Our Vision

Our vision is that every child has access to quality pre-school education that meets all their educational and development needs.

Our Mission

Our mission is to provide relevant training and mentoring that empowers informal crèche owners and ECD practitioners to provide safe and stimulating places of care.
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MESSAGE FROM THE CHAIRMAN

When we talk of early childhood development and pre-schools we normally think of formal settings with neat classrooms, small tables and chairs and brightly coloured posters on the wall. Schools led by trained and qualified teachers. This is what each child deserves but the reality is very different.

At ASHA Trust we looked at the shortage of facilities against the great number of pre-school children with no access to early childhood development programmes and realised we had a small window of opportunity to make a meaningful contribution.

The National Development Plan (NDP) states ‘Early childhood development services should be flexible and responsive to the needs of children, families and communities. Some services need to be targeted directly at children, while others provide support to their primary caregivers.’ ASHA Trust incorporates both these needs into their work.

‘When we see the face of a child, we think of the future. We think of their dreams about what they might become, and what they might accomplish.’

Desmond Tutu

Dr Tshepo Motsepe
Chairman
MESSAGE FROM THE CHAIRMAN Continued...

We looked at situations of social adversity, where out of need; grandmothers were taking in neighbouring children without any real infrastructure to nurture their needs, educationally or nutritionally. We couldn’t take the children out of these settings into formal pre-schools but realised we could train these women, not only in early childhood development but also to run viable businesses.

Since 2008 when we started working in Bram Fischerville we have come a very long way. Today we’ve worked in preschools across two provinces. Together with SETA, we are in the process of developing a universal model that can be adopted by formal authorities as a curriculum, which will assist the women running these schools to go forward on a career path, finishing their own education, while nurturing these children in the best possible way.

This year we have been receiving attention across all our schools with donors coming forward to offer help in different areas. It’s not only the preschools and the women who run them that benefit from this input but the whole community, giving them a sense of pride and achievement.

It is wonderful to see these women blossom as entrepreneurs, taking their place in a semi-formal economy with great dignity.

As I travel around I see a great need for this model to be developed and duplicated in other parts of the country which we hope to do in the coming year.

The board of ASHA Trust thanks not only our loyal and new donors who make our work possible but also the dedicated and skilled ASHA team, management, members of the Development Board and partners.
The ASHA Board of Trustees is responsible for governance and compliance with all legislation, as well as providing strategic guidance and oversight that is in the best interests of the Trust.
ASHA's Development Board is composed of a panel of specialists who provide sectoral knowledge and support to the organization at strategic and operational levels.

**Development Board**

- Dr Robin Woolley
- Mrs Ntjantja Ned
- Mrs Jennifer Clowes
- Mrs Rina Bloomberg
- Ms Deanne Chatterton

**ASHA Trust Staff**

Under the leadership of the Director, ASHA's management team work with seven field staff members to improve the preschool conditions for over 4,000 children annually.

- Ms Deirdre Caulwell
  - Director
- Mr Richard Ferrer
  - Finance and Admin Manager
- Ms Ipeleeng Mohlala
  - Projects Manager
- Ms Desiree Tomes
  - Senior ECD Trainer, Assessor and Moderator
- Ms Namsie Lesito
  - ECD Trainer and Assessor
- Ms Candace Rambharos
  - ECD Trainer and Assessor
- Ms Gertrude Sithole
  - ECD Trainer and Assessor
- Ms Nontsapo Pasiya
  - ECD Trainer and Assessor
- Ms Fikile Moloto
  - ECD Trainer and Assessor
- Ms Maletsatsi Taunyane
  - ECD Trainer, Assessor and Moderator
How do you know you’re on the right track with a project? In our case when the list of informal créches around the country, who have heard of the value of our programmes and want help grows daily ...

It’s proven beyond doubt that appropriate stimulation and nurturing at the early stages of development has a very powerful, positive effect on a person’s future achievements. And for a country it ensures a strong foundation upon which future learning has an even greater chance of success.

Our team’s goal, working closely with our stakeholders, has always been to offer a sustainable model to improve early childhood development (ECD) services for South African pre-schoolers. Our crucial field-work, offering training to crèche owners to help them improve their knowledge and skills in order to register their centres, continues. For these women, coming from the informal sector and having to navigate their way through officialdom is daunting – but it’s all in a day’s work for ASHA Trust.

…..focusing on our youngest children is one of the smartest investments we can make in the future; ….. it’s good business to invest in kids.

Remarks by Bill Gates. April 17, 2007
DIRECTOR’S REPORT Continued…

This last year has been highly productive. The results of our first independent evaluation confirmed the effectiveness of the model. The evaluators, Eric Schollar and Associates, had this to say “In my view, there is ample evidence to justify the continuation and extension of the ASHA Trust programme to an increasing number of schools ....... “.

It gave us the impetus to persevere with robust lobbying for a nationally, accredited programme to help crèche practitioners’ bridge the gap between their school leaving qualifications and entry level requirements to become ECD professionals. The effort was rewarded when the Quality Council for Trades and Occupations (QCTO) announced a new ECD Level 3 partial qualification. ASHA will work closely with the ETDP SETA during 2017 to finalise a curriculum.

We’re now ready for the next step in organisational growth by spreading our wings nationally. We will begin work with three communities in the North West Province during the first quarter 2017 and hope to establish a project in the Western Cape by mid-year. But to do this we need partners.

Like all non-profit organisations we need funding to help us reach more communities and change many more lives. Establishing projects, particularly in rural areas means help with operational expenses – traditionally an area avoided by donor partners but so crucial to the efficient roll-out of our field work. Thanks to The CEO SleepOut, who identified ASHA Trust as one of their 2016 beneficiaries, we can look forward to some temporary relief here.

For all the hard work and dedication of everyone involved with ASHA Trust the rewards are the smiling, happy faces of confident children at the pre-schools and the pride and satisfaction of the women who started with an idea and today have successful small businesses in early childhood education.

From the very beginning our goal has been to reach the critical mass leading to permanent change. We are getting there. During 2017 we expect to have projects in at least two more provinces whilst rolling out a nationally accredited training programme. Our loyal donors who understand that development work takes time have allowed us to achieve most of our goals. We thank them and our expanding base of volunteers who support us with their time and expertise.

ASHA’s success is built on team work, especially our experienced, passionate training staff, who work against difficult odds to ensure informal crèches can offer as professional a service as any top fee-paying pre-school. Our Board of Trustees also provide unstinting support and sage guidance which has taken the organisation to new levels.

My thanks go to you all.
**ECD provision shortfall**

Estimated shortfall in facilities and trained ECD practitioners to meet the needs of 0-4 year olds in South Africa.

**Shortfall in qualified practitioners** - South Africa has less than half the number of qualified practitioners required

- **59,500** Qualified practitioners in the system
- **110,500** Underqualified practitioners in the system
- **340,000** Practitioners required

**Shortfall in Pre-schools** - South Africa has less than half the number of pre-schools facilities required

- **42,500** Existing pre-schools
- **85,000** Pre-schools required

**Children in pre-school** - Less than half of our children attend pre-school

- **1.7 million** Children in pre-schools
- **3.4 million** Children not in pre-schools

**Assumptions:** 40 children per pre-school and 4 practitioners per pre-schools

**Sources:** South African Survey 2016, SAIRR
Children not attending ECD Centres in 2016*

This annual report highlights the critical shortfall in the number of ECD facilities and adequately qualified ECD practitioners in South Africa. The map reflects a provincial breakdown of 0-4 year olds who are not attending ECD centres. Provinces continue with unacceptably high deficits in provisioning, with particularly poor attendance in KwaZulu-Natal, Mpumalanga, Northern Cape and North West provinces.

* Source: South African Survey 2016, SAIRR

Planned Expansion in 2016 - 2018

ASHA Trust’s intervention programmes of skills development and support, leading to formal registration of home-based ECD sites, is already effective in Gauteng and Mpumalanga. 83 such centres had registered and begun receiving government subsidies by 2015. Resulting in growing numbers of requests for help from other communities across the country. With donor support ASHA Trust will be expanding its activities to the North West Province 2017. Discussions are underway around a project in the Western Cape and we aim to address some of the need in Limpopo in the not too distant future.
Independent Evaluation

In July 2016, Schollar and Associates concluded an independent evaluation on the impact of the ASHA interventions on informal pre-schools.

The evaluation had three main objectives:

1. Assessment of ASHA implementation outcomes over a period of time;
2. A formative review of the ASHA model;
3. A baseline assessment for the application of a rigorous longitudinal evaluation of the outcomes and impacts of the ASHA programmes in the future.

The evaluation found that:

- Pre-schools have achieved a cumulative growth rate of:
  - 12.1% in the number of learners attending the centres; and
  - 35.3% in the number of teachers employed at the ECD sites.
- Participants overwhelmingly reported that involvement with ASHA has made their schools more attractive and visibly more functional educationally;
- These improvements had increased the desire of parents to pay fees to enrol children in these centres;
- ASHA was delivering a proven, significant scale of well-managed and consistent programmes;
- Participants expressed a high level of endorsement for all course components; and
- Participants were especially appreciative of in-school monitoring and support visits.

In addition, the research showed that based on very demanding criteria that included physical and educational standards of pre-schools, across the board, the ASHA pre-schools were rated as:

- 9% ‘excellent’ or ‘very good’; and
- 61% ‘good’.

This is a significant achievement considering the communities where these pre-schools are situated.

In conclusion, it is the opinion of Schollar and Associates that ‘there is ample evidence to justify the continuation and extension of the ASHA programme to an increasing number of schools’.
2016 highlights:

ASHA establishes a working relationship for ECD Level 3 curriculum development with the ETDP SETA

New areas of activity: Tsakane, Alra Park, Duduza, Geluksdal, Dunnotar, Thokoza, Mamelodi and Soshanguve

Independent Evaluation proves the success and relevance of the ASHA model

Selected as beneficiary of the CEO Sleepout

93 Pre-school sites involved

106 Practitioners trained

180 Certificates of competency awarded

213 Training sessions

1258 Support visits conducted
ASHA Trust
Financial Report
(Year end 31 March 2016)

Statement of Income

Income:
Interest and dividends 411 7% 529 11%
Donations 5,637 93% 4,333 89%
TOTAL INCOME 6,048 100% 4,862 100%

Expenses:
Administration 331 5% 273 6%
Curriculum and materials development 6 0% 420 9%
Depreciation 74 1% 64 1%
Enterprise development projects 1,802 30% 729 15%
Marketing and fundraising 340 6% 446 9%
Monitoring and external evaluation 380 6% 68 1%
Other expenses 44 1% 46 1%
Salaries 2,134 35% 1,903 39%
Training projects 590 10% 563 12%
Travel and vehicle 43 1% 42 1%
TOTAL EXPENSES 5,744 95% 4,554 94%

Surplus of Income over Expenses 304 5% 308 6%

Note:
These accounts are extracted from the Auditors Report signed off by HARRIS DOWDEN & FONTAINE CHARTERED ACCOUNTANTS (SA) on 18 May 2016.
A full copy of these statements are available on request from www.ashatrust.com
Balance Sheet

At the end March 2015 an amount of R 3.5 million was transferred from reserves to the newly created Sustainability Fund.

This fund has two purposes:

The first, and most important, is to build the fund to a level where an income stream from the fund can run ASHA’s operations thus removing or at least lessening reliance upon donors.

The second purpose is a source of savings to ensure sustainability of the organisation in the unlikely event of it being financially overwhelmed by a catastrophic event.

### Assets:

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<th>2015</th>
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<tr>
<td>ASHA cash reserves</td>
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<td>1 294</td>
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<tr>
<td>Donor funds for projects received in advance</td>
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<td>7 084</td>
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<td>Fixed assets (vehicle plus office)</td>
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<td>Sustainability Fund</td>
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**TOTAL ASSETS**

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### Equity and Liabilities:

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<tr>
<td>Accounts payable</td>
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<td>56</td>
</tr>
<tr>
<td>Provision for undistributed donor funds on hand</td>
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<td>7 084</td>
</tr>
<tr>
<td>Total Trust Capital</td>
<td>5 620</td>
<td>5 196</td>
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**Total Equity and Liabilities**

<table>
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<tr>
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<th>2016</th>
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<td>9 611</td>
<td>12 336</td>
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</table>
Up tomorrow morning at five, catch three taxis. Pleased it’s the last of five days of training. Should be home by eight. I’ll be really tired by then but it’s fun.

All the ladies in this group are really getting it. I must remember to summarise all we have been through, child-care, nutrition, hygiene, how to help children grow and learn, the importance of records.

I need to remind them how to setup an activity centre and how important it is to spend one-on-one time with each child so they can fill in the reports.

The learning material is all at the training room, so we can go through today’s exercises. I need to explain the assignments they will need to do for this course and what I want them to put into their portfolios.

That will be another 20 portfolios to assess. I think they’ll all make it. They are so enthusiastic and enjoying themselves. The real test will be to see if they can implement the learning in their classrooms.

I must remember to double check all of their addresses and make appointments to visit each one at their schools so I can see their classroom set ups and how they put into practice what they are learning. Not just the child-care and ECD components, but proper record keeping, nutrition and hygiene.

I’ll also check to see that they are still applying what they have been taught on previous courses, especially the Money Management course and that their small businesses are running smoothly, with all the proper financial records.

Which reminds me I must speak to my contact at Social Development and find out how the registration of some of the pre-schools is coming along. It will be great if they can get their child-care grants.

Before you know it they’ll be graduating. Always such a proud occasion and they’ll meet the donors to say thanks, you’ve changed my life forever.

Then on to a new group in a new area. Quite exciting. This will be my seventh group I have seen this year so far. That’s 140 practitioners, with good training, working with about 2 800 children.

It’s a tough cycle of classroom training, school visits, supporting and counselling, writing reports and checking checklists.

Then assessing portfolios and finally graduation. Its hard work but I love my job. I am making a difference and I wouldn’t swap that for anything!
There’s just one word that sums up the most important quality needed to be a trainer for the ASHA Trust – DEDICATION.
I really have been fortunate that I was selected by the community to attend the ASHA courses. I have learned so much. Not just about how to develop my children, but also on how to properly manage and run my own business.

I cannot believe how my school has improved. One classroom, myself and Molly looking after 10 children. Now its three classrooms and a kitchen, myself, three properly trained teachers, Molly and Agnes in the kitchen and to assist, and a helper to look after our grounds and equipment. And the cherry on the top 60 wonderful bright young children.

My play ground with all of its equipment and shade cloth covering. The children love it. Its so amazing that ASHA managed to get some kind donors to contribute so much to our little school. The only way I can repay their kindness is to do the best job possible for the children.

I am so excited that ASHA helped us get all the correct registrations for my pre-school and business; and that we have qualified for state subsidies. I am now able to do so many things; like keeping records; managing our finances; working with parents; teaching, caring for and feeding our children.

I am so proud of my beautiful classrooms, with their bright colours, charts, learning materials, and cute little tables and chairs. I am so proud of my teachers, so competent thanks to ASHA training, so motivated and giving their best every day.

My life since meeting ASHA and our donors has changed so much. I now have a salary and pay salaries. I am playing an important role in developing our very young. The community respects me and supports my work. I feel so empowered – thanks again ASHA and our wonderful donors.

Small steps to a big future

“

My pre-school is really looking good.

Happy, healthy, learning children.

My own small business that is growing.

I cannot believe that three years ago I was just a child-minder!

“
The ASHA Enterprise Development Model

ASHA’s programmes are run in poorer areas where symptoms of socio-economic adversity, including high unemployment and low levels of formal education exist especially among women. Through its interventions ASHA provides training for these women, who do not have the educational qualifications to embark on formal ECD training. It also provides basic business and management skills to enable them to manage and register their pre-schools as sustainable small businesses.

The ASHA Enterprise Development Model plays a direct role in job creation within these communities. In training site-heads of emerging pre-schools it facilitates permanent employment and income for the women. Job creation and income generation extends into their communities as these pre-schools grow and develop and other unemployed women are taken on to staff the expanding centres.

While the Enterprise Development Model has been proven to create permanent jobs and income for thousands of woman it also plays a beneficial role in communities. It has become a vehicle to uplift communities as it enables sustainable day-care centres for local children. In addition, its ability to empower the women involved, increase their self-esteem and become respected members of their communities cannot be underestimated.

The numbers presented on this diagram are a conservative estimation of the job creation potential of the model. In addition, practitioners working in these schools are trained by ASHA, they often open their own centres. The implicit multiplier effect in the model takes effect, as each new school replicates the cycle.

1. On average there are 130 COURSE GRADUATES annually.
2. If each of these opens their own pre-school it could lead to THE CREATION OF 780 JOBS.
3. Typically an ASHA supported pre-school can EXPAND TO 3 CLASSROOMS.
4. 7,800 CHILDREN would then be catered for annually.
5. Of the 780 jobs created, 520 WOULD BE ECD PRACTITIONERS, filling the void in the sector.
The differences between pre-schools where ASHA has been active and those where it has not cannot be ignored. Many of the child-care centres on the ASHA programme are well intentioned but without appropriate training and experience are barely able to provide basic child-care for the youngsters who spend their days there. This is simply a reflection on the circumstances that prevail in poverty stricken communities. Parents need to work and a place to leave their young children in relative safety and care during the day.

The ECD centres that work with ASHA quickly show the benefit of involvement. Some of the changes are a direct result of the intervention; others are indirect effects as a knock-on from the ASHA engagement.

Initially, these sites have poor infrastructure, and are totally under-resourced. As they get involved with ASHA the changes quickly begin to show. The ECD practitioners begin to appreciate that the children need more than simple care; they need a stimulating safe environment conducive to early child development, higher levels of hygiene, better nutrition, access to learning resources and proper systems and processes to function as pre-schools and small businesses.

ASHA provides four areas of opportunity. Firstly, the changes in the ASHA trainees quickly manifest in changes in their centres. Their role in the upgrading of the centres to functional
pre-schools cannot be underestimated. As they become knowledgeable and empowered, they gain the confidence to make changes and approach the parents and the community for assistance. The case files of ASHA abound with inspiring stories of what these dedicated women have achieved for themselves and their developing pre-schools.

Secondly, ASHA not only provides ECD and basic business training, but also provides learning resources; and up-skills practitioners to innovatively make their own equipment. Thirdly, it also links the pre-schools with donors. Relationships are formed which cannot be underestimated. The donors provide funding for training, but in many cases provide all manner of improvements, resources and support on the ground. In this regard the involvement of donor volunteers deserves special mention.

The final area of opportunity is ASHA’s facilitation for the pre-schools to become legally registered with the state departments that oversee the sector. As the pre-schools are registered, develop their infrastructure, formalise their pre-schools and businesses; they begin to reach the standard requirements to access state-aid; bringing with it additional resources including grants, feeding schemes and infrastructural improvements.

It is difficult not to be touched by this wonderful upward spiral of development in struggling communities. To experience this transformation process in action please contact ASHA on 011 463 0551 or email info@ashatrust.com to organise a site visit to see it for yourself.
Want to donate?

How far could your contribution go?

How much an ASHA Rand is worth.

ASHA Trust welcomes all donations large and small. Just look at the difference your contribution could make.

Please visit our website www.ashatrust.com to find out how to make a contribution now.

An investment in knowledge pays the best dividends’

Benjamin Franklin

$5

- Provides a book for a child

$100

- Provides educational toys for a group of children

$200

- Provides a hot breakfast and lunch at school for one child for a month

$350

- Provides crèche fees for a month for one child

$500

- Provides training on “Using toys in the classroom” for one care-giver

$1 000

- Provides outdoor play equipment for one pre-school

$5 000

- Offers a full skills-development training course for an unqualified pre-school care-giver
Our work would not be possible without the generous support of donors, who partner with us to enhance early childhood development access for children in need. Your contributions have been instrumental in helping us enrich and develop our programmes and organisational capacity.

Thank you

Donor Acknowledgments

Cooperheat of Africa (Pty) Ltd
Graphica Supplies (Pty) Ltd
IISolutions
Stadler Broers (Pty) Ltd
Fastell CC
Tsekema Consulting
Technology & Finance International
Gubevu Security Group
Design 4 Technologies
All Stadium Catering
Terex MHPS (Pty) Ltd
Load Haul Trucking CC
Specialised Coating Systems
Echotel (Pty) Ltd
Solar Management
ACSA
Hollard Foundation
TOPSY Foundation
FirstRand Foundation
Hollard Insurance Company (Ltd)
SPUR Foundation
JAM International
Midvaal Local Municipality
Cartesian Capital
Elma Philanthropies
The Davies Foundation
Norman Wevell Trust
Glynel International

In memory

ASHA Trust was saddened to hear of the passing of Mrs Glynnis Lolwane, wife of Mr Nelson Lolwane in June 2015. Glynnis was the daughter-in-law of Mrs Monica Lolwane one of the pioneers of the AHSW Organisation.

Glynnis will be remembered as a passionate community developer and great friend of ASHA. May her dear soul rest in peace.
Getting Involved

In this year’s Annual Report we brought you stories that show how together we have made change happen and how the right amount of money, given at the right time, has made a real difference to the quality of life for women and children in challenged communities. We make sure that your donation works hard to achieve the maximum possible benefit for the projects and communities it supports.

I’ve always believed it’s our purpose to help others.

ASHA Projects Fund
You can either make a once off or regular donation to ASHA’s Projects Fund. This fund has distributed R9 million to over 400 projects in the last 5 years.

ASHA’s Sustainability Fund
To ensure the organisation’s longevity we are building a Sustainability Fund. It is ring-fenced to build an investment from which interest will cover ASHA’s operations expenses. This will provide financial independence and make the organisation less reliant on donor funding in years to come.

We welcome all contributions large and small to help us build the fund.

Legacies
By leaving a legacy to ASHA Trust you can specify the activities you want to support or you can leave the decision to us, safe in the knowledge that your gift will be effective and will make a difference year after year.

BBBEE Opportunities for donors
ASHA Trust is a Level 3 contributor to BBBEE, an Exempted Micro Enterprise, and with 100% Black Women ownership. ASHA offers a number of attractive BBBEE opportunities to donors:

• Ownership and Procurement
• Skills Development
• Enterprise Development
• Socio-Economic Development

To find out more
If you would like to know more, please contact our Director, Deirdre Caulwell, who is always happy to discuss how you can get involved. You can contact her on 011 463 0551 or email deirdre@ashatrust.com

Alternatively please visit the ASHA website www.ashatrust.com for additional information on making a contribution to the ASHA Trust.

Tax efficient giving
ASHA is registered with SARS as a Public Benefit Organisation and will issue an 18A tax receipt for all donations received.

Individuals and companies can obtain tax relief on donations made to ASHA.

If you would like to donate but are not sure how we have a number of different options.
ASHA Trust would like to thank all the individuals and companies who have contributed in cash and kind to the publication of our 2016 Annual Report.