

Extra-Mural Education Project
beyond the school wall

Interest — Engage — Support — Achieve

A SOCIAL INVESTMENT PROPOSAL

- GOOD SEED, FERTILE SOIL, FRUITFUL PRACTICES -

GROWING CHILD-, PARENT-, AND TEACHER-FRIENDLY SCHOOLS
WITHIN MARGINALISED AND UNDER-RESOURCED COMMUNITIES
IN CAPE TOWN

FROM THE EXTRA-MURAL EDUCATION PROJECT

NOVEMBER 2019

PRESENTED BY

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Public Benefit Organisation #930016599

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We shape our schools, thereafter they shape us

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EXECUTIVE SUMMARY

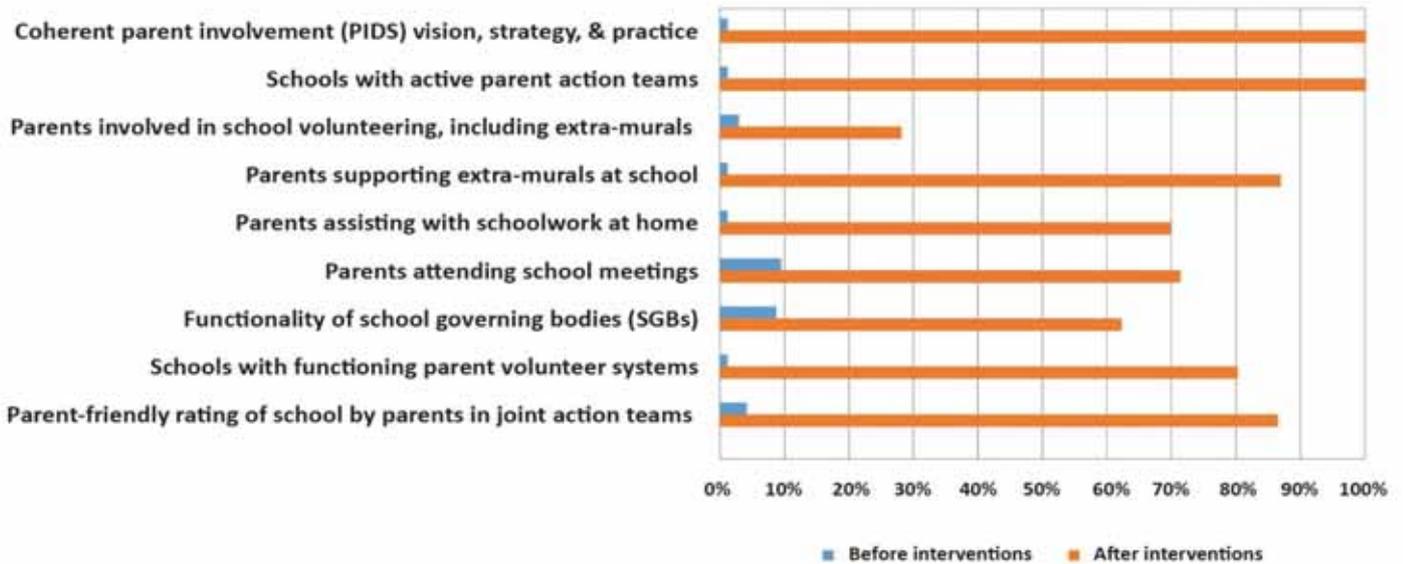
- The Extra-Mural Education Project (EMEP) is a Cape Town-based, non-profit development agency that trains and supports teachers and parents in poor, marginalised junior schools in greater Cape Town to expand educational, recreational, support, and service opportunities for their children and each other.
- By empowering teachers and parents to collaborate at school, at home, and in the community, we achieve:
 - more actively engaged and supportive teaching and parenting
 - learning-rich and supportive homes
 - more actively participatory and creative practices in class and extra-murals
 - children's improved interest, attitude, and performance
 - healthier and more mindful lifestyles
 - upskilling, employability, and good citizenship
 - and, underlying, holistic personal, professional, and organisational development.
- We do this through a carefully phased process of testing, demonstrating, and internal scale-up at the participants' pace, within their capacity, and over the long-term.
- For 28 years, EMEP has achieved significant impact with teachers, managers, support staff, governors, and parents of marginalised, under-resourced schools, with measurably positive impacts for the children.
- Current programme reach is 23 497 people (staff, parents and guardians, and children) in six school communities in Cape Town's south and central metro's.
- Funding raised will be used towards the costs of **three school communities** in our '**development stream**' for the next three-year cycle, January 2020 – December 2022. The development pool is where we:
 - test and demonstrate local solutions that optimise school community agency and their grassroots assets - these are their time, people, facilities, and community resources
 - generate 'stress-tested' practices and programmes that we spread farther afield through our training programmes.
- The average overall cost per year of operating the development stream is **US\$61 100** (R901 000¹), breaking down to:
 - **US\$20 400** (R300 600.00) **per school community** per year
 - **US\$20** (R300.00) **per child**² per year.
- We would be thrilled to have you partner with us to co-grow the agency of historically disempowered teachers and parents to serve the holistic interests of our children.

¹ Exchange rate @ ZAR14.75 = US\$1 as per OAND Interbank on 8 November 2019

² Working on an average of 1 000 children per school.

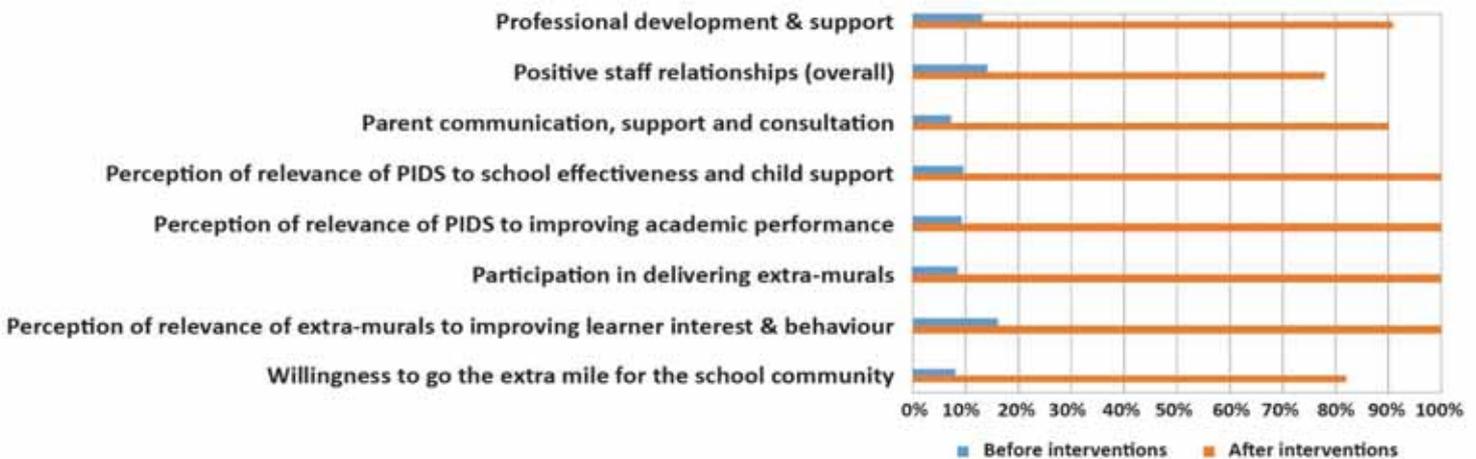
WHAT WE HAVE ACHIEVED: WHY SUPPORT US?

PARENT INVOLVEMENT, DEVELOPMENT, AND SUPPORT (PIDS)

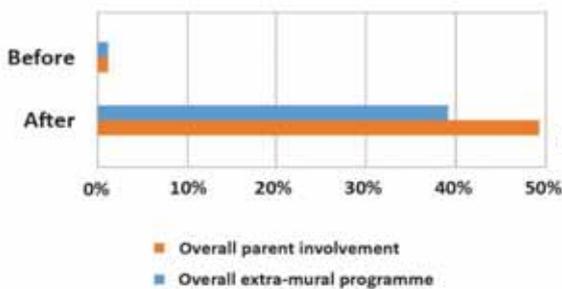


SCHOOL TEACHERS & SUPPORT STAFF

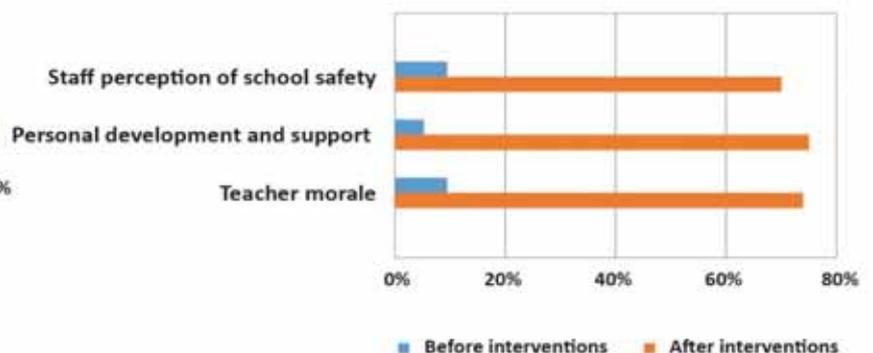
PROFESSIONAL DEVELOPMENT



ORGANISATIONAL DEVELOPMENT



PERSONAL DEVELOPMENT



* Based on surveys of 162 teachers and support staff, 57 parent volunteers, and samples of 135 parents in nine schools after four years in our programme.

REAL TRANSFORMATION: A STORY FROM OUR FILES

Marli, Ella, and the Women of Wavecrest

Marli Swartbooi³ was born into poverty in the tenements of Rocklands, Mitchells Plain, on Cape Town's gang-ridden outskirts. She dropped out of school in grade 10 and was caught in a cycle of unemployment, abuse, petty crime, and unwanted pregnancies. By the time she was 22, she had had five abortions, a daughter, Ella¹, in grade 1 at the local primary school, and had just begun a four-year jail term for dealing in 'tik' (metham-phetamine). When she came out, Ella was in grade 5. Their prospects were bleak. Marli was on the road to destruction, taking her daughter with her. Within a few months, Marli turned her life around, thanks to the community of Wavecrest Primary School and the Extra-Mural Education Project (EMEP).

Founded on the flattened dunelands of the Cape Flats, Rocklands was one of apartheid's dumping grounds. Marli's family had been forcibly moved there in the 1960s from District Six in central Cape Town. At the time of her release, EMEP had been working with the school for three years, growing extra-murals for the children and improving parent engagement. An off-shoot of the parent programme was the formation by two teachers (one of whom was Ella's class teacher) of a women's support group that they called 'Women of Wavecrest' (WOW). The purpose was to provide a safe social space for mothers to share experiences and coping strategies, learn about useful services and supports, do crafts, upskill themselves, and have fun together. They met weekly. Sixty-two women signed on; 20 – 35 regularly turned up.

Ella told her teacher of her mother's impending release and how anxious she was. At the next WOW meeting, the teacher shared this with the group. They decided to make the upcoming soap- and paper-making sessions with EMEP a mothers-and-daughters programme, and sent a special invitation to Marli and Ella to join.

On the second evening after her release, the community of WOW welcomed Marli and Ella. With a gulf between them, they started making soap and paper together, later fabric painting, cake decorating, first aid, and healthy cooking. Side by side, they started finding themselves and each other too.

"This saved me, us, you know. I messed up, so much. I came from there broken. How Ella will take me... also my own mother, and granny and aunties? ... We started new again, together. Careful with each other. We sat close, making soap. You know! Soap! ...No words describe that. We didn't have to talk. It gave us time, for our feelings. We know us again. And it was like that, you know, for the others too, with their daughters. It was their safe space also. ... We are so grateful. And these skills we learn are useful. Who thought we could make our own soap, and paper nogal. We all made gifts for our families. Ella and me made a soap and a card for each of them. And wrapped them like in a shop, in our own paper we made. They loved that. It helped their fears too. I think maybe we can make a small business even. It is possible, something for our future. I have confidence now. .. Wow! Good name, hey!"

- Marli Swartbooi

A few months later, one of the women in the group found Marli a job in her brother's panelbeating shop. She is still there, doing well, learning clerical work and basic bookkeeping. Ella's school work began steadily to improve; she became vice-captain of her grade netball team, a confident member of the debating club, and says she intends to get a good matric and 'learn business'.

³ Not her real name

AN INDEPENDENT VIEW

Underlying Marli and Ella's story is WOW's; and underlying WOW's is EMEP's. Before proceeding to EMEP, let us look briefly at WOW through the lens of an independent researcher, Lia Frederikson⁴, whose words we quote below:

Sharing experience and experiences: simple goals, great enjoyment

'What struck me about WOW was the simplicity of the group's goals and activities, and the sense of peace and enjoyment that all of the members I spoke to had when talking about the group. Two women I spoke to .. smiled, even glowed, when I asked if they enjoyed being part of WOW: "Yes", one said, "it is fun but also such a relief to be with the other ladies, and to enjoy our time together away from the husbands and the children."

'For many WOW participants, the group meetings served a variety of purposes. Several women had never before had the opportunity to take time away from work and home, and particularly had not been able to meet with peers to discuss their lives or participate in such lighthearted activities as decorating cakes, playing games, learning about healthy cooking, and having tea and snacks together. I noticed in speaking to group participants that the 'fun and games' were as much a part of their experience as the educational meetings.'

Releasing the stresses of parenting and schooling in historically marginalised communities

'The WOW case-study illustrates the fact that many parents experience high levels of stress on a daily basis. This makes parenting a very difficult job and may lead to parents and educators blaming one another for issues that are rooted in the fact that EMEP's partner schools exist within communities that are plagued by multiple social problems. Spaces like WOW allow parents to feel supported in contexts where emotional help is rare. Interestingly, the 'home' in some communities may also be a very restrictive space especially for women and children. Schools therefore have the potential to provide opportunities for respite in over-crowded communities. A new set of norms and values, different from those of the 'home', may also be constructed through groups like WOW, leading to forms of transformation. EMEP is showing a way.'



Mothers, grandmothers, and teachers, part of Women of Wavecrest (WOW), learn how to make soap together in an extra-mural with EMEP's team.

⁴ From a case study of WOW contained in the MA thesis of Lia Frederikson, a student in the Department of International Studies at the University of Oregon who interned in EMEP's Monitoring, Evaluation, Research and Communications Department (MERC).

PART 2

THE PROPOSAL

SECTION 1

Proposal overview

Whether their families are poor or rich, children's holistic development, academic achievement, healthy lifestyles, employability, and the efforts they put into these are directly affected by the understanding and involvement of their parents (we use this term collectively to include guardians and heads of households) in supporting their interests and needs at home, at school, in the community, and, eventually, in the workplace.

Likewise, for schools effectively to support their young learners' growth and learning, they need to work closely and respectfully with parents.

The teacher-parent relationship is the most vital, natural, and obvious one. It has been missing in marginalised and under-resourced South African schools. This is especially critical within our primary schools, foundation of the schooling system and its first point of engagement with children, parents, and local communities.

Mission

The Extra-Mural Education Project's (EMEP's) mission is to support the key groups in under-resourced and historically marginalised school communities, most especially teachers and parents, collaboratively to improve and expand educational, recreational, and service opportunities for their young people and each other. In so doing, they are empowered to co-grow the conditions for their own and their children's ongoing agency, upskilling, achievement, healthier lifestyles, employability, and — the element that extends from the personal through the family and school and into the community — good citizenship.

Strategy

EMEP's long-term development strategy is three-fold:

- empower teachers, managers, support staff, parents, and governors to grow (and keep growing) their schools as accessible, multi-purpose community hubs that use their out-of-classroom/extra-mural spaces as development 'platforms' for: improving and expanding opportunities and supports for the children; enabling coherent parent and community engagement, usage, and support; and providing the professional, personal, and organisational support to enable school staff to achieve this
- partner with Education Districts to spread useful practices that schools lead themselves
- establish and support a provincial movement of school communities growing their schools extra-murally as local community hubs of relevant lifelong learning, recreation, and support services.

The programme: growing parent involvement, development, and support (PIDS)

The PIDS programme galvanises, trains, and supports teachers and parents in marginalised school communities to better support their children at home, at school, and in the neighbourhoods.⁵ It works in three ways:

- **facilitates parents** to find strategies to cope with the enormous challenges of parenting and working productively with each other and their children's schools
- **empowers school staff and governing bodies** to meet the challenges of involving parents and working closely and respectfully with them on practical projects that: support the children, families, and each other; enhance class life; improve and extend school services; strengthen parent involvement in governance; and coherently use their existing resources to do so
- **grows district education authorities' understanding, experience, and support** of productive school-NGO partnering that: builds school agency and positive parenting; expands opportunities

⁵ Refer page v, ahead, for the programme frame, pictured as 'five roles and responsibilities for meaningful PIDS'.

and services for young people (both in and out of school) and their families; and maximally uses their existing resources to do so. This latter point has significant bearing on Districts allocating resources strategically. In short, if a school cannot keep its classrooms and toilets clean, grounds well maintain-ed and used, etc, prospects are not auspicious for properly maintaining and using a new school hall or library, for example, or taking on a development programme and working effectively with partners.

To achieve this, EMEP shall work with six under-resourced and historically marginalised school communities in Cape Town's south and central metros during the upcoming three-year project cycle, January 2020 – December 2022, as well as prepare for expansion to an additional six schools in the following three-year cycle.

- Three schools comprise **a development stream in Metro South** where we test and demonstrate local school community initiatives; here we provide both training and on-site support.
- The remaining three schools are part of **a training programme in Metro Central** — stemming from the work in the development stream — which the Education District contributes funds to.

What the programme needs

EMEP seeks contributions towards the costs of delivering the programme to the three school communities in the development stream in Metro South for the next three years, January 2020 – December 2022.

The average annual cost of running the development stream over this three-year period is US\$61 100 (R901 000), breaking down to US\$20 400 (R300 600) per school community per year.

This averages out to approximately US\$20 (R300) per child per year.

The organisation

We have 28 years of succesful experience of what it takes for schools and their communities to use and grow what resources they already have – namely, their time, people, facilities, and community assets – in service to the development and support of the whole child, the whole school, and the local community.

EMEP is constituted as a non-profit, 18A Educational Trust (020-903-NPO; IT 3048/98), tax-deductible for South African donors, and governed by a Board of Trustees. Our audited statements are available on request.

We hope that this overview of our approach and proposal resonates with your interests and priorities. The pages that follow unpack and add detail to it.



At a grade 3 social-&-support evening at Kannemeyer Primary School, a father and son practise expressing feelings and checking their understandings with each other, using 'I' not 'you-you-you' messaging.

THE FRAME:- Five key roles and responsibilities for meaningful PIDS

We present our frame in the form of a poster co-produced with our school and parent groups. The artwork was done by a former student in an extra-mural art group who now leads the design company that apprenticed him.

Five roles and responsibilities of school parents/guardians

1 Support the child's needs and interests

My child has an eye problem. She cannot see clearly at a distance.

My boy finds it difficult to stay sitting all day. He is very interested in sports and nature.

Thank you for informing us. We shall make sure she sits as close as possible to the chalkboard so she can see everything.

Yes, I understand. It applies to all young people so thank you for reminding us that we need to have more active learning for the class regularly.

Parents and teachers need to team up to make sure that the kids understand everything.

2 Support the teachers to deliver the curriculum

Fresh juice, only R1. Support school fundraising and stay healthy!

I agree. Let us parents start some reading groups with the kids. That will help them.

Yay! I will have one, thank you.

3 Support the child to be involved, to learn, and to develop

Mom, can you please help me? I am having difficulty with my homework.

The children living next door have no one to look after them since their parents passed away. What can we do to help?

Of course my child, that's what mothers are for. Which part are you having trouble with?

4 Support each other

Let's ask them. In the meantime let's make a collection to buy them some food parcels.

We can also buy them some blankets and books for school.

5 Support the school

Parents and schools working together to nurture their children and maximise learning and support

Everyone a changemaker

Extra-Mural Education Project
beyond the school wall
DEVELOPING SCHOOLS AS COMMUNITY HUBS
P.O. Box 122, Observatory, Cape Town 7935
Tel: 021 447 5255 • email: info@emep.org.za

SECTION 2

Introduction: why Parent Involvement, Development, and Support (PIDS)?

- South Africa's public schooling system struggles to meet the real interests and needs of the growing child, society, and the world of work, most especially for under-resourced and historically marginalised communities and their children.
- EMEP has a proven methodology for constructively enhancing the curriculum, dramatically improving child engagement and support, optimising community assets, and strengthening school organisational capacity to do so.
- The key to unlocking this is the partnership between schools and parents.
- The reasons are straightforward:
 - children's development, achievement, and employability are directly affected by the quality of involvement of their parents
 - for schools to understand their young learners, meet their interests, and deliver the curriculum effectively, they need to work closely with parents.
- It is here that EMEP intervenes, growing a uniquely productive niche.

*"Perhaps we are searching in the branches,
For what can be found only in the roots."*

Rumi

Introduction: why Parent Involvement, Development, and Support (PIDS)?

Historically marginalised and under-resourced schools in South Africa do not currently meet even the most basic interests and needs of their children, families, communities, and teachers. This is because the schooling system is geared only to administering a narrow, academic, classroom-based curriculum, one that is unrelated to children's real lives, to who they actually are, how they best grow, learn, interact, and create, nor to the ever-changing society in which they live and must (sooner than they think) find or create work.

The effects can be seen in a snapshot of a class of 30 students in the Western Cape⁶: of those 30, 14 can read and write and 17 can count at age 9 (grade 3); at age 12 (grade 6), only 13 can read and write; and by 15 (grade 9), only half can read and write. Three (3) will matriculate. The dramatic fact is that 27 out of every class of 30 remain formally uneducated.

Nationally, the failures of public schooling are even more stark:

- drop-out streams start in grade 3 and are in full flood by grade 9, where almost 60% drop out, it being the system's first exit point, that is, the end of the compulsory schooling phase; by grade 11, a further 25% of the original cohort have dropped out
- only 31% of grades 3s to 6s, and 34% of grade 8s, are literate and/or numerate
- 80% of grade 4s cannot read at an internationally proficient level in any language
- fewer than 40% of primary school learners go to high school and fewer than 10% of those matriculate
- 5% of matriculants enter higher education; most are under-prepared. One in three graduate
- almost half of South Africa's children have never read a book nor drawn with a parent or guardian
- most of our young people face unemployment and have little or no capacity to create their own work; the vast majority who drop out by grade 9 are almost wholly unemployable.

This is major systemic failure.

Underlying this systemic failure are a raft of fallacies implicit in the design and delivery of our school system:

- the 'cognitive fallacy' — the simple but unproven idea that children's cognitive capacities can be developed in isolation from their social, emotional, physical, and moral growth
- the 'managerial fallacy' — that development objectives to grow agency and accountability can be achieved by increasing standardisation, compliance, and control
- the 'accountability fallacy' — that people will be accountable for what they have not freely chosen
- the 'productivity fallacy' — that employability, adaptability, self-expression, and expertise can be achieved by an academic curriculum without experiential learning and the arts at core
- the 'individual achievement/leadership fallacy' — that individuals can achieve and lead without practicing collective responsibility, participatory decision-making, and teamship throughout
- the 'needs fallacy' — that people can move out of dependency by pathologising and defining them by what they lack, then out-sourcing the provision of services to address those lacks.

⁶ Western Cape figures sourced from the 2018 Systematic Test Results, Western Cape Education Department (WCED); national figures sourced from the 2019 Statistics South Africa report.

EMEP's proven strategies provide under-resourced and historically marginalised school communities with opportunities and support for creative whole child engagement and development, combined with vital teacher, parent, family, community, and organisation support. This generates highly 'fertile' environments in which children thrive, richly enhancing their prospects — especially their employability or making their own work.

For 28 years, EMEP has successfully developed community schools that address the interests of the whole child, teacher, parent, and local community. The results are profound, supported by empirical measurement⁷. In a sample of 15 urban and rural schools, learner academic performance (literacy and numeracy - litnum) was between 2% and 38%, depending on the school. After three years of EMEP's intervention, these same litnum measurements rose to between 55% and 80% (again depending on the school). Hugely increased teacher, learner, parent, and community participation, skills, and morale are evident in all samples.

We have found that the most strategic and pragmatic entry-point for supporting the growing child is building collaboration amongst teachers and parents. The reasons are straightforward:

- children's holistic development, academic achievement, continued studying, healthy lifestyles, employability, and the efforts put into these are directly affected by the quality of their parents' involvement in supporting their interests and needs at home, at school, and in the community
- for schools to understand their young learners, meet their interests, and deliver the curriculum effectively and humanistically, their teachers and managers need to work closely, respectfully, and innovatively with parents — 'innovatively' because the system is not geared for such collaborations: from the start they are add-on's and have to be experienced as worthwhile over time in order to be taken up and become ongoing parts of cultural and organisational school life.

What should be the most natural and essential partnership between the two most pivotal 'players' in the lives, education, and support of children, is missing in South Africa's under-resourced and historically marginalised school communities. This is where EMEP intervenes⁸.



Mrs Cecile van Merch, parent and newly trained Teacher Assistant, and members of her extra-mural baking club at Kannemeyer Primary School in Grassy Park, Metro South, Cape Town.

⁷ Please see the external review, 'Statement of Evidence' by Davine Thaw, external evaluator, available on request.

⁸ For the logical process framework of the phased PIDS model, see Section 5, ahead.

SECTION 3

Who we are

- EMEP trains and supports teachers, support staff, and parents in marginalised primary school communities to improve and expand educational, recreational, personalised support, and service opportunities for their children.
- By empowering teachers and parents to collaborate – at school, at home, and in the community - we achieve:
 - upskilling
 - personal, professional, and organisational development
 - improved teaching and parenting
 - learning-rich homes
 - expanded extra-mural opportunities
 - children’s improved engagement, behaviour, and performance
 - healthier lifestyles
 - employability
 - good citizenship.

“EMEP builds useful development practices with teachers and parents through practical initiatives in the three major learning environments for the learner: at home, in class and in the extra-murals. The results speak for themselves. My colleagues and I hold high hopes for our ongoing partnership with EMEP.”

Director of Metro South Education District

Who we are

Rationale and mission

The groups most essential to support children and their schools in South Africa's under-resourced and historically marginalised communities are disconnected, operating in awful isolation and often at odds with each other, to the long-lasting detriment of the children, their families, and our society. These disconnected groups are: teachers and school support staff; parents and families; local communities, organisations, businesses, labour, and services; and district officials. EMEP's mission is to support them to work constructively together as mindful partners whose primary, focussed tasks are to:

- improve and expand opportunities (educational, recreational, and support) for their children and, in so doing, co-grow the basic conditions for their ongoing, holistic growth, health, upskilling, self-governance, achievement, and employability
- use their school coherently and safely as a local community hub of lifelong learning, recreation, and support services after hours, throughout the year.

Schools, the biggest infrastructure in the land, often the only infrastructure in working class communities, are currently open for about 1 200 hours per year, i.e. 8am-2pm, 5 days per week, excluding holidays (which are three months of the year). Assuming that schools can be used during the week until 11pm for adult education/recreation/support services, throughout the weekend, and during holidays, a further 5 460 hours of usage of the school plant is facilitated. This is a 455% increase in usage. EMEP is showing how this can be done coherently for the lifelong benefits of local communities.

Strategy

EMEP's strategy to achieve these goals is:

- establish a 'development stream' of willing schools growing as accessible, multi-purpose community hubs by building their out-of-classroom (extra-mural) spaces as development platforms for: whole child learning and development; coherent parent and community engagement; teacher support; and the underlying professional and organisational development that enable this
- partner with Education Districts, the schools' employers, to:
 - recruit and support willing schools to take on their own long-term development by testing, demonstrating, and extending useful practices to do so
 - spread those practices to more schools via our training programmes
 - establish a provincial movement of schools growing extra-murally as local community hubs.

Background

EMEP was established in Cape Town in 1991⁹ to assist and promote the organisational development and community support of historically marginalized, poor schools. We use the establishment of staff development, parent involvement, and student extra-mural programmes as key entry-points for whole child and whole school community development. This includes their extension after hours (nights, weekends and holidays) as multi-purpose delivery sites for local community education, training, recreation, and support services.

Our approach works with all school community members (from principal, management team, teachers, support staff, and governing body members, to parent and community volunteers, and local services) to:

- face and deal with their challenges collectively
- generate their own innovative ideas, measures, and practices to improve the quality and range of services and opportunities for the children and each other

⁹ via an Ashoka social entrepreneur fellowship grant awarded to EMEP's founder and director on the basis of his extra-mural and curricular development innovations in state and independent schools since 1976 that were expanding school time and opportunities for 'whole child development', generated through extra-mural teacher-parent-community partnerships.

- maximally use and grow their existing resources (before seeking more): these are their people, time, facilities, and community assets
- draw in strategic partners to serve their own development priorities (not only their partners')
- and, to enable this, grow a professional, in-house, developmental practice and culture, with timetabled space where they report back to each other, reflect, draw learnings, and improve.

EMEP facilitates this collective work and provides training and support for the school community (teachers, managers, support staff, and parents) to implement their changes as they move through and out of dependency. Because EMEP commits to long-term support, the schools more readily commit to a phased implementation of a few, strategic changes within their capacity, and then each year steadily embed and spread those, and incorporate more – see the process model in Section 5, ahead.



'Cooking up Community': fathers meet over a weekend braai at school after repairing the school fence as part of EMEP's positive parenting programme.



Education is an art: students launch into impromptu dance before an arts extra-mural. An unemployed artist parent supports the teacher.

SECTION 4

What was happening before EMEP's interventions?

- Teacher resistance to working closely with parents.
- Minimal parental involvement.
- Irrelevant curriculum and minimal extra-mural opportunities.
- Escalated disciplinary problems, especially bullying.
- Struggling governing bodies (SGBs).
- Ineffective use of school facilities.
- Trespass and vandalism.
- Factionalised and conflicted staffrooms.
- Poor academic performance.
- No coherent, collective staff and organisational development strategy nor practice.

"Teachers and parents did not work together before. We did not know each other before!"

Parent at Zimasa Primary School

What was happening before EMEP's interventions?

"We are brought in only after there's a crisis or to help with fundraising or fill gaps in the SGB."

- Parent at Athwood Primary, Hanover Park.

"Partnerships were unheard of."

- Teacher from Hector Petersen Secondary, Wallacedene.

"Parents don't understand their responsibilities for the child's learning, what a learningful home is, what support we, their teachers need..."

...They need their children's help at home so they often don't care about extra-murals and how important they are for the child..."

- Teacher from Dennegeur Primary explaining low levels of parent support.

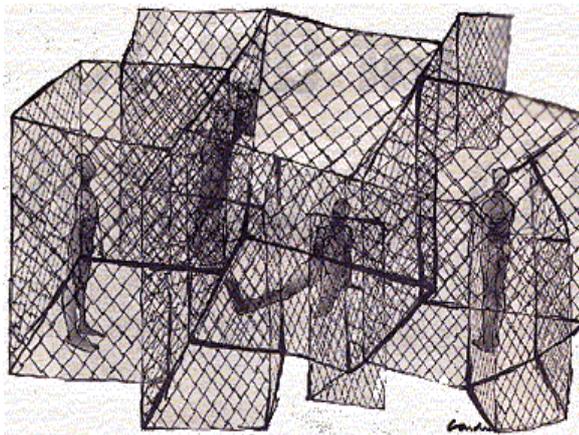
"Teachers are becoming aware of the role they, we, play in the lack of parental involvement - that we have been viewing parents as 'lesser people', and cleaning staff as 'lesser people'. Now that is changing. Schools are realising that parents can have a good working relationship with the school and be a part of the development process."

- Thomas Volkwyn, former EMEP teacher trainee, now principal of a 'former white' primary school in the Overberg.

At each school where we started working:

- teacher resistance to working closely with parents was enormous. The (mixed) message was: "If only parents were more involved. We don't want them interfering"
- parental involvement was minimal and 99% of those were mothers and grandmothers; fathers were rarely seen, let alone playing meaningful roles
- parents felt intimidated by the school: many have little or no formal education, see the school as off-limits, and experience being talked down to by teachers, whose 'domains' they enter
- parents had little or no access to teachers
- the curriculum was irrelevant to the real interests and needs of the children, and teaching practices of crowd control and information transmission prevailed from a past, discredited age
- there were minimal extra-mural opportunities for children after class and minimal participation in class
- governing bodies (SGBs) were in a parlous state, with poor staff and parent relationships, and at least three by-elections a year as parent reps dropped out
- the community made little or no usage of the school after hours
- vandalism, at massive cost in resources and morale, was rife at empty schools after hours
- staffrooms were conflict zones of differing intensities.

Poor communities have little or no safe, local access to relevant learning, income generation, support services, and recreation. They flounder in poverty, illiteracy, innumeracy, unemployment, crime and environmental decay. EMEP responds with integrated programmes of training, support, and learning-by-doing for all key roleplayer groups.



"It is a cruel jest to tell a bootless man to pick himself up by his own bootstraps ... especially when you are standing on his foot."

- Martin Luther King

Let us free up the system

SECTION 5

What we do and how you can be involved

- With our investment partners' support, we:
 - build the capacity of school staff
 - train and empower parents
 - facilitate teachers and parents to collaborate practically and strategically
 - grow the interest and capacity of Education District officials to take up the programme.
- We do this through a systemic, carefully phased process of entry, piloting, and internal scale-up at the participants' pace and within their capacity.
- This holistic approach makes significantly positive impacts in a uniquely strategic niche.
- No other organisation in South Africa, nor on the continent (to our knowledge), is working deeply here.
- Your support will contribute to the costs of EMEP embedding and spreading the programme within the three school communities in the development stream for the next three-year cycle.
- The overall cost per year of operating the development stream is R901 000, averaging down to R360 000.00 per school community and to R300.00 per child.

What we do and how you can be involved

Your grant will enable EMEP to:

- **build the capacity of school staff** to take on the added demands of involving parents and working closely and consultatively with them to enhance class life, improve and extend school services, grow learning-rich homes, support each other, and strengthen curriculum delivery
- **train and empower parents** to engage with the enormous challenges of parenting and working effectively with their children's schools, and to take up 'small steps, small wins' collaborations that better support their children and the school and that enrich home life and learning
- **grow Education District officials' understanding and capacity**, as the schools' employer, to support their schools to take on the above and stay the course (see 'Support from Education Districts: the key to success', ahead, and 'Emerging lessons about District leadership for PIDS' in Addendum 6, Part 3, provided on request).

Three linked work streams¹⁰



The development stream is our primary focus. Here, within each school community, we test, demonstrate, pilot, and scale up promising practices over time, so that they can grow into their 'DNA', sustained from within through changes in personnel, political priorities, and educational trends.

The service delivery and officials development streams use a training approach to spread a menu of practices generated, stress-tested, and honed in the development stream. They are new, started in 2017. The Districts chose the training packages they wanted and have contributed to costs. This is key to our sustainability strategy to diversify funding streams, generate own income, rebuild a reserve, and increase our District influence.

We currently work with six school communities in two Education Districts: three in the development stream in Metro South and three in the service delivery stream in Metro Central.

Investment partners will contribute to covering the costs of the three schools in the development stream for the next three-year cycle: average annual cost per school community is R235 000.00 - *details ahead*.

¹⁰ These programmes are unpacked in Section 6, ahead. Our logical process model for the development stream is outlined overleaf. Detailed descriptions are contained in the addenda of Part 3 of this proposal, provided upon request, as is our Menu of Services.

How we do it: the PIDS process model

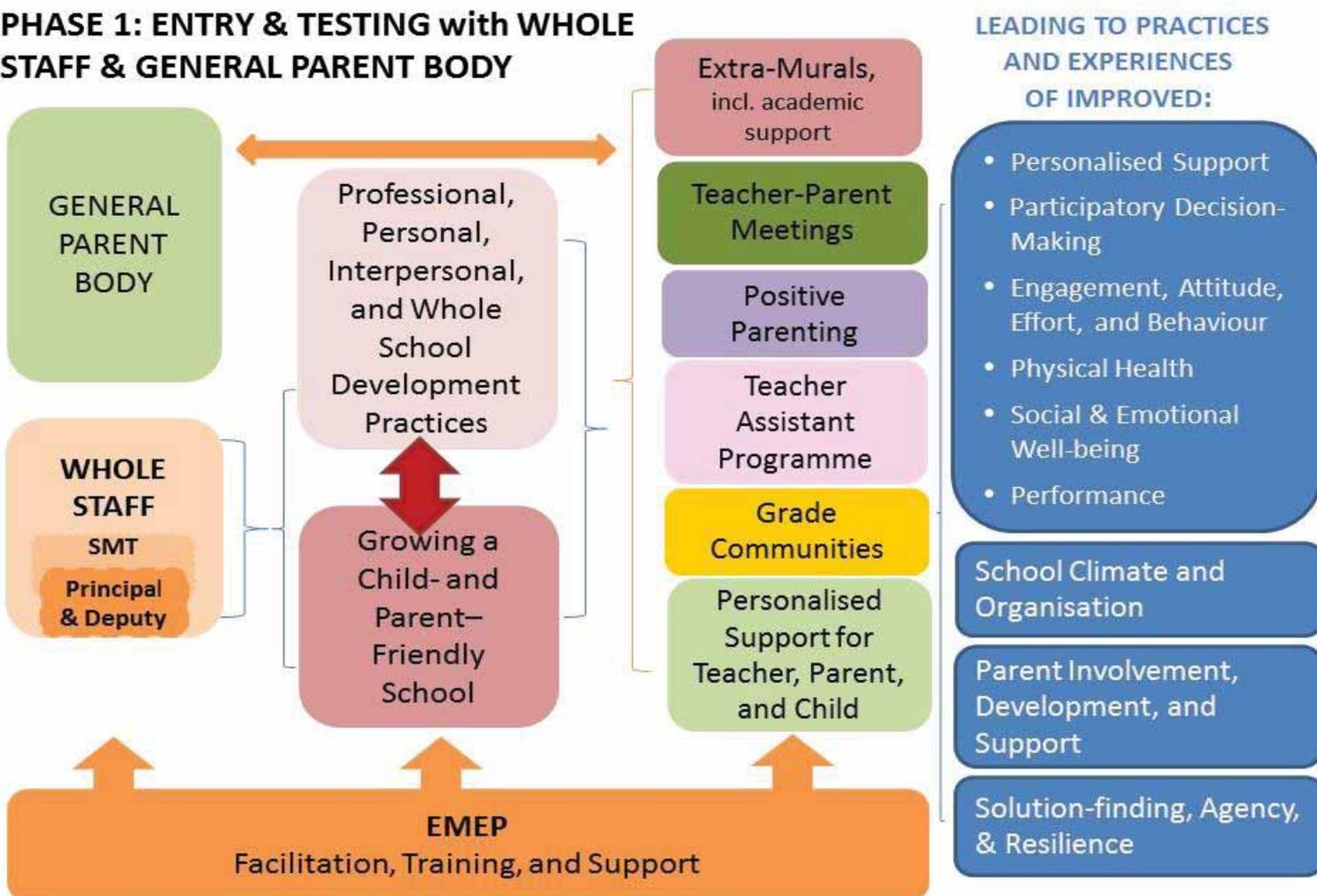
Our process comprises three broad-phases, illustrated below:

- **Phase 1: entry and testing** of PIDS with whole staff, general parent body, and grade communities
- **Phase 2: piloting and demonstrating** PIDS at class community level with a 'development stream' in the foundation phase (grades R to 3)
- **Phase 3: internal scaling-up** of class community PIDS:-
 - within the foundation phase
 - with willing take-up 'streams' in the intermediate and senior phases (grades 4 to 7)
 - as an active constituency and 'catchment area' for effective school governing body (SGB) development, support, accountability, and recruitment.

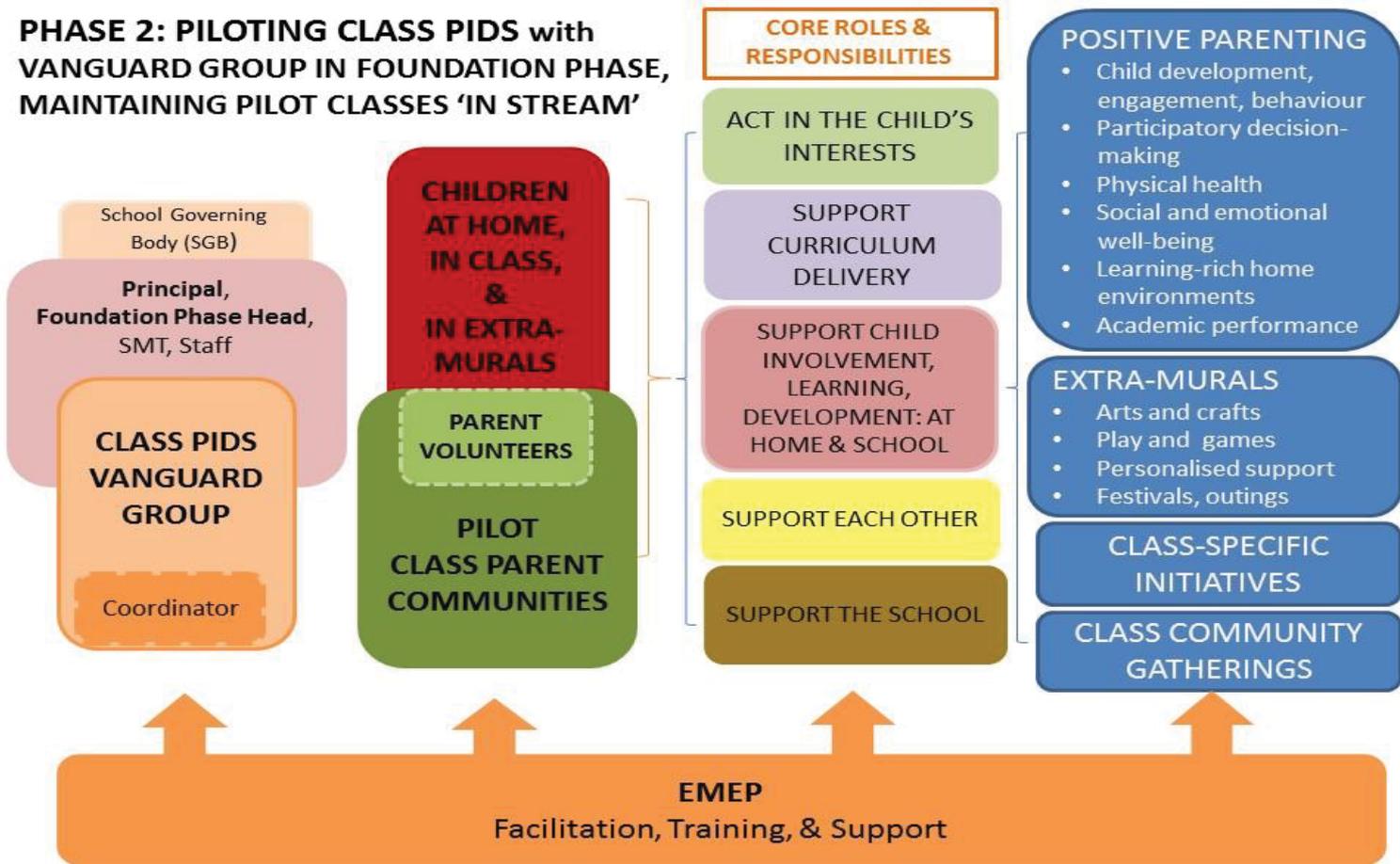
Depending upon school conditions (including capacity, participation, and oversight), each phase is a minimum of three years in duration.

In 2020, we enter the second phase with two of the school communities in the development stream, while the third continues in the first phase.

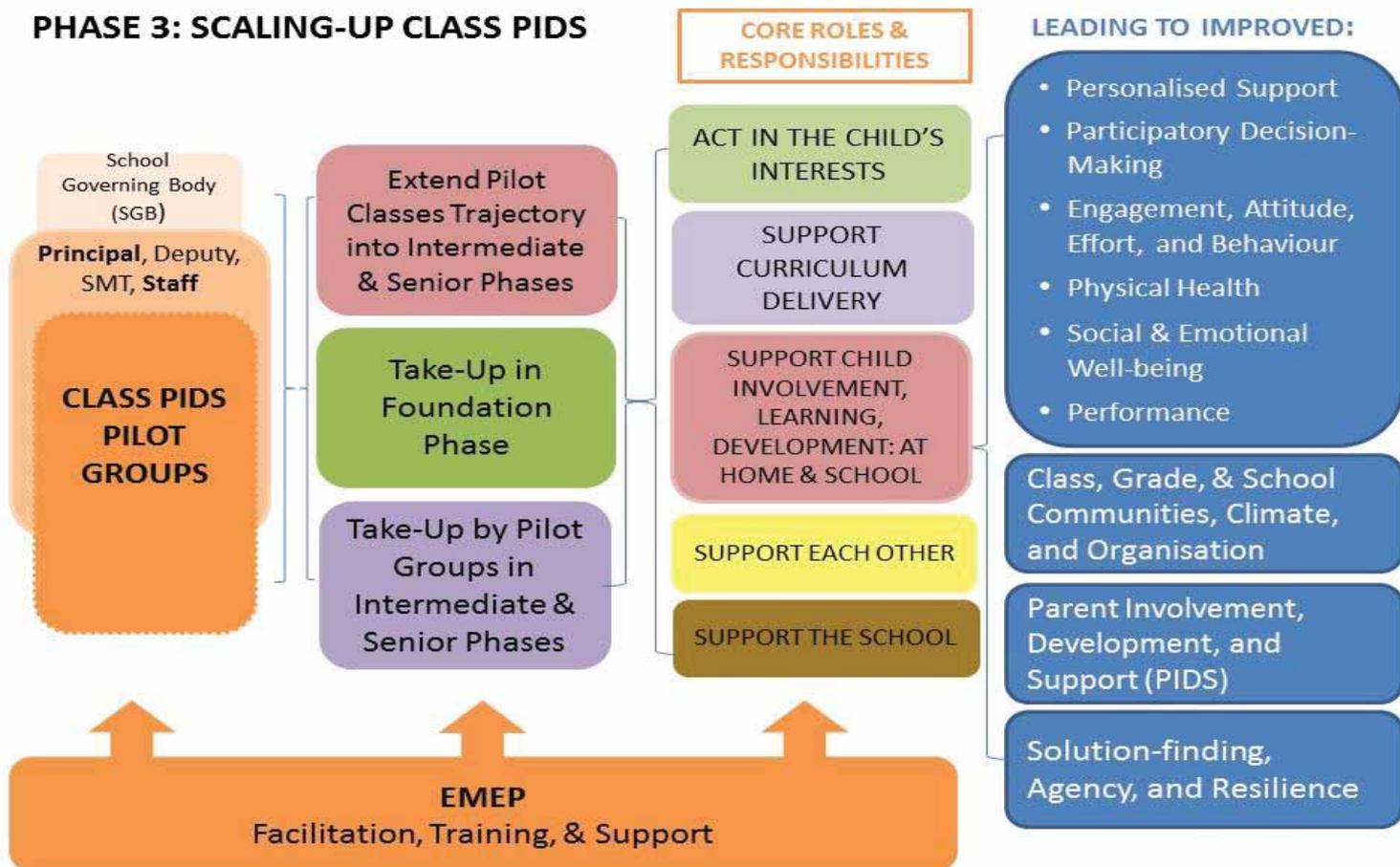
PHASE 1: ENTRY & TESTING with WHOLE STAFF & GENERAL PARENT BODY



PHASE 2: PILOTING CLASS PIDS with VANGUARD GROUP IN FOUNDATION PHASE, MAINTAINING PILOT CLASSES 'IN STREAM'



PHASE 3: SCALING-UP CLASS PIDS

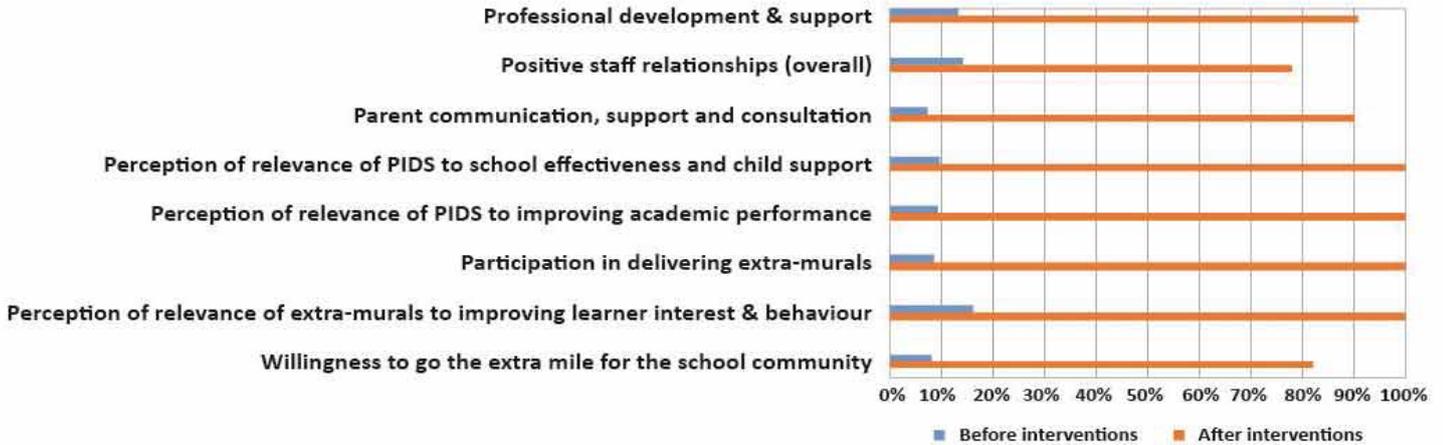


SECTION 6

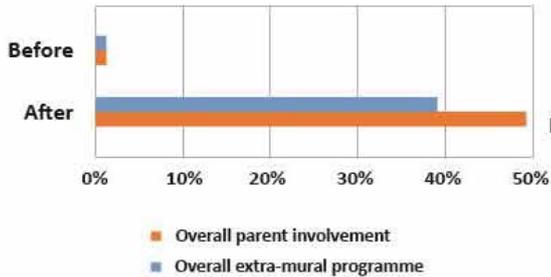
PROGRAMME ACHIEVEMENTS: WHY SUPPORT US?

SCHOOL TEACHERS AND SUPPORT STAFF

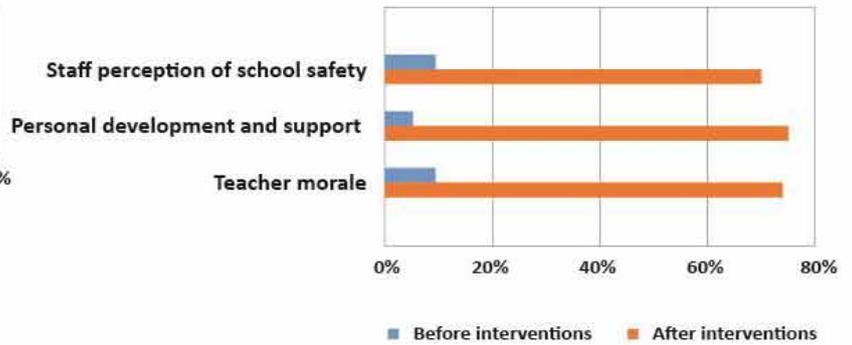
PROFESSIONAL DEVELOPMENT



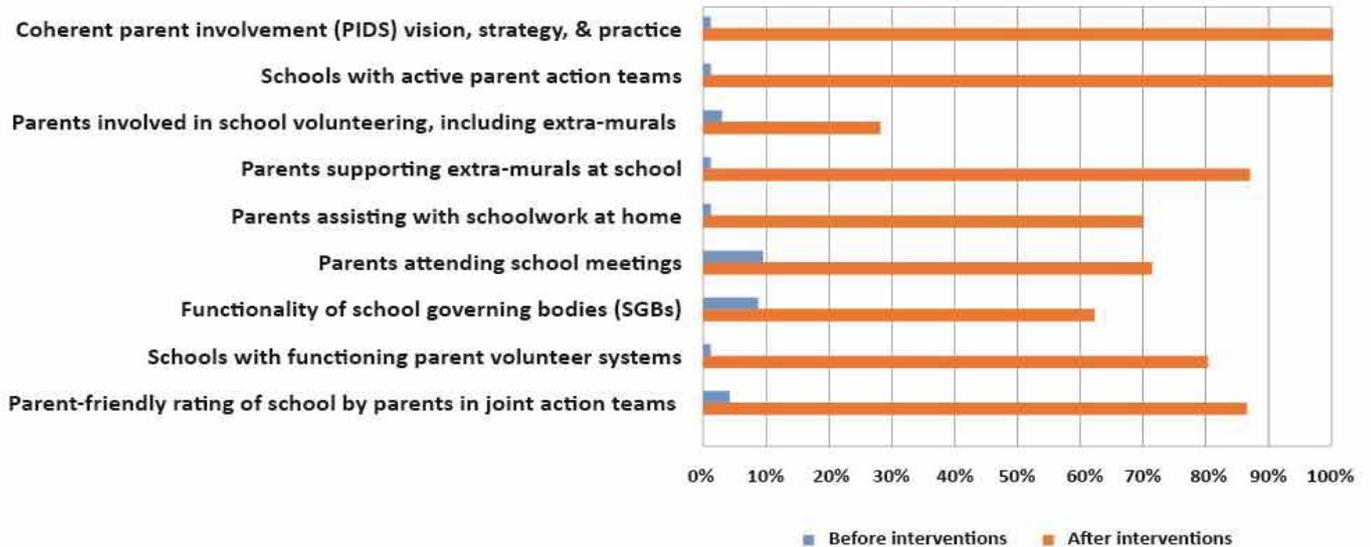
ORGANISATIONAL DEVELOPMENT



PERSONAL DEVELOPMENT



PARENT INVOLVEMENT, DEVELOPMENT, AND SUPPORT (PIDS)



Programme achievements: why support us?

"It's clear, a no brainer," said the principal of Sid G. Rule Primary at a presentation to a neighbouring District. Our joint efforts, formal studies, and myriad anecdotal evidence show that **the combination of schools becoming parent-friendly and parents becoming school-friendly** is key to school effectiveness, good parenting, and more actively engaged, creative, and collaborative children. It is these children who bring their experience, knowledge, skills of teamship, and clarity of thinking into their adulthood as civically responsible South Africans.

Our key success has been breaking through teachers' deep resistance to working closely with parents. They now express that they are achieving far more together with parents than on their own, and that this is improving their understanding and engagement of the children and thereby classroom management and curriculum delivery. They see that when the school community is part of a process from the outset, they are prepared to roll up their sleeves, play their parts well, and be accountable. Growth has been vivid and rapid.

"You know, for us both, our experience of school was bad, really bad. Also home was tough. We know strict punishment only. And it always makes things worse. This programme is a Godsend for our family."

- Cypress Primary mother after a workshop with her husband in the positive parenting programme.

"This parent-teacher program is a long overdue structure to bring us together for our children in our school. We did not work together before. We did not know each other before!"

- Parent at Zimasa Primary.

"We are at a point where we know we can do a lot without money, with what we have and who we have already."

- Pelican Park Primary teacher.

• EMEP programmes have helped the schools:

- establish grade communities of parents and teachers who support the children at school and complement the curriculum at home, including with creative extra-murals
- improve learners' engagement with the curriculum, with consequent improvement in academic results
- improve behaviour with resultant decrease in bullying, punishments, disciplinary hearings, and absenteeism
- increase capable management and governance by strengthening both School Management Team's (SMT's) and School Governing Bodies' (SGBs') teamwork
- vastly improve parent attendance at meetings from an average of 15% to 70% - 90% in all cases
- improve parent assistance with fundraising
- bring the school alive after class with extra-murals, grade community evenings, adult education and recreation, community meetings, and internet access
- improve security with consequent reductions of physical abuse, trespassing, vandalism, and cost of maintenance
- improve general safety and, vitally, reduce anxiety.

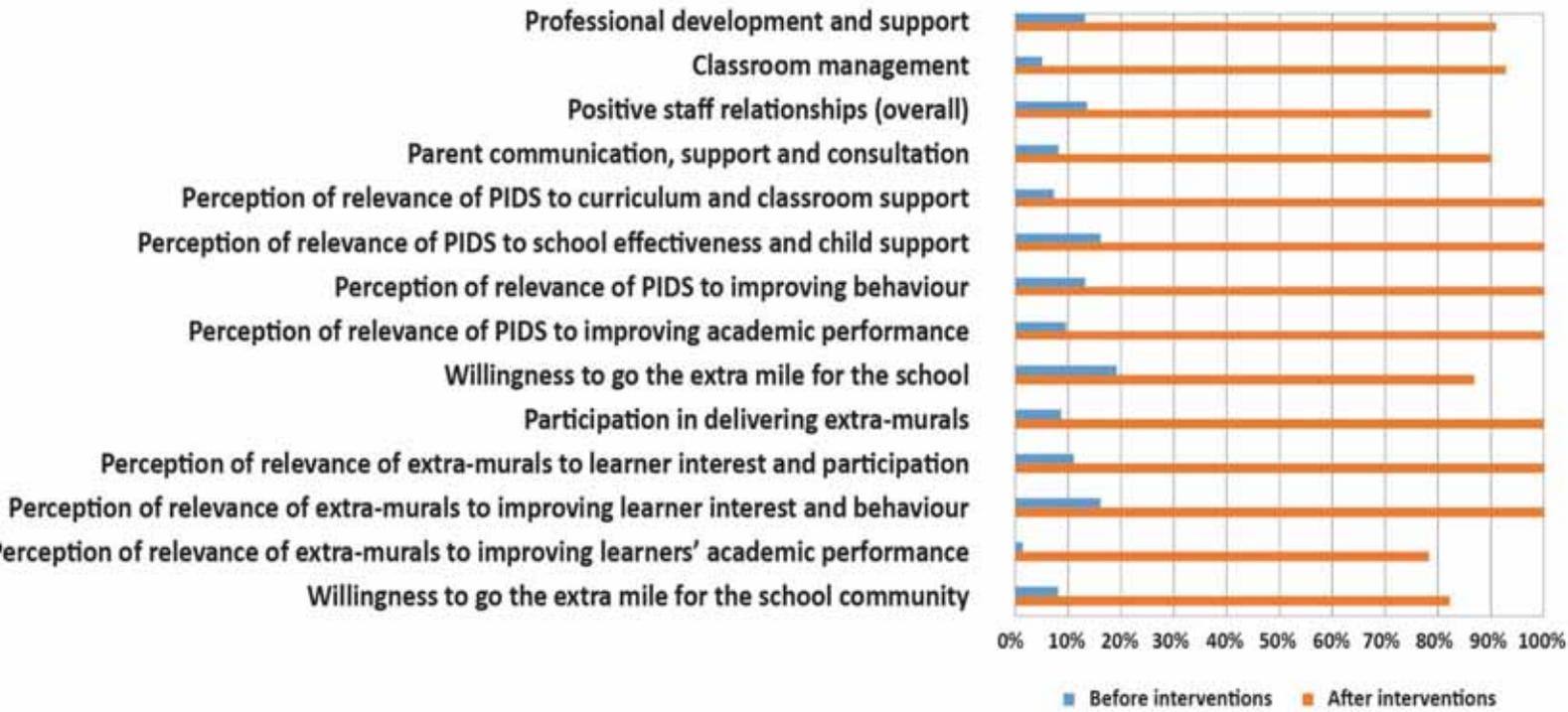
• EMEP programmes have helped principals, teachers, and managers with:

- greatly improved morale, professional development, classroom and project management, and facilitation
- more empathic collegial, parent, and child relationships
- expressed willingness to go the extra mile for the children, each other, the school, and the community, including home visits
- collectively producing and implementing their own long-, medium-, and short-term development plans.

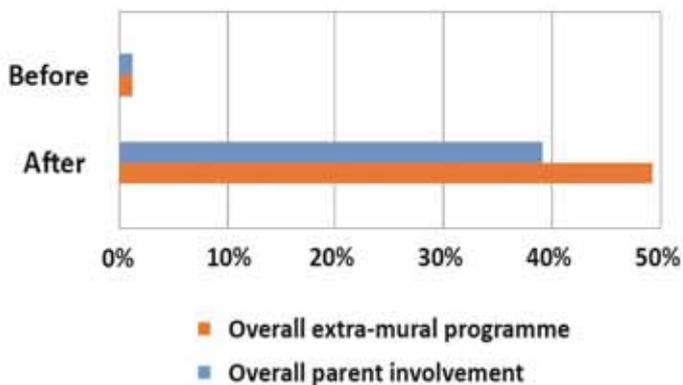


Teachers in a learning-by-doing activity. All programme activities are designed for use in class too.

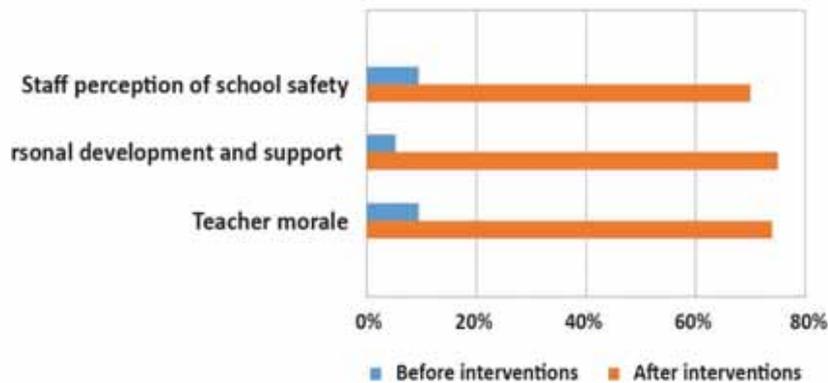
PROFESSIONAL DEVELOPMENT



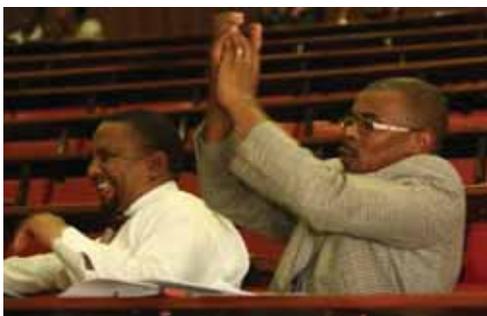
ORGANISATIONAL DEVELOPMENT



PERSONAL DEVELOPMENT



Addenda 3-5 in Part 3, provided on request, contain the details behind these graphs.



Principals of Wesbank and Hector Petersen applaud after their teacher trainees' presentations to the Education Department on the impacts of EMEP's programme.

"The teachers got an insight into the way their lives could be broadened and developed through this program. They have grown in confidence, emotionally and psychologically. They look for positive aspects in life to be developed.

"Much of the wisdom was found hidden within themselves... They are not afraid to speak and put forward ideas. They are better able to take criticism as a part of learning, and to delegate. They are playing a leading role in taking others in a positive direction."

- Principal of Hector Petersen Secondary School, Wallacedene, reflecting on the programme's impacts on his staff.

Recently a story about Kannemeyer Primary appeared in the local newspaper after the launch of a morning nutrition scheme that EMEP calls 'Breakfast Club'. Its aims are to feed malnourished children each morning before class, provide a safe, healthy, and supportive space on entry (side-stepping bullying in the grounds), whilst calming and preparing them for the school day with story-telling-and-making, games, and revising homework. The article tells how the health worker and lay-counsellor involved, both trained by EMEP, brought together a group of local women to wash, blow-dry, and braid the children's hair as part of Breakfast Club. Vivid to the reporter was the children's self-confidence/esteem growing right before her eyes. The Breakfast Club children all had their hair neatly parted into corn-rows and then they in turn started to help others to part and wash their hair, check their nails, and fix their uniforms.



Happily showing their knitting at Botrivier Primary's Community Extra-Mural Day.

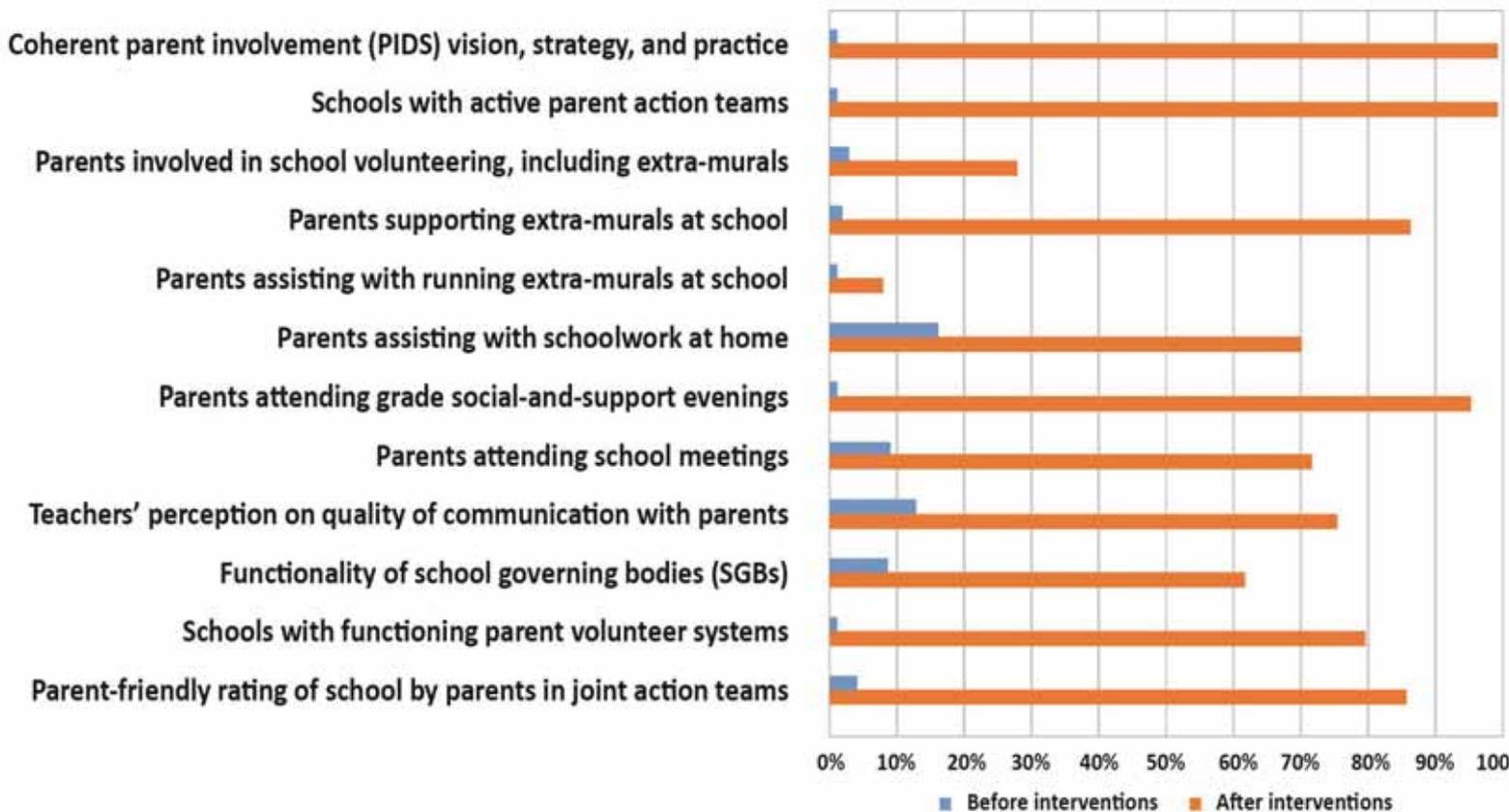
Engaged parents also access resources through personal networks. When a father at a grade community evening learned that the home economics class had no stoves, he contacted a business connection and within a week three new stoves were delivered to the school. He said: "When the boys and girls saw the stoves they were in an extravaganza!"

- **EMEP programmes have helped teachers and parents to radically improve their child support through:**
 - more personalised support at school and home
 - classroom and extra-mural assistance, including clubs for reading, homework, the arts, crafts, robotics, chess, environmental activities, and journalism
 - running weekend and holiday programmes
 - sharing gate, break, and grounds duty; liaising with external providers; helping with repair, security, events management, fundraising, administration, and fee collection
 - regular teacher-parent-child conferences that reflect on progress, identify interests and issues early, explore next steps, and recognise and applaud good effort and performance
 - increased home visits by teachers, leading to better understanding and support at home and in class
 - reduction of abusive punishments by parents and teachers, both emotional and physical.

- **EMEP has trained parent volunteers to support the school in priority areas, including planning and managing them, resulting in:**
 - parent-teacher action teams running 'small steps, small wins' projects both at school and home: extra-murals; class and home libraries; spelling bee's; courtroom simulations where historical figures are put on trial; arts and crafts; outings; nutrition schemes; cooking, gardening and journalist clubs; extra lessons
 - vastly improved support at home through better parenting and understanding of the curriculum and school ethos
 - trained parent assistants in class, providing personalised support in basic literacy and numeracy (litnum). This effectively halves the teacher-pupil ratio
 - community service learning projects
 - annual outings and camps
 - childrens' vastly improved engagement, attitudes, effort, behaviour, and performance.

For details and examples, see Addendum 4 in Part 3, provided on request.

PARENT INVOLVEMENT, DEVELOPMENT, AND SUPPORT (PIDS)



From Sid G. Rule Primary School teachers:

"When EMEP came in, some ideas were already there, but [EMEP] helped to convince teachers of the importance of parent and community involvement and the philosophy of extra-murals... We now have a new freedom and democratic processes."

"I remember the first time EMEP came in... they asked us to visualise children doing extra-murals and hear the sounds of the laughter and the music... and smell the smells.... that is how it all started for me. I always think of that day when I hear the music classes..."

"The children love the extra-murals... they love the choice and wide variety... they always find things they are interested in..."

- EMEP programmes have positively impacted pupils who now demonstrate:
 - overwhelmingly enthusiastic uptake of extra-mural opportunities, resulting in increased effort, capacity, creativity, wellbeing, and 'performance', leading to improved academic achievement (see Addendum 6 in Part 3, provided on request)
 - increased positive attitudes and behaviours
 - increased competencies and confidence to face and deal with problems cooperatively
 - improved sense of safety owing to decreases in bullying
 - understanding of and respect for discipline that is geared to 'consequentiality' rather than punishment
 - more collaboration in class, extra-murals, and during recess
 - improved teamwork, sharing of responsibilities, and evidence of good sportsmanship.

See school and district reports, gladly provided on request.

*"Learners respond well to the enthusiasm of the teachers...they can't wait for their extra-murals.."
"It is so rewarding for them"
"They are attracted to the more unusual activities..."*

"Teachers do complain about extra-murals...we just have so much to do! But the joy for the learners, well, it's worth it!"

- Sid G. Rule Primary School teachers.



A greening group at Hillwood Primary.

"EMEP's approach showed us how to open spaces for change to happen. It's not that we don't have our own ideas and plans but EMEP showed us how to vision and structure ourselves to make things work. Also, they have innovative but realistic ideas for issues like pupil, parent and teacher support, children's needs in and outside the class-room, discipline, management and planning, time-tabling, community service, and fund-raising. EMEP has helped us to plan and manage our own development and to meet partners out of a position of strength. This allows us to become truly inter-dependent as a community school, a school for the community. The results, after much work by the teachers and EMEP, are now plain to see. And now we have waiting lists of teachers and parents wanting to be here!"

- principal of Sid G Rule Primary in Grassy Park, senior partner school in EMEP's development pool.

Sid G. Rule Primary

Before intervention

Soccer (boys), netball, gymnastics, athletics

After intervention

Soccer (boys and girls), netball, basketball, gymnastics, athletics, rugby, hockey, softball, t-ball, karate, judo, taekwondo, needlework, gardening, drawing and painting, soap-making, flower arranging, fabric-painting, origami, homework clubs, reading and scrabble clubs, papermaking, first aid, modern dance, folk dance, choir, chess, story writing, debating, spelling bees, quizzes, robotics and technology club.

Adult extra-murals: choir; library club; learning Xhosa; curriculum support group, positive parenting club, mothers-and-daughters club, sons-and-father's club, modern dance, weight-lifting, aerobics

Pelican Park Primary

Before intervention

Soccer, (boys) rugby, netball, athletics

After intervention

Debating, chess, scrabble, reading and book club, homework club, soccer (girls and boys), rugby, athletics, netball, karate, painting, crafts, feeding scheme, gardening, dance, choir, cross country, drama, poetry, computer class.

Extra-murals for adults: the concerned parents club, positive parenting club, sons-and-father's club, modern dance, weight-lifting, aerobics.

The process: growing new practice and culture

Through concerted capacity-building and support over time with willing schools, we are showing it is possible to grow the ethos and agency needed for them to risk and take accountability for their development.

For this reason, support for long-term, systemic change (professional, organisational, and cultural) need realistic and generous delivery cycles that enable and respect all participants. Over three 3-year cycles, we achieve:

1. **Entry:** establishing collective staff understanding, strategy, and agreements; start of whole staff development and parent involvement, development, and support (PIDS) projects, especially building supportive grade communities
2. **Piloting:** testing, demonstrating, learning from, and reporting to whole staff and parents; spreads to increasing numbers of teachers and parents
3. **Embedding and spreading:** collaborative staff-parent practices at grade, class, and school community levels.



Member of an extra-mural indigenous dancing troupe at Wesbank Primary, during a community extra-mural day.

From the outset, EMEP takes a developmental approach. As the 'enterprise' is geared to agency, to moving out of dependency and reactivity, these gains cannot be reached on command. Once there is collective understanding and agreement about strategic priorities, only then is there 'something to buy into', further investigate, then cooperatively to plan, implement, lead, manage, and govern, and for outside partners to 'come coherently into' and add meaningful value to.

EMEP's external evaluator, Davine Thaw, described it thus:

"This is a coordinated and participatory approach (new to many schools). It is firmly based in Whole Systems theory which argues that any intervention in one aspect of a system will reverberate and have effects in its other parts. An intervention into any one aspect of a system that is not designed with the whole system in mind, is likely to fail if other parts of the system do not change as well. Our development landscape is littered with such single-problem oriented projects."

We urge you to support our holistic approach that is generating such positive outcomes. We are dedicated to this work, proud to have achieved and learned a great deal, and are optimistic that these successes can be sustained and spread.



Wavecrest Primary links up a grade 1 class with the Chef at the President Hotel for cake-making and decorating, organised by a parent.

"It is clear to us all – teachers, support staff and officials – that parents and guardians are our principal partners in teaching and supporting the child."

"Through PIDS we are endeavoring to model inside our school community the changes we want to see in the wider community. We believe that only then can we influence the greater community to be values driven, aspiring to improve standards and opportunities in conjunction with making more informed choices with regards to healthier and safer lifestyles."

- Ms Vasintha Moonsamy, principal of Pelican Park Primary

oooOooo

"Dear Teacher:

I am a survivor of a concentration camp. My eyes saw what no person should witness: Gas chambers built by learned engineers. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates.

So, I am suspicious of education. My request is: Help your students become human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing, and arithmetic are important only if they serve to make our children more human."

- Author unknown; in Haim Ginnot, 'Teacher and Child'.

“EMEP helps us use our resources to the maximum. These are our people, our time, our facilities and our communities. We no longer wait for more resources or outside rescuers to progress. We are facing our conditions and tailor-make our own solutions. This is transforming our effectiveness as a school that serves our whole community. Together we can save generations of children.”

Principal of Pelican Park Primary



Parents and teachers mingling at a grade social and support evening at Pelican Park Primary. In this activity, the children have introduced their parents to those of their best friends in class. For most, this is the first time that they have met each other.

SECTION 7

What Social Return on Investment can you expect after three years?

- **Key result**

Teachers and parents are co-producing school and home environments that enable holistic child/learner involvement, development, and support.

- **Core programme process and key deliverables**

- Builds the capacity of staff, governing body, and parents to lead and deliver their own development
- Tests and pilots 'small steps, small wins' projects with willing groups of teachers and parents
- Establishes the organisational foundation for increasing staff and parent take-up, i.e. internal school community scale-up.
- Establishes the strategic foundation for both district and provincial movements of school communities growing their schools extra-murally as local community hubs of lifelong learning, recreation, and support services.

- **Leveraging the results: direct and knock-on effects (post-pilot)**

- Provides solid demonstrations of innovative and flexible practices that optimise existing school community agency and assets for:
 - improving the local school and its organisational and community base
 - establishing learning-rich homes
 - facilitating meaningful parent and community involvement, development, and support, as well as participation in and accountability for governance.
- Influences research, policy, and public discourse through demonstrations, seminars, practicums, published papers, and media.

What Social Return On Investment can you expect after three years?

Programme strategy is: firstly grow collective staff understanding, purpose, and strategy; secondly, test and demonstrate coherent collaborations amongst small, willing groups of teachers and parents; and then support further staff and parent take-up. The key outcome aimed for is that improved teacher-parent collaboration and parenting will lead to *improved learner involvement, development, support, wellbeing, and achievement*.

Such gains depend on the conditions of participation being met, including that results are reported, learnings drawn, and mid-course adjustments made; and these in turn depend on the Districts 'ringfencing' and supporting the programme. If so, our three-year projection envisages school environments where:

- teachers:
 - better understand, engage, and support the parents and the whole child
 - regularly bring grade communities of parents, teachers, and children together to: demonstrate progress; creatively report back, process issues of mutual interest, and learn together; and in so doing build relationship, community, and common purpose
 - better understand, engage with, learn from, and support each other as colleagues, and make regular, timetabled space for such 'action learning'
 - ensure that the mandatory School Improvement Plan (SIP), geared to compliance, includes PIDS, personalised child support, extra-mural provision, and professional and personal staff development
- teachers and support staff:
 - share management and development responsibilities
 - make timetabled space for improving their understanding and support of each other
 - co-create and express a strongly professional and values-driven work ethic
- parents:
 - better understanding of child development, generally, and their own children, specifically, and so improve their parenting and engagement with their children and each other
 - improved practice of their school-related roles and responsibilities and thereby better support the teachers, school, SGB, and each other (see '5 Key Roles & Responsibilities', p. 3)
- school governing body (SGB):
 - governs as an increasingly collaborative and purposeful team
 - engages and reports back to the parent body and builds their interest and support
 - enables and oversees the after-hours usage of the school by the community for learning, recreation, and support services (where safety allows)
- the schools:
 - improve care and safety, with resultant reductions of bullying, trespass, vandalism, and repair
 - encourage and manage the use of their facilities after hours by the local community
 - timetable ongoing development work, especially:- staff and organisation development, PIDS, extra-murals, and community and service partnerships that use the school plant after hours
 - see that their mission, improvement plan, and staff recruitment express and guide the above.

SECTION 8

How we manage, measure, improve, and report

- We manage, monitor, evaluate, improve, and report on four levels:
 - in-house through practitioners' fieldwork, research, and 'action learning'
 - school-based through participating school staff, parents, and students
 - district-based through district-circuit-EMEP consultations and reviews
 - joint reviews with schools, district officials, and partners.
- We have broad, detailed, and integrated outcomes and indicators for each participating roleplayer group's three three-year phases:
 - 'entry' (short-term)
 - 'piloting' (middle-term)
 - 'internal scale-up' (long-term).
- With these internally-designed outcomes and indicators in our 'back pockets', we facilitate, train, and support the schools to develop, deliver, and take responsibility for their own tailor-made solutions, measures, 'action learning', improvements, and reporting.

How we manage, measure, improve, and report

To support high quality delivery and ensure ongoing improvement (of processes and partnerships), our management, measuring (monitoring and evaluation), reflecting, re-planning, and reporting are four-fold:

- in-house through practitioners' fieldwork, research, and 'action learning'
- school-based through participating school staff, parents, and students
- district-based through district-circuit-EMEP updates, consultations, and reviews
- joint reviews with schools, district officials, and partners.

This underpins the ongoing growth and coherence of our body of practice.

Our short-, medium-, and long-term plans (aligned to the three three-year cycles of 'entry', 'pilot', and 'scale-up') have broad and detailed outcomes and indicators. These assume that conditions of participation are being met (as described in Section 6). They are available on request.

We note that these outcomes and indicators are internally-designed by EMEP. As development cannot be 'done on command' and given that we are a collaborative development agency dedicated to growing local agency and capacity, it will be appreciated that we cannot 'project' our planned outcomes and indicators upon the schools and their communities. Rather, we keep them in our 'back pockets', informing and guiding us while building *local* practice, agency, relationships, and capacity; moreover, this is at their pace and within their capacity.

EMEP facilitates, trains, and supports participants collaboratively to develop and deliver their own tailor-made solutions, plans, measures, and 'action learning'; on the basis of their 'voice and choice', they are willing to take responsibility for their development out of dependency (towards 'independence and inter-dependence'); otherwise they remain 'at a remove', disempowered and reactive.

We collect our information through:

- a combination of detailed inventories that track the various processes and projects at each partner school. These are school-specific and may include parent involvement in class teacher assistance, extra-murals, animating literacy via spelling bees and class libraries, breakfast and homework clubs, weekend and holiday programmes, etc
- case studies plus regular debriefing with EMEP practitioner staff who are trained and supported to monitor progress on-site at partner schools and in their local communities.

We note that the graphs and statistics in this proposal are drawn from:

- participants' self-evaluations (outlined in Part 3, Addenda 3, 4, and 5, available on request)
- our practitioner team's research and assessments
- external evaluations.

SECTION 9

Current programme reach

- **Six school communities of 23 497 people** (staff, parents, and children) in two Districts:
 - three in the 'development stream' in Metro South
 - three in the 'service delivery stream' in Metro Central.
- Responsive, school-specific facilitation, training, and support are provided to the three school communities in the development stream.
- In the service delivery stream, schools and Districts choose from 21 adaptable training and support programmes (at introductory, intermediate, and advanced levels).

“EMEP helps us use our resources to the maximum. These are our people, our time, our facilities and our communities. We no longer wait for more resources or outside rescuers to progress. We are facing our conditions and tailor-make our own solutions. This is transforming our effectiveness as a school that serves our whole community. Together we can save generations of children.”

Principal of Pelican Park Primary

Current programme reach

23 497 people (teachers, parents, and children) from six school communities currently participate in our two work streams:

- the development (training and on-site support) stream in Metro South
- the service delivery (training) stream in Metro Central.

For more details of programmes and participants in each stream, see both Addendum 1 in Part 3 and our Menu of Services¹¹, provided on request.

We differentiate two types of direct involvement:

- participants: those actively participating in programme-related processes (at class, grade, extra-mural, and general parent body levels):-
 - in the development stream, all staff and upwards of 95% of parents have actively participated in grade social and support and positive parenting activities; these shall be carried through to the schools in the service delivery stream in 2020 and 2021
- ‘carriers’: those managing the programme in project teams and/or serving as volunteer facilitators or assistants.

Of the 82 parents trained as Teacher Assistants (TAs) in 2018, 38 (almost 50%) have been placed in classrooms and extra-murals.

Development (training and on-site support) stream in Metro South

| School | Teachers and support staff | Parents | SGB members | Children |
|---------------------------|----------------------------|--------------|-------------|--------------|
| Sid G Rule Primary School | 26 | 1 542 | 12 | 980 |
| Pelican Park PS | 28 | 1 874 | 13 | 1 207 |
| Kannemeyer PS | 24 | 1 213 | 12 | 740 |
| Sub-total | 78 | 4 629 | 37 | 2 927 |

Service delivery (training) stream in Metro Central

| School | Teachers and support staff | Parents | SGB members | Children |
|-------------------------|----------------------------|--------------|-------------|--------------|
| Zimasa Community School | 51 | 2 956 | 13 | 1 603 |
| Athlone North PS | 23 | 1 375 | 11 | 657 |
| Athwood PS | 21 | 983 | 7 | 560 |
| Sub-total | 95 | 5 314 | 31 | 2 820 |

| | | | | |
|--------------|------------|--------------|-----------|--------------|
| Total | 173 | 9 943 | 68 | 5 747 |
|--------------|------------|--------------|-----------|--------------|

Grand total: 23 497 people (staff, parents, and children)

¹¹ Schools and Districts can choose from our Menu of Services. These are ‘stress-tested’ programmes generated by our work over time and through staff turnover in the development stream.

SECTION 10

Financial needs

Upcoming three-year needs (January 2020 – December 2022):

- **three school communities** in the **development stream** in Metro South at an average overall cost per year of **US\$61 100** (R901 000), breaking down to:
 - **US\$20 400** (R300 600) **per school community** per year
 - **US\$20** (R300) **per child** per year
- **three school communities** in the **service delivery stream** (training) in Metro Central @:
 - **US\$11 320** (R167 000) per school community per year
 - **US\$11** (R167) per child per year
- **preparation for expansion** to six more school communities for the following three-year cycle (2022 - 2025): R900 000.

Future three-year needs (January 2023 – December 2025):

- twelve school communities in the development and service delivery streams in Metro's South and Central at an average cost of:
 - **US\$14 600** (R215 400) per school community per year
 - **US\$15** (R215) per child per year.

We seek contributions towards the costs of **the three school communities in the development stream** for this upcoming three-year cycle: January 2020 – December 2022.

10. Financial needs: current and future, January 2020 – December 2025

Figures below represent the finance needed for the next two 3-year cycles:

- **January 2020 to December 2022:** maintain operations in Cape Town with six school communities and their Districts; and prepare for expansion of operations to 12 school communities
- **January 2023 to December 2025:** both maintain and develop operations with 12 school communities and their Districts.

10.1 Current three-year needs: January 2020 – December 2022

| Category | Activity | Amounts (US\$) |
|---------------------------|--|--------------------|
| | Number of schools supported during this period | 6 |
| | Number of children supported during this period | 5 747 |
| Current programmes | Development stream: maintain operations in Metro South @ US\$61 100 for 3 school communities per year | 183 300 |
| | SUB-TOTAL | 183 300 |
| | Average cost per school community per year | 20 400 |
| | Average cost per child per year | 20 |
| | Service delivery (training) stream: maintain operations in Metro Central @ US\$33 900 for 3 school communities per year | 101 700 |
| | SUB-TOTAL | 101 700 |
| | Average cost per school community per year | 11 300 |
| | Average cost per child per year | 11 |
| | TOTAL: | US\$285 000 |
| Preparation for expansion | Recruit additional staff in January 2022 to prepare for the expansion in the South and Central Metros | 27 120 |
| | Set-up and initiate expansion; all preparations to be underway late-2022 to early-2023 | 34 000 |
| | TOTAL | US\$61 120 |
| | GRAND TOTAL: | US\$346 120 |
| | Funds needed for period January 2020 to December 2022 | US\$346 120 |

10.2 Future three-year needs: January 2023 – December 2025

| Category | Activity | Amount |
|--------------------|--|--------------------|
| | Number of schools to be supported during this period | 12 |
| | Number of children to be supported during this period | 12 000 |
| Expanded programme | From January 2023 | 163 000 |
| | From January 2024 | 179 000 |
| | From January 2025 | 197 000 |
| | TOTAL: | US\$539 000 |
| | Funds needed for period January 2023 to December 2025 | US\$539 000 |
| | Average cost per school per year | 15 000 |
| | Average cost per learner per year | 15 |

10.3 The funding that the programme needs: request for contributions

EMEP seeks contributions towards the costs of delivering the programme to the **three school communities in the development stream** in Metro South for the next three years.

The average overall cost per year of operating the development stream is **US\$61 100** (R901 000).

This averages out to:

- **US\$20 400** (R300 000) **per school community** per year
- **US\$20** (R300) **per child** per year.

10.4 2019 financials

Total funds spent in the 2019 financial year: US\$68 166 (R1 005 450.00).

Latest audited financials are gladly available upon request.

10.5 Percentage of funds spent per department

| | |
|-----------------------------------|------|
| Staff salaries: | 18% |
| Programme expenses: | 71% |
| Operational costs ¹² : | 11% |
| Total: | 100% |

10.6 Goods and services provided pro bono

| | | |
|------------------------------|----------------|------------|
| Food and beverages | Komati Foods | R 42 000 |
| Legal services | Matthew Walton | R 38 000 |
| Workshop venues and catering | MCED | R 46 000 |
| Printing and design | Topcopy | R 80 000 |
| Total: | | R 206 000. |

¹² Operational costs include admin, fundraising, marketing, and auditing.

SECTION 11

Support from Education Districts: key to success

- Education Districts are the schools' employers and the most direct interface of government with local communities.
- They are key to:
 - school recruitment, take-up, and support
 - overseeing school governance
 - embedding and spreading development practices in the District.
- Education Districts are EMEP's primary partners in government.
- EMEP's positive results have convinced Education Districts to work hand-in-glove with us.
- We have 28 years of experience and successes in what it takes to work productively with Education Districts and their schools.

"EMEP adds enormous value, disproportionate to its size. They do what the State system cannot and thus they augment and strengthen the schools and the district in context."

Director of Metro South Education District

Support from Education Districts: key to success

Education Districts are the schools' employers and the interface of the education system with schools and their communities. As such, Education District partnering is key to our practice. It is vital that they are engaged from the outset with strategising, planning, designing, and, most especially, with recruiting, ongoing support and oversight, drawing learning, and mid-course adjustments.¹³

We have found that under-resourced and highly stressed schools are reluctant to commit fully to a programme unless and until their District is seen to lead and conduct it, and to whom they report.

Metro South Education District (MSED) has been a notable supporter and partner of EMEP since the inception of education districts in 2001. Following strong requests in 2017 and 2018 to director Glen van Harte by the participating schools and circuit officials to strengthen and extend the PIDS programme, he wrote a powerful letter of support and commitment to education decision-makers and potential investors (gladly available on request). In it, he comments on EMEP's approach and impact in detail, saying:

"EMEP's contributions have the potential for significant systemic impact, disproportionate to their size. They have the ability to do what the State system cannot and thus they augment and strengthen the schools and the district in context."

He went on to talk of the system-level value of the PIDS programme:

"My colleagues and I feel that the lessons and models emerging from this first phase of the PIDS pilot are providing useful clues how to improve the quality of teaching, learning, and support across a school community and a circuit, and how to use our resources better in order to do so. They are demonstrating the value of:

- ✓ *involving and supporting parents meaningfully and strategically*
- ✓ *expanding the type of schooling outcomes sought from learning outcomes only to both learning and development outcomes*
- ✓ *incorporating into the weekly timetable professional space for teachers and managers to reflect, plan and improve practice*
- ✓ *building holistic extra-mural programmes for all, run by teachers and parents, not only sports for the most talented, but also study support, arts and crafts, and health and wellbeing services*
- ✓ *drawing in local service providers to safely use the school plant after hours for community education and recreation*
- ✓ *reviewing the length and usage of school time - lesson periods, school day, school holidays and school year - and reconfiguring where necessary. This has the potential for significant systemic change and will involve reviewing the percentages of time allocated in policy*
- ✓ *providing a 'development nursery' for the district where willing schools are testing and producing their own solutions to meet their interests and needs, and then sharing the results and lessons with the other schools in their circuits."*

¹³ For emerging lessons about Education District leadership for PIDS, please see Addendum 6 in Part 3, provided on request.

This last point is key, namely, that the PIDS programme is serving the long-term strategic objective of establishing district 'development streams' where *willing* schools, together with their parents and local communities, are:

- testing and demonstrating their own home-grown initiatives to meet both the learning and the development interests of the growing child, their parents, school staff, and the local community
- sharing their efforts, processes, results, and learnings in their wider community and with other interested schools, circuits, and districts
- providing a vital, systemic space for civil society partners and investors to come coherently into.

EMEP understands very keenly that people and their organisations will be accountable only for that which they have freely chosen. This is the essential foundation for long-term change.

The schools and their communities have articulated their strong need for this.



"This is how they grow!" — newly trained Teacher Assistant, Aunty Dillian Meyer, a grandmother, dedicated gardener, and retired after-care teacher, teaches the life cycle of plants to her extra-mural gardening club at Kannemeyer Primary, Grassy Park, in Cape Town's South Metro.

SECTION 12

In conclusion

- EMEP's approach is making uniquely significant impacts in a strategic niche: school communities.
- Our school, community, and District partners all express their strong desire and need for this work to deepen and to expand.
- Social investment partnerships are vital to sustain and to grow this work.
- We would be thrilled to have you partner with us to co-grow the agency of of under-resourced schools' teachers, managers, and support staff, together with their marginalised and hitherto under-engaged and 'untapped' parents and communities.

"At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents."

Michael Fullan, educationalist

"Going forward, we need to encourage partnerships between Government, highly professional, experienced and innovative civil society organisations such as EMEP, and innovative investors in order to give our youth, their families, their communities and our schools that serve them, the best possible opportunity to succeed."

Director of Metro South Education District

In conclusion

Despite the PIDS programme being in its relative infancy (barely seven years old), it has made significantly positive impacts in a uniquely strategic niche - no other organisation in South Africa nor on the continent (to our knowledge) is working deeply here.

To leverage these hard-won footholds, build on the groundwork done, plumb the evident potential, and sustain the positivity, requires investment partners alongside us.

We are intensely proud of our achievements to date. We hope that you will consider walking with us as we grow the programme and generate even more successes for the children and our schools.

If I were not African, I wonder whether it would be clear to me that Africa is a place where the people do not need limp gifts of fish but sturdy fishing rods and fair access to the pond. I wonder whether I would realise that while African nations have a failure of leadership, they also have dynamic people with agency and voices.

- Chimamandi Ngozi Adichie

We agree. We would be thrilled to have you partner with us to co-grow that agency, those voices, their capacity to make sturdy rods, and gain fair access to the pond.

We thank you, most sincerely, for entertaining our submission and fervently hope it resonates with you in helping to reshape and regenerate our schools. Social investment partnerships are a powerful way to contribute to a future that readily evidences the talent, intelligence, creativity, and optimism of our young generations.

We look forward to exploring possible next steps in partnership with you.



Shaping clay and creative lives: a pottery extra-mural run by a parent at Liwa Primary in Nyanga, Metro Central, Cape Town.

SECTION 12

Behind the scenes: our organisation and people

- EMEP was founded in 1991 on the basis of successful whole school development work within state and independent schools since 1976.
- EMEP is an 18A Educational Trust (020-903-NPO; IT 3048/98), tax-deductible for South African donors, governed by a Board of Trustees, and regularly audited.
- Our Trustees and Patrons are skilled, experienced, and highly regarded.
- Our practitioners and managers are highly skilled, experienced, and with track records of success. We are supported by cohorts of teachers, support staff, and parent volunteers at each school.

Behind the scenes: our organisation and people

EMEP was founded in 1991 via an Ashoka social entrepreneur fellowship grant awarded to EMEP's founder and director on the basis of his extra-mural and curricular development innovations in state and independent schools since 1976 – *see profile ahead*.

The Director chairs the Executive Committee comprising Programme, Project, and Financial Managers. The organisation has a small staff core of four, seven associate practitioners, two researchers who work on a contract basis, and cohorts of 25 – 40 volunteer teachers and parents at each of the schools where we work.

We have 28 years of fruitful experience of what it takes for schools and their communities to creatively and pragmatically use and grow the resources they already have (within their spheres of control and influence), namely, their time, people, facilities, and community assets – in service to both the engaged learning *and* the holistic development of the growing child.

Structure

EMEP is constituted as a non-profit, 18A Educational Trust (020-903-NPO; IT 3048/98), tax-deductible for South African donors, governed by a Board of Trustees.

Core staff

Brenda Erasmus, Programme Manager, senior designer, and senior practitioner; former head of school-business partnerships and student internships at the Career Research and Information Centre (CRIC); former primary and high school teacher (English, maths, extra-murals); camping enthusiast; and ballroom dancer.

Brenda joined EMEP in 2001 as General Manager and soon graduated from in-house work to lead both our development training and urban school support teams before taking over as Programme Manager in 2015.

"I am an avid believer in the holistic development of children and the essential need for strong home support. I joined EMEP because their vision spoke to my heart, and it still does! As changes occur so fast in our schools and their communities, we develop responses jointly with the schools and their parents that meet their interests whilst staying true to our dedicated vision.

"Today, I can say that my practice has grown and continues to grow personally and professionally. I learn from my colleagues at EMEP and from every individual at our partner schools. The positive responses from participants new to our work, as well as from those we have been in partnership with for many years, proves that we are still relevant and much needed. I believe that we pack a mighty punch!"



Anwar Parker, Project Manager, senior practitioner, researcher, and senior designer; psychologist; child, youth, and family counsellor, with an advanced qualification in Play Therapy; former community programmes and centres coordinator at SHAWCO, University of Cape Town; full-time father and part-time badminton player and magician.

Anwar is an experienced development practitioner with 20 years of experience in community psychology, school interventions, child and youth counselling, project management, and action research. He has served on the Ministerial Advisory Committee for the Department of Social Development, where he held the Child Protection portfolio.

Anwar joined EMEP in 2008 and has served as team leader, lead trainer and facilitator, researcher, process designer, evaluator, and pioneer of various key programmes, including positive parenting and teacher-parent-child engagement and counselling skills.

“The responsibilities and roles of teachers are changing fast – especially within challenging communities. Teachers need to have personal and professional skills that help them respond empathically to children and parents, as well as be effective members of a team. Our EMEP programmes allow me to live out this passion for personal and inter-personal development of teachers and parents, and thereby play a meaningful role in impacting children and their communities on a broader level. It is both inspiring and humbling work!”

Logie Soobramoney, bookkeeper, financial manager, and administrator; chair of Fincom; specialist NGO financial consultant; community service volunteer; designer and maker of children’s and sports clothing.

Logie is an experienced, passionate, and meticulous financial manager with 17 years of NGO experience making maximal use of our precious resources.

“I love working in the development sector! It is where my values and passions are, more so than in the private sector. I truly believe in this work and see the positive differences it makes. It is so meaningful to be part of EMEP’s team, helping transform the lives of school communities. I have a dream of being more involved in programmes too, where I share my financial know-how with the children and their parents as well as set up extra-mural clothes designing-and-making clubs!”



Jonathan Gevisser, founder and director; school community and extra-mural development specialist; child, youth, and organisation development practitioner; Ashoka Fellow; former teacher; sociologist; mountain walker, outward bound instructor, and scuba enthusiast.

Jonny began his full-time teaching life in 1980 at Sentinel Junior in Hout Bay, teaching English as a second language, establishing a game-based physical education curriculum, and pioneering a broad-spectrum extra-mural department. He then taught in a child-centred Waldorf school where he deepened his understanding and practice of holistic education, especially the benefits of creative play, arts, and team games for holistic child development and to deepen and complement the curriculum, before founding EMEP in 1991.



"In late 1976 I took a temporary, two-term job away from UCT's sociology department to teach physical education at Harold Cressy High in central Cape Town. This was towards the end of the first wave of student uprisings and their energy and curiosity were unbounded, and thwarted. The school's unused extra-mural spaces appeared like hidden gates in their walls, with endless possibilities. I dived in, drew in my networks, and established a small extra-mural programme. The students were enthralled, utterly engaged, as were their parents and my university and artist colleagues who ran the groups. The potential was obvious. It was the easiest choice to dedicate myself to this, and I have never looked back."

Office-bearers

Patrons

Phumzile Mlambo Ngcuka, Executive Director of UN Women, with rank of Under-Secretary-General of the United Nations; former Deputy President of the Republic of South Africa; former Minister of Mineral and Energy Affairs; former MP for Gugulethu; educationalist; educational development consultant.

"I supported EMEP's approach from the outset and wanted all schools in Gugulethu, where I was MP at the time, to follow EMEP's community school model. This was most especially for expanding opportunities for our children and youth but also for the community's use of such scarce facilities after hours. We tried to get disbanded military band instruments to start marching bands in Gugulethu, and then we went on an inspiring learning journey to Denmark together with EMEP's team and school principals where we saw Copenhagen's inspiring School of Innovation and Youth Town in action. There is so much more we can envisage and do for our school communities. We need this work more than ever and I am pleased to be associated with it."



Prof. Fink Haysom, United Nations Secretary-General's Special Representative and head of the United Nations Assistance Mission in Sudan; former UN Secretary-General's Special Representative and head of their Assistance Mission in Afghanistan; former Director for Political Affairs of the Secretary-General of the UN; International Conflict Mediator; former Legal Advisor to President Nelson Mandela; attorney; human rights activist; former president of the National Union of South African Students; past trustee and Chairperson of the EMEP Board.



"Extra-murals and family support were major elements in my own schooling, teaching me far more than inside a classroom, on a chair. EMEP has a unique approach with tested practices and a dedicated, well-run team. I am extremely confident in the viability of the project and urge support from all who are invested in South Africa's future."

Former Patrons, sadly deceased, include **Walter Sisulu** and **Ellen Khuzwayo**, both community leaders and development activists, and **Doris Lessing**, author, Southern Africa literacy developer, and Nobel laureate.

Board of trustees

Nokwanda Siyengo, Head of Programmes, SciMathUS, University of Stellenbosch; former principal; former teacher; youth development practitioner.

"I first became involved with EMEP in 2007 through the SEEDS Consortium, a four-year multi-institution schools development programme. I resonated immediately with EMEP's holistic approach, especially the role of extra-murals that engage and then extend students' interests and learning. This, combined with strengthening parental roles and responsibilities, really supports their children to succeed in their studies. In so many of our households, parents do not have a significant understanding of challenges faced by young people in school environments."

"I offered to come on board as a Trustee not only because I wanted to support this wonderful work and learn from it and from my excellent fellow Trustees, but also to share my expertise and experience."



Mzoliswa Michael Mavovana, Principal of Hector Petersen Secondary School, Wallacedene, Cape Town; former Deputy Rector, West Coast College; former teacher; youth development practitioner.

"I was one of the EMEP beneficiaries for a number of years when I served as principal of Hector Petersen Secondary School in Wallacedene, Kraaifontein. The EMEP's vision of developing the school as a community hub appealed to my staff and the Governing Body. Their involvement changed the whole ethos of the school for the better. The School Management Team especially benefitted by EMEP's participatory approach. This enabled the school to draw in many partnerships that provided endless opportunities beyond the classroom. This empowered the school to broaden the curriculum mix, and this resulted in students performing well not only academically but culturally and in sports. Parents were over the moon and were more willing than before to play their part. It is for these reasons that I so willingly accepted nomination as a Trustee so as to contribute to the expansion of EMEP's vision, that I have personally experienced and benefitted from. Now I can give back."



Eugene Daniels, Director, The School Turn-Around Project; former Education District development consultant and planner; senior leadership and management coach; former District Director, Metro South, WCED; former Circuit Manager, Wynberg Area, WCED; former Deputy Principal; former teacher; former teacher unionist; educational development worker.

"I have had a long and fruitful relationship with EMEP as District Director of the Metro South Education District from 2001 to 2012. I passionately believe in EMEP's mission to grow schools as extended learning, recreational and support service hubs within their communities."

"I have witnessed how EMEP has helped to bridge the gaps between school, family, and community, energise and support the curriculum, and expand time and opportunities for learning and service in a very real and meaningful manner."

"I look forward to growing EMEP so that we make an impact in every district, in many more schools, including nationally."



Jonathan Gevisser, founder and director of EMEP; school community and extra-mural development specialist; child, youth, and organisation development practitioner; Ashoka Fellow; former teacher; sociologist; outward bound instructor.

"Children need creative opportunities and support to keep flowering through each stage of childhood if they are to have the best chance of being balanced adults. For this, the school curriculum and home life need to harmonise with child development, bringing the spirit and interests of childhood, which is surely discovery through creative play, exploration and production, into the foreground."

"To enable this, EMEP exposes teachers and parents to a range of experiential learning, developing with them a wide set of understandings and skills for their pedagogical and parenting toolboxes, and then draws them into practical 'small steps, small wins' projects with the children, and each other, that they lead, learn from, and improve. The results are transformational. This is what keeps me so inspired by EMEP."



Pro Bono legal advisor to the Board: Mr Matthew Walton, attorney and NGO law specialist.