

3D

South Africa

Education
Early investment



Investing in life-long potential Photograph: Tamaryn Reid

Learning for life ▶

Deutsche Bank supports some of the most vulnerable children through equipping pre-school teachers

An investment case for early childhood education
Quality early childhood education is undoubtedly a key driver in poverty eradication. Research shows it closes the economic divide for those children who do receive early cognitive stimulation in the pre-school phase when the brain is most receptive.
In 2015 almost 63% of South African children were born into and live in poverty. It is usually these most vulnerable children who do not participate in early learning programmes, placing them at a distinct disadvantage to their peers who receive early inputs ensuring they are school ready.

Even though the majority of these children access and attend formal primary schooling with their peers, more than 20% are unlikely to complete high school perpetuating the cycle of poverty.
These children tend to fall behind in the lower grades, having lost out on that upward development trajectory setting a growth and learning path for life.
The evidence is clear: invest early in children at a lower cost and higher return.

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High attendance
Participation rate in South African primary schools

98%

Tomorrow's generation today
South African children under six years old in 2016

6.3m



Education
Early investment

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Foundational Building blocks for Life

That is why as part of Deutsche Bank South Africa's *Born to Be* education programme we partner with organisations that work with the training and professional development of pre-school teachers ensuring children in poorer communities get the right start. We are currently supporting seven non-profit partners equipping 1,522 teachers, with more than 33,077 children benefiting, multiplying each year from our interventions.

Sparrow Schools, one of our long-term partners has designed and is now delivering a comprehensive Early Childhood Education solution at their college. The quality certification enables successful students to not only gain practical knowledge, but also the opportunity to access employment while providing a vital service for their local communities. Some of the graduates have even gone on to open their own pre-schools, such as the Boa sisters. ■

“Because of the ECD course at Sparrow FET College, I am able to learn about teaching and child development so I can go back into my community and share what I have learnt”

Nomsa Luthuli
Participant on Sparrow School's Programme 2016



Student teachers in action at Sparrow Schools Photograph: Tamaryn Reid

The equalizers

Student teachers at Sparrow Schools in 2017

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Strength in numbers

We are currently supporting seven non-profit partners equipping 1,522 teachers, with more than 33,077 children benefiting

33,077

Education
Pre-school pioneers



The Boa sisters igniting young minds at their *Smart Tubbies* pre-school in Soweto Photograph: Tamaryn Reid

What made you decide that you wanted to qualify as a pre-school teacher and open your own pre-school?

Gugu: We realised there is a lack of early childhood development in our community. Once we went to Sparrow Schools we learnt a lot and how kids need to grow holistically. In our area most kids just go to the day care centre and they don't do physical activities or educational things. We wanted to change the lives of children and to help parents to know their child's milestones and development phases.

Did the Sparrow School's programme influence your view on early childhood development?

Milly: With the children I learnt how to help stimulate them further and that children learn differently and that they are not the same. You can stimulate them in the right way to get them to the right point.

What has been your experience in setting up your own pre-school?

Milly: The first year was easy, however as we expanded we have had to learn how to deal with parents from different backgrounds.

Gugu: We had marketing challenges. Being new and young we were not taken seriously. Once we had three children it grew quietly through word of mouth. The main advantage is that we are qualified and the parents can see the results. We now have 51 kids, and have a waiting list.

What are your future plans?

Gugu: We are both studying further so that we can expand our pre-school to include Grade R, the reception year before Grade 1. We will do parent workshops – educational talk shops so that parents can develop an understanding about education, for example, the importance of books and reading.

Milly: Future plans are to expand. We are renting currently. We want to build the centre so we can have classrooms. Also to include grade R. Our longer big dream is to build a primary school too and have the children with us longer. ■

Tale of two sisters

On 5 January 2015 the Boa sisters, Millicent and Guguletha (Milly and Gugu), armed with their accredited pre-school teacher qualification from Sparrow Schools, opened their own pre-school *Smart Tubbies* in Soweto Township, Johannesburg. They took time out during their twelve-hour schedule to share their story

Enterprise
Hybrid sector

Charitable business

Deutsche Bank’s *Made for Good* programme enables charities to do business for good



Non-profits for profit

In the current economic climate, most non-profit organisations (NPOs) are faced with the challenge of reduced donor funding and greater demands as poverty rises. Our *Made for Good* programme is helping to secure the future of NPOs through enterprise solutions thus ensuring NPOs can continue to provide essential services to communities where they operate.

In 2015 we partnered with TSiBA (the Tertiary School in Business Administration) to design and implement a programme that enables NPO leaders to investigate diversifying their organisations’ income streams and moving away from 100% donor reliance. For some participants it provides a first-time awareness that their existing services, products or capacities could generate income, such as mothers2mothers (m2m). m2m is an Africa- based, global NPO who realised some of their core competencies in preventing mother-to-child HIV transmission are in demand by both the private and public sector.

In developing or refining their income generation models certain NPOs had a natural extension to their current operations. For example, REAP’s (Rural Education Access Programme) whose non-profit services provide rural youth with ongoing support and access to tertiary education. REAP are expanding their offering to

Donor oversubscription
There are over 180,000 registered non-profit organisations in South Africa

>180,000

Made For Good
Leaders benefitting from the NPO Alternate Income Generation Programme

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develop a network of employer relationships to facilitate, at a fee, vacation and graduate placement for their students.

Similarly to many organisations, Enke, a youth leadership development organisation needed to review their existing income generation strategy to adapt and make provision for the opportunities presented with the revised South African Broad-Based Black Economic Empowerment (B-BBEE) Codes of Good Practice. The demand in companies to invest in skills development and enterprise development to increase their ratings has created a market need. Enke’s training solutions meet the skills development requirement.

Most NPO leaders acknowledge that a more diversified revenue base can assist NPOs to achieve greater capacity and impact, while ensuring their long-term sustainability – the ultimate goal of our Income Generation Course for NPOs under our *Made for Good* programme. ■



Shifting mindsets of doing business for good
Photograph: Tamaryn Reid

Volunteering
Hands on



Deutsche Bankers hand-in-hand with children greening and improving their pre-school environment Photograph: Tamaryn Reid

Sweat equity

Deutsche Bank South Africa gets involved for a greener, sustainable pre-school environment

A group of Deutsche Bank volunteers teamed up with Food & Trees for Africa to host a corporate volunteer day at a Johannesburg pre-school, the Sprout Educare Centre. Together with the children, the volunteers planted trees and vegetables for the centre with the aim to transform the school into a healthier more sustainable environment.

“It was an amazing experience learning about how to effectively plant trees and vegetables. We were taught how to ensure trees get enough water and fertilization when planting,” commented Dinesh Rajah from CTO Branch Management.

This is how the bank connects the commitment of individual employees with its responsibility agenda, by creating at least four bank-driven initiatives for staff to volunteer throughout the year. Staff can also get involved with longer-term individual commitments with our project partners such as school and university mentorship programmes or assisting NPOs with skills and knowledge transfer.

We encourage staff volunteering with two volunteer days leave per year and by offering assistance, financial or otherwise where staff are involved with a charity of their choice. On average one in three local employees are involved in different volunteering initiatives during the course of the year. ■

“I went to give... but really I was on the receiving end as I got the gratification of making a difference”

Busi Power
Trade Management Group,
Deutsche Bank South Africa

Taking part
South African Deutsche Bank
volunteers in 2016

32%