



Annual Review

1 March 2021 – 28 February 2022



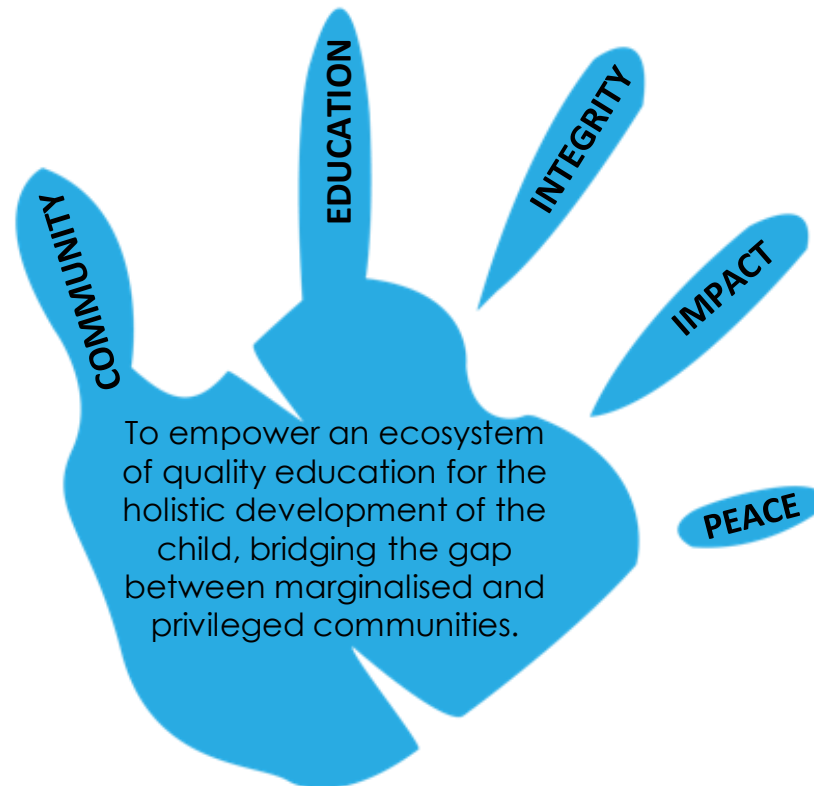
Quality ECD that cultivates confident, capable children.

OUR WHY: We believe that **community-led change** can happen through creating interdependent, contributing, responsible adults by **connecting every child** to a **Montessori empowered human**.

OUR VISION: A South Africa where our children have **equal opportunities** to **quality foundation education**. We are excited to open up a true **enjoyment** and **enthusiasm** for learning, generating **hope** and creating **possibilities** and **opportunities** for their futures.

OUR 5 VALUES:

OUR MISSION:





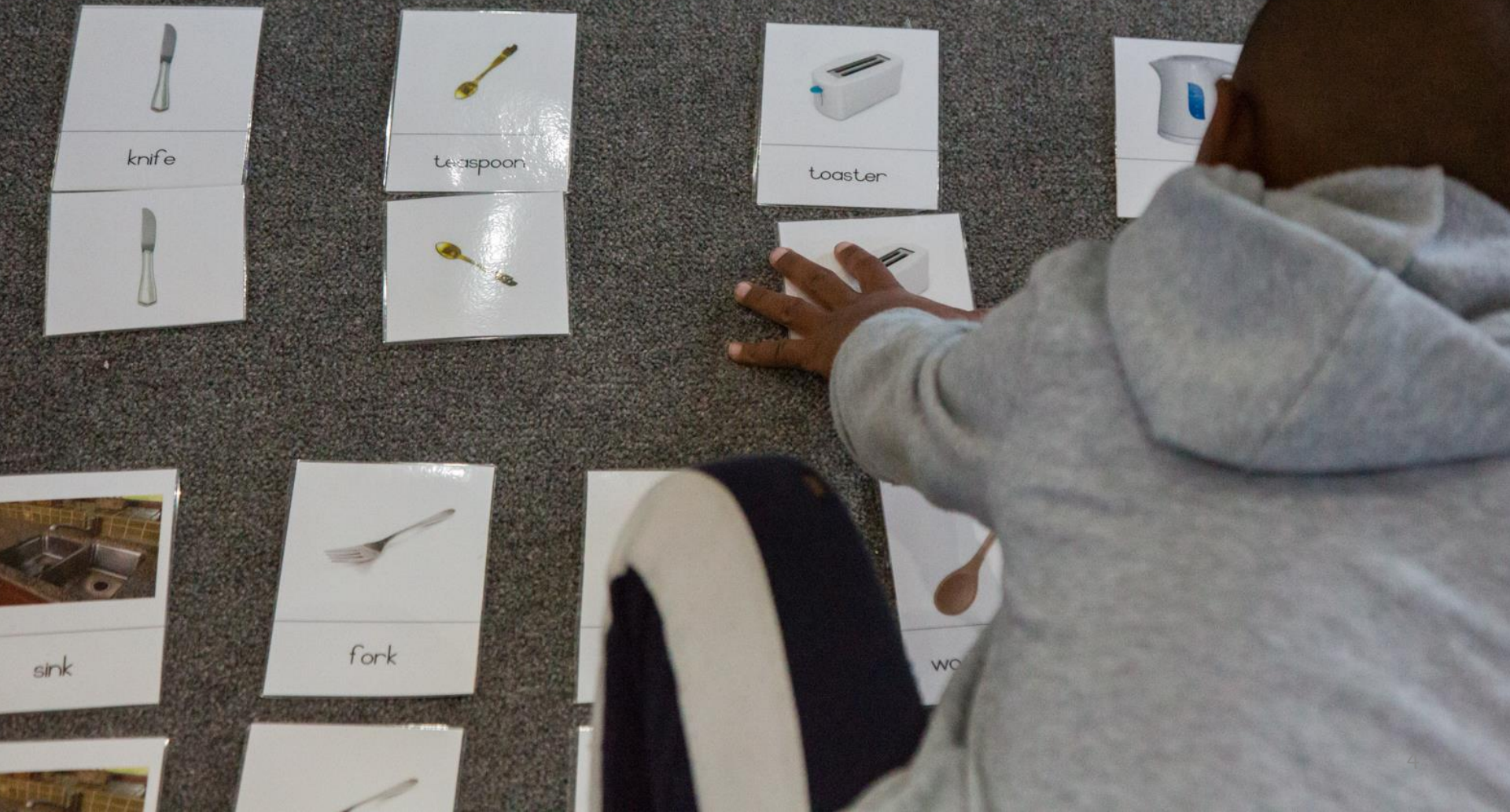
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"The child has a mind able to absorb knowledge.

He has the power to teach himself.

Maria Montessori



Message from the board

Director – Jacky Price

Managing with the limitations of Covid, guiding new educators, receiving the generosity of time from supporting adults and ensuring that we all stay connected. We found creative ways to see and be with one another as an organisation and in our partner schools and ensured that our environments supported each individual. It has been another tough year for many families, and we have all been touched by the pandemic's hardships. This year in review has been full.

Access to global practices in Montessori has opened through online seminars. Instead of travelling miles, from our own homes we can tap into and listen to a wealth of understanding of best practices from some insightful practitioners. Not only in Montessori but in many life best practices as well. However, no matter how much one listens to others and their experiences, it is our own that are important and from which we need to continue to learn. Being open to understanding and reflecting on our practices with the very children in our care and the adults of our community.

This is how we grow and learn. If we are not open to walking alongside children in our care, holding them as authentic builders of themselves and acknowledging their uniqueness, then we are not builders of our society.




Our journey so far

 160
Direct beneficiaries

 4200
Indirect beneficiaries

 3
School libraries

 20 000
Books

 52
Reading corners

 1 full
3 partial
Montessori Schools

 6
ECD Renovations

 17
Montessori Teachers



2015

2016

2017

2018

2019

2020



Message from the ground

CEO – Leanne Reid

After a period of lockdowns and uncertainty, our team entered 2021 ready for the return of ECD to its pre-covid levels. Unfortunately that was not to be. The knock-on effects of Covid-19 were still to be felt as companies entered series of retrenchments, parents did not send their children back to ECD and caution held both funders and beneficiaries at bay.

Presented with an opportunity to use a Church hall, our team responded to the lingering feeding scheme queues and absence of children from ECD by introducing a 3 hour “Learning Circle” program, providing daily early learning and a nutritious meal for 80 children from neighbouring courts where families could not afford to send their children to an ECD centre. This paved the way for a growth in our ECD scholarships, supporting children from homes with an income of less than R4000pm who otherwise do not have access to quality ECD,

Continuing activism in the ECD sector saw 11 ECD centres reach Bronze registration status with DSD, providing a welcome boost in income where ECD centres were struggling to recover from the lockdown knock.

A long journey of recovery lays ahead of us and we will endeavour to do everything we can to increase access to quality ECD for all children.





"We must see the individual in his place in society because no individual can develop without the influence of society. "

(1946 London Lectures, M Montessori P 210)



The Problem

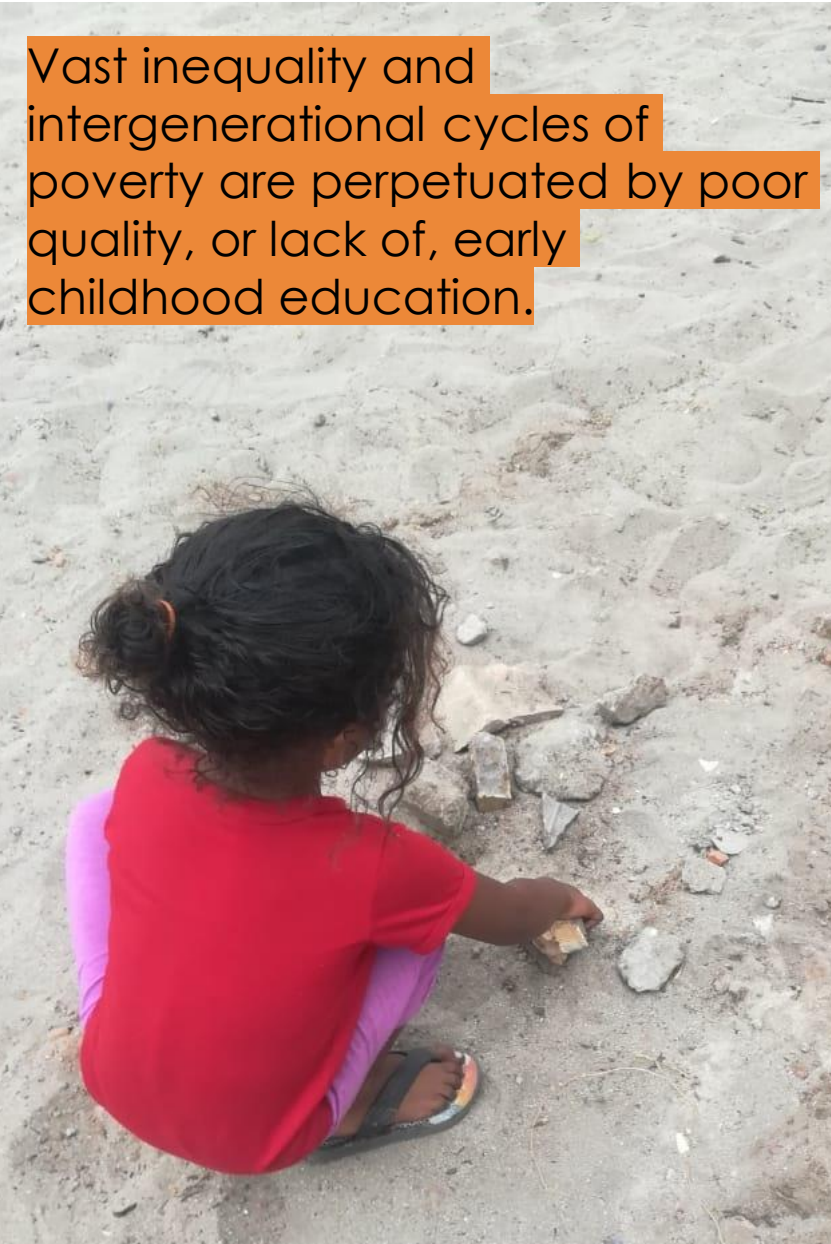
Vast inequality and intergenerational cycles of poverty are perpetuated by poor quality, or lack of, early childhood education.



The Solution

Every child has access to a Montessori trained human.

An ecosystem of quality early learning and pre-primary education that fosters community enterprise and parental engagement.



Geographical focus



Lavender Hill

59% low income households
>5700 children 0-6 years
30 ECD centres
<50% children attending ECD

Spotlight on ECD centres



34 previously known ECD facilities
in greater Lavender Hill area
reduced to 21 ECDCs post Covid-19 lockdowns

Fees between R200 & R800 pm
7 unsubsidised

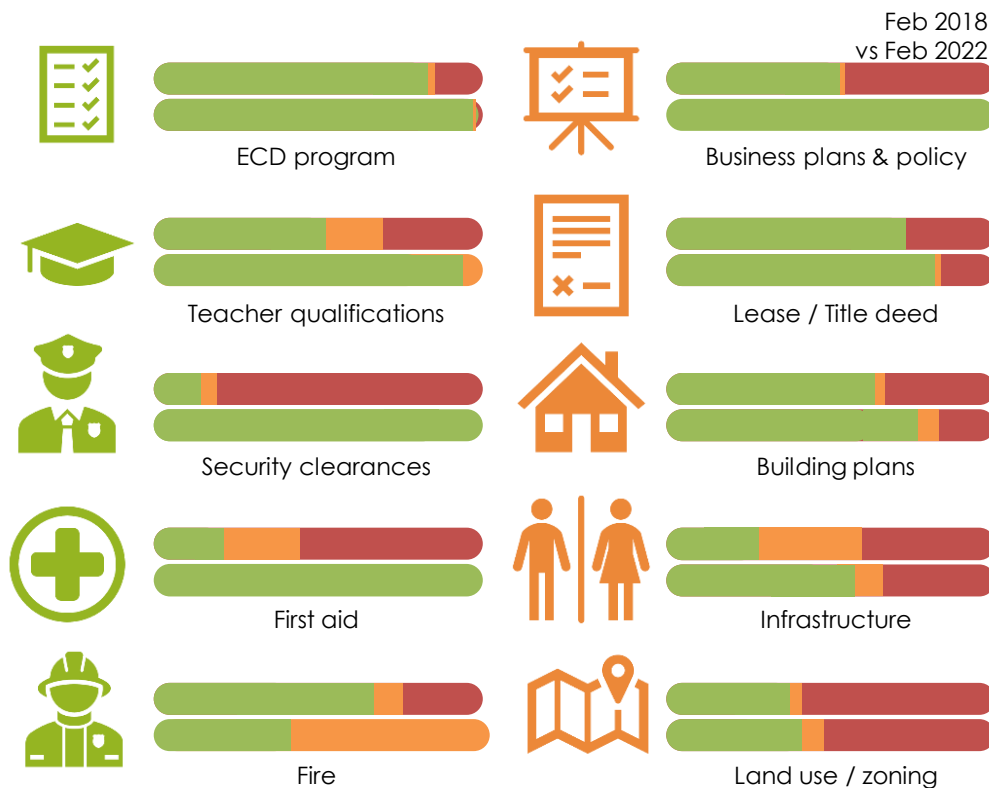
2 DBE registered schools with Grade R
6 community based ECD centres
15 home based ECD centres



89 ECD staff
20% decrease



>1050 ECD capacity
<900 children attending ECDCs



Provisional registration has enabled 11 new ECD centres to access subsidy, however little progress has been made on infrastructure, land use/zoning and fire approvals. Small Beginners gained a container classroom from Breadline. Improvement in ratios are more a result of closure of uncompliant centres than progress by all.

Children's House



2 ECD staff
2 trained

VISION: to create a safe, vibrant school that is the pride of the local community who seek to offer their children the best future possible. It is inclusive, welcoming, productive and peaceful. The school serves as a preschool, but also a hub of learning for teachers, parents and neighbours.



33 children
aged 0-6
years

GOAL: To open a Montessori centre in Lavender Hill, serving 20-25 children, with trained educators, compliant infrastructure and adequate learning resources that delivers early learning equal in quality to more privileged communities.

WHY: The first five years of a child's life are critical years of brain development and proven to be the most cost effective stage in the education process to achieve optimal long term outcomes.

HOW: Training and mentoring local teachers, engaging the broader community and involving them in the refurbishment of a derelict building to serve their children.

SUCCESS: Children's House has continued to attract families and to deliver quality early learning. We have surpassed our initial target and now also offer a morning program to give more children access. Past learners are coming back to share their successes at Primary School.



QUOTE FROM A PARENT:

"The classroom is beautiful, I was very impressed with the class. I can see little changes and improvements in my child."

Counting our success

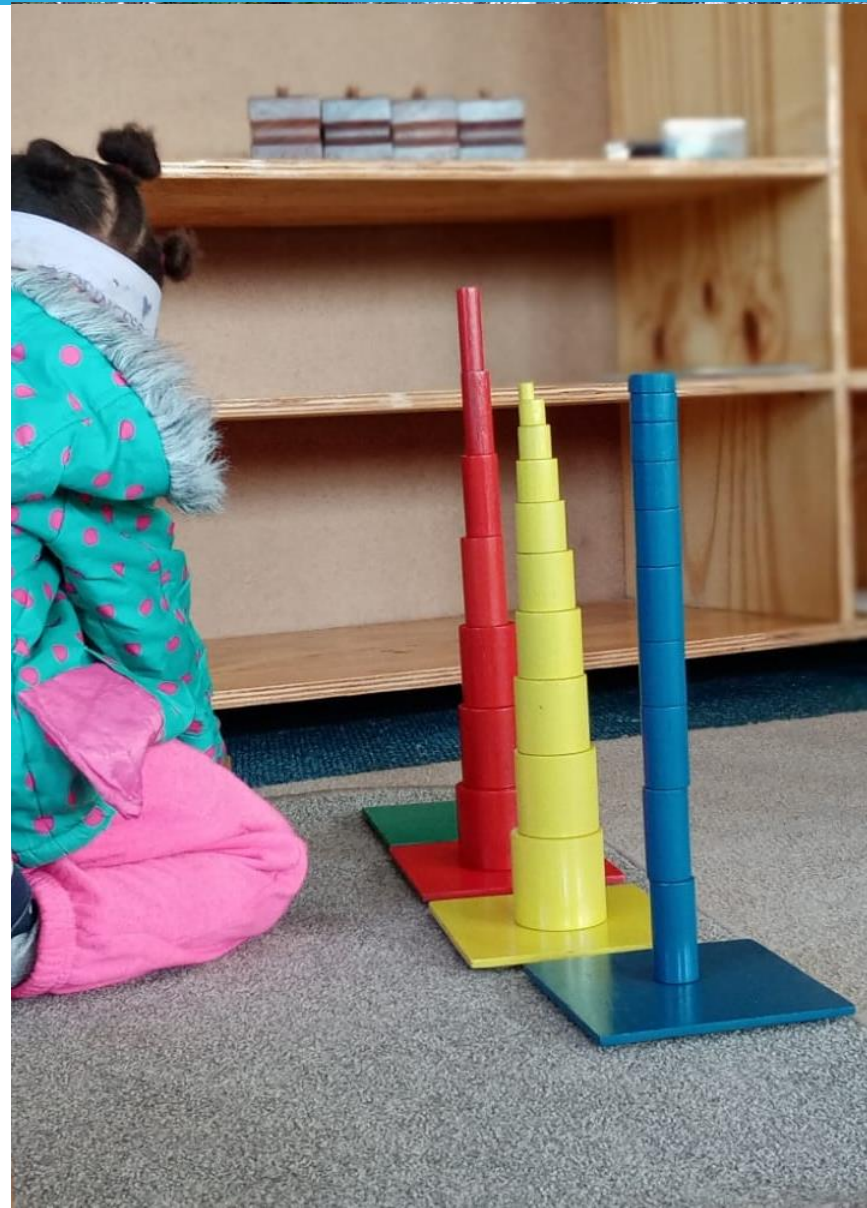
Children's House of Lavender Hill started with 2 children in a small abandoned community hall in March 2019. In 2021 15 children enjoyed quality early learning with a qualified (Level 5) teacher on a full or partial scholarship and January 2022 the doors opened to 33 children.

There is an ever growing interest in our school and parents in the area are constantly asking if we have space for their children. Our school is a safe space where children enjoy learning..

Merle joined as a classroom assistant this year having graduated with Learning in Reach on the Montessori Enrichment Training in 2020. Robertha joined in 2022 as a second educator.

Our staff team attended Montessori Enrichment Outings to the Liesbeek River Garden and Suikerbossie forest, hosted by LiR with Generation Schools Blue Moon and Mulberry Tree Montessori. We were able to extend our learning to the children on their outings which are always valuable extensions of their classroom work.

We are very grateful to our fellow Montessori schools for continuing to mentor and share opportunities with us.





“The child gives us a beautiful lesson – that in order to form and maintain our intelligence, we must use our hands. ”

Maria Montessori

Learning Circles

VISION: to create a safe, vibrant Montessori learning experience that is the pride of the local community who seek to offer their children the best future possible. It is inclusive, welcoming, productive and peaceful.

GOAL: To transition ECD aged children from Covid-19 feeding queues to a dignified ECD space providing a meal and part-day ECD program with trained educators, compliant infrastructure and adequate learning resources that delivers a quality early learning experience.

WHY: Covid-19 has created an ongoing dependency on feeding schemes. Young children need holistic development including educational engagement and health support.

HOW: Collecting children from neighbouring courts via a walking bus, serving a warm meal and providing a quality ECD environment with Montessori trained teachers and assistants.

SUCCESS: The learning circles grew from 30 children in the 1st week to 80 children within the 1st month serving children who had never been in an ECD centre before.

QUOTE FROM A PARENT:

"I never thought my child would be able to attend an ECD, I can't afford it. I am so grateful for this program".



8 ECD staff
4 with Level
4/5



80 children
aged 3-6
years





Gross motor skills and movement



PSFA partner delivers fresh fruit and veg weekly



Walking bus collection and return of children



Care of environment by children



Kitchen produces 113 meals a day for learning circles and neighbouring ECD + staff



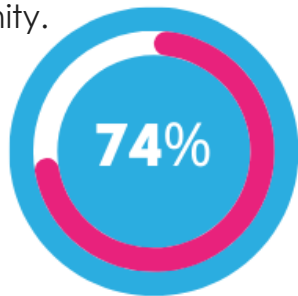
Care of environment and self develops independence and intrinsic motivation

Counting our success

We could see during the first story sessions that many of the children had never been read to before. They weren't sure how to engage or respond to story-time. On a daily basis we observed gigantic leaps in progress as the children started to feel safe; knowing there would always be a meal for them, knowing there will always be someone to care for them and that they would be welcomed back tomorrow to follow the same routine..

They started to explore their environment, they learnt what was expected of them in a group of peers, how to respect their environment and to contribute positively to their community.

It was a truly beautiful experience observing their growth over the three months, from feeding to a dignified learning environment.



ATTENDANCE

Daily participation in
program over 3 months

84
children

134
hours of
learning

4938
meals



"The greatest step forward in human evolution was made when society began to help the weak and the poor, instead of oppressing and despising them."

Maria Montessori

Challenges Children's House of Lavender Hill faces

Parent Participation:

Parent engagement is always a concern for us. We do home visits at the start of each year and have introduced safe circles with our parents in the hopes of building a closer relationship with them.

Vandalism:

We have largely escaped vandalism. However a few small things have gone missing from the garden. The wooden fence has lost some of its uprights which we suspect have been used in fire-building on cold nights. We have added additional spotlights to keep the garden lit and discourage further vandalism.

Building lease:

We continue to await the long-outstanding lease (promised May 2020). The application has been submitted and due processes followed.



"To stimulate life,
leaving it free however,
to unfold itself,
that is the first duty of
the educator."

Maria Montessori

Montessori enrichment



VISION: To give every child access to a Montessori trained human who nurtures the child's talents and keeps their love of learning alive.

GOALS:

- to expose ECD teachers to the philosophy that underpins Montessori teaching
- introduce them to the Montessori materials in a practical way
- exposure to Montessori vocabulary in order to create familiarity with new concepts
- identify individuals within the Lavender Hill community who will manage to complete a rigorous Montessori Higher Certificate or Diploma course in the future
- create their own materials for use in a classroom

WHY: Montessori schools promote hands on, self paced, collaborative, joyful learning. Children in Montessori follow their interests, wherever that passion leads; giving them strong academics, leadership, self discipline, responsibility, independence, initiative and a lifelong love of learning.

HOW: Using international best practices, Learning in Reach has designed a practical 9-month Montessori enrichment teacher training programme, tailored towards community specific needs. The training incorporates Montessori philosophy with practical application and material making.

SUCCESS: 14 ECD practitioners successfully completed Montessori enrichment training. Student self assessments showed a significant increase in all measures. Student self assessments showed a significant increase in Professionalism, Instructional practices and Content mastery measures.



**14 ECD
teachers**



**9 ECD
centres**



**420+ indirect
beneficiaries**

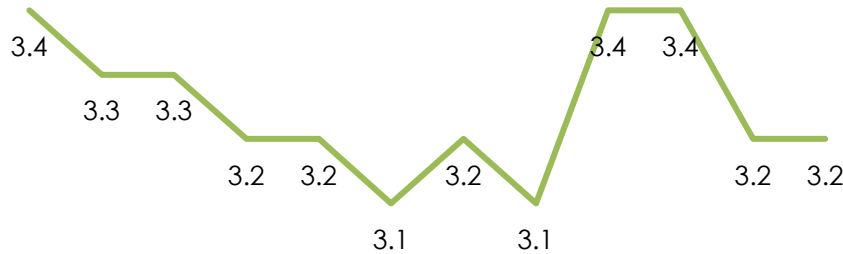


**>240 hrs of
training**



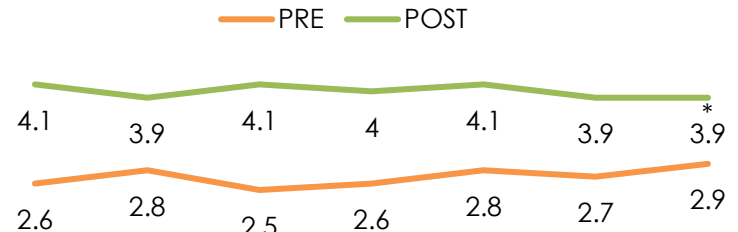
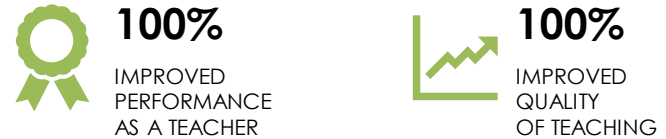
**53% no prior
ECD training**

Training feedback



1 (not great) - 5 (excellent)

Student self-assessment

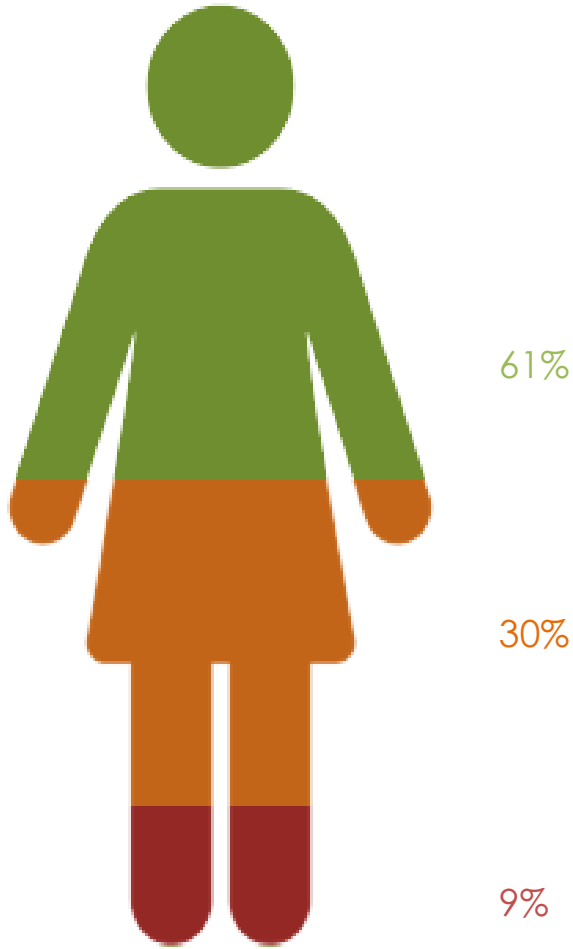


1 (very poor, minimal) - 5 (outstanding, exemplary)

Culture module was the last module. Result may be impacted by fatigue and personal stressors.
This group needed encouragement to make materials. Certain individuals were insecure in their abilities and compared their creations to others.

Confidence in knowledge and understanding translates into better teaching practices and planning

Greenlight results



Greenlight" is a social methodology and metric (survey) that helps people progress out of poverty by empowering them to understand and map their own choices. Using a scale of green (doing well), orange (trying but struggling) and red (stuck), it provides a visual analysis of where the beneficiary is currently at with their quality of life.

On average, our student cohort say that they are doing well (green) for 61% of the measures, struggling but trying (orange) for 30% of the measures, and stuck (red) for 9% of the measures.

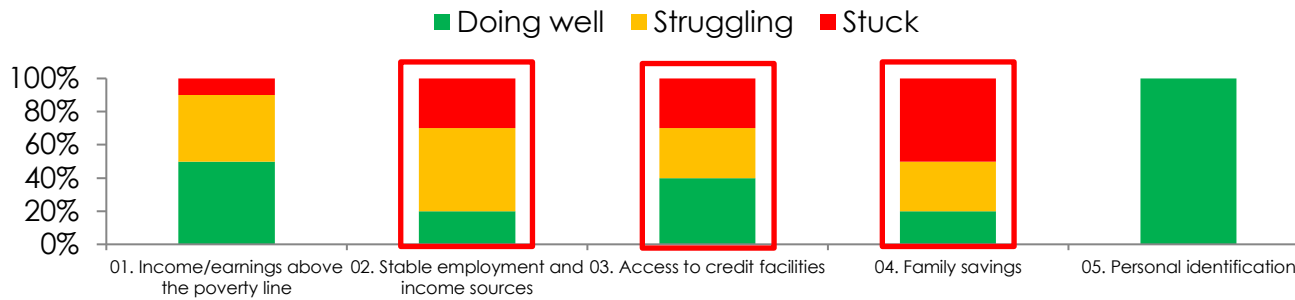
50% of the students live with their parents / in-laws.

60% of students have issues with substance abuse in their homes which impacts most of the other measures. Three of the students personally abuse alcohol as an escape mechanism from traumas experienced.

The majority of ECD teachers in Lavender Hill earn below minimum wage. Savings, access to credit, and capacity to budget and plan are therefore areas they struggle to progress in. Their education, access to transport, distance from work and social networks, adversely effects their prospects for stable employment and income sources.

Self-awareness and motivation is particularly low in this younger cohort.

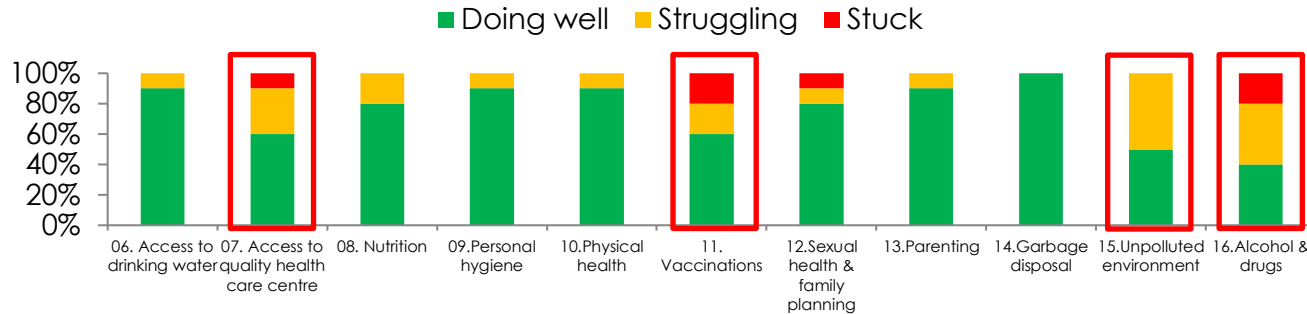
Income and Employment



Income & Employment

- Stable employment & income sources
- Savings & access to credit

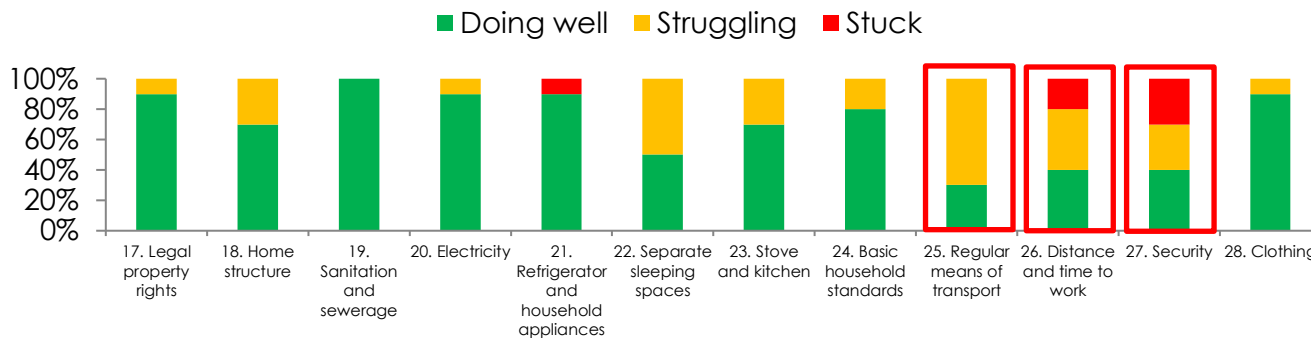
Health and Environment



Health & Environment

- Health care & vaccinations
- Unpolluted environment
- Alcohol & drugs

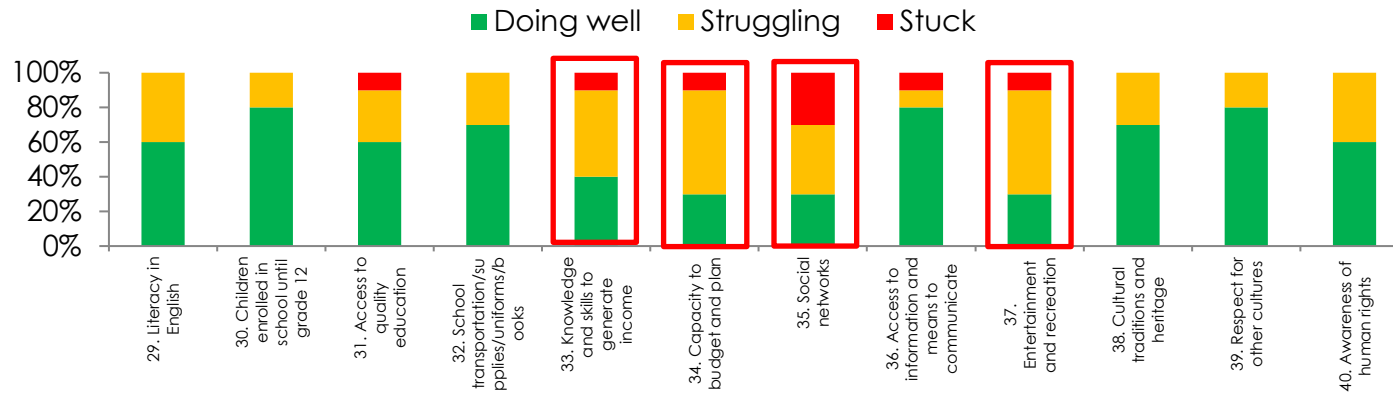
Housing and Infrastructure



Housing & Infrastructure

- Security
- Distance & time to work

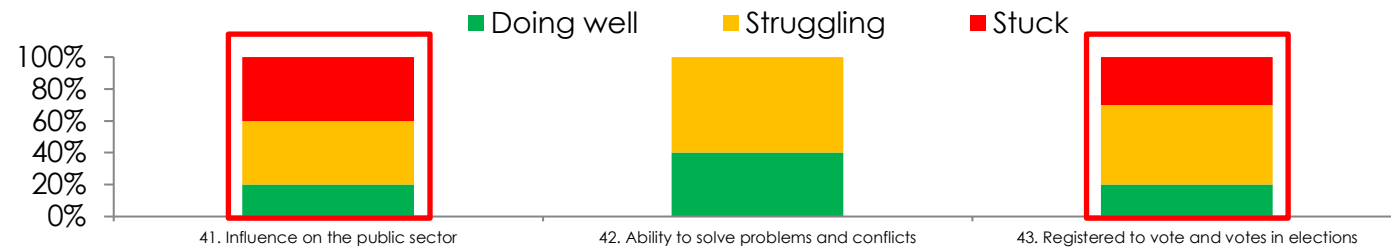
Education and Culture



Education & Culture

- Social networks
- Capacity to budget and plan

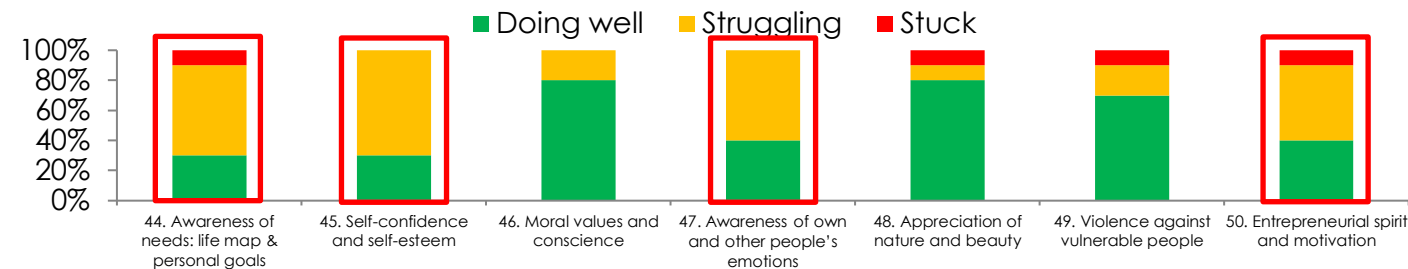
Organisation and Participation



Organization & Participation

- Influence on public sector

Self-awareness and Motivation



Interiority & Motivation

- Self confidence & self-esteem
- Entrepreneurial spirit

Our Graduates



Jade De Bruyn

"With Montessori the children work with real materials and can see things for themselves."



Jamieloh Louw

"Children are little people that just want to be heard. Sometimes they don't know how to express themselves so it's up to me as the adult to find out why a child is reacting the way they do."



Leilah Gallie

"The children learn things a lot easier when not pressured and are allowed to express themselves."



Micheal Owen Dyson

"The course definitely changed my approach to children. I see them as equal to me as an adult. I discarded the 'superiority mentality', I am not above the child."



Moira Roberts

"I've learned that I must be more patient with children's development pace. I must be calmer around them."



Naudiesha Robert

"If we have to start somewhere, it obviously has to be ECD in order to create change. We have to start from the beginning."



Robertha Murphy

"Oh wow, I learned that I can be very calm in hectic situations and that how I carry myself impacts on the children."



Shadicka Stemmet

"My ideas about how children are versus how they could be have changed. I can see now that they are able to do things for themselves if you give them that space and opportunity to do so, within boundaries."



Tanya Martin

"Mathematics stood out for me in this course, and the fact that we can understand and work as a team but also be yourself as an individual."



Tarryn Smith

"You don't shout at the kids, you talk with your Montessori voice and everything will fall into place."



Veronique Windvogel

"I've used the practical life and the children enjoy it. They can work independently and don't need help."



Zaidelyn Lee Francis

"I've learnt to be more patient and calm. I'm doing things way different than before and it's a good thing."

What our students say

“Montessori is a way of life... it's much more than a teaching technique, it's an attitude.”

“Learning in Reach is awesome. They really value people. They provide high quality training with the best teachers you could ever ask for.”

“The Montessori philosophy opened my eyes to a whole different perspective of our environment. With the Montessori knowledge we can create a better environment for our future generations.”

“You are never too old to become the best version of yourself.”

“It has allowed me to see a better way to teach children.”

“This has changed my perspective as a person, a mother and a teacher.”

“I changed a lot and now I'm able to control my emotions and observe.”

*“Never give up. always be open to learn new things.
There is a whole universe to explore out there.”*

“Children are little adults who have feelings just like me.”

“I've learnt to understand the child as a whole.”



Location of students

1 Burning Bush (Students: Tarryn & Jade)

2 New World Foundation (Student: Shadicka & Zaidelyn)

3 Children's House of Lavender hill (Student: Owen Dyson)

4 Faithkidz (Student: Bodishia & Robertha)

5 Little Villagers (Student: Naudisha)

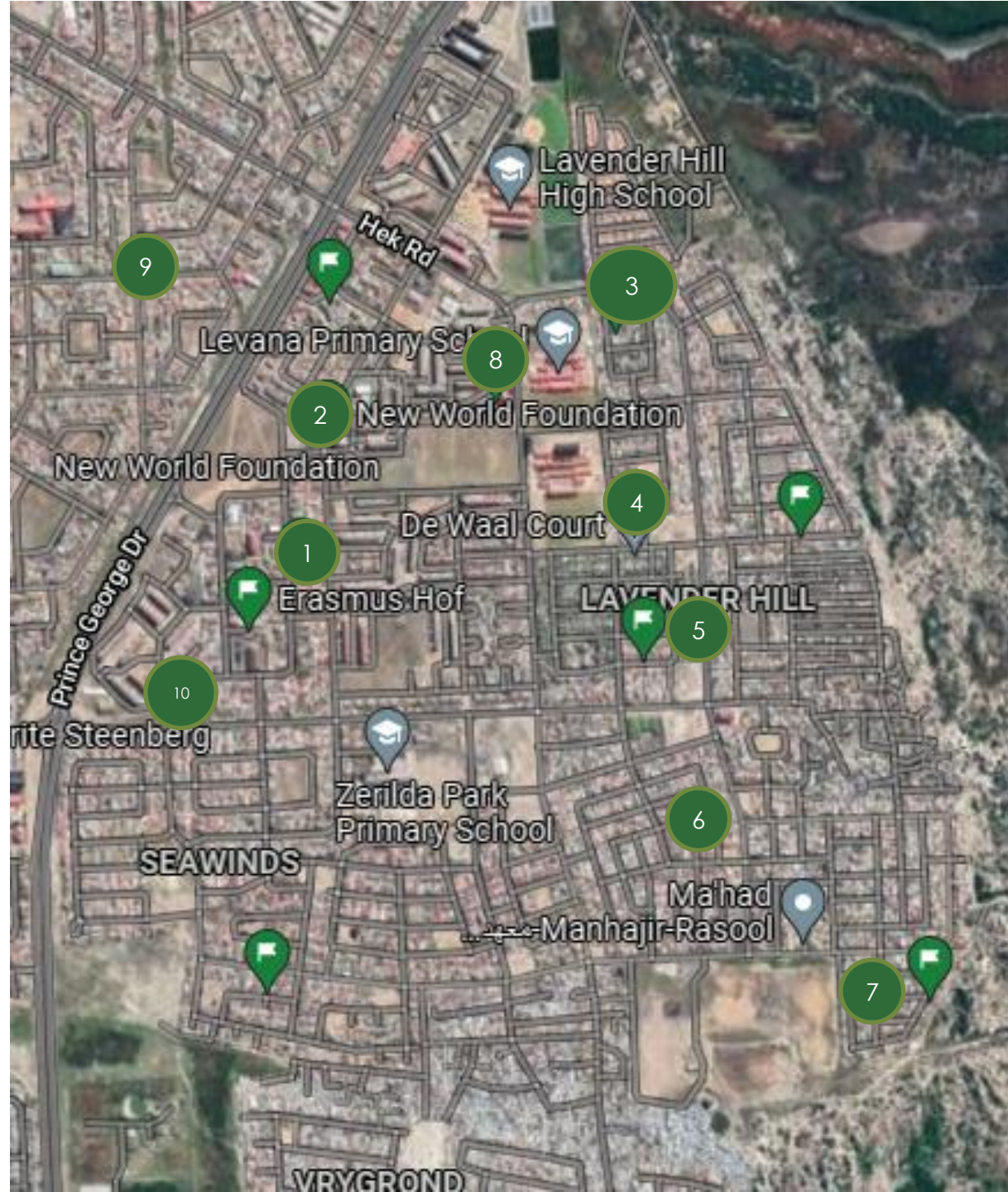
6 Care and Share (Student: Abigail)

7 Twinkle Star (Students: Tanya & Veronique)

8 Jamielah's Outreach (Student: Jamielah)

9 Foundation Learning (Student: Leilah)

10 Unemployed (Student: Moira)



A word from our facilitator

At the end of March 2021, Carla Martin and I began our second Montessori training with a group of Early Childhood Development teachers in Lavender Hill. This training has been based in the hall at St. Marks, and we have been fortunate to have this space available for the whole year. It has provided security and comfort as we presented the Montessori course. I applaud Leanne and Carla in their effort to make this space comfortable and user friendly. This year Carla and I had the opportunity to meet and informally interview each of the candidates interested in the course. Although they were nervous, it gave us an opportunity to explain the intention behind the training and the hoped-for outcome. We also used this time to explain what would be required of those who attended the year-long programme.



This year's group was a lot younger than the 2020 cohort and required more ongoing encouragement and motivation from Carla and me. Their self-esteem was reasonably low at times, and I would often change the programme for the day based on the perceived stresses in the room. One advantage of the group this year was that all of them work in ECD settings in Lavender Hill and could take ideas and try them out in their classrooms. One of the attendees has planned to convert her ECD setting to a Montessori environment from 2022.

Overall I commend the core group of students of 2021 for remaining committed and taking the risk to try new ideas out. They have been introduced to various educational and Montessori philosophical aspects, including discipline, child and classroom management, personal self-development, and meeting the needs of children. We also worked through the Montessori learning areas. It was lovely to see Carla become a lecturer during this process. I do not doubt that as the learning settles and they have opportunities to revisit aspects of Montessori, they will use these new ideas. The opportunity to create the materials for their classrooms has improved during the year. I hope that as part of the philosophical component of the course, each student explores their personal approach to education as they attempt to find their voice and contribute to a changing mindset of how to work with children in an empowering way, helping them feel inspired to achieve their potential.

Ally Connelly

A word from our program manager



My experience this year has been challenging at times but worth the learning. We had a mixed age group, most of them still very young, all totally different with their own personalities. This year working with the second group of students was definitely a new learning curve for me. I got to learn more about my own strengths and weaknesses and that also made me see how much I have grown through the years while working with Learning in Reach. What also played a big role is the love I have to work with people that made me understand our students more and all their different characters and uniqueness. As we all know covid has been a real challenge. Many of our students have lost loved ones and that brought forward lots of emotion and trauma. There was a time while sitting in a lecture that all we heard were gun shots going off outside the building. All this has instilled so much fear and anxiety in all our students. There were times we could not continue with lectures as we needed to support our students emotionally and keep a safe space for them. Through my trauma informed training, I knew that building relationships comes before any learning.

A big part of my job is to just scaffold and be able to support our students as needed. We would then all go into a circle and support each other just by keeping a safe space. What enabled me to be able to stand firm in my passion was the trauma informed safe circle training we had received last year. It taught me how to hold a safe space for others and still hold myself in a safe space. This was a big life change for me as a human being. I could support our students through their Montessori training and also be the safe space they needed at times.

A big success was ending off with on our teacher trauma informed camp, and getting to know our beautiful students on a much more intense personal level. This made me see the value of our organization and all the hard work and effort that is put in to change the lives of many.

Carla Martin



Montessori ECD Teacher Enrichment Training feedback: <https://youtu.be/mjfozkXyNjY>
 Graduation photos: [Learning in Reach Graduation](#)
 Montessori in Lavender Hill: [Classroom photos 2021](#)

Challenges to implementation

High drop out rate:

While 20-30% is not an unexpected drop out rate in Lavender Hill, we need to increase our recruitment numbers to complete the program with 20 students to improve cost/benefit ratio.

Absenteeism:

We continue to be lenient with absenteeism for covid-screening purposes. In August the group suffered an unusual amount of family deaths which impacted attendance. We offered flexible catch up sessions.

Younger group with less work experience:

50% of participants had no prior ECD learning and limited classroom experience. Half the group was under 25 years giving a very different group dynamic with an element of insecurity and competition. The participants required more encouragement and motivation from the facilitators.

Psycho-social challenges:

We started the Montessori programme with trauma-informed training, however it became evident that many of the participants needed 1-on-1 support. We arranged a camp/retreat which was unfortunately postponed to the end of the program due to Covid-19 lockdowns. This would have been beneficial to build a stronger foundation at the start.

Montessori decalogue

1. Never touch the child unless invited by him (in some form or the other).
2. Never speak ill of the child in his presence or absence.
3. Concentrate on strengthening and helping the development of what is good in the child that its presence may leave less and less space for evil.
4. Be active in preparing the environment. Take meticulous and constant care of it. Help the child establish constructive relations with it. Show the proper place where the means of development are kept and demonstrate their proper use.
5. Be ever ready to answer the call of the child who stands in need of you, and always listen and respond to the child who appeals to you.
6. Respect the child who makes a mistake and can then or later correct himself, but stop firmly and immediately any misuse of the environment and any action which endangers the child, his development or others.
7. Respect the child who takes rest or watches others working or ponders over what he himself has done or will do. Neither call him nor force him to other forms of activity.
8. Help those who are in search of activity and cannot find it.
9. Be untiring in repeating presentations to the child who refused them earlier, in helping the child acquire what is not yet his own and overcome imperfections. Do this by animating the environment with care, with restraint and silence, with mild words and loving presence. Make your ready presence felt to the child who searches and hide from the child who has found.
10. Always treat the child with the best of good manners and offer him the best you have in yourself and at your disposal.



What Tanya has to say



Montessori changed my life. Starting out with Montessori was not easy. I did not know what to expect, I had no prior knowledge of this philosophy. I was introduced to the Montessori way of teaching through Learning in Reach who made the training possible.

At first I was sceptical about the change but as soon as I started the training I felt comfortable and knew that it was a good change. I found that Montessori is not just a curriculum to follow, it is a way of being, a way of life. It is also a positive way of parenting.

As a parent I want my children to grow up to become the best version of themselves and Montessori enables both me and my children to become just that, better versions of ourselves.

Since my training, I have implemented Montessori in my classroom fully. Montessori creates an environment for the children that teaches independence, self-control, self-discipline, self-correction. All of these skills prepare my children for adulthood and to play a positive role in society as a whole.

Trauma responsive ECD camp

VISION: To create a self-healing community that is resilient and responsive in the face of any adversity. To shift collective trauma response of despair and conflict, to care and connection, building a community even in times of self isolation and protecting young children at risk.



GOAL:

To prepare ECD teachers to be trauma informed, holding children and families in a safe space. Building awareness, understanding and empathy and connecting vulnerable families to psycho-social support and resources.

WHY:

Creating connected and caring communities where people look out for each other can shift trauma responses, provide positive experiences and change belief systems. It can create an organised, protective mechanism to hold families in safety and expand social protection programs to reach the most vulnerable families and children. It can maintain child-centred services with a focus on equity of access.

HOW:

By training trauma informed ECD training with Montessori Enrichment students.
4 days training, 1-on-1 counselling as needed

SUCCESS:

11 ECD teachers completed in-depth trauma-informed ECD training starting their own healing journeys and enabling them with tools for their classrooms to support children in their environments.



11
Montessori
students



4 Safe Circle
Mentors



4 days
training



1-on-1
counselling
as needed

What Jamielah has to say

The course had a good impact on me, as an individual and as an educator, because:

- I learnt more about myself like my strengths, weaknesses and what I need to work on
- I know how to recognize my triggers and regulate myself to react differently to a situation than how I would have before this training
- To consider other people's behaviour. Sometimes it's not me but the baggage they carry
- Children undergo trauma just like adults. Matured adults can identify emotions and express themselves, children have difficulty doing this so they "act out". As an enlightened person, I should try to find out what the underlying cause is but in order for this to happen I must build a relationship with that child
- I learnt to understand people and children and started saying to myself, "what would I do if I was in that child or that person's shoes?"

Every public servant should undergo this training, in this instance, all ECD teachers.

Whether you live in Lavender Hill, Retreat or Grassy Park , we all have a "buried" trauma that we need to identify and deal with in order for healing to take place.



Other recent activities



11 ECD centres awarded bronze registration DSD / CECD and started receiving subsidy



10 ECD Principals participating in virtual mentorship with FNB staff completing ABCD training and business plan workshops



86 ECD teachers completed security clearance with Lexis Nexis for improved child protection



Vegetable garden installed by Sprightly Seed to supplement ECD meals



27 reading corners produced in 2021
(87 in total, >4000 books, 2670 children)



ECD lending library grown by 1000 books

Funding and support

Our grateful thanks to our sponsors, donors and partners who believe in and support our work.

FOUNDATIONS & TRUSTS

Brendalyn Stempel Foundation
Homechoice Development Trust
Rolf-Stephan Nussbaum Foundation

BUSINESS / ORGANISATION:

Bargain Books
CECD
Chipbase
Community Chest
Dekro paints
Designed to Connect
Direct Axis
Douglas Jooste Trust
Earth Artist
Firststrand
FNB
Gelmar
Generation Schools Blue Moon
Herzlia Primary School
KFC
Kidz2Kidz
Lexis Nexis
Marbletech
MCSA
My School
Oxford University Press
Peninsula School Feeding Association
PWC

Readers Warehouse
Sable International
Saprotex
Scouts Claremont
Secret Getaway
Silversoft
South African Montessori Association
Stor-Age
Sunny Side Montessori
The Greenlight Movement
The Hill pre-primary
The Sprightly Seed
Verdigris (Pty) Ltd
Workshop17

GOVERNMENT:

CoCT Ward 110
DSD

INDIVIDUALS:

A Britt
A Eagar
A Price
A Scheibe
C Beedles
C Rose
D Lorimer
E Eagar

I Martin
I Pringle
J Price
K de Jager
K Potts
K Warburton
L Alexander
M Galloway
M Marshall
M Murcott
M VB Donker
N Barclay
Q Honey
P Tainton
R Tainton
S Solomons
S Uttke
S Van Pallander
V Qabaka
Anonymous



Financial report

Gross Revenue

Donations Received

Other income

Other Income

Interest received

Operating Expenses

Accounting fees

Bank Charges

Catering and refreshments

Clothing

Development and training

Equipment hire

Gardening

Insurance

Marketing

Materials & supplies

Printing and stationery

Project expenses - direct

Rent

Infrastructure development

Repairs and maintenance

Salaries and wages

Small equipment and furnishings

Staff wellness

Telephone and internet

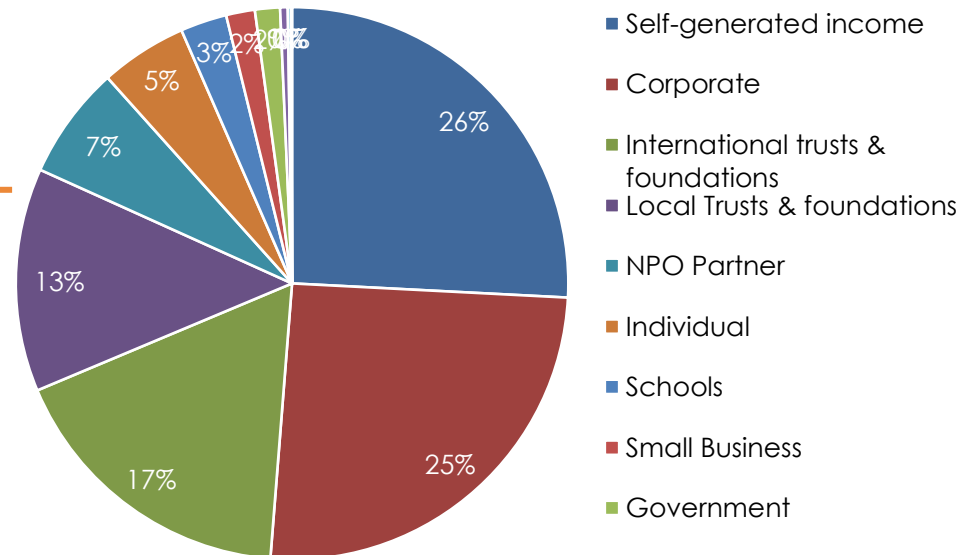
Travel expenses

Volunteer appreciation

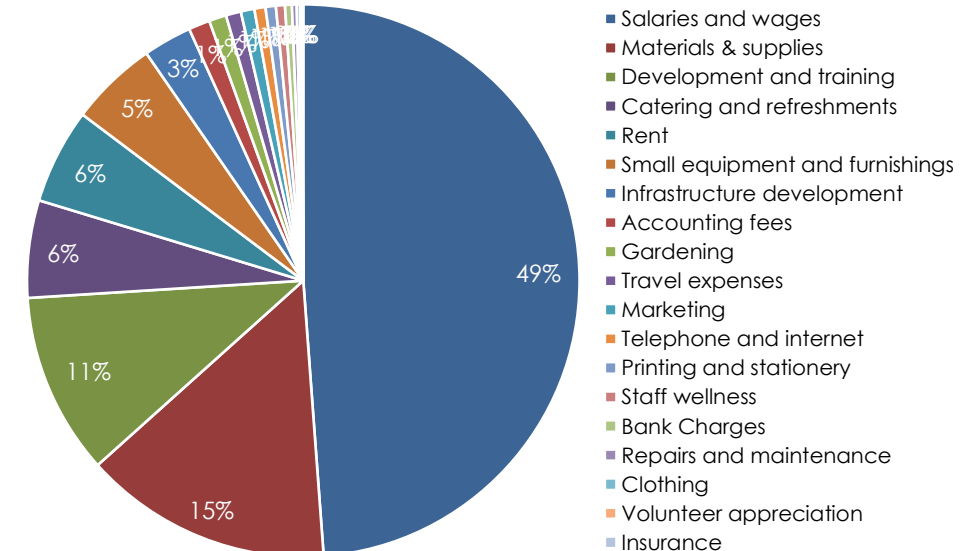
Net surplus / (deficit) for the year

	2022	2021
	R	R
Gross Revenue	948 691	853 811
Donations Received	571 515	791 779
Other income	377 176	62 032
Other Income		
Interest received	1 625	1 684
Operating Expenses	1 072 186	778 787
Accounting fees	13 390	13 920
Bank Charges	4 298	4 635
Catering and refreshments	61 085	64 140
Clothing	2 110	763
Development and training	114 060	139 201
Equipment hire	0	1 000
Gardening	10 841	28 020
Insurance	969	0
Marketing	8 520	9 985
Materials & supplies	155 883	82 524
Printing and stationery	6 462	69 226
Project expenses - direct	0	8 055
Rent	59 704	61 898
Infrastructure development	30 474	0
Repairs and maintenance	2 978	1 674
Salaries and wages	523 479	259 253
Small equipment and furnishings	54 888	14 956
Staff wellness	5 659	0
Telephone and internet	6 954	9 939
Travel expenses	9 433	4 797
Volunteer appreciation	1 000	4 800
Net surplus / (deficit) for the year	-121 870	76 707

INFLOW OF FUNDS



OUTFLOW OF FUNDS



Direct project expenses	950 377	89%
Overheads (rent, accounting fees, bank charges, admin salaries, staff development)	121 810	11%

A heartfelt thank you to the individuals who have donated to our projects, volunteers, friends and employees of Learning in Reach.

It truly takes a village to raise a child.

Thank you for your continued trust and commitment to change.



Board members



Jacquelyn Price
Director

Board member since: 2016

Position: ECD Best Practice Specialist and Co-founder

Skills: Strategic leadership, Early Childhood Development, Montessori



Naomi Jansen
Director

Board member since: 2020

Position: Community Development

Skills: Strategic leadership, activism, community development, networking



Andrea Britt
Director

Board member since: 2016

Position: Marketing and Communications and Co-founder

Skills: Strategic leadership, marketing and communications, small business development, partnerships

Why invest with us

- Broad based ownership:
100% Black beneficiaries
- Enterprise Development: 100% black owned EMEs, 100% Black Women Owned Businesses
- Youth: Women employment, Under 30
- Socio Economic Development: Learning in Reach NPC and Section 18A
- Equip the next generation with the foundation for a life of learning
- Qualifying donations will receive a Section 18A receipt





ANNUAL REVIEW

1 March 2021 – 28 February 2022



Learning in Reach

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Email:

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Website: learninginreach.org.za

Bank details:

Learning In Reach NPC
First National Bank (FNB)
SWIFT/BIC Code: FIRNZAJJXXX
Branch: 250655
Account: 62614116904
Ref: Cell number

NPO: 178-856
PBO: 930054765
NPC: 2016/190316/08
BEE Level 1



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