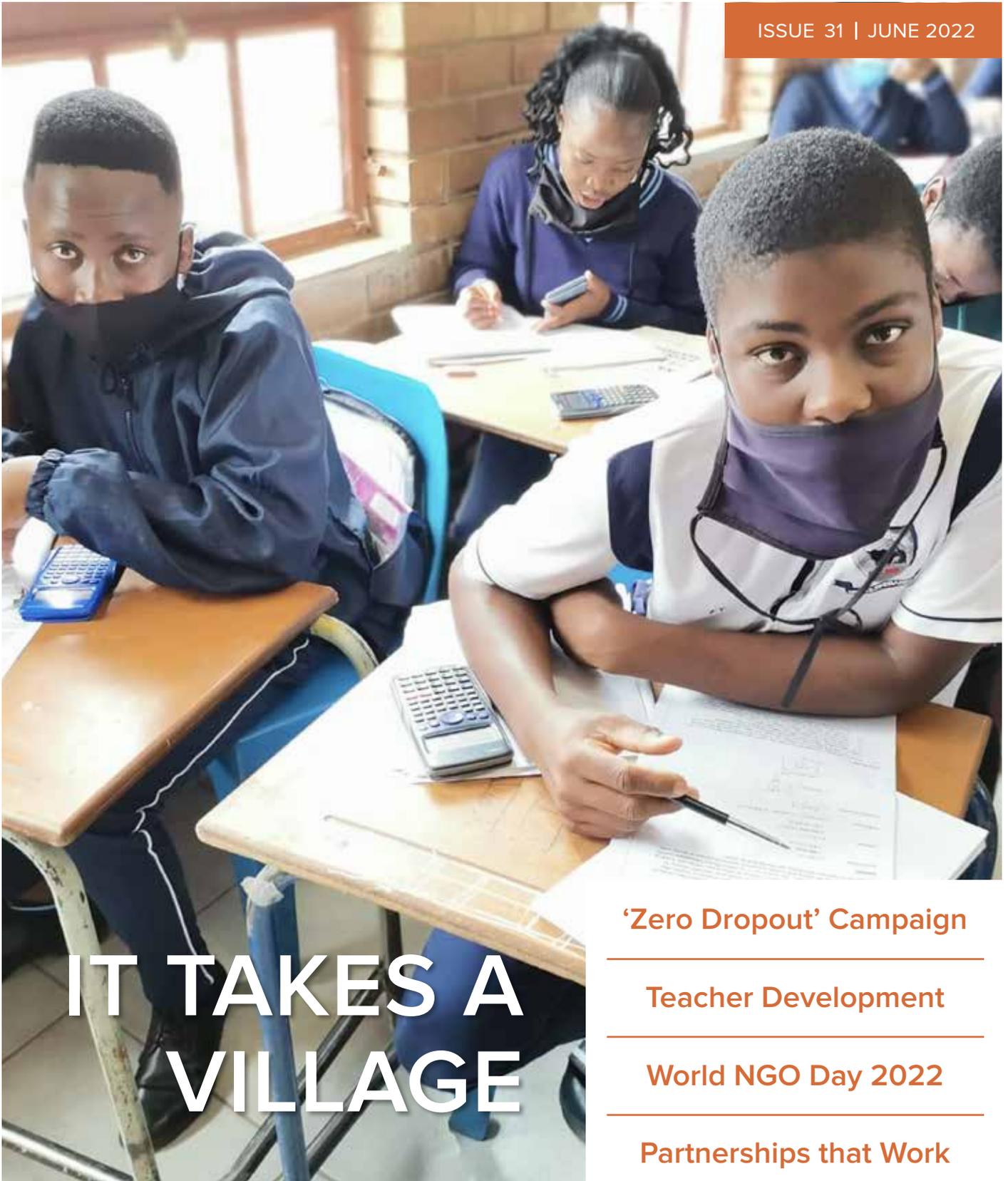


# IN BRIEF

ISSUE 31 | JUNE 2022



**IT TAKES A  
VILLAGE**

**‘Zero Dropout’ Campaign**

---

**Teacher Development**

---

**World NGO Day 2022**

---

**Partnerships that Work**



**DISCLAIMER:**  
*In Brief* is the newsletter for Kagiso Trust. The views expressed in this publication are not necessarily those of Kagiso Trust. The publication of editorial material does not imply any endorsement in respect of goods or services described therein. While reasonable precautions have been taken to ensure accuracy of the content, Kagiso Trust cannot accept any responsibility for any damages or inconvenience that may arise.  
 Kagiso Trust PBO No. 130004486 | info@kagiso.co.za | www.kagiso.co.za | 011 556 1900

# OUR IDENTITY

## OUR VISION

A prosperous, peaceful, equitable and just society

## OUR MISSION

To contribute to development through sustainable funding, with like-minded partnerships and innovative scalable development models

## OUR VALUES

- Integrity
- Accountability
- Passion for Development
- Hands On, Bottom Up Approach

## 4IR

Committed to developing and implementing technological innovation

## OUR STRATEGIC GOALS:

- **EDUCATION DEVELOPMENT PILLAR**  
To extend educational development programmes
- **SOCIO-ECONOMIC DEVELOPMENT PILLAR**  
To promote and support socio-economic development
- **INSTITUTIONAL CAPACITY BUILDING PILLAR**  
To support strategic institutional capability development for sustainability
- **FINANCIAL SUSTAINABILITY PILLAR**  
To ensure financial sustainability of Kagiso Charitable Trust



# MESSAGE FROM THE HEAD OF COMMUNICATIONS AND MARKETING

## IT TAKES A VILLAGE...

The pandemic has taught us that there is scope for more innovation and development in education and that there needs to be a greater agility in dealing with the existing challenges and issues. Now, post pandemic, we need to apply new ways in looking at problems and develop solutions working together with our communities at a grassroots level. In fact, new ways of teaching have emerged with the assistance of technology. These new ways are mostly developed by policy makers because there was an urgent need. Much consultation was done at the level of organised labour business community and government.

The inclusion of community is core to any successful intervention. This is because it is not only learners who are facing challenges post pandemic. Educators too are still finding themselves grappling with new systems and new ways of doing things in addition to aiding learners. KT has responded to this in Sekhukhune East by implementing a Mentor Programme aimed at assisting educators in dealing with these challenges. This is discussed further in “The challenges of Teacher Development”, later in this issue.

The BNSDP model looks beyond just the scope of teacher development but also addresses the physical infrastructure of the education environment – an important aspect in contributing to a conducive teaching/learning experience. Infrastructure development explores “The partnerships that works as well as the Importance of Infrastructure in Education.”

Of the interventions that we alluded earlier, there seem to be also a perennial issue high school dropout rate. Therefore much still needs to be done in reducing these numbers. Our response to this is the ‘Zero Dropout’ campaign, which will raise awareness on the challenges around learners’ school attendance.

“  
In dealing with challenges in education it is evident that it takes a village to educate a child.  
”

All the efforts are embarked upon by various organisation are recognised in the World NGO Day commemoration for the selfless contributions made by organisations and civil society in bettering the lives of people. KT has embarked on a study in pursuit of how to deepen its engagement and provide interventions that will work towards overcoming poverty.

In dealing with challenges facing our country, I would say without fear of contradiction that it takes a village to educate a child. We, as part of NGO community, the Department of Education, the community, each have a role to play in combating the social ills that contribute to the many challenges highlighted in this *In Brief* issue. We as Kagiso Trust endeavours to continue doing our part.



Mandisa Tselane.  
Head of Communications and Marketing.

# ‘ZERO DROPOUT’ CAN BE ACHIEVED WHEN WE WORK TOGETHER

*Imagine a class of 100 Grade 1’s on their first day of school, bright-eyed and eager to learn. Of those 100 learners, at least 40 will drop out of school before finishing matric.*

*By Rahima Essop, Head of Communications  
and Advocacy at the Zero Dropout Campaign*

School dropout has become normalised in many communities, deepening inter-generational poverty, joblessness and inequality. Before the COVID-19 pandemic, researchers estimated that between 230 000 and 300 000 learners dropped out of school each year. Yet, as a country, we are not doing enough to prevent learners from falling through the cracks of our schooling system.

A high dropout rate has social, public health and economic implications for the country. Without a matric certificate (or NQF 4 equivalent), young people usually can’t access higher education – which is their most likely route to getting a job, earning more, and for some,

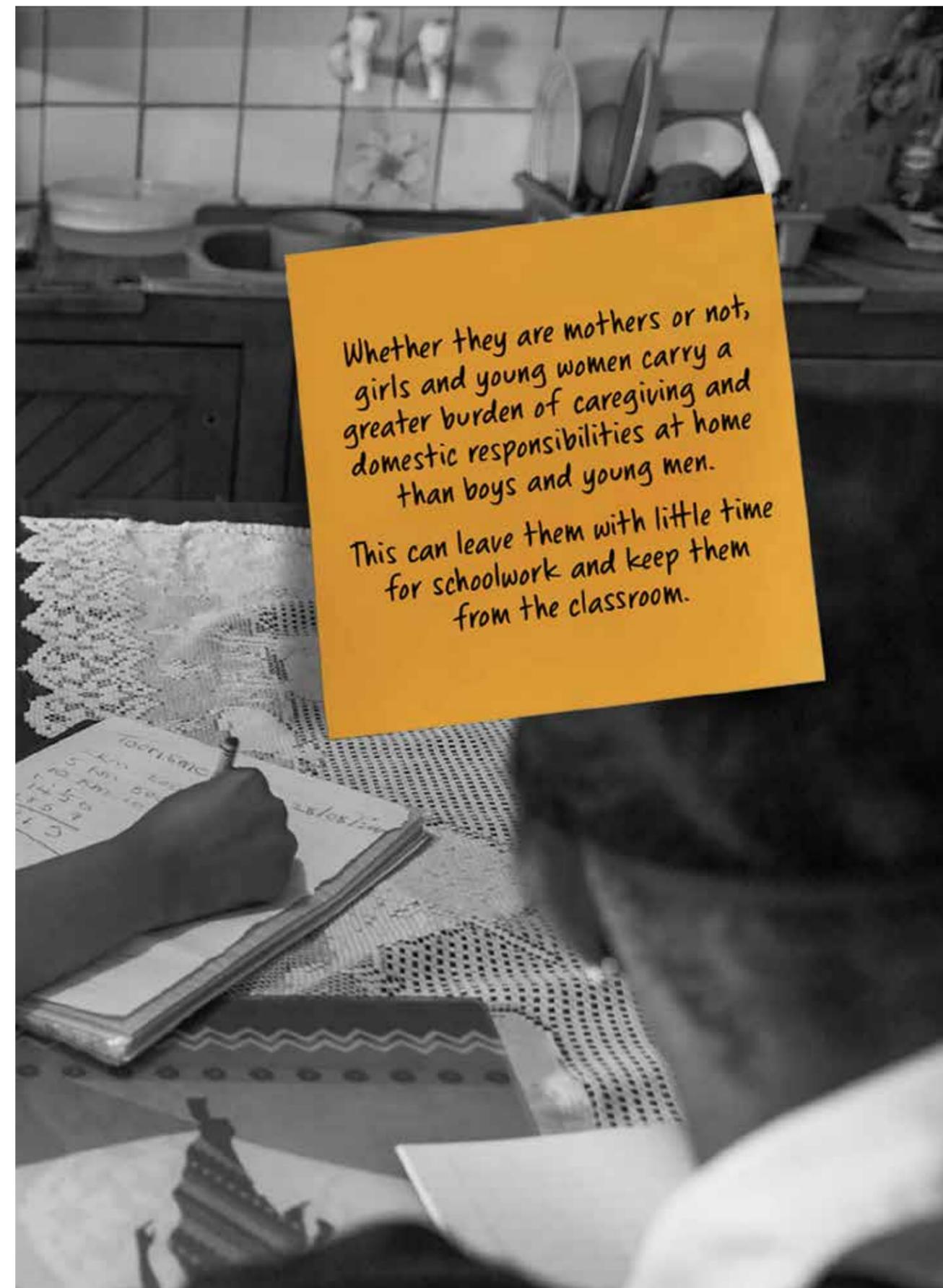
breaking the cycle of poverty. Young people without a matric stay jobless for longer than their peers who have finished school, which can lead to depression and even less motivation to keep searching for employment.

Now, a relatively recent campaign is working on changing perceptions about the causes of dropout to build more responsive programmes, systems and policies. Zero Dropout is a national advocacy campaign working towards halving the rate of school dropout by 2030. The campaign is increasing national awareness about the problem of school dropout to spur action towards addressing it, both at an individual and societal level.



<sup>1</sup> <https://cramsurvey.org/wp-content/uploads/2021/07/1.-Spaull-N.-Daniels-R.-C-et-al.-2021-NIDS-CRAM-Wave-5-Synthesis-Report.pdf>

<sup>2</sup> [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3505854](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3505854)



## Dropout prevention strategies in schools: What do they look like?

The Zero Dropout Campaign's latest research on learner dropout is an invitation to co-create gender-responsive dropout prevention strategies in schools. Have your say during our Twitter Space on 9 February at 18:30.



Speak to us. Join our Twitter Space on 9 February 2022 18:30-19:30



Sizakele Mphatsoe, Head of Education at Kagiso Trust

Sizakele Mphatsoe from Kagiso Trust will speak about how teacher empowerment programmes are showing positive educational outcomes in a host of schools. She will speak about what makes a Champion Teacher.







Of course, tackling the underlying causes of dropout – poverty and inequality – will require massive political commitment and policy change, which could take a long time. But there are things that we can do to ensure learners are supported to stay in school. We must start by recognising dropout as a national problem – one that demands urgent efforts at the school, community, provincial, and national level.

At a national government and policy level, the basic education sector must be able to account for dropout statistics by improving data collection and monitoring; making dropout a key performance indicator (KPI); and strengthening psychosocial support services at schools. The prevention of dropout should be an explicit goal of the schooling system.

Then, at a school level, we need to improve school culture; keep better records about our learners and monitor them over time; and build systems of support around learners to help them keep their grip on schooling.

Let's look at what the campaign is doing in these three focus areas through their research, in-school programmes, events, partnerships and digital townhalls (Twitter Spaces).

### #1 KEEPING BETTER RECORDS OF LEARNERS AND MONITORING THEM OVER TIME

The decision to drop out usually comes at the end of a long process of disengagement in which a learner is pushed or pulled away from school because of factors at home, at school and in their communities. The right type of data allows the basic education sector to understand why so many children drop out. A way to predict when learners are becoming disengaged is to keep an eye out for trouble in three key areas: academic results, behavioural problems, and chronic absenteeism. UNICEF backs this model of assessing a learner's risk of dropping out.

These indicators of disengagement can be used to build an Early Warning System (EWS) to alert schools when a child is at risk of dropping out. The Early Warning System must then be able to trigger the right type of support at the right time. To help direct schools to deal effectively with learner dropout, the campaign launched toolkits of best practice, which are freely available to download on the campaign's website ([zerodropout.co.za](http://zerodropout.co.za)) and by accessing its WhatsApp number (060 054 0000).

The provision of psychosocial support is crucial for learners struggling to cope with school for a range of reasons associated with their home, community and school environments. Many at-risk children grow up in environments in which they lack the support of a caring adult. Exposure to trauma, violence, loss of family members, hardships at home, deteriorating living conditions and lack of access to services can all have immediate and long-term consequences for children and their families. These circumstances can affect a child's emotional well-being, mental health, and academic development.

"My father passed away when I was 10 and I failed Grade 3 and Grade 4. I was sad because my peers went to the next grade and I had to stay behind. A mentor is helping me with my academic work. I approached the Check and Connect mentor and asked for help with my schoolwork because I want to study Mechanical Engineering at University. There is nothing that will stop me from getting to University, even if I only finish school when I'm 21, I will still go to make my father proud," says Dumo\*, an 18-year-old male learner from Gompo in East London.

Most people may be surprised to learn that in South Africa, boys are more likely to repeat a grade than girls. Research

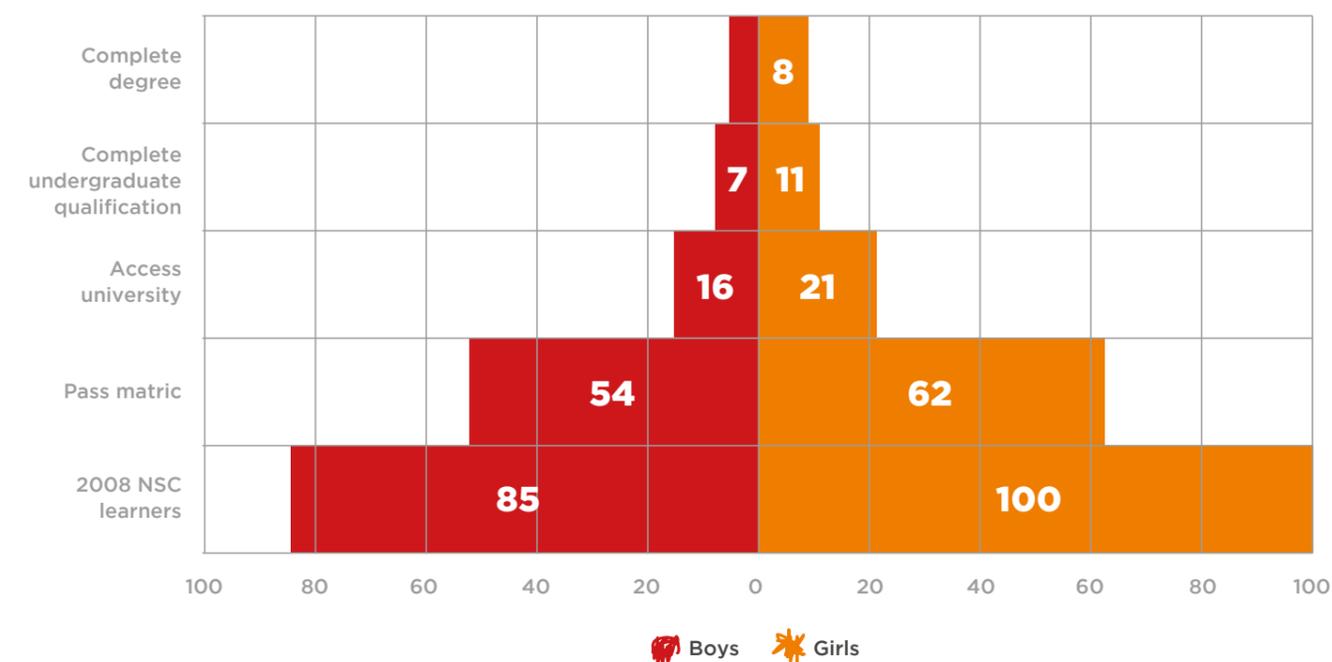
shows that boys have a repetition rate that is 50% larger than that of girls, particularly in under-resourced schools. Relative to girls, boys are under-performing across all grades and are more likely to drop out of school before completing matric.

### #2 IMPROVE SCHOOL CULTURE

When learners experience neglect and abuse at home, they may be triggered by exposure to similar treatment at school either through corporal punishment, verbal abuse, hostility or bullying. The combination of these factors creates a school culture in which learners, particularly boys, tend to anticipate harm and feel physically unsafe and unwelcome at school, which is why improving school culture is a key component in the campaign against dropout.

School culture in which there is bullying or physical punishment, or teachers are absent from class, can push learners away from school. To add to this, many South African school buildings are poorly maintained, under-resourced, and inadequately serviced. Vandalism, litter, overcrowded classrooms, or classrooms with missing doors and windows, can make school an unpleasant, even dangerous space to be in.

## NATIONAL HIGHER EDUCATION OUTCOMES BY GENDER, 2008 MATRIC COHORT<sup>121</sup>



\* Name changed to preserve privacy.

<sup>3</sup> <https://resep.sun.ac.za/wp-content/uploads/2021/05/wp202020.pdf>

# ZERO DROPOUT CAMPAIGN'S DROPOUT PREVENTION TOOLKIT

In 2021, the Zero Dropout Campaign published a toolkit for primary and secondary schools in South Africa. The toolkit is designed to help schools, and their surrounding communities, understand and prevent dropout, offering a roadmap and best practice guide for promoting school engagement and completion. The toolkit on school dropout prevention has four cornerstones: Absenteeism tracking, psychosocial support, data analysis/Early Warning System (EWS), and partnership and stakeholder building.

## #1 Absenteeism tracking

Data about learners' attendance and absenteeism must be collected and tracked in an ongoing, regular and systematic way. To do this, schools must:

- Use available administrative systems to track attendance well;
- Regularly follow up on unexcused absences;
- Get learners involved in monitoring attendance; and
- Involve community members in tracking learners who are absent from school.

## #2 Psychosocial support system

Learners need comprehensive social and psychological support to stay in, and succeed at, school. There should be general support for all learners, but also targeted support for learners who are struggling or disengaging. To build the right support systems, schools must:

- Develop a functional School-based Support Team (SBST);
- Map community support services and resources;
- Use and develop crucial positions such as the Learner Support Agent (LSA) and/or Child and Youth Care Worker (CYCW) to provide support services;
- Refer learners for support to state services; and
- Track the success of support interventions.

## #3 Data analysis/ Early Warning System (EWS)

While gathering data on absenteeism, schools also need to collect and track other elements of learner disengagement, such as academic performance, behavioural problems or mental health challenges. To do this, schools need to better understand:

- Why tracking data on disengagement is important;
- The type of data to collect; and
- How to use data to identify learner disengagement using an Early warning System (EWS).

By integrating gender considerations into the four cornerstones of the dropout prevention toolkit, schools can design their own gender responsive dropout prevention strategy, or at the very least, map what a gender-responsive approach could look like in their school.

## #4 Partnership and stakeholder building

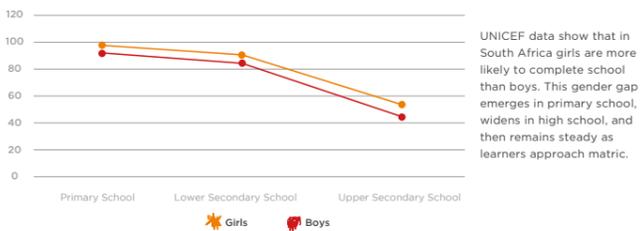
Schools need an open and effective communication system, involving role-players within the school and with stakeholders outside the school. With effective communication, schools can build partnerships to prevent dropout. To do this, schools must:

- Communicate effectively with all role-players and external stakeholders about dropout prevention support; and
- Build multi-sectoral partnerships that will help to prevent dropout.

On the other hand, well-run and maintained schools can greatly improve children's chances of success, even if they are disadvantaged by their home environments. Ideal schools should be sanctuaries of learning, curiosity, stimulation and safety; in which teachers are skilled, motivated and supported.

Many organisations, schools and educators are already actively working on improving school culture and reducing dropout in their respective spaces. To shine a light on 'pockets of excellence,' several educators were invited to share best practice guidelines during a Twitter Space hosted by the Zero Dropout Campaign in March – the third instalment in the campaign's series of digital townhalls. The

### SCHOOL COMPLETION RATES BY GENDER IN SOUTH AFRICA, 2019



goal of these Twitter Spaces is to make dropout a national priority and to encourage people to co-create solutions.

Some of the practical steps that we can take in schools is the installation of a 'suggestion box' where learners can anonymously share their concerns and provide feedback about their school experience. A staff member should be appointed to monitor the feedback and bring issues to the school's management. Schools can also invite NGOs and CBOs to run after-school programmes to foster attendance and school engagement (including sport, social, arts and culture and academic support programmes).

### #3 BUILDING SYSTEMS OF SUPPORT AROUND LEARNERS

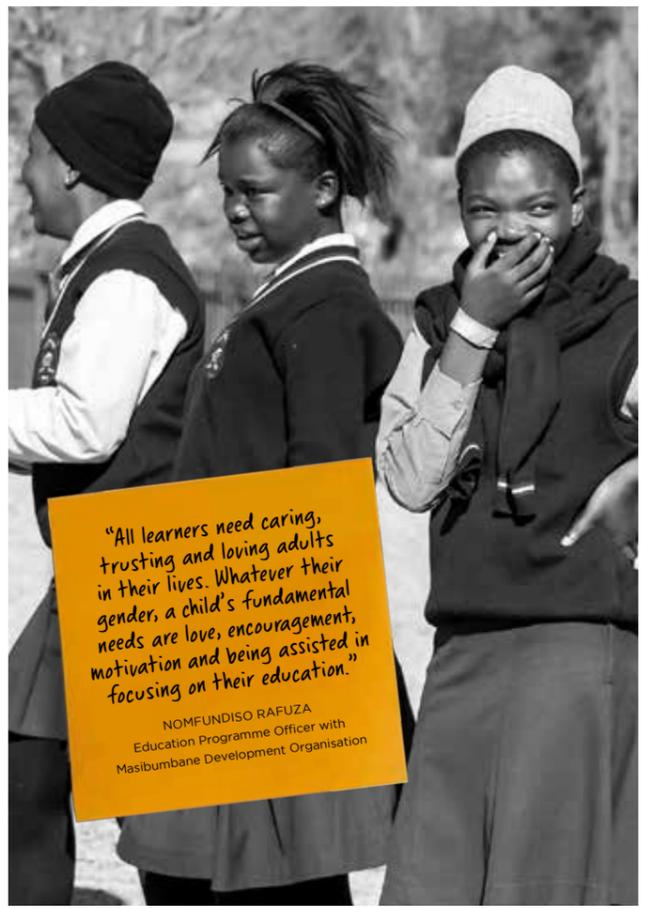
Through its digital townhalls, research reports and programmes of action, the Zero Dropout Campaign is demonstrating what it takes to help learners to stay in and succeed at school. Since 2017, the campaign has partnered with four non-profit organisations to pilot innovative dropout prevention and reintegration strategies in various schools. The aim of the pilot was to develop scalable

models of best practice to prevent dropout by learning from the experiences of NGO implementing partners and the schools they work with. In addition, the campaign has two of its own school-based programmes: Yethu Network of Schools and Reading for Meaning. Reading for Meaning aims to rebuild foundational literacy skills among learners whose reading competencies are below their grade level. And Yethu is a support network of schools for learners with Champion Teachers at the centre.

Tefo Gaebetse and Frederick Ocansey – Champion Teachers in the Yethu network in the Northern Cape have been doing their part to prevent dropout in their community of Ncweng village near Kuruman since 2021. Yethu is guided by the principle that 'zero dropout can be achieved if we act together.' Gaebetse and Ocansey have put this notion into practice, with the support of NGOs and community members in their village. Their efforts show how different role-players can work together to build safety nets around learners. Gaebetse and Ocansey have received an influx of requests for help from community members in their village and surrounds.

"They must have heard about Yethu from the other parents we helped," says Gaebetse.

Clearly, the word is spreading that dropout is preventable when people work together.



## Dropout prevention strategies in schools: What do they look like?

The Zero Dropout Campaign's latest research on learner dropout is an invitation to co-create gender-responsive dropout prevention strategies in schools.

### Meet our speakers:

**Fatima Moosa,**  
Host

**Khanyisile Phillips,**  
Education  
Advocacy Officer at  
Gender Dynamix

**Nontobeko Mlambo,**  
KZN Isibindi  
Ezikoleni Project  
Coordinator at  
NACCW

**Given Sigauqwe,**  
Communications and  
Strategic Information  
Unit Manager at Sonke  
Gender Justice

**Sizakele Mphatsoe,**  
Head of Education  
at Kagiso Trust

**Rahima Essop,**  
Head of  
Communications and  
Advocacy at the Zero  
Dropout Campaign

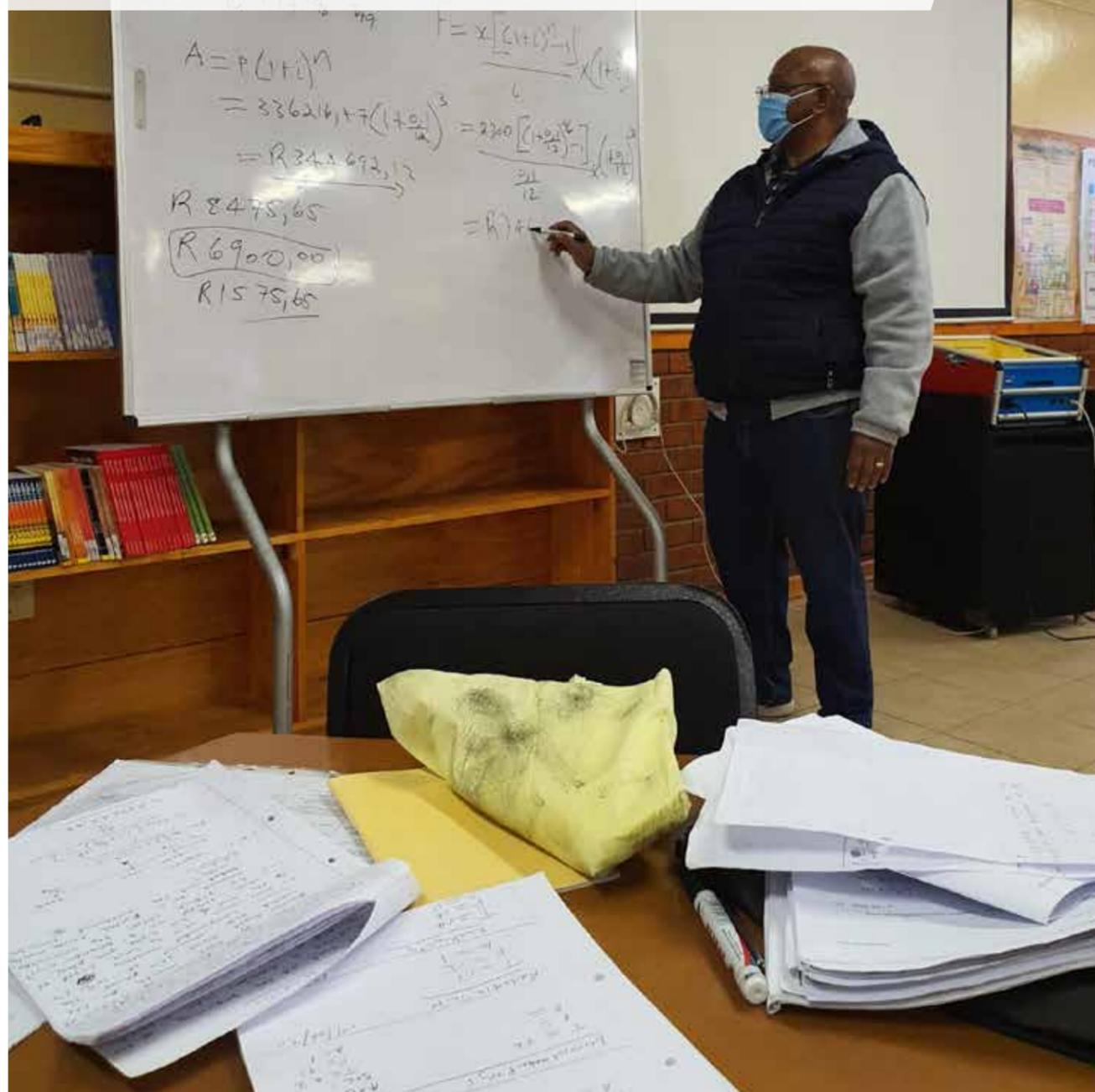
Have your say during our Twitter Space on 9 February at 18:30.

Logos for THE DAILY VOX, SONKE GENDER JUSTICE, NACCW, KAGISO TRUST, and GENDER DYNAMIX ZERO DROPOUT.

<sup>3</sup> <https://resep.sun.ac.za/wp-content/uploads/2021/05/wp202020.pdf>

\* Name changed to preserve privacy.

# THE BNSDP IN LIMPOPO: THE IMPORTANCE OF CONTINUOUS TEACHER DEVELOPMENT



*In March 2019, KT commenced the introduction of the Beyers Naudé Schools Development Programme (BNSDP) in the Sekhukhune and Riba Cross districts in Limpopo, a province that has been struggling with a consistently poor matric pass rate.*

*Interview with Dr Keith Baloyi  
By Mandisa Tselane, Head of Communications and Marketing*

In March 2019, KT commenced the introduction of the Beyers Naudé Schools Development Programme (BNSDP) in the Sekhukhune and Riba Cross districts in Limpopo, a province that has been struggling with a consistently poor matric pass rate.

The BNSDP works to improve education standards through providing infrastructure to rural schools, teacher skills training and learner mentorship. The BNSDP has proven to be an extremely successful intervention, reflected by the outstanding turn-around of the matric pass rate in the Free State in recent years, a direct result of the BNSDP and its partnership with the Free State Department of Education.

From the very start, The BNSDP intervention in Limpopo has been beset by various challenges. The programme got underway the month that the first COVID-19 hard lockdown and restrictions took effect. Following this, in May of the same year, a new MEC of Education, Ms Polly Boshielo, was sworn into office.

2020 saw only a 68% pass rate in Limpopo, 2% above the worst performing province, the Northern Cape. The reasons are many. To get a better perspective of what issues the BNSDP is faced with on the ground in Limpopo, we looked specifically at the mathematics and physical science teacher/learner environment, traditionally two of the most challenging subjects.

## PHYSICAL SCIENCES

We sat and spoke with Dr Keith Baloyi about his experiences so far with the BNSDP in the Sekhukhune and Riba Cross districts.

## DR KEITH BALOYI, EDUCATOR.

Dr Baloyi obtained his Masters and Doctorate in Nanotechnology from Tukkies. He has worked for the Department of Education, Tsebo Education Network (TEN), the Shanduka Trust and finally KST with the roll out of the BNSDP in the Free State in 2013.

Physical Science is another subject that many students struggle with. As with maths, physical science requires

fully competent teachers, but it poses a further challenge in that it requires specialised science equipment.

On commencing the programme, the team undertook a situation analysis to determine the level of competency of both educators and learners and gain a better understanding of the Sekhukhune, Tubatse environment. It became clear why these districts were performing poorly and that much work awaited them.

What we also found is that there was a poor culture of teaching and learning, ranging from school administration, teachers to learners and the community.

## COMPETENCY AND COMMITMENT

It was found that even basic levels of content knowledge were lacking from learners and the educators. Dr Baloyi commented, *“This is particularly concerning in the era of 4IR where there should be a sense of innovation and initiative amongst teachers, going the extra mile to collect content for grade 12 learners, equipping them with the knowledge they need for their exams. What we also found is that there was a poor culture of teaching and learning, ranging from school administration, teachers to learners and the community. We found that schools operate as if they are on holiday. Everyone is doing their own thing, there is a laissez faire attitude. There was no sense of control or command from school management to teachers. There are no control protocols that are set to provide order,*



Physical Science laboratory workshop for teachers and learners.

## EQUIPMENT

The lack of science equipment is another major challenge in Physical Science. It is a very practical subject, and it requires certain apparatus and equipment to teach effectively. Even a most basic item such as a spatula was unknown to many of the students. Dr Baloyi has been bringing in his own mobile lab to assist the grade 12 learners before the exams. This needs to be addressed.

## ABSENTEEISM

Dr Baloyi notes absenteeism as a serious issue, *“One day you will have a full class then the next two days you have half a class. When you ask them what is going on they will tell you no sir, some of the learners went to the clinic and some of them went to SASSA or Paypoint. Pregnancy and students who are mothers is another issue causing absenteeism. If a learner is continually absent, they are not going to pass, so this needs to be addressed.”*

## IMMEDIATE FORWARD PLANS

Dr Baloyi gives us a summary of how he sees the programme unfolding based on his experience with the Free State. *“We will start by providing support from grade 10, 11 and 12 because those are the primary footsteps that lay a good foundation for matric. Once we are happy that we have these grades bedded down we will scale up to include grades 8 and 9. We will conduct teacher development workshops for all the grades, and we will use the weekends to get through it all. I have hit some resistance on this but the current format of doing a workshop of once every 10 days during the week is not producing the results.”*



## MENTORING PROGRAMME

A mentoring programme has been introduced which has almost all the physical science educators covered. It is a very important aspect of building a relationship through this programme. Dr Baloyi notes, *“If we do not have the buy-in and support of the educators, we have little chance of success. We should start seeing positive results as early next year.”*

## FUTURE PROSPECTS OF THE PROGRAMME

Dr Baloyi sees the programme as having a 5-year turn-around time. For those learners starting in grade 10 we will see a noticeable change in the next three years approaching matric. In 5 years, we could be looking at a 100% pass rate.

We will be conducting needs analyses to identify educator challenges. For example, the barriers that an educator faces when given a class to teach. Over time we will eventually identify all the barriers and challenges.

## MATHEMATICS

### Competency and skills levels

The issues faced in mathematics teaching/learning are generally similar to those faced in physical science. The first and most important areas to be addressed is the poor competency and skills levels of many teachers. This is particularly concerning with a subject like mathematics, which again, like physical sciences, requires teachers to be completely confident and au fait with their subject in order to effectively coach students through problem solving. This is an issue that was also faced in the Free State. To address this, BNSDP mathematics mentors in the Free State organised training workshops over weekends to bring teachers skills up to scratch. This of course requires a commitment to improvement from the teachers concerned and it is planned that similar workshops will be held with teachers in the Sekhukhune and Riba Cross districts.

## COMMITMENT AND ABSENTEEISM

Beyond bringing teachers up to the necessary skills levels, there is also a mind-set that needs to be changed. It is not just about attaining a basic level of teaching competency, there needs to be a culture of continuous self-improvement, skills up-levelling and going the extra mile. This becomes more critical when preparing students in grade 12 for matric. Maths can be a very challenging subject for students, and it requires the full commitment and involvement of teachers to get students through. In grade 12 this frequently takes the form of after-hours extra



KT mentors in class.

lessons or coaching through WhatsApp groups or similar. There is very little evidence of this currently and without this kind of commitment from teachers it's going to be a struggle.

There is also a lack of commitment to learning and going the extra mile from many of the students. It's not necessarily their fault, they haven't been in an environment that has been encouraging and supportive of this. In a class of 75 students, one often finds that just over half attend regularly. When prelim exams were conducted in Sekhukhune last year, only about 50% attended.

## LOOKING AHEAD

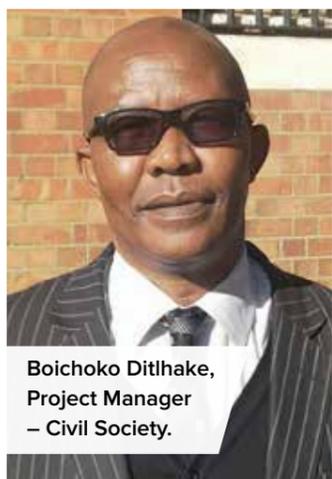
There's a great deal of work to be done but KT has proven through its Free State experience that all can be achieved. It will however require buy-in and commitment from the schools, the teachers and the students alike. Next year will see us place a lot of emphasis on learner and teacher camps. Teachers will be thoroughly trained to the point where they will be able to create their own teaching content and be capable of doing their own student assessments.

In summary, it is clear that there has been a generally poor learning culture within the two districts. It reflects the issues around education that are so prevalent in many rural districts, lack of resources, lack of support and ultimately, as happens in these situations, loss of passion and interest. The BNSDP's success to date is that it has taken a bottom-up approach, tackling hard, practical issues on the ground, primarily through empowering teachers with the skills and knowledge and support they need. In time, infrastructure too will be addressed as has happened in the Free State. The work has started and with the right support and commitment of all the stake holders, we should be celebrating great results in a few short years to come.

# World NGO Day 2022

*Kagiso Trust extends greetings and solidarity to the women and men behind the selfless work of the NGO sector in South Africa, Africa, and the world.*

**By Boichoko Ditlhake**  
CSSP Programme Manager

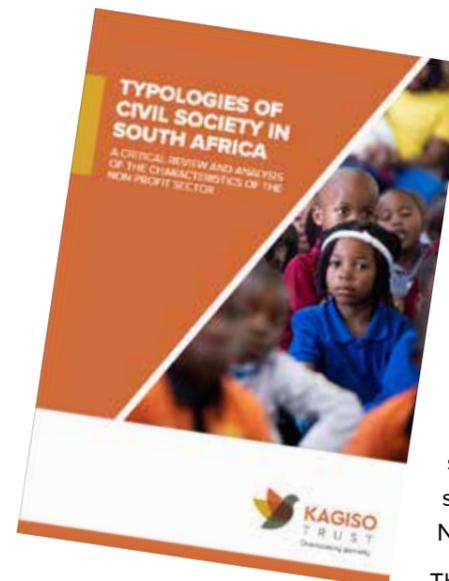


Boichoko Ditlhake,  
Project Manager  
– Civil Society.

**K**agiso Trust extends greetings and solidarity to the women and men behind the selfless work of the NGO sector in South Africa, Africa, and the world. We are cognisant of the immense challenges the sector works under, especially during the financially constricting times of the COVID-19 pandemic and the growing attacks on the democratic spaces and livelihoods of the most vulnerable, the constituency which the sector is primarily existing for.

NGOs in South Africa have a diverse history, reflecting the realities of a society divided between support and opposition to Apartheid – this unique history has profound implications for understanding the continued relevance of the sector today. The progressive movement found expression in self-organisation of communities to fight for justice & equality. Through the establishment of Kagiso Trust in 1985, at the height of the struggle against Apartheid, we sort to support the sector as a catalyst for positive change, then and now.

Part of this support is reflected in our on-going efforts to promote good practice and evidence-based interventions. To better appreciate the new realities facing the NGO sector, Kagiso Trust



commissioned the Human Sciences Research Council (HSRC) to conduct *Typologies of Civil Society in South Africa* study to determine the status and profile of the Non-Profit Sector.

The findings are aimed at providing Kagiso Trust

and stakeholders with an understanding of the sector as it exists today as the basis for revitalising the NPO sector in South Africa. It provides us:

- Baseline study to provide a picture of key trends and developments.
- An analysis of the historical evolution, current development and trajectories of the NPO sector in South Africa (including factors influencing these trajectories – such as operating environment, NPO ACT, and funding).
- Develop a holistic overview and mapping of the NPO typology, different functions, formations, sector, and thematic areas of operation.
- Assess the social function and contribution of the sector in relation to legislation, policy, public discourse, and development practice over the last 10 years.
- Develop measurable indicators to plot, cluster and define distinct categories and typologies.
- Develop recommendations to improve the functioning, coordination and supporting environment for the NPO sector.

**In this study we broadly define the role of NGOs as:**

**Service Delivery:** *In South Africa this has been largely in respect of welfare services, but this has increasingly changed. CSOs' role in service delivery is often in response to the State's capacity to deliver services to communities.*

**Advocacy:** *NPOs and civil society in general are important role players in advocating for the State to deliver on rights and obligations. They serve as the voice for the voiceless and for representing the legitimate needs of citizens*

**Accountability role:** *CSOs play a critical role in ensuring good governance and in rooting out corruption. The role in creating awareness of corruption and poor governance practices is one of the main functions it can serve more effectively.*

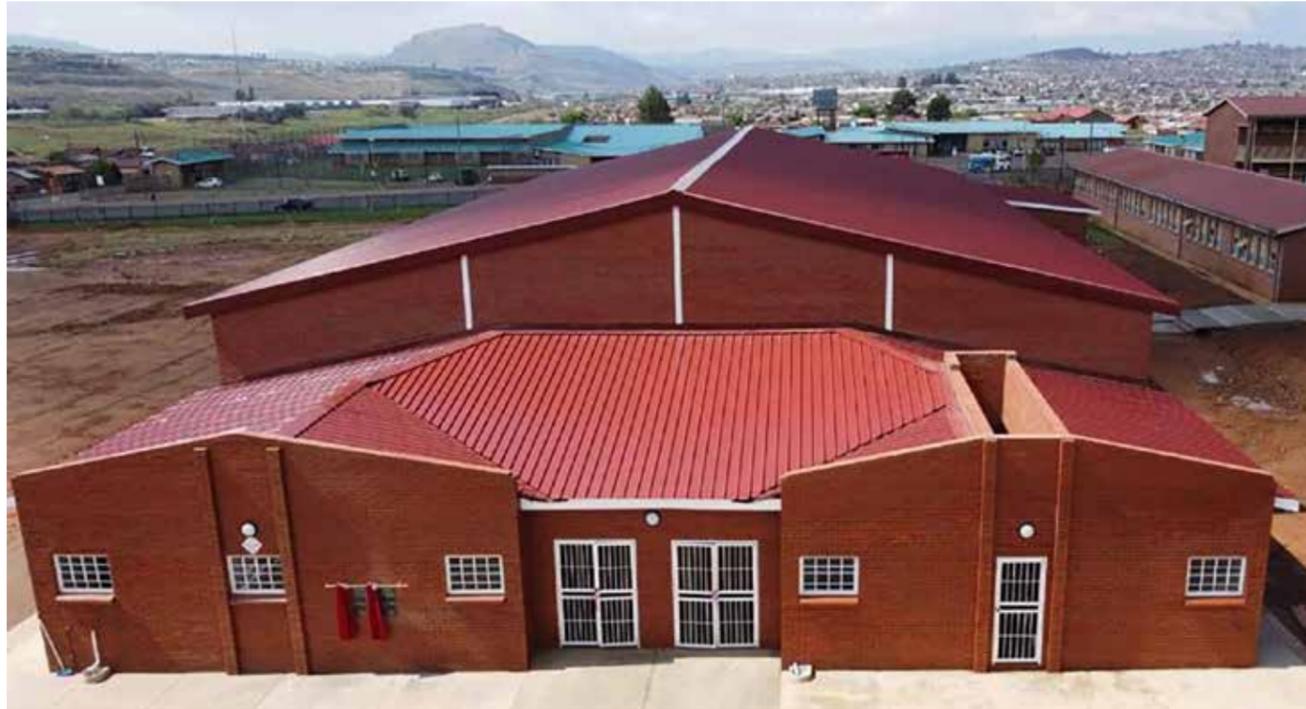
However, as shown by the Life Esidimeni tragedy, the sector also includes “private” interests which mask as NGOs, often engaged in auxiliary services to the state from which profit is made under the guise of social service provision and these often represent gateways for corruption linked to tenders.

Confronting the many and interrelated challenges in our country today, requires not only active citizens but an organised and engaged civil society which is an expression of our communities' capacity to contribute and control their own development.

Accordingly, as we celebrate World NGO Day, we must redouble our efforts to rebuild the sector. In response to the events unfolding in our country, we have recently issued a Call to Action for civil society which is currently being canvassed within the sector. We believe the key pillars around which renewal can be built are:

- A new paradigm for developmental social compact.
- A new NGO Policy and Legislative framework, including the creation of a Presidential Advisory Council for NPO sector.
- A new framework for sustainability, resource distribution and funding support for the sector.
- A comprehensive Plan of Action arising from national consultation to address priority interventions by NGOs as a solid contribution to the Presidential Social Sector Summit.
- A thorough review of the needs of the sector to inform capacity building interventions to strengthen NGOs technical capacity.
- A clear mechanism for coordination.
- Lastly – A new Charter of Values and Ethics to which the sector can be held accountable to.

Together we can be the change we want to see in the world. Kagiso Trust remains a dedicated partner to NGOs to achieve this change.



# PARTNERSHIPS THAT WORK

## THE IMPORTANCE OF INFRASTRUCTURE

*Partnerships are key to getting education infrastructure off the ground.*

*Interview with Andrew Moeti*

*By Nomkhosi Khumalo, Communications and Marketing Co-Ordinator*

**E**ducation infrastructure management covers both construction of new schools and building additional facilities in existing schools. As the director of Infrastructure Delivery Management, Andrew Moeti is the man responsible for making plans become actionable.

Driven and led by strategy, User Management Planning is purpose-oriented and disciplined and subject to vigorous administrative controls. Based on the documented strategic plans of the Department of Education, Moeti's department is responsible for their implementation once they are granted formal approval. By his department's proactive and forward-thinking approach in engaging partnerships, targets have been exceeded and entire communities have been able to flourish beyond expectation.

### THE IMPORTANCE OF INFRASTRUCTURE CANNOT BE OVERSTATED

Historically, the sector we serve has not benefitted from a conducive learning environment. In extreme cases, school classes have been conducted outdoors, under the cover of trees. To demonstrate the importance of infrastructure, a case in point is Tsebo Secondary School. Initially named Boikhotso when it was founded in 1985, the name was changed to coincide with its move to its current location in Ha-Rankopane, Phuthaditjhaba in 1999. After settling into an improved facility with the requisite infrastructure, the school gradually produced an incremental improvement in results and became recognised as a centre for academic excellence. A school hall was built in recognition of their consistent progress and provided a venue for a range of functions, not least of which as an ideal examination hall. Their list of achievements culminated in a 100 percent Matric pass rate in 2020.

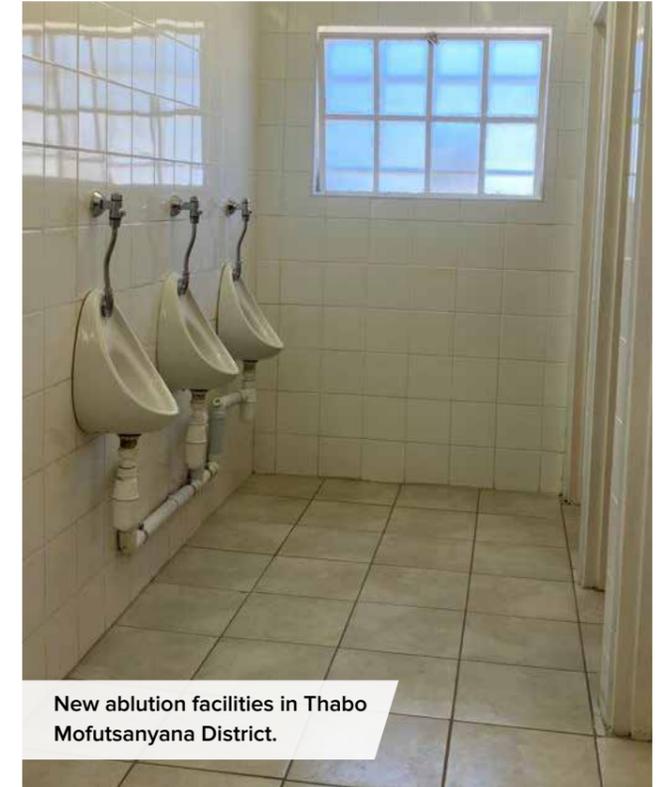
The school hall proved to be a beacon of hope and motivation, not only for students to achieve exceptional results but also for the community, who felt a renewed sense of pride and ownership and have now taken it upon themselves to care for and protect the facility. They said that the department had now "taken them seriously", by heeding their call for better education facilities and by making good on their promises. They felt heard.

### EFFECTIVE INFRASTRUCTURE PLANS HAVE TO EXTEND BEYOND THE CLASSROOMS

Schools are not islands - they form the nexus and heartbeat of the surrounding community. So, we need to evaluate and consider the everyday shortcomings they encounter. One such example is Qwa-Qwa, where the municipal water supply is unreliable and taps often run dry. Thankfully, the schools have come to the rescue by granting access to their on-site water storage and their own reservoir. In some cases, boreholes have been provided. But beyond providing basic resources such as water, schools generate a much-needed source of added income for the community, by doubling up as a suitable venue for functions, weddings, church services, and local council meetings.

### PRIORITIES TAKE CENTRE STAGE

With a wide range of tasks to cover, viz: inappropriate structures; sanitation; overcrowding; supporting educational facilities such as laboratories and libraries; maintenance; and disabled facilities, it goes without saying that wherever health and safety is concerned, these infrastructure needs go to the front of queue.



**New ablution facilities in Thabo Mofutsanyana District.**

We've made good progress with prefabricated schools and eradicating asbestos. To date, 30 schools have been overhauled and the process continues.

Despite backlogs, particularly in farming schools, we are well on target to eradicate pit latrines and replace these with flushing toilets. In Thabo Mofutsanyana, flushing systems were installed, but the schools have opted to keep the pit latrines as back up, in case of water outages. This is to ensure that schooling is not interrupted or halted when there is no water available. Although we have committed to eradicating pit latrines altogether, we have recognised the need to be flexible and responsive to the realities faced by the communities we serve. In this instance we have an unreliable water supply situation and have accordingly made an exception.

Overcrowding remains an ongoing issue despite more schools being added. Currently we have approximately 50-60 students in a class, whereas the desired teacher student ratio is 1:35 for high schools or 1:40 in primary schools. Regular assessments are conducted to identify areas in need.

Thanks to our partners coming on board, particularly in the districts of Thabo Mofutsanyana, Motheo, and Fezile Dabi, we are pleased to report that all our secondary schools have libraries, science and life science laboratories, and these are well equipped.

Maintenance is key to saving costs in the long run. A special budget, amounting to 35 percent annually, is set aside for maintaining infrastructure. But sometimes it's more costly to renovate than it is to build, The department has partnered with KST and KT to negotiate affordable cost structures to stay within budget and to stretch the funds to cover more projects.

Currently the province is home to 21 schools which accommodate students with varying degrees of disability, ranging from mild to severe. Wherever possible, we aim to bring disabled students into mainstream facilities, by equipping public secondary schools to address their needs, so that they can be mobile without requiring assistance. These schools are classified as service schools, where adequate wheelchair ramps are provided, and light switches, windows and doorknobs are installed at a height within easy reach of a disabled individual. We have also made significant progress in accommodating LSEN or special needs students in boarding facilities, to relieve them of the burden of daily transport. Revamping and rebuilding hostels have become a viable option, thanks to favourable negotiations with our partnerships. Two additional hostels for learners with disabilities are currently under construction.

### TIMELINES FOR DELIVERY OF INFRASTRUCTURE

The plan is to have eradicated all pit latrines in the province by the end of the financial year in March 2022. The deadline

was originally intended for the end of December 2021, but due to COVID-19 lockdowns and the accompanying challenges, we granted an additional three months to compensate for the unintended delays. The Free State will become the first province in the entire country to have no pit latrines. This will be an achievement worthy of celebration and a conference will be held to mark the occasion.

### THE PARTNERSHIP COALITION – A WIN-WIN FORMULA

A total of 25 school halls have been constructed, as well as 3 to 4 hostels, to assist farming communities who would otherwise have not been able to continue schooling beyond primary school - Grade 7.

The other benefit of the partnership is the assistance they deliver in procurement, which is renowned for its precariousness. Addressing the urgency of infrastructure must be balanced with the necessity of conducting the required verification, which by nature is time consuming. However, by engaging in partnerships the pace of procurement has been significantly quickened, as construction can continue while much of the repetition inherent in verification can be averted. The success we have achieved has overturned the previous belief that government and private sector, like oil and water, cannot mix. The process and learnings were shared in a presentation to the Department of Basic Education (DBE), which highlighted and detailed the cost reductions achieved.



School halls built in partnership with Kagiso Trust and the Free State Department of Education.



Launch of the new library and media facility at Phuleng Primary school in the Free State.

The key take out was that we learnt to switch our focus from expenditure to performance. Payment for work completed invariably takes care of the expenditure issue, given that non-delivery results in the budget allocation being withdrawn and diverted to another province. The process equally applies to contractors who default on contract management and obligations. Although contractual errors can be committed by both parties, when project managers err by ineffective control, this can result in delays which in turn increases costs. Having solid partnerships in place, however, helps reduce the risks of running over time and missing construction deadlines.

### SPEED OF PAYMENT IMPLICATIONS

Late payments lead to frustration and loss of profits for contractors, due to having to increase the number of people

on site and having to lease equipment for longer than originally anticipated. Price increases further exacerbate the loss when lease agreements must be extended and increased updated pricing is brought to bear. The effectiveness of our partnerships is evidenced by a school hall contractor testifying that on completion, payment was received within two weeks via Kagiso Trust. Whereas in the past, payment turnaround from the government was two months. This solved their previous problem of being unable to purchase material while waiting for payment to settle debts, which in turn would have negatively impacted their service delivery.

The importance of the need to share this best practice model with other provinces is borne out by the KZN and Eastern Cape expressing an interest and relaying a request to the MEC's office to make a presentation to their portfolio committee.

### CASE STUDY: PHULENG

When schools that are about 40-50 years old have been neglected, in the past they would often have deteriorated to the point where they could not be salvaged. However, a strategy has now been put into place to preserve what is left and to increase the lifespan of these structures.

Phuleng is one of those schools that provided a perfect example of having reached the end stage of its lifespan. It was close to having reached the do-nothing stage of its lifecycle, as an asset that could not be renovated.



New Media facility.

However, thanks to the partnership with KT, it became possible to rebuild a fully-fledged, brand-new structure with all the facilities in place. The project is currently at the final stage, with the fence now under construction. As the school was originally built 60 years ago, the assessment confirmed that renovation costs would have surpassed the cost of rebuilding. However, due to the resources of the partnership, the rebuild was able to proceed at a fraction of the cost. Whereas removing the walls, floors, ceiling, and roofing would have resulted in costs amounting to more than R40 million, with the partnership in place the cost to rebuild the school was reduced to around R26 million.

Asked for comment, Moeti stated: “This is a first for the province. Had it not been for the partnership this would not have been remotely possible. There is much that no doubt, is still to be learnt in terms of creating even greater efficiency and value for money going forward.”

He went on to add: “The department has expressed the desire to share this model with other provinces to make them aware that a school can be built for R26 million without a school hall. If a school hall were to be included, it would not have exceeded R35 million, based on the model per unit costing calculation. By comparison to other projects in the province, this signifies a massive reduction, as historically, costs would generally escalate to about



Themba Mola, CEO of KST.

R75 million despite being of less than satisfactory building quality. Additionally, variations in orders at times raise the costs to around R80 million, with the added inconvenience of the facilities not being delivered on time. This is currently experienced in many provinces.”

“The resulting all-important value for money is undeniable, from whichever angle it’s considered. Many of my peers in the auditing environment have echoed my view, stating that there is no refuting that significant added value is being achieved by engaging this partnership. If we cite Phuleng as an example, the school was built at 65 percent of the normal cost of building a school. Over and above, the R26 million paid by government, only covered about 55 per cent of the actual costs, whereby the partnership paid in the difference. Now, if we consider that had we had carried out the contract through our Public Works Department, we would have had to spend about R76 million to build the school. And that is a conservative estimate, because if they hired someone at that proposed R76 million budget, the costs would have run over by another R4 million in increases by the end of the project. Furthermore, it would well have been likely that the deadline would have been extended to three years later. I firmly believe that this model will significantly improve service delivery. The department therefore hopes to share the model, which can be applied not only to building schools, but also to municipalities, as custodians of service delivery.”



MEC Tate Makgoe opening a plaque for the school hall handover at Thokoana Makoata Secondary School.



# OUR FOOTPRINT

## Gauteng

### Education Conversations:

- Faculty of Johannesburg, UJ

### Kagiso Trust Consulting:

- CoGTA

### PMO:

- Thabo Mbeki Foundation
- Human Science Research Council
- South African Human Rights Commission

### SED:

- PROPpreneurX

## North West

### PMO:

- North West University Research Partnership

### SED:

- BPI Funding

## Northern Cape

### KST:

- 25 Anglo American Schools Project

## Free State

### BNSDP:

- 166 schools in Thabo Mofantsanyaya

### KST:

- 323 schools in Motheo & Fezile Dabi

### EMSP:

- 51 Students, including 2018 intake of 15 students

### PMO:

- UFS Research partnership

## Western Cape

### PMO:

- Stellenbosch and Western Cape Universities Research partnerships

## Eastern Cape

### KTC:

- CoGTA

### Local Government Support Programme:

- Makana Municipality

### SED:

- Groendal Workers Trust

## Limpopo

### KST:

- 60 Anglo American Schools Project

### PMO:

- University of Limpopo Research partnership

### Kagiso Trust Consulting:

- Molemole Municipality
- Musina Municipality
- Makhaduthamaga Municipality
- Collins Chabane Municipality

### BNSDP:

- 243 schools in Sekhukhune East

### SED:

- Spar Mopani Rural Hub Initiative

## Mpumalanga

### KST:

- 25 Anglo American Schools Project

## KwaZulu-Natal

### Beyers Naude Memorial Lecture:

- University of Zululand

### SED:

- Funding through – For Farmers East for yellow maize crops and Sebzangamandla Pty (Ltd)

