



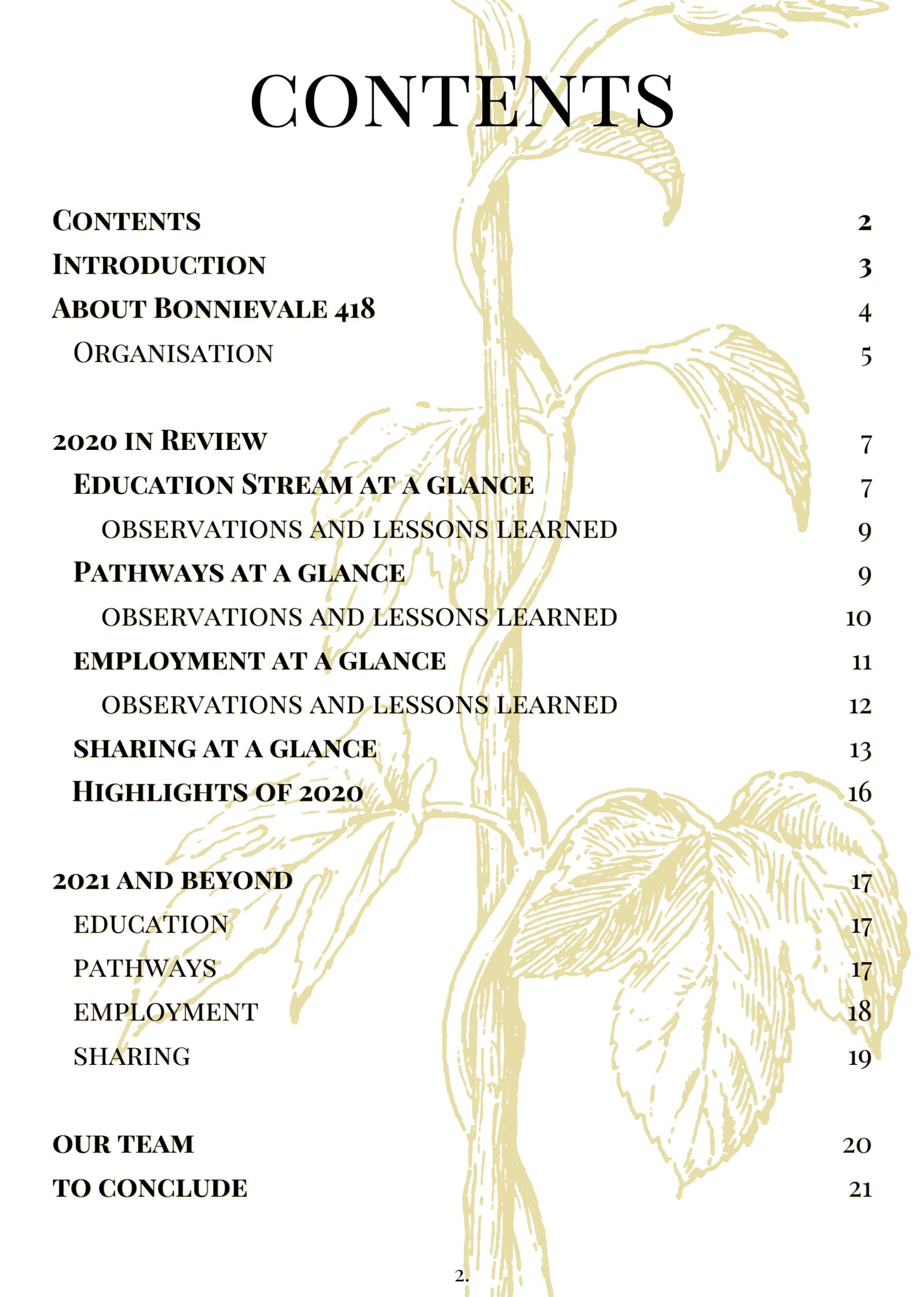
ANNUAL REPORT

GROWING ROOTS
& BEARING FRUIT

• 2020



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INTRODUCTION

In many years from now, 2020 may be looked back at and remembered for many other reasons, but also the substantiating of Bonnievale 418. And in ten or twenty years from now, what will we think of this germination?

2020 was the planting of a new varietal of fruit tree, a type we hope and believe will bear such wholesome fruit that this initiative will be followed by many communities within South Africa in years to come. What is this tree? It has its roots in education and like different roots it pulls all the schools of Bonnievale together towards career focused education.

Bonnievale 418 forms an upright structure, but makes sure the branching is complete and balanced, pathways of the various school types and curriculum choices, ideal for every individual. And then the branches need to stretch its growth towards future opportunities and these need to bear wholesome fruit, which are entrepreneurship, employment, and the so important sustainability and shelf life of character development. Zero unemployment by 2030. This is what the planting of 2020 is about. And by sharing the first few fruits that are forming, Bonnievale 418 hopes to inspire a new trend that will change South Africa. Finally, the core values of Bonnievale 418 are imbedded into its name, a faith-fueled vision for socio-economic impact. This is its sap, the strength of the tree. In years to come the purity of these values will be managed by the team of Bonnievale 418.

If the picture of the fruit tree makes the objectives of Bonnievale 418 clear, namely education coordination, pathway development, employment opportunity development and sharing for scalability, then how shall we regard 2020? It is the year of planting the sapling. And to prepare the land, fund the labour and fertilise the sapling, MSDF has prompted initiative, spurred commitment, pruned towards discipline and funded the team who is doing the groundwork. And maybe this is what 2020 will be remembered for, the formation of the team, for as John C. Maxwell's title reads, "*Teamwork makes the Dream work*". It is still early days, and the first few fruits already tasted may be regarded as a bonus, as so much effort goes into getting the beginning right, establishing a healthy structure. We are blessed with a team of competent and committed individuals. To quote the basketball coach, Phil Jackson, "*The strength of the team is the individual member. The strength of each member is the team.*"

Where we stand now at the end of the first year, there has been plenty of sweat, the magnitude of the endeavour is becoming clearer by the day, the fruit are still few, but the sapling is healthy, pushing growth all over. Progressed is evident. Fruit is a matter of time.



A handwritten signature in black ink, appearing to read 'Curren Kuhn'.

ABOUT BONNIEVALE 418

Bonnievale was heading towards the dilemma that by 2023 there would have been about 600 high school learners without access to a high school in Bonnievale.

But through divine intervention and marvellous collaboration between government, the Bonnievale community and the private industry, the Jakes Gerwel Technical High School was established. As of the end of 2020, the school has 560 learners.. The beautiful story of how the JGT school came together can be found at www.jgt.co.za .

Bonnievale now has two fantastic high schools. Between Bonnievale High School, offering an academical curriculum, and Jakes Gerwel Technical High School, offering a mainstream technical, mainstream agricultural and School of Skills curriculum, these two high schools provide enough high school education for everyone in the Bonnievale community.

The reality however was that the solution is incomplete. What happens after school? From end 2021 Bonnievale will have approximately 250 school leavers each year. South Africa's youth unemployment rate is 60%+ and this is no different for Bonnievale. A contributing factor is that Bonnievale and South Africa's learners as a whole, have serious learning gaps (the academic abilities of learners are not on par with their current grade expectations) and have no pathway to gainful employment.

The JGE Funding Trust crossed paths with the Michael and Susan Dell Foundation and were accepted to received funding to launch the Bonnievale 418 program to appoint people to work towards the goal of ZERO learning gaps, ZERO NEETs and ZERO youth unemployment in Bonnievale by 2030.

Our strategy is to intervene across four sectors in Bonnievale. We invest in the lives of young people by increasing access to skills-based education, supporting learner pathways from school to work, growing employment potential within our local economy, and sharing what we learn with others.

Education

new skills-based high school
collaboration and support
early-grade learning

Pathways

career planning and placement
mentoring and training
work experience

Employment

employer network
demand from local employers

Sharing

advocacy
school of skills

Bonnievale 418 is about restoring self-worth in our community through practical interventions. We believe that every young person should have the opportunity to participate fully in learning and in life, regardless of means or ability.

WE ARE AGENTS OF THE GOOD NEWS.

The Spirit of the Lord is upon me, for He has anointed me to bring Good News to the poor. He has sent me to proclaim that captives will be released, that the blind will see, that the oppressed will be set free.

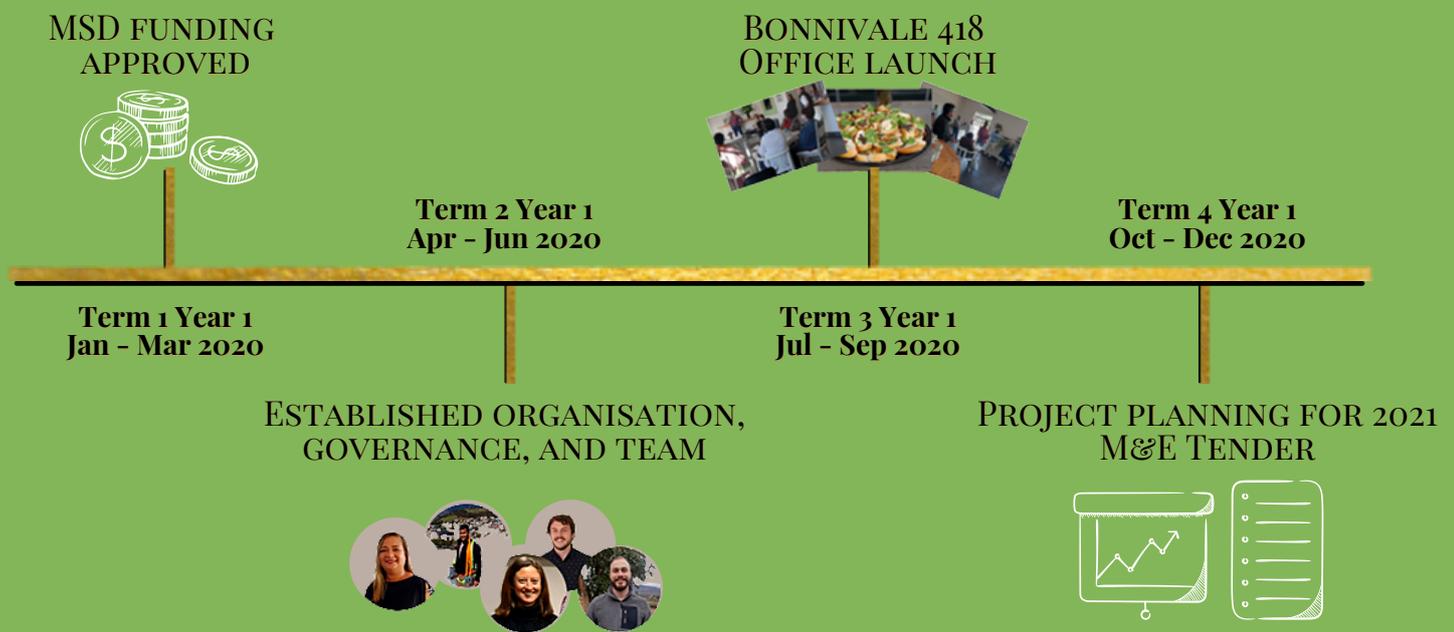
LUKE 4:18

ORGANISATION

Imagine a world where there are no hugs, no handshakes, no high fives, where everyone wears masks, sport is cancelled, and schools are closed for months. Not too long ago this would have been regarded as pure fiction, but such was the reality of this past year. Amidst this, with the support from the Michael and Susan Dell Foundation the JGE Funding Trust was able to establish Bonnievale 418. The proposal was approved in March 2020. And so the work began...

We want to thank our funding team leader, Sean Bastable, for his inspiring and creative ideas. You have enabled us to better serve Bonnievale, South Africa, our home. A big thank you to Ansulie Cooper for supporting and guiding us fantastically in "setting up shop". We are truly grateful and learned a lot from her. Thank you to Wilhelm and Philip for their role as trustees, enablers, labouring and steering with tons of love, humble hearts and faithfulness to the vision of a restored Bonnievale.

Establishing governance structure and procedures was priority and then we needed a team to implement the vision. Our first appointment was Augusta Brandt who started on 1 April 2020 and leading our Education stream. On 1 May 2020, Curren Kühn followed to lead the Bonnievale 418 team. Shortly thereafter Dewald Cillie joined the team to head up the employment stream, and finally in August 2020 Michiel De Villiers was appointed to lead the career pathways and support stream.



The official office opening was 3 August 2020. We acknowledge and thank all who attended and supported in various ways, utensils, furniture, decorating etc; local business, church leaders, school representatives, spouses, and other Bonnievale NGO's. The first few months was mostly to explore the landscape on all fronts, reaching out to schools, engaging with high school finishers, and starting an employment network. Our team spent much time brainstorming, testing ideas and planning for 2021. Through all of this and getting accustomed to the different personalities, Bonnievale witness some of the first fruits of our labour. Young school leavers were successfully guided into education, employment, and training.

Education is a key instrument in human capital development (Stats SA, 2020). The more educated people are, the more likely their chances are for employment and jobs with good working conditions (Stats SA, 2020). The organisation supports pathways to gainful employment for youth in Bonnievale through initiatives at pre-school, primary school, high school, and after-school levels.

Bonnievale 418's overarching goal is to achieve zero youth unemployment in the community of Bonnievale by 2030. The most effective way to achieve this goal is to reduce the number of NEETs (youth between 15 and 24 years not employed, in education, nor training). Reducing the number of NEETs implies that youths of Bonnievale would follow pathways from education or training to gainful employment. This should have a multiplier effect on household income and the local economy whilst reducing socio-economic challenges associated with youth unemployment.

THINK FOR A MOMENT ABOUT A BONNIEVALE WITH, ZERO LEARNING GAPS,
ZERO NEETS AND ZERO YOUTH UNEMPLOYMENT. IMPOSSIBLE?

There are three stages to every great work of God;
first it is impossible, then it is difficult, then it is done.

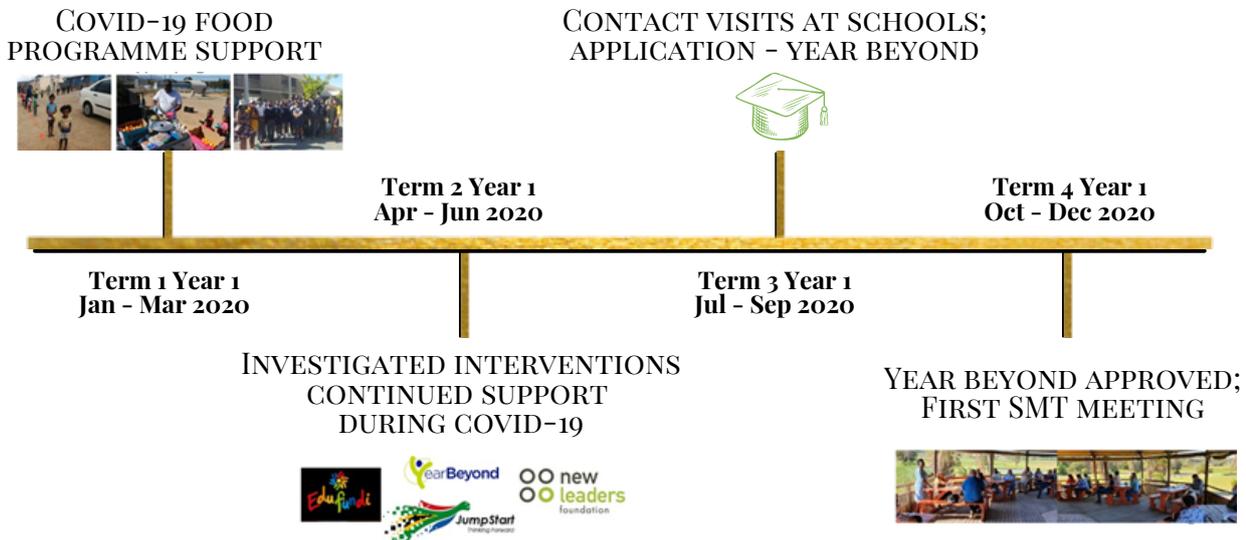
HUDSON TAYLOR

2020

IN REVIEW

EDUCATION AT A GLANCE

Augusta showed amazing initiative and support during the “lockdown” period to our schools and community. The first term was all about lending a hand wherever it was required, supporting food distribution points from logistics to serving and arranging 5000+ masks for Bonnievale schools.



From term two we started investigating various intervention programs to support our Bonnievale schools. Studies done by Dr Nick Spaul showed that around 80% of South African learners has serious learning gaps. The interventions sought after must address this issue (closing the gap – gold arrow).

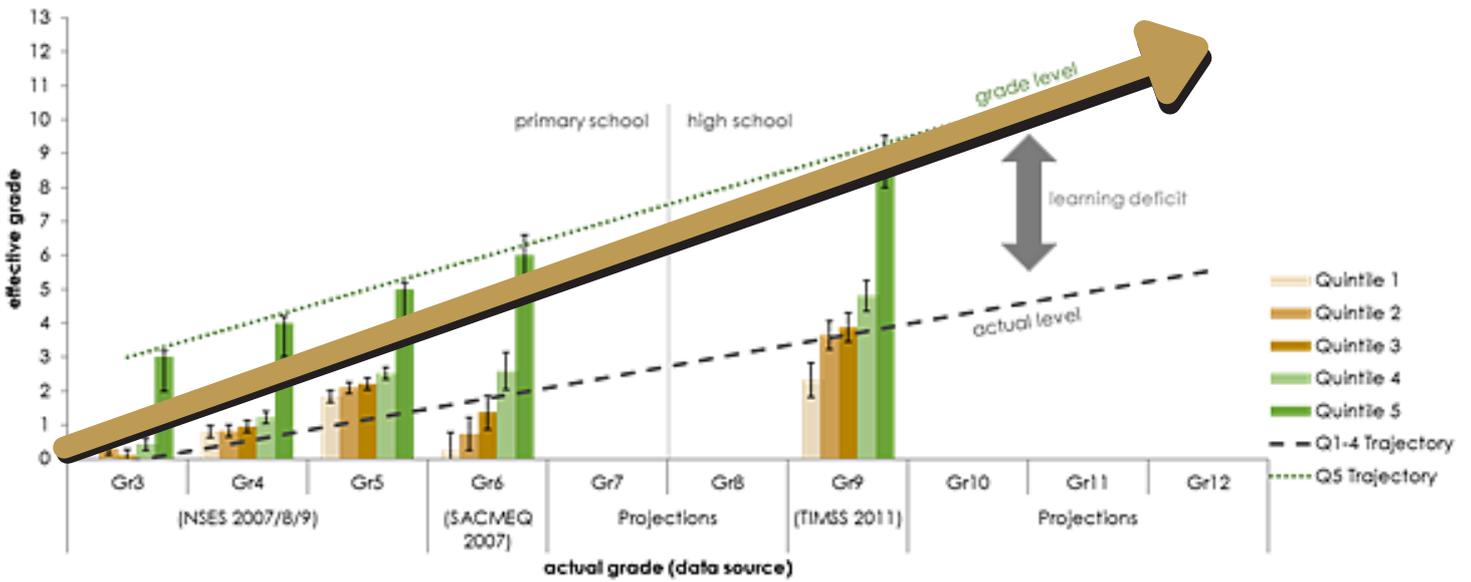


Figure 10b: South African mathematics learning trajectories by national socioeconomic quintiles using a variable standard deviation for a year of learning (0.26 in grade 3 to 0.2 in grade 8 with interpolated values for in-between grades). Based on NSES 2007/8/9 for grades 3/4/5, SACMEQ 2007 for grade 6 and TIMSS 2011 for grade 9, including 95% confidence interval. Spaul & Kotze, 2015

Year Beyond (www.yearbeyond.org) was identified as an ideal starting point. Bonnievale 418 went through the application process and was accepted to become an Implementing Partner (IP). Year Beyond is a ten-month program and serves a dual purpose in that it, gives opportunity for matric graduates to develop professionally by being teacher assistants during the school day, and tutoring Gr3 and Gr4 learners in the afternoons with math and reading. Thus, at the same time a young adult is being developed and supported with his/her next step towards choosing a career path; and a Gr3 and Gr4 learner's, math's and reading foundations are being solidified. The year was ended off with an event gathering with the Bonnievale school SMT's to introduce Bonnievale 418 and starting conversation of how all of us can unite to create the best platforms for Bonnievale learners to thrive.

OBSERVATIONS & LESSONS LEARNED



Bonnievale is in the fortunate position to have amazing and capable teachers who are enthusiastic about their careers and guiding our learners into their potential. The reality, however, is that on top of being teachers, they are fulfilling many other roles at school, being “parents”, “doctors”, “social workers”, “career counsellors”, the list goes on... There is only so much they can do.

SOME OF THE OBSERVATIONS:

1. It is clear from all schools that they would appreciate more involvement from the learner parents.
2. Many of the farm primary schools in Bonnievale still has multi-grade classrooms, meaning that classes are grouped into grade two and three and grade four and five. One might understand why these schools are structured in this way (due to low learner numbers just below the teacher-child ratio thresholds), but practically it is not the best setup for the learners.

PATHWAYS AT A GLANCE

After setting up office in August, we only had a few months to meet with all school leavers from both Jakes Gerwel Technical and Bonnievale High School, gather their information and match their profiles to opportunities available. By the end of the 2020, 70% of learners from Jakes Gerwel Technical High School, in the School of Skills stream, had an opportunity after school. 34% of the learners from Bonnievale High School had secured an opportunity post-school by December 2020. Out of the 5 learners our office assisted with study and bursary application, 4 were admitted to date.

44% of JGT students had opportunities after Matric
(50% February ; 78% April)

34% of BHS students had opportunities after Matric
(37% February ; 56% April)

SUPPLY ANALYSIS OF 2020 COHORT



ONE-ON-ONE LIFE COACHING SESSIONS WITH 2020 COHORT



September 2020

January 2021

August 2020

October - December 2020

BONNIEVALE SCHOOL VISITS



BONNIEVALE HIGH SCHOOL



JAKES GERWEL TECHNICAL



PLACEMENTS 2020 COHORT

DECEMBER 2020	#	%
TOTAL PLACEMENTS	36	44
HSB	20	34
JGT	16	70

TO DATE	#	%
TOTAL PLACEMENTS	41	50
HSB	22	37
JGT	19	83

OBSERVATIONS & LESSONS LEARNED

As we engaged our cohort of 82 learners, our main challenge throughout the year was to effectively communicate with learners. Not all our learners have access to data, or a phone and some learners changed phone numbers quite frequently. Opportunities might be available but cannot be accessed because of deadlines that are missed, or meetings not attended by our learners. In a short period, we realised that too many of our learners do not believe in themselves. The lack of self-confidence to step out and try, apply, or even ask for help, is a barrier for them to access the opportunities available to them. This will guide us in our future intervention strategies.

Initially we thought that we will be able to compile a list of learners leaving school with their skills, abilities and strong suits and match them with opportunities available in the broader Bonnievale community. We soon realised that there are many more hurdles for our youth to overcome as they enter the labour market. We realised that not all our school leavers were job ready; some had insufficient funding for further studies; while some of our learners had no idea what kind of opportunities they would like to pursue after school.



As we look back on 2020, we know that Bonnievale 418 has an important role to play in our community. We should not only engage our learners to match their profiles with opportunities available, but we need to restore the self-worth of our learners coming from a broken past, create a safe space where learners can ask for help and mobilise our community to secure a bright future for all learners from Bonnievale.

EMPLOYMENT AT A GLANCE

We were inspired by the way in which local businesses (42) opened their hearts and gave their time to dream of a new socio-economic vision for our town. We appreciated the frank discussions, where 93% of businesses indicated a willingness to at least provide school leavers job shadowing opportunities to gain valuable work experience.

BONNIEVALE 418 SUPPORTED



94

youth with
career
guidance.

45

youth with
CV's.

54

youth
with job
applications.

4

passionate
local socio-
economic
forums.



We are supporting passionate local socio-economic forums (currently four), to stimulate development across sectors in Bonnievale. We further created a platform for representatives from these forums to connect with young entrepreneurs and members from the local municipality to discuss the current landscape and identify objectives for 2021.

ENGAGE WITH REGIONAL EMPLOYERS TO INTRODUCE B418 AND BUILD RELATIONSHIPS.



1 December 2020 FUTURE FOCUSED WORK READINESS WORKSHOP FOR JGT SCHOOL OF SKILLS.



October - November 2020

January 2021

August - September 2020

SOCIO-ECONOMIC LANDSCAPE ANALYSIS.



7 December 2020 EMPLOYER NETWORK LAUNCH. SHARING FINDINGS & VISION ACROSS SECTORS.



POST SCHOOL SUPPORT & MENTORSHIP.



OBSERVATIONS & LESSONS LEARNED

All employers indicated “soft skills” as the biggest challenge amongst employees, from a lack of respect towards seniors and punctuality to perseverance and even a general absence of ambition. These characteristics are particularly common amongst youth employees.

With a limited number of opportunities for youth’s holistic development and frequent examples of insufficient parental support, achieving one’s full potential requires massive resilience.

The number of learners completing school in Bonnievale is staggering and has more than doubled from 2020 to 2021. Bonnievale will have 250 learners completing school by end 2021. Whilst we are thinking and working towards growing employment opportunities in Bonnievale, we acknowledge that we cannot do it on our own and require creative and innovative solutions to prevent our learners from becoming part of South Africa’s growing number of NEETs (not in employment, education, or training).

There is a clear need to create a space (rather many spaces) where youth can be exposed to more than the norm, grow their self-worth, and unleash their agency, to truly become masters of their own careers.

With that said, we have also witnessed how the “ugly duckling” can become the “beautiful swan”, purely by identifying the appropriate placement for that individual.

According to some Jakes Gerwel Technical – School of Skills learners (2020 cohort) the Character-Building Curriculum, alongside the Values of the School, changed their lives. Some still remember every lesson by heart and have wonderful examples of how it practically shows up in the “real world”. These learners want to be used to inspire the 2021 cohort to make the most of every opportunity granted and most importantly for them: “To be grateful for a school like theirs”.

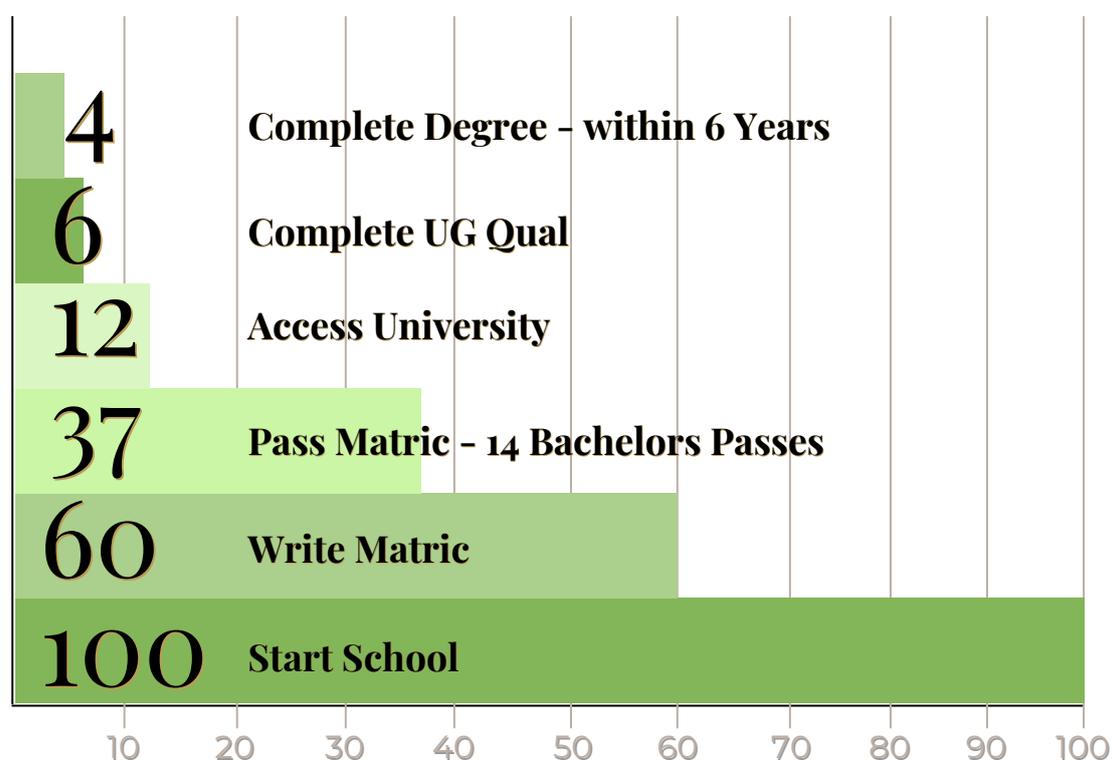
If we are to reach our goal of ZERO youth unemployment by 2030 it will require all hands-on deck, each Bonnievale community member has a role to fulfil, whether by mentoring a first-time employee or even sharing a view on how to increase tourism, everything will be required. Our job will be to inform, inspire and celebrate!

SHARING AT A GLANCE

Few might realise but, but after exploring and researching documentation on the education landscape in South Africa and also what all of us are seeing in Bonnievale; we realise the reality that 60% of all children in South Africa who go to school drop out of the school system along the way. When 6 out of 10 drop out of our normal schools, what becomes of them? They do not stop eating. They must survive. They become desperate entrepreneurs. They are unqualified and too young to work. Somehow, they need to get a SASSA grant. Or beg at a stop street. Or keep the police busy. The four who complete school obtains a matric certificate with subjects like History, Life Science, Geography, subjects that are great foundational steps to build on at university, but only one out of ten studies further. Every year 1 million learners are forced towards this very small door of tertiary studies and almost 90% fall along the way.

FOR 9 OUT OF 10 CHILDREN,
BASIC EDUCATION IS THEIR
FINAL QUALIFICATION.

NATIONAL 2008 MATRIC COHORT VAN BROEKHUIZEN & VAN DEN BERG. 2016

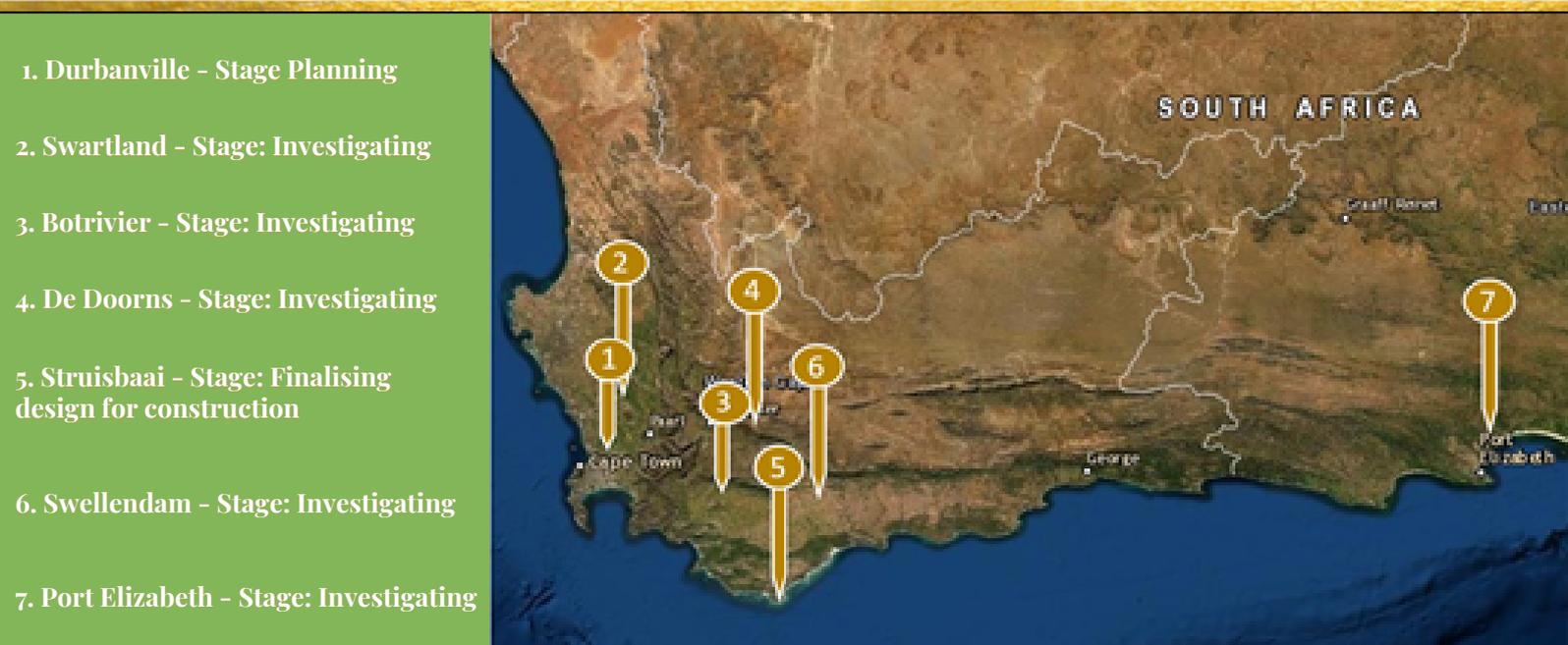


Source: Van Broekhuizen & Van der Berg. 2016 (Higher Education Access and Outcomes for the 2008 National Matric Cohort)

OBSERVATION: FOR 88% OF THE COUNTRY, BASIC EDUCATION IS THE FINAL QUALIFICATION.

What are we saying? We are saying that for every school existing today there needs to be another school of skills next door. We advocate a new type of school as part of basic education, an aspirational artisanal school of skills that can be accessed by choice, where skills and character development go hand in hand. The design was completed for a modular solution that can be established anywhere in the country. A school of skills of excellence fully equipped that can be established within six months at half the cost. The first prototype will be built in Struisbaai in 2021.

We recently started keeping record of the visitors coming to Bonnievale wanting to find out what exactly is happening in this small rural town. We see South Africans are in search of answers and are picking up the reins to turn their communities around. The below map gives an indication on towns/community representatives visiting Bonnievale in 2020, showing interest in building a similar model of school to Jakes Gerwel Technical High School.



Imagine we could populate South Africa with such schools? We can see transformation in South Africa, starting from the south spreading to every corner and then to the outline of our continent. Let us clean up the streets, the hospitals, the courts, the jails, the rows of SASSA dependency. Let us create the South Africa we all want.

HIGHLIGHTS OF 2020

Marshall is proficient in welding, after completing his schooling in the School of Skills stream at Jakes Gerwel Technical. Even though Marshall is employed as a General Worker, he is putting his skills to good use, at the benefit of his employer.

The trailer used for irrigation at the school recently broke down, and Marshall, with his welding skill, was able to repair the irrigation trailer, as well as a broken gate on the school grounds.

We believe that Marshall is an example of how learners leaving school with a skill, has a better chance of finding employment in the local community.



One of our matriculants from Bonnievale High School, Jeremiah Pienaar, has cherished the dream of becoming a social worker. To realise this dream, we assisted Jeremiah with an application to study towards a Diploma in Social Auxiliary Work. At the beginning of 2021 we received the exciting news that Jeremiah has been accepted in the course.

On the 1st of February 2021 Jeremiah commenced his first day of studies on the Hugenote Campus.

2021

& BEYOND

Towards the end of 2020 the team put much time into developing a project plan for 2021. A plan consisting of 147 tasks each with a milestone date. This must be implemented over a period of 12 months, and while some are easily achievable like writing a report, others are more sophisticated like forging new relationships and maintaining it.

EDUCATION

The focus for 2021 is two-fold, implement Year Beyond and one other such program and facilitate collaboration amongst Bonnievale schools and learner parents. By becoming a Year Beyond implementing partner the team unlocked various opportunities for learners and matric graduates. Fifteen matric graduates will have the opportunity to be professionally developed and at the same time support Grade threes and fours with their math and reading skills. These fifteen young people will earn an income during their participation on the tenth month program. We hope to see within the next year or two a Bonnievale school community that will rise and set the new benchmark for our learners' standards. By collaborating on this front, we aim to drive down the learning gaps to ZERO.

PATHWAYS

Looking ahead to 2021, we hope to expand our career hub activities in Bonnievale. We will start engaging much earlier and will start with all grade 7 learners from our feeder schools in the greater Bonnievale area to assist them with their choice of High School for 2022. Later in 2021 we hope to assist our grade 9 learners with their subject choices for 2022, and by the end of the year we will engage our grade 11 learners to expose them to further study opportunities after school. Our continued focus throughout the year will always be on our cohort of school leavers. After we have distributed questionnaires to all learners from the cohort, we will meet with every learner to assist with their future career plans. At the end of 2021 we will have our first alumni event where we will be inviting our learners from the 2020 cohort back to Bonnievale to celebrate the past year. Our goal is to have ZERO NEETs for this cohort by end of 2021. Each learner who completed school in 2020 will be either in education, employment, or training.

EMPLOYMENT

As with the other streams, we take an extremely focused approach here too. The primary objectives for 2021 are to:

1. SUPPORT LEARNERS COMPLETING SCHOOL THROUGH

- a. **Career Guidance** – Aim to provide 1-on-1 sessions with every learner to help them identify their unique path and take the most efficient steps to reach their career goals.
- b. **Mentorship** – Identify and train mentors to provide holistic support for youth during their first 12-months of studies, employment, or training.
- c. **Work Readiness Training** – Offer a 2-week program building self-worth, a work standard of excellence, financial literacy, and principles of how to start and run a business.

2. COLLABORATE WITH ENTREPRENEURS AND BUSINESS OWNERS TO DETERMINE AND GROW LOCAL ECONOMIC CAPACITY BY

- a. Supporting entrepreneurs through information sharing, connecting with networks and mentorship to grow sustainable independent businesses.
- b. Building strong relationships with existing businesses, to best understand what the employment demand requires and where there might be room for expansion.

3. SUPPORT LOCAL SOCIO-ECONOMIC DEVELOPMENT INITIATIVES / FORUMS.

- a. We understand that supporting the shared visions of Bonnievale is the best way to drive lasting change for the area.
- b. The Bonnievale Small Farmers Union, Chamber of Commerce, and Destination Management Committee are some of the groups identified.

SHARING

Our goal is to have assisted at least two other communities establish a school of skills based on the Jakes Gerwel Technical High School model.

If all goes to plan Struisbaai will have a new school completed by end 2021 based on the concept and model of JGT School. The school could support 120 learners.



OUR TEAM

Trustees: Wilhelm De Wet, Augusta Brandt, Philip Jonker and Curren Kühn.

IMPLEMENTATION TEAM

Trustee & Program Director: Curren Kühn

Born and raised in Happy Valley, Bonnievale. He matriculated at Bonnievale High School in 2007 and obtained his electrical and electronic engineering degree from Stellenbosch University in 2012. The calling to serve Bonnievale ignited during his university years. After seven years in the electrical consulting industry, he joined Bonnievale 418 from 1 May 2020 in a full-time capacity.



Trustee & Education Stream Lead: Augusta Brandt

Born and raised in Bonnievale. Through later missionary work, she started teaching people to read and write and transitioned to working with young children in early education. In 2010 she joined the SA Congress for Early Childhood Development; she became provincial Head of ECD in 2014 and National Head in 2017.



Programme Administrator: Riché Taylor

Born in Bonnievale and grew up in Creighton, Kwazulu-Natal. She returned to Bonnievale and matriculated at Bonnievale High School in 2016. She completed internships in HR and Patient Administration at the Western Cape Department of Health (Robertson Hospital). But, her heart sought more, so she obtained a degree in Psychological Counselling at the University of South Africa in 2020 in order to help her community in more practical ways.



Pathway Stream Lead: Michiel De Villiers

After pursuing a career in law, Michiel went on to serve as a youth and community worker in the rural community of Calitzdorp in the Western Cape. It is here where he came to realise his passion for youth development, the need for rural upliftment in South Africa and the role he can play in the lives of young people.



Employment Stream Lead: Dewald Cillié

Dewald has been active in social development for more than a decade. He supported youth in growing self and gaining access to further education, training, and employment opportunities. With a great sense of gratitude for all the opportunities while growing up and a deep conviction that we all have a purpose in making the "New South Africa" a reality for all, Dewald has dedicated his life to see this beautiful nation rise together.



Year Beyond Mentor: Sue-Allan Brandt

Born and bred in Bonnievale, she spent 2 years after High School overseas as an Aupair. For the last 9 years she has been involved in the Early Childhood Development Sector, where she started as a teacher and became a manager of 3 ECD Centres in Bonnievale by 2020. After years of working with young children she decided to shift her focus to the young adults of our community, as that is where she feels she can make the most difference.



TO CONCLUDE

In the greater scheme we believe a workable solution for South Africa is that each community much take ownership for itself, individuals from the community becoming agents of change. Then the statistics have names, it becomes personal.

We observe a new culture is developing in our community, a new dignity, self-worth, a belief in possibility. The vision remains to take responsibility for every child in our midst, to have a ZERO drop out plan and a career path for every child.