



Request for Funding

Association Incorporated Under Section 21

Section 21 Co. Reg. No. 2003/010956/08. Public Benefit Org. Reg. No. PBO 930 004 377

Non-Profit Org. Reg. No. 030-217-NPO

2011/2012

Making a Difference, One Child, One Woman, One
Community, at a time



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1. Organisational Details

1.1. Administrative Information

Name and Address of Organisation	Sikhula Sonke P O Box 23122 Claremont 7735 35-903 Cephe Crescent, Harare Square Khayelitsha 7784
Head of Organisation	Mdebuka Mthwazi Acting Executive Director Tel: (021) 363 0057 Mobile: 072 626 0565 E-mail: mdebuka@sikhulasonke.org.za
Alternative Contact Person	Thembakazi Nxesi Community Development Coordinator Mobile: +27 73586 3133 E-mail: thembi@sikhulasonke.org.za
Date Established	Sikhula Sonke was founded in 2001
NPO Registration Number	030-217 NPO
Section 21 Company Registration Number	2003/010956/08
SARS PBO Registration Number	PBO 930 004 377
Section 18A Registration	Yes
Website	www.sikhulasonke.org.za

Auditors BDV Platinum
49 Bell Crescent, Westlake Business Park, Westlake
Telephone: (021) 701-7620

Directors

Nicky Collins, Sindy Dapula, Janet Glanville, Deborah Hancox, Jenny Klein, Gloria Mbali, Mdebuka Mtwazi, Evan Torrance

Organisation's Bank Account Details

Name of Account Holder: Sikhula Sonke
Bank: ABSA Bank
Account Number: 405 820 4765
Account Type Current
Branch: Claremont
Branch Code: 632005

2. Introduction to the Organisation and Its Objectives

Sikhula Sonke ECD is a community-based organisation with a mandate to meet the need for quality early childhood development interventions in Khayelitsha.

In the eighties and nineties Khayelitsha's communities were in turmoil and there was a dire need for proper housing, in addition to health and educational facilities. In the early 1990's Claremont Methodist Church responded to these needs, established its Social Impact Ministry and began building houses in the Harare Township of Khayelitsha. At this time the plight of young, unschooled and vulnerable children became apparent to members of the church who were working in the township, and Sikhula Sonke came into being with the specific purpose of addressing these needs. Now nearly 20 years later, Khayelitsha remains one of the 22 identified Presidential Poverty nodes in South Africa, and we remain focused on uplifting this community.

Khayelitsha has a huge number of children who are not accessing formal early childhood development (ECD) services due to factors including inadequate family income, difficulty in accessing child care (distance) and inadequate information and education regarding the importance of child development.

Sikhula Sonke's Mission Statement:

Sikhula Sonke's primary reason for existence is to offer free early childhood development training and support to the parents, caregivers and pre-school teachers of young children in the Khayelitsha township of Cape Town, South Africa.

Early childhood development is defined as the “processes by which children from birth to nine years grow and thrive physically, mentally, emotionally, morally and socially.” (Education White Paper March 1995)

Our core values are the following:

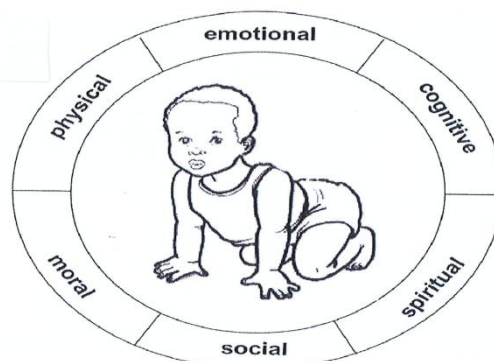
- ❖ We believe that all children have the right to be loved and cared for and to be developed physically, intellectually, emotionally, morally and socially.
- ❖ We believe that women are uniquely placed to protect and enforce the rights of children and that women need to be supported, encouraged, and equipped with the necessary skills to do so.
- ❖ We believe that by nurturing and building our children, we nurture and build our nation.
- ❖ We believe that all parents and caregivers of young children should be knowledgeable about early childhood development so that they can play an active role in nurturing and enhancing the development of the children in their care.
- ❖ We believe that our united efforts will significantly and positively impact on the future of our young children and afford them the opportunity to realise their potential, and in so doing, to secure the future of our country.

Sikhula Sonke’s objectives for 2011

Programme	Beneficiaries
Basic Assistant Teacher Training Programme in ECD	40-60 pre-school teachers /caregivers
Coaching and Support Programme	40-60 pre-schools
Capacity-building training courses (in partnership with other service providers)	Pre-school teachers
Family and Community Motivator Programme and cluster workshops to encourage co-operatives or income-generating projects	At least 50 households each year
Upgrade and improve physical and educational facilities with fire resistant materials	At least 3 pre-schools

The needs that these programmes seek to address

Early childhood development (ECD) means the processes by which children from birth to nine years grow and thrive physically, mentally, emotionally, morally and socially.



(Education White Paper March 1995)

When we started working in Khayelitsha in 2001, we partnered with Grassroots Educare Trust. They ran their playgroup training programme with 50 women from the community and 6 playgroups started as a result of this

training. We continued to meet with the women once a week and offer support and resources that they could use with their children.

There were approximately 40 000 children under the age of 5 years old in Khayelitsha in 2005, according to a City of Cape Town study. According to figures released by the Department of Social Development last year there are 153 registered pre-schools, or ECD sites as they are also known, and 109 unregistered ECD sites. Collectively these ECD sites are reaching over 11,000 children. That means that over 70% of children are outside of any ECD programme. The 2005 City of Cape Town study also indicated that 77% of men and women earn less than R1 600 per month, and with 73% of the adults not having completed Grade 12, the importance of interventions of this nature cannot be over-emphasized.

Why Early Childhood Development is so important

(Taken from the World Bank's website on Early Childhood Development)

“Early childhood is the most rapid period of development in a human's life. The ECD approach is based on the proven fact that young children respond best when caregivers use specific techniques designed to encourage and stimulate progress to the next level of development. The ultimate goal of ECD programmes is to improve young children's capacity to develop and learn. A child who has been properly prepared for school is socially and emotionally healthy, confident and friendly, is able to tackle challenging tasks and persist with them, has good language skills and communicates well, and is able to listen to instructions and pay attention.

A vast body of research has demonstrated that ECD programs benefit children, families and communities. The reduced dropout and repetition rates, improved school achievements, greater adult productivity, and higher levels of social and emotional functioning encouraged by ECD programs make them a highly cost-effective means of strengthening society as a whole by ensuring that its individual members live up to their full potentials. The additional benefits of ECD interventions include improved nutrition and health status, help for the disadvantaged and reduced social inequality and improved parent-child relationship.”

National Integrated Plan for ECD (NIP)

Sikhula Sonke fully supports Government's National Integrated Plan for ECD (NIP) and its goals and objectives mirror our own. The ultimate goal of the NIP is to achieve the following:

- ❖ create environments and situations in which children, particularly vulnerable children, can learn, grow and thrive socially, emotionally, physically and cognitively;
- ❖ increase the opportunities for young children to be properly prepared to enter formal schooling;
- ❖ provide support and training to the adults who care for young children and their community so that they are able to care properly for and educate their children; and
- ❖ to reduce the adverse developmental effects of poverty and other forms of deprivation on children from birth to four years.

Sikhula Sonke's programmes seek to meet the ECD needs of the child, the caregiver, the household and the community. Our interventions focus on the following:

- ❖ Improving the quality of ECD interventions and initiatives within Khayelitsha through the provision of quality, capacity-building opportunities for pre-school teachers.
- ❖ The provision of quality, outcomes-based ECD training for pre-school teachers.
- ❖ The provision of ongoing support to these pre-school teachers.
- ❖ Building the capacity of the pre-schools the organisation serves to ensure their long-term sustainability.

- ❖ Family strengthening and support in the form of parent / caregiver training through the Family and Community Motivator Programme.

3. Overview of Programmes

We have aligned our programmes with the quality indicators used in the Nationwide Audit in ECD Provisioning (Department of Education, 2001):

- ❖ **Support** refers to the management, governance and supervision at the ECD Centre. It also includes the monitoring and evaluation, subsidies and fundraising.
- ❖ **Administration** refers to the legal requirements, the financial and human resources and the programme planning.
- ❖ **Programme** refers to the ECD programme/curriculum implemented at the centre, the interaction with the children and health and nutrition.
- ❖ **Educator Information** refers to the qualifications, training and experience of the ECD practitioners.
- ❖ **Service Integration** refers to parent and community involvement at the centre and the referrals and outreach.
- ❖ **Infrastructure and Environment** refers to the buildings, equipment, learning materials and hygiene.

3.1. Basic Assistant Teacher Training Programme

Programme Objective

In the 9 years that we have been working in Khayelitsha, we have discovered that given the level of education of the ECD practitioners and the demands and pressures on them as they care for many children, the formal NQF Level 4 training is very onerous, and we realized that we needed to develop a more practical and less pressurized training course to counteract this problem.

As a result, Sikhula Sonke has designed and offers a specific needs-driven training programme for educare support staff such as cooks, cleaners and less educated caregivers of young children.

Programme Description

Sessions lasting approximately four hours and which are conducted fortnightly cover the basics of early childhood development, as well as a range of other relevant topics such as the daily programme, safety, nutrition and details of resources available within the community. Due to the large demand for this training, we run 2 separate classes once a week, with approximately 60 ECD practitioners enrolled each year.

As part of our training, ECD practitioners are provided with detailed guidelines for a series of themes around which the whole year's programmes can be organised. The programme is based on sound principles of learning through play and activities, activities that enable learners fully to experience and cognitively structure their world. The programme also provides practical activities for practitioners and children using inexpensive and easily made educational materials.

In 2011 Sikhula Sonke intends to pair the learner teachers with centres of excellence in the Western Cape. Each learner teacher will have the opportunity to spend at least 12 days in a centre where they will be able to apply their learning, with the presence and availability of an experienced on-site teacher.

Intended Outcomes

On completion of this training programme, practitioners should be able to:

- ❖ Give children the opportunity to discover and learn about their world, both natural and man-made.
- ❖ Plan lessons which are directed at the learning outcomes of three learning programmes: numeracy, literacy and life skills.
- ❖ Stimulate children to be observant and ask questions about what they think and see in the world around them.
- ❖ Be able to assess children's needs in non-threatening and constructive way.
- ❖ Be able to discover learning outcomes for each activity in children's development.
- ❖ Advise on health, safety and nutrition.
- ❖ Be able to make learning and development of children fun.

Monitoring and Evaluation

The monitoring of this programme has two components:

- ❖ The **Coaching and Support Programme** (see below), which is implemented through on-site visits at the Educare Centres, and assists the ECD practitioners in the practical implementation of the training. There are 24 scheduled site visits that take place during the year. Each teacher is assigned a coach who is an experienced ECD practitioner and who assists with the practical implementation of the training on a one-on-one basis with the teacher.
- ❖ Each ECD practitioners is expected to complete and present a portfolio of **Evidence of Learning** for the materials that have been developed and collected during the course of training, write a reflective assignment on each theme and present their handmade materials after each theme.

Detailed Budget for Basic Assistant Teacher Training Programme - 2011

Assistant Trainer x2	R100,000
Rental of Hall	R15,000
Printing and Stationery	R10,000
Refreshments	R5,000
Textbooks	R15,000
Programme Management	R22,500
Total	R167.500

3.2. Coaching and Support Programme

Programme Objective

To coach and support 60 ECD practitioners in meeting the minimum standards defined by the Department of Social Development in an 11-month period in terms of five areas of intervention:

- ❖ Premises and equipment
- ❖ Health, safety and nutrition
- ❖ Management and governance
- ❖ Working with families and communities
- ❖ Active learning

Programme Description

The project is based in the broader Khayelitsha community and seeks to provide coaching and support to 60 ECD practitioners based in 30-40 educare centres (reaching approximately 2 000 children and 257 households) in the above five areas of early childhood development.

Under this programme, 3 qualified pre-school teachers are employed to visit each pre-school once a month and assist them with practical issues such as room arrangement, pre-school daily programme, the policies required by the Department of Social Development, registers and reports, parent meetings etc.

The 60 ECD practitioners attend the introductory course on Early Childhood Development. The Coaching and Support Programme assists them in practically implementing the learning areas as taught in the course.

Intended Outcomes

- ❖ To improve the operating standards of ECD sites in Khayelitsha.
- ❖ To increase health, safety and nutrition at ECD sites.
- ❖ To enable the registered ECD sites to benefit from government subsidies.
- ❖ To make Grade R classes fully functional and improve numeracy and literacy at the basic level.
- ❖ To increase the quality of services offered to children in the ECD centres.
- ❖ To increase the number of women able to sustain ECD centres through quality management systems and programmes.
- ❖ To increase the number of children able to access ECD services.
- ❖ To increase awareness of the importance of education at foundational phase by stakeholders.
- ❖ To empower ECD practitioners with knowledge of the New Curriculum (OBE related activities).

Budget for Coaching and Support Programme - 2011

Coaching and Support Programme	
Coaching and site visitation	R97 500
Telephone costs	R1 500
Travelling costs	R10 800
Programme Management	R59 140
Total	R168 940

3.3. Family and Community Motivator Programme (FCM)

Programme Objective

Sikhula Sonke's motivation to implement this project in Khayelitsha at Enkanini informal settlement is driven by the need to support vulnerable children and vulnerable families. Sikhula Sonke believes that all caregivers and parents should be informed and involved in nurturing and enhancing the physical, cognitive, social and emotional development of their children.

The FCM programme aims to extend a supportive and capacity-building service to the caregivers and parents, to broaden their knowledge base on the development of children and access to supportive services, as well as increasing the families' support-based network.

This programme provides a primary level of intervention for care and support for the family at a household level. It is estimated that 50 percent of young children's early childhood care and development interventions take place at home through parents, extended family members, older siblings and other caregivers.

At the household level the following needs of young children should be met: *psycho-social care and support, adequate food/nutrition, socialisation, breastfeeding, safe housing, safe water, good hygiene, birth registration, stimulation and play.*

The NIP recognises that we need to develop a large number of ECD field workers who will be able to assess, support, intervene, and refer families and children as needed. This is due to the huge numbers of vulnerable children and families in our country. The FCM programme that has been developed by ELRU is perfectly able to meet this demand.

The FCM programme aims to:

- ❖ Raise awareness around children's rights.
- ❖ Support the growth and development of vulnerable children from birth to nine years by increasing access to government services such as child support grants, with a key focus on the under-sixes in home and family settings.
- ❖ Enhance the knowledge and skills of caregivers regarding the developmental needs of children by building on their existing beliefs and child-raising practices.
- ❖ Support women and men in their role as primary caregivers and encourage men to play an active role in the lives of young children.
- ❖ Promote the inclusion of children with disabilities, chronic illnesses, HIV and AIDS and displaced or refugee children.
- ❖ Use a rights-based approach to address the power inequalities between men and women.

Programme Description

The focus is on the primary caregivers of children aged 0-9 years who are the child's first teachers. The motivators work with caregivers using an adult-centred developmental approach taking the needs of the caregivers as well as the needs of the children into account.

- ❖ They identify the knowledge and skills parents and family members have and what information they need in order for them to support the healthy growth and development of the children in their care.

- ❖ They build networks of support for families by developing links to government services and other needed resources.
- ❖ They support caregivers' efforts to access the child support grants, emergency food parcels and income-generating opportunities.
- ❖ They provide psycho-social support for the caregivers' own needs and they monitor changes in the caregivers' attitudes and behaviour towards the children.

In everything that he/she does, the motivator starts by building on the caregivers' own beliefs and practices around raising a child.

Intended Outcomes

- ❖ Increased community awareness of the rights of children.
- ❖ Increased number of children and caregivers who have information on community services.
- ❖ Increased number of children who are registered and can access Government's social security system.
- ❖ Positive change in the parent/caregiver's attitudes and behaviour in caring and stimulating their children.
- ❖ Increased rate of referrals of children with special needs to social workers and service providers.
- ❖ Increased access to childcare information for parents and caregivers.
- ❖ Increased number of families accessing community services.

We seek an improvement in the quality of life of these children and their families. We measure and track the following indicators:

- ❖ Number of families recruited.
- ❖ Number of children registered for Social Support.
- ❖ Number of family visits per fieldworker.
- ❖ Number of cluster workshops held per community.
- ❖ Number of referrals per family to support agencies.
- ❖ Number of families joining a support network.
- ❖ Number of children identified with disability or special needs and referred for special assistance.
- ❖ Increase in the soft skills of family care givers (numeracy, literacy, life skills).
- ❖ Quality of life indicators.

Budget for FCM Programme - 2011

Budget Category	Estimated Budget 2011
Project Coordinator/ Supervisor	R84 000
Travel/Accommodation/per diem	R18 000
Office Expenses	R7 500
4x FCM fieldworkers	R96 000
8 Cluster workshops (1 per quarter per area)	R24 000
Printing and stationery	R2 000
Toy and book kits	R9 000
Grand Total	R240 500

3.4. “Emthonjeni” Playgroup Outreach Programme

Programme Objective

This new pilot programme has been initiated by the Sustainable Neighbourhood (SUN) which is one of projects of the City of Cape Town. SUN, after extensive research, identified Early Childhood Development as the most effective crime prevention strategy. In Monwabisi Park, very few children attend or receive early childhood development services mainly for poverty-related reasons. Even those who can afford to attend pre-schools are doing so in appalling conditions with some of the pre-schools very much under-resourced. SUN believes that the ECD approach should be area-based to allow equitable access for all children.

Sikhula Sonke, being one of the Social Crime Prevention partners working with SUN in conjunction with other local stakeholders, developed the concept of the “Emthonjeni” playgroup outreach programme’. As part of SUN’s development of Monwabisi Park, they will be improving the communal water points to more hygienic and convenient water points to be used for different purposes, including ECD outreach programmes. The proposed name for such areas is “Emthonjeni” which means a “well”.

Programme Description

Emthonjeni has been conceived as a multifunctional place for caregivers and also for children to play in a safe environment while at the same time providing different utilities. Play equipment is kept in the nearby ECD Centre or in nearby houses for convenient access.

Expected outcomes

These proposed utilities are intended to draw adults to the site and so achieve the following outcomes:

- ❖ Informal interaction between child caregivers and trained ECD fieldworkers or outreach workers whilst children receive stimulation using the playing equipment.
- ❖ Safety and supervision of the children by the fieldworkers while parents are doing their laundry.
- ❖ Exchange of information, identification of problems and assistance with requirements like child nutrition, health, safety, government agencies, education and development etc.
- ❖ This site will also provide a platform for other community activities such as meetings, and will provide a gathering point for the residents.

Budget for “Emthonjeni” Programme - 2011

Budget Category	Estimated Budget 2011
Project Coordinator/ Supervisor	R70 000
Travel	R12 000
Office Expenses	R7 500
2x fieldworkers	R60 000
Printing, telephone and stationery	R2 000
Toy and book kits	R10 000
Grand Total	R161 500

4. Past Achievements of Sikhula Sonke

- ❖ Over 180 Early Childhood Development Practitioners have been trained in Basic Assistant Teacher Training over the past 3 years, reaching over 2 900 children.
- ❖ Sikhula Sonke has coached and trained over 70 ECD sites, resulting in most of them becoming registered with the Department of Social Development.
- ❖ 17 out of 22 ECD Practitioners completed a National Certificate in NQF Level 4 through the Western Cape Department of Education learnership programme in 2008.
- ❖ Sikhula Sonke has successfully trained 10 ECD Assistants who were placed in the Khayelitsha Social Development district office to assist ECD sites in meeting the minimum requirements for registration.
- ❖ As a result of the above-mentioned programme, Sikhula Sonke drafted and finalised the ECD plans for the Khayelitsha Social Development district office for 2010-2014.
- ❖ Sikhula Sonke has upgraded 9 ECD facilities over the past 3 years with quality fire-resistant structures suitable for educational purposes.
- ❖ Sikhula Sonke has supplied toy boxes and other educational materials to more than 60 preschools over the past 3 years.
- ❖ Sikhula Sonke has successfully held 3 awareness campaigns/ workshops for parents on fire and safety, and the importance of play and child safety in 2010.
- ❖ Sikhula Sonke has strengthened and supported 20 families and reached out to 37 children through the FCM programme in 2010.

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