

Phenduka Literacy and Maths Project

Annual Report for the year
July 2019 to June 2020



Phenduka

Literacy & Maths

The Phenduka Literacy And Maths Project Mission Statement

The Phenduka Literacy And Maths Project is committed to improving the learning and teaching of literacy and mathematics at Middle School level in four of the primary schools in the township of Alexandra, in Johannesburg. It does this through the **diagnostic testing and remedial teaching** of Grade 7 students at the schools served, and through the **running of workshops to improve the proficiency and effectiveness of teachers** in developing literacy skills. The choice of Middle School level for intervention is to ensure that learners do not enter High School with literacy and mathematics levels inadequate for learning.

We are also committed to developing a **viable curriculum** for the effective remediation of reading and writing, with texts, strategies and programmes that can be used and shared by other organizations wanting to improve literacy learning and teaching. Our programme uses a multimodal approach that is particularly effective with children who have failed to make progress with mainstream methods.

In the light of the current crisis in South Africa, with very poor literacy and maths skills at all levels, and high dropout rates in High School, we feel that the contribution we make is worthwhile.

The national crisis continues

During her three day lecture at the 2019 UCT summer school, education expert Professor Mary Metcalfe said “An education system has the responsibility to deliver two essential things for a just society: improve the quality of learning and narrow the gap between students doing well and students doing badly. Education improvement is a long, hard process and expectations of a sudden shift are unrealistic”.

Mary Metcalfe further said numeracy also continues to be a huge problem. A 2015 study conducted by Trends in International Mathematics and Science (TIMSS) showed that 65% of grade 5 pupils in the country could not add and subtract whole numbers.

At Phenduka we take pride that we are part of the solution and we have been bridging the gap for more than 20 years. We do this by identifying these children that are doing badly through diagnostic testing and then use very effective multi-modal methods that successfully get these children reading and writing before they reach high school.

In 2014 Phenduka added numeracy (mathematics) as part of the programme. We teach children basic numeracy skills to develop maths fact fluency. This helps them to gain confidence in taking mathematics at high school.



COVID-19 Challenges in Education and Phenduka

As we all know the world is still struggling to control a global public health pandemic—COVID-19—that has spread very fast with diverse levels of fatalities in different regions and countries. COVID-19 has become a global epidemic within a short period of time. This has disclosed the inequalities within our education system and exposed the underbelly of South Africa’s education system as measures taken to prevent the spread of the coronavirus are unearthing a wide range of systemic problems right across the education landscape. The country closed all schools in March as the part of the lockdown measures designed to curb the pandemic and our project had to close as we depend on schools being open and running. This was a huge blow for the country and us at Phenduka because this meant that the children who are already behind and struggling with reading will be even further behind. This means that we could not assist them in making sure that their reading skills were in place and ready for High school.

In May the government announced a plan for the gradual opening of schools; grade 12 and grade 7 were to return first. In some ways this was good news for Phenduka as we had to go back to do what brings joy into our hearts, helping children improve their reading. But this included a new setup where we were now faced with teaching in schools instead of transporting kids to our venue. We had to abide and follow the new safety protocols and regulations given by the government.

How Chaotic was this ‘new normal’ for our teachers?



As grade 7 went back to school in June, Phenduka resumed teaching in one of the schools it serves in Alexandra: Ithute Primary school. Being at the schools came with a lot of challenges and risks for our teachers. Some of those challenges were: The attendance of learners was very poor due to absenteeism, remedial teaching (which requires a one on one teaching) was not possible as we had to adhere to social distancing protocol. Also the

wearing of masks made it impossible to hear children clearly when reading or tell whether they were actually reading or not. When conducting some lessons that require them to speak, the wearing of masks was a problem again. The issue of teachers not being in the classrooms meant we had to deal with noise from those classes that were not monitored and also with children walking up and down to our classes where we taught due to no supervision of children. Some classrooms were never fumigated and cleaned throughout the whole time we were there. We really couldn't do much for our weak learners due to all these problems we came across.

Another uncertainty looms over us as the unions in COSAS have been calling for school closure nationally until the country has passed the peak of the coronavirus. Due to this we only had an opportunity to teach at one school since COSAS has shut down all the schools in Alexandra because of the rise in number of teachers and learners testing positive for Covid19.

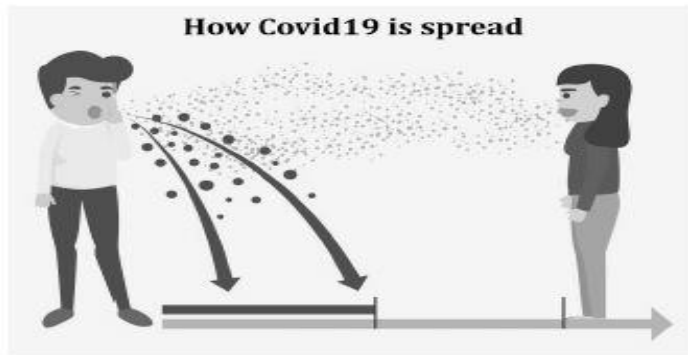
Note: The actual national figures of South African cases and deaths will be filled into the spaces provided on a regular basis, so that children get up to date facts about the pandemic.

COVID-19 awareness lesson

Due to the experience that we had at Ithute primary school of children not complying with COVID-19 safety regulation. It is clear that they do not understand the dangers of COVID-19 or not enough awareness has been done to inform them.

At Phenduka we have always developed our own teaching material, with the help of Alison our retired director now a board member we have developed a manual that is intended to inform kids about COVID-19. If children don't understand how COVID-19 is spread, they won't consider it important to comply with rules for protection. We feel our material makes a BIG contribution to keeping children safe and COVID-free by giving them this info in a user-friendly way. The material has been developed and designed in such a way that they are simple for children to read and have guidelines for teachers.

Phenduka would like to distribute the manual to the 10 primary schools in Alexandra as a COVID-19 awareness program. This will greatly help the children in the community of Alexandra. Below is the sample of the manual



Teacher: 1. Read the text with the class and then let children take turns to read a sentence each. If they are struggling, redo the words on the table.

2. To practise, read each paragraph together with the class. Test a few children after each paragraph to see how they're doing.

3. Remember to congratulate them when they manage.

4. Give them copies to take home and read to their parents.

5. Practise reading the text again in the next lesson. Then say "Let's learn more about how the virus spreads!". Make sure they know what spread means. Act out spreading peanut butter on bread. You are moving it across in space. The virus also moves in space.

6. Before tackling the next text, first revise the words on the table. If necessary, play BINGO again. Make it fun! Let children race to see who finishes first.

7. Now do the same with the next text as you did with the first text.

How does the virus spread?

A virus like Corona goes from one person to another person. We say it **spreads** disease. This virus has spread across the world. We call a virus that spreads so far and so fast a **pandemic**.

In South Africa, there are _____ people who have now got the disease. _____ people have died from it. There are some rules to stop you getting this sickness. If you understand how the virus spreads, you will understand the rules.

Corona virus is a very, very, very, very tiny **germ**. A very tiny germ is called a **virus**. It lives in drops of **liquid**, like water or blood or stuff in your nose. This liquid can hang in the air.

When people talk, the little drops of water in the air move in the air. They can move from another **person** to you. They leave that person when they talk to you, or when they **cough** or **sneeze**. They go into you through your **mouth** or your nose. Then they get into your blood and make you sick.

Teacher: 1. After the children have read the above text, go back to the picture. Let them explain the 'spread' of the virus to their group or a partner, using the picture.

2. Now let them reread the text. Fluency in reading is built through repetition.

3. Ask some questions to see if they have understood e.g.

a) "What do we call a disease that travels across countries or the world?" b) "What do we call a very small germ?" c) The virus travels through the air in ?" d) Which part of your body does the germ go into, to get inside you?"

4. Now tackle the text that gives the rules to protect one from the virus. Explain that by following the rules, children are not only protecting themselves, but the people around them as well. We **MUST** respect the health and safety of others as well

Rules to stay safe from COVID19

RULE ONE: Stay at home and inside. If you are with **people**, don't go close to them. Staying away from other people is to keep you safe. It is called **Lockdown**.

RULE TWO: Wear a **mask** when you go out in the street, or to shops, or to a **mall**. Wear a mask when you are close to other people. The mask stops the drops of water with germs in it. It stops them from **going** into you.

RULE THREE: Don't hug or kiss others or shake hands. The virus can also move from sick people to you if you **hug** or **shake hands** or **touch**, or **kiss**. **Remember**, they may not look sick. But they can still have the disease inside them.

RULE FOUR: Don't stand or sit near other people. If you **HAVE** to be near other people, keep a metre and a half away. If you cough or sneeze, do this into a **tissue** and throw it away.

RULE FIVE: Wash your hands often. The droplets with the viruses in them can fall to the ground or onto the tops of things, like clothes, food, tables and chairs. People then become infected (sick) by touching things with those droplets on them.

You can also use a **sanitizer** which kills the virus. Try not to touch your face if you are out in the street or in shops.

Teacher: 1. After having read through the rules, get children to talk about them. Do they see these rules being carried out by the public? If not, why not? 2. Get children to make posters of the rules to put up on walls at the school or at home.
3. Introduce the new words in the text that follows, and teach the different ways of making the past tense.
4. Have a needle, thread and elastic ready to demonstrate for these words in the story.

Teacher: 1. The next activity is to teach children to look more carefully at words. They must see if they can find a smaller word hiding inside the bigger word given. They find this fun and it teaches them to examine words more carefully. This helps spelling. 2. You can demonstrate by writing the first three words on the board, asking them to **SEARCH** inside and tell you what they see. Then circle the smaller word in colour and write it out. 4. Now give them the exercise, either writing it on the board or letting them do it in their textbook.

5. **Answers:** in order from number 5. *each / in and side / is / read / drop and let / ever / very / here and her / he and heal / ear / lock and down / and / her / last / read / son*

Finding words inside words

Can you see a word inside these words? Circle it and then copy it out. All the words are from your reading about Covid19.

1. mask ask
2. virus us
3. mouth out
4. mall all
5. teach _____
6. inside _____
7. disease _____
8. spread _____
9. droplet _____
10. fever _____
11. every _____
12. where _____
13. healthy _____
14. learn _____
15. lockdown _____
16. pandemic _____
17. others _____
18. elastic _____
19. thread _____
20. person _____

STORY 2: Bonggi's bright idea

Bonggi's little brother, Siphon, wanted to go to the shops with Bonggi.

His mother said: "You have to wear a mask to go in the shop"

Siphon said: "I saw lots of people in the streets without masks."

Bonggi said: "It is wrong to go out without a mask on. Wearing a mask is a RULE to keep us all safe."

Bonggi's mother said: "Anyway, there is a notice at the shop. It says

NO ENTRY WITHOUT A MASK

Siphon said "But all the masks Bonggi made are for girls. They are in pretty colours. I don't like them."

Bonggi had a bright idea. She found some white material and made a mask for Siphon. Then she drew a leopard's face on it. It had an open mouth and sharp teeth. She coloured it in with KOKI pens.

Siphon loved the leopard mask. He put it on and went with Bonggi to the shops. At the shops, his friends saw him wearing the leopard mask.

They all said "We want masks like that one."

So Bonggi bought some more white material, and a new set of Koki pens. She went home and made lots of animal masks for Siphon's friends. The next day she sold the animal masks to his friends.

There was a mask with a giraffe's face, a mask with a buffalo's face, and even a mask with an elephant's face. Bonggi made it a long trunk out of material and sewed it on the front of the mask.

Soon, lots of children were asking for animal masks and Bonggi was very busy making them.

Her mother was very happy about the extra money for food and Bonggi was happy that she was helping to keep lots of children safe.

Make your own mask

Teacher: 1. Make copies of the pattern for each child and let them take them home and make their own masks.
2. If they do not have material, or can't afford to buy any, suggest finding old clothes they no longer wear and cutting them up for masks.
3. Invite them to bring their masks to school to show the class.

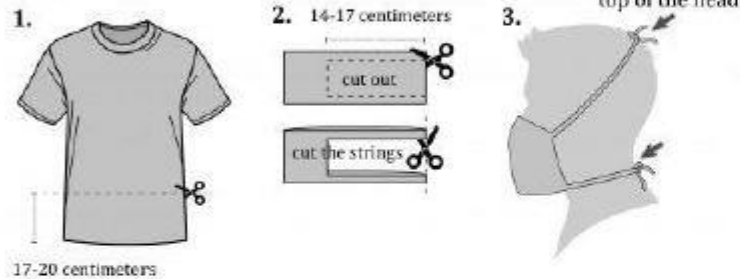
Instruction: Below is a pattern for making your own masks. You will need material, elastic, a needle and cotton. To make animal masks you will need white material and KOKI pens. There is a pattern here for you to use for the masks.

Pattern for a Mask

Quick Cut T-shirt Cloth Face Covering

Materials

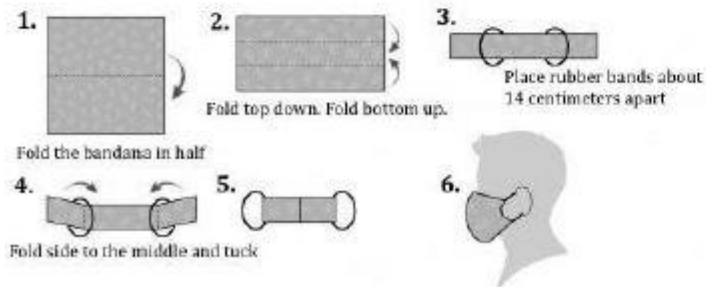
- * T-shirt
- * Scissors



Bandana Cloth Face Covering

Materials

- * Bandana (or square cotton cloth)
- * Rubber bands



A Quiz: what can you remember?

Choose the right word and fill it in on the line.

1. What do we call a very bad sickness? _____

healthy	a disease	a germ	lungs
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2. What do we call a sickness spreading across the world? _____

a surface	a symptom	a pandemic	a sanitizer
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3. Write a sentence to explain how viruses move through the air.

4. Write down one rule you can remember.

Words and phrases for Story 3.

Migration to teaching online

Due to not being able to have contact lessons with children, David is currently helping to develop an online remedial school where Phenduka will run a remedial course for literacy and numeracy for grade 6 and 7 learners who need it. The online remedial school will not be limited to only cater for children in Alexandra but it will be for any child who needs it across South Africa. The lessons will be done 'virtually' on selected days per week.

For students to be able to register and join for the remedial course you need the following:

- Access to internet
- Device to connect
- Email address
- Writing pad

Classroom

All teaching and assessing material will be on the learning management system. Teaching sessions will be via virtual sessions

All the students will be required to actively participate during the lessons e.g doing actions Exercises will be done virtually or live during session.

Every student will be required to have a writing pad connected to their laptop, desktop or touch screen device to write exercises.



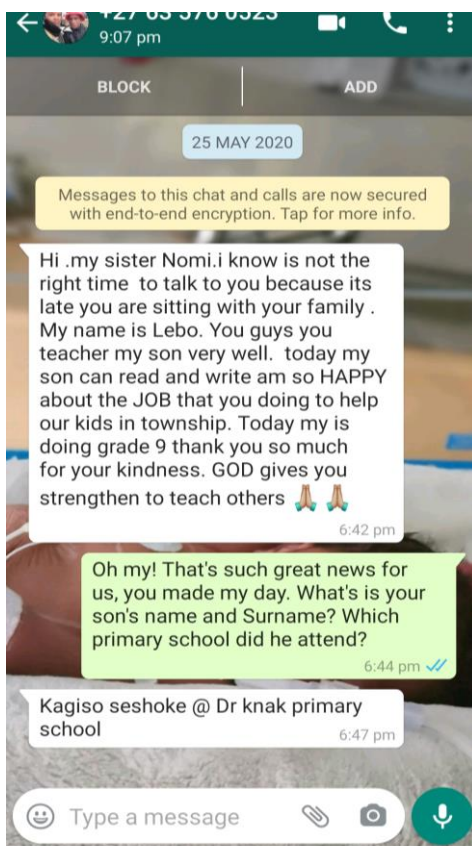
An illustration image of how the online remedial school will be like^[1]

^[1] https://www.youtube.com/watch?v=kIRTaNLceOs&ab_channel=XP-Pen

Some Case Histories from Phenduka

To make the concept of progress more personal, we would like to share with you two stories, or case histories showing different rates of progress.

One of those stories is about Kagiso Seshoke from DR Knak School who attended our programme in year 2018 who is now in high school. We were so grateful to receive gratitude from his mother and expressing joy in what our project has done for her son . This was communicated to Nomi via whatsapp by his mother; see the attachment below.



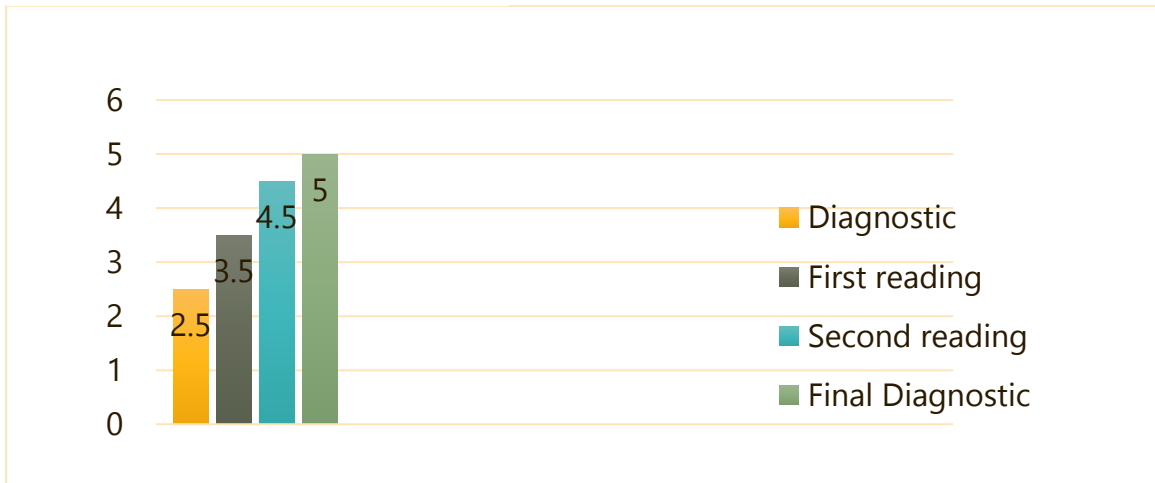
Kagiso Seshoke

Zwelibanzi *'the shy boy with a smile'*



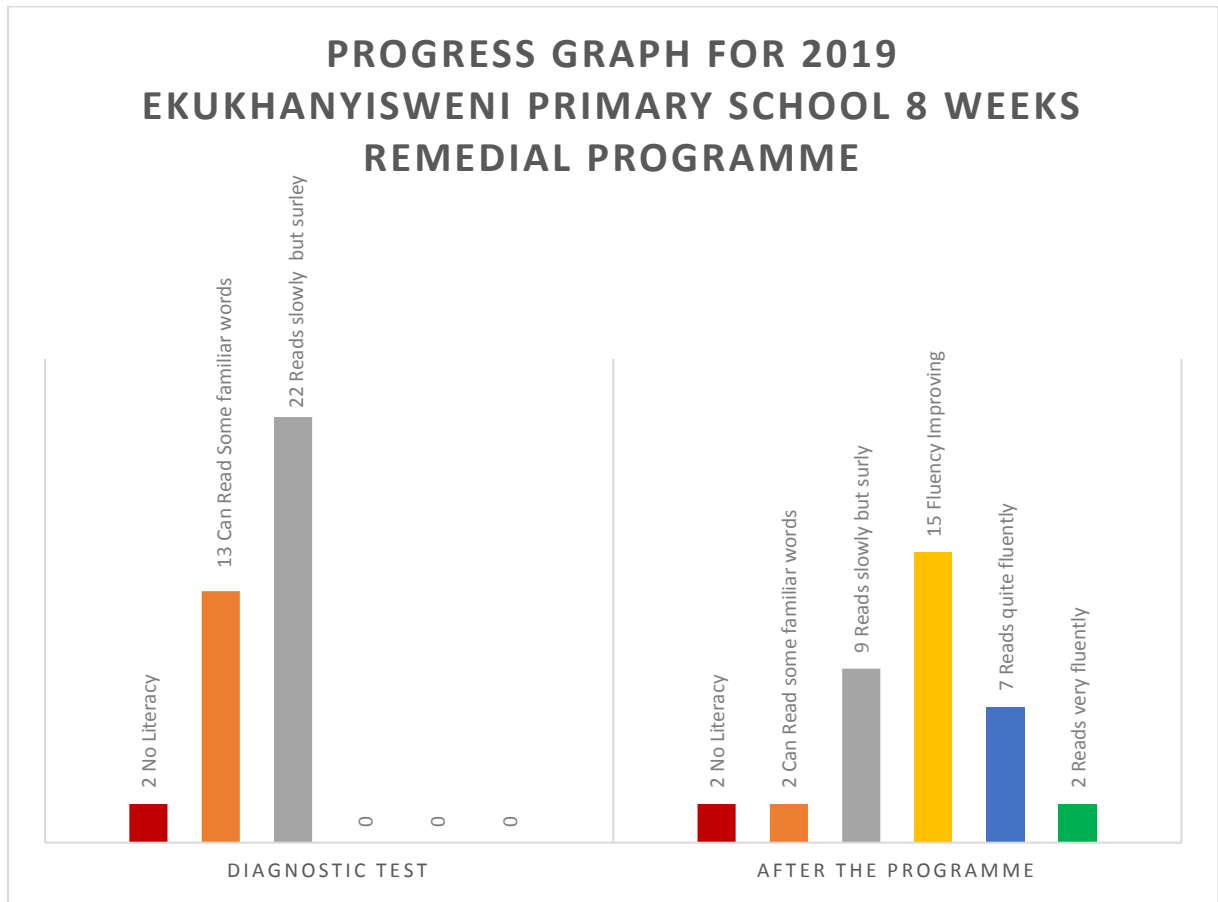
Zwelibanzi Kulati

KwaZulu Natal. He stays with his grandmother and two brothers, one is younger than him and the older one is working. His mother works in town and she sometimes visit them in Alexandra. His father passed away when he was still young. He has to do all the house chores when he comes back from school since his grandmother is old, this leaves him with no time to do his homework and he falls behind in his school work. This has left him with low self-confidence. Since he started attending our Phenduka programme to improve his reading skills, he has managed to gain his confidence back and he can read confidently in front of other children and he is no longer ashamed.



7.□	Kulati-Zwelibanzi□	2.5□	Zwelibanzi was a well-mannered child, but he used to make lot of mistakes when reading, we discovered it was due to vision problem. We moved him from the back and sat him next to the board where he can see clearly and encourage him to see an eye doctor for his eyes. He made good progress and he could read the words accurately clearly when monitored.□	5□
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Progress Graphs: July to December 2019



- Column 1: No Literacy
- Column 2: Can read some familiar words
- Column 3: Reads slowly but surely
- Column 4: Fluency improving
- Column 5: Reads quite fluently
- Column 6: Reading very fluently

Note: 2 children totally unable to read (Column 1) and 35 children reading at a Foundation Stage level. We are very proud of the progress shown in the following graph, with only 4 children making no progress, 9 children making some progress and most of the rest of the class making substantial progress.

We are especially proud of the amazing progress made by 7 children who moved to Column 5 which is roughly the level expected of Grade 7 children, and then 2 exceptionally hardworking and committed children who reached beyond the expected level to the level of column 6.

Progress Report: July to December 2019

EKUKHANYISWENI PRIMARY SCHOOL Progress Reports November 2019

GROUP A

NO.	NAME & SURNAME	Diagnostic	Progress in Literacy skills	Final diagnostic
1.	April Kwanele	3	At the beginning Kwanele was very immature and playful, but surprisingly when they came for boosters he was working hard and his behaviour was much better. He made great improvement in reading and writing	5
2.	Buthelezi Nkanyiso	2.5	His confidence improved a bit which is a good thing for his reading. He still needs to practice more to enhance his reading. Nkanyiso's biggest obstacle is lack of confidence and being unable to concentrate, but these improved in the last part of the programme.	3.5
3.	Buthelezi Simamkele	3	He has improved remarkably. He can read unfamiliar text, Well done Simamkele.	5.5
4.	Damane Sandile	3	He reads beautifully and very fast. Great improvement and he manages unfamiliar text very well. His written work improved as well.	5.5
5.	Gumede Gift	3	Gift has made such a great improvement with reading and reads in phrases. We are very pleased by his progress.	4.5
6.	Khumbuza Shintshani	3.5	Shintshani started off with a very low self-esteem, but with encouragement and support he improved and gained confidence. Therefore he made progress In reading.	4
7.	Kulati Zwelibanzi	2.5	Zwelibanzi was a well-mannered child, but he used to make lot of mistakes when reading, we discovered it was due to vision problems. We moved him from the back and sat him next to the board where he can see clearly and encourage dhim to see an eye doctor for his eyes. He made good progress and he could read the words accurately and clearly when monitored.	5

8.	Mabaso Nothando	2	Her reading improved slightly, though she still struggles with common words and some other words. There is still room for improvement if she can look carefully at the words when reading and take her work seriously. (She can be very playful sometimes.)	3.8
9.	Madlala Phamela	3.5	She reads very well and accurately. She can spot her mistakes and fix them.	5
10.	Mahlangani Bulelani	2.5	Bulelani looked as if he was improving, but towards the end of the programme he had regressed a little bit. We are not sure what caused the regression as we were still observing him. But over all his confidence had improved.	3.5
11.	Makondo Kwanele	3	He reads very well, accurately and in phrases. His writing and comprehension improved.	5
12.	Mhlanga Ntokozo	1	Ntokozo was repeating the programme since he failed grade 7. He quit the programme because of bad behaviour and was very disrupting in class.	1
13.	Motaung Sfiso	3	He reads very well and accurately with good pace. Sfiso needs to be kept occupied with more challenging work; if not he gets bored easily and starts disrupting the class.	6
14.	Msimango Khanyisile	2	She has improved this time and has learned to be independent, however more practice is needed to enhance her reading skills.	3
15.	Ndwandwe Nondumiso	2.5	Lack of confidence was a bit of a problem for Nondumiso. With encouragement and motivation, she improved slightly, therefore her reading is coming on fine. More practice, is needed to further improve her reading.	3
16.	Phakathi Bafana	2.5	Bafana is still playful in class sometimes, but this time around he made some progress. There is still a room for improvement and this can only be done by concentrating more and stop being playful in class.	4
17.	Sibanyoni Letlohonolo	3	Lethlohonolo reads well and in phrases, however, he needs to practice more to enhance it.	4
18.	Sibeko Bonisiwe	2	She has a very short concentration span and always wanted to depend on other children in her group. She does not follow instructions and is playful, therefore her reading did not improve at all.	2
19.	Sitshazi Gcinikhaya	1	Gcinikhaya has an underlying learning disability. He needs to go to a special school.	1

GROUP B

NO.	NAME & SURNAME	Diagnostic	Progress in Literacy skills	Final diagnostic
1.	Makhubela Mohau	3	She has improved a lot and has gained confidence in her reading and in herself. Now she plays a lot and has become very chaotic in class.	4
2.	Mamogwa Keletso	2.5	Keletso needs to practice to enhance her reading. She tends to make mistakes when reading and does not sound out the words. She does not take her work serious and plays and teases other children.	3.5
3.	Matjeni Kamogelo	3	Kamogelo had potential to do much more if it wasn't for his immaturity and bad attitude towards everybody. Overall his reading is good but he could have achieved more.	4
4.	Ngobile Mqwati	3.5	He just needed a push, his reading has improved so greatly. He is a well-mannered boy.	5.5
5.	Mlambo Nhlakanipho	3.5	He reads well but he could have made more progress if he wasn't absent most of the time. Spelling is good.	4.5
6.	Modibedi Oratile	3	She reads well and in phrases, but needs to apply the skill of sounding out the words when stuck.	4
7.	Moloantoa Morongwa	3	Morongwa has made progress this time. Her reading is much better compared to when she attended the first part of the programme. She reads very well and accurately.	4.5
8.	Moloi Gontse	3	He is better now compared to when he came for the first part of the programme. He is reading very well and accurately.	4.5
9.	Morebudi Tshepo	2.5	Tshepo used to depend on others, but this time around he worked on his own (independent) and gained confidence, therefore he made progress in reading.	4
10.	Motoung Matshidiso	3.5	Always absent, therefore there isn't much to write about her as there is no record of her work.	4

11.	Nxusa Kwanele	3.5	Kwanele is top in the class, worked with enthusiasm in everything done in class. He reads very fast and accurately. He made such a huge improvement. We are SUPER proud of him!	6
12.	Ramadedi Tebogo	3	Tebogo was held back by low self-esteem and absenteeism. He made very slight improvement in his reading.	3.5
13.	Ramoadi Mokete	3	He lacks confidence and absenteeism hindered his progress.	3.5
14.	Rikhotso Tebogo	2.5	He is tried so hard and gave his best to improve. He needed more time in the programme. He reads very slowly.	3
15.	Shabalala Lindelwa	2	Reads very slowly and wrong words. Unfortunately Lindelwa has not improved as he is repeating the programme. Absenteeism and laziness were contributing factors to his poor progress	3
16.	Shange Mthobisi	3.5	His reading has improved but he still makes minor mistakes. He needs to look carefully at words otherwise his reading is coming on well.	4.5
17.	Shibambu Siphoh	2	He still makes a lot of mistakes and struggles with reading.	2.5
18.	Zikode Khwezi	3	Immaturity held her back, however her reading improved. If she can practice more she can become much better.	4

Programme roster: July 2019 to July 2020

Year	Term	School	Months	Programme
2019	3rd Term			
		Ithute (literacy & Maths)	15 th July to 16 th August	Booster
		Ekukhanyisweni (literacy & Maths)	19 th August to 20 th September	Booster
	4th Term			
		Exams for development courses for Phenduka teachers	25 th September to 25 th October	Exams
		Meeting with ARM	29 th October	Funding
		Admin	30 th October to 13 th December	Reports and Submissions of funding applications. SARS crisis
2020	1st Term			
		Admin	15 th January to 17 th January	Buying stationery
		All 3 schools	20 th January to 29 st January	Diagnostic Tests
		Meeting	30 th January	Carla & Alberto
		Ekukhanyisweni	05 th February to 06 nd March	Grade 7's Main programme
		Admin	09 th February to 18 th March	Funding campaign
	2nd Term			
		COVID-19 Lockdown	From 19 th March	Schools closed
		Board meeting	05 th May	
		Ithute	06 th June to 03 th July	Grade 7's Main programme
		Phenduka Admin	06 th July to 10 th July	Annual report, teaching material development (COVID-19 awareness manual)

NPO Administration

1. Daily running of the project

Previously we have been depositing Petty Cash amounts each month into the bank account of one of the staff, who then draws the cash and gives it to Nomi, and she deposits it in the petty cash box. Last year our directors Nomi and David were added in the bank as signatories along with Siba and Alison. They now have their own bank cards which they use for the various requirements e.g.

- Withdrawing cash if necessary
- Stationery
- Payments to our domestic
- Cleaning products
- Catering for staff lunches

All the slips are kept safe after the purchases are made and are submitted to our accountant for that month to file. Both Nomi and David liaise with Ntuthuko in handing over the slips for him to use in the book-keeping, prior to the yearly audit.

2. Changes Made

Since Nomi and David have taken on their roles as directors of Phenduka they have made some administrative changes.

Changing the name from The Phenduka Literacy Trust to the new name The Phenduka Literacy and Maths Project. The reason behind the name change was that Phenduka was always confused to be a Trust because of the word 'Trust' in the name. The other reason was to also include mathematics in the name since it was added as a main programme in 2014.

Other changes include amending the constitution, successfully obtaining BEE certificate and tax exemption status, having a standalone banking profile and also having an official formalized agreement with the department of basic education.

3. Challenges

Since 2019 Phenduka has been under staffed since there are only two teachers who are also directors. In January an assistant teacher, Yvonne, was hired to help relieve workload from our directors and teachers but due to lack of enough funding we had to let her go in July because of our dire financial situation.

4. The Board Meeting

Phenduka held three Board Meetings this current financial year end, one in July 2019 at our venue (Phenduka classroom), the other one in May 2020 via the Zoom Video Conferencing and one in July 2020 via Zoom as well. The focus of the first meeting was on revising our old Constitution, changing the name and removing the word 'TRUST', changing of directorship, and the resignation of Alison as a chairperson and nominating Siba as the new chairperson. The second meeting we welcomed Benjamin Shulman our new Board Member who has constantly supported Phenduka through donations since he was a student. The main focus of the meeting was on how the Covid19 pandemic has affected the schooling system, SARS issues, the new teacher Yvonne and the current financial status of Phenduka. The last meeting was the possible closure of the project due to the project having insufficient funds to continue its services and a brainstorm of ideas to rescue Phenduka.

Our Board Meetings went very well, the zoom connection with everyone was very good.
Note: The minutes of these two meetings are available as Annexe B at the end of this report.

5. Running costs and budget

The current Budget with running costs for the year appears below. The Budget is broken down into segments and we send out a slightly more complex version of this with applications for funding, so that potential donors can select a level from small to large, and know what their donation will cover. This seems to work better than global amounts with applications for funding so that potential donors can select from small to larger amounts.

	Monthly Cost	Annual cost
BUDGET and RUNNING COSTS FOR 2020		Please note that to get the annual figure does not mean multiplying total monthly cost by 12 months, as some cost falls away during school holidays
Budgeted Operating Expenses		
Rentals & Utilities	R 8 000.00	R 96 000.00
Directors & Teachers	R 40 000.00	R 480 000.00
Bookkeeping fees	R 2 000.00	R 24 000.00
Auditing		R 25 000.00
Phone & fibre Internet	R 2 000.00	R 24 000.00
Printing and Copy manuals	R 2 000.00	R 20 000.00
Stationery	R 500.00	R 5 000.00
COVID-19 PPEs (teachers & Learners)	R 1 000.00	R 10 000.00
Equipment for online teaching		R 30 000.00
TOTAL COSTS	R 55 500.00	R 714 000.00

6. Incoming funds

a) Swiss Donors:

We continue to receive ongoing financial support from various donors in Switzerland. We are extremely grateful to them all for keeping us going. Staub Kaiser Foundation and the Gabriele Foundation.

b) Our local donors

Siba Mlungwana, came to our open day in 2014 to represent Lindsay Saker, and liked what he saw ~ since then he has very generously donated between R500 and R1,000 every month in his personal capacity, for which we are very grateful.

Benji Shulman continues to make very generous donations EVERY month. He has been doing this since our 10th anniversary. Thank You, Benji, for being such a caring big brother to Phenduka!

Anglo Gold Ashanti: Our major local donor, Anglo Ashanti Gold has come to the table again last year in September with another very substantial amount of **R757,000**. We are currently providing them with information on running costs etc in order to make an informed request for funds for this financial year to come. We thank the management of Anglo Gold Ashanti for continuing to support us!

7. The yearly audit by ARB, now ECOVIS

Ntuthuko, our accountant and his company Hashtag Accountants continue to handle our Payroll, pay-slips and correspondence with SARS etc. They are currently finishing preparing the books for the auditors as the date for our yearly Audit has been set. Board Members will each be given a copy of these financials in August and this will be sent to your email addresses.

Note that ARB has been incorporated into an international auditing firm called **Ecovis**, so if you see this new name on the auditing documents, it is the new name of the auditor. Their connection with an international auditing firm of such renown gives added status.

A heartfelt Thank you to all the people who make the Phenduka story grow richer and stronger each year :

To our directors and teachers:

Nomi and David

Our accountant: Ntuthuko

Our volunteer and newsletter writer: Tamara

Our Board Members: Carla, Alberto, Denise, Siba, Nozipho, Alison Yolisa and now Benji

Our Swiss Benefactors: The Staub-Kaiser Foundation, The Gabriele Foundation and various private donors.

Our local donors: Benji Shulman, Siba Mlungwana and Anglo Gold Ashanti.

Thank You, Thank You, Thank You



David

Alison

Nomi

Tamara

Annexe A: Phenduka's 2020 Newsletters

Phenduka Newsletters are written by Tamara Meili



NEW SCHOOL YEAR 2020



New class from Ekukhanyisweni Primary School

Dear funders,

End of January we were starting the new school year with a class from Ekukhanyisweni Primary School in Alexandra.

In 2020 we have planned to tackle the root of the problem by starting our programme in **grade 4** and we will be helping more than **250** children.

With your help we can continue in doing, what we do best: Educate the children of Alexandra and giving them a second chance.

We would like to take the opportunity and thank you for your help in 2019 and we are more than thankful for your continued support in 2020!

With love,

David Ngwana and Nommy Julia



Update

Although this year's Easter won't be as usual, we from Phenduka would like to wish you and your loved ones Happy Easter.

With COVID-19 pandemic that has also reached South Africa and especially the townships and now the whole country being under lockdown. The government has deployed law enforcement officers in townships like Alexandra to ensure that people adhere to preventative measures and stay safe.

We've also implemented the recommended protocols to safeguard the health and wellbeing of our team.

The government has also extended lockdown for another two weeks until end of April.

We hope that you are stay safe, encouraged and positive at this trying time.

We wish you all the best and stay healthy!

Your Phenduka Family



Post-COVID-19 lockdown Phenduka catch-up programme

News

The department of education has decided to reopen schools on the 1st of June for grade 7 after long closure due to COVID -19 lockdown. The Phenduka Literacy and Maths Project will be ready to assist and to continue supporting primary schools in Alexandra, with an intervention programme of remedial classes and also catch-up programmes for learners that need help in grade 7.



Phenduka

Health & Safety

The Phenduka Literacy and Maths Project is cautious about health and safety for learners and will adhere strictly to all precautionary measures set by the government, department of education and schools to protect the learners and Phenduka staff members.

Regulations

- Phenduka will operate in a disinfected classroom at the school.
- Staff members will wear masks at all times when they are in the classroom according to government regulations.
- Learners' and staff members' hands will be sanitized when they enter the classroom.
- Every staff member will ensure that all the learners adhere to the health and safety precautionary measures set by the school and DBE.
- We will incorporate lessons about awareness of the danger COVID-19 poses and how learners can protect themselves and others around them in our remedial lessons.

Thank you

We are more than thankful for your continuing support during these special times.

Stay safe and healthy!
Kind regards

David Ngwana
Nomi Jula

Annexe B: Board Meetings Minutes

Minutes of Phenduka Board Meeting

20th July 2019

Venue: Phenduka Classroom

Present: Alison Beynon, Siba Mlungwana, Nozipho Bardill, Nomi Jula, David Ngwana, Alberto Ferrari and Carla Ferrari (by SKYPE)

Apologise: Denise Newfield, Yolisa Mdunyiswa

1. We **welcomed all Board Members**, Alison apologized for Denise who was involved in a colloquium and Yolisa who had a family emergency with her grandmother.
2. Alison and other Board Members congratulated Nomi and David on their new role as the Co-Directors of Phenduka. They were invited to attend the meeting so they can explain some of the successes they have already achieved.
3. **Feedback of the previous Board meeting**
Alison gave feedback from the previous Board Meeting and distributed the copies of minutes. Here's some feedback:
 - a). Alison provided Nomi and David, an old letter from Social Development which played a huge role into changing of Director with Social Development.
 - b). The future plans when Phenduka has sufficient amount of money is to demolish the column in the classroom to create more open space and also add a window or a sliding door for more light in the class.
 - c). We managed to add the signing Power with bank and we have four people (Nomi, David, Siba and Alison) authorised to sign at the bank. Including the new Directors in the bank will help them in the daily running costs of the project.
 - d) The conflict of interest with Nomi's husband being our Landlord and Accountant, Nozipho cleared this issue by stating that there's no conflict at all, if it was declared to the board and the decision was made by the Board itself due to limited funds the project has.
4. **Reasons for amending the constitution and changing the name**
Board Members had the chance to look at the New Constitution and the Old Constitution and here are the main reasons for amending our old constitution:
 - The old constitution does not include Mathematics, which is now part of our vision.

- The confusion caused by the issue of our project being called a “TRUST” which had negative implications with SARS, Banks, Social Development etc.
- Some of the items in the constitution now being inappropriate to our current needs and even in some cases inaccurate.
- The unnecessarily obscure wording of the document- we would like to make it more readable and accessible.

5. **Discussing and amending the constitution**

Alison asked all the BM if they would like to comment or add something on the new Constitution. Board Members were happy with the Constitution and thought that it was well drafted and had a few things to add and remove. Carla applauds the new constitution because for being an association and this will help her with potential donors who can become members. Alberto suggested that a new revised constitution must be sent to all Board Members for approval once the changes have been finalized. BM went through the constitution and made suggestions and changes.

6. **Challenges the New co-directors have encountered**

Nomi and David told the Board about some problems they have encountered in the last 6 months related to administrative matters and the changeover to Directors. Nomi gave details about the issues with SARS on how it held them back in acquiring the TAX Clearance due to some mistakes made by SARS by giving Phenduka two income Tax Numbers which one of them was owing a huge amount of money to SARS for non- submission of Yearly income Tax returns and penalties. Alison, Ntuthuko (our Accountant) and Belinda from Ecovis had a meeting to sort this issue out and the results were that SARS made a mistake by giving us 2 income tax numbers, therefore Phenduka owes SARS nothing and they will have to cancel the Income Tax Number with outstanding returns.

David discussed the new website for Phenduka that is South African based with a donation option, since most people prefer this option and it will make it easier to make changes and update the website. The need to apply for PBO so that it can help people who donate get tax deductions help us when applying for funding. Alison acknowledged Siba for the significant financial contribution that he continues to make every month.

7. **New representatives of the Board**

Alison Resigned as a chairperson of the Board and a call for the new Chairperson, Treasurer and Secretary had to be made. Nozipho nominated **Siba as a new chairperson** and Siba accepted the new role. Alison nominated David to be the Treasurer and David declined the position, but passed the nomination to Nomi to take the position since she has more knowledge on finances and is also qualification (Bookkeeping Certificate), **Nomi accepted the new position**

(Treasurer). Siba again nominated **David to be the Deputy Secretary** and David accepted the position.

For the next Board Meeting Nozipho suggested that we discuss the possibility of having Board meetings during weekdays instead of having them during the weekends and Nomi suggested we discuss the possibility of changing the financial-end year.

Meeting ended at 4:00 pm

Minutes of Phenduka Board Meeting

05th May 2020

Via ZOOM Video conferencing

Connected: Alison Beynon, Carla Ferrari, David Ngwana, Nomi Jula, Nozipho Bardill, Yolisa Mvunyiswa, Siba Mlungwana, and Benji Shulman (New Board Member)

Apologies: Denise Newfield and Alberto Ferrari

- **Welcome & Apologies**

Siba (Chairperson) welcomed all Board Members

Apologies from Denise who had to attend another meeting and Alberto who had to attend to one of his clients.

Official welcome to Benji the new board member who has been supporting Phenduka for a long time through monthly donation. All the board members expressed the pleasure of having him on Board.

- **Reading Minutes**

The Chairperson read the minutes of the previous meeting and all board members agreed all the matters do not need follow up as they were updated via email. The Chairperson also said that we must send Benji documents like the constitution and financial reports to keep him up to date with Phenduka's current status.

- **Appointment Of Assistant Teacher**

David told the board about the appointment of the assistant teacher Yvonne and that she started working in February and has been of great help since Nomi was on leave. She is being paid a stipend of R5000.

Nomi added that the stipend of R5000 was decided at a meeting earlier this year with Carla and Alberto after looking at funds that were in the bank account.

Nozipho asked if there was any agreement signed with her and that she is concerned about whether we are complying with labour laws.

Nomi answered that there was no agreement signed with the assistant teacher as with the current directors because of Phenduka's uncertain future we do not want to commit to any agreement with employees and that she has not been added on the payroll yet.

Carla explained that in Switzerland you can have an agreement even if it is a temporary employment.

Yolisa suggested that we go to the auditors and asked them on how we are going to account for the stipend that is being paid to Yvonne. This will help us as to which agreement we have with her and to also account for the stipend she is being paid.

Siba asked that we park the matter of the Yvonne agreement/ contract issue for now because we are still not sure if she will work with us during COVID-19 conditions

- **Update on SARS Issue**

Nomi told the board that there are no new developments on the SARS issue apart from the updates we all receive via emails. She reminded everyone that we are now tax exempted and what we are waiting for is the PBO which was applied for in January.

David added that he went to SARS a few days before lockdown in March (before 54 days period ended) to do a follow up on the PBO and was told that the application has not been processed due to outstanding February returns that were not filed. SARS will reinstate the application once the returns are filed and must come and check on the status once the 54 working days from the initial application has ended (Mid April).

Ali also added that she has sent documents to Deresha that could greatly assist on the SARS case.

Carla asked what chances we stand of recovering the funds from SARS.

Nomi responded that according to Benji's mother we need to have concrete facts in order to recover the funds and that there is a great chance that we might not be able to recover the funds in full.

Carla said what SARS did seizing the funds without notification was unethical and illegal according to international laws and it will be difficult on their side to explain this to sponsors.

Ali asked Benji's thoughts on this matter.

Benji said what we can do for now is to go back to sponsors and say that we have upgraded and we now have tax exemption as the PBO can take very long for us to finally get it.

Nozipho asked if this SARS case affects the PAYE (Pay As You Earn)

David answered that the SARS case affects the Income tax only. The PAYE is paid monthly and it is up-to-date.

Siba wrapped up the matter by saying since the case is now with Chelete Management we must wait for updates from them.

- **Status of Funding & Developing New Funding strategies**

David told the board members that there are a number of applications for funding that have been submitted and only a few responded. Among those who responded ARM (African Rainbow Minerals) showed a lot of interest in Phenduka and also NLC (National Lottery Commission). He also said they did a funding campaign where they visited companies at their offices in Linbro Park business park, presenting Phenduka. It was not so successful because most of the businesses are small.

Nozipho said we need to look at our funding strategy and develop more robust and structured strategies for funding.

Carla said we need to brainstorm and write these strategies in a focused and structured philosophy to give Phenduka a sustainable financing structure. She said we need to find key players who will bring sustainable commitment which will give Phenduka a long term strategy. The things we need to include in our strategy are facts, figures and professionalism which will bring us success.

Ali suggested that we contact Professor Mary Metcalf, a researcher from University of Johannesburg for advice on media campaigns.

Carla further said the South African government has one of the highest budgets for education in the world. We should start with them and approach key players at the education department just like we did when we were involved with GPLMS.

Benji said we also need to look at what new things can we bring to existing donors and how do we find new donors.

Nomi added that we need to look into our budget and find an expert on fundraising, because it becomes a lot of work for the directors plus teachers to also do fundraising.

Siba said for us to have a starting point on developing these fundraising strategies, we need a framework to guide us.

Nozipho closed on the matter by saying we need to look at the vision and future for Phenduka. Do we want to keep the organization the same way it is or enlarge it? What is our long term and organizational strategies? We need to do more work on these.

- **The Impact of COVID-19 Lockdown on Schooling & How Phenduka Plans to assist**

Nozipho asked how the learners were being impacted by Lockdown.

Yolisa explained what the situation is like in Alexandra since the lockdown began and that the learners have not been involved with any catch-up programmes since they don't have devices and internet.

Nozipho said we need to develop a short-term immediate strategy.

Siba asked how Phenduka can help. Maybe we need to find out from schools how they are preparing for schools to reopen. He was greatly in favour of liaising with schools about this.

Yolisa answered by saying the schools are not planning anything because they are waiting for the department of education who are developing a revised catch-up curriculum for all the schools. She also proposed that Phenduka should continue with their normal program because it will help those learners with learning barriers to catch-up.

Ali added that Professor Mary Metcalf said the disruption by lockdown in schools might continue for a long time. When we plan we must also consider this.

Siba expressed his concern about the safety of learners and whether Phenduka has the logistics in place to make sure that the learners will be safe from infection when they are at Phenduka.

Nozipho said this is an opportunity for Phenduka to use our skills to educate learners more about COVID-19.

David explained what they have discussed with Nomi about the best way for Phenduka to help, considering the safety of learners. This would be to operate and have the program at the premises of the school rather than take children out of school.

Siba said the first thing to is to write a letter to partnered schools assuring them that we take seriously the safety of learners.

We also need to relook at the budget for when we are working from schools as some of the costs like taxi fees will fall away.

He asked about our current financial status, how much we have in the account

Nomi replied by saying that what we have in the account can only last us for the next two months.

Carla said she a bit worried about that because the Swiss foundation is not prepared to put funds into Phenduka bank account until the SARS issue is resolved.

Ali said her son Gwydion said he would donate an amount that would cover one month's expenses.

Carla added that since the governments has allocated relief funds during lockdown for companies, Phenduka should apply

Siba said that David and Nomi must write down a strategy and plan on how Phenduka is going to operate when the schools reopen on the 1st of June. They must then send the plan to all board members on or before Friday 15th May for further discussion.

Nozipho expressed the gratitude that Phenduka has towards Ali's son for the donation that he is making and said Ali should thank him on Phenduka's behalf.

Yolisa Phenduka must write a letter to Ali's son for the donation he is making.

Lastly **Carla** said David and Nomi must not forget to include personal stories on the strategy.

In closing it was agreed that board members will wait for the revised budget and a plan on how Phenduka is going to operate when schools reopen. This will then generate further discussion.

Siba thanked all board members for connecting and closed the meeting.

Meeting ended at 16:05

Annexe C: More info on Phenduka

Visual material re Phenduka

1. Our website which has a range of photos

www.phendukaliteracy.com

2. The independent impact study/report:

<http://phendukaliteracy.com/image/Phenduka%20Report.pdf>

3. Two videos on our programme, one short one to give an overview, and one 30 minute video explaining our methodology in detail.

10 minute:

<https://youtu.be/D9kYf8ne-HA>

30 minute:

<https://youtu.be/oQVHQiC2DKw>

4. A Facebook page giving added information on recent news about Phenduka.
5. A basic introduction to our programme is available on request. It features several photographs as well as explanations of the pedagogy we have developed.
The Phenduka Team