

# IMPACT

## Stichting Projecten Zuid-Afrika (SPZA) - South Africa Foundation's South African partners



“You cannot get through a single day without having an impact on the world around you. What you do makes a difference and what you have to decide is what kind of difference you want to make.” *Jane Goodall*

## Introduction

Definition of impact: The intended and unintended effect on the community and the target group, positive or negative, and often both together.

Change is often uncertain and unpredictable, everything we do has an impact somewhere in the system.

We fully agree with a statement from former partner the Wheat Trust: **“Meaningful and lasting social change is seldom achieved by an organization working in isolation. It usually involves many actors working in many different ways at different levels in different organizations and institutions”**.<sup>1</sup>

As to SPZA’s role, we would like to sum it up as: no partners, no impact. We specifically focus on grassroots impact.

As a small charity with hardly any money for overhead costs we try to do the best we can in terms of impact measurement.

To measure our chance of impact we use two methods that have been developed in The Netherlands:

1. Performance Prediction Scan (PPS)
2. Indicative Impact Score (IIS)

## 1. Performance Prediction Scan (PPS)

The Performance Prediction Scan was developed by the Erasmus Centre for Strategic Philanthropy (ECSP) in Rotterdam.

The PPS gives scores for three main items: transparency (donors, target group, staff and volunteers and other ngo’s), organisation (goals, policy, strategy and governance) and activities (approach, ownership and evaluation).

Based on our PPS score in 2011 we took third place in the Trouw Charity Top 50 (category Development Cooperation).

## 2. Indicative Impact Score (IIS)

The Indicative Impact Score is partly based on the Performance Prediction Scan and partly on the results of interviews with 80 directors of Dutch charities by Stichting Nationale Goede Doelen Test. Focus is on activities and evaluation versus goals, involvement of stake holders, annual narrative and financial report, governance, risk analysis and management, cooperation with other organisations, evaluation and impact measurement (positive and negative impact), transparency (website, contact details, annual report, strategic report), bench marking. Please visit the [NGDT site](#) for more information on our IIS score. The maximum IIS score is 100.

## 3. Impact on society and target group

We share data about output, activities and input in our annual report (English summary).

We use quotations from organisations, schools and individuals to shed some light on the impact of SPZA’s South African partners on society and target group.

### 3.1 Target group

Our South African partners, reach out to over 5.000 children and youths in townships in the Western Cape annually. With our Holiday Schools model we reach out to many more.

### 3.2 Focus on sustainability: ownership takes priority

- Our Fair Wine list: a list of sustainable South African wines.
- The Holiday Schools model<sup>2</sup>: **“To design our holiday programme, we used the school based model which has been developed by the SAF [= SPZA] ... The main strength of this model is to base the holiday programme within a primary school – using the venue and the material of the school – and having access to the children and to the teachers of that school to ensure sustainability.”** Certificate of Youth Training (CYT)
- The Congress of Traditional Leaders of South Africa (Contralesa): **“We are grateful for this program, moreover we appeal to sponsors and funders to continue in investing in this great work and master tool.”**
- South African Police Service, Woodstock, Cape Town: **“The Station endorses the program as it keeps our children from the streets and safe throughout the holidays. We can say with success that no reports were received at the station where children were involved in crime or any children were abused or harmed. This is the sort of programs that we need in our police precinct to keep the children and youth of the drug invested streets of Woodstock and other affected communities.”**
- **“The initiative and the approach of Stichting Projecten Zuid-Afrika (including local organisations/ schools) are exemplary for pursuing the twin goals of sustainability and independence.”** Cordaid
- Introduction of paying entrance fees with recyclable tins, bottles and plastic bags.
- Impact studies about partners:
  - o Results REAP (Rural Education Access Programme): **“South Africa has a disturbingly low graduation rate. The Department of Education's national cohort study of 2000 entrants to Higher Education recorded a 27% graduation rate for African students. The tracking study of the 2005 cohort [3], takes account of all the students**

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<sup>1</sup>Conducting an Impact Assessment. Wheat Women's Fund, 2009

<sup>2</sup>A 'How to' Power Point Presentation is also available on our website.

<sup>3</sup> Ngidi, Wendy, ed. Kathy Lewis. Tracking the 2005 REAP cohort: a review of the performance of students taken onto the Rural Impact Stichting Projecten Zuid-Afrika - South Africa Foundation and partners - 2 -

taken onto the Programme in 2005 and illustrates a graduation rate in 5 years of 57% and a potential graduation rate of 60%. Given the disadvantaged profile of REAP students this is a significant improvement on the national rate. Sustained study, or retention, through providing tailored, holistic and flexible support and regular proactive engagement, is probably a primary key to this success. To quote Professor Ian Scott, director in Academic Development Programme at the University of Cape Town: "A few more REAP's and we could do a lot more good."

- Research results Khululeka Grief Support: "At follow up, the intervention group had significantly lower scores for primary outcomes, including intrusive grief, complicated grief, and depression relative to the waitlisted group, while core bereavement scores were similar between groups. Caregivers reported lower levels of behavioural problems among adolescents."  
[http://www.thelancet.com/pdfs/journals/langlo/PIIS2214-109X\(17\)30146-8.pdf](http://www.thelancet.com/pdfs/journals/langlo/PIIS2214-109X(17)30146-8.pdf)

We are happy when individuals and organisations acknowledge their ownership:

- "In 4 years time I will be a holiday school volunteer." Boy at Holiday School, 13 years old
- "You may like to know that the development of the Puppetry Club idea ... owes its main origin to the experiences I had during my participation at the Summer Schools you started in Hermanus. It was at these Summer Schools that I became acutely aware of the lack of skills in art and craft among the children and the youth involved." Puppetry in Education
- "I'm really grateful that I received the bursary and hoping that I would expand and reach other disadvantaged students and help them reach their dreams and further their education." Volunteer, bursary student, now senior IT consultant
- "I am quite happy with what I see happening at Summer School, some of the volunteers are taking ownership which is a big step in the right direction." Volunteer, 22
- "It is most heartening to hear that the parents are very appreciative and supportive of what the clubs are doing and that the children are no longer just roaming the streets". Puppetry in Education Trust (PIE)
- "We support and are using the extra curriculum module to curb crime and keep communities safe during the festive season." South African Police Service, Woodstock Police Station

### 3.3 Focus on empowerment (capacity building)

- Our trustees attend workshops and go to courses to build their own capacity. What they learn and read is shared with others, like our partners in South Africa. We send them a monthly resumé of publications, websites and donors. "It is really amazing to have an organisation like SPZA backing us." VisionAfrika
- "Thanks again for this interesting read! Very useful links and resources." Young People@Work
- "Thank you for such informative and interesting information. All is so helpful to us as an NGO." Centre for Creative Education/Zenzeleni School
- "Thanks so much for the info-packed fundraising newsletter. We have submitted a query regarding funding. The Chaeli Campaign
- "I started my career without even knowing it. I believe I made a difference in the lives of a few children, with the holiday schools. The volunteering was a stepping stone for my studies." Volunteer and bursary student, now a qualified youth worker
- "To become a volunteer, it changed a lot in my life. I now have things to do. I don't do bad things. I live in a township, if you know what I mean. So at least I don't go out there stealing or whatever I'm doing. Now I have become a role model. So the kids, when I come around, they call me teacher. I know, even if I'm not a qualified teacher, but that really feels nice, that there are some kids who are watching me". 20 year old volunteer
- From an evaluation at Hermanus Community Summer School: "Children emphasize that holiday school helped them to stay away from bad things, even crime, and learned to improve their manners and behaviour. Others reveal their joy about their new skills, among which arts & crafts scores high, and finding new friends. Several children mention that members of their family show pride in their newly gained skills and the art works they bring home. Many children specifically mention the role that volunteers play in the process of caring and learning. ... Apart from new experiences and new skills, volunteers state that they improved their ability to respect other people and that they gained self-esteem and self-confidence. ... Parents stress the improved manners of their children. They seem to be more careful and sensitive about younger children and about safety matters. One mother discloses: I remember giving my little one a hiding and one of my girls stood up for her ..."
- "The Foundation has opened a lot of windows for us." South African National Circus School
- "... the young people, including volunteers, value the programme. It is also very clear that they need such an intervention desperately due to the socioeconomic factors in the community. ... the young people view the programme as an opportunity to acquire skills that can support them to escape alcoholism, crime, abuse, HIV and AIDS and make informed choices in life. There are no correct words that can express the joy and transformation that young people went through ..."
- Spokesperson Department of Education of the Western Cape
- "The local police let us know that crime amongst young children went down ... Some children's behaviour improved at home." Net vir Pret
- "The practice of peer leadership and its capacity to generate protection, motivation and guidance by young people to other vulnerable children is maturing and fostering leadership in school settings where true leadership has often been absent. For this we thank SPZA for walking with along this path, supporting us and learning together how to pave the way forward". Leadership South Programme
- "You gave me skills, I use them every day." Volunteer, 24 years old
- "The holiday schools model is the main best practice model that I advocate in my workshops." Frank Julie Associates
- "I learnt that you have to have patience with children, so that you can bring out the best in them." Volunteer, 19

years old

- **“I could see that the winter school drew on leadership qualities not often apparent in Smitsville”** Education Democracy South Africa.
- **“This has done so much for our learner’s self-worth and self esteem ... Other values such as confidence, commitment, perseverance, working together, meeting challenges ahead and cooperation were taught to our learners.”** Primary School Grabouw
- **“Our volunteers have also learnt to work as a team and ... to showcase their talents, and they did not only showcase it but they passed on their talents to the children as well.”** Dysseldorp Community After Care Centre
- Young leaders (teenage volunteers) at Net vir Pret about the “Make your own wings” workshops they attended: **“I never knew I had it in me to make such wonderful things. From now on I’m going to make puppets a part of my life.” “I didn’t know working with your hands can be so much fun. It’s been a lovely week. I loved all of it!!!”**
- **“The summer school helped the people that were involved with communication skills, management skills and leadership skills. It also helped some of the volunteers to draft beautiful CV’s.”** Masonwabe Summer School
- **“It makes me stand out from the crowd.”** Volunteer, 22 years old, about job interviews
- **“Children learnt about the value of attaining skills and using the skills to create items for themselves or their homes. They also learnt that these items are of such a quality that they could reproduce and sell and make a profit out of their handwork.”** Net vir Pret
- A bursary student: **“I would like to send my deepest and most sincere gratitude to both the organizations for awarding me with a chance to get a quality education. It is individuals and organizations like you that have made me the person that I am today. Your contribution in my life has made me passionate about youth development and empowering youth to become the best they were born to be. May you continue to bless and inspire many more young people as you have done for me.”**
- The Centre for Early Childhood Development (CECD) reported about the impact of their training of staff and governing bodies of Early Childhood Centres (ECDs): **“Centres have the necessary administrative systems in place, including financial administrative systems to enable them to run their Centres efficiently and effectively. Centres have the skills and knowledge to implement educational programmes for pre-school children in their care. Centres have Governing Body Members who received training and are now playing an active role in the running of their Centres.”**
- The higher the education, the greater the impact. The South African National AIDS Council (SANAC) stated: **“Completing secondary schooling is protective against HIV, especially for young girls. In addition men and women with tertiary education are significantly less likely to be HIV positive than those without tertiary education.”** And Statistics South Africa adds: **“The higher the level of education, the higher the earnings.”**
- Results of the Support Groups of Khululeka Grief Support where children are assisted to come to terms with their grief. Child: **“Why do we call this a bereavement group? It must be called a ‘relievement’ group, because we leave all our sadness behind”.** Teachers report: **“Attending a Khululeka Support Group to work through experiences of grief, leads to an improvement in school grades.”**
- We facilitate “Workshops Professional Fundraising Techniques”. Here is what our partners have to say about the workshops: **“We became more positive and started to think bigger”. “My attitude towards ‘regret’ letters is different.” “The focus on relationships will intensify.” “No more begging, emphasis on success, not dire needs.”** Read more about the Fundraising Workshops (Pdf).
- However, capacity building may **sometimes** have a **negative effect**: **“Learners have become more responsible, more inclined to problem solving, pro-active, more assertive, they question the teachers.”** Leadership South Programme tries to: **“show them how to not to come across as aggressive.”**
- The Hermanus Community Summer School was dissolved when the new facilitators (a local ngo) came under fierce criticism for the way in which they managed the holiday school. Instead of learning from mistakes of the previous year the same ones were made again. It was a dramatic ending to 11 years in succession of summer and winter holiday schools for children and youngsters in Zwelihle and Mount Pleasant.

### 3.4 Focus on cooperation and networking

- Masincedane Forum about their co-operation: **“The Holiday Schools programme was most welcome in our province because we need this type of programmes to help children during the holidays. ... we promised in the Kwa-Zulu Natal that we will work hard in adopting the module and calling on the local government in helping communities to implement it.”**
- Puppetry in Education hosted one of our Workshops on Fundraising and Networking: **“I also hope that this bringing together of local NGOs will lead to some sort of a forum or structure to promote collectively the varied tasks and roles that we perform - you have helped to start a fire - may it blaze forth for the good of all!”**

**Learn more about our wonderful partners by clicking on the links to our website:**

<a href="#">Programme Better Basic Education</a>	<a href="#">Programme Out-of-School Activities</a>	<a href="#">Bursary Programme</a>
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