



New Leaders Foundation

Enabling long-term systemic impact to improve learner outcomes

13 March 2025









- A strong data culture leads to early intervention, focused effort, personalised support, and better use of instructional time.
- Data doesn't cause improvement on its own - but when there's strong leadership, capacity, enabling tech, and data use, it creates enabling conditions for improvement.

NASCEE PRESENTATION 2025

New Leaders Foundation & the Data Driven District Programme





NLF founded in 2009

Non-profit committed to unlocking excellence in education and driving systemic change in South Africa's education sector



DDD Programme Launched 2014

Our partnership with Basic Education (DBE) and the Michael & Susan Dell Foundation, for over a decade, has enabled education officials with access to quality education data and insights needed to drive informed decisions and improve learner outcomes across South Africa.



Located in Johannesburg and provinces

with 32 team members working across 8

Provinces (excl WC) and Technical team of 7 in

Jhb and USA

MISSION

To advance **data-driven decision-making** by equipping districts with the tools, knowledge, and systems to enhance educational outcomes.

VISION

A thriving **data culture** that empowers districts to improve learner outcomes through sustainable, impactful, and data-driven interventions.

The Data Driven Districts (DDD) initiative aims to leverage education data at scale and increasing access to quality education data to improve learning and teaching, driving increased efficiency and effectiveness of education delivery, and ultimately transforming children's lives through improving learning outcomes.

DDD is an excellent example of what can be achieved with a strong partnership between government and private sector.







DDD Programme: Scale of implementation

















	Diagnostic	Pre-pilot	Pilot phase 1	Pilot phase 2	Roll-out	Expansion	Expansion	
Districts	0	7	7	23	51	60	67	
Learners	0	54,000	535,000	2,350M	6,750 M	10,506 M	12,282 M	.
Schools	0	959	5,497	9,525	19,200	19,800	22,000	

ACHIEVED 2024

REACH



8 OUT OF 9 PROVINCES

Assessments in progress to onboard WC

~28,000

UNIQUE USERS

onboarded



~8,000

REPEAT USERS
Up from 6,300



12M LEARNERS

at peak of 13.4M nationally (86%)



22,000+

SCHOOLS

Have Data on the

Dashboard

25,000+ USERS TRAINED

Users Trained in 2024



~10,000 SUBMISSIONS

Schools submit data weekly



54 NPS SCORE

Signaling user satisfaction

USAGE

How the DDD Programme supports education data





Data was not being fully exploited to improve learning outcomes

COLLECTION COST:

High cost and effort of education data collection through surveys and disparate duplicative systems and processes

SLOW SYNTHESIS:

Limited and slow synthesis and dissemination of data once collected, collation too slow for timely application

ONE WAY FLOW:

Data collected from schools, with little feedback on insights and how data informs policy and action

LIMITED LEARNING-FOCUSED USE:

Compliance-driven data collection; limited practical use to drive decision-making and resource allocation

THE SOLUTION

Technology, applied thoughtfully, can make data more accessible.

GOALS:

- Empower education leaders and teachers to make real-time data-driven decisions about their students' learning goals.
- Increase acceptance of the importance of the real-time learning data, that is accessible and being applied to drive informed school interventions that encourage positive outcomes for learners.
- Provide complete education data in a seamless, accessible way to those who can do the most with it school/district officials, curriculum providers and educators

Promote and encourage a truly data-driven culture across the South African education system



Creating value in the education system





DDD empowers education officials at all levels to benefit the sector:



<u>School principals</u> can <u>assess learner progress</u> and plan their resources accordingly to ensure learners are given timely support

"The DDD dashboard helps us to identify learners at risk of falling behind... and helps us to support these learners. Our meetings are evidence-based. Numbers talk. We address core issues rather than assuming!"



<u>Circuit managers</u> can identify which <u>schools need more support</u> and drive informed engagement with school principals on which learner support interventions will have the most impact on learner outcomes

"The data insights I get from this DDD provide a clear view of which areas to focus on to make the most difference. This insight has fundamentally changed how I engage with the schools."



<u>District curriculum officials</u> can <u>analyse overall performance</u> as well as performance by subjects and grades , and craft cross cutting or targeted interventions that can have a far-reaching effects

"Using DDD, we can tell which schools need support and can arrive with solid facts on hand, without having to ask the principal to pull data. I use DDD subject performance insights to profile GET subjects and then I guide subject advisors."



<u>EMIS officials</u> can <u>ensure data coverage</u> is adequately achieved to answer the complex questions of education officials across their areas

"Each term, my Circuit Manager requests top and poor performing learners in our circuit. The Dashboard makes my job easy because I simply download the report and provide all the required information."



Theory of change enables improved learner outcomes



THEORY OF CHANGE SUMMARY

	Inputs	Activities		Outputs			Outcomes			
1	Tech. design & development	Dashboard adoption	3 Dashbo	oard usage	4 Intervention	ons design & imp	olementation	5 In	npact	Improved learner outcomes
	Support the implementation of SA-SAMS	Access the Dashboard	Use the basic functionalities and features	Use the advanced functionalities	Identify problems in learner and	Identify and develop possible	Implement interventions according to	Improve learner support, as	Newly Acquired competencies	
	Drive data accuracy & completeness Design & implement: Valistractor Dashboard Visuals	Improve the credibility & quality of the unified data	of the Dashboard	of the Dashboard	educator perfomance using the data	interventions and implement- tation plans to address	plans (education officials/ school SMT/ NGO	well as attendance and time-on- task in classroom	result in sustained behavioural changes	DDD plays an enabling role, yet other factors are
	 Appropriate support (training/ coaching) 	Build data Capabilities				identified problems	partners)			also needed



















Value proposition: From growth to sustainable impact







2012 - 2022





2022-2024







4 2027 - 2030

Integrally embedded a nationwide footprint

- DDD has a strong network of influential partners
- DDD is **integrally embedded** within the South African education system
- Over the last 10 years, a **nationwide** footprint has been achieved
- DDD is the largest education database in South Africa

Fit-for-future technology

- DDD employs powerful visualisation and cloud technology
- Migrated from a custom-built, clunky solution to a cloud-based solution that is scalable, sustainable, and modular to respond to user needs.
- Cost-effective platform with ability to scale at speed
- Take Predictive Analytics / Al opportunities

Deepen usage impact and intervention implementation

- Enhance the app for **improved user** experience and mobile use to support school level expansion
- Support PEDs to plan, implement and measure the implementation of learner support interventions.
- Drive for impact through **learner** centric interventions

Transfer ownership to the DBE

- Embed education official led training to school user teams
- Deepen the usage of DDD for interventions and learner outcomes.
- Move DDD into DBF infrastructure
- Scale training through Communities of Practice, strengthened research and NGO partnerships, and co-created partner content development

DDD-focused programme delivery

- The driving force behind our accomplishments is our team, which is driven by our core values of Integrity, Courageous Leadership, Pioneering, **Team Spirit, and Excellence.**
- Each province is managed by a highly competent implementation lead. Our 9 Project Managers and Consultants have dedicated over 50 years' experience to delivering DDD support and training to education officials nationwide.
- Operational teams are set-up to allow for scale to drive the use of data within the education data landscape. Our team further boasts strong project management, stakeholder relationship management and value-creation skills to create successful building, maintenance and sustainable partnerships built with education officials at district, provincial and national to drive programme embeddedness.



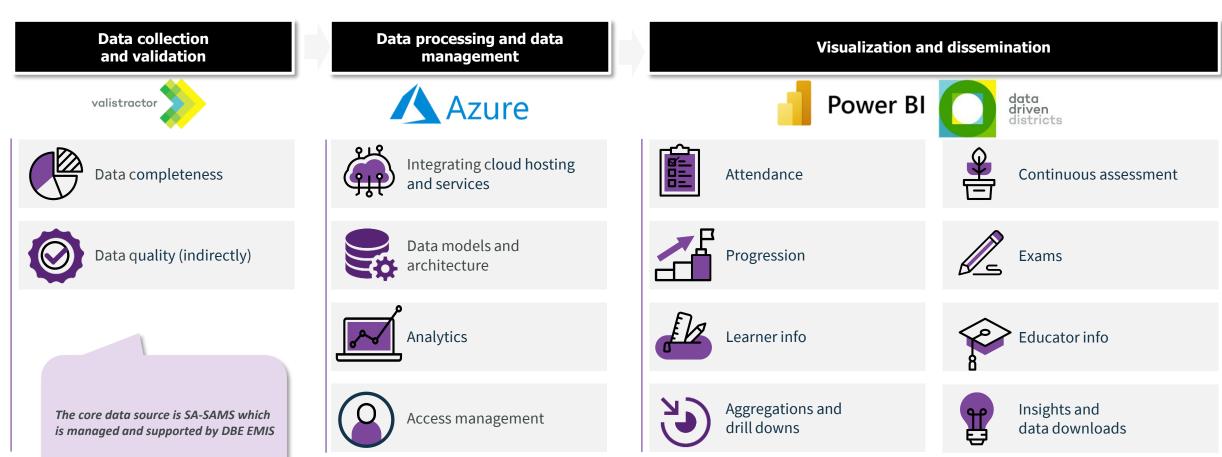
The technology



SA-SAMS data is aggregated to answer key education questions



The DDD offering: Data visualisation tools that support varied use cases, enabled by a scalable data management and analytics backbone



Visuals are intuitive and targeted to enable officials to act



Overview



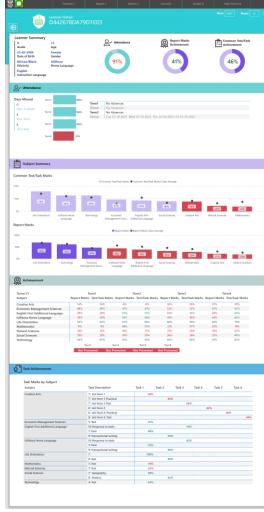
Achievement



Detail Dashboard



Learner View



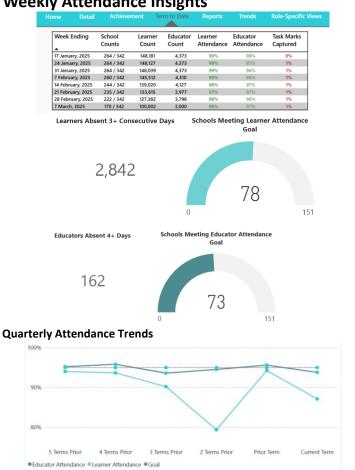


Dashboard provides insights that drive action



FET Promotion Profiles District Grade 12 T1 2024 Met All Criteria 12,085 (80.04%) 80% 14% Met All Criteria Only Missed One Criteria Learners failing because of missing only one Missed Multiple Criteria criteria (DNA HL, 30% or Other 40%) District Grade 12 T2 2024 Met All Criteria 13,133 (87.2%) 8% 87% Top 10 Subjects Producing "DNA 30%+ Criteria" Learners Mathematics **Physical Sciences Mathematical Literacy** Geography **English First Additio..**

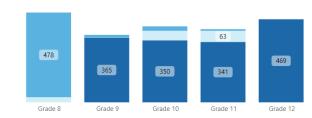
Learner and Educator Attendance Early Warning Weekly Attendance Insights Home Detail Achievement Term to Date Reports Trends Role-Specific Views

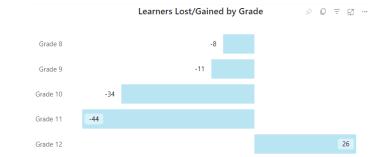


Learner Attrition Insights

School Attrition Insights: T2 2024











DBE EMIS and the NLF very successfully hosted the DBE Data Summit in 2024







Success stories, key lessons, what's next?



Success stories





MOGALAKWENA, LIMPOPO Mrs Manakedi Matsepe, Chief Education Specialist With more than 100 000 learners in sparsely located schools, **Mogalakwena District in Limpopo** is short on education resources and big on challenges. It also went from being one of the lowest-performing districts at the end of 2019, to being the best in the province, in less than three years, thanks to DDD.







	2020 NSC PASS RATE				
	1. Waterberg 2	77,5%			
i	2. Vhembe East	77,1%			
ı	3. Vhembe West	72,7%			
	4. Capricorn South	72,3%			
	5. Mopani West	68,4%			
	6 Mopani East	67,3%			
(7. Mogalakwena	66,7%			
	8. Capricorn North	64,3%			
	9. Sekhekhune S	59,4%			
	10. Sekhekhune E	56,1%			

	2022 NSC PASS RA	ATE
1	. Mogalakwena	78,3%
2	. Waterberg 2	77,5%
3	. Capricorn South	76,7%
4	. Mopani West	76,7%
5	. Capricorn North	75,8%
6	. Vhembe East	72,3%
7	. Vhembe West	70,8%
8	. Mopani East	68,4%
9	. Sekhekhune S	66,8%
1	0. Sekhekhune E	64,5%

	2024 NSC PASS	RATE
(1. Mogalakwena	87,8%
	2. Mopani West	87,2%
	3. Capricorn South	85,8%
	4. Vhembe East	85,8%
	5. Mopani East	85,3%
	6. Waterberg	85,0%
	7. Capricorn North	84,9%
	8. Vhembe West	84,8%
	9. Sekhukhune E	84,0%
	10. Sekhukhune S	80,4%

	2024
	87,8 %
20	022
7	8,3%
2020	

66,7%



NGAKA MODIRI MOLEMA, NORTH WEST Mrs Eunice Lesetedi, Dep. Chief Education Specialist

"Based on DDD we have been able to 'match-make' similarly performing maths students from different schools, with carefully selected teachers to deliver targeted weekend lessons. This helps to improve the maths pass rate among those who are struggling, while also enabling our high-fliers (with +65)% to get closer to obtaining distinctions.

"It's hard to appreciate how valuable the Dashboard is until you start using it. DDD is my life – it's where I get the information for my strategy."

Read the full story



Success stories





PIXLEY KA-SEME NORTHERN CAPE Mr Freddy Silengile, **District Director**



MOPANI WEST LIMPOPO Ms Phillipine Modika, **District Director**



LUDEKE PRIMARY. **EASTERN CAPE** Mr Ntlahleni Magwana, Principal



UGU DISTRICT KWAZULU-NATAL Mr Sanele Jama, Senior Ed. Specialist

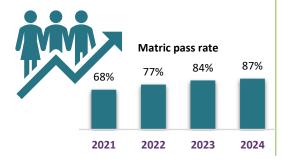
"DDD data has been used to profile and support learners' needs, effectively tackling absenteeism and improving accountability and contact time. DDD has supported the district and mentorship programme with data literacy training, further enhancing their ability to utilise data effectively."

11.2%

Increase in 2024 NSC results by using **DDD** to improve educator attendance

More from Pixley Ka-Seme

"Our district has seen significant improvements in the quality of data analysis, which has been instrumental in understanding learner enrollment trends, providing more targeted support, and centering the school and learner in the district's support strategy."

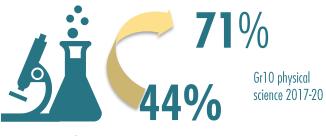


"When I arrived here, only half of the learners attended regularly. By tracking statistics through the DDD Dashboard and talking to the parents, I've been able to establish why kids are absent and what we can do to fix it. As a result, Term 3 attendance grew from 89% in 2017 to 96% in 2021."



Read the full story

"Using the information I extract from the DDD Dashboard, I work with principals and teachers to design interventions that not only give them more tools and confidence to support learners, but which have also improved the overall science pass rate in Ugu district to more than 84% in less than two years."



Read the full story



Lessons from the past decade in EdTech implementation



Enablers

- 1. Focus on building relevant capabilities to ensure effective use of data and technology.
- 2. Implement and continuously refine processes to enhance data usage and measure impact.
- 3. Strengthen data governance to increase data accountability and data quality and access controls.
- 4. Increase investment in capacity and resources to support sustainable data-driven initiatives.

Implementation

- Local influencers are key to driving engagement, with district-level champions having greater impact than provincial ones.
- 2. Usage increases after training, but it needs to be more systematic and measured.
- 3. Users need support translating data into actionable steps, beyond just identifying problems.
- 4. Better data quality enables data-driven decisions and targeted school interventions.



What the future holds





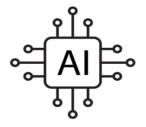
Deepen use and experience; fully implemented across the entire country to reach its full potential

 Embed data culture at every level, ensuring that education officials, school leaders, and district teams have the skills and tools to sustain improvements and drive systemic change.



Proven, scalable interventions with measurable impact:

 Targeted interventions that are data informed reduce the number of underperforming schools and districts, enhance mentorship programmes, and improve district-wide performance tracking, ensuring no learner is left behind.



Data-enabled education system:

 Schools, districts, and education leaders will leverage AI-driven insights, predictive analytics, and real-time data to make proactive, informed decisions that improve learner outcomes.













Registration details

New Leaders Foundation (NPC)
Registration No.: 2009/004922/08
PBO Ref. No. : 930032688

VAT No. : 4160257640



Contact

Khodani Makatu Interim COO khodani@newleaders.co.za +27 79 102 6720



Authorised signatory

Catherine Nell Interim Chief Executive Officer cathy@newleaders.co.za +27 83 496 9824



