



# ENLIGHTEN EDUCATION TRUST

## *Annual Report 2021*

*March 2020 - February 2021*

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



Believe

LAUGH

HOPE

PLAY

DREAM

LOVE

Learn

Sing

ENLIGHTENED

EDUCATION TRUST

BRINGING A DIFFERENCE TO LIFE

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## *We would like to offer our sincere gratitude*

to the following donors, partners and friends for their generosity and commitment to helping build Enlighten's capacity to serve and for helping us to enrich and enhance the quality of life in the community of the Overstrand.

- Abagold Development Trust
- Anglo American Chairman's Fund
- Bell Lumber and Pole, BC, Canada
- Biblionef, South Africa
- Bidvest FinGlobal
- Blythe and Greta Train
- Bury Family
- Department of Cultural Affairs and Sport, Western Cape
- Department of Social Development, Western Cape
- D. Geeringh
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- ELMA Philanthropies
- Estate E. Bellairs Trust
- Francois Cilliers
- Gateway SPAR, Hermanus
- Haggie Charitable Trust
- iX Engineers (Pty) Ltd
- Jan Palm Consulting Engineers
- Jephcott Charitable Trust, UK
- Joan St Leger Lindbergh Charitable Trust
- KoCos Measurement & Control
- Marine Crew Services
- Maurice Schwer, DANIRL Holdings
- My School My Village My Planet, Woolworths
- National Arts Council
- Old Mutual Staff Volunteer Trust Fund
- Oppenheimer Memorial Trust
- R.B. Hagart Trust
- Rosemary Barrow, France
- R.S. Nussbaum Foundation
- SALI Trust
- SAMRO Foundation
- Solon Foundation
- Stella du Toit
- The Childwick Trust Incorporating Jim Joel Fund
- The Hermanus Community - donations in kind
- Trim Tab Foundation - Johann & Gaynor Rupert
- Viveka Nordstrom
- W.A. Nel & G. Nel
- Mr. Willem Theron

**Enlighten Education Trust values the insights and guidance Mr. Gerry McGovern provided during the past year. His support in countless ways is highly appreciated.**



# Chairman's Report

Allan Powell

1 January 2021

**T**he eternal triangle: We hope that as you read this report you will be struck by the balance maintained by the EET in satisfying the needs of its three main components: The donors, the development of teachers, and the imparting of cultural capital to the learners.

The donors need to be assured that their donations are used directly for its intended purpose, up to the hilt. The teachers need to be stimulated to be effective and stimulate their learners in turn, and the learners need more windows and doors to be opened for them to cope with an increasingly complicated world.

I therefore invite you to go through this report bearing those components in mind. I hope you will also be struck by the local, national and even international fame achieved by our staff, teachers and learners - look out for that. Some of those achievements were actually by-products of the participants simply doing their best in what they were doing.

It is also worth noting that for the first time in our existence, Enlighten has had the full use of its building as from 1 January. As things turned out, the two bodies involved with the training of post-school learners, changed their plans, and we could use all our facilities for our very own programmes. It is noteworthy how our programmes expanded to occupy the new space, and we are now able to offer an even more efficient and effective service to our community.

Also look out for the inspirational leadership provided by our professional staff, so ably lead by Magriet Peter and Rodney Nissen. Look out for the amazing adaptations they had to do to our programmes during the havoc of Covid, so much so that we gained new insights for more effective teaching and stimulation.

It has been a joy to be involved with Enlighten over this past year! Thank you, donors, for making all this possible.





## *A Message from the Trust Manager*

Magriet Peter



*A year like no other – thank you to our generous supporters.*

*W*e dedicate this Annual Report with heart-felt gratitude to our generous supporters. The Trust could not have accomplished its mission to serve our community without your encouragement, dedication and investment. Thank you to our donors, our loyal partners and friends, our committed Board of Trustees and our passionate staff. Enlighten has been very fortunate over the 19 years since its foundation to build strong and lasting relationships with many, based on mutual respect, accountability

and a shared vision. Your contributions have made an enormous difference, not only to us as an organization but to thousands of children, teachers and parents whose lives have been significantly enriched by your generosity.

Looking forward to a better year ahead, on behalf of our target beneficiaries, I thank you all for your efforts in helping us work towards the vision of our late founder Henri Kuiper 'IMPROVING THE QUALITY OF

TEACHING, LEARNING AND LIFE IN THE OVERSTRAND'.

As we emerge from the first, most difficult year of the Covid-19 pandemic with all its challenges and uncertainty, we look back over the reporting period and share with you a snapshot of the highlights of our work. As the pandemic took hold in our community and schools were closed, Enlighten had to pivot from its traditional educational activities to supporting



with food and essential household supplies as families battled with loss of income and mutual support networks. Over time we re-designed some of our teaching and academic support modules so that these could be accessed on-line. By the end of the reporting period, we thankfully saw school life slowly return and our library and other facilities began to resume activities. Yes, important contact time has been lost, but we are delighted to see our learners and teachers coming back to the classroom and begin a new chapter in their journey of discovery and learning.

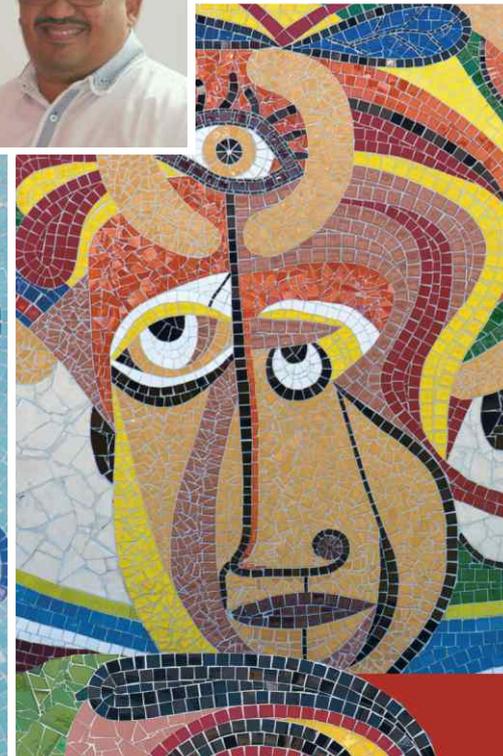
At this time, the world needs now, more than ever, unity, humility and compassion for those around us. For our part at Enlighten, we will continue to make every effort, in partnership with the Overberg Educational District (OED), to provide educational support and life skills to needy children in our community.

In our journey over almost two decades, we have faced many challenges along the way. As government begins the roll-out of critical vaccines to the population, I look forward with renewed hope to continued progress and positive developments for our target population of learners, their teachers and parents in the year ahead.



## *Project Manager*

Rodney Nissen



The year under review to February 2021 will forever be engraved in our hearts, as the COVID-19 pandemic tested all of us beyond measure. Our community has lost loved ones and longer-term effects of the virus unfortunately continue to affect some. But life has continued and we have learned much about ourselves in the process.

The Enlighten Education Trust project teams demonstrated much resolve and high levels of resilience as we were obliged to re-design our processes and adapt our project activities to the changing circumstances.

Learners were unable to attend school as normal, and teachers had to adapt to the new normal, which included adjusted time schedules and increased use of technology.

Our project staff responded well to the call for a greater project presence at the Enlighten centre, as well as producing digital content across all projects.

Highlights of our work during the year included:

- Personal protective equipment (PPE) and food parcels were distributed to needy families in our community.

- A new Early Childhood Development Project (ECD) was launched whereby teachers' professional development and in-class support was provided at 30 Edu-Care centres, improving the quality of learning and teaching at these centres.
- At the peak of the lock-down, the Trust designed and offered a series of on-line modules in Teacher Professional Development, Music, Art, Coding and Robotics. It is a great honour that the national Department of Basic Education and the Western Cape Education Department took the initiative to share the Enlighten Visual Arts lessons with schools in the province.
- Facilities at the Enlighten computer centre were upgraded and additional laptops were procured for the E-Learning Mobile unit.
- A new Life Skills Camps Project for Grade 6-7 learners from Mount Pleasant Primary, Hawston Primary and Hawston Secondary was a great success. This is a very exciting new development and we remain grateful to loyal donors who believe in us.
- Planning got under way for a gradual resumption of full activities as learners and teachers return to the classroom and society re-opens.

The year ahead will continue to be challenging as the world adapts to living with the virus. The project teams at Enlighten stand ready to take up the baton and deliver on our programmes in support of the needy in our community. An important first step will be to accelerate our work in assessing needs arising from the impact of events of the past year. With the support of our generous funding partners and the wider community we will engage in the task with enthusiasm and compassion.

I thank the Enlighten Board of Trustees and the Trust Manager for their support and understanding during this difficult year. Their guidance has been invaluable. I commend all our project staff for their positive response to the call from management to adopt new strategies and alternative pedagogical tactics and techniques to support Education in the Overstrand.



## *Vision*

Improve the quality of teaching, learning and life in the Overstrand.

## *Mission*

To improve the skills of teachers through appropriate courses and interventions in all disciplines.

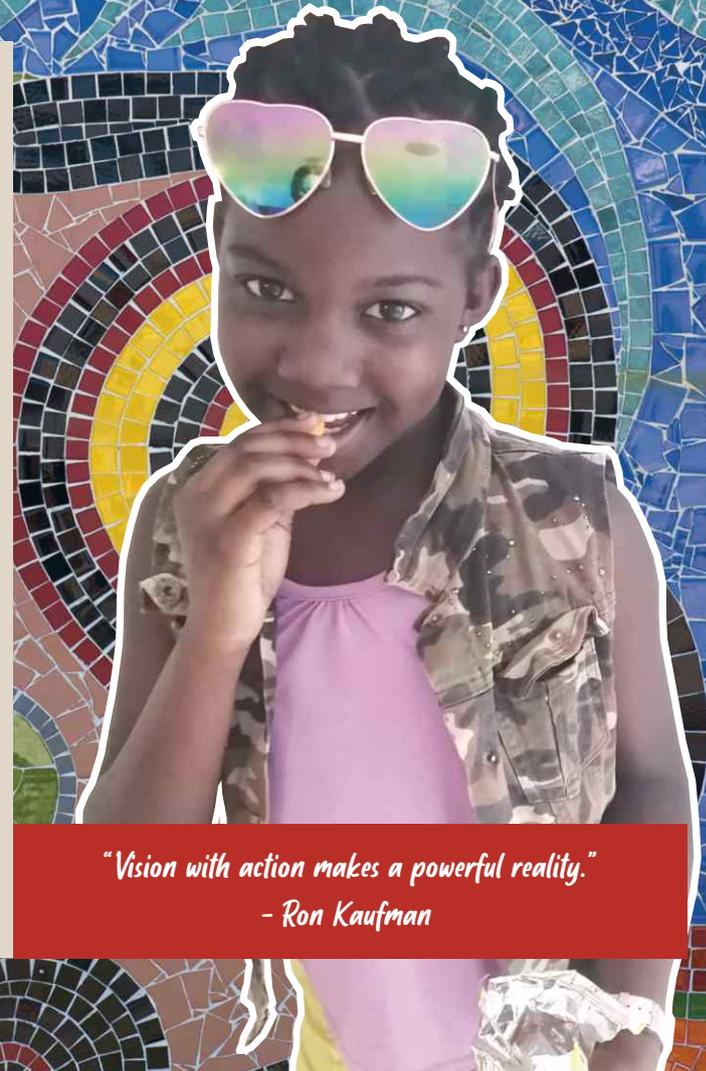
To stimulate and grow leadership skills, cross-cultural understanding and teamwork in young people.

To improve the literacy and numeracy levels of learners at all phases with particular emphasis at the Foundation Phase.

To increase the educational and cultural capital of learners through:

- Homes where parents have been trained to provide an environment conducive to producing conscientious learners, for the Primary Phase.
- Toys, books and play areas, at the Early Childhood Development Phase.
- Books at the Foundation and Primary Phases.
- Art, Craft and Creativity classes for Primary school learners.
- Playing of musical instruments and the reading of musical notation.
- Training in E-learning, Computer and Robotic skills.

To assist learners to become fluent in English, Afrikaans and isiXhosa.



*"Vision with action makes a powerful reality."*

*- Ron Kaufman*

# Board Members

March 2020 – February 2021

**The late Mr HC Kuiper** - FOUNDER

**Mr JJ Swart** - VICE-CHAIRMAN

**Mr AS Powell** - CHAIRMAN

**Mr A Oosthuizen** - TREASURER



## Members

**Mr DS Shutte**

(BA Hons, M Ed) (Retired School Principal)

**Mrs S Calata**

(HDE, ACE Leadership) (Deputy School Principal)

**Ms L Snyman**

(MA (Eng) STD) (Retired School Principal)

**Mr L Wildschut**

(BA, HDE) (School Principal) – To be appointed

**Mr R van Romburgh**

(B Sc, H E D) (Curriculum Adviser, WCED)

**Mr NS Pedro**

(BA HDE) (School Principal) – To be appointed

**Mr T Volkwyn**

(POD) (School Principal)

**Mr JJ Henn**

(Post Grad Cert in Ed) (Deputy Principal) – To be appointed

**Mr T Wilson**

(BA, B Ed) (School Principal)

**Mr P de Jager**

(MSC/MBL) (Retired Chemical Engineer) – To be appointed



# Staff Members



**Magriet Peter**  
TRUST MANAGER



**Rodney Nissen**  
PROJECTS MANAGER



**Gloria Gijana**  
OFFICE CLEANING & SUPPORT



**Olo Mtsamane**  
SOCIAL AUXILIARY WORKER



**Manisha Maharaj**  
ASSISTANT FUNDRAISER  
AND ADMINISTRATION



**Nomzamo Mtomile**  
RECEPTION



**Mabel Saul**  
EARLY CHILDHOOD  
DEVELOPMENT



**Alichea Bailey**  
EARLY CHILDHOOD  
DEVELOPMENT



**Betsey Joubert**  
EARLY CHILDHOOD  
DEVELOPMENT



**Colleen Roberts**  
ENRICHMENT FOUNDATION  
PHASE FACILITATOR



**Leonie Wolmarans**  
ENRICHMENT FOUNDATION  
PHASE FACILITATOR



**Karin Daniel**  
ENRICHMENT FOUNDATION  
PHASE FACILITATOR



**Lidia Milne**  
ENRICHMENT FOUNDATION  
PHASE FACILITATOR



**Edwin Shumba**  
e-LEARNING FACILITATOR



**Damien Nissen**  
e-LEARNING FACILITATOR



**Mabanda Qolo**  
e-LEARNING FACILITATOR



**Verity Philander**  
AFRIKAANS LITERACY



**Elmire Boonzaaier**  
LIBRARY & SHINE LITERACY



**Ziyanda Gova**  
LIBRARY ASSISTANT



**Priscilla Stemela**  
TOY LIBRARY



**Anna-Marie Kotze**  
MUSIC FACILITATOR



**Tobias Kotze**  
MUSIC CO-ORDINATOR



**Ashleigh Temple-Camp**  
VISUAL ARTS & CRAFTS

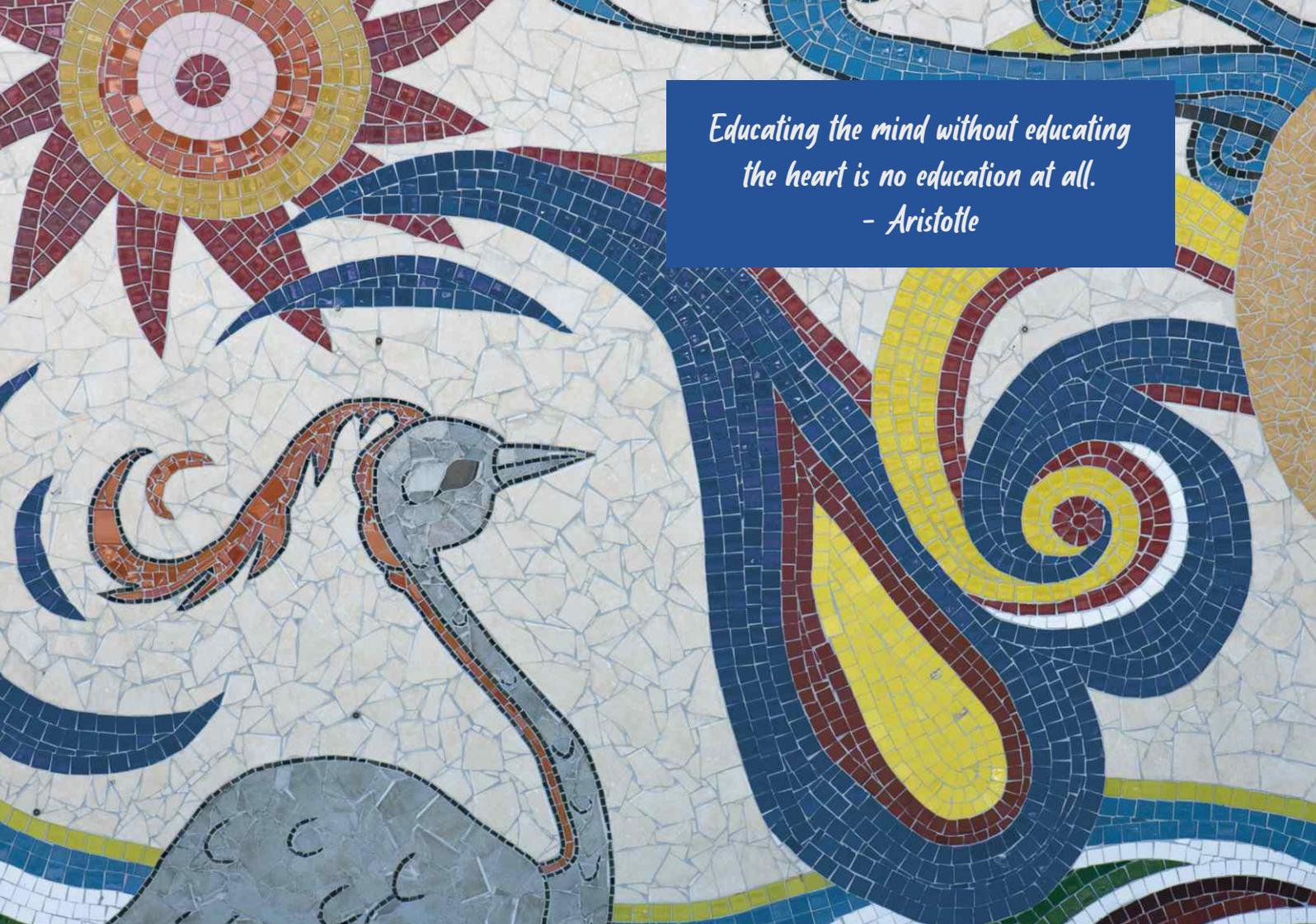


**Karin Von Maltzahn**  
VISUAL ARTS & CRAFTS



**Trust Matsilele**  
BUILDING MAINTENANCE  
& CLEANING



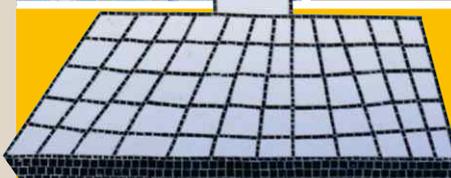


*Educating the mind without educating  
the heart is no education at all.  
- Aristotle*

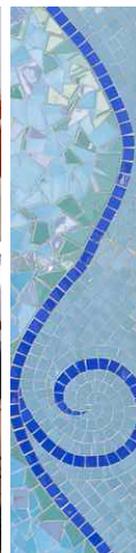
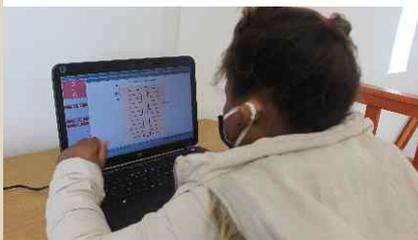
# Literacy and Numeracy

The Literacy and Numeracy project has continued with the objective of supporting children who are struggling with their school work. The project works hand in hand with teachers and social workers to identify learners who require assistance. Staff and volunteers deployed traditional learning materials complemented by various digital applications to assist 267 children during the period. During school closures much of this work was carried out on-line.

A specific Afrikaans literacy initiative undertaken by the Trust assists Somali and Xhosa speaking learners at Hawston and Mount Pleasant Primary schools to understand and read Afrikaans, which is the language of learning and teaching of the school. A particular challenge is that the parents of these learners do not understand or speak Afrikaans so they are not able to help their children. Support with reading and comprehension is also provided to a small number of Afrikaans speaking learners who are identified as having fallen behind in their mother tongue. During the year online lessons were presented on YouTube. Upon the re-opening of schools, efforts were focused on Grade 1 learners in an effort to ensure a solid foundation.



*"Literacy could be the ladder out of poverty." - Morgan Freeman -*

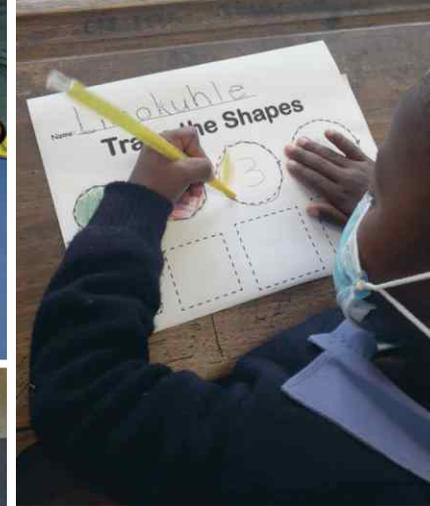


# Foundation Phase Enrichment Programme

The Foundation Phase Enrichment Programme (FPEP) is aimed at supporting learners who are lacking basic school readiness skills required for Grade R & 1. A variety of activity programmes have been designed by an occupational therapist to meet some of the educational needs of Foundation Phase learners.

Using a 'red flag' assessment system, 216 learners at Primary schools in Hawston, Mount Pleasant and Gaansbaai were tested. Subsequently, a team of four 4 facilitators worked with 21 teachers across the three schools while 159 learners benefitted from one-on-one assistance. During the closure of schools, work continued online. Four courses were offered on Google Classroom, namely: Fine Motor Skills, Gross Motor Skills, Visual Motor Integration and Basic Numeracy. Instructional videos were posted on Facebook each week.

Towards the end of the reporting period, a new in-house Play Therapy Programme was designed to run at the Enlighten Training centre during two afternoons per week.



# Counselling Programme

**Lianna Morrison**

Educational Psychologist: Pr nr 0303895

BEd Psych (US) MEd Psych (US) MECI (UP)

*Hawston Primary, Okkie Smuts, Mount Pleasant Primary, Gansbaai Primary, Bosko Christian School and Kleinmond Laerskool*

The Enlighten educational psychologist, Lianna Morrison, visited 6 primary schools in 2020 on a weekly basis offering support to learners and teachers and parents. As with most things this year it has been a case of “go with the flow” and adapt to the ever changing daily needs. Lock down resulted in many family losses, due to gang related murder, domestic violence, accidental drowning, parental separation, scholastic difficulties and Covid related deaths particularly from August to October 2020. Lianna worked closely with Child welfare on the number of cases at Mount Pleasant Primary.

The teachers also wanted more opportunities to talk about their experiences with many complaining about the frequent changes they were required to make due to lockdown while others were proud of how well the children had adapted. Others were

stressed about the children’s poor performances and lack of parental support during lock down. Parents required advice on how to manage their child’s needs as well as needing a space to share their experiences. Lianna had more WhatsApp/video calls with parents than face to face interactions. The plan for the year ahead is to continue to adapt to meet as many needs as possible given whatever the current conditions may bring as there maybe more trauma related cases and higher level of need on the horizon.

## SUPPORT PROVIDED FOR THE YEAR 2020:

Emotional Issues	77
Assessments	4
Parents	28
Teachers	40



# Early Childhood Development (ECD)

*“ Education begins the moment we see children as innately wise and capable beings. Only then can we play along in their world.” - VinceGowman.com*

## Why does Early Childhood Development matter?

- Learning starts from birth
- ECD impacts children’s social and emotional health
- A focus on ECD lays a foundation for a child’s future educational career
- ECD teachers can help parents identify a child’s learning concerns and needs early on and find the appropriate mediation from the start
- ECD has long term benefits for children from disadvantaged and low-income households

**The Enlighten ECD Project is a four-pronged, cornerstone project of the Trust. It focuses on:**

- Teachers Professional Development and in-class support in 30 edu-care centres (Year One - Roadmap 2024).
- School Readiness Parental Programme and in class support in 3 primary schools.
- Registration, support and development of 67 educare centres in partnership with Department of Social Development, Western Cape.
- Book and Toy libraries provide crucial support in terms of books and educational toys and are interlinked with all the programmes.

In spite of closure of edu-care centres for four months during the onset of the pandemic, we are happy to report that definite progress has been made.





## HERMANUS CHRISTIAN ACADEMY

PO Box 2202, Hermanus 7200 / Banking Details: ABSA Hermanus, Account No: 4060204341

Tel: 028 3161910 Email: hermanusacademy@whitelensil.co.za

Non Profit Organisation Registration number: 004-172 NPO

Public Benefit Organisation Reference number 18/11/13/2822



### TO WHOM IT MAY CONCERN

We are writing to say a big THANK YOU for the wonderful gift of books you so kindly donated to us for our children. According to the teachers concerned, they have been read and re-read countless times with great enthusiasm and enjoyment so, again, thank you so very much.

Nosipho Mantyi  
Grade 0 Teacher

*N. Mantyi*

Edwina Faro  
Grade R teacher

*E. Faro*

Dr N E Ross  
Principal

*N. E. Ross*

Dear Sir/ Madam

Ref. Gratitude for donation.

Refer to the above. The Directors, educators, learners and the Grade R, in particular, would want to extend their inner most appreciation towards the assortment of learning materials, tool and equipment you donated to us.

May your kind gesture continue to thrive and inspire us all. The children were benefiting especially on visual performance as they see the colourful pictures in the books, they also master the concept of colours and language development as well. I really appreciate.

Thank you

Overstrand Learning Centre - ECD

*"Reading is a passport to countless adventures."*

*- Mary Pope Osborne -*



## Interview with the Principal of one of the Edu-Care Centres - *Little Lights, Zwelihle*

**M**rs Vuyiswa Khuse is the principal of Little Lights ECD Centre in Zwelihle. As part of a feedback process, she expressed her gratitude and emphasised the importance of having an NGO like Enlighten Education Trust in the Overstrand area.

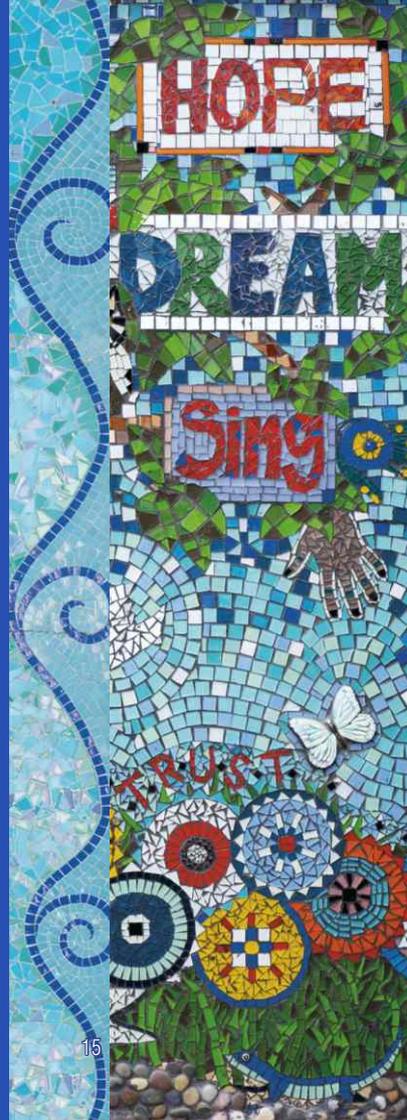
Before she encountered Enlighten, she had little understanding of services and standards that apply with regard to ECD. She said that she only looked after the children and gave them love and care, but no activities.

When the Enlighten Eyona Programme was introduced to her at a workshop at the Trust, she was so happy to be among the other teachers and to learn from them. She went on saying that she was an introvert person with a very low self-esteem, but today she speaks with pride and has a much better appreciation of the benefits of a structured ECD curriculum.

Mrs Khuse shared many stories about her engagement with EET from support with the handling of Covid protocols in her Centre to the reception of food parcels as well as books and resource packs.



*Children learn through play. - Plato -*



## Digital Learning

In recent years, digital learning has become an important focus in Government education policy and as result Enlighten has expanded its work in this area. To this end, we have strengthened our capacity to assist our target communities in using ICTs (Information and Communication Technologies) to enhance teaching and learning. During the reporting period, we delivered support through multiple channels including on-line learning, a mobile unit and computer labs. Notwithstanding or because of the public health disruption, e-learning took a new direction during the year. The Trust made use of on-line learning platforms like Digital Classroom, Vodacom e-School and Google Classroom to deliver its programmes in areas like Teacher Professional Development, Art, Music and Coding and Robotics. While many poorer families have limited or no access to the required technology, Enlighten strives to ensure that children in its target community are not left further behind because of the technological divide.

The Mobile Unit visited eight primary schools and two edu-care centres on a weekly basis using

*“Every individual is a node on a learning network. We can call them the Quantum Generation. They are making a quantum leap into an increasingly complex digital world.” – Gilly Salmon*



notebooks and tablets to upskill teachers in the classroom. Coaching was provided on learning supports such as CAMI Edu Software and Smart Classroom.

<b>Name Of School</b>	<b>Grades Supported</b>	<b>Area</b>
Die Bron PS	Grade R	Stanford
Gansbaai PS	Grade R	Gansbaai
Bosko PS	Grades R/4/5/6/7	Hermanus
Kleinmond PS	Grade R	Kleinmond
Mount Pleasant PS	Grade R	Hermanus
Waldorf PS	Grades 6/7	Hermanus
Lukhanyo PS	Grades R/1	Hermanus
Zwelihle PS	Grade R	Hermanus
Yomelelani ECD Centre	Grade R	Hermanus
Nomzamo ECD Centre	Grade R	Hermanus

During the period, the Trust's newly re-vamped Computer Laboratory was of significant benefit to learners from the surrounding communities. Following the re-opening of schools, over 770

children visited the Centre to improve their skills, conduct internet research and to complete homework assignments. Lab staff also coached senior learners to complete their university applications. Meanwhile computer labs at schools in Mount Pleasant and Hawston were activated as part of Enlighten's ICT in schools initiative benefitting some 1070 learners and teachers.



# Teacher Professional Development

The Department of Basic Education has set several goals related to improving performance in key subjects.

One such goal is to improve the professionalism, teaching skills, subject knowledge and computer literacy of teachers throughout their careers. Enlighten's activities in this domain were restricted during the year and were largely conducted on-line. Some teachers benefitted from training on the use of

information and communication technologies like Smart Classroom, Vodacom Digital Classroom and Excel, as well as social media and mobile computing skills.

As children return to the classroom, lessons drawn from the experience of the past year will serve the Trust in determining its priorities for future support to Teacher Development in the digital space.



*"Who dares to teach must never cease to learn."*  
- John Cotton Dana -



## Coding and Robotics

Coding and Robotics comprise of activities that involve an educational programming language and/or robots. While digital literacy is about using digital tools and resources, coding and robotics concern the artificial language that enables the creation of technology – increasingly recognised as a new literacy. By developing their knowledge and skills in this area, children are better prepared to think critically, solve problems, create and collaborate. During the period, Enlighten’s Coding and Robotics club expanded its learning programs

as new coding environments and new robot designs were integrated. Applications such as Lego, We-Do and Scratch 3.0 were used to support the learners. Much of the activity over the period was carried out on-line and was received enthusiastically by both parents and some 270 learners.

In a project involving senior learners at Qhayiya Secondary School, participants constructed real life, fully automated robotic models including a Formula 1 racing car.



### ONLINE COURSE NAMES

- GROW YOUR SKILLS 1
- GROW YOUR SKILLS 2
- ONLINE PLATFORMS
- ADVANCED CODING (ROBOTICS PROGRAMME)
- Introduction to Mobile Skills
- ICT SUPPORT PROGRAM
- Introduction to Social Media Skills
- Introduction to Google Apps
- Introduction to Smart Classroom
- Introduction to Vodacom Digital Classroom
- Introduction to You Tube
- EXCEL LEVEL 1
- EXCEL LEVEL 2



*Educators are preparing  
students for a world of  
technology that doesn't  
even exist yet.*

*- Mrs. Neidhardt -*



## Music, Visual Arts and Crafts



### Music – The Hermanus Academy of Music (HAM) –

*Music changes the world because it changes people...*

The Hermanus Music Academy has evolved out of Enlighten's efforts to introduce disadvantaged children to music as a complement to the traditional school curriculum. From small beginnings, the programme has grown in scope and excellence covering all aspects of tuition and training in schools, as well as support to individual learners who show an aptitude and love of music.

It has been demonstrated throughout history that music connects people through a language that transcends the bounds of time, space and nations. Simultaneously, it can close the academic gap between better off and less fortunate students. Without a creative outlet, students can find themselves disengaged from the curriculum and drop out of school. HAM endeavors to close this gap

and our facilitators are working diligently to make a difference through music education.

Highlights during the past year, in spite of the disruption and uncertainty have been plentiful. Making music offered HAM students a source of comfort and strength and continued to reach talented youth as they learned new skills that helped them imagine broader possibilities for their futures.

Thank you to our donors who afforded 187 disadvantaged youth the invaluable gift of cherishing music for a lifetime.

- A successful choir performance in partnership with the Rural Arts Network (RAN), took place during the "Woodfees" with Niel Rademann.

- The Enlighten Music Coordinator designed two online Music courses – an Introduction to Music Theory and an Introduction to Guitar for Beginners. Both these courses were published on Google Classroom.
- Luvo Maranti, a HAM student in voice training, was announced the Winner of the Online Voices of South Africa Opera Singing Competition.
- Education Africa Virtual Marimba Competition – the only organization from the Western Cape participating. There were 2 main entries: Waldorf Hermanus & Botrivier Marimbas. They came 2nd in the Category High School Band – Battle of the Bands.

Waldorf Primary School – Small Ensemble won prize for the most promising band in entire competition. Prize: TOMS Keyboard for the school.

- Former HAM student Daun Kim was accepted at the Stellenbosch Medical Faculty Symphony Orchestra as 1st Violinist.
- McKayla Viljoen, former HAM student promoted as Conductor at Drew University, Madison, New Jersey, US.
- UNISA Practical Results: 4 distinctions and 1 Roll of Honor
- UNISA Theory Results
- Enlighten's first ever Virtual Music Concert, due to Covid 19, was successfully presented. All HAM students participated in this joyful event.



*"A painter paints pictures on canvas. But musicians paint their pictures on silence."*

*- Leopold Stokowski -*





## *'A dream fulfilled'..*

**N**osiviwe Matikinca, a grade 10 learner from Qhayiya Secondary School enrolled for a Visual Arts class at Enlighten Education Trust in 2018. She arrived in class a confident and creative teenager with a dream ... to study Art at university.

She was like an older sister to the younger learners and always brought encouragement and enthusiasm to the class. She showed great potential and her artworks were featured in the Trust's end of year Exhibition.

The staff at Enlighten recognised Nosiviwe's commitment and immediately took her under their wing. With the help of teacher Anna Matibeli from Qhayiya Secondary School, Nosiviwe successfully applied to take art as an extra subject at Hermanus High School. Later she received sponsorship to study Visual Art and Design at Northcliff House where she passed her matric with distinction in both subjects!

Nosi went on to be accepted at the Nelson Mandela University where she is now doing a Bachelor of Visual Art in Port Elizabeth.

She has always remembered the staff at Enlighten and she keeps in touch with her teacher and mentor Ashleigh to connect and share her journey. EET is

proud to have played a part in seeing Nosi's dream come true.



*"I love Art and am happy that I am studying it at University as it has always been my passion. I would not be here today if it was not for Ashleigh who was my art teacher at Enlighten Education Trust and I will always be grateful. I hope Enlighten changes more lives and makes more dreams come true."*

# Enlighten Community Book and Toy Library



The Trust's Community Book Library serves 6,000 children from disadvantaged communities in Zwelihle and Mount Pleasant. Children from these communities stream to the library after school to immerse themselves in the magical world of books and to do their homework.

Covid-19 had a huge impact on the well-being of these children. They experienced hunger and the disrupted teaching affected them adversely. The Library was closed for several months at the start of the pandemic. Following the limited re-opening, library staff assisted with food-parcels and food vouchers for needy children.

Sixty resource packs were provided to Grade 1, 2, and 3 learners comprising pencils, paper, activity

sheets and storybooks. 'Book Dash' storybooks were provided to Foundation Phase learners at Bosko Christian school, Waldorf, Zwelihle Primary and Lukhanyo Primary schools.

The Toy Library made available educational toys for babies and children from the ages of 2 months to 13 years. All toys are selected for high quality, durability, enjoyment, and developmental value including for children with special needs. The Trust has a policy of not charging for accidental breakage, but does ask for toys to be returned in a clean condition. Although the Toy Library was closed for most of the year, arrangements were put in place for toys to be made available to small groups of young children in their communities.

Total number of members: 6,578  
Total number of books issued: 7,100  
Number of books in circulation: 14,903  
Mobile library:  
Primary schools visited: 3  
ECD centres: 17 (reaching approximately 1,500)



## Toy Library



*"Play builds the kind  
of free-and-easy, try-it-out,  
do-it-yourself character  
that our future needs."*

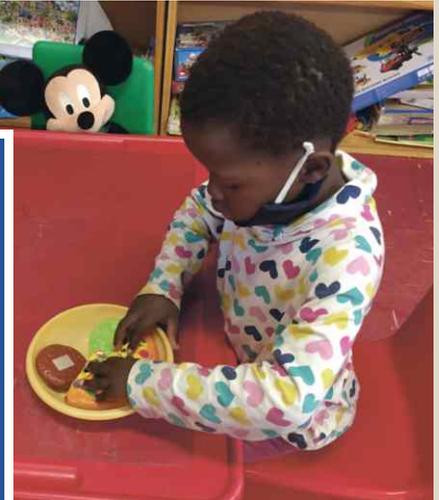
*- James L. Hymes, Jr. -*





*"You can discover more  
about a person in an  
hour of play than in  
a year of conversation."*

*- Plato -*





## The Enlighten Shine Chapter

The Shine Literacy Hour gives Grade 2 learners extra support with reading, writing and the construction of sentences. Their self-esteem visible grows as does their enthusiasm for learning and exploring. All the children hail from disadvantaged communities where very little English is spoken.

The Shine programme was disrupted last year by Covid19. The last session was held on 13 March 2020. Shortly after that, the country went into lockdown.

Nov 2019		March 2020	
Special needs	1	At risk	1
At risk	7	Near level	6
Below level	12	On level	6
Near level	6		
On level	2		

Even though Shine was disrupted, the results were positive and showed that the Shine programme made an immense difference. Throughout Covid, Shine Head Office in Cape Town supported not only

the 19 Shine learners, but also the entire Foundation Phase at Waldorf Primary school.

The Grade 2's received food parcels and an additional food voucher. The Grade 1, 2 and 3 learners received resource packs which included writing materials, exercise books, Book Dash books and Wordworks stories and games. These packs were invaluable in that it allowed parents to educate their children at home.

Thank you to our 13 Shine volunteers for their dedication, love and commitment shown to all the children at Waldorf school.



*"Once you learn to read, you will forever be free" – Frederick Douglass*

# Financial Statements

FOR THE YEAR ENDED  
28 FEBRUARY 2021



## Statement of Financial Position

Figures in Rand	2021	2020
<b>Assets</b>		
<b>Non-Current Assets</b>		
Property, plant and equipment	4 772 345	4 848 731
<b>Current Assets</b>		
Trade and other receivables	27 455	13 248
Cash and cash equivalents	993 038	905 694
	<b>1 020 493</b>	<b>918 942</b>
<b>Total Assets</b>	<b>5 792 838</b>	<b>5 767 673</b>
<b>Equity &amp; Liabilities</b>		
<b>Equity</b>		
Accumulated surplus	5 069 130	5 082 442
<b>Liabilities</b>		
<b>Current Liabilities</b>		
Trade and other payables	723 708	685 231
<b>Total Equity and Liabilities</b>	<b>5 792 838</b>	<b>5 767 673</b>

## Reconciliation of revenue for the financial period

Figures in Rand	2021	2020
Opening balance - Income received in advance	669 904	507 645
Received during the year	5 062 046	5 011 697
Less: Closing balance - Income received in advance	(705 500)	(669 904)
<b>Revenue recognised during the year</b>	<b>5 026 450</b>	<b>4 849 438</b>

## Detailed Income Statement

Figures in Rand	2021	2020
<b>Revenue</b>	<b>5 026 450</b>	<b>4 849 438</b>
<b>Other income</b>		
Insurance claim received	-	10 192
Interest received	36 778	61 825
Music lessons	5 110	1 925
Recovery of OTI loan	-	10 351
Rental income	77 200	81 600
	<b>119 088</b>	<b>165 893</b>
<b>Operating expenses</b>		
Accounting fees	(111 080)	(106 375)
Advertising	-	(4 127)
Auditors remuneration 7	(23 000)	(13 800)
Bank charges	(15 587)	(14 980)
Big Vision	(6 977)	(84 371)
COVID19 expenses	(106 966)	-
Caledon help	(62 898)	-
Cleaning	(60 296)	(56 396)
DSD expenses	-	(55 216)
Depreciation, amortisation and impairments	(84 884)	(53 285)
ECD expenses	(223 790)	(273 518)
Early childhood development	(76 988)	(181 963)
Employee cost	(3 105 217)	(2 657 387)
Food parcels	(260 982)	-

Figures in Rand	2021	2020
<b>Operating expenses</b>		
Foundation phase and enrichment expenses	(45 012)	(142 088)
Insurance	(49 647)	(44 982)
Junior Town Council (Youth development)	-	(21 260)
Library	(189 398)	(173 754)
Literacy	(20 813)	(130 890)
Meeting expenses	(14 767)	(12 535)
Motor vehicle expenses	(7 262)	(9 904)
Music expenses	(37 804)	(40 595)
Postage	(1 339)	(687)
Printing and stationery	(23 557)	(25 233)
Repairs and maintenance	(154 115)	(93 972)
Security	(110 922)	(7 648)
Subscriptions	(185)	-
Tech support	(250 051)	(356 043)
Telephone and fax	(40 270)	(34 530)
Travel - local	(13 853)	(19 202)
Utilities	(61 190)	(73 524)
<b>Total expenses</b>	<b>(5 158 850)</b>	<b>(4 688 265)</b>
<b>Operating (deficit) surplus 6</b>	<b>(13 312)</b>	<b>327 066</b>
Finance cost	-	(4)
<b>(DEFICIT) SURPLUS FOR THE YEAR</b>	<b>(13 312)</b>	<b>327 062</b>





Tel: +27 (0)28 313 6500 | E-mail: [magriet@enlighten.org.za](mailto:magriet@enlighten.org.za) | Website: [www.enlighteneducationtrust.org.za](http://www.enlighteneducationtrust.org.za)

PO Box 794, Hermanus 7200 | Corner of Swartdam Road and Angelier Street, Mount Pleasant, Hermanus 7200

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

Website: [www.enlighteneducationtrust.org.za](http://www.enlighteneducationtrust.org.za) | Facebook: [www.facebook.com/EnlightenTrust](https://www.facebook.com/EnlightenTrust) | YouTube: [www.enlighten.org.za](https://www.youtube.com/enlighten.org.za)

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