



ANNUAL REVIEW

1 March 2020 – 28 February 2021



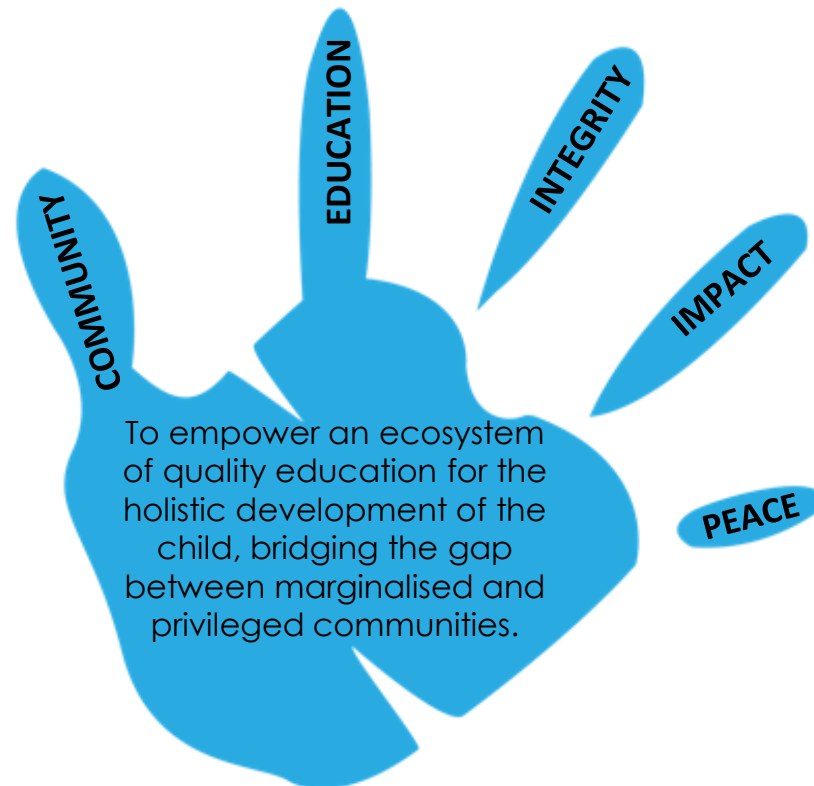
Quality ECD that cultivates confident, capable children.

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

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

OUR 5 VALUES:

OUR MISSION:





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"No matter what we touch, an atom, or a cell, we cannot explain it without knowledge of the wide universe. What better answer can be given to those seekers for knowledge?"

Maria Montessori

Message from the board

Director – Jacky Price

With the unexpected impact of Covid 19 on our community and the rest of the world, this last year was a setback for the growth of LiR ECD projects. Children's House temporarily closed its doors alongside all centres and schools, having a successful second-year reopening after the December holidays in January 2020.

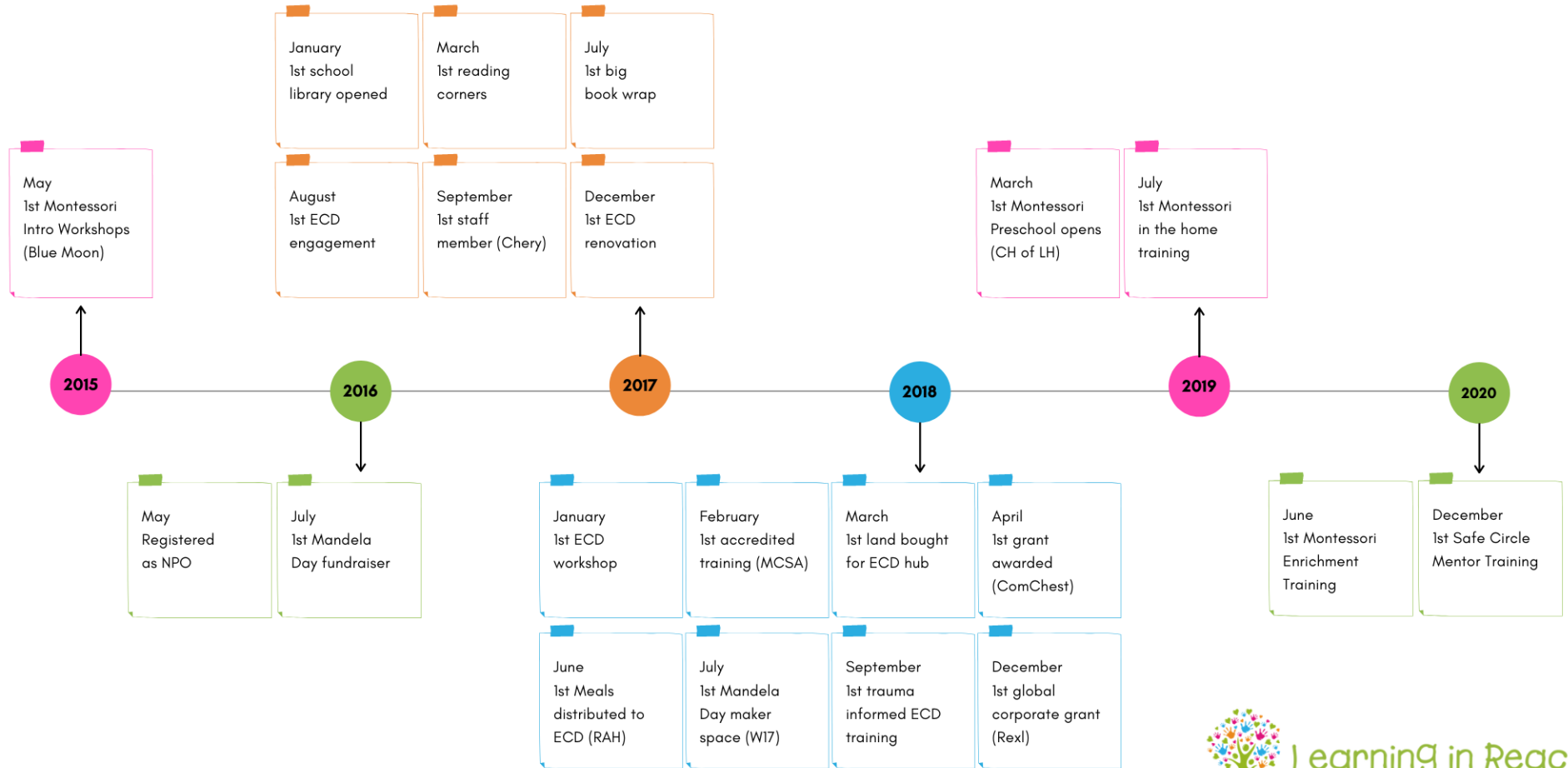
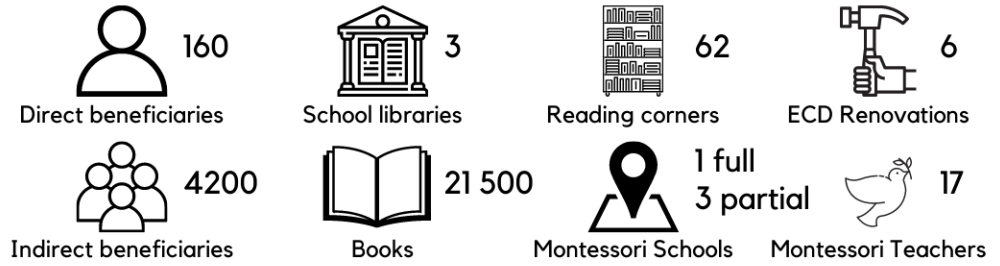
The extended period of closure for ECD centres was an unfortunate blow to the care and welfare of many of the community. The return of the children was only possible five months later, in August.

During this time, Mikayle and Carla spent their time creating packs and activities for the children at home and checking in on the children and families. LiR became involved in supporting the distribution of food parcels to cover the meals that children would usually receive.

Ally Connelly, an experienced Montessori and ECD lecturer, offered her services to LiR and began a new journey with ECD practitioners during this time to upskill and verse the women in Montessori best practices. The group of ECD practitioners took to this offered experience with enthusiasm. The accumulating result was their graduation at the end of the year, where they displayed the materials they had lovingly made. Some inspiring stories came from this, and the group formed a tight bond supporting one another. Once more, putting the children in Lavender Hill in touch with Montessori adults.



Our journey so far



Message from the ground

CEO – Leanne Reid

2020 reminded us to always expect the unexpected. Having started the year with great plans for growth, we soon found ourselves in the depths of a global pandemic, navigating Covid-19 relief and basic survival with minimal funding prospects.

We have found our way to the other side having lost some ECD centres as casualties of harsh lockdowns and economic devastation. There is a widening gap in inequality as schools in marginalised areas continue to shutter due to overcrowding and ECD children are kept at home under the supervision of older children who are not at school for financial savings and convenience.

Learning in Reach emerges, consolidated and streamlined, well positioned to continue the growth initially envisaged, but with laser focus and conserved energy to deliver on our mandate of ensuring every child has access to a Montessori trained human.

Heightened national activism around the devastation in the ECD sector has ensured better Government support with plans to fastrack ECD registrations and ensure better financial aid. We are positive that post Covid-19 ECD in Lavender Hill will be stronger and more inclusive than ever before.

Another benefit of this tragic ordeal has been closer relationships and collaboration between organisations on the ground. We played a role in the operations of the Greater Retreat CAN, supporting humanitarian relief and communication to assist the community through the toughest periods of lockdown.

Adjusting as lockdown levels required, we have endeavoured to ensure all our beneficiaries continued to receive the support they needed through these trying times.



The child has a mind able to absorb knowledge. He has the power to teach himself.

Maria Montessori



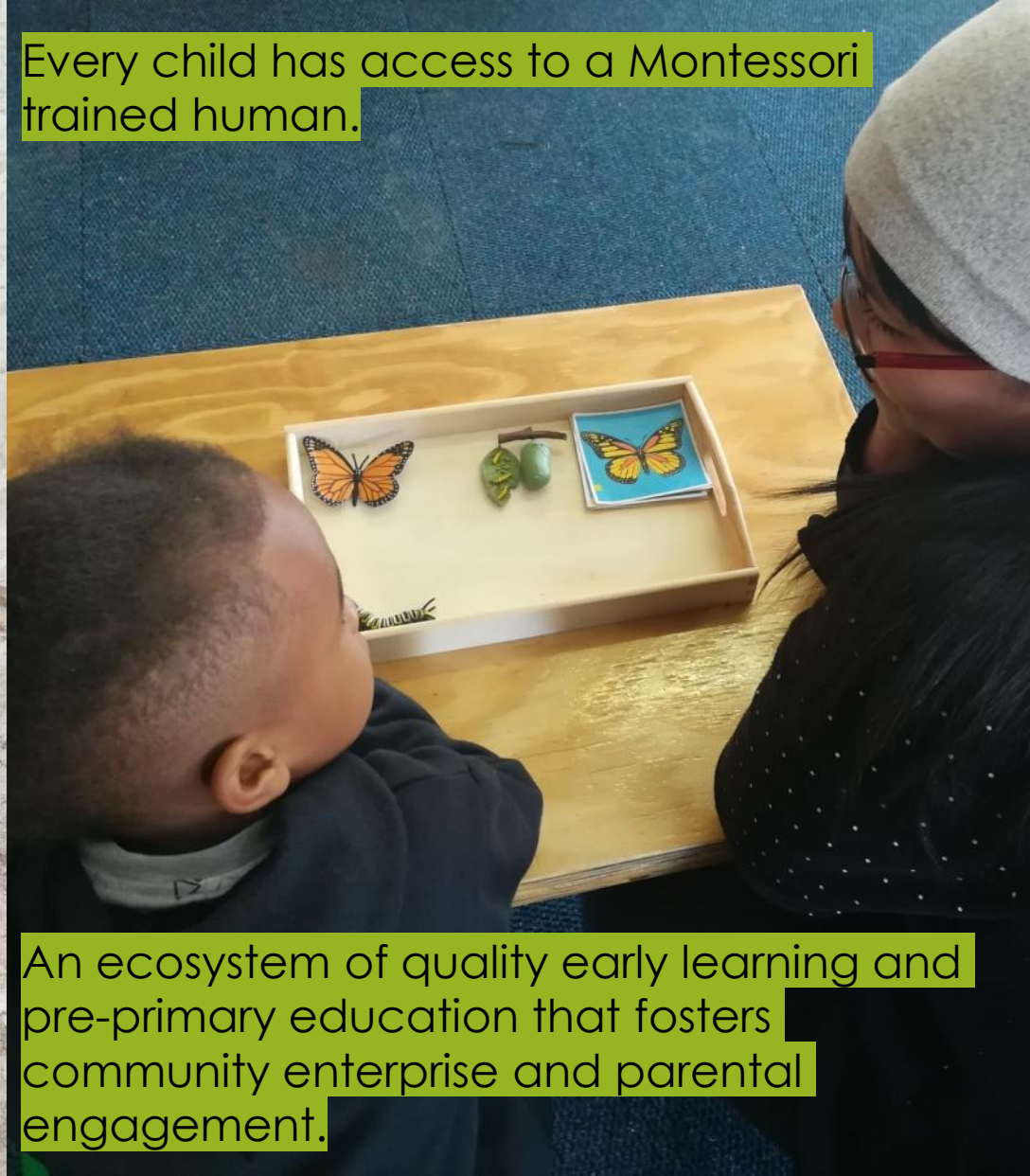
The Problem

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



The Solution

Every child has access to a Montessori trained human.



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

Geographical focus



Lavender Hill

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

Spotlight on ECD during Covid-19:



ECD centres were closed March - August 2020.

Only 15 of 30 ECD centres opened by 31 August 2020. 4 centres reopened in September 2020 and another 3 opened January 2021.

Nationally 175 000 ECD jobs were at risk with 30 000 centres set to close their doors.

To aid slowing the spread of Covid-19 and supporting learning in the home, LiR distributed:

- 2000 soaps and bodywashes to ECD families
- 251 food parcels (to last a family of 5 three weeks) to safe circles and ECD staff
- 4200 meals delivered to homes neighbouring Children's House of Lavender Hill
- 200 activity packs including games and art supplies
- 1200 ECD resource booklets for parents
- 500 fabric masks to feeding scheme volunteers and beneficiaries
- 250 Book Dash books to children under 5yrs old

Information and awareness was driven through Greater Retreat CAN partnership & ECD WhatsApp groups. Jungle Theatre performed play for children.

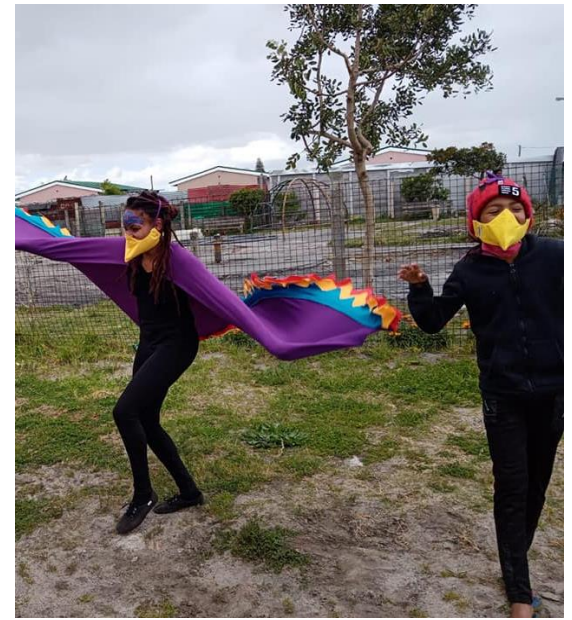
To support ECD centres reopening, LiR distributed required PPE kits to all ECD centres, facilitated distribution of PPE replenishments from CECD & DSD and assisted with Vangasali registrations and ECD stimulus relief applications.



2000 soaps and bodywashes
Johnsons & Johnsons / ComChest



200 activity packs
Individual donors



Covid-19 awareness through drama
Jungle Theatre



4200 meals to homes
Rise Against Hunger & Direct Axis



251 Food Parcels, 1200 ECD@Home booklets,
250 books
ComChest, Bookdash & Individual donors



PPE for ECD reopening
HomeChoice, CCED/DSD

Plight of ECD in lockdown

School closure:

On 18 March 2020 all Early Childhood Development (ECD) operators were instructed by the Department of Social Development to close in order to prevent the spread and acceleration of Covid-19 virus. They remained closed for 5 months causing economic loss to all centres.

Caregivers unable or unwilling to pay fees:

ECD centres in Lavender Hill are only paid for days children attend. Through lockdown, no fees were paid. Attendance remained low after lockdown with many families either fearful of the virus, suffering economic hardship or placing children in care of family members / older siblings home due to work-from-home policies and school shuttering.

ECD centres unable to pay salaries and operating costs:

Majority of practitioners ordinarily earn less than minimum wage. As a result of loss of income, staff were placed on terts, were retrenched or salaries reduced (e.g 50%). After reopening, social distancing requirements continued to restrict attendance and therefore income from fees.

PPE and re-opening costs:

In order to comply with standard operating procedures post Covid-19 lockdown, ECDs were required to increase spending on PPE. DSD contributed to PPE purchases, but only in November, three months after reopening.



Sprightly Seed: vegetable gardens installed at Charlene's Angels and Seawind Educare supported with 1 year of training and resources.



Village Growers, Earth Artist & City Of Cape Town: greening park and build and installation of vegetable garden at Children's House of Lavender Hill

Children's House

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



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

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

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

SUCCESS: Children's House has continued to grow from 6 children to 10 to 15 despite lockdown. Children were supported with resources, food parcels and home visits through lockdown to check in with families.

QUOTE FROM A PARENT:

"The Teacher and school has a great impact on my child, her speech has improved and doesn't wear a nappy anymore".



2 ECD staff
2 trained



15 children
aged 0-6
years

Counting our success

There is an ever growing interest in our school and parents in the area are constantly asking if we have space for their children. Parents see our school as not only a safe space for their children, but a place that children also enjoy coming to.

Our school is based in Montague Village, Lavender Hill and this area is known for being violent. In the first term, one of our children was shot in a gang shooting incident. This was very emotional for us all while we waited for information on her condition. We weren't sure how badly she was injured. We were somewhat relieved to hear that she was shot in her leg and would recover. She bounced back quickly and asked to come back to school after a week. She was able to walk around at school even though she wore a cast for 3 months. It was beautiful to observe how helpful and kind her peers were towards her during this time.

Our child scholarships have grown this year, enabling more children to access quality early learning despite their poor economic circumstances.



Challenges Children's House of Lavender Hill faces

Parent Participation:

Parent engagement continues to be a challenge. Lockdown didn't allow much interaction to continue to build relationships in this neighbourhood. It did give us the opportunity to connect with our children & their families in their homes. Parents acknowledged this effort with gratitude.

Shooting:

Lockdown did subdue the violence in the area temporarily, however one of our learners was shot in the leg in her yard. We were able to hold the family in a safe space through their ordeal and offer additional psycho-social support with Learning in Reach's social worker.

Building lease:

Covid-19 lockdown delayed our lease which was promised in May 2020. Subsequent online meetings have been held and the relevant department has now been identified for the application to be processed.

Health and Safety:

We have participated in first aid training and await the relevant health inspections.



“The child is both a hope
and a promise for mankind.”

Maria Montessori

Montessori enrichment

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

GOAL: To train existing ECD teachers in Montessori pedagogy, putting theory into practice and supporting the making of classroom materials.

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

HOW: 6 months non-accredited training covering Montessori philosophy with practical application and material making.

SUCCESS: 10 ECD practitioners successfully completed Montessori enrichment training. Student self assessments showed a significant increase in Professionalism, Instructional practices and Content mastery measures.

QUOTE FROM A MONTESSORI STUDENT:
"I changed a lot and now I'm able to control my emotions and observe the child. I'm also able to share the knowledge I've learnt. I became a better parent and teacher."



10 ECD
teachers



300 indirect
beneficiaries



>156 hrs of
training



70% no prior
ECD training





Materials made by Montessori Enrichment students, displayed at graduation





Alison Latier

"My best experience was with the sensorial material. Being able to touch and feel different objects without being judged was a great experience for me."



Daphne Pereira

"My best experience was the hands on work. Things that I never took notice of, I realised how interesting it was and how it was really important to work with."



Kelly Adriaanse

"I would like to take all my knowledge from the training and teach the children how to do the practical life and use the material in the classroom."



Merle Africa

"My best experience was the making of the materials and the concrete learning. I am using Montessori methods in my home now."



Theresa Kok

"Maths is misunderstood by so many children and adults in the classroom. The Montessori set-up and methodology was easier for me to understand."



Elize Pause

"My best experience was being able to work with the equipment and not just having it explained to me."



Jennifer Swartz

"Before lockdown I started at a Montessori school. I was so shocked because I had never seen 2 year olds who could do so much for themselves."



Riaana Paul

"I used to work in a "normal" ECD and there I did everything for the children. The training has also taught me how to think out of the box."



Shaylene Bailey

"I have learned that it is fine for children to explore, to let them be free and to promote independence."



Yumna Hamza

"The course taught me how to work with others. I also learnt that not everyone sees things the same way and that there are no wrong answers."

Every great cause is
born from repeated failures
and from imperfect achievements.

Maria Montessori



Riaana's story



I am 31 years old and married with two lovely children. I work at New World Foundation in the ECD centre. I am a teacher assistant and wanted to start this training because I have no prior training.

I gained so much knowledge and the way I have learnt to work with the children on the Montessori training is different to the ECD centre. I used to do everything for the children. I have learnt to let the children have hands-on learning first. We guide the children to use their voice and respect each other and care for each other.

The training taught me how to think out of the box. I have started to be creative and put all my effort into this training. The assignments and projects were a bit difficult, but I pushed through and conquered my fears. In December 2020, I graduated. We had a big event and all my hard work was displayed on the shelves. It felt good to accomplish something and I am now a proud Montessorian.

September 2021 I will be doing NCF training at College of Cape Town. I am looking forward to doing this training and for more qualification. I also applied to the College to start my level 1 in Early Childhood Development. The future looks very bright for me and I am open to new changes.



**A word from our
facilitator
(Ally Connelly):**

"I am continually impressed by the dedication the women display. All 10 of them attend the two 4 hour sessions every week, and also take the time to come in earlier and work on their materials, and we sometimes have to tell them to pack up and leave at the end, as they would keep working. They are benefiting from the hands on learning and have developed both academically and personally over the period we have been together."

Challenges to implementation

High drop out rate:

The highest education level of some participants (existing ECD assistants) is Gr 9-11. These individuals would like basic, occasional workshops rather than the intense training currently offered. In future, we will offer modular learning to enable more manageable bytes of information and flexibility to build on Montessori knowledge at any time.

Absenteeism:

We had to be lenient with absenteeism for covid-screening purposes. We discussed the potential of recording training/training remotely. We offered flexible catch up sessions. Participants were reluctant & felt the benefit of hands on learning & group training would be lost.

ECD centres closed or not operating at full capacity:

Many of our participants were unable to return to work and were therefore unable to implement their new knowledge as they received it. This would have helped to reinforce their learning. Ongoing mentoring and observations will be required once they return to their ECD classrooms.

Lockdown:

The program was condensed into 5 months due to lockdown. While contact time was sufficient, this reduced the practical time for implementation. Our 2021 program will be 9 months with additional practice and material making sessions, trauma-informed training and doubling hours for both theory lectures and practical experience.

Safe circles

VISION: To create self-healing communities that are resilient and responsive in the face of any adversity, including COVID-19. To shift collective trauma response of despair and conflict, to care and connection, building a community even in times of self isolation and protecting young children at risk.

GOAL: Building awareness, understanding and empathy and connecting vulnerable families to psycho-social support and resources. Through these connected circles, needs and risks can be assessed and appropriate support aligned.

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

HOW: By training trauma informed mentors to facilitate safe circles with vulnerable families - 4 days training, 1-on-1 counselling as needed 12 week circle hosting in progress

SUCCESS: 13 trauma informed mentors completed in-depth mentor training.

QUOTE FROM A TRAUMA-INFORMED MENTOR:
"Due to cultural backgrounds and generational upbringing, we give our kids what we receive as kids...it's time we write our own stories and stop allowing people to be the narrators."



8 ECD
principals
2 GBV
councillors
3 community
workers



>300 indirect
beneficiaries



>32 hrs of
training



Owen's story

I believe that my existence on planet Earth is about living a purposeful life and challenging the norms. I grew up in an environment where trauma is all around us and its marks remain to this day. It's chasing us down like a ghost in a never ending nightmare. I took part in the safe circles training with the hope that it would help me cope with my own trauma as well as to help others overcome their anxiety, fear, panic, shock, pain, guilt, etc. All friends of trauma. The training was very informative, fun and exceeded my expectations. Each day I learnt something new. The content was clear and easy to understand and adopt. The resources made available to us are now being used in my everyday life. I have been using them in my sermons for church and public speaking engagements. They have been really helpful in understanding the behaviour of others around me. I also have the resources to be a husband and a father as well as a safe space for my family.

I now know that when I take good care of myself, I can assist and help others to take care of themselves more effectively. I am glad that I could use what I have learned through the training to bring peace of mind to others seeking comfort and support from me. I am grateful as it has made a huge impact in my life. Trauma training is a necessity, especially in our community. Healing is an internal journey. It takes a village to raise a child. It takes a community to heal themselves from the traumas that exist today.



A word from our partner (Claudia Roodt, Designed to Connect):

“Change the chairs and you change the conversation” – This is a quote from the book *The Circle Way*. I was a witness to this during the training I facilitated on Safe Circles and Holding Space for ECD principals and community leaders in Lavender Hill. As they seated themselves away from the table into a circle space and container, the deep sharing and healing started. They immediately experienced the safe container created by the healer and leader within each of them, for each other. But they also realised that this is a journey, a life long journey. Many aha moments happened during the 4 days of training, but the real healing started after the training. They embraced the concept of Holding Space for each other immediately, especially considering that each one's journey is different. The care that they have shown towards one another and the community, and since then still do, leaves me humbled and truly appreciative that I can witness their journey. It is such a sacred space. Slowly they are sowing seeds of healing in Lavender Hill.



Challenges to implementation

It takes time:

Building on our previous trauma informed training after some time of awareness and self reflection, participants had already started their journey of healing. The mentor training enabled participants to go deeper into their experiences and understanding. This is an ongoing process that takes time.

Format and length of training:

Participants returning home after each day's training is tiring and interrupts the flow of healing and learning. In future we would like to host this training over a long weekend away in a retreat format where mentors have the space to focus on themselves and their practise.

Lack of confidence and the fear of the unknown:

Participants were hesitant to start their own circles, worried they could not be prepared for what would surface during their circles. Further practice as a group in a safe environment with supervision is planned for the next year.

Capacity to hold safe space:

After interviewing all mentor applicants, we found every single applicant to have experienced major trauma themselves. Their capacity to hold others in a safe space will take time and practise to develop.



“People start to heal the moment they feel heard.”

Cheryl Richardson

Lavender Hill Maker Space



62 Reading corners to date, >2500 books



62 classrooms
1860 children

VISION: a social enterprise that delivers a sustainable income source for community development, collaborating with local skilled labour for mutual benefit and equipping classrooms around the country.

GOAL: To produce quality classroom resources for our local projects, other NGOs and for retail.

WHY: To contribute to the financial sustainability of ECD in Lavender Hill.

HOW: Reading corners are produced in Lavender Hill / Seawind and supplied to another NGO to be distributed to schools nationally.

The reading corners include a bookshelf, storage box with 40 books, 3 floor cushions, a mat and bench.

SUCCESS: 10 Reading corners were produced in 2020/21, 400 books distributed.



QUOTE FROM A CLIENT:

"Thanks for getting the reading corners to us today, they look lovely."

Staff development

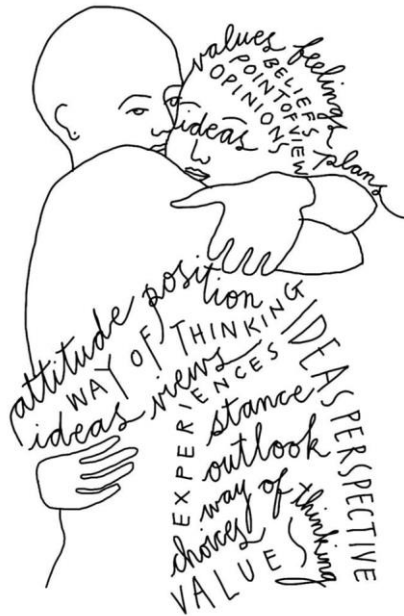
It is important to us that our staff continue to achieve their personal and professional goals.

- Carla achieved her driver's license.
- Mikayle has continued with driving lessons and will complete her drivers license in the next year.
- Owen and Merle both plan to write their learner's license in the next year.



Mandela Day 2020

VISION: a global call to action that celebrates the idea that each individual has the power to transform the world, the ability to make an impact.



THE NEW HUG

AYSE
0722
2022

GOAL: To raise awareness, encourage active volunteer participation, deliver value and impact.

WHY: The Mandela Day campaign message is: "Nelson Mandela has fought for social justice for 67 years. We're asking you to start with 67 minutes."

HOW: Our annual MakerSpace took the form of an online "New Walk to Freedom", inviting parents to reset, renew and redesign their minds, hearts, homes... and our world to enable us to achieve the dream and uphold the legacy of Madiba.

SUCCESS:

We explored how we use this time as an opportunity to embrace change, to use it as a powerful tool to move onto a new path rather than trying to retrofit our past lives into today's world.

QUOTE FROM A CORPORATE:

"Thank you for another Mandela Day initiative of opening hearths & minds!"



“Act as if what you do makes a difference. It does.”

William James

Big Book Wrap

VISION: Closing the gap in learning ensuring access to books in every home.

GOAL: To ensure every child aged 3-6 years owns a book to read at home.

WHY: Research shows that owning books is a key factor in early development and academic success: more important than socio-economic status and equalled only by parents' level of education.

HOW: An event was hosted at our corporate partner's office engaging staff in wrapping books to gift for end of year giving.

SUCCESS: 1000 books were gifted to ECD aged children to take home to read.



>1000
children



>1000 Books
for homes



20 volunteers



QUOTE FROM A VOLUNTEER:

"You've made it so easy to help and it's actually so therapeutic too. Please do more of these."

Funding and support

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

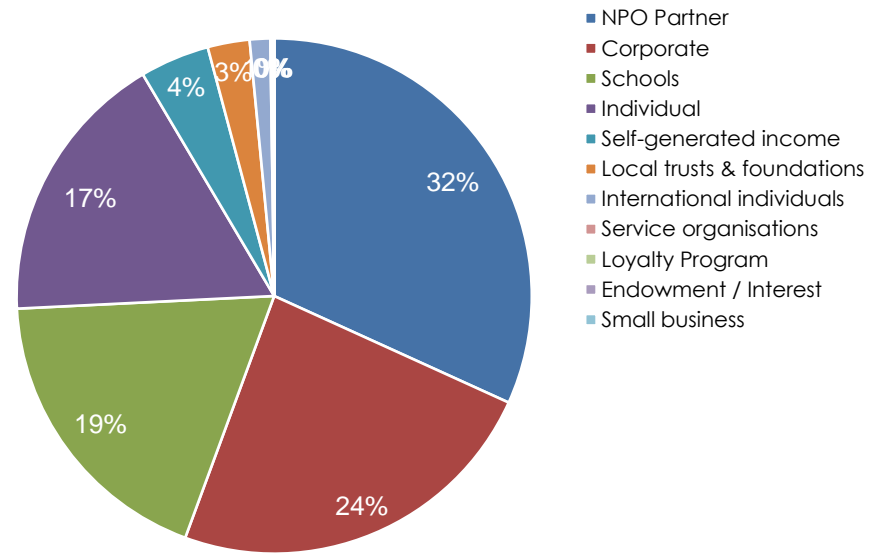
BUSINESS / ORGANISATION:	Saprotex	C Henning	I Barter	M Galloway
1 st Contact Money (Pty) Ltd	Sijubilye Fishing (Pty) Ltd	C Howe-Watson	I Stone	M Lippert
Butterfly Art Project	Secret Getaway	C Hsieh	J Asia	M Marshall
Coca-Cola	The Hill pre-primary	C Kirkman	J Blom	M Murcott
Peninsula Beverages	The Greenlight Movement	C Leo	J du Toit	M Reyneke
Community Chest	The Sprightly Seed	C Matthews	J Greenfield	M Schorta
CMAC	Tuffy	C McKenna	J Horn	M Sorella
photography	Verdigris (Pty) Ltd	C Poleman	J Imgrüth	M Sorella
Dekro paints	Workshop17	C Prokopiak	J Kotz	M Tellock
Design your life		C Roodt	J Millar	M Thomson
Designed to Connect	INDIVIDUALS:	C Rose	J Orgill	M Wren-Sargent
Direct Axis	A Adams	C Schmolke	J Price	N Bevan
Douglas Jooste Trust	A Ahrens	C Shortt	J van Niekerk	N Cacela
Durbanville	A Britt	D Biess	J Wasserfall	N Dobes
Athletics club	A Eagar	D Brown	J Watton	N Graham
Earth Artist	A Engelke	D Cutler	JJ du Toit	N Gregory
Herzlia Primary School	A Gillwald	D De Ponte	K Cacela	N Hop
Homechoice	A Mannion	D du Toit	K De Jager	N Ismail
Development Trust	A Narun	D Katzot	K Hudson	N Jukes
Johnson & Johnson	A Niehaus	D Nielsen	K MacLennan	N Marais
Jungle Theatre	A Possolo	D Smith	K Potts	N Mayevu
Kidz2Kidz	A Price	D Steyn	K VB Donker	N Siguba
Lexis Nexis	A Sutherland	E Eagar	K Warburton	N Stowe
MCSA	A Visagie	E Kleine	L Abrahams	N Sykes
My School	A Volpe	E Lorimer	L Alexander	N Tainton
Reddam	B Alers	F Abba	L Bergh	N Tomlin
Constantia	B Allen	F Burden	L Bergh	N Van Zyl
Rise Against Hunger	B Cacela	F Johnson	L Croukamp	O Elmiger
Hunger	B Jardine	G and Janene	L Danzi	P Barter
Riverglade	B Munian	G du Toit	L Dawkshas	P Harte
Retirement Village	B Williams	G Graham	L Golding	P Kuhn
Sable International	C Aldred	G Jacobson	L Holm	P Segall
	C Brudermann	G Moir	L Saban	P Tainton
	C Franks	G Nates	L Taylor	Q Honey
		G Samuel	L Williams	R Hun
		G Van Niekerk	M De Wet	R Basa
		H Murray	M Eagar	R Buck
			M Fagan	R Buck



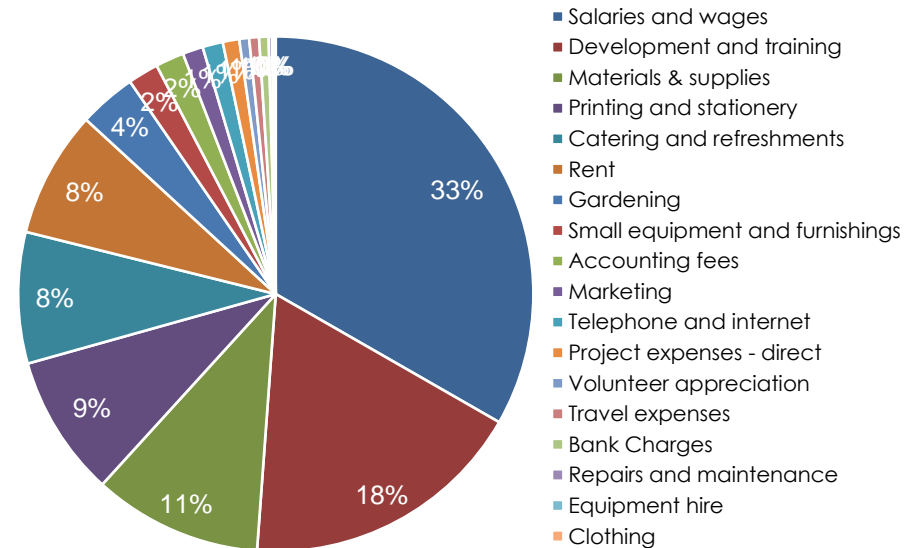
Financial report

	2021	2020
	R	R
Gross Revenue	853810	754582
Donations Received	791779	465099
Other income	62032	289483
Other Income		
Interest received	1684	10543
Operating Expenses	778787	995484
Accounting fees	13920	23372
Bank Charges	4635	4910
Catering and refreshments	64140	53671
Clothing	763	0
Development and training	139201	107556
Equipment hire	1000	1963
Gardening	28020	35420
Infrastructure development	0	64515
Marketing	9985	16208
Materials & supplies	82524	133976
Printing and stationery	69226	14086
Project expenses - direct	8055	14080
Rent	61898	44306
Repairs and maintenance	1674	2010
Salaries and wages	259253	398766
Small equipment and furnishings	14956	17821
Staff wellness	0	3782
Professional development	0	2981
Telephone and internet	9939	13220
Travel expenses	4797	39782
Volunteer appreciation	4800	3061
Net surplus / (deficit) for the year	76707	-230360

INFLOW OF FUNDS



OUTFLOW OF FUNDS



Direct project expenses	698335	90%
Overheads (rent, accounting fees, bank charges, admin salaries, staff development)	80453	10%

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

It truly takes a village to raise a child.

Thank you for your continued trust and commitment to change.



Board members



Jacquelyn Price

Director

Board member since: 2016

Position: ECD Best Practice Specialist and Co-founder

Skills: Strategic leadership, Early Childhood Development, Montessori



Naomi Jansen

Director

Board member since: 2020

Position: Community Development

Skills: Strategic leadership, activism, community development, networking



Andrea Britt

Director

Board member since: 2016

Position: Marketing and Communications and Co-founder

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

Why invest with us

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





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Learning in Reach

Contact: Leanne Reid

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Bank details:

Learning In Reach NPC

First National Bank (FNB)

SWIFT/BIC Code: FIRNZAJJXXX

Branch: 250655

Account: 62614116904

Ref: Cell number

NPO: 178-856

PBO: 930054765

NPC: 2016/190316/08

BEE Level 1



Snap here to pay

