



**NASCEE**

National Association of Social Change Entities in Education

**NPOs Working in Education: *from Promise to Practice***

**NASCEE Conference 28-29 May 2019**

Presentation  
by  
Ms Jennifer Glenni



Education to 'free the potential of each person'

'Schools as places of radical freedom'

'giving us the freedom to dream'

and 'never being places of pain'

And 'never islands of privilege'

'Nor jungles that replicate their surrounds'

But rather 'places of human pride and dignity'

offering education for the whole person, including arts, culture and sport

as part of freeing the potential of all citizens

integrated with the community

# Vision

Unesco

Learning to know  
Learning to do  
Learning to live together  
and  
Learning to be

Education

Equipping citizens to take their role in society with dignity  
For all of our citizens, young and old, ECD and Adult Ed

# Vision

World we face – ‘perfect storm, boiling point’

Poverty and inequality

Wide-scale corruption

Financial crisis

Climate crisis – 12 years

Navigating the 4<sup>th</sup> Industrial Revolution

....With those in charge suffering ‘affluencia’

# Context

The plan for the 50% of our youth who have been pushed out of school

Making schools that work

Provision of early childhood development

All children reading for meaning.....

(Making colleges that work)

***Face key challenges in doing so***

*'Deal with complexity, ambiguity, volatility, uncertainty and mistrust*

*Need resilience and toughness*

*Requires we re-assert the role of civil society as a trusted partner in driving change, and repair some damage*

*Earn respect'*

**Focus on some critical problems – *'wicked problems (multi-dimensional and complex)'***

‘Passion drives us’

Pursuit of social justice gives us ‘moral purpose’

Need to

‘act in a spirit of generosity’

‘pushing for social innovation’

‘always being close to the ground’

‘renew our resolve, keep the promise and walk together’

**Affirm and maintain our values**

# What roles do we play?

‘Micro  
Meso  
Macro  
And often a  
mix’

‘But remember  
if budgets increased 5000  
times, we can’t play the  
role of the state’



...as **critics** of policy  
and its implementation  
  
...as **watchdogs**  
holding government to  
account



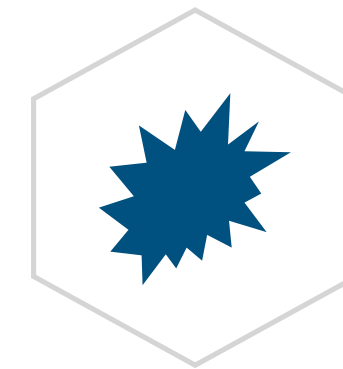
...as **social partners** in  
government delivery  
  
...as **contracted  
service providers** to  
government and others.



... as **researchers,  
facilitators** or  
**advocates** in **policy  
development**



..as **innovators**  
developing and testing  
**new ideas**  
...as **contributors** to  
the **knowledge-base of  
evidence**

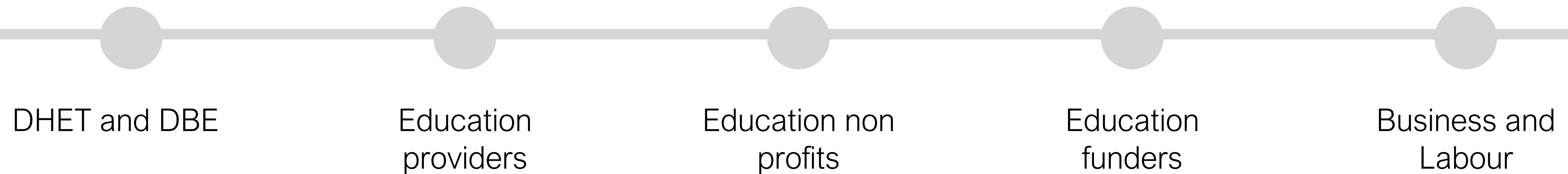


... as brokers  
**leveraging the  
goodwill and  
volunteer spirit** of  
South Africans around  
particular challenges.



# 'Crying out for Coordination'

Collective and coordinated action across the full education sector



Range of barriers we face in collaborating meaningfully

Lack of information

Fiercely competitive

Financial insecurity

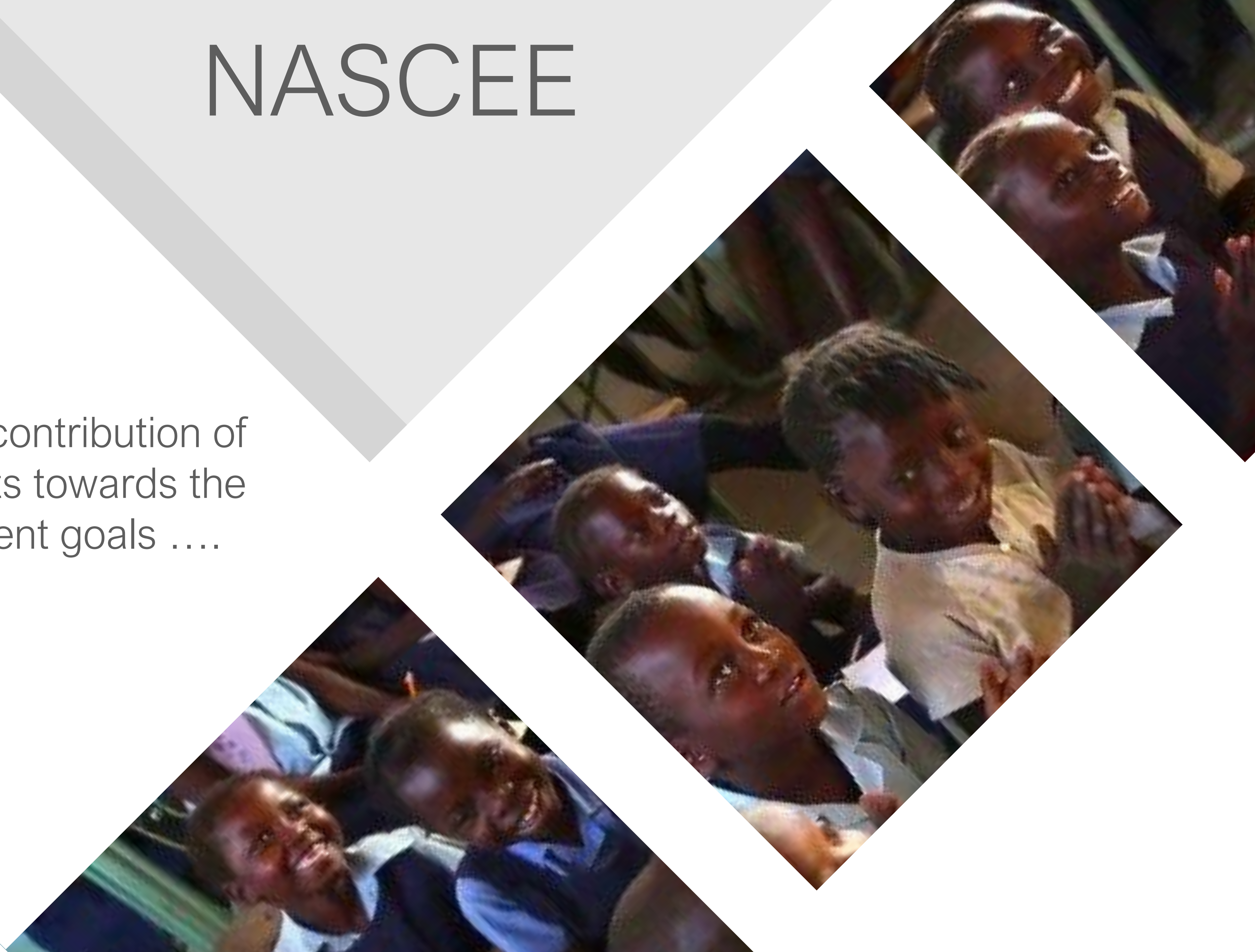
Procedural barriers

But there have been successful collaborations – we need to understand  
these



# NASCEE

... to maximise the contribution of education non-profits towards the national development goals .....





# Building an enabling environment



Framework for collaboration  
Recent Education and Development  
Dialogue



Modelling possibilities  
For example: # Provincial aftercare;  
# Siyaphumelela

# Framework for working together on an issue

Three  
pre-  
conditions

**Influential leaders with their spheres of influence.**

**Sense of urgency around the issue.**

**Adequate resources.**



# Meaningful Collaboration - Collective Impact

Underpinned  
by trust

Some conditions

- Common Agenda
- Shared understanding of the problem
- Agreed action plan to address it

Shared  
Measurement

Mutually  
Reinforcing  
Activities

Continuous  
Communication

Coordinating  
Agency

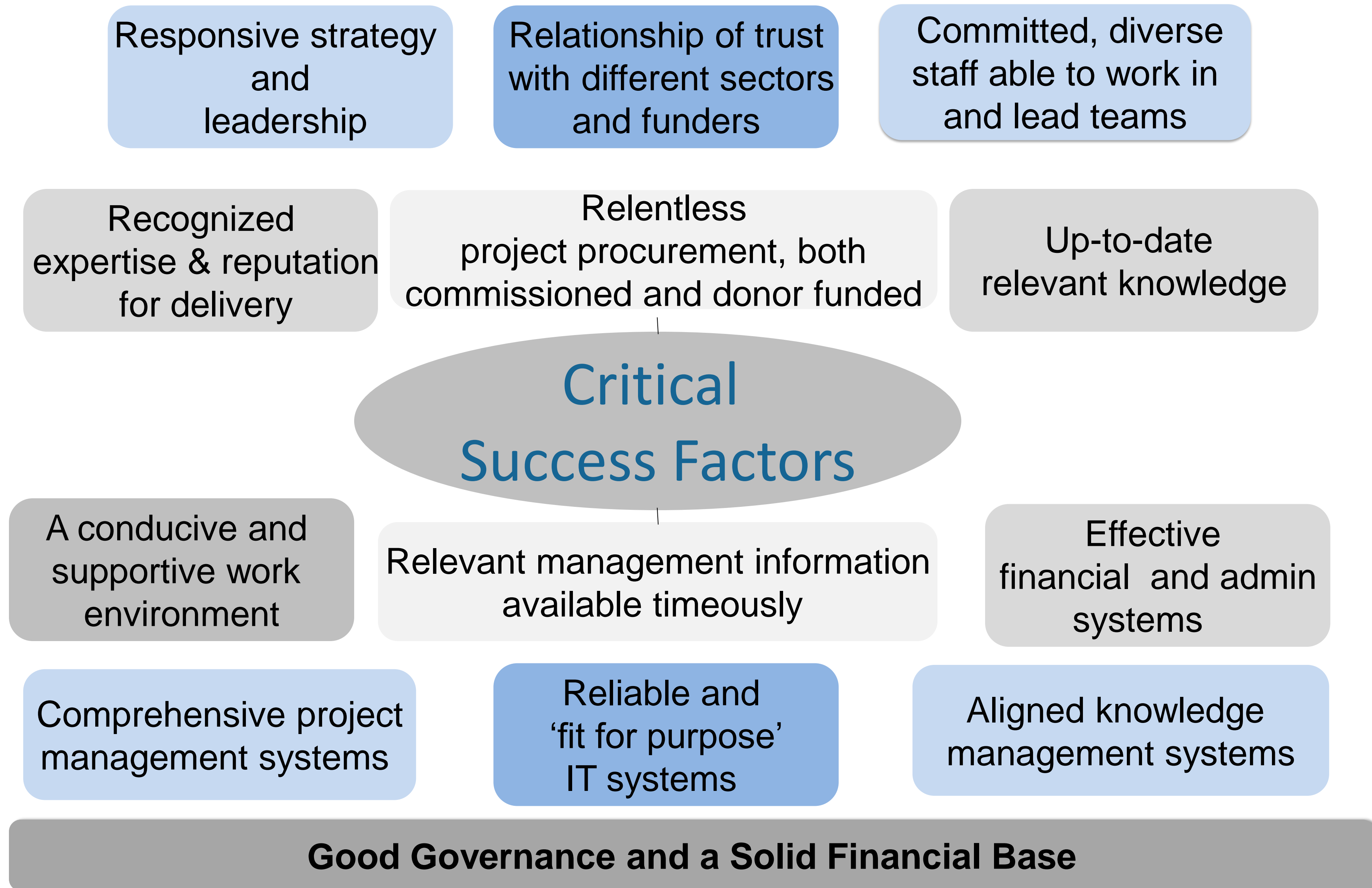
# Building our capacity



Saide's use of technology is **strategic** in order to support **transformative learning**, and **enable access** with **success**, particularly for marginalised learners.

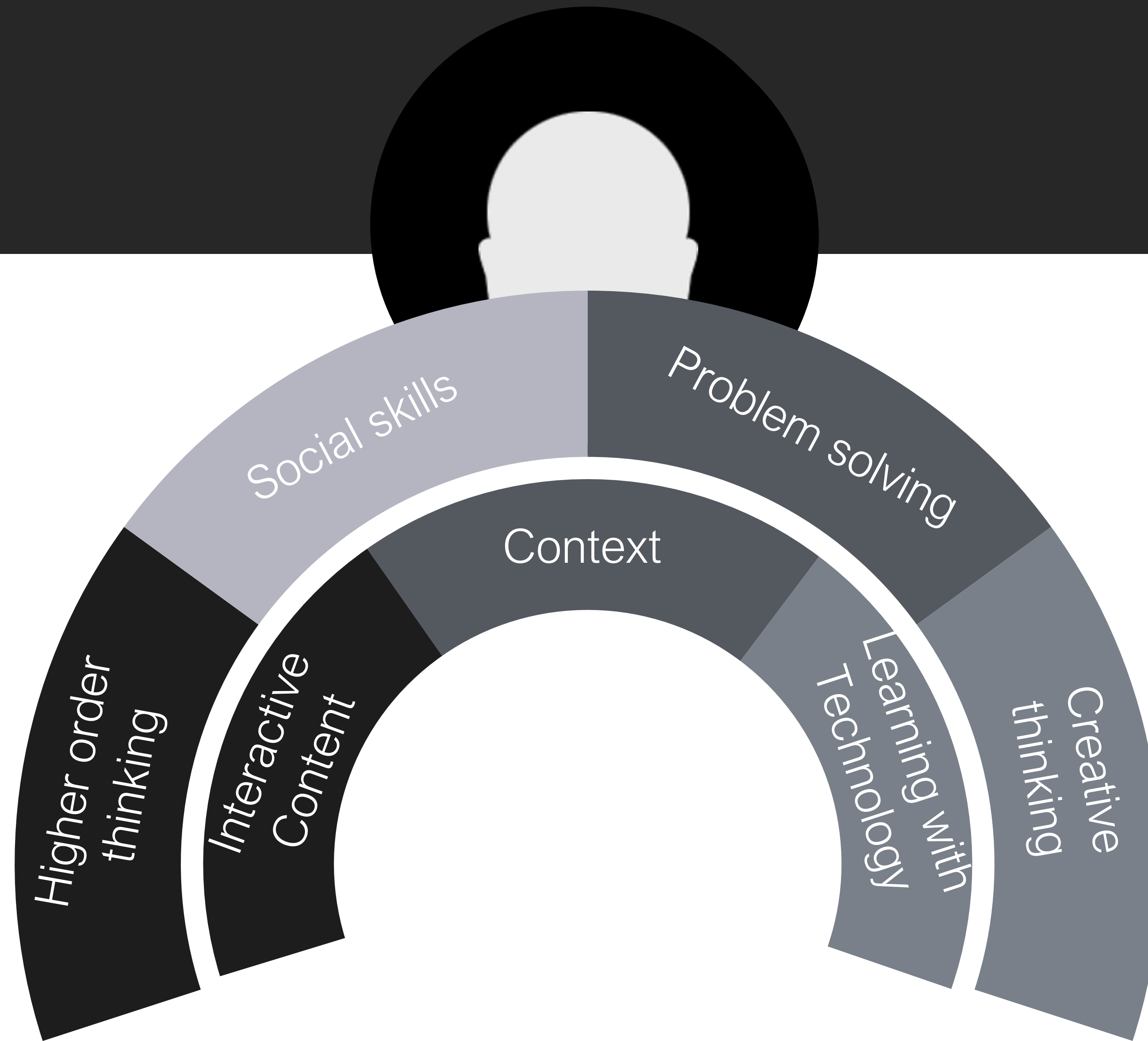


All our technology makes use of **non-proprietary** software. For example, the African Storybook **platform** could be **adapted** to provide reading resources for adult early readers.





# Learning Experience Design





# Example One

A tablet based course at scale  
for learning from practice

For 3000 Zambian  
community school  
teachers affecting  
0.5 million learners.  
No connectivity.  
Off-line video clips  
illustrating practical  
activities in context.



Interactive Learning  
for Teachers





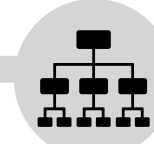




# iAct Learning



## Included

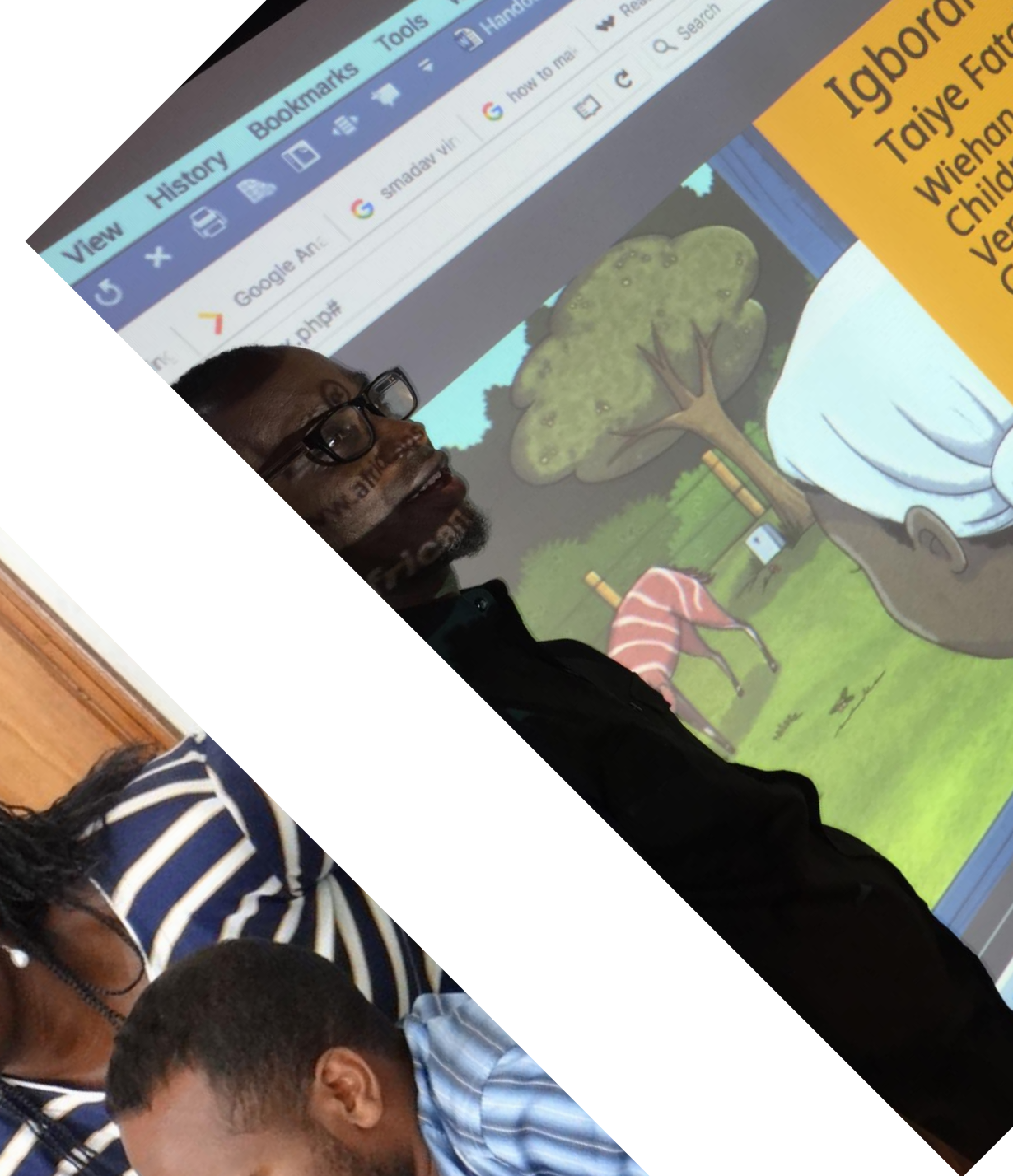
- ✓  Content
- ✓  Collaboration
- ✓  Communication
- ✓  Creation
- ✓  Management



# Example Two

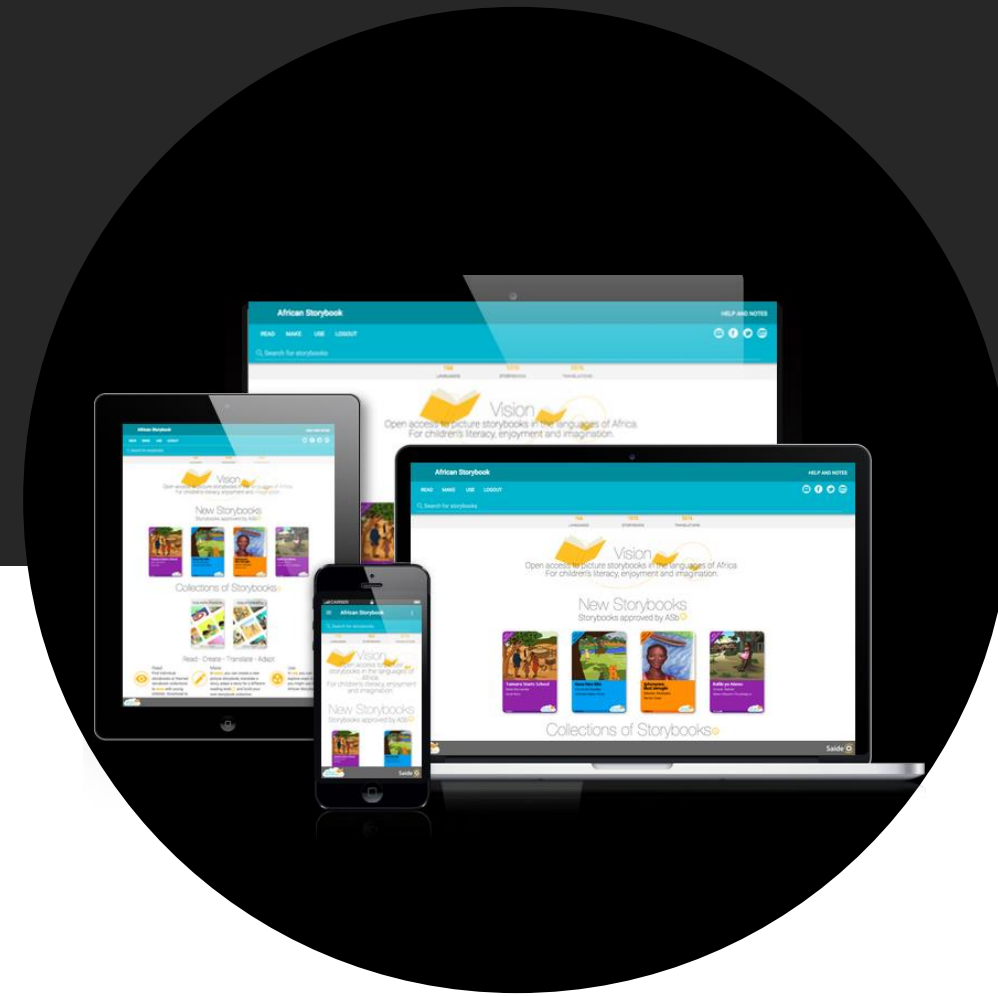
## African Storybook Initiative

Provides picture storybooks for early reading in languages familiar to children. Technology is central in providing access and multiple formats.

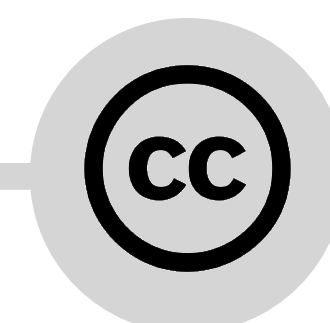




# African Storybook



The current **inadequacy** of **conventional publishing** to provide early reading material in African languages familiar to children is a major **problem**.



The **platform** and **app** makes early reading books **digitally available** under an **open licence** and enables users to **create and translate** books without payment or permission.

Thank you