



CORPORATE SOCIAL INVESTMENT IN SCHOOLING IN SOUTH AFRICA

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1. EXECUTIVE SUMMARY

In October 2009 the National Business Initiative (NBI) commissioned Trialogue to conduct preliminary research to determine the size and scope of corporate social investment (CSI) in schooling in South Africa. The research consisted of analysis of the primary research done for the 2009 12th edition of the CSI Handbook (105 companies) as well as more in-depth interviews with 15 companies that invest in schooling in South Africa.

The findings of the research were as follows:

- CSI expenditure on all levels of education is around R2 billion per annum.
- CSI funding going towards schooling (GET plus FET) is R1.33 billion. The remainder is allocated to early childhood education (ECD), tertiary education and adult basic education and training (ABET).
- Over half of the schooling spend is directed to national projects (R431 million) and projects in Gauteng (R390 million).
- Almost half of all expenditure in all levels of education (around R956 million) goes towards infrastructure and maths, science and technical education. The majority of companies interviewed for this report invest in Mathematics, Science and technical training and education.
- Most companies direct funds to service providers (e.g. Maths Centre, Protech, JET, TRAC, LEAP) or the Department of Education (particularly in the case of school-building and refurbishment). Schools or school foundations are the direct recipients of funding for only four of the companies interviewed.
- The majority of interviewed companies rely on the DoE, Provincial DoE or service providers to identify schools to support. Some use business stakeholders to identify schools (e.g. employees or agents) and some run advertisements and open application processes. There was a mixed response to Dinaledi schools: some companies actively target them and others deliberately avoid them.
- Typically projects run on a three to five year cycle.
- The most frequently cited agreement vehicle was the grant letter.
- Target outcomes are broadly defined and include improving schooling infrastructure and increasing access to quality education for children from disadvantaged areas and backgrounds.
- The majority of programmes lack robust monitoring and evaluation systems. Companies rely on reports from their service providers or measure effectiveness against marks released by the DoE.
- Companies generally favour targeting relatively functional schools that demonstrate willingness and commitment to the programme.
- The misalignment between the content and level of Mathematics and Science in secondary schools and tertiary curricula is a key concern.
- Partnerships with the DoE are key to programme success, even though they may cause delays and impediments in the short-term.
- A significant number of respondents intend to focus more of their spending on ECD and primary schooling projects going forward.
- Extending partnerships, fostering collaboration and the development of more effective monitoring and evaluation systems were considered the most important areas for development.
- The NBI was considered very well positioned to facilitate important discussions between key actors in the schooling funding area.

2. INTRODUCTION

2.1 Background

The National Business Initiative (NBI) has, since its inception, worked with its member companies to ensure an optimal contribution to school development and improvement in South Africa.

The purpose of this research was to establish baseline data on corporate social investment initiatives in schooling at both a national and provincial level in order to determine if, and how, business can enhance its contribution to schooling going forwards.

2.2 Definitions and scope

Within the context of this study, expenditure in schooling was defined as any programmatic or project-based investment in public or private schools that aims to directly improve the educational outcomes of learners in Grades R to 12 in South Africa. Early childhood development (ECD) and Adult Basic Education and Training (ABET) programmes were excluded from schooling as operationalised in the study.

Programmatic and project-based support to government education departments, school management, school infrastructure, teachers and learners (including career and vocational support) was considered to fall within the study's broad definition. However, investments in the form of stand-alone life-skills or sports development projects fell outside the scope of the discussions.

2.3 Methodology

The research consisted of two main activities: an analysis of the expenditure numbers from the survey done for the CSI Handbook 12th Edition 2009 and an interview with 15 of the largest corporate education donors.

2.3.1 Analysis of CSI Handbook numbers

Each year Trialogue interviews representatives from the top 100 corporates (in terms of CSI expenditure). The findings from the interviews are used to calculate the total CSI expenditure in South Africa each year, as well as to gain an understanding of the trends in CSI. The high level findings are published in the annual CSI Handbook.

The 2009 primary research was conducted from March to May 2009 with a sample of 105 companies. Analysis of the expenditure data from these surveys was done for the purposes of this research.

2.3.2 Interviews

A structured telephonic interview-based survey was conducted with a purposive sample of 15 companies selected from the top 24 CSI spenders extracted from Trialogue's 2009 CSI Handbook database.

An email containing a letter inviting the key CSI contact people to participate in the survey was distributed by the NBI to all 24 companies. Telephonic interviews were then scheduled with participants in order of response. Ten interviews were secured in this way. Follow-up telephone calls were then made to all non-respondents, yielding an additional five interviews. The interview schedule commenced on the 26th October and ran until the 9th November. Interviews constituted the telephonic administration of

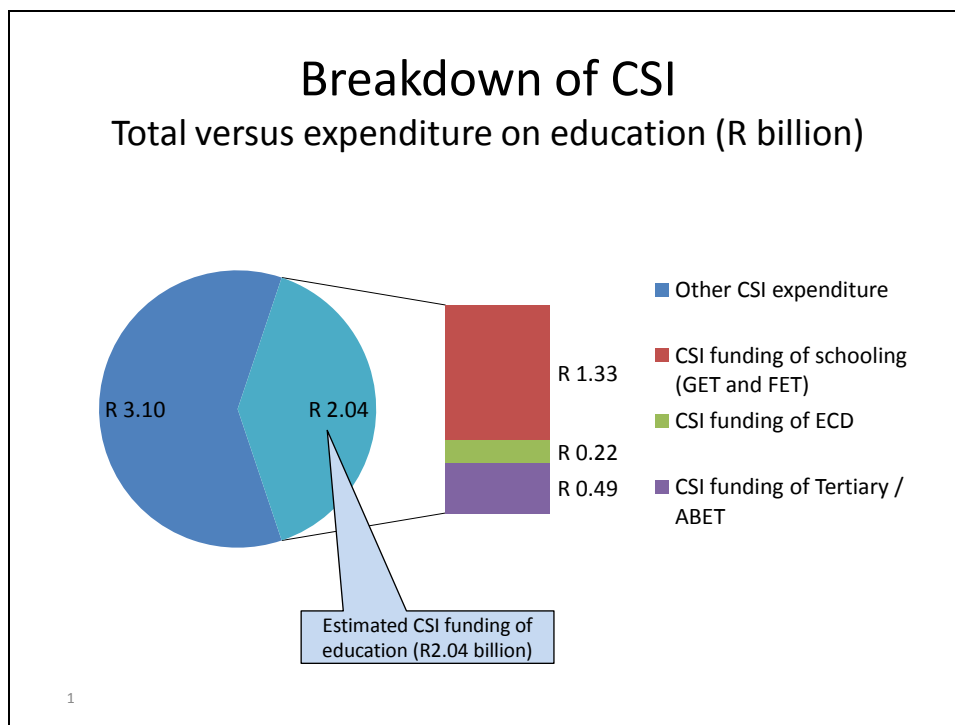
a structured instrument developed by Triologue. The duration of the interviews ranged between 30 and 70 minutes but averaged approximately 55 minutes.

The instrument comprised three sections. The first component targeted quantitative information on direct funding to schools as various proportions of overall spending. The second captured detailed information on each programme or project across a number of fields including funding recipients and beneficiaries, school identification, inclusion criteria, contracting and monitoring and evaluation mechanisms. The final section attempted to elicit key learnings in supporting schooling, individual and collaborative areas regarded as key areas for present and potential support and information on the perceived possible role of the NBI in improving South African schooling.

3. CSI EXPENDITURE ON EDUCATION

3.1 Education as a proportion of total CSI expenditure

Dialogue estimates total expenditure on CSI to amount to R5.1 billion per annum.¹ Our 2009 CSI Handbook research sample of 105 companies showed an average expenditure in education of 39.9%. Although it is not wholly accurate to apply this percentage based on a sample of 105 companies (representing 37% of total CSI expenditure) to the total CSI spend, if one does, the rough estimate for **CSI expenditure on education is around R2 billion per annum**. This includes expenditure on all types and levels of education, including ECD, schooling and post-school education. (If spending allocated to ECD and post-school education is excluded, then the estimated **CSI funding going towards schooling (GET plus FET) is R1.33 billion**).



Of the nine companies that provided expenditure data in the research conducted for this report the average expenditure on education was 32.2%. Aggregated figures from these companies reflect a significant increase in overall CSI and spending on education from the 2008 to 2009 financial years. This is surprising given the global economic downturn that characterised the periods under review.

However, a number of respondents insisted that cutting skills development and schooling expenditure during recessions is short-sighted because an imminent improvement in the economy will require the availability of and access to a well developed skills pool. These companies increased CSI investment during the recession in order to be able to draw on a sizeable skills supply at the point economic upturn. Failure to do so, the argued, would inevitably result in further disruptions in the skills pipeline, exacerbating the country's chronic skills shortages.

¹ CSI is broadly defined to include all social expenditure by private companies and state-owned enterprises on community activities which are not directly undertaken for commercial purposes.

3.2 CSI expenditure by province

Of the 105 companies surveyed, 94 provided a breakdown of their expenditure by province (see Table 1 below). These breakdowns show that the distribution of CSI funding is very uneven, with many of the poorest provinces receiving little CSI funding. This can largely be explained by the fact that most companies seek to fund projects in their areas of operation, and Gauteng is where the majority of business in South Africa is located.

Extrapolations from provincial CSI expenditure breakdown to provincial expenditure on education do not necessarily apply. However, if one seeks a very rough estimate as to how these breakdowns translate into CSI expenditure on education per province, the percentage splits can be applied to the total numbers to derive the following expenditure numbers.

Table 1: Extrapolated estimates of provincial breakdown of CSI expenditure on education (n=94 for % CSI expenditure by province)

	% CSI expenditure	CSI education (Rm)
National	32.4	659
Gauteng	29.3	596
KwaZulu-Natal	9.1	185
Eastern Cape	7.1	144
Western Cape	6.0	122
Limpopo	5.0	102
Free State	3.0	61
Mpumalanga	3.0	61
North West	3.1	63
Northern Cape	2.0	41
Total	100	2 035

The nine companies that submitted data for this report showed a similar focus on national schooling projects and projects based in Gauteng (see Table 2). The companies in this small sample however had a stronger focus on Mpumalanga (11% of schooling expenditure compared to only 3% in the bigger survey) and the North West (8% compared to 3%).

Table 1: Expenditure on schooling by province (n=9)

Province	% schooling expenditure
National	32
Gauteng	25
Mpumalanga	11
North West	8
KwaZulu-Natal	6
Free State	5
Limpopo	5
Western Cape	4
Eastern Cape	3
Northern Cape	1
Total	100

3.3 CSI expenditure on education by level of education

Of the CSI Handbook research sample, 71 companies were able to provide breakdowns of their expenditure in education. The CSI expenditure of these 71 companies amounted to R1.64 billion (nearly a third of estimated CSI expenditure). The average breakdown in expenditure by level of intervention in education, as provided by these 71 companies is shown in Table 3. Again, although not accurate if these percentages are applied to the total extrapolated education expenditure, the amount of **CSI funding going towards schooling (GET plus FET) is R1.33 billion.**

Table 3: Extrapolated estimates of breakdown of CSI expenditure on education by education level (n=71 for % CSI education spend by level)

	% education spend	CSI education (Rm)
ECD	10.6	216
GET	31.9	649
FET	33.5	682
Tertiary education	21.3	434
ABET	2.7	54
Total	100	2 035

Assuming that the national CSI provincial spend breakdowns apply to schooling expenditure (which does not necessarily hold true) allows one to calculate the estimated amount of CSI expenditure going into schooling in each of the provinces. Table 4 shows these extrapolated figures.

Table 4: Extrapolated estimates of breakdown of CSI expenditure on education by province and on schooling (GET and FET) by province

	% CSI expenditure	CSI education (Rm)	CSI schooling (Rm)
National	32.4	659	431
Gauteng	29.3	596	390
KwaZulu-Natal	9.1	185	121
Eastern Cape	7.1	144	94
Western Cape	6.0	122	80
Limpopo	5.0	102	67
Free State	3.0	61	40
Mpumalanga	3.0	61	40
Northern Province	3.1	63	41
Northern Cape	2.0	41	27
Total	100	2 035	1 331

4. TYPES OF INTERVENTIONS FUNDED

4.1 CSI expenditure on education by type of intervention

Of the CSI Handbook research sample, 71 companies were able to provide breakdowns of their expenditure in education. The average breakdown in expenditure by type of intervention in education, as provided by these 71 companies is shown in Table 5. ***Almost half of all expenditure in education (around R956 million) goes towards infrastructure and maths, science and technical education.***

Table 5: Extrapolated estimates of breakdown of CSI expenditure on education by type of intervention (n=71 for % education expenditure by type of intervention)

	% education spend	CSI education (Rm)
Infrastructure, facilities and equipment	23.6	479
Math, science & technical education	23.4	477
Teacher development	15.0	305
Bursaries, scholarships, university chairs	13.3	272
Specials needs in interventions	8.0	164
Life skills	6.5	132
Curriculum development / course materials	5.1	104
Information technology / computers	3.1	63
Language development	1.5	31
School governance and functionality	0.4	8
Total	100	2 035

These breakdowns were slightly different for the eight companies that submitted data as part of the research for this report. For these companies bursaries, scholarships and university chairs received the highest portion of funding (see Table 6). Infrastructure and maths, science and technical education followed closely.

Together these interventions make approximately three quarters of investments in schooling. Programme examples under each of these three major intervention types are provided below. However, many of the bursaries provided are awarded to students that show promise in the areas of maths, science and technology to attend specialist centres or receive supplementary lessons in these areas. Bursary expenditure therefore could be classified within the maths, science and technical education category.

There seems to be some inconsistencies between these figures and the areas considered schooling priorities in many of the interviews. For example, various respondents argued that learners and students would continue to underperform academically until the poor school governance that defines the public education sector is improved. The relatively limited expenditure on this particular intervention seems to contradict this call for its prioritisation.

Table 6: Expenditure by type of intervention (n=8)

Type of intervention - Education	% schooling expenditure
Bursaries, scholarships, university chairs	26
Maths, science & technical education	25
Infrastructure, facilities and equipment	25
Teacher development	8
Information technology / computers	7
Language development	6
School governance and functionality	1
Other (specify)	1
Life skills (Aids awareness, career education)	0
Curriculum development / course materials	0
Special needs interventions	0
Total	100

4.2 Maths, Science and Technical Education (MSTE) interventions

The majority of companies interviewed for this report invest directly in Mathematics, Science and technical training and education. Only Woolworths and Sanlam do not include this area. As highlighted in Table 6, a quarter of our sample's expenditure in schooling goes towards this area. Examples of programmes include the following:

- The IDC's Tchrusa project attempts to bring MSTE to rural schools in Limpopo and the Eastern Cape through its partnership with the University of KwaZulu Natal's (UKZN) Centre for the Advancement of Science and Mathematics Education (CASME). The programme aims to up-skill teachers in these key areas.
- Murray and Roberts invest in teacher development via their funding of the Maths Centre, which delivers advanced teacher training and lesson delivery materials. They also invested R4.43 million in the TRAC project towards its four laboratories in Gauteng, Western Cape, KZN and the Eastern Cape.
- Nedbank invests directly in teachers through its partnership with the LEAP Science and Maths Schools programme by providing funding for selected teachers to receive dedicated mentorship while undertaking their Bachelor of Education Degrees at the University of South Africa (UNISA).
- ArcelorMittal spends approximately R8.8 million annually on channelling 1 200 grades 10, 11 and 12 learners, accompanied by their teachers through its state-of-the-art Science Centres in Sebokeng and Saldhana. Another Centre is scheduled for development in KZN in 2010.
- Daimler-Chrysler's pilot Mercedes-Benz Maths, Science and Technology (MBMBST) project managed by Protech provides support to 40 grade 11 and 12 learners at an under-resourced school North-West of Pretoria.
- Implats funds the REACH project which has impacted some 35 000 learners and 120 teachers in 10 primary, 6 middle and 19 high schools. The company has also partnered with the Department of Education in the North-West in rolling out its Maths Intervention Project (MIP) which targets approximately 3 000 grade 3 – 10 teachers in the province.
- Investec CSI funds are directed to 500 grade 10 -12 learners in 30 schools in UKZN and Mpumalanga through its Promaths project, aimed at supporting the secondary schooling system with a view to generating students who are competent in English, Maths and Science.

- Rand Merchant Bank (RMB) aims to increase the Mathematics pass rate by 5% per year in 20 schools through its direct R1.5 million per-year-per-chair funding of two National Research Foundation (NRF) Chairs in Mathematics education at universities in Gauteng and the Eastern Cape. The company also directs funding towards teacher development via the Maths Leadership Programme, an initiative in partnership with the Independent Schools association of Southern Africa (ISASA) that focuses on developing Maths and Science infrastructure and teaching capacity by recruiting and covering the tertiary tuition and further learnership (undertaken in a resourced high-performing school) costs for 2 000 teachers in Gauteng and KZN.
- The SAB, through a partnership with ISASA, currently runs the Maths Learnership Project. The project recruits and up-skills teachers training in under resourced areas via funding their placements at high-performing Mathematics schools. The company also funds the Maths Centre Professional Teachers (MCPT), a service provider that currently focuses on up-skilling 46 Maths and Science teachers in rural Limpopo.
- Anglo American's Epoch and Optima Trusts fund over 60 schools directly to improve the quantity of Maths and Science learners as well as the quality of the results. The schools apply to the fund and are selected on the basis of proven results in Maths and Science. The funded schools can spend the money on any mechanism they think will best meet these objectives, for example, hiring additional teachers or assistants, upgrading labs and classrooms or purchasing equipment and textbooks.

4.3 Infrastructure, facilities and equipment

Most school-building and refurbishment projects are undertaken in partnership with the DoE. Contributions generally range from R7.5 million to R25 million per school. Funding directed towards infrastructure included support for 'fixed' science and mathematics centres in under-resourced areas, mobile technology units and ICT development in centres and schools. Infrastructure programme examples include:

- ArcelorMittal has partnered with the national Department of Education in committing R250 million to the building of ten schools over the next ten years. Additionally it has over the last three years, directed R30 million towards its Science Centres in Sebokeng and Saldhana, impacting positively on the Maths and Science competencies of 1 650 grade 10 -12 learners in these areas.
- As part of its focus on community-wide development, Implats has recently invested R11 million towards the construction of a school at its Freedom park operation site.
- The Vodacom Foundation has funded and will continue to fund the building of a school a year. The Foundation matches the contributions from the Department of Education rand for rand within this project at an average of approximately R7.5 million per school per year. Vodacom also contributed R1.1 million to the development of the Penreach mobile laboratory, another initiative aimed at providing Science and Maths facilities to under-resourced school.
- During 2009, Nedbank spent R340 000 on the refurbishment of a school to the benefit of 160 learners in Gauteng as part of the 20% of its CSI education budget apportioned to ad hoc requests for funding.
- The Anglo-American Rural Schools Project funded by the Chairman's fund and matched rand for rand by the Department of Education has built 16 rural schools over the past three years.
- Murray and Roberts have spent R5.5 million developing and supporting the TRAC programme in 2009. They have also agreed to support the development of a TRAC mobile laboratory in Lapalele

- Nedbank provided R580 000 to the TRAC mobile lab programme during 2009.
- The MBMBST project funds the development of teaching materials and text books in its funding site.
- The Transnet 'Sharp Minds Get Ahead Project' supports the development of learning materials and provides textbooks to learners in all of its 75 schools.

4.4 Teacher development

Most companies did not consider teacher development a 'stand-alone' funding category. Rather, the development of teachers was considered a part of broader MSTE and infrastructure development projects. Examples of these programmes are included in the above two sub-sections. IDC, Murray and Roberts, Implats, Nedbank, RMB and SAB are just some of the companies incorporating teacher development into their education programmes.

4.5 Information technology/computers

As can be expected from an ICT company, Vodacom is active in its funding of this area. Since 2000, it has built or refurbished 200 ICT laboratories nationally. Through its 'ICT for Education Programme' Vodacom, together with Cisco systems and Microsoft provides ongoing ICT skills training and system upgrades to all of the 200 ICT laboratories that it has funded during the last 10 years. In addition, the company refurbishes its old hardware for distribution to schools on an ad hoc basis. Lastly, the Foundation directs equipment and training resources to a set of community ICT centres selected by the Department of Education. The training is directed to teachers and unemployed youth and includes possible certification through Microsoft.

Other companies largely fund information technology/computers as part of broader education programmes. The IDC, for example, provides its ten Dinaledi schools with computer and science laboratories.

4.6 Language development

Although a significant amount of expenditure was listed under this category by both Vodacom and Murray & Roberts, matching interventions seem to fall within the ECD rather than schooling category as defined in this project.

4.7 School governance and functionality

Vodacom and Daimler-Chrysler fund projects specifically aimed at improving school governance systems.

- Through a partnership with the University of Johannesburg, Vodacom invested R350 000 in a managerial programme focused on developing and enhancing the governance and managerial skills of teachers and principals during 2008 and 2009.
- The School Transformation and Empowerment Programme (STEP) is funded by Daimler-Chrysler in collaboration with Funda Africa. It aims to build management skills in teachers and principals in nine senior and six secondary schools in Dansani in the Eastern Cape.

4.8 Curriculum development/course materials

- The Implats/REACH project works directly with the Department of the Education in the North-West Province to develop and enhance the Mathematics teaching curriculum.
- The Transnet 'Sharp Minds Get Ahead Project' sponsors 12 tutors to develop and adapt curricula and identify lesson gaps in mathematics across its 75 schools.

4.9 Other interventions

A number of companies allocated various proportions of their budgets to ad hoc funding requests on a case by case basis. For example:

- Sanlam through its partnership with Ubuntu-Botho provides R2 million to general schooling funding requests. Thus far, the fund has impacted 80 schools nationally.
- Nedbank, under its Readathon Project, spent R1.7 million in support of development materials for teachers at 26 000 schools. The programme will be extended in 2010.
- Under another less common and innovative outreach strategy, South African Breweries (SAB) funds learners directly through its Caddies Educational Trust. The children of caddies are recruited via advertisements at golf clubs nationally.

Investec targets the development of entrepreneurial skills in secondary learners through its 'Entrepreneurship at Schools Level Project'. Through a partnership with Junior Achievement South Africa, this initiative involves the selection of 20 – 50 learners in grades 10, 11 and 12 for participation in a mini-enterprise applied learning task. The project aims to identify and then advance entrepreneurial skills in its funding targets.

Woolworths prioritises the health eating and food security for learners and teachers. In partnership with Food and Trees for Africa, the company drives a Healthy Eating Programme. The project began in 2004 and Woolworths spends approximately R3.5 million per year on hosting workshops that educate and train volunteer teachers in the theories and methods of permaculture. In an attempt to multiply the effects of the investment, participants are encouraged to develop food gardens in their schools of origin. The company's other key project 'Making a difference' provides salaries for the in-house production of teacher manuals on sustainability, healthy eating, exercise and looking after the environment.

5. NATURE OF SCHOOL FUNDING

5.1 Recipients of funding

The general trend appears to be to direct funds to service providers and the DoE. Particularly in the case of large-scale construction initiatives such as ArcelorMittal's School-Building Project and Vodacom's 'Build a School a Year' programme, the Department of Education is the direct recipient of the funds. The North-West Department of Education was the direct recipient of Implats funding for the construction of a school in Freedom Park.

A list of non-profit service providers by selected companies is provided in the table below.

Table 7. Selected funding recipients by company

Company	Recipients
Daimler-Chrysler	Funda Africa
FNB	Protech
Implats	Equip, TRAC
Murray & Roberts	JET, Maths Centre, TRAC
Nedbank	TRAC, READ, LEAP
RMB	The National Research Foundation ISASSA, SSB & LEAP
Woolworths	Food and Trees for Africa

Schools or school foundations are the direct recipients of funding for only four programmes provided by Sanlam, the Epoch and Optima Trusts, Rand Merchant Bank and Transnet. Some companies (Implats in particular) will not provide money to schools as per an explicit policy. This point was stressed by CSI management at Implats where only systemic projects that yield community-wide benefits that include feeding a sustainable culture of learning, job-creation (through schools construction) and projects recruiting and training of community members living within its operational sites are considered for funding. They do however (in contrast to this) provide funding to TRAC (a national service provider).

5.2 School identification

Apart from Sanlam (which uses its network of advisors and agents to select schools) all of the other companies defer to the DoE, Provincial DoE, providers or recruit participants (in the case of teacher development projects) directly.

- Sanlam makes innovative use of its advisors and agents to nominate 'schools in need' and then reviews each application upon receipt during a given funding cycle. In addition, together with its partner Ubuntu-Botho the company has selected 20 schools based on their salience in South Africa's political history.
- The Epoch and Optima Trusts call for applications for funding from schools across the country.
- SAB recruit applicants for its SAB - ISASSA Maths Learnership Project through advertisements in the Sunday Times.

- In some instances Dinaledi schools are purposefully targeted. For example, the IDC and Transnet support 30 and 10 Dinaledi schools respectively.
- Other companies specifically avoid funding Dinaledi schools. CSI managers cite a reluctance to overfund some schools at the expense of others as the primary justification for the selection of their otherwise non-funded schools. Companies in this category include First National Bank (FNB), Implats and Investec.
- Transnet however attempts to spread funding across Dinaledi and non-Dinaledi Schools, deferring to the DoE for its section of schools for funding.

5.3 Needs assessments

As is generally the case in the identification of schools, needs assessments are deferred to the recipients of the funding. Site visits to confirm the needs listed by schools applying for ad hoc funds may be undertaken by company representatives but needs assessments are almost always conducted by the contractor or service provider through which the various projects listed above are being run.

5.4 Duration of support

Although the duration of funding is intervention dependent, pilot projects would generally be formally implemented after two years. Typically projects run on a three to five year cycle with the option for extension after review. All of the companies bar Nedbank favoured long-term or two cycle investments in schools. The Nedbank foundation however prefers single 3 – 5 year interventions. The initiation, implementation and evaluation times of each project are intervention specific but relatively consistent per type.

- Investments in school-building projects tend to run on a school-a-year basis, with the exception of funding by the Anglo-American Chairman's fund which aims to construct 3 - 4 schools a year in rural areas of the country. This is also the longest running project is the Anglo-American Chairman's Fund, which was initiated in the early 1990s.
- The longest running programme is Vodacom's ICT for Education which has been operational since 2000.
- A number of the projects were activated at the beginning of 2008 or 2009 and are still considered pilot programmes. These include the Mercedes-Benz School Transformation and Empowerment Programme (STEP) and the Murray & Roberts Whole School Development Project funded through the Joint Education Trust (JET).

5.5 Contracts

The most frequently cited agreement vehicle was the grant letter. This was considered a contract with the direct recipients of the funds. In all cases but the Woolworths Healthy eating programme, the contracts are guided by various binding clauses that specify the outcomes of the programme and the items and goods eligible for funding. Contracts are also signed with partners (governmental, non-governmental or corporate) on partnership initiatives (Anglo's Rural Schools programme, Vodacom and Cisco and Microsoft).

5.6 Direct and indirect beneficiaries

In the main, teachers, learners and principals are always the targets of direct benefit. In particular cases, where a community-based approach is favoured, communities in general are outlined as the beneficiaries.

- Daimler-Chrysler's STEP programme targets teachers, principals and other school managers as direct beneficiaries in nine senior and six secondary school in Dansani, a rural village in the Eastern Cape.
- Through a partnership with the University of Johannesburg, Vodacom invested R350 000 in a managerial programme focused on developing and enhancing the governance and managerial skills of teachers and principals during 2008 and 2009.
- Woolworths' Healthy Foods Programme is considered to have community-wide benefits as it transfers the skills need to ensure sustainable food security at schools.
- Implats regards whole communities as beneficiaries for its schooling projects. For example the invested R11 million invested in the construction of a school at its Freedom park operation site is seen as a vehicle to general community upliftment in the long-term.

5.7 Outcomes

Only RMB provided a quantified target for establishing the effectiveness of its NRF Chairs programme. Specifically, the programme will be considered effective if it demonstrates a year-on-year increase of 5% in the mathematics pass rates in the schools selected by the Chairs. No other numerical thresholds were provided. Rather, target outcomes were broadly defined. Generally these included improving schooling infrastructure and environments and increasing access to quality education for children from disadvantaged areas and backgrounds. The former could be objectively ascertained while the latter was evaluated using service provider and other partner reports on activity and populations through the various programmes and sites.

Projects that operate nationally advanced supporting teachers in the implementation of the new curriculum as a key objective. For example, Implats has conducted a baseline study of learner performance against which to measure the effectiveness of the Maths teacher development tier within the REACH programme.

Only ArcelorMittal listed commercial advantage in its intended outcomes. It hopes that by demonstrating that using steel in the construction of each of its ten schools in the next decade is cheaper and more efficient than conventional building methods, the DoE will replicate its blueprints across the country.

5.8 Monitoring and evaluation

Many of the companies acknowledged the lack of a robust monitoring and evaluation systems to be the single biggest weakness in their investment programmes. Generally, the companies rely on quarterly, six monthly or yearly reports from their service providers or measure effectiveness against marks released by the National department of Education. Measures used include the following:

- Resource and equipment support interventions are easily assessed via documented receipt of delivery.
- Increases in access to quality Mathematics infrastructure and training is measured via service provider reports.
- Changes in learner performance are measured through objective evaluations of learner marks provided by the service providers and or schools.

Only Implats, Transnet and FNB have undertaken formal impact studies but the Epoch and Optima Trusts emphasised that their intervention programmes are designed with evaluation in mind and thus each of the objectives of its school

programmes is measurable and measured on a regular basis. SAB and Nedbank intend commissioning third party evaluations of all of their schooling programmes in the near future.

6. WAY FORWARD

6.1 Key learnings

The companies generally favoured targeting relatively functional schools as these sites imply at least basic staff investment in teaching and learning. In addition, funding should only be directed to willing and committed recipients. A number of proxies for the prima facie establishment of such functionality were offered. These included a demonstration of efficiency from the handling and turnaround of funding documentation to the 'buy-in' from the school's leadership and teaching staff. In fact, teacher enthusiasm and commitment was frequently advanced as a key predictor of programmatic success. This factor, many participants argued, accounts for the apparent project successes in under-resourced rural schools and the disappointments experienced in funding apparently functional schools in urban centres. There was also a general comment on the sector's tendency to over-capacitate schools even when the evidence suggested that programmes were just as effective with less investment.

The fundamental misalignment between the content and level of Mathematics and Science in secondary schools and tertiary curricula was a key concern across the companies. Investments in Maths and Science could only be considered effective if they produced 'real' tertiary level performers. To this end, many of the managers interviewed called for a serious discussion with both the basic and higher education ministries on what can be done to improve the alignment between tertiary and secondary Maths and Sciences course content.

Another developmental 'lesson' concerned the disproportionate Maths and Science support offered to secondary schools. This seemed to fly in the face of the respondents' broad understandings of developmental theory, leading to a general consensus that many of the interventions were too late to make a significant impact on the country's skills shortages. Although not the focus of the study, many of the participants highlighted the importance of supporting Early Childhood Development (ECD) as a critical part of the broader schooling and skills development project in South Africa.

Forging partnerships with the DoE was considered an imperative to programme success. While such partnerships were considered beneficial overall, they did imply significant hindrances and impediments in the short-term. There was however some concern over the lack of transparency in some parts of functions of the department. For example, one respondent cannot understand how some schools that are the recipients of sustained funding from the DoE still do not have basic infrastructure such as desks and chairs. Another respondent insisted that although the DoE assured her that the funds were being used at the target school, a site visit revealed that no laboratory had been built and books funded from her programme had not been unpacked and distributed to the learners.

The most divergent of the 'learnings' offered by the companies concerned the optimum scope of a schooling programme. Respondents were fiercely divided on this issue. One group of companies favour a 'national presence' while others advanced the merits of funding concentrated pockets of intervention. Concrete examples were offered on the benefits of working sustainably with fewer (20) schools rather than the conventional (75 – 80) numbers. Other respondents believed that engaging in fewer partnerships with major NGOs and service providers (such as TRAC and JET) yielded more effective educational outcomes. All of the companies favoured a minimum of three years investment in any one schooling project in order to effect any meaningful change.

6.2 Strategies going forward

Most of the participating companies anticipate at least moderate expansion of existing projects that will track general economic recovery going forward. Such expansion will be guided by many of the priority schooling areas listed above. A significant number of respondents reported that their companies intended to focus more of their spending in education on early childhood development and primary schooling projects. Rural schooling projects have also been earmarked for stronger support by a number of companies in the foreseeable future.

Extending partnerships and fostering networks and collaboration (see 6.4 and 6.5) and the development of more effective monitoring and evaluation systems were considered the two most important areas for development in the immediate-term. Only Implats and the Epoch and Optima trusts believe that their projects are effectively monitored and assessed. The other companies insist that better monitoring and evaluation technologies are required to measure and sustain success in the schooling investment space. These systems will help to develop and most importantly document 'working models' for replication around the country.

6.3 Areas for private sector support

Three key education areas were suggested for long-term private sector prioritisation. These were Maths, Science and technical education, ECD and infrastructure.

All of the respondents believed that the dramatic skills shortages in the country could only be remedied through a sustained emphasis on supporting Maths, Science and technical education in South Africa. However, most believed that could only be accomplished systemically; through interventions that begin in early childhood and culminate in tertiary-level support. On the whole ECD and primary-level capacitation should inform long-term intervention strategies while secondary and tertiary schooling support is imperative to national development in the short-term.

The provision of basic infrastructure was considered an imperative area for private sector support. This support should include building schools with basic amenities but ultimately encompass the installation and maintenance of Science laboratories and Maths and computer centres throughout the country. Given the scale of need in South Africa's public schooling sector, respondents insisted that in many cases infrastructural interventions required expedited and streamlined organisation of the type afforded by private sector funding. Thus, many school-building projects match government funding rand for rand.

6.4 Areas for private sector collaborative support

In keeping with the general register of forward-looking strategies and key areas for private sector prioritisation, all of the companies are strongly committed to building collaborations and formalising networks on schooling and education guided by the priorities outlined in 6.2 above. This is regarded as especially important given the CSI possibilities implied by an imminent economic upturn. Collaboration is believed to offer opportunities to better record and document programmes, increase the potential funding pool and develop integrated strategies around mutually targeted priority areas. Examples of existing partnerships include:

- Vodacom's partnership with Cisco systems and Microsoft provides an example of a partnership-led ICT education intervention in schooling project.
- ArcelorMittal intends to partner with PG Bison in the construction of a further nine schools in the near future.

The biggest single threat to productive collaboration was considered to be competing for marketing opportunities in the CSI schooling space. One respondent believes that schooling projects should be informed by pure CSI rather than competitive marketing principles.

6.5 Networks

No formal schooling or education networks were identified by the companies. However many suggest that they work in informal networks. A variety of groupings was described but very limited detail on the nature, constitution, objectives and meeting mechanisms for these 'networks' was provided. The groups identified include:

- The Centre for Development and Enterprise (CDE's) Maths and Science forum
- The NBI's corporate citizenship forum
- The Trialogue network
- The Greater Good network

6.6 Role of the NBI

Every company interviewed believes the NBI has a role to play in 'filling some of the gaps' in the CSI schooling space. A number of permutations on the ideal form, function and degree of its involvement were proposed. Some respondents insist that the NBI should centralise and coordinate private sector schooling projects in the country. This they claim would minimise duplication, drive the documentation of effective models for replication and facilitate a cross-pollination of innovative ideas within and across potential funders. In strong contrast, a number of companies emphasised that this sort of centralisation could result in the generation of a 'one size fits all model' that could not be effectively challenged and or adapted by constituent companies.

Overall however, the NBI was considered very well positioned to facilitate important discussions between key actors in the schooling funding area. Specifically, some of the functions and roles suggested by the respondents include the coordination of regular education and schooling discussion forums, the documentation and production of case-study based 'good-practices' and the monitoring and possible administration of funding streams so as to ensure funding equity across schools nationally.