



... creating a better start to a brighter future for the children of Mfuleni

# ANNUAL REPORT 2019 | 2020

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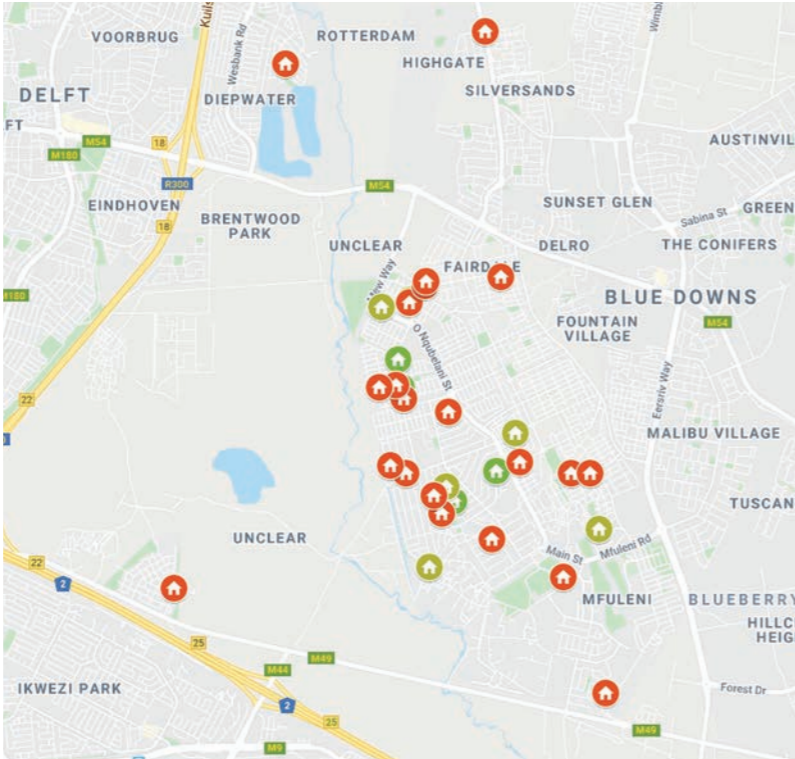
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Cover photographs: Hanneke Zwaan

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Overcoming 'Learning Poverty' During Challenging Times

The year under review has been tough in a variety of unpredictable ways. Despite this, it is a pleasure to report that the Starting Chance team came through with unwavering focus and dedication to our goal, which is to assist young children to receive the start they need in overcoming 'learning poverty' by succeeding in the next stage of their educational development.

On reflection, two themes summarise our continuing journey with the community of Mfuleni: belonging and contributing.

A pay dispute between the principal of the Mfuleni Centre for Early Childhood Development and her staff arose in June 2019. As a result, our team was unable to access and operate from our Resource Centre. It seemed that it would make the delivery of our programme impossible. As you will read, some aspects, like computer training were indeed impossible, but our team was determined that site visits would continue. They rose above the challenge to ensure that mentoring, coaching, monitoring and evaluation continued throughout the school year. In the process, we learned that we are valued by the community for our contribution to parents and their children.

Although we were sad when Bonita notified us of her decision to leave Starting Chance in the fourth quarter of the school year, her replacement, Lebo Mabi, quickly established herself as a valued member of our fieldworker team. Bonita subsequently agreed to continue to contribute by applying her knowledge and learning to a new project that will contribute enormously to the sustainability of our training and development programme.

As we compile this report there is, as yet, no clear end to the closure of the early childhood centres across the country prompted by the COVID-19 lockdown. As parents begin to return to work, there is widespread concern that children will be vulnerable and ECD practitioners continue to face the prospect of no income. It is a stressful time.

Throughout the pandemic, Starting Chance has chosen to be proactive. Through the generosity of our Friends Network we have been able to disburse COVID-19 subsidy payments to ease the stress of almost 200 ECD practitioners and support staff, and are able to continue to do so. These payments have the added benefit of

injecting money into the broader community through the informal sector of the economy in Mfuleni. As other NPOs have reached out to us, we have also been able to use our ECD network to extend their reach, thereby helping to support some of the most vulnerable in our society. Our team has worked tirelessly to make this possible. And despite all of the stress the lockdown has brought upon us, by providing technology to assist the ECDs to get online, we have been able to maintain a sense of belonging and purpose that is helping to carry us through.

At the start of the year Shack to Chic passed a critical milestone when we paid for the purchase of Erf 1 1410, the plot of land earmarked for our campus project, from the City of Cape Town. In April 2020, the urgency of the project escalated sharply for Lonwabo Special Care Centre which serves the entire Mfuleni community. One month into lockdown, their subsidy was severely cut by the Department of Social Development. Fortunately, the Rachel Swart Foundation is providing financial support through the COVID-19 crisis. Plans for the new Lonwabo centre are being finalised as we ready ourselves to begin construction as soon as possible. New partners in the form of Bregal Milestone (UK) and New Hope (Sweden) have boosted available funding, but we still need more donors. This will be a landmark development for inclusive early childhood education in the Western Cape. If you are seeking a high-impact investment opportunity we urge you to consider supporting this one. For more on what we are doing to prepare Lonwabo for the changes ahead, read on. It's an exciting opportunity to contribute to enriching the lives of some of Mfuleni's most vulnerable children.

*[Signature]*  
Dr Ian Corbett | CHAIRMAN

Schools supported by Starting Chance 2019   2020											
Phase 1											
					Sisonke Teachers 7 Assistants 2 Children 111						
		Blooming Stars Teachers 11 Children 200		Emmanuel Teachers 4 Children 50	Little Stars Teachers 4 Children 49						
Phase 2											
		IkusasaIethu Teachers 8 Children 60		Likhona Ithemba Teachers 6 Children 52	Lonwabo Teachers 4 Children 40	Mzamomhle Teachers 9 Children 110	Sakhuluntu Teachers 4 Assistants 2 Children 77				
Training Teachers in Townships Educare		Ahlume Teachers 3 Children 25	Annie's Daycare Teachers 5 Children 44	Bavuyise Teachers 4 Children 54	Blooming Stars 2 Teachers 4 Children 43	Cebulethu Teachers 10 Children 130	Enkosi Teachers 6 Assistants 1 Children 83	Hlume Teachers 6 Children 104	Lingomso Teachers 6 Children 50	Little Angels Teachers 7 Assistants 2 Children 90	Little Shining Stars Teachers 10 Children 152
Lutho Teachers 6 Children 106		Manga Teachers 2 Assistants 1 Children 15	Nkcubeko ECD Teachers 4 Children 70	Phakamani Teachers 7 Children 90	Powerchild Teachers 3 Assistants 1 Children 26	QingQamntwana Teachers 4 Children 49	Shining Stars Teachers 3 Assistants 1 Children 38	Umthawelanga Teachers 3 Assistants 1 Children 23	Westline Teachers 5 Children 40	Zizamele Teachers 9 Assistants 1 Children 108	Zusakhe Educare Teachers 3 Children 30



# Shack to Chic – Projects Big and Small



Outdoor play areas often receive less attention (and funding) when schools are being constructed. This is a pity because their importance as a source of stimulation for child development is increasingly being recognised.

After five years of hard use, the outdoor play area at Blooming Stars was in need of a revamp – because one thing we have learnt is that scooter racing hammers synthetic turf!

Thanks to a wonderful group of 'Kids for Cape Town' from the Dutch Reformed Church in Dordrecht, Holland, who not only raised funds to enable it but also volunteered to come and help us do it, we had the opportunity in February, to explore novel approaches to creating really fun outdoor play spaces.

The team arrived to work during one of the hottest weeks in Cape Town – but youthful energy won through! Apart from

lots of physical activity, the week was filled with fun in the classrooms making it a visit many will remember for years to come!

We really valued the opportunity to test creative ideas. Outdoor blackboards proved a great success, allowing children to practice drawing and writing on a different medium using big chalks. This helps to develop fine and gross motor skills, and encourages creativity. With the drought, water play has been banned for the last year in Cape Town. Usually water play consists of a bucket or bowl with some cups. However, the team found innovative ways to create novel water play structures without costing a fortune. Using recycled material, we designed a water play wall. The children had the opportunity to experiment with pouring water through different receptacles and tubes into buckets using different pouring utensils. This helps to stimulate early maths concepts, develops new language and creates opportunities to support important life skills like learning to share. The



children loved the novelty and new ideas, so when COVID-19 has passed we hope to be able to add these to other outdoor playgrounds too.

With the Lonwabo Special Care build coming soon, outdoor play will be a crucial aspect to stimulate gross and fine motor coordination with these disabled children.

During the year we were also able to complete the Emmanuel Educare Centre with capacity for 50 children and we have been progressing two larger-scale projects. In both of these cases there is some urgency to complete them.

The Emmanuel Educare Project is the second house conversion we have completed. Having successfully purchased a residential property in Mfuleni for the first time, the conversion taught us many valuable lessons in the event that we use a similar approach again. We are very happy



with the finished product and we look forward to Elizabeth obtaining her registration for Social Development subsidies.

The situation at Lonwabo Special Care Centre is increasingly stressful for Principal Thandeka Mafila. Starting Chance initiated this Shack to Chic project just over four years ago. At the time we anticipated that it would be an easy project, as Thandeka had legitimately purchased a 365m<sup>2</sup> site and was in possession of the title deed. Suffice to say that they were scammed by a relative of the deceased previous owner, who refused to vacate the premises. Eviction also proved impossible. So, in February 2017 Starting Chance applied to purchase a 2 700m<sup>2</sup> piece of land (erf 11410) from the City of Cape Town. At the end of 2019 we received the final sign-off on the sale and in mid-February the transfer process was finally initiated by the City of Cape Town. Prior to the COVID-19 lockdown, transfer was expected to be concluded during April 2020. Now, this may only happen by October.

Although both the Department of Social Development (DSD) and the Health Department are aware of the plan to build a new facility for Lonwabo Special Care Centre, they are placing increasing pressure on the principal to upgrade the facility that occupies part of their family home. Not only will this come at great cost, but it has also led to DSD taking the decision to reduce the number of children permitted to attend Lonwabo, and as a result the subsidy on which they rely for financial sustainability has been severely cut. Lonwabo is currently the only facility of its kind in Mfuleni and it serves a number of families with disabled children in surrounding communities as well. With Lonwabo offering fewer places, some now have nowhere else to go. The subsidy cut came into effect one month into the COVID-19 lockdown which had already brought a halt to fee income. After ten years of dedicated



service to disabled children, Lonwabo is now struggling for survival. And the prevalence of COVID-19 in the community simply adds additional stress.

Together with our partner Gapp Architects, Starting Chance is urgently progressing the completion of detailed plans for approval. We are also consulting with Alan Chandler, a highly experienced Quantity Surveyor, and Ivo Petrik, a consulting Structural Engineer, to optimise the structural design and cost. Our aim is to commence construction before the end of 2020 so that we can move Lonwabo to their new site as soon as possible. We urgently need more donors to join us by investing to turn Thandeka's dream of a real centre into reality.

In the case of Mzamomhle Educare, the existing shack facility was ransacked during the COVID-19 lockdown shortly after the sale of alcohol was permitted. The structure was damaged and items were stolen. The site is now vulnerable and its replacement with a secure facility is essential if we are to prevent any further issues arising with land grabs. The project is still awaiting the City of Cape Town to sign the purchase agreement and initiate transfer of the title deed. Unfortunately, following an initial delay due to City administration which prevented sign-off at the end of November 2019, progress has been further delayed by the COVID-19 lockdown. Despite this, plans have been finalised and submitted for approval thanks to the assistance of the City's Planning Department. We have also paid the deposit on the construction materials with our construction partner, RICTS, to lock in the price to avoid further escalation. Our goal is to open the new centre for the 2021 academic year.



# Training and Development – Positive Results Emerge from a Crisis

The 2019/2020 year will most certainly go down as our most challenging to date. From June 2019 to December 2019, the hub school in which we base our operations closed due a pay dispute between the principal and her staff. Starting Chance found itself without a Resource Centre from which to work. We met as a team and decided together that we would not give up and that we would continue to support the schools that were under our umbrella. We became a mobile unit as our team worked from the boots of their cars and used one of the other schools as a temporary base.

As with most challenges, some very positive results emerged from the crisis. We came out stronger, closer to the community and a better team. Then in March 2020, COVID-19 resulted in the educare being forced to close. Once again our team had to be creative and readjust to working from home. However, this has not prevented us from keeping busy and producing some interestingly innovative opportunities for the schools and our education team.

According to a study done by the World Bank published in October 2019, which investigated learning poverty in 100 countries, 77.9% of children in South Africa are currently below minimum proficiency in school and the level of learning poverty is 78.9%. This study highlighted that unless this is addressed, 'Quality Education', the fourth of the United Nations' Sustainable Development Goals, will not be attainable.

The World Bank's in-depth research identified five pillars required to effectively address the improvement of education systems. It is encouraging that Starting Chance is addressing these pillars in early childhood systems within the schools we support, with a tailored model that we have developed specifically for the poverty-stricken

township environment in which we work. There are two components:

1. Our START model;
2. Communities of Practice.

*'A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.'*  
– Wenger-Trayner

Through this holistic approach, Starting Chance consistently managed to maintain a good standard in the schools we support throughout the period under review.

Research has shown that for training programmes to deliver sustainable change in communities like Mfuleni, it is necessary for the training to be

internalised and applied by the trainees. This requires them to adopt a new way of working; something which becomes sustainable when it is driven from internal motivation – they need to own it. The factors that drive this necessary motivation tend to be found in dynamic

work environments, often found in companies and organisations in affluent contexts. However, opportunity to develop personally is all but absent if you live and work in poverty – a cruel trap, because though there are many people with the capability to break out of it, they never get the chance to try.

In the past 18 months we have witnessed the emergence of a community of early childhood practitioners who share a passion for improving their schools, implementing best practice in the classroom and providing a stimulating learning environment for the children they teach. In addition to being teachers, some are now also parent representatives for their schools and/or part-time assistants at monthly Starting Chance Training Teachers in Townships (TTinT) workshops. This group of people is progressively helping to extend the reach of Starting Chance and increase its impact.

The Starting Chance fieldworkers, two of whom come from the broader Mfuleni community, play a key role in nurturing the development of the community with oversight provided by our

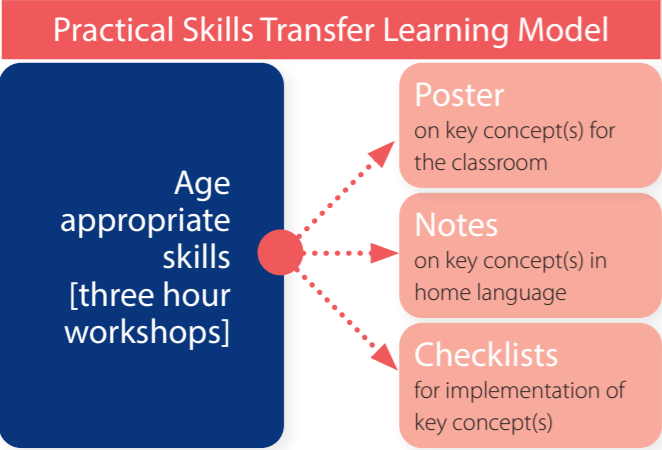
*'The high rates of learning poverty (which means being UNABLE to read and understand a simple text by age 10) and the slow rate of progress in eliminating it are morally and economically unacceptable. All children should learn to read by age 10, both to ensure that they have opportunities in life and to strengthen skills in their societies. Learning poverty places children's future and the development of their countries at risk. Eliminating learning poverty is an urgent development objective, one that is critical to achieving our goals of ending extreme poverty and advancing shared prosperity, as well as any other education goals.'*  
– World Bank Report:  
*Ending Learning Poverty: What Will it Take?*  
Washington, October 2019

Elements of Starting Chance Model of Operation and how They Address the Five Pillars of Change	World Bank: Five Pillars to Improve Systems in Education				
	1 Learners are prepared and motivated to learn	2 Classrooms are equipped for learning	3 Teachers at all levels are effective and valued	4 Schools are safe and inclusive spaces	5 Education systems are well-managed
	– Early Childhood Education (ECE) – Nutrition – Stimulation	– Simple, effective, curriculum – Books and supportive technology – Coaching & structured pedagogy	– Meritocratic profession – Effective HR function of ministry – Continuous school-based professional development – Children taught at the right level	– Eliminate all types of school violence & discrimination in schools – Students with any disability receive the right service – Minimum level of infrastructure	– Career track for principals – Clear mandates & accountability – Merit-based professional bureaucracy
	Shack to Chic	Good learning environment	Classrooms are equipped through school upgrades		Schools are built to the specs laid down by the Department of Social Development
	Training and Development (T&D)	T&D ensures learners have a good early childhood education	T&D ensures classrooms are equipped for learning and teachers are coached how to be effective	T&D ensures teachers are trained, mentored and supported and there is continuous professional development	T&D ensures schools are well kept and maintained. Newly introduced special needs training & support programme
	Assessments	Child assessments are conducted twice per year		Teacher and school assessments are conducted monthly	Classroom visits by fieldworkers are conducted monthly
Ready for school	The biannual child assessments help to verify that the children are ready for the next phase of their education		Assessments, school visits and training ensure the children are taught at the age appropriate level		
Tech Savvy					Teachers and principals are trained in computers so that they are able to manage their administration better.

Education Coordinator. Before the lockdown brought them to a halt, our TTinT workshops were running more successfully than ever. Members were meeting in groups according to the ages of the children they teach, and 65 to 75 teachers were attending every

month. In response to feedback we have been improving our training and development offering by identifying six core areas where we believe we can add value – these are aligned with our Assessment and Monitoring methodology.

We have used the COVID-19 lockdown to formalise and develop the content after initial trials found it to be very effective. The product incorporates key lessons learned from many years of experience in mentoring and coaching provided by our fieldworkers to provide a practical skills transfer curriculum that is tailored to the environment and audience in which we work. A graphic designer is currently creating the final product which will include:



6 Implementation is being encouraged by the extension of fieldworker site visits across all 30 schools in the programme, improving the application of learning further across the community of practice. This is improving learning environments by assisting teachers to better understand theory and more specifically translate it into practice in the classroom.



“The year was a year of growth and transitions. I am groomed, trained and multi skilled as a fieldworker. I managed to find effective ways to do work from home, this year changed my world in building my confidence & decision making. I am enjoying work with technology especially the use of computers, this has successfully helped turn my home into a respected office and a great learning environment.”

– Noms Dingiso, Starting Chance Fieldworker

Prior to COVID-19 we were seeing increased WhatsApp-based interaction of members as they shared learning and experiences. Through the lockdown we have continued with meetings using the Google Hangouts tool. This has proved to be very effective and useful. One of our aims in the coming year will be to extend this network and overcome the issue of patchy cell phone connectivity.

The integration of the curriculum with the Starting Chance approach to Monitoring and Evaluation is discussed in the Assessment section of this report.

# A Assessments – Monitoring and Evaluation

Monitoring, Evaluation and Assessment are buzzwords. There is much debate about how to undertake assessments in the early childhood sector. Many experts in the field believe that there should be no assessments of children under the age of ten; others believe assessments are essential from as young as four.

As a non-profit organisation we recognise the need donors have to see positive results from their investment in our work. We too want to see clear progress and evidence of sustainable change and improvement. Increasingly, there is an expectation of some form of quantitative results. One of our lessons has been that the ability to compare results is important and that to do this effectively, continuity is key in terms of:

- the system being used;
- the assessor applying it;
- the personnel who are being assessed.

When any one of these change, historical comparison becomes virtually impossible. So decision-making around Monitoring and Evaluation has some fundamental implications for everyone concerned.

For Starting Chance, the critical question is 'why are we doing assessments?' and 'who or what are we assessing?' We have spent many years trialling different types of assessments with the aim of following a holistic approach to assess child progress, teacher progress, the schools we support, our staff and ourselves.

We use **Assessment for Learning** (as opposed to assessment of learning) because it is our belief that assessment needs to provide a positive outcome – we assess to learn where we can improve, identify

*When a teacher teaches, no matter how well he or she might design a lesson, what a child learns is unpredictable. Children do not always learn what we teach. That is why the most important assessment does not happen at the end of learning – it happens during the learning, when there is still time to do something with the information.*

– Dylan Wiliam, 2011

gaps and build off what is working well. Then, as an organisation, we can offer the children and the teachers we work with the very best opportunity for personal growth and the chance of a great start on their educational journey.

Working in a poverty-stricken community like Mfuleni, we are constantly aware that for many early childhood practitioners, learning is a novel concept. Few had the privilege of a creative and supportive education system themselves and this reflects in the methodology they use in the classroom. By creating a dynamic community of practice which is both engaging and supportive, personal growth is attainable, enriching and recognised. We spend time explaining the assessments we are doing, getting the teachers and principals involved in the process and giving immediate and comprehensive feedback.

This helps to 'close the gap' so that the teachers can start at their current level and move towards where they want to be in their learning and achievement. Our Starting Chance Education coordinator and our fieldworker team help the township teachers to do this.

**AFL** encourages the teachers to become more actively engaged in the process of learning. Small personal victories together with positive peer-to-peer recognition leads participants to think increasingly like best practice Early Childhood practitioners. Within the community of practice, its members experience self-efficacy and think more actively about where they are now, where they are going and how to get there. It is the basis of true empowerment. While research in affluent contexts documents these elements well, and academic articles have rediscovered their importance in formal businesses, our emergent understanding amidst the poor is breaking new ground. Personal growth and positive progress are vital ingredients to a fulfilled life for rich and poor alike.

**Assessment for Learning (AFL)** is an approach to teaching and learning to create and enable feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.

– Cambridge International Education Teaching and Learning Team, *Getting Started with Assessment for Learning*.

## Starting Chance Model for Assessment for Learning (AFL)

### Key Steps for Effective AFL

The provision of effective feedback to teachers

The active involvement of teachers in their own learning

The adjustment of teaching to take into account the results of assessment

The recognition of the profound influence assessment has on the motivation and self-esteem of teachers, both of which are crucial influences on learning

The need for teachers to assess themselves and understand how to improve

### Starting Chance Key Steps to Achieve AFL

- Individual feedback on ECERS results
- Monthly feedback from fieldworkers
- Opportunity for feedback at TTinT

- Goal setting at monthly *Café Together*
- Goal setting at TTinT monthly workshop
- Opportunity to share ideas and successes

- Key focus areas highlighted in feedback sessions
- Goal setting with fieldworkers in key areas in the classroom which need change

- Opportunities are encouraged to share learning with peers and colleagues
- Recognition and reward for improvement in key areas highlighted by assessment

- Starting Chance curriculum uses checklists in all key areas of the ECD classroom for teachers to self-evaluate

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There are five key components to be effective at AFL (Ref Cambridge Assessment International Learning).

Following a critical review of a variety of Assessment processes and tools available, Starting Chance has determined that the internationally accepted Early Childhood Evaluation Rating System (ECERS) should continue to be our preferred method to assess the quality of the school environment. It is both comprehensive and thorough. However, we have recognised a need to address two issues:

- Relevance and tailoring to the township context;
- Continuity and consistency of application.

Attrition of qualified, locally-based assessors in recent years has created a challenge as ECERS assessor training is only available in the US. This is not an affordable solution, and in the aftermath of COVID-19 will be impractical for at least a year. For this reason we plan to upskill Bonita Petersen to become our assessor, reporting independently directly to the Starting Chance Board. We have implemented an Evaluation and Monitoring Project to develop tailored assessment material which is enabling Bonita to incorporate her key lessons learned from her work as the Grade-R Starting Chance fieldworker.

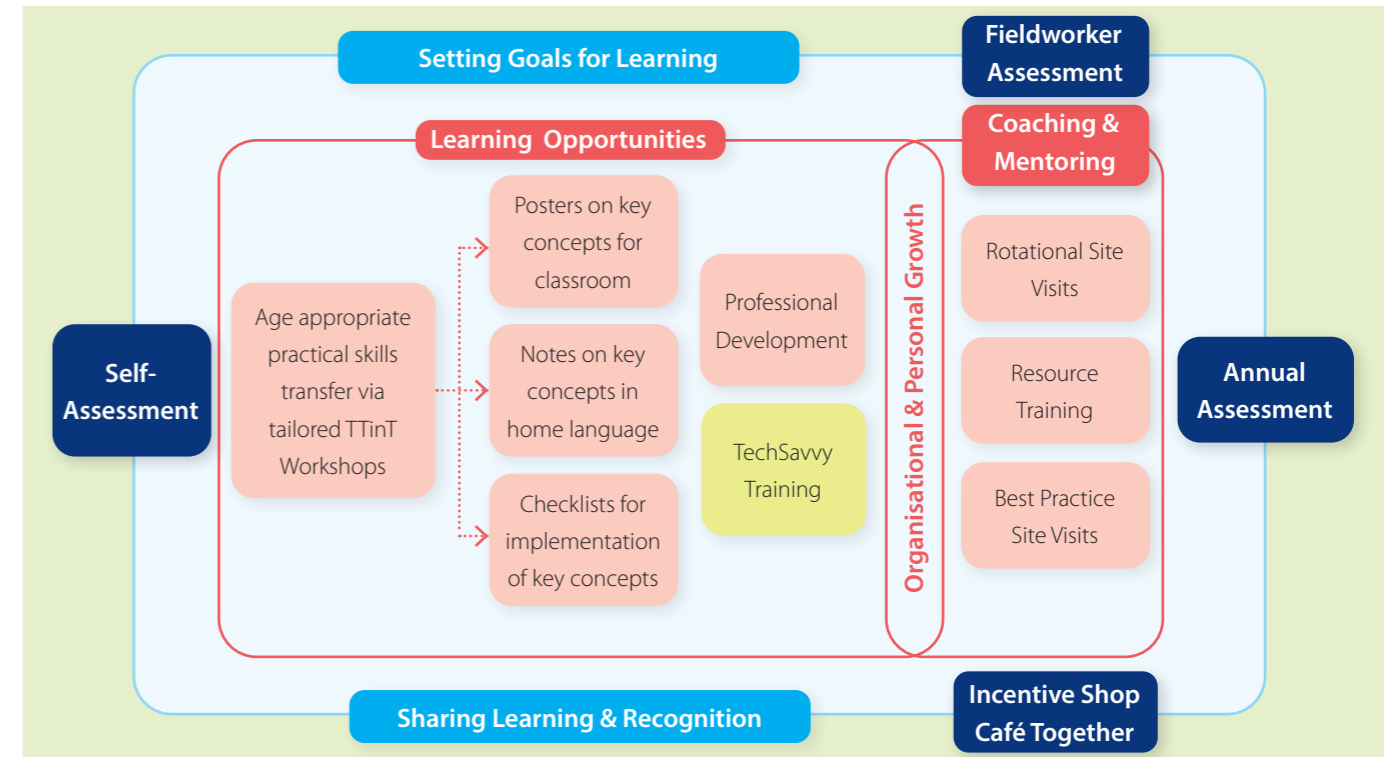
Unfortunately due to the COVID-19 lockdown this process was halted. Despite this we have continued with the creation of a comprehensive practical skills curriculum with training material aligned with specially developed self-assessment checklists. Due to the loss of a large proportion of the 2020 academic year, we will introduce these as the basis for Starting Chance training and development in February 2021.

In township communities, educarees are the largest 'informal' business sector available to women entrepreneurs. The schools are led by dynamic principals operating in a highly competitive business environment. As businesswomen, they need to balance being an entrepreneur with being an effective educator – it is a difficult balance to achieve. Our training and development approach needs to speak to both skill sets, to deliver sustainable improvement of ECD quality to produce school-ready children.

“Starting Chance Qingqamntwana loves you very much, you do a great job for us.”

– Phumla Somdaka, Principal

## Starting Chance Model for Integration of Educare Centre and Practitioner Learning and Assessment



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We know that for the schools to be successful, the principals must be proactive with their staff and be able to assess their schools themselves, to both manage effectively and recognise where they need support. This is particularly important for good governance and staff retention which is an ongoing challenge. Events during 2019 exposed gaps in the principals' capabilities due to lack of experience and exposure to what is required to manage and operate a school using best practice. In 2020, we embarked on a principal's self-assessment programme, led by our Education Coordinator, which was progressing well until the lockdown closed the centres. We are continuing to engage with them using Google Hangouts throughout the lockdown period and we intend to pick it up when we return to work.

We are excited to see how Assessment for Learning is helping schools in the programme to improve and maintain a good standard of early childhood teaching practice. We look forward to seeing what emerges after the lockdown.

Used properly, assessments are positive tools that enable all principals, teachers and our staff to actively pursue excellence and be role models for best practice early childhood development in the community of Mfuleni.

Our November 2019 ECERS results were encouraging, as the schools maintained a high standard and showed further improvement in some areas. Child assessments conducted during March and Oct 2019 confirmed the children had improved in key areas and showed good signs of development. The monthly assessments of individual teachers by our fieldworker team showed consistent performance and in some cases improvement was noted.

We believe that the schools with whom we are working are now ready to embark on a process of self-learning. To achieve this they will need guidance and support, so that they can learn from their own assessment and improve where they perceive weaknesses.

# R Ready for School, Ready for all Eventualities

## Ready to be adaptable

In June 2019, Starting Chance was not able to work from the school where we have our hub in Mfuleni, where we conduct our training, house our educational games and toys and have our meetings. This resulted in our team having to make sacrifices, become very adaptable and work differently. At the time we didn't know it was preparing us for a very different 2020. We became a mobile team and interestingly it made us much stronger. We continued with our core training, school visits, lending of equipment and the year ended on a very positive note with a return to the hub, excellent attendance at our training and closer relationships with the teachers and principals.



This experience showed us the importance of engaging the community at a far deeper level, resulting in an ongoing relationship with core community members. We became aware of key weaknesses within the schools we support with particular reference to the importance of communication with their staff and rigorous administration. These positive outcomes paved the way for improved ways of operating. Our team realised they could be effective in a different space and that flexibility was key to surviving and thriving in a changing world.

*Action springs not from thought, but from a readiness for responsibility.*  
– Bonhoeffer

## Ready to take responsibility in unusual circumstances

We had a great start to 2020. We employed a new fieldworker who has lived her entire life in Mfuleni and she brought new energy and enthusiasm to the team. We had a wonderful response from schools in Mfuleni wanting to join our Training Teachers in Townships (TTinT) programme, so we expanded to 30 schools in total. A volunteer from Holland joined our team and re-energised our information technology programme, so we had excited teachers and principals attending tech sessions. We heard from the City of Cape Town that the land we had been waiting for three years for the Lonwabo project had become available.

On 23 March everything changed. COVID-19 which had been sweeping the world hit South Africa and the government declared a state of disaster. Within a week we went into lockdown. Once again our team had to be flexible – but now they were much better at it! They retreated to their homes and created virtual offices for the first time in their lives. Try imagining a virtual office in a tin shack with six other people living in it. They rose to the challenge splendidly and once again we became stronger, better and excited by the challenge. We ensured that our fieldworker team and our principals from our hub schools were equipped with LTE routers for internet access and Tessa, our volunteer, took on the responsibility of training everyone to manage virtual meetings. We decided to learn isiXhosa from our fieldworker team; we set up virtual editing classes; we had virtual team meetings and we made sure we kept in touch with each other.

But what about the schools? In a township environment, when children don't go to school, parents don't pay. If parents don't pay, teachers don't get paid. We decided as a Board it was our responsibility to support the teachers in the interim by paying a small subsidy during the lockdown. We were delighted to see how ready our Friends of Starting Chance were to rise to the crisis and provide the support the teachers desperately needed. COVID-19, while very scary and debilitating, has offered the opportunity to upskill our team, build community relationships and grow our Starting Chance Friends.

## Ready for new beginnings at Lonwabo Special Care Centre

Lonwabo Special Care Centre has been waiting more than four years for new premises. We have made it our priority for 2020, now that we have secured the land we need. However, a building is just a shell if the team has not been properly prepared to manage and operate a new facility.

In late 2019 we engaged the services of three professionals: an occupational therapist, a physiotherapist and a social worker, to design and deliver a programme to help Lonwabo staff get ready for their move to a new school. Jacqui, the occupational therapist, started the programme in February with a site visit followed by an introductory workshop for staff and parents. Several teachers from the ECDs we support also attended, as they too have children with barriers to learning.

Thandeka, principal of Lonwabo, was delighted with the specialist help and the feedback from the staff and parents was very positive. Jacqui continued in March, but the programme had to be halted due

*You have given us oxygen to breathe.*  
– Thandeka Mafila,  
Principal

to the COVID-19 pandemic. However, as soon as schools can reopen, the programme will continue. We trust that by the time the school opens in the first half of 2021, the staff will be ready for the next stage of their adventure.



*Our approach at Starting Chance is grounded in the needs of the community schools. In this we strive to support and teach 'best practice' in the school and classrooms with the principals, teaching staff, children and parents. The parents join us for a workshop every term that the school reps from our nine Hub schools, manage with the support of the fieldworkers. These workshops are based on the needs of the parents and the teachers in developing communication and understanding of what happens in an Early learning centre and what role they have to play in this.*

*The fieldworkers were tireless and unrelenting in their commitment to Starting Chance and the community we work in.*  
– Meryl Fourie, Education Coordinator

## Ready to tackle new challenges and continue to support early childhood education in Mfuleni

This year has shown us that despite adversity, there are always blessings. We are blessed with a strong educational team, good community support, a willing and engaged community leadership team and wonderful support from our partners and Friends of Starting Chance. We know we can rise above difficulties and challenges. We look forward to continuing to change the lives of children, teachers and parents in Mfuleni and to give them the start they all deserve. They are the future of South Africa.

*Starting Chance creates an atmosphere that promotes diversity of community and culture as an integral part of children's learning... And establishes safe and secure environment for children.*  
– Joyce Mantyi, Starting Chance Fieldworker

*The Mfuleni ECD sector is very blessed to be under the umbrella of Starting Chance. Starting Chance is not only helping with the stability of the education of ECD centres but also helps in finding solutions to the challenges of ECD centres who are part of Starting Chance.*  
– Lebo Mabi, Starting Chance Fieldworker

# T Tech Savvy

Little did we know, after emerging from a roller-coaster ride in 2018-2019 that we would be reporting on a bigger and wilder ride in this report!

Due to a pay dispute that arose between the principal of Mfuleni Early Childhood Centre and her staff, Starting Chance was unable to access and operate from our Resource Centre in the Mfuleni Centre for Early Childhood Development. We quickly came to appreciate the importance and value of having a base from which to operate.

*“You see this on TV, never knowing one day you will be part of it.”*  
– Elizabeth Tylana, Principal

The resulting crisis meant that it was impossible to restart computer training or offer any other tech-related elements for the remainder of 2019. By the time the dispute was resolved in late November the academic year had virtually ended.

We used December to step back and reconsider our tech savvy approach. Fortunately, during December 2019 Tessa Assies joined Starting Chance as a volunteer. Tessa had visited earlier in the year to learn about our use of technology and knowledge-sharing within the ECD community of Mfuleni and explore whether knowledge exchange with her colleagues in the Hestia ECD network in the Netherlands might be possible. As we sought a new way forward, Tessa agreed to take on reintroducing our tech savvy offering. With help from the entire team, computer training for teachers and principals from our nine hub schools was redesigned.



Six training sessions on the general use of a computer and working in Microsoft Word were delivered from 18 February to 5 March 2020. They proved to be very popular and great progress was being made, with students being especially enthusiastic about the many uses of the 'Ctrl' button. Then along came COVID-19 and South Africa went into lockdown, bringing our ability to offer computer training to an abrupt halt.



The challenge, in dealing with unforeseen crises, is to emerge from them stronger and more resilient than before. As COVID-19 gripped Mfuleni, which currently has 209 confirmed cases, Starting Chance began exploring how we might respond. We tried sharing short homemade video clips of activities with parents and quickly received feedback that people didn't want to use their data to download them. From a team perspective, WhatsApp was an obvious choice, as it is so popular – but group conversations did not allow for enough people to participate. As other platforms were explored, it became apparent that COVID-19 was laying bare inequalities in connectivity.

Fortunately, Starting Chance responded quickly, and as lockdown loomed we started distributing routers and simcards across our team so that they could join the mass of people now working from home. But then we began to realise that connectivity had to be extended further – our principals were asking for help to get their children online. So, a few weeks later we acquired nine more routers and simcards. For many readers, this may seem unremarkable, but it was non-trivial to execute because townships were 'Red Flagged' as dangerous. The

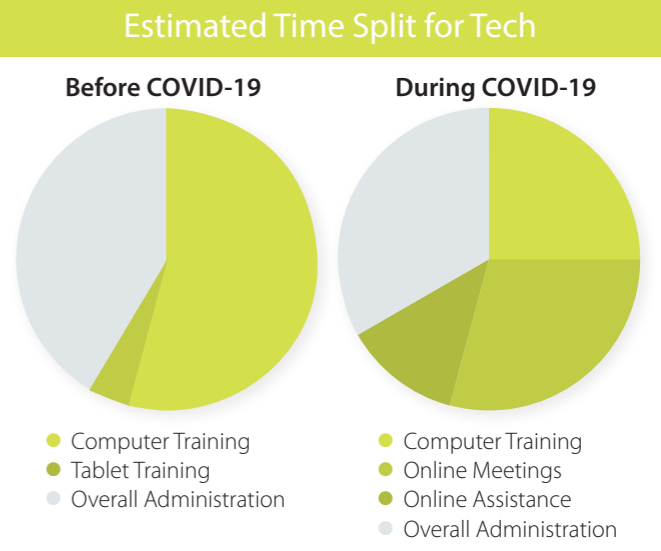


main brand courier companies were not prepared to operate there. Fortunately, Takealot was more creative in their approach and amidst much excitement, we succeeded in bringing everyone online – we could now be inclusive and work as a community once more. It has been a major turning point in our ability to respond and support many, many people.

Thanks to Tessa, the Starting Chance team is now making use of several digital platforms to remain in touch and continue working collaboratively. With robust WiFi in place, our team meetings with Google Hangouts are fully inclusive, nobody feels forgotten or left out. WhatsApp and email are equally accessible and we can respond quickly to questions and share information via Google Drive. But perhaps even more exciting is Tessa's online ability to continue to upskill our team – it is truly transformative!

As a broader community we now regularly meet online with the principals of our nine hub schools – these meetings have proved to be a great success with a community of people who mostly had no experience of multi-person video calls. With a network in place we are able to hold our weekly meetings online and even offer professional development courses across the whole community.

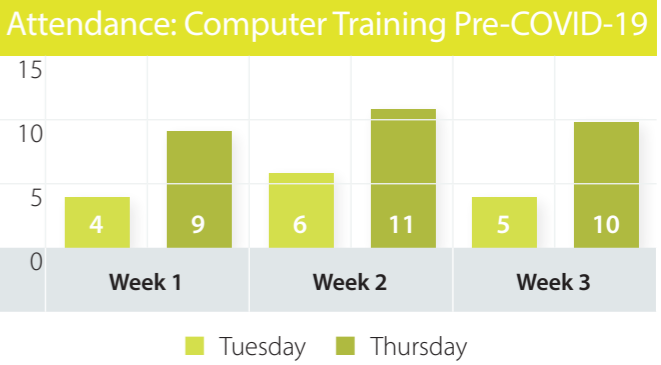
As people have felt connected, they have also felt included, and as they have felt included, they have felt they are not alone. This is important at this stressful time, and the value and benefit that technology is providing has been immense, through retaining connection and enabling interaction, catch ups, sharing of ideas and



information, chatting, laughing together and simply asking 'how are you doing?'

We hope that as we emerge from lockdown and the threat of COVID-19 subsides, we will resume computer training across the broader community of teachers this year. Tessa has plans in place to expand the course to cover MS Excel and browsing the internet. We are looking at the possibility of courses for users with different levels of computer literacy.

Tessa will be with Starting Chance at least until the end of May 2021. We are planning that Lebo, who is assisting her in delivering workshops, will be able to seamlessly take over computer training, giving us a sustainable approach going forward.





# Friends of Starting Chance

As Winnie the Pooh said to Tigger: *Promise me you'll remember you are braver than you believe, stronger than you seem, smarter than you think and loved more than you'll ever know.*  
– AA Milne

We continue to be blown away by the generosity and support provided by our friends and partners of Starting Chance. This year, we would like to highlight the different ways Friends have given to the organisation and the impact of their support.

## Giving of Time and Expertise

We were very fortunate to have four experts in their field join our advisory team to the Board of Trustees. Giles Buswell, Andrew Flint, John Hales and Wanga Zembe have provided invaluable advice and support throughout the year and we are very grateful for their time and expertise. (<https://www.startingchance.org.za/people/>)

We have had some wonderful impactful giving that has transformed a school and changed the lives of principals and teachers. Tessa Assies joined us from Holland to volunteer her time twice a week for Starting Chance. Tessa has become an integral part of the team and has changed the lives of our principals, teachers and fieldworkers by helping them understand technology.

In February, we welcomed a team called 'Kids for Cape Town' from the Dutch Reformed Church in Dordrecht in Holland to upgrade the playground at the Blooming Stars Educare Centre. In partnership with Stichting Mzamomhle they worked hard to raise funds for the project and they also brought lots of energy! In one very hot and busy week we had a beautiful playground. There was lots of carpentry, painting, creating and developing of new ideas. The Blooming Stars team was so touched by their generosity and kindness, and the Dutch visitors were a great hit with the children in the classroom too. The last day was filled with songs, dancing and togetherness – truly a community building project which resulted in a beautiful outdoor space for 220 children.

## Financial Support

Our ever faithful Friends of Starting Chance have continued to support us financially and have enabled us to:

- Run a very full and varied training and development programme;
- Support 30 ECD centres by providing educational packs filled with educational games, equipment and material;
- Help the schools to implement training by supporting our excellent fieldworker team visits to schools.

## My Experience as a Volunteer with Starting Chance

*In December 2019, after having visited in May of that same year, I joined Starting Chance as a volunteer. We started this journey with an open mind and agreed to see along the way where I could best assist. I have a background in childcare policy, so naturally that was going to be one of the elements which I would take on while with Starting Chance. However, six months in I can say that my work is more diverse than I could have dreamt, even while we are currently in the midst of the COVID-19 crisis.*

*Upon arrival I was welcomed warmly into the team, and soon included in a wide variety of tasks: policy, administration, creating forms and documents, and tech support. Especially the last one proved an interesting challenge. Prior to working with Starting Chance, I would not have thought that I would ever be something to the equivalent of an IT department. It has turned out to be an immense blessing. Being able to teach the enthusiastic, happy and inquisitive ladies absolutely makes my day.*

*Then, not even three months into my work with Starting Chance, COVID-19 came bursting into our lives. It has forced us all to reconsider how we live and how we work. Luckily, we have been able to stay connected as a team and with some of the people we work as an organisation, through some of the many digital platforms. Seeing each other and catching up on a weekly basis has really lifted the gloom of corona. If possible, we share even more: skills, languages, even recipes.*

*Working with Starting Chance has been an absolute pleasure so far, and I am looking forward to what is still to come: going back to the office, new experiences, more fun with the team, and continuing to learn from everyone around me.* – Tessa Assies

After three years of waiting, the land earmarked for the Lonwabo Special Care Centre became available this year. Donations by Bregal Milestone (UK) and New Hope (Sweden), two new Friends of Starting Chance, unexpectedly provided sufficient funds to finalise the purchase from the City of Cape Town as well as fence the property – a real blessing that takes us closer to beginning construction.

## COVID-19 Support

When COVID-19 arrived in South Africa it had a catastrophic impact on the educares we support. On 16 March when schools were ordered to close, parents immediately stopped paying fees. As a result, unless schools were receiving a subsidy from the Department of Social Development, most principals were unable to pay their own salaries or those of the 165 teachers and support staff they employ. Sadly, the various government schemes to provide financial support to businesses and their employees in light of the lockdown have proven practically impossible for the schools to access.

In a very short time, a serious reality became apparent: without access to government support, the staff of the schools would be unable to provide for their families. We reached out to the Friends of Starting Chance network and the response continues to amaze us even as we write this report. The blessing your support has been on the lives of these people has been immense.

At the end of March, Starting Chance paid a COVID-19 subsidy of R1500 per person to principals and teachers from the schools in our full programme who, without any access to DSD grants, could not pay their teachers anything. As reality began to dawn on us that lockdown would potentially span many months, it felt like we were facing an impossible challenge. But in April, due to the incredible generosity of our Friends we were able to extend the subsidy to all 30 of the schools we support and 165 principals, teachers and support staff received R1 000 each.

In May we were able to pay recipients R1 000 each. At the time of writing, it is anticipated that ECDs may reopen on 7 July. While we wait to see whether this becomes a reality, we dare to hope that, with your help, we will continue supporting the schools until they reopen and fees once more begin to provide a consistent income that enables schools to pay their staff, provide meals to children, and obtain the resources required to manage health and hygiene under COVID-19 too.

Thank you to all those who helped the ECDs during this time – it was a game changer for them.

A few quotes to illustrate what this support has meant to our schools:

“Starting Chance, thank you for your support. When I got a call from them offering to help me with the salaries I cried and thanked God for having them as our support. Now we have something on our table because of Starting Chance.”  
– Fezeka Mbeti, Principal of Sisonke

“Mzamomhle Educare feels so blessed to have Starting Chance in our lives. Throughout the past years, they are the pillars of our strengths.”  
– Jama Gada, Mzamomhle

“You are really a blessing on us. You give us hope in a time of darkness. May the Lord Bless you.”  
– Anne-Marie Nieuwenheyzen from Annie's Day Care

## COVID-19 Response: The Vital Role of Partners

Responding to COVID-19 is an immense challenge for a small organisation such as Starting Chance. Partnerships with Friends have proven to be vitally important in enabling us to reach out to and beyond the schools we support. The need has been, and continues to be, great.

We would especially like to acknowledge the fantastic support received from Stichting Mzamomhle. Your encouragement and support has been incredible. Locally too, our partnership with the Rachel Swart Foundation has not only provided a crucial financial safety net for the Lonwabo Special Care Centre staff, but also provided financial support to parents with children at the centre.

We have also partnered with CAN Mfuleni. CAN is enabling us to reach out with food vouchers provided by 'I'm Staying' to the parents of the children who attend the educares we support – and we are using our extended network across the community to assist CAN to reach deeper into the community where there is great need.

Our Friends network continues to grow, develop and play a key role in supporting the work of Starting Chance. It is through this growth and continued support that we are able to undertake new projects, build new schools, mentor and support teachers and principals and build a community of practice in the Mfuleni Township. Thank you for your support and encouragement. We really appreciate you. We feel humbled by your trust and the investment you make in the communities in which we work.



# Starting Chance Trust Fundraiser 2019 – Lonwabo

*Last year, the Department of Education reported that 590 000 children with disabilities do not go to school.*

For the last two years, Starting Chance has organised fundraisers in Mfuleni for the benefit of the schools we support. The events have been collaborations between Starting Chance and the participating schools. In 2019 we decided to try a different approach, focused on raising funds for a major Shack to Chic initiative for Lonwabo Special Care Centre.



The fundraising initiative was launched with a 'Freedom Walker' event. Derek Boshard, who created the mobility device to help his daughter, and his wife Tracy raised funds to enable seven children attending Lonwabo to receive a Freedom Walker. It was an emotional morning when the donors joined Derek to hand them over to their new owners. Tears flowed as children who previously could not move without assistance realised their newfound freedom to walk on their own. TV reporter Tanya Nefdt of eNCA was present to capture the event too!

In township communities, the lack of schools offering special support and prohibitive care expenses means that many parents face a terrible dilemma on a daily basis. Often in these poor communities parents have little choice but to leave their child at home while they go to work – these are the so-called 'forgotten children'.

With this campaign, we wanted to raise funds towards the cost of building a unique 'inclusive campus' incorporating four facilities:

- A new Lonwabo Special Care Day Centre;
- An educare centre
- A healthcare facility
- Multi-purpose facilities.

Building on James Heckman's research findings, the aim is to create a high-impact facility for the broader community with specially designed areas where children of all abilities can meet, learn and interact.



Lonwabo is the only special care day center serving the Mfuleni area. Like many women entrepreneurs in townships around Cape Town,



the principal, Thandeka Mafila's story is amazing but unknown – no fame, no fortune. Just a passion for what she does. Her dream is a simple one – to have a proper facility for the children that she and her team care for.

After 10 years of service to her community, Lonwabo needs a new home because Thandeka's backyard and outbuildings can no longer meet the ever-increasing demand for places and comply with the stringent demands of the regulators. When completed, the new campus will not only double the capacity of the centre, but also provide one of the most stimulating early learning environments available to children with special needs. The aim will be to help parents give their children the best start possible with early diagnosis and well-trained support.

We decided to approach the fundraiser in three ways:

1. We invited each of our nine educares to create their own mini fundraiser at their schools or a venue of their choice and we asked them to include children from Lonwabo. This would be a first for this community. Never before have disabled children been asked to join an event at an educare. Our schools all rose to the challenge and each school organized and ran wonderful events. Lonwabo children participated and some of the children spoke for the first time and walked for the first time. It was awesome. All the school teachers and principals spoke about how special it was to be inclusive. For Thandeka, principal of Lonwabo, and her parents and teachers – it was a breakthrough. For the first time they felt included in the community. Starting Chance fieldworkers, education coordinator and trustees organised an outing for the Lonwabo children to a specially designed play park near Bellville. It was a humbling and beautiful afternoon.
2. Top South Africa trail runner Christiaan Greyling, who had supported us in 2016, set his own challenge to run 7 peaks in 7 days. He rallied around the cause and urged other athletes, corporates and South Africans to join the movement. Christiaan said, 'Mobility is a privilege that I appreciate when I run – this is about calling all athletes to join me in creating an opportunity for people who can't experience that freedom.'

*“My husband, Christer and I have been supporting Starting Chance Trust from when it was first started. We have helped to grow the Swedish network by organising fundraising events in Sweden and introducing Starting Chance to friends and colleagues. We love the work Starting Chance is doing.”*  
– Eva and Christer Lundh, Sweden

*“We have been supporting Starting Chance for years now both as volunteers and with my husband we support the Trust financially. Each year when I visit South Africa I volunteer my services and I have been involved in many different projects with Starting Chance including helping to register a school with the Department of Social Development, and helping them to start their incentive shop.”*  
– Lo Dagerman, USA

*“Sweet Valley Primary School is a large school situated in Bergvliet, Cape Town. We feel strongly about teaching our children to care for others and to give back. Our Grade 2s have been supporting Starting Chance for many years now. Each year, we collect all sorts of educational games and toys for their programmes. There is something very heart warming about children giving to children in need and it is building positive mindsets and relationships for the future generations of South Africa.”*  
– Sweet Valley Primary School, Cape Town.

3. We also asked Friends of Starting Chance around the world to join in the fundraiser, and we had a variety of events happening around the world including Ken, one of our trustees, running in Abu Dhabi in hectic heat!

All in all, it was a wonderful fundraiser. We learned a lot, it brought us closer together and it showed our schools that they could run their own fundraiser and that including disabled children was a blessing. For Lonwabo, it was an incredible experience and brought them hope and joy. We raised just over R1m and made new friends for life.



# Partners and Donors

## INDIVIDUALS

Alistair Longman	Graham Blyth	Richard Gurney
Allison Harrison	Grant Sidwell	Richard Hillen
Amy Knight	Gurli Castenskiold	Rob Cloete
Anders & Irina Bengtsson	Guy de Freitas	Robert Zipplies
Andre Frieslaar	Ivanna Granelli	Ron Pikker
Andrea Tooley	James & Christine Bond	Sam Corbett
Andrew Zuckerman	Jess Lazar	Soren Elleman
Andy Wonnacott	John Hales	Sue Manning
Angela Wall	John O'Sullivan	Syed Ibrahim
Anne Lawton	Jonathan Gevisser	Travers Waker
Ant Cawood	Katherine Larson	Trevor and Jane Hewitt
Arne & Sandra Nielsen	Laura Flint	Ursula Edwards
Ashleigh Mckenzie	Laureen Hochfelden	William Morrow
Barry Wiesner	Les Solomon	
Bengt-Olof Moberg	Lindsay Hunt	
Bernard Hayes	Lionel Waker	
Brian Levy	Liz Hodges	
Bruce Patner	Liz Wonnacott	
Carolyn Elder	Lo Dagermann	
Caron Hanekom	Louis Copeland	
Christer & Eva Lundh	Lumley Hulley	
Cinnamon Dornsife	Lynsey Mylewski	
Ciro Franco	Majken Wibaeck	
Claire Procter	Marcus Price	
Christiaan Greyling	Marianne Flint	
Colleen Hulley	Mary Crane	
Dean & Des Masters	Maury Epner	
Debora Mills	Megan Alley	
Derek Wood	Mike De Wit	
Diane Maris	Neville Pienaar	
Don Campbell	Nick Pagden	
Donovan Nefdt	Patrick Alley	
Dyzlo Film	Paul Speirs	
Eric Wood	Riaan Kirchner	

“We gave 25 schools a box of musical instruments, we provided the funding for a music specialist to do a workshop on music and we were part of a Training Teachers in Townships music workshop. It was such a wonderful way to give back and know that 1800 children will benefit.”  
Mark Cawood, Night Sky Zombies

## COMPANIES AND OTHERS

Adrenalin Importers and Distributors
Aerontec
Africa Pride
Anglaverkat
Asmundtorps Sewing Circle
Bargain Books
BC Sports
Cofra Foundation (Bregal Milestone)
Federated Employers Mutual Assurance Company
Forsea Ferries
Gapp Architects
Gemini Data Loggers (SA)
Home Choice Development Trust
Infovest Consulting
iPay
Jewish Federation of Greater Washington
Kairos
Kamoeba Consulting
Mzamomhle Foundation Trust
New Creation Collective
Night Sky Zombies
Offshore Maritime Services
Pinelands Village Veterinary Clinic
Reformed Church of Buelach
Semantica
Springfield Convent
Sweet Valley Primary School
The Rachel Swart Fund
Whimsical Collection
Wordsworth Books

# Starting Chance 2019/2020 Financial Report

As I think is evident from the rest of this report, Starting Chance has been on a roller-coaster over the last year. The impact on our ability to fund our activities is yet to be shown, as it is early days in respect of the economic impact of the COVID-19 lockdown. However, it seems likely that there will be a contraction in funding availability as many businesses find themselves in lean times.

Concurrently, the need in the schools with whom we work has only been increased, as parents' ability to pay fees is stretched, and teachers come out of a period of three months with very little income.

We are thankful for the tremendous support our Friends network has provided in this difficult time and appeal for you to continue to do so, and to champion the work we do in sharing it with others who might like to get behind us.

Looking at the finances for the year, we can once again give thanks for a number of relatively large donations, some of which have come from existing supporters. We've also seen a small increase in individuals who are willing to support with monthly contributions, something that we would dearly love to see increasing, as it provides a base for our ongoing operations.

Our non-specific donation income decreased by 32% from the previous year, but it should be noted that 2019 was an almost threefold increase over the prior year, and did include some large once-off gifts. Receiving over R1 million in such gifts again in 2020 has been a huge blessing.

It is also good to report that we raised over R150 000 through organised fundraising events. These were related to the Lonwabo fundraising initiative outlined elsewhere in this Annual Report, which, in addition, unlocked donations of a further R850 000 to bring the total raised to just over R1m. We hope that friends will continue to take the challenge to organise fundraising events and initiatives in support of our work.

On the expenditure side, reductions in staff relating to the slow down in our tech portfolio and the resignation of a relatively senior worker resulted in our training and development expenditure reducing by 10% on the prior year. However, with our TTinT and Parent Workshop programmes proving so popular, we anticipate that

this will increase. We are very blessed to have our volunteer, Tessa, stepping into the breach on the tech side, resulting in tremendous cost savings there.

Our biggest financial challenge in the next year will be Shack to Chic. In the 2020 year, we finalised the upgrades for Emmanuel School and we paid an advance on the Mzamomhle build that is still in the offing. Apart from Mzamomhle, we are also looking to start the process of constructing our very exciting, and daunting, Campus Project. The first phase of this, constructing a new facility for Lonwabo Special Care Centre, is of great urgency, as you can read in our Shack to Chic report on page 2.

On our balance sheet, it is good to know that we have R2,65m in reserves. However, our vision for the Campus Project including Lonwabo will require that we significantly increase the funding available for Shack to Chic (infrastructure projects). We do have further pledges of R1.5m but with costs escalating, and the minimum requirements for ECD schools to remain registered for the social grants on which they rely becoming more stringent, we are still short of what we need to achieve our Campus vision.

As regards our training and development reserves, they have reduced in the last year, and as costs increase as our reach extends in the programmes we are running, more pressure is placed on our funding.

In summary, we can say that we have held our own financially in 2020, but there is much to be done going forward if we are to achieve the vision that we have, and make the difference we feel called to make in the community of Mfuleni and beyond. Thank you to those who are partnering with us in this: we hope you will continue. And we invite others to join us!

“Happy faces makes my heart feel warm.”  
– Frans Labberton, donor.

	2020	2019	Change
INCOME			
Project-specific	992 011	475 620	109%
Non-specific donations	1 030 674	1 505 539	-32%
Investment income	218 328	236 234	-8%
Fundraising	154 018	18 630	727%
Other	42 253	38 164	11%
Total Income	2 437 284	2 274 187	7%
EXPENDITURE			
Shack to Chic	1 414 902	2 177 500	-35%
Training & Development	940 130	1 041 752	-10%
Administration	126 274	107 083	18%
Transfer to endowment	103 291	100 294	3%
RESERVES			
Funds available for on-going infrastructure projects	2 019 077	1 727 575	17%
Funds available for on-going training, development and other activities	591 928	1 075 378	-45%
Endowment	374 935	271 644	38%

A full set of financials is available on request.

“As Blooming Stars, we would like take this moment to appreciate and thank Starting Chance for its undying support especially through this difficult time of COVID-19. The salaries have made a huge impact on our financial challenges, the TTinT workshops equipped us with creativity and ideas on creating learning materials to continue providing our services to the children. The Wi-Fi has allowed us research information on how we can better our services and we can now communicate with our parents without worrying about our data. Our technology skills are improving daily. The parents' workshops also played a major role in engaging the parents and how they can work with us in ensuring a child's constant growth. Starting Chance has been and always will be a blessing to us.”

– Philiswa Gedesi, Blooming Stars Educare.

Starting Chance at a glance					
	2016	2017	2018	2019	Increase/decrease
Learners reached including TTinT	950	983	1 750	2 119	+369
Principals trained	10	23	24	30	+6
Professional development for principals	9	16	24	30	+6
Teachers trained	47	49	90	172	+82
Professional development for teachers	9	9	20	24	+4
Parents engaged	42	950	400	420	+20

# How to Donate

Thanks to the support of donors, Friends of Starting Chance and partners, Starting Chance delivered one Shack to Chic school, supported 30 educares, trained 172 teachers and gave approximately 2 119 children a Starting Chance on their educational journey in 2019/2020.

Anyone interested in donating to Starting Chance can visit [www.startingchance.org.za/take-action](http://www.startingchance.org.za/take-action) to find out more and make a donation (requires a credit or debit card).

## Donors inside South Africa

### EFT to our bank account:

- First National Bank
- Current Account 625 728 02504
- Hout Bay Branch (Universal Code 250655)

This is generally the most cost-effective option for us.

Kindly reference your donation with your name.

If you wish to set up a regular donation by debit order, please visit [givengain.com](http://givengain.com).

**Note:** All donations are eligible in South Africa for tax-deductibility under section 18A. Contact us to [request a receipt](#).

If you wish the funds to be used for a specific project, drop us an [email](#) to let us know.

## Donors outside South Africa have various options

### [globalgiving.org](http://globalgiving.org)

recommended for US citizens as you will receive a tax-deductible receipt, and for taxpayers in the UK as by using this service, we will benefit from the Gift Aid scheme.

### [currenciesdirect.com](http://currenciesdirect.com)

Recommended for UK and EU residents as it is very cost-effective and efficient. *This option does not qualify for any tax benefits for donor or Starting Chance*

### SWIFT electronic transfer to our inward-SWIFT bank account:

Mercantile Bank | SWIFT LISAZAJJ | Branch Code: 450905  
Account Number 4000594710



[www.startingchance.org.za](http://www.startingchance.org.za)

We are a Christian based Not for Profit Organisation passionate about giving children in the ECD sector a Starting Chance on their educational journey.

Starting Chance is registered as a Section 18A Public Benefit Organisation.  
Accordingly, all donations we receive from South African residents are eligible for tax deduction subject to the provisions of the Income Tax Act.  
Receipts in support of tax deductibility are issued on request.

**The Starting Chance Trust**

Trust Reg No: IT2472/2015 • NPO No: 164-217 NPO • PBO No: 930051444  
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