



**Grassroots Adult Education and  
Training Trust  
&  
Grassroots Educare Trust**

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&  
Grassroots Educare Trust**

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*November 1993*

# IDENTIFYING DETAILS

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## NAME AND LOCATION

Grassroots Adult Education and Training Trust & Grassroots Educare Trust, Cape Town

## DIRECTOR

Jinny Rickards

## ADDRESS, TELEPHONE AND FAX NUMBERS

335A Klipfontein Road, Silvertown, Athlone 7764  
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## BOARD OF TRUSTEES

Mr C Lotter (Chairman)

Dr M Tshabalala (Vice Chairman)

Mr R Aitchison

Mr A Dalling

Mr A Davids

Mr S Galant

Mrs J Kantey

Mr R Krause

Mrs K Lubetwana

Prof I Mosala

Mrs P Ngcuka

Mr T Salie

Mr B Suter

## SUB-COMMITTEES

### *Finance*

Mr R Krause (Chairman)

Mr C Lotter

Mr J Salmon (Auditor, BDO Spencer Steward)

### *Educare*

Dr M Tshabalala (Chairman)

Mr S Galant

Mr T Salie

### *Personnel*

Mr A Dalling (Chairman)

Mrs J Kantey

Mr J Chennells (Consultant)

## FINANCIAL AND LEGAL DETAILS

Fundraising Number 088000470009

Grassroots Adult Education and Training Trust is a legally registered Educational Trust Fund in terms of section 18A of the Income Tax Act No. 58 of 1962. The Trust is exempt from income tax in terms of section 10(1)(f) of the Income Tax Act, and from donations tax in terms of section 56(1)(i) and (j). Bequests are exempt from estate duty in terms of section 4(h) of the Estate Duty Act, 45 of 1955.

## Bank Account

### *Name of bank*

First National Bank

### *Account number*

900 000 23507

### *Address*

Church Street, Athlone 7764

### *Branch number*

202409

## Auditors

BDO Spencer Steward, CA (SA)

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# ***Educare in the South African Context***

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At present, we have in South Africa a preschool population of almost 7 million children. Of these children, 5.3 million are black. About half of our under sixes live in rural areas, the other half in urban and peri-urban areas. Three million live in very deprived circumstances where joint family incomes are less than R8 000 per annum and are thus below the Minimum Living Level.

The greatest burden is borne by children of families who are poor, black and living in rural areas. A large proportion of rural African and coloured people work on white-owned farms. Conditions are harsh and are characterised by long hours, low wages, poor housing, no health care and no transport.

We are experiencing massive urbanisation exacerbated by the long decades of the apartheid regime's separate development strategy. With the removal of influx control, the floodgates have opened and the unemployed have streamed into informal settlements on the fringes of our cities. They are faced with inadequate and overcrowded shelters, and a lack of basic services such as water and electricity supply, and sewerage and refuse removal.

Only about 7 percent of the 5.3 million black young children are in some sort of preschool programme, whereas 33 percent of white children have preschool places. Presently, less than one percent of the education budget and an estimated two percent of welfare spending reaches the country's under six year olds.

If they have working parents, or parents who are looking for work, these children's most important years - the six formative preschool years - might be spent at best in unstimulating child care or at worst in total neglect and physical danger.

It is in this context that Grassroots aims to increase access to preschool education and care for all South African children.

# ***The Aims of Grassroots***

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Community control and ownership of educare projects are the cornerstones of Grassroots' development philosophy. Since 1972, when Grassroots was established, we have been active in promoting preschool education for disadvantaged families and children. In the twenty-one years of our existence we have worked to develop a pragmatic and replicable system of supporting the provision of community-controlled preschool educare.

## **Aims**

It is our young children who will determine the future of our society. Therefore our aims are:

- To reach as many 0-8 year old children and their families as possible, with programmes designed to meet their needs.
  - We believe all young children need developmentally appropriate experiences which will enhance their self-confidence and independence, and their ability to take control of their lives and to solve their own problems.
  - For many young children this educational component needs to be supplemented by ongoing health care and nutritious meals.
  - The children of working parents need safe custodial care as well.
- To reach as many parents and other members of adult communities as possible with programmes which will empower them to establish, implement and manage appropriate preschool educare programmes. Thus, by providing support for the overall development of educare projects, general community development is also promoted.

'Appropriate' preschool educare programmes are designed to meet the requirements of children and families. They cover

- full-time and part-time;
  - parent- and child-oriented; and
  - centre- and home-based programmes.
- To reach the policy makers, authorities, unions and sponsors with compelling evidence of the need to support the provision of early childhood educare.

- To develop models and programme approaches based on our own local experience, for implementation elsewhere.

# **Implementation and Delivery of Services**

We do not attempt to reach children directly. Rather, the target groups are:

- parents
- educare teachers
- educare executive management committees
- the broader community.

At Grassroots, four departments with a total staff of 77 act in unison to focus on the needs-based development of preschool educare projects in the most oppressed, disempowered and resource-poor areas. Our target groups are supported by the following departments:

- Field Services
- National Programme
- Research and Resources Development
- Finance and Administration.

Our target groups and the work of the four departments are further supported by:

- The Management Team
- The Board of Trustees.

## **Field Services Department**

This direct service currently provides support and training for some 235 autonomous educare projects in the Western Cape.

The Field Services Department is made up of four geographically based units - two rural and two urban, each consisting of:

- *Community Educare Developers (CEDs)* - who provide ongoing training and professional support
- *Community Educare Developer Assistants (CEDAs)* - a new category of worker whose function is to follow up and support the work of the CEDs
- *an Administrator* - who provides administrative services for the Unit.

At present, this department is made up of a Manager, nineteen CEDs, three CEDAs and five Administrators.

## **The role of Grassroots fieldworkers**

### ***The work of CEDs***

Generally our CEDs are trained and experienced in preschool education, community development and/or adult education. Fieldwork, for a Grassroots CED, involves four major areas: training, follow-up, project development and development of associations.

- ***Training***

We train staff, committees and parents of educare projects to equip them to work with young children or run preschool educare projects.

- ***Follow-up***

Follow-up ensures that training programme objectives are being implemented. Training without follow-up, in the circumstances in which we work, has a very limited long-term impact.

- ***Project Development***

We use all possible strategies to develop each educare project to a level of sustainability, autonomy and the capacity to deliver the best service possible.

- ***Association Development***

We aim to develop the educare community in each geographic area to form local educare advocacy and lobbying associations. Our work may result in the birth of local Resource and Training Agencies (RTAs) whose development can be supported by our National Programme.

### ***The work of CEDAs***

On 1 September 1993 we introduced a new category of worker - Community Educare Development Assistants (CEDAs). Generally, CEDAs would have completed the three levels of our educare training curricula. They will always be drawn from the local communities in which they will be deployed.

So far, we have employed three CEDAs whose primary function is to provide the follow-up of implementation of all training provided by the CEDs.

- ***Their follow-up tasks are to:***
  - attend project committee meetings
  - support and assist trainees in drawing up action plans
  - facilitate the implementation of curricula in the workplace
  - evaluate implementation and progress of trainees.
- ***In addition, they are also responsible for promoting local educare development by:***
  - assisting with advocacy and promotion of early childhood educare
  - implementing parent programmes
  - exploring possible programmes for children with special needs
  - networking with other organisations and putting educare projects in touch with such networks
  - completing and updating community and educare project profiles.

## The National Programme

Our target groups are also supported by the facilitative service of our new National Programme, set up to help communities to professionally develop new educare Resource and Training Agencies (RTAs) where these do not exist; and to build the institutional capacity of existing agencies through a range of programmes. This will be done by:

- developing appropriate service delivery and training strategies
- developing the skills of directors, financial managers, fundraisers, resource administrators, training coordinators and administrators
- training educare trainers
- training educare workers where existing educare organisations are unable to provide the required training
- bringing funders and organisations together to discuss their complementary roles in relation to early childhood educare
- undertaking and/or commissioning research and publishing research findings
- establishing a computer network to improve communication between educare agencies nationally and internationally
- facilitating Grassroots' external relationships with other educare RTAs; associations; NGOs in other sectors - regionally, nationally and internationally.

In addition to the National Programme Manager, two Fieldworkers, a Programme Coordinator and an Administrator are employed.

## Research and Resources Development Department

All our fieldworkers and National Programme staff are supported by our Research and Resources Development Department (RRD), made up of four sections with twenty-one staff members.

### Training Programme Coordination

The Training Programme Coordinators provide continuing development of each curriculum, training of CEDs, co-training with CEDs, and training within the National Programme.

The training programmes are:

- *organisation development* for the members of community educare projects
- *financial management development* for executive committee members - especially treasurers
- *centre educare development* at different levels, for educare teachers working with 3-6 year olds of working parents
- *home educare development* for 'home mothers' and their home visitors working with 0-3 year olds of working parents
- *parent educare development* (in process of development) particularly for the unemployed parents of 0-6 year olds
- *health educare development* (including nutrition preparation) in all educare projects.

### The Resource Centre

The Resource Centre has 1 072 members. Of these, 676 are from educare projects serving some 40 000 children. A further 187 are from community organisations and 209 are students from training institutions. The Resource Centre serves its members through:

- adult, children's and toy libraries which lend out books and journals on a range of subjects and toys
- the development of appropriate materials for use by our staff and community educare projects and programmes
- the distribution of waste products and materials to educare projects for use in daily activities
- the dissemination of information to assist educare projects and workers to improve the quality of their service
- the adventure bus programme which takes some 20 000 children on educational and recreational visits each year.

## **Research and Evaluation**

The Research and Evaluation section provides research and evaluation services to the organisation, focusing on:

- improving the organisation's capacity, efficiency and effectiveness
- improving the quality of programme planning and implementation
- making the organisation conscious of the internal and external environment and its likely role in strategic and operational planning.

## **Publications and Documentation**

The Publications and Documentation section deals with:

- internal and external communication, ensuring that it is accessible, attractive, relevant and easily understood
- training materials production to support our training programmes translations are done where required
- information for the public and educare field as requested
- reproduction and printing of the organisation's materials and documentation
- visual aids for training and development of our staff.

## **Finance and Administration Department**

All departments within Grassroots are supported by our Finance and Administration Department, made up of four sections with twenty-three staff members.

### **Central Administration responsible for:**

- typing, wordprocessing and maintenance of comprehensive databases
- mail, telecommunications and correspondence
- maintenance and use of building facilities, security and safety
- catering, cleaning and gardening services
- ordering of consumable supplies
- equipment and computer maintenance
- transportation and vehicles.

### **Finance responsible for:**

- maintaining computerised accounting and bookkeeping systems
- budget preparation and execution
- fiscal reports and audited financial statements

- recording of donations and grants
- account payments
- preparation and payment of salaries
- maintaining inventories of assets.

### **Fundraising responsible for:**

- funding proposal development
- negotiating with donors
- donor reports
- identifying potential and new donors.

### **Personnel responsible for:**

- designing and implementing personnel policies and practices
- personnel administration
- recruitment and selection processes
- job descriptions and job evaluation
- performance appraisals
- staff development and training
- employee relations
- human resource development.

### **Preschool shop responsible for:**

- supplying educare projects with preschool equipment
- assessing educare projects' equipment and toy needs
- advising teachers and parents of preschoolers on the educational value of toys and equipment
- providing educare projects with equipment quotations to use for fundraising
- lobbying manufacturers to produce appropriate anti-racist and anti-sexist toys and equipment.

## **Management Team**

The work of the agency is supported by the Management Team made up of the Director and the four Managers of Departments who meet fortnightly to monitor and evaluate organisational progress, create vision and develop internal policies and procedures.

Presently, the Management Team participates in an external NGO programme which is helping to build the organisation's effectiveness and planning and decision-making capacity.

The Management Team are:

- Jinny Rickards - Director
- Eric Atmore - Deputy Director; Manager, Research and Resources Development
- Ismail Isaacs - Manager, Field Services
- Nokwazi Khumalo - Manager, National Programme
- Miriam du Toit - Manager, Finance and Administration.

## **Board of Trustees**

The Management Team is supported by the Board of Trustees, through its Executive Committee and sub-committees. In addition, Managers are supported by ad hoc working groups in specific areas of work.

The Board, whose Executive Committee meets on a monthly basis, is responsible for policy-making, safeguarding assets and promoting the organisation. Sub-committees on Finance, Personnel and Educare, nominated from amongst the Board of Trustees, monitor progress in these areas.

The recently revised constitution provides for a General Assembly made up of individuals and organisations invited by the Chairman. All members of the General Assembly - which will be called in March 1994 - may put forward nominations for consideration by the Board for election as Trustees. This should bring into being a Board representative of the communities we serve.

# ***Expanding Field Services: A Vision***

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## **Decentralisation**

We believe we are currently facing the need for a quantum leap in capacity and for 'going to scale'. Field Services is the site which offers the basis for going to scale. There is no evidence of a limit to the number of decentralised Field Units which could operate successfully within a region.

A future ideal Field Unit would be made up of fourteen people as follows:

- Four pairs of CEDs, each pair consisting of:
  - a CED with early childhood educare training (formal or non-formal)
  - a CED with community social work training (formal or non-formal)
- Four CEDAs - each CEDA doing the follow-up work for a pair of CEDs
- An Administrator whose tasks would include running a small resource base and shop outlet
- A Manager for each Field Unit.

One such Field Unit could support overall project development and could provide training and follow-up in 120 educare projects, with an average of 80 children each, therefore reaching 9 600 0-6 year olds. This represents full-time centre and home-based educare projects for the children of working parents. In addition, by employing a larger number of CEDAs, non-institutional programme approaches such as the very necessary parent programmes, playgroups, etc. for unemployed mothers can be added at relatively little cost, and could reach 2 000 families per Unit per year.

## **A replicable and pragmatic model**

We believe that our model for training and support is replicable and pragmatic because:

- It is cost-effective in terms of personnel, and physical infrastructure.

- It does not depend on expensively trained tertiary personnel - rather it builds on the strengths of the adults in each community.
- It has been developed in response to expressed needs.
- It has been adapted continuously into a fine-honed tool of community educare development which has stood the test of time.

# ***Networking and Cooperation***

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Grassroots works in close cooperation with a large number of educare agencies throughout the country.

Grassroots staff members contributed with primary research and submissions to the Early Childhood Educare Commission report under the auspices of the National Education Policy Investigation (NEPI). Presently some staff members are part of the Centre for Education Policy Development/World Bank South African Preschool Study Project.

On a national level various Grassroots staff members have been participating in the Southern African Association for Early Childhood Education (SAAECE) training forum. They are also called upon regularly to conduct training and workshops in various regions around the country.

Grassroots also cooperates and networks with other educare agencies in the country, and was instrumental in the formation of the National Interim Working Committee (NIWC) on Early Childhood Educare (ECE). This body is engaged in negotiations with SAAECE to form a united democratic educare movement. It was debated and given national prominence at a national early childhood educare conference held during July 1993 in Cape Town, for which Grassroots' Director convened its planning committee, our Deputy Director acted as treasurer, and our Networking Officer was seconded for eighteen months as NIWC's National Organising Secretary.

# ***Affirmative Action and Staff Development***

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## **Affirmative Action**

In keeping with our policy on affirmative action, black South Africans with the appropriate skills and qualifications are given preference in appointments.

Currently, three out of the five senior Management Team and 87 percent of staff members are black South Africans, and 64 percent are female.

Sixty percent of the Board of Trustees, including the Chairperson and Vice-Chairperson, are black South Africans.

The overwhelming majority of the recipients of educare training are black South African females.

## **Staff development and training**

Staff development and training programmes are geared to provide skills and education where needed. Knowing that effective and efficient service delivery depends on growth and development of staff, all staff members are encouraged to participate in these programmes. The high financial cost is in fact low, in that it enables us to work towards:

- competency
- efficiency
- professional attitudes
- accountability
- increased self-esteem and personal development.