



visionafriKa

ANNUAL REPORT 2016

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IT IS MY PLEASURE TO SUBMIT THE CHAIRMAN'S ANNUAL REPORT FOR THE 2016 PERIOD.

As one of the original board members, I have had the immense privilege of watching this organization grow from strength to strength. I am especially pleased that, despite the ever-changing socio economic challenges, we have faced over the years, the heart of our vision and love of what we do remains steadfast.

The new independent Primary School is now successfully established in our current premises. Our Early Childhood Development program is doing very well and a solid foundation has been laid to that effect.

The progress in the Primary School has resulted in steady growth, improved quality and significantly better academic outcomes.

Consistently good grade 12 results, sees a steady stream of learners qualifying for the tertiary education possibilities that lie ahead.

Despite a slow start, the woodwork training has gathered both traction and momentum and continues to show signs of growth because of the staff's dedication and commitment.

The aftercare in Vlotenburg is flourishing so much so that the parents of the grade R learners have requested we offer them an aftercare facility as well.

While we look back proudly at our achievements, we must take cognizance of the challenges we have faced and will continue to face in the future.

Like most other things in life, space continues to be a challenge. We have to build more infrastructure to meet the growing demand in our school. On the bright side, we have become victims of our own success!

It has and continues to be, a very tough financial landscape for us to navigate our way through. Fund raising is very difficult with the above in mind. We have experienced poor financial performance from some of our parents and this remains a very large area of concern for us.

Our staff remain as committed as ever, but we need the support of all the stakeholders especially the parents to commit to helping us achieve our shared common goals and aspirations. We as an organization, recognize some dire home situations in respect of psychosocial and financial impediments and the impact it has on those children to grow and optimally perform in the respective programs.

During the course of 2016, Prof. Sandile Gxilishe regrettably tendered his resignation as board member due to personal reasons. As a specialist in education, he served Vision AfriKa selflessly since 2014.

In closing, I would personally like to thank the volunteer management committee/board members for their selfless contributions and all the staff members of Vision AfriKa for their hard work and their dedication to the cause.

Sincerely,

Gordon Boonzaier (Chairperson)

While we look back proudly at our achievements, we must take cognizance of the challenges we have faced and will continue to face in the future.

WHAT MAKES VISION AfriKa DIFFERENT.

For many years, I have dreamt of traffic calming measures to be put in place in front of our building. Masithandane Street is one of the major streets in Kayamandi...a street our children from as young as 3 years old must cross, often unaccompanied. Seeing cars race up and down the street and totally disregarding a stop sign had me both nervous and angry.

Looking at our present and past participants, I am sure our kids are part of a new generation who have a CHOICE.

Getting a speed calming/raised intersection is a long bureaucratically infused story, which I will perhaps share another time to make another point...

My current learning out of the raised intersection was however that it only resulted in somewhat altered behaviour. People did not suddenly stop; they merely slowed down a bit, as the intersection would otherwise damage their cars.

“My” raised intersection is now a daily reminder that people do not change just because we tell them to. Perhaps that is why the Vision AfriKa approach to youth development is so important. We strive to help kids and young people develop their full potential in full responsibility. The practice of our programmes sees young people exposed to choices that opens up the possibility of acting in a way different to conduct perceived to be the “only way” or the “way it has always been done”. Built into all programme components, is an active pursuit of skills to also weigh the options and then to pro-actively make a choice.

Looking at our present and past participants, I am sure our kids are part of a new generation who have a CHOICE to be either considerate or not as they use the streets of Kayamandi ... and life....

I think THAT might perhaps be even more important than the amazing academic results our children and young people achieve.

Gerrit Laning (Director)

STAFF

VISION AfriKa's TRAJECTORY OF
GROWTH OVER THE PAST YEARS HAS
BEEN PHENOMENAL.



Growing the extent of current programmes with new year groups and adding new programmes like the Vlottenburg Aftercare necessitated new staff members.

At the end of 2016, Vision AfriKa had a payroll of 33 staff members of whom most serve in a full-time capacity.

While we still hold to our philosophy of **EMPLOYING YOUNG LOCAL STAFF and GROWING THEIR POTENTIAL**, we concurrently had to employ a number of highly skilled professionals especially in our Primary School.

Our internship (and internal development) programmes is however growing potential candidates working towards and holding more formal qualifications which means that as from 2017, we will be able to draw even more on our in-house pool of staff especially for promotion appointments.

The prospect of being able to offer staff members an internal progression path linked to their own personal development is an important step towards long-term sustainability of the organisation.

In 2016, the main focus of staff personal development plans was directed towards increased competence in programme delivery. Continuous attention to programme development, planning, monitoring and evaluation were all aimed at offering our programme participants content, which is applicable, and fulfilling real needs.

DURING STRATEGIC PLANNING EVENTS, STAFF WERE ALSO ENCOURAGED TO LOOK AT THE BIGGER PICTURE OF VISION AFRIKA'S WORK. THE SESSIONS RESULTED IN A NEWLY ADOPTED VISION STATEMENT BEING:

"To see every learner in South Africa get a fair chance to realise their full potential in full responsibility".

STAFF WERE ENCOURAGED TO MAKE USE OF EXTERNAL TRAINING OPPORTUNITIES.

These included all High School programme staff members

- attending training in a Career guidance programme offered by the University of Cape Town
- training in Neuro-Linguistics Programming (a coaching model) (Only for a few staff members. Not necessarily High School)
- and enrolment at Boland College to further ECD training. (Only for the ECD staff)

ORT (SA) trained Primary School and ECD staff in the use of a sponsored Lego blocks programme aimed at increased tactile learning. This is an ongoing relationship, which is most beneficial to the teachers as well as the learners.

IKHAYA PRE-PRIMARY SCHOOL

THE WORK DONE IN THIS SCHOOL IS

FOUNDATIONAL AND CRUCIAL.



It is often difficult to rate the quality of education in an early childhood development context as there is no standardised benchmark against which the development of our children can be measured.

Obviously we felt the crèche teachers is doing a good job, but it was only during the selection process for enrolment in Grade R where we found our children to be much further advanced in their development compared to children from the surrounding community.

The work done in the Ikhaya Pre-Primary is foundational and crucial with various bodies of research confirming the **IMPORTANCE OF A SOLID EARLY CHILDHOOD DEVELOPMENT** programme as a fundamental requirement for **FUTURE ACADEMIC SUCCESS**.

Increased management support enabled the ECD staff to expand on their planning and daily routine to tailor to individual needs of the learners in their classes.

As always, the experiential worlds of the learners were also broadened with a number of outings conducted during the year. These included visits to:

- The Farm Yard
- Crocodile Park
- Giraffe House

Many a tear were shed as Vision AfriKa bid farewell to Mabel Rens after 22 years of service. Mama Mabel (as most people know her), was a well-loved figure in the 2-3 year old age group and she touched many learners' lives and hearts. Mabel is looking forward to a well-deserved retirement, but she kept open the possibility of "still helping out the crèche if and when she is needed". We are very thankful for everything she has done and given to Vision AfriKa and her presence will be missed.



VISION AfriKa PRIMARY SCHOOL

**AFTER 2 YEARS IN OPERATION, THE
SCHOOL IS NOW WELL ESTABLISHED
AND RECOGNISED IN THE COMMUNITY
AS A CENTRE OF EXCELLENCE.**



In 2016, a Grade 2 class was added. Mrs Jennie van Jaarsveld was appointed as the Grade 2 teacher with Mrs Thandi Shenxane as her assistant.

Due to a high demand for enrolment at the school, our application process opened in July. The application process for the crèche as well as the primary school ran very smoothly. We will continue with this process next year.

In Vision AfriKa Primary School, there is a strong emphasis on academics.

Tangible results for the Vision AfriKa Primary School is a 100% pass rate for all learners who have been in the Vision AfriKa programmes for more than 1 year. This means that there is now a direct proven link around the duration of Vision AfriKa programme intervention and learner grade attainment. Our children who have progressed through our own ECD facility are the best performing cohort in all existing grades. For children who did not benefit from previous Vision AfriKa programming, we have taken a strategic decision to rather hold them back as early as possible in the Foundation Phase in order to ensure a sound academic underpinning for future grades.

In the light of this decision not to try to push children through grades, we are happy with a 91% average pass rate for the school.

Management of the school is formalised with Mrs. Sarita Slabber appointed as the lead teacher. Regular morning meetings with the crèche and primary school staff improved the communication between management and staff. It also helped to build a good team.

THE LEARNERS' LIVES WERE ENRICHED IN THE FOLLOWING WAYS:

- Team for Tech introduced the learners to science, technology and computers.
- Biblionef and Rhenish Primary School donated books for the library.
- The clinic sisters visited the school and all the learners' clinic cards were updated, all the learners were de wormed and the necessary inoculations were given.
- A representative from the police service visited the school and taught the learners about stranger danger and safe places to play.
- The traffic department placed a traffic officer at Vision AfriKa to ensure that the learners can cross the street safely in the mornings and afternoons.
- Rhenish Primary School visited the Grade 2's for Mandela Day. In return, they invited the Grade 2 learners to a play. The Grade 2's was treated as guests of honour and thoroughly enjoyed the play.
- The Grade 1's continued building their relationship with the University of Stellenbosch Botanical Gardens. The Grade 1's was taught about different parts of plants as well as how to take care of plants.
- Delvera farms visited Vision AfriKa and taught the Grade 1 learners how to plant seedlings. They donated spinach, onion and butternut seedlings. The learners watered the seedlings as well as weeded the beds.
- Several local and overseas volunteers rendered invaluable service to the programme.

KAYAMANDI HIGH SCHOOL PROGRAMME

IN 2016, THE HIGH SCHOOL
PROGRAMME SUPPORTED 172 HIGH
SCHOOL LEARNERS BETWEEN THE AGE OF
11 AND 18 FROM GRADE 8 TO 12.

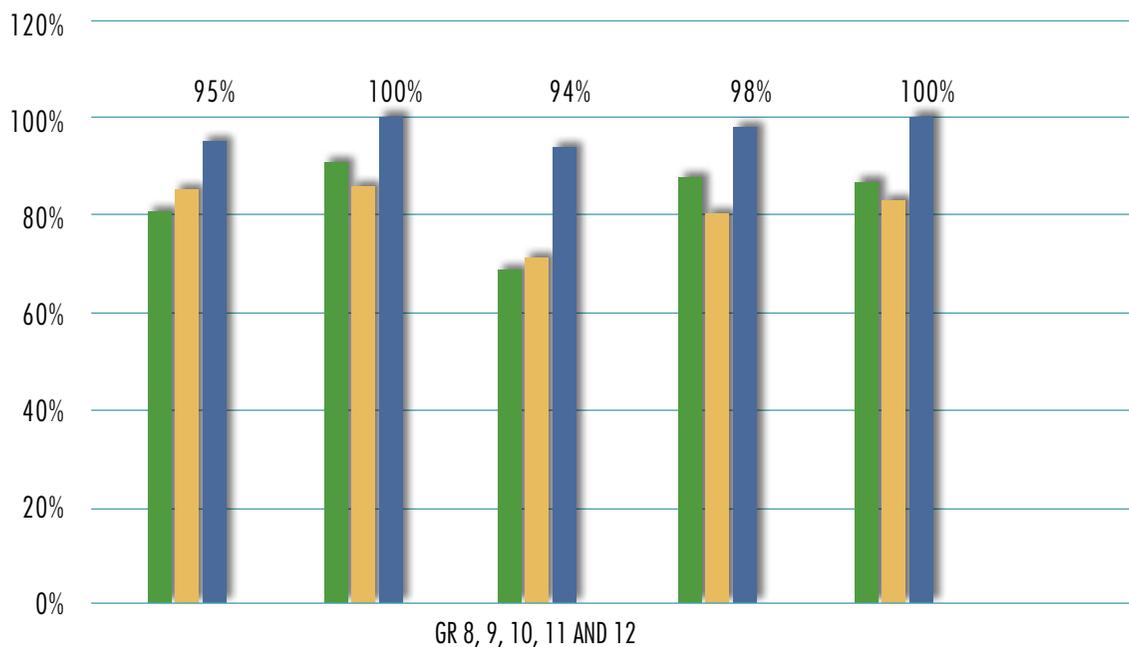


The learners are supported in their academics and are encouraged to achieve not less than a code 4 (50%) in each subject. Through a process of **personal and group goal setting, academic goals and achievement** are increased gradually in order to reach the goal of a Grade 12 pass with good enough marks to qualify for enrolment to Tertiary education.

The 2016 pass rate for each grade were as follow:

Grade	Makupula High School	Kayamandi High School	Vision AfriKa learners
8	81%	85%	95%
9	91%	86%	100%
10	69%	71%	94%
11	88%	80%	98%
12	87%	83%	100%
Bachelor endorsements	34%	19%	65%

COMPARATIVE ACADEMIC RESULTS (PASS RATES PER GRADE)

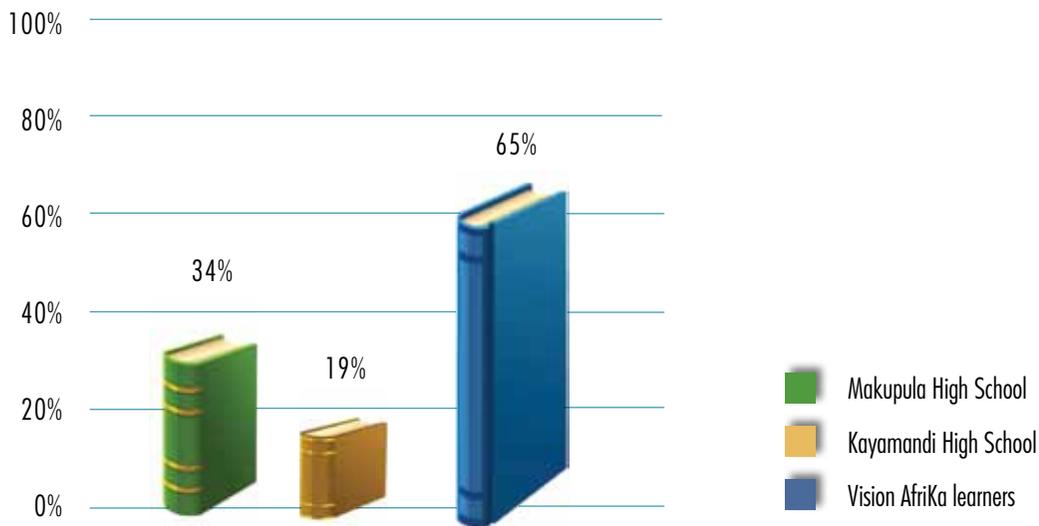


- Makupula High School
- Kayamandi High School
- Vision AfriKa learners

While Vision AfriKa is most certainly not the only positive influence in the lives of Kayamandi kids, our participants consistently acknowledges our support as a major contributor to their success pathways.



LEARNERS ELIGIBLE FOR HIGHER EDUCATION



Highlights were various camps for grade 9 and 12 groups respectively and numerous outings for grade 8 – 11 which included ice skating, visiting the Intaka Island, and hiking up and down Table Mountain. These outings serve as an opportunity for the learners to broaden their experience horizons.

Learners **making healthy lifestyle (and life) choices** accounts for a major component of our approach and programming in the High School programmes. Evidence of success are seen in learners starting to take responsibility and **ownership of their lives** with the grade 10 and 11 programmes reporting no drop outs either from the programme or school, throughout the year and higher than average school attendance by our learners.

A Vision AfriKa grade 12 learner was amongst learners who represented the Western Cape in the Moot Court that took place in Johannesburg. Moot Court is a mock court at which law students argue imaginary cases for practice. They first have to compete in the provincial round at the Cape Town Magistrate Court before being selected to represent the Western Cape.



We also have not recorded any pregnancy in the grade 8 to 12 groups which proves that the structured life skills sessions are playing a role in helping the learners in making the right life choices.

SOMETHING TO BE PROUD OF...

Kayamandi High School have **academic excellence awards to motivate** the learners who work hard. The top three academically strong learners in every grade are identified and acknowledged by the school. We are pleased to announce that the top three positions for grade 12 have been awarded to Vision Afrika learners.

As is now becoming the norm, Vision Afrika achieved a 100% Matric pass rate and shared 12 distinctions amongst the group.

Three of our grade 11 learners represented the Western Cape Province in the Annual Aqua Enduro competition hosted by the Department of Water and Sanitation in Johannesburg. The competition focuses on grade 11 learners' academic excellence in Mathematics and Physical Science. Learners should also have a keen interest in a career in the water sector.



Ambesiwe Goje (2nd year BCom. Accounting student at UWC) reflected about the programme, "I am delighted to speak about a program [that] inspired me not to settle for mediocrity..... Vision AfriKa made me believe that I can achieve anything I want in life as a result I have been grabbing every opportunity that comes my way."

VISION VLOTTENBURG

AFTERCARE 2016

**A SUSTAINED DREAM OF VISION AFRIKA
IS TO EXPAND THEIR PROGRAMMES
INTERNALLY AND GEOGRAPHICALLY,
AND AS A RESULT, VISION VLOTTENBURG
AFTERCARE CONSISTING OF 50 LEARNERS
IN GRADE 1 & 2 WAS ESTABLISHED IN 2016
ON THE PREMISES OF THE VLOTTENBURG
PRIMARY SCHOOL.**



The aim of the programme is to **support learners academically, enrich their lives with numerous skills and to provide screening for specialised needs** while also ensuring access to the services to fill the needs.

Learners were encouraged to learn through practical exercises using tactile learning, where environment objects and fun games were used to facilitate math and other related subject concepts. This strategy seems to keep learners engaged for effective learning.

The programme aims to make a broader impact and therefore growing relationships with parents and educators at the school are seen as wins for the programme.

While a number of conversations with parents dealt with difficulties experienced in and with their children, it was also good to get feedback like when a parent called and said that her child used to get confused with counting, but after attending the aftercare, he was able to count and recognise the order of the numbers. As a result, his mathematics marks improved!

During the winter school holidays the aftercare organised a fulfilled programme for 50 aftercare learners. Activities ranged from “boere sport”, indigenous games, computer training, baking and decorating. Due to positive feedback and an expressed need from parents, the programme will be expanded in 2017.



Nutritional daily meals and a structured exercise programme was implemented with the aim to improve their overall fitness and health in general. Team sport was also used as a vehicle to teach sport values and principles such as teamwork, respect, loyalty, commitment and others that could also be applied in general life.



VISION AfriKa

RAISING EAGLES

PARENTING PROGRAM 2016



Although there is not necessarily a correlation between negative socio-economic environments and the quality of parenting, the Vision AfriKa parenting team received a lot of feedback during the 2016 parenting programmes surrounding social ills as an element, exacerbating the levels of difficulty experienced in the parent/child relationship.

Working with the youth in these low-income areas, we have been all too aware of the challenges the youth face when their community and especially parents fall into the traps of abusive relationships, substance abuse, unemployment and the likes.

Conversely, it has been a revelation to realise that parents struggle an uphill battle in trying to shield their children from these negative lifestyle choices. Often the parents then followed a less than effective approach of setting severe boundaries.

During the parenting course, parents had an opportunity to gain a better understanding of the consequences of current parenting strategies and then could explore the use of more positive approaches.

The Vision AfriKa Parenting program reached 112 parents last year at the following places in the Vlottenburg rural agrarian community: Neethlingshof day-care, Vision V aftercare grade 1 and grade 2 parents, Klein Ma Getruin day care, Salt and Light Church and the caregivers of a local Hospice.

As the programme (in essence) represents a methodology of working with children and youth, the whole Vision AfriKa staff also attended a variation on the workshop focusing specifically on applying the principles of the parenting programme with their respective groups of learners.

From feedback and observation, it is clear the parenting program made a difference in parents' lives. **Their eyes are open and they have a toolbox of techniques and ways of understanding**, they can use to help their children grow from dependence to independence. The initial program consist out of a 4-6 hour workshop. The whole workshop is built upon the metaphor of children (and their parents!) becoming either chickens or eagles in their approach to life. The chicken will then always be dependent on others, have low aspirations and a limited outlook on life and purpose, while on the other hand the eagle is an independent, free entity that develops its boundless potential. The premise is that all people are essentially born with the genetic makeup to be eagles, but that they slowly turn into chickens because of the input and resultant internal belief systems generated!

In the metaphor, children are therefore eagles, made into believing themselves to be chickens and then acting accordingly.

DURING THE PARENTING PROGRAMME, PARTICIPANTS ARE GIVEN THE SKILLS TO RE-IGNITE THEIR CHILDREN'S IDENTITY AS EAGLES.



After the introduction, the parents were exposed to a number of parenting tools in a practical and creative way.

Parents learnt about:

- **Difference in characteristics between the Chicken and Eagle and got to draw the correlation in terms of parenting styles and outcomes for themselves and their children.** One of the participants, Mr Anthony Otter, *“I just realize now that I have been a chicken all my life and I have been growing chickens in my children. This is changing now.”*
- **The zoom-tool taught parents about the appropriateness of sometimes zooming in or out of situations in order to understand the situation better.** Lots of fun was had in practicing when to zoom out (seeing the big picture) and when to zoom in (when specific details count)!
- **Other tools included an understanding in how the brain is wired** (as seen in the picture above).

Parents learnt how their brains work and how the different areas “react” to situations. Parents explored the concepts of **Experience, Knowledge, Emotional intelligence, Spiritual intelligence, Cultural intelligence** and **Locus of control** in an in-depth but understandable way. In gaining an understanding of their own

brain functions, they also could start creating a “current reaction patterns-map”. Utilising the criteria of creating ‘I can’-moments for their children, the parents could then also evaluate and most importantly change when they themselves found the reaction to have less than desirable outcomes for their parenting.

Rochelle Opperman commented on her learnings in this way, *“Before these sessions, my daughter would start crying if I did not want her to go somewhere with me and I would be angry immediately and spank her. After this training, I learnt to stop and think first before I react to a situation. I will in future first think whether my child could not possibly join me and if not, I will spend more time explaining my reasons to her.”*

- The parents were also exposed to **the importance of checking and lowering their child’s anxiety levels**, as willpower (the ability to react) is stimulated by lowered anxiety.

Utilising a WhatsApp group, parents could present real-life challenges and get advice for a period of 3 months after the initial introductory course. A number of these groups have now become non-formalised support groups for the parents.

One of the major challenges in 2016 was to expand the capacity of the trainers. During the initial development and training phase, only four facilitators from Vision AfriKa took part. During the course of the year, two more staff members joined and were trained up by the existing facilitators.

One of the dreams for the program is to roll it out into various areas, which means that the number of trained facilitators will have to be increased drastically.

One of the major challenges is still finding a suitable time for parents to attend the training. Evenings seem to be the only option, but then again parents need to be at home to attend to their children. We are considering a number of initiatives to work around this challenge. This includes offering a care programme for the children while their parents are in the course and making use of technology by generating video clips of components of the programme that parents then can watch in their own time.

Sophia Engelbrecht put the need quite succinctly, *“The session(s) we had was really good, we enjoy the labour of the good fruit of what you guys have teach (sic) us so thank you, our entire community needs it.”*

Vision AfriKa is looking at ways to help fulfil Sophia’s request.

Nicolette Amos confirmed the core of parenting in this way, *“This program taught me a lot and (I) once again realized that to be a parent is a joy but at the same time a learning process where I have to arrive at a child’s level to make real progress”.*

ACCESS TO A PLACE TO STUDY

“Vision Afrika helped me cope with my studies as I had no space to study at home so during my exams I used to study at the Vision Afrika centre. We had tutors and we were allowed to print past papers from the office”.

Ambesiwe Goje

“Thank you Vision Afrika for availing a space for us to study as a group and for organising us tutors when we needed one and that was the most helpful thing. We were able to share our views on subjects other than at school”

Luvuyo Hlwempu

CAMPS

“At the leadership camps we were equipped with skills, I am still using them till to date, they have helped [me] in becoming [the] representative of my Accounting class”

Ambesiwe Goje



CAREER GUIDANCE

“When we were in grade 12 we were guided in making career choices; from doing Pace Careers to attending camps and that helped me a lot in making an informed choice about what I wanted to study.”

Luvuyo Hlwempu

“My lifelong dream of becoming an Agronomist is materialising. I have moved two steps closer to becoming a BSc Hons Agricultural Science graduate”

Zolie Sapepa



REALISING DREAMS

“Today I am happy to say I am officially a second year Chemical Engineering student at the Cape Peninsula University of Technology and looking back I am not sure if it would have happened without the support from Vision Afrika”

Luvuyo Hlwempu

“B. Com Accounting is not an obvious choice of study for a ‘township’ girl. I was inspired to “dream” at Vision Afrika and I’m now in my second year of studying BCom Accounting at the University of the Western Cape”

Ambesiwe Goje

“I would have given up on my education, and I did not with Vision Afrika being a pillar. Thank you for making a difference in our lives. I’m where I am today of your doings, of your belief in my dreams Vision Afrika.”

Zolie Sapepa

LIFE SKILLS

“And because we met weekly and discussed a lot of issues that affect the youth, I could actually make informed decisions about my life and not fall victim to those unfortunate circumstances that my peers find themselves in”

Ntandokazi Mtotose

“Vision Afrika kept us indoors with the activities that taught us about life and the importance of different choices and consequences of each choice one makes in their lives. That led to a choice of me and my friends to become the gangsters of education”

Luvuyo Hlwempu

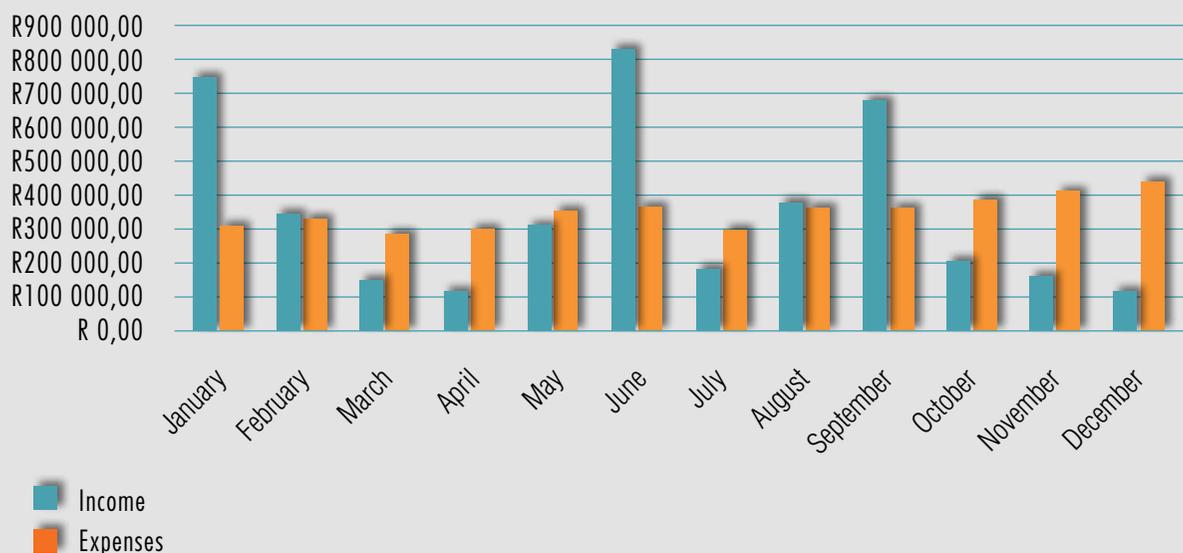
“The program has helped me to cope in my teenage years it has helped me to focus and to improve my communication skills with the English language”

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FINANCIALS

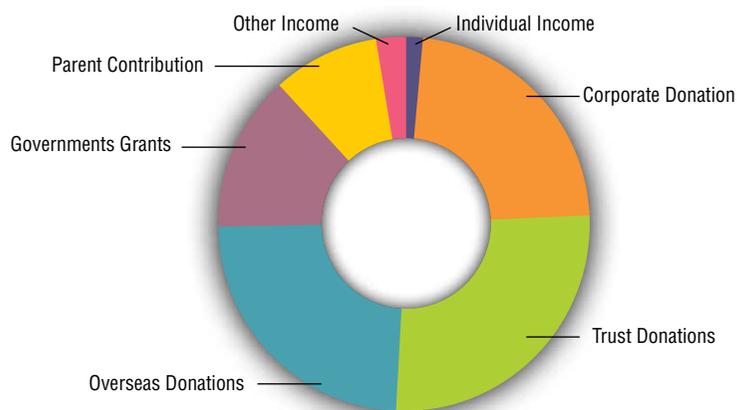
2016 INCOME AND EXPENDITURE

	Jan	Feb	March	April	May	June	July	Aug	Sep	Oct	Nov	Dec
	R,000											
Income	735,111	333,397	138,079	106,601	304,872	820,412	171,273	371,553	671,448	193,668	152,107	99,494
Expenses	301,194	317,769	279,249	286,088	349,640	352,512	290,866	353,385	350,501	383,042	402,162	749,398



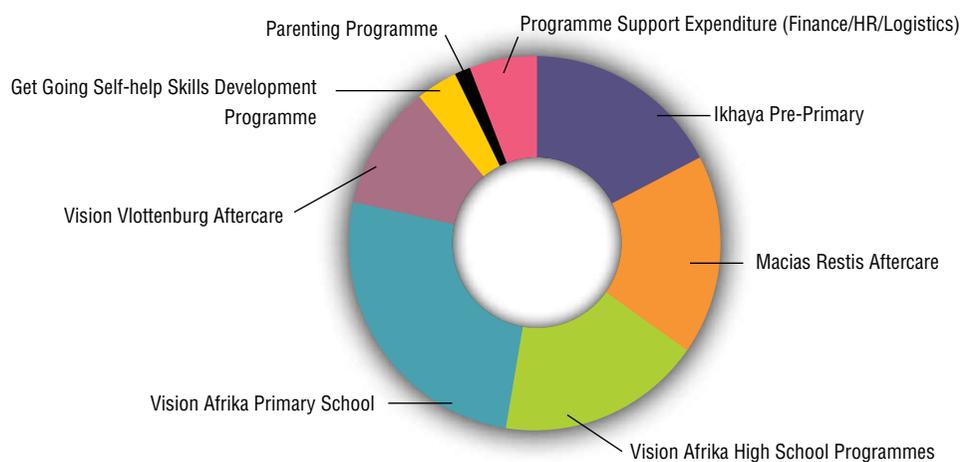
2016 SUMMARY FUNDS

Individual Income	R 63 432
Corporate Donation	R 937 220
Trust Donations	R1 073 941
Overseas Donations	R 987 750
Governments Grants	R 560 203
Parent Contribution	R 377 630
Other Income	R 97 839



2016 PROGRAMME EXPENDITURE

Ikhaya Pre-Primary	R 764 180
Macias Restis Aftercare	R 774 978
Vision Afrika High School Programmes	R 785 823
Vision Afrika Primary School	R1 140 022
Vision Vlottenburg Aftercare	R 480 000
Get Going Self-help Skills Development Programme	R 160 314
Parenting Programme	R 42 677
Programme Support Expenditure (Finance/HR/Logistics)	R 267 812



VISION AfriKa FUNDERS LIST (2016)



- Brille En Pille
- Freely Give
- Marie Stander School of Arts
- Stichting VA Europe
- Wir Helfen Kindern in der Dritten Welt / Sakh'ikamva