

ANNUAL REPORT



2018

GROWTH &
SUCCESS

DIRECTOR'S REPORT

On reflection of 2018, I have realised that our year has been filled with many changes and accelerated growth. We have not only started a new Monitoring and Evaluation (M&E) system, tackled revising our vision, mission and objectives; but have also become more structured in our approach and interventions. The building of our resource centre has been a highlight and we are feeling settled into our new space and excited about the future prospects of supporting access to toys and books for the community. We have loved seeing the individual growth of all the Siyasizas and are especially proud of the awareness drives that they have passionately run and affected many people in the KwaNzimakwe community. Challenging stigma of disability in the community to one of acceptance and a belief that all children can learn, has always been our focus. Through our awareness drives this belief is starting to permeate throughout the community affecting all who hear and see about what we do. We have also seen this in our regular visits and mentoring at schools and ECD centres and teachers are demonstrating more their understanding of inclusion.

■ I understand that children with disabilities need my love and support. I see that I need to be patient with them and that they also have a right to education.

Looking ahead to 2019, we see a time of stability and consolidation of new systems becoming evident. We would like to progress slowly into 1 more tribal authority, testing out our M&E and interventions with specific measurement of impact. We will also see further development of our resource centre into a hall. Thank you for all our partners who strengthen what we do by supporting our programmes or supplying the funding for all that we have achieved.

CATHY MATHER-PIKE
SIYAKWAZI DIRECTOR

EARLY IDENTIFICATION

SCHOOL READINESS

OUR RED FLAG TOOL

Our focus on school readiness this year has been aligned with our values of early intervention and prevention. We believe that the promotion of inclusive activities early in a child's life enhances learning and ensures greater success in later developmental stages.

Previously, our team have identified children who display barriers to learning either through observation, teacher referral or parental enquiry. These children would be put onto an individual support plan that would focus on specific goals for their development that a Siyasiza could work towards.

In February 2018 we started implementing a new, standardised tool, called the red flag early identification tool to support us being able to screen all children in Grade R, grade 1 and in ECD centres from the age of 2 years to 5 years. This screening tool has 9 different, simple activities targeted to measure success in all the different areas of a young child's development.

1300 children aged 2 – 7 years screened through our red flag tool in 2018

Our Siyasizas have done an amazing effort of screening 100's of children over the age ranges within our schools and ECD centres. This screening happens in small groups of 5 children and indicates whether a child can or cannot do a certain activity. Our intention and goal are to see those who are at risk of falling behind more easily; we have intentionally lowered the screening tool so that the children who most need support are identified and recognised early in their school career.



OUR CATCH-UP PROGRAMME

The results from our red flag assessments showed us that of the children with disabilities, there were in addition many children who were at 'risk' of falling behind as a result of some type of barrier to learning. Siyakwazi's catch-up programme has been a joint resource development project facilitated by Robyn of Treasures for Thematic Teaching. The catch-up programme is a series of learning resources used by our schools' team to support the children in the 4 Primary Schools who were identified by our red flag tool. The programme is linked to CAPS and follows themes incorporating all areas of learning to ensure the development of the whole child. The aim of the tool is to promote school readiness to allow for increased development and a smooth transition in the child's schooling career. The tool focuses on various themes with Robyn providing mentor support to our School Siyasizas who are then able to take the resources into the classroom and share with the teachers. We are currently developing the Grade R catch up curriculum and are hoping to see this for Grade 1 and possibly ECD too.

“There is a great improvement in the performance of children who are 'behind'. I now know the weak point of each and every learner in my class well and their strengths as individuals

We chose the catch-up tool for the Grade R's because as they start to 'exit' their 1000 day brain development they are at the highest risk of barriers to learning that could have a lasting impact on their future schooling development prospects.

Our ECD team, although not specifically working with a designed catch-up programme, have been increasing the number of interventions within the centres.



INTERVENTION SESSIONS

- Group Stimulation Sessions @ ECD - **389**
- Individual Stimulation Sessions @ ECD - **289**
- Group Catch-Up Sessions Grade R & Grade 1 - **250**
- Individual Stimulation Sessions Grade R & Grade 1 - **1900**

STANDING FRAME SUCCESS IN ECD

At the beginning of 2018, physiotherapist, Grace Hughes put forward a suggestion for a standing frame which would support children with mobility challenges. As the name suggests the standing frame is simply a wooden frame designed to support children who are unable to stand unassisted. The benefits of this include strengthening of standing muscles in legs, different positioning, a work area to support school readiness and play, as well as provide a tool to support a child for standing independently.

67 children with disabilities supported by Siyakwazi's inclusion in ECD Centres & Primary Schools

The frame was designed, and a local supplier was able to manufacture it at a very cost-effective price. Thanks to Mr. Friedman at Friedman and Associates, we were able to have our first frame built and delivered to Thandolabantwana ECD Centre, where two of the children there will be able to benefit from it.

In the short time that the frame was used at Thandolabantwana ECD Centre, one of the children who has been making use of the frame stood unassisted for the first time. Our goal is to secure funding for more inclusive resources that can be used by the various centres and schools where children with disabilities will benefit.



IMAGE TOP: CHILD STANDS INDEPENDENTLY FOR THE FIRST TIME AFTER USING THE STANDING FRAME.

IMAGE BOTTOM: INCLUSION AT EKONENI PRIMARY SCHOOL

INCLUSION CHAMPIONS IN OUR SCHOOLS PROGRAMME

I see children with disabilities are much more confident in class. They are communicating, socialising and engaging with their peers and with us adults.

Enkoneni Primary is the newest school we are working in and they have been chosen to receive our Inclusion Champion certificate for 2018. The teachers here have shown that working together with Nomvusulelo, our Siyasisa, makes sure that all children are learning and being included, even with challenges like large classes. In this way we have seen whole classes in Grade R actively learning through the catch up programme supporting our goal of supporting children at risk of falling behind. This working together has improved our interventions significantly.

PHYSIOTHERAPY SUCCESS FOR CHILDREN WITH DISABILITIES

We have been fortunate enough to receive support from Grace Hughes Physiotherapy since 2017. Physiotherapy is a critical component of the support provided to the children with disabilities that we work with. Physio services at the local clinic of KwaNzimakwe are intermittent and are only available maximum once a month per child. Since March 2018, all physiotherapy services from the local clinic have been cancelled making it extremely difficult for parents to access. Because of the scarcity of professional support, parent participation in the therapy process is so important.

In this case Grace has provided termly support to parents who our team have identified through our three programmes, in many cases children in our Non-Centre Based programmes are the ones requiring intensive physiotherapy as they have the most severe needs.

“When she wake up I do the exercises, I stretch her and massage her and communicate a lot with her.

Grace’s sessions are more than just spending time with the child, but also about capacity building the Siyasizas and the parents of the child to ensure that there are daily and weekly therapy programmes performed with the child. An official therapy programme document is created for each child so that progress and goals can be checked. So far there have been 19 children who have partaken in Grace’s therapy sessions. Successes have included improved mobility, children being able to sit or stand on their own and improved fine and gross motor coordination. Most important has been the improved participation from parents who have realised the seriousness of their roles in the child’s therapy success.

IMAGE TOP: WHEN SIYAKWAZI FIRST STARTED WORKING WITH CHILD HE WAS UNABLE TO SIT UNASSISTED. HE CAN NOW DO THIS.

IMAGE BOTTOM: CHILD HAS SHOWN IMPROVED POSITIONING – EATING, PLAYING AND RELAXING STIFF MUSCLES IN NECK, ARMS AND LEGS.



250 Therapy Sessions

This measures the follow up therapy sessions our Siyasizas implement ensuring the therapy programmes created with Grace are utilised effectively and that parents and teachers have the confidence to implement the specific exercises given for their children.

20 children with severe disabilities supported through NCB

SPREADING AWARENESS

ABOUT WHAT WE DO

At the end of 2017 we were feeling that 2018 had to focus in some way on parent participation and involvement. Participation from parents is so critical for preparing children for a successful school career. For children with severe disabilities where attending a mainstream school is not an option, it's even more important that parents are equipped with the tools and information that they need to successfully support and stimulate their child in the home.

We developed two types of awareness brochures to distribute to parents, one which focused on components of school readiness and the other one which considered the needs of families that have children with disabilities. We went out into the community pro-actively and spread awareness about what we do using themes linked to National Holidays and special days of the year.



727

Total number of parents, teachers and community members reached through our awareness drives:

Our awareness sessions have also given us an opportunity to connect with some of the parents and caregivers that our teams work with to find out the improvements that they have noticed in their children.

Since Siyakwazi started to support my child, he can move with his stomach, fetch water, pronounce all family names and he can eat by himself. Thank you Siyakwazi.

She has stopped being aggressive a lot and slapping herself on the face, she also knows to put her dish after finishing eating at the kitchen without being told to.

OUR ORGANISATIONAL DEVELOPMENT

We have experienced significant growth in the last year and with it has come the responsibility of managing the organisational growth of our team, systems and processes. This has seen several significant interventions supported by various individuals and experts.

At the start of the year we commenced with a series of short management training courses, (sponsored) by Even Ground. The courses have been presented to our tier of management and co-ordinators who are responsible for managing the teams of our three programmes as well as reporting on the work that we do. The courses have been pivotal in the development of the teams as well as providing some theoretical background to the school of management practice and understanding the role a team plays in driving organisational goals.

Part of our re-evaluation of our programmes and services has seen the need to redevelop our vision and goals. We have embarked on this process with all members of our team and board, using the theory of change. The theory of change is a process of helping an organisation re-define its vision based on strengths and opportunities. The process also requires understanding of the 'pre-conditions' or building blocks that need to be in place for the long-term vision to be achieved.

VISION

We want to see inclusive communities where all children 0-7 years are given equal opportunities to learn.

MISSION

We help every child reach their full potential, advocating the rights of children with disabilities.

SIYAKWAZI'S RESOURCE CENTRE

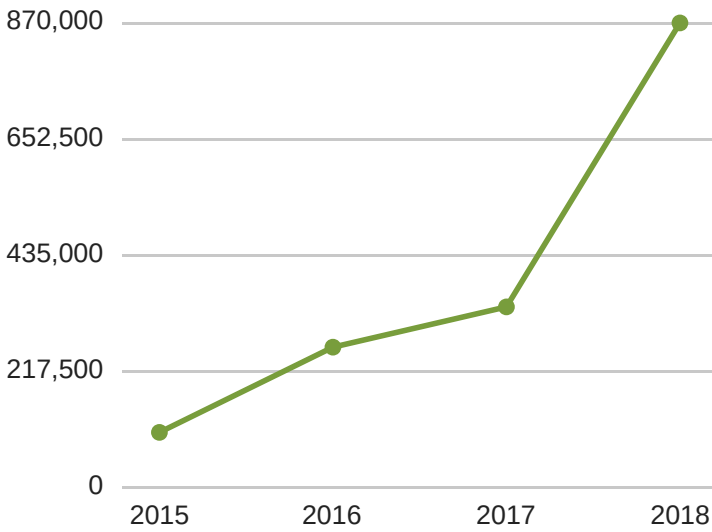


For most of our existence we have been fortunate enough to run our services from the Masakhane Community Centre. However, a hub with access to dedicated resources, a space where ongoing learning and development can take place, and more importantly a point of operation for our ever-growing team will ensure that we not only extend our reach through our programmes, but also continuously deliver on the 'Izinga' (quality) that is fundamental to their success.

This year we have seen the successful completion of the lower level of the resource centre and have been successful in setting up our resource library (meticulously catalogued and managed by Thuwe and an office space where our admin and management team can operate from.

The process of setting up the meeting hall will be underway in the New Year and we also look forward to other additions for future growth and development which will help with the expansion of our resource library. It is our vision for Siyakwazi's resource centre to empower as many people – community members, parents and teachers, with the necessary learning and resources to ensure that all children are given equal opportunity to learn in the critical 0 – 7 year period.

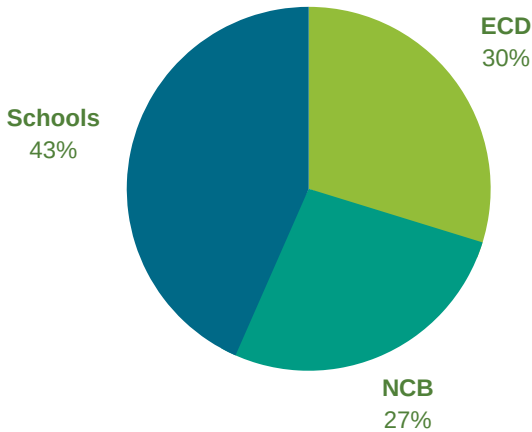
4 YEAR REVENUE GROWTH



51K

Income generated from inclusion training with external customers who are prioritising inclusion as part of their business strategy

SPEND ON OUR PROGRAMMES



OUR GOALS FOR 2019

- To stabilize and consolidate all 3 programmes in KwaNzimakwe
- To grow into 1 more tribal authority through accessing 2 new primary schools and supporting at least 1 ECD centre in becoming inclusive in the KwaXolo area.
- To establish and consolidate effective M&E (monitoring and evaluation) systems to support measuring impact and developing quality programmes.
- To establish the utilisation of our resource centre and enabling access to resources for families.

DONORS



STRATEGIC PARTNERS

