



simunye
CAPE TOWN · SOUTH AFRICA

SMALL STEPS, BIG IMPACT

The story of how we built bridges
across the wealth divide





Swallowcliffe Drive, Ottery,
Cape Town, South Africa, 7800
Phone: +27 21 704 9400
Email: info@sa.christelhouse.org

NPO number: 017-044 NPO
PBO number: 130001018
NPC number: 2001/012349/08
100% Black beneficiary base



SMALL STEPS, BIG IMPACT

The story of how we built bridges
across the wealth divide



Julius Bär
FOUNDATION

Contents

Social capital in an unequal world.....	04	Breaking a sweat.....	86
From classrooms to life.....	06	Formula E.....	87
We are one.....	08	World of Work Day.....	90
CHAPTER 1		Robotics workshop.....	91
SOUTH AFRICA'S CONTEXT.....		Widening impact.....	92
SOUTH AFRICA'S CONTEXT.....		CHAPTER 3	
South Africa – a unique land of beauty.....	11	BRINGING EDUCATION	
Under the Table Cloth – Cape Town in reality.....	14	LEADERS TOGETHER.....	
Cultural and Social Capital.....	16	Indaba 2024.....	
Bridging gaps – how social capital can facilitate youth economic mobility.....	22	CHAPTER 4	
CHAPTER 2		KEY LEARNINGS.....	
BRINGING SCHOOLS TOGETHER.....		What we learnt.....	
BRINGING SCHOOLS TOGETHER.....		112	
The beginning of Simunye.....		113	
Derby Day.....		CHAPTER 5	
School exchanges.....		THE NEXT STEPS.....	
Eisteddfod.....		Simunye 2.0.....	
		Invitation.....	
		Conclusion: The confidence to jump.....	
		122	



Social capital in an unequal world



Adrienne Marais

CHIEF EXECUTIVE OFFICER, CHRISTEL HOUSE SOUTH AFRICA

What was meant to be an exciting trip to Guangzhou, China to be with my daughter over the Lunar New Year, landed up with us staying indoors and building a puzzle. You got it. The Coronavirus that started in Wuhan, China had reared its head throughout the world, and within a week everything was different; all the rules (and holidays!) had changed. Date: January 2020.

As I arrived, we decided to quickly hop through to Hong Kong for the day. Armed with sanitiser wipes and masks, we set off. We decided to stay clear of groups of people, but security ushered us forward. When we got to passport control, they pointed us to the 'foreign' counter. I was surprised they knew we were foreigners without checking our passports... I forgot I have Western features; I stand out; I'm different. I was ushered and shooed and told what to do. I had little agency. I needed to do what I was told. I do not speak the language; I do not understand the customs; I do not know the roads, can't read the signs, can't ask questions, miss the nuances... I couldn't access information to solve my own problems. Socially, I had little currency to negotiate my way, let alone be able to relax and enjoy myself. Uncomfortable with the density of people at the train station, we turned around and went back to the safety of our apartment. Anthropologists would refer to my experience as one where I lacked the social capital to play my best game. And so we turned to one another and said, "Let's stay in and build a puzzle."

French sociologist Pierre Bourdieu spoke of

our ability to function in our various environments through the concepts of Field, Habitus and Capital. Field is akin to the proverbial playing field (if you think of our lives as belonging to a team, such as our family, our job, our community). Habitus loosely refers to the "feel for the game" (like being street smart in a tough neighbourhood or having an intuition when to buy or sell stocks if you come from a family of traders). But it is the concept of Capital that has the greatest social leverage. While we are all aware of capital in a financial sense (I own a house, a factory, a car), there are other, equally powerful types of capital. Cultural capital refers to the embodiment of your social status – clothing, posture, habits, accent, as well as the objectification of it through, for example, the car you drive. It can also be institutionalised in the form of art on the wall, music, the degrees we have and the institutions from which we graduate. Social capital, on the other hand, refers to your social connections and networks.

Cultural capital is typically hard to change as it is formed over generations. If you are in company where your degree and taste in music is valued, the passage will be easier (to quote author Ian Russell's *The Other End of the Telescope* – "people like me like people like me"). Conversely, if you arrive at work with earphones in, listening to music alien to that of your line manager, eat different food (and eat it differently), speak with a different accent and simply don't have a "feel for the game", then you struggle to land the job, to thrive, to get the promotion, to be (and

feel) included in problem-solving, innovation and decision-making activities. Worst of all, as cultural capital is unspoken, it is extremely hard to verbalise and discuss this with your line manager, which often results in the breakdown of relationships, with each one retreating into their own corner.

Also worth recognising are your social connections and networks that make up your social capital. These allow you to open doors because you are known, you look and feel familiar and you are trusted. Where you aren't known or trusted, the doors will be closed to you (unless there is an intervention from someone who can connect both parties). This will look and feel like prejudice to you, but to the person holding the key to the door, it feels like discernment or safety.

"It is our social capital that allows us to connect with people – and if we can connect across the social divide, we will become less 'other' to those who are different."

I hope that by reading up to this point, the parallels with what our children experience at school are becoming clearer. Children who struggle with a sense of belonging will struggle to make friends, and will certainly struggle to make friends across the social/class divide where homes, addresses, accents and access to money for weekend parties make a difference to who is included and who is excluded. Connecting children across these divides is what the Simunye Project aims to do.

It is our social capital that allows us to connect with people – and if we can connect across the social divide, we will become less 'other' to those who are different. Doing this is how we build social capital, which leads us towards a more equal playing ground and ultimately a more inclusive, more equitable society.

Recent research by Professor Raj Chetty at

Harvard University builds on the work of well-known social anthropologists like Bourdieu and James Coleman and confirms the link between social capital and economic mobility. Through his research, Chetty established that the strongest predictor of economic mobility is economic connectedness, a subset of social capital. The degree of interaction across wealth lines can influence this positively but is scarce – and therefore stimulating economic mobility is difficult. This is especially true for very unequal societies. Said differently: the higher the Gini coefficient (the measurement for inequality), the lower the economic mobility and the higher the barrier to escape intergenerational poverty.

Although Chetty's research is US-based, there is evidence of global applicability. He suggests that opportunities exist to influence policy to increase opportunities of exposure through reducing segregation, giving resource-poor spaces higher opportunities, and stimulating access to spaces of higher education (proved to be the most impactful space to develop social capital). Setting up channels of mentorship and connectivity also proves more powerful than simply making information available. More momentum and hands-on support on the journey are necessary to be impactful.

Understanding the power of social capital as a key enabler of economic mobility is therefore critical if we want to maximise the benefits of an excellent education and break the cycle of poverty. Such an enhancement of our curriculum is possible through public-private partnerships. Establishing partnerships to enable our children to regularly connect with each other across the wealth divide is an immediate step towards developing a relevant education for our children to access the economy towards building fulfilling careers and raising empowered families.

Enter: Simunye!

Thank you for joining us by reading about this exciting journey that we are proud to introduce you to.

From classrooms to life

Carol Kriel

CHIEF ACADEMIC OFFICER, CHRISTEL HOUSE SOUTH AFRICA



The weight of this book sits heavy in my hands, not for its physical presence, but for the stories it holds within. These pages chronicle the journey of Simunye, a project as vibrant and dynamic as the students it seeks to connect.

Christel House is a global network of nine schools, in five countries, that has served over 20 000 learners to date.

Christel House South Africa stands as a beacon of hope for the students and families it serves in Cape Town. Focused on the goal of a *world where poverty does not limit potential*, we offer a transformative educational experience to over 840 students from Grades RR to 12 from impoverished communities. Our no-fee scholarships provide access to a world-class education that goes beyond academics, encompassing healthcare, nutritious meals, psychosocial counselling, and college and career preparation.

The heart with which our staff carries this comprehensive development through, heals the fractured hearts of many of our learners. We believe in nurturing the whole child, fostering strong character, leadership skills and a positive work ethic, within a supportive and inclusive environment. Our commitment extends beyond graduation, with dedicated support for over 250 post-matric students as they transition to higher education and the workforce.

As a staff member for 23 years, an educator, principal and Chief Academic Officer, I've witnessed firsthand the transformative power

of education. But education, in its purest form, transcends the confines of textbooks and classrooms. It thrives on interaction, on the forging of connections that bridge divides and spark a sense of shared humanity. This is the essence of the Simunye Project.

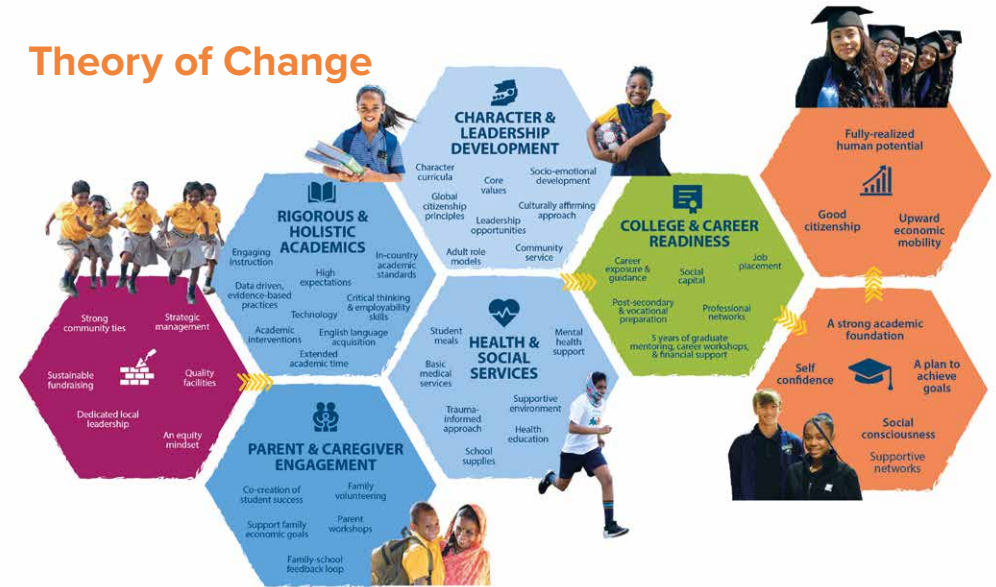
We live in a society fractured by economic and social disparities. These lines can become walls, isolating students from different backgrounds and limiting their aspirations. Simunye disrupts this paradigm. It fosters deeper connections

"We live in a society fractured by economic and social disparities. These lines can become walls, isolating students from different backgrounds and limiting their aspirations."

across social and economic lines. It allows students to see each other, not as stereotypes, but as individuals brimming with potential.

Simunye is a work in progress, a journey that continues to evolve. This book serves as a roadmap, a blueprint for educators who share our vision to develop social capital in order to foster a more equitable and connected society. Let the stories within inspire you, challenge you and, ultimately, move you to action. Because it is through the collective effort of principals, educators, parents and communities that we can truly build bridges, brick by brick, towards a brighter future for all our children.

Theory of Change



BUILT ON A SOLID FOUNDATION, A CHRISTEL HOUSE EDUCATION PAVES THE WAY FOR GRADUATE SUCCESS

Christel House is a global organisation

Over 25 years ago, Christel House was founded on a simple but powerful belief that children thrive at school when they are in good health, eating well, and are provided with a safe, nurturing environment. That's why children experiencing poverty need more than a school; they need a comprehensive support system from classrooms to life.

Our holistic model stays invested with each student for 18+ years. This in-depth, whole-child approach integrates rigorous academic learning with nutrition and healthcare, life skills and social support, and college and career guidance. It's a deep commitment that helps students rise above their circumstances and realise their full potential.



Vision

A world where poverty does not limit potential



Over **20 000**

students served since our founding in 1998



Mission

Christel House prepares graduates to achieve upward economic mobility, demonstrate good citizenship, and become empowered to identify and realise their goals, dreams, and human potential.



Serving students in

5 countries across **9** schools

95%

of alumni in higher education, employment or both

We are one

Julian Hermann

PROGRAMME MANAGER, JULIUS BAER FOUNDATION



At the Julius Baer Foundation, we believe in the profound impact of investing in initiatives that build bridges across the wealth divide. The Simunye (“We are One” in Zulu) programme is a shining example of how, even in the most unequal country in the world¹, targeted efforts can generate significant social capital among children from different communities and social groups. The programme was launched nearly four years ago as a result of a joint workshop with Christel House, a group of highly motivated headmasters in Cape Town, and the Julius Baer Foundation. Since then, various formats with the children from the five participating schools have proved that a) schools are the right partners to facilitate an exchange programme among children from different socio-economic backgrounds, and b) sharing activities and experiences and learning from one another is a strong tool to build lasting relationships. Programme evaluations and feedback have shown that all interactions have not only enriched the lives of the children but have also laid the groundwork for a more empathetic and cohesive community.

I had the honour of attending the Indaba event ‘Building Social Capital in an Unequal Society’ in April 2024 in Cape Town, organised by Christel House. The idea was to share the knowledge and the lessons learnt from the Simunye programme with principals and researchers – it was very well

received and showed that there is huge interest in participating in or starting similar programmes at many schools.

It is our aspiration that the Simunye method will expand in the future and that besides its positive influence on participants, it will inspire others to remodel their approach and start their own way of bringing together children from both ends of the wealth spectrum to learn from each other and to build social capital. This manual captures the essence of Simunye, detailing the methodologies, experiences and outcomes that have made this project a success. We hope that it will serve as a valuable resource for educators, teachers, principals, community leaders and other stakeholders who are committed to fostering social cohesion and building stronger communities. The insights and lessons contained within these pages reflect the dedication and hard work of everyone involved in the Simunye Project.

We extend our heartfelt gratitude to Christel House South Africa for their unwavering commitment to this initiative, and to the children and families who have embraced the spirit of Simunye. Their participation and enthusiasm have been the driving force behind this project’s success.

Let Simunye inspire us all to continue building bridges across the wealth divide for a world of equal opportunities!

An initiative made for changemakers

Christel House South Africa’s Simunye Project is supported by the Julius Baer Foundation, which is committed to reducing wealth inequality. In 2021, it launched its digital initiative ‘The Wealth Inequality Initiative’ wealth-inequality.net, which is a global collaborative platform to awaken interest in the topic, circulate knowledge, mobilise stakeholders and drive action towards

more equitable societies. It features practical knowledge and in-depth expertise on the topic and links global independent experts with role models, grant makers and the public.

Watch the Christel House video here and get inspired:



WEALTH INEQUALITY INITIATIVE

Together let’s embrace the role of a changemaker!



¹ According to the Gini Index, Sources: World Bank, OECD

Chapter 1

SOUTH AFRICA'S CONTEXT

South Africa – a unique land of beauty

South Africa's history is marked by both moments of brilliance and of difficulty.

We are seen as a country of beauty and a nation of endurance. This view is shaped by undeniable achievements across the board, resilience in moments of challenge, and the struggle and success of overcoming the apartheid regime. **Let us look at just five of South Africa's many highlights:**

Achieving democracy

On 10 May 1994 Nelson Mandela was inaugurated as the first democratically elected president of South Africa. To many in South Africa, Madiba embodies the South African spirit of resilience, reconciliation and hope. As an iconic leader in the

struggle against apartheid, Mandela symbolises the nation's journey from oppression to freedom. His unwavering commitment to equality and justice inspired millions, both within South Africa and around the world. Mandela's vision for a united, democratic South Africa, built on the principles of forgiveness and reconciliation, continues to resonate deeply in the country's collective consciousness.

The cornerstone of this new era is the South African Constitution, widely respected for its progressive stance on human rights. This groundbreaking document guarantees a wide range of fundamental rights, including equality, freedom of speech, and access to education.



These rights empower individuals and foster a climate of inclusivity, laying the critical foundation for a just and equitable society.

Sport on the global stage

South Africa boasts a rich sporting heritage that has captivated audiences worldwide. From hosting the prestigious 2010 FIFA World Cup to nurturing UFC champions like Dricus du Plessis, the nation consistently excels on the global stage. South Africa's most dominant display comes in rugby, where the Springboks have secured a remarkable four World Cup victories. The most recent triumph in 2023 was particularly inspiring, led by the charismatic captain Siya Kolisi, who overcame childhood poverty to become a world champion – an inspiration to programmes such as ours that work from the premise that any child, given the opportunity, can excel.

A tourist's paradise

South Africa is filled with areas of natural beauty and exhibits a rich and vibrant spirit of multiculturalism. This attraction is currently part of the global zeitgeist, with tourists flocking

from around the world to visit our country and be immersed in its dynamic energy. Cape Town is known as one of the top holiday locations in the world and was voted the 2023 best city in the world to visit for the eighth year in a row by the Telegraph Travel Awards. From rich heritage sites to natural wonders, South Africa's beauty is undeniable.

Musical ascendency

From the soulful melodies of Ladysmith Black Mambazo to the infectious dance beats of Black Coffee and the powerful vocals of Miriam Makeba, the immense talent and diversity in our country is undeniable.

Excellent financial institutions

South Africa's banking system has consistently been rated one of the most advanced and well-functioning in the world. According to a Lafferty Group's Global Bank Quality Benchmarking study, South Africa's major banks achieved the highest rankings for successive years. "Overall, the management teams running South African banks are considered truly world-class."



Under the Table Cloth

– Cape Town in reality

While South Africa is revered for its vibrant beauty and diversity, its reality speaks to unparalleled inequality. Upon closer examination, it is evident that this disparity may persist for years to come. The Simunye Project aims to contribute towards a more positive shift.

A 2022 World Bank report identifies South Africa's Gini coefficient of wealth at 6.3, making it the most unequal country in the world. The Africa Wealth Report of 2023 brings this even closer to home – to Cape Town, where the Simunye Project has been executed. It reveals that more than 40% of South Africa's millionaires reside within just seven suburbs in Cape Town, namely Bakoven, Bantry Bay, Bishopscourt, Camps Bay, Clifton, Constantia, Fresnaye and Llandudno. This sobering statistic underscores the enduring and devastating impact of apartheid-era segregation on wealth distribution.

The repercussions of apartheid, particularly through policies like the Group Areas Act, continue to reverberate through Cape Town. These policies not only forcibly separated communities but also severed access to essential components of life, such as families, diverse cultures, friends, transportation, work opportunities and shared spaces.

One consequence of this historical forced and legislated segregation is that people from various ends of the wealth spectrum often have little reason or opportunity to interact with parts unfamiliar to them in Cape Town. These deeply

ingrained disparities persist, hindering social mobility and reinforcing the divide, making it challenging for individuals from different economic backgrounds to connect and bridge the gap that exists in this complex social landscape.

This continues to affect the future of our children. Children in lower income, historically segregated areas have access to fewer quality educational and recreational resources compared to those in wealthier neighbourhoods. This includes school facilities, extracurricular activities and advanced technology. Beyond these physical elements, children from all areas of the city do not have the opportunity to interact with peers from different racial and economic backgrounds. This not only limits exposure to various career options and

professional networks but perpetuates social isolation between communities in Cape Town.

Childhood experiences are pivotal in formulating one's view of the world and understanding the complex needs of social responsibility in communities. One's experiences and inter-personal connections are key to informing one's cognitive flexibility and multi-perspectivity, which allow people to become confident, innovative and responsible citizens.

The division bred by disparity places barriers in the path of the youth who need the cognitive flexibility to make an impact on wealth inequality. These connective limits placed on all youth in South Africa have been immensely influential in ensuring that the cycle of poverty continues.

“Childhood experiences are pivotal in formulating one's view of the world and understanding the complex needs of social responsibility in communities.”



@johnny_miller_photography

Cultural and Social Capital

Capital, in general, refers to resources that can be used to generate economic value or produce further wealth. Through economic theory, capital is understood to be the assets that can be used to produce goods or services; this includes all assets such as skills, labourers, machinery, money and security.

What happens when we add cultural and social capital to the mix?

According to French sociologist Pierre Bourdieu, economic theory adopted a definition of the economy that was rooted in capitalism. It narrowed the scope of exchanges to those of a commercial nature, focused on maximising profit. This meant that other forms of (non-economic) exchange were viewed as unimportant.²

Bourdieu saw these 'unimportant' aspects of capital as vitally important, and therefore focused his work on cultural and social capital, the two areas of theory on which the Simunye Project is based.

Cultural capital

Bourdieu's Cultural Capital Theory sees cultural capital as consisting of intangible resources that can have a significant impact on social mobility



and success. These resources may include knowledge, skills, experiences and other factors that are related to culture and society, i.e. what you have or what you know.

He uses the concept of cultural capital to explain why children from different social classes achieve different levels of academic success, challenging the prevalent belief that academic success stems solely from innate abilities and economic investments focused on education. His theory states that familial upbringing and inherited social networks shape educational outcomes.



Types of capital



Financial capital

Wealth and using it to keep yourself apart, buying better things



Cultural capital

Knowing how to act and behave, what you should like, what knife to use



Social capital

Who you know, the connections that will get you jobs, better deals

² Bourdieu – The Forms of Capital – Richardson J. Handbook of Theory and Research for the Sociology of Education (1986) pg 16

Bourdieu's work divides cultural capital into three areas: embodied cultural capital, objectified cultural capital and institutionalised cultural capital, as set out below:



Embodied cultural capital – The qualities of your mind or body. This includes the skills you have, your dialect, accent, posture, mannerisms and tastes. For example, the type of music you enjoy or art you are interested in, or the way in which you speak.

One way that embodied cultural capital comes into play is when upper classes judge others and separate themselves from them based on the difference in their verbal accents.³



Objectified cultural capital – Your material belongings that hold symbolic value. These could be physical items that carry a certain meaning, such as clothing, jewellery and cars. For example, a Rolls-Royce can give you objectified capital in many affluent areas. However, in some southern parts of Cape Town, a Honda VTEC holds its own symbolic reverence, whereas in other areas of the city a BMW 325iS (known as a “Gusheshe”) wields tremendous respect.



Institutionalised cultural capital – This refers to authority, credentials and qualifications. For example, different universities, schools and agencies create a sense of collective identity based on association. Attending a certain school that is highly regarded around the country gives someone greater institutional cultural capital than belonging to a rural school that is unknown anywhere else, for example.

As can be seen from the examples, the inequality of these different types of cultural capital in varying social spaces can create barriers of participation in (and between) communities. Cultural capital is generally concentrated among the upper classes, which drives inequality in opportunities and life outcomes.

This implies that those with certain resources

“Bourdieu's perspective reveals how the educational system serves not only as the primary educator, but also as a potential perpetuator to the existing social structures, by recognising and reinforcing the transmission of cultural capital across generations.”

are given cultural access to be successful. For example, attending elite institutions often confers symbolic capital, as graduates from these institutions are perceived as possessing greater cultural sophistication, intelligence and social status. This advantage in cultural capital translates into various forms of social and economic privilege, such as better job opportunities, higher incomes and greater social recognition.

Bourdieu's perspective reveals how the educational system serves not only as the primary educator, but also as a potential perpetuator to the existing social structures, by recognising and reinforcing the transmission of cultural capital across generations.



Social capital

If cultural capital pertains to what you possess and know, then social capital revolves around who you know, and links back to your social network.

Acquiring social capital occurs through connections with people, but it can also stem from associations with a select few influential individuals. While one's networks and relationships aren't predetermined, they often provide crucial access, offering advantages to certain individuals over others.

Consider a scenario where children in a school are participating in a science fair. In this example, we'll focus on two students, Emma and Lucas. Emma comes from a family with significant social capital. Her parents are scientists and have many connections within the scientific community. They provide Emma with access to advanced materials, mentorship and insights into cutting-edge scientific research. This backing not only boosts Emma's confidence but also enhances the quality and creativity of her science fair project.

Lucas, on the other hand, does not have the

same level of access to social capital. His family doesn't have direct connections to the scientific community, which means Lucas relies mainly on publicly available resources and his school's standard curriculum for his project. While he is diligent and creative, he lacks the extra layer of insight and support that Emma benefits from.

At the science fair, Emma's project stands out due to its sophistication and novel approach inspired by her parents' connections and the expertise they provided. She receives accolades and additional opportunities, such as invitations to more advanced workshops or mentorship programmes, further increasing her social capital.

Lucas's project, while solid, does not attract the same level of attention or opportunities. Despite his hard work, he doesn't have the same initial boost that comes from having well-connected support structures.

This example illustrates how social capital can provide children with enhanced opportunities, significantly influencing their educational experience and their prospects.

³ Archer, L., Dawson, E., DeWitt, J., Seakins, A., & Wong, B. (2015). Science Capital: A conceptual, methodological, and empirical argument for extending Bourdieusian notions of capital beyond the arts. *Journal of Research in Science Teaching*, 52 (7), pg 992-948

The connective tissue

Researcher James Coleman posits that if we were to take both an economic and sociological approach to capital, we would find four types:

- **Human capital** – skills we have acquired over time
- **Physical capital** – tools and items we have accumulated
- **Economic capital** – funds we have available
- **Social capital** – the networks we use to afford ourselves opportunities

The example below shows how social capital can connect these various forms of capital.

From this example, we see that social capital provides access to economic mobility. Businesses can gain access to potential investors and valuable advice. Adults gain access to support systems and practical assistance. In some cases, strong social capital can even grant adults a voice within a community to influence political matters, allowing them to directly impact their lives and environment.

For children, social capital presents opportunities for career advancement through job referrals, insider information and endorsements. Gaining social capital means children have access to things that they may not have had before. This includes awareness of educational opportunities, academic programmes and extracurricular activities to advance their academic profile. The connections children make can open their awareness of grants, funding and other crucial resources. Social capital can also facilitate the development of soft skills such as creative problem-solving, teamwork and communication – all essential tools for success at school and beyond.

In research by Prof. Raj Chetty and colleagues from Harvard University⁴, it was found that social capital offers children from all backgrounds a better chance of succeeding. In short, social capital can be seen as a bridge towards economic mobility. This is the theory and data on which we base the Simunye Project, as we aim to increase children's social capital so that they progress through life more comfortably.

“Confidence is established when a level playing field exists, time is invested in building connection and trust, and positive acknowledgement is received.”

The careful development of social capital

Gaining social capital can change behaviours, knowledge and skills, as well as the understanding of how to behave in professional settings. This can make a crucial difference in job interviews and workplace interactions. It also means that the methodology of establishing social capital between communities must be dealt with carefully.

One cannot simply place a student from poverty into an area of affluence and expect the student to thrive confidently. Confidence is established when a level playing field between students exists, time is invested in building connection and trust, and positive acknowledgement is received.

For clarity on why social capital must be established carefully, we refer to a study conducted by education sociologists Dr Jennifer Feldman and Dr Jennifer Wallace on “the reflective accounts of scholarship students attending elite secondary schools”. These researchers sought to understand the experience of students who received scholarships to attend affluent schools they would circumstantially not have had access to. While some students reported positively on their experience, many students expressed feelings of isolation, and frustrations with the need to assimilate to the cultures and tendencies of the communities who attended the school.

Below is one experience of a scholarship student who attended an affluent girls' school.

“This one time she (another scholarship student) brought samp (crushed maize) to school. And they (the other girls) were like, ‘Oh my word. What is that?’ I was like, ‘It’s samp.’ But at the same time I just felt like, what’s wrong with samp... I mean, you bring pesto! The first time I heard about pesto was in high school. I was... what is this? This green thing pasta? Why would you...? And then on top of it, you put it in bread! But then... me bringing samp was a weird thing!”

The verbatim example brings forth many notes of interest on the cultural and social capital some students possess over others in certain spaces. Why were the students who had seen ‘samp’ for the first time not wonderous or in awe? Why was the student undermined for something this simple?

Another scholarship student complained that the hardest part of her experience was to “keep up a certain appearance”.

Drs Feldman and Wallace reference Pierre Bourdieu's reminder: “... judgements about what is considered either ‘right’ or ‘wrong’ within a social field context, are in fact arbitrary in nature, as there is no ‘proper’ way to ‘be’ in the world; rather it is the dominant class in a particular field context who determines what is considered to be acceptable.”

When prejudice prevails, social and cultural capital can be used to further separate members of society. It demonstrates why South Africa desperately needs to build communities with strong values, to which students from all wealth spectrums can belong.

The effects of disproportional cultural capital on our youth urgently needs to be addressed and levelled to allow each individual to thrive fairly. Our hope with the Simunye Project is to develop communities where respect, acceptance and diversity exist, mobilising youth to intentionally establish communities between them, while avoiding the pitfalls of assimilation. Our wish is for them to develop shared values that uplift the confidence of everyone who is part of our programme – and beyond!

The case of the carpenter

A carpenter may have the skills (**human capital**) to build many different sorts of items. He may have the hammers and wood (**physical capital**) to put something of quality together. He may have the funding (**economic capital**) available to travel to work destinations across a city. However, if he does not have community or trust (**social capital**) to market or find work, he cannot position his assets towards economic mobility.



⁴ Prof. Raj Chetty, Harvard University <https://pca.st/episode/a1cbf5fa-0554-4d5a-aa7e-3ca4d2cbd0ef>

Bridging gaps

– how social capital can facilitate youth economic mobility

In the pursuit of economic mobility for our youth, social capital emerges as a potent tool for bridging divides and fostering opportunities. Schools serve as the primary arena where students engage and interact, yet without connections between schools, disparities persist. By harnessing social capital, we can unlock a myriad benefits that facilitate economic advancement for all.

Through robust social networks and relationships, social capital can:

Foster mutual understanding and cooperation across economic divides, bridging gaps and building solidarity among diverse communities.

Facilitate equal access to resources and opportunities, ensuring that all students, regardless of background, have access to the tools they need to succeed.

Expand professional equity by facilitating the sharing of knowledge and learning resources, levelling the playing field in the job market.

Enhance social mobility by disseminating information on scholarships, internships and job opportunities, empowering youth to pursue their aspirations.

Cultivate a culture of inclusivity and support, creating environments where every individual feels valued and empowered to thrive.

Break down barriers to collaboration, fostering environments where diverse perspectives converge to innovate solutions to economic challenges.

Encourage a sense of community responsibility and collective action, galvanising efforts to address and reduce economic disparities for the betterment of society as a whole.

By leveraging social capital within educational settings and beyond, we can pave the way for greater economic mobility and prosperity for our youth, fostering a more equitable and inclusive society. Schools are pivotal in this dynamic, acting as the primary environments where students form connections that can significantly impact their futures. However, to truly bridge the existing disparities, it is essential to extend these connections beyond individual schools.



Facilitating equal access to resources and opportunities

One of the primary benefits of social capital is the facilitation of equal access to resources and opportunities. When students are connected through strong networks, they can share information and resources that might be limited within their immediate environments.



Fostering mutual understanding and cooperation

Social capital fosters mutual understanding and cooperation across economic divides. By encouraging interactions between students from diverse backgrounds, social capital helps to build solidarity among different communities. This mutual understanding can break down prejudices and promote a more inclusive society. As students learn to work together and appreciate each other's perspectives, they develop a sense of empathy and cooperation that is essential for addressing broader social and economic challenges.



Expanding professional equity

In addition to academic benefits, social capital plays a vital role in expanding professional equity. By facilitating the sharing of knowledge and learning resources, social networks help level the playing field in the job market. Students who have access to a broad network can learn about job opportunities, internships and professional development resources that they might not have discovered on their own. This expanded access helps to ensure that all young people, regardless of their background, have the chance to pursue professional opportunities.



Enhancing social mobility

Social capital enhances social mobility by disseminating crucial information about scholarships, internships and job opportunities. This empowers youth to pursue their aspirations and achieve upward mobility. When students are part of a strong network, they can receive guidance and support from mentors and peers who have navigated similar paths. This support system is critical in helping young people overcome obstacles and achieve their goals.



Cultivating a culture of inclusivity and support

A key benefit of extending social capital development across the wealth spectrum is the cultivation of a culture of inclusivity and support. In environments where social capital is strong, individuals feel valued and empowered to thrive. Students with experience and understanding in broader communities can create and support spaces where everyone feels included and supported. This inclusive culture is essential for fostering the confidence and resilience that young people need to succeed.



Breaking down barriers to collaboration

Collaboration is enhanced through social capital. When diverse perspectives converge, innovative solutions to economic challenges emerge. By fostering environments where schools from different backgrounds can collaborate, creative problem-solving and innovation can be encouraged. This collaborative spirit is crucial for addressing complex economic issues and driving societal progress.



Encouraging community responsibility and collective action

When individuals are connected through strong networks, they are more likely to work together to address and reduce economic disparities. Social capital thus encourages a sense of community responsibility and collective action, which is essential for creating sustainable change and improving the overall wellbeing of society. By galvanising efforts to tackle economic inequality, social capital helps to build a more equitable and prosperous future for all.

Chapter 2

BRINGING SCHOOLS TOGETHER

The beginning of Simunye

Simunye was born from the idea that if Christel House wants to play a meaningful part in the field of wealth inequality, then our children need to be exposed to and involved in activities across the wealth divide. Christel House's founder, its staff, donors and partners are vested in contributing to reducing wealth inequality in an active, on-the-ground and hands-on way.

Below is the paragraph from our first (2020) funding proposal to the Julius Baer Foundation that was the seed for the Simunye Project:

“Should the Julius Baer Foundation be willing to fund our work for the next three years, we would like to expand on these efforts by having meaningful activity exchange programmes with privileged *South African Youth* by institutionalising an annual games/activities event at Christel House between our children and a group of students from privileged schools such as Bishops/Westerford or SACS. The opportunity for children to meet on equal ground, laying the foundation for future respect and minimising the development of unconscious bias is too tempting to forego.”

Carol Kriel, then Principal of Christel House Junior School, volunteered for the school to organise Derby Days, and ran with the vision.

Capitalising on her networks and social capital, Kriel approached three schools to join in the creation of this initiative. As the principals explored ways to ensure an equitable experience for all participants, they realised the need to collectively build a deeper understanding of each school's unique circumstances.

It became apparent that a one-day event would not suffice to build a community spirit between school communities across the wealth divide. Recognising this, Christel House returned to the Julius Baer Foundation at the end of 2020, articulating the need for a more comprehensive initiative – the three-year Simunye Project.

Through candid dialogue and shared aspirations, the school principals cultivated an understanding and explored the potential of harnessing social capital to facilitate economic mobility. These initial conversations laid the groundwork for what would blossom into Simunye.





Navigating considerations such as parental consent and logistical challenges, the team endeavoured to ensure the programme's efficacy and resonance with all stakeholders. They also considered the emotions, confidence and experience of their students. This collaborative moment allowed each school to leverage their strengths and weaknesses to come up with a strategy that would be equitable and beneficial to each school.

Driven by their collective dedication to effecting positive change, these collaborative sessions served as a catalyst for the inception of the Simunye Project.

Our partner schools



Christel House South Africa

Non-profit school, Christel House South Africa provides free character-based, career-focused education to children from severely under-resourced communities in Cape Town. The school supports students for 19 years (Grade RR to Grade 12 and five years post-matric). Key aspects of Christel House's model include poverty mitigation services such as daily transport to school and back, professional healthcare, nutritious meals, psychosocial counselling and much more.



Die Duine Primary School

Nestled in Lotus River, Die Duine Primary is a no-fee institution standing firm against local challenges like gang violence and drug addiction. This school shines as a beacon of courage, offering a safe educational haven and fostering optimism in the heart of its community.



Mzamomtsha Primary School

Situated in the deeply impoverished area of Mfuleni, Mzamomtsha Primary School is a source of hope, providing educational opportunities to students who face severe poverty, aiming to lift them towards brighter futures.



Rondebosch Boys' Preparatory School

Located in the serene suburb of Rondebosch, Rondebosch Boys' Prep is renowned for its exceptional educational standards and rich legacy. This school is dedicated to nurturing successful individuals, equipped with top-tier educational resources and opportunities.



St Cyprian's School

In the lush suburb of Gardens, situated at the foot of the iconic Table Mountain, St Cyprian's is a top-tier private school

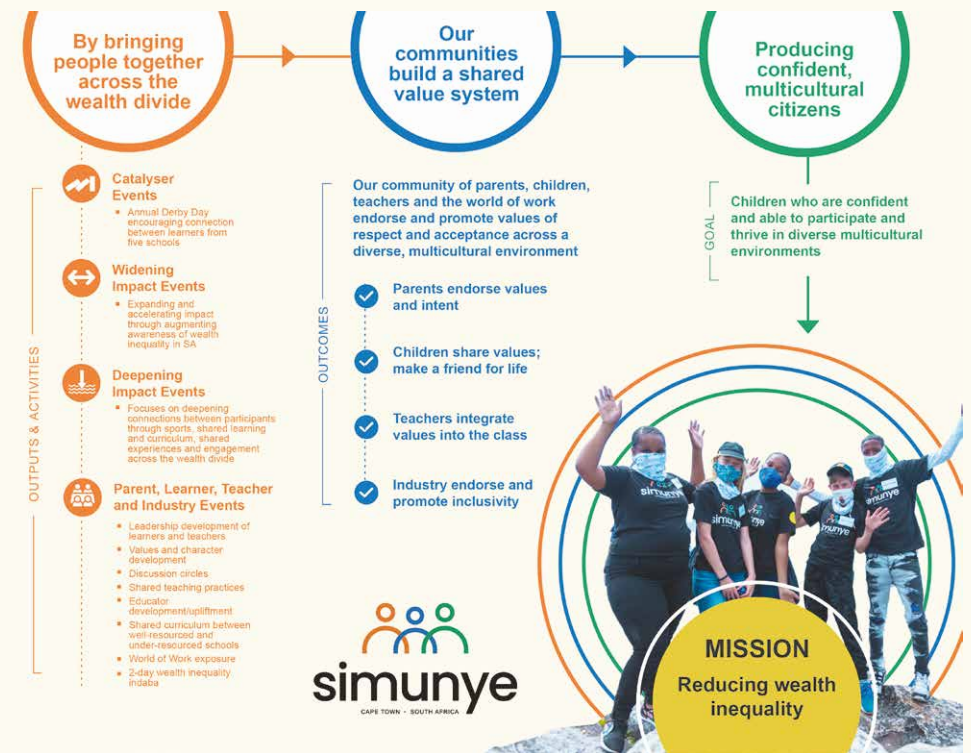
that offers a premier educational experience. Known for its high educational standards and commitment to developing leadership, this school equips young women with the tools to excel and lead in tomorrow's world.

Theory of Change

Our Theory of Change, which we developed specifically for this programme, posits that if you bring children together from across the wealth spectrum and allow them to engage with each other on equal ground, the foundation for future respect and acceptance will be laid.

Through this, children build bonds, networks of understanding and tolerance, capitalising on their similarities and differences to build a mutually respectful society filled with confident, multicultural citizens.

Through the Simunye Project, learners, teachers, principals and parents from across the wealth spectrum came together for intentionally connective events such as school exchanges, Derby Days, eisteddfods, excursions, workshops and uncomfortable yet crucial conversations. All these events were unique, mindset-altering experiences geared towards mobilising the participating communities to foster connections.



Valuable rewards

At the conclusion of this programme, 66% of the participating students said that they had made a new friend during the course of the programme. In addition, 86% mentioned they had a much greater understanding of wealth inequality. In the older generation, 59% of the parents/guardians said they felt much more comfortable when surrounded by people from different races than before the programme, and 82% of them said they had made a friend during the course of the Simunye Project.

However, the impact of Simunye cannot be summed up with quantitative data alone. The deeper impact lies in the detail of all the unique experiences and learnings brought about by the programme.

This book will detail our successes and learnings throughout the programme, and will draw on data, research, testimony and input from education leaders in the Western Cape to display the profound work of Simunye. What follows are chapters dedicated to each of the programme's activities over the three years.



66%

of the participating students said that they had made a new friend during the course of the Simunye School Exchange Programme



86%

mentioned they had a much greater understanding of wealth inequality



59%

of the parents/guardians said they felt much more comfortable when surrounded by people from different races than before the programme



82%

of the participating students/guardians said that they had made a new friend during the course of the entire Simunye Project



Derby Day



Introduction

The Theory of Change framework shaped meetings and conversations around plans for Derby Day, as Simunye's school principals came together to define the goals and outcomes they wished to see for the programme.



Considerations

Ensuring a level playing field

The programme was to take the shape of a games (derby) day. Activities and support were structured to facilitate conversation and opportunities for engagement. **To ensure that the playing field was level, and to minimise opportunities for bias, five base rules were established:**

- Indigenous games were chosen where no one would have a base advantage (games like *Kennetjie*⁵, tug of war, kick ball, three sticks).
- All children were to be dressed in a pair of well-used jeans and running shoes.
- Each student was to be dressed in the Simunye t-shirt and buff that was provided to them, to ensure equality in appearance as far as possible.
- All students were to be transported on the buses provided, to avoid any privilege in arrival.
- No stalls would be available. All students would eat the same meals.

Teachers as innovators

With unfamiliar schools linking up, innovation was key. The staff and teachers at Christel House Junior School were essential in envisioning,

planning and executing the event, revealing unique skills and talents beyond their typical roles.

Teacher involvement in developing Derby Day demonstrated their ability to innovate and understand students' needs for enjoyment. Christel House's Danny Herdien played a leading role by offering to build go-karts for the event. This unique talent is not an isolated incident with teachers in the Simunye Project. Teachers were able to display a variety of skills in all of their involvements in Derby Day, whether it be games, activities or aesthetic developments. This was pushed further by connecting with Simunye partner schools to collectively pool equipment and ideas.

The war cry

At the start of Derby Day 1 (and every subsequent Simunye event) students would recite the war cry. As simple as it may seem, this chant became a symbol of pride for students involved.

Christel House Junior School's head of sport, Rosco Hendricks, the inventor of the Simunye war cry, said, "I wanted to give the students something to instantly unify them, sort of similar to the haka." This simple dance was easily learnt by the students and activated the spirit perfectly for these Derby Days.

"Teachers were able to display a variety of skills in all of their involvements in Derby Day, whether it be games, activities or aesthetic developments."

Lyrics 🎵

Hands out
I pull them back
Bum out
Knees together
Toes together
I clap my hands
I shake my head
Simunye

The pledge

Beyond all other outcomes, Simunye hopes to produce citizens who contribute positively to South Africa. This pledge sought to press this idea figuratively and literally into fruition, and was completed by all students, teachers, volunteers and principals.



⁵ *Kennetjie* is a common children's game played in the streets of South Africa. In the game, a short stick is flipped into the air by a longer stick, batted and hopefully caught by 'fielders'.

Derby Day 1

On Saturday 14 November 2020, at 8h30, 80 Grade 6 learners, 16 facilitators, and many volunteers from the Christel House community started their day at Christel House for the first official Derby Day. The energy was electric. All the Simunye kids arrived in their Simunye t-shirts. Rosco Hendricks (Christel House SA Simunye Coordinator) kicked off the day by building spirit with the Simunye war cry. Then the children were gathered in talk circles to discuss topics varying from “what does a banana taste like” to “why do girls wear pink” to “which sustainable development goal do you think is the most important”. They then played indigenous games, before enjoying lunch in the Christel House canteen. The afternoon had them go-kart racing, before they closed out the day in their group circles, with the signing of the Simunye Pledge.



Learnings

Connecting students

Aggregate data received indicated that 82% of all students made new friends through Derby Day, with whom they would like to continue bonding. Only 12% stated that they had made new friends but would not like to spend more time with them, while 6% indicated that they had not made any new friends. When looking into the data for each school individually, it was noted that 20% of the Mzamomtsha students indicated that they had not made any new friends during the day. It was discovered that language barriers are a key factor. First-language English speakers often carry significant cultural capital, which can create unintentional discrimination. It's crucial to make all students aware of these dynamics to foster inclusivity and connection.

Cultural capital's untapped potential

At the start of the day students were asked to complete an open combination questionnaire to display their differences in knowledge and cultural capital. One interesting question was asked regarding the music that students were interested in. Half of the students at Mzamomtsha said that their favourite genre was Gqom, with less than 1% of students from Rondebosch claiming any interest in that genre. Since 2020, Amapiano, which Gqom and Kwaito are innovative predecessors to, has seen a phenomenal increase in popularity across the world.

The CEO of Spotify, Daniel Ek, shared some stunning statistics, noting that Amapiano garnered a massive 1.4 billion streams on Spotify in 2023 alone, becoming the most popular genre in South Africa. What's even more impressive is that 55% of these streams came from markets outside of Africa, showing the genre's rise globally.⁶ This posits an interesting note on the cultural capital present in knowledge of students from the townships, as they had been at the forefront of awareness into what is currently a burgeoning music industry in South Africa.



⁶ <https://www.kaya959.co.za/music/spotify-ceo-highlights-the-growth-and-dominance-of-amapiano/>

Derby Day 2

In 2021, St Cyprian's School was welcomed as the fifth member school of the Simunye Project.

Reflecting on the momentous pledge made by students and staff at the end of Derby Day 1, Rondebosch, the driving force behind Derby Day 2, sought to focus on "respect for our environment". They emphasised that true respect for our environment cannot be fully comprehended unless everyone feels they have a place within it. This understanding served as the mantra for Derby Day 2, and the unforgettable trip up Table Mountain.

Table Mountain, renowned as one of the seven modern wonders of the world, is visible from most ends of Cape Town. Unfortunately, it remains accessible only to a privileged few due to financial constraints. Opening such spaces and facilitating the sharing of cultural capital was deemed essential if the playing field for all students was to be made equal.

In preparation, Rosco Hendricks (Christel House), Peter Woodard (Rondebosch Boys) and Saadiq Chotia (Die Duine) went on a mission up Table Mountain, trailing and investigating various routes to decide on the perfect one for the Simunye students and teachers on the day.



Derby Day 2 was the Simunye Project's most ambitious event to date. Building on the success of Derby Day 1, the team aimed to make this event even more impactful. With St Cyprian's School as a new partner, on 18 September 2021, 300 learners from our five schools packed into the buses

and arrived at a sports field in Oranjezicht, near St Cyprian's, and at the foot of Table Mountain. This location provided a perfect backdrop for the flagship event of the day: an exhilarating cable-car trip up Table Mountain.

Students from different schools were divided into five groups, participating in activities designed to align with Simunye's Theory of Change, and to find common ground among the students.

The day was marked by learners creating unforgettable memories as they engaged in various activities, highlighting the importance of shared experiences in fostering the exchange of cultural capital. After a long, hot day, learners gathered with their pledge cards for one final war cry.



Learnings

Hot weather

The heat, combined with major transport delays in taking everyone up to the mountain by bus, left many exhausted by the end of the day. The field and mountain were exposed, with no shade, and there was not enough water on hand.

Facilitating connections

Managing logistics made it challenging for teachers to help learners connect.

Desire for connection

Learners expressed a strong desire for regular interaction but lacked cellphones and transport. This need led to the creation of Simunye's School Exchange Programme.

Teacher workload

Recognising the significant teaching and administrative responsibilities of educators, Christel House employed a project manager to handle the extensive logistics of the Simunye Project.

Derby Day 3

Simunye's third Derby Day was focused on highlighting SA heritage, with the crux activity being a potjiekos competition. Potjiekos is a traditional South African meal which translates directly from Afrikaans to "small-pot food".

Derby Day 3, held on 24 September 2022, coincided with South Africa's national holiday of Heritage Day, embracing and celebrating the diverse cultures and heritages of participants through various activities aimed at fostering connection.

This event served as the culmination of a year-long series of impactful events, including the School Exchange Programme, the World Robotics Olympiad, World of Work Day, and other community-building initiatives.

Structured around fun yet intentional interactions, Derby Day 3 aimed to facilitate meaningful exchanges, dispel preconceived notions, foster common ground, and cultivate enduring friendships among the 360 Grade 6 to Grade 8 learners from Simunye's five participating schools.

Adorned in their new Simunye gear, learners gathered early at Christel House South Africa's sports field and were divided into six groups to engage in interactive bonding activities and cultural exchanges.

These activities included a gumboot dancing workshop, a potjiekos competition, artistic endeavours and indigenous game play, each strategically designed to align with Simunye's Theory of Change and foster mutual understanding among learners.



Learnings

Keep it simple

Students were connecting more easily with this more simplified approach to Derby Day.

Team projects

Students expressed that they connect much better when working on a big project together.

Conscious and unconscious biases

There was an incident where a student did not want to participate with their group or eat the food they were making. As challenging as this was, it was realised that students need to be given the tools they need to comfortably deal with issues such as this. It was not surprising to encounter issues of conscious and unconscious biases during this programme. A strong briefing of teachers and facilitators needs to be scheduled into the day, and children should be better prepared for what to expect of the day.



Derby Day 4

On 28 October 2023, Simunye's final Derby Day marked a significant achievement in the project, with the inclusion of parents in the programme. There were 150 students and their parents in attendance, making it a truly unique and memorable day.

The majority of participants at this Derby Day had interacted prior to this event due to the Schools Exchange Programme. This Derby Day comprised 30 students from each school, with 10 students each from Grades 6, 7 and 8, along with their parents or guardians. This meant that we intended to have a total of 300 participants for the day.

In the past, we had been apprehensive about involving parents in events, as many learners felt they would be more nervous to connect. We also understood that the attendance of parents requires a much greater logistical handle than that of the students.

Our schools began by contacting parents and, within two months, we managed to reach our total. **During this process, we learnt two things:**

1. Our more impoverished schools had many students who would be attending with guardians, as parents had either passed on or were not in the picture.
2. With our more affluent schools, parents required much more convincing to attend.

This process should not be underestimated. Our event happened to fall on the very same day on which the South African rugby team, the Springboks, earned their way to the Rugby World Cup finals. This meant we would need to deal with calls from parents asking to be excused from the day, and quickly find ways to work around this. The Springbok spirit actually ended up adding further excitement to the day.

One of the standout features of the event were the parent workshops, where parents had the

“Parents expressed a wish for more sessions, showing that when apprehension between schools and their wider parent communities are overcome, fruitful results can be born.”

opportunity to engage with individuals they might not have interacted with otherwise, given the lingering effects of post-apartheid segregation.

In these workshops, facilitators led parents on a conversational journey that emphasised the importance of multiculturalism in South Africa and highlighted the difficulties of modern parenting. Parents engaged on the similarities and differences in the parenting challenges they faced, with nearly 60% reporting feeling more comfortable about sharing spaces with individuals from different racial backgrounds after just one session. Following these, parents expressed a wish for more sessions, showing that when apprehension between schools and their wider parent communities are overcome, fruitful results can be born.

In the meantime, children attended a workshop of their own, to gain an understanding about wealth inequality. Following this, 86% of the learners felt their eyes were much more open to different learner experiences throughout South Africa. Commenting on having their parents present, 50% of the students felt it made the day more fun, 20% said it was awkward, 2% said it made the day harder and 28% said it made being at Derby Day a bit easier for them.

In addition to the workshops, the day was filled with fun games, photobooths and interactive sessions on children's understanding of wealth inequality. This combination of activities allowed us to create a well-rounded and engaging experience for all participants, while also addressing the financial barriers that often inhibit people from different communities in South Africa from sharing spaces and experiences.



Learnings

The need for a story

One of the activities during the parents' workshop required the parents to sit one-on-one and share a story of themselves overcoming adversity. They would speak for five minutes, with their counterpart asked not to respond for the entirety of their story. This was then reversed. Parents said that this activity provided them with an open platform to discuss their difficulties and gave them much greater understanding of one another. This speaks to a need to open discussion between stakeholders before we can develop mutual respect. Having a story or some context of another person allows one to see that person beyond what one's unconscious biases may be.

More contact time

Parents enjoyed the interaction with each other and requested further time to connect. We do not have information to back up whether parents would have attended had their children not been invited to the event as well.

Photobooth – short activity

The photobooth, which each parent and learner was allowed to use for a family portrait, was extremely valuable in bringing out the more playful side of both parents and children. A quick activity such as this, with a memento attached to it, is very valuable, as it creates a sense of excitement and allows one to take home a physical memory. Photographs have a very even playing field, and allow participants to remember the day forever.



Time	Activity	Lead	Articulation: ToC
	<p>Part 3: Facilitators to be issued with tablets for the baseline questions – preloaded on a Forms questionnaire</p> <p>Facilitators to complete the questionnaire online with each child</p> <ol style="list-style-type: none"> How do you feel about participating in the DD? (5 choices) – (this question will tie in with end-of-day question) What soccer club does your household support? (with choices) Which of the following do you watch? (with choices) What music do you love? (with choices) Choose all the places you visited before today. (5 choices) <p>CLOSE-OUT – Carol to hand to Rosco to explain moving from hall to field and where each group should be</p>		<p>Question to open the door to making new friends – to be tested at end</p> <p>Other questions to get a sense of the spread of similarities and differences</p> <p>Equal playing field</p>
	Move from hall to field		
10h15 – 12h00	<p>Games explanation</p> <p>Indigenous games – level the playing field with games everyone can play</p> <p>Kennetjie, Nickies, Three Sticks, Tug of War</p> <p>Indigenous games – exposure to some, confidence and familiarity to others</p> <p>Seeing difference, enjoying difference (chose games that could be played socially distant...)</p>	Rosco	Equal playing field
Time 20 x 4 + 4 slack	<p>Game – facilitators to lead their teams</p> <p>Rosco to explain all game rules – see detail in section below</p>	Rosco	Educators
Round 1 of 4	<ul style="list-style-type: none"> Kennetjie Three Sticks Kick Ball Tug of War 	1 and 2 3 and 4 5 and 6 7 and 8	
Round 2 of 4	<ul style="list-style-type: none"> Kennetjie Three Sticks Kick Ball Tug of War 	3 and 4 5 and 6 7 and 8 1 and 2	
Round 3 of 4	<ul style="list-style-type: none"> Kennetjie Three Sticks Kick Ball Tug of War 	5 and 6 7 and 8 1 and 2 3 and 4	
Round 4 of 4	<ul style="list-style-type: none"> Kennetjie Three Sticks Kick Ball Tug of War 	7 and 8 1 and 2 3 and 4 5 and 6	
12h00 – 12h15	<p>Break</p> <p>Grab water and sanitiser</p> <p>Go to front parking lot for final event</p>		

Time	Activity	Lead	Articulation: ToC
12h15 – 12h50	<p>Go-Kart Race</p> <p>Danny to introduce and explain</p> <p>There will be 1 assembled go-kart for each of the 8 teams for the race in the parking lot (8 go-karts in total)</p> <p>At the end, each school will get 2 go-karts to take back plus 1 unassembled kit</p> <p>Move back from parking lot to canteen (behind the hall)</p>	All groups Danny	
13h00 – 13h20	<p>Assembling in the canteen for lunch</p> <p>Learners stay in their groups to continue the bonding process – lots of time afterwards to talk to their buddies</p>	Facilitators to stay in their groups	
13h20 – 13h30	<p>All to move to junior school quad</p> <p>Details: Set up for group photo</p> <p>Move back to hall</p>	Jameela Rosco	
13h30 – 13h50	<p>Back to the hall to sit as per original groups</p> <p>2 rows of 5 – across from each other</p> <p>Facilitators to ensure that children sit opposite a child from a different school if not naturally happening</p> <p>Part 1: Close-out conversations, sharing highlights and answering the following questions:</p> <ol style="list-style-type: none"> What was your favourite part of today? Did you like making new friends? (with choices) What do you think of your new friends? (with choices) UN Sus Dev Goals – choose the numbers you think we need to still work on. Pick top one. <p>2x teachers with 2x tablets to essentially complete the questionnaire for the children</p> <p>Part 2: Facilitators to record who sits opposite each other as they will become e-pals</p>	Carol	Facing your future 1:1 partner
13h50 – 14h00	<p>Close-out thank-you message including:</p> <ul style="list-style-type: none"> what we achieved context how we will deepen with our 1:1 partners and widen with the go-kart and 'earn buffs' – ratio 1:15 and sign the pledge – at business-card size, if goes, and stays, in the pocket <p>Ask children to line up in their groups to sign their pledge cards</p>	Pete	
14h00 – 14h10	<p>Signing of pledge 'business card'</p> <p>Tables set up in hall</p>	Simphiwe Heather	
14h00	<p>All assemble in the mid-quad</p> <ol style="list-style-type: none"> Jerusalem War cry Final goodbyes, no hugging! 	Rene	
14h15/30	<p>Buses depart, teachers confirming head count</p> <p>Leaders to leave with go-karts</p>	School leads	

Game rules

Kennetjie

To begin the game the first player places the kennetjie across the middle of the hole in the ground. The tip of the long stick is placed in the hole and the player now flicks the kennetjie as far as possible.

If the opposing player couldn't catch it, they could try to throw it towards the long stick to try and hit it in order to bat. Failing that, the player would hold the long stick in their hand, gripping it between their thumb and forefinger, and place the kennetjie on their hand to form a cross. They would then flip the kennetjie into the air and try to hit it away as far as possible with the long stick.

Essentially, one has to defend the hole by hitting the kennetjie while it is still airborne when the fielder throws it towards the hole. Regardless of whether the batsperson could hit the kennetjie or not, after an attempt by a field worker to hit the hole, the following applies for right-handed players and is inverted for left-handed players:

- If the kennetjie is within one stick length of the hole, the batsperson is out and the field worker who did the trick is the new batsperson. If in the actions that follow the batsperson misses the kennetjie, they are out.
- **Within two stick lengths (Voetjie):** The kennetjie is placed on the toes of the left foot, flipped in the air and hit with the bat.
- **Within three stick lengths (Tip-Top):** The kennetjie is held with the left hand and must be flipped in the air with the long stick and hit as far away as possible.
- **Within four stick lengths (Bokhorinkie):** The kennetjie is placed on the ring finger and thumb, flipped in the air and hit with the bat.
- **Within five stick lengths (Elmboogie):** The kennetjie is placed on the elbow of the left arm, flipped in the air and hit with the bat.
- **Within six stick lengths (Ogie):** The kennetjie is placed on the left eye, flipped in the air and hit with the bat.

- **Within seven stick lengths (Oortjie):** The kennetjie is placed on the left ear, flipped in the air and hit with the bat.
- **Within eight stick lengths (Kennetjie):** The kennetjie is placed on the chin, flipped in the air and hit with the bat.
- **Within nine stick lengths or more:** The batsperson gets an extra life. The player with the most lives wins and a life can be used to play again if they are out.

If the batsperson drops the kennetjie in any of the above moves, the field worker who made the last throw becomes the batsperson.

Kick Ball

The object in a kick ball match is for one team to score more runs than the other, thus winning the game. Each player tries to do this by kicking the ball and running all the bases and scoring a point. When not kicking, the opposing team will attempt to prevent opposition players scoring runs and get them out by catching the ball or being forced out of base, very much like baseball.

- Unlike baseball, there are no strikeouts, leading off or stealing
- A player can be out in kick ball when:
 - The ball is caught by an opposing team member
 - They are tagged out by an opposing player
 - The player is forced out at a base by an opposition team member
- To score a run, a runner simply has to safely reach the home plate

Three Sticks

The three sticks are placed one metre from each other on the grass. When a player jumps between the sticks they are not allowed to touch the sticks with their foot. The players are not allowed to double step in between the sticks. The player from the team that jumps last (the stretcher) should aim to reach the furthest point with their jump. Where the player stops the last stick needs

to move to where their heel lands. Now the team starts to jump from the other side and the same sequence should be followed.

Tug of War

Tug-of-war matches are completed in a best-of-three format, and the objective is to beat the competition and win the match by winning at least two of the three pulls in the match. Within each pull, the objective is to win by pulling the opposition and the opposition's marker towards the centre so that the mark passes the centre line, resulting in a win.

- At the start of the pull, the centre line of the rope should be immediately above the line marked on the ground.
- Both teams pull the rope, the winner being the team who manage to pull the mark on the rope closest to their opponents over the centre line.
- The rope must be pulled underarm and nobody's elbow must go below the knee, otherwise a foul will be called.

Facilitators

Strategic brief for all facilitators

We would like to thank everyone who signed up willingly to facilitate our children's games and fun today. For them it will be games and fun, but for us, it will be opening their worlds from across the wealth divide to get to know each other, see each other's similarities, differences and the humanness of us all. We want them to go home stary-eyed, having made a new friend today, someone who is different from them, and for them to be excited about what that may hold.

Your job in the facilitation today is to help the children to integrate, to fit in, to participate and to facilitate when things need tweaking. Observing and guiding within the context of our goals is your main job!

We do want you to focus on four specific outputs of the day – if we miss that, the moment will be gone and the opportunity to grasp and learn from what happened on the day will be lost.

So please, at the end of the day, ensure that we:

- A. Have the opening questionnaire of your group completed on the tablet, in Forms
- B. Have the closing questionnaire of your group completed on the tablet, in Forms
- C. Right at the end, see that every child is paired with another child as a future 'e-pal'
- D. Have given every child the Pledge to sign and their little fingerprint placed on it.

Game leads

- Wendy – Kick Ball
- Graeme – Kennetjie
- Ashley – Tug of War
- James – Three Sticks
- Danny – Go-Karts

Those with specific duties

- Rosco – Programme Coordinator
- Peter – Time Keeper/Group Leader
- Adri – Coordinator
- Carol – Principal/Group Leader
- Ian – Principal/Group Leader
- Simphiwe – Principal/Group Leader
- Saadiq and Brian – Die Duine Group Leaders
- PK – Group Leader
- Phelo – Translation
- Mish – Registration





Derby Day 2 resources

Programme

Time	Activity	Lead
07h00	Golden Arrow buses leave depot for the schools, except St Cyprian's	
07h30	Buses arrive at partner schools to collect 60 learners per school and their supervising adults Covid protocols observed	Christel House (Siya)
08h00	Arrival of buses at Gardens Tech, Montreal Ave, Oranjezicht. Park around the corner and kids will walk up to the entrance There is parking for private cars, but when full, cars will need to spill into the road	
08h00 – 08h30	<ol style="list-style-type: none"> 1. Arrival at school – St Cyprian's to sanitise as they get off 2. St Cyprian's girls to welcome with coloured boards to get into groups and go to their activity zone 3. Rosco to lead the first ice-breaker activity – war cry in English, Afrikaans, isiXhosa 4. Then to activity stations as per programme on lanyards 	Rosco

Activity rotation 1-5. Learners are arranged in groups as per the colour of their drawstring bag.

The timing of the day is set at 45-minute intervals to accommodate the 'pace' at which Table Mountain can accept our groups of learners. Please keep your eye on your watch and speed up/slow down/add and delete to fit activities into the time. We have not scheduled time to eat, so where activities finish early, it may be good to use this as snack time.

Children are issued with food packs at the outset and have to manage their food (survivor-style) for the day.



Roster of activities for all groups throughout the day

Time	Group 1 Blue	Group 2 Yellow	Group 3 Orange	Group 4 Lime	Group 5 Navy
08h00 – 08h30	Whole Group – Combined				
08h30 – 09h15	Activity 1 Table Mountain – Klipspringer Rondebosch	Activity 5 Pledge St Cyprian's	Activity 4 Music & Drama	Activity 3 Goldrush Christel House	Activity 2 Games Mzamomtsha
09h15 – 10h00		Activity 1 Table Mountain – Klipspringer Rondebosch	Activity 5 Pledge St Cyprian's	Activity 4 Music & Drama	Activity 3 Goldrush Christel House
10h00 – 10h45			Activity 5 Pledge St Cyprian's	Activity 4 Music & Drama	Activity 3 Goldrush Christel House
10h45 – 11h30		Activity 1 Table Mountain – Klipspringer Rondebosch	Activity 5 Pledge St Cyprian's	Activity 4 Music & Drama	Activity 3 Goldrush Christel House
11h30 – 12h15	Activity 2 Games Mzamomtsha	Activity 1 Table Mountain – Klipspringer Rondebosch	Activity 1 Table Mountain – Klipspringer Rondebosch	Activity 5 Pledge St Cyprian's	Activity 4 Music & Drama
12h15 – 13h00	Activity 3 Goldrush Christel House				
13h00 – 13h45	Activity 4 Music & Drama	Activity 3 Goldrush Christel House	Activity 2 Games Mzamomtsha	Activity 1 Table Mountain – Klipspringer Rondebosch	Activity 1 Table Mountain – Klipspringer Rondebosch
13h45 – 14h30	Activity 5 Pledge St Cyprian's	Activity 4 Music & Drama	Activity 3 Goldrush Christel House		
14h30 – 15h00	Whole Group – Combined				

Table Mountain – Klipspringer

Theory of Change – This belongs to all of us, which is why we need to take care of it
Adults to work the theme into their conversations with the learners. The mountain belongs to all of us, is our heritage and we must all take care of it. The theme is around the appreciation and preservation of our mountain and there will be no specific activity other than the 45-minute Klipspringer hike as we need to allow time for general looking around and appreciation.

When your group is ready for Activity 1, the Rondebosch Boys' adults will be fully briefed and ready to take the lead with the adults from the other schools.

There is a risk that the cable car will be closed

due to adverse weather conditions. In this event, we will continue to bus groups to the foot of the cable car and build an on-the-ground activity there – be it walking down Tafelberg Road and back, or up one of the tracks and back.

When the bus parks, all 60 kids plus their 10 adults pass by our two leads on the ground. The group leader will walk with everyone in file to the top level where the cable cars depart. There they will take your tickets and split the group into a group of 30+5 adults and another 30+5 adults and group lead. At the top, two Simunye leaders will welcome and count, and your group proceeds to spend exactly an hour on the mountain – 45 minutes of which is to complete the circular Klipspringer route.

Time	Activity	Time of bus departure to cable car	Arrival at cable car	Reaching the top	Time on the mountain	Reaching the bottom and board buses	Time of arrival back at school
08h30	GROUP 1: Departure of bus	08h30	09h00	09h30	09h30 – 10h30	11h00	11h30
09h15	GROUP 2: Departure of bus	09h15	09h45	10h15	10h15 – 11h15	11h45	12h15
10h00	GROUP 3: Departure of bus	10h00	10h30	11h00	11h00 – 12h00	12h30	13h00
10h45	GROUP 4: Departure of bus	10h45	11h15	11h45	11h45 – 12h45	13h15	13h45
11h30	GROUP 5: Departure of bus	11h30	12h00	12h30	12h30 – 13h30	14h00	14h30

Please watch your time and make sure everyone is back at the cable car within one hour of arriving.

Make your way down to the bottom station where the two Simunye leads will take you back to the bus and the bus will return you to Gardens Tech.

Table Mountain contact details:

- Manager on Duty, Sa-ad: 073 375 0049
- Additional support, Lorenzo Galant: 083 681 2527
- Neo will be your contact at the entrance gate on level 1.
- Jerome will be the manager on duty at the top station upon boarding the cable car when you come down.

Adult safety brief: Rondebosch Boys' leads and adults are to ensure all 60 children are on the bus and are taken from the bus to the cable car line.

When arriving at the bottom, two adults will guide you to the cable car and give you your tickets. When at the top, each adult and learner group of six is to check in with Simunye leads (and again when they are ready to descend). Adults are to escort children back onto the bus and back to Gardens Tech.



Learning new songs

Theory of Change – Our life opens up when we can share our heritage/learn about another's heritage

Mzamomtsha adults to lead the energy and sharing of learning a new song. Christel House choir heads and a few choir members will lead the full group of 60 in learning a new isiXhosa song – Jembes, movement and some ululating will add energy to the experience.

Golden thoughts

Theory of Change – Golden thoughts on wealth inequality

Collect gold coins to grow your wealth. Save your coins in your treasure chest. Whoever completes the activity first gains 30 coins, the rest receive 10 gold coins for their efforts. Let's see which group becomes the wealthiest of them all.

Adults will each receive one envelope at a time from the Christel House leader – answering the

question in groups will unlock an activity. There are about seven questions and activities and the leader will cut to the end should time be short. At the end, groups count the number of coins collected and share results, with the winning group receiving huge applause.

The wealthier groups are asked to hand coins to the groups that didn't do as well. **Circles are formed and the adult leads the conversation through the following questions:**

1. How did this exercise make you feel?
2. Is the distribution of wealth equal in South Africa? (Are all South Africans equally rich or poor?)
3. Give reasons why you think the answer is the case in South Africa.
4. Can you think of any ways to make the distribution of wealth more equal in the future for young South Africans?

CypherCity – SA's Got Talent

Theory of Change – We all have some talent

Time	ACTIVITY 4: SING AND RAP Die Duine adults to lead when their group arrives at the station. Prepare: <ul style="list-style-type: none"> • 10 words on cards in a bag to be used for every group coming through – remember to hand the bag to the next group coming through.
20 minutes	Part 1: Time to Rap! <ul style="list-style-type: none"> • We have 10 groups of six children and each group already has their word from the first game. • Groups get 10 minutes to create and rehearse a rap song. • Group stands up and performs – two learners rap; two learners dance to the rap; two learners beatbox. • When done, the adult lead asks the others to show appreciation for the songs through applause. Note: Gauge the time after the first five groups have sung their songs – if there is time, continue; if the 20 minutes are up, then start the next game.
20 minutes	Part 2: Singing – Word Association ONLY IF THERE IS TIME We have 10 groups of six children and we have 10 words ready (on cards in a bag) for them. <ul style="list-style-type: none"> • Each group picks a word from a bag. • Groups get five minutes to think of songs with that word in them, agree on one they can all sing and rehearse their song. • Group stands up and performs. • When done, the adult lead asks them to pick a winner by shouting. The winning group receives applause and a chocolate for every group member. Note: Gauge the time after the first five groups have sung their songs – if there is time, continue; if the 20 minutes are up, then stop the game.

Pictionary and the Simunye Pledge

Theory of Change – We need everyone to build our nation.

Time	St Cyprian's adults to lead when their group arrives at the station.
15 – 18 minutes	<p>Part 1: Relay Pictionary</p> <ul style="list-style-type: none"> St Cyprian's staff member stands in the middle of the field and gets the 10 groups of six to form a circle around them (take two or three steps back). Each group of six sits in a circle (remind them about social distancing). One member from the group runs up to the staff member in the middle. The staff member shows them the word and they have to run back and draw the picture on the white board. Once a member in the group guesses the word then the second member runs up to get the second word to draw. This continues until each person has a turn to draw a word. We see which group finishes first. The adult leader must watch that learners are not explaining the answers; they can only draw. Play the game three or four times, depending on time.
15 minutes	<p>Part 2: Simunye Pledge</p> <p>During this activity we speak to the group about what it means to sign a pledge. Read out the pledge and then ask students:</p> <ul style="list-style-type: none"> What does this day mean to you? What are you going to commit to with regard to the pledge? <p>There are three parts to this activity:</p> <ol style="list-style-type: none"> Learners must stamp their thumbprint on the map of Africa to commit to the pledge. Pull one group out at a time to do this. The students must use their koki to write words of gratitude or words that express their feelings/capture their experience on the front of the card. Encourage the students to be creative about this. Some words can be written around the outside of Africa. Other words can be written around the edge of the card. The students can collect the names and numbers of other members in the group. It can be in the group of six or in the bigger group.

Programme closure

At the end of the last activity, at 14h30, everyone stays at their last station. Rosco will lead the collective close-out activity, namely facilitating all 400 people to sing the newly learnt song, followed by the war cry. Carol will do a quick thank-you from Christel House to our partners. Pete will take the mike to explain how all the groups now need to rearrange per school. Schools are to do their attendance and safety check. Buses to depart to their schools.

Linking our activities to the Theory of Change

On the next page is a table indicating how each activity was linked to an aspect of Simunye's Theory of Change.



Activity	Theory of Change
<p>Activity 1: Table Mountain</p> <p>Activity 1 led by Rondebosch Boys was the highlight of the day – a cable car ride up Table Mountain. For almost everyone this was a first and, sadly, for most it will be their last.</p> <p>Up on the mountain the 45-minute Klipspringer hike was a winner and allowed the learners to explore and take time to admire and appreciate the beauty around them, in line with the theme of the activity.</p>	<p>The mountain belongs to all of us, which is why we need to take care of it</p> <p>The Simunye facilitators worked the theme into their conversations with the learners. The mountain belongs to all of us, it forms part of our rich heritage, and we therefore must all take care of it. The theme for activity 1 was around the appreciation and preservation of Table Mountain, while providing an opportunity for exposure and access to a landmark many of our learners have never seen.</p>
<p>Activity 2: Learning new songs</p> <p>Activity 2 was a collaboration between Mzamomtsha Primary School and Christel House South Africa.</p> <p>The Christel House South Africa traditional choir boosted the singing with teaching each group of learners an isiXhosa song and dance. There was plenty of dancing and movement and some ululating. The participation and energy amongst the learners and staff was heartwarming.</p>	<p>Our life opens when we can share our heritage/learn about another's heritage</p> <p>A song and dance – Activity 2 was led by the Christel House South Africa choir, teaching everyone a song. The Christel House choir heads and a few choir members led the groups of 60 learners in learning a new isiXhosa song.</p>
<p>Activity 3: Golden thoughts</p> <p>Activity 3 was led by Christel House South Africa. The activity involved groups collecting gold coins (through a game) to grow their wealth by competing in various group activities. Whoever completed the activity first gained 30 coins; the rest received 10 gold coins for their efforts.</p>	<p>Golden thoughts on wealth inequality</p> <p>A game where groups of learners completed tasks in exchange for gold coins. At the end the groups counted their gold coins and wealthier groups were asked to redistribute some of their wealth to groups who did not acquire as many coins. Circles were then formed, and learners had the opportunity to engage with one another on how this felt, and to discuss their thoughts on wealth distribution in South Africa.</p>
<p>Activity 4: CypherCity – SA's Got Talent</p> <p>This was led by Die Duine Primary.</p> <p>We had 10 groups of six children each. Groups got 10 minutes to create and rehearse a rap song. Each group performed a rap and a dance to the rap accompanied by beatboxing.</p> <p>When the group finished their performance the adult lead asked them to show appreciation for the songs through applause.</p>	<p>We all have talent</p> <p>Creating a rap provided our learners with an opportunity to express themselves creatively while working in a team. Learners were given a bag of random words and had 10 minutes to create and rehearse a rap song before performing to the applause of the audience. After each performance, learners were given the opportunity to discuss the activity and connect with one another.</p>
<p>Activity 5: Pictionary and the Simunye Pledge</p> <p>This activity was led by the St Cyprian's team.</p> <p>Our learners partook in Pictionary – with a twist. The game used only unique South African phrases. One group member was given a phrase and had to draw a picture for the rest of the team to guess. Each team member had an opportunity to draw a special proudly South African phrase.</p> <p>Following Pictionary, the groups moved on to the final activity of the day, the signing of the pledge.</p>	<p>We need everyone to build our nation</p> <p>During this activity each facilitator spoke to their groups about what it means to sign a pledge, read out the pledge and then asked students:</p> <ul style="list-style-type: none"> What does this day mean to you? What are you going to commit to regarding your pledge? <p>Students were then given a short time to reflect on what they committed to. There were three parts to this activity:</p> <ul style="list-style-type: none"> Students stamped their thumbprint on the map of Africa to commit to the pledge. The students wrote words of gratitude or words that expressed their feelings and captured their experience on the front of the card. Learners were encouraged to be creative about this. The students then had the opportunity to collect names and numbers of other members in their group to keep in touch with one another.

Ensuring children’s safety

The following measures are considered:

- Every principal is responsible for their school’s safety structure.
- Adult to child ratio: 1:6
- There should be 10 adults and 60 children to a group, with a leader.
- Signing through checkpoints upon arrival, leaving to cable car, cable car bottom, cable car top, cable car bottom again and from the field back home.

Setting up the venue

St Cyprian’s to lead on Friday and Saturday morning (06h00 onwards) with:

- Tent – location next to St Cyprian’s building on the field – with extension cord, sound system (two tables)
- Toilets – 5+5+5 between rugby poles
- One male on-the-ground support (daily rate)
- Activities 1 – to have a marked table at the entrance gate (one table)
- Activities 2 – five each to be under a rugby pole with gazebo and table per activity (one table each)
- Water – three tables holding large containers
- Equipment for St Cyprian’s activity (Pledge card, koki, etc.)

Christel House

- 400 food parcels
- Three cleaning ladies with cleaning equipment
- Large water containers (currently two from Carol)
- Equipment for Christel House activity (booklet with clues, gold coins, bookmark)

Rondebosch

- Medic team
- Loudhailer

Mzamomtsha

- Equipment for Mzamomtsha activity – from Christel House choir

Die Duine

- Equipment for Die Duine activity – St Cyprian’s to arrange a small, makeshift stage

Information to learners

Date of event – Saturday 18 September – 07h00 – 16h00

On Friday 17 September your school will issue you with a drawstring bag of a specific colour – this is the group you will be in for the day so it is important that you hang on to it tightly.

You will also receive your Simunye t-shirt and buff which you should wear with blue jeans and shoes on Saturday. As one of the day’s activities you will be taking the cable car up to the mountain. You will need to bring **extra warm clothing** as it can be icy cold on the mountain. Also bring a **sunhat** if you need to cover your head. You will also receive your water bottle and we ask that you please ensure that this is **filled with water before you come to school**.

Please be at school at 07h00 as you need to be screened for Covid. Buses depart from your school at **07h15** so that we can start promptly at Gardens Tech, our venue for the day.

Activities should conclude at 15h00, after which you will board your bus and be transported back to your school.

Facilitators

A strategic brief for all facilitators is explained below.

Following on from the full brief on Thursday 16 September, please keep the following in mind:

Your key functional responsibility is to “foster a friendship for life” – so our main job is to facilitate the integration of children from different groups to talk, mix, engage. We need to actively help and smooth things over.

We want you to focus on our **specific outputs and outcomes** of the day – if we miss that, the moment will be gone and the opportunity to grasp and learn from what happened on the day

will be lost. **So please, at the end of the day, ensure that you:**

- Helped every child to enjoy themselves and to **feel positive and energised** when they go home.
- Helped every child to **make a new friend**.
- The back of the pledge card is for names and numbers – networking 101.
- Have given every child the **Pledge** to sign and their little fingerprint is placed on it and it is in their drawstring bag.
- **Have reasonably accurate information on your six charges** – from their experience on the mountain, to their integration experiences, to their thoughts at the Golden Thoughts station and whether they have learnt new things. We will send you a questionnaire in the first weeks after Simunye Derby Day to capture both our outputs and outcomes.

Activity leads

- **Activity 1** – Rondebosch
- **Activity 2** – Mzamomtsha
- **Activity 3** – Christel House
- **Activity 4** – Die Duine
- **Activity 5** – St Cyprian’s

Group leads

- **Blue** – Rosco with Merle as #2
- **Yellow** – Pete with Noni as #2
- **Orange** – Sharon Hall with Amanda Page as #2
- **Lime** – Saadiq with Danny as #2
- **Navy** – PK with Loren as #2

Leaders with specific duties

These leaders are to be stationed at and rotate between Gardens Tech tent, bottom cable car, top cable car, Golden Thoughts and CypherCity.

- Carol Kriel
- Anthea Adriaanse
- Adri Marais
- Ian Ryan
- Simphiwe Kuze
- Michele Wiener
- Rene van Niekerk
- Sharon Stevens

Group allocation of students and facilitators



Group 1	Group 2	Group 3
Table Mountain Klipspringer Lead: 2x Rondebosch Prep adults 8 additional adults 60 children 10 groups of six, with one adult per six learners	Indigenous Games Lead: 2x Mzamomtsha 8 additional adults 60 children 10 groups of six, with one adult per six learners	Gold Rush Lead: 2x Christel House 8 additional adults 60 children 10 groups of six, with one adult per six learners
Group 4	Group 5	
Singing and Rapping Lead: 2x Die Duine 8 additional adults 60 children 10 groups of six, with one adult per six learners	Pictionary and Pledge Lead: 2x St Cyprian’s 8 additional adults 60 children 10 groups of six, with one adult per six learners	



Derby Day 3 resources

Programme



Roster of activities

The 350 participants were divided into six main groups of approximately 50 learners each. Each of the main groups were then divided into smaller team groups. Teams then completed the activities together.

Roster of activities for all groups throughout the day

	08h15 – 09h00	09h00 – 09h15	09h15 – 09h45	09h45 – 10h15	10h15 – 11h00	11h00 – 11h30	11h30 – 12h00	12h00 – 12h15	12h15 – 12h45	12h45 – 13h00	13h00 – 13h45	13h45 – 14h15
Venue	Hall	Stations on the field										Hall
Group 1	Whole group combined for war cry and gumboot workshop	Distribution of packs, ingredients, team, take a few minutes to allow for introductions	Activity 1: Potjiekos prep	Activity 2: Recreate a gumboot dance	Activity 3: Create a team emblem	Activity 4: Indigenous games	Activity 5: Signing the pledge	Prepare your station to present your dish, dance and emblem to the judges	Judges will rotate and score the team presentations	Judges to announce top 3 winning teams	Lunchtime – family-style	Whole group combined. Close-out war cry and boarding of buses
Group 2												
Group 3												
Group 4												
Group 5												
Group 6												

Potjiekos competition

Theory of Change – “Breaking of Bread”
Creating a meal together encourages teamwork between participants, while the sharing of a family-style meal offers the chance for connection, engagement and open communication.

Each group is given a basket with ingredients, spices and a recipe. The recipe provides step-by-step instructions on how to cook the *potjie*. Participants have to utilise all team members to

assist in the making of the food, dividing roles and responsibilities.

Create your own gumboot dance

Theory of Change – Our life opens up when we can share our heritage/learn about another’s heritage. Participants use the dance moves they learnt from the gumboot workshop to create their own unique dance. Group leaders ensure that all learners participate. The group’s gumboot

dance is presented to the judges. Judges look for creativity, teamwork, energy and spirit.

Create a team emblem

Theory of Change – Getting to know one another. We are more the same than we are different. Design and create your team emblem. Before getting started, decide on a team name. Then spend some time getting to know your team mates. Ask questions to find out what you have in common. **Some questions to consider:**

- What is your favourite colour?
- Favourite subject in school.
- What are the top three most important things in your life?
- What is your future career?
- What makes you, you (I am funny, I am kind, I am hard-working)?
- If you could change one thing in the world, what would it be?

Once you have spent some time getting to know one another, create a team emblem that represents all of you.

Indigenous games

Mbube Mbube, pronounced “mboo-beh mboo-beh”, is a South African children’s game. Mbube is the Zulu word for lion. The aim of the game is to help the blindfolded ‘lion’ locate and capture an ‘impala’ (a southern African buck).

How to play:

1. The players form a large circle.
2. Two players are chosen to be the lion and the impala.
3. The lion and the impala are blindfolded and spun around.
4. Staying in the circle, the lion moves around hunting for the impala. The impala can move too.
5. The children who have formed the circle begin calling out to the lion, “mbube, mbube”. As the lion gets closer to the impala, the chanting gets louder and faster. However, if the lion moves away, the chanting gets softer and slower.
6. If the lion doesn’t catch the impala within two minutes, a new lion must be chosen.
7. If the impala is caught by the lion then another child is chosen to be the impala.





Dear Mr Woodard and Teachers of the Simunye Group

I have had a wonderful experience these last months visiting other schools around Cape Town. I have made many friends whom I would love to see again. Representing my school has been an honour and I enjoyed every second on these outings. These last months I have learnt a lot, from learning to be grateful to having fun and making friends with people from different backgrounds. My favourite activity was the indigenous games at Mgamontsha Primary. During these outings I felt at home. I encourage others to do simunye. On derby day I felt excited but also felt a bit sad, knowing I would miss all my experiences. Even though our team didn't win the potjie competition I still felt proud directing our team. I will miss simunye very much.

Yours sincerely
Alex Lehr

Lehr

The Simunye Pledge

Theory of Change – We need everyone to build our nation.

During this activity, the adults in the group speak to the group about what it means to sign a pledge (make a commitment). **There are three parts to this activity:**

1. The group must decide on one challenge in their school that they pledge to work on for one year (e.g. littering, bullying, kindness, etc.).
2. Students then write down what challenge they are focusing on and what their pledge is, i.e. We pledge to start a no-littering campaign at our school.
3. The students must then paint their hand and handprint the group pledge, signalling their commitment. Encourage the students to be creative about this. Decorate your pledge as creatively as you choose.

(The learners can collect the names and numbers of other members in the group if they wish.)

Wrap-up and presentation

Once learners have completed all of their activities, it is time to put on a show. The judges go around to each team and they have five

minutes to present their potjie (what they made and how), their gumboot dance, and their team emblem (why you added what you added and what everything means).

Judges deliberate and tabulate the scores, and the top three teams receive a prize.

After teams have presented to the judges, it's lunchtime, dining family-style with team mates. Note to group leaders: This is an ideal time to encourage engagement among participants.

Invitation



Derby Day 4 resources

Programme

The following rotating programme was developed to provide each group with as many opportunities for games and connections as possible. Parents/guardians would be coupled with their child in

a group of 10 students and 10 guardians, with schools mixed between groups. Each group was provided with colour-coded hats to assist with identifying that group.

Time	Group 1	Group 2	Group 3	Group 4	Group 5
09h00 – 09h10	Ice breaker	Ice breaker	Ice breaker	Ice breaker	Ice breaker
09h10 – 10h00	Dominoes/ Photo/Tug of War	Photo/Tug of War/Dominoes	Netball/ Volleyball	Volleyball/ Netball	Tug of War/ Dominoes/ Photo
10h00 – 10h50	Apron	Apron	Apron	Apron	Apron
10h50 – 11h40	Netball/ Volleyball	Volleyball/ Netball	Dominoes/ Photo/Tug of War	Dominoes/ Photo/Tug of War	Dodgeball
11h40 – 12h30	Room session	Room session	Room session	Room session	Room session
12h30 – 13h00	Picnic lunch	Picnic lunch	Picnic lunch	Picnic lunch	Picnic lunch
13h00 – 13h45	War cry + Thank you + Close-out	War cry + Thank you + Close-out	War cry + Thank you + Close-out	War cry + Thank you + Close-out	War cry + Thank you + Close-out
13h40 – dep					

Time	Group 6	Group 7	Group 8	Group 9	Group 10
09h00 – 09h10	Ice breaker	Ice breaker	Ice breaker	Ice breaker	Ice breaker
09h10 – 10h00	Apron	Apron	Apron	Apron	Apron
10h00 – 10h50	Dominoes/ Photo/Tug of War	Photo/Tug of War/Dominoes	Netball/ Volleyball	Volleyball/ Netball	Tug of War/ Dominoes/ Photo
10h50 – 11h40	Room session	Room session	Room session	Room session	Room session
11h40 – 12h30	Netball/ Volleyball	Volleyball/ Netball	Dominoes/ Photo/Tug of War	Dominoes/ Photo/Tug of War	Dodgeball
12h30 – 13h00	Picnic lunch	Picnic lunch	Picnic lunch	Picnic lunch	Picnic lunch
13h00 – 13h45	War cry + Thank you + Close-out	War cry + Thank you + Close-out	War cry + Thank you + Close-out	War cry + Thank you + Close-out	War cry + Thank you + Close-out

Parents' workshop

Below are some highlight slides from our parents' workshop.

Designed and curated by Desiree Paulsen and the Tamarind Tree Associates team

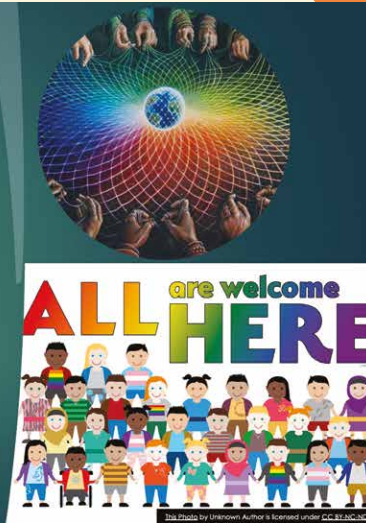


Programme

- ▶ Purpose of today – 2 mins
- ▶ Agreements for how we will be together – 3 mins
- ▶ Introductions – 5 mins
- ▶ Experiencing how we are different and the same – **step into the circle** - 5 mins
- ▶ Benefits of a Multicultural society - 5 mins
- ▶ Sharing our cultural experiences and values – **triads** – 10 mins
- ▶ Sharing stories of overcoming challenge – **appreciative listening in pairs** – 10 mins
- ▶ Closing round and evaluation – 5 mins

Purpose – Why we are doing this

- ▶ Understand the advantages children gain from multicultural environments.
- ▶ Create an atmosphere that encourages collaboration, networking, and the establishment of connections among parents.



Step forward into the circle if your answer is yes to the question, if the answer is no then stay where you are:
5 mins

13

- ▶ I love cooking
- ▶ I was a good sportsperson when I was younger
- ▶ I love being with people
- ▶ I prefer time alone
- ▶ I think I am a good dancer
- ▶ I love being in nature
- ▶ I support the Bokke for the rugby final
- ▶ I am worried about my child being influenced negatively
- ▶ I currently have too much on my plate
- ▶ I find it easy to interact with new people
- ▶ Someone close to me has a disability
- ▶ When in spaces with people from different races – it is easy to be myself
- ▶ I have the same values as my parents/guardians



How we want to be together today

- ▶ We acknowledge each other as equals.
- ▶ We try to **stay curious** about each other.
- ▶ We recognise the need to help each other **become better listeners**.
- ▶ We slow down so we have time to think and reflect.
- ▶ We remember that conversation is the natural way humans talk together.
- ▶ We **expect it to be messy at times**
- ▶ **Confidentiality ...safety**
- ▶ **Its okay show emotion**



In pairs

1. Sit opposite your partner and give each person 5 mins to share a story from their life – **a moment where you managed to overcome something that you were struggling with.**

When your partner is talking make sure that you listen actively and do not interrupt them – give them your undivided attention.

2. When your partner has finished their story please tell them **what you appreciated about their story.**
3. Now swap and the listener has a chance to tell their story.

Back in the circle lets hear ...

What did you learn about each other through sharing stories.



School exchanges



Introduction

A key part of Simunye's Theory of Change was to create 'deepening' activities flowing from Derby Day. These would allow for more meaningful connections to develop between children. Early in 2022, the Simunye team came together to explore ways to establish further and deeper engagement between students. After Derby Day 1, an attempt was made to establish pen pals between learners from different schools. However, despite some positive feedback, the interactions lacked depth. Feedback from learners indicated that the biggest hindrance to interaction was lack of cellphones, mobile data, as well as transport. At a strategic planning session, all Simunye teachers and principals agreed that bringing learners together on a normal school day would be the ideal way for them to connect, with largely meaningful outcomes. Doing this on a rotational basis between schools, and in a more regular way, would open the possibility for deeper, more meaningful exchanges to take place.



Considerations

Initially the group was uncertain regarding the ability to schedule such an undertaking, as it would require impeccable collaboration and scheduling between schools. To overcome this, the Simunye team decided that school rotations would be conducted as normal school days as far as possible. Ten Grade 7 learners (**Trailblazers**) would be selected by each school to attend five school rotations per year. Each school would have an

opportunity to present a regular school day along with a tour to further students' understanding of the varying circumstances of each school.

The schools were given selection criteria to assist them in choosing their 10 Trailblazers. **This criteria indicated that the learner should:**

- work well in groups,
- be responsible and trustworthy,
- show a certain level of confidence,
- show a certain level of empathy towards others,
- reflect their school's values and have the ability to act as a representative of their school,
- should be someone who teachers felt would benefit from an integrated school experience.



Positive experience

Christel House South Africa

As the anchor school of the Simunye Project, Christel House South Africa offered to host the first school rotation. Christel House was the ideal school to kick off the school rotation as the students it serves are all from impoverished backgrounds, but their facilities are of a high standard.

Our 50 Trailblazers arrived at Christel House not knowing what to expect but excited to be there. The day started off with an English lesson focused on comprehension with Wendy Woolf, followed by a history lesson with Graeme Mentor on the story of Saartjie Baartman. He started this lesson by playing a game with students, in which one half was clearly given an advantage over the other. One team would receive more time to

answer questions, more points for answering and would be allowed to ask him questions. He also would not listen to the cries of the losing team about the rules. Mentor used this lesson as an anecdote/lesson to question the integrity of the team who had the advantage. He asked why none of them spoke up that the rules of the game were rigged in their favour. This lesson on integrity was a valuable way to kick off the rotation, as Mentor asked hard-hitting questions.

These first two lessons at Christel House used groupwork and a team approach to set the rules and expectations of students in the school exchange. Students were made aware of what positive conduct would be in a groupwork setting, and what the difference is between equality and equity.

Next, the learners joined the junior school music teacher James George in the 'amphitheatre' space, and were given trumpets and trombones

to practise with. Holding a musical instrument was a first for many participants. Having never received a music lesson before, learners were apprehensive, but after blowing a few notes, the apprehension disappeared and the learners allowed themselves to experiment and make mistakes. They encouraged one another to try, they laughed together and there was no competition to be the best. Everyone was focused on taking in this experience and having fun.

The final session of the day was coding and robotics with Beverley Esterhuizen. At lunchtime, students enjoyed one of the nutritious daily meals that Christel House students experience at their canteen.

This first exchange provided schools with the confidence, template and outlook to understand that the School Exchange Programme is not only possible, but is the most successful way to create meaningful interaction between learners.



"This first exchange provided schools with the confidence, template and outlook to understand that the School Exchange Programme is not only possible, but is the most successful way to create meaningful interaction between learners."

Die Duine Primary School

Die Duine hosted the second instalment of the Simunye School Exchange Programme, and its staff went out of their way to ensure that all learners and staff felt welcomed as they entered the school. They prepared a makeshift classroom, set up in their school hall, as their classrooms were not big enough to accommodate all 50 Trailblazers.

The day started with a school tour by the principal, Mrs Adriaanse, who also took the learners and accompanying staff through the safety procedures at Die Duine Primary School,

making participants aware of the experiences students have had with gangsterism in the area.

The first session was a history lesson on slavery, by Brent Miller, who used video resources to relay what it meant to be a slave, the cruelty of auction and life on slave ships. Students were given a free-writing exercise (a writing exercise not focused on grammar, but instead on emotion) to level the playing field. In it they were to write what they felt when hearing about these atrocities. The students received the information and understood the unfairness of it, but also responded awkwardly, perhaps not

ready to unpack the topic publicly as yet.

Lesson two was English oxymorons by Saadiq Chotia. The learners were split into groups and given a matching oxymoron, and they then had to find the partner of their word. The hall was buzzing.

Next was a creative arts lesson by Berna Lee Bezuidenhout. Learners were again split into groups and given a story from which they had to create a short drama. It was a short skit, but certainly enough to get the creative juices flowing.

An important piece of context here is that Die Duine Primary School is part of the NSNP (National School Nutrition Programme). This government-funded programme provides some learners with a healthy breakfast and lunch at school. This is related to the high levels of

“Through the experience, they developed a healthy dose of respect for the daily lives of their Die Duine partners.”

food insecurity in lower socioeconomic areas and the reality that you can't teach a hungry child. At lunchtime during the school exchange, Trailblazers were treated to chicken-liver stew, a common, cost-effective and highly nutritious meal among the under-resourced population in South Africa.

Some learners and teachers felt nervous about eating the meal (despite not being told that the stew contained chicken livers), but the team felt that one of the main purposes of the school exchange was to truly experience a day in the life of a learner from a different school. For some of the learners at Die Duine, this hot plate of food is the only hot meal they have all day. It turned out to be an incredibly tasty meal, with some Trailblazers wanting seconds. However, they were told that this would be disrespectful, considering there were others in need of their first helping.

After lunch, learners joined the rest of the Die Duine students outside for interval. It was heartwarming to see how effortlessly they began integrating with other learners. Some St Cyprian's girls were taken under the wings of their peers and made their first purchase at a 'tuckshop' (a small retailer) stationed on the other side of the school fence, having to put their arms through the school fence to retrieve their goodies. The Mzamomtsha Primary boys found a ball and started a soccer match on the field with the rest of the school. The learners from Die Duine Primary School embraced all of these new faces on their playground with open arms, forming circles around their peers, intrigued by who they were, where they were from and asking questions about their lives.

The final session of the day was physical education with Gary Bruiners and Remano Fortuin. Learners were taught a local game called Leopards and Lions (a Lotus River variation on the game of tag) and played kick ball. While fun, these lessons were focused on teamwork as well as presenting students with games popular in the area.

At this rotation, the Simunye Trailblazers naturally integrated with the Die Duine learners. They also started to form relationships with one another without any prompting. They stepped into an unknown environment with kindness and empathy and a willingness to connect.

At the end of every exchange, learners were regrouped into their schools and allowed to debrief in the safety of their own group and with their own teacher. The St Cyprian's girls and Rondebosch boys admitted to feeling quite unsettled in the beginning when Die Duine's principals asked that they not play “over there, that's where the gangsters hop the fence and chase each other during shootouts”. However, they soon realised that they were safe. Through the experience, they developed a healthy dose of respect for the daily lives of their Die Duine partners.



Rondebosch Boys' Preparatory School

Rotation three took place at Rondebosch Boys' Preparatory School. This rotation was slightly different in that it was the first one taking place at a school on the upper end of the wealth spectrum.

The Trailblazers were greeted by Mr Peter Woodard, the Simunye coordinator for Rondebosch Boys, and then led to the school hall for a welcome address by the school principal, Mr Ian Ryan. Ryan spoke to the students about the importance of inclusivity, and said that he hoped to make the Trailblazers feel a sense of comfort and belonging.

To keep the classes small and impactful, learners were split into two groups, green and gold, and would rotate through all of the lessons.

The Simunye team at Rondebosch pulled out all the stops to ensure that learners had a fun but educational experience. First up was the drama/improv lesson by Tandi Buchan. This session was

created around the theme of confidence building. Learners gathered in a circle and practised being comfortable speaking openly in a group, sharing their thoughts and telling their stories. The session also involved dance and movement to help learners feel confident in their bodies, explaining that we all move differently, our bodies capabilities are different, but all are equally important.

The second lesson was art with Ilana Daries, and it focused on prints based on various famous South African artifacts depicting slavery. This art lesson was an important exposure to learners, and the variety of resources presented excited them greatly. This was the first moment in the Simunye School Exchange when there was a glaring difference in access and exposure between the wealthy and the impoverished. Interestingly, students produced work of a level quality across the board. A student from an unwealthy school

pointed out that he had done a similar activity at home, by tracing coins, which was interesting to note, as it displays how students from different communities find learnings in their own ways.

For the final lesson of the day, history, students were to use an online programme called Flipgrid. The learners were instructed to create a presentation on the topic of slavery and the lesson they had learnt about slavery. The groups were to put their presentation together using the Flipgrid app and present their work to the class. This was an amazing opportunity for the learners to expand on the knowledge and step out of their comfort zones, using an application that the majority of learners don't normally have access to.

The day ended in the school hall, with learners watching a roadshow presented by Hooked on Books, after which Rondebosch Boys' cheer squad put on a spectacular cheer performance. Their energy and enthusiasm was infectious,

"Their energy and enthusiasm was infectious, electrifying the entire Simunye group. It was a heartwarming display of camaraderie, a moment where the boundaries between schools seemed to melt away."

electrifying the entire Simunye group. It was a heartwarming display of camaraderie, a moment where the boundaries between schools seemed to melt away. This wasn't just a performance; it was a powerful symbol. The Rondebosch Boys weren't simply showcasing their talent; they were extending themselves to their guests, demonstrating that their doors to cultural exchange were wide open. It was clear how deeply honoured they were to host the Simunye schools.



St Cyprian's School

Rotation number four took place at St Cyprian's School, by far the wealthiest school in the programme. Like Rondebosch Boys' Preparatory School, St Cyprian's intention with this rotation was not only to share their amazing resources and beautiful property for the day, but to show us the heart of their school.

As the learners stepped off the buses and into St Cyprian's parking lot, their awe was immediately evident, as they were greeted by tall trees, statues, pristine lawns, and a peaceful environment. This stood in sharp contrast to Mzamomtsha, Die Duine and Christel House.

"Welcome to St Cyprian's chapel, a place where everyone belongs," said Mrs Carol Te Water as she launched the Trailblazers' day, with them all seated in the school chapel, reflecting on the values that unify everyone.

After a beautiful chapel service, learners were

split into teams to compete in a game called Hint Hunt, especially created by the St Cyprian's team for this rotation. Hint Hunt is a problem-solving game that took the learners all over the St Cyprian's school grounds. They were asked questions in English, Afrikaans and isiXhosa, and had to work as a team to solve an equation. Throughout the game, learners were exposed to math, English, and coding and robotics lessons. They also had an opportunity to explore St Cyprian's aquatic centre. Hint Hunt was an excellent way of bringing the learners together, through the sharing of knowledge.

St Cyprian's has a strong value of building community partnerships and, with that in mind, learners headed over to the next session in the Consumer Studies lab, to bake cookies that would be delivered to the 123 Movement (an organisation based in Kensington). The 123 Movement provides support to the Kensington

"The day at St Cyprian's was one of wonder. It was a day of not only being an onlooker but experiencing the opportunities that exist all around, and seeing how big the world can be."

community via a number of different programmes. The cookies baked during this session would be added to the food parcels distributed to the community by the organisation. The intention behind this lesson was to show learners the importance of acts of kindness.

Drama and a drumming lesson ended off the day. The drama lesson revolved around circle work, which built closeness and connection between participants, while the drumming focused on listening skills, working in a team and providing the learners with a fun opportunity to learn something new.

The day at St Cyprian's was one of wonder. It was a day of not only being an onlooker but

experiencing the opportunities that exist all around, and seeing how big the world can be.



Mzamomtsha Primary School

The final rotation of the School Exchange Programme was hosted by Mzamomtsha Primary School, by far the most disadvantaged school in the programme.

The learnings for the Mzamomtsha rotation started well before the classroom activities, when the bus turned off the highway and into Mfuleni, an extremely impoverished informal settlement about 30 minutes from the centre of Cape Town. Participants noticed the stark poverty experienced in Mfuleni on their travel route, where they saw informal settlements, informal markets, free-roaming livestock, broken street lights, and unpaved roads – all things that residents interact with on a daily basis.

Upon arrival, learners were welcomed by the principal Ndileka Kama. She explained that she wanted the learners to feel safe, and encouraged them to be patient in their engagements with the

Mzamomtsha learners, because for some of them it was the first time that they would be interacting with people who were white, coloured or Indian. The learners then enjoyed a moment of unity, singing the national anthem – a fitting start to the day.

Lesson one was mathematics with Mhlawuleli Ndaba, who focused on angles. The learners were each handed a mathematics set. Resources are so scarce at Mzamomtsha that these mathematics sets were treated very carefully. Ndaba removed the sets from a locked cupboard and carefully counted them before distributing them. At the end of the lesson, he stood at the door to ensure that each learner had returned their set before exiting the classroom. He then counted the sets one more time before locking them away again. This is a daily routine at Mzamomtsha Primary School.

As the Trailblazers walked across the quad

to the next classroom, they heard screams of “umlungu, umlungu”, an isiXhosa word which translates to “white man”. This interaction was important in reiterating the purpose of the Simunye Project; these paths of interaction which are usually closed off were displayed in reality. Simunye exposes the unknown path, and creates an intersection for learners to interact and connect with one another.

When interval arrived, the students at Mzamomtsha rushed to the Trailblazers with hugs and cheers of excitement. Students were initially fearful but had a blast after embracing the excitement.

After all the lessons, the school's learners had planned a special talent show for the group. It was treated to songs from the Mzamomtsha Primary School Choir, an African praise singer performance and a poetry reading. The highlight of the show was the Mzamomtsha dance crew,

which performed a choreographed dance to Amapiano. The group invited some of the Trailblazers on stage to dance with them, which was a wonderful moment of togetherness. It didn't matter that some learners didn't have any rhythm and no one knew the dance moves or even the words of the song. All the Trailblazers eventually got involved in the dances on stage.

After the show, Trailblazers were treated to a traditional South African meal of vetkoek (a fried ball of dough stuffed with a burger patty and all the trimmings). They could not get enough.

The day ended with learners playing indigenous games and creating a banner with all of the Trailblazers' handprints on it, to commemorate the School Exchange Programme coming to an end for 2022.

During the close-out session, all of the Trailblazers agreed that the Mzamomtsha rotation was the best!





Observations

After every rotation, the learners from each school completed a close-out circle with their respective school coordinator. This offered a reflection on the day, and was an opportunity for learners to share their thoughts, their likes and dislikes of the experience. These debriefing sessions were vital in ensuring learners left the rotation feeling contained.

Below are some direct quotes taken from learners and teachers throughout the Simunye School Exchange Programme.

“My realisation today was that there are other learners who are not as fortunate as myself and my peers but that does not define us as learners, because we all got along very well, and our common ground is education.”

– I.B. FROM ST CYPRIAN’S

“I had the opportunity to play the trombone today and feel happy that I could share this day with students from other schools.”

– N.J. FROM MZAMOMTSHA

“Today was special because children from different backgrounds were taught in one classroom. It’s unheard of. We all got along and I realised that we are not so different after all.”

– L.X. FROM CHRISTEL HOUSE SA

“My favourite part of the day was interval. Some of the students played soccer or skipping rope together. They were just being kids and it was such a beautiful lesson for us as adults. We have given them the opportunity to integrate but they have shown us what true integration means.”

– SAADIQ CHOTIA, TEACHER AT DIE DUINE

“I just love the concept of Simunye. As a school, we have incredible facilities and opportunities, but sometimes our girls aren’t aware that we are

only a little part of South Africa. Simunye helps us with the way we think. We want our students to dig deep and find out more about people who are not the same as them, who have different families and situations.”

– CAROL TE WATER, MIDDLE SCHOOL HEAD AT ST CYPRIAN’S SCHOOL



Learnings

At the start of the School Exchange Programme, 80% of the Trailblazers reported feeling uncomfortable talking to learners from other schools. However, by the end of it, 85% reported that they had made a new friend during the rotations. Better yet, 75% reported having a much greater understanding of wealth inequality in South Africa.

Below are specific lessons learnt through conducting the five school rotations. These learnings were taken into account when developing the 2023 programme.



Levelling activities vs exposure

Recognising that students entered the programme at different academic levels, the team ensured lessons were inclusive. For instance, at the first rotation at Christel House, there was an introduction to trumpeting. This levelled the

playing field because none of the Trailblazers were accustomed to the instrument. It led to them bonding over the collective struggle and triumph of learning in this lesson.

Some schools executed phenomenal lessons in coding, which provided students who were unfamiliar with the subject with an open look into this world. These lessons were the greatest challenge to conduct as some learners would enter with an advantage over others. While the lessons were not level, they are also important in providing exposure to learners who are not acclimated.

An area of struggle was the balance between displaying the innovation at one school against levelling activities for each student. For example, while it was great for students to be exposed to coding in class, these lessons were quite challenging for learners who were new to the concept.



The arts as a leveller

The arts emerged as a powerful leveller. As seen in the trumpet lesson, all of the Trailblazers were unfamiliar with the instrument and this allowed them to interact in a level manner. Another example is where learners were asked

to improvise responses in a drama session at Rondebosch Boys. This highlighted differences in situational responses from students from different schools and proved a valuable precursor to the later establishment of the Simunye Eisteddfod.



Group activities

Simunye teachers became key to ensuring students didn’t fall back into their friend bias and comfort zones. Initially, they reminded students of the opportunity to interact. However, seating charts on arrival or splitting learners into groups proved more effective. This focused intentionality in interactions made all the lessons much more effective.

Lessons with a deeper meaning

There was a need for students to understand inequality, and so lessons were included that focused on such conversations, tying them back to the curriculum. Using the subjects of history and EMS, students were presented with the topic of wealth inequality, in the form of direct conversations, situational examples and even a game that demonstrated the impact of wealth inequality on individuals.



Shared intervals and lunches

Initially, there were many apprehensions about students sharing intervals together. The rotation at Die Duine completely shattered these apprehensions, and all the schools felt comfortable to follow suite.

Sports and gender equality

The role of games was incredibly important to facilitate practical moments of learning, with sports being one of the greatest unitors between boys and girls. PE lessons got students moving and bonding, especially at St Cyprian's, where learners played kick ball (and the girls won!).

Vibes galore

The rotations at Mzamomtsha Primary were incredibly eye-opening. The principal had warned the Trailblazers not to be afraid of the other students' excitement because for many of them it was their first time seeing a white or coloured person in real life. The students were incredibly welcoming and treated the Trailblazers to a wonderful dance show. This exhibition later evolved into a collective dance with all the Trailblazers joining in.

Preparing learners for uncomfortable moments

Some learning moments were challenging and required teacher guidance to overcome them. At one rotation, students were engaged in a practical group activity, and the next day a coloured student mentioned to her teacher that a white student from another school repeatedly completed tasks within the team activity, claiming that he was doing it to help. Although the white student's intentions cannot be judged, the coloured student felt robbed of an opportunity to learn and felt looked down upon. Her teacher explained that she had every right to feel this way, and asked her why she had not spoken up. She said that she did not have the confidence to speak up in the moment but would if the moment emerged again. These tough situations are important to the deep impact at school exchanges.

Such instances display the value of the Simunye Project. It is in new environments, where we have new interactions, and these forge new learning experiences. This is what allows students to become confident in multicultural environments.

Undistracted travel

Learners should be engaged by the school coordinators during their travels to each school. Travelling through Cape Town yields many visual learnings on the great disparity of wealth experienced in the city.



School Exchange Programme 2023

The 2023 Simunye School Exchange made use of the various learnings from 2022. In 2023, 50 new Grade 7 Trailblazers were selected (10 from each school). It was noted that learners were not as nervous as their predecessors had been during the first couple of rotations, which can be attributed to conducting the programme with the previous year's lessons in mind.



More learnings

The following sections highlight the lessons learnt during the 2023 School Exchange Programme – the second iteration of this Simunye school-rotation exercise.

School coordinators must instil confidence

A school coordinator reported in conversation that his learners were nervous regarding the school rotation. They were scared of being judged because their school did not have facilities like the other school. They did not have the same lavish aesthetic. The coordinator took this moment to reinforce learners' confidence, reminding them of all their happy moments at the school, and telling them to be proud of who they are, and to tell their story. This led to the Trailblazers conducting the school tour. This was a moment that not only benefitted the other schools in the honesty of expression, but also filtered through to the learners of the host school by fostering school pride within them.

Authenticity

When students had guests at their school, they often felt that they should dress their school to put the best possible foot forward. As a value, this is commendable, however, authenticity during a school exchange seems to reap the most commendable results.

Loss of contact time

Although learners do not want to lose contact time at their own school on a particular day, this is an inevitability for Trailblazers. Participants are implored to view the school exchange as an opportunity for learnings beyond the classroom, which hold value in many other ways.

An opportunity for teachers to connect

While it was valuable for teachers to connect with each other, and view the lessons at school rotations, teachers mentioned that they would love to have at least an hour during the school rotations dedicated to chatting with each other. The learnings from this filtered through to each school in teaching practice, leadership and perspective towards school systems. At this stage, a teacher exchange cannot be suggested, as the impact of this is dependent on a school's current circumstances. It is however understood that this would definitely provide new perspectives and enhance personal development for any educator.

Dealing with overconfidence or a lack of confidence

The difference in confidence between learners became apparent in classes, post-programme report feedback, and even during performance activities. It poses an interesting question: Should students who are overtly confident be asked to fall back a bit to provide space for other students to engage, or should learners who do not display high levels of confidence in these shared-space settings be scaffolded?

“While it was valuable for teachers to connect with each other, and view the lessons at school rotations, teachers mentioned that they would love to have at least an hour during the school rotations dedicated to chatting with each other.”





Additional resources

Communication to parents

The letter below was sent to and signed by all parents before learners could join the Simunye School Exchange Programme.

Important information to note:

As part of the Simunye School Exchange Programme, your child will be asked to share their experience of the project by completing questionnaires and partaking in focus groups. The questionnaires and focus groups will be conducted by our project manager, Janine Welby-Solomon (Masters of Social Sciences), a registered social worker with the South African Counsel of Social Service Professions.

The data collected in this project will be kept confidential. Reports of this study will not include individual data in any form by which your child could be identified.

Your child's participation in this ground-breaking project is entirely voluntary. Your child may refuse to answer individual questions or to engage in individual activities. Your child may also discontinue all participation in this project at any time, without any consequences.

Giving of Consent

I have read this consent form and I understand what is being requested of my child as a participant in this project. I freely consent for my child to participate.

Name of Child (Printed)

Name of Parent/Guardian (Printed)

Name of Parent/Guardian (Signed)

Date

MEDIA CONSENT FORM

Christel House South Africa is a non-profit organisation that uses a broad range of marketing and fundraising activities to promote the school and our programmes (e.g. Simunye). As part of these activities, we take photographs and videos to use for marketing, promotional or fundraising purposes on/in our social media (Facebook, Twitter, Instagram, YouTube and LinkedIn), website, newsletters, brochures, banners, funding reports, slide shows, or other publicity materials (such as media releases).

Photographs or video footage of participants may appear in local or national newspapers, approved websites or on televised programmes. Christel House South Africa staff will always endeavour to ensure that video or photographic footage is taken with full consent, in a respectful manner and not cause indignity to the participant, their family or the school in any way.

To comply with the Protection of Personal Information Act (POPIA), we need your permission before we can photograph or make any video recordings of you/your child. Please complete the questions below, then sign and date the form where shown and return the completed form.

Please circle your answer:

- Do you give permission to Christel House South Africa to photograph & video your minor child and to use the photographs and videos for marketing, promotional and fundraising purposes?
Yes/ No
- Do you give permission to donors, partners and media associated with Christel House South Africa to photograph and video you/your minor child to use for general marketing and public relations, non-commercial purposes?
Yes/ No

Such photographs and videos may appear in newspapers, approved websites, brochures, social media or other publicity materials without any compensation to you.

Please note:

Conditions for use of these photographs are on the last page of this document.

I have read and understood the conditions of use on the back of this form.

Name:

Signature: Date:

Conditions of School Use:

This form is valid indefinitely from the date you sign it. It is your responsibility to let us know if you want to change or withdraw your agreement at any time.

- We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school newsletter or in other printed publications.
- We may use group photographs or footage with general labels, such as "robotics workshop".
- We will only use images of participants who are suitably dressed, to reduce the risk of such images being used inappropriately.
- Websites can be viewed throughout the world and not just in South Africa.
- Your consent will be recorded on the school's Management Information System and will be retained no longer than is necessary for the purpose the data was obtained for. The paper copy will be retained on school file.
- The ownership and the copyright of the photographs and video footage taken of you shall remain with Christel House and its associated donors, partners and media and you consent you shall not have any claim thereto whatsoever.
- You agree that if you take photographs or video recordings of other participants, you will use these for personal and family use only and you will not post on any personal social media accounts. You understand that where consent has not been obtained from the other individuals for any other use, you would be in breach of the Protection of Personal Information Act if you use the recordings for any wider purpose.

Eisteddfod



Introduction

Our innovative Eisteddfod 2023 programme, established in partnership with Christel House Junior School, offered learners from our associated Simunye schools a unique opportunity to come together to showcase their remarkable progress and accomplishments in the arts. This encompassed dance, drama, music and choir, and our Simunye schools prepared for their captivating performances throughout the year.

Former Christel House music tutor and current South African Philharmonic Orchestra trombonist James George drew on his industry networks to connect as many musical professionals from across Cape Town as he could to be a part of this day.



Positive experience

Under the watchful eyes of professionals, students were adjudicated, offering them not only a platform to shine but also invaluable insights and constructive feedback. This guidance was designed to propel their skills forward, honing their talents to support the development of their artistic expression.

Following their morning performances, students were immersed in enriching experiences through hour-long workshops led by adept coaches, each specialising in various artforms. The workshops, encompassing dance, drama, drumming, choir, saxophone, trumpet and more, provided the students with an opportunity to gain new understandings, as well as start a collaborative process with students from different sides of the wealth spectrum.



Observations

The eisteddfod culminated in a series of phenomenal cross-school performances that captured the essence of Simunye. Students from all schools united, creating four collaborative pieces that transcended any initial barriers. The highlight was a joint performance of "Dance Monkey" by the Christel House and Rondebosch student musicians, which was prepared in just one day. Their on-stage chemistry was undeniable – a testament to music's power to bridge divides and foster connection.



Learnings

Competition is not the way

Interactions in the workshops led to strong performances. However, it was felt that students were stilted within their bubbles by the construct of a competition. Schools are very much connective in this sort of environment, but when it is competitive it does not breed the same camaraderie one would find between teams competing in sports.

Diversify the arts

A disparity was recognised in artistic opportunities for students during the eisteddfod preparations. Many talented students from Die Duine and Mzamomtsha lacked access to resources for musical exploration. Understanding this limitation, a deliberate choice was made to include dance, drama, poetry and choir in the event. These accessible forms of artistic expression allowed students to showcase their talents and creativity in a way that resonated with them.

This inclusive approach proved to be powerful. For instance, a student from Mzamomtsha



delivered a praise poem so powerful it moved the audience to tears. This exemplifies the raw talent these students possess, even without extensive musical training. The eisteddfod was a platform for artistic expression in all its forms, showcasing the potential that blossoms when opportunities are created for all students to shine.



Event brief

What is an Eisteddfod?

An Eisteddfod, as we know it today, refers to a competition of literature, music and performance. It derives from a 12th-century Welsh tradition of arts festivals.

What is the Simunye-CHSA Performance Arts Eisteddfod?

It is an opportunity for students to present their talents and be 'graded' in conjunction with professional standards, through adjudication by professionals from the respective performance art disciplines. It is also an opportunity for participants to gain experience in solo and ensemble/group performance. Different to standard eisteddfods, students will also be receiving professional workshops and masterclasses. Each participant/ensemble will leave with performance experience, feedback and certification for their performances.

Performance arts:

The performance arts that we plan on having at the event are as seen below:

NB* Max number of participants indicated in brackets (*)

- Music: Choir (20), instrument ensembles (15)

Optional:

- Sound producers/DJs (5)
- Dance: Any genre/style of dance (10)
- Drama: Any form of drama performance (10)

Logistics:

Participants:

- Each discipline will be colour-coded with lanyards.
- The participants will be taking part in performances, workshops/masterclasses and rehearsals.
- Performance time allocation per discipline: 1 hour (12 minutes per group)

NB* (2x items: 5 minutes each = 10 minutes performance time and 2 minutes for setup)

- Workshops/masterclasses time allocation per performance art: 1 hour
- Rehearsal time per department: 2 hours

Educators:

- Each school must complete the participant form and return by latest 31 July 2023.

Each school must provide a facilitator per discipline, e.g. if Christel House has a choir group, the music educator (facilitator) must be assigned to that group.

- A learner from CHSA (in tangent with a facilitator) will also be assigned to each group as a guide and timekeeper.
- Certification to be handed to facilitator of groups after performances. Immediate feedback will be provided to the group after their performance.

Participants and educators:

- Schedules will be handed to group facilitators and participants at registration/check-in (will be put inside lanyard).
- A breakfast pack, snack and lunch will be provided by Simunye-CHSA.



Breaking a sweat

The Simunye Project teacher coordinators brought schools together to share their sporting skills, and foster further camaraderie.



Formula E



Introduction

The E-Prix that took place in Cape Town in 2023 was a once-in-a-lifetime event that much of our population would neither know of, nor be able to attend. The Julius Baer Foundation reached out to inform us that they had tickets to share. Thanks to the Global Partnership of Julius Baer with Formula E, we were able to provide our participants with an experience and memory that they could hold eternally.

Because there were a limited number of tickets, we selected Grade 7 learners from our partner schools, based on essay submissions, where we asked them to write about what it means to be a good citizen in South Africa.

The two-day event, planned for us by the Julius Baer team, allowed our selected participants to visit Formula E garages, interact with drivers and watch practice races before being mesmerised by the actual race-day event. We were given a tour of team Porsche's engine room, introduced to drivers, and let in on the skills needed to form part of a Formula E team.



Positive experience

The experience was exceptional, as it granted our participants access to spaces they previously may have never considered feasible – something that has become an unintentional function of the Simunye Project. Learners also gained a deep understanding of electric vehicle technology, sustainability efforts in motorsport, and the engineering marvels behind Formula E. The inspiring experience showed them a world of possibilities that they hadn't previously imagined. It could ignite aspirations for future careers in STEM fields or other areas showcased during the event.



Observations

A disparity in confidence levels became apparent during our time in the engine rooms. Students from more privileged backgrounds seemed more comfortable asking questions and interacting with the drivers and engineers. In contrast, some students from less privileged backgrounds appeared hesitant to engage or even step into the cars.

Despite this observed difference, the experience was undeniably enriching. It provided a unique blend of excitement, education and inspiration, with the potential to influence students' personal and academic trajectories. Our closing discussions revealed a sense of tremendous personal gain from the event, solidifying its positive impact.



Learnings

Metaplasticity

Research done by the University of California on how experiences change our basic memory function factor into the greatest benefits of the Formula E event. Experiences that are perceived as unique or extraordinary, such as attending a high-profile event like Formula E, can create strong, positive emotions. These emotions not only make the experience itself memorable but also enhance the retention of related learning and insights gained during the event. This process is known as metaplasticity, where prior experiences modify the brain's ability to form new memories, demonstrating that unique experiences can have a lasting impact on cognitive and emotional development.

Managing learners in new spaces

Managing learners towards the output of connectivity during the Formula E event was difficult, as the environment was new to all participants. This can make fostering deep connections between learners a secondary outcome.

The balance between output and wonder

Finding the balance between one's desired outcome and goal, against the greater learnings

which come from a new experience is a tough line to follow. It becomes important in these moments for coordinators to focus on the learners and remind them of their purpose for being at the event.



Additional resources

Communication to parents



Formula E race in Cape Town

We are excited to inform you that your child has been invited to attend the Formula E Race taking place in Cape Town on the 24th and 25th February 2023.

This is an amazing opportunity provided to us by the Julius Baer Foundation who have put together a two-day programme for us where your child will get an opportunity to tour the garages and interact with the drivers and watch the races.

Please see the programme below:

Friday, 24 February 2023	
14:30	Accreditation of the 25 students/pupils/people in total
15:00	Arrival at the track and welcome by Roo Crouse
15:15 – 16:30	Paddock show around
15:15 – 15:45	Group 1: Mechanical Engineering insights (15min) & Garage Tour (15min) – Porsche
15:45 – 16:15	Group 2: Mechanical Engineering insights (15min) & Garage Tour (15min) – Porsche
16:30 – 16:20	Race control
17:00 – 17:30	Watch Free Practice from a grandstand
Afterwards	End of the event
Saturday, 25 February 2023	
09:05 – 09:55	Free practice
11:40 – 12:55	Qualifying
16:00 – 17:30	2023 Cape Town E-Prix

Please note that there is no cost to you. The Simunye Project will provide food and transportation for both days.



World of Work Day



Introduction

Simunye partnered with Mazars to organise a Grade 6 World of Work Day. Five teachers escorted 50 students to visit the prestigious Mazars office in Century City. During the visit, they met with various professionals, including an accountant, auditor, HR manager, IT professional, CSI professional and administrative staff.



Observations

Notably, all these professionals were women. Reflecting on the experience, Page Chetty, one of the learners, remarked, "What stood out was the strong emphasis on women in leadership positions. All the professionals we interacted with there were women, particularly women of colour. This was incredibly inspiring, not just for

the girls from other schools but also for the boys at our school. It provided a different perspective, showcasing that positions of power are not exclusively held by white males."



Learnings

When conducting events such as this, it is vital that the work aligns with the core values of the project, or those who have an interest in the project. This will reinforce and extend the impact of the project if the 'industry exposure' is reframed within a discussion on how to tackle wealth inequality in the workplace. Rather than taking learners on excursions to learn about potential career options, which may or may not interest the wide range of learners, relevant activities could be integrated into the project design.



Robotics workshop



Introduction

Christel House was thrilled to be chosen as the host for the annual provincial World Robotics Olympiad in 2022. This prestigious event provided a valuable platform for student robotics teams to showcase their skills and creativity.

Building on this excitement, Christel House went a step further. At the request of the provincial committee, it hosted a special pay-it-forward workshop that welcomed 50 students from participating Simunye schools for a day of coding and robotics exploration.



Positive experience

The workshop offered a fantastic opportunity on two fronts. Firstly, it was a great introduction for newcomers. Students unfamiliar with coding and robotics were introduced to these exciting fields, sparking their curiosity and potential interest in pursuing them further. Secondly, it offered a great platform for established learners. Students already familiar with coding and robotics had the chance to showcase their skills and collaborate with peers from other schools, fostering a sense of community and shared passion.



Widening impact



Introduction

A component of our Theory of Change includes activities for our Simunye children to “spread the word” and allow more people to be exposed to thinking about wealth inequality. Throughout the four years of the Simunye Project, each school was provided with a small budget to implement its own annual Widening Impact initiatives, focusing on a variety of issues that would provide valuable learnings to each school community.

The Simunye Project hopes to catalyse students, teachers, staff and communities towards positive action that not only addresses wealth inequality, but also tackles the subsidiary issues that come about through this. The students who were part of Simunye were exposed to broader community issues and were given the tools to make an impact as best as they could.

The Widening Impact initiatives displayed how an understanding of wealth inequality can be used to address issues on a macro and micro level.

Given the diverse issues identified by each school community, the Widening Impact activities unfolded in various ways and in different spaces. Below are some notable highlights from the 20 Widening Impact initiatives conducted during the Simunye Project.

Derby Day replays

The Simunye partner schools organised mini-replay Derby Days within their schools, promoting messages of acceptance and diversity that resonated across the wider community. These mini Derby Days allowed schools to hold discussions on wealth inequality, and allowed the message and work of Simunye to reach deeper within the schools who were taking part.

Environmental awareness

Many schools conducted cleaning initiatives within their communities and in the wider Cape Town area.

Christel House, for example, held a beach clean-up, leveraging its social capital by connecting with safety and conservation educators from the Shark Spotters organisation in Muizenberg to facilitate the event.

Mzamomtsha tackled pollution in its own community on multiple occasions, boosting its students into collective environmentally conscious action.

Addressing accessibility

St Cyprian's facilitated a discussion among Grade 4-7 learners about inequalities in accessibility to clean water, resulting in a pledge commitment to contribute towards positive change. They distributed letters of encouragement and water bottles at their sister school, Gardens Commercial High School. This was beautifully summed up by Mishkah Salie, a Grade 7 teacher at their school: “Our collaboration with the Simunye Project prompted us to consider creating a Round Square Baraza meeting experience that would get our students to think, to reflect and to walk in the shoes of students who do not have the privileges they have. In doing so, the discussions on our central theme, ‘Access to Water’, led to heartfelt realisations of how students across the city, across the country and the world have various experiences with access to water.”

Recognising the difficulties observed in the School Exchange Programme when it came to fostering connections between predominantly white male students and black female students from other schools, Rondebosch Boys' Preparatory School and Simunye coordinator





Pagiel Chetty led a sanitary-pad drive, with the help of all of Rondebosch Boys' Grade 7 learners. These sanitary pads were delivered to the girls at Mzamomtsha Primary. To develop empathy within the boys, an educative session was held to explain to them the difficulties women face in accessing basic health necessities. The reflective action that was initiated by the school was incredibly valuable to both the givers and the recipients.

Supporting a community

Acknowledging the pressing need to address gender-based violence in its communities, Die Duine used its Widening Impact budget to convene lawyers, health workers and local celebrities to address and educate students about gender-based violence and the meaning of consent. The lawyers and nurses discussed these issues in detail with the students, holding separate sessions for males and females in small groups to allow deep discussions to take place.

This was followed by an inspiring session in which local celebrity Ashlynn Erasmus (actor in the movie *Honey*) did a dance routine with the boys and girls. With her fun methodology to deepen discussion, she said, "I think that dance and movement is always a great way to engage with children, especially the tween and pre-teen age group. I think the method of using dance as an avenue to help discuss complex topics definitely made an impact." This resonates with Simunye's own learnings from the four-year programme. Children are capable of learning and understanding complex issues, but it is important to use multiple methods when trying to get a message across.

Die Duine leveraged its social capital to connect with valuable community partners, including civic organisations, to host a comprehensive workshop for parents and guardians. The workshop, attended by over 150 students' families, addressed the importance of effective child discipline strategies. This

workshop helped spread a positive message and address a critical need at the school and in the community: child discipline.

School hall refurbishment

During a tour of the Simunye schools, the Julius Baer Foundation noticed the permanently flooded hall of Mzamomtsha Primary, and offered to cover the cost of solving the problem if Christel House would be willing to manage and lead the project. The renovation involved elevating the existing floor with clean sand, laying a mesh-reinforced concrete slab over a waterproofing membrane, and installing necessary expansion joints. This was essential because the original hall floor, being below the water table, would flood whenever it rained.

It was important for us to engage the Driftsands community (of Mzamomtsha) in this effort. The principal of Mzamomtsha was asked to utilise her local networks, ensuring that contractors from the area were included in the tender process. This project not only improved conditions at one of our partner schools, but also allowed us to deepen our ties with the community of Driftsands by creating job opportunities.

Moreover, interactions with Mzamomtsha Primary School revealed that its computer room was not fully operational, with many computers not working. This opened an avenue for Christel House to support Mzamomtsha through its 'IT Greening Initiative', donating 24 desktop computers to the school.

Stationery drives

St Cyprian's organised a stationery drive to benefit orphans at 'Home from Home'. This organisation, which homes about 200 orphaned children, was very happy to receive these stationery packs.

Rondebosch Boys' Preparatory School used its connections to initiate a stationery drive at the end of an academic year. In addition to items received, it donated its own unused stationery and used its Widening Impact budget to create

stationery packs for Intshayelelo Primary School in Khayelitsha.

Positive experience

These initiatives exemplify the diverse approaches taken by each school to uplift marginalised communities, demonstrating the power of collective action in fostering positive social change.



Observations

While Simunye Project participants, including principals and educators, were incredibly enthusiastic and eager to contribute to the Widening Impact events, their already full schedules presented a significant challenge. The demanding workload associated with Simunye, on top of their regular teaching duties, highlighted an important area for improvement in Simunye 2.0: ensuring sustainable teacher support.



Learnings

Each school had its own perception as to what the deepest issues within society are. In order to fully capitalise on the potential of a Widening Impact framework, all schools should agree upon an outcome they wish to achieve.

It is also recognised that teachers are often stretched thin, juggling heavy workloads and packed calendars. Their dedication to Simunye, despite these constraints, was truly commendable. However, to ensure the programme's long-term success and maximise teacher effectiveness, we believe that compensating teachers with a stipend for their Simunye efforts is a crucial step. This acknowledges the additional time and energy they dedicate to the programme and initiatives such as Widening Impact, and fosters a sense of value for their contributions.



Chapter 3

BRINGING EDUCATION LEADERS TOGETHER

Indaba 2024



Introduction

The Simunye Indaba, held at the conclusion of Simunye 1.0, aimed to gather 50 principals from various socioeconomic backgrounds to showcase the work of the Simunye Project and highlight the importance and potential of social capital in providing economic mobility and positively impacting our unequal society. The theme for the event was 'Building Social Capital in an Unequal Society'.

The goals for this event were as follows:

1. Find innovative solutions towards building social capital in an unequal society.
2. Relay to principals, through researched content, the value of social capital.
3. Display to principals the work done by the Simunye Project.
4. Provide principals with a systems-thinking-approach activity to overcome what they see as barriers to forming connections.



Considerations

The following considerations were imperative in planning this event:

Identifying the appropriate principals to invite

To ensure a well-rounded discussion, we carefully selected principals from diverse backgrounds. In order to do this, we used the following criteria in our selection process:

- The school is faced with extreme poverty.
- The school has great affluence.
- The school is celebrated for its success.
- The school has expressed an interest in forming connections.
- The school will bring forth an understanding of a unique geographical location.
- The school has leveraged its social capital before.

These were the selected delegates:

Simunye Indaba development team



Julian Hermann
Julius Baer Foundation
representative



Adri Marais
Chief Executive Officer
Christel House South Africa



Carol Kriel
Chief Academic
Officer



Saadiq Chotia
Simunye Project
Manager



Rosco Hendricks
Simunye Coordinator
Christel House South Africa



Keri Francis
Executive of
Fundraising and
Marketing



Megan Losper
Marketing Lead



Rene Basson
Executive Assistant



Shereen La Fleur
Chief Finance and
Operations Officer



**Tintswalo (Tamia)
Ndhlovu**
Marketing Assistant

Simunye Partner Schools



Anthea Adriaanse
Principal at Die Duine Primary School



Brian Johnson
Simunye Coordinator at Die Duine Primary School



Bukiwe Bam
Simunye Coordinator at Mzamomtsha Primary School



Ian Ryan
Principal at Rondebosch Boys' Preparatory School



Keshma Patel
School Coordinator Deputy Principal at St Cyprian's School



Ndileka Kama
Principal at Mzamomtsha Primary School



Page Chetty
Simunye Coordinator at Rondebosch Boys' Preparatory School



Rene van Niekerk
Principal at Christel House Junior School



Jennifer Wallace (PhD)
Principal at Wynberg Girls' High School



Kate Angier (PhD)
UCT PGCE Convenor



Kathleen Davids
Principal at San Souci Girls' High School



Keith Meyer
Principal at Fairview Primary School



Liesl Fisher
Principal at Dietrich Moravian Primary School



Melanie Sharland
Principal at Wynberg Girls' Primary School



Murray Gibbon
Principal at Claremont High School



Patricia Demas
Principal at Bergvliet High School



Raliyah Ganie
Principal at Livingstone High School



Ronald Fortune (PhD)
Principal at Christel House High School



Shereen Stadler
Deputy Principal at Pinelands North Primary School



Simphiwe Kuze
Principal at Mfuleni Technical Academy



Siphathisiwe Nkala-Nkohla
Principal at Silikamva High School



Stanford Allies
Principal at Boundary Primary School



Stanley Allies
Principal at Bridgeville Primary School



Thandi Jafta
WCED Circuit Manager



Achmat Chotia
Mitchells Plain Bursary Trustee



Alastair Adams
Principal at Constantia Primary School



Anton Yon
Principal at Sid.G.Rule Primary School



Ayanda Mvandaba
Managing Partner Social Development and Youth Bridge



Babini Fatyela
Principal at Zisukhanyo Senior Secondary



Chris Storey
Principal at Camps Bay Primary School



Cynthia Sherry
Principal at Douglas Road Primary School



Dawn Petersen
Principal at Golden Grove Primary School



Denzil van Graan
Principal at Kleinberg Primary School



Stephen Price
Principal at Lotus High School



Tania Abrahams
Deputy Principal at Lotus River Primary School



Trevor van Niekerk
Deputy Principal at Bishops Diocesan College



William Page
Principal at Woodville Primary School



Xolile Mdingi
Head of Department at Naluxolo Primary School



Ebrahim Dawood
Principal at Darul Arqam Islamic High School



Faldiela Chotia
Retired WCED Circuit Manager



Haadie Abrahams
Principal at The Pinelands Primary School



Ian Kriel
Principal at Rosmead Central Primary School



Jawaad Holland
Principal at Norman Henshilwood High School



Zeid Baker
Principal at South Peninsula High School



Zorina Dharsey (PhD)
PSP Director



Nomthandazo Zweni
Principal at Holy Cross Primary School



Dr Gillian Arendse
Event MC



Creating noteworthy communication

Principals' schedules are understandably busy. We had to make our invitation stand out to capture their attention. **This was the result:**



Building social capital in an unequal society

As one of **50 key leaders** in education, we invite you to **join us** to co-create solutions to **build social capital** in our learners **across the wealth divide**

Featuring the passionate and enigmatic nuclear physicist and education visionary, **Dr. Gillian Arendse**

April 17 2024 | 10h30 - 19h30 | The Twelve Apostles



RSVP: schoffa@sa.christelhouse.org
021 704 9447 / 076 317 8602

Making it easy to understand

Presenting complex concepts in a way that is accessible and engaging for all participants was a crucial consideration for the Simunye Indaba organisers. It was also important to present information that was pertinent to them. In this vein, a questionnaire was sent out to all delegates ahead of time, asking what they would like to gain from attending the indaba. **The following came to light:**

- When asked what delegates could benefit from most developmentally, 50% of them felt they could benefit from networking connections, while 30% of the delegates hoped to learn how to improve their social impact.
- When asked what they felt would be the biggest holdback to school-exchange activities, 60% of the delegates said that it would be transport costs.

These findings, along with the goals of the event, informed the Simunye Indaba programme.

Agenda | 17 April 2024 | 10h30 – 19h30

Session 1

10h30	Registration and headshot photograph	Leopard Lounge
11h00	Breakfast	Leopard Lounge
11h30	Welcome and introduction	Milkwood Room
11h40	Take your cape off	Milkwood Room
12h00	Social capital: it is important	Milkwood Room
12h15	Social capital in an unequal world	Milkwood Room
13h30	Lunch	Azure

Session 2

14h30	Conversations with catalysers	Milkwood Room
15h30	Simunye 2.0	Milkwood Room
17h00	Close-out and vote of thanks	Milkwood Room
17h10	Popcorn feedback Canapés served	Atlantic Marquee
19h30	Event close	Atlantic Marquee



Positive experience

Arrival

The day began with delegates mingling over breakfast at the 12 Apostles Hotel & Spa. Upon arrival, a headshot photograph was taken of them for use in our book. It was also sent to these principals after the event so that they could amplify their own marketability.

Once seated in the meeting room, delegates received their networking toolkit, which was designed for them to connect with one another. It included five personalised business cards to be handed out during the event, two coffee vouchers and a portable charger, notepad and pen. Delegates were tasked with finding a 'date' by the end of the day. This was a teaser into the networking approach of the event.



Social capital: it is important by Saadiq Chotia

Simunye's project manager Saadiq "Simba" Chotia presented the concept of social capital to principals in a digested manner. Previously an educator at a Simunye partner school (Die Duine Primary) and a Simunye coordinator, Chotia made a transition, in 2023, from educator to Project Manager at Christel House for the Simunye Project.

His session opened with a theoretical discussion about social capital, referring to research by Pierre Bourdieu and James Coleman.

Chotia explained that during each of his life and work transitions, he struggled until he established a community, finding comfort in classmates at university, fellow novice teachers, and principals through the Simunye Project. He illustrated this by sharing his life story, showing how his network helped him successfully connect with the delegates at the Indaba.

"How would I have known that my high-school principal, Mr Baker (from South Peninsula High School), recommending I study history, would lead me to Kate Angier's class (his former history



Ice breaker by Carol Kriel

Each of the six tables had on it an envelope containing coins. Every participant received a pack of 10 coins. One at a time, participants would ask their table a question. Whoever said yes would toss their coin into the centre of the table.

Next, participants filled out a flower chart, writing a comment connected to what makes them uniquely themselves. These exercises made use of some of Simunye's prior learnings and established the crucial foundation of trust among participants. Sharing personal experiences and recognising commonalities helped break





lecturer), introduce me to one of my closest friends, which would lead to his principal, Liesl Fisher (from Dietrich Moravian), being invited to the Simunye Indaba, resulting in me meeting her for the first time here today?"



Social capital in an unequal world by Dr Gillian Arendse

Dr Gillian Arendse, a former professor at the University of Stellenbosch, and well-known education visionary, played a major contributory role as an impactful master of ceremonies at the Simunye Indaba. Arendse, who has had interactions with a multitude of schools across South Africa over the years, was able to use this knowledge along with his academic expertise to present poignant information to the delegates. He openly discussed issues of equality and equity, perspectivity and the intentions of connection.

He asked delegates to think about who they immediately gravitated towards when they had arrived for breakfast that morning. Many of the delegates realised that they had started talking to people they knew, who looked similar to them, or who they had some sort of link or connection to. This was therefore why delegates had been split up into mixed groups at different tables for the day's workshop. They were strategically seated according to the varying communities they served, to allow perspectivity to be variant in each working group.

This perfectly laid out what the perceived and real barriers to connection were for principals representing schools across the wealth spectrum, and led to conversations about shared visions and common approaches to forming connection.

Arendse followed this with an informative session on the power of social capital when equity is understood, and showed the value of intentionally placing people together who would not normally interact with each other.

He then posed the following questions to delegates:

1. How does 'unequal' show up in our world?
2. How do we define 'society'?
3. How do we balance between 'in-group loyalty' and 'out-group respect'?
4. What are the barriers that prevent people from building relationships?
5. What are some of the ways to overcome such barriers (perceived and real)?
6. If trust and shared norms are enablers of social capital, how do we establish them in an 'unequal society'?
7. Is technology (social media) building or eroding social capital?

Social media and its relation to social capital was then addressed more specifically, with the benefits, disadvantages and balanced way of approaching it outlined below.

Benefits of social media to social capital:

1. **Connecting across boundaries:** Social media allows us to reach people beyond our immediate circles. It bridges gaps, fostering and linking social capital. Through it, we encounter diverse perspectives, cultures and ideas.
2. **Building communities:** Online groups, forums and pages create virtual communities. These spaces cultivate trust, shared norms and cooperation, contributing to bonding social capital.

Disadvantages of social media to social capital:

1. **Superficial ties:** While we have many online “friends”, these connections can be shallow. Likes and emojis don’t replace face-to-face interactions.
2. **Echo chambers:** Algorithms tailor content to our preferences, reinforcing existing beliefs. This can limit exposure to diverse viewpoints.
3. **Online harassment:** Instances of cruelty and exclusion occur online, eroding trust and well-being.



Balancing the pros and cons of social media to enhance social capital:

1. **Emphasise quality:** Prioritise meaningful interactions over follower counts.
2. **Conscious consumption:** Be aware of echo chambers and seek out diverse voices.
3. **Positive impact:** Brands and individuals can use social media to promote values and behaviours that strengthen social capital.



Conversation with catalysers: the teachers’ panel hosted by Ian Ryan, featuring Keshma Patel, Bukiwe Bam and Saadiq Chotia

A panel of teachers was brought together to talk about their greatest experiences during the Simunye Project.

Ian Ryan first provided some context with an incredible story of transition, with him being the first principal of colour at Rondebosch Boys’ Preparatory School.

Systems-thinking approach by Adri Marais

Adri Marais took delegates on a journey of reflection, leading them to take a systems-thinking approach towards understanding what our greatest barriers towards connection are. The aim of her session was to assist the Simunye team with crafting solutions for building social capital between schools. **The following steps were followed during this workshop:**

- Step 1** Build a rich picture
- Step 2** Silent brainstorm
- Step 3** Naming the issues, and clustering them under three themes
- Step 4** Drawing an inter-relationship diagram
- Step 5** With the drivers identified, what elements could Simunye 2.0 contain?

Steps 1 and 2 had principals draw what they were feeling – a free-writing exercise. This would take stock of the energy and perceptions in the room before using all the information on the floor to develop informed perspectives. This silent brainstorm is extremely valuable when trying to unpack opinions while providing a barrier to reduce dominant voices.

Steps 3 and 4 identified the simple barriers to creating a Simunye 2.0 on a larger scale. Individuals indicated what they felt were the biggest drivers to school connectivity. Each group then tried to agree on three main drivers between the ones they had individually chosen,



finding one that possessed the key to unlocking opportunities in all the drivers.

The six groups identified the following drivers as being the key to Simunye 2.0 (with more extrapolated ideas listed under the Learnings section underneath):

1. Understanding our history
2. Having values aimed at progression
3. Communication
4. Buy-in



Learnings

Feedback from the teachers' panel session indicated that principals found it extremely valuable to hear about the different benefits to the teachers who participated in the Simunye Project. However, they would have enjoyed more video footage on the project.

Additional learnings that emerged from discussions with the principals in attendance are highlighted below.

Understanding our history (systems-thinking outcome)

Prior to forming connections, it is imperative that the context of each stakeholder is understood in order to allow their questions and answers to have a cushion.

This outcome by the principals correlates with our findings from our parent workshop at Derby Day 3. Parents reflected that the most valuable time for them during the workshop was having an opportunity to intently listen to each other.

Once again, having a direct conversation focused on listening and getting to know each other plays a major role in allowing us to overcome unconscious biases.

Values (systems-thinking outcome)

Values are not new to many in education. However, delegates at the indaba indicated that shared values may be the greatest need when collaborating. Beliefs, principles and ethical

standards can establish a collective framework to guide decision-making when principals decide on their mission when working together.

Communication (systems-thinking outcome)

When barriers to communication are shattered it becomes easier to identify specific needs more effectively. Regular dialogue will foster empathy, establish a collaborative approach, facilitate support networks and develop open lines to promote social cohesion.

Buy-in (systems-thinking outcome)

One of the greatest challenges during the Simunye Project was balancing the difficult workload placed upon teachers with what, in some situations, did not seem to be the most urgent matter for their school's progression. Teachers struggled with handing Simunye tasks over to SMT, and the by-product of this was difficulty in commitment, scheduling and the quality of workmanship. To ensure that a school gains the most from the programme, it is imperative that the entire school buys in and understands the exact benefits and expectations this programme will have on them and their school community.

Poverty should not be painted with the same brush

Poverty is often painted across the wealth spectrum with the same brush. This is not necessarily the case in Cape Town. The outcomes of impact in Mfuleni are different to those in Lotus River, to those in Mitchells Plain. One school may experience extreme gangsterism, one may be fighting drug issues, one may be fighting corruption. All of these are outcomes of poverty, and the different spaces and communities in which schools find themselves means that just because a school is a no-fee school does not mean that their issues are the same as the next no-fee school.

Similarly, some schools may occupy spaces

of poverty but do not have the same strengths based on their relationship with the community. For example, a school that serves impoverished youth but has access to a wealthier community may be able to draw upon a supportive neighbourhood.

Seeing the strengths in each other

The benefits of forming connections are also available to wealthier schools, as indicated by 30% of the principals attending the indaba stating that they hoped to gain an understanding of how they could have greater social impact. Such an indaba allows wealthy schools to gain a broader perspective on educational challenges. It also allows them to extend their community engagement and take knowledge about social

responsibility back to their schools. Lastly, it presents them with innovative approaches from schools that operate under resource constraints.

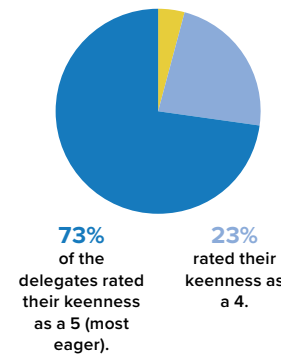
Stakeholders in education would like to get involved

Many principals expressed the need for this programme for student teachers who are training to join the field. Such a programme would provide any novice educator with a great understanding of the education ecosystem in South Africa.

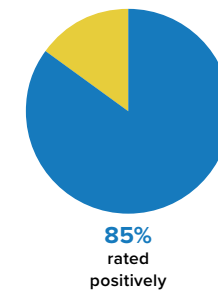
UCT PGCE convenor Kate Angier said, "The Simunye Project would provide a rich, rewarding, challenging space in which to volunteer, to grow their competencies in working with young people from diverse contexts."

Schools' enthusiasm for the Simunye Project

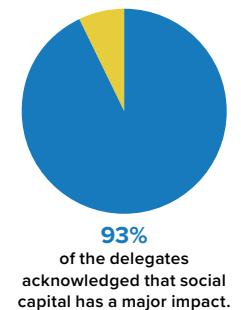
Delegates were asked to rate their eagerness to join the Simunye Project immediately on a scale from 1 to 5:



Asked whether they had successfully established new connections at the Simunye Indaba:



Regarding their understanding of social capital's impact on our unequal society:



These statistics clearly indicate that schools are not only eager to participate in the Simunye Project but also recognise its potential importance and impact.

Chapter 4

KEY LEARNINGS

What we learnt

Simunye's first iteration has taught us many things that we shall take with us into Simunye 2.0. Six key learnings are set out below.



1) Theory of Change validated

Our programme's Theory of Change (TOC), which outlined the path to positive impact, proved remarkably successful. Enthusiastic participation from learners, schools, parents, principals, businesses and local communities underscored the programme's appeal and potential for fostering the connections needed for economic mobility and reducing wealth inequality.



2) Metaplasticity and neuroplasticity – making memories and making shifts

While the concepts of **neuroplasticity** and **metaplasticity** arrived later in our programme development, they provided a crucial lens for understanding Simunye's broader impact on individual students. **Both concepts address the brain's ability to change and adapt, but at different levels:**

- **Neuroplasticity:** This is the broader concept, referring to the brain's overall ability to form new connections (synapses) and modify existing ones throughout life. It encompasses changes in brain structure and function in response to experiences, learning and even injuries. Think of it as the brain's inherent plasticity, its built-in potential to adapt.
- **Metaplasticity:** This is a more nuanced concept that refers to the 'plasticity of plasticity' itself. In

simpler terms, it's the brain's ability to regulate its own capacity for change. Metaplasticity essentially determines how readily neuroplasticity can occur. Certain experiences or activities can influence how receptive the brain is to forming new connections, making neuroplasticity more or less likely. Imagine your brain as a garden. Neuroplasticity is the ability of the garden to grow new plants (synapses). Metaplasticity would be the factors that influence how well the garden can grow things, such as sunlight, water and soil quality. A healthy garden with good conditions (metaplasticity) will be more receptive to growing new plants (neuroplasticity).

Dr Alexander Aston, an archaeologist and anthropologist from the University of Oxford, says of this philosophy: *"Thinking through obsidian is markedly different from thinking through marble. They afford and constrain certain technical and conceptual realities. In this sense, all material forms provide distinct properties and combinatorial possibilities that fundamentally pattern the dynamics of cognition and the creative diversity of human cultures. Rather than viewing the evolution of social cognition as a distinct process that became fused with material culture over time, it is more constructive to examine how matter in the environment has been constitutively entwined with both the evolution and development of the human neuroarchitecture."*⁷

The final sentence argues against the traditional view that social cognition is developed

⁷ Alexander Aston, "Metaplasticity and the boundaries of social cognition: exploring scalar transformations in social interaction and intersubjectivity," *Phenomenology and the Cognitive Sciences*, vol. 17, no. 1 (2018), pg. 76.

independently and then interacted with. Instead, it proposes that the materials in our environment have always been crucially involved in both the evolution and the development of the human brain's architecture.

In simpler terms: The materials and experiences we are exposed to are not just tools; they can influence and shape the way we think and create. This relationship between mind and material yields massive potential to the unique experiences provided by the Simunye Project.

We use this concept to understand some of the developments learners experienced through Simunye.

For example, consider the school exchanges for Rondebosch Boys'/St Cyprian's' students in Mfuleni/Lotus River. These firsthand encounters with contrasting realities bring the "story of South Africa" to life. Students are forced to confront unconscious biases and assumptions, prompting a new way of thinking about others, themselves and their communities. Similarly, attending events like the Formula E exposed students from Mzamomtsha and Die Duine to new reference points, empowering them to participate in future discussions about social equity with a more informed perspective.

These experiences have the potential to lead to lasting changes in students' perspectives and behaviours. By igniting a fire of curiosity and challenging their worldview, we cultivate the mindsets that will inspire the next generation of changemakers.



3) Transportation: a critical hurdle for equitable participation

While we recognise the importance of access to Wi-Fi and mobile data, Simunye prioritises transportation, because the programme's core impact lies in the transformative power of lived experiences. These experiences foster a deeper understanding that cannot be

replicated solely through online interaction. Therefore, addressing transportation remains a critical step in maximising the programme's effectiveness.

However, transportation is a significant barrier to connection for students from under-resourced communities. To ensure that we kept the playing field level, transportation was provided to all schools for all events. We recognised the critical need to address transportation issues to facilitate meaningful inter-school connections.

For many schools interested in joining Simunye or expanding existing connections, the cost of transportation presents the biggest hurdle. Due to contextual factors, under-resourced schools understandably cannot prioritise the transportation expenses attached to forming connections. Many students who formed bonds during Simunye events were unable to maintain them due to a lack of transportation options. Overcoming this barrier is essential to fostering deeper connections.

The issue of student travel further reveals underlying inequalities. While some students might have access to public transportation, it may not reach all programme locations, limiting their participation. Others may rely on private drivers, creating an uneven playing field. This lack of access goes beyond mere logistics. Entering unfamiliar areas can trigger unconscious biases, creating discomfort or a sense of being out of place for some students. Addressing these biases is crucial to fostering a truly inclusive programme environment.



4) Overburdened schools and the need for strong leadership

Simunye's multifaceted concepts need to be deeply embedded within the ethos of participating schools. To achieve this, early scheduling is crucial. This allows schools ample time to incorporate Simunye into their broader annual calendars,



ensuring a smooth integration without disrupting existing internal goals. Therefore, leadership buy-in and consistent support year-on-year from all participating schools is essential. This ensures coordinators can plan and execute confidently, knowing the programme aligns with the school's overall vision.

While strong leadership and engagement from participating schools is vital for Simunye's success, teachers play the most critical role. They create activities, conduct student selection, explain the value of social capital, facilitate challenging conversations about social and economic disparities, coordinate with partner schools, and ensure programme activities align with the Theory of Change. However, these responsibilities add a significant burden to their existing workload.

To acknowledge the extra effort involved and to ensure long-term teacher engagement, Simunye might explore offering a nominal stipend to educators who participate in the programme. This financial incentive would demonstrate appreciation for their dedication and commitment, ensuring that their efforts to galvanise the programme are recognised.



5) Smaller groups and project-based learning fosters deeper connections

Recent research by Professor Raj Chetty at Harvard University highlights the importance of social interactions in shaping children's aspirations and economic mobility. His research findings, optimising big data, confirms that interactions across wealth lines are powerful tools for upward economic mobility, particularly when they occur in smaller settings with regular interaction.

We have experienced our greatest success when aligning with Professor Chetty's research by fostering connections through smaller group experiences with a project-based focus. Students

reported feeling much more comfortable connecting during intimate school exchanges or collaborative projects like baking or cooking potjiekos. By prioritising smaller groups, we mitigate the risk of 'friend bias' setting in, where individuals gravitate towards familiar faces. This allows for more meaningful interactions across diverse backgrounds, fostering deeper connections. While we see the value of Derby Days and big events fitting into our learnings on metaplasticity, we acknowledge that these are not the ideal events for fostering deeper connections. These connections require time for individuals to break down the barriers or 'veneer' that often exists in South Africa, including unconscious bias, misunderstanding and a lack of awareness of each other's contexts.

For example, one of the most impactful activities occurred during the parent workshop at Derby Day 4. Here, parents were asked to answer and listen to another parent in their group describe a time in which they overcame adversity. This shared experience of vulnerability proved to be a powerful tool for breaking down barriers. By listening to stories of struggle and resilience from parents from different backgrounds, participants gained a deeper understanding of each other's realities. This fostered a sense of empathy and connection that would likely not have been possible in a larger setting.

Smaller groups provide the necessary time and space for these vulnerability-building activities to take place, ultimately promoting understanding and potentially even friendships.



6) Incorporating parents

Initially, incorporating parents/guardians in the Simunye Project felt like venturing into uncharted territory. We were worried that their involvement may disrupt the existing dynamic, leading to the trepidatious cancellation of a planned parent workshop in 2021. These concerns

reappeared at Derby Day 4, our first event with parent participation. Here, scheduling conflicts impacted certain families, while some learners did not have an official guardian available. Notably, only 17 out of 30 Christel House students had parents present, with the rest not having parental presence in their households. They were therefore accompanied by their guardians, in the form of aunts, foster mothers or grandparents, highlighting the diverse family structures within our programme.

This presents a need to consider the differences in experienced realities for all stakeholders. When asked about this, the Christel House coordinator Rosco Hendricks said: "I'm not shocked by this stat. The reality of a lot of our students is that they are either orphaned, or their parents are absent."

Through our coordinators, we also learnt that parents did not necessarily understand the value behind their participation when approached, and the impact they could have on fostering connections across the wealth spectrum. This first hurdle seemed to be the highest of all, but once the parents were there, they saw the value.

Despite these challenges, Derby Day 4 also offered valuable insights. Many parents reported having a wonderful experience, with some providing us with great insight. When asked how we could best improve the event one parent indicated the following to us in a close-out questionnaire: "After Derby Day 4, I realised storytelling is powerful and leads to understanding. Build more around this. Activities must be geared more towards multicultural teams solving a problem/activity together to lead to more conversations/engagements."

We see these constructive comments as well as the positive ones and will use them to formulate what will be our best practice when incorporating parents. The component of parents can open several doors to the wider community. The social capital that they possess can benefit any school, and wider community.

The learnings above were the most vital building blocks in our approach to creating Simunye 2.0, and we have sought to use them to galvanise our efforts further.



Simunye 2.0

Leveraging four years of experience and insights, Simunye 2.0 fosters social capital through interactions, activities, and leadership development.

Chapter 5

THE NEXT STEPS

Our experience gained over the last four years, including the research, outcomes of an audit, learnings from the Indaba and several group conversations with Simunye 'alumni', informed the development of Simunye 2.0. **The following key principles anchored the thinking as we structured our next two years:**

- Building social capital is the key lens through which activities take place.
- Success means enabling multiple interactions in small groups.
- Success will not be in large 'once off' events like Derby Day.
- Regular interactions within the small groups are necessary.
- Activities must be executed on an equal playing field.

- Project-based activities that can have a conclusion and that are to be worked on together should be sought out – be that baking cookies, building a robot or solving a Sustainable Development Goal (SDG).
- The budget will shift away from costly Derby Days towards smaller interactions focused on fostering a deep connection.
- There will not be a restriction on age; we will support school leaders who are interested in running the Simunye Project in their schools.
- Parent connection opportunities should be focused on breaking down the barriers to connectivity.
- Teachers' leadership development opportunities will be built in.
- Principal engagement opportunities will also be built into the programme.



Framework

Simunye 2.0 will include more schools, each with 10 young student leaders (Trailblazers) identified to participate regularly with their peers across the wealth divide over a period of a few years. We suggest that we contain the project to 12 schools and focus on the key ingredient of success, namely smaller and more regular interactions over a sustained period of time.

Schools will be approached to apply to form part of the Simunye 2.0 Project, and the Indaba schools will be approached first. The 12 successful schools will then operate as three nodes, each with four schools. One of the four schools in the node will be the lead school initiating the establishment of the Simunye Project, recruiting their partner schools across the wealth divide in collaboration with Christel House as Programme Lead. We envision facilitating conversations between the node-lead schools which are then fed back to the participant schools. All schools will have a coordinator who will receive a nominal stipend to formalise their position and responsibility.

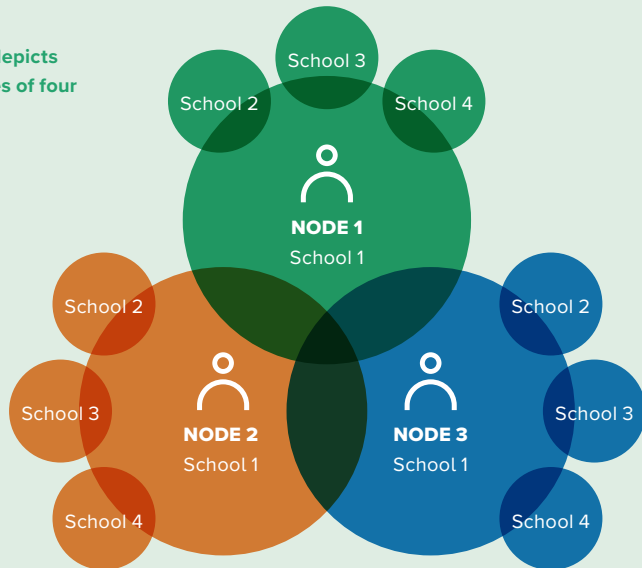
Christel House will lead Simunye 2.0 in strategy, execution, management and support by leading one of the nodes and, of course, leading the full programme.

During year one, the nodes will operate collectively within, but separate from the other nodes. Years two/three will allow for node rotation to widen the connection between the nodes and the 12 schools. The continuation of the project will be confirmed during year two, and we will use informed decisions to determine the direction we take in pushing the project further.

Activities will be shorter, defined and more regular. **This would include:**

- Restorative multi-school circles with in-depth discussions guided by a defined curriculum and geared towards understanding wealth inequality and the social responsibility needed to address it
- Project-based activities
- Virtual networking: building of virtual connections

This diagram depicts the three nodes of four schools each.



INVITATION TO APPLY

If you are interested in applying to join the Simunye Project, please email us to start the conversation: simunye@sa.christelhouse.org

Scan the QR code below to get juiced for the journey ahead!



Conclusion: The confidence to jump!

The Simunye Project isn't a quick fix, but rather a winding path filled with valuable lessons, both obvious and hidden. This book is also not a rigid blueprint. It is a guide. It offers a starting point for schools to adapt and implement a validated Theory of Change in their undoubtedly unique context.

The history of division in South Africa leaves us hesitant to jump into the cold waters of change. We can confirm that the initial plunge is daunting, but it inevitably pushed each of us to profound personal growth and a deeper understanding of ourselves and others.

We hope that the small steps we've taken can spark you on your journey. As you connect with others on this same path, you'll experience a shift from limited perception to a more enlightened perspective.

Think back to a time like the pandemic – a period of fear and uncertainty. Yet, amidst the challenges, we witnessed incredible acts of compassion and innovation. This begs the question: Why did it take such a dramatic shift to bring out the best in us? Simunye offers a path forward, a way to cultivate those positive aspects of change and build them into the fabric of our everyday lives.

We understand the trepidation of venturing into uncharted territory. You may worry that your context and challenges will be misunderstood. But please, take comfort in knowing that the waters are just as unfamiliar to all of your future connections.

Communication is crucial to cultivating relationships, and we assert that creating bridging social capital is essentially a communicative accomplishment. When principals, educators,

“We hope that the small steps we've taken can spark you on your journey. As you connect with others on this same path, you'll experience a shift from limited perception to a more enlightened perspective.”

parents and communities collaborate to become agents of transformation, we streamline the path to reducing wealth inequality. Start a conversation, drop the hesitation, and have the confidence to jump.

Together, we'll build bridges – not with bricks and mortar, but with empathy, understanding and a shared purpose. Let us lay the path knowing that our small steps in Simunye will become the big impact we wish for our children.



THANK YOU AND ACKNOWLEDGEMENTS

A special thank-you goes out to the following organisations and staff for their incredible contributions to the Simunye Project:

- All students and parents for your participation, energy and the invaluable experiences we've shared in being together.
- The incredible teachers and principals at our partner schools: Die Duine Primary School, Mzamomtsha Primary School, Rondebosch Boys' Preparatory School, St Cyprian's School and Christel House South Africa.
- We are deeply grateful to the Julius Baer Foundation and its partners for their unwavering belief in the Simunye Project. Your partnership through the Wealth Inequality Initiative was extremely valuable.
- We extend our heartfelt gratitude to the entire Christel House South Africa staff and learners. Your tireless efforts and boundless enthusiasm were instrumental in making every Simunye event a resounding success.
- The Simunye Indaba education visionaries, for giving us the guidance on how to boost our efforts further.
- Each and every person who has been involved from the beginning – we salute you.

Credits for this book:

- **Author and Researcher:** Saadiq Chotia
- **Research and Vision:** Adri Marais and Carol Kriel
- **Design:** Christelle Grobler (Crisp Media)
- **Editor:** Tracy Lynn Chemaly
- **Editing and Aesthetic Assistance:** Megan Losper, Tintswalo Ndhlovu, Keri Francis
- **Proofreader:** Katherine Farrell



DISCLAIMER

The information presented in this document is based on our current understanding and interpretation of available information. While we have made every effort to ensure accuracy and inclusivity, we apologise profusely for any unintentional exclusions of those who have assisted in the journey. We recognise the limitations inherent in capturing the complexities of any subject.

This document is not intended to be exhaustive and may not reflect every perspective or viewpoint. We encourage readers to engage in further exploration and critical thinking to form their own informed opinions.

The views expressed herein are solely of Christel House South Africa's interpretation and do not necessarily represent the views of any other individual, group, or organisation. We strive to present information in a respectful and unbiased manner, and any unintentional offence is deeply regretted.



Julius Bär
FOUNDATION
