

## Summary of independent research on the Partners for Possibility Programme

### A Large-scale survey by HR.com

**Survey conducted as part of the process for assessing nominees for the 2017 LEAD awards**

Conducted in November 2016

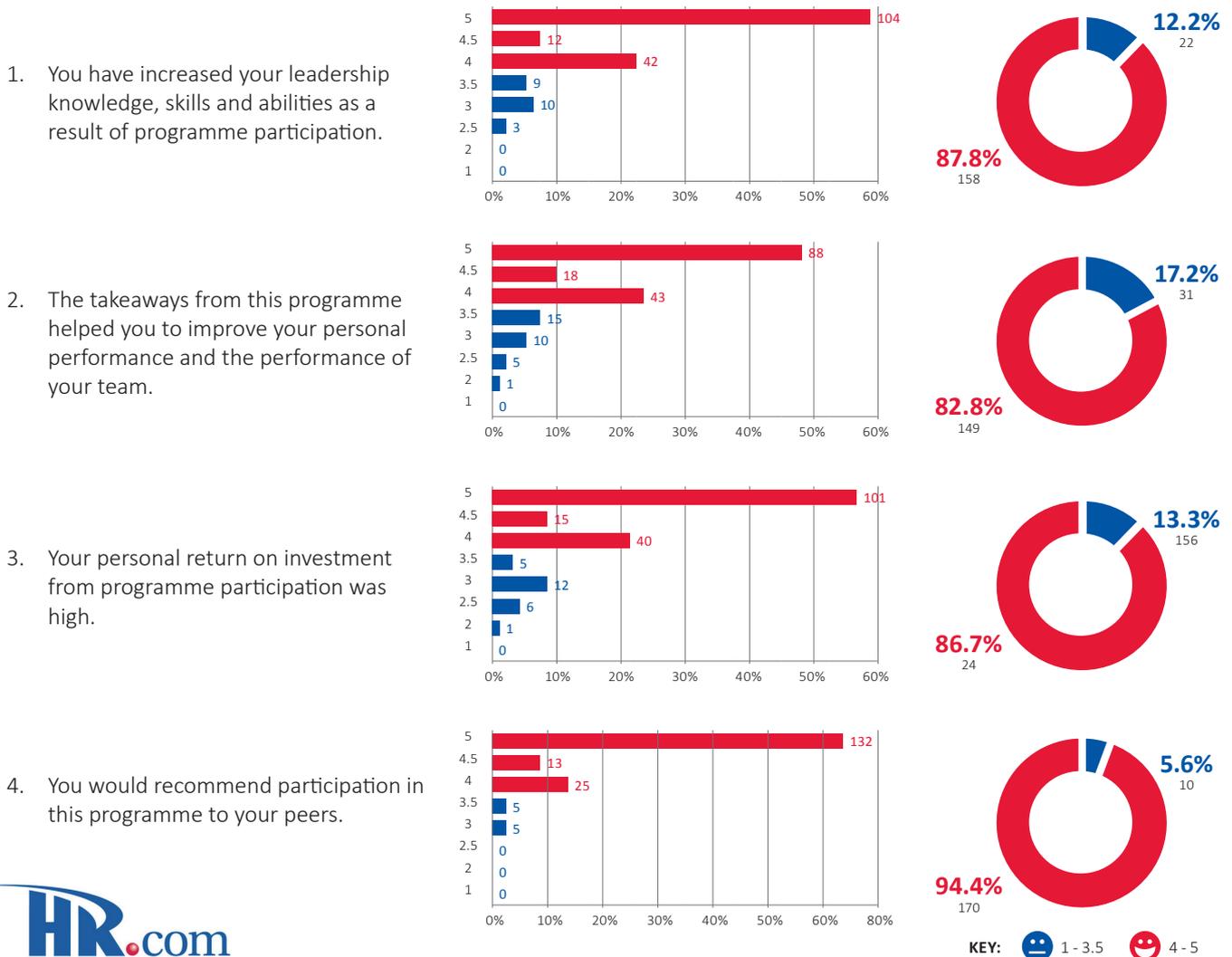
#### RESEARCH OBJECTIVE

To gain feedback from PfP alumni about the effectiveness of the programme in developing leadership.

#### METHODOLOGY

- HR.com asked 800 participants for feedback on their experience of the PfP programme.
- 180 alumni took part in the survey; a response rate of 22,5%.

#### KEY FINDINGS



## B Comprehensive programme evaluations

### The Sustainable Livelihood Foundation (SLF) Evaluation, led by Dr. Andrew Hartnack

Study commissioned by Symphonia for South Africa and funded by the DG Murray Trust, 2016

#### RESEARCH OBJECTIVE

To assess the programme's effectiveness and validate the PfP Theory of Change .

#### METHODOLOGY

##### 20 in-depth case studies

- Schools reflecting a variety of socio-economic & geographic scenarios
- Older and newer partnerships
- 120 interviews and focus group discussions with:
  - School principals and business partners
  - Other members of the school staff and School Governing Bodies
  - Parents and learners

#### KEY FINDINGS



##### Impact on school principals

'All the principals interviewed enthusiastically reported that the programme was **relevant, stimulating and beneficial** for them and their schools.'

##### Impact on School Management Teams (SMTs) and teachers

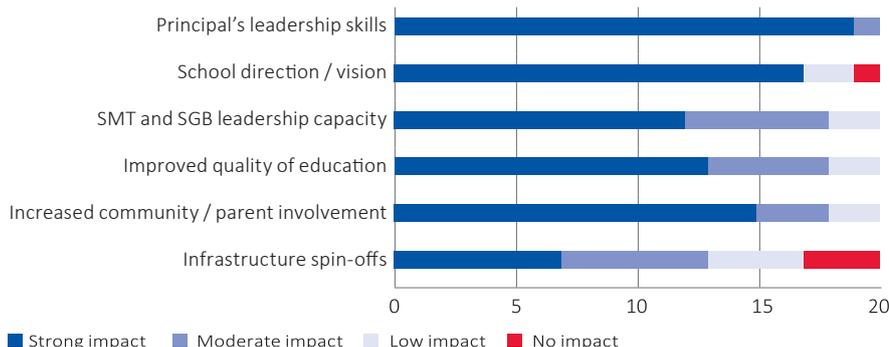
'All schools reported a **positive outcome**, albeit of varying significance.'



##### Impact on the quality of education

'The programme had a strong positive impact on the **holistic educational environment** of over 70% of the schools.'

#### Frequency and level of impact observed



### The Quest Evaluation

Commissioned by the Matthew Goniwe School of Leadership and Governance (MGS LG) 2016

#### RESEARCH OBJECTIVE

To assess the effectiveness of the "Gauteng 66" programme, where 66 schools participated in the PfP programme in 2014-15.

#### METHODOLOGY

20 in-depth case studies among the 66 Gauteng schools.

Interviews were conducted with principals, partners, school staff.

#### KEY FINDINGS

- 'PfP **contributed enormously to the leadership skills** of all principals.'
- 'In most schools **teachers** saw a change in how principals communicated and motivated them and it gave them **energy to perform well.**'
- 'There was **tremendous improvement** in a number of schools where **parents** attended meetings, supported the children's school work'.
- 'More **children** started to **love school.**'

## C Academic research

### Kerasha Naidoo

MBA project, UCT/GSB 2015



#### RESEARCH OBJECTIVE

Identify the drivers that motivate business leaders to join the PfP programme, and identify impacts from the programme.

#### METHODOLOGY

Semi-structured interviews with 12 PfP business partners, of whom 9 had experienced a successful partnership and 3 had terminated their partnership.

#### KEY FINDINGS

- A growing and enriching experience for the business partners;
- Multiple benefits for school principals (increased confidence; exposure to new ways of running an organisation; planning, HR and financial management skills);
- Multiple benefits for the schools (skills transfer to teachers; camaraderie between teachers; better presence of the school in the community; improved literacy levels, etc.)

### Neil Jansen

MPhil project, Stellenbosch University, 2015



#### RESEARCH OBJECTIVE

Explore the influence of the PfP programme on primary school principals.

#### METHODOLOGY

Semi-structured interviews with 5 school principals, 5 deputy principals and 3 circuit managers.

#### KEY FINDINGS

- School principals' experiences of the programme were extremely positive.
- Deputy school principals felt more valued.
- The programme's effectiveness would be improved if PfP and the Department of Education (DoE) contracted formally.

### Jakobus Conradie

MBA project, Stellenbosch University 2016



#### RESEARCH OBJECTIVE

Establish if the PfP process is effectively building leadership capacity in schools, and if the effects are filtering through to staff, learners, communities etc.

#### METHODOLOGY

3 case studies of Western Cape Schools, involving interviews with the principal, two SMT members and two teachers at each school.

#### KEY FINDINGS

- Leadership capacity has increased in schools participating in the PfP leadership development and support process.
- Positive effects have filtered through to the rest of the school and school community, with action learning enabling sustainable change.
- Some hindrances may occasionally prevent the targeted growth in leadership, such as the personality traits of the principal.

### More research is underway and has yet to be completed:



#### Maureen Kirori

MA project, Wits University, 2016-2017



#### Maggie Holtzhausen

PhD project, UNISA, 2017



#### Catherine Campbell

MCom Project, UCT, 2017



#### Phuti Moyaha

MA Project, University of Pretoria, 2017