



ANNUAL REPORT

2021 / 2022

SOUTHERN CAPE
EDUCATIONAL TRUST
t/a Knysna Education Trust



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CHAIRPERSON'S REPORT

The report from our General Manager, Angelina Smith, is comprehensive and reflects on yet another busy year at KET. It leaves me to comment on a few chosen topics, and to once again thank the many people and organisations that have contributed to KET's successes this past year.

ECD IN SA - THE BIG CHALLENGE

One of the biggest challenges to achieving our goal of "No Child Left Behind" is the state of finances of most ECDs in our region. Government support for ECD is limited, which means that parents need to pay for their children to attend an ECD facility. The rising cost of living, mass unemployment and relatively low salaries have led to fees for ECD facilities being too low. Many find themselves in bad debt, whilst teachers and principals earn so little that they leave the profession to find work with better pay. Sometimes, working as a domestic worker promises a higher salary than working in ECD.

We estimate that the bulk of salaries in ECD range between R500 and R2,500 per month, well below the Government's minimum wage level. This is not sustainable and is the single biggest challenge to ECD. Fees are too low to support liveable wages, and there is an urgent need to mount a campaign to educate parents about the benefits of quality ECD, and the need to pay adequate fees. Government is unlikely to find the money to pay teachers in ECD any time soon.

Our estimates are that an increase in fees of between R65 and R100 per child per month would, in most cases, enable salaries above the minimum wage.

This is achievable despite the socio-economic situation in our region, and we need to do more to try and achieve better teachers' salaries.

ENSURING A SUSTAINABLE NPO

Donor fatigue worldwide is well documented. We rely heavily on donors to fund our various programmes. The DSD, in the past, and now the DBE, do support two of our programmes. However, the core of KET's work — namely our Numba and Fonix programmes to raise the quality of learning and the Capacity Building Programme to raise the quality of teaching — receive no Government finances.

Many donors are unwilling to fund operational expenses, but that is where KET needs the most financial help — paying edu-facilitators to get to the ECD's and monitor the work being done and the way our teaching aids are being used.

It did not help matters when, through Covid, we depleted our reserves to fund feeding schemes. And so, we lurch from year to year, never sure that the required funding will be forthcoming. Thankfully, due to the huge generosity of so many individuals and organisations, we have been able to keep KET going since 1993. We owe a massive debt of gratitude to all our donors.

OUR TEAM

During 2021 we made significant changes to our team. This resulted in the appointment of Angelina Smith as General Manager, and the re-focusing and strengthening of the rest of the Management Team. In my view, we now have the strongest team ever. This makes the work of the trustees much easier. It is a pleasure watching this group of people in action, delivering so much to the community.

They get exceptional support from a dedicated and enthusiastic group of volunteers, to whom I also wish to express our thanks.

Finally, the trustees continue to give freely of their time, some despite holding down busy careers. Craig Smith resigned from the Board to focus on other important work, but not before making a substantial contribution, notably with the move to Melrose House. Thank you all so much for being so generous with your time and wisdom.

LOOKING AHEAD

We are already halfway into the new year, a year that has thrown up many new challenges. The move to Melrose House, and our sharing the wonderful site with KILT and Hero, has been extremely positive. Giving more children access to quality ECD through SmartStart is now gathering pace and has been a good decision, as has employing an additional occupational therapist for Blocks for Growth. Our marketing and PR have been strengthened, and systems are now being reviewed so that efficiencies and productivity can be improved.

KET almost never stands still, and it is a pleasure and privilege to be involved.

Hugh Bosman
CHAIRPERSON



GENERAL MANAGER'S REPORT

CHALLENGING CHANGE

If we have learnt anything from the last few years, it is that change is the only constant. Embracing the many changes that have come our way has proven to be powerful, creating new opportunities for us. The past financial year brought a change in premises, staff roles, and all importantly, a change in the ECD sector's governing authority. Throughout this challenging period, we have continually focused on the most effective ways to serve and support our beneficiaries.

The most exciting change has been the move from Market Street to the new Melrose House premises. May 2021 saw the renovation of the heritage site, with the big move to our new home in August. The managers' preparations and planning for the move ensured a smooth transition. The oversight of the building and final handover was managed by Craig Smith and the Board of Trustees. CIC worked with our team to finalise snag lists and ensure a top-quality finish.

Moving into Melrose House has allowed us to collaborate with other NPOs who share our vision. HERO and KILT operate from the upper floor of the office, creating a Cradle-to-Career education model. This ensures that vulnerable children can access a quality education experience from birth to matric, equipping them to take full advantage of further study opportunities or work prospects. We are privileged to work with both organisations in the pursuit of our common goal of "No Child Left Behind".

Some staff role restructuring has occurred to align with the organisation's strategic goals and changing operational environment.

The appointment of a third occupational therapist on fixed contract has strengthened the Blocks for Growth team, with their specialist skills being in even greater demand post Covid-19. The addition of our Communications and Social Media Coordinator, Ciara Mayne, has grown our presence in the media.

With the 3rd and 4th waves of Covid-19 and the accompanying compliance requirements dominating the world, implementation of our programmes has been considerably affected. Service delivery focus has not yet recovered to its pre-Covid norms.

We performed a larger number of site visits than usual, completing training at ECD facilities instead of teachers attending in-centre training. On-site training would enable us to customise each facility's training according to their needs. Although this meant a huge increase in transportation costs and time spent on-site, the time spent with individual teachers did help to clarify their specific needs and gaps in training, allowing for impactful and targeted responses.

During the time when our occupational therapists could not visit preschools, they re-developed the Baby and Toddler Play Programme, originating from our registered Capacity Building Programme. A key benefit of this programme is the opportunity for early identification of babies and toddlers who are not developing optimally. With early identification, followed by targeted support and referrals to receive additional intervention, the chance is much greater for the child to return to a normal development trajectory.

Finally, the year would not have been possible without the incredible support of our supportive and committed donors, volunteers, NGO partners and Western Cape provincial government departments. The past two years have resulted in many NGOs not surviving the onslaught of Covid-19, rising operating costs, and a constantly changing operating context. At KET we have consciously looked for ways to consolidate programmes, and roles, and develop collaborative relationships with complementary NGOs to reduce operating costs without sacrificing service delivery to our beneficiaries.

We thank all our donors, individuals, corporates, Trusts, and families for their cash and/or in-kind donations which have made the support and steady growth of the ECD sector in the Garden Route region possible.

Going forward, I am excited to see what changes lie ahead of us. With an awesome team behind me, I can honestly say that change is challenging, but it produces champs.

Angelina Smith

GENERAL MANAGER



DIRECT BENEFICIARIES



4200 - 5933 Children



1714 Parents



118 Principals



401 Practitioners

PROACTIVE ENGAGEMENT AND COLLABORATION

We strongly believe in the power of collaboration and always look for ways to work with other NPOs. The Rotary Club of Knysna approached us with a challenging goal: "for every young child in the Knysna municipal area to have access to a quality ECD programme by the year 2025". This aligns with our strategic goal to provide a hybrid model of ECD programmes to address the provisioning of ECD in rural settlements and under-served local areas where conventional ECD centers would not be viable.

KET was introduced to SmartStart, an NPO that strives to see every child in South Africa receive quality early childhood education. The organisation equips women to start their own ECD facility as a SmartStart franchisee, opening the doors of their homes as Day Mothers or Play Groups. The programme empowers women to run an effective small subsistence business by supplying learning materials, daily plans, and essential resources to support learning. We are thankful for the recycled goods that we have received, which the facilities use to make toys.



THE SMARTSTART PROCESS

1. A "Matching Day" is held, inviting anyone who is interested in becoming a SmartStart franchisee to learn more about the programme. During the matching day, a criminal check is performed to ensure that the candidates are eligible to work with children.
2. Those who are eligible attend a five-day start-up training session, where they are trained on how to operate as a SmartStart franchisee. This training covers everything from how to handle different classroom situations, follow a daily programme and make resources for their classroom.
3. Once training is complete, successful applicants are converted into franchisees.
4. These franchisees are closely monitored by Andile Maduna, KET's SmartStart Coach.

This process can be repeated infinitely, leading to immense job creation, whilst supporting our goal to see every child attend an ECD facility. We have already completed one cycle of the SmartStart process:



MATCHING DAY

47 Participants

TRAINING

30 Participants

**20 CONVERTED
SMARTSTART FRANCHISEES**



ROTARY GLOBAL GRANT

Our collaboration with SmartStart has been supported by a generous Rotary Global Grant. Working with the Rotary Club of Knysna and Rotary International, the Grant will come into full effect in 2022.

The Global Grant provides for four areas of delivery, namely:

1. Our collaboration with SmartStart to open SmartStart franchisees in Knysna and its surrounds.
2. Food security for these SmartStart franchisees, supplied by ePap. This will provide children attending the facilities with at least one nutritious meal a day to support their healthy development.
3. 20 ECD preschool sites will receive infrastructure support to achieve Government registration which will facilitate their progress towards achieving Government funding.
4. As part of the Global Grant, the D.G. Murray Trust has sponsored the implementation of a relational database – Salesforce: the NPO version – to improve our ability to monitor and support the implementation of our 14 programmes in more than 100 ECD facilities and the additional establishment of the targeted 60 SmartStarters.

DONOR RELATIONS & FUNDING

DONORS THAT PLAYED A PROMINENT ROLE:

- The Oppenheimer Memorial Trust
- The Le Creuset Fund
- Jim Joel Foundation
- Rotary Club of Knysna
- Rotary Club Tarporley
- Rotary Club of Northampton West
- The MacDaibhidh Charitable Trust
- Murray Hofmeyr Educational Trust
- The van der Mey Charitable Trust
- P.G. Bison
- Redscreen (Pty) Ltd
- D.G. Murray Trust
- B. Braun
- Knysna Municipality
- Sothebys
- Neptek (Pty) Ltd
- Johann Nel
- Trinity Telecoms
- David & Rita Kendrick



The official roof wetting of
Melrose House

MELROSE HOUSE

The big move into Melrose House would not have been possible without the following organisations and individuals, who came together to support our vision of effecting positive change in the community through making quality education available to all the young children in our 1,200 km sq service delivery area.

- Grant Ballack – Finishing Touch Lighting
- Chris Burger and Anton Terblanche – TBIC
- Lara Barnard – Carpet Co.
- Dave Partridge and Rob Levison – Networkwise
- Charmaine and Pierre Mulder – RedScreen (Pty) Ltd
- Jonathan Berning – Ardmore Fabrics
- Andrew King – Frankenfeld & King Architects
- Johann Nel
- Tanya Mans – The Workshop Interiors
- Rein Hofmeyr – Hofmeyr & Associates
- Martin Koffman – Builders Express
- John Rimbault and his team at Cape Island Construction
- Sue Torrance & Zandile Meneses – Growing Upwards
- Julie and Dave Swan
- Jude Thompson – Master Tech
- Hilary Brotherton
- Jason Ballard – JB Electrical
- Tony Gradwell – Dulux Paint Centre
- Lucas Sambo – Carpenter
- Gareth Tanner – Knysna Log Inn
- Ashley Goodway – KnysnaOn
- Mark Meyer – DataTalk
- Gary Webber – Kramco
- Richard Sohn – Sohn and Associates
- Adriaan Heyns – Evolve Africa Energy
- Alix Verrips
- Denise Smith

ANNUAL GOLF DAY

Our 2021 golf day, hosted by the Knysna Golf Club, raised R510,000 for our model preschool, The Learning Tree and KET programmes. The day was made possible by the support of the following local and international businesses and individuals who donated prizes and auction experiences for the event.

- Knysna Golf Club
- 34 Degrees South
- Seaqual
- CIC Construction
- St Francis Links Golf Course
- Red Bridge Brewing Co.
- African Gameskin
- Steenberg Estate
- Rair Boutique
- The Orchards at Knysna
- Waterford Estate
- Pinnacle Point Estate
- Plettenberg Bay Country Club
- The Grosvenor
- Dream Knysna Properties
- Alvi's Drift
- Lodestone
- Scratch Golf
- Oasis
- De Rustica Estates
- Barcraft Premium Cocktails
- House Brand Premium Bar Products
- Lynn Deckers
- Metelerkamp
- GC Realty
- Ocean Sailing Charters
- George Golf Club
- COTI
- Goose Valley
- Knysna Roofing
- Blend Country Restaurant and Pub
- Blackwaters River Lodge
- Narnia Guesthouse
- Maillard Baking Co.
- ClemenGold Gin
- ChemDry
- Richard and Cindy Came
- Karl Lippert – Valderrama Golf
- Remax
- Ultra Liquors Plettenberg Bay
- Simon Hunt – Royal Liverpool Golf Club
- TMBA Architects
- Rob Randall
- Avril Kashula - Simola Hotel

A special thanks to our wonderful volunteers Renata Wilson and Jacqui Armitage, Julie Hoffman, principal of The Learning Tree, and Gina Nel, Vice Chairperson of the Trust, for making the day possible. Our wonderful volunteers and the incredible team at the Knysna Golf Club, led by Meyer Du Toit, were instrumental in putting together what golfers described as one of the most successful and well-managed golf days that they have attended.

PROGRAMME REPORTS

ECD REGISTRATION

Knysna Education Trust worked within the Knysna and Plettenberg Bay municipalities in the Garden Route. We reached and supported 109 ECD facilities at the beginning of 2021 and ended the year with 114.

We are fortunate to have built good relationships within the community over many years. This has made it easier to have open communication channels and keep people informed, at a time when we couldn't always meet face-to-face.

Covid-19 affected many families. Initially many parents could not afford to send their children back to ECD facilities, which resulted in some facilities operating with very low numbers of children for the first half of the year. Unfortunately, one ECD facility closed due to insufficient funding.

OUR REACH

TYPES OF FACILITIES	TOTAL NO.
HOME-BASED FACILITIES	44
PLAYGROUPS	2
DAY MOTHERS	2
AFTER CARE FACILITIES	3
PRIVATE ECD FACILITIES (not seeking Government funding)	20
COMMUNITY-BASED FACILITIES (conventional ECD centres)	43

The ECD Registration team conducts capacity building workshops with Governing bodies and facilitates parent meetings at ECD Facilities. They reached 106 parents this reporting year.

STAKEHOLDER ENGAGEMENT

1. Child Welfare Plettenberg Bay and Knysna
2. Social Services Forum in Bitou and Knysna
3. Department of Basic Education
4. Department of Social Development — local and provincial
5. Grassroots NGO Plettenberg Bay
6. Knysna Municipality — Health and Safety, Electrical, and Fire Departments

ECD REGISTRATION CHALLENGES

Noncompliance of NPO registered facilities continues to be a threat. 80% of the registered facilities faced de-registration as they had not been submitting reports, financial records, and in some cases, audited financial statements.

Associated costs for these elements were sacrificed to cover salaries and feeding of children. The changing criteria within the Health and Fire Departments also led to delays in facilities receiving their health and safety certificates.

Many parents only send their children to school in February, leading to ECD facilities struggling financially at the beginning of the year which impacts on their annual budgeting. Other school operating challenges include several foreign children not having birth certificates due to their parents not having work permits. These children cannot be included in the registration counts or included in essential routine health checks.



MAJOR CHALLENGES FACING THE ECD SECTOR IN THE GARDEN ROUTE THAT RESULT IN NONCOMPLIANCE

Structural challenges affecting meeting registration requirements.

- Some ECD principals misunderstand the NPO criteria, leading to noncompliance.
- Playgroups start off with 5 children and grow bigger due to population growth. This can lead to compliance issues, regarding health and safety.
- They face infrastructure challenges, such as lack of fencing, running water and electricity, etc.

It is difficult to retain trained teachers due to low wages.

- Average wage between R500 and R3000.
- There is a lack of finance to sustain ECD facilities and teachers' salaries. ECD practitioners lack motivation, as they are working for a small amount of money for little job security.
- Getting parents to value and pay for ECD services is essential.

Onerous municipal by-laws, land use processes and associated costs.

- Land use zoning, building plans, consent in residential areas are issues.
- Health and Safety noncompliance puts facilities at risk of closure.

Access to food security support required for ECD centres.

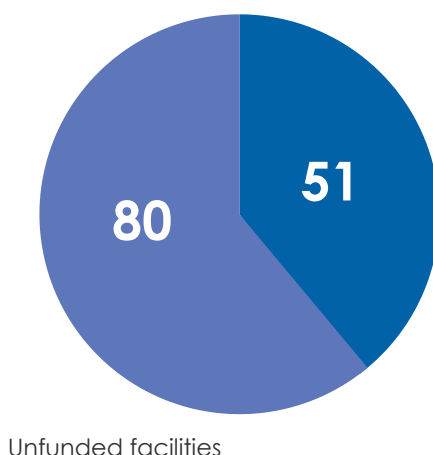
- Lack of proper nutrition for children affects their healthy development and impacts on school attendance.

ECD REGISTRATION SUCCESS

The Vangasali Campaign was introduced by the Department of Social Development (DSD) and the Nelson Mandela Foundation in May 2020 to assist with locating and registering every ECD facility. The goal was to locate and secure a Bronze Level registration status for ECD facilities that in the past would generally not achieve any registration. This registration, while entry level, places the ECD facility on KET and the Government's databases and assists with entry-level funding to achieve a conditional registration. This can then be upgraded to Silver and then Gold, as a facility moves along the registration compliance process.

As a designated Social Services Organisation (SSO), we secured a record number of 29 ECD Bronze Level facility registrations, in one month through the Vangasali Campaign. 25 ECD facilities applied for funding, which were all successful and have been paid.

Department of Social Development
Funded Facilities



Unfunded facilities

Re-registered
ECD Facilities

9

Newly Registered
ECD Facilities

33

NPO Registrations

46

FET TRAINING COLLEGE

Our Further Education and Training Centre finished 2021 with a successful graduation and 26 happy graduates. Proving that hard work and dedication pays off, these students are now able to take the skills they learned and apply them in early childhood education facilities in Knysna and its surroundings, strengthening ECD with the knowledge that they bring.

After graduation, we were happy to announce Angelina's new post as General Manager and commenced searching for a new candidate to take over her role as Training Centre Manager. In March 2022, KET welcomed Claire Bruton as the new FET appointment. With two teaching diplomas, 20 years of teaching experience in ECD and 10 years of experience owning her own ECD facility, we were excited to get her onboard and into the classroom, imparting her invaluable knowledge to our students.

With a record-breaking number of students enrolled for our Basic Child Care Course, 2022 is set to be a fantastic learning year. It is heartwarming to see the 23 desks in the new training centre full of students.

KET's FET Training Centre prides itself on providing hands-on practical classes, training students to be work ready once they graduate.

Our Level 4 qualification is rigorous in practical application and goes into depth regarding what students can expect in an ECD setting.

Expanding on the courses offered, we have introduced a Level 5 Higher Certificate in Early Childhood Development. This course extends deeper into understanding policy, classroom management and three Unit Standards focusing on Literacy, Life Skills, and Mathematics in the Grade R classroom. These Unit Standards afford students the theoretical knowledge of what to expect in a Grade R class and enable them to become a Grade R practitioner conducting lessons with guidance and supervision from a qualified Foundation Phase teacher.

KET's FET Training Centre remains ever so grateful for the continued support of our donors who offer bursaries to dedicated students, affording them the chance to gain a recognised qualification. With special thanks to The Rotary Clubs of Knysna and Northampton West for their continued support and The Hofmeyer Education Trust Fund for the funding of bursaries.

Over the years, it has become apparent that qualified, quality teachers are essential to deliver a high standard of education to the children of our community. KET remains dedicated to delivering top quality education and expanding on our offering to better equip ECD centres across the Garden Route with passionate, dedicated practitioners.

2021 GRADUATES

**Basic
Childcare**

9

**Preschool
Teacher**

9

**Preschool
Management**

8

Our new FET Training Centre Manager in action



BLOCKS FOR GROWTH PROGRAMME

The Blocks for Growth (B4G) programme is a therapeutic programme for 4–5-year-olds who are at risk of not meeting the developmental milestones of their age group by the time they need to start their formal schooling in Grade R. Following an initial screening process, the holistic child development programme provides small group interventions for children, presented by two fulltime occupational therapists; three ECD implementers; two ECD facilitators; and a Foundation Phase teacher.

The 2021 school year started apprehensively, with ambitious targets and open minds, amidst the sea of uncertainty created by the lingering Covid-19 pandemic and the related operating restrictions.

THERAPY GROUPS

With many lessons learnt during 2020, we had a template to engage with flexibility and responsiveness, particularly as we were entering the fifth year of running the programme. When preschools opened for the new school year on the 15th of February, it was clear that this year would have its own unique challenges. The screening process was interrupted and delayed by various levels of “lockdowns” and regulations. By April, only 7 of the ECD facilities had reached capacity with their intake of children. By extending our screening period and adding more schools to the programme (from 22 to 26 sites) we managed to screen 550 children in total. It was clear that the children started on a lower developmental base this year, and group interventions were adjusted to ensure good Covid-19 compliance by rolling out with one session per week in a smaller group format.

HIGHLIGHT

Incorporating elements of the 2020 roll-out into our original template: we continued to distribute stimulation packs at the end of each term.

Total Stimulation Packs



These included “parent wellness” packs to assist parents with the aftermath of the Covid-19 pandemic.

In the absence of parent meetings, we also facilitated parent involvement via the WhatsApp groups created for each ECD facility. This enabled programme facilitators to stay in touch with parents remotely, provide feedback on progress, share more ideas for stimulation, and for parents to share updates on progress at home.



TEACHER TRAINING

Change continued to be an ongoing theme with many new teachers joining the programme this year. While they were very keen to learn more about Blocks for Growth, it was a challenge to arrange training as Covid-19 prevented gatherings, making it difficult to get to everyone at a suitable time. In these stressful times we adjusted our Teacher Training sessions to suit the needs of our teachers by having separate meetings at each school (instead of bigger group meetings) and the occupational therapists at KET created new interactive material in 4 modules that assisted teachers with emotional support and provided resilience training. A total of 33 sessions were presented and were very well received.

The format for group intervention had to be adjusted to much smaller numbers, allowing for ventilation and more individual attention. This happened once a week and continued throughout the school holiday period. In between various stages of stopping and starting throughout the year, a total of 19 sessions were presented. The content was more flexible, allowing each facilitator to place the emphasis on specific learning outcomes and tailor-make each session to the specific needs perceived in the children. The flexibility in terms of the lesson plans was seen as a very positive coincidental outcome as dynamic teaching could take place.

SPECIAL NEEDS

Although the team felt that the one group session per week at each school (instead of the two sessions in previous years) did not have the same impact in terms of building rapport and achieving goals with the children, smaller groups resulted in early referral and intervention for those who had special needs, with more scope for improvement during the year. Wherever possible there was better skills transfer to the classroom.

BLOCKS FOR GROWTH PROGRAMME

RESULTS

The general sense from the team members was that the absenteeism of children at ECD centres before and especially after the 3rd wave of lockdown was a recurring theme of concern and frustration for both teachers and facilitators. It resulted in a stunted development process where children would regress during phases of absence and a lot of "catching-up" had to be done upon the return of the child to school. The team attempted to counterbalance this by continuing with group interventions throughout the school holidays and even worked from their cars during the big office move over September/October.

Impact is measured through using the ELOM (Early Learning Outcomes Measure) as the main metric as it is a South African developed, rigorously standardised, preschool child assessment tool.

Of the 550 children initially screened, 254 were selected to participate in the programme. Of those selected, 189 children (75%) were identified to be "at risk" and 63 children (25%) were "falling behind". A representative sample was re-tested at the end of the year and results showed that of the children in the 50- to 59-month age group, 57% of children progressed from being "at risk" or "falling behind" to "achieving the standard", whereas of the children in the 60- to 69-month age group, 46% progressed from "at risk" to "achieving the standard". This means that, on average, more than half the children selected for the programme managed to "achieve the standard" for their age group despite the many challenges faced this year.

Results indicated that more work needs to be done to facilitate critical thinking, problem solving, executive function, fine motor skills, visual-motor integration, and numeracy skills. While we had to exit 2021 with a sense of uncertainty and some doubt, the entire team had been vaccinated, and many of the teachers followed suit. We felt that 2022 could only be better, since we have learned many lessons and are better prepared.

We also had little rays of joy and sunshine along the way. On the left is an example of exceptional progress made by a child in one of our groups. She attended regularly and her mom used a lot of the material that we sent home in educational packs. It is proof that we can, despite all the challenges of a pandemic, still make a significant impact, one child at a time. These two drawings below are of herself, one at the beginning of the year, and one in October.

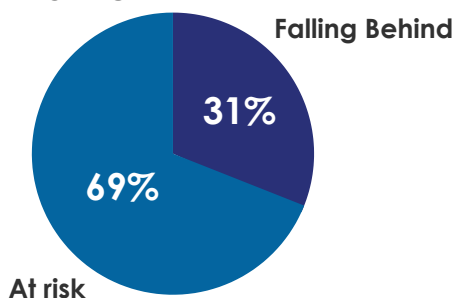
The mother had this to say:

"I really want to thank you because you really make her so excited for school and she loves doing activities."

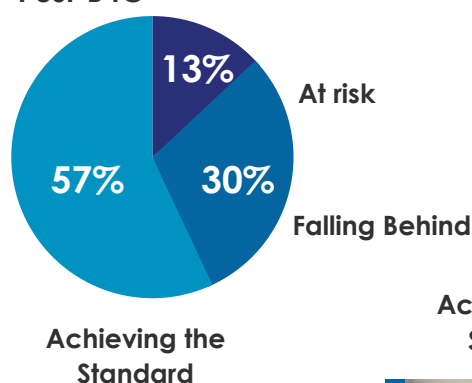
We are looking forward to continuing with the road ahead – by innovating and growing as we adapt to, hopefully, a post-Covid world of possibilities.

AGE 50-59 MONTHS

Pre B4G

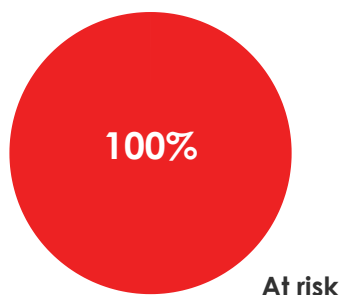


Post-B4G

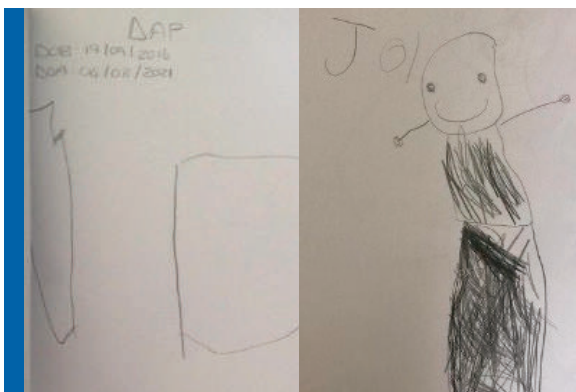
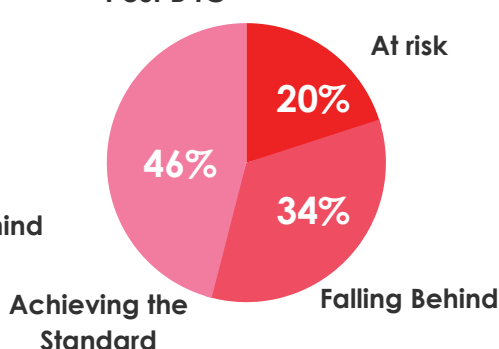


AGE 60-69 MONTHS

Pre B4G



Post B4G





NUMBA AND FONIX PROGRAMMES

Our Numba and Fonix programmes provide thousands of children with the tools to lay the crucial foundations for language and mathematics learning. The multi-sensory programmes are distributed to all member ECD facilities. Teachers receive regular on-site training to ensure that they are making the most of the many ways that the programmes can be implemented.

In September 2021, representatives from KET trained teachers at Vulingqondo, a primary school in the Eastern Cape, to use Fonix. The primary school is now using the KET Fonix programme to teach the fundamentals of language development, strengthening their student's literacy acquisition.

Using the programme for learners all the way up to Grade 3, the school has reported wonderful results, saying that their students are now confident in pronunciation of letters and identifying their names, where they could not do this before. The programme has also been adapted to suit more advanced children by using the letters in the kit to 'write' short sentences on the floor.

Locally, KILT has turned to our Numba and Fonix programmes to provide intervention to remedial children. This has been very successful, with schools reporting that the children are learning very quickly and effectively.

The results that we have seen in Vulingqondo and local schools show that our Fonix programme is being successfully used to assist older children to close language development gaps. We hope to train more primary school teachers in use of the programme in the future, to support strong literacy acquisition in the early Grades, which is the foundation of all real learning.

FONIX THIS FINANCIAL YEAR	TOTAL NO.
WORKSHOPS	13
KITS DISTRIBUTED	21
TEACHERS TRAINED	107
ON-SITE TRAINING SESSIONS	54
CHILD BENEFICIARIES BASED ON TOTAL KITS IN CLASSROOMS	±12 440

NUMBA THIS FINANCIAL YEAR	TOTAL NO.
WORKSHOPS	13
KITS DISTRIBUTED	22
TEACHERS TRAINED	81
ON-SITE TRAINING SESSIONS	44
CHILD BENEFICIARIES BASED ON TOTAL KITS IN CLASSROOMS	± 6000

FIRST 1000 DAYS PROGRAMME

In 2021, the first group of teachers was trained in the First 1,000 Days Training Programme. The programme, redeveloped in 2020 by our occupational therapists, trains teachers in activities to implement in the baby classrooms, ages 3 to 18 months. Teachers are trained in Afrikaans, English and Xhosa. We aim to equip them with the knowledge to create classroom resources and perform optimal stimulation activities which will benefit babies' brains and their healthy physical development.



TRAINED TO DATE

Knysna

Plett

Sedgefield

33 Teachers
in 21 ECD Facilities

17 Teachers
in 12 ECD Facilities

4 Teachers
in 4 ECD Facilities

MOBILE RESOURCES

Mobile resource libraries help alleviate the shortage of education resources experienced by many ECD facilities. They help provide to each of the benefiting preschools a variety of different fun tools for structured activities. These libraries have been a huge success, helping ECD facilities to encourage structured play, music, reading and brain stimulation.

Currently we have one iPad library, 10 toy boxes, 4 music boxes, 3 book libraries and 2 puzzle boxes in circulation. All our affiliated ECD facilities receive the chance to keep these resources for a term before they are rotated to another facility. Many of the facilities ask to keep the educational tools for longer, indicating a need for KET to secure additional resources.



ADOPT A CHILD'S EDUCATION PROGRAMME

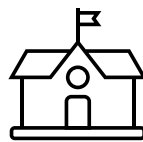
The Adopt a Child's Education Programme encourages donors to sponsor individual children's preschool fees. It aims to assist children from very low-income families to access a quality ECD facility in their immediate area. These fees directly contribute towards the sustainability of the preschool.

Knowing their children are learning and receiving a daily meal in a safe ECD facility, parents can then more easily seek work and enter the job market.

The local lingering financial challenges post-Covid have resulted in an increase in applications for children to be placed on the programme's waiting list. During a challenging year, 41 wonderful donors helped ensure that a total of 101 preschool children were sponsored in 9 preschools.



41 Donors



9 Preschools



101 Preschool Children

Current information confirms that over 1,000 children in more than 25 facilities would benefit from additional food security support.



FOOD SECURITY SCHEMES

Hungry children can't focus on learning. Food security for our preschools is an ongoing challenge within our local community. The slow economic recovery and rising food, electricity, and gas prices have meant that many children currently rely on the one cooked meal they receive at preschool each day as their main source of daily nourishment. The rising costs have unfortunately also affected the ability of many borderline sustainable preschools to provide daily meals.

In many of the ECD facilities, the fees that parents can pay are minimal and don't cover lunchtime feeding of the children. Where facilities offer a meal, the children are more likely to attend regularly and are healthier. These elements positively influence a child's physical development and ability to learn.

They also influence the establishment of sound educational building blocks in the child as they gain real learning traction through regular attendance. In turn, children attending ECD facilities more regularly supports the facilities' registration application for funding, which improves their chances of becoming sustainable.

We were fortunate to receive the support of ePap; Le Creuset and the Rotary Club of Knysna, which ensured that over 200 children received nutritious, well-balanced meals during the year.



242 Children in 11 ECD Facilities



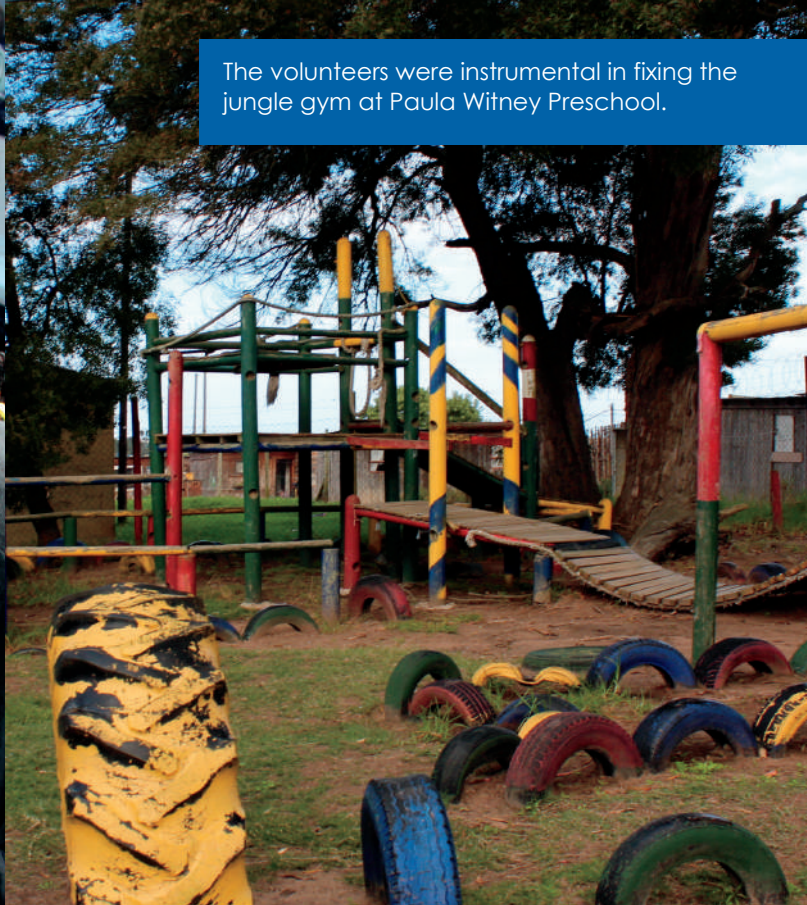
150 Children in 8 ECD Facilities



82 Children in 3 ECD Facilities



The volunteers were instrumental in fixing the jungle gym at Paula Witney Preschool.



VOLUNTEERS

The easing of Covid-19 restrictions meant our volunteers were able to resume their usual activities, visiting schools and supporting KET in many wonderful ways. Having the volunteers visit ECD facilities to assist with the monitoring and evaluation of our Fonix and Numba programmes was hugely beneficial. This information is essential when determining programme impact.

We are so fortunate that some of the volunteers are qualified teachers. These ladies generously transfer their valuable knowledge to teachers and assist in group activities when visiting the preschools. They also develop learning and classroom resources, as well as buy, collect, and make educational toys.

During the winter months, many warm and cosy blankets, jerseys, and beanies were knitted and donated to ECD facilities and the children attending. Volunteers also assisted with needlework, lecturing and computer skills. Some even helped improve English language skills amongst our own staff and the staff of member facilities.

Our volunteers were invaluable in their support, contributions, and assistance with the re-opening of Paula Whitney Crèche in Damsebos. Jungle gyms were fixed, food was regularly delivered, and resources were sponsored. The facility is now thriving, with as many as 70 children attending daily.

Another highlight has been our vegetable garden, established and tended to by our volunteers with the help of Growing Upwards and Angelo (our caretaker). The vegetables harvested from the garden were delivered to Paula Witney Crèche for many months and will now be taken to Bongani Day Care Centre to assist with daily feeding of the children.

KET is grateful to each volunteer and the time they give to improve the quality of learning in our ECD facilities.

Volunteers working in the new garden and taking a look at Melrose House



THE LEARNING TREE

THE LEARNING TREE MODEL PRESCHOOL

A 2016 Rotary Global Grant, together with the generous land and buildings donation by Cape Island Construction, made our vision of a model preschool a reality in 2017. The preschool was developed to provide a practical teaching experience for FET ECD students completing the required practical teaching hours. This KET model preschool also aims to inspire all our preschools to deliver a quality learning experience for young children. The Learning Tree is open to all principals and teachers who want to learn from the teaching staff and observe the KET programmes in action. The amazing preschool team is led by principal Julie Hoffmann.

During an extremely challenging time, Julie has slowly grown the preschool to 70 students aged 3—6 years old. The preschool is holistic in its approach, ensuring that all areas of a child's development are met.

The Learning Tree (TLT) implements a strong social skills programme, encouraging courtesy, kindness, and self-management. KET supports them with Numba and Fonix training, Capacity Building and implementing our Blocks for Growth programme to provide much needed screening and support for children at risk of falling behind.

TLT fosters in our children a love for reading with visits to the local library to exchange books and listen to stories. The preschool is also part of the community outreach programme.

As a part of the children's environmental learning, and thanks to the support of Knysna Municipality, SANParks and private donors, a section of indigenous Knysna forest has been rehabilitated. Here children learn about local flora and fauna, and how they can preserve it. This is one of five outdoor play areas at the school.

The preschool has collaborated with the Ubumama outdoor learning programme to teach the children about recycling and other important awareness initiatives. Ubumama funded transport to take the children on outings to local national parks and also

businesses to create learning opportunities while they experience the beautiful surroundings of the Garden Route.

TLT understands the importance of children learning through play-based activities, which fosters a culture of healthy curiosity and a willingness to learn what they need for the next stage of their school careers.

TLT has formed relationships with local Primary schools to monitor and assess the effectiveness of KET's preschool programmes. By monitoring the progress of the children as they enter formal schooling, TLT/KET can assess and confirm the impact of our learning programmes. The preschool aims to become one of the preferred feeder ECD facilities to community-based Primary schools in the area.

The Learning Tree has also started an aftercare for local Primary schoolchildren, where teachers supervise homework and children are given snacks. This is vital as many children are behind in their curriculum due to Covid-19 and the closure of schools.

Growing Upwards, a volunteer initiative, keeps the veggie garden planted and maintained, so the TLT children have fresh vegetables to add to the menu, ensuring they receive their required daily nutrition.

Parent involvement is also fostered at TLT. Regular meetings are held for information and training purposes, to ensure that the child is supported at home as well as in the classroom. TLT holds special days, like Grandparents' Day, Mother's Day and Father's Day, to encourage a sense of community and belonging.

The Learning Tree's long-term purpose is to provide excellent and affordable education for children within its own community, while facilitating an environment for student teachers to learn from experienced and qualified teachers. We are pleased to report that TLT continues to thrive as a model preschool, providing an example for other ECD facilities and showing them what is possible.



FINANCIALS

THE FINANCIAL YEAR 2021/22

As the world slowly recovered from the Covid-19 pandemic, KET started to return to "normal" operations. Together with their project partners, they have continued to fulfil the delivery of programmes and services to ECD facilities, with some notable achievements.

Despite the trying operating conditions of the past two years, KET has continued to grow. With the support of many community businesses, the new office building was renovated and opened in October 2021. These new offices are shared with two partner NGOs - namely KILT and HERO, and include up to date training facilities and a therapy room.

Administration and project expenses were kept in line with budgets, which resulted in an operating surplus of R 247 434 for the year, including profit on sale of non-current assets resulted in a net surplus of R 558 172.

Thanks to the staff, trustees, valuable participants, generous local and overseas sponsors - the 2021 Golf Day event raised an amount of R 500 998.

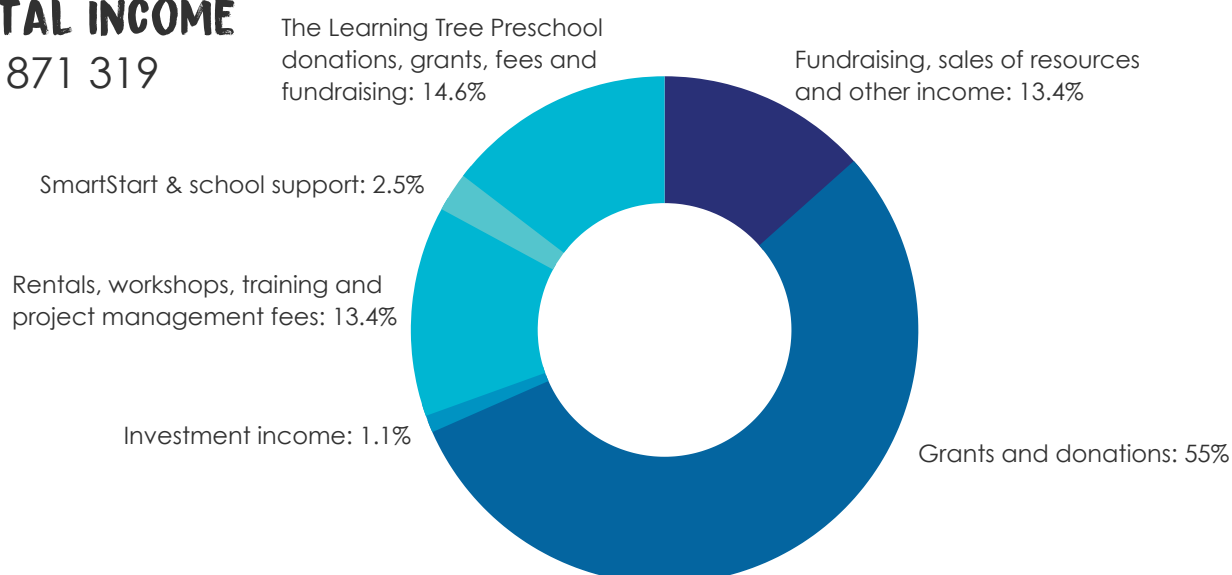
TOTAL PROJECT FUNDING RECEIVED

R6 753 199

More than 80% of this was distributed to beneficiaries.

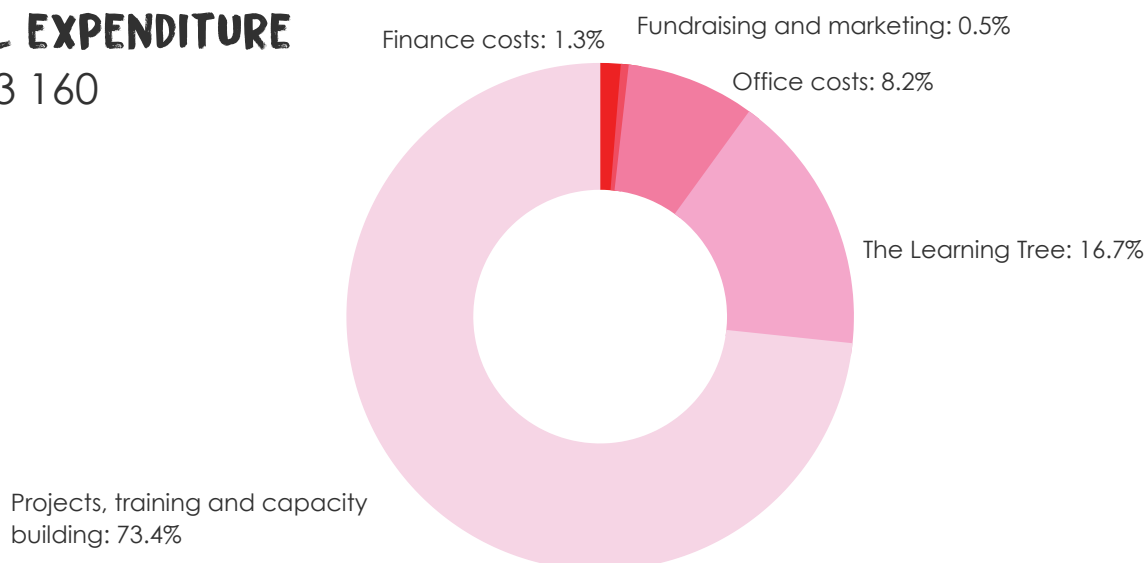
TOTAL INCOME

R5 871 319



TOTAL EXPENDITURE

R5 313 160



Knysna Education Trust is a non-profit public benefit organisation which is audited on an annual basis. The full details of the financial position of the Trust as at 28 February 2022, can be found in the Annual Financial Statements. A copy of the audited financial statements are available electronically from our office on request.

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