Annual Report 2017

ASHA
Early Childhood Development

200 Practitioners x 600 Children = 120,000 Children
33% of children between 0-4 years old attend ECD*

1 in 3 children attends an ECD Centre

- 7% Infants
- 28% Age 1 - 2
- 57% Age 3 - 4

* EARLY CHILDHOOD DEVELOPMENT KNOWLEDGE BUILDING SEMINAR 08 NOVEMBER 2016
14% of children between 0-4 stay with Child Minders*

14% of children between 0-4 stay with Child Minders*

1 in 6 children age 0-4 stays with a child minder

Who are immediate potential candidates for ASHA training

The ASHA 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.

The ASHA Vision

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

Presentation by Ms Musa Ngcobo-Mbere, Chief Director for Early Childhood Development, Department of Social Development
Chairman’s Report

When a baby opens its eyes and looks at the world for the first time it sees endless possibilities. There are no boundaries here. Just the love of the mother holding a baby with the hope that she can offer her child the very best in life.

In the last YEAR

6900 CHILDREN

174 PRE-SCHOOLS

246 SITE MANAGERS

benefitted from ASHA

The first 1 000 days of a child's life sees their roadmap being unrolled before them. Where their life journey will take them depends largely on these vital early developmental days.

South Africa’s first population level preschool child assessment tool, the Early Learning Outcomes Measure (ELOM), tested 1300 children from five income quintiles, finding that children in the lower quintiles performed considerably worse across all developmental areas, especially in emergent literacy and language, as well as cognitive and executive functioning.
The survey estimated there were around 6.7 million children under six years of age in South Africa, with a large number vulnerable, not only to poor living conditions, but malnourishment and risk of infection too.

ASHA Trust was created with the sole purpose of making a difference in these children and their carers’ lives – ensuring their first 1000 days count! In 2017 we were active in 174 early childhood education pre-schools and trained 246 site managers and practitioners throughout Gauteng, Mpumalanga and the North-West Province. Over 6,900 pre-school children were the ultimate beneficiaries during this time, with this number growing as new children enter the centres annually. The parents are ensured that not only will their children receive nutrition and care in a safe environment, but above all they’ll be intellectually stimulated at the most significant time in their young lives.

Our loyal donors have helped in changing the lives of these children and families. Just as importantly, they have changed the lives of the caregivers and early childhood practitioners who we have trained and equipped to ensure the children in their care receive the finest early learning available. Now while parents are either at work or looking for work, they can rest assured they’re not simply ‘dumping’ their children at the nearest crèche - but laying the best possible foundation for them to realise their full potential. A bonus for us is that not only do we provide a safe and stimulating haven for often marginalised, underprivileged children but we’re able to enhance and enrich the lives of the women who we have helped become social entrepreneurs. The many young women who have gone through our training programmes now hold their heads up in pride, knowing they play a vital role in the future of our country and are earning growing respect in their communities.

ASHA Trust is able to make use of all this experience in the field to inform input in The South African Intersectoral Forum for Early Childhood Development (ECD) which ultimately influences issues of national ECD policy. The future for these first 1000 days is looking brighter for many South African children.

Once again, the board of ASHA Trust is truly grateful to our loyal and new donors who make our work possible. We also sincerely thank our 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 organisation at strategic and operational levels.

Under the leadership of the Director, ASHA’s management team work with seven field staff members to improve the pre-school conditions for over 6 500 children annually.

Back row- L - R: Julia Maponya-Mosenye, Deirdre Caulwell, Maletsatsi Taunyane, Gertrude Sithole, Candace Rambharos, Nolo Bokaba, Fikile Moloto.

Front row - L-R: Richard Ferrer, Nontsapo Pasiya, Desiree Tomes, Ipeleng Mohlala
With the focus on access to tertiary education over the past few years, the primary and high school sector is receiving little public attention. Pre-school educare (ECD) is frequently overlooked, yet it’s the very foundation needed to ensure the best chance in life. This is where ASHA Trust’s success firmly lies – supporting government initiatives to improve service delivery at the beginning of a learner’s education journey.

Whilst preparing this report I thought about what makes ASHA stand out amongst other NGO’s in this field. The answer: We don’t simply train under-skilled women and award certificates. We’re hands-on - not only throughout training but by providing ongoing, workplace mentorship. Our intervention is best described as incubation. By the end of our three-year programme, informal pre-schools have been transformed into sustainable, small businesses delivering quality educare to toddlers. It’s always exciting finding women in the poorest communities with natural entrepreneurial skills, whose businesses, with ASHA’s help become facilities where children can grow and flourish.

We’ve learnt that ‘one size does not fit all’ when it comes to educare training programmes. Community needs and local by-laws vary from area to area - even within the same province. ASHA offers customised
support packages for each project. Our materials development unit has built up a comprehensive curriculum of courses written specifically for practitioners with little formal education.

The most recent national audit by the Department of Social Development reveals nearly 50% of women working in ECD centres have not completed high school education but they are caring for children at their most crucial stage of development. We know a person’s brain grows to 80% of its size during their first two years of life. Preparing underqualified practitioners to provide the right kind of nutrition and stimulation for children at this stage demands a specialised intervention.

Our projects are facilitated by a cadre of skilled ECD trainers drawing on the combined expertise of a team of colleagues.

They take ASHA’s training and mentoring to the community. Our aim is to bring about change in the pre-school, in practitioners’ lives and the children they look after. We’re seeing the positive results of our interventions every day. A recent independent evaluation of ASHA, confirmed that 98% of the ECD sites we’ve worked in over the last nine years are still operating. A large proportion are registered with local authorities and receiving government grants with others working towards qualifying to register. In all cases the physical infrastructure has been substantially improved and without exception, the number of children enrolled has grown considerably.

The need for qualified practitioners is growing - particularly for an ECD qualification enabling further study for childminders with limited formal education. This drove ASHA’s 2015 submission to the Education and Training SETA for an accredited bridging programme. Our efforts paid off earlier this year with the registration of the new ECD Level 3 practitioner qualification. ASHA staff participated in a national working group with other ECD stalwarts to define the new curriculum for SAQA ID: 97542 Occupational Certificate: Early Childhood Development Assistant Practitioner, NQF Level 3.

Training for this qualification should begin in the second quarter of 2018 unlocking the doors to learning for thousands of underqualified women.

We’re also thrilled to report that during the period under review ASHA started work in two new provinces launching a programme in the Western Cape in addition to the project started in the North West Province during 2017.
Moving into ASHA Trust’s second decade of activity, we’re faced with an ongoing challenge - how best to balance our commitment to bring about change through quality delivery with the cost of remediating years of educational inequality. Our beneficiaries are marginalised women without specialised training who work with children at their most receptive phase of development. This work comes at a cost so we’re grateful to our loyal donors who invest in ASHA’s work, building an organisation that holds its place in ECD in South Africa.

In closing a special acknowledgement must be given to our team of dedicated trainers, who driven by a passion for their work, travel to many of the poorest areas of the country to work their miracles in difficult circumstances.

We have an enthusiastic Development Board who must be thanked for their specialised support and encouragement. ASHA Trust is especially fortunate to benefit from the commitment and guidance of an active Board of Trustees chaired by Dr Tshepo Motsepe. Thank you for your loyalty and energy that has ensured ASHA Trust has remained relevant in the changing landscape of South Africa’s ECD sector.

The Ideal Comprehensive ECD Programme* is composed of nine components.

ASHA Programmes offer children all of the aspects of a comprehensive ECD programme. In addition, ASHA offers its course participants, the ECD practitioners, the opportunity to develop a sustainable viable small business, which creates further employment for local women and aims to become a community asset.
ESSENTIAL COMPONENTS of the comprehensive ECD programme*

1. **Nutrition**
   Good nutrition positively affects learning capacity

2. **Health**
   Good health reduces the risk of childhood disease

3. **Parent Support**
   Supportive parenting has positive effects on a child’s social, emotional and intellectual development

4. **Social Protection**
   Support grants make a significant difference to the lives of poor children

5. **Early Learning**
   Access to early learning enhances ability at primary school significantly

6. **Food Security**
   Associated with physical and mental development in pre-school children

7. **Communication**
   The important development of communication skills, vocabulary, language and understanding

8. **Living Standards**
   Ensure that classroom environments are a live learning environment

9. **Play Sport & Culture**
   Focus on the gross motor needs and physical development of each child

**COMPONENTS**

- Comprehensive ECD programme
- Essential ECD programme

* EARLY CHILDHOOD DEVELOPMENT KNOWLEDGE BUILDING SEMINAR 08 NOVEMBER 2016 -
Presentation by Ms Musa Ngcobo-Mbere, Chief Director for Early Childhood Development, Department of Social Development
## Statement of Income

### Income:
- **Interest and dividends**: 510, 8% 411, 7%
- **Donations**: 5623, 92% 5637, 92%

**TOTAL INCOME**: 6133, 100% 6048, 99%

### Expenses:
- **Administration**: 337, 5% 326, 5%
- **Curriculum and materials development**: 421, 7% 262, 4%
- **Depreciation**: 54, 1% 74, 1%
- **Enterprise development projects**: 910, 15% 2202, 36%
- **Marketing and fundraising**: 644, 11% 395, 6%
- **Monitoring and external evaluation**: 422, 7% 380, 6%
- **Other expenses**: 41, 1% 37, 1%
- **Salaries**: 527, 9% 501, 8%
- **Training projects**: 2417, 39% 1523, 25%
- **Travel and vehicle**: 51, 1% 43, 1%

**TOTAL EXPENSES**: 5825, 95% 5743, 95%

### Surplus of Income over Expenses
- **2017**: 309, 5% 305, 5%

### Note:
These accounts are an extracted summary from the Auditors Report signed off by HARRIS DOWDEN & FONTAINE CHARTERED ACCOUNTANTS (SA) for the 2017 financial year.

A full copy of these statements are available on request from www.ashatrust.com
**Balance Sheet**

**Assets:**
- Bank account
- ASHA cash reserves
- Donor funds for projects received in advance
- Fixed assets (vehicle plus office)
- Accounts receivable
- Sustainability Fund

**TOTAL ASSETS**

**Equity and Liabilities:**
- Accounts payable
- Provision for undistributed donor funds on hand
- Total trust capital

**TOTAL EQUITY AND LIABILITIES**

**Financial report**

**Year end 31 March 2017**

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<td><strong>TOTAL ASSETS</strong></td>
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**This fund has two purposes:**

At the end March 2015 an amount of R3.5 million was transferred from reserves to the newly created Sustainability Fund. 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.
In the North-West Province of South Africa

7 out of 10 children 0-4 have NO access to ECD

ASHA’s projects in the north-east of the North-West are situated in the Bojanala District Municipality working with communities in Meriting, Boitekong, Paardekraal and Sunrise Park. The projects started with a modest 20 ECD sites, which grew to 30 during the year.

NORTH-WEST
ECD Practitioners Trained

1 Meriting
2 Boitekong
3 Paardekraal
4 Sunrise Park

In 2017, ASHA initiated a new ECD Community Development Programme in the North-West Province. This allowed for the implementation of the ASHA model in four resource-poor communities to enable them to provide quality ECD for their children. This model empowers women by converting childcare centres into formal preschools, which are also developed as sustainable community-based enterprises. In so doing, children in the communities are provided with appropriate ECD at a critical time in their lives.

This example provides a snapshot of situations that exist all over South Africa; providing an insight into the communities where ASHA works. It illustrates what can be done in impoverished areas with modest financial resources, it demonstrates what is possible, and what lasting change can be made by well-conceived and delivered interventions.

Statistics for the North-West show that from an estimated population of 369 000 children between the ages of 0-4 years only 106 000 received any kind of ECD training. Thus 263 000 children do not have access to any sort of ECD. Seven out of ten children are being denied their basic right to early childhood educare and education. This is alarming, especially as it has been proven that a child’s formative years are the most important of their lives, and that ECD or lack, of it influences their entire lives.
In the North-West initiative, 30 trainee site-heads from 30 childcare sites were offered training. ASHA’s model is designed to benefit its programme participants, but also impacts upon the other staff members at the sites. In this case, 77 additional childminders, kitchen staff and ancillaries were directly affected by ASHA’s intervention. ASHA’s rigorous site-visits evaluate progress not only in the trainees, but also assess changes in the whole site and its staff. So, staff learn and practise what their site-heads are learning; kitchen staff start to prepare wholesome menus, and site management, hygiene, safety and security is improved. In the North-West, the outcome is that about 1 400 children per annum will receive age appropriate stimulation and acquire developmentally appropriate skills. This is undertaken in an environment conducive to learning, which provides healthy nutrition, security and safety.

The outcome:
ASHA’s model is designed to benefit the programme participants, but also impacts upon the other staff members at the sites.

- 77 additional childminders, kitchen staff and ancillaries were directly benefitted by ASHA’s intervention.
- 30 trainee ECD practitioners from 30 informal childcare sites were offered training.
- 1 404 children per annum will receive age appropriate stimulation, learning and healthy nutrition in a safe environment.
The project worked with childminders of all ages. However, 80% were over 42 years of age. This demonstrates the loss in potential number of women who could have been delivering quality ECD for years, if only they had been given opportunities to train in ECD earlier in their lives.

It is noteworthy that 53% of the participants were women whose lack of academic qualifications excluded them from entry into the formal ECD sector. While 39% have qualifications in ECD at Level 4 or 5, ASHA’s programmes offered them a fundamental extension to their previous formal training with its focus on practical, experiential learning, high level of mentorship, and modules on governance, management and basic business skills.

It is hugely significant that with the advent of the new QCTO Level 3 practitioner’s qualification in ECD the 53% unqualified participants in this programme would have been able to register directly for an accredited qualification at the entry level of their ECD careers. In future, no one will be excluded by a lack of formal education and will be able to enrol in Level 3 courses and seamlessly transition to higher levels of ECD training at Levels 4 and 5. As ASHA will be an accredited service delivery agency for Level 3 training, all its future course participants will gain access to formal entry level qualifications in ECD.
Premises and resources of childcare centres are important, and of the 30 centres in the North-West more than 80% are home-based sites. Many of these required improvements in their infrastructure, learning spaces and resources. The ASHA programme ensured that classrooms were set up correctly and had the appropriate learning resources to allow even informal structures to become sites of quality ECD delivery.

A crucial part of the ASHA programme is to facilitate the formal registration of the pre-schools. Its programme assists in registering sites and bringing them up to the set standards to allow them to apply for the various government childcare subsidies. In the North-West 80% of sites were already registered as NPOs, which was encouraging. However, only eight had health permits and only two were registered with the Department of Social Welfare. There is still much work to be done in this regard to ensure all pre-schools have NPO registrations, title deeds, permission to operate as small businesses, health permits, kitchen acceptance certificates, Department of Social Development registrations, and thus become eligible for childcare grant subsidies.

The Aim:
The programme aims to register sites and bring them up to the set standards to allow them to apply for the various government childcare subsidies.

The Registration:
In the North-West 80% of sites were already registered but only eight had health permits and only two were registered with the Department of Social Welfare.
2017 has again been a year full of action on every front for ASHA. There are many measures of these activities, as well as not so obvious results and implications. Here are some of the highlights and key indicators of the organisation’s work during the year.

In summary, ASHA conducted projects in three provinces in 21 different communities.

**Geographic Footprint**

The most obvious expansion of ASHA’s footprint is its entrance into a new province. So, it is now active in large parts of Gauteng, has operations in Mpumalanga, and has initiated a series of new projects in the North-West. The organisation is also poised to operationalise its expansion into the Franschhoek district of the Western Cape at the beginning of 2018, with plans to extend its reach into the Limpopo province later in the year.
Training sites and trainees

ASHA has increased the number of sites which have been involved in its programmes from 93 in 2016 to 174 in 2017. This resulted in the training in 246 ECD practitioners in 2017 as opposed to 106 in 2016. There were 200 course graduates awarded certificates from ASHA’s three core training and mentoring programmes in 2017.

Training and mentoring programmes

ASHA’s three core training and mentoring programmes can be summarised as follows:

The C.A.R.E. Programme focuses on creating an environment to cater for the needs of the children, including child development, stimulation, basic hygiene, childcare, nutrition and learning, as well as the centre’s day to day management. It aims to ensure that pre-schools are properly set up and are eligible to receive various government subsidies.

The Money Management Programme is an innovative course designed to train practitioners to run their ECD centres as small businesses. It focuses on basic business skills in financial and general management and governance, including parental involvement, SGBs and formal registration as NPOs and as small enterprises. This programme turns ECD practitioners into entrepreneurs, providing an income and jobs not only for themselves, but for other employees as the centres grow.

The Child Development Programme (EDTP SETA accredited) is child-centred and looks in greater detail at the child’s development and learning, physical development, social and emotional development and cognitive development.

During 2017, ASHA professionally delivered 165 CARE Programmes, 38 Money Management Programmes and 22 Child Development Programmes to its various projects. In addition, its facilitators carried out 744 site-visits to its course participants at their pre-schools.
The impact

As noted, 246 site-heads and practitioners from 174 pre-schools benefited directly from ASHA’s programmes in 2017. This means that ASHA’s programme participants impacted upon over 6,900 pre-school children. In addition, ASHA’s site-visits to its trainees in their classrooms and pre-school sites also positively impacted upon 653 other employees at these sites. So other practitioners, childminders and ancillary workers, also became involved in improving the pre-school environments for learning and development; making them safer and more hygienic and providing appropriate nutrition for the children in their care. It is estimated that 9,800 parents and guardians can now leave their children at these pre-schools - under vastly improved conditions of safety, security, health and well-being, - in the knowledge that their children are receiving quality, age-appropriate ECD.

Registrations in 2017

A fundamental aim of the ASHA model is to facilitate a process where emergent pre-schools register with the various government and municipal authorities to become formal entities that meet the required standards, thereby becoming eligible to apply for childcare and other grants. In 2017, ASHA’s participating sites had 150 NPO registrations, 75 health permits and 14 Department of Social Development registrations. There is much ongoing work still to be done in this arena. However, there are many sites which are compliant with the set criteria that are awaiting visits and inspection by the authorities in order to receive their certificates of compliance or registration.

Demography of the participants

It is most interesting to interrogate the demography of ASHA’s target audience. This group is almost exclusively black women, drawn from impoverished, under-resourced and poorly serviced communities. Women who are challenged by the twin ills of a lack of formal education and an exclusion from the formal economy. In 2017, ASHA’s records show that 73% of the participants in its interventions had a formal education of Grade 11 or below. This means that 179 of the 2017 cohort would not have been able to enroll for the entry ECD Level 4 qualification, as Grade 12 was the threshold. Thus they would have remained relegated to their roles of childminders. However, with the advent of the new ECD Level 3 practitioner qualification, which has no formal education entry barrier, these women, and others like them, will be able to register for study towards formal qualifications. This will open the doors to literally thousands of women, who were restricted to being childminders, who can now pursue a professional career in ECD.

The age distribution of the participants is also of interest in that nearly 50% of all the participants were over the age of 40 years. This tends to indicate that a high proportion of mature, competent childminders, who lacked formal credentials could have been pursuing formal training and qualifications in ECD prior to the advent of the newly instituted Level 3 ECD practitioner qualification.
In a country where there is a shortfall of an estimated 340 000 competent ECD practitioners, that so many able childminders were excluded from embarking on a meaningful professional career in ECD over the last decade. This highlights the magnitude of the potential from the new entry level into ECD being offered by the new Level 3 practitioner qualification. It is anticipated that it will open the early childhood sector up to thousands of childminders already in the sector and allow them to obtain formal qualifications. It will also open up employment opportunities and careers for young women to embark upon serious careers in ECD.

In addition, the ASHA model of creating viable small businesses through its pre-schools provides a further prospect for job creation, employment and financial security for women who would otherwise be denied this right. This is in line with recent government initiatives to provide job creation and employment opportunities as an absolute imperative for the country and its future. Lastly, it creates an opportunity to address the ECD needs of well over 3.5 million children, who are currently unable to obtain access to quality ECD.

So as ASHA moves into 2018, there are daunting challenges and existing opportunities. There are expectations of opening projects in two new provinces. There is the prospect of increasing the numbers of new participants in its interventions. Most importantly though, it has a role to play in the operationalisation and implementation of the new ECD Level 3 practitioners qualifications. Especially as ASHA has focused the development of its programmes, training, mentoring and learning resources, in this part of the ECD sector since 2009. From 2018, ASHA will be an accredited service delivery agency for Level 3 and Level 4 training, and as a result, all of its future course participants will gain access to formal entry level qualifications in ECD.
The unseen residual effect in ECD training

In previous Annual Reports we have written about the ability of the ASHA model to create employment, establish small businesses and increase the number of young children who have access to quality early childhood educare and education. We have focused on the fact that for every new ECD practitioner trained by ASHA there is an opportunity to create at least six new jobs in their communities in a relatively short period of time. Also, the model provides new practitioners in existing ASHA pre-schools with the skills and abilities to open their own new enterprises, creating new job opportunities and the ability to cater to the ECD needs of more and more children in their communities.

Our previous reports have underlined the multiplier effect in cycles that produce;

1. **PRACTITIONERS**
   More ECD practitioners capable of providing quality ECD and operating micro enterprises

2. **CARE CENTRES**
   The establishment of increased numbers of child care centres converting to formal pre-schools and acting as micro enterprises

3. **AUXILIARY STAFF**
   These centres increase the numbers of local women employed, as new practitioners or as auxiliary staff

4. **CHILDREN**
   As a result, the ability to provide services to increasing numbers of children is facilitated
The Career impact of a single ECD practitioner:

That means that over 30 years

200 Practitioners x 600 Children = 120 000 Children
All of these are very positive indicators of the multiplier effect in action on several levels, demonstrating that training and support for relatively small numbers of ECD practitioners has the propensity to impact positively on a larger number of children. However, to date our articles have focused on short-term snapshots that only show the number of children impacted in a single year. In addition, our statistics generally report on the number of children affected on a yearly basis.

However, there is a huge residual effect which stands behind the statistics and the model. It is difficult to accurately ascertain its dimensions, as statistics for this knock-on effect are not collected. Nevertheless, it is possible to make an uncomplicated, but realistic, approximation of its size. This effect is based upon the fact that ECD practitioners do not simply have an impact on children for a single year. They are career professionals who stay in the sector for many years, practising their skills and facilitating the development of multiple cohorts of children over long periods of time.

What the model says is that an ECD practitioner has the ability to influence 600 children over a thirty-year career. If this is applied to ASHA’s creation of about 200 well trained, competent ECD practitioners in 2017, they could impact upon around 120 000 children during their careers.

The hidden residual effect casts an interesting backdrop for the argument that the country desperately needs large numbers of new, young ECD practitioners making the sector their career of choice. Especially in an area where there is currently a shortage of nearly 500 000 properly trained ECD practitioners and in an environment where nearly 3 500 000 children do not have access to any form of ECD. As highlighted in this report, the new Level 3 partial qualification in ECD will open the door to thousands of aspirant ECD practitioners. This is a positive development but the magnitude of the problem is still staggering. Added to this, the large body of irrefutable research on the huge advantages of appropriate early childhood educare and education on young children and its impact on every sphere of their lives cannot be ignored. The plight of this silent, non-violent, sector of our society needs to be addressed as a priority, and it is interesting to speculate on the difference that an individual can make over time pursuing a career in ECD.
On 18 July, ASHA and its corporate partners joined hands to celebrate Mandela Day 2017 in sharing and caring at ASHA supported pre-schools. One of this year’s notable events was the visit of staff volunteers from Instinctif Partners to the FTK Crèche in an informal settlement in Roodepoort. Like a well-planned military operation, the staff volunteers arrived at the crèche in an early morning convoy of vehicles loaded with materials for a day of hard work and fun, determined to make a difference.

On an earlier visit, a storeroom at the crèche had been identified as an area that could be transformed into so much more. The planning began. The well co-ordinated operation took time, effort and many hands to prove that an untidy storage space could be transformed into an amazing classroom. The volunteers cleared out and repacked stored materials into a more appropriate space. With the materials and resources, they had brought along that morning and a little guidance from the ASHA trainers, a model pre-school classroom was created. A huge new asset for the pre-school and a result worthy of their efforts. The staff and parents lent a hand and were delighted by the miraculous transformation Instinctif Partners staff had achieved.

The spirit of Madiba was alive on the day, as volunteers got to know the teachers, children and community of FTK Creche while enjoying a team building opportunity with their colleagues.
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.

If you would like to donate but are not sure how, we have a number of different options.

**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 five 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 2 contributor to BBBEE, an Exempted Micro Enterprise, and with 100% black women ownership. ASHA offers a number of attractive BBBEE opportunities to donors:

- **Ownership**
- **Skills Development**
- **Socio-Economic Development**

**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.

**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.
Want to donate?

How much is an ASHA Rand worth?

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

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

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

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