

Every year **thousands of children** are left to sit at home or in backyard crèches **with little to no education**. The doors for their future are closed, the answers NO, and in each abandoned, neglected, and under stimulated child **the cycle of poverty begins again.**



We are passionate about transforming children's lives, and offer you the opportunity to partner in this adventure!

There are a number of ways that to get involved in our **UPLIFTED TRAINING PROGRAMME**

History / Scope

In 2011, we stepped in to preschool education, in response to the serious lack of affordable preschool education for underprivileged families in our area. For these families, the choices are for preschoolers to stay at home, or sit in over-packed, under-resourced crèches that offer little to no stimulation.

In addition to opening our own preschool (Urban Kids Educentre), we also opened our UpliftED Training Programme to support ECD centres in impoverished communities. This programme has proved critical, as most of the teachers in crèches in townships are completely ill-equipped and untrained. Our training programme offers these women theoretical and practical training and ongoing support and empowerment, as well as educational equipment for their school.

In addition to training teachers and resourcing centres, we have found it critically necessary to add a Monitoring and Evaluation branch to our programme. This arm of the Training Program enables the teachers to practice what the lessons from training in an environment of support and accountability. Each week, Linda, our UpliftED Monitoring and Evaluation Coordinator, visits the participating trainees to evaluate and monitor their application of skills, use of materials, and general growth. After analysing the impact of many programs into the community (including our own), UpliftED identified this department as an essential piece in ensuring that we reach our beneficiaries, both teachers and the students they serve. This step of accountability also helps us nurture the teachers for exponential

growth, as they can ask questions and receive continual feedback on their progress for the good of the students they serve for years to come. We are uplifting the mindset from child-minders to that of professional teachers who are excited to teach and ambitious to grow.

Opportunities to Partner:

1. **Training Sponsorship:** Sponsorship of the cost of weekly practical sessions for the teachers of each crèche as well as their principals (example, 2 hours each Tuesday afternoon for teachers of 3-4 year olds, etc.) with appropriate mentoring, as well as biweekly monitoring / evaluation (est \$650 | R10 000 per teacher)

2. **Preschool Makeovers:** We work with severely under-resourced preschools in Olievenhoutbosch, and a renovation directly reaches into the lives of each student and teacher in a centre providing a safe, beautiful setting, as well as uplifting the atmosphere of the community around. (Estimated \$1,250 | R20 000 upwards)



3. **Educational Resources:** Through our UpliftED Training Program we annually supply preschools with the best educational equipment that they need to teach their 300+ students! (est. \$650 | R10 000 per centre, with up to 50 centres and their hundreds of students as potential beneficiaries).

POTENTIAL PROJECTS

- **Satellite Training Centres, to be established in Hambrooke, KZN; Modimolle, Limpopo; and other potential locations nationwide.**
- **Monitoring and Evaluation Department Expansion: to include robust monitoring of outlying centres across Gauteng to ensure effective implementation of training.**



Whether it is to purchase equipment, sponsor a teacher training, or pay a salary – we will report back to you on the use of funds, showing you purchases and expenditures. We value your investment and strive to look after it in the best way – so you know your investment will go a long way to bringing change!

Please don't hesitate to get in touch with us regarding any of the ideas listed – we can share greater details and more clarity on each one of them. We can also discuss other options not listed, based on the needs of the programs and the vision/resources of your group. We would love to find a solution that can benefit us both.

We'd love to hear from you and discuss a way forward.

Warm Regards,



Makopano Mutloatse
Fundraiser



WE WELCOME THE OPPORTUNITY TO PARTNER WITH YOU!

Botshabelo - Administrative Details:

Name of Organisation	Botshabelo
Core Focus	Transforming children's lives through excellent education and residential care
Beneficiaries	Children (0-6 years old) & Women
Average number of children in residential care	12-14 Current capacity 15
Average number of children attending Urban Kids Educentre	122 Current capacity; 125
ECD Practitioners trained through the training programme	Average 50 centres, and 100-150 women
Start Date of Organisation	22 June 1999
NPO Number	006-589 NPO
PBO Number	130001891
VAT Number	4850257165
Main Geographical Area	<u>Babies Home</u> : Reunification and adoption to all areas
	<u>Urban Kids Educentre</u> : Primarily Midrand and Olievenhoutbosch, Gauteng.
	<u>UpliftED Teacher Training Programme</u> : Midrand and Olievenhoutbosch, Gauteng; Additional townships areas in Gauteng (Atteridgeville, etc.) Modimolle, Limpopo and Hambrooke, KZN
Physical Address	64 Main Road, Crowthorne, Midrand 1684
Postal Address	PO Box 31288, Kyalami, 1684
Managing Director	Michelle Hinrichsen 082 627 6866 michelle@botshabelo.co.za
Contact Persons - Fundraising	Makopano Mutloatse 062 190 7817 office@botshabelo.co.za
Website	www.botshabelo.co.za
<i>Audited Financials available upon request.</i>	

Banking Details: Standard Bank | Centurion | Branch code: 012645
Account Number: 20 245 2832 | Swift Code: SBZAJJ





DETAILED PROGRAMME PROPOSAL

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1. EXECUTIVE SUMMARY

The state of Early Childhood Development (ECD) centres in impoverished communities is dire. Parents are in need of safe places for their children during working hours. Local backyard crèches are run by women who have stepped in to fill this need. The teachers and principals in these crèches are women who face each day without the training and tools to empower their own career paths, or to uplift the next generation at a critical stage of development. They are unfamiliar with basic early childhood education, and unfamiliar with the sustainable business practices which could enable them to establish successful programmes, rather than continue in a cycle of desperation and aid-dependence.

There is a pressing need for upliftment of existing crèches into effective preschools with quality educational programmes in decent buildings, run according to responsible business practices. A solution which incorporates effective training for teachers along with centre upliftment (resources and renovations) would offer real, long-term help to uplift these women from surviving in desperate circumstances into career paths where they can flourish AND be agents for positive social change in their communities.

Botshabelo began the UpliftED Training Programme in 2011 to address the desperate state of education in township crèches of South Africa. In partnership with Cummins Africa, UpliftED Teacher Training proposes radical transformation for 16 ECD centres in Olievenhoutbosch through a holistic pre-primary solution including training, resourcing, and renovations to raise the standard of ECD centres across this community.

Together, within a global community UpliftEd Teacher Training proposes partnering to impact women, children, and communities:

- Empowering the Grade R teachers, teachers of 3-year-old classes, and principals of each centre through meaningful weekly training.
- Monitoring and evaluating of all trainees in their centres to ensure effective implementation of new skills and knowledge.
- Establishing basic facilities to provide appropriate, safe and attractive spaces in which to conduct quality preschool programmes.

We welcome the opportunity to partner with groups and individuals, investing into our communities together.

2. ABOUT US

In March 2000, Botshabelo opened a Babies Home to care for babies orphaned and abandoned due to the plight of AIDS/HIV and poverty in South Africa. Over the last 17 years, we have continued the care for little ones in our Babies Home, while expanding to provide Early Childhood Education for children from impoverished backgrounds. This Early Childhood Education programme has two prongs: 1) a preschool directly educating underprivileged children, and 2) a Teacher Training Programme partnering with women in 13-20 disadvantaged preschools annually, uplifting their standard of education.

OUR VISION is to transform lives through great care and education.

OUR MISSION is to uplift the quality of life for each individual we are in contact with.

OUR IMPACT

Babies Home	Urban Kids Educentre	Uplift-ED Training Programme
Since opening in 2000, we have cared for 215 children seeing over 190 adopted or reunified with their families.	Opening with 7 children, we have grown to over 122 children in 7 classrooms, serving 600+ children since 2011.	Empowering over 150 Early Childhood Development practitioners in 2019 to impact 4 000+ preschoolers in 65 ECD centres.
Botshabelo currently has over 4 000 beneficiaries, with 14 children in our Babies Home, 122 in Urban Kids Educentre, 150 women training with us to impact +4 000 children in the ECD centres we uplift in impoverished communities in Gauteng, Limpopo and Kwa-Zulu Natal.		
<i>Botshabelo transforms lives, one child, one teacher, one community at a time.</i>		



Babies Home | Teacher Training | Preschool

While our focus areas are excellent residential care in our Babies Home, and excellent education in our Preschool and Teacher Training, **the focus of this proposal is our Teacher Training (UpliftED).**

3. PROBLEM STATEMENT

In impoverished communities across South Africa, like Olievenhoutbosch, hundreds of women sit day in and out within the cramped, crumbling rooms of backyard crèches. Their daily task is to educate overcrowded classrooms of learners. Untrained and frustrated, these teachers lack even the basics of paper and crayons. These crèches are run by principals unfamiliar with the sustainable business practices which could enable them to establish successful programmes and improve from year to year for the good of their employees and students. The cycle of poverty continues, as women grow increasingly resigned in these desperate contexts.

Parents need care for their children while they work long hours for minimal pay. Women have stepped up to fill this need by opening backyard crèches with low fees. While these crèches try to offer safe care to their students, they rarely can offer developmentally appropriate programmes. Students lose the precious opportunity to grow at key developmental stages. Rather than developing a crucial foundation in problem solving, language, and pre-primary academics, they learn to sit motionless and quiet for hours on end, until another day passes. The cycle of poverty continues, as children from impoverished families have no access to quality education and their love of learning dies.

For the good of these women and children, there is a pressing need for upliftment of existing crèches into effective preschools with quality educational programmes in decent buildings, run according to responsible business practices. A solution which incorporates accredited training for teachers along with key upgrades to ECD centres would offer real, long-term help to uplift the standard of preschools in our townships.

Below are quotes and statistics demonstrating the above problem statement.

- 1) Regarding the critical need for economic empowerment for women:
 - The Department of Women (SA, 2015) says 'Women around the world have historically faced numerous barriers to their engagement in the economy...reducing their employability, restricting their options, limiting the likelihood of utilizing their full potentials. (1)
 - 'Economically strengthening women, who account for more than half the national population is not only a means by which to spur economic growth, but is also a matter of advancing women's human rights... to eliminate inequalities... poverty...and empower...their capacity to bring about economic change for themselves.' (1)

- Africheck.co.za cites that for black women, nearly one in every two are unemployed and/or not studying. (2)

2) Regarding the critical need for quality ECD from age 0-6 in laying the foundation for life:

- A child with a Grade R education is more likely to successfully matriculate:
 - EE (Equal Education) says, 'Children acquire learning deficits in the early grades. 'The root of poor performance at Grade 12 level [lies] in the poor education in the foundation phase.' (3, Equal Education)
- The first years of life are critical and it is these early experiences that lay the foundation for human development, lifelong learning and productivity.
 - 90% of brain development happens by age 6 (5, Cotlands)
 - 64% of children live in poverty (6.15 million children between the ages of 0-5), with 74% of them not receiving ECD during a critical developmental phase (4, UNICEF)
- Nearly two-thirds of children under 6 in South Africa live in the poorest 40% of households, where unemployment rates are high and living conditions are poor. (6, Health-E.org.za)
 - 'Providing quality care and education opportunities for vulnerable children and at-risk families, is the most powerful strategy for breaking the intergenerational cycle of poverty.' (4, UNICEF)

4. PREVIOUS EXPERIENCE

We have established our presence as a reliable partner for upliftment, working into the community of Olievenhoutbosch in close partnership with the crèche forums for over a decade through various initiatives.

Since starting our UpliftED Training Programme in 2011, we have worked with 44 backyard crèches of Olievenhoutbosch, uplifting them into quality preschool centres through training, resourcing, and when available, renovations.

In 2014, we began our "Monitoring and Evaluation" department, identifying this department as an essential piece in ensuring that we reach our beneficiaries, both teachers and the students they serve. This step of accountability helps us nurture the teachers for exponential growth, as they can ask questions and receive continual

feedback on their progress for the good of the students they serve for years to come. We are uplifting their mindsets from child-minders to that of professional teachers who are excited to teach and ambitious to grow.

In 2019, we launched our first Satellite Training Centre in Modimolle, Limpopo. In this pilot year, the principal and teachers of Little Legends Preschool in Modimolle with the help of our UpliftED training team, are reaching 5 local ECD centres with targeted training for principals, Grade R teachers, and teachers of 3-4 year olds. This team has identified 10 centres to join this training in 2020, as they continue to expand as a maturing Satellite Training Centre.

5. PARTNERSHIP RECOMMENDATIONS

In the words of our shared hero, Nelson Mandela, we believe 'Education is the most powerful weapon which you can use to change the world.' In order to impact the matriculants of tomorrow, we partner with principals and teachers in today's impoverished crèches to uplift the standard of education. Reaching children with a strong pre-primary education provides the foundation needed for a successful educational journey through primary school and beyond.

The following strategic interventions are proposed as a holistic approach to building up backyard crèches into quality ECD centres within their disadvantaged communities:

- **TRAINING:** Train each centre's teachers: Grade R teacher/s, 3-year-old class teacher/s, and teacher/s of children aged 0-3. Training includes weekly lessons in theory and practice through an accredited and applicable curriculum. (Multiple teachers from each centre participate in training. Accredited NQF Level 4 Training is also available for up to 20 teachers annually, providing a certified credential to each participating trainee). Teachers are taught and equipped with educational materials to offer their students a developmentally-stimulating programme (i.e., paint, building blocks, and storybooks).

Train each centre's principal in sustainable business practices from bookkeeping to planning salary payments, and long-term goals for centre maintenance and growth.

- **MONITORING AND EVALUATION:** Empower each trainee (teachers and principals) through site visits,
 - ensuring that there is a transfer of head knowledge into practical programme growth which reaches out to the students of each centre, while
 - maintaining accountability for implementation of skills and use of materials.
 - ensuring return on investment.
- **FOUNDATIONAL FACILITY WORK:** Repairing and upgrading facilities into safe, appropriate, and attractive classrooms and playgrounds where teachers can deliver quality preschool programmes.

UpliftED Teacher Training is able to deliver a strong training and monitoring/evaluation programme building on years of experience in both teaching and the township context. However, beyond the critical need for effective skills training, the centres we partner into are in desperate need of resources and renovations. The principals and teachers in each centre share the struggle of trying to implement a stimulating program when they lack the basics of paper and pencils, much less age-appropriate books and puzzles. In addition, their facilities are often dilapidated, and at best inappropriately designed for classes:

- Many rooms have very limited natural lighting and ventilation (often no windows) and no electricity.
- Most centres lack adequate toilets and wash basins for basic sanitation.
- Most centres lack basic classroom furniture (whiteboards/chalkboards, hooks/shelving, etc.)
- Many centres have inadequate kitchens, storage, and outdoor play equipment.

These centres charge minimal school fees, an average of R300 per student per month. The government considers these school fees in the poverty range, making centres eligible for monthly subsidies. However, these centres are unable to achieve the basic infrastructure requirements to achieve registration with the Department of Social Development (tiling, ceilings, electricity, appropriate toilets, fire extinguishers, etc.) to be considered for such a subsidy.

We invite groups and individuals to join UpliftED as we partner with the inspirational women who are lifting up the next generation of students in our communities through crucial funding into impoverished ECD centres. First, equipping these centres with training (including educational resources) is a huge step in

empowering them to deliver quality programming. Second, renovating these centres so that their facilities are appropriate and safe for a preschool programme provides an incredible boost to each of these small businesses. Through this funding preschools would be given a foundation from which to plan do-able maintenance, rather than unaffordable upgrades. In addition, facilities upgrades and repairs empower principals to seek registration to obtain monthly support of their programmes. Renovations create sustainable preschool businesses.

6. PROPOSED IMPLEMENTATION PLAN

YOUR funding would enable

- Training in effective business practices and early childhood development, in 2 hour sessions weekly including weekly homework, formal and informal assessments.
- Monitoring and Evaluation: through bimonthly visits to each centre observing their implementation of skills learned, and assisting with questions about individualizing skills into each centre's context, including centre by centre homework.
- Resources: providing the educational equipment (consumables like paper, pencils and crayons, in addition to reusables like books, puzzles, and blocks) for delivery of a stimulating preschool programme.
- Renovations: repairing and upgrading facilities (classrooms, toilets, and kitchens) for safe and appropriate programme delivery.

7. MEASURES OF SUCCESS

- Project checklists (per the priorities of the Department of Social Development) will show progress of each centre's facilities and equipment against the registration requirements of the Department of Social Development. Checklists and quarterly reports will also demonstrate the progress of each centre towards registration with the Department, per Botshabelo's facilitation.
- Class registers and attendance records will show the number of students who receive preschool education at the centres which are uplifted.

- Centres and their trainees are accountable to attend training, complete homework, and implement action items (checked via UpliftED's attendance registers, reports, homework reviews, as well as formal and informal assessments).
- During Monitoring/Evaluation sessions, the trainees demonstrate their understanding in the lessons they deliver to their students. Trainees are reviewed per a 2-page form reviewing the basic running of the centre on general preschool procedures (timing of meals, attendance, organisation, discipline procedures) as well as curriculum delivery (including planning and materials preparation). Each trainee (teachers and principals) is given action steps to follow up on before the next visit, and then evaluated accordingly. The Monitor/Evaluator is also a Trainer, and as such can directly check on the implementation of skills taught in training sessions. Any educational equipment and resources which are given at training are also reviewed by the Monitoring/Evaluation Team. Materials need to be in regular use, and used appropriately. When needed, additional guidance on the use of materials is given. Occasionally, materials are removed from a centre and reallocated to another centre (this is in the case of repeated disregard for our requirements to give the children access to learning materials).
- In our principal training, we also work on short and long-term budgets to help them plan for upkeep of the classrooms and ongoing repairs, requiring they keep open books with us and demonstrate that they are implementing required action steps. 'Open books' means sharing their expenses and spending (policies and practices), so that we can practically guide them into better business practices for short and long term success.
- Success is also measured informally, as it is seen in increased skills and confidence of teachers in early childhood development, education (knowledge and implementation), and the principals in sustainable business practices. Through the empowerment of the teachers we see the success of children gaining a better education and going to Primary School ready for their academic career. Through the empowerment of principals, we see improvement in the financial stewardship of the preschool (maintenance plans for facilities, improved nutrition and weekly diets for students, improved salary plans for staff, etc.) which can be measured both short and long-term per UpliftED checklist.



8. SUSTAINABILITY

As mentioned, the UpliftED Programme is part of the non-profit organization, Botshabelo. Botshabelo has a “Community Development” approach to community work, as well as a long-standing relationship within a community like Olievenhoutbosch. We believe that our impact into women and children’s lives is more sustainable because we work *with* the community (its members and key stakeholders), and not *for* the community.

Four additional key strategies in our model promote continued growth in the trainees, their centres, and their community beyond the scope of our programme: 1) our emphasis on instilling a sense of partnering between teachers and centres, to build a spirit of teamwork, so the trainees can uplift each other, 2) our practice of choosing women in the community to uplift into positions within our programme (trainees who become the trainers), and 3) our focus on teaching sustainable business practices to principals so that their centres shift from being dependent on government aid to centres which can plan their expenses as well as their short/long term costs to create a safe, fair and sustainable learning environment for the good of their students. 4) Finally, the transfer of best practices in business to principals, in addition to the strengthening of their facilities through renovations enables each centre to plan for long-term maintenance. The added opportunity to gain government subsidies in support of each centre whenever possible is an additional boost to financial sustainability.

9. RETURN ON INVESTMENT

Townships like Olievenhoutbosch are impoverished communities with high levels of unemployment, lack of education, high instances of vulnerability and abuse among women

and children, and poor infrastructure. The UpliftED Training Programme's proposed interventions will help to address a number of the problems mentioned above.

Receiving a solid preschool education transforms the trajectory of a child's life, opening doors of opportunity to them for success in life and education. A solid pre-primary education builds critical brain capacity at key stages of development. Further, a strong preschool foundation enables these children to break the cycle of poverty in their families, as new career paths are open to them with options far beyond the limited choices which faced their parents.

Partnering into Centre Transformation with Botshabelo's UpliftED Teacher Training Programme will result in far-reaching impact:

- 1) In 2020 and every year thereafter, _____ (number to be determined by scope of engagement) children will receive a stronger educational foundation, preparing them for success as they move into and through their primary schooling. They will be able to take pride in their school, sparking a love for learning in the children. Through the empowerment of education, these children will move into the future with more opportunities opened to them.
- 2) The children will have access to a safe and stimulating preschool programme, at an affordable cost for their families. These children come from families crippled by poverty and limited by lack of resources. Families will learn as their children learn. As parents value education, their children are also encouraged in their school journey and more likely to stay in school until Grade 12. For many families, these children may be the first to break the cycle of poverty as they gain a good education.
- 3) The teachers at preschools within the UpliftED programme will be empowered to do their jobs in a safe and fair environment, empowered to deliver quality curriculum and continue improving their skills in teaching. These women will be adequately supported and encouraged as they work and learn so that they can pour excitement and knowledge into their students. They will be uplifted into a career path, modeling to their students the value they have and the impact they can achieve in their community.
- 4) The principals participating in the UpliftED programme will be empowered to run their preschools successfully. Better businesses keep money circulating within the community for the economic benefit of all who live there. Through preschools which improve their programmes and implement sustainable business practices, the community will invest in itself and effectively boost the local economy through

paying school fees, job creation, and so forth. The entire community will be honored through the presence of an attractive and effective preschool. They will take pride in the scholastic achievement of its children and their empowered career choices. The community will be encouraged into a higher view of preschool education for the benefit of all the future generations to come.

5) In our local communities, crèche workers and owners are primarily if not solely women. All of our trainees to date (including current trainees) are women. We empower historically disadvantaged women to become key stakeholders in their communities, giving them greater standing and respect as agents of change and voices of influence. Historically, women have been side-lined, uneducated, and untrained. We are addressing this as we partner with them to build not only their skills and knowledge but their esteem and courage to face the problems of their community.

We look forward to the opportunity to invest into the lives of these women and children, transforming the trajectory of their futures TOGETHER.

Warm Regards,



Makopano Mutloatse

Fundraiser

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APPENDIX 1

Sources referenced (statistics, '3. Problem Statement')

1. Africheck: <https://africacheck.org/reports/do-black-women-make-up-37-5-of-unemployed-south-africans-aged-15-34/>
2. Department of Women: Status of Women in South African Economy (August 2015),
http://www.gov.za/sites/www.gov.za/files/Status_of_women_in_SA_economy.pdf
3. Equal Education (EE, 2017): <http://www.iol.co.za/news/matric-results/focus-on-early-learning-not-matric-says-equal-education-7327934>
4. UNICEF (CLOSING THE KNOWLEDGE GAP ON EARLY CHILDHOOD IN DEVELOPING COUNTRIES, 2010)
5. Cotlands, Play Conference (2016)
6. <https://www.health-e.org.za/wp-content/uploads/2016/05/SA-ECD-Review-2016-low-res-for-web.pdf>