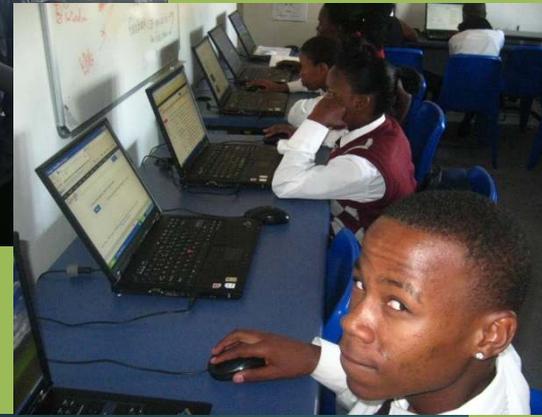


Annual Report

Jan-Dec 2013



"Offering a psycho-social support system to South-African youth from underserved communities, challenging existing perspectives on life and encouraging youth to reach their potential by taking responsibility for their own dreams."



visionafrika

Our mission

This is a relationship-driven programme that seeks to:

- Challenge and eradicate the mentality of helplessness and dependency in underserved communities.
- Motivate youth to appreciate the value of education, and to support them in taking responsibility for their own academic achievements/progress.
- Utilise life skills training and critical thinking to empower youth to pursue dreams of alternative futures for themselves, their community, and their country.
- Create platforms for youth to research, discuss/debate, plan and take action against perceived social ills and injustices in their communities
- Challenge existing value systems and emphasise a value system which includes: integrity, perseverance, teamwork, respect for self and others, responsibility, ubuntu (humanity), humility and servitude, and
- Develop leadership skills in youth in order for them to become role models and agents of change in their communities.

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1. Management review

Vision AfriKa started out in 2004 with 16 grade 10 learners, 3 passionate (volunteer) founder members and some amazing volunteer facilitators. Today Vision AfriKa has 145 alumni, 243 current members, 11 full-time staff and 4 interns. This obviously points to growth in the past 10 years.

Our aim however has always been to make an impact in the lives of INDIVIDUALS. That is why we rejoice when our youth pursue successful life projects. We also jump up and down when they are accepted at places of Higher learning and we are even more excited when they finish a study year or course.

We also cry with them when they encounter failures and hardships. How can you not when a young person shares the dilemma of no support and no food on the table? Or when a wrong choice leads to an unplanned pregnancy?

Yes, indeed our youth are not perfect people when they leave our programmes. If that was the case we would have been making computers.

Vision AfriKa is about the reality of life's up and downs and more importantly about how you handle both.

Keep this in mind as you read our annual report for 2013 in the knowledge that WE will never give up on our youth...

Gerrit Laning (Operations Manager)

2. Chairperson's comments

It is with great pleasure, I am able to say that this past year has been not only a successful one, but one that has begun to bear great fruit, and promises to continue to do so. The Vision AfriKa leadership, staff and participants have all worked tirelessly and with great passion to achieve their goals.

It is this level of commitment and sheer determination of all the role players, that has seen Vision AfriKa grow from humble beginnings to what it is today. It would be unfair to highlight any one programme or initiative above the other as they have all equally contributed to the overall success that we have in Vision AfriKa today!

It is particularly rewarding not only to see the incredible transformation in the participants' lives, but also to observe the growing development and skill set of those staff members who are being mentored into future leadership roles.

This past year has also seen Vision AfriKa's expansion into managing the other educational projects housed at the Ikhaya Trust Centre (Kayamandi), as well as the added responsibilities that go with that.

To this end I would like to say that we are very excited to be forging even closer ties with the Greater Stellenbosch Development Trust and sincerely hope that this will bear much fruit for our both organisations individually and collectively.

I would also like to welcome three new board members to our ranks, namely, Mr Hannes van Zyl, Mr Jan Schlieman and Mr Sandile Gxilishe. We particularly look forward to their experience and depth of management in helping us into our future endeavors.

I remain optimistic and excited for the times that lie ahead for all concerned including the parents, families, participants and all staff of Vision AfriKa.

Yours sincerely,

Gordon Boonzaier

3. Overview number of beneficiaries, sessions, and outings in 2013

Kayamandi			
Group	Beneficiaries	Sessions	Outings
VK 8	38	80 sessions (2 hours per session)	1
VK 9	37	80 sessions (2 hours per session)	1
VK 10	25	24 sessions	1
VK 11	21	24 sessions	2
VK 12	21	6 formal group sessions and 10 individual per person	2
TOTAL	142		

Vlottenburg			
Group	Beneficiaries	Sessions	Outings
VV 9	35	40 sessions (2 hours per session)	1
VV 10	31	24 sessions	1
VV 11	24	24 sessions	1
VV 12	19	6 formal group sessions and 10 individual per person	1
TOTAL	109		

4. Vision AfriKa - Kayamandi branch

This year was an exciting one for our Kayamandi branch in many aspects. In the skilled and passionate hands of branch manager Thandeka Mbokodi, the branch added another year to the existing ones, the Grade 8. With the latest addition, Vision AfriKa now serves all classes in High school. We are very excited to see how we can make an even more meaningful impact on the lives of our learners. Vision AfriKa believes strongly that the impact one can make on someone's life increases substantially with every year added to being involved.

Branch manager *Thandeka Mbokodi*
Coordinators *Zukisa Xegwana, Mlandeli Dingile, Martha Maseti*
Interns *Babalwa Valela, Mlamli Ningiza*

4.1 Grade 8 - Martha Maseti and Mlamli Ningiza

An exciting year as we started the first Grade 8 Vision Afrika group in Kayamandi. The selected learners came twice a week after school (Tuesdays and Thursdays), where they worked on their schoolwork and participated in prepared sessions. Fridays were open and the learners could come in at any time to do their assignments.

Additional support was given in the form of basic computer training while a reading programme (in conjunction with our partner Fundza) was also followed to enhance English proficiency

Finding stability and a working structure was a challenge; there were some hard times and many good times. In the end we made the year work and we hope to use everything we have learned and do even better in 2014. Working with learners in the first grade of high school was an interesting experience. We feel that working with these relatively young and eager learners gives us more time and provides beautiful opportunities to positively impact their lives from a young age.

4.2 Grade 9 - Thandeka

Sessions were held twice a week on Mondays and Wednesdays, but students were also welcome to attend the facilities at other times in order to undertake their homework, school projects, computer-based research, etc. A total of 60 such sessions took place during 2013, which included one camp event and one 'edutainment' outing to an ice-rink.

The main focus was on boosting academic achievement, which included concentrating on homework and assignments as well as encouraging group work and creating study groups. Several new approaches likewise proved successful in boosting learners' self-belief, and their academic performance. The upshot of these initiatives was that, not only did attendance improve, but learners also started to take more ownership of their academic studies. For example, on the last day of term three, they could not wait to bring in their reports because they were excited to see if they had achieved their goals and whether they had won a prize in the competition.

As a whole and as time went on, the group started working more effectively together, which created a virtuous circle in terms of members motivating each other. In addition, the class also demonstrated a lot of creativity as well as a willingness to learn new ways of doing things.

Because the group was very large and the learners constantly had homework and other assignments to do, it was not always easy to encourage them to take on other things such as computer training. To try and address this issue, we looked for new ways to motivate them and create a more 'can do' attitude. These included:

- Asking learners about their desired future career path and establishing what college or university requirements were required to achieve it. The aim was to demonstrate that, if they continued to produce low grades, they were likely to sabotage their own future chances
- Encouraging students to treat each of their exams as if they were their finals. The goal was to help them determine whether they would achieve the necessary grades to be accepted into college/university or not - and, if not, how much ground they needed to make up.
- Holding a session in which VisionK alumni shared their stories and offered advice and guidance to motivate and inspire the Grade Nine group. The alumni included Lwando Lenga, who is currently doing his fifth year in Medicine at the University of Cape Town; Mambesi Goje, who is undertaking her first year in BCom Management Sciences at the University of Stellenbosch, and Nokwanele Cukuthu, who is in her first year in Education at the Cape Peninsula University of Technology.

Although some individuals struggled during the year, by term three, all of the Grade Nine learners started taking more responsibility for, and ownership of, their own academic performance. This led to a great improvement in end-of-term results. Although not all of the students hit the goals that they set themselves in their performance reports, with some falling short and others doing better in some areas and less well in others, the key thing was that they really tried and their results were impressive.

Out of 38 learners, 35 have progressed to the next grade. The tutoring, study groups, support, academic competitions and the commitment from this group throughout the year have helped us to achieve these results.

Next year, we intend to continue with the competitions as a means of motivating learners to improve their academic performance. Students will also be asked to look at their last set of academic results and set new goals for the following term. The aim is to see each individual progress to the next grade at the end of the year. Various tools will be made available to help them do this, which include Classes based around group discussion; Home visits to encourage parents to support their children in achieving their educational goals; Access to facilitators, whose role it is to help and support learners in any way that they can; and more tutoring sessions.

4.3 Grade 10 - Zukisa

The Grade 10 sessions were the most exiting in the whole programme, and they focussed on important life skills. The most important topics discussed during the year are: Goal setting recap, Self-Esteem and Self-Awareness, Peer Pressure, Relationships, HIV/Aids, A Balanced Lifestyle, Mind mapping and other studies, Conflict/communication skills, Addictions, Goal setting recap, Grade 11 Community project and Public Speaking. The learners dealt with these topics by playing games, being confronted with real-life situations and evaluating their personal development. At the end of the day the learners have the opportunity to combine their gained knowledge and skills, and put them into practice in their personal lives. This is ongoing process.

This group didn't hesitate to kick start the year and the energy levels were high as you can imagine. The learners moved fluently with the introduced changings of having life skills sessions and a new coordinator. As part of the Grade 10 programme, the learners were encouraged to work together more with the Grade 11 learners and take over some of their responsibilities. The first opportunity was to help the Grade 11s with their event (read more on that at Grade 11). They did a wonderful job and that bolstered their team spirit and their self-esteem.

During exam periods all our regular programmes stopped in order to give the learners more time to study for their tests. The Grade 10 2013 group was a very motivated group; they were coming in everyday after school just to study even if it's not exams preparation. The good results of the learners' shows it was very fruitful to take a break from the regular programme and motivate and guide them during their exams. All but two learners passed their year and are starting Grade 11 in 2014!

4.4 Grade11 - Zukisa

The Grade 11 sessions in 2013 focused on personal identity in the context of community. In the process they also had to identify and address a social ill or injustice in their community. Learned knowledge and skills were combined to organise an awareness event. This became a tough challenge for the group, but their willingness to try and the passion was there. The learners decided to focus on

HIV/Aids and Human Rights in their community and the importance of raising awareness among their friends and peers. The 2 HIV/Aids awareness events proved to be a major success with 458 people attending (even parents showed up to support their children) and was a great achievement for the group.

The group has faced a challenging year, but that didn't take or break the spirit of staying together as a group, especially in difficult times they encouraged each other. At the beginning of this year, when some group members were involved in a fire disaster, they gathered together and helped their fellow Vision AfriKa members. At that time the year was only just beginning.

In July of this year the group visited the local dumpsite and discovered more than just a rubbish problem. The grade 11's found a group of people living next to the dumpsite and tried to help them by providing warm clothes and soup. They also discovered that more than half the people living there do not have an ID card, which means they are not employable or able to receive social grants.

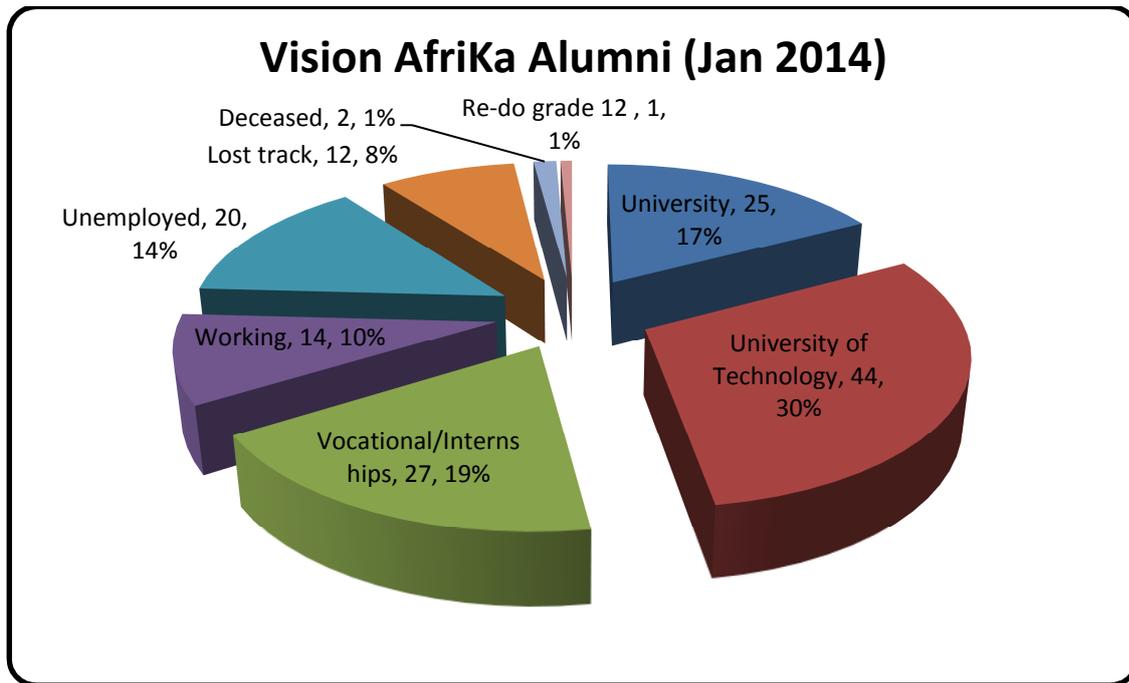
During the exam periods all our programs stopped in an effort to allow the group more time to study. Also as part of this we have invited some engineering students from Stellenbosch University to come and help tutoring our learners in maths and physics. Both learners and staff agreed that this break was fruitful in terms of increased academic performances.

4.5 Grade 12 - Mlandeli

All 20 group members in the 2013 Grade 12 group, started with Vision AfriKa in 2011 and have since been part of the programme. They have individually developed immensely from being young boys and girls to be grown up individuals taking responsibility for their own dreams. In the whole group of 20 students, 9 has passed with admission to bachelor's degree, the other 9 has passed with admission to diploma. One out of the group has passed with a higher certificate. As a result their attitude towards studying further has changed for the best.

The key objective was supporting the learners and encouraging them to put their all towards their studies to make sure that they pass their matric. New skills the learners gained are coping skills and target setting skills. Next year we will focus again on helping our learners find a good balance between attending tutorial sessions that are organised by Vision AfriKa and quarterly school results. With that we wish to see active participants in the programme and to be able to monitor the youth throughout their personal development. Activities such as Pace careers and career advice and tutoring sessions will be made available to learners to help them achieve their aims of improving their academics and to ultimately plan and pursue a successful life project.

4.6 Vision AfriKa Alumni – Mlandeli



The group is made up of **145** members who have passed through the programmes of Vision AfriKa with **133** that we have a direct contact with and know where and what are they currently doing. The key objective for the year was to create awareness around existing members that they are very much still part of the programme and that Vision AfriKa continues to support them.

A high number of youth students enrolled at tertiary institutions with Vision AfriKa assistance. Of the **145 former members who have completed grade 12, 25 are currently studying at Universities, 44 at Universities of Technology, 6 have completed their studies and are working, 8 are working but have not completed their studies and 27 are doing vocational training or internships.** During the years, we have seen the attitude of our members change. Now they are actively taking responsibility for their lives. The former members still come to the Vision AfriKa office to check in and work on the computers either for their studies or to hunt for jobs.

Vision AfriKa has also invested in the networking skills of the matriculated youth through courses in CV writing and how to prepare for an interview. All of this was possible because of the internet access at Vision AfriKa and networking partners such as Harambee that focuses on youth employment. A driver's licence programme has also equipped 9 of our out-of-school youth with driving skills.

5. Vision AfriKa - Vlottenburg branch

At the beginning of 2013, we have successfully acquired our own office space at the Stellenzicht School. The new office includes resources to help learners particularly in an academic sense and provides access to computers and internet. It is the first time for the Vlottenburg branch to have our own offices!

Attendance and transport have been key challenges throughout the branch. The new office space has given us the opportunity to host the sessions at the school after school time. Although this helps us logistically, we have realised and heard back from the learners that the school environment is not an inspiring one. For this reason and many others, learners have not always been attending. The learners live far away from school and far away from each other. This makes transport not only challenging but also expensive. We will use next year to critically look into the programme again and to establish better and other ways to keep on inspiring dreams in the farming communities around Stellenbosch.

Branch manager

Neil Fortuin

Coordinator

Karen Sylvester

Interns

Chontelle Elias, Litha Tyakiwe, Mercia Pietersen, Brendine Johnsons

5.1 Grade 9 - Chontelle, Brendine

This year was the first that Vision AfriKa ran a formal Grade 9 programme at the Vlottenburg site. The grade 9 programme proved useful in being able to adapt to learners' needs more effectively. It showed us that the more individual time we spend with students, the better and more quickly we were able to develop a positive relationship with them.

The key goal for this year was to focus on improving learners' academic performance by encouraging them to take responsibility for their own learning. Other important aims were to boost the group's team spirit and support individuals in actively setting realisable goals.

Besides the sessions, the camp and the ice skating trip were great successes. During the June holidays, the learners followed a computer skills course. Thanks to the course, the learners' expertise in Microsoft Word improved greatly. It was good to see that a number of children demonstrated important leadership skills in that they also opted to help their peers.

During the year, most learners demonstrated more team spirit, were more committed and appeared to take more responsibility for their own learning by setting their own goals. Despite this positive change, only half of the group showed any real academic improvement. In order to try and boost current levels of academic performance, we are looking for a suitable, comfortable study environment for the learners. We are exploring possible changes to next year's academic sessions, which will include the introduction of a new curriculum. We have also decided to be stricter on attendance. From now on, learners who fail continuously with attending will be replaced with students who are willing to show more commitment.

Another objective is to look into employing a transport manager to help tackle ongoing travel issues. A further goal is to improve levels of contact with both parents and teachers in order to get them more involved. To this end, we want to hold regular meetings with parents and expand on our current relationships with the teachers of the Stellenzicht Secondary school where we are based.

5.2 Grade 10 - Karen

We started the Grade 10 year with 27 students and a great camp to get to know each other and Vision AfriKa. Of the learners that finished the Vision AfriKa grade 10 year, all but two learners passed their year. The Grade 10s had 24 weekly sessions. Staff members were also available during break times and after school to help and assist the learners if they needed help in any way. The learners also made use of the Vision AfriKa laptops with internet after school and during the breaks.

The Grade 10 2013 has challenged us enormously and has made us reconsider our own programme. One of the key challenges was the short amount of time we were able to spend with the learners, which is only an hour and a half in the afternoons. Of the 27 learners that started the year, only 17 completed the year. A number of learners decided not to attend anymore. The staff members made several attempts to get the children back into the programme through house visits, meetings with children and parents, but nothing seemed to work. A couple of the learners gave the amount of schoolwork as a reason for leaving, some learners felt the programme did not fulfil their needs, and two learners left school, one due to pregnancy and one had to start working and studies nursing.

One of our key objectives was for the learners to understand the importance of education and to consistently work hard to achieve the goals and dreams they have set for themselves. A major theme for the year was peer pressure and standing up to that, and taking good care of themselves. During the year, we could see the youth maturing and the learners who kept on attending were committed to and actively participating in the sessions.

This year has strengthened our believe that we need to focus more on academics and stimulate the learners to focus more on their schoolwork. In 2014 we wish to have sessions focused on only academics and other sessions on life skills instead of a majority focus on life skills. With this re-alignment we hope to support the learners better with improving their schoolwork, doing better at school and with that also boosting their self-esteem.

5.3 Grade 11 - Neil

There were 12 motivated and participating Vision Vs in our Grade 11 group. They did their best to make the programme a success for themselves and it assured themselves a spot in the grade 12 academic programme in 2014. Only one of the learners has failed Grade 11 and will not be able to join the group in 2014, but we will provide the necessary assistance to make sure he will next year.

Goals for this year were to help learners to develop a more positive attitude towards project planning, to grow and progress academically, and to look beyond their traditional horizons.

Academic performance remains a key issue as it seems that learners either lost their appetite for work or in some other way are stuck in the negative spiral of self-defeating thought patterns. These thoughts dictate that it is enough to simply pass their matriculation exams to make their families happy. This situation was also not helped by generally low levels of self-esteem among the group as well as negative attitudes towards the Vision AfriKa programme, the future and life in general.

Unfortunately, the academic performance of our learners did not improve and even worsened in some cases. We have been struggling to find a way to help the learners. It has not helped that the learners were not always honest about their results and personal life. Rather than be straightforward about any difficulties they preferred to put a positive spin on things, which made it more difficult to help and support them.

The events and the struggle during the year made us realise that we need to reconsider the Vlotenburg programme and adapt the programmes better to the existing needs. The improved programme should emphasize academics at the beginning of the year and only later in the year on personal development. A final important consideration is to find ways to ensure that learners take responsibility for the content of their own development programme for next year in order to ensure that they get the most out of it.

The computer literacy programme proved successful in improving learners' basic IT skills as well as their general academic performance by enabling them to exploit technology resources more effectively. Our 10-pin bowling excursion was fun and also useful in teaching students an important life lesson - that the choices they make will have a direct impact on their life and the lives of others around them.

And another great success of the Grade 11s was that five of the learners received an award each term for being in the top 10 for academic performance for their specific grade!

5.4 Grade 12 - Karen

The group consisted of 10 learners. Together with the learners, we decided to have sessions with the Grade 12s once a month due to the weight of the students' academic workload.

We aimed for two outcomes with the Grade 12s. The first was to encourage learners to take responsibility for both their schoolwork and their own personal growth and development. The second was to support them in applying to study at tertiary education establishments.

Unfortunately, not every learner was really committed to their academics and the Vision Afrika programme. The lack of commitment of the learners also forced us to look into the needs of our learners again, and to really understand where we can help and why learners are not motivated to improve their academics and actively participate in the Vision Afrika programmes. The aim is to better understand where students are at and how we can support them most effectively.

We were also not able to find tutors during the day. Because of that we could not offer additional support to the learners and their school work. Next year, we will explore the possibilities again to bring in tutors. Hopefully, we will manage to find volunteers who can come in during the day.

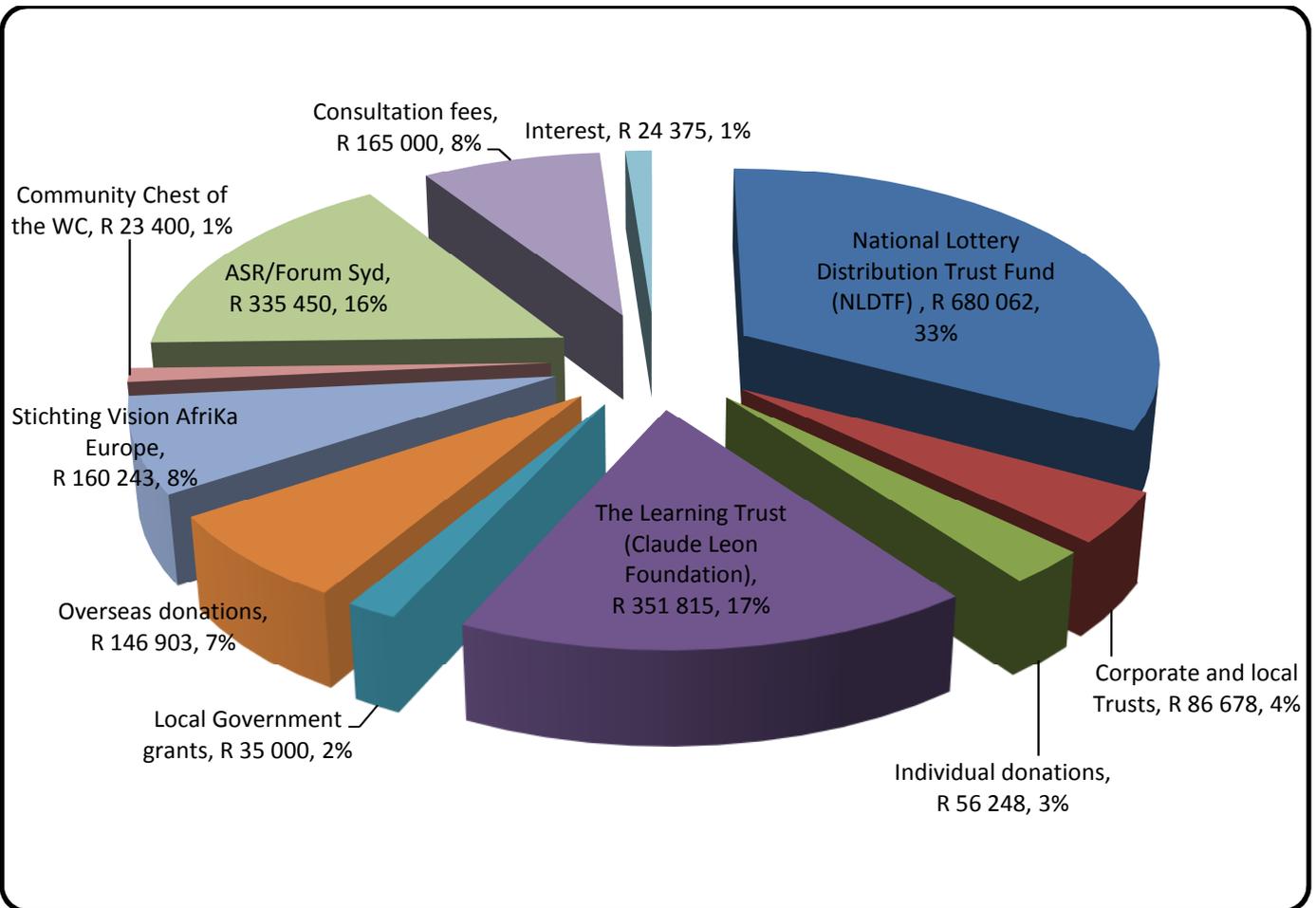
On a more positive note, various members of the group demonstrated important leadership skills. Two were appointed as head boy and head girl respectively of their school, while others took up roles on the school discipline board. And 7 out of 10 learners passed their Matric!

The Grade 12 learners that had passed the year:

- Marchalene Spongo is planning to become a Police woman;
- Patricia Africa is still considering options;
- Rowayne Jaap is accepted at Boland college in Worcester to study IT;
- Tracy-Lee Van Staden is planning to rewrite her subjects and improve her marks;
- Heinrich Adams is joining a course at the US to better his mathematics and then next year to study medicine;
- Damien Julies is accepted at Northlink College to study to become a Chef;
- Charlene Houston is still considering options.

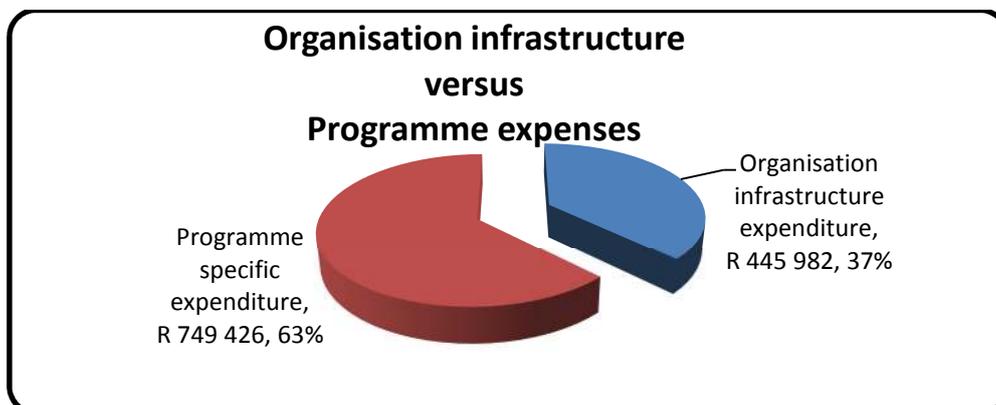
6. Financial report

Summary of income received

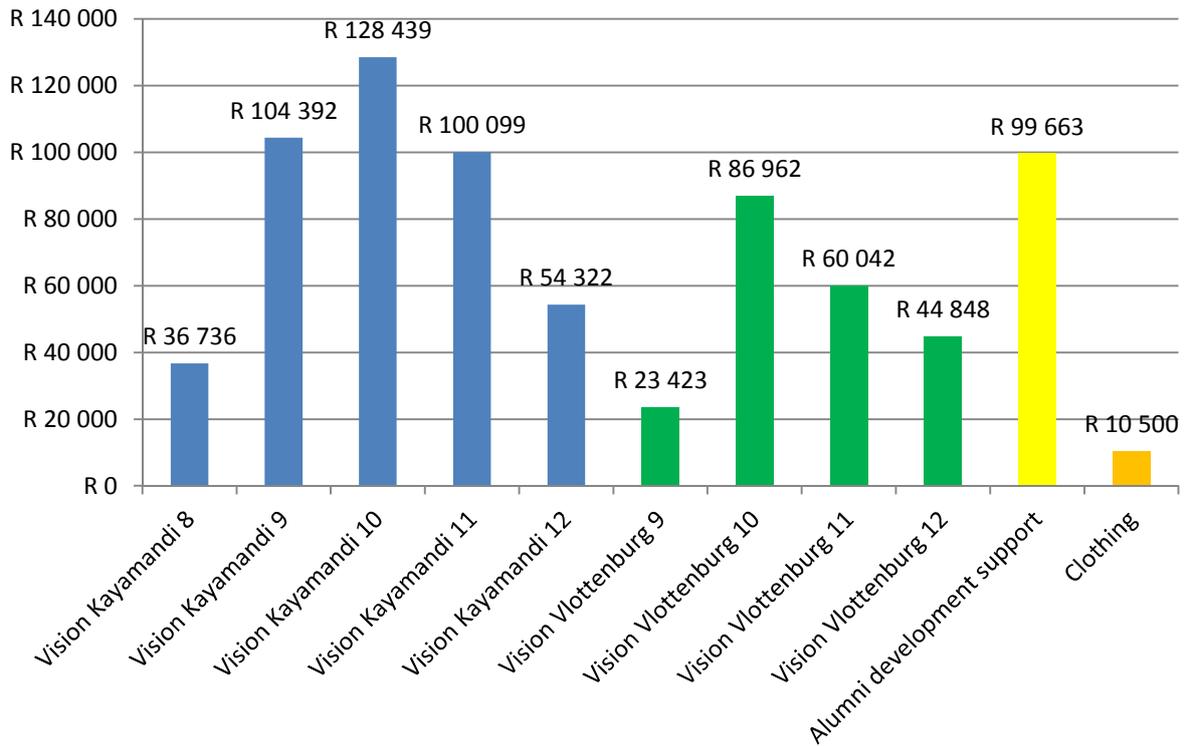


Notes to income and expenditure for 2013:

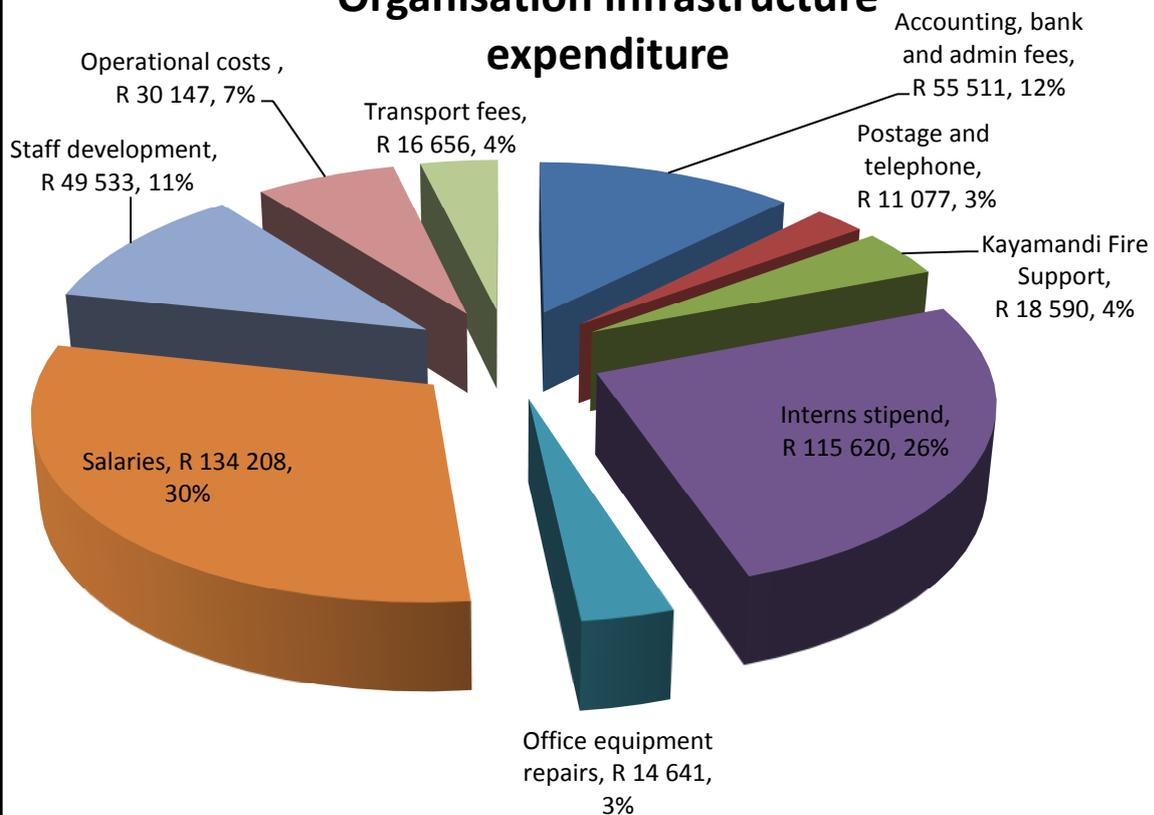
- Total income for 2013 amounted to R 2 065 173.
- Total expenses amounted to R1 291 216
- It should however be noted that roughly R700 000 of the income received in 2013 was multi-year funding allocated to the 2014 financial year by funders (NLDTF, The Learning Trust and Stichting Vision Afrika Europe).



Programme expenditure



Organisation infrastructure expenditure



7. Strategic partners & sponsors

Vision AfriKa is extremely grateful for the support received and would like to acknowledge these financial partners:

- Adamstown Community College
- ASR/Forum Syd (Sweden)
- Cluver Markotter Attorneys Inc.
- CSV Construction
- Devonvale SMAT Fund
- Distell Foundation
- LDP
- Life is Awesome
- NG Moederkerk
- NLDTF
- Probus
- Ripple Effect for Vlottenburg (Dublin, Ireland)
- Stargrow
- Stellenbosch Municipality
- Stichting Hart voor Kinderen
- Stichting Vision AfriKa Europe
- The Community Chest of the Western Cape
- The Learning Trust (Claude Leon Foundation)
- The Otto family
- The University of Stellenbosch
- Timbercity Stellenbosch
- Numerous individuals who are staunch supporters. We appreciate your amazing contributions and respect your requests for anonymity.

Vision AfriKa has strengthened existing partnerships in addition to developing new partnerships. These relationships range from networking partners to the delivery of services by power partners.

- A2B movement
- Connect Network
- Edunova
- FUNDZA
- Kayamandi Network
- Numeric (Khan Academy)
- Stenden University (The Netherlands)
- Strengthen our Society (SOS), Stellenbosch
- The University of Stellenbosch
- Western Cape Youth Development Forum

8. Local staff in control - Staff members & development

A number of years back, Vision Afrika took a strategic decision to develop young local leaders in order to grow community involvement and buy-in. This is also a sound development principle.

During 2013, weekly in-house training sessions up-skilled all staff members and interns in critical responsibility areas. The training included topics like facilitation skills, planning, programme development and report writing.

Vision Afrika also made use of external service providers for additional staff development:

- Operations manager completed a University of Stellenbosch Business School Certificate in Leadership Strategy 4-8 March 2013.
- Branch managers, Thandeka Mbokodi and Neil Fortuin attended some of the Strengthening our Society (SOS) training offered.
Thandeka had the following feedback: “Having the opportunity to attend the proposal writing training at SOS was a great experience for me. I am confident to say, I am equipped me with the necessary and essential information / knowledge required to write a proposal. The training was very informative for a beginner and the information was clear and easy to understand.”
“As from a coordinators point a view it (the training-ed) broaden (sic) my knowledge and give me a better overview of the various topics as discussed. It gives us clarity on how to nurture and improvise new ideas on different topics or modules for better results in the NPO”, was Neil’s experience of the training.
- 3 staff members attended a day-long-workshop on the Basics of Development conducted by the Community Chest of the Western Cape.
- 4 staff members were trained in using the Numeric organisations application of the Khan Academy’s material for mathematics.
- 5 staff members attended a 2 week course focusing on the process of moving people from Dependent states to a position of interdependent dignity. The course was conducted by the A2B movement.

9. 2-22 programme

2 to 22 is a programme to assist children in Khayamandi, Stellenbosch, from about two years of age until after school. The 2 to 22 programme evolved from previous programmes managed by the Greater Stellenbosch Development Trust (GSDT) and Vision Afrika.

The educational projects of the GSDT and Vision Afrika complemented one another. The GSDT initially focussed on younger children, from pre-school onwards. Vision Afrika initially focused on children during the last three years of school. As the resources and skills for a comprehensive programme of child and youth development are scarce, it was sensible for the two organizations to work together to make the best use of core strengths developed in each organization. The two organizations have worked together as partners for more than three years.

The partnership culminated in Vision Afrika being the managing partner and the GSDT continuing to be the funding and logistics partner.

Children can now enter the Vision Afrika programmes from as young as 2 years old at the **Ikhaya Pre-Primary School**-of Vision Afrika. The activities for **79 children** at the day care facility range from structured literacy classes, playtime with educational materials, meals and opportunities for the

children to play inside and on the outside playground. All the activities being guided by qualified teachers, the Pre-Primary School focuses at laying a healthy foundation for the children's future. The Ikhaya Pre-Primary School adheres to the stringent regulations stipulated in the National Early Learning and Development Standards (NELDS).

Children who attend the **Macias Restis After-School Care Programme** (Grades 1-7) are assisted by facilitators trained in literacy and numeracy methodology to improve the children's academic progress. The after-school care project aims at homework support for the youth of Kayamandi. The programme focuses on practical assistance to **153 learners** to understand the nature and content of assignments as well as supplying necessary resources to research and compile the academic tasks.

In the light of the obvious relevance and logic, the 2-22 model will most probably become the model for Vision AfriKa expansion to other geographical areas.

10. Vision AfriKa Alumni

In 2014 we would like to challenge the former members and ask them to think about a way of giving back. The acquired skills and life experience could benefit the current learners and programmes. It is possible that some of the former members can even support Vision AfriKa financially when they have found a job. Our aims for next year are to have local conferences with local business people that will be spread throughout the year that will help mentor these young stars. We will also have a second intake in acquiring a drivers licence because we see that many of the youths do not have a drivers licence and this is a prerequisite when job hunting.

11. Parenting course

This year the parenting meetings have seen a number of changes. This is mostly as a result of our own learnings from feedback and observation during the last round of meetings we had in 2012. One of the most important aspects added has been ample time for parents to just vent. It would seem as if parents in general have a feeling of helplessness with regards to the parenting of their children. Our meetings have become a place where parents in an honest way can just share their hardships with regards to their children.

A major theme is still friends and how they influence each other negatively (with resultant negative and dangerous life choices). We acknowledge this as a matter for concern but in our discussions it also became clear that the strategies parents use to curb the "problem" is not adequate and sometimes very counterproductive. We therefore embarked on a journey to show parents the logical consequences of THEIR behaviour. This of course is a very sensitive issue as parents are mostly still very traditional in their approach to parenting. They often hold on to the paradigm of "that which was good for us and our parents should still work for us".

The other interesting observation is that parents invariably focus on the nature and extent of the PROBLEMS. This of course is necessary to get a grasp on the issues faced by them. We are however now at a point where we can start pointing them to a solutions-driven approach.

The whole programme has a major logistical challenge with regards to the availability of parents on evenings during weekdays. Some of the parents approached us and indicated that it is really difficult for them to rush from work to be at our Centre at 18:00 and then there is also still a whole household "on -hold" for the duration of the session.

The parents requested a change in format for the meetings. In response we have decided to rather schedule a series of mini-conferences on weekends in 2014. Larger groups of parents would then be able to join for longer sessions on the Saturdays.

12. Vision AfriKa Europe

Stichting Vision AfriKa Europe wishes to support the South African organisation Vision AfriKa in the broadest way, but for now we focus mainly on raising funds. The funds raised in Europe add to the professionalisation and structured branching out of the organisation in South Africa.

The year 2013 was again interesting, successful and challenging, both for our European foundation as for the South African organisation. To me the ongoing and loyal support of sponsors like Anne-Marie en Jan Doove Foundation and Ankie van 't Hoff mean a lot. Also Rotary Barendrecht remains a trustworthy partner. The Anne-Marie en Jan Doove Foundation has sponsored for the second year in a row an entire year group and will continue doing so in 2014. Ankie van't Hoff has made possible another year of parenting course and will also provide funds for the parenting course in 2014.

In 2013 we launched the Visionary Club in Europe. Highlight of our year was the first and very successful Visionary Club event! Even months later, I still feel my face lightening up when I think of the large number of fun and interested visitors. After the event, our number of members doubled and we can start 2014 with group of 40 excited members. We can't wait to organise more events for them and other interested Europeans!

We are very happy that Loes Bijleveld has joined our board in 2014. Since 2012 we have grown enormously as a board, and so has the Dutch foundation. We have set clear goals and I love seeing the continuous improvement and professionalization. I am proud of and happy with the amazing year we have had. And I cannot express my gratitude enough for having such wonderful board members. Incredible to realise how much we have accomplished (next to our own busy jobs)!

We would to inspire many more people in 2014 and to expand our sponsor base in Europe. Energy, passion and an endless amount of persistence is unfortunately not enough to realise our dreams for Vision AfriKa. The financial side of our organisation stays very much urgent and in need to ensure the things we want to do for our kids and staff. A lot of wishes and challenging, so we hope to be dreaming together with many more people in 2014!

Emma Berkhout, President Stichting Vision AfriKa Europe
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13. 2014!

- **Focus more on Academics in the programmes**

Over the past few years, Vision AfriKa has gradually moved towards a more intensive approach of academic support to all our your groups. Increased academic performance in the grades where we have incorporated more academic interventions lead us to believe that we are on the right track. Support range from homework assistance to tutoring as well as increased computer proficiency and subsequent effective usage.

- **Sustain and improve current programmes**

One of the cornerstones of the Vision AfriKa philosophy is constant innovation and development. This is true for the content and approaches followed in all our programme components. All staff are actively involved in researching and implementing the newest innovative content.

- **Grade 8 in both Kayamandi and Vlottenburg**

The programme for grade 8's will also be commencing at our Vlottenburg branch in 2014.

- **Look into and pay attention to VA 'alumni'**

Our out-of-school youth were not previously part of the official programmes of Vision AfriKa. These young people also need continued support. Especially those who do not manage to study in 2014 will be earmarked for increased assistance. Access to our current drivers licence acquisition initiative will be increased while other avenues for the development of employability skills will be explored.