

TOGETHER WE CAN

2021 IMPACT REPORT



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LIST OF ACRONYMS

ECD Early Childhood Development
SEN Special Educational Needs
OT Occupational Therapy/Therapist
PT Physiotherapy/ist
SALT Speech and language Therapist
ASD Autism Spectrum Disorder
CP Cerebral Palsy
CDG Care Dependency Grant
SASSA South African Social Security Agency
IT Inclusion Tool
STEAM Centre Science, Technology, Engineering, Art and Mathematics centre

DEFINITIONS

Siyasiza Siyakwazi community-based fieldworker
Therapy Block Week week long therapy intervention at Siyakwazi's Resource centre

CHAIRMAN'S REPORT

To all Siyakwazi's stakeholders and interested parties,
In 2021, Siyakwazi continued to strive towards fulfilling their vision to see inclusive communities where all children 0-7 years are given equal opportunities to learn. An in-depth strategic review was conducted during the year, where the mission to achieve this vision was fleshed out in more detail outlining what Siyakwazi does and why.

Siyakwazi's mission is to reduce the damaging effects of stigma, exclusion and lack of essential Interventions for children with disabilities and those at risk of getting left behind. Through the unique early Interventions, family and teacher participation as well as awareness strategies, Siyakwazi ensures that all children develop holistically and reach their full potential.

In order to achieve this mission and to implement all Siyakwazi's programmes, a growing funding base is needed. I am thrilled to report that the funding base needed to achieve this mission and Siyakwazi's main objectives has grown tremendously. A goal in 2019 was to move towards financial stability and in the past 2 years, this is starting to become a reality. With the amount of children we are reaching in 2 different tribal authorities growing, the finances to maintain the staff needed to ensure quality in programmes as well as other resources, has increased. The funding drive, has not only retained ongoing funders, but also found new, ensuring that the ever-demanding budget, relevant to the growth of Siyakwazi, is met.

We realise that all this is unattainable without the ongoing support and interest of Funders, Grant Makers, Businesses and Individual Donors. I would like to personally thank each of you for your input and commitment. In particular, I would also like to thank Cathy Mather-Pike, all staff members and other resource partners that ensure Siyakwazi's unique interventions for all children in the KwaNzimakwe and KwaXolo communities continues. Thank you to all. Together we can.

RORY O'DONNELL
CHAIRMAN

DIRECTOR'S REPORT

2021 has been a year of focus and learning for all of us at Siyakwazi. A learning organisation can be defined as "an organisation skilled at creating, acquiring, and transferring knowledge, and at modifying its behaviour to reflect new knowledge and insights."

As the year has progressed we have become more aware of the journey that each child and their family take with Siyakwazi. Each family unit we support presents with a unique set of needs and circumstances, there is no one set solution or formula. We therefore work alongside the family and the child, applying various methodologies as we go, which are continuously adapted and reformulated to support the child's learning and development. Growth is not always linear and also not guaranteed, but through Siyakwazi's way of working, participation is always encouraged. We are excited about the holistic model that is emerging through this ethos and are now starting to harness what we have learnt over the years and provide 'a Siyakwazi approach' to Inclusion. With this at the forefront as you are taken through the 2021 year in this report, you will be given the highlights and the challenges we have experienced as an organisation, but most importantly the learnings.

Some exciting projects that are mentioned in this report which are still underway include the Research project in partnership with DGMT, which has been pivotal in supporting us define Siyakwazi's way of work as a model/methodology and which will showcase the impact of what we do. The final phase of Siyakwazi's Resource Centre has also commenced which will support the expansion of our operational capacity. And lastly, is the growth in the team who support the work that happens within the organisation and most importantly the communities we serve.

I am so grateful to all partners that enable Siyakwazi to do all we do. Partners who contribute funds, resources, time and expertise. A special thank you to the Committee Members who commit their time and resources year on year. Thank you all for your amazing support in 2021!

CATHY MATHER-PIKE
DIRECTOR



THERAPY PROGRAMME

"It means a lot to have support from Siyakwazi because I see a lot of things that changed, especially when I attended Therapy Block Week at the Resource Centre. There were things that I didn't know how to do with my son, like stretching and positioning. Siyakwazi makes me feel not alone in this situation and that helps me to love my child even more and accept him as he is."
Mother of child with Cerebral Palsy

84

CHILDREN WITH DISABILITIES SUPPORTED WITH INTERVENTION IN 2021

Since introducing an Occupational Therapist (OT) to the Therapy programme at the start of 2020 there has been a significant improvement in participation as well as understanding from Siyakwazi's team on how a child develops. In the second half of 2021 a Speech and Language Therapist (SALT) joined the Therapy team.

Feedback from Dani below:

"I think my highlight has been seeing the team members grow and become more confident in their own skills and knowledge. By either joining Block weeks, Malamulele training, and just generally working alongside the therapists I think most of the Siyasizas have formed a solid understanding of what is needed to support each child with their development goals, and can almost predict what they need to work on together next. There have been some individual successes which are amazing: Ndumiso's new wheelchair, so many new children accessing schooling, especially those accessing SEN schools, success with Botox with local private Doctors, starting to work with the teachers so that integration of occupational therapy skills to improve reading and writing can hopefully occur in classes with all children in grade R and 1, just to name a few.

I am most looking forward to working with the children more closely in the coming year which will allow for more in depth sessions, as well as be more involved in the schools, homes, and communities. I'm also looking forward to seeing how the team members continue to grow, and how we implement new ideas/resources."

THErapy ASSISTANTS

An additional area of growth in Siyakwazi's Therapy programme in 2021 has been the role of the Therapy Assistant. This role was introduced in 2020 to support quality implementation of the Therapy programme. The Therapy Assistant is responsible for supporting translation of the therapy sessions which take place at the Resource Centre as well as attending and reporting on therapy at the local clinics. Thembile, Thenjiwe and Fikelephi are all existing Siyasizas at Siyakwazi who have the added responsibility of ensuring that therapy sessions run smoothly and that therapy programmes are completed and distributed timeously. Their roles have been invaluable in sharing feedback on referral updates and following up with families on outstanding referral letters. Whilst the system still has great room for improvement, the feedback provided by the Therapy Assistant role has been a real asset to the overall Therapy programme and continues to support the critical transfer of rehabilitation skills within the organisation.



I have enjoyed learning from the therapist how we can make activities relevant for children based on their disability. I have learnt how to be more patient with children, do more hand over hand activities with them to let them see that they can do the activities. Supporting the Therapy programme allows the parents to understand what is going on, they feel confident to ask questions. Also if the Siyasiza supporting them needs to check something when doing a home visit they can come to me.

Thenjiwe, Therapy Assistant in Kwanzimakwe



**SUCCESS STORY**

Sibonelo

Siyakwazi first identified Sibonelo in 2019 through door-to-door disability awareness in the kwaXolo area. Sibonelo was living with his Aunt, Granny and cousins. At that time there was no diagnosis for him.

Siyakwazi worked closely with the family and supported the aunt in taking Sibonelo to the local clinic for therapy as well as to be referred for a diagnosis. Following an assessment at the hospital, results indicated that Sibonelo has Cerebral Palsy (CP) as well as signs of Autism Spectrum Disorder (ASD). The diagnosis for the Cerebral Palsy was a level 2 which means that Sibonelo can walk. The left side of his body has mostly been affected, causing some mobility difficulties, as well as delays in speech and cognition.

Once the diagnosis was received Siyakwazi supported the family in understanding more about Sibonelo's diagnosis as well as accessing therapy through Siyakwazi's Therapy programme. Siyakwazi also supported the Aunt applying with Sassa for a care dependency grant (CDG).

Supporting Sibonelo's learning and development through a home-based learning programme has helped the family in recognising Sibonelo's ability to participate. He has high energy and so sitting still for long periods of time can be challenging. The support through the Therapy programme has supported the Siyasiza and the family to identify what works best for Sibonelo. Activities that include gross motor movements throughout the day, incorporating core strengthening activities and crossing the midline support Sibonelo's sensory needs. Keeping small fine motor activities to shortened periods and support through a sensory diet have all helped keep Sibonelo active in his learning.

Sibonelo is now 5 years old and as of the start of 2022, he will be attending a local ECD Centre for the first time. The family continues to ensure that he is attending therapy and support him with his activities at home.

SUPPORT FOR REFERRALS

Support for access to services remains one of the critical areas of intervention for Siyakwazi's Therapy programme. What began in 2019 as a simple process of Siyakwazi's therapists supporting children access (disability specific) healthcare services from the local clinic has developed into a comprehensive system of ensuring that children with disabilities and their families are able to access the government-based services provided.

These include access to assistive devices, access to medication, access to diagnosis, access to Special Education Needs (SEN) schooling as well as the Care Dependency Grant (CDG).



The referral process is very much aligned with Siyakwazi's intervention methodology of providing holistic support for a child with a disability. In many cases children will need to go through a process of gaining a diagnosis before they are able to access other services such as assistive devices and the Care Dependency Grant. Siyakwazi's support in the referral process not only assists with aligning families with the relevant services, but also facilitates managing when breakdowns occur. These may be as a result of families experiencing challenges with taking the child for assessments at the clinic, Therapists or Doctors at healthcare facilities not being readily available, lack of placement space in SEN schools, Doctor's letters expiring when taking them to SASSA for grant approval or even incomplete diagnosis for cases where a diagnosis is for a rare or complex condition.

Through the referral process, Siyakwazi is seeing an increase in the number of children accessing available services. Through the research project we have to generate a more formalised study on the impact of accessing services as well as the time it takes for families to receive support.

ACCESS TO SPECIAL EDUCATION NEEDS SCHOOLS

A big consideration and pressing issue arising for Siyakwazi as we entered into 2021, was the increasing number of children needing access to Special Education Needs (SEN) schools. At the start of the year there were 18 children with disabilities who were on Siyakwazi's radar to access a SEN school within the upcoming year. As we have reached more families in 2021, this need increased. Through a collaborative effort with local SEN schools and engaging in various conversations within both the public and private sector, 4 children with disabilities were accepted to SEN schools at the start of 2021, with an additional 8 children who were accepted into the SEN school at the end of 2021/ start of the 2022 academic year.



4449

Home visits to support children with disabilities

THE INCLUSION TOOL

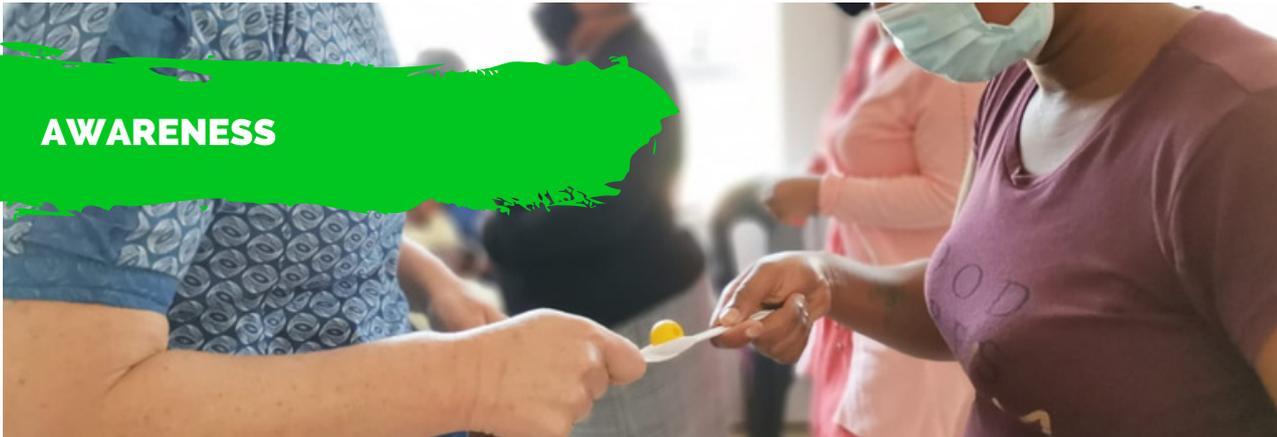
Siyakwazi's Inclusion Tool (IT) which was launched in 2021 as a pilot has been a breakthrough intervention tool for the team. As a tool it supports Siyazizas developing appropriate goals in partnership with a parent for their child.

The Tool allows for the critical transfer of knowledge from an Occupational Therapist (OT) to a rural-based fieldworker, and in this way has huge potential for scale. One of the biggest challenges Siyakwazi has experienced over the years is supporting each child with a disability, with appropriate learning and development, in a holistic way. Each child we support has unique barriers and needs and so the intervention needs to reflect this. We've also experienced parents who sometimes have unrealistic goals or time frames for what their child can achieve. In this way, the IT can provide an eye opener for a parent to understand their child and their level of development more clearly, assisting in the parent accepting their child more readily. This can bring realistic goals and healthy emotions for a parent, which supports the lifelong journey that parents' of a child with a disability face on a daily and full time basis.

The Inclusion Tool (IT) allows for 44 developmental areas to be assessed. Depending on where a child is at, the IT then indicates what activities the family can use to support the child transition or develop up. Because the parent is involved in the initial assessment they are able to see what areas of development their child can be supported in and choose what goals they would like to work on first.



1	2	3
<p>experience lying on stomach and lifting</p> <p>parent to touch toys on stomach. fieldworker will be helping</p> <p>parent head to child to control to lift</p> <p>use of rattle or noisy toys encourage lifting independently</p>	<p>I can roll over from my side with some help.</p> <p>Start with side-lying activities. Place child in side-lying encourage and ask the child to roll onto the child's tummy and back by using noisy toys or moving a toy he/she likes away from them on each side.</p> <p>Child must use head control to lead movement, assist with reaching of top arm if child needs help, can do the same with the leg on top if the child needs.</p> <p>Reach forward (flexion) for tummy turning Reach back (extension) for back turning</p>	<p>I can roll onto my side on my stomach and my hand can reach object he/she likes</p> <p>Child rolls onto their stomach. While child on stomach place objects that the child likes out of reach. Ask child to roll side from stomach by reaching towards object he/she likes then encourage roll the child's back onto stomach.</p> <p>Start by helping with child's legs, bending knee, and slowly push over: can do the same with arms if child needs more help. The head is important help lead the child, so or noisy toys can be used to make the child follow movements.</p>



AWARENESS

As we continued with door-to-door community awareness in 2021, Siyakwazi had the opportunity of sharing more about disability and inclusion with other organisations. This included sharing Siyakwazi's inclusion awareness methodology with 93 individuals from 4 provinces. Siyakwazi's Disability & Inclusion Awareness training manual and facilitator guide was formalised and consolidated earlier in the year to allow for a scalable reach of different audiences who work with the disability sector or who have a desire for escalated inclusion in their communities.

Part of supporting the roll out of these awareness sessions was Siyakwazi's area manager, Nontuthuko Ngeleka. She reflects on the sessions, "When we shared with delegates more about 'what is disability', it's great to see the realisation that actually disability does not stop a person from being a person, even with differences, people are still people. The more we shared with delegates they began to see that all children can be included in some way, no matter their barriers."

A lot of discussion takes place around the different models of disability, with activities exploring experiential simulations of the various barriers that a child with a disability may encounter.

Like with a lot of the way that Siyakwazi works, participation is key, and participants are invited to reflect on their experience with each activity through the Experiential Learning Cycle. Nontuthuko also highlights that, "it can sometimes be difficult for a practitioner to talk to a family member about a child who may have a disability, it's important in these moments to stay kind and thoughtful to the parent and if that means asking for someone to support sharing the information then that's ok. There is no shame in talking about disability."

"The inclusion section was most helpful because it opened my eyes and my mind to be more effective in class especially with inclusion of children with disabilities."



"I enjoy it because as adults we think for them (children). And children with disabilities want to do things for themselves and they want to participate and be involved in all activities."



SUCCESS STORY

We met Minenhle at a local ECD centre which was trained by Siyakwazi as an Inclusive hub in 2018. She couldn't speak properly and one side of her body wasn't functioning well. We tried to find her mother who was living away from home, and so we ended up approaching the grandmother, who was keen to receive support. The grandmother is illiterate and was limited with the support that she could offer Minenhle with home-based learning. Siyakwazi asked the ECD Practitioner to assist Minenhle with learning how to pronounce words and read books with her.

In 2019 Minenhle began at a local primary School where we informed the teacher and the Siyasiza about her needs. The teacher noticed that she couldn't copy from the board and write it down in her work book. We then advised the granny to take her to the local clinic for therapy. It became clear she was struggling in many different areas of her development. In order to assist her family with a clearer diagnosis, a psychological assessment was done to ascertain her cognitive functioning, which measured 3 years below her age.



The mother became involved and started to accept her child's condition and doing tasks and activities with her. This helped Minenhle to improve, but in Grade 1 she continued to have challenges, she forgot numbers, letters and couldn't write sentences. We realised in conversations with the family that she needed special schooling to assist her in her development. Through the success of applying for a care dependency grant, we started the process of applying for a special school. Minenhle has received a place at Harding special school at the end of 2021, ready to start in 2022.

It has been wonderful to see how the mother now feels more confident and excited about Minenhle's placement at the school. She has had challenges, like many other families, to buy stationery, uniform and other supplies that are needed at hostel. She has found a job to assist with all the extras Minenhle's schooling comes with, as well as ensure her youngest child is able to attend the ECD centre.

RESEARCH STUDY



An exciting opportunity commenced for the team in 2021. A partnership with the DG Murray Trust (DGMT) has supported Siyakwazi in conducting a research study on the impact of our Model of Inclusion which has been developed and refined over the last 8 years. This project will enable Siyakwazi:

1. To locate and embed Siyakwazi's approach within the national and international policy context, thereby providing a base for accountability as well as sustainability and expansion;
2. To document the model/approach used by Siyakwazi, and to review it through the lens of lessons emerging from other community-based inclusive ECD initiatives
3. To enable Siyakwazi to share its inclusive ECD model/approach

Dr. Sue Philpott, friend of Siyakwazi and expert in the disability field is supporting Siyakwazi in developing the framework for the research, as well as developing tools to support measuring impact, analysing data and compiling the findings in a report.

In the discussion paper on ECD and disability (WHO & UNICEF 2012) a description of different components of service provision for young children with disabilities is outlined as a 'twin-track approach'.

1.Children with disabilities (like all young children) should have access to mainstream programmes and services, including inclusive health care (e.g. immunization programmes), inclusive early childhood education, and inclusive social services and child protection.

2. Families of children with disabilities may need targeted interventions, such as Early Childhood Intervention and therapy services, including assistive devices and family services.

The research has already started to support change within Siyakwazi in the following ways:

- By documenting Siyakwazi's processes and model, we have noticed significant needs and started addressing these areas.
- Through creating space for team participation, there has been more application for critical thinking and reflection to our way of work and intervention
- Defining what Siyakwazi does and what the overall 'operation' looks like and diving deeper into the 'why' of what Siyakwazi does
- Developing a Baseline Tool to provide the beginning of an intake process for all children with disabilities and their families.
- Thinking about systems and processes within siyakwazi and what that should/could look like and how we can improve our approach/model.

We are looking forward to sharing the results of the study, and specifically the learnings with other organisations and individuals in both the disability and Early Childhood Development (ECD) sectors.



RED FLAG & CATCH-UP



1627

**CHILDREN UNDER THE
AGE OF 7 WERE
SCREENED WITH OUR
RED FLAG TOOL**

Siyakwazi was able to expand its School Readiness programme in 2021 thanks to available funding. 7 Primary Schools and 23 ECD Centres were supported with Red Flag screening and Catch-up programmes. It was also the biggest year to date in terms of the number of children supported with school readiness. A total of 1627 children were screened and 512 identified at risk of falling behind and supported through the Catch-up programme.

Of the 512 children identified at risk of falling behind, the breakdown is as follows:

- 162 children in pre-Grade R (57%)
- 214 children in Grade R (35%)
- 136 children in Grade 1 (18%)

In schools alone, the % of children at risk of falling behind was 10% more than in 2020. The tumultuous learning landscape in 2020 meant that children lost out on critical learning time.

In 2021, the number of children at risk of falling behind was significantly higher than previous years.

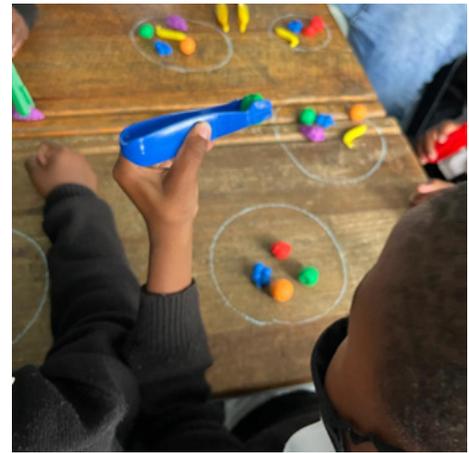
There was intention to continue home-based support visits with Siyasizas and parents of Catch-up children in 2021 as had been done in 2020, but unfortunately the large number of Red Flag children meant that not all children could be consistently reached in homes. For most children they received their Catch-up interventions in the classroom, but because of schools remaining at 50% capacity for most of the year, there was invariably half the amount of time dedicated to the Catch-up curriculum.

The areas identified as the areas of children's development that were needing the most support at the start of the year were as follows:

- Pre-Grade R: Maths (counting), Patterns, Fine motor
- Grade R: Patterns, Fine Motor, Maths (counting)
- Grade 1: Patterns, Maths (counting), Gross motor

Teams took this information into the learning context and used it to support the development of the Catch-up programme. Puzzles were introduced across all 3 age divisions in various forms to support a wide variety of development areas, along with counting, patterns, language & literacy development, fine motor skills and gross motor development. Siyakwazi's Occupational Therapist (OT), Dani, also supported developing some pre-reading and pre-writing skills that could be used in the classroom.

Catch-up groups were conducted from April to November in schools and June to November in ECD Centres. In each class, the children who had been identified as Red Flag were taken into small breakaway groups by the Siyasiza and supported with the activities.



"It felt great to work with Siyakwazi again. They help me to improve children's capabilities plus on Catch-up programme I've observed some strategies on how to teach children better and make the lessons more enjoyable and fun."

As we enter 2022 and a new school calendar year the number of children who remain at risk of falling behind even when participating in Siyakwazi's Catch-up programme in 2021 is high (125 children Pre-Grade R – Grade 1). This is the first time that the Catch-up rates for children has fallen below 90% in schools. A closer look at the results indicates that when children were rescreened with a levelled up version of the Red Flag screening tool, to measure their progress, on average only 66% of children in Grade R caught up and 80% of children in Grade 1 caught up, meaning that 34% and 20% remained at risk of falling behind[1].*

Whilst there is no conclusive data to indicate reasons for the poor Catch-up in schools, low attendance in schools would definitely be a large contributing factor with many teachers indicating that they were concerned with all of their children's learning and not just those in Catch-up groups. Siyakwazi has released a full report on the data collected in 2021 across all 3 age groups.

[1] *It's important to mention that these % are indicative based on the number of children available for rescreening at the end of the year. Namely, 89% in Grade R and 98% in Grade 1.

KWAXOLO EXPANSION



Compiled by Nosipho Gasa, kwaXolo area manager

At the start of 2021 we managed to find 4 new children with disabilities from kwaXolo, and later on during the year an additional 3 children meaning that a total of 13 children with disabilities were supported in the year. Additionally the School Readiness programmes supported 28 babies in homes, 2 Primary schools where 87 children identified as Red Flag were supported with Catch-up and a total of 3 ECD centres.

We began working with one of the schools, Emthini primary, in 2020, but because of Covid our interaction with the school was limited. In 2021 we had to reintroduce Siyakwazi to the school because the teachers didn't know about our programmes and it was hard for them to implement it in their classrooms. They said they were happy to support inclusion but didn't have skills. The school has large classrooms which meant that children were only able to attend part time. This created an extra burden for teachers. I worked closely with the school to support them with our Inclusion and School Readiness programmes.

"With the skill Nosipho has been sharing with me I am now able to notice or to identify if the child is experiencing any challenges. It has been very helpful for our school to work with Siyakwazi, especially to help those children who are falling behind. We were able to make 4 referrals to Murchison hospital for children with vision impairment."

Other successes that we have experienced as the kwaXolo team has grown. We were able to build a relationship with the STEAM centre in kwaXolo which has become a base for therapy in the area as well as a mobile office that the kwaXolo team can work from. Working with the two new ECD centres in Gcilima has supported our expansion in the area and finding new children. At the start of 2022, 1 of the children in mainstream school that was supported was accepted at a local SEN school, a child with a disability who had previously only attended an ECD centre is now attending Grade 1 at a local school and one of the children who had previously only been doing home-based learning is now starting at an ECD centre.



It has been really encouraging to see such amazing progress in many of the children supported with therapy in such a short space of time.

Bryn, Speech & Language Therapist



In ECD Centres in pre-Grade R the numbers were slightly more promising with 78% of the children identified as Red Flag able to catch-up after only 6 months of intervention (Catch-up in ECD Centres commenced in May 2021 and concluded in November 2021). Of the 23 ECD Centres that were supported in 2021, 10 centres experienced a Catch-up rate of 100%, whilst another 4 ECD Centres were above the 78% average Catch-up rate. 2021 was the first year which Siyakwazi ran a pre-Grade R Catch-up programme.

2021 was the first year that a Catch-up curriculum was developed and implemented for pre-Grade R as well as the first year that Red Flag & Catch-up was carried out in all 23 ECD Centres.



The Catch-up curriculum designed to support pre-Grade R was primarily focused on areas of development needing additional support in Grade R, namely fine motor development, numeracy (counting) and patterns. Basic concepts like colours and shapes as well as pre-writing activities were also implemented.



"I have learnt that it is good to do activities that help child develop their fine motor, by using play dough. LEGO and colouring in."

Siyakwazi plans to continue its implementation of the Red Flag and Catch-up programmes in ECD Centres in 2022. The metrics obtained through the data collected will also continue to be a source of information that guides the development of the programme.

Thank you to Care for Education who supplied LEGO resources and supported training for 21 ECD centres in 2021 and to Wordworks for the launch of their newly formed 'Little Stars' literacy programme. Siyakwazi will continue to develop relationships with organisations to support the access of resources for the ECD centres we work with.

412

Educational Resources were distributed throughout Siyakwazi's programmes in 2021

News 24 reported (Jan 2022) that 1,3 years school time has been lost during the pandemic and it will be a steep road for learners to attain their educational outcomes.

EARLY LEARNING 0-2 YEARS

123

Parents and their babies between 0-30 months participated in the 0-2 years Early Learning programmes.

This year there were 2 components to the programme:

1. The laddered programme which breaks up age related activities into 4 areas of development (1. Opportunity to interact, 2. Opportunity to move, 3. Opportunity to explore, 4. Opportunity to learn). The programme is designed to support learning in the home or classroom (in conjunction with ECD practitioners) with easily accessible resources.
2. A baby bag with resources and activity guide; these educational resources support additional learning and development and include language and literacy, introduction to shapes and colours, puzzles, counting and patterns. 50 children had access to this resource in 2021.

Of the total number of parents in the programme, 111 parents participated in a before and after assessment to measure their involvement and impact with their child. The assessment was a simple yes or no to a series of measures for each development area across each age group (48 measures in total).

From the data collected in the 'before' assessment, it showed that most parents struggle with aspects relating to Opportunity to explore and Opportunity to learn. This is often because parents are unaware of their child's potential at such a young age. Many moms were quoted with the saying that they "Did not realise their child could learn new things when they were so small" or that "Since doing the activities my child has become more curious about things around her".

Alongside this new found awareness in parents about their young child's capacity for learning and development has been an increase in the number of parents who would like to start sending their children to ECD Centres in the new year. This is really important as access to a good ECD programme from a young age where there are other children to interact with, will support accelerating a child's holistic development. Parents also commented that 0-2 Early Learning programme had given them the confidence to know that their child was ready to start at an ECD Centre. "He is ready, he can go to creche now and meet other children." And "He can learn new things to help prepare him for school."



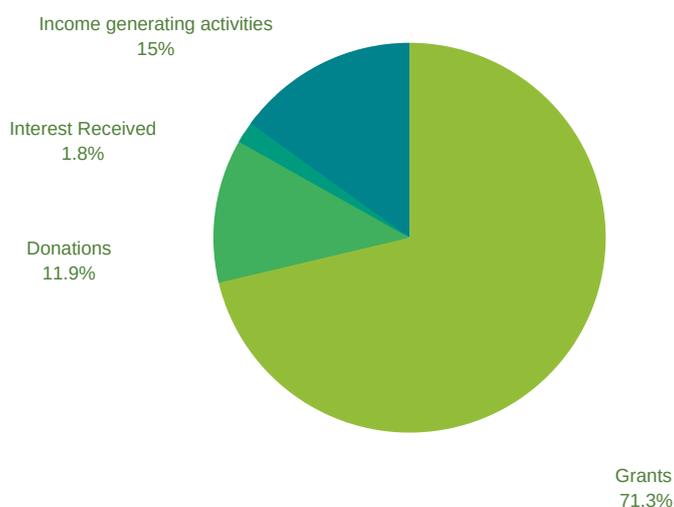
"Siyokwazi help me a lot because now I have a bond with my child and now she can listen what I say to her."

Improvement in financial management systems and policies in 2021, have offered both accountability and security in making sure the finances are spent according to the budget and accurate reporting submitted to funders. The support of Siyakwazi's financial consultants at SA Tax Management services have been invaluable in this process.

R2 067 458

invested in our programmes to support children with disabilities & barriers to learning

Fig 1.1. Sources of Revenue



Income generating activities: Includes sale of goods through Siyakwazi's second hand shop. Hosting fees acquired for learnerships and venue hire for training. Training income done with other organisations. R356 735.00 was raised through income-generating activities

Donations: Monthly and Once off donations from individuals and businesses. Siyakwazi has had an increase in the number of businesses giving once off donations as part of their CSI. In 2022 we would like to explore ways to engage with more individual donors.

Grants: Annual funder grant agreements. Siyakwazi was able to secure an additional (2) funders in 2021, as well as maintain all previous funding relationships from 2020.

"2021 has been my first full year with Siyakwazi, which has been really amazing not only to get a full view of all the seasons but also to watch the growth within the entire organisation. Financially, the organisation has blossomed this last year. This is encouraging as almost all the funders are very strict within their applications and Siyakwazi has managed to be successful in the majority of the funder applications. This reflects that Siyakwazi is achieving its goals by reaching communities and families and objectives as well as remaining financially compliant. May 2022 be extra special with the expansion of the Resource centre, and continue to grow and support those in need."

Finance

R413 000
revenue received from NLC for capital expenditure on Resource Centre expansion

10
Grant agreements have supported Siyakwazi's implementation in 2021

R86 433
allocated to educational resources & therapy resources

OUR 2022 GOALS

- Refine Siyakwazi's processes and systems to inform and support quality programmes in both Inclusion and School Readiness, by exploring technology-based M&E systems that may contribute to supporting this growth and more efficient ways of collecting and processing data.
- Continue to expand into the Gcilima and Manzamhlophe areas of kwaXolo with 1 new ECD centre and actively finding children needing support in their homes.
- Expand the reach of Siyakwazi's 0-2 Baby programme and support parents' to enable their young children to thrive from an early age, as well as provide resources for 150 babies.
- Continue to address the need surrounding children with disabilities of children 8+, including finding appropriate activities for all these children and pursuing relevant transitions.
- Install wifi at Siyakwazi's Resource centre and increase staff capacity to implement admin tasks and communication systems.
- Collect data for research project and allow findings to influence and drive the sharing of Siyakwazi's inclusive model and support scaling inclusion in other areas.
- Train and equip staff members to implement and grow therapy services.
- Consolidate financial stability and growth to support increase in salaries and other resources, based on skills, performance and expansion to other areas.





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