



Enlighten Education Trust



5th Annual Report 2007-2008

Bring a difference to life



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Bring a difference to life

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Chairman's Report



This is a report of gratitude and gladness. Lois Kleyn, our manager, reflects in her report the success of our work and underscores the continuous energy that characterises her leadership and our team. We believe implicitly that we can realise our dreams, and change the quality of many lives. Our energy is unblocked and is leading to fulfilment and success.

I am firstly profoundly grateful to our funders. At the outset we were supported by 4 corporate donors who had nothing to evaluate but a dream. I hope our record since then confirms their judgement and that of other donors who have since supported us. I trust that the *esprit de corps* that characterises Enlighten and our commitment to change will continue and merit support.

Success is a stern taskmaster. It is not easy to maintain and exceed standards each year. We tackle our work with faith and courage and constantly look to make a difference. Our donors, corporate and others act not merely as a matter of *noblesse oblige*, but with a genuine desire and commitment to help.

In my last report I referred to the excitement of the building of our Education Centre. The main funding to realise this dream came from the Sunshine Foundation and later from other

committed individuals. The Centre will provide opportunities to extend our work and be meaningful in developing our relationships with the communities we work with. I have no doubt that our future development, flowing from this facility, will justify our funders' faith.

Secondly, I am grateful for the work of the teachers and their leaders. Few people reflect on the responsibility and challenge that they are given by parents in the education of their children. We recognise the pressures they work under, and the demands that poor resources create. The influence of a teacher is profound and one can never tell where this influence stops.

Thirdly, I am constantly grateful for the energy and passion of our team led by Lois. They have a heavy workload and accept this cheerfully. Their success outweighs the constant underlying distress at prevailing conditions and I know that the challenge and the perceptible change brings its own rewards.

Finally, I am grateful to the Trustees for their devotion to the mission of the Trust. No rust can settle on minds kept busy and their reward for this work well done is to have done it.

We look forward to the next year and its challenges.

Henri Kuiper





From the Manager's Desk

If there is one lesson which I have learned as the Trust Manager of the Enlighten Education Trust, it is that every single day will bring unexpected surprises!

No one, five years ago, could have persuaded me that this 5th Annual Report would reflect the kind of growth in the number of projects, in staff and in activities which we now enjoy. Nor could we have envisaged our move into our very own Enlighten Education and Training Centre, the scope and size of the premises, and the opportunities to serve the communities of the Overstrand which this building will provide.

There can be no doubt that the Enlighten Education Trust has proved itself a credible, reliable and professional organization which has delivered on promises and lived up to its mission to "improve the quality of education and of life in the Overstrand". Our funders believe in us, our beneficiaries believe in us, we believe in ourselves, and that must be a winning combination.

These achievements are not the result of management alone. They are the result of a committed Board of Trustees and an incredible team; a team which believes passionately in the

work which they do, a team which goes far beyond formal job descriptions, and a team which lives up to "bringing a difference to life".

Of course we have had challenges along the way but these have been faced and overcome with determination and fortitude. More challenges will come and we will continue to meet them head on.

Project Co-Ordinators have provided insight into the work of each project. I have no doubt that every reader will be amazed, impressed and enthralled at the variety and scope of these interventions and will come to realize that this is an exciting and innovative organization.

My grateful thanks go to a very special team and to the Chairman and Board of Trustees for their support and assistance, particularly during the period under review and the challenges in getting the building constructed.

Lois Kleyn

Hermanus, February 2008



The Highlight of 2007/2008



Is undoubtedly the new Enlighten Education and Training Centre. Our thanks go to the Sunshine Foundation for understanding the value of the Enlighten programmes and having the vision to make the building possible - and to the many individuals and organizations who have added their contributions.

The photograph on the front cover shows the building in its last stages of completion. From May 2008 the music

room, pottery studio, training rooms for educators and vocational skills, the business advice centre and counselling room, will be active and operational. Staff now have spacious offices from which to work and the vision of Enlighten is that the Centre should become a focus for the wider community of the Overstrand.

The building is centrally situated in Swartdam Road adjacent to both Mount Pleasant and Zwelihle and easily accessible. We look forward very much to moving in.

The Sunshine Foundation is presently sponsoring a design competition for a suitable mosaic mural to be constructed on the perimeter wall at the Centre. This is to enhance the appearance of the Centre, to promote the work of Enlighten and to involve the whole community - from Gansbaai to the Cape Metropole.

www.enlightenmosaic.org.za



Writing in the Cape Times recently, Graeme Bloch, an education specialist at the Development Bank of Southern Africa, says:



“ *Fixing education is a 30-year task which must start now. Society will have to rally around. Change will never come only from above.*

Initiative and innovation can draw down good programmes to school level, coming up with new schemes and keeping feet to the fire. ”



So what are we all about?

What does Enlighten do? And how are we helping?

IN THE SCHOOLS

We are rallying around with innovative initiatives.

Experienced and skilled facilitators in the fields of mathematics, science, language, geography, history, accounting and biology are available to help educators in 17 schools to teach the new curriculum more effectively and to deepen and strengthen educators' content knowledge.

Mathematics

Frank Coetzer, the Enlighten Mathematics Specialist, is working in 10 schools. He has built up a relationship of trust with the educators and assists in planning and lesson preparation. Quite often he presents lessons and this gives educators a different approach to various numeracy aspects thus broadening educators' knowledge of the subject and strategies for teaching.

During the year Frank developed a series of diagnostic tests which pinpointed difficulties. Educators in the different schools were excited about these tests and, for example, the tests focusing on fractions clearly identified problem areas. Educators were then able to apply remedial work and correct the problems. These tests are proving an extremely valuable tool benefiting both learners and educators and will be more widely used in the year ahead.

Literacy

Intermediate and Foundation Phase

Shelley Aronstam, our Literacy Specialist, has been working with Enlighten for the past 3 years. She brings a wealth of learning and experience and is welcomed in the 9 schools in which she is working. With big classes and much administration, educators seldom have the luxury of time to be able to identify problem areas in depth and this Shelley has been able to do and, together



with

educators, develop a strategy to address any shortfalls. From her years of teaching and lecturing, Shelley brings creativity and colour to lessons and, apart from daily support and monitoring visits to classrooms, she has run workshops on "Using newspapers as a medium for teaching", "Spelling", "Getting learners to write", "A Writer's Forum", and a "READ workshop on reading". She helped schools to promote both World Book Day and World Literacy Day, with many learners participating in a variety of creative and fun activities on these themes.

In the words of an educator: "She surprises us with extraordinary types of stories, activities and tasks. The learners enjoy her presentations because these stimulate their way of thinking and reasoning while improving their writing skills."



The Molteno Project is not only a language programme but also an effective method for integrating learning areas and providing exciting but purposeful learning activities to promote literacy in both Xhosa and English.

Notozi Mgobozi works with Foundation and Intermediate Phase educators and learners both in schools catering for mother-tongue education and in schools where Xhosa-speaking learners have to cope with being taught in either English or Afrikaans. Much of the work takes place in multi-grade classrooms, adding considerably to the difficulties faced by these educators. The majority of educators are finding the Molteno programmes

extremely beneficial and are making consistent progress.

Baseline Tests
In order to establish the level of learner competence in Numeracy and Literacy, and to determine the impact of the work that we are doing at the schools, Baseline Tests for both numeracy and literacy were developed for both Intermediate and Senior Phases. These tests were conducted at eight schools during March 2007 and again in October, from Grades 4 - 9. Powerpoint presentations of the results have been provided to all the participating schools. The results indicate a general improvement over the year, particularly in literacy, but also showed where there are gaps which still need to be addressed.

Science
Primary Science
Amati Conradie Reports:
"In this first year of science support, my task was to form relationships with educators in the Overstrand schools and find out what their needs are. The requests that emerged were for workshops to explore the subject more deeply, to enliven the material and, above all, to find ways of involving the learners in hands-on activities.

I decided to find out which other organisations were involved with Natural Science at school level so that we didn't duplicate each others' efforts but also could pool our resources and work more effectively together. This took me to the



Hermanus Magnetic Observatory and their Schools' Outreach Programme. Together we ran workshops for educators on Energy and Change - focussing on electricity - an area which most teachers had avoided. I looked at the pedagogical content of the subject, possible lesson series at different levels of learner ability, and links with other subjects. Elisa Fraser, the HMO co-ordinator, had the educators building their own electrical circuits which they took with them to use in the classroom.

These workshops have had many spin-offs: networking amongst educators from different schools, learners coming to the HMO for interactive science days, schools involved in National Science Week, and many requests for workshops in each

theme of science. 2008 began with a series of workshops and, at the request of educators, these will be followed up with support work in the classroom."

Senior Science

Karin Kelder an educator who herself has co-authored many science textbooks, particularly for the National Curriculum Grades 10-12, assisted educators and high school learners to improve science results. Her matric results for 2007 for a previously disadvantaged school were an impressive 84% pass rate. Karin brings a wealth of experience, expertise and passion to her work with learners.

Tutoring

Tutoring for matric learners is given in subjects such as Accounting, History,

English, Biology, Mathematics and Geography. The tutors, many of whom are retired educators, bring a commitment and a passion to helping these young learners. A Winter School is now very much a fixture on the year's calendar. We are indeed grateful for the hours spent preparing and presenting lessons in these subjects.

Arts and Culture

One of the 8 Learning Areas, the Arts and Culture project, continues to be an Enlighten flag-ship programme. The programme includes music, visual arts, drama, pottery, puppetry, and dance.

Music

The Steel Pan Band and the Marimba Bands are institutions in the Overstrand, performing at the Hermanus Whale Festival, Eisteddfods, numerous public



events, prize-givings and at Spier Wine Estate. The bands did particularly well at the Eisteddfod coming top of their categories with a Cum Laude and an A+ achievement.

In 2007, the Enlighten team have worked with educators responsible for this learning area to give arts and culture its rightful place in education. Priority has been given to classroom support and monitoring. Classroom training included learning about percussion instruments and rhythm with body percussion. Narrative music was explained, learners were taught about different instruments in a Symphony Orchestra; the value of notes was explained. Rhythm and dynamic in music were demonstrated by doing

clapping rhythms in groups creating a rainstorm with sounds made with feet, hands, fingers, lips and voice.

Betsie Ryke and her team continue to make this an exciting and dynamic project.

Visual Art

In collaboration with the Overberg Eisteddfod and with support from the Sunshine Foundation, an art competition for learners drew 600 entries. By providing art materials, workshops, entry fees and transport of entries, 15 schools and pre-schools which had never before been able to participate in something like this, were able to submit entries to the eisteddfod. Our thanks to Morag Swanepoel for all that she puts into the art project.

In a Study just released in the USA, the Dana Foundation researchers grappled with a fundamental question:

Are smart people drawn to the arts or does arts training make people smarter?

The Study, Learning, Arts and the Brain advances our understanding of the effects of music, dance and drama education on other types of learning. Children motivated in the arts develop attention skills and strategies for memory retrieval that also apply to other subject areas.

Peter Perret, conductor of the Winston-Salem Symphony for more than 25 years, wondered if placing a woodwind quintet in a poorly performing elementary school might help students academically. He decided to try, and the result was an eyebrow-raising jump in the children's test scores

From "A Well-Tempered Mind"

Thirty-one of the best artworks have been framed and will hang in the new Centre, providing colour and enjoyment and the knowledge that local learners have been part of the development of the Centre.

Boston educator, Stephanie Perrin, writes:

“

We need to return art to schools, not just to foster a few talented artists, but to create people who think like artists, feeling free to experiment and learn from mistakes, for example, and who work like artists, with focus and diligence. Today's children will need to imagine and innovate, abilities necessary in a global economy driven by creative problem-solving, flexible thinking and entrepreneurship.”

”





Puppetry
 “Puppets in the classroom offer the possibility of creating a new culture of teaching and learning”, so writes John Coates, of the Puppetry in Education Trust. John brings his unique knowledge of puppetry to schools and pre-schools in the Overstrand. The plays are based on traditional stories from South Africa and other cultures and presented in the language of the learners. Values, morals and ethics are interwoven with the story, through songs, verses and humorous incidents.

Community puppeteers have been trained and are learning to integrate many learning areas. Motivation levels are high and the more learners become actively involved,

the more enjoyable and more effective are the lessons.

Plays are performed not only at schools and pre-schools, but also in churches and private homes. Evaluation forms are filled in after every show to prove that the event took place and how it was received. During the first term of 2008, a total of 85 performances were given.

Drama and Dance
 For local learners at schools where matric subjects on offer are extremely limited, it has been gratifying to be able to offer both Drama and Dance as alternative subjects. The dance students have also done extremely well at the Overberg Eisteddfod and in ballet, tap, and contemporary dance

examinations.

Pottery
 Theresa Wilmot, our pottery facilitator for the last 2 years, has moved away. In her final report in November Theresa writes: “I have had a wonderful time working with the Enlighten Trust. In all my interesting and varied work experience, nowhere have I found such diverse people working together so easily and focused on the same goal”.

The Pottery studio has been moved to the new Enlighten Building and, under the guiding hand of Pieter du Plessis, a graduate of the Ruth Prowse College of Art, the programme is being developed and expanded.



The Content Modules completed in 2007 were:

- ♦ Introduction to Technology
45 hours 15 sessions
- ♦ Communication
30 hours 10 sessions
- ♦ Processing 1 (Food & Textiles)
24 hours 8 sessions
- ♦ Structures
33 hours 11 sessions
- ♦ Processing 2 (Resistant Materials)
24 hours 8 sessions

ACE Technology

Our congratulations to the 35 educators who have stayed the course and are now in the final 9 months of their Advanced Certificate in Education Technology. Every second weekend we welcome lecturers from Ort-Tech and from the Cape Peninsula University of Technology, who come to deliver the training modules. It is an arduous course (350 contact hours) and at the beginning of the year Ort-Tech awarded the educators with progress certificates. Anthea Africa, the ACE co-ordinator, writes: “The Hermanus group of ACE Course participants have completed the first four of eight Technology Modules towards the Advanced Certificate in Technology Education, ACE. 2008 will see the completion of the 2nd four technology

modules as well as Science, Mathematics and Education Modules.

In spite of a heavy end-of-the-year school programme and the challenge of the School Recovery Programme after the strike, educators remain motivated and enthusiastic. In 2008 Ort-Tech offered additional classroom based support to ensure that the training provided translated into classroom practice.”

The Ort-Tech Institute

Technology has changed the way we live, the way we work, the way we conduct business, the way we run our homes, the way we learn and the way we teach. Technology and the need for us to continuously change and grow has become a way of life. This constant

transformation in today's dynamic technological world makes it difficult, even for the most accomplished educators, to maintain the pace.

Ort-Tech addresses one of the greatest challenges facing this country - to develop, empower and equip educators to provide effective technology education and prepare today's learners for tomorrow's world. The project not only provides specific vocational skills in Science, Mathematics and Technology education, but simultaneously promotes personal growth, confidence, creativity and cognitive skills.

“
The help we are getting from Enlighten is quite tremendous. Their methodologies and classroom activities promote the interaction between teacher and learners as well as learners amongst themselves.

- ◆ *Leadership and Management sessions have built confidence within ourselves as a School Management Team.*
- ◆ *Maths: From the very onset the project has assisted our learners to be able to do things and to know and value Mathematics. It has motivated educators to think about what knowledge and skills need to be learnt and what values and attitudes will lead to successful achievement.*
- ◆ *While acquiring knowledge is very important, the focus of teaching and learning is on using our knowledge and skills together to do something competently and to contribute to society.*

”



Morris Tshabalala
Principal - Lukhanyo Primary School



School Development and Management Programme
All schools are required to develop and implement a 5-year School Improvement Plan. This includes specific focus areas such as the basic organisation of the school, quality of education, school infrastructure, parent and community involvement, safety and security etc.

Enlighten has assisted 14 schools to develop their School Improvement Plan and to ensure that it is properly implemented. In the words of one of the principals, "the unity of aims and a better management and leadership climate has been established."

The programme will come to its conclusion at the end of 2008.



Qhayiya Senior Secondary

30 May 2008

Enlighten Education Trust
UDEN ANDS

Dear Lois

I am at a total loss for words when I think of how I can best express my gratitude to you and your staff at Enlighten Trust for the assistance and encouragement you have afforded me since I assumed the principalship at Qhayiya Senior Secondary School in May last year. I have managed to turn the school around in many ways and I would not have been able to do so had it not been for your support, assistance and encouragement.

I can only say THANK YOU and tell you that it comes from my heart in all sincerity. I have to thank you on behalf of the learners at Qhayiya who have benefited from your involvement in the school. I think you can be full of the glory for you have helped to mould them and in many cases you have both motivated and inspired them. The parents, I think, would also be most grateful to you if they understood the extent of your involvement in the education of their children. If I come back in the last term of this year, I will make a point of trying to tell them and make them understand what you have and are doing for their children.

There must be very busy indeed to have an Enlighten Trust!!
I would encourage you to continue with your excellent work!!

Thank you again.

Kindest Regards

Stan Goldenberg
Stan Goldenberg

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Social Programmes *Special Needs*

Tracey le Roux is in her 3rd year of working with learners with special needs. She writes: "It has been an exciting year of many changes as we have adapted the Special Needs Intervention Programme to meet the needs of the learners and the teachers. A Gross Motor Programme has started, under the supervision of sports coach Tim Godfrey. Educators report improvements in many areas such as eye-hand coordination, endurance of classroom activities, fine motor skills and the ability to follow instructions. Educators have also been exposed to appropriate activities to carry over into their classrooms. The programme will now be expanded to Grade 2."

Teacher training workshops were given on developing fine motor, gross motor and numeracy activities to use in the classroom. Two hands-on parent workshops were offered to parents of Grade R and Grade 1 learners with the focus on how to prepare your child for Grade 1 using household materials as educational resources.

Many learners have not received adequate exposure to basic educational concepts prior to school entry and a variety of activity programmes to help these learners as well as learners with foetal alcohol syndrome, developmental delays and other difficulties have been developed.

Other programmes offered are basic

writing skills, visual-motor integration, letter formations, visual tracking, directionality and left-right discrimination, visual perception, visual memory, basic numeracy and fine motor skills.

School Counselling

Alida Henning, school counsellor, joined the team at the beginning of 2008. She comes fresh from obtaining her Honours Degree in educational psychology and has a passion for working with young people. Alida writes of her first 2 months in the job:

"I have been assigned 7 schools in the Overstrand area and I spend one day at each school working on a 7-day cycle.

- “
- ♦ **Music:** *We at Hawton Primary School are very privileged to have Enlighten Trust working in our school. The people who come into our school are very talented and our school benefits in many ways . Music skills and knowledge have been greatly expanded. We are proud of our Marimba Band and this has a positive impact on the learners' lives. Their intellectual skills as well as a variety of other skills are being developed - all things that can be used in other situations in life.*
 - ♦ **Special Needs:** *Tracey, our special needs facilitator, is a great asset to our school and learners. She just has that special Godly giving gift to work with learners and they cannot wait to attend her classes. Progress and successes are visible for everyone to see. The Gross Motor Programme has a great impact on the learners and in addition Tim is doing an excellent job with discipline as the learners have fun in a disciplinary way.*
- ”



Julius Swart
Principal - Hawton Primary School



Many of the learners referred to me come from single parent households, live with abusive parents, live in foster care, go to sleep hungry, use drugs, have been sexually assaulted or have even assaulted fellow learners. My aim is to support these learners in their own environment. I try to focus on building a trusting relationship with them and I aim to listen to the learners' respective experiences and their feelings about their experiences."

Alida has a huge case load. She works closely with Child Welfare and we are indeed fortunate to have her on board.

The Feeding Scheme

This is now in its 4th year and we salute the packers and fruit distributors for their ongoing assistance. And to Sakkie, the driver



of the truck, our thanks. For many learners, the fruit means the difference between going to school hungry or not. Several tons of fruit from Kromco Ltd, Two-a-Day Group Ltd, and from Valley Packers Ltd, are delivered twice a week.

Early Childhood Development
As the stimulation children receive before six years of age will shape their success in the formal schooling system, it seemed a logical choice to include an Early Childhood Development Programme.

An initial survey of the ECD situation in Hermanus showed that much needed to be done to improve ECD provision.



At the beginning of 2007 four ECD sites were approached to join the programme. Two of these were unregistered home-based sites and two were Child Welfare ECD sites. Thirteen care-givers have received formal accredited training, furniture, equipment and books. There is on-site support and the care-givers will be assessed in 2008 on three modules: Facilitating Active Learning, Promoting Healthy Development, and Managing the Learning Programme. An ECD specialist provides the teacher development and assessments. The response to this has been positive and there have been requests from other practitioners to join the programme.



Youth Programmes

Skills training

Enlighten contracted the Overstrand Training Institute to run a series of Skills Training Programmes. The Overstrand Training Institute, under the leadership of Debbie Peiser, offers artisan and vocational skills training that is supported by Life Skills training.

In 2007, construction skills training in preparation for becoming apprentice trainees on the new Enlighten building, was the focus of this training. The group of 18 (2 women) started with a very successful life skills camp.

One of the participants commented, “ this is the answer for me. I always wanted the chance to go deeper into myself and see if I am strong

enough.” It was amazing to see trainees who respond to taking initiative and responsibility for their lives.

Graduates of bricklaying, painting, plastering, cladding and light steel framework assembly have been working on the Enlighten building site. There are still seven on site. The painters and plasterers have all found employment subsequently with other contractors.

The third group of hospitality trainees started their training last November and will shortly finish their course. They have been able to maintain a high level of achievement for their practical work and have catered for five events, two being for over two hundred people. All training has shown that extra skills training in numeracy is necessary. This has been implemented.





The Junior Town Council
The Junior Council project is now in its 4th year under the leadership of our Youth Projects Co-Ordinator, Theo de Wet.

Councillors are drawn from schools from the whole of the Overstrand.

During the year they attend two leadership camps - a wonderful opportunity to learn not only about leadership but also about different cultures and life styles.

They are taken on a information tour of all functions related to the workings of a municipality; they have to design and implement community projects in their different areas, and learn how to speak at public functions.

Babalwa Mbunyusa, Junior Mayor for the past year, writes of her experience.



“The motto of the Overstrand Junior Town council states: “We learn as we lead”. This is indeed the case as we are all secondary school learners in Grade 10, 11 and 12 and the community leadership expected of us is a great challenge at our age.

The position of Junior Mayor rotates annually between the three cultures. It was a great honour for me to be elected as Junior Mayor at the end of our orientation camp in May 2007. As our term of office is about to come to an end, we look back and realize how much we have grown into leaders and trust that we made a difference, in terms of service delivery, within the various communities.

I also served on the Learner Council at my school and found that the two leadership positions complemented one another.

When I leave school after writing matric later this year, I will look back on many opportunities that came my way during my school days. Having served on the Junior Town Council was, no doubt, one of the highlights.



Babalwa Mbunyusa
Junior Mayor



Small Business
Development
*Give a man a fish and
he will feed his family
for a day. Teach him to fish, and he will feed
his family for life.*

On November 9, 2007, The Hermanus Times, had an article on emerging entrepreneurs in Zwelihle (Hermanus).

Under the heading “Go getters in Hermanus”, Annette Theron writes:

“Last week I had the privilege of talking to Nico Ferreira (the Enlighten Small Business Consultant) about the Phakamisa Group in Zwelihle. What does Phakamisa mean? Rising up, I was told, because this is the dream of the greater

majority of the residents of Zwelihle to make Zwelihle a desired suburb of Hermanus. This was all news to me.”

The Phakamisa Investment Company has as its members local residents who themselves are running small businesses.

Meetings are held on a weekly basis at Siyakula Restaurant, one of the new businesses established, and members contribute every week to the Saving Scheme.

They have now purchased land in Zwelihle and in Masekane in Gansbaai which they propose to use for business development. This will also give the group collateral to enable them to borrow from banks for business development.

Other businesses are:

- ♦ Sipho & Son Brick and Block Project,
- ♦ Theo Ntini's Driving School,
- ♦ Nolufefe's All Star Cleaners.

“Nosy Rosy”, a monthly electronic newsletter, featured a number of these business enterprises.

Another local information portal, overberginfo.com, has also featured these businesses.

Champions of education

Kerry van Rensburg

The trustees and management of the Enliten Education Trust held an information evening and exhibition at the Overstrand auditorium on Monday, 10 March. The event was well supported and the exhibition of the many projects implemented by the trust provided a visual perspective of the far reaching work that has been going on in the schools in the Overstrand in the past six years.

Lois Kleyn, Enliten's programme director and trust manager, started the evening's proceedings with a brief overview of the organisation's history, growth, objectives and achievements. The trust was established by Henri Kuiper in 2002 when he saw how children were going to school starving and the dismal conditions in the many schools he visited. He says: "If you face a situation you don't like, do something to change it."

Kuiper and a powerful board of trustees secured funding from the DG Murray Trust, the Standard Bank Foundation and the Anglo American Chairman's Fund and set about changing the face of education in this region.

In the years the trust has established itself as a professional, committed and reliable education organisation, Kuiper has seen "miracle after miracle".

All of Enliten's projects complement and support each other and cover four focus areas, namely school management and development, curriculum interventions, youth projects and social projects. As the number of projects have grown, so has the staff contingent made up of highly skilled and motivated professionals.

Project leaders presented short, sharp reviews of the work they are responsible for at the information evening and guests were encouraged to speak to them in the banquet hall at the respective exhibition stands if further details were required.

Curriculum interventions include training and support in learning areas that are new to teachers, like technology, life orientation, arts and culture and business economics. The maths, literacy and science projects aim at improving learning in these

critical areas, but ensure that the basics of teaching are in place. Specialists in these three areas have been appointed to assist teachers in the classrooms.

The ACE technology project, which is part of ORT SA — an organisation which specialises in education, vocational training and community development for SA's impoverished communities — is a two-year part-time, postgraduate qualification for teachers. Teachers are trained in all aspects of technology, science and maths education and the facilitator of the project Anthea Africa, says: "The commitment of these teachers is phenomenal." Follow up and support is provided to make sure that what the teachers are learning is passed onto the learners.

The Molteno project is lead by Notozi Mgozobi and focuses on foundation language and literacy for Xhosa learners in six schools. The Gr 12 tutoring project gives all learners the chance to attend tutoring in accountancy, English, mathematics and history.

The arts and culture project includes music, art,

pottery, drama, puppetry and dance. Betsy Ryke heads up the music department and at present is working in seven schools. Marimba bands and steel pan bands have been developed, choirs formed and guitar and keyboard training offered. Funding from a certain SA foundation, which affirms the importance of arts and culture in education, will enable the music programme to develop further and the long term plan is to expand into all the schools.

Monag Swanepoel has developed all the modules for the art programme and assists with curriculum intervention, classroom presentation, assessments, workshops, exhibitions and extra-mural classes, all the while taking into consideration the limited resources of most schools where even a pencil is a luxury item.

The Early Childhood Development programme, led by Gerda Wollheim and specialist trainers, addresses the need for early literacy and numeracy for Gr R teachers and learners in disadvantaged communities. Wollheim says it is essential to

stimulate the children and inspire passion in educators.

Enliten's youth projects, overseen by Theo de Wet, include the junior town council, youth empowerment (Gr 10-12), post-school youth (18-35) and vocational training. Skills training is offered in the hospitality and construction industries and apart from technical training includes course in English, life skills, work place ethics and personal presentation.

The small business and development project, headed by Nico Ferreira, aims to promote small business and entrepreneurship. It will assist with business plans, help emerging entrepreneurs to understand laws and regulations and basically see what kind of help is needed and to facilitate accordingly.

The social projects include school counselling, headed by Alida Henning, who says: "I build relationships and I listen." In this focus area there is also a special needs project and a feeding scheme.

Enliten is unique in that their programmes and projects are not delivered according to a formula.

They respond to needs identified by the schools themselves and interventions are implemented to address specific individual situations until the schools can sustain the work unaided.

At the end of April, the Enliten Education Trust's new Integrated Education and Training Centre in Swartdam Road will be complete and all the trust's education and training initiatives will operate from this central headquarters. The Sunshine Foundation, which is funding an integrated education and training project in Hermanus through Enliten, has also financed the building of the new centre.

Kuiper thanked guests who attended the information evening and said that by being present "it is obvious that you too value the work we do". He further added: "I had a dream nearly six years ago and this is what happened. I am here to say thank you. We have created something that has magic and is driven by passion, energy and commitment."



COMMITTED Trustees, management and staff of the Enliten Education Trust presented an information evening and exhibition at the municipal auditorium last week. Ensuring that excellence in all aspects of education in the Overstrand is a lasting reality are from left: John Coates (puppetry trainer), Alida Henning (counsellor), Notozi Mgozobi (Molteno project), Nico Ferreira (trustee), Lois Kleyn (programme director and trust manager), Henri Kuiper (founder and chairperson), Angela Heslop (trustee) and Gerda Wollheim (early childhood development).



Other Events

Distribution of books

In May 6000 books were donated to the Trust by a Rotary Club in England and were distributed to schools throughout the Overstrand. Each Foundation Phase child was presented with a book to take home - a "first" for many and mini-libraries were donated to the Intermediate and Senior classes.



Information Evening

Hermanus residents were invited to a Information Evening at the Overstrand Civic Auditorium. This was an opportunity to showcase the many projects that Enlighten is delivering. Each project had a stall displaying the programmes and the Marimba Band entertained guests. The Hermanus Times had a very positive report on the event under the headline "Champions of Education".

Our Future

Having our own building puts a whole different spin on things. For the first time we have a base from which to operate. There is a special Music Room, a Pottery

Studio has been established, all training such as the Technology training, the Molteno training, Literacy and Numeracy is now done in training rooms.

Workshops, and Early Childhood Development training take place here. We also visualise being able to make space available for youth and community meetings and events.

We are now able turn our dreams of a Language Laboratory, an Early Childhood Resource Centre, a reference library into reality - in fact, the sky is the limit.



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