

# Vulindlela Community Development (VDA)



## Future Foundations

### A Scoping Report Focus on Early Childhood Development and Grade 10 – 12 Learner Mentorship

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*Compiled by the  
Children in Distress Network (CINDI)*



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## Abbreviations

CAPRISA	Centre for the AIDS Programme of Research in SA
CINDI	Children in Distress Network
DST	Digital Story Telling
DSD	Department of Social Development
ECD	Early Childhood Development
NPO	Non-Profit Organization
NDP	National Development Plan
VDA	Vulindlela Development Association

## Glossary of terms

KEY TERMS	DEFINITION
<b>Active Citizenship</b>	South Africa should create a conducive environment that encourages active citizenship which is key to enabling people to contribute towards tackling the development challenges they face. <sup>1</sup>
<b>Community Accountability</b>	<p>This is a process by which a community works together to create and affirm values and practices, and provide safety and support. The review was interested in interventions designed to increase citizen participation and support good governance. What I found from the people I talked to was that active citizens have one major thing in common - they take responsibility for educating themselves. Active citizens know how their local government works. They have figured out how to get things done and effectively deploy their knowledge to good use. Active citizens are the first to provide feedback when things do not work well. They are full of suggestions for how to make things better.</p> <p>How is it done? In South Africa, information is often difficult to find. People are less likely to engage if they have to invest a lot of time searching for the basic information they need. Similarly, they are less likely to participate if the process for doing do is onerous or cumbersome.</p> <p>So, for now, our lessons are these: People need quick and easy access to information</p> <ul style="list-style-type: none"> <li>▪ They need a simple, straightforward process for using that info</li> </ul>

<sup>1</sup> Gabeba Gaidien 2013

KEY TERMS	DEFINITION
	<ul style="list-style-type: none"> <li>▪ Finally, and most importantly, we need to work on making sure more people see community participation as a natural and useful part of their lives, rather than a waste of time – and this will only come by demonstrating results<sup>2</sup></li> </ul>
<b>Communities of Best Practice</b>	A community of best practice is a group of people who share a common concern, a set of problems or interest in a topic and who come together to fulfil both individual and group goals. <sup>3</sup>
<b>Participatory Research</b>	Participatory research ... the objective is handing power from the researcher to research participants, who are often community members or community-based organisations. In participatory research, participants have control over the research agenda, the process and actions. Most importantly, people themselves are the ones who analyse and reflect on the information generated, in order to obtain the findings and conclusions of the research process. (Knowledge from the Margins for post 2015, <a href="http://participate2015.org/methods/">http://participate2015.org/methods/</a> )
<b>Action Reflection Cycle</b>	The process of reflecting, planning, taking action, reflecting, planning, taking action ... Learning through learning from action taken and re-doing.
<b>Community Scoping Exercise</b>	A Community Scoping exercise is carried out to make sure that the real need of communities (identified by the community members) is addressed by potential development programmes and projects. A Scoping exercise involves research and systematic consultation with community stakeholders and project beneficiaries before the developmental project is designed and implemented. (Source: Getting to Know your Community and their Needs, <a href="http://www.etu.org.za/toolbox/docs/organise/needs.pdf">http://www.etu.org.za/toolbox/docs/organise/needs.pdf</a> ) Scoping a community blends the facts as well as the opinions of a representative sample of beneficiaries and other stakeholders. This is done to ensure that beneficiary concerns and voices are heard and incorporated into potential project. The findings if the goal was Advocacy could also be used in policy <sup>4</sup>

<sup>2</sup> September 6, 2016 | Kekeletso Molebatsi, Yowzit’s CONNECT-TECH Project Manager

<sup>3</sup> Source: Community of practice design guide, net.educause.eu, 2005

<sup>4</sup>Principles of Community Engagement - SECOND EDITION: NIH Publication No. 11-7782

## 1. Executive Summary

The State of the World's Children report in 2001, ranked South Africa 66th, behind countries such as Botswana, Nicaragua, Mexico, Libya, Sri Lanka, Jamaica and Greece, in its under-five mortality rate, a critical indicator of the well-being of children. Millions of mothers and fathers around the world, in both industrialised and developing countries, share the same story: *finding and making time, investing energies, stretching resources to provide for their sons and daughters.*

Their days are consumed in helping their children grow strong and healthy, protecting, teaching, guiding, encouraging their talents and channelling their curiosity, delighting in their enthusiasm and their accomplishments. They search for advice and counsel from informal support networks and community agencies as they struggle, often against great odds, to do right by their children.

Ability to respond more passionately and more effectively to the needs of these mothers and fathers as they seek advice and counsel and as they struggle to do right by their children, and to the needs of our nation's children.

Approximately 40% of young children in South Africa grow up in conditions of abject poverty and neglect. Children raised in such poor families are most at risk of infant death, low birth-weight, stunted growth, poor adjustment to school, increased repetition and school dropout. This factor makes it even more imperative for all stakeholders to collectively put in place an action plan to address the early learning opportunities of all learners but especially those living in poverty.

Timely and appropriate interventions can reverse the effects of early deprivation and maximise the development of potential.

The current nature, context and status of ECD provision in South Africa, reveals five key areas requiring attention:

- a. The **extent** of ECD provision
- b. **Inequality** in existing ECD provision
- c. **Inequality of access** to ECD services
- d. **Variable quality** of ECD services and
- e. An **incomplete, fragmented legislative and policy framework** for ECD that results in un co-ordinated service delivery

The Vulindlela Development Association (VDA) sourced The Children in Distress Network (CINDI) to undertake a scoping exercise in the Vulindlela area. The purpose of the scoping exercise was to create a knowledge base for future outreach programmes in Vulindlela.

Vulindlela is a large rural district in the Midlands of KwaZulu-Natal situated about 170km west of Durban and about 70km from the regional hospitals around the town of Pietermaritzburg. The district contains many different communities and informal settlements. It is a rural community with one of the highest teenage pregnancy prevalence and highest infection rates in the country, and is perceived to be at the epicentre of South Africa's HIV/AIDS epidemic. Due to high unemployment rates young girls turn to older men for financial support, a phenomenon that is also linked to the high rate of teenage pregnancy in the Vulindlela area.

The children of the young girls are mostly found in some of the crèches that are part of the sample group of this scoping exercise. Some these young girls form part of the "learner parents" described in the Math's and Science Scoping section of this report and also verified as a fact in the ECD section where Centre's reported that a lot of their children had teenage / school going mothers.

The findings of the scoping exercise highlighted and gave face to issues that are to be prioritised, if the VDA is to make meaning contribution in the two identified areas of the education provision; the ECD intervention and the grade 10-12 learner intervention.

These issues centre around the extent of ECD provision, where it is noted that there are not enough ECD centres to cater for the needs of Vulindlela children between the ages of 0 – 9 years.

The outcomes of the scoping exercise also highlight the inequality in existing ECD provision, where again a huge number of the ECD centres in the area are not registered with the Department of Social Development. It further shows that the existence of inequality of access to ECD services, by ordinary community people, impacted on by a whole range of issues with poverty, ease to access these centres and inability to afford as one of the major contributory factors.

A glaring observation on overall poor quality of ECD services at the ECD centres currently run at Vulindlela, was made, wherein lack of minimal required organizational resources (infrastructure, business administration and qualifications) as well as overall safety and security of the centres and the children in those centres are a common thread.

These findings are providing the VDA with invaluable insight and foundational information upon which the organisation can plan and implement sustainable developmental programmes towards any intervention strategies for its outreach programmes.



## 2. Introduction and Terms of Reference

The stated vision of the VDA outreach programme *“is to create socially cohesive communities who partners with relevant stakeholders in creating sustainable communities through implementation of various communities based initiatives.”*

The vision is further broken down into the following overarching objectives:

- a. Build cohesive communities that partner with government and other stakeholders and take ownership of their own development
- b. Enhance local economic development
- c. The development and transfer of skills and in the process creating jobs
- d. Create community-based assets
- e. Heighten co-ownership of the initiative’s development processes and reach a level of pride in the outcome of such initiatives.
- f. Enrich Community Leadership
- g. Enhance active citizenry and strengthen accountability

The VDA seeks to use this scoping report to begin to act upon their long term vision of developing the Vulindlela Community. They also seek to use their development programme to grow community cohesiveness and active citizenry amongst community members.

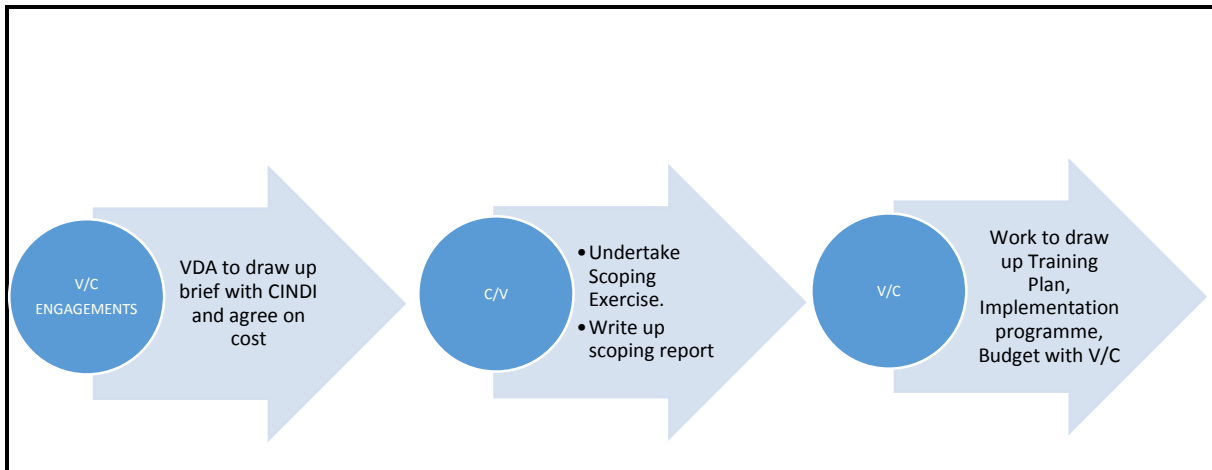
At the end of August, the Vulindlela Development Association (VDA) sourced The Children in Distress Network (CINDI) to undertake a scoping exercise in the Vulindlela area. The purpose of the scoping exercise was to create a knowledge base for future outreach programmes in Vulindlela.

The initial aim, as identified by the VDA, was to build foundational knowledge in order to implement the following:

**Programme 1 - Early Childhood Development (ECD) Programme** that will see these centres in the Vulindlela area achieve excellence in how they are administered, allowing them to run efficiently and are self-sustainable over time. Look at improving the life of a child in the ECD phase specifically aiming at producing improved literacy, numeracy and writing skills of these children.

**Programme 2 – High School Learner Development Programme.** Improved quality and pass rate, for learners between grade 10-12. Increased interest in science and technology subjects. Career channelling, and guidance. Involvement of better performing schools in PMB and surrounds to impart best practices that see them achieve the good and quality results they do.

The action plan has been as follows:



This report represents a summary of Phases 1 and 2 of the above process which forms the foundational information gathered upon which recommendations are made for consideration by the VDA in its future planning.

### 3. Problem Statement

The current state of the Vulindlela Early Childhood Development (ECD) Centre's administrative function is inefficient and critical in allowing these centres to run efficient organisations, and self-sustain over time. Among other things shortage of proper training of the ECD practitioner also contribute in the inefficient running of these centres.

The general literacy, numeracy, reading and writing skill level of our young population are at inexcusable levels and are very poor.

The generally poor pass rate by the grade 12 learners, the reluctance and lack interest in taking subjects in science and technology in Vulindlela is an observable norm. The Vulindlela community also witnesses large numbers of school drop outs at the grade 9 level, learners are demotivated, exhibit low morale and display lack of inspiration or planning on what careers they would like to pursue post high school.

## 4. Background

Vulindlela is a large rural district in the Midlands of KwaZulu Natal, containing many different communities and informal settlements. Vulindlela has nine wards and is a predominantly rural traditional settlement.<sup>5</sup> It has the second highest population in the Msunduzi Municipality and accommodates 85 000 housing structures or 161 562 people and is considerably less developed and less economically active than the other management areas in Msunduzi.<sup>6</sup>

This Rural Sub-district of Vulindlela has limited infrastructure and is characterized by high levels of poverty<sup>7</sup>, it has one of the highest HIV infection rates in the country and is seen to be at the epicentre of South Africa's HIV/AIDS epidemic<sup>8</sup>, unemployment and substance abuse - leading to physical and sexual abuse within households; is rampant. Due to high unemployment rates young girls turn to older men for financial support. This is also linked to the high rate of teenage pregnancy in the area. Some of these young girls are the "learner parents" referred to in this report.<sup>9</sup>

## 5. Methodology

Sample groups were taken from ECD Practitioners that are CINDI members, spreading across 8 of the 9 wards within Vulindlela (Refer to Appendix 1). Learner information was garnered from a CINDI Member working with schools in Vulindlela (May'khethele 2 – Youth for Christ and Tembaletu Trust) (Refer to Appendix 2) as well as desk top surveys.

As one of the scoping exercise aims, achieving active citizenry and collective ownership with the Vulindlela community regarding the issues raised was at the centre of how data was collected. In order for this to be achieved authentically and for the community voices to be heard, participatory methodologies such as community mapping and digital recording of their challenges and issues. Traditional methods used included desk top searches and questionnaires.

*"If a process says that the journey must be community owned and the results must be sustained by the community, then the starting and ending point of the process has to be the community, and nothing must compromise that process in order for ownership to be authentic. Hence we must own both the learnings and the achievements" (Nathoo: 2016).*

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<sup>5</sup> ISOCARP-Knowledge for Better Cities, Technical workshop)

<sup>6</sup> ISOCARP-Knowledge for better cities, Technical workshop)

<sup>7</sup> South African Medical Journal: Vol 104, No 10(2014)

<sup>8</sup> CAPRISA 2013

<sup>9</sup> CINDI Member Notes 2016

### 5.1 Matching methodology to outcomes:

SPECIFIC VDA OBJECTIVES	IMPLICATIONS FOR METHODOLOGY
a. Heighten co-ownership of the initiative's development processes and level of pride in the outcome of such initiatives.	i. Participatory Methodology
b. Enhance active citizenry and strengthen accountability	ii. Participatory Research
c. Enriched Community Leadership	iii. Active Citizenship
	iv. Creating Communities of Practice
	v. Community Ownership
	vi. Restoring dignity

### 5.2 Participatory Methodology Identified as relevant in this research process:

IMPLICATIONS FOR METHODOLOGY	RELEVANT METHODOLOGY USED
i. Participatory Methodology	i. Based on Adult Education Principles
ii. Participatory Research	ii. Community Profiling
iii. Active Citizenship	iii. Organization Visioning
iv. Creating Communities of Practice	iv. Digital Story Telling:
v. Community Ownership	Making community member voices heard
vi. Restoring dignity	Creating a community of practice

### 5.3 Relevant and Traditional Research Methods Used:

CINDI administrated a survey that targeted 24 ECD Centre's (CINDI Members) in the Vulindlela District

#### 5.3.1 Based on Adult Education Principles:

All training undertaken with the Vulindlela ECD Practitioners were based on Adult Learning Principles (ALP). The goal of ALP is to ensure that the participants:

- *Had quick and easy access to information*
- *They had a simple, straightforward process for using that information*
- *Finally, and most importantly, making sure that they saw community participation as a natural and useful part of their lives, rather than a waste of time*
- *In the long run demonstrates results on chosen actions decided upon*

The following seven guiding principles were respected in terms of methodology and process:

- **Adults must want to learn** They learn effectively only when they have a strong inner motivation to develop a new skill or acquire a particular type of knowledge.
- **Adults will learn only what they feel they need to learn** Adults are practical in their approach to learning; they want to know, “How is this going to help me right now?” Be practical, be direct.
- **Adults learn by doing** Adults need to be able to use these skills immediately so that they see their relevance.
- **Adult learning focuses on problems and the problems must be realistic** Adults start with a problem and then work to find a solution.
- **Experience affects adult learning** Use the learners’ experience (negative or positive) to build a positive future by making sure that negative experiences are not part of their experience in your program.
- **Adults learn best in an informal situation** Involve adults in the learning process. Let them discuss issues and decide on possible solutions. Make the environment relaxed, informal and inviting.
- **Adults want guidance** Adults want information that will help them improve their situation or that of their children. They do not want to be told what to do. They want to choose options based on their individual needs.

### 5.3.2 Community Profiling:

The goal of this method is to ensure that all the participants start the process of research of owning the process, the findings, the planning, the action taken and the continuous action reflection cycle used.

Participants were taught the process of creating community maps outlining their community profiles. They had to undertake the following tasks.

- Draw a map of their organization and its surrounds.
- Present these maps to the whole group
- Discuss areas in common in terms of issues and practice

Members were trained to create a community profile. They were given the following questions to assist them in terms of what kind of information they needed to look at and review. A total number of 5 meeting were held.

At these workshop members were asked to draw a map of their ECD Centre / Crèche and its surroundings. The purpose of this exercise was to identify where members work, what they

do and what is working well / or not in their surroundings. Members were asked to consider the following while drawing their Maps:

- Name of the Crèche?
- What does the Crèche look like?
- How many children are in the crèche?
- What is near the crèche?
- Where do the children in the crèche come from?
- What institutions are near the crèche and do they provide any support?
- Have you been trained to work with the children?
- Do you have a certificate?
- Do you have an NPO number?
- Do you receive grants for the children?
- Do people pay school fees on time?

### **5.3.3 Organization Visioning**

In the above mentioned profiling exercise the participants also brought up what their organizations lacked and what they wanted, but none of them had ever drawn the organization that they envisioned. The challenge that was raised with them was that it is no use asking for infrastructure, equipment, etc. if they themselves did not had the detailed plan and costing of what they needed and wanted. For example, a lot of them said their organizations needed more toilets for the children but none of them knew how many of the requirements as per the Department of Health and Social Development.

They were given a talk of creating detailed plans of their expansion plan with costing. Based on these plans the participants will be able to be clear, direct and focused for when it comes to finding resources and assistance to meet their outlined plans. These are still in process and will be completed outside the realm of this Scoping Exercise as this was not part of the brief but it does form part of CINDI's long term goal within its community based network programme. The goal in the CINDI programme would be to capacitate members to draw up their Business Plans. For the purposes of this report, this methodology was used more to ensure that the participants began to define their needs in a clear, realistic and specific way.

### **5.3.4 Digital Story Telling (DST)**

Members had to take pictures of all of the issues that they raised to show visual examples of the issues that they had raised. This method was used to triangulate the data received from the Profiling exercise and the Questionnaires. Participants will eventually create their own

stories but for the purposes of this report, it is the photo's that we used to verify data. In the future this can also be used as part of the Monitoring and Evaluation tools to assess any changes within particular time frames.

These pictures could also have been used as part of a Monitoring and Evaluation system where can record progress and form evidence of change. These will also within the CINDI programme be used by the group to create tools for making their voices heard and to create a community of practice through sharing experiences.

### **5.3.5 Questionnaires:**

A **questionnaire** as a research instrument consisted of a series of questions and other prompts for the purpose of gathering information by the ECD practitioners, from respondents who are ordinary community members. We administered a questionnaire seeking answers that would frame both the VDA goals and direct future action plans.

## **6. Limitations**

Undertaking an exercise of this nature cannot be effected without experiencing some limitations. Amongst other the following were noted and documented -

- Lack of research found on specifically the Vulindlela District on ECD.
- Community Members who are running ECD Centres at times did not have the financial or human resources available to attend the workshops conducted by CINDI for the scoping exercise. A decision was made by the Vulindlela ECD group to forfeit lunch that is usually provided as part of the workshop logistic, and to use that money for transport so that they could attempt to attend the sessions help continuously.
- Community Members submission of data requested took longer than expected because of various reasons. Lack of access to technology and internet or members missing deadlines set. A lot of follow up was needed and this impacted on the research deadlines that had been set.
- Lack of cooperation and access of information from Provincial and local Government Departments.
- ECD practitioners at times were reluctant to raise pertinent issues, due to some of the issues raised within the community, implying lack of support and effective interventions to address such issues by some of the community leaders that are part of the VDA. This created a certain degree of bias in the information given. (This was raised and addressed)

## 7. Findings

### 7.1 Summary of Findings and Recommendations:

#### 7.1.1 Programme 1 ECD - Summary of Findings:

PROBLEM STATEMENT	RECOMMENDATIONS	IDENTIFIED RESOURCES
a. 19 out of 21 crèches are unregistered with the Department of Social Development (DsD)	Information workshops detailing the relevant legislation and legal requirements to register.	Pietermaritzburg Child and Welfare Midland's Community College Network Action Group (NAG)
	Step by step support for crèches to full registration (not conditional).	NAG CINDI
	Creating case files for challenges faced with relevant Government Departments to advocate for change.	CINDI
b. Lack of minimal required organizational resources (infrastructure, business administration and qualifications)	Assist members with accessing essential resources and costing their development plans.	Tembaletu Trust
	Training and Mentorships to efficiently and sustainably run their crèches as social enterprises.	Tembaletu and CINDI
	Work with local Cooperates and relevant Government Departments and any other identified potential stakeholder, to source infrastructural requisites based on individual Business Plans.	VDA
	Training and Mentorships to efficiently and sustainably run their own food gardens and kitchens to ensure nutritional needs of children served are met.	iNdlovu Partnership for Lifelong Learning (iN)  Gardening and Kitchen equipment to be sourced.



<b>PROBLEM STATEMENT</b>	<b>RECOMMENDATIONS</b>	<b>IDENTIFIED RESOURCES</b>
<p>c. Safety and Security</p> <p>i. Infrastructure, as referred to above.</p> <p>ii. Child Protection: Physical and Psychosocial.</p>	<p>i. Mapping of potential threats to each crèche in Vulindlela in relation to legislation.</p> <p>ii. Securing of the environment around the crèche within and surrounds.</p> <p>iii. Training on Children’s rights and Protection.</p> <p>iv. Creating a referral system.</p>	<p>i. VDA</p> <p>ii. VDA</p> <p>iii. CINDI does training and</p> <p>iv. creates a referral system.</p>
<p>d. Quality of care and teaching.</p>	<p>i. All teacher and caregivers trained in ECD</p> <p>ii. First Aid.</p> <p>iii. Educational toys and resources.</p>	<p>i. Midlands Community College</p> <p>ii. St John’s</p> <p>iii. ECD Training organizations must include the accessing and making of these as a module.</p>
<p>e. Need for local ECD stakeholder forums</p>	<p>Create a local ECD Support, Advocacy and Sharing Forum</p>	<p>VDA</p>

### 7.1.2 Programme 2 Learner Mentorship -Summary of Findings:

The approach used to scope Programme2 is different to Programme1. Research on the ECD Sector can be more specific due to an already existing ECD group within CINDI. Also as CINDI works specifically with practitioners and not children directly, the research produced was more qualitative and participatory.

For Program 2 we used more of a quantitative approach and worked through the abundance of research that is accessible as well as with two of our member organizations that work in the Vulindlela District with schools (see Appendix 2 for sample of schools scoped). This also was possible as one of the members is implementing a joint project called May'khethele, and this gave us easier access to learners and practitioners working within the schools. The research focused mostly on Maths and the Sciences about the issues that are cross cutting in terms of any further education and training.

<b>PROBLEM STATEMENT</b>	<b>RECOMMENDATIONS</b>	<b>IDENTIFIED RESOURCES</b>
1. No asset or resource evaluation available for Vulindlela schools (except for this VDA ECD study).	A community assessment needs to be done for all schools in Vulindlela assessing results, resources and challenges.	Independent researcher.
2. Career Guidance	Create a Community Based Career Guidance and Academic Resource Centre which must be independently managed.	iNdlovu Partnership for Lifelong Learning (iN)
3. Under-qualified and unqualified educators.	Based on the assessment (recommendation 1) implement a Train-the -Teacher programme.	VDA assisted by Tembaletu
4. Infrastructure for practical learning is lacking in Physical, Life and Computer Sciences.	Create a Mobile Learning Centre / Laboratory for Mathematics and Science learners.	iNdlovu Partnership for Lifelong Learning database
5. Academic text books are in English and so are exams.	Language laboratory focusing on improving English learning language skills.	To be sourced
6. Lack of peer learner support groups.	Create mini-learning centers for peer learning groups through training of subject specific peer mentors.	Programme run through mobile learning center.
7. Teenage Parents	Pilot a Programme to capacitate teenage	To be sourced.
8. Poorly functioning School Governing Bodies	Capacitating School Governing Bodies	VDA

## 8. Conclusion

Implementing self-sustaining programmes within communities is both an ideal as well as a challenge. The ideal is that development within communities should be community owned and community driven. It is with great respect that we say that the higher intention of what the VDA wishes to achieve is based on the above.

The VDA has aligned seamlessly its development goals to the current Government Development Agenda. They are in a powerful place to be able to use their social currency to garner support for this programme.

None of the issues raised are new but the solutions need to encourage alternative thinking. If what we had done in the past worked, we would not still be doing research that states issues raised from 2004 to now showing marginal progress in some areas.

These Centre's need to be heard and respected as they are working in the reality and not in the research based theory. Again it is reiterated that this will take time and will require long term vision.

It is often said that the *"road to construction is always under development!"* Think out of the box and build a bridge!

### 8.1 Programme 1 – ECD Development Interventions :

The Early Childhood Development (ECD) programme that will see these centres in the Vulindlela area achieve excellence in how they are administered, allowing them to run efficiently and are self-sustainable over time.

The following recommendations, based on the findings, if implemented effectively will go a long way to ensuring that the VDA achieves its developmental goal. The recommendations outline 4 areas of development which are essential to the success of any ECD Centre:

#### 8.1.1 Ensuring legal compliance:

- Information workshops detailing the relevant legislation and legal requirements to register.
- Step by step support for crèches to full registration (not conditional).
- Creating case files for challenges faced with relevant Government Departments to advocate for change.

#### 8.1.2 ECD Centres have optimal safe and conducive learning environment:

- Training on Children’s rights and Protection.
- Creating a referral system.
- All teacher and caregivers trained in ECD ensuring their ability and skills to improve the life of a child in the EDC phase specifically aiming at producing improved literacy, numeracy and writing skills of these kids.
- First Aid.
- Educational toys and resources.

**8.1.3 ECD Centres are sustainable:**

- Assist members with accessing essential resources and costing their development plans.
- Training and Mentorships to efficiently and sustainably run their crèches as social enterprises.
- Work with local Cooperates and relevant Government Departments to source infrastructural requisites based on individual Business Plans.
- Training and Mentorships to efficiently and sustainably run their own food gardens and kitchens to ensure nutritional needs of children served are met.

**8.1.4 ECD Centres form a community advocacy forum:**

- Sharing and recording potential threats to each crèche in Vulindlela in relation to legislation.
- Securing of the environment around the crèche within and surrounds.
- Create a local ECD Support, Advocacy and Sharing Forum.

**8.2 Programme 2 Learner Mentorship Intervention :**

**8.2.1 Improved quality and pass rate, for learners between grade 10-12 and an increased interest in science and technology subjects. Career channeling, and guidance.**

- Create a Community Based Career Guidance and Academic Resource Centre which must be independently managed.
- Create a Mobile Learning Centre / Laboratory for Maths and Science learners.
- Language laboratory focusing on improving English learning language skills.
- Create mini-learning centers for peer learning groups through training of subject specific peer mentors.
- Pilot a Programme to capacitate teenage parents.

**8.2.2 Involvement of better performing schools in PMB and surrounds to impart best practices that see them achieve the good and quality results they do.**

- A community assessment needs to be done for all schools in Vulindlela assessing results, resources and challenges.
- Based on the assessment, a Train-the-Teacher programme is implemented.
- Capacitating School Governing Bodies.

In order to ensure that quality, sustainability and efficiency of any developmental programme is achieved, we have to work with the community and all other relevant stakeholders in order to ensure collective action. The VDA has created a foundational source on which to base future plans and ensure the above.

## Appendix 1

### ECDs Scoped:

WARD	NAME OF CRÈCHE	NUMBER OF CHILDREN	INFORMATION ABOUT TEACHERS
02	Umusa wothando	30	3 Teachers: 1 has ECD level 4 qualification 1 has completed standard 4 1 has completed standard 5
02	Siyazama	58	2 Teachers: 1 has Matric 1 has completed standard 9
02	Umkhuleko Creche	80	3 Teachers:
03	Kwenzokuhle Creche/Pre School	33KIDS	3 trained teachers ECD
04	Gezubuso Pre School	42 kids	4 Teachers: 3 have level 4 ECD qualification 1 completed grade 11
04	Ekuthuleni Crèche	64 kids	4 teachers: 1 has ECD level 4 qualification 1 completed grade 10 1 completed grade 9 1 completed grade 7
04	Amen Day Care Centre	48 kids	5 Teachers: 2 have completed grade 12 3 has ECD level 4 qualification
05	Siyaqoqa Crèche	45 kids	2 trained teachers
05	Sizamiseni Creche	35 kids	2 Teachers: 1 has ECD level 4 qualification 1 has completed grade 11
05	Masibumbane Crèche	65 kids	4 Teachers: 1 has grade 12 1 has standard 7 Standard 8 Standard 9
05	Zamelamanadi	60 kids	4 teachers 2 teachers have ECD Level 4 Qualification

WARD	NAME OF CRÈCHE	NUMBER OF CHILDREN	INFORMATION ABOUT TEACHERS
			2 has completed Grade 11
05	Sinenhlanhla	34kids	3 out 5 teachers are trained
05	Luthando Lwethu	45 kids	2 teachers Both have ECD level 4 qualification
06	Thanduxolo Crèche	13 Kids	3 Teachers
06	Sinolwazi Day Care Centre	30kids	2 Teachers - Both have ECD level 4 Qualification
07	Mamboza Creche	40 kids	4 Teachers 2 have completed standard 6 1 has completed standard 5 1 has completed standard 11
08	Thandokuhle	41kids	1 Trained teacher
08	Masibambane Educare Creche	27 kids	4 teachers who have completed Matric and are not trained on ECD
09	Lindela Creche	12 kids	3 Teachers: 2 has completed grade 12 1 has ECD level 4 qualification
09	Kusile Community Centre	50 kids	2 Teachers: 1 has Matric certificate 1 has completed standard 5
09	Mi Zonke Creche and Day Care	14	3 Teachers: 2 have ECD level 4 qualification 1 has completed standard 10

## Appendix 2

### School Sample

SCHOOL NAME	AREA	MALES	FEMALES	TOTAL
1. MCONJWANA	Kwa-Hhaza	99	98	197
2. SHAYABANTU	SWEETWATERS	10	10	20
3. EMZAMWENI	KWA-MNYANDU	54	74	128
4. MTHOLANGQONDO	KWA-SHANGE	1	6	7
5. QOQISIZWE	TAILORS	48	106	154
6. BHEKUXIMBA	NTEMBENI	53	70	123
7. MPANDE	ENQABENI	35	77	112

Based on an average of 106 learners / school x 42 High Schools = 4,452 Maths and Sciences potential learners

### MATHS AND SCIENCE PARENT LEARNERS

SCHOOL NAME	AREA	MALES	FEMALES	TOTAL YOUTH PARENT PER SCHOOL
1. MCONJWANA	Kwa-Hhaza			
2. SHAYABANTU	SWEETWATERS	0	1	1
3. EMZAMWENI	KWA-MNYANDU	9	13	21
4. MTHOLANGQONDO	KWA-SHANGE	1	6	7
5. QOQISIZWE	TAILORS	3	24	27
6. BHEKUXIMBA	NTEMBENI	4	10	14
7. MPANDE	ENQABENI			
8. MLUNGISI	-	63	51	114
FINAL TOTAL				

Based on an average of 41 parent learners / school x 42 schools = 1,722 potential parent learners



## Appendix 3

### Findings from all the Community Profiles (Maps)

WARD	FINDINGS
05	<ul style="list-style-type: none"> <li>▪ Does not have a play ground</li> <li>▪ 46 Children to 3 teachers The ECD centre has 2 rooms</li> <li>▪ In need of indoor and outdoor toys</li> </ul>
05	<ul style="list-style-type: none"> <li>▪ Using a borrowed building facility</li> <li>▪ 38 Children – did not state how many teachers</li> <li>▪ Need of indoor and outdoor toys</li> </ul>
05	<ul style="list-style-type: none"> <li>▪ 65 Children</li> <li>▪ 3 teachers – did not state how many teachers</li> <li>▪ In need of toilet facilities and toys.</li> </ul>
06	<ul style="list-style-type: none"> <li>▪ 96 Children – did not state how many teachers</li> <li>▪ 3 rooms</li> <li>▪ There is a police station nearby</li> <li>▪ DSD funds only 38 children from the 96 children that are currently enrolled at the centre.</li> <li>▪ In need of toilet facilities, toys and office equipment.</li> </ul>
04	<ul style="list-style-type: none"> <li>▪ Do not receive and funding from DSD. Currently using school fees to cover expenses.</li> <li>▪ In need of indoor and outdoor toys, office equipment and nutritional support for the children.</li> <li>▪ The building they are using at the moment needs to be painted and plastered.</li> </ul>
02	<ul style="list-style-type: none"> <li>▪ 80 children – did not state how many teachers</li> <li>▪ Receives R2600 from DSD</li> <li>▪ Currently using a bucket system, do not have a toilet facility.</li> <li>▪ The Centre is indeed of training for the stuff.</li> </ul>
02	<ul style="list-style-type: none"> <li>▪ 55 Children – did not state how many teachers</li> <li>▪ 2 teachers</li> <li>▪ The centre is located near a structure where teenagers gather to smoke substances. This poses a great danger to the wellbeing both the children and the teachers.</li> <li>▪ One teacher needs training</li> <li>▪ The facility has 3 rooms</li> <li>▪ The centre has an after school programme where children from the ages of 5-16, receive life skills programmes.</li> <li>▪ In need of food parcels for after care children.</li> <li>▪ The area where the Crèche is operating has high levels of</li> <li>▪ Teenage Pregnancy</li> <li>▪ Domestic Violence</li> <li>▪ Drug Abuse</li> </ul>

<b>04</b>	<ul style="list-style-type: none"> <li>▪ 110 Children – did not state how many teachers</li> <li>▪ 18 months-3 years</li> <li>▪ 2-3 years</li> <li>▪ 4-5 years</li> <li>▪ The centre has 2 rooms</li> <li>▪ The Department of Social Development provides support to the children from the age 18 months to 3 years.</li> <li>▪ The centre lacks a toilet facility.</li> </ul>
<b>02</b>	<ul style="list-style-type: none"> <li>▪ The owner of the centre is currently using her own house to run the crèche.</li> <li>▪ The centre lacks an appropriate toilet facility.</li> <li>▪ The centre has been registered as an NPO since 2013, but does not receive any support from DSD.</li> <li>▪ Recently received donation of toys from the Ithemba project.</li> <li>▪ The centre has 3 staff.</li> </ul>

## Appendix 4

Results for 2013 grade 12 Learners

District	School Name	Life Sciences		Mathematical Literacy		English		Mathematics		Physical Science	
		Wrote	% Achieved 30% and above	Wrote	% Achieved 30% and above	Wrote	% Achieved 30% and above	Wrote	% Achieved 30% and above	Wrote	% Achieved 30% and above
UMgungundlovu	Mconjwana High School	97	97.9%	87	95.4%	182	100%	95	76.8	85	92.9%
UMgungundlovu	Shayabantu High School	14	92.9%	37	81.1%	55	100%	18	66.7%	14	64.3%
UMgungundlovu	Emzamweni High School	62	90.3%	95	91.6%	115	100%	20	95%	20	95%
UMgungundlovu	Mtholangqondo	25	52.0%	24	91.7%	29	100%	5	40%	Information Unavailable	Information Unavailable
UMgungundlovu	Qoqisizwe	47	68.1%	30	86.7%	74	98.6%	44	43.2%	17	100%
UMgungundlovu	Bhekuximba	35	100%	77	98.7%	129	100%	53	34.0%	35	68.6%
UMgungundlovu	Mpande	45	33.3%	68	88.2%	81	100%	13	46.2%	11	90.9%