BRIDGING THE GAP

In schools, in community – emerging lessons from the Schools Improvement Initiative

A summary report of the collaborative seminar hosted in Khayelitsha on 22nd August 2015

The University of Cape Town (UCT)

Schools Improvement Initiative (SII) and the Poverty and Inequality Initiative (PII)

By Linda Martindale/Odonata

BACKGROUND

The purpose of the symposium was to present the work to date of the Schools Improvement Initiative (SII), as an output of the NRF Community Engagement Project awarded to the SII from January 2016 to December 2018.

The title of the symposium, "*In schools, in community – emerging lessons from the Schools Improvement Initiative*" was based on the title of the SII's Community Engagement project: *"In schools in community: a university-school partnership as a model of community engagement".* The focus of the NRF research study has been to examine the process of community engagement as it occurs through a university-school partnership between the University of Cape Town (UCT) and a group of schools in Khayelitsha in the Metropole East Education District (MEED) in Cape Town, Western Cape.

The partnership between the university and schools is situated within a broader whole-school development initiative facilitated through the SII. A number of key projects that fall within the SII are located within the Schools Development Unit (SDU) in the School of Education. These include 100-UP and the Ikwezi Lead Teacher Project. Similarly, teacher professional development and the development of school principals and managers in the SII partner schools is implemented by education specialists in the SDU.

A key focus of the NRF research project is the interdisciplinary collaboration within the institution between disciplines in Education and Health Sciences. University disciplines involved in this collaboration include Occupational Therapy (OT), Speech Therapy (SLT) from the Faculty of Health Sciences (FHS) and the School of Education (Faculty of Humanities). Practically, this takes place through the FHS service learning placements and the School of Education teaching practice placements. The interdisciplinary collaboration also includes Library and Information Sciences and the Department of Social Development. More recently the SII has extended its collaboration to include Physiotherapy and the UCT Drama Department. External partners of the SII include The Bookery; Rotary; Nal'ibali, and signficantly MEED. The positioning of the SII in a supportive role of the broader education project of the District, is a key feature of the Initiative.

It is intended that through the NRF Community Engagement Programme the process of community engagement, underpinning the various partnerships and collaborations mentioned above will be researched and documented. This will enhance the understanding of how the processes of community engagement shapes and constitutes interdisciplinary practice within a community with a low socio-economic status. Through exploring the assimilative approach of Education and Health, and assessing the collaboration with the schools, insight will be gained into how practices can be shaped that will create an enabling environment in which student learning at the level of the school and the university can be promoted and enhanced. This may inform ongoing curriculum development within the various disciplines.

EXECUTIVE SUMMARY

Over one hundred people from various sectors including MEED, UCT, the Poverty and Inequality Initiative (PII), the SII, principals, teachers, practitioners, learners and interested individuals participated in a one-day symposium/seminar on 22nd August 2015. The purpose was, in the words of Professor Crain Soudien, "a deliberate attempt to see how we can learn from one another" from experiences and lessons gained through existing partnerships aimed at bridging the gap between UCT and Khayelitsha, and between learners and institutes of higher learning. The seminar was hosted at the Centre for Science and Technology (COSAT) in Khayelitsha.

With a strong emphasis on conversation and listening, the programme consisted of presentations interspersed with interviews with teams and students from both UCT and schools based in Khayelitsha. A theme that emerged throughout the day was that of taking the learnings from the 'ivory tower' of UCT on the mountain slopes to educators on the Cape Flats, and vice versa. "How can the

understanding on the mountain be made available and brought into the space of the wider community in ways that are accessible and meaningful?" asked Professor Soudien at the start of the day. Also, how can students and academics learn from the depth of experience and skill of teachers who work in 'majority schools' and the challenges that exist in those learning environments?

Another strong theme that emerged was 'bridging the gap' between learners' schooling experiences in disadvantaged communities (ie: Khayelitsha) and institutes of higher learning (ie: UCT). The SII partnerships endeavour to bridge this gap through many initiatives, some of which include: the preparation of learners for higher education, promotion of investment into libraries in schools, improvement of discipline methods and practice, preparation of learners for easier entrance into universities, usage of tools to enhance reflective practices of students, challenges in partnerships of schools with UCT, improving communication in community development, teacher training partnerships where students are mentored by teachers in Khayelitsha, homework programmes where grade 11 learners mentor grade 5's and 6's and a focus on building and maintaining partnerships in healthy ways.

The quality of the conversation was testimony to the quality and effectiveness of the relationships and initiatives. This report provides brief summaries of presentations and interviews, along with some key thoughts and issues raised, and questions which may point to the way forward in some instances.

EMERGENT THEMES

- Nurturing of credible, mutually beneficial partnerships with positive outcomes
- Bridging the gap between academics and practitioners, and UCT and Khayelitsha
- Easing the transition between primary and secondary schooling, and tertiary institutions
- Democratising relationships and growing in effective partnerships
- Acknowledging communal learning and sharing of experience
- Encouraging ongoing conversations that lead to change
- Listening to different stakeholders in the processes and programmes
- Acknowledging the gaps that exist and investing intentionally in minimising them
- Responding to an environment's needs in appropriate and relevant ways
- Multilingual communication in schools

OVERVIEW

Access & Opportunity: Schooling in Khayelitsha, an Introduction
Dr Jonathan Clark

Dr Jonathan Clark introduced the participants to facts and figures on schooling in Khayelitsha, presenting a background context to the community that included a comprehensive overview of numbers of schools, specific learner types and researched information and observation. He described Khayelitsha as a place that is "a mix of modest prosperity and occasional affluence with widespread poverty of varying severity." Clark's key message was that whilst there is a high percentage of school attendance in Khayelitsha, this does not translate to children leaving school with an equal/good standard of education and therefore, opportunity. The challenge Clark put before the participants was this: Children in Khayelitsha have equality of access without equality of opportunity in the Khayelitsha schooling system.

In conversation: Building Sustainable Libraries through University/Community/School Partnerships
Dr Connie Bitso with Lwando Mboniso; Nondumiso Mzamo; Vuyelwa Zweni & Sibusiso Nkosi

The discussion focused on the difference that school libraries make to learning communities and the reality that schools face challenges that having a fully functioning library seems to address both directly and indirectly. Nondumiso Mzamo (*Sivuyiseni Primary*) said that there is an increase in involvement in the library where she works as a library assistant, with the principal investing more time and resources, as well as the learners showing more interest. Sibusiso Nkosi (*Soyisile Primary*) commented on the involvement of parents in the library and their eagerness to see their children reading more, and the increase in learners borrowing books has been a highlight. Lwando Mboniso (*Intshayelelo Primary*) has been encouraged by the significant increase in teachers and learners coming to the library – a number that grows each week, as well as the joy of seeing learners reading books during their lunch break. Another highlight is the integration of the libraries into the rest of school life and learning. Vuyelwa Zweni (*Ummangaliso Primary*) cited how she works with teachers in their lesson preparation. For example, if a lesson is on careers, Vuyelwa finds stories on a nurse, or painter, or doctor, to better use stories for integrated learning. All four library assistants spoke of the positive impact of this work in their personal and vocational lives, as well as in the lives of their learners.

From the Punitive to the Positive: Engaging with teachers on changing school discipline practices
Janis Wylie (UCT) & Phumla Nkewana (Ummangaliso Primary)

A relationship that has existed for many years prior to this particular project was cited as one of the reasons for the success of this discipline and behaviour initiative between SII and Ummangaliso Primary School. Another reason was that of honesty of the staff as to the punitive measures that were being used at the school, even though illegal. Phumla Nkewana (deputy principal) highlighted that addressing the proverbial 'elephant in the room' around issues of discipline and punishment, and having an honest assessment of punitive practice was the only way to start working at real change. A workshop was facilitated that addressed the relationship between staff and learners, theory of change and strategies of discipline. Out of this a specialised Code of Conduct was developed with input from learners and staff that all learners and their parents agree to in a signed contract on entrance into the school. Nkewana reminded the participants that good teaching cannot happen where there is no discipline, hence the importance and urgency of this Code of Conduct that is already seeing a decrease in the need for punishment within the school.

'In conversation': UP & OUT': Emerging Lessons through 100-UP
Ferial Parker with 100-UP Grade 12 learners and 100-UP 1st and 2nd year students

The mentoring and support programme, which was started in 2011, addresses the very real need for helping learners from Khayelitsha better prepare for application and acceptance into UCT, and other tertiary institutions, once they have completed their matric studies. Parker explained that the gap between secondary and tertiary education is wide and this programme helps bridge that chasm with life skill preparation, holiday camps based at a residence on campus, lectures etc., workshops with student-run bodies, as well as engaging in other activities at UCT. Parker reiterated that not everybody on the programme ends up at UCT, but that it enhances the chances of readiness for university (UCT or otherwise), making the transition easier and the learner more likely to succeed. She also cited that students are taken in from all 20 secondary schools in Khayelitsha, despite the level of the school, and that the success rate in 2015 was: of 143 students, 80 were accepted into UCT and 46 into other institutions with a total of 126 in tertiary education.

QUOTES - In conversation with students from 100-UP
"In five years' time I see myself graduating from UCT and in ten years' time, I want to see myself working on the most complicated issue facing the world." *Buhle*

"I am doing a bachelor of Social Sciences and want to develop my vision. Anything I strive for is possible. Coming from Khayelitsha I did not have a positive mind set but now I am surrounded by like-minded learners." *Zimi*

"100-UP explained the work we did at school, provided resources and motivation to work hard and helped me realise I can be what I want to be. They told me what to expect – people who had already been there and done it." *Namhla*

"I want to be able to contribute something valuable to society faced with problems. I want to reach a point where I have contributed something to help Africa with the problems we are facing. That is success for me." *Tefelo*

"Living in residence having never been away from my parents was challenging. As the year went by I had the opportunity to interact with people of different backgrounds, different countries, who view life from a different perspective. People who have been through bigger obstacles than you helps you see if they can do it, so can you. Travelling from Khayelitsha to Rondebosch every day was too much, so being in res is helping. And it is an environment where everybody is studying and it helps." *Simalo*

"100-UP gave me confidence to ask questions in class." *Bongani*

"When you are at school you are seen as a teacher's pet or over achiever and want to shrink into the environment, but at 100-UP I was around people with similar situations and attitudes. It helped shape my attitude." *Anonymous*

"There is lots of potential in Khayelitsha, but we are not exposed. Our parents have never been to university. There should be more programmes like 100-UP – there is a way out. *Anonymous*

Cultural Historical Activity Theory - a lens to encourage the reflective practices of Occupational Therapy students working in a school context
By Pam Gretschel & Shireen Damonse

Occupational Therapists Gretschel and Damonse introduced Cultural Historical Activity Theory (CHAT) and drew on a practical example from a parent/child school activity that was better informed and understood through the use of this tool. Damonse shared how it became obvious that there was a need to include parents into the OT service process of individual therapy. The first groups started this year, offering opportunities for parents to be involved, as they explored how they can equip parents to better deal with their children's difficulties. Parents were committed and it was going well, until the second block when there was a significant decline in attendance. The OT team explored reasons for the success and subsequent decline of the group using CHAT.

As part of the partnership with SII schools, the Occupational Therapists, through CHAT, gained significant insight into the following areas: clarifying the motives of the group, ensuring they were aligned with the parents/caregivers' motives and needs, analysing perceptions around the hindrance to the group success related to race and culture, and assessing other hindrances, such as the students not making best use of the resources available, like tapping into the skill of the department's supervisor whose unique skills and experience helped make the first block the success it was. CHAT helped reveal the real reasons for the decline in attendance of the parent/child OT groups, and showed the need for developing tools that went beyond the 'traditional' tools to better understand the context of the participants of therapy.

Gretschel and Damonse concluded with the call for practitioners to think about how they conceptualise and reflect on the way they offer services and support to schools, and ask critical questions about identities, the knowledge they draw on, the tools they use and how these interface with the people with whom they work. They put forward that CHAT is one tool that will help in this process.

'In conversation': Reflections on the SII university/school partnership at Intshayelelo Primary
By Dr Patti Silbert (UCT) with Mxolisi Mbobo & Lungiswa Mdingi (Intshayelelo Primary)

Intshayelelo Primary has become a site for a number of interventions, programmes and projects piloted in partnership with UCT since the connection began in 2013. Silbert said that the school has been welcome and receptive participants and partners in these initiatives, along with other groups such as Rotary and The Bookery, for example. When asked what it means to be in partnership with UCT Mbobo said it was a privilege to have been chosen as one of the schools working with the SII. He stated that the investment in maths and language initiatives, the development and resourcing of the library, and staff development, were of particular value to him and his team. As many of his learners come from disadvantaged areas, he stated the importance of nutrition support - "Children will be able to think clearly when their stomachs are full." Mbobo also stated that the OT students play an important role in the learners' development and help the teachers identify problems at an early stage of the children's' educational journeys. The *vision* and *mission* of the school has been developed with the help of the SII and this has also been of great importance to the leadership of Intshayelelo Primary.

Silbert asked whether with such a high number of initiatives, a challenge has been the extra demands placed on teachers in accommodating UCT. Mdingi expressed that whilst they have never felt pressured to adopt new initiatives, there have been challenges in additional responsibilities and time investment on the part of the teaching staff. She reiterated that everything the SII has done has added value to the school and helped the staff address real issues, other than a computer project which did not work, largely due to it being on a Saturday. She commented that, "At first it was difficult, but as time has gone on it has become part of our systems." For Mdingi, the support and development of management as they have faced challenges has been priceless and helped keep them going.

Developing communication for learning in Community Development Practice: students' experiences:
By A/Prof Harsha Kathard

"Speech language therapist and audiologists are in a profession that evokes deep interest in communication – listening, writing, speaking, reading – all the things that make us human and makes us people who can grow in terms of learning opportunities." So began Kathard's presentation on developing communications within development practice. The question she asked was how practitioners are going to train the future work force to make sure they engage with the deep inequalities in our society through their daily work?

Students have been placed in a context where they have been challenged to practice in ways different to previous engagements. They spoke of their challenge of what felt like slow integration into a new community where "everything was different – language, culture etc." Cross-team communication, the clear and regular articulation of goals, the challenge of busy schedules, building relationships across language barriers and being involved in a community where one "felt like an outsider at first" – these were some of the issues that one student faced in her placement. Another expressed frustration at not being able to do individual therapy even though the need was obvious, as well as the challenge of moving from *theory* to *practical,* and being unsure of what she could offer and what their roles were at first. She learned that communication is a two-way stream, whereby if one party cannot receive a message, the other is immediately included in the problem. One student admitted that she went in with proverbial 'guns blazing' and had to be told to slow down and be immersed in the community first. Another student said that 'listening' has been the greatest learning opportunity and changed how she worked in the community.

'In conversation': Partnerships in Action: Establishing a model of support to student and mentor teachers through a university/school partnership
By Dr Clare Verbeek with PGCE students

Three students learning to be a 'new generation' teachers and two mentor teachers who have been receiving students as part of the PGCE course were interviewed for their thoughts, values and

experiences. Verbeek said that the process of developing teachers cannot just happen 'on the hill' where UCT is, but is better done in partnership with those who teach every day in majority schools environments. Teachers have a role to play in developing new teachers. Class theory and practicals work well together to better prepare students for teaching in a real school setting. Six students applied to be a part of this programme in the first year and over fifty in the second. The department currently has ten students per year, partly constrained by the resources involved, such as travel costs etc. The question Verbeek raised was, what kind of support does a student in this context need and what support are schools able to give? Verbeek challenged the myth that the way to produce the 'best' teachers is to send them to highly resourced schools with all the 'bells and whistles'. Rather, that sending students to what Professor Pam Christie calls 'mainstream' or 'majority' schools is significantly effective in the preparation of highly skilled teachers. She reiterated that the focus needs to be on giving students access to learning in the context of what most of South African schools are like in reality.

QUOTES - In conversation with students and mentors
"I am a deputy principal and a mentor. I was a maths teacher, but I realised we had a problem with Grade 6 English and that is when I started being a mentor. I am a mentor for four students from UCT. In the olden days we use to sit in the staff lounge when you have a student teacher, but now we must be in class – we are mentoring those students. I have learned a lot and it is not just the students learning from me, but me from them too." *Phumla Nkewana*

"Being from Natal I had never been into Khayelitsha before the six weeks and so going into my school was an example of breaking stereotypes for me; that a school like this is dysfunctional, it's not going to work properly, and the kids don't want to learn and the teachers will not be in the classroom. But I have been so pleasantly surprised by the experience. I have an amazing mentor teacher who I have learned so much from and have been so humbled by, an experience that has changed me completely as a teacher in so many ways … they have lead by such great example. I will be forever indebted by this experience." *Anabelle Nichol*

"The first time I was told I was going to be a student teacher mentor I wanted to refuse, and it worried me, and I knew that these students I would be mentoring are coming from a background which is not the same as mine, but I did not want to disappoint my principal and thought maybe I would even gain something from it. Really, I am gaining a lot. As much as they are gaining from me, I am gaining from them. At first I was scared about what was expected of me, but they trained us and we received a mentor who would mentor us too. The group meetings are helping and I would like to thank the SII for this opportunity, for empowering us as teachers and to have that confidence – we have got something from this. The way I am teaching now is not the same as I was teaching before." *Sizeka Xayiya*

"When you come into the class and see the knowledge the kids already have, it is important to remember that whilst these projects are helping and assisting, there is huge learning and good work going on already. We cannot underestimate that. There are fantastic initiatives, innovation with very little resources already happening and that is amazing, more than anything else. Things are not as desperate as South Africans tend to think. I am going to put Mr Mbobo on the spot and hope he offers me a job." *Jihad Omar*

<u>Mapping and performing the intersections of identity in practice.</u>
By A/Prof Roshan Galvaan & Liesl Peters

Liesl Peters, a clinical educator in the Occupational Therapy division at UCT, presented insights that Galvaan and herself have gained from placing their students at SII schools. As the students design appropriate interventions at the school, they are required to also think about their own identity. The department is interested in how political factors impact on children's learning and opportunities. One of the discourses mentioned is the fact that many learners do not see the impact of learning or value of education on peoples' lives in their communities and wonder if it will change their life in any meaningful ways? It was with this in mind that students at the start of 2014 developed a homework

programme at Intshayelelo Primary. Peters stated how the students entered the partnership with the ~~crucial~~ Community Development Practice by identifying needs from the stakeholders. Working with the Governing Body the students and teachers recognised the need for help with homework, as moving forward with the curriculum was being hindered by lack of continuation of work at home by learners. The team discovered that the COSAT learners met all the criteria for becoming homework mentors, which presented an opportunity for critical engagement with an alternative discourse. It has been a successful initiative to date.

Another issue was raised that related to students and their own cultural identity as they work in communities. Feedback from a UCT student referred to as Sino, reflected the discomfort and tension of being a professional with a cultural construct that created tension. For example, Sino cited an example where challenging those in the room who were older than her was expected professionally, whilst is culturally inappropriate as she has been taught that challenging one's elders is disrespectful. "I had the assumption that my blackness would be questioned. Which cultural norm do I adhere to? How do I separate my cultural practices from my professional practices?" These are some of the questions this fourth-year student is exploring. How do we navigate and merge practices? Peters also asked questions like: What can we learn from what the students have shared with us? How do practitioners consider the politics and identities that influence the practice designed? She stated that conversations around identity need to be facilitated and encouraged. Different identities carry different power and they can capitalise on that power in the interventions designed, thereby enriching them and making it more possible to contribute to the education learners receive.

Building Interdisciplinarity through a University/School Partnership at the University of Cape Town
By Dr Patti Silbert & A/Prof Roshan Galvaan

Silbert and Galvaan expressed their particular interest in how to work effectively across the disciplines that hold to different ideologies and practice, and how partnerships are impacted by these differences. As these groups come together, the differences sometimes become more obvious. How do these differences impact on the schools and organisations? Silbert and Galvaan are exploring the impact of these differences on how the practice is executed and the influence on the schools involved? They believe there is a lot to learn between the disciplines and a lot more in common than is often believed. Silbert and Galvaan understand that there is strength in the differences, if they are acknowledged and capitalised upon, and believe in taking a more systemic approach. Galvaan interviewed COSAT learners/homework mentors who have been exposed to speech therapy, occupational therapy and teaching students.

QUOTES – In conversation with COSAT student homework mentors
"What has been valuable working with the UCT students is that they are older than us and are more experienced about life and have been students. They put themselves in your feet and try to understand us on the level we are at. I practice that with the students when I am with them." *Olwethu Sipakisi*

"What made me volunteer my time in the homework programme was the passion I have for helping other people like those children who have no mentors at home. We come from different backgrounds where there are no people to help young children with homework. I want to help them understand what they have learned during their school hours." *Zakhe Mgaga*

"I know how it feels to go home with homework and have nobody to help you with it. When I was in primary we did not have the opportunities whereby mentors would come and help us with our homework. I think this is a good opportunity for me to give back to the community." *Lindokuhle Ndamane*

"You do not have to be wealthy or well known or rich to make a difference in your community. What I have learned from this programme is that if you put a little effort it can make a difference in someone's

life. All that is needed is for you to put your heart to it and it will make a huge difference in someone's life." *Awodwa Gobingca*

"There are few males in the programme so there are not many male role models. They need some more role models. I try to convince my friends to join the homework programme so that the young people have someone to look up to." *Phumlani Dyakalashe*

DIALOGUE AND DISCUSSION: Questions from the participants

The presentations were brought to a conclusion with a time for questions, some of which are recorded here:

- What does it take for a project like this to look at coordination and collaboration at the institution level of a university and at the level of the school?
- Will these outcomes change the way we train new students?
- How will we use old therapists?
- How can the department see the library as part of the school and not a separate unit that is unnecessary?
- Are black social workers able to go to white schools and vice versa, and will that help build our nation?
- How do we handle the issue of language as it relates to mother tongue learning?
- What criteria does UCT use to select SII schools?
- What about bursaries for learners who are encouraged to go to UCT?
- Is there good enough communication between UCT and the district?
- Why are community members of Khayelitsha not represented in this room?
- How do volunteers who are simply part of civil society and serving in communities, such as Bonteheuwel get connected to these kinds of programmes? What support is there for these kinds of volunteers?
- How do we revive discipline in schools when parents can enforce discipline but schools cannot?
- Can a student learn to be a teacher in one year?
- Is UCT a service provider or a partner?

REFLECTION AND CLOSING
Professor Pam Christie

Christie reminded the participants of the theme of the day - "In schools, in community – emerging lessons from the Schools Improvement Initiative." She provided some reflections on the day's seminar and how the thread of 'conversation' was evident in all the presentations. What did the day show the participants about conversation and communication? Christie focused on the reciprocity of communication, the substance to the ongoing dialogue, and how the conversation continues even when every participant or conversant is not in the room. She reiterated that people learn and change by listening; citing the example of how one of the UCT students interviewed learned something from one of his peers who shared what success looks like for him, and took the microphone back to add to his definition of success.

Christie's highlight was the young people who were part of the conversation during the day. "The energy, the hope, the sense that they can work with others – in some ways to see themselves differently in the world, to make a difference for themselves and for others – it was really profoundly inspiring. The fact that we had conversation after conversation with people really shows that there is something meaningful and deep going on."

Something else that struck Christie was the number of conversations that are currently going on between so many different groups and voices; the reflectiveness of every presentation; and hearing professionals reflect on their practice and the shifts that came from better understanding the context. A comment that Christie focused on in conclusion was a PGCE student who said, "We are all part of the same city" and need to be working together. She reflected on the importance of admitting the barriers and making serious efforts to 'climb' over them. Christied stated the reality that conversations may hurt, but that can be good as it shows something is real, and reminded the participants of the need to push through the hurt as we listen to each other. "Conversations come alive and conversations die – that shows us that there is vitality and life in conversation that we have to keep alive."

CONCLUSION: The Way Forward

In each of the presentations, regardless of specific area of interest, the overarching thread was that the partnerships were effective in bringing the 'university on the mountain and the Cape Flats' closer together and the subsequent relationships were proving to be good for all parties involved. The seminar highlighted key issues that *are being* addressed and *need to be* addressed in order for the shared learning of this collaboration to be capitalised upon and the gap between the learnings at UCT and the learnings in schools in Khayelitsha to be ever diminishing. In spite of most of the partnerships being young, the successes on the ground are notable and came through strongly in the 'In Conversation' sessions of the workshop. Some of the issues that emerged that need to be addressed in ongoing and intentional ways appeared to be:

- Ensuring that investment continues in bridging the gap between learners from Khayelitsha and tertiary institutions.
- Acknowledging the assumptions students have about what a community needs and how often those assumptions are not accurate or relevant.
- Pursuing excellent community development practice in all of these initiatives and teaching students to not rush in with solutions and ideas.
- Considering more focus on parent/child groups in therapy as opposed to 'barriers to learning' groups because what a therapist can transfer to parents in seven weeks is worth more than what a therapist can do with a child in the same time in terms of longevity of impact.
- Continuing conversations around language and how best children learn in their mother tongue and yet be equipped for predominantly English tertiary education environments.
- Seeking ways to source and inspire and equip role models for children in Khayelitsha. For example, the stated lack of male participants in the homework mentoring programme.
- Exploring better support for libraries in schools in disadvantaged communities. For example, a plea from Lwando Mboniso to the Department of Education asking for help with the development of libraries in schools and for them to engage with existing stakeholders.
- Providing ways to educate teachers around libraries being integral to the learners' educational journeys and not an unnecessary separate unit.
- Researching the impact that interaction with a library on a regular basis has on a child's learning process.
- Exploring with UCT students how to navigate and merge cultural practices and professional services. For example, the student who struggled with respect for the elders and speaking up in her professional capacity.
- Facilitating and encouraging conversations around how practitioners can consider the politics and identities that influence their designed practices. For example, Peters said that different identities carry different power and asked how we can capitalise on that power in the interventions designed.
- Exploring how different entities with different ideologies and methods work collaboratively and what the impact of these differences is on schools and organisations.
- Exploring the process of interdisciplinary collaboration, and the effect of this on the schools and the university.

- Examining ways in which university curricula are re-constituted as a result of practice-based learnings.
- Understanding how opportunities that are offered through interdisciplinary collaboration enable learning both at the level of the school and the university.

The learnings already gained from these partnerships and UCT's PII and SII collaborative initiatives are rich and profound. There seem to be significant themes that emerged during the presentations that need to be investigated to further enhance partnerships and development in schools, and for the transformational development of children and young people in Khayelitsha, which is the ultimate goal.