



PROJECT PROPOSAL

# MORE THAN A TEACHER

*Being and Creating Change Agents*

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# Introduction

## **Oasis organisation background**

Oasis South Africa is a national community of local community-based groups each committed to empowering and serving the wider community in which it is based. Rather than being a development NGO, Oasis sees itself as a membership driven organisation, with members in each location mobilising to overcome the challenges they face through mutual support and by building on existing community assets.

Oasis South Africa's NGO activities are centred around the upliftment of young people through youth led programmes. Oasis firmly believes that young people have the agency, resources and capacity to take charge of transformation within their own lives and the lives of those they encounter. Oasis' model recognises the assets young people have and provides access to responsibilities serving as catalysts for empowerment, build on dignity and increase sense of agency. All Oasis activities within schools, on the sports field and in community structures we operate in are led, coordinated and operated by young people from the community. The strategy to engage young men and women is built on a value-based approach that is inclusive, longitudinal, asset-based and integrated.

## Date of establishment of your organisation

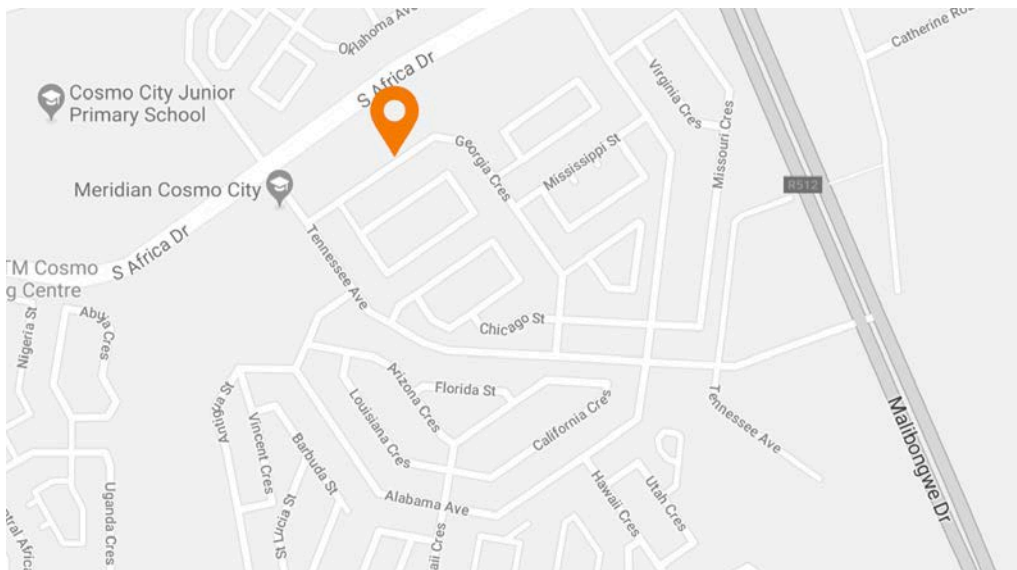
The organisation was established in 2006 and grew from the work of community members in Cosmo City, north-western Johannesburg and our members currently implement a range of youth development, community development, health and other initiatives aimed at ensuring that all people have opportunity to reach their full potential.

We are part of the global inter-dependent Oasis global family and registered in South Africa as a non-profit company, Oasis Faithworks (2006/013510/08). We are also registered with SARS as a Public Benefit Organisation (930 022 103) and the Department of Social Development as a non-profit organisation (073-238).

## Where you are situated

Oasis works in Cosmo City, Diepsloot, Randburg, central Johannesburg, Hartswater (Northern Cape) and Grahamstown (Eastern Cape). Our main office is in:

**Cosmo City 814 Georgia Cres, Ext 0, Cosmo City, 2188.**



This document will introduce undergirding purpose of Oasis and the developmental model of More Than A Teacher, thereafter the primary and secondary activities will be described in detail and budget will be presented.

# Vision, Outcomes and Objective

## 1.

### **Vision (*what we are working towards*)**

Our vision is for community – a place where everyone is included, making a contribution and reaching their God-given potential.

### **Mission Statement (*what we are doing now to fulfil our vision*)**

Oasis is committed to working in an inclusive, integrated, empowering and comprehensive way so that all people experience wholeness and fullness of life.

## 2.

### **Outcomes (*What we hope will be the results of the work we do*)**

Local communities that are characterised by high levels of trust, safety, cohesion, mutual support, vibrancy, health and opportunity, and have increasing capacity to address their own issues.

People who are in danger of being excluded from community are not and those who are, are brought back into community finding wholeness and fullness of life.

The replication of models that effectively contribute to community transformation or bring the excluded into community.

# 3.

## Objectives

Our aim is to inspire and equip young people as change agents: never accepting any notion of them as another lost generation, mobilising them to work together towards ensuring healthy communities and access to opportunities for the youth of the future.

We envision the process being lead by the following objectives:

1. BTG: Capacitating unemployed young people between ages 18-25 with competencies to access sustainable employment.
2. More than a Teacher and Youth Intern: Change an unhelpful narrative of a lost generation by inspiring young people to pursue formal education and develop themselves as local role models for others to learn from.
3. Cultivate a culture that seeks to actively address local development opportunities through youth lead educational initiatives.
4. Greenlight Youth: Capacitate sex workers between the ages of 18-30 in being conduits of change in the fight against HIV/Aids and it psychosocial effects on local communities (Hubs).





## Personal Development

- Access to tertiary education
- Teacher training workshops
- Life skills

## More Than A Teacher

*Excellent, competent and passionate young educators*

## Mentorship

- Professional placement  
Private and public school
- Expert mentorship
- Collaborative learning

## Making A Contribution

- Community development
- Youth lead education initiatives

# More Than A Teacher

This model is built on the notion of agency, the ability for young people to be actors and decision makers in the process of bettering their lives. Amartya Sen describes development as the 'freedom to choose the life that you might have reason to value' (Development as Freedom 1999). The MTAT Model of transformation comprises of two stages:

## ***Stage 1: Bridge the Gap***

Unemployed young people, passionate about community transformation, between the ages 18 and 25 are invited to participate in a 4 month life Skills program. This process serves as screening period to identify deserving candidates for the teacher development intern program. The elements of the bridging program include:

- Life Skills from our Rhythm of Life Curriculum: Including Presentation Skills, Time Management, Communication Skills, Conflict Management, Job readiness etc.
- Basic Computer Skills Training: Hardware, Microsoft XP, Microsoft Word, Excel, Power Point and Internet.
- Community Project Volunteering Opportunities: Participants volunteer in local Cosmo City schools, parks and community activities through Oasis Education Projects.



## **Stage 2: Teacher Training**

Deserving candidates are entered into the internship program, where they will follow a strict regime that will lead to diligent academic efforts as well as expose them to practical experience through work experience placements in both public sector schools and private sector schools. Below are the three key elements of vocational teacher development.

### ***Personal Development (professional development opportunity)***

- Access to tertiary education: For the theoretical aspect of interns learning, the program makes use of two of South Africa's distance learning faculties, University of South Africa and University of the North West. Facilitators are assigned to interns to support and monitor their academic development.
- On a monthly basis educators and experts in particular subjects fields are invited to run workshops and facilitate reflections on individuals learnings. External contributors are critical at increasing interns capacity through introduction to new knowledge and skills, making links between professional learning and pupil learning and making the public knowledge base, theory and evidence of pedagogy, subject knowledge and strategies accessible to participants. This will inspire innovation and the use of technology in the classroom.
- Personal development sessions are conducted on a weekly basis, focusing on interns' life skills development and providing psychosocial support.

### ***Making a Contribution***

Integral to the learning process is giving responsibility to the interns to address educational challenges in their community. Interns should see themselves as learners as well as agents of change in a society that is in need of young role models. Those on the program are therefore assigned responsibility to volunteer and coordinate initiatives such as homework assistance, reading clubs, sports interventions and holiday clubs.

### ***Mentorship***

Professional Placement: South Africa's complex education history, founded on policies of segregation and inequitable/disproportionate distribution of resources, requires a learning process that encompasses a holistic understanding of the context. Effective learning and development of a competent professional requires a thorough understanding of private education and its social dimensions as well as public education along with its societal implications.

The placement program is designed to equip teacher interns with a vast array of skills to allow them to navigate freely through multiple social contexts as educators. Interns are placed in local schools both private and public 4 days of the week to serve as teacher assistants.

The mentoring aspect of the program is structured to assist the educators in their role as mentors. It provides mentor questions, key discussions, completing progress reports, support for mentees and regular feedback to program coordinators. Key staff and heads of departments are sort out to fulfill the role of a mentor while a relationship with principals is developed to provide accountability in the process.

In addition to expert mentorship, the program brings teachers together in a process of collaborative learning and practice. Interns need opportunities for collaboration by sharing best practice and learning from peers.

# More Than a Teacher Distinctive

What sets the MTAT approach apart from other pre-service teacher training program is the holistic, integrated and person centered approach.

**Below is a list of unique offerings the Oasis MTAT approach provides:**

- Intentional focus on personal, social, emotional, spiritual and cognitive development of pre-service teachers.
- Facilitates partnerships between the public and private sector. Together, strengthening each other's schools through their joint focus on the development of future graduates.
- Gradually developing a network for exchange –interns from schools, exposed to public and private contexts. Fostering a culture of diversity and tolerance of differences.
- Providing volunteer opportunities in townships, rural communities and informal settlements. Reinforcing the culture of young people providing solution for south Africans educational obstacles .
- Utilise the wealth of knowledge from experienced educators, retired principals, independent education consultants and field experts to shape learning processes.

# Budget

|   | Year 1            | Year 2            | Year 3            | Year 4            |
|---|-------------------|-------------------|-------------------|-------------------|
| <b>CURRENT BUDGET (25 INTERN INTAKE PER YEAR)</b>   |                   |                   |                   |                   |
| Program Personnel (Program Coordinator, IT facilitator, Volunteer/Activity Coordinator, Intern Support) | R417 600          | R417 600          | R691 200          | R691 200          |
| Intern Stipends (R3200)   | R960 000          | R1 920 000        | R2 880 000        | R3 840 000        |
| Bursary (R24 000 per student)   | R600 000          | R1 200 000        | R1 800 000        | R2 400 000        |
| Printing and Stationary   | R6 000            | R6 000            | R6 000            | R6 000            |
| Life Skill Booklets   | R7 000            | R7 500            | R8 000            | R8 500            |
| Rent and Rates  | R76 000           | R76 000           | R76 000           | R76 000           |
| Local Travel  | R12 000           | R12 000           | R18 000           | R18 000           |
| Knowledge Sharing   | R50 000           | R100 000          | R150 000          | R200 000          |
| External evaluation (M&E)   | R10 000           | R10 000           | R10 000           | R10 000           |
| Workshops (9 sessions)  | R22 500           | R45 000           | R67 500           | R90 000           |
| Gap year life skills program (intern screening)   | R7 000            | R7 000            | R7 000            | R7 000            |
| Administration 5% (Phone, internet, audit fees, etc.)   | R108 405          | R190 055          | R285 685          | R367 335          |
| <b>Total</b>  | <b>R2 276 505</b> | <b>R3 991 155</b> | <b>R5 999 385</b> | <b>R7 714 035</b> |