



# ANNUAL REPORT 2018/19 A CHILD BECOMES...




## EARLY CHILDHOOD DEVELOPMENT



### CHILDREN BECOME...

happy and fulfilled adults  
when they are loved, cared for,  
and given opportunities to develop

### THE CONTEXT

-  Children's earliest experiences have a profound impact on their future
-  Children need opportunities to thrive and develop at home and in ECD programmes
-  To be able to meet children's needs, adults need training and support

### OUR CONTRIBUTION IN 2018/19

- 31** Practitioners graduated with a Level 4 ECD qualification
- 19** Practitioners enrolled in a Level 5 qualification
- 25** Qualified practitioners were further supported for a year
- 100** ECD workers were provided with a monthly stipend
- 846** Parents completed a parenting training course
- 1,120** Children per year benefit from ITEC's ECD programmes

Accreditation: ETDP SETA 0189





## LITERACY AND LIBRARIES



### CHILDREN BECOME...

curious, well-informed,  
imaginative, creative thinkers  
when they read for pleasure

### THE CONTEXT

-  8 in 10 children cannot read for meaning in Grade 4<sup>1</sup>
-  only 1 in 10 EC schools have libraries<sup>2</sup>
-  6 in 10 people do not have books at home<sup>3</sup>
-  2 in 3 parents never read to their children<sup>3</sup>

### OUR CONTRIBUTION IN 2018/19

- 16** reading assistants support reading in 12 schools
- 116** teachers and early childhood practitioners borrow books from ITEC
- 4,768** children whose learning is supported through access to books
- 15,206** books in the hands of children through classroom loans and donations

<sup>1</sup> Howie et al (2017) PIRLS Literacy 2016. University of Pretoria

<sup>2</sup> Eastern Cape MEC for Education, Parliamentary question, 05 July 2018

<sup>3</sup> South African Book Development Council (2016) National Survey into book reading behaviour of adult South Africans


# MATHS AND SCIENCE




## CHILDREN BECOME...

**confident, creative critical thinkers  
and decision-makers when they  
understand maths and science**

## THE CONTEXT

 nearly 80% of Grade 6 children are taught maths by teachers with inadequate content knowledge<sup>1</sup>

 learner achievement in maths is influenced more by enjoyment and mastery than by intelligence<sup>2</sup>

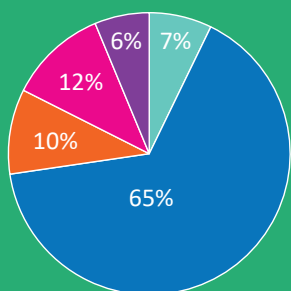
## OUR CONTRIBUTION IN 2018/19

- 17** Teachers undertook a basic computer course for teachers
- 20** Teachers attended maths and science workshops
- 64** High school learners participated in the Bridge to Employment programme
- 70** Intermediate Phase learners participated in Maths fun fairs
- 75** Intermediate Phase learners participated in Science fun fairs

<sup>1</sup> Venkat, H. & Spaul, N. (2014). What do we know about primary teachers' mathematical content knowledge in South Africa? An analysis of SACMEQ 2007.

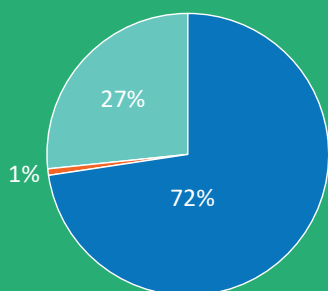
<sup>2</sup> Pekrun et al. (2017). Achievement Emotions and Academic Performand: Longitudinal Models of Reciprocal Effects. *Child Development*, 88(5).

## FINANCIAL REPORT



**Income 2018/19**  
**R 9 280 179**

■ Contracts  
■ Donors  
■ Grants



**Expenditure 2018/19**  
**R 9 273 267**

■ Project expenses  
■ Operational overheads  
■ Staff development and training

## OUR VISION

We envisage a child-friendly South Africa where all children are able to access opportunities for optimal development

## OUR MISSION

- We create opportunities for learning and development by empowering change agents for children.
- We facilitate connections between people who share a commitment to strengthening skills, knowledge and resources, and we actively build partnerships that promote a safe and caring society.
- We take responsibility for our own future by building a sustainable organisation.

## INSTITUTE OF TRAINING AND EDUCATION FOR CAPACITY BUILDING

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Non Profit Organisation Registration: 003-738  
Section 18 A status 18/9/2/11606

## ACCREDITED COMPUTER TRAINING



### WHAT WE ACHIEVED THIS YEAR

- 10** students passed the International Computer Driving Licence
- 59** students achieved the Intermediate Computer course
- 131** students passed the Basic Computer course

Accreditation: MICT SETA ACC/2011/02/631, ICDL ZA40306

## FROM OUR BOARD CHAIRPERSON

As we reflect on another year, we are proud of the difference ITEC and the communities we serve continue to make in the lives of children.

With our partners, we believe that improving children's lives is key to building the more compassionate, productive and happier society that we all envision for future generations.

ITEC's work is driven by a vision of a society in which all children have opportunities to grow and thrive. We are deeply thankful to those who share this vision, and who continue to support our work.

Greg Webb  
Chairperson