esigodini	2.04	3.00	2.14	2.19	1.90	1.90	2.03	3.03	2.64	2.69	3.22	2.78	3.00	4.00	2.53	2.45
Hemu Hemu	2.33	3.00	2.43	2.00	1.85	1.60	2.69	2.61	2.90	2.38	2.78	1.67	2.25	3.25	2.31	2.06
Maqongqo	1.89	2.00	1.83	1.90	2.10	1.70	2.36	3.44	3.03	2.59	1.72	1.83	2.58	4.00	2.07	2.18
Nichols	2.87	2.38	2.29	3.05	1.45	3.10	3.89	3.39	2.95	3.14	2.50	2.89	3.50	4.00	2.62	2.74
Nkabini	1.89	2.50	2.88	2.33	2.85	3.10	2.58	3.67	3.24	2.45	1.33	2.28	2.58	4.00	2.36	2.54
Sombongangani	2.41	3.50	2.38	2.14	2.50	2.30	3.44	3.89	3.16	3.05	2.00	3.17	3.25	4.00	2.77	2.76
Villa Maria	1.52	3.00	1.79	2.43	1.85	2.30	1.69	3.28	2.86	3.10	2.00	2.78	2.25	4.00	1.93	2.61
UMLAZI																
Embokodweni	2.57	2.75	2.29	1.86	1.85	1.00	2.06	3.06	2.88	2.67	1.50	2.33	2.75	3.25	1.99	2.11
Isipingo	1.87	2.75	1.93	1.50	1.75	2.10	1.50	3.19	2.97	2.97	2.22	1.67	4.00	3.25	2.03	2.18
Khuthala	1.70	2.63	1.98	2.62	1.40	1.40	2.92	2.53	3.12	2.43	1.61	2.28	2.58	1.75	2.07	1.95
Kusakusa	2.74	3.75	1.55	2.48	1.75	2.70	3.06	3.39	3.09	2.97	1.50	1.61	2.92	4.00	2.39	2.61
Manzolwandle	1.00	2.75	1.67	1.71	1.25	2.10	2.33	2.06	3.02	3.16	2.94	1.67	2.67	1.00	1.86	1.81
Masuku	1.54	2.75	1.93	2.02	2.30	2.60	2.25	2.03	2.72	2.47	1.83	1.83	2.50	2.80	1.95	2.06
Muzomuhle	1.98	3.00	1.50	1.93	2.40	2.80	3.00	3.56	3.00	3.26	3.17	2.67	3.67	4.00	2.53	2.65
Nomzamo Mandela	1.00	3.00	1.57	1.48	1.40	2.40	2.72	3.19	2.69	2.33	2.78	2.06	4.00	4.00	2.30	2.31
Putellos	1.57	3.50	2.60	1.86	1.80	2.40	2.06	3.06	2.55	2.90	3.44	2.50	3.00	4.00	2.47	2.53



Free State

School	Teaching and Curriculum		Resources		Community		Administration		Contextual Environment		Governance		Professional Development		Overall	
	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017
FEZILE DABI																
Adeline Meje	2.80	3.38	1.67	2.89	1.85	3.40	3.11	2.94	3.16	3.09	2.88	2.88	1.70	2.00	2.49	2.42
Malakabeng	2.90	2.92	2.69	2.61	2.65	1.00	2.94	2.64	2.98	2.59	2.69	3.75	1.30	1.00	2.67	1.94
Mokwallo	2.63	2.62	2.06	2.58	1.95	1.30	3.31	3.44	2.68	2.73	2.38	3.06	1.00	1.00	2.12	1.97
Ntshwephepa	2.58	2.77	1.94	2.89	1.85	2.70	2.25	3.56	3.11	3.04	1.88	2.44	1.20	2.00	2.09	2.28
Reaitumela	2.03	2.46	2.64	2.06	3.10	2.60	2.86	2.86	3.32	2.61	1.94	1.75	1.50	1.00	2.63	1.80
Renyakalletse	3.25	3.08	1.89	2.00	2.25	3.30	3.03	3.67	2.80	2.54	3.25	3.75	1.60	2.00	2.48	2.39
Seissoville	2.70	2.46	2.03	1.50	2.10	2.30	2.64	3.11	3.11	2.98	3.00	2.88	1.70	2.00	2.74	2.03
Selogilwe	2.60	3.35	1.81	2.86	2.05	1.40	2.75	3.42	3.11	2.71	2.50	3.25	1.50	2.00	2.27	2.23
Tataiso	2.75	3.08	2.44	1.69	2.25	3.00	3.22	3.11	3.09	2.64	2.63	3.06	1.30	2.00	2.43	2.19
Theha Setjhaba	2.58	2.58	2.11	1.89	2.95	2.90	3.00	3.44	3.07	2.86	2.69	2.88	1.30	1.50	2.49	2.12
LEJWELEPUTSWA																
Hlolohelo	1.88	3.08	1.69	1.83	2.00	2.90	2.14	2.53	2.54	3.00	1.81	2.13	1.40	2.00	2.05	2.05
Itumeleng	1.85	2.73	1.81	1.94	2.10	2.40	2.94	3.19	2.61	3.45	2.38	3.25	1.40	2.00	2.13	2.23
Lehakwe	3.00	3.38	1.81	1.81	2.15	2.40	1.92	3.44	2.77	2.50	2.69	3.25	1.40	0.67	2.26	2.05
Lemotsa	2.45	2.31	2.67	1.83	2.40	2.20	2.58	2.75	3.13	2.91	2.38	2.63	1.70	1.00	2.39	1.84
Lenyora	2.58	2.77	2.28	2.06	2.50	2.80	2.50	3.44	3.16	2.91	3.13	2.25	1.60	1.00	2.50	2.03
Marobe	3.15	2.62	2.25	2.61	2.00	2.60	2.67	2.08	3.14	3.46	2.69	3.25	1.70	2.00	2.31	2.19
Moremaphofu	2.48	2.08	1.72	2.14	2.00	1.80	2.69	3.22	2.63	2.96	2.25	1.94	1.10	1.47	2.04	1.84
Rheederpark Combined	2.58	2.73	1.72	1.92	2.25	1.80	2.67	1.83	3.11	3.00	1.94	3.13	1.70	1.33	2.00	1.85
Setshabelo	1.60	3.23	1.22	2.67	2.00	2.90	2.97	3.89	2.88	2.70	2.50	2.13	1.40	2.00	2.07	2.30
Thusanong	3.00	1.23	2.11	1.56	2.95	1.40	2.42	2.97	3.32	2.36	3.50	2.63	1.70	2.00	3.00	1.66



Alternative Analysis Scenario B

Introduction

As per the request of the Sub-Committee, this revised analysis excludes one question from the 'Teaching and Curriculum' functionality category. These changes were made to both the baseline evaluation which was conducted in 2012/3, as well as the endline conducted in 2017. The question excluded from the analysis is:

- What week of the curriculum are we currently in?

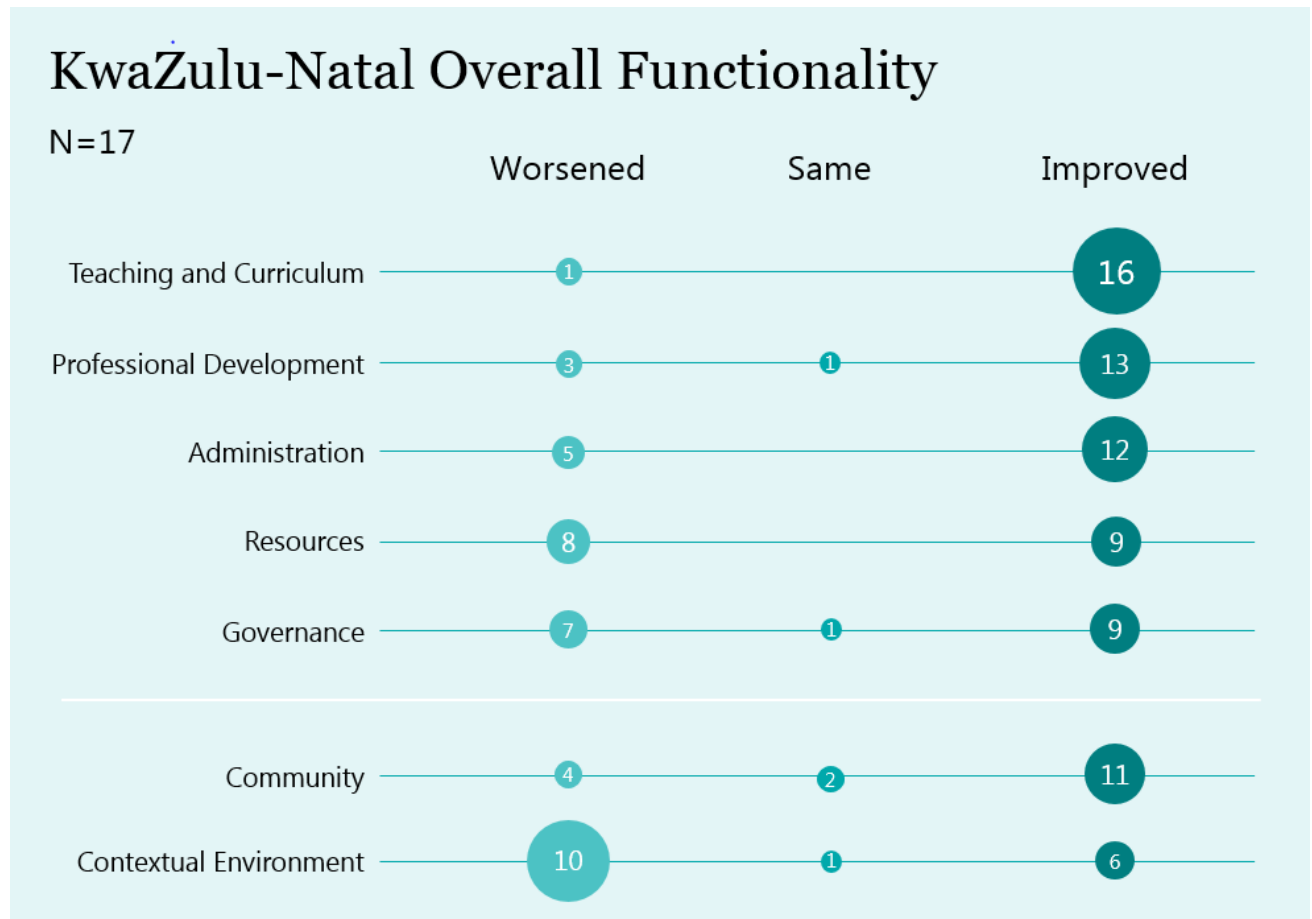
Most schools got this question wrong during the baseline, while on the endline most schools got it right (probably as a result of the programme/curriculum training). This means that for the baseline, in general the school functionality scores went up as we removed a question that most people were getting wrong. For the endline, in general, school functionality scores went down as we removed a question that most people were getting right. For instance, Kuthala (KZN) and Lenyora (Free State) moved to dysfunctional in this analysis.

The infographics below show the results of the updated analyses.



Change in Functionality by Category

KwaZulu-Natal

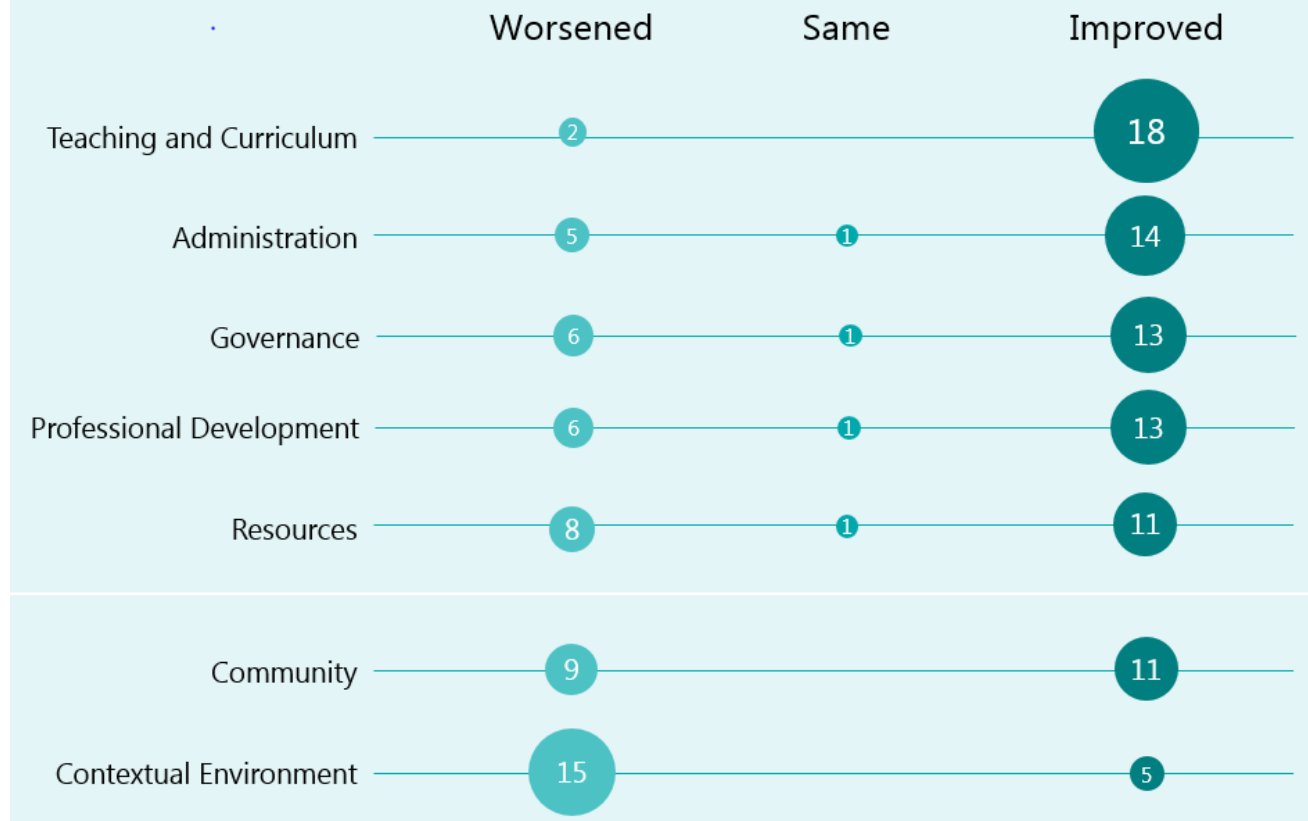




Free State

Free State Overall Functionality

N=20





Changes in Overall School Functionality

KwaZulu – Natal

School	2013	2017	Change
UMGUNGUNDLOVU			
Villa Maria	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Edendale	Medium Functioning	Medium Functioning	Same
Esigodini	Medium Functioning	Medium Functioning	Same
Hemu Hemu	Medium Functioning	Medium Functioning	Same
Maqongqo	Medium Functioning	Medium Functioning	Same
Nichols	Medium Functioning	Medium Functioning	Same
Nkabini	Medium Functioning	Medium Functioning	Same
Sombongangani	Medium Functioning	Medium Functioning	Same
UMLAZI			
Embokodweni	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Masuku	Dysfunctional	Medium Functioning	Dysfunctional to Medium Functioning
Isipingo	Medium Functioning	Medium Functioning	Same
Kusakusa	Medium Functioning	Medium Functioning	Same
Muzomuhle	Medium Functioning	Medium Functioning	Same
Nomzamo Mandela	Medium Functioning	Medium Functioning	Same
Putellos	Medium Functioning	Medium Functioning	Same
Khuthala	Medium Functioning	Dysfunctional ⁶	Medium Functioning to Dysfunctional
Manzolwandle	Dysfunctional	Dysfunctional	Same

⁶ Kuthala was Medium Functioning in the original analysis.



Free State

School	2013	2017	Change
FEZILE DABI			
Adeline Meje	Medium Functioning	Medium Functioning	Same
Mokwallo	Medium Functioning	Medium Functioning	Same
Ntshwephepa	Medium Functioning	Medium Functioning	Same
Renyakalletse	Medium Functioning	Medium Functioning	Same
Seissoville	Medium Functioning	Medium Functioning	Same
Selogilwe	Medium Functioning	Medium Functioning	Same
Tataiso	Medium Functioning	Medium Functioning	Same
Theha Setjhaba	Medium Functioning	Medium Functioning	Same
Malakabeng	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Reaitumela	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
LEJWELEPUTSWA			
Hlolohelo	Medium Functioning	Medium Functioning	Same
Itumeleng	Medium Functioning	Medium Functioning	Same
Lehakwe	Medium Functioning	Medium Functioning	Same
Marobe	Medium Functioning	Medium Functioning	Same
Setshabelo	Medium Functioning	Medium Functioning	Same
Lenyora	Medium Functioning	Dysfunctional ⁷	Medium Functioning to Dysfunctional
Lemotsa	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Moremaphofu	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Thusanong	Medium Functioning	Dysfunctional	Medium Functioning to Dysfunctional
Rheederpark Combined School	Dysfunctional	Dysfunctional	Same

⁷ Lenyora was Medium Functioning in the original analysis



Functionality Scores

KwaZulu - Natal

School	Teaching and Curriculum		Resources		Community		Administration		Contextual Environment		Governance		Professional Development		Overall	
	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017
UMGUNGUNDLOVU																
Edendale	1.83	3.20	2.67	2.33	1.70	2.00	2.53	3.03	2.95	2.59	2.50	2.94	2.92	4.00	2.32	2.51
Esigodini	1.74	3.20	2.14	2.19	1.90	1.90	2.03	3.03	2.64	2.69	3.22	2.78	3.00	4.00	2.49	2.47
Hemu Hemu	2.13	3.20	2.43	2.00	1.85	1.60	2.69	2.61	2.90	2.38	2.78	1.67	2.25	3.25	2.28	2.09
Maqongqo	1.76	2.40	1.83	1.90	2.10	1.70	2.36	3.44	3.03	2.59	1.72	1.83	2.58	4.00	2.05	2.23
Nichols	3.04	2.70	2.29	3.05	1.45	3.10	3.89	3.39	2.95	3.14	2.50	2.89	3.50	4.00	2.64	2.78
Nkabini	1.76	2.80	2.88	2.33	2.85	3.10	2.58	3.67	3.24	2.45	1.33	2.28	2.58	4.00	2.34	2.58
Sombongangani	2.65	3.60	2.38	2.14	2.50	2.30	3.44	3.89	3.16	3.05	2.00	3.17	3.25	4.00	2.80	2.77
Villa Maria	1.30	3.20	1.79	2.43	1.85	2.30	1.69	3.28	2.86	3.10	2.00	2.78	2.25	4.00	1.90	2.64
UMLAZI																
Embokodweni	2.33	3.00	2.29	1.86	1.85	1.00	2.06	3.06	2.88	2.67	1.50	2.33	2.75	3.25	1.96	2.15
Isipingo	1.74	3.00	1.93	1.50	1.75	2.10	1.50	3.19	2.97	2.97	2.22	1.67	4.00	3.25	2.01	2.21
Khuthala	1.59	2.90	1.98	2.62	1.40	1.40	2.92	2.53	3.12	2.43	1.61	2.28	2.58	1.75	2.06	1.99
Kusakusa	2.78	3.80	1.55	2.48	1.75	2.70	3.06	3.39	3.09	2.97	1.50	1.61	2.92	4.00	2.39	2.62
Manzolwandle	1.15	3.00	1.67	1.71	1.25	2.10	2.33	2.06	3.02	3.16	2.94	1.67	2.67	1.00	1.88	1.84
Masuku	1.46	3.00	1.93	2.02	2.30	2.60	2.25	2.03	2.72	2.47	1.83	1.83	2.50	2.80	1.94	2.09
Muzomuhle	1.83	3.20	1.50	1.93	2.40	2.80	3.00	3.56	3.00	3.26	3.17	2.67	3.67	4.00	2.51	2.68
Nomzamo Mandela	1.00	3.20	1.57	1.48	1.40	2.40	2.72	3.19	2.69	2.33	2.78	2.06	4.00	4.00	2.30	2.33
Putellos	1.48	3.60	2.60	1.86	1.80	2.40	2.06	3.06	2.55	2.90	3.44	2.50	3.00	4.00	2.46	2.54



Free State

School	Teaching and Curriculum		Resources		Community		Administration		Contextual Environment		Governance		Professional Development		Overall	
	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017	2013	2017
FEZILE DABI																
Adeline Meje	2.50	3.29	1.67	2.89	1.85	3.40	3.11	2.94	3.16	3.09	2.88	2.88	1.70	2.00	2.45	2.41
Malakabeng	2.58	2.94	2.69	2.61	2.65	1.00	2.94	2.64	2.98	2.59	2.69	3.75	1.30	1.00	2.63	1.94
Mokwallo	2.35	2.94	2.06	2.58	1.95	1.30	3.31	3.44	2.68	2.73	2.38	3.06	1.00	1.00	2.08	2.01
Ntshwephepa	2.31	2.82	1.94	2.89	1.85	2.70	2.25	3.56	3.11	3.04	1.88	2.44	1.20	2.00	2.06	2.29
Reaitumela	1.85	2.59	2.64	2.06	3.10	2.60	2.86	2.86	3.32	2.61	1.94	1.75	1.50	1.00	2.61	1.82
Renyakalletse	2.88	3.29	1.89	2.00	2.25	3.30	3.03	3.67	2.80	2.54	3.25	3.75	1.60	2.00	2.43	2.42
Seissoville	2.42	2.82	2.03	1.50	2.10	2.30	2.64	3.11	3.11	2.98	3.00	2.88	1.70	2.00	2.70	2.07
Selogilwe	2.33	3.26	1.81	2.86	2.05	1.40	2.75	3.42	3.11	2.71	2.50	3.25	1.50	2.00	2.24	2.22
Tataiso	2.46	3.06	2.44	1.69	2.25	3.00	3.22	3.11	3.09	2.64	2.63	3.06	1.30	2.00	2.40	2.18
Theha Setjhaba	2.31	2.68	2.11	1.89	2.95	2.90	3.00	3.44	3.07	2.86	2.69	2.88	1.30	1.50	2.46	2.13
LEJWELEPUTSWA																
Hlolohelo	1.73	3.29	1.69	1.83	2.00	2.90	2.14	2.53	2.54	3.00	1.81	2.13	1.40	2.00	2.04	2.08
Itumeleng	1.71	2.79	1.81	1.94	2.10	2.40	2.94	3.19	2.61	3.45	2.38	3.25	1.40	2.00	2.11	2.24
Lehakwe	2.67	3.53	1.81	1.81	2.15	2.40	1.92	3.44	2.77	2.50	2.69	3.25	1.40	0.67	2.22	2.07
Lemotsa	2.21	2.47	2.67	1.83	2.40	2.20	2.58	2.75	3.13	2.91	2.38	2.63	1.70	1.00	2.36	1.86
Lenyora	2.31	2.35	2.28	2.06	2.50	2.80	2.50	3.44	3.16	2.91	3.13	2.25	1.60	1.00	2.47	1.98
Marobe	2.79	2.94	2.25	2.61	2.00	2.60	2.67	2.08	3.14	3.46	2.69	3.25	1.70	2.00	2.26	2.23
Moremaphofu	2.40	2.06	1.72	2.14	2.00	1.80	2.69	3.22	2.63	2.96	2.25	1.94	1.10	1.47	2.03	1.83
Rheederpark Combined	2.31	2.32	1.72	1.92	2.25	1.80	2.67	1.83	3.11	3.00	1.94	3.13	1.70	1.33	1.96	1.80
Setshabelo	1.50	2.94	1.22	2.67	2.00	2.90	2.97	3.89	2.88	2.70	2.50	2.13	1.40	2.00	2.06	2.26
Thusanong	2.62	1.65	2.11	1.56	2.95	1.40	2.42	2.97	3.32	2.36	3.50	2.63	1.70	2.00	2.96	1.71



Annex 6. Works cited

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