

The Cape Wine Auction Trust is registered in terms of Article 6(1) of the Property Control Act, 1988 (Act 57 of 1988).  
Trust Registration number: IT000532/2014.

The Cape Wine Auction is registered as a Public Benefit organization (PBO set out in section 30(3) of the Income Tax Act No 58 of 1962.

The Trust has been further granted S18 (1) (a) donations tax exemption status.

The financial statements of the Trust are audited by **pwc**.

The  
**CAPE WINE**  
— AUCTION TRUST —

SPONSORED BY **AON**

*Impact Audit*  
**2017**

*Supporting education in the South African Winelands*

## The journey so far...

### THE BEGINNING

2014

THE CAPE WINE AUCTION TRUST is established. Wendy Appelbaum, Michael Jordaan, Ken Kinsey-Quick, Mike Ratcliffe and Siobhan Thompson are appointed as Trustees.

The inaugural Cape Wine Auction takes place at Delaire Graff Wine Estate. **R7 million** is raised.

Four beneficiary organisations are funded.

2015

THE SECOND CAPE WINE AUCTION takes place at Boschendal Wine Estate. Every philanthropic fundraising record in South Africa is broken with **R10 million** raised on the day.

A Trust Facilitator is appointed, and the first Beneficiary Workshop takes place in Franschhoek. The 19 beneficiaries selected by the Trust meet to share best practice and create a collaborative network for increased impact.

2016

THE THIRD CAPE WINE AUCTION takes place at Klein Constantia Estate. **R14 million** is raised.

Paul Cluver and Raymond Ndlovu are appointed as Trustees.

The **22 beneficiaries** selected by the Trust meet at the second Beneficiary Workshop on 22 September in Lynedoch, Stellenbosch. Successes and challenges are shared, and the network of support is strengthened.

2017

THE FOURTH CAPE WINE AUCTION takes place at Anthonij Rupert Wines in February 2017. Over **R22 million** is raised – a new record.

**27 Beneficiaries** are selected. The third Beneficiary Workshop takes place on Boschendal Estate where experts in the philanthropic field share their expertise with the CWA Trust-funded organisations.

2018

THE FIFTH CAPE WINE AUCTION takes place on 10 February 2018 on Rustenberg Wine Estate. Watch this space ...

## Steps to lasting change



1

### COMMUNICATE

We meet with as many key role-players in education in the winelands as possible – children, teachers, NGOs, donors, academics, dreamers and doers. We listen more than we talk, and we use this valuable input to find the best solution-providers for the challenges we learn about.



2

### COLLABORATE

Once we have selected the best organisations to address the challenges, we introduce them to each other and create a Community of Beneficiaries. This collaborative model has amplified and multiplied reach and efficiency in a short space of time. Clusters of collaboration between CWA Trust beneficiaries are forming throughout the winelands.

We also connect with other donors in the education space to avoid duplication, share successes and challenges, and partner where possible for maximum impact.



3

### CALCULATE

Impact is crucial and needs to be measured. We gather both statistics and stories from the beneficiaries we fund, because we know that impact can't always be calculated in numbers. Data is crucial, but storytelling is the heart of impact evaluation.

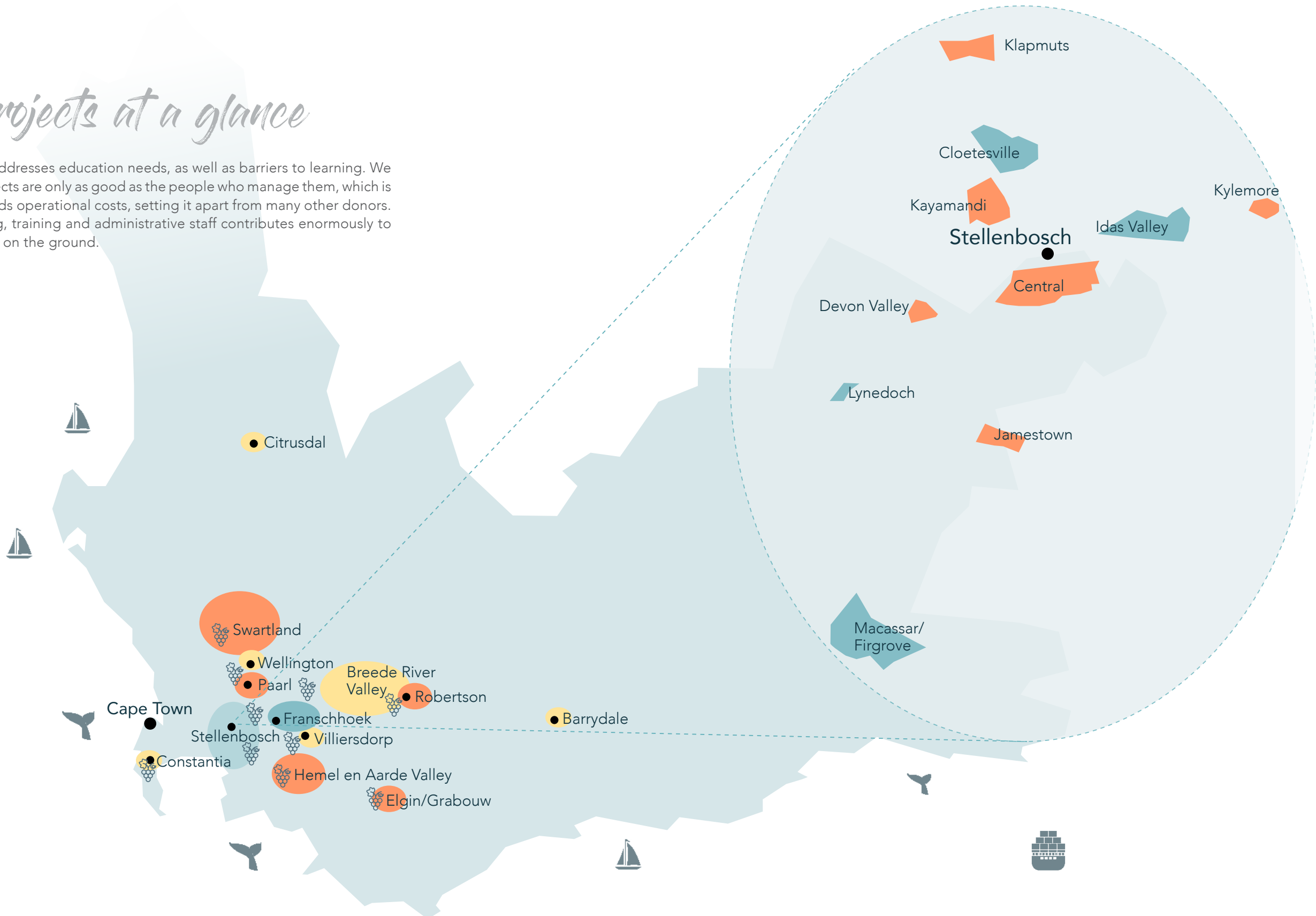
The CWA Trust is cultivating a learning culture in the winelands by funding passionate, well-managed beneficiaries. These beneficiary organisations provide a range of quality holistic educational services, from cradle to career.

Research shows that organisations benefiting from donor funding most often work in silos, never knowing what each is doing. To maximise efficiencies and avoid duplication, the CWA Trust has created a Beneficiary Community Model which offers those we fund the opportunity to get to know each other, learn from each other and support one another.

At the Trust we test, measure, learn and repeat. This evidence-based approach, combined with our model of collaboration, results in measurable change. With your support the lives of future generations in the South African winelands can be re-imagined.

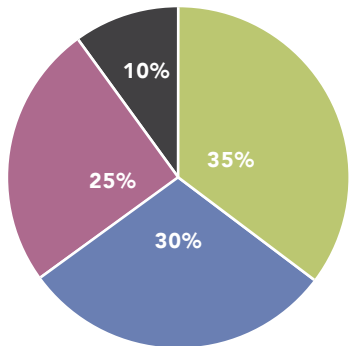
# Our projects at a glance

The CWA Trust addresses education needs, as well as barriers to learning. We believe that projects are only as good as the people who manage them, which is why the Trust funds operational costs, setting it apart from many other donors. Funding teaching, training and administrative staff contributes enormously to achieving impact on the ground.



27 beneficiaries funded

SUMMARY:



- ECD – 35%
- Grade 1-7 – 30%
- Grade 8-11 – 25%
- Grade 12+ – 10%

PROJECTS PER AREA:

- 1 Project
- 2 – 5 Projects
- 6 – 10 Projects

# The Pebbles Project

The Pebbles Project works in the winelands region supporting children and their families in farming communities. The projects consist of 5 main pillars: education, health, nutrition, community and protection.

A proud moment was when Tashwell Bartman, a previous Pebbles beneficiary, became an award-winning Firefighter. As a child, Tashwell was always passionate about firefighting. In 2010 Pebbles purchased a bicycle to support him in his volunteer efforts at the Stellenbosch Fire Station. He volunteered for three years before he was employed full time and during 2016 he came second in his age group for the Toughest Firefighter Alive Competition.

48

TOTAL NUMBER  
OF CENTRES

1 478

TOTAL NUMBER  
OF CHILDREN

114

TOTAL NUMBER  
OF STAFF TRAINED

717

CHILDREN FED  
PER MONTH

6 018

CLINIC VISITS  
PER YEAR

## PEBBLES EDUCATION PROJECTS

### FIRST THOUSAND DAYS (FTD)

The FTD programme is designed to stimulate children between the ages of 3 months to 3 years through monthly training with FTD practitioners and a programme developed by Occupational Therapists and teachers. The FTD programme trains 31 practitioners each month, delivers services to 20 FTD centres and reaches 353 children aged 0 – 2 years each month.

### EARLY CHILDHOOD DEVELOPMENT (ECD)

The ECD programme provides holistic support to children between the ages of 3 and 5 years and the practitioners through monthly training and onsite support services. During the last six months of 2017, Pebbles offered training and on-site support to 49 practitioners at 31 ECD centres.

### AFTER-SCHOOL CLUBS (ASC)

The ASC programme provides education support to school-going children between the ages of 7 and 18 years. This programme focuses on the holistic development of the child through homework supervision, curriculum support as well as extra-mural activities.

- **577** ASC learners (Stellenbosch; Hemel & Aarde and Citrusdal)
- **31** facilitators (17 Stellenbosch; 3 Hemel & Aarde and 11 Citrusdal)
- **10** facilities Stellenbosch
- **1** facility H&E
- **6** facilities Citrusdal
- Mobile Book Library
- Mobile Computer Labs
- Art Programme – Focuses on the development of arts, crafts and creative skills. The goal is to expose the learners to and foster a love for creative art. **577** learners participate in the art programme.
- Sports Activities – there are currently **80** children participating in Pebbles after-school club sports programme.



Tashwell Bartman



## SCHOOL LEAVERS

School subject and career choices, application processes and further education opportunities can be overwhelming. Pebbles works with children to help them make informed, self-aware educational and career choices. Prior to the programme's inception, very few learners completed Grade 12.

**46 learners aged 15 – 24 have accessed the programme since it started.**

## LIFESKILLS PROGRAMME

The programme focuses on the following four areas:

1. Personal Development
2. Study methods and techniques
3. Relationships (Home, School and Community)
4. Orientation to the world of work:
  - **176** learners from Grades 4 to 12 on **10** farms
  - Use of theory teaching, practical activities, technological learning support devices and educational materials.

11 School Leavers return each year to Pebbles to assist at the Children's Year End Party.

## PROTECTION PROGRAMME

The Pebbles social workers support farming communities through difficult times and ensure that children and adults are safe guarded from harm. The needs that are addressed include neglect, abuse, family relationships, behavioural problems and substance abuse. Support is provided in order to help promote social change, development, cohesion and empowerment.

The social workers drive approximately **650 km** per month to visit their clients on the respective farms.

## COMMUNITY PROGRAMME

This programme seeks to build safe, clean and well-functioning physical environments to maximise the stimulation of the children through outdoor play areas and the sustainability of their communities through community engagement, parent workshops and training.

**83** parent workshops were held on **5** farms. Both the parents and children from the age of 10 years and above attended these workshops to promote and work towards healthy families. **53** families were reached through the programme.



[www.pebblesproject.co.za](http://www.pebblesproject.co.za)

# The Pebbles Hemel-en-Aarde Education Project

The Pebbles Hemel-en-Aarde Education Project (HEAEP) began in early 2017 and offers development in the farming communities of the Hemel-en-Aarde Valley. The Hemel-en-Aarde Project's goal is to ensure that the children and families in the valley have access to a high standard of education, health, social and recreational services; particularly focusing on the disadvantaged communities.

## FIRST THOUSAND DAYS (FTD) PROGRAMME

The First Thousand Days Programme is where we have found the biggest need is within the Hemel-en-Aarde farming community. The FTD centre currently runs at full capacity according to floor space allowance with 14 children between the ages of 0 – 3 years of age and 6 on the waiting list. Once funding has been secured for renovations, the first priority will be to erect three additional classrooms for the ECD/FTD programme. The FTD teacher receives monthly training through the Pebbles Project Trust and has an assistant who assists her with the daily tasks of taking care of toddlers, such as napping, changing, feeding, sleeping and daily learning and stimulation activities.

## EARLY CHILDHOOD DEVELOPMENT (ECD) PROGRAMME

Seven children moved to grade R in 2018 and the vacant places will be filled with the four children currently on the waiting list. With the harvest season drawing near for a lot of the farms in the valley, many seasonal workers' children who will fill the remaining open spots. (One farm in the area increases their staff numbers from just over 300 to almost 1200 over harvest.)

*"Our 16 donated chickens provide us daily free-range eggs that are used for either breakfast or lunch. A favourite at the centre is homemade spinach quiche!"*

## AFTER SCHOOL CLUB (ASC) PROGRAMME

The centre currently provides homework assistance, life skills, extra-mural activities as well as computer and Information Technology classes to 32 learners aged between 6 and 13 years of age.

Pebbles provides the learners with quarterly educational outings which have included a day trip to Panthera Wild Cat Sanctuary, a movie day at the Caledon Casino, a day spent at the Penguin Sanctuary as well as puppet shows at the Hermanus Auditorium. The ASC teachers receive monthly training through the Pebbles Project Trust as well as bi-monthly visits and support from the After School Club Support team at Pebbles Head Office.

## IT TAKES A VALLEY TO RAISE A CHILD

Apart from several farm owners paying the fees for the children that live on their farm, an immense amount of support is given by the following farms to fulfil the various needs of project itself – from manpower to medical care:

Creation Wines, Haygrove Heaven, Zuiderkruis Farm, Tolbos Farm, Barne Farm and Grootbos Farm



[www.pebblesproject.co.za](http://www.pebblesproject.co.za)

IMPACT AUDIT

# Community Keepers

Delivering school-based mental health and social services to at-risk children. School-based offices provide full-time professionals, including psychologists, counsellors and social workers. Learners refer themselves or get referred by parents or teachers. In the same way that you cannot teach a hungry child, you also cannot teach a traumatised child.

More than 70% of learners show an improvement in behaviour, school attendance, interaction with class mates, academic performance and general motivation. (Based on pre-and post-assessments with learners, teachers and parents)

2711

COUNSELLING & THERAPY SESSIONS TO 379 LEARNERS

## DURING 2017 THE CWA TRUST FUNDED:

1069

LEARNERS INVOLVED IN LIFE SKILLS CAMPAIGNS

1327

PARENTS HELPED THROUGH THE GUIDANCE PROGRAMME

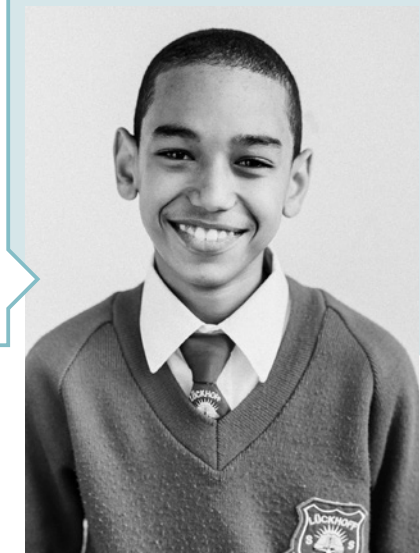
49

TEACHERS ASSISTED WITH SUPPORT

## COMMUNITY KEEPERS SCHOOL-BASED OFFICES SUPPORTED BY CWA TRUST:

Cloetesville High School  
Idas Valley Primary School  
Kylemore High School  
PC Pietersen Primary School  
Rietenbosch Primary School

SHERWIN (14 years old)  
*"I was bullied at school... Community Keepers taught me to stand up and believe in myself and I am now enjoying school and doing better."*



[www.communitykeepers.org](http://www.communitykeepers.org)

IMPACT AUDIT



# The Lunchbox Fund

## EDUCATION BASED NUTRITION PROGRAMMES

The Lunchbox Fund (LBF) has pioneered breakfast and lunch programmes in Early Childhood Development Centres (ECDCs) i.e. Educational playgroups, Creches, Educare and Day Care Centres and provides Nutrition Programmes to After-School Focused Homework Assistance and Learner Skills Development Programmes. We provide breakfast or lunch programmes in both government and privately established Primary and Secondary schools.

In schools with over 80 children we enable the school to hire previously unemployed women, preferably mothers or grandmothers from the community, to prepare and serve the food. Each woman is provided with a monthly stipend, paid directly to her by LBF and receives annual increases. Our programme monitoring fieldworkers are also drawn from local communities.

At the cost of R2,50 LBF reaches or exceeds the WFP recommended daily dietary allowance (RDA) target across the age groups for protein, and for almost all essential vitamins and minerals.

## ATTENDANCE AS A MEASURE OF IMPACT

All attendance registers are completed, maintained daily and up to date. This enabled LBF to calculate average attendance numbers. Seasonal attendance variance is down from 2016. Principals ascribe this to the guarantee of a meal for children when parents are away during harvest or not able to provide meals when unemployed.

## INDEPENDENT RESEARCH RESULTS

During 2016 the Lunchbox Fund commissioned the Nutrition Information Centre of Stellenbosch University (NICUS) to undertake an independent review of the nutrition programme. NICUS drew on international best practice and recognised norms and standards in school feeding interventions to assess the programme's menu composition and its nutrient delivery. A nutrient analysis of the menu components was undertaken with software developed by the South African Medical Research Council. The Lunchbox Fund nutrition programme was found to make a significant contribution to the dietary energy, protein and fat needs of its beneficiaries, and is particularly effective in delivering micronutrients. The fortified maize meal, soya blends, and milk powders included were endorsed by NICUS as the best food options for cost effective delivery of nutrients



## GRANTS BY THE CAPE WINE AUCTION TRUST ENABLES LBF TO:

3 845 771 360 4

CHILDREN SERVED IN 71 SCHOOLS EACH SCHOOL DAY

MEALS PROVIDED PER YEAR

STIPEND 4 FOOD MAMMAS DRAWN FROM LOCAL COMMUNITIES

## PARTNER WITH SIX CAPE WINE AUCTION TRUST BENEFICIARIES

- Anna Foundation (10 After-school Programs: 372 Children)
- Aitsa! (1 After-school Program/70 Children)
- Hemel en Aarde Pre-School (1 Creche/50 Children)
- Love to Give (2 Primary/1 Secondary School/3 After-school Programmes: 1,758 children)
- Maranatha Trust (1 After-school Program: 60 Children)
- Sustainability Institute (1 Creche/ SPARK Primary School/2 After-school Programs: 121 Children)

for the programme. Recommendations were made to further enrich the programme, and the menu was strengthened in several ways during 2017. Portion sizes have been increased where indicated, the protein composition (lentils, beans and soya protein) of meals boosted, medium fat replaces low fat milk to increase the fat content, and micronutrient fortification enhanced where appropriate.

Benefiting schools are required to 'co-invest' in the nutrition of the children in their care through the addition of fresh vegetables to the meals at least three days a week. This practice is a vital ongoing element of the Lunchbox Fund nutrition programme, and schools are actively encouraged to provide as much vegetable diversity from what is seasonally available and can be locally sourced.

The full NICUS report is available on request.



www.thelunchboxfund.org

# Anna Foundation

Education, sports and life development for underprivileged children in the rural winelands of South Africa.

## 3R'S – READING. RUNNING. RIGHT-ING

### READING – EDUCATION

Key to the success of the educational interventions is the training Anna Foundation offers to their facilitators. These women work daily with the children assisting them with homework and implementing educational lessons, reading lessons and numeracy activities.

### RUNNING – SPORTS PROGRAMMES

Games enable positive growth amongst learners, their peers, teachers, parents etc. Through group work, they learn to work together, support each other, respect each other and to have self-discipline. It also helps put winning into a clear light. This can sometimes make it difficult for children to understand that there can only be one winner. In order for children to do group activities they learn the difference between winning and losing. They learn to recognise the value of every teammate's abilities in contributing toward a shared goal resulting in increased fitness levels, improved motor skills, team work and exposure to new sports.

### RIGHT-ING – LIFE SKILLS

The core of the Life Skills programme is to support the development of self-esteem, communication skills, emotional awareness, critical thinking and co-operation through drama activities.

The key to impact in these areas and with this specific medium is patience. Patience is rewarded with significant, consistent and sustainable progress.



MARISKA GOLIATH joined the Anna Foundation at the age of 5. She went on to receive a scholarship to attend Stellenbosch Primary School and was chosen to represent winelands (Boland) u/12 netball in 2016. She also represented u/13 Boland Hockey in 2017 and was captain of her school's first netball team. Mariska is attending Stellenbosch High School in 2018.

## 3D'S – DROOM, DINK, DOEN

The 3D program, piloted in February 2017, is an interactive workshop series and support system focused on equipping high school learners with the necessary skills, self-knowledge and confidence to dream about their futures and work towards achieving it. Preliminary research revealed the need to first focus on building foundational skills for adaptive and positive behaviour. The learners indicated that they are not certain of their strengths or talents; that they struggle with anger and stress management; that they lack the confidence to share their ideas in a group; and that they tend to be demotivated by failure. They also expressly asked for guidance in making positive choices, eliminating negative thought patterns and gaining respect from adults. Our focus this year has therefore been to empower our high school learners to deal effectively with the demands and challenges of everyday life.

## POSITIVE PARENTING

The involvement of the parents of the children of the Anna Foundation is integral to the child's self-worth and ability to grow with confidence. Parenting is an enormous area requiring different information, skills and practices for different age groups across a range of topics offered through ongoing workshops.

*I learned that I am very valuable and that I can be a leader someday.*  
– Monica, Gr11

REACH 2017

750

children and 56 women

### PROJECTS 2017

1. 3 R's Programme Boland (8 projects, 8 communities)
2. 3 R's Programme Breede River Valley (10 projects, 14 communities)
3. 3 R's Programme Witzenberg (1 project, 1 children's home)
4. 3 R's Programme Overberg (1 project, 1 community)
5. Skills Development and Empowerment (56 women/men)
6. Scholarship Programme (4 beneficiaries)



www.annafoundation.com



# Click Foundation

The Click Foundation was set up to aid the use of technology in education and pursue outcomes based interventions using data to drive decisions and impact. Programmes are implemented in low fee/no fee schools (quintile 1 -4) to develop a broad capability in literacy by Grade 4, that will equip every child with a strong foundation for subsequent learning.

## “LITERACY” ENCOMPASSES FOUNDATIONS IN

- English language competency
- Numeracy
- Information technology

### A SOUTH AFRICAN LITERACY LANDSCAPE IN CRISIS ...

The 2016 PIRLS Report, released on 5 December 2017, indicates that 78% of South African Grade 4 learners cannot read for meaning in any language on the PIRLS Literacy Low International Benchmark. The report ranks South Africa last of the 50 countries tested and shows that the reading crisis is deeper than previously thought (58%). These statistics confirm the dire need to improve foundation phase English literacy in the Cape Winelands area.

*“This programme is very important because there is an improvement in English, language structure and use. Some of my learners were not keen to speak freely in the classroom but are now opening up. It is helpful for learners who do not speak English as their home language. It helps them to improve their level of speaking in first additional language.”*

– Ntombikayise Mbotshwela,  
Grade 2 Teacher, Ikaya  
Primary, Stellenbosch



### 2017 IN NUMBERS

27

OVERALL WINELANDS SCHOOLS  
(increased from 23 in 2016)

8 087

LITERACY LEARNERS  
Overall Cape Winelands  
(increased from 5 784 learners in 2016)

4

JUMPSTART MATHS  
4 Afrikaans schools started with their grade R's and 1's on the Jumpstart Maths programme in August 2017.

25

FACILITATORS  
(increased from 19 in 2016)

### HOW IT WORKS ...

- Target Primary schools.
- Provide learner logins for individualised/self-paced e-learning programmes that teach essential literacy skills.
- Provide teacher logins for SACE accredited online teacher training from 2018 (WCED endorsed).
- Fund and train facilitators in the school to assist with the implementation in the short-term.
- Real-time data analytics and ongoing impact assessment.
- Provide implementation guidance and support.
- Structuring and managing the programme effectively within each environment.
- Regular school visits and communication.
- Assistance with understanding the results and identifying learner issues.
- Multi-year intervention to deliver maximum impact.



www.clickfoundation.co.za

# Early Childhood Development (ECD)

## AITSA

Aitsa After Care positively impacts the lives of children in the Dwars Rivier by providing a safe, stimulating, loving and nurturing environment after school.

AITSA AFTER CARE OFFERS ...

- Sports Programmes
- Chess Programme
- Education Programme
- Mountain Biking
- Art & Music
- Supportive Parenting Programme
- Nutritious Meals

Reading assessment improved by **93%**

Maths improvement by Aitsa Kids **32%**  
(Improvement by Non-Aitsa Kids 9%)

Language improvement by Aitsa Kids **22%**  
(Improvement by Non-Aitsa Kids 1%)

Attendance by Aitsa Kids improved **32%**

**Class Ratio 35:2**

Care Takers – **14** Full time from Dwars River Valley, 20+ Volunteers  
(NOTE: Aitsa After Care supports children from ECD through to Grade 12)

*“My kind is fisies en geestelik baie meer selfstandig vanaf sy by Aitsa aangesluit het. Sy is meer energiek en lewenslustig en het selfs 'n liefde aangekweek vir lees en om te leer”*  
– Aitsa parent



www.aitsa.org



## HEMEL EN AARDE COMMUNITY PROJECT

This Community Project incorporates the following:

### 1. ELLA GORDON CRECHE

HIGHLIGHTS OF 2017

- Upgrading of classrooms.
- Kitchen overhaul for more hygienic cooking conditions and more space for future expansion. The first crop of veggies came in from the vegetable garden behind the crèche!
- Security gates and burglar bars installed in the office area. Increased security meant that the donated computers, printers and internet could be installed.
- Front gardens neaten up and fencing around the front of the school replaced, leaving only one entrance to the school which is kept locked for security.
- Play gym repainted in rainbow colours, levelling the playground and making it into a large sandpit for the kids to play safely.
- Electrics have been upgraded to allow for higher energy usage equipment to be used.

### 2. HEMEL-EN-AARDE VALLEY PRE-SCHOOL

HIGHLIGHTS OF 2017

- All renovations were completed and there are now four working class rooms, one fully functional office (with WiFi, computers and printers) and an industrial kitchen to help feed our children two nutritional meals a day. Chef Zelda has been permanently employed and produces delicious, well balanced meals!
- Outings teach the children to dream and expose them to a world beyond their Valley. Outing highlight: A visit to the Aquarium in Cape Town, followed by hotdogs and milkshakes at the Cullinan Hotel!
- 2018 started with the old jungle gym being repaired; educational toys, outside toys, kitchen equipment and sandpit toys being updated; and two sandpits ready for playtime and a brand-new year of fun!

### 3. BLACKBIRDS RUGBY CLUB AND COMMUNITY CENTRE

The Blackbirds continue to bring lots of joy and activities during weekends for workers and children in the area. Each weekend game sees local support grow (mainly from the surrounding farms). The Centre continues to attract more young players from the Valley and soccer, cricket and netball will be added soon.

## HOPE THROUGH ACTION – NOMPUMELELO

The Nompumelelo ECD Centre serves underprivileged children between the ages of 2 and 5 in the Mbekweni community, outside Paarl.

Total of **244 children** registered in 2017

Toddlers Centre:	60
Montessori/JES 3-4 years:	89
Montessori/JES 4-5 years:	95

The Centre enjoys a very good attendance rate. Parents are committed to sending their children and Nompumelelo is building a reputation for excellence in the community.

TEACHER TRAINING UPDATE

- 3 Teachers attended JES (Montessori based) training.
- All teachers are now curriculum trained – National Training.
- 9 Teachers attended a training course on National Curriculum Framework for 0-5 years.
- 8 Teachers are registered at Boland College completing a range of qualifications from Level 1 to Level 5.
- The Principal has submitted her portfolio for the Pre-Primary Diploma assessment.
- The Head of Administration is enrolled for a Diploma in Human Resources.

HIGHLIGHTS OF 2017

- Refurbishment of the Toddlers Centre and three outdoor playground structures completed.
- The Toddlers Centre received a Certificate of Excellence for the second consecutive year.
- The appointment of administrator, Phamela Botha. Pham was selected to attend the Global Leadership Summit in recognition of her excellent administration.
- Food security garden and a water tank installed. Water conservation is taught to the children and they have responded well to the drought crisis.
- Feedback from schools to which the children have moved to for Grade R has been extremely positive, with compliments on their academic skills, discipline and courtesy being received.

*“It is exciting to witness the academic development of the teachers and their desire for knowledge in their ECD field. These women have been given a second chance at improving their own level of education. They have grown in confidence, self-worth and skills, becoming truly professional teachers.”*



www.hopethroughaction.com

## THE KUSASA PROJECT

Based in Groendal, outside Franschhoek, the Kusasa school strives to be a centre where creativity and fun are encouraged. The focus is on the development of literacy, numeracy and critical thinking skills, as well as the importance of being positive and proactive citizens of South Africa.

- **122 learners** (46 boys and 76 girls) enrolled in 2017
- **8 classes** from Grades 0-4
- **8 teachers**
- **5 teaching assistants**
- **1 administration assistant**
- **1 part-time language and arts teacher**

HIGHLIGHTS OF 2017

- Grade 1- 3 learners completed their first formal assessments
- Grade 4 learners wrote their first exams.
- Before exams the Grade 4 learners and their parents attended a study skills workshop.
- Occupational and speech therapy was given to learners who needed additional support.
- The first inter-school netball and soccer matches took place.
- 12 Girl Guides attended their first two-night camp during the September holidays.
- Grade R-1 learners attended a production of The Oxford Reading Tree's Chip at the Artscape Theatre
- Grade 2-4 learners went on an excursion to the Planetarium.
- Two well-attended parent workshops on “Effective discipline” were held.
- 2 Teaching Assistants enrolled in the Boland College Level 5 Education course and 1 enrolled in the Level 4 course.
- The Grade 4 class will be attending Franschhoek High School next year.

*“The Kusasa Project has taught me to treat everyone the same, not matter who they are or where they come from.”*  
– Minati Qalekiso, Grade 4 learner speaking at the end-of-year prize-giving.



www.thekusasaproject.org



MARANATHA TRUST

The Maranatha Trust in the Swartland focuses on community development through education. The ECD centre and the After Care are very important projects, but they are not an end in themselves. The fundamental goal is that the community (children, parents, employers, etc.) are encouraged to work together and create a new vision and environment for the community.

*"This is not always an easy goal to measure or report on, since breakthroughs happen in moments and may seem insignificant to an outsider... and systems that really need change may seem like successful projects."*  
– Delana Sadie, Maranatha Trust



ONSE SKOOL ECD CENTRE

HIGHLIGHTS OF 2017

**7** educators have made significant progress from being unemployed and untrained to women who are geared to become leaders in the community.

**1** has started with B.Ed

**2** will do Level 5 in ECD training  
are working through the different NQF levels.

**4** will obtain their driver's licence

This team has taken over most of the organisation of events and activities, such as the annual athletics meeting, the concert, the parents' evenings and fundraising events.

Parent participation improves year after year.

2018 GOAL: To involve a parent from each farm to start a reading group and help develop a reading culture on the farms. This has become possible through the educators' growing awareness of the importance of reading and with this, a growing willingness to walk the extra mile and reach out to older children and other community members.

- The programme manager and educators completed the school programme they have been working on over the past three years. The programme was forwarded for registration in November 2017 and the official paperwork was received.
- Although small (45 – 50 kids) Onse Skool participated in the preschool athletics meeting in Malmesbury in November 2017, together with much bigger centres. The small group of farm kids did so well and shared the trophy with an established ECD centre – making "headlines" in the Paardeberg community and helped in developing self-confidence and pride. The joy could be compared to a country obtaining the highest number of medals at the Olympic Games!

EXTENDING THE REACH THROUGH AFTER CARE:  
A COMMUNITY CASE STUDY.

In January 2017 an After Care facility was started at the local primary school, in collaboration with the Anna Foundation and Lunch Box Fund. The educators could not cope with the children who were unruly and scholastically very challenged, but they kept on trying and did not give up.

THE BREAKTHROUGH CAME WHEN WE

- a) focused on physical activity and combined regular parkrun outings with more educational visits to give the children a new view and perspective; and
- b) did a full scholastic assessment of each of the children to determine why their comprehension and their mathematical abilities are apparently so extremely limited. The results were very useful, and we discussed them with the headmaster of the school and the local office of the Western Cape Educational Department. The "after care" structure is not the correct option for this specific situation and we will adapt the approach in 2018 by offering sport, chess and music in a "youth club" structure. The educators will be people from the community. The ECD staff will collaborate with the primary school and the Grade R teacher and take only the Grade R class every afternoon to give the children extra "academic" stimulation in a fun way. We cannot help all the children with their scholastic challenges, but we should make progress if we start from the bottom up.



*"Children can inspire a community and we must allow them to do so by creating chances for them – that is one basic truth we learnt from so many of the highlights we experienced this year."*

HIGHLIGHTS OF 2017

1. The different outings and the joy of experiencing the unexpected and the unknown
2. The tenacity of the educators who had a difficult time, but who realised that this is their community and their future and that giving up was not an option.
3. The "right-ing" programme of the Anna Foundation which went a long way in teaching the children to express themselves in non-aggressive and creative ways
4. The good food and the opportunity this gave to teach the kids to eat at tables and communicate with one another and make an event of lunch.
5. The absolute change regular reading brought about.
6. The relationships with the local primary school and the local office of the Education Department and the promise that we may be able to work out something practical and efficient in the time to come.

*"We read to the kids every afternoon from well-known authors, like Roald Dahl. They found it so hard to concentrate initially and some fell asleep ... and then the magic stepped in and they started concentrating and "new" words from the books became part of their vocabulary and their imagination was switched on ... on their first visit to a beach and their first experience of building sand castles, some of the boys built a huge BFG and skipped the sandcastle stage completely. It was poetry."*



# It all starts with a school...

## GRADE 1-7

### SPARK LYNEDOCH

SPARK Lynedoch opened in January 2016, extending SPARK Schools' commitment to accessible, affordable, independent education of the highest quality. In 2017 **168** learners were supported with full bursaries to attend the primary school. The school also supports learners with transport, meals (in partnership with The Lunchbox Fund) and socio-emotional support through a Community Keepers office.

The Cape Wine Auction Trust has supported the school from its inception, and continues to contribute to making this model of private-public partnership possible.

Many of the learners were four to seven years behind their expected grade levels when they started in January 2016 and considerable improvement was made in 2017.

On average, over **80%** of the bursary scholars in younger grades are performing at international benchmarks for literacy and numeracy\* – which means that they are performing 18 months above national averages! Almost all learners have doubled their results, and we are seeing some increase by as much as **60%** or more in certain subjects! We are now focussing on the 'academic building blocks' that learners may have missed out on before they joined SPARK, and will give the additional support they may need to make these up. Across all grades, the bursary learners are represented in the top 5% of academic achievers in their grade.

At SPARK, every family is required to commit to 30 Volunteer hours for the year. We have seen steady increases in the number of volunteer hours from bursary recipient families and continue to celebrate their participation with them.

\*SPARK Lynedoch meets international benchmarks by using the PRIME Maths (Singapore Maths) curriculum and for Literacy, the UK criterion scales for Reading and Writing. Additionally, our scholars do an additional language (isiXhosa) and PE.



ANTHEA OCTOBER from Meerlust farm started Grade R at SPARK Lynedoch in January 2017. She could not speak one word of English when she arrived, but progressed in less than a year to the point where she could read a story without any help. She sounds out words perfectly, reads sight words with confidence and writes full sentences using phonics. Her Maths marks are also extremely high. Anthea is a wonderful example of persistence and responsibility, and exceeds all expectations in the classroom.



VERNON ADAMS (Lasarena Farm) started his journey at SPARK being very distracted, easily choosing to make wrong choices in terms of his behaviour. Due to his low self-esteem, he never completed work and would aggressively act out. Intervention strategies were put in place, with his parents showing incredible investment and always attending meetings and supporting next steps. By term 2 of Grade 3 in 2017, Vernon made an incredible turn around. He now makes good choices and interacts well with peers and teachers.

### KLAPMUTS PRIMARY SCHOOL

Klapmuts Primary is the only school in Klapmuts and is the cornerstone and pride of the community. Although poor with high socio-economic problems, the community is on the rise. The school has **1504** learners and is as diverse as our country itself.

It strives to create a safe learning environment for all learners and a mutually beneficial partnership with the broader community. An imperative aspect of this is employing parents and alumni as teaching assistants.

#### TEACHING ASSISTANTS PROGRAMME

The Cape Wine Auction Trust received a proposal from Klapmuts Primary School requesting training for teachers' assistants. We knew how seriously the school needed assistants when we first visited the school and were informed that the teachers were paying for them out of their own salaries! The CWA Trust had already taken over the funding of the assistants, and approved further funding in 2017 for **24 assistants** to receive training for 12 months. These assistants are employed in the Foundation Phase (Gr. R – 3).

These assistants are respected by the community, the teachers and the learners. Many of them are currently studying part-time in the education field.

As Klapmuts Primary principal, Ronnie Frans, states: "We do not need magic to change the world; we carry all the power we need inside ourselves already!"

"Invest in teacher development and one generation of pupils after another will benefit from teachers who are confident and competent to teach."

– Prof Jonathan Jansen  
("What business should not do to 'help'" Business Live, 21 September 2017)

"With your support we were able to provide an extra meal to 300 learners, for some this was their only meal of the day. Providing these meals we found that learners are more energetic, there is a decrease in absenteeism and an improvement in their academics. They are so grateful for the meal we provide. Our goal is to try and feed even more learners in 2018."

– Cuan Bergstedt  
(Principal of Joostenberg Primary School)

### OTHER PRIMARY SCHOOLS WE ARE PROUD TO SUPPORT

- **Constantia Primary School**  
– Constantia, Cape Town
- **De Rust Futura Akademie**  
– Grabouw
- **Joostenberg Primer**  
– Joostenberg, Stellenbosch
- **Stettyn Primer**  
– Breede River
- **Wemmershoek Primary School**  
– Franschhoek

"With the current CWA Trust programmes running at our school we were able to obtain a pass rate of 98%".

– Chris Boonzaaier  
(Principal of Wemmershoek Primary School)



To high school ...

GRADE 8-11

EDUVATE

Eduvate projects focus on digital and technological literacy amongst high school learners in Kayamandi and Cloetesville.

CODE4CT PROJECT

Grade 10 female learners with Mathematics as a subject are eligible for this coding project.

- Recruitment process started in April 2017.
- Introduction to Coding workshops were presented ran over three Saturdays in May 2017. Many of the learners used a computer for the first time and did not have e-mail address.
- 19 girls signed-up for the workshops and at the end of the workshop they could apply to enrol.
- Ten learners were successful, and all received bursaries (seven were paid for from CWA Trust funding).
- During the July holidays the group completed Code Week and Code Camp, spending two weeks of their school holiday immersed the basics of coding.
- Beginner JavaScript was presented over six Saturdays from August to October.
- This was followed by a five-day industry immersion at Semantica, Cape Town, during the October holiday.
- All ten girls passed the course and received their certificates on 2 December 2017!
- In 2018 they are seniors in this programme. They have the opportunity to participate in more industry immersions, and to be mentors to the new Grade 10 intake. They will also work as facilitators at the Saturday classes.

We have seen these girls develop into confident computer users and skilled coders.

GRADE 8 DIGITAL LITERACY PROGRAMME

Many high school learners in low-resource communities lack basic computer skills and knowledge. They also have very limited access to computers. This is a barrier to researching and completing homework assignments, participating in computer-aided learning and being modern and connected citizens.

Makupula Secondary and Cloetesville High School both have computer labs, and Eduvate developed a schedule and lesson plan to teach basic computer skills to the Grade 8 learners at these schools. A small pilot project was launched in March 2018 at Makupula and was a success! Learners showed up for all the scheduled classes and were eager to learn how to use computers.

After challenges with internet connectivity and outside teachers, Eduvate was able to employ a project manager at Makupula in September 2017. A young educator with experience in teaching computer skills classes, he started the Digital Literacy Programme in October. 180 Grade 8 learners received four hours of instruction in that time. The learners were extremely responsive to the instructions, using the laptops during break time and after school.

After the success of this pilot project, Digital Literacy classes are now a compulsory afternoon activity for all Grade 8 learners at Makupula. Mr Ndlebe, the principal, sees this as an important and necessary project and he considers it his responsibility to ensure that all learners attend the classes.

A digital literacy workshop at Cloetesville High School has also been introduced.

“This programme taught me how to be creative and how to work with people. To think of the suitable ideas in a situation. To create something out of nothing. Today I can say that you can turn impossible to possible. I can speak English today without having to fear anyone. The programme has changed me in a positive way.” – Zizipho Nkumi



www.gsdt.org.za/eduvate

COLUMBA LEADERSHIP

Facilitating the development of ethical leaders through the implementation of a values-based leadership programme.

Columba Leadership works with principals, educators, and funding partners to engage young people in a programme of leadership development that unleashes their potential to be agents of positive social change. They are committed to the belief that leadership potential is within every individual, especially those who have weathered tough times.

Six values of leadership development at Columba Leadership:

- Awareness • Focus • Creativity • Integrity • Perseverance • Service •

PILOT CWA TRUST PROGRAMME: KYLEMORE HIGH SCHOOL

A total of 14 graduates were selected for the Columba Leadership programme (12 learner graduates and two adult graduates). In six months the group arranged a number of projects which serve the school and give them opportunities to be agents of positive change.

An example was five Columba graduating team members served meals to 20 Grade 10 learners who attend the after-school tutoring class. Through this project everyone involved understands the importance of serving others. The group of graduates planned the activity themselves and arranged with their parents to remain after school to serve. This project ensured that those learners who stay after school for extra tutoring do not learn on an empty stomach.

HOPE THROUGH ACTION – FRANSCHHOEK

Developing youth leadership through sport. Hope Through Action programmes are conducted at the Franschhoek Valley Community Sports Centre (FVCSC) as well as at schools within the Franschhoek community.

PROGRAMMES	NUMBER OF PARTICIPANTS (12 MONTHS)
SCORE Youth Leads Programme (including Formal Training, Physical Education and Teacher Training)	7 613
After-school Youth Training Programmes	386
Career & Study Awareness	1 083

SPECIAL EVENTS & ACTIVITIES include sports/cultural events & festivals; holiday programmes; career awareness excursions & fairs; Women’s Week & Miss Role Model; Centre Youth Advisory Committee.



www.hopethroughaction.com

USIKO STELLENBOSCH

Usiko provides positive rites of passage to youth aged 12 to 18 who are generally on the brink of expulsion or drop-out from school, or in trouble with the law. These young people are vulnerable because, not only are they at a pivotal transitional point in their lives from childhood to adults, but also because of the historic, economic, social and emotional circumstances they are from. Many show leadership ability, but due to their circumstances are underperforming.

Usiko has a Healing & Empowerment Strategy that goes deep, builds trust, resilience, self-worth and belonging to develop strong mindsets that are open and ready to see the value of education and learn new ways of being.

The core interventions that the CWA Trust funds are School-Based Prevention work and Crime Diversion and Prevention. These are delivered through long standing partnerships with local schools, after-school hours or through the Court and Probation Service.

“More than anything it was the time spent at the Usiko camps, sessions and excursions that set me on the path I’m currently on. I learned how to open up, I found my true identity, purpose and direction. I left my group of friends who didn’t want to go to school and focused even harder on building a strong legacy” – Gershwin Hanse, Head Chef at a Cape Town Gastropub



JOSHWIN TAURIJO’S STORY

Addicted to drugs at 9. Joined a gang at 13 and was given a gun at 15. He was in and out of prison before joining the Usiko Stellenbosch programme.

Today, Jowshwin is a facilitator & Wilderness Guide at Usiko. He is a married father, a home and car owner and a strong influencer in his community.





# And beyond!

## GRADE 12+

### PINOTAGE YOUTH DEVELOPMENT ACADEMY

(Incorporating **International Wine Education Centre** providing Wine and Spirit Education Trust (WSET) training.)

Developing disadvantaged 18 – 25-year olds through wine-industry specific vocational training so that they are able to pursue careers that enable them to sustain their families and contribute to change in their communities.

GRADUATES TO DATE IN THE WINE SECTOR  
(since May 2014):

**123**

Student retention levels:

**93%**

(the ratio of students who start to those that end the programme)

Employment levels:

**+90%**

(at 6 months after graduation)

Broader impact (graduates only):

**492**

Statistics support the (conservative) view that 1 individual has an impact on at least 4 others within the graduate's family/ community.

With **123** Wine Programme graduates you should find PYDA graduates at most wine estates you visit. At estates like Leopards Leap, La Motte, Boschendal, Delheim and Anthonij Rupert (to name only a few) there are now graduates from multiple years working together!

AVUYILE MAQOLO was quite average academically, but a great connector of people while studying at PYDA. At the time of graduation, the Academy received an ad hoc invitation for students to attend the South African Wine Tasting Championships. 10 students elected to go, and Avuyile was one of them. Imagine our delight and celebration when he was placed in the Top 15 tasters out of nearly 200 participants! The participants included Sommeliers and highly experienced wine industry professionals. When asked him how he did it he said it is "easy" for him and he loves it! This despite not having drunk

a glass of wine before joining the Academy and still not drinking routinely, but rather tasting as part of a career choice.

After this achievement the Academy was convinced he would be able to choose his own job, but this was not a logical consequence. While engaged in his job search he attended an annual weekend hosted by Jordan Wine Estate which focuses on emerging talent in the sector. A short while later PYDA was approached by Mullineux and Leeu Wine Estate in Franschoek who were looking for staff. They are known as an employer of choice with a passion for development. After a stringent selection process, Avuyile was appointed there.

His achievements have highlighted the immense natural talent that exists in most young South Africans and what is possible with meaningful skills, personal passion and effort.



Avuyile Maqolo

*"The Academy exists to bring about positive and sustainable change. Graduates play a critical role as new wine ambassadors, introducing their own personal networks to the world of wine and responsible drinking. These graduates are creating a strong new generation of young Black professionals in the sector and are contributing directly to its transformation."*

– Nikki Munro, PYDA Executive Director

*"Over the last couple of years, it has been both tremendously satisfying as well as a great pleasure to have these young students with us for their practical experience. Both La Motte and Leopard's Leap have had the privilege to appoint full time staff members from within the ranks of PYDA graduates."*

– Werner Briedenhann, Manager, La Motte and Leopards Leap wine estates



www.pyda.co.za

IMPACT AUDIT

## PARTNERS FOR POSSIBILITY

Partners for Possibility is a home-grown transformational leadership development process with social impact. Business leaders are paired with school principals at under-resourced schools. Through a year of cutting-edge leadership development, the programme strengthens the principal's capacity to manage and lead the school, with the ultimate objective of improving education outcomes at the school; and the business leader's ability to deal with complexity and ambiguity and capacity to lead beyond authority.

**11** CWA Trust sponsored partnerships have been launched in 2016 and 2017.

### FEEDBACK FROM BUSINESS LEADERS

*"PfP is a fantastic programme that makes it easy for any professional to get involved in a programme that tackles one of South Africa's main challenges, builds bridges between the privileged and the disadvantaged and develops personal, leadership and communication skills. I highly recommend it to anyone wanting to get involved in helping South Africa realise its potential."*

The principals and their business partners participate in various activities that provide the opportunity for them to acquire knowledge, awareness, and the skills necessary to ignite and sustain positive change in their schools.

In 2017, PfP received a LEAD Award as a Top Leadership Partner at the LEAD2017 Awards in Nashville, Tennessee. It ranked number 6 in the Top Leadership Partner category out of more than 200 organisations that were polled by HR.com for the awards.

### FEEDBACK FROM PRINCIPALS

*"Participating in PfP has assisted me both in my professional and personal life. New learning is easily transferred and integrated into one's life thus allowing me to be strong and confident in all challenges I face in life."*



## WINE TRAINING SA

The mission of Wine Training SA is to be the leading wine educational body focussing on cellar workers in the South African wine industry, empowering through knowledge.

WTSA conducts training activities in Stellenbosch, Robertson, Upington, Vredendal, Hermanus and Calitzdorp. Training focusses on cellar staff education (adult education) through short courses as well as accredited programmes.

Since 2006 a total of 7 925 course participants attended programmes including Technical Workshops, Marketing, Management, SAWIS Administration and Hospitality Programmes. A National Certificate in Winemaking and Foundational Skills Programmes form part of Accredited training. The SKOP component remains by far the single biggest short course with a total of 5 425 over all the modules.

During 2017, **853 Learners** attended WTSA Training Programmes.

WTSA is an advocate of education opportunities for adults in the SA wine industry. Through engagement and networking, programmes are initiated to improve the development of cellar assistants.

One of the first recipients of the National Certificate in Winemaking, Denovan Daniels from Jordan Winery, initiated and lead a project in his community to encourage parent involvement in the pre-school and primary education. Better educated parents invest more in informal and formal education than less educated parents. During Life Skills Education which form part of the curriculum of the SKOP programme, it became very clear that the single driving force for Cellar Assistants is to ensure a better life for their children and the community where they live.

### HIGHLIGHTS OF 2017

- Wine Training SA's 30th Celebration, attended by 300 Learners and Stakeholders.
- Graduation of first group of National Certificate in Winemaking students.
- Selected as one of the Transformation Projects to be part of the WOSA/ Vinpro Documentary.



www.winetrainingsa.co.za

## LOVE TO GIVE – CAPE WINE AUCTION TRUST TRAINING ACADEMY

Offering sustainable livelihoods & enterprise development in Kayamandi. Mentoring families and supporting them in urban agriculture, crafts, community-based business and finding employment in the formal sector. Many of those supported are seasonal workers in the wine industry with only a few months of reliable income each year.

**144** adults received training

**97** got jobs (42 directly related to training they received,

**55** indirectly related to training)



www.lovetogive.org.za

IMPACT AUDIT

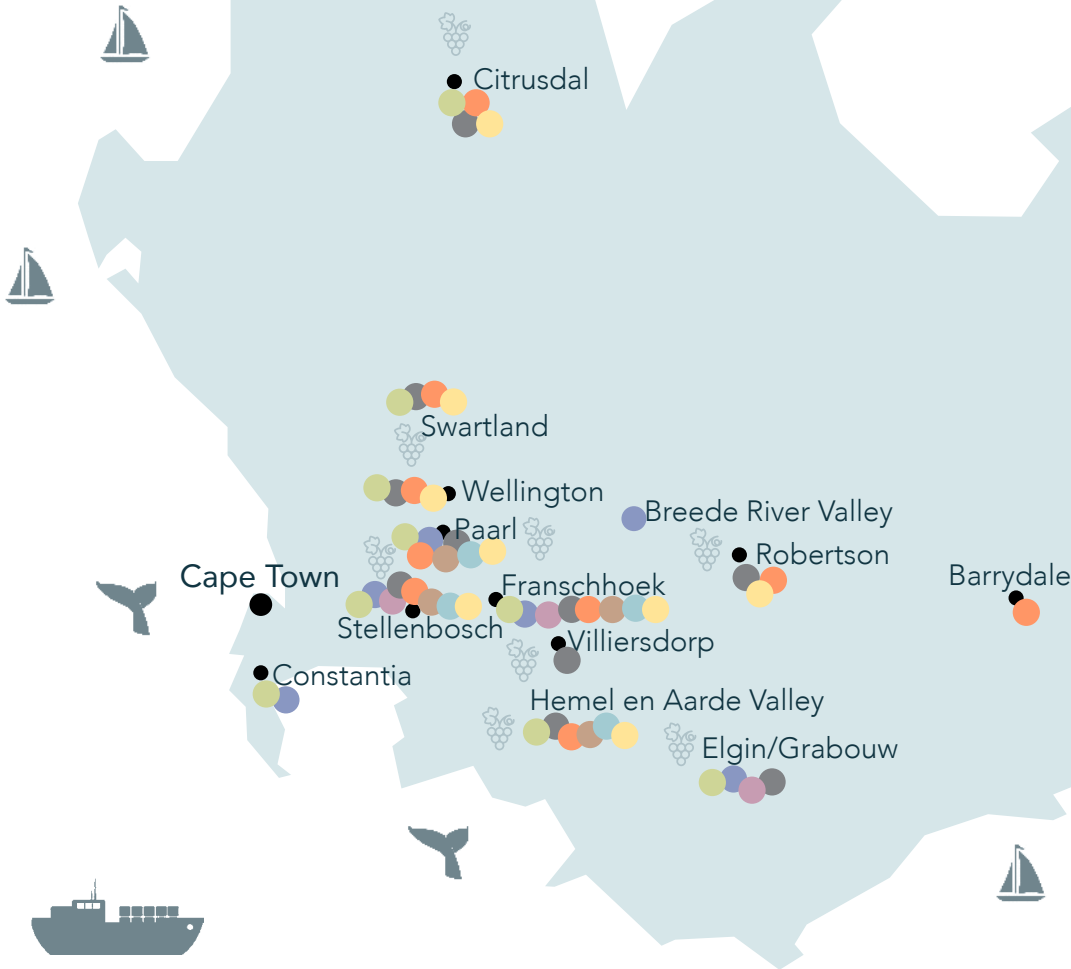
# Beneficiary collaborations at a glance

The Beneficiary Community Model has amplified and multiplied reach and impact in a short space of time. Clusters of collaborations between CWA Trust beneficiaries are changing the winelands.

27 beneficiaries funded

CATEGORIES:

- ECD
- Gr 1 – 7
- Gr 8 – 11
- Gr 12+
- Nutrition
- Psycho-Social Support
- Access to Digital Learning
- After-School Care



# Be part of the change



1

Bid at the annual Cape Wine Auction, either in person or online at [www.capewineauction.com](http://www.capewineauction.com)



2

Financial Donations to the Trust. These can be structured to support a beneficiary, geographical area or education category of your choice.



3

Donate via GivenGain. [www.givengain.com](http://www.givengain.com) (The Cape Wine Auction Trust)



4

Donations for items like books, computers, stationery, sports equipment or even a school bus!

After four short years we can already feel the shift in education in the winelands. We ask you to give generously, knowing that your support will turn that shift into a powerful wave of change.

**BANKING DETAILS**  
The Cape Wine Auction Trust, Nedbank, Account Number: 1148964762, Branch Code: 198765, Swift Code: NEDSZAJJ

**TRUST FACILITATOR**  
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[www.thecapewineauction.com](http://www.thecapewineauction.com)

# Donate and Deduct!

**pwc**

## What tax benefits are there for bidding at the Cape Wine Auction?



The Cape Wine Auction Trust will issue the successful bidder of each auction lot with a section 18A receipt for the difference between the price of the winning bid and the market value of the lot.



The successful bidder may deduct the amount reflected on the section 18A receipt from taxable income if actually paid during the year of assessment.



The amount to be deducted is limited to the value of 10% of the taxpayer's taxable income. Any excess amount exceeding the 10% threshold, may be carried forward to the succeeding year of assessment.



Example: Successful bid at R100 000 for a lot; Market value of R20 000 for the lot; The Cape Wine Auction Trust will issue the successful bidder with a section 18A receipt to the value of R80 000, which may be utilised against the taxable income of the successful bidder.



© Photograph by Thys Lombard

## What benefits are there for donating to the Cape Wine Auction Trust?



A bona fide donation may be made in cash or property to be used by the Cape Wine Auction Trust in performing approved public benefit activities.



For these donations the Cape Wine Auction Trust will issue the donor with a section 18A receipt for, in the case of a cash donation, the cash amount donated to the trust, or in the case of a donation of property, the value of such property.



The donor, may deduct the amount reflected on the section 18A receipt from taxable income if actually paid during the year of assessment.



The amount to be deducted is limited to the value of 10% of the taxpayer's taxable income. Any excess amount exceeding the 10% threshold, may be carried forward to the succeeding year of assessment.



Example: A taxpayer donates a cash amount of R50 000 together with a delivery vehicle (which has a market value of R100 000) to the Cape Wine Auction Trust as bona fide donations; The trust will issue such donor with a section 18A receipt to the value of R150 000, which may be utilised against the taxable income of the donor.



A donation or contribution will not qualify for a deduction if it is not used by the Cape Wine Auction Trust in performing approved public benefit activities, e.g. if it is used as an auction lot item.

## What about other payments or contributions to the Cape Wine Auction Trust?



Other payments or contributions to the trust not qualifying as bona fide donations as set out above might potentially qualify as a deduction in terms of section 11a under certain circumstances, e.g. a donated auction lot item might qualify as a tax deductible advertising or marketing expense. Please consult your tax advisor in this regard.

PwC serves as one of the Cape Wine Auction Trust's international auction partners and is a founding sponsor of the Trust since its establishment in 2014.

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### WENDY APPELBAUM CHAIRPERSON

Wendy owns De Morgenzon wine estate outside Stellenbosch. She was a director of Liberty Investors Limited, Deputy Chairman of Women's Investment Portfolio Limited (Wiphold) and Deputy Chairman of the Connection Group Limited. She remains a trustee of The Tribune Trust and a director of Sphere Holdings Limited. Her philanthropic involvement includes her being a director of the Wits Donald Gordon Medical Centre, as well as a trustee of The Donald Gordon Foundation. Wendy is also a member of the Global Philanthropists' Circle (GPC) and a director of the Southern African board of the Synergos Institute. She serves on Harvard University's Presidential Advisory Board and is a member of Harvard University's Women's Leadership Board. She is a member of the International Women's Forum (IWF) and of Women Moving Millions. She was honoured as one of the Leading Woman Entrepreneurs of the World in 2006 and received both the Forbes Woman Africa Business Woman of the Year and the Forbes Woman Africa Woman of the Year awards in 2015.



### PAUL CLÜVER

Paul studied B.Sc. Horticulture and Economics at the University of Stellenbosch upon completion of which he started working in the family business, heading one of the fruit production units. He continued studying, first Senior Business Management at the Graduates School of Business and later Masters in Philosophy in Value and Policy Studies at the University of Stellenbosch, while working as production manager, financial manager and eventually general manager. As general manager Paul and his team has helped establish De Rust Estate as a multifaceted agricultural business being one of the leading apple and pear growers in South Africa, one of the country's premium wine producers and one of the top Hereford studs while leading the way in sustainable farming and conservation. De Rust Estate is a BWI champion and has won the Nedbank Green Award for Best Practice as well as being a founding member of Thandi which is one of the first BEE farms in South Africa and is widely seen as one of the most successful projects in the industry. Thandi also became the first Fairtrade wine brand in the world.



### KEN KINSEY-QUICK

Ken has been involved in the global financial markets for over 20 years both in Paris and London. His particular expertise is in the hedge fund industry. Prior to moving back to SA in 2010, he was a partner at Thames River Capital for over ten years which was subsequently sold to London listed F&C. During his time in the UK, Ken was a big supporter of the ARK charity and raised money for them by hiking to the South Pole. On moving back to SA he has set up his own business, Diamond Capital Management, investing globally. Ken is also a Trustee of Bridge House School. He has a B.Com (UCT) and holds both the CFA and CAIA charters.



### RAYMOND NDLOVU

Raymond is co-founder and non-executive chairman of Black Elephant Vintners ("BEV"), an artisanal premium wine producer, in Franschhoek. He also serves on the boards of several community service organisations, including firstmiracle.org, BEV's social-impact initiative and Franschhoek Wine Valley. Raymond has been an investment executive at JSE-listed diversified investment holding company, Remgro Limited ("Remgro") and serves as a non-executive director on the boards of several investee companies, across various sectors, in the group. He has garnered extensive corporate and entrepreneurial experience in various fields in the financial services industry, including investment banking, asset management and stockbroking, since 1998. He co-founded and was CEO of institutional stockbroking firm, Noah Financial Innovation, for ten years until July 2011. He holds a B. Business Studies (Honours) from University of Zimbabwe.



### MIKE RATCLIFFE

Mike has been Managing Director of family-owned Warwick Wine Estate since 1999. He is co-founder and Managing Partner of Vilafonté Vineyards, the first South African and American winemaking joint-venture. Mike founded Rootstock, the successful organisation for young people in the wine industry which continues to thrive after more than 15 years. He has been an international wine judge, is a respected wine industry commentator, leading social media protagonist and respected marketing mind. Mike is the founder of the Cape Wine Auction.



### SIOBHAN THOMPSON

Siobhan is CEO Wines of South Africa (WOSA) prior to which she was Distell's global head of marketing for Amarula and the company's International Whisky Portfolio. She was previously Distell's group general marketing manager for brandies and cognac, and also worked for several years marketing the company's sparkling wines. Before joining Distell in 2001, she was responsible for the UCT Graduate School of Business marketing and public relations. Siobhan's extensive experience includes marketing fast moving consumer goods and she began her working career in market research, first for Research Surveys and then Nielsens. She holds a B Tech in Marketing and has completed the Manchester Business School's Advanced Marketing Strategy programme.

*our trustees*