PRACTICAL, RELEVANT and ACCESSIBLE TRAINING and MENTORSHIP of EARLY CHILDHOOD DEVELOPMENT

ANNUAL NARRATIVE REPORT:
MASIKHULE CHILDCARE
050-955 NPO
1 MARCH 2013 TO 28 FEBRUARY 2014
A. ORGANISATION OVERVIEW

Masikhule Childcare is a registered non-profit organisation (050-955 NPO) and Public Benefit Organisation (930025514) which was established in the Helderberg region of the Western Cape in 2005. With its vision to empower through knowledge, Masikhule’s mission is to ensure that children living in marginalized communities within the Helderberg basin, Stellenbosch, the surrounding winelands and rural areas attend Early Learning Centres (encompassing crèches, daycare centers and pre-schools) that are registered and provide a holistic child development and stimulation program where learning is fun, creative, practical and relevant. The ultimate aim is that these children may enter formal schooling with a good foundation of knowledge, maturity and independence.

Masikhule Childcare strives to develop women and children within impoverished communities towards self-reliance, independence and achieving their full potential and thus also the potential of the community as a whole.

Masikhule, a name given to the organisation by the first group of course attendees in June 2005, means “we are growing/developing” in isiXhosa. The women pointed out that it was not only the children that would be growing and developing, but the women themselves too.

The organisation is headed by Léanne Keet, an Occupational Therapist and employs 3 project managers, 2 part-time staff and a number of volunteers. Training and mentorship is further supported by specialist consultants.
B. MANAGEMENT:

Advisory Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Staff title</th>
<th>ID number</th>
</tr>
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<tbody>
<tr>
<td>Léanne Keet</td>
<td>Manager</td>
<td>6703130105086</td>
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<tr>
<td>Cornelia Fredericka Vlok</td>
<td>ECD Mentor &amp; Facilitator</td>
<td>6208070042083</td>
</tr>
<tr>
<td>Karen Elizabeth Bufé</td>
<td>Secretary</td>
<td>6912090108085</td>
</tr>
<tr>
<td>Pretty Ntloko</td>
<td>Community Liaison</td>
<td>7209071108088</td>
</tr>
<tr>
<td>Else Johanna Catharina de Jong</td>
<td>Member</td>
<td>5804240100081</td>
</tr>
<tr>
<td>Marcel Leon Bufé</td>
<td>Honorary Treasurer</td>
<td>6013125834086</td>
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C. MAJOR OBJECTIVES and ACTIVITIES FOR 2013-2014

To offer practical, affordable, accessible and relevant training in Early Childhood Development to teachers, volunteers, parents and primary-caregivers

To offer regular assessment, support, guidance and further in-service training to community-based ECD centres

Capacity building, job creation and job placement

1) TRAINING ACTIVITIES FOR 2013/14

I. BASIC EARLY CHILD DEVELOPMENT TRAINING:

- 17 training courses
- Five day course registered with department of social development
- 177 attendees
- 101 unemployed
- 76 teachers/volunteers/childcare workers
- 133 mothers (80 with children <6 years)
- 46 were <25 years of age

Our Basic ECD course is offered to women working or volunteering at community-based early learning centres. Parents are actively encouraged to attend and many unemployed women attend the course with the aim of using this knowledge (and certificate) to find employment. The course is offered at a community centre and the emphasis of the course is essentially to impart knowledge of many aspects of early child development and the importance of play on development for young children between birth and 5 years. The content of the 5-day course includes the following topics:
• Basic principles of child development 0 – 5 years
• Importance of sensory-motor and perceptual development
• Relevant stimulation according to developmental stages (0 – 5 yrs)
• The importance of holistic play on development
• Importance of reading and music on development
• Baby exercises, handling skills and massage
• Creative play and play ideas
• Practical, age-related toy making and activities using waste material
• Basic hygiene, safety and security

II. ADVANCED EARLY CHILD DEVELOPMENT (ECD) TRAINING

• 3 x six week training courses per annum
• Six week course registered with department of social development
• Attended by 68 pre-school teachers

The course is presented over a 6 week period, starting with an assessment visit to each early learning centre represented on the training. The teachers who attend the Advanced ECD training have knowledge of basic ECD principles as set out in the 5-day Basic ECD course, which they all would have attended to qualify for the advanced course. The training provides the attendees with an opportunity to learn more in-depth ECD skills and, more importantly, how to implement their skills and knowledge in a practical manner in the classroom.

Due to the practical nature of the training, by the end of the 6 weeks, the teachers have the ability to plan lessons according to all areas of development including sensory, perceptual, motor and emotional development. They can implement lesson planning which includes daily, monthly, term and annual planning and are able to implement a holistic ECD program according to themes using appropriate activities to achieve specific aims and outcomes.

The importance of HOLISTIC play experiences is stressed and besides learning skills in creative play, attendees learn how to implement a range of age-related fine and gross motor activities.

We cannot ignore the importance of gaining knowledge of classroom management and administration skills, and time is spent on exploring these concepts.

Acknowledging the importance of good nutrition on learning, concentration and development, we include sessions on early child nutrition and menu planning as most pre-schools provide at least one or two meals per day.

Because these teachers do not have the financial means to purchase a variety of art materials, emphasis is placed on how to use waste materials for creative play.
To ensure that the teachers can apply the knowledge learnt and practice skills with the children at school, each centre represented is supplied with an ECD Resource Kit. The Kit contains art supplies (such as paint, glue, paint brushes, scissors, crayons, string, etc), educational toys and games, beanbags, hoola hoops and balls.

Learning and Exploring play ideas

Delivering the ECD Resource Starter Kits

Implementation of what was learnt
In summary:

- **Basic ECD**: 177
- **Advanced ECD**: 68
- **Business Management**: 22
- **Masikhule First 1000 days**: 15

**TOTAL**: 282

**Training Profile**

- **Total 282**

- **Teachers/employed (B.ECD)**: 106
- **Teachers (Adv ECD + First 1000 days)**: 101
- **Unemployed**: 75

**TOTAL PARENTS**: 190

- **Parents**: 65
- **Children <6 years**: 125
I. MENTORSHIP, DEVELOPMENT AND IN-SERVICE TRAINING AT EARLY LEARNING CENTRES

- 30 ECD centres developed and mentored
  - 24 x Townships, low-income areas
  - 3 x Stellenbosch winelands
  - 3 x Agter-perdeberg
- 800 mentorship visits
- 1800 children from birth to 6 years reached through Masikhule early child development program

Through years of experience, we know that offering training in isolation is not entirely effective. The success of our program is assured by our commitment to ensuring that the teachers do not only receive training, but that they are mentored, guided, supported and receive further in-service training at their centres. Regular centre assessment and the offering of guidance and support ensures the implementation of a holistic ECD program in a stimulating and well-managed environment. This has had the result of improved quality of early education and care at early learning centres by staff who are not only trained, but who are confident, motivated and who show insight. In addition to this, Masikhule project managers ensure that each facility is sufficiently equipped to ensure an environment conducive to learning.

II. ECD RESOURCE AND INFRASTRUCTURE DEVELOPMENT

This year, Masikhule supplied of 22 ECD Resource Kits, and re-filled 8 more. Through the supply of these items, the teachers/practitioners were able to implement the ECD program activities and the children benefited from taking part in a variety of creative, fine motor and gross motor play activities. Centres were also guided regarding the use of the equipment.

We have had a number of fundraising and resource ‘drives’ during the course of the year as a means to acquire resources and equipment for the centres. This included a Mandela Day Apron Making day where we made and supplied 240 aprons for our schools. Other activities included blanket drives, stationery drives and requests for donations for children’s tables and chairs, food, playground equipment, furniture and toys.
I. REGISTRATION AND COMPLIANCE

Of the 30 centres we partner with, 10 are registered with the Department of Social Development and the rest are in the process of registration. Our aim is to assist these centres with their registration and compliance. We held a series of workshops to assist principals with registration as non-profit organisations (a requirement for registration as ECD’s) and to register with the Department. The process remains lengthy, time-consuming and financially draining for the centres, but progress is being made in this regard.

II. BUSINESS ADMINISTRATION AND MANAGEMENT SKILLS TRAINING FOR DAYCARE/PRE-SCHOOL PRINCIPALS

- 8- week training course
- 15 community-based pre-school and daycare principals attended the course in July/August 2013
- The Business Management and Administration course content included the following headings:
  - Business Management
  - Financial Management
  - Legal Matters and Human Resources

The objective of the programme was to upskill the pre-school and daycare principals in basic business and financial management processes and procedures. The programme gave the delegates practical business management skills which they could immediately apply in their schools. The implementation of the program was monitored over a period of 6 months. The Principals were equipped with the knowledge (and resources) to apply sound and effective business management skills which will ultimately ensure the success and sustainability of their centres. Each principal received a Business Resource Kit.

III. RIGHTS AND RESPONSIBILITIES IN THE WORKPLACE

- 17 morning sessions by Employment Law and Employment Relations Consultant & Mediator to ECD centre staff, principals, employers and unemployed women.
- Attended by 170 women
- These were offered to inform employers and prospective employees of rights and responsibilities in the workplace. Also information regarding the basic conditions of employment
IV. EARLY CHILD NUTRITION
- 20 workshops for practitioners and parents attended by 282 women
- Practitioners and parents gained knowledge on the importance of making wise choices with regards to child nutrition and how this affects not only physical development but also learning

V. INFRASTRUCTURE AND RESOURCE DEVELOPMENT
The community-based daycare centres and pre-schools do not have the financial means to equip and upgrade their facilities and thus rely on the generosity of donors. Masikhule received a host of donations throughout the year which have been distributed amongst our centres. The following were installed, donated and developed:

- Computers, laptops, printers
- First Aid Kits
- Fire Extinguishers
- Office furniture and equipment
- Children’s tables and chairs
- Jungle gyms
- Educational games and toys for inside and outside play
- Heaters, curtains, carpets, shelving, mats, fridges, stoves, blankets, mattresses
- Roofing, tiling, security fencing, gates
- Food parcels, Easter eggs
- Christmas gifts for children and teachers

A number of community-based centres were chosen as beneficiaries of a number of outreach programs. To mention a few: Parel Vallei High School Interact group painting of Lathi-Tha Daycare in Sir Lowry’s Pass; Beaumont Gr 6 outreach at Somlandela in Asanda Village; PERI community outreach at a number of centres throughout the year.

VI. PLACEMENT
Many of the women who attend the training are unemployed. Masikhule Childcare placed ten of these in jobs either at established pre-schools or as domestic workers looking after children in the home.

D. MARKETING AND PR
Masikhule Childcare benefited from various media coverage, which included:

- Television: Espresso
- Print: District Mail, Bolander, Gazette
- Radio: 567 Capetalk, Radio Helderberg, Heart 104.9FM, Metro FM, CCFM - 107.5 FM
- ABSA Cape Epic: Masikhule had an all-women team of Junita Kruger and Janet Keet riding the Cape Epic under Masikhule Banner, raising much-needed funds and awareness.
- End-of-year Function: Masikhule hosted a Christmas party for 120 teachers and principals on 20 November 2013. This festive event provided us with the opportunity to honour and thank the ECD staff for their hard work, their commitment and motivation. Each centre (25 in total) received a certificate of accomplishment in whatever area we felt they had progressed. Four practitioners then received a special award and prize to reward their outstanding achievements.
E. FINANCIAL MATTERS

Established and New Partners

We are grateful to our donors, partnerships and supporters for entrusting us at Masikhule Childcare to provide a service on its behalf to women and children from the disadvantaged areas of the Helderberg and surrounding areas and trust that our partnerships will continue to broaden, grow and develop. Thank you for each and every donation (whether monetary or in kind), however big or small. Our donors and contributors in no particular order:

- Department of Social Development
- KWV
- ARA
- Simonsig Wine Estate
- Joostenberg Wine Estate
- Masincedane Community Service
- Corporate and private sponsors
- PERI
- Clinical Trials
- PNA
- HCI
- Dr P.R. Keet
- Willem Karsten, website and graphic designer
- Gill Rimmell and Tinroof designs
- Four Seasons Trust
- D. Bolus
- Duxbury Support
- Dischem Foundation
- M. Phillips
- Round Table Somerset West
- Lions Club
- Rotary Somerset West
- ECHO
- H. Baylock Phillips
- Methodist Church
- St Pauls Catholic Church
- Newkidz on the Block
- Santa shoebox
- Debbie Coombe
- Sam van Schalkwyk
- Felicity Gallagher
- J. Hodgson
- Family and Friends

Financial Report

MASIKHULE CHILDCARE
NPO - 050 - 955

STATEMENT OF COMPREHENSIVE INCOME
FOR THE YEAR ENDED 28 February 2014

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<td>Department of Social Development funding</td>
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<tr>
<td>Donations &amp; fundraising</td>
<td>316 070</td>
<td>284 416</td>
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<td>ECD training course reimbursements</td>
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<td>Partial care facility mentorship</td>
<td>30 580</td>
<td>22 252</td>
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<td>Placement contributions</td>
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<td>Interest received</td>
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<td>Total income</td>
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EXPENDITURE

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<tr>
<td>Audit fee - current and prior year</td>
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<tr>
<td>Bank charges</td>
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<td>Depreciation</td>
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<td>Fund raising</td>
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<td>Office</td>
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<td>Partial care facility</td>
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<tr>
<td>ECD training courses</td>
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<tr>
<td>Small plant and equipment</td>
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<tr>
<td>Total expenditure</td>
<td>758 485</td>
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NET INCOME FOR THE YEAR

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<tr>
<th></th>
<th>2014</th>
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<tr>
<td></td>
<td>42 480</td>
<td>130 945</td>
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F. NPO CONSTITUTION MATTERS

It was decided at a Management Meeting on 2 April 2013, with final induction at the Annual General Meeting held on 22 August 2013 to select an Advisory Board to assist the Management Committee. The first Advisory Board members are Nadia Kamies, Greet de Wulf and Garth Japhet. The primary role of the two to four member team, who serve for a period of 12 months and who can be re-elected on the Advisory Board annually, would be the following:

- to ensure that the vision, purpose and values of Masikhule Childcare are clearly defined;
- to monitor expenditures and appropriation of funds;
- to ensure that the organisation continues to be adequately funded;
- to assist with fund raising;
- to offer technical assistance and the assessment of Masikhule’s impact;
- to serve as a public advocate for the organization

G. FINAL WORD:

This year has been a year of much growth at Masikhule Childcare. We are conscious of remaining needs-based and are thus constantly guided by the specific needs of the community. We have seen a tangible difference in the women working at the community ECD centres which has been particularly evident in their level of motivation, their creativity, their commitment, their ability to work according to specific aims and outcomes, in their self-confidence as care givers and the insightful way in which the children at their centres are managed.

Ultimately, the children have benefitted from their input. We firmly believe that it is not only the quality training that the staff have received that has made the difference, but even more importantly, the partnerships that we have formed with the ECD centre staff. The success of our program is also evident by the fact that the schools accepting children who have received the Masikhule ECD Program are eagerly accepted into Grade one and the children receive favourable results in their early primary school years.

We thank our donor partners for entrusting us at Masikhule Childcare to provide a service on its behalf to women and children from the disadvantaged areas of the Helderberg and surrounding areas and trust that our partnerships will continue to grow and develop.

“We make a living from what we get. We make a life from what we give”.

W. Churchill

Léanne Keet

Chairperson (Founder)