



ENABLING PARENTS TO SUSTAIN NURTURING FAMILIES

Annual Report

WORK FOR LOVE

2016

IN THIS REPORT

Note from the Founder

by Nicola Cox

Work For Love is now 11 years old. I remember waking up one morning in July 2005 while housesitting a luxury mansion in Noordhoek overlooking the diverse communities of our valley with the idea and name of Work For Love in my mind, heart and will. No looking back.

It is a great pleasure to introduce this year's annual report.

It offers an account of Work For Love's quality and quantity of activities of the last year and gives an indication what the next year has in store.

The value of Work For Love's holistic approach to ongoing personal, family and communal learning continues to affirm and harness our commitment to address our Work For Love family who can best inspire healthy development.

When as role models and trainers we strengthen low income parents and enable their ability to nurture and provide for their family, we facilitate the development of health giving families that can positively affect entire communities.

On behalf of the Steering Committee, I wish to extend our heartfelt thanks to the funders,

sponsors, donors, staff, members and volunteers of Work For Love Programmes for their committed and tireless work in pursuit and support of the organisation's purpose to facilitate positive change in the lives of families.

In caring for our Work For Love family we had to make some serious decisions when we were confronted by a protesting and destructive Masiphumele community (see page 5) and squatters that were negatively impacting the integrity and financial well-being of the organisation. When we acquired the second Lekkerwater property on auction we inherited a deeply indebted "rubbish dump" with 87 people living in inhuman and illegal conditions. By the end of 2015 we were able to find new homes for all the squatters and clean up and legalize the whole site. This was a painful, expensive and dangerous exercise with little or no understanding or support from the authorities and our wider community. We are grateful to our working partnership with the street committee of Zululand (our township neighbours) who help us manage the security and pedestrian access for the Masiphumelele community through the WFL's properties.



Siyakhula

With the Siyakhula Building Project complete the Siyakhula Preschool in the heart of Masiphumelele is now independently run. The now fully trained teaching staff is responsible for the school while Work For Love maintains only a mentorship role and owns the building.

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Work For Love Family Centre

The Work For Love Family Centre enables parents to sustain nurturing families by offering holistic skills training, job creation and child care.

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Work For Love Center

A Space To Thrive

The WFL properties at the bottom of Lekkerwater Road with direct pedestrian access to and from the Masiphumelele township's informal wetlands community are ideally situated to offer the holistic Work For Love programmes to low income families.

WFL is partnering with Learn To Earn and is benefiting from Learn to Earn's wealth of experience in providing professional practical training programmes to low income parents.

In 2015 students attending the WFL Centre were able to take up various opportunities:

Holistic Skills Training

- Early Childhood Teacher Training NQF Level 4 (CCE)
23 students
- ECD Teacher Enrichment
20 students
- Parental Enrichment
24 students
- Basic Sewing
16 students
- Basic Medical Training
25 students
- Business Skills
16 students
- Other short courses

Job Creation

- All teacher trainees found employment
- WFL employed 15 community members and 2 EPWP workers
- Earning opportunities for seamstresses

Child Care

- Preschool
60 students



LEARN TO EARN ASSOCIATION

Work For Love is a Learn to Earn training implementer (2016)

Facilitating positive change in the social, economic, emotional and spiritual life of families in need.

WORK FOR LOVE CENTRE
50 Lekkerwater Road, Sunnydale, Cape Town
Tel: 021 7853125

Siyakhula Preschool

The Siyakhula preschool added a third class in 2015 providing care for 60 children and employing 6 teachers and 1 cook.

The building in the heart of Masiphumelele has been upgraded and has 3 large classrooms.

The National Federation of Waldorf Schools has accepted the preschool in its fold and Siyakhula is busy with the 2nd step to membership.

Since January 2016 the preschool is run entirely by the teacher committee who also oversee fundraising and registration processes.

This step to independence was an important one that WFL has worked towards since its inception of the preschool in October 2008.

Change and transformation is never easy and can only happen with the effort of many individuals and staff members and the trusting support of the loyal sponsors and funders. The teachers have many years behind them of training while also working full-time and caring for their families. The coordinator has spent years working with authorities to get the preschool building complete and management structures and programmes up and running and registered.



Nonzaliseko with her class celebrating the spring festival.

HEADING 4



Accredited ECD Level 4

End of 2015 the group of 23 teachers from Masi and Ocean View completed their two year NQF level 2 Early Childhood Teacher Training at WFL. Well done.



Teacher Enrichment Training

This popular course continues to inspire new as well as experienced teachers to become better and more awake teachers.

FAST FACTS

100%

All Level 4 ECD students of 2015 completed the course at the WFL Centre and found employment and/or continue to study at the Centre for Creative Education.

15%

Only 15% percent of the preschools in Masi are registered and receive government funding according to the research conducted by Masters programme UCT student intern Primrose Dube at WFL. Only 50% of children ages 1-7 years attend any form of preschool.

FOR MORE INFORMATION

To view the full Masiphumelele preschool research paper please request a digital copy.

e-mail: info@workforlove.co.za



Early Childhood Development Teacher Enrichment Training Graduation in May 2015. The training serves both as an introduction to preschool practice and an inner enrichment experiences for experienced pre-school teachers.

Early Childhood Development

by Eefka Young

The South Africa's apartheid legacy and the breakdown of family structures leave the children very disadvantaged. They come mostly from single parent homes. In the townships children are exposed to poverty, overcrowding, violence, both sexual and physical, crime and filth which means their environment is unsafe and threatening. Single parents, mostly mothers, are forced either to leave their children unattended at home or to place them in the care of uneducated women, who have no knowledge about child development and the needs of children. The mothers are away all day earning a subsistence wage. They are forced to leave their children with care givers in the townships because they provide some modicum of safety and care.

The government does not recognise these little ECD's. The carers have to first get a basic level 4 qualification in Early Childhood Development. Once the women or men are qualified and able to meet the building requirements they are able to register their ECD's and receive a government allowance per child.

The average unqualified care giver receives an income between 200 and a thousand rand per month in total. With this money they have to feed and provide for the children in their care as well as for their own families.

A contribution to help the students become qualified will lead to their upliftment to help overcome their present dire situation.

There is a new awareness growing especially amongst the younger generation that education is a key into the future and that they need to become more qualified.

Our training programme is not just academic. Once somebody living in the township is motivated to improve their education they need moral and material assistance. Our programmes empower the students to help themselves, to have trust in their own abilities and learn how to take initiative.



In the accredited NQF level 4 programme, which the Centre for Creative Education presents, the students are introduced to the following:

*The miracle of childhood. Baby care.

*The phases of child development in the first seven years are given in detail. The importance of becoming aware of the dynamic processes happening, i.e. learning to stand, walk, speech and language development. The formation of the physical body and organs and different process.

*They are given a brief overview of the different stages of development between zero and twenty one and how the early years impact on the later phases of development.

*The importance of healthy touch, movement, life processes and balance. The work and importance of the sense organs: Nose-smell, eyes-smell, mouth-taste and ears-hearing.

*How to provide free creative play.

*How to make toys and equipment which is economically possible for them. There is an artistic activity every training day. (Painting, drawing, clay and paper craft). In craft they learn how to make toys.

*How to provide a harmonious, healthy and safe environment. The basics of good nutrition.

*We consider the "morning ring" as a valuable contribution to the daily programme where children absorb the ways of the world in a fun and artistic form

through songs, verses, games, stories, gesture and movement).

*Storytelling and child observation

*Communication, which is a practical introduction for the students on how to structure meetings with staff and parents, keeping pertinent records, and so forth.

*Math's literacy

The students are asked to keep a journal during their two year training programme to evaluate their own progress and development.

Field workers go out and assess how students are implementing the work learnt in class in their work environment.

The course is very practically orientated. There is plenty of class discussions, role play of different situation that arise in ECD's, team work, group work, presentations some very simple child research work and own observation exercises.

Students are taught in English but we have a Xhosa translator in class when there are language difficulties in understanding the work. Much time and care is given to students who are insecure due to language difficulties. Their abilities and confidence grows over time.

At the end of two years the students are quite transformed. They are more confident and self-aware.

Work For Love also offers shorter ECD enrichment courses. During this process the students participate in a workshop, known as the hero book. They experience for the first time a way through art and writing how to express deep experiences that have shaped and affected their lives and to recognize patterns of how they deal with their own problems and challenges.

The programmes awaken the students into recognizing the value and importance of their work. Making them aware they are the most important people in the lives of children whom they have in their care for most of the day and year.

Eurythmy at the WFL Preschool

by Katherine Christen- visiting Eurythmy and preschool teacher from Germany

The Kindergarten in Masiphumelele has been given a beautiful large room on the first floor allowing space for the children to play indoors, for the Physifun movement and for the Eurythmy lessons which started in January 2015. The Kindergarten has two kindergarten groups and a play group.

The children are mostly Xhosa speaking as are the teachers so there is the challenge of how to bring a certain bilingualism into the Eurythmy lesson. I can feel very strongly that the children are much more deeply connected to their own language and that the English language is for them still far away although they will be taught in English when they go to school so they must learn it alongside their mother tongues.

South Africa is an enormous country and the languages and people diverse. It would be the same situation as if, in Europe, we had our own country's language, but would all have to be schooled in the English language. It will hopefully not lead to the loss of the native languages by using English in the schools.

Ideally, the children would be doing Xhosa Eurythmy from a native speaker. I have found a way of doing the lessons so that the Kindergarten teachers are able to speak the verses in Xhosa as we go along in the English. The children light up when they see the movements spoken in their own language. Eurythmy is a great help for the children to find their way into a new language and encourages bilingualism.

The children love the Eurythmy. We have been able to see their enormous progress in imitation and a large increase in their English vocabulary as well as positive differentiation in their movements.

The children are often subjected to loud music and noise. Many children, especially in the informal settlements where there is little space between the houses and often too many people living together in a small area, are subjected to loud music and too many sense impressions. Television consumption is also high. The quiet listening to rhythmically spoken verses and songs in the Eurythmy is a

wonderful counterforce to the everyday level of noise.

We have redecorated a small room at the Work For Love Centre which serves very well as a remedial space for working with the individual children. The pre schoolers were our main concern ensuring that they will be up to coping with the demands of school life in the new year.

FOR MORE INFORMATION

To see the video of a Eurythmy session at the preschool please follow the link to youtube below.

EURYTHMY AT WORK FOR LOVE
[You Tube: Work For Love Eurythmy](#)



Treasurer's Report

by Zac Wessels (Treasurer)

It was a challenging year with regards to finances, however WFL management with changed strategies did exceptionally well in managing the resources.

Below are salient points from the income and expenditure for the 2016 financial year.

*Total income R1 025 478 (down by 380 000 from 2015)

*The reduction in income was from fewer donations and sponsorship.

*The expenses are down from R901 511 to R690 395 leaving WFL with a comprehensive income of R213 128

This is largely due to the fact that WFL were looking at different strategies and consolidating what WFL has and is to allow future work to be commenced on a solid foundation.

With regards to the expenditure, the only noticeable changes are:

- 1)Adult skills development costs have reduced by about R19 000
- 2)Fraud issue which cost WFL R35 000
- 3)And salaries have gone up improving what WFL pays to the hard working staff.

Another plus for the year is that the amount owing on the properties has reduced from 1.4 Million to 1.27 million.

In conclusion, WFL is on a sound foundation and with the guidance and management of Nicola and Francois will be strong NPO for the area it serves.

Summary of Audited Annual Financial Statements for the year ending 29 February 2016

by David Van Niekerk (Vantage Chartered Auditors)

<u>Income</u>	2016 R	2015 R
Donations	656,765	879,869
Fees	105,218	102,215
Social Enterprise	263,495	260,017
Total	1,025,478	1,406,511

<u>Expenses</u>	2016 R	2015 R
Accounting Fees	5,750	7,450
Adult Skills Development	99,517	290,512
Bank Charges	8,089	12,866
Cleaning	1,697	2,320
Computer Expenses	522	1,178
Consulting Fees	254	4000
Consumables	243	1872
Fixed Assets < R 7000 written off	6,306	17,592
Fundraising	419	7,302
Gas	6,582	11,513
Gifts	4,497	2,683
Insurance	8,078	4,302
Losses due to fraud	35,375	2,810
Printing and Stationary	5,523	5,772
Rates and Services	51,691	87,579
Repairs and Maintenance	44,636	35,342
Salaries WFL	130,021	80,260
Security	15,250	14,275
Siyakhula Preschool	251,454	209,848
Admin Costs		61,449
Telephone	11,856	1,8077
Transport	2,485	10,899
Total	690,395	901,511
Surplus	213,128	416,619

AROUND TOWN



Partnering with the City of Cape Town

Work For Love became a service provider for the City of Cape Town offering Parental Enrichment and Community Strengthening Courses.



Women Of Westlake NPO

WFL offered the WFL parental enrichment course to parents from Westlake. The group subsequently met and asked WFL for further community strengthening training. The Women of Westlake(WOW) are now an independent registered NPO and enabled to offer amazing service to the Westlake Community.



RIOTS AND FIRE AND FAMILIES

The Masiphumelele people, like each of us, want a crime free community and a reliable police and justice system. In 2015, as drug lords and gangs took a firmer and firmer hold of Masi and the local police, the community violently rebelled. Months of vigilante justice and riots in support of the self-appointed doers of justice concluded with one of the biggest shack fires that rapidly spread leaving many already traumatized families destitute and homeless. When the Work For Love Centre finally closed up for the Christmas holidays we closed all access to Masi and increased our security allowing time to lick our wounds. With no easy answers at available we can in 2016 confidently say that Masi is a safer place. It is telling that after years of asking nicely for its own police station Masi now boast a . temporary police station for its 40 000 inhabitants.

In 2016, Work For Love has learned to closely dialogue with the Wetlands Street Committee ensuring peaceful and relevant transformation and better access.

Finance

Assets	2016 R	2015 R
<u>Fixed Assets</u>	3,706,465	3,636,428
<u>Current Assets</u>	13,142	13,670
Total	3,719,607	3,650,097
Reserves	2016 R	2015 R
Reserves and acc funds	2,445,967	2,232,839
Non Current Liabilities	1,128,608	1,402,258
Current Liabilities	145,032	15,000
Total	3,650,098	3,012,128



Steering Committee

Nicola Cox (Chair), Zac Wessels (Treasurer), Francois Weideman (Secretary), Richard Cox (Vice Chair), Trina Zanazo, Nzaliseko Dyanti, Nadine Gabriel

Staff

Nicola Cox (General Facilitator), Francois Weideman (Centre Manager), Sidwel Mali (Groundsman), Eefka Young, Akhona Gom, Patience Booi (Contract Trainers), Nolupho Phama and Nomangesi Mali (Siyakhula Cook and Cleaner), Vuyiswa Phakati (Playgroup Teacher), Trina Zanazo and Khaya Nkompe (Kindergarten Teachers), Nzaliseko Dyanti, Nosipho Runelli (Assistant Teachers), Kundai Nduku and Bianca Du Toit (Sewing Teachers), Thomas, Caroline, Beauty, Amanda, Onesimo, Phumla and Katherine (Assistant teachers), Them bani (Office Assistant), **Volunteers:** Katherine Christen, Mary G Haeuptle and Joy Levin (Educational Mentors), Katherine Christen, Wieke van Zyl and Emma Staines (Movement Facilitators), Gerd Vikingstadt, Katherine Christen, Liz Smith, Dr. Baerbel Reckhardt, Nicola Cox (Trainers) .

Partners

Learn To Earn, Centre for Creative Education, Institute for the Healing of Memories, i-med vision, eMzantsi, Valley Development Projects and Living Hope.

Donors

Siyakhula Norge: Anne and Kjetil Hanna, Gerd and Magne Vikingstadt, Godalen School
Freunde der Erziehungskunst

Chameleon Gardens pledge partners

Educational sponsors of children and students

A special thank you to Gerd Vikingstadt who has inspired, funded and driven the establishment of the Work For Love Sewing School.

Annual Report WORK FOR LOVE

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