

**Kagiso Shanduka Trust - System Thinking Change Process**

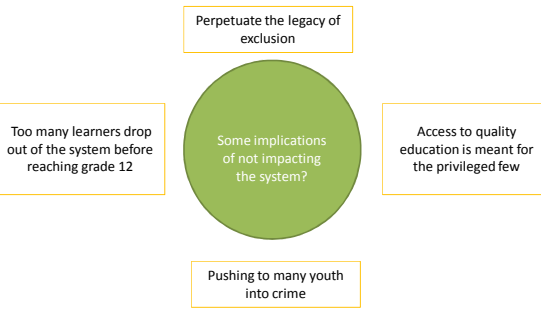
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### Objective of the presentation

- Implications of not impacting the public education system
- Some critical steps to be observed when facilitating large scale intervention

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### Implications of not positively impacting the public education system



Perpetuate the legacy of exclusion

Too many learners drop out of the system before reaching grade 12

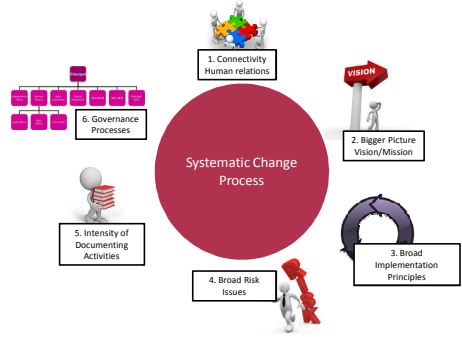
Some implications of not impacting the system?

Access to quality education is meant for the privileged few

Pushing to many youth into crime

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### Conceptualising and designing larger scale interventions

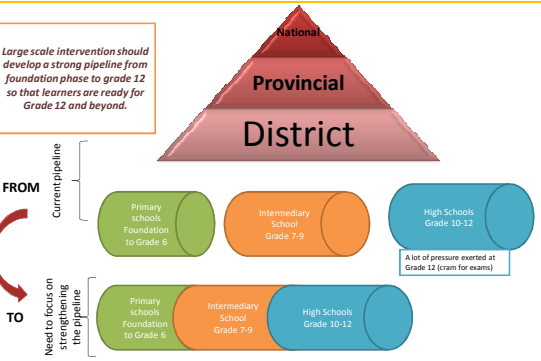


Systematic Change Process

1. Connectivity Human relations
2. Bigger Picture Vision/Mission
3. Broad Implementation Principles
4. Broad Risk Issues
5. Intensity of Documenting Activities
6. Governance Processes

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### The Public Education System



Large scale intervention should develop a strong pipeline from foundation phase to grade 12 so that learners are ready for Grade 12 and beyond.

National

Provincial

District

FROM

Current pipeline

Primary schools Foundation to Grade 6

Intermediary School Grade 7-9

High Schools Grade 10-12

A lot of pressure exerted at Grade 12 (exam for exams)

TO

Need to focus on strengthening the pipeline


Primary schools Foundation to Grade 6

Intermediary School Grade 7-9

High Schools Grade 10-12

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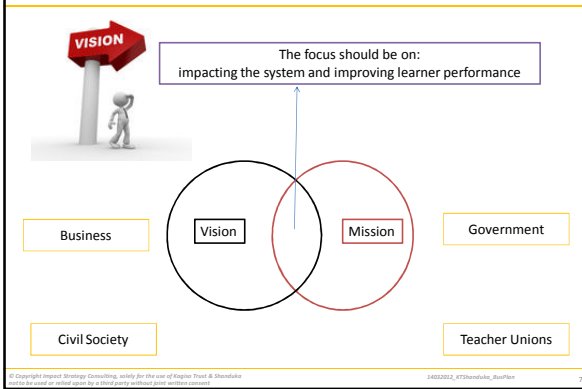
### 1. Connectivity: Human Relations



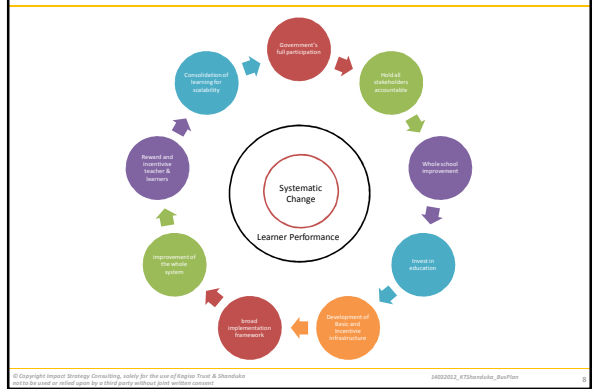
- Building Trust – this take time – but it is critical
- Building on the connectivity of people:
  - it is people who make or break interventions
  - Develop a system of core basic values around the interventions
- Transparency
- Open declaration of interests

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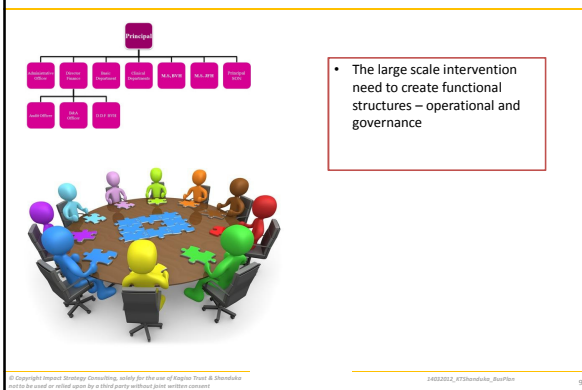
## 2. The Bigger Picture:



## 3. Broad Implementation Principles



## 6. Governance structures



## 5. Intensity of Implementation Activities

