



the bitou foundation 10

“supporting schooling for excellence”



<https://www.bitou10foundation.za>

ANNUAL REPORT

2018

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A Word from the Chairperson

Dear Friends,

2018 saw the Bitou 10 Education and Development Foundation grow and become more substantial in their contribution to the children in Bitou schools.

We brought the gift of literacy in English and Afrikaans to many more children. We also assisted several Mathematics teachers in their classrooms to improve Mathematics results. In addition, we awarded ECD Level 5 bursaries to 10 practitioners over a period of two years to improve their qualifications.

All of this would not have been possible without the help of our funders and supporters. Thanks to the kind support from businesses and individuals who sponsored services, prizes, events and raffles to enable us to stretch our resources. It is indeed a pleasure to be part of this community and its generous people.

Thank you!

Marietta van Rooyen



Board Members

[Marietta Van Rooyen](#): Chairperson

[Mlulami Faleni](#): Co-Chairperson

[Peter de Villiers](#)

[Colin Wildeman](#)

[Andrie Combrink](#)

[Douglas Baartman](#)

[Zinzile Bobi](#)

[Hector Mc Ivor](#): retired

Message from Bitou 10 Foundation Manager

In 2018, we forged new partnerships to assist us in providing much needed programmes in the Bitou school communities.

Wordworks, enabled us to bridge the literacy gap by developing early literacy skills in Grade R (the Reception year) and in Grade 1. This programme will be established at the 5 Afrikaans speaking schools over the next five years.

Khanya, joined B10F, providing tertiary support to our youth in the Wittedrift area. The Khanya co-ordinator, an ex-learner of Wittedrift High, prepared learners for the workplace and tertiary education.

Our partnership with the *Teachers Learning Centre*, Johannesburg, provided our 10 ECD Level 5 Bursary recipients with extensive training, facilitated by an experienced ECD facilitator, residing in Plettenberg Bay. The second half of the training will continue in 2019.

Our continued partnership with *VolunteeringSA*, has supported Grade 3 learners from Kwanokuthula to improve English reading and language skills.

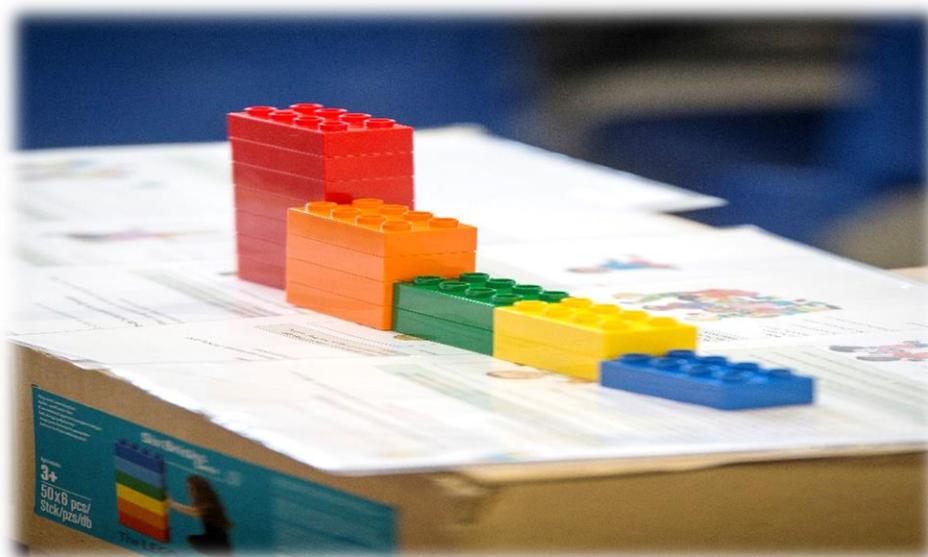
In collaboration with the *Kwanokuthula Library*, we piloted our first *Bitou Spelling Stars* challenge, which provided a platform for all learners in Kwanokuthula to participate.

We saw a shift in our Mathematics Programme, where specialists worked directly in the classroom, supporting Mathematics teachers and learners.

Despite uncertainty and instability in our country, we received donations and support from local and international donors. A special thank you to all our donors and sponsors who supported us during 2018. Your generosity enabled us to bring about positive changes in the lives of many learners in Bitou.

Warm regards,

Sooneela Naina



A Big Thank you to all our 2018 Funders and Sponsors!

FUNDERS

Basil van Rooyen	Marietta van Rooyen
Gail Ractliffe	Vesco Plastics
Alain Leger	Tom Grieve
John Ford	Zoe Carrs Education Trust
Des Harrison	Beacon Isle Hotel
Greg Bertram	Mr. and Mrs. Garmany
Udo Meinecke	Chris Parvin
Johann Maree	Mr. N. Whale
Peter Ridge	Steel
Marc Lubner	St. Thomas Methodist Church
Charities Unlimited	Donnakita Fielding
Margie and Andrew Thompson	Thomas and Amanda Service
Honeybush Plantation	Gill & Francois Wolfaardt
Ron and Janis Macmillan	Hunter Hotels

SPONSORS

Deli Factory	Ray – Boskey Dell Rose Garden
Knysna Elephant Park	Bargain Books
Ice Pallazo	Offshore Adventures
Ocean Safaris	Wimpy
Radical Raptors	Wittedrift Butchery
Nineteen'89	Friendz
Sportsman's	PNA
Ruby Kisses	Lego Foundation
Mazars	Tweak Design

A special thank you to our team of contracted staff, who share our vision of a community in which all learners are equally empowered through learning:

**Mandie Boucher
Carol Surya
Michelle Luyt
Nicole McDonald
Susan le Roux
Lola Bothma
Dianne de Villiers
Hanlie Botha
Pippa Ford
Jane Twine
Anthea Wiesie
Shamuss Booyesen
Delnay Terblanche**

Our Impact 2018

A broad range of programmes were delivered in 2018, with strong impact across the board:

	1	2	3	4	5	6
	Early childhood development (ECD)	Literacy development	Mathematics development	Learner support	Youth development	Professional development
Overview	<ol style="list-style-type: none"> ECD level 5 training for practitioners Capacity building for ECD managers 	<ol style="list-style-type: none"> Reading & English: Grade 3 isiXhosa learners Ready, Steady, Read, Write: Grade R & 1 learners Bitou Spelling Stars inter-school competition 	<ol style="list-style-type: none"> Specialist support for Mathematics teachers and learners 4 Classes from 4 primary schools supported 	<ol style="list-style-type: none"> Group therapy sessions at 2 high schools Small group intervention for selected Grade 1 learners from 4 schools 	<ol style="list-style-type: none"> Positive change programme: A holistic healing approach for youth at risk Career counselling & services for unemployed youth 	<ol style="list-style-type: none"> Collaboration and skills development for teachers
Impact	<ol style="list-style-type: none"> 1.10 practitioners in training from Feb 2018 – Jul 2019 12 ECD managers upskilled & provided with resources, reaching 39 ECD practitioners and 551 children 	<ol style="list-style-type: none"> 1.344 Grade 3 learners reached with large average improvement achieved 52 Grade R & 1 learners reached in successful pilot 2380 learners from Grades 1-7 participated in spelling challenge 	<ol style="list-style-type: none"> 1.609 learners & 9 teachers benefited from programme On average, failure rate was reduced by 10% 25 (4%) more learners achieved distinctions post intervention 	<ol style="list-style-type: none"> 1.25 high school learners benefited from visualisation therapy promoting deep, holistic healing 32 Grade 1 learners experiencing learning difficulties received occupational therapy 	<ol style="list-style-type: none"> 1.49 learners benefited from healing opportunity of Positive Change Programme 60 youths received career counselling and assistance, with 13 successfully employed 	<ol style="list-style-type: none"> All grade R teachers from 4 schools received training and resources

Impact Stories



A big Thank You to the Bitou 10 Foundation & Volunteering SA (VSA)

Volunteering SA (VSA) was established in June 2014 to address the educational needs of primary schools in the more disadvantaged communities in Plettenberg, Western Cape, South Africa.

[Read more...](#)



Success at Eyethu Edu-Care Centre

The Methodist Church, Plettenberg Bay needed a principal to manage an Educare Centre in Bossiesgif. They approached the Bitou 10 Foundation and Sindiswa Olifant, an ECD Level 5 Bursary recipient was referred to the post, as she had received her training through the bursary Programme – funded by Vesco Plastics.

[Read More...](#)



Tata Zinzile Bobi miracle principal of Murray High School

Mr Zinzile Bobi, Principal of Murray High school and a Bitou10 Foundation Board Director, is a man of exceptional values and passion.

Hailing from the Eastern Cape, Bobi has been teaching for 22 years – in 1996 he taught secondary school Mathematics, Physical Science and typing. Later in 1998, seeking more experience, he relocated to Cape Town and in 2003 was appointed head of Mathematics and Science.

[Read more...](#)

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.

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.

Our Values

- Respect
 - Responsiveness
 - Lifelong Learning
 - Innovation
 - Integrity
- 

Programmes

1. EARLY CHILDHOOD DEVELOPMENT

1.1 ECD Level 5 Bursaries

Background

Enquiries were made by several ECD practitioners about bursaries for 2018, which upon further enquiry, led us to believe that a need existed for another bursary programme in 2018. Vesco Plastics funded the ECD Level 5 training for 10 practitioners.

A partnership with The Teacher's Learning Center (TLC), an accredited institution based in Johannesburg, enabled us to select 10 practitioners to be trained by Susan le Roux, ECD trainer, in Plettenberg Bay. The programme duration is 18 months, beginning in February 2018 and ending in July 2019.

The ladies attend weekly sessions at St. Peter's Catholic Church. The bursary is all inclusive, covering registration, tuition and stationery.



**Funded by
Vesco
Plastics**

Outcomes

The bursary recipients have commented that the training has been both informative and interesting.

Susan le Roux is helpful and supportive and affords all the ladies the opportunity to produce their best work.

The Teacher's Learning Centre has commented positively on attendance and the results of assignments submitted.



Conclusion

10 ECD practitioners benefited from the programme in 2018. The ladies will complete the second year of their Level 5 Training in 2019.

1.2 ECD Capacity Building for Managers

Background

The provision of quality Early Childhood Development (ECD) is dependent on the skills and experience of ECD managers and practitioners, the quality of the facilities as well as the quantity, variety and quality of educational resources available to the children.

By building capacity amongst ECD managers, the managers are empowered to improve the quality of their ECD facilities in accordance with the standards required by the Department of Social Development.



Outcomes

In 2018, each manager received Lego Playbox training by Mandie Boucher and Lego playboxes for their sites. The playboxes consisted of assorted Lego building block sets, suitable for the pre-school child.

Managers attended computer literacy training sessions at the Kwanokuthula e-Center. Shamuss Booyesen was contracted to provide weekly training sessions, which included Microsoft Word, Excel, Powerpoint and Internet.



The managers commented on the training:

- “The training is helping me to be more computer active.”
- “It helped me to do my assignments, presentations.”
- “Computer training is helping me to do things on my own, typing stories and letters for my learners.”
- “The computer training has made me want to learn more about it.”
- “This training helped me a lot because I can do my work on my own.”
- “Computer training has made me want to buy my own computer just to learn more about it.”

The ladies shared an afternoon tea at the B10F office, where each site received educational resources to the total value of R22 000.

Conclusion

The programme addressed key needs within the Early Childhood Development sector and commenced in 2017, providing ECD managers with the following skills:

- Curriculum Planning, Assessment & Reporting
- Fundraising & Financial Management & Bookkeeping
- Human Resources
- Office Administration

Unfortunately, we were unable to reach the targeted 30 ECD managers, as many sites were committed to other NGOs serving the Bitou region. Some managers were unable to commit to weekly sessions and others could not leave their sites due to a shortage of staff.

However, the 12 managers who had attended workshop training in 2017 and 2018, received additional resources for each site and extended computer training sessions.

In total, 12 ECD managers received skills training and additional resources, improving their ability to support and aid the development of the 551 children attending their facilities, as well as the 39 ECD practitioners working with the children.

2. LITERACY DEVELOPMENT

2.1 Reading and English Programme

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 which includes reading, writing and conversation, has greatly helped the Grade 3 learners to achieve age appropriate literacy skills to effectively access the curriculum in Grade 4, when the medium of instruction changes from isiXhosa to English. Diagnostic tests are done twice a term to monitor progress and areas of weakness.

Approximately 72 volunteers, per term, give of their valuable time to assist the learners. Some volunteers attend twice a week so that there is continuity with the learners. Feedback and training sessions have been a great success.

Total number of beneficiaries: 344 learners

Funded by Zoe
Carrs Education
Trust, Charities
Unlimited, Hunter
Hotels, Beacon Isle
Hotel and
Individual donors



2.2 Ready Steady Read Write – Wordworks

Background

Many children are entering the school system unprepared for the demands of the curriculum. There is a need for creative early intervention and compensatory initiatives that draw on community members (tutors) to work with children who experience challenges in reading and writing.

The Bitou 10 Foundation in partnership with Wordworks, piloted the Ready Steady Read Write Programme at Kranshoek Primary, for Grade R and Grade 1 learners in 2018. These schools are Afrikaans medium schools and, as such, the Wordworks programme is designed to assist learners specifically with literacy in Afrikaans.

**Funded by
Alain Leger &
individual
funders**



Outcomes

Five volunteers (tutors) from Kranshoek received a two-day training session and worked with 22 Grade 1 learners and 20 Grade R learners, selected by the Grade R and Grade 1 teachers.

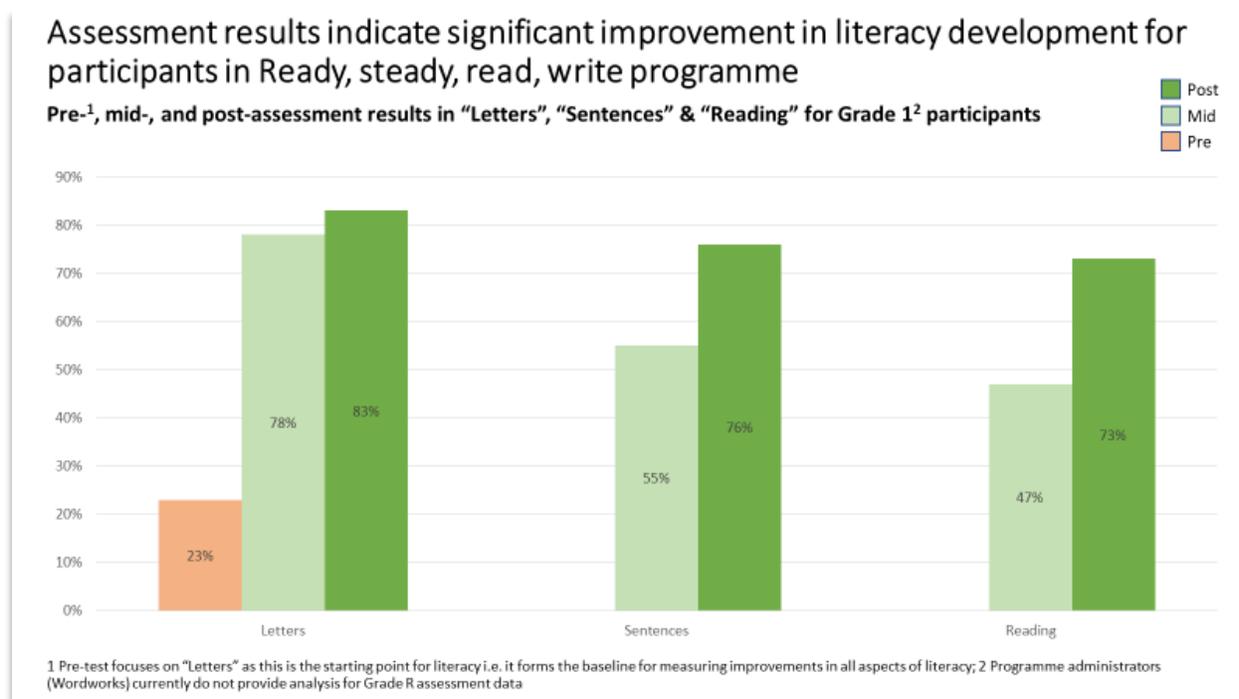
A tutor, Anthea Wiesie, attended the co-ordinator training in Cape Town, in May, and stepped in as the co-ordinator in September 2018.

All learners were assessed before, during and after the intervention to monitor their progress during the year. Figure 1 shows progress made on tests that were administered at three points in time – pre-, mid- and post-participation – for children who participated in the programme from February to June and February to November.

All the learners displayed an improvement in vocabulary, reading and writing. Many learners became more confident in the classroom and effortlessly shared what they had learnt with their peers. As Figure 1 shows, there was great improvement in all areas by the final assessment.

Results from the pre-assessment indicate that literacy among the assessed children was generally poor prior to the programme. However, post intervention, learners achieved large improvements, up from 23% to near or above 75% in all addressed areas of literacy. (The reason for the large improvement in “Letters” by the mid-point of the programme is that it is the area which is focused on first.)

Figure 1



The programme has also benefited the tutors, who have expressed feelings of appreciation for affording them the opportunity to support the children within their community.

Conclusion & way forward

As is evident from the above results, the programme was successfully piloted at Kranshoek Primary in 2018. In 2019, new volunteers will be recruited to replace those volunteers who are unable to continue, and the programme will be extended to Harkerville Primary.

As learners within the Harkerville community have restricted access to early literacy materials, they suffer from an immense disadvantage in early reading in Grade R and Grade 1. As such, it is expected that the Ready, Steady, Read, Write programme will be of tremendous benefit for them.

In total, 52 learners from Grade R and Grade 1 received tremendous benefit from the pilot programme in 2018. As the results indicate, on average, learners improved literacy in all areas by as much as three times (or 300%) through the intervention. This is a great result which has given all the children involved a far better chance to effectively access the educational curriculum as they move forward in their early development.



2.3 Bitou Spelling Stars 2018

Background

The aim of the initiative is to provide all learners with the opportunity to improve reading and language skills and to build self-esteem.

The initiative was organised by B10F, Kwanokuthula Library and teacher representatives from the two participating schools, Kwanokuthula Primary and Phakamisani Primary.

Outcomes

All learners from Grade 1 to Grade 7, 2 380 in total, participated in internal school challenges.

56 selected learners then participated in the inter-school event, hosted at Kwanokuthula Primary. All 56 learners received a gold medal for their participation.

Kwanokuthula Primary won both the Junior and Intersen Phase divisions and were awarded with both floating trophies.



Conclusion & way forward

Due to the success of the 'Bitou Spelling Stars 2018' event, the challenge will be extended to all the WCED primary schools in 2019, focusing on English, Afrikaans and isiXhosa Home languages.

Each school will choose a representative, to attend meetings arranged by organisers, The Bitou 10 Foundation, Kwanokuthula Library and ShowMe Plett.



Through an exciting and fun initiative, all learners involved were engaged in a process to improve their reading and language skills. In total, 2380 learners from seven grades across two schools benefited from the initiative, with 56 learners demonstrating their prowess as budding linguists.

3. MATHEMATICS DEVELOPMENT

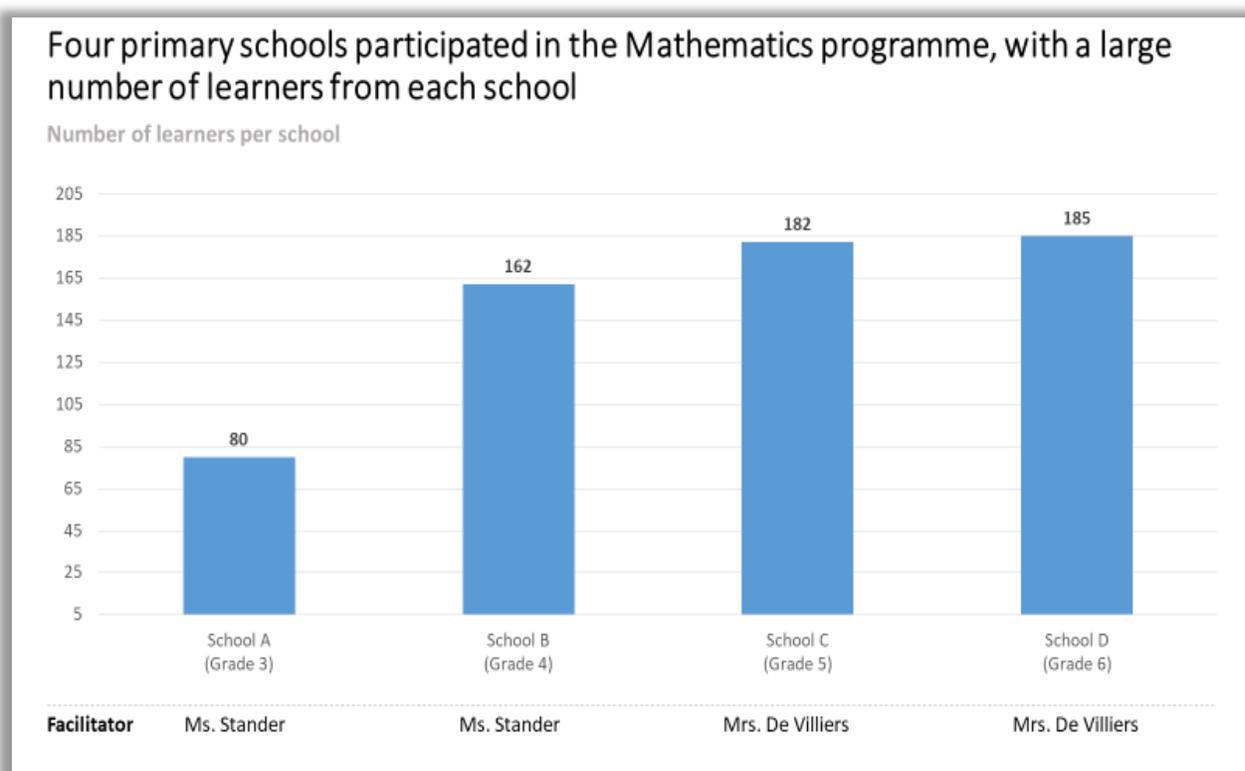
Background

The Mathematics Development Programme was administered to address key challenges which affect the teaching and learning process. Two contracted Mathematics teaching specialists, Dianne de Villiers and Hanlie Stander, provided teachers and learners with curriculum support and guidance.

Four primary schools (Figure 2) were included in the programme, with a different grade participating from each school. Support for the schools was split between Ms. Stander and Mrs. De Villiers.



Figure 2



To evaluate learners' progress, two assessments were conducted. The first, pre-test was conducted by Lola Bothma in May. The second, post-test was conducted by the teaching specialists in November, after completion of the intervention.

The assessment was based on the CAPS curriculum and covered the main topics such as Whole Numbers, Place Value, the 4 Operations, Common Fractions, Decimals and Data Handling.

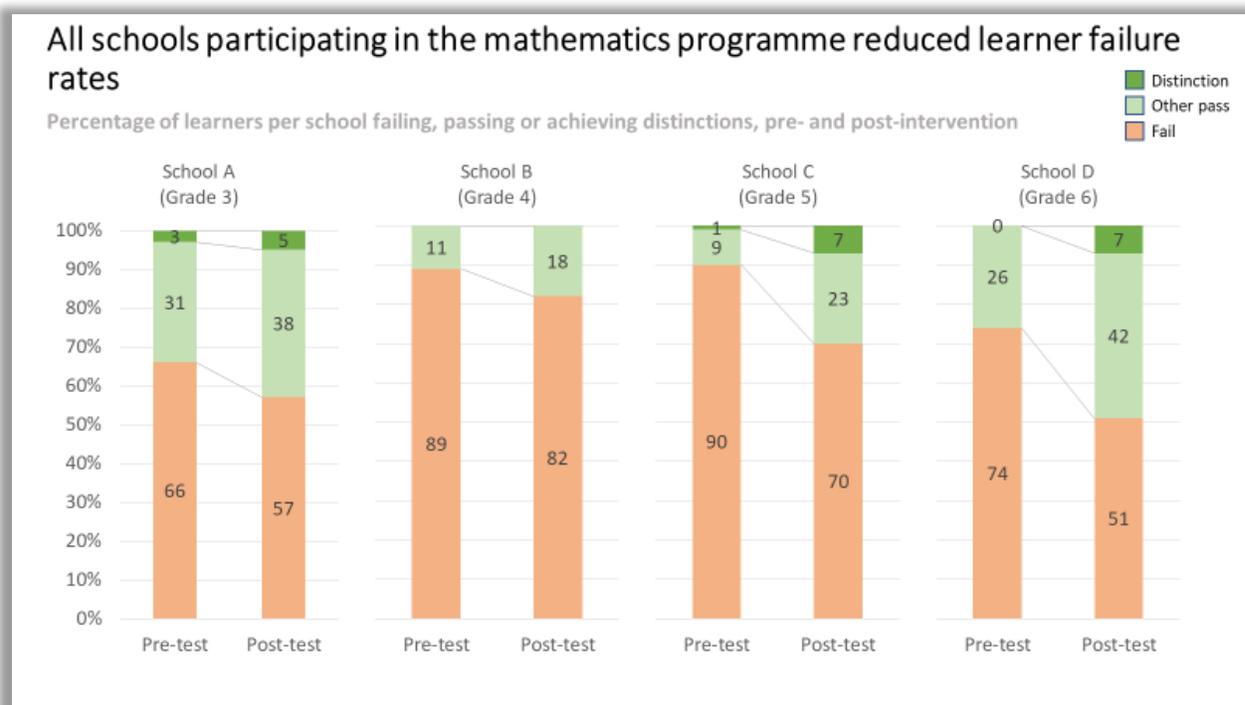
In addition, feedback from facilitators, teachers and learners was taken into account which highlighted where changes needed to be made to yield further improvements.

Outcomes

The Mathematics Development Programme has addressed key challenges which affect the teaching and learning process. Teaching and learning proved more effective with a specialist in the field of Mathematics available on hand to support both teachers and learners in the classroom. Having observed the challenges which many teachers face daily, the specialists offered tried and tested methods to assist them with classroom management, discipline, lesson planning and teaching.

The pre- and post-assessment results indicate clearly that the programme had a strong positive impact in all schools. Figure 3 shows a breakdown of the results by percentage of learners that passed with distinction, obtained a normal pass, or failed, both before and after the intervention. The results indicate that the programme was effective in addressing some key challenges.

Figure 3



The assessment was based on the CAPS curriculum and covered the main topics such as Whole Numbers, Place Value, the 4 Operations, Common Fractions, Decimals and Data Handling.

Taking a closer look at the results per school provides the following key insights:

- **School A (Grade 3)** – Failure rate decreased by 9% of learners from 66% to 57% with the distinction rate increasing by 2% of learners
- **School B (Grade 4)** – While no distinctions were achieved, failure rate decreased by 7% of learners from a very high base of 89%
- **School C (Grade 5)** – Very good progress is evident as the failure rate decreased by a large 20% of learners, again from a very high base of 90%, with a significant increase of 6% in the percentage of learners achieving distinctions
- **School D (Grade 6)** – An excellent improvement was seen in performance as the failure rate decreased by 23% of learners with 7% of learners (up from 0%) achieving distinctions

In addition, important insights were gained into relevant challenges and potential improvements:

Overall, it was concluded that it is most necessary to start the programme in February to establish routines at the beginning of the mathematics year.

The greatest challenge in Grade 3 is reading. Learners could not work independently and needed guidance in completing the questions, placing a greater demand on the teacher.

A positive outcome is the effect on the nine different teachers involved in the programme. This is evidenced by the response of the Grade 5 Mathematics teacher (who is currently completing his qualifications through correspondence) at School C, expressing his gratitude for the support and guidance. The intervention had made a significant transformation in his teaching style and methodology.

Conclusion & way forward

As the results indicate, the programme achieved good results in 2018, while leading to insights for further improvement. Some of these insights have already been translated into action. In 2019, we will focus on providing support to Grade 4 Mathematics teachers and learners, extending the programme each year into the next grade, while monitoring learner progress during the three-year phase.

In total nine teachers and 609 learners benefited from the intervention. After the intervention, 97 (16%) more learners passed the Mathematics assessment in their respective grade, while 25 (4%) more learners achieved distinctions.



4. LEARNER SUPPORT

4.1 Counselling – Group Visualisation Therapy

Background

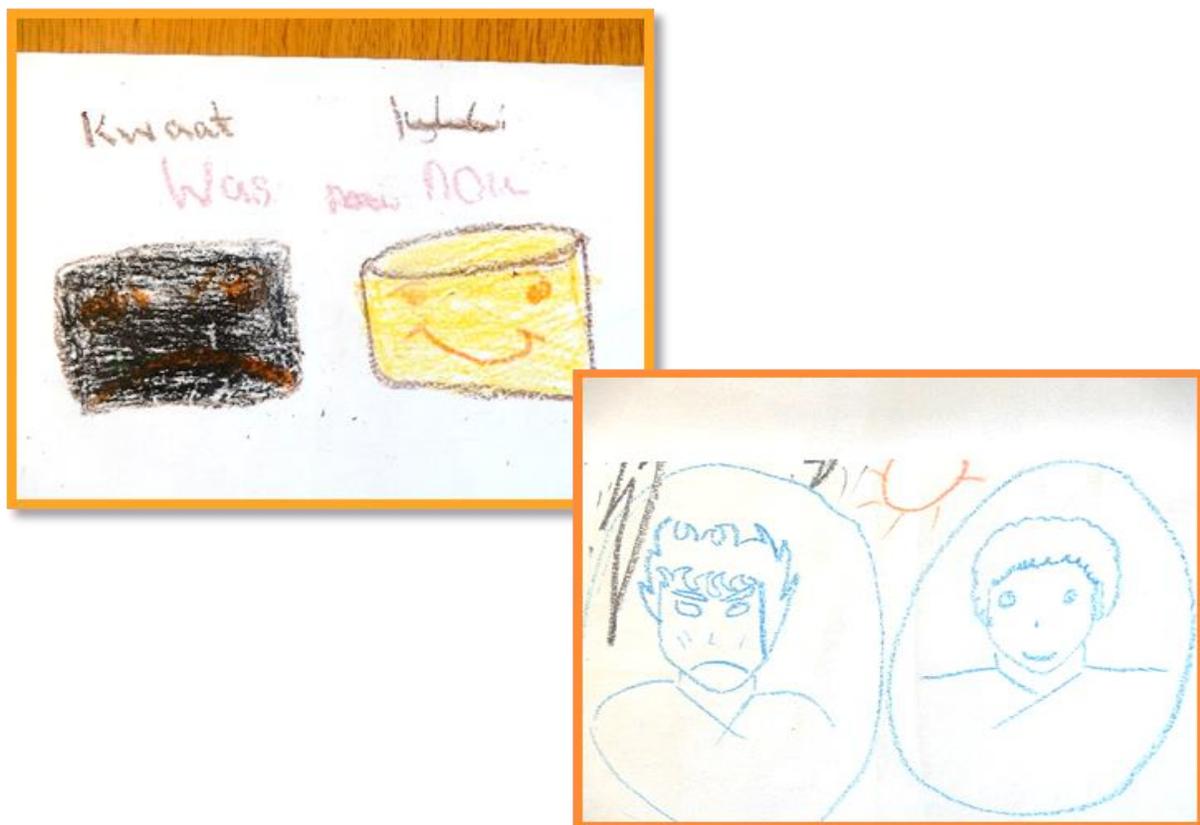
Group therapy sessions at Formosa Primary and Murray High School continued in 2018. The sessions were based on a visualisation technique that involves the accessing and releasing of negative emotions that cause negative behaviour and relationship patterns, and reaching a state of forgiveness, peace and well-being.

The process is a powerful visualization technique guided by Carol Surya, qualified psychologist, (recommended by Western Cape Education Department Circuit 4) that promotes deep holistic healing on all levels (mental, physical, emotional, social and spiritual).

Funded by
Bitou
Municipality

Figure 4





Outcome & way forward

Learners have commented on significant and life transforming changes. Figure 4 above provides a powerful illustration of how learners' emotional states have improved from before the intervention to after.

It is important that learners are supported from home and school during therapy. As such, in 2019, the WCED District Social Worker will work with Carol to create healthy environments in which these learners can feel safe and secure.

Also, in 2019, schools will complete an evaluation of each learner's general progress. Learners in need of support will receive further sessions with Carol, to overcome challenges which hinder them from reaching their full potential. In addition, Carol will conduct an information session with teachers and parents, to enable them to have a greater understanding of the learners' needs.

In total, 25 learners benefited from the intervention in 2018. Learners feel they are more focused on their schoolwork and are now able and willing to concentrate and co-operate with their teachers and parents. They are aware that their past experiences had hindered their way of seeing themselves and others.

4.2 Occupational Therapy

Background

This programme focused on providing small group intervention for Grade 1 learners who are experiencing learning difficulties and to assist teachers with correct referrals to other services, if needed, for the learners involved in the programme. The WCED Psychologist and Learning Support Advisor, selected learners from Formosa Primary, The Crags Primary, Kranshoek Primary and Harkerville Primary, to participate in the programme.

Contracted occupational therapists, Michelle Luyt and Nicole McDonald, focused on key developmental areas during the therapy: visual perception, visual motor perception, fine motor skills and work ethic. Activities were carefully selected to be appropriate for multilevel teaching so that they could be used therapeutically for learners with varying abilities. The small groups allowed for more individualised attention which learners may not receive in large classes.



**Funded by
Vesco
Plastics**

Outcomes

The therapists reported:

- Improvements in learners' visual motor integration, visual perception and fine motor skills
- Improvement in learners' attention to detail
- Significant progress in work ethic with more learners working independently

Therapists' presence in the schools, enabled them to communicate frequently with the teachers to discuss improvements, concerns, challenges, referrals and classroom adaptations. As a result, many learners were identified as needing other forms of support such as educational, therapeutic or psychological intervention. For example, learners making slower progress with visual perception skills were referred for eye tests.

In total, 32 learners benefited from occupational therapy interventions in 2018.



5. YOUTH DEVELOPMENT

5.1 Positive Change Programme

Background

A holistic approach, targeting youth at risk, was adopted in 2018, focusing on individuals' strengths rather than on problems and weaknesses. This is an emerging approach, premised on the school positive psychology and grounded in research in neuroscience. This research is proving that the brain is capable of functional and structural change. As such, motivation of the 'existing positives' has real and long-lasting effects on the individual. E.g. stimulating production of the 'feel good' hormones of oxytocin and dopamine and encouraging ongoing motivation.



Objectives of the Positive Change Programme:

- Self-awareness and self-worth: who am I; why am I behaving this way; change is possible
- Uncovering and releasing the emotional root cause of substance abuse
- Changing limiting beliefs about oneself, others and the world (into more positive ones)
- Engaging and strengthening relationships progressively over time
- Learning mindfulness and other wellbeing skills that can easily be used in everyday life to feel better and cope with challenges
- Activating the participants' potential on all levels (holistically) – in order to move from a state of dysfunction to personal wellbeing

It was also hoped that both parents and educators (i.e. a part of the learners' social dimension), could be engaged in the program. Unfortunately, parents were unable to attend the parent sessions.

The intervention consisted of four one-hour long sessions (including an introduction and closure).

Outcomes

In total, 49 learners participated in the Positive Change Programme in 2018. Figure 5 contains feedback from the beneficiaries and illustrates the benefits learners received from participating in the programme.

Figure 5

WHAT DID YOU FIND USEFUL?	REALISATIONS
Plettenberg Bay Secondary learners	
“The positive energy which we share together.”	“Stay true to yourself and never give up.” “I started to have positive thoughts. I noticed a big change in my behaviour and even started to forgive people. I have more respect for myself. I feel positive and happy.”
“I’ve learned to clean out negative thoughts and change it to positive.”	“You must learn to respect yourself first and everything will fall into place and you must not let others hold you back from your dream/goal.”
Murray High learners	
“I find that in our minds we have good and bad thoughts. I feel free because all the bad thoughts move away.”	“If you give others respect you will be respected too, each one teaches the other – we are all the same if we help each other we can change the area we live in or school. The programme tells us – don’t give up! There is always an answer to everything.”
“I enjoyed how to learn to change and love myself, also to respect. I feel like I’m different. I now do things in a good way and like that.”	“I have realised that I have changed but in a positive way. My life changed for the better since the programme. I’m now expressing my feelings and respect myself and others.”

5.2 Khanya Project

Background

Khanya was initiated in March 2018 by Mike Mouat and Delnay Terblanche (co-ordinator).

The goal was to alleviate the extensive unemployment crisis, gripping the youth of Green Valley, within the Wittedrift community. The initiative included:

- *CV writing for youth entering the workplace*
- *Interview do's and don'ts*
- *University and bursary applications*
- *Life skills training*

Outcomes

Delnay Terblanche assisted more than 60 youth with cv writing; 13 of which were successfully employed in Plettenberg Bay. However, many individuals left these jobs due to a lack of interest and an inability to deal with conflict in the workplace. This group consisted of youth who had not successfully completed a National Senior Certificate and could not be assisted with entry into a university.



Conclusion & way forward

After much discussion and deliberation, it was agreed that Khanya would establish itself at Murray High and Plettenberg Bay Secondary in 2019, to work specifically with a group of Grade 11 learners from each school.

Khanya will provide a mentorship programme, covering all the basics mentioned previously, while focusing on the emotional and academic well-being of the selected learners. The program will be based on value systems such as appreciation, integrity, accountability, diligence, perseverance and discipline. This will effectively create well-rounded, positive thinking individuals, who will have the necessary skills to pursue a career after school.

6. PROFESSIONAL DEVELOPMENT

6.1 Grade R Playbox Training

Grade R teachers from The Craggs, Kwanokuthula, Phakamisani and Kranshoek received resources and a one-hour training session, facilitated by Mandie Boucher. This is a concept which playfully engages children in a variety of skills development activities.

The Playboxes were sponsored by the Lego Foundation

Way forward

A growing area of need amongst schools in Bitou is for teachers to work collaboratively within their grade, phase and learning area. As a team of professionals, teachers need the opportunity to engage with each other to share knowledge and experiences.

In 2019, our Mathematics Development co-ordinator, Dianne de Villiers, will provide this opportunity by facilitating Professional Learning Communities for Mathematics teachers. Teachers will be encouraged to plan together and share best practice teaching methodologies and strategies, ensuring curriculum coverage and deeper understanding of Mathematical concepts.



We Need Your Help

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 educators at 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 we serve in the historically disadvantaged communities in Plettenberg Bay.

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

Volunteer to Help Make a Difference

If you have spare time on your hands and are interested in volunteering your time to a good cause, simply fill in the slip below and we will be in contact shortly.

- Volunteer with the [insert program name here]
- Donate to a program: _____

Please visit our website www.bitou10foundation.co.za to learn more, or call us at 044 533 6466. Send this form by email to info@bitou10foundation.co.za

Name: _____ **Phone:** _____

Email: _____

Address: _____



CONCLUSION

2018 proved to be a productive year for the organisation. We addressed many needs within the Early Childhood Development sector, as well as the Primary and High school sectors.

With the support of our current funders, partners and volunteers we were able to reach many more beneficiaries and to introduce programmes which targeted key areas in need of support. Suzette de Villiers, WCED Circuit 4 Manager, and her District team, together with the WCED Bitou principals, enabled us to reach our beneficiaries and to provide programmes to enhance the quality of education in the Bitou region.

As a result of these efforts, significant impact was achieved in 2018 across all six programme areas:

- **ECD** – 10 ECD practitioners in on-going training & 12 ECD managers upskilled, reaching 39 ECD practitioners and 551 children in their respective facilities
- **Literacy development** – 344 Grade 3 isiXhosa speaking learners & 51 Grade 1 and R Afrikaans speaking learners greatly improved their literacy skills, while 2380 learners from Grades 1 – 7 participated in the first Bitou Spelling Stars inter-school competition
- **Mathematics development** – 609 learners made significant progress in their mathematics ability, with their respective Mathematics teachers gaining valuable new teaching skills & experience
- **Learner support** – 25 selected high school learners & 32 Grade 1 learners who experienced learning challenges, received counselling and therapy to improve their health, well-being, and school performance
- **Youth development** – 49 at-risk high school learners received and benefited from intervention by the Positive Change Programme & 60 unemployed youths were assisted in job seeking, resulting in 13 successful job applications
- **Professional development** – All grade R teachers from 4 schools received training and resources to improve collaboration and skills

Our new initiatives proved successful, allowing us to expand on these initiatives in 2019.

Expanding on the successes of our programmes in 2019 would require increasing our donor base and improving our existing marketing and PR strategies. There are many NGOs working within the Plettenberg Bay region, which places a huge demand on local businesses to support charitable initiatives. Our focus would be to forge partnerships with national and international donors of similar vision, so that we may reach more beneficiaries and provide the necessary educational support to the learners in Bitou.

"Education is not the filling of a pail, but the lighting of a fire"
– W. B. Yeats

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