

We develop
leaders who radiate
positive energy
and send ripples of
hope and change
throughout
South Africa



PARTNERS FOR
POSSIBILITY

Developing conscious leaders through an extraordinary process



OUR PURPOSE

Launched in 2010 by the non-profit organisation, Symphonia for South Africa, Partners for Possibility (PfP) is an internationally recognised, award-winning leadership development initiative with a difference. We are passionate about and committed to developing conscious, resilient leaders through an extraordinary, action-based process that breaks down barriers, connects people and inspires change.

The unique programme partners business leaders with principals from under-resourced schools in a year-long, collaborative and very practical journey. This journey is designed to develop leadership skills, greater awareness and deeper understanding of the challenges within South Africa and how they can be addressed.

Enriched and empowered by this process, PfP leaders radiate a renewed positive energy and confidence that inspire change. PfP leaders have a sustainable impact that goes far beyond the boardroom or classroom. The effects of this programme ripple out, reaching thousands of individuals in multiple communities, making a tangible difference in South Africa.

OUR MODEL OF CHANGE

The programme engages business leaders in a challenging hands-on experience within an educational environment that is fraught with complex challenges that require skilled leadership. Through partnership with the business leaders, our programme equips principals with the skills and knowledge to lead change and mobilise communities around their schools. The programme works by asking partners to effect change collaboratively at four levels in the school environment:

- ⦿ The school principal
- ⦿ The School Management Team
- ⦿ The teachers
- ⦿ The parents and community



School principals learn from business leaders about HR and IT and Finance. Business Leaders learn about life in an under-resourced community, how to get things done when you have little direct control.

Louise van Rhyn
CEO, Symphonia for South Africa

PfP & ITS ALIGNMENT WITH CUTTING EDGE LEADERSHIP THEORIES

CONSCIOUS CAPITALISM

The PfP programme resonates strongly with the ideals of Conscious Capitalism, which focuses on a purpose beyond pure profits. Conscious leaders understand and embrace these ideals and they foster transformation by harmonising the interests of all stakeholders and bringing out the best in those around them.

The PfP programme is a transformative experience that helps participants to find a deep sense of meaning and purpose, which can serve as a guiding star when things get tough. The programme is designed to develop leaders who engage, inspire and energise and who collaborate effectively for the benefit of their organisations and communities.

70:20:10 DEVELOPMENT

The PfP programme is based on the increasingly acclaimed 70:20:10 model which recognises that optimal adult learning occurs in the context of real work and real challenges. Research has shown that leadership is developed through three kinds of experiences (formal training/social learning/work-based experiences) but these experiences don't have equal impact. There is clear evidence that development which occurs through addressing real challenges in the workplace has the greatest, and most lasting, impact.

With this in mind, the PfP programme is designed so that:

- ⦿ 70% of the learning (and therefore the impact) comes from tackling challenges and solving problems in schools (action learning)
- ⦿ 20% comes from engaging with peers and other leaders (social learning)
- ⦿ 10% comes from the formal training and reading (formal learning).

FIELD IMMERSION EXPERIENCE

PfP is a Field Immersion Experience for Leadership Development (FIELD) process, as conceptualised by the Harvard Business School to bridge the knowing-doing gap. FIELD experiences enable leaders to develop their leadership skills in "out of comfort" situations that are different from those in which they normally work.

Phil Mirvis, a fellow at the Global Network on Corporate Citizenship, contends that conscious leadership can only develop through carefully designed "consciousness-raising experiences" where leaders encounter people and problems in unfamiliar territory and out of the relative comfort of the corporate classroom or office. This is where, he asserts, leaders learn the most powerful and relevant lessons.

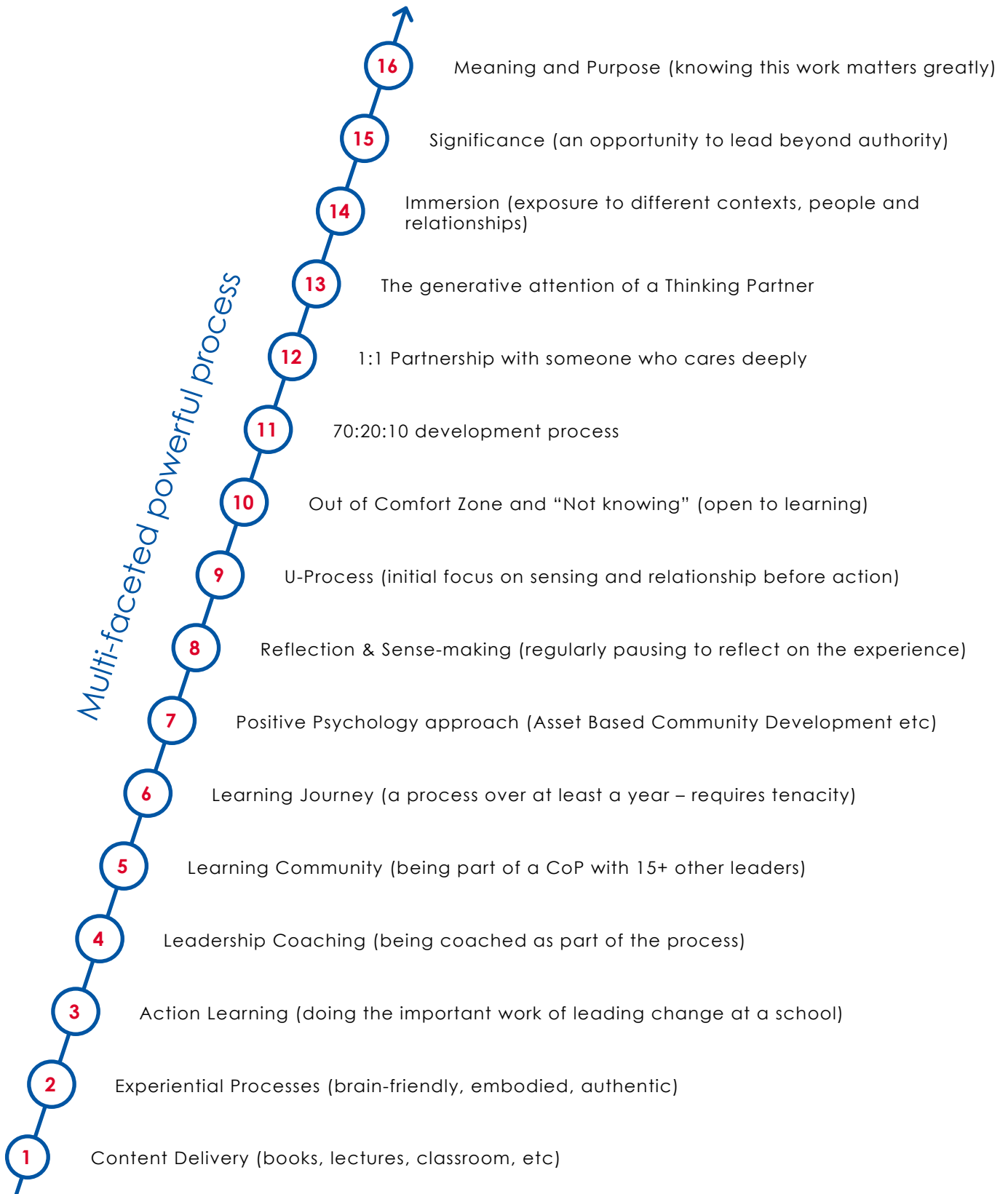
"Practising Conscious Capitalism enriches your life and the lives of people you do business with. And it's without a doubt, the most fun, enduring and profitable way to build a sustainable business."

Kip Tindell

Co-founder and Chairman,
The Container Store. Board member
of Conscious Capitalism, Inc.

16 ASPECTS WOVEN INTO THE LEADERSHIP DEVELOPMENT PROCESS


By encompassing 16 elements that build leadership capacity in different ways, the PfP programme is designed to be resilient and effective. If a particular aspect of the programme does not work; for example, if one member of a partnership withdraws, participants can still benefit profoundly from the year-long process.



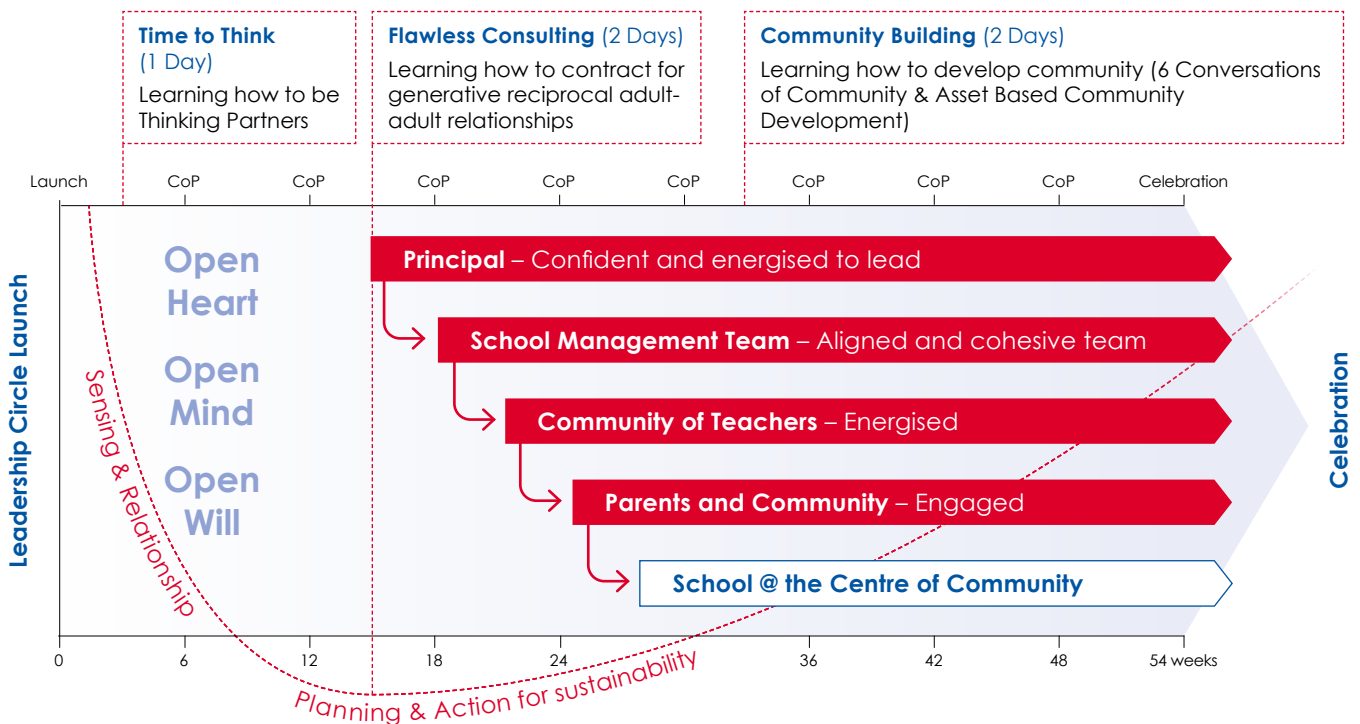
PROGRAMME STRUCTURE

A TRANSFORMATIONAL LEADERSHIP DEVELOPMENT PROCESS

1 YEAR

1. Community of Practice/Learning Community (social learning)	8 – 10 partnerships in a leadership circle. Every leadership circle operates as a Community of Practice (± 3 hour meetings every 6 weeks)	20 hours
2. Content (Books)		20 hours
3. Capacity Building Workshops Experiential Learning (structured processes)	Time to Think 1 day Flawless Consulting 2 days Community Building 2 days	40 hours
4. Action Learning (grapple with real challenges and lead change at the school)	3 - 5 hours/month x 11 months	40 hours
5. Leadership Coaching	10 x 1 hour coaching sessions (virtual/face-to-face)	10 hours
6. Reflection, Sense-making and Portfolio of Evidence	Journaling and regular feedback	20 hours
7. Celebration and Feedback	Feedback on outcomes achieved from the year-long journey	

PFP LEADERSHIP DEVELOPMENT & PRINCIPAL SUPPORT PROCESS



• • • • Leadership Coaching • • • • >

The first (foundational) year of a 3+ year journey. Overall objective: *Readiness for Change*

CoP: Community of Practice (the six-weekly meetings of a leadership circle made up of 8-10 partnerships)

70:20:10 MODEL



1-on-1 partnership with someone who cares deeply

Mutually beneficial, respectful, co-learning partnership. Boundary crossing. Out of comfort zone. Not knowing (open to learning).

70% **Action learning** (leading change at the school). Towards improved education outcomes

School Practical hands-on support with challenges and opportunities at the school

Strengthen the organisation & build readiness for sustainable change
Mobilise active citizenship so that the school becomes the centre of community (Asset Based Community Development)

Build relationship before action U-process **Portfolio of evidence**

Stakeholder review **Parents and community (engaged)**

Partnership plan **Teachers (energised & ready)**

School Management Team (Aligned and cohesive)

20% **Developmental relationships and social learning**

Learning Community (leadership circle)

Reflection and sense-making

Leadership coaching & support by an experienced coach & facilitator

Solutions Incubator

10% **Workshops and training courses**

3 training workshops (just in time)

- Time to Think** (One day)
- Flawless Consulting** (Two days)
- Community Building** (Two days)

World class content

Experiential learning process (embodied)

A year-long carefully designed, structured and facilitated learning journey as an enabler for longer-term sustainable change

Time to Think



CAPACITY BUILDING WORKSHOPS

NANCY KLINE

Time to Think

One day

This workshop is designed to teach business leaders how to be thinking partners to their principals (as opposed to mentors or coaches). Thinking skills are critical for leaders, and the ability to influence the quality of another's thinking is a vital leadership competency. This module provides techniques to enhance one's own and other's thinking.



"Sometimes there emerges in the world an idea that moves humanity forward inexorably in our lifetime. PfP is exactly that. What the participants are achieving with each other reaches into the lives of people far afield as well, inspiring us, encouraging us, helping us to know that the unleashing of independent thinking in every human mind matters and is possible. I honour you from the bottom of my heart for changing our world, steadily, visibly, forever."

Nancy Kline



"The process of being the Thinking Partner and then swapping roles was a breakthrough for me and my principal. When I started conducting all meetings according to the Thinking Environment principles and actions the initial reaction from my staff was that I was on medication as the change was so dramatic and positive. Staff morale has sky rocketed and tensions have dissipated completely."

Deon Myburgh
Mediclinic

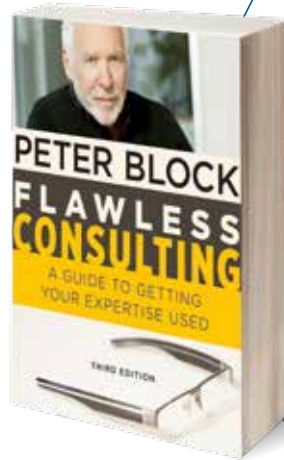


PETER BLOCK

Flawless Consulting

Two days

In this workshop participants learn how to develop generative adult-to-adult relationships with colleagues, partners and other stakeholders. Leaders become conscious of how they show up and how this impacts on their ability to lead. It is also an opportunity to challenge thinking about “leadership” (some get to lead) and “citizenship” (we are all called to lead and take responsibility for the future we want to create).



“The PfP effort by Symphonia is absolutely unique in its ability to bring schools, community and the business sector together as true partners caring for our children. It is based on the gifts and strengths of all parties. Unlike many efforts, it does not treat the school as broken, the business sector as all-wise, or the community as disinterested. It changes the lives of each person who engages in the process in the direction of faith and hope in our collective future. The subtle design of the partnerships that Symphonia has constructed is a model for all similar efforts to heal the wounds of our cultures and make a smart investment in creating a real future for the next generation. This program is true genius.”

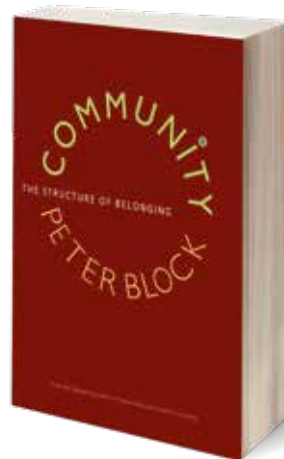
Peter Block



Community Building

Two days

In this workshop, leaders learn the art of convening and building community in their workplaces and school environments. Participants learn a vital leadership skill: how to shift the narrative from problems and deficiencies to possibilities and gifts.



“I have been able to use Flawless Consulting skills to dissipate tensions present within the Senior Management Team to the extent that I am now able to enjoy greater cooperation from my team where it was previously absent. I wish to use these skills more often, if not always, in consulting with all stakeholders of the school.”

Sunjay Bodasing

North Coast Agricultural College

The main purpose of the workshop is to equip PfP participants with the skills to mobilise parents and other community members to become actively involved at the schools. Most business leaders are then inspired to use these ideas with their own teams.



OUR THREE LEVELS OF IMPACT

The PfP programme seeks to operate simultaneously at three levels: (1) strengthening individual leadership skills, (2) building social capital and (3) implementing change initiatives and channelling effective support into schools. We call it the “I”, the “We” and the “Work”.

The individual leadership skills and the quality of relationships represent the durable foundation that ensures that the investments made in schools are sustainable.

THE “I”

WE TRANSFORM INDIVIDUAL LEADERS

What we are working towards

Compassionate and conscious leaders

Business leader skills

- ⊙ Influence, rather than control
- ⊙ Work across boundaries
- ⊙ Engage people in change processes
- ⊙ “Social consciousness”

School principals’ skills and attitudes

- ⊙ Deal with stress
- ⊙ Consult and contract
- ⊙ Communicate
- ⊙ Listen

“The programme has taught me to be a hard worker, believe in myself and work very closely with different people. Through this programme my communication, listening, negotiation, leadership, management and delegation skills have improved drastically.”

Sihle Mdlalose
Principal, Etete SA
Primary school



THE “WE”

WE BUILD SOCIAL CAPITAL

What we are working towards

- ⊙ Strong supportive adult-to-adult relationships of trust
 - ⊙ Within the partnership
 - ⊙ Within the community of practice
 - ⊙ Within the school’s staff
 - ⊙ With external stakeholders



Being part of a Community of Practice

“Networking with people you would otherwise not have met is a blessing. Being part of a community of possibility makes me feel so much more confident and worthy.”

Rona RayRay
Modderdam High School





"The biggest lesson I've learnt, is that we have no idea of the support and assistance required, when looking from the outside in. We need to first listen and then get involved on a sustainable basis; as once off projects or interactions often do more damage than deriving long-term benefit for the School and its learners."

Anrie Spangenberg

FNB Provincial Head: Cape Province, Public Sector Banking

Durable friendships with the partner

"I have developed a lifetime friendship with Miranda."

Nomathemba Ndlovu

Kwavulindlebe School for the Deaf



Relationships within the school / with the community

"I had a challenging working relationship with the SGB until I joined this programme. I used some of the skills I learnt. Right now I harmoniously work with them."

Peter Makgato

Carter Primary School



THE "WORK"

WE ENSURE THAT SCHOOLS ARE SUPPORTED MEANINGFULLY WHILE IMPLEMENTING CHANGE INITIATIVES

Businesses are often keen to make contributions (e.g. through donations or sending volunteers) to promote education – with good reason.

When businesses are able to engage at a deep level with the school, their investments are leveraged more fully as they align with the school's vision and most pressing needs.

Examples include:

- ⊙ School library, reading programmes
- ⊙ Psycho-social support for learners
- ⊙ Nutrition, vegetable gardens, etc.
- ⊙ Infrastructure upgrades, etc.
- ⊙ SGB capacity building
- ⊙ Science and mathematics
- ⊙ After school programmes
- ⊙ Financial management
- ⊙ Marketing the school
- ⊙ Career guidance
- ⊙ Teacher training
- ⊙ e-learning

BENEFITS OF OUR PROGRAMME

FOR THE BUSINESS LEADER AND THEIR ORGANISATION

- ⦿ Leadership development that is deeply immersive, contextual, and generates an appreciation for the power of relationship and attention to the quality of thinking and engagement as the key levers of change
- ⦿ An opportunity to actively develop qualities of conscious, socially aware leadership, to learn how to lead in high constraint, low resource VUCA* environments, and to experience and master the ability to lead through influence, rather than authority
- ⦿ Creation of an awareness of context and opportunity in the communities in which the business operates
- ⦿ The ability to integrate leadership development with social purpose and impact, and to align an organisation's CSI/ L&D/ Volunteerism and Transformation* agendas around a core, socially driven purpose – i.e. to build the nation in alignment with the National Development Plan, as well as the global Sustainable Development Goals (SDG's 1, 4, 8, 10, 11, and 17)
- ⦿ Empowering employees to understand and embrace their role as active citizens, and to appreciate the important role of business in society through active engagement with one of the toughest (and most critical) issues facing our country, namely the crisis in education
- ⦿ Opportunity to offer employees the chance to develop in a way that gives them a sense of purpose and allows them to do legacy building work.

FOR SCHOOL LEADERS AND SCHOOLS

- ⦿ Transformational leadership development of the school principal and the school leadership structures
- ⦿ The development of a healthy organisational culture within the school, with the result that the school becomes fertile ground for the uptake of other education strengthening initiatives
- ⦿ The development of cohesive, well-functioning and aligned school teams
- ⦿ Fostering of an environment in which teachers are supported and cared for and, in turn, are better able to teach and nurture their learners
- ⦿ The growth of social capital and strengthening of social fabric around the school and the creation of support networks that enable better functionality at the school.



*VUCA – Volatile, Uncertain, Complex and Ambiguous

**All funds spent on the PFP programme count as Socio Economic Development (SED) spend as more than 75% of the project beneficiaries are black. SED points are available to all organisations that sponsor the PFP programme, and all contributions are Section 18A tax deductible).

PROGRAMME QUALIFICATIONS

- ⦿ SACE CPD Accredited (20 points – principals)
- ⦿ SABPP Endorsed



"I got such an immense value from the programme. I had no idea what was going on in schools. And then when you are closer to the system you see the complexity of the problem. I think that my biggest contribution was to just listen and be a sounding board for the principal, he knew the answers, he needed a safe person to talk to and bounce ideas off and to feel that I had his back."

Charmaine Singh
Business Leader,
Senior IT Manager



"PfP is much more than an incredibly successful education improvement initiative, it is one of the very few true leadership development programmes which focus on creating higher order, socially conscious, empathic and inclusive leaders in both the public and private sectors."

Grant Kelly
Business Partner
from Nedbank



PARTNERS FOR POSSIBILITY AND THE BBEE SCORECARD



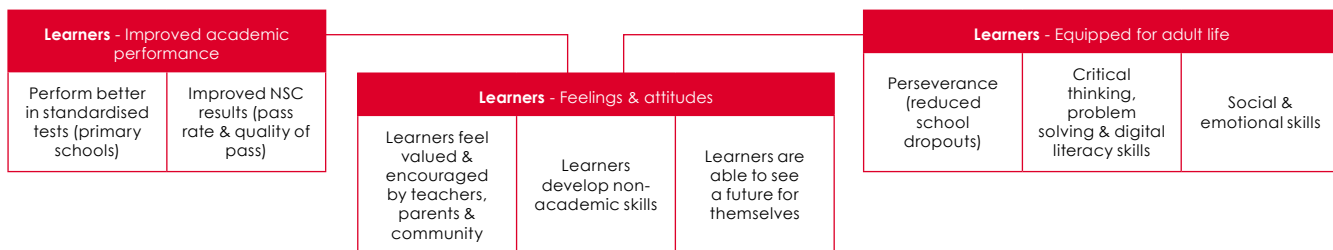
SOCIO ECONOMIC DEVELOPMENT (SED)

- ⊙ **Required spend for scorecard purposes:** 1% net profit after tax
- ⊙ Up to 5 points available
- ⊙ More than 75% of PfP's beneficiaries are black

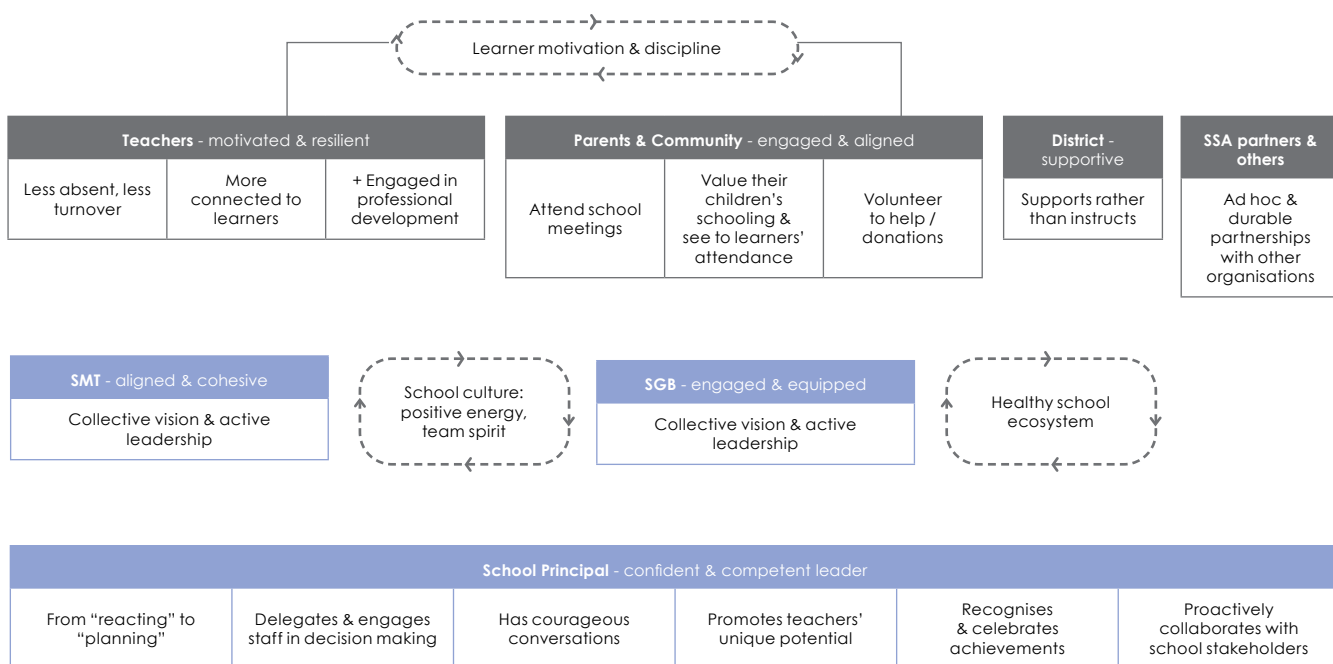
ALL CONTRIBUTIONS TO PfP ARE SECTION 18A TAX DEDUCTIBLE

OUR THEORY OF CHANGE

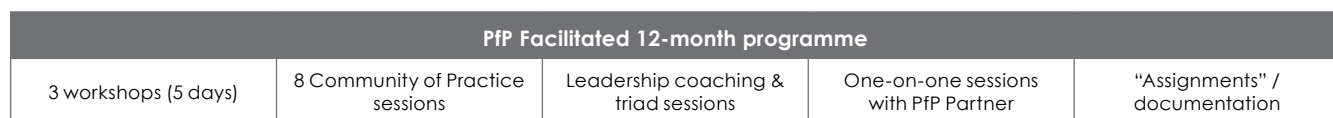
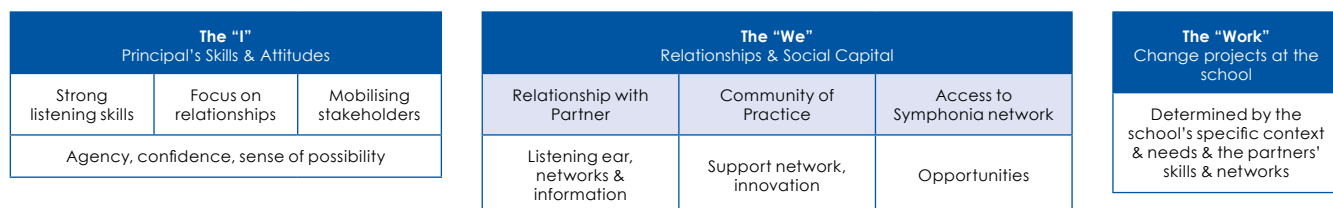
3-5 years



2-3 years, ongoing



1 year, ongoing



PfP: A CATALYST TO DURABLE SYSTEMIC CHANGE

PfP's mandate is to be a catalyst for sustainable change. Using our country's existing assets, we capacitate schools and their communities to lead the change process locally.

Visible impact is therefore dependent on what is enabled through PfP, and in some instances may only be seen several years after the PfP programme.

SYSTEMIC SHIFTS AND NATION-BUILDING

Scaling over multiple years

As the PfP programme is replicated in more and more schools across the country:

- ⦿ A new understanding of school leadership spreads
- ⦿ New dynamics emerge between schools and their stakeholders
- ⦿ The social fabric of South Africa is strengthened.



"This year has changed our viewpoint about each other, it changed my attitude towards the community; it changed my heart and it taught me a lot. If we can have this type of relationship building before we start with land reform and transformation, we will go much faster and much further."

Burgert van Rooyen
Business partner, Limpopo

DURABLY IMPROVED SCHOOL

3 - 5 years

Continued engagement with networks

Quantitative & qualitative outcomes at learner level

Fruitful interventions led by the school leaders with other organisations



"I cannot describe the difference it has made to our Shine Literacy programmes when working with principals who are part of PfP and have embraced the principles and ethos of their work."

Maurita Weissenberg
Shine Literacy Executive Director

PfP SCHOOL: READY FOR CHANGE

Foundational year (& year 2 pilot)

Focus on soft skills and organisational health

- ⦿ Agency and capacity
- ⦿ Accountability
- ⦿ Social capital

Activating the 4 levers of change

- ⦿ **A confident and energized principal** (3-9 months)
- ⦿ **A cohesive SMT** (6-12 months)
- ⦿ **Enthusiastic teachers** (9-24 months)
- ⦿ **Engaged parents and community** (ongoing).



"The attendance of parents at school events has increased and they have become active participants. I applied the skills learnt at PfP and it has given them a sense of ownership of the school."

Sakhiwo Matiwane
Paarl School of Skills

UNDER-RESOURCED SCHOOL

WHAT SOUTH AFRICA'S LEADERS SAY

Since the establishment of the PfP initiative in 2010, the organisation has grown in stature and reputation. Our work has been endorsed by some of the country's most influential business and education leaders.



"Sometimes we focus on moaning, but there's far more nobility in taking the initiative and doing something about education. There is a very clear link between educational inequality and societal inequality, and the efforts of PfP are really about lighting a candle and improving people's lives. Business must be commended for its involvement in PfP and I encourage many others to become involved in the future."

Professor Thuli Madonsela
Former Public Protector
of South Africa

"In today's complex and fast-changing society, leadership is particularly challenging, whether in a school or any other institution. School principals are expected to be visionary and ethical role models who nurture and care for learners, educators and the community. PfP provides an indispensable bridge so that both principals and business leaders share these qualities, the responsibility of leading change at a school and to enrich lives. Through this process business leaders and principals develop new skills, insights and a passion for change."

Pravin Gordhan
South African Minister of
Public Enterprises



"In a world where there is a chronic leadership vacuum and pockets of excellence, I am inspired by this home-grown, innovative and sustainable solution which places education at the centre of community. We invite you to join us in creating new possibilities, new partnerships, collaborative and experiential approaches for leadership development in a changing environment that requires a new intelligence. This is essential for us to leapfrog South Africa to realise her full potential."

Wendy Luhabe
Economic activist and
social entrepreneur

"I am always moved by the number of people who are engaged in wonderful acts of transformation, of making a real difference in the world. When each of us does something good – where we are – it's these acts of goodness that together overwhelm darkness and change the world. I warmly commend Symphonia for South Africa for bringing together citizens committed to building our country through education – such as in the PfP programme. God bless you!"

Desmond Tutu
Archbishop Emeritus
of Cape Town

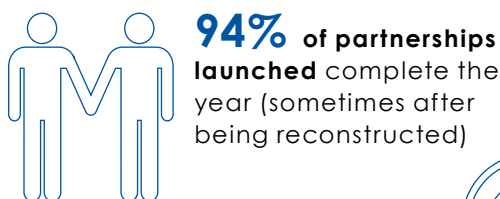
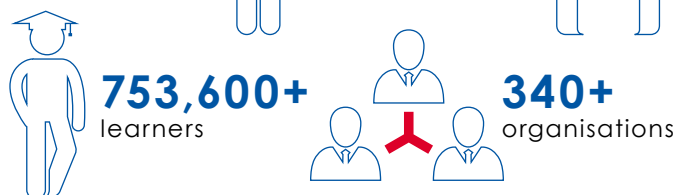
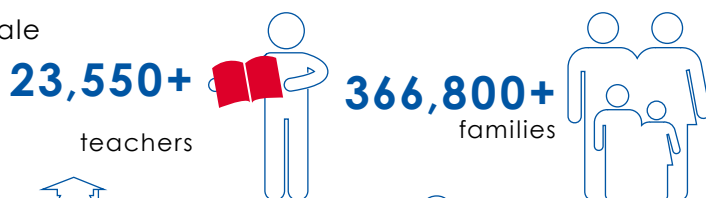
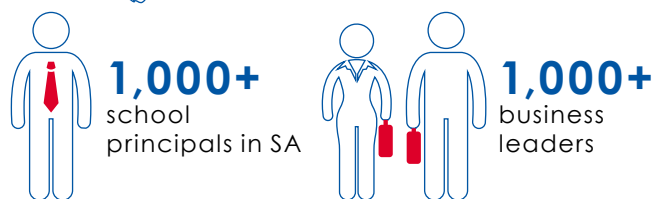
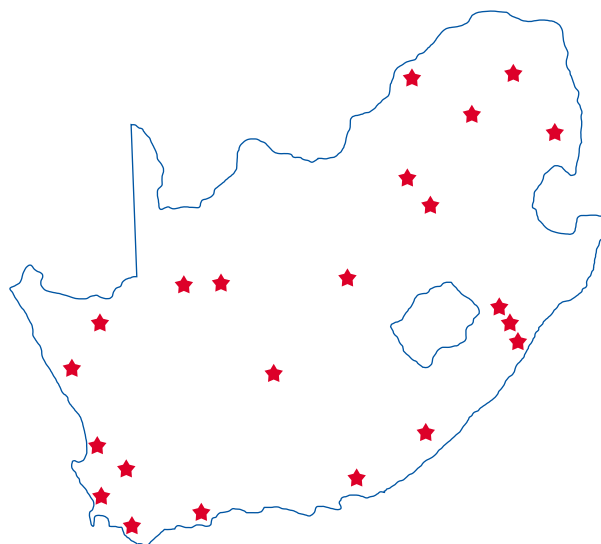


KEY IMPACT METRICS

PfP STORY IN NUMBERS

1,000+ co-learning and co-action partnerships between school principals and business leaders launched in the following areas:

- ⊙ **Gauteng:** Johannesburg, Tshwane, East Rand and Vereeniging
- ⊙ **Western Cape:** Cape Town, Cape Winelands, West Coast, Garden Route and Hermanus
- ⊙ **Eastern Cape:** Port Elizabeth and East London
- ⊙ **KZN:** Durban, North Coast, Pietermaritzburg and Midlands
- ⊙ **Limpopo:** Polokwane, Letsitele and Lephalale
- ⊙ **Mpumalanga:** Nelspruit
- ⊙ **Northern Cape:** Upington, Kuruman, De Aar, Kathu and Pofadder
- ⊙ **Free State:** Bloemfontein
- ⊙ **North West:** Potchefstroom

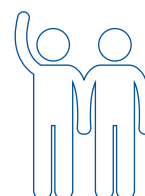


Our **Net Promoter Score¹** is **83%**

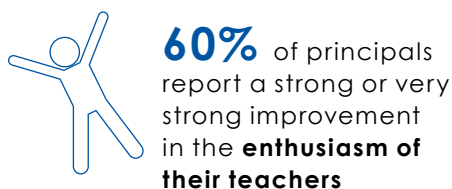
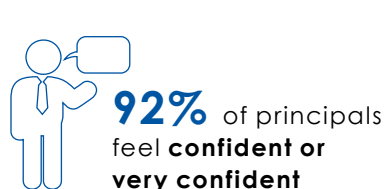


We plan to launch **280** partnerships in 2019

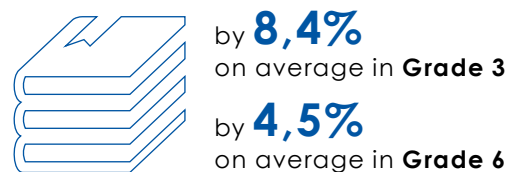
Our goal is **2,000** partnerships by 2022



The data shows that, after 1 year of PfP...



Three years after the PfP partnership, the **pass rate in literacy at primary schools improved²**



¹ The Net Promoter Score is an indicator of customer satisfaction, based on the question "how likely are you to recommend PfP to your peers?". Any score above 50 is considered excellent.

² Based on the systemic results of 36 Western Cape primary schools that took part in PfP in 2013-2014.

SYMPHONIA FOR SOUTH AFRICA, RECOGNISED AS ONE OF THE TOP 100 NGOS IN THE WORLD

Every year, NGO ADVISOR (<https://www.ngoadvisor.net>) publishes the Geneva Rankings, a list of the world's Top 500 NGOs. The rankings highlight the strongest innovation, impact, and governance in the non-profit sphere. NGO Advisor's comprehensive research and robust methodology offer a thorough picture of the sector.

Symphonia for South Africa was assessed by NGO Advisor for the first time in 2018 and ranked at number 97 in the world. In 2019 Symphonia moved up to number 86 worldwide.



Details of the rating given by NGO advisor for Symphonia for South Africa in 2019



OUR ACCOLADES

OUR ACCREDITATION



The PfP programme is **recognised by the South African Council for Educators (SACE) which awards 20 Continuous Professional Development (CPD) points to participating principals.**

AWARDS AND RECOGNITION

The PfP programme has been recognised internationally for its innovative approach to leadership development and support.



In August 2018, the PfP programme was the recipient of the **Chairman's Guardian of Governance Award created by the Institute of Internal Auditors South Africa (IIA SA)**. This honour recognises individuals or organisations who have made a **significant contribution to governance** in the broader South African landscape, that is, a contribution to governance issues beyond the parameters of the internal auditing profession.



At the February 2018 **Leadership Excellence and Development (LEAD) Awards** held in Salt Lake City, USA and adjudicated by the international human resource organisation HR.com, Symphonia for South Africa was **an award winner in the "Top Leadership Development Partner"** category for the innovative PfP leadership development programme.



In July 2018, the PfP programme was announced as **one of six winners of the WISE* Awards** for its innovative solution to education challenges.

* WISE: World Innovation Summit for Education Each year, the WISE Awards recognise and promote six successful innovative projects that are addressing global educational challenges. Projects are selected for their innovation, positive contribution and ability to adapt and scale up.

ALIGNMENT WITH GOVERNMENT MANDATE

Symphonia for South Africa recognises that the task of building a strong, functional and capable state, and specifically a strong education system, is owned by all the citizens of South Africa. The PfP programme has been specifically developed to mobilise citizens around education, to build on and support the work of the Department of Basic Education (DBE) and the South African Government.

The organisation's relationship with the DBE and the government is strong and is managed in a spirit of support, co-operation and collaboration.



Hundreds of South African organisations have decided to place their leaders on our leadership development programme.

Here are just some of the companies that have participated:



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Regional offices: Cape Town | Johannesburg | Pretoria | Durban | Limpopo | Northern Cape | Port Elizabeth | Northwest Province

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