

ANNEXURE 3: INTERVIEW SCHEDULE

A: The school background and context (Respondents: SGB Chairperson / Principal)

- For how long has the school been functioning?
- Which grades and how many learners does the school have?
- Which quintile is the school?
- Which challenges does the school have in terms of teaching, administration and resources?
- What interventions are put in place to deal with workload challenges?
- How has the school been successful over the previous ten years?
- How do you view the success compared to the previous three years?
- Does the school have the school-business partnership agreement?
- Which businesses does the school partner with and what is the purpose of the partnership?
- Who are the beneficiaries of this partnership? What is your view on business support for the school?

B: Institutional management policy framework and governance (Respondents: Principal, SMT member and Education official)

- How is the team for the development of the school-business partnership policy composed?
- Explain:
- Who are the members of the team responsible for development of this school-business partnership?
- Is there a mission statement developed for the school-business partnership?
- Explain:
- Do you think the mission statement considers the school, the department and business partner's values and goals? Explain:
- Does the partnership structure appear on the schools' strategic plan?
- Explain:
- How is the mission statement used in the partnership business proposals and marketing tools of the school? Explain:
- Does the partnership policy have achievable objectives to provide a basis for monitoring and evaluation?
- Explain:
- Does the policy identify unmet school, learners' and partner's needs?
- Explain:

- Has the policy considered the school and the partners' core values?
- Explain:
- Did the policy team develop a partnership proposal to present to the partners?
- In your opinion, what is the purpose of community, school collaboration and cooperation in as far as school partnerships are concerned?

C: Stakeholder engagement and relationship building (Respondents: Community member, parent, community leader, municipal official and business representative)

- What is the role of the school in engaging community businesses in cooperative, mutually beneficial relationships?
- Who are the key school stakeholders in the school-business partnership?
- Are the key stakeholders involved in the development of the mission statement of the school business partnership?
- Is there a frank discussion of values, goals and needs by the relevant stakeholders of the school-business partnership? Explain:
- Is there a clear, open and transparent communication channel in the partnerships?
- How are appointments made? Who normally coordinates the meetings? Explain:
- How are the needs, values, goals and objectives of the partnership communicated to the school and administrative staff, parents and the community? Explain:
- How do participants in the partnership activity provide input for developing role descriptions? Explain:
- Is the partnership temporary or permanent? Explain:
- Is there a smooth and equal partners' dialogue in the partnership? Explain:
- What is the role of community businesses in supporting student achievement?

C: Planning and implementation of developmental programmes (Principal, SGB chairperson, education official, SMT member and Educator)

- Is there a formal, written management structure with designated contact people for each partner established? What is included in the contract?
- Did the partnership team assess needs of the learners and the school before initiating the projects? Explain:
- Are strategies developed to ensure that there is an ongoing awareness of school-business partnership? Which tools are used?
- Are a wide variety of methods used to identify and secure human, material and financial resources? Explain:
- Do activities provide an opportunity for learners, educators, parents, community members and business employees to interact with each other? Explain:
- Are the partnership administrative procedures regularly reviewed and revised to improve effectiveness and relevancy? Explain:
- Is the partnership budget regularly monitored and accountability for all documents monitored? Explain:

- Is evaluation of partnership and specific activities of the partnership planned and conducted in the context of the partnerships mission?
- What after school programmes are offered for business employees' support to learners?
- What are the strategies explored to get community involved in school projects?

D: School management (Principal and SMT member)

- How does the school management provide direction, support and motivation of stakeholders in the education development process?
- How does the school management clarify and raise the expectations of educators, learners, parents, community and social partners for the achievement of outcomes?
- What measures are put in place for promoting a conducive social climate for teaching and learning at school?
- Does the SMT have effective plans, with implementation, monitoring and evaluation mechanisms for school development programmes?
- How is the SMT and staff aligned, cohesive and united for a common purpose of academic excellence?
- What are the challenges experienced during the SB partnership meetings?
- How does the community support the school projects?
- Do the learners feel valued, supported and inspired to produce excellence?
Explain:
- How has the school business relationship project impacted on the learner dropout rate and absenteeism?
- What is the role of community businesses in supporting student achievement?

E: Policy guidelines inform stakeholders in the school business partnership processes? (Education official, Business representative, SGB Chairperson and Principal and SMT member)

- Does the school have the vision, mission statements and values and various policies for the implementation, monitoring and evaluation of education programmes?
- Does the school have school-business partnerships policy?
- Who developed the policy? In your view which policy guidelines served as support in the partnership policy development?

- How are the parents, community members, businesses providing educational support to the learners?
- What assists the school in the development of educators' unique potential?
- How does the school promote the development of parents?
- How does the school engage with learners on matters relating to their studies?
- How does the school engage with private sector, NGOs and CBOs on education matters?
- What conditions are present when a business initiates partnership with a school?
- What do you perceive as the major barriers which hinder effective partnerships between the business and the local school system?

ANNEXURE 4: A QUESTIONNAIRE

A: Personal details

- Gender

Male	Female
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- Age

Below 20	20 - 29	30 -39	40 -49	50 -59	60 and above
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- Highest qualification

Primary school	Matric	Certificate/diploma	Bachelors/Honours degree	Masters and Doctorate
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- Respondent

Parent	SMT member
Educator	Municipality official
Community member	Community leader
Principal	SGB Chairperson
Education official	
Business partner/ representative	

- Race

Indian	African	White	Coloured
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- Number of years of involvement with the school

Less than 5 years	5 years to 10 years	11 years to 20 years	21 years and more
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- Location of the school

Farm environment	Rural environment	Urban environment	Township environment
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Section B to E

Instructions:

Rating scale Abbreviations Full Word

5= FP= Fully in Place

4= PP= Partially in Place

3= UP= Under Developed

2= DK= Do not Know

1= NP= Not in Place

Please answer each question by cross marking the box which most closely represents your opinion. Please do the same to all the items in the questionnaire, except where you are asked to comment.

Section A: Institutional policy framework

A1. There is availability of a clearly documented school-business partnership policy directive at school, district, provincial and national level

NP	DK	UD	PP	FP
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A2. There is availability of a body or team or sector for school-business partnership projects at school and are responsible for its administration clearly specified

NP	DK	UD	PP	FP
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A3. The availability of a body or team or sector for school-business partnership projects at district and are responsible for its administration clearly specified

NP	DK	UD	PP	FP
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A4. The availability of a body or team or sector for school-business partnership projects at province and are responsible for its administration clearly specified

NP	DK	UD	PP	FP
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A5. The availability of a body or team or sector for school-business partnership projects at national and are responsible for its administration clearly specified

NP	DK	UD	PP	FP
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A6. The availability of the school-business partnership system is based on clear, sound and specific legal provisions

NP	DK	UD	PP	FP
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A6. The school-business partnership goals reflect the educational goals of the school and district

NP	DK	UD	PP	FP
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A7. The school-business partnership goals reflect the needs of the school and partner

NP	DK	UD	PP	FP
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A8. The school-business partnership objectives are specific and measurable to provide the basis for monitoring and evaluation

NP	DK	UD	PP	FP
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A9. The school-business partnership system includes the application of plans, programmes, policies and projects

NP	DK	UD	PP	FP
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A10. The availability of resources to carry out the school-business partnership projects at province, district and school level

NP	DK	UD	PP	FP
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A11. The availability of team to identify school-business partnership projects at province, district and school level

NP	DK	UD	PP	FP
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A12. The availability of a plan for aligning and distributing the projects equally in the district

NP	DK	UD	PP	FP
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A13. The availability of a plan for school-business partnership projects at province, district and school level

NP	DK	UD	PP	FP
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A14. Consultations of school stakeholders on the school-business partnership projects undertaken at school level

NP	DK	UD	PP	FP
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A15. Participation of school stakeholders on the school-business partnership projects undertaken at school level

NP	DK	UD	PP	FP
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A16. Monitoring of school-business partnership system at school level takes place

NP	DK	UD	PP	FP
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A17. The availability of an impact report of school-business partnership projects at province, district and school level on school outcomes

NP	DK	UD	PP	FP
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A18. The school-business partnership budget is in place that identifies relevant line item's expenditures

NP	DK	UD	PP	FP
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A19. Incorporation of experiences in the feedback process included in the school-business partnership system

NP	DK	UD	PP	FP
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Section B: Stakeholder engagement and relationship

CSI Partnership team:

B1. There is a clear, open and transparent communication channel

NP	DK	UD	PP	FP
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B2. There is level playing field for all the participants

NP	DK	UD	PP	FP
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B3. The room and sitting plan rearranged

NP	DK	UD	PP	FP
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B4. A right of assembly and opportunity for teachers, learners, parents and business employees is ensured

NP	DK	UD	PP	FP
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B5. The right to ask 'what do we want to create together?'

NP	DK	UD	PP	FP
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B6.The original agreement to be stated and activities ensured that they fit into school and business culture

NP	DK	UD	PP	FP
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B7.The problem is analysed or assessed and duration of the partnership determined

NP	DK	UD	PP	FP
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B8.The provision of how the situation is managed through the creation of management structure with specific individuals to ensure accountability, provide quality control and monitor alignment with goals

NP	DK	UD	PP	FP
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B9The team ensures that team members are committed, accountable and support and concurrence secured

NP	DK	UD	PP	FP
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B10.The team ensures that learners and members of the communities are engaged and committed to the course

NP	DK	UD	PP	FP
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B11.The team has developed an understanding of each partners desired level of involvement

NP	DK	UD	PP	FP
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B12.The team has affirmed its partner's strengths and values to offer

NP	DK	UD	PP	FP
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B13.The team has clarity of purpose and objectives

NP	DK	UD	PP	FP
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B14.The team has a frank discussion about values, goals and needs

NP	DK	UD	PP	FP
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B15.The team collaborates to identify activities to achieve values, goals and needs

NP	DK	U	PP	FP
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B16.The team ensures that activities are aligned to education goals of district and school

NP	DK	U	PP	FP
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B17.There is agreement on monitoring and evaluation of performance

NP	DK	UD	PP	FP
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B18.There is no status-based influence

NP	DK	UD	PP	FP
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B19.Decisions are not based on influence of power and authority

NP	DK	UD	PP	FP
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B20.There is decision making effectiveness

NP	DK	UD	PP	FP
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B21.The norms for individual behaviour are clear and followed

NP	DK	UD	PP	FP
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B22.There is good management of information

NP	DK	UD	PP	FP
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B23.There is a clear leadership style

NP	DK	UD	PP	FP
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B24.The is no domination of viewpoints

NP	DK	UD	PP	FP
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B25.There is clear conflict management methods and techniques in place

NP	DK	UD	PP	FP
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B26. There is an objective assessments of issues

NP	DK	UD	PP	FP
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B27. There is an understanding of changing needs of the s learners or diverse learner challenges

NP	DK	UD	PP	FP
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B28. The team is inspired and energized by the common goals to be achieved

NP	DK	UD	PP	FP
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Section C: Planning and implementation of programmes

C1. A needs assessment is developed and completed on a regular basis to develop goals and objectives that are consistent with the mission statement

NP	DK	UD	PP	FP
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C2. There is agreement on clear and realistic goals and objectives

NP	DK	UD	PP	FP
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C3. A partnership team assessed needs and implemented an awareness plan

NP	DK	UD	PP	FP
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C4. The responsibility for implementing an awareness' activities is assigned to specific persons

NP	DK	UD	PP	FP
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C5. Strategies are developed to ensure ongoing awareness of school and business partnership

NP	DK	UD	PP	FP
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C6. There is agreement on how resources will be provided

NP	DK	UD	PP	FP
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C7. There are ways initiated to invite organisations and people to contribute in the partnership

NP	DK	UD	PP	FP
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C8. The partners have equitably assigned responsibilities between themselves

NP	DK	UD	PP	FP
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C9. There is a dispute resolution mechanism in place to deal with unforeseen circumstances

NP	DK	UD	PP	FP
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C10. A variety of methods are used to collect and assess information to determine the needs of the school, department, learners, parents, community and partners.

NP	DK	UD	PP	FP
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C11. A wide variety of methods are identified to secure human, material and financial resources

NP	DK	UD	PP	FP
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C12. Equity for all learners is considered when matching resources with determined needs

NP	DK	UD	PP	FP
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C13. The partnership objectives are smart to provide the basis for monitoring and evaluation process to take place

NP	DK	UD	PP	FP
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C14. The partners assist in support, resources and guidance to the school

NP	DK	UD	PP	FP
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C15. There are provisions of internships and service learning to teachers and learners

NP	DK	UD	PP	FP
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C16. There are community engagement initiatives at school

NP	DK	UD	PP	FP
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C17. Businesses bring artists and experts into the classroom to give learners authentic experiences

NP	DK	UD	PP	FP
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C18. Businesses bring guest speakers, job shadowing, student conferences, mentorships and internships to school

NP	DK	UD	PP	FP
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C19. There is a community resource map that is created

NP	DK	UD	PP	FP
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C20. Community resources are tapped to extend projects beyond the classroom walls

NP	DK	UD	PP	FP
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C21. There are tips on connecting learners with real audiences in order to drive deeper learning

NP	DK	UD	PP	FP
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C22. Events are held locally and nationally to enrich project-based learning and service learning

NP	DK	UD	PP	FP
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C23. Strategies are explored to get the community involved in school projects

NP	DK	UD	PP	FP
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C24. There are activities at school or locally to support career readiness and service learning

NP	DK	UD	PP	FP
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C25. Entrepreneurship activities used to transform learners' work

NP	DK	UD	PP	FP
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C26. Learners are introduced to the world of work

NP	DK	UD	PP	FP
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C27. Introducing and making use of mentors for learners and educators

NP	DK	UD	PP	FP
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C28. Learners take ownership of technology

NP	DK	UD	PP	FP
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C29. There is support for after school learning and enrichment programme

NP	DK	UD	PP	FP
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C30. Local experts make learning to come to life

NP	DK	UD	PP	FP
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C31. Business brings lessons in financial literacy to the school

NP	DK	UD	PP	FP
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C32. There is learning on how the community gets involved in transforming school gardens and grounds

NP	DK	UD	PP	FP
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C33. Educators reach out to the community to identify opportunities for place-based learning

NP	DK	UD	PP	FP
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C34. Community based partners invited to school classrooms to share their expertise

NP	DK	UD	PP	FP
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C35. Businesses and individuals craft internships that allow them to explore their interests, learn skills and work collaboratively

NP	DK	UD	PP	FP
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C36. An overview of the semester long course for learners in the community-based learning programme downloaded

NP	DK	UD	PP	FP
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C37. An evaluation form downloaded and sent to the community-based learning programme at the end to reflect on learners work and performance

NP	DK	UD	PP	FP
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C38. The community partners engaged to provide the new opportunities for learning

NP	DK	UD	PP	FP
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C39. Have you built successful community or business partnerships with the school or district?

NP	DK	UD	PP	FP
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Section D: School Management and leadership

The Principal/SGB Chairperson/SMT/Senior teacher:

D1. The school vision, mission statements and values are shared by all

NP	DK	UD	PP	FP
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D2. The principal actively engages staff, parents and learners

NP	DK	UD	PP	FP
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D3. Clarifies expectations of the school as an organisation

NP	DK	UD	PP	FP
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D4. Has courageous conversations with the staff

NP	DK	UD	PP	FP
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D5. Supports rather than instructs the staff

NP	DK	UD	PP	FP
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D6. Promotes the development of teachers unique potential

NP	DK	UD	PP	FP
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D7. Proactively engages with all school stakeholders

NP	DK	UD	PP	FP
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D8. Recognises and celebrates the achievements of teachers and learners

NP	DK	UD	PP	FP
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D8. Has good working relationships with SMT and teaching staff

NP	DK	UD	PP	FP
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D9. Has positive energy at personal and school level

NP	DK	UD	PP	FP
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D10. The SMT and teaching staff is aligned, cohesive and planning effectively

NP	DK	UD	PP	FP
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D11. The SMT effectively co-ordinates and delegates

NP	DK	UD	PP	FP
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D12. The teachers expresses enthusiasm for teaching

NP	DK	UD	PP	FP
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D13. There is less teacher and learner absenteeism

NP	DK	UD	PP	FP
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D14. Teachers are seen to spent more time on task

NP	DK	UD	PP	FP
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D15. Teachers undertake more relevant professional development

NP	DK	UD	PP	FP
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D16. More parents attend school meetings

NP	DK	UD	PP	FP
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D17. The community support the school initiatives

NP	DK	UD	PP	FP
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D18. Parents, individuals and organisations get involved

NP	DK	UD	PP	FP
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D19. There is sufficient quantity and quality of teaching

NP	DK	UD	PP	FP
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D20. Learners valued and supported in their education by teachers, parents and the community

NP	DK	UD	PP	FP
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D21. There are more assets, resources and opportunities available to the school

NP	DK	UD	PP	FP
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D22. Learners feel inspired and motivated

NP	DK	UD	PP	FP
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D23. Learners perform better in standardised test

NP	DK	UD	PP	FP
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D24. More children do well in numeracy and literacy

NP	DK	UD	PP	FP
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D25. There is increasing percent of learners who pass with diplomas and bachelors

NP	DK	UD	PP	FP
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D26. Fewer learners drop out before reaching Grade 12

NP	DK	UD	PP	FP
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- Observation schedule
 - Relevant school partnership documents
 - Policy guidelines
 - Meetings and workshops
 - Official ceremonies like handing over of projects
 - Partnership forums and committees

