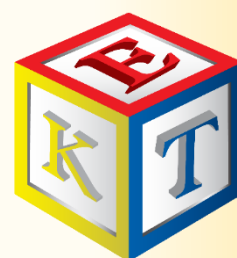




Annual Report 2018/19



KNYSNA EDUCATION TRUST
THE GREATEST GIFT IS THE GIFT OF LEARNING

Vision

Ensuring young children thrive through quality Early Childhood Development programmes, competent teachers and caregivers, in safe, healthy and enriched learning environments.

Mission

For every child to attend a safe registered preschool, with qualified competent teachers, where literacy, numeracy and life-skill lessons happen daily, and training, on-site mentoring and support to teachers and parents ensure all children reach crucial developmental outcomes.





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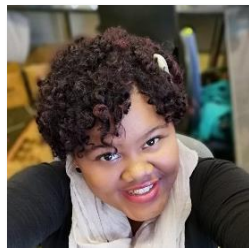
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Jason September
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CHAIRMAN'S REPORT

Opening Remarks

Once again, I stand before you in awe of what The Knysna Education Trust has achieved in the past financial year ending February 2019. I remind you once again that this organisation was founded in 1993. Its growth has been amazing, and the reach and depth of its programmes now must make its founding trustees extremely proud.



The past 12 months have again been busy and not without significant challenges. While we hear that Government wishes to raise the profile of Early Childhood Development, we also note how budgets are cut. We also note, with real concern, the Government's proposed policy to migrate the grade RR year (ages 4 – 5 year old children) to the Department of Basic Education, a decision which we, and most other ECD organisations, have grave concerns about in so far as logistics, teacher qualifications and the suitability of the learning environment for these young children. This policy and the increasing budget cuts are threats which will be carefully monitored by KET.

KET's role in the Greater Knysna area, touching the lives of so many young children, the majority of whom come from under privileged backgrounds, is so vital. Without proper ECD, many of these kids would have little chance of reaching their full potential in later life.

Sustainability

A fundamental responsibility of KET's Trustees is to ensure the organisation remains sustainable in the medium to long term. Besides ensuring sound financial practices, the Trustees also focus on several other aspects.

Corporate Governance

Throughout the world donor fatigue seems to be on the rise, and none more so than in South Africa, and in particular in our immediate area. Donors are increasingly demanding, wanting to see that their money is being well-spent and that the outcomes are measurable and meaningful. Sound corporate governance is a non-negotiable. To-date KET has a very good history of good corporate governance and we must constantly ensure that this does not slip.



Donors

KET relies on the fundraising and the support of donors to generate the necessary operating capital. Our Director does an exceptional job in bringing in this vital money and maintaining KET's relationships with donor organisations. We thank all donors, large and small, local and international, for their invaluable contributions to KET.

The Trustees are investigating avenues for KET to be more financially self-funding utilising some of the reserves that have accumulated over past years. To achieve this will take many years and requires careful and conservative consideration. Recent drives to include income generation as part of the fundraising strategy has seen positive outcomes in both product sales and FET income. Trustees will investigate further avenues around self-funding.

Ethics and Values

Unfortunate instances recently making headlines involving an international charity have acted as a stark reminder for organisations such as KET to maintain exemplary values and ethics in the execution of daily tasks. Only the highest standards of behaviour can be acceptable. Failure to learn these lessons could negatively affect donor confidence. I am pleased to report that Management has noted this, and we have, in the past 12 months acted rapidly where any unacceptable behaviour was demonstrated.

Strategy

During the past year both Management and the Trustees have independently revisited the strategic direction and aims of KET. In ECD worldwide the trends are to increasing collaboration, more quantification of outputs, measurement of impact and greater use of technology. These terms are now part of the daily dialogue at KET.

During this year we have also realised that providing proper nutrition to learners is exceptionally challenging and labour intensive. KET will therefore seek to collaborate with an NGO specialising in the provisioning of nutritional lunch time meals to preschools. We will also continue our collaboration with excellent organisations such as ePap providing fortified breakfast meals to preschools.

Financials

A great result for the 2019 financial year, a surplus of R 349,152. This has led to a 17.9% increase in total equity and KET is in a healthy financial position for the foreseeable future.

Without accurate accounting we could not manage KET's operations and I must again express the Trustees' appreciation of the work done by Brenda Eddington.

Staff

As KET has extended its programmes and reach into the communities, its staff complement has had to grow accordingly. It now has 11 permanent staff members. With the Learning Tree's staff of 7, the result is a sizable monthly salary bill. The aim is always to remain as lean as possible and channel funds into quantifiable outcomes, but the nature of KET's interaction with ECD practitioners at the coalface does not always make this achievable.



Nicola Goodall has again done an excellent job in leading the team and managing the organisation. The team has gelled well and the support among staff members is highly commendable. It is always a pleasure to visit the KET office where there is a palpable feeling of things happening, or The Learning Tree, where the energy and dedication of the teachers, and the noisy enthusiasm of the children, is uplifting.

A huge thanks to our team. Finances are critical, but the people make it happen.

Volunteers

The breadth and scope of KET's work means that staff are spread thinly and extra eyes and ears on the ground are a significant help. This is where KET's fantastic group of volunteers steps in. The input of this dedicated team is invaluable, and we wish to thank Bev McKenna and her team for their dedication and enthusiasm.



KET is fortunate to also have a cadre of other volunteers who give of their time to assist with fundraising and events. Their work is much appreciated, and thanks also go to them.

Trustees

This year Caroline Payton agreed to join the Board of Trustees and her insights into ECD have added value. Trustee meetings are now held every 2 months, while 2 Trustees attend monthly Management meetings. These changes have allowed Trustee meetings to focus on more strategic and financial issues, but without Trustees losing touch with ongoing managerial matters.

My thanks go to all my fellow trustees for their continued involvement and their selfless hard work.

Final Remarks

KET is doing remarkable work and making a massive difference in many young lives. It is a privilege to serve as chairman.

Thank you to all stakeholders -- staff, volunteers, donors, government departments and other ECD organisations, as well as to the teachers and principals of all our schools.



OPERATIONAL REPORT

From the Director's Desk

Penning this report annually allows me time to reflect on the enormous amount that is achieved in a year at the Knysna Education Trust. The dedication with which the team tackle the daily tasks, and the teams unwavering commitment to seeing the KET Vision materialise is admirable.

Our annual goals are a benchmark for what we want to achieve in the year. The measure of success, rests with how well these goals are achieved, and the sustainability of the interventions into the future. In the past year, we have once again achieved, and even excelled in our defined goals.



The KET goals are aligned with the national policy for Early Childhood Development, and programmes and services are structured to support the outcomes of this policy. Through implementing programmes which focus on creating the systemic change required to give all children the best opportunities in life, we are seeing a positive impact being made, not only for the children, but within the communities as a whole.

The Team

The number of affiliated sites continues to grow, necessitating additional resources and manpower. The team has been strengthened this year with the addition of an auxiliary social worker. 12 contracted posts were filled for specific projects. These include 2 Occupational Therapists, contracted for the IIP programme, and 10 Expanded Public Works (EPWP) ECD assistants, who are funded through the

Department of Social Development.

The inclusion of the EPWP contracted staff has strengthened KET's reach on the ground and has allowed us to increase our touch point contact in the ECD sites. It has also proved to be a valuable pool for future recruitment. Two EPWP students have enrolled to complete their ECD qualification next year, and 1 one of the ladies has been able to complete the supervised practical exams needed to attain her Occupational Therapy qualification.



Programme Overview

KET's appointment by DSD to register all ECD sites in the Eden Karoo area, meant that the reach on the ground had to be significantly extended. To achieve targets; in terms of number of the newly registered sites, and zero lapsed registrations, KET developed and implemented a systematic and robust tracking process. This meant new "pop-up" sites are picked up early and guided and supported to ensure understanding and compliance of the registration process from the start. KET was asked to present this system to the Social Service Organisations group at regional stakeholder engagements and has been commended by the Department on the achievements in this programme.



The Intensive intervention Programme has shown positive outcomes on 3 key areas; identifying at risk children, parent engagement, and teacher development. The parent engagements recorded 87% parent attendance. Through the programme 22 children were referred for further clinical therapy. Without this direct referral, from the occupational therapists, these children would not have been identified, and almost certainly would have struggled with learning difficulties their whole lives.

The percentage of children included in the occupational therapy interventions in their classrooms remained consistent. Around 56 % of children tested, needed additional support. The teacher training component carries immense long-term benefits for teachers, as the occupational therapy base gives teachers skills not available in any other curriculum.



A 3-year report on the pilot was released and is available for reading on our website.



National numeracy and literacy rates remain alarming. Reversing this statistic means fundamental concepts and skills need to be learned by children in their preschool years. Both Numba and Fonix programmes continue to produce positive results, and the lessons are a highlight in the children's day. Both programmes were featured in a joint publication by the Centre for Early Childhood Development, University of Cape Town and the Department of Education. The publication's focus, and title is "Effective Early Childhood Development Programmes for the South African

Child.

Recent changes in legislation, and how this will affect formal ECD training has come under scrutiny in the last year. Registration to KET's Training Centre has increased this year, and is expected to do so for the foreseeable future. Bursary funding for qualifying students remains a key fundraising initiative.

The registration and funding of *The Learning Tree*, KET's model preschool facility was a significant achievement for KET this year. Attendance to the preschool has doubled in the last year and is expected to be running at capacity by January 2020.

The secret behind most of what is achieved by the team, lies in the on-site visits and mentoring provided to the teachers and principals. Teachers feel supported in their daily lesson implementation, while knowing that they have a shoulder to lean on, to work through challenges. Strengthening the teacher's ability in their own classroom and working alongside the principals has seen significant successes in the management of the preschools, and teacher confidence in the classroom, and this is reflected in the children's achievements.



Monitoring and Reporting

Effectively measuring project outcomes, needs a robust tracking and reporting system, that reflects the work done, and flags projects at risk of not reaching targets. The need to have an Information Computer System which supports this, is in the process of being realised. Developing the Business Requirements Document has meant a review of monitoring systems, and an overall questioning and strengthening of what we measure, and how we are measuring it. Good reporting practices provide the necessary information for areas where additional support is needed, recognising successes which can then be replicated, and tracking programme spending. This system will be instrumental in improving all elements of reporting and open many doors for longitudinal studies of programme effectiveness.



Budgets

Running projects effectively, but within budget remains a daily challenge. The cost of basic resources continues to increase. In order to keep this in check, the team actively pursues creative and cost-effective solutions to ensure fund utilisation is maximised. KET's processes and policies provide clear guidelines that safeguard and govern spending. The magic is seeing the team come up with ingenious ways in which to deliver top-quality services within budget. I believe it is also this culture of working which has once again seen us end the financial

year positively.

Building strong partnerships with our funders remains a priority. This year, we are privileged to have a 90 % retention in funders from the previous year, and the renewal of 2 government funded programmes.

The year has seen many successes, but the pinnacle of acknowledgement for the work done, came from the principals of the affiliated ECD sites, who for the first time this year were asked to pay an affiliation fee. The resounding response by principals when making payment and renewing the agreements, was that *"the support they get from KET is invaluable, and truly appreciated"*. I remain continuously humbled by the effort and dedication of these amazing principals and teachers who work alongside us.

What Next

The past year at KET has seen a determined team deliver quality interventions, the results of which are being seen in the successes achieved across the board. I have no doubt that moving into this next year, that KET will continue to grow from strength to strength, and I am looking forward to an exciting and busy year.



FURTHER EDUCATION AND TRAINING (FET) CENTRE

Programme Context

Knysna Education Trust (KET) is in its fourth year of presenting FET accredit Pre-school Teacher qualifications. With a strong service provider, Professional Child Care College (PCCC), KET offers part-time, quality training courses to mostly working students within the Garden Route.

Achieved to Date

A total of 27 students successfully completed their courses at the end of 2018 academic year. A substantial growth from the first 4 students, that graduated in May 2017.



Since its establishment, 81 students have registered at the training centre and KET has seen their vision, of providing top quality FET training courses, materialise. With the help of bursary sponsors such as, Rotary Club of Knysna, Rotary Global Grant, New Hampshire Rotary, and private bursary sponsors, KET has been able to offer students, who may not previously have been able to afford this opportunity, access to first-class ECD qualifications.



Many of these students work fulltime and have dedicated their spare time to completing further studies. Some students were very emotional during the graduation, saying that they are the first person in their families to receive a tertiary qualification. It was most rewarding to see their beaming faces and their certificates held high.



Lectures are practical and presented by a diverse repertoire of highly experienced volunteers, visiting lecturers and service providers creating a rich learning-environment. All of which prepares the students to become organised preschool teachers who are resourceful, skilled, know how to plan lessons and run a preschool classroom which will enrich learning opportunities for the children in their care.

Current and Future

Employment of preschool teachers is projected to grow 17% from 2012 to 2022, which is faster than the average for all occupations. Additionally, the population of children ages 3 to 5 is expected to increase, further heightening the demand for qualified preschool teachers.

The recent announcement by the Presidency, making 2 years of ECD compulsory for all children, and formalising the Grade RR years, will mean that around 70 % of teachers will need to upgrade their current qualification to fall in line with this policy shift. This past year it has been and will continue to be a priority of KETs, to empower the lives of many students who want to further their careers in early childhood development and in turn touch the lives of our very youngest learners, giving them the very best opportunity to reach their full potential.



It is with much happiness that the KET Training Centre was bestowed an honorary name; The Lesley Satchel Teacher Training Room, giving due acknowledgement to someone who gave enthusiastically so much of her life to education, training and wellbeing of children and teachers.

KET's Training is the best opportunity choice I have made. They are very helpful and understand each student. I love coming to class, our lecturer Angelina Smith is very clear and helpful, and it is convenient for me, cause it's in town. This training is not just a career it helps me with my personal life and raising my two children. I am confident that in the future I can make a difference in someone's life and be the best teacher I can be. All thanks to KET and their team"

Student, Nadine van der Walt, May 2018.

TRAINING AND DEVELOPMENT

KET Teacher Capacity Building Programme



This programme is registered by the Department of Social Development. It is a comprehensive preschool curriculum for use by teachers working with babies and toddlers, through to preparing children for formal schooling. The programme fills a gap between the theoretical learning of the formal qualification and practical application in the classroom for effective classroom management.

The programme is comprised of monthly workshop sessions covering the essential skills needed for good classroom practice and includes the following topics:

- ✚ Grade R Baseline Assessment
- ✚ Developmental Norms of children from 0-3
- ✚ Developmental Norms of children from 3-6
- ✚ Strengthening Communication in ECD Centres
- ✚ Importance of Planning
- ✚ Safety and First-aid Management
- ✚ Understanding PLAY as functional and essential in the preschool environment
- ✚ Inclusive Education: Being conscious of barriers to learning
- ✚ Theme Development and theme integration into all areas of the classroom
- ✚ School Readiness: assisting teachers to prepare the children in their care for Grade- R,
- ✚ Upcycling and Side-cycling of Recycled Materials



Supplementary Training

KET partners with stakeholder organisations to offer supplementary training, providing



a wide variety of essential capacity building and skills courses which all culminate in passionate and competent preschool teachers.

The mobile computer unit, courtesy of "Vodacom Change the World Programme", has provided KET with the platform to offer

teachers, students and staff access to online courses such as "the Power of Play" certified training offered by PLAYSA & Cotlands.

Into the Future

Early Childhood Development is seen as one of the most cost-efficient investments in human capital which leads to a country's sustainable development.

The critical role that qualified teachers play in developing children is undisputed, and training and capacity building of teachers remains a focus of KET's.

ECD qualification standards are being reviewed by leading ECD bodies nationally, KET's attendance at these engagements ensures we remain abreast of the needs and trends to continue to provide relevant and quality training to our preschool teachers.

Supplementary Training Attendance 2018

Course presented	Attended
Tots in Traffic The Rotary Knysna	26
STELLAR reading programme Wordworks	20
Persona Doll PDT South Africa	85
Rotary Switzerland Programme in conjunction with CECD	20
National Curriculum Framework WCED and SCC	29
Inclusive Education IESA & Jim Joel Foundation	37
First Aid Level 1 training Ultimate Training Academy	14
Power of Play Cotlands	68
DSD Registration DSD Policy Developers	18

NUMERACY IN PRESCHOOLS

Programme Context

Numba® is KET's numeracy programme and is adapted and extended from the well-known Numicon programme. It uses a multi-sensory approach for children to explore essential mathematical concepts. The programme focuses on 24 specifically designed, practical mathematic activities which are easy to teach and use within a preschool environment.



Each activity encompasses not only mathematical concepts, but enhances perceptual fine-motor and language development. Additionally, each

activity can be simplified or extended to suite the learning pace of the individual child.



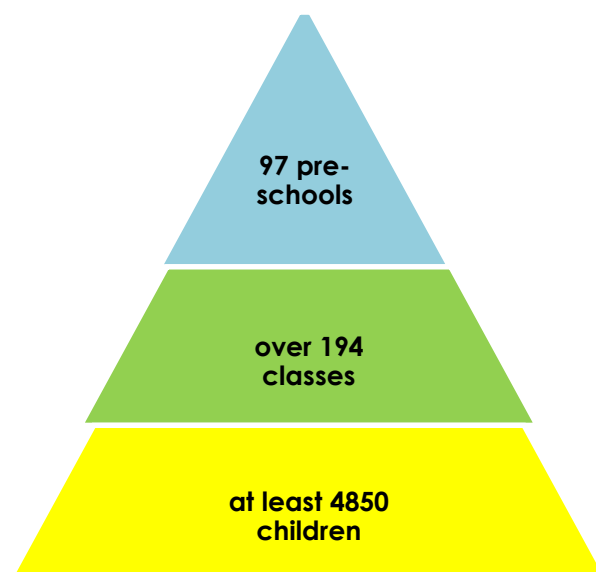
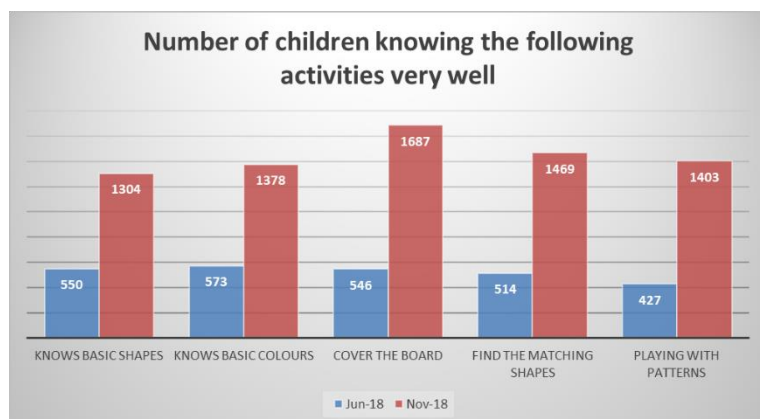
Achieved this year

To date, KET has distributed Numba kits to a total of 97 preschools, 75 affiliated pre-schools in the Knysna and Plettenberg Bay areas and through funded partnership projects, with ECD organisations nationally, a further 22 preschools. The training is done in three different locations; Plettenberg Bay, Sedgefield and Knysna, and comprises 5 workshop sessions which teachers attend in order to receive a certificate of competence.



On-site, individualised follow-up support and training continues and remains a key factor to the teachers feeling supported in implementing the programme and mastering the assessment and tracking of children's progress. A team of dedicated volunteers support the KET Edu facilitators, doing quality assurance visits and identifying

where additional support is needed.



Current and Future

During the first term of 2019 22 Preschools, who are implementing the Numba programme were selected, to be part of an informal survey, to track 10 specific mathematical concepts needed for school readiness. 231 children with age ranges between 3 and 6 years old were tested on 10 mathematical concepts. Overall, the data revealed that they knew only 4 out of 10 concepts. We look forward to monitoring the children's progress in November 2019.

Teachers completing training	Quality assurance, onsite support and mentoring visits
54	1726



LITERACY IN PRESCHOOLS

Programme Context



Fonix® is KET's mother-tongue literacy program which uses a multi-sensory approach to entrench the crucial foundations of emerging literacy. It focuses on the phonetic principals of language development, in particular, letter-sound correspondence. Using the window of opportunity for language development in a concrete and kinaesthetic manner, with the correct type of equipment, at the right age, and in the correct manner, children can grasp the complex skill of learning to read effortlessly.

Fonix has been implemented in KET affiliated pre-schools since 2011. Currently

Fonix is being used in a total of 97 preschools. 75 of these are KET affiliated pre-schools based locally. Through funded partnerships, 20 Preschools in the Paarl Wellington area, and 2 in Qua Qua in the Free state are also using Fonix.

Achieved this year

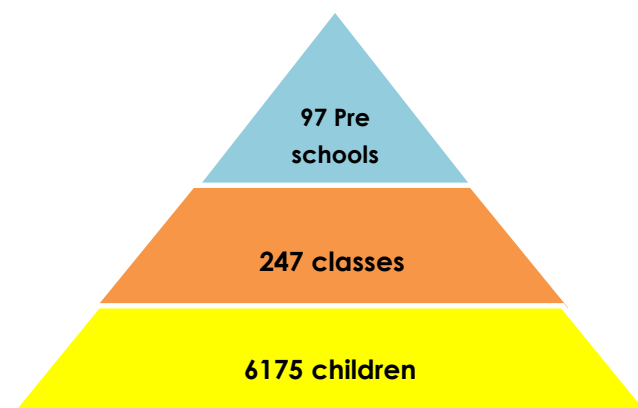
The training is done in three different locations; Plettenberg Bay, Sedgefield and Knysna. During this reporting period, 36 Teachers completed their training and received certificates of competence to implement the Fonix Programme.



KET Edu-facilitators provide on-site, individualised follow-up support and training to encourage the teachers and ensure correct programme implementation practices.



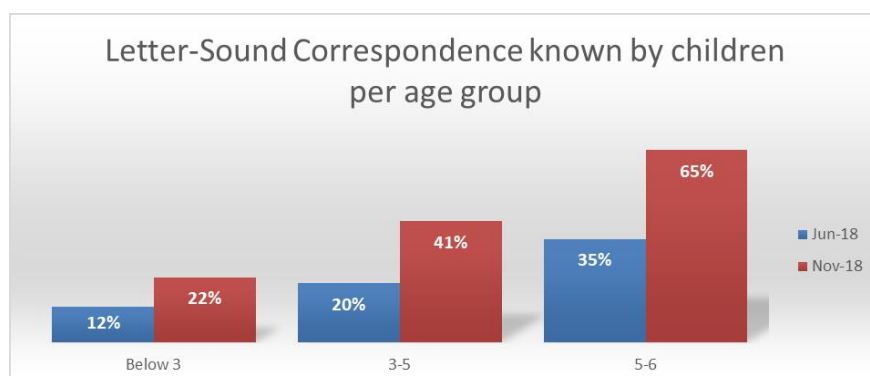
Teachers completing training	Quality assurance, onsite support and mentoring visits
36	1859



Current and Future

Recently the programme has been extended to primary school children, who have not yet secured foundational reading skills. 11 Primary schools in Knysna, which are part of a collaboration with the Knysna Initiative for Learning and Teaching (KILT), are using FONIX as part of their remedial reading programme. Word building becomes effortless once the knowledge of basic letter-sound correspondence is mastered.

The Fonix programme has once again proved how the correct educational equipment, at the correct age and in the correct manner, can improve emergent reading skills. The progress shown by the children has been very encouraging.



PILOT PROJECT: THE INTENSIVE INTERVENTION PROGRAM (IIP)

Programme Context

This DSD funded programme was initiated in 2017, together with *The Learning Initiative (TLI)* and *The Reach Trust*. The program is designed to identify, and correct developmental delays which will inhibit the child's ability to cope in Grade R, and formal schooling.



The Program Steps

Children in the 4-5-year age cohort, are screened to assess that age specific knowledge and development level. Children identified as being at risk, receive two 45 minute per week therapeutic sessions in small groups, which are presented by a team of trained professionals. Following the 30-week programme, children are re-screened and feedback reports are shared with

parents. Parental involvement is essential in supporting the child's development in the home.



Two rounds of parenting workshops are presented in the year. These events encourage and guide parents to take responsibility for the development and stimulation of their child at home. Each family receives a goody bag, with equipment and resources to implement the learning activities at home.

The workshops cover how to play with the child; the importance of reading; how to improve the child's language, numeracy, gross motor, fine motor and cognitive skills. A teacher training component was added to the programme in the second year, aimed at equipping teachers with the skills to target, and bolster specific learning outcomes in the classroom.

Achieved this year

The pilot, now in its third year, has shown noteworthy successes in all areas. The Parenting Workshop attendance has reached record numbers, which is encouraging and indicates that the programme is being well received and is valued by the parents.

Teacher training sessions are attended regularly, and classrooms now show evidence of the topics presented during training. Children are prepared and tell their therapists *what the teachers have taught them*. Teachers often struggle with special needs children, or children with learning disabilities and disruptive behaviour. The training gives the teacher the opportunity to ask for help and get support and/or advice from the therapists.



Results indicate that children show the most significant changes in their emotional development. This improvement is manifested through improved confidence; socio-emotional maturity; improved use of expressive language; identification of their feelings and improved eagerness to learn. This improvement and growth is also attributed to the fact that the therapists are a weekly constant in the children's lives.

They receive love and individual attention which gives them a stronger sense of self and belonging. The small group size allows facilitators and children more individualised attention.

	Children screened	Children in therapy groups	Sessions per week	Parent Attendance	Teachers Trained
Year 1	467	267	50	232 parents	0
Year 2	484	284	70	247 parents	29

Current and Future

KET will continue to work alongside our implementing partners, looking to find the best way to scale this programme, and be able to deliver it in all ECD sites. Allowing all the 4-5 years old children in community-based preschools to benefit from this developmental intervention, is a positive move to dramatically improve results in foundation phase learner outcomes.



REGISTRATION OF ECD AND PARTIAL CARE FACILITIES

Programme Context



As of 1 April 2010, The National Development Plan for Early Childhood Education and the Children's Act came into effect. This policy stipulates that all existing ECD, after school, and playgroup facilities must be reregistered as *Partial Care Facilities* with the DSD. The DSD appointed 19 Social Service Organisations (SSO) to carry out this task, with KET appointed to register all ECD sites in the Eden Karoo area; (Sedgefield, Knysna, Plettenberg Bay) and all communities in between.

Achieved to date

KET has a long standing and trusting relationship with the community based ECD sites, which set a positive tone during visits to the facilities. The team educate principals on the importance of registering their site, and then support them through this administratively taxing task.

The Registration team is comprised of a program manager, an auxiliary social worker, and 10 EPWP (Expanded Public Works Programme) ECD Assistants.

The team carry out structured site visits, and help principals to obtain the various municipal clearances, and legislative documents required for registration. The systematic approach applied by KET, has been instrumental in exceeding all targets set to date.



The appointment of an auxiliary social worker has added depth to the team this year, as her specific area of expertise is the prescripts of the Children's Act, and adherence to safety norms and standards.

The National Policy mandates the establishment of an interdisciplinary team, representative of all the key municipal officials and service providers, who play a role in the registration of ECD. While nationally this has been a significant challenge, KET has actively pursued co-operative relationships with the various municipal authorities, ensuring that applications are speedily processed

allowing for improved turnaround time to obtain registration.

A significant success this year has been the submission, and subsequent approval of government funding awarded to 4 ECD sites in our area.

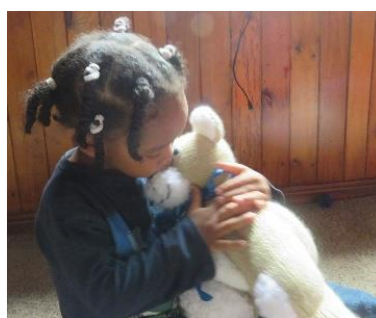
Regular funding-cuts to this sector

have meant that no new funding grants were awarded to ECD sites in this area in the last 5 years. This is a monumental success for KET and the registration team. This funding will ensure that these 4 facilities have a better chance at sustainability into the future.

Number of Sites on grid		Unregistered	Registered	Number of Site Visits Conducted
2016	101	51	50	1818
2017	119	65	54	2142
2018	133	70	63	2394

Current and Future

A priority will be to ensure that no registrations lapse and that sites remain compliant. The application for funding for registered sites will take priority, and applications for conditional grants for infrastructure upgrades, will be sought for qualifying sites. Safety of the children in partial care remains a priority and ensures that all people working with children are vetted against the Child Protection Registers



ADOPT A CHILD'S EDUCATION (ACE) PROGRAMME

Programme Context

Established in 2007, the ACE Programme assists the poorest children who, due to lack of funds, are unable to attend preschool. This sponsor driven project also enables preschools to receive the financial support needed to create sustainability. Children selected for this programme are identified by principals as those most in need of support and come from families living below the poverty line.



This programme ensures that children, who due to lack of funds would otherwise be left alone at home or in the care of an infirm or elderly relative, are able to attend preschool. The ACE Programme directly supports KET's vision of giving every child the best chance to reach their full potential in life, through accessing quality early childhood education.

Achieved to date

While sponsor numbers have fluctuated slightly in the year, sponsor retention remains at 70%. Most sponsors form close bonds with their ACE child, and regular progress reports keep them abreast of the child's progress at school.

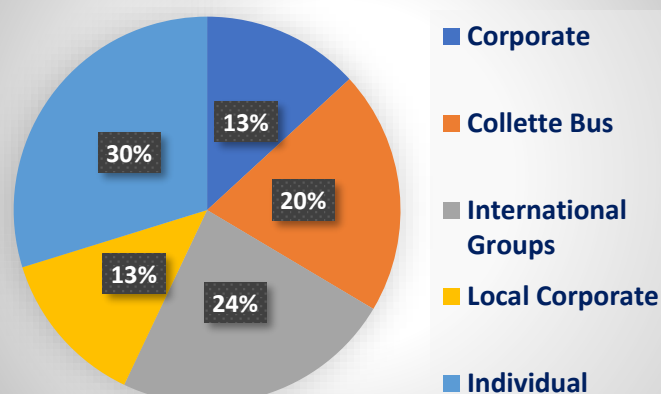
The number of preschools benefitting from the programme has grown year on year. The regular fee income to the preschools is a much-needed financial contribution and helps create some financial stability. Sponsorship fees increased marginally in January 2019 and is now R2 400 per child per annum.

A visit to one of the KET affiliated preschools is a set agenda on the Collette Vacations inbound tour groups visit to Knysna. These visitors comment regularly on how this is their favourite stop on the tour. Many of these visitors are now ACE sponsors and friends of KET, spreading the message of the work being done to a wider international audience.

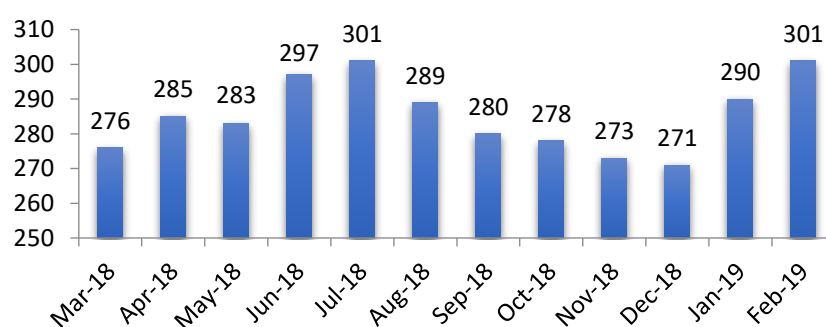
Current and Future

We have embarked on 2 new marketing plans for the ACE programme, aimed at attracting more local business sponsors and creating and leveraging support from the tourism industry. The goal for the programme is to increase the donor base by 50 % in the next 2 years.

Sponsor Breakdown



ACE SPONSORED CHILDREN



FIRST 1000 DAYS CARE AND NURTURE PROGRAMME

Programme Context

A child's health is most vulnerable during the first 1000 days of its life. This period, from conception until a child's 2nd birthday, offers a unique window of opportunity to shape healthier and more prosperous futures. The First 1000 Days intervention has been acknowledged by research as critical to children, ensuring they achieve a positive start in their early development. Done correctly, this supports children to fulfil their potential in the foundation phase of education giving them the best start possible in formal schooling.



Achieved this year

August 2017, a pilot program was initiated through an identified need to provide support to pregnant and new mothers in the community setting. The programme is run in the KwanoKhutula CDC in Plettenberg Bay, and Khayaletu CDC in Knysna, in partnership with the Department of Health. Utilising the waiting time in community-based clinics, educational sessions are held with pregnant and new mothers. The sessions are facilitated by a registered Community Care Worker, and the programme content is

researched and developed by the KET Education and Training Manager. During these sessions, parents are made aware of important key factors to ensure a healthy pregnancy.

Topics covered include:

- Healthy nutrition and lifestyle for a healthy baby
- Medical information, Post mother to child transmission and the importance of regular clinic visits
- Early stimulation for a healthy physical development
- Reaching age appropriate development milestones
- The importance of love, care and nurturing



Additional Outreach

During these information sharing sessions a secondary need was identified, a support group for teen moms. In this setting, young girls share their fears while feeling supported by peers in the group. The weekly support groups have been consistently well attended and are proving to be an invaluable platform of support for these young moms. The groups meet weekly in both Plettenberg Bay and Knysna. Our Community Care Worker held 144 support groups this year, with an average attendance of 19 young girls per session.



Current and Future

The programme is being rolled out to caregivers in the KET affiliated ECD sites. The Community Care worker will provide on-site training to caregivers who look after the babies from 0-2 years. This role is usually fulfilled by untrained grannies and students, meaning babies in facilities could be at risk of poor physical and overall development. Training is focused on, good nutrition and early stimulation activities which promote healthy development. The principals will also be trained on the health and safety norms, for changing areas, nappy disposal and creating safe environments for babies and toddlers.

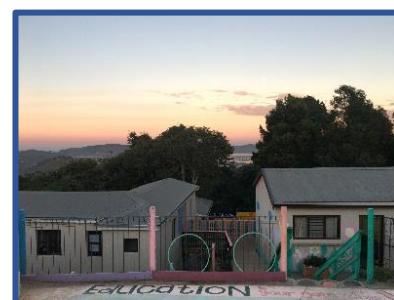


Weekly Clinic visits	11 Months	Beneficiaries Reached
Khayaletu CDC	112	2352
Kwanokhutula CDC	96	2208

KET MODEL PRESCHOOL “THE LEARNING TREE”

Introduction

In 2013 KET pursued the organisational goal to build a model preschool and practical teacher training centre. In 2015, Cape Island Construction generously donated the site. In December 2015, KET was awarded a Rotary Global Grant to build the preschool, and in 2016 site clearing began, and construction commenced. On the 23rd of June 2017 the preschool was officially opened with 7 children in attendance.



Forward to 2018

Suggestions to name the school came from many sources as it was felt a unique name was required for a school of this stature. After much deliberation the name, **The Learning Tree** was settled on for this wonderful place of learning and growth. The Learning Tree was registered with the Department of Social Development in 2017. In October the preschool received DSD funding for 79 children for the 2018-2020 funding cycle. It is a significant achievement for a preschool to be registered and funded by the Department within a year.



The teachers implement KET's educational programs in a model way for student teachers to learn from. Assessment of the children is vital and KET supports the teachers with ongoing ECD capacity building and skills development. Through the

Intensive Intervention Programme any special needs are identified and supported by the experienced and knowledgeable staff.

The school is holistic in its approach, so that all the key areas of a child's development are met. The teachers have been trained in the Numba programme and Fonix programme, giving the children the best possible start within these learning areas.

The outdoor areas are fully utilised, and donated equipment has been installed to promote all areas of developing gross motor, social skills, problem solving and creative thinking, to name but a few. The children walk to the local library every two weeks, to choose books and hear stories. The school has won their third literacy competition held at the library annually. A full-time cook has been appointed. A nutritious menu, full of all the essential daily nutrients has been developed by a dietician contributing to the healthy growth of the learners.



Parent involvement in the school is encouraged and fostered through ongoing training and information sharing to better support the child both at home and at preschool. Parents understand that the daily programme is packed with fun and learning, they are ensuring that children attend school more regularly and on time. The end of year debutante and graduation show was very successful and well supported by the parents. A wonderful base of volunteers have helped create food gardens, music walls and mural paintings to decorate the pre-school.

Current and Future

Currently 80 children attend the school supported by four ECD trained teachers. The four classrooms are full, and the fifth class is currently used for additional learning activities, such as English, Art and special needs support. Registration with the Western Cape Education Department is underway for our Grade R classroom. The Learning Tree aims to become a preferred feeder school for community based primary schools in the area.



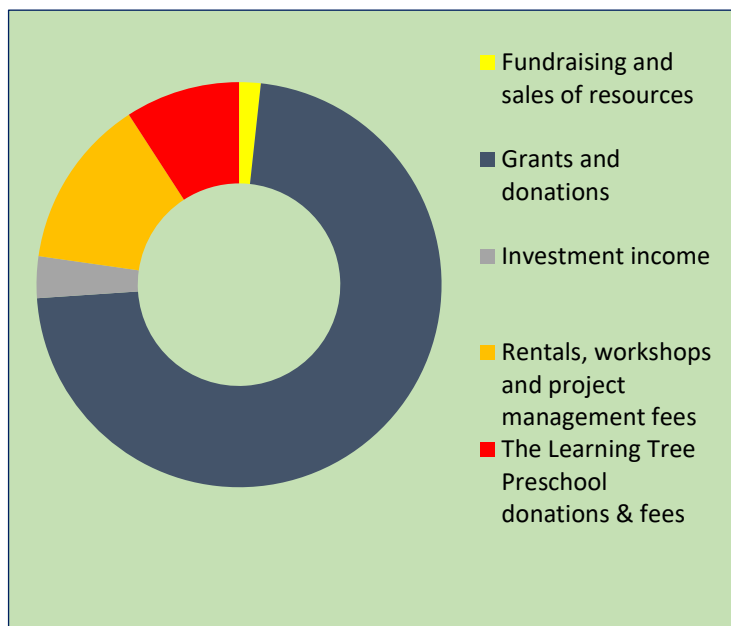
FINANCIAL REPORT

2019 was a busy and productive year for the Trust. Total project funding of R 2 955 034 was received for the year with distributions of R 3 073 042 made.

Administration and project expenses were kept in line with budgets, which resulted in a surplus of R 349 152 for the year.

The full details of the financial position of the Trust as at 28 February 2019, can be found in the Annual Financial Statements, and are available on request.

We look forward to an exciting and prosperous 2020



INCOME

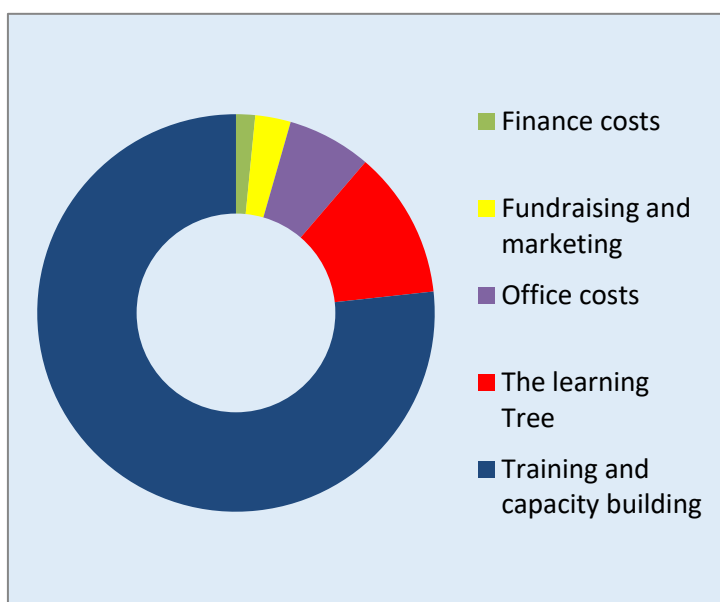
Fundraising: R19 048
sales of resources and other income.

Grants and donations: R 3 001 127

Investment income: R135 883

Rentals, R 598 161
workshops and project management fees

The Learning Tree Preschool:
R 454 269 donations & fees.



EXPENDITURE

Finance costs: R 24 719.

Fundraising and marketing: R 11 599

Office costs: R 205 625

The Learning Tree: R 611 861

Training and capacity building:
R 3 030 250

The abridged financial statement for the year can be found following these pages