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Our Mission

Lalela provides educational arts for at-risk youth to spark creative thinking and awaken the entrepreneurial spirit.
Dear Lalela friends,

In what would otherwise have been a year of celebration for our organisation as we marked a milestone decade of providing educational arts for at-risk youth in sub-Saharan Africa, 2020’s sombre events instead elicited a more introspective tone. Like organisations across the globe, we were required to formulate a response and adapt as quickly as possible to meet our challenges head on.

At the time of writing this foreword to our 2020 Annual Report the outlook is considerably brighter than it had been for many months, with a strong sense of stability underpinning our operations and programmes, and an energised team who pulled through the worst of the crisis together. We are immensely grateful to be in a position where we can now reflect on the positive outcomes of the year – from the great innovations that have ultimately enhanced how we work, to the uninterrupted psychosocial support Lalela was able to provide to our learners.

With full credit to our dynamic team of curriculum writers and art facilitators, Lalela was among the first after-school programmes in South Africa to pivot to distance learning through an innovative virtual offering, while also reaching a significantly higher number of learners in the process.

More importantly, it brought much-needed joyfulness into their lives while fostering deeper family bonds, with parents becoming actively involved in their children’s art projects during the lockdown. Additionally, through valuable donor support, we were able to assist our communities with food parcels and PPE.

While consolidating several of our partnerships, we were fortunate to launch a new programme at Cape Town’s Philippi Village in collaboration with Bertha Foundation during the fourth quarter of the year, bringing our curricula to learners from schools in Philippi and the Siyangena informal community.

Another achievement of which we are deeply gratified is the development of a comprehensive Lalela Trauma Training Guide, which was compounded by the urgent need at our partner schools to help learners manage the traumatic effects of the pandemic. With an endorsement received from the renowned clinical psychologist, Dori Weill, the rollout of the training to educators across South Africa is set for 2021/22.

Despite the disruptions of the year, Lalela students not only successfully completed their final year at school but were also among the highest achievers (see more about our top Grade 12 learners on page 19). It is the combination of results such as these and positive encounters with our students and alumni that continue to encourage great hope in our youth.

We have selected just a few of their stories to share with you here, all of which are testament to Lalela’s values: always inspiring with creativity, reimagining challenge as opportunity, and trusting we can be the trailblazers of change. We look forward to continuing this impactful journey with you.

In gratitude,

Andrea Kerzner, Founder & CEO
Leigh Robertson, Executive Director

With full credit to our dynamic team of curriculum writers and art facilitators, Lalela was among the first after-school programmes in South Africa to pivot to distance learning through an innovative virtual offering, while also reaching a significantly higher number of learners in the process.
Lalela's arts education programme has touched the lives of thousands of youths since 2010, where our story begins. From a gathering of 20 students in the township of Imizamo Yethu in the Western Cape province of South Africa during the Soccer World Cup, our programme has expanded its reach over the past decade to communities across Cape Town as well as in Johannesburg and KwaZulu-Natal, and beyond our borders to Zimbabwe and Uganda.

In partnership with low-fee or no-fee schools and other youth development organisations, we host workshops every day after school in the hours when children are most vulnerable to abuse of every kind. We start from as early as age six in developing the art of imagination, and continue through to grade 12.

By building our curriculum at the intersection of arts education, academic achievement and critical life skills, Lalela’s workshops activate whole-brain thinking, developing the creative potential of at-risk youth and empowering them to become innovative role models with meaningful careers.
Faith joined Lalela as a grade 10 student at Silikamva High School in Imizamo Yethu. Always a top achiever, at the end of 2020 she graduated with flying colours, armfuls of medals and certificates, and the prestigious title of Silikamva Valedictorian.

Hailing from Zimbabwe, Faith’s dreams were severely impacted by the coronavirus pandemic as she was not able to return home to obtain her study permit. Ever the optimist, she intended to make the most of her unplanned gap year to better prepare for her future.

“Lalela was a safe space after school, like a breath of fresh air,” says Faith. “After the meditation, I would feel refreshed. I’m not the best artist in the world, but I learnt that it’s not about being talented or perfect. Lalela has helped me to be confident about what I do, to think out the box, and to be creative and open minded.

“In a place like Imizamo Yethu, I feel like Lalela helps protect students from things happening in the community. When you get out of school you still have a lot of energy, but after Lalela you get home and sleep or do your homework; it’s too late for you to go out and get influenced by people.

“T’m passionate about nature, and this defines who I am. My dream is to study environmental management at Stellenbosch University, and to become an environmental specialist so that I can preserve the natural world for future generations.”
Our **Footprint**

- **Imizamo Yethu (IY)**
  The township of Imizamo Yethu (meaning “our efforts” in isiXhosa) in Hout Bay is where the seeds for our programme were planted in **2010**, with the implementation of informal after-school arts education workshops at IY’s Community Centre just after the Soccer World Cup. In **2011**, Lalela Project Trust was formally registered as a non-profit organisation in South Africa.

- **Hangberg**
  In **2011**, the foundation of our model for an arts education programme was developed in our partner schools in both IY and Hangberg, a community located on the steep mountain slope above Hout Bay harbour.

- **Masiphumelele**
  The township of Masiphumulele (meaning “let us succeed” in isiXhosa), which is located between Fish Hoek and Kommetjie on the Cape Peninsula, is another cornerstone of our programme. We’ve been working to create change here since **2011**.

- **Bonteheuwel**
  In **2018**, we brought our programme to Disa Primary in Bonteheuwel, a Cape Flats community ravaged by violence and gangsterism.

- **Zeitz MOCAA**
  In **2018**, we launched our exciting Zeitz MOCAA programme in partnership with this landmark museum at the V&A Waterfront.

- **Boschendal**
  In **2019**, Lalela began a new partnership with the Bertha Foundation, launching a programme at Bertha’s Retreat on Boschendal Estate in the Cape Winelands.

- **Philippi Village**
  In **2020**, Lalela’s life-changing arts curricula were introduced to children from the Siyangena informal settlement at our dedicated classroom in Philippi Village, an integrated Community Development Hub in the township of Philippi.

- **Maboneng**
  In **2015**, we expanded our footprint to Gauteng thanks to a partnership with the Tomorrow Trust in Johannesburg. We established Lalela’s Centre for Arts and Innovation in the city’s Maboneng Precinct.

- **Northern Uganda**
  The Lalela I AM Peace Centre for the Arts in Northern Uganda launched in **2012**, with Hope North, bringing arts education to former child soldiers.

- **Bulawayo, Zimbabwe**
  In **2017**, Lalela started its second programme outside South Africa through a partnership with Zara’s Centre in Bulawayo, Zimbabwe.
Why the arts?

The arts are often the first subject to be removed from a school due to a lack of resources, yet the importance of creativity in a child’s life is significant. Research proves that arts education enriches the lives of students, increasing their academic, social, mental and economic well-being over the long term.

Our Values

A Always inspire with creativity
R Reimagine challenge as opportunity
T Trust we can be Trailblazers of change
Happymore joined Lalela’s after-school programme at Zeitz MOCAA for reasons that say everything about his initiative and determination as a talented young artist. Living in the Cape Flats suburb of Manenberg with his mother and sisters, Happymore commutes into Cape Town to attend a school at which the Lalela programme is not offered. After participating in one of our holiday workshops at the museum, he courageously asked if he could continue as part of our formal programme.

“My passion is drawing, I started from a very young age. At Lalela I learnt to appreciate art more than I did before, and I learnt how much art can help people improve. Lalela taught me new things I wouldn’t have found out for myself, like how other techniques can help improve your imagination, and that there are different worlds of art to explore.

When Covid started I thought it was something that would happen for a few days and then be over. It really affected my family. Being in the virtual classes helped me to calm down. If you draw, you feel calmer, then you relax and you can think about what you’re busy with.

After school I want to study fine arts or architecture, another passion of mine. I would love to be an architect designing stadiums and arenas. After I get my degree, I want to travel the world to see different cultures and buildings in places like Paris and Dubai.”
Lalela’s arts education programme contributes to six outcomes, which are key indicators of life and academic success.

**Academic achievement**
For at-risk students, arts education increases school attendance, motivation to learn and academic success across the curriculum, with art students outperforming their peers on standardised tests.

**Critical problem-solving**
Students who study the arts re-evaluate their work as they go and develop advanced problem-solving skills, adapting their artwork to new perspectives and materials. As a result, art students are more likely to approach problems with patience and innovative thinking.

**Communication & collaboration**
Arts education provides students with a wide variety of collaborative projects, ranging from painting murals to participating in theatrical and musical performances. These projects teach students how to work in a team and how to navigate each other’s strengths and weaknesses.

**Grit & perseverance**
Students in the arts receive ongoing, constructive feedback and come to understand that feedback is a tool for improvement. Artists constantly draft, practise or rehearse their work before its presentation. They develop the humility and grit to acknowledge criticism and adjust their art as needed.

**Creativity & innovation**
The development of creativity and innovation is at the centre of arts education. In the arts, students are not confined by one answer. Instead, they are continually asked to try new things and seek alternatives. This kind of creative thinking is a key first step towards innovation, which is essential in an increasingly competitive world.

**Confidence & leadership**
The presentation of their work, through exhibit or performance, gives art students a sense of accomplishment. As a result, they develop a strong sense of identity and confidence in their ability to interpret concepts and express their opinions, driving their ability to perform as leaders in their communities.
Our programme’s Methodology

Lalela’s unique methodology is one of the key factors to our programme’s success.

Lalela’s arts-education programme is designed to create permanent, positive change in the lives of our students, providing them with the mindset to design a more certain future for themselves.

Our methodology, in development since 2011, connects the arts to everything important in a child’s life, from core academics to critical life skills. At its heart, our philosophy is that we do not teach learners what to think. Instead, we provide experiential learning that encourages them how to think.

Our curriculum and facilitation methods are supported by thorough needs assessments, rigorous training of facilitators, diligent implementation as well as community-based strategic partnerships.

Ideas, Art and Music (I AM) form the signature components of every Lalela curriculum.

Every lesson has a consistent rhythm: first an icebreaker, then creative meditation and arts implementation, and finally, reflection. We place an emphasis on timeliness and respect for each other in a collaborative and safe setting.

We promote positive classroom behaviour and attitudes by rewarding attendance, collaborative work, respect, courage and leadership.

Lalela has developed a unique, replicable model that can easily be implemented in other communities.

Each curriculum...

1. ... is stand-alone with a step-by-step process which allows any person with basic arts training to implement and adapt it in any community.

2. ... has a primary and a secondary goal to connect the curriculum to our Theory of Change (ToC) outcomes.

3. ... includes baseline questions asked at the beginning and the end of each session to measure its primary and secondary goals.
Our Monitoring and Evaluation Learning (MEL) model has been developed to measure the impact of our programme on a short- and long-term basis.

The Lalela MEL model has been developed in a participatory manner and is firmly based on actualities on the ground. The MEL model has been designed to be integrated into Lalela’s programme processes and operations so that it is part of the work flow at all levels.

Our innovative Theory of Change allows us to strengthen and refine the development of our arts education programme and ensures that we remain focused on the objectives. It is based on the understanding that innovative and creative young people will contribute to social and economic development. Furthermore, the World Economic Forum Future of Jobs Report 2018 predicts that by 2022, innovation, creativity and originality will be among the top trending skills in the workplace.

Lalela supports and is aligned with these Sustainable Development Goals:
Theory of Change & Indicators

Lalela graduates are role models and innovators with meaningful careers.

SHORT-TERM

STO1: More positive towards self, others and future
- more respectful
- more confident
- more positive future goals

STO2: More creative
- more imagination
- better art skills
- more use of creativity to manage stress and emotion

MTO3: More positive behaviour:
Greater tenacity
- increased commitment, motivation and resilience
- improved leadership and responsibility
- improved grit, drive and resilience

MTO4: Better cognitive and school performance
- higher school pass rates
- higher school graduation rates
- fewer school drop-outs
- better school marks
- better cognitive functioning

MEDIUM-TERM

MTO1: Better interactions with others
- with other friends
- with school staff
- at home and in the community
- better communication skills
- better social & emotional intelligence

MTO2: More positive behaviour:
Healthier choices
- reduced substance abuse
- fewer teenage pregnancies
- more self respect
- less crime and aggression

LONG-TERM

LTO1: Active citizens
- more involved in the community
- more involved at school
- more involved at home

LTO2: Positive role models
- leadership positions at school and in the community

LTO3: Meaningful work/further education
- more innovative
- more graduates in meaningful employment
- more graduates in higher education
Ryan has been in the Lalela programme since its inception in Hout Bay 10 years ago. He’s grown up in difficult circumstances and faced many challenges, not only in the home and academically but also as a young man looking to find his place in society. Despite this, Ryan has never given up or allowed his failures to define him, rather using them as lessons in tenacity and perseverance.

A Leadership alumnus, he’s become a representative for young people in his community and serves as head of the Hout Bay High Student Representative Council (SRC).

Ryan says that his Lalela class has always been a safe space. “No matter what your artwork looks like, it always has a story to tell and your voice will be heard. Lalela has helped me to build my self-esteem and to feel comfortable about who I am, where I am and what I have. It’s helped me to say, 'I can do it and I can be strong and I am brave'.

“Lalela provided methods to help me work hard for the dreams and goals that I have, always encouraging me to stay focused and show determination for what I want (to achieve). They have been there when I needed them the most, whether through supporting me academically or with personal life matters. I make better decisions because of the role that Lalela played in my life.

“I’m looking forward to going to college or university to study social work or social community development. I want to be a role model for those who’ve gone through a difficult time.”
2020 Impact

Year in review

The COVID-19 crisis created an unprecedented need in the communities where Lalela serves, making our programmes more important than ever. We made it our mission to continue inspiring hope through creativity while providing practical, tangible support and aid.

Lalela Virtual

Lalela quickly pivoted to provide learners with virtual access to our arts curricula, which include creative arts-based methods to instil healthy habits and psychosocial tools that our students could use to stay safe and cope during these troubling times. The remote art programme was designed to allow students to participate via WhatsApp Classrooms. Thanks to a generous donor, we were able to provide them with the data required to participate.

#lalelalockdownchallenge

Lalela's facilitation team developed a virtual holiday programme to keep students busy and motivated while at home during the sudden lockdown in March 2020. Through a series of educational and creative challenges – made possible by way of text, WhatsApp and Facebook messages to those learners with access to cellular phones and data – we could continue to provide life-changing art to particularly vulnerable children, making their days indoors that little bit brighter.

My daughter had a wonderful time. Our children really need this. The programme motivates her so much.

Gertrude, Lalela parent, Hout Bay

I am 17 years old and doing grade 11 this year. This artwork is called ‘Not all superheroes wear capes’. It should encourage everyone to trust their doctors and show that they too should be recognised as heroes.

- Shaun, learner from Imizamo Yethu.

My daughter had a wonderful time. Our children really need this. The programme motivates her so much.

Gertrude, Lalela parent, Hout Bay

We reached 10 times more learners than other South African virtual after-school programmes.

79% of learners felt they made new or stronger friendships because of the virtual programme, an especially important element for children during this strange time of isolation.

93% of learners felt they could better use art to manage stress or anxiety as a result of the Lalela Virtual programme.

3 TB Data provided to students for Lalela Virtual.
COVID-19 relief

With the generous support from Kirsh Foundation, and working with organisations such as COURAGE and Hope SA, we stepped in to provide aid to our students, families and communities with much-needed parcels of food and vouchers for purchasing essential supplies, which our team distributed every month.

Lalela came out strongly in support of our kids when they were going through a very difficult time. When their parents didn’t have work and there was no income, Lalela’s food parcels kept them going. When learners could come back to school, it was so much easier for them to fall in again. What Lalela is doing is changing the lives of young people and guiding them to success.

Mr Julius, Principal, Hout Bay High School

400

Art material packs distributed to Lalela’s young artists during the lockdown.

Have crayons, will draw!

We supplemented art materials to some of our students who would otherwise not have been able to participate in our virtual workshops from home. Nothing could beat the sight of their smiling eyes when collecting their supplies!
Strong Together Challenge

As part of the Princess Charlene of Monaco Foundation’s #StrongTogether Challenge, the Lalela team distributed essential PPE to residents and many of our learners in Imizamo Yethu. For many members of the community, access to masks and sanitiser was limited in the early days of the COVID-19 pandemic.

Lalela’s Trauma Curriculum

Drawing on the experience gained from our Heart Maps social cohesion project, Lalela developed a comprehensive guide for educators working with learners affected by trauma. The curriculum provides tips and tools to assist educators as they navigate through traumatic and uncertain times. The training is due for rollout starting with the Western Cape Department of Education in the latter part of 2021.

“I must commend the Lalela team for compiling and designing this programme, which can act as a blueprint for every organisation that deals with children – including every school. Trauma happens and I believe the necessity of training educators to understand and intervene is paramount.”

Dorianne Weil, Clinical Psychologist
Valentine attends our programme at Lalela’s Centre for Arts & Innovation in Maboneng, where she’s proven to be a committed student with a fervent desire to reach her dreams, whatever the odds. Residing in Joburg’s inner city with her mother and sister, Valentine’s life isn’t always easy. Yet she’s never missed a Lalela session – in-person or virtual - even while putting her academic studies first, and is now the head girl at her school.

“Lalela doesn’t only teach you about being creative, but also how to stand on your own two feet. Lalela has taught me how to believe in myself and to forget about the bad things that are happening in my life.

“During the lockdown, when my parents didn’t have enough money to buy food, Lalela helped us with food parcels and sent us data every month.

“Learning online during that time was very difficult, because you don’t always understand some of the things. I coped (academically) because I studied a lot and was doing extra lessons, including Lalela Virtual workshops.

“Through Lalela, I’ve learnt to make good decisions about my life and to manage stress better.
Grade 12 results

In what were the most challenging of circumstances for grade 12 students to write their exams, Lalela learners still managed to achieve above-average results.

86% of Lalela learners at Hout Bay High School passed grade 12 (compared to the 80% average pass rate of Western Cape and the 76% national pass rate).

65% of Lalela learners at Silikamva High School passed grade 12 (compared to the 51% average pass rate at the school).

63% of Lalela’s grade 12 learners at Maboneng achieved a Bachelor’s Pass, qualifying them for university entry (compared to the 44.5% Bachelor’s Pass Rate of grade 12 learners in Gauteng).

71% of Lalela’s grade 12 learners at Hout Bay High School achieved a Bachelor’s Pass (compared to the 44% Bachelor’s Pass Rate of grade 12 learners in Western Cape).
Our strategic partnerships with low-fee or no-fee schools as well as with other organisations that champion youth development allow us to grow our programme while putting Lalela at the forefront of educational arts in Southern Africa. These partnerships enhance our ability to advocate the critical contribution that the arts make to academic achievement, socio-economic change and innovation.

Lalela has made it that much easier for us and has helped to solve many issues we were experiencing with our learners, from discipline to their work ethic. We have seen improvements in behaviour and academic work, and the learners have developed more self-respect and confidence. A lot of our Lalela kids have become leaders in their class and in our school representative council, as well as mentors to their fellow learners.

Mr Julius, Principal, Hout Bay High School
No act of kindness, no matter how small, is ever wasted. It’s amazing what Lalela does to better our community. I believe they do things for people not because of who they are or what they do, but because of what Lalela is as an organisation. We salute you, Lalela!

Mr Mhlengu, Teacher, Silikamva High School

Hangberg
Hangberg in Hout Bay was once a flourishing fishing village, but due to the steady decline of its economic health, now suffers from extreme poverty and issues such as gangsterism and domestic violence. Its population is predominantly mixed-race English- and Afrikaans-speaking.

School Partners: Sentinel Primary School, Hout Bay Primary School and Hout Bay High School.

Imizamo Yethu
IY, as it’s commonly known, is an informal or shack settlement set on a steep mountain slope in Hout Bay, with a population of approximately 40,000 mostly isiXhosa-speaking residents. It is beset by issues such as overcrowding, unemployment and substance abuse.

School Partners: Oranjekloof Moravian Primary School and Silikamva High School.

Masiphumelele
Masiphumelele, or Masi, is a township near Fish Hoek with a mostly isiXhosa-speaking population. Basic amenities are scarce in the community, which, in addition to suffering the effects of extreme poverty, has a high prevalence of HIV and tuberculosis.

School Partners: Ukhanyo Primary School and Masiphumelele High School.

Bonteheuwel
Bonteheuwel is a Cape Flats community ravaged by violence and gangsterism. Marked by abject poverty, poor infrastructure and overcrowding, a lack of opportunities for youth further drives the allure of drug use and criminal activity.

School Partner: Disa Primary School.

Lalela is one of the best projects ever for our school and for Masiphumelele because of the many challenges we face in our community. All these social ills impact negatively on the education of our learners. Having Lalela at our school is a blessing because the mindset of our learners has changed. There are learners that now have a growth mindset, thinking: ‘I can grow, I can change, I can change the way I do things, and I can develop.’ Lalela has given us hope.

Mr Tyhali, Principal, Ukhanyo Primary School

The programme helps our learners who are faced with challenging social issues, poor living conditions, violence and lack of sustenance to have a sense of belonging.

Mr Mhlengu, Teacher, Silikamva High School

Mr Libbie, Teacher, Disa Primary School.

Mr Tyhali, Principal, Ukhanyo Primary School

No act of kindness, no matter how small, is ever wasted. It’s amazing what Lalela does to better our community. I believe they do things for people not because of who they are or what they do, but because of what Lalela is as an organisation. We salute you, Lalela!
Lalela has served as a wonderful platform for our learners to express themselves artistically and creatively (our school being a fantastic recipient of this), while also embarking on uplifting opportunities to empower and improve the social circumstances of the Imizamu Yethu and Hout Bay communities.

Faseeg Manie, Principal, Silikamva High School

“I look forward to the Lalela workshops every week because I learn more than just art there.”
Imani, Grade 7, Sunnyside Primary School

“Lalela has helped me to be kind to people, to respect people and to appreciate everything that I get. Lalela has helped me to improve at school. My artwork is also improving every single day.”
Sharon, Grade 5, Pniel Primary School

Zeitz MOCAA
In collaboration with Cape Town’s landmark contemporary African art museum, Lalela is able to bring our after-school programme to children from poverty stricken inner-city communities who might otherwise never have access to the creative arts. Our workshops are held on weekday afternoons at the Zeitz MOCAA Centre for Art Education.

School & Welfare Partners: Mary Kihn School For Partially Hearing Children, Prestwich Street Primary School, St Paul’s Primary School, Ellerton Primary School, Dryden Street Primary School, Salt River High School, Sea Point High School, Vista High School, Ons Plek Child and Youth Care Centre, Marsh Memorial Homes, South African Children’s Home, Lawrence House Child and Youth Care Centre.

Melkbosstrand
Working with the Rotary Club of Melkbos, Lalela provided after-school workshops to learners from the Melkbos Care Centre, which itself provides services to orphaned and marginalised children, many of whom live in homes affected by HIV/AIDS and substance abuse.

School Partner: Van Riebeeckstrand Primary School.

Boschendal, Cape Winelands
In partnership with Bertha Foundation, Lalela provides our life-changing arts curricula to children from the communities of Pniel and Languedoc at our dedicated classroom at Bertha’s Retreat on Boschendal Estate. While adjacent to the affluence of the tourism-rich Cape Winelands, these communities are adversely affected by poverty, with a notably high drop-out rate in schools.

School Partners: Pniel Primary School and Nondzame Primary School.

Philippi Village
Our latest project with Bertha Foundation launched late in 2020 in Philippi Village, a ground-breaking integrated Community Development Hub in the Cape Flats township of Philippi, which is considered one of the most neglected areas in the Cape Town Metropole. The introduction of our programme was a direct response to the needs of the community, which includes the Siyangena informal settlement.

School Partners: Siyazakha Primary School, Nomlinganiselo Primary School, Sunnyside Primary School, Zanemfundo Senior Secondary School and Dr. Nelson R. Mandela High School.

Western Cape, South Africa
Gauteng, South Africa

Lalela Centre for Arts and Innovation, Gauteng

Lalela partners with several schools in Johannesburg’s inner city, providing a safe space for learners of multiple ethnicities at our centre in the Maboneng district. The area is home to approximately two-million multilingual individuals from South Africa and the greater African continent.

Challenges are ever-present as the area suffers from severe poverty and issues such as unemployment, crime, xenophobia, and drug and alcohol abuse. Many of our students are undocumented and therefore face additional challenges such as not being eligible for further study or job opportunities.

Lalela’s partnership with the Tomorrow Trust has brought our arts education programme to learners from Soweto and Diepsloot through workshops on Saturday mornings.

School Partners: Metropolitan College, Fort Usher Educational Institute (formerly Olympus), JW Saints College, Mahlasedi High School, Mahlasedi Primary School, Beyhan College and Kube Schools.

Zimbabwe

Through our partnership with Zara’s Centre in Bulawayo, Zimbabwe, we continue to provide arts education to vulnerable children for whom the after-school centre is a safe haven.

Lalela has benefitted our children a lot in terms of the artistic skills they have developed, but we have also realised that the arts education they receive through the programme works as a form of counselling. We are so grateful for this service to our community, and for the intervention of food parcels during the lockdown period. We would also like to thank Lalela for the virtual programme, which has gone a long way in ensuring our students are occupied during this time. I think it’s a brilliant project.

Mr Mudzembo, Principal, Fort Usher Educational Institute (formerly Olympus)

Uganda

Lalela workshops are held at the I AM Peace Centre for the Arts with Hope North in Northern Uganda, one of our earliest partnerships. The Centre provides a safe space for former child soldiers, who now have the chance to express themselves through art and creativity.

“A lot of children’s lives have been changed because they have the space to just be themselves. At first I thought I was here in this space to draw and make art, but later I realised art is about learning who you want to be in life.”

Immanuel, 16, Lalela Maboneng
Leadership

Every year, Lalela chooses a group of learners from Silikamva High School in Imizamo Yethu and Hout Bay High School in Hangberg to participate in our Leadership programme, which seeks to transform students into role models and strong leaders who can truly become trailblazers of change.

It’s important that we identify and nurture the young leaders of our communities today, because they will drive and affect change in the years to come. We couldn’t be more proud of the amazing group of emerging leaders that we have in the programme this year!

Rowan Roman, Facilitator, Lalela Leadership

Female Empowerment

Equipping young women to imagine a better future for themselves is one of the main goals of our Female Empowerment programme for high school students. It aims to encourage female learners to remain in school, develop the confidence to excel in their academic studies and build the courage to dream beyond what is expected of them. With South African girls and women under the constant threat of gender-based violence, it is vital to provide the critical life skills they need to navigate the many challenges they face every day.

Being able to share two wonderful days of art and yoga workshops with the ever-inspiring Female Empowerment students of Lalela was to me what the yoga practice is all about – connection, union, and togetherness. Seeing such strong, independent young women proves that female empowerment knows no borders or boundaries, which is why South Africa and the world at large better get ready for the next generation of leaders!

Jordan Ashley, Souljourn Yoga
Sindile was one of the first students to join Lalela’s Maboneng programme when it launched in 2015. Even though he graduated from his high school with an impressive Bachelor’s pass in 2020, he’s stayed on as a Lalela volunteer while considering his future options. For students such as Sindile who’ve immigrated with their families from other African countries, tertiary study is often an impossible dream without the right documentation. Sindile lives with his parents and younger sister in Hillbrow.

“Lalela is a very warm place, like a home away from home. What I’ve enjoyed the most when doing the artworks and interacting with the environment is being creative. Using art, I’ve learnt how to control my thoughts and keep myself motivated. I used to have a lot of anger issues and low self-esteem, but now I’m able to manage my emotions.

“The Lalela Virtual art programme helped me to cope during the lockdown because it distracted me from doing a lot of thinking or sitting and not being active. What I liked was the interactivity. I got to meet a lot of people that I didn’t know.

“I’ve learnt that with art anything is possible; that I can achieve anything that I put my mind to. Lalela has taught me how to think outside the box and helped me discover who I am and what I like to do. I’m actually business-minded! In the future, I want to own my own brand and to be my own boss.”
2020 Highlights

Despite the challenges presented by COVID-19, Lalela students, partners and friends of the organisation engaged in many joyful and meaningful activities throughout the year.

JANUARY

Welcoming our Stanford Interns

We’re proud of our longstanding partnership with the Stanford Bing Overseas Study Programme, and warmly welcomed Stanford students Janet Martinez (an International Relations major) and Paloma Jimenez (an Urban Studies major) to join our team as interns during the first term. The pair created a zine, incorporating methodology used in their own academic work at Stanford, modelling their interviews after the practice of “testimonio”.

FEBRUARY

Investec Cape Town Art Fair

Lalela was invited to join the Investec Cape Town Art Fair as its CSI partner for the sixth year in a row. In addition to having the privilege of showcasing our programme at this prestigious event, we were thrilled to be one of the beneficiaries of mountains of beautiful, high-quality art materials, which were the building blocks of a very special art installation created especially for the fair.

MARCH

The Tempest

In March, our cast of Lalela actors put on an inspired rendition of “The Tempest” for the Cape Town leg of the Shakespeare Schools Festival South Africa, held at the Fugard Theatre. With only six weeks to audition, learn their lines and rehearse until the performance, these young thespians put their hearts and souls into what was their first-ever theatrical experience. Bravo to the cast and volunteer crew, especially to the tireless director, Claire Baker.

AUGUST

Women Supporting Women

During Women’s Month our grade 8 Female Empowerment students were paired up with inspiring female role models through an interactive process conducted via WhatsApp. Each pair was then asked to interview each other, and then create and exchange their resulting Heart Maps.
SEPTEMBER

Little Amal meets Lalela

Learners from our Boschendal programme welcomed Little Amal, the celebrated giant puppet travelling the world to highlight the plight of refugees, to the Western Cape for a day of interactive fun on the estate. We were proud to be a part of this global storytelling initiative! (walkwithamal.org)

OCTOBER

Keeping the Lights On

Our Maboneng team and students were excited to participate in the #LightsOnAfterSchool global campaign, which highlighted the significant impact that After School Programmes make in supporting students, families and schools especially during a time of crisis.

Inspiring our Artists

Award-winning artist Blessing Ngobeni took time out to work with a group of our high school learners in an interactive WhatsApp workshop, which culminated in the creation of their own incredible artworks inspired by his distinctive style.

NOVEMBER

Making our Mark

Young artists from Lalela’s Zeitz MOCAA programme used their creative talents to create a new mural in collaboration with the V&A Waterfront and graffiti artist Garth Wareley. Originally intended to be created on Human Rights Day in March, the message of the design still holds as a declaration of children’s right to education, equality and healthcare.
Our Sustainable Future

Lalela’s future impact relies on sustainable and diversified funding, as well as strategic alliances with committed programmatic partners. We aim to derive more investments from South Africa through interest in education and transformation.

Our focus is on the development of corporate sponsorships, a private donor and foundation revenue, and campaigns across our digital platforms, aimed at funding both physical and virtual Lalela classrooms.

The average size of a physical Lalela classroom is 24 learners, served by a Lalela facilitator and co-facilitator who have undergone training in our proprietary curriculum and methodology. Thanks to virtual workshops held in WhatsApp “classrooms”, we can provide our life-changing arts curricula outside of the traditional structures. In both instances – regardless of the platform – learners are equipped with unique experiential learning and support, which extends beyond the classroom and into the community.

Visit our new website: www.lalela.org

Students have experienced Lalela’s life-changing arts curriculum to date.

55,000+
Students have experienced Lalela's life-changing arts curriculum to date.
Lalela Scarf

Lalela Scarf is integral to the organisation’s sustainability. Products ranging from luxurious scarves to accessories such as leather bags and luggage tags feature inspiring designs from the young artists in our programmes. All the proceeds from sales go towards helping young innovators find their voice and overcome the narrative of poverty through the transformative power of arts education.

These products are sold directly to the public or to high-end retail outlets, locally and internationally, and are available to purchase on www.lalelascarf.co.za

A limited-edition range of Lalela Scarf masks was also created in collaboration with South African designer Juditha Sakinofsky. The double-sided three-pleat masks were made from Lalela printed hemp and West African fabric, all in pursuit of health, wellness and zero waste.

Despite a tough year with COVID-19, 2,204 Lalela Scarf products sold in 2020

42 retail outlets internationally
Our **Financials**

Financial Summary for the year ended 28 February 2021

### Statement of Financial Position as at 28 February 2021

<table>
<thead>
<tr>
<th>Figures in Rand</th>
<th>2021</th>
<th>2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assets</strong></td>
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<td></td>
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<td><strong>Non-Current Assets</strong></td>
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<tr>
<td>Equipment</td>
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<td><strong>42,814</strong></td>
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<td><strong>Current Assets</strong></td>
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<td>Trade and other receivables</td>
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<td>Cash and cash equivalents</td>
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<td><strong>8,866,072</strong></td>
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<td><strong>Total Assets</strong></td>
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<td><strong>9,856,603</strong></td>
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<td><strong>Trust funds and Liabilities</strong></td>
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<td></td>
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<tr>
<td><strong>Trust funds</strong></td>
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<tr>
<td>Trust funds</td>
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<tr>
<td>Trust capital</td>
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<td></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
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<tr>
<td><strong>Accumulated surplus</strong></td>
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<td><strong>8,163,077</strong></td>
<td><strong>9,414,487</strong></td>
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<td><strong>8,163,177</strong></td>
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<td><strong>Current Liabilities</strong></td>
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<td>Trade and other payables</td>
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<tr>
<td></td>
<td><strong>745,709</strong></td>
<td><strong>442,016</strong></td>
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<tr>
<td><strong>Total Equity and Liabilities</strong></td>
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<td></td>
<td><strong>8,908,886</strong></td>
<td><strong>9,856,603</strong></td>
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### Statement of Comprehensive Income

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<tr>
<th>Figures in Rand</th>
<th>2021</th>
<th>2020</th>
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</thead>
<tbody>
<tr>
<td>Donations received</td>
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<td>Sundry income</td>
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<td>Other operating expenses</td>
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<td>(9,094,597)</td>
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<td></td>
<td><strong>(725,994)</strong></td>
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<td>Interest received</td>
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<td>Fair value adjustments</td>
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<td><strong>(1,250,814)</strong></td>
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<td>Surplus before taxation</td>
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<tr>
<td>Taxation</td>
<td>(596)</td>
<td>(71,244)</td>
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<tr>
<td></td>
<td><strong>(1,251,410)</strong></td>
<td><strong>310,968</strong></td>
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</table>
Unenceba is in grade 11 at Silikamva High in Imizamo Yethu, where she lives with her parents. Coming from a community that faces many social issues, Unenceba is described by her Lalela facilitators as ‘someone who is clearly determined not to be defined by circumstance but rather by her strong convictions, faith and hard work’. A role model for her younger peers, she’s also a budding entrepreneur, having started her own jewellery-making business.

“Lalela is a safe space where you can be yourself and feel free. When I started, I didn’t know how to do art, but I loved it. I now know how to paint and draw, and I can do anything that pops into my mind.

“The most important thing that Lalela has taught me is to be real with myself. Participating in Lalela has affected my self-esteem in a way that now I am able to speak publicly and proudly. I’ve learnt that the decisions I make today will determine my future.

“My dream is to become a lawyer or a psychologist. Right now, I’m looking forward to finishing my studies, getting a job, and making my parents proud.”
I would like to congratulate the entire Lalela team on the work that they have done during lockdown with their Lalela children and families. The commitment and agility they have demonstrated in continuing the creative and therapeutic work through the arts as well as ensuring necessary, basic provisions for families in need during this time, is commendable, and a testament to their unwavering professional care and deep concern for our most at-risk communities. The Zeitz MOCAA Centre for Art Education is happy to have Lalela as one of our ‘travel companions’ – not only at this time of COVID-19 but as we continue to work together in creative arts education to give our future audiences and citizens a voice and agency to make better communities and a better world.

Liesl Hartman, Head of Education, Zeitz MOCAA

Through our partnership with Lalela and showcasing their magnificent scarves in our hotels and lodge boutiques, we not only show our appreciation for these incredible works of art, but we continue to support this initiative where creative thinking in children is nurtured, and we celebrate their journey of how art changes lives.

Liz Biden, The Royal Portfolio

That the well-established relationship between the V&A Waterfront and Lalela has continued to grow and flourish, even despite the unique challenges brought on recently by COVID-19, is testimony to our joint sense of self-belief and purpose, something we anticipate sharing in the future.

Henry Mathys, Programme Manager: Social Inclusion and Placemaking, V&A Waterfront
Our Board

**US Board**
Chairperson: Andrea Kerzner  
Secretary: Terry Torok  
Treasurer: Norman Cohen  
Michael Beneville  
Colin Finkelstein  
Wendy Fisher  
Lisa Kaye  
Vanessa Kerzner  
Mark Landis  
Jesse Robert Lovejoy  
Shaun Osher  
Sandy Tabatznik  
Michele Wiltshire  
Ronald Wohlman

**SA Board**
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Secretary: Caro Macdonald  
Treasurer: Suzanne Annenberg  
Abigail Bisogno  
Pulane Kingston  
Mandla Sibeko  
Sandy Tabatznik  
Marco van Embden

**Advisory Board**
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Emily Beare  
Greg Calejo  
Colin Cowie  
David Friedman  
Mariane Ibrahim  
Kweku Mandela  
Edward Nahem  
Renee Rolleri  
Nina Runsdorf  
Mark Rutstein  
Nikki Silver  
Lara Stein  
Carmen Zita

**Trustees**
Andrea Kerzner  
Abigail Bisogno  
Marco Van Embden
Our 2020 team

New York Head Office
Chief Executive Officer & Co-founder: Andrea Kerzner
Chief Creative Officer & Co-founder: Sandy Tabatznik
Programme & Communications Administrator: Melissa Jester

Cape Town Head Office
Executive Director: Leigh Robertson
Events & Relations Manager: Oliver Nurock
Senior Programme Manager: Firdous Hendricks
Programme Administrator: Dominique Olivier
Programme Manager - Partners: Sean MacGinty
Office Support: Maxine Christians, Zimasile Sibotoboto
Interns: Caitlyn Johnson, Jason Minnaar, Kelebogile Pholoane

Cape Town facilitators
Art Facilitators:
Siyolisi Bani, Sikelelo Holose,
Tandile Makhabeni, Chante Marajh,
Theima Mort, Nwabisa Ndongeni,
Marilyn November, Tony Mhayi, Mark Oppelt,
Rowan Roman, Naz Saldulker, Lyonelle Smith,
Melny Swartz, Chuma Nozewu
Co-facilitators:
Nozuko Manyisana, Wilma Bruintjies-Mathese

Maboneng Precinct Lalela Centre for Arts and Innovation (Gauteng, SA)
Programme Coordinator: Vika Mjoka
Art Facilitator: Thandiwe Sibanyoni
Art Co-facilitator: Portia Qhemekoane

Hope North (Uganda)
Art Facilitator: George Ochora

Zara’s Centre (Zimbabwe)
Art Facilitator: Rebecca Gopito
Thimna is in grade 10 at Masiphumelele High. In the three years since joining Lalela our team have witnessed her bloom into a strong, determined and highly focused young woman. Thimna lives in Masi with her mom, a single mother, as well as her aunt and cousins, who lost their dad to COVID-19. Finding balance between the challenges at home and her academics is often a struggle, and yet she’s one of the top achievers at school and a natural leader in the classroom.

“At Lalela we don’t only learn about art but also about social issues, and we get to be open about stuff happening in our lives. Lalela has helped me with my mental issues because the environment is full of love and laughter. I become at ease, and then I let loose and I become myself. I’ve learnt about the importance of creativity and imagination; how it’s important to imagine and visualise things and dream.

“When my uncle died, I used to cry every day. Being in the virtual group helped me because I could escape from reality and focus on my artwork. The energy was the same as when we were in class together; it was a happy, fun place for me.

“I’m looking forward to being successful, living my own life, and being my own person. My dream is to be both an engineer and a doctor! Once I’ve got my bachelor’s degree in mechanical engineering and worked for five years, I’ll get my degree in medicine.”
Follow our journey
www.lalela.org

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