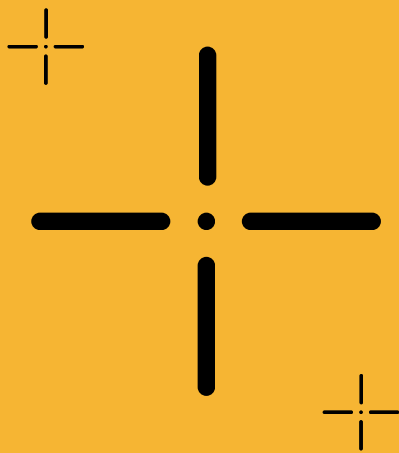


ANNA FOUNDATION

Annual Report 2025

Reading. Running. Right-ing

Education, Sports and Life Development for
underprivileged children in rural South Africa



Anna Foundation in numbers



821



The number of children participating in the 3R's Programme in 2025.



54



The number of facilitators presenting the 3R's Programme in 2025.



21



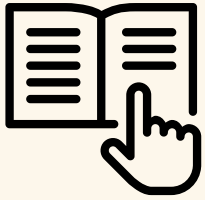
The number of afterschool projects managed by the Anna Foundation in 2025.

Anna Foundation Project details 2025

Regions	2025	
Client / Farm	Children	Facilitators
Boland (9 Projects)	261	19
Elgin (4 Projects)	164	8
Langeberg (5 Projects)	118	9
Rawsonville (3 Projects)	278	17
Total	821	54



3R's Curriculum in short



Reading: Education, literacy, reading comprehension, numeracy, homework assistance



Running: Sport, active play, athletic development, interactive group games, cycling

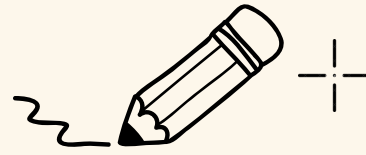


Right-ing: Short for right living, develops self-confidence, teamwork, emotional intelligence

MAIN AIMS

- To address the educational and social needs of rural children and to offer these children life-long learning in order to build positive self-worth and self-respect.
- To train and empower local farm women with the necessary skills to be confident in implementing programmes and managing projects.

Message from Anna



I grew up in a farming community and spent many afternoons playing in the gravel road with the farm worker's children, until my mother would call me inside for dinner and bath time. It struck me that the other children were never called home, no one told them when to come for dinner or go have a bath. At first it seemed to me that they had a great deal, so much more freedom than I had and no one nagging at them to get inside! But as I got older I realised that in fact there might not have been any family dinner to go home to, or a warm bath to climb into, or possibly even a parent to call them home. It was this realisation that set the stage for the path I was to follow later in my life.

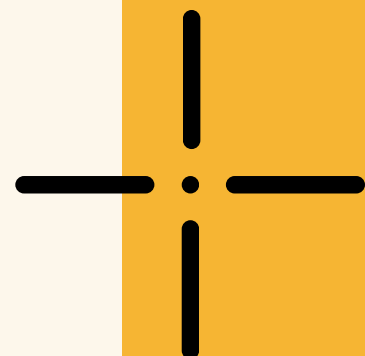


Because of my childhood experience, and knowing first hand the many challenges and limitations these children faced, I wanted to do something to help those who had not had the opportunities I had as a child. With this as my goal, I started the organisation 20 years ago and today we continue to offer opportunities to farm children across the Western Cape.

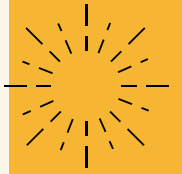
I love that our mission has always stayed the same, but that the vision and means of serving this mission has evolved and adapted as the need has grown. I love that we offer children a space to come to every afternoon, a space they feel safe, a space that serves them a meal and offers them growth in so many areas of their lives. Mostly though, I love that we provide these children with the space to be happy because in doing this we are offering them the opportunity to thrive.



Anna



2025 Snapshot



6 January 2025

Anna Foundation's offices opened for 2025. In 2025 we supported 22 after-schools and the Hexwal after-school project at Merwida wine farm joined us this year.



16 January 2025

Anna Foundation's hosted our first of 64 facilitator trainings for the year.

13 March

Anna Foundation received a bicycle donation of 49 bicycles from IRONMAN FOUNDATION. These bikes were distributed to our after-schools and are being used to help learners improve their cycling skills.



16–23 March

Anna Foundation attended the Absa Cape Epic and hosted a play park for the public.

8 May

Anna Foundation hosted our Winter Clothing Drive to provide our after-school learners with warm winter clothing.

16 June

Anna Foundation launched art4charity.net, a website where the public can buy artworks from our learners to support Anna Foundation

24 September

We celebrated Heritage Day in true Anna Foundation style, with a run! Our learners from Neethlingshof and Waterford manned the water table and brought gees to the runners at the Distance4Difference Run at Dornier Wines.

22 October

Anna Foundation celebrated their 20th birthday at Neethlingshof Wine Estate. The celebration included an interactive exhibition of the 3R's Programme and speeches from the team.

30 October to 10 November

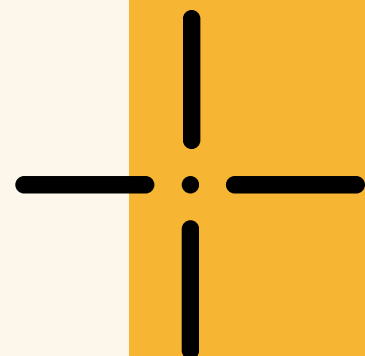
Anna Foundation activated at FNB Wines2Whales at Oak Valley and Lourensford.

31 October

Anna Foundation hosted their last facilitator training of the year.

12 and 13 November

Anna Foundation hosted farewell events for our facilitators. At the end of the year Anna Foundation supported 21 after-schools, 54 facilitators and 821 learners.



Learner Testimonials



"I like to read books, paint, draw and to do mathematics at the after-school."

– Donnelyn, 8, Lumier after-school



"I like to learn at the after-school. We do maths and phonics. I like all the games we play and spending time with my friends at the afterschool."

– Rodine, 9, Lorraine after-school



"The after-school is the best place for me to learn. At home there are too many people, this is the only place where I can learn."

– Dominique, 18, Dennegeur after-school



"When I climbed on a bike the first time, I felt nervous and a little bit scared. I even fell the first time, but now I can easily ride a bicycle and I enjoy it."

– Lemeez, 7, Neethlingshof after-school



"I really like coming to the after-school because it helps me with my homework and I really like the games we play. My favourite game is 'Gryp die Baken'."

– Danté, 8, Lumier after-school



"The after-school helps me with all the difficult homework from school. The reading lessons are great, it really helps me with my English orals and learning to read difficult words. The maths lessons have also helped me a lot this year."

– Charoldine, 15, Lumier after-school



Facilitator Testimonials



"For me, it is very special to see how the children grow and what impact you have on their lives. At the start of the year it always feels like we will not manage or cope. But when you reach the middle of the year and see the results at the end of the year, you realise the impact you have made and it gives you a warm feeling. The parents come back and thank us."

– Ronel Rossouw (Hexwal after-school)



"The life skills and reading that the Anna Foundation offers are very exciting for the children, it is not old-fashioned like at some schools. For example, this year they added activities that feel more like play, such as reading cards. The children enjoy these reading cards so much, they just want to read every day. I also like that the resources keep changing and do not stay the same. The children like the after-school activities so much that they share it at school."

– Jenene Harmse, (Graham Beck after-school)



"The training sessions help me a lot, because I learn things I had forgotten or did not know. A child comes home from school and does not understand a concept, but because I attend the trainings, I learn how to make it easier for them to understand. Then I have happy children because they now know how to do the work."

– Mareline de Wet (Learning Tree after-school)



"By attending trainings, this year I have realised that learning through play helps children pick up new skills without even noticing it. For example, I am not that great at maths, but through the Anna Foundation I learn maths games that make it easy for children to learn and for me to guide them."

– Ayola Noyakaza (Prochorus after-school)





Our curriculum this year

Because 80% of grade 4 learners cannot read for meaning and many of them struggle with understanding numbers and operations, we have shifted our focus to developing reading skills and basic number sense.

Teaching a child to read and manipulate numbers is, however, not something a teacher can do in a whole-class setting where every single child is on a different skill level. For that reason, over the past few years, we moved away from whole-class teaching around a single theme and moved to small-group teaching.

We also took into account that children coming to an after-school project have already had a long day of school, so learning through play was really the only way to try and get more learning done.

This is the reason we created reading and maths boxes filled with all the resources that the facilitators at our project might need to keep small groups busy with reading or number games while the facilitator rotates through the groups to give targeted reading intervention or maths teaching to learners in small groups.

Number sense

We continued to focus on giving facilitators practical maths tools they can use in small groups or with individual learners.

Last year we introduced a maths box with a set of maths games to strengthen number sense. This year we added to the resources by creating games that are easy to implement, low-cost, and suited to rural classrooms.

Many of the games start with well-known board or card games that we have adapted for learning. One example is the card game Spoons. In the original game, players try to collect four matching cards. Once someone succeeds, all players rush to grab a spoon from the centre. We use this same format but replace the regular cards with fraction cards. Learners become familiar with different ways fractions are shown, while still enjoying the fast pace of the game. Another example is adapting Scrabble to use number and operation tiles instead of letters. Learners form equations instead of words. This encourages mental maths, as they try to create valid sums before placing their tiles. It helps them practise multiplication, addition, subtraction and general problem solving without feeling as if they are doing formal worksheets.

By giving facilitators practical guidance and games they feel comfortable with, we are equipping them with tools that make maths easier to teach. By playing these games frequently, learners strengthen their basic number skills, giving them confidence with more advanced maths in the future.



Reading for meaning

Reading for meaning remains one of the biggest barriers to learning in South African schools. Many learners need focused support from an adult who understands the steps involved in learning to read and can guide them through the process. This requires both time and the technical skill to offer individual attention, while also keeping the rest of the group meaningfully engaged. With this in mind, we have developed a reading box with a variety of practical reading games to help learners build a solid foundation. An example of the reading resources included in the box is a set of reading cards designed for different skill levels. These range from picture-only cards for Grade R and 1 learners to longer passages for older groups.

Each card includes six questions on the back, and the activity is played as a small-group card game. Depending on their level, a learner either studies the picture for 30 seconds or reads the passage aloud. The learner then turns the card over, rolls a dice, and answers the matching question without referring back. Although the activity feels like a game, it supports key reading and comprehension skills in a relaxed setting, helping learners engage with text in a way that feels enjoyable rather than forced.

Year-end assessments

The Anna Foundation conducts annual internal year-end grade-level tests to assess learners' ability to read with comprehension and to understand and manipulate numbers.

While our test results have been meaningful in guiding our intervention efforts with learners on an individual level, in 2024/2025 we were able to track a large enough sample group of learners, across the Foundation phase grades, year on year, to give us a fair analysis of the impact our programmes are making in these learners' educational path.

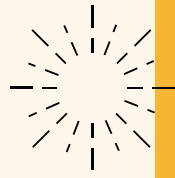
We've studied the scores of 50 current learners from Grade R to Grade 4 who have attended the project since it opened at the beginning of last year and who wrote both December assessments.

The study shows an increase in the average scores of the Grade R, Grade 1, Grade 2 and Grade 3 December reading comprehension tests year-on-year. It also shows an increase in the average scores of the Grade R, Grade 2 and Grade 3 December number concept tests year on year.

Many factors can influence individual learner scores on any given test, and comparing grade averages of two different sets of learners should be done with caution. However, seeing so much improvement year-on-year indicates strongly that the Anna Foundation program is making a meaningful difference in the learners' ability to read with comprehension and understanding numbers and operations.



Sports Report



The Anna Foundation's 3R's Programme places a strong emphasis on sport as part of its holistic approach to child development. This year, the sport component has continued to prioritise physical wellbeing, fitness and coordination, providing children with regular opportunities for structured physical activity that many rural communities lack. Participating in sport helps children build teamwork, discipline, resilience and self-esteem, supporting not only their physical health but also their emotional and social growth.

We have increased our staff trainings this year, allowing for more time to support facilitators with their own physical development and to help them apply the sport activities in our curriculum in a way that keeps sessions active and meaningful. Facilitators actively participate in the sport games during training, ensuring they understand the rules, techniques and learning objectives. This hands-on approach enables them to guide children safely and confidently, creating engaging, structured sport sessions in after-school settings.

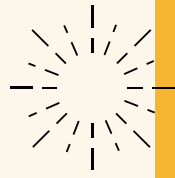
We introduced a new initiative this year to support a healthier and stronger lifestyle for our facilitators. During each staff training session, we spent 15 to 20 minutes encouraging the women to move more effectively and make healthier choices in their daily lives, helping them feel stronger and more energised.

A new highlight to our biking programme

As part of our sports programme, we offer cycling opportunities for children on the farms. Thanks to a generous donation of 49 bicycles in March from the IRONMAN Foundation and the Epic Series, we now have bikes available for full-time learner use. This has allowed us to add new cycling activities that build bilateral coordination, spatial awareness, and cognitive control in a safe and supportive setting. We also take our learners to local pump tracks where they can practise and try new techniques on the bike. All of this supports our wider goal to make fitness, movement, and well-being part of each learner's daily life.



Sport outings



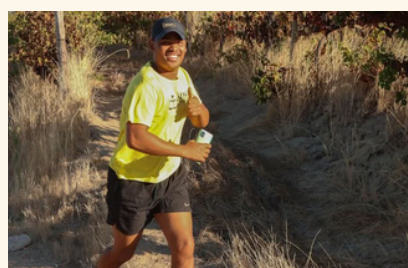
Our learners participated in several 5km fun runs throughout the year, with some achieving podium positions. These experiences not only promote physical fitness but also foster confidence, teamwork, and a sense of achievement.

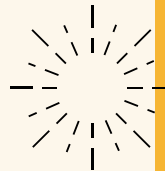
Additionally, we provided learners with exciting cycling opportunities at local pump tracks, such as the one at Polkadraai Bike Park. These safe, dedicated environments allowed them to have fun while simultaneously honing key developmental skills like balance and bike-handling.

Beyond the physical activity, these outings provide learners with exposure to new environments and social experiences. Travelling to different venues, interacting with other participants and being cheered on by spectators helps children feel part of a wider community. The pride of crossing the finish line – regardless of position – reinforces their sense of accomplishment and belonging.

These events also support broader learning outcomes. Through participation, learners develop discipline, commitment, and resilience—values that align closely with the objectives of the 3R's Programme. The impact extends beyond the day itself, nurturing both personal growth and a positive attitude toward challenges in everyday learning.

We extend our thanks to the organisers at Trailfun, Run the Vines, Dirtopia, and Distance4Difference for including our learners in these events. We are also incredibly grateful for the Polkadraai Bike Park for giving our learners opportunities to test their skills on the pump track.





Life Skills Curriculum

This year we have continued to focus on the holistic development of the children at our after-school projects. Life skills remains a central part of our approach, equipping young children with the social, emotional, and practical competencies they need to thrive.

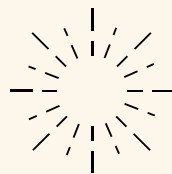
Our curriculum covers a broad range of important themes, including:

- **Listening skills:** Understanding instructions, improving attention, and learning to engage respectfully in conversation.
- **Reaction and Movement:** Activities that encourage body awareness, coordination, and constructive responses to different situations.
- **Drama & Creativity:** Children explored role-play, storytelling, acting, and creative movement.
- **Teamwork:** Learning respect, fair play, self-control, and positive competition.

At the staff trainings, we equip facilitators with all the necessary tools and skills to implement the curriculum, so they can transfer everything they have learned in training to the children. With fun drama games and teamwork activities, life skills is always a highlight of the trainings. We have seen how the life skills component contributed positively to their personal development and supported the Anna Foundation's broader educational mission.

Across all four project regions, our learners showed noticeable improvement in confidence, communication, ability to work in groups, emotional expression, discipline and willingness to try new activities.





Life Skills Initiatives

Art

Art has been an integral part of our life skills programme this year. Art helps our learners spark creative thinking, develop fine motor skills, and gives them an opportunity to have fun and create something they can be proud of.

This year, learners from our after-schools created artworks of Nelson Mandela as part of an art competition for Mandela Day. We were blown away by their creativity: they used everything from fabric and leaves to pasta and coins. Their entries formed part of our newly launched [Art4Charity.net](https://www.art4charity.net) initiative, where we sell their incredible creations to support the Anna Foundation. We also created this system to thank our donors for helping us change lives by gifting interested donors a framed art piece of their choice.

Another art initiative this year was partnering with the Rupert Museum to offer art workshops to some of our projects. They were taught how to use different textures and art prompts to create landscape pieces. Two of the learners were chosen as Rupert Museum's Viewers Choice top 30.

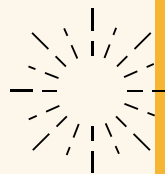
Drama

To put our learners' drama skills to the test, we hosted a drama competition in the October holiday this year. The theme of the competition was Anna Foundation's 20th birthday, and we had a lot of creative entries where learners celebrated the big event.

Throughout the year we have also taken learners to various cultural outings, including shows at the Playhouse Theatre, and outings to the Cape Town Science Centre, the Cheetah Sanctuary in Paardevlei and the Norval Foundation.



Women Empowerment



This year, the Anna Foundation expanded its Women Empowerment programme, dividing Langeberg, Rawsonville, Boland, and Elgin into four regions to provide more focused, practical bi-monthly training in education, sport and life skills.

Our facilitators are at the heart of the 3R's Programme, supporting the holistic development of over 800 learners. They provide a safe environment, nutritious meals, emotional support, and after-school care. Ensuring they have the skills, tools and ongoing support to positively impact learners' growth is central to the Foundation's work.

Teaching small groups, helping children read for meaning, and developing numeracy skills is challenging. To address this, we developed reading and maths boxes that equip facilitators to make learning fun. We have also doubled the frequency of morning training sessions and shifted to practical, small-group formats. In total we presented 16 trainings for the four regions.

Hands-on, small-group training has proven to be highly effective, and facilitators experience the games they teach firsthand, ask questions, and see how engaging learning can be. It makes sessions fun and engaging, boosts facilitators' confidence and gives them a real-life model of what a day at the aftercare should feel like for learners. As their relationships with the project managers at training have improved, their relationships with children are also strengthened.

In short, the new focus on small groups, abundant games, and relationship-building has eased the stress of teaching and learning for both facilitators and learners, while targeting the areas where learners need the most support to succeed academically.

Life skills and sport are also key components of our facilitator training. The life skills programme now includes a personal development element, giving facilitators opportunities to reflect on their growth, set goals, and build skills such as problem-solving, communication, and self-confidence. These exercises help facilitators develop personally while equipping them to guide children effectively in life skills.



Events and partnerships



Absa Cape Epic

The Anna Foundation's partnership with the Absa Cape Epic remains an integral part of our outreach and awareness campaign every year. Additionally, the Absa Cape Epic offers our learners front row seats to a world class event.

In 2025 we hosted a play park offering face painting, soft play toys, a reading corner and a jumping castle, which kept families coming back throughout the final days of the race. Our learners spend weeks colouring welcome cards for all 1450 riders of the event, adding a personal touch to both rider and child. Learners from our Stellenbosch and Devon Valley projects joined us at the event, met some of the riders they made cards for, enjoyed the activities and got to watch the racing up close.

Our team, Trial Lawyers 4 Anna Fdn, rode in support of the Anna Foundation and raised funds through private donations. The event gave our children a chance to experience a major sporting event, increased our visibility and helped us raise important funds. We remain incredibly grateful to the team at the Absa Cape Epic for this invaluable partnership.



FNB Wines2Whales

This year we were proud to have eight committed teams ride in support of the Anna Foundation at the Chardonnay, Pinotage and Shiraz events in the FNB Wines2Whales. Our learners from Oak Valley, Monteith and Dennegeur joined us at the race village where they cheered for the riders and brought plenty of energy in their bright yellow shirts. The day was made even better thanks to the FNB Wines2Whales team and Faircape, who surprised the children with sandwiches, fruit, sweets and milkshakes, creating a moment they will not forget.

We also set up a Kids Zone at the event, where children enjoyed face painting, colouring and the jumping castle.

The Spin-to-Win wheel drew strong interest and helped us raise more support while sharing our work with visitors.

Thank you to the FNB Wines2Whales team for another meaningful year and for making it possible for us to host the stand, bring our learners to the event and receive the much appreciated support.



Events and partnerships



Celebrating 20 years of changing lives

This year, the Anna Foundation celebrated 20 years of working with children in rural communities. Our 20 year celebration was held at Neethlingshof Wine Estate on 22 October, where we welcomed partners, friends, donors and facilitators to celebrate this incredibly special milestone with us. Guests were given a chance to experience some of the interactive learning activities our learners use every day in the after school programme, followed by speeches from Anna and the rest of the team. If you would like to view the Facilitator or Children's Feedback videos played at the event, please visit our YouTube channel.



Totalsports Two Oceans Marathon

The Totalsports Two Oceans Marathon is always a highlight in our running calendar, and this year we had 50 dedicated runners. Each stride taken by our runners represented a commitment to education, empowerment and brighter futures for the children we support. We are deeply grateful for our partnership with the Two Oceans Marathon, whose ongoing support has enabled us to use this platform to raise awareness and funds for our initiatives. Thank you to the Two Oceans team for championing our cause and for their unwavering belief in our mission.



Rock Ultra

On 6 December 2025, we hosted the 5 km Klippie Run in partnership with The Rock Ultra.

Children from our Boland after-schools joined for the 5km Klippie Run, and were treated to snacks and hotdogs after the run.

This year the Cape Winelands Biosphere Reserve joined the event, providing interactive science activities for our learners. We also had a face painting corner and jumping castle area where our learners could have some fun after the 5km run.



Partnerships

The LunchBox Fund

Our partnership with the Lunchbox Fund goes beyond providing daily nutrition; it ensures our children can concentrate, stay healthy and thrive at the afterschool. For many of our children, these meals are their main source of nutrition, and it is vital that they receive healthy, nutritious meals to support their physical and mental development. We are extremely thankful to the Lunchbox Fund for their continuous support and dedication to nutrition!



The Cape Wine Auction

The Cape Wine Auction have been funding the Anna Foundation since 2016 and we are incredibly grateful for the support they have given us over the past ten years. Partners like The Cape Wine Auction have helped ensure that our investments in rural communities remain sustainable and impactful.



This year, the Cape Wine Auction hosted an inspirational networking event bringing together all partners to discuss the impact of trauma and how social organisations can provide support. This event provided a valuable space for sharing ideas, forging new connections and exploring innovative ways to make a lasting difference.



Book Dash

In July this year, we again received an incredible donation from Book Dash. Book Dash brings together volunteer writers, illustrators and designers who create high-quality, African storybooks and then work with partners to print and share them with children to own.

This year we received 1800 books for our children to enjoy, and we distributed them across our projects for the grade 1 to 3 learners. Each child received two books, and we provided all the after-schools with a stack of books for their bookcases.





Generous Donations

In June this year we hosted a winter clothing drive to provide our learners with warm winter clothing. We were blown away by the incredible donations from Somerset College and De Hoop Primary School, enabling us to give our learners and facilitators some much-needed winter clothing.

During their visit to South Africa to participate in the 2025 FNB Wines2Whales, Arjen van Dijk and Niels Vink joined our learners for a day of cycling at Polkadraai Bike Park on 5 November. Not only is Niels one of Anna Foundation's funders, but they surprised us with a large suitcase of Lego's for Anna Foundation's learners to enjoy.

On 20 November we once again received a big lego donation from students of the HAN University of Applied Sciences who visited our Hexwal after-school for a day of volunteering. The students and our learners had a lot of fun building lego, dancing and playing soccer and netball.

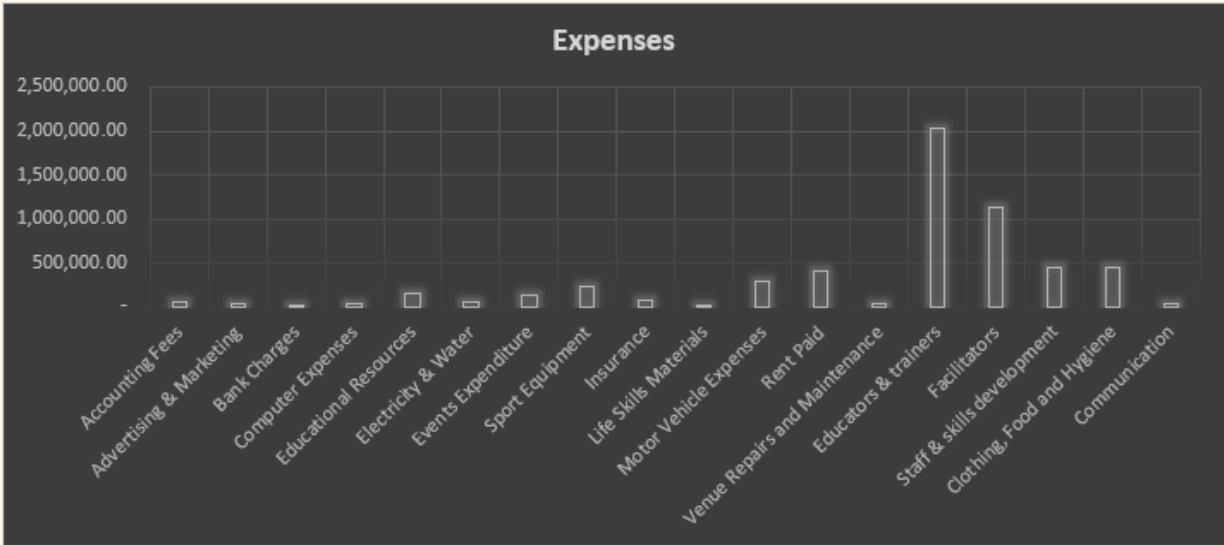
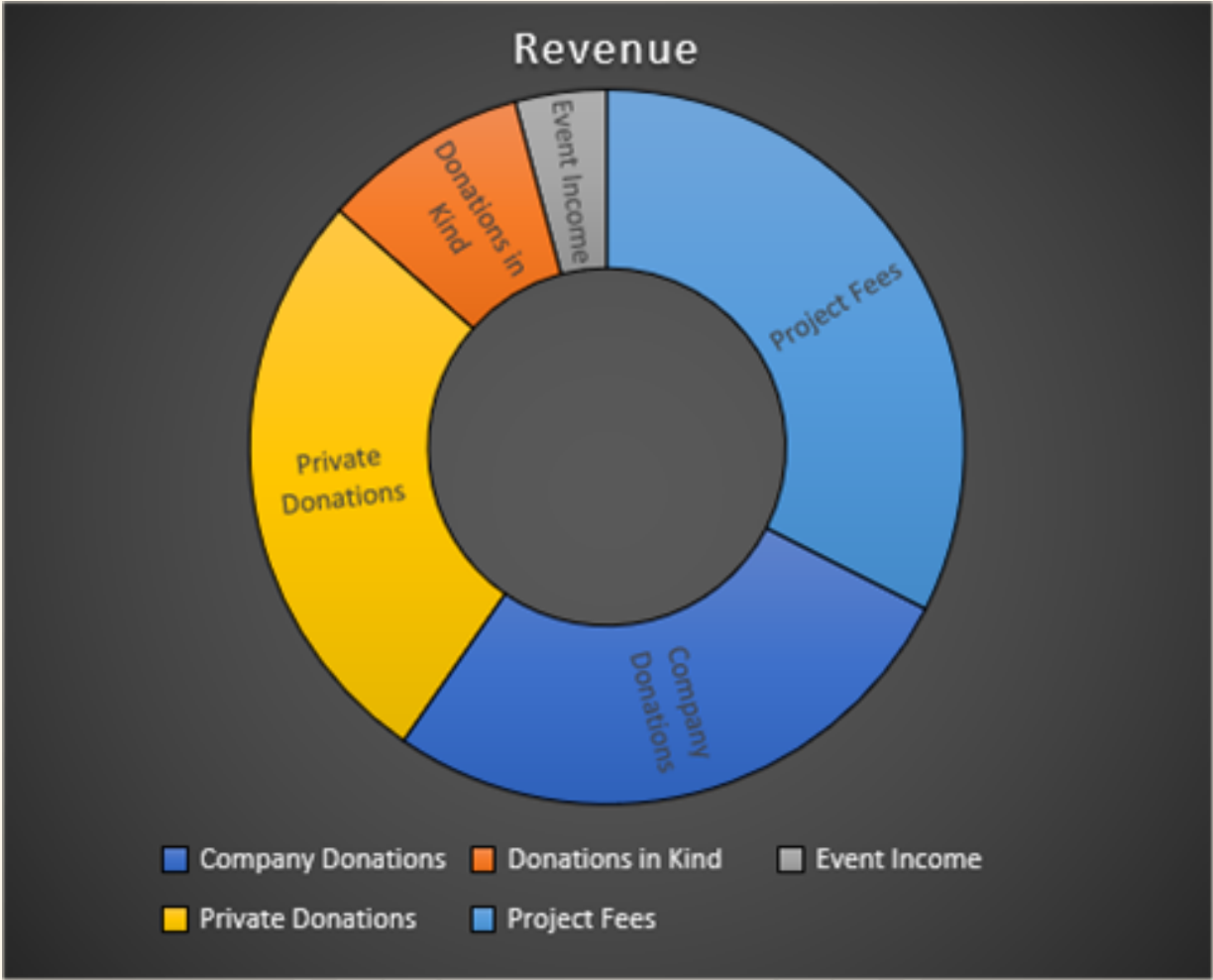
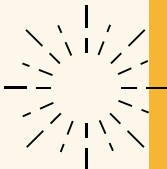


Volunteer Spotlight

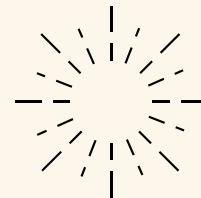
At the heart of the Anna Foundation are the amazing individuals who dedicate their time and energy to supporting our learners. Whether they are helping at after-school projects or spending quality time with the children, our volunteers are key to creating a welcoming and inspiring environment. This year, they were instrumental in events such as the Absa Cape Epic and FNB Wines2Whales, helping to run lively kids' zones filled with face painting, crafts and activities. These spaces brought joy to countless young children and captured the spirit of community and care.

We also thank the volunteers who support our after-school projects every day. From assisting with homework to organising and leading activities, your efforts have a lasting impact on our learners' growth and confidence. Your kindness, dedication and willingness to show up make a real difference, helping to create a safe, fun and nurturing space where children can learn, play and thrive.





Donors & Supporters



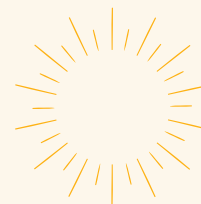
Main Contributors



Partners

Arabella Wines
Buffet Olives
De Vlei Boerdery
Dennegeur Farm
Du Toitskloof Wines
Froggies
Graham & Rhona Beck Trust
Glen Oak Farm
Groot Constantia Wines
Hazendal Wine Farm
Klawervlei Stud Farm

Leipzig Country House
Lumier Creche and Afterschool
Merwida
Monteith Trust
Neethlingshof Wine Farm
Prochorus Afterschool
Six33 Learningtree Foundation
Sonja Farm
Weltevrede Wines
Waterford Estate



Financial Supporters

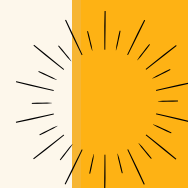
Adriaan Jonker
AJ van Dijk
Brandt Family
Doretta Jonker
Dr. B Brom
Edwin Doran Sports Tours
Elizabeth Swartz
Fairtrade
Globescan
Josiah Rudolph
Kargo
Jet Lee Will Trust

Klem Karstens
The Lilla Howe Trust
Marius & Martinette van der Merwe
MySchool MyVillage MyPlanet
Nussbaum Foundation
Thelema
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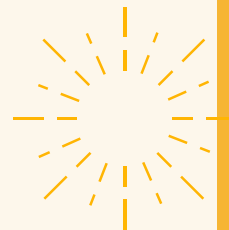
Other Supporters

1% Club Members
Book Dash
Crisis Response Network
De Hoop Primary School
Dirtopia
District Mail/Distrikspos
Eikestadnuus
Good News SA
Good Things Guy
Oxford University Press
Polkadraai Bike Park
Rock Ultra

Run the Vines
Somerset College
TrailFun
Team Lawyers 4 Anna Fdn.
The Good News Network
The Norval Foundation
The Playhouse Theatre
Total Sports
Trailfun
Two Oceans Marathon
Vlocity Communications
wine.co.za



Thank You!



We would like to extend our heartfelt thanks for your continued interest in, and support of, the Anna Foundation.

Our 20th year has been one of celebration, learning and impact. Through our education, sports and life skills programmes, we have continued to contribute to the holistic development of hundreds of children in rural communities by creating meaningful opportunities for academic progress, physical development and personal growth.

This annual report reflects the collective efforts of our facilitators, learners and partners like you who believe in our mission. Thank you for standing with us as we work to equip children with the tools and confidence they need for a brighter future.



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