

EDUCATION INDABA

DISTRICT WHOLE SCHOOL DEVELOPMENT
MODEL PRESENTATION

17 May 2024



KAGISO
T R U S T
Overcoming poverty

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Challenges

What we wanted to achieve?

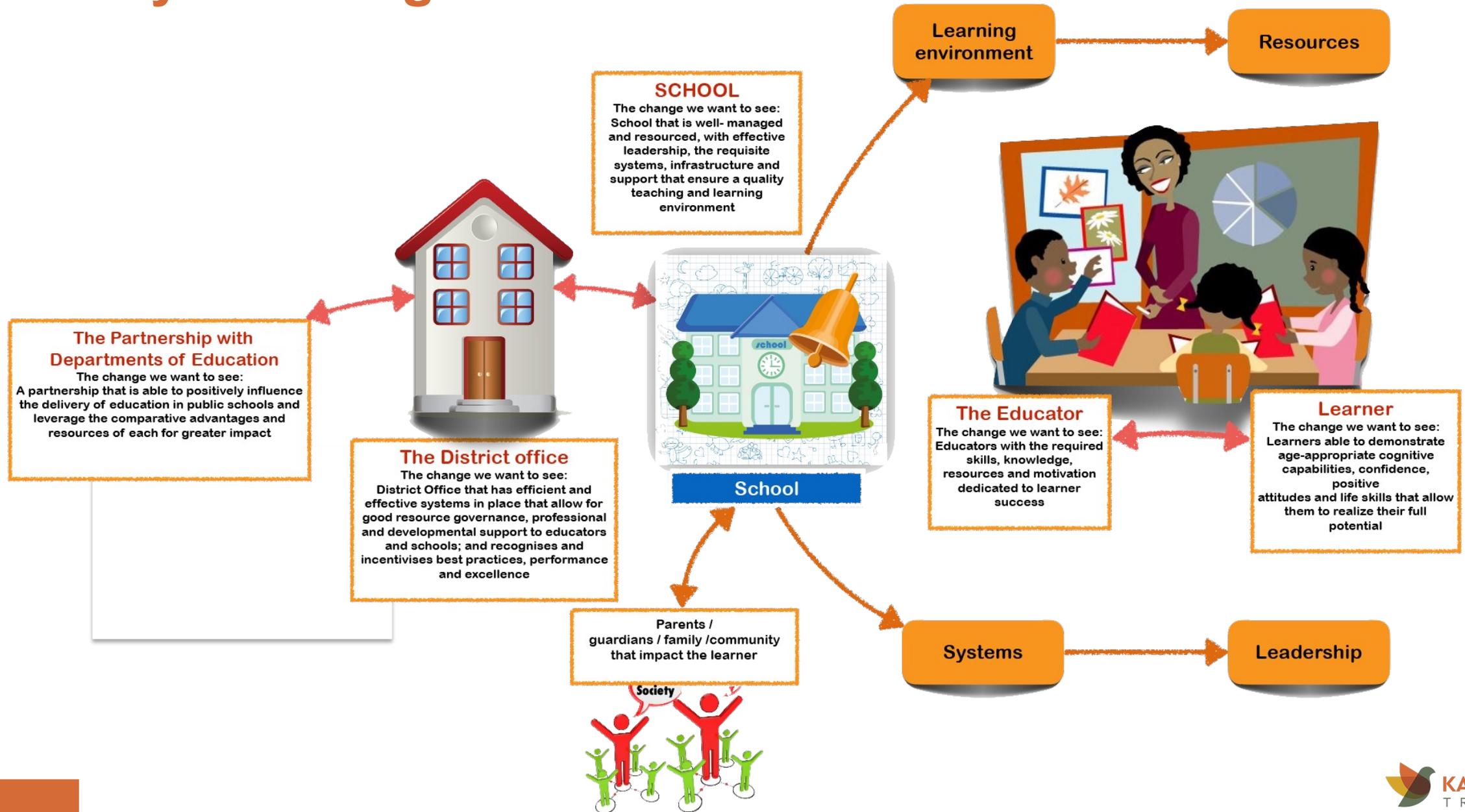
- To collaboratively deliver a whole school development programme, aimed at transforming public school education based on a district by district approach across South Africa.
- Develop and test an education transformation model that can be replicated throughout the country.
- Pilot the model over 8 years in the Free State and transform schools to reach levels of complete functionality and performance.
- Significant systematic influence and change on the delivery and management (monitoring & support) of education programmes

Theory of Change

A theory of change (TOC) is a living tool that links what we do, who we target for results, why and how we do it; and what we expect to achieve¹. The DWSD Model TOC is a series of change statements that speak to the changes we want to see in those we are targeting. In essence, the TOC was developed and adopted to help with the following:

- To reflect the change we want to see as a result of the programme (behavioural and institutional)
- To guide the meta-programme² with respect to result areas per stakeholder or institution
- To define the parameters for monitoring and evaluation
- To offer a bird's eye view of the overall intent and planned results of the programme

Theory of Change



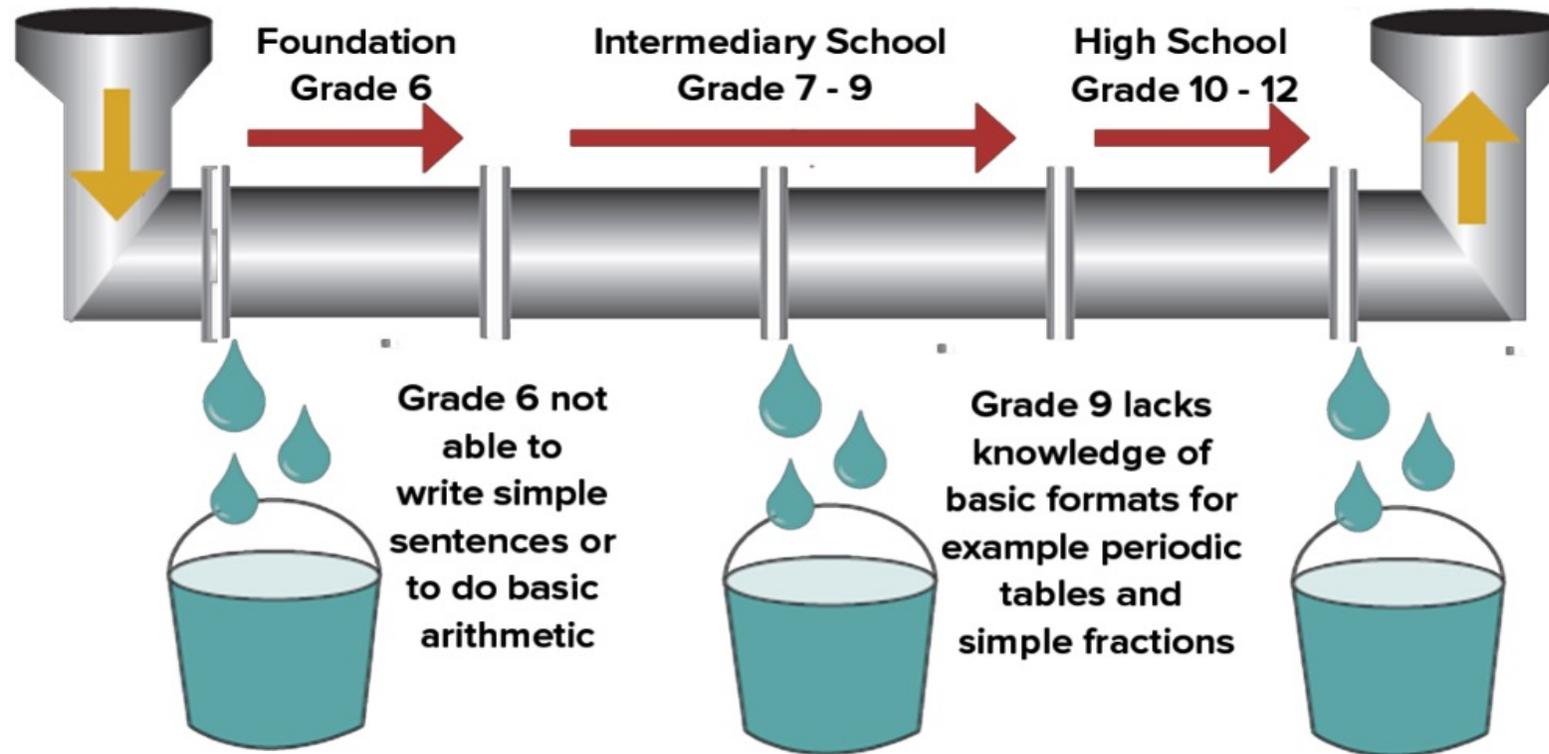
Change statements as per the theory of change

Institution or Role Player	Change statement
The Partnership	<i>A partnership that is able to positively influence the delivery of education in public schools and leverage the comparative advantages and resources of each for greater impact</i>
The District	<i>District office that has efficient and effective systems in place that allow for good resource governance, professional and developmental support to educators and schools; and recognises and incentivises best practices, performance and excellence</i>
School	<i>School that is well managed and resourced, with effective leadership, the requisite systems, infrastructure and support that ensure a quality teaching and learning environment</i>
Educator	<i>Educators with the required skills, knowledge, resources and motivation dedicated to learner success</i>
Learner	<i>Learners able to demonstrate age-appropriate cognitive capabilities, confidence, positive attitudes and life skills that allow them to realise their full potential</i>

Kagiso Trust District Whole School Development Model



What are we addressing: Education Pipeline Challenges



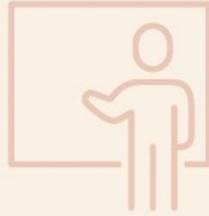
The Model focuses on establishing good governance and management principles, which will ultimately benefit the long-term success of the schools affiliated with the programme. Setting good foundation is beneficial than taking a remedial approach on the FET phase, particularly Grade 12.

District Whole School Development Model



Overall Free State Impact

Beneficiaries are black, previously disadvantaged from rural areas and marginalised communities, from Grade R to University level, between the ages of 7 and 25 years.



5 501 EDUCATORS DEVELOPED
12 000+ EDUCATORS ATTENDED ETW

INFRASTRUCTURE DEVELOPMENT



594 CONSTRUCTED AND RESOURCED FACILITIES



285 RENOVATED SCHOOLS



2 472 AD-HOC JOBS CREATED



975 SMMEs SUPPORTED

LEADERSHIP DEVELOPMENT



1 077 SMT TRAINED IN LEADERSHIP DEVELOPMENT



60 LEARNERS TRAINED IN YOUTH DEVELOPMENT

EYE TESTING



116 824 EYESIGHT TESTS CONDUCTED



7 795 SPECTACLES DONATED



600+ SCHOOLS



806 511 LEARNERS



186 EMSP STUDENTS



BNSDP learners who were awarded Kagiso Trust's full bursary under the Eric Molobi Scholarship Programme to study at a university of their choice.

More than
1,4 MILLION
people directly benefited from the programme

Free State Results



2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023

MATRIC PERFORMANCE BY YEAR

NATIONAL PASS RATE							
76.2%	76.5%	78.2%	81.3%	76.2%	76.4%	80.1%	82.9%
FREE STATE PASS RATE							
88.2%	86%	87.5%	88.4%	85.1%	85.7%	88.5%	89.0%

Overall Limpopo Impact

Beneficiaries are black, previously disadvantaged from rural areas and marginalised communities, from Grade R to University level, between the ages of 7 and 25 years.



262
SCHOOLS



29 761
LEARNERS

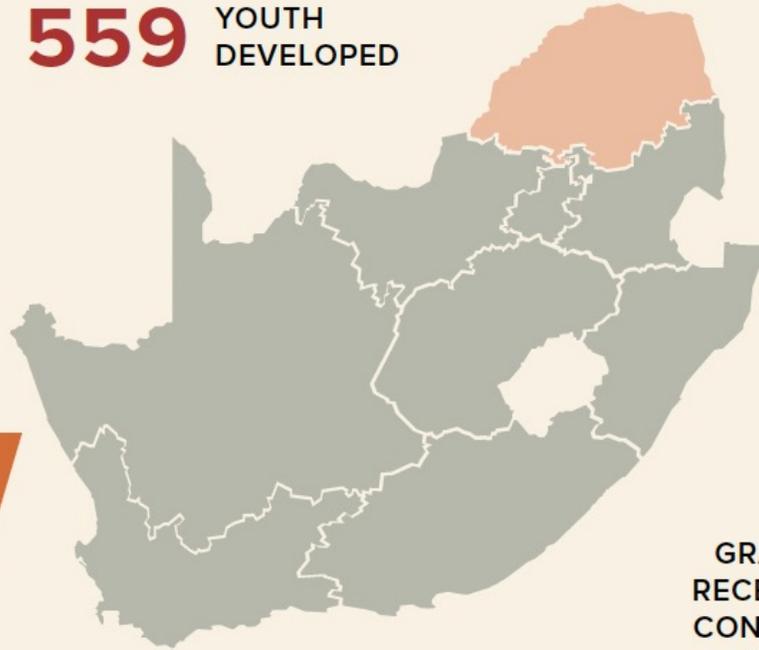
More than
120 000
people directly benefited
from the programme



704 EDUCATORS
DEVELOPED

78
SCHOOLS ATTENDED ETW

559 YOUTH
DEVELOPED



INFRASTRUCTURE DEVELOPMENT



1

CONSTRUCTED
AND RESOURCED
FACILITIES



4

RENOVATED
SCHOOLS



4

AD-HOC JOBS
CREATED



52

SMMEs
SUPPORTED



102 125
GRADE R - 12 LEARNERS
RECEIVED RADIO LESSONS
CONDUCTED VIA TUBATSE
AND CAPRICORN FM

LEADERSHIP DEVELOPMENT



157

SMT TRAINED
IN LEADERSHIP
DEVELOPMENT



559

LEARNERS
TRAINED
IN YOUTH
DEVELOPMENT



45

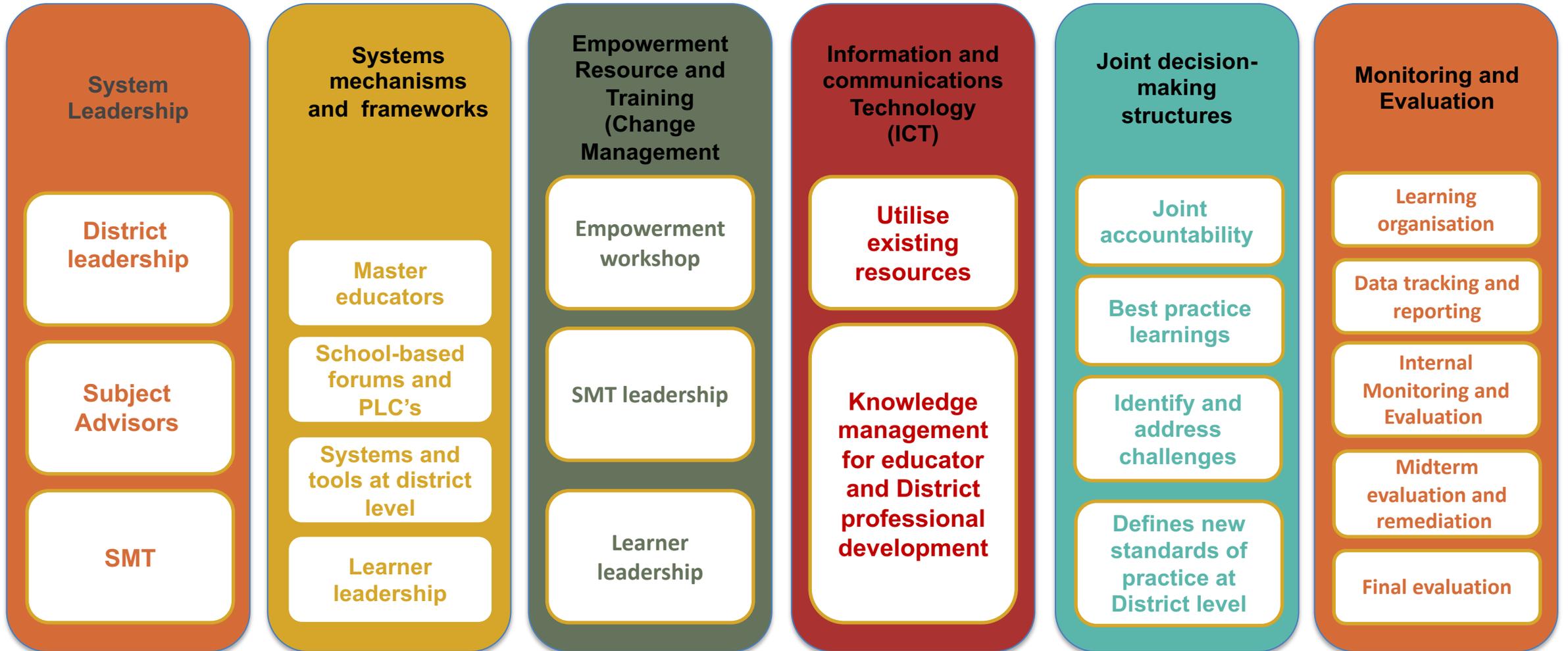
EDUCATORS WERE
TRAINED FOR
FIRST AID ON A
COURSE IN 2022



2 231

LEARNERS FROM 77
SCHOOLS RECEIVED
STUDY GUIDES FOR
MATHEMATICS AND
PHYSICAL SCIENCES

Sustainability Roadmap



Lessons Learned

Improve Learner Outcomes: The primary goal of the model must be judged by, improvement in learning outcomes. Improvements in features of district or school management, however necessary and useful, must demonstrably result in more effective teaching and learning.

Inside not outside: Responsibility must be located where it belongs, within the department and led by it — not in parallel the department. The program must be anchored in the system and fully owned by the districts/ province

Reciprocal accountability: Accountability is key in education, However hierarchical notion of accountability can be counter productive

Part of governments priorities: Interventions must be firmly based on Government's existing priorities and programs, and fully aligned to government's plans If the model is to be replicated in the system,

Change management: Change in education must be led by government with its social partners. A broad alliance of key stakeholders is necessary to ignite and sustain change, especially in education

Data to inform action: There must be a culture of the development and use of data that can be monitored, with data driven problem solving. This applies to all levels

Intention is for government to implement: The strategy of locating the campaign inside the department has always had the intention of building the capability of the Department to assume full responsibility for the implementation of the program and to sustain the practices it seeks to instill in all schools into the future

Challenges

- Legislative restrictions on partnership with Government (PFMA)
- Curriculum trimming and school rotations (Covid 19 impact)
- A lot of focus on Grade 12 (High Schools)
- Learner dropout rate
- Social ills (teenage pregnancy, gangsterism and bullying in schools)
- Limited psychosocial support
- ICT infrastructure and resources



Thank you



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