



# How the ETW and Capacity Development assist in transforming the district

**Makola MS**  
**District Director**  
Sekhukhune East District



# Layout

- Who are we
- LDoE and KT partnership
- BNSDP activities
- Impact
- Lessons learnt



## Who are we?

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- Sekhukhune East District is one of ten Education Districts in Limpopo.
- Formed following the splitting of the Greater Sekhukhune District into two (SKE and SKS)
- Sekhukhune East District comprises the whole of Fetakgomo-Tubatse Local Municipality and a fraction of Makhuduthamaga.



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## Who are we?

### Organisational Setup (Composition)

**Sekhukhune East District**

**16 Circuits**

**429 Public Schools (2 Special Schools)**

**+/- 190 000 learners**



# Who are we?

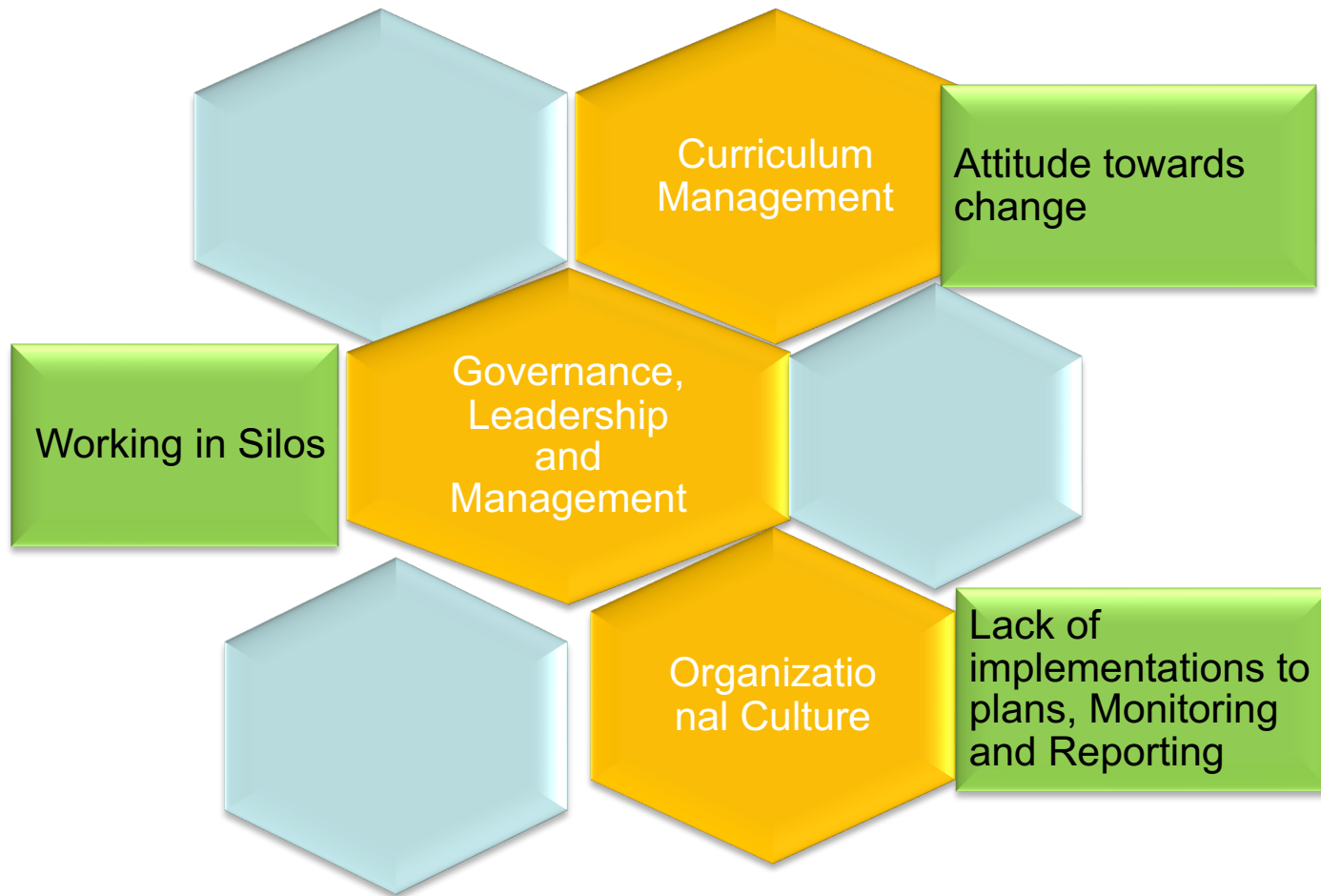
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Prior to interventions, the District was mainly characterized by:

- Poor performance (learner performance)
- Able to justify poor performance (e.g. Staffing issues)
- Poor staff morale
- Non-adherence to the management plans
- Inability to develop milestones
- Malicious reporting
- CAPABLE STAFF willing to go an extra mile



# Major Causes Identified





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## LDoE and KT partnership

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Official Launch of  
LDoE/KT  
partnership

2019

**Bayers Naude Whole School Development Programme Implemented**

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# BNSDP Activities

- Empowerment and Transformation Workshops (ETW)
- Capacity Development:
  - Instructional Leadership – Principals and SMT
  - Teacher Development and Mentorship programme
  - Technical High Schools Support Programme (in Partnership with SASOL foundation):
    - Resources provision
    - Teacher Support
  - Direct Learner support (Intervention)





# BNSDP Activities

70

Number of schools taken to retreat since 2019  
(61 secondary and 9 Primary)

68

Number of schools benefitted directly from Instructional  
Leadership Trainings and support through PSA (60  
secondary and 8 primary)

ALL

Circuit Managers  
Subject Advisors  
District Staff

**ATTENDED DISTRICT RETREATS**



# BNSDP Activities

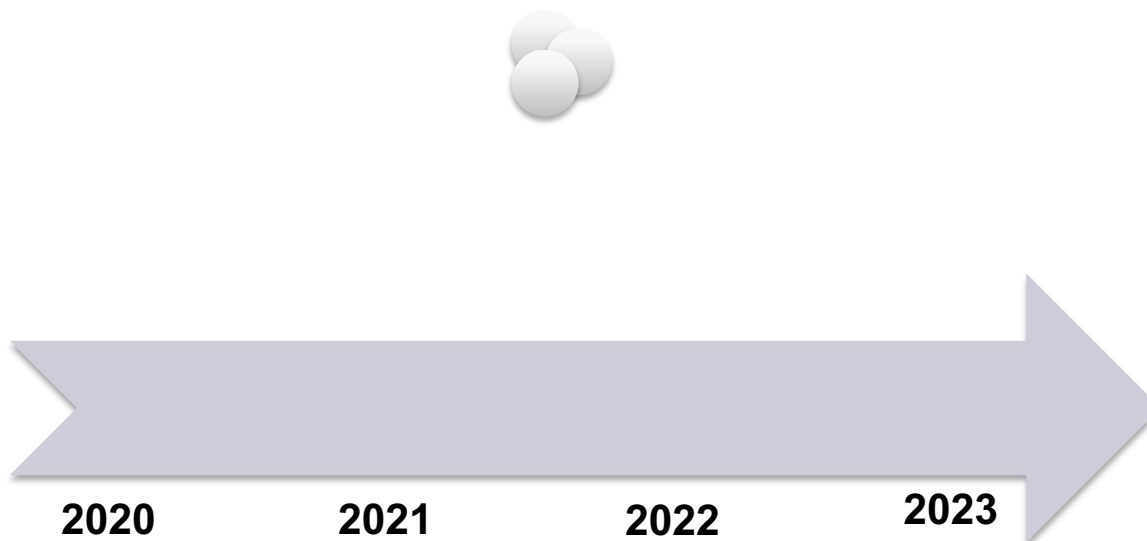
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# IMPACT



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# Impact

- Post retreat
  - Individual employees now know their roles and responsibilities
  - The SMT's are able to execute their respective duties
  - Improving human behavior and organizational culture across all levels of the District
  - Improving levels of Assertiveness
  - Acceptance of constructive criticism/ low levels of defensiveness
  - Employees are now able to identify their weaknesses and fix them



# Impact

- In most schools where there were a capacity building there were dramatic improvements in both management and results.
- The district employees are able to develop a district operational plan based on SWOT analysis
- Implementation is now activity based and reporting is done often
- Proper tracking of implementation of District plans



# Impact

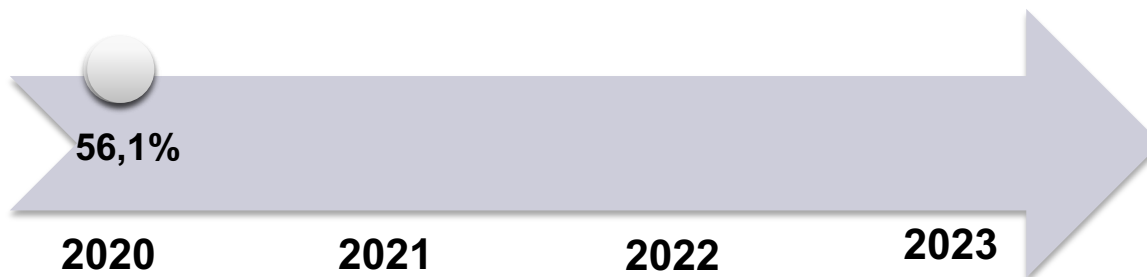
Evidenced through NSC results



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## DISTRICT NSC PERFORMANCE



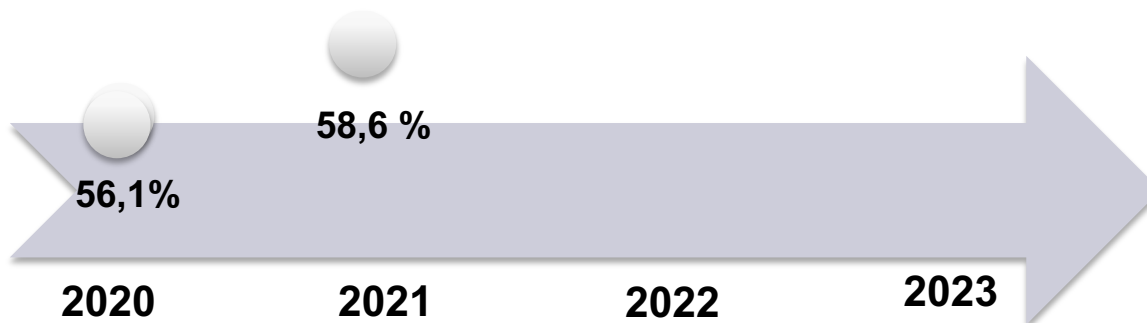
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## DISTRICT NSC PERFORMANCE



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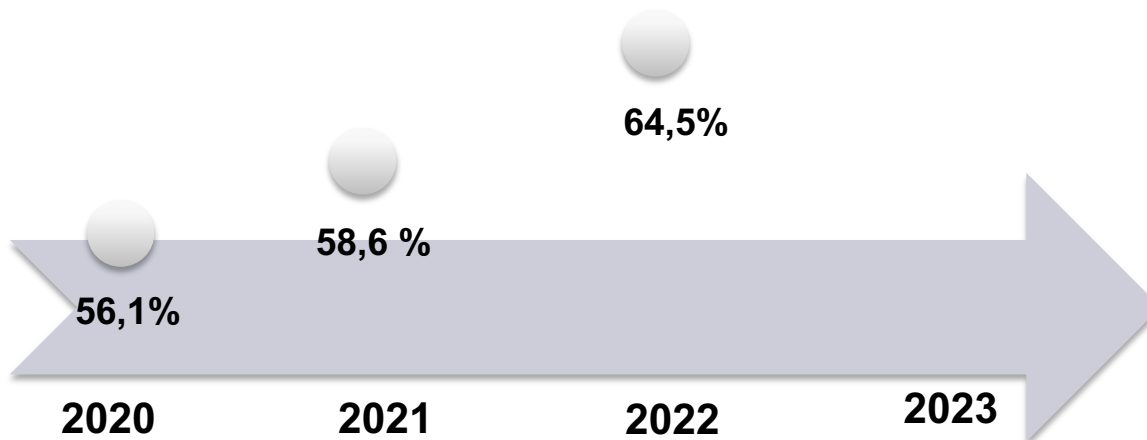




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## DISTRICT NSC PERFORMANCE



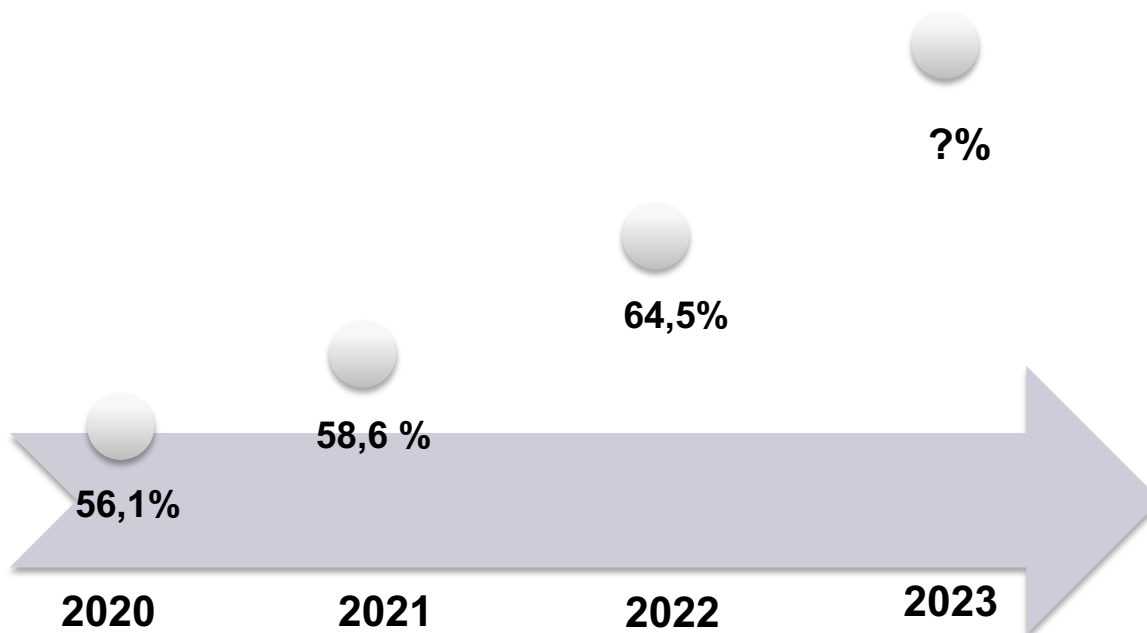
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## DISTRICT NSC PERFORMANCE



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# Impact

Evidenced through NSC results  
9 Circuits

(Bohlabela and Magakala Circuit Clusters)

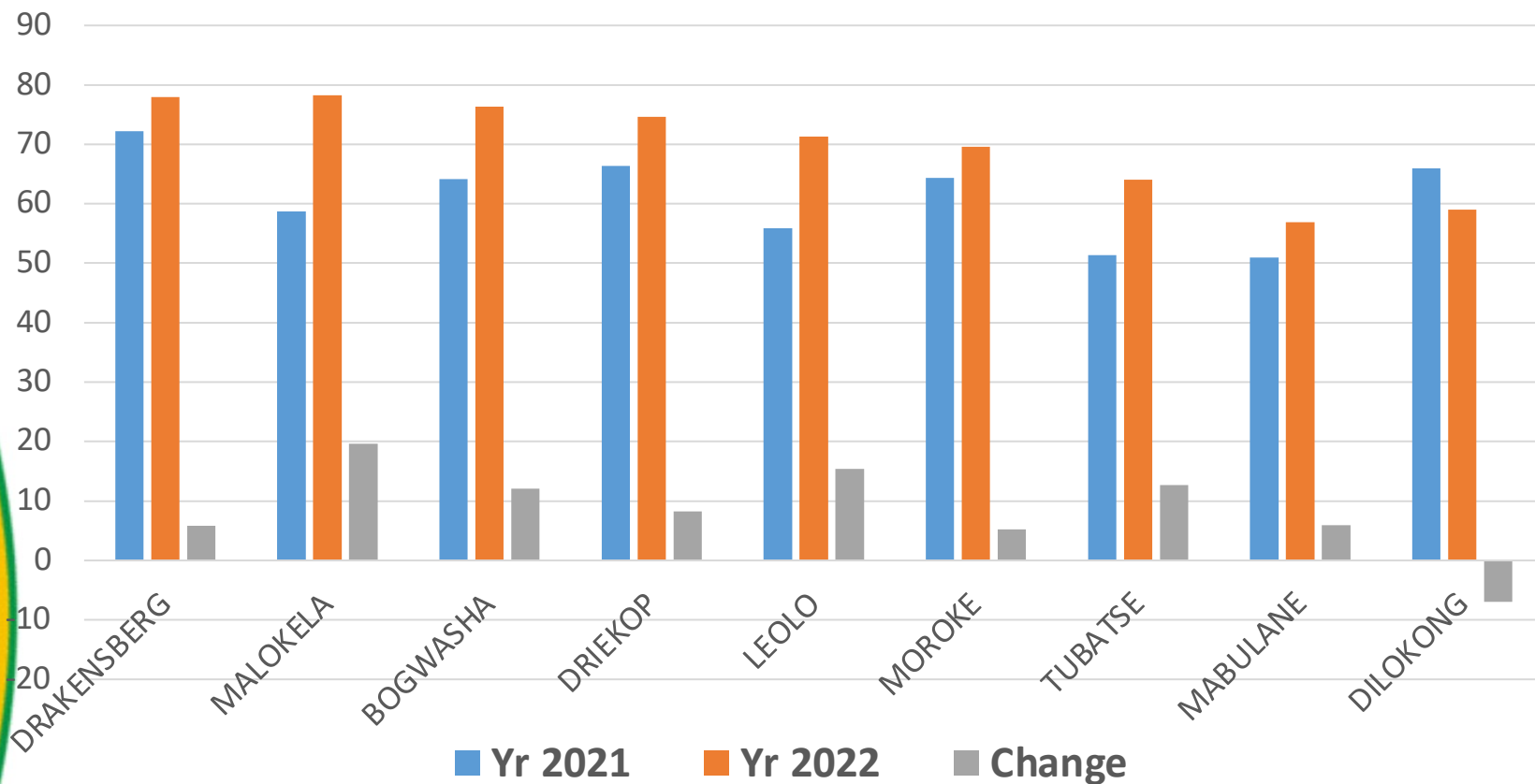


## Grade 12 Circuit Performance (2021 vs 2022)

Circuit	Yr 2021	Yr 2022	Change
DRAKENSBERG	72,2	78	5,8
MALOKELA	58,7	78,3	19,6
BOGWASHA	64,2	76,3	12,1
DRIEKOP	66,4	74,6	8,2
LEOLO	55,9	71,3	15,4
MOROKE	64,4	69,6	5,2
TUBATSE	51,4	64,1	12,7
MABULANE	51	56,9	5,9
DILOKONG	66	59	-7



# Grade 12 Circuit Performance (2021 vs 2022)





## Lessons Learnt and Recommendations

- Some schools' problems deepened due to:
  - Principals not acknowledging their mistakes
  - The staff did not want to relent
- In some schools employees were not honest in speaking out their challenges
- District staff especially some Subject Advisors not ready to identify real challenges



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The journey to improving the lives of  
young people is never ending

Thank you