



ANNUAL REPORT
2017 | 2018

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Expansion reaches more children & creates employment opportunities

It is pleasing to begin this report with news of the continued growth of the Starting Chance Programme. During 2017 we successfully reached another milestone with 14 educare registering formally for the Training Teachers in Townships Programme. Through this we achieved the strategic goal of increasing our footprint across Mfuleni to improve access to quality learning programmes for many more early learners.

I am also delighted to announce a new partnership with Stichting Mzamomhle, in the Netherlands, whose funding enabled us to expand the Training and Development Team by adding an 'Earliest Years' field worker. Ms Joyce Myanti will specialise in supporting teachers of the 0 to 3 years age group which means that Starting Chance can provide comprehensive in-service coaching and support. The role of Meryl Fourie, as the Education Coordinator, has been expanded to support the growth of the programme and strengthen coaching and mentoring linked to higher-level Professional Development of principals and their senior staff.

In his first SONA speech to the nation President Cyril Ramaphosa spoke of his desire to see entrepreneurs grow from owners in to managers and ultimately financiers. It is exciting to see evidence of this growth trend amongst the principals in the Starting Chance Programme. Whilst the emphasis on improving the educational standard of their centres continued, these women entrepreneurs expanded their performance outlook to embrace a broader suite of managerial aspects required to sustainably underpin their businesses. As a result, the Professional Development Programme is increasingly driven by the principals and their senior staff.

We saw the first evidence of principals making the transition from managers to financiers. Tragically, in this case the ending was not a happy one. Anti-Land Invasion were called in to demolish the immaculate new facility shortly after it began to operate. It was a bitter blow to the community of Sofia, a long-standing informal settlement living within a yet-to-be developed transport corridor bordering Blackheath. The

project developed after parents in the community approached one of our principal's because their children were being intercepted for their lunch money whilst walking to an educare in another community. For others, it was a way to improve the health of children whose parents could not afford the fees.



For the principal and her daughter who researched and invested in the project it was a disappointing reminder of the challenges people face in trying to bridge the informal and formal worlds. For those parents in the community who had an opportunity to be employed as assistants and be trained it was a tragic loss. Starting Chance is actively seeking donors with an interest in assisting us to find a solution to the Sofia Challenge in order to further extend the reach and impact of our Programme into poverty-stricken communities in which the parents know all too well that they desperately need to find their children a starting chance on their educational journey.

In an exciting development at the start of 2018 Starting Chance was selected to be the CSR Upliftment benefactor of Al Expo Africa 2018. This landmark event underpins the critical importance of our Tech Savvy approach to improve access to high-quality early learning programmes so that children in Mfuleni have a firm foundation from which to grow, develop and not only grasp their future, but be embraced by it!

Dr Ian Corbett
CHAIRMAN

Schools supported by Starting Chance

PHASE 1	Mfuleni CECD Teachers 12 Children 196							
	Blooming Stars Teachers 14 Children 278	Little Stars Teachers 9 Children 58	Emmanuel Teachers 3 Children 45					
PHASE 2	Ikusalethu Teachers 7 Children 85	Likonithemba Teachers 5 Children 62	Lonwabo Teachers 5 Children 31	Mzamomhle Teachers 8 Children 115	Sakhuluntu Teachers 7 Children 76			
TRAINING TEACHERS in TOWNSHIPS EDUCARES	Little Shining Stars Teachers 5 Children 50	Lutho Educare Teachers 5 Children 90	Little Angels Teachers 4 Children 45	Lingomso Teachers 5 Children 58	Cebuletho Educare Teachers 6 Children 97	Izibele Educare Teachers 3 Children 28	Izibele Zethu Teachers 3 Children 29	Emfundisweni EC Teachers 3 Children 19
	Phakamani Educare Teachers 6 Children 70	Westline Educare Teachers 6 Children 38	QingQua ECD Teachers 4 Children 49	Ekhukan-yeni Educare Teachers 6 Children 100	Emihle Educare Teachers 4 Children 18	Bavuyiso Educare Teachers 5 Children 46	Mange Daycare Teachers 1 Children 5	Mzamwetho Educare Teachers 6 Children 80

S Shack to Chic – bridging the Informal-Formal Landscape

The past year proved to be a steep learning curve, and despite it brimming with frustration, we learnt a lot.

Andrew Flint, one of the senior partners at our partner, Gapp Architects challenged us by asking a simple question 'Why are we continuing to try to design educare optimally in sub-optimal spaces, is there an alternative?'

Cape Town photographer Johnny Miller's dronescapes aptly named 'Unequal Scenes' only partially reveal the challenges that principals and organisations like Starting Chance face when seeking blocks of land to develop in to early childhood centres. Typically, spaces in 'blocked' (i.e. 'formalised') poverty-stricken communities are small – within informal settlements they are miniscule. In the formally blocked areas of Mfuleni most erven are the standard residential size of 9m by 20m. Rarely, residential corner plots may be as large as 220m². If you allow for the regulation parking space you cannot design a facility with sufficient space for more than 52 children – and even then, the space left for all important outdoor play is minimal. Larger blocks of land are present –

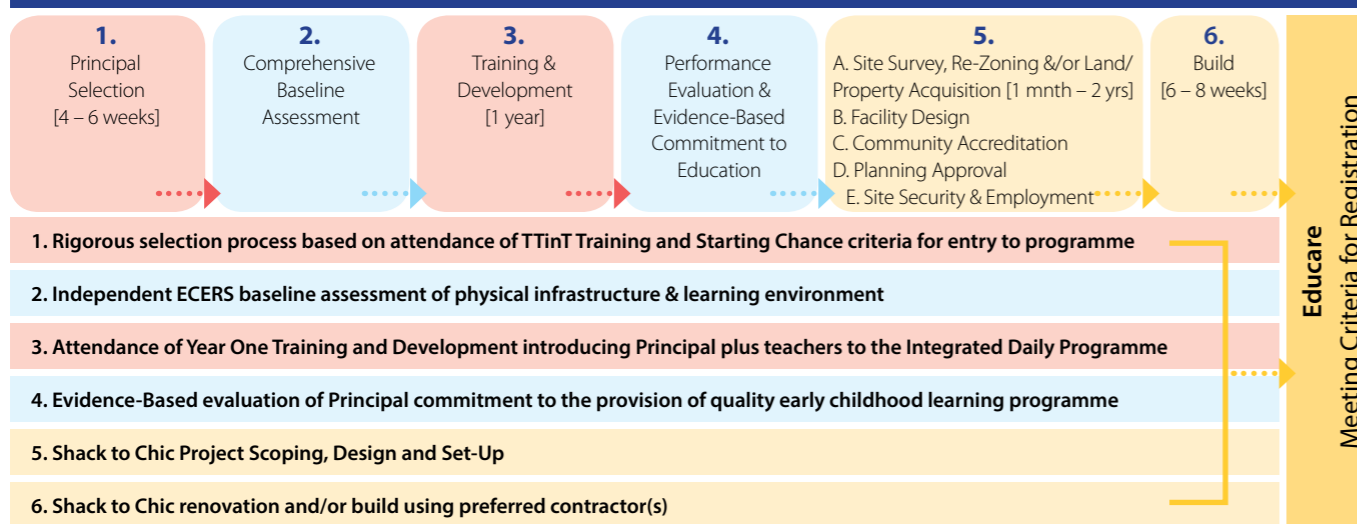
but many are applied for and ultimately owned by a broad spectrum of religious groups. These are often in various stages of development, but many have shack-like buildings which occupy but a small part of them. Other larger blocks are generally owned by the City of Cape Town. So accessing larger blocks of ground, if it is possible at all, is a lengthy process.

When the founding trustees of Starting Chance first began uplifting early childhood centres in Mfuleni during 2008 we were challenged by a visionary City bureaucrat to think about investment impact, and specifically how to get more bang if you only have a few bucks. Accessing larger pieces of land to build medium- to large-scale centres (i.e. 100 to 220 children) is a core element of our solution. So it is a Catch 22, to some extent.

Although ideally we would like to only develop centres of this size as there are economies of scale benefit both in construction costs as well as operating costs for the owner, in reality these are rare opportunities. They also have a long lead-in time.



Shack to Chic: Bridging the Informal-Formal Divide



During the past 24 months, by working closely with principals in our programme it has been possible to show that small early childhood centres on residential plots can be financially viable as long as the principal is able to successfully win the subsidy from the Department of Social and Early Childhood Development.

This insight not only enables us to look for opportunities to go deeper in to the community in which we work, but also potentially facilitates our ability to accelerate the improvement of access to high-quality programmes in nice learning environments, like Ikusasaletu which we completed during the year covered by this report.

Another benefit of this approach is that it enables us to procure the skills of small-scale local builders and tradesmen to renovate and upgrade existing structures, further boosting investment in the local community economy.

In this way donors investing in projects with Starting Chance can increase the impact of their investment too!



Training and Development

2017 was my first working in ECD Centre but some people don't even see that because of Starting Chance training.
– Bususwa - Mzamomhle

Training without practical implementation support is like going for a boat ride in a boat with holes. In no time you begin to get that sinking feeling! This is how the teachers and assistants often feel when they don't receive support, mentoring and most important, encouragement. There is no shortage of training in the ECD sector. However, we have learned that training doesn't even scratch the surface to really impact and give the children a starting chance.

Starting Chance has a different type of approach and it is changing the way our practitioners operate, think and work with each other. It is impacting the children and their parents. Our education team comprises three field workers all of whom have qualifications and experience. They are each responsible for an age group. Our education coordinator, who has 35 years of experience in the field and more importantly has much work experience in the township environment, oversees and supports with planning and workshops. We believe that development of the individual teachers from where they are at transforms the 'training' experience. We offer practical skills transfer to complement the college training but we also support through role modelling and mentorship. Our training and development programme is comprehensive, diverse and holistic.

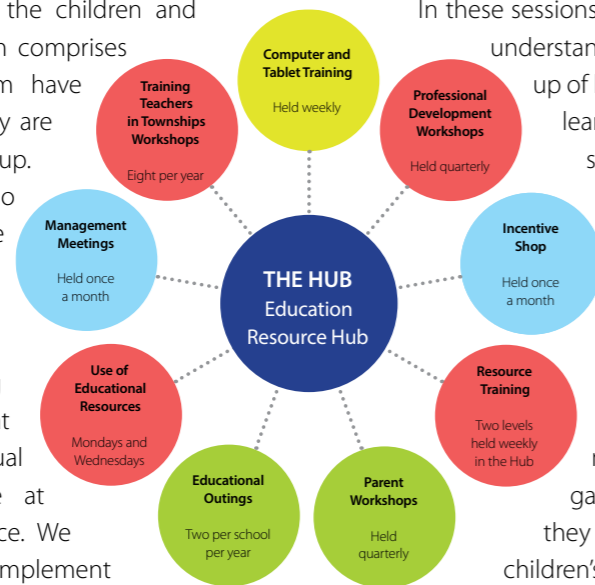
Our team operates from our 'hub' facility. It has been exciting to see how their commitment and expertise has overflowed into our nine schools and sixteen TTinT schools

this year. As part of our strategy to empower and transform early childhood education in Mfuleni, we have encouraged principals to nominate staff to assist us in our workshops, which has been well received. This year we have had two teachers join our team for the TTinT workshops, plus nine teachers joined us for our parent workshops. Through these initiatives, we are making our programme sustainable and impactful, and are also building a body of practical expertise in the community.

There are many highlights working with our three field workers, our principals and teachers. Our teachers are wanting to make a difference and show willingness to attend our regular weekly Resource Training sessions and our monthly TTinT workshops. In all these sessions we keep to the practical implementation of best practice in the classroom.

In these sessions teachers are involved in role play to understand key concepts and the actual setting up of learning areas in their educare. Great learning and fun occurs in these popular sessions. The big impact is seen in the children. Simple things like the mastery of puzzles, new games and songs, as well as skills like drawing and painting provide great joy when a name is written and works of art are taken home or put up on display in the classroom. It is a proud moment when we witness teachers gaining confidence in themselves and they start to realise their impact on the children's lives.

It was with much excitement that we received a report from a child from Mfuleni ECD who went through the Starting Chance programme. In primary school this child is scoring straight 7's, the highest you can get. We have received many similar reports, testament that our programme is delivering downstream, sustainable benefit to children.



We have encouraged our fieldworkers to accept greater responsibility to plan the TTinT workshops and the resource training sessions themselves, create their own notes and deliver the workshops. The consistently excellent attendance figures and feedback reflects the way the fieldworkers have risen to the challenge and increased the relevancy of the content.

One aspect that we continuously support is the development of teachers' belief in themselves and their own ability (known as self-efficacy). Here the field workers' role-playing teaching practices in the classroom is so critical. Through this non-threatening model the teachers are able 'to see and then do'. The Starting Chance monthly 'Café Together and Shop' creates sharing opportunities, further supporting the transfer of knowledge and experience between teachers and principals, with great opportunities for peer-to-peer recognition.

Progress

- We have received funding for a third field worker, Joyce Myanti, who supports the 0-3 year olds and is making a huge difference in this area
- We have added two schools to our registered TTinT schools
- We have extended our Professional Development Programme. We can now host guest speakers with expertise in co-selected topics – a highlight!
- We have seen commitment and tremendous growth from the teachers who have joined our workshop teams.
- The 'incentive shop' has had a very big impact regarding the use of resources and recycling in the resource centre. Setting targets and earning tokens encourages practitioners to borrow equipment from the hub library and to attend training in order to earn more tokens to buy at the shop for their schools. At monthly 'Café Together' sessions teachers share and learn from each other through presentations on the day. It plays a big role for all new practitioners, as they learn rapidly from their peers, then implement new ideas in their classrooms. It also provides



an opportunity to raise questions and to get answers from more experienced colleagues who are only too willing to share what they are learning.

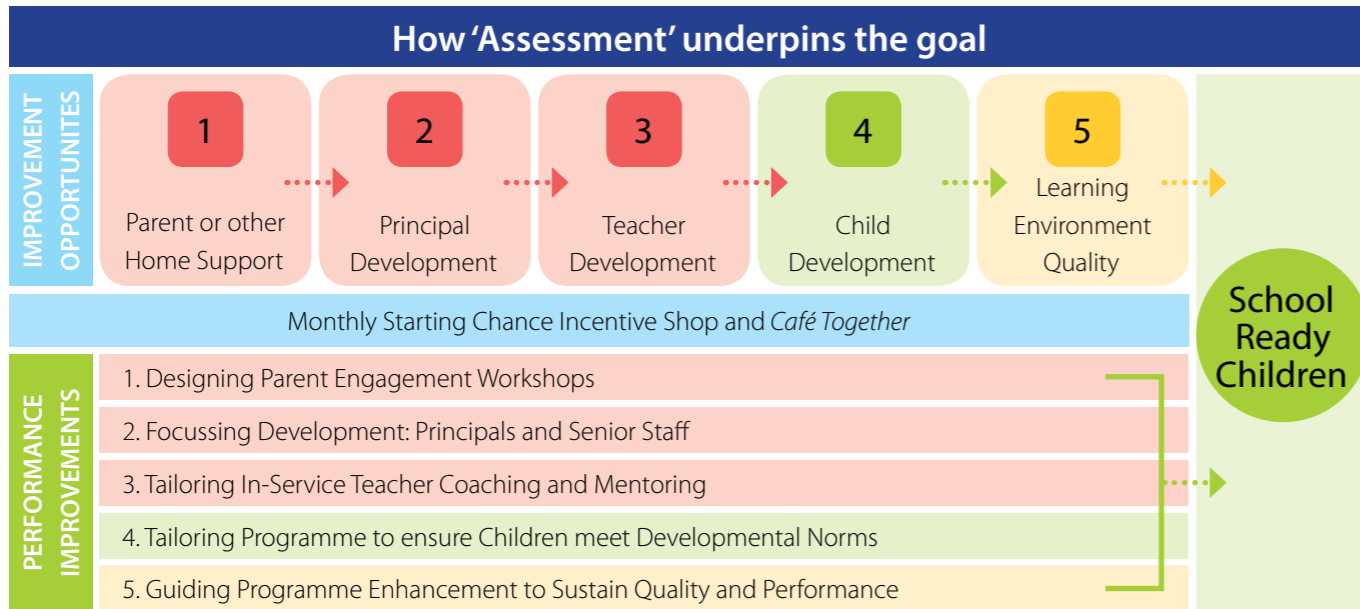
It has been an exciting year. There are always challenges, but we have been encouraged by small victories and are grateful for the wonderful team spirit at our meetings and workshops.

It was nice to have TTinT training in 2017. I learnt lot of things about babies. I learnt how to care about children, how to do the daily program and to manage discipline. I learned how to communicate with parents and the children. I learnt about how to manage my classroom, how to prepare for the next day, how to theme plan. I would like to say thank you Starting Chance thank you. I have this because of joy – you mean lot to me Bususwa - Mzamomhle. – Fezeka, Mfuleni ECD

TTinT is my favourite part of working for Starting Chance. The reason is because it influences so many little lives in Mfuleni through the teachers who comes to the trainings. Teachers enjoy spending their mornings together in a space where they not only learn but also share their own experiences. The trainings allow for lots of interaction and being practical and unlocking creativity.

It is wonderful to see how they learn to create and form methods for facilitating learning in the classroom.
– Bonita, Field Worker

A Assessments – Monitoring and Evaluation

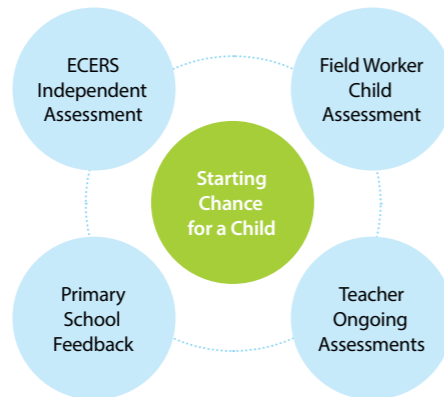


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Educational assessment should be a systematic process of documenting and using empirical data on the knowledge, skill, attitudes, and beliefs to refine programs and improve student learning. Unfortunately it is often associated with tests and checks which give it a negative association. For Starting Chance, assessment is a broad and varied term which encompasses as much the needs of the people we work with as well as the monitoring and evaluating of the programme we offer.

Assessment should focus on the individual learner, the learning community which in our case includes: principals, Starting Chance staff, teachers, parents and the model in use. It should also be dynamic, fluid and ever changing as the project matures and needs and values develop.

With this in mind, we have actively



varied the kind of 'assessment' we have in place and we continually check and review the process. To ensure that the learner is indeed getting the 'Starting Chance on their educational journey' we adhere to the following checks and balances:

The assessments are analysed and we then tailor our programme to suit the needs. The learning environment is evaluated using ECERS and field worker assessments and this supports the decisions made to improve the quality of the programme for the children and ultimately ensures that they are getting the best start.

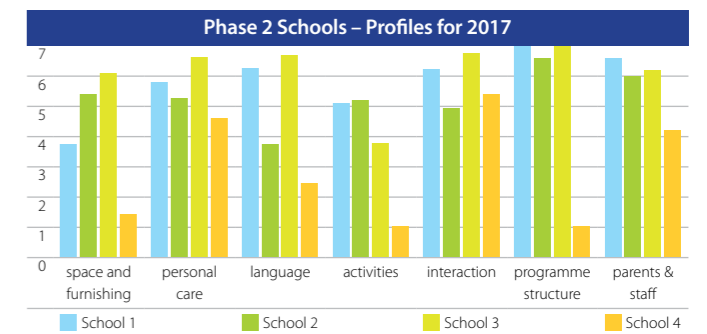
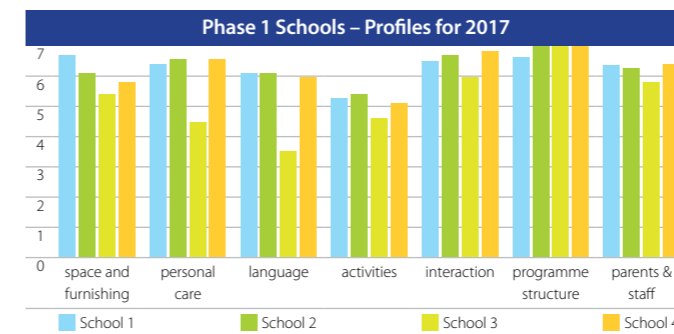
To ensure that we support, mentor and enable our teachers, principals and parents, we conduct needs assessments throughout the year. This is done through our professional development workshops,



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After Action Reviews (AAR's), management meetings and regular visits by our educational team. By using this inclusive approach, we grow together and learn together.

Our perspective is that assessment should be seen as a positive tool which enhances the model and improves the benefits delivered. We continually strive to remain flexible and adhere to a holistic and comprehensive approach for the benefit of all involved.



R Ready for School

If we are to break the cycle of poverty, we need to educate the children of the poor.

– Cyril Ramaphosa, SONA 2018

By the age of five, almost 90% of the child's brain will be developed. According to the STATSSA Feb 27th 2018 report, there are approximately 7.2 million children between the age of 0-6 in South Africa. 46.9% of children are not attending an educational institution. There are multiple reasons for this but in our experience, it is largely economic. Parents cannot afford to send their children to educares. In our schools, 15-20% of parents struggle to pay fees regularly and in the Nov-Jan period, no fees are paid.

This is not only a governmental responsibility. We all have a responsibility to change these statistics.

Starting Chance has an overarching aim to ensure that our children are ready for 'big school' to break this poverty cycle. These children are our future generation and hope.

In order to achieve this we know that it is imperative to reach the parents of the children who attend the Starting Chance schools. We know the importance of support at home and our principals have requested help to involve and support their parents. The parents we have met are passionate about their children's education and the need to give them the chance many of them never had. But for them this is daunting, as they don't know how to help.

The **HomeChoice Mandela Day 2017** was a defining moment for us and for our schools. For the first time parents believed we were taking them seriously and that they could indeed have an impact on their children.



Our training and development programme has been in place for six years. During this time we believe we have had a profound effect on our schools, their teachers and the children. However, we knew there was a glaring gap. In order for our children to be ready for school, we needed to change the outlook of parents so that they could provide support for their children, play with them in a meaningful way and engage with the school that their children attended.

In partnership with HomeChoice Development Trust (HCDT), we created a new model. We put together a 'box of joy' for every child in each of our nine schools (950 boxes). Inside the box was a toy or game related to each aspect of our integrated daily programme. Parents attended workshops on how to use the boxes with their children at home. HCDT made it their Mandela Day campaign and it was an extraordinary project.

The excitement that this initiative generated was tangible. Our schools were energized and couldn't wait to meet with their parents on a Saturday morning to give them an experience of their child's day in their school. Our training and development team was encouraged by the change in attitude.

The Mandela Day event was truly a meeting of communities. Joy was the word that emanated from the event and this was cemented by the incredible messages that were written on each of the boxes. These messages had a profound effect on the community. They told a story – a story of commitment, love and encouragement. It is impossible to put a price to that. When the boxes arrived by lorry at Mfuleni, the faces of the teachers, principals and our team were incredulous! 950 boxes makes quite an impact – the boxes of joy became a Wall of Joy! For the first time in the minds of parents and teachers, they realised we were serious about education at home – very serious! They were so grateful and encouraged. The parents began to receive the boxes with their children and tears of joy were seen on many of their faces. They couldn't wait to play with their children.



This initiative laid the foundations for our 2018 outreach programme for parents. We have designed four workshops which take place during the year. The parents from all our nine schools will have the opportunity to attend a workshop. The first one was held in April 2018 and the response was excellent. The parents are asking for more and we are seeing the results in the classroom as the children come to school better prepared and engaged.

We believe that with ready teachers, ready parents and ready children, we will see change.

There are over 1000 parents for this project alone and a further 3000 parents from the TTinT schools. We need support!

Should this be a project you are interested in and can donate in time, kind or financially we would be delighted. Be part of the change!

Tech Savvy – Teachers and Children

Technology is just a tool. In terms of getting kids working together and motivating them, the teacher is the most important.
– Bill Gates

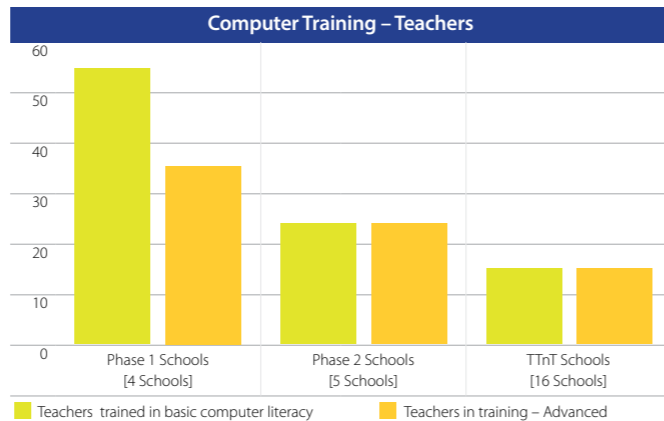
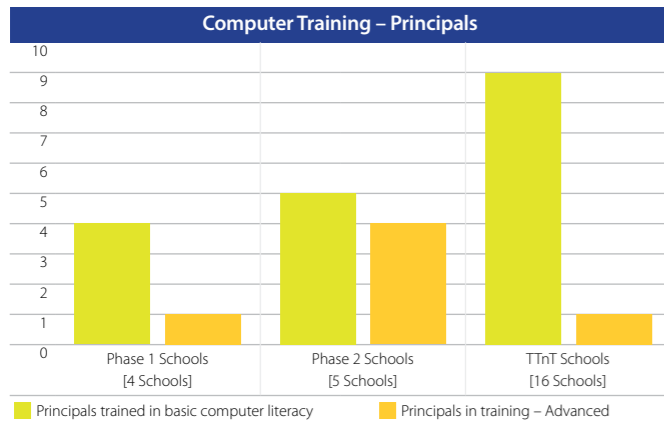
Technology is a tool that most of us take for granted. We use some aspect of it virtually every minute of our day. However, in a township environment technology and access to it is a privilege and a highlight. To make our principals, teachers and children competitive in our current world, access to computer training and tablet fun is essential.

Computer training has continued to be very popular. We have restructured our programmes to suit specific needs and this has proved to be successful. Through our professional development workshops, our principals are actively working on projects, college assignments and fund raising opportunities and access to laptops and having support from an onsite trainer has really helped their journey.

Inclusivity is a key part of the Starting Chance strategy. As we upscale the programme, and demand for coaching and mentoring grows we are preparing to make access faster and more efficient by offering online content. In preparation for this we have scoped and begun implementing a strategy to increase accessibility of Wi-Fi and improve the stability of



the connection across the participating educare. To further enable the growing community of teachers and principals we are introducing training on collaboration tools provided on the Google platform. We are actively seeking donors interested in supporting the development of online training and



development content following a successful demonstration of the proof of concept.

An exciting advance has been to open computer training to the 16 TTnT schools registered with Starting Chance. The technology footprint is increasing annually and it is brilliant to see people who have never touched a laptop in their lives, being empowered to complete college assignments, do their school admin and create educational aids for their classrooms – some even assist in supporting students get started with computers in FET colleges.

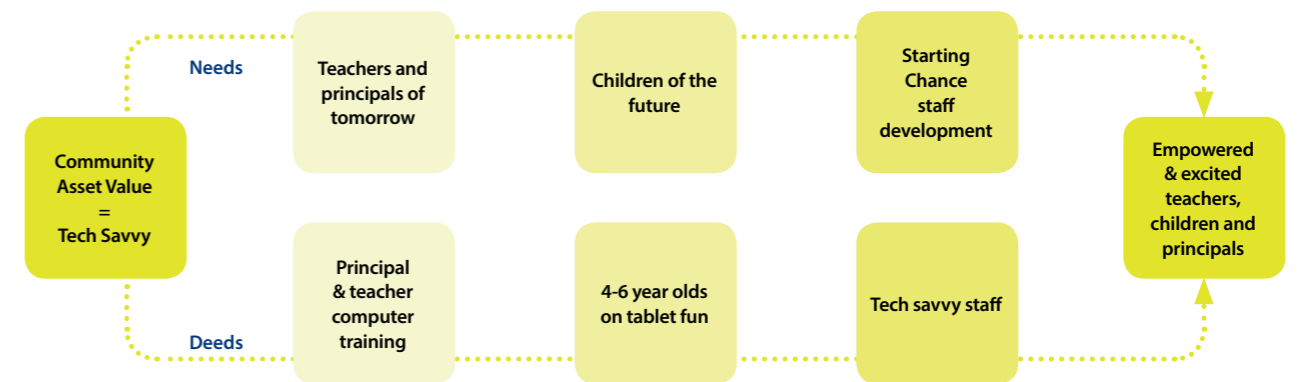
Once a school has been refurbished or rebuilt and has a 'safe area' for housing of tablets, HomeChoice Development

Trust donates tablets for the children aged four to six. Our fieldworkers train the principals and teachers how to use the tablets with the children and oversee the 15 min of tablet fun each week.

It was such fun and children enjoyed playing with the tablets. Within three months they were able to open apps and play themselves without anybody's assistance. They were taking good turns when they had to share, no fights especially at Ikusalethu where two kids at some tables had to share. They enjoyed them. I remember one kid said, 'Teacher please show my mom your tablets she wants to see them'. He wouldn't let go until we did, then he was happy. They understood what games to play, how to play apps by reading at the pictures, and tried until they got it correct. Tablets were such great interest to kids.
– Nombulelo, Field Worker

For parents, tablet access for their children is really important as they see it as an advance that they never had and an opportunity to not only prepare their children for the future but be embraced by it. The tablet fun is carefully controlled and the educational games are chosen with a direct link to what is happening in the classroom.

Technology continues to play a key role in our overall model and with support from donors and interested parties we hope to be able to continue increasing our support.





Friends of Starting Chance

Don't walk behind me; I may not lead. Don't walk in front of me; I may not follow. Just walk beside me and be my friend.
– Albert Camus

Starting Chance is a non-profit organisation and in order to continue the work we are doing in the Mfuleni township, we are reliant on donations and support from our partners, donors and friends of Starting Chance. As we grow and increase the number of schools, these partnerships become increasingly important. We are humbled by the trust that our 'Friends of Starting Chance' have in us and the work we do. In 2017, our friends grew and much was achieved thanks to their support. However, we are also very cognisant of the many challenges that our educators face and part of the solution is to introduce them to the concept of 'Friends', the fundamentals of fund raising and what they can achieve. One of our biggest concerns is for the teachers who work in the schools we support and the high turnover of staff. All our schools rely on fee-paying parents. However, due to the extreme level of poverty in Mfuleni, many parents cannot afford the fees and our principals accept their children for free. Furthermore, most

schools have no fees coming in for three months a year. This is because parents can't afford to pay in the holiday season. As a result many of the teachers do not receive a salary over the November to February period and this is devastating for them.

To try and change this scenario, Starting Chance joined hands with our nine schools and together we planned and executed a 'Fair Play Fun Day'. Each school designed a game made from recycled material for the children to play. Through friends and supporters of Starting Chance, we supplied food that could be purchased on the day. Parents bought tokens ahead of the day from their school. We hired a school hall in Mfuleni and for the first time ever, there was a community event for early childhood centres. There was much excitement and the response was extraordinary. We estimate there were over 2000 people and the day proved to be a resounding success. We raised R60 000 for our schools to help to give their teachers a salary at the end of the year.

Sweet Valley Grade 2's decorated sweetie bags and filled them with sweets, food companies donated donuts, muffins, soup, boerewors rolls, candy floss and more. Individuals gave up their time to cook, help run the games, support crowd control



and help in any way they could. It showed us that Friends of Starting Chance could really make a considerable difference and we were so grateful. It was awesome to be working with our schools on a joint event and very encouraging to see their participation and enthusiasm.

We have also been excited to partner with individuals and groups who are willing to share their expertise and their passions. As part of our model we offer professional development workshops for our principals and their head teachers. We are very grateful to Rod Weimann for running an excellent workshop on 'labour 101'. The response was very encouraging:



Thanks for the powerful workshop. We did not go home empty handed. We would like a follow up if possible.
– Sandra Lucas, Mfuleni ECD

Little Libraries has donated five mini libraries to schools we work with, Rainbow Outreach has provided books, clothing, school shoes, toys and games, and Sweet Valley Primary school has continued to support us with donations of educational games and toys. A wonderful group of Swedish ladies quilted the most beautiful blankets for our special needs children.

Swedish donors and a little church in Switzerland helped us to create 'starter kits' for our five new schools and provide the training on how to use the equipment. True Roots have continued to support with volunteer teams and donations from their parties. Individuals, church groups and companies

have donated money which has helped us to continue with our training and development programme.

How Blessed are we to have such an amazing network of friends – thank you to everyone who has walked beside us this year. Together we are able to give 1800 children, their teachers and the parents a wonderful start on their educational journey.

If you would like to join Friends of Starting Chance and get involved in the work we do please contact us. We would love you to be part of this incredible team – www.startingchance.org.za/friends-of-starting-chance/



Starting Chance Active Programmes and Current Needs

S	T	A	R	T
Shack to Chic	Training & Development	Assessments & Monitoring	Readiness for School	Tech Savvy
ACTIVE PROJECTS				
<ul style="list-style-type: none"> Shack to Chic Builds for 2018/2019 if land becomes available: <ul style="list-style-type: none"> - Lonwabo SNS - Emmanuel - Mzamomhle - Sakhuluntu - Starting Chance new Hub 	<ul style="list-style-type: none"> TTinT for 25 schools Parent workshops Professional Development Site visits with fieldworkers Resources and resource training 	<ul style="list-style-type: none"> ECERS evaluation Investigation of other monitoring programmes Training teachers on assessment techniques 	<ul style="list-style-type: none"> Parent workshops Outings Team Building 	<ul style="list-style-type: none"> Computer training: <ul style="list-style-type: none"> - Teachers - Parents - Principals Extending and stabilising the WiFi network
CURRENT NEEDS				
<ul style="list-style-type: none"> Educational resources and equipment Outdoor play equipment Mattresses Special needs vehicle Indoor furnishing 	<ul style="list-style-type: none"> Funding for TTinT workshops Funding for professional development workshops Funding for field worker site visits for mentoring and support Funding for resource hub and resource training 	<ul style="list-style-type: none"> Fees for ECERS assessor and material Ecers online course for fieldworkers Assessment training for Training Team 	<ul style="list-style-type: none"> Funding for team building away day Packs and facilitators fees for parents workshops Funding for outings Funding or Partnership for a longitudinal impact study 	<ul style="list-style-type: none"> Funding for IT training facilitator Funding to extend our network to other schools in the programme

Partners and Donors

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 Henty Waker
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 Andy Wonnacott
 Derek Wood
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In an exciting development at the start of 2018 Starting Chance was selected to be the CSR Upliftment benefactor of AI Expo Africa 2018.

Starting Chance 2016/17 Financial Report

Re-reading the report I wrote last year, I struggle a little to provide a different commentary for this year: the blessing that Starting Chance has experienced financially has just continued in the same manner.

What has been particularly exciting is the increase in support we have experienced for our on-going work with the schools we are supporting. NPO's often complain of donors being skewed towards supporting big-ticket items and infrastructure development, with less appetite for providing funding for on-going costs. For this year, donations and funding that are not tied to any specific project increased by 62% compared to 2017! This has allowed us to increase the team of wonderful women working tirelessly to support the teachers and principals at our beneficiary schools. We have appointed a third full-time field worker, and have been able to increase the hours of our team leader while converting her post to a permanent one, albeit on a part-time basis.

In regards to the big-ticket items, funding decreased year on year, but this has largely been a result of our major build projects experiencing various issues leading to delays in going forward. Initiatives to fund these activities were accordingly also reduced. We are confident that in the new year projects will be going ahead!

On the expenditure side, we continue to run a very tight ship with administrative costs only representing approximately 3.5% of total costs. With funding having been received for further infrastructure development, while not being able to use it during this year, we have reserves of approximately R3.5m which we certainly intend to put to good use over the next year.

We have continued our practice of setting aside 5% of all non-specific donations in an endowment fund. Accordingly, the fund has grown by approximately R47 000. Although it provides only a very small income to the organization now, we hope that it will grow to a significant contribution in the future.

	2018	2017	Change
INCOME	R	R	
Project-specific	1 796 596	3 096 628	-42%
Non-specific donations	577 892	355 845	62%
Other (interest etc)	253 768	101 032	151%
Total Income	2 628 256	3 553 505	-26%
EXPENDITURE			
Project Expenditure	1 277 567	1 058 605	21%
Admin Expenditure	47 111	68 076	-31%
Transfer to Endowment	47 637	40 044	19%
RESERVES			
Funds available for on-going infrastructure projects	3 445 757	2 213 556	56%
Funds available for on-going training, development and other activities	524 028	298 998	75%
Endowment	171 350	123 712	39%

A full set of financials is available on request.

Starting Chance at a glance			
	2016	2017	Increase/decrease
Learners reached	950	983	+33
Principals trained	10	23	+13
Professional development for principals	9	16	+7
Teachers trained	47	49	+2
Professional development for teachers	9	9	n/c
Parents engaged [boxes of joy in 2017]	42	950	+908



www.startingchance.org.za

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

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

Receipts in support of tax deductibility are issued on request.

The Starting Chance Trust

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

VAT Reg: 4450272614

tel: 021 7905790 • email: ali@startingchance.org.za