



KAROSS
FOUNDATION

Annual Report

2022

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Who are we?

Groep 91 Uitvoer (Pty) Ltd is a family-owned citrus producer, while Karosswerkers (Pty) Ltd is a designer and producer of world class hand embroidered textiles in the Letsitele region of the Limpopo Province of South Africa. In fulfilling a long-term objective of both Groep 91 Uitvoer (Pty) Ltd and Karosswerkers (Pty) Ltd, The Kaross Foundation NPC* was established.

*CIPC registration no: 2009/009825/08;

PBO registration no: 930063597;

NPO registration no: 245 218

What we believe

We believe that we have a responsibility to be active citizens who play our part in creating a sustainable social and economic future for ourselves and our employees.

We believe in the power of education as a key enabler for both social and economic success.

From the chairperson

It is my great pleasure and privilege to present our 2022 Annual Report on behalf of the management, partners, service providers and the board of directors of The Kaross Foundation NPC. It astonishes me to think that we started the year still wearing masks in public spaces, and that after 2 years of heavy disruption due to COVID-19 regulations, public schools only returned to full operation and daily attendance by all learners on 1 February 2022.

With unrestricted access and the need for functional schooling systems post-pandemic greater than ever, our Kaross Foundation team worked with passion and a sense of purpose during 2022. Our commitment towards making a real and sustainable impact on the quality of education in our community is unwavering and despite there being no “quick fixes”, we are excited to see progress and hope returning to our schools.

I would like to extend a personal word of thanks to each member of our “village” for their active citizenship. I have come to realise during this year of both challenges and opportunities in abundance, that it is ultimately our “being” that drives our “doing”. May we continue to be resolute and pure in our “being” – the future of our children depends on it.

God bless!
Jan Louis Pretorius

From the manger – Did we have impact?

Working in the Limpopo province is not without its challenges. Having real impact in schools and communities that have done things a certain way for as long as they can remember is not a quick task. Looking at the past year there have been many special moments, where principals and teachers felt encouraged and strengthened by the fact that Kaross Foundation cares for them and sees their commitment to improve their schools.

We have definitely had a real impact this year, as shown in more detail in this report. Schools are now reaching out to us and are showing ownership in more areas. We are building relationships daily and communication is improving.

We are in it for the long run, and this marathon has just started. We are excited to see not only education in our community changing but to see a whole community being inspired to rise above social and economic challenges.

Judy Muller
Kaross Foundation Manager



Board of directors

Jan-Louis Pretorius, Director of Groep 91 Uitvoer (Pty) Ltd

Janine Pretorius, Director of Karosswerkers (Pty) Ltd

Yasmeen Bhamjee, Independent attorney

Obert Machimana, independent businessman, former principal

Raymond Engelbrecht, Manager at The Waitrose Foundation
Southern Africa

A call to action

Education in South Africa is facing many challenges. According to the PIRLS (Progress in International Reading Literacy Study) report, South Africa ranked last out of 50 countries in terms of literacy (Howie et al., 2018). In addition, 78% of South African grade 4 learners cannot read to the expected standard (Spaull, 2015). In the Limpopo Province, this statistic is as high as 91%.

These learners will struggle with all their subjects (Spaull, 2015). 41% of grade 6 rural learners are illiterate, according to SACMEQ data from 2007 (Spaull, 2015).

Mathematics literacy in South Africa is poor. The international grade 8 mathematics test from TIMSS is too difficult for South African grade 8 learners and therefore the grade 9 learners in South Africa are chosen to write the test (Spaull, 2015). Unfortunately, these learners still perform two to three grade levels lower than grade 8 learners in other middle-income countries.

The Covid 19 pandemic has created huge learning gaps: some learners are between 75% and a full school year behind (UNICEF, 2021).

Basic numeracy and literacy skills have been lost, with younger and more marginalized children being impacted the most (UNICEF, 2022).

In addition, this pandemic “has caused high rates of anxiety and depression among children and young people, with some studies finding that girls, adolescents and those living in rural areas are most likely to experience these problems” (UNICEF, 2022).

Only half of the learners that enrolled for grade 1 will matriculate (Spaull, 2015). In addition, matric attainment differs largely when looking at race: only 44% of black youth aged 23-24 have obtained a matric according to the 2011 data from the General Household Survey (Spaull, 2015). Failing grades is one of the main reasons for dropping out of school.

Unemployment rate for youth aged 15-24 years was 59,0% in the 1st quarter of 2020 (Statssa, 2020).

Taking all these statistics into account, we have no other choice but to assist schools to improve the standard of education.

Main Objective

The main objective is to identify, fund and implement programmes that will result in the sustainable improvement in the quality of life of both Karosswerkers and Groep 91 Uitvoer's employees.

The main focus is impacting the education sector in a real and sustainable way. This is the best way to impact employees and also inevitably rub off onto the surrounding communities from where they come.

Our aims

We aim to achieve the following within the next 7 years period; 2021–2028:

- The holistic & systematic development of schools
- Looking after the ecosystem of the child to help nurture a valued citizen and a successful adult
- To improve the quality of the academic achievement of a South African matriculant to become a contributor to the South African economy



Focus areas

1

1.Improve the integrity of the school system by:

- Professional development of the principal and educators
- Support of family's wellbeing
- Learner development

2

2.Develop and support the academic curriculum through:

- English literacy development
- Computer aided support
- Assisting agricultural schools with practical exposure

Budget

Focus area 1: 46%

Focus area 2: 38%

This is the funds used during the 2022 financial year. The rest of the budget was used for overhead expenses.

**WORKING FOR
REAL IMPACT**

Where do we work and who do we reach?



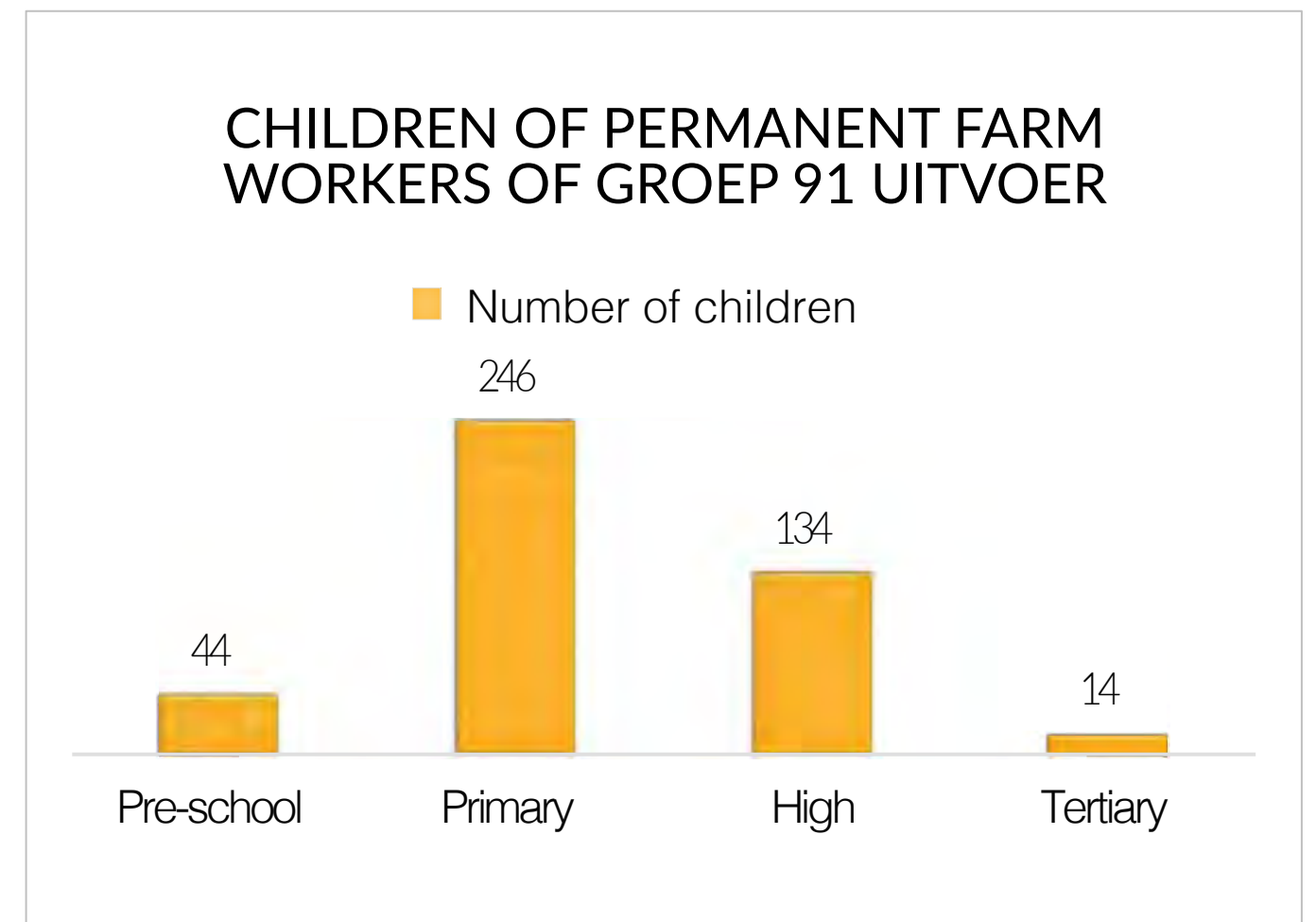
N'wamitwa, Greater Tzaneen, Mopani District Municipality, Limpopo, South Africa,
GPS coordinates: S23° 43.8937', E30°25.0827

Why are we involved in this area?

The best way that we have identified to improve the lives of employees of Groep 91 Uitvoer and Karosswerkers and make real impact in the community is to invest in the schools where the children of the employees receive their education. Most employees reside in the areas around the farm – mainly N'wamitwa but also Xihoko. By working in the schools in these areas we are also impacting the larger Vatsonga community.

A survey* was conducted in 2021 with farm workers of Groep 91 Uitvoer and the following was found:

There are **274** permanent farm workers, of which **93%** completed the survey and have children. Combined, these workers have **438** children that are in either a day care centre, primary school, or secondary school. The graph below shows the number of children in each sector.



**This survey excludes the Karosswerkers community of 1417 mothers who also reside in gauge.*

Who does Kaross Foundation then reach?

Kaross Foundation impacts directly or indirectly the following schools, it's personnel and learners:

Primary schools:

Vhulakanjhani

1 principal
1 deputy principal
24 educators
891 learners

Manyunyuu

1 principal
1 deputy principal
20 educators
747 learners

Nwajaheni

1 principal
1 deputy principal
16 educators,
685 learners

Nyavana

1 principal
1 deputy principal
19 educators
821 learners

Secondary schools:

Mahwahwa

1 principal
2 deputy principals
29 educators
1154 learners

Solani Samson
N'wamitwa

1 principal
13 educators
409 learners

Gwambeni

1 principal
2 deputy principals
35 educators
1090 learners

Mapheto

1 principal
9 educators
295 learners

TOTAL: 6273

**This number does not include the caregivers of the learners or those parents from other schools reached through our programme with Vision FM. The number of ECD centres reached is mentioned in the programme report.*

Programmes during 2022

Improve the integrity of
the school system

This focus area is divided into
five sections:

- Professional development of the principal and leadership
- Professional development of educators
- Professional development of ECD practitioners
- Support of family's wellbeing
- Learner development



Improve the integrity of the school system through: Professional development of the principal and leadership

Our drive

Effective leadership is needed to improve student learning (Louis et al., 2010). However, principals are usually not prepared for their leadership positions and do not always have the necessary management skills to successfully lead their school (Mestry, 2017).

Therefore, Kaross Foundation focuses on assisting school management with connection sessions and training.

Leadership can easily feel isolated and believe that it hinders their performance (Saporito, 2012). By forming a community with principals and deputies, they can support each other and learn from each other.

Description of programme: Values in the Lead Strategic planning

Strategic planning is one of the most important factors that have an impact on performance (Alosani, et al., 2020). They further assert that it is one of the modern managerial toolkits that can be used not only to deal with uncertain cases but also to stimulate performance.

Therefore, it is a critical mechanism in an organizational setting as it assists in determining and achieving an organization's goals and objectives and bridges the gap between where the organization is and where it wants to be. Valued Citizens Initiative (VCI), our service provider for this topic, has been engaged to bridge this gap. They firmly believe that if schools adopt this inclusive approach, it will not only maximize their performance but will also compel the leadership from school management teams (SMT), governing bodies (SGB), and learners' representative councils (RCL) to cultivate the opportunities around them, to advance the vision of the school, articulate the values and create a nurturing culture for the growth of stakeholders.

During 2022 follow up sessions to the programme, Values in the Lead Strategic planning was held with school management teams (SMT, SGB, and RCL) that participated in the programme during 2021. It engages the management team in a strategic planning session focusing on the theory of change and leading the vision of the school while articulating the values through behaviour setting. From these follow-up or mentoring sessions, there can be specific operations to support the school, for instance, parenting workshops or grade 12 motivation sessions.

VCI is meticulous in documenting what is discussed during the trainings. The full report is available if more information is needed.

Objective

- Ensure leadership has a clear vision for their school and is committed to implementing change to ensure the school is managed effectively.
- Leadership realises their role in communication, problem solving and decision making.

Beneficiaries

Strategic Planning Mentoring Sessions Semester 1	SMT reached	RCL reached
Solani Samson N'wamitwa Secondary School	4	6
Mahwahwa Secondary School	7	4
Mapheto Secondary School	7	15
Manyunyu Primary School	4	0
Vhulakanjhani Primary School	4	0
TOTAL	26	25

Strategic Planning Mentoring Sessions Semester 2	Educators reached	SGB reached	Learners reached
Mapheto Secondary School	7	6	37
Manyunyu Primary School	19	2	
Vhulakanjhani Primary School	18	4	
TOTAL	44	12	37

Other interventions	Community reached
Grade 12 motivation session: Mapheto Secondary School	32 learners
Grade 12 motivation session: SS N'wamitwa Secondary School	43 learners
Parenting workshop: Vhulakanjhani Primary School	15 parents
Sexuality workshop: Vhulakanjhani Primary School	68 learners
Bullying & Sexuality workshop: Manyunyu Primary School	201 learners
TOTAL	359 participants

Progress during 2022

- During the Strategic Planning Mentoring Sessions learners, SMT members and educators discussed solutions to challenges.
- Grade 12 motivation sessions were held at Solani Samson N'wamitwa and Mapheto Secondary Schools reaching 43 learners from Solani Samson N'wamitwa Secondary School and 32 from Mapheto Secondary School. The session was fruitful and inspiring and showed many challenges that learners face.
- At Vhulakanjhani Primary School, a parenting workshop session was presented to 15 parents while a sexuality education session was introduced to 68 grade 6 and 7 learners.
- At Manyunyu Primary School, a bullying workshop and sexuality education session was facilitated with 201 grade 6 and 7 learners.

Did we have impact?

The outcomes for Strategic Planning:

- Clear articulation of the school's vision and its values
- Develop a sound theory of change and how it will be achieved
- Collaborative learning experiences take place
- Improved communication skills to implement strategic plans
- Improved problem-solving and decision-making approach for collective responsibility
- Expanded networks and enhanced support system





Feedback from VCI about Manyuny Primary School:

“When reflecting on their previous resolutions, the School Management Team of Manyuny Primary School confirmed that their weekly staff meetings, held on Tuesdays, are in motion in their school. It is during those meetings that feedback is provided about the outcomes achieved and challenges faced. They further stated that those who achieved their goals for that week were appraised and recognized for their efforts, enabling everyone to focus on achievements while supporting others. Among the resolutions was to put measures in place to improve school attendance. They were successful in tackling this issue head-on. “If children don’t come to school during examinations, we literally drive to their homes to fetch them so that they can write examinations,” Ms Mabunda explained. It has also been shared that one of the tools used by the school to ensure progress is its commitment to listening attentively to the needs identified in order to be relevant. “Listening attentively has resulted in focus groups which are able to do remarkable things at the school,” Mrs Mhlongo the principal of the school said.

They also shared that it has become a norm at their school that teachers remain focused on time, looking at priorities, schedules, delegation, eliminating all the breaks hampering teamwork, honest feedback and engagement.

All teachers shared that they are now taking care of their well-being, discussing their problems openly every Tuesday at their weekly meetings as through Values in the Lead they have learnt to support one another with more empathy.

At the end of the session one educator gave feedback on how the Valued Citizens Initiative has made a significant impact on their school as it enabled them to become better educators and parents to their learners, listening attentively with empathy, engaging learners to find their voice and both to become honest about their challenges to be able to support one another.”

VCI is meticulous in documenting what is discussed during the trainings. The full report is available if more information is needed.

Challenges

There was a lack of communication at Vhulakanjhani Primary between the management of the school and parents, which resulted in a low number of parents attending the workshop.

More facilitators for VCI are needed in the area as their facilitators travel long distances to reach the schools.



Plans for 2023

The Values in the Lead Strategic planning sessions will be repeated in a few years' time as management of the schools can change and some principals are retiring in the next two years.



Description of programme: Community of Practice with principals and deputy principals

Community of Practice is when all the principals and deputy principals of the schools partnering with Kaross Foundation meet to discuss relevant topics. This takes place four times a year.

Objective

- To be a support for the leadership of schools.
- To share good practices and learn from peers.

Beneficiaries

Sixteen leaders of schools: our eight partnering schools' principals and deputy principals.

Progress during 2022

Meetings were well attended by primary schools. Some secondary schools had challenges to attend. One of the DBE circuit managers also attended a meeting and this resulted in insightful conversations.

Did we have impact?

A questionnaire was given to all principals in the eight partnering schools. 7 out of the 8 principals completed the questionnaire. The one principal that did not complete the questionnaire was an acting principal and leadership then also changed so their feedback would not have been accurate.

All principals attended Community of Practice meetings except one. His reason was that it clashed with circuit activities.

Principals found the Community of Practice to be valuable and that they could apply some of what was discussed.

Principals feedback about what they learned during the community of practice was that they learned about maintenance of infrastructure (Nomsa Mhlongo, Manyunu Primary) and teamwork (Nada Muhlonhlonyi, Mahwahwa Secondary).

“Share the impact "Valued Citizens Initiative" is putting on the learners to see the value of education and their responsibility towards the community they are staying in.”
Derek Mathonsi, Solani Samson
N’wamitwa Secondary



“As learning is a lifelong experience I saw an improvement in how a school as an organization is being run not as an individual but as team.” Mapimele Ngobeni, Nwajaheni Primary



“I’ve loved when we shared best practices in our respective schools. The need of infrastructure maintenance plan and having a checklist.” Makhanani Sithole, Vhulakanjhani Primary



All principals found the academic support given by Kaross Foundation helpful and primary schools are satisfied with the MLI programme.

Principals feel that they can trust Kaross Foundation to deliver on their promises.

Upon asking how principals perceive the meetings with the management of Kaross Foundation, none described it as “not helpful” or “take too much time”. All principals described it as encouraging and 43% found it helpful.

Needs that principals would like Kaross Foundation to address: link with possible donors to assist in some projects at school as we grow our agricultural project; be available to accompany schools to awards ceremonies if they permit you to bring them along (Solani Samson N’wamitwa); a library, a continuation of computer training and training of scholar control (Manyunu); assist with Agriculture (Mahwahwa); developing caregiver/parents (Vhulakanjhani).

Challenges

It is not easy to find a suitable time for all schools to attend.

Discussions are informative, but it is up to the schools to implement what they have learned.



Plans for 2023

Continue meeting four times a year but also have separate meetings for primary schools and secondary schools.



Improve the integrity of the school system through: Professional development of educators

Our drive

Teachers in rural areas face many challenges. They are not always prepared for the challenges in schools, classes are overcrowded, there is a lack of resources (technology), and not enough textbooks for all students (Macupe, 2018), not to mention learning how to manage classrooms, and a large workload. All of this can lead to teachers feeling demotivated, with 18,000 and 22,000 teachers leaving the profession every year (Maphalala and Mpofu, 2019). “Even in rare cases where teachers are willing to teach in rural areas or resource-constrained schools, their teacher education and training doesn’t prepare them on how to facilitate teaching and learning in rural environments” (Maphalala and Mpofu, 2019).

According to a report by The Centre for Development and Enterprise many South African educators are not adequately trained (Centre for Development and Enterprise, 2011). Boudersa (2016) says that “if provided to teachers, programs of training and professional development have to be introduced, mentored and evaluated, on a regular basis, by experts in the field.”

“In-depth and up-to-date knowledge, teaching and assessment skills, clear and well-set educational goals, love and dedication, commitment and positive attitudes toward the teaching profession are, inter alia, central factors that all educational and teachers’ training institutions have to consider and give due importance” (Boudersa, 2016).

It has been found that training educators can increase their learner’s academic achievement by up to 21% (Yoon et al., 2007). Therefore we have concluded that to have a real impact in a school, we need to focus on training educators.

Description of programme: Values in the Lead educator development

To develop educators professionally Valued Citizen’s Initiative (VCI) facilitated the programme Values in the lead: Transformative Reflective Training for educators. This is a 40-hour-long workshop spread out over the year, accredited with 15 CPTD points by SACE. The following main topics were discussed: belonging to a school with pride, the power of self-esteem for educators and learners, communicating with openness and empathy, moral regeneration and the culture of ubuntu, diversity in our schools and society, and the creative classroom.

Objective

- To awaken the mind and hearts of educators so that they are passionate about their profession.
- Give educators self-confidence and skills to communicate and solve problems effectively and responsibly.

Beneficiaries

School name	Educators
Mahwahwa Secondary School	16
Manyunyu Primary School	23

Progress during 2022

- Sessions with educators and principals took place three times a month.
- Teachers were reminded to model the desired behaviour to learners.
- Teachers learned of the importance of collaboration between parents, teachers, and learners.
- Some educators committed to understanding more about the background of their learners and planned home visits.

Did we have impact?

The outcomes for the programme were as follow:

- Connect with the mind and the heart inspiring our children and educators to scan the horizon
- Develop self-confidence in personal abilities and agility
- Collaborative learning experiences take place
- Effective communication to clearly articulate a vision and inspire learners and teachers to reach quality outcomes
- Adaptive problem-solving approach allows for collective responsibility

Educators will do a project during 2023 to assess what they have learned during the programme.

Challenges

Educators struggle to commit to the programme, due to using common transport. The programme is after school and cannot be during school hours.

Plans for 2023

The schools that did not attend the training this year will start training in 2023.



Feedback from VCI about Manyuny Primary School:

“They believe the Values in the Lead Training sessions reignited their passion and commitment towards their profession and have enabled them to spot each child’s strengths and weaknesses to provide assistance and guidance.

Through these Values in the Lead sessions, educators understood their role and gained the know-how to boost self-esteem. As part of their solutions, our educators vowed to build trust between them and the learners refraining from judgement and becoming more sensitive, showing empathy. They also emphasised that such learners need to be appraised more often and be encouraged to interact with their peers and create a safe space for them.

When discussing the topic “Acknowledging feelings and their impact”, our Valued Citizens educators indicated that through the Values in the Lead programme they had learnt to acknowledge their feelings and emotions and teach their learners their importance. As a result, they use the Valued Citizens Initiative feeling chart tool in their classrooms so that every learner is able to manage better his/her emotions.”

Feedback from VCI about the programme:

“The Values in the Lead Programme for educators and Strategic Planning Mentoring and Support sessions, provided our educators, School Management Team and School Governing Body with a convenient platform to reflect on their approach when engaging with each other, learners and parents. They understood the value of collaboration realising that in order for the school to reach its educational outcomes, all parties need to commit to act towards their plan and add value instead of judging one another. Manyuny Primary School reported that they had begun to reap the fruits of their determination and diligent teamwork because everyone now understood the vision of the school, worked effectively together, learning to embrace open communication and accountability. Overall, the programme strengthened the moral of the teams in the schools while challenging individual educators on what their contribution would be in moving their schools forward.”

VCI is meticulous in documenting what is discussed during the trainings. The full report is available if more information is needed.

Improve the integrity of the school system through: Professional development of ECD practitioners

Our drive

Early Childhood Development (ECD) services in South Africa are not adequate (Brooks, et al., 2022). Early learning programmes are only attended by about 25% of children (Brooks et al., 2022). In 2021 an Early Childhood Development Census was undertaken, looking at 42 420 early learning programmes nationwide (Department of Basic Education, 2022). The results showed that only 40% of these learning programmes were registered or conditionally registered with the Department of Social Development and only 30% of them were receiving subsidies from the department.

The report highlighted how urgent the need is for government to fund early learning programmes and supply them with resources (Metelerkamp, 2022). It also showed that only 52% of teachers had a relevant qualification and 22% had no qualification.

A survey done in 2021 found that 53% of children face barriers to thriving by the age of 5 years old (Thrive by five data, 2022). No wonder primary schools in our area struggling with children who cannot express themselves verbally in their home language.

It is clear that Kaross Foundation should expand its mandate to include ECD centres in N'wamitwa to give them the necessary assistance to prepare children for grade R and primary school.

Description of programme: Professional development of ECD practitioners

This programme consists of forming a community for teachers, owners (who also act as teachers), and volunteers of Early Childhood Development (ECD) or as more commonly known, daycare centres, in N'wamitwa. This community meets once a term for Community of Practice meetings. These meetings consist of an information session on necessary topics highlighted by the daycare centres and a discussion on important aspects. Meetings end with connection sessions between teachers.

Objective

- To assist creches in the N’wamitwa area by forming a Community of Practice to share best practices.
- To develop ECD teachers through training.

Beneficiaries

The following daycare centres are currently part of our community, and have been directly or indirectly impacted by Kaross Foundation’s interventions:

Daycare name	Children	Teachers
Ndzima daycare	64	7
Nsuku daycare	25	1
Xitsavi daycare	30	2
Dyondzekani daycare	73	6
Rise & Shine daycare	60	3
Hlamalani daycare	50	3
TOTAL:	302	22

Progress during 2022

The focus on ECD started in the second half of the year and two daycare centres were visited to connect with them and see what was needed to proceed. Thereafter a Community of Practice meeting was held. At this meeting, Bonita Schulze, an expert in ECD encouraged teachers by speaking about their value, and thereafter a discussion was facilitated by Kaross Foundation. It was exciting to use a local community hall, which is central to the daycare centres, as a meeting place.

Attendees were eager to take part in the discussion and shared highlights, challenges, how to build strong children, and how to assist children who do not want to eat.

On asking what the best thing was about being a daycare teacher, Zelia (Xitsavi daycare) said that there is a connection between a teacher and a child. Children trust teachers with their challenges. The most challenging thing for Joyce (Xitsavi daycare) is that children sometimes come to school with soiled nappies or bruises and parents can be rude.

Nshalati (Rise and Shine daycare) said strong children can be built by loving them and making them feel safe, hearing their voices when they cry and guiding and correcting them.

Did we have impact?

Outcomes:

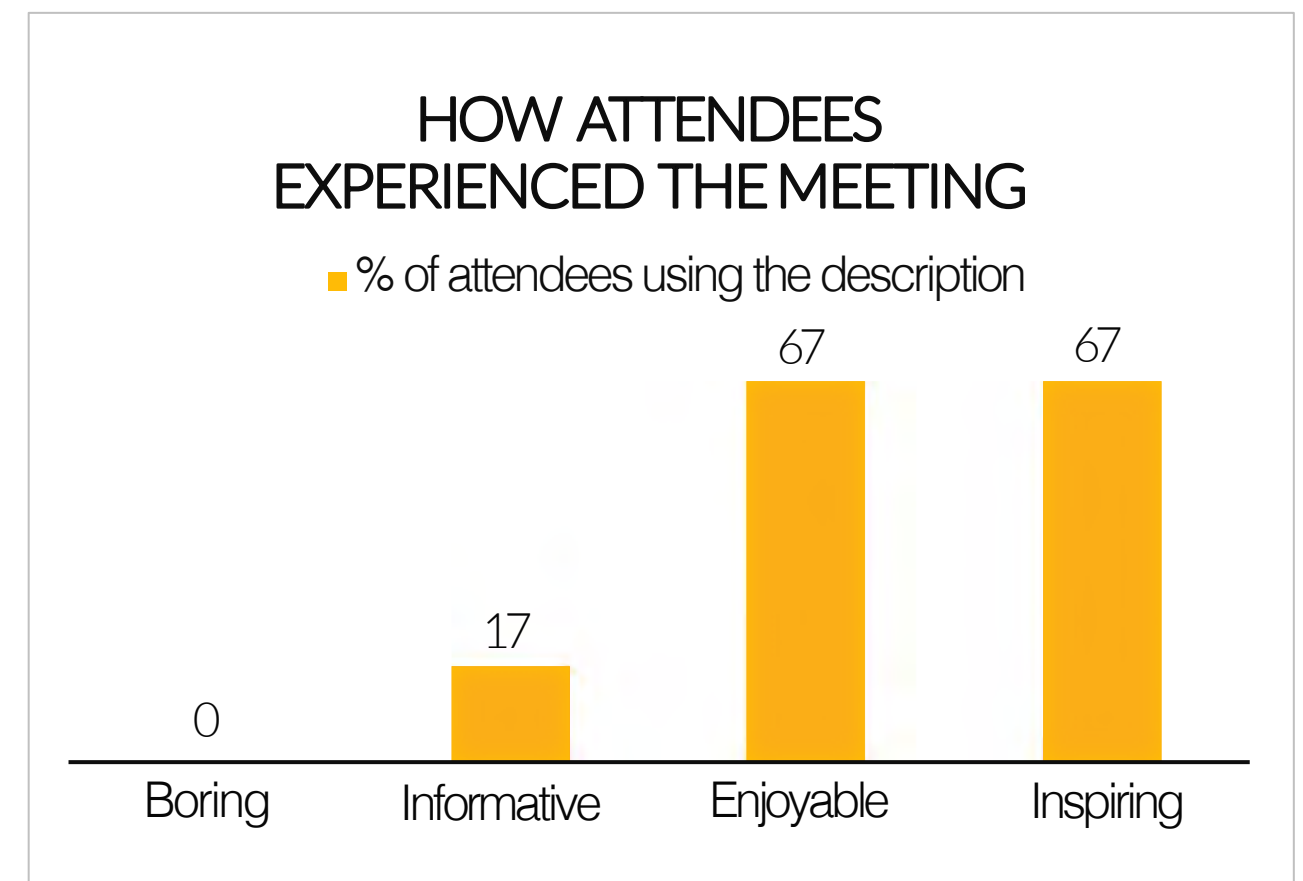
- Teachers attend CoP and training
- Daycares are in a better physical condition, more equipped with resources



Feedback from ECD teachers that attended the first Community of Practice on 24 November 2022:

A questionnaire was distributed to the seven daycare teachers, who attended the Community of Practice. All except one attendee completed the survey due to technological constraints. Those that attended were either an owner of a daycare (they are also teaching), an employed teacher, or a volunteer teacher/caretaker.

The following daycare centres were represented: Ndzima, Nsuku, Xitsavi, Dyondzekani, Rise & Shine, and Hlamalani. Their experience is documented in the graph below.



Everyone that attended felt that they learned something and that they will come again.

“I learn about, how can we build strong children, to value them, listen to them.” Vutomi Nukeri, Xitsavi daycare

“To value ourselves, love our children, have a good heart, and spend good quality time with our children.” Bongani Baloyi, Dyondzekani daycare

Attendees said they would like to discuss how to set up classrooms, how to make resources from waste material, share rhymes and stories, how to handle a situation when children are abused, and how to encourage parents to send their children to the daycare centres.

In general, we could see that the teachers were getting to know each other. They all participated in discussions during the meeting. They were all on time and excited to be there.





Challenges

It is difficult to find daycare centres. They are not listed on the internet and even community members do not always have contact numbers. There are also no street names in the villages.

Plans for 2023

We plan to include more ECD centres into the Community of Practice and invite other guest speakers to the Community of Practice meetings.

The Community of Practice will be focussed on the challenges raised during 2022 and how teachers can solve them.

Improve the integrity of the school system by: Support of family's wellbeing

Our drive

Rural schools are not known to have involved parents and many times parents are unsure of how to assist their children on educational level. In addition, many parents in rural areas focus more on living from day to day rather than education (Msila, 2012). A policy brief by NEEDU states that “no matter their income or background, learners with involved parents are more likely to have good results, attend school regularly, have better social skills, show improved behaviour, and adapt well to school” (NEEDU, 2018).

Parents can assist schools in several ways: making sure learners arrive on time and go to school, assisting with a safe space to do homework and study for tests, encouraging their children to perform well at school and teach discipline to their children so that teachers have better order in classrooms.

Besides assisting parents on how to best support their children, Kaross Foundation wants to become known in the community as a voice, a support, and a source of information.

We want to integrate and, in that way, find a platform so that the community can trust the work we do. We do not want to be on the outside looking in, rather be inside working from within to have real impact.

Description of programme: Support of family's wellbeing

Interviews with the manager of Kaross Foundation was held over the radio. Vision FM Radio Station is a Non-Profit Organisation licensed with the South African Independent Communication Authority of South Africa. They have been licensed to serve the communities within the Mopani District Municipalities. Their motto is “the voice of hope and source of knowledge” and their vision “to restore hope within our communities by building a responsible society through the radio programmes”. The first interview was focussed on agriculture and how children and parents can prepare for work in the industry, by improving academic achievement and practical exposure on farms. The second interview focussed on parents' role in supporting their children, specifically how to further develop literacy in their home language and English. Parents also have an opportunity to ask specific questions on the show. It is important to note that the presenter translates some of what is said into Xitsonga which enables all listeners to understand.



Objective

- To engage with parents on topics surrounding education and how best to support their children

Beneficiaries

Total listeners in the Mopani area are estimated by Vision FM to be more than 300 000.

Progress during 2022

The manager of Kaross Foundation did two interviews on the radio station. The recordings of these interviews were also made available and distributed to the principals of partnering schools.

Did we have impact?

The outcome of the programme is to have regular talks and discuss a relevant topic. Listeners asked for the manager of Kaross Foundation to come on the show again after both interviews, which shows that they enjoy the interviews and find it beneficial. During both interviews listeners sent questions during the show, indicating that they are listening and interested in the topic.

Challenges

Communication barriers can occur during translation. Although some listeners understand English, the radio presenter translates only some of what was said to Xitsonga.

Plans for 2023

Interviews will take place once a month during 2023.

Improve the integrity of the school system by: Learner development

Our drive

South Africa's youth unemployment rate is 66,5% (BusinessTech, 2021). For South Africans with a matric certificate the situation looks a bit better with an unemployment rate of 36,5%. "As of 2021, 5.3 percent of Black Africans aged 18 to 29 were enrolled at a higher education institution in South Africa, which almost marks an increase of 2.4 percentage points compared to 2002 (Statista, 2022). Valued Citizens Initiative's life skills programmes assist learners in developing academic resilience which results in an increasing number of learners moving into tertiary education.

Description of programme: Learner development

Sondela Dialogues hosted by Valued Citizens Initiative (VCI) is for secondary school learners. It develops learners' engagement in a creative way and allows for open dialogues. These dialogues give learners a voice on current matters and social ills. The highlight of the programme is when learners can express their views by making art.

Learners discussed the following topics:

- If togetherness was a village named Nwamitwa...
- WOMEN – WO-MEN – Exploring our realities
- I have a right to a sense of safety and feel free
- Music, Sports and Arts – the platforms to celebrate our humanity
- Have faith in us, we are your children!
- H.O.M.E = Habits Of the Mind to Enhance positivity
- Hope, let me believe that it is possible for me to move forward
- Hear me, I have a voice and wish to have choices!
- Let's work together - media, government and citizens - to stop violence in our communities
- Education is a community matter, make me feel safe, and cared for, and I will thrive
- Bring books, and my imagination will travel the world
- Sinking my hopes in alcohol, I wish I kept my dreams floating
- I am the seed, education the soil – nourish me!
- Do not give me a grant, grant me opportunities to take part in our economy
- Sexuality Education through nurses and social workers is a priority to prevent gender-based violence
- I am aware of who I am so, I am confident to be the best me!
- Respect the rule of law and I will trust you!

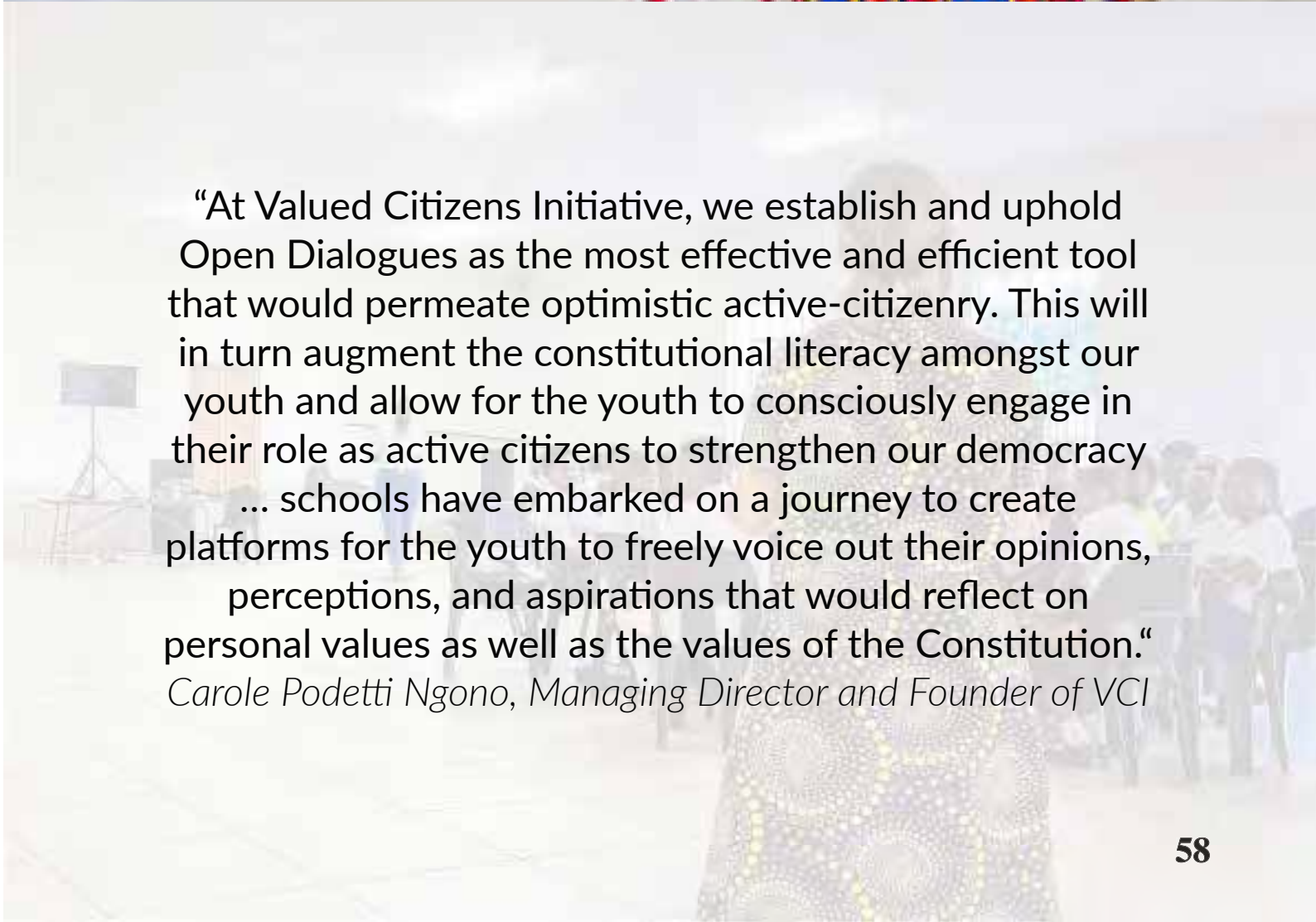
Objective

- To develop valued citizens that knows the power of their voice and can use it to influence change.

Beneficiaries

112 learners from 4 secondary schools supported by 8 educators with a ripple effect on 4136 learners as peer role-modelling will occur.

School name	Number of learners reached	Teachers
Solani Samson N'wamitwa Secondary School	30	7
Mahwahwa Secondary School	29	1
Mapheto Secondary School	30	2
Gwambeni Secondary School	23	6
TOTAL:	112	3



“At Valued Citizens Initiative, we establish and uphold Open Dialogues as the most effective and efficient tool that would permeate optimistic active-citizenry. This will in turn augment the constitutional literacy amongst our youth and allow for the youth to consciously engage in their role as active citizens to strengthen our democracy ... schools have embarked on a journey to create platforms for the youth to freely voice out their opinions, perceptions, and aspirations that would reflect on personal values as well as the values of the Constitution.”
Carole Podetti Ngono, Managing Director and Founder of VCI

Progress during 2022

The Sondela Open Dialogues Programme has engaged grade 10 learners in the Mopani district and created a platform for their voices to be heard and amplified. They discussed relevant issues in the community.

Carole Podetti Ngoni says the following: “Our learners took pride in feeling free to express their opinions and dialogue with honesty while articulating solutions. They understood their own power in changing their reality and the need to become active Valued Citizens to impact on our democratic system and our level of constitutionalism to stand for their rights and their beliefs without fear or prejudice.

The visual art process was new to our Valued Citizens learners and they had to explore the meaning of creativity then in pairs think about the theme they picked from their Sondela Open Dialogues. Analysing the words and their meaning, then exploring them visually was challenging as messages which encourage conformity and control pervade our education system, so our Valued Citizens learners had to first transcend their fears.

Gaining confidence throughout the day, they then stepped into their creative power and even though it was difficult for them to reproduce their first draft from paper to canvases, they were dedicated until the end, learning that a great concept requires great discipline and talents to be reproduced.

It was evident that our learners were committed to upholding our constitutional values in the interest of supporting our democracy but also understanding their role in shaping the communities that they come from through challenging the scourge of gender-based violence, discrimination, and the impact of inequalities. Through the Sondela Open Dialogues Programme, our Valued Citizens learners have gained confidence not only to speak openly about such social ills but engage their families in understanding better how to live by their family values.”

VCI is meticulous in documenting what is discussed during the trainings. The full report is available if more information is needed.

Did we have impact?

The impact of the programme was measured using a questionnaire to gauge whether learners’ confidence and self-awareness, knowledge on pressing challenges and knowledge on our South African Constitution improved. Whether they acquired the following soft skills (communication, problem-solving, cooperation, leadership, critical thinking) was also determined.

Results were positive and most learners improved significantly in all areas. The full results can be seen in Addendum A.

Learners' feedback:

"The Sondela Open Dialogues Programme helped me understand what education is and how it is helpful in making me finding what I want to from life and what I want to be in life. I now feel free to ask for help with my personal challenges from people around me without fear of being judged. Now, I strive to work towards being a better version of myself," Khensani Nukeri, Mapheto Secondary School.

"It has helped me to stand in front of my classmates without any fear and to ask questions when I didn't understand what my teacher was saying. I can safely say that I am confident now to do things I couldn't do previously," Onhloletse Mpakhuke, Solani Samson N'wamitwa Secondary School.

"The Sondela programme helped me gain confidence. It also made me realize that education has no disadvantages. When I realized this, I became more committed to my studies. It gave me more confidence. Now, I have started to think about my future, my success, my dreams and who I want to become," Masechaba Mabunda, Mahwahwa Secondary School.

Challenges

Some learners struggle to understand English and voice their opinions in English. However, there is a teacher to translate if necessary and by forcing learners to engage in English, their literacy has also improved.

Plans for 2023

These learners along with others will continue with a programme by Valued Citizens Initiative called "Bridging for Life".

Programmes during 2022

Develop and support the academic curriculum

This focus area is divided into three sections:

- English literacy development
- Computer aided support
- Assisting agricultural schools with practical exposure



Develop and support the academic curriculum through: English literacy development

Our drive

In South Africa, foundation phase teaching in government schools occurs in various African languages. However, the FAL (First Additional Language) English syllabus is far too complex and content-heavy for second language learners considering that very little English is taught within the first three years of school.

Most educators are not trained to teach a second language, nor do they understand the specific difficulties of language acquisition. This results in code-switching between English and their mother tongue – subsequently, learners cannot become proficient in English.

By grade 4, learners are expected to use English as the academic language. Studies show that 78% of South African grade 4 learners cannot read (Spaull, 2017). In the Limpopo Province, this statistic is as high as 91%.

Troublesomely, only 52% of all South African learners enrolling in grade 1 reach grade 12 (Businessstech, 2020).

In addition, Covid 19 has significantly impacted education worldwide (Unesco, Unicef, World Bank, 2021). Although the severity has not been studied in depth, in the Western Cape, learners have fallen 40% to 70% of a school year behind earlier cohorts in Language (Businessstech, 2022). In conclusion, it is crucial to recognise that without successfully mastering the English language, learners will not have an academic or economic future.

Teachers in South Africa are not always adequately trained for the subject that they teach. A challenge is teachers having to teach in English, although that is not their home language or a language they are proficient in. Although a lot has been done to minimise the teacher shortage, the quality of education of student teachers is still lacking. Student teachers “tend to lack proficiency in English and have poor reading and writing skills” (Nkosi, 2015).

Description of the programme: English literacy development

The Fun with English programme assists the Kaross Foundation partnering schools to become well-functioning academic institutions.

The programme includes:

- Upskilling FAL English teachers
- Developing holistic language policies within the schools
- Building a useful resource base
- Motivating stimulated learners to understand and communicate in English

The programme encourages all teachers to introduce an English-speaking environment within their schools and classes so that learners can use and assimilate everyday English language innately over the years. It equips them to effectively understand and use the Second Language Approach (known in South Africa as English FAL) within their classrooms.

The workshops hosted by Magri's Language Institute (MLI) show educators how to teach the four language skills: listening, speaking, reading, and writing in context, as well as understanding the importance and integration of themed vocabulary and graded grammar structures in class — not ignoring but amalgamating the Department of Basic Education (DBE) syllabus.

The Fun with English workbooks, developed by MLI, is used in schools as complementary course material. It supplements the DBE syllabus. The series encompasses practical exercises and fun learning activities that are comprehensive and easy to use. Each book covers fundamental components not included in the children's current curriculum syllabus.

Objective:

- To create a solid foundation for all learners in the English Language in the partnering primary schools, so that learners will become confident and affluent in the English language skills. This in turn will enable them to excel in the subject as well as other subjects as they are required to study all subjects through the English medium of instruction.
- To enable the partnering schools to keep on building an English-speaking environment within their schools both inside and outside the classroom in order to build the confidence of conversing a second language.
- To work together as a team and iron out any difficulties that the different schools and teachers may be experiencing. At the same time, we aim to build a proper infrastructure so that teachers are able to share, guide and obtain functioning schools and set their own yearly goals.

Beneficiaries

Beneficiaries of workshops:

School name	Teachers	Learners
Nyavana Primary School	11	821
Manyunyu Primary School	11	752
Vhulakanjhani Primary School	12	891
Nwajaheni Primary School	11	685
TOTAL:	45	3149

Beneficiaries of workbooks for learners grade 1 to 4:

School name	Learners
Nyavana Primary School	416
Manyunyu Primary School	357
Vhulakanjhani Primary School	503
TOTAL:	1276

Progress during 2022

At the start of the year foundation phase teachers used the MLI Developmental Milestone Screening tool, to identify the learners with developmental delays in various areas. Each school has had teachers practically trained to carry out the screening and have been allocated appropriate resources.

MLI hosted the following workshops throughout the year: introduction to reading (grade 4-7), poetry (grade 4-7), pre-reading (grade R-3), paired reading (grade 2, 3), vocabulary and reading skills (grade 4,5,7), reading more than readers (grade 4-7), building vocabulary (grade 1,2), songs and understanding (grade R, 1), and reading for weak learners (grade 4, 5).

Did we have impact?

To measure the success of the programme we started the Kaross Foundation English Trophy competition.

This was implemented later in the year and will be more successful when starting from January. The winner of the trophy was Manyunyu Primary and the results of lesson observations and workshop attendance were used to determine the winner.

WORKBOOKS

Kaross Foundation monitored the use of the Fun with English workbooks. By the middle of the year, 33% of educators' classes were more than halfway through the book, 19% were halfway, and 38% had used the book very little. Two educators did not use the book in the first half of the year, but they started it during the second half of the year. Workbook monitoring will be done more thoroughly in 2023.

LESSON OBSERVATIONS

To gauge the quality of lessons Kaross Foundation conducted lesson observations of English teachers in the foundation phase. Teachers could do any type of lesson e.g. reading or vocabulary. They knew well in advance of the lesson observations, however, some choose not to prepare while others put in a lot of effort with their preparations. On average educators received the following scores per school: Nyavana Primary School 58%, Manyunu Primary School 76%, Vhulakanjhani Primary School 74%, and Nwajaheni Primary School 66%. Feedback was given to the educators in an uplifting and encouraging manner.

A questionnaire was given to English teachers from grades R to 7, who attend workshops from Magri's Language Institute. 34 out of 44 teachers completed the survey.

These are the results for the 77% of teachers who had completed the survey:

- All teachers are comfortable with another person in their class and 72% of the teachers even enjoy having someone in their class.
- All teachers are comfortable having someone observe their teaching; 19% said they are "comfortable, even though I do not understand it" while 81% said they are "comfortable with it and understand why it is necessary".

WORKSHOPS

Here are the number of educators attending the workshops during the year:

School name	Percentage attended
Manyunu Primary School	73
Nwajaheni Primary School	61
Nyavana Primary School	54
Vhulakanjhani Primary School	54
AVERAGE	61

We aim to improve this number for 2023 by having workshops at each school instead of only at one school (Manyunu).

Workshop evaluation by MLI is completed directly after each workshop. Twelve workshops in total were reviewed and educators had to give a rating on a scale of 1-4, 1 being the lowest and 4 being the highest. Results are shown in the table below.

Presentation	Useful and relevant content	3,8
	Organised and easy to understand	3,8
	New content	3,3
	Increased my knowledge	3,8
	Appropriate and useful handouts	3,8
Trainer	Clear, dynamic style	3,8
	Engaging	3,8
Demo lesson		3,4

From the questionnaire distributed at the end of the year by Kaross Foundation to English teachers from grades R to 7, who attend workshops from Magri's Language Institute, the following was found:

72% of teachers found the workshops helpful and 28% said the workshops were "extremely helpful". No teachers described the workshops as "not helpful" or "somewhat helpful".

All teachers could apply something of what they learned at the workshop; 74% of teachers "could apply some of what was learned" and 26% said they "could apply everything that I learned".

Vhulakanjhani Primary school shared their English results for 2019-2022. Intervention from Kaross Foundation started in 2018. From 2019 to 2022 their results increased by 9% for grade 1, 7% for grade 2, 6% for grade 3, 4% for grade 4, 1% for grade 5. The school started with grade 6 in 2020 and grade 7 in 2021. Unfortunately, those grades results have not improved, but interventions thus far have been focussed on the lower grades, especially grade 1-4 with the use of workbooks.

Educators had the opportunity to give feedback to MLI about what they took out of the workshop. Here is some of what they said:

Helping learners to read and write, the importance of teaching in English and not using mother tongue, informative, reading strategies, issues affecting daily teaching. Interpretation of language skills, how to engage learners in understanding tasks, different techniques to teach learners how to read, how to teach a poem, explaining vocabulary in creative ways and using visuals. Practical tips making it easy for learners to understand, the importance of flashcards and images to explain vocabulary, getting learners to engage and actively participate in the lesson, encourage learners to read every day. How to deal with slow learners and get them engaged, the practice of pronunciation, pairing stronger learners with weaker learners, the benefits of reading for level appropriate readers. How to encourage all learners to participate. It was good to see the interaction between the learners and the facilitator and how the facilitator engaged the learners.



SUCCESS STORIES

“My learners enjoy speaking in English. Now we enjoy English lessons.” *Tsakani Eva Baloyi, grade 1 teacher at Nwajaheni Primary*



“Learners reading skills improve every day. Their writing skills are also improving. They are also improving with their communication. Progress is evident. Most are able to construct sentences.” *Madonna Malungane, grade 3 teacher and HOD of the foundation phase at Manyunyu Primary*



“Learners are improving in English FAL and they try to communicate.” *Annieky Mathebula, grade 2 teacher and HOD foundation phase at Nyavana Primary*



Teaching them new English words and they mastered them fast because I didn't code switch and also teaching them English songs that they knew in no time and they sing the exact words that they are on the song.” *Petunia Mahlawule, grade R teacher at Manyunyu Primary*

“I was very impressed about the way she (Magri) introduced poetry and reading comprehension. Now it's easy for me to teach poetry.” *Marivati Nkuna, grade 7 teacher at Nyavana Primary*

“Learners enjoy Magri's book both reader and Fun with English. Magri's book is very good according to the learner's level.” *Emma Nkuna, grade 3 teacher at Vhulakanjhani Primary*

“I gained a lot from the observation.” *Tsakani Gladys Mbhalati, grade 1 teacher at Vhulakanjhani Primary*

Challenges

Not all teachers attended the workshops.

Teachers do not always implement what was learnt and easily feel overwhelmed by the challenge of teaching English.



Plans for 2023

From the survey conducted with 77% of the English teachers, they said that they would like more resources (53%) and extra classes for struggling learners (50%). Other options given were workshops for teachers (44%), smaller classes (44%), and an assistant in class (38%). We will aim to address most of these requests during 2023.

- The programme with MLI will be more standardised and form part of a five-year plan.
- Teachers will receive resource files.
- MLI will also bring extra educators to help mentor teachers in class. All English teachers will receive mentorship.
- Workshops will be held at the individual schools, ensuring that traveling is not a reason to miss the training.
- Workbooks are already purchased for grade 1-4.
- Grade R classes will include one hour of English lesson a week.
- The Kaross Foundation English Trophy competition will include more criteria.
- Workbook monitoring will improve.
- Engage more with the Department of Education, working towards a buy-in from DBE.



Develop and support the academic curriculum through: Computer aided support

Our drive

The learner-educator ratio in Limpopo is 35.5 for state-paid educators (Parliamentary Monitoring Group, 2022), although this is not always the reality. For example, in Manyuny and Vhulakanjhani primary schools, some classes have more than 50 learners. In June of this year, Angie Motshekga, minister of basic education, also admitted that the learner-teacher ratio is not a departmental policy (Nkosi, 2022). Computer-aided support is a logical way to extend the educator's capacity to ensure good quality education.

Description of programme: Computer aided support

Cami (Computer aided math instruction) labs are, in effect, computer labs with the Cami programme loaded on each computer. Primary school learners take turns to have lessons in the Cami lab, and the manager assists the learners and report on their progress. The lab manager also works closely with the relevant subject teachers to be able to assist the learners effectively and look at them holistically.

We are currently using the following Cami software: Cami Mathematics, Perceptual Skills Builder, Literacy, and Reader. For more information about the programmes or Cami, please visit their website at www.cami.co.za.

We use Cami because they have been at the forefront of developing and delivering high-performance electronic curriculum content since 1984.

The company created its unique practice software to help learners acquire and develop new skills. Since then, the programs have continually been updated to keep up with the latest technological advancements. However, as a Foundation, we aim to continuously compare and research other software programs to ensure we maintain a good standard of education.

Objective

- To establish and develop good functioning Cami labs in all primary schools and, prospectively, in secondary schools.
- Competent tutors will manage these labs effectively to become a well-utilized academic tool to improve mathematics and English literacy skills.

Beneficiaries

Vhulakanjhani Primary learners (grade 3 to 7)

TOTAL: 663

Progress during 2022

Kaross Foundation manager acts as a permanent mentor and give guidance and assistance to Cami lab managers.

Impact measurement has improved by giving specific tests twice a term to measure improvement of learners.

Learners receive certificates per term for best improvement and highest score. These certificates are made by the Cami manager and the awards ceremony is also organised by the Cami manager.

In September 2022, the Cami lab at Manyunu Primary was set up and will operate at its total capacity from January 2023. The Cami labs at Vhulakanjhani and Manyunu Primary are each assigned to be managed by their own Cami managers. Jack Malungana is training the new Cami manager Kingsley Ngobeni, that will operate the lab at Manyunu primary.

Vhulakanjhani has started trial lessons with grade R learners. The programme Cami Perception is used to develop milestones.

Did we have impact?

The outcome for this programme is to improve learners' academic results in Mathematics and English. This is determined by Cami assessments in each term).

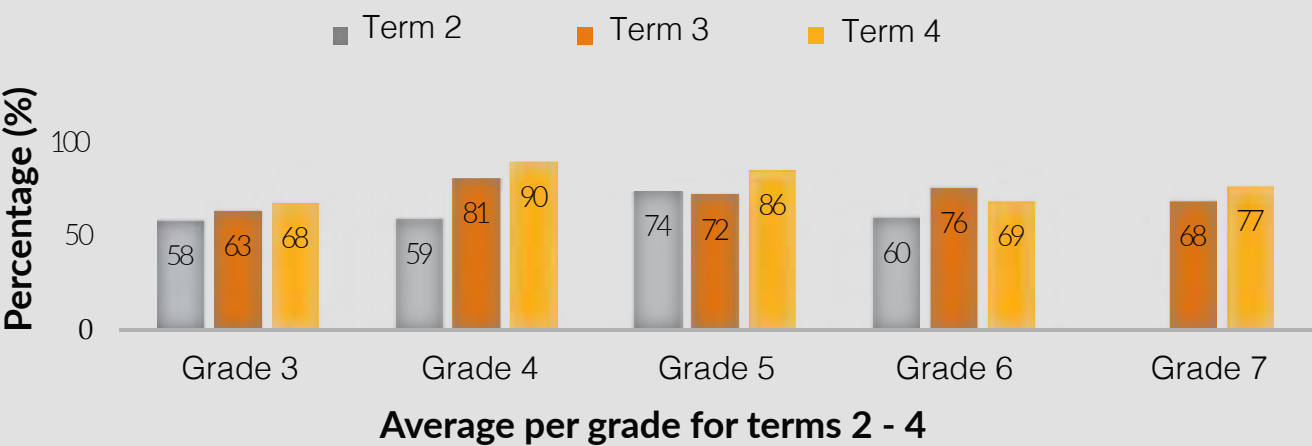
We started with the assessments only in term three which does not give the best results. From next year we will start proper assessments from term 1. Grades 5 to 7 come less often to Cami lessons making it difficult to measure their progress using assessments.

In grade 3 the average dropped from term 3 to term 4 with 3,7%. However, 38% of learners increased their marks by more than 5%, which shows that a few learners with low marks distorted the average for the class. The best individual improvement from term 3 to 4 was with 27%.

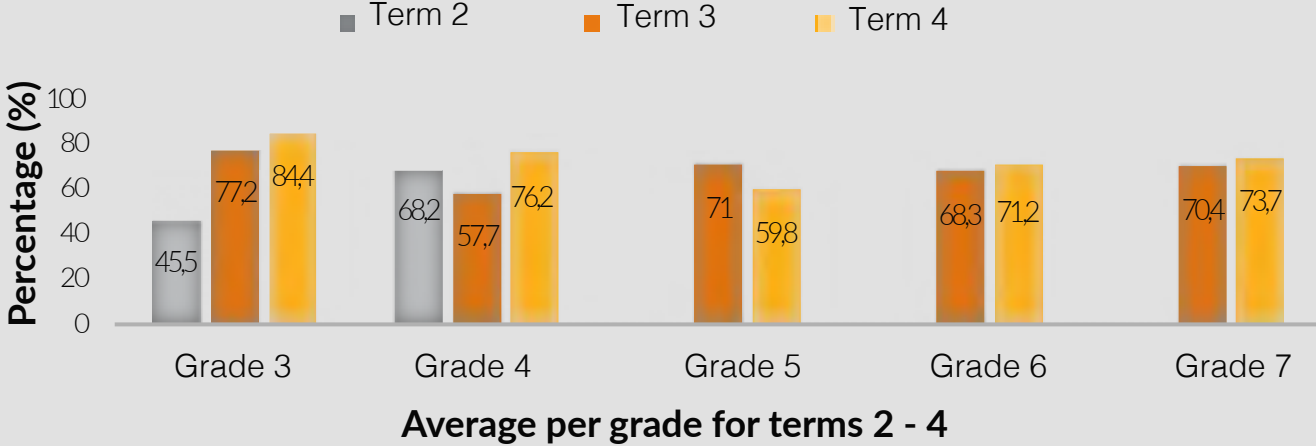
In grade 4 the average increased from term 3 to term 4 with 3,4%. 42% of learners increased their marks by more than 5%. The best individual improvement from term 3 to 4 was with 59,5%.

The Cami programme has a report generator that gives the results of a whole grade. The results were as follows:

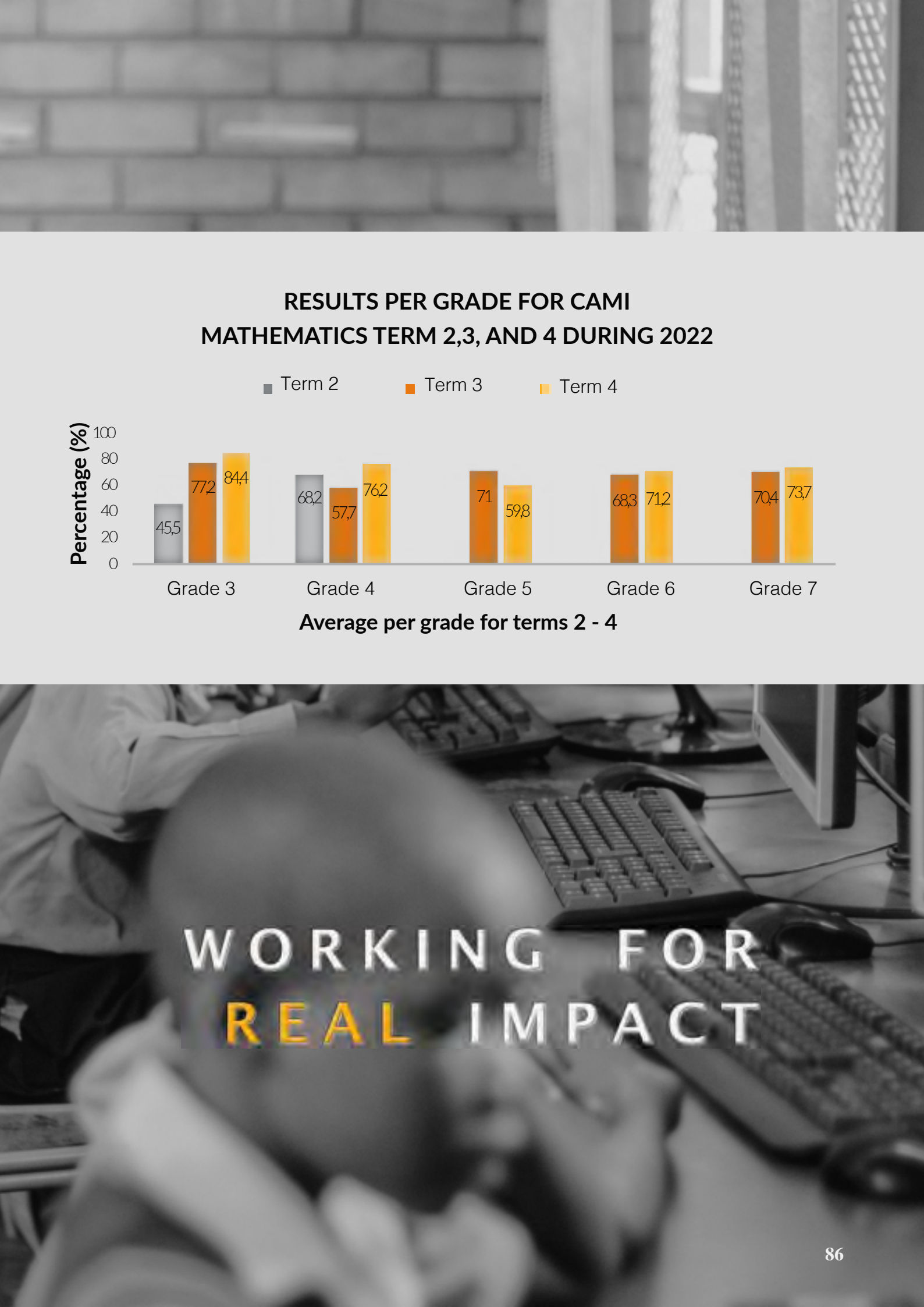
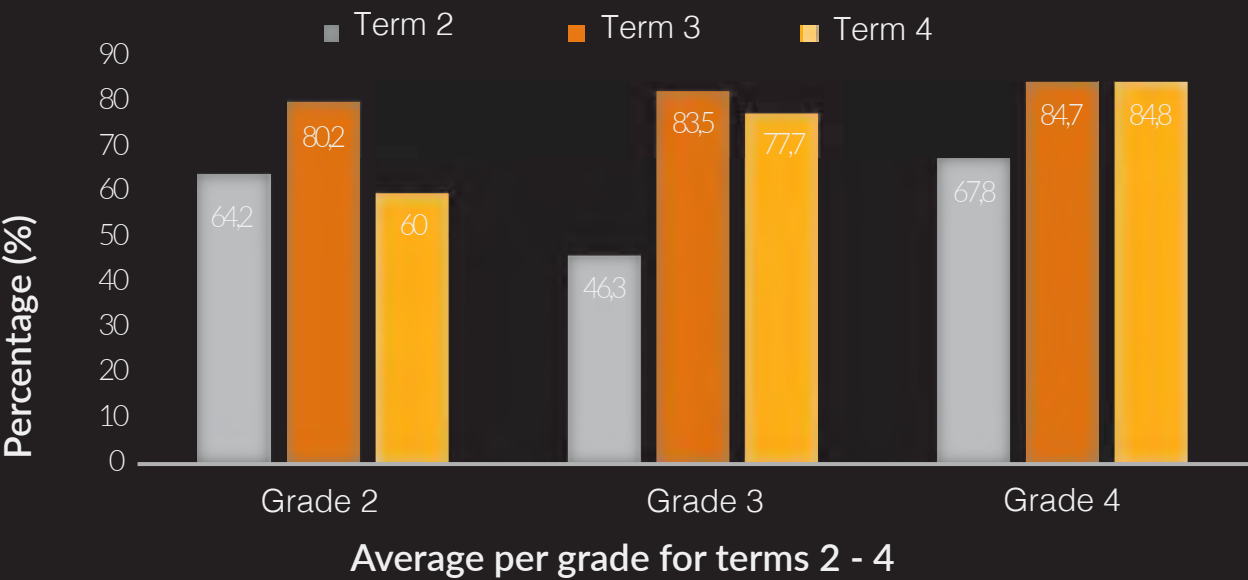
RESULTS PER GRADE FOR CAMI READING AND LANGUAGE TERM 2,3, AND 4 DURING 2022



RESULTS PER GRADE FOR CAMI MATHEMATICS TERM 2,3, AND 4 DURING 2022



RESULTS PER GRADE FOR CAMI PERCEPTUAL SKILLS TERM 2, 3 AND 4 2022



In general, learners fully enjoy going to Cami lessons. They are orderly, and quiet and listen to Jack as their teacher. Jack says the following about his role as Cami manager: “I mostly see myself as a Facilitator (rather) than a Manager, I spend more time teaching. Running the lab is simple since I have full support from both the school and the Foundation.”



*Jack Malungana, Cami manager
at Vhulakanjhani Primary*

He has three dreams for the computer lab:

“Having internet access in the lab (can be used for research for grade 5-7). Installation of Microsoft office, this can be helpful in teaching learners how to use Word for typing, they can be taught how to type in their assessment. To produce more active & smart learners, who are excelling in mathematics (since this programme is our priority).”

His strengths are that he has computer skills and are good with kids. He says he can sometimes be impatient and would like to learn more ICT skills.

“The training and coaching they provide to me build more confident and professionalism in me, and also taught me on how to work with different types of people (age different) and this made me realized what am capable of and how to follow my dreams.”

Challenges

We still do not have enough computers, we need 25 for half of the class to attend. Vhulakanjhani currently has 21 computers and Manyunyu 15. Teachers do not always send their learners to the computer lessons.

Plans for 2023

Ensure that Manyunyu Primary Cami lab is a success and that all teachers support the programme.

Include grade 2 in the programme at Vhulakanjhani Primary School.

Vhulakanjhani Primary want to connect the computers to the internet so that they can be used for research and setting question papers. We want to give the school the opportunity to take ownership of their needs and solve this issue without financial intervention by Kaross Foundation.

Develop and support the academic curriculum through: Assisting agricultural schools with practical exposure

Our drive

According to USAid (2022) agriculture plays a crucial role in growing the economy of South Africa, reducing poverty, and improving food security. In addition, it creates many job opportunities for South Africans (Sihlobo, 2021).

It is therefore beneficial for learners to study agriculture as a subject and to receive practical training before entering the job market, to increase their chances of employment. By assisting agricultural secondary schools in organising practical experiences for their learners we are not only assisting with their academic requirements but also expanding their view of agriculture.

Description of the programme: Assisting agricultural schools with practical exposure

As part of the subject Agricultural Management Practices learners need practical exposure in the agriculture industry. This subject is for grades 10 to 12.

Objective

To assist Agricultural Management Practices teachers in ensuring the success of the subject, specifically through assisting with practical training.

Beneficiaries

School name	Grade 12 Learners
Mahwahwa Secondary School	45
Solani Samson N'wamitwa School	31

Progress during 2022

Grade 12 learners from Solani Samson N'wamitwa Secondary School visited Du Roi Nursery and Groep 91 Uitvoer. At Groep 91 they visited the packhouse and observed harvesting. Grade 12 learners from Mahwahwa Secondary school visited Du Roi nursery.

Next year we want to expose learners to more of the agricultural industry.

Did we have impact?

The outcomes for this programme is to expose grade 10-12 learners to different commercial farms in the area.

Two of the schools asked for assistance with the grade 12 practical days and we organised successful outings. The programme only started in the second half of the year and therefore not all grades were included.

The learners and educators thoroughly enjoyed the practical days and found them informative.



Challenges

Thus far there has not been any noteworthy challenges.

Plans for 2023

Two practical outings per grade for grade 10-12 learners from Solani Samson N'wamitwa and Mahwahwa Secondary School.



Thank you: partners, funders

We thank the board of Kaross Foundation: Jan-Louis Pretorius, Janine Pretorius, Yasmeen Bhamjee, Obert Machimana and Raymond Engelbrecht for their insight, wisdom, and guidance.

Thank you to the friends of the Foundation: Felix Hacker and Wimpie Mostert for their contributions during our Community of Practice meetings.

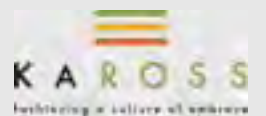
We would not have any impact if there were no schools to open their doors to us. Thank you to the primary schools: Vhulakanjhani, Nwajaheni, Manyunyu, and Nyavana for you're your time, commitment and taking part in our English programme. Thank you to the secondary schools: Mahwahwa, Solani Samson N'wamitwa, Mapheto, and Gwambeni for your involvement with the Valued Citizens Initiative programmes that take a lot of time and commitment. We hope that your learners will reap the fruit of your inputs.

Our funders enable the Foundation to do exceedingly more than what is imagined. We thank Groep 91 Uitvoer, Karosswerkers, Albert Heijn Foundation, and The Waitrose Foundation Southern Africa for their funding and for believing in the work we do.

We thank the Department of Basic Education for allowing us to have an impact on their schools. A special thanks to the circuit managers of these schools: Magwasa Ngomana (Xhikoko circuit) and Vincent Mabunda (Nwanedzi circuit) for their willingness to be involved in the programme.

We look forward to what 2023 brings – the development of more valued citizens, English being the common language spoken in classrooms, daycare centres being developed to their full potential. And ultimately, a community that is uplifted by everyone playing their part and taking ownership of the challenges around them.

“Education has always been a powerful agency in any society and it is considered as an indispensable instrument for bringing positive change in the social, political, economic and cultural life of people” (Boudersa, 2016).



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Addendum A

Analysis of evaluation tools

(November 2022 VCI report)

As part of the assessment process, learners were asked to rate their level of knowledge, skills, and confidence by ticking a suitable number next to each of the statements. They were encouraged to be honest, since there is no right or wrong answer, only strengths and weaknesses to be aware of.

CONFIDENCE AND SELF-AWARENESS:

45% of our participants rated themselves highly between 4 and 5 acknowledging that they are more grounded since they joined the Sondela Open Dialogues programme and now they can express themselves openly in front of their peers without fear. 29% rated themselves with an average of 3, indicating that through the programme they have learned how to express themselves but still get nervous so they believe that with more practice, they would be able to come out of their shells. 26% acknowledged that their confidence is a work in progress rating themselves still between 1 and 2 as they still express a fear of being judged. Our Valued Citizens learners expressed their gratitude to Kaross Foundation for the platform that the Sondela Open Dialogues programme provided them with and believe that the skills gained are anchored as a new habit. Furthermore, 60% of our Valued Citizens learners said they had learned to communicate effectively with peers, facilitators, and educators, rating themselves highly between 4 and 5. Breaking loose from their own cocoon, our learners give hope and inspire others to gain confidence to be able to share their ideas, opinions and beliefs with others.

66% of our learners claimed that that they are now able to find their voice at the time of challenges and ask for help rating themselves highly between 4 and 5. In average, 9% rated themselves at 3 while 25% rated themselves between 1 and 2, admitting that they could confide in others sometimes, however, their trust towards self and others is still to be anchored.

Over 77% of the learners said that the Sondela Open Dialogues Programme taught them valuable lessons about values and through self-introspection, they are now well conscious of their strengths, weaknesses and values and are able to articulate them and set boundaries. Only 14% rated themselves with an average of 3, as they discovered their values and now still have to learn how to apply them in their daily lives.

Over 80% of respondents said that they are aware of who they are as well as what they stand for, and that they use their values positively as a compass to make appropriate decisions, rating themselves between 4 and 5. Finally, 71% of our Valued Citizens learners shared that they have learned to accept their imperfections and strive to become a better version of themselves, encouraging one another and developing self-motivation.

KNOWLEDGE ON PRESSING CHALLENGES:

Majority of our Valued Citizens learners demonstrated that they are conscious of the pressing challenges that our education system is confronted with. Through Sondela Open Dialogue programme they have managed to identify their roles in addressing such challenges with 72% of them rating themselves highly between 4 and 5. Only 14% of them agreed that they are aware of the challenges surrounding our education system however, they still easily shift the blame to the South African government. Through the Sondela Open Dialogues, they came to understand that their contribution is equally significant, regardless of their age.

KNOWLEDGE ON OUR SOUTH AFRICAN CONSTITUTION:

Having exposed our learners to our Constitution and Constitutional Values, it was found that there is still a compelling need to reinforce the importance of the constitution as the supreme law of our country. It became apparent that our learners read the constitution selectively and only understood the Bill of Rights. This is after realising that only 29% of our learners scored themselves highly between 4 and 5 on understanding the constitution and its intention towards safe guarding our constitutional democracy. About 37% of our learners rate themselves at 3, acknowledging they know about it but haven't taken the time to read it thoroughly. In addition, 34% of the learners indicated that they are not entirely knowledgeable about the constitution of South Africa and what it aims to achieve as the supreme law of the nation, thus rating themselves between 1 and 2. Further, 57% of our Valued Citizens learners understood the role the Constitution played in helping them address inequalities they were facing in their communities through accessing their rights. It was also noted with great appreciation that 89% highlighted that they know their rights and equally their responsibilities. Among the learners, only 11% said that sometimes they focus on their rights and neglect their responsibilities, rating themselves on average at 3.

SOFT SKILLS GAINED:

Communication: 52% of our Valued Citizens were confident and believe they are now able to articulate their viewpoints openly and independently since they participated in the Sondela Open Dialogues programme, ranking themselves between 4 and 5. 31% admitted that sometimes they could open up and speak their minds, but still find it challenging to speak out on certain matters, rating themselves 3.

Problem Solving: About 49% of respondents described themselves as having mastered the skill of identifying challenges in their lives, and devising some means for finding solutions to these challenges. And some said that they look for help from their parents or educators, marking themselves between 4 and 5.

Cooperation: 89% of the learners were confident in their skills to collaborate as teams and firmly believe that the Sondela Open Dialogues programme taught them to work together in order to gain perspectives from their peers' views and enabled them to feel supported and valued.

Leadership: A majority of learners (51%) rated themselves highly between 4 and 5, acknowledging that they are now capable of representing their team as a leader and even enable the introverts and shy ones to have a voice on what matters to them and 26% marked themselves as average at 3, saying that they sometimes find it difficult to be a democratic leader, as some people at times over power their voice.

Critical Thinking: 66% said that they are able to gain different perspectives and think critically while not being judgemental. They noted that they can be open-minded and try to hear what others have to say without looking down on their peers but understand that people have different views and are entitled to have their own opinions. 20% noted that they are open to different views and can hear other people's opinions however they noted that sometimes it gets difficult not to judge other people thus they marked themselves as average at 3. 14% rated themselves between 1 and 2, acknowledging that they still need to learn the art of critical thinking in order to gain different perspectives as well as refraining from a judgemental attitude.