

# **THE COMMUNITY COLLABORATION PROJECT**

**Training Workshop  
25<sup>th</sup> and 26<sup>th</sup> January 2014**



## **THE COLLABORATIVE COMMUNITY**

### **What expectations do you have for this training?**

There were various different expectations voiced by participants such as; “To meet up with organisations and learn from each other”, “to share best practice and methodologies that are working”, “Understanding the nature of collaboration and what we intend to achieve together”.

*Activity:* Take a moment to consider why you approached IY and why you have sat down to read this document? What is it that you hope to learn, do, ask, find, share, voice, etc.?

*N.B.* This will be useful to hold in your mind throughout your reading and to question whether or not this meets your expectations or how we can better meet them.

### **Why do we as organisations exist?**

Collectively...our ultimate objective is to work ourselves out of a job and become irrelevant. To do this we need to learn from and replicate the programs and projects that are improving the academic performance of disadvantaged youth, empowering them to believe in themselves, and altering their perception of what they can achieve.

In doing this, we will reduce inequality and fight injustice by; increasing youth employability and subsequent the employment rates; creating an army of change agents; and forming a unified voice to influence decision-makers.

### **What are the challenges you are facing? (Below are some of the challenges expressed by participants)**

- Getting enough regular volunteer tutors is an on-going challenge
- Learners participation and motivation
- Lack of buy-in from local schools – They aren't seeing the value of tutoring
- Language levels of learners and temptation to explain in home language
- The skill level of tutors is variable and they do not is a lack of understanding of the methodology
- Managing relationship problems; particularly the teachers and parents involvement
- Funding; getting it and keeping it
- Easy to use tools to measure impact and methods to communicate it
- Learners non-academic challenges
- Learner transport is costly
- Making sure that learners are safe when they're at the branches
- Ensuring that the workspace has enough resources and learning materials
- Learners arrive at tutoring hungry
- Building the credibility and subsequent support for programme takes time
- Building the relationship between learner and tutor

## 1. VISION 2030

Vision 2030 was conceived by an outrageously ambitious team of Ikamvanites at their National Strategic Planning Week in 2012.

Vision 2030 is that:

- ALL learners who begin grade 1 in 2018 will reach matric or the equivalent and ALL learners will pass.
  - ALL learners who matriculate in 2030 will access the post-school opportunity of their choice.
- ALL young people will, within four years of matriculating, be firmly on the path to earn a dignified living.

This vision is not a vision for IkamvaYouth or what we want to achieve as an organisation. It is a vision for the country and how we can play a part in its attainment. It goes far beyond increasing the number of learners being tutored and the number of established tutoring branches, although this does play a part. Moreover, in this ideal 2030 South Africa, the practices and principles that the tutoring model embodies will be firmly woven into the fabric of education and a just and equal system will be flourishing.

We need to work together to make this basic right a reality. Due to the enormity of the challenge it is not possible, nor is it desirable to even attempt to do this alone.

We are talking about forming a community of people who will lead South African youth (and therefore the country) to a better future. By learning from and talking to one another we can start to live out the values of; responsibility, reciprocity, commitment, collaboration, openness, and integrity in a very tangible way.

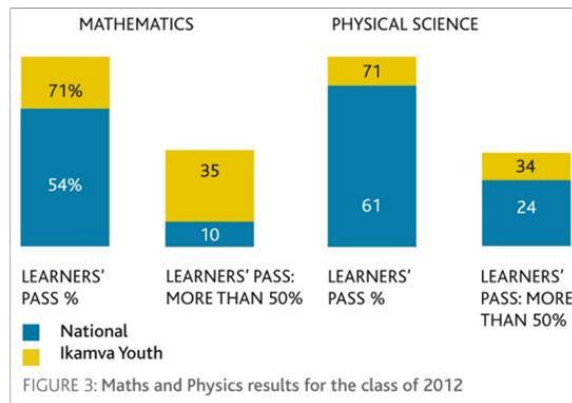
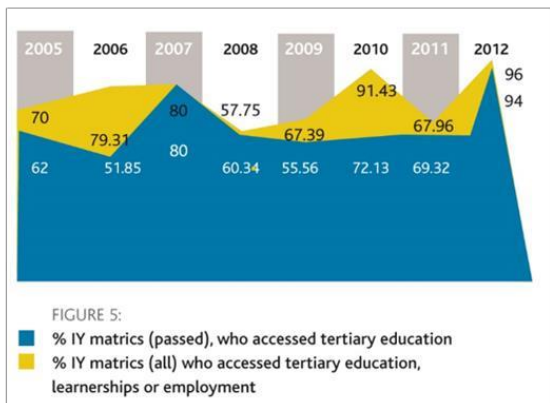
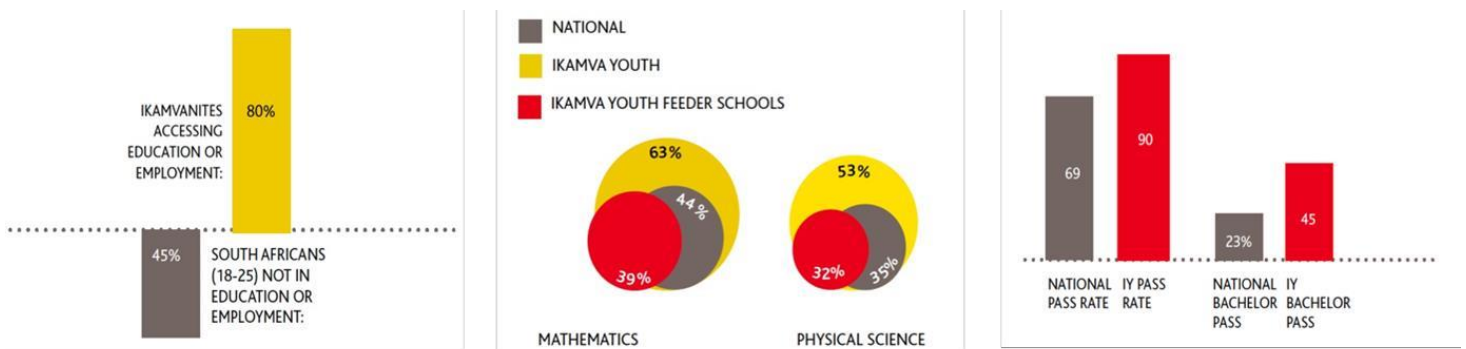
IkamvaYouth is fortunate enough to be in a position to drive this process and establish this space for community partners. We are embarking on this project because:

- 1) The very concept of collaboration is integral to the IkamvaYouth model and the organisation
- 2) We have tried, tested, and developed a tutoring model that is working
- 3) There is a big rise in the amount of funding for projects that replicate what is working rather than projects that reinvent the wheel and make the same mistakes.

## 2. IKAMVAYOUTH'S IMPACT

2.1 Please see the [IkamvaYouth animation](#) that explains the model and impact.

2.2 Impact to date figures taken from [2012 Annual Report](#).



### 3. COLLABORATIVE METHODS AND MECHANISMS

The driving force behind this project is the replication of results. IkamvaYouth has tried, tested and developed a model that produces desired results (increased matric pass rate, improved maths and science scores, increased access to tertiary, and a heightened earning potential).

It is undeniable that this tutoring model is having an impact. We want to replicate this impact and furthermore we want to know the best way to replicate this impact. This year we want to support a small number of organisations in the Western Cape and to monitor, evaluate and document this process.

Just as the tutoring model was developed iteratively by learners, tutors and staff, we want to see this community and the programmes that it supports develop organically, together.

There are several methods that we are going to explore this year to see if IkamvaYouth can:

- a) Help others to implement high-impact tutoring programmes
- b) Provide the space for a collaborative community to grow

These methods are:

#### 1) [Zone](#) – open source information

The ikamvanitezone is a website that open-sources practical tools, templates and resources to equip others with the know-how to run tutoring programmes and other associated activities. It draws together expertise from across our 10 branches and packages it in an accessible way.

Organisations and individuals are free to use as much information as they so wish, without any requirement or obligation (although, it never hurts to hear feedback on really useful or completely useless resources).

IkamvaYouth is looking to develop the Zone over the year so your input is valued in this area.

#### 2) Monthly gatherings, discussion and presentation

A gathering will be held once a month in/around Cape Town city centre. It will offer all interested parties a chance to access information on certain topics, connect with other organisations doing similar work, and provide the space to discuss pressing challenges that are effecting the organisation, the community, and the national education landscape.

Gatherings are open to all who are interested. However, a pre-requisite is that you have read all required documentation enclosed in this 'Start-up Pack', come bringing your challenges and questions, and RSVP by the deadline presented in the invitation.

If at any point you would like to become more involved there will be opportunities to enter into the Partner Support Program, but this can be discussed on a case by case basis.

#### 3) Partner Support Program

The partner support program is a year-long commitment that IkamvaYouth makes to partner organisations and vice versa.

IkamvaYouth will conduct a needs and capacity assessment at the beginning of the partnership. They will then conduct a site visit once a month in order to help the partner identify key successes, challenges, and next steps. These site visits will inform the design of the aforementioned monthly gatherings (which are open to all). The idea is that by providing an external perspective and by setting very clear monthly goals, we can strengthen programme implementation and replicate IkamvaYouth's results in the partners' context. The long-term goal is that these partner organisations will at the end of the year be experts and be in a position to reciprocate to assist and support others in implementing tutoring programmes.

In return for this support the partner will commit to attend at least 75% of monthly gatherings, and be available for a monthly site visit. They will also need to submit a termly report that will record learners' attendance, school reports, volunteer numbers, parents meetings, computer literacy classes. This report is designed in line with metrics used by funders so as to increase the capacity for partners to acquiesce funding.

#### **4) Become an IkamvaYouth Branch**

There is an option for any committed partner to become an IkamvaYouth branch. After a year of working together we can collectively seek and source funding to establish a branch. This option is appropriate for those organisations and individuals who are younger and have not developed their own brand and would prefer to be part of a larger, more structured organisation. This will be assessed if the interest is there.

## 4. IMPLEMENTING A TUTORING PROGRAMME

### 4.1 The Golden Trio

What do you need to get a tutoring programme going?

- a) Venue
- b) Learners
- c) Tutors

a) What are the things we need to consider to have a successful and sustainable venue?

What would an ideal venue look like? Where would it be? How big should it be? What can we compromise on? What can't we compromise on? How can we improve an existing space? How can we secure the venue for a long period of time?

*What are the next steps I need to take to ensure that I have a successful and sustainable venue?*

Activity	By When
<i>e.g. Contact community centres, libraries and schools in area to set up a meeting</i>	<i>17<sup>th</sup> March</i>

b) What is involved in getting learners into your programme successfully?

Who needs to know about the tutoring programme? What do they need to know? What method of application am I going to use? What do I need to do when learners first arrive at the branch?

*What are the next steps I need to take to get committed learners into the programme?*

Activity	By When
<i>e.g. Organise assembly presentations at all local schools</i>	<i>End of week</i>

c) What is involved in getting volunteers into your programme successfully?

Have I advertised locally? Have I contacted previous volunteers? What volunteer source have I not utilised? Have I used my existing networks to find volunteer tutors? Is it easy for volunteers to access tutoring sessions? Do I have an induction process? Have tutors been trained and do they understand all aspects of tutoring? Are they committed? Do they feel recognised and appreciated?

*What are the next steps to get volunteer tutors into the programme?*

Activity	By When
<i>e.g. Put an advert in the local newspaper and university newspapers</i>	<i>End of March</i>

## 4.2 The Pedagogy and Methodology

What do you think are the differences between teaching and tutoring?

Check out the [Tutoring Pedagogy video](#) which will give you an overview of what the tutoring pedagogy is.

Teaching	Tutoring
Large group	Small groups
Telling	Trusting relationships
Content delivery	Learners bring their own work, which gives them the control over their own learning
	Help can be offered at the learners level
	Learning to learn
	Learners get specific help
	Continuous checking of understanding
	Two-way relationship
	Lays the building blocks of understanding
	Engages learners and encourages participation
	Teaching that it is ok to fail
	Facilitates peer learning

**IF use a 1:5 tutor ratio, why do you think this is effective and useful?**

Think about the format of teaching and compare it to the above description of tutoring. Think about why it works so well in the contexts in which we work. What impact do you think that tutoring has on the way a learner engages with his/her work? How could this model utilise the power of peers?

**What would the challenges be for you to implement a 1:5 tutor ratio?**

What is stopping you from achieving a 1:5 tutor ratio? What is the biggest challenge to you implementing small study groups in your tutoring space? Is your space laid out in a way to support this model? What do learners need to do when they arrive at the venue? What do tutors need to do when they arrive at the venue?

*What are the next steps towards achieving a 1:5 ratio?*

Activity	By When
<i>e.g. Organise desks in classroom to allow groups of five</i>	<i>Next tutoring session</i>

## 4.3 75% Attendance

Why do you think 75% attendance works?



Why is it an advantage to know how many learners are attending each session? How could recording attendance impact your reporting process? How can the monitoring of attendance benefit the learner? What impact can it have on the learner-tutor relationship? How can it benefit the tutor? What does it teach the learner? How does it relate to the core values of IY? How does it play an incentivising role for the learner and the tutor?

[Watch this short video about the importance of taking attendance.](#)

*What are the next steps for you to be able to implement 75% attendance?*

Activity	By When
<i>e.g. Enact kick-outs for all learners who fall below 75%</i>	<i>End of term</i>

## 4.4 Report Collection

**Why is it important to monitor learners' progress?**

How can tracking a learners' progress benefit the learner? How can this information be used with learners, tutors and funders? What can be done with this information to inform your activities?

[Watch this short video about the importance of collecting learners' reports](#)

*What are the next steps for you to be able to monitor learners' progress?*

Activity	By When
<i>e.g. Schedule meetings with all learners to talk through report</i>	<i>Saturday tutoring</i>

## 4.5 Parental Involvement

**Why does it make a difference when parents are involved?**

e.g. make communication easier, they become advocates and supporters of programme, fosters loving environment beyond the branch, involves community, improve home environment, more involved in academic life, assist with logistic knowledge, builds a supportive network

[Watch this short video explaining the importance of parents meetings and offering some top tips.](#)

*What are the next steps to get parents aware of and involved in the programme?*

Activity	By When
<i>e.g. Organise a parents meeting</i>	<i>Saturday 29<sup>th</sup> March</i>

## 4.6 Democratic decision-making

**Why is the involvement of learners and tutors in the decision-making process important?**

What effect would this have on a learners relationship to the programme? What long-term benefit does it have for those involved? What impact does it have on the learners' sense of agency? In what way can it strengthen the tutoring programme?

[Watch this short video explaining more about setting up a BranchCom](#)

*What are the next steps to get learners and tutors involved in decision-making processes?*

<b>Activity</b>	<b>By When</b>
<i>e.g. Present the BranchCom to all learners</i>	<i>Saturday 29<sup>th</sup> February</i>

## **5. THE COLLABORATIVE COMMUNITY**

For this process to work there needs to be a concerted effort from all participants to engage with the community and to share with and work with others toward the attainment of Vision 2030.

The group decided upon its objectives as a collective. This

Collaborative Community exists to:

- a. Create a strong community of practice of after-school programs and a network of support partners that will promote and achieve Vision 2030.
- b. Develop, record, and share best practice in implementing after school programs in order to replicate the results.
- c. Collectively strengthen our organisations and programs in order to achieve Vision 2030. d. Commit to prove and communicate our results through effective tracking.

The way the community has agreed to communicate is through a Facebook group, email group, monthly gatherings, and site visits.

In agreeing to be part of the support program, and have access to shared networks, partners commit to provide timely reports as per the signed agreement.

**Some questions to think about for next session...**

**What can we do as a collaborative community to reach Vision 2030?**

**What can the collaborative community do for you as an organisation to help reach Vision 2030?**

**What does my organisation need to do to capitalise on what I have learnt from this training?**

## EXTRA NOTES

### 1. Funding Tips from EMPower

- Research the funder well before contacting them
- Look at the other organisations that are funded by them
- Prepare exactly what it is you are asking for
- Make sure that what you are asking for meets the funder's criteria; category, amount, etc.
- Most funders prefer to fund organisations who play well with others and are not in isolation
- Funders talk to each other so managing these relationships is essential
- Keep the trust by communicating honestly with your funders regularly; whether good or bad
- There are different types of funders; profit distributed in grants, fundraisers fundraise, government funders, national lottery or similar funds

### Recording and communicating results

- Record your results and communicate them effectively; Your vision, your strategic plan to get to meet the vision, projected goals (what activities will you actually do), and what results have you got so far
- Set realistic targets that are achievable
- Outputs; these are the direct activities that you will do e.g. an output of a tutoring programme would be 'To run 3 sessions per week for an entire term'
- Outcomes; these are in answer to the question 'So what?' 'What is ultimately achieved?'
- Funders like to see a Theory of Change – what it is that you are doing and how that plays into a bigger journey of change

### Links

[Simon Sinek Ted Talk](#) on leadership and the importance of asking 'Why' we are doing something.

Charles Leadbeater is always on a search for education innovation. [He finds it here in Rio and Kibera.](#)

[Harold Rheingold – The new power of collaboration](#)

## Gathering One – 24th February 2014

### What are you sitting with/struggling with right now?

- Keeping learners on the programme and keeping them committed
- How to motivate learners?
- **Finding and keeping committed, quality tutors**
- **Monitoring impact**
- Could you/should you pay volunteers?
- Finding manpower to drive it
- Project is not in WC – how to manage
- Finding and securing funding - proposal writing
- Security and safety of learners
- Hungry learners
- NPO/NGO registration
- Venue; practicalities and logistics

#### a) **Finding and keeping committed, quality tutors**

<b>CHALLENGES</b>	<b>IDEAS AND SOLUTIONS</b>
<b>Learners but no tutors</b>	<b>Recruiting volunteers from surrounding area increases their attendance</b>
	<b>Building on existing relationships; both personal and professional</b>
<b>Keeping tutors committed</b>	<b>Communicate regularly with volunteers; email, phone, FB, newsletter (TEMPLATE)</b>
	<b>Involve volunteers in the whole programme. Inform them of important dates and events (AGMs, prize-givings, etc.)</b>
	<b>Create an academic year calendar for your programme that you can share with all your volunteers at the beginning.</b>
	<b>Make sure that the communication is 2-way so set out expectations for volunteer to let you know if they can't come. They are essential to the programme and their absence effects the quality.</b>
	<b>Share your vision with them. Get their buy-in and they become members of the organisation</b>
	<b>Incentivise with volunteer lunches/activities</b>

**b) Monitoring impact**

<b>CHALLENGES</b>	<b>IDEAS/SOLUTIONS</b>
<b>What to measure?</b>	<p><b>Learner attendance; (EXCEL template)</b></p> <ul style="list-style-type: none"> <li>- This has to be measured the same way every session and every term</li> <li>- Kick-outs need to be conducted and be strict otherwise the model will not work</li> </ul>
	<p><b>Learners reports;</b></p> <ul style="list-style-type: none"> <li>- When they sign up for programme they must bring their report</li> <li>- Involve parents from the beginning and explain how important reports are for the continuation of the programme</li> <li>- Explain clearly to learners why they need to bring reports (both monitor their progress and to get more funding for the programme)</li> <li>- When learners bring their reports, sit with them and go through it (<b>REPORT INTERPRETATION TEMPLATE</b>)</li> </ul>
	<p><b>Diagnostic Tests and Assessments;</b></p> <ul style="list-style-type: none"> <li>- A diagnostic test can be administered at the beginning of the year and can identify gaps in a learners understanding</li> <li>- Regular assessments can be done throughout the year to check progress outside of curriculum and to continually check for gaps</li> <li>- (<b>Share available literacy and numeracy diagnostics with group</b>)</li> </ul>

