



Ons Plek Projects

providing hope instead of street life

P O Box 3506 Cape Town 8000
Tel 021 465-4829 · Fax 021 461-0530
email onsplek@new.co.za · website www.onsplek.org.za
NPO No. 009-578 · PBO No. 930-001-457

Affiliated to Cape Town Child Welfare Society

We extend a warm invitation
to everyone in the area to attend our

Annual General Meeting

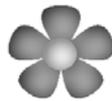
on Thursday 16 September 2010

at the

Rosebank Methodist Church Hall

Chapel Road, off Main Road, Rosebank, Cape Town

from 17h00 for 17h30 until 19h30



Ons Plek girls and staff will entertain you and
the refreshments will entice you!

Please help us cater for everybody by bringing
a plate of eats.

**RSVP: Tel 021 465-4829/72 or
Fax 021 461-0530**

.....

Do join us ...

Come prepared to celebrate the children in our projects. Our AGM gives an opportunity for supporters to hear, not only from staff members, but from our children.

The Ukondla children are excitedly preparing their own presentation to show you how we are keeping them enthusiastic about their school work. The Ons Plek and Sivive children want to show you their work, torn between wanting the attention and nervous of being judged. Your support and interaction with them will be valued.



... from Committee Members and Staff of Ons Plek Projects

.....

AGM Information

Nominations for the Management Committee of Ons Plek Projects

Nominations for election to the Management Committee must be received at our office by
10th September 2010 at 17h00.

These nominations must be in writing and must have been seconded. Your nomination form is included (*see back page*).

If you are in need of more nomination forms, they are available from Sharon or Odette at our office. **ONLY MEMBERS** of Ons Plek Projects are entitled to nominate and second persons for election (*member's list appears on page 10*).



The following current Committee Members are willing to stand for re-election:

Ruth Andrews
Roland Hudson-Bennett
Valerie Julies
Jane Lawrence
Christiana Nel
Fiona Ross
Tsiliso Tamasane
Leslie Witz

Ons Plek Projects

Director:
PAM JACKSON

Unit Manager:
YUMNA VAN DER SCHYFF

Our assessment centre intake shelter **ONS PLEK**, and our **OFFICES**, are situated at 4 Albertus Street, Cape Town
Tel: 021 465-4829
Fax: 021 461-0530
email: onsplek@new.co.za
website: www.onsplek.org.za

Our second-stage shelter **SIVIWE**, is situated at 7 York Road, Woodstock
Tel: 021 448-6529

Our Community Development Programs:
UKONDLA 1 is situated at City Council Community Hall, Browns Farm, Philippi and our newly initiated program, **UKONDLA 2** is situated on the premises of Sizakuyenza Safe House, cnr Eisleben and Phumelele Roads, Philippi



We invite you to visit the Projects and meet the staff and the young girls

Ons Plek ❀ Siviwe ❀ Ukondla

Ons Plek Projects consist of:

- * Ons Plek intake shelter doing comprehensive assessment and development care with reunification as a priority.
- * Siviwe second-phase shelter focusing on therapeutic and developmental children's home with reunification as a priority.
- * Ukondla – Community Project with prevention as a priority run at two venues in Philippi.

Mission Statement

Ons Plek Projects has a simple and passionate mission:

To make a substantive improvement in the lives of female street children.

Ons Plek is a place where girls find an opportunity to re-build their lives and their self-esteem. A place where a sense of belonging helps them to take responsibility for themselves and for others.

The preparation for life of each child takes into account the innate potential of the individual within the realities of her life circumstances.

These realities are mirrored in all aspects of our project which enables us to model coping mechanisms; girls participate fully in decisions about their lives; residential staff members share the lives of the girls, and office staff members make do in cramped quarters with only the essentials for the job.

Ons Plek is not an escape — it is a real home in a rough life

Ons Plek's Vision ...

That female street children will be successfully re-united with their families and that failing that, they will be sufficiently empowered at Ons Plek Projects to grow into healthy, independent functioning members of society.

Key Information with regard to the Work, and the Context of the Work, of Ons Plek Projects

- Ons Plek is the only comprehensive program for girls on the streets in the Unicity of Cape Town.
- Our intake shelter is situated in the CBD of Cape Town, because it is central and is where children and youth run to for relative safety if city security systems allow them.
- The sources of the children's problems are not easily solved – deepening poverty, abuse, lack of affordable safe housing, unemployment, crime, family instability, alcohol abuse, family violence, etc.
- Girls come or are referred to us from different areas. Some girls roam around their home community with inappropriate friends, often hanging around cheap local liquor and entertainment centres, before seeking help further afield.
- Girls who seek help are often teenagers, but also younger girls, sometimes girls with babies.
- Children tend to cope with an inordinate amount of trauma before leaving their home environments. These psychological scars may take a long time to heal for many of the girls.
- Those girls who find it the most difficult to reintegrate with mainstream society are often also living with learning difficulties and even severe mental health problems.
- Unaccompanied foreign minors are very vulnerable, and are ending up in the 'street children' sector.
- Ons Plek works with an average – 100 to 150 girls per year.
- The work of our three main facilities is all interlinked. The three programs integrate to form a whole.

Who we are and what we do ...



Pam Jackson
Director

ONS PLEK is a warm presence in the lives of many. Our aims, activities and facilities are purposefully thought through in order to have a long-lasting impact in the lives of the children. The decisions taken are based on sound social work methods and ethics. Achievements and difficulties are constantly, and I mean, constantly evaluated.

In order to show how programs are actually interfaced in the lives of the children, our Annual Reports traditionally go deeper than a presentation of our aims, objectives, methods and achievements. We hope some of the flavour of our working with real people in a real world is conveyed. We hope some of our passion, the joys, the sorrows, the commitment, and the laughter, which the work engenders in staff members, is conveyed.

This year the Aims, Programs and Statistics at the back of the report form part of the Director's Report. A recent case which illustrates these is as told by Yumna, follows with comments from Pam.

As always our cases have similarities and anyone thinking they recognize the case may well be mistaken ...

Case Background:

Amanda was the youngest of four children. She lost her mother tragically when she was two years old. The children were then separated. The other siblings were raised by a grandmother. Amanda was placed in foster care with her mother's friend. Although she was raised by a poor family all her basic needs were provided for and Amanda felt loved.

Her formative years were 'incident free' but by the time she turned 10 years old her behaviour changed ...

Amanda started taking long walks (without permission) in the neighbourhood, after school. Thereafter she started bunking school. These walks escalated to the point where she would not return home — she slept out with friends.

The foster mother could not cope with this behaviour and believed that the child inherited her mother's nomadic lifestyle!

The foster mother asked a local social worker to intervene and remove the child from her care.

What Ons Plek later learnt was that by the time Amanda turned 10 years old she heard from a local shopkeeper that her foster mother was not her biological mother. Feeling betrayed and rejected Amanda's only means of coping was to run away with friends with whom she felt she belonged.

Note from Pam:

This well known by social workers that a foster or adopted child should grow up from a very young age knowing that they are fostered or adopted. If the topic is part of normal conversations told in the same way as parents tell their children how they went to the hospital for the birth, what time the child was born, etc. this often averts the feelings of 'unbelonging' and the hurt when the child hears from 'someone else'. It does not protect the child not to know the details; it also goes against her rights to know her heritage and "keeping secrets" means, as in this case, the child is then not free to say what is bothering her when she does find out.

Amanda Januarie presented as a very withdrawn quiet, shy and self-conscious 11 year old when she was brought to our intake shelter a year ago by her social worker. Although Amanda was very polite and respectful towards staff she did not trust us enough to share her life story or even how she was feeling about being separated from her family.

The childcare worker who admitted Amanda had a big responsibility. She had to make sure that she was welcoming of

the child in order to gain her trust. Establishing an initial relationship of trust with the child is important for both child and the social work process which needs to follow.

Assessment of Amanda's circumstances was the first step of implementing our Family Reunification / Preservation Program (see back of AGM Report).

As part of our 24-hour Assessment / Intake Program we started the process of getting to know Amanda's educational, emotional and physical needs.

A few weeks after Amanda's arrival at Ons Plek, our Educator reported to the team that the child had settled in well in our informal Morning School and that her basic educational concepts of numeracy and literacy was appropriate for her age. Her behaviour in the house was also constructive as reported by childcare and social work staff.

An application for admission to a local school in Woodstock was made for Grade 7.

The staff members were aware that Amanda liked her school lessons. At the same time we knew she was still socially withdrawn and easily persuaded by peer pressure. These social-emotional issues were addressed in the Counselling and Life Skills Programs. She felt she belonged nowhere; she wondered why she was the only sibling who was not raised by the grandmother. During this process, as a result of our contact with her family, she learnt how her mother died. These topics which Amanda had to discuss with the counsellor were not easy for her but she persevered. As we were working towards a home placement for Amanda, it was very important that the foster family and the biological family also be involved in the counselling process. Thus regular family conferences were held. At these conferences ways of communicating clearly with each other were discussed. The plan was to return her to the foster mother but to keep the relationship with the biological family open as well.

“She felt she belonged nowhere ...”

Amanda's regular phone calls and home visits helped her maintain contact with her

family and provided the family with the opportunity of 'testing' their new communication skills with each other. Staff members also made many home visits to the family to assess the family's progress and offer all the family members support.



Please read our book written by Pam Jackson and Renée Rossouw on the website for more details about how a home visit is done. Also see the section at end of this report.



Once the application for the school was successful Amanda was moved to our second stage facility — Siviwe. While at Siviwe, staff members worked more intensely with Amanda in the social skills program which includes house meetings, reinforcing communication, household duties, youth/church, groups and cultural activities.

The social work counselling and education program was also intensified. Each afternoon Amanda participated in the Homework Support Program. Volunteers — supervised by the Educator — helped her with difficult homework assignments and encouraged extra reading.

Nine months into Amanda's stay at Ons Plek, it became clear that a home placement with the primary caregiver would not be successful. The foster mother was not prepared to open herself to being hurt again and decided not to accept her back. Amanda was very disappointed and once again felt rejected and isolated. The counselling process — once again — provided Amanda with a safe space in which she could explore all her feelings and options. At this point there was a risk of the child's feelings leading to her again running around.

A few weeks later her older sister, with whom regular family meetings had been maintained, who was married and lived independently in Somerset West — showed an interest in caring for Amanda.

So again a social work process had to be initiated, further home visits to the sister was organized and conducted by childcare

worker this time in order to establish the possibility of a family re-integration placement.

Amanda and her sister had to work hard at establishing a sound relationship as they had never lived together! After some more home visits, family conferences, more life story sessions, homework support; high school applications and lots of support and encouragement to all relevant parties ... a home placement in Delft for Amanda was found to be possible.

Amanda spent the Christmas holidays with her sister, building their relationship. The adjustment to a new area, home, family and friends was very challenging for both Amanda and her sister. The holiday placement went well and she was able to start the new term from her sister's house. To date the sisters remain determined to make a success of their lives together as a family.

Ons Plek maintains a supportive contact for them, holding periodic discussions when conflict arises.

This is a very difficult process, fraught with many pitfalls.

So far ... so good ...



We acknowledge with joy the valuable support of our MAJOR DONORS

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(Institutional) USA

NATIONAL LOTTERY

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STICHTING 10%

STICHTING STRAATMEIDEN
KAAPSTAD

STREETSMART

THE COMMUNITY CHEST

An excerpt from a letter from Jane Lawrence, a committee member, after a visit to our Ukondla homework and counselling service in Philippi:

Hi Pam and Staff members, Thank you for organising our visit to Ukondla. It was a real eye opener in many ways. Quintonia (staff member) did a very good job in filling us in, considering she has just been with Ons Plek for such a short period of time. I was impressed with the way in which the children arrived at Ukondla 1, and were warmly greeted, by both staff members Blossom and Quintonia. When we introduced ourselves they were quite happy to hug us — an indication that Ukondla is a happy safe space. While we were chatting they promptly got busy with their homework.

Ukondla 1 is a lovely warm colourful and inviting space; the surroundings are also very secure. We will talk about the need for more resources at our next meeting.

I was most impressed with the Library, its neatness and organization and ethos that is being inculcated there.

Ukondla 2 had many more children and we met the new Teacher's Aid/Applicant. This centre needs more careful organization and resources in order to meet the needs of these children. It will come. Both facilities are meeting a real need in the community. Absolutely wonderful!

I am very excited about Ons Plek's involvement in the community in Philippi!

Thank you Ons Plek Staff members for what you do — you are greatly appreciated!

Jane
Committee Member
17 March 2010



PS: Note from Pam:
When Ukondla first opened, the library did not allow children in because of the noise they may make. Due to Ukondla staff members insisting on taking Ukondla children into the library, the librarians slowly opened the library to all community children. Hallelujah!

CURRENT MEMBERSHIP REGISTER:

In order for our membership to be accessible to everyone, we consider any donations in cash or kind from INDIVIDUALS in the course of the year as sufficient to cover our annual membership subscription. You may also become a member by paying a specific subscription of R5 per annum. If you have donated and your name is not listed below, please contact Sharon at Ons Plek immediately in connection with your membership before the AGM. You will also have the opportunity to sign up as a member at the AGM on **Thursday, 16 September 2010**.

MEMBERS ON RECORD:

- A:** Abrahams family, Abrahams Mr+Mrs, Abrams O, Adami R, Adams L, Adams Florence, Adams F L+A, Ahern A, Alassane, Albertyn Z, Alexander D, Ammaarah, Andrews R, Antimarais, Antoooley J Mrs, Anyamene family, Arendze A, Arendze Mr+Mrs, Aunty Marell, Aunty Therese.
- B:** Baguley H+G, Baldi B, Barfield S, Barker R, Barlow M, Barnard M, Barthis G, Bassier L, Bassier S, Basson Anne, Becker C, Bedford N, Beeka V+A, Beja F, Bell S (USA), Benseler M, Berghouse A, Beukes R Rev, Bloche Mrs J, Booley F, Botha S, Bouter S, Bowen C, Bowen H, Bowry N+S, Brain Mr+Mrs, Brandt L, Bretscher family, Britz R, Brodie M, Broekmann T, Broumels K, Broumels M, Brown P, Brown R, Brown S, Buchhorn B, Buckley J (UK), Burrows Z, Buys W.
- C:** Callaghan N, Canning C, Canning S, Canon K, Cardoso M, Cassidy + Tonika, Cathcart L, Ceasarini L (USA), Chan-Sam S, Chiedozie J, Chorley P (UK), Chukwanonso E, Chukwueneke C, Classen C, Cogels S, Colquhoun Mr+Mrs, Conradi P, Corker A, Cornell J, Cornish J, Cornish L, Cottle L, Court R, Cunliffe S.
- D:** Da Silva P, Damons S, Daniels Mrs, De Bruyn J, De Haan C, De Kock Mrs, de Leeuw N, de Villiers P, Diedericks W, Dolby N, Duncan C.
- E:** Earnshaw J, Eastwood J, Elmi, Elms K, Engel T, Engel V, Esau C, Esau S, Esterhuizen L.
- F:** Ezinnuo C, Fakir F, Farrell Mr+Mrs, Faure E+B, Fehrsen A, Fell Family (USA), Fernandez W+R, Filippi M, Fischbach M (Germany), Foskett M, Fourie J, Foyn T, Franck B (USA), Frater A, Fredmen G, Fresen L, Friedman M.
- G:** Galant F, Gardien Mr, Gijana B, Glickman F (USA), Glickman J, Glickman L (USA), Goldstone C, Gordon MGI Bass, Gram C (Norway), Grobbelaar P, Gubudela T, Guy A, Guyeun J.
- H:** Haasbroek E, Haffegge S, Hall J (USA), Harding N, Harris-Schenz Dr B + Mr M, Hart Y, Hassenstein U, Hayes K, Heaney R, Heldsinger N, Hendricks A, Hendricks E, Hendricks F, Hendricks K, Hendricks M, Hendricks T, Hendrikz A, Henegan C, Henks S, Hennessy K, Henwood Mr+Mrs, Hey B, Hickman J (UK), Hicks D (UK), Hicks M (UK), Hill P, Hindle S, Hirschsohn C, Hoffman M, Holditch Mr+Mrs (UK), Hollemann A, Horribe G, Horwood T, Höschele L, Hostetler P+S (USA), Hudson-Bennett R, Huson E.
- I:** Ihler L (Berlin), Illner L, Isaacs S, Ismail N.
- J:** Jack N, Jackson A, Jackson Mr+Mrs G + friends, Jacobs QLT Mr+Mrs, Jacobsz M, Jenkins L, Jess Aunty, Jo Long K, Jones M, Jones M, Joubert C, Joubert I, Joubert N, Julies V+Z.
- K:** Karjiker Dr M, Kassner E, Katz A, Keel J, Kemp J, Keyser J, King J, King K (USA), Kirsten T, Klippel R, Klitzner A, Knipe P, Koortzen E, Krige S, Kruger M, Kruger P, Kruger V, Kubra Aunty.
- L:** Labia Count + Countess, Lambrechts R, Lamprecht A+B, Landers R, Larney R+T, Latimer N, Lawrence J, Lawrence M+N, Lawton A, Le Grange C, Le Roux P, Leite Dr L, Lerm M, Less J, Letswalo Martha, Levin E, Liebetrau B, Litten K, Litten S, Lloyd M, Loaring N, Locker C, Loffell D, Lucas B, Luff K, Luthy P (Switzerland), Luyindula P.
- M:** MacDonald A, Maduako A, Magnus A (UK), Maharaj A, Majiet S, Malan G, Malgas D, Manie N, Marks B, Marsh C+T, Martheze S, Mauerberger D, McBride R, McKenzie J, McLachnan T, McNaught J, Meadows M (USA), Mess D (Germany), Mgbojike Mr+Mrs, Mgiajana B, Milmidsky A, Minkley M, Minty Mr+Mrs, Mntambo M, Moabelo S, Mohal Z, Mokgalong M, Mokoena M, Moodliar D, Morgan C, Moses Mrs, Mudhokwani S, Muller J, Murray S.
- N:** Nacerodien M, Naicker N, Napo J, Ndu Buisi, Nel C, Netshilema M, Nicovich C (USA), Njengele A, North L, Noy C, Ntengele N, Nwaankwo P, Nyandoro S, Nzekani F.
- O:** O'Connell T, Oberholzer Mr+Mrs, Odendaal M, Okafor S, Okeyi family, Okoligwe C, Okoye family, Okoye P, Onudha Mike, Overgaard H (Denmark), Parkin M, Petersen L, Pike M, Prescott E (UK), Prosalendis S.
- P:** Parenti A, Parker A (USA), Parson L (USA), Pascoe B (UK), Pearson L, Perks R, Pietersen EM, Plaajtes S, Pocock E (USA), Pollock L, Potgieter A, Pretorius L, Puttick B.
- R:** Rabinowitz Mr+Mrs, Rahnner N, Rameckers A, Raninger S, Ravens K, Revzin B+G (USA), Reynes P (USA), Robertson G, Robins E, Romao S, Ronquest L, Roodbol A, Rose Dr A, Rosenmann J, Ross F, Ruch G, Rumsey S, Rutendo Mr+Mrs.
- S:** Sab T, Sallo F, Sammy S, Samsodien S, Saranaaz, Sarembok B, Saville B, Scher M, Schmitt C, Schowalter K, Schreuder A, Schwarz U, Schwarzenbek L, Scott J, Scott S, Scultetus C, Searl L, Searle J, Shapiro Y, Sieblist P, Siljeur S, Silver J, Singh N, Skippers R, Spiegel S, Stacey L, Stanford M, Stein D, Stekhoven-Schuurman A, Steyn Sister D, Strong G, Sutton T, Swart S, Swartz M.
- T:** Talliard C+S, Tamasane T, Tawonezvi C, Taylor B, Taylor S, Thackwray H, Theron L+J, Thole M, Thomas B, Toms M (UK), Trew E, Trussell A, Turner Mrs.
- U:** Umcokoli E.
- V:** Valentini L, Vallabh M, Van Angeren-Andeweg J+T, Van der Fort Z, Van der Merwe EJM, Van Der Spuy A, Van der Spuy L+H, Van Deventer J, Van Diermen N, Van Eck S, Van Erkom Schurink C, Van Jaarsveld MGJ, Van Niekerk R, Van Tonder T, Van Zyl E, Van Zyl M, Vaughan Advocate B, Veermeer D, Verellen G, Vermeulen K, Visser M, Vos M, Vos T, Vosen A, Vroom G, Vroom N.
- W:** Waddell E, Ward V, Washabau J, Webber H, Weinstein G, Weiss Dr M (France), Werner C, Wessels B, Wheeler D+E, Whitaker M, Wiggils A, Williams LJC, Williams M, Witz L, Worthman U, Wright family (UK), Wyatt H.
- Y:** Young S.
- Z:** Zellhorn A.

Are YOU a MEMBER of Ons Plek Projects?

A Brief Description of Ons Plek's Programs

A summary of the programs is presented for those not familiar with our work. More detailed information on these programs can be found in previous Annual Reports or on our website. Implementation of the programs is illustrated by our Director's Report.

Family Reunification Program

Family reunification is one of the core functions of the work at Ons Plek. In some cases it requires months or even years of painstaking work to make a home placement possible.

▪ 24-hour Accessible Early Intervention Intake Program

The first stage of reunification begins with the process of weaning the child off the street. Girls are referred to Ons Plek Intake Shelter within hours or a few days of arriving in the Cape Town CBD. Usually they are running away from abuse or neglect at home. The girl's circumstances are assessed immediately on arrival. The girl is then referred to our family preservation or family reunification programs. Statutory services are provided by our social work staff members.

Siviwe — second stage Residential Care

Siviwe, meaning *God has heard us*, provides the 2nd phase of treatment. Once the girls have weaned themselves from street life at Ons Plek, they leave to be accommodated at Siviwe for the next phase of treatment. Separated from the girls at Ons Plek, who are still making the transition to a structured life, girls at the Siviwe shelter can focus more intensively on building their lives.

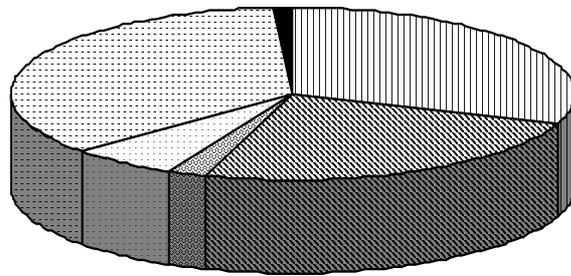
Our statistics for this year are an interesting reflection of what is happening in society as well as how effective our treatment is.

Usually we have approximately 130 girls in care at Intake (Ons Plek) and Second Stage Shelter (Siviwe).

In 2009/2010 we had 82 children. This was due to very few children being on the street and a sudden decrease in referrals. This was true for other homes as well. Also we placed half the Siviwe children in their families in 2009 and did not have settled enough children to move there from Ons Plek until November.

Then the numbers began to climb dramatically from December 2009 and we became very full. We usually place 50% of the children home per year. This year only 20 - ¼ went home. Of these 8 had been with us for several years and only years of work had finally resulted in the families being ready for re-unification. Twenty five children had not settled and behaved badly and ran away repeatedly or vanished soon after being admitted.

Of these 15 were drug users whom neither we nor anyone else could help. There are almost no free treatment centres for girls on drugs in the Western Cape. Many came having had short treatment courses — now closed down — and began using again. Six of the 25 'failures' were habitual street children who moved between home and street following a family tradition of doing so. Only 3 of the 25 had a caring family member who repeatedly tried to help.



- 25 Refused help
- ▨ 20 Re-unified home
- ▩ 2 In foster care
- ▧ 5 Transferred to other care
- ▦ 29 In care at 31.03.2010
- 1 Living independently (for over 9yrs)

(follow clockwise from top right segment)

▪ Reunification and Preservation Program

In both programs, family interviews are held as soon as possible to resolve the breakdown in the family if possible.

While the girls adjust to a structured environment, our Social Worker and Childcare staff members contact and interview families and investigate home circumstances.

Children who have only been away from the family for a day or two weeks, would fall under the preservation program. If the family bonds are still sufficiently intact for the child to return home while the problems are worked on, it is called family preservation. Staff members hold family meetings and family building sessions with families.

Twenty out of 82 children were returned home permanently, 2 children went into foster care, 5 children were transferred into other care.

▪ **Home Visits — local and rural**

Home visits are important in making family reunification possible. We have done very few long distance visits to the Eastern Cape due to fewer Eastern Cape children this year.

▪ **Intervention Programs, Life Skills and Skills Training as related to Reunification**

A healthy self image and feeling of belonging and mastery is crucial to the girls' willingness to engage in problem solving with their families and their communities.

If re-unification fails, the same process enables them to engage constructively in society.

A range of skills training and development programs are provided while the reunification process proceeds, however long that may take. Every activity we offer has a goal and purpose in the children's lives.

▪ **Social and Practical Skills — Household Duties**

On a daily basis the girls do individual cleaning duties as decided by the Childcare Worker. The girls are responsible for making their beds, cleaning the rooms and the house in general, school uniforms are washed, and ironed in the afternoon. The girls prepare a weekly shopping list and actively do the shopping as well as cooking the meals for the household.

Counselling Program

- **Trauma counselling**
- **Life Story sessions to root child in her history**
- **Family Therapy sessions**

Social Skills Program

- **House Meetings**
House meetings take place at least once a month and/or as determined by household needs. During meetings the girls have to practice and learn listening skills, respect each other's opinion and share ideas in an accepting and non-judgmental way.
- **Church/Mosque/Youth Attendance**
The girls attend the local Methodist Church on Sundays where they interact with the community and experience a sense of inclusion and acceptance.
- **Cultural and Traditional Activities**
- **Groups on Relationships, Friendships, Sexual Relationships and Body Care**
The purpose and content of the groups is to educate the girls on positive ways to deal with people in their lives and to gain self respect. Topics include body change and growth, good relationships/bad relationships, teen pregnancy, contraceptives and HIV/AIDS.

Education Program

▪ **Formal Attendance at Formal Schools**

If the children can cope at school it greatly increases their chances of fitting in and being accepted by their family and their community. Girls attend formal and informal schools after attending our own bridging program 'Morning School' while their education abilities are assessed and they learn to re-adapt to routine and structure and gain confidence in their abilities.

▪ **Morning School Assessment and Bridging Program for girls not yet ready to return to school**

The school runs from Mondays to Thursdays 09:30 to 12:00, with a baking or other creative program on Fridays from 08:00 to 12:00.

▪ **Homework Sessions**

The girls at formal schools attend our home-work program every afternoon from Mondays to Thursdays.



In these sessions the girls are assisted with homework and assignments. They visit libraries and are helped to prepare feasible exam study timetables. The older girls are also helped with job applications.

▪ **Holiday Program**

As with all other programs at Ons Plek, the Holiday Program's aim is to include preparing the girls for life in their homes and communities, and to give them opportunities for development — intellectually, socially and emotionally. The aim is never to lure them away from the streets with elaborate treats. This would be counter-productive, maintaining the pattern of alternating over-excitement and apathy which can trap children in street life.

Most vacation days at Ons Plek are spent at home — playing games, doing puzzles, playing "poppie huis", chatting, walking to the local park, and just being children. See detailed report on the holiday program on page 11.

Volunteer Program

Recruitment, Orientation, Supervision

This year we continued to make intensive use of local and international volunteers and student interns (33 in total) who work part-time or full-time for Ons Plek for periods ranging between 3 and 10 months. They provided a range of activities, including computer skills training, reading, art, drama, education, leadership training, swimming and baking. As we had many girls in formal and informal school this year, the volunteers had to work hard at supporting the girls in these programs.

Prevention Project

Ukondla Program in Philippi (Browns Farm) Community

In addition to our overall strategy for dealing with girls vulnerable enough to dwell on the streets rather than in their homes, we are running preventative programs in Philippi community to preserve families. As children drop out of school before they drop out of home, a homework support program helps them stay in school.

At Ukondla I, a group of 19 children attend homework support, enrichment programs and weekly counselling sessions regularly. The program runs on Mondays to Fridays, is similar to the in-house support program at Ons Plek, except that the children live in their own homes. Staff members regularly visit all the children's family homes and their parents are now very supportive of the program.

As the new financial year began we opened a second homework support program situated on the grounds of Sizakuyenza, in a tiny, but sturdy steel prefab building. This catered for 20 children who have been on our waiting list as well as for children of battered women during their stay at Sizakuyenza. When the women leave Sizakuyenza their children can continue to attend Ukondla II while their mothers establish themselves in a new life. The partnership with Sizakuyenza has been fruitful. We hope to build more Ukondla projects with them.



This year, we really tried to provide stimulation and activities for all ages, and chose a variety of things for the girls to do. With five weeks to fill up, it was a bit daunting to think of creating this particular holiday programme!

Many of the activities, for the Ons Plek girls, were based around the house, in order to teach the girls various things that they could potentially do at home, or with their own children someday. To this end, there was lots of cooking and baking, which always seems to be a huge hit with the girls. They also sewed, painted, made beaded jewelry, played games, went swimming, and spent time in the Gardens.

We took the Siviwe girls swimming at Long Street Baths (always a favorite), did lots of cooking and baking, watched movies, sewed pillows for their beds, painted mirrors, and had some much needed free time as well. We like to make sure the girls are given time in which they have to entertain themselves, in order to foster independence and creativity.

Our teachers also gave us lots of homework over the holidays, especially for our little ones! The day before school started, they could be found sitting in the homework room, going through their ABC's. "A is for ant, and alligator..." Now that is dedication to education!

It was impossible to ignore the World Cup, and we wanted the girls to

be included in the fun, without putting them in danger or providing a little too much temptation. We took them to the FIFA FanFest the day it opened, which gave them a lot of amusement. They danced to the music, blew vuvuzelas, and showed a great deal of excitement about the festivities. In the house, the girls were encouraged to watch matches with the childcare workers, the girls also painted South African flags while doing arts and crafts, and took part in playing soccer at a local park with our dedicated volunteers.

Both houses were fortunate enough to participate in an art program sponsored by the **Iziko Museums** of Cape Town. For two days during the holidays, our girls were able to enjoy a program in which they learned about sculpture and photography from professional artists, and then did their own activities relating to these forms of art. The program got rave reviews from our children, and we are grateful to have cultivated this partnership. Our goal for the holiday program is always to find activities that are budget friendly, educational, fun, and empowering. This free workshop definitely fit the bill!

by Jenny Glickman

The holiday programs in both houses were especially supported this year by our fantastic volunteers, who happily planned programming, escorted girls to the dentist, cavorted for hours in the swimming pool, and just made our holidays a huge success.

Holiday Program Winter 2010

Our Wish List ...

FINANCIAL DONATIONS FOR:

- Transport costs for the girls for school.
- Transport costs for the girls for educational outings/camps.
- Medical expenses for the girls eg. eye tests.

TOILETRIES:

Roll-on deodorant, body spray, bath soap, toilet paper, Vaseline, hair straightener (**must be mild**), tooth-paste, shoe polish (black), shoe brush, Nitagon lice shampoo (clinics no longer supply this), flannel nappies.

UNDERWEAR: BRAND NEW PLEASE!

PANTIES and BRAS for young girls aged 5 - 18yrs, panties for teenagers, socks for winter.

STATIONERY:

Photocopy paper (white), A4 coloured paper, Pritt Stick (large), plastic sleeves, Flip Files, examination pads, A4 hard cover books, calculators (scientific).

SCHOOL STATIONERY REQUIREMENTS:

Pritt (40gm), space case, ballpoint pens (black, blue and red), homework diaries.

CAMERA and FILM 24 exp.

GLOBES (energy-saving)

POWERPOINT PROJECTOR

— please contact us first regarding this item

KIDDIES/TEEN DVDs



Keeping track of your donation

If you are depositing money straight into Ons Plek Project's bank account, please enter your surname AND initials, or your company's name, or Anonymous (if you prefer) in the REFERENCE BLOCKS on the DEPOSIT SLIP. This information then appears on the bank statement and identifies who we need to receipt and thank for the donation.

OUR BANKING DETAILS:

Bank:
FIRST NATIONAL BANK
Account No:
620-529-16908
Branch:
ADDERLEY STREET
Branch Code:
201-409
In name of:
ONS PLEK PROJECTS
Swift Code:
FIRNZAJJ 461

Monies being deposited from overseas (telegraphic transfer) must please make a note of the swift code.

Please advise us of your change of address, if you have moved house or office ... it's such a pity when the girls' 'thank you' letters or our newsletters/AGM Reports are returned to us!
Many thanks.

PLEASE NOTE:

First National Bank has advised that cheques **will not be accepted** if the full name i.e. **Ons Plek Projects** is not reflected on the cheque ... and we would be so sorry to have to return any cheques!

ACKNOWLEDGEMENTS: Henk Blom of Zeplin Productions (092 667 1688) for our Website.

Salty Print (021 448-5620) for printing and **Wendy Wilkinson** (046 648-3190) for typesetting our Newsletters and AGM Reports.

Please cut along the dotted line and forward completed Nomination Form to Ons Plek Projects by **10 September 2010**



NOMINATIONS FOR THE ONS PLEK PROJECTS' BOARD

I, hereby propose

for the Board of Ons Plek Projects for the term of office.

Seconded by

I, hereby accept the above proposal.

Signed

Date