

Report back to The Funding Network

1. Name of your organisation and date funded by TFN:

We are The Rainbow Fund for South Africa and we were funded by TFN in December 2014.

2. What was the project you sought funding for from TFN?

What are its aims and objectives? Have these changed since receiving TFN funding?

Finances were raised through the Funding Network in order to create a numeracy project at the J.L. Zwane's After-School. The objective was to raise the standards of numeracy for all pupils at the school. The aims have not changed during the year and a computer-based numeracy project has been established which has been made accessible to all the pupils.

In order to design this project we carried out extensive research, which indicated that the most effective way to improve numeracy levels was to expose children little and often to the basic concepts that they needed. With the limited personnel and time available to us at the JL Zwane Centre, we decided that the best option was to purchase a numeracy software programme that we could make available to each child at the school. Our first steps were to find the right numeracy programme, software and coordinators. After several months of research we selected the CAMI software. It was chosen because it has been written to compliment the South African maths curriculum and also because it does not run on Internet connectivity. Once installed on to the computers, it can always be accessed. Two coordinators were recruited to run the project. The coordinators are contracted to allow each child regular access to the computers. They are also employed to keep monthly records of the intervention and produce a monthly report.

We did have concerns about using a computer system to teach numeracy, for two reasons. Firstly, because we believe that, wherever possible, direct teaching is the best option and secondly because we were concerned about breakdowns and maintenance of the computers themselves. We did research employing teachers to do direct work with the children but teachers with this type of expertise were not available for after school hours. We have been pleased to note that since the project started in June – large posters of maths concepts have been installed on the walls in the computer room and the coordinators have taken it on themselves to talk to the children about maths concepts before they start on the computer work, so we are satisfied that there is sufficient pupil/teacher interaction.

3. Were you able to do this work as you described it in your application and presentation?

Yes

No - what evidence do you have for the success or failure of the funded project?

Overall we have been able to do the work that we described in the application – however we have had a challenge in getting the project up and running as quickly as we had hoped.

The process of research took longer than anticipated which delayed the establishment of the programme by some months but we started to work with the children in June 2015. We were thorough in the research stage as we wanted to ensure the project was soundly based and that the staff we used were suitably skilled. We have now installed CAMI on to eight computers in the computer room and FLY (an organisation that is in partnership – see more details below) has now

acquired and installed a further ten computers into the reading room. Once these computers have been connected to a server then we will purchase CAMI and also install them in the computers downstairs. The advantage of the server is that it will allow each of the children's profiles to be accessible on any computer. It will also allow us to produce consolidated reports that will show the progress of all the children at one glance.

Until now, we can only produce individual profiles for each child and this makes it difficult to produce comprehensive and clear reports.

4. If you were not able, please explain what happened and why?

Can you quantify any changes? Eg. expanding number of employees, number of projects, geographical scope.

As stated above the research took longer than anticipated as we pursued several options. During this time there were some changes of staff in the main project that led to consideration of different options, as the whole programme has to be integrated for all subjects. When all strands had come together we agreed to sign the contract for the numeracy project.

5. Can you measure, assess or describe the change that happened as a result of this work?

What actual change did the funded project generate? What proportion of the project/work did TFN fund (eg all/x%)?

The Funding Network entirely funds the Maths Project – whereas the Rainbow Fund continues to fund the running costs of the school.

Measuring the change

One of the Rainbow Fund trustees has visited the centre each month to meet with the coordinators and the staff of the After-School.

Since June, each child has received a baseline assessment to monitor their current maths level and then been placed on an appropriate programme of work. The coordinators monitor the sessions of the children each week, this gives them a chance to assess what progress the children are making and what additional help they may need, and in what area.

Each month the two coordinators have also produced a report that presents the work in which the children have participated. Please see examples of the comments from the coordinators and also the monitoring forms in Appendix A and B

These monitoring forms indicate the number of children who have been engaged in the project (80) and the different sessions in which they have participated. A colour system has been devised to help the coordinators to identify children who are struggling.

It is clear that children are making progress through the CAMI maths system. It is not possible to isolate the effects of this programme as the sole factor for maths progress, as the children also receive interventions at school and through the school programme. However we can see that children are improving and this appears to be more rapid than previously. The other important change to the programme has been establishing a monitoring system that identifies which children are struggling and then providing them with extra support.

Outcomes and changes recorded

As well as the changes that can be attributed directly to the maths project – we have also recorded some secondary positive effects. These effects are as a result of ensuring sustainability of this project following the end of TFN money; the numeracy project received a one-off donation from TFN, therefore the priority was to create a sustainable project that outlived the first amount of money. We have tried to create this sustainability in three ways: by forming local partnerships, acquiring permanent assets for the centre and implementing a referral system for children identified with special numeracy needs.

In order to strengthen partnerships and ensure that we skill-up people attached to the After-School, we have employed two volunteers from Stars of Tomorrow. Stars of Tomorrow is a voluntary organisation which is based at the JL Zwane Centre whose interest is helping schools to establish better connectivity to technology. The two co-founders of Stars of Tomorrow are experts in maintaining and using computers. We have trained both coordinators to use CAMI and they are being paid to work 32 hours a week to ensure regular access for as many children as possible. The second important partnership is with the organisation FLY. FLY provides extra Saturday help for maths and science to those children who are excelling in these subjects. They have also acquired and installed the ten new computers into the reading room. As well as the partnerships, this donation has allowed us to purchase software that can always remain in the after-school. CAMI does not run on licenses so now that we have purchased it, we will have it installed for as long as we need it.

Finally, we would like to use the new computers, servers and software to help us highlight the children who are struggling with their maths. We are working towards a system which will let the teaching staff, at a glance, identify those children who need extra maths help. Alongside this we have developed a letter that can be sent home highlighting the child's problem and offering support for on-going referrals.

6. As a result of presenting at TFN, did you experience any of the following;

We have had a few new subscribers as a direct result of the funding evening. We have made contact with another organisation in South Africa with whom we correspond but so far this has not led to any ongoing association.

7. Could you give us an estimate of how many people have been reached by the TFN funded project/work and by how much?

Since the numeracy project has been established we have provide regular maths intervention to over 80 children. This number will increase as the project rolls out with its current funding covering the majority of two academic years.

As a direct result of this funding we have been able to employ two local individuals to coordinate the numeracy project. We are therefore providing a part-wage for two people for 15 months. It is estimated that each wage in South Africa supports up to eight family members.



8. Can you tell us any personal stories to highlight the value of funding from TFN?

It is too early for there to be any particular long-term outcome from the TFN funding but we do know that many of the children who are receiving this extra input have aspirations to progress to university and unless they can gain matric in maths this will not be possible. We are confident that we will have personal examples of where this intervention will have made a crucial difference to the life prospects of these pupils and we hope to send you some specific examples in the near future.

9. Since presenting at TFN, has your organisation undergone any significant change(s) which our donors would be interested to know about (these changes do not need to be related to the experience of presenting at TFN).

No the charity continues to fund the After-School so that the project can function within the remit of the other activities and new staff have been recruited as needed. This includes a new head teacher to replace Brenda Sopasi who is retiring, so we look forward to the new energy we expect this to generate.

10. Do you have any other comments regarding TFN funding?

This grant provided an incredible opportunity to expand the work of the After-School with maths -- a previously neglected subject. This will give the pupils more opportunities to develop their potential; it has also enabled partnerships to grow that we hope will be sustainable.

11. Can you please include any relevant photos or clips that may relate to the project.



Appendix A

Some examples of reports that we have received from the coordinators:

As Tutors who are working with the Kids we already noticed those who enjoy Mathematics and we still need to boost those who are lacking behind.

The Reports goes as follows: Marking (black) means Good, Marking (Blue) means Fair, Marking (Red) means poor, that one needs special Attention.

Our attention in this past Month was on Division, Subtraction, Trigonometry, Multiplication and Times Tables.

The progress of the kids is much improving than we started the programme last Month, they now really enjoy it and understanding it, and we also noted those who made fast improvement. The number of kids we currently have is 81 from Grade 2 to Grade 7. This is the July progress since last Month they were 56 ever since the Schools were reopen on the 20th of July but we are still going to send you the Reports by the end of this week meaning Friday.

Here are the Kids Report for August we are happy to confirm that the progress is so improving with the maths progress. We also are preparing the visitation in these Schools where these kids are studying to oversee the progress at their Schools. The major progress that we are facing now is that they don't all attend classes, but we are trying to fix that problem and the number grows up to 80.

Appendix B

This is an example of a monitoring sheet. The sheet has been designed to indicate the different sessions that each child has been working on. (Surnames have been blocked out for confidentiality)

No:	Names	Surnames	Grades	Base Line Assessments
1	Bayanda		4	1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1] / 1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1]
2	Anelisa		4	9.5.1.3 :Measurement, Volume in terms of cubic units [4.4.6, 5.4.6, 6.4.6]
3	Azola		4	
4	Zintle		4	1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1]
5	Lungisa		4	1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1] / 1.7.7.1 :Numbers, Operations and Relationships, Associative law - easy [4.1.1, 5.1.1] / 8.1.1.5 :Space and Shape (Geometry), Compare and sort 2D shapes [4.3.1, 5.3.1, 6.3.1]
6	Sibulele		4	1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1]
7	Unam		4	Not yet started
8	Yonelisa		4	

9	Lathitha		4	<p>1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1] / 1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1] / 1.7.10.3 :Numbers, Operations and Relationships, Addition - Breaking down method – 3-digit and 4-digit [4.1.1]</p>
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