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P R O P O S A L

THE YEOVILLE QOMMUNITY EDUCATION PRQJECT

1992/93

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1 EXE T IVE RY

The Yeoville Community Education Project is a combined effort of several educational institutions in Johannesburg (with some financial support from the government) to establish a primary school in the inner city area of Johannesburg: the Yeoville Community School. The school aims to meet the urgent . educational and social needs of the returned political exile children as well as those of the local black community.

- Since the unbanning of political movements in 1990, thousands of exiles have returned to South Africa. The majority of the returnees are Children, whose lives and education have been interrupted. These children need help to integrate into South African society.

- Until the present, all state-subsidised schooling has been provided on a racial basis, with the effect that all city schools were "white" and black students were forced to attend inferior "township" or rural schools. In the past two years, with the abolition of the Group Areas Act, it has become legal for black people to move into the cities. A significant community of workers and their families has grown in inner city areas such as Yeoville and Hillbrow, thus creating an urgent need for a community-based school. Yeoville Community School

We intend to establish a new primary school, to be called the Yeoville Community School. The school will be the centrepiece of the Yeoville Community Education Project, bringing together four principal actors: Sacred Heart College, Batlagae Trust (for returning exiles), Barnato Park High School, and the government. Such a partnership between government and private institutions has not to date been undertaken; without doubt this will set an important precedent for future educational provision in the country.

The Yeoville Community School will be unique in at least two important ways:

- The South African government has agreed to subsidise the salaries of teachers and support staff at both Yeoville Community School and Barnato Park High School (which already caters to some extent for older children from the same constituency). These are the first state-aided schools providing for black students in the inner city to receive government subsidies on this scale. However, all other operating costs need to be funded privately by the schools.

- An integral part of the Yeoville school's design will be an educational polyclinic which will provide academic and social support, including assessment, counselling, remedial assistance, etc. The polyclinic will be staffed largely by members of the community. In the South African context, the combination of academic and social support in a community school is unique and will serve as a model which could be replicated in other cities in the country.

Time line and costs

The Project will be implemented over two years. We are seeking funding to help with establishment costs for these two years. Given a proportion of subsidy from the government, together with minimal fees paid by parents, the school should be able to operate without major funding assistance after the initial phase.

As outlined in Section 3 of this Proposal Document, an amount of R800 000 is required in the first year and R655 000 in the second year.

(The funds for the second year could be drastically reduced if we could find suitable premises which have been vacated by one of the present government schools.)

SECTION 2 THE PROPOSAL: THE YEOVILLE COMMUNITY SCHOOL
Rearrangement between two schools

The establishment of the Yeoville Community School is integrally bound up with the consolidation of Sacred Heart College (SHC). In a profoundly changing society, religious schools such as SHC are faced with a number of constraints, and the College has thus undertaken a policy to consolidate - running three classes in each grade instead of four. The College population is being contracted from 1200 students to approximately 1000.

SHC has the reputation of being one of the foremost institutions in South Africa in terms of the racial integration of students, progressive curriculum development, and an extensive outreach to the community. The College has a commitment to and expertise in a range of aspects which will support the new Yeoville Community School.

SHC has for a number of years operated on two campuses (Observatory and Yeoville - a mile away), and it is at present re-locating the junior primary school to the Observatory campus. The junior primary school premises are thus available for the establishment of the Yeoville Community School.

Implementation over two years (1993 and 1994)

We estimate that within two years the Yeoville school could hold 400-450 primary students. In the first year, there will be two streams in Grades 1, 2, and Std 1, and possibly one stream in Std 2. During this year the Sacred Heart pre-school will still be located in a section of the Yeoville premises. In the second year, the SHC pre-school will move to Observatory, and the Yeoville Community School will expand to two streams in Stds 2, 3, and 4. (Std 5 students will be catered for at Barnato Park High School.) If considered feasible, there will be a Yeoville pre-school attached to the primary school.

Regarding the re-location of the SHC pre-school, it might not be necessary to build new facilities at SHC. If, on further negotiation with local and Transvaal education authorities, suitable premises become available, we might be able to avoid this expenditure.

"Model C" funding

The South African government has, as its response in this transition period, devised a series of funding models for different categories of schools. While the models are a progression away from total government control and provision for the vast majority of schools, they are still essentially racial in their conceptualization.

Both Yeoville Community School and Barnato Park High School are urban state-aided schools which are catering primarily for black students. There are a few other schools in the country which are similar, but the Yeoville school is unique in the sense that the government has agreed to co-operate with a private/religious body to support this school at the Model C level of funding (which is the same level as is given to white government schools). This is a most significant step towards equalizing education provision in South Africa.

Integration of exile children

The shift in government funding policy has been facilitated by the recognition of the need to make special provision for the returning exile children. All parties involved share the concern that any school which caters for the exile children should not be isolated. The previous school in Pretoria which was allocated to them was bombed twice in 1991; there is thus a real concern that in the Yeoville school the exile children should be in the minority. This would enhance their safety, as well as help them to integrate socially.

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An important element of the Yeoville Community School is that it is in effect stepping into a highly successful operating model. The present Principal of the SHC junior primary school has undertaken to continue her role in the new school for at least one year, and we are hopeful that some of the teachers will also remain. New teachers will be carefully selected for their ability to cater for the needs of the new students. Administrative and support staff will also remain, together with full furniture, educational, security, and maintenance equipment, which will be donated by SHC. In return, there is a category in the Budget (Section 3) to raise funds to assist with building alterations at the SHC Observatory campus.

Educational polyclinic

A unique feature of the Yeoville Community School will be the Educational Polyclinic. Located centrally will be an integral, though autonomous, Clinic which will provide vital social and educational services to the students of the school as well as to students of surrounding schools.

Experiences of schools such as Sacred Heart College have shown that for returnees and marginalised black students to integrate effectively, a multidisciplinary approach to their education has to be adopted. Some of the problems they have encountered present as poor academic ability, but on closer examination various underlying causes which range from trauma, poverty, and interrupted schooling, then come to light. Therefore a number of educational specialists is required to deal with the range of problems.

The staff of the polyclinic will initially include a Director (who is also a social worker), a psychologist, two remedial teachers, bursaries officer, and a secretary. At a later stage, the staffing could be expanded to include an additional psychologist, speech therapist, occupational therapist, and a typist. Services will include counselling, educational remediation, psychometric testing, social and health issues in schools, speech therapy, and whatever similar services are needed. Where necessary, the services of outside professionals will be commissioned and paid for on a part-time basis.

Many schools in the city are "opening" their doors to more talented black students, but they exclude the majority of the black population. These schools have already signalled their urgent need for assistance in social integration and educational issues. The Yeoville Community School aims to develop a profile of expertise in these issues, and will generally assist in the desegregation process in other Johannesburg schools. Services rendered to other schools or individuals will be on a fee-for-service basis.

Wherever appropriate, teaching methodologies will be designed in ways to meet the needs of these particular students. For example, we have agreed to participate in a nation-wide multilingual classroom project (based at the University of Cape Town). This project will provide research and methodology support for teachers in their attempts to conduct classes in English and a range of vernacular languages, in ways which improve language skills and at the same time enhance students' self-esteem.

Yeoville Community Education Network

While initially providing for returnee students, the Yeoville Community School will continue to serve as a permanent education institution for the community, controlled by the community, with the support of the Yeoville Community Education Network.

The Batlagae Trust was established specifically in 1991 to provide educational support for returning exiles and their families while resettling in South Africa. The Trust will locate its offices at Yeoville, re-constituting itself from serving only the needs of returnee students to serving the educational needs of the community generally.

Discussions between the Sacred Heart College Curriculum Development Trust and other research groups, such as Dr Neville Alexander's PRAESA (Project for Alternative Education in South Africa) on an appropriate curriculum for the school have already been initiated, e.g. multilingual Classrooms.

Representatives from the Batlagae Trust as well as other community organisations serve on the Board of Trustees of the Sacred Heart Curriculum Development Unit. Close collaboration of the community schools at Yeoville and Barnato Park with Sacred Heart College Curriculum Development and Outreach is envisaged.

We anticipate the Yeoville School will co-operate closely with two neighbouring primary schools (Yeoville Boys School and Observatory Girls School). The services of the Polyclinic will be available to these schools, and facilities will be shared.

To sum up:

- The Yeoville Community School offers a unique opportunity to meet the urgent academic and social needs of both returned exile children as well as inner city community children.
- In meeting these needs we are maximising available physical facilities, and drawing together the considerable experience and expertise which has been built up in integrated education.
- We are also building on the working relationships and co-operation which have developed between the various partners undertaking this venture. .
- Importantly, once the school has been established, it will be able to support itself in terms of government subsidies and fees.
- The school has an excellent chance of offering high quality education and a supportive environment to its students, at minimal cost to the community. This school and this network will serve as a model for other inner city groups in South Africa.

SECTION 3: BUDGET

Physical facilities

(See Narrative Note 1)

Equipment and furnishings

(Computers and software;
Fax and answering machine)

Professional services

(See Narrative Note 3)

Establishment administrative costs

(Printing R1000

Secretary, 2 months R4000

Postage and telephone R1000

Stationery R1000, etc)

TOTAL

(See Narrative Note 5)

Cost sharing:

1993

1993

R700 000

R30 000

R10 000

R10 000

R800 000

1994

R600 000

(Narrative

Note 2)

R10 000

R15 000

O

(Narrative

Note 4)

R655 000

Use of an asset of land and buildings at Yeoville,
valued at R5 million.

Furnishings, equipment, workshop, garages, playground
equipment, portable buildings, security lighting, etc.

(See Narrative Note 6)

Actual cost sharing: R140 000

Contribution to date of professional services
provided for establishing the new school:

R30 000

(Working group, teachers for testing and assessment)

(See Narrative Note 7)

1994

- Use of asset

Contributed professional services

B
Note
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ET NARRATIVE
1:
The land and buildings are owned by the Holy Family Sisters, and have been leased by Sacred Heart College for a number of years. A rental of R50 000 per year is payable (far below commercial rate).
The buildings contain 15 Classrooms, toilet blocks, an administration block, garages, zozo huts, etc).
2:
Extensive efforts are being made to find suitable accommodation for the SHC pre-school. In the event that a new creche will need to be built on the SHC Observatory campus, we estimate that building costs will be R600 000.
3:
The amount for professional services is to pay for specially contracted professionals, e.g. speech therapists, on a part-time basis.
4:
Funds are required to meet establishment expenses. A separate budget for operating costs is appended. With government subsidy for the salaries of teachers, administrative and support staff, plus school fees, the school should be able to support itself. We estimate that annual operating costs will be R200 000 to R260 000, after the salaries of the academic, administrative and support staff are paid by the subsidy.
5:
These amounts do not include the budget of the polyclinic. The polyclinic needs total funding support though it will strive to earn fees for services performed to students from neighbouring schools.
6:
An inventory of all furnishings and equipment is available.
7:
In the first year, there will be 100 hours of interviews, plus 5 hours of testing by 10 teachers (of the SHC junior primary school)

SEPARATE BQDQET FOR YEQVILLE EDUCATION POLYQLINIC

The polyclinic will receive no subsidy from the government. It therefore has to rely heavily on funds raised, and some effort will be made to earn fees for professional services rendered by the polyclinic staff to students from other Johannesburg schools.

Annual budget:

SALARIES

Director/social worker R60 000 (R5000 pm)

Psychologist R60 000 (R5000 pm)

Remedial teachers (2 at R50 000) R100 000 (R4166 pm)

Secretary R30 000 (R2500 pm)

Total R250 000

Bursary officer (Funded by Batlagae Trust)

OFFICE EQUIPMENT (One-time capital expenditure)

Therapy/remedial equipment R30 000

Computer and software R10 000

Furniture and other equipment R10 000

Total R50 000

ADMINISTRATION COSTS

Telephone, stationery,

postage, etc R6 000

Accounting services R12 000

Office rental

(R1000 per month) R12 000

Total R30 000

Grand Total R 0 0

APPENDIX A

PRINCIPAL PARTNERS OF THE YEOVILLE COMMUNITY EDUCATION NETWORK 1 SACRED HEART COLLEGE OUTREACH

Sacred Heart College (SHC) is a well-known independent school in the suburbs of Observatory and Yeoville in Johannesburg. It was one of the first schools in South Africa to become nonracial in 1976 in defiance of the apartheid legislation. The school is over 100 years old and was originally on the site of the present Mariston Hotel in central Johannesburg. It was transferred to the Observatory site in 1926.

Having "opened" the school to all race groups in the 1970s and 1980s, the enrolment of the school increased dramatically (from 426 white boys to more than 1200 boys and girls of all racial groups). To accommodate this expansion, SHC leased the buildings of the old Holy Family Convent in Yeoville in 1980, where at present it conducts its junior primary and pre-school departments. The school has three streams in the primary and high school and there are nearly 200 students in the pre-school.

The Holy Family Sisters have worked closely with Sacred Heart College, especially in the primary school sector. The present proposal to establish the Yeoville Community School gives further expression to our joint commitment to an "option for the poor", to offering education for real liberation, and to developing a community of reconciliation.

Sacred Heart College has been active in developing the philosophy and practice of "open schools" in South Africa. Dr McGurk, the headmaster, is a well-known educationalist who works closely with various community education bodies and trusts, and is also regularly consulted by the Department of National Education.

Having made significant curriculum and organizational adjustments in the light of the changing school population, SHC has now formally co-ordinated these developments by establishing a Curriculum Development Trust. A significant component of the work of the Trust is its Outreach Programme. The Trust is involved in developing relevant curricula for schooling towards a nonracial and democratic South Africa. Its various projects deal with integrated social studies, science education, language programmes, technology and design programmes, teaching and learning with computers, creative and dramatic arts curricula, and the democratisation of school administration.

The Trust's Outreach Programme has involved staff at the college with broader national issues. Among other activities,

there has been the involvement with the various independent schools' associations, the Independent Examination Board, community based educational programmes, the setting up of a national body for the deployment of technology in education, the Batlagae Trust, the Joint Working Group on Education, policy development for a future education system, and mediation between government education departments and community organisations.

Dr McGurk and Mrs Barbara Watson (the school counsellor) of Sacred Heart College serve on the Batlagae Trust (described in Section 2 below). Sacred Heart College had already established a relationship with the educational network of the exiled political movements through its outreach. Because of the College's pioneering work in the desegregation of schooling, Dr McGurk was invited by the exile community in Lusaka in June 1988 as part of a larger delegation from South Africa. Subsequently, he was invited to serve on the Mandela Delegation and was on the Joint Working Group during 1991.

Sacred Heart College enrolled many of the first group of students who returned soon after the unbanning of the political movements. Two trips to Tanzania were organised by the Batlagae Trust in which staff from Sacred Heart College helped to assemble all the necessary data on the social and educational needs of the students at Somafrica for their placement in South Africa.

2 THE BATLAGAE TRUST

Since the unbanning of the political movements in February 1990, considerable work has been necessary to facilitate the repatriation and re-integration of political exiles back into South African society.

Of critical importance has been the educational needs of returnees, many of whom have had to interrupt studies elsewhere before coming home. In May 1991, the "Oversight Committee" was set up to co-ordinate the repatriation of children from exile. This committee consisted of representatives from the National Co-ordinating Committee for the Repatriation of Political Exiles (NCCRE), political movements and the churches.

In July 1991, the Batlagae Trust was established by the Oversight Committee to raise the necessary funds and to co-ordinate on an ongoing basis the integration of returning students.

Initially, the Oversight Committee had negotiations with the various government departments on all aspects related to the speedy return and placement of the students in education institutions in South Africa. The deserted Hillview school in

Pretoria was chosen by the government as a suitable site for an institution to receive the students. Discussions then began between the Batlagae Trust and the Department of Education and Training on the registration and subsidisation of the school. However, the Hillview school was twice bombed by right-wing groups, and it was then decided not to expose the returning students to danger by locating them in a specific institution. For various reasons, negotiations with the South African government were no longer deemed productive, and the Batlagae Trust, together with the NCCR, had to take full responsibility for the return and placement of the students. By October 1991, the Batlagae Trust was fully operational. It was constituted as a non-partisan body, with the trustees representing the ANC, the PAC and the churches.

In this initial phase, the Trust had aimed to identify and facilitate the necessary educational and welfare arrangements for returnee students. This included:

- i) re-orientation, career guidance, and academic support;
- ii) personal and academic counselling;
- iii) arranging bursaries for children, students and adults;
- iv) making financial provision for these functions;
- v) ensuring that the necessary teaching and support are in place and providing the necessary orientation and support.

The educational integration of returnees has required a level of concerted and co-ordinated national and regional planning which was largely outside of the capacity of any structure existing before the establishment of the Batlagae Trust. With regard to co-ordination at the national level, the Trust is at present dependent on the infrastructure and resources of regional offices of the NCCR and to a lesser extent on other community facilities, to function outside of Johannesburg.

To date, the Trust has through this network effectively processed work in a number of regions. In addition, the Johannesburg office has dealt with a large number of applications for the PWV region. It has approved over 1000 bursary applications for pre-school, primary, secondary, vocational/technical and tertiary levels of education. This, however, has not fully met the needs of returnee learners. There are still a number of requests outstanding, and the Trust has applied for emergency funding to cover the shortfall.

This underestimation has been due largely to the reality of the educational opportunities available to these students, previously unforeseen expenses and a substantial underestimation of the numbers who would be needing support.

The original proposal underestimated the real cost of tuition fees. Most placements have had to be made outside of the public school system, and our average estimate of R400.00 per

learner, is more realistically R4000.00. Placement of students in state schools has been difficult because of the lack of available places as well as parents' reluctance to place children into the inferior system of "Bantu Education" such as Department of Education and Training schools. In addition, schools which recently opened (model B and model C) at present apply racial quotas in a discriminatory way. These schools are also failing to absorb the numbers, as they are often only willing to enrol students from a locally defined geographic area.

Many of the children have had to be enrolled in the street academies in the city of Johannesburg. With few notable exceptions, these institutions have proven to be totally unsatisfactory. Complaints are being received daily from concerned parents regarding the poor quality of instruction, discipline and administration in these schools. This is also a matter of grave concern for the Trustees, since they have an obligation to the donors to ensure that the funds received are properly spent.

3 BARNATO PARK HIGH SCHOOL

White enrolments in the central, eastern, north eastern, and western boards of Johannesburg schools have been declining rapidly for the past decade. By the end of 1989, a number of schools were already closed because very few white children were left in them. During 1989, the Transvaal Education Department (TED) announced that Johannesburg High School for Girls would close at the end of that year. The parent community then embarked on a high publicity campaign to save the school. However, Minister Clase refused to allow the school to open its doors to all races by admitting black children whose families had moved into the inner city.

The parents then approached Mr Murray Hofmeyr, the managing director of Johannesburg Consolidated Investment (JCI), and Dr Neil McGurk, the headmaster of Sacred Heart College, to promote their cause. JCI has an historic association with the property of Barnato Park on which the school was located. It was originally the estate of Mr Barney Barnato, and on his death was given to the city by the company to be used for education. Under the chairpersonship of Mr Hofmeyr, a support group to assist the school's management council was formed to negotiate with the authorities.

The "white education minister" Clase insisted on the closure of Johannesburg High School for Girls, but allowed the establishment of a new private high school. Thus a co-educational high school was opened in January 1990. The school's Board of Trustees was re-constituted from the support group, with additional members from the community.

However when, as expected, the initial enrolment of approximately 500 students was predominantly black, Minister Clase refused to register the school with the (white) TED. Conversely, the Board of Trustees of the school declined being registered with the (black) DET department as this would constitute an unacceptable racial statement and would be contrary to the spirit of the struggle to have the school opened to all races.

Nevertheless, the Board of Trustees decided to proceed with the school. A principal and administrative staff were seconded to the new school from Sacred Heart College. Dr McGurk undertook a general caretaker role over the establishment and continued administration of the school.

Tuition fees were set at the maximum affordable level, and through the influence of Mr Hofmeyr, a number of local companies agreed to subsidise operational costs for a two-year period. At the same time, the Trustees continued their negotiations with the education departments to have the school reinstated as a government or state-aided school.

During the course of 1990, Barnato Park High School received no state subsidy, since in principle the school was squatting in government buildings. During 1991, the registration status of the school was brought up for discussion by Dr McGurk in the Joint Working Group. Finally, through the mediation of Minister Stoffel van der Merwe, Minister Clase was prevailed upon to register the school with his department. During 1991, the school qualified for the private school subsidy.

At the start of 1992, the House of Assembly announced its new alternative models for the provision of education. The Trustees of Barnato Park then decided to renew negotiations with the government on the registration status of the school. It was clear that school could not survive as a private school and continue to serve the community which was supporting it. Mr Hofmeyr and Dr McGurk met with Minister Marais in March 1992 in Cape Town. Minister Marais accepted the proposal that the school be registered as a "status quo" government school registered with the House of Assembly. This status meant that the academic, administrative, and support staff salaries would be paid by the TED in accordance with pupil-teacher ratio formulas, and in addition there would also be a per capita equipment and book grant.

In September 1992, a technical committee was set up by the Minister to work through the details. The final arrangements were settled by a group of elected parent representatives from the school with the Deputy Director General in charge of policy of the Department of Education and Culture, House of Assembly, and the Executive Director of the TED.

From the beginning of 1993, the statutory body that will manage the school will be elected from its parent community together with several consultants. The parents have requested the present Trustees to assist them as long as needed. The school will continue to be assisted by the Sacred Heart College Outreach.

4 NATIONAL EDUCATION DEPARTMENTS

Extensive negotiations have been held with the Departments of National Education (overarching department), the "white" department of Education and Culture, House of Assembly, the Transvaal Education Department, and local government school boards.

The Yeoville Community School sets a precedent in that it is the first joint venture between a religious private school, a community education Trust, and the national education departments to run a school for predominantly black students in an inner city area where teachers' salaries will be subsidised on the Model C scale.

Government and local board officials have indicated a strong interest to co-operate with the-Yeoville Community Education Network to provide schooling for far greater numbers of students using the Community School model.

APPENDIX B

PERATIN T B ET F R YE VILLE NITY H L

(Based on a projection of 170-200 students for 1993)

EXPENDITURE

1 STAFF COSTS

Academic Staff (1 Principal 1 7 Teachers) TED

(1) Administrative Staff (1 Extra) 13 000

(2) Support (1 Extra Cleaner) 6 000

(3) Maintenance/Handyman 13 000

Pension 1 Medical Aid 10 200

Total 42 200

2 ESTABLISHMENT COSTS

(4) Rental 1 Insurance 44 000

Fuel, Water, Lights 16 000

Repair, Maintenance, Gardens 15 000

Total 75 000

3 ADMINISTRATIVE OVERHEADS

Printing & Stationery 16 000

Postage & Telephone 18 000

Accounting 16 000

Computer System Costs 3 000

Advertising 2 000

Total 55 000

4 SCHOLAR OVERHEADS

Teaching Aids, Sports, Library, etc 30 000

Total 30 000

5 EQUIPMENT HIRE

Printing Machine 8 000

Vehicle 6 000

Total 14 000

rand Total R21 2

(1) Salary shared with the Polyclinic

(2) Salary shared with the Polyclinic

(3) Salary shared with Pre-school

(4) Rental shared with Pre-school and Polyclinic

This would put our fee projections at a maximum of R1400 and a minimum of R1200 taking into account inevitable bad debts.

SEPARATE BQDGET FOR YEOVILLE EDUQATION PQLYCLINIQ

The polyclinic will receive no subsidy from the government.
the polyclinic staff to students from other Johannesburg
schools.

Annual budget:

SALARIES

-/Director/social worker R60 000

/?sychologist R60 000

VRemedial teachers (2 at R50 000) R100 000

xSpeech Therapist R42 000

lXOccupational therapist R42 000

a v/Secretary R30 000

e ngypist R25 000

Total R359 000

Bursary officer (Funded by Batlagae Trust)

OFFICE EQUIPMENT (One-time capital expenditure)

Therapy/remedial equipment R40 000

Computer and software R10 000

Furniture and other equipment R15 000

Total R65 000

ADMINISTRATION COSTS

Telephone, stationery,

postage, etc R6 000

Accounting services R12 000

Office rental

(R1000 per month) R12 000

Total R30 000

Grand Total R454 909

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It

therefore has to rely heavily on funds raised, and some effort
will be made to earn fees for professional services rendered by

Ros Pullen
MA. (Stall) H.D.E. (Natal)
Counselling Psychologist PR. No. 8618828
29 Sharp Street
Badxuok 38"2133
8 648-5064
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P R O P O S A L

THE YE VILLE ITY ED TION PR ECT
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(The funds for the second year could be drastically reduced if we could find suitable premises which have been vacated by one of the present government schools.)

THE PR P AL: THE YEOVIL E ITY S H OL

Rearrangement between two schools

The establishment of the Yeoville Community School is integrally bound up with the consolidation of Sacred Heart College (SHC). In a profoundly changing society, religious schools such as SHC are faced with a number of constraints, and the College has thus undertaken a policy to consolidate - running three classes in each grade instead of four. The College population is being contracted from 1200 students to approximately 1000.

SHC has the reputation of being one of the foremost institutions in South Africa in terms of the racial integration of students, progressive curriculum development, and an extensive outreach to the community. The College has a commitment to and expertise in a range of aspects which will support the new Yeoville Community School.

SHC has for a number of years operated on two campuses (Observatory and Yeoville - a mile away), and it is at present re-locating the junior primary school to the Observatory campus. The junior primary school premises are thus available for the establishment of the Yeoville Community School.

Implementation over two years (1223 and 1224)

We estimate that within two years the Yeoville school could hold 400-450 primary students. In the first year, there will be two streams in Grades 1, 2, and Std 1, and possibly one stream in Std 2. During this year the Sacred Heart pre-school will still be located in a section of the Yeoville premises. In the second year, the SHC pre-school will move to Observatory, and the Yeoville Community School will expand to two streams in Stds 2, 3, and 4. (Std 5 students will be catered for at Barnato Park High School.) If considered feasible, there will be a Yeoville pre-school attached to the primary school.

Regarding the re-location of the SHC pre-school, it might not be necessary to build new facilities at SHC. If, On further negotiation with local and Transvaal education authorities, suitable premises become available, we might be able to avoid this expenditure.

"Model C" funding

The South African government has, as its response in this transition period, devised a series of funding models for different categories of schools. While the models are a progression away from total government control and provision for the vast majority of schools, they are still essentially racial in their conceptualization.

Both Yeoville Community School and Barnato Park High School are urban state-aided schools which are catering primarily for black students. There are a few other schools in the country which are similar, but the Yeoville school is unique in the sense that the government has agreed to co-operate with a private/religious body to support this school at the Model C level of funding (which is the same level as is given to white government schools). This is a most significant step towards equalizing education provision in South Africa.

Integration of exile children

The shift in government funding policy has been facilitated by the recognition of the need to make special provision for the returning exile children. All parties involved share the concern that any school which caters for the exile Children should not be isolated. The previous school in Pretoria which was allocated to them was bombed twice in 1991; there is thus a real concern that in the Yeoville school the exile children should be in the minority. This would enhance their safety, as well as help them to integrate socially.

Continuity

An important element of the Yeoville Community School is that it is in effect stepping into a highly successful operating model. The present Principal of the SHC junior primary school has undertaken to continue her role in the new school for at least one year, and we are hopeful that some of the teachers will also remain. New teachers will be carefully selected for their ability to cater for the needs of the new students. Administrative and support staff will also remain, together with full furniture, educational, security, and maintenance equipment, which will be donated by SHC. In return, there is a category in the Budget (Section 3) to raise funds to assist with building alterations at the SHC Observatory campus.

Educational polyclinic

A unique feature of the Yeoville Community School will be the Educational Polyclinic. Located centrally will be an integral, though autonomous, clinic which will provide vital social and educational services to the students of the school as well as to students of surrounding schools.

Experiences of schools such as Sacred Heart College have shown that for returnees and marginalised black students to integrate effectively, a multidisciplinary approach to their education has to be adopted. Some of the problems they have encountered present as poor academic ability, but on closer examination various underlying causes which range from trauma, poverty, and interrupted schooling, then come to light. Therefore a number of educational specialists is required to deal with the range of problems.

The staff of the polyclinic will initially include a Director (who is also a social worker), a psychologist, two remedial teachers, bursaries officer, and a secretary. At a later stage, the staffing could be expanded to include an additional psychologist, speech therapist, occupational therapist, and a typist. Services will include counselling, educational remediation, psychometric testing, social and health issues in schools, speech therapy, and whatever similar services are needed. Where necessary, the services of outside professionals will be commissioned and paid for on a part-time basis.

Many schools in the city are "opening" their doors to more talented black students, but they exclude the majority of the black population. These schools have already signalled their urgent need for assistance in social integration and educational issues. The Yeoville Community School aims to develop a profile of expertise in these issues, and will generally assist in the desegregation process in other Johannesburg schools. Services rendered to other schools or individuals will be on a fee-for-service basis.

Wherever appropriate, teaching methodologies will be designed in ways to meet the needs of these particular students. For example, we have agreed to participate in a nation-wide multilingual classroom project (based at the University of Cape Town). This project will provide research and methodology support for teachers in their attempts to conduct classes in English and a range of vernacular languages, in ways which improve language skills and at the same time enhance students' self-esteem.

Yeoville community Education Network

While initially providing for returnee students, the Yeoville Community School will continue to serve as a permanent education institution for the community, controlled by the community, with the support of the Yeoville Community Education Network.

The Batlagae Trust was established specifically in 1991 to provide educational support for returning exiles and their families while resettling in South Africa. The Trust will locate its offices at Yeoville, re-constituting itself from serving only the needs of returnee students to serving the educational needs of the community generally.

Discussions between the Sacred Heart College Curriculum Development Trust and other research groups, such as Dr Neville Alexander's PRAESA (Project for Alternative Education in South Africa) on an appropriate curriculum for the school have already been initiated, e.g. multilingual classrooms.

Representatives from the Batlagae Trust as well as other community organisations serve on the Board of Trustees of the Sacred Heart Curriculum Development Unit. Close collaboration of the community schools at Yeoville and Barnato Park with Sacred Heart College Curriculum Development and Outreach is envisaged.

We anticipate the Yeoville School will co-operate closely with two neighbouring primary schools (Yeoville Boys School and Observatory Girls School). The services of the Polyclinic will be available to these schools, and facilities will be shared.

To sum up:

- The Yeoville Community School offers a unique opportunity to meet the urgent academic and social needs of both returned exile children as well as inner city community Children.
- In meeting these needs we are maximising available physical facilities, and drawing together the considerable experience and expertise which has been built up in integrated education.
- We are also building on the working relationships and co-operation which have developed between the various partners undertaking this venture. ,
- Importantly, once the school has been established, it will be able to support itself in terms of government subsidies and fees. .
- The school has an excellent chance of offering high quality education and a supportive environment to its students, at minimal cost to the community. This school and this network will serve as a model for other inner city groups in South Africa.

gEQTION 3 : BUDQET

1993 1994

Physical facilities R700 000 R600 000

(See Narrative Note 1) (Narrative Note-Z)

Equipment and furnishings R30 000 R10 000

(Computers and software;

Fax and answering machine)

Professional services R10 000 R15 000

(See Narrative Note 3)

Establishment administrative costs R10 000 0

(Narrative

Note 4)

(Printing R1000

Secretary, 2 months R4000

Postage and telephone R1000

Stationery R1000, etc)

TOTAL R800 000 R655 000

(See Narrative Note 5)

Cost sharing:

1993

- Use of an asset of land and buildings at Yeoville, valued at R5 million.

- Furnishings, equipment, workshop, garages, playground equipment, portable buildings, security lighting, etc.

(See Narrative Note 6)

Actual cost sharing: R140 000

- Contribution to date of professional services provided for establishing the new school: R30 000

(Working group, teachers for testing and assessment)

(See Narrative Note 7)

1994

- Use of asset

- Contributed professional services

BQQQET NARRATIVE

Note
Note
Note
Note
Note
Note
Note

1: ,

The land and buildings are owned by the Holy Family Sisters, and have been leased by Sacred Heart College for a number of years. A rental of R50 000 per year is payable (far below commercial rate).

The buildings contain 15 classrooms, toilet blocks, an administration block, garages, zozo huts, etc) '

2:

Extensive efforts are being made to find suitable accommodation for the SHC pre-school. ,In the event that a new creche will need to be built on the SHC Observatory campus, we estimate that building costs will be R600 000.

3:

The amount for professional services is to pay for specially contracted professionals, e.g. speech therapists, on a part-time basis.

4:

Funds are required to meet establishment expenses. A separate budget for operating costs is appended. With government subsidy for the salaries of teachers, administrative and support staff, plus school fees, the school should be able to support itself. We estimate that annual operating costs will be R200 000 to R260 000, after the salaries of the academic, administrative and support staff are paid by the subsidy.

5:

These amounts do not include the budget of the polyclinic. The polyclinic needs total funding support though it will strive to earn fees for services performed to students from neighbouring schools.

6:

An inventory of all furnishings and equipment is available.

7:

In the first year, there will be 100 hours of interviews, plus 5 hours of testing by 10 teachers (of the SHC junior primary school)

SEPARATE BUDGET FOR YEKVILLE EDUCATION POLYCLINIC

The polyclinic will receive no subsidy from the government. It therefore has to rely heavily on funds raised, and some effort will be made to earn fees for professional services rendered by the polyclinic staff to students from other Johannesburg schools.

Annual budget:

SALARIES

Director/social worker R60 000 (R5000 pm)

Psychologist R60 000 (R5000 pm)

Remedial teachers (2 at R50 000) R100 000 (R4166 pm)

Secretary R30 000 (R2500 pm)

Total R250 000

Bursary officer (Funded by Batlagae Trust)

OFFICE EQUIPMENT (One-time capital expenditure)

Therapy/remedial equipment R30 000

Computer and software R10 000

Furniture and other equipment R10 000

Total R50 000

ADMINISTRATION COSTS

Telephone, stationery,

postage, etc I R6 000

Accounting services R12 000

Office rental

(R1000 per month) R12 000

Total R30 000

rand Total R3 0

10

APPENDIX A

PRINCIPAL PARTNERS OF THE YEOVILLE COMMUNITY EDUCATION NETWORK 1 A RED HEART LLB E TREACH

Sacred Heart College (SHC) is a well-known independent school in the suburbs of Observatory and Yeoville in Johannesburg. It was one of the first schools in South Africa to become nonracial in 1976 in defiance of the apartheid legislation. The school is over 100 years old and was originally on the site of the present Mariston Hotel in central Johannesburg. It was transferred to the Observatory site in 1926.

Having "opened" the school to all race groups in the 1970s and 1980s, the enrolment of the school increased dramatically (from 426 white boys to more than 1200 boys and girls of all racial groups). To accommodate this expansion, SHC acquired the buildings of the old Holy Family Convent in Yeoville in 1980, where at present it conducts its junior primary and pre-school departments. The school has three streams in the primary and high school and there are nearly 200 students in the pre-school.

Sacred Heart College has been active in developing the philosophy and practice of "open schools" in South Africa. Dr McGurk, the headmaster, is a well-known educationalist who works closely with various community education bodies and trusts, and is also regularly consulted by the Department of National Education.

Having made significant curriculum and organizational adjustments in the light of the changing school population, SHC has now formally co-ordinated these developments by establishing a Curriculum Development Trust. A significant component of the work of the Trust is its Outreach Programme. The Trust is involved in developing relevant curricula for schooling towards a nonracial and democratic South Africa. Its various projects deal with integrated social studies, science education, language programmes, technology and design programmes, teaching and learning with computers, creative and dramatic arts curricula, and the democratisation of school administration.

The Trust's Outreach Programme has involved staff at the college with broader national issues. Among other activities, there has been the involvement with the various independent schools' associations, the Independent Examination Board, community based educational programmes, the setting up of a national body for the deployment of technology in education, the Batlagae Trust, the Joint Working Group on Education, policy development for a future education system, and mediation

between government education departments and community organisations.

Dr McGurk and Mrs Barbara Watson (the school counsellor) of Sacred Heart College serve on the Batlagae Trust (described in Section 2 below). Sacred Heart College had already established a relationship with the educational network of the exiled political movements through its outreach. Because of the College's pioneering work in the desegregation of schooling, Dr McGurk was invited by the exile community in Lusaka in June 1988 as part of a larger delegation from South Africa. . Subsequently, he was invited to serve on the Mandela Delegation and was on the Joint Working Group during 1991.

Sacred Heart College enrolled many of the first group of students who returned soon after the unbanning of the political movements. Two trips to Tanzania were organised by the Batlagae Trust in which staff from Sacred Heart College helped to assemble all the necessary data on the social and educational needs of the students at Somafo for their placement in South Africa.

2 THE BATLAQAE TRUST

Since the unbanning of the political movements in February 1990, considerable work has been necessary to facilitate the repatriation and re-integration of political exiles back into South African society.

Of critical importance has been the educational needs of returnees, many of whom have had to interrupt studies elsewhere before coming home. In May 1991, the "Oversight Committee" was set up to co-ordinate the repatriation of children from exile. This committee consisted of representatives from the National Co-ordinating Committee for the Repatriation of Political Exiles (NCCR), political movements and the churches.

In July 1991, the Batlagae Trust was established by the Oversight Committee to raise the necessary funds and to co-ordinate on an ongoing basis the integration of returning students.

Initially, the Oversight Committee had negotiations with the various government departments on all aspects related to the speedy return and placement of the students in education institutions in South Africa. The deserted Hillview school in Pretoria was chosen by the government as a suitable site for an institution to receive the students. Discussions then began between the Batlagae Trust and the Department of Education and Training on the registration and subsidisation of the school. However, the Hillview school was twice bombed by right-wing

groups, and it was then decided not to expose the returning students to danger by locating them in a specific institution. For various reasons, negotiations with the South African government were no longer deemed productive, and the Batlagae Trust, together with the NCCR, had to take full responsibility for the return and placement of the students. By October 1991, the Batlagae Trust was fully operational. It was constituted as a non-partisan body, with the trustees representing the ANC, the PAC and the churches.

In this initial phase, the Trust had aimed to identify and facilitate the necessary educational and welfare arrangements for returnee students. This included:

- i) re-orientation, career guidance, and academic support;
- ii) personal and academic counselling;
- iii) arranging bursaries for children, students and adults;
- iv) making financial provision for these functions;
- v) ensuring that the necessary teaching and support are in place and providing the necessary orientation and support.

The educational integration of returnees has required a level of concerted and co-ordinated national and regional planning which was largely outside of the capacity of any structure existing before the establishment of the Batlagae Trust. With regard to co-ordination at the national level, the Trust is at present dependent on the infrastructure and resources of regional offices of the NCCR and to a lesser extent on other community facilities, to function outside of Johannesburg.

To date, the Trust has through this network effectively processed work in a number of regions. In addition, the Johannesburg office has dealt with a large number of applications for the PWV region. It has approved over 1000 bursary applications for pre-school, primary, secondary, vocational/technical and tertiary levels of education. This, however, has not fully met the needs of returnee learners. There are still a number of requests outstanding, and the Trust has applied for emergency funding to cover the shortfall.

This underestimation has been due largely to the reality of the educational opportunities available to these students, previously unforeseen expenses and a substantial underestimation of the numbers who would be needing support.

The original proposal underestimated the real cost of tuition fees. Most placements have had to be made outside of the public school system, and our average estimate of R400.00 per learner, is more realistically R4000.00. Placement of students in state schools has been difficult because of the lack of available places as well as parents' reluctance to place children into the inferior system of "Bantu Education" such as Department of Education and Training schools. In addition,

schools which recently opened (model B and model C) at present apply racial quotas in a discriminatory way. These schools are also failing to absorb the numbers, as they are often only willing to enrol students from a locally defined geographic area.

Many of the children have had to be enrolled in the street academies in the city of Johannesburg. With few notable exceptions, these institutions have proven to be totally unsatisfactory. Complaints are being received daily from concerned parents regarding the poor quality of instruction, discipline and administration in these schools. This is also a matter of grave concern for the Trustees, since they have an obligation to the donors to ensure that the funds received are properly spent.

BARNAT PARK HI H H L

White enrolments in the central, eastern, north eastern, and western boards of Johannesburg schools have been declining rapidly for the past decade. By the end of 1989, a number of schools were already closed because very few white children were left in them. During 1989, the Transvaal Education Department (TED) announced that Johannesburg High School for Girls would close at the end of that year. The parent community then embarked on a high publicity campaign to save the school. However, Minister Clase refused to allow the school to open its doors to all races by admitting black children whose families had moved into the inner city.

The parents then approached Mr Murray Hofmeyr, the managing director of Johannesburg Consolidated Investment (JCI), and Dr Neil McGurk, the headmaster of Sacred Heart College, to promote their cause. JCI has an historic association with the property of Barnato Park on which the school was located. It was originally the estate of Mr Barney Barnato, and on his death was given to the city by the company to be used for education. Under the chairpersonship of Mr Hofmeyr, a support group to assist the school's management council was formed to negotiate with the authorities.

The "white education minister" Clase insisted on the closure of Johannesburg High School for Girls, but allowed the establishment of a new private high school. Thus a co-educational high school was opened in January 1990. The school's Board of Trustees was _ re-constituted from the support group, with additional members from the community. '

However when, as expected, the initial enrolment of approximately 500 students was predominantly black, Minister Clase refused to register the school with the (white) TED. Conversely, the Board of Trustees of the school declined being

registered with the (black) DET department as this would constitute an unacceptable racial statement and would be contrary to the spirit of the struggle to have the school opened to all races.

Nevertheless, the Board of Trustees decided to proceed with the school. A principal and administrative staff were seconded to the new school from Sacred Heart College. Dr McGurk undertook a general caretaker role over the establishment and continued administration of the school.

4

Tuition fees were set at the maximum affordable level, and through the influence of Mr Hofmeyr, a number of local companies agreed to subsidise operational costs for a two-year period. At the same time, the Trustees continued their negotiations with the education departments to have the school reinstated as a government or state-aided school.

During the course of 1990, Barnato Park High School received no state subsidy, since in principle the school was squatting in government buildings. During 1991, the registration status of the school was brought up for discussion by Dr McGurk in the Joint Working Group. Finally, through the mediation of Minister Stoffel van der Merwe, Minister Clase was prevailed upon to register the school with his department. During 1991, the school qualified for the private school subsidy.

At the start of 1992, the House of Assembly announced its new alternative models for the provision of education. The Trustees of Barnato Park then decided to renew negotiations with the government on the registration status of the school. It was clear that school could not survive as a private school and continue to serve the community which was supporting it. Mr Hofmeyr and Dr McGurk met with Minister Marais in March 1992 in Cape Town. Minister Marais accepted the proposal that the school be registered as a "status quo" government school registered with the House of Assembly. This status meant that the academic, administrative, and support staff salaries would be paid by the TED in accordance with pupil-teacher ratio formulas, and in addition there would also be a per capita equipment and book grant.

In September 1992, a technical committee was set up by the Minister to work through the details. The final arrangements were settled by a group of elected parent representatives from the school with the Deputy Director General in charge of policy of the Department of Education and Culture, House of Assembly, and the Executive Director of the TED.

From the beginning of 1993, the statutory body that will manage the school will be elected from its parent community together will several consultants. The parents have requested the present Trustees to assist them as long as needed. The school will continue to be assisted by the Sacred Heart College Outreach.

4 NATIONAL EDUCATION DEPARTMENTS

Extensive negotiations have been held with the Departments of National Education (overarching department), the "white" department of Education and Culture, House of Assembly, the Transvaal Education Department, and local government school boards. '

The Yeoville Community School sets a precedent in that it is the first joint venture between a religious private school, a community education Trust, and the national education departments to run a school for predominantly black students in an inner city area where teachers' salaries will be subsidised on the Model C scale.

Government and local board officials have indicated a strong interest to co-operate with the Yeoville Community Education Network to provide schooling for far greater numbers of students using the Community School model.

APPENDIX B

DRAFT BQQQET FOR YEQVILLE QQEEQEITY PRIMARY SCHQQL
(Based on a projection of 200 students for 1993)

EXPENDITURE

1 STAFF COSTS

Academic Staff (1 Principal 1 7 Teachers) TED
Administrative Staff (1 Sec/Rec. 6 1 Extra) 46 800
Support (3 Cleaners/Ground) 31 200
Maintenance/Handy Man 23 400
Pension 1 Medical Aid 10 200
Total 111 600

2 ESTABLISHMENT COSTS

Rental 1 Insurance 55 000
Fuel, Water, Lights 24 000
Repair, Maintenance, Gardens 20 000
Total 99 000

3 ADMINISTRATIVE OVERHEADS

Printing & Stationery 16 000
Postage & Telephone 18 000
Accounting 16 000
Computer System Costs 3 000
Advertising 2 000
Total 55 000

4 SCHOLAR OVERHEADS

Teaching Aids, Sports, Library, etc 30 000
Total 30 000

5 EQUIPMENT HIRE

Printing Machine 8 000
Vehicle 6 000
Total 14 000

Grand Total R302 609

Depending on administrative and support staff salaries provided by TED for model C schools, operating costs will be a maximum of approximately R310 000 and a minimum of R200 000. This would put our fee projections at a maximum of R1500 and a minimum of R1000, taking into account inevitable bad debts.