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CHANGE IMPACT ASSESSMENT

PROJECT HANDOVER REPORT

Presented by

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INTRODUCTION AND BACKGROUND

- Gauteng Department of Education (GDE) pursued implementation of a paperless classroom project
- Project implemented in line with Gauteng Provincial Government's long-term vision of Transformation, Modernisation and Reindustrialisation (TMR) and the GDE's strategic pillar six (6) of digital classrooms of the future
  Project commenced in 2015 and is currently rolled out in 4 phases
- In carrying this forth, the GDE invested in a lot of resources, which amongst others includes, change management training and on-site support to school principals, district officials and provincial ICT committees
- This project was geared on measuring the impact of ICT change management training
- Dual Point consulting was contracted by MGSLG to carry forth this study

RATIONALE

- The impact assessment project was aimed at gauging the efficacy of the change management of ICT in schools with the view to inform future CM processes
- To achieve this, the impact study carried out a mini comparative study of the CM model implemented, identifying strengths, weaknesses, comparative advantages and to make overall recommendations on change management programmes to be implemented by MGSLG
- Over and above, the impact study was intended to assess the IC programme to determine its milestones and early impact
- Dual Point consulting has undertaken an assessment of the progress and early impact of change management programme, implemented in support of ICT technology integration in Gauteng

PURPOSE

The purpose of the study was to:

- To give efficacy of change management (CM) with a view to inform future practices
- To identify areas of strength, weaknesses, comparative advantage and to make overall recommendations on change management programmes
- To identify potential improvements to the programme
- To generate lessens learnt from implementation and
- To identify best practices to support future ICT integration programmes

METHODOLOGY

The project was executed over 3 phases, viz-

- Phase 1: Planning & Administration. (ADD)
  - Project Charter
  - Project Resourcing
  - On-Boarding & Induction
  - Data Collection Tools & Templates
- Phase 2: Impact Assessment (Data Collection & Stakeholder Engagement). (I)
  - The data Collection premise was based on both the Four Pillars (Institutional Capacity and Capability; Leadership and Management; Attitudes and Perceptions; as well as Infrastructure and Facilities) linking these with the identified impact of the ICT Programme in schools i.r.o Effectiveness; Relevance; Sustainability and Efficiency
- Phase 3: Data Analysis & Evaluation. (E)
  - A total of 1345 individuals were surveyed, from 258 schools. Focus group discussions were held at 258 schools. This amounts to 59% of the total number of schools participating in the Change Management programme. The allocation of responses per district aligns to the percentage distribution of schools per district participating in the Dual Point Change Management programme

HIGH LEVEL DASHBOARD (ADDIE APPROACH).

PHASE 1: PLANNING & ADMINISTRATION		PHASE 2: IMPACT ASSESSMENT (DATA COLLECTION & STAKEHOLDER ENGAGEMENT).	PHASE 3: DATA ANALYSIS & EVALUATION.	PROJECT HANDOVER AND CLOSE-OUT
Analysis	Design & Develop	Implement	Evaluate	
1. Project Scope 2. Project Charter 3. Project Milestones and Deliverables 4. Project Resourcing 5. Role Clarification 6. On-Boarding 7. Contracting	1. Design Questionnaires 2. Design reporting templates 3. Design workplans 4. Target setting 5. Agree on reporting methodologies 6. Design Communication & Engagement Strategies 7. Meetings & Client engagement intervals 8. Design engagement procedures 9. Design/ Agree on collection Tools (Qualitative and/or Quantitative) 10. Project area demarcation	1. Literature review 2. Identify and profile project stakeholders and engagement methodologies 3. Identify and profile project data 4. Verify data history and age 5. Confirmation of Data availability 6. Systems and processes in place 7. Verification and Quality Assurance 8. Resource Allocation & Role Clarification 1. Data Collection & Stakeholder Engagement 2. Quantitative engagements (administer questionnaires) Qualitative engagements (one-on-one and focus group interviews) 3. Information Verification 4. Data collation 5. Summate Findings 6. Progress report/ update	1. Data Analysis and Review 2. Analyse findings against agreed outcomes 3. Analyse findings against Key indicators 4. Verify baseline data on indicators (resources, processes, etc) 5. Preliminary findings report 6. Analyse results against targets 7. Monitoring and verification of results 8. Align targets with outcomes 9. Interpret outcomes 10. (qualitative and quantitative) 11. *Identify and Agree on the uses of the findings (educate, convince, explore, involve, make decision, etc) 12. Profile target audience and manage expectations 13. Present findings to the target audience 14. Highlight the usage of the findings	1. Reporting 2. Portfolio of Evidence 3. Project Hand-Over

DATA COLLECTION TOOLS

Data Collection Tools Matrix

Main component	Result Area	Main Activity	Evaluation questions	Details	Data Source	Data Collection method
Change Management						
Sustainability	Institutional Capacity and Capability	Capacity building training	Did the capacity building training have adequate coverage?	Stakeholder/ participant mapping and engagement; proportion of districts, schools covered; number of people trained	Program records	Desk review
			Was appropriate content used for each training?	Content specific for preparation, teaching, record keeping	Training resource materials	Desk review
			Were school's strategic documents aligned with ICT integration?	5 key documents: # of schools with ICT visions, ICT committees, ICT policies, ICT training Plans for learners, teachers and SMTs, ICT change management monitoring plans	Program records	Desk review
	Leadership and Management	Capacity building training	Were school management and governing bodies sufficiently capacitated or trained to support ICT integration?	School principals, SMTs, SGB, educators	Program records; School principals, SMTs, SGB, educators	Desk review; Focus group discussions; interview
		Mentorship & Coaching	Did site-based support generate desired results?	Was the support sufficient, relevant and timely? Effect on motivation and attitudes of staff towards use of ICT		
			Do school management and governing bodies support ICT integration	School principals, SMTs, and SGBs	Principals, SMTs, SGBs	Interviews; focus group discussions
			Do educators have sufficient skills to incorporate ICT in classrooms?	Use of smart boards, laptops, search engines, presentation applications etc	Educators	Focus group discussions
		Communities of practice	Were communities of practice effective?	Did they improve motivation of beneficiaries to use ICT? Stakeholders involved	Principals, SMTs	Focus group discussions; interviews

Data Collection Methods

Method	Data source	Tool
Desk research and analysis	Baseline study Programme Documents	Review of Change management consultant files
Interview	Educators	Interview guide
	Principals	Interview guide
	SMTs	Interview guide
	ICT committees	Interview guide
	MGSLG ICT Programme coordinator	Interview guide
Focus Group Discussion	Learners	FGD guide
	SMTs	FGD guide
	ICT committees	FGD guide
	Principals	FGD guide
	SGB	FGD guide
	Teachers	FGD guide
Survey	SMTs	Survey questionnaire
	ICT committees	Survey questionnaire
	Principals	Survey questionnaire

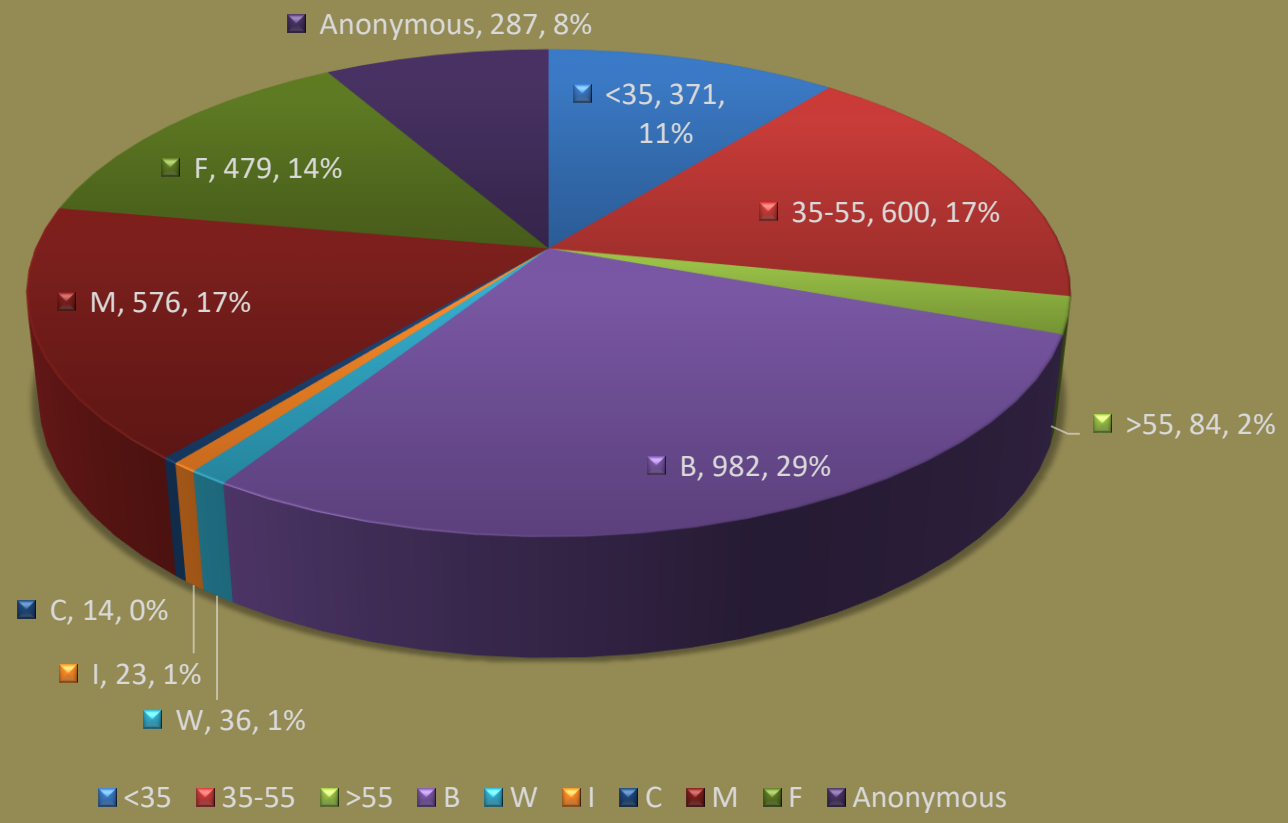
DATA ANALYSIS

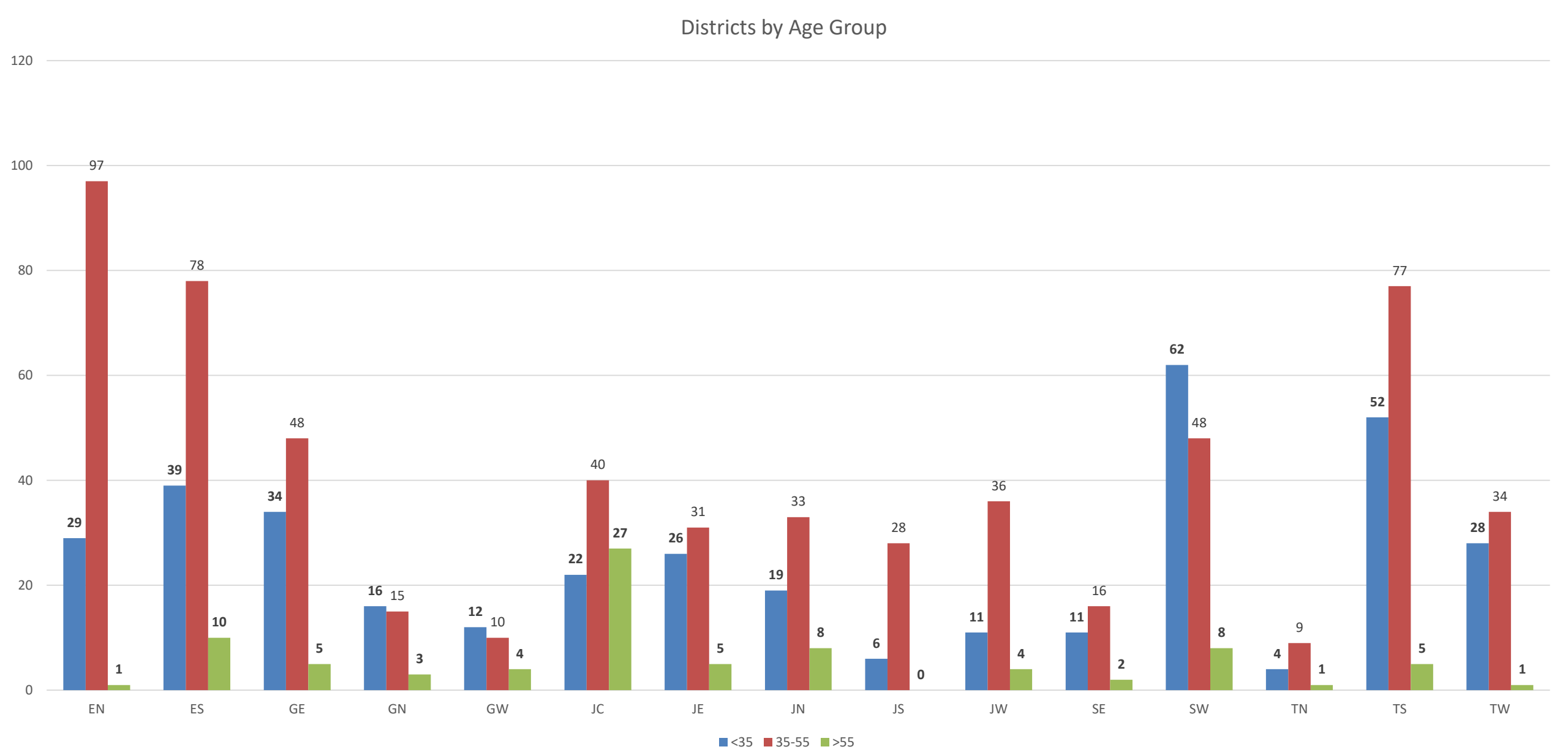
- The assessment focused on
  - Institutional Capacity,
  - Attitudes & Perceptions and
  - ICT Integration (including sufficiency infrastructure and sustainability).
- This is aligned to the Change Readiness Assessment model used by Dual Point to guide implementation of the Change Management programme by first identifying the specific nature of intervention required to support ICT integration in participating schools.
- A total of 1195 individuals were surveyed, from 258 schools. Focus group discussions were held at 202 schools. This amounts to 59% and 47% respectively of the total number of schools participating in the Change Management programme. The allocation of responses per district aligns to the percentage distribution of schools per district participating in the Dual Point Change Management programme

Biographical details of respondents

District	<35	35-55	>55	B	W	I	C	M	F	Anonymous	Cumulative Total
EN	29	97	1	126	1	0	0	75	52		
ES	39	78	10	118	5	0	4	53	74		
GE	34	48	5	80	2	4	1	50	37		
GN	16	15	3	34	0	0	0	14	20		
GW	12	10	4	21	2	2	1	11	15		
JC	22	40	27	67	12	5	5	52	37		
JE	26	31	5	55	4	2	1	28	34		
JN	19	33	8	60	0	0	0	31	29		
JS	6	28	0	32	2	0	0	13	21		
JW	11	36	4	48	2	1	0	26	25		
SE	11	16	2	28	0	1	0	20	9		
SW	62	48	8	118	0	0	0	61	57		
TN	4	9	1	14	0	0	0	9	5		
TS	52	77	5	118	6	8	2	96	38		
TW	28	34	1	63	0	0	0	37	26		
TOTALS	**371**	**600**	**84**	**982**	**36**	**23**	**14**	**576**	**479**	**287**	**1342**

Biographical details of respondents by Age Group, Gender, Race & Anonymous





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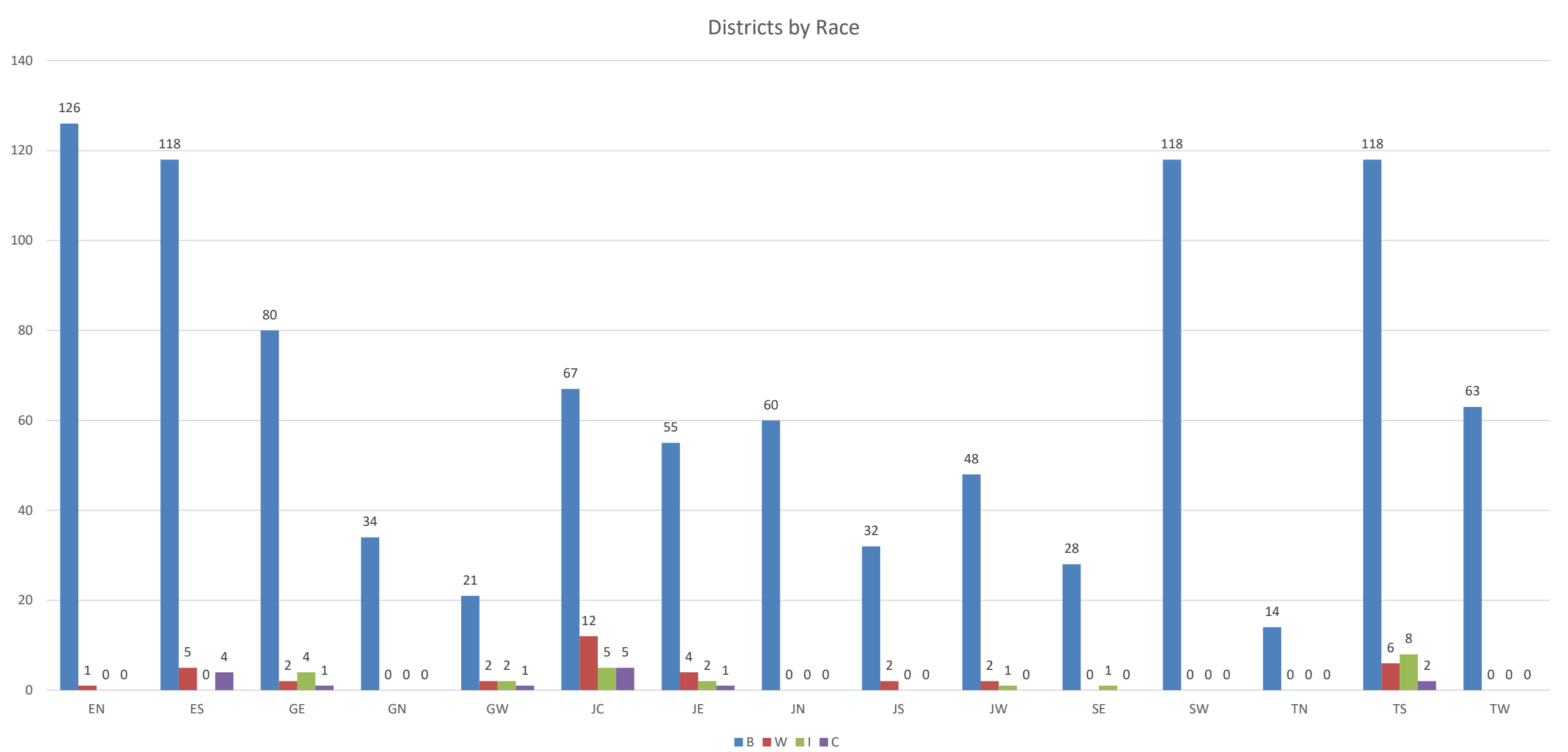

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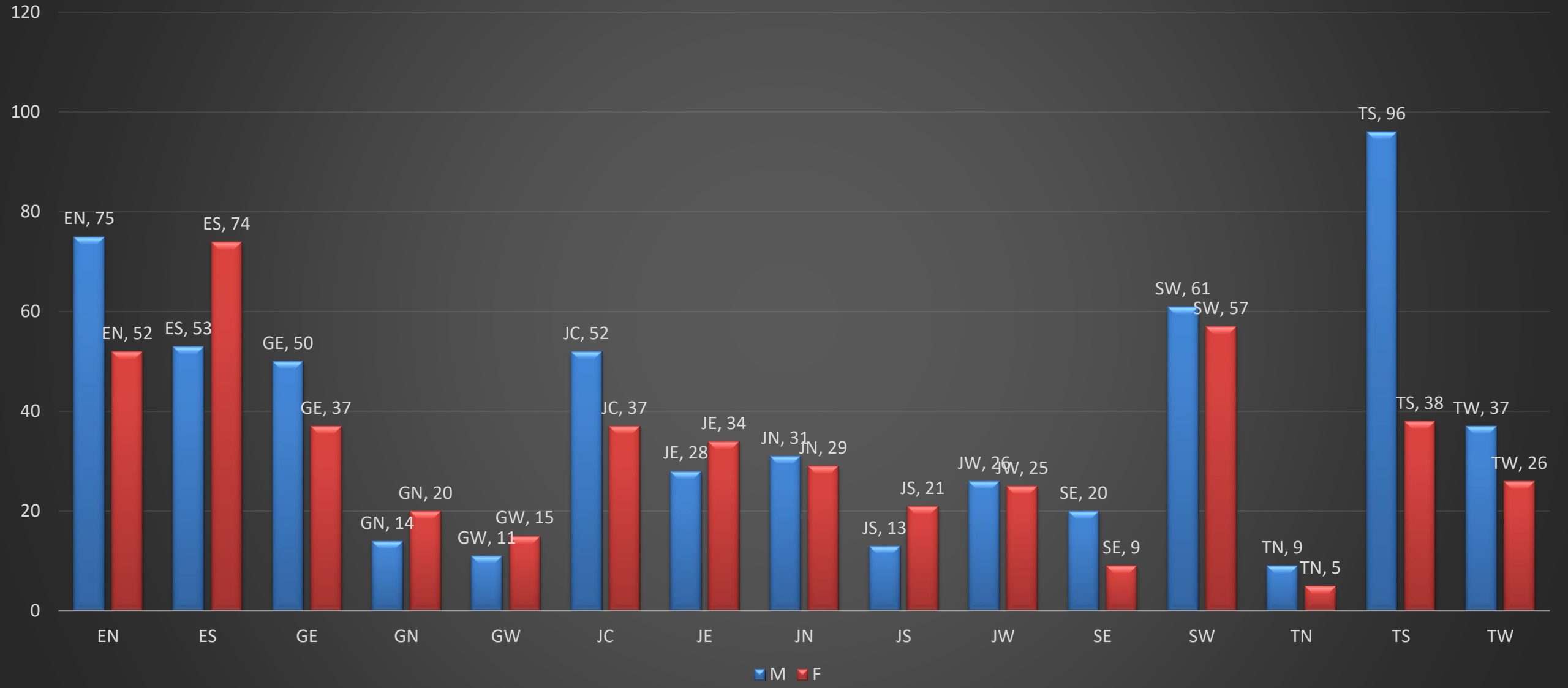
Districts by Gender



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RESULTS FROM THE SURVEY

The individual level survey and focus group discussion questionnaire comprises of three sets of questions intended to gauge respondents' views about

(i) the institutional capacity of schools to adopt and use ICT technology;

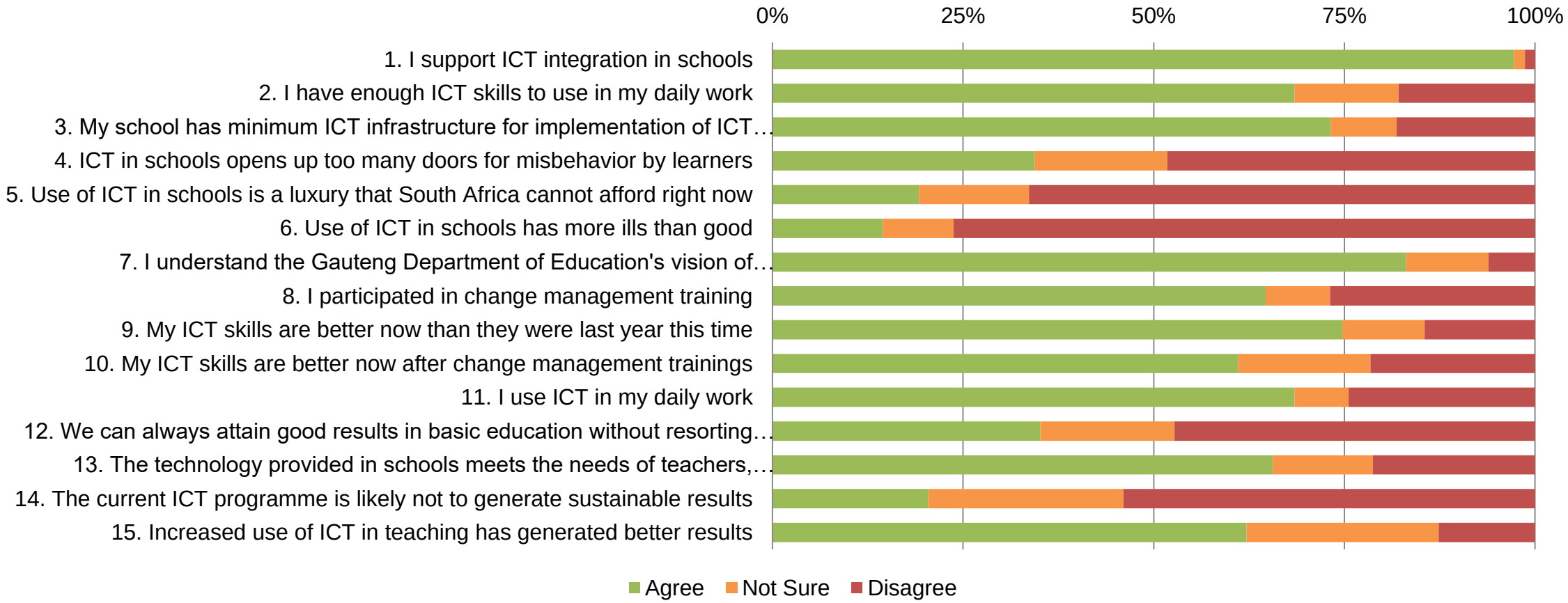
(ii) (ii) the attitudes and perceptions of respondents towards the use of ICT in education; and,

(iii) (iii) whether ICT integration in schools has been effective and is considered sustainable.

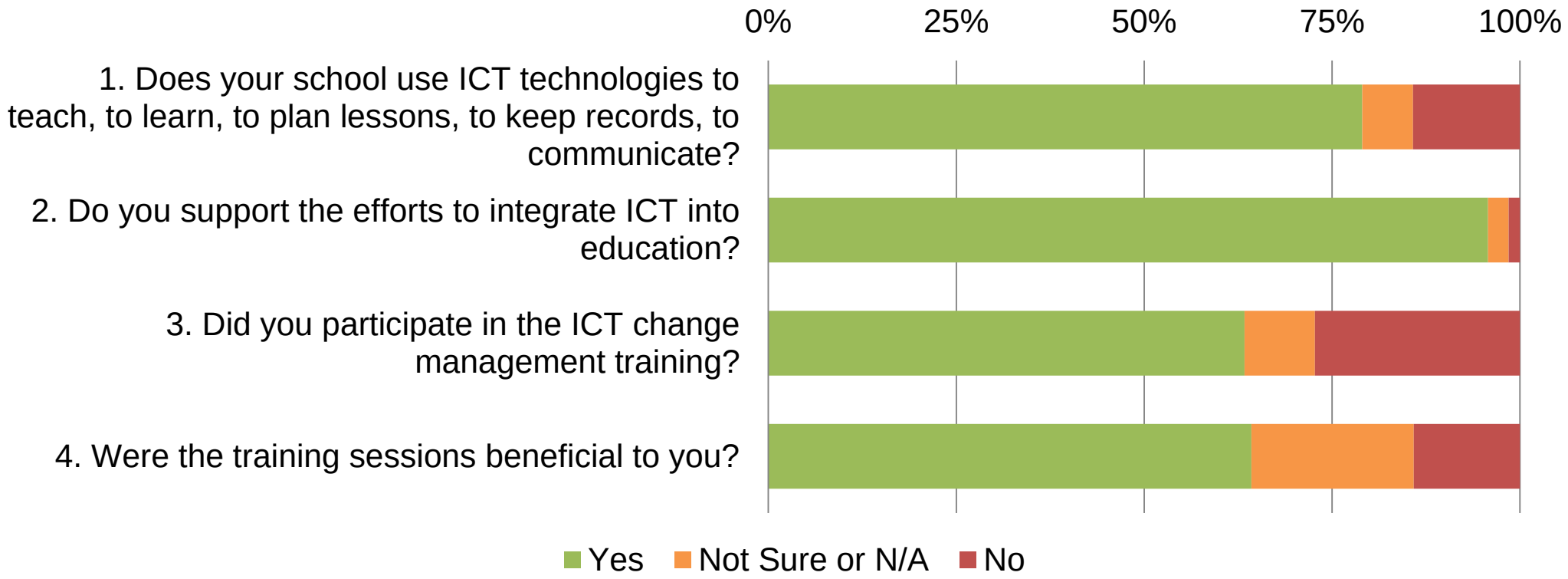
In addition, individual respondents were asked a set of general questions about their perception of the impact of ICT integration on educational outcomes.

Results: Individual level survey

Overview of individual survey responses to general interview questions



1. Individual responses to questions on Institutional Capacity

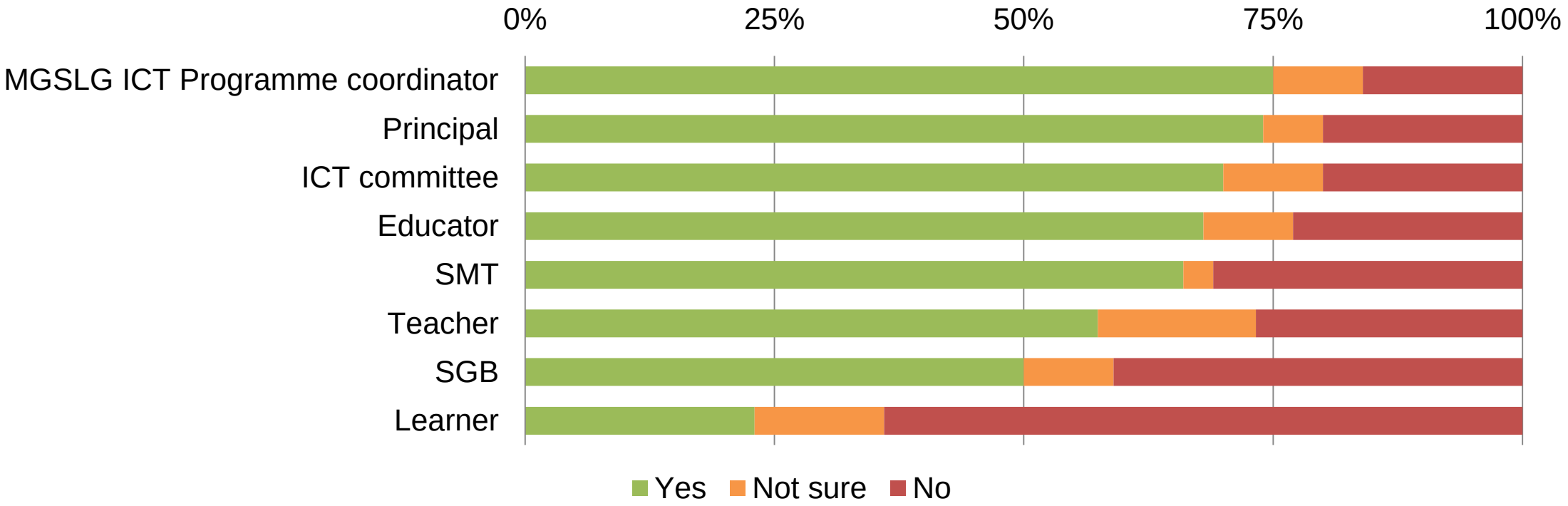


Disaggregated per province

Does your school use ICT technologies to teach, to learn, to plan lessons, to keep records, to communicate?

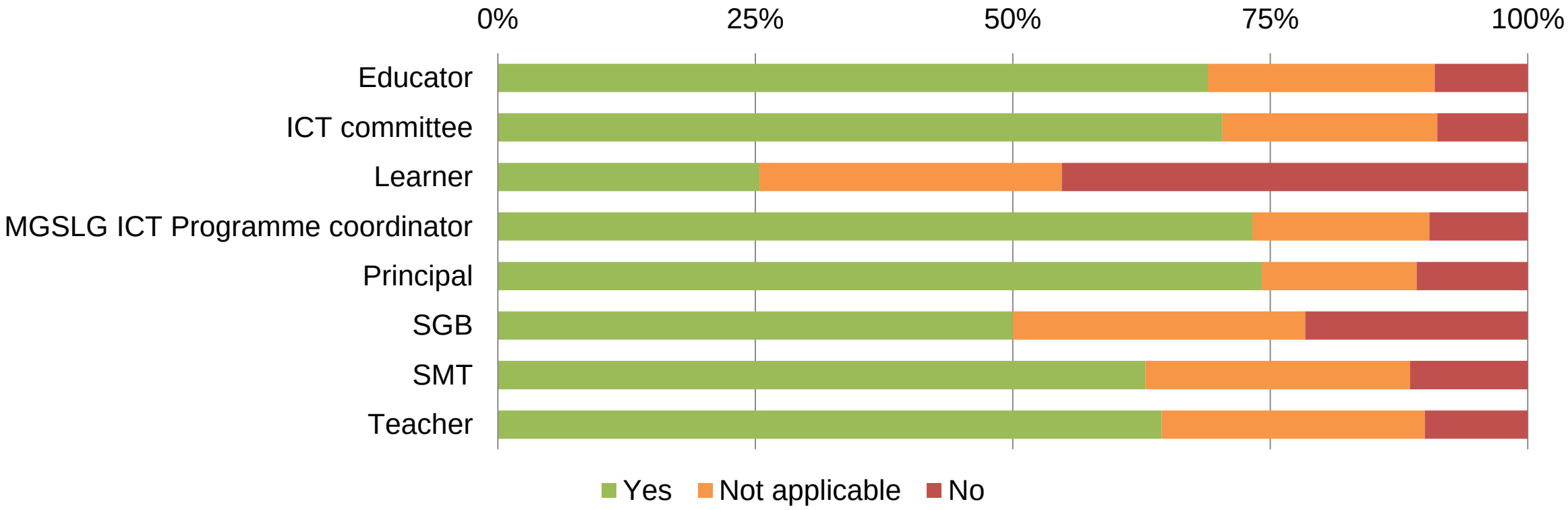
Disaggregated per designation [1]

Did you participate in the ICT change management training?

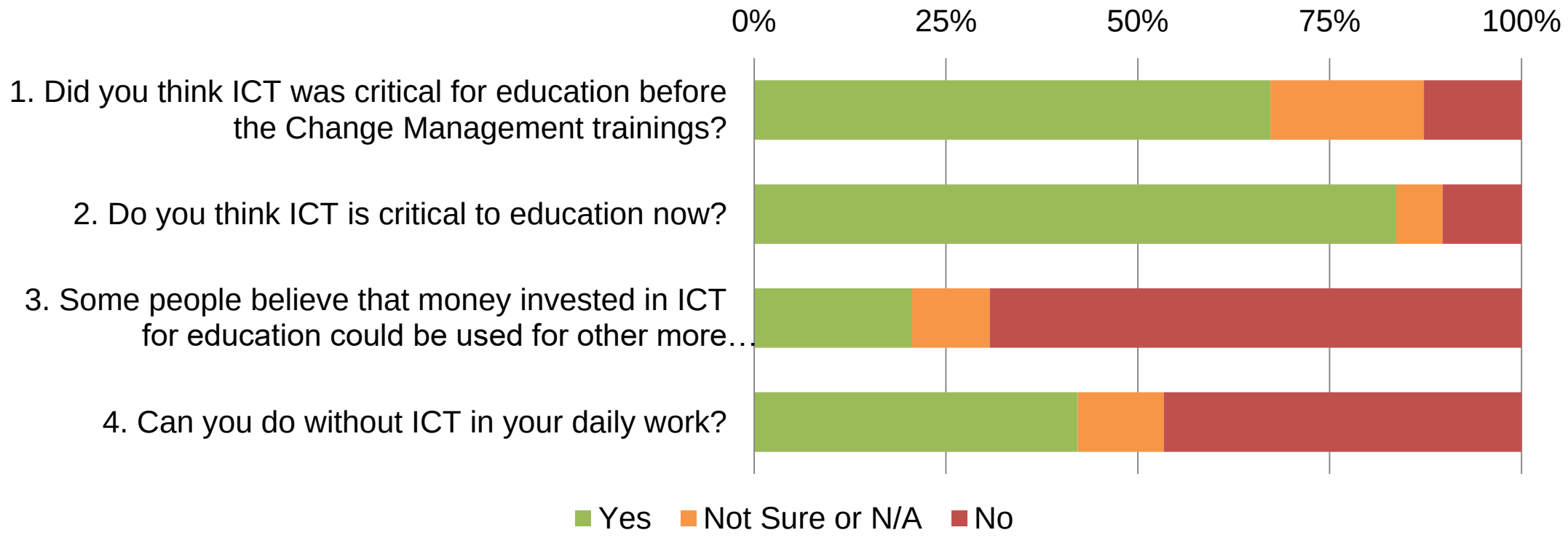


Disaggregated per designation [2]

Were the training sessions beneficial to you?

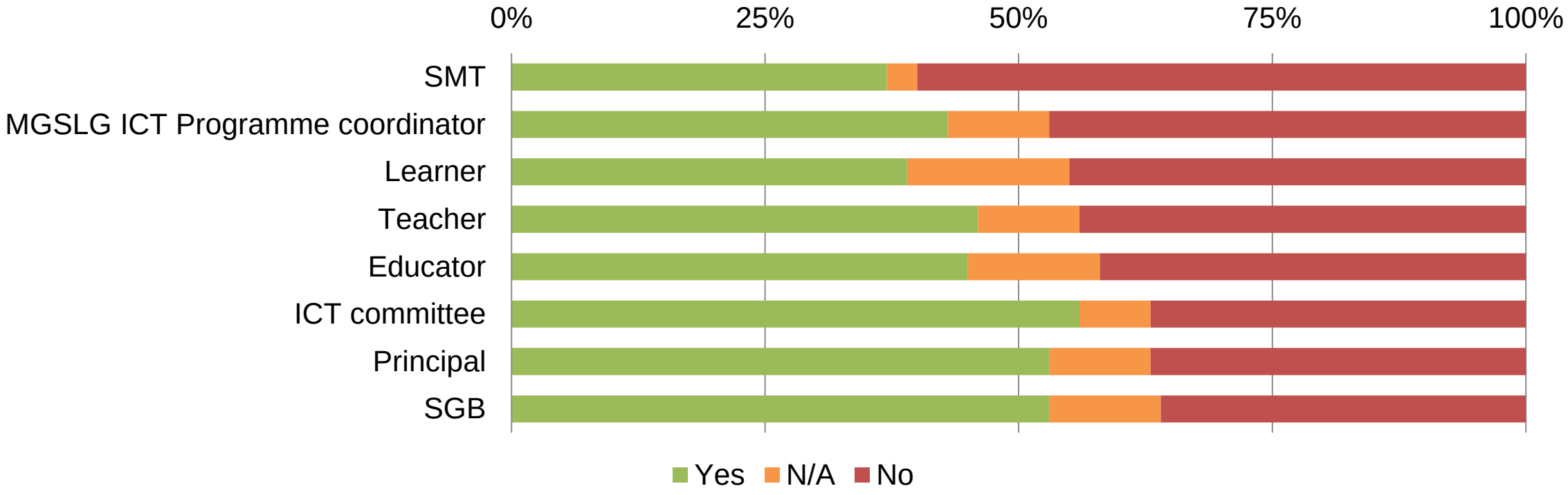


2. Individual responses to questions on Attitudes and Perceptions

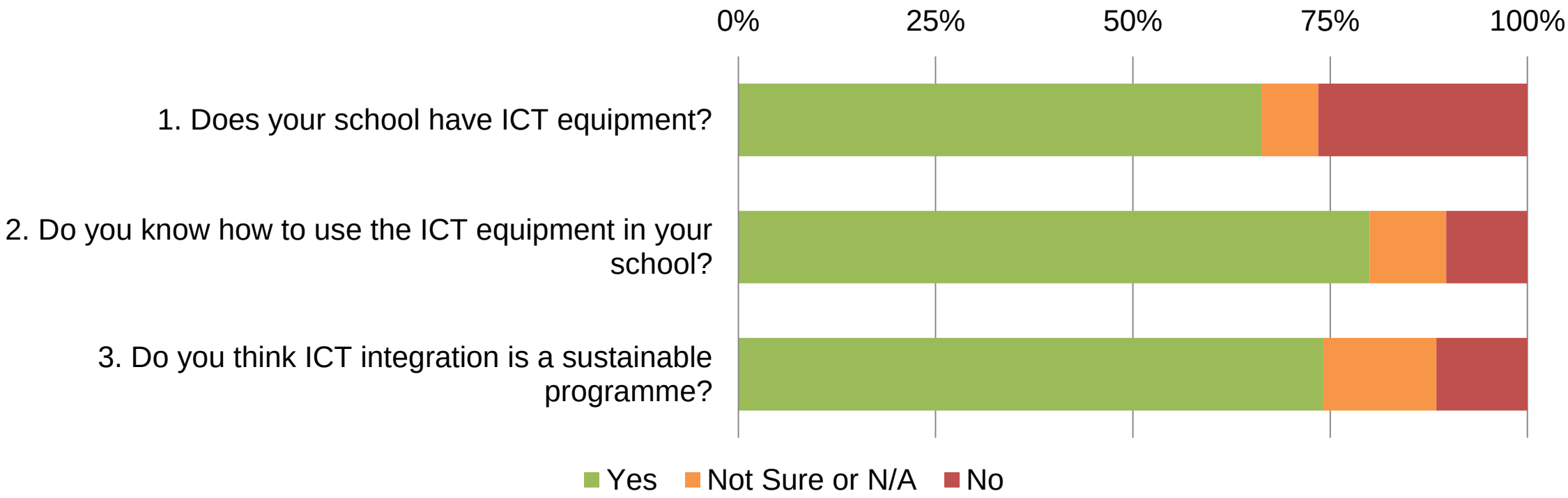


Disaggregate per designation

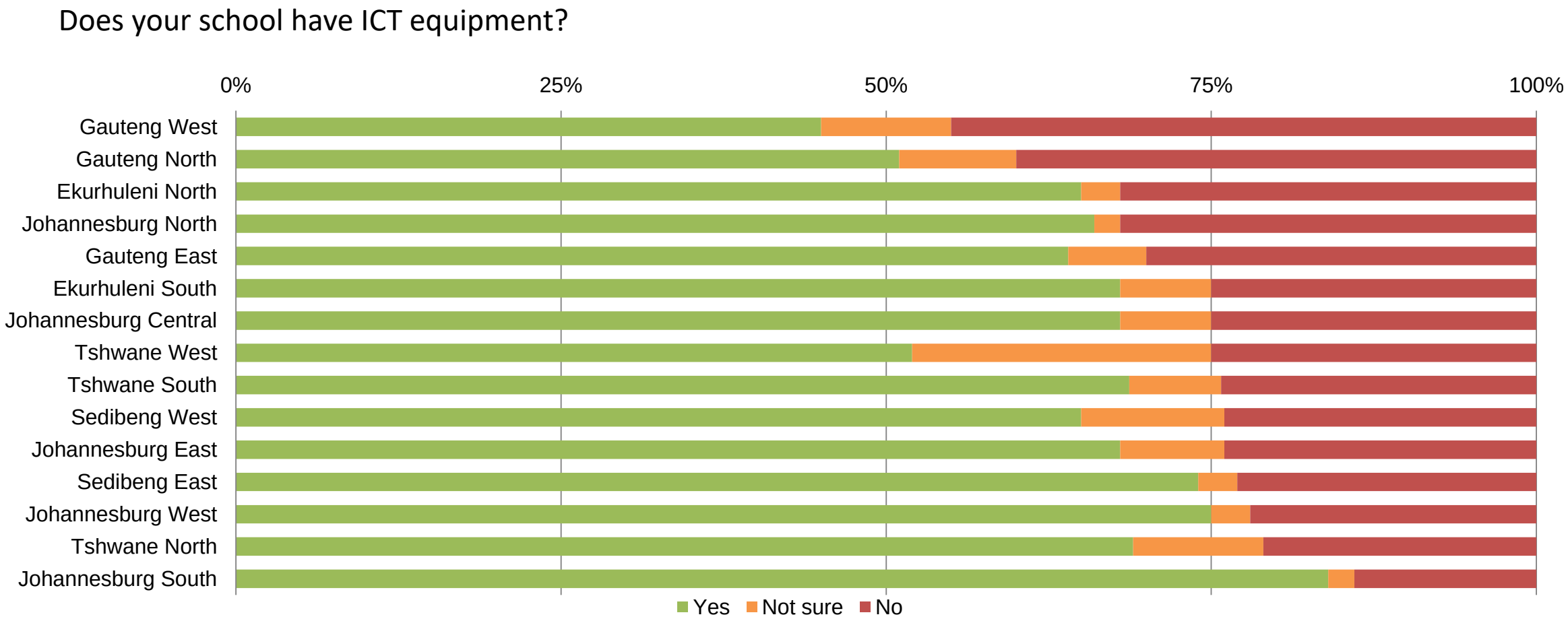
Can you do without ICT in your daily work?



3. Individual responses to questions on ICT integration



Disaggegated per province



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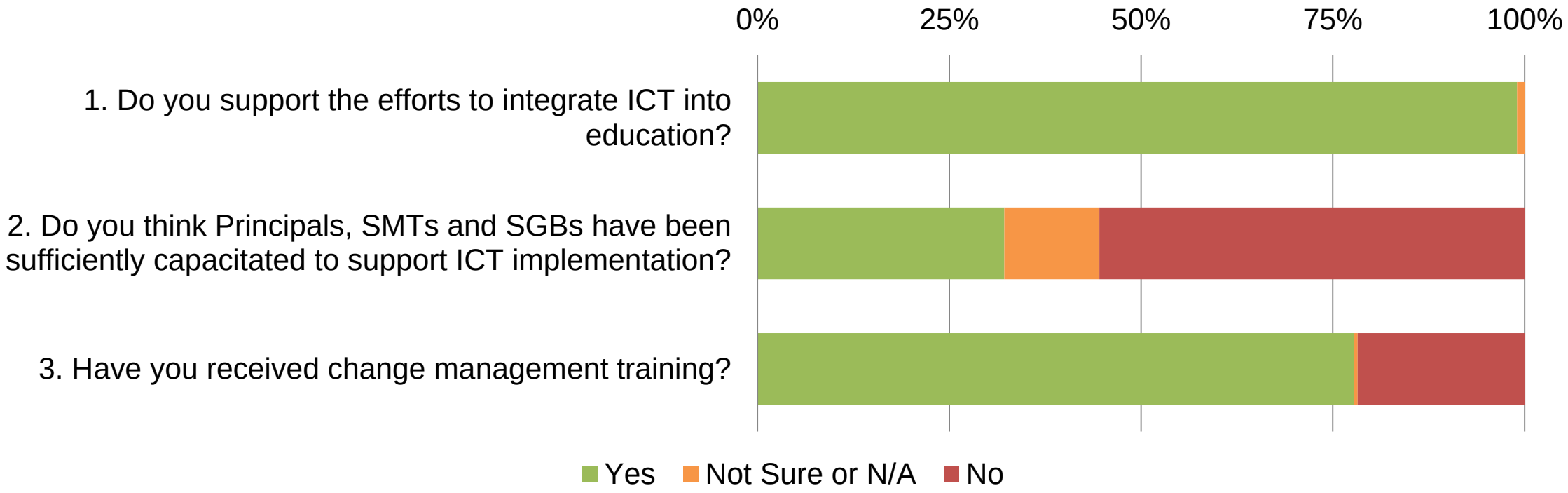
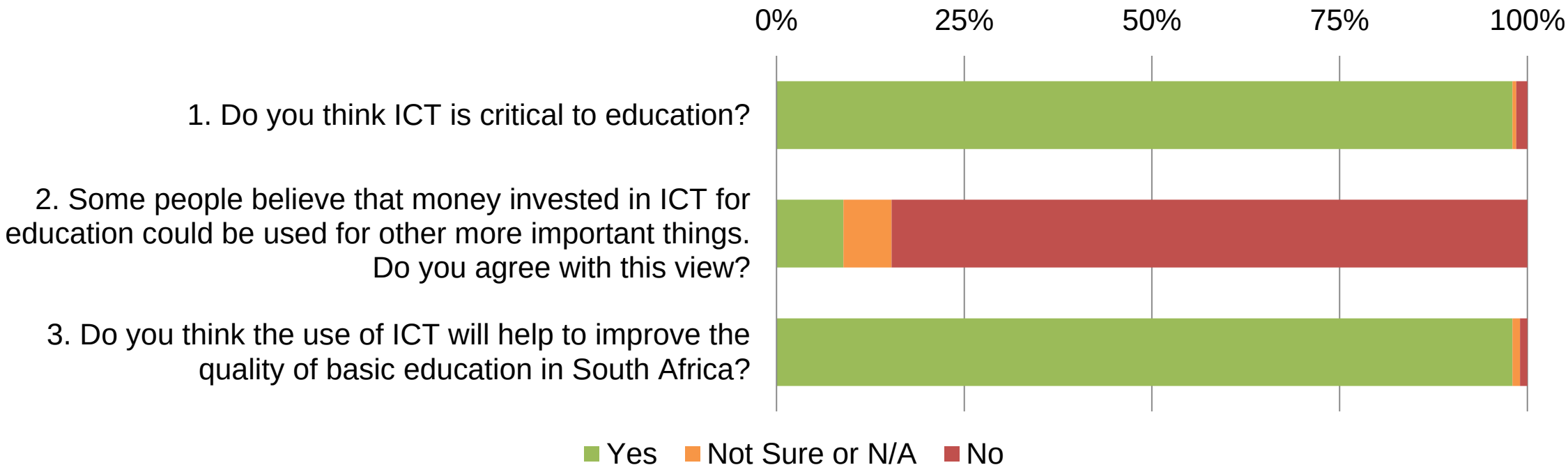
Results: Focus Group Discussion

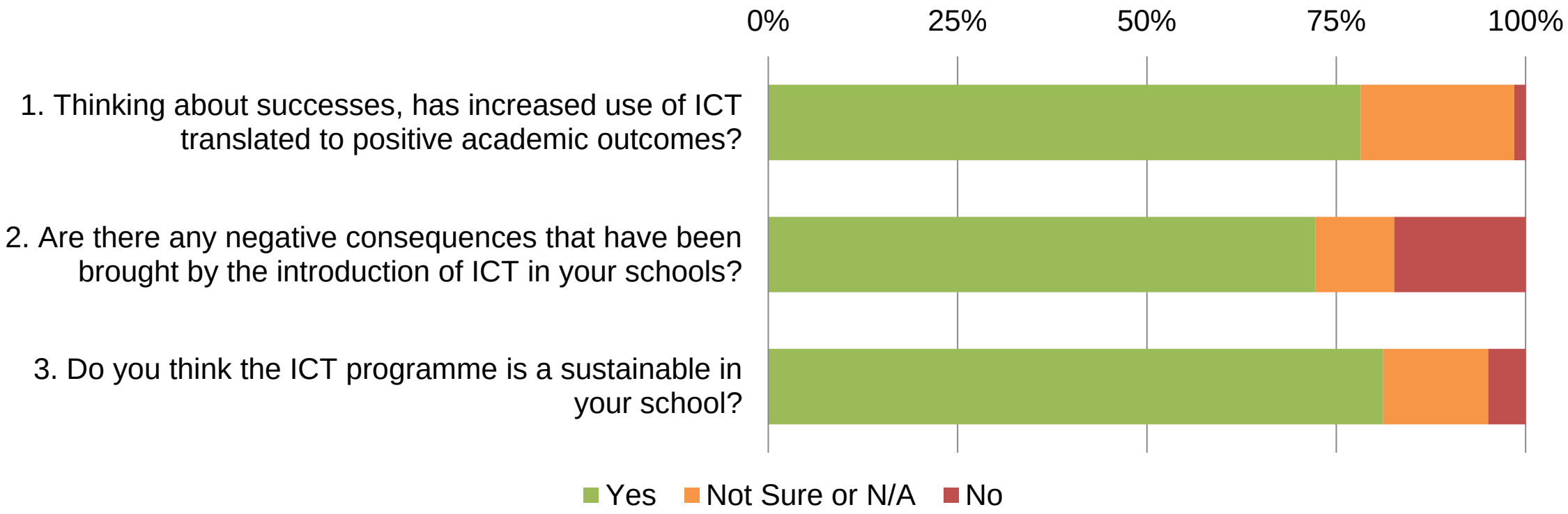
1. Focus Group Discussion responses to questions on Institutional Capacity



2. Focus Group Discussion responses to questions on Attitudes & Perceptions



3. Focus Group Discussion responses to questions on ICT Integration



Key findings & recommendations

Key findings [1]

- **Support for ICT integration in education is overwhelmingly positive**: almost all of the respondents included in the assessment affirmed their support for the integration of ICT technology in education. Across all districts, and all designations, there is almost uniform consensus in the use for ICT in providing education to learners.

- ICT is seen as having made a positive contribution to education: respondents assert that **ICT technology has benefited both teachers and learners**, by reducing lesson preparation time and time spent marking an reporting, making lessons more interactive and less time-consuming, and engaging students' attention.

- But many feel that **more training is required to improve teachers' competencies** in ICT use: there is strong call for more support to be provided to teachers in the form of ongoing training and more advanced training. Teachers need to be ahead of the curve in order to maximise the benefit of ICT in education for learners. Many of the respondents noted that teachers lack the requisite ITC skills to fully capitalise on availability of ICT technology in schools.

Key findings [2]

- Another **major challenge to ICT integration is the theft of equipment**: respondents are concerned not only in the disruptions to learning that occur as a result of frequent theft of ICT equipment but also the security risk that this poses to learners. Numerous respondents urged for security to be beefed up in schools to guard against theft of equipment.

- The widespread support for ICT in education does not correlate with an extensive use of ICT technology: **fewer respondents said that ICT is a daily use or requirement for them to perform their work**, though many held the view that even though their jobs could be done without ICT technology it would be difficult to adjust to not using ICT. Of some concern is the number of ICT committee members who responded that they can do without ICT in their daily work.

Key findings [3]

- If ICT integration is to be effective, **more support needs to be provided to the principals, SMTs and SGBs responsible for overseeing and assisting integration**: More than half of the FDGs held the view that principals, SMTs and SGBs are insufficiently capacitated to support ICT integration. Training provided was considered insufficient since it was not continuous. Respondents did also note that poor attendance at training sessions might have limited the benefits of training.

- Most believe that the ICT integration programme is **sustainable over time, provided funding and support are available**: respondents feet that sustainability depends on ongoing support, provision of equipment and investment in the maintenance of equipment, and security against theft. Many respondents think that the ICT programme should be rolled out to additional grades beyond just grade 11 and 12.

RECOMMENDATIONS

- Provide continuous training support to teachers and educators, principals, SMTs and SGBs. Once off training programmes are deemed insufficient by the affected stakeholders for various reasons
- Include change management training as part of SMT; LRC and SGB induction training to empower them as in-house change champions.
- Improve security measures to prevent theft of equipment and reduce threat of crime to learners.
- Improve the process for schools to report and manage theft/loss of equipment.
- Ensure funding is made available to increase the provision of ICT equipment in schools and to invest in the ongoing maintenance and upkeep of equipment.
- Based on the key outcomes of the Change Management interventions, extend Change Management interventions towards the remaining Gauteng based schools wherein ICT integration has taken place, taking into consideration lessons learned and other project related challenges & highlights. Whilst ensuring that change is sustained at the schools that have already undertaken change management intervention