

## Report on SEED's Programmes for the Period

1 March 2009 to 28 February 2010

(FY10)

FY10 was a challenging year for SEED as it sought to adapt to the impact of the world wide economic recession. The budget had to be adjusted on 3 occasions during the year causing some uncertainty in all of the programmes. Plans had to be significantly curtailed as we adopted a "barebones" approach. The impact of this has not been all negative. In the first 2 years of its existence 60% of SEED's expenditure was to outside organisations. During the past year we recognised that this was neither sustainable nor desirable. Greater emphasis was placed on facilitating development and empowerment and whilst donations to outside organisations more than halved, it would be true to say that the impact on communities increased significantly. The following is a breakdown of the activities, achievements and impact of our programmes in the past 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. The project employs 3 educators, one cleaner and one cook and the SEED Project Leader is involved in ensuring that they acquire learnerships to obtain their ECD qualifications.
  - b. The Project leader has facilitated the renovation of the entire centre so that it complies with City Health regulations. These renovations have been funded largely by SEED Trust but also by New World Foundation and the Rotarians
  - c. The Project leader provides ongoing mentorship to the principal and staff and has also been involved in facilitating the work of the management committee
  - d. The project leader has facilitated the registration of centre with the Department of Social Development so that they can qualify for a monthly state subsidy. The registration is pending. This will reduce the centre's dependence on outside funding
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. At present the Centre is preparing to move to new premises at Mvula Primary School in Nyanga East

- a. The project employs 6 people who were originally volunteers but since SEED's intervention, they now receive small salaries. The SEED Project leader mentors these staff members
  - b. Ilunge will shortly relocate to new premises. The SEED Project leader was involved in securing the premises and has facilitated the donation of 6 containers and secured half of the money required from local and foreign donors to convert these containers for ECD purposes. She has also worked with the contractors to ensure the conversion of the containers
  - c. The project leader has ensured that basic educational and educational equipment were secured from the City of Cape Town for the Centre
  - d. The SEED Project leader has bi-monthly meetings with the management committee to ensure sound financial management and support to the project
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 education 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 has used this well established ECD centre to launch the ECD learning centre and to provide support to the other ECD centres
4. **The ECD Reading Centre** is located at the Centre of the Book in Queen Victoria Street, Cape Town. The Centre of the Book and The SEED Trust have formed a partnership to make this project possible. Pre-school children from poor communities are brought to the centre as part of their city outings and are exposed to reading and storytelling by the staff at the Reading centre. The ECD Reading Centre seeks to promote a culture of Early Childhood Literacy in the Western Cape.
- a. The project Leader has initiated this project in the past 6 months and has facilitated an MOU between Centre for the Book (CFB) and SEED to ensure that the facility can operate from the CFB as long as there is a need
  - b. The Reading centre has been set up and equipped through the efforts of the project leader and was officially opened in November 2009
  - c. The project leader has consulted with community ECD organisations such as Grassroots to ensure their buy in to the project
  - d. The project leader is in the process of securing the services of part time and casual staff to run the Reading centre
  - e. It is anticipated that 180 ECD learners will visit the Reading centre on a weekly basis and that dozens of ECD educators will receive training in storytelling and reading each month. This is the first of its kind in the Western Cape and it is hoped that it will serve as a flagship and inspiration for the establishment of many more

## School Leadership Programme (SLP)

The programme, in partnership with 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 in the Metropole East Educational District (MEED) in Cape Town 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:

1. Ongoing coaching for 94 district managers, principals and Deputies in the MEED in SLP2
2. The running of 4X1 day workshops with the participants in SLP2 to strengthen their capacity in team leadership
3. Identification together with MEED of 8 schools that are struggling but show potential to grow
4. The running of a 3 day leadership training course for the principals and deputies of these 8 schools. 20 people were trained. This intake is known as SLP3
5. The initiation of a coaching process with the 20 principals and deputies in SLP3
6. Conducting an organisational health assessment in each of the 8 schools to identify the organisational culture and the strengths and vulnerabilities within each school
7. Group Facilitation of the management team of MEED (50 participants) in a strategic review and planning day

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. The coaches report development of the coachees in self awareness and a deeper understanding of their leadership styles. They believe that there is evidence of these changes in leadership behaviour in their schools or management teams.
5. The following statements from coachees demonstrate personal leadership awareness development
  - a. "I have started looking at school management team members differently and thinking about what I need to do to bring them on board instead of waiting for them to change"
  - b. "For the first time in my life I feel affirmed as a leader due to my Insights Profile feedback. I am now confident to lead"
  - c. "I am trying to involve my staff more by giving them more responsibility so that they get to experience what the responsibilities are and have a better understanding of what leadership requires from them. It seems to be working."

6. The following statements demonstrate leadership understanding of change and conflict in a team
  - a. "I believe I am on the right side of the change curve now. I've accepted my new role and realise that I have adapted it to my style of leading and have explored new ways of working. I now enjoy the challenges it brings"
  - b. "I have learnt about the importance of trust in a team. I am trusting more and now I see how people come to me - they feel useful and want to contribute more. They trust me now."
  - c. "We are following up with educators more and dealing with conflict sooner. There is more vigilance in the team about when conflict surfaces and the need to address it as quickly as possible"
  - d. "I believe the main reason they don't get along is they have such different personalities. I meet with them regularly now, to help them see how they can work together despite their differences."
7. The impact at an organisational level has been that Seed was invited to the annual Strategic planning day and described as "part of the family". Seed is trusted sufficiently to be allowed to have an influence on the leaders of the District both on a one on one level as well as in the group planning sessions. Seed has provided facilitation to more levels of interconnectedness in a very hierarchical and formal organisational structure. Conversations that did not happen due to the structure are now happening. The impact of these conversations has resulted in a change in perception of the educators when they view the management structures and vice versa. There is more understanding of the complexity of the challenges in the educational system and less automatic mistrust. There is a general shift from a victim mindset to taking responsibility for that which can be influenced.

### **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. SEED has facilitated the founding of Diverse Employment and Training Solutions (DETS), an NPO operating out of Salt River.

The major focus of the work has been in consolidating the work of Diverse Employment Training Solutions (DETS) which is an NPO that the project leader helped to establish and which SEED funds on a monthly basis (more than R200,000 donated in the past year).

The following are SEED's achievements in the past year

1. Recruitment
  - a. Successfully selected and interviewed candidates for new posts of Enterprise co-ordinator and Operation Co-ordinator to replace present Project Manager who leaves in February 2010.
  - b. Negotiated terms of work contracts

2. Strategy
  - a. Designed and implemented a strategic change process which fulfilled the specific needs of our 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
3. Mentoring
  - a. Mentored the present project manager in the handing over of the project to the two new co-ordinators
  - b. Mentored the two new co-ordinators
  - c. Mentored a staff team resulting in cohesive team relationships
4. Networking and Partnerships
  - a. Liaised with the Downs association SA about starting a DETS Franchise in the Northern Suburbs and had a joint meeting
  - b. In process of consulting a lawyer in drawing up the heads of agreements between DETS and Downs Assoc. SA
  - c. Developed relationships with Nutro Science, Dirk van Linde, who has helped us get a V number for our product via Stellenbosch University.
5. Fundraising
  - a. Developed a fundraising proposal as well as supporting documentation
  - b. Submitted funding proposals to potential funders
  - c. Followed up with potential funders
  - d. Networked with companies resulting in two large industrial mixers donated and some product ingredients
6. Board Development and Governance issues
  - a. Initiated regular Board meetings and drew up agendas
7. Consulting services
  - a. Offered advice re making the DETS premises in Salt River more conducive to productivity by planned use of space, staff, team members and equipment
  - 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. R7000 was the highest amount of sales achieved in one month in 2009.
  - 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 22 team 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 14 team members in the open Labour market ( 63 % open Labour market employment rate).
8. Facilitation
  - a. Facilitated a successful meeting with parents in October 2009 where there was a spirit of appreciation and willingness to get involved. Two new parent board members were voted onto the board, Ruth Parker and Flora Barrow.

The following has been the impact of the programme

1. We have a group of 22 Team members who have meaningful vocational lives and are empowered to contribute towards their personal and family lives with their earnings.
  - a. One team member earns R1200 per month plus his disability grant of R1200 per month and contributes a living wage of R2400 per month to his family. Our team members frame their work contracts and photograph achieving employment in the Open Labour Market
2. We have a group of 15 possible places of employment with well informed employers in the Open Labour market. These employers have benefited from our team members as they convey a value system of “we care” to the employer’s customers. The employers also have reported (verbally) that our team members are more positive and reliable than other employees because they take pride in their work and value the work opportunity however repetitive the work tasks are. Our team members generally motivate and improve the performance of their co-workers due to the contagious influence of their personal motivation and pride in their achievements.
3. We have 13 customers (Vets and Dog Parlours) who we supply with “Wag a lots” dog treats. These vets have personal relationships with our team members and express regret if our team members are unable to personally deliver the products.
4. We have a group of parents of our team members who are becoming more involved and gaining confidence that DETS will be sustainable as we develop as a Social Enterprise
5. Another organisation, the Downs Syndrome Association Western Cape, has approached us to assist them in starting a DETS “franchise” in the northern Suburbs of Cape Town. They will adopt our “best practice” model of being a social enterprise in every detail.
  - a. The impact of this franchise will mean that the number of team members affected by DETS may double by the conclusion of 2010 and the marketing of the product will increase exponentially.

### **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. 6 courses were run in the course of the year including 3 facilitative leadership courses, 2 facilitation courses and 1 conflict resolution course
2. Subsidies in the amount of R12,500 were paid to enable people who could not afford the courses.
3. A small profit of R2,694 was made on courses (after subsidies had been paid out)

## **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. Despite significant cutbacks in the funding for this programme and the spiralling costs of habitat builds, the SSIP was able to establish itself as a workable programme in the past year
2. SEED mobilised the schools and provided some matching funding for 3 habitat builds. Schools involved were
  - a. Somerset College and Mfuleni High School built 3 houses and involved 200 learners – this was the first joint build between a suburban school and a township school and also the first time that Mfuleni School had been involved in a social investment programme
  - b. Wynberg Boys High School built 1 house and involved 80 learners
  - c. Rustenburg Girls High School and Bishops built 2 houses and involved 100 learners
3. Initial work was also done at Camps Bay High School and St Cyprians with a view to them being involved in builds in 2010

## **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 R225,000 to Asset which provides educational support to more than 3,000 learners in the township schools
2. Provided full bursaries plus small allowances to 4 needy girls at Rustenburg Girls High School. 3 of the 4 girls significantly improved their marks and also involved themselves in more school activities. This pilot project has encouraged other funders to follow the same idea and the number of bursaries at Rustenburg has increased by 400% in the space of 1 year