PARTNERS FOR POSSIBILITY

2019 Impact and Trends Report

Reporting period: 1 Sept. 2018 to 31 Aug. 2019
2019 Impact and Trends report

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1 Executive Summary

The 2019 PfP Impact and Trends Report provides a compendium of the activities conducted by Partners for Possibility nationally in the past year. The objective of this report is to provide an overview of the evidence for the impact of PfP for the twelve months between 1 September 2018 and 31 August 2019, according to three dimensions:

- The growing number and diversity of schools, nationally, which have been exposed to the PfP programme
- The short-term successes of the partnerships launched in 2017-2018, which reached the end of the 12-month programme during the financial year 2018-2019
- Results of an external evaluation regarding the sustainability of the PfP outcomes, five years after the intervention (as verified by JET Education, an independent M&E authority)

Key findings of the report illustrate that, despite the unfavourable economic growth in the country, PfP has successfully reached formulated programme goals including:

- A record high of 232 new partnerships
- An expanded geographic footprint across underserved communities in all nine South African provinces
- A strong representation in Primary and special-needs schools
- An increased presence in Quintile 1-3 schools
- A consistent programme completion rate of over 90%
- Overall positive feedback from stakeholders (business partners, principals) regarding the perceived benefits of the PfP programme

The diagrams overleaf summarise the main trends and impact indicators contained in this report. Trend indicators are updated every six months, while the outcomes and impact indicators are only updated once a year.
## Half-yearly trends indicators

### Inception of new partnerships

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<tbody>
<tr>
<td>Continued growth of PfP activity</td>
<td>136</td>
<td>132</td>
<td>100</td>
<td>133</td>
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<tr>
<td><strong>Partnerships launched</strong></td>
<td>(12 mths)</td>
<td>(6 mths)</td>
<td>(6 mths)</td>
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<td><strong>Provinces in which circles were launched</strong></td>
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<td>East.Cape</td>
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<tr>
<td>Gauteng</td>
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<td>Free State</td>
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<tr>
<td>KZN</td>
<td></td>
<td>Gauteng</td>
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<td>Limpopo</td>
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<tr>
<td>North.Cape</td>
<td></td>
<td>Mpumal.</td>
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<tr>
<td>West.Cape</td>
<td></td>
<td>North.Cape</td>
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<tr>
<td><strong>PfP’s growing footprint across the country</strong></td>
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<tr>
<td>% of Gauteng &amp; Western Cape</td>
<td>71%</td>
<td>54%</td>
<td>54%</td>
<td>55%</td>
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<tr>
<td><strong>PfP’s increased reach of Quintile 1-3 schools (no-fee schools)</strong></td>
<td>56%</td>
<td>59%</td>
<td>63%</td>
<td>80%</td>
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### Completion of existing partnerships

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<tr>
<td>The completion rate has been <strong>consistently above the 90% target</strong> in the last 4 years.</td>
<td>94%</td>
<td>97%</td>
<td>96%</td>
<td>92.4%</td>
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<tr>
<td>Completion rate (p/ships launched a year earlier)</td>
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### Annual outcomes and impact indicators

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<td>Both business leaders (BL) and school principals (SP) have expressed very high satisfaction levels</td>
<td>Business leaders strengthen important leadership skills</td>
<td>There is evidence of more confidence and more effective leadership practices by principals: better engagement with staff and school stakeholders</td>
<td>Principals report substantial improvement in their schools’ readiness for change: School Management Teams (SMTs) are more aligned and pro-active; teachers more resilient Observed changes are consistent with the PfP Theory of Change (and are expected to be deepened in the following years)</td>
<td>We are currently working at articulating the intended long-term impact of PfP in terms of the organisational health of schools, the resilience of their internal and surrounding communities, and the learners’ ability to grow into capable adults.</td>
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#### Metrics

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<th>2017-2018</th>
<th>2018-2019</th>
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<tr>
<td>Average rating:</td>
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<tr>
<td>BL</td>
<td>4.4/5</td>
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<tr>
<td>SP</td>
<td>4.7/5</td>
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<tr>
<td>% of principals who report improved practice</td>
<td>96%</td>
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<tr>
<td>in score:</td>
<td></td>
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<tr>
<td>- SMT Cohesiveness:</td>
<td>+1.5</td>
</tr>
<tr>
<td>- Teacher enthusiasm:</td>
<td>+1.6</td>
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<tr>
<td>- Involvement of parents / community (average)</td>
<td>+1.4</td>
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</table>

References:

- Refer to Appendix A for some qualitative and quantitative indicators of long-term impact.
2 Introduction

The Partners for Possibility (PfP) programme seeks to address the current crisis in education through a unique approach of leadership development and support for school principals, working in collaboration with other role-players in the education space. Symphonia for South Africa invites members of the business community to partner with a principal over a twelve-month period. During this time both partners are exposed to a dynamic leadership development programme, while being supported through the experience of applying new skills and knowledge in their individual schools and equipped to nurture networks of support around their schools.

Between 2010 and August 2019, Symphonia for SA has won multiple awards for its innovative response to the country’s educational challenge (see list of awards in Appendix). Over this period, Symphonia for SA launched a total of 1074 partnerships between school principals and business partners. The number of schools, learners and communities impacted is depicted in the graphic below.

A simplified PfP Theory of Change

As illustrated in the diagram on page 3 below, the PfP programme is based on the assumption that the programme takes 3-5 years to reach its full impact in the schools where it has been launched. Over the course of the first year, the foundational building blocks of principals’ skills, supportive relationships, and change projects at the school (“I”, “We” and “The Work”) are put into place. Gradually, over time, changes are effected in the school’s culture and ecosystem, leading to shifts among its various stakeholders - teachers, governing body, parents, district etc. - and ultimately among the learners.
THE PfP THEORY OF CHANGE

3-5 years

Learners - Improved academic performance
- Perform better in standardised tests (primary schools)
- Improved NCS results (past rate & quality of past)

Learners - Feelings & attitudes
- Learners feel valued & encouraged by teachers, parents & community
- Learners develop non-academic skills
- Learners are able to see a future for themselves

Learners - Equipped for adult life
- Perseverance (reduced school dropout)
- Critical thinking, problem solving & digital literacy skills
- Social & emotional skills

2-3 years, ongoing

Teachers - motivated & resilient
- Less absent, less turnover
- More connected to learners
- Engaged in professional development

Parents & Community - engaged & aligned
- Attend school meetings
- Value their children's schooling & see to learners' attendance
- Volunteer to help / donations

District - support
- Supports rather than instructs

SSA partners & others
- Ad hoc & durable partnerships with other organisations

SMT - aligned & concertive
- Collective vision & active leadership

School culture: positive energy, team spirit

SGB - engaged & equipped
- Collective vision & active leadership

Healthy school ecosystem

School Principal - confident & competent leader
- From “reacting” to “planning”
- Delegates & engages staff in decision making
- Has courageous conversations
- Promotes teachers’ unique potential
- Recognises & celebrates achievements
- Proactively collaborates with school stakeholders

1 year, ongoing

The “I” Principal’s Skills & Attitudes
- Strong learning skills
- Focus on relationships
- Mobilising stakeholders
- Agency, confidence, sense of possibility

The “We” Relationships & Social Capital
- Relationship with Partner
- Community of Practice
- Access to Symphony network
- Listening & networks & information
- Support network, innovation
- Opportunities

The “Work” Change projects at the school
- Determined by the school’s specific context & needs & the partners’ skills & networks

PIP Facilitated 12-month programme
- 3 workshops (5 days)
- 8 Community of Practice sessions
- Leadership coaching & brain sessions
- One-on-one sessions with PfP Partner
- “Assignments” / documentation
Objective of this report

The objective of this report is to provide an overview of the evidence for the impact of PfP for the twelve months between 1 September 2018 and 31 August 2019, according to three dimensions:

- The growing number and diversity of schools, nationally, which have been exposed to the PfP programme
- The short-term successes of the partnerships launched in 2017-2018, which reached the end of the 12-month programme during the financial year 2018-2019. The key results of this year are summarised in a matrix format (page 13-14)
- Results of an external evaluation regarding the sustainability of the PfP outcomes, five years after the intervention

3 Overview of the partnerships launched in 2019

This section provides an analysis of the partnerships launched in the financial year 2018-2019 (up to February 2019) and in the first six months of the new financial year (i.e. March to August 2019).

Number of partnerships launched

After maintaining its growth in 2017-2018 despite the unfavourable economic climate, PfP has accelerated its growth in 2018-2019 by launching a record high of 232 partnerships. In the first half of the new financial year (i.e. March to August 2019), the Symphonia for South Africa team launched 133 new partnerships.
From the programme’s inception in 2010 until 31 August 2019, PfP has indirectly impacted more than 25,000 educators and over 850,000 learners.

A continuation of the geographic diversification

As evidenced by the graph on the overleaf, the expansion of the geographic footprint has increased even further in the past twelve months. Subsequent to the launch of our first circle in Potchefstroom in October 2018, PfP can proudly claim to have reached all nine South African provinces.

This geographic expansion was made possible mainly by our two largest sponsors, FEMEF and DBSA, who encouraged us to extend our footprint in underserved areas. The process was abetted by the exceptional coaches who signed up to be PfP Learning Process Facilitators in these regions, and without whose contribution the expansion would not have been possible.

While Gauteng remains the largest province, with approximately 32% of new partnerships over the past eighteen months, circles are no longer merely covering the main metropolitan areas of Johannesburg and Tshwane: we have launched partnerships in more outlying areas such as Vanderbijlpark, Nigel, and Tshwane North. Commensurately, an increasing proportion of Western Cape and KZN activity has taken place away from the main metros in underserved areas such as Atlantis/Malmesbury, Pietermaritzburg and the KZN Midlands.
School profile

The PfP team is aware of the critical importance of a good Foundation Phase education and continues to place a strong emphasis on primary schools, which, over the last few years, have represented 63-64% of our partnerships. With the increase of Grade R and RR classes in schools nationwide, this means that PfP is also contributing to supporting the critical need to strengthen Early Childhood Development education in underserved regions of the country. In our effort to contribute to making reading and writing a national priority, we will continue to specifically support primary schools and in particular, ensure that the PfP schools embark on specific work on literacy and creating a culture of reading.

Moreover, while special-needs schools represent less than 2% of the country’s schools, they account for app. 5% of the PfP cohorts. At a time when the country is transitioning to an inclusive education system, the staff of special needs schools is under a lot of pressure; institutions which have built specific expertise in the needs of the population that they are caring for, are experiencing high levels of uncertainty as the school framework is being transformed. In this context, the support of PfP is proving to play a critical role in accompanying the change management processes for the leadership of those schools.
In terms of school quintiles, the share of schools classified into the national quintiles 1-3 has continued to increase. Quintile 1-3 schools are, by law, prohibited from charging school fees – and they generally serve the poorest population. But it should also be noted that the quintile 4 and 5 schools should not be discounted; the quintile 4 and 5 schools in which PfP is involved are often commuter schools which serve very under-privileged communities. They usually experience severe overcrowding and their budgets are often constrained due to the inability to collect adequate school fees from the families.

The blue line on the right chart below shows how the quintile 1-3 schools, which accounted for approximately 56% of new PfP schools in the financial year 2017-2018, have come to represent a far larger share of the PfP schools to reach 80% in the period March–August 2019. This is very encouraging because it demonstrates that the PfP programme is serving the schools and communities most in need of assistance.
Overall, PfP’s strong emphasis on literacy in primary schools, supporting the transition of special-needs schools, as well as the growing share of no-fee schools among beneficiaries, confirm PfP’s commitment to the most vulnerable and marginalised members of society.

Outlook into 2020: new areas

While the purview of schools in the main urban centres will continue to grow, the PfP team is gearing up for an increasing presence in outlying provinces.

To this end, the following new geographic areas are currently being explored as possible regions to be added for leadership circles in 2019-2020:

- Eastern Cape – Kirkwood (PE), East London, Mthatha
- Free State – Parys, Welkom
- KwaZulu Natal – Empangeni
- Limpopo – Waterberg, Groblersdal
- Mpumalanga – Kruger National Park
- Northern Cape – Kimberley, Springbok
- North West – Rustenburg
- Western Cape – Mossel Bay, Vredendal, Saldanha Bay

4 Short-term outcomes from the partnerships completed in 2018-2019

The 2018 Impact and Trends report reported on the outcomes observed from partnerships launched in the financial year 2016-2017. The 2019 Impact and Trends report updates the findings with outcomes observed in the cohort launched in the period of 1 March 2017 to 28 February 2018 (and therefore completed in the 2018-2019 financial year). In addition, this report provides programme completion data for the partnerships launched in the 6 months from 1 March 2018 to 31 August 2018. All findings are based on the analysis of internal monitoring data gathered by the M&E team of Symphonia for South Africa.

Programme completion rate

We appreciate that the success of cross-sectoral partnerships is dependent on a multitude of personal, relational and contextual factors. Inevitably, most participants experience challenges as they step out of the comfort zone of their usual work environment and learn to share and collaborate with a partner who usually hails from a very different background.

While we support every partnership as closely as possible and coach them through challenging episodes, circumstances occasionally arise that make it impossible for a particular partnership to reach the end of the programme. Our goal is that at least 90% of the school principals who start the programme will complete it twelve months later. While this is an ambitious target, we are pleased to
have reached it again, with a completion rate of 96.3% in 2017-2018 and 92.4% in the following 6 months.

Of the 136 partnerships launched between 1 March 2017 and 28 February 2018 (which reached the end of their 12-month journey between March 2018 and February 2019), 116 (85.3%) experienced the PFP journey as intended and without unforeseen complications. Twenty partnerships experienced specific challenges which required an intervention from the PFP team: In twelve of the cases, the issues experienced were related to the business partners’ ability to complete the programme. With six partnerships the issues were related to the principals’ ability to commit, and in the remaining two instances the challenges were unclear. The results were as follows:

- In fifteen of the twenty problematic partnerships, intervention by the PFP team enabled the principal to complete the year (“reengineered”). In most cases (ten), the partnerships were restructured; either the principals completed the year with a new business partner, or a new principal was recruited to replace the previous one and completed the year. Five more of the reengineered partnerships completed either without the business partners, or at a different school (and the principals derived important benefits from their participation).
- Three partnerships were discontinued entirely, and two business partners completed the year without their principals – which we count as non-completion from the point of view of the principals.
Regarding the 132 partnerships launched between 1 March and 31 August 2018 (which reached the end of the programme between March and August 2019), complications have been a bit more frequent, with only 105 partnerships (79.5%) experiencing a standard PfP journey.

Two notable challenges faced included the ZF Mgcawu District's withdrawal of authorisation for principals to participate in the programme halfway through the year, and some unforeseen flaws in the recruitment process in one of the Tshwane circles. We have drawn lessons from the abovementioned setbacks and are hoping to avoid a similar situation in future.

Despite the challenges faced, **the completion rate remains above our target of 90%**.

**Stakeholder perceptions**

The satisfaction levels of school principals and business partners who have participated in the PfP programme is assessed through a post-programme survey. All PfP participants are asked to rate their satisfaction regarding various aspects of the programme and to provide feedback about the outcomes they have experienced. Both principals and business partners are asked to rate their overall satisfaction with the PfP programme on a five-point Likert scale.

131 partnerships completed the programme in 2018-19. From this cohort we received 62 responses from principals (47.3% response rate) and 71 from business partners (54.2% response rate). The results show that the large majority of respondents found the programme to be substantially beneficial to their leadership and to the schools: The average rating given by principals was 4.5/5 while the average by business partners was 4.4/5. These results are not materially different from the average scores obtained in the previous financial year.¹

¹ Note that the average ratings given by school principals are usually slightly higher than the ones given by business leaders. This could be explained by a general lack of exposure to leadership development interventions in schools.
**On a scale of 1 to 5, this is how the Principals and Business Partners have rated the programme.**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Principals</th>
<th>Business Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>4.6</td>
<td>4.4</td>
</tr>
<tr>
<td>Very good</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could be better</td>
<td></td>
<td></td>
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<tr>
<td>Poor</td>
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*Note: this refers to the 131 partnerships which have completed PfP in 2018-19. Response rate: 47.3% for principals and 54.2% for business partners

The pie charts below show the principals and business partners’ perceptions of the programme

Of the 62 responses, 61 (98%) of the principals indicated that they found the programme “definitely beneficial” with all 62 (100%) signifying that they would “definitely” recommend the PfP programme to other principals. In addition, 52 (84%) of the principals indicated that they “definitely” intend to continue their partnership beyond the 12 months of the programme.

*based on 62 responses
‘The three workshops on Time to think, Flawless Consulting and Community Building gave me practical approaches in dealing with some of our toughest issues at school, like getting more parents to attend parent meetings.’

Principal Antwi Frederick, Summat College, Tshwane

Similarly, business partners also expressed very high satisfaction with the programme. Of the 71 responses, 65 (92%) of the business partners reported that their participation in the programme was “definitely” beneficial. 61 (86%) would “definitely” recommend PfP as a leadership development programme to other business leaders. Lastly, 57 (80%) signified the intention to maintain their partnership beyond the facilitated year.

The willingness of the vast majority of business leaders, who often operate under very high pressure in their workplace, to remain involved with their principals beyond their initial commitment of 12 months, confirms that the PfP programme does create ‘shared value’ and a sense of mutual benefit. Moreover, retrospective evaluation evidence confirms that the continued support of school principals by their business partners is not just an intention but does indeed translate into sustained relationships subsequent to the end of the formal PfP process. This suggests that PfP is successful in creating durable cross-sectoral relationships. This is an essential design element of the PfP programme, and we believe that these durable relationships are a critical factor enabling sustainable impact in the schools.

‘I have greatly acquired more knowledge on thinking skills, contractual conversations and community building’

Business Partner Grace Sibara, Polokwane

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2 From those who responded “possibly”, many indicated that they would recommend PfP as a programme geared to build a thorough understanding of the challenges faced by the education sector, or as an opportunity to give back to needy communities, rather than as a leadership development programme.

3 Refer to Annexure A

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*Based on 71 responses
**Short-term outcomes in the schools**

While most of the impact in PfP schools only becomes apparent two or more years after principals join the programme, we ask participating principals to estimate how much their schools have benefited from the programme within the first year. Although they may have worked on many other focus areas at their schools, we ask them to give specific feedback on the four key levers which we have identified, in line with organisational development theory, as the critical enablers of “readiness for change” in schools: (1) the Principal’s confidence, (2) the School Management Team’s degree of alignment and cohesiveness, (3) the Teachers’ enthusiasm and resilience as well as (4) the Parents’ and Community’s involvement. Our experience, over the past ten years, has taught us that these four enablers are key to the sustainability of PfP’s impact in schools.

A comparison of the “before” and “after” ratings shows that, while there is still room for improvement, principals feel that their school has made clear progress in all four target areas of the PfP programme.

The survey results show very significant gains in principal confidence (+1.4), SMT cohesiveness and teacher enthusiasm (+1.6 for both) and a slightly more modest gain in the level of involvement of parents of community (+1.2). This is in line with our Theory of Change, as we recommend to our partners to foster alignment and engagement of internal staff teams before turning their attention to mobilising the parents and community members.

Depending on the contextual circumstances of each school, it is expected that not every school will reach a sufficient degree of internal team cohesiveness within the 12-month period to warrant efforts on broader stakeholders like parental and community involvement. Based upon the extent to which they maintain an active partnership beyond the initial 12 months, they may then further progress on parental involvement in the following year.
I have learnt a lot from my partner. We worked together to identify areas that need development at the school, and we drew an action plan together. Up to this far, I am happy with the progress. The workshops I have attended also have empowered me on my managerial and leadership skills.

Principal Moipone Sam, Intsebenziswano Senior Secondary School, Philippi / Cape

I am now able to work as a team with my staff, parents and learners though this is taking time. School results are improving ever since I have joined this programme. Teachers are working an extra mile trying to assist the learners. The school infrastructure is also improving; I can see that the school will be a child friendly environment.

Principal Xoliswa Congota, Linge Primary, Nyanga / Cape

‘There has been an establishment of positive relationship first with my Senior Management Team then teachers, parents, non-teaching staff and neighbouring schools. Partners for Possibility has taught me, among other things, to share the vision, challenges and values other people’s advices. It has brought me, as the principal, closer to other principals especially those that are part of PFP programme. The PFP programme has benefited the institution in many ways.’

Principal Nhlanhla Mbele, Groutville High School, KZN North Coast

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4 The number of responses for this section of the survey differs as one of the 62 responding principals skipped the questions pertaining to the impact at the school.
Short-term outcomes for the business partners

Our post-programme survey for business partners asks them to indicate the extent to which PfP has impacted their level of competence in six key leadership skills (considered by the Center for Creative Leadership to be the most important leader competencies in Africa⁵). As the chart below shows, the feedback from business partners indicates that their strategic perspective (+0.8), the ability to build collaborative relationships (+0.9), participative leadership (+0.8) and change management (+0.7) are the skills most strongly developed by the PfP programme. Again, these results are very similar to the ones obtained last year.

![Chart showing business partners' self-reported level of competency in six key leadership skills]

*Based on 68 responses⁶

**PfP gave me an understanding of some of the socio-economic challenges that Principals face, mostly in previously disadvantaged public schools**

Business Partner Rebecca Malete, Johannesburg

It’s been a life changing experience. Not only has it allowed me to give back to an underprivileged school, but through this process I have greatly benefited and grown as a Manager.

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⁶ The number of responses for this section of the survey differs as three of the responding business partners skipped the questions pertaining to their leadership skills.
These outcomes are an important indicator of PfP delivering our understanding of “shared value”, which embraces a shared social purpose in co-creating a more equitable, caring and joyful future for South Africa. As a result of this symbiotic programme model, the schools and the partners benefit equally. We have found that the willingness of business partners to learn and grow their skills on the programme is a critical requirement for a partnership to take place in a spirit of equality and reciprocity, instilling shared value as well as shared values. This leads to more durable relationships and, we believe, more sustainable impact.

‘It has been beneficial to me in so many ways. It has completely changed me and the perception I had about rural schools in SA.’

Business Partner Samantha Jooste, KZN North Coast

‘The training and engagement with the principles have benefitted me in my business and opened my eyes to the challenges that primary schools face in Cape Town.’

Business Partner Tim Holmes, Cape Town

‘From the training that we attended, the engaging a different landscape and applying these principles in my life, the school and my work’

Business Partner Phindile Patricia Dlamini, Johannesburg.
5 Summary of trends & impact data

The diagrams below and overleaf summarise the main trends and impact indicators contained in this report. Trend indicators are updated every six months, while the outcomes and impact indicators are only updated once a year.

Half-yearly trends indicators

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<td>Partnerships launched</td>
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<td>132 (6 mths)</td>
<td>100 (6 mths)</td>
<td>133 (6 mths)</td>
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<td>PfP’s growing footprint across the country</td>
<td>Provinces in which circles were launched</td>
<td>East.Cape</td>
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<tr>
<td></td>
<td>% of Gauteng &amp; Western Cape</td>
<td>71%</td>
<td>54%</td>
<td>54%</td>
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<td></td>
<td>PfP’s increased reach of Quintile 1-3 schools (no-fee schools)</td>
<td>Share of Q1-3 among new partnerships</td>
<td>56%</td>
<td>59%</td>
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<tr>
<td>Completion of existing partnerships</td>
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<tr>
<td>The completion rate has been consistently above the 90% target in the last 4 years.</td>
<td>Completion rate (p/ships launched a year earlier)</td>
<td>94%</td>
<td>97%</td>
<td>96%</td>
</tr>
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</table>
Both business leaders (BL) and school principals (SP) have expressed very high satisfaction levels. Business leaders have strengthened important leadership skills. Principals have acquired skills in listening, stress management, contracting, and consulting. There is evidence of more confidence and more effective leadership practices by principals: better engagement with staff and school stakeholders.

Principals report substantial improvement in their schools’ readiness for change: School Management Teams (SMTs) are more aligned and pro-active; teachers are more resilient. Observed changes are consistent with the PfP Theory of Change (and are expected to be deepened in the following years).

We are currently working at articulating the intended long-term impact of PfP in terms of the organisational health of schools, the resilience of their internal and surrounding communities, and the learners’ ability to grow into capable adults.

### Metrics

#### Average rating:

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<tr>
<td>BL</td>
<td>4.4/5</td>
<td>4.4/5</td>
</tr>
<tr>
<td>SP</td>
<td>4.7/5</td>
<td>4.6/5</td>
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</table>

#### BL’s score:

- **Change management**: +0.8
- **Collaborative relationships**: +0.9
- **Participative**: +0.7

#### % of principals who report improved practice:

- 96% in 2017-2018
- 97% in 2018-2019

#### SMT Cohesiveness:

- 2018-2019: +1.5
- 2018-2019: +1.5

#### Teacher enthusiasm:

- Involvement of parents / community:
  - 2018-2019: +1.6
  - 2018-2019: +1.6

#### Learner readiness:

- (average): +1.4
- (average): +1.2

Refer to Appendix A for some qualitative and quantitative indicators of long-term impact.
6 Conclusion

The period under review (September 2018 to August 2019) has been another exciting year of growth and consolidation for Partners for Possibility, with an increasing presence in the most underserved areas of South Africa.

As in the past, this year’s evidence points to a high delivery quality; the completion rate remains above our target and the participants’ levels of satisfaction have remained consistently high.

With the help of external evaluators, we are continuing to grow the body of evidence about the long-term impact of PfP on participating schools, their staff and their learners, as well as on the businesses that take part in the journey – and ultimately, the social fabric of South Africa. We are grateful to our funders for their continued support which made this impact possible.

Above: Selected partners from the DBN9 circle at their celebration event
Appendix A: Evidence from an external evaluation of 2014 partnerships

This section presents the findings from an independent retrospective evaluation of schools that participated in the Partners for Possibility programme in 2014. The retrospective evaluation was one component of a fully independent external evaluation funded by the FEM Education Foundation.

Context: the evaluation conducted by JET Education Services

At the end of 2018, the FEM Education Foundation (FEMEF) commissioned JET Education Services (JET) to undertake a fully independent evaluation of PfP, comprising of a retrospective evaluation of partnerships which joined the PfP programme in 2014, as well as a longitudinal evaluation of partnerships launched in 2018-2019. The retrospective evaluation was completed in 2019; the other components of the evaluation will only be completed towards 2022.

For the retrospective evaluation, JET used a combination of qualitative and quantitative methods to determine if there is evidence of school- and learner-level changes in schools that participated in the PfP initiative. This included an investigation into various layers of the schools: school principal, SMT and teachers, parents and community, and learners – including a review of the change in learners’ academic outcomes, compared to control groups.

Summary of qualitative findings

The qualitative findings of the evaluation were very positive overall:

- A number of principals mentioned significant changes in leadership style, and greater collaboration in school. All of the principals valued the professional development value of the programme, and in many cases the relationship with the business partner is regarded as valuable enough to sustain after the end of the PfP programme.
- There is strong qualitative evidence that the anticipated in-school changes take place after the PfP initiative. For example: Principals are seen to become more participatory, meetings become more focused on key educational issues, the staff responds well to these changes and become more motivated. These changes do not occur in all schools, and sometimes also in conjunction with other factors.
- The evaluation shows that a number of the principals maintain contact with the business partner or with the principals in the PfP Community of Practice. In a significant number of the schools the partnership projects were maintained or sustained five years after.

Specifically, the evaluation revealed that:

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7 JET Education Services is an independent, non-profit organisation that works with government, the private sector, international development agencies and education institutions through Research, Implementation and Monitoring and Evaluation. [https://www.jet.org.za/](https://www.jet.org.za/)
• Significant and sustained changes in the principals’ leadership practices were confirmed in 96% of the schools.
• In 69% of schools, SMT members also felt that significant changes had taken place for them
• A large proportion of interviewed teachers (59%) confirmed that the participation of their principal in the PfP programme had led to definite positive changes for them as teachers.
• Positive improvements at community-level (such as greater parental involvement and community contributions) were confirmed in 50% of the schools.
• A large number of the partnership projects that were initiated with the PfP programme were still sustained four-five years after they were implemented.
• Four years after the end of the PfP programme, at least 42% of the principals indicated that they are still in relationship with the Community of Practice set up under the PfP initiative, and about 63% said that they still have contact with the business partner.

The evaluation found that the 2014 PfP programme was conducted in schools which face typical challenges related to their infrastructure, resources, school politics and social issues, and that PfP has the potential to help schools address some of these issues.

Summary of quantitative findings

The JET team used systemic data from Western Cape primary schools, as well as high schools’ matric data, to compare the change in performance of PfP schools with that of comparable control schools.

As the graphs below show, the evaluation’s results suggest that statistically significant results were found when comparing the improvement in grade 6 language results to a comparison group. This might relate to the fact that a number of the partnership projects implemented in the 2014 cohort had a literacy focus. These results were observable when the 2013 results were compared to the 2015 results, in other words a change was already observable one year after the end of the PfP initiative.

Specifically, the evaluation found the following:

• While on average, the performance of learners in PfP primary schools improved more than in the control groups, for all four tests considered (Grade 3 and 6, language and mathematics), only the greater improvement in Grade 6 language was found to be statistically significant.
• JET also found that the improvement in Grade 6 language scores seems to emerge 2 years after the programme.
• In secondary schools, the average decrease in matric pass rate was slightly more contained in PfP schools than in comparable schools, however the difference is not statistically significant across all control groups.
• The reduction in the number of Grade 12s who wrote the matric exam was in line with most control groups.

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8 As a context for these findings, it is useful to understand that, in the timeframe used by JET for the study, Western Cape primary schools generally improved their systemic results; and across secondary schools in South Africa, there was a decrease in both the matric pass rate and in the number of matric learners who wrote the matric exam.
The charts below summarise the quantitative findings of the evaluation with regard to the learner performance in primary schools and high schools. These early results will have to be confirmed by an examination of larger samples.

**Limitations**

The evaluators noted some limitations caused by the **small sample size** (thirty-four schools in total, but the effective sample sizes for primary and secondary schools was about half of that). The small sample size means that the estimate of the study is very imprecise and that no firm conclusions can be derived from such a study. Even if one were to get some statistically significant results, these could occur due to chance. This is because a small sample size is associated with low statistical power. This refers to both the primary school and secondary school analyses. Also, extreme or outlying results are likely to skew the results in a small sample. The trends over time are broadly parallel with the overall which makes it difficult to attribute such achievement to the intervention.

Another limitation was the **lack of continuity**: Eleven of the thirty-four sampled schools had a change in principal within the period - most of these principals resigned or retired. 82% of these principals left their schools in 2018, i.e. 4 years after the PfP programme. The evaluators noted though that, since 2016-2017, PfP has introduced measures to attract principals who are willing to commit to their school for at least a three-year period.
Appendix B – Our partnership enablers in the reporting period

ABSA BANK 99er Cycle Race
ABSA Bank Limited
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ANA FORSSMAN
AON SOUTH AFRICA
ASSMANG Limited
ASTRAL OPERATIONS Ltd
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BATSUMI AIRPORT VENTURES
BEE EMPOWERMENT
BELLA MARY MOKWETSI
BIRDS MEDICAL SCHEME
BLACK MOUNTAIN MINE
BLUE FALCON 140 (RF)
BRUNSWICK
CAPE WINE AUCTION TRUST
CAPITAL PROFUND
CAPITEC FOUNDATION TRUST
CATHALIJNE BOL-OUĐIJK
CHOMA MATHIBA COLLECTIONS
CIRCLE COMPONENTS
CITADEL INVESTMENT SERVICES
CONTOUR LOGISTICS
COOPER TRUST
CORONATION ASSET MANAGEMENT
DBSA
DE BEERS
DE BRON BOERDERY
DIANE ATHERTON
DOROTHY ANN FOUNDATION
DOUGLAS – JONES
ECONO FOODS
ECONOMIC DEVELOPMENT SOLUTIONS
EFFICIENT FINANCIAL SERVICES
EMINENT WEALTH
ESKORT
EXXARO RESOURCES
FAMOUS BRANDS
FCC HUMAN CAPITAL
FEDERAL AIRLINES
FEM EDUCATION FOUNDATION
FIRST NATIONAL BANK
FIRSTRAND VOLUNTEERS
FREDERICK WARTENWEIL
FREY’S FOOD BRANDS
GLOBAL GIVING FUNDS
GOING AFRICA
GSA TRADERS
HARRAH ENTERPRISES
HESTONY TRANSPORT
HULAMIN OPERATIONS
HUMULANI EMPOWERMENT TRUST
ICJ KONSULTANTE
JIMMY AUGOUSTI
JLM DISTRIBUTORS
KARI GREENE
KONICA MINOLTA BUSINESS SOLUTIONS
LIBERTY COMMUNITY TRUST
LIBERTY FOOD SERVICE
GAUTENG
LIMARCO 77 (RF)
LIQUOR RUNNER JHB
LYNCA MEATS
MAPULA TRUST
MASSCASH (JUMBO)
MEGAN PALMER
MERRILL LYNCH SA
MICHAEL GEORGIU
MICHAELHOUSE COMMUNITY PARTNERSHIP TRUST
MMI HOLDINGS
MPACT PLASTICS
MULTIKNIT
MULTOTEC
NATURES GARDEN
NEDBANK FOUNDATION TRUST
NETAFIM
NOVA REFRIGERATION & CATERING
NOZIHLE CONSTRUCTION AND PROJECTS
NUTRIFEEDS
OFM
OLD MUTUAL LIFE ASSURANCE COMPANY (SA)
OTTO BROTHERS
PACIFIC WEST
PETRA DIAMONDS
FOUNDATION NPC
PIONEER FOODS
QATAR FOUNDATION FOR EDUCATION
R B HAGART TRUST
RAISINS SOUTH AFRICA
REMGRO LIMITED
ROBERT NIVEN TRUST
ROLF-STEPHAN NUSSBAUM FOUNDATION
RUDOLF GOUWS
SABRE SLITTING
SASOL OIL
SCANMIN AFRICA
SCOR AFRICA
SELECT SACS SA
SIBONGILE NYOKANA
SIMITHI ECO ESTATE
HOMEOWNERS ASSOCIATION
SIMON FRANCIS
SOLLAN GROUP SA
SOLAR CAPITAL DE AAR
COMMUNITY TRUST
SOVEREIGN FOODS
SOUTH AFRICA MINT COMPANY
STADIUM HEAD OFFICE
STELLENBOSCH SUPERSPAR
SPEEDY FINANCIAL SERVICES
SPHERE HOLDINGS
SULLIVAN O’CARROL
SUN INTERNATIONAL MANAGEMENT
SWARTLAND SOLAR
COMMUNITY TRUST
SWISS RE
TASTY PASTRY PIES
TC BUSINESS
THE ABE BAILEY TRUST
THE GREENCAP SECTOR DEVELOPMENT AGENCY
THE JULIE CUSSONS CHARITABLE TRUST
THE LOMBARDI F C TRUST
THE WORKPLACE
TRAFALGAR PROPERTY MANAGEMENT
TSHEPO MAKELANE
TWEELING BOERDERY
UNILEVER SOUTH AFRICA
VARYMIX NINETEEN
VISA USA
WESBANK
XINA SOLAR ONE
### PFP 500 & PFP 2000 Supporters

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### In-kind partners

- DHL
- IQ BUSINESS
- NIMBLE GROUP
- ORNICO

Special acknowledgement to all for the generous donations and sponsorships which allowed PFP to have an impactful 2019!