YANDISA Impact Evaluation REPORT

2019/2020

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MAKE YOUR MARK

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EXECUTIVE SUMMARY

After one year of implementing Phase 1 of the YANDiSA Programme Pilot (2019 – 2020), enke: Make Your Mark (enke) and New Leaders Foundation (NLF) conducted a rapid evaluation of the programme to assess the progress of implementation. The purpose of the evaluation is to facilitate reflection based on the implementation of YANDiSA programme activities in 2019/2020.

This report synthesizes the key findings and lessons that emerge from the evaluation. The objective is to faciliate learning on the part of the programme and its partners about what worked and did not work in the implementation of the programme. Based on the evaluation findings, the report makes recommendations about how to improve the overall effectiveness of the programme.

M&E Methods

1	Accelerate Leadership Training Retreat Pre- and Post Assessment
2	Mid-Programme Survey
3	School-Based Workshop Faciltator Reflections
4	Re-Ignition Workshop Pre-Training Assessment
5	Celebration Showcase Closing Survey
6	RCL End-of Year Reporting

Although the programme's M&E plan is yet to be fully implemented, the programme team developed and tested a number of data collection instruments to assess progress against key indicators. These are informed by the programme's theory of change and incorporate a mix of both quantitative and qualitative methods. Based on the data collected from these instruments, this report explores:

- What skills learners acquired from participating in the YANDiSA programme; how learners applied these skills and whether the skills acquired are aligned to the ToC outcomes;
- What impact the implementation of school action projects (SAPs) had on schools;
- What critical elements of pilot implementation contributed significantly to results;
- What elements need to be introduced to the pilot to support programme success.

The evaluation findings point towards a need to strengthen activities targeting the overall programme design, communication and focus on developing stakeholder buy-in, particularly at the level of school leadership and improving monitoring and evaluation processes.

The key lessons that emerge can be summarized as follows:

1. YANDiSA programme training and support activities lead to positive changes in learners' knowledge and non-cognitive abilities

The evaluation findings show that learners' participation in the programme resulted in improved knowledge of the YANDiSA programme; improved knowledge of key programme concepts and improved learner perceptions of their non-cognitive abilities.

Due to the COVID-19 pandemic and lockdown, learners experienced some challenges with SAP implementation, with some projects being delayed or halted due to regulations. The programme itself also experienced challenges with collecting comprehensive data on the manner in which learners were applying their skills and/or non-cognitive abilities within the context of SAP implementation. However, there is some evidence from learners' end-of-year reflections, which shows that that leading SAP projects improved learners' leadership, planning, communication and collaboration skills. This indicates that learners had the opportunity to learn and apply these skills. In future, more detailed evidence of the nature and quality of this learning and application will be required to assess the likelihood of learners achieving personal and civic leadership mastery, as contained in the programme's theory of change (ToC).

2. Although it is too early to assess the impact of SAPs on the broader school community, learner and educator reports suggest that 2019/2020 SAP implementation contributed to some positive shifts in education outcomes

In the ToC, shifts in education outcome indicators such as learner promotion and learner subject pass rates are captured as long-term outcomes. This means that is too early to assess progress against these indicators in the short term. As such, the programme did not track education outcome indicators during pilot implementation. However, some RCL members and educators in the pilot school providing some anectdotal evidence about the positive contributions SAPs were making to broader outcomes, including improving learner access to the library (Alra Park); reducing late coming (Reshogofaditswe) and improved learner grades (Zikhethele).

3. Effective SAPs implementation is dependent on the successful implementation of school-based workshops

There was sufficient evidence to show that the effective implementation of SAPs by RCLers relies on the effective implementation of the YANDISA school-based workshops, which are designed to support learners in the implementation of their projects. According to learner reports, school-based workshops significantly contributed to them developing the skills they required to implement their SAPs effectively. In instances where there were barriers to workshop implementation or workshops did not go as planned, SAP implementation progress suffered.

4. To create an enabling environment and ensure the effective engagement of the RCL by the YANDISA programme, there is a need to improve buy-in and support from school leadership

Based on learner reports, support from school leadership is an important determinant of successful engagement of RCL members by the YANDISA programme. Learners

reported that inadequate support from TLOs, SMTs and the SGB had a negative impact on learners' meaningful participation in school leadership and on positive engagement and collaboration between the RCL, educators, SMTs and SGBs. Inadeqaute support from TLOs in particular led to learners decreased motivation to implement their SAPs and maintain project progress. Other challenges that arose in relation to the implementation of school-based workshops is poor attendance by RCL members and lack of school readiness. Furthermore, when new RCL members were appointed at the beginning of the academic year (January), a large majority of learners exited the YANDISA programme. Workshop facilitators highlighted that new members joining the programme mid-cycle causes disruption and the absence of a consistent cohort of learners affects the efficacy of the programme. In the pilot, there was an attempt to keep the initial group involved; however, this was made challenging by the academic calendar; the context of COVID and the lack of adequate buy-in from school leadership.

5. Training activities in combination with school-based workshop are significant contributors to programme success

The evaluation provides an understanding that the effective implementation of training activities (the ALTR and Re-Ignition Workshops, combined with the effective implementation of school-based workshops are significant to achieving programme outcomes. The report shows that programme participants see the value of the training and school-based workshops, with some respondents indicating that the programme needs to facilitate workshops more frequently.

Given all of the above, the recommendations cover 4 priority areas. It is recommended that the programme:

1. Aligns its activities with the academic calendar to ensure that a consistent group of RCLers partipate in the programme for the full programme cycle.
2. Improves communication with key stakeholders and programme-focus on creating stakeholder buy-in to ensure that learners receive the support they need from TLOs, SMTs and SGBs.
3. Develops a strong methodology for peer-to-peer learning and knowledge transfer between RCL members who participate in the programme and their peers to ensure continuity and increased institutionalisation of SAPs as part of RCL culture.
4. Augments its M&E processes to strengthen SAP monitoring and strengthen the evaluation of learners' knowledge application, particularly in relation to data-use and evidence-based decision-making.

In the sections that follow, this report documents the detailed evidence and findings, which underpin these lessons and recommendations.

FOREWORD

Youth Accelerating National Development in School Advancement, or YANDiSA, is an initiative aimed at empowering high school student leaders to become positively and actively engaged in improving school outcomes. It is the students that are most affected by education issues, but so often are not active participants in school and education improvement efforts.

The idea of YANDiSA was initiated in 2016. After some engagement and searching, the Speaker of Ekurhuleni Metro, the Honourable Patricia Kumalo, linked me to their newly established Junior City Council. We met in school classrooms (thanks mostly to the Principal of Brakpan High School) where we debated ideas and learned about different programmes, to ultimately shape YANDiSA. In 2019, with initial funds raised, enke: Make Your Mark was identified as the best partner to host and implement the YANDISA Programme. enke has a powerful facilitation model, an ethos that sees young people as "leaders for today", and was willing to experiment for continuous improvement. And this is what we did over the course of 2019 – we had to adapt continuously and this turned out to be a great strength of the programme. The Michael and Susan Dell Foundation's (MSDF's) Data Driven Districts programme, and its implementing agent, New Leaders Foundation (NLF), also joined us on the journey.

For myself and enke, the idea was to develop young people that can drive evidence-based institutional improvement, starting with their own school. For NLF, the programme was an opportunity to shift DDD focus on district and school leadership as the main drivers of a data-driven culture within schools, and consider the possibilities introduced by placing data directly in the hands of learners to help drive education outcomes. Since the start YANDISA and its partners have asked how to design a high impact scalable programme. Impact requires an approach that inspires and mobilises young leaders into positive action, hopefully in a way that is institutionally located so as to have systemic impacts. Scalability requires that institutional focus, but also that the programme be simple, light touch, and not resource intensive.

This evaluation report document the lessons from YANDISA pilot implementation, which produced results that were beyond even our imagination for this first test. The report offers insights into those results and guidance on how to strengthen the programme going forward. For me personally, there was some interesting learning. I had wondered whether grade 8's were too young, but we found that they sometimes made the most insightful contributions once they found their voice. Should we mix schools from different income groups, and should we include quintile 5 schools? The pilot had a mix schools located in lower and higher income communities. Their performance seemed to have little to do with income and more to do with school leadership. One of the schools from a lower income community was a star performer and, in contrast, one of the schools with the most

challenges was from a higher income community. I was not sure if the students would be interested in the comparative school performance data. We found that they were excited by it and couldn't get enough of those charts and information. I wondered if the fantastic energy in the session would dissipate once back learners were back in their school reality. I was truly stunned that most of their projects were already moving within a fortnight after the first residential workshop.

The YANDISA programme is testament to what we could achieve in education if only we have the right youth engagement and give space for young leaders to drive improvement. One would never drive organisational change without enlivening the engagement of the main actors, and yet we think it can be done in schools without engaging learners. For education improvement to happen, the learners have to understand it and feel a sense of control over it.

We are grateful to our donors, the terrific work led by enke, the support of the New Leaders Foundation, the Gauteng Department of Basic Education, and the participating schools, learners, staff, and parents.

Dr Miriam Altman, YANDISA Founder and Strategic Advisor

BACKGROUND

Conceptualisation of the YANDiSA Programme

Active citizenry is a central idea in the South African National Development Plan (NDP) and is widely recognised as the main ingredient needed in any country to progress. For the schooling system envisioned and described in Chapter 9 of the NDP to be realised, an equally visionary, prepared, and cohesive generation of youth leaders is needed. These leadership capabilities are, in turn, the foundation for nation building beyond school.

Young people who are provided a strong foundation in the formative years of their leadership journey are key to the implementation of innovative, contextually-responsive solutions to our country's challenges, with one of these challenges being education. It is learners who are most affected and vested in their future, but so often they are not engaged and recognised as necessary active participants in school and education improvement efforts.

Within the South African education system, the Representative Council of Learners (RCL) is established by law (Schools Act No. 84 of 1996, Section 11a) as the only recognised legitimate learner body in public schools. The RCLs are made up of democratically elected representatives of learners (two learners per class per grade) that are responsible for representing the interests of the learners, and consult with them on issues that concern them. Additionally, two members of the RCL are elected to represent learner interests in the School Governing Body (SGB). Therefore, in theory, learners are involved in decision-making at school. However, research shows that, in most schools, learners face numerous challenges in their leadership journeys on the RCLs. Most notably, lack of clarity about their roles and influence on schooling and whole school improvement objectives; and general buy-in and support for their authentic participation in leadership decision making to truly steward transformation in their schools, districts, and communities.

The Youth Accelerating National Development in School Advancement (YANDiSA) programme is an initiative aimed at empowering high school students to become positively and actively engaged in improving school outcomes. The programme works with the RCLs, which are mechanisms that are already intended to foster youth leadership, learner participation in school management, and promote youth civic engagement and democracy. Providing young leaders with the tools, skills, and experiences that empower them to lead meaningfully during their term as RCL'ers, and building them up to implement long-term solutions to challenges facing their peers, is an

important imperative of the programme. YANDISA builds on existing systems and equips leaders who have already been recognised as a way of achieving scale. The programme seeks to test whether youth engagement in education outcome improvements could be an important missing ingredient in current efforts to transform South Africa's basic education system.

Programme Design

The YANDISA programe has three core partners. Dr Miriam Altman, who conceptualised the programme in 2016 and remains its strategic advisor. Working together with youth leaders in the Ekurhuleni Junior City Council over the course of the year, Dr Altman shaped the YANDISA concept and approach, and identified partners with a track record in delivering structured leadership programmes and school improvement at scale. These partners include enke: Make Your Mark, which drives the implementation of the programme and provides project management support, and New Leaders Foudation (NLF), which seeks to embed a culture of data and evidence use in the schooling system. Through the Data Driven Districts (DDD) programme, NLF provides learners with access to school performance data on the DDD Dashboard[1] and capacitates them to use this data in their decision-making processes. NLF also provides monitoring and evaluation (M&E) to the YANDiSA programme.

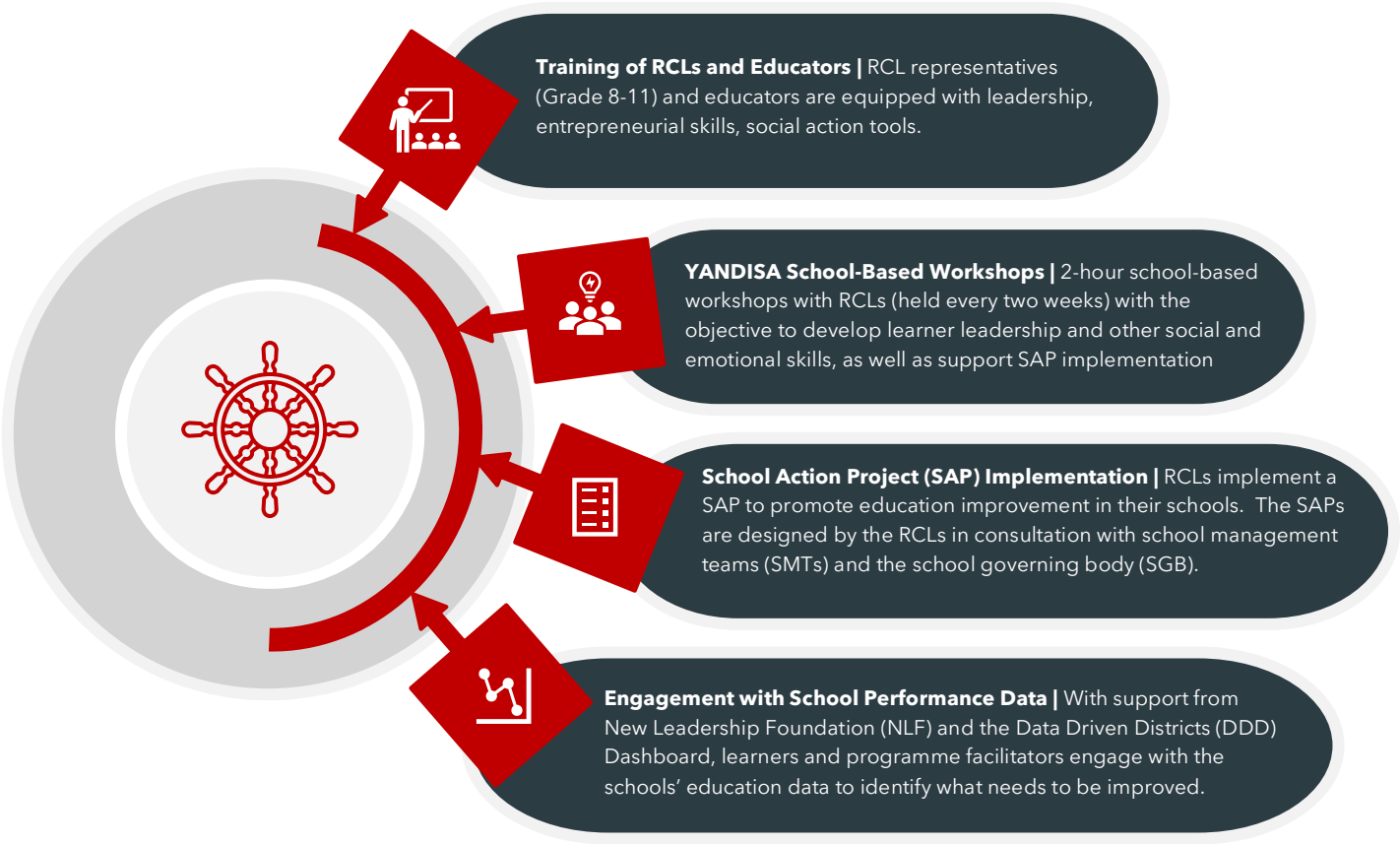
The YANDiSA programme was designed to run for **9-12 months** over a school calendar year. The first phase of programme implementation was an initial pilot, which was planned to run over a 15 month period from April/May 2019 to May/June 2020.

The 2019/2020 pilot had **four key components**, which are detailed **in Figure 1** below. Programme implementation kicked off with a leadership "boot camp" for a nominated group of RCL'ers and Teacher Liaison Officers (TLOs), who are developed to support learners in their leadership journeys. On their return to school, learners were then expected to be involved in further development of the other RCL members and lead the initiation and implementation of school action projects (SAPs). The projects were identified by leveraging data on the DDD Dashboard, which already reaches about 21,000 schools. Based on school performance data, RCL's would design school based projects to address critical gaps, which would help improve education outcomes.

In addition to these key elements, the programme also held a **celebratory showcase** event at the end of the implementation year to recognize learner SAPs and their impact on the schooling community and environment.

[1] The DDD Dashboard is a core element of the Data Driven Districts project, which is a DBE initiative delivered in partnership with the Michael and Susan Dell Foundation and New Leaders Foundation. The project seeks to improve the use of quality education data to improve learner outcomes. The DDD Dashboard visualises key education data that is submitted by schools and collected by provincial education departments.

Figure 1: YANDiSA Core Programme Components



Programme Results Chain

The objectives of the YANDiSA programme pilot are to:

1. enable learner leaders in schools to design and deliver school improvement projects that positively impact education outcomes by equipping them with the requisite civic and personal leadership skills along with a strong aptitude for evidence-based decision making;
2. invest in the leadership potential, capabilities and trajectories of the pre-existing student leadership structure in South Africa's high schools (the RCL);
3. test the elements of the YANDiSA programme on behaviour change and institutional reception;
4. develop the use of DDD data in RCL-led school based decision making; and
5. extract the key learnings for the programme to scale to significantly more schools and learners in subsequent years of implementation.

Evidence from this pilot programme is intended to inform the continuity and adaptability of the programme to achieve scalable impact across multiple RCL cohorts and, in turn, multiple schools in the ensuing years.

Toward the end of this 15-month pilot that tests all the programme elements, a model will be proposed for scaling up. Insights into how quickly we can train others to run different programme elements will allow us to model the rate at which we can reach more RCLs at increasingly lower cost with similar quality outcomes. The learning from the pilot should enable a testing of a number of identified models in Phase 2 of programme implementation. The lessons from this report will be used as input to develop a proposal for scaling the programme.

To track results, the YANDiSA programme developed a theory of change (ToC) during the course of pilot implementation. Although the ToC was not developed at the inception of the programme to inform the initial design, it is used in this evaluation to provide a systematic assessment of the results of the pilot. The ToC diagram, which documents the intended change and the relationships between outputs and outcomes, is attached marked **"Annexure A".** In line with the objectives of the pilot and the context of implementation, the programme prioritised measuring short to medium term outcomes. The key outcomes, as contained in the ToC, are summarised in **Table 1** below which also gives an indication of which were prioritised for measurement in 2019/2020 implementaiton.

Table 1: YANDiSA Desired Programme Results

LEVEL OF RESULTS	RESULT STATEMENT (as in ToC)	Measured in 2019/2020
IMPACT	**IMPACT**: South African youth actively positively contribute to society and the economy.	**no**
	OUTCOME 7: School improvement plans are developed in consultation with learners and data-driven.	**yes**
	OUTCOME 6: Learners with personal and civic leadership mastery	**yes**
	OUTCOME 4: Meaningful RCL participation at schools implementing YANDiSA	**yes**
	OUTCOME 3: Collaborative SGB and SMT engagement with RCL and data informed decision-making.	**yes**
	OUTCOME 9: Young leaders are capable to drive constructive institutional improvement with personal and civic leadership mastery and a strong aptitude for evidence-based decision making.	**no**
	OUTCOME 8: Positive education outcomes	**no**
	OUTCOME 5: Dynamic network of YANDiSA alumni contributing to its vision.	**no**
	OUTCOME 2: Shifts in education outcome indicators	**no**

LEVEL OF RESULTS	RESULT STATEMENT (as in ToC)	Measured in 2019/2020
OUTPUTS	RCLers and TLO attend ALTR	**yes**
	Monthly school-based workshops are implemented	**yes**
	RCLers understand the role of the RCL	**yes**
	SMT, educators and SGB understand YANDiSA and support RCLers' mandate.	**yes**
	RCLers, TLOs and SMTs are trained on the use of the DDD Dashboard, data quality and data-driven decision making.	**yes**
	Districts supportive and informed of YANDiSA	**yes**
	Effective methodology for peer-to-peer learning	**no**
	Alumni network conceptualised	**no**

YANDISA IMPLEMENTATION OVERVIEW

2019/2020 Programme Implementation

As previously indicated, the YANDiSA pilot was initially intended to run in two phases, with **Phase 1** being implemented from **May 2019 to May 2020**. The lessons from Phase 1 would then inform the design of **Phase 2**, which was intended to be implemented from **June/July 2020 – May/June 2021**. However, because of the COVID-19 pandemic and resultant lockdown, which began in South Africa in March 2020, the programme had to adjust its plans and adapt to suit the new context in South African schools. As a response to the pandemic, the Department of Basic Education (DBE) suspended extra-curricular activities in schools in an effort to redirect teachers' and education officials' attention to core DBE functions and the delivery of a COVID-adjusted curriculum ("the trimmed curriculum"). This led to programme activities being halted for a period. Once schools began to engage in online learning activities, programme activities followed suit and resumed online.

Table 2 below provides an overview of what was implemented, in light of COVID-19 adjustments.

Pilot School Profiles

The YANDiSA pilot was implemented in **four schools**, namely **Alra Park Secondary School**, **Asser Maloka Secondary School**, **Reshogofaditswe Secondary School** and **Zikhethele Secondary**. Each of the schools is located in the Gauteng East District and was identified in consultation with district management teams. The profile of the pilot schools is summarised in **Table 3** below.

EVALUATION FOCUS

Purpose of the Evaluation

The 2019/2020 evaluation entails a rapid assessment of YANDiSA pilot implementation. The key objective of the pilot was to test YANDiSA's proof of concept. The aim of the evaluation is therefore to identify successes and lessons relative to the programme's outcomes or results, and to facilitate learning to inform decision-making in relation to the programme design, its future implementation and potential scaling to additional schools.

Table 2: Overview of 2019/2020 Implementation

Project Initialisation	**Training of Learner Leaders and Educators**		**School Action Projects Implementation**	**Re-ignition Workshops**	**Celebration Showcase**
	Accelerate Leadership Training Retreat	**School-Based Workshops**			
May – July 2019	*19 – 21 July 2019*	*Aug 2019 – Mar 2020*	*Aug 2019 – Mar 2020*	*February 2020*	*October 2020*
• Presentations to Gauteng Province Education Department (GPEDU) • Working with Gauteng East District Management Teams to identify schools to engage. • Securing project funding. • Developing curriculum and modifying M&E tools	• Official launch of the YANDiSA programme and holding a 3-day residential retreat for selected learners, educators and SGB members. • Key outputs included: foundational understanding of YANDiSA; critical engagement with education issues; developing youth adult partnerships and planning and ideation of School Action Projects.	• Holding 2-hour workshops every 2 weeks at each of the pilot schools with all RCL members. • The workshops provided further training on leadership and group development, effective project implementation, and RCL responsibilities. • School-based training also included weekly online/phone technical support for SAPs.	• RCL members implementing their School Action Projects to tackle an education improvement area identified at the Launch/ALTR. • YANDiSA School Action Projects were designed and led by RCL'ers to contribute to shaping their engagement in meaningful interventions, which are aimed at improving school education outcomes.	• Since new RCL members are appointed for the start of the new academic year, the February Re-ignition Workshop introduced newly appointed RCL members to the YANDiSA programme, and served as refresher training for RCL members who were part of the previous year of implementation.	• Delayed as a result of COVID-19 restrictions, the showcase and celebration event was held in October. • The event celebrated the School Action Projects that were implemented by RCL'ers and their impact on schools.

Table 3: Profiles of YANDiSA Pilot Schools

School Name	Alra Park Secondary School	Asser Maloka Secondary School	Reshogofaditswe Secondary School	Zikhethele Secondary School
Quintile	Quintile 5	Quintile 3	Quintile 1	Quintile 1
Number of RCL Members	57	50	56	38
Number of Learners	+/- 1 000	+/- 1 500	+/- 1 020	+/- 1 000
School Action Project	**Problem identified**: Lack of access to learning materials and low pass rates. **RCL Intervention**: Working with the school management team to apply for new textbooks and doing some in school fundraising. Also held extra classes for grades 8 ,9 and 10 in English, Mathematics, Afrikaans, EMS, Accounting and Science. These subjects were selected because of the high failure rate in them.	**Problem identified**: Low pass rates and the school not having the resources to hire tutors for extra lessons. **RCL Intervention**: Running extra classes for Grades 8 and 9 to improve pass rates. The extra classes were run by RCL members themselves.	**Problem identified**: Low learner attendance rates and high pregnancy rates. **RCL Intervention**: Introducing extra mural activities, such as sports, debate, public speaking, and chess to make learners excited about going to school, and make them proud about being a part of the school.	**Problem identified**: Low pass rates **RCL intervention**: Designed extra classes, where the learners teach other. When a group of learners expresses their interest in studying a specific subject, the RCLs would approach that subjects' teacher and collect study materials for their fellow learners. They assisted them in finding a venue in the school, and would sit in on the classes taking place. This gave the learners the opportunity to practice, and revise their work. The group would then get together and transfer knowledge and different study methods.

Key Evaluation Questions

This report addresses the following key evaluation questions:

1. What are skills learners acquired from being part of the programme?
   - Are these skills aligned to ToC? (why and why not?)
   - How did learners apply these skills?
2. What impact did SAPs have within schools?
3. What are the critical elements of pilot implementation that contributed significantly to programme outcomes/results?
4. What elements that were not in the pilot need to be introduced to support programme success?

M&E Approach and Methods

Although the programme's M&E plan is yet to be fully implemented, the programme team developed and tested a number of data collection instruments to assess progress against key indicators. These are informed by the programme's ToC **(Annexure A)** and incorporate a mix of **both quantitative and qualitative methods**. Both quantitative and qualitative methods are utilised systematically in M&E to collect and analyse empirical data, with the purpose of finding patterns within the data to understand and explain phenomena. The fundamental difference between the two forms is the nature of the data collected and the methods for analysis.

For the purposes of understanding and interpreting the monitoring and evaluation data collected, it is worth noting that the manner in which the programme pilot was implemented resulted in distinct data sets—**a 2019 data set and a 2020 data set**. In July 2019, the programme held its residential three-day training retreat. This retreat was attended by selected members of the RCL in each of the four pilot schools. Not all RCL members from each school attended due to budget and resource constraints. A pre-training assessment and post-training assessment was administered with the group that attended the retreat. This was followed by a mid-term assessment in October/November 2019 with a group of learners who were made up of RCL members who attended the retreat and those who were not able to attend the retreat, but were participating in YANDiSA support activities i.e. the school-based workshops. In addition, YANDiSA facilitators provided feedback on the progress of the implementation of the programme's school-based workshops in the form of facilitator reports. These reports cover the period September – October 2019, during which the school-based workshops would have been attended by RCL members who were present at the 2019 ALTR, as well as those members who were not able to attend. This constitutes the 2019 data set.

At the start of the 2020 academic year, the composition of the RCL at each school changed due to new members being appointed. To address this change, the YANDiSA team held a one-day Re-Ignition Workshop in February 2020, which served as an initial training for new

RCL members and as a refresher for members who had participated in 2019 programme activities. According to the survey that was administered prior to the beginning of the workshop, of the 163 RCLers who attended the Re-Ignition Workshop, **only ten learners (7%)** indicated that they had participated in YANDiSA activities in 2019. This means that the composition of YANDiSA programme participants in 2020 was largely different to 2019. When programme activities came to a close with the Celebration Showcase in October 2020, the YANDiSA team also administered a closing survey with its 2020 participants. The RCL at each school was further requested to complete a reflection, providing feedback on their experience with the programme. This constitutes the 2020 data set.

The distinct nature of the data sets places some limitations on the ability to conduct a comparative analysis of the continued progress of individual learners throughout programme implementation, as there were different entry and exit points for learners participating in the programme. However, the data does give an overall sense of the programme's contribution to developing learners' knowledge and skills in relation to school leadership.

Table 4 below provides a summary of the methods for data collection, their purpose and connection to ToC results.

DATA SUMMARIES

This section provides a summary of programme monitoring and evaluation data and key findings. The aggregated data sets are attached marked **"Annexure B"**.

Training Monitoring

As part of YANDiSA's approach to developing learners' personal and civic leadership mastery and aptitude for evidence-based decision making, training is one of the core elements of programme implementation. YANDiSA programme participants (RCLers, TLOs and SGB parent representatives) were required to attend a **three-day residential retreat** (the ALRT) in July 2019. The objectives of the retreat were to: 1) develop participants' foundational understanding of the YANDiSA programme and key concepts; 2) enable critical engagement on education issues; 3) build partnerships between learners, TLOs and the SGB (youth-adult partnerships), and 4) facilitate the ideation and planning of SAPs based on engagement with school performance data on the DDD Dashboard.

Table 4: Summary of M&E Methods

M&E Area	Purpose	Context	Method	Audience and Sample Size	Link to ToC
Training Monitoring	To assess the effectiveness of skills transfer to learners through YANDiSA training and support activities by assessing the reach of these activities; assessing improvements in learner knowledge and understanding of the programme, key concepts and non-cognitive skills; and assessing the effectiveness of the training.	2019 Accelerate Leadership Training Retreat	Pre- and Post **Survey**	Pre: **85** RCLers; **6** TLOs/SGB parent representatives Post: **76** RCLers; 8 TLOs/SGB parents representatives; 6 Other	Learners with personal and civic mastery **(outcome 6)** Meaningful RCL participation at schools implementing YANDiSA **(outcome 4)** RCLers and TLO attend ALTR **(outcome 1)** RCLers understand the role of RCL **(outcome 1)** RCLers, TLOs an d SMTs are trained on DDD use, data quality and data-driven decision making **(outcome 1)**
		2019 Mid-Term Assessment	Mid-Programme **Survey**	**87** RCLers	
		2020 Re-Ignition Workshop	Pre-Training **Survey**	**163** RCLers	
		2020 Celebration Showcase	Closing **Survey**	**82** RCLers	
SAP Implementation Monitoring	To assess the progress of the implementation of SAPs by RCL members and their impact on school outcomes. To assess the overall effects of the programme on learners' knowledge and skills and their participation in school leadership and SAP implementation.	School-Based Workshops	Facilitator **Reports**	4 facilitators 4x school-based workshop per school **attendance rates included in data summaries below*	School improvement plans are developed in consultation with learners and are data-driven **(outcome 7)** Meaningful RCL participation at schools implementing YANDiSA **(outcome 4)** Collaborative SGB and SMT engagement with RCL and data-informed decision-making **(outcome 3)** Monthly school worshops are implemented **(outcome 1)** SMT, educators and SGB understand YANDiSA and support RCLers mandate **(outcome 1)**
		2019 Mid-Term Assessment	Mid-Programme **Survey**	**87** RCLers	
		RCL End-of-Year Reflections	End-of-Year **Reports**	**4** school reports	Collaborative SGB and SMT engagement with RCL and data-informed decision-making **(outcome 3)** Monthly school worshops are implemented **(outcome 1)** SMT, educators and SGB understand YANDiSA and support RCLers mandate **(outcome 1)**

In addition to the ALTR, the programme held a **one-day follow-up training workshop** (the Re-Ignition Workshop) in February 2020. The objective of the workshop was to train incoming RCL members and to re-engage members who participated in the programme in 2019.

The training delivered through the ALTR and Re-Ignition Workshop supports the outcomes of **developing learners with personal and civic mastery** (outcome 6) and facilitating **learners meaningful participation in the RCL at their schools** (outcome 4). The effective delivery of the training also ensures that learners grow in their **understanding of their roles within the RCL** and that learners are trained on the **use of the DDD Dashboard**; **data quality** and data-**driven decision-making** (outcome 1).

Number of People Trained

91 people were trained at **the ALTR**

163 people were trained at the **Re-Ignition Workshop**

YANDiSA trained a total of **91 people** at its ALTR. **85** of these were RCLers and **6** were Teacher Liason Officers (TLOs).

Due to the residential nature of the training retreat and the programme's budget and resource constraints, not all members of the RCL in each pilot school were able to join the retreat. **Table 5** below summarizes the **total number of RCL members** per school **compared to the number that were trained at the retreat**. The data shows that the training reached **less than 50%** of the total number of RCL members in three of the pilot schools, namely Alra Park **(39%)**; Asser Maloka **(42%)** and Reshogofaditswe **(34%)**. **More than 50% (58%)** of RCL members were trained at Zikhethele.

By design, the pilot relied on a peer-to-peer learning approach, with the assumption that learners who attended the retreat would take what they learned back to their schools and share it with other RCL members and the broader school community.

Table 5: Total Number of RCLers Per School Compared to the Total Number Trained by YANDiSA

School	Total # of RCL Members	Total # Trained at 2019 ALTR	Total # Trained at Re-Ignition Workshop
Alra Park	**57**	22 (39%)	25 **(44%)**
Asser Maloka	**50**	21 (42%)	47 **(94%)**
Reshogofaditswe	**56**	19 (34%)	49 **(88%)**
Zikhethele	**38**	22 (58%)	40 **(105%)**

One hundred and sixty three (163) people received training at the February 2020 Re-Ignition Workshop. **Only eleven** of these **(7%)** said that they had previously participated in YANDiSA activities. **One hundred and fourty two (87%)** indicated that they were not RCL

members in 2019, while only **19 (12%)** indicated that they were. This means that the majority of learners who joined the workshop were new RCL members.

Overall, the Re-ignition Workshop saw a significant increase in the number of learners that the programme was able to reach through training (from 86 to 163 participants). This was likely due to the non-residential nature of the training.

Learner Cohort Profile

Figure 2: Gender Distribution of Participants at 2019 ALTR

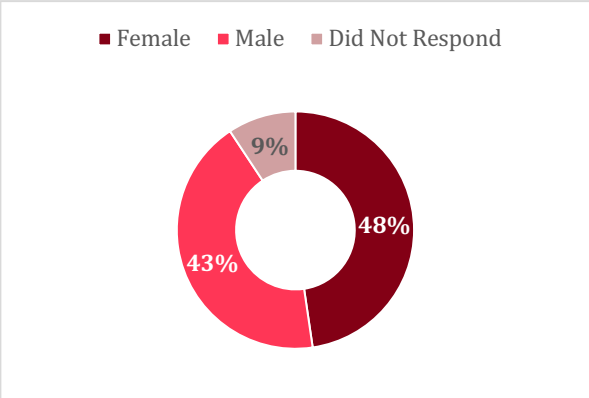
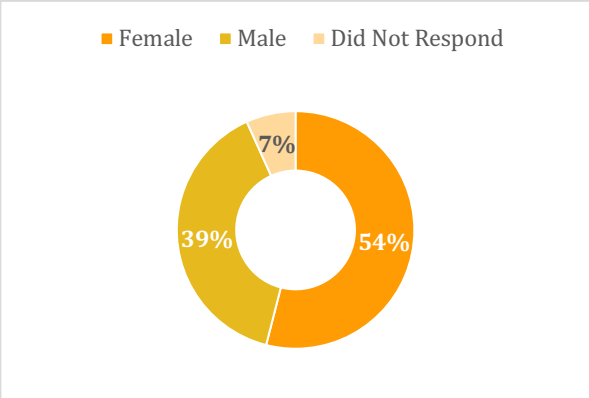


Figure 3: Gender Distribution of Participants at 2020 Re-Ignition Workshop



In terms of the cohort profile, the number of female RCL members who were trained was higher than male members. **Forty eight percent (48%)** of learners who attended the ALTR were female. The number of female participants increased to **54%** at the Re-Ignition Workshop. **Forty three (43%)** and **thirty nine percent (39%)** of training participants were male in 2019 and 2020 respectively.

In terms of grade level, YANDiSA participants typically range from Grade 8 – 12 learners. There is generally an almost even split between Grades 8 – 10, with **Grade 10** having the highest representation both in 2019 and 2020 at **27%** and **24%** respectively. Grade 12 typically has the lowest representation, with **5%** of learner participants being in matric in 2019 and **9%** in 2020. This was expected as the preference of the GPEDU and participating schools was for Grade 12 learners to focus on their studies and not add to their workloads.

At both the ALTR and the Re-Ignition Workshop, learners were also asked whether they had previously participated in any leadership or youth development programmes, or community development activities. For both leadership/youth and community development activities, **learners overwhelmingly indicated that they had not participated** in these type of programmes prior to joining YANDiSA.

Figure 4: Percentage of Learner Respondents who have not Participated in Development Opportunities Before

79% *2019*	**72%** *2020*	of learners indicated that they had not participated in leadership or youth development programmes.	**87%** *2019*	**82%** *2020*	of learners indicated that they had not participated in community development activities

Learner Knowledge

To assess the effects of the training on learners' knowledge and understanding of the programme and key concepts, and to monitor improvements in learners' skills and behaviour, the programme administered a number of surveys throughout the progress of implementation. These included:

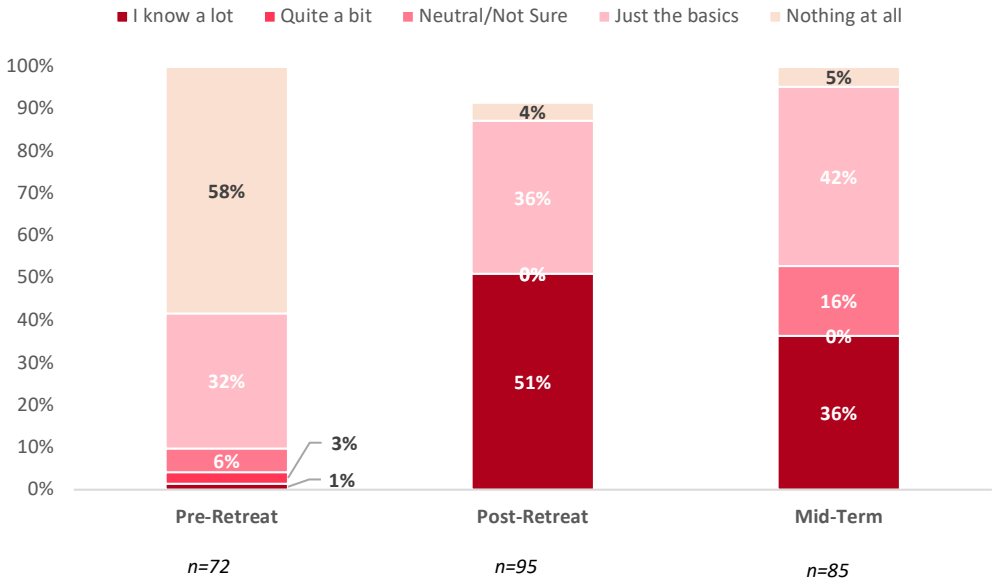
- a pre-training assessment and post-training assessment in the context of the 2019 ALTR;
- a mid-programme assessment 6 months after the start of programme implementation;
- a pre-training assessment in the context of the 2020 Re-Ignition Workshop; and
- a closing survey in the context of the Celebration Showcase event.

These assessments were predominantly quantitative and incorporated likert-scale type questions to assess respondents' levels of knowledge and understanding and their perceptions of their abilities.

Knowledge and Understanding of the YANDiSA Programme

YANDiSA programme participants were asked to describe how much they know about the YANDiSA programme before and after the training retreat, as well as in the mid-term assessment in 2019. After participating in the retreat, the percentage of attendees who rated themselves as *knowing a lot* or *knowing quite a bit* about the programme increased from **4%** to **51%** **(Figure 5)**.

Figure 5: Respondents' Knowledge of the YANDiSA Programe (2019)



When comparing the data from the post-training assessment to the data from the mid-programme survey, the percentage of respondents who indicated that they *know a lot* or *quite a bit* about the programme decreased to **36%**. This may potentially be explained by the fact that, out of the 87 people who responded to the mid-programme survey, **36 (41%)** indicated that they **did not attend the ALTR in July**. An analysis of the disaggregated data shows that those who did not attend the training retreat were generally less confident in their knowledge of the YANDiSA programme than those who attended the retreat. Only **fourteen percent** of respondents who attended the retreat indicated that they know a lot about the programme, in comparison to **52%** of those that did attend.

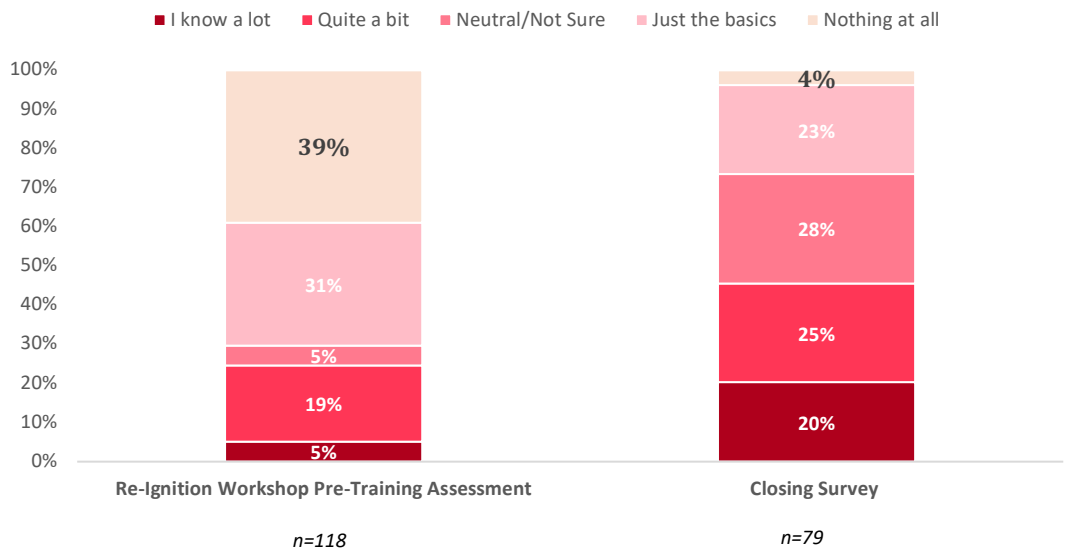
Overall, it appears that participation in YANDiSA training resulted in an increase in knowledge of the programme. In the mid-programme survey, **50 out of the 51 respondents (98%)** who attended the ALTR agreed that they gained knowledge of key topics covered in the training.

50 out of 51	mid-programme survey respondents who attended the training retreat agree that the retreat helped them to improve their knowledge of key topics covered in the training.	*"Yes, I gained knowledge , because I was able to find myself more and learnt to work more/participate more in team work."* *"Yes, I only knew that I am an RCL, but I didn't know what the RCL does for learners"* - *RCL Members*

2020 YANDiSA programme participants were similarly asked about their knowledge of the programme before the Re-Ignition Workshop and after the Celebration Showcase. By the

close of the programme, the percentage of respondents who rated themselves as knowing *a lot* or *quite a bit* about the programme increased from **24%** to **45%** **(Figure 6)**.

Figure 6: Respondent Knowledge of the YANDiSA Programme (2020)



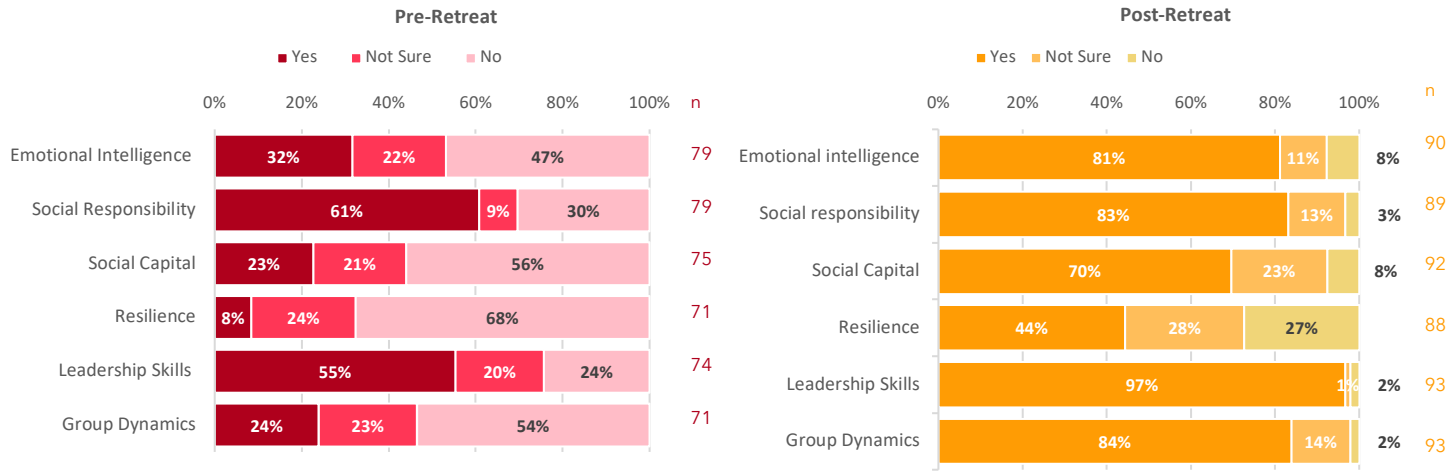
Knowledge and Understanding of Key Concepts and Skills

Training participants were also asked about whether they were familiar with key concepts in relation to leadership, namely **emotional intelligence**, **social responsibility**, **social capital**, **resilience**, **leadership skills**, and **group dynamics**.

Before participating in the ALTR, respondents were **generally at a low baseline** in relation to their familiarity with these concepts. For a majority of the concepts, **less than 35% of respondents** indicated that they were familiar **(Figure 7–*Pre-Retreat*)**. The concept of social responsibility was an exception, with **61% of respondents** indicating that they are familiar with the concept.

After the retreat, the percentage the percentage of respondents who indicated they were familiar with key concepts increased to **above 70%** for a majority of the concepts, with **81%**, **83%** and **84%** saying that they were familiar with the concepts of emotional intelligence, social responsibility and resilience respectively **(Figure 7–Post-Retreat)** . The concept of leadership had the highest proportion of respondents **(97%)** indicating they knew of it.

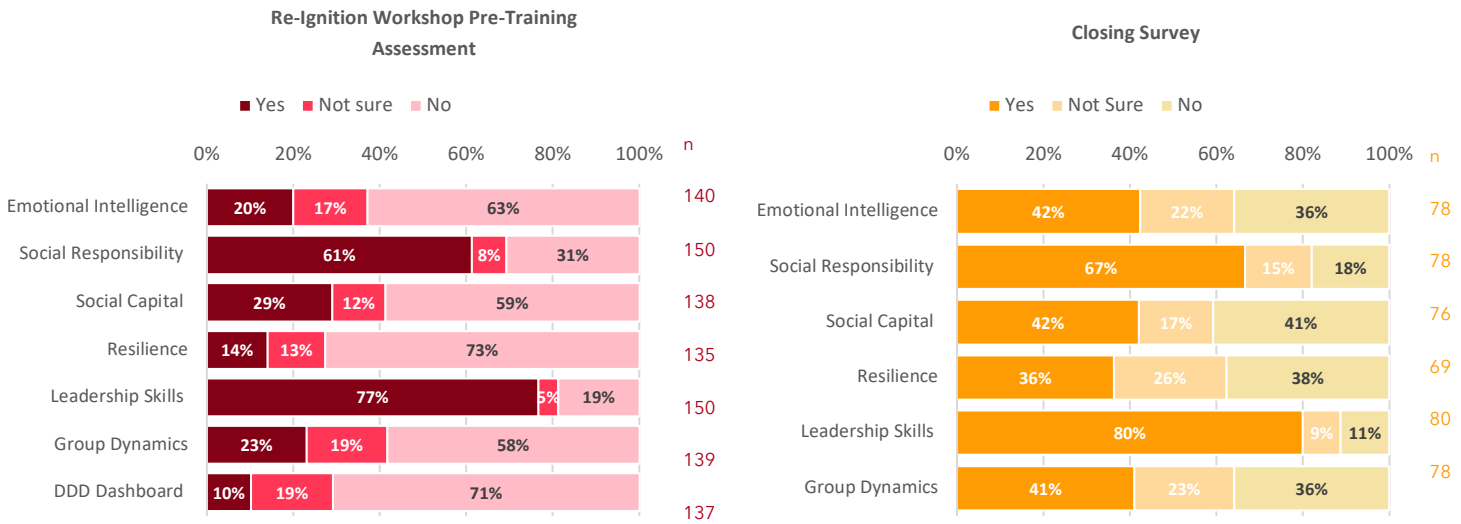
Figure 7:Respondents'Knowledge of Key Concepts (2019)



In 2020, YANDiSA participants were also asked whether they were familair with key concepts of the programme. Similar to 2019, respondents were **generally at a low baseline** with regards to their familiarity with the majority of key concepts **(Figure 8–Respondents' Knowledge of Key Concepts)**. By the end of the programme, the percentage of respondents who indicated that they were familiar with key programmme concepts had predominantly increased, although the proportion for each concept largely remained below **50%** **(Figure 8–Closing Survey)**.

Before the Re-Ignition Workshop, participants were specifically asked about whether they are familiar with the DDD dashboard. Only **7%** said yes. However, this question was not repeated in the closing survey.

Figure 8: Respondents' Knowledge of Key Concepts (2020)



Overall, the data indicates that YANDiSA training activities had a positive effect on respondents' knowledge of key programme concepts.

In addition to being asked to describe their knowledge in relation to these concepts, training participants were asked to rate themselves in relation to specific non-cognitive skills or behaviours, which the programme is designed to develop. Respondents were asked to rate their ability in relation to a mix of different items, which measure their perception of their abilities with regard to a set of **general non-cognitive skills**. Respondents were then asked to assess their ability vis-à-vis a more detailed list of multiple items, which measure a set of specific constructs, namely **class participation**, **communication**, **community involvement**, **active citizenship**, **emotional intelligence**, **social attitude**, **resilience** and **leadership**.

For 2019 participants, these skills were only assessed in the pre-training retreat survey and not in the follow-up survey, which was administered after the training. As such, we do not have post-training data to compare the baseline data to. However, the pre-retreat data is still able to provide a general sense of respondents' perceptions of their non-cognitive ability prior to receiving training. **Figure 9** below shows that respondents predominantly had a positive perception of their ability in relation to general non-cognitve skills before the retreat. **More than 50% of respondents** indicated that they ***strongly identify*** *(very much like me)* or **mostly identify** *(mostly like me)* with the ability to initiate projects, to communicate confidenty, to enjoy networking, to work well in a team and to generally finish projects they start.

Figure 9: Respondents Perception of General Non-Cognitive Skills

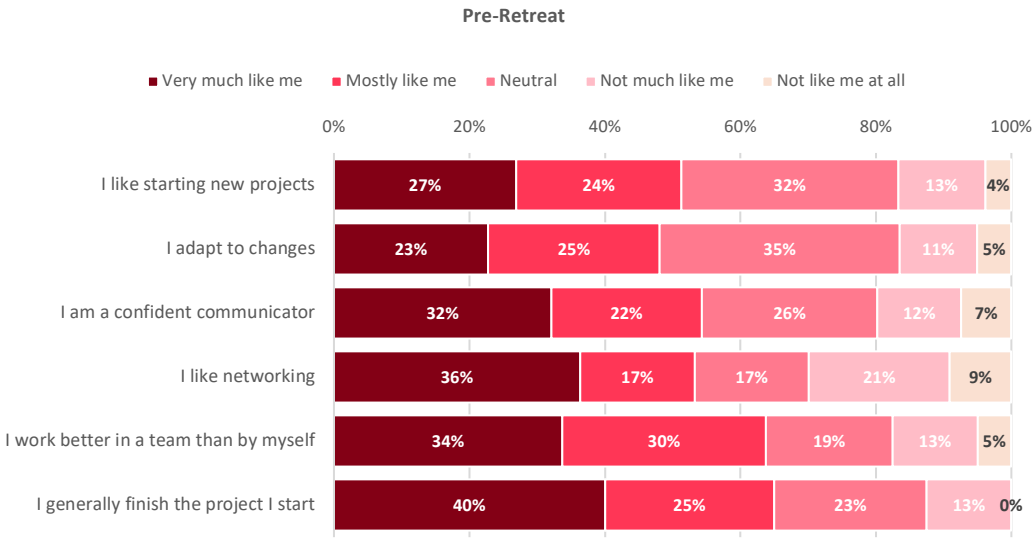
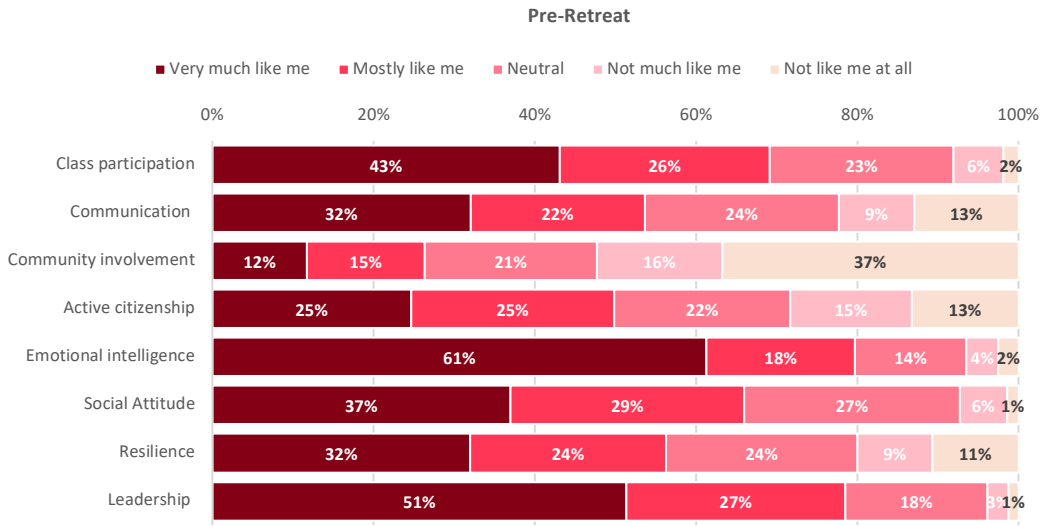


Figure 10: Respondent Perception of Non-Cognitive Ability by Construct (Average %)



The average percentage of respondents who rated themselves either "*very much like me*" or "*mostly like me*" with respect to items that assess key programme constructs was also high **(Figure 10).**

More than **50% of respondents** either *strongly identified* or *mostly identified* with positive behaviours related to **six out of the eight constructs**, namely *emotional intelligence* ***(79%)***; *leadership* ***(78%)***; *class participation* ***(71%)***; *social attitude* ***(66%),*** *resilience* ***(56%)*** *and communication* ***(54%)***. The lowest proportion of respondents strongly identified with participating in community activities (community involvement), with only **27%** of respondents indicating that positive behaviours associated with community involvement were *"very much like me"* or "*most like me"*.

For 2020, participants were asked to rate their ability in relation to general non-cognitive skills and behaviours tied to specific constructs *both* in the Re-Ignition Workshop pre-training assessment and in the closing survey after the Celebration Showcase. As portrayed in **Figure 11** below, **respondents predominantly had a positive perception of their general non-cognitive skills** prior to receiving training at the Re-Ignition Workshop.

Figure 11: Respondent Perceptions of General Non-Cognitive Skills

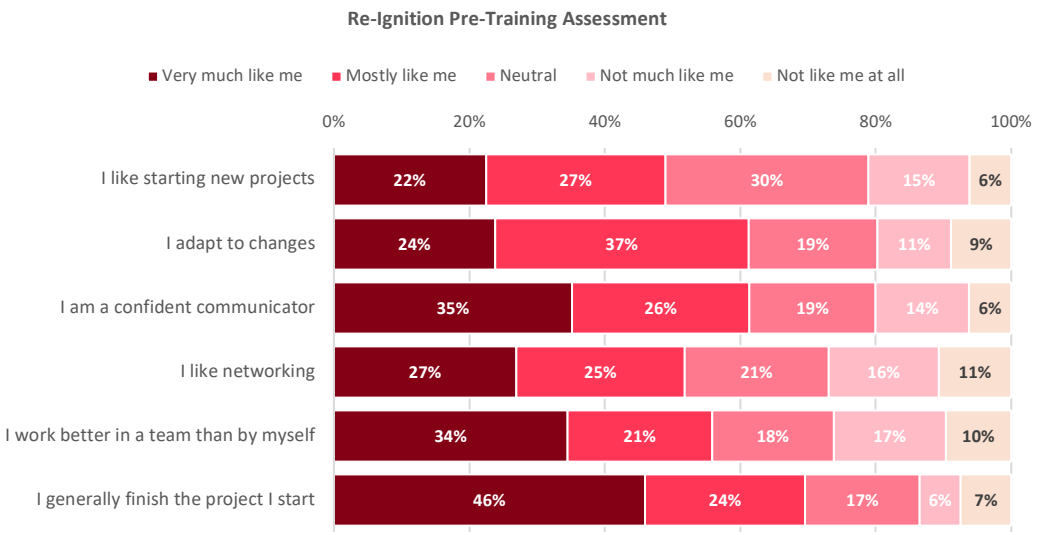


Figure 10: Respondent Perception of Non-Cognitive Ability by Construct (Average %)

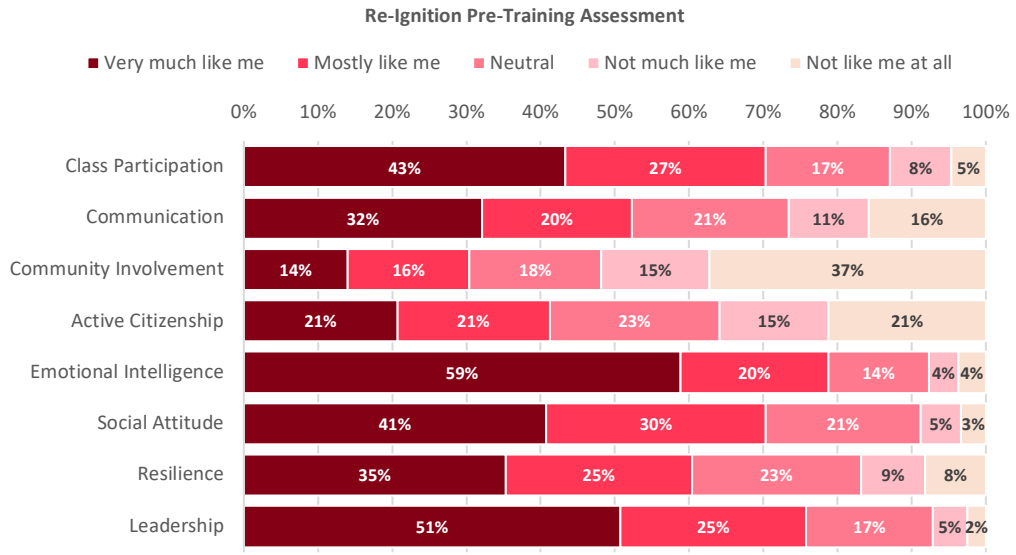


Figure 12: Respondent Perceptions of General Non-Cognitive Skills

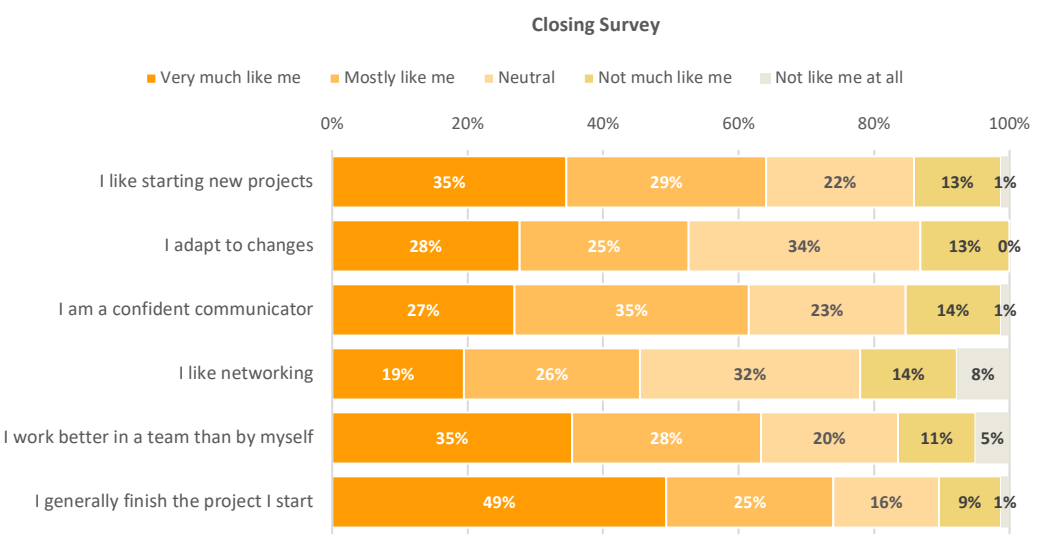
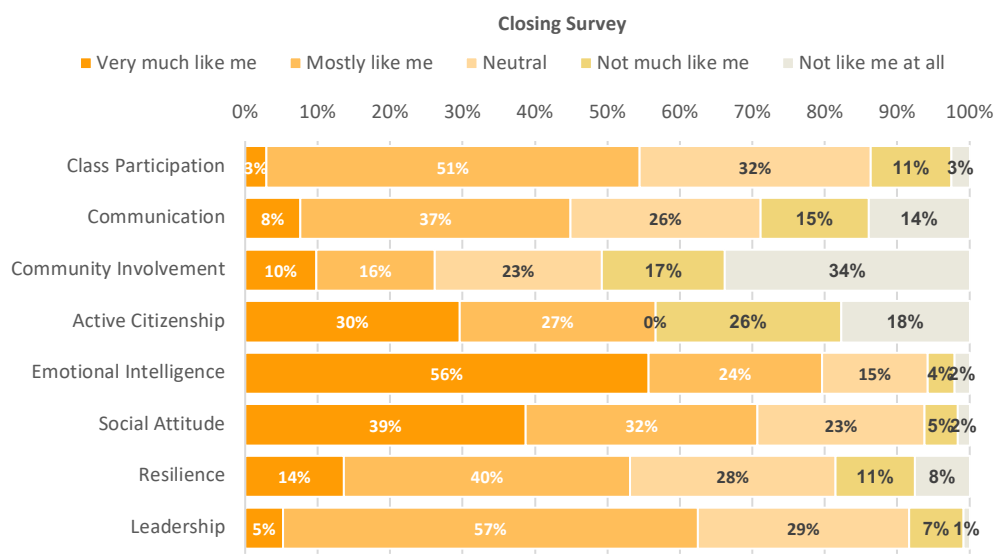


Figure 10: Respondent Perception of Non-Cognitive Ability by Construct (Average %)



More than 50% of respondents either *strongly identified* or *mostly identified* with **five out of the six skills**, namely the ability to *finish projects I they start* ***(70%)****; to adapt to changes and* ***(61%)*** *communicate confidently* ***(61%)****; to work well in a team* ***(55%)*** and to e*njoy networking* **(52%)**.

Comparing the Re-Ignition Workshop data with the closing survey data, there appears to be a larger proportion of respondents who *strongly identify* or *mostly identify* with positive behaviours related to **four out of the six general non-cognitive skills**. These are *the ability to initiate a project* (***increased by 15%);*** *the ability to work well in a team* ***(increased by 8%)****; the ability to finish projects that I start* ***(increased by 4%)*** *and the ability to communicate confidently* ***(increased by 1%)***.

A lower proportion of respondents strongly or mostly identified with the *ability to adapt to changes* **(decreased by 9%)** and *enjoying networking* **(decreased by 7%).**

With respect to respondents' perception of their ability in **relation to specific constructs**, the closing survey saw an increase in the percentage of respondents who *strongly identify* or *mostly identify* with **five out of the eight constructs**. The proportion of respondents who feel that positive behavours in relation to *leadership* are "*very much like* me" or "*mostly like me"* increased by **14%**, whilst the propotion in relation to *communicating confidently, resilience, community involvment, and emotional intelligence* increased by **7%**, **6%**, **4%** and **1%** respectively.

Between the Re-Ignition Workshop pre-training assessment and the closing survey, positive behaviours in relation to *class participation*, and *active citizenship*, saw **signfincant decreases** in the proportion of respondents who strongly or mostly associated with them. **Fifty four percent** of respondents said that positive behaviours in relation to *class participation* were *"very much like me"* or "*mostly like me"* in the closing survey, as compared to **70%** in the pre-training assessment. This marks a **30% decrease**. Similarly, there was a **15% decrease** in the proportion of respondents who positively identified with *active citizenship*.

The decreases in confidence seen amongst 2020 participants in relation to the above two constructs may be as a result of the effects of the COVID-pandemic and lockdown, which disrupted in-person schooling and learner engagement in the classroom. The pandemic also introduced a number of anxieties, particularly within the context of the significant disruptions caused to teaching and learning and curriculum delivery. The dominant public perception is that the pandemic exacerbated existing inequalities in South African schools. It is therefore likely that YANDiSA participants had little opportunity to participate in-class learning activities or engage in active citizenship.

Overall, there is also a potential that increased awareness of key programme concepts amongst 2020 participants, and what these concepts mean, led to some decreases in learners' confidence in their abilities, which may have previously been overstated.

School Action Plan Implementation (SAP) Monitoring

In addition to training support, the YANDiSA programme provided implementation support to RCL members, who were tasked with implementing evidence-based SAPs in their schools. School-based workshops were a key activity intended to provide support to RCL members in the four pilot schools. The school-based workshops were 2-hour long sessions, which were facilitated fortnightly by members of the YANDiSA programme team.

The workshops are designed to further develop RCLers leadership and project implementation skills. Through the workshops, learners are trained and supported to effectively:

- Develop innovative solutions that address the need/opportunity identified;
- Understand and practice key concepts and skills in project management, financial management, fundraising and stakeholder engagement; and
- Understand and practice key concepts and skills in communication, specifically to verbally articulate ideas, and be able to influence and motivate engagement from diverse audiences, especially adult leaders in their home schools or districts (such as SGB members).

The school-based workshops also enabled the programme to track the progress of SAPs implementation in the pilot schools. Workshop dates and times were determined in consultation with the schools, RCL members and educators ahead of time. The workshop content was also designed to be flexible to ensure that the workshops aligned with the needs of the schools. However, despite this flexibility, the content of the workshops touched on common key themes, which are summarised in **Table 6** below.

Table 6: School-Based Workshop Plan and Themes (Pre-Covid)

Month	# of Monthly Workshops	Draft Workshop Content Themes (2 hours sessions per workshop)
Aug 2019	2	**Workshop 1**: Team Dynamics & Roles **Workshop 2**: Mobilising People & Resources
Sept 2019	2	**Workshop 1**: Refining Project Prototype **Workshop 2**: Project Implementation Review
Oct 2019	2	**Workshop 1**: Measuring Impact (Tools & Design) **Workshop 2**: Project Implementation Review
Nov 2019	1	**Workshop 1**: Looking into 2020 (next steps)
Dec 2019	*0*	*No workshops, Online Support only (due to exams and holidays)*
Jan 2020	1	**Workshop 1**: Leadership Re-inspiration
Feb 2020	2	**Workshop 1**: Project Adaptation **Workshop 2**: Workshop 1: Project Implementation Review
Mar 2020	1	**Workshop 1**: Project sustainability & legacy building
April 2020	1	**Workshop 1**: Project Wrap Up
May 2020	1	**Workshop 1**: Preparation for Celebration Presentations End of May - Pilot Celebration Event

The implementation of school-based workshops supports the outcomes of **developing data-driven SAPs** in consultation with learners (outcome 7) and ensuring **meaningful RCL participation** at schools implementing YANDiSA (outcome 4). The workshops also **support continued collaborative engagement** between the SGB and SMT with RCLs and data-informed decision-making (outcome 3), as well as ensure that educators, SMTs and SGB members understand YANDiSA and support the mandate of RCLers **(buy-in)** (outcome 1).

School-Based Workshop Implementation

Facilitator Feedback

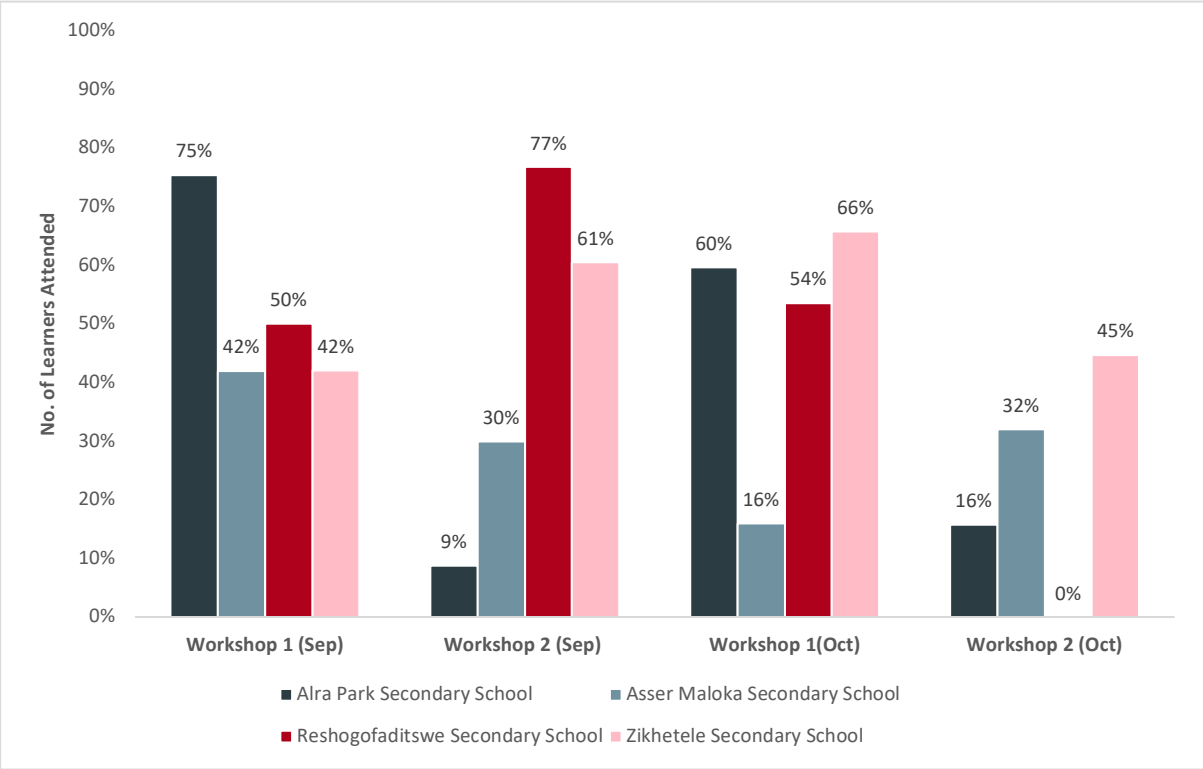
According to facilitator reports, attendance at the school-based workshops was inconsistent. **Figure 15** below shows the rate of attendance at school-based workshops for the September-October 2019 period. The graph shows that for some workshops, the attendance rate would be as high as **77%** of total RCL members in the school, such as the second September workshop held at Reshogofaditswe. In some cases, **no RCL members** would attend a planned workshop, as was the case with the second October workshop at the same school.

At **30%**, **40%** and **45%** respectively, the average rate of attendance at Asser Maloka, Alra Park and Reshogofaditswe was **below 50%**. Zikhethele was the only school that had an average attendance rate of **more than 50%** at their school-based workshops.

According to facilitator feedback, poor attendance at workshops was the most significant barrier to workshop implementation. It is the most cited challenge in the facilitator reports. Some of the reasons provided for poor attendance include **tests/exams** on the part of RCL members; **other school commitments** on the part of the TLO (e.g. conflicting meetings) and **other events on the school calendar**. One facilitator also cited **poor communication with schools** about workshops as a reason for poor attendance.

> *"The communication about the workshop was very poor, and so some of the participants did not know that there was a workshop."*
>
> *- Workshop Facilitator at Zikhethele*

Figure 15: Rate of Attendance at School-Based Workshops (Sep - Oct 2019)



Although attendance was generally low, facilitators felt that participants who attended the workshops were **predominantly highly or mostly engaged** and **workshop objectives were still met**. In the few instances were participation was low, two workshop facilitators cited the fact that RCL members had not made any progress on their SAPs since the previous workshop as a potential reason for poor participation. One facilator also indicated that language may be a barrier to participation or, alternatively, genuine disinterest on the part of learners.

"…Participation for the most part. Might be due to the language barrier; or participants feel bad for not having done anything, or they have a genuine disinterest..

- Workshop Facilitator at Zikhethele

"Getting participants to open up during reflection. I suspect this was due to the fact that nothing had been done since workshop 3."

- Workshop Facilitator at Asser Maloka

The second most cited reason for school-based workshops not going as planned was **poor school readiness**. Two facilitators reported that when they arrived at the school, the workshop venue was not ready or the space was not ideal.

> *"There was a large number of new attendees, of which some were trying to be disruptive. There is also an on going issues of there not being a set venue, which often causes movements when the workshops are meant to have started.*
>
> *- Workshop Facilitator at Reshogofaditswe*

> *"TLOs shouldbe encouraged and reminded of the importance of the workshop and to commit to scheduled dates."*
>
> *- Workshop Facilitator at Reshogofaditswe*

The workshop venue was a consistent challenge at Reshogofaditswe in particular, with the workshop facilitator reporting, on more than one occasion, that they had to disrupt the workshop and move venues because there was not a suitable venue to accommodate them for the full duration of the workshop.

> *"The workshop venue is still a problem. as the TLO doesn't organize a classroom before the workshop. Today we had to move venues twice."*
>
> *- Workshop Facilitator at Reshogofaditswe*

Two facilitators also provided feedback that **RCL members were not receiving adequate support from TLOs and SMTs**. The facilitator at Alra Park reported that participants at the school felt that they were not supported by the TLO, which had an **impact on their motivation to implement their SAP**. In his comments, the facilitator suggested that the TLO and principal be invited to attend some of the workshops to increase buy-in from them, as they learn more about the value of the programme. .

> *"Participants from Alra Park still feel they are not being supported enough by their school and the TLO and this affects morale. From our side, increased support would be necessary, in the form of templates/samples, and more guidance with take away assignments.."*
>
> *- Workshop Facilitator at Alra Park*

At Reshogofaditswe, a workshop was cancelled by the TLO without any prior notice, suggesting that the programme and communication of alternative arrangements were not

prioritised. In his comments, the workshop facilitator suggested that the **programme needs to remind TLOs of the importance of the programme and encourage their commitment** to scheduled activities.

In contrast to the above two examples, the facilitator at Asser Maloka reported that school-based workshop implementation was going well as a result of **support from the TLO**. **Learners felt motivated** because of the support they were receiving, which had positive effects on their ability to maintain progress on their SAP.

Another challenge to school-based workshop implementation that was reported by two facilitators is the fact that **the group of workshop attendees at the school is not consistent throughout the life cycle of the programme**. The facilitator at Reshogofaditswe indicated that one of the reasons why a workshop did not go as planned is because new RCL members, who had not previously attended, joined the workshop. As a result, the workshop content could not be delivered as planned, which caused significant disruptions to the delivery of the workshop.

> *"The workshop went well. The TLO is very supportive and the participants are motivated and maintaining progress on the SAP.*
>
> *- Workshop Facilitator at Asser Maloka*

After conducting a workshop at the same school, a different facilitator noted that there is a need for the programme to have a core group of RCL members who attend the workshops consistently. The facilitator reported that having "an influx of new faces every week" had a negative impact on the dynamics of the workshops.

> *"It would really be great to cut the group down to the core of the ones who have been consistent with the workshops to avoid an influx of new faces every week. It is really disruptive, and impacts negatively on the dynamics we're creating in the workshops. It would also help to have system of tracking progress outside of workshops in preparation.*
>
> *- Workshop Facilitator at Reshogofaditswe*

Learner Feedback

In the mid-programme assessment, learners were asked for their feedback in relation to the school-based workshops. When asked *what they liked most* about the school-based workshops, learner responses covered ten thematic areas, which are listed in **Table 7** below in descending order of how frequently they were mentioned by learners.

Table 7: Most Frequently Cited School-Based Workshop Elements that Learners Enjoyed

18	•Skills development: leadership
15	•Increased motivation
9	•Skills development: not specific
7	•Skills development: problem solving
6	•Improvements in SAPs/Improvements in schooling environment
6	•Improved understanding of RCL role
5	•Skills development: communication
5	•Skills development: collaboration
5	•Workshops are fun and engaging
3	•Improved knowledge of the programme
2	•Facilitators were prepared, professional and supportive

As portrayed in the above table, a number of learners felt that the school-based workshops contributed to developing their skills. Improvements in *leadership* skills was the most cited as a result of participation in the workshops that learners enjoyed most. . Many learners also reported that the workshops improved their motivation to participate in school leadership and decision-making processes. The motivation and support learners received through workshops was the second most frequently cited reason that learners appreciated participating in the workshops.

"It motivates me to work harder, it teaches me how to handle situations, it is so supportive and I appreciate the attention and support shown to us. It is fun, educational and inspirational."

- RCL Member at Alra Park

"I like that they improve motivating me to actively participate in the improvement of my school

- RCL Member at Reshogofaditsw

When asked what they feel could be improved about the school-based workshops, **participants pre-dominantly indicated that they were happy with the workshops** and that nothing should be changed.

Those who felt that some improvement could be made said that the ***frequency of workshops should be increased***; that ***more facilitators should be allocated* to the workshops**; that ***more time*** should be allocated for the workshops or that ***time should be managed more effectively***; that ***schools should be better prepared*** and that the ***attendance*** of RCL members needed to be improved.

These recommendations are largely in line with what emerged from facilitator reflections about some of the challenges with the implementation the school-based workshops in the pilot schools.

"I feel like they should improve the days in which they come to my school. May they kindly come once every week."

- RCL Member at Reshogofaditswe

"Having more facilitators to ease the tension in the room, and having workshops once a week"

- RCL Member at Asser Maloka

SAP Implementation

As suggested in the facilitator reports, the monitoring of SAP implementation could have been stronger in the first year of pilot implementation. In their reflections, two facilitators suggested that the programme needs to develop a more structured way of tracking project implementation progress.

As the programme had not yet fully implemented its M&E plan, the school-based workshops were the primary way in which the programme tracked SAP implementation in 2019/2020. The table below summarizes what each of the pilot schools planned to implement and records their progress as of November 2019.

School	SAP Activities
Alra Park *(started SAP implementation in August)*	Ran extra lessons for learners, in Grades 8-10. The extra classes are for Maths, English, Afrikaans, EMS, accounting and science Arranged to have motivational speakers over to motivate the learners and encourage them to want to learn (in progress, contacted 1 speaker and scheduling)
Asser Maloka *(started SAP implementation in August)*	Started the **Slindokuhle Upliftment Project** offering the extra classes to Grade 8s and 9s in Maths, English, Natural Science, and history. Feedback from teachers is that the project has boosted learner academic performance. Learners have been helped with homework, assignments, test and exam preparations.
Reshogofaditswe *(started SAP implementation in Oct)*	Working to reduce the failure rate in the school by offering extra classes for maths, physics and accounting.
Zikhethele *(started SAP implementation in Sept)*	Created an "each one, teach one" peer tutoring project. They help a group of learners acquire the necessary revision and study materials, and organize a place in the school for them to study, and then that group studies on their own. They are restructuring how their project is run to be something they can measure like extra classes.

The implementing team also used the mid-programme survey to check whether RCL groups were implementing SAPs and whether RCLers were participating in the projects. **Eighty-one percent** of the 85 people who responded to the questions regarding SAP implementation confirmed that their RCL was implementing a school improvement project. **Seventy nine percent** said that they were actively involved in the project being implemented.

At the end of 2020, the programme asked RCLérs to reflect on SAP implementation in their Celebration Showcase speeches, and also asked each school to submit a consolidated reflection on SAP implementation progress. Learners also provided overall feedback about the YANDiSA programme.

RCL reflections indicated that the COVID-19 pandemic and lockdown resulted in significant disruptions in what they planned to implement. For some schools, this meant that they had to implement different initiatives than what was originally captured in their SAPs. However, the pilot schools did record some successes, despite pandemic constraints. These successes are summarised in **Table 8** below.

Table 8: Key Successes and Challenges with SAP Implementation

School	Key Successes	Key Challenges
Alra Park	• Fixed the school fence • Made the library more accessible to learners	• Lack of support from the SMT and TLO • Poor communication between RCL members and the rest of the school. They could not reach her.
Asser Maloka	• Delivered extra classes • Developed a sports programme • Started extra-curricular clubs: drama club, poetry club, choir	• Covid-19: slowed down implementation of SAP • Poor communication between RCL members • Difficulty working with the RCL president, who was completing his matric year
Reshogofaditswe	• Reduced late-coming by tracking learner attendance and using data and evidence to enable appropriate intervention • Improved learner cooperation with SAP implementation • Facilitated a food run for the less fortunate: food was donated on a monthly basis	• Lack learner buy-in in relation to monitoring at the school gate •
Zikhethele	• Cleaning and making the library accessible	• Negative behaviour among the RCL group, including late-coming.

RCLers were also asked to rate their level of happiness with the support they received from different stakeholder groups, namely: *other RCL members; other learners; TLOs, SGB members; SMT members, educators and YANDiSA facilitators*.

YANDiSA facilitators and other RCL members received the highest ratings (**a rating of 4 or 5**), with most schools indicating that they were very satisfied or satisfied with the support they received from them. SMTs and SGB members were rated low in terms of the level of support they provided to RCLers by the majority of schools (**3 out of four schools**).

RCLers levels of satisfaction with other learners, educators and TLOs were mixed. Alra Park and Zikhethele provided a rating of "one" with respect to the support they received from other learners and educators. Both schools also indicated that they did not receive adequate support from TLOs.

RCLers were also asked whether they used data to inform their SAPs and to describe what data they used. **Three out of the four schools** indicated that they used data to inform their projects. Based on the descriptions provided by RCLers about what data they used, learners engaged the DDD Dashboard to understand what problems they wanted to address. As the programme matures, more evidence is required of how learners continue to engage with data on the dashboard to make decisions during the course of project implementation.

In terms of the impact of the SAPs, RCLers largely reported the effects that implementing their projects had on their *individual skills and abilities*. **All four schools** indicated that SAP implementation allowed them to *improve their leadership and communication skills* and boosted their *self-confidence*. **Three out of the four schools** reported that SAP implementation helped them *develop the skill of using data to inform their approach to problem-solving*, as well as improved their ability to *collaborate* with other stakeholders to achieve results. **Two out of the four schools** said that implementing SAPs helped them to learn how to *manage their time more effectively* and to *work independently*.

In their speeches at the Celebration Showcase, learners were asked to identify key lessons that they have learned as a result of participating in the programme, as well as identify areas of personal growth. Learners predominantly *identified teamwork*, *collaboration* and *building relationships of trust* as a significant area of growth for them. One learner reflected on how the programme fostered a sense of unity towards a common goal, which taught them that anything is possible. Another learner indicated that the programme gave them a sense of belonging.

Learners also reported that SAP implementation taught them a lot about leadership. For some learners, this meant improving their communication skills (2); for others this meant learning to accept diversity and difference (3) and for others it meant growing in their understanding of how planning and strategy are critical to success (3).

> *"Personally, I have learnt that anything is possible but only if you set your mind to it. I have gained confidence and I believe that people who are united, stand together but people who are divided fall."*
>
> - *RCL Member at Reshogofaditswe*

KEY LESSONS

What are the skills learners acquired from being part of the programme?

Overall, the evaluation findings show that YANDiSA programme activities led to positive **changes in learners' personal and civic leadership mastery**, as per outcome 6 of the ToC. Through participating in programme activities, learners improved their knowledge of the YANDiSA programme; their knowledge of key concepts and their perception of their non-cognitive abilities. Although there was evidence to show that learners used education data and the DDD dashboard to inform their projects, there was little evidence to show how learners engaged data while they were implementing their SAPs. Evidence of how learners used data for decision-making in the course of implementation was also not collected in the 2019/2020 implementation year.

Improved knowledge of the YANDiSA programme

The training data shows that YANDiSA programme activities resulted in positive improvements in learners' knowledge and understanding of the programme. Overall, respondents reported that they know more about the programme after participating in training activities. For example, after participating in the ALTR, the percentage of attendees who rated themselves as *knowing a lot* or *knowing quite a bit* about the programme increased from **4%** to **51%**.

The ALTR's contribution to improving learners' knowledge of the programme was also evident in responses to the mid-programme survey. According to the data, those who attended the ALTR were more confident in their knowledge of the programme than those who did not. **Fourteen percent** of respondents who did not attend the training said that they *know a lot* about the programme. In comparison, **52%** of respondents who attended the training retreat indicated that they *know a lot* about the programme. .

Improved knowledge of key concepts

The data further shows that training activities also had a positive impact on learners' familiarity with key concepts, such as emotional intelligence, social responsibility, social capital, resilience, leadership skills and group dynamics.

Before participating in the ALTR, respondents were **generally at a low baseline** in relation to their familiarity with these concepts. For a majority of the concepts, **less than 35% of respondents** indicated that they knew of them prior to the training. After the retreat, the percentage of respondents who indicated that they knew of the concepts increased to **above 70%**, with **81%**, **83%** and **84%** saying that they were familiar with the concepts of emotional intelligence, social responsibility and resilience respectively. The concept of leadership had the highest proportion of respondents **(97%)** indicating that they knew of it after attending the retreat.

The mid-programme survey supports the notion that training activities had a positive impact on participants' knowledge of key concepts. In the survey, **50 out of the 51** respondents who attended the training retreat indicated that the ALTR facilitated their understanding of key programme concepts.

The pattern in relation to key programme concepts was similar with 2020 participants. Respondents were **generally at a low baseline** for a majority of the concepts. By the end of the programme, the percentage of respondents who indicated that they were familiar with key concepts had largely increased. However, although respondents' familiarity seemingly increased, the proportion of respondents who indicated that they were familiar with the concepts mostly remained below **50%**.

Improved perception of non-cognitive abilities

The training, school-based workshop implementation and SAPs implementation data also shows that the YANDiSA programme had an impact on learners' perception of their **non-cognitive abilities**, including positive behaviours related to class participation, communication, community involvement, active citizenship, emotional intelligence, social attitude, resilience and leadership. According to the closing survey there was a larger proportion of respondents who strongly associated with positive behaviours than in the pre-training assessment administer before the Re-Ignition Workshop. More respondents indicated that they either *strongly identify* or *mostly identify* with positive behaviours related to **four out of the six general non-cognitive skills**. These were *the ability to initiate a project* ***(increased by 15%);*** *the ability to work well in a team* ***(increased by 8%)****; the ability to finish projects that I start* ***(increased by 4%)*** *and the ability to communicate confidently* ***(increased by 1%)***.

A lower proportion of respondents strongly or mostly identified with the *ability to adapt to changes* **(decreased by 9%)** and *enjoying networking* **(decreased by 7%).**

This may be as a result of a combination of factors, including respondents' increased awareness of key concepts, and what they mean, leading to a more conservative assessment of their abilities in the closing survey; the impact of the COVID-19 and lockdown on learner perceptions as well as the fact that the closing survey had a smaller sample of respondents.

With respect to respondents' perception of their ability in **relation to specific constructs**, the closing survey saw an increase in the percentage of respondents who *strongly identify* or *mostly identify* with **five out of the eight constructs**. The proportion of respondents who feel that positive behavours in relation to *leadership* are "*very much like*" me or "*mostly like me*" increased by **14%**, whilst the proportion in relation to *communicating confidently*, *resilience*, *community involvement*, *and emotional intelligence* increased by **7%**, **6%**, **4%** and **1%** respectively.

The conclusion that training YANDiSA programme activities led to improvements in learners' perception of their non-cognitive abilities is also supported in the qualitative

feedback provided by learners in the mid-programme assessment and the RCL end-of-year report. In the mid-programme survey, learners indicated that they valued the school-based workshops because the workshops **equipped them with the skills** they need to meaningfully participate in school leadership. Learners expressly mentioned leadership, problem-solving, communication and collaboration as key skills that they gained from participating in the workshops. These skills were also highlighted by learners in the RCL end-of-year survey.

Furthermore, in both the the mid-programme survey and end-of-year report, learners indicated that participation in the school-based workshop and other activities increased their motivation and boosted their self-confidence. According to the mid-programme assessment data, improved motivation was the second most frequently cited reason that learners enjoyed participating in the YANDiSA programme.

What impact did SAPs have within schools?

After a year of implementation, which was largely interrupted by the pandemic, it is too soon to assess the impact of the SAPs on broader education outcomes In the ToC, shifts in education outcome indicators such as learner promotion and learner subject pass rates are captured as long-term outcomes. This means that is too early to assess progress against these indicators in the short term. As such, the programme did not track education outcome indicators during pilot implementation. However, anectodal evidence suggests that the programme has had a positive impact on education outcomes. One TLO expressed that they have seen a shift in learners academic performance as a result of SAP implementation.

RCL reflections also show some evidence that SAPs contributed positively to broader outcomes through improving learner access to the library (Alra Park); reducing late coming (Reshogofaditswe) and improving learner grades (Zikhethele)..

> *"With YANDISA, I have seen two changes with RCL members that are equally important. Firstly, the RCL takes initiative. They have become more assertive in pursuing their goals and they can work independently. Secondly, their ability to work as a team has drastically improved. Our YANDISA school action project, Slindokuhle Upliftment Project, has boosted learner academic performance. Learners have been helped with homework, assignments, test and exam preparations""*
>
> - *TLO at Asser Maloka*

SAPs had a positive impact on individual RCLers

In their end-of-year reflections, RCLers largely reported the effects that implementing their projects had on their individual skills and abilities. **All four schools** indicated that SAP implementation allowed them to *improve their leadership and communication skills* and

boosted their *self-confidence*. **Three out of the four schools** reported that SAP implementation helped them *develop the skill of using data to inform their approach to problem-solving*, as well as improved their ability to *collaborate* with other stakeholders to achieve results. **Two out of the four schools** said that implementing SAPs helped them to learn how to *manage their time more effectively* and to *work independently*.

Effective SAP implementation is dependent on the successful implementation of school-based workshops

Although we do not yet have a clear picture of the impact of SAP implementation on schools, the data provides some insight with regard to the factors that contribute to successful SAP implementation in schools. One major contributing factor is the successful implementation of school-based workshops. As indicated in facilitator and learner reports, school-based workshops equip learners with the skills to plan, communicate and collaborate with key stakeholders effectively, as well as the skills requiredto maintain the progress of SAPs implementation. The school-based workshops also support critical pathways to change, as articulated in the ToC. These include the following:

- school improvement plans are developed in consultation with learners and are data-driven (outcome 7);
- meaningful RCL participation at schools implementing YANDiSA (outcome 4); and
- collaborative SGB and SMT engagement with RCL and data-informed decision-making (outcome 3)

Although the school-based workshop proceeded as planned, there were some challenges that were raised by facilitators, which affected the effective implementation of school-based workshops, and in turn, SAP implementation.

Poor workshop attendance was highlighted as a significant factor, which negatively affected outcomes. The data shows that learner attendance at workshops was largely inconsistent. The average rate of attendance at three of the four pilot schools was **below 50%**. One facilitator also indicated that the group of learners attending the school-based workshop was not consistent. This negatively affected workshop dynamics and slowed progress.

Another factor that affected school-based workshop implementation was **poor school readiness**. **Two out of the four schools** did not have a venue secured to facilitate the workshops, resulting in workshops not starting on time or to the facilitator having to change venues during the course of the workshop. In one school, this happened on more than one occasion and the facilitator highlighted the issue as extremely disruptive.

Other barriers to effective workshop and SAP implementation that were identified in qualitative responses include a **lack of TLO, SMT and SGB buy-in**. Both facilitators and RCLers indicated that where there was no buy-in from school leadership, RCLers did not feel motivated to participate in school leadership and did not feel motivated to implement their SAPs and sustain their activities. Lack of buy-in therefore has a negative effect on

programme outcomes, including on the positive shifts in education outcomes that SAPs are intended to create.

What are the critical elements of pilot implementation that contributed significantly to programme outcomes/results?

The programme's training activities combined with the school-based workshops contributed significantly to programme success

Based on the evidence and the above insights, the programme's training activities, combined with the school-based workshops significantly contributed to positive changes in learners' knowledge and understanding of the programme and key concepts, and perceptions of their non-cognitive abilities. The data shows that programme participants see the value of the training and school-based workshops, with some respondents indicating that the programme needs to facilitate workshops more frequently.

In addition to equipping them with the skills to implement their SAP projects effectively, RCLers also indicated that the support they received from the programme shifted their understanding of their roles within the RCL and how they can contribute to change.

> *"I would say that I feel blessed and I am grateful for taking part in the YANDiSA programme. I hope the programme can expand and other learners get the opportunity to experience this amazing programme*
>
> *- RCL Member at Alra Park*
>
> *"I gained knowledge and now am applaying in it in my school to make it a better"*
>
> *- RCL Member at Zikhethele*

What elements that were not in the pilot need to be introduced into the programme to support programme success?

The qualitative feedback provided by facilitators and RCLers suggests that the programme needs to improve in the following five areas:

Having regular communication with schools about programme plans and creating some flexibility with workshop dates

This would allow schools to communicate any conflicting commitments, so workshops can be re-scheduled. It would also allow schools to prepare adequately for the workshops e.g.

securing a venue and making sure that workshop sessions are communicated to learners. This may lead to improved attendance at the workshops.

Increasing buy-in from TLOs and SMTs

The evaluation findings show that there is a need for the programme to engage more extensively with TLOs and SMTs to communicate the value of the programme, facilitate understanding of the programme and its significance and clarify TLO and SMT roles. This would ensure that learners are supported throughout the process of SAPs implementation, which the data suggests would improve SAP implementation progress.

> *"I would recommend we try and tailor each school's workshops differently, to address where exactly that school is with their project as there is no point in continuing if the issues that they brought up in the beginning have not been addressed."*
>
> *- Workshop Facilitator at Alra Park*

Providing learners with tools to track and monitor SAPs implementation progress

Some facilitators also suggested that the programme needs to provide learners with templates to track the progress of their SAPs. This could potentially address the issue of SAPs stalling in between workshops because some RCLs are not clear on what they need to be doing to drive and maintain progress.

Providing sponsorship assistance to schools where there are resource constraints or strengthening learners' ability to raise resources

From the school-based workshops, it emerged that some RCLs do not have the resources required to implement their SAPs effectively. One facilitator suggested that the programme should provide sponsorship support to schools where there are resource constraints.

Making some adjustments to school-based workshop content

In their qualitative feedback in the mid-programme survey, some learners indicated that they wished workshops were longer or that they happened more frequently. Three learners expressly indicated that time management was an issue and that they did not have time to complete all the workshop activities.

In their recommendations, one facilitator suggested that the workshop content should be tailored to where RCL members are in terms of the SAPs implementation progress. The feedback suggests that RCLs experience different contextual challenges in their implementation, leading to schools being at different levels of implementation. The recommendation is that the workshops should be paced according to the rate at which RCLs are reaching key milestones, so that they can be directly relevant to the school context.

RECOMMENDATIONS

Based on the findings, the evaluation team makes the following recommendations:

1. **Aligning programme activities with the academic calendar**: The evidence suggests that programme implementation would benefit from aligning programme activities with the academic year. In particular, facilitating the initial training soon after RCL leadership is elected in the beginning of the year would ensure that a consistent group of RCLers participate in the programme for the full programme cycle. This may also help address the challenge of programme activities being disrupted by a new group of learners joining the programme in the middle of implementation and causing disruptions to the dynamics of the school-based workshops.
2. **Improving communication with key stakeholders and programme-focus on creating stakeholder-buy-in**: One of the key insights emerging from the data is that support from TLOs, SMTs and the SGB was mixed, with two out of the four schools reporting that school leadership did not support RCLers in their implementation of SAPs. This led to learners feeling less motivated to participate in school leadership activities and drive the implementation of their projects. The lack of stakeholder buy-in also had a negative impact on the ability of the programme to facilitate meaningful engagement and collaboration between learners and school leadership. The lack of stakeholder buy-in also affected the effective implementation of school-based workshop. Where TLOs or SMTs were not supportive of the programme, schools were not adequately prepared to host the workshops or cancelled workshops without prior notice.

   It is therefore recommended that the YANDiSA programme increases its efforts to communicate the details of the programme to all key stakeholders, particularly at the school level. An example of this may include routine communication about the programme and the progress of implementation. Consistent updates about upcoming activities and their results will help stakeholders to understand the value and significance of the programme.

3. **Developing a strong methodology for peer-to-peer learning and knowledge transfer between RCL members who participate in the programme and their peers**: The mid-programme survey data indicated that there were significant differences in RCLers confidence in their knowledge of the programme and key concepts based on whether or not they attended the training retreat. For instance, 14% of learners who did not attend the training retreat indicated that they know a lot about the programme, compared to 54% learners who did attend. In the end-of-year reports, two schools reported that other RCL members and other learners were resisting the implementation of SAPs. Another report indicated that new RCLers do not know YANDiSA workshop facilitators. This suggests that there is poor peer-to-peer transfer when new members join the RCL.

Since the current programme design is based on RCL members who are trained being able to communicate YANDiSA programme objectives to their peers and to share what they learned in training, it is recommended that the programme develop a clear methodology for peer-to-peer learning and that RCLers who attend the training are equipped with the tools to onboard their peers.

4. **Augmenting M&E processes, particularly strengthening SAP monitoring and the evaluation of learners'application of their knowledge and non-cognitive abilities**: It is understood that YANDiSA's M&E plan was not fully implemented in 2019/2020. Because some of the M&E instruments were not implemented, there some gaps in relation to the tracking of SAP monitoring and the evaluation of learners' application of the knowledge they gained through training. The latter was particularly true in relation to learners' application of the principles of data use and evidence-based decision making. Although there was some evidence to suggest that learners used the DDD Dashboard to inform the design of their projects, it is still unclear how learners used evidence to guide ongoing implementation of their projects. In the surveys that were administer, learners were not asked about their data-driven behaviours. Since evidence-based decision making is a critical outcome for the project, tracking learners data-driven behaviours is important to determining whether or not the project is achieving results. It is therefore recommended that assessment of data-driven behaviours is included in data collection instruments.

   With regards to improved tracking of SAPs implementation, it is recommended that the programme develops monitoring isntruments to share with learners, so that they can provide regular feedback on the progress of their projects. This will allow facilitators to intervene timeously and appropriately when challenges arise.

ANNEXURES

Annexure A: Theory of Change Diagram and Narrative

Annexure B: Aggregated Data Sets