

https://dspace.org/

The Kagiso-Shanduka trust educational innovation: an exploration of the initiation phase of the KST whole-school development model in the Free State province

Khasake, Mpho Given

2018

https://hdl.handle.net/10539/26188

Khasake, Mpho (2018) The Kagiso-Shanduka trust educational innovation : an exploration of the initiation phase of the KST whole-school development model in the Free State province, University of the Witwatersrand, Johannesburg, https://hdl.handle.net/10539/26188

Downloaded from a DSpace repository. https://dspace.org/

THE KAGISO-SHANDUKA TRUST EDUCATIONAL INNOVATION: AN EXPLORATION OF THE INITIATION PHASE OF THE KST WHOLE-SCHOOL DEVELOPMENT MODEL IN THE FREE STATE PROVINCE

Mpho Given Khasake

Student Number: 534720

Protocol Number: 2016ECE003M

Supervisor

Prof Felix Maringe

A dissertation submitted to the University of the Witwatersrand

in fulfillment of the requirements for the degree of Master of Education

Johannesburg, 2018

DECLARATION

I Mpho Khasake declare that this Research Report is my own, unaided work. It is being submitted for the Degree of Master in Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.



_____

13th day in the month of April in the year 2018 in Johannesburg

DEDICATION

I dedicate this Dissertation to my children whom I love so much from my elder son, Lehlohonolo, and daughter, Kutloano, to my young son, Reabetsoe, and daughter, Khothatso.

I also dedicate this work to my father, Ntate Khasake (85 years old) and in loving memory of my late mom (1932-2003) and my siblings and the entire extended family.

Thank you all for your support and love.

I thank God for making this journey possible for me.

ABSTRACT

This study explored the initiation phase of the Kagiso-Shanduka Trust (KST) whole-school-development model, which is implemented in Fezile Dabi (FD) education district in the Free State Province, South Africa. The research was conceptualised and conducted between 2015 and 2016. I employed a qualitative research methodology and case-study approach to collect data to answer my research questions. The data sources emerged from interviews conducted with five participants who I purposively selected. They are executive members from KST and a senior official from Fezile Dabi District in the Free State Department of Education. I interviewed each participant separately at their places of work. The study identifies the nature of processes and the factors that influenced the adoption of the KST W-SD model. I used the concepts of engagement and mobilisation to unpack the processes and the factors in the initiation phase of the KST W-SD model because they are key concepts that provides descriptive data. These data point out the direction and intensity the change is taking and determine the sustainability elements in the initiation of a change project. Engagement and mobilisation are conscious efforts that bring about insights on the totality of a change project and the adaptations instituted in the initiation phase of a change project. The following findings emerged from the study: 1) there are conditions that gave rise to the need for the model, 2)the model was conceptualised by each organisation individually (KT and FS), then in a dual partnership (KST) and in a tripartite (PPP) through stakeholder engagement and mobilisation, 3) the descriptions fits the conceptualisation, 4)stakeholder engagement and mobilisation created awareness, interest, problem solving opportunities and ownership during interactions of partners, 5) the model was consequently consolidated with six elements, 6) the model elements are integrated and provide a comprehensive package for whole school development, and 7) the model is a product of investment on organisational capacities and capabilities developed over a period of time as well as shared interest and purpose. It is recommended that more research involving private, public partnerships be conducted more frequently on current educational innovation models.

Key words: Initiation phase; stakeholder engagement and mobilisation; change and innovation; change cycle and processes; initiation decisions; descriptive data; elements of the model; conceptualisation of the KST W-SD model.

ACKNOWLEDGEMENTS

God's grace guided me through this journey.

This research was inspired through my involvement in various school improvement initiatives for over two decades in disadvantaged schools in South Africa. The interests in this research topic became profound when I worked closely with the current Chief Operations Officer (CEO) of KT on the conceptualisation of the Kagiso Trust process model in 2013/4. I wanted to engage with the process so as to increase my understanding of the issues related to the initiations of new projects in schools; and on how that can add to the knowledge and improvement of practices (Creswell, 2014) pertaining to systems management and school improvement.

It was a challenging journey to conceptualise the research topic. Kagiso Trust has been very generous in allowing me the opportunity to pry into their growth as an organisation as they form a partnership with Shanduka. The support and cooperation is truly appreciated and none of this work would have been possible without the Kagiso Shanduka Trust (KST) and the Free State Department of Education.

I acknowledge the support provided to me by the KST CEO and Administration staff.

I appreciate all of KST and Free State Department of Education senior officials who participated in the interviews. Thank you for your time and your insights that made my thesis possible.

I thank my supervisor, Professor Felix Maringe, for his support throughout my studies.

I thank my children, Lehlohonolo and Kutloano, for motivating me to achieve this degree even though it happens 12 years late, Reabetsoe and Khothatso for their patience and understanding and for giving me the time and space to complete this study.

Lastly, I especially acknowledge and thank my fiancée Dr Femi Otulaja for the motivation, guidance and support throughout my study. Many times when I was confused and stuck, you gently set me back on track and edited my work. You never gave up on me and you always saw the best in me and this kept me going. I could never have managed to get this far without you.

…THE JOURNEY CONTINUES…

TABLE OF CONTENTS

CONTENTS	PAGE
DECLARATION	i
DEDICATION	ii
ABSTRACT	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v to viii
LIST OF FIGURES	ix
LIST OF TABLES	x
NOMENCLATURE	xi
CHAPTER 1 - INTRODUCTION	
1.1 Introduction to the Study	1
1.2 Background to the Study	1
1.3 Definition of Key Terms	4
1.3.1 Initiation Phase	4
1.3.2 Change and Innovation	4
1.3.3 Stakeholder	4
1.3.4 Engagement	5
1.3.5 Mobilisation	5
1.4 Change Phases and Processes	6
1.5 Problems of Change and Innovations in Education Districts	6
1.6 Problem Statement	7
1.7 Aims and Objectives of the Study	7
1.8 The Research Questions	7
1.9 The Research Sites	7
1.10 Delimitations and imitations of the Study	7
1.11 Overview of the Methodology	8
1.12 Significance of the Study	8
1.13 Summary of the Chapter	9
1.14 Overview of the Research Report	9
CHAPTER 2 – LITERATURE REVIEW	
2.1 Introduction	10
2.2 Change Process, Innovations, Culture and Context	10
2.3 Theories of Educational Change	12

2.4 Fullan's Factors Affecting the Initiation Phase of a Change Process 16
2.5 Models of Innovations and the Problem of Sustainability 21
2.6 Successful District Innovation, Engagement and Mobilisation 28
2.7 Fullan's Meaning of Educational Change 28
2.8 Conceptual Framework 29
2.9 Theoretical Framework 31
2.10 Summary of the Chapter 35

CHAPTER 3 – RESEARCH METHODOLOGY
3.1 Introduction 36
3.2 Research Methods 36
3.3 Ethical Considerations 37
3.4 Participants 38
3.5 Research Instruments 40
3.6 The Interview 41
3.7 Data Collection 41
3.8 Data Validity and Reliability 41
3.9 Data Analysis 43
3.10 Summary of the Chapter 44

CHAPTER 4 – DATA, ANALYSIS AND DISCUSSIONS
4.1 Introduction 45
4.2 How the Data Came About 45
4.3 Findings 50
4.3.1 How the model came about 50
4.3.1.1 The Quest 50
4.3.1.2 The Convergence 54
4.3.1.3 The Model 57
4.3.2 Awareness and Interest 62
4.3.3 What the Data is Saying about the Model Elements 66

4.4 Summary of the Chapter 68

CHAPTER 5 – CONCLUSION
5.1 Introduction 69
5.2 Summary of Chapters 69
5.3 Implications of the Study 71
5.4 Recommendations 72
5.5 Reflections on the Study 73
5.6 Summary of the Chapter 73

REFERENCES 74 to 78

APPENDICES

Appendix 1: Semi Structured Interview Schedule	79 to 81
Appendix 2: Invitation of Participants for Interview and Audio Recording	82 to 83
Appendix 3: Sample Transcripts	84 to 262
Appendix 4: Thematic Data Analysis	170 to 248
Appendix 5: Ethics Approval Wits	249 to 250
Appendix 6: Ethics Application Letter FSDoE	251 to 257
Appendix 7: Confirmation Letter from the Supervisor	258
Appendix 8: Participants' Signed Consent Form for Interview and Audio Recording	259 to 264

LIST OF FIGURES

CHAPTER TWO

Figure 1: Change Process Cycle 31

Figure 2: Change Theory Model 33

LIST OF TABLES

CHAPTER THREE

Table 1: List of Participants 39

Table 2: List of Research Sites 39

CHAPTER FOUR

Table 3: Themes and Interview Questions 47

NOMENCLATURE

Acronym	Meaning
AIR	American Institute of Research
ANA	Annual National Assessment
BNSDP	Beyers Naude' Schools Development Programme
CBO	Community Based Organisation
CEPD	Center for Education Policy Development
CSI	Corporate Social Investment
DBE	Department of Basic Education
DDSP	District Development Support Programme
DBSA	Development Bank of South Africa
ExCo	Executive Committee
FDED	Fezile Dabi Education District
FET	Further Education and Training
FSDoE	Free State Department of Education
IDT	Independent Development Trust
HoD	Head of Department
KST	Kagiso Shanduka Trust
KST W-SD	Kagiso Shanduka Whole School Development
KT	Kagiso Trust
KZN	KwaZulu Natal
MEC	Member of Executive Council
NECT	National Education Collaboration Trust
NGO	Non-Governmental Organisation
PPP	Public and Private Partnerships
RCL	Representative Council of Learners
RFQ	Request For Quotation
RTI	Research Triangle Institute
SADTU	South African Teachers' Unions
SF	Shanduka Foundation
SGB	School Governing Body
SMT	School Management Team
USAID	United States Agency for International Development

CHAPTER 1

INTRODUCTION

1.1 Introduction of the Study

This study explores the initiation phase of school improvement innovations through the Kagiso-Shanduka Trust (KST) whole-school-development (W-SD) model, which is implemented in Fezile Dabi (FD) education district in the Free State Province, South Africa. The goal is to interrogate the understandings of the factors (and how they interact) that are associated with initiation decisions arising from stakeholder engagement and mobilisation processes. In pursuant of these, in this chapter, I discuss the background of the study and define the key terms used; I also discuss the change phases and processes, problems associated with change and innovations in education districts. I delineate the problem statement, and the aims and objectives of the study. In addition, I list the research questions that guided this study and explain the overview of the methodology and the significance of the study. I conclude with a summary of the chapter and provide a synopsis of subsequent chapters of the research report.

1.2 Background of the Study

This study focuses on an aspect, initiation phase, of an education change programme that seeks to understand the nature of the processes that leads up to the adoption of a change programme as exemplified in the KST W-SD model in Fezile Dabi education district. The participants in the study are members of the KST executive council, the senior officials of Fezile Dabi education district, Kagiso Trust and Adopt-A-School Foundation who are collaborating on effecting educational change in the Fezile Dabi education district. History has shown that efforts at meaningful changes to the education system in South Africa, post-apartheid, have often fallen short of the targeted goals, particularly at the district level. Hence, my exploring the possibilities of decision relating to assessing stakeholders engagement and mobilisation processes at the initiation phase of educational (innovative) change.

The KST W-SD model came into being when Kagiso Trust and Shanduka Foundation were seeking to establish a public-private-partnership (PPP) with the Department of Basic Education (DBE) in attempts to improve schools. DBE had initially wanted the KST W-SD model tested in the KwaZulu provincial Department of Education (KZN-DoE) districts. When the efforts

did not materialise in KZN province, the KST W-SD model was then brought to the Free State province, Fezile Dabi education district where it is currently being piloted. However, the focus of this study is not on whole school development primarily; rather, the study focuses on the processes of stakeholder engagement and mobilisation in the initiation phase of the model being started in Fezile Dabi education district. The interest in stakeholder engagement and mobilisation in the initiation phase of new programmes is inspired by my personal experiences in educational change programmes/processes and the reading in the literature as in Fullan's description of a combination of factors that influence the initiation of education change programmes. Fullan (2001) stated that

> The first matter is that change is and will always be initiated from a variety of sources and combination of sources. This presents constant opportunity for pursuing innovations or for impositions of change depending on the innovation and one's role in the setting. The second matter, which we have not teased out, is what happens by way of mobilisation, and planning to prepare for change. In particular, what do we know about successful initiation; that is, what do we know about startups that have a better chance of mobilising people and resources towards implementation of desired change? (p. 65)

Fullan's empirical base is located in the notion that initiation decisions happen all the time through various sources and that there are countless factors influencing whether a change programme is started. He posited that depending on the sources, the processes followed and the combination of contextual factors, the future of the change initiated is determined and will be reflected in the subsequent phases following the initiation phase.

Fullan (2001) identified eight factors that affect individuals and groups, specifically in the initiation phase of a change cycle, namely: 1) existence and quality of the innovation; 2) access to the innovation; 3) advocacy from central administration; 4) teacher advocacy; 5) external change agents; 6) community pressure/support/apathy; 7) new policy-funds (federal/state/local); and 8) problem-solving and bureaucratic orientations. In terms of how people receive and perceive change, the individual level, he stated, is crucial as it is at this level that changes occur or fail as there are linkages between the envisaged 'new' change and what individuals believe in; and this may happen over a period of time. He further clarifies that innovators bring their own culture into another culture when initiating change programmes; an element that defines innovation complexities particularly when cultural misalignments exist.

Stakeholder engagement and mobiisation processes in an innovation are the means to realise culture integration, transformation of implicit knowledge and new meaning making processes in a climate of shared culture (Nonaka & Takeuchi, 1995). They stated that it takes time to resolve individual level issues, let alone group issues related to educational changes; it could go as long as two years. Patience is needed to gain individual commitment that leverages group change in a change process. Patience, persistence and assumption of this process as a learning phase by all stakeholders involved in a change process are critical (Fleisch, 2002; Fullan, 1991; 2001). Documents reflecting these initiation processes of stakeholder engagement and mobilisation remain dwarf in the South African educational transformation context.

The initiation phase is the first phase in the education change process cycle; and it is also labelled mobilisation, or adoption phase (Miles, 1986; Hopkins, Ainscow & West, 1994; Fullan, 1991; 2001). The initiation phase is the planning phase in which an origination, introduction, cause of action or process, a genesis of something 'new' is started as an innovation aimed at improving students' learning and outcomes in an education district. The initiation phase of an innovation happens through engagement and mobilisation of key stakeholders (Fullan, 1991; 2001). This phase provides data that describes the successes and challenges of an innovation when they are captured (Sarason, 1971). These data can tell what works, what does not work and why. These data can be used in future school improvement innovations initiated at the district level and for research.

The education district is a fulcrum of change with enough capacities to influence the initiation phase of an innovation at that level (Fullan, 1991; Lofton et al., 1998; MacIver, 2003; Adelman et al., 2007; Chinsamy, 2013 and Khosa, 2013). By exploring the initiation phase of a change programme, descriptive data collected could inform the nature and levels of these capacities. According to Adelman et al. (2007), capacities at the district level can be problematic; hence, capacity building, among others, may need to be prioritised to provide district personnel with the capabilities they need to make strategic decisions pertaining to the change programme (innovation) that comes their way, and for their capability to fulfil the roles of change agents from the initiation phase of the change effort.

The education district links schools to provinces and to the national departments of education. Therefore a focus on the education district is a meaningful and strategic way to go about sustainable systemic educational changes in South Africa (Fullan, 1991; Lofton et al., 1998;

MacIver, 2003; Adelman et al., 2007; Chinsamy, 2013 and Khosa, 2013). "Districts will never be able to manage innovations without radically redesigning their approaches to learning and sustained improvements" (Fullan, 1992, p. 209). Therefore, he suggested that districts must be equipped to play an important function in establishing the conditions for continuous and long-term improvements for schools. Hence, the establishment of the private-public partnership (PPP) in continued attempts to improve schools through the KST W-SD model in Fezile Dabi education district. The KST W-SD model is implemented in Fezile Dabi education district; hence, my focusing on the initiation phase of this change programme is imperative in that the lessons learned from stakeholder engagement and mobilisation when documented may add value to research in the field of education change. It could help map the change processes, and eventually inform intervention strategies. Therefore, I am exploring the processes of stakeholder engagement and mobilisation in the initiation phase of the KST W-SD model in Fezile Dabi education district in order to elucidate the initiation decisions in relation to the factors affecting the initiation phase of this change programme.

1.3 Definition of Key Terms

1.3.1 Initiation phase

The initiation phase starts with a thought or idea. It is initiated from a single source and changes form through engagement. The initiator may mull over the idea for some time, research about it and may also engage others. Engagement on the idea leads to firmer conceptualisation. The duration of the initiation phase may last up to two years and in the interim, various stakeholders may be involved. Therefore, the initiation phase may be defined as the beginning of something, a planning phase that potentially provides a context for stakeholders engagement and mobilisation of all those involved in the change programme prior the implementation phase (Miles, 1986; Hopkins, Ainscow & West, 1994; Fullan, 1991; 2001).

1.3.2 Change and innovation

Change implies a shift in ontology. Defining change is subjective as it starts with an individual and is influenced by experiences and context. Change is also an innovation when the result transforms a situation or condition to a better one when compared with the initial situation. Change is not necessarily innovative by itself. Change in education is innovative or transformational when the outcomes impacts student learning and outcomes, i.e. when the results work

their way through into the classroom (Fullan, 2006; Elmore, 2004; Snow, 1961; Miles 1964; Sarason, 1971).

1.3.3 Stakeholder

In this study, all participants, i.e. the stakeholders involved in the KST W-SD model are change agents, i.e. personnel of KST, officials of the Department of Basic Education, Free State Department of Education, Fezile Dabi education district and the schools, community members and partners from community-based organisations (CBOs), non-governmental organisations (NGOs) and businesses (Fullan, 2001). The definition of stakeholder in this study does not take away the role of who brought the model in the Free State, but does signify the inherent meaning of the term in the role of those who designed the model which was developed for specific reasons in the first place.

1.3.4 Engagement

Engagement is about learning involving 'deeper conversation', discovery and enhancement, hence, rather than being product driven is impact driven. Knowledge and expertise resides among all and is reciprocal and benefits all (Fitzgerald, Bruns, Sonka, Furco & Swanson, 2012). Engagement is synonymous to involvement and participation, hence denoting process and activity. All forms of communication i.e. verbal, none verbal and written are central to engagement. At a higher level, engagement involves planning, decision making and reflection processes. In the context of this study, engagement is not tokenistic and unrepresentative; it is rather a collaborative, conscious, systematic and consistent process (Montevecchi, 2011). Stakeholder engagement in a change programme has three purposes, i.e. mobilising, connecting and equipping all those involved. This is a strategy for meaningful participation that has potential for ownership and sustainability (Fullan, 2001); hence, engagement denotes collaborative partnership rather than a situation of experts coming with pre-conceived solutions to complex problems. Engagement therefore, 'encompasses new forms of partnerships to exploit & enhance discovery and learning expertise across economic, social, educational, health and quality of life societal concerns (Fitzgerald, Bruns, Sonka, Furco & Swanson, 2012).

1.3.5 Mobilisation

To mobilise is to rally people; however, it is not limited to gathering people to a meeting. Mobilisation is driven by objectives; the term is synonymous to advocacy where the purposes of mobilising people are aimed at achieving buy-in and participation in the change (innovative) programme in the case of this study. Similar to engagement, mobilisation is an on-going process and happens at different levels. In both cases there is a preliminary phase that is really about concept definition, clarifying goals and scope and identifying resources, in the medium phase as the scope becomes clearer key people emerge as drivers of the programme and they begin to mobilise teams and streamline resources as they move to the advanced phase. Full mobilisation denotes advanced levels of awareness and interest, representativeness and programme execution readiness (Fullan, 2001).

1.4 Change Phases and Processes

Educational change is socially complex and should not be underestimated, though seeming to be technically simple. The three phases involved in an educational change process cycle are; the initiation phase, the implementation phase and the continuation/institutionalisation phase (Miles, 1986; Hopkins, Ainscow & West, 1994; Fullan, 1991; 2001). Each phase is affected by certain factors and the three phases intersect as what happens in one phase feed into the other phases. The interactions in each of the phases are therefore not linear and the scope of the education change innovated could be large-scale and externally or internally produced. In the former instance, officials in lower ranks of the education system may not be involved in the decisions made about the new programme they face; and this is a factor on its own from the beginning that will affect the roll-out and sustainability of the new programme through the three phases. Planning and coordinating a multilevel social process involving many people is a huge social dimension in the education change cycle. Hence, the need for stakeholder engagement, mobilisation and the documentation of processes throughout the educational change cycle from the initiation phase to the implementation and institutionalisation phases. In doing so, the education change process can be better managed and the data that describes the processes from baseline and through the life of the change effort are available for future reference.

1.5 Problems of Change and Innovations in Education Districts

Numerous challenges exist that impacts the initiation, implementation and continuation of successful innovations in education districts in South Africa. The initial challenge may the source/s where programmes are imposed on districts by a single authority or a broad-based mandate (Fullan, 2001) with political motives and funding. Either ways, the roles of district officials in the innovation initiated are crucial. Meaningful participation of key people in the new change programme is depended on stakeholder engagement and mobilisation from the start of the innovation journey. Stakeholder engagement and mobilisation provides the people involved with opportunities to engage with the changes proposed at an individual level and to assimilate the new propositions or reject them. Also, it is at this point where the scope of the new programme can be aligned to district needs. In this way, the change programme will not be perceived as an add-on, but rather as reinforcing and supporting the existing programmes. In addition, the likelihood of the district continuing with implementation and institutionalisation the new programme, even when political climates changes because the programme impacts student learning and outcomes favourably can be sustained. However, the problem of initiation of new programmes in education districts persists because of misalignments of new programmes to existing ones. Often a programme labeled new may hardly be new.

1.6 Problem Statement

Research that focuses on the initiation phase of school improvement innovations is lacking. This results in the absence of data that could provide understandings of the factors (and how they interact) that are associated with initiation decisions arising from stakeholder engagement and mobilisation. Hence this study of the KST W-SD model being implemented in Fezile Dabi education district, in the Free State province.

1.7 Aims and Objectives of the Study

The aims and objectives of this study focus on generating understandings of the factors (and how they interact) associated with initiation decisions arising from stakeholder engagement and mobilisation of the KST W-SD model implemented in Fezile Dabi education district, in the Free State province.

1.8 The Research Questions

This study addresses two research questions, namely:

Research Question 1: What is the nature of the processes that influenced the decision to adopt the KST W-SD model in Fezile Dabi education district in the Free State Province; and how does it function?

Research Question 2: What influenced the initiation of the KST W-SD model in Fezile Dabi education district in the Free State Province; and how do these factors interact?

1.9 Research Sites

The data in this study was collected from participants in their field of work, i.e. Kagiso Trust, Cyril Ramaphosa Foundation and Fezile Dabi education district.

1.10 Delimitation and limitation of the study

The following are considered possible restrictions to the study; however, these do not diminish the authenticity of the data and the KST W-SD model. The model is a practical district innovation aimed at school improvement and casting academic perspectives on the model could be a limitation. Another limitation that factors in is that I am an outsider and do not have insights into the nitty-gritty of the organisations (KST) involved because the data is limited to what interviewees willingly shared and on how I interpreted it. However, I leveraged on the first hand information I have because I worked with KT before. I also had opportunity to read project document reports and presentations that I got access to and I had participated in the CEPD project evaluation feedback presentation. The data I collected was huge; therefore, I narrowed and limited the data that I focused my report on specifically to answering my research questions. In this regard, the issue of bias could be perceived as a limitation that could affect my views on the analysis and interpretation of the data. The data I interrogated were collected using a semi structured interview. I used the same tool for all interviews. This assisted me in achieving reliable and valid outcomes. I had recorded the interview and kept field notes to refer back to to ensure that the participnats are not misrepresented. I played back and for the the audio tapes to check and ensure that there was fair representation of the data which took long. I also noted emerging themes and coded them. These emerged from the five participants'' discussions, hence, focusing on consistency of what they were saying. This gave me confidence in the data and reported findings. Missing out on significant contributions in the transcripts due to the magnitude of the data is a possible limitation. I had prior knowledge of KT programme and their works prompted my interest in the research topic. Therefore, my prior knowledge may have been a limitation too or an advantage in the design and execution of the study. While

I managed to get access to other KST documents, I was unable to access sensitive documents like minutes of meetings. These documents could have been instrumental to validating what participants said in the interviews about decisions and strategies they adopted in the various meetings they reported on. However, the patterns of what was reported in their similarities serves as a validating tool on the legitimacy of the data (appendix 4). I conducted member checking with participants on what was recorded on transcripts and only one of the five were able to engage with me on the transcripts. This was due to work pressure and demands on participants because they occupy executive and senior roles in the institutions they serve.

1.11 Overview of the Methodology

The methodology used in the study aims to generate understandings of the factors (and how they interact) associated with initiation decisions arising from stakeholder engagement and mobilisation of the KST W-SD model implemented in Fezile Dabi education district, in the Free State province. Hence, the use of a qualitative research and case study approach aiming at describing, documenting, explaining the processes and interactions in the initiation phase of the KST W-SD model. The data resulting from interviewing of participants are subjective as they reflect participants' own perceptions and viewpoints pertaining to the actions and decisions taken during stakeholder engagement and mobilisation processes.

1.12 Significance of the Study

The study could reveal insights about the unique dynamics associated with processes of engagement and mobilisation in connection with the initiation phase of a large-scale programme; and how the case study (KST W-SD model) contributes to advancing knowledge in the field of educational change.

1.13 Summary of the Chapter

In concluding this chapter, I have introduced the study and discussed the background of the study. I have also contextualised the initiation phase dilemmas in the context of an education district in South Africa. I have alluded to the factors affecting the initiation decisions of a new programme specific to stakeholder engagement and mobilisation processes. I have defined the key terms used and discussed the change phases and processes. In addition, I provided a synopsis of problems associated with changes and innovations in education districts. I alluded to the problem statement and discussed the aims and objectives of the study. I listed the research

questions that guided this study and I have explained the overview of the methodology and the significance of the study. In the section below, I provide an overview of chapters two, three, four and five of this research report.

1.14 Overview of the Research Report

In Chapter 2, I outline the literature review, the conceptual and theoretical frameworks used in this study. In the literature review, I discuss the emergence, nature and dynamics of change, which are central concepts in district and school improvement. I explain how the conceptual and theoretical frameworks help me to unpack and answer the research questions. In Chapter 3, I present the research methodology used in this study, and explain how the data was collected and how ethical considerations were fulfilled. In Chapter 4, I present the data collected (my research findings), my data analysis and discussions. In addition, discussed what the data is indicating, how the model came about and how the model is conceptualised. I further explained what the data was saying about the various elements of the model and the perceived strengths and weaknesses. Before concluding the chapter, I discussed how the data help to answer my research questions. In chapter five, I discuss the conclusion of, implications of and recommendations for the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this Chapter I discuss the definition and the conceptualisation of change, change processes, innovations, culture and contextual argumentations from various scholarship perspectives to demonstrate the landscape of arguments and framing of educational change conceptual models and theories. I also discuss Fullan's factors affecting the initiation phase of a change process and models of innovations and the problem of sustainability. I introduce Fullan's meaning of educational change and change theory a force for school improvement and linked the literature to the conceptual and theoretical frameworks. The review of scholarship allowed for setting a tone and context of the study and the need to investigate the KST W-SD model implemented in Fezile Dabi District in the Free State Province in South Africa. I discuss the conceptual framework and theoretical framework and explain how they are related and their function in the study. In conclusion of this chapter I introduce Chapter 3, the research methodology.

2.2 Change Process, Innovation, Culture and Context

Changes can be transformative and yet problematic particularly in the education system because the structures of the system can be absorbing in one layer but impervious in another (Fullan, 1991). According to Fullan, this dualism is resident in all layered structures of education systems, worldwide. The open-ended nature of change alludes to its dualistic characters and the tendencies for forces of change to attract and/or repel each other and this phenomenon denotes its complexity. While one view can be that of observing the change, a repelling view of change often exists where in the same context others see the change and others do not; a challenge of shared meaning (Fullan, 2001) depended on processes of stake holder engagement and mobilisation.

In describing academic patterns of change as moving slower compared to other patterns of change, Snow (1961) also contended that changes do eventually occur. However, change cannot be viewed in its singularity but rather becomes obvious as a cumulative process or phenomenon. Miles' (1964), study on education innovation had defined change as variance on some noticeable alterations in goals, structures or processes between time 1 (one) and time 2 (two). According to him, one may not talk about change without referring to "innovation". He defined innovation as "a species of the genus change" and characterised innovation "… as a

deliberate, novel, specific change which is thought to be more efficacious in accomplishing the goals of a system" (p. 14). He also thought that, "it is helpful to consider innovation as being willed and planned, rather than as occurring haphazardly" (p. 14).

Sarason (1971), in specifying the meaning of change and its intersectionality with innovation, explained that change is fundamentally a direct consequence of a planned innovation, hence the two are inseparable. Also, he vowed that any context in which planned change is installed, is crucial because changes do not occur in vacuums, there are people in those contexts. Therefore, his assertion that; one cannot talk about innovation and change without referring to the context in which they occur is in alignment with my view that one may not begin to think about change without considering context because change cannot take place in vacuity and without stakeholders. In the early seventies, Sarason observed tensions between the usual or modal way of introducing change in schools and the culture in the setting in which the change is introduced. He argues for innovators to "effect change with the process of change [in tandem] to understand and benefit from the failure of others or one's own effort" (p. 29). He warns about culture, that innovators have their own culture, be it a university culture depending on who initiates the innovation, that they conceptualise programmes for change there and bring them to a school setting that has its own culture, and avers that, this is problematic. In support of Snow (1961), Sergiovanni (2005) is of the opinion that "how one approaches changing a school or an educational system depends, fundamentally, on one's views about what kinds of places schools really are or should be" (p. 296). This, I explain later on in my discussion on what schools really are.

In pursuance on how change works, it is Snow's (1961) view that innovators may reach the desired goals of change when their efforts are not focused on the content of the desired change has been historic. He recognised that the features and consequences of the desired change are more appropriate than a focus on the content itself. This strategy, he emphasised, enables innovators to create and control educational change and simultaneously refine their innovations' skills of managing education change. Snow, also supported in (Fullan, 2001) believes that the approach of focusing on processes will afford opportunities to understand reasons for variances in the nature and pace of spreading or influence of particular innovations in a context, the reasons for success or failures of particular strategies employed and what the causes of resistance to change are in the educational system. In addition to this view by Snow, Sarason (1971) seminal work elucidated that

> a theory of change in bringing about desirable outcomes is depended on the extent to which one is explicit about what is intended and the degree to which the theory of change takes into account the important social and psychological dimensions that characterise the setting (p. 44).

2.3 Theories of Educational Change

McGregor's (1960) important work on theory X and Y may be applicable in what Sergiovanni (2005) alluded to earlier in terms of the views that are held by innovators and their culture when they install educational changes in schools. Truly, it is difficult to assume that innovators are neutral when they bring programmes in schools. According to McGregor, cited in Fullan (2010. p. 65), theory X assumes that people are inherently lazy, dislike work, and have to be supervised closely and theory Y assumes that people will put in extra effort if the work is meaningful and they are supported by leaders and peers. Fullan (2010) argues that in efforts of educational change, innovators should make theory Y the first point of entry, hence the need for stakeholder engagement and mobilisation in the initiation phase of an educational change innovation. My experience is that senior officials at district levels tend to hinge more with theory X, particularly where schools are not performing (dysfunctional schools) as they should. It is my view that this position influences how educational change innovations are brought in these schools; if they really try to work with these schools, top down approaches are employed. Though top down approaches have been proven to be necessary in such situations, a balance with bottom up approaches are eventually sorted for purpose of ownership and sustainability (Fullan, 2002). In some instances dysfunctional schools are ignored or labeled uncooperative, while more time is spent with the 'good' schools. It takes the right caliber of people (the change agents) with the right attitude and aptitude, and it takes time, effort and resources to change dysfunctional schools (Fullan, 2001, Fleisch 2002) to bringing restoration of a culture of teaching and learning and motivation in these schools. Hence, preparedness of change agents to journey a long bumpy ride is key (Fullan, 2002).

Fullan (2010); Lovat and Smith (2003); and Richardson and Placier (2001) bring into this discussion dimensions of educational disciplines. They argue that these are informed by psychology, social psychology, sociology, anthropology, political science and organisational theory that inform educational change theory, practice and experience. In a broad sense, the dimensions listed above define the education culture. Keita Takayama (2011) is of the opinion that, cultures require serious consideration since they determine context of educational change.

He argues about appropriateness of application of theories and contexts across nations in the world. Hence, asserting that theories in Western nations cannot be assumed to apply in non-Western nations. He challenges the role of international students in globalising educational research in order to generate postcolonial theoretical frameworks relating to educational change theory. Indeed, literature in many disciplines is dominated by the Western world knowledge, or perhaps it is the one that is promoted and easily accessible in international journal publications, books, etc. It is my view that in every context there exists culture, and in every culture exists context, therefore whether local, regional or international, context and/or culture determines the degree of meaning and ownership for transformative results in educational change initiatives. Therefore, this literature influenced the approach I adopted in my analysis of data and reporting of my research findings. I considered existing perspectives around educational changes and innovations, particularly the socio-economic and political effects of the Apartheid education system on 'Black' township and rural school communities in South Africa in this study.

Richardson and Placier (2001) contrast the empirical-rational approach and the normative-reeducative approaches to change. They alluded that the former may be described by 1) change determined by those in power through bureaucrat enactments; 2) when teachers are expected to conform when told to do so without engagements in the processes of change (top-down); and 3) the view that change is difficult and painful and teachers are blamed. The latter approach bears bottom-up physiognomies. 1) It assumes that change originates with individuals involved in the process i.e. teachers; 2) change is enhanced by deep reflection on beliefs and practices; and that 3) dialogue is openly critical for everyone involved. The reeducative approach characterises ideologies and practices of stakeholder engagement and mobilisation processes are ideal for a case study that embraces a whole school development approach that aims at inclusive participation of the stakeholders. The approach is relevant to educational change in South Africa following the Apartheid system that empowers people to take ownership of education; 'people-driven development' (Fleisch, 2002).

Top-down theories also referred to as implicit theories (Fullan, 2010), embody mandated change by government through "proclamation of new policies, or by legislation, or new performance standards, or all of the preceding" Sarason (1990, p. 123). These proclamations are expected to be adopted by schools and implemented by teachers in classrooms. Clement (2013) explicated that compulsion drives mandated change, is forceful (top-down) therefore, lacks time for meaning-making by teachers or all those affected or involved; and causes anxiety

and struggle (Marris, 1975; Fullan, 2002). Sarason further cautioned that the nature of reform that is transitory will come and go (yet, people on the ground are left struggling with the ramifications of the imposed change). Conversely, a bottom-up approach on the other hand derives meaning making, processes and knowledge derived by means of engagement and mobilisation processes that fosters participation, collaboration, cooperation, knowledge development, ownership and sustainability. Bottom up approaches empower teachers and other stakeholders and affects changes in government policy (Fullan, 2010). He argues that "systems don't change by themselves. Individuals change systems and they act alone and/or together with others regardless of how ineffective they perceive others around them to be. His recommendation is for an approach that combine both top-down and bottom-up approaches because top-down strategies "provide perspective and direction, incentives, networking, and retrospective monitoring" (Fullan, 2010. p. 5).

In support of Fullan above, Goodson (2001) asserts that an integration of top-down and bottom-up theories that brings about internally organised educational change initiated and promoted by teachers and those externally motivated and imposed to teachers in schools will provide new momentum for educational change. It is his conclusion that integrated theory brings mandated reform and teachers' goals and purposes into the school reform agenda to inform changes in classroom practice. Concomitant to Fullan and Goodson, House et al. (2005, p. 186) contributed three perspectives to the top-down and bottom-up discourses and structures for 'adequate understanding of school reform which they refer to the technological perspective, involving production, economics and efficiency, the political perspective, engaging negotiation, political science and authority, and the cultural perspective, which has to do with community, anthropology and cultural integrity. Clearly, an era of top-down theories alone are gradually diminishing as more and more understanding among many researchers and scholars in the field of educational change turns towards inclusive and group- focused strategies as they are better suited for successful school improvement.

Sergiovanni (2005) alluded that the views of change agents about what schools are, or are supposed be and their perspectives of human nature influence their change models. He noted three dominant perspectives or strategies advocated by various reformers in educational change, i.e., 1) schools as bureaucratic organisations; 2) schools as market systems; and 3) schools as communities. He posited that the strategies have relational-interactions with six change forces, namely; bureaucratic, personal, market, professional, cultural and democratic. The change forces, he alluded, must influence 1) "[teachers'] shared norms that support

proposed changes; 2) expanded understanding of how students learn; and 3) the extent to which teachers have the necessary skills to teach differently" (Sergiovanni, 2005, p. 302). The outcome from the interaction (through stakeholder engagement and mobilisation) between the strategies and change forces are determined by four mediating variables, i.e., 1) shared pedagogical relational and political norms; 2) teacher's knowledge of subject; 3) teacher's knowledge of student learning; and 4) teaching skills (teacher advocacy, stakeholder shared meaning at a classroom level). Hence, his description of change involves the back and forth interplay among change strategies, change forces and mediating variables aiming to impact classrooms in particular, with expectations for different outcomes, because the change is depended upon the effects of the variables in the change process and the context in which the change is targeted.

Sergiovanni (2005) further shared impeding and facilitating factors in the operation of the change forces. He noted that the bureaucratic, personal and market change forces have limited characteristics, because they embody a constrained view and are weakly connected to the mediating variables to yield focus on what matters in the classroom, i.e., subject matter, student learning and teaching practice. He alluded that bureaucratic forces are likely to influence structural changes; they are formal and mandatory, hence, their association are with penalties and sanctions to get compliance within formal systems such as districts and schools to realise envisaged changes. Personal and market forces also, are limited to individuals' personal satisfaction and competition that questions moral interests and purposes and win-lose situations. The professional, cultural and democratic forces, conversely, embody a non-constrained view, as they link closely with the mediating variables and are therefore strongly likely to influence enduring changes in pedagogy, student learning and relationships due to their closeness to what matters in the classrooms.

The essence and argumentation in the discussion targets changes that occur at the classroom level focusing at the individual level. Sergiovanni (2005, p. 307-308) concludes by highlighting virtues of commitment to the practice of teaching. Examples are as follows:

- accountability for one's own actions and professional development, high standards of practice and norms of behavior;
- lifelong learning by broadening one's scope of knowledge, and trying out new methods;

- accepting responsibility for the practice of teaching in the school and participation in professional learning communities and bringing new staff in;
- Colleagueship, shared moral obligation and purpose representative of a professional community.

From the individual level, is the focus on communities as makers of cultural changes that Sergiovanni highlighted. These may be broader covenantal communities sharing democratic principles, and/or more professional communities that comprise smaller covenantal communities sharing primarily the same views on pedagogy, curriculum and assessment.

Therefore, Sergiovanni (2005) advocates for changes invested in communities and not individuals nor hierarchies. He asserts that, building professional school communities makes sense as it gears towards improving teaching and learning for individuals and schools in a broader sense. This he describes as follows:

> Schools as covenantal communities, embody shared and internalised values, norms and ideas; covenantal communities embodies commitments to democratic principles, [and on another level], schools in their own right have the ability to become covenantal learning communities with cultures that compel changes among teachers and students that result in better teaching and learning (p. 308).

Undoubtedly, it is my view that Sergiovanni' s theory demonstrates the multiplier effects of schools' cultures and their tight connectedness to classrooms as they are modeled by internalised professional virtues. The individual's professional integrity and virtue grows and influences other elements in the school and the broader school community's professional integrity and virtues, on principle and practical levels. Such practices when considered by those who initiated educational changes in schools (bottom up approaches) can inform policy because of the results yielded that are beneficial to learning and achievements in the classroom, whereas, in other situations where top down approaches are needed, such as where cultures of teaching and learning are eroded and schools are dysfunctional top down approaches may be sort to restore and schools into centres of teaching and learning. Not a single approach can work for all schools. Schools are different and require different ways to bring about educational changes in them. Second to that are the factors surrounding the initiation of the innovation that

need to be born in mind. Educational innovative changes require careful planning and serious considerations of these factors to ensure that implementation and continuation are sustained.

2.4 Fullan's Factors Affecting the Initiation Phase of a Change Process

According to Fullan (2001), most researchers now see three broad phases to the change process. The initiation phase is the key stage where success or failure of an innovation is inadvertently designed. Successful initiation informs the extent of implementation, which is the second phase, and institutionalisation, which is the third phase, of a change process. He argues that there are multiple factors affecting the initiation phase of a change process; and they identified eight of them.

In raising the first factor on the existence and quality of innovations, Fullan (2001) alluded to a wide range of innovations that often occur in one school and addressing a number of issues at one time. This problem is stated in the study by Drucker (1985) who explained that, it is not the absence of innovations in schools that is the main problem, but rather the presence of too many disconnected, episodic, fragmented, superficially adorned projects; also, he cited Bryk et, al. (1998), who referred to this glitch as a…"Christmas-tree problem" (p. 21). Hess (1999), later provided his findings in a study of 57 districts that was conducted between 1992 and 1995, that illuminated how one typical urban district pursued a minimum of eleven "significant initiatives" at the same time in basic areas such as rescheduling, curriculum, assessment, professional development and management (p. 1-2).

The prevailing climate of education reform informs the pace and pattern of installing innovations geared for the American-pluralistic and heterogeneous society's dream; a dream in pursuit since the early 60's aimed for technological skills and knowledge mastery and modernisation. Fullan (2001) also referred to the standardisationation and restructuring that may facilitate or impede educational change. In South Africa, post between 1994 and 1996, similarly, changes were needed after the elections and the new policies gave effects to organisational restructuring and setting up of provincial departments of education and their marked internal changes in public administration and management pathways, the reform in curriculum, school governance and teacher rightsizing (Fleisch, 2002). Standardisationation involves prescriptions in curriculum, textbooks and is linked to standardised tests. The current debate on internal and external accountability on standardised tests are unresolved issues

worldwide as to who they serve, government bureaucracies or students' and teachers' needs in classrooms.

Schools' restructuring, is another form of innovation that may be initiated to improve schools' standards and performance. Fullan (2001) posited that well-defined programmes with specific implementation support strategies are likely to provide impetus for clarity, quality and successful impact on students' outcomes e.g. Slavin's "Success for All" model later discussed in the next section. The essence of this discussion is that for innovations to bring about desired changes, changes in schools and districts will continue to be initiated from various sources all the time. Whether imposed or not, what matters is the role played by individuals and groups in the setting in which the change is initiated. This is so because it is at the initiation phase that the long-term effects of an innovation are determined, essentially, the long-term effects that are associated with student learning and achievements. These effects are at the heart of this research report because innovations are meant to serve that primary purpose. Fullan mentioned that successful initiation of innovations are not fully explored because not much is known about startups that have better chances of mobilising people and resources toward the implementation of desired changes. Hence, advising that, "there is no easy answer to successful initiation [of innovations] because, as with so many aspects of change process[es], those contemplating change are faced with a series of dilemmas" (Fullan, 2001. p. 65).

Access to information, i.e. primacy of the personal contact in the diffusion of innovation, is a second factor that affects schools, parents and communities (Fullan, 2001). He argues that in most cases district administrators, central officers and consultants have first-hand information and they make decisions about what needs to happen and how it should happen while schools, parents and communities are at the receiving end. Hence, Fullan (2001) demonstrate that top-down innovations without consideration of the context, the people in the context, their relationships and implicit values and goals pertaining to schools' improvements are flawed. He also allude to the fact that parents and communities are often sidelined and disengaged because they are not at the same literacy level of school staff. Parents and community are the third social relationship that is affected and that affects proposed changes (Sarason, 1971). He contends that their involvement in the initiated innovation should be faced and stated in the modal process of change. Fullan (2001) conceived that communication maybe improving to engage schools, parents and communities, but maintained that, the privilege is rather for urban centred schools compared to rural and small school districts. The latter are further disadvantaged due to access to their geographical locations, i.e. with reference to road infrastructure, distance and

communication means like telephones and emails (Fullan, 2001). This is a matter of fact world-wide including rural schools in South Africa.

Advocacy from central and/or school administrators is a third factor which is usually driven by a top authority, like a district director supported by their staff. Fullan (2001) explains that usually innovations without a top person driver likely do not happen. However, when there is an interest, for whatever reason, those in authority will access and push resources and funds to make an innovation happen. Indeed, such innovation will take off, but usually for a short while (later illustrated in the next section of this chapter). Or they may be successfully installed in terms of structural changes but very far associated with students' achievements. Bureaucratic forces are often characterised by force and rules that do not last (Sergiovanni, 2005). In support of Sergiovanni, Fullan (2010) accentuates full people participation for innovations to succeed; otherwise, failure to engage them meaningfully will rob them opportunities to see the need to engage with others in groups or communities and to improve their practices. Hence, the need for a balance between top-down and bottom-up approaches that allow for meaningful engagements (ibid). At a school level, the principal who now has authority to drive change in schools also influences initiation of innovations (Fullan, 2001).

Teacher advocacy is the fourth factor that affects initiation of innovations. Teachers innovate new ideas daily in their classrooms. Research in this area is lacking (Fullan, 2001). Teachers as groups get acquainted to new ideas indirectly. This is so because often innovations are introduced indirectly to them via the district, province or national departments. This is the case with large scale innovations. However, teachers have shown innovations in their daily practices and when engaging with other teachers in professional learning communities. The time factor limits teacher interaction due to students' teaching and learning time that requires huge demands on teachers. But also, teachers benefit more from other teachers' experiences shared in various modes of interactions. Teachers need each other's support when new ideas are initiated for them to succeed. The conditions of teachers in schools are not always conducive to sustain teachers' innovation (Rosenholtz (1998); Newman and Wehlage (1995); McLaughlin and Talbert (2001) cited in Fullan, 2001).

Teachers' unions have great influence and can be a powerful instrument when they decide to lead reform; this is the case even in South Africa. The South African teachers' unions united (SADTU) against the administration of Annual National Assessment) ANA in 2015 because they were unhappy with the state of the current form of these standardised tests as they were

not helping teachers improve students' learning, but were rather used for external accountability purposes mostly. Initially, ANA was meant to serve as a diagnosis of the state of education to improve teaching and learning in schools. According to Fullan (2001), teachers have the right attitude and aptitude to adopt new ideas when conducive conditions are there, such as, 1) a clear and practical innovation; 2) available district and principals' support; 3) opportunity to interact with other teachers; 4) advocacy from the unions; and 5) external resources and help.

External change agents point to the fifth factor influencing the initiation phase of an innovation. I will not discuss this factor in detail because it is really about external entities like NGOs, foundations and business partnerships initiating changes in districts, which I have already addressed in my attempt to position my study in the previous sections of my proposal.

Introducing the sixth factor of the initiation phase, Fullan (2001) reported that though change agents or facilitators are central in stimulating change, district administrators and central staff members are extremely important for advocacy, support and initiation (mobilisation) of new programmes. He quotes among other intensive studies of school districts, the results of a study by (Huberman and Miles, 1984) where 11 out of 12 district administrators were the locus of decision making. Secondly that "…hidden in these findings is the message that district administrators are often an important source of district-wide changes that favor groups that might otherwise be neglected" (p. 59).

According to Fullan (2001), the seventh factor affecting the initiation phase of an innovation is community pressure, support, opposition or apathy. Acknowledging that communities are different and that the factors in the initiation phase affect them differently, noted that particularly, "the pressure intensifies as societies become more complex" (Fullan, 1991, p.17,) to those in pluralistic societies; "exhibits unique organisational mix of cultural typology, improvement trajectory and level of effectiveness" Harris, Janet & Chrispeels, (2006, p.10) among different groupings. Fullan (2001) states three issues exacerbating this factor, and they are 1) changes in demographics; 2) population shifts; and 3) rapid population growth (p. 61). He explains that, these can result in communities pushing district administrators for change, meaning that, communities are voluntary drivers of the change. Also, changes may arise due to legislation or new policy. South Africa is of relevance here after 1990; the apartheid government recognised the need for multilateral governance to manage the transition and was done through government, business and liberation parties. The transitory decisions gave birth

to the Independent Development Trust established to drive the change in the country (Fleisch, 2002). Fullan (2001), interestingly highlight two points relating to communities' pushing factor; that, the outcome is depended upon "problem solving versus bureaucratic orientations" (p. 61). I also add that the nature and levels of relationships, roles of those affected by the change and a balance between top-down and bottom-up approaches in the initiation of innovations need to be considered if communities are to benefit from the changes. He signals problems relating to resistance, superficial and/or narrow forms of implementation when legislation and policies are too prescriptive. It is his view that when funds accompany legislation and new policies, the likelihood to stimulate initiation is there. Like Fullan (1991) once remarked, change for the sake of change is futile because the goal of change is the one that meaningfully engages target beneficiaries and empowers them with useful tools to transcend their original form or position. This position is marked by improvements in teaching practices and enhanced learning opportunities and outcomes.

In Fullan (2001) stances new policy and funds is the eighth factor which I have addressed in the earlier section of my research proposal. Based on that, I discuss the ninth and last factor on problem-solving and bureaucratic orientations. Berman and McLaughlin (1977) knew almost 25 years ago that adoption decisions of school districts were characterised by either an opportunistic (bureaucratic) or a problem-solving orientation, e.g. districts taking opportunity of innovations for the sake of getting extra resources which they use for other purposes (Fullan, 2001). He explained that "[h]ow the demands of innovation are handled depends very much on the problem-solving versus bureaucratic orientations" (p. 63). In my review of this scholarly review, I am inclined to say that the seventh and eighth factors are closest to the context where changes are anticipated and how they are planned to be installed. They seem to be core to engagement and mobilisation processes in the initiation phase of the change apparent for describing the direction of the innovation and how it works.

As indicated earlier on, initiation is followed by implementation and institutionalisation. Because the phases are not separate, Fullan (2001) cautions of the inter-link between the phases of an innovation since they provide feedback on each other as decisions taken in one phase may result in altering decisions in previous phases as well as the proceeding one(s). "The phases work themselves through in a continuous cycle" (p. 48). Hence, it is his view that a change process is complex given a myriad of dynamics factored into the interactions and relational aspects of the process of educational change.

History of more than 50 years in educational innovations shows that there are no hard and fast rules about changing districts and schools. “In fact, Clark, Lotto & Astuto 1984; Huberman & Miles 1984; Fullan 1999) as cited by Fullan (2001) suggested that the uniqueness of the individual setting is a critical factor – what works in one situation may not work in another” (p.49). He also recommend that research finding on the change process should be used more as means of helping practitioners and planners “make sense” of planning, implementation strategies, and monitoring and less as instruments of application (Fullan, 2001. p. 49). Otherwise, “the more things change the more they remain the same” (Sarason (1971. p. 48). This happens when borrowed strategies are used in other contexts without consideration of uniqueness of their uniqueness and need for adaptation to the current context (Harris, Janet & Chrispeels, 2006). Hence, my inquiry of the KST W-SD Model to determine the extent to which it fulfills international standards set by scholarly researchers for initiation of innovations in the field of educational change.

2.5 Models of Innovations and the Problem of Sustainability

Education innovations are initiated in schools to improve student learning and outcomes (Harris, 2006; Elmore, (2004), Fullan, 2001, 2006; Hopkins, 1994, and Sergiovanni, 2005). Innovations may include “novel practices, tools or technologies, and knowledge and ideas” Cohen (2006). He further clarifies that innovation scale up can be judged by its adoption, use or intended use and innovation failure usually reflects poor linkages of the innovation with practice. Therefore, while innovation models are intended to improve teacher practice and consequently learning outcomes and achievements of students a challenge exist to find such models. Hence, critiques of school improvement such as in the American education context have argued about numerous challenges that suggest that innovations in schools are complex. Drucker (1985), while appreciating the need for innovations, argues that innovation presence may be misleading to the observer at a distance who may be inclined to welcome what innovators bring. Hatch (2002) argues that fragmentation is the biggest obstacles to sustainable educational change in districts and schools; often, a school deals with more than one initiative at a time, e.g. 66% of schools in education districts in California with were engaged with three or more school improvements programmes at a time, 22% of them were engaged with six or more, and in one district, 19% of the schools were engaged with nine or more different improvement programmes at the same time (Hatch, 2000).

He further clarified that:

- too many sources of innovations that are not being planned properly for schools;
- are disconnected, episodic, fragmented and superficially festooned; 'Christmas tree' problem as referred to by Bryk et al. (1998) hence may be detrimental to the beneficiaries and;
- innovation fatigue, anger and frustration results to innovation victimisation (Drucker, 1985).

In addition, Hatch (2000), Adelman and Taylor (2007) in addressing innovations in the United States of America posited that "[t]he history of schools is strewn with valuable innovation that were not sustained, never mind replicated; among others, financial considerations play a role in failures to sustain and replicate [innovations], but a widespread 'project mentality' also is culpable" (p. 57). They argue that even though "well-conceived, well-designed, and well-implemented prototype innovations are essential to school improvement"; however, facilitating innovations requires "escaping 'project mentality" (p. 57), which they also called 'projectitis'. Projectitis therefore imply that educational innovations as in a new activity will not last, make meaningful contributions to sustainable systemic changes both at the school and/or the district level. Projectitis then contributes to fragmented approaches and the marginalisation of initiatives (Adelman & Taylor, 2007).

Large scale educational change innovations in America dates back to the early 80s that records initiatives of different kinds such us whole school models, district-wide change, and state or national initiatives. The New American Schools (NAS), an NGO that used private funding from business leaders to work with 1000 schools had a mandate to support development, test and scale up design-based comprehensive programmes (Bodilly & Berends, 1994, in Fullan 2001, p.25). Another model is the Charter schools under the Charter Law in 36 states that involved 1700 charter schools and 350 000 students (Mannon, Finn, & Vanourek, 2000, in Fullan 2001, p.25). The Annenberg Challenge is a district-wide $500 million dollar gift to public education from businesses, foundations, and many other agencies. Its mandate was to improve schools and uplift communities in education districts. The initial contribution of $500 million announced in 1993 was matched by an equal amount of funds from local government and six years later there were 18 Annenberg Challenge Projects involving 2400 schools in 400 districts, in 40 states.

The American Institute of Research (AIR) reviewed 24 school-wide change models supported by the federal government with a budget of $220 million dollars in 1999. The models included:

- Direct Instruction
- High Schools that Work
- Success for All
- School Development Programme

The findings from the review revealed that of the 24 models assessed, only three showed strong evidence of positive effects on student learning outcomes and Slavin's "Success for All" model was one among the four. The model focused on 1) organisational change; 2) staffing and administrative support; 3) curriculum and instruction; 4) supplies and materials; 5) scheduling and grouping; 6) monitoring of student progress and performance and; 7) family and community support (Fullan, 2001). The elements of the model included:

> 1) a reading curriculum to provide 90 minutes daily instruction in classes, in groups across age lines according to reading performance; 2) continual assessment of student progress (at least once every 8 weeks); 3) one-one reading tutors; 4) early learning programme for pre-kindergarden and kindergarden that emphasises language development and reading; 5) emphasis on cooperative learning as a key teaching strategy; 6) a family support team to encourage parental support and involvement as well as to address problems at home; 7) a local facilitator to provide mentoring, counseling, and support to the school as needed; 8) staff support teams that assist teachers during implementation process; and 9) training and technical assistance provided by Success for All staff on such topics as reading assessment, classroom management, and cooperative learning (p. 56).

In the context of South Africa, innovations for improvements of education districts and schools post 1994 were initiated by use of various models as well. The use of a funding model through Donor Agencies and Corporate Social Investment (CSI) funds from private businesses managed through their Foundations or Trusts, and/or by Private Agencies is one example. This funding model type in its design, tended to take a "programmes' approach" with renewable funding of up to three (3) to five (5) years. Although the duration of CSI and Trust models are often longer than the request for quotation (RFQ) model their approaches are almost similar. Consideration for stakeholder engagement and mobilisation processes and the factors affecting initiation of the project or programme are often ignored and implementation and continuation are impeded. Every innovation seeks to bring about change, and change is realised through innovative approaches to lead to the continuity of the innovation despite its magnitude.

The RFQ are procurement processes used to secure provision of project services of short duration (6-18 months) to improve education districts and schools. Service providers would then propose their models based on budget that often determine the life span of interventions. The criteria for selection of service providers were historically based on the lowest bid, track record and capacity of the organisation. This funding model of school improvements, usually targeting a number of schools directly, was laden with challenges of sustainability due to input-output approaches, in addition to, non-direct district involvement, limited funding and the short timelines demanded for project completion (Khosa, 2013).

In alignment with what (Adelman et al., 2007) alluded to earlier, Chinsamy (2002), now director of Research Triangle Institute (RTI), that managed the District Development Support Programme (DDSP) in South Africa between 1999 and 2003, posited that, the school district is central in the implementation of educational innovations, hence, declaring districts as locus for modeling changes in schools. The levels of engagement (and mobilisation) determine the quality and life span of innovations. Therefore, recommending that district officials be fully engaged in the initiation phase of any innovation that comes their way, and, get training as change agents in order to lead and maintain the new ways. The DDSP was funded by the United States Agency for International Development (USAID) in Limpopo, Eastern Cape, Northern Cape and Kwazulu Natal (KZN) involving 14 districts and 589 schools. I am unable to draw conclusions on this research because cascade models are highly contested on quality and impact that were used, there is not much research done on this innovation as far as I know, and it is public knowledge that Limpopo, Eastern Cape and KZN are still the worst performing provinces in matric pass rates, and the former two provinces are/were under administration by the DBE. The National Education Collaboration Trust is another innovation attempt to improve education in Limpopo and the Eastern Cape provinces.

The Thousand Schools Project is a qualitative educational change initiative with a whole school development focus launched in South Africa after the 1994 elections. The innovation targeting systemic improvements in education and other sectors was funded by the Independent Development Trust (IDT) an NGO established by the government of national unity. The 1000 schools targeted were spread across the nine provinces. Based on the principles of 1) integration and sustainability; 2) people driven; 3) peace and security; 4) nation building; 5) meeting basic needs and building infrastructure; 6) democratisation (Brown & Ashley 1997). Therefore, the project adopted use of a whole development approach with change driven from bottom up (Fleisch, 2002) were to restore a culture of teaching and learning in Black disadvantaged

schools, build infrastructure through community participation. In Gauteng, school leadership, learner-centred teaching, and ongoing teacher evaluation with in-service teacher education were adopted (Fleisch, 2002). Some teachers were reported to have benefited from the interventions as they continued to use teaching models learned from NGOs, however, there was no national evaluation done on the project to refer to the gauge the educational change impacts of the programme.

Another funding model initiated through public and private partnerships (PPP) to improve education districts in South Africa emerged around 2010. In the Free State province, prior to the formation of the KST partnership with Free State Department of Education, Kagiso Trust (KT), now a partner with Shanduka Trust (KST), had previously worked with education districts in the Free State province since 2007 through the Beyers Naude' Schools Development Programme (BNSDP) Trust Fund. Similarly, Shanduka Foundation (SF) had experiences in the Free State through their Adopt-a-School programme operating for a few years there. Such programmes, funded through trusts are evaluated internally and externally for accountability purposes on programme outputs, funding and impact. In 2014, the Centre for Education Policy Development (CEPD) commissioned to evaluate the KT (BNSDP) whole school development programme implemented by KT in partnership with the Free State Department of Education reported the findings summerised below. The evaluation used a mixed method approach to undertake a systematic assessment on the BNSDP approach, effectiveness, achievements and challenges. With respect to learner achievement, the findings reported:

- Provincial average improvements on ANA test scores (2012-2013) by 2.68%;
- Increased matric results (2010-2014) by 16.17% points with respect to the country;

The resource use and impact, reported that;

- infrastructure given was not operational in many instances or not fully operational or was used for other purposes.
- between one sixth and one quarter (166 schools) of the schools received new infrastructure or equipment such as computers and science apparatus from the start of the programme.
- science apparatus were likely used;
- whereas, computer centres were likely least used with reasons associated to lack of teacher training and theft.

The skills development impacts of the programme on the school management teams (SMT), school governing bodies (SGB), teachers and learners were reported to be uneven. The duration of retreat workshops was reported insufficient by stakeholders who highly favoured them. SGBs were excluded in attending the retreats and a capacity building of Heads of Departments (HoD) to monitor and support teachers was reported to be lacking.

The KT model used a high cost programme approach which incentivised performing schools with infrastructure, stipends for teachers teaching core subjects and also funded retreats (workshop away from the school, accommodation and meals for school staffs). The funding also covered service providers to operationalise the programme. While the programme is recommended for scale up in other districts, higher costs are cautioned particularly as recommendations point out to other subjects being included. A focus on core subjects only (with teachers receiving more salary compared to their counter-parts) created dissatisfaction among staff members.

The evaluation posted the following points in suggesting sustainability elements of the BNSDP programme implemented in a district in the Free State Province:

- dual commitment from officials from the FSDoE and KT;
- extensive transfer of skills, methodology of use of retreats for intensive dialogues between stakeholders;
- participation willingness to work longer hours (teachers and learners);
- teamwork among teachers;
- a consolidation stage programme design included;
- participation of school management governance directorate (SMGD) officials to conduct retreat workshops

Some of the recommendations specifically referring to future implementation of the BNSDP were:

- move towards whole school development by increasing trainings for SMT and SGB members and increased support for learners;
- annual retreats per school and transfer of operating retreats to officials;
- target all grades and all subjects;
- retain incentivising performing schools;
- infrastructure use monitored by programme facilitators

- incentives of workshop attendance for teachers;
- KT to nurture relationships with FSDoE because it is regarded to be of extreme importance by striving to address the under-resourcing of district offices.
- KT develop a communication strategy with district and school-based stakeholders, key programme documents, plans, calendars o activity;
- design exit strategy by KT.

All nine recommendations listed are directed to what KT must do, a perspective denoting that change is brought about from the outside; correspondingly, seven of the nine recommendations have high cost implications for KT, a huge challenge for sustainability. The recommendations seem to encourage continuation of more inputs from KT both financially and through services. While improvements on support and monitoring for teachers are recommended, the role is left for KT programme staff to fulfill, hence, creating gaps for sustainability given that subject advisers are not in the picture to support teachers in this effort.

The CEPD report (2014) raises fundamental pipeline issues relating to literacy and numeracy challenges, gaps in subject content knowledge among learners particularly when progressing from primary to high schools, and the lack of teacher specialisation in the critical subjects like maths and science. The CEPD confirms findings from local and international research about the reality of the situation in the South African education system, which is not unique to the Free State province. Based on this evidence, I was motivated to investigate what considerations the proponents of the KST W-SD model regarded in the initiation phase following the report findings. The problem of failure by learners in critical subjects (learning areas) as discussed earlier, has far reaching consequences in the lives of all those involved, especially children and youth, and their role in the economy of South Africa.

Charters & Jones (1973), Fullan (2001) argued that educational change involves change in practice and the change in practice should be observed so as to determine whether change has really occurred. If not, "the risk[s] of appraising non-events" is perpetuated. Posing the challenge of 'observing change in practice' in educational change, Miller, (1999), coined this challenge towards scholarship ineffectiveness. He questioned; "why do academic studies play such a minimal role in efforts to improve schools? He alluded that research on effectiveness of reforms is often weak, inconclusive, or missing altogether. And even in areas illuminated by good scholarship, it often has little influence on what happens in the classroom". In the same token, Miller, (1999), reported that scholars in educational change like Robert. E. Slavin

laments the “declining spiral” of research quality”. Guthrie, cited in (Miller, 1999. P1), also expressed concerns on how money in educational innovations is channeled not along productive lines at all”, while “schools are trying to be all things to all people at all times” (Galluzzo cited in Miller, 1999). Therefore, while educational models are welcomed, clear focus on student learning and outcomes, synergy and ownership are necessary. I argue that all three elements are dependent on engagement and mobilisation of those involved in the schools.

2.6 Successful District Innovation Engagement and Mobilisation

International literature shows that innovations are initiated at district levels across the world including South Africa. Even so, processes of engagements and mobilisation that provide "descriptive data" of the envisaged "change processes" are lacking (Sarason, 1971). Descriptive data is described by Sarason as the 1) “specific conditions giving rise to the need for change; 2) individuals and groups associated with those conditions; 3) the action that was considered; 4) the basis for choosing the course of action; 5) the degree to which the problems were anticipated and the vehicles developed for their prevention or amelioration; 6) the ways in which the changes were themselves affected by the process of change; and 7) the clarity of and transformations in the criteria by which the changers and others judged the effort" (p. 31).

The above acumens by Sarason, provides a platform for research, hence my reasons for probing: 1) how the KST W-SD model came into existence; 2) the initial beliefs and notions that underpin the model; 3) engagements, mobilisation and communications in light of individuals/groups/structures involvement; 4) the principles and frameworks born out of this modeling process and outputs (KST W-SD model); 5) their intersectionality and influence in shaping the partnership between Kagiso Trust-Shanduka Foundation and Fezile Dabi education district in the Free State Province; and 6) the outcomes intended. I was curious to learn from this model and establish its conceptual and theoretical underpinnings. My goal is to share the good that the KST W-SD model brings in the pool of educational change knowledge regarding processes of stakeholder engagement and mobilisation in the initiation phase of an innovation.

2.7 Fullan’s Meaning of Educational Change

In South Africa, educational change emanates from the national Minister and his Department of Education and implementation is constitutionally devolved to the nine provinces. As such provinces have direct responsibility to schools (Fleisch, 2002). The Provincial Department of

Education varies in terms of socio-economic-political-contexts and capacity. These differences in contexts play out in location, i.e. by province, either, rural/urban/informal settlement/city/township/ structures etc., and in configurations that affect how schools are structured, organised, led, managed and resourced. The differences mentioned above not only affect who goes to these schools but also who works there in terms of ethnicity and socio-political and economic status. These dynamics have crucial implications for educational change as they affect what educational change means and the realisation of desirable or planned changes for school communities. Fullan (2001) distinguishes the meaning of educational change; 1) in the context of the individual in society; 2) subjective meaning in education and 3) objective meaning which is really about shared meaning and programme coherence embracing moral and intellectual dimensions. (p. 29-30). How to channel the meaning of educational change to coherent programmes with legitimate commitment to school communities is a dilemma, for example the multidimensionality of educational change requires a breakdown, description and clarification of each component of the educational change. Knowledge deficit on the educational change dimensions necessary to have been generated by means of stakeholder engagement and mobilisation, leads to neglect of certain essential components in subsequent phases i.e. implementation. Change in practice is another dimension second to programme clarity. The former can only be meaningfully evaluated against the dimensions set out. Shared meaning of the educational change becomes effective with effective initiation of individual and groups and working through towards full programme detail, coherence and understanding. Meaningful educational changes brought about by means of innovations require considerable focus on the innovation initiation phase. Meaningful educational changes are derived from stakeholder engagement and mobilisation.

2.8 Conceptual Framework

Educational change process is complex and so are the solutions to the problems of change. There are wide-ranging factors influencing the direction of educational change processes. These are not simple, and cannot be ignored or undermined. Fullan (2001) alluded to the global consensus among many researchers on three broad phases of change processes. The phases variously labeled; 1) ***initiation***, mobilisation or adoption; 2) ***implementation*** or initial use; 3) continuation, incorporation or ***institutionalisation***. The factors alluded to above are present in each phase; interacting with each other and therefore are not linear. They are interlinked, as events in the previous phase may change or influence decisions in the next phase, and there is no clear demarcation of time between phases. “Initiation may be in the works for years, but

even later specific decision making and pre-implementation planning activities can be lengthy. Implementation for most changes takes 2 or more years; only then can we consider that the change has really has a chance to become implemented" (p. 52). According to Fullan (2001) a change process cycle total time frame is lengthy with moderately complex changes taking 3 to 5 years and larger scale efforts taking up to 5-10 years "with sustaining improvements still being problematic" (p. 52).

My study focused on the initiation phase of the KST W-SD model implemented in Fezile Dabi Education District. I used Fullan's eight factors to conceptualise my study. Concepts are complex mental formulations of experiences, therefore, symbolises representations of ideas within a theory (Chinn et al., 1999). Fullan (2001) suggested eight factors that affect initiation decisions and these include 1) "existence and quality of innovations; 2) access to innovation; 3) advocacy from central administration; 4) teacher advocacy; 5) external change agents; 6) community pressure/support/apathy; 7) new policy-funds (Federal/State/Local); and 8) problem-solving and bureaucratic orientations".

A conceptual framework is defined by Miles and Huberman (1994, p. 18) as a visual or written product, one that "explains, either graphically or in narrative form, the main things to be studied--key factors, concepts or variables--and the presumed relationship among them". Maxwell (2013) explains that the system of concepts, assumptions, expectations, beliefs and theories constitute a conceptual framework, which is a key to one's research design. I have adapted and used the conceptual framework of Fullan (2001) model (see, Figure 1) that describes change processes in the initiation phase only. In my scholarly review, I found the eight factors affecting to be relevant variables of concern in the initiation phase of educational change. The initiation phase is the first stage of the three phases of a change process and is the focus of my study. Another variable of concern linked to the eight factors were the descriptive data (Sarason, 1971). Each phase in the change process cycle bears descriptive data (Sarason, 1971, Fullan, 2001) of their own. It is assumed that the phases also prompt and affect each other, meaning; an interplay and interconnectedness in processes and outcomes throughout the change process cycle. In this study I narrowed my focus to the descriptive data in the initiation phase of the KST W-SD model. Descriptive data are defined by concepts and assumptions underlying the change process and factors in the initiation phase. The factors and descriptive data are interlinked as they both involve process and outcome (Sarason, 1971, Fullan, 2001). The two are located on opposite ends of figure 1. Engagement and mobilisation are key-terms of focus in the research questions, hence their centrality in figure 1. Mobilisation involves

innovative participation and commitment and engagement involves deeper conversations, discovery and outcome. Hence, implying possibilities of mental processing on an on-going basis and this is shown with arrows. Both the thin-lighter arrows and the dark-thicker ones demonstrate a knitted initiation process in an educational change initiative. Motivation is a variable that keeps the momentum as illustrated in the scholarly reviews.

Below is a diagrammatic illustration of the conceptual framework used to shape the analysis of data collected:

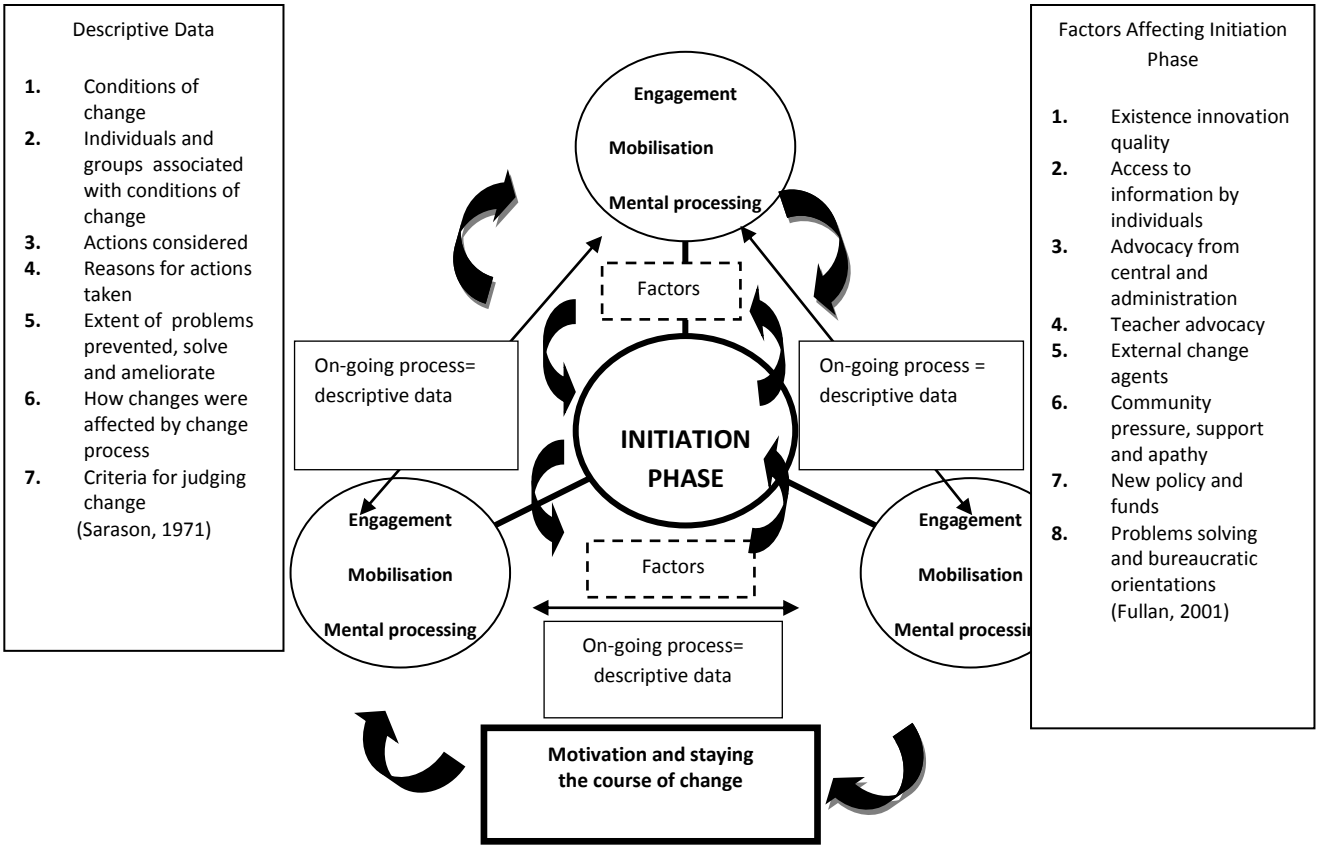


Figure 1: Change process cycle (adopted from (Fullan, 2001) showing intersectionality of the initiation phase, descriptive data, factors affecting the initiation phase linkages with change knowledge theory (Fullan, 2006)

2.9 Theoretical Framework

The word theory is derived from "theoria," a Greek word which means “a beholding or speculation” (http://users.ipfw.edu/septernber/339/framework.html). Theory or paradigms are defined as “loosely collections of related assumptions or concepts that orient thinking or research” (Bogdan et al., 2003). “Theories are never proved; they are used to describe, predict,

explain, and control phenomena" (Nieswiadomy, 1998; 2014). According to Wacker (1998), theories are to address four components; 1) definition of terms, concepts or variables; 2) a domain to which the theory is applicable; 3) a set of relationships amongst variables; and 4) specific predictive claims. A theoretical framework provides a "frame of reference for observations, definitions of concepts, research designs, interpretations, and generalisation of a study; it is the frame that rests on a foundation and defines the overall design of a house" [research] (LoBiondo-Wood & Haber, 1998, p. 141). Noting the four levels of theory development, i.e. 1) factor isolating (describe phenomena); 2) factor relating (explain phenomena); 3) situation relating (predict the relationships between/among phenomena); 4) situation producing (control phenomena and relationships)"

(http://users.ipfw.edu/septernber/339/framework.html).

In this study, I adopted descriptive and explanatory approaches as I was seeking to describe and explain the understandings of the factors (and how they interact) that are associated with initiation decisions arising from stakeholder engagement and mobilisation processes of the KST W-SD model. To do this, I used Fullan's (2006) change theory. Change theory or change knowledge as defined by Fullan (2006), involves self-reflective and group-reflective strategies deliberately used by key practitioners (system thinkers in action) at all levels of the system. In this case, KST senior members, Free State Department of Education Provincial and District officials as well, and school communities. According to Fullan (2006), the main premise of change knowledge is centered on motivation, and this is the first premise of this theory. Any change effort is really about motivation, and change equals motivation of individuals and groups (collective) (ibid). Hence, motivation overarching the conceptual framework becomes closely tied with the core of the theory I have adopted for use to interpret and analyse my data. Motivation is built over time and the road of change process is bumpy especially during the early stages, i.e. the initiation phase. The use, nature and level of stakeholder engagement and mobilisation processes determine motivation and motivation determines the former. Fullan (2006) defines moral purpose to be the fundamental motivator. However, the entire change theory require a combination of motivation and moral purpose with capacity building, resources, peer and leadership support and identity to yield desired results that are focused on students' learning and outcomes (Fullan, 2006).

I use the change knowledge theory of Fullan (2006) to uncover the depth and breadth of the KST W-SD model implemented in FDED. The change knowledge theory is based on seven (7) premises as illustrated below:

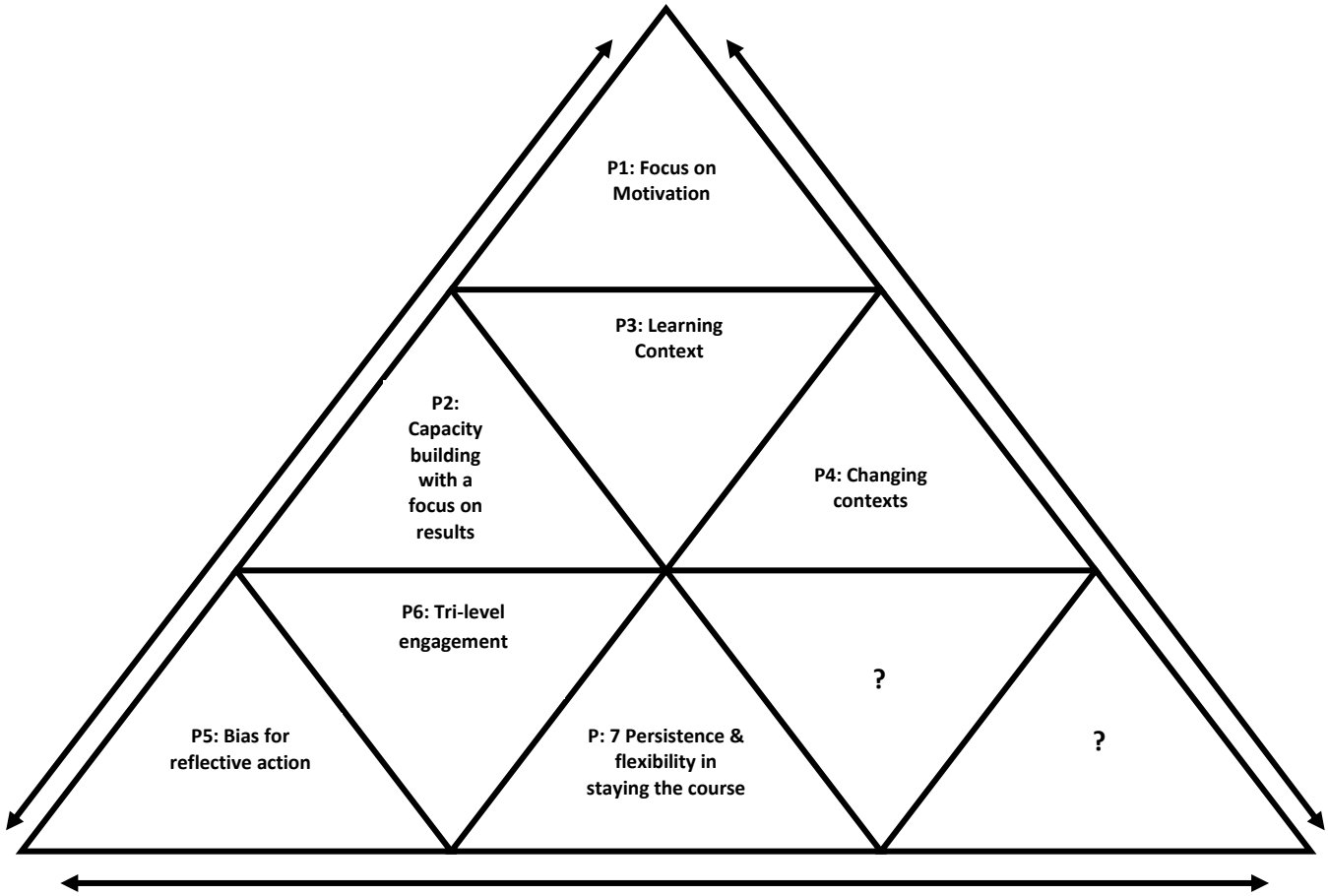


Figure 2: Change theory model showing depth and breadth of change knowledge adapted from (Fullan, 2006). The empty triangles are created for other premises that may result from this study.

There is growing awareness in the path of exploring change theories for effective school reform. Change theory or change knowledge as defined by Fullan (2006), involves self-reflective and group-reflective strategies deliberately used by key practitioners (system thinkers in action) at all levels of the system. In this case, KST senior members, Free State Department of Education Provincial and District officials as well, and school communities. This theory provided me with a broad explanation of relationships between the seven premises of change knowledge embedded in motivation (Fullan, 2006) and the eight factors affecting the initiation phase (Fullan, 2001). Motivation is the first premise of this theory. Any change effort is really about motivation, and change equals motivation of individuals and groups (collective) (ibid). Motivation is built over time and the road of change process is bumpy especially during the early stages, i.e. the initiation phase. While moral purpose is the fundamental motivator, it is however crucial to combine this element with capacity, resources,

peer and leadership support and identity to yield desired results that are focused on students' learning and outcomes (Fullan, 2006). This is the function of tri-level engagement.

The tri-level engagements (p6) during the initiation phase of the innovation are pre-determined by the context of the concepts, and the theoretical underpinnings of both 'motivation' and the 'factors affecting the initiation phase'. Tri-level engagements occur throughout the lifespan each phase in the change process cycle i.e. initiation, implementation and institutionalisation. An innovation will enter the next two phases successfully after the initiation phase provided there is good grounding in the first phase; that may be determined by the seven premises (p1-7). Tri-level engagements of large scale reform assume long-term involvement with schools and district of up to five to ten years and the initiation phase on its own may take up to two years (Fullan, 2006). The KST W-SD model was initiated in 2013. For my study, I focused on the initiation phases, the latter phases, however, are worth bearing in mind because of their connection in the change process cycle.

It is my view that change knowledge is a theory in use, for the people and by the people in varying structures and levels in real life contexts, driven by the will to learn and improve because there is understanding of what needs to change and why it needs to change. There is also ownership and shared internal responsibility and accountability to the goal of schooling which amounts to students' learning, progress and achievements. However, a reflection of processes of stakeholder mobilisation and mobilisation in the form of descriptive data that shows the factors associated with initiation decisions are lacking, hence this research pursuit. Goodson (2001); Hargreaves (2010) Louis (2007); Meiers and Ingvarson (2005) argue that practical sustainable change happens when there is, 1) "focus on improving teaching and learning with a reform appropriate agenda to schools; 2) teachers are directors of the change process in a community of trust and collaboration; 3) schools' data are used to guide changes in pedagogy with a long term perspective of 5-7 years and; 4) school leaders guide the innovation". Both the conceptual framework and theoretical framework have linkages to engagement, mobilisation and motivation and assumes the three processes and variables to be central in the study on the initiation phase of the model in question. Both the conceptual framework and theoretical frameworks consider factors associated with initiation decisions i.e. the eight factors (Fullan, 2006) are connected to motivation (p. 1); capacity building with a focus on results (p. 2); learning context (p. 3); changing context (p. 4); bias for reflective action (p. 5); Tri-level engagement (p. 6) and persistence and flexibility in staying the course (p. 7).

The data emerging in the study is a description of the factors associated with initiation decisions. It is the data that researchers could refer to in order to understand how that KST W-SD model worked,

2.10 Summary of the Chapter

In this chapter, I discussed change processes, innovations, culture and context. I discussed the theories of educational change and Fullan's factors affecting the initiation phase of a change process. I described models of educational change and the problem of sustainability. I discussed successful district innovation engagement and mobilisation as well as Fullan's meaning of educational change. I discussed the conceptual framework illustrating the intersectionality of the factors that affect the initiation decisions in the study. I also demonstrated the interrelatedness of the conceptual framework and theoretical framework and how they are used in the study. In the next chapter, I discuss my research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter I briefly explain what I mean by research method and research design, followed by my explanation and justification for the method and approach I used. I discuss the content and ways in which ethical considerations were fulfilled prior to and during the study and justification for my choices based on the literature. I described the participants, the semi-structured interview instruments I used and explained how themes were used to structure interview questions. I further discussed data collection processes I adopted in the study and the research questions. Issues of validity and reliability were elaborated on, prior concluding this chapter with a summary.

3.2 Research Methods

Research methodology is "a strategy or architectural design by which the researcher maps out an approach to problem-finding or problem-solving" (Buckley & Chiang, 1976. P13). It is also defined as an all-encompassing strategy that shapes our choice and use of particular methods and links them to the desired outcomes (Crotty, 1998. P7). These methods are systematic "procedures for collecting, analysing and reporting research in quantitative and qualitative research" (Creswell, 2014, p. 11). The choices a researcher makes for their use are determined by the type and features of the research problem (Crotty, 1998). Determining an appropriate methodology is an important element in a research study to achieve the objectives and credibility of the study in hand. A good research study is depended on an appropriate research design. This is a plan for collecting data within a study and guidelines of a research method consistent with a research question and hypotheses (Leedy & Ormrod, 2015). This research study followed a qualitative research design. Such designs mostly focus on naturally occurring phenomena and the data are in the form of words rather than numbers. They illustrate how research is mapped and directed to describe, explain and predict phenomenon (Creswell, 2014).

To interpret and describe the data under investigation in this research report, I used a variety of methods in order to gain deeper understandings of the problem under investigation. The use of multimethod strategies could render the design weak on one end, but a case study designs bears an advantage to provide context-bound summaries for understanding a phenomenon or

case with in-depth knowledge (Creswell, 2014, Collis & Hussey, 2009). Yin (2003b) defines a case study as an "empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p13.). Dul and Hak (2008) defines a case study as "a study in which (a) one case (single case study) or a small number of cases (comparative case study) in their real life context are selected and (b) scores obtained from these case are analysed in a qualitative manner (2008, p4.). A qualitative research method broadly aims "to describe, understand, and explain human perceptions, behaviors, actions, attitudes and values" and case-studies generally aim "to describe, document, explain a particular 'case' as an example of a person, practice, organisation, 'institution' as an illustrative example of the group-class" (Van Zyl, 2011, class handout). Therefore, case studies 'can' contribute uniquely to our knowledge of individual, organisational, social, and political phenomena (Yin, 2003. p1). The KST W S-D model in this research is the 'intrinsic case' because it is the object of interest (Creswell, 2014). In this study I used a qualitative research method with a case-study approach to collect data on processes of stakeholder engagement and mobilisation in the initiation phase of the KST W-SD model in Fezile Dabi education district in the Free State Province. Qualitative case-studies enable a researcher to describe simple to complex aspects of a phenomenon within a specific context (Creswell, 2014; Yin, 2003b; Dul & Hak, 2008). The research method and design are not solely securing linkages between the research problem, aims and objectives and the research questions. They also account to the reliability of the outcome of this study.

3.3 Ethical Considerations

Qualitative research forms the cornerstone of social science and educational research (Jelsma & Clow, 2005). The ethics of social and educational research has been significantly complicated due to the "interpretive turn" and the ever increasing use of research methods accompanied by it (Howe & Moses, 1999). The approach only recently became acknowledged in the quantitative world of medical science research. Ethics in general are concerned about the protection of participants, however, the differences between ethics in medical science research and social science research is mainly heuristic (Howe & Moses, 1999). Participants in the case study are reached through fieldwork. The access to participants must be morally and ethically negotiated and achieved; the researcher must be open and transparent about gathering the data, must respect and protect the participants from harm, preserve their dignity and ensure their

privacy, demonstrate responsibility to the scholarly community by avoiding deceiving and them and misrepresenting the participants and the readers (Creswell, 2014).

Considerations of the primacy of ethics were carefully well-thought-out and these included sharing of the purpose of the study with participants and requesting accesses to sites and people (Creswell, 2014). Second and most important to gaining support of participants are ethical issues of reciprocity, assessment of risk, confidentiality, informed consent and data access and ownership (Patton, 2002 in Creswell, 2014). In order to gain access to the sites and targeted participants, permissions were sought and granted by the Ethics Committee in Education of the Faculty of Humanities, Wits University (see Appendix #1); an application to the Free State Department of Education (Appendix #2) with supporting letter from my supervisor (Appendix #3) and by consent from participants (Appendix #4a&b). Requests to access participants and sites were managed centrally through the KST office and FSDoE FDD. Letters requesting access to participants and for audio-recorded interviews were addressed to participants at organisational and personal levels by email. These were signed before interviews and emailed back to me or collected before the interviews were conducted. All interview sessions were secured through the protocol officers in the KST and the FDD administration offices. All participants were adults in senior management positions and their participation in the research was voluntary and protected by use of pseudonyms; confidentiality was assured both in respect of the person and the data they shared and represented in this report.

3.4 Participants

This study used purposeful sampling where, "researchers intentionally choose individuals and sites to learn or understand the central phenomenon" (Creswell, 2014, p. 10). Purposive sampling has great potential to provide qualitative data and description of the initiation phase of the KST W-SD model processes of stakeholder engagement and mobilisation. I used maximal variation sampling as a strategy. Maximal variation sampling is a purposeful sampling strategy that allows for multiple perspectives of individuals to represent the phenomenon. Hence, dimensions of the same phenomenon by individuals who differ in some characteristics are advanced (Creswell, 2014). In this study, the individuals are from the private and business partner (KT and SF) with a public entity (the Free State Department of Education). Each entity has varying levels of authority both singularly and collectively. All participants were adults in senior management positions and were involved in one way or another when the KST W-SD model was conceptualisedd in 2013. The chosen participants, although different in some

characteristics, were better placed to provide me with the information needed to answer the research questions. A constructivist paradigm upon which this qualitative case-study approach is based acknowledges the participants' human's inter-subjectivity (experiences shared by more than one conscious mind) in creating meanings. However, the notion of objectivity is not ignored. Therefore, the dualistic tensions between objective and subjective understandings and meaning of the phenomenon by the participants in the research were considered appropriate within the context of researching stakeholder engagement and mobilisation processes of the KST W-SD model.

Eight participants were initially interviewed, however, only five were selected for data analysis because their responses were more relevant to the study. The five selected participants were senior officials in their respective organisations; two each from Kagiso Trust and Shanduka represent the private and business partners while one from the Fezile Dabi education district office represented the public partner as the officials from the Free State Department of Education. (See Table #1 below for list of participants).

Table #1: List of Participants

Table #1: List of Participants			
Pseudonym	Position	Institution	Role in the KST
1. Tshepo	Chief Operations Officer	KT	Member of the Executive Committee
2. Lerato	Communications and Marketing Head	KT	Chairperson Communications Committee of KST programme
3. Sizwe	Executive Director	Adopt-A-School Foundation	Member of the Executive Committee
4. Vishal	District Director	FSDoE	Chairperson of the District Management Team in the Fezile Dabi Education District
5. Mmathapelo	Marketing and Communication	Adopt-A-School Foundation	Member of the Executive Committee

The four participants from KT and Shanduka were interviewed in their offices in Gauteng while the one from the Free State was interviewed in his office in the Free State Province in Fezile Dabi District. (See Table #2 below list of research sites).

Table #2: List of Research Sites

Institution Name	Institution Type	Institution location
Kagiso Shanduka Trust	Non-Governmental Organisation	Sandton Gauteng Province South Africa
Kagiso Trust	Non-Governmental Organisation	Waverley Gauteng Province South Africa
Fezile Dabi Department of Education	Education District of the Free State Department of Education	Fezile Dabi Municipality Free State Province South Africa

3.5 Research Instrument

"Generally, there are various procedures of collecting data. In The main instruments used in the mixed method researches consist of closed-ended, open-ended questionnaires, interviews and classroom observations. These different ways of gathering information can supplement each other and hence boost the validity and dependability of the data. In the main, the quantitative data are obtained through closed-ended questionnaires and the qualitative data through open ended questionnaires, interviews and classroom observations. The items of the questionnaires are mainly developed based on the research objectives and research questions" (Zohrabi, 2013, p. 1).

Interviews are among popular and widely used data collection instrument used in qualitative research Burns, 1999); the interviewer collects first-hand information directly from knowledgeable participants and can be done person-to-person and group or collective formats. Knowledge about a piece of research, perceptions, attitudes, experiences, feelings and opinions can be gathered through interviews. Interview questions are informed by the research question of a study. The quality of the questions is paramount. Hence, Flick, proposes variation of scope of questions and Fraenkel and Wallen, 2003, added the value of use of language that is accessible to interviewees and the interviewer must be knowledgeable about the subject they are researching. Interviews can be structured, semi structured or completely unstructured (Burns (1999). Johnson and Turner (2003, p. 308) generously offered six strengths of interviewing; 1) good for measuring attitudes and most other content of interest; 2) allow probing by the interviewer; 3) can provide in-depth information; 4) allow good interpretative validity; 5) very quick turnaround for telephone interviews; and 6) moderately high measurement validity for well-constructed and well-tested interview protocols.

In this study I used semi structured interviews to collect my data on the initiation phase of the KST WS-D model implemented in te Free State Province. The participants were interviewed using a semi-structured instrument (Appendix #5). Semi-structured questions are fairly specific and allow for individual, open-ended responses (McMillan & Schumacher, 2014). Semi-structured interviews are formal in nature because they are guided by a list of standard questions. The question and response format is based on an open conversation framework that allows participants to be free to communicate. More questions and answers emerge during the interview while the initial questions provide guidelines on the topic at hand as well as prompt spontaneity in responses. Similarity of responses is beneficial and strengthens the validity and reliability of the research findings. Prior to executing the interviews, I shared the instruments with all participants to reduce the possibility of mistrust between myself (the researcher) and the participants. Hence, participants were familiar with the study focus beforehand. Interviews were audio-recorded.

3.6 The Interview

A thematic approach was used to conduct the interviews. A thematic approach allowed me to maintain a focus to finding answers to the research questions in my study. I generated seven (7) themes and under each theme I used detailed interview questions to guide the interviews (Table #3). The themes were guided by the conceptual and theoretical frameworks, problem statement and aims of the study. The use of themes enabled close linkages between the research topic, research questions, the problem statement and data collected in my study. Themes tend to work well with qualitative research as it brings cohesion to data collection and manageability of the data analysis.

3.7 Data Collection

The data collected attempted to respond to two main research questions:

Research Question 1: What is the nature of the processes that influenced the decision to adopt the KST W-SD model in Fezile Dabi education district in the Free State Province; and how does it function?

Research Question 2: What influenced the initiation of the KST W-SD model in Fezile Dabi education district in the Free State Province; and how do these factors interact?

3.8 Data Validity and Reliability

The use of reliability and validity are common in both quantitative also recently in qualitative research. "Reliability and validity are tools of an essentially positivist epistemology" (Watling, as cited in Winter, 2000, p7). It is a requirement in any research process that the data produced and findings are reliable. In the main, reliability deals with the consistency, dependability and replicability of "the results obtained from a piece of research" (Nunan, 1999, p. 14). Reliability involves test instruments to produce specific results. Tests are reliable when they produce the same results consistently when used by different researchers using the same research methodology. The results must be accurately replicable when administered in similar populations (Joppe, 2000 cited in Golafshani, 2003). Reliability in qualitative research is about: 1) the degree to which a measurement, given repeatedly, remains the same (2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period (Kirk & Miller, 1986, p41-42).

Data collection in quantitative research is less complex and demanding compared to the collection of qualitative data which is often huge and challenging to manage. To this end, Lincoln and Guba (1985, p. 288) point out that instead of obtaining the same results, it is better to think about the dependability and consistency in the findings and results of the data that are based on consistent data collection processes.

"Validity is the degree to which empirical evidences and theoretical rationales support the adequacy and appropriateness of interpretations and actions based on test scores" (Messick (1989, p. 6 cited in Golafshani, 2003); "any form of assessment that is trustworthy and accurate" (Bond, 2003, p. 179 cited in Golafshani, 2003) and in contrast to Messick, Borsboom, Mellenbergh and van Heerden, explicated that "a test is valid for measuring an attribute if (a) the attribute exists and (b) variations in the attribute causally produce variation in the measurement" 2004, p. 1061). The legitimacy of a piece of research is dependent upon the link between the problem statement, research questions and the data collected. The extent to which the analysis of the latter speaks to the problem statement and research questions is paramount. How this is realised is through validating the accuracy of the findings. In the context of validating findings, Creswell (2014) uses accuracy synonymously with credibility and Lincoln and Guba (1985) uses authenticity and trustworthiness. Lincoln and Guba (1985) contended that sustaining the trustworthiness of a research report depends on the issues, quantitatively discussed, as validity and reliability. The idea of discovering truth through measures of

reliability and validity is replaced by the idea of trustworthiness (Mishler, 2000), which is "defensible" (Johnson 1997, p. 282) and establishing confidence in the findings (Lincoln & Guba, 1985).

Reliability and validity can be maximised through triangulation. The more reliable and valid the test results then the more "credible and defensible result" (Johnson, 1997, p. 283) may lead to generalisability, a concept prominent and relevant in quantitative studies. However, Patton (2001) is of the view that generalisability is an ideal criteria for quality case studies depending on the case selected and studied. This means that validity in quantitative research is very specific to the test to which it is applied – where triangulation methods are used in qualitative research. Triangulation is "the process of corroborating evidence from different individuals" (Creswell, 2014).

In my study I collected data by interviewing participants one-on-one using a semi structured interview instrument. I had audio recorded the interviews and also kept field notes. I had taken note in my research design the importance of reliability, validity and triangulation. The audio recorded data collected were safely secured for future reference in my audio tape recorder and audio flashdrive recorder. The audio recorded data provided first hand responses of participants that I was able to retrieve and review repetitively. I had transcribed these audio recordings verbatim. This approach enabled me to reflect and remember what interviewees said during the interview sessions; I was reminded of what was said, how and when it was said and the emotions around what was said. I was able to retrieve and review the audio recorded data more than once. It is also a safety keeping strategy and source of reference to rich primary data to the researcher that enhances validity of the data. Validity is enhanced through member checking, rephrasing research questions and by probing for complete establishment of meaning in what participants say, also by review of the interviews by participants (MacMillan et al, 2014). During fieldwork, eight audio recorded interviews were done and five were later transcribed verbatim as they were directly relevant to the study.

3.9 Data Analysis

According to Taylor and Gibbs (2010), the analysis of qualitative data is about making meaning of non-numeric content. The researcher mainly analyses symbolic content to identify for example: 1) someone's interpretation of a phenomenon; 2) why they have that point of view;

3) how they came to that view; 4) what they have been doing; 5) how they conveyed their view of their situation; and 6) how they identify or classify themselves and others in what they say? Therefore, in my analysis, I followed descriptions that were emerging from what participants said and conducted the analysis and interpretations of the data in three stages. The first stage involved transcription, review of transcripts and member checking for data accuracy. The second stage involved clustering and coding the data and in the third stage, I consolidated codes and sub-codes. These methods were suitable to explore this research and to answer the research questions.

3.10 Summary of the Chapter

In this chapter I explained what I meant by research method and research design. I justified the rationale for the choice of the methods and the context in which they are employed. I defined and discussed the ethical considerations and justified my choices based on what scholars say about these issues. I described the participants, the semi-structured interview instruments I used and explained how themes were used to structure the interview questions. I further discussed the data collection processes that I adopted in the study and the research questions. I discussed the validity and reliability of the study prior concluding with this summary.

CHAPTER FOUR

DATA, ANALYSIS AND DISCUSSIONS

4.1 Introduction

In this chapter, I present the data collected (my research findings), my analysis and discussions of the data. The data collected in this study were not the usual causes and effects data that lend itself to being quickly and easily presented in a table format. The data is much more descriptive by nature and completely based on conscious reflections-on-experiences and practices (Van Zyl, 2011) of the change agents (respondents) whose aims were to effect educational changes (transformations) in a local context. Hence, this qualitative case-study provided me with the thick description of data that allowed me to describe simple to complex aspects of the initiation phase of the Kagiso-Shanduka Trust (KST) whole-school-development (W-SD) model, as implemented in Fezile Dabi (FD) education district in the Free State Province, South Africa. The goal of this study was to interrogate the understandings of the factors (and how they interact) that are associated with decisions in the initiation phase that arose from stakeholders engagement and mobilisation processes. This chapter then reflects on how the data was collected and synthesised, what the data seems to be saying and how the data helped me to interrogate my research questions.

4.2 How the Data Came About

The data being interrogated in this study germinated from the verbatim transcriptions of the interviews I conducted with the four (4) senior officials of the Kagiso Trust (KT) and Shanduka Foundation (SF), collaboratively known as (KST), and one (1) senior official of the Free State Department of Education (FSDoE). They were purposively selected for having been working on and in conceptualising the KST W-SD model from when it was just a "whisper" to its current execution stage. I followed a thematic approach in the design of the interview questions, thereby keeping the interview questions (IQs) and research questions (RQs) aligned to the conceptual and theoretical frameworks. I had identified clues from the literature (Snow, 1961; Miles, 1964; Fullan, 1991, 2001, 2006, 2010; Sarason, 1971, 1990; Adelman et al., 2007; Hayes, 2007) that helped me to deduce and create seven themes (and related questions and sub-questions) that directed the interview questions. McMillan and Schumacher (2014) are of the opinion that the use of predetermined categories in the interview, especially when one is knowledgeable about the topic investigated, makes data collection and analysis less problematic.

Stage 1: In transcribing the voices of the participants, I recursively reviewed what they were saying and constituted their spoken words as data collected (Appendix #6). I framed the narratives transcribed and augmented these by use of my experiences of the sites with the participants I interviewed and field-notes. To ascertain the accuracy of the data, I played back the interviews again and again as I transcribed them. I sent back the transcripts to each participant for member-checking. I correlated the data with my research questions, problem statement and data analysis methods as I coded the transcripts to help me with my perspectives on the interpretation and what was emerging (McMillan & Schumacher, 2014). This approach helped in shaping my understanding of the data, data analysis and discussions.

I worked from the basis that there are no standard procedures for data analysis (McMillan & Schumacher, 2014). However, my approach was subjective, as McMillan and Schumacher (2014) suggested. I worked with all the themes (1-7) and the associated interview questions and sub question (33). Continuous reflections on the transcripts, the research questions and problem statement were critical elements in analyzing the research data. These also helped resolve issues surrounding validity and reliability in addition to unpacking the research findings (McMillan & Schumacher, 2014; Maxwell, 2013). The data collected seemed huge as there are seven themes with each theme having several (two or more) questions for a total of thirty three questions answered individually and separately by five respondents. All of these were to help me unpack the purpose of the themes which then helped me to answer my two research questions. It seemed needed that there should be copious amounts of transcripts to be able to tease out the words and expressions that describe understandings of the factors (and how they interact) that are associated with stakeholder engagement and mobilisation decisions in the initiation phase. I, therefore, organised the participants' responses (transcripts) under each theme, from the first theme (awareness and interest) to the seventh theme (effects of the model on schools and classrooms). Working with all 33 questions asked, I colour-coded the data into five categories in relation to: 1) participants' emergent responses; 2) people and/organisations referred to in their responses; 3) purpose/rationale of the response as explained by the participants; 4) actions/processes described in the responses; and 5) results or/outcomes explained. The coding emerged from the participants' narratives in the transcripts (see Appendix #7-37)

Stage 2: In the second stage of my data analysis, I clustered the key words emerging under each code from the five participants (Appendix #7-37) and organised these data in a table (see Table #3).

Table #3: Themes and Codes

Table #3: Themes and Interview Questions			
Theme code	**Themes as per interview question**	**Key words describing the theme/Focus**	**Interview Questions**
T – 1	Awareness and interest	Engagement/mobilisation/time/communication (verbal, non-verbal, written)/access to & quality of information/knowledge/ motivation/ buy –in/participation (role)/decision making/commitment/ ownership	1. Please explain the level of local awareness of the KST W-SD model and why?
			2. Please explain the level of interest of the KST W-SD model and why?
T – 2	Description of the model	Why the model exist/how it is communicated (process)/ description/ perceptions (process and elements)/what does it look like (mental/physical/sensory picture)/ what will I see when I hear about it/the elements/values attached to it/ or the difference it makes in a district (changes)/resources (human and financial)/durability/relevance	1. Please explain the conditions that gave rise to the need for the KST W-SD model?
			2. Please describe the KST W-SD model?
			3. Please describe the **best** of the KST W-SD model?
			4. Please explain why you feel this way about the KST W-SD model?
T – 3	Perceptions of/on the model	Strengths; weaknesses/ facilitating factors/ hindering factors/opposition/apathy/support/interest/commitment/accountability and ownership	1. What are the strengths of the KST W-SD model? *Please explain?*
			2. What are the weaknesses of the KST W-SD model? *Please explain?*
			3. What makes/made it easy for you to participate in the KST W-SD model? *Please explain?*
			4. What makes/made it difficult for you to participate in the KST W-SD model? *Please explain?*
T – 4	Process of engagement of various constituencies	Mobilisation/communication (verbal, non-verbal, written)/meetings//presentations/conversations/dialogues/information dissemination/emails/telephonic stakeholders-province, district, school/parents & community, NGOs/universities/descriptive data-	1. Please describe the extent to which the KST W-SD model engaged constituencies in the initiation of the innovation?
			2. What are the strengths of engagements of the various constituencies in the initiation of the KST W-SD model? *Please explain?*

		records/forums/structures/accountability/ownership	3. What are the weaknesses of engagements of the various constituencies in the initiation of the KST W-SD model? *Please explain?*
			4. Please, list descriptive data available to show the engagement of the various constituencies in the initiation of the KST W-SD model?
T – 5	Conceptualisation of the model	Ideas/concepts/values/principles/conditions/partners/initiators/why the initiative/principles/elements/ stakeholders; processes/theory of change/target audiences/relevance/context/monitoring, reflection and evaluation/human and financial resources/time frames/aims/objectives/support/accountability	1. Who formulated (individuals and groups) and initiated the need for change that resulted in the KST W-SD model?
			2. Please describe the basis for choosing the course of action for the change initiated?
			3. Please share with me the elements that constitute the KST W-SD model?
			4. Please list constituencies that were involved in the conceptualisation of the KST W-SD model?
			5. Please describe their inputs in the process of conceptualisation of the KST W-SD model?
			6. Please describe the extent to which the roles of district officials influenced the framework adopted in the KST W-SD model?
T – 6	Effects of the model on district structures	Structures/ roles/progress & achievements/collaborative approaches/clusters/communities of practice/tri-level engagement-schools/districts/province/problem solving/planning/leadership/ownership/participation/decision making and problem solving/accountability, ownership/scale up	1. Please list the things and structures that changed to accommodate the KST W-SD Model?
			2. Please describe how the structures in the district changed as a result of the KST W-SD model?
			3. Please describe the extent to which the roles of district officials influenced structural changes?
			4. Please explain how Kagiso Trust and Shanduka Foundation were

			affected by the process of initiating the change?
			5. Please explain how the KST W-SD model changed district leadership?
T – 7	Effects of the model on schools and classroom performance	Leadership/learner performance/ ownership/sustainability/SMT/RCL/ SBST/SGB functioning/use of resources/advanced use of technology/use of libraries/advanced curriculum/effective planning-teaching and assessment/use of tests' data to improve learning/extra classes and remedial support/learner retention/competitions and olympiads/more learners enroll and pass critical subjects with university entrance/problem solving and decision making capabilities/happy and successful learners/social return on investment	1. Please explain how the KST W-SD model is improving leadership in the district? *How do you know?*
			2. Please explain how the KST W-SD model is improving leadership in schools? *How do you know?*
			3. Please explain how the KST W-SD model is improving leadership in classrooms? *How do you know?*
			4. Please explain how the KST W-SD model is improving learner performance in classrooms? *How do you know?*
			5. Please describe the mechanisms of the KST W-SD model that are in place to track improvement in classrooms?
			6. Please tell us what will make the KST W-SD model work? *Please explain?*
			7. Is the KST W-SD model a product of the district? *Please explain?*
			8. Do you think that the KST W-SD model will be sustained and diffused to the entire district when Kagiso and Shanduka withdraw their inputs? *Please explain?*

Stage 3: In the third and final stage of analysis, I defined and categorised the key words that emerged from table #3 into three codes (see Table #4).

Table #4: Codes and Sub-Codes

Table #4: Codes and Sub-Codes	
Code	Sub-Code
1. How the model came about	a) The Quest b) The Convergence c) The Model
2. What the data is saying about the elements of the model	None
3. Awareness and Interest	None

4.3 Findings

The findings are presented in three main headings, i.e. how the model came about, what the data is saying about the various elements of the model and awareness and interest. I divided the first heading into three sub headings, i.e. the quest, illustrating the journey or search for partnerships, followed by the convergence, illustrating the consolidation and formalisation of a partnership, and lastly the model as an outcome of the preceding processes.

4.3.1 How the Model Came About

The interview question specifically being addressed under this heading; how the model came about, is located in theme two - description of the model (T-2).

4.3.1.1 The quest. The initiation phase of the KST W-SD model seems to have begun long before 2013. The model is a product of processes and progressive engagements (deeper conversations, i.e. all forms of communication i.e. verbal, none verbal and written) and mobilisations (advocacies) by the two organisations primarily seeking partnerships that shared their purposes and interests. Lerato (pseudonym), chairperson of the communications committee of KST, and one of the five senior officials interviewed stated that:

> KST model! hmm, what gave rise to the need! I would say both organisations, Shanduka Foundation (SF) and KT; we have been working in education through our various programmes looking at how can we increase the impact of our programmes; and we realised that there are a lot of people playing in the sector especially knowing that there are 100s and [of] millions invested in education but impact is limited. And both organisations felt that we have solutions that respond to the challenges that can see us getting return on investment; and that's how it initially started.

Lerato alluded to a stage of parallel organisational (KT and SF (also later referred to as Adopt – short for Adopt-A-School foundation)) self-engagement, reflection and pondering on ways of increasing educational impacts through the programmes the two individual organisations offered. This seemed to be the stage of recognition (factor) of the need to change phase (Hayes & Hyde, 1998). Hence, in her response she offered a description of the nature of processes of stakeholders engagement and mobilisation at an infancy stage; a 'whispering campaign' (Hayes, 2007). In her response, Lerato mentioned the issue of 'impact' (factor) as a motivator that influenced initiation decisions. She further clarified the nature of transition of stakeholders' engagement and mobilisation from intra to inter organisational levels (Fullan, 2006; Hayes & Hyde, 1998; Hayes 2007).

Lerato continued:

> It was from KT side. We were looking for collaborators because we wanted to take our programme, hmm, nationally and Shanduka [SF/Adopt] were doing the same thing but we were not aware. At KT, I remember there was even a platform, similar to…but before the National Education Collaboration Trust [NECT]. We invited stakeholders and the concept was really exactly the same; and it is amazing that as organisations, you are sitting in your organisation and thinking you have an idea and somebody has a similar idea [somewhere]; let's come together and invest in education. We have a programme that we think works. These are the results that we have achieved and let's put our heads around how we make it happen. And I mean it was various organisations and development. The challenge came that some were more looking for funding than collaborating; which then caused that platform to not work. And then our former CEO, [*name omitted on purpose*] and [*name omitted on purpose*] who is Shanduka's CEO met through another event which made them realise that both organisations are facing the same challenge and wanting to do something similar.

It seemed that system-wide change 'impact', as alluded to by Lerato was the motivation for engaging and mobilising stakeholders (individuals and groups associated with the change process) within and outside KT and SF (Adopt). System-wide change was a common factor for both the organisations.

There seemed to have been many role players (stakeholders) in the arena for partnership sourcing of 'collaborators' and the funding climate (by climate I mean the context and culture of funding within the NGO environment) seemed right. Hence, Lerato's comments seemed to

indicate that there had to be factors that drive one to engage and mobilise stakeholders when pursuing educational change at a 'national' level; i.e. 1) purpose; 2) good funding climate; 3) organisational experience; and 4) testing time to get it (programme/s) right (as they worked through their programmes and looking for ways to make impact), therefore indicating processes and experiences of trial and error (conceptualisation and refinement of the model/s) to get to a point where a decision was made for system-wide change.

Confirming Lerato's statements, Tshepo (pseudonym), a member of the executive committee (ExCo) of KST, stated that:

> The two organisations that are in a partnership, that is KT and Adopt-a-School [SF] in their own respect are involved in education and have implemented various programmes extensively in education, one way or the other; and they came together appreciating that they have a common interest; and they wanted to formulate a model which we will borrow from each other's strength and come up with a common process. Hmm, that was how the model was discussed.

Tshepo accentuated Leratos' 'idea' concept referred to earlier. His word 'extensive' seemed to describe the programme implementation experiences of the two organisations (KT and SF) beyond the 'idea' stage. Tshepo appeared to have correlated the 'extensive' programme implementation experiences by the two organisations to 'strength'; hence, suggesting the rationale and readiness for engagements and mobilisation processes for system-wide change that were initiated. He affirmed this notion above in his statement that "we will borrow from each other's strength and come up with a common process" for the KST W-SD model; and this is the nature of stakeholders' engagement and mobilisation through discussions (Montevecchi, 2011). Discussions denote participation processes in the deliberations and the considerations stakeholders reached on the KST-W-SD model (Fullan, 2001; Montevecchi, 2011). According to Tshepo, an initiation decision that factored in the initiation phase of the KST W-SD model was the consideration of each organisation's strength when conceptualising (through discussions) the model; and this was determined by each organisation's extensive experience and involvement in education programmes over a period of time.

He explained further that:

> Both KT and SF [Adopt-A-School Foundation, a programme of SF], have been in the education business for many years offering their programmes in schools separately across

> South Africa. KT, similar to SF, shared a common purpose prior to forming of the KST W-SD model. They engaged in numerous platforms of partnership formations. It was through these engagements that conversations and discussions sparked that brought the two like-minded organisations together in initiating a model called the KST W-SD model.

Tshepo then contextualised the organisations' experiences, saying that:

> KT has been working with 166 [primary and secondary] schools since 2007 and Adopt-A-School Foundation (SF) has also been working with a few schools in the Free State province. The success of the KT initiative through the Beyers Naude School Development Programme (BNSDP) implemented by KT in the 166 schools from 2007 made the MEC in the Free State interested in expanding their work in other districts.

Tshepo confirmed the significance of the relevance of organisational experience [capacity] that each brings into a partnership. He also alluded to the value of common interest and purpose. Tshepo's assertions seemed to align with legitimate stakeholder engagement and mobilisation for system-wide educational change. This seemed to suggest that prior to 'purpose' as indicated by Lerato above, there has to be a legitimate organ/entity/programme in existence in the first place, in this case KT and SF (Adopt-A-School). The existence of the quality of an innovation is one among the factors associated with initiation decisions (Fullan, 2001). Organisational legitimacy in this context subsumes experience, capacity and the purpose, which according to (Fullan, 2006) include moral purpose. For example, both KT and SF had been involved in the Free State working with schools and impacting learning outcomes in classrooms and as experienced by KT with the 166 schools between 2007 and 2013. The effect of which was demonstrated in the interest expressed by the FSDoE. Hence, moral purpose, capacity and resources are among other factors that generates motivation for educational change. Change is depended upon both individual and collective motivations (Fullan, 2006).

Both Lerato and Tshepo indicated the notion of moral purpose as a motivator for the KST W-SD model. Tshepo referred to successes in learners' results in his responses when he explained why the model existed. Mmathapelo (also a member of the KST ExCo), explicated the notion of moral purpose by saying:

> …you know the condition and the need in our country is so massive that there is a sense of urgency; that if you keep doing your little there and we keep doing our little bit here, it gonna take forever. And it is actually a dire situation that needs urgent intervention

> and different ways of thinking on the part of NGO's not just stick[ing] to your area here and us in our own little area [t]here. We'll just trod along for next 20 years.

She confirmed the need for engagement and mobilisation:

> I find it personally interesting in the NGO space because you know, maybe, I am a bit naïve; I would think, organisations would have the greater good, umm, at heart and not to say look at our success and look at what we have done. But, when you look at the bigger picture, the bigger is that the need is dire…

Mmathapelo expressed moral purpose more clearly as a factor that influenced the initiation phase of the KST W-SD model.

Fullan (2006) talks about motivation and that it has to develop over time for a strategy to succeed. He adds engagement to motivation to realise capacity building. He premises capacity building to knowledge and competencies, resources and motivation. All these factors are reflected in the discussions by the participants, as well as the factor of mobilisation of stakeholders and resources; 'we will borrow from each other's strength and come up with a common process'. The ultimate goal of capacity building is to raise the bar and improve students' learning and achievements. To achieve this, moral purpose is a greater motivator among others, but is not sufficient on its own. KT and SF have demonstrated extensive engagements in delivering education programmes in the Free State; and these were developed over a period of time as well as their motivation to want to increase system-wide impacts. The dire need and urgency to impact on learners' achievements using different ways of thinking (Mmathapelo); the existence of their models (extensive experiences and resources) and results they achieved over time (impacts), recognition of organisational strengths, common interests, purposes and process (Tshepo), the funding climate, the existence of potential capacities from collaborators or partners (Lerato) are some of the conditions and factors that sparked stakeholder engagements and mobilisations to initiating the KST W-SD model. In this regard, Lerato, Tshepo and Mmathapelo in explaining the nature of the processes and conditions that influenced the decision to adopt the KST W-SD model, helped to answer my research questions.

4.3.1.2 The convergence. The parallel journeys in the search for partnerships (through stakeholder engagement and mobilisation) for system-wide impacts between the two organisations converged.at some point. The aspirations of the two organisations converged

into the KST W-SD model and were documented. My purpose and approach in this section of the analysis is to strengthen the preceding discussions on how the model came about and the interaction of the factors leading to processual concretisation of the model. In doing this, I focus on theme five -conceptualisation of the model **(**T-5).

Tshepo and Sizwe illuminated on the parallel journeys and shared the conceptualisation process of the model. The data interrogated showed that, in the process of conceptualising the KST W-SD model, engagement and mobilisation occurred through meetings and discussions with various stakeholders for some time (Tshepo). He explained how KT and Adopt-A-School met and conducted themselves, and in his deliberations he also illustrated in detail how process discussions resulted to process formalisation. Tshepo explained that:

> The model cannot be credited to one person. There are people, like I said who were involved in the discussions. One of the elements which under-wrote that discussion was mutual respect; hmm, and this is what made the discussion to be unique.

Tshepo further clarified, in detail, that:

> initially, KT wanted to come up with a national programme, hmm, and we convened various entities, hmm, DBSA [Development Bank of South Africa] and various other people to come up with a concept to raise R1 billion from business[es] and in that[those] discussion[s], we met Adopt-A-School [SF] who were saying they'd like to start sooner. Umm, can we look at consolidating the model because this national process seemed to be taking forever?

Sizwe (pseudonym), ExCo member of KST, confirmed and echoed Tshepo's deliberations on the bumpy road the two organisations were treading on and in his description brought a twist of events. He described the start of the KST in a happy way:

> So, that proposal we submitted to the Mark Shuttleworth Foundation did not work out; it fell apart and then KT was getting frustrated with the discussions there. So, myself and [*name omitted on purpose*] met with [*name omitted on purpose*]; we said you guys have been having these discussions with NECT and we've been having discussions about this and that. How about the two of us put something together and do something big? We

were not sure what we were talking about then; so that's where the discussions started. So, [CEO] was excited from KT and [CEO] from Shanduka were really excited.

Tshepo detailed the exciting moments of progress in this way:

> That's when we went to a small group; the group was really formed by ExCo members of both entities who just sat down and defined the rules of engagement. After defining the rules of engagement, we then developed a concept document. I was one of the people who wrote the concept document. Hmm, we then invited other members within the two entities to test the concept and then engage in how they can get further input into the concept. When the concept had gained shape, we had components of the concept. We then started to consult externally and engaged with the Department of Education. We then sat down and wrote the business plan which was more operationalising the concept to say this is how much it will cost us, that's the capacity we will need, the duration of implementation, the jurisdiction. I think it will be important to mention that, by the way, that the identification of the jurisdiction did not randomly happen.
>
> We went to the Department and engaged with senior officials and the MEC; and the senior officials proposed that we go to the districts we are currently working in and we then had to, on their instruction, take the model to where they felt there was more need to implement the model, ja.

Tshepo continued:

> It took us one year just Kagiso Trust and Adopt-a-School discussing the concept.

In his comprehensive response, Tshepo contextualised how multiple entities engaged to raise funds for system-wide educational change. He illuminated on some conceptualisation challenges, explaining that there were more talks compared to action and their goals for system-wide change were stifled. The frustrations led to sidelined discussions between KT and Adopt-A-School. The urgency to move forward in a smaller group factored in and worked best for the two entities. Perhaps, a smaller more focused group of 'like-minded' individuals sharing 'common interest and purpose' and 'appreciating each other's strength' maintained the focus as they kept pushing towards the formulation of a 'common process' and model built on 'each other's strengths'. This was evident in the unfolding of events soon after that. He outlined

clearly the concepts or elements of the KST W-SD model; 1) drawing rules of engagement; 2) and concept document; 3) concept testing and modification; 4) putting in place components of the model; 5) consultations for buy-in (advocacies through stakeholder engagements and mobilisation) at different levels of the Department of Education. The descriptions above pointed to how the KST W-SD model was conceptualisedd. Conceptualisation is synonymous to the initiation phase (Fullan, 2006, Hayes, 2007). It is a process that involves people in a relationship that is directed by common purpose and each one showing desire and willingness to engage (Hiatt, 2006). These change agents (Fullan, 2006) assume various roles and their relationship unfolded over time through engagement and mobilisation (initiation phase). During this phase obstacles were met and overcome.

The convergence described above eventually manifested itself into a three tier public, private partnership between KT, SF and the FSDoE (DBE). As Fullan (2006) asserted that the road to change is not a smooth one and those involved must keep pushing and remain focused on the course and there is no blue print to educational change (Hayes, 2007); KT and SF did not give in to the disappointments of being rejected (Mark Shuttleworth) and the unending discussions with the NECT. The partnership consolidated (as irrelevant entities fell away) and the KST 'model gained shape' as the two parties were motivated to clarify, detail and give shape to the model. In addition, the seeming disappointments opened a new window of opportunity for the two organisations to look into themselves (intra and inter stakeholder engagement and mobilisation) and evaluate their capacities and resources (problem solving) and based on those experiences they decided to take a different route in their pursuit for partnership and fund sourcing. Hence, the struggles required patience and persistence (Fleisch. 2002) which KST demonstrated. The model was strengthened and the partnership consolidated. The nature of processes of the KST W-SD model resulted in some descriptive data (Sarason, 1971), that provided some details of rules of engagement, the concept document, testing and inputting on the model, model elements, consultation processes and the business plan. The documents and processes describe various levels of stakeholder engagements and mobilisation and constitute primary data in the initiation phase of the KST W-SD model.

In providing the description of the process of conceptualisation, I have elucidated from what the participants said in relation to what the nature of the processes that influenced the decision to adopt the KST W-SD model in Fezile Dabi education district in the Free State Province were

and how they functioned. I have also characterised what influenced the initiation of the KST W-SD model and how the factors involved interacted.

4.3.1.3 The Model. The KST W-SD model gained shape after various levels of stakeholder engagement and mobilisation processes during the testing and reviews of the model, and then the elements became formalised. Hence, the model was presented to Fezile Dabi education district where it was 'most' needed. In this section of the analysis the goal is to establish the participants' views on the model (a product of stakeholders' engagements and mobilisation shaped at different levels over time) since it was designed for the purpose of bringing about changes in learners' achievements. My goal was to establish sign-posts of the direction that the model was taking from responses of the participants. Therefore, I asked them to describe the model in terms of its quality and to qualify their responses (T-5). The interview questions were seeking to unravel descriptions, elements and perceptions of the model. In describing and naming the elements, mental and or sensory and physical images were anticipated to distinguish the 'uniqueness' of the KST W-SD model among other models and its strengths and or weaknesses. In his response to the questions Vishal (pseudonym), a director in one of the FSDoE education districts responded in a conversation with me by describing the elements of the KST W-SD model in this way:

> Vishal: Look, the need was mainly around, as I indicated, teacher development and school infrastructure and learners support. Those were the main three areas.
>
> MK: Okay
>
> Vishal: With respect to learners' support it was mainly on learners who experience[d] barriers to learning due to poor sight and so forth. So, that was the focus or focal point where a number of learners, 100s and 100s of learners in the district…
>
> MK: was that part of what KST presented to you?
>
> Vishal: yes…
>
> MK: and it was enticing and this was our need?
>
> Vishal: yes…
>
> MK: so there was that connection

Vishal: yes, there was that connection, even the teacher development you see our teachers in maths, science and accounting need support, there are gaps we need to close and when they presented that we saw an opportunity to assist our teachers and indeed after two years then we began to reap the fruits…

MK: okay…

Vishal: because we were now emerging as one of those performing districts in those subjects…

MK: after two years, that was…20…

Vishal: …15, late 2014, even 2014, it was almost a year but good signs started emerging in 2014, but good performance was registered in 2015…

MK: …with matric results?

Vishal: …yes, matric results and internal grades like grade 10 and 11, ja! Maths, science and accounting teachers at least they were getting there, you know. So, hence I am saying those were core of this programme and that is what began to entice us to see this is working.

It seemed that when the model was presented to the district, three elements stood out to be mostly relevant and needed. And the three elements of the KST W-SD model i.e. teacher development school infrastructure and learners support were working. Vishal described them as the core of the model because each component contributed positively towards learners' needs to perform better and achieve; the issue of learners' poor sight and the critical subjects that teachers needed to improve upon, were attended to through the model. It seemed that the schools in the district were not performing and that was why the model was recommended to be implemented there. It also seemed that the KST W-SD model design took into account what was needed in underperforming (also known as dysfunctional) schools. This was evident in Vishal's conclusion with a value judgment of the model elements on learners' outcomes in critical subjects in the FET phase including matric results. In a way his responses qualified the legitimacy aspect discussed earlier regarding organisational experiences and capacities alluded to by Tshepo earlier in this chapter. It seemed the elements of the model were fine-tuned and became clearer to fit the purpose of addressing the 'dire need and urgency' (Mmathapelo) for system-wide impacts. The model may have been strengthened and shaped as a result of the

journey (process) the two organisations traversed (consciously and systematically while collaborating and negotiating partnerships) through stakeholder engagement and mobilisation in forming the KST W-SD development model.

Tshepo also, seemed to knowledgeably and perceptively have provided insights on the three elements mentioned by Vishal. He provided the thinking behind the learners' component of the model referred to by Vishal earlier. In his elaboration, he also brought to light to the kind of learners targeted who seemed to be from poor socio-economic backgrounds because it was in these communities that interventions were most needed. Tshepo explained how this social responsibility component responded to the learners' learning barriers:

> We appreciate that part of the barriers is social[ly] oriented, for example, there are a lot of students who have problems with eye sight and we deploy a programme that is responding specifically to that. We have given several students in primary schools, spectacles after we realise that eye sight was a major challenge.

Targeting primary school learners and providing spectacles (eye glasses) was a relevant early identification and intervention strategy that was likely to close the gaps on poor performance.

Tshepo continued to offer explanations on the teacher development component and also indicated that the needs of stakeholders were considered (stakeholder engagement and mobilisation) in the design of the model and therefore their inputs informed the KST W-SD model elements through the needs assessment that was conducted.

> curriculum development focusing[es] on teacher professional development ; we look at the gaps, hmm, in particular along the gateway subjects like Maths, Physical Science, eh, accounting we've added into the list based on the needs assessment that was conducted – quiet a comprehensive needs assessment which we conducted. We respond to the challenges of content, we respond to the challenges of practice in the classroom. So, there are workshops that are conducted, there are also classroom support that is conducted through professionals that are deployed to respective schools. The intention is to improve the quality of learning and learner outcomes.

Tshepo demonstrated connections between the elements of the model in his responses; he mentioned the gateway subjects, talked about ways to counter teacher content gaps and teacher practice. He mentions workshops and classroom support as a strategy to impact on

quality teaching, learning, assessment and performances in the classrooms. The support described above seems to be targeting secondary schools as mentioned by Vishal earlier.

Moving from the teacher development component, Tshepo described the infrastructure component alluded to by Vishal earlier in the introduction of his narrative. They both distinguished infrastructure in two ways, i.e. basic infrastructure and incentive infrastructure. Tshepo specified the former as a means to schools' functionality, which is a basic requirement by the DBE' norms and standards, hence provided for in the KST W-SD model as a basic need for all schools that need it.

> …this one we give to any school participating in the programme to ensure that there is basic functionality. So, there are no conditions on this one just to make sure that the environment for learning is conducive. So, most of the schools we are working with have problems of access to sanitation, or water, or overcrowding and those are the things we see as part of the basics that we consider to be part of the basic infrastructure.

He later differentiated the basic infrastructure by explaining that:

> …the incentive infrastructure which is more given to schools that demonstrate improvement in terms of performance. Eh, there are benchmarks which we put together with the provincial department of education. When a school reaches that particular benchmark they are given incentive infrastructure. Incentive infrastructure is related to curriculum, so it will be your computer centre, your science lab and so on. This is an enabler which is also meant to assist in the delivery of curriculum.

All five participants mentioned retreats and described their effectiveness of retreats for whole school development. In their description it seemed that retreats were contexts where communications were used as tools to engage school-based stakeholders.

Sizwe explained:

> …we are saying each and every school [where] we will do intervention must go through a retreat; that was part of the agreement to say no school - we are saying no school – we will not build anything until that school goes to a retreat; and this was because we believe that the retreat helps us to understand the school better; you may do a needs analysis and ask the school how is your relationship? They will tell you what you want to hear, but we find that when we do a retreat we get a better understanding to

> say; that, that serious issue is here. You know there is poor relationship; there is poor leadership. Even when the leadership is strong; but, they are not good in delegating. You know! Or, these are some of the issues; so that help us to plan.

While retreats were used for stakeholder engagement and mobilisation, the level of initiating the involvement and buy in with participants from schools was at a different level; the model elements were already in place, KST used retreats to negotiate a relationship with schools and leveraging entry into schools. In order to do this successfully, KST needed to learn and be informed about the issues from the participants and gain clarity on the issues. Sizwe explained this approach to be the criteria or framework for participation, but also a diagnostic tool. So, the external agents get to know the school from interacting with personnel first (stakeholders of the school), later explained as the school management teams (SMT), representative council of learners (RCL) and school governing body (SGB).

Lerato, also described the retreats as 'team-building sessions' and explained when they happen and why;

> With retreats we say, as in any organisation, at the beginning of the year we say we look at strategic outcomes for the previous year. You had set goal[s]. You wanted to perform at this level; have you performed [that way] and why have [you] not performed [that way]?

She thought that retreats are best suited for certain types of schools and in her explanation she confirms that the design of the model was done with dysfunctional schools in mind:

> …so, the retreats are put in that aspect especially in dysfunctional schools getting the educators to understand that you are dealing with a different commodity as compared to other institutions. You are dealing with human beings. Hmm…and them addressing relational issues and coming up with solutions as to when we have challenges; how best do we address the challenges from the beginning so that it is an issue going forward and kids are not badly hmm, affected. From there they would come up with a project plan as to say we've identified the following challenges, this is what we are committing to.

Dysfunctional schools are generally schools lacking a culture of teaching and learning and under-achieves on national benchmarks (Fleisch, 2002). In her descriptions, Lerato seem to explain retreats similar in approach to the 'people-driven development' described by Fleisch, (2001) used in the 'culture of learning programme'. It seemed to appear that retreats were not

a unique feature but borrowed from some of school improvement initiatives experienced post 1994 in South Africa. Hence, not only did it seem that retreats were used for stakeholders' engagements and mobilisation to understand the issues better for interventions by the external agents, what Lerato said is suggestive that retreats were used to streamline the participants' understanding of their challenges and to be able to articulate solutions to their own problems. She also expressed that retreats were tools for advocacy, stakeholder engagement, mobilisation and buy-in by saying:

> …the retreats-and it is also an opportunity to introduce ourselves and build relationships with the schools

In her dialogue with me I asked:

MK: so, would you say this is a level of awareness and buy in?

Lerato: yes, definitely.

MK: when does this happen?

Lerato: it happens at the beginning before we do anything to a school.

Her latter comments concurred with Sizwe's utterances made earlier.

4.3.2 Awareness and Interest. In my analysis, I found the theme awareness and interest **(**T-1) to be interwoven in the model description and conceptualisation. All processes of engagement, mobilisation, communication (verbal, non-verbal, written) /access to & quality of information and knowledge, motivation, buy –in, participation (role), decision making, commitment and ownership respectively are akin to conceptualisation, descriptions and awareness and interest. Ascertaining the levels of awareness and interest on the KST W-SD model thread the entire processes from the beginning of the journey, through the convergence stage, and conceptualisation and concretisation of the elements of the KST W-SD model. Awareness and interest of the different stakeholders at different times of the model are critical because they are indicative of the direction of the processes determinable at any given point. When the processes are documented they could help direct the change process cycles. These data could be useful for future research too.

In my analysis, I found Mmathapelo's responses illuminating. In her dialogue with me, she described the levels of awareness in three ways and the first was by location:

> I will give you current, obviously it is very specific to a province and us- the head office being in Johannesburg and obviously the project being in the Free State, is [as] you know is a factor, the different provinces; so, what I am trying to say is that us not being in the Free State, there is a different level of awareness to actually on the ground in the Free State.

Her second description was by what she referred to as the education space, here distinguishing the localisation of awareness to the entities involved:

> In terms of the education space, I would say there is a fairly good level of awareness of the programme, we have made an effort to go to conferences, um, our CEOs have spoken in conferences and we've gone to forums where speaking about education, um, so I would say so I would say that in the sector there is an awareness of the programme and what it is trying to achieve. And it is fairly a unique programme in its nature of collaboration between the two NGOs; so that's something interesting to people, um, it is not another just one NGO doing one thing.

In her descriptions on awareness the natural interwovenness between awareness and interest came out clearly as she illustrated some of the features of the model:

> The unique collaboration of the programme is interesting to people in the space, hmm, and then I would say that in the Free State obviously the awareness is very different because there it is very on the ground and from what we hear.

Mmathapelo also clarified indirectly how the schools are phased into the model and distinguished their awareness' levels in that context. In the interim, the shortage of money to cover all schools was explained as a factor for the phasing in model:

> The schools are involved, they know about it [the KST W-SD model], currently we are only in 222 schools in implementation, however, the full 418 know about the programme and are waiting to get into the programme. In the school community that's a different type of awareness and I am sure they are eager to come into the programme: when are we coming? We've communicated that due to budget constraints we are currently in those schools only and we can't get to their school yet, and that's a different level of awareness.

It is apparent that FSDoE had been conducting its own advocacies and awareness campaigns informing the stakeholders at the lowest levels about the KST W-SD model, as Mmathapelo elaborated:

> Obviously when we take it down to the actual impact on the ground of the children, parents, results improving and the MEC and officials in the Free State, going around to the community that's a different level of awareness. You know….ja.

In the above elaboration by Mmathapelo two factors emerged, i.e. awareness and interest are localised (external agents/other relevant institutions/province/district/schools) and awareness was different among the schools because of their varied exposure in the model process and implementation phase.

In her description of the levels of interest, Mmathapelo further shared her thoughts this way:

> mm, yeah, obviously an improved level of interest because of work having been done, and physical structures going up, you know, so I would say at the beginning, you know, probably the department even the officials may have gotten from the MEC and HOD that this is what we are doing and now we are doing this and is filtering through the system to the officials, so you know. I would say at the [beginning], initially, it may have been like-another programme-okay, possibly that way. I don't know first- hand, I have not had first-hand feedback from them on what the level of interest was. But, I would imagine that they would have been weary; what is this? Another programme? However, having said that, it is not that in the Free State it was that we were unknown because clearly Kagiso Trust was there and that was a large part of why we went. And we were welcomed into the Free State because of the success of KT's work. So, ja, I would say; actually, sorry, let me take back what I said, I would imagine that they would have been excited because of the results KT achieved in Thabo Mofutsanyana and then being eager to get those results to the other districts as well. So I think there would be excitement and even from the school community they would have seen this district has done very well and why they did very well and here is this NGO that's working there and hopefully they would come to us and they would have heard of Kagiso Shanduka Trust and from a brand perspective.

Vishal also offered his descriptions of how the model reached the district and the levels of awareness and interest of stakeholders in this way:

Vishal: Look, it didn't start, at first developing that much interest, because you know people are very skeptical; this is another one, this is another service provider…

MK: Ja…

Vishal: who is going to do the same thing…

MK: ja, ja…

Vishal: without realising that it might be the same thing but done differently, so at the initial stage it wasn't, you know a wow! welcome…

MK: ja, ja…

Vishal: with time people began to understand and got attached to the programme.

MK: was it because of what they were seeing coming from the programme itself or the model itself?

Vishal: Not really, I think, I think because of the experience that they've had with other partners; the service providers who used to come and partner with the district in supporting education.

MK: okay.

Vishal: and you would find that it is not working out, it would start but it's not working out

MK: ja, ja..

Vishal: just doesn't work out.

MK: okay

Vishal: maybe because of those fears or doubts then it wasn't that well received from the beginning… and as I said with time they developed interest because they could see alright the programmes that are initiated through this partnership are working now. So, but at the beginning it was not well received, but we had to put it on a test.

It seemed that the results KT achieved in Thabo Mofutsanyana[1] and then being eager to get those results to the other districts as well. These may have been an advocacy path that stimulated awareness and interest of stakeholders in the Free State Province. In the awareness phase stakeholders will be interested when they realise that what is put before them is relevant to their vision; when the approach welcomes collective purpose and is centreed on strengthening their culture (Fullan, 1991). A culture of success had started not only with Thabo Mofutsanyana but with the Free State Province leading the nation in matric results in the same year of 2013.

4.3.3 What the data say about the various elements of the model. The data is informing about the various components or elements of the KST W-SD model and how they function. The data that emerged in the discussions emerged as reflecting a summary of the previous discussions, hence in my view due to the manner in which participants responded are significantly entrenching on descriptions and conceptualisation processes of the model. I use Sizwe and Tshepo' s comments to conclude this section. In my dialogue with Sizwe he confirmed the 'best practice model approach'. He explained the elements of the model in this manner reflecting the relevance of structural changes:

Sizwe: One, we changed both organisation. We came with our [SF] model and they [KT] came with their model…

Mpho: it converged?

Sizwe: We converged. I mean, in Shanduka, we don't do the matching [match funding with the DoE]; so when we go to schools, we don't ask government to match [funding]. KT does it; and we realised that they did it quite well and we said we will use your model of matching. ((*Laughing*))

Mpho: Okay…

Sizwe: The retreat. We thought they have been using the retreats for many years…

Mpho: aha…

[1] Thabo Mofutsanyana achieved top district matric result in the Free State Province in 2013. http://www.education.gov.za/Portals/0/Documents/Reports/NSC%202013%20School%20Performance%20Report.pdf?ver=2014-01-07-180054-000

Sizwe: infrastructure, we have been doing it for many years. We've been really good in doing infrastructure, which is more community based.

Mpho: aha…

Sizwe: So, those are the things that came together from the two organisations. In terms of the structure, or the governance structures, that's where we did quite a lot of changes to accommodate the Department [FSDoE] because this is a partnership. You have to have structures that can involve the Department. So, we said because this programme has to be implemented at the district level, you must have structures at district level. But because it is also a partnership with provincial government, so you need the provincial committee. So we meet with the province to give reports. We discuss things, but also we say we have boards from the two organisations. These two boards must know each other. The MEC must also be involved so is the advisory board. So, that is how we have put the structures together to accommodate the model.

In addition, then Tshepo succinctly offered the six elements of the model:

The whole school development model deals with issues related to quality of learning and starts with 1) "a process called formalisation, which is where we match a partnership with government and contribute to the programme equally; there is R400 million committed to the programme from government and also from the two partners;

2) retreat which is a team building aspect of the programme where all schools are taken, but each school at a time [involving] all the stakeholders.

3) the 3rd element/component of the programme is curriculum development focusing on teacher professional development

4) basic and incentivised infrastructure to ensure that there is basic functionality. So, there are no conditions on this one. The incentive infrastructure is more given to schools that demonstrate improvement in terms of performance. Umm, there are benchmarks which we put together with the provincial department of education. When a school reaches that particular benchmark they are given incentive infrastructure.

5) we also have social responsibility component in response to the social challenges of the students. We appreciate that part of the barriers is social[ly] oriented. For example,

there are a lot of students who have problems with eye sight and we deploy[ed] a programme that is responding [responded] specifically to that.

6) the programme is supposed to run for a cycle of 5 years in each school. Umm, we also deal with issues of leadership, and leadership is across the board, umm, coaching and mentoring for the principal and the SMT what is called the school management team. Our view is that even if you can improve the technical side of curriculum and you don't have a strong management capability and capacity to support the schools. We work on a regular basis to ensure that there is what is called instructional leadership because our view is that unless a principal leads by example and it has been proven by research that, hmm, if you have credibility of leadership within the school, umm, the chances of you making an impact in terms of functionality are there. And our long term intensions with this comprehensive programme are really systemic change. So, that is the reason why we work on a regular basis with the district because whatever new practice, whatever interventions that are brought to the school to ensure their sustainability you need to make sure somebody within the department , within the school embraces the change and want to run with the change.

In his comprehensive response on what the data is saying about various elements of the model came about, Tshepo alluded to their intersectionality and expressed a judgment call "We don't think there is a specific element that should be isolated. We think the whole makes a difference". He offered how the KST W-SD model theory of change functions:

Hmm, if one may comment around the theory of change which in our context it is to say that, if you have to build a strong capability and capacity, you must focus on the teachers. So, one may suggest therefore, that the capacity of teachers in terms of curriculum delivery is important because whatever challenges new learners encounter they will make sure that they are grade ready and when they exit that particular grade, they have been given the appropriate capacities. So, one may say that's an important element but arguably, it is comprehensive because even if the teacher has the capacity to provide the curriculum, if the social challenges of the learners are not addressed, as I mentioned the issue of eye sight, umm, that could affect that effectiveness, that is why rather see the model as a comprehensive process and not isolate the ingredients.

There seemed to be a sequence or order in which the elements were prioritised and administered (experience and capacity of each entity) as Sizwe and Tshepo have delineated above. The

participants not only demonstrated the conceptualisation of the various elements of the KST W S-D model, but also provided the description and initiation decisions taken in their considerations. With the deliberations above, the participants helped in answering my research questions.

4.4 Summary of the Chapter

In concluding this chapter I presented the data collected, data analysis and discussions. I discussed how the data came about showing through the data the participants involved in my study, the processes I followed to generate the data and the procedures I considered in managing and analysing the data. Next, I discussed what the data is indicating, illustrating through analysis of the participants' discussions how the model came about and what the data is saying about the various elements of the model. In the discussions it became apparent that descriptions and conceptualisation processes are intertwined and cannot be separated. Throughout all discussions I demonstrated how the participants' responses assisted me to answer the research questions and where practical and relevant, I was backed up the discussions with relevant literature. In chapter five, I discuss the conclusion, implications and recommendations of/for the study.

CHAPTER 5

CONCLUSION

5.1 Introduction

This study explored the initiation phase of a school improvement innovation through the Kagiso-Shanduka Trust (KST) whole-school-development (W-SD) model, which is implemented in Fezile Dabi (FD) education district in the Free State Province, South Africa. The goal was to interrogate the understandings of the factors (and how they interact) that are associated with initiation decisions arising from stakeholder engagement and mobilisation processes. The study was influenced and guided by the seminal works of Snow (1961); Miles (1964); Sarason (1971, 1990) and Fullan (1991, 2001, 2006, 2010). Their collective argument resonated on the focus on educational innovations' 'change processes' because little is known about successful initiation by way of mobilising people and resources when implementing educational innovations (Fullan, .p. 69. 2001); we need to know 'why particular strategies chosen by innovators succeed or fail?' (Miles, p. 2. 1964), 'change efforts tend to focus on the content rather than the features and consequences of change', hence the need to 'effect change with the process of change', otherwise 'the more things change the more they remain the same' (Sarason, p.29. 1971). The data that are generated when documented are likely to indicate the direction the change is taking. These data could be useful for the success of future school improvement initiatives.

5.2 Summary of the Chapters

The study needed to answer two research questions:

Research Question 1: What is the nature of the processes that influenced the decision to adopt the KST W-SD model in Fezile Dabi education district in the Free State Province; and how does it function?

Research Question 2: What influenced the initiation of the KST W-SD model in Fezile Dabi education district in the Free State Province; and how do these factors interact?

In concluding this research report, I introduced the study and discussed the background of the study in Chapter one. I also contextualised the initiation phase dilemmas in the context of an education district in South Africa and alluded to the factors affecting the initiation decisions of a new programme specific to stakeholder engagement and mobilisation processes. I have

defined the key terms used and discussed the change phases and processes. In addition, I provided a synopsis of problems associated with changes and innovations in education districts. I alluded to the problem statement and discussed the aims and objectives of the study. I listed the research questions that guided this study and I explained the overview of the methodology and the significance of the study.

In Chapter two, I discussed change processes, innovations, culture and context, followed by the theories of educational change and Fullan's factors affecting the initiation phase of a change process. I described models of educational change and the problem of sustainability. I discussed successful district innovation engagement and mobilisation as well as Fullan's meaning of educational change. I discussed the conceptual and theoretical frameworks illustrating the intersectionality of the factors that affect the initiation decisions, the data that describes processes of engagement and mobilisation and change theory.

In Chapter three, I discussed my research methodology wherein I I explained what I meant by research method and I justified the methods I used. I discussed the ethical considerations and justified my choices based on what scholars say about these issues. I described the participants, the semi-structured interview instruments I used and explained how themes were used to structure the interview questions. I further discussed the data collection processes that I adopted in the study and the research questions. I discussed the validity and reliability of the study and elaborated on the delimitations and limitations of the study and summarised the chapter.

In Chapter Four, I presented the data collected, my research findings, my analysis and discussions of the data. I discussed how the data came about, the participants involved in my study, the processes I followed to generate the data and the procedures I considered in managing and analysing the data. I have discussed what the data seemed to be saying and how the data helped to answer my research questions. It became obvious that the KST W-SD model evolved over time and with time the experiences of initiating educational change improved and KST (KT and SF) learned from the "modal way in which the change process occur[ed]" (Sarason, 1971, p. 69.) and used the benefits of those understandings to improve their efforts. Hence, the confidence expressed by Lerato "…and both organisations felt that we have solutions that respond to the challenges that can see us getting return on investment". The two organisations have evaluated their capacities and had established that, partnerships were necessary to achieve their goals. They knew that "the condition and the need in our country is so massive and required urgent interventions [using] different ways of thinking", said

Mmathapelo. One of those strategies was through partnerships. The evaluation of one's capacities involves engagements, reflections and thinking ahead. These forms of communications with oneself, individually (intra), in groups (inter), as an organisation (internally and externally) are conscious efforts to effect change. The success of this strategy is located in stakeholder engagement and mobilisation that are about creating platforms for deeper conversations about the features and consequences of change processes engaged in.

Stakeholder engagement and mobilisation are participants sharing a purpose; they involve deep conversations and discovery, driven by impact, and uses knowledge and expertise of all. Participants experience reciprocal benefits in the relationship (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012). they involve verbal, non-verbal and written communications, reflects higher levels of planning, decision making, and are totally representative and collaborative (Montevecchi, 2011). These actions involve people, and they understand the objectives of the actions, they are resources in these processes and they participate and contribute in the processes. Stakeholder engagement and mobilisation, while they are strategies, are also resources (the know-how of their use). Resources (latent/potential) prevail everywhere at any given time. Their existence is depended upon human capacities to identify them and put them into use (resources exist to be exploited). The dynamic nature of human beings and their role in educational change or any change are depended on the resources. Stakeholder engagements and mobilisation are on-going tools, actions necessary for any change to occur. The opposite is stagnation. Stagnation is lack of progress "the more things change the more they remain the same" (Sarason, 1971). Engagement and mobilisation are about bringing to life all the various forms of communication. Communication is inherent in human beings; defines lived-experiences which require adaptations and adjustments all the time, an on-going process, a way of life. Educational change should be seen as a way of life. I argue that educational change is a human experience and engagements of stakeholders and their mobilisation should be considered central when pursuing educational innovations.

5.3 Implications of the Study

The initiation phase of an educational innovation is a human activity and occurs in a context involving people in a particular system (context) bounded by structures, cultures, rules, roles and resources (Miles, 1964). Consideration of stakeholder engagement at all levels (tri-level engagement) creates awareness, and promotes mutual interaction and influence within and across (Fullan, 2006) and cannot be undermined. Stakeholder engagement and mobilisation are

about changing context and building lateral capacities and ownership, and fosters interest and commitment. Changing systems involves influencing and changing how people think and how they do things and this takes time, effort and resilience (Fullan, 2006). Therefore patients, persistence and focus are needed to develop shared vision and ownership for the innovation to succeed (Fleisch, 2002; Fullan, 2006). Relevance of the innovation is undoubtedly prerequisite to initiating educational change because relevance 'entices' (Vishal) stakeholders when they see that an innovation matches their need. Capacities to deliver an innovation are built over time. This involves the elements used in the innovation, the methodologies used, and the use of human resources, stakeholder engagement and mobilisation competences and building financial capital and so on. Partnerships are a third component because of the 'urgency' and 'dire need' (Mmathapelo) the country faces. Partnerships are not formed overnight and without weighing what partners bring into the mix. Stakeholder engagement and mobilisation are on-going human activities for change. The socio-political-economic and environmental challenges or demands will always put pressure on the need for school improvement, i.e. learners' mastering skills and knowledge for global competiveness and fit. When we learn from what we do and we learn from what others have done in their initiatives to educational change and we focus on the processes they have followed we are bound to learn what not to repeat and what we need to improve on. This is possible when descriptive data on the processes followed are captured and documented (Miles, 1964) Stakeholder engagement and mobilisation processes with academic lenses, learning from contexts through deeper conversations (bottom up and side to centre) gives shape, meaning and relevance in intended innovations. Not only is the outcome important or relevant, the amelioration of the structures, cultures, rules, roles and resources moves or extends the boundary in a system and this is critical for any educational change. Therefore, for this study:

- casting an academic lens on school improvement initiatives that NGOs and businesses initiate provides opportunities for researching and understanding how academic educational changes can be improved.
- documenting and keeping records on the features and consequences of the change processes (Miles, 1964) and making these records available for academic research are vital for developing models for school improvement through private, public partnerships.

- KT and SF have demonstrated the significance of collaborative partnerships and the benefits and the overcoming of the trepidation of partnerships that made organisations work in silos causing duplication of efforts (managing resources, roles, time).
- Stakeholder engagement and mobilisation are the key drivers of refining the model and leads to ownership, shows respect for beneficiaries and benefactors of change (return on investment, viz Lerato).
- it shows that academics, businesses and NGOs can work together for mutual benefits.

5.4 Recommendations

In the conceptualisation of this research I had intended to focus on the initiation phase of the KST W-SD model implemented in Fezile Dabi education district in the Free State Province. The goal was to interrogate the understandings of the factors (and how they interact) that are associated with initiation decisions arising from stakeholder engagement and mobilisation processes. The data I interrogated pointed towards the interactions through stakeholder engagement and mobilisation processes that occurred at various levels during the initiation phase of the model. I identified these interactions (processes) as critical to bringing resources together, giving shape to the model, developing capacities, building relations and securing ownership of the model by the various constituencies between private and public partnerships, and interesting and potentially instrumental to unlocking opportunities for educational change. Therefore, I recommend that:

- more research involving private, public partnerships be conducted more frequently on current educational innovation models.
- research on the elements of the KST W-SD model be conducted with a focus on how they influence students' learning and outcomes.
- research be conducted on the KST W-SD model theory of change to determine its relevance to system-wide educational change.

5.5 Reflections on the study

Stakeholder engagement and mobilisation manifests in all contexts and levels; do not create limitations or boundaries. These contexts are intersected by stakeholder engagements and mobilisation processes capable of leveraging mutual interest and purpose, respect, and common experience. The nature, quality (dynamism) of stakeholder engagement and mobilisation determines the kind of reaction one will get. Moral purpose underwrites stakeholder

engagement and mobilisation. The socio-economic-political and environmental factors persistently pose themselves and the need for educational adaptations and change are under pressure. Finding a caliber of educational change models that embraces rigorous stakeholder engagements at all levels (considerate of existing structures, cultures, rules, roles, and resources) are not far from meeting moral and human rights (emancipatory elements for all those involved one way or the other). Hence, initiation decisions arising from stakeholder engagement and mobilisation processes and the factors intersecting these decisions remain critical for any educational innovation and should be researched further.

5.6 Summary of the Chapter

In this, I discussed the research topic, aims and objectives briefly and detailed the seminal work that informed the research focus. I highlighted the research questions and discussed the contents of preceding chapters, the implications and recommendations. In conclusion of this chapter I presented a brief reflection of issues pertaining to the research questions I investigated prior to this summary of the chapter.

References

Adelman, H. S. & Taylor, L. (2007). Systemic change for school improvement. *Journal of Educational and Psychological Consultation*, 17(1), 55-77.

Albright, J., Clement, J., & Holmes, K. (2012). School change and the challenge of presentism. *Leading & Managing, 18*(1), 78-90.

Badenhorst, C. (2007). *Research writing: breaking the barriers.* 1st ed. Pretoria, Van Schaik.

Berman, P., & McLaughlin, M. (1977). Federal Programs supporting educational change: Vol. 7. *Factors affecting implementation and continuation.* Santa Monica, CA: Rand Corporation.

Bogdan. R.C., & Bilken. S.R (2003). Chapter 1: Qualitative research for education: An introduction to theories and models. 4th Ed. New York, Pearson Education Group.

Bryk, A., Sebring, P., Kerbow, D., Rollow, S., & Easton, J. (1998). Charting Chicago school reform. Boulder, CO: Westview Press.

Buckley JW, Chiang H. Canada: Natl Assoc of Accat; 1976. Research Methodology and Business Decisions.

Burns, A. (1999). Collaborative action research for English language teachers. Cambridge: CUP.

Clement, J. (2013). Managing mandated educational change. *School Leadership & Management*.

Chinn, P.L. & Kramer, M.K. (1999). Theory and Nursing: A systematic approach. (5th Ed.). St Louis, USA: Mosby.

Chinsamy, B. (2002). *Successful school improvement and the educational district office in South Africa: Some emerging propositions*. Report submitted to the District Development Support Programme Project. Research Triangle Institute International.

Chinsamy, B. (2013). Improving learning and learner achievement in South Africa through the district office: The case of the District Development Support Programme. In Sayed, Y., Kanjee, A. & Nkomo, M. (Eds.). *The search for quality education in post-apartheid South Africa*. Cape Town: HSRC Press.

Collis, J., Hussey, R. (2009) Business Research: A practical guide for undergraduate and postgraduate students, 3rd edition, New York, Palgrave Macmillan.

Creswell J.W. (2014). *Educational Research: Planning, conducting and evaluating quantitative and qualitative research*. 4/e. London: Pearson Education.

Crotty M. Thousand Oaks, California: Sage; 1998. The Foundations of Social Research: Meaning and Perspective in the Research Process.

DBE. (2013). Policy on the organisation, roles and responsibilities of education districts. National education policy act, 1996 (Act no 27 of 1996, gazette 36324). Notice 300 of 2013. Pretoria: Govt. Press.

Drucker, p (1985). *Innovation and entrepreneurship.* New York: Harper & Row.

Dul, J., Hak, T. (2008) Case study methodology in business research, Oxford, Elsevier, Limited.

Fleisch, B. (2008). *Primary Education in Crisis: Why South African schoolchildren underachieve in reading and mathematics.* Cape Town: Juta & Co.

Fleisch, B. (2002). Managing educational change: the state and school reform in the new South Africa. Heineman.

Fullan, M. (1993). *Change Forces Probing the Depths of Educational Reform.* New York; the Famer Press.

Fullan, M. (1994). Coordinating top-down and bottom up strategies for educational reform. In R.J. Anson (Ed.), *Systemic reform*: *Perspectives on personalizing education*: U.S. Government Printing Office.

Fullan, M., & Stiegelbauer, S. (1999). *The New Meaning of Educational Change.* 1/e. New York: Teachers College Press.

Fullan, M. (2006) Change theory: A force for school improvement. Centre for strategic education; seminar series paper no 157, November 2006

Fullan, M. (2010). Motion leadership: *The skinny on becoming change savvy*. Thousand Oaks, Calif.: Corwin.

Fullan, M., Hargreaves, A. (1992). *What's worth fighting for?: Working together for your school*. Toronto, Ontario, Canada: Elementary Teachers Federation of Ontario; New York: Teachers College Press.

Fullan, M., & Stiegelbauer, S. M. (1991). *The new meaning of educational change*. New York: Teachers College Press.

Fullan, M. (forthcoming). Change forces with a vengeance. London: Falmer Press.

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. The Qualitative Report, 8(4), 597-606. Retrieved [Insert date], from http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf

Goodson, I. (2001). Social histories of educational change. *Journal of Education Change*, 2(1), 45-63.

Hargreaves, A. (2010). Presentism, individualism, and conservatism: The Legacy of Dan Lortie's School Teacher: A sociological study. Curriculum inquiry, 40(1), 143-154.

Hess, F. M. (1999). *Spinning wheels: The politics of urban school reform.* Washington, DC: Brookings Institution.

Hopkins, D. (2006). *Every school a great school: Meeting the change of large scale, long term educational reform*. London: Special Schools Trust iNet Series.

House, E. R., & McQillan, P. J. (2005). Three perspectives on school reform. In A. Lieberman (Ed.), The roots of educational change: International handbook of educational change. (pp. 186-201). Dordrecht; New York: Springer.

Howe, K., Moses, M. (1999). Ethics in educational research. Review of Research in Education, vol.24, pp.21-60. University of Colorado, Boulder, AERA

Huberman, M., & Miles, M. (1984). Innovation up close. New York: Plenum.

Improving Education Quality in South Africa. Report for the National Planning Commission. (2011). Van der Berg, S., Taylor, S., Gustafsson, M., Spaull, N., & Armstrong, P.

Kagiso Trust: Evaluation of the Beyers Naude' School Development Programme Report. (2014). Centre for Education Policy Studies.

Kagiso Trust Announcement - Shanduka Foundation and Kagiso Trust Partnership. Kagiso.co.za/shanduka-foundation-and kagiso-trust-partnership/ (Accessed in April, 2015)

Key theories and models to explore the educational change process; Published on Feb 14 2015, University of Newcastle at www.slideshare.net/Rayedish/theories-of-educational-change (accessed January 2016)

Khosa, G. (2013). *Systemic school improvement interventions in South Africa: Some practical lessons from development practitioners*. Jet Education Services. Cape Town: African Minds.

Leedy, P. D. & Ormrod, J. E. (2015). Practical Research: Planning and Design (11th Ed.). Harlow: Pearson Education, Limited.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: SAGE Publications, Inc.

LoBiondo-Wood, G., & Haber, J. (1998). Nursing research: methods, critical appraisal, and utilisation (4th Ed.). St. Louis, MO: Mosby. Missouri.

Lofton, G. G., Ellett, C., Hill, F., & Chauvin, S. (1998). Five years after implementation: The role of the district in maintaining school effectiveness and school improvement. *An International Journal of Research, Policy and Practice*, vol. 9, No.1, pp. 58-69.

Louis, K. S. (2007). Trust and improvement in schools. *Journal of Educational Change, 8(*1), 1-24.

Lovat, T., & Smith, D. L. (2003). *Curriculum: Action of reflection* (4th Ed.). Tuggerah, N.S.W.: Social Science Press.

MacIver, M. A., & Farley, E. (2003). *Bringing the district back in: The role of the central office in improving instruction and student achievement*. (CRESPAR No. 65). Washington, DC: U.S. Government Printing Office.

McMillan, J. H., & Schumacher, S. (2014). *Research in education: Evidence-based inquiry*. 7/e. London: Pearson Education Limited.

Maxwell, J.A. (2013) Qualitative research design: an interactive approach. (3rd Ed.). SAGE: Los Angeles.

Miles, M. B. (1964). Education Innovation: the nature of the problem. In Miles, M. B. (Ed.). *Innovation in Education*. NY: Teachers College Press.

Meiers, M., & Ingvarson, L. (2005). *Investigating the links between teacher professional development and student learning outcomes.* Barton, ACT: Australian Government, Quality Teacher Program.

Mouton, J. (2001). *How to succeed in your masters and doctoral studies: A South African guide & resource book.* Pretoria: van Schaik.

Nieswiadomy, R. M. (1998). *Qualitative research designs*, Chapter 10. health.prenhall.com/nieswiadomy/pdf/NIESWIADOMY10.pdf. (Accessed in January, 2016).

Nieswiadomy, R. M. (2014). *Foundations in Nursing Research*: (6th Ed). Pearson: UK.

Nunan, D. (1999). *Research methods in language learning*. Eighth printing. Cambridge: CUP

Patton, M. Q. (2002). *Qualitative evaluation and research methods* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Prew, M. & Shan, S. (2013). The quality learning project: An integrated, theory-driven intervention. In Sayed, Y., Kanjee, A. & Nkomo, M. (Eds.). *The search for quality education in post-apartheid South Africa*. Cape Town: HSRC Press.S

Richardson, V., & Placier, P. (2001). Teacher change. In V. Richardson (Ed.), *Handbook of research on teaching* (Fourth ed., pp. 905-947). Washington, D.C.: American Educational Research Association.

Sarason, S. (1971). *The culture of the school and the problem of change*. Boston: Allyn & Bacon.

Sarason, S. (1990). *The predictable failure of educational reform*. San Francisco: Jossey-Bass.

Sergiovanni, T (2005) Organisation, market and community as strategies for change: What works best for deep changes in school. In Hargreaves, A. (Ed.). *Extending Educational Change*. Springer.

Snow. C.P. (1961). Miasma, darkness and torpidity. *New Statesman*. 42 (1587).

Spaull, N. (2013). *South Africa's Education Crisis: The quality of education in South Africa* 1994-2011. Report to the Centre for Development and Enterprise.

Takayama, K. 2011. A Comparativist's Predicaments of Writing about 'Other' Education. *Comparative Education* 47:449–70.

Taylor, C. & Gibbs, G. R. (2010). What is Qualitative Data Analysis (QDA)? *Online QDA Web Site,* [onlineqda.hud.ac.uk/Intro_QDA/what_is_qda.php]

Theoretical frameworks: A little bit about frameworks. Accessed January, 2016 from. http://users.ipfw.edu/sternber/339/framework.html. ().

Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform.* Cambridge: Harvard University Press.

van Zyl, (2011). (Research design class handout, no details).

Wacker, J. G. (1998). A definition of theory: Research guidelines for different theory – building research methods in operations management. *Journal of Operations Management, 16: 361-385).*

Winter, G. (2000). A comparative discussion of the notion of validity in qualitative and quantitative research. The Qualitative Report, 4(3&4). Retrieved February 25, 1998, from http://www.nova.edu/ssss/QR/QR4-3/winter.html

Yin, R. K. (2003b) Case study research: Design and methods, 3rd edition, London, SAGE Publications.

Appendix #1: Semi-Structured Interview Schedule

Interview Schedule

Research Title: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake Student Number: 534720

Email: mpho.khasake@gmail.com Cell phone: 076 538 2235

Proposed Supervisor: Prof. Felix Maringe Date: May/June 2016

The interview is to be administered by the researcher

My name is Mpho Khasake, a Master's student at the University of the Witwatersrand. Thank you for participating in the research. Your role in sharing your experiences on the research topic is valuable and appreciated. The questions on the KST Whole-School Development model are demarcated into 7 themes: Awareness and interest; description; perceptions; engagement processes; conceptualisation; effects on district structures; and effects on learning in classrooms.

Awareness and interest in the Kagiso Shanduka Trust Whole-School Development Model

1. Please explain the level of local awareness of the KST model and why?
2. Please explain the level of interest of the KST model and why?

Description of the Kagiso Shanduka Trust Whole-School Development Model

1. Please explain the conditions that gave rise to the need for the KST model?
2. Please describe the KST model?
3. Please describe the **best** of the KST model?
4. Please explain why you feel this way about the KST model?

Perception of the Kagiso Shanduka Trust Whole-School Development Model

1. What are the strengths of the KST model? *Please explain?*
2. What are the weaknesses of the KST model? *Please explain?*
3. What makes/made it easy for you to participate in the KST model? *Please explain?*
4. What makes/made it difficult for you to participate in the KST model? *Please explain?*

Process of engagement of various constituencies

1. Please describe the extent to which the KST model engaged constituencies in the initiation of the innovation?

1. What are the strengths of engagements of the various constituencies in the initiation of the KST model? *Please explain?*
2. What are the weaknesses of engagements of the various constituencies in the initiation of the KST model? *Please explain?*
3. Please, list descriptive data available to show the engagement of the various constituencies in the initiation of the KST model?

Conceptualisation of the model

4. Who formulated (individuals and groups) and initiated the need for change that resulted in the KST model?
5. Please describe the basis for choosing the course of action for the change initiated?
6. Please share with me the elements that constitute the KST model?
7. Please list constituencies that were involved in the conceptualisation of the KST model?
8. Please describe their inputs in the process of conceptualisation of the KST model?
9. Please describe the extent to which the roles of district officials influenced the framework adopted in the KST model?

The effects of the Kagiso Shanduka Trust Whole-School Development Model on district structures

1. Please list the things and structures that changed to accommodate the KST Model?
2. Please describe how the structures in the district changed as a result of the KST model?
3. Please describe the extent to which the roles of district officials influenced structural changes?

4. Please explain how Kagiso Trust and Shanduka Foundation were affected by the process of initiating the change?

5. Please explain how the KST model changed district leadership?

The effects of the Kagiso Shanduka Trust Whole-School Development Model on schools and classroom performance

1. Please explain how the KST model is improving leadership in the district? *How do you know?*

2. Please explain how the KST model is improving leadership in schools? *How do you know?*

3. Please explain how the KST model is improving leadership in classrooms? *How do you know?*

4. Please explain how the KST model is improving learner performance in classrooms? *How do you know?*

5. Please describe the mechanisms of the KST model that are in place to track improvement in classrooms?

6. Please tell us what will make the KST model work? *Please explain?*

7. Is the KST model a product of the district? *Please explain?*

8. Do you think that the KST model will be sustained and diffused to the entire district when Kagiso and Shanduka withdraw their inputs? *Please explain?*

END OF INTERVIEW

Thank you for your time and sharing your inputs so generously.

Appendix #2: Invitation of Participants for Interview and Audio Recording

Invitation to participate in a research study

Research Topic: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake Student Number: 534720

Email: mpho.khasake@gmail.com Cell phone: 076 538 2235

Proposed Supervisor: Prof. Felix Maringe Date of submission: 09/05/2016

The Chief Operations Officer: Kagiso Trust and KST Trustee

Dear Mr. Tshepo

My name is Mpho Khasake. I am a Master's student at the University of the Witwatersrand, School of Education, Education Leadership and Policy Studies division. I am inviting you to participate in the research I am conducting on the KST Whole School Development Model. The study is targeting 12 participants to be interviewed in May/June 2016. The title of the study is: An Exploration of the Initiation Phase of the KST Whole School Development Model in the Free State Province. I am hoping that you will assist me in gaining understanding of the KST Model's change processes; the existing descriptive data that attest to the processes; the conceptualisation and elements of the model; the extent of engagement of constituencies and the role of the district in the process. In answering the research questions, my approach includes semi-structured interviews where questions are asked.

You are asked to share your experiences and shed light on this innovation. I require your permission to audio-record your interview session, the data will be used for the research purpose only. The interview will be conducted at your offices on agreed dates and times. The duration of each interview is 1.5 hours. Your involvement in the study is voluntary; therefore you may withdraw from participating at any time you wish without prejudice. Please note that you will not be rewarded for taking part in the study either. Confidentiality of the data you will share is assured as the data collected will be kept under lock and key. Anonymity of you as a participant will be maintained by my use of pseudonyms to protect you and your institution/organisation. The data for this research will be destroyed within 5 years after concluding the study.

Upon acceptance of this invitation, please sign the consent form and hand it to me on the day of the interview.

I am looking forward to meeting you, and learning more from you about the Kagiso Shanduka Trust Whole School Development Model implemented in Fezile Dabi District.

Yours sincerely,

Mpho Khasake



Appendix #3: Sample Audio Transcripts of the Three Participants

First Participant: Mmathapelo

MK: Just to formally introduce myself, I am Mpho Khasake a student at Wits University, conducting a research on the KST model implemented in the Free State. I was involved in the KT programme since 2011 to 2014 and the relationship and interest in pursuing this research emerged from there.

MK: Thank you very much for allowing me to speak with you and noted that everything we are talking about as it is recorded, confidentiality is assured. This research is solely for my Masters Research report and for KST for whatever their need. I may also use this report for further development in conferences, seminars and workshops. Thank you very much Melanie.

MK: Now there are 7 themes….awareness and interest is one; description, perception, how it was conceptualised, effects on district structures and effects on learning in classrooms, So I am looking at how this whole thing emerged, where the interest started, who was aware and the involvement and the discussions, all of that kind of beginning which I call initiation in my research. As…, the model develops from somewhere and basically I want to trace that process.

MK: Please explain the level of local awareness of the KST model and why given that it is happening in Fezile Dabi the Free State? What is your view?

MS: the current local awareness?

MK: You may give me current-how you saw the model emerge.

MS: I will give you current, obviously it is very specific to a province and us- the head office being in Johannesburg and obviously the project being in the Free State, is you know is a factor-the different provinces; so, what I am trying to say is that us not being in the Free State, there is a different level of awareness to actually on the ground in the Free State. In terms of the education space, I would say there is a fairly good level of awareness of the programme, we have made an effort to go to conferences, um, our CEOs have spoken in conferences and we've gone to forums where speaking about education, um, so I would say so I would say that in the sector there is an awareness of the programme and what it is trying to achieve and it is fairly a unique programme in its nature of collaboration between the two NGOs; so that's something interesting to people, um, it is not another just one NGO doing one thing. The unique collaboration of the programme is interesting to people in the space, um, and then I would say that in the Free State obviously the awareness is very different because there it is very on the ground and from what we hear, the schools are involved, they know about it, currently we are only in 222 schools in implementation however the full 418 know about the programme and are waiting to get into the programme. In the school community that's a different type of awareness and I am sure they are eager to come into the programme – when are coming – we've communicated that due to budget constraints we are currently in those schools only and we can't get to their school yet, and that's a different level of awareness, obviously when we take it down to the actual impact on the ground of the children, parents, results improving and the MEC and officials in the Free State going around to the community that's a different level of awareness. You know….ja.

MK: Thank you, I know that you expressed that when you came in things had already started with the programme, how many schools were there and how were they phased in?

Um, the phase approach, if I can recall correctly in 2013 we started with the retreats, so, "the initial all schools must go through this empowerment and transformation workshop which happens over a weekend, so every school had to be in that workshop in order for it to be considered part of the programme. That was the initial starting point, we started with that, mmm, I think we did quite a lot in that first year of 2013, no, that was 2014 because in 2013 we were doing the needs analysis and then we started with the retreats in 2014, a large number every weekend, they were happening in the different districts because that was obviously important to phase in the schools into the programme. So the numbers….

MK: interrupting…you are not sure?

MS: yeah,

MK: but they were taken in gradually?

MS: phased, ja, ja, ja.

MK: Please tell me what was the level of interest at the beginning and what is it like now?

MS: mm, yeah, obviously an improved level of interest because of work having been done, and physical structures going up, you know, so I would say at the beginning, you know, probably the department even the officials may have gotten from the MEC and HOD that this is what we are doing and now we are doing this and is filtering through the system to the officials, so you, know I would say at the initially it may have been like-another programme-okay, possibly that way, I don't know first- hand, I have not had first-hand feedback from them on what the level of interest was but I would imagine that they would have been weary-what is this another programme, however having said that it is not that in the free state it was that we were unknown because clearly Kagiso Trust was there and that was a large part of why we went and we were welcomed into the Free State because of the success of KT's work. So, ja I would say, actually, sorry, let me take back what I said, I would imagine that they would have been excited because of the results KT achieved in Thabo Mofutsanyana and then being eager to get those results to the other districts as well. So I think there would be excitement and even from the school community they would have seen this district has done very well and why they did very well and here is this NGO that's working there and hopefully they would come to us and they would have heard of Kagiso shanduka trust and from a brand perspective, it was interesting when we go to meetings with staff you know they'd call us either Kagiso or Shanduka a lot of confusion on who are you, whereas now it is a lot better you know it is more clear this is a separate programme not the same programme, not KT and it is a programme separate from KT.

MK: so, part of this was redefining who you are in the context of the district?

MS: ja, ja, ja…yes, ja, ja.

MK: now, let's look at the description of the model of the KST model; please explain the conditions that gave rise to the need for the KST model, the coming together

MS:…..of the two entities…

MK: …..the convergence?

MS: Yes, of the two entities….ja, well, I think as far as I understand we knew of KT and we've known them for years and we've been doing our separate works separately, obviously KT in certain provinces

and Adopt-a-school nationally and naturally you'd hear about others, and that Kagiso Trust being such an old NGO, so we would have heard about each other a lot, um, as I understand it , what really happened, it was really the heads and possibly it may have come from the programme managers for the heads to talk to each other. Then Donne'who is our CEO and Kgotso who was CEO of KT at the time then started having discussions and from what I understand it was their sort of thinking what would happen if we had to…you know the condition and the need in our country is so massive that there is a sense of urgency, that if you keep doing your little there and we keep doing our little bit here, it gonna take forever and it is actually a dire situation that needs urgent intervention and different ways of thinking on the part of NGO's not just stick to your area here and us in our own little are here, we'll just trod along for next 20 years. And from what I understand they started coming together and conceptualising and saying well, what if we were to join forces which is not obviously a natural thing for organisations to do you, know, even, I find it personally interesting in the NGO space, because, you know, maybe I am a bit naïve, I would think, organisations would have the greater good, um, at heart and not to say look at our success and look at what we have done, but when you look at the bigger picture, the bigger is that the need is dire, and we if we keep our IP to ourselves, surely when you work in government schools it is actually government's IP of what you are doing., you know. It is not about; look at us we are so wonderful , so, the two of them Kgotso and Donne' then starting to have these discussions that surely if we come together and do a best practice model; best on yours and best on ours and combine our abilities and experiences we can do a lot and what if we even put in….I mean, the match funding model-it was KT's model, it was never Adopt-A-School model. Adopt-A-School model was take donor money, implement -spend the money in the schools whereas, KT came up with this wonderful – really wonderful concept that no government must match, and that was working well, and that was thrown in so let us pull in government and if there is matched funding we going to be deadly serious about where this money is going and the next level was the systemic influence, you know, not just doing the programme and then walking away from it, actually influencing the system and working closely with all the officials on all levels and influencing how they work , positively influencing them to work better and make the system better.

MK: Hopefully we'll come to the system influence impact relating to the classroom later in our discussion…

MS: m, m, m (in agreement)

Mk: please describe the best of the model, like what are the features

MS: the model is particularly good; certainly the leadership, the model starts with leadership, you know, both KT and Adopt-A-School have identified that leadership is core, you know, it is the starting point. Before one can start with anything, one has to have the leaders on board; one has to have the buy-in; one needs to have the commitment; um, so I would say that is the essential part of both

MK: so leadership would be….principals…

MS: principals and the educators, SMT, and even the learner representative council s in the high schools, so really pulling them as important leaders in their own capacity ja, ja; so the other is the matched funding is a fantastic concept and also the incentive infrastructure is the very important one, whereas previously schools have just been given things you know; you on the list you will get a science lab; you are on the list you next year you will get a computer lab, whereas this incentive model is an amazing element it is really pushing schools to compete, so they all get basic. The model is such that all schools must get basic; all schools must get classrooms, ablutions, um…um….

MK: water and electricity?

MS: yes, water and electricity, so those are…I think unless I am confused, I think gradeR are on the basic as well, I would imagine because that's government policy, so, however, schools must perform and must reach targets in order to get the incentive which is your science lab, your library and computer lab, which is a real motivator for schools and it also changes the game, really, you know now where schools look at each other and look at whose got what and they want to get those, like schools that are really serious and they want to get those incentive infrastructure. So, I am thinking of another important element….um…..I suppose also the approach, not that it is clearly stated in the model, but it is sort of, but it is understood that in terms of influencing to government it is not the know it all approach, it is coming in with understanding of a complex system in which they work and then being respectful of the efforts that they are trying and help them and geode them to do better and to improve processes. You know we are very reliant on district…

MK: district?

MS: on the officials.

MK: okay, let's look at perceptions of the KST model, what are the…I think we've….unless you want to look at strengths and weaknesses, what are the shortfalls? Because what you were describing was on the positive..

MS: shortfalls, um…of the programme?

MK: …of the model

MS: ….the model is heavily reliant on people and we have natural issues with staff, like the district manager in Motheo ended up being a disappointment and we had to let her go and that's a senior role you know in the district. So we had disappointments with staff ….

MK: specific to Fezile Dabi?

MS: no,no,no, that was the Motheo district manager. Fezile Dabi has been exceptional , so you know, you have the good and the bad…

MK: yes….

MS: ….and you can't control that….

MK: ja..

MS: you put in your team and you hope for the best and you obviously recruit in the best way you can…

MK: yes…

MS: but obviously you then that's what you get, whereas the district manager of Fezile Dabi has been exceptional; 110% stable, 100% committed, just gets it…wants to do well; I mean he works so hard and just a great leader of his team and I'just really just driven to achieve what he needs to achieve in his district and there you can see the results, the results have been fantas…better I would say in Fezile Dabi you know, although, Motheo has been more challenging even in terms of the leadership of the district officials which we do not have control over . So the model is….um

MK: stability in Fezile Dabi has been with the district itself…

MS: yes,yes…very much so, from our district manager and their district director both being very stable and very driven, whereas in Motheo from both levels has been a struggle and again as I initially said, we cannot control that…initially the district director of Motheo was wonderful, a woman called Hazel she was very driven and then she resigned and they appointed an acting person and then they changed the acting person so this has not helped our programme at all. So, that's not a weakness of the model but it is a factor, it is an element, you can and can't control certain aspects and like I said you are very reliant on your people, so another aspect from our side in terms of our structure in terms of how we manage the project; also, it has been a strain on all the staff because the model is such that the expertise obviously sit in within Adopt-A-School and KT….

MK: oh?

MS: yes, so those are the head of curriculum programme and the head of infrastructure programme, in fact we have only one head of infrastructure programme from Adopt-A-School, KT doesn't have a person like that, so he leads all of the infrastructure. Which is quite a massive job in addition to the 200 schools he looks after under Adopt-A-School. So capacity wise it's been, you know, in terms of workload it has been a lot of pressure and you know, but what was the alternative to hire a new person-a new…, they would not have the experience. So he has managed the situation by obviously empowering his team and his project managers and civil engineers, so he has an exceptional team thanks to his great team, he has managed well, thanks to his great team. On the curriculum side we have two, one from Adopt-A-School and one from KT and they work well together, but again its big budget and big numbers of schools they are managing in addition to their own programmes, so that's um…At one point, they asked, I think it was last year they asked for a new curriculum head for KST and EXCO turned down based on budget, you know, also based on the fact that we have spent a lot on our KST operations manager who is there to pull the programme together , so….so…you know that role needed to alleviate a lot of work they were doing. Even so they are still very involved in the implementation with service providers – being the experts-being the experts in that critical area, they are very involved in the programme still. So, that's one….um….any other weakness of the programme…(self-correcting) …of the model itself, um…not related to the environment, obviously the environment is incredibly complex (laughing)…so, one can't-one has to separate that one from the actual model…

MK: yes…

MS: because even when we went in I mean; I was astounded, you know, once you get into that education system, it is quiet astounding how complex it is, you know; for instance we complain about regularly (laughs) we put it on the agenda and we talk about the movement of teachers and at one of our provincial meetings we had a discussion with the HoD about this and his response was well, it is not a crisis – that is the environment; teachers resign, they move, you know, that is the way it is and obviously that the programme is heavily reliant on teachers (laughing – showing a bit of frustration),

MK: (interjecting) also when learner enrolment drops teachers are moved…

MS: (agreeing)…correct, correct, it is a very fluid moving environment. and our complain was obviously from an investment perspective; we train teachers and they go, whether they move to Jo'burg or they leave teaching or they retire and there goes our investment down the tube, but I guess that goes back to the system, we influencing the system but obviously from an investor you hope that many teachers will remain somewhere in the system in the country, so that's the complexity of the environment. I am just trying think about anything else in the model that would be a weakness;

um…(pause)…you know what we find frustrating as EXCO is the rate of implementation, because of the consultative nature; because we really cannot do anything without getting approval from the Department, so at the end of the year we do our planning and subject to their approval but then it takes months and months of back and forth and back and forth; I know our curriculum programmes and so you could say it is one of the weaknesses of the programme, but you know our first phase of curriculum implementation began 2 years ago in June and EXCO was permanently on the back of the curriculum team that we got to implement we got to implement. But you know, it's a whole process, we can't implement for the sake of implementing; it takes time, you have to recruit the right service providers, you have to have them checked out, you have to do the planning with the schools-which schools, which subjects, you know, so it's a very long process. Um, um…we've tried to prioritise obviously as a partnership with the Department and also it pushing us to implement as soon as possible but it is a slow process you know…

MK: (interrupting) starting in 2014…

MS: mm (agreeing)

MK: when you would you say you'd reached the level of readiness, that kind of readiness with curriculum implementation?

MS: It was…it was; I think it was June

MK: June of last year? (2015)

MS: maybe it was May….May of April….no 2014 ja, ja, ja

MK: Okay

MS: ja,ja,ja, so…it was frustrating because you just want to get going you know, but it is a time consuming process, you've got to follow you know…certain steps to make things run successfuly

MK: ja, ja

MS: not that it is weakness of the model, but starting in May in the middle of the year is not ideal, surely with teachers you know, it was like disappointing you know that waiting six months and then starting….so it is a bit messy but then the programme runs like from May to June-the curriculum programme. Like now (May) they are closing off, I think the first phase of implementation, unless they are doing extra activities, not sure what to call them with some teachers in the schools but that is not ideal from a programme perspective, you clearly want to start at the beginning of the year, which clearly means that you've got to take your planning back….(thinking)

MK: yes, yes…

MS:….we had a option of waiting six months and start January the following year but we were under such pressure to go ahead you know, the excitement was there, the retreats had started, schools were expecting things, there was no way we were going to say; let's wait till January.

MK: How long were the retreats? Let's say for one target group of schools? If you start this weekend how long….

MS:… it's a once off, it's a once off, it's a weekend; the teachers come on a Friday, stay Saturday and Sunday morning and then go, so ja, it's a weekend

MK: so you'd deal with a cluster of schools?

MS: it is done per school, it is very personal related to those people and leaders and role players in that school. So it is personal, we would bring a few schools for efficiency and have 2 or 3 running concurrently with facilitators, um…

MK: …and that is considered phase one, introduction?

MS: No, that is like a first step, when we talk about a phase we talk about phases of full implementation, the retreat and plus the curriculum. So schools were phased in phase one and some now

MK: then after curriculum, what's the next phase?

MS: the curriculum programme is a 2 year programme, and we've done the leader…the leadership was a bit sporadic. We did not have the budget to do beyond the retreats. The retreats are considered leadership, but ideally you want to follow up. We have done follow ups with problem schools and we have done some leadership programme because we believe they are important but we cannot do it everywhere, so we selected a few principals for mentoring-there is a programme called mentoring and the other one, what we call it…. the circuit leaders..(self-correcting)district officials.

MK: ah, ah. (in agreement)

MS: but again very small bits because on scale basis there's no way we can afford to do that for everyone. So we have those leadership programmes which started last year already, ja,ja,ja. We also did what was quiet interesting; we did leadership for the districts

MK: oh!

MS: Ja..so we did a very interesting session with Fezile Dabi district team and it was facilitated by Kgotso. It was a difficult one because you could see he a very driven Director and wants results you know. There were difficulties in the team and I think and maybe it was autocratic, there were few things that emerged from that team, but it was a positive session, look the schools were doing it and the district-we asked them, we invited them and they took it.

MK: m,m (in agreement)

MS: I remember in one of the sessions some district officials admitted that they come late, which was the same thing the teachers did and they admitted it. They actually had to admit the things they were doing wrong which they could fix, which is obviously a very personal thing with your team. I remember when a majority of them saying they come late and they are going to sort that out, which was almost an easy admission we did not get more of what else they were doing, but it was a good start and a very good session and I don't believe we had a follow up on that. In Motheo we did not do it because um…because the district director resigned, I think we may still do it once they find the actual person.

MK: how are we doing with time? Are you keeping taps on the time?

MS: We've got 25 minutes

MK: Process now of engagement, maybe, you have touched on this, please let me know. It is the description of the extent to which the model engaged constituencies. I think in the beginning you did touch on this, you spoke about the two seniors of Kagiso Trust and Shanduka; now I want to see this other partner – the government

MS: m,m,m (agreeing)

MK: do you have any particular thing to tell me?

MS: I can't, I can't comment Mpho because I wasn't there, I must say. All I do know is how it went. There was a lot of engagement; I remember being told that there were a lot of engagements with the district officials-(self-correcting) with the province team, um, a lot. I don't know the actual details. I just remember being told that there lots of sessions to take them through everything on, to discuss on workshops to go through and I also understand there were a lot of sessions with KT and Adopt a school teams, the actual teams who will be working on the implementation. – To also engage them through lots and lots of sessions, but I don't know the exact details

MK: oh that's fine, thank you. Surely Steven can make inputs on this

MS: yes, yes.

MK: conceptualisation? You've kind of touched that. Let's rather look at the effects of the KST model on district structures; could you please list the things and structures that changed to accommodate the model? What did you have to change as Shanduka and what did KT had to change and what did district had to change?

MS: I would say it is a whole lot of committees that members are now part of; so the structure is that when we go from the top to the bottom, so our highest structure is the advisory board where all the seniors principals sit; the MEC, Reverend Chikane, Mr Ramaphosa and the advisory board members and the elected advisory board members from the province. So, that sits once a year, so that's the strategic advisory board structure ; then below that we have the provincial management committee (PME) and that meets four times a year-that's basically the EXCO of KT, Adopt and the provincial EXCO and a few more of their elected members like the head of curriculum, the head of infrastructure, um…ja. So that's the PMC, and then at district level, which is also essential and crucial is the district management committees, so that again is our management committees, that's like well-the district director, our district manager, the heads of curriculum and infrastructure-Steven and Themba who are-suppose you could call them the almost the CEO's of the programme

MK: oh!

MS: ja, I would call them the joint CEOs of the programme…because Donne' is the chair and they alternate between us and KT, so I would say they the CEOs and Kaya reports to them. So the district committees are essential because that's where we talk about the schools, the numbers, you know at that level

MK: m,m,m (agreeing)

MS: um, so…remind me of the question I am getting….

MK: what had….

MS: oh, what changed…so, I would say the adaption, is that there is a lot of meetings, members are elected to committees at all levels and whoever is involved in this project must attend those sessions, take part in the discussions and drive the programme through those committees, so that's really that structure. I'm trying to think what would change from the Department point of view (pause)…I mean

I'm sure they have regular EXCO meetings as well, I'm sure they assess the programme and discuss beyond that PMC meetings because…

MK: (interrupting) hopefully I will hear from them

MS: Oh!

MK: I'm meeting them in June, 27th and 28th

MS: Oh good, oh good, so from our side, it's just attending all of those meetings, um, it's a big project to manage for all of us. So beyond that there are other requirements as well, um, just in terms of involvement-not that anything would change, just literally another project that you are now involved in and that you need to deliver on certain elements, I mean, from my side I'm actually part of the fund raising committee. So that's another element where we have this massive deficit; so when I joined I was told we've got 400 million for this project but in fact…(but, I almost wanted to cry)…but anyway, (laughing) we've got 400 million for this project which is wonderful, but in fact to do all the 418 schools we need a billion (laughing)…and that was understood from the start. You know, it sounds wonderful, 400 million great, let's do all 418 schools, but it is not possible, it is very expensive-all of this…and so I'm on the find raising committee, so there's a lot of requirements for example, when you are in that committee, you need to strategise, you need to round up the team, you need to do a million meetings and engagements, we've had a lot to do, we've had a back to school party which we started last year which raised 1.9 million from, and we are building a Grade R with that money which is lovely, so, so, that's nowhere near the 600million that's missing (laughing)..so I would say there's a lot of work where everyone has to put in you know, even from the district side, ja.

MK: Thank you. Let's look at the effects of the KST with regards to the classroom; could you explain how the model is improving leadership at the district, in the schools and classrooms?

MS: um, well, all the schools are aware of this and is known that they are part of the programme. So from the district level we're part of the systemic influence has been to influence the district officials; so the circuit managers, um, have been very involved, they would come and attend the retreats-which is wonderful. Initially they didn't and as we went along we got them to come and, and sit in those retreats because these are their schools and that added a whole new element once they were there, um, we've also done a training for the circuit managers on facilitation as an up-skilling programme for them, so they've seen a facilitation of a session of a school, most of those schools have never been through anything like that before; a session where we talk about the school, we talk about the team and we talk about the results and what we going to do to do better, Many have not been in such a session. So, the purpose was then to train those circuit managers on facilitation skills so they can then in their difficult schools that they can facilitate sessions with the schools and principals. So that's on the leadership side and I think that was very empowering for them so um, on the leadership front that has been a good thing. So, on the school level, I'm sure the schools that we've seen the best results are those that the principals who've have grabbed the opportunity with all hands and taken everything-the ones that have achieved, seriously it is not massive the amount of numbers of schools, it is proportional because the target are quiet high in terms of the incentives…

MK: What is target?

MS: I don't know, you may have to ask Steve. I think it is 90% passes and 40% bachelors. I know there is a target for the district, ours is tiny-bit different; I think it may be 85% pass but Steve will know more. So, those that have achieved they have may have been less than 10 in each district every year have

obviously, totally grabbed the opportunity and obviously everyone else is still trying, you know the results in may schools are a lot lower because these are dysfuc…(-[correcting], non performing schools (you have to be very careful on what you call the-laughing), non performing schools, so their results are obviously a lot lower. So, I would say a tremendous effect on the leadership of the school particularly because of this incentive thing you know; you've been in this programme, you've got this thing, you've got service providers coming into your schools you know, regularly working with your teachers-so it's a strong message you need to drive for the results to improve. Those schools are xx from the MEC; the message is loud and clear from the MEC, I mean in 2013 we achieved number one place in the country for matric results which was outstanding and exceptional. You know once we've achieved that, they want it again, so they would welcome anything they can get from the programme to make the results go up, and at the teachers-you know the teachers, from what I hear-the teachers are the tough one because…initially we started doing science, maths and literacy in high schools and primary school and came from the Department because they said they wanted to target those subjects, these are subjects they really needed improvement in and then as a programme we said the numbers of maths and science learners are not massive we are not gonna get better results, we can't just do those subjects, it's gonna take…part of the programme is to get more students to do maths starting at primary so their results get better so they love maths and they love science and the they take it in high school, but this is a slow process, it's not going to happen overnight, so we said we can't really limit to that because we won't see the results that we need to see as a model if we stick only to those subjects. Then we included subjects like geography and economics and accounting, ja, in fact I think accounting was there from the beginning. But then we included geography and economics because we can't just you know, it is very limiting to do just those two subjects the maths, science and accounting, so, so, that has been good. So the teachers as I say obviously those that have done well have done well, there's obviously been issues of not attending workshops which is normal and we understand teachers have a difficult job and all of this is time consuming and the constraints on weekends-funerals and all of these things, so there has been difficulties but the positive is that actually now, I don't know where this concept came from-probably from our service providers or even our own programmes is to identify the teachers that are stronger and they are now the lead teachers in their school and cluster to keep the results at a certain level and that's obviously a prestigious thing to be considered a lead teacher, you know, and again it's slow and incremental change, but again it's all about empowering the teachers to want to do better and to feel good about their work; on the early childhood development side, we've got a service provider called Brainwave and they've been doing wonderful work with the teachers, just having to make teachers make their own materials, yes, we know you are limited with resources, but let's use recycled materials to do things you know and they've done wonderful things for teachers on again feeling good about your career and profession and what you do in the schools beyond curriculum taking that to that level, ja.

MK: okay, do you have any specific mechanisms to track learner progress in the classrooms?

MS: Ja, the service providers do, I don't have the full details but I know they monitor; they start with a benchmark assessment to assess where the teachers are and from what I understand it is anonymous; we can't penalise teachers for where they are and that's a difficult issue with the Union, so that's anonymous. They simply track their progress but I do not know the specifics of it.

MK: okay, could you tell me what would make KST model collapse, what can make it fall flat?

MS: (laughing), you know, I mean, you know, it is a political environment and so currently our MEC is fired and is the best MEC in the world but if he were to change, I think last year, was it last year…I don't know these elections, if they were to recall him and get a new MEC who is not interested, that

would certainly collapse. The union cause immense difficulties, in the Free State the union basically stopped our programme for a month-stopped it-cold, which…

MK: (interrupting) from when?

MS: middle of April to now (May), so basically came and told the teachers that 'the work to rule rule', you only work 7 hours and you are not allowed to take part in extra mural activities, not in any developmental programmes until further notice. The unions are such a difficult beast and we obviously have to respect that and we said we can't carry on working when they've told their teachers not to, we pulled out and this was very bad for our programme and crazy for our province who are desperately trying to improve results and now all programmes must stop. So the unions are very-very problematic but obviously KST has been in discussion with the provincial leaders that the unions are their stakeholders they have to manage, when I say the unions I mean SADTU, they will manage SADTU as any of their stakeholders and it's their stakeholder so they will let us know. So, so, we see, we can't change anything about that. What else would make it collapse…I mean there are big risks, I mean reputational you know, like a school we are building were to collapse, that would be difficult for us, I don't know if we were to have a big fall-out with KT (laughs) but very highly unlikely, we like each other very much, but if there would be such a thing, I mean it's possible, um…what else would make it collapse…

MK: (suggesting)…funding…

MS: well, the funding as I say is not going to collapse…

MK: oh,

MS: because we are going to do half of the schools, it is not ideal you know, it's not good from a brand perspective for us to come in and say we are going to do 400 schools and actually (laughing) we are doing 200 schools. So this is not good for any of the 3 partners to let the schools down who were so excited about…(the programme)

MK: there are two more questions, the first is…is KST a product of the district…

MS: m,m,m

MK: is it? (pause) now product as ownership

MS: it has to be, it has to be, I mean obviously initially it did not originate from the district but it absolutely has to; the district director will have to be fully trained and this is exactly the point of the systemic…it's pointless to come in and to do these things and 5 years later the results tank because we left and nobody there knows what the purpose was, or the vision or strategy and nobody is empowered to carry on, and this is very easy to happen because when somebody leaves-the district director leaves-who's gonna…you know…is it part of the model that the new replacement has to be fully trained on whatever the district director has learned from KST on the strategy; the leadership principles, all of that, so, it has to be a product of the district and a key role of our to make sure that it is-that it is owned by the district.

MK: what are the pointers, what is your feeling…are you getting claws in the right places so that it is (a product of the district)…

MS: ja, ja, ja, I think so, I think so. Certainly when we take Fezile Dabi, I mean the district director has been exceptional and has been with us through the process making us achieve everything, so...

MK: if you were to leave?

MS: That's what I am saying, there has to be a succession plan in the district…

MK: is the model taking care of that?

MS: not that I know of…so I think it's probably a good point we need to put that in for your key leaders that if you were leave tomorrow-I don't know-or if you were to get knocked off the street tomorrow…things happen, I don't know if district have a succession plan, but who is next in charge? There's no one that I know of, his number two-who is already trained to, and who understands everything about this model, ja, I guess it's a good point (laughing)

MK: Do you think that the KST model will be sustained beyond Fezile Dabi and diffused to the entire districts when KST withdraws?

MS: I think it is more of a province you know, because districts, with the help of the province because the districts are pretty insulars in terms of their results and in terms of what they need to do. So the other districts, I do believe-yes-I know that the MEC was desperate for us to go to another district, in fact the HOD where he said that the soil is fertile and just needs the implementers and the funding, but it's not there (laughing) you know, so one can't assume there's gonna be funding from anywhere, so what is the province going to do to get the elements of the programme into their schools. And they do have resources as far as I understand, currently as far as we know the resources are going towards matric – all these camps-hectic last minute xx whereas if they were to sort of shift over time and say let's get service providers to improve our maths and science at primary school levels so that we can….so, that's really have to come from them…

MK: yes, yes,

MS: ja, ja..

MK: I had a thought but now it disappeared in my mind. I am certain we have done well with the time. Thank you so much for sharing your experiences and views with me. Much, much appreciated.

MS: Pleasure, pleasure. Thanks Mpho (laughing lightly)

Second Participant: Lerato

MK: Thank you so much for making the time to speak with me about the Kagiso Shanduka whole school development model.

NM: Thank you…

MK: How long have you been involved with KST?

NM: I have been involved with KST since inception in 2013

MK: right, right…just to formerly introduce myself, my name is Mpho Khasake, I am sure you have some background that this is mainly for my Masters with Wits University. Thank you for sharing your

experiences with me, I am sure what you are going to tell me in response to the questions will be valuable and add value towards my report.

NM: yes, yes…

MK: I am looking at 7 themes; awareness and interest, that is now-just to briefly tell about the project, my research project is not focusing on what is happening in terms of the programmes; my interest lies in the initial stages…

NM: mm (showing understanding)

MK:..which is called the initiation phase prior to what is happening now. What happened before? When did it start? how did it start? why did it start? you know, who was involved..

NM: mmm

MK:.. I am mainly looking at that hence my first focus theme is awareness and interest…

NM: mmm

MK: …and then we look at the description, how would you describe this model? And what are the perceptions and then I look at the engagement processes, and this is the crux and then the concept…

NM: Okay.

MK:…how it is conceptualised, now, how does this have effects on district and structures-not now-then

NM: yeah…

MK: …as the model was evolving and the effects on classrooms. I don't know how far you will take me, but I will appreciate that we go through the questions…are you okay with that?

NM: yeah…

MK: now in terms of awareness and interest on the KST whole school development model, could you explain in terms of local awareness…

NM: mmm…

MK: what was the level of local awareness like and why?

NM: well, with the mode and perhaps…I don't know how much detail you want…as Kagiso Trust; we've been working in the Free State in partnership with the Provincial Department of Education since 2007 implementing Beyers Naude Schools Development Programme which is similar to the KST model. We took best practice from KT and Shanduka to form one model. So we have been in the FS since 2007 working in Thabo Mofutsanyana district which is the biggest district in the province ; so there was awareness about KT in the province due to the programme that we previously implemented, working with 166 schools in the district. That led…because district directors will talk and share stories about how and who is supporting what programme; so, the districts to some level were to some extent aware of KT, mmm the province obviously being very aware of the programme themselves. The success of the BNSDP in the province then led to the MEC wanting us to work with them in the Free State because he had heard-initially we were looking at working with the KZN province, but there were challenges there so he said, I know and I have heard that you've been speaking with KZN

province,ammm, we want you to continue expanding the partnership we were getting into with Shanduka Foundation at the time to be at his province. So, there was some level of local awareness, amm, I will say that, some of the districts or schools were aware of Shanduka as well through their Adopt-A-School, amm, because they had worked with a number of schools, I am not sure about the number-maybe 10, where-through with different partners with the IDC, amm, they had come across at that extent; so, local awareness was mostly at province level but very limited at district level.

MK: okay

NM: ja.

MK: could you explain the level of interest of the KST model?

NM: interest from the province or njena?

MK: province and district.

NM: province, there's like definite buy-in; if they had their way we would not leave the province; we would further expand the programme into other districts we are not working on. I view the MEC of education as very entrepreneurial because he understands the limitations that the department has and the impacts of collaboration with other stakeholders and taking a focused approach to say how do I engage stakeholders in a coordinated manner to make an impact in his province. So, he is very entrepreneurial, welcomed the concept to a level where all (self-correcting) perhaps I should not say all, but a majority of provincial officials are aware of the programme; they might not have the intricate details to its operations but he had insisted that everybody knows about the programme and for us to get an opportunity to present to his executive officials so that there is interest from that side because for us the biggest thing is (clearing her throat) if the province-excuse me, if they don't buy in, they are the ones who can hold their schools accountable or whether they deliver or not on the programme and as an organisation, there is nothing we can to-you know implement the to implement the repercussions to schools; so it becomes very important that we have buy in and they are interested in the programme, so he has ensured that that happens and it allows for easier communication and leveraging of both organisations because when we have problems or challenges we are able to communicate and openly address the challenges.

MK: I like the word 'buy-in'; would you say that the buy-in was not just about NGOs as we understand coming into the department to provide a service and therefore buy in to what we are bringing to you? How would you describe the buy-in process? Was there a mix looking at what district or the province itself can also bring into this emerging model?

NM: definitely, I think it is important to have buy-in that's both ways and not one sided. I think one of the challenges NGOs make is like we come and like we have solutions to your problem; we can fix the education, not appreciating that the custody of education is government and the respective departments of education. So, we try when we approach or both of those relationships to have an appreciation that we are not coming in with all of the answers and that the model that we bring in needs to be flexible to incorporate some of the inputs from the department itself because we may suggest, I am just making an example; holding training on weekends and teacher unions don't allow that so then you will need to change your approach accordingly. So, it was buy-in for them to buy-into our programme but in a way that says that we also says we also want to have your feedback that says that you are okay with the approach that you are adopting; it is not just our model, it is your model as well; we need to be involved in decision making at every level so including approving how a school will be approached; which

districts we would work in; umm, because it will not help to say we want to work in a district and the department feels, umm, not much need to be done there, they are under control, the districts that are really suffering are certain districts, that's where help is needed…

MK: mmm

NM: so even with the districts and selection of schools it's in partnership with them guiding us but us just giving a framework of; these are the things that need to happen; this is our model, yes we can tweak but we cannot do the whole thing because then it won't have the envisaged results.

MK: can you go on further please, by describing the model itself?

NM: umm, with the model, umm, it has different stages and I hope I will remember all of them; firstly is the retreat session, umm; the retreats are more team building sessions. With retreats we say as in any organisation, at the beginning of the year we say we look at strategic outcomes for the previous year. You had set goal, you wanted to perform at this level-have you performed and why have not performed? So, that's one aspect where the same should apply to schools. Schools don't do that process of sitting down and honestly and generally reflecting on where did we go wrong without necessarily pointing fingers or putting blame on people. Secondly, it is that in schools you'd find that relational issues impacts on performance; so it is to say, sometimes to turn around or improving performance is not about us bringing anything, it is about you changing your mind set. Umm, you find a member not necessarily at KST but at KT programme which is why we insist that the KST model that's where we start is there were schools in the Free State were dysfunctional, like they had an operation, like called; 'don't talk' literally translated to English. So departmental officials will come to the schools to find out what is the problem, how can we help or whatever it is and they will not say anything. The educators are fighting with the principal and they are not talking to him. So that makes managing the school impossible because you cannot be talking to your CEO because that where you get direction from even if you give feedback, umm, there has to be that communication. The retreat there, umm, the department had lost all hope-and they like, okay you can try, umm, we don't think it will work; you can try your thing-do what you have to do and through that process we actually found out that the principal felt the educators were plotting his death, umm because of certain arguments the hatred with staff members had just built and that was an opportunity for them to have an honest conversation where they did admit that they were planning on him killed, ummm, because of A, B and C. they could have a conversation as human beings, it is not about being colleagues; this is father-a bread winner and you also servicing kids…if your kid were to go to a school where teachers are behaving in that manner; it's them who are the most disadvantaged by your behaviour. Would you have your kid come and receive education from a school where you are working at, and if you wouldn't have your kid attending the school why do you think it is fair for other kids in this community to be exposed to this kind of behaviour, you know; so really getting to the heart of, you are not just getting here to earn a salary but you are dealing with human beings whom you are supposed to be building…

MK: (interjecting) it is not only about you…

NM: ja…so, the retreats are put in that aspect especially in dysfunctional schools getting the educators to understand that you are dealing with a different commodity as compared to other institutions, you are dealing with human beings, ummm…and them addressing relational issues and coming up with solutions as to when we have challenges, how best do we address the challenges from the beginning so that it is an issue going forward and kids are not badly ummm, affected. From there they would come up with a project plan as to say we've identified the following challenges-this is what we are committing

to; each person will sit down and say…we'd ask them, what's your contribution towards your school's performance and you have to be honest. If your school is performing at 30% you can't say you are doing everything perfect because really at 30% and the after having identified what it is that you are currently doing that is affecting the school negatively then come up with a counter solution to say this is what I am committing to doing to change the practice from there going forward and each teacher will sign that commitment form which is put up in their classrooms just as a reminder of the commitment they have made to the school. After the retreats-and it is also an opportunity to introduce ourselves and build relationships with the schools…

MK: so, would you say this is a level of awareness and buy in?

NM: yes, definitely.

MK: when does this happen?

NM: it happens at the beginning before we do anything to a school.

MK: Beginning would be beginning of the year? Middle of the year?

NM: it is basically the first form of contact with the school, umm, we try to have them where possible at the beginning of the year so that we can implement the other aspects as the year unwind,

MK: yes…

NM: but because of the number of schools we are taking on board

MK: not everybody get to start at the beginning of the year…

NM: exactly…so, as the schedule unfolds you might find that some came on board mid-way, you know-during the year. But for us it is important that they go through the retreat process because you don't want to see for instance curriculum interventions to the schools when they do not know who you are or they don't have that personal relationship because you are going to run into problems-your service providers won't be let in a school or you will definitely have problems without building that first interaction where they even address themselves because for them to accept whatever intervention you are bringing in ; they need to acknowledge that 'we do have a problem'; so it is the first point of contact with the school.

MK: so, okay…so, I had something in mind while you were bringing all this….okay, in terms of the bigger picture…the bigger picture is also painted at the retreat…

NM: yes, yes…

MK: before you engage with the schools…individual school's challenges and the like, what do you do to bring them on board?

NM: so, for instance during the retreat is obviously the introduction of Kagiso Trust why we are there…

MK: …and Shanduka

NM: sorry, and Shanduka (KST) I must remember which institution I am speaking on behalf of (laughing)…it is introduction of KST but in introducing KST it is also introducing the organisations behind KST so they know who the partners are.

MK: Okay…

NM: it is introducing the model; you know…if you are part of this model, these are the interventions that you can expect and the terms and conditions around…for example infrastructure development; to be given infrastructure; there's basic infrastructure like when you don't have basic things like toilets and then there is incentivised infrastructure which includes libraries and computer centres, you need to reach a benchmark just so they understand the model as a whole…

MK: yes…

NM: so that would happen and then…

MK: …and this is by talking to them?

NM:…talking in a presentation

MK: is there documentation exchanged with the beneficiaries?

NM: yes, yes...there is…

MK: like what?

NM: there is a retreat pack, I can ask Kia oh, Buhle should be able to provide you those details.

MK: Okay…

NM: so there is a retreat pack they are given with basic information, that's mostly the personal engagement which the retreat uses. From there then, it would be getting into the human side…and it happens on a weekend and will happen from Friday till Sunday; we trying to make it shorter; if I am not mistaken from Friday to Saturday because if it is three days the accommodation costs would go up and important is that the retreat is not at the school; we would book them into a lodge or local hotel or something, so that it is a safe space for people to open up and engage…

MK: (interjecting) and relax,

NM: (agreeing) and relax…

MK: away from home and commitments…

NM: and that nobody feels; perhaps the principal feels my property, no one feels vulnerable because he owns the space…

MK: yes, yes… ja, so the cut down of the weekend from Friday to Saturday is just because of the budget?

NM: ja…

MK: so it terms of the 222 schools how many of the schools went through a three days retreat? Would you say 50% or a majority?

NM: it might be 50% but note that the content has not changed; it is just about timing because it would be…perhaps you start late in the afternoon and have a full day on Saturday and Sunday have the morning, so it is just moving the programme down to start earlier on a Friday…

MK: okay…

NM: they would have experienced the same content with just timing as to when the programme starts and finishes that has changed.

MK: Okay…and when you gauge the interest of the schools, what is it like? What is your view?

NM: My view is that schools are definitely interested in attending and participating in the retreats. Umm, we don't force schools to participate in the programme; if a school says that 'we don't want to be part of the programme', we back off…

MK: have there been?

NM: to date, no, not at the moment. We have not had that situation…it is because we want a willing participant, if we force it on you, later perhaps you won't want to avail yourself…

MK: you tell them that?

NM: yes,

MK: and the district is not saying; you are not performing and because of that you have to be in the programme?

NM: No, if they do, do it, it is against us knowing; I mean we would not know about that but even in the engagement at school we would be open about you are not forced to participate. I will make an example; we've only had one incident here at Kagiso Trust because really it must be by choice; the school was a well performing school you know, performing in the 90s and they said no we don't need help, they thought if we are achieving in the 90 pass what could we possible do, and we said no, it is fine don't be part of the programme need,, and you must know that sometimes as we later learned that other organisations have come in and perhaps promised to do A, B, and C and they didn't deliver on that at the school and because they were promised bursaries, or promised whatever it is that did not happen and it creates distrust in schools so they refuse these NGOs to work with them; so we said, that's fine, you are not forced and two years later when they see the impact in other schools they wrote to us and said we made a mistake we want to participate. So for us that is why it is so important that schools choose and when you don't want to be part of, hopefully the impact that we are making in other schools will touches you and you actually want to be on board.

MK: ja. Can you please give me a description of the KST whole school development model? What were the conditions that gave rise to the need for the model?

NM: KST…ummm, what gave rise to the need, I would say both organisations, ST and KT we have been working in education through our various programmes looking at how can we increase the impact of our programmes; and we realised that there are a lot of people playing in the sector especially known that there are 100s and millions invested in education but impact is limited and both orgnaisations felt that we have solutions that respond to the challenges that can see us getting return on investment and how it initially started it was; from KT side we were looking for collaborators because we wanted to take our programme, ummm, nationally and Shanduka were doing the same thing but we were not aware. At KT I remember there was even a platform, similar to…but before the National Education Collaboration Trust; we invited stakeholders and the concept was really exactly the same and it is amazing that as organisations-you are sitting in your organisation and thinking you have an idea and somebody has a similar idea; let's come together and invest in education; we have a programme that

we think work; these are the results that we have achieved and let's put our heads around how we make it happen. And I mean it was various organisations and development. The challenge came that some were more looking for funding than collaborating which then caused that platform to not work. And then our former CEO, Kgotso Schoeman and Donne' who is Shanduka CEO met through another event which them realise that both organisations are facing the same challenge and wanting to do something similar.

MK: both being impact driven and willing to collaborate...

NM: yes, we both wanted to collaborate…

MK: and you both had funding?

NM: yes, and we were implementing programmes that were almost like identical, so it was a natural fit. We spent like 18 months, like you know formalising the relationship coming up with a consolidated programme based on lessons learned, developing a partnership with the Free State Department of Education and agreeing you know on the initial funding that parties will put in place. So that was what brought about the need, because we realised that as separate entities we cannot make the impact that we want to make in the country. Ummm, the programme itself-the retreats are just one aspect. We also have the curriculum ummm, after the school have gone the retreat, they then would go through a curriculum support programme where we have identified specialised organisations in the specific areas we provide support on maths, science, accounting, umm, I think and geography if I am not mistaken, umm, and we would get institutions or service providers that can help the schools in those areas. Another thing we do or our approach to curriculum support is for curriculum support is again we are saying one solution fits all we do a baseline study to understand what are the challenges per school so that with the intervention you will be receiving its specific to the needs of your school or your educators. So, sometimes you find that the educator has a challenge with geometry you know and they are fine with trigonometry and other areas; I don't know what it is called (laughing) I am just making an example, I don't know what it is called, in my days it was those terms; it will then be providing curriculum support that would assist the educator in those specific capacity in those areas where they are short because if you provide support with stuff they don't need they will have no interest, rather engage them where they do need help. And it is onsite school support so the curriculum implementers would agree with the educator as to what is the best time to come and support them so that they are not disturbing the classroom. But also that educators get taken off school for a lot of training programmes. So how do we limit movement and destructions that would then occur if we take them off site. So a majority of their support is at the schools and during a time that is suitable for them.

MK: Is the support one-on-one or group?

NM: it is mostly one-on-one, there might be like you know group training on common areas but we try as much as possible to make it personal and specific as possible. But I mean umm, a group training might be on; I am just making an example like computer training where you've put computers at a school and it is about just basic computer training. Or what we also say with the service providers for infrastructure; let's make sure that schools know how to use the infrastructure; so if you are given a library you might then ask the school to identify teachers who would be manning the library and then it is common training for them to understand how to work it.

MK: what is the best of the model?

NM: ummm, I think the best of the model is the relationship built with the schools. They know us very well; say you go to a school from KST, they know you and relate to you on a human level. I think as NGOs when we approach schools, both of us have something to bring to the table. It is not just one sided where I bring all of the knowledge and all of the resources, the feedback we also get from the schools, if it is relevant we do our best to alter or incorporate it without necessarily changing the structure of the organisation.

MK: do you have any specific examples where a school made contributions towards the improvement of the programme?

NM: (pause, clears her throat) okay, this a simple one; we give schools infrastructure and some point we have to hand over the infrastructure to schools and we usually hold an infrastructure launch that involves the MEC and community because it is about them, you know taking ownership of the infrastructure and we had challenges around…it is so expensive to host infrastructure launches like you know easily for over R150 000 and that's money you can use to invest in the programme. Also, people's availability to go those infrastructure launches. So, the schools wanted…because we have launched infrastructure at certain schools and not launched everywhere as we just trying to manage time and the suggestion was from the schools that; we don't want a big thing, you don't have to do a big thing like you have done in the other schools. We understand the challenges that you have stated about infrastructure launches, if you just come and it is not that everyone has to attend the launches, it is about how we spread ourselves. They are willing to do catering that is not expensive, actually now in April or May, we had an infrastructure launch where we did not spend a cent for the infrastructure; the schools, each school agreed that, no, 'we would do finger snacks'; guide us as to what you will need and we will take care of the things that you have planned and for us they had introduced a new model as to how to do infrastructure launches…

MK: to be part of the launch and you are saving the money…

NM: exactly, so that's one example as a result it was less resources involved, we ended up covering more schools as part of the infrastructure launch, if I am not mistaken we launched 13 schools in 3 days, like they all came to the party, so for me that was great that the schools would say it is not about the food, we just want you to come and be with us as we launch the infrastructure and we don't want to use it until you have officially handed it over to us.

MK: tell me, how many schools have you launched in terms of infrastructure since you started? You may give me an estimate.

NM: An estimate is maybe about 40, but that is not an indication of how much infrastructure we've built. Ummm, infrastructure, I think we've built over 66 already and it might be more. Ja, it is now…because that was in the one district. What we have asked other districts to do is to follow what this district has done and just now we are in process of securing a date as to when we will be able to do that. But today, it is maybe 40…

MK: the district one would be Fezile Dabi?

NM: Yes.

MK: I want to get your feeling now, can you please explain in terms of the model-the best of the model? Explain why you feel this is the best of the model?

NM: okay, it is a partnership approach; it is a co-funding approach; everybody takes accountability of the success and failure of the programme; ummm, we have committees where representatives from all three organisations sits, so whether it is the advisory board, it will be both representatives from KST and the Department of education who sit there and so joint decision making is made and so nobody at the end of the day can turn around and say you guys did your own thing; we've had advisory against whatever and I think the partnership we have with the department really makes the model unique in that sometimes you get frustrated by government and we want to implement these programmes on our own and then the problem becomes that of sustainability because you can't work in those communities forever; you need to at some point handover the programme to somebody and by working with government from the beginning we also getting an opportunity to show them how to better implement certain strategies. So, for instance the retreats we would make sure that the district directors are part of the process and they perhaps also identify some other officials so that in the schools that we are not working in they can go and do the retreats without us, so the programme is not only about us but by extending and empowering government officials to be able to run without us from the beginning that's the main aim. We are not going to be here forever and therefore how are we going to make sure that as we implement we are all together so that each person can continue when the time comes without the other party. So sustainability in like everything is paramount, ummm, there's no aspects of the programme that we do without looking at you know the sustainability and the partnership that we have allows for this. Same with curriculum or infrastructure development it would be like let's make sure the department are on board so that they are consistently engaging with our best practice aspects to take on board to them as a government department. And also it sees itself in the co-funding approach the fact that they are willing to match the contribution that we are making shows the level of seriousness they take the partnership. Of course, there's been some challenges in that payment is not received timeously like from their contribution...

MK: from government?

NM: ja, from government, but it's bureaucratic or systemic issues that are not an indication of their commitment to us, ja, ja.

MK: okay. Strengths of this model, Weaknesses, have you identified any? What would you share with me?

NM: can I get my laptop for that because there was something; a presentation which I had done for a collegue…

MK: okay…you want to give it to me?

NM: yes…(she left to get her Laptop).

(she returns) Okay, umm, around formalisation the model development and consolidation of both programmes, I think we tried to balance things. So like when we take one aspect of the Shanduka programme then one aspect from the KT programme we were trying to be fair and I think with some of the areas of the programmes, I will make an example with infrastructure development, we adopted the Shanduka infrastructure way. It is more hiring quantity surveyors from their side and engineers who will oversee the construction of the infrastructure and then we use the community as labourers so that we create jobs and empower schools. On the KT side we hire a service provider who will be in charge of the construction but still encourage them to hire local labourers but being responsible for like hiring the quantity surveyors.

MK: mmm

NM: and I mean it works in terms of hiring local community members but the challenge that we recently had was that sometimes people don't understand that it is temporary employment and we are not taking you on board as a staff member and then you know they expect to be treated like a full-time employee and you know the level of employment is not so great and so you really have to spend a lot of time how we are trying to engage you instead of taking labourers from you know Johannesburg and bringing them this side, we are working towards creating those opportunities; there's a school being built, you know and if you've got the skills then you would assist in that manner. So, you know some of the lessons we learn as we are implementing is that oh, okay maybe this aspect creates a challenge because of that. As much as we accommodate both entities at the end of the day it is about what works, what doesn't matter who it comes from as organisations we just have to be mature about it; it is about efficiencies…

MK: mmm

NM: and implementing to the best of our capabilities

MK: so the infrastructure development is mainly driven by the Shanduka model?

NM: yes. Ja. So that's just one aspect. I think in all aspects of the programme there will be you get your hands or fingers burnt; so, I mean even with curriculum, you know just with service providers, some of them come along with a big invoice and perhaps they are thinking that KST has…two big NGOs they are cash flushed and we say no, we are not cash flushed and even if we were cash flushed we are not going to waste money, ummm, trim your invoice you know, we've been in this sector for a while. We immediately pick up when your prices are inflated. So you know like don't look at this relationship maybe in your head you are thinking it is a once off-we are implementing 5-7 years old programme; we want to build a long term relationship, so that should like how you approach us you know, should have that in mind like we have a long term relationship and it's not just about making money from the first invoice you submit to us. You know, things like that…

MK: okay…but you have a budget that controls invoicing?

NM: exactly…so, for instance if an invoice comes in and it is already half of what we've budgeted for then it's a major red flag then we need to go back and have a conversation with that service provider around your budget is excessive, because the other challenge becomes that you don't necessarily want to be too prescriptive to people; our budget is R5 million because they want to max that R5 million get the cap figure, meanwhile it is not about what's the cap, this is the scope, please help us develop an initiative around it.

MK: In a way then, the model wants the service providers to be just business people but to be partners.

NM: yes, yes, exactly. So, that's the one aspect the other aspect is the compliance; PFMA compliance which is proving to be a night mare, because we are working with government and they are co-funding the programme, PFMA says they should tender out services which is a challenge in terms of getting the Auditor General to move out of that mind-set because if this was just as the department we want someone to do the infrastructure, as an example and it was not a coordinated programme where you have a partner and they are also bringing in money, ummm, if you put out a tender process and let's say somebody did beat our price, I mean we try when we do costings we have nothing to gain from implementing the programme-we are not making profit from it, to price it…obviously we want it to be as cheap as possible but not so cheap that it erodes the quality that you wanting to extend to the schools;

so, there can always be somebody who can tender as a service provider to implement the programme, but are they willing to put in the money? Thina with our money we know the challenges that come with the tendering process, we don't want to put it through that process because chances are we will be exposed to corruption and then used for things that are not to be used for, so…

MK: ja…

NM: so, getting the auditor general and their accounting officers to understand that we don't tender because of the following reasons, we put in money as well. So if you are going on tender then you must also ask those people to put money into the programme. Ummm, it can't happen because we need to be able to monitor how funding works. Also at some point, there was a suggestion that we put our money into their account that will never work. We've opened a joined account; it's a joint trust account where everybody has access and can see you know where monies are going, we would never take out money without the department knowing because they are involved at all levels of the organisation to understand where the money is going, so those are the majors we've put in place. PFMA poses a challenge, recently I mean, I know that Kaya had to go with files of invoices to take to the province just so they can see an audit like how the money is spent and that they are comfortable. So, umm, I think there's opportunity even for government to even come up with solutions, they are the ones who've developed this PFMA, we are doing our best to make sure that we don't do anything; there's no contradiction with the rules set out there, but we are not the custodians so, at some point they have to help us find ways of addressing that issue…

MK: you are managing that now?

NM: yes we do, we keep track and as they request the information…the only challenge is that it changes, sometimes they want this and you've prepared as they previously asked and then the next time they ask for something in addition or different than that process you will have then to restructure the information on whatever it is you were reporting on and in itself becomes a challenge. Umm, and just costing the programme, the programme-I mean it's an 800 million partnership so costing the different aspects of the programme, umm, because we are planning 400 schools, umm, budgeting sometimes we over or under budgeting ummm, but I mean we try to keep within the budgets that have been set but, you know, we've gone through a number of scenarios where like oh, this is our budget and we want to make impact, then how should we spend our budget so that it still gives us the impact whilst noting the limitations of the budget, and I mean, Ja, we've gone through 50 different-so many financial scenarios to try and impact, ummm on schools. Ummm, the other one is programme management and at least now we are doing better because it is a partnership from two, three entities when we add the department of education, umm, the different people within three different organisations that sits on the various committees or oversees various phases of the programme, and, it is not like in a normal organisation where it's one employee and that's the person that…so, because it's like three people; joint decision making, it takes a while for things to be approved; it's too many people, at least when you are on your own you make the decision and hopefully you've made the right one and you live by it, so, with that and especially in the initial phases you know to some level would almost paralyse decision making to a point where, for instance I chair the communications committee, so at some point I know that it's not about getting everybody's feedback or you will not all agree on what needs to happen but it is about, we have to make decisions at some point if it's in agreement with what you've proposed, if not please note this is why we went ahead with the decision regardless. So, things like that sometimes are a challenge and also governance structures; my perception is that we have a lot of governance structures but we've put them in place to take care of the PFMA so they can illustrate how decision can be made and it is not like we are doing funny things with government money, but that is sometimes a challenge

and merging organisational cultures, ummm, those 3 entities (sighs and then laughing) so, as much as we have the same vision we want to achieve, at the end of the day you can't run away from the fact that cultures are different and how then do we work together in a way that is pleasing to everybody. So, ja.

MK: …and how is that going?

NM: ummm, I think we've come a long way in that at first, umm, and I will just make an example ummm, at KT here the culture is more we are friends,umm, you know, we laugh, people…it's not so (thumping her hand)…it's about…at the end of the day we understand what's at stake – deliverables. when somebody does not deliver, there will obviously be consequences, but we try to relate on a personal level, ja, it's not as formal. Ummm, Shanduka is more formal and therefore trying to find the balance between the less formal and formal , you know, but it is about getting to know each other and I think it actually in hindsight it worked out more in each committee where there is a representative from all three organisations even with the department…

MK: the bureaucracy…

NM: the bureaucracy becomes a challenge, so because we are all there and when you are frustrated we are all frustrated and things are not moving then we sit down and think but there's got to be a better way of doing or managing things and as a result you end up coming up with solutions as you implement that no man there is too much bureaucracy how do we work around it. Ummm, or department people will say you Shanduka you are too formal, if we are having an event you don't have to have your RSVP system in a village, it doesn't work you know; you are used to hosting your events in Gauteng you know, we've been hosting events with KT in Thabomofutsanyana and…

MK: this is how we've done it and it works…

NM: and it works…

MK: ja…

NM: so, ummm, but also about by giving ourselves a chance that okay, it is not about setting for failure, let's see if we implement it your way, oh it did not work, let's then move towards a better solution. So, I think as we are implementing we're becoming also more relaxed you know with each other…

MK: yes…

NM: and we are more of colleagues, it's not about you are from Shanduka and I am from KT or the department.

MK: you are KST…

NM: we are KST now, it is just about the Comms committee or the finance committee if you are in there, that's what differentiates us and it is about when Comms is expected to deliver Comms deliver and we support each other and finance team will also the same so we've become one over time and not that you are from there, you are from there…so,…

MK: so, you come as committees from the three entities?

NM: mmm

MK: The only full time KST employees would be Kaya…

NM: it's Kaya, Buhle, we actually have a few now, it is just that they based at district level. We might have about 27 from KST…

MK: really, at district level?

NM: like there are programme managers for curriculum, and infrastructure, and office administrators, then there would be district manager who oversees everything in each district. So, all inclusive is about 27 including people based at Sandton office.

MK: so, in terms of district change; that kind of administration setup was an on in terms of how district used to work or was structured?

NM: I am not sure if I am understanding…

MK: I am looking at question that is asking about district change; how did the model bring about some changes in the district in terms of structures?

NM: In the district we would have the KST office in each district and they are the implementers and they are not situated at the department of education district office. The department district runs as usual

MK: and physically they are not in the department district offices?

NM: No, they are not. So then, what would happen the engagement then at district level becomes similar to how it would work at province level where they have meetings; these are the interventions we have for the schools and the agree, I mean the district director from the department then we would have a conversation; no you don't need to have extra classes (I'm just making an example) for learners, we as a district we have planned extra classes, rather let's have one event or one initiative and see how you fit into this thing. This is what we have planned to do and then ummm, this is how perhaps you come in or if the retreats that we are going to be implementing we communicate via the district director, umm, they communicate with the schools about this is what will be happening and so forth. So, the office is there to implement the programme activities in the schools while still keeping the district and consulting on this is how we supporting school A, B and C and also still the whole skills and knowledge transfer making sure as we're implementing the programme there's a district representative at the correct level, if it is curriculum intervention then the curriculum person from the district is there so that they understand what's been done and why? And if there are any follow ups that need to be done with the schools they would then assist us with that.

MK: Okay, so in terms of district structure therefore individuals from the district are drawn while they are operating on their core business but also drawn into the project…

NM: yes…

MK: as overseers and you are also empowering them for purpose of sustainability?

NM: mmm (agreeing)… and we have district management committee or is it team? You see we have a lot of committees…

MK: I heard of DMT?

NM: yes DMT, so it is the district management team, so through that it aligns for regular engagement with the district just to make sure that they understand what our intervention is and how they can support.

MK: okay, you're done referring to…

NM: oh… and then, what else? Ummm, funding I think I have already highlighted that, maybe Mzo may have indicated that, ummm, we as KST have brought in 200 million into the programme and the department 200 million but to implement the programme into the schools because we are targeting over 400 schools will cost us close to a billion; so, umm when you go out approaching potential partners, ummm, or CSI departments ummm, sometimes I think sometimes when we mention how much we the two entities have brought in, it somewhat intimidates those organisations when I have only 100 million I know my budget will only allow me only R5 million, and that's the thing that; but if you put all this money together that R5 million can help us even if it is R200 000 it could furnish a library somewhere, so whatever money it is that you have it helps make the pool bigger. So now as a result what we've done we're trying with our communications to say, yes we have a shortfall of R400 million, but this is how you can get involved depending on your organisations' preference, so whether it is helping us build a library or helping us buy materials for the infrastructure we're building or curriculum support. To like present it as small chunks so that they are not turned off.

MK:..and what is the response?

NM: (sighs) it differs, ummm, you know some of the organisations like you know with GE…

MK: GE?

NM: General Electric they are considering, I am not sure how far that has gone, but you do get organisations that are quiet keen you know and that the strategy we have adopted about communicating more aggressively you know that yes there's this shortfall but this is you can get involved. The challenge though is that it is time consuming, then, we literally sat down, scanning the space-who is there you know and who can literally get interested in this effort and we need to have meetings with them to be able to communicate this to them and this time consuming and there are not a lot of us. Ummm, it is about having a lot of face time with people and it is a challenge as indicated with most people who work for KST they have other full time jobs and it is somewhere in between they must find…

MK: ja, I want to ask who is doing the meetings and follow ups, whose job is it?

NM: we have a fund raising committee so there are about 5 of us…

MK: but you are busy with other jobs as well…

NM: yes…so, I won't lie, time is a challenge in making sure things are done timeously

MK: I wouldn't want to call it a weakness because you are initiative in bringing more resources in the model, but would you call…

NM: it is a weakness if we are to honest, ummm, ideally it is due to us trying to manage budget; ideally you'd have people if it was a fully-fledged organisation where people are responsible, they are dedicated and responsible for these aspects but is becomes a challenge if you already have a 400 million shortfall how do you justify hiring a lot of people?

MK: ja…

NM: …when you have a budget deficit, so I mean we've identified some areas that we think are critical that need dedicated people but where possible let's leverage the networks of the organisation and our staff members and try to work ourselves.

MK: have you considered that the fund raising aspect particularly on the shortfall requires people who are dedicated to that?

NM: we have and we have explored getting somebody specifically help with fundraising and I think one of the things we need to wipe away from people's minds is that we're cash flushed; people will come with ridiculously high price tags, and we like do you understand that we have a shortfall, ummm, we can't pay that amount, I mean even to fill Kaya's position, it took a long time because, ummm, the person would come and be expected; I am just making an example to be payed R2 million; R2 million over 5 years is R10 million.

MK: so, the model needs…how can you summarise this, in terms of the kind of people who come on board, the partners that you need? With that kind of understanding how would you summarise this?

NM: I think it needs people that are passionate about development and it's not about the money first. I don't know about people's salaries here at KT, but I know that we are not necessarily the less paid employees in the country, I mean you could find somewhere where you could earn more but it is about where is your passion, ummm and understanding that the development of our communities come first whether you are a service provider or an employee, ummm, the people that come first are the communities that we are serving; not that we are looking at exploiting people for the efforts that they are putting in, but it needs people who would come in as partners to the programme even as individuals looking at how I can help contribute, you know to achieving a positive change in like a child's life and when people come in with money at the top of the agenda it then dilutes the impacts that we are trying to make. And also the reason why we so involved from the three entities is that we so mindful of that culture created in the organisation-we want to make sure that our values permeates also in KST and lived out. Ummm, and how do you make sure you have a team that prioritises those values, ummm so even if you have all of the money in the world, it is not about hiring people and leaving them to run on their own, you still have to be actively involved to make sure that the interest of all organisations still remains even in implementing the programme. So, getting values-based-people and partners to work with us becomes so very important- ummm, something which we take with caution, ummm, when bringing on board people.

MK: I f we are talking about sustaining the model given that we are kind of there, you know I am looking at the challenges that you said you are facing…

NM: mmm

MK: …to realise the big dream that you have, is it going to be possible to continue with the model to scale up? …

NM: ja…

MK:...In particular looking these kinds of dynamics-these are big dynamics. Do you think this is the way to go to bring about sustainable change in a district?

NM: It's difficult, ummm and we believe in our model, otherwise you know we wouldn't be implementing it, ummm we fought with our boards to continue with the model as is we believe it's important to keep the model as intact as possible if you want to see the desired outcome ummm, we cannot get away from the fact that it does come with risks and as we're implementing we learn you know new things we weren't aware of which then inform how best to approach. Ummm, we've only been around since March 2013, ummm, so it's only been three years to you know, run while limping,

ummm, and I think we are not doing bad, the issue becomes the success of the model is about the people-the people are at the core of the success of the organisation and getting the like-minded people then becomes a challenge, ummm, but I don't think it's a challenge that is impossible, but it is a challenge that you know weakens the process. Ummm, sometimes you find like-minded people but you're still different-like I had mentioned in the culture issues where we saw each other but there'll still be challenges and it's about making sure that the leadership are on board on all aspects of the programme and to understand who we are and what we are trying to achieve. But one will definitely not undermine that scaling it up will be a challenge that definitely it will be, ummm, but it is about how we put our heads together to then come up with solutions because, I think success even comes in hardness and through vision that you have, if, for instance and I am just making an example as Kagiso Trust if in 1985 when we first started, the organisation was started by pastors and never thought it would be still around today; when we started our investment company they thought that now we losing the soul of what Kagiso Trust is and will end up being capitalist and we were able to maintain the soul of the organisation from inception and remaining true, it is just about taking that leap of faith and at least trying, if we failed, hey, at least we tried, we can't stop ourselves when the task seems big.

MK: where do you see KST in the next 10 years?

NM: hopefully, KTS in the next 10 years would have brought on board more provinces, you know, perhaps another 2 or 3 provinces, ummm, assisting districts there. For us I think we have accepted that to scale up the model and insist on partnership with government it is not us that are going to achieve this, it's going to be through lessons learned with government or even with other NGOs. Ummm, we haven't copied the model because for us we want to say copy what we do, it's not about keeping the knowledge to ourselves; development is not a competitive space, so it's about marketing the programme as much as possible so that hopefully one day, most people start adopting the approach and our issue is more about sharing lessons learned with other entities, hopefully in 10 years-time, who knows maybe we have an institution where we say if you wanting to implement the programme, these are the things you need to have in place, we will help guide you but you run with it.

MK: I want to see if I understand you well. Even if you are not in the entire Free State province, you see yourself, let's say…how many districts are there in the Free State?

NM: they are 5

MK: they are 5, now you are working in 2. Even if you don't work in the other 3, say 2 because you have worked in Thabo Mofutsanyana was touched since 2007; you see yourselves emerging in other provinces, maybe 1 or 2 districts and even if it is not KST per ser doing it but other people can copy what you do, you will support-you will kind of manage the processes for them and they bring the funding or something, so, there's a model in the KST model and you are allowing models to emerge within the model itself?

NM: ja. I think this is the only way we will be able to sustain it.

MK: not yourselves?

NM: not ourselves. We don't have enough resources, we don't have enough capacity; and also just giving people space as well to do what they think because perhaps there are areas of improvement in our model as well. You will find that if you have another Kagiso Trust elsewhere they also maybe don't want to put money into another entity and are just looking for a best practice model, umm, we should

be able to share this is what happened, go implement, we can't be selfish about that. So, it can never be us being physically everywhere, we don't have the capacity.

MK: But you could manage those new developments?

NM: yes.

MK: thank you. You were going through your list?

NM: ooh,

MK: You obviously read my questions?

NM: yes. (long pause) ummm, ja, I think I will email you this, I mean, the only other thing that was in this presentation was around how have we addressed the lessons or challenges that we've identified and for instance with the formalisation , it's umm, and I have already indicated that going forward it's just the adoption of best practice and having regular reviews of our programmes other areas which we've identified are they relevant or we need to change umm, certain things. It's about consultations also when it comes to the PFMA challenges, we are in consultation with the Province's legal team so that when we are spending money in a certain way they can advise whether it meets the required um, um, terms; also scenario planning when it comes to addressing budget shortfalls; so we've looked at when we have R400 million rather let's work with half the schools for now and bring in the other schools later after raising the funds because we don't want to implement the programme in bits and pieces…

MK: ja…

NM: rather with the 200 schools do everything than start with schools and keep on stopping, um

MK: …and hopefully somebody would say I will take the other 200 schools?

NM: yes (laughing)

MK: but how are you…are you sharing this need?

NM: we do our best to share…

MK: How do you do it?

NM: we, even for instance with the advisory board, we have allocated, we did like you know…research on who is working in education, who is funding or who has interest in education, advisory board members were allocated companies they need to be engaging with to try and create relationships and create awareness around-this is the programme we are implementing, this is the shortfall that we have, can you partner with us, sometimes it's not even about money. We've found in some instances – I am just making an example that SASOL in a SASOL based school is already implementing something, so how then do we coordinate the support by both organisations; so if they are building libraries then we are not going to do libraries but we will let them know that you know…

MK: if a school needs a library….and how is that coming along?

NM: I think it's not bad. Ummm, I think it's the first or second year we are using that approach and as far as I am aware none of the partners who are working in an area already have contested that approach, because it is benefit to all of us where you know, okay you KST are doing curriculum, then it removes the stress from us having to find a service provider that does curriculum delivery, so then will focus on

the IT side and it is just about; what we are trying to do though to make sure that we don't lose quality, just because someone is doing something in that area it does not mean that they are doing it in the same way. We are trying to come up with a common dip-stick that we can use to measure results of each person's ummm, programme so that hopefully one day can reach a point where it's the same thing like we've done as Shanduka and KT to take best practice. We've noticed that in implementing the IT support programme but the monitoring tool shows that we are having little impact and in our ITC programme using the following approach it's an opportunity for you to pick up best practice. Same thing with us, we are tracking with the schools we are not intervening are they doing better, so that if they are doing better, then, we go and ask what do you think it is you are doing that we are not doing to improve our approach. So, umm, that's one of the approaches we are adopting. But in terms of teams-the management at least we've got Kaya to centralise the programme so that there is at least one point of contact and from there the person then directs and manages the overall programme to avoid…because what used to be a challenge is that with the people based at the local district offices, they are not sure who to take instructions from, so at least if there is a central point then it's not all of us talking to them and confusing them but rather dealing with the central person who will then filter communication to the relevant parties.

MK: Okay, you are not going dry yet, my goodness it is going to 3pm…

NM: (laughs)

MK: do you have a commitment (gone beyond interview time)

NM: ummm, I just need that by 3pm…because I moved something to that time to accommodate you and I promised the person…

MK: I was going to ask you something…okay, the interest of other role players, you mentioned SASOL…

NM: mmm

MK: …and General Electric, so these are your current partners in different ways, not you know… at an implementation level?

NM: yes, and Old Mutual and IDC as well. So they are already operating in those districts, I think also in Fezile Dabi if I am not mistaken. We 've had, we have regular meetings with them and we try when possible to meet with them quarterly to just give each other updates. But at the moment we've just been meeting twice per annum due to difficulties securing everyone. But at least in that way we've been able to give each other feedback.

MK: Okay, so, in the model (KST model), because of budgetary constraints and the fact that you believe in developing partners and in sharing best practices, these are the main reasons, the main reasons why you are bringing different people on board in order to push the whole view of scaling up?

NM: that was the original reason, but you know some things happen for a reason, ummm, I personally think that it has worked personally in our favour because as NGOs nje, we don't collaborate and synergise with each other. Everyone wants to reinvent the wheel and show that my programme works better. In certain instances we end up undoing each other's work because I also still want to do umm, a maths programme even when the teachers have already received a maths programme and who knows perhaps the style of my maths programme will end up confusing the educators because they were you know, educated in a different way. I am hoping that eventually at some point as a country we can learn

to share in the development sector where we create a value chain model umm, where, its fine we don't need to compete for the space that if you are doing this, but let it be coordinated so that at least we can see the impact we are wanting to achieve in this cause, that should be the guiding thing that if you are doing curriculum, let's check if these areas are covered, I am doing infrastructure, let us see if I am covering all the areas that are needed for infrastructure to be you know profitable to the schools, and let's then plan how we are going to implement our interventions without disturbing schooling in the various communities. If you are doing maths intervention at 10 o'clock on a Monday, let me give the schools time to breathe and not come on the same day, let me rather come a day later or two days later, and it is rather about us sitting and plotting how do we make our interventions work?

MK: lovely, thank you. Okay, so this is bigger than just KST itself?

NM: ja.

MK:…and bigger than just the department? It is an interesting aspect of the partners particularly from the competition side. So, you are like the BIG sister or brother who wants to bring everything together for the benefit of the children in schools eventually?

NM: ja, but we try to avoid, we are intentional in trying to avoid positioning ourselves that we are the big brother because it puts people off, thinking we know better. Trying, you know we are all in a learning space. This is what we've learned and if you think it is important please join us. But, ja, it is very competitive.

MK: Okay, I think I am going to skip this one, I was actually focusing on process of engagement and I think you have described process of engagement with the various constituencies and you are bringing in other unexpected constituents such as other NGOs which is an interesting aspect. Okay, you've highlighted weaknesses of the engagement as well.

NM: yes.

MK: Okay, now, I just need a list here, could you list descriptive data, I am hoping this is simple-descriptive data to show the level of engagement of the various constituencies in the initiation of the KST model? You highlighted trying to bring other parties-NGOs in the district, in the province that are operating there. What descriptive data is available that shows this engagement for example, umm; you have highlighted engagement with your district based office personnel, and their engagement with the district and their engagement with KST; what tangible descriptive information is available that will assist me when I conduct my desktop research to say this this is coming through?

NM: emm, I think that Buhle may be able to assist you with agendas for the various stakeholder meetings that we would have had. There is a formal agenda, some instances there's a formal presentation that is put together in terms of what will be shared…

MK: okay…

NM: so, for all of the meetings we've had with stakeholders there would be an agenda that is set out to try guide discussions and get feedback where is needed or the presentations to be developed to try to guide engagement that will happen…

MK: okay, in the initial, let's say before the initial KST was formalised, would there be any particular…

NM: we have developed a business plan and I don't know if that would help, but we have developed a business plan which outlined the partnership-model-framework if I can use that word and had basic principles on how we were going to engage each other; it has the different committees and what will those committees be responsible for and who sits on those committees so, that was a document we use to engage ourselves before finalising, it formed the basis of the MOU to be signed and the approach that we now adopted as a result.

MK: okay, now moving from KST to the third partner what sort of documents would be critical?

NM: even with the business plan we took it to them because they…

MK: are they part of this business plan?

NM: yes, they are.

MK: so (the business plan) this is KST plus FS. Okay, there's an MoU, there's agendas and presentations,

NM: there's a business plan

MK: ja,

NM: business plan and MoU are different

MK: of course. Anything else?

NM: ummm, and perhaps, I don't think they are necessarily confidential, but perhaps Buhle will be able to speak to Kaya to which minutes would be critical, but there would be minutes that would illustrate the type of discussions or engagements that happened.

MK: Okay, I am not sure if I am taking you back to the conceptualisation of the model, now I want specific individuals and groups; who formulated and initiated the need for change that resulted in the KST model? Don't give me KST, I am looking for specific individuals or groups?

NM: well, I think I have indicated that it was our former CEO Kgotso and Donne', then they took it to the relevant organisations 'exco teams to just build a case around you know doe we agree? Do we think it is necessary? Once approval was received then both entities then took it to their boards to present…umm, umm, actually before going to boards ones the exco had agreed then we started meetings doing introductions and discussing potentially it could be rolled out and build a case study around it and hence ended up developing a business plan because that was then used to take to the relevant boards to say we think there's a need and this is how it could work and then from there the boards made inputs and agreed then it was about developing an MoU.

MK: when you say the board, are you talking about the KST board?

NM: no, the KT board and the Shanduka board and only once it had been formalised did we create a KST board and the advisory board.

MK: okay.

NM: if you are not clear or perhaps you are not getting the information, please indicate?

MK: ja, no, I am also trying to prioritise on the questions

NM: oh okay.

MK: yes, okay, and of course I will come back I am hoping your door will be open when I drop you an email; could you just describe, no, detail more on this particular aspect, okay I have 9 minutes and I am trying to prioritise what I want you to answer; let's look at the effects…

NM: mmm

MK: the effects of the KST development model on schools and classroom performance; could you please describe how is the KST model improving leadership in the district? and please tell me how do you know this? And how it is improving leadership in the schools and leadership in the classrooms? And how it is improving learners' performances in the classrooms? (summarising-district leadership, school leadership, classroom leaders and learners' performances)

NM: I think in terms of improving district leadership, umm, just that I don't forget, I don't know how many people you will be talking to ; but I think it may also be worthwhile speaking to the district heads because they have the grounds to give you nice details. It is just unfortunate that they…

MK: please detail the district heads; are they curriculum, maths or

NM: It's curriculum and then there will be retreats , then there'll be infrastructure, I think that especially from the curriculum and retreat side they can give you specific details because I am not as on the ground but I will do my best to give you the knowledge that I have, it's just that Siza is unfortunately out of the office…Umm, in improving district leadership, I think it's around planning and sharing how they can better plan for the year in the various districts, umm, making them conscious of that, umm, it's something that was not done necessarily thoroughly from my observation, and it is something that is now being inculcated as they now begin the year and quarters to a point where they insist to attend those strategic planning meetings and input to make sure that everything is covered and that we just synchronise our programmes. They have also become more weary of how they should bring in or rather work with partners. so it is not about leaving them there to do whatever they are doing, they have to be conscious about engaging them so that they know what is happening and where possible integrate it with what we are doing and facilitate sessions where they will say oh, we know these guys who are doing this, how does it speak to what you guys are doing? For the mere fact that they insist we attend their planning sessions and are just keen on talking to us about what we are going to work on, cause it shows accountability because they want to know so that if they are not seeing change they can also hold us accountable as well. Like, you said you said you are going to do A, B and C but we are not seeing the results. They would also come to our planning sessions when we do our annual planning and review and they would give feedback as to, this is what we think worked and this is what we think had not worked and the level of engagement is robust and honest, umm, I think it helps both entities from KST and also on their side because we'd also give them feedback on these were the challenges and these were the highlights we have witnessed and they, I mean can speak about the programme very fluently which means they understand and are taking some of the lessons to implement in other schools. Even like with retreats they are now doing retreats in the schools we are not working in on their own. So, they've internalised the programme and I must say we were fortunate to work with an MEC who gets it, I don't think without Tate, the buy-in would have been as great. And he's also helped us build a model for other provinces to illustrate that if leadership is not on board then the programme…it's not even only about us, whatever interventions you know people bring in…

MK: sure…

NM: they are not sustainable when people understand that their MEC is going to be asking them of the feedback on what is happening then they start taking it seriously. I mean I have received regular feedback from Comms team, from the department that we wanna just check to find out what happened? Did we achieve and I have to prepare a report for the MEC, you know, I think that goes a long way and it influence how they approach things and also how they do their work. In terms of informing leadership in schools, umm, you know the one infrastructure launch we had an educator who is an elderly lady close to retirement, you know late 50s, and she said something profound that, she was at the school waiting to retire and was not putting in any efforts, just waiting for the year, when I am retiring; I am not interested in new initiatives you know, new projects or new ways of doing things. She said that through the programme, having attended the retreats it changed her mind-set because she realised she can't be waiting for retirement at the expense of the kids, umm, it just cannot happen while she's still there she needs to do right by the kids. So in terms of leadership, it just changed the outlook. All of the educators, it is not only about the principal who is now the person who must be responsible for the leadership in the schools. It is about all of us how we can run the school better. So, accountability with all of the stakeholders in the school really goes a long way. Umm, in term of learners we also had a learner, because with the retreats it is not only educators, it is also representatives of the school governing body that attends and also learners from the learners' representative council. Umm, because it is about getting all stakeholders that are part of the school on board. We had a learner who shared with us that she felt that after the retreat she needed to do something it can't be the educators only and she started a campaign at her school around, if I'm not mistaken teenage pregnancy and drug abuse like getting her peers to understand the consequences there and trying to get some of the learners in her school to help her with that, even they first started by first being timeous at school and stand by the gates you know to make sure that the kids at the school are arriving on time and that they are dressed properly. Umm, so that was encouraging that even like, you know, a grade 11 learner would take it upon themselves to be part of the change. In the classroom, umm, it's about teachers been keen to receive help, umm. You will hear teachers saying to us, shame the LO teachers, nobody ever takes them seriously and they never get any support. So they would be saying, we don't have materials that we can use to assist our learners make better choices relating to the subjects that they need to take or to further their careers. As a result we are trying to find a way to implement a career expo this year at the two districts just to be responsive and try to address the need that they have shared with us. Umm, and also you know, we mainly work with 4 subjects so, teachers of the other subjects are saying we want…you've taken us to a retreat as well, son nathi we want support. The fact that you are getting people complaining why are you only focusing on those guys we also need support is an indication that they can see value in what the programme is doing in their schools.

MK: they are part of the school and you are saying you are providing a whole school model, so what is your response to them?

NM: well, I mean if we are to be honest, it is really about numbers and budgets and trying to touch the subjects that are seen as very difficult and also critical, umm, we would love to get involved in all subjects and even languages, we are looking at how to support languages; it's at the end of the day about what budgets allows us and what then do we prioritise.

MK:..and whoever is out there ready to come in.

NM: I agree, so, it's not that we will never work in those areas; it's just that about priority on what are the suffering subjects and how do we impact there.

MK: it's 2 minutes after 3. How much I thank you for giving me this time, honestly dedicating your time to sharing your knowledge and experiences with me. If you feel like adding anything; you've got the gist of what I am looking at, how this model came about-the initiation phase; engagement with the different constituencies, please share that with me?

NM: okay

MK: thank you so much Nontando.

NM: pleasure…

MK: I appreciate.

NM: enjoy you day further.

MK: I am sure you still have a longer day ahead

NM: ahh, I am also studying huuu!

MK: not easy, but worth doing

NM: ja.

MK: cheers!

Third Participant: Sizwe

MK: Thank you very much for your time, I know you are quite busy, thank you for affording me this opportunity to speak with you. You have a background on me being a student at WITS…

SL: correct

MK: my interest in the research topic actually emerged from my interactions with KT…

SL: mmm (agreeing)

MK: (continuing) in Thabo Mofutsanyana

SL: Ah, yes.

MK: Thank you for giving me this time, we are recording and this is solely for my research report. Whatever you are going to share with me you are assured that the information will be serving that particular purpose, so confidentiality is assured.

I am going to focus on 7 themes: The interest in the research topic focuses on the initial stage; the initiation phase of the KST whole school development model in Fezile Dabi and I am aware that Kagiso Trust and Shanduka came together so there are directing questions in relation to that.

SL: ah kay, that's fine

MK: Okay; the first (questions) focuses on awareness and interest, now I am looking at the level of awareness and interest about or of the model. Could you explain the level of local awareness, I know you are working with two districts; but my interest is Fezile Dabi. What was the level of local awareness like, how would you describe it?

SL: when you say local awareness who are you talking to…

MK: we talking you coming in with this programme; we talking the district itself, Fezile Dabi district.

SL: I think what we did I mean, looking at the background of the two organisations was the model that was combined between the KT model and the Shanduka model which came out to the model of whole school development and this partnership was basically to say that we want to implement a sustainable model in Fezile Dabi and what it means is that there must be buy-in not only provincially but also at district level which is Fezile Dabi. So we met from the MEC and then went to district after buy-in from the province we met with the whole district management team we presented the concept model to the management team for buy-in. After that we had a whole of discussions with principals and their management teams of all the schools in the districts and we presented the whole model. We explained the process of intervention; how the model work, where are we going to be starting, after this we gonna do that; it was like start from the retreat and from the retreat, the get going with leadership after the leadership we look at curriculum, but also in that process parallel to that we would be doing infrastructure-which is your the basic infrastructure and the incentive infrastructure. But, the whole process was more of an advocacy because we needed to get buy-in from all the stakeholders. So we met with all that, and the second awareness thing that we did was to investigate what are the other organisations that are doing work in Fezile Dabi; which is your SASOL, the University of the Free State, your Tshikululu also doing some work there in the Free State, so we ended up meeting with all those stakeholders and also briefing them about what is KST; what are we planning to do in the Free State; what is this partnership with the department and all that, and that was the whole process that we did and then the final process was to launch it you know into making it aware that this is this is what we are intending to do you know, and the aim of that was to say we want to develop a model that can be replicated in other districts.

MK: yes, okay, and the interest from the district was it like?

SL: The interest from district, obviously when you come, you are new, people don't know you, they were a bit of like-okay we hear you-you know, and mostly it was more form the officials-the management team, but there was huge buy-in from the district director and his management team; people on the ground we still struggling to understand and I think what we did and I think it worked quite well for KST was to do a retreat for the whole district in Fezile Dabi, so we took them through a weekend retreat just to understand their plan and also for them where KST fit into their plan-what are we trying to do as KST and by doing that we managed to build relationship also with the officials; people responsible with curriculum, those responsible for infrastructure then start to understand when we talk of infrastructure what are we talking about and what model are we using; when we talk about curriculum what is the model we gonna be using and how does it differ from what the department's model, and they will present also their model, their plan and we try to find common ground…

MK: yes…

SL: this is how we are going to work together, and the aim that while we are working together-we agreed that look we may not be perfect, we will learn from you and you will learn from us. And through that there was the buy-in…

MK: yes…

SL: …and through that there was buy-in from officials and then they started understanding our involvement.

MK: okay, replicating to other districts is that you don't impose, you interact…

SL: yes…

MK: …you develop…

SL: correct…

MK: you come with your model but you acknowledge that there are models prevalent in the district and schools and you work around that, so would you say that the KST model would be different or it will be kindly of slightly….; that is you have a standing model but in terms of how you fuse it into a particular district it would be depended upon the context and what is actually going on in a particular context…

SL: mmm(agreeing), I think what we are saying firstly, in the Free State-in Fezile Dabi we're basically testing this model, we will…what we also did we developed principles that what is this thing we want to do and what are the things we won't compromise; one of the things between the two organisations, that is KT and Shanduka Trust was to say-WE ARE DOERS, we are not good in other areas, we want to get things done, so we appointed an independent company to assist us in writing the lessons and come up with an ME framework also writing and documenting some of the lessons so that even when we say we're exiting the Free State we can come up with a document which we can share with everyone to say you know, this model this is how it worked; when you talk of partnership with government these are the things you should be looking at, and these are the things you should be avoiding (giggles)and these are the risks you will probably be facing, so those are the things we started documenting as an organisation and this is going to assist us when we going to another district to say what have we learned in Fezile Dabi, what went right and what didn't go right? And this is what we said this organisation will help us in developing because they will be looking from an outside and then they will say KST and the Department of Education you've got a good model that you've implemented, however, this did not work for you guys but this worked. And when you go and do something similar, please avoid this or continue doing this and enhance this area and I think truly in the past we've learned a lot, we've learned a lot as KST-working in the Free State, the political environment and such things you cannot never avoid, we never thought we would have those challenges the issue of strikes-SADTU, dealing with Unions, working with teachers you know and also the environment you know this is what we are starting to learn and we continued as an organisation to say, yes we realise every year because we meet and every year we review-we review and we realise that as much as this is working there are still challenges from the Department. However we also acknowledge the good things-the relationship-how we've seen the active involvement of the MEC , the HOD, the district director how they bought in this programme you know, I mean we've got structures you know we've put in in this programme and one of the structures is to say we've got the District Management Committee. The District Management Committee is where our management team and their management team meet and that's where we discuss the project on the ground, what is happening? We give progress this is happening and this is how things are working and we have the PMC, the Provincial Management Committee, and that's where we meet the MEC and HOD and his Management Team and our executive team, there we discuss strategic things-payments-when are starting to get payments, contributions, things that worked and that didn't work, relationships and all that you know. And we have another structure-what we call the advisory board, the advisory board now is where our Chairpersons are there from the Department we've got the MEC, HOD, his executive, his Management team and from us we've got the whole executive team and board representative of the two organisations, so now that where high level discussions are coming out, you know, last time we invited the Minister who came to our meeting, I mean we discuss

more high level about the future of the programme, how everyone is seeing the programme and give progress as to what is happening on the ground, relationships and then we discuss strategic issues in terms of how we seeing the programme going forward and all that you know ja…

MK: and the progress is pleasing in Fezile Dabi up to now?

SL: yes it is, there are challenges out there and there as I've said the issue of SADTU-the strike where we've had SADTU saying we will do the normal work and no extra work you know which impacted our programme. Ahh-there's also…I mean this programme is huge, it is a huge programme-there's also issues of funding-we going on fund raising, we trying to bring more funders together because when we started, I mean the commitment of the two organisations is about 4 hundred million but when we did the needs analysis we realise that it was going to cost us close to a billion if we want to implement it successfully you know, so those are some of the challenges we facing in terms of fund raising. But in terms relationships of how we are work with the district director it has been really, really, good, I mean the relationship with district director it's been really, really going well,

MK: okay…

SL: …we've got our own district manager, in fact we've got offices in the district. So our own district manager and their district manager work together, so we plan together-we do things together and then we implement things together, so that's how the partnership has been going well in the Free State.

MK: aha, aha…how far are you now with Fezile Dabi?

SL: Fezile Dabi now we are in year 3, we've done probably more than 50% of the schools if I'm correct and we've done a lot of infrastructures, we've done the retreat and now we doing leadership in the schools, we built quite a lot of structures, we've done maths, science, and geography in terms of curriculum management, so we've done a lot, you know. We've also tackled the social issue-we've done eye testing in quite a lot of schools, I mean we've targeted more than 10 thousand learners…

MK: was this initially part of the model?

SL: it was part of the model…

MK: Okay

SL: so, we've done all of that. So we are now in year 3, there's been a bit of delay in terms of disruptions by SADTU but we hope that we'll be able to catch up. We've had a lot of discussions with the District Director and the service providers to come up with a plan on how we catch up.

MK: thank you, can you describe the best of the model in your experience…

SL: jaa, maybe let me start in terms of the model, how we've developed the model; because remember Adopt-A-School have their own whole school development model through Shanduka Foundation and Kagiso Trust through Beyers Naude have their own model of whole school. So when we met we presented both models as the two organisations and we said which of the model works better when we looked at the two organisations; we came out to agree that KT uses the retreat where teachers go away for a weekend and it deals with relationships and all that; Adopt-A-School uses a strategic planning model which was still new and then we said because the KT one has been tested in many schools we thought that let's use that as the first point of intervention and then we said in Adopt-A-School when we do infrastructure we use communities, it is a really model that involves the community; the parents,

it involves teachers, it is quiet an involved and cost effective, but it does not compromise quality; so we said we will use that; and then we joined the curriculum management programme of the two organisations. That's how the whole development model came for KST, so we are saying each and every school we will do intervention must go through a retreat; that was part of the agreement to say no school - we are saying no school – we will not build anything until that school goes to a retreat; and this was because we believe that the retreat helps us to understand the school better; you may do a needs analysis and ask the school how is your relationship, they will tell you what you want to hear, but we find that when we do a retreat we get a better understanding to say; that that serious issue is here, you know there is poor relationship, there is poor leadership, even when the leadership is strong but they are not good in delegating, you know, or these are some of the issues, so that help us to plan, to say, do we really have to do this or let's rather address the issue of leadership and once we've addressed the issue of leadership then we say let's look at curriculum. So through that we will begin to understand – and other thing I like about the retreat it also help us to say if a school is not performing – what causes the school not to perform; is because teachers come late to school or maybe we have the wrong teachers teaching the wrong subjects, you know, so those things happen and in most cases we pick up some of those things to say – you know, people will say I am a Maths teacher and I am teaching Maths but I am not a qualified teacher. Sometimes we find people saying but the problem is that we come late to school –you know,,,

MK: ja…

SL: so there's a problem there's problems in managing the curriculum

MK: ja…

SL: There's a problem with discipline and there's also issues of teachers talks about gangsterism in schools and all the other social issues.

MK: aha..

SL: So the retreats help us, once we got the report from the retreat, and it helps us look at the next intervention; how we prioritise the next intervention. So we look at….

MK: (interrupting) so the intervention is school based?

SL: is school based…it is more school based; so we will say now based on what we found out from the retreat and the needs analysis there are challenges of maths and science so we look into that; also when the report says there's overcrowding so we need to address classrooms. That is then how we start to do the planning. (Sips tea)

MK: What is still best of the KST model?

SL: I will not say what is best, the reason is because we are still at the implementation phase…

MK: (in agreement) yes, and it's still a learning phase…

SL: (in agreement), it's still a learning phase. We are now going to be starting doing an external impact assessment which will guide us.

MK: Okay

SL: (with confidence) I can say that you know what we've done really well but if a person says can you test it are you sure… (Laughing with a sense of uncertainty to commit)…can we verify that?

MK:…(interrupting) I still wish to know can you verify that?

SL: In Fezile Dabi, I can say that we've done well with significant impact, it's my view. But it is obvious we still need to get an external evaluation to verify this.

MK: (seeking clarity on the impact comment) is this at a level of district involvement, commitment, are you seeing this from the schools or are you seeing it from both. There should be something pulling everything together for Fezile Dabi…

SL (interrupting) it is coming from the district

MK: Okay..

SL: there is significant impact - we've changed mind-sets on how things can be done differently at the district level

MK: ja..

SL: …and the department of education. At the school level, we've provided resources, we've changed performance, we've addressed quite a lot of leadership and relationship issues in many of our schools, I won't say in the schools. There are schools where we can say there's a bit of hiccup and we need to address some on those things but I can say that more than 80 (then changed to) 70% of our schools in FD really… I mean, the feedback that we are getting from the schools has been really-really encouraging, some schools will tell you how some the educator development programmes that we've done have changed and improved the way they do things, how they teach maths, how they teach science; the science lab that we've build how it has impacted on the performance and how we've increased even the number of learners that do maths and science ...

MK: mmm…

SL: That's been really inspiring, I mean the district director was saying the one good thing we've done is increasing the number of learners doing maths and science in FD. I mean if you look at the performance of the district you know, have improved. I mean they were…now from a district they came second, closely to Thabo Mofutsanyane, you know they were very close. And when you look at the interventions we've done, you know, FD came tops in accounting and it is through us, maths and science – there's been huge improvements, you know. Yes, as much as I have said, we want external evaluators to verify this by observing and being there on the ground and see what we are saying. So far we see an improvement, we've seen significant improvement I can say this. Yes, we still acknowledge that there are still some challenges, there's more to be done…

MK: aha…

SL: with partnerships you know we did acknowledge that this is a five year programme; it's not a short term investment, it's not a short term intervention, it's a long term plan, and we believe it can even take us more than five years to really say, how do we exit without leaving things in disarray. We also need to ensure that when we exit there is sustainability you know. And one of the things that we've also done well is to transfer skills you know. We've created structures from where we call them clusters of teachers; so those are teachers…if a teacher leaves or resigns there's someone ready to take over

because one of the things we've found out which is a challenge is the movement of educators; you know you develop educators, you have a good maths teacher, next they tell you he left, he had a new position somewhere. The challenge is how we replace that educator, so we've come up with strategies; you know to really address some of those challenges.

MK: Thank you sir. Now we are looking at perceptions in the model, in your view what are the strengths and weaknesses of the model.(Looking at SL and reflecting), you've highlighted the strengths. Looking on the other side, what is the down-side?

SL: (high pitched tone) Look,

MK: let me extend this,

SL: mm (agreeing)

MK: on the down side, on the basis of strengths, what makes it easy for you to participate as Kagiso Trust Shanduka?

SL: mm…

MK: what makes it easy and what makes it difficult, I am trying to look at both ends.

SL: I think…(pauses), when you say what makes it easy what makes it easy to work in t*he Free Sate?

MK: let's talk about the model, I mean what makes it easy to participate in this model; I understand you have other responsibilities as Adopt-a-School…

SL: ja…in terms of the model what makes it easy (seem to be struggling to understand the question/how to respond to the question) well, is the model both organisations have used and tested in our organisations. We know it works, that we…I mean Adopt-a-School has been the model for more than 5-6 years; KT have been using their model for years and it's been tested, we've checked-we've reviewed it, we've done so many changes and we've perfected it; that's one thing we've done well.

MK: aha, aha (in agreement)

SL: and going to the Free State we know this model even in a school that is quiet difficult; some people call them dysfunctional schools we know how to introduce that model. You know when you break down the model look at the entities of the model, I mean if you look at the infrastructure model that we are using in the Free State…

MK: aha…

SL: it has created so many temporary jobs in the community, it is a community project; so, communities come they build, we give them stipends, it creates some income for them and it is not permanent employment but is it community involvement…

MK: ahh! (Exclamation with satisfaction)

SL: they take ownership you know

MK: yes..

SL: we use locals to build the structure, that's the first buy in. The second one is the retreat, the retreat open up wounds, it heals because people start to open up about challenges; but at the end it heals relationships-it builds relationships and we've seen it working, working so well in many schools, where even teachers confess to say you know is that one of the things I did not realise was that I am destroying the future of our children, for me being late at school-for me not taking things seriously…and you will hear this from an educator saying, I want to change that, and that is what we are seeing to be a really good thing about this model you know. The second thing is building relationships- the model has really build good relationships with the schools, we have really good relationships with our schools…ah.. with the district you know and with the community also because it is a community project also. We have empowered small businesses; that's been a really good thing about the model

MK; mmm

SL: …challenges, you know, people would ask what are the challenges? The challenges – the problems I will say have been mostly through SADTU….ah….and the other one which is key and I think its more…and we are trying to address it is more on working more with other NGOs; partnerships with other organisations that are doing work in free state, you know, and I think we need to acknowledge that companies wants their brand to be known and they are quiet protective of their brand…

MK: yes…

SL: there's been quite a bit of a challenge of bringing partners together and we say look we are all in the Free State-we're all in FD

MK: yes..

SL: let's work together and we have tried. We've met with SASOL, we've met with the University, we've met with Tshikululu, and we've discussed quite a lot of things to say can't we work together; somehow there are challenges there to bring all these partners together and I think that the department has been quiet supportive in making sure that we bring everyone together and say let's work together; let's come with one monitoring tools because at the end we have one objective-one mission, is to improve the lives of children.

MK: mmm. The same schools?

SL: the same schools.

MK: would you consider bringing other service providers operating in a particular district as part of the model? or it seems to be coming in as part of it (model) but you did not really foresee it. Part of the model is that, as KST we say we are not in competition with any organisation that is doing well. We actually felt that it is good when people are coming on because then your resources, my resources, all the resources makes our work much bigger…

MK: yes…

SL: …our contribution becomes much bigger…

MK: yes…

SL: it also says our efforts makes the impact much bigger and that is why the impact is much bigger. as KST we want to bring quite a lot of partners together in the Free State. We don't want to be the big brother and there's been that perception that KST is the big brother…

MK: oh (amazed)

SL: …dominating, but we're saying no

MK: is this hurting the intension?

SL: it is a perception, no, it is not hurting the intension; it's a few-few-few…nothing to worry but when we started there was that fear…

MK: Oh…

SL: there were organisations that said we want to pull out because you guys are there.

MK: Oh…

SL: …then we said no, you can't because KST will never be able to address all those challenges in the FD, we don't have the resources to address all those challenges.

MK: mm.

SL: if you think for 100 million rands we will probably address infrastructural backlog in the Free State; it is not going to work, and then they understand where we were coming from.

MK: aha…

SL: …and then we said, look, if you are working in these schools, we won't work in those schools; we will look for other schools.

MK: mm…

SL: so long our approaches are the same, if you doing maths, we will not do maths. If you doing curriculum development in those schools but we will do in other schools, we won't do curriculum development, we will do those in other schools. We also came have discussions that we need to talk; we need to share learning; we need to share models; we also need to engage to say if your model on curriculum works in those schools and it makes sustainable improvements but ours is not working, and is not improving performance and is not impacting on the teachers; then we need to find out why yours is working and why is ours not working…

MK: (interrupting) is there collaboration happening

SL: …well, it is still in those discussions…

MK: you still want it…

SL: we still want it and we want to do it…and then we said we must come to a point where share those learning to say your model is working and my model is working…can I piggy bank in your model…can I use your model in our school, you know, if you have the best service providers who are doing a really good job, and ours are not delivering, can I use your service provider, and that is what we are trying to bring in. We're still there, there's some discussions, there's still a next meeting that needs to come; we even want to have one monitoring tool so that when we measure we use one tool to measure the impact.

MK: mm, thank you. When you talk about district-when you talk about KST I can see a triangle; I see KST, I see district and I see schools and we know naturally there's always a gap between these two…

SL: between district and schools…

MK: the relations themselves, are you finding anything good emerging in the relationship in the gap between schools and the district? I know also that there are officials or schools that have never been visited because of where they are and so on…

SL: …you are quite right this is one of the findings we found out…

MK: mm…

SL: we appointed one organisation to assist us in bringing that in terms of leadership; because we said you can't engage leadership at a school level and neglect leadership at the district level…

MK: yes,

SL: so what we've tried to do is to develop the district; while developing the district you develop the school, through that process you've got to bring these two together…

MK: mm..mm

SL: to say as a district where are the gaps that makes you fail to give support to the schools? And from the school, makes it for you to be able not to receive support from the district? Or is it your capacity or is it because of your failures of not understanding the policies? Is it you or is it because of capacity of the district? What is the gap?

MK: mm…

SL: So we try to close the gap between the two.

MK: mm…

SL: … and what we've seen because we know what is happening on the ground more than what we found the district understands…

MK: yeah…

SL: …so in our district meetings, like I have explained we have those structures so that's where the discussions also come up so we'll report to district to say this is what we found and we will report what we found out and we want this official to really go and visit; some of the visits we do with them you know to address some of those challenges. But in that and what we've seen is that there's change in the district. We now see district officials visiting schools and understanding what is happening in the schools. The second thing we did which is quite good was to say that when a school go to a retreat the circuit manager must also be part of the team, so he/she will send representation-will be part of that and it helps the circuit manager to understand what are the issues in the school, but also, it helps schools raise...

MK: issues…

SL:…issues pertaining to lack of support from the district and through that then we say, how do we close that gap because now here's an issue about this and you as a district you are not dealing with this issue/ How do we start addressing that…and through that, now the district will start to understand which of the schools in my circuit are a bit of a challenge and need more support and once we've done that we also elevate this to the district management team (DMT) so that understand. Even then at the retreat

randomly the district director will attend just to make sure-some of the sessions he will attend and see what are the issues so that even when we meet then we say look, this are the issues, this came up and how do we support each other to address some of those challenges.

MK: Okay. In terms of the process now, which is central in my research…

SL: mmm…

MK: could you describe the extent to which KST model engaged constituencies; now for constituencies you have described Kagiso Trust and Shanduka coming together, the constituencies that I am interested in also are those at the district level and maybe at a leadership level in the schools. What happened?

SL: How we engaged with them?

MK: yes…

SL: okay

MK: in the initiation…

SL: when we developed this model we came up with structures on how we would engage each other and other constituencies

MK: okay…

SL: one, as I have indicated we said we gonna have district offices in FD; so we have our own district manager, we have our project managers who deal directly with the district and the schools…

MK: Okay…

SL: The second structure was to say how do we elevate the issues from the district to the province because this is not a partnership with the district only…

MK: yes…

SL: it's a partnership with the province which is also the main stakeholder…

MK: aha…

SL: Now, how do we elevate those things from a district to a province? Then, we have the provincial management team which I have spoken about, you know…

MK: yes…

SL: and then from the provincial management team, how do we elevate this to other constituencies which are your minister, the chairs, the MEC, you know even the premier and we have the advisory board, you know, so that is how our structure is involved. Now at the school level we said we need to be right at the ground to understand the structures we've developed; we have the project steering committees, at the project steering committees level that's where day to day issues are discussed…

MK: okay…

SL: …so, they sometimes meet weekly and monthly, they engage on daily issues that are happening on the ground. So, that's why where I am sitting, I attended DMT meetings, I attend the PMC meetings

and the advisory board, but I do not attend the project steering committee meetings. Quite a lot of issues that come out from there are elevated to the district which is to us and then we see how we can put them on a strategy level. So there are a lot of engagements from bottom to top. So, those structures are the ones that help us to build relationships with the schools, the principals, and the educators you know. But also the role of our own district manager we've appointed is really to enhance those relationships. But also, is not only the schools; there's the local council, which is your municipality. His role is to build those relationships; form forums with the police you know, NGOs – local NGOs that are operating in the Free State you know - companies that are doing work in the Free State it is our role to bring them together. That is why I was talking about NGOs that are doing work is to bring them together...

MK: Yes…

SL: …that is part our model, to say, we can only work and make impact only by bringing all those people together.

MK: okay, thank you for elaborating on those processes. Any particular weakness other than SADTU on the engagements of the constituencies? Is there red flag that you had to go over or is still hanging? (Other challenges)

SL: To be honest, so far I won't say there's a red flag. You know, (giggling) one of the red flags I would say is funding…

MK: okay…

SL: you know, eh, we continue to fund raise because as I've said we've got 400 million and we need 1 billion…

MK: and you've been spending, it's not like you still have the 400 million…it's no more 400 million….

SL: (smiling), you quiet right, it's no more 400 million. We've spent close to 200 million now – probably…

MK: 50% of total budget….

SL: probably…I am sure but we are close to that, and yes, we've been getting some funding, you know we continue to fund raise and to engage with companies like De Beers are interested…

MK: okay…

SL: we are engaging quite a lot of companies some of them we are still in a process where we…at that stage where they will probably say yes or no; we are engage with the embassies to find out if they can really fund us, so there's a bit of fund raising that we are trying…

MK: …and government also trying?

SL: remember this is a 50-50 fund match…

MK: mmm

SL: so,

MK: so what you are fund raising for is for your part?

SL: no,no. you must remember the Department is putting 2 hundred million and we are also putting in 200.

MK: yes.

SL: now that's the commitment we've agreed…

MK: yes…

SL: but as the two organisations…

MK: KST?

SL: also the Department…

MK: okay…

SL: we are now going on a fund raising…

MK: ohhh…in partnership?

SL: in partnership.

MK: okay.

SL: I mean we have what we call the Back-to-School fund raising; it is an event, we had it last year where companies buy a table; last year they bought a table that cost close to R25 or R20 thousand a table and we raised more than R2 million and with that R2 million we managed to build a grade R class for a school. So, it is that type of fund raising that we talking about and it was a joint partnership, so I mean we did it last year and we are having another one in September the-Back to School which was last year attended by the Premier, his Executive – who are other MECs, our chairman who is the Deputy President, the chairman of KST who is Reverent Chikane, and the whole Executive of the organisations and from the Province, we invited quite a lot of companies that came on board and there were also like-pledges done, so it was a really good start…

MK: okay…

SL: …but what I think we did was – it was not the aim of raising more money but it was an awareness for a fund raising to say; this is what we are doing because companies must know what is KST doing, so it was a fund raising but it was also raising awareness.

MK: okay…

SL: …you know, so, this year we are going to do it again; we've started to invite quite a lot of companies and the theme for this year is to say 'Come-on-Board'. We invite you to partner with us.

MK: okay…my first understanding with the model I was looking at it…maybe what I should be saying is; I see an emergence of a relationship beyond KST and the District; it's bigger than that

SL: it should be bigger than that

MK: okay…did you…it is emerging…

SL: it is emerging

MK: it was not like pre planned how things would evolve?

SL: No,

MK: you are learning…

SL: we are learning, and I think you are quite right, I know when we started we thought R400 million will address this, then we did the needs analysis and the report came we did our calculations and we realise that ijoo it is more than we expected, because it is two districts. It is Fezile Dabi and Motheo. And then we realised we need more than this (the 400 million)

MK: mmm…

SL: so we did our own projection and then we said, look, if you have to fund raise and go to people, people will ask what have you done? So don't come and ask money, what have you done? So for the first two years we wanted to do it ourselves just to show people that this partnership works, it's a partnership between us and government it works; government is putting money and government is proving they are putting money; we've put money and this is what we've done as the two partners. KT, Shanduka and the Department of Education in the Free State. This is what we've done and now we can showcase this, this is why we going on a fund raising. So when we talk to people – when people ask us what have we done; we say to them we've build this, we've done, this what we've done in Fezile Dabi and it is through this partners. And many people start to buy in and one of the few, why we did this; we must remember people are sceptical about partnering with government in terms of money…

MK: yes

SL: because they say what are you expecting government is putting money and you are putting money; I know government they won't do that…

MK: mmm

SL: so, we wanted to show people things like this can work; this partnership can works; yes, it's not an easy process…

MK: yeah…

SL: it's not easy to partner with government; there are a lot of things you have to go through with it [them]…

MK: mmm

SL:… but if you engage them and people from the department buy into your model; I don't think there will be a problem…

MK: mmm

SL: …because as the two organisations we have a good track record, it was easy to convince the MEC, you know and the MEC for him, what he saw was people bringing in money into his province; for me it was clear for he was saying; I am the MEC, if you bring 2 hundred million which means you are going to build more and I bring another 2 million in; from my 2 hundred million, I am getting 400 million worth of investment. so, for him it was a benefit and he saw it as a benefit and this was a true partnership and that is how the MEC saw it. He knows what KT has done in the Free State

MK: yes…

SL: …so, it was not something new for him; so everyone one knows, every official knows what has been done; they've seen the work that Adopt-A-School has done in some of the schools. So, it was not like we are presenting something new to him. We presented what we have been doing; but this time we are saying we are going bigger and that is why we bought into this concept – model.

MK: mmm

SL: now we are taking this model and saying to other people, look what we've done so far; come with us in this journey; partner with us and let's make it jointly and make it more significant and huge impact in our schools.

MK: mmm

SL: and it started to grow; people now know what is KST, start to understand what we've done, we sometimes get called saying I've heard about what you've done in the Free State; you are doing so much good work you know, how can we get involved?

MK: mmm

SL: …you know, so that type of partnership is starting, and we are not expecting people to contribute huge money; we know there are companies who cannot afford to give you 20 million in a year, but if someone says he has R2 million that I can contribute, that person is still a partner, you know because that R2 million can address overcrowding, can build an ablution block and classrooms in our schools, you know, so, that is the type of partnership we are talking about.

MK: now, going to the challenges, tell me, I've already said this but can you list descriptive data that is available…you know as in exchange of papers, as in exchange of emails and the like because you know this is my interest in the process

SL: Mmm

MK: Can you list the descriptive data that would show the engagement of the various constituencies in the initiation phase....What…

SL: …(interjecting) can I share with you the presentation?

MK: (giggling), okay…

SL: (giggling too) and it is nicely explained on how the process starts, I can share that with you, easily. It is quiet detailed and it will help you…How we started, how with the MEC and after that how we went to the district, when we started with the implementation, in what year-it will even tell you the years.

MK: great!

SL: …we got it in our presentation, the journey

MK:…the journey?

SL: Ja.

MK: Okay, the conceptualisation now; now I am looking at specific individuals and groups. Who? There has to be somebody who said something, it cannot be a group thing; it becomes a group thing once there's been some level of engagement.

SL: Yes…

MK: who formulated…I am saying individuals and then groups and initiated the need for change that resulted in this model?

SL: wao! Let me start now this becomes the history:

MK and SL"giggling

SL: Shanduka…(stops)…KT at that time it was still Kgotso, he was the CEO from KT side they were engaged with the NECT; the NECT was also starting, so there were a lot engagements in the formulation of the NECT at that time and they met with quite a lot of NGOs and professors in coming up with a model of intervention. We (meaning Shanduka) were also involved in another discussion with the Mark Shuttleworth Foundation; they wanted to do a huge intervention in the Free State, so they asked us to come up with proposals, so there were a lot of engagements. And as I have said when we started I said "we are more doers;" we get tired of planning and talking and talking;

MK: Mmmm

SL: so, that proposal we submitted to the Mark Shuttleworth Foundation did not work out; it fell apart and the KT was getting frustrated with the discussions there. So, myself and Donne' met with Kgotso; we said you guys have been having these discussions with NECT and we've been having discussions about this and that; how about the two of us put something together and do something big. We were not sure what we were talking about then, so that where the discussions started. So, Kgotso was excited from KT and Donne' from Shanduka (at that time it was still Shanduka) was really excited. They were so frustrated with discussions, saying we need to get started…

MK: …(interjecting for clarity) so, this was when? 2012?

SL: this was in or around 2012. Then we agreed that our executives meet to present what we do and see how we can work together. So the next session was when the two organisations met; our management team and KT management team we did presentations to say what does Shanduka Foundation do and what does KT do. And through that discussion we said look if we put 100 million over the next 5 years and we go to government to match the funding and they must identify a province and a district to work in. so, that we agreed on. So, obviously after that we went back to our boards and our boards said it is a brilliant idea, do it-start it, and then we met again and developed the model and the presentation of the model. But what we said was come up with a business model but one thing we said was that we will not make the same mistakes the two organisations did so we looked at what are the things that are not working in our organisations and we need to avoid this. But we also said, this is a new project, we've never done something big where we go in and do many schools, so, it's going to be big and we need to think and come up with principles. One of the principle is that it must be a match; if you want government by-in and not them just riding; there must be a match and by matching they must commit financially, because through financial commitment then they will see the financial benefit and then they know, if this project is a failure, then it is a failure to them. So that was part of the principles we agreed on. The second one was that we don't want buy in only at a political level; so we can engage at the level of the MEC …

MK: ja…

SL: …but if the MEC agrees and his management team does not agree and buy into this model; they are not passionate about this, it is not going to work; must be full management team support and then we said this must be a district intervention; so, it must be district-we must go through district intervention and then we came and said we will use a whole school development model which we will not compromise; this is a model we gonna be using and involvement, that there must be buy in from educators then after doing this we went to present this to the Minister so we went to Pretoria and we presented this to the Minister, her DG and their team, really excited-the Minister said go to KZN. So we didn't start in the Free State at that time it was the man government must buy into the model and obviously there were other things of community who was now Premier-Senzo, yes, he was the EMC for education at the time. So we went to KZN…

MK:…so, this was in 2013?

SL: yeah, this was in 2013…and that process also I will share with you it is a whole long process; so we met with Senzo, and we presented to him really excited and we said we want you to match this, and he said I will match this, but then we said one of the conditions is that we are not going to give the money; we are going to put the money in one account; but also there must be real buy-in from your management team. So when we meet there must bring your management tea. So, the second meeting we had a workshop with him and his management team. So, we agreed on quiet a lot of things but one thing we did not agree about which was a bit of a challenge was the payment.

MK: oh…

SL: so, they told us about the PFMA and the tendering and all; but we said we don't want to go through that process; we want partnership; you put money and we put money; we do things together, we plan together- that s what we want, we don't want to tender-we are not going to tender here, so it was that discussion, we had a lot of discussions….

MK: I am not sure about the tender…

SL: what they want us to do; there were various options they wanted us to do, one they wanted us to go through a tendering process; secondly, the other option was to say was that we do the work; we invoice them on the work done. So it was all those small things which they wanted; and the other option was that they have a Trust, so should put money into their Trust.

MK: Ingwenyama?

SL: (laughing)…I am not sure. We said No. so, we didn't agree. So, we got legal opinion on how to get around the PFMA. So we tried to be understanding to accommodate this. We went to quiet a number of people for advise and they said you can deal with this thing, you can go around the PFMA. We got a lot of advises and later got a sense that people are not willing to compromise.

MK: mmm…

SL: it was not the MEC, but there were people not willing to compromise.

MK: was this at the district?

SL: the Province, this is where it has to start…because they have to commit financially before we get to the District; because money always comes from the Province. So, after that we went back to our principals-to our boards and we presented to them and we said look it is not working…

MK: How long did it take…

SL: It took us months;

MK: More than 3 months?

SL: More than six months

MK: shooo!

SL: I think it took us 8 months; because we give them chance to go think about it, they come back we meet again, we discuss, there was time when we formed groups to understand how we do things and how are planning to do this and then, we got lawyers to assist in really mediating this whole thing. We realised there are individuals who are not willing to change. Who are not willing to compromise in the process…

MK: mmm…

SL: then, we went back to say, even if the MEC can push this; we going to have problems because the MEC will leave and we will remain with these people. So that was one of our principle; that this is not going to work. See, if the MEC can push this and make the management team see the benefit of this, when the MEC leaves, we will be in trouble. They will say that 'we didn't buy in, we were forced to buy into this thing'.

MK: mmm…

SL: …and then that's where the discussion came when we said maybe we should look at another Province. Then we said, because KT has been doing work in the Free State, there were good relationships with the MEC; because I remember when we presented it to the Minister, the minister asked us to present to the HoDs of the provinces and the HoD of the Free State said you will come back; once you go the KZN and it does not work, come to the Free State we will buy in. and then we went to the Free State, the MEC was excited, everyone was excited, you know. And the other issues, like the PFMA we will deal with that and that is how we got to the Free State…

MK: …and this was the latter part of 2013?

SL: correct.

MK: Wow! Nice. You've shared the elements of the model, can you just summarise without explaining…

SL: Ja…the elements of whole school model starts with the transformation which is the retreat; from the retreat then it goes to leadership, from leadership then it is curriculum management; and then it is infrastructure which is based on incentives and the other one is the social programme; which talks about the eye testing; talks about the social challenges that some learners are facing in schools.

MK: okay, and the leadership-when you are talking about the leadership, you only work with principals and heads of departments and you don't go to the teachers?

SL: Yes, it is limited because of resources, mostly your management team. target mostly there because what we found in the retreat that's where the gap is it was more on that area, so we thought as much as we want to empower everyone, but if you have good leadership from your management team, you know you can-it can at least escalate to the educators.

MK: okay, thank you. Mmm, you may have already touched on this; I want to find out the things and structures that changed to accommodate the model. I understand where you started but now specifically to Kagiso Trust, Shanduka and the district; what is it that had to change to accommodate this model to part of this programme?

SL: one, we changed both organisation; we came with our model and they came with their model…

MK: it converged

SL: we converged. I mean, in Shanduka we don't do the matching so when we go to schools we don't ask government to match (funding) KT does it, and we realised that they did it quite well and we said we will use your model of matching (laughing)

MK: Okay…

SL: the retreat; we thought they have been using the retreats for many years…

MK: aha…

SL: infrastructure we have been doing it for many years, we've been really good in doing infrastructure which is more community based

MK: aha…

SL: so, those are the things that came together from the two organisations. In terms of the structure, or the governance structures, that's where we did quite a lot of changes to accommodate the department because this is a partnership, you have to have structures that can involve the department. So we said because this programme has to be implemented at the district level; you must have structures at district level. But because it is also a partnership with provincial government, so you need the provincial committee so we meet with the province to give reports; we discuss things; but, also we say we have boards from the two organisations; these two boards must know each other; the MEC must also be involved so is the advisory board. So, that is how we have put the structures together to accommodate the model.

MK: okay, I want to know now; can you describe the extent to which the roles of district officials, how they influenced-if there was any influence coming from them the framework that has been adopted, now the KST model. What specific role-what was their influence?

SL: the district? One of their roles is to make sure they become part of the implementation; so when we plan we plan together with the district, that's where things get started; it is the whole planning process-what interventions are we going to do? Which schools are….

MK: (interrupting); did this come through them or through you?

SL: We had identified the needs in schools…

MK: okay…

SL: so, we will say this is the plan for 2016.12.03

MK: mmm…

SL: …but that plan we present it to the district, we sit with the district; we will have the district management team led by the district director and us and then we sit together and engage on the plan.

MK: Okay…

SL: that's where things get started, and district will say, but this schools-why are doing this? Why can't you do this?

….but, if you are doing this, I want you to include this school because the need is more.

MK: so, they bring in the knowledge of their schools…

SL: yes, so, we plan together and make recommendations together to the province; we do quite a lot of operational things together.

MK: okay…

SL: and it goes to the province…

MK: okay….ammm…can you explain how the roles of districts influenced structural changes if there are any, maybe give me examples…

SL: officials, into structural changes are not so in involved in terms of structural changes of the organisation. Where they get involved is in curriculum, whatever intervention that's where they become actively involved …decisions are done mostly with the district director.

MK: okay, thank you. Could you explain how the KST model changed district leadership?

SL: How we've changed it, one of the things we did with district was to put them through a retreat process, the change we wanted to see was to make the district director understand that he cannot make decisions on his own; the second part was to make the district director aware through the retreat process to say he must work with the team. When we came in Fezile Dabi, we could see who make decisions; in a meeting everyone is quite-he talks after that people grumble with us like you know, we could have…this…this….that's where we realised that there is a gap. So when we put them through that process, we put them so that we build relationships to the district director and his team. Secondly, to work as a team, to address relationships, which was a major-major challenge in the district. So, through that, it has improved relationships between management team and himself. Nowadays he is able to delegate to his team and some of them take more responsibility compared to others. Another thing that is a change is that we no longer work with him directly as a district director; we are engaging with his officials directly…

MK: aha…

SL: so, that has changed – that relationship.

MK: oh, so he open arms now..

SL: opened the door…

MK: there are more people now, more than me

SL: correct

MK: thank you. Now the last part looks at KST whole school development model impacts or effects on schools and classrooms performance; can you please explain how the model is improving leadership; okay, you have addressed the leadership but how if you want to bring it as well now, specifically in relationship with schools and classroom performance; improvement of leadership in the district, improvement of leadership in the school and improvement of leadership in classrooms and improvement of learner performance.

SL: I have explained how we have improved the district relations…

MK: yes, yes…

SL: at the classroom level, how we do it you know…as much as we have our specialists in curriculum; we appoint competent service providers who specialise in those areas, but we make sure they are aligned-they do the interventions in line with our model. One of our model is we say is school based support, so the first thing they will do, a school will write a baseline test because the baseline starts to guide us to say where is the level of competence of our educators; once that is done we could see the gaps…

MK: okay…

SL: so, they will present to us and say the teachers are competent here, and where they are struggling is in this area. Then we do another test, the performance of the learners and what we've seen is that where the teachers are not performing in a certain subject, we realised the learners are also struggling in that area in a subject – performance is really low. So then we are able to find out where the gaps really are and once that is done they will go through a workshop training but we appreciate the educators to say you are qualified and they've got qualifications to teach, some of them have BSC and diplomas from college-we respect that . so when we train them we train them on methods of teaching, methods of managing the curriculum, also some lack the content and we develop them in that to say if you struggle in this area these are the techniques you can use; when you dealing with learners who are struggling this is how you work with them; when you teach a difficult subject in maths this is how you approach it; once the techniques are developed in them they go back in the classroom, the facilitators will go with the educator in the classroom so, he will sit with the educator and see how the educator implement those techniques then they start to see the practical and through the one-on-one intervention now, the facilitator after teaching will say to the educator, you did well here, but here…you need to start…just be careful on this…because you see when you do this you see how the learners are reacting, so it is all those practical involvements that we do as classroom support. It is a one year programme that we do and after one year is when we review; we check and do a post baseline. So after the post baseline we will see how competent they are; once that is done we will also look at the results of the learners and we see what the gaps are, how did they perform then we have two more weeks of refresher where we say because it needs on-going support, you know it is not a once off it is on-going. Now the two weeks refresher is more of confidence building, more of the educator managing the classrooms, you know and in that year is more of piggy banking, assisting there and developing the relationship between educators and learners and after that we expect the educator to know.

MK: …also creating opportunities for conversations with other teachers

SL: yes.

MK: is the KST model a product of the district? Now, product as in ownership.

SL: we believe that once we leave, the district must own it.

MK: are there any indicators? Are there any green lights?

SL: what we are doing as I am talking to you, we are training district officials on how to manage retreats so they are able to manage and facilitate difficult conversations. We are also working hand in hand with subject advisors on curriculum so that they take ownership so that if similar challenges arise they are able to handle similar situations. Leadership; the circuit managers are also part of the leadership so that they understand the challenges of the educators so that they are well equipped. We are equipping them; we've already started the process, last year we developed 20 departmental officials on how to manage retreats. So, we are saying to them; there are problems in schools and this is how you deal with them; curriculum-the same, we say when we exit they will be able to take ownership; so we are already in that process.

MK: so, that is really fascinating to realise that there's always issues related to district capacity. Is this not a challenge that the schools are so many and they are spread across and the challenges are so massive overcrowding and the like, and the district officials are minimum or they don't match the schools? Also like vehicles to actually access the schools is part of your model also trying to deal with that?

SL: The model does not go to that level but officials do raise them, they do, they do…

MK: okay…

SL: it is a tricky situation because now you are starting to go to a level of…as much as we are engaging with district and the province in terms of capacity; how to address that, they also have a budget constraint, budget challenges. I know some positions will be freezed and all that, there's also limitations in terms of travelling of officials in the Free State; so, there have been those challenges. We understand that those are temporary things.

MK: But they make things difficult?

SL: they are to an extent, but when we engage with them because of what we are doing they tend to understand, so most of the officials in the department are going to the schools yes, they are raising some of these challenges. When we engage with the district and we say please let's make sure we accommodate these people because this is quite important then they understand. Because we have these structures that we've put in place that we engage and talk about these challenges and how we can overcome them.

MK: okay…

SL: and sometimes our officials they travel with our teams to go to the schools to avoid this problem of 'I am told I cannot travel to schools because there is no money for claims' so we say, okay let's go together with our guys. So that is how we've built that relationship you know. Capacitating the officials was key and that is one of our principles that we need to capacitate them so that they understand our model. I mean if you go to the district and you ask the district about our model they present it the way I am presenting it. So they know this model.

MK: it doesn't belong to them-the people from Gauteng..

SL: no, they will tell you about the retreat, they will tell you how it works, what are the benefits of the retreat; they will tell you about the curriculum, we now talk the same language, you know.

MK: district officials are allocated in set of schools…

SL: correct

MK: is it possible that some of their schools are not in the programme among the 200 plus schools?

SL: yes, it is possible; but of most them are in the programme, some maybe under UFS, but because UFS also works with the department, so with us capacitating the officials it does mean that some of those other schools benefit.

MK: that's your hope?

SL: yes, no, some of the lessons; what they learn from KST intervention they try to translate to those schools, so they will say to UFS but I have seen KST doing is quite interesting is this, they will also come back to us and say but I have seen what the Free State is doing good and we start picking from those lessons. So because we capacitate them it also empowers them to getting involved and transferring some of those to other areas.

MK: are they not over stretched that parts of the schools are with KST and parts are with the university and some are maybe with Tshikululu?

SL: ja, I think one thing we've realised and it is a lesson if they felt they felt they've been involved; they are appreciated; they are part of the programme, they don't see that then they become more passionate like us. So, if you isolate them, yes, you will hear those stories. But with us to be honest, we don't get those stories, because-why? they are part of the programme, they know they are part of this programme because we do things together, we support each other and they have challenged us, you know, they will write a memo saying can you help us with funding for this programme and we say, okay, let's do that. So that is how we've built the relationship, you know, right from the officials you know…so for them saying to us we are stretched-I can't do that-we've never heard them. I am not saying they are not over stretched-we know. But I am saying that they appreciate us involving them and not us telling them-involving them in the whole process from the beginning; they don't complain.

MK: is there a reward for district officials?

SL: No one gets rewarded; even officials getting into training we don't reward them.

MK: so, it is self-driven-the interest…do you think that? I think it was on KST side-there's this big dream that you want to see this model spread throughout the 9 provinces eventually

SL: eventually…

MK: my question still limited to the Free State; do you think that the model will be sustained and diffused to the entire province when you withdraw? That you are building this capability or capacity in a district in such a way that when you withdraw diffusion will happen?

SL: we hope not; you know we've seen with strong leadership in a district the programme remain; the model remain, I mean I can tell you, if you can meet the district director of Fezile Dabi; you will think you are talking to a KST official, that's how he is passionate about this model. Everyone in the Free State they know about what KST is doing and the work we've done.

MK: ummm…

SL: …as KST. As I mentioned, it is not going to fall flat…

MK: fall flat…but it will continue

SL: we want it to continue and I think that…sometimes you will hear the district director using and telling other districts how about the model and…we are hoping some district directors will be able to replicate it and say, can I take some of these lessons and use them. Our aim and that is our vision we say we want to replicate it in other provinces…

MK: maybe in Africa…

SL: hopefully (both laughing) but we want to start here

MK: start at home…

SL: we are saying, you can't do it until you've tested it. It has to mature. That is why I said when I started, we appointed this independent company to develop a document about the lessons and document this model was exactly that to say after we leave the FS, we need to first do a reflection what this model has done in the FS

MK: ahaa

SL: …and then, once that is done then we start saying what works? What did not work? And what is the mistake that we have done and we acknowledge that and we've done some mistakes…

MK: ja…

SL: we don't say we don't do mistakes; we've done some mistakes and we've learnt that we shouldn't have done this

MK: but you know because you have done it…

SL: we've done it and it must be documented

MK: yes, yes,

SL: and then we say even when we leave going forward we know now when you deal with certain schools this is the approach; when you deal with government, this is the approach…

MK: specific to the district itself, do you feel that the model is influencing school administration and district administration? Is it influencing it positively?

SL: it is influencing it positively because you know; once you've got that buy-in not only from the district director but also from the district officials; whatever thing happens-the problem-whatever m there is; we have access to the district director, we have access even to officials in the district to raise those problems and then we request someone to go and address that problem; the issue of SADTU, we engage from the district, the district will engage with them. You will find resistance somewhere or whatever challenge we are facing we go together we deal with that; so even small things like a school will raise…

MK: a district official going or having a thing with this official-a negative thing…

SL: yes, we deal with it. I mean there are issues that came out in one project that…there were problems with….we found that there were problems with a principal and some individuals in a school-it was bad…

MK: mmm…

SL: we went, we raised it with the district; the district immediately intervened and they knew what process to follow and it was addressed

MK: Okay…

SL: you know…so that is how we deal with issues. Some of us we know when not to get involved-this is a departmental thing. So, the department and the district must come in and deal with this problem. What we can just do is report the problem and then they need to handle it.

MK: okay…anything else?

SL: ……..

MK: (laughing) you have said a lot, thank you so much

SL: I trust you will get a good report and the other colleagues will add what I have left out but colleagues will add to that you know…

MK: much, much appreciated, with regards to the document you are willing to share, I have signed a confidentiality document with Kaya, so, I think it should go through her

SL: yes, yes. You can even ask Kaya for that presentation,

MK: actually, she must give me more than that

SL: I will share it with her and I will ask her to share it with you

MK: okay, lastly now that you have the gist of what I am looking at, perhaps you can assist her with lining up the documents that are relevant for my report.

SL: correct, I will do that.

MK: Okay, cheers and all of the best.

Fourth Participant: Tshepo

MK: My name is Mpho Khasake conducting my research with, ah, Wits University for my Masters. I am with Themba Mola interviewing him as the CEO of KST-the program….

TM: No….

MK: No….

TM: I am the Executive member of KST, um, there is an Operations Manager who is Kaya eh….

MK: Nyati….

TM: Ja, Kaya Nyati and I am part of the Exco of the KST, ja.

MK: Okay, thank you Ntate Mola for allowing me to interview you; to share your experiences on the research topic which is valuable to my research. It is appreciated. I have seven themes that I am addressing and I am hoping that you will allow me to go through all of them if at all possible….

TM: Okay….

MK: Right, the first one is on Awareness and Interest, in the Kagiso, Shanduka Trust whole school development model….not sure if I've got it right (referring to the model)?

TM: ja….

MK: Could you please explain the level of local Awareness of the KST model and why you say that.

TM: A local. What do you mean by local?

MK: Um KST is operationalised in the Free State….

TM: Okay….

MK: In two provinces however I know it may be difficult for you to limit to one district. My interest is Fezile Dabie.

TM: Ow, okay….

MK: Yes….

TM: Ja, look the program has a key component; what we call stakeholder participation and it is at various levels, um, when the program was introduced there was discussion that happened at provincial office with the MEC and senior directors within the Department of Education and the discussion was then taken to the districts where we engaged with the district directors and officials in the district eh office. Traditionally the district office will be regarded as the delivery segment of the Department of Education and following that discussion we then, um, took the discussion to the respective schools eh there are 420 or so schools participating in the program. Every school whenever it is brought into the program there is a retreat which is conducted and we use the retreat is part of information eh dissemination, so, um all those schools were the problem has been implemented are aware of the program. We also appreciated that there are other organisations that are working in the Education space, um, and through stakeholders consultation we convened several meetings where we met different programs done by different stakeholders and we used these meetings to disseminate information concerned in the program and to provide updates eh among the stakeholders. We do regard the, eh, SADTU which is a trade union for teachers as an important stakeholder so, where for instance we had to make a presentation….

MK: Mm….

TM: …to the provincial eh structure of SADTU so that they are also informed about what the program does. I think on that bases one can say the program is known locally based on those various interactions which I've mentioned….

MK: Okay, and how would you measure the level of interest?

TM: (Smacks lips) the….

MK: Your engagement with the….

TM: …the level of interest obviously because of we are dealing with a problem that is appreciated eh, nationally and I dare say world-wide around the quality of education in public schools and the schools that we have targeted are predominantly in the township and rural areas and they have major challenges, eh, in various respects and that is why the interest is quiet high because this programme is a solution to the problems that we are encountering as a public education system; infrastructure, capacity, eh, related; eh, quality of learning related and therefore, these are the problems that are at the heartbeat of public schooling and therefore there is a high interest, ja.

MK: Thank you. The second theme looks at description of the KST wholes school development model. Could you please explain the conditions that gave rise to the need for the KST model and maybe while you are explaining the conditions, give a description of the model?

TM: The two organisations that are in a partnership, that is KT and Adopt-a-School in their own respects are involved in education and have implemented various programmes extensively in education, one way or the other, and the came together appreciating that they have a common interest, and they wanted to formulate a model which we will borrow from each other's strength and come up with a common process, em, that was how the model was discussed. It is a whole school development model because it deals with issues related to quality of learning; so, it is called a whole school model because there is 1) a process called formalisation, which is where we match a partnership with government and contribute to the programme equally; there is R400 million committed to the programme from government and also from the two partners; 2) then there is the retreat which is a team building aspect of the programme. This is a process where all schools are taken, but each school at a time, eh, all the stakeholders; the principals, the teachers and learners, eh, the intention of retreat is to really is to really assist the stakeholders to have a common, eh, understanding of their challenges and to even make a commitment towards changing their circumstances, in this case; improving the results, so that's another component of the programme. The 3rd element component of the programme is curriculum development focusing on teacher professional development ; we look at the gaps, eh, in particular along the gateway subjects like Maths, Physical Science, eh, accounting we've added into the list based on the needs assessment that was conducted – quiet a comprehensive needs assessment which we conducted. We respond to the challenges of content, we respond to the challenges of practice in the classroom. So, there are workshops that are conducted, there are also classroom support that is conducted through professionals that are deployed to respective schools. The intention is to improve the quality of learning and learner outcomes. Eh, when there is improvement, then we go to infrastructure. The infrastructure has two components. The one component is called basic infrastructure; this one we give to any school participating in the programme to ensure that there is basic functionality. So, there are no conditions on this one just to make sure that the environment for learning is conducive, so, most of the schools we are working with have problems of access to sanitation, or water, or overcrowding and those are the things we see as part of the basics that we consider to be part of the basic infrastructure. Then, there's the incentive infrastructure which is more given to schools that demonstrate improvement in terms of performance. Eh, there are benchmarks which we put together with the provincial department of education. When a school reaches that particular benchmark they are given incentive infrastructure. Incentive infrastructure is related to curriculum, so it will be your computer center, your science lab and so on. This is an enabler which is also meant to assist in the delivery of curriculum. We also have social responsibility component in response to the social challenges of the students. We appreciate that part of the barriers are social oriented for example, there are a lot of students who have problems with eye sight and we deploy a programme that is responding specifically to that. We have given several students in primary schools, spectacles after we realise that eye sight was a major challenge. So, we also have that as part of the

programme. The programme is supposed to run for a cycle of 5 years in each school. Em, we also deal with issues of leadership, and leadership is across the board, em, coaching and mentoring for the principal and the SMT what is called the school management team. Our view is that even if you can improve the technical side of curriculum and you don't have a strong management capability and capacity to support the schools. We work on a regular basis to ensure that there is what is called instructional leadership because our view is that unless a principal leads by example and it has been proven by research that em, if you have credibility of leadership within the school, em, the chances of you making an impact in terms of functionality are there, and our long term intensions with this comprehensive programme is really systemic change. So, that is the reason why we work on a regular basis with the district because whatever new practice, whatever interventions that are brought to the school to ensure their sustainability you need to make sure somebody within the department , within the school embraces the change and want to run with the change.

MK: how would you describe the best of the KST model and tell me why you feel this way; it is comprehensive, there are different elements, but what would you say is the best of it?

TM: well, we are calling it comprehensive for the reason; we don't think there is a specific element that should be isolated. We think the whole makes a difference, eh, if one may comment around the theory of change which in our context it is to say that; if you have to build a strong capability and capacity, you must focus on the teachers; so, one may suggest therefore that the capacity of teachers in terms of curriculum delivery it's important because whatever challenges new learners encounter they will make sure that they are grade ready and when they exit that particular grade, they have been given the appropriate capacities; so, one my say that's an important element but arguably, it is comprehensive because, even if the teacher has the capacity to provide the curriculum, if the social challenges of the learners are not addressed as I mentioned the issue of eye sight, em, that could affect that effectiveness, that is why rather see the model as a comprehensive process and not isolate the ingredients.

MK: Thank you. Next theme focuses on the KST whole school development model. What are the strengths of this model-the weaknesses and what makes it easy for you to participate in this model?

TM: The strength of the model is the appreciation that any organisation that works in education should first respect that there is a department of education, so, the strength of the model is that it has established that partnership with the department of education. So, that's one; the 2nd strength of the model is an appreciation that overwhelming problems can be addressed through leveraging; so we've brought in several partners Kagiso Trust, Adopt-a-School, the Department of Education and other organisation that are working in the space and our argument is to say to everybody, let us not duplicate resources, let's streamline resources so that we can effectively allocate resources and respond to the problems effectively, that is the 2nd strength. The 3rd strength of the programme is that it is a comprehensive approach; it's not a short-gun mechanism, we are not looking for immediate results, we appreciate that the challenges in education are systemic and some of them are embedded in the system; it is not going to take a year to deal with them, some of them are behavioural, so there must be an effort to make the behavior permanent, that is the 4th strength that it is a long term approach. The 5th strength of the programme is the cluster approach. We don't believe in making one school successful, em, we believe in a district-wide approach so that when there is improvement –the whole district-the whole pipeline, from foundation phase up to high school improves, that is the reason why we look at the comprehensive approach. The other strong-hold of the programme is the stakeholder participation, em, we appreciate that the school has different stakeholders and it is important that all the stakeholders are brought into a relationship and these relationships sometimes are not necessarily smooth, and there are challenges in these relationships, so it is important to appreciate the challenges. The 4th, not the 4th but another aspect

or strength of the programme is us appreciating excellence and providing an incentive. One of the stakeholders who are not appreciated adequately in the schooling system is the teacher, em, the programme by rewarding the school is attempting to appreciate the efforts of the teacher that the improvement that they are bringing is appreciated and therefore, em, when it improves performance it will be rewarded accordingly. Part of the weaknesses of our programme is that, because organisations have different mandates, em, whenever you mobilise resources there will always be instances where your mandates clashes with each other, so, more organisations working in the education space have a keen interest in participating in a joint programme because of issues of branding and there is still interest in seeing how they can still fulfill their mandates within a collaboration, so that's one major problem. The other weakness of the programme is that we don't have full authority in enforcing what we are bringing into the schools, it's a matter of choice. So, if the stakeholders choose to embrace certain elements of the programme they will but we don't have if you like we don't have the teeth to enforce change. It is almost voluntary as that sometimes it works against the programme particularly if there's deliberate disregard of the things we believe should be implemented. Em, I think there was a third element of your question…

MK: ja, and what makes it easy for you to participate in this model, and also what are the difficulties? I realise that in the weaknesses part of the are difficulties are covered.

TM: what makes it easy for us is that education is our core business. We have participated in matters of education for many years as different organisations but also as a collective. Secondly, the partner we have identified, em, we have a common interest that we share in the programme. The third element is the political support; it is amazing how, em, the MEC of education has embraced the programme and participated in various aspects of the programme and that in itself provides legitimacy of the programme. It is not only political support it is also administrative support. The commitment of officials, em, they are prepared to mainstream the changes that are brought by the programme. It is quite important and unless that exist then we have a problem. The difficulty is the funding model. The funding model is expecting government to make a contribution.

MK: ja..

TM: sometimes there are challenges in terms of the PFMA compliance issues, em, and, em, that presents a problem but also, the significant money needed to run such a programme, em, we learned later on that we actually needed R980 million and we had R400 million. So, having to raise the money also becomes a challenge.

MK: mmm

TM: e, we began to prioritise which schools to take on board, which schools not to take on board. So, that is another difficulty. Em, I think I have…unless I have left out something…

MK: ja, thank you. Let's look at process engagement of the various constituencies; could you describe the extent to which the KST model engaged constituencies in the initiation…the focus of my research is the initiation, as in the start of a particular innovation…

TM: ja…

MK:..and embedded in that is process and engagement are critical. So, I am asking if you can describe the extent to which KST model engaged the constituencies in the initiation, the start. What were the

strengths and weaknesses of this process? Ja, let's look at process engagement, strengths and weaknesses.

TM: it took us one year just Kagiso Trust and Adopt-a-School discussing the concept. Em, trying to find strengths in the model, em, formulating the model. It took us a full year. Following that year then we engaged Government, introduced the model, presented the model and solicited feedback so that they can deal with issues of alignment. Then we engaged the University of the Free State to help us conduct a comprehensive needs assessment so that the funding element of the programme can be driven by the needs identified. It took us a lot of months to visit the schools, talk to various stakeholders, compile the information necessary to the formulation of the programme. Then, the formalisation of the programme which was then signing of a service level agreement took us another process; this process involved the legal part of the department of education and our own lawyers so that we can deal with issues of compliance, issues of capacity and so on. It took us another, em, bit of time to establish the capacity to implement; the capacity within KST and capacity within the district officials as I mentioned that this is a joint programme. I think part of that process entailed finding suitable venue for the district rollout and we were lucky that the Department offered us in both districts space to operate from. The Department demarcated space in their building to accommodate us there and it took a bit of time. We went out on a stakeholder mapping where we sent out letters to organisations that are working in the same area, asking them to specify the types of programmes they are implementing, the duration of those programmes, and the funding of those programmes. We then went into a workshop where we were trying to compare the programmes of various entities and trying to map them and streamline-looking for common interest within those various, em, programmes. Em, and then we, because the programme follows a phasing in approach we had to decide on an instrument or tool to phase in schools-what is the basis of starting with school A and not school Z. so we had to have a framework, a criteria, we developed that criteria collectively and our view was that maybe the best approach was to bring on board weaker schools first so that we can deal and respond to their respective capacities. Em, that's exactly what we did. Then we followed another process where we are saying the schooling system and particularly dealing with the pipeline, we have to appreciate that in other districts there are what is called farms schools. Em, farms schools, isolated, or bearing little enrolment and multi-grade teaching. How do we then integrate farm schools into the programme? Em, that became another process because in that process, the Department was closing down some of the non-efficient farm schools which have a smaller enrolment, and we had to appreciate those dynamics and make sure that the deployment of capacity are appropriate. Then, the next process was to make sure that we have the right requisite capacity as a programme; what capabilities do we have as a programme to implement because there was another issues of saying whatever skill and capacity we find should be prepared to stay within the implementation jurisdiction; we don't believe in people commuting on a daily basis from Jo'burg to Free State. Employ people who are interested to reside in the area. So, that was another process. Em, part of our delivery model, em, entails employing engineers, em, these are people dealing with infrastructure, you don't just come across them easily, so, we had to make sure that we have those capacities. The process of establishing infrastructure-community build schools that's our belief. So, the mobilsation of different parents that are ready to build different aspects of schools was another process. So, there was extensive consultation because then decisions had to be made who should be brought on board among the parents are part of the contractors so that they are given temporary engagement and given a stipend for the duration of the construction. So, there were different processes, maybe just one process I should mention was the establishment of the government's structures. Now, the programme the way it is structured, there's an advisory board in which Kagiso and Adopt and the MEC and senior officials are sitting. It is called the advisory board meets once a year. Then, there is another internal advisory board constituting board members of both entities and it meets twice a year. Then there is a

TRUST the Kagiso, Shanduka trust duly registered with the trust deed, I am the executive member of that particular trust. It has a board, now this is the legal structure of the programme. That's where the legal operations are discussed. Then you have the ManCom that deals with daily operations of the programme. Then you have the provincial management team, this is where the EXCO of KST and provincial officials sit to provide strategic support to the programme. Then we have the district management team, this where the ManCom and officials from district sits and that's where the operations, the day to day discussions happen. Then we have the OpCo, an entity that looks at the day to day operations. There was a whole process of setting up these structures and making sure that the members that are identified are rightfully supposed to be sitting there, they've been given the necessary mandate to make decision and they participate on a regular basis, and this is important because it underlines the justification for the partnership, this is where we make joint decisions as Department and KSTin terms of what the programme should do. It is where priotisation of budgets happen, as I mentioned that there is limited funding to prioritise what we should be working on, these are the structures that are making decisions.

MK: I am not sure if I am taking you back,

TM: mmm…

MK: Please evaluate this?

TM: Sure…

MK: may you please list descriptive data available that would show me the engagement of the various constituencies in the initiation of the KST model, what evidence is there that describes this engagement?

TM: part of the descriptive data will be the consultation workshops we held when we were doing the development of the model, em, is there and ultimately the business plan is there which is a consolidation of the concept which can provide the evidence. And then, various records of various meetings that were held with different entities; stakeholder meetings, em, the mapping database of different programmes that are implemented by different entities, reports that are produced on a regular basis and submitted to different entities which are a demonstration on how the concept and the implementation process is being shared with various entities. We have by the way and this is important to also provide evidence of the district descriptive data; we have employed an entity called TSDP, these are people who are managing all of our information, evaluation and monitoring. They have been given a very specific brief; they must record the story of implementation. So, part of their responsibility is to engage different stakeholders. There are questionnaires that have been sent to schools where teachers have responded on how they perceive the programme, there are questionnaires that have been given to students to reflect on how they have been impacted by the programme. There are questionnaires sent to parents to get their responses. There are regular visits that are conducted by this entity, em, in consultation with officials to understand how they are receiving the programme and so on. So, there's a whole range of information that is captured by this entity. Em, even the theory of change itself is captured by this entity. The theory of change is important because it is a mechanism that is meant to demonstrate what is the change we hope to make and that particular element is meant to give a theoretical argument on the intentions of the programme. That's very important for us as we implement the programme.

MK: thank you so much…

TM: oh, by the way there is also a longitudinal study that was recently commissioned. We have identified about 40 schools and a certain number of learners, I cannot recall the number and parents

who for the duration of the 3 years will participate in what is called a longitudinal study. They will provide feedback; one, on the progression of themselves in the programme, how they understood the programme when it started, the change it has brought and made in their lives and so on, so that we can learn, also have evidence in terms of the impact the programme has made.

MK: okay, so, when you are tracking learner A you will also be tracking parent A?

TM: yes, yes, ja.

MK: Conceptualisation now of the model;

TM: okay…

MK: who formulated the model, I am talking individuals, I am talking groups, the initiation, even a thought point-somebody thought about this; somebody gave somebody a call; the model did not just happen, it started somewhere. Who formulated it; individuals and groups and initiated the need for change that resulted in the KST model?

TM: the two entities that are in partnership are themselves involved in education.

MK: yes.

TM: initially, KT wanted to come up with a national programme, em, and we convened various entities, em, DBSA and various other people to come up with a concept to raise R1 billion from business and in that discussion we met Adopt-a-School who were saying they'd like to start sooner, eh, can we look at consolidating the model because this national process seemed to be taking forever. That's when we went to a small group; the group was really formed by EXCO members of both entities who just sat down and defined the rules of engagement. After defining the rules of engagement we then developed a concept document. I was one of the people who wrote the concept document. Eh, we then invited other members within the two entities to test the concept and then engage in how they can get further input into the concept. When the concept had gained shape, we had components of the concept we then started to consult externally and engaged with the Department of Education. We then sat down and wrote the business plan which was more operationalising the concept to say this is how much it will cost us, that's the capacity we will need, the duration of implementation, the jurisdiction. I think it will be important to mention that by the way that the identification of the jurisdiction did not randomly happen..

MK: ja..

TM: we went to the Department and and engaged with senior officials and the MEC and the MEC and senior officials proposed that we go to the districts we are currently working in and we then had to on their instruction take the model to where they felt there was more need to implement the model, ja.

MK: I am going to take you back again…

TM: Okay…

MK: is it easy for you to tell me the driving individuals from conception in the process of the formulation of what eventually emanated as the KST model…

TM:…I don't think em, the model can be credited to one person; there are people, like I said who were involved in the discussion and the discussion, one of the elements which under-road that discussion was mutual respect, em, and this is what made the discussion to be unique.

MK: ja…

TM: em, we appreciated the weaknesses of one entity and also the strong…the strengths of that entity; we merged what we saw as the strengths from both two entities. So, for me to really say that a single individual should be given credit it will be unfair to the joint discussion and commitment that was shown by the team from both organisations. Em, I should also appreciate that initially the conceptualisation was driven by the executive and partly, obviously because they have a direct mandate to participate in such formulations. Em, but the ManCom and the people who are doing the day to day implementation of respective programmes were also invited later on to participate. So, ultimately, I can say without fear or contradiction that this is a joint effort and joint model that we developed, ja.

MK: Thank you. Okay, I am not going to take you back there (searching for next question)…maybe this one, the description of the different levels of constituencies, this partnership that worked together on this model, can you describe their inputs in the process of conceptualisation? Am I taking you back? Is this captured?

TM: I think we have captured that. I mentioned that the initiators of the model are traditionally involved in education, I have also mentioned that the mandate of education is the mandate of the department of education and they were also involved in helping us appreciate their jurisdiction. I also mentioned that then we brought in the university to understand the landscape and that's when we conducted that needs assessment, I mentioned we invited stakeholders in those small jurisdictions to understand what is their role in education, what are they finding, what type of support programmes; so the mapping of stakeholders was quiet important, sharing with each other you know, what models are they following in supporting education. I think it is all captured.

MK: it is captured, thank you. The role of district, how? Did it influence the framework and to what extent?

TM: yes, they have. As we know the district is the delivery and support of the Department. For, in terms of the choice of schools that must participate, the district played a central role. In terms of the officials who must partner with service providers, the district played a significant role. In terms of reporting implementation we met with district on a regular basis so that we can streamline the programmes. The annual plan of the district and the annual plan of the programme had to be streamlined on an annual basis so that we don't work across each other. So there's a huge element of influence when we do joint planning.

MK: aha..

TM:..on a regular basis.

MK: thank you ntate. Now let's look at the effects of the KST model on district structures. May you list the things and structures that had to change to accommodate the KST model?

TM: ja..

MK: maybe, while we're looking at that also how the structures of the district changed as a result of the model?

TM: ja, for example there's what's called the district management team, it had to change because it had to incorporate the KST officials and our District Director sits in that structure on a regular basis. This is the driver of programmes in the district, em which is headed by the district director, so that had to change. Secondly, we took the DMT to a retreat because we appreciated their challenges and for the fact that for the programme to succeed they have to work as a team and we took them through a team building process and gave them specific assignments which demonstrates the extent to which they are beginning to collaborate . one of the weaknesses in government is that people are working in silos.

MK: yes.

TM: and therefore that had to change. We streamlined their participation. The other part that had to change was making sure that the District Director participates in the Provincial Management Team which is a structure we established. And our argument was that you you are to report to the department about the progress of the programme, the district director needs to be there,em, to agree with our reporting because it's a joint process. And he also sits in the advisory board, eh, external advisory board. So, it had to change. He was brought in as a new member to these structures. The other element that had to change when we brought the element of coaching of district officials, we brought in an entity that provided coaching and mentorship to district officials and working with them on a regular basis because we wanted to build the capacity of district officials to support and monitor schools effectively. What also had to change was to say to the district, what is the extent of support you are providing to the schools and how can we make it that it is on a regular basis? so, another type of chane was that our service providers would not go to the schools unless they are accompanied by an official. So, it meant that on a regular basis there would be a consultation with circuit managers, with subject advisors, working jointly on the programme.

MK: okay. How or describe the extent to which the roles of district officials influenced structural changes?

TM: structural changes (repeating-thinking slowly), I am not sure…

MK: well, you've highlighted some of the structures that have changed.

TM: ja, ja.

MK: and then, their role of influencing those changes was it coming more from the district or was it a partnership between district and KST?

TM: some of the changes were driven by both entities…

MK: okay…

TM: em, when we have to talk about prioritisation, it is a joint discussion, em, but some of the changes had to be driven by the district. It is the district director who on a regular basis would say to us what he is prioritising and how we are to respond to the prioritisation of the department. Remember he is the man in charge in the district.

MK: yes.

TM: so whatever we implement, one, is that all the budget allocations and plans for various years have to be discussed and approved by the district director.

MK: ja.

TM: so those are the direct and joint changes that were implemented by the parties.

MK: we're almost there. (Laughs gently)

TM: okay.

MK: on the basis of all these changes and weighing things and structural changes; may you explain how KST were affected by the process of initiating the change? Did it affect you positively/negatively? Did it take you back/delays?

TM: well, there are elements which are positive depending on the capacity existing at district. In one district we found that there was a lot of enthusiasm or a lot of interest…

MK: mmm

TM: because the district director saw the importance of the programme and what it was going to do,em, in another district the issues of capacity in that they did not have permanent district director, so they had an acting district director, how we were affected by that is that we talked to people on a regular basis because of the acting capacity. So that affected our planning significantly. The other thing that affected our planning is that the Province would issue sometimes an instruction which is contradictory to what we've planned with the department. So, we had to make adjustments. Em, two years ago, there was an issue of progressed learners, em, it became an overwhelming challenge for the Department…

MK: what learners?

TM: progressed learners, and the Department had to respond to the challenges of progressed learners; it affected our programmes because we had to change-mainstream to accommodate that particular issue. Em, that has since been addressed by the department, I think, there is a policy decision around how schools should treat progressed learners and that has allayed the fears and so on. Ja.

MK: and the policy emanated after or the policy was there or was it just a management issue of progressed learners.

TM: the issue of progressed learners if one should put it in context, is that when the policy was formulated an instruction was given to provinces to implement the policy. And the Free State is one of the Departments who implemented the policy to the latter and therefore it meant that them facing a lot of learners who've been progressed in particular, it was mostly grade 12 that was greatly affected. Now it was only later on when the department, national then gave them how they should progress the progressed learners. That was addressed, it is policy that existed, some years ago, it was only applicable to primary schools and then 2-3 years ago then it was elevated to high schools. High schools were not ready to implement the programme and it was implemented haphazardly, but after a second session of streamlining the policy properly now, I think it is no longer a major issue.

MK: thank you. Could you explain now with everything that you've gone through…

TM: mmm

MK:..how the KST model has changed district leadership?

TM: the model has changed significantly district leadership, em, in the sense that the leadership has appreciated the importance of insisting that different stakeholders in the district should jointly plan with the district. Initially we came across a situation where organisations would just come into the district or

respective schools and neither would inform not inform the district that didn't really matter. But at the moment the district is very sensitive about who is implementing what within their jurisdiction. I think that's one thing that is important. The second part which we feel has changed is the district leadership, the commitment to improving learner results, em, you know, annual benchmarks that are made by the Department and concerted effort to deal with dysfunctional schools and making them work effectively, we've seen a concerted effort emanating. The capacity of district officials, em, when we came in contact with some of the officials, as I've mentioned the issue of working in silos, the issue of not having enough monitoring mechanisms, we've seen improvement in terms of the support that is given by the district of officials on a regular basis. em, we can, we can say that can be attributed to the KST involvement. Ja.

MK: this consistent monitoring is part of data that's been collected?

TM: Yes, yes, ja.

MK: The last focuses on the effects of the KST model on schools and classrooms. Please explain, I am going to try and lump it together; please explain how the KST model is improving leadership at the district, schools and classrooms and improvement of learner performance in the classrooms and how do you know this?

TM: ja, ja, as I mentioned that one of the focal areas is teacher professional development and evidence is learner performance,em, and on a regular basis we monitor how schools perform because that is of interest to us in terms of the incentive part of the infrastructure. Em, em, the Fezile Dabi district, if I can make that as an example; em, in 2015 obtained 3rd position, em moving from 5th or so right from the bottom, em, that was ascribed to the improvement the programme has brought. Fezile Dabi is leading in terms of accounting in the country, and also some of the gateway subjects, there was significant improvement. And that is seen by the rate we are rewarding schools in terms of incentives. So, that in itself is evidence enough. Em, when we visit some of the schools, the school environment and the leadership commitment of various stakeholders, we are picking it up the longitudinal study I mentioned for example; comments from parents, comments from learners and as I said we conduct regular surveys and we do get feedback about how the programme has improved, em, individuals to the extent that people will tell you that they were at the verge of resignation, after they've encountered the programme, they see they have an important role to play in the system and improving results. There is a general improvement in terms of people getting university entrance pass, em, at the level of learners and it was attributed to the quality of the results, we are not there yet but I think we've made significant improvement. Em, we went into the farm schools and dealt with multi-grade teaching through another programme which we partnered with and again, there's significant improvement in terms of staff performance. Unfortunately ANA was interrupted em, in 2015, em, so we don't necessarily have comprehensive evidence in terms of the influence at primary school level. Em, but what we can attest to is the excitement that we have seen at the level of learners when they receive the infrastructure, what we normally is that after we've given a school infrastructure we come back and celebrate with the schools and community participation eh, when we convene these imbizos, it's also another way to attest to how the community have embraced the programme and how they appreciate the infrastructure that we've set up. And the extent of the utilisation of the infrastructure, em, our principle is that when we give infrastructure is that you should utilise it on a regular basis. Our people use labs on a regular basis and how teachers commented about the difference it has made making their teaching to be simpler, eh, that is also another thing that can attest to the improvement.

MK: ja…

TM: The structured planning that we see at the school level and the district where people would tell you and articulate clearly what are their plans for the current year, what improvement are they envisaging. And by the way we do have leadership training for learners and, and, and the excitement of the learners to participate in some of the leadership training experience is also another way of saying there's exitement. There are stories that we've captured through TSDP, almost personal testimonies which are readily available and can be shared if there's need to look at some of the individuals' own experiences of the programme.

MK: are there any mechanisms of the KST model to track improvement in the classrooms?

TM: There are mechanisms, eh, the service provider who works with teachers on professional development, em, conducts a baseline to assess competencies of learners and after a period of time conducts a post-test to look at the improvement. Eh, teachers participate also in baseline tests and post-tests to look at the improvements. The service provider visits the classroom on a regular basis to look at teacher practice and coach where necessary; em, we collect results from schools on a regular to look at schools that are still struggling with specific areas, em, on an annual basis we do conduct an analysis of the performance eh, one of the key things that we do in the programme is that our engagement of service providers is also learners' performance eh, aligned. So, unless there is improvement of learners, we would take away 10% of what we pay to our service providers'. So, you don't just give us reports you must also demonstrate to the programme that you are making an improvement at the level of the schools, so that's the evidence we can always provide.

MK: okay, please tell me what can make KST model work and em, and what can make it collapse?

TM: well, I think I can confidently say that the model is already working based on the evidence I 've articulated, em, in terms of the improvements that's happened, em, what will always remain a challenge is the funding model, as I've mentioned that this is a matched funding, em, and therefore, if it's taken to another province and the province does not have the matching fund, em, it will not succeed, unless we look at a different mechanism, em, a funding model mechanism. Except the funding element, the other aspects em, are bound to work; why do I say that, is because the public schooling system runs short of the lements this programme is addressing; the problems of infrastructure, the problems of capacity, the problems of learner performance; these are problems that are systemic that government is struggling with on a regular basis and the model has proven that if you respond to them comprehensively, we can be able to influence learners' performance.

MK: ja. Is the KST model a product of the district? Please explain?

TM: The KST model is implemented at a district level because for you to understand the measured impact is when you look at the district wide; so, yes, it can be a product of a district, em, we prefer to implement it on a district by district avoiding a national approach because of our view, that district is the level of the schooling system that supports schools in terms of how the department of education is structured. So if you improve the functionality of districts you improve the functionality of schools. So, that's our argument, so, if it can be scaled up in various districts definitely it can bring about improvement.

MK: Okay, and, and just thinking about whether currently in your view it is perceived as such…

TM: mmm

MK: as a product of the district?

TM: yes, yes.

MK: is it a model that a district would want to pursue in future for many other changes…

TM: absolutely, absolutely…if one looks at districts generally, em, particularly districts that are in provinces that are predominantly rural , you will appreciate that most of the schools in those districts are public schools and you will appreciate that these are schools that are confronted with various problems, including those of infrastructure. If a district approaches this particular model, 1) to deal with the infrastructure backlog, to appreciate that learning is a contract between a teacher and a learner and it can happen anywhere, and therefore the issue of infrastructure should not determine how learning should happen; however, infrastructure enables learning and makes it conducive because it provides the necessary tools to facilitate learning, and how the programme is structured it is to create a link between the tools of learning and learning itself between the teacher and, and learner. That interaction is quiet important for us and the quality of learning is influenced by how effective is this interaction, em, and if districts can..because they provide the monitoring and support to schools if they can focus on that then definitely, education in general will improve because that's really the direct mandate to deal with schools directly.

MK: I am trying to establish if the KST model is a model for district change? Thè model for district change?

TM: well, I would say yes, it is a model for district change. I wouldn't say it is thè model because I have not tested it against other models, there might be other models that work different, eh, but, this is the model I can attest to because I have seen the evidence of improvement that it can bring about, em, so if you are a district that is battling with issues of dysfunctionality and quality learner outcomes, this is a model you can use and this is what I can argue.

MK: do you think that the KST model will be sustained and diffused to the entire district, the entire province when KST withdraws their inputs?

TM: a significant portion of the model will be diffused and the reason I am saying this is because we are spending time working with district and province to deal with issues of streamlining and alignment. So, over time as the programme is repeated on an annual basis through planning-joint planning and joint allocation of resources, eh, it is bound to have those elements embedded into the system, so, it goes without saying. The other part which can make the model to be embedded is that we are not focusing on learners who are going into the system and existing sooner, we are also focusing on the teachers and the teachers are there to stay and if you improve their capacity for the fact that they are going to remain in the district…

MK: ja.

TM: it means that their knowledge, eh, experience, eh that they've benefited from the programme remain with them. So there's also a personal gain by teachers who participate in the programme and individuals who participate in the programme for their own personal gain. And the last element is that infrastructure we give to respective schools at the termination of the programme we don't take it away, so it remains with respective schools, so, that in itself suggests permanence.

MK: Mr Mola, is there anything else you want to say?

TM: uh…,em, what lies at the heart of this model and what I believe very strongly is organisations like KST and many others appreciating that unless we establish a partnership with the department; you will

make a significant change but if you just parachute into schools and not recognise the mandate of the department, you are making a serious mistake.

MK: thank you very much for your time and for sharing your experiences. Much appreciated.

TM: well, I hope it was…

MK: …worthwhile?

TM: worthwhile.

MK: thank you ntate

TM: thank you.

Fifth Participant: Vishal

MK: Mr Chuta, District Director, Fezile Dabi…

VC: Yes,

MK: Thank you sir. My research focuses on the Kagiso, Shanduka Trust whole school development model, I look at the exploration of the initiation phase of the whole school development model initiated in Fezile Dabi in 2013. I am aware that there is another district involved; however, my focus is on Fezile Dabi. Thank you for giving me time to interview you. Um, the core of my questions does not focus on what is happening in the schools already, but is focusing on how the project started. I focus on processes of engagement-the beginning of conceptualisation of the project. I have 7 themes; awareness and interest; description, perceptions; engagement processes; the actual conceptualisation and how all of these had effects on district structures, and the effects on learning in the classrooms. The first theme awareness and interest on the KSTWSDM, could you kindly explain the level of local awareness and interest that is Fezile Dadi district and the schools and why you explain it that way?

VC: When you talking awareness are you referring to the initiation stage?

MK: yes.

VC: do you want me to explain how it started?

MK: yes please, at a local level, the level of local the awareness?

VC: yes, yes, alright. No, look um, KST became in partnership with the department of education, em, especially in Fezile Dabi as you rightfully indicated earlier from 2013.

MK: And, eh, this model was actually informed by a selected number of schools. It was not all the schools…

MK: okay..

VC: …we had to select a number of schools first.

MK: okay…

VC: The intention on the model the KST model, was to test whether partnership, private and public institutions-whether that partnership can really be helpful; is there a need for it for South Africa or is it not going to give us any spin offs?

MK: mmm

VC: we started with a few schools, I don't recall the number now, but we started with a few schools.

MK: less than 10?

VC: no, no. more than 10

MK: about 50?

VC: 15 and above

MK: 50 plus.

VC: Ja, it was 15 plus and the focus was classroom support where there were mentors and it was also on infrastructure,

MK: okay

VC: it was also learner based.

MK: okay…

VC: Eh, (pausing a bit) to a certain extent learners would be directly assisted, but in most cases the learners were receiving assistance through teacher development. Which is the core of KST.

MK: Okay.

VC: Eh, so, there would be teacher development programmes and throughout that period where we started to date that has been the main area for KST.

MK: okay, the district itself, when I am talking district like yourself, the other people who were role players and the level of engagement with the schools themselves; what was the awareness like? Can you give me a description of how people became aware of this whole (interrupted)

VC: Well, look, there were several meetings obviously convened on the level of the district; the district management team where KST came and presented..

MK: okay

VC: we looked at the model-whether it will be of assistance to us; that partnership. Then, it went to other down-line structures; broad management, subject advisors and circuit managers, then we ultimately took it to schools; eh, to principals of schools, from principals of schools then we interacted with teachers. That was the awareness phase.

MK: so, that breakdown of creating awareness was done in partnership with KST?

VC: yes (confidently). Right through

MK: okay, and the interest, what was the interest like?

VC: Look, it didn't start, at first developing that much interest, because you know people are very sceptical; this is another one, this is another service provider…

MK: Ja…

VC: who is going to do the same thing…

MK: ja, ja…

VC: without realising that it might be the same thing but done differently, so at the initial stage it wasn't, you know, a wow welcome…

MK: ja, ja…

VC: with time people began to understand and got attached to the programme.

MK: was it because of what they were seeing coming from the programme itself or the model itself?

VC: Not really, I think, I think because of the experience that they've had with other partners; the service providers who used to come and partner with the district in supporting education.

MK: okay.

VC: and you would find that it is not working out, it would start but it's not working out

MK: ja, ja..

VC: just doesn't work out.

MK: okay

VC: maybe because of those fearsor doubts then it wasn't that well received from the beginning

MK: I am not sure if I am following what is it that captured them that made them change their mind?

VC: I think with time…

MK: it was just time…

VC: ja, not

MK: that there was consistence, KST was there…

VC: yes…

MK: and the district was playing ball with KST

VC: (agreeing) with KST

MK: Ohh…

VC: and as I said with time they developed interest because they could see alright the programmes that are initiated through this partnership are working now. So, but at the beginning it was not well received, but we had to put it on a test

MK: oh okay, and it tested positive

VC: yes.

MK: thank you ntate. The second one focuses on the description of the model itself, could you explain the conditions that gave rise to the need for this model?

VC: Look, the need was mainly around as I indicated, teacher development and school infrastructure and learners support. Those were the main three areas.

MK: Okay

VC: with respect to learners' support it was mainly on learners who experience barriers to learning due to poor sight and so forth. So, that was the focus or focal point where a number of learners, 100s and 100s of learners in the district…

MK: was that part of what KST presented to you?

VC: yes…

MK: and it was enticing and this was our need?

VC: yes…

MK: so there was that connection

VC: yes, there was that connection, even the teacher development you see our teachers in maths, science and accounting need support, there are gaps we need to close and when they presented that we saw an opportunity to assist our teachers and indeed after two years then we began to reap the fruits…

MK: okay…

VC: because we were now emerging as one of those performing districts in those subjects…

MK: after two years, that was…20

VC: …15, late 2014, even 2014, it was almost a year but a good sgns started emerging in 2014, but good performance was registered in 2015…

MK: with matric results?

VC: yes, matric results and internal grades like grade 10 and 11, ja. Maths, science and accounting teachers at least they were getting there, you know. So, hence I am saying those were core of this programme and that is what began to entice us to see this is working.

MK: and it is what you need…

VC: Ja, and then we know.

MK: Could you please describe the best of KST model and explain to me why you feel that way about it?

VC: Look, I think it is the retreats, those team building sessions, conflict management sessions and they would take the whole school. The whole staff over a weekend where we open a platform for serious

conversation around the school. I say that it was the core because it touches every aspect of the school and every individual involved with the school an opportunity to participate and that makes the programme, you know, worthwhile; because it is out of such programmes that teachers now see the need of working together.

MK: okay…

VC: …and that is core.

MK: and the schools that are chosen to be part of the programme would they be under-performing schools?

VC: oh, well, it was all secondary schools at the beginning..

MK: Oh, okay

VC: ja, township schools, but we started with those with major problems, ja and the others came in.

MK: okay

VC: ja.

MK: The third is perceptions on the KST model, what are the strengths of the KST mode? What are the weaknesses? what makes it easy for your district, particularly for you as district head to participate in this model? What are the difficulties or what makes it difficult? So we are looking at strengths, weaknesses, facilitating factors and hindrances in the model.

VC: ja,no, look-I think the strength of KST is all those areas; retreats and teacher development and that is what developed interest in me in particular that I support the programme, I galvanised support for the programme. As I said earlier on, the importance of having these retreats-teachers-development-sessions, the conversations that they had with schools; because after those at least I could see different attitudes from those teachers that shall have attended;

MK: okay,

VC: and there's a better now conversation at the school, whereas in the past there wasn't a healthy conversation among teachers, between management and teachers and among teachers as well, because our circuit manager would also be part of that. I was also part of those sessions. We were also subjected-the whole district management team em, in that session. So, you know, it was very good. So we developed interest, even this one of teacher development I did attend some of them. Interviewing teachers at least I could feel that they have hope and interest in this.

MK: oh, you personally did that?

VC: yes,

MK: personally finding out how are you experiencing the programme?

VC: yes.

MK: Difficulties?

VC: Look, difficulties would always be individual schools or individuals who would want certain preferences; just try to be difficult unnecessarily, not attending even the retreats it doesn't mean they went smooth

MK: okay…

VC: Maybe, some of the facilitators not managing to reach the people and there'll always be complaints like, ey no we don't draw value out of these. But it was only one or two schools which have deep problems, deep seated problem..

MK: okay…

VC: ja, then we would understand why these people are this sceptical because one weekend session cannot remove or cannot deal with challenges that started long, long time ago.

MK: okay, so it was more of we don't want this because it is not helping us

VC: yes…

MK…and not because of the value of the interventions…

VC:No…

MK: they were not just ready to engage?

VC: ja, they were not ready to engage, ja, those are a few I can mention.

MK: mmm

VC: and up to that far we have not come across major-major problems

VC: things have been smooth, not too smooth kind of easy…

VC: ja, no, things have been moving. If there are problems (correcting) challenges, we would immediately come together KST and the Department and resolve the matter as quickly as possible. So, I wouldn't say there were major problems.

MK: so, KST-District relations are very strong

VC: very, very strong

MK: or close. Okay. So that makes it easy for the model to unfold…

VC: ja.

MK: okay, processes of engagement; please describe the extent to which the KST model now engaged constituencies, now constituencies would be at different levels. Now, I am looking at KST as an outsider coming in; the extent to which they engaged constituencies in the initiation of this, the start of this. We may have touched it and what are the strengths of engagement of the various constituencies in the initiation-sometimes it happens that we tell people come to a workshop. So I am trying to find out how this engagement if there was an engagement and how far there were engagements in that regard?

VC: Look, we are (pausing) we are (repeating) we are also in partnership with KST as I said on teacher development through PLC (professional learning community)

MK: okay

VC: in their approach they would be very professional together with the Department-subject advisors with the mentors will always convene meetings with teachers before the workshop and so forth and discussions will be ensued, they will be explained to what the workshop model is going to be and what are the benefits and why teachers must attend you know in relation to content gap. And teachers will really flock to those workshops.

MK: ja.

VC: and, and meetings. So, KST mentors would not convene teachers without the Department's knowledge. We then came together and formulated one programme; all professional learning communities meetings which involve mainly teachers would be presided over by both the KST mentor and the subject advisor. They would both be involved, so that made it very strong, that advocacy especially at the level of teachers was done indeed in an attractive and professional manner. So PLC was initiated by you're the relationship with KST or it was in existence?

VC: No, it was in existence, it's just it just had to be strengthened.

MK: ohh, okay.

VC: ja.

MK: please list descriptive data, I know you said meetings were held; now I want to see tangible data that would be available to show that there were engagements of various constituencies in the initiation phase.

VC: Ja, you want evidence you wanted how we can get that evidence?

MK: Is it there?

VC: Yes, in a form of minutes ehhh, where they met, attendance registers, ehh, also the stats, you know we also have quarterly meetings; the management structure of KST where we share quarterly progress. The stats are shared in terms of learner performance, in terms of learners support, teacher development; how many teachers attended or did not. What was the focal area, what are the challenges as forth? So that information is there. Fortunate enough their office is based here at my office.

MK: mmm, okay.

VC: ja, so we are in close contact with them.

MK: so, Mr Makuwa will be in a position to share that with me?

VC: ja, ja. Definitely.

MK: okay. Thank you ntate. The conceptualisation of the model; who formulated the model…

VC: I thought we are ending…

MK: (laughing) [after all VC had shared 2 383 words in the conversation with me](continuing), now I want individuals or groups; a model starts or a concept starts from somewhere and I am asking who was involved in the formulation of ….

VC: …this model

MK: and maybe describe the basis for choosing the course of action, there is an engagement-okay we are thinking this and what were the motivating factors for that and…

VC: look, yes, look-this process was initiated by our MEC

MK: okay…

VC: and…chose the districts. We did not go out as a district, we did not volunteer for the Free State to seek this partnership. It was initiated for a provincial level as I said and a launch was done at a national level, we were in joburg…

MK: mmm

VC: where even the minister was invited for this partnership; the two districts in the Free State, so it's where it started and we had to work with KST because it was already nationally and provincially decided upon.

MK: okay

VC: you know. Because on quarterly basis we also meet at provincial level where progress is checked and that is the strength of this model-constant interaction among and between partners…

MK: okay

VC: and constant feedback in holding one another accountable for goal we've set for ourselves. Roles are clearly demarcated, so, that's the strength of this partnership versa versus all other partnerships that we had, em, because with others we never had any, you know, any tangible partnership agreements, but this one there was a memorandum of understanding that was signed. The terms of reference were clearly spelt out, and also the implementation phase, the monitoring phase, the evaluation phase, those were clearly indicated and spelt out. So, ja, I think that is one of the strength of that KST model.

MK: I don't know if what you are describing, is this more of a business model?

VC: Ja, it is more business model, (repeating) Ja, it is more business model, so, that's where it started and that's how it started running throughout into a business model.

MK: what were the inputs from DBE?

Pause…..

MK: Do you know?

VC: Look, I wouldn't say I know, but the only input is the blessing that they gave…

MK: oh, I see…

VC: they gave their blessings to this partnership and we would have one meeting once a year-the advisory board meeting where big guys, main decision makers are invited, even the Department would be there (FS) even the National office would be there. So they do contribute quite a lot in our discussions, they look at the progress we are making in the districts they contribute; if everything went

well I am sure National will adopt it as one of the partners (coughing) as one of the partnerships that education will make use of in achieving its goals. But I know they are very supportive of it.

MK: and they are learning, watching at a distance

VC: ja, ja.

MK: To what extent did roles of district officials influence the framework of the KST model?

VC: (pauses) I don't understand what do you mean the influence of district roles?

MK: you know, this is the product which we call the KST model. It was shaped from different angles. This particular framework, what sort of inputs came from district?

VC: oh, look, I will start from let's say from governance and management structure, the circuit managers, the input that they had towards the model. Ja, look, for instance after those sessions, what do you call it? Retreat sessions, circuit managers would have a task to perform and that task was to monitor progress at those schools. Would have to interact on a regular basis with teachers where there are conflicting areas that are identified during the workshop, circuit managers would contribute on daily basis, or weekly or monthly basis you know in interacting with those schools and assisting those schools with deep you know conflicts eh, you know, to come to terms with one another. And on a level of leadership also they would also be assisting me and then with the subject advisors as well in their normal school support visits to schools they would actually be of great assistance where individual teachers, individual schools eh, in specific subjects eh, would be visited, would be given priority. Em, if gaps were identified at the workshop, those particular schools would be given first preference for support and that would be done by subject advisors, so briefly that was the district has been doing in contributing towards the model.

MK: okay, and initially the level of holding schools by hand and supporting was not strengthened…

VC: by who?

MK: it was not that strong but now you feel it's becoming strengthened?

VC: ja, no it is strengthened

MK: because it is focused?

VC: yes,

MK: from whatever the engagement, if it was the retreat or

VC: yes, it was strengthened because even the mentors as I said especially for subjects eh, would now and then visit the same schools. You see the subject advisor goes and this one goes but the objective is one. So, it was getting strong in that fashion, it's not a once off type of a support.

MK: ja. Where there any structures that had to be changed at the district to accommodate the model?

VC: No (confidently said), no-no, no structures were changed.

MK: it was, so there was no need in changing the structures.

VC: Ja. There was no need.

MK: Okay, let's look at the effects so I can release ntate

VC: Okay (laughing)

MK: Okay, looking at the effects, maybe, oh let me ask this one; could you explain how KST model changed district leadership if it has? District leadership starts with you.

VC: ja, look, I wouldn't say changed but is supported, it's something which was still there…

MK: even if it's not visible?

VC: yes, yes. the manner in which we view things, you know improved quite a lot. Our analysis strategies improved quite a lot.

MK: analysis of?

VC: analysis of results, of performance in general of schools not necessarily subject related, eh, you know, the strategic vision and strategic thinking eh, of organisations or institutions of this nature

MK: okay..

VC: so, through our engagements we were really reinforced in that area because (clears throat) we could see things differently the way they are done. Versa versus the way we were used to doing. So, I will mainly say there was no change as such but there was reinforcement and improvement in the way we do things as a district.

MK: and the district relations? Um, like you are saying there's always been conflict in let's say schools where management and leadership have difficulties maybe amongst themselves or boiling down to the teachers or among teachers themselves. Is the situation not also or the experiences not similar at district level that sometimes…

VC: (interjecting) no, it is similar as we had to also subject the whole management to a retreat as well. Because in any situation especially where there are people there'll always be conflict and if we can't handle our conflicts then that paralyses the whole institution.

MK: okay

VC: after that session we began to see one another differently, attitudes improved, eh, less negative attitudes, so at least we could find one another, we could understand one another. So ja, that's one of the effects that we've made (had).

MK: okay, this is the last one. What were the effects of the KST whole school development model on schools and classroom performance? Could please explain how is the KST model improving leadership in the district, improving leadership in schools, improving leadership in classrooms and improving learner performance in classrooms?

VC: you want to check on the product of the model effects? The spin offs?

MK: yes

VC: look, as I said on the side of leadership both at school and district level the way we plan have changed, the way we communicate our plans all our programmes has improved. Eh, it's a bit different as compared from before because of the influence of this model. How other partners; I am talking about

Unions, parents, SGBs and so forth, I am talking about the local municipality; how other partners can be involved in a similar project that is aimed at improving the community, how can they be involved because the way up to that level they were involved and through KST advise, experience and skills in working with partners we did improve, we did have an effect on us eh, as I said even principals the manner in which they look at things, the manner in which they assess things, it really improved on their side. And on learners the effects mainly on learners, were on the results and the assistance to those with barriers to learning, especially due to sight many learners now are doing well, we've checked, we have done that assessment again and follow ups after KST has assisted them with spectacles performance is improving in class because they could see; they could read and so forth. So, on the side of teachers those that mainly, those that had gaps, content gaps in subjects, they improved quite a lot. Hence I say roughly, maybe in percentages if we had 60% of teachers that had no content gap in mathematics eh, I think we now have 90% of teachers with no serious gap in content. So, ja, those are the effects the model has made.

MK: and this is overall primary and secondary schools?

VC:No, mainly secondary schools, mainly secondary schools, ja. Primary schools they started later I think around 2014/15 ja.

MK: Okay

VC: ja, but you know with primary schools we do get reports but you know we are able to measure this especially at the secondary school, eh, especially the level of grade 12…

MK: it was unfortunate last year that no ANA was administered

VC: Ja,

MK: maybe I am I wrong to say that it was unfortunate? It could have been an opportunity

VC: yes, but it was done once in one year, eh, and through their incentive programmes because they have other incentive programmes. If a school performs well, and that's another impact I must say; the effect the model has made; the incentive model, if a school does well, gets X you know percentage in matric and get X percentage in ANA they get an infrastructure as an additional to their school; if they need a library, they get a library; if it's a hall they get a hall…

MK: so they decide we'd like to have this

VC: ja, and then KST in partnership with the Department will make sure they get it but nothing for mahala (free); you perform, we give you, and many schools did. So that incentive model was also one of the programmes that really was very strong. That was one of the strong programmes we had.

MK: it is believed that when teachers attend schools regularly and the learners are also doing the same that there would be improvements in performance because there is more time given from both ends; teaching and learning.

VC: yes,

MK: is this something that you are tracking? Ever since you started working with the schools, the fact that teachers are there and learners are there

VC: now, look, it's one survey we are tracking, it is indeed a fact maybe we don't have major attendance problems with teachers and learners. It would be a normal absenteeism rate of both teachers and learners. We don't have major problems in the district of teacher and learner absenteeism.

MK: Okay.

VC: ja, even in our programmes for matric, attendance will always be positive.

MK: okay

VC: yes, I think that is why we still a performing, you know, developing district in terms of performance.

MK: what are your targets for 2016?

MK: eh, in matric we are planning to get 95%, em, last year we made to 87.7 %

MK: okay

VC: and since 2012, we've been moving up. We one among a few districts that maintained 80% plus since 2015 and we are moving up.

MK: and, the movement; the moving up since you started working with KST, you see a bigger margin or

VC: it is relatively reasonable margin

MK: okay

VC: but at least there is movement toward the target, we are not regressing at all.

MK: okay

VC: Ja

MK: Ntate Chuta, thank you your time

VC: very welcome.

APPENDIX # 3: THEME ONE: AWARENESS AND INTEREST

PARTICIPANTS DETAILS		**T1 - Q 1:** Please explain the **level of local awareness** of the KST W-SD model and why?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model: - Access to information - Change agent - Quality and existence of the innovation o Specific condition/individuals/groups/actions/basis for actions chosen				
		DATA SET				
	Pseudonym	Emerging themes/responses	People/organisations	Purpose/ responses	Actions	Results
	Tshepo	- Stakeholder management framework - Stakeholder participation - Buy-in	- MEC/PMT - District Director/DMT - SADTU - Competing NGOs* - Schools	- Political buy-in - Administrative buy-in - Political buy-in - Partnership - Programme buy-in	- Discuss expectations/consultation meetings/sharing information on respective programmes/school visits	- Project matrix/ budgets and duration of respective programmes/sharing how to assess programmes' impact*
	Lerato	- Buy-in - Create interest - accountability	- Province very aware/definite buy-in - 2- way buy-in - District awareness limited - Executive officials	- MEC insisted everyone knows/MEC welcomed concept	- Informing officials about the KST WSD model - presentations	- Opened communication/problems and challenges easily and openly addressed.

			awareness limited			
	Mmathapelo	- Locality determines local level of awareness	- People attending seminars - People in the Free State (province/district /schools)	- Awareness in Johannesburg very different to actually on the ground(Free State) is a factor	- CEO of KST Delivered presentations in seminars	- Fairly good level of awareness in the education space/sector awareness - Unique programme and unique collaboration interesting to people attending seminars
	Vishal		- District director/broad management/subject advisors/circuit managers/principals/teachers	- Look at the model and see if it works - See if KST model will give spin-offs	- Several meetings - KST presentations - Tested model in a few schools	
	Sizwe	- Buy-in - Advocacy - Stakeholders	- Province-MEC - DMT - Principals - SMT - Partnership - Huge buy-in from district director	- Create awareness/how we are going to work together - Understand their plans - See how we fit in their plans - Explain programme - Find common ground - Build relations - Clarify what needs to be done and what will not be compromised	- Presentations - Discussions - Retreats	

				– MER framework – Explain process of intervention/how model works/where we start – Explain principles		

APPENDIX # 4: THEME ONE: AWARENESS AND INTEREST

PARTICIPANTS DETAILS		**T1 - Q 2:** Please explain the **level of local interest** of the KST W-SD model and why?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model: – Access to information – Change agent – Quality and existence of the innovation o Specific condition/individuals/groups/actions/basis for actions chosen				
	Tshepo	– High interest		– Programme responds to challenges in public schools – Programme raised high expectations	– Poor learners outcomes, limited infrastructure	
	Lerato	– Definite buy-in from the province – Definite interest by schools in retreats		– Success of KTs BNSDP programme and schools and districts knew of Shanduka's work before KST		
	Mmathapelo	– Excitement		– Interest improved when work had been done, physical structures going up; excitement due to		

		– Unique nature of collaboration interesting to people – Skeptical		results achieved in Thabo Mofutsanyana – What, another programme?		
	Vishal	– Skeptical		– Not that much interest at first, with time they developed interest because they could see the programmes initiated by KST are working		
	Sizwe	– Skeptical – Huge buy-in	– Management team – People on the ground – District director and DMT	– A bit like-okay, we hear you – Still struggling to understand		

APPENDIX #5 THEME TWO: DESCRIPTION OF THE MODEL

PARTICIPANTS DETAILS	**T 2 - Q 1:** Please explain the **conditions** that gave rise to the need for the KST W-SD model?
	Factors and descriptive data affecting the initiation phase of the KST W-SD model: – Specific condition that gave rise to the (model) change – Quality and existence of the innovation

	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results
	Tshepo	– Value chain and pipeline of schooling	– Three party delivery model – KT, Adopt-A-School and Department of Basic Education	– Design one model	– SWOT on KT and Adopt-A-School programmes – Designed a delivery model	– Theory of change – New model – Whole school development model
	Lerato	– Need for increased programme impacts to yield return on investment – Take programme nationally	– KT and Shanduka – CEOs of the two organisations	– Encourage and get collaborating partners – Realised both organisation have common interests	– Engaged organisations in similar platform as the national collaboration trust (NECT)	KST W-SD model
	Mmathapelo	– May have been initiated by a programme manager for the heads to talk to each other	– CEO of KT and CEO of Shanduka	– Attend to the dire situation in the country with urgency – Come together and join forces – Share implementation plans and conceptualise a best practice model; best on your and best of ours	– discussions	– systemic influence – empowering all officials

		- The massive need in our country - Systemic influence		- Combine abilities and experiences		
	Vishal	- Teacher development - School infrastructur e - Learner support	- Learners with poor eye sight	- Maths, science and accounting support		- Improved of matric results and grades 10 and 11
	Sizwe				- Developed principles - Models of KT and Shanduka Collapsed to form the KST model - Private company developed MER framework for KST - Private company documenting KST stories - Created structures such as the district management team and provincial management teams - Discussion of programme progress, relationships, future of the programme - Fund raising - Committed funds - KST programme district manager	- KST –W-SD model - Tripartite partnership

					− Office space in the district − KST programme manager and the FDD district director plan and work together − Infrastructure developed − Done retreats − Leadership programme − Curriculum management programme − Eye testing with more than 10 thousand learners − Catch up plans for lost time due to labour unrest	

APPENDIX # 6: THEME TWO: DESCRIPTION OF THE MODEL

PARTICIPANTS DETAILS		**T2 - Q 2:** Please describe the **KSTWSD model**?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model: − Specific condition that gave rise to the (model) change − Quality and existence of the innovation				
	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results
	Tshepo	− Core elements First − Team building retreats	− KT	− Design one model	− SWOT on KT and Adopt-A-School programmes − Designed a delivery model	− Theory of change − New model

		– Leadership and capacity building Later – Curriculum management – Infrastructure improvement – Core elements First – Infrastructure programme Later – Strategic planning – Curriculum – Leadership capacity building – Retreat – Stakeholders – Teacher professional development	– Shanduka – All schools, one at a time – Principals, teachers and learners – Any school in need	– Establish common understanding of the problems – Commit to change their situation/improve results – Gateway subjects; maths, physical science, accounting – Improve quality of teaching and learning and learning outcomes – Basic functionality and conducive learning environments	– Respond content gaps – Respond to gaps in classroom practice – Workshops and classroom support – Build computer centres, computer labs etc.	– Whole school development model – Three party delivery model – Theory of change – Match funding – Match partnership with government – Improved access to water and sanitation/water, classrooms

		– No condition Basic infrastructure – Incentive infrastructure – Socio-economic barriers to learning – Leadership, governance and management	– Improving schools – Primary schools for 5 years – Across board	– Provincial and district benchmark – Associated with curriculum delivery (enabler) – Access to learning – Instructional leadership o Efficient and performing schools	– Eye testing and provision of spectacles	– Credible leadership that impacts systemic change
	Lerato	– Team building retreats sessions – First form of contact with schools – Basic infrastructure – Incentivised infrastructure – Curriculum support programme	– Dysfunctional schools	– Introduce KST to schools; terms and conditions – Reflect on strategic outcomes of the past year and assess the performance – Toilets – Libraries and computer centres – Maths, science, accounting and geography	– Conversations – Voluntary participation – Unlock opportunities through dialogue – Infrastructure launch – Service providers encouraged to show teachers how to use the infrastructure – One on one classroom support	– Change mind-sets – Commitments to new plans

	Mmathapelo	– Retreats – Curriculum management – Leadership Retreats are considered leadership	– Per school – People, leaders, role players in a school – Principals of problem schools – District officials	– First step – Phase one – 2 year programme – A bit sporadic/limited /No budget available beyond retreats	– Mentoring	– Difficult, yet positive session
	Vishal	– Retreats – Core	– All secondary schools at the beginning with major problems	– Open platform for serious conversations of the whole school – Touch every aspect of the school and participation is inclusive	Team building sessions Conflict management sessions	– Teachers see the need for working together
	Sizwe	Retreats Basic infrastructure Incentive infrastructure Curriculum management	KT and Shanduka	– Take from best practices of both organisations	– Interrogated best practices in both KT and Shanduka	– Use KT retreats model – Use Shanduka infrastructure model – Combined curriculum management programmes of the two organisations.

APPENDIX #7: THEME TWO: DESCRIPTION OF THE MODEL

PARTICIPANTS DETAILS		**T2 - Q 3:** Please describe the **best** of the KSTWSD model?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model: - Specific condition that gave rise to the (model) change - Quality and existence of the innovation				
	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results
	Tshepo	- Comprehensive		- Elements not to be isolated - The Whole makes a difference/not isolated ingredients		- Theory of change
	Lerato	- Relationship built with schools - Partnership approach - Co-funding approach - Inclusive accountability - Joint decision making	- Committees from the tripartite entities - District directors and other officials	- KST appreciates that there is something that both organisation and school bring in the relationship - Working with government	- Advisory - Show them how to improve implementation of certain strategies - Consistent engagement with the best practice aspects taking government officials on board	- Good relations between KST and schools - Positive feedback from schools incorporated in the model without changing organisational structures - Other officials identified to run retreats

	Mmathapelo	- The leadership - Leadership is core - Match funding - Incentive infrastructure - Basic infrastructure - The approach	- Principals, teachers, representative council of learners (RCL) - Performing schools - All schools	- Particularly good, starting point - Before anything, have leaders on board - Their commitment and buy-in - Fantastic concept - Very important one/amazing element that pushes schools to compete/motivator for schools - Not the know it all approach when influencing government	- Science lab, library and computer lab - Appreciate the complexity of the system/being respectful of their efforts/guide them to improve and do better	KST very reliant on district to perform well
	Vishal	- Retreats	- Whole school staff	- platform for serious conversation around the school -	- Team building sessions - Conflict management sessions	- Touched every aspect of the school and every individual involved with the - Inclusive participation - Participants realised the need of working together.

	Sizwe	– Retreats	KT and Shanduka	– Gain better understanding of issues in a school	– Conduct workshop for the whole school over the weekend in a neutral venue	– Detailed /descriptive information informs good/relevant planning – Root causes of poor performance identified because teachers air their problems – Retreat report – Step by step intervention from aspect to the next

APPENDIX #8: THEME TWO: DESCRIPTION OF THE MODEL

PARTICIPANTS DETAILS		**T 2 - Q 4:** Please explain **why you feel this way** about the KSTWSD model?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model: – Specific condition that gave rise to the (model) change – Quality and existence of the innovation				
	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results
	Tshepo			– Strong teachers' capacity and capabilities in curriculum delivery, empowers learners to pass through each grade; addressing social challenges of learners enables them not to be left behind		Capabilities and capacities of teachers match those of learners
	Lerato			– it is a partnership approach;		

				- it is a co-funding approach; - everybody takes accountability of the success and failure of the programme; - umm, we have committees where representatives from all three organisations sits, - joint decision making - think the partnership we have with the department really makes the model unique in that sometimes you get frustrated by government and we want to implement these programmes on our own and then the problem becomes that of sustainability because you can't work in those communities forever; you need to at some point handover the programme to somebody and by working with government from the beginning we also getting an opportunity to show them how to better implement certain strategies. So, for instance the retreats we would make sure that the district directors are part of the process and they perhaps also identify some other officials so that in the schools that we are not working in they can go and do the retreats without us, so the programme is not only about us but by extending and empowering government officials to be able to run without us from the beginning that's the main aim. - There's no aspects of the programme that we do without looking at you know the		

				sustainability and the partnership that we have allows for this. - Same with curriculum or infrastructure development it would be like let's make sure the department is on board so that they are consistently engaging with our best practice aspects to take on board to them as a government department.		
	Mmathapelo			- Before one can start with anything, one has to have the leaders on board; one has to have their buy-in; one needs to have the commitment - In the approach it is understood that in terms of influencing to government it is not the know it all approach, it is coming in with understanding of a complex system in which they work and then being respectful of the efforts that they are trying and help them and guide them to do better and to improve processes.		
	Vishal			- touches every aspect of the school and every individual involved with the school has an opportunity to participate and that makes the programme, you know, worthwhile - Because it is out of such programmes that teachers now see the need of working together.		
	Sizwe			- Gain better understanding of issues in a school		

				- Detailed /descriptive information informs good/relevant planning - Root causes of poor performance identified because teachers air their problems - Retreat report - Step by step intervention from aspect to the next		

APPENDIX #9: THEME THREE: PERCEPTIONS OFTHE MODEL

PARTICIPANTS DETAILS		**T 3 - Q 1:** What are the **strengths** of the KSTWSD model? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Specific condition/individuals/groups/actions/basis for actions chosen - Individuals and groups associated with those conditions - Access to information - Advocacy change agent /teacher /district/central office - Quality and existence of the innovation - Community support				
	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results
	Tshepo	- Partnership with the Department of Education - Leveraging each partners' resources - Appreciation and acknowledgement of challenges in education t as systemic - District-wide approach	- Other organisations	- Appreciation and respect for the Department of Education - Stop duplication of resources/streamline resources - Long term results - Behavioural/change these permanently	- Whole school development approach - Cluster approach - Comprehensive approach	- Effective allocation of resources and effective responses to challenges in schools

		- Stakeholder participation	- The teacher	- Bring all stakeholders in a common relationship - Appreciate stakeholders adequately	- KST rewards performing schools to show appreciation of teachers' efforts	- Improvements in the whole district; foundation phase through to matric
	Lerato	- Planning and spending money wisely		- Joint accountability - Government finding solutions to the PFMA challenge		
	Mmathapelo	- Leadership buy in - Approach	- Province	- Lots of sessions/engagements - The appreciation of the complexity of the system and being respectful of efforts of district officials	- Discuss workshops/actual teams - guiding them to improve and do better	
	Vishal	- Retreats - Teacher development - Interest	- District director - Circuit manager - Schools		- Interviewed teachers who attended sessions, felt they have hope and interest	- Observed different attitudes from teachers who attended the sessions - There's better conversations among teachers,

		– Political and administrative buy-in and support – Business model – Relations	– Province – DBE, main decision makers in the partnership – Partnership	– Quarterly meetings – Accountability – Roles are clearly demarcated – Annual meeting – Terms of reference clearly spelt out for all phases of the programme – KST and district relations are very strong	– checking on progress – holding one another accountable against goals set – contributions in discussions – look at progress – If there are problems (correcting) challenges, we would immediately come together KST and the Department and resolve the matter as quickly as possible. So, I wouldn't say there were major problems.	between management and teachers and among teachers as well
	Sizwe	– Model tested by both organisations – Infrastructure – Buy-in	– KT and Shanduka	– Community based project	– Model was checked and reviewed and adapted – Appointment of local labourers	– Knows how to introduce model in most difficult schools and model works in dysfunctional schools – Temporary job creation

		– Retreat	– School staff			– Community take ownership of structures erected – Heals and builds relationships – Teachers acknowledge their wrong doing (coming late) not taking their work seriously – Strong KST-district and schools relations.

APPENDIX #10: THEME THREE: PERCEPTIONS OFTHE MODEL

PARTICIPANTS DETAILS		**T 3 - Q 2:** What are the **weaknesses** of the KSTWSD model? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model – Specific condition/individuals/groups/actions/basis for actions chosen – Individuals and groups associated with those conditions – Access to information – Advocacy change agent /teacher /district/central office – Quality and existence of the innovation – Community pressure, apathy, opposition and support – New policy and funds – Problem solving and bureaucratic orientations				
	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results/status

	Tshepo	- Mandate clashes due to branding and wish to fulfill mandates within a collaboration - Lack in authority to enforce what KST wants to do	- Other organisations		- Stakeholders choose certain elements of the model and not	- Works against the programme especially when there is intentional disregard of what KST believe should be implemented
	Lerato	- PFMA compliance - Budget constraint - Delays in budget and expenditure approvals	- Tripartite	- Tender process is a challenge - Delayed payments due to the challenge - Three people decision making takes time	- Engagement with the auditor general why tendering is not an option	- Could open up to corruption Tripartite joint trust account - KST sends invoices to be audited to the province

		- Joint programme management - Governance structures - Merging organisational cultures - KST not a fully- fledged organisation where people are responsible and dedicated	- KT and Shanduka	unlike when one individual is involved - Too many of them - KST people have other full time jobs - Doing other tasks like fund raising takes time - *organisational culture* - Weakens the process towards the success of the model and organisation	- Put in place to manage the PFMA/decision making	- Delays to get things done - Learning to work through this to satisfy everyone - Managing this through working in committees - Decision making is consuming/wrapping up negotiated funds
	Mmathapelo	- Staffing	- New staff	- The model is heavily reliant on people and we have natural issues with staff, like one district manager ended up being a disappointment and we had to let her go and that's a senior role you know in the district. So	- Staff appointments	- Disappointing appointments that did not work out

				we had disappointments with staff		
	Sizwe	- Labour unions - Partnership	NGOs/other organisations Perception that KST is a Big Brother/threat by other NGOs instead of a partner and they would pull out their services from the district KST and FSDoE	- Put together resources to strengthen delivery of work - Cover shortfall - One partner is funding on the shortfall - Back to school fundraising works well - Broad relations and involvement o Premier o MECs o Deputy president of South Africa o Chairman of KST o EXCO of KST o Many companies	- FDD tried to encourage other organisations to get on board - Fund raising - Awareness for fund raising for partnership - Come on board-partner with us	- Organisation branding/interests makes partnerships difficult - Some funds raised - People show interest and are starting to understand what KST W-SD model is doing "I have heard about what you've done in the Free State; you are doing so much good work you know, how can we get involved"?

APPENDIX #11: THEME THREE: PERCEPTIONS OFTHE MODEL

PARTICIPANTS DETAILS		**T 3 - Q 3:** What makes/made it **easy** for you to participate in the KSTWSD model? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Specific condition/individuals/groups/actions/basis for actions chosen - Individuals and groups associated with those conditions - Access to information - Advocacy change agent /teacher /district/central office - Quality and existence of the innovation - Community support				
	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results
	Tshepo	- Education is KST's core business - Experience as individual organisations and collectively - Common interest in the programme - Political support	- MEC of education in the Free State	- High interest	- Embraced programme, participated in various aspects of it and gave the programme legitimacy	

		– Administrative support	– Officials	– Commitment, keenness to integrate KST programmes with their annual and current plans	– Programmes integration	– Perception and practice of no programme duplication by officials
	Lerato			– Provincial buy-in and all knows about KST to get their buy-in		
	Mmathapelo	– District leadership stability	– District manager of KST and the district director of Fezile Dabi	– Both stable and very driven in Fezile Dabi, whereas initially in the other district the district director was very driven and then resigned and they changed the acting person who came in that position		
	Vishal	– Relations	– Tripartite	– KST and district relations are very strong	– If there are problems (correcting) challenges, we would immediately come together KST and the Department and resolve the matter as quickly as possible. So, I wouldn't say there were major problems.	
	Sizwe	Community buy-in				– Knows how to introduce model in most difficult schools and model works in dysfunctional schools

		Retreats opened up the way to get into schools				- Temporary job creation - Community take ownership of structures erected - Heals and builds relationships - Teachers acknowledge their wrong doing (coming late) not taking their work seriously - Strong KST-district and schools relations

APPENDIX #12: THEME THREE: PERCEPTIONS OFTHE MODEL

PARTICIPANTS DETAILS		**T 3 - Q 4:** What makes/made it **difficult** for you to participate in the KSTWSD model? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Specific condition/individuals/groups/actions/basis for actions chosen - Individuals and groups associated with those conditions - Access to information - Advocacy change agent /teacher /district/central office - Quality and existence of the innovation - Problem solving and bureaucratic orientations - New policy and funds				
	Pseudonym	Emerging themes/ responses	People/organisations	Purpose/ responses	Actions	Results/status

	Tshepo	– Funding model – Almost 100% budget shortfalls – Management structure	– Government	– Delays in payments by government – PFMA not made provision for the funding model – Programme scope increased o Two additional districts incorporated after the needs assessment – For consultative, transparent and good governance – Poor attendance result due to poor frequency and consistency for meetings to happen	– Need to accommodate match funded models as they cannot be subjected to tendering processes – Established management structures	– Consultative decision making
	Lerato	- Limited time available to fulfill KST tasks - Getting the right people on board		– Fund raising campaign/ needs follow ups/ time consuming/people who work for KST have other have other full time jobs – Same with decision making		
	Mmathapelo	- Heavily reliant on people and KST has natural issues with staff			- Head of infrastructure empowered his team	

		- Strain on staff because expertise are within Adopt-A-School and KT - Capacity – workload - Not easy to get the right people - Consultative nature impedes the rate of implementation - Planning takes a very long time/schools, subjects-very slow process and pressure from executive to get things going - We train teachers and they go, whether they move to Johannesburg		– It's a whole process, we can't implement for the sake of implementing – Fluid and complex environment		

		or leave teaching or retire and there goes our investment down the tube		- Influence in the education system indirectly		
	Vishal	- Insufficient time/insufficient engagement /not ready to engage	- One or two schools with deep seated problems	- Individual schools or individuals wanting preference/complaints about the value of the programme - Incompetent service providers	- Not attending retreats	
	Sizwe	- Labour unions - Partnership - Funding	NGOs/other organisations Perception that KST is a Big Brother/threat by other NGOs instead of a partner and they would pull out their services from the district KST and FSDoE	- Put together resources to strengthen delivery of work - Cover shortfall - Awareness of what KST does to get partners on board	- FDD tried to encourage other organisations to get on board - Fund raising	- Organisation branding/interests makes partnerships difficult - Some funds raised - People show interest and are starting to understand what KST W-SD model is doing "I have heard about what you've done in the Free State; you are

						doing so much good work you know, how can we get involved"?

APPENDIX #13: THEME FOUR: PROCESS OF ENGAGEMENT OF VARIOUS CONSTITUENCIES

PARTICIPANTS DETAILS	**T 4 - Q 1:** Please describe the extent to which the KST W-SD model engaged **constituencies** in the initiation of the innovation?
	Factors and descriptive data affecting the initiation phase of the KST W-SD model - Specific condition/individuals/groups/actions/basis for actions chosen - Individuals and groups associated with those conditions - Access to information - Advocacy change agent /teacher /district/central office - Quality and existence of the innovation - New policy and funds - Problem solving and bureaucratic orientations - Change process and changes

	Pseudonym	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Tshepo	- Stakeholder engagement	- KT and Shanduka - Government - Free State University - Stakeholders in and around schools	- Took 1 year to finalise programme concept - Introduced model - Needs assessment - Compile information for business plan and implementation framework - Legal agreement	- Discussions - Engagement, presentations/feedback and realignment - Developed instrument and conducted assessment - Consultations and engagement	- Service level agreement

			– Free State Department of Education – NGOs/organisations	– Stakeholder mapping	– Legal consultation processes – Weighing of compliance and capacity – Finding venue for KST district office – Sent letters to other organisations working in the district	
	Lerato	Engagement and buy-in	– KST to schools	– Presentation – you know…if you are part of this model, these are the interventions that you can expect and the terms and conditions around…for example infrastructure development you need to reach a benchmark just so they understand the model as a whole	– Introducing the organisations behind KST so they know who the partners are. – it is introducing the model	
	Mmathapelo	– Engagements	– Province	– Melanie heard from others that there were a lot of engagements with the province team	– Discuss workshops – Lots of engagement between KT and Adopt-A-School teams, the actual teams who will be working on the implementation	– Engagements went well

	Vishal	– PLCs strengthened	– Teachers – Mentors – Subject advisors	– Shared understanding of the workshop model/approach and content benefits	– Meetings – Discussions	– One programme – Teachers would flock to those workshops – All meetings presided by both KST and officials
	Sizwe	– Retreats – District meetings – School visits – Fund raising – Funding	– District officials – schools – KST and district officials including circuit managers – Circuit managers – PMC and DMT – FSDoE	– Close gaps between district and schools' relations – Identify problems affecting learners' performance – Discussions of district-schools' relations – Reports on findings of the district leadership engagement – Involved in retreats – Conduct school visits – Support fund raising initiatives – Form partnership	– Engaged leadership at a district level in a workshop – Engage principals and teachers in their school level challenges – Schools' support issues tackled – Schools needing support prioritised – Participate in retreats – Share transport with officials to visit schools – Involved in campaign – Matched funding by 100%	– District change/officials now visit schools – Circuit managers understand issues in schools better – Funds raised to cover costs – Establish partners – Project funds available

		– Partnerships	– NGOs and business	– partnerships/come with us in this journey	– Invite organisations to partner	– FSDoE commitment to the programme – Some organisations withdrew their operations in FDD – threatened/branding challenges/some expected to be funded by KST – KST and other organisations agreed to split schools and programmes to avoid clashes and duplication – Collaborative programme impact/share lessons – Smaller organisations with smaller budgets welcomed into the partnership despite

						their funding status

APPENDIX #14: THEME FOUR: PROCESS OF ENGAGEMENT OF VARIOUS CONSTITUENCIES

PARTICIPANTS DETAILS		**T 4 - Q 2:** What are the strengths of engagements of the various constituencies in the initiation of the KSTWSD model? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Specific condition/individuals/groups/actions/basis for actions chosen - Individuals and groups associated with those conditions - Access to information - Advocacy change agent /teacher /district/central office - Quality and existence of the innovation - New policy and funds - Problem solving and bureaucratic orientations - Change process and changes				
	Pseudonym	**Emerging themes/responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Tshepo	- Engagements - Stakeholder mapping	- KT and Shanduka - KST and department of education - KST	- Enhance quality of the model - Appreciated departmental processes of school restructuring o Closing down of non-efficient farm schools	- Meetings - Discussions - Presentations	- Best practice KST W-SD model - Business plan - Theory of change - Principles - Implantation framework - Service level agreement with FSDoE

			– Community	○ Integration of farm schools in the model – Community involvement	– Employed labourers in the community to participate in infrastructure development	– Employment opportunity
	Lerato	Safe space	– School staff attending retreats – Community	– nobody feels; perhaps the principal feels my property, no one feels vulnerable because he owns the space – Definite interested in attending and participating in the retreats. – We want a willing participant, if we force it on you, later perhaps you won't want to avail yourself – Community involvement	– Employed labourers in the community to participate in infrastructure development	– Employment opportunity
	Mmathapelo					
	Vishal	Approach	– KST	– Professional manner of doing things in partnership with departmental officials	– Planning in collaboration of content and workshop approach	
	Sizwe	District meetings	District officials and schools KST and district officials	– Close gaps between district and schools' relations	– Engaged leadership at a district level in a workshop – Schools' support issues tackled	– District change/officials now visit schools

			Circuit managers	– Discussions of district-schools' relations – Reports on findings of the district leadership engagement – Involved in retreats	– Schools needing support prioritised	– Circuit managers understand issues in schools better

APPENDIX #15: THEME FOUR: PROCESS OF ENGAGEMENT OF VARIOUS CONSTITUENCIES

PARTICIPANTS DETAILS		**T 4 - Q 3:** What are the **weaknesses** of engagements of the various constituencies in the initiation of the KSTWSD model? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model – Specific condition/individuals/groups/actions/basis for actions chosen – Individuals and groups associated with those conditions – Access to information – Advocacy change agent /teacher /district/central office – Quality and existence of the innovation – New policy and funds – Problem solving and bureaucratic orientations – Change process and changes				
	Pseudonym	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Lerato	– Buy-in	– Other NGOs	– Buy-in and collaboration	– Meetings – Involvement in the KST W-SD model	– The challenge came that some were more looking for funding than collaborating which then caused

		- Community involvement	- Labourers	- Those employed to assist build infrastructure		that platform to not work - Community labourers wanted to be treated /same benefits as KST full time employees and could not understand they are temporal staff based on the infrastructure built
	Sizwe	- Disengagement - Buy-in		- Labour movement - Other NGOs		- Companies protective of their brands

APPENDIX #16: THEME FOUR: PROCESS OF ENGAGEMENT OF VARIOUS CONSTITUENCIES

PARTICIPANTS DETAILS	**T 4 - Q 4:** Please, list **descriptive data** available to show the engagement of the various constituencies in the initiation of the KSTWSD model?
	Factors and descriptive data affecting the initiation phase of the KST W-SD model - Specific condition/individuals/groups/actions/basis for actions chosen - Individuals and groups associated with those conditions - Access to information - Advocacy change agent /teacher /district/central office

		- Quality and existence of the innovation				
	Pseudonym	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Tshepo			- development of the model - a consolidation of the concept which can provide the evidence - records of various meetings that were held with different entities - stakeholder meetings, - mapping database of different programmes that are implemented by different entities, - Reports that are produced on a regular basis and submitted to different entities which are a demonstration on how the concept and the	- Consultation workshops	- Business plan

				implementation process are being shared with various entities. - Appointed entity to manage all of our information, evaluation and monitoring. - Needs assessment of learners		
	Lerato			- Infrastructure launch -		- Launched about 40
	Vishal	- Evidence		- Minutes - Where meetings were held - Attendance registers - Statistics on learner performance and learner support - How many teachers attended development sessions or did not attend - What was the focal area - What challenges we met - Quarterly meetings - Management structure of KST where quarterly reports on progress are shared		

APPENDIX #17: THEME FIVE: CONCEPTUALISATION OF THE MODEL

PARTICIPANTS DETAILS	**T5 - Q 1:** Who formulated (individuals and groups) and initiated the need for change that resulted in the KSTWSD model?
	Factors and descriptive data affecting the initiation phase of the KST W-SD model - Conditions that gave rise to the need for change - Individuals and groups associated with those conditions - Actions taken and basis for choosing the course of action - Existence and quality of the innovation - Access to information personal contact in the diffusion of the innovation - Advocacy change agent, central office, district and teacher

	Pseudonym	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Tshepo	- Process - Engagements -	- KT - Adopt-A-School - Executive committees of KT and Shanduka - Department of Basic Education - MEC and PMT	- Need to raise project money of 1 billion Rands - Consultation - Determine feasibility, costs, duration and capacity - Propositions to work in their district	- Defined rules of engagement - Meetings involved DBSA - Consolidation of model - Business plan development	- Concept document - Field testing of concept -

				– Various constituencies were involved and not a single individual		
	Lerato	– Process – Engagements	– KT former CEO – CEO of Shanduka – Boards	– Involved EXCO teams of both organisations and later Boards	– Discussions and formulation of a case study – Inputs	– Memorandum of understanding
	Mmathapelo	– Process – Engagements	– KT former CEO – CEO of Shanduka	– Systemic interventions and changes in education	– Conversations – Discussions – consultations	
	Vishal	– Process – Launch – Political and administrative buy-in – Business model	– MEC – Minister – Province – DBE, main decision makers in the partnership – The two districts	– Initiated by the MEC – We had to work with KST because it was nationally and provincially decided upon – Quarterly meetings – Accountability – Roles are clearly demarcated – Annual meeting – Terms of reference clearly spelt out for all phases of the programme	– Initiated process at provincial level – Chose districts – Invitations – Provincial meetings on quarterly basis-check progress – checking on progress – holding one another accountable against goals set – contributions in discussions – look at progress	

	Sizwe	Structures	– Then CEO of KT – CEO Adopt-A-School – KT and Shanduka management teams – KT and Shanduka boards – Provincial management committee and district management committee – Clusters of teachers – KST district manager – KST project managers – Local municipality	– Participate in the NECT – Deliver huge intervention for the MS foundation – Match models – advisory – Elevate project from district to province – Skills transfer – Sustainability – Project management – Build relations	– Engaged in formulations of the NECT – Engaging with the Mark Shuttleton Foundation – Presentations of programmes – Discussions – Directed a way-forward – KST involvement of Minister, Chair, MEC, Premier, advisory board – Project steering committee deal with day to day project issues – Manage KST W-SD model – Work with districts – Establish forums with police, NGOs,, companies working in the FDD	– Whole school development model – Principles o Match funding o Government match funding o Political and administrative buy-in – People doing things differently – Enhanced relations with schools. Principals and teachers – Office set up

APPENDIX #18: THEME FIVE: CONCEPTUALISATION OF THE MODEL

PARTICIPANTS DETAILS		**T 5 - Q 2:** Please describe the **basis for choosing the course of action** for the change initiated?
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Access to information personal contact in the diffusion of the innovation - Existence and quality of the innovation - Problem solving and bureaucratic orientations - New policy and funds
	Pseudonym	
	Tshepo	- Wanted to come up with a national programme
	Lerato	- Test and share lessons for the model to be replicated by any willing and capable entity in other districts
	Mmathapelo	- The need for systemic education change is dire and required urgent interventions with massive resources and capacities
	Vishal	- Wanted to test and see whether the model will work for education improvements in South Africa
	Sizwe	- Test and sustain the model

APPENDIX #19: THEME FIVE: CONCEPTUALISATION OF THE MODEL

PARTICIPANTS DETAILS		**T 5 - Q 3:** Please share with me the **elements** that constitute the KST W-SD model?
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Quality and existence of the innovation
	Pseudonym	

	Tshepo	First - Team building retreats - Leadership and capacity building Later - Curriculum management - Infrastructure improvement - Core elements First - Infrastructure programme Later - Strategic planning - Curriculum - Leadership capacity building - Retreat - Stakeholders' roles - Teacher professional	- Theory of change - Whole school development model - Three party delivery model - Match funding - Match partnership with government
	Lerato	- Team building retreats sessions - First form of contact with schools - Basic infrastructure - Incentivised infrastructure - Curriculum support programme - Dysfunctional schools - Partnerships	
	Mmathapelo	- Retreats - Curriculum management - Leadership - Retreats are considered leadership	
	Vishal	- Teacher development - Professional learning communities - Retreats - Curriculum management support	

		– Team building sessions – Conflict management sessions
	Sizwe	– Retreat – Leadership – Curriculum management – Basic infrastructure – Incentive infrastructure – Social programme-eye testing and social challenges some learners face – Focus on SMT; the assumption is that strong leadership will escalate to teachers

APPENDIX #20: THEME FIVE: CONCEPTUALISATION OF THE MODEL

PARTICIPANTS DETAILS		**T5 - Q 4:** Please list constituencies that were involved in the conceptualization of the KSTWSD model?
		Factors and descriptive data affecting the initiation phase of the KST W-SD model – Specific conditions that gave rise to the need for change – Individuals and groups associated with those conditions – Actions considered – Basis for choosing the course of action
	Pseudonym	
	Tshepo	– Not one individual – KT and Shanduka CEOs – KST executive members – KST management teams – The MEC and PMT

		– The district director and DMT
	Lerato	– KT and Shanduka CEOs – KST executive members – Management teams – The MEC and PMT – The district director and DMT
	Mmathapelo	– KT and Shanduka CEOs
	Vishal	– The MEC – The PMT and DMT – District director of KST office
	Sizwe	– KT and Shanduka CEOs – KST executive members – The management teams of KST – KT and Shanduka Boards – The MEC and PMT – The district director and /DMT

APPENDIX #21: THEME FIVE: CONCEPTUALISATION OF THE MODEL

PARTICIPANTS DETAILS		**T 5 - Q 5:** Please describe their inputs in the process of conceptualization of the KSTWSD model?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Access to information - Advocacy change agent/central office/school administration - Conditions for the need for change, individuals and groups associated with those conditions				
	Pseudonym	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Tshepo		- KT and Shanduka - DBE/MEC and PMT - District director and DMT - District director	- Design one model - Commit funding - Facilitate political buy-in - Commit funding - Facilitate administrative buy-in - Manage knowledge - Sets district priorities		
	Lerato		- MEC - District director	- Initiated the process - Reports to PMT	- Identifies target schools - Invited district director and his team to the launch	- Launch - District buy-in
	Mmathapelo		- KST - KST Boards - KST committees	- Identification of and recruitment of personnel - Manage programmes - Manage budgets - Strategic advice - Participation in retreats and input towards planning and decision making		

	Vishal		- KST - District director and DMT - District Director	- Observed and assessed the KST W-SD model and determined its relevance in the district - Participated in meetings, discussions and programme reflection meetings - Participated/observed retreats and gave inputs - Informed leadership alignment of district plans with programme plans - Reports to PMT		
	Sizwe		- KT and Shanduka	- Prioritised KT retreats model - Prioritised Shanduka infrastructure model - Combined curriculum management programmes of the two organisations and developed the KST W-SD model		

APPENDIX #22: THEME FIVE: CONCEPTUALISATION OF THE MODEL

PARTICIPANTS DETAILS		**T 5 - Q 6:** Please describe the extent to which the **roles of district officials** influenced the framework adopted in the KSTWSD model?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model – Individuals and groups associated with the conditions/actions they take – District and teacher advocacy				
	Pseudonym	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Tshepo	– Annual plans	– District – KST and district	– Selection of programme schools – Partnering of officials with service providers – Reporting on implementation	– Met regularly to streamline programmes	– Integrated plans – Huge element of influence by district
	Lerato					
	Mmathapelo					
	Vishal	– Monitoring and mentoring	– Governance and management structure/circuit managers – Subject advisors – Mentors	– Follow ups after retreats specific to challenges emerging from retreats – Normal routine school support visits – Follow ups after workshops on content	– Progress monitoring – Interact with teachers daily/weekly/monthly – Priority support on specific subject	– Clear conflicting areas on relational issues
	Sizwe	– Structures	– Provincial management committee and district	– Skills transfer – Sustainability		– People doing things differently

			management committee - Clusters of teachers			

APPENDIX #23: THEME SIX: EFFECTS OF THE MODEL ON DISTRICT STRUCTURES

PARTICIPANTS DETAILS		**T 6 - Q 1:** Please list the things and **structures** that changed to accommodate the Kagiso Shanduka Whole School Development Model?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Existence and quality of the innovation - Access to information personal contact in the diffusion of the innovation - Problem solving bureaucratic orientations - Community support - Advocacy change agents, district and central office, teacher				
	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	- Retreats	- KST District Manager - DMT - PMT	- The district management team had to change to accommodate KST - Team building sessions - District incorporated into the PMT	- Appointed into the DMT of the department - Training sessions - Assignments - District director report implementation progress to PMT	- DMT is the driver the KST W-SD model

				established by the tripartite	- Coaching and mentoring of district officials - Facilitated and supported district officials to visit schools - Regular consultations of circuit managers and subject advisors with KST officials	- Joint discussions and reporting process with KST - District director sets priorities and the programme follows with implementation of those priorities - District director approved budgets and plans
	Lerato	- KST office in every district - Role modeling and empowerment	- District person in each level e.g. o Curriculum - District management committee	- For them to understand what's been done and why? - Assist with follow ups in schools	- Impellent programme activities - Consult with the district - Skills and knowledge transfer to district - Regular engagement with district	
	Mmathapelo	- Committees o Advisory board o PMC	- Senior principals sit (MEC/Chairs of KT and Shanduka plus advisory elected members from the province) - Executive committee	- Strategic	- Sits one year - Meets 4 times per year - Talk about schools	

		- Chair - Kaya - District committees - Fund raising	members of KT/Shanduka/Province plus a few elected members e.g. head of curriculum and infrastructure	- Cover budget shortfalls	- Participation in lots of meetings - Strategies/round up teams	
	Vishal			- No structural changes		
	Sizwe	- Converged KT and Shanduka - Adopted KT's match funding model and retreats - Adopted Shanduka's infrastructure model - Formed structures at district level - Meet with PMC - KT and Shanduka boards interact - MEC is involved and his advisory board				

APPENDIX #24: THEME SIX: EFFECTS OF THE MODEL ON DISTRICT STRUCTURES

	T 6 - Q 2: Please describe how the structures in the district changed as a result of the KST W-SD model?

PARTICIPANTS DETAILS		**Factors and descriptive data affecting the initiation phase of the KST W-SD model** - Existence of quality of an innovation - Access to information - Advocacy change agent, central office and district - Teacher advocacy - Community support - Problem solving - Individuals and groups associated with the conditions that gave rise to the change - Actions taken
	Pseudonym	
	Tshepo	- Formation of new committees and extension of existing teams to accommodate the tripartite partnership - New roles as the district director was now expected to attend and report progress on implementation to the provincial management committee - Participation of district officials i.e. circuit managers in retreats and the involvement of subject advisors in planning and running of retreats and teacher professional development sessions and school visits - Participatory annual planning, reflection meetings and consistent monitoring and reporting of progress - roles of officials streamlined and partnered with service providers and shared accountability - rigorous involvement in school support by officials and team work and collaboration among teams all round from junior to senior levels

	Lerato	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Mmathapelo	- Systemic influence	- Circuit managers - Schools	- Attend retreats - Facilitate future retreats	- Strategic participation and preparation on school issues	- Meaningful and informed school visits and support

		– Monitoring structures	– Provincial management committee – District management committee	– Meeting annually – Meeting quarterly	– Talk about the team, the school and results – Strategic advisory constituting the MEC and his team and high business and political profiled people and executive members of KST, district director Fezile Dabi – District director of Fezile Dabi and his team called the district management committee, the District manager of KST,	– Strategic advice and support – Operational and management support
	Sizwe	– Access and breaking boundaries	– District director – District officials	– Accessible and available o Labour union disengagement o Uncooperative schools o Problem individuals o Conflict between KST and district officials	– – Gives guidance and helps resolves crisis – Removes obstacles and paves smooth running of the programme	– We report a problem and they handle it

APPENDIX #25: THEME SIX: EFFECTS OF THE MODEL ON DISTRICT STRUCTURES

PARTICIPANTS DETAILS	**T 6 - Q 3:** Please describe the extent to which the roles of district officials influenced structural changes?
	Factors and descriptive data affecting the initiation phase of the KST W-SD model

		– Specific conditions that gave rise to the need for change – Individuals and groups – Access to information – Advocacy change agent, central office, district and teacher – Problem solving and bureaucratic orientations
	Pseudonym	
	Tshepo	Extensively political and administratively
	Lerato	Extensively political and administratively
	Mmathapelo	– Circuit managers involved in retreats, train and support schools through visits – Strategic and consistent meetings at various levels to influence systemic change by all in the tripartite
	Vishal	– No structural changes
	Sizwe	– District becomes part of implementation – KST plans with the district, DMT and district director are involved – District choose schools that are needing intervention

APPENDIX #26: THEME SIX: EFFECTS OF THE MODEL ON DISTRICT STRUCTURES

PARTICIPANTS DETAILS	**T 6 - Q 4:** Please explain how Kagiso Trust and Shanduka Foundation were affected by the process of initiating the change?
	Factors and descriptive data affecting the initiation phase of the KST W-SD model – Advocacy change, district and central office

		- Access to information - Actions considered and taken
	Pseudonym	
	Tshepo	- Best practice model required scrutiny - Evaluation and not all elements of either KT or Shanduka were taken as is - Remodeling and shaping had to happen during field testing and best practices drawn from those rigorous processes - The process required time, commitment and patients
	Lerato	- Setting up of committees and involvement of committees with district to drive processes in the district - KST infrastructure and curriculum managers directly involved with the district and monitoring activities and progress while doing their day to day office/business at KT and Shanduka
	Mmathapelo	- Setting up of committees and involvement of committees with district to drive processes in the district - KST infrastructure and curriculum managers directly involved with the district and monitoring activities and progress while doing their day to day office/business at KT and Shanduka
	Vishal	- Involvement in quarterly meetings of district director and DMT so time is required to attend meetings so stretch in individual's programmes - Accountability across board to meet partnership agreements demands full participation and presents in sessions and talking to principals and teachers about their experience to gauge their feelings
	Sizwe	- KST plans are interrogated and they are streamlined to sink with those of district - Shanduka strategic planning model excluded in the model - Choice of Shanduka infrastructure model over KT

		– Merged curriculum management programmes of KT and Shanduka – Shanduka bought into the match funding model – Boards of the two organisations interact with each other while also running their separate businesses

APPENDIX #27: THEME SIX: EFFECTS OF THE MODEL ON DISTRICT STRUCTURES

PARTICIPANTS DETAILS		**T 6 - Q 5:** Please explain how the KSTWSD model changed district leadership? – Existence and quality of the innovation – Access to information through personal contact				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model				
	Pseudonym	**Emerging themes/ responses**	**People/organisations**	**Purpose/ responses**	**Actions**	**Results**
	Tshepo	– Modeled best practices o Stakeholder mapping of services offered in the district and evaluation of those services o Commitment and focused analytical strategies to determine learner performance and progress o Culture of regular meetings in properly constituted structures, participation and shared accountability				
	Lerato	– Decision making	District officials	– Express to KST what they want to see reflected in plans – Participate in and manage intervention programmes – Work closely with KST to manage processes of		

				procurement constrained by the Public Finance Management		
	Mmathapelo	- Structural meetings	- District director and DMT - Circuit managers and subject advisors	- Leading systemic change in the district through participation and cooperation	- Commitment to growth - Acknowledgement of weaknesses of their capacities - Problem solving and commitment to support schools - Continuous dialogue	- Commitment of district officials permeates in schools - Positive pressure for principals to push learner performance high - Motivation by interest of MEC in changes in the school, support from service providers - Frequent discussion about progress - Immediate intervention by tripartite when there are challenges noted in the school
	Vishal			- Supported and influenced the manner		

				in which we view things and this improved a lot - General analysis strategy of schools improved a lot - Strategic vision and thinking of the department was reinforced through engagements - Attitude change more value to one another		
	Sizwe	- Structures	- Provincial management committee and district management committee - Clusters of teachers	- Skills transfer - Sustainability		- People doing things differently

APPENDIX #28: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS	**T 7 - Q 1:** Please explain how the KSTWSD model is improving **leadershi**p **in the district**? *How do you know?*
	Factors and descriptive data affecting the initiation phase of the KST W-SD model - Advocacy from central office and school administration - Access to information, personal contact in the diffusion of the innovation - Existence and quality of the innovation - Teacher advocacy - Conditions that gave rise to the need for change

		– Individuals and groups associated with those conditions – Community support, actions and problem solving				
	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	– Monitoring	– District officials	– Teacher professional development	– Regular schools' monitoring	– leadership commitment of various stakeholders, we are picking it up in the longitudinal study – Comments from parents, comments from learners and as I said we conduct regular surveys and we do get feedback about how the programme has improved them – Individuals to the extent that people will tell you that they were at the verge of resignation, they see they have an important role to play in the system

						and improving results.
	Lerato	– Strategic planning – Retreats – Buy-in	– KST – District officials – District officials – MEC – Communications team	– robust engagement in planning and reflections – Conscious reflection on best practices of planning – Officials insist that they attend strategic planning meetings – Illustrative leadership	– They make inputs ensuring that their plans are covered and synchronised in the main programme – Workout how they will work with partners so that they know what is happening and where possible integrate with KST programme – Conduct reflection meetings on what worked and what did not and plan to improve	– Internalised retreat programme – Monitoring – Leadership outlook changed
	Mmathapelo	– Retreats	– District officials including circuit managers	– Empower them with facilitation skills	– Observe and take part in sessions	
	Vishal	– Skills and experience	– District	– Approach to planning changed – How plans and programmes are communicated improved	– Involved schools, unions, parents, SGB, local municipality	– Improvements

	Sizwe	– SWOT analysis – Engagement – Engagement and accountability	– District and school – District officials – Circuit managers – District director	– Why support to schools is lacking – Learn how to run a retreat – Try to understand the issues	– Workshop by service provider – Participation in their schools' retreats – Attend retreats	– District officials do things differently – Paradigm shift

APPENDIX #29: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS	**T7 - Q 2:** Please explain how the KSTWSD model is improving **leadership in schools**? *How do you know?*				
	Factors and descriptive data affecting the initiation phase of the KST W-SD model – Advocacy from central office and school administration – Access to information, personal contact in the diffusion of the innovation – Existence and quality of the innovation – Teacher advocacy – Conditions that gave rise to the need for change – Individuals and groups associated with those conditions – Community support, actions and problem solving				
	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	– Joint planning	– KST and district officials	– District commitment to improving learners' results	– Annual benchmarks are set – Concerted efforts to support and move dysfunctional schools towards a positive direction	– Improved district working relationships more collaboration and not in silos

						– Sufficient monitoring mechanisms – Regular schools given by district officials
	Lerato	– Distributed leadership	– Principal and educators	– Shared leadership and accountability – An elderly educator close to retirement, in her late 50s, said something profound that, she was at the school waiting to retire and was not putting in any efforts, just waiting for the year, when I am retiring; – I am not interested in new initiatives you know, new projects or new ways of doing things. – She said that through the programme, having attended the retreats it changed her mind-set because she realised she can't be waiting for retirement at the expense of the kids		– Changed outlook in leadership

	Mmathapelo	– Incentive	– Principals/SMT	– Tremendous effect on the leadership – Principals of a few schools who used retreats to their advantage		– Improved results
	Vishal		– Principals	– Changed perceptions on how they see things/assess things		
	Sizwe	– Teacher professional development	– Teachers supported by competent service providers	– Pre/post test – School based support	– Support in subject content /teaching methods/curriculum management approaches	– Confidence building – Effective curriculum management – Classroom management – Enhanced relations between educators and educators and learners

APPENDIX #30: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS	**T7 - Q 3:** Please explain how the KST W-SD model is improving **leadership in classrooms**? *How do you know?*
	Factors and descriptive data affecting the initiation phase of the KST W-SD model – Access to information – Quality and existence of an innovation – Teacher advocacy – Advocacy change agent, central office and district

	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	– Teacher professional development	– Teachers	– Improved learners' results – Frequent monitoring	– Improved teaching	– Improved results – Incentives for meeting benchmarks
	Lerato	– Distributed leadership	– Representative council of learners – School governing body	Buy-in	– Retreats	– a grade 11 learner would take it upon themselves to be part of the change – We had a learner who shared with us that she felt that after the retreat she needed to do something it can't be the educators only and she started a campaign at her school around, if I'm not mistaken teenage pregnancy and drug abuse – like getting her peers to understand the consequences there and trying to get some of the learners in her

						school to help her with that, – even they first started by first being timeous at school and stand by the gates you know to make sure that the kids at the school are arriving on time and that they are dressed properly
	Mmathapelo	– Lead teachers		– Acknowledging and empowering teachers who are strong in certain subjects	– Lead in the subject in their school and cluster	– Prestigious acknowledgement/ boost ego/encouraging as teachers want to do better – Incremental change
	Vishal	– Content improvement	–	– If we had 60% of teachers with maths content gap we now have 90% teachers with no content gap	–	– 30% improvement in secondary schools grade 12
	Sizwe	Retreats	Principals and teachers	Establish why learners don't perform as they should	– Addressed leadership and relational issues in schools	Schools change in the way they do things/teach maths, and science/ science lab built impacts on good

						performance/number of learners doing maths and science has increased FDD came out top in accounting in the country

APPENDIX #31: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS		**T7 - Q 4:** Please explain how the KST W-SD model is improving **learner performance in classrooms**? *How do you know?* **Factors and descriptive data affecting the initiation phase of the KST W-SD model** - Quality and existence of an innovation - Access to information - Teachers advocacy - Advocacy change agent, central office and district				
	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	- Monitoring - Leadership commitment	- KST - District officials - All stakeholders	- Regular school monitoring - Change of attitude people will tell you that they were at the verge of resignation, after they've encountered the programme, they see they have an important role to play in the system and improving results after they encountered the programme	- Longitudinal study - Regular surveys	- The Fezile Dabi district, if I can make that as an example; umm, in 2015 obtained 3rd position, umm moving from 5th or so right from the bottom, umm, that was ascribed to the improvement the programme has brought. - Fezile Dabi is leading in terms of accounting in the country, and also some of the gateway subjects, there was significant improvement.

						- That is seen by the rate we are rewarding schools in terms of incentives. So, that in itself is evidence enough. - Improved university entrance passes
	Lerato	- Keenness	- Teachers	- You will hear teachers saying to us, shame the LO teachers, nobody ever takes them seriously and they never get any support. So they would be saying, we don't have materials that we can use to assist our learners make better choices relating to the subjects that they need to take or to further their careers. - We mainly work with 4 subjects so, teachers of the other subjects are saying we want…you've taken us to a retreat as well, son nathi we want support. The fact that you are getting people	- Teachers keen to receive help in classrooms	- As a result we are trying to find a way to implement a career expo this year at the two districts just to be responsive and try to address the need that they have shared with us

				complaining why are you only focusing on those guys we also need support is an indication that they can see value in what the programme is doing in their schools		
	Mmathapelo		Primary and secondary schools - Early childhood development	- Included primary and secondary schools in the curriculum programme - Getting more learners to enroll for maths and science - Encourage love of those subjects from primary - Included geography and economics to ensure more learners benefit - Activities on use of recycled materials to make teaching and learning aids	Content workshops for teachers	
	Vishal	- Follow up assessment and monitoring - Incentive model	- Learners with sight problems - Performing schools	- Enhanced learning for learner s with sight problems - Gets incentives for reaching target s in matric and the annual national assessment	- Eye testing and issuing of prescription spectacles	- Improved learning opportunities - Very strong effects on performance

	Sizwe	Retreats	Principals and teachers	Establish why learners don't perform as they should	– Addressed leadership and relational issues in schools	Schools change in the way they do things/teach maths, and science/ science lab built impacts on good performance/number of learners doing maths and science has increased FDD came out top in accounting in the country

APPENDIX #32: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS		**T7 - Q 5:** Please describe the mechanisms of the KSTWSD model that are in place to track improvement in classrooms?				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model				
	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	– Baseline assessment	– Teachers – learners	– Pre and post – Assessment of competence – Classroom visits – Collection and analysis of results of both teachers and learners	– Penalty of 10% on service providers who don't meet targets	
	Mmathapelo			– Start with a benchmark assessment for teachers/track their		

				progress using monitoring instruments		
	Vishal	– Process – Launch – Political and administrative buy-in – Monitoring	– MEC – Minister – Province – DBE, main decision makers in the partnership – The two districts – District	– Initiated by the MEC – We had to work with KST because it was nationally and provincially decided upon – Quarterly meetings – Accountability – Roles are clearly demarcated – Annual meeting – Assessment after KST provided spectacles to learners with sight problems – Survey to track attendance of teachers and learners	– Initiated process at provincial level – Chose districts – Invitations – Provincial meetings on quarterly basis-check progress – checking on progress – holding one another accountable against goals set – contributions in discussions – look at progress – follow up learners' performance	– progress tracked and documented – absenteeism is not a challenge
	Sizwe	Retreats	Principals and teachers	Establish why learners don't perform as they should	– Addressed leadership and relational issues in schools	Schools change in the way they do things/teach maths,

						and science/ science lab built impacts on good performance/number of learners doing maths and science has increased FDD came out top in accounting in the country

APPENDIX #33: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS		**T 7 - Q 6:** Please tell us what will make the KSTWSD model work? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Access to information - New policy and funds - Teacher advocacy - Quality and existence of the innovation - Advocacy change agent, central office, district - Individuals and groups associated with the conditions - Actions taken				
	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	- Stable funding	- Government	- Focus on addressing public schooling system with sufficient resources and committed funding	- Address the problems of infrastructure, the problems of capacity, the problems of learner performance;	The model has proven that if you respond to them comprehensively, we can be able to

						influence learners' performance.
	Lerato			- Passionate people about community development - Awareness of risks the model comes with - Learn new things as you implement - The success of the model is about the people, the people are at the core of the success of the organisation and getting like-minded people then becomes a challenge. I don't think it is a challenge that is impossible, but is a challenge that weakens the process. One cannot undermine that scaling it up will be a challenge, definitely it will be		- Informed best approach
	Mmathapelo	- Depends on the political will - Funding	- MEC - Labour unions - Targeted schools	- Current MEC is fired up, if they were to recall him and get a new MEC who is not interested - Fulfill interventions and save reputation	- Work with the 200 schools only	- Model will collapse

	Vishal	- Process - Launch - Political and administrative buy-in - Business model	- MEC - Minister - Province - DBE, main decision makers in the partnership - The two districts	- Initiated by the MEC - We had to work with KST because it was nationally and provincially decided upon - Quarterly meetings - Accountability - Roles are clearly demarcated - Annual meeting - Terms of reference clearly spelt out for all phases of the programme	- Initiated process at provincial level - Chose districts - Invitations - Provincial meetings on quarterly basis-check progress - checking on progress - holding one another accountable against goals set - contributions in discussions - look at progress	
	Sizwe	Retreats	Principals and teachers	Establish why learners don't perform as they should	- Addressed leadership and relational issues in schools	Schools change in the way they do things/teach maths, and science/ science lab built impacts on good performance/number of learners doing maths and science has increased

						FDD came out top in accounting in the country

APPENDIX #34: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS		**T 7 - Q 7:** Is the KSTWSD model a **product** of the district? *Please explain?*				
		Factors and descriptive data affecting the initiation phase of the KST W-SD model - Existence and quality of the innovation - Access to information				
	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Mmathapelo	- Sustainability - Succession plan	- District director	- Model did not originate from the district but absolutely has to	- District director will have to be fully trained - Succession plan for key leaders	- Empowered with a vision or strategy to carry on
	Vishal	- Process - Launch - Political and administrative buy-in - Business model	- MEC - Minister - Province - DBE, main decision makers in the partnership - The two districts	- Initiated by the MEC - We had to work with KST because it was nationally and provincially decided upon - Quarterly meetings - Accountability - Roles are clearly demarcated - Annual meeting	- Initiated process at provincial level - Chose districts - Invitations - Provincial meetings on quarterly basis-check progress - checking on progress - holding one another accountable against goals set - contributions in discussions - look at progress	

				- Terms of reference clearly spelt out for all phases of the programme		
	Sizwe	- Retreats	Principals and teachers	Establish why learners don't perform as they should	- Addressed leadership and relational issues in schools	Schools change in the way they do things/teach maths, and science/ science lab built impacts on good performance/number of learners doing maths and science has increased FDD came out top in accounting in the country

APPENDIX #35: THEME SEVEN: EFFECTS OF THE MODEL ON SCHOOLS AND CLASSROOM PERFORMANCE

PARTICIPANTS DETAILS	**T 7 - Q 8:** Do you think that the KST W-SD model will be **sustained and diffused** to the entire district when Kagiso and Shanduka withdraw their inputs? *Please explain?*
	Factors and descriptive data affecting the initiation phase of the KST W-SD model - Advocacy from central office and school administration - Access to information, personal contact in the diffusion of the innovation - Existence and quality of the innovation - Teacher advocacy - Conditions that gave rise to the need for change - Individuals and groups associated with those conditions - Community support, actions and problem solving

	Pseudonym	Emerging themes/comments	People/organisations	Purpose/comments	Actions	Results
	Tshepo	Streamlining and alignment of practice	– MEC/PMT/district director/DMT/subject advisors/circuit managers – Lead teachers	– The political and administrative buy-in – Practice streamlining and alignment – District support schools – Professional learning communities – Model embedded in the system	– Engagement and mobilisation – Training and guidance in monitoring – Regular accountability meetings – Trained district management teams on the concept of retreat – Establish PLCs – Promote best practice and support other teachers – Cluster schools, curriculum delivery and management, regular assessment, instructional leadership	Over time programme works in two to three year cycles reaching a number of schools
	Lerato	Definite challenge		– Issues of organisational culture and the people required to work for KST – 2 or 3 provinces in the next 10 years through		

				partnerships with government and NGOs - Other entities have a free license to replicate the model so it depends on the nation		
	Mmathapelo			- Districts with the help of province - Another district is ready but needs funding and implementers		
	Vishal	- Process - Launch - Political and administrative buy-in - Business model	- MEC - Minister - Province - DBE, main decision makers in the partnership - The two districts	- Initiated by the MEC - We had to work with KST because it was nationally and provincially decided upon - Quarterly meetings - Accountability - Roles are clearly demarcated - Annual meeting - Terms of reference clearly spelt out for all phases of the programme	- Initiated process at provincial level - Chose districts - Invitations - Provincial meetings on quarterly basis-check progress - checking on progress - holding one another accountable against goals set - contributions in discussions - progress monitoring	- sustainability is implied in processes and activities done and streamlined

	Sizwe	Retreats	Principals and teachers	Establish why learners don't perform as they should	– Addressed leadership and relational issues in schools	Schools change in the way they do things/teach maths, and science/ science lab built impacts on good performance/number of learners doing maths and science has increased FDD came out top in accounting in the country.

Wits School of Education

27 St Andrews Road, Parktown, Johannesburg, 2193 Private Bag 3, Wits 2050, South Africa. Tel: +27 11 717-3064 Fax: +27 11 717-3100 E-mail: enquiries@educ.wits.ac.za Website: www.wits.ac.za

30 March 2016

Student number: 534720

Dear Mpho Khasake

Application for ethics clearance: Master of Education

Thank you very much for your ethics application. The Ethics Committee in Education of the Faculty of Humanities, acting on behalf of the Senate, has considered your application for ethics clearance for your proposal entitled:

The Kagiso-Shanduka Trust Educational Innovation: An Exploration of the Initiation Phase of the KSTEI Model in the Free State Province

The committee recently met and the reviewers would like you to address the points outlined below before clearance can be granted. When you resubmit this application, you need to make sure that the reviewer can easily see how you have addressed the concerns and comments. You can do this by highlighting the changes, or using track changes, or recording your edits in a table form.

You need a protocol number and clearance in order to proceed with your research project, so please resubmit the entire application to me as soon as possible.

The following comments were made:

- The acronym KSTEI should be written out in full in order to understand what it means.
- Lots of grammatical/spelling/typing errors under 2.5; 3.1 and 6.1 on the application form. [Sources, involved, requirements, broad – "Protocols will be shared", "When the need arise", participation and identity are protected." Under 6.1 the same grammatical and spelling errors are repeated for the different categories.
- Under7.1 (data storage) you should insert as well as stored at the WSOE.
- Under7.2 mention that data will be stored for 3 – 5 years and thereafter it would be destroyed.
- Appendix 1 – Invitation letter: This letter must be addressed to someone. Who is being invited to participate?
- No indication of how many participants are needed for the three categories.

- Participants should be informed of when and where the interviews would be conducted as well as how long it would be.
- Participants should be told that they will not be paid for their participation in this study.
- The fact that participants may withdraw their participation from this study without any consequences must be mentioned in this letter.
- No consent form is attached for this group of participants

Appendix 2 – Letter to the District Official / KST Senior Staff –

- A separate information letter should be drafted for this above-mentioned group of participants
- The consent form is incorrect in the sense that no consent is requested for interviewing and audiotaping respectively.
- The suggested consent form template should be used so that yes/no options can be supplied to participants. Informed consent also not quite correct.

Appendix 3 – Request for access of documents –

- State how and where data will be stored as well as for how long it will be stored.
- Also mention that data will be used for this study only and for possible conference proceedings
- No consent form attached for the above-mentioned request

Please note that correct applications are a collaborative effort between you and your supervisor, but if the comments below are not clear, please visit (with your supervisor) the Chair of the Ethics Committee, Ms Nokulunga Ndlovu. If need be, please e-mail her: Nokulunga.Ndlovu@wits.ac.za to set up an appointment.

We look forward to receiving your corrections and all the best with your research project

Yours sincerely,



Wits School of Education

011 717-3416

Cc Supervisor: Prof Felix Maringe

The University of the Witwatersrand

WITS School of Education

27 ST Andrews Road

Parktown

Johannesburg

2193

25 January 2016

For the Attention of:

The Department of Education The Free State Province

Dear Sir/Madam

I write to confirm that Mpho Khasake is a bona fide student of the University of the Witwatersrand currently undertaking research for a Master's degree which I am supervising. She is working on a research entitled:

THE KAGISO-SHANDUKA TRUST EDUCATIONAL INNOVATION: AN EXPLORATION OF THE INITIATION PHASE OF THE KSTEI MODEL IN THE FREE STATE PROVINCE

I should be grateful for the processing of her registration

All good wishes,

Felix

Prof Felix Maringe
Head of Research and Assistant Dean Internationalisation and Partnerships
WITS School of Education
University of the Witwatersrand
P.O. Box 3
Bramfontein
RSA
2050
Email: felix.maringe@wits.ac.za
Telephone: 0027 1171713091
Mobile: 0732931070

Ref: Research Application

APPLICATION TO REGISTER AND CONDUCT RESEARCH IN THE FREE STATE DEPRARTMENT OF EDUCATION

- Please complete all the sections of this form that are applicable to you. If any section is not applicable please indicate this by writing N/A.
- If there are too few lines in any of the sections please attach the additional information as an addendum.
- Attach all the required documentation so that your application can be processed.
- Send the completed application to:

DIRECTOR: STRATEGIC PLANNING, POLICY AND RESEARCH

Room 319, 3rd Floor
Old CNA Building
Bloem Plaza
Charlotte Maxeke Street
BLOEMFONTEIN, 9300

OR

Free State Department of Education
Private Bag X20565
BLOEMFONTEIN, 9300

Email: berthakitching@gmail.com and research@edu.fs.gov.za
Fax: 086 692 9092
Tel: 051 404 9283 /9211

1. **TITLE** (eg Ms, Mrs, Mr, Dr, Prof, etc):

Ms			

2. **INITIALS**

M	G			

3. **SURNAME**

K	H	A	S	A	K	E									

4. **TELEPHONE HOME:**

N/A															

5. **TELEPHONE WORK:**

N/A									

6. **TELEPHONE CELL:**

0	7	6	5	3	8	2	2	3	5

7. **FAX:**

N/A									

8. **E-MAIL**

Mpho.khasake@gmail.com															

p

9. **ADDRESS HOME:**

7	3		C	H	A	U	C	E	R		R	O	A	D
L	O	M	B	A	R	D	Y		E	A	S	T		
J	O	H	A	N	N	E	S	B	U	R	G			
G	A	U	T	E	N	G								
R	S	A												
Postal Code											2090			

10. **ADDRESS WORK:**

N/A														
Postal Code														

11. POSTAL ADDRESS

N/A														
Postal Code														

12 **NAME OF TERTIARY INSTITUTION / RESEARCH INSTITUTE AND STUDENT NUMBER**

W	I	T	S		U	N	I	V	E	R	S	I	T	Y	
S/N	5	3	4	7	2	0									

13. OCCUPATION

E	D	U	C	A	T	I	O	N							
S	P	E	C	I	A	L	I	S	T						

14. PLACE OF EMPLOYMENT

N/A															

15. NAME OF COURSE

M	ED		IN		E	D	U		L	E	A	D	E	R	S
H	I	P	&	P	O	L	I	C	Y		S	T	U	DI	ES

16. NAME OF SUPERVISOR / PROMOTER

P	R	O	F		F	E	L	I	X		M	A	R	I	N
G	E														

17. TITLE OF RESEARCH PROJECT

THE KAGISO-SHANDUKA TRUST EDUCATIONAL INNOVATION: AN EXPLORATION OF THE INITIATION PHASE OF THE KSTEI MODEL IN THE FREE STATE PROVINCE

18. CONCISE EXPLANATION OF THE RESEARCH TOPIC

My research aims at investigating the initiation phase of the Kagiso Trust and Shanduka Foundation implementation model in Fezile Dabi in order to describe and explain the nature and effects of its processes of engagements and descriptive data that may inform initiation of school improvement innovations at the district level of the education system in South Africa?

19. APPLICATION VALUE THAT THE RESEARCH MAY HAVE FOR THE FREE STATE EDUCATION DEPARTMENT

Innovations are initiated at district level all over the country; however the problem of sustainability of envisaged changes persists. The KST model is intended to be replicated country-wide. My research intends to provide Information from the model on sustainable initiation of school improvements at the district level of the education system and the impacts at schools and classroom levels. This I would want to believe is critical for the Free State Province.

20. LIST OF SCHOOLS AND DISTRICTS INVOLVED IN THE RESEARCH (If not enough space, please attach addendum)

F	E	Z	I	L	E	D	A	B	I				
D	I	S	T	R	I	C	T	O	F	F	I	C	E
K	A	G	I	S	O	S	H	A	N	D	U	K	A
S	E	N	I	O	R	/							
E	X	E	C	U	T	I	V	E					
P	E	R	S	O	N	N	E	L					

21. LIST OF DIRECTORATES / OFFICIALS IN THE DEPARTMENT INVOVLED IN THE RESEARCH

TO BE ADVISED BY THE KST EXCOM MEETING IN SADNTON SCHEDULED FOR THE 22ND FEBRUARY 2016													

22. DETAILS OF TARGET GROUP WITH WHOM THE RESEARCH IS TO BE UNDERTAKEN

Target group	Number	Grade	Subject	Age	Gender	Language
FDD SENIOR OFFICIALS	4	N/A	N/A	+35	UNKNOWN	ENGLISH
KAGISO TRUST SENIOR MANAGERS	4	N/A	N/A	+35	UNKNOWN	ENGLISH

Target group	Number	Grade	Subject	Age	Gender	Language
SHANDUKA FOUNDATION SENIOR MANAGERS	4	N/A	N/A	+35	UNKNOWN	ENGLISH

23. FULL PARTICULARS OF HOW INFORMATION WILL BE OBTAINED, EG QUESTIONAIRES, INTERVIEWS, STANDARDIZED TESTS, ETC.

Please attach copies of questionnaires, questions that will be asked during interviews, tests that will be completed or any other relevant documents regarding the acquisition of information.

ATTACHED

24. STARTING AND COMPLETION DATES OF THE RESEARCH PROJECT

Please bear in mind that research is usually not allowed to be conducted in schools during the fourth academic term (October to December).

February to July 2016

25. WILL THE RESEARCH BE CONDUCTED DURING OR AFTER SCHOOL HOURS?

Please bear in mind that research is usually not allowed to be conducted in schools during normal teaching time.

During office hours per appointment with selected district officials

26. HOW MUCH TIME IS NEEDED WITH THE TARGET GROUP/S TO CONDUCT THE RESEARCH?

Target Group	Activity (ie interview, questionnaire, etc)	Time Needed

Target Group	Activity (ie interview, questionnaire, etc)	Time Needed
SENIOR DISTRICT OFFICIALS	INTERVIEW	1.5 HRS.

27. HAVE YOU INCLUDED / ATTACHED?

27.1 A letter from your supervisor confirming your registration for the course you are following?

Yes	No
X	

27.1 A draft letter / specimen that will be sent to principals requesting permission to conduct research in their schools?

Yes	No
X	

27.2 A draft letter / specimen that will be sent to parents requesting permission for their children to participate in the research project?

Yes	No
	N/A

27.3 A copy of the questionnaires that you wish to distribute to the target group/s?

Yes	No
	N/A

27.4 A list of questions that will be asked during interviews with the target group/s?

Yes	No
X	

28 I Mpho Khasake…… herewith confirm that all the information in this application form is correct and that I will abide by the ethical code and the conditions under which the research may be undertaken, ie:

28.1 I will abide by the ethical research conditions in the discourse of my study in the FSDoE.

28.2 I will abide by the period in which the research has to be done

28.3 I will apply for extention if I cannot complete the research within the specified period

28.4 If I fall behind with my schedule by three months to complete my research project in the approved period, I will apply for an extension.

28.5 I will not conduct research during the fourth quarter of the academic year

28.6 I will not disrupt normal learning and teaching times at schools to undertake my research

28.7 I will submit a bound copy or CD of the research document to the Free State Department of

Education, Room 319, 3rd Floor, Old CNA Building, Charlotte Maxeke Street, Bloemfontein, upon completion of the research.

28.8 I will upon completion of my research study make a presentation to the relevant stakeholders in the Department as per the arrangements of the Department.

28.9 The ethics documents will be adheared to in the discourse of my study in your department.

28.10 The costs relating to all the conditions mentioned above are for my own responsibility.

SIGNATURE:  DATE: 4 February 2016

Research Topic: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake
Email: mpho.khasake@gmail.com

Student Number: 534720
Cell phone:
076 538 2235

Proposed Supervisor: Prof. Felix Maringe

Date of submission
09/05/2016

Consent for audio recording in a research study

Kagiso Trust: Executive/Senior Staff Member

I THEMBA MOLA (Full name and surname), hereby accept the invitation to participate in the research study titled: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the KST Whole School Development Model in the Free State Province. The research is conducted by Mpho Given Khasake, a Master's Degree student at the University of the Witwatersrand – Education Leadership and Policy Studies Division.

I understand the contents and purpose of the research stated in the invitation letter addressed to me. I know that the interview conducted with me will be audio recorded and the data will be used solely for the intended research purpose. I know that I am free to withdraw from participating in the research at any time without prejudice.

Permission for audio recording in the study granted.

(Please tick applicable box) Yes [X] or No [ ]

COO		4 JULY 2016
Designation	Signature	Date

Research Topic: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake
Email: mpho.khasake@gmail.com

Student Number: 534720
Cell phone:
076 538 2235

Proposed Supervisor: Prof. Felix Maringe

Date of submission
09/05/2016

Consent to be interviewed in a research study

Kagiso Trust: Executive/Senior Staff Member

I THEMBA MOLA (Full name and surname), hereby accept the invitation to participate in the research study titled: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the KST Whole School Development Model in the Free State Province. The research is conducted by Mpho Given Khasake, a Master's Degree student at the University of the Witwatersrand – Education Leadership and Policy Studies Division.

I understand the contents and purpose of the research stated in the invitation letter addressed to me. I know that confidentiality of my name and organisation is assured by the researcher. I know that my involvement is voluntary and I will not be rewarded for participating in the research. I know that I am free to withdraw from participating in the research at any time without prejudice.

Permission to be interviewed in the study granted.

(Please tick applicable box) Yes [X] or No [ ]

COO		4 July 2016
Designation	Signature	Date

Research Topic: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake
Email: mpho.khasake@gmail.com

Student Number: 534720
Cell phone:
076 538 2235

Proposed Supervisor: Prof. Felix Maringe

Date of submission
09/05/2016

Consent to be interviewed in a research study

Fezile Dabi District: Senior Official

I VH Cluver (Full name and surname), hereby accept the invitation to participate in the research study titled: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the KST Whole School Development Model in the Free State Province. The research is conducted by Mpho Given Khasake, a Master's Degree student at the University of the Witwatersrand – Education Leadership and Policy Studies Division.

I understand the contents and purpose of the research stated in the invitation letter addressed to me. I know that confidentiality of my name and organisation is assured by the researcher. I know that my involvement is voluntary and I will not be rewarded for participating in the research. I know that I am free to withdraw from participating in the research at any time without prejudice.

Permission to be interviewed in the study granted.

(Please tick applicable box) Yes or No

DIRECTOR | | 2016.06.27

Designation | Signature | Date

P0PR2558

Research Topic: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake
Email: mpho.khasake@gmail.com

Student Number: 534720
Cell phone:
076 538 2235

Proposed Supervisor: Prof. Felix Maringe

Date of submission
09/05/2016

Consent for audio recording in a research study

Fezile Dabi District: Senior Official

I V.H. Chuta (Full name and surname), hereby accept the invitation to participate in the research study titled: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the KST Whole School Development Model in the Free State Province. The research is conducted by Mpho Given Khasake, a Master's Degree student at the University of the Witwatersrand – Education Leadership and Policy Studies Division.

I understand the contents and purpose of the research stated in the invitation letter addressed to me. I know that the interview conducted with me will be audio recorded and the data will be used solely for the intended research purpose. I know that I am free to withdraw from participating in the research at any time without prejudice.

Permission for audio recording in the study granted.

(Please tick applicable box) [Yes] or [No]

DIRECTOR		2016.06.27
Designation	Signature	Date

Research Topic: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake
Email: mpho.khasake@gmail.com

Student Number: 534720
Cell phone:
076 538 2235

Proposed Supervisor: Prof. Felix Maringe

Date of submission
09/05/2016

Consent to be interviewed in a research study

Fezile Dabi District: Senior Official

I VH Cluver (Full name and surname), hereby accept the invitation to participate in the research study titled: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the KST Whole School Development Model in the Free State Province. The research is conducted by Mpho Given Khasake, a Master's Degree student at the University of the Witwatersrand – Education Leadership and Policy Studies Division.

I understand the contents and purpose of the research stated in the invitation letter addressed to me. I know that confidentiality of my name and organisation is assured by the researcher. I know that my involvement is voluntary and I will not be rewarded for participating in the research. I know that I am free to withdraw from participating in the research at any time without prejudice.

Permission to be interviewed in the study granted.

(Please tick applicable box) Yes or No

DIRECTOR | 2016.06.27

Designation | Signature | Date

Research Topic: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the Kagiso Shanduka Trust Whole School Development Model in the Free State Province

Research conducted by: Mpho Given Khasake
Email: mpho.khasake@gmail.com

Student Number: 534720
Cell phone:
076 538 2235

Proposed Supervisor: Prof. Felix Maringe

Date of submission
09/05/2016

Consent for audio recording in a research study

Fezile Dabi District: Senior Official

I V.H. Chuta (Full name and surname), hereby accept the invitation to participate in the research study titled: The Kagiso Shanduka Trust Whole School Development Model Innovation: An Exploration of the Initiation Phase of the KST Whole School Development Model in the Free State Province. The research is conducted by Mpho Given Khasake, a Master's Degree student at the University of the Witwatersrand – Education Leadership and Policy Studies Division.

I understand the contents and purpose of the research stated in the invitation letter addressed to me. I know that the interview conducted with me will be audio recorded and the data will be used solely for the intended research purpose. I know that I am free to withdraw from participating in the research at any time without prejudice.

Permission for audio recording in the study granted.

(Please tick applicable box) [Yes] or [No]

DIRECTOR		2016.06.27
Designation	Signature	Date