



ENLIGHTEN
EDUCATION TRUST

**ANNUAL
REPORT**
2015 / 2016

IMPROVING
the quality
of **TEACHING,**
LEARNING and
LIFE in the
Overstrand



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Quality public education should be the concern of everybody in South Africa i.e. government departments, NGOs working in the sphere of education as well as business partners. It is clear that government alone cannot address all the challenges of the education system and thus we need to create the space for social partners. By joining hands as a nation and making partnerships a priority, we stand a better chance of improving the education system.

The Enlighten Education Trust has been a true partner of the schools in the Overberg Education District for a number of years in providing education support to the most vulnerable learners in the field of Literacy, Mathematics, Early Childhood as well as various art forms. They always seek ways in which to improve the lives of those in their area by developing knowledge, skills, confidence and self-worth.

It is both a pleasure and an honour to be in partnership with the staff and leadership of the Enlighten Education Trust.

Jenny Bridgeman

Head: Curriculum Support - **OVERBERG EDUCATION DISTRICT**

13 June 2016



CHAIRMAN'S REMARKS

One of the most difficult questions in education to answer is: How do you most effectively apply a given sum of money to achieve the best results in a particular situation?

For us at the Enlighten Trust it is an even more difficult question to answer, because we do not usually have a given sum of money readily to hand! If we agree to tackle a problem, which may have been identified by any number of stakeholders: the Department of Education, the Enlighten staff, the community at large, we have first to identify suitable donors and then ask them for a contribution.

As you read through this report, you should note that we use a two-handed approach to answer the question:

- We focus on improving the skills of the teachers in the classroom, since by doing that, we reach a large number of learners, and each Rand spent can go a very long way. We therefore give demonstrations and workshops attended by teachers, and when our facilitators present demonstration classes to learners, teachers are always present.
- We also focus on the needs of the learners in our communities – and the need is great! The major aim here is to provide cultural capital which is such an important factor in the holistic development of the child. We place

strong emphasis on Early Childhood Development, reading and books, art and crafts, drama and music. We have also begun training parents in the parenting skills needed to help the very young in school.

But how do we know we are being 'effective'?

- In the case of the teachers, we take note of standardised test results, the evaluation of education department supervisors, and the final exam results. And do not forget the increasing enthusiasm of the teachers themselves!
- In the case of the learners, we rely on standardised tests for individuals, the quality of the work they produce, changes in attitude, teachers' observations, and how much their eyes shine!

So, read, enjoy, and see how well we are doing!

- If you are a donor, try to evaluate what your money has done.
- If you are not a donor, ask yourself, 'why not'?!'

Allan Powell
- Chairman



Board of Trustees 2015/2016

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TRUST MANAGER'S REPORT

During 2015, we continued to support education in 22 schools and 30 ECD centres in the Overstrand, in collaboration with our partners. It is clear that to bring about real change in our country we need to continue doing the work we are doing. Through our educational interventions, we strive to make a difference in the lives of many vulnerable children. This report reflects the programmes and activities of our organization for the period 2015/2016 – another successful year of putting education in the Overstrand first.

Important events and highlights in 2015 included the following:

- We regretfully bade farewell to our long-time funding partner, The Sunshine Foundation, which for many years was the sheet-anchor to our growth. Our beautiful building, funded by this Foundation enabled us to play a meaningful role in meeting the educational challenges of the district.
- At a special event held at Enlighten, The Jay Heale Private Collection of over 800 children's

books was donated to the Enlighten Library by Mr. Heale whose name is synonymous with children's fiction in South Africa, both as a writer and reviewer. This gift will remain intact as a special collection in our Library.

Three innovative and exciting projects were also launched during the year:

- The School Readiness Project for parents of Grade R learners in the Hawston area, funded by the Johann and Gaynor Rupert Foundation, and a similar project in Zwelihle, funded by the National Lotteries Commission.
- The Enlighten Strings Project, a major intervention, involving 12 budding young violinists from 6 primary schools in the Overstrand, funded by Mrs Elvia Bury, in memory of her late husband, Alex;
- The Right-to-Read campaign, initiated by Harvey Tyson, a former Trustee, aimed at providing 50 new, age-appropriate books for each Grade R class in the Overstrand. This

project was launched in partnership with the *Hermanus Times* and the Overstrand community.

I sincerely thank my colleagues for their dedication and passion, and the major contribution they have made in bringing about a positive difference in the lives of so many. We welcomed Elaine Davie, our fundraising manager, as part of our team this past year. Her excellent fundraising and publicity skills have been of tremendous assistance in managing the workload in the main office.

Lastly, I thank our loyal donors and Board of Trustees for their invaluable support. I remain grateful for their continued interest in and concern for our work.

Enjoy our journey as we progress through another exciting year!

Magriet Peter - Trust Manager



Photo taken by *Hermanus Times*.
Photograph taken by *Hermanus Times*.

Enlighten Education Trust Staff 2015/2016

Trust Manager: Magriet Peter

Funding Manager: Elaine Davie

Financial Administrator: Juan Pieterse

Receptionist: Nomzamo Mtomile

Admin/Junior Town Council Manager: Unity Mtomile

Alex Bury Library and Mobile Book and Toy Libraries: Elmire Boonzaaier, Priscilla Stemela

Literacy: Verity Philander, Olga Maree

Shine: Rothea Kleynhans

Maths Tutoring and Robotics: Frank Coetzer
Big Vision Computer Lab and Robotics: Solomon Manjeya, Johnathan Swarts, Nicholas Powell

Science and Technology and Centre Maintenance: Schalk Botha

ECD 2 and 3: Betsy Joubert, Maatjie Wandrag

ECD 1: Mabel Saul

School Counselling: Lianna Morrison

Foundation Phase Enrichment Programme:

Tracey le Roux (consultant), Colleen Roberts, Leonie Wolmarans, Lidia Milne, Nombasa Mtzuzula

Music: Anna-Marié Kotzé, Joanie Smith, Hein Attwood, Sean Tsholoba

Visual Arts: Alex Forsyth, Thulani Pike (2016: occasional)

Pottery: Celeste Fourie

Drama: Elenore Wessels

Puppetry: Lisa Nicholson, Nomandla Makata, Nolungile Dumileyo, Audrey Christoffels, Mavis Mbam, Neziswe Sindile,

Security: Edwin Shumba



PROJECT REPORTS

2015 / 2016



OVERVIEW

“The way to get started is to quit talking and begin doing”

– Walt Disney

And that was exactly the sentiment that drove Enlighten’s Honorary Life President, Henri Kuiper and the founding Trustees of Enlighten to hit the ground running way back in 2002. Once they had recognised that there was a critical need to upgrade the quality of education in disadvantaged communities in the Overstrand region of the Western Cape and identified the role the Enlighten Education Trust could play in addressing this need, they immediately drew up a plan of action and took the first steps to making it a reality.



Their MISSION was to improve the quality of TEACHING, LEARNING & LIFE in the Overstrand.

With this in mind, they pin-pointed the importance of upgrading teachers’ skills, so that there would be a long-term benefit for the children in their classes. To this end, they initiated two projects in seven schools. But like Pandora’s Box, the moment these projects were launched, more and more needs rose to the surface and fluttered out. Because Enlighten has always responded to challenges identified by the local communities and the Western Cape Education Department Overberg District (OED), with which it works in close collaboration, it has continued to expand its involvement, both in reach and in diversity.

Fourteen years later, Enlighten is now implementing 18 projects in 22 schools. While the enhancement of teaching skills is still a priority, it also offers a wide range of direct services to children, both in-class and extramural, to fill the gaps that exist in the education system and to offer a safety net for at-risk learners. Another major policy shift has been the decision to focus Enlighten’s interventions more specifically on the early years, the Foundation Phase and Early Childhood Development, in particular.

So, in addition to the 22 schools reached by our projects, we also work with roughly 30 ECD centres throughout this large geographical region. In addition to practitioner training, we monitor the implementation of training, mentor practitioners, assist with the upgrading of centres, many of which are home-based, and provide them with indoor and

outdoor equipment. We also have mobile toy and book libraries, which visit 30 educare centres and 3 schools on a scheduled weekly basis.

IN-CLASS SUPPORT	EXTRA-MURAL PROGRAMMES
Mobile book and toy libraries	Alex Bury Children's Library
Big Vision: CAMI teaching in 3 schools	Big Vision: CAMI support and learner research in computer lab
Grades 8-9 computer-based Maths Enrichment pilot project	FET and Senior Phase Maths
Afrikaans Literacy	Afrikaans Literacy teaching at EET
Music	Music – Teaching and training – Strings project
Foundation Phase Enrichment Programme	Visual Art
School Counselling	Dramatic Art
Early Childhood Development	Pottery
Visual Arts	Puppetry

Over the past 14 years, Enlighten has developed a clear understanding of its strengths, as well as its limitations. Flexibility will always remain an important organisational characteristic and we will continue to listen and respond to the needs of the community, but in the current economic climate, indiscriminate expansion is not an option.

We are proud of the reputation for excellence and reliability we have built up in our communities and every success achieved or skill mastered by a learner is celebrated by us all.

The positive feedback we have received from principals, teachers and parents has provided overwhelming proof that Enlighten's founding vision has borne fruit.

We believe that it is vital to approach education on a 'whole-child' basis.

Our educational services have a strong developmental focus, interleaving closely with one another and with other stakeholders, like teachers, parents and educational authorities.

Apart from the 'hard' subjects like Language/Literacy; Numeracy/Maths and Science and Technology, we place strong emphasis on the Arts, where children have the opportunity to develop their imagination and creative potential, as well as their communication skills and self-confidence. In several instances, we have been able to unearth real talent and provide the support, training and encouragement to bring it to fruition.

In 2015/2016, we introduced a new element to our portfolio of projects, which we believe will expand and grow in importance in the years to come: that is, a focus on parent involvement. Recognising that children's development in the early years is at its best when teachers and parents work together to achieve a shared objective, we have collaborated with the OED and three local schools to introduce a structured programme for the parents of Grade R learners.

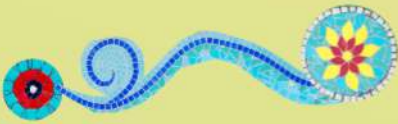
The goal is for the parents to understand the skills that their children are expected to acquire during the year and to support and reinforce the work of the teacher in achieving this objective. We are thrilled at the enthusiasm we have encountered amongst parents, teachers and learners and we believe that it will create a firm base on which the learners will be able to build for the rest of their school careers.

So, here is Enlighten, well into its teenage years, still learning, still exploring new ways to enrich the lives of children who have to struggle against all odds to make their way in school and in life, and still pointing the way to a society in which all children have an equal chance at self-actualisation, fulfilment and hope. We invite you to share in our vision as you make your way through this Report.

"Education is the most powerful weapon which you can use to change the world." – Nelson Mandela



LITERACY



Alex Bury Children's Library

(Librarian: Elmine Boonzaaier)

This is one of Enlighten's flagship projects – the heartbeat of the Enlighten Centre. It enriches the lives of thousands of children from disadvantaged communities in our area who stream there in the afternoons after school and during school holidays, to do their homework and school assignments, or simply curl up on a beanbag and immerse themselves in the magical world of words. For most of these children's families books are a luxury and even their schools are under-resourced, with the result that they have very limited access to books, other than text books.

Our library is a safe, welcoming place where they can indulge their hunger for knowledge and enjoy the privilege of simply reading for pleasure. We know that a love of reading, if developed in the early years, will have a positive effect on the rest of their lives. However, the influence of Enlighten's Alex Bury Library reaches far beyond the walls of the building by means of its mobile unit which serves hundreds more children in 30 ECD centres and three local primary schools. It distributes both books and educational toys to them on a scheduled basis and our librarians assist the teachers with advice on how best to use these resources for the benefit of the children.

"One child, one teacher, one book,
one pen can change the world."

Malala Yousafzai



The following **STATISTICS**
as at the end of February 2016
tell their own story:



Total Child Members:
3 800



**Total Number of books
issued during 2015/2016:**
18 131



**Mobile Library:
Schools Visited:**
3 primary & 30 ECD centres
Children reached per month:
1 465



**Number of books currently
in circulation: 11 000**
(English, Afrikaans, isiXhosa,
fiction and non-fiction)

- During the period under review, the library was privileged to be chosen to house a unique collection of over 800 children's books, most of them published in South Africa, by **Mr Jay Heale**, an authority on children's literature. This will remain as an intact collection for the use of teachers and researchers.

• RIGHT-TO-READ CAMPAIGN:

At the beginning of October 2015, as an extension of the work of the Library and in partnership with the *Hermanus Times*, we launched the community-wide **Right-to-Read** Campaign. The aim was to persuade members of the greater Hermanus community to contribute beautiful, age-appropriate storybooks for us to distribute to every Grade R classroom in the Overstrand – 45 in total. They will operate as mini-libraries for children who would not normally have access to books, to read in class, take home with them and be read to by teachers and family members. Thanks to the generosity and support of the Hermanus community, we will distribute a minimum of 50 books to each of these 45 classrooms during 2016. Apart from the books collected, the campaign created a great deal of community awareness about the importance of reading for children.



Afrikaans Literacy

(Co-ordinator: Verity Philander)

An in-school Afrikaans Literacy programme was once again run at Hawston Primary School on a weekly basis. A large number of Somali and Xhosa learners attend this school and need assistance to assimilate with the class where the medium of instruction is Afrikaans.

During 2015 the teachers referred 119 learners from Grade 1 – 6 for support. Sixty-two Somali and Xhosa learners were identified for support. These learners could not communicate at all in either English or Afrikaans.

At the beginning of the third term the School had to be evacuated due to construction problems in the new buildings which had only just been occupied and the various grades were accommodated at different venues in the community on a platoon basis. Due to the inconvenience of the situation, the Grade 4 – 6 learners temporarily dropped out of the Afrikaans Literacy programme. However, during this

time, the facilitator supported Xhosa learners from one of the private schools with Afrikaans. She was also able to assist Grade 1 – 3 Afrikaans-speaking learners who needed extra support to improve their language skills.

Despite the logistical difficulties, the School Principal and teachers were so impressed with the achievements of the learners in 2015 that at the beginning of 2016 they referred 132 learners from Grade 1 – 6 for support. A thorough assessment of these learners was completed and 74 Somali and Xhosa learners from Grade 1 to Grade 6 were identified and divided into smaller groups, according to level of ability. To achieve maximum success with this large group, an assistant was appointed from the beginning of March 2016.

Enlighten's Afrikaans Literacy programme fills a clearly identified niche in this region's spectrum of educational needs. It also plays an important role, which cannot be under-estimated, in the social integration of these learners into the school and wider community.



"The man who does not read good books has no advantage over the man who can't read them."

– Mark Twain

The Enlighten Shine Chapter

(Co-ordinator: Rothea Kleynhans)

After on-going consultations throughout 2014 with the Shine organisation in Cape Town as well as members of the OED, The Enlighten Shine Chapter was launched at the beginning of 2015 at the Lukhanyo Primary School in Zwelihle. In March a group of volunteers were recruited and trained at Enlighten. A school classroom at Lukhanyo was allocated to the project and decorated by Enlighten to provide a warm and welcoming space for the participants.

Shine is a literacy project aimed at generating a love of books and reading in children at Grade 2 level and providing support to those learners who are struggling with reading in the classroom.

In 2015 11 volunteers worked with 19 pupils either on a one-on-one or one-on-two basis. These learners were assessed in June and again in November. The results showed that the Shine programme had made an enormous difference to their reading, communication and comprehension skills. Interestingly, the volunteers reported that they had gained as much from their interaction with the learners as they had themselves.

In February 2016, 172 Grade 2 learners were assessed. Twelve volunteers are working with 24 learners this year.

The Principal and Grade 2 teachers are excited about the positive results achieved in 2015 and are looking forward to an even better performance in 2016. A strong and mutually beneficial relationship continues to be built between Shine and Enlighten.



MATHS, SCIENCE & TECHNOLOGY

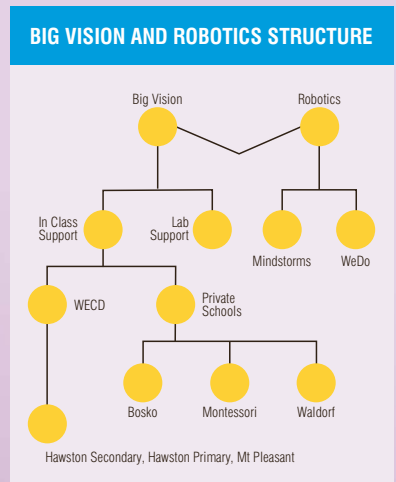
Big Vision Computer Lab and Mobile Unit

(Co-ordinator: Solomon Manjeya)

The Big Vision Computer Centre and mobile unit was launched in 2009. The aim was to use computer technology to reinforce and expand the work that Enlighten was already doing in improving the quality of teaching and learning in the Overstrand, with a particular emphasis on Numeracy, Literacy and Perceptual skills at Foundation Phase level. Unfortunately, the Western Cape Education Department places restrictions on NGOs working in schools during class-time, so in 2015 once again, the mobile unit visited three private schools which cater mainly for learners from our disadvantaged communities, on a weekly basis. Various CAMI software packages were used in working with both teachers and learners in those schools. In the afternoons learners visited the computer lab at Enlighten to undertake research, or to participate in Robotics sessions.

Each year, the number of learners participating in this programme increases. In 2015, 175 learners received in-class support and 870 lab support.

During the process of monitoring and evaluation, the teachers consistently mention how much the learners benefit from this intervention, which reinforces and clarifies traditional classroom learning. Most importantly, the children thoroughly enjoy this teaching methodology, with the result that knowledge absorption is enhanced.



Robotics

In 2015, 26 learners participated in this popular extramural activity. The workshops are presented at two levels of difficulty: 'We Do' is intended for children 6 – 9 years of age and 'Mind Storms' for 10 – 16-year-olds. Some of the older pupils have been participating in this activity for several years and have reached a high level of competency. In 2015 an Enlighten team participated in the Western Cape Robotics Championships. In 2017, Enlighten is hoping to facilitate an Overberg Regional Competition.

Not only does this technical Lego-based activity teach the learners Maths, IT and Engineering skills, but it also develops their ability to plan, project-manage, communicate and co-operate, and most of all, have fun.

Maths Tutoring

(Facilitator: Frank Coetzer)

During the first term of 2015 Enlighten Education Trust was pleased to be invited by the WCED to assist it to determine the effectiveness of using laptop computers with CAMI software to boost learners' understanding of Mathematics.

Grade 8 and 9 learners at Hawston Secondary School were tested before the time to establish a baseline. Twenty learners were selected from this group to take part in the project. The learners worked on the Big Vision laptop computers two afternoons a week for a period of six weeks. Afterwards the group was re-tested to establish whether any significant progress had been made.

The test results were positive and as from the first term of 2016 the Big Vision team once again provided assistance for Grade 9 and 10 learners at Hawston Secondary School. It is expected that from the second term of 2016 assistance will be provided for a new group of Grade 8 learners.



A five-day **Winter School** for Grade 12 Mathematics learners was presented from 13 to 17 July 2015.

The first half hour of each session was used to revise the theory of the topic under review, as well as to look at past examination papers. Each learner was given a comprehensive set of notes. The topics were selected to coincide with work that was done in the schools during the first and second terms.

Learners then moved to the computer laboratory where they used the CAMI programme on laptops to solve problems.

A total of 21 learners registered for the Winter School - 10 from Qhayiya Secondary School and 11 from Hermanus High School. At the end of the week, the learners were given a feedback questionnaire to complete. The response was uniformly positive and some worthwhile suggestions were made for

future undertakings of this kind. Indeed, planning began immediately for a similar initiative in 2016.

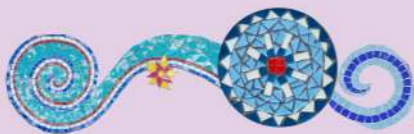
Tutorial sessions for Mathematics were held throughout the year on Saturday mornings in the hall at Enlighten Education Trust for Grade 11 and 12 learners. Lessons were prepared in consultation with the relevant school teachers and mainly covered questions from past examination papers that dealt with the work done during the week under review, ensuring that the learners remained in step with Departmental requirements. These tutorial sessions were open to learners of all schools, some coming from as far away as Kleinmond. Even adult learners from the ABET classes at Qhayiya attended from time to time. During 2015 the class teacher at Qhayiya, Ms Vuyo Spengale, was often also present on a Saturday and provided invaluable assistance.

The November 2015 examination results have shown that the Saturday classes were beneficial. For the first time, Qhayiya Secondary School

Grade 12 learners achieved better than a 70% pass in pure Maths.

Arising from discussions with the principal and teaching staff at Qhayiya Secondary School, after-school tutorial sessions for the Grade 10 classes were introduced twice a week from the beginning of 2016. In addition, several Grade 8 learners from the same school came to Enlighten for individual tuition in 2015. Some assistance was also provided once a week to Grade 6 learners at Masakhane Primary School in Gansbaai.

The underlying purpose of all these interventions is to encourage more High School learners to take pure Mathematics up to Grade 12 and to give them the necessary support to succeed, so that they will have the capacity to enter a tertiary field of study in Mathematics or one of the Sciences.



Science and Technology

(Facilitator: Schalk Botha)

This is one of Enlighten's busiest projects, offering a large number of teachers at primary schools (and one high school) in the Overstrand region intensive in-service training, both by means of regular practical workshops and in-class support. We are grateful to Ryk van Romburgh, the OED senior subject adviser (and since last year, an Enlighten Trustee) for facilitating access to the schools and for his on-going support.

Many of the schools in underprivileged communities in this area are hopelessly under-resourced when it comes to science equipment and last year, as in the past, Enlighten provided several schools with technology and science equipment amounting to thousands of Rands. In certain instances, individual children have also been assisted with the resources they need for technology classes.

Most importantly, school principals report that the level of enthusiasm amongst the teachers who regularly attend our Science and Technology workshops has improved by leaps and bounds, as has their subject knowledge and general classroom management. When we visit these teachers' classrooms and observe the level of excitement being generated amongst the learners we are greatly encouraged. It bodes well for the emergence of many budding scientists of the future.

In addition to the interventions aimed at teachers, our facilitator was requested to present practical extra-mural classes for the learners themselves, again with exciting results.

The tables alongside will give a picture of how many teachers and schools were reached in 2015 and the numbers of learners who have been impacted by these interventions.

**"Logic will take you from A to B.
Imagination will take you everywhere."**

- Albert Einstein



Statistics:

Workshops for Teachers 2015 - 2016

Venues	Schools				Teachers Attending				Pupils Reached			
	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 5
Enlighten	11	8	7	15	19	11	13	20	1 197	1 382	1 536	1 296
Grabouw	6	8	9	17	15	15	10	14	825	830	787	686
Gansbaai	4	4	3	7	7	6	3	8	562	560	553	531
Total	21/24	20/24	19/24	39	43	32	26	39	2 617	2 772	2 876	2 513

Classroom Support 2015 - 2016

Schools	Classes	Contact	Teachers	Pupils Reached
Lukhanyo Primary School	Gr 5 x 2	7 x 2 double periods	1	89
	Gr 6 x 2	2 x 2 double periods	1	84
	Gr 7 x 2	4 x 2 double periods	1	93
Bosko Christian School	Gr 4	4 double periods	1	15
	Gr 5	12 double periods	1	22
Hawston Primary School	Gr 4 x 4	4 x 3 single periods	4	124
De Rust Futura Academia	Gr 6	1 double period	1	42
Masakhane Primary	Gr 7 x 2	5 double periods	1	94
	Gr 6 x 2	2 x 2 double periods	2	87
	Gr 4 x 2	4 double periods	1	78
Hawston Secondary School	Gr 8 x 3	6 double periods	1	3 x 20 core group
	Gr 9	2 double periods	1	102
Qhayiya Secondary	Gr 8 x 3	15 double periods	1	3 x 20 core group

Teacher visits

Gansbaai Primary	2	1 meeting after school	
Gansbaai Laer	3	2 meetings after school	
Masakhane Primary	1	1 meeting with principal	
Qhayiya Secondary School	1	2 meetings with teacher	
Hawston Secondary	1	2 meetings with teacher	

Practical Extra-mural Classes

Zwelihle Primary School	Gr 6	4 x 1 hour classes	32
Lukhanyo Primary School	Gr 6	3 x 1h classes	21
	Gr 7	2 x 1h classes	10
Qhayiya Secondary School	Gr 8	1 x 1h class	8
	Gr 9	1 x 1h class	6



ARTS AND CULTURE



Music

(Co-ordinator: Anna-Marié Kotzé)

The oldest project in Enlighten’s extensive portfolio, Music is also one of its busiest and most diverse. To maintain its freshness and relevance, the Music Department is constantly exploring new ideas to create an enriching environment for the young people in our area. Its aim is to ensure that there is a balance between promoting music to the largest number of children and at the same time, retaining high quality individual tuition.

A part of its mandate is to provide in-school tuition for marimba and steelpan bands as well as choirs and, in one school, recorder tuition and another, Orff orchestra training; a second is to run workshops for teachers and provide in-class practical training; and a third to provide extramural music tuition, both practical and theory, through its Hermanus Academy of Music (HAM) structure.

In 2015, all the music projects and especially HAM, which had “baby-step” beginnings, are now running at capacity with the funds and facilities available to us. The adjacent Table gives an indication of just how extensive the programme has been.

We are particularly proud of several special achievements during the past year:

- A world-class accolade was accorded to the Kleinmond Marimba Band, when it came first in the Classical section and second in the Small Ensemble section of the International Marimba and Steelpan Festival in Johannesburg.

Music Statistics

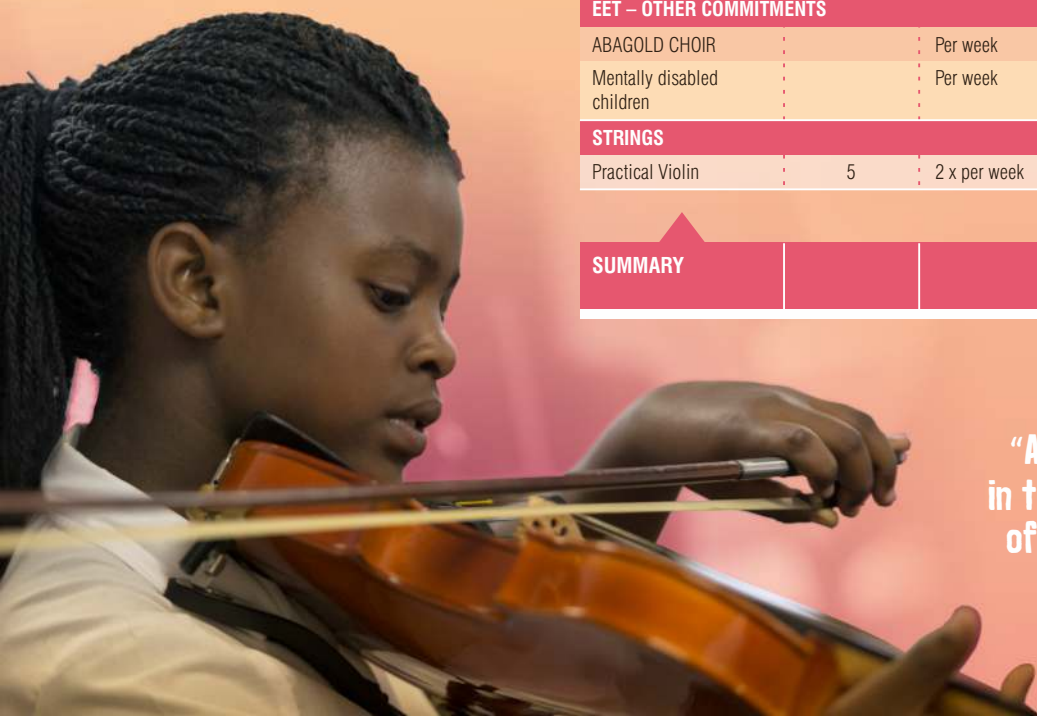


Project Activity	Schools	Frequency	Teachers	Learners
WCED - teachers training support. Life Skills > Music	10	Once per term with follow up meetings. Workshops.	24	
WCED - teachers in-school training support. Practical >		Per week		
> marimba	5	Per week	10	180
> steelpans	1	Per week	1	16
> choir	1	Per week	1	52
> recorder	1	Per week	2	64
> Orff orchestra	1	Per week	1	24

EET – HERMANUS ACADEMY OF MUSIC (HAM)				
Practical		Per week		7
				4
				14
				2
				1
Theory		Per week		2
				14
				1

EET – OTHER COMMITMENTS				
ABAGOLD CHOIR		Per week		42 adults
Mentally disabled children		Per week	3 assistants	12 learners and young adults
STRINGS				
Practical Violin	5	2 x per week		12

SUMMARY			15 teachers	388 learners 42 adults
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“A nation’s culture resides in the hearts and in the soul of its people.” - Mahatma Gandhi

- On a regional level the Marimba Band of Botriver won the overall trophy for High School Bands at the Stellenbosch Eisteddfod.
- Cum Laude certificates were awarded to five Marimba and Steelpan Bands at the 2015 Overberg Eisteddfod.
- Two music students studying through HAM achieved the highest marks in their respective UNISA practical exams. Shaun Tsholoba (UNISA Singing Gr.6 – 95%) and Daeun Kim (UNISA Pianoforté Gr. 6 – 90%). Other HAM students also passed their practical and theory exams with distinction.

Further outreach was facilitated with the creation of a small HAM satellite centre at Botriver Primêr, where tuition is offered in theory, keyboard and trumpet – evidence that HAM has taken on a life of its own within the Enlighten Music project. Most exciting of all, was the establishment of the new Enlighten Strings Ensemble in October 2015, which was made possible thanks to a generous donation from Hermanus resident, Mrs Elvia Bury, in memory of her late husband, Alex. Following open auditions, 12 learners from six local primary schools were selected to become the nucleus of this new project. There has been a very good response from the public with more learners lining up to become part of this project. Two pupils from the original 12 left the area and were quickly

replaced. It is inspiring to see how enthusiastic and committed both the pupils and their parents are to this project. After only a few months, their progress has been amazing.

The driving principle behind this project is the attempt to uplift and enrich the lives of children, especially those from underprivileged backgrounds. Enlighten's services, including the use of its musical instruments, are completely free. Only in a small number of cases, is a nominal fee charged. After all, there is more to life than eating and drinking... there is music! With sufficient funding, the Music project could be a life-saver for many children of our region. Funding and manpower are the main components to be addressed for future development.



Visual Arts

(Facilitator: Alex Forsyth)

The Visual Arts project at Enlighten incorporates workshops for teachers and in-class support, as well as after-school and holiday activities for learners.

- **Teacher workshops 2015:** With the support of The Western Cape Department of Education, a calendar of workshop dates was sent out to schools in the Grabouw, Hermanus and Gansbaai areas each term. The purpose was to give practical lesson plans to assist them in implementing the curriculum for that term, as well as advice on how best to carry out the tasks. To increase accessibility to these workshops, arrangements were subsequently made with school principals to run the workshops at each school separately,

rather than at a common venue. This has worked very well, attracting more participants. An average of nine workshops was organised at different venues each term, reaching approximately 1 000 learners.

A further innovation has been to team up with Enlighten's Drama facilitator to run joint workshops for Life Skills Grades 4-6. These combined practical lessons are aimed at demonstrating to teachers how two disciplines can be pulled together in one activity when they have time constraints. The feedback on the new scheme has been well received, with teachers getting fully involved and having a lot of fun. Some have also requested in-class assistance with a particular task. Their newfound enthusiasm is sure to filter into the classrooms and similarly inspire the learners.

- **Afternoon art classes at Enlighten Education Trust and Zwelihle Primary school.**

Every week, 25 learners from Grade R to Grade 6 who attend the aftercare centre at Zwelihle Primary School, have an art class. This has been running successfully for a number of years and is very much enjoyed by the learners. Once a week there is an art class in the hall at Enlighten for an average of 10-15 learners. There is great enthusiasm for these classes, too.

- **Holiday program:** Up to 45 learners from Grades 2-7 attend art and craft workshops for a week during the July holidays. They are very enthusiastic about participating in these creative activities.

- **Other initiatives:** Enlighten wished to increase its street-front visibility and the front wall with its iconic mosaic frieze was extended to allow for an additional eight-metre-long mosaic sign to be created with Enlighten's name and logo and more lively representations of our activities. This beautiful artwork was undertaken by Enlighten's Art facilitator and an assistant.

Pottery

(Facilitator: Celeste Fourie)

The Enlighten pottery studio is open four afternoons a week and is the destination of choice for a small, but enthusiastic group of primary school children between 6 and 8 years of age who walk there after school, come rain or shine. Not only does an average of eight learners per session get the opportunity to give expression to their creativity, but they learn a number of skills which have a far wider impact on their general education.

For example, during 2015, when pupils created hand-built pottery bowls from stoneware clay, apart from being encouraged to use their own initiative regarding size and decoration, the process itself demanded a high degree of co-ordination. Pottery also teaches the pupils to be creative in three dimensions.



With the bisque and glaze-bake process later in the year, they were taught the kiln components and were always very excited to help unpack the oven after a firing. During this activity, the students decorated larger pre-made bisque bowls. A lot of time was spent on design development. Before they applied paintbrush to bowl, they worked on paper templates of the piece, according to particular specifications, eg a linear design in two colours; a diagonal design in three colours, etc. The children thoroughly enjoy these design sessions. A regular practice in the pottery studio is for each learner in turn to choose a



book from the Enlighten library, which is read to the group by either the learner or the facilitator, while the group works. Many of the designs are influenced by this foray into the world of literacy.

Those pupils who have been attending pottery classes for several years are doing very good work and their products are marketed on a small scale as a fundraising initiative, which gives the children a real sense of pride. Most of the schools these pupils attend have very few creative opportunities for them and this facility not only brings them great joy, but has a far-reaching influence on both their personal and scholastic development.

Puppetry

(Facilitator: Lisa Nicholson)

Enlighten's Puppetry Group started in Zwelihle in 2008, directed by John Coates. Over the next five years he built up the current team of six puppeteers, choosing women from Zwelihle and Mount Pleasant who love working with children and have some artistic flair. During 2015 - 2016 each of them held 12 puppet shows every month at ECDs, primary schools and community centres.

The puppeteers also organised three puppet club sessions every week at their homes. In these clubs the children engage in the creative activities needed to create a puppet show; drawing, singing, drama, and story-telling. They also make their own cardboard cut-out puppets. In addition to this busy schedule, the puppeteers attend workshops at Enlighten two mornings a week, to learn new puppet shows and make the puppets and props needed; or to revise the older shows in their portfolios. These portfolios consist of a mix of African folk tales, European fairy tales, Aesop's fables and Bible stories.

Extra community input is given on request. For example, in 2015, the Association for the Disabled asked to have some of their members trained to create a puppet show with a specific theme for disabled children and adults.

The puppet shows and clubs fill a gap in communities where many of the children do not have stories told or read to them; and where they do not have access to crayons or other drawing materials.

The imagination is developed through stories, which leads the child into an inner world of wonder. The shows expose the children to the wisdom inherent in folk tales and we hope that, by engaging the emotions in a joyous way, they help to develop that all-important factor for successful lives: emotional intelligence.

**"Creativity is intelligence
HAVING FUN."**

- Albert Einstein



Puppetry stats 2015-2016 (average):

Puppet shows: **74 per month**

Children reached: **1977 per month**

Adults reached: **148 per month**

Puppet Clubs: **240 children per week**

Drama

(Facilitator: Elenore Wessels)

- Teacher Training:**
 Workshops for educators in Life Skills – Performing Arts (Grades 4–6) and Creative Arts (Drama Grade 7) continued throughout 2015. Each term a district workshop was presented for educators to assist with skill-building and curriculum teaching and assessment. Educators were given resource manuals compiled by the facilitator and a large part of the workshops was devoted to familiarising the educators with curriculum content; this is still a new subject for which many educators have received no formal training at all. About 30 teachers attended these workshops, impacting on at least 2000 learners.

In 2016 a new approach was formulated and the facilitator visits individual schools to assist the teacher on a more personal level. Workshops have been presented with great success in conjunction with the Visual Arts facilitator.

- Drama at Qhayiya Secondary School:**

The drama group (consisting of 9 learners) was very active in 2015. Learners attended a drama camp in Stellenbosch and then performed at the Buya Festival in Stellenbosch. Learners also took part in the Overberg Eisteddfod in August and achieved 5 silver and 4 gold certificates.

During Aids Awareness week, a very successful project was undertaken with the Hermanus Clinic, in which the drama learners presented a community theatre piece educating learners about HIV/Aids at Qhayiya School. More than 100 learners attended the performance and afterwards were tested for HIV/Aids at the mobile clinic set up at the school.

- Drama as a Matric subject:**

Three learners at Qhayiya continue to receive tuition in Dramatic Arts as a subject and attend classes on Monday and Wednesday afternoons.



- Overberg Debating Club:**

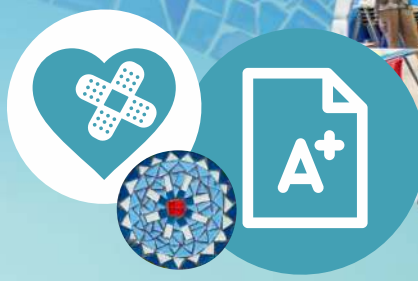
A debating club was launched in 2016 and meets on the last Friday of every month at Enlighten. The club has 20 active Grade 7 learners from Mount Pleasant and Hawston. Its aim is to teach learners debating and oratory skills and the group members participate with great gusto and enthusiasm, developing the skill to express themselves clearly and with confidence as well as the ability to think on their feet, along the way.



**"Education is not
the filling of a pail,
but the lighting
of a fire."**

- William Butler Yeats

REMEDIAL PROJECTS



Foundation Phase Enrichment Programme

(Consultant: Tracey le Roux;
Co-ordinator: Colleen Roberts)

The Foundation Phase Enrichment Programme (FPEP) is aimed at supporting learners who lack the basic school readiness skills required for Grades R and 1. A variety of activities have been designed by our occupational therapist consultant, Tracey le Roux, to address some of the educational deficits of Foundation Phase learners. The programme is carried out by four facilitators in the following schools:

- Hawston Primêr
- Mount Pleasant Primêr
- Gansbaai Primêr
- Zwelihle Grade R

In 2015/2016, 178 learners were reached (98 Grade 1s and 80 Grade Rs)

Work at the schools started slowly as teachers needed to assess learners before referring them to our programme. In July the new school at Hawston had to be evacuated, due to structural problems and we made a hurried exit without being able to collect our equipment or files! The next term was spent in various church halls under extremely difficult circumstances. We moved into the temporary school at the beginning of the fourth term and a sense of normalcy returned!

Two workshops were presented to offer support and information to the parents. We ran a workshop at Mount Pleasant, in conjunction with their remedial teacher, Sarie Esmeralda, on 10 February. It was a great success, with 89 parents registering. We gave them ideas that they could implement at home at little or no cost. The FPEP team also explained the importance of Foundation Phase activities which are critical for all further learning. Our second workshop took place at Hawston on 16 April. The weather was cold and raining and the workshop was held in the evening; still, over 70 parents attended, which was very encouraging. Elbie Oberholzer was the guest speaker. She currently teaches at Curro private school, but is also a qualified Social Worker who has worked in the Overstrand, so is aware of all the area's social problems. She spoke about the rights and responsibilities of the children and parents. It was most informative and well-received by the parents.

A number of learners in the programme were referred to Enlighten's counsellor, the WCED educational psychologist, social workers, or optometrists, in an attempt to address their many problems in an holistic manner.

The case study below by facilitator, Leonie Wolmarans, provides an example of the problems addressed by the programme:



CASE STUDY

Period seen:
02/02/2015 - 09/12/2015

When this learner was first referred to me, he was a very shy little boy who didn't speak or participate in activities. He lacked self-confidence and pulled away from any physical contact. His fine motor skills, visual perceptual skills and language skills were poorly developed.

As the year progressed he opened up and learned to trust me. I have a habit of telling every child that I love them, every time I see them, and then one day, several months after our sessions began, he turned around and said: 'love you too!' To me that meant the world and I knew that I had made a difference in his life. He also progressed so well with his school work that he did not need further assistance the following year. With positive feedback from me, encouragement and praise he turned into a happy, confident little boy who loves giving and receiving hugs.

I am so proud of him and this goes to show the immensely positive impact our programme has on the children, not only educationally, but emotionally and socially as well.

School Counselling

(Educational Psychologist: Lianna Morrison)

The year 2015 was a dramatic and traumatic one in the lives of many of our children, families and schools. There were different challenges and needs during the year; for example, Hawston Primary School had to vacate its premises at very short notice. They accomplished this move with amazingly little disruption to the children's

academic lives, although some of the younger children struggled to adapt to the new circumstances. This was not the only traumatic event for the school, as two of their learners lost their lives in a frightening event which a number of their friends witnessed, with the consequent effects of loss and trauma. Hawston Primary School was sadly not the only school to have to deal with the loss of a learner in traumatic circumstances.

Other reasons for referral included divorce, death (often of a parent), rape allegations, scholastic difficulties and behaviour related to the above, as well as family, community, peer and individual pressures. This year again highlighted the massive need we have in the Overstrand for a school of skills, or alternative schooling streams within mainstream schools. The children themselves are desperate for alternatives to the academic stream.

Interventions included individual sessions with children, assessments, meetings with parents, discussions with teachers, classroom observations and classroom interventions. A number of children also needed the services of other professionals such as social workers, speech therapists, occupational therapists and paediatricians, for which referrals were made and discussions held. The year again highlighted the strength and resilience that children, families, schools and communities bring to bear in coping with a variety of pressures, while at the same time highlighting the need for continual support and intervention as these pressures increase.

SCHOOLS VISITED THROUGHOUT THE YEAR:



- Okkie Smuts Laerskool
- Kleinmond Laerskool
- Mount Pleasant Laerskool
- Gansbaai Primary School
- Hawston Primêr
- Bosko Christian School

"Every individual matters. Every individual has a role to play. Every individual makes a difference."

- Jane Goodall

EARLY CHILDHOOD DEVELOPMENT (ECD)



Enlighten's ECD Project consists of three components, each with the training of ECD practitioners at its core, but each with a different emphasis. Additional support includes ancillary services like a mobile toy and book library, the upgrading and equipping of under-resourced ECD centres and in 2015 the introduction of support kits for the parents of Grade R learners at three schools.

ECD 1

(Facilitator: Mabel Saul)

Over the past seven years Enlighten has played an important role in developing and empowering ECD practitioners, especially those at unregistered home-based centres. ECD 1 runs monthly workshops and supplies learning resources for as many of these centres as possible. They are also all provided with guidelines for the management of inside and outdoor play areas as well as the kitchen and toilets. With assistance from Enlighten, three sites in Zwelihle are now in process of registration. All these principals are already qualified, or are in the process of obtaining formal in-service qualifications and the remainder of the practitioners at all centres are encouraged to further their studies. In 2015, Enlighten was able to obtain sufficient funding to complete a full upgrade of Phaphama ECD Centre in Zwelihle, so that it will qualify for registration.

An important aspect of this ECD project is mentoring, monitoring and evaluation. Fourteen ECD centres were visited on a monthly basis to ensure that the practitioners were correctly implementing their learning programme and to mentor them where necessary. Quarterly evaluations were done to ensure that the children were progressing. In addition, longer-term tracking was done to follow up on children leaving the centres for Grade R classes in primary schools. We are proud that overall the reports are always positive.



“A person’s a person, no matter how small.” – Dr Seuss





Until these centres are registered and qualify for a subsidy, it is extremely difficult for them to survive. The practitioners are either not paid at all, or receive a minimal wage and there is no money for necessary equipment for the centres. With this in mind, for the past two years, Enlighten has been able to obtain funding to provide seven centres per annum with a full set of basic indoor and outdoor equipment. Our mobile book and toy libraries also visit them on a scheduled three-weekly cycle.

In collaboration with the OED, an exciting new project was launched by Enlighten in 2015, targeting the parents of Grade R children in two primary schools in Zwelihle and one in Hawston. Support kits, comprising carefully selected story books, educational toys and work books, were assembled and distributed to all the parents, who afterwards attended workshops on how to use them. The intention is for the parents to play a more active role in supporting their children's educational development, bonding with them and forming a partnership with the teachers to achieve the best possible results.

Highlights of the year for small local children in the area were the celebration of World Play Day which was organised by Enlighten in Zwelihle, with a feast of play opportunities; World Read Aloud Day, where teachers were given special stories to read to the children and, best of all, the distribution of a 100 toys to children in seven of the neediest educare centres in the region. We are so grateful to the Toy Run Trust, who donated 100 toys to the Enlighten Toy Library and 100 to be distributed to local children just before Christmas.

ECD 2

(Facilitator: Betsey Joubert)

In 2014 while busy with a project in partnership with the Overberg Municipality and funded by the DG Murray Trust to upgrade 14 ECD centres, we worked with several ECD practitioners who were receiving training through Boland College in Caledon. We became aware of the fact that many of these students were not offering the children in their care a quality ECD programme; they were unable to implement the training they had received.

We investigated this problem and found several possible reasons for it, including the fact that there was not enough time available for the Boland College facilitators to visit the students in their ECD centres. They were therefore unable to assess whether the students were implementing their training.

Boland College was approached by Enlighten with an offer to mediate these difficulties. Having received a very enthusiastic response from them we elicited an equally positive response from the DG Murray Trust to fund the project. According to the service agreement we signed with Boland College, the aims of the project were:

- to assist the students to understand their training and to complete their assignments successfully, to monitor and, if necessary, mentor them

- based on experience, to draw up a proposal on how ECD Training at FET colleges country-wide could be improved
- to offer the ECD centres where the students were working the use of our book and toy libraries.

In 2015 we worked with 42 Level 4 and Level 5 ECD students in ECD sites across the Overstrand and Botriver, the majority of whom successfully completed their training in December 2015. We continued to assist the remaining eight Level 4 students. Boland College is so delighted with the results that, finances permitting, Enlighten is hoping to continue with this project in 2016 and 2017, expanding it to include practitioners from Grabouw.

ECD 3

(Facilitator: Maatjie Wandrag)

The Eyona diploma training programme for ECD practitioners was developed some years ago by our facilitator, Maatjie Wandrag, who began to use it to train a number of local ECD practitioners, mainly those in home-based sites, who had not had access to any other form of training. Eyona complies in every learning area with the National Curriculum Framework (NCF) and in March 2015 we were, therefore, delighted that the Department of Social Development was able to register the programme and provide funding to implement and monitor it in 20 local ECD centres.

The Department also allocated funding for resources, including large wall posters which could be used in the classrooms to enrich the weekly themes. Once again, Enlighten's mobile book and toy libraries visited these centres on a regular basis, providing them with yet more much-needed resources.

The centres were monitored on a three-weekly rotation and several additional in-service training sessions were presented to assist the practitioners to carry out the weekly themes and to do assessments on a daily basis. The practitioners were also assisted to apply for NPO numbers for their centres. Many parent meetings were held to inform them about the Eyona programme as well as suggesting ways of providing numeracy stimulation for their children at home.

Ten of the centres were unregistered, mainly as a result of inadequate accommodation, with the result that they received no subsidy and could not afford resources or decent salaries. Demoralisation amongst practitioners due to these circumstances often leads to a lack of commitment to the learning programme. Enlighten, therefore, does its best to help them overcome these difficulties. The community of Hermanus is also to be thanked for its donations in kind to many of these centres.

We are grateful to have been able to reach roughly 900 children and thirty-seven practitioners with this programme in 2015 and believe we have been able to make a positive impact on the lives and development of a future generation.



YOUTH LEADERSHIP



“It has really helped me grow as a young leader. It showed me that leadership is being there for others and being willing to serve them, and that giving is better than receiving.” – **Khanya Xhalisile, Gansbaai Academia**

Overstrand Junior Town Council

(Project Manager: Unity Mtomile)

The Junior Town Council project was established in 2004 by the Overstrand Municipality and is managed by the Enlighten Education Trust. Thirty-five potential leaders are identified each year by their peers from the six high schools in the Overstrand and serve as Councillors for a period of a year. One of the main purposes of this project is to turn the 35 learners of different educational, cultural and language groups into a cohesive and effective team with shared values and goals who, in one year, will make a difference to the communities they serve, whilst at the same time, having a lot of fun and exploring their own strengths and skills.

In October 2014 new members were inducted into office at an official inauguration ceremony hosted by the Overstrand Executive Mayor, Alderman Nicolette Botha-Guthrie. The hall was packed with proud parents, municipal officials, principals and teachers from the respective schools in the Overstrand. In January 2015 the group attended a weekend-long camp, participating in various challenging activities which would help to equip them with skills and knowledge that will be useful in their school as well as their adult lives. This is also an opportunity for them to bond together and to plan for the year ahead.

During their term of office, the Junior Councillors are taken on two intensive orientation tours which are organised by the Overstrand Municipality. The purpose of these tours is for the JTC members to visit various municipal departments and public facilities to gain an insight into the operational scope of the Municipality, to learn how local government functions and what community needs it serves.

Another important aspect of this project is public appearances and media exposure. Members are

expected to represent their organisation at public gatherings and are given the opportunity to take part in a radio interview once a quarter. This offers them the platform to share their activities and experiences with the broader community of the Overstrand.

A centralised meeting is organised once a quarter at which projects and project reports are discussed and which also includes a skills workshop, eg leadership, public speaking and etiquette. During their cycle the Junior Town Council members develop and refine their leadership skills which will turn them into creative, responsible and service-oriented community members. Feedback received from former Junior Town Councillors confirms that the project has a significant impact on their attitudes and community awareness.

The Enlighten Education Trust is very proud to be associated with the project. Some of the young leaders are able to rise above their dire circumstances and make a meaningful difference to other people's lives. They accept and understand that this leadership programme comes with great responsibility and commitment.

One of the most important aspects of this project is community service and a number of projects are undertaken by the JTC during their year of office, some by the whole group and some by smaller individual school-based groups.

Combined Community Projects Undertaken in 2015

- Cansa Relay for Life 2015
- Thirty brand-new school shirts were presented to some of the poorest learners at Lukhanyo Primary School and 25 second-hand shirts were collected by the learners from Northcliff House College and handed out at the same event
- A beach clean-up was organised at Grotto Beach
- Just over R1800 was collected to buy children's story books, and presented at the launch of Enlighten's Right-to-Read campaign.

Twelve other projects were organised by separate school groups, from initiatives aimed at residents in old-age homes, to projects to serve the needs of children, animals and the homeless, as well as the protection of the environment.

In October 2015 a new set of Junior Town Councillors was inaugurated and the cycle started all over again, with the new group attending a very successful weekend camp in January 2016.



“Life's most persistent and urgent question is, what are you doing for others?”

– **Martin Luther King Junior**

FUNDRAISING

Elaine Davie - Funding Manager

Ka-chinggggg!

In these difficult economic times, the jangle of the till never ceases to fill us with gratitude. The task that Enlighten has set itself comes with serious financial implications and without a government subsidy, it is up to us to ensure that the critical educational services we provide are undergirded by a solid financial base. This means garnering on-going support from a variety of sources. Many of our donors have stuck with us through thick and thin from the very beginning and are looked upon as valued partners in our enterprise. We rely on them, not only for their financial contributions, but also for the input we receive regarding implementation of our projects.

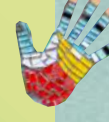
However, the economy is constantly in flux and when times are hard, often the first thing to be affected is Corporate Social Investment. A plunge in interest rates, and even philanthropic foundations and trusts are adversely affected. We therefore take nothing for granted and view our loyal and generous funders as resources more precious than gold. In the meantime, the search goes on for more donors, large and small, to be added to our funding base. Building and maintaining strong relationships with both old and new donors is of utmost importance to us.

At the same time, the management of Enlighten is constantly engaged in evaluating the cost-effectiveness of its operations and cutting expenditure wherever possible.

The ability to cover running costs is always the most challenging. Most donors prefer to allocate funding to projects rather than overheads, but the sad fact is that without the administrative underpinning of the mother body, the projects will not succeed. We are, therefore, particularly grateful to the Oppenheimer Memorial Trust for helping us cover our general running costs in 2015.

This year we have enjoyed the luxury of launching several new projects, which were fully funded from the start. It does wonders for stress levels to know that fundraising on the hoof, as it were, will not be required for these programmes.

We are always delighted when our donors are able to visit our projects to see with their own eyes the amazing difference their contributions are making to the lives of real children from real communities, where, without Enlighten's intervention, the outlook for a hopeful future would be extremely bleak. We would like to thank all our funders for believing in our vision to enhance the prospects of many thousands of underprivileged children to achieve a fulfilling and life-affirming future.



DONATIONS

TO ENLIGHTEN EDUCATION TRUST

March 2015 – February 2016 (R1 000 and above)

R500 000 and above

Mrs Elvia Bury	R1 000 000
Oppenheimer Memorial Trust	R 500 000

R300 000 – R499 999

National Lotteries Board (Charities)	R 349 151
Anglo American Chairman's Fund	R 350 000
Solon Foundation	R 346 000

R100 000 – R299 999

AALL Foundation	R 253 196
WC Department of Social Development	R 201 400
Protea Hotels Group	R 100 000
RB Hagart Trust	R 200 000
R-S Nussbaum Foundation	R 221 497
R Carss	R 243 497

R50 000 – R99 999

JH Richards Trust	R 50 000
Johan and Gaynor Rupert Family Foundation	R 94 657
Joan St Leger Lindbergh Trust	R 50 000
WC Department of Cultural Affairs and Sport	R 62 920
Raimondo Charitable Trust	R 75 000
Ruth and Anita Wise Charitable Trust	R 50 000

R20 000 – R49 999

Freunde der Erziehungskunst	R 26 518
Abagold	R 30 000
Iqraa Trust	R 26 070
Investec CSI	R 25 000
National Arts Council	R 40 000
Sabinet	R 30 000
S Elsholtz	R 23 724
W Theron	R 36 000
Consolidated donations to the Right-to-Read Project	R 46 561

R1 000 – R19 999

BN Heyns	R 5 600
Haggie Charitable Trust	R 10 000
Cape 300 Foundation	R 9 000
N and M Cullinan	R 3 658
Nika Trust	R 9 800
JJ Penn	R 9 349
DGG Hendrickx	R 1 000
Hermanus Music Society	R 1 000
I Ellis	R 10 000
Investec Cape Town Head Office	R 2 194
OAK (Overstrand Arts/Kunste)	R 10 000
Office National	R 1 000
Street Collection	R 4 053

Cecily Salmon, Southern African Representative, Solon Foundation:

"We value the partnership with Enlighten and have learned a great deal about customised, intensive intervention strategies in the Foundation Phase which we believe have a myriad of benefits for the children, their families and teachers. Enlighten is very rigorous in its monitoring and evaluation of the aspects which can be measured. But it is in the unmeasurables that we know the most real change happens."

FINANCIAL STATEMENTS FOR THE YEAR ENDED 29 FEBRUARY 2016

DETAILED INCOME STATEMENT

Figures in Rand	Note(s)	2016	2015
Revenue	1	3 894 427	4 148 691
Other income			
Insurance claim received		-	220 349
Music lessons		3 795	2 160
Profit on sale of assets		-	4 792
Interest received		97 330	63 882
		101 125	291 183
Project expenses			
Arts and Culture		569 725	514 154
Counselling		276 908	263 099
ECD in the Overstrand		307 592	216 080
Eyona		195 299	-
Library		228 313	227 507
Literacy		115 307	105 080
Lottery Fund Expenses		407 544	223 518
Numeracy		111 322	100 044
Right-to-Read		9 955	-
Robotics		69 660	39 908
Sunshine - Big Vision		232 640	173 063
Sunshine - Brombacher Maths		188 571	762 874
Tech Support		166 101	184 150
Youth Development		101 379	30 722
Total project expenses		2 980 316	2 840 199

Figures in Rand	Note(s)	2016	2015
Operating expenses			
Accounting fees		67 990	65 076
Advertising		4 997	2 700
Auditors remuneration		15 390	14 132
Bank charges		3 589	3 499
Cleaning		48 219	38 228
Computer expenses		19 414	25 372
Depreciation		169 365	149 980
Donations		360	1 390
Employee costs		652 399	537 619
Entertainment		18 294	9 657
Insurance		9 080	55 749
Internet rental		60 981	10 000
Motor vehicle expenses		6 745	11 145
Postage		2 820	1 680
Printing and stationery		53 175	75 496
Repairs and maintenance		93 672	271 785
Security		14 441	7 081
Subscriptions		13 874	3 268
Telephone and tax		34 571	31 754
Travel - local		1 920	34 681
Utilities		36 140	36 797
Total operating expenses		1 327 446	1 387 089
Operating (deficit) surplus	6	(312 210)	212 586
Fair value adjustments		(6300)	-

TOTAL COMPREHENSIVE INCOME (LOSS) FOR THE YEAR

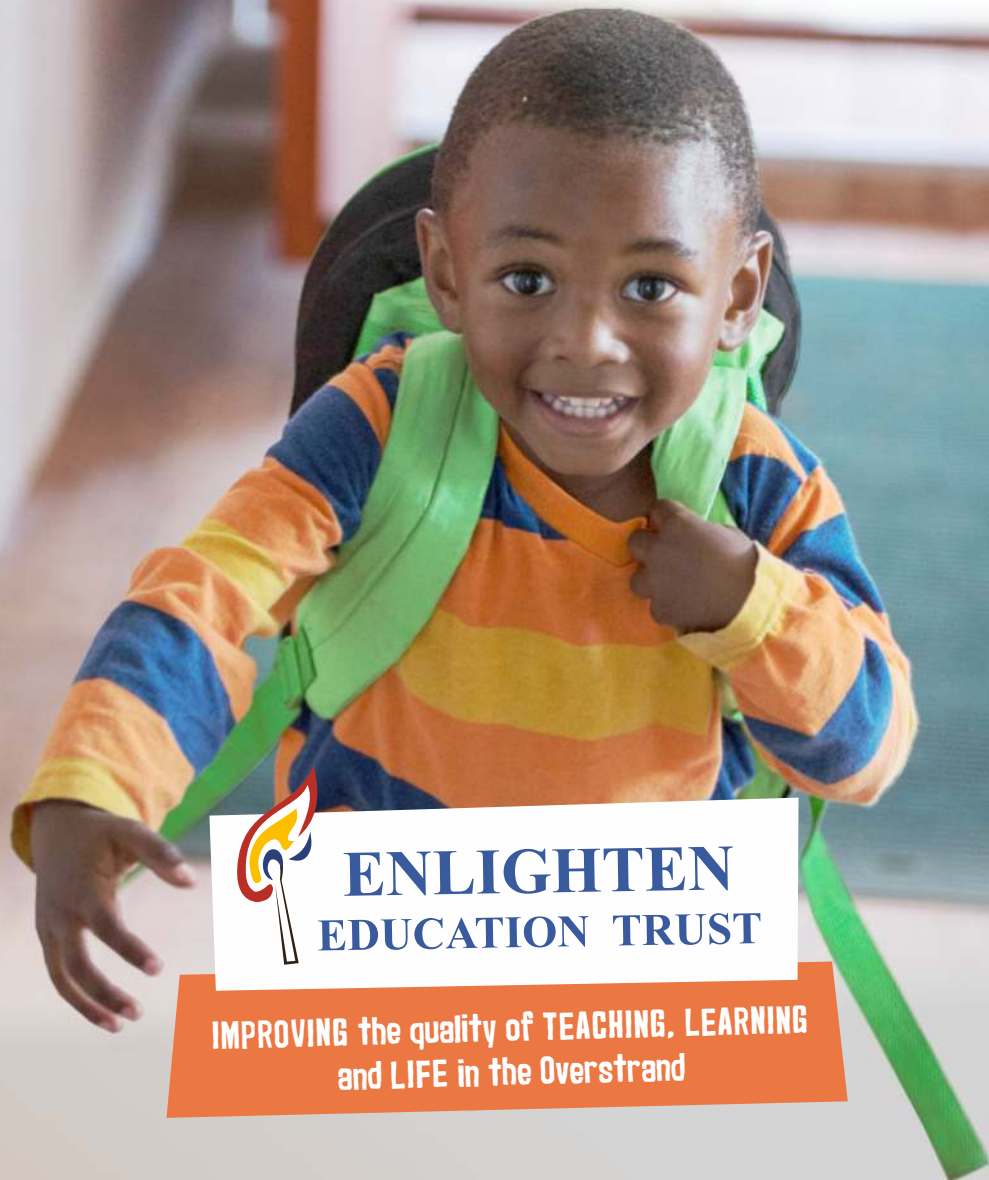
318 510

212 586



STATEMENT OF FINANCIAL POSITION as at February 2016

Figures in Rand	Note(s)	2016	2015
Assets			
Non-Current Assets			
Property, plant and equipment	2	4 869 448	4 956 721
Current Assets			
Trade and other receivables	3	14 891	11 891
Cash and cash equivalents	4	1 423 138	977 653
		1 438 029	989 544
Total Assets		6 307 477	5 946 265
Equity & Liabilities			
Equity			
Accumulated surplus		4 851 004	5 169 514
Liabilities			
Current Liabilities			
Trade and other payables	5	1 456 473	776 751
Total Equity and Liabilities		6 307 477	5 946 265



ENLIGHTEN EDUCATION TRUST

IMPROVING the quality of TEACHING, LEARNING
and LIFE in the Overstrand

Banking Details

Bank: Standard Bank | Branch: Hermanus (Code: 050-312)
Account Name: Enlighten Education Trust | Account No: 082251878 | Swift Code: SBZAZAJJ

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NPO No: 038 928-NPO
Trust Registration Number T2621/2002



THE OPPENHEIMER MEMORIAL TRUST



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