



# Ons Plek Projects

*providing hope instead of street life*

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NPO No. 009-578 ~ Affiliated to Cape Town Child Welfare Society



*Enviromental Day : 8 March 2014*

# 2014 Newsletter

## ~ Ons Plek Projects ~

*We invite you to visit all our Projects, meet the staff members and the children*

**Director:** PAM JACKSON

**Unit Manager Siviwe:** GINA JAGERS

Our assessment centre intake shelter ONS PLEK and our OFFICES are situated at 4 Albertus Street, Cape Town  
Tel: 021 465-4829/72 ~ Fax: 021 461-0530.  
email: [onsplek@new.co.za](mailto:onsplek@new.co.za) ~ website: [www.onsplek.org.za](http://www.onsplek.org.za)

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

Our Community Development Programs:

UKONDLA 1 is situated at City Council Community Hall, Browns Farm, Philippi, Cape Town.

UKONDLA 2 is situated on the premises of Sizakuyenza Safe House, cnr Eisleben and Phumelele Roads, Philippi, Cape Town.

UKONDLA 3 is situated on the corner of Eisleben and Phumelele Roads, Philippi, Cape Town.

### Our Shining Star



At Ukondla we strive to achieve a high pass rate and reduce the failure rate of the children attending our programme. We accomplish this by giving them intensive revision exercises during our homework sessions. This hard work has resulted in one of the girls, who attend our homework sessions, qualifying for a scholarship.

A is in Grade 9 this year at N High School. She has been struggling with Mathematics but due to her commitment in attending the programme every day, and receiving assistance from staff, she has passed all her subjects, making her eligible for a scholarship.

The requirement to qualify for the scholarship was for her to pass all her subjects with a 50% pass mark or better. A's average had been slightly below 50% for Mathematics but in December 2013 she achieved a 68% pass in Mathematics which was an excellent result for her, considering that she had been struggling in this subject.

The scholarship she obtained will cover her school requirements until she reaches Grade 12. We congratulate her on her hard work and success!

### We acknowledge with much joy our Major Donors ...

- \* CENTRAL METHODIST MISSION (in the form of a very reasonable rental)
- \* CITY OF CAPE TOWN
- \* DEPARTMENT OF SOCIAL DEVELOPMENT PROVINCIAL ADMINISTRATION - WESTERN CAPE
- \* GLOBAL MINISTRIES (Indianapolis) - AFRICA AND UNITED CHURCH OF CHRIST
- \* GLOBAL MINISTRIES (Institutional and Women's Division) USA
- \* INTOMBI
- \* NATIONAL LOTTERY (2012)
- \* SOUTH AFRICAN ASSOCIATION OF HONG KONG
- \* STICHTING 10%
- \* STICHTING STRAATMEIDEN KAAPSTAD
- \* STREETSMART
- \* THE COMMUNITY CHEST



#### HAVE YOU MOVED?

Please advise us of your change of address if you have moved home or office ... it's so disappointing when the 'thank you' letters that the girls have written, or our newsletters, are returned to us!

#### OUR BANKING DETAILS:

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

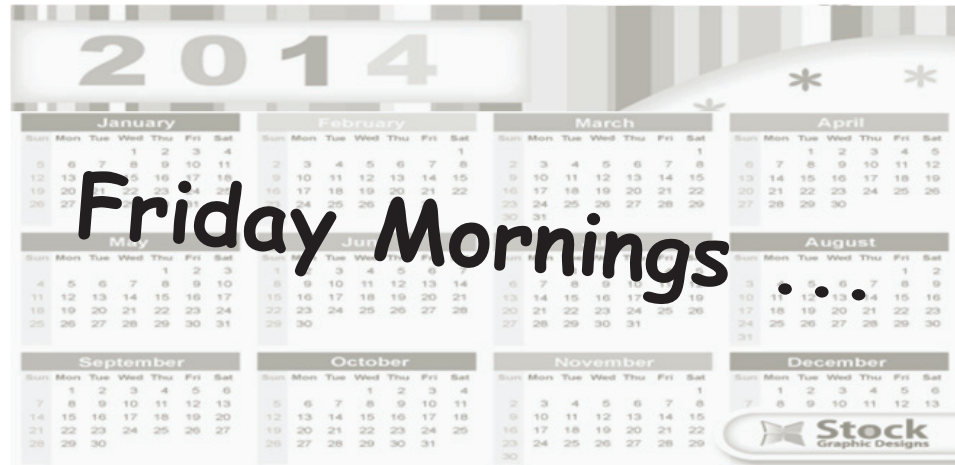
Monies being deposited from overseas (telegraphic transfer) must please make use of the swift code.

#### 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!



**Pam Jackson**  
**DIRECTOR**



It's Friday morning meeting. Volunteer Tanya is occupying girls, who are not yet ready to attend school, with interesting activities to enable all staff to attend the meeting.

Getrude (social worker) is presenting A's case. She uses the circle of courage model which emphasises the child's strengths and acknowledges areas for growth.

The first category 'Belonging' looks at whether the child has a sense of belonging. Getrude says A is very quiet in society and reluctant to talk but has begun, after 4 months, to trust staff more. With other children she is quiet. On the topic of her father having passed away she can talk. On her mother's death, a topic raised in a panel meeting of external social worker, granny, child and our team, she can only weep. She cannot talk about any details at all.

In category of 'Mastery', which focuses on the importance for all of us to be able to 'master' certain skills, she is also doing badly. She does not do well at school and dropped out because she felt so inadequate.

As each category comes up, the team is intent on understanding and dissecting every bit of information to aid in A's healing. Team members contribute without prompting. Alicia, childcare worker, shares how A is now approaching her on some topics, while the teacher Grace, describes how she is in the classroom and A's beliefs about education. Another childcare worker, Faniswa, points out that when she dances she is so good that all the others stop dancing and watch. When she dances she takes charge and teaches the others. Gone is the withdrawn child. Clearly her 'Mastery' in dance enables her to increase her feelings of 'Belonging' at least temporarily.

The purpose of weekly case discussions is to pool our knowledge of a child, evaluate her progress and set new goals.

The contradiction in A's behaviour between when she is dancing and when she is doing anything else

strikes me. It's generally thought that if one points out to her how good she is in dancing, her confidence will spill over into other areas. This can happen if the person themselves starts to believe that they are really good. With a problem of no confidence as deeply entrenched as A's is, a lot of gradual work must be done.

I explain that in 'Narrative Therapy' it is important not to point out the positives but to enable the client, A, to realise them herself and then to realise that the same strengths she has in relating to others when teaching dancing can be used in other areas of her life.

We brainstorm and role-play how to do this and what to say in different interactions with A. New directions are set.

It's been a good team meeting, morale is high and staff linger once the meeting is officially closed.

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*Bridging School  
activities at  
Ons Plek*





# Molweni!

It was the time of my life in South Africa, and Ons Plek Projects was a big part of it. I'm from the Netherlands, 23 years old and I arrived in August 2013 in Cape Town for an internship until January 2014. I'm so grateful this amazing organization gave me the opportunity to participate here.

*Molweni*, I used it daily because it means 'Hello' in Xhosa what was spoken by all the people from the township. Philippi is the township where the Ukondla team is operating. I was nervous to drive in this area the first time. I felt like a hazard on the roads. Driving on the left side of the road in a right hand drive car for the first time. People hooting around me. Besides, I couldn't imagine the living in a township. What could I expect? Do they really live in shacks? Is it dangerous? Can I communicate with the children? What is their response if they see a white person? All these questions were going through my mind.



*Winners from the modeling show*

I didn't have enough eyes to watch around me, it was like I drove into another world. Braaiing on the street, a bunch of goats blocking the road, people trying to sell almost everything on the street, children playing with tyres, a man repairing a car in the middle of the road. It seems like there were no rules and everything is possible here. People were staring at me. I was confused and felt like I forgot to put a pants on. They were just curious and showed a lot of respect at the same time. The people are amazing, so helpful and friendly. The children even more, I fell in love with them.



*Ukondla Team*

After school, they are coming to our prevention project every day. The project supports children at risk of dropping out of school and home. Homework assistance, counselling sessions with the children about their emotional functioning, behavior, needs and school performance, sport-, educational- and creative- activities and life skill training are a means to achieve this goal. In my opinion, Ukondla is extremely valuable for these children and their families. It gives them the opportunity for a bright future.

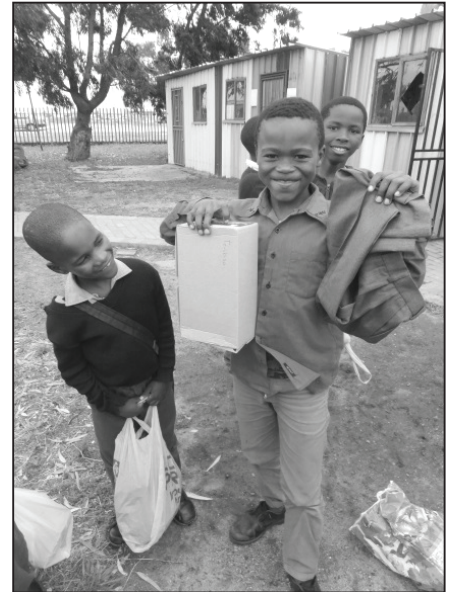
Home visits gave me the real township experience. It's special to see where they sleep, how they interact and how they earn money. A lady was braaiing organs from a sheep and sold them in order to feed her family, I cannot even imagine this will happen in Europe. It was shocking for me to see this, but at the same time it was an opportunity to be very close to the culture and learn from it. These home visits give the opportunity to involve the parents. The Ukondla staff is not only focusing on the child, but both the complete family and the community, are involved.

The school visits were interesting as well. This collaboration between the Ukondla staff and the teachers provide an adaptable guidance for the child so the staff can give response to the needs of the child.

I hope there will be more projects like this. These children have ambitions such as becoming a pilot, lawyer or doctor. They want to study, they want to have a lovely family and they have even more dreams. We help them to reach these goals so they will be contributive in the social environment and will have a happy and qualitative life.

I learned a lot from my colleagues, they treated me as a real team member. They were willing to learn, and gave me a lot of confidence.

I never saw children so happy when I donated school uniforms with money from the organization from my mother.



*New school uniforms*

I never saw children so thankful with Christmas presents and stationary.



*Happy with stationery*

After the time at Ons Plek I went back to the Netherlands with a suitcase full of new experiences, new ways of thinking and a different view. I will always carry this new luggage with me. My time at Ons Plek was not only a learning experience, it was a life experience.

**Lauke Knoop**  
*February 2014*



*Goodbye Party*

At Ons Plek we also provide educational enrichment programs for the girls during all school holidays and these are organised by the Educator. These programs promote team work, discipline, creativity, just to mention but a few. In addition, in every planned activity there is also an aspect of fun.

# We dedicate this page to all our generous donors ... thank you!



*This list includes financial and other contributions received  
from 1 July 2013 to 31 March 2014*

## INDIVIDUALS:

- A. (Fiona, Greg, Adam, Rod, Garth, Leon), Abduragmaan, Abreu I, Ackerman Dr A, Adam, Adams F, Alexandra F, Allen M, Allers C, Alor M & family, Amecke Dr E, Andrews L, Anique, Anyamene H, Aoms M, Arendze Mr & Mrs, Aunty Jess, Aunty Mural, Aunty Poppy, Aunty Thereza, Azari S.
- B. Bakkies Z, Bamford C, Barendse J, Barfield S (England), Bassier L, Bassier S, Bedford A, Bedford J, Berghouse A, Beukes K, Bisogno K, Blatt J, Booley R, Botha S, Bowden L, Bowen C, Brits J, Brook A, Broumels M, Brown Mr & Mrs, Brown R, Bruce, Buchhorn B, Buckley J (England), Buckley S, Butler D.
- C. Cain K, Cannata I, Cecsarini L (USA), Chidebelu P, Chisholm B, Chorley P (England), Chukwunye E, Cindy & Leezh, Clarke J, Clarke L, Coetsee B & friends, Coetzee N, Collyer A, Collyer LJ, Conradie C, Constable S, Cornish J, Court R, Creuzaan M, Cuba P.
- D. Damons S, Davids F, Davidson M, De Castro A, De Jong M, De Villiers D, De Vree I, Dietz F, Dolby N, Dollman L, Dollman S, Dose A, Dower J, Dreyer K, Du Preez W, Dullaart A, Duncan C, Dyson C.
- E. Eastwood J, Ebrahim S, Ebrahim Y, Edgar H, Emeyon Mr & Mrs, Engel R, Engel V, Engela Dr, Erasmus A.
- F. Fafak G, Farrell L, Farrow J, Faure M, Featherstone D, Fells N, Fells R, Filippi M, Fisher R, Fisher S, Frater S, Freedman R, Fresen Mr & Mrs, Friedmon G.
- G. Gail, Geldenhuys J, Gierdien S, Goldsmith G, Gouws Ms, Gram C (Norway), Gurtzschmann N, Guy A.
- H. Hamilton F, Hare E, Haupp B, Heide G, Helen (make-up lady), Hendricks M, (England), Hill P, Hindle K, Hoffman D, Holditch Mr & Mrs (England), Hollemann A, Holmgren A (Sweden), Horwood T, Hoschele L (Switzerland), Huebert L (Germany), Huni P.
- I. Ibekwe C, Ideato Family, Igborgbor D, Isaacs M, Ismail A.
- J. Jackman N, Jagers G, Jagers J, Jansen T, Johnson C, Jonker M, Joubert C, Joubert Mr & Mrs.
- K. Kanguru M, Karjiker Dr M, Kemp J, Kiloni A, King J, Kingsley U, Kirkman S, Knuppe M, Kolosa V, Koopman G, Korber D, Kretschmer L, Kriel E, Krige S, Kruger A, Kupper I.
- L. Laakman H, Labia Count & Countess, Lambrechts R, Lamkin J, Latimer N, Lauba D, Lawrence A, Le Grange D, Le Roux D, Litten S, Loncarevic J, Loy R.
- M. Magnus A (England), Mahlanau D, Malan G, Manuel C, Mapholo RNS (Nelda), Marison O, Marks S, Martin Y, Maziarz K (England), Mensah M, Miller Dr D, Miller J, Mitford L, Montgomery G, Moore D, Morrell T, Mukwayanzo M, Muller Rev B, Murrel T, Musabi M, Mutiti B.
- N. Nakamura Family (USA), Nawaal, Njengele A, Notwala M.
- O. October S, Okafor E, Okafor F, Okafor EA, Okeke A, Okoli C, Okolie E, Okoroho T, Oosthuysen Ds J, Ostrowski J (Canada).
- P. Padayachi S, Paisley W, Pascoe B (England), Penzhorn I, Petersen J, Petersen O, Petersen T, Philamene, Phillemon, Potter S.
- R. Rabinowitz BP, Raphael I R, Rasdien Q, Reith R, Retief R, Richards T, Roberts P, Robins E, Roodbol A, Rosenmann J, Roseveare C, Roseveare M, Rowse I (England), Rowston D (Australia), Rundle Rev A & Mrs.
- S. Sadan Z, Sandstrom J (Sweden), Scello F, Scello M, Scher T, Schmidt A, Schmitt C, Schreuder B, Schwartz M, Schwarzenbek L, Scott C, Seibert Family (USA), Shadley, Shapiro Y, Shelley Ms, Sherman B, Shikemeni N, Simone, Sloan J (England), Stacey L, Stanford M, Stichting A (Netherlands), Stichting O (Netherlands), Strong G & Justine, Stubbs Z, Switala J.
- T. Tamaryn, Tamerin & Sister Ashley, Thabo L, Theron J, Theron L, Thomas S, Toga K, Toms M (England), Tough J, Tyrrell C.
- U. Uchendy C, Umcokoli E, Uzoka E.

- V. Vallabh M, Van der Heijden I, Van der Merwe E, Van der Schyff Z, Van Der Schyff I, Van der Westhuizen M, Van Niekerk L, Van Rensburg C, Van Tonder F, Van Tonder T, Veermeer D, Visser M, Viviers A.
- W. Watt M, Watt R, Wendy, Wertheimer K (Australia), Williams M, Wilson B, Wilson K, Wilson S, Winkler H, Wooley L, Wright G & E (England), Wykes M (England).

## ORGANISATIONS, SCHOOLS, ETC:

- 3 Angels Projects.
- A. A L Butchery, Ad Makers International, Amazing Spaces, Azriel & Moyra Fine Foundation.
- B. Barclays Bank (England), Baxter Marketing Events, Beads and Things, Bevan Trust, Bizcommunity Publishing SAP/L, Bo-Kaap Cultural & Heritage Gateway.
- C. C M Barry & Company, Cape Town Sewing Centre, Capital Assignments, Carter Family Charitable Trust, CCID, Central Technical College, Charly's Bakery, Children's Radio Foundation, Clay Café, Cool Bananas, CPUT, C.T. Sewing Centre.
- D. Damelin College – Mowbray, Dance School Students, Democratic Alliance, Depart. of Premier (Policy & Planning), Depart. Community Safety, District Six Museum, Donaldsons Filtration Solutions, Donut Hive, Drifters Adv Tours/Drifters C.T. Inn.
- E. Edward Daniel Charitable Trust, Encompass Knowledge Management.
- F. Faculty Training Institute, Fashion World, Film Africa, Food Basket.
- G. German School-Klub Interact Deutsche Schule, Grand Daddy, Good Hope Seminary High School, Good Hope Studies.
- H. Hennig Foundation, Herzlia Schools, Hot Dog Yoga, Hot Yoga Studio.
- I. IINET, Investment Wise P/L.
- J. Jersey Boys Company, Jewish Children's Home.
- K. Kapstadt International Properties, Kidz 2 Kidz, KPMG.
- L. Laughter Yoga, Lion's Club C.T., Little Library, Lorry Cabby Profitment Centre.
- M. Manitou Foundation.
- N. New Kids on the Block, Nolans Tyres.
- O. Oberauer P t/a Fine Time, OTI (Pty) Ltd.
- P. Partners Hair Design, Peninsula Beverages, Pine Needles.
- R. R & L Architects, Red Cross.
- S. Salga, Soroptomists International, St. Anne's, St. George's Grammar School, St. Olas Trust, Stepping Stones Teacher, Suiderland Fishing Division-Pioneer Fishing P/L, Suns and Daughters, Sunshine Colours.
- T. The Carpenter's Shop, The Owl Club, The Relate Team, The UPLiftment Programme, Tiletoria, Town House Hotel, Travel With Flair, Tsogo Sun.
- U. UCT Graduate School of Business, UWC Peer Mentoring Programme.
- W. WC Prov. Parliament-Public Education Outreach, WC Woolworths Stores, Wictra Holdings, Woolworths Finance CSI.

## CHURCHES:

Good Shephard Church, Grace of God Mission, Hillsong Africa Foundation, N G Gemeente Bonnievale, Signal Hill Solution Ground, St. John's, The New Jerusalem Evangelical Ministries, Verenigende Gereformeerde Kerk.

## Methodist Churches:

Bellville EWA, Brackenfell WA, CMM – Bruce, Rosebank, Salt River, Sea Point.

## UNABLE TO TRACE:

Field K  
Van der Westhuizen Mrs.





# Thanks to everyone for a brilliant camp!

*"I really enjoyed the Bloemendal outing and the Camp it was fun and nice but Bloemendal outing was the wonderland I really appreciate it, it was nice more than the other outings. Thank you!!!"*

Hi everyone ...

We have had a wonderful camp with the Ukondla boys and girls, Siviwe girls and Ons Plek girls. Big thanks to all the aunties, especially Zanele ("Makhulu"), Faniswa, Christine and Weziwe! Big thanks to our facilitators — Greg, Adam, Rob, Garth and Leon! Also thanks to partner organisations — Jungle Theatre and Leon Visser Music for your time and skills :-). You rock!

From all accounts and lots of stories, the children had many highlights. Greg described it perfectly as "I give them a smile for 3 days, and they give me smiles for a whole year".

Yup — there certainly were lots of smiles. And lots of reasons to smile:

**Day 1:** They enjoyed swimming in the vlei, getting art lessons from Rob and making beautiful cards and candles, and learning to appreciate music and musical story-telling through Leon's sound journey and evocative drumming.

**Day 2:** Checking out Kalk Bay Harbour and meeting the fish sellers, watching the hilarious and educational Hoerikwaggo show at Kalk Bay and meeting the actors, swimming at Kalk Bay and meeting a big fat injured seal and getting swimming lessons from Greg. Later that day they enjoyed writing their "Hero page", braaiing boerewors and telling their own stories and strutting their talents at the Talent Show.

**Day 3:** We took a nature stroll down to enjoy a beach swim and surf at Muizenberg beach and returned tired but elated for lunch and final pack-up.

Nature has this wonderful way of absorbing boisterous energy, and transforming it into exuberant energy, and when we did a check out at the end of the camp, the one word summation to the question: "How do you feel?" was: "Happy!"

Job well done to all at Learn to Lead, and thanks to Ons Plek for granting us the privilege of working with your organisation and the 41 wonderful young people that are part of it.

**FIONA and the LEARN TO LEAD TEAM**



*"I really enjoyed the Bloemendal outing and when we went to Camps Bay beach and Camp it was a wonderful experience for a life time!"*

## OUR WISH LIST ...

### FINANCIAL DONATIONS FOR:

- Transport costs (bus/train ticket) for girls to get to/from school.
- Transport costs for girls to get to educational outings/camps
- Medical expenses for the girls eg. eye tests
- Ukondla photocopy costs of educational exercises (*cheaper than buying books for each child, we only need certain pages from each book depending on child's abilities*)
- Mini oven or 3 hot plates (electrical, gas or gel) for Ukondla (once off); kettles, irons

### TOILETRIES:

Roll-on deodorant; body spray; body lotion; shampoo and conditioner; bath soap; toilet paper; Vaseline; hair straightener (**must be mild**); toothpaste; black shoe polish; shoe brush; Nitagon lice shampoo (clinics no longer supply this); flannel nappies

### SCHOOL CLOTHES:

School tracksuits; grey pants/skirts; white shirts; jerseys (school colours)

### UNDERWEAR (*Brand New Please!*):

Panties/bras for girls aged 5-18 yrs; briefs for boys aged 2-5 yrs; socks for winter

### STATIONERY:

Photocopy paper (white); Flip files; A4 colour project paper; A4 hard cover books (288 & 192 p); Project board; Pritt sticks (large); Ponal wood glue; examination pads.

**School Stationery:** Pritt (40g); pencil bags; pens (black, blue, red); homework diaries; Scientific calculators; Oxford dictionaries (English ONLY)

### OTHER:

- Globes (energy-saving)
- Saucepans; plastic cups and plates; forks and spoons
- DVD Player; CD Player; kiddies/teen DVDs
- Power-point projector (*please contact us first regarding this item*)
- First Aid Kits containing Panado; cough syrup; flue packs

### UKONDLA 1, 2 & 3:

**Weekly grocery needs — catering for approx. 60 children**

Bread (x15 loaves per day)  
Peanut butter (x3 big jars or x6 small jars)  
Jam (x6 tins)  
2 minute noodles (x30)  
Cup a soup (x15 boxes of 4 sachets each)  
Margarine (x6 bricks)  
Pilchards (x9 tins only when there are donations)



### Other needs:

Balls; ropes; puzzles; board games; tennis rackets; playing cards; dominoes; flash cards; memory games; clay; beads; wire; material off-cuts; needles; paint; paint brushes; stencils; glitter; stars; crêpe paper; balloons.

# School Visit

## *(Unscrupulous Practise)*

In the last issue the discussion was on the challenges of doing School Visits. During one of these school visits we stumbled on a very disturbing matter. One Grade 3 teacher, Mrs A at Z Primary School, asked some of her children not to attend school on the day the Grade 3s and 6s were writing a National Examination the Systematic Test. Two of the children L and W, are actually from our Programme Ukondla.

Schools in South Africa write this test that is set by the Head Office in Pretoria, annually. We learnt that she told all the children she considered as “dull”, not to sit for the test. Ukondla decided to take up the issue with the Principal Mr S but we did not disclose the teacher’s name to him.

The Principal invited a member of the School Governing Board (SGB) to the meeting. The meeting with the Principal went quite well, he promised to discuss this matter with the members of his staff, and promised that he would warn them on the consequences of doing such a bad thing.

On reporting back, our Director supported by all staff, authorised us to disclose the name of the teacher. We went back to the drawing board and set up a meeting with the Principal again, this time when we phoned him, we told him the name of the teacher, and we asked him to invite this teacher and the parents of the children to our second meeting.

On the day of the meeting the Principal was all by himself, the SGB member and parents of the children were not there, except for one parent who we had contacted. When we tried

talking to the Principal, he told us that he had no business with us and that he does not report to us. We decided to take the issue to a higher authority.

We called the Circuit Manager, Nobantu Mqeka, who quickly took action to investigate the matter. He sent a team of Social Workers, School Psychologists and parents of the children to go to the school. At the school the team unveiled a lot of bad practises. They found out that children were being subjected to corporal punishment, this was evident as a lot of beating sticks were found in most classes, the children gave the team information, that the sticks were used by teachers to cane them. The team also found out that not only children from Ukondla did not write the test, but a lot more children didn’t. Children from different classes were asked if they wrote the test, those who did not write the test told the team members.

The Circuit Manager called us to a meeting after their investigation. The feedback that we got was that both the Principal and teacher were given a written warning. He told us that it was not easy to lay a stiffer charge on these two as the administration of these tests leaves a lot to be desired. He told us that the tests were set at Head Office in Pretoria, who then appoint monitors to supervise these tests, most of who are retired teachers or former students who have completed their high school. The school staff, or anyone from the circuit are not allowed anywhere near the classes writing these tests. There was no Register of Attendance to check the children’s attendance on the day of writing the tests. It was

therefore difficult to tell which children attended and who did not. When the children finished writing the tests the test scripts are sent to Head Office where they are marked. Schools only receive the percentage pass of a grade, there are no individual results. These results are used to rate schools in the Province against each other. Those with the highest pass rate being rated as the best schools, whilst those with a lower pass rate, being the least schools in their circuit as well as in their Province. This goes to show how these tests have a bearing on the teachers as well as schools, thus putting pressure on teachers and schools, hence this unscrupulous practise, though we at Ukondla we do not condone it.

The circuit manager was very thankful to Ukondla staff for bringing this issue to light. He said this had served as an eye opener to the Education Department, that they would use this case to lobby Head Office to try and administer these tests with the involvement of the school staff or at least staff from the circuits or province for accountability purposes. He also thanked Ukondla for being the “voice of the voiceless”. He was very happy that our organisation strives to see justice being done in the community, he promised to get us some support from the Education Department and other organisations. In the end he wished that more Ukondlas could be opened in other areas, so that a lot more children from other communities could benefit from our services.

**Assah Gavu**  
*Ukondla Co-Ordinator*



# Siviwe Youth Reporters : Progress Report



## Information on Children's Radio Foundation:

A simple idea powers the Children's Radio Foundation (CRF): give young people tools and skills to express their ideas and share their stories, and you will give them a springboard to a world of wider opportunities.

## Ons Plek and Children's Radio Foundation partnership:

Our relationship started informally in 2011 when we first engaged Ons Plek to interview one of their young girls from Siviwe for our SA FM nationally broadcast show The Radio Workshop, on the theme of child protection. Since then we've also interviewed Pam Jackson and two Ons Plek girls for our One Billion Rising Radio Workshop show in 2013.

We then approached Ons Plek to take on a more consistent and present interaction with the young girls and started training 5 young women staying at Siviwe since August 2013.

## Progress Report:

Over the past 8 months a CRF staff member Yumna Martin has worked closely with five Siviwe young women, meeting once a week.

For the first 3 months the Siviwe Youth Reporters were trained in the basics of communication skills: listening, speaking, observing, and storytelling. They then learned how to use the equipment and began by first recording short introductions, learning how to record good quality sound and getting comfortable with expressing themselves. They then went on to learn the importance of how to express themselves confidently, clearly and poignantly through thinking of one moment they would never forget, writing it out and learning how to write in a way that sounds natural when recording.

We had a photographer join us to carry out a specific project with the Siviwe Youth Reporters. We started by getting them to think about whom they saw themselves as in the future and where they saw themselves. We produced collages to express this and recorded each Youth Reporter describing whom they saw themselves as in the future. We then photographed them in costumes that depicted who they wanted to be and then photoshopped them into backgrounds that matched the description of where they saw themselves. The Youth Reporters recorded each step of the experience, interviewing and sharing how it felt and what they gained or realised through the experience.

We then spent a month reflecting on what had passed and what wishes or wants they had for the future. They also attended a celebration of our Youth Reports at 6 Spin Street where they talked on stage about what we have been doing and performed a song, as well as and got to meet youth from our other projects.

We have incorporated elements into a planned curriculum for the year that allows them to learn radio reporter skills and produce and explore some topics and issues. We have also budgeted for 3 excursions during the year as well as 3 photography/art/poet facilitators to do a month's session with the youth reporters throughout the year. The 5 trained Siviwe Youth Reporters have agreed to be mentors and role models to the 5 new youth reporters that join.

Children's Radio Foundation  
6 Spin Street, Cape Town, SOUTH AFRICA 8001  
[info@childrensradiofoundation.org](mailto:info@childrensradiofoundation.org) [www.childrensradiofoundation.org](http://www.childrensradiofoundation.org)

## Corporate Social Responsibility

### Tax Deductible Benefits:

We are registered as a Public Benefit Organisation and thus all donations to us are tax deductible under Section 18A of the Income Tax Act.

### Pay less estate duty:

Being a Section 18A Tax Benefit company means that your family will save from payment of estate duties.

### ACKNOWLEDGEMENTS:

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