



EDUCATION QUALITY IMPROVEMENT PARTNERSHIP (EQUIP)
SCHOOLS, BUSINESS AND GOVERNMENT WORKING
TOGETHER TO IMPROVE QUALITY IN EDUCATION

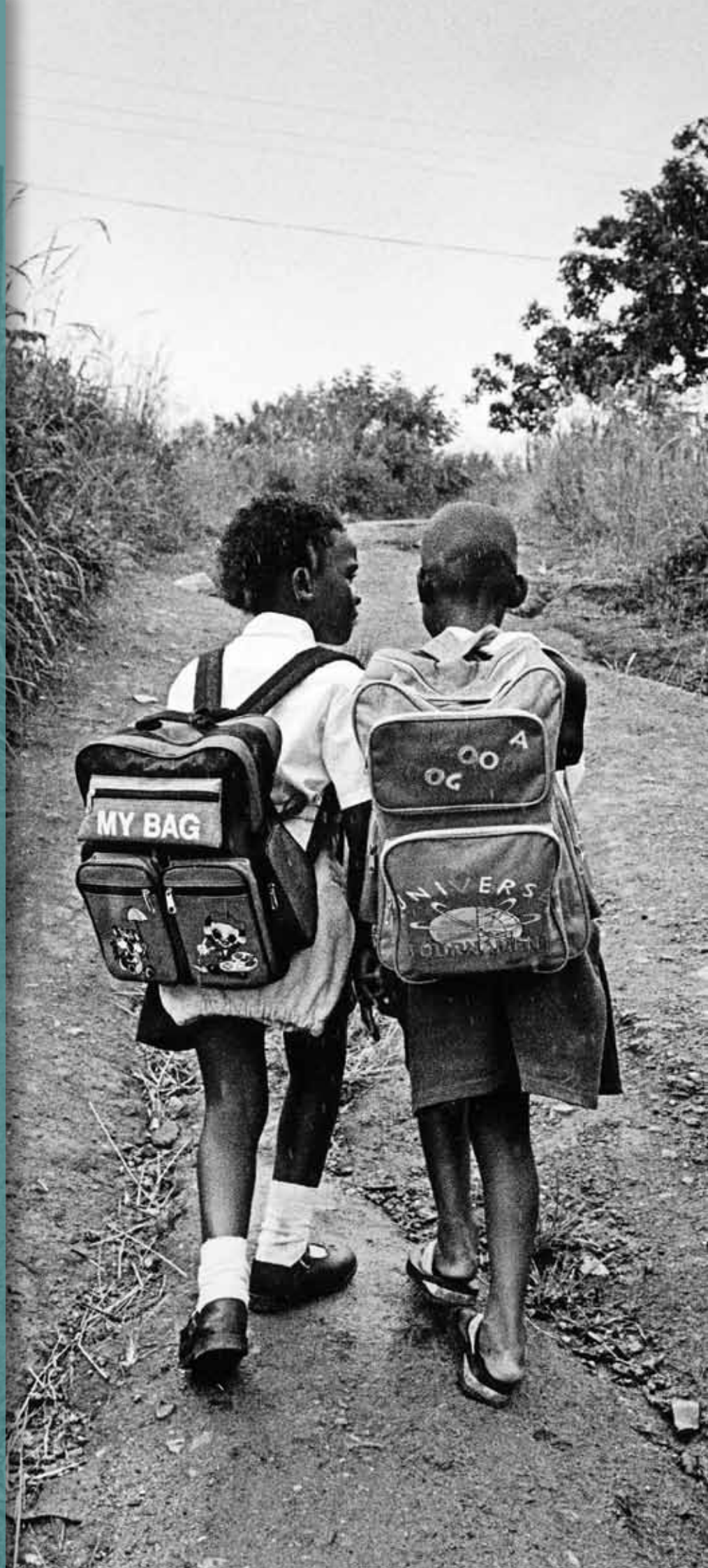


CLOSE-OUT REPORT
December 2010



EQUIP

Schools,
business
and
government
working
together
to improve
quality in
education





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1 INTRODUCTION



The business community clearly has a continued role to play in partnering with government to provide the next generation of South Africans with the education required to improve their livelihoods and develop the national economy.

Since 1994, democratic South Africa has seen companies engage actively in education as they sought various ways of contributing to national development goals through the improvement of schooling.

Some private sector initiatives in education have been short-term and ad hoc, aiming to improve facilities in under-resourced schools. Others have been larger-scale innovations launched in partnership with government with the aim of impacting on education policy and implementation.

Business investment in schools has produced mixed results and corporate investors have sometimes been disappointed by not achieving the impact they were seeking to make on the schooling landscape. Nevertheless these efforts have laid important foundations for continued public-private collaboration in schooling and significant lessons have been learnt. Today government increasingly looks to business as a key partner in education, valuing the important role that private sector funding and corporate interest in education brings to the process of quality improvement in schools.

In 1995 the National Business Initiative (NBI), a voluntary membership-based organisation comprising some 130 companies, launched a partnership with the Department of Education at provincial level called the Education Quality Improvement Partnership (EQUIP) Programme. The explicit goal was to create a partnership between business and government to improve the quality of schooling in underperforming schools in poor socio-economic environments. The

strategy involved strengthening school governance, management and leadership, creating the conditions in which the quality of teaching could be improved, and achieving improved learner performance.

EQUIP was a significant intervention funded by the private sector. Between 1995 and 2008, the programme operated in almost 500 schools across eight provinces, funded by more than 40 national and international companies who contributed more than R50 million over that period. More than 500 000 learners, 15 000 educators and support staff, 4 000 principals, deputy principals and heads of departments, as well as over 4 000 school governing body members benefited from the programme. Spending per school over a three-year period averaged R180 000.

However, EQUIP was not just a school quality improvement programme. It also created platforms in which shared learning could take place between provincial education departments and business. These insights shaped the evolution of the EQUIP Programme and have influenced the NBI's strategic thinking about its future role in fostering dialogue and learning between social partners in education.

As the NBI develops its role beyond EQUIP and moves forward to implement the Learning Partnership for Schooling in 2010, this publication documents the legacy of EQUIP as a significant contribution to the knowledge base about the role of business in schooling, in partnership with government.

The publication captures the insights gained through the EQUIP experience. It is intended to support the efforts of the wide range of social partners that continue

to seek ways of improving the quality of schooling in South Africa – schools, government, the business sector and non-governmental organisations (NGOs) involved in school development programmes.

The EQUIP approach continues to find form through public-private programmes like the School Transformation and Empowerment Partnerships (STEP) Programme run by Funda Afrika and other corporate initiatives.

Today there is growing realisation among the social partners in South Africa that the lack of alignment between schooling and the needs of the labour market is a critical factor constraining economic growth and employment. The business community clearly has a significant and ongoing role to play in partnering with government to forge the schooling outputs that can provide the next generation of South Africans with the education needed to improve their livelihoods as well as the national economy. The NBI's EQUIP experience provides important lessons for deepening the involvement of business in schools.



2 THE ORIGINS OF EQUIP



The premise of EQUIP was that real equity in education would not be achieved without improving quality across all schools and geographic regions.

For many people in the private sector, the complexity of change in the schooling system is a mystery and can be very frustrating. As a business leader in South Africa's infrastructure sector once commented: "As engineers we design projects, cost and plan them, and implement them to time, quality and budget. Why can't the education sector do the same?"

On the one hand the answer is relatively simple. The education sector is dealing with people, not commodities, and education performance is influenced by a range of factors that extend beyond the direct control of the Department of Education – poverty being one of these major factors.

"Change is not always immediate or easy to quantify. It's about people; it's complex."

Principals from EQUIP schools, focus group discussion, 2010

On the other, the answer is complicated by South Africa's schooling legacy. First, the apartheid system viewed black South Africans as hewers of wood and drawers of water, and treated their education as purely functional for this status. Most schools were authoritarian institutions controlled by the state and had little institutional responsibility. In black schools the notion of parental and community participation was discouraged in the face of state control.

Second, during the anti-apartheid struggle, schools and other education institutions became battle grounds shaped by the slogan 'no education before liberation'. Schooling in black communities was disrupted, inspectors were driven from schools and teachers, many

of whom were poorly trained, focused on unionisation as part of the national struggle.

The authority of principals and heads of departments was eroded and education became a casualty of the larger struggle, which was finally won with the advent of democracy in 1994. The anti-apartheid struggle did not only affect schooling, but also undermined community structures, faith-based institutions and, significantly, the family. Like teachers, parents lost their grip on child discipline, the legacy of which persists today.

Following the elections in 1994, the South African schooling system as a whole had to be rebuilt, starting with the consolidation of 17 education departments into one and focusing on the achievement of universal access to schooling for all South African children. The goal of establishing well-functioning schools with a flourishing culture of learning and teaching proved to be a complex task. In particular, it involved dealing with conflict and non-cooperation in schools – one of the legacies of the anti-apartheid struggle.

Through policy mechanisms such as the South African Schools Act (No. 84 of 1996), government involved school governing bodies in producing school development plans (SDP), which provided a critical platform for initiatives such as EQUIP to respond to the individual needs and circumstances faced by schools.

WHY THE FOCUS ON QUALITY?

The premise of EQUIP was that real equity in education would not be achieved without improving quality across all schools and geographic regions. In the face of poor retention rates at schools, inadequate infrastructure,

poor matric results and high numbers of students repeating matric examinations, EQUIP defined quality as **learner achievement, including broad personal development as well as academic achievement.**

EQUIP argued that learner achievement had less to do with teacher/pupil ratios and per capita spending than with teacher education, basic school facilities, attitudes, and governance and administration:

To improve the quality of education, therefore, it is necessary to concentrate on improving these basic educational elements, and on the interrelationships between them.

NBI Guide to EQUIP, 1997

A PUBLIC-PRIVATE INITIATIVE

In 1995 the EQUIP Programme was thus established by the NBI as a public-private partnership with government to improve the quality of education in schools. This was in direct contrast with the role of business in schools under apartheid. In the past, involvement in improving educational effectiveness in South Africa was seen as an attempt to subvert the status quo. Business and NGOs thus avoided direct contact with the education authorities as much as possible.

EQUIP essentially had two objectives: first, to improve the quality of education in schools and, second, to provide direct support to the development of operational capacity among education department district officials. Each EQUIP project would leave behind it officials who were more experienced and who could draw on schools that had already completed the process and could serve as models and provide further support.

The programme was designed with business involvement through the NBI and with the participation of senior departmental officials on its national and provincial boards. In the early years the participation in EQUIP of former Gauteng Education MEC, Mary Metcalfe, as well as other senior government officials in KwaZulu-Natal and the Western Cape, was a

key factor in its development. These relationships established the legitimacy of the programme, aligned it with government policy and provided opportunities for senior departmental officials to observe the effects and processes of localised school-level planning. (See section 4 for more on how the public-private partnerships operated.)



“From my understanding, EQUIP was set up to impact on the culture of learning and teaching by adding value to the management and the governance of the school. The premise on which EQUIP started was if you have good governance structures that know what their role is and they have skills and resources to do what they are meant to do, and you have managers of the school who know what they should be doing and are connected enough with the Department of Education, and have been given skills to go and network and get resources from a whole lot of other stakeholders, that the school will run well and thereby impact on what children get taught in the classroom.

Eventually, in the past few years, we started asking questions about whether looking at management and governance is enough, because we found that in a lot of schools you have more pressing, very desperate needs in classroom intervention, where even with the best management and the best governance, the school just does not have a properly qualified mathematics teacher, for instance, or that literacy issues loom large and therefore the best timetable and the best discipline doesn't solve that problem. And that is how we ended up getting into teacher training and some of the subject interventions.”

EQUIP Board member, cited in 2004 evaluation report

“I think the original goals were based on the premise that if we could get the schools right and they are running right then ... but you can have a very nice clean house and there can be nothing happening in the house. I think that EQUIP's emphasis on holistic school development has to include curriculum, otherwise you don't have holistic school development and I think there is a lot of synergy there.”

Western Cape Education Department official, cited in 2004 evaluation report

PERSPECTIVES ON EQUIP OVER TIME

“Business involvement in EQUIP got the government to do many things that it wouldn't ordinarily be able to do, for example by providing funding. Business was a catalyst for action. Government's participation gave credibility to the intervention, making it easier for funders and beneficiary schools to relate. There was little fighting with partners and recognition [of the project] by those who matter (in government) for the benefit of the beneficiaries.”

Monwabisi Vika, interviewed in 2010. Formerly CEO of Klipstone Transport, which partnered with AfriSam on EQUIP

“Government gets impatient and assumes people know exactly what to do ... Business is doing a better job – an important factor in delivering a quality service.”

“Government and business needed guidance on what their different roles are and also what the role of the school is. Government compromises schools by not educating business on different roles.”

“Business doesn't understand the complexities of daily school life. If business people don't visit schools, they will be limited to their [own] world.”

Principals from EQUIP schools, focus group discussions, 2010

3 THE EQUIP THEORY OF CHANGE



Recognising that schools are social organisms that differ vastly from one another, EQUIP introduced a customised, 'bottom-up' approach to guide the support it would offer each school.

The premise of EQUIP was that sustainable quality improvement in schools depends on the development of people and on building a school culture of collective commitment to quality.

The assumption was that schools are individually the locus of change. Their internal sense of agency and their willingness to take action are key factors in their ability to strengthen the quality of their operations and improve learning and teaching.

For this reason EQUIP placed strong emphasis on recognising and strengthening human agency, working closely with district-level officials responsible for school improvement and introducing capacity-building programmes for principals, educators and learners. Recognising that schools are social organisms which differ vastly from one another, EQUIP introduced a customised, 'bottom-up' approach to guide the support it would offer the school. Following a situational analysis, each school drafted its school development plan, which set out school priorities over a three-year period. Drawing on school improvement experience from other parts of the world, EQUIP incentivised participating schools through a school grant paid on completion of the school development plan and the approval thereof by the project management team. The grant was to be used for a purpose determined by the school.

EQUIP sought to contribute to system change by aligning itself with campaigns launched by the Department of Education to improve quality in schools. In 1996 the Department of Education adopted whole school development as a key strategy for the improvement of quality in schools, and this enabled

THE NATURE OF CHANGE IN SCHOOLS

EQUIP's holistic approach to school development was in line with a key distinction that has been drawn in the international literature between first and second order change in schools (Cuban, 1988; Fullan, 1991 & 2001).

First order change affects the more formal and superficial elements of the classroom and school, and does not extend to changes in the deep organisational culture of schools. On the basis of new information, adjustments are made within the existing structure and educators do more or less of some things. New terminology may come into use, but frequently these terms are simply attached to old concepts and practices. Because the change effect is superficial, educators easily revert back to the old way of doing things.

Second order change goes deeper into the structure and culture of organisations. Such deeper change is multifaceted, occurs more slowly, and requires changes in attitudes, perceptions, behaviours and relationships, i.e. the way people think and work together. Quality improvement efforts aimed at second order impact are designed to bring about substantial gains in learning outcomes for all learners. Intervention strategies therefore need to go beyond simply changing teachers' immediate observable behaviour.

Continued on page 10

EQUIP to locate its holistic approach to school development within the national policy framework. Working on the premise that changing the 'ecology' within which schools operate is an important factor in achieving behaviour change, EQUIP also aligned itself with the Culture of Learning, Teaching and Service (COLTS) Campaign and the Quality Assurance Programme, both of which were introduced by the Education Department.



THE NATURE OF CHANGE IN SCHOOLS

(Continued from page 9)

Unlike first order change, second order change endures because it is ingrained in people's beliefs and the culture and operating systems of the school. This line of thinking has shaped leading specialists to describe school improvement as an interactive, facilitated and iterative process and has produced **five features which drive school improvement programmes:**

- Inspirational leadership needs to replace 'compliance management' in both the school and the district.
- However, charismatic leadership is not sufficient to institutionalise change in school systems. Culture change and the development of management systems are also required.
- Sustained (second order) change depends on three things: curriculum materials, teaching styles and pedagogy.
- A critical mass of teachers at a school need to become actively engaged in professional development to achieve substantial and sustained improvement in learner achievement.
- The process of turning around an under-performing school takes three to five years.

THE EQUIP THEORY OF CHANGE

THEORY OF CHANGE

Sustainable quality improvement in schools depends on the development of people and on building a school culture of collective commitment to quality.

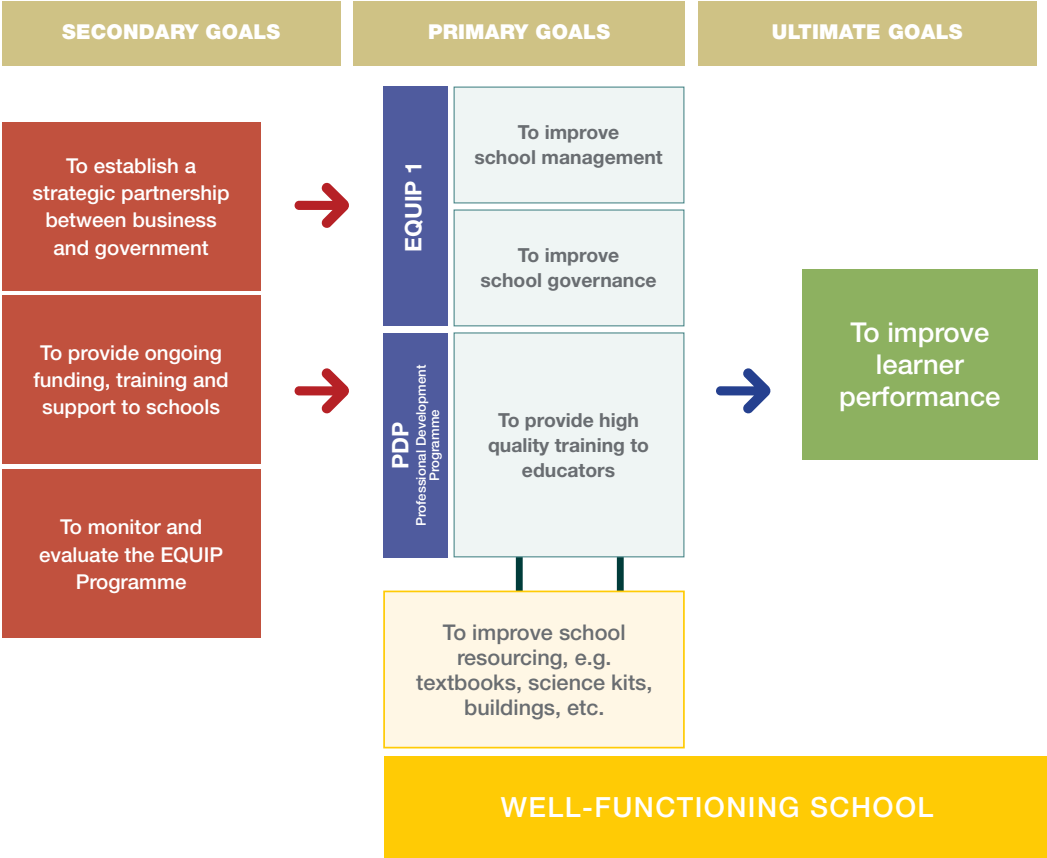
ASSUMPTIONS

- The school is willing to change its operational culture and take responsibility for its development.
- Districts are involved in selecting and monitoring EQUIP schools.
- Service providers are able to execute the EQUIP Programme to specification.
- A critical mass of teachers are available and willing to upgrade their professional skills.
- The school environment is supportive of teachers implementing their new skills in the classroom.

PROGRAMME MODEL

- Work with school leadership (principal, school governing body (SGB), senior management team) to build governance and management capacity.
- Once teamwork and management systems are in place, build the content knowledge and pedagogical skills of teachers.
- Involve district personnel as closely as possible in all stages of the programme.
- The exit strategy differed from school to school, but had one common feature: a reflection session involving all role players to share lessons learnt and discuss areas for improvement – both from the perspective of each school as well as the EQUIP Programme. These inputs would form the basis for the next SDP.

GOALS OF THE EQUIP PROGRAMME

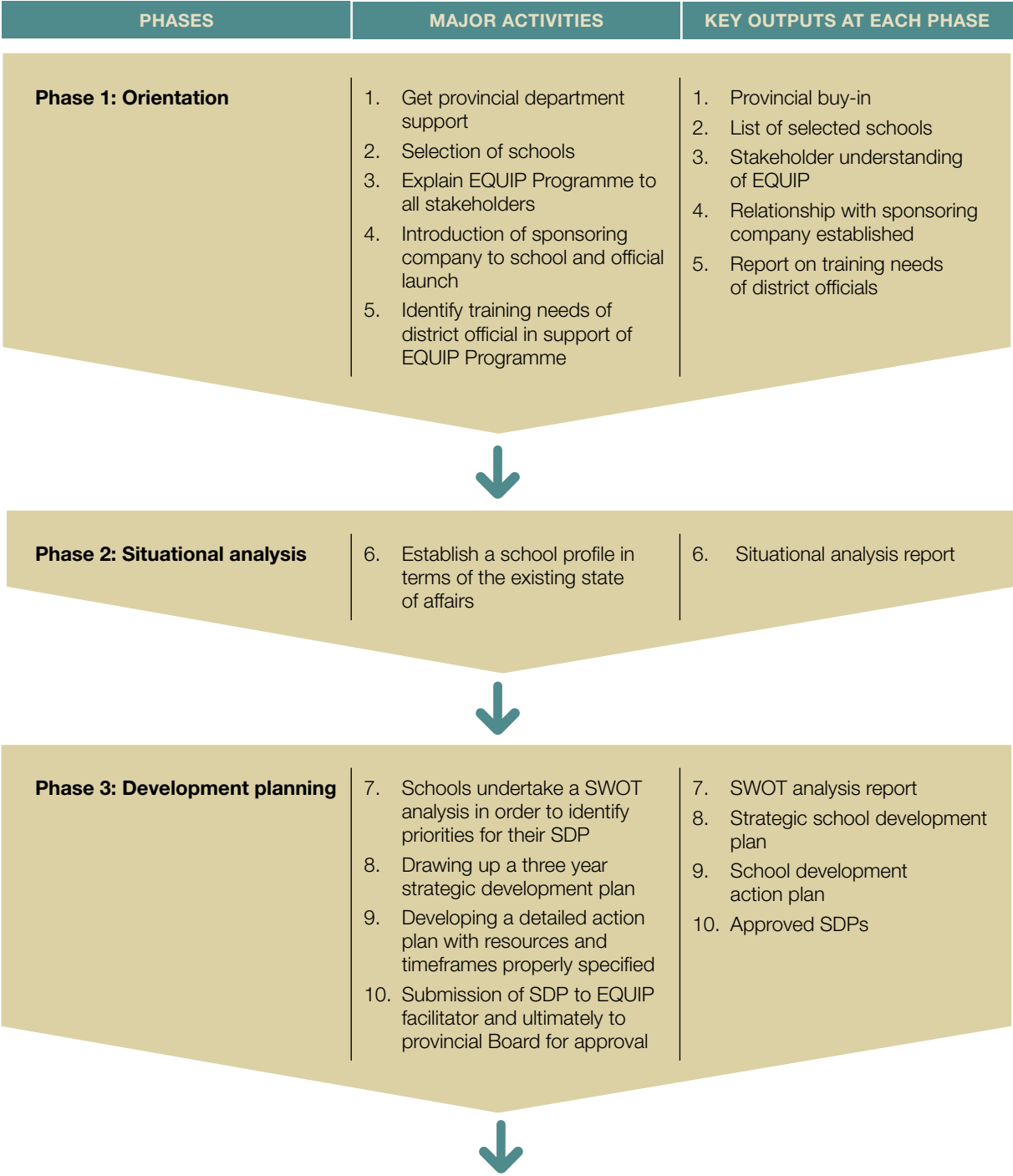


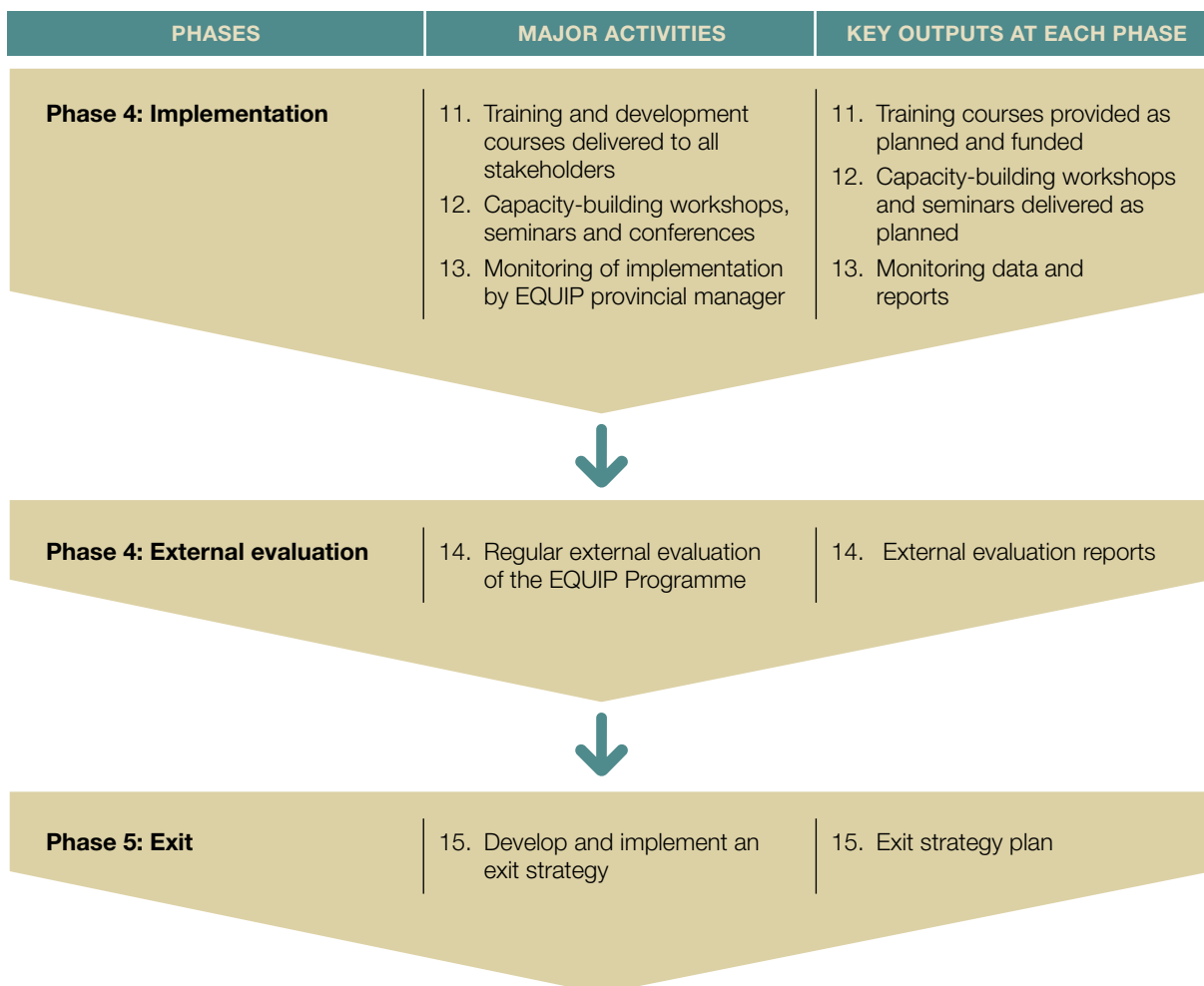
Ultimately the educational philosophy of the programme rested on seven principles:

- 1 **A commitment to quality:** Improve learner academic achievement.
- 2 **School focus:** Focus on school-level initiatives, which are owned by the schools and the communities they serve.
- 3 **Policy coherence:** An emphasis on aligning school priorities with provincial and national objectives.
- 4 **Responsibility of education departments and authorities:** Involve education officials at all levels of EQUIP so as to ensure its sustainability.
- 5 **Supporting networks:** Establish and maintain a network of supporting structures and agencies to the schools.
- 6 **Equitable access:** The inclusion of schools is based on the needs of schools and other principles of equity.
- 7 **Flexible implementation:** Accepting the differences between schools and provincial contexts, EQUIP is committed to flexibility in the implementation of all its interventions.



OVERVIEW OF THE EQUIP PROGRAMME





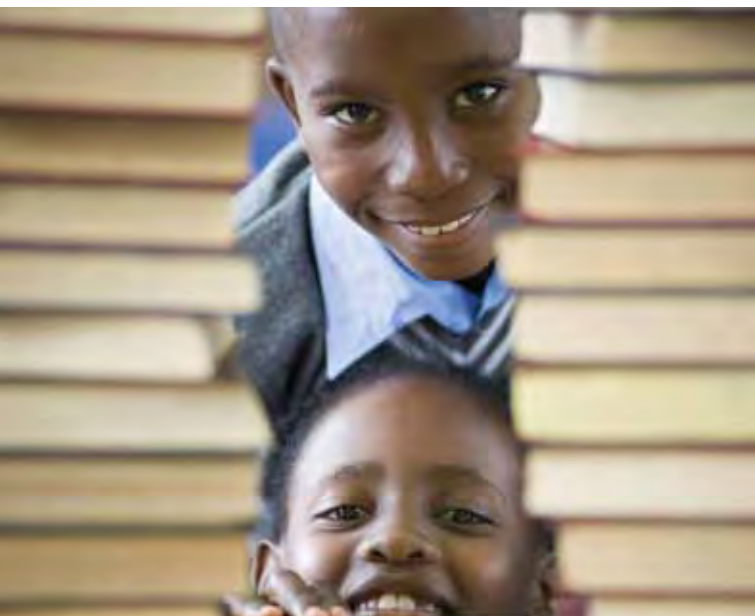
“The schools that work exhibited strong inner capacities in terms of teaching and learning, supported by management and leadership, as well as a sense of agency. If schools do not have these capacities, then change will not be a simple matter, and interventions in the form of incentives or sanctions are unlikely to have effect. The challenge is to work with what exists in schools to build and support capacity.”

Christie P, Butler D, Potterton M (2007) Report to Ministerial Committee: Schools that Work

“Systemic impact depends on getting the strategic issues internalised so that people do it, even without knowing that it has changed. It takes people with enough influence and decision-making power to be part of the design of the strategic thrust so they can own it from the beginning.”

Brian Schreuder, DDG for Curriculum and Assessment, Department of Basic Education, Western Cape, 2010

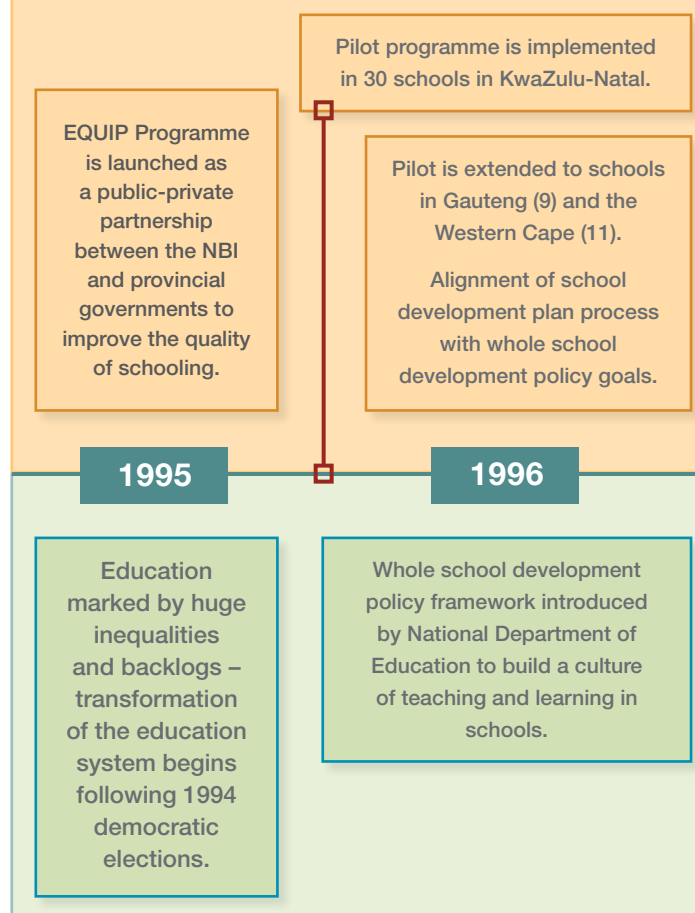
4 HOW EQUIP WAS OPERATIONALISED

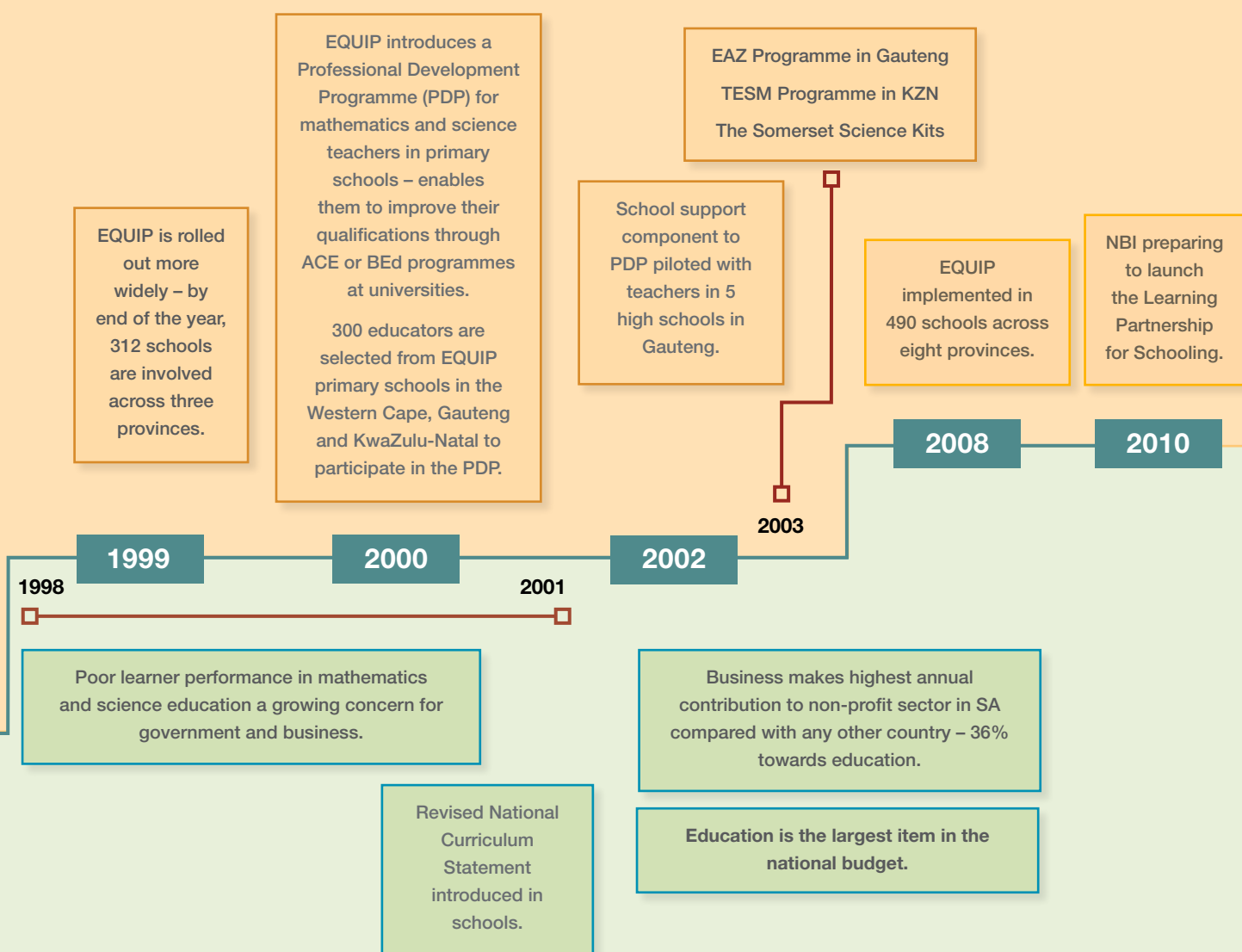


Between 1995 and 2009, the NBI functioned as a broker for business involvement in the public-private partnership with government and connected corporate funders with the schools they were supporting through the EQUIP model.

The EQUIP Programme focused on schools that showed the potential to move forward and could demonstrate that they could sustain quality improvement throughout the duration of the programme. The timeline below outlines how the programme was operationalised between 1995 and 2010.

EQUIP over time 1995-2010





The education environment 1995-2010

IDENTIFYING SCHOOLS

Schools were identified by the provincial education departments. Programme implementation was managed by a project team consisting of representatives of the relevant districts in which the schools were situated, the service provider selected by the NBI and approved by the education departments to facilitate the programme, private sector representatives supporting the programme, and the NBI.

Schools were selected for participation in the programme according to some or all of the following criteria:

- **Clustering:** Select schools in a particular cluster, e.g. four primary schools to one high school.
- **Pipeline approach:** Select primary schools that act as feeder schools to a particular high school.
- **Proximity:** Select schools in close geographical proximity to reduce costs, and work with schools in a certain district.
- **Departmental requests:** Select schools at the request of the particular provincial department.
- **Funder requests:** Select schools according to the preferences and requests of a funder.
- **Community needs:** Select schools according to needs expressed by the community.

THE NBI'S ROLE

Between 1995 and 2009, the NBI played a project management role. It functioned as a broker for business involvement in the public-private partnership with government and connected corporate funders with the schools they were supporting.

“The fact that the programme was part of the NBI really helped ... you know what is happening, what the trends are and where we are going. You're not operating in silos.”

Donique de Figueiredo, Group Corporate Social Investment Manager, Murray & Roberts Ltd, interviewed in 2010

BENEFITS OF A CLUSTER APPROACH

A case study of five EQUIP schools in Cloeteville, Stellenbosch, reports that through the cluster, greater continuity was achieved between the four primary schools and the high school in terms of curriculum planning. By teaching the same learning programmes in Technology Education, for example, the primary schools provided learners with a common foundation for their progression to the local high school.

Had a similar approach been adopted to strengthen literacy and numeracy teaching skills in the cluster, faster progress could have been made in this area than was evident from the evaluation.

Specifically, the NBI's activities in EQUIP included the following:

- acquiring support for the project at a provincial department level
- arranging meetings with district officials to explain the programme and to select schools and engage them in partnerships
- holding meetings with school community stakeholders from the project schools to introduce them to the programme
- holding meetings with staff at school level to introduce the programme and solicit buy-in
- introducing the sponsoring company to the district and the schools. This was usually followed by an official launch once the project had been running for a few months and started showing tangible results
- training district officials in the EQUIP methodology.

THE PUBLIC-PRIVATE PARTNERSHIP

In each province a provincial EQUIP Board was appointed by the MEC for Education in the province, on the basis of nominations from the business community, through the NBI and the Education Department. Members served for three years, following which appointments were to be reviewed by the MEC for Education in consultation with senior officials of the Education Department and senior business and community leaders in the province. In reality, board members often served for longer than three years, producing sustained experience of EQUIP among these key decision-makers. The roles of the partners are outlined in Appendix 1.

Throughout the evolution of EQUIP, the provincial education departments, private sector representatives and the NBI developed guiding frameworks and handbooks for a variety of processes. These ensured that EQUIP was aligned with national and provincial education policies and were used to assure the quality of service provision.

Within the partnership framework, EQUIP drew on a wide variety of specialist institutions. From 2004, the programme worked with the Matthew Goniwe School of Leadership and Governance in Gauteng, the Cape Teaching and Leadership Institute (CTLI) in the Western Cape, the University of Cape Town's School Development Unit (which developed a performance monitoring system for EQUIP schools) and a variety of universities offering the formal Higher Diploma in Education (HDE) or Accelerated Certificate of Education (ACE), which provided accredited professional development opportunities for teachers.

Realistic expectations are the key

"Partnerships don't always work well because of expectations that look for 50/50 input. Expectations of government as a partner must be realistic.

Government doesn't usually have people who have the time to partner with outside agencies. In EQUIP, the partnership wasn't equal – it was driven by EQUIP and government fed into it in terms of its conceptual understanding and the engagement of district officials. High level support was evident through buy-in from government on the EQUIP board and regular engagements that gave credibility to officials on the ground who had the task of supporting it. So it was one of the successful partnerships."

Brian Schreuder, DDG for Curriculum and Assessment, Department of Basic Education, Western Cape, 2010

ASSESSMENT OF THE PARTNERSHIP

The evaluation conducted in 2004 found that the education departments regarded their relationships with the private sector players in EQUIP as an excellent example of a partnership between the private sector and the state in delivering national education policy.

At an operational level, however, the evaluation found that working relationships between EQUIP and the district officials were not consistent. In some cases departmental officials strongly invested in the programme and attended the EQUIP courses along with the schools, actively monitored the school development planning process and participated in its implementation, twinned EQUIP schools with others in their districts and reproduced the EQUIP process with the support of the original EQUIP schools. In other cases, district officials agreed to EQUIP working in their schools, may have facilitated logistics and planning, opened workshops, but had no other engagement with the programme.

As a result, the EQUIP model focused primarily on contracting independent service providers to undertake the training and capacity-building processes. The involvement of district officials varied in terms of support, facilitation and monitoring.

THE CHALLENGES OF PARTNERSHIP

Partnership programmes differ considerably from conventional relationships between government departments and NGOs. Whereas NGO projects typically require only the department's permission to work with schools, partnership projects entail substantive investment of resources – typically staff time – to match the contributions of corporate partners.

Case study on Truworthe's involvement in EQUIP, 2004

In 2010, however, interviews held with a small number of district officials involved in the EQUIP Programme showed that with the changes taking place in the Department of Basic Education, a number of district officials are now themselves implementing the EQUIP model in their efforts to achieve their targets of improved learner performance. Among some officials there was a strong view that the national and provincial education leadership should be lobbied by the NBI and other stakeholders to make EQUIP processes part of district officials' key performance indicators.

This suggests that after 15 years of implementation and within the context of a new sense of urgency about poor school performance, the original objective of institutionalising EQUIP processes in the education system is succeeding.

THE ROLE OF INDEPENDENT SERVICE PROVIDERS

At each school, a situation analysis was carried out by service providers and/or district officials. This involved conducting interviews and carrying out observations in order to formulate a picture of each school's current status with respect to management systems, governance, organisational priorities, curriculum and human resource development needs, and learner performance.

Once gathered, the information was shared with stakeholders and assisted in shaping priorities for the school development plan. This provided the basis for identifying the strategic interventions and support needed from the service provider, the Education Department, the NBI's provincial EQUIP management office, and other partners.

Service providers provided training to principals and heads of departments as well as training for members of school governing bodies (based on the courses developed by the Matthew Goniwe School of Leadership and Governance). Further support was provided to educators on how to implement the curriculum and the assessment policies and procedures in classrooms. Skills development workshops exposed educators to strategies for teaching reading and provided Grade 12 learners with study skills.

The 2004 evaluation notes that EQUIP was unique in managing a wide range of independent service providers to produce the programme outcomes. All the provinces sub-contracted the delivery of EQUIP according to the stages of the framework, and all of them used the components of school development programmes as their key performance areas. This produced a nationally uniform method for managing independent service providers and for ensuring that the EQUIP outcomes were achieved.



THE SCHOOL DEVELOPMENT PLANNING PROCESS

Each EQUIP school followed a similar school development planning process.

- Service providers and/or district officials provided support for the establishment of a school development committee (SDC) – a sub-committee of the SGB. The SDC was the means through which participation by external players could be invited and sustained, and through which external agencies could relate to the school community as a whole. In the Western and Northern Cape the school management team (SMT) formed the SDC.
- Through an inclusive school community process, the SDC was assisted to develop a school vision and mission, together with an associated SDP with specific objectives. These might include developmental programmes for learners, educator workshops, programmes to improve parental involvement, infrastructure improvement plans, workshops to develop fundraising and networking skills, and the formulation of policies for educator development, to list a few.
- The SDP included a development budget and a resource mobilisation plan. Plans could include any element of school development suggested by the school's needs, but a focus on the quality of teaching and learning was a prerequisite for approval.
- The school development planning scorecard assessed progress according to the following criteria: involving all staff in the situation analysis; training staff in school development planning methodology; training in drawing up a budget; evaluating the plan and providing the senior management team with feedback.



EQUIP school management training

- Change management
- Financial planning and management
- Self-management and leadership
- Instructional management and leadership
- Time management
- Conflict resolution
- Alternative child management.

PROGRAMME COSTS

Although the costs of running EQUIP programmes in schools increased as the scope of the programme widened, the EQUIP costing model retained its focus on quality improvement through capacity building and educator development.

In 2000, the cost of running the EQUIP Programme was approximately R23 333 per school per year (prior to the introduction of the Professional Development Programme). This cost subsequently increased to R76 891 per school in Gauteng in 2004 and R129 543 per school in rural Limpopo in 2006. In 2007 the cost was R475 910 per school in rural Northern Cape.



These cost increases not only reflect inflation, but were a product of the higher costs of providing services in rural areas and the quality of services procured from providers. Increases also reflected additional programme components that were added to the EQUIP Programme over the years, such as the course on the teaching of reading.

Nevertheless an analysis of the EQUIP budget demonstrates that the following costing model was retained throughout the programme's development:

- 51 percent was spent on capacity-building activities such as orientation, baseline studies, school development planning and implementation,

management and governance training, and work with learners (such as members of the Representative Council of Learners), training or study skills programmes. Costs included materials, travel, accommodation and the incentive grants to schools.

- 34 percent was spent on educator development activities such as the Professional Development Programme (formal, accredited training over a two-year period), or support for school-based educator development in mathematics and science.
- 5 percent was allocated to external evaluation.
- 10 percent was allocated to project management.

5 ACHIEVEMENTS OF THE EQUIP PROGRAMME



EQUIP's best results were achieved in disadvantaged schools that have basic functionality and where leadership is proactive in moving the school forward.

A review of EQUIP's performance since 1995 demonstrates that this programme clearly had an ambitious agenda: to strengthen school leadership and governance, meet school development planning goals, improve teaching practice, improve learner performance and build capacity in the state education system at a local level.

This meant that EQUIP was functioning as a player across a range of fronts simultaneously.

- At school level EQUIP facilitated, negotiated and produced school development plans, supported their implementation (e.g. through the building of classrooms and other facilities and the provision of basic equipment), provided training in leadership, governance, team building, policy implementation and fundraising, and facilitated access to professional development.
- Within government EQUIP worked to make public-private cooperation in schooling a reality and attempted to build the capacity of local level district officials in the education departments.
- EQUIP also sought to play a role in supporting the implementation of the national education policy framework, aligning the programme with national objectives such as whole school development and fostering a culture of learning and teaching.

The 2004 evaluation points out that these goals fall into two categories: some are visible while others are more abstract; some are easier to plan and achieve, while others are more complex and the results take longer to manifest themselves.

GETTING THE BEST RESULTS IN PROFESSIONAL DEVELOPMENT

The 2004 EQUIP evaluation notes that the HDE and ACE Professional Development Programmes require a minimum level of prior competence. In some cases teachers struggled to keep up with the course content since many had not been taught science or mathematics after primary school. Others found that the courses covered ground that was already familiar to them.

The evaluation recommends that minimum and maximum standards be set in selecting teachers for participation in the Professional Development Programme, preferably with the support of the universities concerned.

For example, given sufficient funds, projects involving infrastructure development (building classrooms, etc.) and providing resources such as science kits or teaching and learning materials are concrete and easily achieved. By contrast, the improvement of teaching practice is a more abstract, complex goal. Attending workshops does not necessarily translate into improved teaching or better curriculum management, and deciding what workshops to attend for what purpose is often a challenge for schools that are functioning less well.

It is thus not surprising that EQUIP's performance since 1995 has been varied, with greater successes noted



across some fronts than others. For example, successive evaluations noted the programme's effectiveness in stabilising schools in a period of transition and cites the professional development programme among school leaders and teachers as having attracted unqualified support and produced significant positive changes in teachers' practice. EQUIP also produced examples of improved learner performance, although these results were uneven and fluctuated over the years for a range of reasons. Participation by district officials in EQUIP was uneven and the evaluations suggest that the objective of building capacity at district level through the partnership was difficult to achieve. As noted elsewhere, however, interviews with a limited number of district officials in 2010 suggest that the EQUIP approach has been embedded in district thinking and is influencing the approaches adopted by district personnel to school improvement.

"It kept heads of departments focused on results analysis and targets."

Principals from EQUIP schools, focus group discussion, 2010

Taken overall, however, the following categories emerge as the ones in which EQUIP helped schools make the most notable progress.

AREAS IN WHICH EQUIP SCHOOLS ACHIEVED MOST PROGRESS

EQUIP PRODUCED A FUNCTIONING PUBLIC-PRIVATE PARTNERSHIP IN EDUCATION

- governed by provincial boards
- with the involvement of senior department officials and senior company representatives
- facilitated by the National Business Initiative
- produced corporate financial support for the development of Advanced Certificates in Education in middle management and mathematics literacy.

SCHOOL GOVERNANCE, LEADERSHIP AND MANAGEMENT IMPROVED THROUGH

- management training of school principals and deputies, heads of departments and other senior management team members
- introducing more effective administrative systems and acquiring the necessary resources to ensure these work efficiently
- improving school functionality (time on task, discipline, etc.)
- elected school governing bodies being in place (although ongoing capacity building is necessary owing to elections every three years)
- improved management styles (more participatory and consultative)
- improved team work
- better understanding of the changing education policy environment (although policy implementation remained an ongoing challenge)
- improved monitoring of curriculum delivery.

SCHOOL DEVELOPMENT PLANNING INSTITUTIONALISED IN MOST OF EQUIP SCHOOLS

- schools were able to plan their development
- schools implemented these plans in line with the nine performance areas set out by the Department of Education.

SCHOOL PARTNER NETWORKS WIDENED

- NBI member companies joined the EQUIP networks to support school development projects
- short-term projects such as the teaching of reading responded to national imperatives
- initiatives taken by some schools helped unlock additional resources (e.g. computers) and training from the education department.

POSITIONING SCHOOLS TO LOOK FORWARD

“Amid all these pressures, the EQUIP development planning intervention offered the schools unexpected external support in a way that challenged role players to look to the future rather than dwell on the past, to work together, rather than ‘play the blame game’, and to look at themselves realistically, instead of just dreaming of a better future.”

Stepping Stones to Success, EQUIP case study commissioned by the Claude Harris Leon Foundation, 2007

CHANGES OCCURRED IN CLASSROOM PRACTICE

- more use of experiments and demonstrations
- reduced time teaching from the chalkboard
- increased use of questions in which answers require judgements and explanations
- better focus and direction of projects
- increased levels of pair work to better purpose.

IMPROVED RELATIONSHIPS BETWEEN SCHOOL AND COMMUNITY

- a new sense of community ownership and pride in the school
- extra-curricular programmes introduced
- improved safety and security through community partnership
- incidences of vandalism decreased.

STAFF PROFESSIONAL DEVELOPMENT

- improved teachers' content knowledge
- made a unique difference to learner performance
- improved motivation
- built capacity in change management, computer literacy and fundraising
- 406 primary school teachers graduated with Advanced Certificates in Education in mathematics, science and technology
- 355 HODs graduated with certificates in leadership, governance and middle management development.

IMPROVED LEARNER PERFORMANCE

- literacy and numeracy performance increased steadily in the Western Cape against a decline in overall provincial performance
- steady increase in number of learners reaching Grade 12 (although this fluctuates)
- improved learner performance sustained beyond the EQUIP Programme.

PERSONAL AND PROFESSIONAL DEVELOPMENT

Many HODs report that the leadership development programme really touched their personal lives and set them on a path of professional growth ... change must really "take place in people's hearts" before it can make a difference in an institution like a school.

Several teachers who participated in the course mention that it led them to make significant changes not only in their professional practice, but also in their personal lives.

One HOD describes how planning has become a central feature of everything she does, not only as educator, but also in her family life and in the community.

Stepping Stones to Success, EQUIP case study commissioned by the Claude Harris Leon Foundation, 2007



The final EQUIP evaluation (2006) notes that “the EQUIP model works”. It combines school development planning with governance, leadership, management and teacher development. The best results were achieved in disadvantaged schools that have basic functionality and where leadership is proactive in moving the school forward.

The proactive nature of schools was also found to be a key factor in the success of the partnerships between business, government, the school and its communities. Through effective school leadership and team work, some EQUIP schools were able to find additional resources, draw on additional district and provincial support, and create effective inter-school and community networks.

Finally, the evaluation found that schools need flexible and long-term support. EQUIP’s whole school development approach proved to be a cost-effective quality improvement strategy, but it takes a number of years to change the culture of a school and to sustain that change through successive changes of leadership and staff. This produces the need for long-term and flexible school support to sustain a culture of continuous improvement for better teaching and learning.

“The culture of learning changed – we came into a culture of continued professional development.”

Principals from EQUIP schools, focus group discussion, 2010



6 THE ROLE OF BUSINESS IN SCHOOLS



By pooling business resources in a coordinated and guided effort, companies can make far greater impact on the quality of schooling in the country as a whole.

The role of private sector players working in partnership with public sector players is a feature of the EQUIP Programme and central to the nature of private sector engagement in schools.

EQUIP private partners comprise companies within the umbrella of the NBI. EQUIP public partners comprise national and provincial education departments, schools and communities and parents as stakeholders in the schools. The partnership allows business to align itself with education priorities, to invest in schools with a greater chance of a sustained impact and to support the development of capacity among district officials.

But what is the specific role of business within the partnership?

The mid-term review of EQUIP conducted in 2004 points to three different ways in which companies can relate to schools: they can adopt a school, have a catalytic or brokerage role in a school or act as a funder/donor for a school.

The **'adopt-a-school'** role is favoured by some companies because it creates the opportunity for company representatives to become actively involved in the EQUIP school and in some cases to play a mentoring role. However, some EQUIP participants feel this can compromise the sustainability of the relationship between the company and the school because it can create dependency and erode the

education department's responsibility for developing the school.

The view in favour of adopting a school

"Companies come in not only as funders, but as participants ... they will come and sit in some projects, project meetings, give suggestions, assist in the management of the school, by giving their time, running some workshops on motivational talks ..."

EQUIP Review, 2004

The view against adopting a school

"I don't like the concept of adopting a school, because I don't think that is a developmental relationship. The notion of adopting a school, to me creates dependence, [with the result that] a school that feels that anything that they need, there is a big brother sitting around the corner to look after them."

EQUIP Review, 2004

The **catalytic/brokerage role** of business in schools attracted widest support in the EQUIP evaluation. It argues that by pooling business resources in a coordinated and guided effort, companies can make a greater impact on the quality of schooling in the country as a whole. Without coordination, business runs the risk of supporting ad hoc and piecemeal interventions that will have little or no meaningful impact.

In a catalytic or brokerage role:

- companies participate in decision-making at provincial and district levels
- company representatives engage actively with schools during on-site visits, possibly conducted along with district officials
- companies advocate on behalf of EQUIP within business networks
- companies make informed inputs in policy discussions at provincial and national level.

Placing companies narrowly in a **funder role**, confining them solely to providing financial support to schools, receives virtually no support in the evaluation. One view suggests:

“Business has a lot to offer. If it were to take on the role of the disinterested funder, it means that the schools (and departmental officials) will not reap the benefit of business’ expertise and experience in such areas as project and financial management, planning, networking and fundraising.”

POINTERS TO THE ROLE OF BUSINESS TODAY

In 2009/10, the Department of Basic Education set the creation of partnerships with business as a strategic objective. In Gauteng, for example, partnerships form a key performance area for district officials involved in policy and planning.

Interviews conducted with education department district officials who had experience of EQUIP showed

Staff conflict drains the energy of management and unless the situation is resolved, no development will be possible. Where team building efforts prove insufficient, an impartial outside mediator may be required to resolve conflict between staff and the school leadership.

that there is strong support for the continued role of the private sector in companies in supporting school improvement programmes.

“The [government] bureaucracy is very slow and the business way of working counters that ... Government is bound by financial regulations and auditors whereas business can do things more quickly. The drive of business is essential for something of this nature to happen ... the business partner was the driving agent – that provided longevity and impact.”

DDG for Curriculum and Assessment, Department of Basic Education, Western Cape, 2010

“We value the investment of business in education. When they have surplus or commitment [to get involved in society] their first priority should be to look at education. We have committed officials who want to see that happening in our schools. We appreciate what they are doing,” said one chief education specialist in Ekhuruleni North.





Another district official points out that the Education Department supports curriculum development and other processes in schools, but is often constrained by ongoing conflict in schools. Business thus has a major role to play in providing the resources for team building, management training and other forms of capacity development: "Team building and resources, depending on the needs of the school, come from business. The resources augment what we give schools. Without the funding we would be far behind."

Can district officials themselves expand the EQUIP approach to strengthening school performance? The district officials interviewed in Ekurhuleni in 2010 were confident that they will widen the reach of EQUIP processes in schools even after companies have concluded their partnership agreements:

"EQUIP will continue through the experience they have gained, but it is definitely going to help improve projects. Through the practices we have had, we've been able to identify what to change and what approach to use in schools. So it's moving from an excellent way of doing things."

CONSTRAINTS TO BUSINESS INVOLVEMENT IN SCHOOLS

One of EQUIP's goals is to provide schools with skills to continue fundraising once the EQUIP intervention has been completed. On page 36 is an example from Cloetesville, a poor community located on the outskirts of Stellenbosch in the Western Cape, that demonstrates the challenges involved in sustaining school development beyond EQUIP.

BROKERING SUCCESSFUL PRIVATE SECTOR-SCHOOL PARTNERSHIPS

The private sector's approach to school partnerships plays a large role in school improvement programmes.

Truworthis' experience with the EQUIP Programme in three schools in Nyanga, Cape Town, showed the need to build strong relationships based on mutual respect and trust. It also produced the recognition that social responsibility projects are not an avenue for marketing the company's profile and that rather, the role of all partners in the project need to be recognised.

By making each partner's role clear from the outside, mutual respect developed for each partner's sphere of expertise and authority and this led to the development of a culture of trust and reciprocity.

It was agreed that the schools would play an active role in the partnership and direct their own development. Partners reported that in return Truworthis staff demonstrated their genuine interest in the schools through probing

questions asked during visits to the schools. In some cases, Truworthis staff used their own time to locate suitable programmes such as Junior Achievers, Teen Parenting and Rapcan that addressed specific needs in the schools.

Although educators were initially apprehensive about how the partnership might increase their work loads, the focus on defining roles and building relationships enabled each school to fulfil its commitments to EQUIP and helped them build a developmental culture in each school.

Truworthis also worked 'hand-in-hand' with education department officials in the Education Management Development Centres, despite planning and communication difficulties. As a result schools had the benefit of coordinated support that ensured that the different role-players fulfilled their mandates. This led the Western Cape EQUIP Manager to comment: "Truworthis has been a true partner – supportive without being patronising."

THE CHALLENGE OF SUSTAINING SCHOOL DEVELOPMENT

Between 2003 and 2006 the Claude Harris Leon Foundation supported the EQUIP Programme in five schools in Cloetesville. The Foundation agreed to continue supporting the cluster of Cloetesville schools with which it had been working, once the EQUIP Programme came to an end in the schools. In 2005 the schools cluster put forward three proposals for continued support from the Foundation: a proposal for a community library, one for the establishment of an arts and culture centre, and one for upgrading the sports field.

Ultimately a joint decision was made that the Foundation would provide financial support for upgrading and extending the sports grounds next to a high school that was part of the cluster. In 2007, planning was reported to be at an advanced stage and included the refurbishment of the swimming pool, converting the tennis courts into netball courts and building a stadium.

Although the planned investment created enthusiasm amongst schools, divisions persisted over whether a sports complex would add value to schools and their communities in the surrounding areas. Cloetesville is a poor community that was established as a dormitory town during apartheid. It suffers from unemployment, poverty, drug abuse and gangsterism. Some educators thus suggested that South Africa is sports-mad and that the decision to develop the sports grounds may have been clouded by an enthusiasm for promoting mainstream sports. They argued that less than 10 percent of learners participated in formal sport and that it might have been more appropriate to invest in facilities that promoted a wider range of sports and recreational activities, involving larger numbers of learners.

Others argued for an arts and culture centre as an alternative that would assist learners in gaining practical skills and crafts that have the potential to be taken further as entrepreneurial ventures. In turn, this could create opportunities for children to counteract severe unemployment and the conditions of poverty faced by the community. This kind of development could also generate income for the schools and individual learners.

Ultimately the sports complex was never built and instead the available money was divided between the five schools. Each school used the money to develop sport in some way. This example shows that funders can underestimate the complexity of negotiating with different stakeholders on how the money should be used. The schools were expected to negotiate this process within the local communities, but were unable to do this. This demonstrates the complexity of sustainability within schools, which cannot be seen as being separate from their surrounding communities.



7 CRITICAL SUCCESS FACTORS FOR SCHOOL IMPROVEMENT



Each school has a variety of individual needs and even within the same environment there is huge variation between schools.

A major insight that emerged through the EQUIP experience is that schools are dynamic organisations. They are shaped not by government decree, but rather by the school leadership, the quality of their staff and by their surrounding communities. In this respect schools are not dissimilar from other organisations. Each school has a variety of individual needs and even within the same environment there is huge variation between schools.

Improvement thus occurs at different levels, with varied pace and in different ways: the 2008 EQUIP evaluation found that some schools move forward, some go backwards and some stand still for a period. For example, there may be good progress with regard to school and community relationships, but slow progress with regard to learner achievement in the same school. This has implications for the type and intensity of school support as well as for categorising schools and for assessing school improvement.

EQUIP focused support on schools that showed the potential to move forward. One of the critical factors that emerged from the evaluations is that schools need to be proactive in the partnership with companies, government and the school community. At the same time the 2006 evaluation found only a few schools were able to source additional resources, draw on additional district and provincial support and create effective inter-school and community networks.

Education department involvement through district officials emerges as another critical factor in school

improvement programmes like EQUIP. District officials interviewed in 2010 argued for a close working relationship between companies, schools and district officials:

“It’s not easy for business to venture into schools because they don’t know what difference they can make. The majority of funders forget that without district support, schools won’t cooperate so they must involve us prior to approaching schools. Through our interaction in monthly or quarterly meetings, business learns from schools and vice versa. All stakeholders are involved in looking at the impact of the programme – CSI people are involved, educators or the principals, and discuss the measurement against the baseline.”

District official, Department of Basic Education, Ekurhuleni North, interviewed in 2010

Overall, EQUIP’s experience since 1995 demonstrates that the following factors are critical to the successful collaboration between business, schools and government in regard to school improvement. How these factors are combined depends on the needs and circumstances of the school.

CRITICAL SUCCESS FACTORS FOR SCHOOLS EMERGING FROM THE EQUIP EXPERIENCE





THE ROLE OF FINANCIAL INCENTIVES

EQUIP made available a three-year incentive grant to implement the approved SDP. The grant motivated schools to achieve their development priorities and supported the efforts of the national education department to introduce participatory, locally-based school management through school governing bodies. The grant was provided by the provincial education department and/or by companies, and was administered by the provincial EQUIP board.

The 2004 evaluation found that the incentive grant provided by far the bulk of the funding available to schools for the implementation of their development plans. At that stage only 14 percent of the EQUIP schools were able to raise funds from external sources through their own efforts, even after the EQUIP training in fundraising or introductions to corporate sponsors.

Furthermore, although the incentive grant encouraged schools to 'buy-in' to the three-year process, the EQUIP experience demonstrated that individual school-based actions were not sufficient to produce all the changes required for enhanced quality performance. This led to the development of the professional development programmes that could involve educators across schools so as to strengthen their teaching competence.

CONCLUDING PARTNERSHIPS

Taking into account the different circumstances of individual schools, EQUIP found that in some cases it was unrealistic to expect all the schools to reach self-reliance within the three-year timeframe. In most cases, principals and teachers wanted EQUIP to withdraw from the project in a gradual and systematic manner.

Sometimes a degree of dependency had developed on the part of the schools, and here the risk was that an abrupt withdrawal may prompt a setback. In other cases unresolved conflict could have resurfaced, redirecting the school's focus away from curriculum delivery and quality improvement to internal staff dynamics. In this case a longer, more intensive process is required to resolve the complex issues at the school.

Some senior educators interviewed for one of EQUIP's case studies wanted EQUIP to maintain some form of contact with the schools to help consolidate the quality

improvement initiatives in progress. They suggested that EQUIP and the business partner should follow up with the schools in successive years to enquire into their performance in relation to the results of provincial assessment tests or other data pertinent to their quality improvement efforts. The research found that even limited further contact could go a long way to ensure that the donor's investment is consolidated and its gains are sustained.

THE ROLE OF THE CIRCUIT MANAGER AND SERVICE PROVIDER

The appointment of the right service provider, along with good facilitation from local education department officials, emerged from the EQUIP experience as two of the key factors for success.

In 2000, a primary school in the Western Cape was assigned a service provider by EQUIP to implement the programme. The service provider worked closely with the Education Department circuit manager responsible for the school. However, it soon became clear that the facilitator was inexperienced and that the circuit manager was not equipped to deal with the complexity of the development challenges facing the school. Both individuals continually found fault with the school in relation to the problems it experienced, but did not offer any solutions, especially not in relation to the school development plan. According to one report, "... these two individuals sowed

division amongst staff by working preferentially with a "favoured few" and marginalised the "hated" staff members involved in the school development planning process.

As a result, the school development plan was revised four times in one year. The school management team became so frustrated with the process that they threatened to withdraw from EQUIP completely. It was only once a new circuit manager was allocated to the school and a new service provider was appointed that the development process resumed.

The appropriate choice of service provider and the appointment of a new circuit manager created the conditions for the school to continue on its development trajectory. A process of thorough debate enabled management to make considered decisions about its priorities and spending options that best served the school's goals and long-term interests.



8 THE LEGACY OF EQUIP



Business involvement represents a node of energy and innovation, which extends way beyond the financial support it can bring to school improvement partnerships.

The EQUIP Programme represents one of the most enduring public-private partnerships forged in the schooling sector since 1994 and provided a platform for corporate citizens to engage with the complexity of change in education.

The programme demonstrated that a holistic approach to quality improvement in schools can result not only in greater school functionality and improved learner performance, but can also promote social cohesion and reduce inequality and dependency in schools. It also affirmed the critical role of education department district personnel in promoting and sustaining school improvement initiatives in partnership with schools and business.

It is well known that business investment in schools flows most easily towards infrastructure provision. According to Trialogue (February 2010), of the R5.1 billion contribution made through corporate social investment in 2009, R2 billion was spent on education, of which over 46 percent supported infrastructure development, the improvement of facilities, and mathematics and science programmes, and only 1 percent went towards school governance and functionality.

Nevertheless, the EQUIP Programme demonstrated that leadership and capacity development are the factors that produce the conditions which impact most effectively on the quality of learning and teaching, and build the confidence and self-esteem of educators.

While there continue to be different views on how to improve the quality of education across all schools and the role of business in this regard, governance, leadership, management and professional development remain the core issues around which the quality of education will revolve, now and in the future. As is the case in all organisations, schools being no exception, these issues require continued attention and ongoing renewal as people become more qualified, gain experience and move on. With new entrants taking their places on school governing bodies and in classrooms, the business of retooling leadership skill and professional competence remains an ongoing area for business engagement.

Business involvement represents a node of energy and innovation, which extends way beyond the financial support it can bring to school improvement partnerships. Working closely with national and provincial education departments, district personnel and schools, business can add value at the most senior levels of decision-making, as well as at the grassroots level at which schools are operating. Looking ahead, it is the NBI's intention to leverage the experience gained through EQUIP to build new partnerships for continued business engagement in education.

APPENDIX 1

THE ROLES OF THE EQUIP PARTNERS



The immediate school community – teachers, learners and parents – had the ultimate responsibility of initiating the EQUIP process.

The following description of the roles of the EQUIP partners is drawn from the *NBI Guide on EQUIP*, July 1997 (p. 23).

SCHOOLS

- Establish and nurture relationships with school partners.
- Establish school development committees and governing bodies.

- Submit school development plans for approval to provincial EQUIP Board or provincial education departments.
- Work with partners to mobilise resources and implement plans.
- Monitor results.

EDUCATION DEPARTMENTS

- At provincial level, establish provincial EQUIP Boards with business and other stakeholders, initiate EQUIP projects in needy schools, and evaluate and finance school development plans formulated by schools under the EQUIP banner.
- Introduce appropriate mechanisms and procedures to monitor progress and assess impact in schools.
- At the regional and local levels, interact directly with schools, communities and private sector partners to ensure effective implementation of the programme.

PRIVATE SECTOR COMPANIES

- Act as a catalyst to initiate EQUIP projects in one particular school or a cluster of schools. This would take the form of assisting schools to set up the necessary school development committee and prepare a development plan.
- Contract an NGO to facilitate the implementation of EQUIP in schools which the company wishes to support.
- Participate directly in school development committees, if this is deemed desirable by the school.
- Engage in the funding of particular schools or clusters of schools.

- Provide logistical support and expertise in such spheres as capacity building, committee procedures, budgeting and bookkeeping, planning, administrative systems and procedures, and fundraising.
- Engage in the funding of particular EQUIP upgrading projects designed to benefit all participating schools across a particular province.

SUPPLIERS OF GOODS AND SERVICES¹

- NGOs or companies wishing to provide a service as part of a schools' quality development initiative may approach the school with an offer of assistance. In this way, a supplier could act as a catalyst to initiate specific projects.
- NGOs or companies could also contract with school development committees to supply specific goods and services necessary for development plans already drawn up. For example, an NGO with the relevant expertise could facilitate a parent involvement workshop or a company may wish to become involved in the supply of materials or equipment for the inauguration of the adult education programmes for parents.

The immediate school community – teachers, learners (if at a high school) and parents – has the ultimate responsibility of initiating the EQUIP process. Suppliers of the goods and services (as opposed to donors) would for this reason not be full members of the school development committee, but they could still play an important supportive or advisory role.

¹ Interviews conducted with district officials in 2010 suggest that service providers involved in the EQUIP process should be jointly appointed by the company involved in the school and the district responsible for its development. Regular communication between companies, service providers and district officials is important to ensure alignment with departmental objectives.

EQUIP SPONSORS

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APPENDIX 2

ACRONYMS

ACE	Accelerated Certificate of Education
CTLI	Cape Teaching and Leadership Institute
COLTS	Culture of Learning, Teaching and Service
EMDC	Education Management and Development Centres
EQUIP	Education Quality Improvement Partnership
HDE	Higher Diploma in Education
NBI	National Business Initiative
NGO	Non-Governmental Organisation
PDP	Professional Development Programme
SDC	School Development Committee
SDP	School Development Plan
SGB	School Governing Body
SMT	School Management Team
STEP	School Transformation and Empowerment Programme
TESM	Towards Effective School Management

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