



The FunDza Literacy Trust
Annual Report 2015

FunDza readers say...

What a touching story Remo.. I'm actually facing the same problem you're facing at the moment..my matric marks are the best my family ever had. But bcs of no financial help, I'm home, writing short stories and poems, which is my passion. Tnx hey, 4 such a story. I never lost hope, I know u won't too.

I think by starting improving smaller things thats r next to us and value them,so we cn make south africa a better enviroment for living, nyc 1 author

Wow wht a story.wow i dnt knw hw i cn expres dic felng bt i hv.dic story its mor than owsom.lol dat it babalok kis d gal man.

Wow wow wow wow nw tht waz a reli nce stry bgup guyz u hv dne a grt job nd it the mst enjoyable stry nd best i hav'd evr read

Thankx Mbu i always read ur story when m depressed u encourage me 2 stand up in wateva situation m in. More story 4rm u, u r da best author i already read ur two stories after dis one.

Fundza is a vry gud thng wch keep us busy

Reading helps me escape from reality. Most of the times while I read stories I gain more knowledge on how to deal with situations, and I learn more about myself.I love reading Humen drama and series and children stories, real life stories.

Love is magical. Reading FunDza's short stories change my view n knowledge abt lyf i didn't knw dat person u call a friend can influence u to do bad things n make wrong decision up untill i read many of fundza's short stories.

I lke to read fundza it gives me a boost evry day .the authors are clever and the stories are great. it teaches us whats happening in real life. keep up the good wrk fundza.

Gr8 story thank you fundza 4 the gr8 stories u guy hauf 4 us 2 read much love. PEACE

Wow I've learnt so much n a lot of my views on teenage pregnancies have changes... thx a lot.

Mhmmm nice story fundza...,i love it especial the last chapters.....the letter from unwanteds made want to cry yhoooo/ grt stry fundza!!!

What a nice story... there are even rap lyrics,its a gud story indeed

Wel 4 me reading is jst a way of gettng rid of boredom. I luv fundzalicious reads cos its so intarstng nd myks me relate 2 ppl's stuggls thy face evrydae.

At high school reading helped me a lot because I excelled in oral exams and wrote essays better than others for I was able to use the correct punctuations and phrases. Reading competitions really encourage me to read more because I am always eager to win more and more prizes.

Loving this story fundza its da best story u guys eva published thumbs up mwaa(x):)

Cnt stop cry'ng! wat a sad sad story

Thumbs up!amazing story fundza i really enjoyed it.u guyz rock

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Trustee admitted after 28 February 2015: Mashale, R.

CHAIRPERSON'S REPORT

It's been another exciting, challenging and successful year for FunDza, where we worked hard towards meeting our goal of popularising reading for pleasure and inspiring South African teens and young adults to read and to write too.

As FunDza board members, it is our duty to ensure that the organisation is able to operate effectively now and in the future so that we can achieve our mission and contribute to the growth of generations of literate and educated young people in our country. A major part of this is sourcing and maintaining relationships with funding partners who share our belief that the ability to read and the practice of reading for pleasure can have a profound and positive impact on young people's lives.

In the current economic climate we are sympathetic to the difficult decisions funders make in choosing their social investments: in South Africa, the need is great and there are many organisations doing amazing work to help build a more equitable and just society.

Therefore, we are extremely grateful to all our funders and supporters who have entrusted us with their limited resources and thereby ensured that the FunDza team can continue to do its work diligently, with passion and competence. To the new funding partners, thank you for the commitments you have made to literacy development and spreading the love of reading and writing. We hope to build a long and fruitful relationship with you.

Very little of what we do would be achieved without the dedicated FunDza team and the groups that work closely with us. I am consistently proud of the work that you do, going the extra mile and going beyond the call of duty.

Our team has been busy with new projects and testing new concepts and ideas. Our Executive Director Mignon Hardie and other members of FunDza have helped to spread the message about the work that FunDza does through conferences both in South Africa and across the globe. This has helped us to forge new partnerships, learn new things, and be inspired by the work of other practitioners in our field.

The FunDza team have worked hard to think of new ways to reach more young people with our various projects. Most importantly, we hope that our work has a real and lasting impact on the reading behaviours and attitudes to reading of the young people we reach. In my own life, I can bear testament to the positive impact that reading has had on my professional advancement and ability to achieve academically. We so hope that thousands of young people across South Africa can have access to the opportunities that a world of words affords.

Thank you for the support given, and we hope that you will continue to do so, financially or by spreading the word.

Siki Mgabadeli

EXECUTIVE DIRECTOR'S REPORT

The benefits of reading for pleasure are profound: the more that young people read, the faster they acquire the language skills necessary for academic achievement and professional success in later life. But, despite the benefits, there are enormous challenges in growing a culture of reading.

FunDza's programmes aim to address some of these. We do this by providing exciting, high interest books free to worthy organisations, by leveraging the reach of mobile technology to provide easy access to local stories of high appeal at little cost to the reader, by producing the type of reading content – in multiple languages – that excite and delight teens and young adults, and by promoting reading for fun in a variety of ways.

For FunDza, the 2015 financial year was one of many celebrations. We were selected as finalists for two international awards: The Tech Awards (Microsoft Education Prize), and the WISE Awards, by the Qatar Foundation. Both awards recognised FunDza's innovation in getting young people across South Africa reading on their mobile phones.

It is wonderful to be recognised, but far more importantly, it's good to know that we are doing good work worthy of the attention.

Huge recognition needs to go to the FunDza team for their efforts in ensuring that the work gets done every single day. We're a small team, yet the quality and quantity of the output achieved is significant.

Without fail, FunDza has published a new short story every week, for our eager readers to enjoy. Almost every day there is new content on our mobi network – whether a blog about fashion, a children's story to encourage reading in the home, or an interesting or challenging discussion article about youth issues.

We also know that our readers like to write, and that their voices are worthy of being heard! When we identify strong talent we try to nurture it by mentoring those writers into becoming our new commissioned authors. This effort is bearing fruit, with several writing blogs or short stories.

In addition, we're supporting a wide range of beneficiary groups through our book distribution programme. We're proud to have delivered almost 20 000 books and more than 40 000 pocketbooks to 224 reading groups across South Africa. Some are based in remote rural villages, while others are in townships. All the books reach young people who wouldn't easily be able to afford books themselves.

These efforts are getting South Africa reading and writing.

FunDza is constantly looking at new ways that it can engage with its readers and reach a new audience. This is particularly important given the decline in Mxit users generally. Part of our strategy is to bring our mobi-powered network inside the classroom. This year we started a new programme to do just that. The Deepening Reading Practice programme is an online reading curriculum for use by groups of learners. It uses our story content, together with a variety of activities, to help young people develop the literacy skills needed for school and for life. We look forward to developing this further in the coming years.

We couldn't do our work without the support of many individuals, organisations and partners who believe, as we do, that reading books and stories changes young people's lives.

Thank you to our staff, our board of trustees, our partner beneficiary groups, our funding partners, our technology partners and, most importantly, our readers, for making the 2015 financial year great.

Mignon Hardie

Annual Report in Numbers

Popularising Reading Programme

Books delivered:



Beneficiary by province:



Newsletters sent:



Special projects:



Developing Young Writers

Write4Life workshops:



Workshop participants:



Fanz published:



Content:



Growing Communities of Readers

Readers:

Total readers

409,002

Total pages viewed

10,542,559

Total sessions

2,220,652

Average session length

13 minutes

Mxit messages sent

130

Interaction:

Comments received

53,204

Readers who comment

11,657

Facebook followers

4,269

Twitter followers

3,450

Content published:

Short stories

49

Translations

16

Full-length books

8

Children's stories

43

Blog posts

129

Mentorships

7

Building for Sustainable Impact

Donations received

R 2,819,543

Expenses

R 3,239,489

International accolades

2

New donors

5

Existing donor renewals

11

Research studies

3

Conferences

21

OUR PEOPLE

The FunDza team brings together highly skilled individuals with experience in business, marketing, publishing, writing and teaching. Most importantly, all are passionate readers who share a deep love for this country and a belief in the transformative power of literacy, literature and story-telling. Here are the people involved with FunDza during the 2015 financial year.



Siki Mgabadeli (Chairperson)

Siki is a business journalist and independent producer. She currently is the anchor for *Moneyline* on eNCA and she is the presenter for *Market Update* with Moneyweb on SAfm. Siki

won the Telkom ICT Journalist of the Year and Sanlam Financial Journalist of the Year (TV) awards in 2006. She has an Honours in Journalism from Rhodes University.



Mignon Hardie (Exec. Director)

Mignon has a passion for small business development and has previously managed a number of start-up enterprises. She is also a director of FunDza's

publishing partner, Cover2Cover Books. She has a BA from UCT and an MBA from Stellenbosch University, for which she was awarded an Old Mutual Gold Medal.



Lebogang Thagane (Trustee)

Lebo has worked for various companies as a Human Resources practitioner specialising in organisational development. She has also worked in the wine

industry. She is currently HR Manager at Neopak. Lebo has a BA Industrial Psychology degree from NMMU and an MBA from Stellenbosch University.



Andrew Weeks (Trustee)

Andrew is an experienced commercial attorney with an interest in plain language, consumer protection, information privacy and technology law. He has a BA from

Stellenbosch University, an LLB from Wits University and an LLM from the University of Cape Town.



Baleseng Dlamini (Trustee)

Baleseng is currently working in the advertising division of Multichoice as Regional Manager: Southern African countries. She was previously National Business Manager,

Mass Markets, for Ads24. She has spent most of her career in the media industry, having worked for various top companies in advertising, sales, marketing or strategic business development.



Nicci Giles (Stakeholder relations)

Nicci is an experienced manager and marketing strategist. Her strong marketing skills and social-media savvy keep FunDza in the public eye.

Previously she was head of Marketing for the Johannesburg region of Investec Private Bank. She has a BSocSc and a Post Graduate Diploma in Organisation and Management, UCT.



***Dorothy Dyer
(Literacy specialist)***

As a former English teacher, Dorothy's passion for getting her students to read became the catalyst for FunDza's literacy programmes. Dorothy is the author of many

academic textbooks, and teen fiction. She holds a Masters in Applied Language and Literacy Studies plus a Masters in Creative Writing, through UCT.



***Rosamund Haden
(Content developer)***

Ros is a writer and editor. She ensures that FunDza always has top quality content for its mobi network. She is the author of adult novels, short stories, children's fiction,

and textbooks. She holds an MA in Creative Writing from UCT and a Diploma in Advanced Studies in Publishing from Oxford Brookes University.



***Phoebe Sibomana
(Beneficiary liaison)***

Phoebe is the liaison officer for the beneficiary groups in the Popularising Reading programme. She also writes the 'Just Trendi' blog and helps with a wide range of administration for FunDza.

Phoebe has her Honours in Social Development from the University of the Western Cape.



***Zimkhitha Mlanzeli
(Fanz editor)***

Zimkhitha mentors aspirant young writers as part of the Developing Young Writers programme. In addition, she hosts writing workshops and does a

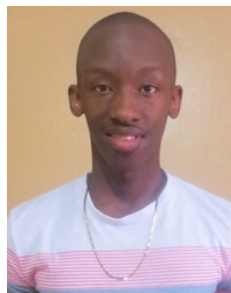
wide range of outreach work with readers and writers. She is also the author of short stories and a Harmony High title: *Blood ties*.



***Sonja Kruse
(Outreach officer)***

Sonja has joined the FunDza team on a part-time basis, running outreach projects, in particular the Reading for Enjoyment project with False Bay College. She also

works to communicate FunDza's work effectively to stakeholders and collect the stories of our Fanz readers and writers.



***Ndibulele Sotondoshe
(Intern writer)***

Ndibulele is a final year journalism student at Cape Peninsula University of Technology. He spent 2015 interning for FunDza as a feature writer, compiling profiles on ambitious and

interesting South Africans who are making a difference. The series is called 'Inspiring Tomorrow'.



***Sicelo Kula
(Youth blogger)***

Sicelo is finishing off his law degree at the University of the Western Cape. He's a talented writer and has a wealth of opinions. He's been writing the weekly 'What's poppin'

eKasi' blog that gets FunDza readers discussing a wide range of topics.



***Zikhona Gwadiso
(Fashion blogger)***

Zikhona started the 'Just Trendi' fashion blog for FunDza and also performed a range of administrative duties for the organisation. She has since left the organisation for Cape

Peninsula University of Technology, to pursue her number one passion: fashion.

BUILDING FOR SUSTAINABLE IMPACT

The Building for Sustainable Impact programme provides a firm foundation for FunDza's operations, so that it can do its important outreach work. This programme focuses on the future, and how to ensure that FunDza remains responsive to changes in the external environment and is well-positioned to fulfil its mission: growing a culture of reading and writing among South African teens and young adults.

The programme is concerned with the following activities:

- Developing and deepening relationships with partners who share our vision of growing a literate nation;
- Securing funding and using donor resources effectively for impactful work;
- Providing oversight and accountability;
- Harnessing the power of energetic and dedicated people;
- Supporting the organisation with effective systems for monitoring our progress;
- Reflecting on our work and staying attuned to the changing environment;
- Ensuring that we remain true to our core mission of growing a culture of reading and writing to support a literate youth population.

Sustaining external relationships

Without the funding, we would be unable to continue our work. Much gratitude goes to our core funders who have been consistently supportive. These include: the DG Murray Trust, the Claude Leon Foundation, The Learning Trust, the 476 Educational Charitable Trust, the Harry Crossley Foundation, the RS Nussbaum Foundation, the Anglo American Chairman's Fund and the National Arts Council. We also welcome the support of partners who have contracted FunDza to provide services. These include: Corruption Watch, the UNHCR, the Perinatal Mental Health Project, and the Year Beyond project.

There are numerous other stakeholders who support FunDza in its work. Mention must be made of Nal'ibali and its campaign to get South Africa reading, Inyathelo for its help with our organisational development work, The Reach Trust for its continued support to promote FunDza through its networks and grow our readership base, Worldreader and Vodacom's Digital Classroom for their efforts to promote FunDza content to their readers, the Goethe-Institut for its help with networking, and many others too.

Understanding our impact

During the course of the year, FunDza worked with two UCT Honours students who used FunDza reading data to conduct investigations into reading behaviour.

Kelly de Villiers concentrated on gender differences in terms of preferences for reading material. Her study concluded that there were significant gender differences in terms of preferences for reading material – specifically in terms of preferences for two genres: sport and romance. However, inconsistent with much of the international literature, FunDza's male readers tended to enjoy a wide range of what is considered to be 'female-oriented' content. Importantly, the study showed that South African fiction was hugely popular with both male and female readers, confirming our own anecdotal findings that readers enjoy stories that are familiar to them.

Jessica Horler conducted research into the underlying motivations for reading of FunDza readers. This was a very important study for us, as we want to better understand why our readers read, so that we can improve our impact and develop strategies to encourage increased reading for pleasure. See the report on page 21 for an overview of the study's conclusions.

Sharing the FunDza story

FunDza works hard to increase its brand visibility in order to grow its support base and reach. During the course of the year, FunDza was featured in 23 news articles (either in print or online), FunDza staff were interviewed on 12 radio shows and four TV shows, its Facebook following almost doubled from 2860 to 4269 followers, while its Twitter following increased to 3450 followers.

In addition, FunDza staff members presented the organisation's work at 21 conferences, workshops or talks, during the course of the year.

Some of the highlights included: Mignon presented on the Rights project at eLearning Africa (in Kampala, Uganda); Mignon, Zimkhitha, Dorothy and Ros were all speakers at the Franschhoek Literary Festival; Dorothy and Mignon were invited to run workshops at the Zimbabwe International Book Fair; Dorothy spoke at the Jozi Book Fair; Ros and Dorothy each spoke at the RASA Conference in Grahamstown; and Mignon presented a paper on the lessons learned from the Motivations for Reading study at UNESCO's Mobile Learning Week, in Paris, in February 2015.

Changes to internal operations

At the end of January 2015, Nicci Giles – FunDza's Stakeholder Relationship Manager – left FunDza to pursue business opportunities with her husband. Nicci has been with FunDza since July 2011, a couple of months after the organisation had been formally constituted, and some months before we received our first grants. Nicci took a leap of faith in the vision that FunDza had and joined our tiny team.

Nicci's business acumen, creative thinking and boundless energy have been powerful contributors to FunDza's growth and success over these early years. One of Nicci's achievements was pulling together our first major reading competition, in December 2012, using the advertising budget from Media24's 'Giving You Space to Grow' initiative. This significantly boosted the FunDza readership base. She also raised our social media profile, thanks to her dedicated commitment to engaging with friends and supporters via Facebook and Twitter.

Nicci's marketing, profile-building and relationship-making skills, together with her ability to reduce the office to raucous laughter with amusing anecdotes, are sorely missed. We wish her every success in the future.

New to our team are Ndibulele Sotondoshe, our intern feature writer for the Inspiring Tomorrow series, and Sonja Kruse, who works on the Reading for Enjoyment campaign with False Bay College and assists with communications. A very big welcome to them both.

Celebrating successes

FunDza was delighted to have been selected as a finalist for some prestigious awards during the course of the year. In April, FunDza was named as one of 15 finalists for the 2014 WISE Awards. Inaugurated in 2009, the WISE Awards identify and promote unique solutions to real-world education challenges. This year's finalists from around the world showcased creative approaches to issues of access, quality and employment. The projects combine conventional tools with a range of technologies to achieve results in a variety of areas. These include addressing special needs, encouraging a love of literature, running a small business, and reaching marginalized communities.

The WISE Awards finalist projects are evaluated by a Pre-jury of internationally recognised education experts. The projects demonstrated innovative thinking and concrete impact on communities and societies, as well as the ability to be replicated in other contexts and regions.

In July, FunDza was selected as one of five finalists for The Tech Awards (Microsoft Education Award). This is an international awards programme that honours innovators from around the world who are applying technology to benefit humanity.

For both of these international awards, FunDza was selected for the innovative work of its Growing Communities of Readers programme, which is reaching thousands of young people daily, via their mobile phones.

Special Report: m-Literacy Stakeholder Networking Event

In January, the Goethe-Institut organised an m-Literacy Stakeholder Networking Event. This brought together a number of stakeholders that use technology in innovative ways to improve literacy levels, and to build a culture of reading and writing. These included the African Storybook Project, Nal'ibali, The Reach Trust, Yoza Project, Book Dash, Creative Commons, WikiAfrica, Worldreader, The Library and Information Association of South Africa, Johannesburg City Libraries and The Ulwazi Programme, amongst others.

The Goethe-Institut had also invited organisations to extend the invite to some of their users. FunDza was so pleased to have FunDza Fanz writers Vhuthu Muavha and Anathi Nyadu in attendance, as they added great value to the discussions and provided a unique user-perspective on the use of mobile phones for reading and writing.

The discussions allowed participants to map out the m-Literacy ecosystem, and engage with important current issues, such as how to increase mobile usage for literacy purposes, how to engage users in the content creation process, and how to garner support for projects.

One of the outcomes of this event was the publication of a Wikipedia page on Mobile Literacy in South Africa. View this here: https://en.wikipedia.org/wiki/Mobile_Literacy_in_South_Africa.

Anathi Nyadu wrote a reflective article on his experience. Here it is:

Mobile literacy ... the next big thing

My life is made up of one thing, and one thing only: reading. Since I was a child I remember only one thing: reading. My whole childhood is filled with dirty newspapers that I had scrambled out of dustbins, with *TV Plus* magazines from my granny who worked for a Madam, and, of course, stolen books!

I remember reading torn pages of *Ali Baba and the Forty Thieves*. (I still don't know where I found them.) I remember being ecstatic after my granny told us a bedtime story about, 'The child who was stolen by the baboons'. She used to narrate it so nicely that my mind would travel to a place where baboons spoke and sang with hoarse voices. I loved stories!

Stories filled my heart with joy. And a mysterious hunger for stories grew inside me. But stories were scarce, very scarce. My granny had stopped working for the Madam. And whilst arthritis was eating her bones, she lost interest in telling stories. She cursed more, she drank more.

I was left now only with one option with which to quench my thirst for stories. And that was to steal books. I remember stealing a book from my English teacher's collection. Yes, I felt guilty ... but my love for stories was too strong and books were expensive. You know what they say about the end justifying the means, right? I mean, I always justified my thieving by comparing myself to those thieves who shoplift bread because of the unbearable hunger pangs. But not even this justification could absolve my guilty conscience.

I'm just happy that my niece, who is nine years old, will not need to resort to this. Thanks to creative and innovative people from all corners of this world who have decided to take advantage of modern technology. And bring stories to where the readers are: using an affordable mobile phone.

Mobile literacy is the next big thing. How do I know this? Well, I attended the Mobile Literacy Network meeting that was organised by the Goethe-Institut in Johannesburg. One of the aims of the meeting was to, 'map out the ecosystem of mobile literacy in South Africa and sub-Saharan Africa'. Participants were asked to share what was happening at the moment and to think about what more they could do to make their mobile literacy programmes even more powerful.

On the first day of the meeting, mobile literacy was discussed in great lengths by speakers from different walks of life. Different walks ... but there was one thing all the speakers agreed on – mobile literacy was the way to go!

Mary Kinyanjui, a librarian from Kenya, spoke excitedly about a project – Kids in the lab – that they have in a library that is situated in a slum in Kenya. She spoke of magically improved school results and how, through games, the children were motivated to learn more. More and more young people were visiting the library. I was happy to hear that kids were reading.



It was really impressive to sit amongst people who were championing the struggle against illiteracy all around the world, using unconventional guerrilla tactics. FunDza's Mignon Hardie rose to speak about the reading revolution that they were waging against illiteracy, by providing stories that appeal to the pleasures of the youth. And they were doing this in a way that was cheap and accessible to their target market: through phones. Being one of the users of the FunDza mobi site, I was able to attest to this.

I also got to learn about other initiatives and how they are all involved, in one way or the other, in fostering a reading culture for the youth. Nal'ibali, for example, publishes stories for children. Inculcating a reading culture in children whilst they are still young is a sure way to having adults who will be readers.

In a later session, aptly titled, 'Power to the Users', I was grilled by 'mobile literacy practitioners' on my reading habits. They asked: How do I read? Where do I read? Who do I read with? Are my friends readers too? Endless questions. However, I fully understood the necessity of those questions to them, and I diligently answered. Yes, we millennials are not really great readers, but there are some of us who love reading so much that we even stole books to quench this thirst.

On the second day, attention was shifted towards the more technical stuff like websites (WikiAfrica; Ulwazi) and organisations (LIASA; City of Johannesburg Library and Information Services) that were focused mostly on dissemination of information through mobile devices. In a later session, Marion Walton, a researcher from the University of Cape Town, presented her findings about mobile literacy. Arthur Attwell, of Paperight, spoke of his drive – albeit unsustainable – to provide affordable learning material to students by transforming photocopy shops into bookstores. This, particularly, appealed to me, as a student who knows the exorbitant amounts we pay for textbooks.

All in all, the meeting was an experience. It is really impressive to see how many people and organisations have dedicated their lives to, and invested in, promoting a reading culture in the world. I was lucky enough to sit in the midst of them and listen in as they spoke excitedly about their failed projects, their current projects, the challenges they faced, and their pipeline dreams.

What is my project, I wondered. When I left the meeting, I felt a sense of purpose. I knew I had to find a project that advocates reading and to dedicate myself to it. The mobile literacy meeting made me join the revolution that is striving to make everyone a reader.

Aluta continua! Let's make them Read. Read before they fall asleep! Read when they eat! Read, Read, and Read on their mobile phones! So, no more jam-smearred newspapers scrambled out of dustbins; stories are not scarce anymore. I just have to press a few buttons on my phone and then a whole library opens in my palm.

Mobile literacy – the way to go!

POPULARISING READING

FunDza wants to instil a love of reading in young people because we recognise the importance of being a literate, educated adult. As Bali Rai, a famous young-adult fiction writer, noted: *“Reading for pleasure is the single biggest factor in success later in life, outside of an education. Study after study has shown that those children who read for pleasure are the ones who are most likely to fulfil their ambitions. If your child reads, they will succeed – it’s that simple.”*

We believe that this is so true. Our Popularising Reading programme aims to get books into the hands of young people who are from communities that do not have easy access to quality, local literature that can induce a love of reading. We work with organisations across the country – schools, libraries, youth development groups and reading clubs – that are keen to develop a culture of reading amongst the young people they reach.

By the end of the 2014/15 financial year, FunDza was supporting 224 active beneficiary groups, and 264 groups had received book donations. Of these, 94 were new beneficiaries that we had started supporting during the course of the year. We try not to turn away groups that need our support, and therefore aim to balance our limited funding against the demand, so that we can extend the numbers.

To become a beneficiary, groups need to submit an application. This is evaluated and if we can support the group, we require the group leader or ‘Reading Champion’ to sign an agreement form. The form binds the leader to ensuring that the books are looked after, that they are made available to young people to read, and that they provide us with feedback on how the books are used.

We supply books in the hugely popular Harmony High series, produced by our publishing partner Cover2Cover Books, as well as anthologies of short stories that originally were posted to our mobi network. Occasionally we are able to distribute other books too. For instance, in this financial year New Readers Publishers gave us thousands of their books – in a variety of local languages – to distribute to our groups.

FunDza is also experimenting with distribution of content in other formats. For instance, through Cover2Cover Books we published three of our Rights stories in ‘pocketbook’ format (a small, softcover A6-size booklet). Read more about this project on page 19. We encourage groups to use their booklets in ways that make sense to their organisation. Some have given them to learners to take home, while others use them in classroom environments. So far the feedback has been positive.

We are pleased to report that during the course of the financial year, FunDza distributed an incredible 19 988 books and 43 028 pocketbooks to beneficiary groups.

Feedback and lessons learned

It is important for us to receive regular feedback from the beneficiary groups that receive our books, as this helps us to report on the use of funds to our own funding partners, and it helps us to learn how our work is having an impact on young readers across the country. The major requirement is the completion of an annual survey. We also ask groups to submit quick monthly surveys, which can be submitted online.

If we don’t receive any feedback from groups – despite repeated requests – we do withdraw support in the form of new deliveries of books. However, we always try to find out why groups don’t complete the required feedback. We are currently examining different approaches for feedback to ensure better engagement with, and the fullest possible participation of, our beneficiaries.

We learn a great deal from the feedback. It helps us to strengthen our programme and ensure that we are meeting the needs of our beneficiaries. If we don’t receive feedback – after repeated requests – we do make groups inactive so that we can support other groups that may be more responsive and able to use the books better.

Here are some of the lessons we've learned:

- The books are most frequently used by learners in Grades 8, 9 and 10 (ages 13–17).
- The most popular methods of using the books are either through a library lending system or as part of reading groups.
- 80% of beneficiaries report that the books are having a positive impact on attitudes to reading.
- Approximately half of the groups used the activities supplied in activity booklets by FunDza. The discussion questions, followed by debating exercises, seemed to have the greatest appeal to groups.
- 95% of the groups report that the language used in the books is at the 'right' level for their group.
- 90% of the groups that received the Rights pocketbooks said that they would like to receive more of these, as they had been useful.
- One of the most frequent suggestions is a request for FunDza staff to visit groups to run reading and/or writing workshops. We'd love to be able to do this but internal capacity and current funding restraints limit our ability. We hope, however, to find ways to address this in the future.

There are obviously some problems. Firstly, we would like to get our Reading Champions encouraging their readers to access our mobi network. But there is resistance. More than half of the Reading Champions reported never having accessed our mobi network – despite our encouraging them to do so, frequently, in our monthly email newsletters. Then, books do go missing, with many groups having reported quite large losses. While we hope that the books will continue to be read informally in the community, it does make reporting – and understanding where and how books are being read – difficult.

Another issue – brought up by groups in rural Western Cape that reach a predominantly 'coloured' group of children – is around diversity in the books. These groups are interested in books that reflect a broader demographic than township teens. This is something that FunDza is working with Cover2Cover Books to provide in the future, through a new series called 'Soccer Season'.

In addition, as noted above, many groups would like us to do more with them. A number have asked for us to run writing and reading workshops with their learners. Given that we are based in Cape Town, we are able to support those nearby beneficiary groups with these types of activities. We would like to raise funds to provide these type of activities to other parts of the country too.

Here is some of the open feedback we've received from our beneficiary groups:

"This is an amazing initiative. When you inculcate a culture of reading to any person it definitely and distinctly changes a person's view and comprehension. I think our learners are slowly but surely receiving the impact it has on them. They initiate their own reading time when the opportunity arrives and continuously ask for new supplies from FunDza. They absolutely love it. Thank you on their behalf."
– Cheryl Nzama, IkamvaYouth, Mamelodi

"Your programme has been nothing but inspirational and the donations of books have assisted us with much-needed reading resources. The learners actually ask when they will be receiving new titles, especially of the Harmony High." – Kareema Lagerdien, Bethelsdorp Comprehensive School

"It's a good programme; it stimulates and encourages students to read. The students can write and express themselves more clearer." – Stephen Phindile Kweza, Isibane Sethemba Social Development

"FunDza has changed my life and helped me. As learners these books impact our live and I hope that they give us more Harmony High Series." – Joyce Mulise, Columba Leadership Trust

"Well, we love your books very much cause we were in a dark for a longtime but now we are in FunDza light. I would also wish if you guys can come to my community and help us promote reading culture."
– Tshepo Masemola, Concerned Citizens

"We have found the FunDza books very successful with our IsiXhosa children. We would now welcome books which our coloured Afrikaans children could relate to. What we find most important about these stories is the powerful message it gives youngsters to respect and maintain good solid values." – Jacque Spiers, Kusasa Project

Special Report: Harry Gwala – Extended Reading for Pleasure Project

Reading is the fundamental pillar of education, yet many learners in South African schools do very little extended reading. Literature studied is often short stories and poetry, so learners don't even get to read one full book during the school year.

FunDza implemented an extended reading project with the Grade 8s at Harry Gwala High School, in Khayelitsha in Cape Town. Each of the five classes got a box with sets of books, and every Friday morning learners got into groups to read. Some of the books were FunDza books, others not, but all were carefully chosen to hook reluctant readers into recognising that reading could be fun and meaningful after all. The Grade 8 teachers were introduced to the programme and committed themselves to running it. At the end of each session learners wrote in their group booklet about how much they had read, which new words they had learned (each group had a dictionary) and also what their own responses were to the content. When they finished their book, they would swap their set with another group.

To the surprise of our outside researcher, Dr Jacqui Dornbrack, the teachers implemented it with enthusiasm, without needing much encouragement. (Most research points to a new programme having to be extensively supported from the outside before it 'takes root'.) This is probably because the programme was clear, simple and needed facilitation and organising, rather than actual teaching. Teachers were just asked to circulate and sit with a few groups per session to get their feedback on what they were reading.

The FunDza books worked their usual magic with many learners, eliciting comments such as 'lovely, readable', 'what happens in our lives', and 'looking forward to what happens next'. There were other popular books, and some that were more challenging and not quite as suitable.

A problem that emerged is that learners were just writing down new words without looking them up. To remedy this we adjusted the booklets to make it clear that definitions were required, and teachers were given cardboard and strips of paper to display the new words in the class. However this was not entirely successful as it created more work for the teachers, and so was not often done.

Dr Dornbrack also suggested that writing activities could be integrated into the programme, and so learners were given a diary-writing task over the July holidays. Interestingly, teachers reported that many of the learners had loved taking the book home for this holiday project (for the actual programme the books have to stay in the classroom.)

Teachers also elected to continue the programme as far as possible into the year (the official agreement had been for the first three terms) as they said it worked well, and that the learners were benefitting from it.

After the post-test was written, Dr Dornbrack noted that importantly, learners' own attitudes to reading shifted. "The students enjoyed the project and many seem to have become more interested in reading. Their comments suggest that they found the books engaging and informative and fun. This is a critical step to developing these students into becoming lifelong readers." She added: "It appears that the stronger students benefitted the most from the reading intervention... and many of these students made significant gains in their reading and writing."



Special Report: False Bay College's Reading for Enjoyment Campaign

FunDza, together with Nal'ibali and False Bay College, ran an incentivised reading campaign called 'Reading for Enjoyment' with the English classes at False Bay College, at the Fish Hoek Campus, in Cape Town. The project commenced at the beginning of February 2015.

The intended outcomes of the campaign were to highlight the importance of reading, and to encourage and assist the students to reach certain reading goals. A point system was set up, whereby students accumulate points after having completed certain reading tasks over a 10-month period. Tasks included reading 10 books and writing a book review for each title read. Through the campaign, students were also encouraged to join local libraries and participate in events like World Read Aloud Day and World Book Day.

FunDza facilitators Zimkhitha Mlanzeli and Sonja Kruse ran reading and writing workshops with the students most Fridays. In the first sessions the facilitators introduced the campaign, FunDza's mobi network and social media channels, and explained the benefits of reading and of improved literacy.

Every session there were fun activities, such as reading part of a story and then asking the students to write a paragraph about what they liked or disliked about it. This helped prepare them for writing their book reviews, which forms a major part of this campaign. In other sessions we played games that improve language skills and broaden vocabulary and so help the students to write more creatively.



Marianne Elliot from the FBC's Open Learning Centre says that, "Students have never been as enthusiastic about reading! The popular FunDza books are never on the shelves – as soon as one is returned, it goes out straight away. Circulation statistics have doubled as well."

In a recent questionnaire about the campaign, student feedback confirmed their enjoyment of the sessions and pointed to an increased interest in reading:

"I like reading now. I don't sleep without reading a book or magazine. I even borrowing some story from my sister and I enjoy doing that."

"I enjoyed it and it made me wanna read more stories on their Mxit pages and to read more books."

"They have succeeded in making me want to read more and now I can't stop reading."

"They have succeeded beyond my believe. I now love reading. I have read two massive books in one month, which I never have done before."

"I'm very excited in reading, especially FunDza stories, because they are short and fun and they relate to real life."

GROWING COMMUNITIES OF READERS

As Chimamanda Adichie reminds us in her Ted Talk, 'The Danger of a Single Story': *"Stories matter. Many stories matter. Stories have been used to dispossess and to malign, but stories can also be used to empower and to humanise. Stories can break the dignity of a people, but stories can also repair that broken dignity."*

We agree. It is vital to have many stories, and for these stories to reflect many peoples, cultures, socio-economic groups, opinions, religions and beliefs. FunDza's Growing Communities of Readers programme aims to contribute to this diversity in story-telling. In so doing, we want to encourage young people who may never have seen themselves as readers, or who may never have thought that their own life and experience were worthy of a story, become readers.

To this end, FunDza posts fresh, relevant, exciting content on the FunDza mobi network almost every day of the year. The stories reflect the lives of our target readers: young people from economically-stressed communities without easy access to books in libraries, or at home.

Over the past four years FunDza has grown a substantial, well-stocked 'mobi library' with content that is relevant, accessible and exciting for our 'FunDza Fanz' readers. This mobi library is constantly evolving and growing because FunDza posts a new short story every week, together with non-fiction articles, weekly blogs and writing by our 'FunDza Fanz' (as part of the Developing Young Writers programme – see page 22). Over the years we have learned the kinds of stories that our readers love and which will keep them hooked. These stories are current, with a positive message, but are not preachy.

During the 2015 financial year, we published 49 new short stories in English, 16 in one of South Africa's other official languages, eight full-length books, 43 children's stories (12 of these in other South African languages), a poetry collection, 13 resource booklets, and 207 articles or profile pieces. In addition, we published a total of 129 blog posts across our three blogs – *The Diary of Zinzi Zwane*, *What's poppin' eKasi* and *Just Trendi*.

It is very important to get the stories 'right' in terms of content that will appeal to FunDza's demographic, keep them interested and coming back for more stories. The questions at the end of each chapter of the short stories not only engage readers with the content, but also give the writers important feedback on what works in terms of content, and what doesn't.

There are certain stories that are very popular with FunDza Fanz: romance, human drama and crime with strong plot development. They like lots of dialogue and a mix of colloquial language. The stories frequently reflect our readers' lives and issues; they are stories they can relate to. But the stories are also aimed at extending each reader's ability to imagine other people's lives and to develop empathy. Although they don't make up the majority of stories, we have also published sci-fi and supernatural stories, but grounded in settings that our readers can relate to.

A growing pool of FunDza writers

Along with our growing mobi library, our pool of FunDza writers has grown too. During the 2015 financial year, we commissioned eight new professional writers to write short stories for us. Growing this pool of writers is important to us as it introduces a range of 'voices'.

FunDza's mission is also to develop new writers and give the support and platform they need to develop into commissioned writers. The writing process for the commissioned stories involves many stages, and stories go through a rigorous editing process. We were also delighted to be able to mentor seven new FunDza Fanz writers into becoming featured FunDza writers. This is so exciting for us, as developing new writing is critical to providing current and new content.

Reading inspires and informs young writers, and their writing can in turn be shared, enjoyed and inspire readers. The two go hand in hand.

Distribution of the content

FunDza's mobi library is available to people in South Africa, and further afield, on their cellphones, or any device connected to the Internet. It incorporates a responsive site (fundza.mobi), an Android app, and an app on Mxit.

In addition, FunDza is working with other technology and distribution partners to increase access to its content. A range of FunDza's stories are now available on Worldreader's BINU platform, as well as Vodacom's Digital Classroom, which is zero-rated (so free of data charge to access the content for Vodacom subscribers).

FunDza is keen to find ways to increase access to its content further, and to reduce the individual reader's costs in terms of data. We plan to do more in the coming year to achieve this.

Fiction for social change

Over the past few years, FunDza has established good working relationships with several organisations, in order to produce stories in conjunction with them, and around their campaigns. In the 2015 financial year we worked with the Perinatal Mental Health Project to raise awareness of issues related to teen pregnancy, and the UNHCR to coincide with World Refugee Day.

For the 2014 project, FunDza ran two stories. One was a true-life account by Wonanji Phiri, co-written with Ros Haden, called *A Place to Call Home*. It is based on the story of a young girl who moves to South Africa and tries to find her feet in her new home, whilst the xenophobic attacks of 2008 are happening. As this was autobiographical, it was particularly powerful.

The other story was written by Phoebe Sibomana, FunDza's Beneficiary Liaison, who is herself a refugee from Rwanda. This story – *Search My Heart* – was about a young man from Somalia who has to flee his home after his parents are killed. The story looks at the difficulties he faced in making this country his new home.

FunDza also ran a poetry writing competition linked to World Refugee Day, called 'Being new in a strange place'. There were 171 entries, and here are the top three:

Competition winner: Adilet Hamid **In Time**

Shiny cars bare reflections of an old me;
My hair could be prettier; it should be long and silky, not short and worn.
This place seems far beyond my imagination
I have not the wildest dreams,
I only know the sweet smell of morning dew
From my green land, from where I belong.

But here I stand
Like an ant over tall buildings I have not laid eyes upon before
I see people who are like me but different
I am young, yes, but I look old in these clothes I once thought were fancy
I have not seen shoes with heels that high
How can that missus with glassy eyes walk in them?
I surely will break something of importance if I dare try!

I have been distinguished from the other,
I am 'Her'; I no longer have a name
My tongue seems not to grasp the language of medium I am to speak
I only know what I have been taught to speak
I only know *sawubona* ... not "Hi" and "Awe"

Strange as this place is, I see in it dreams undiscovered
I see in it my dreams discovered
I too will one day walk high above ground; have glassy eyes,
I will have long hair, shiny as can be!
They will refer to me as I should be referred; by my name.

I will have friends that will call me "Chommie"
And those little boxes they call cellphones, I will own too
I am new in this old place filled with sound and corrupt minds
Tar and tall buildings, cars and taxi drivers,
I am new but I will be a part of it too!

Runner-up 1: Sihle Mtolo

Welcome to Jozi

I respect you, maze called 'Jozi',
With your streets that beat a billion bees by being busy
I met you in the cold first day of winter
Crammed you were from your Transit Centre
"Rural boy, welcome to Jozi
Make sure you wake up and smell the coffee
Always be strong and bold;
We come no more for mines but we still dig gold."
Scores of path finders to show me the way
So full of Ubuntu, the bill I had to pay:
"For circa an hour walk, the bill is reasonable,"
Quarter if around one block, three times, we didn't amble.
Tricked! It's gone!
Welcome to Jozi.
Country boy welcome to the city
Day two blessed with a friend;
Big places to attend
Gorgeous chicks dressed short
Make a winter day scorching hot
He says "You wink, she's yours; You blink, your loss."
I wink. It's true.
We ascend. Floor No 2
Away with rural;
Away with moral
Moment worth million reviews
Adolescence renews.
Oh blessed day! Blessed day! Blessed day...
Good heavens! She needs a pay?!

Runner up 2: Steven Mogale

New Place; My Hope

I gather my thoughts and roll them into a ball
To knock over doors and break walls
So I step, I walk so cautiously
My presence so enormous
So I fear that my motion will be sensed
My heart glows as bright as the street-lights
I'm filled with hope and a smile appears without a fight
Further away from home but with an undying goal of my own
Yet to be known!
My surroundings are unknown so I grasp my seeds
For the soil beneath me is foreign
But here my life I hope to build and keep
I'm an unknown soul, on unknown soil
But with a future so bright that daylight is turmoil
So gaze as I pass by as this is not an attempt
This is an offer of a future by hand
So I'll grab it, and I'll strive.

Special Report: FunDza's Rights Project

A major addition to FunDza's mobi library has been the 'Rights' project, which FunDza ran from January to December 2014. The project aims to bring to life the rights in South Africa's Bill of Rights, within the Constitution. This is a topic covered in the Life Orientation programme in schools. However, the approach is textbook-based, not covering the way that the Bill of Rights can impact on daily life and choices.

FunDza wanted to use the power of fiction as a way into discussing these rights and engaging debate around them on its mobi platform. Fiction develops creative and critical thinking, and encourages empathy, and so stories are a powerful vehicle into understanding and discussing the rights.

FunDza partnered with experts who provided comments and resources around each right that was covered. It is critical that FunDza gets the stories 'right' and on target, and makes the stories realistic, accurate and exciting.

Each story is linked to an information section around the Constitution and Bill of Rights in general, and to the particular right covered in each story. This information section also contains useful contacts for readers seeking help or further information.

During the financial year, one of the stories was printed into A6 pocketbook format, with an information section at the back, and discussion questions and activities. These were distributed to beneficiaries in the Popularising Reading programme. Due to the success of this exercise, FunDza is printing more stories from the Rights project in this form.

The rights FunDza covered in the 2014 year were:

- Right to freedom and security of the person: *Nowhere to Hide* or, in IsiZulu, *Ayikho Indawo Yokubaleka*;
- Right to freedom of religion, opinion and belief: *Do Unto Others* or, in IsiXhosa, *Yenza Kwabanye*;
- Right to a safe and healthy environment: *Acid Minds* or, in IsiXhosa, *lingqondo Ezinomhlwa*;
- Political rights: *The Great Vote Hunt* or, in IsiZulu, *Umkhankaso Onzulu Wamavoti*;
- Right to education: *The Right Thing to Do* or, in Sesotho, *Etsa se Nepahetseng*;
- Right to freedom of speech and expression: *But I Never Meant...* or, in IsiZulu, *Kodwa Bengingaqondile*;
- Right to access to housing: *Living on the Edge* or, in Sesotho, *Ho Phela Tlokotsing*;
- Children's rights: *I Can Be Someone* or, in Sepedi, *Nka Ba Motho Yo Mongwe*;
- Rights of arrested, accused and detained persons: *Prison* or, in Afrikaans, *Tronk*;
- Right to food, healthcare and social security: *Playing with Lives* or, in IsiXhosa, *Ukudlala ngoBomi Babantu*;
- Right to equality: *Foul Play* or, in Sesotho, *Papadi e Mpe*;
- Right to human dignity: *The Cleaner* or, in Afrikaans, *Die Skoonmaker*.

The project would not have been possible without the support of organisations involved in the Know Your Constitution Campaign. Special thanks goes to Tim Fish Hodgson of Section27, Adam Bradlow of Equal Education, and Coline Bruintjes and Meetali Jain of CLASI, who all took a special interest in the project and ensured that FunDza was on the right track with its depictions of the rights in the stories.

We believe that it is vital for young South Africans to gain a deeper understanding of the Constitution and the Bill of Rights and how these impact on their daily lives. As such, this project is of great importance to us. We've committed to continuing the project into the foreseeable future: producing at least four new 'Rights' stories each year and ensuring that we can have more pocketbooks published and printed.



Special Report: Inspiring Tomorrow

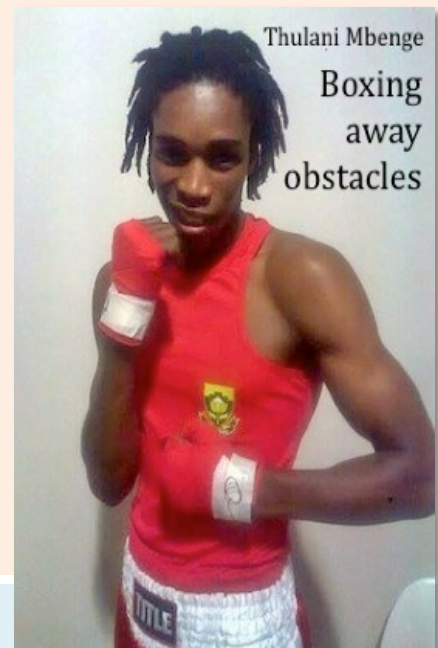
FunDza realises that it is important to provide a range of content. This means also providing exciting non-fiction articles and stories for those readers who prefer, or also like reading, non-fiction for pleasure, inspiration, and information.

To this end, we embarked in 2015 on the Inspiring Tomorrow project, supported by the Harry Crossley Foundation. We employed Ndibulele Sotondoshe, a final year journalism student at the Cape Peninsula University of Technology, to become an intern feature writer. His brief was to find interesting South Africans to interview who, despite adversity, had been able to triumph in their field.

By the end of the 2015 financial year, three of his articles had been published, and more were in the works. Following is some feedback on one of the articles: *Thulani Mbenge – Boxing Away Obstacles*. Thulani is a professional boxer who was raised by single parents. He emerged from all the bad and became the Eastern Cape Sportsman of the year in 2014. He won the only medal for Boxing SA in the Commonwealth Games in 2014.

As reader Vuyo Mfumbe noted: “Viva Thulani woow thank you Ndibulele and TEAM FunDza.”

“My inspiring interviewees have all taught me something. But, one lesson that I gathered from them was: It doesn’t matter how long it takes you to reach your destiny, what matters is your desire and determination to get there,” Ndibulele says.



Special Report: Growing our Blogs

We first made contact with Sicelo Kula through a writing workshop. His talent was immediately obvious and he’s transitioned from publishing writing as a Fanz writer, to being mentored and paid for his short stories. While Sicelo was busy completing his LLB at UWC, he wanted to keep writing, so we suggested a weekly blog.



This was the birth of *What’s poppin’ eKasi* – in which opinionista Sicelo investigates the issues discussed on the streets, giving his personal angle on a variety of hot topics, such as fashion, stereotypes, and how not to chat up girls. The blog is going strong with many readers engaging with the content through the comment section. Sicelo is outgoing, vocal and eloquent – a great ambassador for FunDza.

Another blog started by one of FunDza’s mentored young writers is *Just Trendi* – which keeps our readers in the know about what’s hot or not. It’s not just about fashion, but also about developing personal style, and the confidence to pull it off! Zikhona Gwadiso has a passion for fashion. She was part of the Mentoring our Future Writers project in the Western Cape, where we put mentors with mentees to write pairs of stories for the mobi site.

Unfortunately for us but wonderful for her, Zikhona has gone on towards her dream of being a fashion designer by studying at the Cape Peninsula University of Technology. *Just Trendi* has been handed over to Phoebe Sibomana to keep readers fashion-wise.

Special Report: Understanding Motivations for Reading

FunDza wants to understand the underlying motivations of our readers to read on FunDza's mobi network, so that it can be more responsive to their needs. We invited a UCT Honours student, Jessica Horler, to research this for us. The following provides a short summary of her findings and their implications. A longer version, detailing the study, was published in the DG Murray Trust's *How to get South Africa Reading* publication. Read this – and a number of other fascinating reports about reading programmes – here: <http://dgmt.co.za/lets-read/>

What We Discovered: Gendered Motivations

One of the major findings was that all participants were highly motivated to read: an average of almost 700 pages were read, per user, over the four-month period. Interestingly, girls were found to read more than boys: the average number of pages read by girls was 804 versus 277 for boys.

We then conducted multiple analyses on each gender, and found that self-efficacy predicted reading in girls whereas extrinsic motivation predicted reading in boys.

In order to gain a more qualitative understanding of the above results, we turned to discussions in the online forum. The most commonly cited reasons for participants' reading behaviour were intrinsic motivational factors, such as the content of the stories read, enjoyment, escapism, stimulation of their imagination, as well as the importance of reading (i.e. to help them improve their reading skills and get ahead in life).

"I love reading FunDza because most of the stories are happening in our lives."

"I read because the stories open my eyes to the world that I cannot reach."

These qualities were often then related to extrinsic outcomes, such as being recognised for their reading and getting good school grades.

"Since I started school I had been the best reader of all."

While the study could not answer why such results were found, we turned to the broader literature for answers. One possible explanation for these findings involves stereotypical gendered roles. If it is more socially acceptable for girls to read than boys, they do read more than boys. And the more they read, the more their abilities increase, and the more confident they become (high self-efficacy). On the other hand, if boys are not encouraged to read and view reading as more of a 'girly' activity, they are less motivated to do so, resulting in poorer reading achievement and thus, low self-efficacy and high extrinsic motivation (e.g. they only read to please their parents).

Implications

The lessons learnt from the study have interesting implications, not just for FunDza, but for educational settings in South Africa, if we are to find ways to engage children and young people in reading. Firstly, an emphasis on increasing self-efficacy in schoolgirls may lead to an increase in reading frequency, and thus, reading ability. For boys, extrinsic motivators such as improved grades, and reading competitions, were found to be related to reading amount (number of pages read). While this result suggests the importance of extrinsic factors in motivating boys to read, an emphasis on developing self-efficacy in boys is also essential in order to foster long-term reading improvement, and increase reading amount to the level of girls'. Therefore, it may be beneficial to initially 'hook' boys in by using extrinsic motivational factors, and then encourage long-term reading behaviour by gradually increasing their self-efficacy beliefs regarding reading.

Way Forward: Our Response to the Findings

Following from this research, FunDza has adopted a number of new strategies to encourage more reading among its target audience. These include:

- running regular competitions (extrinsic motivators) to encourage boys to read and engage with text;
- motivational messaging to educate readers on the benefits of reading for their language development and broader academic studies;
- one-on-one support to encourage readers to visit FunDza more frequently or read more widely.

Further investigation will be necessary to determine whether these strategies have a long-term impact on reading behaviour.

DEVELOPING YOUNG WRITERS

Research has shown that the relationship between reading and writing is more like that of the chicken and the egg. Which came before the other is not really important but one cannot exist without the other. FunDza knows this, because most of our readers were first not readers, and then readers, who later became writers.

This comment from Ntokozo is illustrative: “I was not dat much on reading before I started reading fundza books, bt ever since I came across it I jst cnt stop ma self frm reading on ma free time, and from reading I have learnt a lot on how to overcum sum situation u come across through the jorney and how to be patient...eish I have learnerd a lot I could count till the phone's battrey die.”

And Piwo shares what reading has done for her: “Reading is always been a part of me, I’ve been reading ever since I realised that I can write poetry and short stories and also motivational messages... it improves my language and the way I write and my spelling, also my understanding in English. It motivates me into wanting to write more and share my story with other people.”

In 2013 FunDza started the Starz Project that looked to develop the writing skills of five Fanz writers who showed potential. The aim was to take them through mentoring and get them from being Fanz writers to being commissioned writers for FunDza, and so join the pool of developed writers that contribute to FunDza’s mobi content.

Anathi Nyadu and Vhuthuhawe Muavha were two participants who went on to do some prominent writing for FunDza. Anathi is now the commissioned writer for the blog of *Zinzi Zwane* and Vhuthu is part of the NAC Project. And they were both selected to attend the m-Literacy Stakeholder Networking Event, sponsored by the Goethe-Institut.

The other three participants dropped out due to various reasons: pressures at school, at work, no easy access to computers or the Internet. This is a problem for many of our young writers and it can affect their confidence. We plan on looking more deeply at ways we can address these issues.

But FunDza’s Fanz pool still grows and we see more aspiring writing talent daily. During the course of the year, FunDza published the work of more than 290 young, aspirant writers, who contributed a total of 543 poems, 96 essays, 44 short stories and six plays. This is a huge achievement for the individual writers and for Zimkhitha Mlanzeli, the FunDza Fanz editor, who works hard to nurture their talent.

In the simple yet appreciative words of Phora Monwa, a Fanz writer who has contributed to the Fanz section: “Thanks to you guys, we’ll be great writers.”

Writing Workshops

FunDza staff hosted a total of 14 writing workshops during the course of the year, benefitting 330 young people.

Seven of these were the WritingMe course, aimed at encouraging creative writing; two were the BrandingMe course, which enable school-leavers or job-seekers to better promote their hard and soft skills through the written word; and, five were the Writing Good Essays workshop, which helps high school learners to write essays for exam purposes.

We are very grateful to Dr Jacqui Dornbrack for her assistance with the facilitation of some of the writing courses, particularly the BrandingMe courses, which were hosted at Etafeni Day Care Centre as part of the Fit for Life/Fit for Work programme.

Workshop participants claim to enjoy the various workshops, saying that they are useful for both writing and personal development. They say that through the workshops they are learning new words, improving their writing skills and learning about themselves and others too.

Writing Mentorships

During the 2015 financial year, FunDza mentored seven young writers, who then had their stories published on the FunDza mobi network: Lwazi Dyanti (*Hustler's Prayer*), Given Mukwevho (*Kidnapped*), Onenji Phiri (*A Place to Call Home*), Prosperity Mambinya (*It Only Made Me Stronger*), Nqabakazi Ntoni (*The Mystery Woman*), Sicelo Kula (*Prison*) and Nosibusiso Tshetu (*Pheli's Love*).



With a growing mobi library has come an expanding pool of authors. One of FunDza's aims is to 'grow' young writers into commissioned authors to swell our pool of authors. To this end FunDza mentors young writers who we feel have writing talent and would benefit from having a platform to publish their stories on.

The mentoring process is invaluable in developing young writers. An experienced writer provides support from the concept phase through to publication. Writers come up with an idea for a story and discuss it with the mentor. They write an outline for the story. This develops the skill of working up to a strong, detailed plot before starting. Each chapter is then developed with the mentor. Through the mentoring process writers hone their skills: plot, character development, description and most importantly, authentic dialogue, which is key to stories, and to readers empathising with characters and relating to them.

These stages of developing a story are teaching the writing process in a very practical way – and with a published story as the outcome.

There are few platforms for young writers, and it is very hard to get published in print form. This can be demoralising, rather than encouraging, and can crush the spirit of developing writers. FunDza aims to do the opposite, fostering new talent and developing stories that are publishable and have a platform.

Special Report: MissWrite

Through a grant provided by Cover2Cover Books, FunDza was able to support a successful writing project operating from Etafeni Day Care Centre in Nyanga, Cape Town: MissWrite. The Saturday morning programme, run by Kerry Kopke and facilitator Sikelelwa Ndaliso, supports teenage girls to develop their writing skills. Their aim is to help young women develop their creativity, critical thinking skills and, most importantly, the confidence they need to thrive at school, at home, in their communities and beyond.

Participants have loved being involved. As Sibongile Ndaliso (14 years) says: "My experience with MissWrite has been great, awesome and truly amazing. I get to learn new things every time ... MissWrite is all about exploring new things."

And, as Lilitha Waphi (13 years) notes: "Being on the MissWrite program, I've learnt how to communicate with other people and writers. When I started to write I never knew I could be the best writer, I would never have known what my passion was."

DEEPENING READING PRACTICE

FunDza promotes reading for pleasure, as we know it is linked to innumerable benefits. However we have in the past got requests from reading groups and teachers for advice on how to use our resources in the classroom, or in more formal programmes. We have produced printed support material for our books – with questions and activities – and are also now developing online programmes for use in more formal educational settings. The focus of this programme is thus different to our other programmes. Rather than the aim of increasing reading for pleasure (with its attendant benefits for language acquisition), through this programme FunDza aims to develop language skills through a series of structured reading lessons.

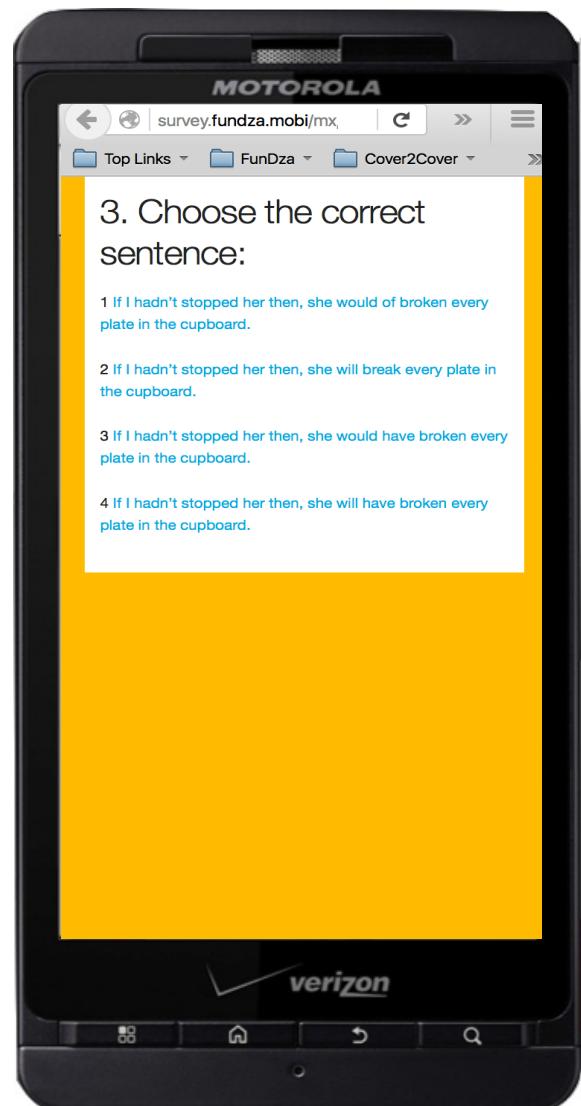
There are obviously many constraints for an online programme, especially one that is based on our low-data site, which needs to be user-friendly on cellphones, and easy to manage. We are limited, for example, to multiple choice for any questions that are evaluated online. However we know it is important to get readers to engage critically and creatively with the stories, and so we are trying to integrate some of these higher order skills into the questions. We also believe that by giving learners examples of how to answer questions (in the multiple choice format) we are helping them develop an understanding of what good answers look like.

The first material we have used is, of course, our own appropriate short stories! Popular and shorter stories have been identified for a Grade 8 level course, and for each one questions and activities are being developed. We are also integrating language and vocabulary questions into the programme, so that learners notice and learn the potentially unfamiliar words, and develop language skills in context.

Learners read a chapter of a story and then answer multiple-choice questions on that chapter. Their results are immediately fed back to them, with an explanation for why one answer is correct. Learners have a profile page where their activities and marks are kept.

Facilitators of the online course (teachers or reading programme leaders) have access to a site that manages the programme. Here the facilitators can see which learners have completed which story, and also what marks learners got. This is also where they find the discussion questions, the drama and role play ideas, and the writing activities.

FunDza has big plans to extend this programme into custom-made courses for different beneficiaries, and even to develop courses that our readers can do on their own, for free. We will possibly need to add more 'academic' content to our site to draw on – more non-fiction articles and texts for example. However first we need to test what works, what doesn't work, and what kinds of things users would want. Watch this space!



Special Report: Pilot for Year Beyond Project

The Year Beyond is an ambitious plan of the Western Cape Government to combine solutions to youth unemployment with solutions to educational challenges in under-resourced schools. Young volunteers – preferably with a degree or diploma – are trained and sent into schools to run an online, academic, after school programme for one year. This gives the volunteers valuable experience, plus they follow a self-development programme, as well as supporting learners in under-performing schools.

Four pilot schools were identified – two high schools and two primary schools – and the project started in the second half of 2014. FunDza was invited to provide the programme for English support for the two high schools, ID Mkhize and Phoenix.

Dorothy ran an initial workshop for the volunteers at IkamvaYouth offices, because Ikamva was organising the high school programme at that stage.

It became clear that despite the government promising support with computers and connectivity, logistical obstacles were difficult to overcome at the schools themselves. FunDza had designed an online programme, which depends on being connected to the Internet, but there were numerous problems with access to computers, as well as connectivity. This meant that we had to provide volunteers with printed-out copies of the stories, with the questions, and then multiple choice answer sheets. The discussion questions and ideas for role-play and games were also included. This preparation of print-ready booklets took a lot of time. One school did manage to get online towards the end of the programme, but the other remained paper-based.

We were hoping we would get more feedback about our new – and still developing – online curriculum. However, because of the problems, we could not properly assess this pilot. We did learn, though, that the material was relevant and enjoyable, and that the volunteers thought it was a worthwhile programme. We also received some practical feedback. For example through it we realised that it would be best to have questions at the end of each chapter of a story, rather than after the whole story.

Volunteers reported that learners enjoyed the stories and questions, most learners enjoyed the discussions, and all learners enjoyed the games that were played, such as a version of '30 Seconds' that introduced learners to new words.

However, the next year of implementation will be a more extensive trial of our online curriculum.



FINANCIAL STATEMENTS

INDEPENDENT AUDITOR'S REPORT

We have audited the annual financial statements of The FunDza Literacy Trust, which comprise the Trustees' report, the statement of financial position as at 28 February 2015, the statement of comprehensive income, the statement of changes in accumulated funds, the statement of cash flows for the year ended, and a summary of the significant accounting policies and other explanatory notes.

Trustees' Responsibility for the Financial Statements

The Trustees of the Trust are responsible for the preparation and fair presentation of these financial statements in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities. This responsibility includes designing, implementing and maintaining internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, selecting and applying appropriate accounting policies, and making accounting estimates that are reasonable in the circumstances.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with International Standards on Auditing. Those standards require that we comply with ethical requirements, and plan and perform the audit to obtain reasonable assurance whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal controls relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purposes of expressing an opinion on the effectiveness of the entity's internal controls. An audit includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Trustees, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements present fairly, in all material respects, the financial position of the Trust as of 28 February 2015, its financial performance and its cash flows for the year ended, in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities.

Accounting and Secretarial Duties

Without qualifying our opinion, we draw attention to the fact that with the written consent of all Trustees, we have performed certain accounting and secretarial duties.

Bruce Heyns CA (SA) RA

Date: 24 July 2015

REPORT OF THE TRUSTEES

The Trustees have pleasure in submitting their Trustees' report, together with the audited financial statements for the year ended 28 February 2015.

General Review

The FunDza Literacy Trust is a community-based trust and is registered as a non-profit organisation (095-260-NPO) as well as a Public Benefit Organisation (PBO Number: 930039651). The main purpose of this Trust is to provide resources and materials to enrich learning and promote literacy to black South African youth, specifically the poor and needy based in historically disadvantaged areas, and all related or ancillary activities.

The Trust's major donor, the DG Murray Trust, as well as other smaller donors, require beneficiary organisations to subject to a voluntary audit to ensure that the funding is being spent in the manner that it was intended.

Statements of Responsibility

The Trustees are responsible for the maintenance of adequate accounting records and the preparation and integrity of the financial statements and related information. The auditors are responsible for the reporting on the fair presentation of the financial statements. The financial statements have been prepared in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities.

The Trustees are also responsible for the Trust's system of internal financial controls. These controls are designed to provide reasonable, but not absolute, assurance as to the reliability of the financial statements, and to adequately safeguard, verify and maintain accountability of assets, and to prevent and detect misstatement and loss. Nothing has come to the attention of the Trustees to indicate that any material breakdown in the functioning of these controls, procedures and systems has occurred during the period under review.

The financial statements have been prepared on the going concern basis, since the Trustees have every reason to believe that the Trust has access to adequate resources to continue in operation for the foreseeable future.

Financial Results

The financial results reflect funding receipts of R2,810,543 (2013: funding receipts of R3,568,067) and a net deficit of R200,502 (2013: net surplus of R1,011,914). Full details of the financial results are set out below.

Trustees

The Trustees of the Trust during the period under review and up to the date of this report are as follows:

Ms CM Hardie
Ms S Mgabadeli
Ms L Rangaka
Mr WAR Weeks
Ms B Dlamini

Physical and postal address: 85 Main Road, Muizenberg, 7945

Beneficiaries

The beneficiaries of the Trust are black South African youth and organisations that benefit them.

Auditors

John Lightfoot CA (SA) RA will continue in office.

STATEMENT OF FINANCIAL POSITION

	Notes	2015 (R)	2014 (R)
ASSETS			
Non-current assets		1	1
Investments	4	1	1
Current assets		1,589,186	1,715,982
Trade and other receivables	5	211,964	-
Cash & cash equivalents	7.2	1,377,222	1,715,982
Total assets		1,589,187	1,715,983
FUNDS AND LIABILITIES			
Capital and reserves		1,449,962	1,650,464
Capital funds	2	500	500
Accumulated funds		1,449,462	1,649,964
Non-current liabilities			
Current liabilities		139,225	65,518
Trade & other payables	6	139,225	65,518
Total funds and liabilities		1,589,187	1,715,983

STATEMENT OF COMPREHENSIVE INCOME

	Notes	2015 (R)	2014 (R)
Donations received	3	2,819,543	3,568,067
Less: Direct costs		-	-
Other income		219,946	152,844
Income received		16,122	68,433
Rental income		90,525	-
Interest income		113,299	84,411
Gross surplus		3,039,489	3,720,911
Total expenses		3,239,994	2,708,998
Expenses: Building for Sustainable Impact		1,126,610	807,428
Accounting fees		94,589	37,372
Bank charges		4,863	2,496
Board expenses		4,411	5,198
Consulting and training fees		3,660	150,665
Entertainment		2,139	2,297
General – Miscellaneous		3,310	10,259
Legal fees		13,650	1,898
Marketing & promotions		32,509	31,820
Office expenses – Miscellaneous		20,497	4,851
Postage & courier		5,003	-
Printing & stationery		5,482	3,576
Rent expense		53,708	37,360
Salaries		776,678	412,004
Staff welfare		8,117	-
Telephone & fax		10,355	12,717
Travel		56,438	93,615
Petrol & motor vehicle expenses		6,747	-
Web hosting		24,454	1,300
Expenses: Popularising Reading		914,071	683,032
Book purchases & delivery		671,477	425,401
General – Miscellaneous		20,192	13,293
Salaries		207,714	238,768
Travel		14,688	5,570
Expenses – Growing Communities of Readers		919,814	964,685
General – Miscellaneous		857	18,395
Marketing & promotions		20,120	48,404
Mobi content costs		415,227	370,517
Technology costs		281,591	351,917
Salaries		202,019	211,452
Expenses: Developing Young Writers		175,078	253,853
General – Miscellaneous		840	-
Travel		9,318	13,679
Salaries		125,407	137,909
Workshops and facilitation		39,513	102,265

Expenses: Deepening Reading Practice	104,421	-
Curriculum development	6,700	-
General – Miscellaneous	821	-
Technology development	96,900	-
Net surplus/(deficit) for the period	<u>(200,502)</u>	<u>1,011,914</u>

STATEMENT OF CHANGES IN CAPITAL FUNDS

	Capital funds (R)	Surplus/(deficit) funds (R)	Total (R)
Balance at 29 February 2013	500	638,050	638,550
Net surplus/(deficit) for the period	-	1,011,914	1,011,914
Balance at 28 February 2014	500	1,649,964	1,650,464
Net surplus/(deficit) for the period	-	(200,502)	(200,502)
Balance at 28 February 2015	<u>500</u>	<u>1,449,462</u>	<u>1,449,962</u>

STATEMENT OF CHANGES IN CASH FLOWS

	Notes	2015 (R)	2014 (R)
Cash flows from operating activities			
Cash generated by/(utilised in) operations	7.1	(452,058)	1,065,702
Interest received		113,299	-
Net cash inflow/(outflow) from operating activities		<u>(338,759)</u>	<u>1,065,702</u>
Cash inflows from investing activities			
Net cash inflow/(outflow) from investing activities		<u>-</u>	<u>-</u>
Cash flows from financing activities			
Increase/(decrease) in loans payable		-	(249,367)
Net cash inflow/(outflow) from financing activities		<u>-</u>	<u>(249,367)</u>
Net increase/(decrease) in cash and cash equivalents		<u>(338,759)</u>	<u>816,335</u>
Cash and cash equivalents at the beginning of the year		1,715,982	899,647
Cash and cash equivalents at the end of the year	7.2	<u>1,377,222</u>	<u>1,715,982</u>

NOTES ON THE ANNUAL FINANCIAL STATEMENTS

1. Accounting Policies

1.1. Basis of preparation

The annual financial statements have been prepared in accordance with International Financial Reporting Standards for Small and Medium-Sized Entities and incorporate the following principal accounting policies which have been consistently applied in all material respects.

1.2. Financial Instruments

Initial recognition

The entity classifies financial instruments, or their component parts, on initial recognition, as a financial asset, a financial liability or an equity instrument in accordance with the substance of the contractual arrangement. Financial assets and financial liabilities are recognised on the entity's statement of financial position when the entity becomes party of the contractual provisions of the instrument.

Loans payable/receivable

Loans payable/receivable are recognised initially at the transaction price, including direct transaction costs, unless the arrangement constitutes, in effect, a financing transaction. If the arrangement constitutes a financing transaction, the entity measures the financial asset or financial liability at the present value of the future payments discounted at a market rate of interest for a similar debt instrument.

Loans payable/receivable are subsequently measured at amortised cost using the effective interest method. Loans that are classified as current assets or current liabilities are measured at the undiscounted amount of the cash or other consideration expected to be paid or received.

Trade receivables

Trade receivables are carried at the transaction price including direct transaction costs. An allowance for estimated irrecoverable amounts is recognised in the statement of comprehensive income where there is objective evidence that the asset is impaired.

Trade payables

Trade payables are carried at the transaction price including direct transaction costs.

Cash and cash equivalents

Cash and cash equivalents comprise cash at bank and cash on hand. Cash and cash equivalents are short-term highly liquid investments that are readily convertible to a known amount of cash and are subject to an insignificant risk of changes in value. These are initially and subsequently recorded at fair value.

1.3. Revenue

Revenue, comprising of donation and project funding from various donors, is measured at the fair value of the consideration received or receivable exclusive of Value-Added Tax. Revenue is recognised as it accrues to the entity in the normal course of business.

Interest revenue is recognised at fair value using the effective interest method.

1.4. Comparative figures

Where necessary, comparative figures have been adjusted to conform to any changes in presentation in the current year.

2. Capital funds

	2015 (R)	2014 (R)
Opening balance	500	500
Movements during the year	-	-
Closing balance	<u>500</u>	<u>500</u>

3. Surplus/(deficit) from operations

The surplus/(deficit) from operations is arrived at after taking into account the following:

	2015 (R)	2014 (R)
Funding from donations received:		
Donations	2,819,543	3,568,067
Building for Sustainable Impact	621,913	1,456,171
Popularising Reading	6,650	473,986
Growing Communities of Readers	791,980	1,189,644
Developing Young Writers	-	310,700
Other	-	17,566
DG Murray Trust	1,319,000	-
National Arts Council of South Africa (NAC)	80,000	120,000

4. Investments

Cover2Cover Books (Pty) Ltd	1	1
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The Trust owns one (1) ordinary share of one Rand (R1) in Cover2Cover Books (Pty) Ltd. The investment is carried at cost less impairment value.

5. Accounts receivable

Trade debtors	44,900	-
Prepayments	104,025	-
Royalties accrued	63,039	-
	<u>211,964</u>	<u>-</u>

6. Accounts payable

Provision for leave pay	2,385	19,750
Trade creditors	136,840	45,768
	<u>139,225</u>	<u>65,518</u>

7. Notes to the statement of cash flows

7.1. Reconciliation of net surplus to cash flows from operations

	2015 (R)	2014 (R)
Net surplus/(deficit) for the period	(200,502)	1,011,914
Adjustments for: Interest received	(113,299)	-
Operating surplus/(deficit) before working capital changes	<u>(313,801)</u>	<u>1,011,914</u>
Increase/(decrease) in trade and other payables	73,707	53,788
Increase/(decrease) in trade and other receivables	(211,964)	-
Cash generated from/(utilised by) operations	<u>(452,058)</u>	<u>1,065,702</u>

7.2. Cash and cash equivalents

Cash and cash equivalents consist of cash on hand and balances with banks. Cash and cash equivalents included in the cash flow statement comprise the following balance sheet amounts:

First National Bank – Cheque Account	234,470	236,530
First National Bank – 7-Day Interest Account	1,142,753	1,479,453
	<u>1,377,222</u>	<u>1,715,982</u>

8. Taxation

The entity is registered as a Non-Profit Organisation (095-260-NPO) and Public Benefit Organisation (PBO Number 930039651). The entity is exempt from the payment of income tax in terms of Section 18A of the Income Tax Act. In addition, the entity is exempt from the payment of income tax on any investment income up to a maximum of R50,000 per annum per Section 10(1)(3) of the Income Tax Act and, furthermore, Section 10(1)(cN) exempts receipts and accruals derived from unrelated business undertakings and trading activities to the greater of 5% of total receipts and accruals, or R200,000, during the relevant year of assessment.

No provision for taxation has been made from unrelated business undertakings and trading activities due to the provisions of S10(1)(cN) whereby income received from trading activities, being R106,647, is exempt on the basis that it does not exceed R200,000.

9. Related parties

During the course of the business, the Trust enters into various transactions with related parties.

These transactions are under terms which are no less favourable than would be arranged with third parties.

		2015 (R)	2014 (R)
Related party	Relationships		
Cover2Cover Books (Pty) Ltd	Associate Investment		
Related party transactions			
Royalty income received from related parties			
Cover2Cover Books (Pty) Ltd		90,525	-

10. Contingent liabilities

No contingent liabilities or commitments satisfying the criteria required in Section 21 of the International Financial Reporting Standards for Small and Medium-Sized Entities have been identified.

11. Going concern

The financial statements have been prepared on the going concern basis, since the Trustees have every reason to believe that the Trust has access to adequate resources to continue in operation for the foreseeable future.

FUNDZA'S SUPPORTERS

Without the generous support FunDza receives from foundations, grant-making organisations, corporate social investment entities, companies and individuals, FunDza would be unable to develop and grow its programmes. We thank all our supporters for joining us on this quest. The following donors provided us with funding used during the 2015 financial year.

Organisational grants and/or unrestricted funding

Claude Leon Foundation
David and Elaine Potter Foundation
DG Murray Trust
Enterpriseroom
Oppenheimer Memorial Trust
Nussbaum Foundation
The Learning Trust
Zonke Monitoring Systems

General support in kind

Spoor & Fisher (trademark registration)

Popularising Reading: Books for schools

Ben Rabinowitz
Craig Mason-Jones
Siber Ink
Ute Kuhlmann

Popularising Reading: Special projects

Anglo American Chairman's Fund (Extended Reading for Pleasure project)
HCI Foundation (False Bay College Reading for Enjoyment Campaign)

Popularising Reading: Support in kind

New Africa Books
Patricia Schonstein

Growing Communities of Readers: Programme support

Indigo Trust
476 Charitable Education Trust
Second Stella and Paul Loewenstein Educational Trust
The Learning Trust

Growing Communities of Readers: Special projects

Claude Leon Foundation (Rights Project)
Harry Crossley Foundation (Inspiring Tomorrow)
Know Your Constitution campaign partners (with special input from Section27, CLASI and Equal Education) (Rights Project)
National Arts Council (Mentoring our Future Writers project)
Perinatal Mental Health project (Teen pregnancy project)
UNHCR (World Refugee Day)

Growing Communities of Readers: Support in kind

Hetzner
Mxit/The Reach Trust
Lateral Alternative

Developing Young Writers: Special projects

Cover2Cover Books (MissWrite)

Deepening Reading Practice: Special project

Action Volunteers Africa (Year Beyond)

BENEFICIARY GROUPS

The following groups received book and/or pocketbook donations from FunDza during the course of the 2015 financial year.

Eastern Cape

Axiom Education
Bethelsdorp Comprehensive School
Cebe Junior Secondary School
Closing The Gap
College Street Primary School
Community Action Africa
Engen Maths & Science School, East London
Friends of Lettie de Klerk Primary School
Gcinubuzwe Combined School
Gugulethu Intermediate School
Holy Cross High School
Indawo YeThemba
Isaiah 58
ITEC
Jabulani Rural Health Foundation
Jingqi
Kantolo Junior Secondary School
Kimbili Junior Secondary School
loveLife Port Elizabeth
Makgato High School
Malikhanye Senior Secondary School
Maluti Combined School
Mary Waters High School
Masifunde Learner Development
Mazakhele Senior Primary School
Mlambondaba Primary School
Mthonjeni Primary School
Nal'ibali Cluster EC 1
Nal'ibali Cluster EC 2
Nelson Mandela Institute, Fort Hare
Ntabankulu Senior Primary School
Paterson High School
Qolora Education Centre
RH Godlo Primary School
Sanctor High School
Save Our School And Community (SOSAC)
Sifunda Kunye
St Thomas Senior Secondary School
The ASAP (African Solutions to African Problems) Foundation
Tyhilulwazi High School
Unako Community-based Movement
Upstart
Woolhope Secondary School
Zwelidumile Senior Secondary School

Free State

Bloemfontein OOS Intermediate School
Brentvale Primary School
Lesedi Youth Empowerment
Malebaleba Primary School
Motshepuwa Educational Foundation
Nal'ibali Cluster FS 1
Nal'ibali Cluster FS 2
Rearabetswe Secondary School

Gauteng

ADAPT
Bellavista Youth Development
Camp La Thuso
Centre for Applied Legal Studies, WITS
CMFD Productions
Columba Leadership Trust
Constitutional Hill Education Project
Ekupholeni Mental Health and Trauma Centre
English Access Microscholarship Program
Family Life Centre
Field Band Foundation
Glen-cowie 'Fun-fun' Reading Club
Hope Warriors Children's Charity
IkamvaYouth – Mamelodi
IkamvaYouth – Ebony Branch
Jabulani Technical High School
Jo'burg Child Welfare
Masibambisane Day Care Centre for OVCs
Jozi Book Fair
Lawyers Against Abuse
LEAP Science & Maths School 3
LEAP Science & Maths School 4
LEAP Science & Maths School 6
Learners Representative Council
Lebone Rivoningo
Lifeline Johannesburg
Lifeline West Rand
loveLife
loveLife Braamfontein
Mapetla High School
Miyela Moditela Middle School
Nal'ibali Cluster Gauteng
Ntswane Secondary School
OLICO Youth
Prudens Secondary School
Quarphix Foundation
Readers R Leaders
Relebohile Intermediate Primary School
South African National Zakah Fund Section27
Sekolo sa Borokgo
Shadrack Mbambo Primary School
Sinqobile Intermediate School
Students for Law and Social Justice
Thaba Jabula Secondary School
The Maths Centre
Thuto-Lesedi Secondary School
Tomorrow Trust
Ulwazi Development Centre
Unoli Hope Foundation
Young Woman Manyano

KwaZulu-Natal

Abalindi Welfare Society
Africaid
Blossom Beauty Princess Foundation

Brighter Future Youth Education Initiative
David Rattray Foundation
Dumela Primary School
Family Literacy Project
Greytown Children's Home
Harvest High School
I Learn to Live/Ngifundela Ukuphila
Ikamva Lisezandleni Zethu
IkamvaYouth – Umlazi
Inanda Seminary
Lifeline Zululand
loveLife Durban
Malabela High School
Mhawu High School
My African Child My Pride
Nal'ibali Cluster KZN 1
Newcastle Creative Network
Pietermaritzburg Children's Home
Qiko High School
Springlake Secondary School
Teenagers & Youth Health Of South Africa
VUNA Community Development Project
Wentworth Youth Centre
Youth Inter-Active
Youth Life Changing Development Centre

Limpopo

A Hi Tshameni Swinwe Community Centre
Akanani Rural Development Association
Concerned Citizens
Dingamanzi Community Library
Ga-Mokaba Reading Room
Itsoseng Barutwana Dikolong Book Club
Joel Sibasa Secondary School
LEAP Science & Maths School 5
Matseutseu Maropeng Combined School
Morena ona Lerena FBO
MutShedzi Learners Youth Resource Foundation
Nal'ibali Cluster Limpopo
Nkami Community Library
Nyanisi Nwa-Daniel Leisure Centre
Phenomenal Women of God
Sautini Community Library
St Marks College
Zamani Community Library
Zingela Ulwazi

Mpumalanga

Bondzeni High School
Edwaleni Primary School
Enkhokhokhweni Primary School
Father Charles Primary School
Hoechst Primary School

Imagine Scholar South Africa
 Interact Club of Fundinjobo High School
 Intfutuko Primary School
 Kamhola Secondary School
 Kweni Basin Education Trust
 Lamagadlala Primary School
 Lamzinyane Primary School
 loveLife Mpumalanga
 Mbangwane Primary School
 Mgubho Combined School
 Rorobhani Senior Primary School
 Sikhulile Secondary School
 Uplands Outreach
 Youth For Action
 Zama-Zama High School

North West

IkamvaYouth Ikageng
 Lifeline Mafikeng
 Nyakale Primary School
 Operation: Rooigrond
 Royal Bafokeng Institute

Northern Cape

Hantam Community Education Trust
 Kim Kgolo Primary School
 Lehikeng Intermediate School
 loveLife Kimberley
 Moholeng Primary School

Western Cape

18 Gangster Museum
 Alicedale Primary School
 Astra School
 Beyond Expectation Environment
 Project
 Bright Start
 Cape Town High School
 Care and Development of Children
 Carohn Cornell

Christel House
 Claremont High School
 Centre of Science and Technology
 Desmond Tutu HIV Foundation Youth
 Centre
 Education Without Borders
 Equal Education
 Etafeni Day Care Trust
 Girl's Values Reading Club
 Goedgedacht Trust
 Grassdale High School
 Grassy Park EC Primary School
 Groendal Primary School
 Heathfield Primary School
 Hector Pieterse Senior Secondary
 School
 Helderberg Uitreik (Uyavula Literacy
 Project)
 help2read
 Hermanus Rainbow Trust
 Hlengisa Junior Secondary School
 Ikamva Labantwana Bethu
 IkamvaYouth Makhaza, Khayelitsha
 IkamvaYouth Masiphumelele
 IkamvaYouth Nyanga
 Ikhozi Community Child and Youth
 Iliso Care Society
 Inkululeko in Mind
 Isibane Sethemba Social Development
 Isikhokelo Public Primary School
 iThemba Labantu
 Kannemeyer Primary School
 Kopanong Redevelopment Services
 Kuyasa Empowerment
 KwaFaku-Vulindlela Reading Club
 Lavender Hill Senior Secondary School
 LEAP Science & Maths School 1
 LEAP Science & Maths School 2
 Learner's Movement of South Africa
 Legacy Community Development
 Leliebloem House
 Luhlaza High School

Manyano High School
 Masakhe Community Development
 Programme
 Masiphumelele Library
 Masiyile High School
 Matthew Goniwe High School
 Michelle Faure Reading Group
 MissWrite
 Muizenberg High School
 Nal'ibali Cluster WC
 Oaklands High School
 OROL Community Initiative
 Oude Molen Academy of Science and
 Technology
 Pauline Podbrey Foundation
 Prince George Primary
 Redhill Literacy Project
 SAILI
 SCORE
 SHAWCO Education
 Silikamva High School
 Single Parents in Action
 Sonke Gender Justice Network
 South African Education and
 Environment Project
 Steenberg High School
 Sullivan Primary School
 Thandokhulu Secondary School
 The Best Centre
 The Cape Academy of Mathematics,
 Science & Technology
 The Communiversity of South Africa
 The Kusasa Project
 The Reading Room
 Thembelihle High School
 Thope Foundation
 Vision Afrika
 Vrygrond Library
 Wallacedene Secondary School
 Western Cape Youth Rehabilitation
 Centre

FunDza readers say...

Reading means knowing new things. Discovering people's opinions and ideas as well as their theories on life topics.

Wow.....ths is one amazing story indeed!!!!It teaches us abt lyf n da importance of having family n da ppl who luv u around u.....i really enjoyed reading it

Im 14 year-old n i luv reading,my mother lyk 2 read jst lyk i do,she taught me 2 read at an early stage whn i was young...since i started school i hd been the bst reader of all....reading is my future n i cn see that my future lay's upoun it!

I really enjoy reading alot the books dont only help me how to read but to give me knowlegde and also not to engage my self on thingz that are bad reading is useful and helpful i'l alwss read fundza story as they help me to becum better person in futer;)

Wow wat a great storie,eix revenge is nt gud i learn something today i will neva in my lyf think of it

Gryt ending its true when dey say gd tngs hppns to good ppl wow who ever wrote dic is vry good wit words and i creative

I love FunDza stories because they teach a lot about life and since I have started reading the stories my life has completely changed and I have become this amazing person! So big ups to FunDza.

Wow in my mind i was like wtchng an action movie. Nice story

Wow nice story.... Really strngs do care. Im a foreigner and im 15 yrs old, my frnds do care frm here south africa

Reading makes me feel comfortable nd especially romantic stories makes stronger to face relationship chalenges

Mmmh i'm enjoying ths book nd also fundza is helping us alot 2 learn more thngs

Wow..... I lyk, i lyk, i lyk, infct i luv da stry

U author, thank u, u hav uplifted my spirit. De same thing happened with my laptop a few weeks back, but now i'll just let go n focus on da most important things.

Wow..... I lyk, i lyk, i lyk, infct i luv da stry

Yeah..th truth sure does set one free..no matter hw hard it is#gr8 story..

This is the second time i read this story,i read t 3years ago nd stil t makes m imotional

Yah i've always loved reading, grade 2 i was reading newspapers,bibles and everything i could fine even boxes of washing powders. And i enjoy it because it excersises my mind and it helps me to concetrate. I love reading fiction, drama and some romance and a bit of biographies for authors and some unkown writers,just as long the title is catchy and the review.

Mission:

To boost the literacy levels of teens and young adults in South Africa through its outreach programmes that work to: popularise reading, grow communities of readers, develop young writers and deepen their reading practice.

Vision:

For FunDza's literacy programmes to contribute to the growth of generations of educated, empowered and engaged young leaders and citizens of South Africa.



The FunDza Literacy Trust

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Trustees:

Trustees as of 28 February 2015:

Dlamini, B;

Hardie, CM (executive director);

Mgabadel, S (chair);

Thagane, L;

Weeks, WAR.

Trustee admitted after 28 February 2015:

Mashale, R.



FunDza... sparking a reading revolution