



# **GVI CAPE TOWN**

# **ANNUAL REPORT**

## **2018**





## **GVI's Mission Statement**

"To build a global network of people united by their passion to make a difference"

### **GVI Cape Town's Program Goal:**

GVI Cape Town aims to have a positive impact on development, by increasing cultural understanding and awareness of global issues. Making a long-term sustainable impact towards key local and global issues. And by empowering individuals with the knowledge and ability to further contribute to key global and local issues.

### **How do we achieve our goals?**

Cape Town is a multi-focused hub, offering both community development and education-based programs. In 2018 we welcomed volunteers from all over the world who were all motivated and committed to making a difference.



## CONTENTS

INTRODUCTION .....	4
<b><u>PROJECTS</u></b>	
Childcare Program .....	5
Objective review .....	6
Sports and Surfing Program .....	7
Objective review .....	8
Teaching Program .....	9
Objective review .....	10
Women's empowerment Program .....	12
Objective review .....	15
Healthcare Program .....	16
Objective review .....	17
Business Internship Program .....	18
Holiday Program .....	20
<b><u>GVI TRUST</u></b>	
Fundraisers .....	21
LOOKING FORWARD .....	24





## **Introduction**

2018 was a year of great achievement and development! GVI Cape Town began working in Nomzamo in August 2009. Making its first mark in the community working with partners at IkhayaIthembe Village, ACJ Phakade Primary School, and Nceduluntu Nursery School. Within the last 12 months however, GVI Cape Town has



experienced many changes that have expanded our reach within and in surrounding communities, to offer more support and develop new partnerships. Throughout the year we experienced some big staff changes staff, with the Program Manager Tilda Christensson leaving in September and Sian Morris taking over, and also our Assistant Program Manager Liesbeth Van Der Vossen leaving in August and Charlotte Goodwin taking her place. With these staff changes we saw a reduction in our staff team numbers, from 8 at the start of 2018, to 4 at the end of the year. These changes have led to a lot of restructuring of our projects to make sure that they are running as effectively and efficiently as possible. One of the biggest changes for our base was moving to a new house where all staff and volunteers now live together, this has been a very positive and well received change for both staff and volunteers, who now get a more family feel during their time with us. Here in Cape Town we have (1) reconstructed the way our childcare program is run, (2) developed a new business internship project (3) introduced a new endorsed certified computer course to women's empowerment, (4) run several successful and enjoyable fundraisers, and (5) maintained and developed our bonds with our partners in the community. We also welcomed 8 Service-Learning Groups, Duke Engage, Ohio State University, Texas Christian University, Duke University - Athletic Civic Engagement, Arrochar youth, Attic youth, Celanese, and GVI under 18's. In total 101 volunteers joined us through Service Learning projects to help achieve our goals on both education and community through blended programs. Whilst we still have a lot of growth ahead of us, we have a lot to reflect upon and be proud of all the achievements made through the persistence and motivated drive to make a difference by volunteers and staff.



## **A LOOK INTO GVI CAPE TOWN'S PROJECTS**



### **Childcare Program**

2018 was the first year that we began working full time with the five new partner creches, as GVI moved away from working with the orphanage, IkhayaIethemba, which in previous years had presented ethical issues. The new partnerships with Zanokhanyo pre-school, Nobuntu, Nceduluntu Grade R, Anointed multipurpose centre, and Nonkqubela educare centre, has proven very successful. With the establishment of a solid curriculum, that saw an overall average increase in academic achievement by the students reaching 28.05% at the end of last year.

GVI staff have created very strong working relationships with the creche teachers, where there is mutual support and trust, both helping one another develop, manage



behaviour, break down language barriers, and empower the students through fun and engaging educational lessons. To reflect this, GVI was asked to attend the graduation of students, as honorary guests, to commemorate the work that we have done together and the achievements the students had made.

These successes however don't come without their struggles, as it was found that children's attendance was a key issue towards the end of each term, meaning that students assessment grades slipped and at times the team would have to come up with plan B's to keep the volunteers active. In 2019 we hope to continue the partnerships we have developed with the creches and reassess our objectives to make sure that they are more impact driven.

Objectives: (Achieved, Not Enough Data to Measure, Not Achieved)

- Increase the average assessment score suggested by the early childhood development curriculum guidelines for students aged 4.
  - First Quarter: Complete the initial assessment
  - Second Quarter: Increase the average assessment score by 10% since previous term
  - Third Quarter: Increase the average assessment score by 10% since previous term
  - Fourth Quarter: Increase the average assessment score by 10% since previous term
- Increase the average assessment score suggested by the Grade R curriculum guidelines
  - First Quarter: Complete the initial assessment
  - Second Quarter: Increase the average assessment score by 10% since previous term
  - Third Quarter: Increase the average assessment score by 10% since previous term (only 2 creches)
  - Fourth Quarter: Increase the average assessment score by 10% since previous term (only one creche)

The objectives set directly correspond with the South Africa's National Curriculum statement. Having newly revamped the Childcare program, the SMART objectives were set to be as achievable as possible, knowing that we would be working with five new partners. As it would turn out, the objectives were more than achievable for the students. Moving forward the objectives can be altered to make the average achievement percentage higher.

**SDG: Quality Education, Reduced Inequalities, Partnerships for the goals**







### **Sports and Surfing Program**

Throughout 2018 GVI continued their partnership with ACJ to conduct sports lessons for grades 4 to 7. For the most part the sports program was very popular and greatly enjoyed by students and volunteers. During both the first and third quarter over 100 sports lessons were conducted, however in the second and fourth quarter this drastically dropped by almost half. This came as a result of numerous factors, first lack of volunteers, second poor weather (which meant teachers didn't want to take the classes out to the field), and thirdly due to the extended assessment periods, which resulted in low school attendance directly affecting our ability to run sports lessons.

Unfortunately, it also became apparent to coordinators that in some cases teachers lacked enthusiasm for students to participate in Physical Education and therefore they were hesitant to get involved in the program, this was unfortunately fairly demoralising to volunteers and staff. As a solution, we began combining both sports and teaching so that when there were gaps in the schedule, volunteers would assist with the teaching program. We also began the creation of health lifestyle workshops, that can be conducted indoors when there is poor weather or teachers don't or can't go out to the field. This has made a very positive change, as teachers saw how eager and enthusiastic GVI was to impact the students learning experience, which in turn got the teachers more involved and willing to compromise.



Moving forward into 2019 we will continue to conduct sports lessons with grades 4 to 7 which align with the national curriculum, whilst further developing our indoor workshops to cover a more diverse selection of healthy lifestyle workshops, as well as developing workshops for building teamwork and confidence.

In 2019 we continued conducting surf lessons in collaboration with the Wildlife and Environmental Education of South Africa (WESSA). Each Monday WESSA would hold an environmental workshop for students to attend as an incentive to go surfing for the rest of the week. Not only did this provide a great opportunity for students to learn about the ocean and conservation, but it gave them the opportunity for self-development. During the first and second quarter the surf program ran quite successfully, however due to costs and transport difficulties, the program became logistically unfeasible. As a result, moving into 2019 it has been decided that the surfing will be conducted on a one off project basis in February and will be discontinued further. We will maintain our connections with WESSA in other ways throughout the year.

Objectives: (Achieved, Not Enough Data to Measure, Not Achieved)

Sports:

- First Quarter: Coordinate 100 Physical Education lessons – Ran a total of 114
- Second Quarter: Coordinate 100 Physical Education lessons – Ran a total of 48
- Third Quarter: Coordinate 80 Physical Education lessons – Ran a total of 112
- Fourth Quarter: Coordinate 80 Physical Education lessons – Ran a total of 56

There was a recorded fluctuation in lessons held per quarter over the past year. This was due to bad weather, long assessment periods where teachers did not want or could not go to the field and further, and having low numbers of volunteers signed up to the sports program. Moving into 2019, we have made sure that our objectives are more impact driven and geared to provide the students with the best possible experience, whilst making sure that objectives can be met.

Surfing:

- First Quarter: Coordinate 24 surf lessons – No data to support
- Second Quarter: Coordinate 24 surf lessons – Ran a total of 42
- Third Quarter: Coordinate 0 surf lessons – Winter, no classes
- Fourth Quarter: Coordinate 21 surf lesson – Ran a total of 16

This year GVI partnered with WESSA and Silukhanyo Primary School to carry out the surfing program, we continued our partnership with Son surf who continued to be good facilitators. The new partnership kicked us off to a good start to the year, having developed incentives for the students to attend and with a consistent number of volunteers interested in assisting on the program. However, in the fourth quarter we hit a roadblock, as our previous transport





provider could no longer assist us and no other local transport companies were willing to assist. This made it difficult to arrange as many lessons as intended in quarter 4.

**SDG: Good Health and Wellbeing, Quality Education, Reduce Inequalities, Life Below Water, Partnerships for the goals**



## Teaching Program

Our teaching program has continued working with ACJ Phakade Primary School, where volunteers work with individuals or small groups of students, focusing on grade 3 and 4 English and Maths. One of the obstacles volunteers faced over the year was overcoming the language barrier with some students. Unfortunately, a downfall of the school's structure is that students in grade 3 will only be taught in their home language IsiXhosa, however once reaching grade 4's foundation phase, all examinations are conducted in English. This unfortunately is very confusing for the development of the children and consequently means that most students were behind with their developmental milestones.



To aid this we introduced a new structure to English classes where students learn their Phonics in a multisensory way, instead of merely reciting the alphabet. We continue to encourage reading and group comprehensions, which work on student's fluency, confidence, pronunciation and visual understanding. This has been very successful with the students.

Maths volunteers continue to follow the South African National Curriculum statement for mathematics, however we adapted the methods used to teach topics that were tricky, so that we could slow down or speed up the pace of learning depending on the individual's progress each week.

All recorded results reflected the progress that we had made throughout the year, by ensuring that each student's session was tailored to their learning process and style. Some of the major issues faced for the teaching program in 2018 was the unreliability of ACJ. There would be days where volunteers would arrive and the school had neglected to let staff know that there was a function or prior commitment taking place, which would mean that no classes could be conducted. Along with this, student's attendance would often be lower during the school's assessment period, as once students would finish timetabled assessments, they would no longer attend school. To combat the absence of students and fill any free periods, staff would combine sports and teaching timetables, to make sure that volunteers were able to gain a wider variety of teaching experience and be kept busy.

Moving forward into 2019, we will continue to tailor sessions to the student's abilities, whilst maintaining the structure from the previous year.

Objectives (Achieved, Not Enough Data to Measure, Not Achieved)

ACJ Maths Teaching One-on-One (Grade 3 & 4):

- First Quarter: Complete the initial assessment and achieve an average of 25% on their Math's Exams – Total grade 3 and 4 average of 47.02%
- Second Quarter: Increase the 16 children we work with in Grade 3 and 4 Math score by 8.4% on average on their Math's Exams – Total grade 3 and 4 average increased by 5%
- Third Quarter: Increase the 16 children we work with in Grade 3 and 4 Math score by 8.4% on average on their Math's Exams – Total grade 3 and 4 average increased by 7.2%



- Fourth Quarter: Increase the 16 children we work with in Grade 3 and 4 Math score by 8.4% on average on their Math's Exams – Total grade average for grade 3 and 4 increased by 3.5%

The objectives for teaching were some of the hardest to measure accurately. Throughout the academic year we followed the National Curriculum Statement (CAPS) to guide the teaching process, however it quickly became obvious that many students could not keep up with the pace at which the curriculum moves through topics. As a result, we established a tailored teaching schedule for each student to make sure that each student was receiving the correct assistance at their own level, whilst progressing through the curriculum so that they did not fall behind. As an alternative to GVI holding its own assessments for the students, we chose to provide additional revision sessions so that when in class assessments were conducted, they would be a better evaluation of their achievements. Therefore, at the end of each term staff would gather all class assessment result and track the results over the year that way. As the year progressed, ACJ completed its assessments three weeks prior to the designated assessment period by the government in the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> quarters, leading to many students not attending classes, further, making it difficult for GVI to work with the students.

#### ACJ English Teaching One-on-One (Grade 3&4)

##### First Quarter:

- Complete the initial assessment with Running Record (RR)

##### Second Quarter:

- Have 2 children in this quarter advance to the next reading level of RR
- Have the average of the remaining 14 students increase 7.5% within their current reading level of RR

##### Third Quarter:

- Have 2 children in this quarter advance to the next reading level of RR
- Have the average of the remaining 14 students increase 7.5% within their current reading level of RR

##### Fourth Quarter:

- Have 2 children in this quarter advance to the next reading level of RR
- Have the average of the remaining 14 students increase 7.5% within their current reading level of RR

This year was the first full year we used Running Records as a system to assess the student's literacy rates. As a result, it has become a very useful and accurate method, to which reflected a great improvement in the student's literacy rate. The only downfall to this method, however, is that its focus is strongly on the oral part of learning English, not the written, which is one of the key points that most students struggle with, be it spelling or constructing sentences. Therefore, moving into 2019 we will continue doing Running Records





with the students and begin to establish a new way of assessing the students written abilities, which are just as important.

**SDG: Quality Education, Reduced inequalities, Partnerships for the goals**



**Women's empowerment Program**

GVI Women's Empowerment program continued to thrive and develop during 2018. It is imperative to us that our projects develop based on what the community believes will be most beneficial. Many of the women that we work with want to develop their computer skills to help gain employment. In February 2018 we got in touch with an organisation running a certificated and recognised computer course who were generous enough to share their course content with us. This allowed us to build and develop the current computer course, to further cover content that is certified by the South African Qualifications Authority (SAQA). We relaunched the new course in March 2018 and upon completion the women now



receive a certificate stating the course content is aligned with SAQA, giving the certificate more weight with employers in South Africa.

Since the launch of the new course, 115 women have received certificates and we continue to work with a phenomenal 114 to 223 women each month, with a record 349 lessons being delivered in July alone. The course and lessons are continually developing as we learn from working with more women. Our focus has been on a) simplifying the methods and instructions used, as English is not the first language; and b) making the skills more relatable for the women.

One of the challenges that we faced in 2018 is that some women were very keen to finish the course as quickly as possible in order to gain the certificate in the hope of securing employment. This however means that the value of the course for the women diminishes slightly, as they rush the learning process and are more prone to forgetting the information. Because of this we encourage the women to sign up for a maximum of two lessons per week, therefore lengthening the course and allowing for their retention to be enhanced by revision and thorough one-on-one mentoring.

In 2019 we would like to be able to provide more courses to the women, whether its CV workshops, learning to use email or how to use the internet proficiently. It would therefore be useful to have access to internet to enable more variety in the lessons we can provide, once the initial course has been completed.

During the first quarter we began conducting sewing classes as a direct response to requests from the community. Our staff worked hard to create a course that would teach the women to use the machines effectively, so they were able to sew a variety of basic products. However, towards the end of the first quarter it became clear that we needed to create a more structured workshop, to make sure that the women were learning to use the machines correctly. As a result in April 2018, staff created a 7 stage workshop outline that would teach the women how to set up the machines, basic stitching, sewing techniques, an introduction to business, creating a sewing project, building a business, and hand sewing, with each workshop ending with a quiz to assess their knowledge before moving onto the next stage. The course was designed so that once a woman had successfully completed the course, she would then teach the course to the next lady. Initially this worked well, although overtime attendance began to fluctuate, which meant the women's skill level dropped and this became a significant issue as they did not have sufficient skill level to teach the course. In addition, we no longer had staff members that knew how to sew and we found that short term volunteers were not able to learn to use a sewing machine proficiently during their time in country.

In 2019, we would like to explore the possibility of funding a local seamstress to teach the course in order to be able to run the course consistently and to a high standard.



On the 9<sup>th</sup> of August, our women's empowerment interns organised a community netball match between 4 local women's netball teams in Nomzamo to celebrate Women's Day in South Africa. The event took place at the community park, holding rounds of matches throughout the day with the winners receiving a set of brand-new stylish netballs. This was a great opportunity for volunteers, interns, staff, partners, and members of the community to mingle and celebrate. We set up several activity stalls to keep children occupied while matches were

going on, including crafts, carnival style mini games, face painting and lots of dancing. What a great way to spend the day!

Our Girls Empowerment classes have continued with ACJ and we have extended the programme to now also work with grade 5. Again, as it approached the end of each term and got closer to the end of the academic year, attendance became an obstacle. At the end of 2018, we established a new partnership with the Swedish group and Subz Pads, to bring in reusable, environmentally friendly sanitary wear to the school. This initiative is something we are very excited about moving into 2019.

Something that became a success for volunteers during 2018 was that their level of responsibility on project increased. Staff encouraged volunteers to be part of the restructuring of computer lessons, the creation of new revision modules, the collection of data, and the way in which Girls Empowerment was run. With leadership being given to interns, this structure worked well and helped participants gain a more rounded experience.

Objectives: (Achieved, Not Enough Data to Measure, Not Achieved)

Girls Empowerment: Female students at ACJ will attend workshops developed from Life Orientation Library "Empowering Teen Girls" book series (ETG)

- First Quarter: Increase girls in Grade 6 and 7 confidence and empowerment level by 20% on average in accordance with the ETG – We no longer worked with grade 7
- Second Quarter: Increase girls in Grade 6 and 7 confidence level by 20% on average in accordance with the ETG – We no longer worked with grade 7





- Third Quarter: Increase girls in Grade 6 and 7 confidence level by 20% on average in accordance with the ETG – We stopped working with grade 6 as all classes completed workshops and began working with grade 5
- Fourth Quarter: Increase girls in Grade 6 and 7 confidence level by 20% on average in accordance with the ETG – Worked primarily with grade 5

#### Women's Empowerment:

##### First Quarter:

- Certify 25 women in a South Africa Qualification Authority (SAQA) recognized Computer Course – No data saved for January and February, in March 7 women received certificates
- Certify 10 women in Introduction to Sewing Course – 3 women received certificates

##### Second Quarter:

- Certify 25 women in a South Africa Qualification Authority (SAQA) recognized Computer Course – A total of 33 women certified
- Certify 10 women in Introduction to Sewing Course – 9 women received certificates

##### Third Quarter:

- Certify 25 women in a South Africa Qualification Authority (SAQA) recognized Computer Course – A total of 62 women certified
- Certify 10 women in Introduction to Sewing Course – 3 women received certificates

##### Fourth Quarter:

- Certify 25 women in a South African Qualification Authority (SAQA) recognized Computer Course – A total of 50 women certified
- Certify 10 women in Introduction to Sewing Course – 5 women received certificates

The objectives set for Girls Empowerment were unfortunately not met during 2018. However, this was to do with numerous changes in the programs structure. Instead of working with grades 6 and 7, we began working with grades 5 and 6, which provided us with a good alternative as the attendance from grade 7's was very low. Whilst initially the workshops were developed from the Life Orientation Library "Empowering Teen Girls" book series, we found that the topics were very vague and not engaging enough for the students, so the workshops underwent a lot of revamping to combined both physical and emotional wellbeing which had a greater impact. Although the objective of increasing the girl's confidence were achieved, the lack of attendance throughout each quarter affected the overall result. ACJ completed its assessment three weeks prior to the set government dates for all four term, making it difficult for GVI to work with the students.

The objectives set for each quarters certification of women participating in the computer course was well overachieved, as the attendance rate increased significantly throughout the



year. Although with the low attendance for sewing, fewer women completed the course overall.

**SDG: No poverty, Good Health and Well-being, Quality Education, Gender Equality, Decent Work and Economic Growth, Reduce Inequalities, Partnerships for the goals**



## **Healthcare Program**

Whilst 2018 began with intentions to make sure that the healthcare program would be more established after the exiting of working with special needs children at IkhayaIthemba in 2017, the replacement of running WaSH workshops at the creches didn't work out the way initially intended. For the first quarter WaSH workshops ran at the creches and occasionally at ACJ, however this would still leave substantial periods of time where the volunteers were not active until their involvement in the girl's empowerment workshops, where they would take the lead on prominently health related topics in the afternoons. The disappointment for many healthcare volunteers was evident through feedback and it was clear that the project needed to receive great attention to ensure that a full program was offered. Attempts were made with several potential partners such as the local clinic, outreach healthcare providers,



and dental clinics, however with a lack of trained volunteers, interns, and staff; placing participants with any of these partners would have been unethical.

During the third quarter GVI partnered with a local oral clinic to provide educational workshops to the students waiting to have their teeth cleaned. For a short period of time this worked out well, however over time there was a lack of reliability of the partner and so once again the program underwent revamping. During the third quarter, with the help of a long term intern, we began holding health workshops with women at the community centre, covering topics such as healthy eating, hygiene and sanitation, diseases, and exercise. These workshops would be offered to women waiting to participate in computer lessons. This worked out significantly well as the participants were readily available and could to participate whilst waiting. During the afternoons we also began offering EFR training to community members, covering primary and secondary care, which many benefitted from. However, due to the lack of continual volunteers or interns, GVI was not able to provide these workshops or training continually. Moving forward into 2019 healthcare will be offered as a segment program to future volunteers, this will give volunteers the opportunity to be part of making an impact through health while still experiencing our other programs.

#### Objectives:

##### First Aid Courses:

- First Quarter: **Train 5 community members in EFR Primary and Secondary Care**
- Second Quarter: **Train 5 community members in EFR Primary and Secondary Care**
- Third Quarter: **Train 5 community members in EFR Primary and Secondary Care**
- Fourth Quarter: **Train 5 community members in EFR Primary and Secondary Care**

##### WaSH workshops - no longer applicable

- First Quarter: **Coordinate WaSH and Health related workshops**
- Second Quarter: **Coordinate 60 WaSH and Health related workshops**
- Third Quarter: **Coordinate 60 WaSH and Health related workshops**
- Fourth Quarter: **Coordinate 50 WaSH and Health related workshops**

During the start of 2018 we began offering the EFR course to members of the community, however with there being only one member of staff trained as an EFR instructor, it was hard to schedule times for the sessions to be conducted. As a result, during the first and second quarter objectives were not achieved. In the third quarter with the implementation of the new ERF course set up, we successfully achieved our objective, with it again unfortunately failing toward the end of the year with the lack of volunteers. Again, WaSH workshops were only conducted during the first quarter and proved to be unsuccessful during the rest of the year. However, we have made efforts to incorporate these workshops into our holiday program and into the childcare curriculum.

**SDG: Good Health and Well-being, Quality Education, Reduced Inequalities, Partnerships for the goals**





## **Business Internship Program**

An exciting milestone and achievement for GVI Cape Town in 2018, was the establishment of our Business Internship. By partnering with the University of Cape Town, whose Graduate Business School is highly ranked in Africa, our interns have the unique opportunity to work at the university's satellite campus, Solution Space, in the community of Philippi. The internship involves one-on-one business mentoring on micro-enterprise business skills and training, whether it's in business management, sales and marketing, or accounts and finance, to local men and women to enable them to become successful entrepreneurs. The aim of the internship is to bridge the knowledge, skills, and experience of young start-ups and academics, to prepare and equip individuals with the necessary tools to become successful entrepreneurs. This not only will develop and empower local entrepreneurs, but also creates greater opportunities for economic growth within local communities.



One of the key achievements of this program has been the success of one of the entrepreneurs we worked with, Blax and Space, owners of Estratweni Mobile foods. In May 2018 one of our service-learning groups Ohio State University (OSU) participated in the business internship, where they worked closely with the entrepreneurs to get their business ideas up and running. The business began with the pair selling muffins on the street for 3 rand, but with their perseverance and the support of our business internship, they bought their first food trailer a few months later with the intent of providing hotdogs and burgers to the community (which are foods not often found within the local communities). Estratweni foods has now grown further with help from the Trust, to expand and buy four new food trailers and employ seven regular members of staff from their community. In December 2018 Estratweni Mobile Foods catered for the GVI Christmas party and also cater for our service-learning groups, sharing their incredible story and inspiring everyone they meet. Their business continues to grow with great success and they have even appeared on a local South African Lifestyle television program telling their story.

In 2019 we hope to continue seeing further success with the entrepreneurs we endeavour to work with.

**SDG: No Poverty, Gender Equality, Decent Work and Economic Growth, Industry, Innovation, and Infrastructure, Reduced Inequalities, and Partnership for the Goals**





## **Holiday Program**

During the school holidays, many of the children have little to occupy them and they end up spending their days on the streets. Our Holiday Programs therefore aim to keep children positively engaged and also provide them with a meal.

Throughout 2018 we successfully held five holiday programs in partnership with Strand Library. Initially the program had no set structure, but as we moved into the third quarter the program underwent restructuring to make it as fulfilling and rounded for the students as possible. This not only meant that the program catered for a diverse age group, but also combined aspects of childcare, teaching, sports, healthcare, and empowerment into one. We found that this structure made the program increasingly popular and with the support of library staff, we hope to continue this partnership as the program provides students with an opportunity to stimulate and challenge their abilities.

Holiday Program:

- First Quarter: **Coordinate 2 school holiday programs – Ran 2 programs**
- Second Quarter: **Coordinate 2 school holiday programs – Ran 1 program**
- Third Quarter: **Coordinate 2 school holiday programs – Ran 1 program**
- Fourth Quarter: **Coordinate 2 school holiday programs – Ran 1 program**





Great achievements were made in developing the holiday program during 2018. However, due to how the school calendar falls, there is only usually one school holiday in each quarter, therefore the objective to coordinate 2 holiday programs each quarter was unrealistic. Going forward, these objectives will be re-aligned to be more realistic and to also have a greater focus on impact.

**SDG: Good Health and Wellbeing, Quality Education, Reduce Inequalities, Partnerships for the goals**



## GVI Trust Fundraising

### **GVI Walk-A-Thon**

On the 28th March we held the 'GVI Walkathon' event. The event was open to volunteers, students, teachers and community members to walk, run or sprint the length of the sports field as many times as possible. In fact, we managed to match the total number of funds raised with the number of laps walked! We successfully reached £1,060 which went towards educational and sports equipment needed on project sites.





### **Sea the Change**

On the 25th, 26th, and 27th of July we carried out our "Sea the Change - GVI Beach Cleanup". Organised by the interns, volunteers and staff picked up garbage at Bikini Beach, Gordon's Bay Beach, and Strand Beach after our daily projects. We managed to raise £238 to go towards funding the sports surfing program.

### **Women's Empowerment Workout Challenge**

On the 19th of November we carried out a workout challenge, where volunteers and staff completed 345 of their chosen exercises. This was inspired by a record number of 345 computer lessons delivered in the month of October, to the women in the township community of Nomzamo. These lessons provide women from disadvantaged



communities with vital computer skills and help them on their way to employment and even setting up their own businesses. With a set target of £250, we managed to reach 66 % of our overall goal £186.25. The money raised was then matched by the GVI Trust on Global Giving day and helps to continue running the women's project and in the future provide more computers, sewing machines and resources for the women and girls to use.





### **Don't let our future dry up**

On the 20th, 21st, and 22nd of November the team embarked on a fundraiser that was two fold in aim – to collect rubbish within the community and use the funds to go aid drought relief at partner creche sites. Our interns organised and run the community clean up at three different locations within the communities we work. The selected areas were Anointed

creche, ACJ sports field and the Nomzamo community park. The goal was to remove approximately 150 kg of rubbish from the township. Within the townships rubbish accumulates quickly within the streets creating a dangerous and unsanitary environment. This ensues for a multitude of reasons including overcrowding, weather conditions (e.g. extreme wind) and insufficient waste disposal. We hoped that setting an example and by getting bystanders involved in the clean up would encourage the community to continue the same efforts.

This was a very successful fundraiser that inspired all volunteers to get involved with the fundraising efforts, by sharing the events on social media and spreading the word to family and friends. Due to this we successfully exceeded our initial fundraising goal by 134%, raising a total of £1,077.42.





## **Looking forward**

Moving into 2019 we have high hopes to continue expanding our partnerships and developing our programs, with a new team structure and new partnerships developing with organisations. One such organisation is SUBZ Panties & Pads, a reusable initiative, which aims to keep the female youth in school and shake off any cultural myths that surround menstrual shaming. This initiative was brought to our attention by Samira Wingårdh-Waenerlund, a member the Swedish blogging society here in Cape Town, who we hope to work closely with to make a positive impact on the way girls view their periods. Another exciting opportunity is to partner with Township Boyz & Galz Matter Org, who hold after school sport and recreation programs focused on mobilising and engaging youth in discussions about health issues, advocacy, education, youth leadership and many more. These are exciting new possibilities for GVI Cape Town that will offer new and diverse opportunities for us to expand our impact into new parts of the community and demographics.

Our goals continue to expand, being made more impact driven and measurable for all programs to make sure that everyone we work with is receiving the highest quality of education, that will provide them with better opportunities moving forward.

We hope to also provide more self-development opportunities to staff, to make sure that they feel they are receiving enough training and gaining valuable culture and social experience, that can aid in their future employability.

Most importantly, in 2019 we look forward to the continued and increased local collaboration on existing, new and potential programs. It is the collaboration with our partners and passion of our volunteers, that our true impact is sustainable, inclusive, and lasting.

