

PALADIN PROGRAMME

the *butterfly* effect

Paladin Programme for Principals: Overview

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1. THE TEAM

1.1 Brett Will

Brett Will is a social entrepreneur with close to two decades of experience. He is a programme director at Henley Business School, director of the WillShift Group and commercial director of PIAFF, based in Epernay, France. Brett has served on the Childline Board and as Chairman of Khulisa Social Solutions, one of the most prominent NGOs in South Africa. He has worked on countless projects funded by, amongst others: the United Nations, USAID, Pepfar and Rockefeller Foundation.

1.2 Henley Business School Africa

Henley Business School is an international university with 15 campuses and offices worldwide, and represented on the continent by Henley Business School Africa. Unlike many other business schools that offer a linear experience that force-feeds theory to students, Henley Business School offers a holistic learning system.

By blending theory with practice, Henley's holistic learning system means students can look forward to a business education that provides insightful business acumen, the ability to both master oneself, lead and manage others, and exceptionally relevant and practical theory that is tried and trusted in workplace practice.

Henley is in an elite group of global business schools that hold triple-accredited status from the leading UK, European and US accrediting bodies: AMBA, EQUIS, and AACSB.

Henley's customised solutions provide bespoke learning interventions that deliver tangible results, and they are proud of their successful associations with a wealth of blue-chip companies in South Africa, across the continent and throughout the world, including 3M, SAB Miller, Liberty, Food Lovers Market, Bidvest, SA Reserve Bank, Aegon, Barclays, Canon, Ford, IBM, KPMG, Microsoft, RBS Insurance, Shell, Vodafone and Zurich Insurance Group.

See: <https://www.henleysa.ac.za/about-us/>

2. BACKGROUND & PROBLEM IDENTIFICATION

2.1 Overview of South African Education Landscape

The South African basic education system (equivalent to US K-12) comprises approximately 26 000 recognised independent, public and special needs schools to cater to around 12 million learners (with a national population of an estimated 54 million). The Schools Act of 1996 section 39 (10) stipulates that approximately 80% of public schools identified by the government on an annual basis are forbidden from charging school fees for student attendance, to cater to the socioeconomic dynamics of the given community. This legislation means that at many of these schools, the government allocation of as little as \$93.30 (R1 390) per learner per year is the only funding available for the school. The national median number of learners per school is 471; therefore, the annual funding is \$46 219.50 (R654 690).

The state of basic education has translated into multiple national concerns, with the direst being a real Matric (US level 12) pass rate of 37.6% (adjustments made for the number of students in their Grade 10 year in 2016 versus the number of students who wrote and passed Matric in 2018). The Department of Education is consistently criticised for lowering the quality standards that constitute a pass, with an academic achievement level of 33.3% recognised as a passing grade. Furthermore, there are four classifications of difficulty for completion, namely: higher grade, standard grade, lower grade, and functional grade. Therefore, dependent on the classification and the low passing grade of 33.3%, learners can achieve a Matric certificate – followed by poor prospects of employment.

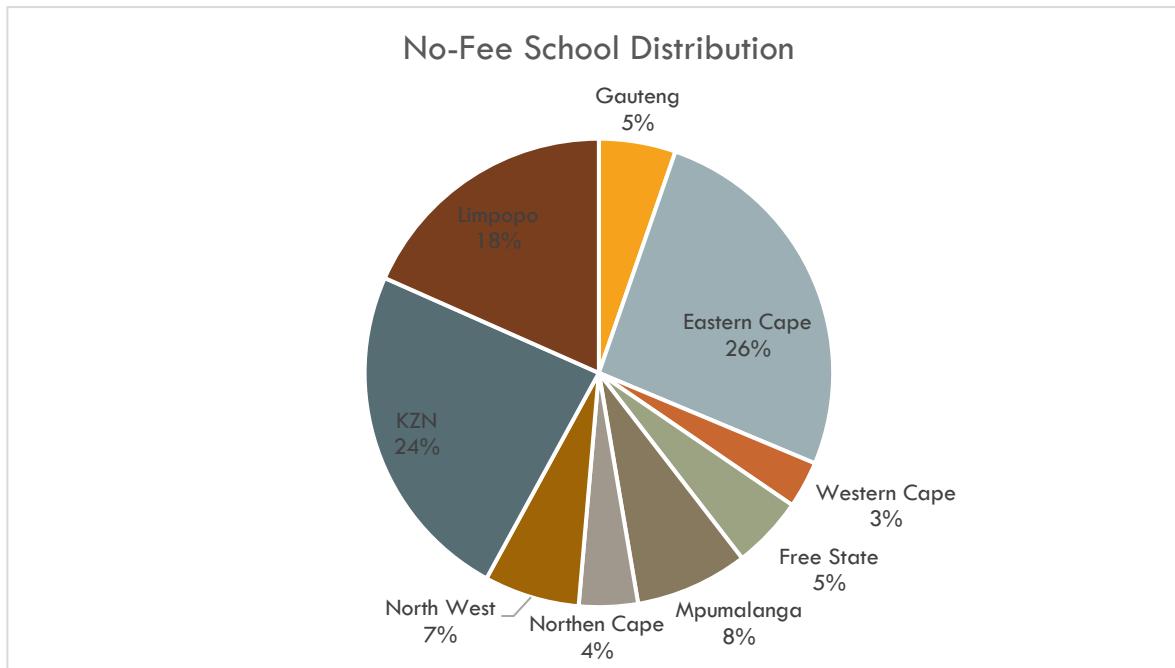


Table 1: No-Fee School Distribution Approximation in South African Provinces 2018

	Gauteng	Eastern Cape	Western Cape	Free State	Mpumalanga	Northern Cape	North West	KZN	Limpopo	TOTAL
No. of no-fee schools & assumed no. of principals	1061	5206	648	997	1559	814	1318	4739	3675	20 017
Total no. of learners in the no-fee schools	1 095 968	1 608 432	432 219	572 861	952 360	203 790	719 752	2 040 316	1 616 903	9 242 601
Total government expenditure on school fees for "no-fee schools" pa (in bn)	R1,44	R2,12	R0,568	R0, 753	R1,25	R0,268	R0,95	R2,69	R2,13	R12,16
Average government expenditure on school fees per "no-fee school" pa (in '000))	R1,359	R407	R878	R756	R804	R329	R719	R567	R579	
Avg amount of learners per principal						462				
Average amount of learners per school	1 033	309	667	575	611	250	546	431	440	

Table 2: Summary of No-Fee Schools and Government Grants per South African Province 2018 Approximation

2.2 South African Systemic Community Issues

The South African economy has experienced a decade of poor economic performance exceeding global norms, two of the most significant repercussions of this period are the lack of investment in the state-owned monopoly, power supplier Eskom, resulting in mandated electricity black-outs spanning up to 8 hours per day (which may be applied over the school day, leaving teachers and children with no access to electricity); secondly, a devastating unemployment rate of 32.5% overall, and a youth unemployment rate of 54.7% (ages 16-35 years). The employment prospects of these children in the 4th (and arguably the 5th) industrial revolution is at greater risk, given the lack of access to ICT infrastructure and an unreliable energy supply.

Communities with a lack of opportunities and an abundance of idle time are vulnerable to substance abuse. Nyope (also known as whoonga) is a highly addictive, heroin-infused illegal street drug that is being consumed by 1 in 3 children in some school communities. Alcoholism and illegal cigarette trade are legacy issues that persist within these environments. Community members abusing these substances are the parents, relatives and role models of school-going children. The state provides a grant of \$28.38 (R420) per child per month. Therefore, in resource-starved environments, some adults opt-in to have children to profit off of the grant, compromising the standard of early childhood development. This risky behaviour and lifestyle choice also increases the risk of mortality, with up to 40% of schools comprising child-headed households. This means that an increasing number of students are either being brought up by their child siblings (younger than 18 years) or are children younger than 18 rearing their siblings. These factors increase the responsibility placed on schools and its staff, with feeding schemes and ad-hoc medical care being introduced to ensure the livelihood of the children.

It is not uncommon for a school principal to leave the daily operations of the school to visit the home of a student in a child-headed household to investigate why a student has not come to school and determine if further intervention is necessary.

2.2.1 Bantu Education

It is impossible to remove the legacy of Apartheid from the fabric of South Africa, 27 years after democracy. Apartheid spanned decades of deliberate infrastructure and action to ensure that the country's majority provided semi-skilled, cheap labour to the white minority. One of the critical pillars of the Apartheid strategy was Bantu education, which rendered a lower standard of education with fewer resources available to deliberately raise the barriers of entry for South Africans of colour to enter into tertiary institutions and skilled professions. Teachers were deliberately recruited for being poorly qualified. Many parents and family members are products of Bantu education. Thus, the availability and quality of assistance with homework may be compromised. Some school infrastructures have remained untouched since being built under this regime, with 2013 statistics revealing that 79% of township and

rural schools do not have a library; only 7% have libraries with books; 77% are without a computer centre and only 10% having a functional computer centre.

3. THE PALADIN ECOSYSTEM

The Paladin Ecosystem is a systemic approach that uses school communities as a trajectory for wide-scale social and economic change. The success of the Paladin Ecosystem is defined as school-going children becoming responsible, tax-paying citizens.

This Approach comprises five core elements, namely:

- The Paladin Principals Programme
- Engage for Change
- Sakhisizwe
- CoP (Community of Practice)
- Alumni Corner



3.1 The Paladin Principals Programme

3.1.1 Overview: Paladin Principals

The Paladin Principals Programme is a university-accredited programme customised to meet the unique challenges and future obstacles that no-fee school principals face, delivered through experiential and blended andragogy. WillShift, in conjunction with Henley Business School Africa, have developed an accredited Level 6 through 8 qualification. The programme is designed to cater to the well-researched and documented premise that school leadership is the most significant leverage point for improved academic achievement, especially in socioeconomically disadvantaged environments.

Thus, principals are provided skills, knowledge, and tools to navigate environments that have minimal, if any, access to capital; schools that are surrounded by impoverished communities with urgent social issues and legacy issues that were designed to be dysfunctional (Bantu Education).

With over 40 of the most exceptional faculty from around the globe, this 18- to 22-day programme focuses on developing principals with the skills and knowledge to ensure that the learners they produce are relevant within any industrial revolution.

The Paladin Programme talks directly to wide-scale social change – with a considerable ‘Butterfly Effect’ that impacts both the learning body and surrounding communities. On average, each programme reaches 24 275 learners, 500 teachers and heads of department. The effect on communities in some of our schools has precipitated job creation, access to computer labs/technology, as well as farming on school premises to enhance school feeding programmes and support the most impoverished families.

The programme architecture focuses on the following key capabilities, in alignment with the core purpose of principalship:

- Strategic Leadership
- Executive Leadership
- Instructional Leadership
- Cultural Leadership
- Organisational Leadership

3.1.2 Programme Delivery

The programme is structured as follows:

- **Blocks and Modules** - The Paladin Programme consists of 7 blocks delivered over a 10- to 12-month period. Each block has four modules and four Power Hours (contextually relevant and thought leadership-focused sessions).
- **One on One Coaching** - Coaching outcomes are aligned to the programme, yet individually contextualised to each principal's unique environment. Each Principal receives a minimum of 8 coaching sessions over the duration of the programme.
- **Schools Improvement Plan** - This detailed project plan includes fundraising interventions to realise the project outcomes. The delegates manage the project using a specific software program that they can monitor and update on their tablets. Project methodology follows the Agile philosophy. The plan is implemented over the year-long intervention and forms part of the measurement and evaluation of the programme.
- **Engage for Change** - In year two, corporate citizens coach and mentor the principals and teachers for implementation of continuous improvement, aligned to specific criteria. These interactions also form part of the employee engagement programme of donor organisations, individuals and members of Paladin's COP.
- **School/Community Liaison** - In the first year of the programme each school principal, with the SGB, must identify a community liaison person/s whose sole responsibility is to enhance relations between the school and surrounding communities' CPRA (Community Participative Research Approach) Analysis. This analysis may include how the school can form the 'center of community' and help fulfil the communities' needs.
- **Audit Committee** - Principals develop and implement Group Audit Committees; this comprises principals on the programme, within proximity, who audit each other's schools and progress three times during the duration of the programme.
- **Learning Management System (LMS)** - Each principal is provided with a digital tablet. This tablet holds the learning curriculum, articles of interest and vital legislation on the work they do. It affords principals access to the LMS (Learning Management System) where they receive assignments and course material, access to lecturers where applicable, and can form their learning community. Alumni are accessible for further support and insight. One of the unintended consequences of having principals use the tablet is that it has increased their appetite and understanding of the urgent need for technology within the school and the curriculum.

- **Enterprise Resource Planning Tool** – In partnership with our global service provider each delegate receives and is trained on a comprehensive school resource digital planning tool. This helps monitor and evaluate both student and faculty performance. It allows for real time data from school results to feeding schemes and vulnerable children at risk. It must be noted that our ERP tool is aligned to the POPI act.
- **School Improvement Plan (SIP) Presentation** - At the end of the programme delegates are required to do a SIP (School Improvement Plan) presentation that forms part of their final results. Delegates have to demonstrate what they implemented, how, and why; the focus is not just on the conception of their plans, but also the implementation – with a clear demonstration of ‘Before’ and ‘After’ programme outcomes.
- **Measurement and Evaluation** - The Paladin Programme is accredited and therefore requires that delegates complete a variety of formative and summative assessments. These include:
 - *Position Paper/s*
 - *Various assignments linked to modules covered*
 - *An open book exam*
 - *SIP Presentation and Implementation*
 - *Audit Committee findings*
 - *Coaching goals and outcomes*
 - *Implementation of a CLO (Community Liaison Officer/s)*

3.1.3 Enabling the Learning

Each principal on the Paladin Programme receives the following:

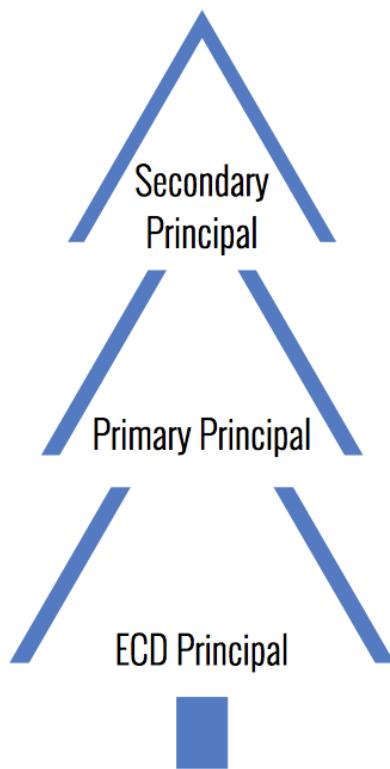
- A digital tablet that delegates use to engage with the learning process through the LMS
- Learning material and aids for each of the specific modules
- Literature and material relative to the context they work in daily. The content includes all legal and regulatory documents, position papers, case studies and the like
- Transport to and from the venue to reduce the cost of pocket for each of the delegates
- A dedicated venue for the Paladin Programme, three teas and a lunch every day
- Paladin branded stationery and clothing; this is done to create awareness and market the aspirational value of the programme
- Various books/publications and access to the Paladin on-line library
- Access to the Alumni COP (Community of Practice) and Alumni Exchange (Rewards Programme) for life
- All Alumni can approach Ethical Arrow for funding provided funds are available and link to the mandate of Ethical Arrow

* The principal is responsible for school and community change readiness, as part of the Engage for Change initiative, as well as donor and relationship management for these initiatives.

3.2 Ethical Arrow

Ethical arrow is a non-profit organisation uniquely positioned to raise funds for the support and development of school communities. It is unique in that Ethical Arrow does not focus on individual schools as standalone realities, but rather encourages several schools that comprise the school trajectory from early childhood development to the final school year, Matric, to work with one another and take accountability for a student's entire school journey. Therefore, the core focus is to benefit and support the learners' whole learning journey (from Seed to Tree), within a community ecosystem.

World of Work & Work Readiness



This 'Seed to Tree' trajectory involves funding Early Childhood Development (ECD), Primary Schools and Secondary Schools as one learning path, rather than three separate entities. This systemic focus ensures that a child has consistent access to world-class education and support through their entire learning pathway, from one school phase to the next, through an integrative model – rather than entering into different environments with varied functionality, quality standards, resources, and philosophies.

The primary mandate of Ethical Arrow is to raise funds for the development of school principals to address the wide-scale dilemma of poor performance within South Africa, and Africa's, schooling systems.

Ethical Arrow also has a secondary funding role: to raise funds for the development of Paladin Principal Programme alumni schools to ensure:

- Community engagement and addressing significant topical issues
- Infrastructure development
- Teacher development
- Psychosocial development
- Contemporary andragogy and pedagogy / Technology hubs
- Health and Safety relating to the learning body (students, teachers, principals)
- Extramural activities
- Youth leadership development
- Developing a high-performance SGB (Standards Governing Body)
- Career Guidance

The Paladin programme recognises that the improvement of schools is going to take several years, but there are certain things that **must** to be done in the short term in order to ensure the basic health, wellness and safety of our children within the educational context, that is guaranteed by Section 29 of the SA constitution. Section 5A of the SA school Act 84 of 1996 deals with the norms and standards of basic infrastructure and capacity in public schools. Aligned with these documents and recognizing the lawsuits brought against various ministries of education in SA for non compliance, we have generated a checklist of what we have assessed as critical in ensuring a basic level of health, wellness and education in the 18000 no-fee schools that are in various stages of development within extremely challenging contexts. Paladin, through its fund raising arm, Ethical Arrow, is seeking to develop an infrastructure and basic provisioning fund that will serve to eradicate the basic infrastructure needs that plague the development and success of our schools. We recognise that each school may require different infrastructure development and so have estimated this as an average number for 25 schools, which is the anticipated size of each cohort.

We start with basic provisioning and infrastructure which include:

- Physical building and capacity
- Age appropriate furniture, chalkboards/white boards
- Text-books essential learning and teaching materials
- Scholar transportation in accordance with the National learner transport system (where applicable)
- Supplemental learning and teaching materials, including libraries, computer labs and internet access
- The extent of teacher shortages (an alarming number of schools do not have adequate numbers of teachers and therefore untenable class sizes)

- Health and safety issues that include running water, hygienic ablution facilities (pit/non pit latrines), fences that protect children from harm

School Rating Scale

1 star being an inadequate rating and 5 stars being an excellent rating. Criteria for what constitutes the different ratings, can be found in appendix 1. (Not included in this version)

Topic	Rating				
	1 *	2 **	3 ***	4 ****	5 *****
1. Community engagement and addressing significant topical issues					
2. Infrastructure development					
3. Health and safety relating to the learning body					
4. Psychosocial development					
5. Contemporary andragogy and pedagogy					
6. Teacher development /teacher shortages					
7. Extramural activities					
8. Youth leadership development					
9. Developing a high-performance SGB					
10. Career Guidance					

Costs associated with the Paladin Programme:

In order to reach scale and support as many schools as possible, the Paladin program has a menu of investment options for potential donors depending on the needs and priorities of specific schools. Equipment and services are quoted based on the most cost effective options available locally.

The Paladin Principals Programme (with all the necessary aids and infrastructure costs 2,65M for 25 principals or 7 schools SMT's (School Management Teams) In addition to this we give them 120k for Engage for change (all school goers and teachers) aimed at change readiness and onboarding.

How do we go about addressing and fixing problems that require change?

A one star rated school from an infrastructural level will have pit latrines and our focus would be on base level infrastructure depending on size/# of pupils.

Range: from R300 000-1.2m. This would include functional ablutions, fencing (security, windows, doors, lighting, railings) as per health and safety requirements.

Category		Cost
Community Engagement: (CE)	CE officer for each school (ID and select, attitude, motivation and skills- 4 day program and 8 1 hour coaching sessions	R22k/pp
Health and safety relating to the learning body:	Health and Safety mobile clinics in conjunction with Wits family medicine	R250K/to serve 10 schools
	Teachers and principals (health safety legal/legislation) 2 days, up to 50 in a class and a copy of the book and online support	R2500/pp
	Upskilling individuals for preventative health care skills like blood tests, diabetes tests, malnutrition (level 2 first aid training. “Teach one, be one” model employed by Wits medical school increasing access, and service through preventative health care, routine testing, physicals	R100k /yr for 10 schools
	Vision Africa will do an eye test for 15 a person. Mobility will check fine and gross motor skills (OT, biokinetics, physio) 100 kids	R50k/month
	One cup menstrual programme: To reduce the cost of having to buy tampons and sanitary pads	R130/year pp
Infrastructure development:	Library and library management system using current infrastructure to building	350K to 750K (incl books)
	A science lab	150k-3000K
Extra mural activities:	Multi purpose courts to full size sports fields from	450K-2.5M
Psychosocial development:	One school per month - includes 2 sessions per week, social worker, counsellor or psychologist.	R12.5k
One individual to service 10 schools for a year:	training, development, equipment and salary (potential impact 50 people, p/a, incl pupils and their families	R100,000/year
Pedagogy:	World class delivery of professional development	12 hours/teacher per month costs: R12.5K classes up to 100

	PAN leadership development (designed for kids in gr 7 and gr 10, accommodations, activities, values and principles, speakers -2 week retreat 100 at a time.	R25/child
	Identifying vulnerable children and disabilities	
	ARK programme – teach teachers how to identify, manage and teach. 5 days run by paladin, teach SA, ChildLine and the teddy bear clinic	R25k/teacher
Career guidance:	Experiential, non experiential	
	Detailed book of possible careers/and an interview with someone that does the work.	R500/child
	Online support/year	
	Experiential: job shadowing, take a child to work, travel literature, Q&A	R15k – 25k/year

Only the schools of alumni will be eligible for secondary funding (these are schools of principals that have completed the Paladin Programme), as a safeguard to ensure that the fundamental foundations for sustainability, maintenance and receipt have been adhered to appropriately.

Ethical Arrow will work with various NGOs, NPOs and like-minded organisations that focus on the development of the school ecosystem (who will also form part of our Community of Practice), to implement these funded initiatives. It will do so through rigorous governance as well as detailed quantitative and qualitative measurement and evaluation practices for every intervention.

3.3 Community of Practice

A community of practice is defined as ‘a group of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly’. This definition is coined by *Situated Learning* author and social learning theorist Etienne Wenger-Trayner.

In terms of the Paladin Ecosystem, the Community of Practice acts as a conduit for like-minded NPOs, NGOs and individuals to engage in the systemic model in Paladin alumni school communities. As previously referenced, a significant relationship exists between the school and the community in which it is situated. Therefore, what happens in the school influences the community and what happens in the community influences the school. This mutual interest means that success in one is a success for both, and concern for one is a concern for the other.

Therefore, should Ethical Arrow identify needs within a school community that falls outside of the scope of the components of the Paladin Ecosystem (namely: Sakhisizwe, Paladin Principal Programme and Engage for Change), Ethical Arrow will explore established service providers within the Community of Practice. Ethical Arrow will vet the service provider in terms of alignment in ethos, quality standards, measurement, and effectiveness (Impact Assessment).

The Community of Practice is a mutually beneficial relationship for the advancement of both the Paladin Ecosystem and the service provider. The service provider benefits from channelling their efforts in an ecosystem that is geared to succeed, as multiple leverage points are addressed within the system.

Thus, the service provider has a higher probability of their project being effective as it is less likely to be affected by other systemic issues. The Paladin Ecosystem benefits from not having to reinvent the wheel by leveraging on expertise, skills, and experience by subject matter experts that reside outside of its core competency. Therefore, the core competency of Ethical Arrow is facilitation, governance, need identification and quality control within the broader system.

Given the issues that traditionally characterise these environments, we foresee members of the Community of Practice to include NGOs and NPOs that specialise in: drug and substance abuse, job creation initiatives, domestic violence, child abuse, parent planning, nutrition and necessary medical support. Furthermore, higher education institutions and academic knowledge bodies are included in the Community of Practice to further extend research and reach within the study of school community engagement to ensure the advancement and scale of this imperative within the broader construct of the needs of the African continent. The Paladin Principal alumni also feature as members of the community of practice to assist in the continuous development, and application of skills transfer and assistance, within these school communities.

3.4 Sakhisizwe

Sakhisizwe is a teacher reward and recognition programme for Paladin Principal Programme alumni schools. This component is a mechanism to assist Paladin Principals to motivate and recruit teachers into the practical implementation of the Programme to improve the school infrastructure and academic achievement levels. Teachers within these environments are employees of the Department of Education and not of the school; thus there are limitations on the influence that principals of these schools can have on the career trajectories of staff. Traditional management mechanisms such as increases and bonuses fall under the control of the Department, not the school principal. Therefore, alternative and innovative reward and recognition mechanisms need to be made available.

The mandate of Sakhisizwe is to design and determine reward and recognition criteria, evaluation and delivery to teachers who demonstrate extraordinary contributions to the positive upliftment of the schools and the academic achievement of learners. This mandate provides the principal with a framework for formal motivation for teachers who report to them, and provides them with a model to create succession and career planning milestones that are parallel to the traditional employment constructs.

Given the influence of unions and political power within government affairs, it is difficult for this to be accomplished within the current format by government alone. The role of principals and the tasks required was only formalised in 2015 – and has been met with varying levels of success in professionalising the role.

These activities have yet to be applied to deputy principals, heads of department and teachers. The Sakhisizwe programme thus allows for the opportunity to extend the scope of evaluation beyond the results of Annual National Assessment results alone.

3.5 Engage for Change

Engage for Change plays out in three primary constructs. The first is a for-profit product offering that employs a blend of organisational development and Corporate Social Initiative (CSI) skills to craft an employee engagement programme that could benefit both the organisation and their chosen CSI initiative. The organisation benefits from being a social actor beyond their CSI spend alone; by fostering a sense of purpose, pride and a spirit of collaboration within the organisation, and by facilitating opportunities for their employees to engage in the social initiative.

The second construct is creating school- and community-readiness, and preparing the organisation to anticipate the changes that will be introduced to the school community. Through this process, clear expectations will be set and managed, spearheaded by the principal. The principals are responsible for creating the foundation that allows for additional initiatives from the Community of Practice and Engage for Change to be received and successfully implemented. This responsibility includes relationship and donor management to ensure continued and iterative development.

The third and final construct is enabling individuals and members of the public to engage with the recipient schools and communities directly. These individuals need to be vetted and cleared from the sexual offenders' register list, by the principals, and are prohibited from engaging in the absence of supervision. These vested individuals can engage with signed-off interventions that may take the shape and form of extramural activities, physical donations, and beneficial interventions.

4. IMPACT & ALIGNMENT

4.1 Impact

The Paladin Principal Programme was piloted with 25 Soweto-based no-fee school principals.

4.1.1 Overview

The Paladin Principal Programme pilot comprised 25 out of a total of 218 No-Fee schools (11.47%), in Soweto. Soweto is one of the largest townships in Gauteng, and the pilot was a non-accredited programme. The design of the content was based on a 9-year relationship between JS Mpanza Primary School in Diepkloof, Zone 6, Soweto and Brett Will, as well as an academic learning design for optimal andragogy, accounting for cultural nuances within these environments. A degree of flexibility was built into the programme to allow learners to identify the most significant needs within their schools and to provide support within these areas.

	Gauteng 2018	Soweto 2018
Total No. of Schools	1395	218
Total No. Of Schools Q1	267	7
Total No. Of Schools Q2	269	8
Total No. Of Schools Q3	525	153
Total No. of No Fee Schools (Q1-3)	1061	168
Total No. Of Schools Q4	263	42
Total No. Of Schools Q5	71	8
Total No. of Fee Schools (Q4 – Q5)	334	50

Table 3: Summary of Gauteng and Soweto-based Fee and No-Fee Schools per Quartile

The delegates complete the programme in mid-2019; while an exhaustive study on the pilot programme is underway, the following benefits were derived from the programme while in process:

- Increase in Community of Practice implementation and parental involvement in the school
- Increase in teacher involvement and morale in the strategic direction of the school
- Increase in fundraising and awarding of funds for infrastructure development
- Increased focus on the relationship between teachers and school learners
- Decreased Technological Inertia for admin purposes and in-class pedagogy
- Repositioning of the role of Principal and adoption of it as a leadership role

The programme is aligned with the Department of Education's Policy on Principalship 2015, which stipulates the desired standard of principals within South Africa, and outlines what their core

responsibilities are. The envisaged principal is responsible for taking accountability for the school community in which it operates and how it can use the school as the center of the community.

Below are excerpts from reflection papers that have been submitted by the principals over the duration of the programme:

Bhekisisa Radebe, Vulamazibuko Combined School

"In conclusion, I would like to say that I have grown as a person, intellectually and emotionally. I am more confident in my position as a Principal than before. If I don't know something or I am unsure of something, I can ask or share information with my colleagues without any fear of being judged. The skills and knowledge gained in this course will forever be cascaded to anyone and everyone who needs to be mentored by me.

In Geography there is a saying, "The higher you go, the colder it becomes." Indeed, as a Principal, you are all alone up there. The teachers are in the majority, then HODs and the Deputy Principals – you are a Principal are all alone. Therefore, one can always refer to one's colleagues and knowledge gained, with resources to have the lead in 21st-century schools.

This course came at the right time; I am forever grateful to Brett Will and his whole team for organising such an eye-opening and mind-blowing course for the 25 Principals of Soweto Schools."

Esther Sentso, Phumuzile Primary School

"The knowledge we obtain from these workshops is priceless; I have started treating my school as a business and being more open-minded.

I have started to sell myself as a leader to develop and maintain relationships with my stakeholders. From Mr Will's workshop, I learnt how important it is to develop a Community of Practice. Since Mr Will's facilitation I have created a Community of Practice, and it continues to grow and develop."

4.2 United Nations Sustainable Development Goals

The Paladin Principal Programme is aligned with the United Nations Sustainable Development Goals, with a particular interest in Goal 4: Quality Education.

The successful implementation of the Paladin Principal Programme would improve: the number of children enrolled in primary education, and literacy and numeracy for all genders.

Below is a summary of the targets of the Goal that the Paladin Programme for Principals assists in achieving:

- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- By 2030, ensure that all girls and boys have access to quality early childhood development, care, and pre-primary education so that they are ready for primary education.
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs, and entrepreneurship.

- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- By 2030, ensure that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy.
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development.
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular, least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

Reference: <https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-4-quality-education.html#targets>

5. INVESTMENT FOR THE PALADIN PROGRAMME

1. The 10- to 12-month programme costs R106 000 (one hundred and six thousand Rand) per principal. The cost of a full programme of 25 principals is R2 650 000 (two million six hundred and fifty thousand Rand). The dollar equivalent as of February 2021 is \$180,500 per full programme of 25 principals.
2. Each principal is required to pay R5 000-00 (five thousand Rand) for the programme, and flexible payment terms are made available to all delegates. *
3. The Education4Sight (ERP) platform is included in the cost (A managed information system for schools).
4. Full access to the learning app on PC and mobile.

Projected delivery over the next five years

Year	Programmes	Principals	Impact	Investment Rand	Investment Dollars
2021	15	375	375 000	39 750 000	2 710 888
2022	25	625	625 000	66 250 000	4 518 147
2023	50	1050	1 050 000	132 500 000	9 036 295
2024	75	1875	1 875 000	198 750 000	13 554 443
2025	100	2500	2 500 000	265 000 000	18 072 591
TOTAL	265	6425	6 425 000	702 250 000	47 892 364

Paladin Short Course Offering

The “Paladin Short Course” offering is designed to complement the Paladin Programme and can be made available to the entire learning community (SGBs, teachers, principals and community members). These programmes are highly customisable and specific to the relevant audience and context.

All programmes are delivered by world class faculty from all over the globe. Programmes can be run locally or at the Paladin Learning Institute in Gauteng, South Africa.

Programmes require a minimum booking of 35 people with a daily rate of R1500-00 per person payable before the delivery day.

Short Course Offerings:

1. Fundraising and Donor Management
2. Governance and Best Practice
3. Financial Acumen – Understanding finance and decision making in the school context
4. Pedagogy – Instructional design for better results
5. How to manage and implement a School Improvement Plan
6. Change Management – Engage for Change
7. Working with OVCs (Orphans and Vulnerable Children)
8. ECD – Learning and Development in the early years
9. Educating for the Future – A Future Fit Curriculum
10. How to build a High Performance Team within the Senior Management Team
11. Mindfulness and Stress Management
12. Operational Excellence
13. How to set up a Science and Maths club for sustainable results
14. Nutrition – Power Gardens