



Supporting schooling for excellence



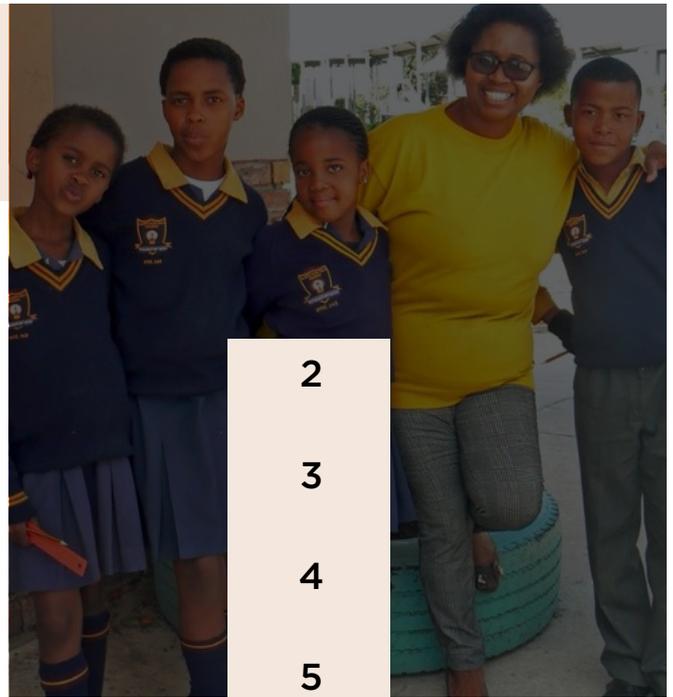
# ANNUAL REPORT

# 2020

PBO number: 930 021 478

[www.bitou10foundation.co.za](http://www.bitou10foundation.co.za)

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# A WORD FROM THE CHAIRPERSON



Dear Friends and Colleagues,

The year 2020 will not easily be forgotten and will go down in history as one of the most taxing years in the history of the world.

We all had to change the way we think and do things and adapt to the totally different circumstances one has to live under in a pandemic.

At first we did not know how to react, but we soon realised that the schools were battling to keep in touch with the children at home during lockdown. We had to think of ways to reach the learners at their homes and help both teachers and parents to keep the learners abreast of the work.

We compiled mathematics booklets for learners to take home and work through with the help of parents and older siblings. These were printed and distributed to five Bitou schools. The same method was adopted for the literacy programmes in both English and Afrikaans.

The booklets have been popular and helped teachers and parents to assist in the remote learning mode of the lockdown period. Teachers are now giving feedback that they find the booklets very handy in the classrooms as well.

Our manager, Sooneela, has now recuperated from her accident in 2019 to the extent that she can drive and walk. She has been brave, and we are glad to see her up and 'running' again.

Our Khanya learner support programme delivered assistance to senior learners as they face their futures and some of them showed that one can reach great heights with hard work and dedication under the worst circumstances. We wish our school leavers the best in their future endeavours.

Thank you to our many funders, supporters and friends who made it possible for us to deliver on our credo of 'supporting schooling for excellence'. As always, without your contributions we could not do any of this work.

*Marietta van Rooyen*



# BOARD MEMBERS



Please note that some images in this years Annual Report have been re-used from last year due to Covid-19

- ✔ **Marietta Van Rooyen** - Chairperson
- ✔ **Mlulami Faleni** - Director
- ✔ **Colin Wildeman** - Director
- ✔ **Douglas Baartman** - Director
- ✔ **Dianne Kloka-Speight** - Director
- ✔ **Jean Jullies** - Director

<https://www.bitou10foundation.co.za/who-we-are/>

# We are the result of our hard work.

# Passion for what we do.

# Love for what we stand for.



# A MESSAGE FROM THE B10F MANAGER



2020 brought about changes across the world in the way we live and work.

School communities were faced with many challenges and carried the responsibility of educating our learners in bleak times. I extend my gratitude to our Bitou school communities for embracing these challenges and continuing to provide our learners with safe teaching and learning environments.

I extend my condolences and loving light to those who experienced the loss of a loved one due to COVID-19 and to those who suffered and may still be suffering from the effects of this pandemic.

I thank our funders for their commitment during 2020. With their generosity, we were able to provide support to our school communities - during the national lockdown and during the phasing in of learners after the lockdown.

Our contracted staff were able to reach our teachers and learners despite the many challenges which they had faced. All our programmes were reviewed and adapted as we were not able to visit schools. Our partner organisations, Teachers Learning Center and Wordworks provided much support and insight into the way forward.

In September, we relinquished our office premises and embarked on 'working from home', a new norm for many, globally.

Our new contact details are available on our **CONTACT US** page on our website  
**[www.bitou10foundation.co.za](http://www.bitou10foundation.co.za)**

Warm regards,  
*Sooneela Naina*



# A BIG THANK YOU

to all our 2020 funders and sponsors!



## FUNDERS

Basil van Rooyen

Marietta van Rooyen

Gail Ractliffe

Vesco Plastics Pty Ltd

Alain Leger

Tom Grieve

John Ford

Zoe Carss Education Trust

DGMT

Des Harrison

Hunter Hotels - Tsala Treetop Lodge

Hilton Davies

Citadel Philanthropy Foundation Trust

Johann Maree

Allan Appel

Gill and Francois Wolfaardt

## SPONSORS

Mazars



# OUR IMPACT IN 2020



OVERVIEW

## EARLY CHILDHOOD DEVELOPMENT (ECD)

ECD level 5 training for practitioners

IMPACT

**10 ECD practitioners in training**, 18-month duration.



OVERVIEW

## LITERACY DEVELOPMENT

Reading and English: Grade 2 and 3 isiXhosa learners.  
Ready, Steady, Read, Write: Grade R and 1 Afrikaans learners.

IMPACT

**381 Learners** received English literacy packs.  
**478 learners** received Afrikaans literacy packs.



OVERVIEW

## MATHEMATICS DEVELOPMENT

Curriculum support for Mathematics teachers.  
Grade 4-7 learners from 4 primary schools supported.

IMPACT

**18 Teachers** benefited.  
**2 478 learners** received revision booklets.



OVERVIEW

## YOUTH DEVELOPMENT

Mentorship and coaching for selected Grade 11 and 12 learners.

IMPACT

**25 Learners** benefited from life-skills training sessions,  
guidance with tertiary applications and counselling.



OVERVIEW

## E- LEARNING

CAMI software and computer lab facilitation.

IMPACT

**1200 Learners and 32 teachers** reached.

# IMPACT STORIES



## **ALUTHA PHIKE** (Grade 12, Murray High) Youth Development: **Khanya Programme**

“ The Bitou 10 Foundation Khanya Programme has helped me in various ways. It has changed how I think and feel and has made me view the world from a different perspective.

I learnt how to embrace my differences as a young person; to understand and accept that we are all different. Our different skills make us unique. My strength may be someone else's weakness, so if we work together as a team, we can achieve the unthinkable. That is how wonderful and important teamwork is.

Volunteering at Masizame in Kwanokuthula exposed us to the world of giving with all our heart without expecting anything in return. That had an impact on the Girls' Club which I started last year to help each other through challenging times.

I learnt the importance of choosing a career and working towards obtaining the results I desire. The programme has exposed me to the real world of hard work. I have learnt how to behave in the workplace, how to answer cellphone calls and how to conduct myself in an interview. I am now ready to handle conflict, to plan and set goals. Most important of all, I am also equipped with self-defense skills.

I have gained confidence. In 2019, I was invited to address parliament in Cape Town. I became the Ambassador of the Western Cape Youth. I was voted to be the RCL (Representative Council of Learners) chairperson and was given duties as a leader. I also delivered a speech at our matric farewell.

### **My Academic Achievements:**

2019 - Top Achiever in Languages, Mathematics, Geography, Life Sciences and L.O.

2020 - Top Achiever in the Science Stream; Best in Physical Sciences, Life Sciences, Geography and English

2020 - Bursary grantee (individual donor)

2020 - Matric results: 5 Distinctions in National Senior Certificate

'Alta pete ad astra spe aspero' which means 'Aim high through difficulties.'

Everything I do, I do it with confidence, thanks to this programme. I am honestly grateful for the opportunity to have been a part of the youth development Khanya programme. ”



# WHAT WE DO

## VISION

A community in which all learners are equally empowered through learning.

## MISSION

The Bitou Education Foundation provides resources to enrich teaching and learning and inspire learning through enhancing opportunities for all learners in the Bitou community.

## VALUES

- Respect
- Responsiveness
- Lifelong Learning
- Innovation
- Integrity

## OBJECTIVES

- ★ Support access to quality basic education for all learners in the Bitou community.
- ★ Support educators in ensuring that learners exceed and continuously improve performance in the Systemic and Matric assessments.
- ★ Equip management, teachers, educators and support staff in their efforts to provide inclusive and effective education.
- ★ Equip teachers and education managers with skills in the effective and innovative use of information technology.
- ★ Assist in the development of effective school management and governance.
- ★ Support the development of learning environments that enhance effective teaching and learning.
- ★ Actively engage all educators, professionals, prospective volunteers and donors in the development and resourcing of programs that meet the core needs of learners in the Bitou community.
- ★ Work collaboratively with Bitou Municipality and other organisations.
- ★ Secure the required resources to meet the needs of our beneficiaries.
- ★ Enable the attainment of the strategic objectives through continuous review and effective planning of The Bitou Education Foundation activities.



Education is the most powerful  
weapon which you can use to  
change the world.

*Nelson Mandela*

www.thequotes.in

## PROGRAMME OVERVIEW AND STAFF

- 1. ECD Level 5 bursaries** - Susan le Roux
- 2. Literacy Development**
  - English and Reading programme - Pippa Ford
  - Ready Steady Read Write - Anthea Wiesie, Mariana Ambraal
- 3. Mathematics Development** - Hanlie Stander, Gillian Reid
- 4. Youth Development** - Caesare Essau
- 5. E-Learning** - Sooneela Naina



# 1. EARLY CHILDHOOD DEVELOPMENT

## ECD Level 5 Bursaries

### BACKGROUND

Our partners, The Teacher's Learning Centre (TLC), an accredited institution based in Johannesburg, enables ECD practitioners to be trained by Susan le Roux, ECD trainer, in Plettenberg Bay. B10F awarded ECD Level 5 bursaries to 10 qualifying practitioners.

### OUTCOMES

10 Qualifying ECD Level 4 practitioners were awarded the opportunity to commence with Level 5 training in 2020. The course duration is 24 months. The candidates attend weekly training sessions at St. Peter's Catholic Church. The bursary is all inclusive, covering registration, tuition, study materials and stationery.

Training sessions were conducted in February and March, but due to the national lockdown, training could only commence again in September 2020. During the lockdown, Susan communicated with the practitioners who were able to continue with their studies, until sessions could resume.

### BENEFICIARY FEEDBACK

*"The bursary is helping me because without it I would not have managed financially. I have not been working since the lockdown and knowing that my fees have been paid is a blessing. I am so looking forward to completing my Level 5 training as I would like to teach our children. Mrs. Susan le Roux is such a good facilitator and to learn from her is such a privilege. It is good to learn in a small group because we can confide in each other and learn from each other too. Thank you for this opportunity, for giving me a way to change my life and helping me to change the lives of our children in the future."*

- Mariana Ambraal (B10F Ready Steady Read Write coordinator)

*"Thank you for your great generosity. I am lucky to be a part of this bursary. I know that furthering my studies will better my opportunities. Your support helps to further my mission."*

- Bronwin Cassiem

*"The bursary is the best thing that has happened to me. This course is one of my goals for the future. I feel so positive and motivated. I believe that this course will open doors for me in the future. Susan is a good teacher."*

- Sonel Harker

*"I am so thankful to be given this opportunity to complete my level 5 training. It is a privilege to be a part of this group and I will do my best at all times. Thank you to our sponsor."*

- Anthea Wiesie

### CONCLUSION

10 ECD practitioners benefited from the programme.



## 2. LITERACY DEVELOPMENT

### 2.1 Reading and English Programme



#### BACKGROUND

This literacy programme is based on and inspired by the Shine Centre in Cape Town. The programme involves all the Grade 3 learners in both Phakamisani and Kwanokuthula Primary School. The programme supports Grade 3 learners to effectively access the curriculum in Grade 4, when the medium of instruction changes from isiXhosa to English.



#### OUTCOMES

We thank our wonderful team of volunteers who have been the backbone of this programme. With their passion and commitment, the learners received either one-to-one or two-to-one teaching support which has addressed individual weaknesses.

The Covid-19 pandemic resulted in the schools closing at the end of March and the programme was put on hold. Learners in the foundation phase only returned to school on a part-time basis in August.



To help consolidate the English curriculum, differentiated literacy packs for the learners were compiled and delivered to the schools. The Grade 2 English class from Kwanokuthula Primary was included in the programme. The packs consisted of a folder, 2 pencils, an eraser, a sharpener, crayons, dice, counters, and the first set of worksheets and games.

Additional worksheets and games have been added every two weeks. Regular contact has been held with the teachers to ensure that the content is in line with their learners' abilities and supports the phonics programme taught in the classroom.

#### CONCLUSION

Total number of beneficiaries: 381 learners



## 2.2 Ready, Steady, Read, Write – Wordworks

### BACKGROUND

In partnership with Wordworks, we implement the Ready Steady Read Write programme at Kranshoek and Harkerville Primary, for Grade R and Grade 1 learners. These schools are Afrikaans medium schools and, as such, the Wordworks programme is designed to assist learners specifically with early literacy skills in Afrikaans. Our aim in 2020, was to extend into Formosa Primary.

### OUTCOMES

The sessions commenced in Term 1, until the national lockdown. Realising that an intervention strategy was needed for learners during the lockdown, Wordworks piloted the @ home project.

Wordworks designed and compiled Afrikaans literacy packs based on the Ready Steady Read Write programme. These packs included all the letter and word games, printed booklets and writing materials. Each partner organisation received communication to forward to each Ready Steady Read Write site. In collaboration with the Western Cape Education Department, the packs were approved and distributed to the relevant district offices for collection.

All learners in Grade R and Grade 1 at Kranshoek, Harkerville and Formosa Primary received 2 literacy packs. All schools' Foundation Phase Heads of department were invited to join a WhatsApp group where they received instructions and videos on how to use the games and resources. These could then be shared with parents and caregivers.

### BENEFICIARY FEEDBACK

“The Wordworks activity packs came in handy as an additional resource for use both at school and at home. The colourful activities provide much value to the teaching of phonics. The instructions and illustrations have been most welcome.” Mr. C. Wildeman (Principal-Formosa Primary School)

### CONCLUSION

Total number of beneficiaries: 212 Grade R and 266 Grade 1 learners



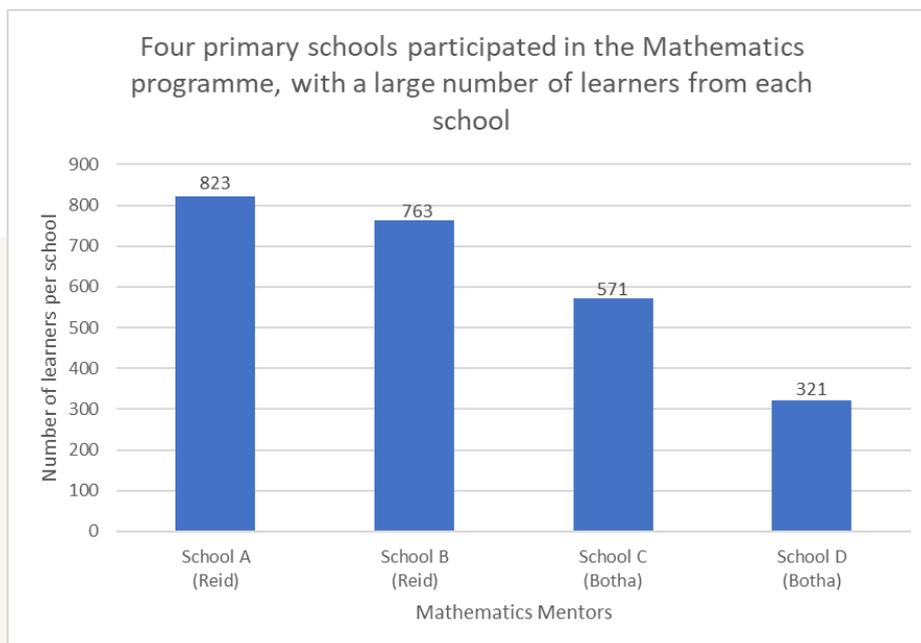
# 3. MATHEMATICS DEVELOPMENT

## 3.1 Intersen phase (Grade 4 - 7)

### BACKGROUND

The Mathematics Development programme is a 3-year plan aimed at Grade 4 learners and following their development until Grade 6. We aimed to improve learner's understanding of mathematical skills and concepts and improving results in the Grade 6 systemic evaluations.

Four primary schools (Figure 1) were included in the programme



### OUTCOMES

The programme commenced in February 2020 as planned. Due to COVID 19 and the lockdown, the intervention could not continue as planned in Term 2 and a new strategy was adopted to continue providing the necessary support to both teachers and learners.

During the lockdown, the Mathematics mentors continued to support the Grade 5 teachers via e-media with curriculum planning in preparation for the re-opening of schools. They extended their support to all the Mathematics teachers during the phasing in of learners in Term 2 and Term 3.

Teachers and learners were faced with the challenge of completing Term 2 content whilst covering Term 3 content. Learners were rotated to ensure adherence to social distancing which created a further challenge. A need arose for a strategy to assist learners in completing the curriculum.

To address this need, the mentors compiled booklets of exercises, which they would have shared with teachers in the classroom. The booklets enabled learners to revise concepts as 'work from home activities' when not at school and to ensure curriculum coverage. Each mentor worked on two grades, using the amended curriculum, to cover the content for the year. The booklets were made available in English (Kwanokuthula, Phakamisani) and Afrikaans (Kranshoek, Formosa). Memos and instructions were forwarded to the respective teachers and management.

## BENEFICIARY FEEDBACK

*"The Grade 7 Maths booklet is definitely helping our learners. We appreciate your amazing support."*

*- Ms. Mbeki (Deputy Principal, Kwanokuthula Primary)*

*"Thank you for the Maths revision booklets. This is definitely a useful tool."*

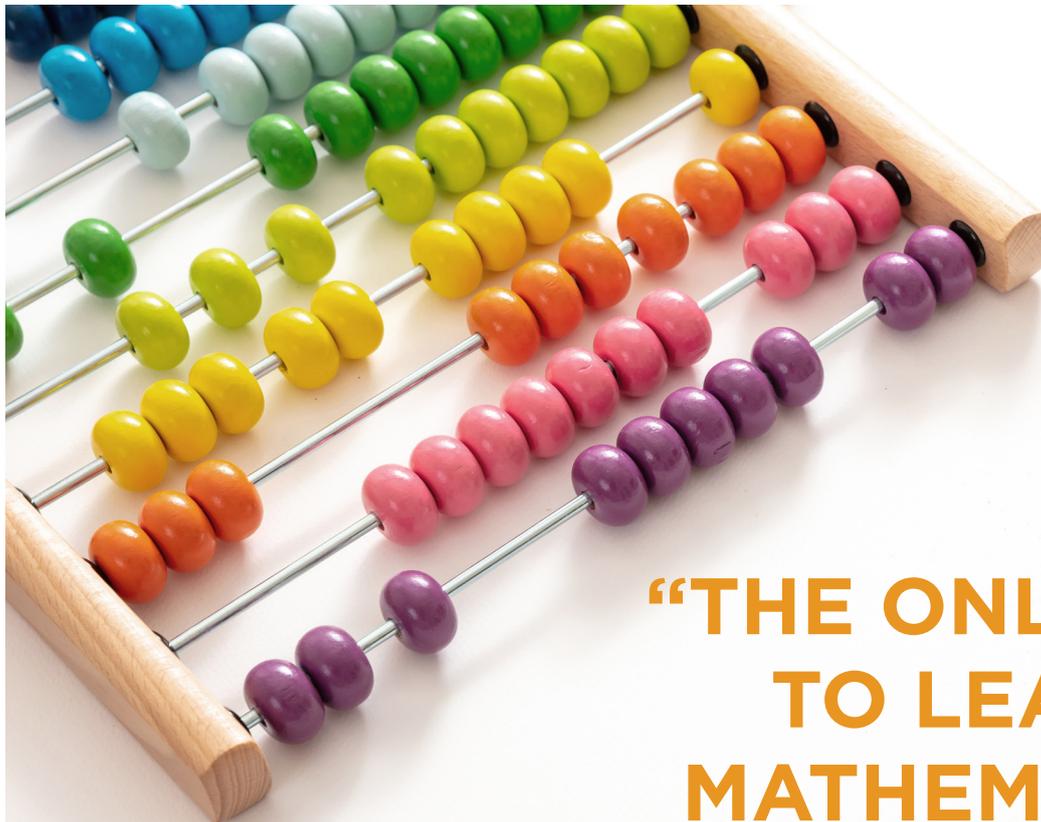
*- Mr. Belu (Head of Department, Phakamisani)*

*"I would like to take this opportunity to thank you for everything that you have done for me. You have made my work easy and enjoyable. I am grateful to have your support especially at this time of COVID-19. Our school has a large number of learners, who have to share books. With each learner having their own Mathematics booklet, they could complete activities at home. The standard of questioning is excellent, accommodating all learners' needs."*

*- Miss Hans (Grade 6 Teacher, Phakamisani)*

## CONCLUSION

Total number of beneficiaries: 2 478 learners and 18 Mathematics teachers



**"THE ONLY WAY  
TO LEARN  
MATHEMATICS  
IS TO DO  
MATHEMATICS"**

**- Paul Halmos-**



# 4. YOUTH DEVELOPMENT

## Khanya Programme



### BACKGROUND

Khanya is a mentorship programme which aims to provide life-skills training for selected Grade 11 and 12 learners from Murray High and Plettenberg Bay Secondary Schools.

The program is based on value systems such as appreciation, integrity, accountability, diligence, perseverance and discipline. Grade 12 learners are guided and supported with career selection and tertiary applications.



### OUTCOMES

Caesare Essau was contracted as the new mentor in 2020. Intervention commenced a week before the national lockdown. He met the grade 12 group of Murray High, but due to the nationwide lockdown restrictions, was unable to meet the two groups at Plettenberg Bay Secondary and the Grade 11 group at Murray High.

The Grade 12 learners, in the programme for their second year, had an existing relationship with Bitou 10 which enabled us to continue mentoring and supporting them. They were contacted telephonically and via e-media. Guidance and support with tertiary applications and applications for financial assistance was offered. Counselling sessions, when needed, were conducted, as learners were experiencing anxiety, stress, financial and emotional challenges due to Covid-19.

Mentoring the new Grade 11 groups proved challenging, as they were new to the programme and had not established a relationship with the mentor. Despite the challenges, life-skills sessions were delivered through a social media platform. Many learners did not have access to cell phones and data to participate in the programme. Those who could access the information responded and gave good feedback.

### BENEFICIARY FEEDBACK

*"I was able to participate. The sessions were interesting. I managed to apply some of the topics discussed."*  
- Kelly Douland Plett. Sec, Gr. 11

*"The programme helped me with career choices, self-confidence and how to approach the real world."*  
- Alutha Phike Murray, Gr. 12

*"The programme helped to improve my self-esteem and gave me direction in life."*  
- Haylin Louw Plett. Sec, Gr. 12

*"I think it is a wonderful programme. I learnt a lot and realised many things about life. It helped me to build my confidence."*  
- Alridge Terblanche Plett. Sec, Gr. 12

*"It has been a great help for me, informative classes on how to prepare for interviews and university applications."* - Veronique Davids Plett. Sec, Gr. 12

### CONCLUSION

**Total number of beneficiaries: 25 Grade 11 and 12 learners**



## 5. E-LEARNING

### Software and computer lab facilitation

#### BACKGROUND

The emergence of the Fourth Industrial Revolution (4IR) increased the need for teachers to have a good foundation in digital skills and be prepared for the challenges of a new technological world; and for learners to acquire the skills that will help them to prosper in the world of tomorrow and become contributors to the 4IR rather than just passive bystanders. Kwanokuthula Primary received computer hardware from the Western Cape Education Department (WCED) for learners and teachers to utilise in the computer laboratory. The B10F was approached to assist with installing CAMI software and remuneration for a computer lab facilitator who would assist teachers and learners during lessons in the lab.



#### OUTCOMES

A programme was designed to introduce e-learning as a tool to enhance teaching and learning. All learners, from Grade 1 to 7, used the CAMI software. The classes were rotated to ensure that all learners benefitted from the programme. Lessons took place after school hours affording interested learners more time to engage with the programme. Teachers have been empowered, not only to be able to use technology to upskill themselves, but to also use it as a tool to enhance their teaching skills so that learning can be more effective. The computer lab was also used by learners after school hours to conduct research for their assignments and projects.



Teachers have been trained in Computer 101 (basic functionality of a computer). They have also been taught how to access Microsoft Teams and Google Meet for attending virtual meetings with the WCED and inter-school staff meetings. Teachers received training on how to use the CAMI software. CAMI generated reports are now used to analyse learner performance, both individual and class performance.

#### BENEFICIARY FEEDBACK

##### Feedback from learners

*"We love going to the lab because we get to go on CAMI and we also can use the internet to do research for our projects."* - Grade 5 Learner

*"I love going to use the computer lab to do my research because sometimes the library is closed, and I would not be able to finish my work if I only rely on the library."* -Grade 7 learner

*"I love CAMI reader so much. I learn how to read and do spelling on it."* -Grade 4 learner

##### Feedback from staff

*"I really enjoy having access to the lab because I have found that some of the learners which I teach learn better with visual stimulation and others with auditory stimulation. I use the CAMI programme to encourage my learners to read, help them to revise and consolidate the work taught in class and at times to introduce a certain topic."*

*"They love going to the lab so much that some have expressed the wish to work on a computer all the time instead of working in their books. I am also able to fasttrack a learner who is performing below their expected performance level. I also expose the learners to the internet, Microsoft Word and Power Point so that they are able to make use of these programmes, even outside of the school environment."*

- Mrs Stofile-Gungubele

*"I am a Mathematics teacher. CAMI Maths helps me with the learners who are struggling with writing in their books. They are more receptive to my subject when I use a different teaching aid (computer) and I must say it works for me."*

- Mrs Flepu-Mbilini

*"Most of our learners were struggling to access the curriculum presented to them through the traditional textbook method and as a result, were underperforming academically. Learners have demonstrated enthusiasm and eagerness, not only to come to school but also in their own learning since the programme started. Their confidence has been boosted. This is demonstrated in the way they engage with each other on e-learning related activities. We can now print reports to measure the performance of the learners. We appreciate the contribution and support from the Bitou 10 Foundation. It has made a difference to the school and the learners."*

- Mr M. Faleni (Principal: Kwanokuthula Primary)

## CONCLUSION

Total number of beneficiaries: 1 200 learners and 32 teachers

# WE NEED YOUR SUPPORT

## Rewards of being a donor or a friend:

- ✓ Make a difference and positively impact a life or many lives of the learners in Bitou.
- ✓ You will be given opportunities to engage with Bitou learners and teachers, attend functions, events and workshops.
- ✓ You will receive regular feedback via our e-mail newsletter, covering what we have achieved, the impact of our intervention and the lessons learned.
- ✓ Your contribution to education in Bitou will be acknowledged on our website and social media platforms, in our newsletters and the local media, unless you choose to remain anonymous.
- ✓ Donations to The Bitou 10 Foundation are tax deductible and all donors will be provided with a Section 21 18A Tax Receipt.
- ✓ Corporate investors are eligible for BEE points due to our Level 2 BEE status.
- ✓ We would be most grateful if you would consider investing in the lives of the 8000 children which we serve in the historically disadvantaged communities in Plettenberg Bay.

Visit our [donations page](#) to become a donor!

# CONCLUSION

Despite the many challenges faced in 2020 due to the pandemic, we were able to reach our beneficiaries and provide support where necessary with innovative ideas. The continued support of our current funders, new funders and partners enabled us to support and enhance education in Bitou. Our adapted initiatives provided teachers with resources to alleviate the challenges in education.

We extend our gratitude to Suzette de Villiers, WCED Circuit 4 Manager, her District team, together with the WCED Bitou principals, in assisting us to reach our beneficiaries and to implement initiatives to improve the quality of education in the Bitou municipality. We salute our Bitou teachers who were champions in addressing the needs of our Bitou learners during the pandemic.

## As a result, our impact achieved in 2020:

- ECD – 10 ECD practitioners commenced with Level 5 training
- Literacy Development – 859 Foundation Phase learners (Grade R to 3) learners improved their literacy skills
- Mathematics Development – 2 478 learners and 18 Mathematics teachers received quarterly mathematics revision booklets and memos
- Youth Development – 25 Grade 11 and 12 learners received life-skills training and support with tertiary applications
- E-Learning – 1 200 learners and 32 teachers benefitted from e-learning opportunities and 196 memory sticks were provided to Grade 6 and 7 learners

## We have achieved excellent results this year.

**Restructuring our programmes, due to the COVID-19 restrictions, has afforded us the opportunity to think creatively and broaden our reach of beneficiaries. As a result, many more learners and teachers benefitted from our support, enhancing education in Bitou.**

## Connect With Us!

[www.bitou10foundation.co.za](http://www.bitou10foundation.co.za)

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