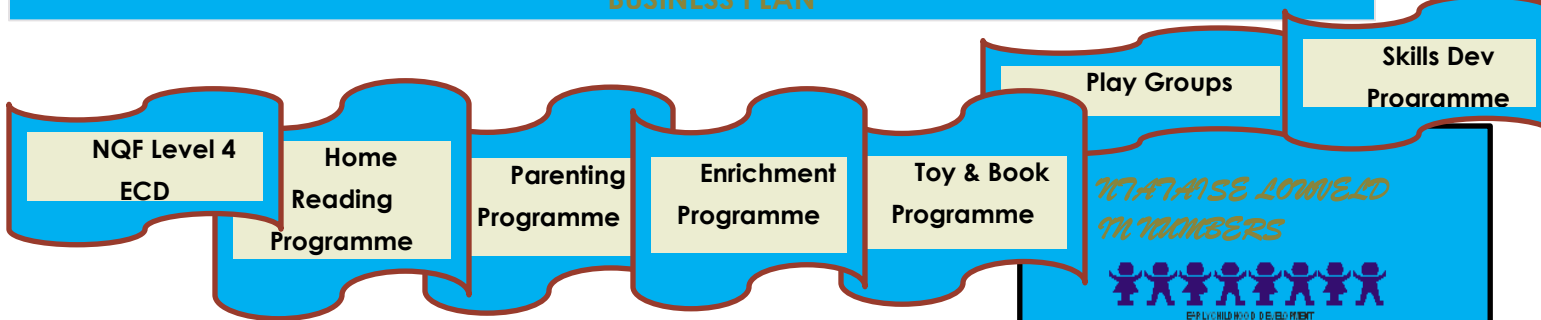


BUSINESS PLAN



236 No of ECD Practitioners trained in 2021/22



No of Young 1st & 2nd Beneficiaries in 2021/22 = 28 628

39 = No of Parents and Primary Care Givers who participated in early child stimulation Programme

“Early Childhood is significant in the development of a stable society. It is the foundation of sustainable development. The first 3000 days are the most important learning days of our lives. Ntataise Lowveld leads the way to make the difference.” N Ponting – Chairperson Ntataise Lowveld

ORGANISATIONAL PROFILE

<i>Name of Organisation:</i>	<i>Ntataise Lowveld</i>
<i>Accreditation No:</i>	<i>ETDP0153</i>
<i>Trust Number:</i>	<i>IT7640/95</i>
<i>NPO Number:</i>	<i>NPO 007-159</i>
<i>PBO SARS NO:</i>	<i>930008852</i>
<i>COR39 Number:</i>	<i>2012/071182/08</i>
<i>TAX Ref:</i>	<i>9155001705</i>
<i>Auditors:</i>	<i>A2A KOPANO Incorporated</i>
<i>Contact Person:</i>	<i>Tseli Scharer Director</i>
<i>Contact Person:</i>	<i>Christine Liebenberg ADMINISTRATOR</i>
<i>Postal Address:</i>	<i>PO Box 26564, Nelspruit 1200</i>
<i>Physical Address:</i>	<i>34 Van Rensburg Street Sonheuwel Nelspruit</i>
<i>Telephone:</i>	<i>013 758 2263</i>
<i>E-mail: Director</i>	<i>tseli@ntatlowveld.org.za/</i>
<i>Administrator</i>	<i>lowveldecld@ntatlowveld.org.za</i>

History

Ntataise Lowveld was established in 1986 as a branch of Ntataise Trust, Viljoenskroon. The initial aim was to empower and skill women working on the farms coupled with relieving them of the burden of carrying their young children on their backs while tilling the land, but rather provide these young children with early stimulation; this later expanded to include community pre-schools. Although Ntataise Lowveld became an independent NPO in 1995, it is still affiliated to Ntataise Trust, Viljoenskroon, utilizing their training materials and sharing expertise, best current practices in the sector as well as research. To date Ntataise Lowveld has impacted over 70 000 (=/-) young children and still going strong all thanks to dedicated funders over the years.

Operational Area

Ntataise Lowveld operates in Mpumalanga Province, in the Mbombela, Bushbuck Ridge and Nkomazi municipalities of the Ehlanzeni district. Our area is large, extending from the Mozambique Border in the East to the Elands Valley in the West. From the Mozambique Border to the Swaziland Border in the South. The demand for our specialized services is constant, and growing.

Vision Statement

Ntataise Lowveld seeks to ensure that all pre-school children irrespective to their socio economic status receive quality, easily accessible and affordable early stimulation whether in a formal or informal setting.

Mission Statement

Ntataise Lowveld aims is to provide, deliver and enhance a comprehensive Early Childhood Development service to rural disadvantaged children through the following programmes: Accredited Training and Support to NQF 58761 Level 4 Practitioners; Toy and Book Libraries, Skills Development Programme, Home Visiting Programme, Parenting Programme, NonCentre Based Playgroups, Caregivers Learning Through Play and an advanced Enrichment Programme.

Investing in early childhood development is the future :

“We know; however, that if we are to break the cycle of poverty, we need to educate the children of the poor. We have insisted that this should start in Early Childhood” . (SA President Cyril Ramaphosa 2018) -SONA

For the first time, there is a clear commitment to early childhood development (ECD), which is globally recognised as the most powerful investment in human capital that a country can make.

Why? Because we know that adequate Early Childhood Development is a Public Good. It benefits the child in the short & long term, it benefits the family, it benefits the community and impact on sustainable development and finally it benefits the national growth and development.

The first one thousand days of life could hold the key to unlocking a child’s life-long potential. By the age of 5, almost 90% of a child’s brain is developed. These are the formative years where factors such as early stimulation and learning will, to a large extent, influence their future as an adult.

Its this window of opportunity we do not want to miss! Early Intervention is the answer because it becomes progressively harder to fix problems later on in life...as someone once said it is easier to build strong children than to repair broken men.

Research shows that the environment in which children grow up also plays a role in their cognitive and psychosocial development. Activities that involve playing, singing, story-telling, reading stimulate the brain through all the senses and can help improve their ability to think and communicate.

We at Ntataise Lowveld are committed to leading, serving and strengthening Early Childhood Development services with the valuable backup and financial support of our dedicated funders as well as prospective funders such as yourselves.

We cannot achieve this mandate alone. We need your help, your donations, your sponsorship to realize this.

Well, I guess the real question is can we afford not to invest in the young children?...bearing in mind that childhood is not Las Vegas; what happens in childhood does **not stay in childhood. It keeps with you through the rest of your life**

ECD = Best Return on Investment In Human Capital

ECD = The Foundation For Sustainable Development

In early childhood we may lay the foundation of poverty or riches, industry or idleness, good or bad habits by the extend in which we stimulate our children.

Studies show that children who had access to early childhood development services have:

- Better school enrolment rate, stay at school longer and have high academic achievement.
- Higher rates of high school completion.
- Lower levels of antisocial behavior
- Better adult health and longevity
- Become better contributing members of society.

Ntataise Lowveld Gets Everyone to Play – Learning Through Play

Focus is intentionally focused on Emergent Literacy and Numeracy facilitated and stimulated through play-based activities is the focus this year. We know that young children learn best with high impact play-based activities. All activities that are conducted offer a wider array of opportunity for children to learn as they discover, create, improvise, and imagine.

When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems, and engage in critical thinking. Play can expand children's thinking and enhance their desire to know more and to learn. Play can promote positive dispositions towards learning. Children's immersion in their play illustrates how play enables them to simply enjoy *being*.

Importance of Facilitating Early Childhood Stimulation and Learning Through Play

Children with healthy sense of self become more responsible adult: this notion of positive self-image underpins everything that children feel, think, engage in, emulate, and become. Children with a positive self-image based on solid values and belief and purpose (Character Ethic) instead of looks, material possessions and peer approval (personality Ethic) are more grounded and make a greater positive contribution to and impact on people and respect their world and environment.

Ntataise Lowveld training programmes and workshops are backed by research which indicate that Early Childhood Practitioners take on many roles in play with young children and use a range of strategies to support learning. They engage in sustained shared conversations with children to extend their thinking. They provide a balance between child led, child initiated, and educator supported learning. They create learning environments that encourage young children to explore, solve problems, create, and construct. ECD Practitioners interact with babies, toddlers, and young children to build attachment. They use routines and play experiences to do this. They also recognise spontaneous teachable moments as they occur and use them to build on children's learning. Early Childhood Development Practitioners work with young children to promote and model positive ways to relate to others. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair, and inclusive learning community.

It becomes evident that Intentional teaching: involves ECD Practitioners being deliberate, purposeful, and thoughtful in their selection of activities, decisions, and action.

“There will exist a well-informed and yet fervent public conviction that the deadliest of all possible sins is the mutilation of a child's spirit; for such mutilation undercuts the life principle of trust, without which every human act, may it feel ever so good....” Erick Erikson

Psychosocial Support Offered To Practitioners and Primary Caregivers

Ntataise Lowveld offers Psychosocial Support inclusive of Topics such as: emotional awareness, emotional wellbeing, mental awareness, how to manage stress, anxiety and depression, self-care, self-love, dealing with trauma and the aftermath thereof. This exercise is vital and filled with profound emotions. There is a lot of healing to be done.



Psychosocial Support Facilitation for our Learners

Holistic ECD Stimulating Home Visit

A total of 39 children were identified and our Librarians visit each family to stimulate the children in the presence of a primary caregiver as well as leave behind activities for them to complete.

The same programme has collaborated efforts with Do More Foundation; with the latter donating nutritious porridge to the families which the Librarian brings along with every visit. This programme's impact has proven that indeed learning and teaching begins at home. Coupled with the home visits are workshops held for primary caregivers to equip them with skills to be intentional and apply their minds in the chores done at home in from of the children with a specific learning outcome in mind.



Young Children Carrying Out Activities in the Comfort of Their Home

Right from the earliest moments of infancy, children have an amazing natural potential to learn about the world through play. In recent decades, the scientific community has found increasing evidence that infants and children are constantly learning, connecting, and engaging with their surroundings through positive playful experiences. These natural-born skills are the same capabilities that enable children to become creative, engaged, lifelong learners. But “in order to fully flourish, these skills need to be nurtured, supported and developed as children grow.” (Lego Foundation)

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Librarian During Home Visits Facilitated In The Presence of a Primary Care Giver

Playgroups

Ntataise Lowveld provides Non-Centre Based ECD programme in the form of Play groups. This structured programme is funded by The Department of Social Development. It is implemented in areas where accessing ECD services and early stimulation are a challenge for a variety of reasons including financial and proximity. The objective of the programme is to increase access to learning through play to the most vulnerable in our rural communities, the young children. The programme seeks to provide Early Learning Facilitators (ELFS) who would normally have little or no exposure to ECD programmes with an opportunity to learn about child development, early stimulation, and child-care for maximum impact; a critical whose mastering could form the baseline for further education in Early Childhood Development for the former.

Play groups operate anywhere safe for young children; be it church hall, community hall, someone's garage or a safe unoccupied building structure.

These Playgroups operate 3 times a week for 4 hours a day. The young children are offered a nutritious breakfast upon arrival and a healthy snack before they depart.

In 2021/22 877 young children were directly impacted with about 4385 as secondary beneficiaries. 87 Early Learning Facilitators were adequately skilled to provide early stimulation to the young children in

our Play groups. The rationale for this is double folded in that this can create a career path for the ELFs who would want to study further on Early Childhood Development.

The programme operates in the rural areas of Nkomazi and Mbombela.

Ntataise Lowveld continues to strive to influence and strengthen the landscape pointed out in the Thrive by Five Index which indicates that the emergent literacy and language domain provides a snapshot of young children’s developing expressive language skills, vocabulary, understanding of language, and their awareness of sounds in words; skills which the young children develop in the earliest days of their life which also form the corner stone of important foundation for both reading and writing.

As penned down here, Ntataise Lowveld’s early stimulation activities are intentionally thought through to improve the emergent literacy and numeracy. One understands that grasping this critical skill at an early age is a lifelong learning as these skills will be resourceful way and beyond formal learning.



Fun at The Play Group



Levelling The Playing Field at The Play Groups

Enrichment Programme

The Enrichment Programme proves to be a highly sought after training programme as it is more practical/ hands on. A highly enthusiastic new cohort of 25 ECD Practitioners are enrolled annually to the ECD Centre of Excellence HUB Project. The practitioners are equipped with skills, tools, and knowledge to help transform their otherwise dull and uninviting classrooms into vibrant, colourful, child friendly environments where learning, stimulation and teaching can free take place.



ECD Practitioners Using Safe Household Waste To Make Educational Resouces



Educational Resources Made by ECD Practitioners During a Training Workshop



Skills To Tell A Story With Lasting Effects

Play – based learning from birth onwards lays the foundations to prepare children for the 21st century challenges and equip them with multiple opportunities geared at lifelong learning in Literacy Numeracy and Science.



Indigenous Games: Back to Basics – Hop Scotch & Skipping Rope Played By Practitioners



Balancing Act and Eye Hand Coordination – Reinforced Through Play Based Learning

ECD PRACTITIONERS & PRIMARY CAREGIVERS HOW TO MAKE RESOURCES THROUGH HOUSEHOLD WASTE



Your Waste Our Treasure: Fun All Around



No Conventional Story Books = No Worry We Make Our Own



Proud ECD Practitioners Who Successfully Completed Singakwena Resource Making Workshop

Practitioners at work making theme based educational resources

NQF Level 2, 3 & 4 Training

Training of NQF Level 2, 3, and 4 is facilitated per norm when standard requirements are met. One will note that this being adult education there are bound to be unforeseen circumstances and challenges which are accommodated, and gaps thereof filled during on-site support visits to individual learners at their ECD centres.

“The Impact of ECD programmes on young children is largely dependent on the quality of the people working in ECD and the quality of people working in ECD in turn, dependent of the training, qualifications and related skills, and experience of ECD workers.

This has an impact on improved child outcomes” (DSD, 2015:108)



ECD Practitioners Learning How To Implement Play Based Activities



“we are guilty of many errors, and many faults, but our worst crime is abandoning the children; neglecting the foundation of life. Many of the things we need can wait. The child cannot. Right now is the time his bones are being formed, his blood is being made and his senses are being developed. To him we cannot answer tomorrow. His name is today.”(Gabriela Mistral)



ECD Practitioners Implementing Play Based Learning



Toy and Book Library

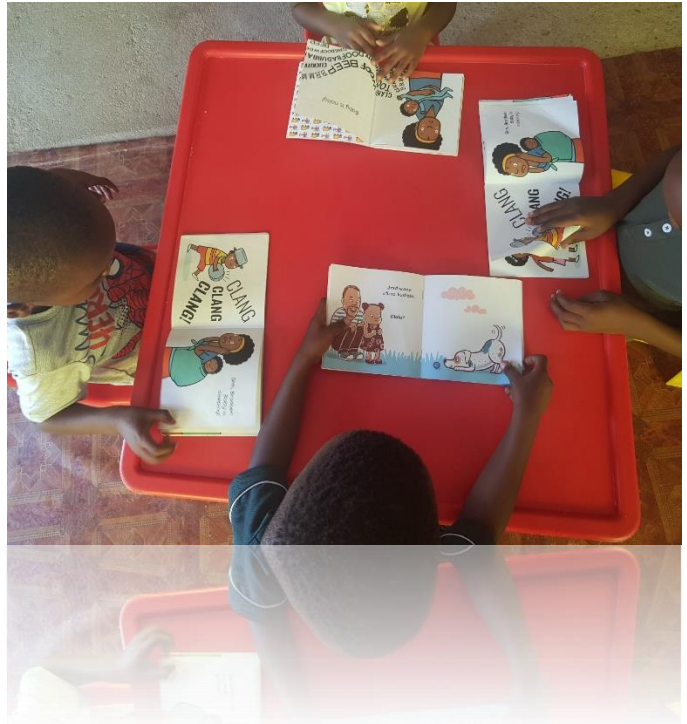
Science has shown us that children learn best through play. Though learning happens right from birth, more complex, higher-order skills such as creativity, critical thinking, collaboration and problem-solving are built through an often-overlooked approach – Play!

This programme enables young children to be creative, think critically, manipulate objects to get the desired outcome, sorting, matching, stacking as well as social skills. This has provided an opportunity to embark on the emergent Literacy and Communication skills.

“We are only fully human while playing, and we play only when we are human in the truest sense of the word. Rudolf Steiner.”.



Research shows that children who have poorly developed in language and early literacy skills when they begin school are more likely to struggle to learn to read and write. Language and literacy are gateways to learning across all subjects to completing school and making a positive contribution to society. Language is also a fundamental part of social interaction and strong relationships, and therefore of emotional wellbeing.



Creative Minds: Made Possible By Our Toy and Book Library



Make Believe Forms A Crucial Part of Early Stimulation and Learning

FEEDBACK FROM PARENTS OF YOUNG CHILDREN PARTICIPATING IN OUR EARLY CHILDHOOD DEVELOPMENT PROGRAMME

“This program pushed us as parents to know how our children are learning. If all the schools were doing home visits our children would not fail because I get a chance to help and see where they are struggling, and it is important to know because we don’t check our children’s books every day. With this program I am encouraged to see my child’s work. I love this program because it very helpful to me. Yes, my child’s imagination is very wild she can tell you what she thinks is going to happen next in the story. She can count, she can play with puzzles, she participates in creative work. Because I cannot read Isiswati, I have learnt that you can tell stories without reading. Every time my child is given a wordless book, I tell them a story and they love it even the older one’s love stories”. Vanuza (Mommy)

“This program is very helpful for my child in that they get to explore their imagination through story telling. Reading stimulates her mind. It helps her think of how the story is going to end. Engaging with my daughter this way helps our relationship. We have something to talk about. Every time she tells me stories that the teacher has told her, and I am able to help were I see she lacks. She can recognize colours, shapes, numbers, the difference between fantasy and reality. I am very happy with this program”. Themby (Mommy)

“I love the program because I can see and hear how the children learn. I can come up with ways to help my child to improve her reading. Every time my daughter holds a book you know she is going to tell you a story about what she sees in the book. She can count numbers and name colours. She even knows the difference between wild animals and farm animals. After each session my child has something new to talk about. She loves drawing and painting what she has seen in the books. I have learned how to help my child with her work. My relationship with my child has improved in a big way now that I know what she like to do”. Pricilia (Mommy)

“I think the program is very helpful because I see changes in my child’s development. This program teaches children about language. I see my child’s language has developed. She is not shy anymore; she even participates and answers questions when the teacher asks her something. She can see the differences between fantasy and reality. She can trace our pictures, colour and identify different shapes. The programme helped my child to remember what she has learned. I have learned how to help my child by reading to her and with her. My child can tell stories without reading a book. I have learned how to have an open communication with my child”. Amaratia (Mommy)

ORGANIZATIONAL DEVELOPMENT AND CAPACITY BUILDING AND HIGHLIGHTS



- ✚ Ntataise Lowveld’s Director is a Board Member of the renowned National ECD Alliance Board.
- ✚ Communities in Hluvukani, Manyeleti (surrounding areas), Mbombela and Nkomazi are continuously educated on Gender Based Violence through a series of workshops attended by ward counsellors, headsmen, and other stakeholders.
- ✚ Ntataise Network Conference always takes center stage with qualified, experienced experts in their field to raise awareness of the current best practices in ECD.
- ✚ ECD Practitioners are continuously skilled, reskilled and upskilled in an 11-month HUB ECD of Excellence training programme.
- ✚ Duplo training still takes place in all Ntataise Lowveld areas of operations; Nkomazi, Mbombela and Bushbuck Ridge; with parents and primary caregivers involved.
- ✚ ECD Practitioners receive training on TESSABOC and are able to upload their own stories for all to read online.
- ✚ On-line training is being prioritized and has been offered to a cohort of ECD Practitioners as well as staff members, as we slowly gear towards the 4th industrial revolution
- ✚ Ntataise Lowveld staff continuously receive Microsoft training where needed.
- ✚ Ntataise Lowveld senior trainers attend ETDP Seta stakeholders engagement and are advised on current practices in terms of enrolling and uploading learners on its database.



HUB ECD Centre of Excellence Graduation



Do More Foundation Goodies: Partner in Nutrition



Proud of Lego Foundation Backpacks



The Science Behind Water Play

TRAINING ACTIVITIES 2021/22

TRAINING ACTIVITIES 2021 Activity	Immediate Beneficiaries impact No of children in ECD	Boys	Girls	Secondary Beneficiaries Impact	No of Beneficiaries Trained 2022
FETC ECD Level 4 (SAQA 58761)	2113	1045	1068	10 565	114
Skills Development Programme	183	87	96	915	10
Enrichment Programme (Nkomazi)	1693	774	919	8465	24
Toy, Book & Enrichment Dixie	215	101	114	692	9
Play groups (Nkomazi & Mbombela)	786	419	367	2349	76
Home Visits/Parenting Programme	46	18	28	235	39
Toy & Book Library (Nkomazi)	1250	671	579	6250	24
Total No of Impact	6286	3115	3171	29471	296

- Based in Mpumalanga Province, Ntataise Lowveld has Jurisdiction in **Nkomazi & Mbombela** (Ehlanzeni) as well **Bush Buck Ridge** (Dixie – Sabi Sands Wiltruin)

NTATAISE LOWVELD AFFILIATES

- Ntataise Network
- Dept of Basic Education
- Department of Social Development
- National ECD Alliance
- UNICEF
- MERTOF
- Leave No Young Child Behind
- Toy Library Association of South Africa
- Nali'Bali
- Various District and Provincial ECD steering and technical Forums

Having consolidated our reputation by providing reliable and expert ECD training in the communities, our plans for the future include expanding our activities into community development. Many of the pre-schools in which we are involved are ideally placed to become community centres, where assistance in the areas of HIV/Aids, orphaned, abused and vulnerable children, adult education, and many other services are provided. In partnership with the people of the region, we envision the development of several such centres.

Values of Ntataise Lowveld

Recognition and Appreciation of Others	Sincerity
Reputation	Truth
Quality	Dedication
Excellence	Empathy
Steadfastness	Integrity
Compassion	Diligence

TRAINING ACTIVITIES

Ntataise Lowveld Continued Vision

Since 1986 Ntataise Lowveld’s vision is as vivid today as it was at its inception in 1986. Ntataise Lowveld continues to prioritize training and skilling ECD Practitioners with an accredited ETDP Seta qualification coupled with early stimulation of young children in remote rural areas of Nkomazi, Mbombela and now Utah & Dixie (Sabi Sand Wildtruin) in Mpumalanga as well as to facilitate early reading programmes geared towards ensuring that young children can read for meaning and understanding by the time, they reach Grade 4.

Ntataise Lowveld’s ethos are underpinned by: Integrity, reliability, accountability, consistency, compliance, diligence, professionalism, empathy, excellence, and quality.

Donor Support

Ntataise Lowveld thanks its donors, funders, and supporters most sincerely for your continued unwavering support, stout belief in the quality of our programmes for without which funding and donations none of the projects and our passion to equip and stimulate our beneficiaries in the disadvantaged communities we work with would have been possible. As a direct result of funding received, Ntataise Lowveld was able to skill, reskill and upskill ECD practitioners, trainers, facilitators, coordinators, primary caregivers and adequately stimulate young beneficiaries with the provision of age-appropriate educational toys and books. **We are grateful for all the ways you support our passion and we’re excited to take on the future together.** Thanks to you, we can create and share new resources and help so many curious minds willing to learn while they play.

Ntataise Lowveld Donor Partners:

- | | | |
|------------------|----------------------------|-----------------------------------|
| Standard Bank | Dept of Social Development | Anglo American Chairman fund |
| RCL | HCI | Sugar Industry Trust Fund for Edu |
| IDT | Produkta Nissan | DG Murray Trust |
| Solon Foundation | Jim Joel Foundation | JAM |
| Aurora Digital | Growthpoint | Impact Learning |
| Ntataise Network | NECDA | Do More Foundation |
| Neil Ponting | Mark Ponting | Grant Ponting |
| Lauren Ponting | V. Creswell | Lowe Edmondson |

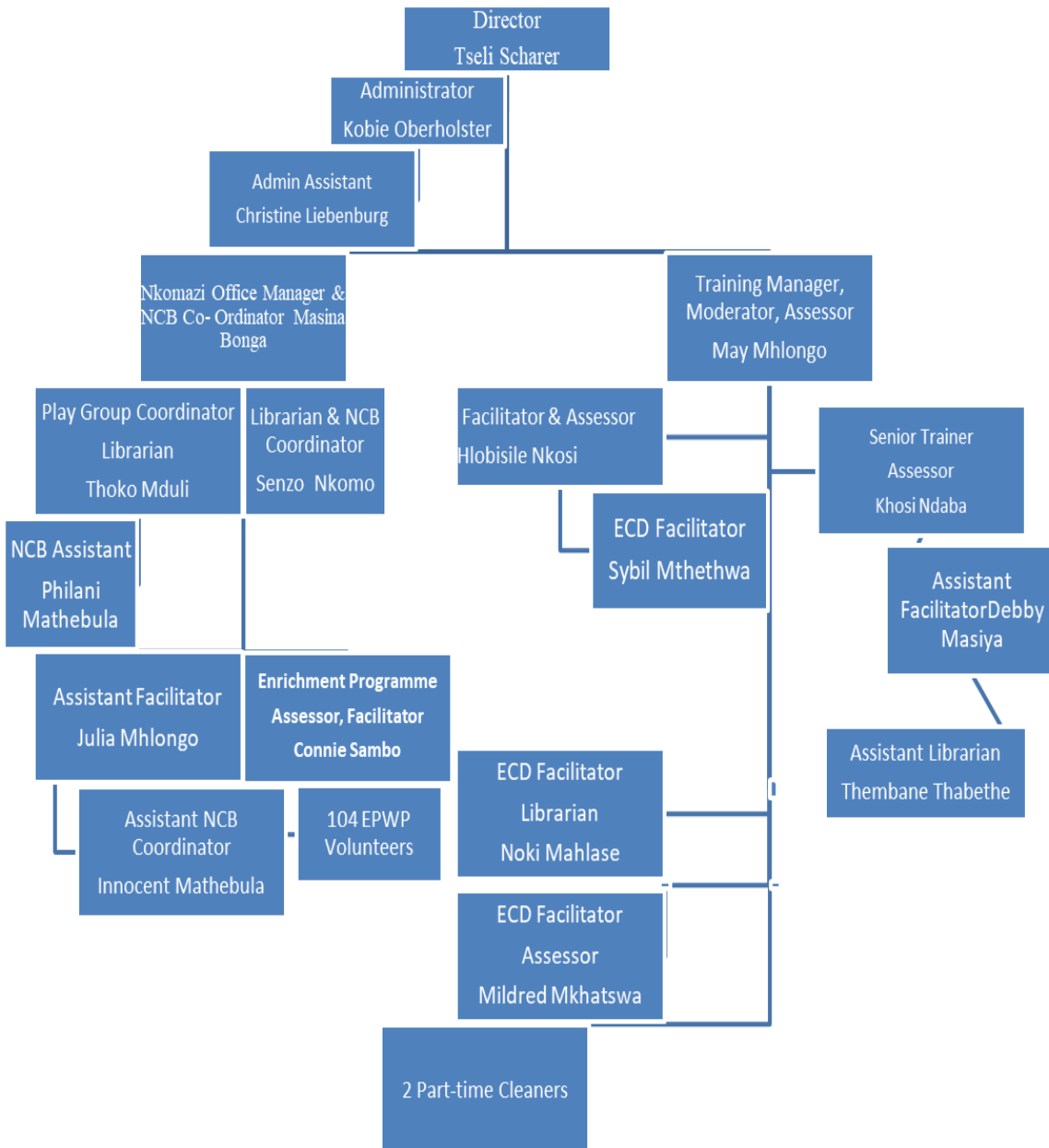
Buffelshoek Partners	Jacobin	Nsinga- Utah
Elephant Plains	Torchwood	
John Smits	*Anonymous Funders	

Ntataise Lowveld Board Members

Mr Neil Ponting	Chairperson
Mrs Sally Blair	Deputy Chairperson
Mrs Pinky Phosa	Director
Mrs Barbara Kenyon	Director
Mrs Susan Ponting	Director
Mrs Maartjie Nhlengethwa	Director
Mrs Sally Greathead	Director

“There is in every child at every stage a new miracle of vigorous unfolding” Erik Erikson

Ntataise Lowveld Organogram





Thank You For Feeding Me Life-Long Learning; My Mind Will Forever Be Curious & Filled With Possibilities

DIRECTORS

A N Ponting, S Blair, B A Kenyon, S. Greathead, M Nhlengethwa, P Y Phosa, S N Ponting,



