



Report on SEED's Programmes for the Period

1 March 2010 to 28 February 2011

(FY11)

FY11 was a traumatic year for SEED. Having survived the difficulties of FY10 in which programmes were significantly curtailed, we were shocked by the decision of the founder and major benefactor of SEED, Anita Nonneman, to resign from the Trust. She informed us in September of her decision to resign and to work more directly with projects in the ECD field. Anita was the reason that SEED came into existence and her generosity over the past few years helped us to achieve much. We were all aware of the impact that the recession made on her ability to contribute to our projects and in the previous year we had to seriously trim our donations to external agencies. We were grateful for her willingness to provide bridging finance to help us complete a number of the programmes we had been working on but we were daunted by having to face the future without the benefit of a major benefactor who contributed more than 80% to our annual budget.

In many ways SEED was forced to reinvent itself which proved to be a difficult but significant process. The reports on all the programmes therefore need to be read in the light of Anita's decision which came midway through the financial year. Up until this point each programme was implementing an approved strategy against an approved budget. The programmes were forced to reduce their activities to a holding operation.

In December 2010, the trustees decided that only the School Leadership Programme and the Community Leadership Programme should remain as programmes of SEED. The ECD programme was taken over by Stepping Stones with support from Anita and the Supported Employment Programme was given bridging finance for 6 months so that it could become independent of SEED. The other programmes were terminated with immediate effect in October 2010. What follows is the report on each of the programmes that existed at the beginning of the financial year.

Early Childhood Development Programme (ECDP)

The ECDP has been running under the auspices of SEED since SEED's inception. The programme sought to give support and structure to the work that Thelma Chisholm and Stepping Stones were already doing in the area of ECD in Cape Town. The purpose of the programme is to identify ECD centres that have potential and then assist them to become centres of excellence that are self sufficient.

1. **Vrygrond/Capricorn Childrens Centre** is an ECD centre located in a private dwelling in an area that is a mixture of informal settlement and RDP housing. The Centre was established in the lounge of Cynthia Lewis's RDP house in Vrygrond and serves 50 children from the area.
 - a. SEED continued to provide financial and practical support to the Centre for part of the year
 - b. The ECD programme manager, Thelma Chisholm facilitated on site training for the cook and helped develop nutritional menus for them
 - c. All the renovations were completed and the facility achieved compliance with all the municipal regulations
 - d. All the staff enrolled for further education and the principal enrolled for a Bachelor of Education degree
2. **Ilinge Labantwana** is an ECD centre located in containers in Nyanga. In 2004 Nolita Rigala started a day care centre at her home in Nyanga East for disabled children and able bodied Early Childhood learners.
 - a. SEED provided more than R33,000 towards the costs of relocating the Center to more suitable premises
 - b. The ECD Project Manager provided considerable assistance in raising funds for the new premises, negotiating with various groups to find suitable premises and in mentoring staff of the centre
3. **Stepping Stones Children's Centre** is an ECD centre located in CBD of Cape Town. Founded in 1976 it is housed in the buildings of the Central Methodist Mission which it shares with the District Six Museum. The centre provides quality educare to 120 children of parents who work in the city. Stepping stones is used as a training ground and facilitator for the other ECD projects that SEED serves
 - a. The Project leader also serves as principal of Stepping Stones
 - b. She continued to use this well established ECD centre to launch the ECD learning centre and to provide support to the other ECD centres
 - c. SEED contributed more than R125,000 towards the operational costs of Stepping Stones and to the costs of running the ECD reading Centre located at the Centre for the Book

School Leadership Programme (SLP)

The programme, in partnership with the Metropole East Education District of the Western Cape Education Department, aims to develop effective leaders for schools from previously disadvantaged areas so that the quality of education is improved and schools can play a positive role in building our nation. It started in 2006 and is currently being run with both primary and secondary schools. In addition the management from MEED are also participating in the programme thus ensuring that the whole system necessary to transform leadership in schools is impacted.

The following are the achievements of the past 12 months. They were achieved under difficult circumstances with a lack of certainty about funding which makes them all the more commendable:

1. Provided ongoing coaching for the participants of SLP 8 and 9. SLP8 included 16 District managers and SLP 9 included the principals and deputies of the following schools
 - Scottsville High School
 - Manzomthombo High School
 - Ummangaliso Primary School
 - Sosebenza Primary School
 - Uxolo High School
 - Strand Moslem Primary School
 - Homba Primary School
2. Conducted Organisational Health assessments in each of the schools. The results of the OHAs were used in a workshop with the Director and Circuit Team Managers to develop ways to provide additional support to the schools
3. Celebrated a Gala Dinner with 67 people who have successfully completed the SLP over the past 2 years

The following has been the impact of the intervention

1. The Seed SLP is positioned systemically in the East District. Individuals from Deputy Principals all the way up to the director, Mr Melvyn Caroline have been impacted.
2. 34 schools have been directly impacted by the programme to date through the training and coaching of their principals and deputies. This has impacted the quality of leadership that more than 800 educators and 25,000 learners receive.
3. Through the intervention with the management of MEED, managers are providing better support to the 129 schools for which they are responsible.
4. 10 of the 13 High schools in which we have been working showed improvement in their matric results in 2010.
5. Manzomthombo Secondary School received an award from the WCED for excellence in academic achievement in the social context in which it operates. It was placed 4th in the province in this category. It also received awards for showing most improvement in Physical Sciences and another for improvement in life sciences.
6. Rusthof secondary school received an award from the WCED for being one of the top ten schools that showed greatest improvement in the numbers passing over the period 2008-2010
7. The following is a sample of comments made by participants in the SLP. *I'm now open to taking on even the worst schools because they may be the best cases for me to demonstrate my leadership by being able to turn them around and make significant improvements within a short period of time.*
 - *I feel more relaxed as I have put systems in place that work better. I'm planning better and get things done because of my plans. I'm also teaching my team to plan (more than just our lesson plans) because I have seen how it helps me feel calmer and more in control of my day. I never realized that it could make such a difference.*
 - *I understand different personalities better and can see how to treat different educators according to their personality so that I get better results. I have already seen how it works with the teachers in my department. Adapting my approach to my colleagues has improved our relationships and things get done faster.*

- *I need not be afraid of introducing change – I need to keep interacting with my people and listen for solutions.*
 - *At times, I will step back and allow leadership potential to develop from amongst the team members. This may be a difficult adjustment, but I am going to push through with it.*
 - *The coaching sessions have helped me to re-direct my focus on internal growth and empowerment... Self confidence has now become a strength and this assists me greatly when applying my mind and energies to resolve volatile and difficult situations and personalities.*
8. These comments demonstrate that the SLP is impacting the quality of leadership in schools which in turn is leading to more cohesive teams. Staff in cohesive teams perform better and this must be good for the quality of learning in the classroom

Supported Employment Programme (SEP)

The programme seeks to facilitate opportunities for employment for young people with intellectual and physical disabilities. This is done through training, mentoring and coaching educators and other professionals who work with these young people to be able to develop the skills, networks and support necessary to ensure sustainable employment for them when they leave school.

The major focus of the work has been in consolidating the work of Work4U (formerly DETS) which is an NPO that the project leader helped to establish and which SEED funds on a monthly basis (more than R75,000 donated directly to the project and R108,000 towards the cost of project management support through the SE project manager in the past year).

The following are SEED's achievements in the past year

1. Recruitment
 - a. Successfully employed three people, Anastasia Spheris and Pearl Firer for the posts of Enterprise co-ordinator and Project coordinator. Then successfully employed Lynnette Dalton as Enterprise co-ordinator 8 months later. Lynnette is a qualified Occupational Therapist who has partial vision.
 - b. Negotiated and compiled work contracts
2. Strategy
 - a. Designed and implemented a strategic and ongoing change processes which fulfilled the specific needs of Team members, parents , present employees, employers in the Open Labour Market (OLM) and new employees
 - b. Implemented a structured transition by continuously trouble shooting specific issues and meeting regularly with each of the four staff members and one disability consultant
3. Mentoring
 - a. Mentored the new Enterprise co-ordinator and new Project co-ordinator. Then again mentored the new Enterprise co-ordinator 8 months later.
 - b. Mentored the two operations and product co-ordinators and the Disability consultant.
 - c. Mentored a staff team resulting in cohesive team relationships
4. Networking and Partnerships
 - a. Established with the DSA WC that their strategy was to employ an Occupational Therapist rather than to start a Franchise

- b. Developed a relationship with Woolworths and presented our vision of selling our product and procuring employment to Helena Borman and her team
 - c. Ensured that a sexuality workshop was offered by Rebecca Johns and that her workshop content was shared equally amongst the staff
5. Fundraising
- a. Developed a fundraising proposal as well as supporting documentation and disseminated to funders
 - b. Networked with companies resulting in the purchase of some office equipment and some product ingredients
6. Consulting services
- a. Offered a Supported Employment Course involving Insights Personality Profiles to facilitate personal growth of staff members. .
 - b. Offered advice re making Wag a lots (dog treat biscuit) a” viable” product (Sales slightly exceed cost price) from a business point of view.
 - c. Offered advice re providing the service of meaningful, remunerated work for the team workers who have various levels of intellectual challenges. Achieved the selection of 5 new team members which brought the total to 27 members (young adults with various intellectual challenges)
 - d. Made recommendations that led to a constant demand for the product and developed our market whereby we have 13 regular customers whom we supply.
 - e. Contributed towards achieving employment and work contracts for 3 new team members which brought the total from 14 to 17 members in the open Labour market).
 - f. Facilitated MAPs (Making Action Plans) processes with staff and parents
7. Facilitation
- a. Facilitated the process of selecting a new name for our venture. After much discussion on all levels our name changed from DETS to Work4You
 - b. Facilitated meetings at management level with new placements such as: Clicks and Permo seal (Bostik)

The following has been the impact of the programme

1. Work4U has a group of 27 Team members who have meaningful vocational lives and are empowered to contribute towards their personal and family lives with their earnings. Only 3 members do not have OLM contracts but 2 more contracts are foreseen in the new year with Clicks.
2. Work4U has a group of 18 possible places of employment with well informed employers in the Open Labour market. We are negotiating contracts at Permo seal , Merrypak and Vito ice cream which fulfil minimum wage requirements
3. Work4U has 13 customers (Vets and Dog Parlours) to whom we supply “Wag a lots” dog treats. MC pets is our main whole sale outlet for our product. The continual purchase of our product ensures our members receive some payment and that the product contributes towards income at work4you as a social enterprise.

Community leadership Programme (CLP)

Since its inception under the auspices of Stellenbosch University's Bureau for Continuing Theological Education and Research in 2000, the CLP has trained more than 1000 pastors and community leaders across South Africa. The training offered includes courses in facilitative leadership, facilitation, mentoring, conflict resolution, systemic thinking and situational leadership. The programme was transferred to SEED in August 2008 and since then we have been looking to update it and make it more sustainable. The following was achieved in the past year

1. 3 courses were run in the course of the year including 2 facilitative leadership courses, and 1 conflict resolution course
2. Subsidies in the amount of R32,000 were paid to enable people who could not afford the courses.

Schools Social Investment Programme (SSIP)

This programme aims to promote social investment by schools in poor communities by motivating, mentoring and providing incentives to them so that they raise funds for Habitat for Humanity and participate in the building of houses. The following was achieved in the past year

1. R60,000 was donated to Habitat as incentives to schools who raised funds to build houses in the course of the year
2. SEED mobilised and in a number of cases, provided incentive funding for the following schools who participated in Habitat builds:
 - a. Rustenburg Girls High
 - b. Bishops
 - c. Wynberg Boys
 - d. Deutsche Schule Cape Town
 - e. Somerset College
 - f. Camps Bay High
 - g. Garlandale High
 - h. Esangweni High

Learner Support programme (LSP)

This programme aims to provide opportunity to needy children to attend some of the best schools in Cape Town and to provide support to those who are engaged in providing academic support to learners who come from disadvantaged communities. The following was achieved in the past year:

1. Donated R30,000 to Asset which provides educational support to more than 3,000 learners in the township schools
2. Provided full bursaries (R21,000 each) to 3 needy girls at Rustenburg Girls High School. One of the recipients matriculated with 6 distinctions including 98% for Maths. This pilot project has encouraged other funders to follow the same idea and the number of bursaries at Rustenburg has continued to increase significantly year on year.

Plans for the future

In December 2010, the trustees held a workshop to plot the way forward for SEED, given the decision by Anita Nonneman to resign from the Trust and to concentrate her funding in the area of ECD. The following was decided as key to shaping the future of SEED:

1. The need?
 - a. Many community organisations, schools and faith communities (the social sector) in poorer communities struggle to have access to the skills, knowledge and processes to deal with the challenges and complexities within the organisations and within the communities they serve
2. What is SEED trying to achieve?
 - a. SEED is an NPO that seeks to develop skills, confidence and hope in leaders in the social sector so that they can lead effectively.
3. What do we do?
 - a. SEED provides training, coaching and leadership support to leaders in the social context
4. How we do it?
 - a. SEED provides a vehicle and a collective identity for like minded facilitators and coaches working amongst the poor and vulnerable in the social sector.
 - b. SEED negotiates opportunities and raises resources for this work to happen
 - c. SEED develops creative partnerships with people and organisations that can add value in this field
 - d. SEED ensures that there is governance, quality and accountability in the services that are provided through
 - i. Accountability to a board of trustees
 - ii. Research and development
 - iii. Training, mentoring and supervision of our accredited facilitators and coaches
 - iv. Monitoring and evaluation of work that is done by our facilitators and coaches
 - v. Measuring impact of processes and courses we offer
5. SEED buys the materials and processes that are best suited to deliver on its mandate. It does not have intellectual property of its own
6. SEED will continue to respond to needs in the social sector which for the moment means that it will continue with the Schools Leadership Programme. It will look for more opportunities to work in the community and church spaces where it has been active in the past

It is our hope that with this tighter focus we may be more effective in our work. We know that the transition will be difficult but we are hopeful that something sustainable will be established that will contribute to the wellbeing of the most needy in South Africa