

Summary of independent research on the Partners for Possibility Programme

A Large-scale surveys by HR.com

Surveys conducted as part of the process for assessing nominees for the LEAD awards (2017 and 2018).

RESEARCH OBJECTIVE

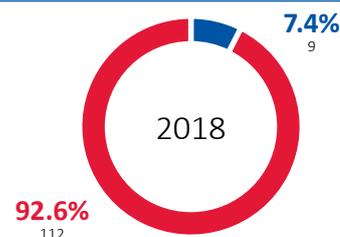
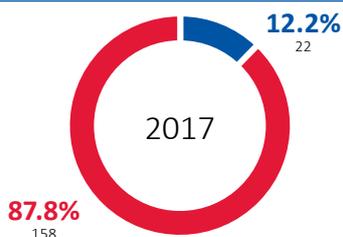
To gain feedback from PFP about the effectiveness of the programme in developing leadership.

METHODOLOGY

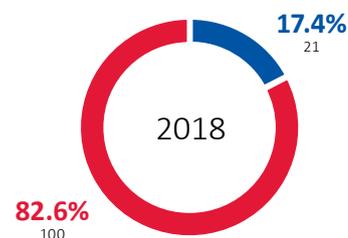
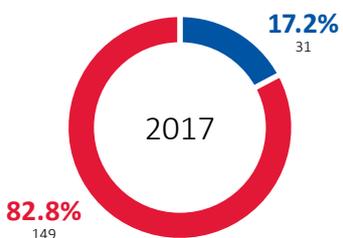
- HR.com asked 800 participants for feedback on their experience of the PFP programme.
- 180 alumni took part in the 2017 survey, and 121 in the 2018 survey.

KEY FINDINGS

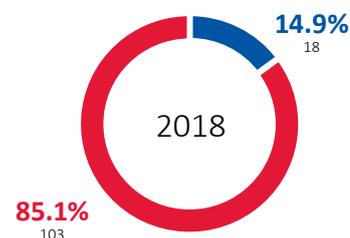
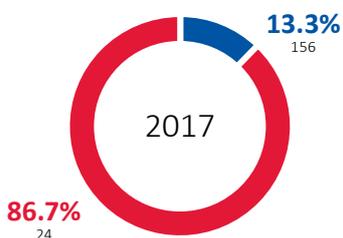
1. You have increased your leadership knowledge, skills and abilities as a result of programme participation.



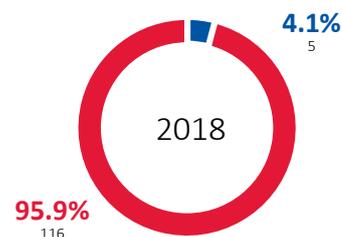
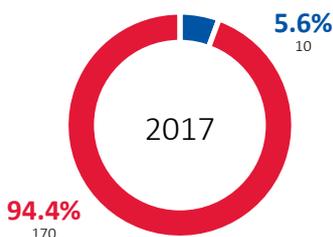
2. The takeaways from this programme helped you to improve your personal performance and the performance of your team.



3. Your personal return on investment from programme participation was high.



4. You would recommend participation in this programme to your peers.



B External programme evaluations

This section presents the results of evaluations completed by external evaluators.

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 school staff and School Governing Bodies (SGB)
 - 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

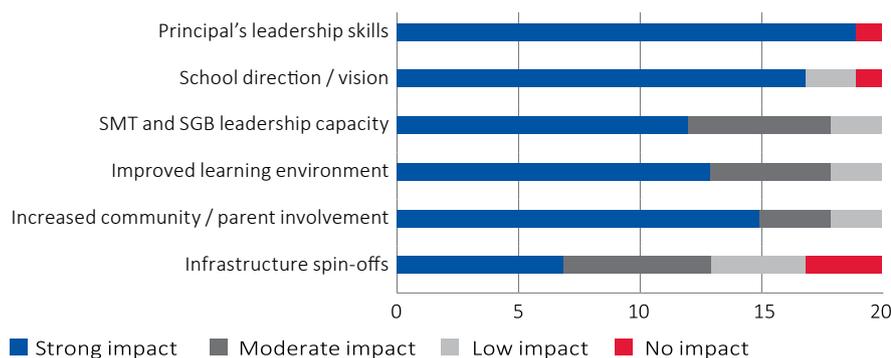
'All schools reported **positive outcomes**, albeit of varying significance.'



Impact on the learning environment

'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.**'

The Hout Bay Case Study Evaluation, led by Cara Hartley from PDG



An Outcome Evaluation of the Partnership for Possibility in Hout Bay High School (November 2017)

(NB: This study was submitted towards a postgraduate diploma. However, we have chosen to include it in the “Programme Evaluation” category rather than “Academic research” because the methodology used is informed by cutting-edge M&E thinking).

RESEARCH OBJECTIVE

To shed light on *how* PFP can make a difference in schools in the medium to long-term, by tracing the programme’s contribution along each of its intended mechanisms of change, and assessing the role of external factors, all the way to learner-level changes.

METHODOLOGY

A theory-based outcome evaluation, drawing on concepts and methods from Contribution Analysis.

In-depth data was collected including:

- 14 interviews (principal, business partner, circuit manager, teachers, learners, and outside partners) and 2 group sessions (with SGB and SMT)
- 2 paper-based surveys of learners and teachers
- Secondary data such as: learner enrolment and progression, learner attendance, SGB minutes, Grade 8 baseline test results, NSC results, etc.

KEY FINDINGS



The principal has become *‘more confident and assertive’*, and this change could be traced back to: 1) ‘the supportive relationship with the partner’, 2) ‘specific skills and concepts from the PFP workshops’ especially with regard to the communication with parents, and 3) improved listening skills which have ‘improved his ability to deal with difficult interactions’.

The SMT has become a stronger team over time, but ‘there is *no conclusive evidence* that PFP played a direct role’.



The teachers are not yet fully ‘engaged and motivated’ although PFP appears to have improved teacher punctuality.

Parent outcomes *‘have improved in a very obvious way’*, and it is clear that the PFP programme and the business partner’s inputs have caused this improvement.

Hout Bay High has also benefited from a huge increase in *contributions from individuals, companies and organisations* in the broader ‘community’ of Hout Bay and beyond. Many of these contributions ‘were secured through the efforts and networks of the business partner’.



At **learner level**, *outcomes are quite mixed*. Learners’ motivation remains a challenge; absenteeism and dropout rates do not show clear improvement.

The interpretation of learner outcomes is compounded by three external factors: 1) social tension in Hangberg, 2) The poorer quality of intake from the feeder primary school and 3) The opening of a competing high school.

C Academic research

Maggie Holtzhausen & Jenny Venter (UNISA)



Business Leaders' experience of the PfP programme (phase 1, August 2017)

RESEARCH OBJECTIVE

To evaluate the perceived effect of the PfP programme on business leaders at a qualitative level.

METHODOLOGY

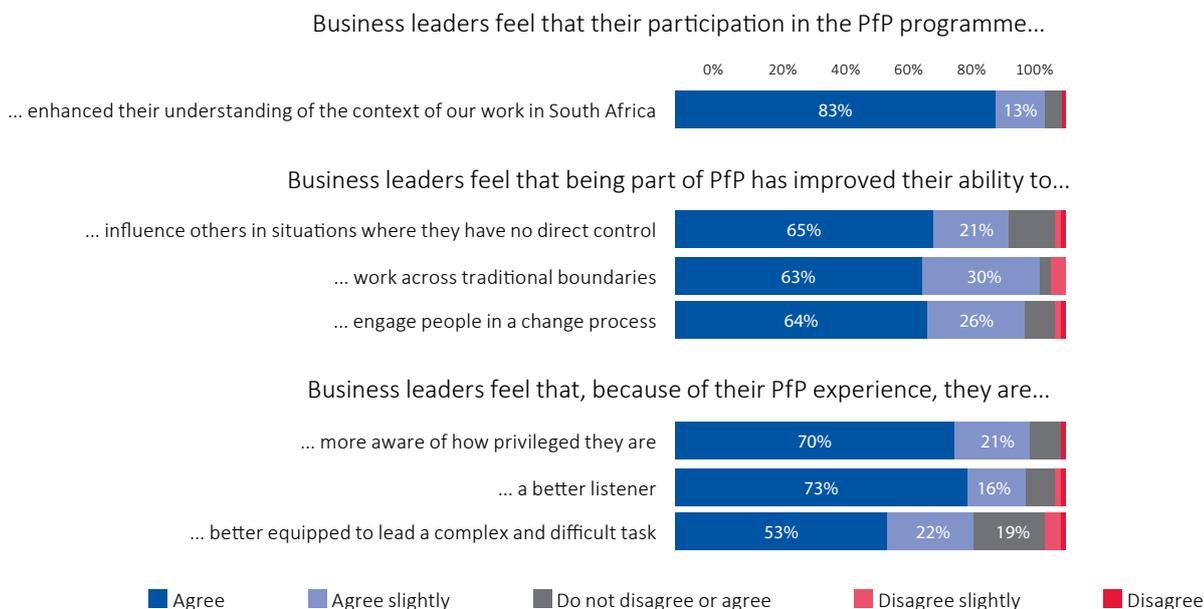
A qualitative, self-report online survey. 293 business leaders were surveyed and 73 (25%) responded.

KEY FINDINGS

Business leaders experienced:

- A shift towards a more **collaborative, inclusive and consultative** leadership style
- An emphasis on the importance of **quality relationships**
- A deep appreciation for the **diversity** of people/contexts and the challenges associated with some contexts
- A mind set of curiosity and possibility versus judgement and problems
- A deep sense of personal meaning.

SELECTED SURVEY RESULTS



ACADEMIC PUBLICATION

Holtzhausen, M (2017), Creating shared value through a corporate social responsibility initiative focusing on leadership development: *Journal of Contemporary Management* Vol. 14 pp. 759-787.

Maureen Kirori

MA Development Studies WITS University (2017)



RESEARCH OBJECTIVE

To assess how PfP participants experience the PfP programme and the impact it has on them.
Also to assess how social differences affect the partnerships.

METHODOLOGY

Semi-structured interviews with 22 PfP participants from a mix of older and newer partnerships considered to be strong, moderate and weak.

KEY FINDINGS

- **All principals experienced leadership growth.** Their schools also benefited in a variety of other ways.
- The most significant and sustainable impacts occur in partnerships that are **transformational**, rather than transactional in character.
- In transformational partnerships the partners pursue a shared vision and combine their knowledge and resources in activities that lead to **changes in thinking and practices**.
- Partnerships that look for quick wins are likely to become **transactional in nature** and not generate lasting impacts.
- Social differences between partners appear to have little impact on them probably because their focus on common goals reduces potential bias.

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:



Ass. Prof. Petro Botha & Alida Deas

Business Leaders' experience of the Pfp programme, Phase 2



Catherine Campbell

MCom Project, UCT



Phuti Moyaha

MA Project, University of Pretoria



Dumisani Hompashe

PhD Project, ReSEP/Department of Economics, Stellenbosch University and University of Fort Hare



Marius Alberts et al.

PGDip project, Gordon Institute of Business Science

Dr Caren Scheepers and Dr Kerrin Myres



Gordon Institute of Business Science, University of Pretoria (2018)

Case Study of the Partnership for Possibility at George Khosa Secondary School.

CASE STUDY OBJECTIVE

The Case Study is intended for classroom discussion. It documents the partnership between Frank Terblanche, Director at Liberty Life, and Lindiwe Ginya, Principal in Dobsonville, Soweto.

D Accreditations



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