



# UFS Schools Partnership Projects

2013 – 2020



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# Introduction

To have an impact on the youth of South Africa is an extremely important objective for the University of the Free State. This statement is not only valid for the young intellectuals who have the opportunity to qualify themselves through tertiary studies, but also for the disadvantaged communities exposed to poor education. The UFS Social Responsibility Projects serve as the vehicle to address this social injustice.

The UFS Social Responsibility Projects has established itself as an agent of change in, and friend of, disadvantaged communities. In an alliance with sponsors who embody compassion and integrity, we respond to the obligation to positively impact the future of South African youth. Our passion is to open opportunities and bring purpose to gifted learners born in circumstances they did not choose, by being leaders in school change. We believe that this contribution to develop the social capital within communities will prove to be a stabilising factor in deprived families, educational institutions, and the social structure of South Africa.

We foster sensitivity to diversity and inclusion in the execution of all our initiatives. The high standards we hold our teachers, learners, and students to, serve as basis for the success of our endeavours.

The Schools Partnership Projects (UFS SPP) is a division of the Social Responsibility Projects at the UFS that focuses on the improvement of the efficacy and quality of school management, subject teaching, and learner development. We make use of well-trained and experienced mentors who visit project schools on a daily basis. Personal encouragement and professional support are provided to principals and teachers to enhance their skills and knowledge.

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# Demographics and Summary of Activities

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STERKSPRUIT (continue)						
2015-2020	Nompumelelo	SSS	Sterkspruit	CHIETA Anglo American Nedbank	School Management, Mathematics	Mentors visit teachers, SMT members and principals in schools and assist them with coaching, mentoring, resources, encouragement, and administration Mentors present workshops where necessary. Collaborate with SAs
SECUNDA, BETHAL, LEANDRA						
2014-2015	Chief Ampie Mayisa	SS	Leandra	SASOL	School Management Natural/Physical Sciences Mathematics	Mentors visit teachers, SMT members, and principals in schools Assist them with, coaching, mentoring, resources encouragement, and administration
	Vukuqhakaze	SS	Bethal			
	Mzinoni	SS	Bethal			
	Dr AD Nkosi	SS	Bethal			
	Kusasaletu	SS	Secunda			
JAGERSFONTEIN, JACOBSDAL						
2014-2016	Boaromelo	CS	Jagersfontein	Itumeleng Trust	School Management	Mentors visit teachers, SMT members, and principals in schools and assist them With coaching, mentoring, resources, encouragement, and administration
	St Lawrence	PS	Jagersfontein			
	Jagersfontein	MS	Jagersfontein			
2017- 2020	Holpan	IS	Jacobsdal	Trim Tab	School Management, ICT	
	Phambili	IS	Jacobsdal			
2014- 2016	Ikanyegeng	SS	Jacobsdal	Chieta/ Itumeleng Trust	Management, Mathematics, Physical Sciences	
KROONSTAD, VILJOENSKROON, PARYS, VREDEFORT, SASOLBURG						
2014-2016	Motswela	SS	Kroonstad	De Beers	School Management English LOLT Mathematics	Mentors visit teachers, SMT members, and principals in schools and assist them with coaching, mentoring, resources, encouragement, and administration
2014 - 2017	Dr Reginald Cingo	SS	Kroonstad			
	Thabang	SS	Viljoenskroon			
	Yakhisizwe	SS	Parys			
	SSS Paki	SS	Vredefort			
	Cedar	SS	Sasolburg	SASOL	School Management Natural/Physical Sciences English LOLT Mathematics	
	Iketsetseng	SS	Sasolburg			
	Nkgopoleng	SS	Sasolburg			
	Vaalpark Articon	SS	Sasolburg			
LE Notsi	SS	Deneysville				
2014 - 2016	Seeisoville	PS	Kroonstad	FNB	School Management	Mentors visit principals in schools and assist them with coaching, mentoring, resources, encouragement, and administration
	Reaitumela	PS	Kroonstad			
	Renyakalletse	PS	Viljoenskroon			
	Adeline Meje	PS	Viljoenskroon			
	Ntshwepepa	PS	Parys			
	Selogilwe	PS	Parys			
	Tataiso	PS	Vredefort			
	Mokwallo	PS	Vredefort			
	Theha Setjhaba	PS	Sasolburg			
Malakabeng	PS	Sasolburg				
WELKOM, ODENDAALSRUS						
2014 - 2016	Lehakwe	PS	Welkom	FNB	School Management	Mentors visit teachers, SMT members, and principals in schools and assist them with coaching, mentoring, resources, encouragement, and administration
	Setshabelo	PS	Welkom			
	Hlolohelo	PS	Welkom			
	Rheederpark	PS	Welkom			
	Lemotso	PS	Welkom			
	Lenyora	PS	Welkom			
	Moremaphofu	PS	Welkom			
	Thusanong	PS	Odendaalsrus			
	Itumeleng	PS	Odendaalsrus			
Marobe	PS	Odendaalsrus				

For a summary of the number of schools, number of teachers and number of learners influenced by the UFS Schools Partnership Projects, see fig. 1.

SASOL

FNB

DE BEERS

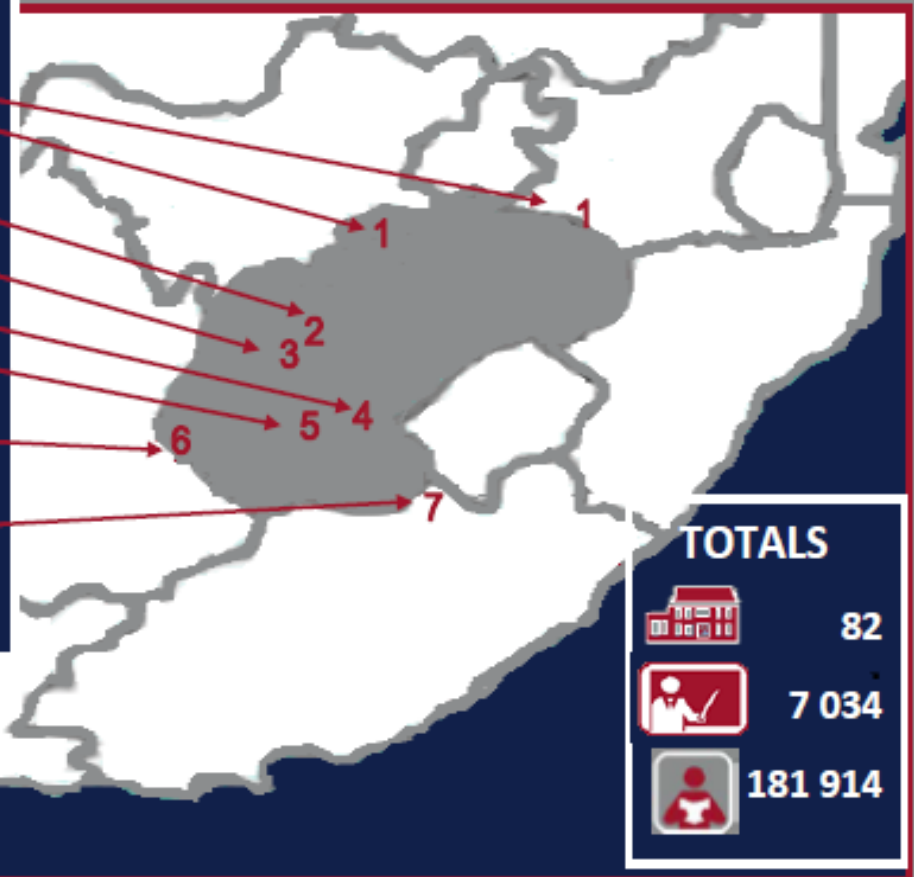
OLD MUTUAL

ABSA/CHIETA /UFS

TRIM TAB

ANGLO AMERICAN/

NEDBANK/CHIETA



SASOL 1



ABSA/CHIETA/UFS 5



FNB 2



TRIM TAB 6



DE BEERS 3



ANGLO AMERICAN / NEDBANK /  
CHIETA 7



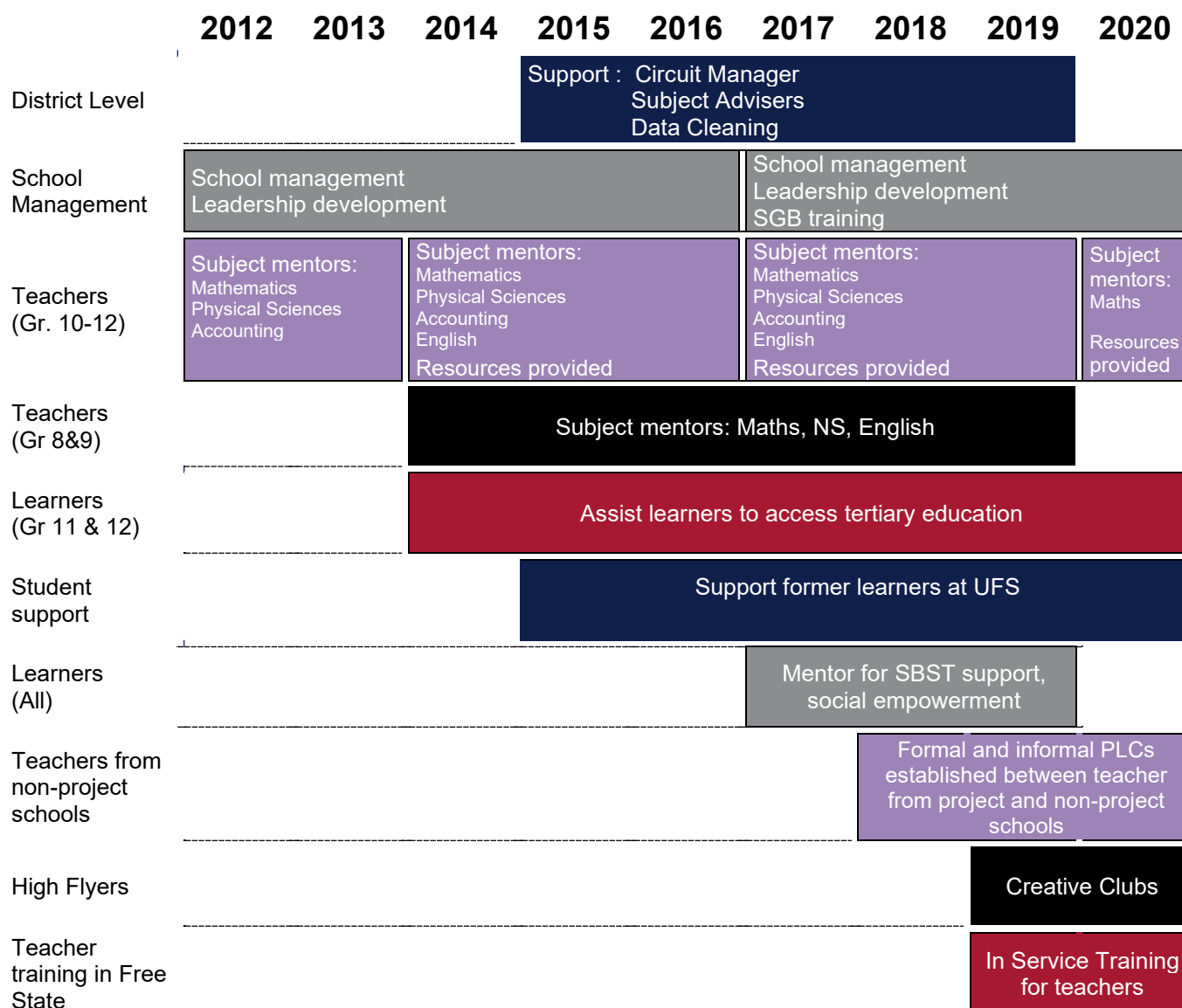
OLD MUTUAL 4



- The numbers were obtained by adding the number of teachers and learners that were present at the schools for each of the years that mentoring took place in the schools
- The numbers of the learners in the Mpumalanga schools that formed part of the SASOL project were not available
- An estimated number of teachers were calculated for the number of teachers in the schools in the Sterkspruit area

The UFS SRP expanded and increased the spectrum of interventions in communities since its foundation. For a visual summary, see figure 3

*Figure 1: The number of schools, number of teachers and number of learners influenced by the UFS Schools Partnership Projects from 2013 - 2019*







*Figure 2: A visual summary of the implementation of the different projects of the UFS SPP*

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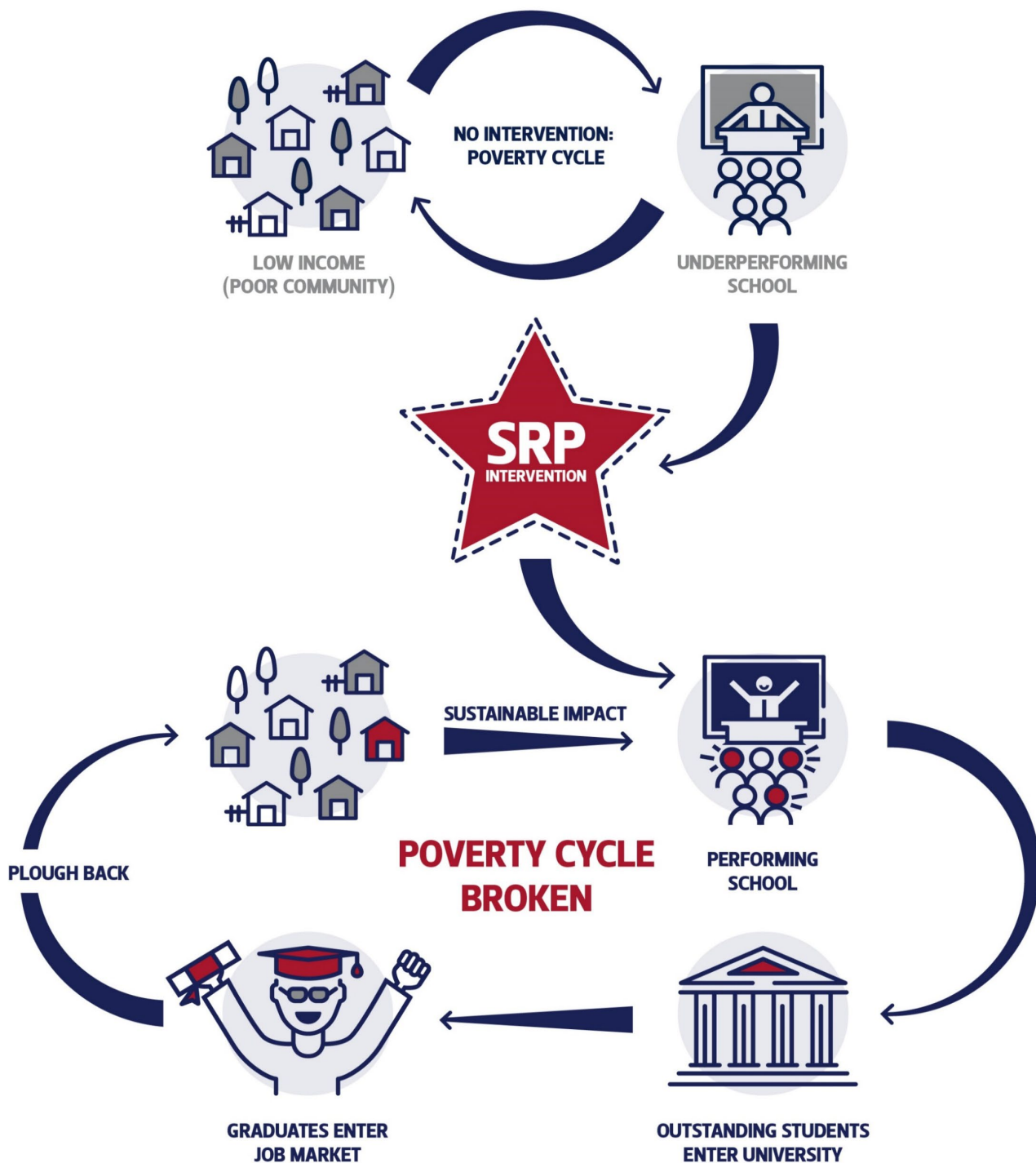
# Breaking the poverty cycle in communities

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## 2.1 The UFS Schools Partnership Project's contribution to break the poverty cycle in communities

The UFS Schools Partnership Projects contribute to the **break of the poverty cycle** in communities. Without intervention in township schools, learners from poor communities often access underperforming schools, and consequently have **no hope** for anything better than the circumstances they came from.

With an intervention like the UFS SPP, the school can be transformed into a performing school and give rise to hope in learners for a **better future**. The mentors at the project school assist **learners with potential** to apply at the UFS for tertiary education and bursaries, obtain a **qualification** and enter the job market. Once a former learner obtain a job, they are able to **plough back** financially into their communities and inspire others who know them to do the same. See figure 3 for a diagrammatical explanation of the UFS SRP's contribution to break the poverty cycle in communities.



*Figure 3: Schools Partnership Projects' contribution to break the poverty cycle in communities*

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# Lessons Learnt

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### 3.1 Lessons Learnt: Schools Partnership Projects

- a. The subject mentors is in a better position to assist teachers when they became more acquainted with the climate in the schools and the personal circumstances of the teachers.
- b. The management mentors improved their assistance by becoming acquainted with the unique challenges at each of the project schools.
- c. Many challenges at the schools exist because of the social circumstances in which the learners find themselves.
- d. Providing the learners, and to a certain extent the teachers, with hope for a better future is an essential part of the project.
- e. The learners needed assistance to apply to tertiary institutions.
- f. Explaining bachelor passes and Admission Points (AP) are very important, since the learners do not have any prior knowledge of these matters.





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# Highlights and Impacts

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## 4.1 Improvement of the Grade 12 results

### 4.1.1 Overall passes, bachelor passes and distinctions

The pass percentages for the project schools initially improved, but in 2014, the Department of Education introduced the CAPS curriculum and the progression legislation. The legislation allowed learners to write the NSC exams without passing Grade 11 and in some instances Grade 10. With the assistance of the management mentor, the principals learnt to manage the risk (see fig.4).

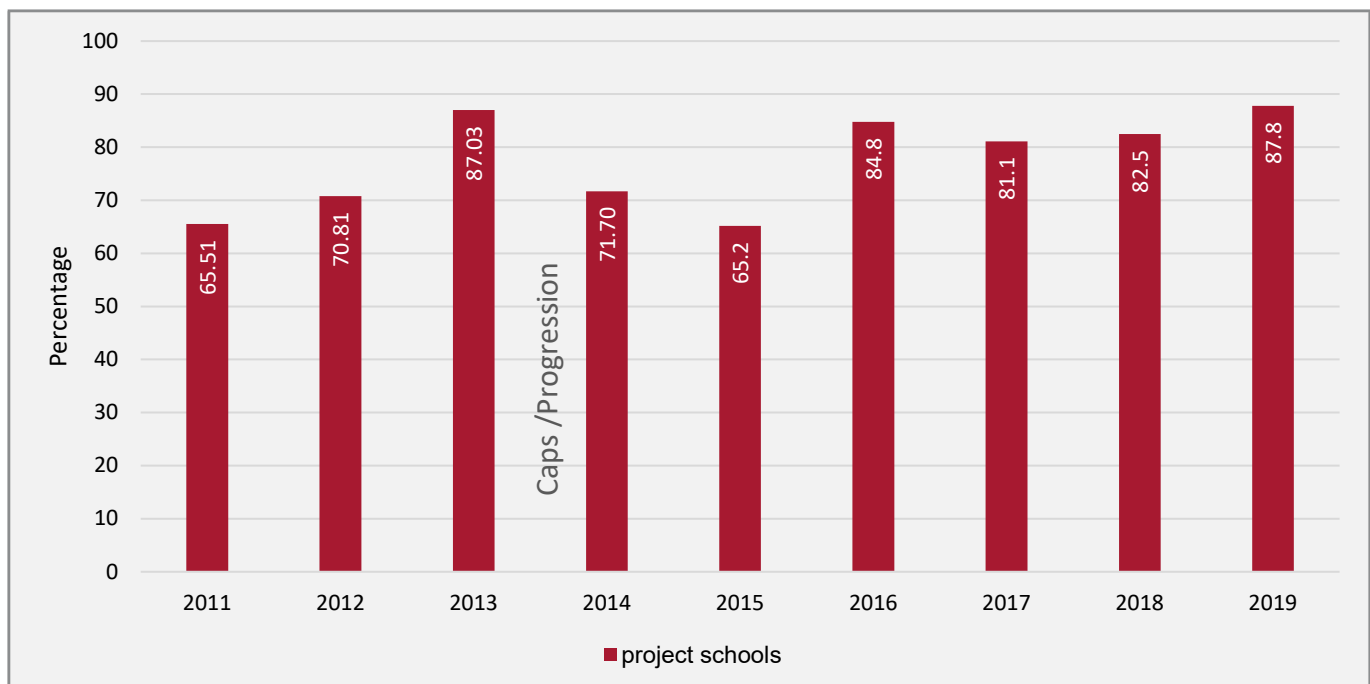


Figure 4: The pass percentages for the project schools in Botshabelo and Thaba 'Nchu for 2011 to 2018

Although the SRP is involved in the Sterkspruit area in the Eastern Cape since 2015, a new project started in 2019. Fig. 5 shows the combined pass percentages for the project schools, district (which include former model C schools) and province. The results of 2018 serves as a baseline.

The objective of the SPP is to increase quality passes to deliver quality students at the UFS. We therefore do not lean on pass rate as main indicator of the success of the project, but rather the bachelor pass rate and distinctions. For the bachelor pass percentages obtained for the different projects, see fig.6 to 8.

The percentage distinctions obtained is also an indication of the quality of the NSC passes in the project schools (see fig. 9).

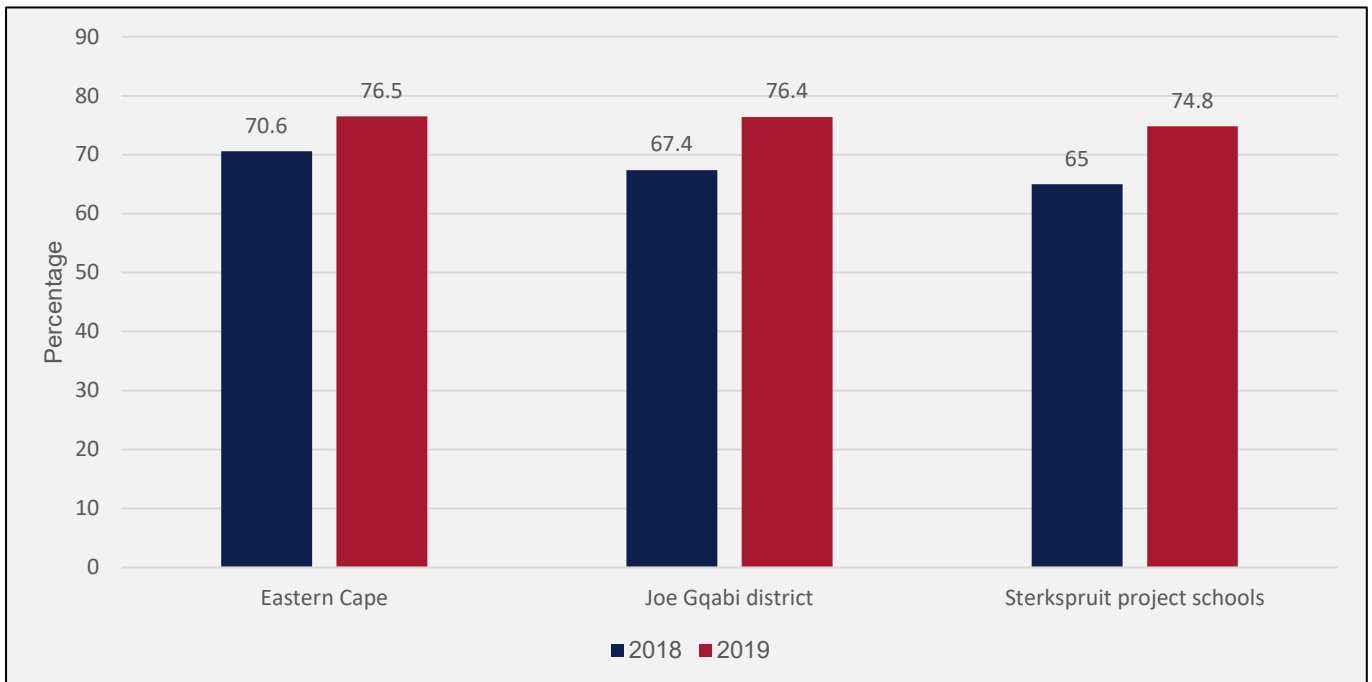


Figure 5 :The overall pass percentages for the Eastern Cape, Joe Gqabi district, and the Sterkspruit project schools

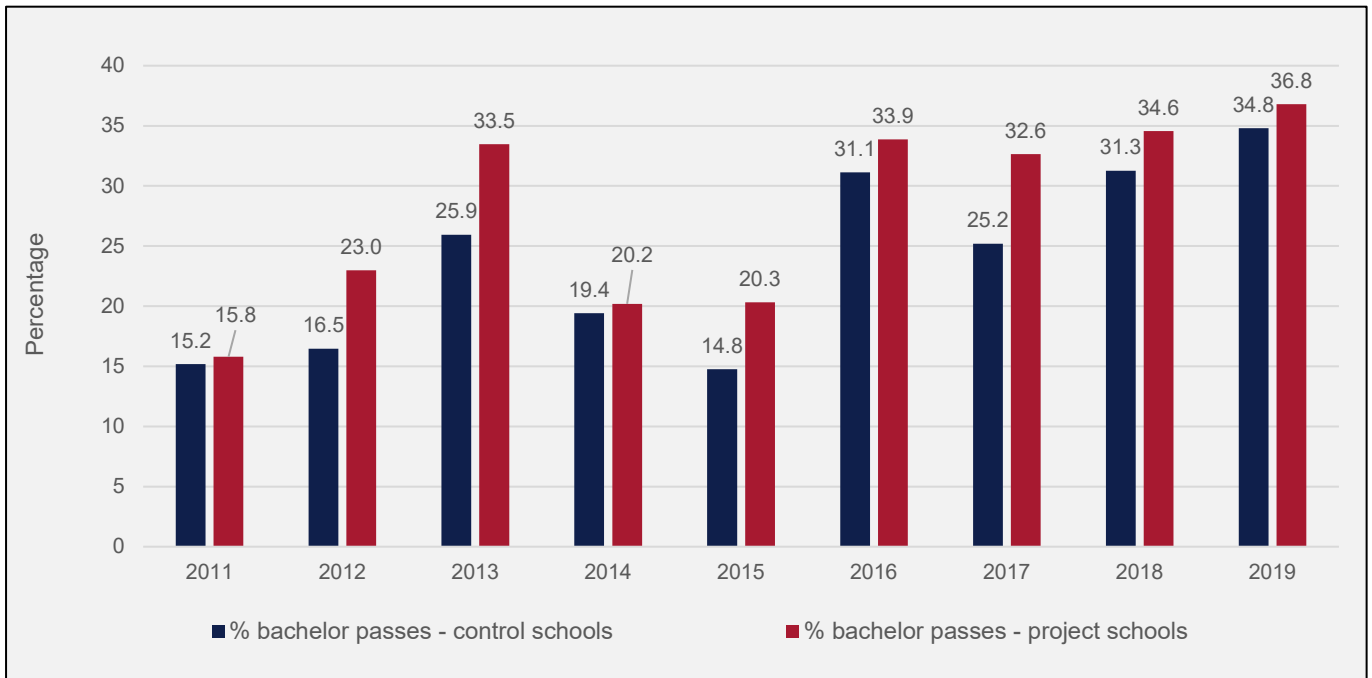


Figure 6: The percentage of learners that achieved bachelor passes in the Botshabelo and Thaba Nchu project and control schools 2011 - 2019

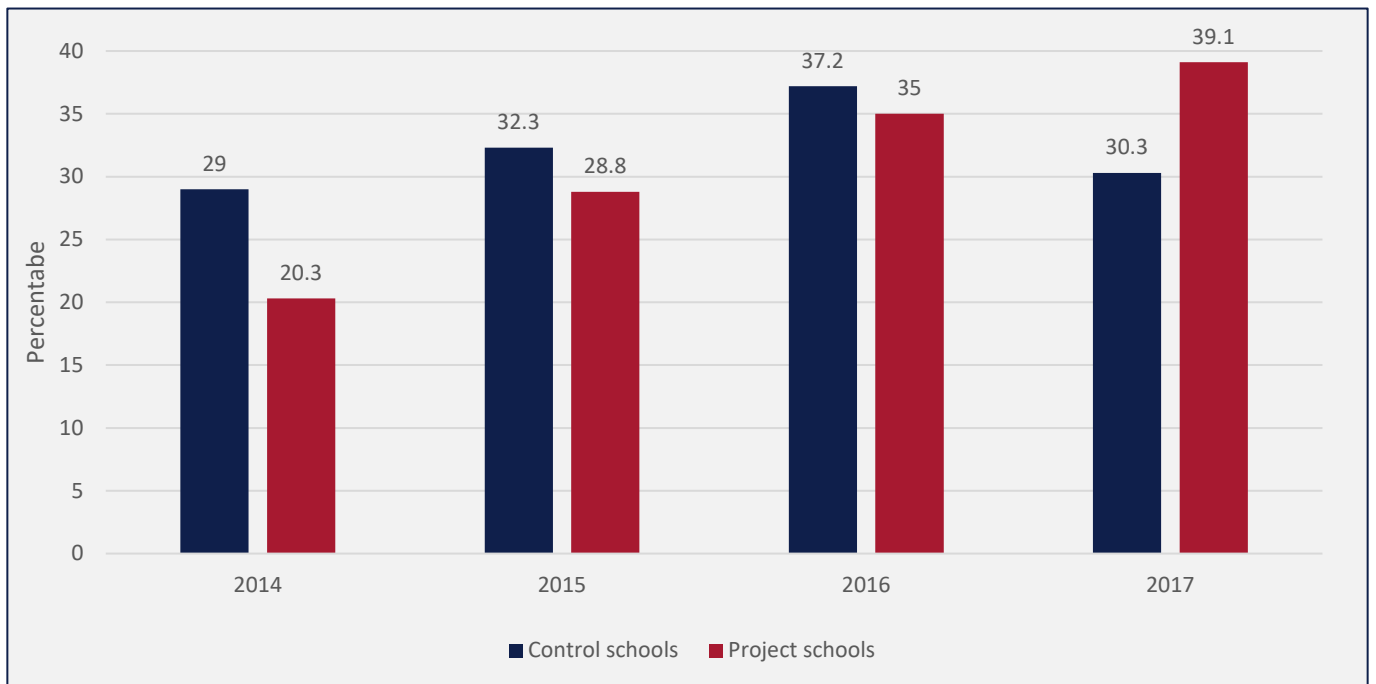


Figure 7: The percentage of learners that achieved bachelor passes in the Northern Free State project and control schools from 2015 to 2017

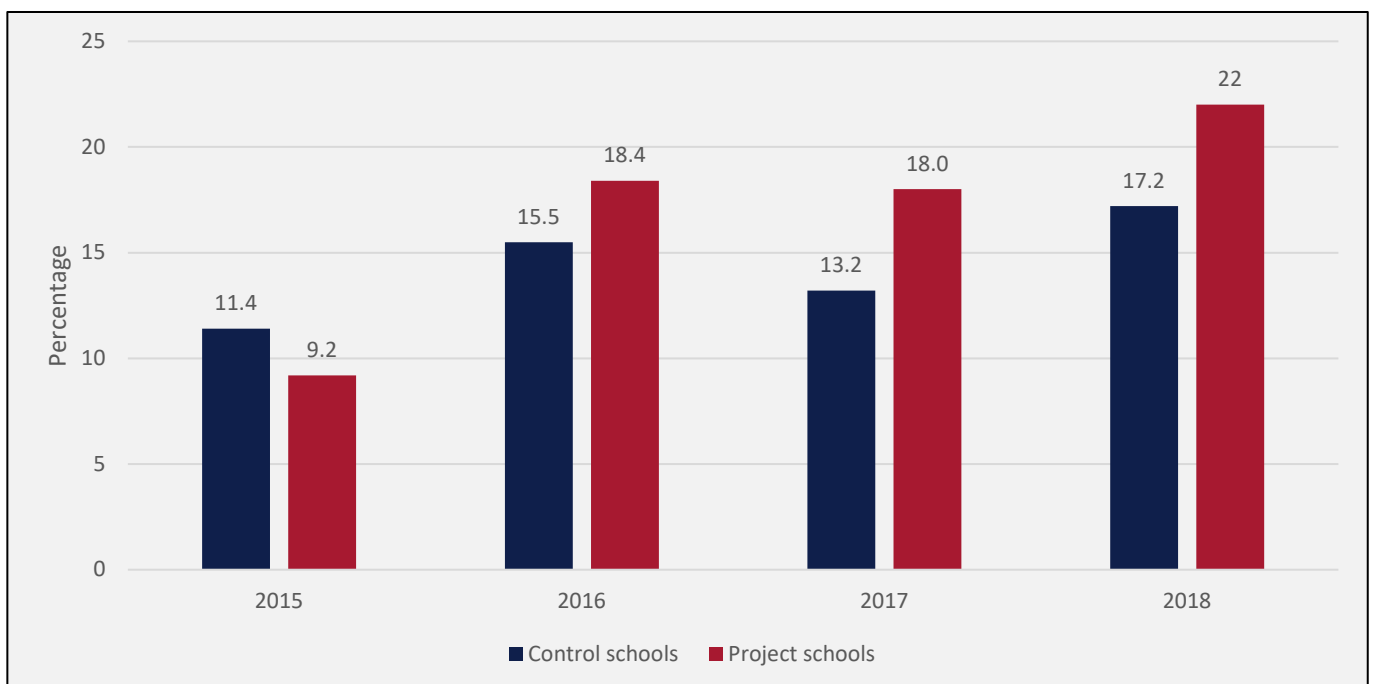


Figure 8: The percentage of learners that achieved bachelor passes in the Sterkspruit project and control schools from 2015 to 2018

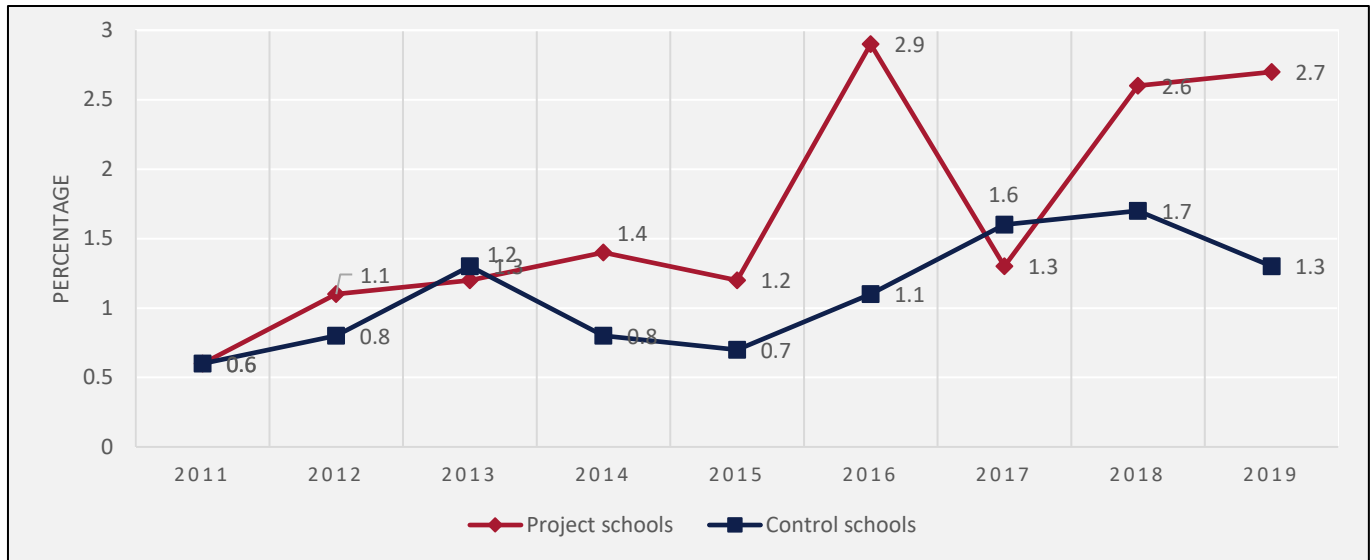


Figure 9: The percentage distinctions obtained in the 2011 - 2019 NSC exams for all subjects in the Botshabelo and Thaba Nchu Project and control schools



#### 4.1.2 NSC results for Mathematics and Physical Sciences

When looking at the history of the Mathematics and Physical Sciences' level distribution (fig. 10 and fig.12), it shows that fewer learners failed the subject (level 1) and more learners obtained passes that were of a higher quality. The distinctions in fig.11 and fig.12 also reveals the impact of the project on quality passes.

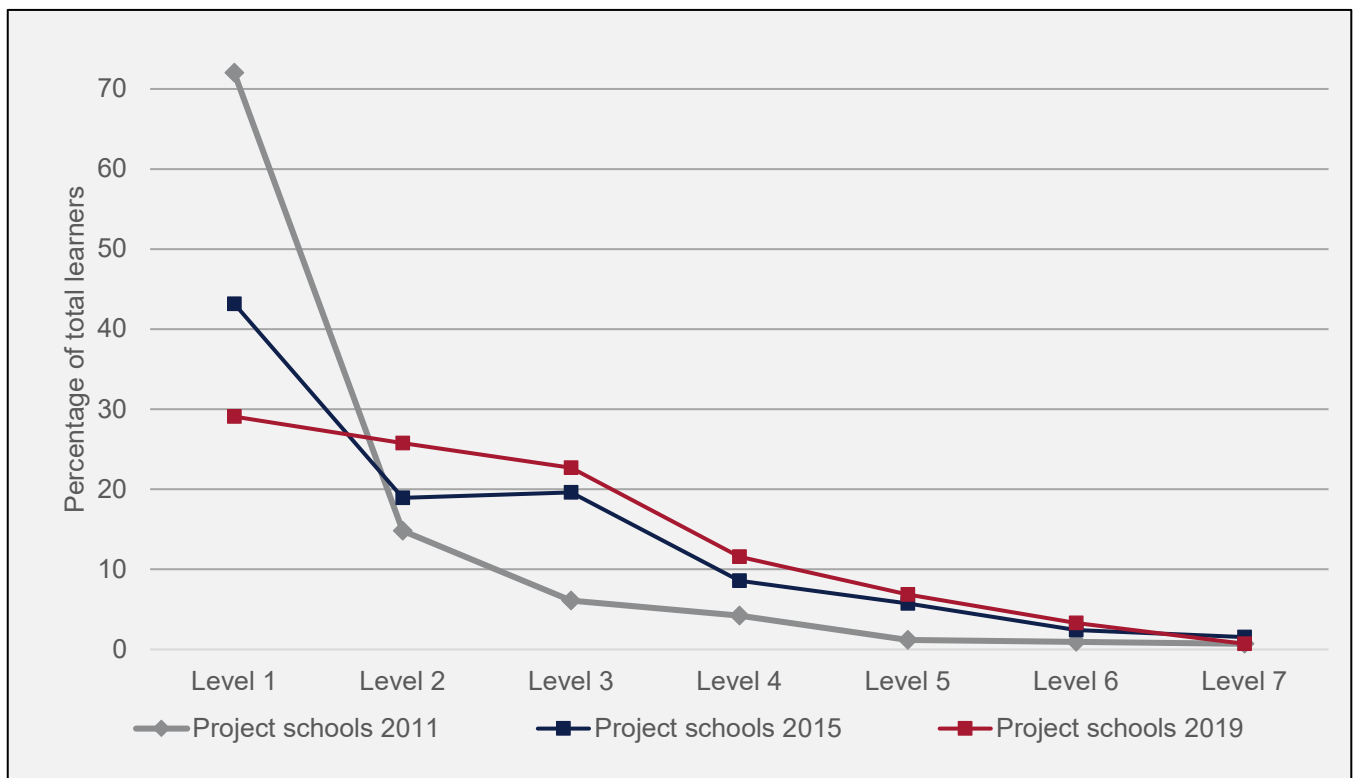


Figure 10: The percentage of learners in the project schools obtaining level 1 to 7 for 2011, 2015 and 2019 for Mathematics in the Botshabelo and Thaba 'Nchu project schools



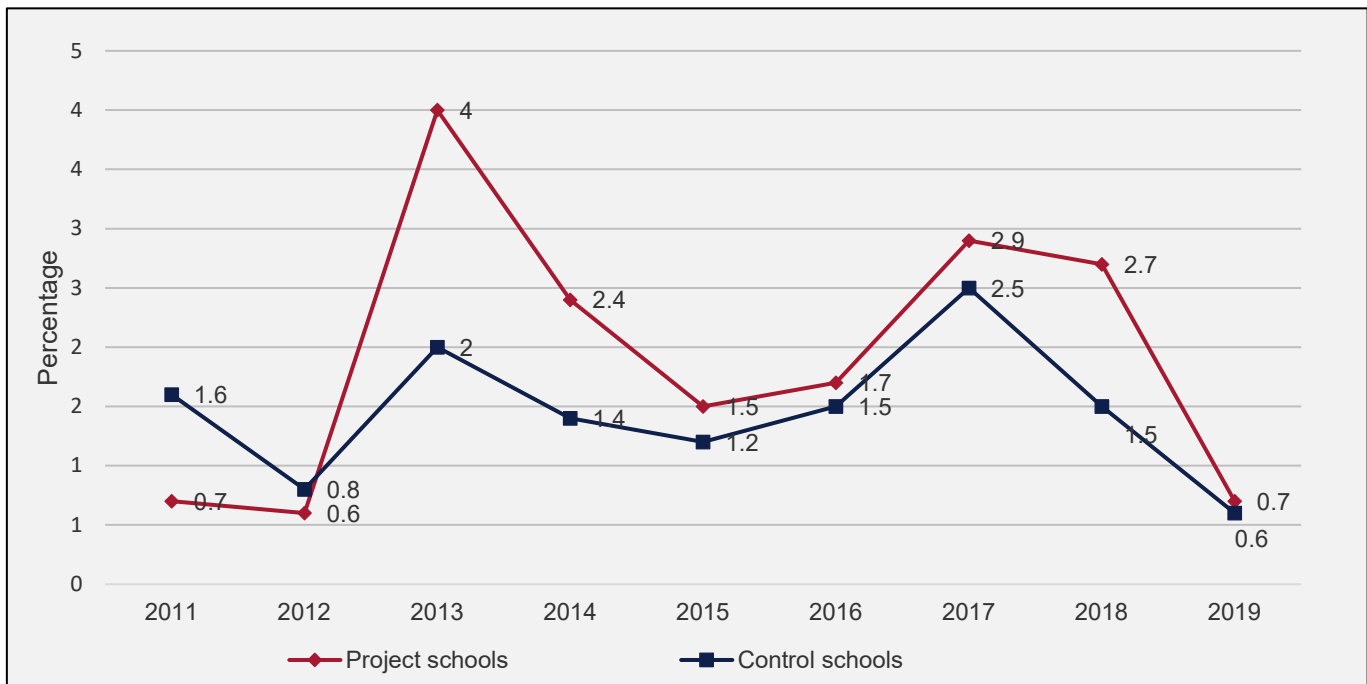


Figure 11: The percentage distinctions obtained in Mathematics in the project and control schools from 2013 to 2019

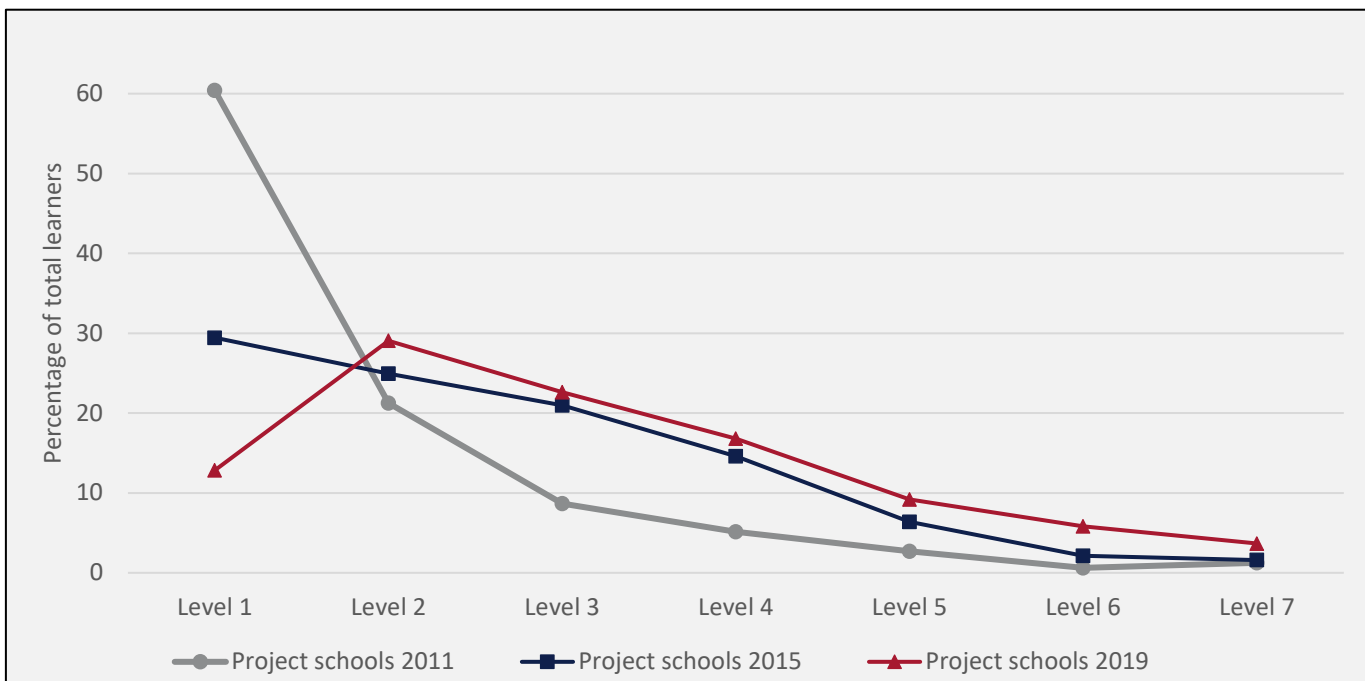


Figure 12: The percentage of learners obtaining level 1 to 7 for 2011, 2015 and 2019 in Physical Sciences

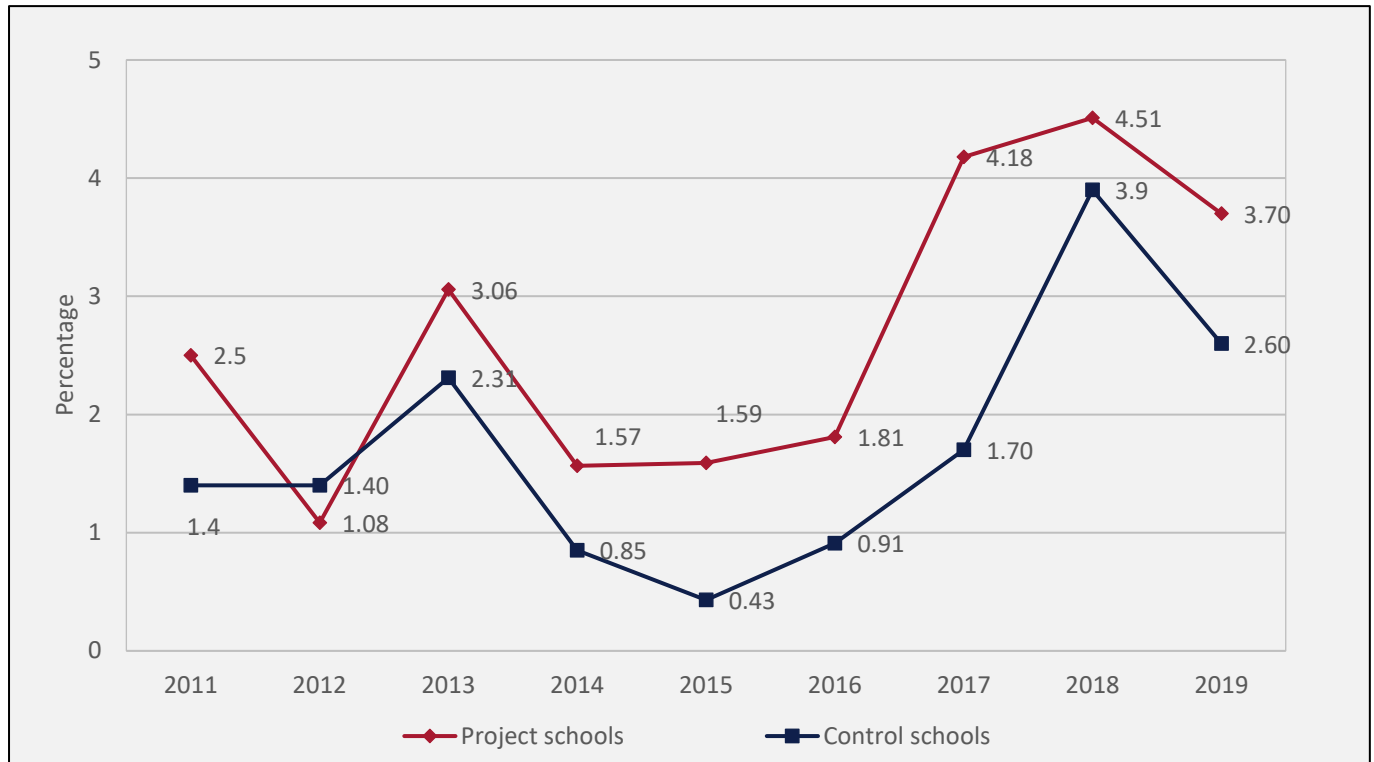


Figure 13: The percentage distinctions obtained in Physical Sciences in the Botshabelo and Thaba Nchu project and control schools from 2011 to 2019

## 4.2 Students

The initiative to encourage Grade 12 learners to further their studies at tertiary institutions started on a small scale in 2014. Since 2015, we invited learners from the project schools who achieved AP scores of 30 and above in their March exams, to visit the UFS on its' open day. Fig.14 and 15 present the number of former learners from the project schools who completed their courses.

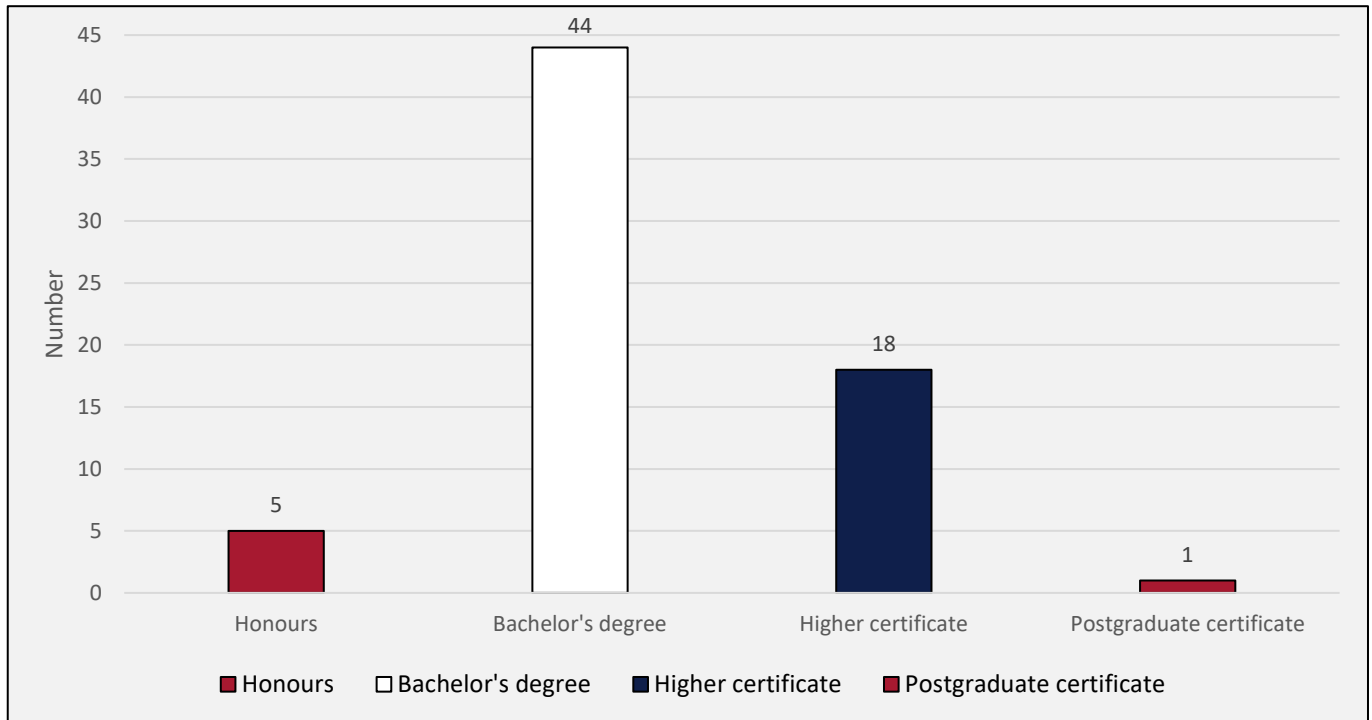


Figure 14: The number of former learners from the project schools that obtained an honours or bachelor's degree, a higher certificate or a postgraduate certificate at the end of 2018

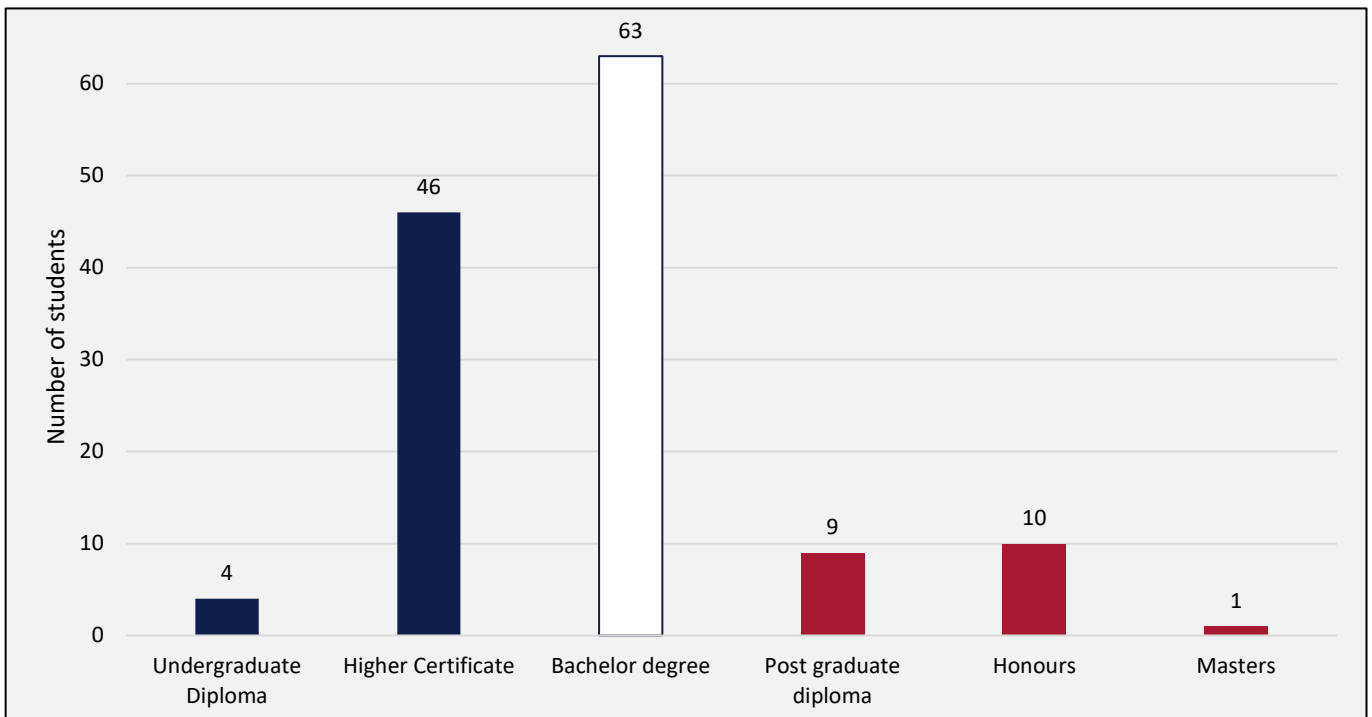


Figure 15: The number of former learners from the project schools that obtained an honours or bachelor's degree, a higher certificate or a postgraduate certificate at the end of 2019

### 4.3 Development of Teachers and School Management Teams (SMTs)

The UFS SRP has almost 8 years' experience in the mentoring of teachers and SMT members. Collectively, the mentors from the project mentored a total of 1051 teachers and 100 principals individually in 82 different schools

Table 2: The number of teachers, principals and schools mentored from 2013 - 2020

Sponsor	Area	Number of teachers mentored						Number of Principals mentored	Number of schools involved
		Maths	Natural/ Physical Sciences	EMS/ Accounting	English	Social Capital	Total		
Old Mutual	Botshabelo, Thaba Nchu	147	121	85	115		468	19	18
ABSA/ CHIETA	Bloemfontein , Excelsior, Dewetsdorp, Vanstadensrus, Jacobsdal	127	84	60		32	303	15	15
Anglo American/ Nedbank/ CHIETA	Sterkpruit	30					30	13	10
De Beers	Kroonstad, Viljoenskroon, Parys, Vredefort	42			46		88	4	5
SASOL	Sasolburg , Deneysville	45	64		28		137	6	5
SASOL	Secunda, Bethal, Leandra	20	5				25	8	5
Rupert Gaynor foundation	Jagersfontein, Jacobsdal							12	5
FNB	Welkom, Odendaalsrus, Kroonstad, Viljoenskroon, Parys, Vredefort, Sasolburg							23	20
<b>TOTAL</b>		<b>411</b>	<b>274</b>	<b>145</b>	<b>189</b>	<b>32</b>	<b>1051</b>	<b>100</b>	<b>83</b>

School change is possible through context-specific interventions. The largest impact on teaching and learning at the project schools had come from teachers and principals who were empowered to think and innovate differently. Mentees who embraced the intervention grew personally and professionally and even obtained promotion posts (see fig.16)

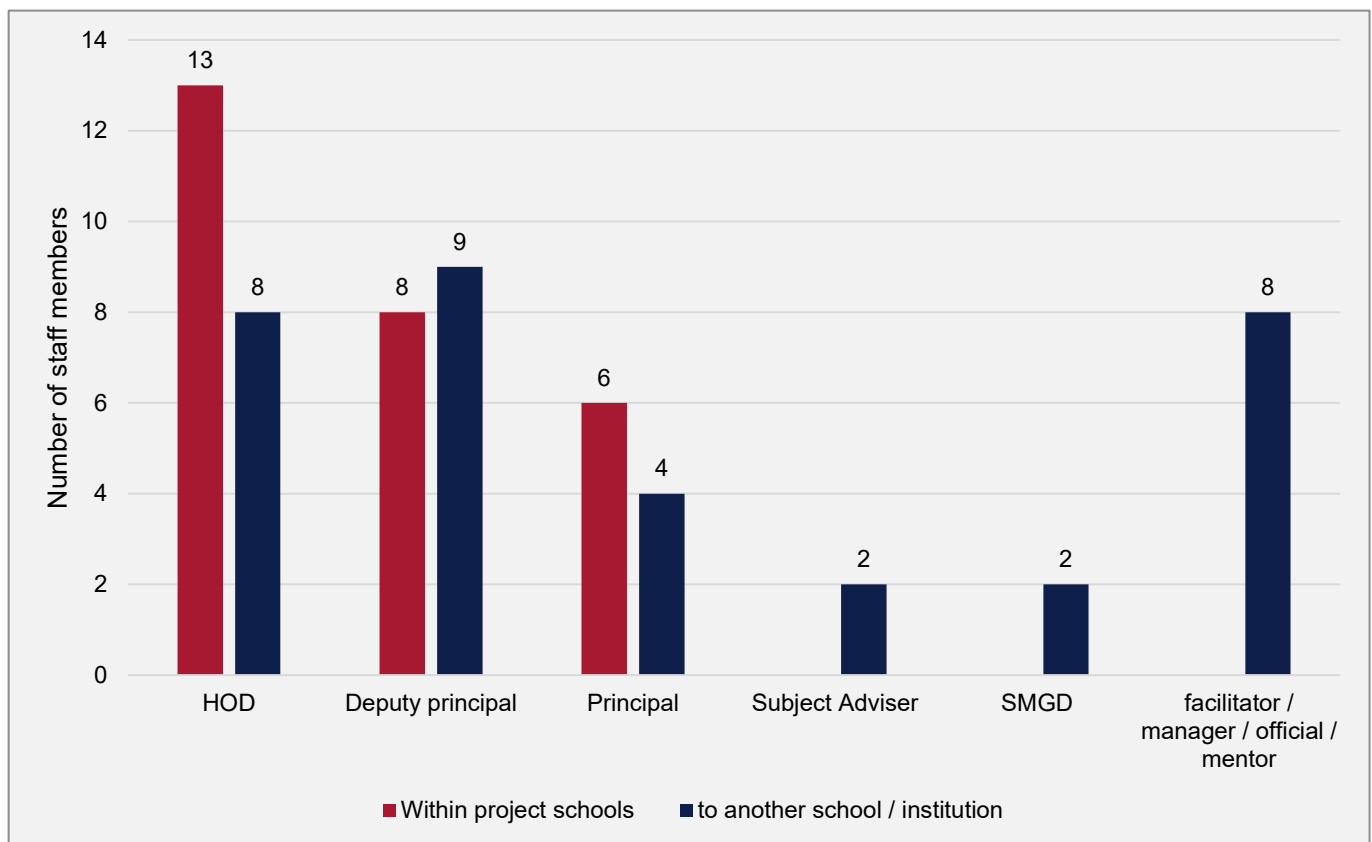


Figure 16: Staff members of the project schools that were promoted to HOD, Deputy principal, Principal, SA, SMGD, Facilitator, manager, official or mentor from 2014 to 2019. They either obtained posts in a project school or at another institution.

## 4.4 Provision of quality learning resources to project schools

The mentors provided the teachers with old exam papers, glossaries, video clips on the curriculum content, mind maps, practical worksheets, etc. (fig.17).

The initiative and drive of the mentors unlocked the better utilisation of technology at the project schools. In the Sterkpruit area, mentors presented workshops for the teachers from both project and non-project schools in Mathematics and Physical Sciences (see fig. 18)

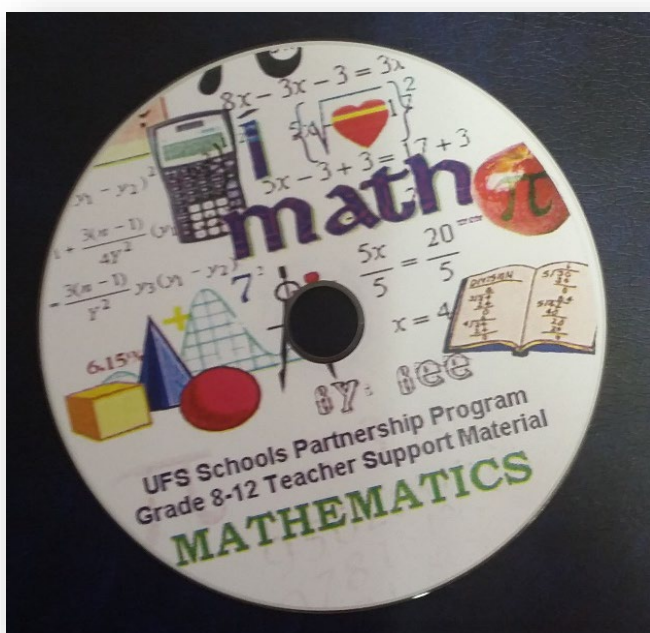


Figure17:  
The mentors provided CDs with  
resources to the teachers

Figure 18:  
Feedback from the  
workshop  
attendees was  
positive

The workshops (PHSC) are very helpful. The topics tackled in the sessions are often problematic in class but with the expert assistance of the facilitators, I now have a more clearer understanding of the topics. The material obtained in these sessions is of high quality and will be of great help in my teaching. Thank you very much for your help and contribution.



## 4.5 Expanding the vision and goals of learners

In order to open their minds to a broader vision, the UFS SRP organised special trips for selected top achievers. Top performers visited the “Gateway to space” exhibition in the Sandton convention centre. A ‘Take a child to work’ initiative was organised for the top-performing learners in Gr10 and 11 to expose them to the everyday workplace.



*Figure 20: A learner who attended the ‘Take a child to work’ project observed an official working in his office at the IIFS SASOI*



*Figure 21: Top performing learners from the project schools visited the “Gateway to Space” exhibition*

## 4.6 Re-opening of libraries at schools

The mentor for English Language of Learning and Teaching, initiated the creation of functional libraries at the project schools. The staff at the UFS SASOL library trained the library prefects at the project schools.

*Figure 22: A library as it was found at one of the project schools*



*Figure 23: The same library after an attempt*



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# Conclusion

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The UFS Social Responsibility Projects (UFS SRP) are experienced in

- the mentoring of teachers and School Management Teams
- the developing of skills such as problem-solving, critical thinking, and higher-order reasoning of stronger academic performers
- the training of teachers to master subject content via In Service Training workshops

The above proves the success we have achieved.

The UFS SRP is a reliable organisation that spent millions in a responsible and effective way to improve the future of all South Africans.