

# Emasa Conference 2013

---



— Cradle to Career —

# Contents

## Introduction

Eugene Daniels (Emasa)	3
Bertha Centre	4
UFS	5
Saville Foundation	6
Bridge	7
CEI	8

## The Innovations

Beyers Naude School Development Program	10
Chaeli Campaign	12
DGMT	14
Edunova	16
Pan Africa Award	18
School Enterprise Challenge	19
Fundza	20
Girls and Boys Town	22
Go for Gold	24
GOLD Peer Education	26
CEI	28
Ikamva Youth	30
Khululeka	32
Migration to e-Learning	34
Nal'iBali	35
National Community of Practice for ECD	38
Bridge	40
ORT SA CAPE	42
Peace Promoting Schools	44
Pearson Marang Education Trust	46
Bertha Centre	48
Penreach	50
Philani	52
Protea Education Development Project	54
SAEP	56
Teach SA	58
Technical School Turnaround Project	60
The Unlimited Child	62
Ububele	64
UFS School Partnership Project	66
Wordworks	67
The Movement	70

## Education Management Association of South Africa (Emasa)

Our Emasa Conference in 2013 in partnership with University of the Free State (UFS) heralds a shift in our approach in education. The conference achieved its key objectives by identifying and showcasing projects along a cradle to career continuum.

This shift promises to give learners a personalized education rather than the current one size - fits - all approach. This would greatly reduce the enormous drop-out rate, improve the quality of passes and yield better career prospects.

The conference illustrated that it is possible to weave a golden thread that ensures that each learner achieves their full potential from cradle to career. This will hopefully encourage debate about transforming our education system in terms of our philosophy, pedagogy, learning theory and the purpose of education.

The conference highlighted that we need to have a long term and all-encompassing view for each learner. The projects illustrated that we need to hold the hand of a child from cradle to a fulfilling career but also address all the needs of the learner through a holistic care and support approach. This is possible if government departments, NGO's and all stakeholders work together to develop an umbrella of care so that all the needs of a child are met.

The EMASA conference was a resounding success and charts the way forward for government, business and civil society. It mapped a solution where available resources can be utilized maximally to create a future for our children that is very different from our past.



Eugene Daniels  
-Emasa



## Rather than just fixing education we have the opportunity to re-imagine it.

The work of the Bertha Centre for Social Innovation and Entrepreneurship (Bertha Centre) at the University of Cape Town Graduate School of Business (UCT GSB) is driven by the conviction that social innovation can no longer remain isolated, marginal and limited, but needs to be connected to wider practice, deeply embedded in sectors and conscious of institutions and systems if we want to see shifts and significant change.

Social innovation provides a useful lens with which to view our education system as new ideas (products, services and models) broadly impact the system and should “profoundly change the basic routines, resource and authority flows or beliefs” (Westley). This in turn opens up our education system to previously unheard voices, new partnerships, and a cross-pollination of ideas and solutions.

The profiles in this EMASA booklet provide inspiring examples from which we can learn and yet depict only the tip of the iceberg in terms of what is happening within South Africa. In addition, the “cradle to career” examples in this booklet illustrate an important shift to a more holistic approach.

As the local CEI hub, the Bertha Centre was happy to partner on the EMASA booklet, as we believe that by showcasing innovative projects and creating a platform to share successes, we can contribute to connecting them to the right people, organisations and funders to scale.



Dr Francois Bonnici  
-Founding Director, Bertha Centre

## The EMASA Conference of 2013 was one of the best academic and professional conferences in education management and leadership that I have attended in the recent past.

The thematic organization, the quality of papers, the demonstration of good practice, and the critical review of exemplars were outstanding features of the Conference. It was especially novel to see the conceptual and practical links brought to bear on new thinking about educational change from “cradle to careers” for one simple reason: our efforts at pushing educational reforms and innovation have been fractured, stop-start endeavours that improve one segment of the education and training system while neglecting other component parts.

It was appropriate that this international dialogue on educational change took place on the campus of a higher education institution, the University of the Free State, where academics and teachers, researchers and professionals, non-governmental actors and the state, could deliberate together on how to fix a broken school system through “joined up thinking”. This was an important success of the 2013 EMASA Conference and should be replicated in other conferences. For example, universities need to be aware of the critical role of education districts both as subject of research and as lever for change if we are to turnaround 27 000 public schools. Individual sector action is no longer feasible or sustainable. Through the careful selection of academic and professional presenters, activists as well as school managers, this Conference had the right balance of people and papers that made this such a productive and exemplary event.



Jonathan Jansen  
- University of the Free State



# Saville Foundation

# BRIDGE

Where are we now? In a world that badly needs to re-invent so much of itself, there are very few areas more important than the education spectrum.

And, to continue doing the same thing over and over will guarantee the situation worsening. As a result, the role that independent free thinking individuals and organizations play is vital.

But what should we do? And where do we start? With ECD? Or more support at Universities? Do curriculums need more overhauls? Do we throw more technology at malfunctioning schools or projects? Or should we support and motivate teachers more adequately?

We should start with a fresh and objective look at the playing fields - at what is really needed. In South Africa, the newly formed NECT offers some hope, but will be dependent on the broader level of acceptance and the true intent of all the participants.

Initiatives like this much needed EMASA Conference cannot be a one-off. The Transformative Projects that Work need to be captured, promoted and followed up effectively.

What can we do? Instigating new approaches to education is vital, as the current models generally don't accomplish what they are supposed to accomplish.

Here in South Africa, we must work together to resolve the issues. An emphasis around ECD and the Care & Support framework found on the Department of Basic Education's website would be a great starting point. As a Foundation, our own medium and long term planning is being guided by the obvious need to find and support better ways to promote and deliver real transformation across the spectrum. Linked to this on a macro level is the urgent need to work with and ensure governmental acceptance of the requirement for new strategies – using our combined lobbying power to influence that acceptance and re-channel available resources.



Gary Shearer  
- Saville Foundation

The 2013 EMASA conference saw the profiling of twenty-eight examples of working educational practice, all of them innovations that have lessons to share with others working in this sector, and from which we must learn if we are to avoid uncoordinated and fractured interventions and instead collaborate effectively and link our efforts for the good of the system as a whole.

That's where this booklet comes in. It lists the details of each of these interventions, linking them with their profiles on the Center for Education Innovations (CEI)'s SA platform, and details not only the innovations but also the challenges in the work they do. Each profile is also linked to a video of footage from the conference which describes the nature of the intervention in question.

This is an example of educational knowledge management; the distilling and dissemination of information about what has worked and what has not worked so that there can be greater relationship among interventions, and thus a maximizing of resources, a reduction in duplication, and ultimately a creation of common purpose among educational stakeholders. BRIDGE runs communities of practice in education and oversees not only their convening but also their knowledge management, which involves connecting and spreading multiple points of successful practice for the improvement of education in South Africa. As a result, it has been privileged to be part of the EMASA conference, a platform which has provided a great opportunity to profile innovations and thus promote the sharing of good and effective educational practice.



Barbara Dale-Jones  
- CEO of BRIDGE



Over the past year, the Center for Education Innovations (CEI) has sought to identify and showcase non-state education innovations serving the poor globally.

Importantly, this has been a search not only limited to delivery interventions, but also those that finance education, advocate for better and more efficient policy, and support schools and students to achieve better learning outcomes. Considering its interest in a wide scope of education innovations, CEI was very glad to partner with this year's EMASA conference, which highlighted many promising programs working in South Africa to support education from "Cradle to Career."

Education in South Africa is largely acknowledged to be in crisis. However, there is little known about the current work done across the country, which seeks to fill in existing gaps and supplement mainstream delivery. Programs like: FunDza's Growing Communities of Readers Program, which produces engaging reading content for young readers that can be disseminated via mobile phones; or the Penreach Whole School Development Program, which provides comprehensive support to under-resourced schools in rural communities, working directly with students, teachers and parents to improve quality and accessibility of services from early childhood to post matric schooling.

The time has come to learn from these – and countless other – innovations working in South Africa. Through gatherings like EMASA's 2013 conference, which bring these programs to the forefront of the education debate, we can spotlight solutions to the current crisis, and also begin to have a better understanding of how to replicate and scale promising programs to a wider group of beneficiaries.

Along with its local partners at the UCT Bertha Centre and Bridge, CEI is very glad to support this effort, and looks forward to fostering further learning amongst innovators and policymakers, to improve education outcomes both within South Africa, and globally.

Daniel Plaut  
Results for Development

At the Emasa conference the following organizations presented their programs, designed to address the various challenges in the South African education sector.

The booklet aims to showcase their learnings. Further information about each organization can be found by clicking on the CEI link at the bottom of the page. You can also view their Emasa Conference presentation by clicking on the You Tube link.

We thank the organizations for sharing their expertise knowledge in the spirit of collaboration.





# Beyers Naudé School Development Program

## about our organization ...

The Kagiso Trust was established in May 1985 as a mechanism to channel funds, to promote the struggle against apartheid as well as to uplift and empower communities deprived by the system.

One of the Trust's programs, the Beyers Naudé Schools Development Program (BNSDP) focuses on restoring the culture of learning and teaching, particularly in underperforming rural schools (both primary and high schools), by adopting a step-by-step, reward-driven 'turnaround' approach towards identifying and solving key issues in these schools, deepening the quality and confidence of educators and developing functional, supportive and sustainable relationships between key stakeholders of the school community. The five phases of this program include:

- Phase One – Formalization: Provincial Departments of Education identify schools in the poorest districts that could benefit from this program.
- Phase Two – School Selection: These schools participate in an interview to justify why their school would benefit from this program.
- Phase Three – Capacity Development: This phase includes school retreats, curriculum management and implementation, school management and governance, as well as learner leadership.
- Phase Four – Infrastructure Development: Schools, who have showed a marked improvement as a result of implementation of the capacity development phase, are rewarded with infrastructure development, such as a library or a science laboratory. Extra-curricular activities are also supported.
- Phase Five – Consolidation and Exit: This phase entails the institutionalization of good practice in terms of curriculum implementation, school management and governance, continued learner support, career education and bursaries to high achieving students.

## what we have learnt ...

The following has been learned through the design and implementation of this program:

- Move away from the usual rhetoric of partnerships. The program has been implemented in partnership with government in very practical ways, being

“TEACHERS ARE  
MADE TO FEEL VALUED.”

matched rand for rand by government and allocated capacity, for example district officials and curriculum advisors. We walked away from provinces if local government didn't agree to these conditions.

- The participating schools' stakeholders were taken on a retreat where, once a safe environment was established, honest questions were answered on why the school is underperforming. Following on from this, a benchmark of not less than a 70% matric pass and a minimum of 60% for exit grades in primary schools is set and teachers are encouraged to hold each other accountable.
- Infrastructure (e.g. libraries, computer centres, science and maths laboratories), is successfully used as a reward for meeting the benchmark at the end of the academic year.

- Scale up by working with service providers who demonstrate successful and tested models that relate directly to improving learner performance. Payment is based on deliverables and exceeding expectations is incentivized.
- Encourage service providers to think differently and innovate, more of the same is not solving the problem.

“ALL ROLE PLAYERS  
NEED TO TAKE  
RESPONSIBILITY BY SHARING  
THE SUCCESSES AND  
STANDING TOGETHER IN THE  
DISAPPOINTMENTS.”





## about our organization ...

Since the Chaeli Campaign was founded in 2004 to raise money for Chaeli's motorized wheelchair, the vision and objectives of this organization have developed to mobilize the minds and bodies of children with disabilities and to normalize society through advocacy and education programs, which include the Inclusive Education Enrichment Centre and the Occupational Therapy Support for Early Childhood Development program.

The Inclusive Education Enrichment Centre facilitates preschool learning for 7 students, 6 of whom are disabled. Two educators, supported by two assistants, run a typical pre-primary school day for four days a week, which offers on-site speech, physio and occupational therapy. A separate program provides replicable teaching material, specifically designed and developed by the Centre, to address common barriers to learning, to schools and educators. The Centre operates on a not-for-profit basis and fees for schooling are negotiable, dependent on the economic circumstances of each learner. The Chaeli Campaign also serves children between the ages of 9 and 14 through a year-long Pay-It-Forward Ambassadors program, which trains those, who want to work with The Chaeli Campaign, about social entrepreneurship, so that they can become agents-of-change and raise awareness through promoting events in their schools and in their communities.

The Chaeli Campaign promotes its teaching material in mainstream schools in the Western Cape, and, during the next ten years aims to offer learning and development opportunities to all children in South Africa, focusing particularly on those with barriers to learning. Qualified occupational therapists and first language, local community workers, work alongside teachers in their classrooms, role-modelling therapeutic activities to develop gross motor, fine motor, perceptual, communication and social skills. Learners whose school readiness skills are delayed are identified, and, they are given individual assistance, either in the classroom or within the community. In addition, through regular workshops, parents are provided with ideas for activities, problem solving techniques and take-home stationery and educational equipment, so that they can become more effective partners in their children's education.

Regular and long-term visits are paramount for relationships between occupational therapists, community workers, teachers, parents, and students to develop, and for accurate evaluations and assessments to be made.



## what we have learnt ...

### The Barriers to Learning Lesson Plans Campaign

Every learner with a barrier to learning is an individual with individual needs, as in fact is every learner in the classroom. There is no one size fits all in disability. Many teachers need to adapt their approach towards teaching learners with a barrier to learning, and to do this, they need to gain knowledge about different barriers to learning, so that they can feel comfortable about teaching these learners. It is also imperative that teachers and learners work together to build knowledge and skills.

The Barriers to Learning Lesson Plans Campaign can be implemented in schools to provide knowledge and skills to teachers and learners. We have a series of lessons which look at a wide variety of barriers to learning.

We have identified a simple successful process:

- Firstly we meet with the principal and/or school management. We need to get buy-in to the project from the top if we are going to implement the project in the school.
- We follow up with a teacher workshop. We also offer lots of support and then encourage the schools to take ownership of the program for themselves and focus on the fact that the lessons benefit everybody and not just the learners.
- At the moment it is just one teacher teaching the lessons, however, all the information needed by educators to implement the lessons has been provided (worksheets and resource material), thereby making it a hassle free experience and easy to implement with no added stress or preparation by educators.
- In the early stages of the program, and more recently, we have spoken to various people in the Department of Basic Education.
- If we can change the way we think about barriers to learning we can change the way we educate children.

### OT support for ECD Centres

Our project aims to give Early Childhood Development (ECD) teachers and parents more insight into the developmental aspect of skills required for school

readiness so that these can be enhanced at school and at home in the preschool years. The following successful principles underline our model:

- We use teams consisting of an Occupational Therapist (OT) and a local Community Worker. The OT is a health professional trained to assist children with barriers to learning by assessing and developing the underlying components required for successful task completion. The local Community Worker is invaluable in building relationships and providing a mother-tongue and culturally-sensitive service.
- Teachers cannot usually easily access specialist support services and a better understanding of the sequential development of the necessary skills helps the teacher identify and assist children within the classroom who are experiencing difficulty. Sometimes all that is required is a change in handling techniques.
- We role-model therapeutic activities that develop gross motor, fine motor, perceptual, communication and social skills.
- Backward chaining is a way of identifying which underlying developmental skill is blocking the successful completion of an ECD activity and allows teachers to be more efficient in assisting the child.
- We return for short periods over a few years, because this is more beneficial than working intensively on a once-off basis. Teachers are more ready to ask for the additional input once they feel comfortable and have had time to digest and try out previous information.
- Our input is flexible depending on the needs of each ECD Centre and promotes a culture of inclusion of those learners with disabilities and developmental delay, including more intensive support and referral to additional services if required.
- The role of the parent cannot be ignored. We invite parents to workshops based on experiential adult-education principles, affirming that parental involvement is essential for a child's success. Information about the stages of development and what is expected of the preschool child is shared. Thereafter, activity ideas to assist children at home and in the community are brainstormed by parents and a box of take-home stationery and educational equipment is provided.





## about our organization ...

Registered in 1979, the DG Murray Trust is a South African foundation built on endowments from Douglas George Murray and his wife, Eleanor. The investments in the trust are diverse, and it currently allocates about R100 million per year to trendsetters, who have great ambition for both themselves and their country, to local organizations involved in community and education programs and to organizations that develop policy and systems through research, technical support and advocacy.

The main focus of the trust is on the implementation of critical and challenging initiatives, which have a strong multiplier effect, particularly in under-resourced, underprivileged communities that were treated as insignificant in the past. Support is given to early childhood development programs, programs for the prevention of drop-out from school, vocational training, tertiary educational programs and programs for the aged, disabled and other groups that are most left out, and regular analysis of the progress and problems experienced during the implementation of programs is advocated.

The DG Murray Trust works with the government on a local, district, provincial and national level, and with local and international funding partners, in the implementation of these programs. This collaboration continues to create an ethical and enabling environment, where human needs and aspirations are met, so that the full extent of South Africa's potential can be realized.

## what we have learnt ...

Two children born in South Africa today – one rich, one poor – are already on different trajectories. The richer child is likely to have been conceived by healthier parents and to have experienced a well-fed, stress-free uterine life. The gaps between the two will just widen over the years.

We need a quantum leap in provision, brought about by critical 'game-changers' in the provision of ECD:

- Frame our understanding of education differently – to give ECD its rightful place as the foundation for learning. Far too many commentators continue to start at the lower grades, without recognizing that most of the brain's potential to learn is shaped well before school, as early as conception.
- Focus on every child in a defined geographical area – not just the children already in registered ECD facilities. We need to plan ECD services that are appropriate from different ages – from conception to school-going – and aim to reach every pregnant woman.
- Franchise a national early learning support program – think Headstart in the United States. ECD operates across so many sectors that we will never achieve the necessary levels of inter-departmental and inter-sectoral collaboration without a well-organized central agency, responsible for key services that enhance and bring together Government departments, NGOs and business.
- Foster family-driven demand for services. We need to find ways to put power back into the hands of parents; to understand their primary role in their children's development and to enable them to seek out the best services. A voucher system of financing – either separately or as a conditional supplement to the Child Care Grant, could be a way of doing this.

**“EARLY CHILDHOOD DEVELOPMENT (ECD) – FROM PRE-CONCEPTION TO SCHOOL – LAYS THE BASIS FOR FUTURE LIFE ACHIEVEMENT, YET LESS THAN A THIRD OF SOUTH AFRICA'S CHILDREN RECEIVE THE BASIC FOUNDATIONS OF GOOD NUTRITION, SUPPORTIVE PARENTING, SOCIAL SUPPORT AND EARLY LEARNING.**

- Further education and training – based on bottom-up planning of national needs is critical. At present, further education and training colleges provide ECD courses as they wish – supplemented by non-profit resource & training organizations. Our starting point should be to define the essential package of ECD services that every child should receive, and to design training programs to support that. These parameters should then shape planning for human resources for ECD. There is a real window of opportunity to improve learning ability by putting in place the building blocks for effective education.







## about our organization ...

Edunova was established as a non-profit organization in the Western Cape in 2004, to deliver a holistic, specialized, high value and innovative educational Information & Communications Technology service to schools, tertiary institutions and other learning organizations, focusing on the effective use of ICT by students and educators, raising standards and impacting on learner outcomes.

The training and development programs which Edunova lead and run include leadership development training (developing school leadership capacity in leading ICT integration in schools), computer literacy training (the fundamentals of using information and communication technologies), integration training (how to integrate technology into subject content and the curriculum), learner support (supporting learners in their use of technology to better enable their learning) and training targeted at young unemployed adults (a year-long skills, knowledge and work experience program which leads young people into employment). The Edunova Learning Centre model, which has been developed in response to the unstable technology environments that exist in many schools, is a 'walk-in' resource facility, which provides a reliable ICT hub, with multiple computer workstations and high speed internet access, where facilitators can train and support principals, educators and learners to help achieve ICT curriculum integration. In this well-equipped resource centre other members of the community can also access computers, the internet and educational resources.

Each centre promotes increased diversity of learning opportunities and engages learners, of all ages, in the development of new skills and knowledge. The Edunova model has been replicated in the Eastern Cape, Limpopo and Gauteng, and Edunova will continue to provide facilitators and to develop ICT in poor communities throughout South Africa, to help create the systems that enable all individuals to become effective learners.

## what we have learnt ...

Edunova works in local communities, enabling 21st century skills in schools and classrooms through various technology media. Education needs to be relevant; today's children don't want to be taught at, rather they need to have facilitated learning opportunities that are meaningful within the context of their lived realities.

It is this relevance that Edunova is trying to enable through our Learning Centre model. The Edunova Learning Centres are well resourced, technology hubs – basically old community halls, situated within local communities, where we've put up dry walling, provided security and set up technology – computer labs, mobile laptop environments, tablets and other mobile devices, with a stable network, where users have access to the internet. This technology is then coupled with human support from the Edunova facilitation team, who facilitate learning.

**“ WE’VE LEARNT THAT  
MODERNIZING LEARNING  
THROUGH WELL-PLACED,  
FUNCTIONAL TECHNOLOGY  
MAKES LEARNING FAR  
MORE ENGAGING.**

- The learning opportunities, which Edunova run from Learning Centres are designed to be highly personalized for the individual teachers and learners who experience them.
- Our centres are situated within the communities where they are needed, in close proximity to the schools with which we work.

- Reliable and stable technology infrastructure is vital as well as clear planning and ownership of responsibilities within a team.
- Our training and mentoring programs are person-centric. We work closely, in small groups or even one on one with individuals. This approach has shown us that the only way we can have systemic reach and impact is by growing people, schools and communities holistically. Technology resources need to be coupled with human support.
- Learning is extremely personal and fed by passion. If you can teach teachers how to use technology to develop their own passions, it will naturally find its way into their teaching practice and classrooms.
- Working effectively in this space requires highly skilled resources, in our case both in ICT and in contemporary education; these resources are currently situated in corporate industry. We need the top skilled individuals currently leading technology, financial, and innovation companies to work in our organizations to reach those who we serve.
- Technology is not and should never be the focus - the focus is on teaching and learning practice and how technology can enable this.





The Saville Foundation

# PAN AFRICAN AWARDS FOR ENTREPRENEURSHIP IN EDUCATION

The Saville Foundation Pan African Awards for Entrepreneurship rewards organisations that use innovative and entrepreneurial techniques to fill gaps in educational services across the African continent.

The competition is open to all organisations based in Africa working in education, primary through to tertiary, as well as in non-formal and adult education.

The competition is open for entries annually in November and is a Teach A Man To Fish initiative, sponsored by The Saville Foundation. visit <http://teachamantofish.org.uk/pan-african-awards> for more information or contact us at [competition@teachamantofish.org.uk](mailto:competition@teachamantofish.org.uk)



# School Enterprise Challenge

**Win up to \$5,000 by starting a business at your school.**

The School Enterprise Challenge is a global business competition open to any school seeking to encourage learning and earning while doing. It asks school students to design, launch and run a sustainable, environmentally friendly business that will solve a problem in their local community. The competition takes place in two stages. In the first stage, students are asked to design a business plan and in the second, to launch and

run an enterprise, generating income either for their school or for a cause of their choosing.

The School Enterprise Challenge offers prizes of up to \$5000 for the best business plans and businesses, as well as individual prizes for the most inspirational teachers and the most enterprising students.



The competition runs on a yearly basis and will re-open for registrations in March 2014. For more information, please visit [www.schoolenterprisechallenge.org](http://www.schoolenterprisechallenge.org) or email [info@schoolenterprisechallenge.org](mailto:info@schoolenterprisechallenge.org)







## what we have learnt ...

The FunDza Literacy Trust believes - and has proved - that providing exciting and meaningful material relevant to the lives of teens and young adults inspires reading. The responses to the books we distribute to over 160 beneficiary organizations have been overwhelming. However, it is expensive to produce and distribute books, and it is impossible to scale up without significant investment. So, FunDza looked for new ways of getting relevant and popular reading material to young people countrywide. Our answer was: the cellphone.

We developed the FunDza mobi site – a library available on computers, cellphones and also via Mxit. Each week we load a new local, exciting story seven chapters in length.

provided with the 'right' content.

An unexpected spin-off has been seeing how – through the use of mobile technology – readers have a great sense of engagement and agency with the stories. They are able to comment, provide feedback or participate in discussions about the stories. Readers can interact directly and without judgment with the content. We publish both negative and positive comments, which also narrows the divide between writer and reader, and allows for much more healthy debate. It also becomes a two-way street as we learn – and then respond – to what our readers like.

Stories also get our readers to reflect on their lives, to empathize with characters, and to develop their imagination. This is often revealed in responses to discussion questions. Sometimes we use a story to raise an issue – such as xenophobia – overtly, but avoid being preachy. There is as much emphasis on the quality of writing as there is on the content of the message. Another critical aspect of our work, we believe, is getting our readers writing too. Through this we identify new writers, who will be able to feed the growing demand for local stories. We are currently piloting a more formal mentorship project.

“ GETTING  
YOUNG PEOPLE  
TO READ FOR PLEASURE  
IS ONE OF THE MOST  
POWERFUL WAYS TO  
ADDRESS THE LITERACY  
CRISIS IN OUR COUNTRY.

To keep readers coming back for more, we serialize the story – so there's a fresh chapter each day to hook readers in. The mobi network also houses full-length books and articles about inspirational young South Africans. Through this we can see that young South Africans do read – especially if they are

## about our organization ...

Low levels of literacy inhibit the professional and economic potential of South Africa. Stories are powerful and provide readers with insight, awareness of the world around them, and hope. The FunDza Literacy Trust was founded by Cover2Cover Books in April 2011 to provide resources and materials to enrich learning and to promote literacy to South African youth, specifically those from historically disadvantaged areas. In addition to Popularising Reading, a book distribution program that works with beneficiary organizations nationwide, FunDza programs include the Growing Communities of Readers Program and the Developing Young Writers Program.

FunDza's Growing Communities of Readers Program has built a user-friendly, interactive mobi network that is able to deliver a range of fictional and non-fictional reading content to South African youth via the internet, to phone, tablet or computer users. The cost is negligible as z technology compresses the data. The program's main focus is to develop new topical South African fiction. A new short story is published each week and a new chapter is released each day to get readers into the habit of reading for pleasure on a daily basis. To increase engagement, FunDza posts discussion questions at the end of each chapter allowing readers to write in their responses. This makes for more active readers who can use the stories to reflect on issues in their own lives. Since the program was founded, the readership has grown significantly to 50 000 per month. FunDza plans to partner with Worldreader to put content onto their Binu platform, which has been downloaded by half a million people.

The Developing Young Writers Program supports a new generation of young writers in South Africa by building their confidence, editing their work (retaining the writer's original style) and publishing finished work in the 'FunDza Fanz' section of the FunDza network. FunDza also hosts two, two day Write4Life workshops targeting school-leavers to give them the language and writing skills they need to apply for jobs, write CVs, or undergo interviews. A resources section on the mobi network provides tips for the aspiring writers participating in the Write4Life workshops and also more broadly to those contributing on the 'FunDza Fanz' platform. The writing submitted is predominantly in English, with some in isiXhosa, isiZulu and Afrikaans.

There has been significant growth in popularity and in the number of submissions to the 'FunDza Fanz' platform since its inception. FunDza aims to increase the resources for developing writers and to train other people to







# Girls and Boys Town

## about our organization ...

In 1996, Girls and Boys Town South Africa established a relationship with Girls and Boys Town USA that resulted in the introduction and adaptation of several programs pertaining to South African conditions and cultures. One of these programs is the Girls and Boys Town Education Model.

The Girls and Boys Town Education Model comprises of a series of nationally researched, standardized, specialized and accredited child and youth training programs for educators, school administrators and parents that teaches the skills, strategies and techniques to manage academic and behavioral challenges for learners, and remedial courses for struggling students, enabling the youth of South Africa to gain the respect and admiration of their peers, to learn values, social responsibility and appropriate behavioral and leadership skills, to become more involved in decision making concerning their own affairs, to improve academic learning, and to develop into responsible citizens. Training programs are administered through two national Training and Resource Centres, and include courses such as:

- The Well Managed Classroom
- Administrative Intervention
- Effective Staff Through Consultation
- Specialized Classroom Management

To date programs of the Girls and Boys Town Education Model have scaled up and have been replicated informally. With funding, the Girls and Boys Town Education Model will extend plans for future growth to a greater number of beneficiaries, including more training in accelerated learning.

## what we have learnt ...

Through the Peer-group system of self-governance youth are offered a significant involvement in decision-making about their own affairs under the guidance of adults. These youth-orientated, strength-based models enable young people to develop leadership qualities, grow responsibly and discover the need for discipline and values for their life.

**“YOU NEED TO INVOLVE PARENTS, COMMUNITIES, LEARNERS, TEACHERS AND OTHER ROLE-PLAYERS.”**

- Trying to teach skills to address the most obvious inappropriate behaviours that we see instead of the root-problem that caused those behaviours in the first place is problematic e.g. a learner/youth who is addicted to substances might display a lot of inappropriate behaviours - therefore the key is to first help him/her get rehabilitated and teach later.
- Collaborating through a multi-disciplinary team is much better than working in “silos”.
- Buy-in is vital as working with adults or learners who haven’t bought into the system/strategies means we will be met with a lot of resistance.
- There is no such thing as a bad boy/girl

Only bad environments, bad thinking, bad company and bad upbringing. Behaviour can be changed through teaching.

- When working with troubled youth, respect and role-modelling have a much more positive impact on them than mere words.
- Using a strength-based approach when dealing with challenging behaviours enables the learners to acquire life-skills and become good self-managers.
- A holistic approach when dealing with discipline in schools is advantageous.
- When it comes to making rules or decisions it is especially important to involve the learners. Furthermore, it is necessary

**“IMPOSING ‘ADULT RULES’ TO TROUBLED YOUTH INSTEAD OF THEIR ‘PEER-RULES’ DOESN’T WORK.”**





## what we have learnt ...

We have devised a package which covers a huge part of children's passage through life and strives to cultivate LEADERS.

### Key Success Factors:

- Whole Person Development - Our Life Skills program is designed to develop a sense of self-worth. We create a safe environment of trust in which they can share openly. They are made to feel nurtured and valued. As their confidence grows, their comfort zones expand.
- Peer Support - Relationships are very important. If you are part of Go for Gold, you are part of a very special family. A mentorship relationship starts at leadership camps, at companies or at tertiary institutions. We initiate some of these and others happen spontaneously. We facilitate the process and are on hand to give guidance where needed. The mentor benefits as much as the mentee.
- Integrated, long-term intervention - The journey starts in Grade 11, moves into the structured gap year, sponsored tertiary studies or training, and to employment. There is mentoring and monitoring throughout. The journey doesn't end once employment has been secured. You are still a vital part of the family and play your part as mentor and role model. Retrenchments or movement to other companies are situations that could be traumatic and support from Go for Gold is always at hand. There are 4 distinct phases, but no part of the journey is given priority or neglected. Each Phase is co-ordinated by a staff member and the Go for Gold ethos and culture remains a focal point.

“OUR MOST IMPORTANT PARTNERS ARE THE COMPANIES WITHIN THE CONSTRUCTION SECTOR WHO ASSIST US FINANCIALLY AND EMPLOY OUR STUDENTS AND GIVE THEM BURSARIES. WE REPRESENT A TAILOR-MADE PATH TO EMPLOYMENT EQUITY, SCORECARD COMMITMENTS AND LOW-RISK RECRUITMENT.

The young participant feels secure in that there is structure and support throughout his journey. Because we are involved in each of these phases, we are able to monitor and evaluate regularly. Problems in a particular phase can very often be prevented or at the very least be diminished in a former phase.

- Partnerships - Partnership need to be mutually beneficial. It's a win-win situation.

## about our organization ...

The Go for Gold program is a fully integrated, four-phased program initiated by the construction sector.

It was established in 1999 in response to the critical shortage of candidates from disadvantaged communities with the necessary grounding in science and mathematics for entry into the building sector. It is a quintessential program of successful private-public partnerships, existing as a non-profit conduit between construction partner companies and the education sector, ensuring the youth remain the primary focus and that all stakeholders and participants benefit from the relationship.

### The Four Phases:

- During Phase One, the two-year high school phase, selected participants attend weekly curriculum-based tutoring sessions in life skills, mathematics, physical science, and computer skills as well as camps, career and professional development workshops and fieldtrips.
- The structured gap year, Phase Two, is a 'bridging' year for participants, who, having been interviewed and having successfully completed their schooling, are employed, monitored and mentored by companies in the construction sector for this period as they gain hands-on experience.
- If the participants meet the academic, performance and motivation requirements of Phase Two, they attend tertiary educational institutions during Phase Three. Ongoing tutoring and financial support are offered by the participating companies.
- Once Go for Gold program participants have completed their tertiary education and received their qualifications, they are employed during Phase Four by the partner companies.

This model has expanded nationally and Capitec Bank is replicating it in the Financial Sector.







## about our organization ...

Begun in 2004, the GOLD Peer Education Model, in partnership with community-based organizations, school principals, teachers and parents, has adopted an 'each one reach one' approach to harness the power of peer-to-peer influence in select- ed, underserved South African and Zambian secondary schools, where the com- plex social dynamics of poverty, such as HIV and pregnancy, have had an impact on health, education and youth development.

Students, who demonstrate leadership potential, are paired with skilled young adult facilitators for a period of three years, during which time they are provided with weekly support and training, empowering them with the knowledge and skills to make informed choices about issues such as gender inequality and human rights, so that they can return to their classrooms as Peer Educators, who lead their classmates to make sensible choices and bring about personal, group and community change.

Peer Educators have specific practical services that they have to perform as they progress through the program, including interactive lesson deliveries, talk groups, strategic chats and community upliftment activities, to resolve specific issues the youth in their own schools and communities face.

The aim of the GOLD Peer Education Model is to establish strong communities of practice in Southern African countries by increasing access to the Peer2Peer "product" and an online training toolkit is being developed to reach more com- munities at reduced costs.

## what we have learnt ...

The program encountered the following challenges:

Finance - the economic downturn affected GOLD's human resource capacity to implement. With peer education being based on relationship, this posed a high risk for the long- term growth of the program and peer educator morale.

The Support of the Community - The program depends on an implied contract between the available community resources to enable young people to access help.

Government Ownership - moving beyond buy-in to ownership of responsibilities was not achieved in all cases.

Academic Intervention - Partnerships with those that can provide channels for young people to study and be mentored in the work place later on from the program are vital.

Poverty alleviation - Unemployment amongst parents is high and many peer educators that attended skills training sessions where no refreshments were served were hungry.

### Key Learnings:

- Motivating youth to change their behaviour requires significant investment of time, one-on-one mentorship, programmatic depth and resources within an enabling context. This is not a quick fix but is the most sustainable long term.
- The strength of character modeled by the peer education young adult facilitators and the relationships between them and the peer educators through to their peers are key.
- High-dosage and intense investment into influential young leaders over the long term

is critical for sustained behaviour change and the multiplication of reach.

- Partnership with education, health and social development stakeholders from local to district to province is critical to successfully sustain scale of implementation.
- The methodology of peer education is applicable and can achieve results in a number of contexts and with a number of different desired outcomes.
- People don't change with information alone, they change when others around them change.
- Peer Education when implemented correctly is a powerful strategy for supporting a school and a community resulting in personal change of targeted leaders, leading to group change in their peers and ultimately resulting in key community social norm shifts. The root issues of youth risk behaviour and the social determinants impacting education must be addressed in a fundamental way in planning and implementing.

**“ YOUNG PEOPLE CAN BE A MUCH GREATER FORCE FOR CHANGE AMONGST THEIR PEERS THAN MOST PROFESSIONAL ADULTS.**





## BACKGROUND

Enormous demand for education and training in low- and middle-income countries cannot be met, financially or administratively, by conventional public sector delivery mechanisms such as schools and universities. As a result, innovations in the non-state sector are rapidly emerging. It is critical that education systems capitalize on this growth in the non-state sector to increase access to quality education for the poor.

## OBJECTIVES & APPROACH

While a handful of innovations capture global attention, there is very little information on the scale, scope, and impact of the numerous organizations and social enterprises that make up the non-state sector in education. To address this information gap, the Results for Development Institute (R4D), with funding from the UK Government, launched the Center for Education Innovations (CEI). **CEI works to create impact – expanded access to quality education for the poor** – by identifying, analyzing, and connecting non-state education innovations. To this end, CEI employs a three-pronged approach:

**IDENTIFY** CEI provides comprehensive, up-to-date information about programs with the potential to improve the way education systems operate for the poor.

**ANALYZE** CEI analyzes programs in order to translate good practices and build the body of research on non-state innovations and their role in education systems.

**CONNECT** CEI connects those who are implementing, funding, and analyzing programs in order to facilitate the scale-up and adaptation of successful models.

The core of CEI is an online platform where all three of the above approaches are rooted. Features include a program database, a research and evidence library, and a funders platform. To effectively promote the scale-up and adaptation of promising innovations, offline activities that complement the online platform are driven by both the CEI team at R4D and regional CEI hubs. Currently, CEI hubs cover India, East Africa, and South Africa; their focus in 2013 is on profiling non-state innovations and creating networks of CEI stakeholders in their regions. The CEI team at R4D will cover additional regions through direct engagement with program implementers. The three initial CEI hubs are:

**INDIA:** Catalyst Management Services, *Bangalore*

**EAST AFRICA:** GEMS Education Solutions, *Nairobi*

**SOUTH AFRICA:** Bertha Centre for Social Innovation and Entrepreneurship, University of Cape Town, *Cape Town*

## TARGET AUDIENCES

CEI targets four audiences which each contribute to and benefit from the platform.

**Innovators** showcase their programs, results, and plans for growth in the database of innovation profiles

**Funders** highlight their investments and advertise their areas of interest on the Funders Platform

**Policymakers** share policy frameworks and promote the uptake and diffusion of promising models

**Researchers** contribute data and analysis, including impact evaluation to the *Research & Evidence Library*

**Innovators** learn good practices, explore programmatic collaboration opportunities, and connect with potential funders

**Funders** identify potential investments and explore co-funding opportunities

**Policymakers** access data and literature on effective innovations, share best practices, and network with funders and implementers

**Researchers** use database to analyze trends in innovation and identify opportunities for impact evaluation

## What are non-state innovations?

Non-state innovations are programs and policies implemented by non-governmental organizations (NGOs), private non-profit and for-profit entities, or in partnership with governments that have the potential to improve the way education systems operate for the poor. They enable education marketplaces in low- and middle-income countries to function more effectively and lead to better learning outcomes for the poor.

## PROGRAMS DATABASE

The central component of CEI is a public database of non-state education and training innovations that benefit the poor in low- and middle-income countries. The term “innovation” is meant to be inclusive. CEI will not just profile traditional delivery platforms such as schools, but various mechanisms that improve access to quality education for the poor and have the potential to replicate and/or scale up. Categories of innovations include:

- Delivery
- Financing
- Policy & Analysis
- Student support products/services
- School support products/services

Programs are tagged in key categories such as geography, target population, and program approach, so users can search for programs according to their interests and needs. Users can also download the database for their own analysis and browse program profiles and related research and evidence by topic area.

*Sample CEI program profile*

*(actual profile includes over 50 fields)*



## RESEARCH & EVIDENCE LIBRARY

The CEI online platform includes a global library of research and evidence on education and training for the poor in both the public and private sectors. CEI systematically collects and shares documents that describe, evaluate, and inform innovative education models, including market mechanisms within the public sector.

## FUNDERS PLATFORM

The Funders Platform facilitates donor coordination in the non-state education sector by allowing public and private funders to share information and propose initiatives for co-funding. CEI contributes to the harmonization of funding efforts by providing a dynamic space for members to coordinate their activities and collaborate. In addition to the UK Government, twenty-four organizations are members of on the Funders Platform.

Throughout the development of CEI, R4D will build on its experience developing and managing the Center for Health Market Innovations (CHMI) ([www.healthmarketinnovations.org](http://www.healthmarketinnovations.org)), which is now the world's largest freely accessible information resource of innovations in the non-state health sector. The CEI online platform is located at [www.educationinnovations.org](http://www.educationinnovations.org).



For more information or to share how CEI can be most useful to you and your colleagues, please contact Molly Eberhardt at +1.202.470.5745 or [meberhardt@resultsfordevelopment.org](mailto:meberhardt@resultsfordevelopment.org)

RESULTS FOR DEVELOPMENT INSTITUTE

September 2013

UNLOCKING SOLUTIONS TO TOUGH DEVELOPMENT CHALLENGES







## about our organization ...

Launched in 2003, in Khayelitsha in the Western Cape, IkamvaYouth addresses the common obstacles to academic achievement in disadvantaged secondary schools in South Africa by tutoring and mentoring senior secondary school students. This supplementary support, from a pool of volunteers, largely drawn from local students and professionals, provides students, with the knowledge, skills, networks and resources necessary for success in secondary education, for access to tertiary education and for gainful employment.

Students who participate in this after school program, which is offered on Saturday mornings and during school holidays, receive comprehensive tutoring and homework sessions to improve academic performance, career guidance, mentoring and creative expression programs to build confidence and self-esteem, computer literacy training and access to computers, and health and leadership programs that provide information on managing health issues and offer free and confidential HIV testing.

This initiative has been replicated in five provinces and there are now nine branches in the Western Cape, Gauteng, KwaZulu Natal, Eastern Cape and Northwest Province, operating in areas with high concentrations of poverty.

An increasing number of schools have opened their premises to IkamvaYouth, helping overcome the limits of operating in smaller venues like community halls and many learners, who have benefited from the program return to help others, creating a sustainable community transformation, allowing beneficiaries to become benefactors and agents-of-change themselves

## what we have learnt ...



IkamvaYouth's tutoring model is working. Nationally 45% of South Africans between 18 and 25 are not in education or employment, therefore it is impressive to note that 80% of Ikamva participants have accessed education or employment after matric.

IkamvaYouth works with a group of self-selecting young people through secondary school, starting as early as Grade 8. Intervention at this stage rather than in Grade 12 ensures that learners have an understanding of a subject's fundamentals, resulting in higher academic attainment in the long term.

which offers personalized advice about opportunities and assistance with post-school applications. Learners are supported by and connected to the social community at the branch and through partnerships with other organizations through the wide variety of workshops and activities offered.

Learners get involved in all aspects of the branch including decision-making through participation in the Branch Committee. Granting learners a voice makes a profound difference to their relationships with their peers, volunteers, staff, and ultimately to their studies.

A sense of ownership is created and gives rise to a deep commitment. There is no academic requirement for entry, but learners must maintain 75% attendance to keep their place in the program. This relationship extends beyond Grade 12.

We are able to show partners a return on their investments because through detailed data collection we track the progress of our students. Funders help with strategies and often serve as a pipeline to bursaries. We are able to envisage a projection of scale we want to achieve and know that collaboration is the way to get there.

The key to the model's success and sustainability is this spirit of participation and positive action. People are empowered to take their futures into their own hands but are intent to pay-it-forward by acting as role models and tutors to enable others to do the same.

“ 60% OF LEARNERS RETURN AS TUTORS TO PAY-IT-FORWARD. HIGH IMPACT SCALING CAN TAKE PLACE AT A LOW COST THROUGH PARTNERSHIPS.

The tutoring format, whereby tutors work with learners 1:5 in after-school sessions, is more targeted than classroom teaching and offers individualized support and real-time feedback. Learners are encouraged to break information down and learn how to discuss and manage complex problems. This method improves English and increases both academic and personal confidence.

Self-confidence is further bolstered by the provision of mentoring and career guidance,





## about our organization ...

Khululeka was founded in 1989 in the Eastern Cape, to increase the access to relevant and appropriate Early Childhood Development programs in under-resourced communities, so that families and educators in these communities can be empowered to become actively involved in the education and care of young children through a multi-disciplinary and holistic approach to their developmental needs. One of the programs offered by this organization is the HighScope Training of Trainers Program.

Aimed particularly at practitioners who do not have the formal qualifications (Grade 12) or the numeracy and literacy skills to do a Level 4 ECD practitioner training course, the HighScope Training of Trainers Program guides adults to participate in children's play and learning activities rather than acting as supervisors.

A four week intensive course in the HighScope active learning approach includes practical implementation exercises and observations of the HighScope preschool at Khululeka. Once they have qualified, these trainers are able to offer the four week long course to their ECD practitioners or offer the same program in a workshop format of 20 workshops over one year.

## what we have learnt ...

The HighScope Training of Trainers project offers affordable training to trainers in the HighScope method - a grounded, developmental and holistic approach to Early Childhood Development (ECD) – to reach marginal and isolated practitioners who might be otherwise lost to the ECD support system. This approach is built on very concrete and specific practices that enable practitioners to employ it with few resources.

“ KEY TO  
THE PROGRAM  
IS HELPING  
PRACTITIONERS  
UNDERSTAND HOW  
CHILDREN LEARN  
THROUGH PLAY.

The HighScope approach promotes five curriculum principles: active learning; adult-child interaction; organizing the learning environment; daily routine and regular, systematic assessment. Embedded in these is a value-based approach that is grounded in practical deeds. The consistence and coherence of the values is reflected in the practices of HighScope practitioners:

- Being child-led means regular child-assessment to inform the content and structure of lessons. The school classroom is divided into well-defined interest areas that reflect the children's interests
- The resources used in teaching should be sourced from the environment and be tailored to suit contextual factors of the children like language, region etc. For example, in the Khululeka communities they use recycled materials to make toys
- Adult-child interaction (enabling listening, questioning, 'being') demands connection between school and home so that experience is coherent and positive
- Daily routine is in place to provide consistency and structure so there is freedom to explore child-led content within that routine
- We need to equip educators and caregivers with practical knowledge of the processes by which children's learning is developed. Coupled with this is a respect for these processes and how they unleash a child's potential.







## about our organization ...

The Migration to e-learning program was launched in 2012 to bridge the digital divide and enhance teaching and learning by creating a platform for tablets, so that students and teachers can access and share resources loaded onto a central server.

This platform was designed by MIB Technology where e-books can be downloaded onto tablet devices, through a Wi-Fi hot spot covering a school, and costs a fraction of the price of textbooks. The benefits of this solution include:

- A digital library of past examination papers and marking memos
- Teaching material
- An extensive digital library of Learning Channel videos, content from National Geographic, Wikipedia, TED talks, Learnthings Africa, material from the Massachusetts Institute of Technology, further content from the Royal Science of Chemistry
- Web books, learning materials for students and materials in other languages
- Teachers and students can communicate through the portal's messaging system to share information, calendars, homework, assignments and links to lessons. This can be done teacher-to-teacher, student-to-student and teacher to individual student, class or grade.

Schools only pay a nominal annual licensing fee and all the infrastructure needed to access the service including the server, Wi-Fi and portal is installed by MIB. MIB goes into the community and trains and shares skills with entrepreneurs, who then look after and service the equipment once it's installed. 'Site champions', from the community, remain at the school for a year after installation, to offer technical support to the teachers and learners.

## what we have learnt ...

MIB acknowledges that the effective implementation of e-learning requires both a strategic and operational plan which must match the school's vision of what it wishes to achieve in converting to an e-learning environment. We have learned the following in implementing our program:

- Due Diligence – a proper investigation needs to be conducted to ensure that quality, reliability and performance of the provided technology is of the highest standard. After-service criteria in respect of turnaround times for repairs, swap outs and acceptable guarantee and warranty requirements are negotiated to negate any down-time.
- IT Hardware must be robust and reliable to enable a comfortable teaching and learning environment.
- Content and safety of portal - MIB's content experts provide up-to-date material on the curriculum and the educational digital resource library comprises a variety of multi-media resources to facilitate the optimal use of e-learning in any learning environment. Content providers have provided licensed material for use on the portal and this mitigates any Intellectual Property rights from being breached. MIB updates the portal with relevant material or as requested by the institution.
- Appropriate training is conducted through various videos on the portal and in some instances the institution is provided by one-on-one training through recognized training institutions in e-learning.

“ LOCALITY, AFFORDABILITY, SAFETY AND SECURITY AND IT INFRASTRUCTURE ARE ANALYSED TO ENSURE THAT IT IS THE MOST EFFECTIVE SOLUTION FOR THE SCHOOL.





# Nal'ibali

## about our organization ...

The Project for the Study of Alternative Education in South Africa (PRAESA) is an independent research and development unit affiliated to the University of Cape Town, which focuses on language and literacy learning and development in multilingual settings. In 2012, PRAESA launched one of its programs, the Nal'ibali Reading-for-Enjoyment Campaign, as a way to address the challenge of literacy development in South Africa by creating conditions conducive to reading culture development.

Nal'ibali includes a national mass media and awareness campaign with a face-to-face mentoring and support program for setting up and running reading clubs in communities. Since the inception of the Nal'ibali Reading-for-Enjoyment Campaign, close to 10 million literacy supplements including free weekly readings in English, Zulu, Xhosa, Afrikaans and Sesotho, have been delivered to ECD centres, schools and reading clubs. Guidance, free information, materials and encouragement on website and social media platforms have also been provided to support literacy practices in the Eastern Cape, Western Cape, Free State, Gauteng, Limpopo and in KwaZulu Natal.

In each province, PRAESA's national program co-ordinator provides ongoing support to Cluster Mentors. They work to develop local infrastructure and provide operational training and mentorship to community-based volunteers or Story Sparkers, who enlist and support Reading Club Leaders to establish and run reading clubs. They also encourage parents, librarians and teachers to form community storytelling groups and conduct reading-for-enjoyment workshops to demonstrate and support appropriate practice.

## what we have learnt ...

Children who are immersed in great and well-told stories – and in languages they understand – become inspired and are motivated to learn to read for themselves. Such personally rewarding learning is a recipe for successful literacy development. Nal'ibali aims to create the conditions across South Africa that inspire and sustain reading-for-enjoyment practices in a variety of settings. The learning is informed by the following:

“ THE MORE CHILDREN  
READ AND ARE READ  
TO, THE DEEPER THEIR  
(AND THE ADULTS)  
APPRECIATION AND  
UNDERSTANDING  
OF THE VALUE OF  
READING GROWS.

- Patience, praising attempts and encouraging need to inform the coaching interaction. The act of learning by experience and demonstrating is important as shared reading, writing and storytelling engages, inspires and gets children learning.
- Getting children to write and tell their own stories stimulates imagination, communication and also links to reading.

Children need to be given the opportunity to take risks and make mistakes as they begin to read and write by using what they know to communicate and express themselves. Songs, games, storytelling, drama and arts and crafts can be employed to create a love of reading. The welcoming and stress-free environment of the reading club can be hugely motivating. It is a place for parents and children to bond as they spend time together.

- Adults have an enormously significant part to play as role models and mentors for children.
- It is important to invite and welcome the entire community but being there is voluntary. Anyone can be involved: toddlers, children, teenagers, moms, dads, grandparents, volunteers and other caregivers.
- Appreciation of the need to use the mother tongue and 'other tongues' means using African languages for reading and writing, as well as English – and consequent seeking of and development of appropriate reading materials.





# National Community of Practice for ECD

## about our organization ...

Ken Maxwell is a retiree who, having chaired the Jim Joel Education & Training Fund Advisory Committee for 14 years, brought together a group of donors, companies and NGO's involved in Early Childhood Development (ECD) in 2012, with a view to helping the National Planning Commission realize its objectives for enhancing the delivery of ECD.

In January 2013 this Group joined forces with Bridge ([www.bridge.org.za](http://www.bridge.org.za)) to form an ECD Community of Practice, which now has over 220 stakeholders.

The primary objectives of the ECD Community of Practice are to assist the roll-out of the National Development Plan proposals for ECD by:

- Working with Government at National, Provincial and Local levels
- Expanding the delivery of ECD Practitioners
- Accessing children, their families and communities to promote ECD

Participants in the ECD Community of Practice have combined their knowledge, experience and enthusiasm and have presented proposals to the Departments of Education and Social Development related to an Inter-Sectoral Forum for ECD, which aims to benefit the early development of children of South Africa.

## what we have learnt ...

“Collective Impact is upending conventional wisdom on how we achieve social wisdom. Organizations around the world have begun to see Collective Impact as a new and more effective process for social change.” (John Kania/Mark Kramer January 2013) Last year a group of donors, NGOs and private companies recognized that while there are many excellent activities in the delivery of Early Childhood Development (ECD) to date, they are nonetheless inadequate to meet the country's needs as set out in the National Development Plan. Operating in Silos is not nearly as effective as interacting and sharing so collaboration is vital.

There is a growing awareness on the part of Government that it needs to embrace the Private Sector. Similarly there is a growing awareness within the Private Sector of the need to collaborate.

A National ECD Community of Practice (CoP) has been formed by Bridge as a tool for successful collaboration by facilitating sharing in order to build. Bridge specializes in CoPs and offers Facilitation and Management services as well as Knowledge Management.

Training of ECD practitioners also needs to be prioritized. South Africa needs 80 000 practitioners but only 2 000 are being trained per annum. It is vitally important to win community involvement in this regard at a municipal and provincial level.



“ THE NATIONAL DEVELOPMENT PLAN CAN SERVE AS A BREAKDOWN OF WHAT IS REQUIRED AND LEND FOCUS TO GROUPS, BUT A PLATFORM IS NEEDED TO SHARE THE COMPLEX, CROSS-CUTTING AREA OF ECD.





# BRIDGE

LINKING INNOVATORS IN EDUCATION

## What is Bridge?

Bridge is an education-focused non-profit organisation in South Africa. Bridge links innovators in education, including representatives from civil society, government, funders, practitioners, teachers, learners, principals, parents, research organisations and unions. It connects them together in communities of practice that promote the sharing of good and effective educational practices so that there can be an increase in trust, a reduction in duplication, a maximising of resources, and an impact on policy so that the education system as a whole can benefit.

## What is the focus of Bridge?

Bridge focuses on the areas of school leadership, teacher development and accountability, the socio-economic conditions of learners, as well as learning and teacher resources.

## How does Bridge operate?

Bridge has three principal activities:

1. Firstly, Bridge **convenes and facilitates** community meetings. Bridge works nationally, provincially and at a district level and it has a particular facilitation methodology.
2. Secondly, it carries out the **monitoring and evaluation** of its communities' activities. It measures the activities of its communities of practice against specific outcomes that relate to the spreading of good practice, the maximising of resources, and the impact on policy and the system as a whole.
3. Finally, it focuses on **knowledge management**. This involves the recording and sharing of examples of good educational practice. It also involves turning information into chunks of usable knowledge, like tools and templates, which helps the work of community members. Bridge distributes this information through a range of print and online media channels as well as through media partnerships.

Bridge operates horizontally and vertically. It distributes learnings and it documents examples of working practice in order that what works can be shared, and so that people can avoid duplicating effort and can share resources. It also links practice with policy and policy implementation, because the work and collective power of a community can have an impact on the system.

## What are examples of Bridge's work?

An example of Bridge's work is its successful engagement of the DDG of Teachers, Education Human Resources and Institutional Development, Department of Basic Education, in the Bridge school principal mentorship group. In Bridge's 2010 research process and national dialogue, it identified key ideas and recommendations which informed the department's thinking around mentorship for school leaders specifically and the professional development of school leaders generally. Consequently, the DDG has recently requested that Bridge assist with the development of a draft plan on how to work through districts to support school leaders.

Another example of Bridge's work is the agreement reached between the Western Cape Education Department (WCED) and Bridge to work together in 2012 to create an Educational NPO and NGO Database. The creation of such a database will ensure that the WCED has a clear view of all organisations offering services to schools within the Western Cape. The database will also ensure that Bridge's community organisations will be able to access much-needed information for future collaboration.



If you have an effective practice that you wish to share, contact Bridge on [www.bridge.org.za](http://www.bridge.org.za) and join its collaborative online network.

Alternatively, email Bridge at [info@bridge.org.za](mailto:info@bridge.org.za) or phone on +27-11-482-5363.

Web: [www.bridge.org.za](http://www.bridge.org.za)  
Skype: [bridge.project.sa](http://bridge.project.sa)  
Twitter JHB: [@bridgeprojectsa](https://twitter.com/bridgeprojectsa)  
Facebook JHB: <http://www.facebook.com/actSAproject>

Twitter CT: [bridgeproject](https://twitter.com/bridgeproject)  
Facebook CT: [www.facebook.com/bridgeproject](http://www.facebook.com/bridgeproject)







## what we have learnt ...

Through relationships with Principals it emerged that inability to read was hampering ability to learn. So through CASPER (Constructive After-School Program for EnRichment), ORT SA CAPE targeted 'Learning to Read' and 'Reading to Learn'.

- The CASPER project has a co-ordinator, who works with each facilitator; who works with volunteers, carefully recruited for the long haul. Consistency is crucial when working in poor socio-economic contexts.

## “ WHAT WE DO IS PERSONAL AND RELATIONAL AND THIS IS KEY TO THE OUTCOME.

- In partnership with Stellenbosch University in 2012/3, volunteer Social Work Honours students were allocated three disadvantaged CASPER sites. The teams have proved to be an invaluable strength.
- The cascading buddy-reading model: CASPER works with small groups of eight pairs where older children are trained to be the reading coaches of the younger ones. We aim to spark a love of reading in children in creative ways. Brain science suggests that

children and adults are wired for curiosity. The student volunteers are trained to tap into the natural curiosity of the child.

- With Grade 6 'leesbuddies' as student placement clients, we strive to care for the "whole" child understanding both the cognitive and emotional needs. We have seen the significant bridge between social work (the students' in-service learning) and the literacy intervention.
- With volunteers (and especially the backing of tertiary institutions via student volunteers) the model is certainly scalable.
- We learned with the provision of human capital, the model becomes sustainable, which builds credibility with principals who have become disillusioned over the years by "hit and run" projects.
- The adaptability of children, and their ability to learn and respond when fun and creative methods are used.

## about our organization ...

The focus of ORT SA CAPE has changed dramatically since it began as a Jewish fundraising organization in the 1930s and currently, through a comprehensive set of programs, ORT SA CAPE addresses a number of critical educational challenges in preschools, primary schools and secondary schools in disadvantaged communities. Some of ORT SA programs include: organizing robotics extramurals and workshops, encouraging group communication and improvement in visual memory, concentration, technology, mathematics and science strategies and problem solving. The team are also involved in advancing research in learners' assessments.

The Constructive After-School Program for EnRichment (CASPER) program to improve learner and teacher performance in under-resourced schools in these communities was presented at the Emasa conference. This program provides supplementary learning opportunities for students in the areas of Technology, Literacy and Numeracy, providing supervised reading groups, which employ the 'buddy system', a peer-shared reading system, which improves confidence and literacy.

Strategies to improve the skills of educators in the under-resourced areas include training on learner performance, problem solving and the implementation of the Curriculum Assessment Policy Statement (CAPS), facilitating and funding of Skills Education Training Authorities (SETA) accredited Grade R Teacher Training courses to improve the overall quality of education, and support, ongoing monitoring and evaluation.







# Peace Promoting Schools Project

## about our organization ...

The GM South Africa Foundation's mission is to facilitate meaningful and sustainable socio-economic development in South Africa's disadvantaged communities by implementing new developmental projects structured as innovative replicable models, which draw all key stakeholders together behind a common vision.

GM South Africa Foundation established the Peace Promoting Schools Project in 2005 in Port Elizabeth, to empower all members of the school community, learners, parents and school staff, to learn to deal with conflict effectively and to build solid relationships. The objectives are holistic and aim to encourage schools to implement Peace Education as an essential part of their curriculum and to recognize and reward participating schools for striving to create a more harmonious educational environment for their teachers and learners. Peace Promoting modules with facilitator guides have been developed and include programs such as Building Peaceful Classrooms, Parental Skills, Peer Mediation, Peace Clubs, Peace Lessons, Seeds of Compassion and School Safety.

The government has been very supportive and government officials dedicate work hours to endorse the programs and provide input on the development and refinement of all materials used. By implementing peace projects on an annual basis, the Peace Promoting Schools Project aims to empower schools and teachers to gradually build a community of young adults with the skills to resolve conflict peacefully, think critically, and function effectively in groups.

## what we have learnt ...

In partnership with the Port Elizabeth District Office of Education, the GMSA South Africa Foundation has introduced and piloted a Peace Education Initiative to systematically address issues of conflict in schools. The Peace Promoting Schools Project has two fundamental aims:

- To encourage schools to implement Peace Education as an essential part of their curriculum
- To recognize and reward participating schools for striving to create a more harmonious educational environment for their teachers and learners

When considering best practices,

A second strength would revolve around the establishing of effective partnerships. The relationship with the Port Elizabeth District Office of Education is considered to be one of the program's accelerators to success. Principals and teachers have been enthusiastic partners in this initiative, forming teams within the schools. The consistent mentoring and recognition of participants in the program has also contributed towards its success.

While teachers are generally enthusiastic about the program and eager to participate, their overloaded work schedules mean limited time and energy to devote to the project. In recognition of this limitation, the GMSA South Africa Foundation has ensured that teacher-friendly guides are available, and support is provided. Training of teachers during the school day was not successful as this caused tension between participants and other members of staff who were called on to substitute during their absence. Furthermore, the Department of Education is not in favour of teachers being out of class. All training is now scheduled in the afternoons or in the holidays.

The carefully developed program materials and teaching tools make the programs simple to

replicate, and the appointed consultants readily travel to other regions to introduce and assist with their implementation.

“THE MOST TANGIBLE SUCCESS OF THE PROJECT WOULD BE THE DEVELOPMENT OF TAILOR-MADE LEARNING MATERIALS FOR TEACHERS, WHICH ARE ALIGNED TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS). THIS LEARNING MATERIAL ALSO FACILITATES THE REPLICATION OF THE PROGRAMS IN OTHER REGIONS.

In addition to supplying the material for the seven programs, the concepts that peace is a 'way of being', and that 'peace starts with self' are constantly promoted. As a result, many of the educators testify to the positive impact that the project has had on their personal development.

If the context can be created for educators to be impacted enough to take the concepts back to their classrooms, we believe that we have made some contribution towards creating more harmonious and life-giving teaching environments.



**GM South Africa Foundation**  
Pioneering Models For Community Development



# Pearson MARANG Education Trust

## about our organization ...

The Pearson MARANG Education Trust develops effective in-service models for under-resourced and under-performing schools.

It enables schools and officials of Education Districts to improve teaching and learning, within the national education policy frameworks. Through support, training, mentoring, coaching, ongoing monitoring, feedback and reflection.

One such model, The Pearson MARANG Education Trust's School Support and Development and District Partnership Project, launched in 2008, has adopted a holistic approach towards school improvement by supporting under-performing schools to become steadily achieving schools, capable of sustaining ongoing development. This 3-year, school-based, capacity-building program provides training by change agents, which includes the following programs:

### School Management Team Training

- Developing instructional and courageous leadership
- Clarifying roles and responsibilities
- Ensuring accountability
- Outdoor team building
- Certification

### General Teacher Training

- Development of teaching, learning and assessment strategies to accommodate different learning styles and ability groups
- Correct use of resources
- Training in diagnostic analysis and intervention strategies
- Setting of manageable targets
- Correct implementation of the Curriculum
- Psycho-social aspects that impact on education
- Sharing best practices

This project supports the Department of Basic Education to achieve its national objectives and to address the key challenges of capacity building at district and school levels, to improve school leadership, management and administration, to improve basic school functionality and to significantly improve and sustain the improvement of learner results.

## what we have learnt ...

THE PEARSON MARANG EDUCATION TRUST develops solutions to improve leadership and management together with teaching and learning outcomes in under-resourced and under-performing contexts within National Education Policy frameworks.

The following lessons have emerged during implementation:

- We must not under-estimate the time it takes to enable our targeted outcomes (a 3 year project will actually take 5 years)
- We need to work in the deep rural areas that are often neglected
- Operating Principles are vital and we must regularly communicate to all stakeholders, not only leadership
- We need to nurture healthy partnerships that develop trust and mutual respect

“PROFESSIONAL  
DEVELOPMENT  
DEPENDS  
ON  
SIMULTANEOUS  
PERSONAL  
DEVELOPMENT.”

“ENABLING  
DISTRICT OFFICIALS,  
SENIOR MANAGEMENT TEAMS  
AND TEACHERS  
TO DO WHAT IS  
EXPECTED FROM THEM.”

- We need to put 3 – 5 year performance contracts in place to ensure joint accountability between schools, districts and the Trust
- We need quarterly monitoring to ensure that the quality of deliverables is maintained
- Institution-based capacity building and support through diagnostic assessments is required
- The provision of resources must be coupled with training and support on how to use the resources
- For successful implementation, we must provide ongoing modelling, coaching, mentoring and reflection
- By enabling districts we enable more schools
- The easiest way to mediate new practices is to model them consistently





The Bertha Centre for Social Innovation and Entrepreneurship (Bertha Centre) at the University of Cape Town Graduate School of Business (UCT GSB) was established in 2011 as a centre of excellence in Africa dedicated to research, teaching, dialogue and support of social innovations that positively change and challenge rules, policies, technologies, structures, beliefs and institutions. The Bertha Centre invests in

the next generation of social innovators through scholarships; practical, rigorous teaching, exposure and debate; and a focus on applying leading social innovation research. Bertha Centre streams of focus include Education Innovation, Inclusive Health Innovation and Innovative Financing.

**READ MORE AT** [GSB.UCT.AC.ZA/BERTHACENTRE](http://GSB.UCT.AC.ZA/BERTHACENTRE)

## Bertha Scholarships

The Bertha Scholarships were created to nurture a new generation of social innovators, and to explore entrepreneurial solutions to help solve some of the urgent social and environmental problems of our time.

The combination of scholarship, geographic location and leading academic content in emerging markets provides a unique

opportunity for the most talented and innovative students. The Bertha Scholars are Africa-based social innovators with a commitment and track record to creating positive change.

The Bertha Scholarship covers full and partial costs of the MBA, MPhil and PhD at the UCT GSB for candidates committed to social innovation and entrepreneurship.

## An International Hub for Education Innovation

The Bertha Centre has been chosen as one of just four hubs around the world to form part of the Center for Education Innovations (CEI) and participate in a global initiative to understand effective ways to improve access to quality education in emerging economies. The CEI is employing a three-pronged approach:

- 1. IDENTIFY** To provide comprehensive, up-to-date information about programmes with the potential to improve the way education systems operate for learners from disadvantaged communities.
- 2. ANALYSE** By analysing programmes, good practices will be developed and a body of research built on non-state innovations and their role in education systems.
- 3. CONNECT** CEI will connect those who are implementing, funding, and analysing programmes in order to facilitate the scale-up and adaptation of successful models.

The core of CEI is an online platform, Features will include a programme database, a research and evidence library, and a funders' platform.

## Igniting Inclusive Healthcare Innovation in Africa

The Bertha Centre in partnership with UCT Faculty of Health Sciences, is pioneering an initiative focused on Inclusive Healthcare Innovation (IHI). This joint initiative is aligned to priority health needs in Africa and aims to understand and support healthcare innovation in and for Africa. This Initiative will contribute to the continent through:

- 1. THOUGHT-LEADERSHIP** A knowledge hub to research, showcase and consult on healthcare innovation in Africa.
- 2. BUILDING INNOVATION CAPABILITIES OF AFRICANS** Supporting the skills development of frontline workers and students such that local expertise and ideas can be realized into tangible solutions.
- 3. INNOVATION DEVELOPMENT** Providing practical advice and mentorship to assist innovators building, researching and implementing prototype solutions and business models.
- 4. HEALTHCARE INNOVATION NETWORK** Acting as a platform to unite a diverse range of stakeholders from the public, private, non-profit and academic community across the continent.

## Innovative Financing for Social Change

In addition to the many layers of policy work, research and teaching focused on building a strong base of African social entrepreneurs and encouraging social investment, the Bertha Centre is pioneering a longitudinal research project (the Investing for Impact Barometer), and is working on developing Social Impact Bonds (SIBs) and other innovative financing mechanisms for South Africa.

- 1. INVESTING FOR IMPACT BAROMETER** Launched by the Bertha Centre in 2013, this brand new annual publication tracks the trends and practices of investors who proactively invest for impact. The Barometer provides a 4 page snapshot of the growing investing for impact market in South Africa and will expand its scope progressively to other African countries.
- 2. SOCIAL IMPACT BONDS** The Bertha Centre believes that outcomes-based contracts facilitated by Impact Bonds and Pay for Success Instruments represent a unique opportunity to change the dynamic of how public and private capital is used in Africa. The Bertha Centre's work focuses on 1) stakeholder education 2) developing individual pilots of SIBs in specific sectors 3) exploring different funding mechanisms, and 4) research and knowledge sharing via an online platform.

## ScaleShift: An Invitation to Join an Open Community

ScaleShift is a Cape Town-based community of inquiry and practice exploring new ways of scaling social innovation. We are interested in conversation, research, and action. We are interested in the relationship between micro-change and macro-change. And we are interested in expanding current paradigms of social innovation and in discovering fresh paradigms. ScaleShift includes researchers and practitioners from all areas of the social innovation space.

**PARTICIPANTS** If you are . . .

- A social change practitioner currently involved in or considering scaling your work
- An academic interested in exploring the relationship between local social innovation and large-scale system transformation
- A facilitator, consultant, or funder supporting social purpose organizations and projects

. . . we would love to have you join us. Please send an email to Warren Nilsson at [warren.nilsson@gsb.uct.ac.za](mailto:warren.nilsson@gsb.uct.ac.za)





## about our organization ...

Penreach had one teacher and seven learners when it was established in 1991 as a community outreach program of Penryn College in Mpumalanga. Currently, Penreach reaches 400 000 children and 2 400 teachers directly and indirectly per year. This holistic school development program works in under-resourced schools in rural communities, through a variety of interventions stretching from birth to post-secondary school. The program's goal is to work towards education excellence and to improve the quality and accessibility of education to all.

Teachers in the ECD Phase, the Foundation Phase, the Primary and InterSen Phase and the FET Phase, are offered free ongoing training, leadership skills, mentoring, daily visits to schools by experienced field workers, workshops and qualifications to improve their professionalism in the classroom. Penreach supplies learners with a variety of resource and the infrastructure needed for better quality education and an improvement in performance. Parents and members of the community are also provided with training on topics such as parenting skills, and they are encouraged to become actively involved in their children's education through workshops and extramural programs.

In addition to their training support, Penreach offers girls and boys clubs and has built the Shalamuka Science Discovery Centre, which is recognized as part of the Department of Science and Technology's national network of Discovery Centres, and provides a unique, new learning environment for learners.

## what we have learnt ...



Learnings identified through successful implementation:

- There must be a pipeline of interventions from cradle to career in order for the learner to be adequately supported in reaching their potential.
- Whole communities are central to achieving change. We are really changing communities, not just schools. Communities create sustainability, ownership, maintenance of the infrastructure and safety and security of the schools.

### “ LEADERSHIP AND MANAGEMENT NEEDS TO BE DEVELOPED AT ALL LEVELS, FROM PRINCIPALS TO SGBS AND SMTS TO LEARNERS.

- Evidence-based research was incorporated through Dr Holtmann's work 'what it looks like when its fixed', which helps ensure buy-in and sustained change as the community take on ownership of their own solutions.
- “The seeds of success (or failure) lie in early childhood development and literacy and numeracy skills are crucial factors which keep learners in school.
- It is not too late to work with those already in the school system. By selecting individuals who are capable of making it and working with them individually, we can make a difference in their lives.

- This creates a sustainable, well-managed school.
- Hungry, hurting children can't listen, focus, work or cope in school. Psychosocial support of teachers and learners needs to be integrated into programs.
- Schools with structure and rhythm work, e.g. using 'house' systems. The learners need to feel they belong and are cared for as individuals.
- Ask teachers what they don't know and work from their needs. But remember that “Sometimes people don't know what they don't know” so it also required observation and careful listening to help articulate their own needs.
- Instil values, through changing attitudes and professionalism in teaching, and building hope.
- Changing attitudes towards education and helping parents get involved in learning is vital, for example, reading books to small children.
- Never assume you have arrived. Keep changing, keep growing, keep reinventing what you do to improve.
- NGOs need to recognize their limitations as they are not government so they don't have the power to make decisions that affect schools.
- Lasting change takes time.







## about our organization ...

Philani Maternal, Child Health and Nutrition Project was established in 1979 by a Swedish doctor in the 'informal' settlements on the outskirts of Cape Town as an intervention to prevent malnutrition, rehabilitate underweight children and promote good health. Since then it has developed to include a holistic program targeting maternal health and an Early Childhood Development program, which offers support to expectant mothers and to children from birth to school-going age.

This program has as one of its core components the idea that communities are best placed to solve their own problems, and that women within these communities, who have children that are thriving, are best placed to be trained to deliver services to others. Philani engages with community leaders to identify the needs of the community and to select mothers, who have a positive attitude, are empathic, are non-judgmental and have good listening, organizational and coping skills – these women become 'Mentor Mothers' within the community. During a 4 to 6 week assessment and training period, mentor mothers are trained in skills on HIV/AIDS, maternal mental health, nutrition, basic health, early stimulation and play, knowledge about community resources and services, and information on grant referral mechanisms. Following training, successful applicants are employed and conduct approximately six home visits per day, building supportive and trusting relationships and discussing family and parenting related issues, during each 15-45 minute visit. On-going supervision and input from co-ordinators and local clinic nursing staff ensures the program's success.

Philani has grown and now offers services throughout Khayelitsha and Cape Town, as well as in the Eastern Cape. Currently the Philani model is being implemented in Ethiopia and Lesotho.

## what we have learnt ...

Identifying sustainable and effective strategies to improve maternal and child outcomes in low and middle income countries (LMICs) is a high priority. Often intervention strategies address only one health risk at a time or begin when children are older. Intervening later is more costly with less return on investment.

The Philani model, which integrates a broad spectrum of maternal and child health interventions, improves maternal and child health as well as promoting the more efficient and effective use of resources.

**“ COMMUNITY-BASED  
PROGRAMS WORK  
WHEN THERE IS RIGOROUS  
SUPERVISION AND  
ONGOING TRAINING.**

The Philani program has been rigorously evaluated and been shown to have benefits for maternal and child health, for infant growth and for child cognitive development.

The selection process of mentor mothers is intensive and thorough. They are identified and recruited from within the community on the basis of having faced adversity and yet managed to raise thriving children.



The training consists of three components:

- The universal foundation of core knowledge and committing to change;
- Addressing specific content domains to meet child and maternal outcomes.
- local tailoring that takes local context, language, income and region into account.
- Supervision and management is central.

The fact that the early benefits of the intervention that were seen at 6 months appear to be holding at 18 month has important implications for improving child health across the life-span.

We need to dedicate thinking to effective scaling up of successful initiatives.

The program provided both task-shifting (tasks being shifted from nurses and other professionals to community health workers), and site-shifting (from clinic to communities), and offers an intervention model for building sustainable, locally tailored generalist community health worker programs.



# Protea Education Development Project

## about our organization ...

Building on the experience gained through the Intshayelelo Primary School Project, Protea Education Development Project (PEDP) initiated the Zisukhanyo Schools Project (ZSP) in 2008 to assist in raising standards of numeracy and literacy in disadvantaged South African primary schools through the provision of computer technology and related support services. In the intervening period, a total of 19 primary schools in the Greater Cape Town area have been provided with state-of-the art computer technology by PEDP. All of the schools are located in the Metropole South Education District in the Western Cape.

The ZSP adopts a holistic approach to the provision of computer technology in primary schools, in that it provides nourishment for the children's bodies – through support for feeding programs - as well as for their minds. It also provides support for health-related school programs. Furthermore, it provides specialist technology as an aid to teaching & learning in the LSEN classroom. The ZSP delivers the IT Numeracy Program, a program that provides a structured methodology for the use of computer technology in such a way as to enable standards of maths teaching and learning to be raised across all grades in the supported schools.

“ THE IMPORTANCE OF SUPPORT FOR FEEDING PROGRAMS AND, WHERE POSSIBLE, FOR EYESIGHT SCREENING PROGRAMS, SHOULD NOT BE UNDERESTIMATED PER SCHOOL.

## what we have learnt ...



### Effective program strategies:

- Having in place an ICT Champion (or Project Leader) per school
- Having in place an ICT Committee per school
- Having in place a Computer Lab Assistant per school (to lend support to the teachers in the computer lab throughout the school day)
- Delivery of ICT Management Support services, which are imparted to the School Principals and the schools' ICT Committees
- Delivery of ICT Curriculum and Facilitation services to the teaching staff
- Delivery of high-quality IT Technical Support services, in order to ensure high levels of availability of the technology (typically, in excess of 95% across all of the supported schools over a typical month)
- Development of IT technical skills among unemployed matriculants, who were recruited from the local communities

### What didn't work?

- Buy-in to the project was not consistent across all of the supported schools
- Levels of leadership from the School Principals, while for the most part excellent, was patchy
- Support levels from the Education Department officials, while initially somewhat tentative, became stronger and more effective as the project progressed.

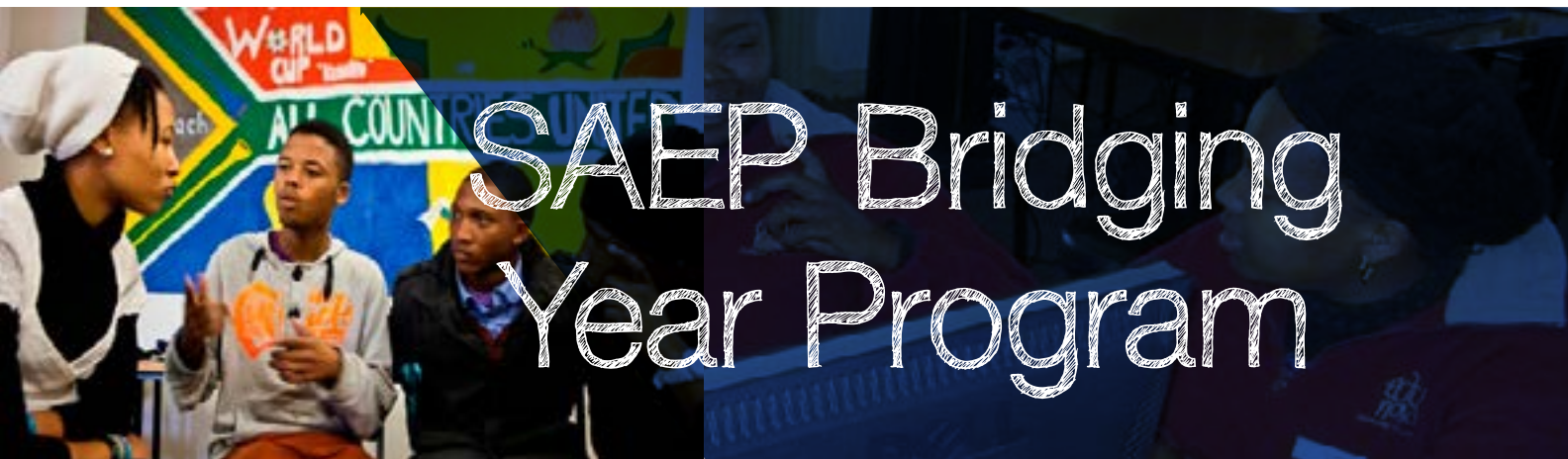
“ HAVING IN PLACE AN ICT CHAMPION (OR PROJECT LEADER) PER SCHOOL

### Valuable lessons:

- Don't expect all of the project stakeholders to live up to their commitments, even if the commitments are formally documented and signed off by the stakeholders.
- Support services should be provided to the schools by a project implementation team for a minimum of two years.
- When selecting a team to implement an IT project in schools, choose ex-teachers with IT skills, rather than IT specialists with no teaching experience.
- For the IT component to be effective, having unqualified buy-in to achievement of the project objectives from the School Principal and the Education District officials is vital.
- Close and effective collaboration between the project stakeholders (the project sponsor, the schools, the Education District and the project implementation team) is a vital ingredient for the achievement of success.
- There needs to be a focus on ensuring that preventive maintenance of the technology is regularly carried out (in order to increase levels of availability of the technology) and on taking appropriate steps to ensure the sustainability of the project following the withdrawal of support by the project implementation team.







# SAEP Bridging Year Program

## about our organization ...

The South African Education and Environment Project (SAEP) runs academic, enrichment and personal development programs for children, youth and education providers in Cape Town's severely under-resourced townships, empowering young people, who are neglected by South Africa's education system, through tutoring, enrichment and support, giving impoverished learners the tools to reach their potential and uplift their communities.

SAEP programs are developed in response to community needs, and, in 2003, as a result of demand from former students of SAEP's high school programs, SAEP established its Bridging Year Program, an intensive, holistic post-secondary initiative, providing career support and counselling, CV development, academic tutoring, and basic computer and internet skills development for Grade 12 learners seeking to improve their chances of accessing tertiary education and/or meaningful employment.

Through the Bridging Year, students gain the exposure necessary to make informed academic and career choices. They also 'give back' to the community through ongoing social service projects, which instil leadership skills and civic responsibility, and they participate in poetry workshops, journaling, and other creative extra-curricular activities that promote reflection, self-awareness and self-expression.

After this comprehensive, year-long curriculum of hard and soft skills, students leave the program with attributes such as critical thinking skills, leadership qualities and broadened perspectives, which equip them with the relevant skills necessary for future success.

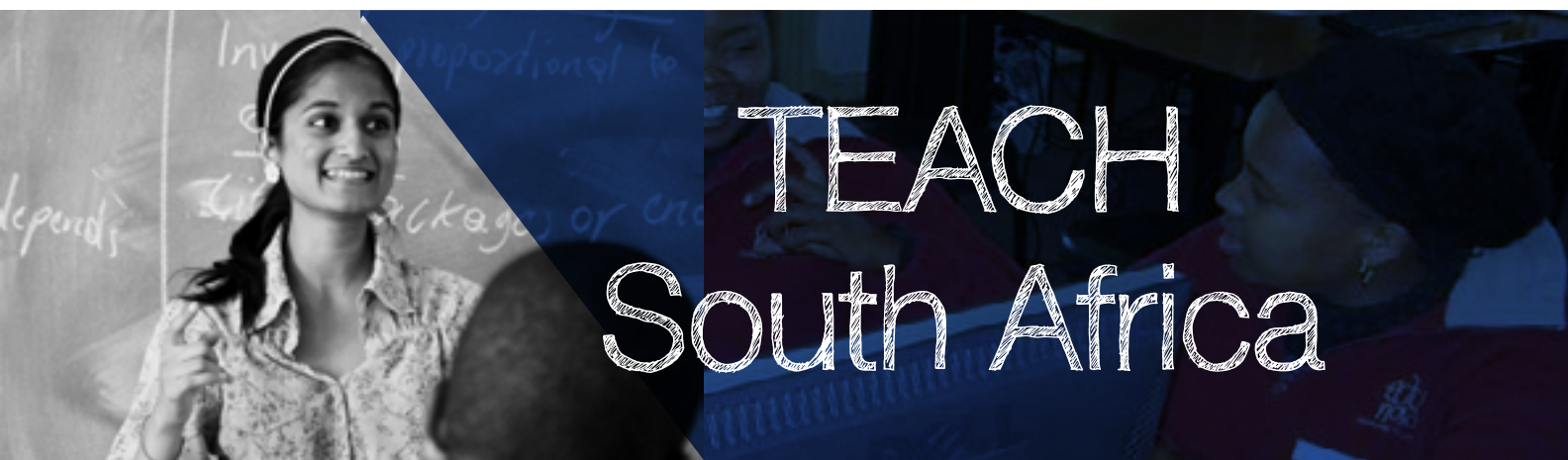
## what we have learnt ...

The SAEP Bridging Year and Tertiary Support Programs have grown out of the mentoring relationship between students who were seeking guidance after school and those who were able to provide that space. The following key principles drive our implementation:

- Students at SAEP are expected to start negotiating with universities, learning to make phone calls and send e-mails, and learning to use printers, PowerPoint, Word and Excel. English language proficiency is key. Classes are conducted in English, and there is a strong focus on reading, critical thinking and functional English "touchstones" classes, and creative writing. Exposure to the life of University before it actually becomes a reality is important, but opportunities are not limited to university.
- Offering tutoring across a range of subjects would be ideal, but this poses a logistical challenge in finding a sufficient number of tutors. It may be more feasible to develop a few subject focus areas.
- Community service is something which works. It challenges students to think in new ways and allows them to practice new skills and develop self-esteem. It is also important to ensure placements where students have some ownership of their projects and gain a broader understanding of the problem on which they are focusing. Short bursts of community service do not work, whereas long term regular placements in organizations do. Students can create change.
- Building relationships in which the students feel comfortable is key to the success of this project. Relationship-building provides a nurturing environment, allowing students to grow in confidence and reflect on their own progress and goals. These skills are becoming increasingly important to employability.

WORKING WITH PARENTS AND FAMILIES HELPS TO SUSTAIN RELATIONSHIPS ONCE STUDENTS HAVE GRADUATED FROM THE PROGRAM AND HELPS TO BUILD TRUST WHICH IS A KEY COMPONENT IN DEALING WITH PROBLEMS AS THEY ARISE. WE'VE LEARNT THAT BEING RESPONSIVE TO EACH INDIVIDUAL FAMILY CAN CREATE DIFFICULTIES WITH A LACK OF STANDARDIZATION. PROVIDING SUPPORT FOR STUDENTS TO ACCESS RESIDENCE IS NECESSARY FOR SOME STUDENTS BUT CAN NEGATIVELY IMPACT OTHER STUDENT'S PERFORMANCE.





## about our organization ...

Over the past 5 years, TEACH South Africa has placed over 214 TEACH Ambassadors in 96 schools in eight of the nine provinces in South Africa.

From humble beginnings in 2008, equipping the best practices from other educational expertise, TEACH South Africa has come a long way. The journey continues, as we along with Funders and Partners address the issue of unequal education with a specific focus on historically disadvantaged and rural areas where Ambassadors teach English, Mathematics or Science. The journey to date can be summarized into practices that have either been successful or have not.

### What worked?

Over the years, TEACH Ambassadors who have managed to achieve a balance between Content Knowledge, Classroom Management and building relationships with learners have proved to be more effective in the classroom. The provision of mentorship and quarterly workshops has been paramount in assisting them to find the balance between these three components. These Ambassadors initiate extra-curricular activities called Legacy projects at the schools where they are placed. Learner participation in these Legacy projects propels teacher/learner relationships as well as assisting learners develop certain attributes that help them learn better in the classroom. Examples of these attributes include: discipline, dedication, teamwork etc.

Since Ambassadors are placed in schools and communities that are under-resourced, understanding the individual backgrounds of learners becomes useful in assisting the TEACH Ambassadors understand learners, address their needs appropriately as well as help close the learning gaps which learners have from previous years. The use of technology in these cases expedites the process of closing the gaps as different IT solutions where possible are used. The Ambassadors being young and “techno-savvy” becomes a great advantage. Ambassadors, who generally have access to basic technology such as laptops, are able to produce and present lessons which are innovative and creative.

### What didn't work?

Placement of Ambassadors in dysfunctional schools, where school leadership and management is problematic has proven to be a drawback. Here the Ambassador's energy and efforts are diverted, if not diluted, to an extent that they will not be able to give enough attention to the learners. In worst cases, they may even leave the program.

Further to this, TEACH South Africa has noted that by not placing Ambassadors in pairs often results in them not having a significant impact. Related to this is also placing Ambassadors in schools that are too far from each other. Because the Ambassador is isolated from other Ambassadors with whom they carry the same mandate, their progress might slow down hence minimizing the impact they could make.

## what we have learnt ...

Firstly, when Ambassadors enter the teaching environment, there is need for them to understand the learners, both in their individual and collective capacities if ever any envisaged change is to manifest. An effort to understand what knowledge, interests and skills learners already possess is important. It gives the Ambassador a good idea of where the learners are, what is required and how to get it across to the learners for the change to occur. It then becomes very important for the Ambassadors to use techniques that capitalize on leveraging on the learners' already existing knowledge. For such teaching techniques to work effectively, a good rapport between an Ambassador and learners should be developed so as to build trust which will constitute the building blocks to teaching and learning.

Secondly, Ambassadors thrive best in environments where they are most supported by both internal mentors (the principal, HOD and subject teachers) and external mentors (TEACH mentors). Depriving them of this

support inhibits the unlocking of their potential to teach productively. Brenner (2001), states that the support novice teachers receive from mentors enables them to cope with the everyday stresses of teaching. When placed in pairs or in schools close to each other Ambassadors creates an intra-school and inter-school community of practice.

### What can be spread?

A TEACH South Africa Ambassador's impact in schools is dependent upon a good balance between good content knowledge, sound classroom management practices, knowledge of learners, provision of mentoring and support, sound school leadership and building a solid rapport with learners both in and outside of the classroom.





# Technical Schools Turnaround Project

## about our organization ...

Sasol Inzalo Foundation facilitates the implementation and spread of effective practice, engagement in advocacy to influence policy and the development of effective education models for replication.

In 2012, this foundation recruited and funded Education Moving Up Cc to initiate the Technical Schools Turnaround Project at a high school in Johannesburg to address the decline in learner achievement at upper secondary level. In order to turn around underperforming schools by linking learners' performance to their dreams, rather than to the extremely low pass level in South Africa. This project involves a holistic strategy that covers the entire organizational system, both inside and outside the school. Two of these strategies are The School Target Setting System, where promotional schedules are implemented allowing the school to ensure planning for a 100% pass rate in the school, with learners, teachers and school leaders each having a personal target to work towards, and The Learner Expectation and Achievement Agreement, in which targets are constructed by the learners themselves, in relation to their own aspirations and dreams.

All paper-based processes are migrated onto electronic platforms, and educators are given IT training to ensure that the turnaround process is implemented successfully; that focus on the success of learners, not just the compliance to minimum requirements is maintained and that the system will be sustainable beyond the project years.

## what we have learnt ...

The project principle (there are five) that is most central is that we need to restructure the current education model that is based on a 'middle-class default community' construction that is a 'dysfunctionality-by-design' construction for poor families and learners:

- The focus of the School Turn Around Strategy (STAS) was constructed from a 'poor community' perspective, and therefore most principals from such backgrounds, and who are managing schools within these areas can relate to the conceptual basis of the strategy.

- The STAS is based on recognized academic and theoretical theories, models and approaches, but is contextualized to the local conditions of South Africa and similar developing countries.
- Adhering to the limited requirement (compliance) of policies is a necessary requirement, but not sufficient to get school to high functioning or excellence.
- School turnaround projects will need at least a 3-5 years period in order to cement and stabilize schools that have been 'dysfunctional' for a long time.

“ WHEN IMPLEMENTED IN AN ORGANIZATIONAL CONTEXT WHERE PEOPLE DON'T SEE THE NEED TO CHANGE (THEORY OF CHANGE), THE IMPLEMENTATION HAS LITTLE CHANCE TO SUCCEED.

The STAS is a holistic, extensive and an all-embracing 50 Operational and 50 Quality systems design, intended to interconnect the various working systems in schools. An example of one of these is inviting students to develop their own target setting by identifying their dream and working back to identify the performance that is needed to make that dream a realistic goal. This target is then formalized through a contract between teacher and learner to promote buy-in and accountability from both parties. Individualizing the learning pathway of learners is important. The efficacy of this principle is illustrated in a recent example where three students who had failed Grade 10 the previous year, went on to be placed in the top 20 performance the following year due to them achieving and out-performing the target constructed by the school.

- The STAS is designed to connect with school in the performance continuum, meaning wherever they are, and gives them the pathways of how to get to the next level of performance, including becoming a school of excellence.
- The STAS is practical and related to the day-to-day engagements and responsibilities of school leadership and management team members.





## what we have learnt ...

The following has emerged from the implementation of the Unlimited Child program:

- Program is driven by need for rapid impact and visible results. There needs to be a sense of urgency around replicating models in the ECD sector that work. This will often require collaboration with partners.
- A daily, structured program is designed to help the caretakers establish routine in the crèches.
- The educational toys need to be good

“ **CHILDREN LEARN THROUGH PLAY AND THIS PROGRAM SERVES TO STRENGTHEN THE CAREGIVERS' CAPACITY TO USE PLAY MEANINGFULLY IN SOUTH AFRICAN CRÈCHES.** ”

quality, professionally designed and varied to suit children's developmental stages. Simply supplying them is not enough. Training caregivers to use them is vital to ensuring that the toys will be used meaningfully and will continue to be used.

- Once the caregivers have been trained, the

learning has to continue. The continued training as well as leaning from peers take place in geographic clusters of crèches. The training needs to be aligned with the curriculum framework.

- The process of selecting the participating crèches should be rigorous according to a combination of right place, person and the presence of passion. If we detect a lack of passion in a crèche, the program will not be implemented there as it is unlikely to be met with buy-in and maintained.
- Monitoring the crèches where the program is being implemented is important and needs to be sustained. Using members of the community for this goes a long way towards securing local buy-in.
- STOP to reflect on the program implementation. LOOK at the mistakes that have been made. CORRECT the flawed components and continue TAKING ACTION.

## about our organization ...

A corporate social responsibility project called Operation Abantwana was established in 2008 with help from academics and early childhood development specialists, involving five crèches in Marianhill and the Valley of 1000 Hills. Today this has evolved to become The Unlimited Child.

This ECD initiative recognizes a national problem and seeks to make inroads by providing training to caregivers, age appropriate educational toys and ongoing support to 358 crèches in the region. These crèches and centres are grouped into geographical clusters that function as a support group, so that learning among the caregivers is accessible and reinforced. Monthly cluster meetings are led by trained project monitors and a facilitator and monitors are allocated crèches to support through regular visits. The aim of this project is to optimize early childhood development by providing early social, physical, intellectual and creative stimulation to young children in low income areas to help them to maximize their potential and prepare them for school, so that they can have a greater chance of success.

The Unlimited Child has focused on KwaZulu Natal. Recently, pilots have been carried out in the Western Cape and in Gauteng, with the intention of having the model replicated in all nine provinces by 2020. It is anticipated that by this time the program will have reached 1.5 million preschoolers.







## what we have learnt ...

Ububele specializes in life from pregnancy to nursery school as early childhood experiences are the most significant predictor of mental health in later life. The organization operates on the following principles and learnings:

- Trying to intervene at nursery school level is too late.

mother-infant dyads who were assessed as high-risk for insecure attachment by the Baby Mat, are now referred for individual or group psychotherapy.

- Mothers from the community with certain qualities are also identified for training. It is significant that the mothers come from the community as this helps with buy-in from the community. These women are trained to operate not as counsellors, but as honoured visitors, mentors and friends.
- In order for the group to offer a supportive, safe and trusting space that is open to what mothers bring to the sessions, the group should not be structured around one specific mother-infant problem, for example HIV/AIDS, that dominates the interactions.

## “ THE FOUNDATIONS OF LIFELONG MENTAL AND PHYSICAL HEALTH ARE BUILT IN EARLY CHILDHOOD FROM CONCEPTION.

- Involvement and interaction should be emphasized by using the science of ECD to close the gap between what we know and what we do. An example of this in action is The Baby Mat Project, operating at a primary health care centre in Alexandra Township. A mat is placed on the floor at the immunization clinic for mothers and babies to interact with a counsellor, who may be a psychologist, social worker or trained lay counsellor. The counsellor simultaneously responds to and reciprocates communications from the infant and mother and observes and assesses attachment. The continued support from the nurses has meant

## about our organization ...

In May 2000 the Ububele Educational and Psychotherapy Program was founded. Spearheaded by clinical psychologists, 18 months of research was conducted and the community in Alexandra, Johannesburg were consulted on a comprehensive early childhood development program.

Ububele empowers those working with young children, from an under-resourced community, with the knowledge, understanding and psychosocial support skills necessary to build the emotional resilience of children and help to break the inter-generational patterns of behaviour and poverty, so that they can grow up to become healthy adults, competent parents and good citizens. Ububele is accredited as an education and training provider by the Health Professions Council of SA and provides free or subsidized training to psychotherapists, social workers, social auxiliary workers, nurses, preschool teachers, child caregivers and lay counselors. Ububele also works with mothers and infants to improve the quality of attachment between them, and the Ububele preschool offers a holistic and enriching curriculum, where highly trained staff are able to identify children who are experiencing emotional challenges and support them with individual play therapy. Regular parenting workshops are offered by psychologists to promote positive parenting and coping mechanisms.

Ububele training programs and services have expanded exponentially since the project's inception, and in the last 3 years, the number of people in the community that have been directly impacted has increased by 58%.



# UFS School Partnership Project

## about our organization ...

The Free State University, in partnership with the Department of Basic Education and national and the international business community, works with 23 identified underperforming schools over a three-to-five year period. The UFS School Partnership Project was launched in 2010. By using a hybrid mentoring, coaching and training model focusing on School Management, Mathematics, Physical Science and Accounting, the aim of this project is to turn around these schools to become top achievers of which the teachers, learners and parents can be proud.

Teachers are partnered with qualified mentors in the selected schools in the program. These mentors in Physical Science, Mathematics and Accounting regularly visit Grade 10, 11 and 12 subject teachers in the classroom to mentor, coach and train. The mentor's time with the teacher is spent giving example lessons, planning lessons in accordance with pacesetters and helping to create a healthy academic rhythm in the classroom. The participating schools are grouped in clusters to facilitate peer learning, collaboration and sharing of resources. The School Management Team of each school is helped to identify growth areas and develop effective time management schedules in terms of time-tabling and time on task. The principal is mentored in all aspects of school management and leadership. The teachers in the classrooms are supported by electronic resources and live interactive curriculum support has been provided to Grade 10, 11 and 12 learners.

## what we have learnt ...

### • 7 habits in schools that work

The project is based on 7 key areas that have been identified as necessary to address simultaneously if systemic and sustainable change are to be achieved: 1) Too little Instructional time available in the formal school timetable, 2) Lack of subject matter knowledge, especially in high schools, 3) Teachers also lack the pedagogical knowledge, 4) Lack of instructional leadership due to administrative tasks, 5) Less than optimal Parental involvement, 6) Lack of basic resources and 7) Not involving External stakeholders optimally

We found that being able to be at the school on a regular basis (at least once a week), creates a productive rhythm. There is a notable difference in the co-operation, the relationship being built and the performance of the teacher in the five cluster and 12 cluster schools. Not all teachers want to participate from the start, so focus on the ones that want your help.

“WE BELIEVE THAT SCHOOLS HAVE BEEN “WORKSHOPPED” TO DEATH.

### • Workshops vs. In-house intervention

Even though workshops have a place, we found that teachers go back and fall into their old habits. Our project aims to make a difference IN the classroom. By assisting the teachers right there where it matters, and by following up the next week, we find a sustainable change in performance.

Soon the others will follow.

Be sure to ‘over-communicate’ with all school stakeholders and collaborate with existing initiatives.

### • Focused approach

It would be ideal to involve all schools, but we have realized that then we run the risk of spreading ourselves too thin. We focus all our resources on these selected schools.

It is an expensive model, if it all ends with the selected schools, but the plan is that as soon as they start changing from good to great, they will be able to assist surrounding schools. This will free us up to start focusing on the next cluster/s of schools.

“WE BELIEVE THAT BY CREATING CENTRES OF EXCELLENCE WE WILL ENCOURAGE OTHER SCHOOLS TO FOLLOW.

### • Best Practice

We adapted the model to two clusters of five schools each and one cluster with 12 schools.







## about our organization ...

Wordworks was established in 2005 to support the early language and literacy development of children in disadvantaged communities in South Africa through targeted early interventions, programs and resources. Parents, teachers, community members and volunteers are provided with support, training and material, so that they can play a meaningful role in facilitating the early acquisition of language and literacy skills and children can be enabled to fulfil their learning potential.

The Wordworks Home-School Partnership Program, Wordworks Literacy Program and Wordworks STELLAR Program are three Wordworks' programs which have expanded and, although the bulk of work is still in the Western Cape, are now being delivered in up to five South African Provinces.

The Wordworks Home-School Partnership Program (HSP) encourages parents and caregivers of young learners to take an active role in supplemental education by equipping them with training, 'learning kits' for home use, and other resources for learning after hours.

The Wordworks Early Literacy Program (ELP) trains and deploys volunteer tutors to provide targeted support to children in Grades R, One and Two who are at risk of falling behind with their reading and writing.

The Wordworks Strengthening Early Literacy and Language Teaching in Grade R (STELLAR) Program is a cost-effective, resource-rich methodology for supporting literacy in Grade R classrooms. STELLAR trainers work alongside Grade R teachers for a period of six months and facilitate interactive learning through hands-on activities, report-back and group discussions.

## what we have learnt ...

We know that differences in early experiences mean that many Grade One learners begin school two-to-three years behind their peers from more privileged contexts. Ten years ago, we started an organization with the idea that we wanted to try and find ways of addressing these early inequalities. These are the lessons we've learnt:

- Sharing knowledge is key. Many parents want to be involved and are grateful for the opportunity to learn and participate in learning.

“ IT'S ESSENTIAL TO PROMOTE AND CELEBRATE THE ROLE OF PARENTS AS 'FIRST' TEACHERS.

This shift doesn't happen overnight. It's about changing habits and attitudes around long established beliefs about roles of parents in their children's education.

- There is a need for compensatory support programs: teachers cannot turn educational attainment around on their own - they need the support of community members and volunteers. While retention of volunteers is always an issue, we see the relationships between children and volunteers as being key to keeping them committed. This is also about giving women opportunities to play a meaningful role in their communities.
- There is a great need for skills based in-service training and provision of resources with a specific focus on literacy and language. Grade R teachers are seeing the difference in children's language – and are confident that the children they send to

Grade One are better prepared. This is a process of learning by doing, reflecting on practice and sharing.

- Training is not effective without materials/ resources that are well designed, locally relevant and fun!
- We started on a small scale at a few schools by developing resources, programs and then a model for delivery.
- We need funders and key decision makers who believe in this work and are prepared to rethink ideas about literacy and invest in families, communities and preschools. An enabling policy context is also needed. Literacy development from Grade One to Grade Three is often viewed in isolation from literacy and language in Grade R/ preschools. It takes time to shift this view that 'literacy development starts at school, the 'context' is the classroom, the 'messenger' is the teacher and the 'resources' consist of those available to the teacher in an academic context.

“ OUR PROGRAM DELIVERY HAS GROWN THROUGH KEY PARTNERSHIPS, PARTICULARLY WITH THE LOCAL EDUCATION DISTRICT.





# THE MOVEMENT

This booklet was co-designed in Masiphumelele township as part of an exercise in which interns were trained on graphic design and DTP. The interns are now able to use this publication in their portfolios which will help them find full time employment.

