

LITERACY-NUMERACY & BURSARY PROGRAMMES

END OF TERM EVALUATION: TERMS OF REFERENCE

Background

The Thebe Foundation was established from the same ethos that saw the birthing of Thebe Investment Corporation. Those include a focus on community development and driving programmes that are sustainable for the empowerment of our people and speaks to who we are as an organization “Building communities. Is our bottom line”

Under the Foundation’s strategic pillar of *education*, the organization seeks to support primary school learners attain requisite standards in literacy and numeracy and to improve the quality of secondary schools’ learner outcomes to facilitate access to further opportunities. The Foundation believes in working in partnerships with the government departments and other players in the education space.

About Thebe Foundation Trust

Education and Enterprise Development are the two anchor programmes established by the Thebe Foundation in the response to the needs of the community in honor of our Founding Fathers (Founders Legacy Programme). The focus for this TORs is predominantly on education sector:

Literacy and Numeracy Programme:

The Foundation supports primary school learners attain requisite standards in literacy and numeracy (**LitNum**). The foundation believes in working in partnerships with the government departments and other players in the education space.

Since 2009, the Thebe Group supported high school learners from grade 8 – 12 through Scholar Support Programme (SSP). The Foundation and one Thebe Group Company, Stockbroking, both provided scholarships and bursaries to seven academically talented students from low-income households to cover tuition, stationery, and uniforms and to enable them to excel at top South African high schools and develop into future leaders. The scholarship programme covered tuition, stationery, and uniforms. The bursary holders were, from grade 8, registered in SSP partner schools such as St. Martins High, Jeppe Girls High, St. David’s Marist Inanda, Pretoria Girls High, King Edward V11, and St. Johns.

In 2012 the Thebe Foundation engaged in a two-year partnership with TeachSA to help the Willowvale Senior Secondary School improve learner performance in mathematics and Physical Science. The Foundation paid salaries of two graduates placed to teach the supported learning areas.

In 2013, the Foundation signed a Memorandum of Understanding with the Mpumalanga Department of Education to implement *literacy and numeracy projects* in the foundation phase for a period of three years. The literacy and numeracy projects are since 2013 being implemented in two education districts, Gert Sibande and Nkangala in support of 16 primary schools.

DISTRICT LENS:**Education in Mpumalanga**

The 16 primary schools in two districts focuses on improving literacy (with Read) and numeracy (with Maths Centre). This has included the provision of 5 libraries, training of librarians, establishing reading clubs, training of mathematics teachers, and the establishment of mathematics hubs in schools. Two districts have been supported through the establishment of district management forums. Read has also conducted an evaluation, and this will be made available upon request. The support offered here is language and numeracy teaching in the home-languages of Sepedi and Ndebele as well as isiZulu

Education in Gauteng

7 township learners were awarded bursaries to access better quality schools for Grades 8-12. Most have already graduated; 2 learners have written matric

Eastern Cape

The salaries of two graduates – one focused on mathematics, and the other on science, were paid for their work at an Eastern Cape School. The school was found to be dysfunctional, and as such strategy changes were on focusing leadership, capacity and governance issues at this school. There is only one service provider and the focus is on school performance data.

KZN

Work here has focused on capacity building for two districts in KZN in support of the PILO project. This was a once-off one-year initiative. The main role players here have been the District Officials in the two districts.

Skills Development Dr Mabuza Scholarship:

This scholarship program was established by TIC in 2016. The fund originally aimed to support financially needy students at the University of Mpumalanga and the Sol Plaatje University. These are students who were studying towards the Bachelor of education qualification as well. The contributions made by TIC and/or associated companies also contributes towards the B-BBEE Skills Development imperatives of skilling unemployed black people.

The fund is currently planned to support 26 students at the following universities; Sol Plaatje University (SPU), University of Mpumalanga (MPU), Wits University, University of Johannesburg (UJ), Central Johannesburg TVET College (CJC) University of Kwazulu Natal (UKZN) University of Cape Town (UCT) and University of Western Cape (UWC). The support provided covers the full costs of duration of the beneficiary's degrees. In 2018 calendar year, at least 13 bursary holders graduated. In 2019, 20 bursary holders and 2020, 6 bursary holders graduated.

Evaluation Target Audience

The target is primarily per the Memorandum of Understanding (MOU) the Foundation signed with the Mpumalanga Department of Education to implement *literacy and numeracy projects* in the foundation phase for a period of three years. The projects are since 2013 being implemented in two education districts, Gert Sibande and Nkangala in support of 16 primary schools.

Evaluation Type

This is a formative evaluation which is aimed at assessing the impact of the programmes in education over the 5 years. The findings are expected to provide learning and recommendations to improve future programming, strategy review and its interventions through the redesign process. Secondly the evaluation will provide a basis for accountability to its donors, the community and its partners. The Evaluation will encompass mixed methods and triangulation approach to enhance the qualitative and quantitative techniques.

Evaluation Purpose and Objectives

PUPROSE: The purpose of the evaluation is to formatively inform strategy on what went well and what did not go well, which strategic objectives were achieved and those that need to be enhanced in education sector.

GOAL: The review is commissioned in order to assess overall impact towards set programmes objectives, identify gaps (if any) in programmes implementation over the last 6 years, as well as to recommend the improvement and scaling up of the programmes for optimal effectiveness and efficiency.

OBJECTIVES: The specific objectives are:

1. Evaluate the overall impact of the programme against the set organizational objectives:
2. Conduct literature review on the effectiveness and efficiencies of teacher focus approach and changing landscape in the basic education sector.

Scope of Work

1. Develop Inception report
2. Conduct an impact evaluation across Thebe Foundation education programmes (basic education and scholarship programme) based on the strategic objectives.
3. Evaluation report with strategic and programmatic recommendations for strategy review
4. Review Thebe Foundation strategy, theory of change and programmes implementation design/model.

DELIVERABLES

- Evaluate the education programmes outlining what went well and what did not go well and the reasons for the successes and/or failures
- Provide in-depth analysis of constraints impacting on literacy and numeracy of learning, scholarship and staff support programmes, enabling environment and qualitative issues
- Highlight lessons learnt, spin offs and scaling up of the programmes.
- Review current programmes model/design implemented and recommend cost-effective design for transition/redesign of the programmes.
- Evaluate the impact of the programmes on the beneficiaries.
- Evaluate the cost-effectiveness of the programmes

- Determine the validity of the underlying programmes and projects theories and assumptions across programme cycle.
- Analyse the impact (sustainability and ownership) of the programme over the years.
- Submit Draft Report
- Workshop the Thebe Foundation Trustees on the evaluation findings
- Submit Final Report.

Evaluation Methodology

- The evaluation proposal should clearly outline the methodology to be adopted.
- Evaluate how the organisation planned and executed the educational programmes based on the objectives and expected outcomes throughout the programme’s life cycle.
- Investigate the desired changes, the different pathways to get to the desired change and causality.
- The effectiveness and efficiency of the design/model used to implemented the programmes

Limitations

The study will be conducted based on the methodology chosen to accommodate both face to face and virtual interviews due to the outbreak of the Covid 19 pandemic.

The focus will be on the geographic coverage of the two districts (Nkangala and Gert Sibande) and broader Mpumalanga communities that benefited from the programme.

TIME FRAME

The Research/assessment is expected to be conducted within 6 months and final report and action plan shared.

| Activity | By when |
|--|-----------------------|
| Evaluation TOR development/approval | March 2021 |
| Call for proposals | April 2021 |
| Selection of service provider | April/May 2021 |
| Evaluation Inception plan | June 2021 |
| Evaluation conducted | June 2021 |
| Draft & Final Evaluation report submission | July 2021 |
| Review strategy | August 2021 |
| Workshop board on new strategy & revised AOP | August/September 2021 |

Documents will be analyzed from Thebe Foundation and any other education related reports from the districts and the provinces, respectively.

Qualification and Relevant Knowledge and Experience requirement

- The proposal submitted should provide detailed information of the team leader and members who will be involved in the evaluation research project.
- It should outline their expertise, skills, and knowledge as well as the specific roles in the assignment.
- Tertiary education in Social Science, Education, and related research areas
- Proven track record of conducting evaluation studies
- Excellent evaluation research, analytic and report writing skills
- Proven Knowledge, understanding and experience on the basic education and skills development sector

The successful organization must show evidence of examples of conducting and managing quality programme evaluation projects.

Reporting

- The successful organization is expected to work closely with the Thebe Foundation to communicate progress as well as challenges
- Provide reports on completion of agreed upon deliverable

Confidentiality

- The evaluation report and management of this assignment will be handled strictly confidential.
- The rights to distribute and publish the evaluation report solely vested with Thebe Foundation.

Budget

A clear itemized budget must be provided for research processes, travel, accommodation, and consultancy fee. Payment will be done in line with progress reports and aligned to key deliverables.