We support over 1500 children in rural communities, under the age of 7 to overcome barriers to learning.
A MESSAGE FROM OUR DIRECTOR

Siyakwazi is an organisation committed to seeing change and growth for all children under 7, especially those marginalised and excluded because of the barriers they face in their learning. Because Siyakwazi believes all children can learn, there is a definite drive that comes from within the organisation to continue to grow and develop in all our services. We have seen this especially this year, in 2017, where the Siyakwazi team have grown in their capacity to provide ‘Izinga’ or quality to the communities that we are serving. Looking back through 2016 we saw a model of inclusion emerging through our 3 services and now we have committed to seeing this model being strengthened in various and numerous ways. I see that strengthening our work through certain partnerships with other organisations that continue to compliment and support all the work we do has been the main highlight this year. Some of these partnerships include, Brainboosters, through GreenSparks, supporting early mathematical concepts, Wordworks supporting early literacy development including pre-reading and pre-writing skills, Singakwenza with using Waste to toys ensuring resourcefulness is nurtured as well as sustainability and lego supporting many areas of a child’s development through our partnership with HeronBridge College. Through Wordworks we are now able to offer 2 different programmes, Every Word Counts (EWC) is to support families and Ready steady read write (RSRW) is to support Grade R and Grade 1 learners with early reading and writing skills. Accessing learnerships through Progression, has supported upskilling our staff with admin and further ECD skills.

Izinga visits as part of our mentorship programme, have supported staff to gain confidence and reflect on areas for improvement and more quality in what they do. Another highlight of this year was the Parks Outreach where we promoted language learning and awareness with the help of the Parks, a UK based family. 3 ECD centres participated in this outreach and were supported to make changes in their classes to support more early language learning. Practitioners were supported to reflect and analyse and think of their own actions they would like to make to see changes within their own classes. Changes such as increased interaction with the children, increased fantasy/pretend play and increased story telling were some of the ways practitioners acted on to make a change. All these different relationships have been significant in our development and are truly the highlight of making what we do deeper, better, wider and greater!

Looking forward to 2018 we are wanting to continue to strengthen our services especially focussing on parent and teacher involvement. We would also like to see our administration systems become more advanced especially for M&E (monitoring and evaluation). We are also very excited about a possible partnership with NAG in spreading our inclusive hub model to 2 municipalities within the Ugu district and of course seeing the completion of our plans for the resource centre.

I would like to thank all the Siyakwazi staff, Board members, volunteers and donors who make all this valuable work possible. Thank you all for your contribution.

Cathy Mather Pike
OUR MODEL FOR INCLUSION

Our model of inclusion focuses on prevention and early intervention, use of available resources, collaboration with existing organisations and working towards sustainability. We have three interventions which support this model.

35

Non-Centre Based (NCB)

Thirty five children are impacted in their homes through our NCB services.

Through NCB services, Siyakwazi works towards providing support for parents and caregivers by identifying, screening and developing programmes for children with special education needs who are not attending ECD Centres or Schools.

991

ECD Centres

Nine hundred and ninety one children under the age of 5 are impacted through our ECD services.

Siyakwazi works together with Early Childhood Development (ECD) Centres to promote improved inclusive practises and appropriate early learning programmes, to support learners with barriers to learning, smoothly transition into Primary School.

456

Schools

Four hundred and fifty six children in Grade R are impacted by Siyakwazi's learning interventions.

Within schools we work towards improved transition from ECD into formal schooling. Interventions include school readiness within Grade R and intervention groups within Grade 1 promoting inclusion and development within a particular area of learning.
NON-CENTRE BASED (NCB) PROGRAMMES

We currently reach 35 children under 5 years through our NCB services of which 21 have been identified as children with disabilities. An approximate 1400 home visits were completed in 2017.

One of the highlights for us this year has been our efforts towards disability awareness. Makhosi Shusha and Mpume Nzimakwe Somana shared all about Siyakwazi and our model for inclusion at a meeting in Whoza held by the tribal authority. Many members of the community were present and heard more about inclusion and how to impact their community. We also held a successful Language celebration in August where parents were encouraged to make books from waste and learn ways to engage their young children in learning. A parent openly shared her journey with her child who has Down Syndrome.

Siyakwazi has changed my mind and encouraged me with new knowledge and how to deal with autism. Siyakwazi brings me hope. The ideas you have given me with water play and the big ball have been most successful.

We are also excited about the prevention work we are pioneering using the Brainbooster programme in partnership with GreenSparks and the EWC Wordworks programme where parents are encouraged to engage their young child under 5 in early learning through meaningful and practical ways. We are pleased that 14 of these parents wanted to continue this process with us and we have been focusing on sharing the early literacy programme that EWC offers through home visits.

The disabled children we have been supporting have received at least 80 visits on and ongoing basis of twice a week where parents are accessed to programmes to support stimulating their children supporting our ethos of ‘all children can learn’ where each child has had at least 2 Individual support plans (ISP’s) made tailored to their specific needs. In addition we have put together 10 therapy home programmes using the expertise of a local physiotherapist with step by step exercises supporting these 10 children in their growth and development.

Thandiwe's Story

We would like to honour a very dedicated mother. She is tireless, patient and resourceful. Thandiwe, diagnosed with Autism, has many needs that require specialised and on-going care. Our team have put together an ISP to motivate her to communicate using signs for things she likes and Mom is always very keen to try out anything that will support her. She is an amazing example of supporting ‘all children can learn’ and will find a way to motivate Thandiwe and ensure that she develops in small attainable steps.
EARLY CHILDHOOD DEVELOPMENT (ECD) CENTRE PROGRAMMES

We are currently engaged with 18 ECD Centres in the Ugu district. A total of 991 children under the age of 5 years are impacted by our ECD services. A total of 756 interventions and/or support visits were conducted at ECD Centres this year.

Our ECD team have been very busy growing their services this year. We have seen Brainboosters implemented in 6 ECD centres as well as Wordworks EWC programme implemented in 5. Heron Bridge visited us twice this year to support lego learning in 2 ECD centres. We were able to put lego into 3 more ECD centres, totalling 5 for the year.

Siyakwazi has taught us that we must educate children at different levels.
The most helpful thing we learnt this year was to learn how to make books from waste.

We had a special focus on language learning through a participatory learning cycle at 3 ECD centres. Areas of growth included more story telling, pretend reading, making books from waste as well as encouraging questioning and conversations with all learners at the centre. Fantasy corners seemed to be popular this year where we were able to provide some pretend play resources through the Parks Outreach. Practitioners noticed children were talking more to each other, learning new words and gaining more confidence in language.

Zakhona's Story

So many of the ECD centres we are working in partnership with are becoming more confident in inclusive practices and seeing that all children can learn. Zakhona at Fundukuzenzela has shown an amazing insight into making this practical no matter what the challenges are. We have been so impressed by her ability to use a small space to the maximum ensuring all children are using all areas of the classroom as well as given the opportunity to be creative, listen to stories, pretend play, do puzzles and play games. AND on top of all that include 3 children who have severe to mild learning difficulties where everyone is participating and learning.
GRADE R & GRADE 1 SCHOOLS PROGRAMME

We currently work with 4 local Primary Schools, and reach a total of 456 children in Grade R. Of this, 155 children have been identified as experiencing some type of barrier to learning.

We are very excited about the orientation parent attendance and participation we had this year where we facilitated a session with the parents sharing some principles from the Every Word Counts (EWC) programme. Our first holiday reading club in partnership with Sithanda Ukufunda, was a great success where children were engaged creatively doing arts and crafts, manipulating playdough, pretend reading and engaging with books in a quiet area, as well as being exposed to different stories told in isiZulu over the 5 days. Most activities were geared around these stories and consolidated the new vocabulary and learning.

I see Siyakwazi’s work as essential especially these days many children need immediate intervention to support their barriers to learning.

We were able to reach 1 additional school this year in Breamar, Enkoneni Primary school where we have been facilitating support for Grade R school readiness and promoting inclusion.

We have introduced Wordworks ready steady read write programme (RSRW) with 16 Grade R children and 6 Grade 1 learners in 1 school. We are hoping to extend the use of this programme to 12 weeks in term 2 and term 3 as well as introducing it into at least 1 more school. This is an intensive programme designed to facilitate reading and writing readiness, working with 2 learners at a time.

Bomi's Story

Bomi a Grade R teacher at Thongasi Primary through a teacher support programme initiated a writing type action in her grade R class and encouraged the other 2 Grade R classes to participate. Through the action research cycle she identified that children could not read and write their own names. She implemented different activities for 5 days with a focus on learning to read and write their names. She noticed that 3 out of the 5 learners she was concerned about improved significantly even after 1 week of her putting her new ideas into action. She said she felt that “learners were participating”. Bomi is very motivated to see change in her children and move them towards being school ready. She is thinking of a new action for 2018 which is focussed on getting resources. She would like to see children able to do more puzzles and exposed to different themes, adding to their knowledge and understanding. We will be supporting her in getting this action into a reality.
OUR TEAM OF SIYASIZAS

Our team has grown and we are now proud to say that we are a team of 18 Siyazizas, with two additional community members volunteering on a part time basis. One of the services that is critical to what we do is the capacity building of our team of Siyazizas who work tirelessly towards implementing our various programmes. Their commitment to support inclusion in all our learning programmes is critical to successful implementation. We cannot over emphasise the importance of learning and development amongst our SiyAzizas. We continue to develop partnerships and build relationships that will see the growth and capacity building of our team.

We’ve had 3 new additions to our Siyaziza team since last year. Our mentorship workshops continue to provide support to our teams and an opportunity to reflect and share their stories. This year saw Matha & Makhosi visit JHB for the second time to attend the LEGO Training. We also saw four of our Siyazizas graduate from their IT End User NQF2 Learnership and of course we cheered Makhosi along as she wrote some of her final exams for her Teaching qualification in June.

This year has seen numerous training interventions from Brainboosters, Wordworks as well as ongoing in-house training with the Singakwenza model of building toys from waste. Introducing a monitoring and evaluation process towards the end of the year saw a few ‘Izinga’ visits take place amongst the team. These were aimed at evaluating the quality in the services that each team delivers and provided opportunity for feedback on both sides so that we may continue to grow and improve our services.

MEET THE CO-ORDINATORS

Makhosi Shusha
Siyaziza Manager

Mphume Nzimakwe
NCB Co-ordinator

Nontuthuko Ngeleka
Inclusive Hub Co-ordinator

Nonkuleleko Gumede
School Co-ordinator

Xolisile Ngaleka
ECD Co-ordinator
THANK YOU TO OUR PARTNERS
We have various funders in the private and public sectors who make what we do possible. We are also fortunate enough to receive monthly and ad-hoc donations from members of the public who believe in what we do. As we continue to grow so we look to building and cementing new donor partnerships. Our partnerships are also a source of ongoing learning & development.

FINANCIAL PERFORMANCE
Our second hand shop continues to be a source of income for our team. With the approval of land, the build of our resource centre has commenced which will require a major capital injection for 2018 in order to complete. Strengthening relationships with monthly donors has become a priority for the New Year.
2018 AND BEYOND

2017 has been an incredible year for growth at Siyakwazi. We have seen numerous outreach programmes conducted, an increase in public donor support and learning & development amongst our team. Most importantly, we continue to extend our reach of inclusive education practise within KZN, bringing awareness to how every child can learn. In 2018 we would like to continue the growth, ensuring the highest quality in everything we do.

- Increase disability and early learning awareness within our programmes and the community
- Increase parental support and participation
- Increase teacher partnerships so that we can continue to increase our impact
- Strengthen administration systems and introduce monitoring and evaluation processes for the delivery of our services
- Build Siyakwazi’s Resource centre
- Spread our inclusion model to 5-10 tribal authorities using inclusive ECD hubs
- Improve relationships with funders and promote activist fundraising and recurring monthly contributions amongst the private sector
- Develop resources for parents and teachers to use with their children

The first five years have so much to do with how the next eighty turn out.

Bill Gates