Theory of Change on Social Impact

Problem

Basic Education Maths

Poor Maths Performance in schools from poor communities

Caused by:

>Insufficient content engagement by learners
>Overcrowded classrooms
>Under-resourced educators

Information Technology

Youth from poor communities being unable to effectively use technology in post schooling environments (e.g. university, and work)

Caused by:

>No exposure to IT and computer literacy during basic education years
>Under-resourced schools and low income households

Key Audience

Learners

Learners need to improve their maths performance through quality content engagement.

Learners need exposure to technology to meet the 4th industrial era needs.

Educators

Educators require assistance to increase learner contact time with content and assist in resource limitations.

School

The school requires access to resources to improve performance of learners post schooling.

Local Government

Assist Government with poor performing schools outcomes.

Corporate Organisation

Provide corporates with an opportunity to make a social impact through projects that align with their values and objectives (funding)

Reaching Audience

School Management

Physically engaging with identified school management on plan of action and obtaining by-in from management and ultimately the staff.

School Governing Body

Physically engaging with SGB (Parent representative body) to obtain by-in from parents regarding format of the program and learner participation.

Local Government

Physical engagement with local district government to ensure that programme aligns with objectives.

Corporate Organisation

Contact organisations which align with objectives seeking new partners, via email, telephonically, open application platforms and conferences.

Process for Change

After-School Math Classes

>After-school math classes with poor performing learners
>Provide volunteer math tutors to assist learners
>Provide material and programme outline for learners
>Focus intervention on fundamental content areas

IT Support Classes

>Provide after-school sessions for learners to learn how to interact with computers and the internet
>Expose the learners to IT coding content

Learning Centre

Provide a learning centre to partner schools that is equipped with technological resources that will enable learners to embark in independent learning after school, and also allow it to be used during schooling hours to be used as an educational resource for learners and teachers across var. topics. The centre will have tutors available to assist the facilitation process during all operating hours.

Support Activities

>Community engagement to ensure by-in for use and safe housing of learning centre
>Monitoring and evaluation
>Continuous stakeholder engagement
>Financial Management

Output

After-School Math Classes

>Increased maths outcomes
>Increased number of learners taking maths core as a core subject
>Volunteer satisfaction and commitment

IT Support Classes

>Ability to navigate through essential computer softwares (word, excel, powerpoint)
>Ability to effectively utilise the internet
> Ability to use coding skills in various areas (incl web design)

Learning Centre

>Improved learner performance across various critical learning areas
>Improved ability to navigate through technology

Support Activities

>Community engagement to ensure by-in for use and safe housing of learning centre
>Monitoring and evaluation
>Continuous stakeholder

Monitoring & Evaluation

Continuous M&E

>Attendance registers of learners
>Pre and Post topic internal assessments
> Learner school performance termly data
>Volunteer satisfaction and quality

Long Term M&E

>Overall school performance relative to other local schools (obtained from local district government partners)
>Learner and educator feedback of user experience of the intervention in the learning process
>Observe learner ability to navigate post schooling environment after development interventions
>Assess overall number of learners taking IT and math related careers over time

Goals

Increased performance of schools in poor communities

Increased number of learners from poor communities taking IT and Math related courses

Easier Access to job opportunities post school requiring computer literacy

Improved tertiary experience where students are computer literate to meet learning demands