



# ENLIGHTEN EDUCATION TRUST

## ANNUAL REPORT 2016/2017

Improving the quality of teaching,  
learning and life in the Overstrand

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We would like to express our sincere gratitude to Gabrielskloof Wine Estate, Maxitec and Kia Motors Hermanus for helping to cover the cost of producing this Annual Report.

'I would like to thank the Enlighten Education Trust for the support and the role they are playing in our school. They are continuing to supply us with books and educational games for our learners. These books help them to develop their oral language vocabulary, listening and emergent reading skills. They know now how to take care of the books and learn to be independent readers. Enlighten has also supported me through my studies at UNISA. I look forward to working with them.'

- Olivia Makhiva,  
lead teacher, Zwelihle Grade R School.





## CHAIRMAN'S REMARKS

**T**he funambulist says: It is all a question of balance! Balance is vital for the funambulist, since falling off a tightrope while crossing the Niagara waterfalls can be a let-down! But that is what Enlighten has to do as well. We have to balance.

We have to balance the needs of the teachers, who are keen to learn new skills, with those of the learners, whose plight is so obviously deserving of attention. To focus on the teachers is a more cost-effective way of reaching more learners indirectly, whereas to focus on the needs of only a few learners might be emotionally satisfying, but a smaller segment of the population is reached at a larger cost per capita.

We have to balance the desires of the funders, who may have parameters and guidelines of their own, with the insights of the Trust and staff, who are working at the coal-face and have the professional expertise to deal with challenges on the ground.

We also have to balance the aims of the Department of Education which, through standardised testing, can clearly identify the needs of the learners and communities, with the desires of all the groupings mentioned above! If, through lack of balance, we lose any one of these ingredients, our country and its people will be the poorer.

And how excellently do all these role players perform their jobs!

Without the enthusiastic support and co-operation of the WCED our programmes would be a pale shadow of what we are doing. Without our funders we would not exist. Without the dedication of the teachers and their desire to improve, we would not have much to do. And without the amazing dedication and enthusiasm of our staff, we would not bring a difference to life.

I therefore challenge any reader to go through this report and see if you agree with me. Why not join us on our funambulist journey in whichever way you can. It actually is fun!

**Allan Powell**



### Board of Trustees 2015/2016

- Mr HC Kuiper (BA LLB) Life President (Retired Businessman)
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- Mr R van Romburgh (B Sc, H E D) (Curriculum Adviser, WCED)
- Mr T Volkwyn (POD) (School Principal)
- Mr T Wilson (BA, B Ed) (School Principal)



*'As long as many of our people still live in utter poverty, as long as children still live under plastic covers, as long as many of our people are still without jobs, no South African should rest and wallow in the joy of freedom.'*

– Nelson Mandela



## TRUST MANAGER'S REPORT

For the past 15 years the Enlighten Education Trust has taken positive action in response to the educational needs of the many schools and ECD centres in the Overstrand region, supporting the transformation of education and of life in schools and often marginalised communities. In partnership with the Overberg Education District (OED) – in 2016, the best-performing district in the country as well as producing the top Grade 12 student nation-wide – the Trust remains steadfastly committed to addressing a system confronting many challenges.

As in any other business, the Trust is rendering a service that requires a variety of resources, including funding. Without the contribution of our donors and friends of the Trust, this work would not have been possible and Enlighten would not in any way have been able to develop the important projects it has. Thank you for your extraordinary support during the past year.

For the benefit of the Education Department, our donors and most importantly for our own development and quality control, Enlighten has greatly improved its system of Monitoring and Evaluation during the past year. Whereas before, the process seemed daunting, this exercise has proved to be immensely valuable in tracking progress and measuring the impact of our interventions.

To a major extent, however, success ultimately depends on the people in the Enlighten team and I thank them for their passionate involvement and commitment to the process of positive change in the Overstrand. The magic of strong collaboration and dedicated teamwork is tangible!

As always, it has been a privilege for me to lead the team. In the coming year we will continue improving educational outcomes and supporting parents in order to give their children the best start in life. We are moving forward together.

Magriet Peter



## 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:**  
Elmine Boonzaaier, Priscilla Stemela

**Afrikaans Literacy:** Verity Philander, Olga Maree

**Shine:** Rothea Kleynhans

**Maths Tutoring and Robotics:** Frank Coetzer, Nicholas Powell

**Big Vision Computer Lab and Robotics:** Solomon Manjeya (2016), Rodney Nissen (2016/2017), Johnathan Swarts

**Science and Technology and Centre Maintenance:** Schalk Botha

**ECD:** Betsey Joubert, Maatjie Wandrag, Mabel Saul, Susette Haumann

**School Counselling:** Lianna Morrison

**Foundation Phase Enrichment Programme:**

Tracey le Roux (consultant), Colleen Roberts, Leonie Wolmarans, Lidia Milne, Nombasa Mtuzula (2016), Noluthando Kulupele (2017)

**Music:** Anna-Marié Kotzé, Joanie Smith, Hein Attwood, Shaun Tsholoba, Debbie Biermann

**Visual Arts:** Alex Forsyth (2016), Ashleigh Temple-Camp (2017), Thulani Mapike

**Pottery:** Celeste Fourie

**Drama:** Elenore Wessels

**Puppetry:** Lisa Nicholson (2016), Elenore Wilson, Nolungile Dumileyo, Ziyanda Gova, Nomandla Makata, Mavis Mbam, Neziswe Sindile, Audrey Christoffels

**Security:** Edwin Shumba



# OVERVIEW



*'The people who walked in darkness have seen a great light ...' Isaiah 9:2*



**A**nd that is what Enlighten, as its name suggests, seeks to do: offer children, their teachers and parents, especially those from under-privileged communities, access to the light of knowledge, of imagination, of words, of skills, of a new, brighter and more hopeful reality.

Every day our facilitators see evidence of it in the children's eyes; sometimes it comes suddenly, like a switch being thrown; sometimes it is a slow dawning across the landscape of the mind. And it is these individual, small successes that keep them going, despite the hard work and the challenges that come their way.

The goal of the true educationist is not to cram learners with facts and figures, but to encourage them to think for themselves, to solve problems, to discover the wonder of the world around them, to develop the faculties of both the right and left brain and most of all, to ask questions. Enlighten's aim is, therefore, to promote whole-child development, and its 18 programmes are designed to interleave with one another, to that end. We take a multi-pronged approach, working with teachers, parents and learners.

By upgrading teachers' skills, we are able to ensure a long-term impact on succeeding cohorts of learners; by intentionally drawing parents into the learning process, they are empowered and motivated to play an active role in their children's education, and by running special in-class and extra-mural programmes directly targeting the children's needs, we aim to fill in the gaps which, for various reasons, neither of the other two legs of the tripod are able to support. But above all, we recognise the right of children simply to be children and to have the time and space to play. In this regard, our emphasis on the role our Library and Arts projects play is particularly relevant.

Another strong direction which Enlighten has come to espouse over the years is a focus on the early years of a child's education. Most of its projects therefore target ECD and Primary School Education, with a particular emphasis on the Foundation Phase. Although we have not altogether abandoned Secondary School interventions, we believe that the greatest impact

undoubtedly takes place when the learners first embark on their educational journey.

In 2016/2017, we are happy to say that all our existing projects continued to flourish, some of them in slightly expanded form. In addition, two new sub-projects were introduced, both of them proving to be highly successful.

The first of these was our parental kit project, which targeted the parents of Grade R pupils at three local Primary Schools. The project was developed in collaboration with the Western Cape Education Department Overberg Division (OED), with the aim of involving the parents more directly in their children's education. The response of all concerned – parents, teachers and learners has been so good that we anticipate continuing with it, funding permitting.

The second exciting project we launched during this period, again in partnership with the OED, was teacher training in the implementation of E-learning and computer-based School Management Systems and, here, too, excellent re-

sults have been achieved at a number of local schools which were supplied with laptops by the Education Department. School principals, teachers and Departmental officials are delighted with the outcome and this project, too, is continuing in 2017.

Towards the end of 2016 a highly successful Merit Awards function was held at Enlighten in which 25 teachers involved in our various projects were recognised for their outstanding contribution to education. It was a wonderfully happy occasion and the teachers were praised for acting as role models in their communities.

And so Enlighten continues to direct sunbeams into the dark corners of communities in the Overstrand where there is poverty, unemployment, violence and little hope of a more positive future and it offers the children a pathway into a brighter, safer, more self-fulfilling tomorrow. We invite you to share in the joy that they, in turn, bring to all of us, as you page through this Report where the projects talk for themselves.

## In-class Support

- Mobile book and toy libraries
- Big Vision: CAMI teaching in schools and E-learning for teachers
- Grades 8-9 computer-based Maths Enrichment pilot project
- Afrikaans Literacy
- Music in schools (Marimba bands, choirs, recorder teaching)
- Foundation Phase Enrichment Programme
- School Counselling
- Early Childhood Development

## Extra-mural Programmes

- Alex Bury Children's Library
- Big Vision: CAMI support and learner research in computer lab
- FET and Senior Phase Maths
- Afrikaans Literacy teaching at EET
- Music: Teaching and training (practical and theory); Strings project
- Visual Art
- Dramatic Art
- Pottery
- Puppetry
- Robotics
- Science and Technology
- Junior Town Council
- School Readiness Project for Parents



# LITERACY

## ALEX BURY CHILDREN'S LIBRARY

Librarian: Elmine Boonzaaier; Toy Librarian: Priscilla Stemela



Enter our sunny, spacious, library any afternoon of the week and you will encounter a contented buzz emanating from scores of young children and teens from Zwelihle, Mount Pleasant and other disadvantaged communities in and around Hermanus for whom this is their happy place. They come here to do their homework, prepare school assignments or simply settle down with a good story book. This is the portal they enter to access worlds of words and wonder, a place which gives them a glimpse into a reality far removed from the bleak circumstances of their daily lives.

Librarian, Elmine, is assisted by four other Enlighten staff members on a rota system, together with regular volunteers. There are always friendly adults available to listen, guide, advise and supervise the children, but who allow them to make their own choices and discoveries in a non-prescriptive way. Many of the learners make the library a staging post for other Enlighten activities, like Pottery, Music, Art or computer-based research.

The story of one child's experience is typical of how the library changes children's lives: Little Thandeka came to the library a year ago. She was enrolled at Bosko Christian School, in Grade 2. She couldn't speak a word of English and had no self-confidence. She was frustrated, aggressive, because she couldn't communicate in English. Every afternoon her father dropped her at the library. Either one of the staff members or a volunteer would sit with Thandeka and help her with her homework. She started to blossom and is now fluent in English and helps the other children with their homework. She is class captain and a real little leader. Her father came to the library to thank Enlighten and said we had played a major role in her development. Another

little boy, Thulani, who is struggling with his reading, told his father he didn't want sweets anymore; his father could buy him books instead!

Enlighten's Mobile Toy and Book Library plays an equally important role for children who attend under-resourced ECD centres or schools. On a three-weekly rotational basis our toy and book librarians and their mobile unit visit these venues, bringing new books and educational toys and removing those previously enjoyed. The excitement on the faces of the children when they see the van arrive is sufficient testimony to how much they look forward to this event. Workshops are regularly organised by the librarians and our ECD facilitators on the optimum use of these resources.

An offshoot of this project was Enlighten's Right-to-Read Project which was launched towards the end of 2015. Its aim was to establish small mini libraries, consisting of a minimum of 50 beautiful, age-appropriate books in every Grade R classroom in the Overstrand. We are so grateful for the support we received from countless individual Hermanus residents, businesses and organisations, as well as book publishers, like Book Dash, and NGOs, like Biblionef and Nal'iBali.

This project continued throughout 2016 and eventually we were able to supply 23 schools (some of them with several Grade R classes) and ECD centres with a total of 3 100 story-books in English, Afrikaans and isiXhosa. We succeeded in our goal of providing each of the classes with a minimum of 50 books, and some of the needier sites received 100. Although the project has officially come to an end, we are still being given books and these continue to be distributed to the schools.

Another extension to the work of the Library was a three-day workshop hosted by Enlighten during the July school holidays, in association with Lesley Beake of the Children's Book Network. The aim was, again, to stimulate a love of reading amongst 10 – 13-year-old learners in our disadvantaged communities. Between 20

and 25 children attended each day and had a wonderful time, writing their own stories and illustrating them, writing lyrics for songs and, of course, reading and being read to. Each day, there were also interesting speakers to highlight some aspect of the world around us. It was an extremely successful event which kept the children occupied with creative activities, instead of hanging around the streets with nothing to do.

Because of the long-term impact that the love of books and reading has on children's lives, especially those who have been deprived of this luxury in their home environment, Enlighten's Literacy Projects are a hub around which many of our other projects revolve.

The following statistics as at the end of February 2017 tell their own story:



**Total Child Members:**  
4 243



**Average number of books issued per month:**  
Approximately 1 800



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



**Number of books currently in circulation:** 11 566  
(English, Afrikaans, isiXhosa, fiction and non-fiction)

The library "smelled of unturned pages and unseen adventures, and on every shelf were people I had yet to meet, and places I had yet to visit."

~ from *The Trouble with Goats and Sheep* by Joanna Cannon



## AFRIKAANS LITERACY

Co-ordinator: Verity Philander

This project has the quite exceptional ability to transform children's lives completely, and frequently does. Imagine what it must be like to enter school in a foreign country and not be able to communicate with or understand anyone – fellow pupils or teachers. This is the lot of the many Somali children who live in Hermanus and attend the Afrikaans-language Hawston Primary School, side-lined from the start of their school career. Almost as handicapped are isiXhosa-speaking children, newly arrived from rural parts of the Eastern Cape, who have had no exposure to Afrikaans.

Between 80 and 90 Foundation and Intermediate Phase learners from Hawston Primary were assisted in 2016/2017, of which 18 had no understanding of Afrikaans at all. They were taught the language from scratch, either on an individual basis or in small groups of two or three. They remain in the programme until they have reached sufficient competency in the language to converse, read and write and can, therefore, reach class requirements and hold their own with the rest of their cohort. Obviously, some are quicker learners than others, and the younger they start the better, but in general, it does not take longer than a year for this to be achieved.

Apart from the positive feedback our facilitator consistently receives from the learners' teachers and the school principal, this project has a dramatic impact on the learners' social interaction with their classmates. Instead of being isolated, they are able actively to interact and make friends with local children. This often has a spill-over effect on their families as well, helping them to integrate into the community in which they live.

In 2016 a second facilitator was appointed to assist her and at the start of 2017, at the request of the Bosko Christian School which almost entirely caters for children from our disadvantaged communities, she began to carry out a similar programme for isiXhosa-speaking children who need assistance with Afrikaans and in some cases, English as well. Class teaching is done for 97 children from Grade 1-7. Learners

and teachers have an extremely positive attitude towards the programme; the learners are eager to learn Afrikaans and are very proud of themselves when they make progress.

Enlighten, too, is proud of this project which fills an important niche in the educational spectrum in this area and makes all the difference in the world to the lives of the children who benefit from it.



## THE ENLIGHTEN SHINE CHAPTER

Co-ordinator: Rothea Kleynhans

The Enlighten Shine Chapter is yet another Literacy project of which Enlighten can justifiably be proud. It was launched at the beginning of 2015 at the Likhanyo Primary School in Zwelihle, after protracted discussions with the Shine organisation in Cape Town. This is an NPO which seeks to improve English literacy outcomes for young children from disadvantaged communities in South Africa. Its main aims are to

get children reading, to generate a love of books and to aid comprehension of what they are reading. Learners at Grade 2 level are targeted.

After operating for two years at Likhanyo, it is safe to say that we have sorted out all the teething problems in order for the chapter to run smoothly. A group of committed volunteers is essential for the success of such a project and we are indeed lucky to have recruited volunteers who are dedicated to making a difference in children's lives. On-going volunteer training is provided by Shine and always stimulates and re-energises those who attend. In 2015, 11 volunteers worked with 19 learners and in 2016 we were able to help 26 learners. This year we have 16 volunteers working with 24 pupils.

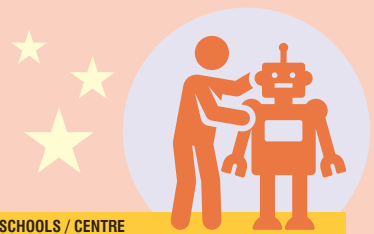
During the period they are together they work through a structured and graduated, yet informal programme of reading and other activities, which are aimed not only at improving their ability to read, but also to express themselves in both verbal and written form in a safe and non-judgmental environment. They have hour-long sessions twice a week, straight after school in the afternoons. Like all Shine's other projects it would be preferable for us to operate during school hours, but unfortunately, we have not yet managed to persuade local Education Department officials to allow us to do this. We continue, however, to engage in discussions with them in this regard.

Both at the end of 2015 and 2016, the final evaluation of the learners demonstrated such remarkable improvement that the school principal and teachers are more than delighted with the results. A letter of appreciation for the Shine project from the School Management Team of Likhanyo in 2016 states: '... as the school we can say its door will always be open for this programme at all times, due to its positive impact.'

The children, too, have derived so much pleasure from the project that some of them have begged to be allowed to continue. We look forward to another productive year in 2018.



# MATHS, SCIENCE & TECHNOLOGY



## BIG VISION COMPUTER LAB AND MOBILE UNIT

Co-ordinator: Rodney Nissen

The Big Vision Computer Centre, with its mobile unit, is a flagship project at Enlighten Education Trust. Our vision is to create an e-Culture in the Overstrand schools and strengthen Literacy and Numeracy learning in school through ICT integration. In May 2016, our Computer Lab Co-ordinator left Enlighten and was replaced by Rodney Nissen, an e-learning specialist. At this time the scope and vision of the project was re-evaluated and decisions taken to make it even more relevant and effective. The support operations were expanded to many more WCED schools and progress has been made in the strategic goal of equipping educators and School Management Teams (SMTs) to use technology to improve learner results. At the Big Vision Computer Centre learners are also given the opportunity to do research and undertake self-learning in Maths and Languages in the afternoons.

### The Big Vision Project and Robotics Infrastructure

Computer Lab	Robotics
Research	Club
Teacher Training	Schools
LitNum Support	
Teacher Professional Development	Schools Lit Num Support
Change Leadership	Bosko
Lukhanyo PS	Grades R, 3, 4, 5, 6, 7
Zwelihle PS	Waldorf
Masakhane PS	Gr. 6
HS Hermanus	Hawston PS
Kleinmond PS	Gr. R, 1
Hawston PS	Hawston PS
Ohayiya S	Gr. R, 1
	St Pauls
	Gr. 1-7
	Mustard Seed
	Gr. R
Online Courses	
Kleinmond PS	
Hermanus PS	

Through our growing partnership with the Western Cape Education Department, schools in Hermanus, Kleinmond, Hawston, Gansbaai and Stanford are now being trained and supported to introduce mobile technology, computers, SMART Classroom technology, Xbox's, etc.

Our engagements with these focus schools enabled educators to start using the donated technologies (USO Project and 100 Schools project) from the WCED. Learners are now able to use these tablets and other technologies to develop the very important Foundation Phase skills in perceptual understanding, Mathematics and Literacy through different teaching strategies.

### School Visits and e-Support

SUPPORT GIVEN	SCHOOLS / CENTRE					
• LitNum Support • CAMI software	Mustard Seed	Hawston Primary	Bosko	Zwelihle Primary	Lukhanyo Primary	Waldorf
• Introducing Tablets • Optimal use of computer Lab • ICT management	Masakhane Primary		Lukhanyo Primary	Zwelihle Primary		Hawston Primary

### Training and Development

#### Online Courses:

We introduced an online base platform for teacher professional development in the Overstrand. Schools started enrolling their teachers for ICT integration online courses and teachers can now learn how to use technology in the comfort of their homes or schools.

Seven schools successfully applied for the Change Management in ICT course. This seven-month-long course is designed to equip School Management Teams with the skills to manage the e-Learning processes effectively at school level. This MOODLE online infrastructure enables us to spread our wings to more places to support and develop teachers and learners.

SHORT COURSES	TARGET GROUP	Masakhane PS	Zwelihle PS	Lukhanyo PS	Hawston PS	Hermanus HS	Kleinmond PS	Ohayiya HS
Create an E-culture at school (ICT strategic meetings with SMT)	Principals SMT		✓	✓				
Tablets in the classroom (3 modules)	Educators	✓		✓			✓	✓
Free online resources (3 modules)		✓		✓		✓	✓	
Change management for ICT (7 modules)	Principals SMT	✓	✓	✓	✓	✓	✓	✓

### Training and Development Statistics

Programme	ECD centre / Primary School / Secondary School	Level	Learners	Teachers
Lit/Num Support	PS - 2	Grades R - 6	141	6
CAMI Software	PS - 4 ECD - 2	Grade R Grade R	570 45	19 4
Introducing Tablets	PS - 3	Grades R - 3	2400	64
Optimal Use of Computer Lab	PS - 1	Grades 4 - 7	520	12
ICT Management	PS - 3	SMTs	30	
Maths Support	SS - 1	Grades 8 - 10	25	1



## ROBOTICS

This is a very popular extra-mural project run by the Big Vision team. Not only do the learners have a lot of fun building and operating robots, but they gain practical proficiency in subjects like Maths, Engineering and IT, as well as such important skills as team work, communication, project management and problem solving. In 2016, 35 learners participated in bi-weekly classes.

The club operates on three developmental levels: 'We do' is intended for children of 6-9 years of age; 'Mindstorms' for 10-16 year-olds, and the Expert level for learners who reach the exit level of this Lego-based project. In 2016 we initiated a learner progress report system which enables us to track the progress of each 'Robotee' and in-house competitions were enthusiastically supported by parents and siblings.

At the beginning of 2017, we launched a campaign to reach out to the young children in more of our local schools, with the intention of having a Robotics club at each of the schools. We were very pleased that some of our Expert level participants who had been members of our club from the beginning volunteered to become facilitators and mentors to the start-up learners.

This is a wonderful project which stretches the learners' mental and social capacity, improves their concentration levels, offers them the opportunity to be creative and most importantly, keeps them off the streets.



## MATHEMATICS

Facilitator: Frank Coetzer

Our Mathematics tutoring programme is one of the few Enlighten projects aimed at High School learners. The Secondary Schools in disadvantaged communities in the Overstrand have traditionally had no, or very few pupils who took Maths at the higher grade; most of them choosing Maths Literacy, instead. In line with the countrywide focus on producing more successful Maths matriculants, Enlighten was approached a couple of years ago by several school principals and the OED to assist by tutoring learners with the potential to take the more challenging course.

In 2016 we, therefore, continued with the project started the previous year, which was to run effective weekly, computer-based support sessions for 14 Grade 8, 9 and 10 learners at Hawston Secondary School. This school had never fielded a Grade 12 learner for the pure Mathematics final exam. In addition, Saturday tutoring sessions were held for Grade 11 and 12 learners from Qhayiya Secondary School in Zwelihle. It is interesting to note that following the average pass rate of 87.5% which was achieved by these learners in their 2016 final exams, 24 Grade 12 learners enrolled for the Enlighten tutorial sessions in 2017, as compared to 16 last year.

In 2017, Saturday morning tutorials for Grade 11 and 12 learners were introduced at Gansbaai Academia, attended by a total of 39 learners, whilst the Qhayiya sessions now take place on weekday afternoons. A close co-operative relationship exists with the Maths teachers at both these schools.

As usual, a winter school was organised during the July school holidays last year. Four days of intensive tutoring were offered, with an average of 19 learners attending each day.

It is very gratifying to the schools, as well as to Enlighten, to see tangible proof that this support service is working. Not only are more learners taking Mathematics at the higher grade, but they are full of enthusiasm and are producing excellent results.

## SCIENCE & TECHNOLOGY

Facilitator: Schalk Botha

Enlighten's Science and Technology project has continued, as in the past, to provide a valuable service to both teachers and learners to enhance the quality of Science and Technology education in the region's underprivileged schools, mostly at Intermediate level, but to a lesser extent, at Senior level as well. This is done by means of teacher workshops, in-school demonstration classes and extra-mural coaching for children. Enlighten's S&T project has greatly benefited from the support and involvement of

the WCED senior curriculum adviser, Ryk van Romburgh, who is also a member of Enlighten's Board of Trustees.

### The programme encompasses the following aims:

To

- improve teachers' understanding of CAPS guidelines develop teachers' teaching skills
- increase teachers' classroom management skills
- introduce new techniques for preparing teaching aids
- expose teachers to new methodology to enhance effectiveness in the classroom
- provide equipment, tools and components to prepare interactive teaching aids
- add to and revamp existing resources
- assist in interpreting Departmental requirements for the quarterly evaluation of pupils.

Because most of these schools are severely under-resourced, Enlighten's assistance with the supply of lab equipment, tools and teaching aids continued to fulfil a great need. Strong emphasis was once again placed on the making of teaching aids, to a large extent using recycled materials. During 2016 lab equipment amounting to approximately R12 500 was donated by Enlighten to 14 schools. In addition, tools and equipment were loaned to teachers to supplement their resources.

Nine after-school mentoring workshops were also organised for learners to assist them with their practical assessment tasks.

The table below gives an insight into the range of input provided by this project in 2016.

*"Individuals don't want to be taken care of – they need to be given a chance to fulfil their own potential."*

- Jacqueline Novogratz,

The Blue Sweater: Bridging the Gap Between Rich and Poor in an Interconnected World

### STATISTICS: Workshops for Teachers

Venues	Schools Attending	Teachers Reached	Pupils
Enlighten	9	26	1204
Grabouw	6	17	814
Gansbaai	5	14	540
<b>Total</b>	<b>20</b>	<b>57</b>	<b>2558</b>

### STATISTICS: Classroom Support

Schools	Classes	Teachers	Pupils Reached
Lukhanyo Primary School	Gr 5	1	46
	Gr 7	1	44
Bosko Christian School	Gr 5	1	16
	Gr 6	1	18
	Gr 7	1	22
Bot River Primary School	Gr 9	1	34
Qhayiya Secondary	Gr 8	1	7 x 20 (Core groups)
	Gr 9	1	7 x 20 (Core groups)
Bosko Christian School	Gr 5	1	
Lukhanyo Primary School	Gr 5	1	
	Gr 6	1	
	Gr 7	1	
Bot River Primary School	Gr 9	2	
Kleinmond Primary School	Gr 4-7	1	
Qhayiya Secondary School	Gr 8	1	
	Gr 9	1	
Zwelihle Primary School	Gr 6		6
	Gr 7		4
Mt Pleasant Primary School	Gr 6		4
	Gr 7		4
Qhayiya Secondary School	Gr 8		22



# ARTS AND CULTURE

As previously indicated, we believe that it is vital to approach education on a 'whole-child' basis. All our educational services have a strong developmental focus and apart from the 'hard' subjects like Language/Literacy; Numeracy/Maths and Science and Technology, all of which we support in our local schools, we place strong emphasis on the Arts. We believe it is essential that 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.

Our Arts portfolio currently consists of Music, Visual Arts and Crafts, Pottery and Drama/Puppetry. Some of these interventions occur at schools, during school time, but all of them also have a strong extra-mural component.

## MUSIC

Co-ordinator: Anna-Marié Kotzé






The importance of Music in the overall development of children and young people cannot be over-emphasised. Not only are their concentration levels enhanced, but they become more self-confident, school attendance and behaviour at home and in class improve and, according to the feedback we consistently receive from teachers and parents, their performance in other school subjects, especially Maths, is often enhanced – in some cases, dramatically.

One of the earliest projects launched by Enlighten was its Music programme and over the years, it has continued to grow, both in scope and excellence. Today it is still one of our most successful and impactful projects. It now consists of three distinct components, which have evolved according to need and broader developmental imperatives, but all are closely interlinked. The three projects comprise:

- work in schools with both teachers and learners, including class tuition in recorders, the training of marimba and steelpan bands, and school choirs; regular workshops are also run for teachers;
- The Hermanus Academy of Music (HAM) where individual tuition is given to under-privileged learners, and
- The Enlighten Strings Ensemble, launched in 2015, and the Enlighten Youth Orchestra in 2016. Twelve young, mostly disadvantaged children receive tuition in violin and cello and form the nucleus of a highly successful Strings Ensemble.



## MUSIC STATISTICS

					
	Project Activity	Schools	Teachers	Learners	Attendance
WCED - teachers training support. Life Skills > Music		10			
WCED - teachers in school training support. Practical > HAM					
> marimba	5	10	123	1400 - 1900	
> steelpans	1	1	170	700	
> choir	1	1	36	750	
> recorder	1	2	57	350	
EET - HERMANUS ACADEMY OF MUSIC (HAM)					
UWC - Centre for the Performing Arts				4	
Practical				1	
				8	
				4	
				1	
Theoretical				5	
				1	
				3	
ABAGOLD CHOIR				8 adults	1000
ENLIGHTEN YOUTH ORCHESTRA	11	3	38		250+
Practical Violin	5	3	12		210

Our Music Department consists of one full-time staff member and five dedicated part-timers. From the 2016 table above, you will gain an in-sight into the extent and diversity of their work-load.

After a highly successful concert given by the Strings Ensemble during the 2016 Hermanus FynArts Festival, there was a flood of interest from other young musicians across a wide geographical area surrounding Hermanus, to become part of this project. Taking an active leap of faith, the Enlighten Youth Orchestra was launched and in October 2016 participated in a joint concert with a visiting youth orchestra from The Hall Preparatory School for Boys in London. This turned out to be the most extraordinary event ever experienced in Hermanus. The Municipal Auditorium overflowed with excited members of the public; audience members sat on the steps of the concert hall and even, finally, on the back of the stage!

We will be forever grateful to Mrs Elvia Bury, a local Hermanus resident, who not only had the vision, but also provided a most generous grant to get the Strings off the ground. Her enthusiastic interest in its achievements is a constant encouragement.

The marimba bands we train in five local primary schools have also consistently stood out in local competitions, as well as at the International Marimba and Steel Pan Band Competition which takes place in Gauteng each year. They are in great demand to perform at functions across the Overstrand.

Our relationship with the Western Cape Department of Cultural Affairs and Sport and the University of the Western Cape continues to flourish. In 2016 four young adults received practical and theory tuition from Enlighten as a result of this partnership and one of them, Shaun Tsholoba, who had consistently obtained excellent results in practical voice training and UNISA Theory exams was appointed as an intern in the Enlighten Music Department in 2016. In addition, the number of talented children from disadvantaged backgrounds receiving individual tuition in piano, keyboard, violin, cello and voice, as well as music theory, continues to increase.

An interesting new project launched at the beginning of 2017 was the establishment of a female choir, the Enlighten Voices, comprising six of our staff members. In our 2018 Annual Report we will be able to report on the runaway success this venture has become.

## VISUAL ARTS AND CRAFT

Co-ordinator: Alex Forsyth

As always, our Visual Art and Crafts classes were well-attended in 2016. The learners gain a great deal from the different techniques they learn and the freedom they are given to express themselves. Once a week classes were held for pupils from Grade 2–6 at the Zwelihle After-Care Centre. Activities ranged from working with paper and cutting and gluing, to drawing and painting. The children were excited about everything they tackled.

Another weekly class took place at Enlighten for learners from 9–13 years. An average of 10 children attended each week and again were exposed to a variety of techniques. Paper puppet-making was a particularly popular activity. A small group of more advanced learners from Qhayiya Secondary School were also assisted on a regular basis. During the 2016 FynArts Festival an art competition was organised for High School learners by the Sumaridge Wine Estate. Four of our students entered and three were awarded prizes.

Together with their entries they were asked to say what inspired them. First prize winner, Grade 7 learner, Luvo Jovula, said, 'My inspiration is how I feel about my Art. I really like what I'm doing, 'cause I'm in love with Art, so nobody can stop what I'm doing.'

Successful teacher workshops were organised during 2016, combining Visual Art and Drama. The aim of the two facilitators concerned was to show the teachers that it was possible to combine the two subjects into one lesson for Grades 3–6. Monthly workshops took place at Lukhanyo, Mount Pleasant and Hawston Primary Schools. Importantly, the teachers, most of whom had had no specialised training in the arts and therefore lacked confidence, discovered that they had lots of fun participating in these workshops and could pass their enthusiasm on to their pupils.

## POTTERY

Facilitator: Celeste Fourie

With an average of eight to ten Primary School learners attending Pottery classes on four afternoons a week, this is one of Enlighten's smaller projects. Nevertheless, to the children concerned this intervention is the highpoint in their lives. This can be seen by the regularity with which they attend, whatever the weather, and the enthusiasm and excitement they bring to the creative process. A number of them have participated for several years and are able to produce beautiful pieces, which are displayed in Enlighten's front lobby and sold for a small amount to raise money for additional materials.



**'EVERY CHILD IS AN ARTIST. The problem is how to remain an artist once we grow up'**

- Pablo Picasso



Apart from the practical work they do in the studio, time is also devoted to the theory of ceramics, including the many factors that influence the quality of the product; as well as the elements of design. Different techniques are explored and the children are always fascinated by the firing process and the operation of the kiln. Our facilitator has found that the younger children – Grades 1–3 – are usually more interested in the creative aspects of ceramics, while the older learners – Grades 4–7 – are more open to investigating the theory behind the process.

The age-range in each class can be challenging. Some of the older learners are responsible for looking after younger siblings and everybody is catered for. As a result, a lot of individual teaching occurs. Over the years it has become apparent that although many of the children are naturally talented, they struggle with creative thinking, and a multi-sensorial method of teaching based on their own life experiences is helpful in encouraging the development of this skill.

Strong emphasis is also placed on literacy. The children read stories to the rest of the class from books borrowed from the Enlighten library and the interactive nature of this activity encourages the children to express themselves verbally. The safe, supportive and intimate nature of the studio often allows them to express bottled-up and sometimes scary feelings that they can give vent to nowhere else.

In November 2016, they were taken on a field-trip to Kleinmond, where they visited The Potter's Gallery, a commercial ceramics enterprise. The children were absolutely fascinated by the different techniques used there and were able to get their hands into clay and experiment with the new ideas they had been exposed to. We are very grateful to Corinne de Haas and her friendly team, not only for the time and encouragement they gave the children, but also for the refreshments they provided for them afterwards. It was a memorable experience for the learners and opened their eyes to the possibility of making a living from the creative process.



## PUPPETRY AND DRAMA

Co-ordinators: Lisa Nicholson and Elenore Wilson

The Enlighten Puppetry and Drama projects continued to operate as separate entities throughout 2016, but when the Puppetry Co-ordinator, Lisa Nicholson, left Enlighten at the end of the year, it was decided that it would make more sense to merge the two, under the leadership of Drama Facilitator, Elenore Wilson.

During 2016 the six puppeteers, all local women who had been trained in all aspects of puppetry, continued to present shows to pre-school children from their wide repertoire of plays. The presentations consist largely of dramatised African and other folk tales and Bible stories. A variety of puppetry techniques are used and the puppeteers present either one-hander shows or they team up with one another. In addition to devising the scripts themselves, they also make the puppets, mostly using recycled materials, as well as the scenery and props.

Qhayiya in collaboration with the Department of Health to create awareness about issues related to HIV/Aids. As well as being entertained, audience members were encouraged to be tested afterwards. The Department was very pleased with the response.

As indicated in the Visual Arts report above, several highly successful collaborative workshops for teachers were held each term.

At the start of 2017, the merged project aimed to expand the puppetry programme to target older learners in addition to the pre-schoolers, focusing on more socially-relevant educational projects, like oral hygiene, friendship, bullying, etc. The puppeteers would explore new techniques and team up together to reach a wider audience, with the goal of increasing their income.

**"Imagination  
is the source of  
every form of human  
achievement."**

- Ken Robinson

On average about 72 interactive shows were presented each month in ECD centres and school, community and church halls. Close to 2 000 enthusiastic children were reached with these shows, together with around 150 adults. In addition, each puppeteer ran several puppet clubs from their homes, teaching older children to make their own puppets and devise their own shows. About 238 learners attended these clubs weekly, gaining both new skills and creative satisfaction.

In June 2016, the group mounted an excellent puppet show for the 2016 FynArts Festival, based on an African folk tale.

In the meantime, the Drama facilitator continued to coach three learners from Qhayiya Secondary School who were taking the subject as an FET matric subject and once a month continued to run a popular Debating Club at Enlighten, attended by about 20 learners from Mount Pleasant and Hawston. It is envisaged that children from other areas will be included in the future. As in 2015, a very successful drama project was organised at



# REMEDIAL PROJECTS

## FOUNDATION PHASE ENRICHMENT PROGRAMME (FPEP)

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 occupational therapist consultant, Tracey le Roux, to meet the various educational needs of Foundation Phase learners.

Currently, the schools at which our four facilitators present the programme are:

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

A total of 132 learners were supported across the four schools during 2016/2017 (70 Grade 1's and 62 Grade R's).

The programme includes gross and fine motor skills, visual and auditory perception, eye tracking, literacy and numeracy. In 2016, for example, 56 learners completed the literacy component and most were able to read competently by the end of the year.

Numerous social problems plague our disadvantaged communities and many of our learners have difficult challenges to face. For instance, this past year three of them experienced the death of a parent, and one of the Grade R learners was found to be HIV positive. FPEP is not equipped to deal with issues of this kind, so learners are referred to Enlighten's educational counselor, the WCED educational psychologist, a speech therapist, social workers, opticians, or other professionals.

Research has shown that emotional and social development is vital to cognitive development. As all four schools are located in areas with social problems, this often results in delayed development in one or more of these areas:

**Gross motor:** Using large groups of muscles to sit, stand, walk, run, etc; keeping balance and changing positions.

**Fine motor:** Using hands and fingers to be able to eat, draw, dress, play, write and do many other things.

**Language:** Speaking, using body language and gestures, communicating and understanding what others say.

**Cognitive:** Thinking skills, including learning, understanding, problem-solving, reasoning and remembering.

**Social:** Interacting with others, having relationships with family, friends, and teachers, co-operating, and responding to the feelings of others.

Being exposed to alcohol or drugs before birth, poor nutrition and poverty, overcrowded living conditions and emotional issues like breakdown of the family unit, witnessing violence, and alcohol and drug abuse by family members are major contributory factors to this problem. Since for most of our learners these circumstances are part of their everyday lived experience, it is not surprising that there is a constant demand for our Foundation Phase Enrichment Programme.

Enlighten held its Merit Awards function in November 2016 to show appreciation for excellence in teaching performance. The FPEP award went to Elizabeth Fisher, Head of the Foundation Phase and Gr 1 teacher at Hawston Primary who has been an enthusiastic supporter of our programme since its inception almost 9 years ago. Lizzie is passionate about her learners and we salute her for her level of caring commitment. This is not the first time she has received the award.

Better than a thousand days of diligent study is one day with a great teacher. - Japanese Proverb

### CASE STUDY:

Learner 'A' comes from a compromised home environment. She attends school in Mount Pleasant, but lives in Zwelihle, with foster parents. She used to create elaborate and fanciful stories about her life which we initially believed, until a discussion with her teacher revealed them to be a fabrication.

She had not attended pre-school and when we first saw her she was unable to write her name, copy patterns or shapes, count or write from 1–10. Her visual perception was weak and she couldn't even do a 6-piece puzzle. She could not differentiate left from right and was unable to cross her mid-line. She knew her colours!

#### Her initial assessment forms



'A child's play is not simply a reproduction of what she has experienced, but a creative reworking of the impressions she has acquired.'  
- Vygotsky

By the end of the year she was still not sure of left and right and mid-line crossing; her visual perception was also still really weak. She was able to write her name, but still struggled with patterns and letters. She knew her colours and shapes, although she still had trouble with inverting letters and numbers. Surprisingly, she was able to read at quite an advanced level! This was very encouraging. Fortunately, she was kept back in her class and given the opportunity to 'catch up' the following year.

The next year she was referred again for numeracy and fine motor skills, as well as visual perception.

Her skills were vastly improved, as you can see below; however, it is interesting to note how weak her self-portrait is. This level of drawing is called the 'pre-schematic stage' and usually begins around the age of 4 or younger. She was 8 at the time of this drawing!

By the end of the second term her numeracy had improved and she was able to count concrete numbers, manage basic addition and subtraction and complete simple sequences. She still struggled with visual perception and body image but had made great progress in her fine motor, numeracy and literacy skills and the teacher removed her from the programme. We will continue to follow her progress with great interest.

### Her assessment forms a year later.



'In these times of development everybody is in a hurry and everybody's in a rush, and on the way there are people falling down, who are not able to compete. These are the ones we want to love and serve and take care of.'

Mother Teresa

## SCHOOL COUNSELLING

Educational Psychologist: Lianna Morrison

The following schools were visited once a fortnight throughout the 2016/2017 school year:

Okkie Smuts Primary, Stanford  
Kleinmond Laerskool  
Gansbaai Primêr  
Hawston Primêr  
Bosko Christian School, Hermanus

Between 38 and 50 learners participated in counselling sessions each term for emotional and scholastic difficulties, as well as an average of 7 parents and 20 teachers for support and advice.

The year started with an influx of referrals for a variety of needs, ranging from school refusal to trans-gender identity issues, anxiety and the well-known mix of trauma, grief and aggression, all affecting and being affected by the school and home. No school was unaffected by their community's circumstances.

An increasing number of children appeared to be exposed to community violence, much of which involved guns, as well as a growing incidence of drug abuse (Tik), following a period during which this seemed to decline. There were a number of issues linked to parental separation and the absence of fathers, which caused the children great distress.

The teachers had started their training in the SIAS (Screening, Identification, Assessment and Support) system, to be implemented by the Department of Education. This has the potential, once it has been incorporated into the curriculum, of making a significant difference in terms of ensuring that at-risk children are identified earlier and receive the appropriate concessions and support. It also requires teachers not only to have more knowledge regarding children's needs, but also that they, as teachers, need to have the skills to deal with them.

This may, in part, be the reason for an increase in the number of teachers seeking support and advice on dealing with children, instead of making direct referrals to the various support

personnel. Possibly as a consequence, our counsellor was asked to undertake teacher training sessions at Okkie Smuts for the entire staff, as well as for the Foundation Phase teachers at Mount Pleasant. They also wanted a teacher-wellness session. In addition, there was a request from Gansbaai Primary to focus on the Foundation Phase child's socio-emotional development, as well as support for the teachers more formally to identify learners' scholastic needs. To further assist the teachers, a referral guide was compiled, which was sent to all the schools.

What was quite apparent this past year was that the needs of the children remain acute, even though there has been an increase, overall, in the level of support available. The impact and contribution that supporting professionals, like our counsellor, make to the learners and teachers is, therefore, of increasing importance, given the challenging requirements of the curriculum and the stressors inside as well as outside the school grounds.

# EARLY CHILDHOOD DEVELOPMENT (ECD)



**I**t is a generally accepted principle that the foundation for a good educational outcome for learners is laid in the pre-school years and that access to a good-quality Early Childhood Development (ECD) programme is essential. The most important aspect of this programme is the competency and attitude of the teacher/practitioner; less so, the availability of top-of-the-range resources. Enlighten operates three ECD projects, all of which incorporate some aspect of practitioner training. However, resources have not been forgotten and apart from its mobile book and toy libraries which serve 30 ECD centres in the broader Overstrand region, it has for several years, obtained funds to supply the neediest centres with a basic set of indoor and outdoor equipment. We have also extended our support for early learners by introducing a parental programme for the parents of Grade R children at three schools, which has proved so successful that we intend expanding it.

## ECD 1

Co-ordinator: Mabel Saul

**T**his project focuses mainly on home-based sites, which generally represent the poorest of the poor. The physical facilities are often inadequate and the resources, minimal. Many of the parents can afford to pay next to nothing in fees. Some of the practitioners have received formal ECD training and some have not. However, through our ECD 1 project, on-going, in-service training is offered to all. In addition, the centres are visited on a regular basis, the quality of care is monitored and the practitioners are mentored on site. Fortnightly capacity-building workshops play an important role in equipping the practitioners with the necessary skills.

The main focus in 2016 was on how a child learns. Because we know that children learn mainly through play, we encouraged the practitioners to create child-friendly classrooms with well-planned activities, an environment as educationally-rich as possible and a safe and secure space, both indoors and outdoors in which the children could play under supervision. Because we believe in an holistic approach to learning, the practitioners were encouraged to allow the children to experiment with the resources available to them, giving them the opportunity to access learning via a variety of paths.

Strong emphasis was placed on developing the teachers' observation skills and ability to assess the needs and progress of the children in their care.

In 2016, 126 home-based teachers participated in the programme, reaching 537 children, including 3 with special needs. Two registered sites also participated in this project, with 13 staff members and 212 children.

Two special events were organised by Enlighten for ECD children during the year. World Play Day took place in May when about 200 children from five local ECD centres visited Enlighten and binged on a well-organised jamboree of fun and games, as well as ever-popular face-painting and goodies to eat and drink. The second event was World Read-Aloud Day when Grade R learners from four schools were supplied with new stories for their teachers to read to them.

In December 2016 we were once again grateful to receive 100 toys from the Cape Town motorcyclists' Toy Run to distribute to local ECD children, and another 100 for Enlighten's own toy library.



"Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood."

— Fred Rogers,  
Television personality



## ECD 2

Co-ordinator: Betsy Joubert

This was the second year of Enlighten's partnership with Boland College and the DG Murray Trust in which Enlighten provided the practical training over a full 18-month period for 29 students doing their Level 5 training and 24 students doing Level 4 training. They were distributed among ECD sites and Grade R classrooms throughout the greater Overstrand area, including Grabouw and Bot River.

The students were visited every three weeks to monitor their implementation success rate and to mentor and assist them with practical tasks and assignments. Because the course itself and the course material are in English, which is the home language of none of the students, it was also necessary to boost their theoretical understanding. All the students had access to Enlighten's book and toy libraries to provide them with additional resources.

Throughout this process there was on-going reflection on its efficacy, involving Boland College and the Enlighten ECD team, as well as consultations with training curriculum experts. Once this round of training has been concluded, Enlighten is tasked with presenting a new model for ECD training, which relies on a partnership between TVET Colleges and accredited NGOs countrywide. The ultimate aim is, of course, to develop a programme that produces the best-trained ECD practitioners possible.

This has been a stimulating and exciting project and we believe it could have a far-reaching impact on the quality of ECD in the country.

## ECD 3 (Eyona)

Co-ordinator: Maatjie Wandrag



The Eyona ECD daily implementation programme was developed by Enlighten and registered with the Department of Social Development. This project focuses on assisting practitioners to put it into practice in their classrooms. In 2016, 57 practitioners in 15 ECD sites participated in in-service training, which comprised attendance at regular workshops and

monthly on-site monitoring and mentoring. A particular focus this year was on Mathematics and special attention was given to the introduction and use of three-dimensional objects. Road safety was another focus area.

Assessments of the children were done throughout the year and parents received bi-annual reports. From these assessments it became clear that there was a desperate need for access to speech- and physiotherapists to assist a number of special needs children. Several ECD management committees were also informed about the Eyona programme and its purpose.

A number of challenges were identified by the four Enlighten facilitators who monitored the centres:

- Baby classes without qualified practitioners and daily stimulation
- Grade R learners who could not be accommodated in primary schools
- New staff members who need concentrated training
- Centres without a Governing Body
- A need for better accommodation (classrooms) for so very many children.

When you reach for the stars in the ECD sector, your reward is in the eyes of thousands of little children. It is the caring and competent commitment of the practitioners who provide them with an effective programme of informal stimulation, that will set them on the path to optimum development.

### Jim Joel Fund ECD Equipment

In 2016, eight under-resourced ECD centres were selected to receive a set of good-quality basic indoor and outdoor equipment. Their selection was influenced by the practitioners' positive response to the mentoring they had received from the Enlighten ECD team.

In our choice of resources we focused particularly on things which would develop the children's physical, cognitive and musical development, and which needed to be available to them on a daily basis. The equipment included balance and obstacle course equipment, balls, bean bags, hoola hoops, musical instruments, sets of wooden blocks, sandpit equipment and many other items to stimulate the imagination and develop fine and gross motor development in the children.

A workshop was also organised for the practitioners from the beneficiary ECD centres. Through role play the practitioners learnt how best to use the resources, what developmental outcomes they could expect to see and how they could mediate learning through play. Most importantly, they experienced for themselves the fact that learning happens best when you're having fun!

### School Readiness Project for Parents

This programme's objectives were to assist every child in five Grade R Classes at Hawston Primary

School to develop to her/his potential and to be fully-prepared for their entry into Grade 1. It seeks to mobilise the parents of the Grade R learners to become active partners with the teachers in achieving this objective.



At the introductory meeting, each parent received a manual with weekly activities to do with their children which were designed to complement the work being done in the classroom each week. They also received a basket of learning materials and educational toys to assist them to carry out these activities. After that, the parents attended bi-weekly workshops throughout the year. At these sessions, the tasks for the next two weeks were explained and the parents themselves performed the activities. Much fun was had by all as even shy parents were happy to play with play-dough, walk along a rope with a beanbag on their heads, or write letters on one another's backs.

Feedback from the parents – including some dads – as well as the children and the teachers was uniformly positive. The parents reported that not only did they feel they were making a valuable contribution to their children's education, but they were spending quality time together. The teachers, on the other hand, saw a marked improvement in the children's capacity to internalise concepts around numeracy and literacy, for example. The children, on the other hand, couldn't wait to engage with their parents in each day's fun time.

Think what a better world it would be if we all, the whole world, had milk & cookies about three o'clock every afternoon and then lay down on our blankets for a nap.'

– Barbara Jordan





# YOUTH LEADERSHIP



**“WE RISE BY LIFTING OTHERS.”**

- Robert Ingersoll



## JUNIOR TOWN COUNCIL

Manager: Unity Mtomile

The Overstrand Junior Town Council was established in 2004 and has been managed by the Enlighten Education Trust on behalf of the Overstrand Municipality since then. These young people are geographically and culturally representative of the entire Overstrand and are exposed to the complex realities of dynamic leadership. ‘We learn as we lead’ is the motto of the Junior Town Council, which encapsulates the practical, on-the-job nature of their year in office. The 35 members of the JTC are drawn from all six of the High Schools in the Overstrand and comprise learners from Grades 9, 10, 11 & 12 who have demonstrated leadership potential. From amongst this group, the Mayor, Deputy Mayor and Executive Committee members are elected.

The overall aim is to stimulate and develop leadership skills, cross-cultural understanding and teamwork in these young people during an intensive year of civic awareness. During this period, Junior Council members participate in a number of activities that afford them an insight into the operational elements of local government.

They are also exposed to the media and public speaking through participation in radio interviews at Whale Coast FM once a quarter. This platform gives them the opportunity to share their work with the broader Overstrand community and gives them a taste of what it is like to express themselves on air. Throughout the year, members of the Council are expected to participate in public events, like the Mayoral Awards Ceremony and Remembrance Day.

The 2016 Junior Town Councillors were officially inaugurated into office at a special ceremony hosted by the Overstrand Executive Mayor, Nicolette Botha-Guthrie, at the Municipal Auditorium in October 2015. In January 2016 the group attended a two-day Leadership/Life Skills camp where their communication, problem-solving, team-building and planning skills were challenged, preparing them for their year of leadership development and community service.

Four centralised meetings were held during the year, one per quarter, at the Enlighten Centre, during which ideas were shared, projects discussed and some form of training given, eg public speaking and aspects of leadership.

The highlight for this particular group of young people was a special trip to Parliament organised by the Executive Mayor and her office. This trip served as an extension to the two orientation tours arranged by the Municipality to their various service sites throughout the region, affording the Junior Councillors an insight into the diverse roles played by the Municipality in the life of the community.

Another highlight for this group took place on June 16, when the Junior Town Council Executive Committee attended and participated in the launch of the Volmoed Youth Leadership Programme. They were given an insight into Sharpeville Day and the 1976 Student Uprising, leading to a very interesting inter-generational conversation.

However, community service is one of the most important aspects of this year-long programme. A number of needs are identified by the respective school groups in their communities. Some projects are undertaken by the whole group and some by smaller, individual, school-based groups. The focus, though, remains the same – serving the needs of the most vulnerable members of society, such as the elderly, children and animals, as well as protection of the environment.

During 2016, the combined service project involved the collection of non-perishable food for Camp Hill, a local school for intellectually disabled children. Food worth more than R4 500 was handed over to the grateful school in October 2016. In addition, a total of a further 18 community projects were carried out by the six school groups.

The year of office for the 2016 Junior Town Councillors came to an end in October of that year and

the baton was handed over to the 2017 group at their Inauguration Ceremony, when the cycle started all over again. Over the years, Enlighten has been proud to note how influential this year of service has been in the future development of young leaders who have gone on to carve a significant place for themselves in society.

The experiences of some members of the 2016 group give an indication of the impact their year with the JTC has had on them:

**“I have an urge of wanting to help my community in any possible way I can. Before being on the JTC, I’ve always thought that problems in the community are someone else’s problems.”**

- Cynthia Kariuki,  
Northcliff House College

**“The greatest difference about me after my year in the JTC, is that I have a higher appreciation and gratitude for what I have. Seeing others suffer has created sadness in me, and I think the JTC was the way for me to help those in need.”**

- Gabriel Stratford, Curro Hermanus.

**“Give your all, never give up and love what you do. Who you are tomorrow begins with what you do today.”**

- Zulene van Niekerk, Hermanus High.

# LOOKING AFTER THE PENNIES ...



## ... and the Pounds will look after themselves

– or so the saying goes. These days pennies are worth nothing at all and Pounds, not much more. Rands don't even come into the equation. In this country we are so used to hearing about billions of Rands being lost to corruption and billions more to wasteful expenditure, that we barely blink an eye.

Yet, many Non-Profit Organisations which are doing sterling work in propping up the education, health, justice, social and other sectors, are barely surviving. Given the importance of the work they do in keeping the wheels of society turning and in meeting the actual needs of the poor and disadvantaged, this is nothing short of a disgrace.

To top all these challenges, NGOs are obliged to engage in cut-throat competition amongst themselves to access a dwindling kitty of corporate and philanthropic funding. No wonder fundraising has been referred to as an Extreme Sport! Guts, stamina and a thick skin are essential attributes to succeed in this game.

It is, therefore, with extreme gratitude that we acknowledge the generous support we have received from our donors during the past year. Some of them have partnered with Enlighten since the beginning, 15 years ago. Loyalty like this is valuable beyond silver and gold. Without them, we would not have got off the ground and continued, year by year, to serve the children of the Overstrand with a range of high-quality educational programmes.

The King IV Report on Good Governance, lists the most prized qualities to which an organisation can aspire as: Integrity, Competence, Responsibility, Accountability, Fairness and Transparency. These, indeed, are the qualities that Enlighten has always espoused, especially where financial management is concerned. And we believe that our long-term funders recognise this and understand that the funds they allocate to us are carefully husbanded for the benefit of the children and teachers we serve.

Whether in the form of a penny or a Pound, a cent or a Rand, we deeply appreciate the trust our donors place in Enlighten. With full confidence we can attest to the fact that the thousands of children we reach each year benefit in a myriad important ways from this generosity. We would also like to make special mention of the enthusiastic support – not only financial – that we receive from all sectors of the greater Hermanus community. It lifts our spirits under sometimes trying conditions and encourages us to keep our eyes firmly on the prize: good quality education for all the children of our region.

**Elaine Davie** - Funding Manager



## DONATIONS TO ENLIGHTEN EDUCATION TRUST

March 2016 – February 2017 (R1 000 and above)

### R500 000 and above

DG Murray Trust	R 696 000
Oppenheimer Memorial Trust	R 500 000

### R300 000 – R499 999

Anglo American Chairman's Fund	R 350 000
Solon Foundation	R 368 000

### R100 000 – R299 999

AALL Foundation	R 150 940
WC Department of Social Development	R 138 462
Protea Hotels Group	R 100 000
ApexHi Foundation	R 150 000
R-S Nussbaum Foundation	R 173 510
R Carss	R 127 958
National Lotteries Commission (Arts and Culture)	R 237 822
W Macmillan (WEM Foundation)	R 132 165

### R50 000 – R99 999

Jim Joel Fund	R 80 000
Johann and Gaynor Rupert Family Foundation	R 94 657
Joan St Leger Lindbergh Trust	R 50 000
WC Department of Cultural Affairs and Sport	R 90 000
Jephcott Charitable Trust	R 60 000
Old Mutual Staff Volunteer Trust Fund	R 86 291
Overstrand Municipality	R 70 000

### R20 000 – R49 999

Freunde der Erziehungskunst	R 49 994
Abagold	R 30 000
Iqraa Trust	R 20 000
Estate E Bellairs Trust	R 30 000
JH Richards Trust	R 40 000
Sabinet	R 30 000
S Elsholtz	R 30 211
W Theron	R 40 000

### R1 000 – R19 999

C Reppel	R 1 000
Haggie Charitable Trust	R 10 000
Curro Hermanus	R 1 000
Nika Trust	R 5 600
JJ Penn	R 9 988
DGG Hendrickx	R 1 000
I Ellis	R 5 000
Consolidated donations Right-to-Read	R 6 830

*"A truly compassionate man gives a poor woman a portion of his meal before he eats, not after he has eaten."*

*- Mokokoma Mokhonoana*

# FINANCIAL STATEMENTS

FOR THE YEAR ENDED  
28 FEBRUARY 2017



## DETAILED INCOME STATEMENT

Figures in Rand	Note(s)	2017	2016
<b>Revenue</b>		<b>3 849 126</b>	<b>3 894 427</b>
<b>Other income</b>			
Music lessons		-	3 795
Interest received		137 619	97 330
Profit on disposal of assets		1 174	-
		<b>138 793</b>	<b>101 125</b>
<b>Operating Expenses</b>			
Accounting fees		77 265	67 990
Advertising		1 018	4 997
Auditors remuneration		17 328	15 390
Bank Charges		6 741	3 589
Cleaning		55 396	48 219
Computer expenses		45 634	19 414
Counselling		305 113	276 908
Depreciation, amortisation and impairments		185 278	169 365
Donations		-	360
ECD 5 Expenses		86 636	-
ECD in the Overstrand		269 482	307 592
Employee Cost		711 291	652 399
Entertainment		18 121	18 294
Eyona		103 202	195 299
Insurance		15 554	9 080

Figures in Rand	Note(s)	2017	2016
<b>Operating expenses</b>			
Internet rental		77 034	60 981
Junior Town Council (Youth Development)		104 614	101 379
Library		226 040	228 313
Literacy		171 398	115 307
Lottery Fund Expenses		289 934	407 544
Music Vehicle Expenses		27 380	6 745
Music Expenses		81 374	-
Numeracy		121 717	111 322
Postage		1 603	2 820
Printing and Stationery		41 481	53 175
Repairs and maintenance		35 239	93 672
Right to Read		80 641	9 955
Robotics		58 242	69 660
Security		31 386	14 441
Subscriptions		17 305	13 874
Sunshine - Big Vision		271 116	232 640
Sunshine - Brombacher		-	188 571
Sunshine Early Childhood Development		544 715	569 725
Tech Support		188 815	166 101
Telephone and Fax		38 027	34 581
Travel - Local		1 305	1 920
Utilities		30 142	36 140
<b>Total expenses</b>		<b>4 337 567</b>	<b>4 307 762</b>
<b>Operating (deficit)</b>	6	<b>(349 648)</b>	<b>(312 210)</b>
Fair value adjustments		(11 479)	(6300)

**TOTAL COMPREHENSIVE DEFICIT FOR THE YEAR**

**(361 127)**

**(318 510)**

## STATEMENT OF FINANCIAL POSITION

as at 28 February 2017

Figures in Rand	Note(s)	2017	2016
<b>Assets</b>			
<b>Non-Current Assets</b>			
Property, plant and equipment	2	<b>4 709 143</b>	<b>4 869 448</b>
<b>Current Assets</b>			
Trade and other receivables	3	12 300	14 891
Cash and cash equivalents	4	1 340 267	1 423 138
		<b>1 352 567</b>	<b>1 438 029</b>
<b>Total Assets</b>		<b>6 061 710</b>	<b>6 307 477</b>
<b>Equity &amp; Liabilities</b>			
<b>Equity</b>			
Accumulated surplus		4 489 877	4 851 004
<b>Liabilities</b>			
<b>Current Liabilities</b>			
Trade and other payables	5	1 571 833	1 456 473
<b>Total Equity and Liabilities</b>		<b>6 061 710</b>	<b>6 307 477</b>





## ENLIGHTEN EDUCATION TRUST

Improving the quality of teaching

### BANKING DETAILS:

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

### CONTACT DETAILS:

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Website: [www.enlighteneducationtrust.org.za](http://www.enlighteneducationtrust.org.za)

PBO No: 930003997 (Section 18A exempt)  
NPO No: 038 928-NPO  
Trust Registration Number T2621/2002