



**Textbooks and Learning Materials Program at  
The University of Texas San Antonio: The Ithuba Writing Project**



**Final Report  
2005 – 2009**

**Submitted by Dr. Misty Sailors, Director, Textbooks and Learning Materials Program at  
The University of Texas at San Antonio**

## TABLE OF CONTENTS

INTRODUCTION AND SUMMARY OF PROGRAM	3
PART I: SUMMARY OF ITHUBA	11
1.1 MAJOR PROJECT ACHIEVEMENTS	11
1.2 CAPACITY DEVELOPMENT	13
1.3 SUSTAINABILITY OF ITHUBA	14
1.4 PROGRAM EXPOSURE	14
1.5 PROGRAM RESEARCH	14
PART II: DESCRIPTION OF TLMP AND PROGRAM RESULTS	16
2.1 MATERIALS DEVELOPMENT PROCESS	16
2.2 APPROVAL PROCESS	18
2.3 PRINTING AND DELIVERY OF MATERIALS	20
2.4 IMPLEMENTATION WORKSHOPS	23
2.5 FISCAL COST SHARING REPORT	31
2.6 EVALUATION REPORT	32
2.7 RESEARCH REPORTS	36
2.8 CAPACITY REPORT	53
2.9 SUSTAINABILITY REPORT	57
PART III: LESSONS LEARNED	58
3.1 DEVELOPMENT WORK AND IMPLEMENTATION WORKSHOPS	58
3.2 THE PRINTING, KITTING AND DELIVERING PROCESS	64
ACKNOWLEDGEMENTS	70
APPENDICES	71

## Introduction

Gabriela, a vibrant fifth grader, attends an urban school in South Texas that serves a largely Hispanic community. On this day, Gabriela arrives early and decides she would like to spend some time reading before class begins. She ventures toward the bookshelves in the far corner of her classroom - a set of bookshelves that are home to over 500 books. Gabriela is confident that she will find the perfect book. She knows how hard her teacher has worked to insure that there is a variety of texts from which to choose during self-selected reading time. There are joke books, riddle books, books of poems, magazines, mysteries, and graphic novels. Gabriela's teacher understands that fifth graders are motivated to read when they have access to books that are about topics that are important to them so her teacher has included books about technology, sports, animals, families and friendships, to name just a few. Because Gabriela's home language is Spanish and she is learning English, her teacher has provided books in both languages. New books appear on the shelves constantly. On this day, Gabriela discovers one of these new books written by the same author that the teacher has been reading aloud to the class. Delighted, she sits down on the floor and starts to read. Gabriela's teacher observes all of this from a distance and makes a quick note to herself regarding the connections her students are beginning to make between her read aloud choices and the students' self-selected reading materials.

At this very same moment – over 10,000 miles away in a school in rural South Africa— Puleng, an equally vibrant fifth grader, has finished her assignments early and looks around the room for something to do. She would prefer to read. Her teacher has often told her that she is a gifted learner and she excels in reading. But Puleng has few choices for reading materials—

either she can re-read the one and only textbook that is to be found in her classroom, or she can select from one of the hundreds of books located in her school library. All of the books in this library were donated to the school through an international aid project. These are mostly used and surplus books. All of the books are written in English – a language Puleng is learning – but she would prefer to read in Sepedi – the language she speaks at home. Puleng’s teacher gives her permission to go to the library. The library is really a small storage closet crammed with books, but her teacher prefers to call it “the school library”. Puleng attempts to locate a book on the shelf that interests her. There are some high school math books. There is a social studies textbook. But Puleng, like Gabriela, is interested in books about technology, sports, animals, family and friendship. She finds none of these. Finally Puleng attempts to read a page in one of the textbooks – not realizing that the book is written in Spanish – a language she has never heard or seen in print before. Puleng finally gives up and goes back to the classroom. Puleng’s teacher watches her return into the classroom and takes note of the frustration and disappointment written across her face.

#### *Introduction: The context of South Africa*

South Africa is a land of diversity—geographical, linguistic, and cultural. While the transformation of South African society over the past twenty years has been remarkable, real changes have come slowly. In a country of almost 47 million, many South Africans still live under conditions of poverty. For example, only 14% of the population has medical coverage (Statistics South Africa, 2005, p. iv), 10% use bucket toilets or have no toilet facilities in their homes at all, 33.5% cook with paraffin or wood, and a striking 11.7% live in informal structures commonly referred to as shacks (Statistics South Africa, 2005). Unemployment levels are high,

and education levels are low with only 51% of the population having reached high school; the average annual income is approximately \$987 (Statistics South Africa, 2006). Many live in communities that are physically unsafe, threatened by crime and infested with rampant drug use; the HIV/AIDS pandemic has taken its toll on the country with about six million people infected.

In spite of this, South Africa is a country of hope—hope for its future through education. Children go to school and schools do their best to meet the needs of their students under the direst of conditions. For example, in six high performing, low-income schools that we have studied, there were five themes that transcended these schools—themes that the participants in our study attributed to their success. These schools were (a) safe, orderly, and positive learning environments, (b) led by strong school leaders, (c) with excellent teachers, (d) who had a shared sense of competence, pride and purpose and (e) shared a strong sense of school/community involvement.

Similarly and because it is a multi-pluralistic country, South Africa has one of the most innovative language in education policies in the world. As a multilingual terrain, the majority of South Africans speak a home language other than English or Afrikaans. Despite the fact that English and Afrikaans were the languages of power during Apartheid South Africa, indigenous African languages remained languages of social identity used in various social and cultural domains of the society. The new South African Constitution recognized nine of the South African Bantu languages among the many spoken and named them as official languages providing the country with eleven official languages (including English and Afrikaans). Subsequent to the Constitution was the highly innovative Language in Education policy of South

Africa, based on the notion of additive multilingualism that promotes the use of home language along-side an additional language (which in most cases is English). This is a direct response to an old practice of subtractive bilingualism, where children used to learn through their home languages for the first three years of schooling and switch to English ONLY from their fourth grade onwards. This new policy encourages a “multilanguage” society with the goal of elevating the status and advancing the use of indigenous languages. This new language policy has functioned as "a symbolic gesture towards national unity and language maintenance" and a multilingual society.

The language in education policy of South Africa promotes parity of esteem within any particular school through offering instruction in at least two languages. The language in education policy states that every child has the right to be taught in any of the official languages "where this is reasonably practicable" (Republic of South Africa [RSA], 1996, p. 29). The onus to choose a language of instruction is on each school governing body. With regard to the languages taught as school subject, the language in education policy recommends at least two languages, one being home language and the second one being the language of instruction. The aim of these policy documents is to increase opportunities to use African languages (additive multilingualism) in educational domains.

*Introduction: The Ithuba Writing Project and international attempts to address inequity in education in South Africa*

The Ithuba Writing Project, supported by the United States Agency for International Development’s (USAID) Textbooks and Learning Materials Program (TLMP) was designed to provide support in the development, production and distribution of high-quality learning

materials. The TLMP is focused on development work in six sub-Saharan, African countries as part of the Africa Education Initiative (AEI). In June 2002, the Africa Education Initiative (AEI) was funded; over an eight year timeframe (2002-2010), \$600 million was allocated to improve the educational experiences of learners on the Sub-Saharan African continent. The focus of this initiative was threefold: (1) Girl's Scholarships; (2) Teacher Training; and (3) Textbooks and Learning Materials Program (TLMP). AEI also included cross-cutting themes as HIV/AIDS awareness and parent and community participation in education, as well as outreach to marginalized populations and school rehabilitation.

The TLMP is a key component of the AEI, which attempted to address the scarcity of learning materials in Sub-Saharan African by providing a minimum of 15,000,000 high quality textbooks and other learning materials to high priority USG countries through a partnership with Minority Serving Institutions (MSIs) serving as implementing partners. Resources for the TLMP are managed by the USAID, Africa Bureau, Education Division located in Washington, DC. USAID Missions located in African countries collaborate with USAID Washington to implement the AEI, integrating its resources to the extent possible into their basic education development programs.

The TLMP focused on challenges relating to the lack of adequate textbooks and other relevant learning materials in the classroom. Its objective was to develop and produce high quality, relevant, and culturally sensitive textbooks and educational materials for grades K – 8 in mathematics, science, language arts and reading for selected Sub-Saharan African countries. AEI espoused that every teacher and child deserves to have access to basic learning materials.

The goal of the TLMP was to enhance learning opportunities in primary schools by providing substantial copies of high-quality, cost-effective teaching and learning materials.

The TLMP at UTSA was a direct response to the dire need for learning materials and to the South African constitutional commitment to develop indigenous African languages. It was recognized that even though South African learners have, under the new constitution, an advantage of acquiring intermediate literacy (grades 4-6) in their home languages, they do so in print-poor environment and under the guidance of poorly-trained teachers. Due to this documented need for supplementary learning materials in South African classrooms , we embarked with our colleagues at The University of Limpopo, The University of Pretoria, the READ Educational Trust, the Molteno Project, various independent consultants, the South African Department of Education and 142 classroom teachers in rural South Africa to design, develop, and produce supplementary learning materials for students in grades 4, 5, and 6. The Ithuba books were created to engage children with high quality stories representative of the 11 official languages as well as the South African experience. Furthermore, these supplementary readers were integrated instructionally with the National Curriculum Standards of South Africa through teachers' guides, as an impetus for mathematics, natural science, or social studies lessons that follow the reading of the books.

Through a series of writing workshops, South African educators were engaged as authors -- documenting and describing “lived experiences” and expert self-knowledge. Teachers were encouraged to find the intersection between their experiences/expertise and topics that children in grades 4, 5, and 6 would find interesting. The teachers were asked to author their stories in a mother tongue language in which they felt most comfortable. These authoring

teachers also rendered a version of their story in South African English. Teachers authored their stories across three development workshops, based in the provinces of Gauteng (largely urban), and Limpopo and Mpumalanga (largely rural).

As an intermediary step in the process, members of a development and editing team, which consisted of South African and U.S. literacy and content experts, further developed the English versions of the books for quality purposes and to tie them to the national curriculum. Finally, South African illustrators illustrated both versions (mother tongue and English) and the books were field tested with children in South African public schools by the authoring teachers as part of the development process. The authors revised their stories based on attention to word choice (readability), comprehension, and responses to the story quality (including the illustrations) as a result of the field-testing. A team of South African language experts edited the stories for appropriateness of word choice and conventionality. Teachers authored the *Ithuba* books using technology (laptop computers) and an innovative authoring software program, RealeWriter, published by RealeBooks. South African artists illustrated the books and printing was completed in South Africa.

This international collaboration facilitated the authoring of 140 titles across the eleven official languages of South Africa. At the completion of this program, more than two million teacher-authored supplementary readers and teacher guides were produced. Over one thousand primary schools, in mostly rural South Africa, were resourced with over 1,000 books in each school. Over 8,000 teachers were trained in the effective use of these learning materials in the classroom to support learning goals in language, literacy and content areas.

*Ithuba*, loosely translated in isiZulu, means “opportunity.” After spending years in South Africa learning and growing with the project, we have all realize that the “opportunity” offered to the learners of South Africa and each partner within the development process (including ourselves) became the real success. Technically, the project met the targets for the production and distribution of learning materials in South Africa as well as in the training of teachers. Yet, what we came to realize through the course of this project – is that *Ithuba* (i.e., “opportunity”) mattered at levels and in ways we never really considered from the start. The project became more than just about producing books for classrooms. As we listened carefully to the voices of the teachers, worked side by side with them in our development workshops and witnessed the excitement of each child that came in contact with the developed materials, we discovered that lives were changed.

## Part I: Summary of ITHUBA

### 1.4 Major Project Achievements

There were several major achievements associated with the Ithuba Writing Project, including the materials developed, a process for material printing and distribution, and teacher development workshops developed as part of the program.

#### *Textbook and Learning Materials Development*

- 140 home-language story books were authored by classroom teachers during the course of the program.
- All textbooks and learning materials were written for learners in grades 4, 5 and 6.
- The textbooks and learning materials were written in nine of South Africa's indigenous languages as well as Afrikaans and English.
- Selected titles were translated into Braille, large print, and audio files for children who attend schools for the blind.
- All materials were tied to national curriculum standards of South Africa and were supportive of language, maths, natural sciences and life orientation curriculum.
- Many of the Ithuba stories focused on social ills such as health problems, abuse, crime, gender equality and racism/classism that are quite prevalent in contemporary South Africa.
- Literacy was a second frequently addressed topic linked to school stories.
- 50 percent of the stories addressed the topic of responsible behavior, and the authors addressed such behavior in a wide range of contexts.
- More than one-third of the stories focused on schools and education.

- 48 of the 140 books authored by South African Educators featured strong female characters.
- During the development and authoring process, Ithuba development staff utilized new and innovative technology to ensure a high level of quality and precision in each textbook.
- Subsequently, a unique model for material development was designed locally with support from the UTSA.

#### *Textbook and Learning Material Distribution and Printing Process*

- The overall impact of this collaboration was the Ithuba Writing Project and partners' ability to come up with innovative ideas and provide a turnkey-solution from the development of the bookstands, printing of the books, kitting and then distribution – this would not have been possible without close co-operation and collaboration between the various parties.
- 2.3 million textbooks and teacher's guides were printed and distributed throughout the course of the Ithuba Writing Project.
- 2,500 I and II level quartile schools across South Africa received textbooks and learning materials.
- 25 schools for the blind and seeing impaired received Braille editions of the books for the blind, as well as, audio readings and large print books for the seeing impaired.
- Through the printing and distribution of textbooks and learning materials, READ and the DOE were able to establish a cordial and collaborative relationship with the UTSA.
- During the printing process, Ithuba experienced a successful printing, kitting and distribution.

### *Teacher Development Workshops*

- Over 8,000 teachers were trained on the usage of textbooks and learning materials developed by the Ithuba Writing Project.
- In all Provinces the teachers participated willingly and with great outcomes:
  - Educators who worked in learning areas outside of language development learned to integrate the stories into their specialized curriculum.
  - Teachers were introduced to Shared Book Reading and Read Aloud methods.
  - Instruction was given to all teachers on proper usage of Ithuba Writing Project Teacher's Guide.
  - All educators reported the usage of books during daily lessons and enjoyment from students.
  - The Educators were so impacted by the books that in Limpopo, a teacher quit smoking after reading one of the Sepedi stories, *Le reng le kgoga*, which discusses the dangers of smoking.
  - An Ithuba Overview Guide (as well as Teacher's Guides) was created to assist teachers in integrating Ithuba materials across South Africa's entire education curriculum.

### **1.5 Capacity Development**

There were several ways in which the program developed capacity in South Africa:

- 140 teachers were trained on the development/authoring process
- Authoring teachers received 10 hours Continuing Education from the University of Pretoria that can be used toward a degree program.

- 8,156 teachers were trained in implementation of books in rural South African classrooms.
- Five trainers at the Molteno Project and 10 trainers at the READ Educational Trust were trained in material development procedures.

### **1.6 Sustainability of Ithuba**

Ithuba was made sustainable by the following:

- The Gauteng Provincial Ithuba Writing Center was created with READ Educational Trust.
- The Limpopo Provincial Writing Center was created by a partnership with the Molteno Project and the Limpopo Provincial Government.
- The Limpopo Writing Center was established at the University of Limpopo.

### **1.4 Program Exposure**

As a result of the ITHUBA Writing Project's work within South Africa, the program received media exposure from several domestic and international media outlets. In addition, members of our team were invited to several academic conferences to discuss the Ithuba Writing Project. Please see Appendix A for a full listing of the ITHUBA Writing Project's media exposure, Appendix B for sample pieces of media exposure.

### **1.5 Program Research**

As part of the ongoing commitment of the UTSA to contribute to the creation of local, national, and international knowledge, there were several studies that were conducted as part of this program (Appendix C contains full references to these papers). In all, there were 17 presentations made at local, national, and international conferences on the content, findings,

and/or lessons learned through the Ithuba Writing Project. Appendix D contains full references to these presentations.

## Part II: Description of TLMP and Program Results

### 2.1 Materials Development Process

The materials created for the Ithuba Writing Project were developed through a trainer-of-trainers model, a widely implemented professional development model in developing countries. The core UTSA team, consisting of Dr. Misty Sailors (UTSA) and two high-qualified US-based consultants, Dr. James V. Hoffman and Dr. Mark Condon, designed and piloted the training modules. The training modules consisted of power point presentations, trainer's notes, and delegate's notes. Our development process was carried out through collaboration with our implementing partners the READ Educational Trust and the Molteno Project, two South African non-governmental organizations. These highly qualified trainers then implemented the modules in the field with the authoring teachers. Through our efforts, this program created a core set of teacher-authors (and trainers) who were able to design and develop learning materials for learners in South Africa.

During year one, we worked with 14 trainers and staff from the 2 NGO's, as well as, 20 teachers from the greater Gauteng area. Each participating trainer-author and teacher-author developed two working drafts during *Workshop #1: Gathering and Telling Our Stories*. During this process each participant submitted two titles, of which one was selected to continue the development process. Before authoring their titles, participants learned about the writing process, inhibitions to writing, and writing for learners. Additionally, participants learned about the collegiality of writing and how to interact with other authors to improve their materials. These trainers (and teachers) also discussed the implementation of a Writer's Workshop in

classrooms in South Africa. From these 68 manuscripts developed, 34 were selected (one from each author) to continue on the path to publication.

*Workshop #2: Revising Our Stories* was a program that had only been piloted with the READ and Molteno trainers and not implemented with any teachers. During this workshop, 14 of the titles written during *Workshop #1* by the trainer-authors from the NGO's were revisited. The purpose of this exercise was to have the trainers learn how to align their story with at least one standard from the RSA national curriculum and to create materials that would peak the interests of learners. Moreover, workshop participants learned how to craft stories that included such elements as descriptions, leads, and the inclusion of multiple genres to make each story created as high-quality (literary) as possible.

Following *Workshop #2*, these 14 texts were sent to the Development and Editing Team (DET), the team that oversees the development of the texts created in this project. This team consisted of Drs. Misty Sailors, Jim Hoffman, Mark Condon, and Miriam Martinez. The 14 stories were further revised during this process to include the development of the concept included in the story, stronger ties to the national curriculum standards selected by the trainer-authors, and support for the concept through the inclusion of construct vocabulary. The 14 stories underwent content approval by our implementing US-based content experts (Dr. Susan Empson, Dr. Virginia Mika, and Sarah Hoffman) and subsequent review by content experts at the University of Pretoria.

The stories continued to be developed during year 2, including field-testing with learners during *Workshop #3*. Field-testing during *Workshop #3* consisted of the author-teachers recording the usefulness of the design of the books with learners, based on how well

the images support the learners in picture walking their way through the books prior to reading. Feedback on the images furthered the development process of the books, allowing the authors and the development team to make them as supportive for readers as possible. The authors also collected data on the readability of the texts through running records; they revised their story based on words that were problematic for learners during these fields test.

The remainder of the titles followed the same process. READ and Molteno implemented the development workshops with the remainder of the participants in the program. The UTSA provided close support of the implementing partners throughout the process. A full list of pedagogical publications associated with the program are listed in Appendix E.

## **2.2 Approval Process**

The materials for the Ithuba Writing Project underwent a rigorous approval process. The process was two-fold and included the National Quality Assurance Task Force Team and the Program Advisory Committee Working Forum. Each is explained below.

2.2a The National Quality Assurance Task Force Team (NIQATT) was created to and charged with the assurance that the language conventions used in the home language versions of the books were standardized and met with accepted conventions. The NIQATT reviewed all Ithuba Writing Project books to insure that all those books meet the standards for quality expected for South African learners. While the materials had undergone various levels of quality assurance (including a matching of trainers and teachers at development workshops, the attendance at development workshops by provincial language officers, and editing and page proofing by highly qualified consultants), the review conducted by the NIQATT was one of the final points for assuring quality control of the books. While the Ithuba Development and

Editing team believed that the materials represented the highest quality stories for learners (all stories were authored in the home language of the teacher and not translated from any other language), the Program Advisory Committee (PAC) felt that one final quality control check before the materials were presented to learners was necessary. This was the responsibility of the NIQATT. The books were then presented to the Ithuba Program Advisory Committee (PAC) once the NIQATT completed this final quality control assurance.

2.2b The Program Advisory Committee Working Forum had as its charge the approval of the materials in regards to content and relevance to the national curriculum. The books and Teachers' Guides were presented to the Program Advisory Committee Working Forum (PACWF), also under the direction of the Ithuba national coordinator at the DOE. It was the charge of the PACWF to determine the appropriateness of the teachers' guides to the National Curriculum Statement (NCS). The teachers' guides received preliminary approval from the Development and Editing Team (DET) at The University of Texas at San Antonio (UTSA) and are awaiting PACWF recommendation. In some cases, stories did not received approval by the UTSA (due to issues of content); however, final recommendation of the books lied with the PACWF. The PACWF then recommended to the Program Advisory Committee (PAC) whether the books and teachers' guides together should move into printing. The books and lesson plans were first reviewed for content and connections to the NCS. The criteria applied was:

For the learner book:

- Appropriate Content/Context for the South African
- Important theme (message) for South African youth
- Highly engaging text (both in content, language and illustrations)

## For the Teacher Guide

- Appropriate content connection to the South African National Curriculum
- Appropriate connection to the language curriculum (reading and literacy)
- Appropriate level of support for teacher's to develop a lesson plan
  - Reasonable support materials are available;
  - Appropriate considerations of class size and teacher background;
  - Connections to the text environment are offered;
  - Directions for the teacher are clear;
  - Options are offered.

A complete list of titles published as part of the Ithuba Writing Project can be found in Appendix F.

### **2.3 Printing and Delivery of Materials**

A South African printing company, Uniprint, was selected to partner with the Ithuba Writing Project to assist in the printing and distribution of the textbooks and learning materials created during the course of the project. The Cooperative Agreement that the Ithuba Writing Project was written under called for "printing/publishing and ancillary distribution services to be located in sub-Saharan Africa." Thus, the UTSA was obligated to use the services of existing businesses in South Africa. This requirement assisted the UTSA in avoiding unnecessary charges to the program associated with shipment from the US to South Africa. In addition, this allowed us to avoid unnecessary shipping charges and allowed the UTSA to capitalize on the money we saved, thus resourcing even more schools in South Africa. Under separate competitive tenders, Uniprint was awarded all three printing jobs associated with the TLMP.

All invoices were raised by Uniprint on UTSA, who then settled Uniprint on provision of signed proof of delivery of the material to DOE schools. This was more feasible than Uniprint sending the material to UTSA in the United States, only for the latter to re-ship same to the DOE schools. The DOE schools were the beneficiary of the material and no billings or charges were levied on them as this was part of a donor-funded project.

In all, Uniprint's participation with the Ithuba Writing Project was in five areas: 1) the printing and distribution of Ithuba books to each receiving school; 2) the kitting of the textbooks and learning materials and the delivery of these kits; 3) the production of metal bookstands for display and storage of books; 4) the storage of the metal bookstands during the book printing process; and, 5) the distribution of books stands with textbook and learning material kits.

By the end of the Ithuba Writing Project, Uniprint had successfully produced and delivered the materials created through the course of the project to the DOE under contract to UTSA. Overall, 2.3 million textbooks and learning materials were delivered to 2,500 quartile I and II schools throughout South Africa. Despite our success, as with any first time project, Uniprint and the UTSA did experience some issues with the printing process.

First, because this was the first time that Uniprint had taken on a project of this magnitude, there were some adjustments made by both Uniprint and UTSA to help alleviate some of the issues that come with having partnerships with overseas-based project teams. For example, the eight hour difference in time proved difficult with meetings and overall communication response times. The UTSA and Uniprint were able to ease this situation by

enacting a compromise in which Uniprint and the UTSA would take turns adjusting business hours to meet the mutual needs of the program.

Also, because the Ithuba Writing Project was a unique process (not only on for Uniprint but for everyone involved) there were some issues with grasping technical requirements, specifications and procedures. In the end, both partners were able to work through this by providing constant feedback (where necessary) and general discussions throughout the process to make sure clarification and understanding were achieved. Moreover, because of the newness of the project, there were some additional duties that Uniprint was asked to assist in (such as the creation of the book stands) that was not originally planned on. Moving forward, the UTSA has accounted for these issues in future projects.

Finally, the project required careful project management due to the large number of different books, languages and schools. This required a great deal of interaction and communication between the various role-players. The first print run was delayed as both the UTSA and Uniprint worked to understand the process of printing and distribution of books within South Africa. The books were printed in different indigenous languages and were not easy to distinguish. This meant that there had to be extra attention to ensure there were no issues during kitting and that all schools received the correct materials. Also, distribution proved to be complex and required careful management in conjunction with the service providers as many of the schools were in deep rural areas which are not serviced by regular road links and do not have regular designated addresses. Moreover, the kitting of the books proved to be quite complex and time-consuming due to the nature of the process, and thus required detailed planning and an extensive labor crew. These issues presented various

challenges from a financial point of view, but all issues were overcome through discussions and tabling of practical solutions.

Though Uniprint and UTSA did experience tribulations throughout the printing, kitting and distribution process, overall, the experience was very refreshing and proved to be a solid learning experience for projects to come.

## **2.4 Implementation Workshops**

### *2.4a Workshops conducted by the READ Educational Trust*

During the course of the Ithuba Writing Project, several implementation workshops occurred throughout provinces in South Africa. READ was contracted to train in six provinces. These provinces were: Gauteng; Mpumalanga; Kwa-Zulu Natal; Eastern Cape; Western Cape and the Free State. It was originally anticipated that a cascade model would be used to train (i.e. district officials would be trained. Then they, in turn, would train the educators in the schools). However, it was decided in 2008 that educators would be trained directly by READ.

We had originally anticipated that the schools would be grouped in 22 clusters per province, 11 clusters in each of 2 districts. The geographical spread was however much wider than originally agreed to. The implication was that READ had to deal with much more district offices, venues and caterers to set up the training.

In Free State READ dealt with one coordinator who arranged the training in the five districts. In the Western Cape READ also dealt with one coordinator, who referred READ to district personnel, but remained in contact throughout the process.

The Eastern Cape department provided READ with a list of district directors and phone numbers. It was extremely difficult to get hold of the district directors and READ only managed

eventually to set up training through this channel in two districts, Maluti and Sterkspruit. The East London and Mount Fletcher districts were contacted after the READ trainer went to their offices and set up contacts with Chief Education Specialists in the districts. They then directed READ to education personnel who would take responsibility for co-coordinating the training in their district. The other districts, Lidode and Lusikisiki, were eventually contacted through contacts of the language Learning Facilitator in East London. This resulted in the training being conducted very late in the program. In all cases setting up the training involved arranging a venue and catering. The Department of Education officials undertook to invite the selected educators to the training.

Province	Number of schools	Number of teachers
Eastern Cape	317	809
Free State	180	630
Gauteng	415	1019
Kwa Zulu	222	694
Mpumalanga	419	1061
Western Cape	91	361

A community-based training style was used where there was direct contact with the educators. For the most part, training took place in local venues, such as school facilities, religious halls or the training college. Catering was provided by local service-providers within the area. READ adapted the training course for the implementation phase to a two day program as no more time was available to complete the training. On the first day trainers dealt with the

background to the project, reading methodologies and content of the books. On the second day of training they dealt with the Teacher Guides and how the story books could link with other learning areas; training was completed by focusing on active teaching and developing a print-rich environment in classrooms.

The training was only able to commence in the second week of February for three reasons. First, the time needed to set up the training took longer than initially anticipated, particularly informing the schools once contact was made with the relevant district staff. In some regions the communication links were tenuous. Although district officials had written memoranda to inform schools about the training, the memoranda did not always reach the schools in a timely manner. However, once this was perceived to be a problem in a specific district or region, the schools were contacted, informed of the training and told to expect subsequent memoranda to invite them to the training sessions.

Second, the training schedule was also made more complicated by the fact that some provinces had training sessions set up for week days whereas in the Free State training sessions were planned for Fridays and Saturdays. Some training had to be scheduled around previously negotiated training dates. This meant that at times there was as many as ten trainers working on the project and often trainers for worked six days a week and travelled on the seventh day. Moreover, as most of the schools were quintile 1 schools, these were often in fairly inaccessible areas, and traveling to the schools was arduous.

Third, some of the books needed to accompany the training were only available by the second week of February. We were aware that books from “print run 3” would not be available for training and thus made alternative plans to have these printed. Nevertheless, the training

sessions conducted by READ were well received by all involved. In fact, the trainings were so well received that we had issues with schools that were not invited to the training coming after hearing others talk about it. We initially planned for four educators from each school to attend the training, namely a Home Language educator, a Life Orientation educator, a Mathematics educator and a Natural Sciences educator. Due to the community buzz about the training, trainers thus had larger numbers than anticipated to cope with.

All of the teachers who participated in the implementation workshops were excited about the project. The Language educators were particularly delighted by the books. They were especially excited about the integration of the books with methodologies that are part of the Foundations of Learning – a national initiative from the minister of education. They felt that the books would be a valuable addition to their classroom resources. The Life Orientation educators were also very pleased with the books specifically with regard to the topics covered and the links that these had to the Life Orientation Learning Outcomes and Assessment Standards. In addition, the Mathematics and Natural Science educators were often curious as to why they were invited to the training but as the course progressed they could see its relation to their learning areas and how the books could help them. They were often particularly impressed by the linking of methodologies to their learning area. An example of this can be seen in the use of certain vocabulary words to help teach Mathematics and Natural Science. They also said that training deepened their understanding of what integration meant.

The response to the training and the books has been overwhelming. Two provinces are investigating the possibility of having more books printed so that they can put books into all their schools. Three provinces are in discussions about running 'Ithuba' style projects in their

provinces. Many DOE officials attended training and spoke about the effective nature of the training and the close links to the Foundations for Learning. Teachers said that they now had a working knowledge of what integration meant and knew, on a practical level, what integration meant.

In the Eastern Cape, the educators reported that they had a deeper understanding of the Foundations for Learning campaign. On more than one occasion, the number of educators in attendance doubled on the second day of the training because the invited educators brought their ‘uninvited’ colleagues from other schools to the training. In many instances, when training was meant to end at 4pm, educators did not want to leave and continued having discussions with the trainers about integration and how they could use the material in their classrooms.

#### *2.4b Workshops conducted by the Molteno Project*

In addition to the workshops conducted by READ, the Molteno Institute for Language and Literacy trainers facilitated five workshops in the North West, 10 in Limpopo and one in the Northern Cape. Teachers who attended the workshop were from Bojanala district. They came from 150 Setswana schools. Other teachers were from Northern Cape and Limpopo.

Demographics of Officials Trained During Implementation Workshops	
Province	Number trained
Limpopo	13
North West	18
Northern Cape	3

In September 2008, READ and Molteno conducted a joint implementation workshop at the South Gate Country Lodge in Polokwane, Limpopo. Eighty one teachers from 24 Limpopo schools attended the workshop. There were four Molteno and six READ facilitators. They all took part in the facilitation of the sessions. We also acknowledged the presence of Mr. Pitsi Semanya, who made inputs during the workshop, Motlalepula Teffo and Belinda Shongwe - coordinators from library section, Department of Education in Limpopo. They participated by giving guidance regarding library skills e.g. how to design an inventory and the procedure to be followed when borrowing or receiving books from learners.

One of the biggest challenges for the workshops conducted by Molteno trainers was organization. For example, some schools received the wrong books. Furthermore, in Limpopo in one circuit, all schools were selected and only one school was left out. Also, in one District, some schools sent all Intermediate teachers and when they heard how many were suppose to attend the workshop, they returned back without informing us. Some districts in Limpopo could not send the teachers to the workshop. Teachers were enthusiastic about the workshop, participating freely during sessions and they did the homework given. The first session in the Trainer's Manual ensured that every participant was involved. It helped us as facilitators to know most of the participants within a short space of time. They introduced themselves by drawing a picture that resembles them and explaining why they associate themselves with what they had drawn. We explored the books in depth and how they are used, looked at the Teacher's Guide and explained how it should be used in the classroom.

Other than the above mentioned, there were no major challenges as such but as the number of participants increased every day, we got concerned about shortage of training

materials. The number of story books to be used per Teacher's Guide booklets decreased. We resolved the problem by distributing different titles per group. Some schools sent Grade R teachers instead of those teaching Grade 4, 5 and 6 classes. Some teachers were from schools that do not have furniture for learners to sit and to write on. They were concerned about how the program was going to be implemented without proper furniture. At the time of this workshop, the story "Just how far, how long" had not been fully edited. Also, the distance from KwaMashu Johannesburg was miscalculated which created some traveling discrepancies.

Taken as a whole, the implementation workshops conducted by Molteno were successful in preparing the author's for the development and field testing process for the Ithuba Writing Project. In all Provinces teachers participated willingly. Most teachers enjoyed reading the stories. Those who teach other Learning Areas except Language will be able to integrate the stories in their teachings.

Other highlights from the implementation workshop conducted by the Molteno Institute for Language and Literacy are as follows:

- Teachers learned about Shared and Read aloud method.
- The teachers guide was discussed so that they can be able to use it. Each school selected a group leader to manage the program.
- Most Area Managers who attended the workshop shared the workshop session with us.
- In Limpopo teachers were given all library cards to assist the teachers to store the booklets.

#### *2.4c Other printing and training*

In the final stages of the Ithuba Writing Project, the READ Educational Trust offered to conduct the final print of Ithuba materials and to offer teacher training as a result of this printing. READ proposed to work closely in each province with existing education department projects to add value to their endeavors. READ proposed to bear all administrative costs related to this project, the costs of all the arrangements with provincial education departments, as well as the cost of the additional training will be borne by READ as a contribution to the programme. During this same activity, the READ took responsibility for the re-kitting of the 227 kits (Ex Uniprint) that were stripped out and repacked as independent readers were delivered at the same time to the same addresses. This was discussed and agreed to by Jenny Rault-Smith of the DOE. A summary of this delivery appears in Appendix G.

## 2.5 Fiscal Cost Sharing Report

Cost sharing for the TLMP (in South Africa) at UTSA was met in the following ways:

- a) Faculty time and effort- there was four faculty members (at the UTSA) of the development team and/or administration within the department that cost shared their time and effort for the program, including the Principal Investigator. Additionally, three support staff from the Office of Institutional Technology cost shared their time and effort to support the program.
- b) Consultants, Dr. Jim Hoffman, Dr. Mark Condon, and Dr. Deborah Horan, cost shared a portion of their usual daily rate for the program.
- c) South African partners, including the implementing partners at the Read Educational Trust and the Molteno Project cost shared a percent of their direct and/or indirect costs as a result of their sub award with UTSA. The South African Department of Education cost shared time and effort. Our private partners at Uniprint cost shared time and effort and resources as part of their contribution to the program.

Cost sharing during the TLMP bridge phase was met in the following ways:

- a) Faculty time and effort—there were 8 faculty members on the development team and one administrator who cost shared their time and effort for the program.
- b) Consultant—One consultant, Dr. Jim Hoffman, cost shared a portion of his usual daily rate for the program.

## 2.6 Evaluation Report

Evaluations were conducted in 24 South African schools in the Limpopo province that received learning materials from the Ithuba Writing Project. The purpose of these evaluations was to understand the general affect of the textbooks and learning materials in South African classrooms. Overall, the findings from the Ithuba Writing Project's Evaluation report offer only limited evidence in support of the effects of the implementation of the program on teachers, classrooms and learners.

During the interview process it was found that only 4 percent of the teachers reported that the Ithuba materials were on display in classroom providing access to learners. In follow-up questioning security was the major issue here. The books were returned to a central and secure book-storage area in each of the schools. Our interviews suggested that teachers were reluctant to display the materials in the classroom for fear of theft or damage to the books.

With respect to use of the use of books in the classrooms, the teachers reported on their use of different instructional models. Just over 50percent of the teachers reported using the books as "read alouds" and for silent reading activities. Twenty-five percent reported using the books in "guided reading"; 33percent in group reading; and 39percent in independent reading. There was only small variation in the use of these models from the mid to final interviews.

There are content lessons to accompany each of the books. The teachers had the option of reporting Yes (that they are doing the content lessons with most of the books); some (that they are doing the content lessons with some of the books); and No (that they are not

doing the content lessons). Overall, 31percent reported using the lessons with all of the books, 48percent with some, and 21percent not at all. There was a substantial increase from 18percent to 47percent of the teachers reporting YES between the mid and final program interviews. By the final interview, 87percent reported YES or YES SOME with respect to the content area lessons.

The data on the creation of charts and displays reflects the teaching of the lessons. By the final interview, twenty-one percent reported YES ALWAYS, 50percent YES SOME, and 29percent NO. There was a substantial increase in the reported creation of charts between the mid and final observations. The number of “NO” responses went from 45percent at the mid to 29percent in the final. The number of YES ALWAYS increased from 8percent at the mid to 21percent at the final.

Each of the lessons suggested activities to connect school to home learning opportunities. Again, the data reflect the content and chart reports. By the final interview, twenty-one percent reported YES ALWAYS, 50percent YES SOME, and 29percent NO. There was a substantial increase in the reported creation of charts between the mid and final observations. The number of “NO” responses went from 54percent at the mid to 28percent in the final. The number of YES ALWAYS increased from 0percent at the mid to 21percent at the final.

Moreover, during the observation process, Sailors and Hoffman (200?) found that For the English vocabulary assessment, there were statistically significant pre-existing differences favoring the experimental (AVG=6.5; SD 2.6) over the control students (AVG=5.6; SD 2.5).

These differences were sustained in the post testing with the experimental group (7.0; SD=2.6) still outperforming the control group (AVG=6.0; SD=2.6).

The same pattern of differences favoring the experimental group held for the home language assessment. There were statistically significant pre-existing differences favoring the experimental (AVG=4.9; SD 1.6) over the control students (AVG=4.6; SD 1.7). These differences were sustained in the post testing with the experimental group (5.3; SD=1.5) still outperforming the control group (AVG=5.0; SD=.07).

The same pattern favoring the experimental group was found in both the English Comprehension measure (Pre: Exp Avg= 4.2; Control Avg=3.9; Post: Exp Avg=4.8; Control AVG4.5) and the Home Language Comprehension measure (Pre: Exp Avg= 1.9; Control Avg=1.3; Post: Exp Avg=2.7; Control AVG=2.3).

The only writing assessment completed for this evaluation was related to spelling. The patterns in spelling reflected those in vocabulary with pre existing differences favoring the control group. There were statistically significant pre-existing differences favoring the experimental (AVG=2.2; SD .80) over the control students (AVG=1.8; SD .74). These differences were sustained in the post testing with the experimental group (2.4; SD=.84) still outperforming the control group (AVG=2.2; SD=.80).

It is important to note that there were a number of logistical and design issues that limited the research design. First, the time for the treatment was severely limited. The data on implementation of the features of the model (even based on teacher reports) suggested only limited success in implementation. Second, there were pre-existing differences favoring the experimental group. The one positive measure of impact was on the local text environment.

This local text environment finding may suggest a leading indicator for change. Still to come are changes in teaching practices (e.g., active teaching) and impact on student learning. We are concerned with the absence of findings related to the text environment on imported text.

Despite these issues all of the stakeholders interviewed reported in subsequent interviews that the Ithuba project had been effective in South Africa, especially with regard to the central role it played in helping the country provide materials to support and implement the language policy. The key impacts of the project were producing high-quality, low-cost, relevant learning materials that teachers themselves had written.

## 2.7 Research Reports

As a result of the implementation of the development workshops, several studies were conducted as part of the Ithuba Writing Project. A summary of each study is listed below.

(1) Horan, D., Sailors, M., Martinez, M., Skerrett, A., & Makalela, L. (under review). The Golden Lady: The storied life of a multilingual teacher and author of supplemental reading materials in a marginalized South African language. Submitted to *Qualitative Studies in Education*.

In this study, authors Horan, Sailors, Martinez, Skerrett and Makalela (in process) tell the story of Lutanyani, a multilingual South African teacher and author of supplemental reading materials in the Ithuba Writing Project. Through various word images, they convey the role of language, in particular written language, in Lutanyani's life. For Lutanyanin, composing his lived experiences served as a linguistically empowering venue that affirmed and shifted his linguistic identity from outsider to insider. Horan et al.'s (in process) analysis of Lutanyani's story highlighted several key themes.

Lutanyani speaks of navigating various languages within the figured worlds or landscapes of his home and community in self-affirming and non-problematic manners. His experiences in these figured worlds are framed in terms of agentic use of a variety of linguistic cultural tools to position and reposition himself as a legitimate member of, and broker across, multiple language groups. Yet in the figured world of school, Lutanyani is positioned by his peers as a linguistic minority, thus he struggles to reject this positional identity and replace it with one of linguistic insider: first, as a student and later, as he develops a teaching identity.

Lutanyani experienced isolation and rejection from teaching college and his first teaching experience because he was not identified as an insider due to his surname.

The interactions of Lutanyani's personal and professional experiences as they relate to language contributed to his development of complex perspectives about linguistic diversity in and out-of-school. Lutanyani's rich linguistic landscape ultimately afforded him opportunities and identities in a variety of out-of-school landscapes that might not have been otherwise available. Interestingly, his teaching self adheres to a perspective of language diversity as problematic because of the challenges multilingualism presents to pronunciation and phonology. Yet through writing, Lutanyani unearths the disjuncture between affirming out-of-school experiences with a multilingual identity and experiences of marginalization in a school where one language in which he was not yet fluent was privileged and his linguistic repertoires were dismissed. This analysis suggests that Lutanyani, and other teachers who work in linguistically complex classrooms, might benefit from exploring their linguistic biographies through storying.

In examining and juxtaposing personal and professional landscapes and experiences with language, teachers may come to value language as a relational tool for building classroom community and affirming students' linguistic identities. Furthermore, teachers might utilize writing as a pedagogical tool with their students to allow the backward-looking understanding of where they come from as well as the forward-looking restorying of where they might go. Students' exploration and sharing of their linguistic landscapes and identities with their peers may afford empowering opportunities, as it did for Lutanyani, as an authoring teacher, in exploring a variety of available identities and claiming legitimate membership in their school

community and in the multiple linguistic communities within the broader society. With increasing language diversity among the student population within South Africa, the United States, and other countries around the world, judgments of who belongs to the same country or language group are of less relevance than discovering ways to develop and affirm linguistic identities that are relational; dialogic; becoming, but not being.

Finally, Lutanyani's narrative suggests the power dynamics central to linguistic interactions. Early in his life, Lutanyani traveled with his mother, as they moved among various Bantu-speaking groups during a time when hegemonic events afforded greater opportunities to speakers of Afrikaans and restricted the spaces in which speakers of Bantu languages interacted. As a child, Lutanyani served as a language broker for his mother, as his increasing ability with English served as a tool that afforded certain social resources across various linguistic landscapes. Even after Apartheid, the hegemonic nature of English surfaces in Lutanyani's narrative as he positions himself as an English speaker and describes his writing in English as "smoother" and "creamier" than in the marginalized Bantu language in which he authored. Lutanyani's experiences draws attention to the power dynamic suggested by some critics of the South African language in education policy while suggesting the continual need to reconsider the value of Bantu languages given the post-Apartheid shift from one hegemonic language (Afrikaans) to another (English). Similar dynamics of power underscore the complexity of enacting language policy not just in South Africa but in other global contexts, as educators and students navigate relationships across linguistic spaces.

The researchers extend their examination of Lutanyani's storied life to considerations of how teachers and students may use personal narratives to negotiate productive identities that

cross boundaries. Horan et al. (in process) consider how the narrative experience can function as a tool that mediates and affirms out-of-school linguistic identities within a context inhabited by individuals with diverse linguistic identities.

(2) Sailors, M., Hoffman, J. V. & Condon, M. (2008). The challenges of developing leveled texts in and for developing countries: The Ithuba Writing Project of South Africa. In F.Hiebert & M. Sailors (Eds.). *Finding the Right Texts for Beginning and Struggling Readers*. New York: Guilford Press.

In *The Challenges of Developing Leveled Texts in and for Developing Countries: The Ithuba Writing Project of South Africa*, Sailors, Hoffman and Condon (2008) take a candid look at the development process of texts and learning materials during the Ithuba Writing Project. While the Ithuba Writing Project made great success with developing books for learners in South Africa, Sailors, Hoffman and Condon (2008) argue that there were also great challenges.

First, although South Africa does have a set of curriculum standards that are innovative in nature, there was no underlying instructional design in regard to material development in the nine indigenous and official African languages. This was due in part to the fact that South Africa is moving away from the former educational system (that limited the educational experiences of children of black South African heritage) to a system that is much more inclusive of a quality and empowering education for all children.

Second, since our work centers on not just the protection of the mother tongue, but also on the development of languages through the design of these books we wanted to make it our utmost to stay true to the language and culture in the development of the textbooks of learning materials. Unfortunately, there was very little existing materials for us to use a guide.

During the course of the project, it was discovered that there are, in fact trade books that are being published in South Africa in the indigenous languages. Yet, most of these books were simply books translated from English or Afrikaans that had little cultural relevance to those they were created for. This presented several issues during the development of the textbooks and learning materials as often times the author teachers could not find the words in their mother tongue to describe the concepts they wanted to write about. Moving forward, this is a matter that is seriously being considered in South Africa. It is our hope that the Ithuba Writing Project may be able to set a standard for the development of words in texts for children that are tied directly to the national curriculum and subject-area learning.

Finally, the third challenge, much like the second, was with the overall accessibility to materials for children written in their home languages. As previously mentioned, there was very little for the Ithuba Writing Project to use as a guide. Because of this, a core set of words that are developmentally aligned did not exist in the home languages in South Africa and therefore the Ithuba Writing Project worked diligently with the South African author-teachers to field test the books with home –language speakers to assure that the books were linguistically sound. Moreover, the overall design of the book and illustrations were tested to make sure that the books would be as supportive of readers as possible.

(3) Hoffman, J. V., Sailors, M., Makalela, L., & Matthee, B. (2009). Language Policy and Literacy Instruction: Lessons Learned from South African in *Changing Literacies for Changing Times*. J. V. Hoffman, Y. Goodman, (Eds). The International Reading Association and Routledge.

In this book chapter, Hoffman, Sailors, Makalela and Matthee (2009) focus on the changes that surround languages in two contexts: within the United States and South Africa. Hoffman et. al (2009) argue that in South Africa the issues surrounding language policy are complex and that the risks of privilege—even hegemony---remain real. However, despite the weaknesses inherent in the policy provision and in some cases continuation of the old subtractive language in education practices there is demonstrated appreciation in South African for multilingualism and the strength that affords a society.

Moreover, Hoffman et. al (2009) argue that it is time that U.S. policymakers begin to situate its national goals and interests within the broader global context of language diversity and language change. The fact that English is increasingly becoming the global language of commerce and communication should not be used to argue for an English-only language policy, tactic or otherwise. Rather the U.S. should embrace multilingualism, additive bilingualism, and pluralism as national goals that are its own political, economic and social interests. Policy in the United States should encourage local decision-making as in South Africa to insure that the language within a school meet community needs and resources. For South Africa, the journey through a policy that allows choice for communities on the language of instruction is illustrated through the schools studied, has just begun.

Furthermore, within the United States the dialogue must be opened. As in South Africa, we must find schools in the United States where a vision of multilingualism and a flexible policy to support and guide practices works for the benefit of all.

(3) Sailors, M., Hoffman, J.V. & Makalela, L. (in press). Opportunity matters: The Ithuba Writing Project in South African schools. To appear in *Voices in the Middle* (September 2010).

Sailors, Hoffman and Makalela (in press) conducted a thematic analysis of interviews and statements collected from teachers who participated in the development process of textbooks and learning materials for the Ithuba Writing Project. The purpose of this analysis was to understand how the creation of textbooks and learning materials during the Ithuba Writing Project had changed the way South African teachers taught and their overall life experiences following the completion of the writing project. In all, Sailors, Hoffman and Makalela (in press) found three overarching themes that consistently described each participant's outlook on their experiences with the Ithuba Writing Project.

First because "Lived Experiences" was a prominent theme in the stories authored during the Ithuba Writing Project, the stories were personal and poignant to all who read them. The teachers were able to take pride in the fact that they were writing books in their indigenous languages for future generations to use within the classroom. Moreover, many of the teachers were able to use the books to dispel rumors and falsehoods with their community of certain diseases and social issues such as the HIV/AIDS virus.

Second, writing became a prominent theme in the lives of these teachers and in the classrooms. Many of the teachers who authored books during the development process of the Ithuba Writing Project never imagined that they would be published writers. In fact one of the participants stated "I never knew I was a writer. Now I am. My life is changed forever." Now that they have gained this skill, they have expressed excitement and hope for future usage of

their new craft. Another participant asked, “so what do I do now that this project is ending? I have all these stories running around in my head ready to bust out with nowhere to go with them.”

Third, the Ithuba Writing Project helped the teachers to feel a greater value within their society. The program was met with a great deal of skepticism, early in the project, regarding the potential for classroom teachers to actually author quality books that could be used for instruction. Some ministry officials believed that the teachers did not have the necessary skills and experiences to author. Following the completion of the textbooks and learning materials, the teachers were recognized for their abilities as authors. Furthermore, the students’ responses to the books revealed enthusiasm, appreciation for the craft and meaningful connections to the content. Achieving this obstacle gave many of the teachers a sense of pride and many of them believed that they could achieve anything.

(4) Holmes, C., Wallace, M., Sailors, M., & Mdluli, M. (March 2010). Understanding female representation in supplementary reading materials written by South African teachers for the Ithuba Writing Project. Paper presented at the annual meeting of the Comparative International Education Society, Chicago, IL.

Holmes et al. (2010) conducted a content analysis on the representation of female characters in books written by South African Educators for the Ithuba Writing Project. Holmes et al. (2010) argue that it is important to understand the representations of female characters within children’s’ texts because learning is more than an internalization process where a learner and the knowledge a learner gains are two separate components to one part. Rather, learning occurs in a more holistic manner based on social influences (Lave & Wenger, 1991).

Furthermore, female readers in South Africa have a great potential for identifying with and relating to strong female character within Ithuba books through the participatory action of reading, discussion, and emulation through acting. Because of this, it is extremely important that curriculum developers in developing countries (as well as in the US) be aware of and attend to ongoing issues of gender in materials for children.

Preliminary findings indicated four emergent themes across the books we analyzed.

These themes are summarized below:

- *Girls excel despite adversity.* In many of the stories, girl characters were met with adversity. In spite of these adverse situations they faced, they were successful in meeting the challenges placed before them. Whether it was poverty, disabilities or personal struggles each of the females in the stories overcame adversity.
- *Girls stick together/ there is strength in numbers.* In most of the books we analyzed, there was a theme of female characters (both human and animal) "sticking" together with other female characters to overcome adversity. Not only were these female characters friends, relatives, and in some cases strangers, they also assisted in problem solving whenever obstacles arose. In fact, each of the female characters in the stories that overcame adversity or solved problems generally did so through the aid or guidance of another female.
- *Age is not an indicator of knowledge.* At the beginning of several of the books, a "wise," maternal character is introduced to warn the young female character of the dangers of deviance. By the end of the story, the school-aged females in the book

tend to be seen as knowledgeable because they break the older women's rules in a way that works in their favor.

- *Young males are a menace to girls.* When there are men who interact with the female character, those men are devalued (i.e. dumb, victims, or perpetrators) and are harmful to the well-being of females. We are in the process of conducting a negative case analysis of this theme.
- *Older women and teachers are heavy and young girls are thin.* In almost all of the stories, the illustrations of women (including their physical depiction) surprised us—older women and teachers are more often than not portrayed as heavy-set and look very “traditional” whereas young girls are often depicted as thin. We are in the process of conducting a negative case analysis of this theme.
- *Female characters with positive traits don't wear pants.* In many of the images in the stories, female characters that are positively portrayed wear skirts and/or dresses and their hair is pinned neatly behind their heads or hangs just above their shoulders. In images in which female characters are portrayed as negative (behavior), the female wears pants and her hair hangs loosely around her shoulders. We are in the process of conducting a negative case analysis of this theme.

The findings from this study have the potential to impact educational material development across the world. Many organizations have placed a call for a reconsideration of the types of materials that are produced in developing countries including the support for gender sensitivity, science and technology (linked to culture and environment), the language of the learners, life-long learning, leadership skills, and the leveling of texts. Currently, these

findings have been used in the development phases of *Read Malawi!* to ensure that the texts created for learners in Malawi are not only cognoscente of its underlined meanings but sensitive to the possibilities each text has for children's overall identity development within the classroom.

(5) Sailors, M., Martinez, M., Hoffman, J. V., Mdluli, M., Evans, M., Wyatt, T., Behl, M., & Holmes, C. (working paper). "Encouraging future leaders who are now learners... That is why I write": Teacher authored materials in South Africa. Manuscript to be submitted to *Journal of Literacy Research*.

Sailors, Martinez, Hoffman, Mdluli, Evans, Wyatt, Behl, and Holmes (working paper) noticed throughout the development experience of the Ithuba Writing Project that teachers were writing about topics that children would find interesting but also about issues that were important for children to read about. Sailors et. al (working paper) decided to conduct a topic and themed analysis of the stories with the following research questions guiding our inquiry, "When provided with an opportunity to author curriculum materials for students, what do teachers choose to write about"? It is against this backdrop that this study takes place.

Sailors et. al (working paper) found that the 140 Ithuba stories centered around 13 major topics with some stories addressing more than one topic. Many of the Ithuba stories focused on social ills, some of which are quite prevalent in contemporary South Africa. Teachers wrote about health problems, abuse, crime, and racism/classism. Issues related to health were among the most frequently addressed topics in the stories written by our participants. Health issues figured prominently in approximately 26% of the stories. These health-related topics included drug and alcohol abuse, nutrition, exercise, and HIV/AIDS. Abuse was another social ill

about which Ithuba teachers wrote; some 15% of the stories addressed this topic. While verbal and physical abuse were addressed in some stories, the majority of the stories in this category focused on bullying. Crime was yet another social issue featured in many stories. Ithuba teachers were especially likely to address the issue of stealing in their stories. Almost 9% of the stories addressed issues of racism and classism, a percentage that is perhaps lower than might be expected for a country that has emerged relatively recently from apartheid.

While teachers wrote about social concerns faced by South African society, many also chose to write about topics that, in a sense, push back against the societal ills addressed in so many of the stories. Fifty percent of the stories addressed the topic of responsible behavior, and the authors addressed such behavior in a wide range of contexts. Education was another frequently addressed topic in the Ithuba stories. More than a third of the stories focused on schools and education. There were two additional topics explored by Ithuba teachers that were related to school stories. The first of these was competitions, which are an important part of the school experience in South Africa, and almost 25% of the stories featured various kinds of competitions (e.g., athletic, dance, music, poetry). Literacy was a second frequently addressed topic linked to school stories. Literacy played a central role in 22% of the stories written by Ithuba teachers. Finally, entrepreneurship was a topic tangentially related to education in that both topics were typically cast as a means of bettering one's situation. Entrepreneurship and funding were addressed in 14% of Ithuba stories.

The rich cultural diversity of South Africa was reflected in many of the stories written by Ithuba teachers. Various facets of cultural tradition were addressed in almost 25% of the stories. Particular topics included ceremonies, birthday and wedding celebrations, and funeral

customs. A relatively small number of stories (approximately 5%) explored religion or spirituality.

We identified two additional topics addressed in some Ithuba stories. Approximately 11% of the teachers wrote about journeys, and 15% of the stories centered around living organisms and natural cycles. These included animal stories as well as stories involving growing or farming.

Furthermore, Sailors' et. al (working paper) analysis revealed six broad themes (see Table 2). In this section, we discuss the ways in which these themes played out in high quality Ithuba stories and include examples of books that exemplify the themes.

*Theme 1: Caring.* Caring was clearly a dominant theme in the Ithuba stories. We identified this as the primary theme of 31.4% of the high quality stories we analyzed. The Ithuba teachers wrote numerous stories with messages about the importance of caring for one another and for the community.

In many of the stories that developed the theme of caring, adults assumed the role of the compassionate individual who chose to help and assist children. In particular, parents, teachers, and principals were often constructed as a concerned character who extended a sometimes much needed helping hand. For example, in the story "Another Chance," a young boy who bullies others is himself the victim of an abusive uncle. The boy is rescued by his coach from his abusive home situation and given a new start in a safe house. In "It's Just a Train Trip," a humorous story of a quite different vein, parents expressed their caring for their son on his birthday by giving him the train trip of his dreams.

Adults were not the only characters in Ithuba stories cast in caring roles. In a number of stories, children were the compassionate individuals who reached out to help siblings, friends, or classmates. In “Helping Hand,” Zamokwakhe convinces her mother to invite her recently orphaned friend to live with their family, and Zamokwakhe even seeks out the social service support to make the plan a feasible one. In “How Far, How Long?” Tshego, a young boy who lives with his grandparents in a rural town, longs to see his parents who live and work in Johannesburg. When shown the location of Johannesburg on a map, Tshego concludes that he can easily walk to the city. When he sets out, his older brother follows along to ensure Tshego’s safety and intervenes when his younger brother becomes too tired to continue the journey.

Ithuba teachers not only wrote stories about individuals caring for other individuals, they also portrayed individuals caring for their community. In “Pride of Bambanani” a boy gives back to his community by teaching his classmates how to garden. In “Beauty Is...” a young woman suffering from HIV/AIDS starts a community clinic for other victims of the disease.

*Theme 2: Responsibility.* Responsibility was another significant theme identified through our analysis; approximately 23% of the stories explored this theme. Many of the stories in this category dealt with serious situations that children and young adolescents too often encounter—being tempted by strangers, using drugs, skipping school, hanging around with the wrong crowd. Often these stories seemed to function as cautionary tales, warning the reader that bad things can happen to those who fail to behave in responsible ways. For example, in “Sibongile to the Rescue,” a young girl who slips away from school to retrieve missing homework is accosted by a stranger. She is rescued only when her sister realizes she is missing

and alerts the police. In “Sounds of Silence” a boy recognizes the pitfalls of stealing when he becomes severely ill after eating a stolen peach covered with a pesticide. In these and other stories characters were saved from potentially dangerous situations and whereby discovered the merits of behaving in more accountable ways.

A number of the teachers wrote stories that strongly suggest the importance of listening to elders. In these stories parents or teachers guide a young character toward the path of responsible behavior by sharing advice or stories about people who faced unhappy consequences when they failed to heed an elder’s words of wisdom. For example, in “Straightening Out the Bending Fruit Tree,” Lehutso begins to hang around with the wrong crowd, use drugs, and lie to his mother, but when his mother intervenes with serious words of warning, Lehutso is pulled back from the brink. In a second story, a young girl begins to accept rides with strangers—until her paralyzed aunt cautions her niece that her own paralysis came about as a result of an accident that occurred when she accepted a ride with strangers. In effect, these stories suggest that the avenue to responsible behavior lies in heeding the wisdom of elders.

*Theme 3: Achieving dreams/goals.* Achieving dreams was another theme that emerged from many of the Ithuba stories. Some 21% of the stories explored this theme. In addressing the theme, the teachers wrote about achieving individual dreams as well as community dreams.

*Theme 4: Earned respect.* A number of the teachers explored the theme of earned respect in the stories they wrote. We identified this as the theme of 7.8% of the stories. In these stories, the theme was developed in very different contexts. In one story entitled

“Mologadi's Puppy,” a dog is relegated to the outdoors, the place where dogs are meant to be according to Mologadi’s mother. When robbers invade the family home, the dog chases them away and thereby earns the mother’s respect—and a place inside the house. In “Let Us All Read Together,” a blind boy, the victim of his classmate’s taunts, earns his adversary’s respect when he wins a poetry competition. In “Whose Dream?” a father learns to respect his daughter’s decision to sing in the choir rather than following the path of playing sports that her father had chosen for her.

*Theme 5: Traditional Values.* While traditional values may well have been embedded in many of the Ithuba stories, three of the high quality stories addressed traditional ways and values directly. In “As Our Fathers Before Us,” two boys seek the tutelage of their grandfather in order to win a school competition featuring the traditional game of stick fighting. Much to their surprise, the lessons of their grandfather center not around tactics of confrontation but around traditional values such as respect. In “Just Wait, You Will See,” a young city boy visiting relatives in a rural area learns to appreciate the traditional lifestyle of those who live on the land.

*Theme 6: Breaking Gender Barriers.* Breaking gender barriers was the final theme that emerged from our analysis. While other stories featured characters in non-traditional gender roles, the stories in this final category addressed gender roles directly. In “Potatoe Song,” Tumisang’s mother is saddled with doing all the cooking and cleaning for the household, while her father assumes it is his right to rest and relax when at home. When Tumisang discovers that other families share household responsibilities, she sets out to bring about change in her own family. The outcome of Tumisang’s efforts is a closer and happier family.

At least one Ithuba author recognized that males can also be victims of gender barriers. “Unusual Player” features a boy named Sethu who wants to join the netball team. However, his efforts are thwarted because everyone believes boys should play soccer and girls should play netball. Only when a player is injured does Sethu have the opportunity to prove that boys too can succeed as netball players.

## 2.8 Capacity Report

From the beginning of the Ithuba Writing Project our goal was not only to bring textbooks and learning materials to the learners of South Africa but to do so in ways that would bring capacity and longevity to our work in both South Africa and at UTSA. The following is a summary of the ways in which our work with the Ithuba Writing Project has generated lasting effects in both areas.

### *The UTSA*

The Ithuba Writing Project, as a whole, was a unique process not only to the people of South Africa but also to the UTSA. In fact, this was the first project the UTSA had taken on that dealt with as multi government organizations and partners as the Ithuba Writing Project did.

Many of the process created for the Ithuba Writing Project were the first of its kind for all involved. For example, the materials created for the Ithuba Writing Project were developed through a trainer-of-trainers model that was tweaked by Dr. Sailors, Dr. Hoffman and Dr. Condon from an existing module used in other countries. The unique training module used for the Ithuba Writing Project is currently being used in the Textbooks and Learning Materials at the University of Texas San Antonio's work in Malawi, Africa.

Furthermore, through the process of trial and error, the Ithuba Writing Project has become a prototype for the ways in which UTSA now handles its international programs and grants. Several of the departments throughout the UTSA have, because of their work with our project, developed new, more efficient programs to better handle the needs of international projects. For example, the Travel department has created protocols for handling reimbursements where formal documentation (such as receipts) was not available.

More than anything, this project transformed the people who went from the UTSA and made them aware of the challenges faced in South Africa and the many aspects of literacy, poverty, and HIV/AIDS, women's rights that South Africans face. Many of the UTSA team members who collaborated with us during the Ithuba Writing Project have expressed their interest in conducting research on many of these issues and some are in the process of obtaining grants to further literacy efforts within South Africa.

### *South Africa*

Having teachers as authors for the Ithuba Writing Project was one of the greatest capacity builders of the entire project. Because of their work with the Ithuba Writing Project and the hours they devoted to training all of the author-teachers have earned Authoring teachers received 10 hours Continuing Education From the University of Pretoria that can be used toward a degree program. Even greater, these men and women have tapped into a talent that many of them had never even knew they had. The sheer confidence that each one has gained is a great accomplishment for this project. Many of the authoring teachers have mentioned their want to go on and write other things.

Not only were the teachers who authored books able to benefit from the extensive training that was offered during the Ithuba Writing Project, but over 8,000 teachers were taught new ways to innovative ways to incorporate country curriculum while motivating their students within the classroom. In addition, because of the partnerships built with the teachers during our time in South Africa, the UTSA paid for two teachers, from South Africa to come to the United States and participate in UTSA a sponsored writing project to further train them on literacy efforts within the classroom.

More over, capacity efforts were built through the collaboration with Uniprint for the printing, kitting and distribution of materials for the Ithuba Writing Project in several ways. First, as previously mentioned, the Cooperative Agreement in which the Ithuba Writing Project was written mandated that the UTSA use a South African company for printing and distribution of materials created during the Ithuba Writing Project. This was done to alleviate any added struggles that would come from having a U.S. company print and ship the books to South Africa. More than anything it turned out to be a great help for both the UTSA, Uniprint and the overall project. The project had significant impact on Uniprint's work within South Africa and it enabled them to deploy and demonstrate their production capability and capacity. Due to their work with the Ithuba Writing Project, the Uniprint was able to acquire new business accounts to further stimulate their company success.

Second, at the end of the Ithuba Writing Project, Uniprint was named the custodian of the artwork and plates for the project. This has place Uniprint in the role of safeguarding and protecting the intellectual property, and will also place Uniprint in a position to provide ongoing supply of material by virtue of having the pre-press material on hand in South Africa. Not only will this be a help to Uniprint as a company but also assist Education officials in South Africa reprinting or future creation of subsequent learning materials because Uniprint , having worked with a project such as the Ithuba Writing project will be in the proper position to ensure that the required level of quality control on reprints is maintained.

Third, because much of the work done during the Ithuba Writing Project was unique to South Africa and newly developed as a whole, Uniprint and its employees were able to gain a new skill set that can be used in the future on an other projects they acquire. Finally, through

their work with the Ithuba Writing Project, Uniprint was able to build relationships with READ, the DOE and also our related service providers within South Africa, which will help develop and sustain initiatives of this nature in the future.

## 2.9 Sustainability Report

Ithuba was made sustainable by the following:

- The Gauteng Provincial Ithuba Writing Center was created with READ Educational Trust as a way of ensuring that the development modules continued to be delivered to teachers in the greater Gauteng area. One government official in Gauteng continues to develop books with learners and at the time of this report, reported that 50,000 copies of books written by learners in Gauteng were being printed and distributed to other learners in Gauteng.
- The Limpopo Provincial Writing Center was created by a partnership with the Molteno Project and the Limpopo Provincial Government as a way of ensuring that teachers in Primary grades would receive training on material development. To date, teachers in grades 1, 2 and 3 have been trained in the process, although the Provincial government reports that the laptops have still not been distributed by Molteno, who were named as stewards of the laptops until the writing center was established.
- The Limpopo Writing Center was established at the University of Limpopo in close collaboration between faculty at the UTSA and Dr. Leketi Makalela. Over 20 teachers were trained in the writing process, using a model developed at the UTSA's San Antonio Area Writing Center. Faculty at both institutions continue to seek ways to fund their collaborative activities.

## Part III: Lessons Learned

### 3.1 Development work and Implementation Workshops

The TLMP at the UTSA faced many challenges in its first year. Those challenges stem largely from the issues remaining from the previous textbook project (under Phase I of the TLMP) in South Africa and the closure that our implementing African partners needed from that project before they could give attention to ours and move it forward. As a result, the TLMP at the UTSA has suffered many set-backs and false starts. For example, we were not able to conduct our in-country assessment until March 2006. Even though we made initial contact with our African partners in October 2005 (we requested a visit during the week of November 21, 2005). The UTSA requested a visit during the third week of January 2006 after the failed attempt to visit in November; this request was denied until DOE could have conversations with the Education Officer at USAID/South Africa, as the lingering questions that the DOE had about the former project did not concern the UTSA and the DOE requested that no attempts at contact (by the UTSA) should be made until those questions were answered. The UTSA complied with this request. It was in the first quarterly report that the UTSA posed the movement of the TLMP at the UTSA to another African country: Malawi, Namibia, or Uganda, as the team was anxious to get the project started.

During the second quarter, we were allowed to conduct our in-country assessment visit and consequently identified the needs of our partners and made substantial programmatic changes to our program as a result. While this in itself was not a problem or a challenge to the project (as accommodations were later made in the budget to address these concerns), there continued to be lingering issues with the project during this quarter. We drafted our

implementing work plan with our partners at the DOE; according to this work plan the project was to be “rolled out to the provinces” by the end of April 2006 and implementation of *Workshop #1* at all six sites was to be completed by July 28, 2006 (giving us approximately 240 working titles by then) and *Workshop #2* (revision of 120 titles) by September 1, 2006. This would have (by the end of our first year) given us all the titles that we needed to continue the project in a timely manner. However, the timeline was not met as the DOE had problems getting the project to the appropriate provincial levels.

During the third quarter, the project was plagued with these same issues. As per conversations with the DOE during the May site visit, the UTSA team and the participating NGO’s were not to have contact with the provincial level personnel until further notification by the DOE. Discussions at the PAC meeting during that visit took place around the ramifications for the timeline if the project continued to be postponed. The DOE felt that there needed to be closure to the former project (for the provinces) before the UTSA could get full participation from the provinces. For example, it was reported that there was confusion between the former project and ours and that the provinces wanted clarification as to the state of affairs with the former project and when the books would be delivered. A submission package was to be drafted by the DOE and sent to the Deputy Director General (DDG) so that there would be internal clarification around the UTSA project. Internally, there seemed to also be issues around the correct path the Memorandum of Understanding (MOU) was to take, too, and not all stakeholders within the DOE seemed to know of the UTSA project. The UTSA compiled a power point presentation for the DOE that would introduce the project at the next Heads-of-Department meeting (HOD), in which the TLMP would be rolled out. It was agreed at the PAC

meeting in May 2006 that implementation of *Workshop #1* would begin upon the next visit by the UTSA in July 2006.

During the fourth quarter, the project continued to be challenged by similar issues. The implementation of *Workshop #1* and visits to the provinces to meet the HOD by the Program Director was canceled while the Program Director was en-route to South Africa (July 2006 trip). The UTSA was informed that the residential workshops were not to take place that weekend, as the DDG wanted to have conversations with USAID/South Africa prior to the implementation of the development workshops. Our partner at the DOE was instructed to submit a letter of explanation to the DDG; this was done just after our May site visit (letter written by UTSA and included in third quarterly report). The DDG responded with a request for an update on the Hampton (phase I) project; the DDG requested a meeting with Cynthia Chassy at USAID/SA. The DDG refused the implementation of *Workshop #1* in Gauteng until after her questions as to the status of the Hampton project were answered by USAID/SA. The meeting took place (USAID/South Africa and the DDG) after the UTSA visit. Further, the DDG stated that the MOU/Work Plan/Transfer of Copyrights documents were not to be passed from the UTSA to the DOE; rather they were to be passed from USAID/SA to the DOE as this project is a bilateral one. The UTSA agreed and resubmitted the documents (with a more viable timeline due to the implementation constraints) during the July visit.

Further, the DDG set out a path of presentations that would take place BEFORE implementation would begin: (a) meeting with USAID/SA and DDG; (b) Presentation to Senior Management by DDG; (c) Presentation to Heads-of-Departments by DDG; (d) Presentation to Provincial CMC's by HOD's; (e) Selection of districts/schools/teachers; and (f) implementation

of *Workshop #1* (drafting). It was determined during this site visit that the earliest the DDG presentation to the HOD's would be at the 20 August 2006 meeting. The presentation to the provincial CMCs and the decisions on schools COULD possibly occur before the middle of September, making the first workshop implementable by the end of September. It was decided that the UTSA would make a trip to South Africa to support the implementation workshop in October (since much time had passed between the training of the trainers and implementation).

During the period between 24 – 27 October 2006, Dr. Misty Sailors, Mandla Maseko, and representatives from the two NGOs who will deliver the *Ithuba Writing Project*, including Angie Mdluli (Molteno), Catherine Ngwane and Bertua Matthe (READ) traveled to each of the participating provinces, including Limpopo Province (Polokwane) on 24 October; Mpumalanga Province (Nelspruit) on 25 October; and Gauteng (Johannesburg) on 27 October. The purpose of the visits was to: (a) Conduct strategy planning meetings with the Heads of Curriculum at Provincial Department of Education who will oversee the implementation of the project in these two provinces; (b) Give a name to the project; (c) Finalize the timeline (stages) for the project; (d) Address lingering issues that may hinder the implementation of the project as well as the creation of the books; (e) Clarification on the bridging between phase I (Hampton) and phase II (UTSA); and (f) Sustainability Strategy for the project (scale up). During this visit, all objectives were met and the implementing partners agreed to have the schools and teachers selected before November 20, 2006 (with an implementation schedule for year 2 to the UTSA by that date).

With the selection of schools and teachers, implementation could begin in January 2007 with the first set of workshops completed by February 12, 2007 and the second set of workshops to be completed by May 14, 2007. The pilot testing *Workshop #3: Field Testing Our Stories* would be completed in March 2007 with implementation to be completed by August 13, 2007. This would put the TLMP back on a timely track and completion might occur as scheduled. However, the November deadline from the DOE (selection of schools and teachers) had not been fulfilled as of December 15, 2006 when the DOE closed for the holidays.

These failed attempts were reported in face-to-face meetings with USAID/Washington, USAID/South Africa, and in quarterly reports. Because the UTSA project is a process-oriented project, these false-starts and set-backs had detrimental effects on the first year timelines and success of the project. As of the end of year 1, we still had not finalized the geographical locations of our workshops, nor had we selected our participating schools and, more importantly, our teacher-authors.

Although the implementation aspects of the program failed to transpire early on, the UTSA team capitalized on its presence in-country and piloted and trained the trainers who would eventually implement the project. *Workshops #1* and *Workshops #2* were piloted and 14 trainers and two NGO staff members were trained.

The training workshop scheduled to take place in the week of the 17<sup>th</sup> and 18<sup>th</sup> November was a more challenging one since two trainers who were expected to participate in the training were unable to do so due to personal problems beyond their control. However, the workshop happened and due to lack of manpower, candidates were asked to

input feedback from their field testing sessions manually in their books. These books were then sent to UTSA to electronically effect the changes. In addition, it was noted that Venda speakers require more letters with sound help marks which were not accessible in Real Write. This posed a huge challenge hence candidates were asked to input these manually and to submit these handwritten.

In addition to the above challenge, it became evident that a lot of stories that were saved on the Molteno server and uploaded from there were corrupted during the uploading process. As a result there have been frequent requests from UTSA for some stories which appear blank on both their system and on the Molteno server. This problem has created a lot of work as it required the search of stories from the various laptops and this has taken up a lot of people's time.

Furthermore, there are candidates who even after attending the additional Workshop Three still did not manage to get their books field tested and submitted for printing. The feedback from UTSA was not available at the second weekend of Workshop Three; this could be because the stories were still insufficiently developed or that the core messages were not clear.

Further complications throughout the project arose as the Education office was in the process of closure. The TLMP at UTSA faced a number of challenges in its implementation. Initially, the programmatic concept (producing supplementary textbooks) did not fit well with the needs defined by the DoE. Aligning the resources available and needs of the DoE required intervention from the Mission at a time when its education portfolio was waning, which caused considerable time and effort on the part of the UTSA faculty and staff as well as the Missions

office. Furthermore, the UTSA continued to face challenges in the program until closure was brought to the first phase of the TLMP, which was well into the third year of the program.

### **3.2 The Printing, Kitting and Delivering Process**

While the overall printing process for the Ithuba Writing Project was successful, there were several issues that arose throughout the printing, kitting and delivering process. The following is a summary of key obstacles the Ithuba Writing Project and, its partner, Uniprint faced throughout the course of the program.

#### *Project management and support services*

The various bid submissions were premised on a pure 'print job' process (i.e. printer would be provided a clear plan of what was required, together with the matching artwork, hence all that would be required would be for the printer to execute the print work specified). The nature of the project however was far from a straight-forward print job and required extensive project management and support services from Uniprint, none of which was allotted in the costs specified in the bidding process. This was the key to the success of this kind of project. With a project of this magnitude, there was an importance in paying attention to details. The processes were complex (i.e. pre-press, post-press, kitting and distribution, and this required extra attention and care). In addition, communication and transparent exchange of information between the various role-players was critical, so that everybody was on the same page, knew exactly what to do and also what to expect. Without this involvement and attention to detail, the project could not commence. There were an untold number of hours spent by Uniprint on clarifying and resolving issues between the various parties, clarifying the scope and requirements, checking the print plan / print languages / no. of copies, resolving

artwork issues etc. etc. This meant that Uniprint had to come up with various tools / spreadsheets / communication mechanisms to address the issues as they arose.

*Development of products to satisfy specific project needs and provision of material outside the scope of the original bid(s)*

The metal bookstand was specially designed and manufactured for UTSA following a specific need. This came up during a casual conversation and Uniprint was able to come up with a solution in a short space of time and at a much lower cost than if the item had to be designed, engineered and manufactured by an external agency. Furthermore, Uniprint arranged for these items to be warehoused at a competitive cost when the project was delayed. Here again, this was done as a value-added offering, with no extra benefit flowing to Uniprint.

In addition to the above, Uniprint provided 'on-demand' services / material to cater for changes in project requirements e.g. provision of additional material using digital print facilities due to small volumes required. This was done with flexibility and speed and at a reasonable cost by ourselves, as opposed to UTSA trying to do so through other means.

*Kitting service*

The kitting service undertaken by Uniprint was again in response to a special need of the project. The time taken was completely under-estimated by Uniprint due to the nature and complexity of the kitting process (so many different languages, different pack configurations, no. of kits required, large pack sizes). In addition, Uniprint had to develop customized packaging and ended up spitting kits into 2 pieces in order to ensure that the parcels would be able to withstand the transportation over long distances. Finally, the space that was taken up

during the extended kitting process impacted on Uniprint's other factory workflows, which had further cost impacts. The additional time, labor, material and space requirements were not anticipated or costed for, hence being borne by Uniprint.

#### *Distribution management service*

This was the single-biggest 'bugbear' for Uniprint. When Uniprint undertook to execute this aspect of the project, they expected that all that would be required would be high-level management of the process through the use of a designated / approved service provider of the DOE. This was far from the reality. Both Uniprint and the service provider (Skynet) were confronted with a myriad of issues that resulted in significant delays, excessive costs for Uniprint and Skynet, and significant additional time and effort. Some of the main concerns were: (a) the complex nature of the distribution was not anticipated in the original bid, (b) there was a need to reformat and re-check delivery information provided by DOE as this was not in a suitable state to hand over to the couriers, (c) there was incomplete / inaccurate / insufficient level of information provided by the D.O.E. to facilitate a proper process (in terms of delivery addresses, contact details etc.), (d) there were infrastructural difficulties and logistical challenges of accessing the schools concerned due to their deep rural location, which was not anticipated at the outset, there was a lack of due diligence by the DOE in checking which schools should get which languages, resulting in material not being accepted at schools and hence left lying in warehouses until they could be re-delivered. Uniprint staff had to assume the responsibility of 'project-managing' the distribution process above and beyond original expectations i.e. resolving disputes on deliveries, checking pod's, providing pod's to UTSA in the

required format, handling delivery queries on incorrect languages, providing feedback to schools on incorrect addresses etc. etc.

Through no fault of their own, Uniprint spent a disproportionate amount of time managing the distribution, and this has prejudiced them tremendously. As they expected this to be a straight outsource, Uniprint did not build in any profit margin / mark-up component and hence have compromised their returns in this regard. If they were to participate in future such projects, Uniprint reported that they would not undertake the distribution aspect OR they would only do so at a significantly higher cost in order to cover the extensive time, management and expertise that would be required to execute the distribution. In other words, having 'burnt their fingers', they would not make the same mistake again.

*Provision of material for training sessions / book fairs etc. at short notice*

In several instances, Uniprint have accommodated requests from UTSA, READ and DOE to provide material for training sessions, exhibitions, launches, book fairs etc. These requests were executed in record time and, in most instances, at no additional cost. This flexibility and rapid response around these requests (which fell outside the ambit of the project) were borne by Uniprint .

*Time and effort - working additional hours / on weekends / on public holidays to satisfy project needs*

Uniprint management worked many additional hours, over weekends and public holidays and very often through the night, to ensure that the needs of the project were satisfied and that the best level of service was being provided. This additional time and effort was not been charged for.

### *Project delays*

The delays in getting the project underway resulted in adverse financial impacts for Uniprint since pricing was based on labor and material costs taking into account the original time frame stipulated in the bids. With the delays that manifested, Uniprint was locked into previously committed pricing but had to bear increased costs due to the passage of time. In fact, the first phase of the project only commenced a year after the originally anticipated timelines. The impact of these delays was not measured and recovered by Uniprint.

### *Pricing and discounts*

Apart from the impacts of the delays as explained in g. above, Uniprint also had to absorb differences in pricing, given that the specifications, quantities and configurations of the actual print runs have been different to the original bid specifications. Print pricing is very sensitive to volumes and varieties, and when they submitted bid pricing, Uniprint based these on the bid specs. However, when actual print runs were executed, the configurations were different to the original bid. Uniprint however honored the originally submitted bid pricing. The adverse impact of this was not been recovered.

### *Foreign currency losses*

Due to the delays in getting the project underway, as well as the time-frames between bidding, production, invoicing and payment, Uniprint was exposed to substantial currency fluctuations. The overall impact of this on Uniprint's revenues for the project as a whole is expected to be negative, hence affecting project returns. If Uniprint were to participate in future such projects, they would stipulate the rate of exchange and the time-frames, and would

require that this be hedged in an appropriate manner such that currency fluctuations would have a neutral impact.

#### *Payment delays*

Due to the various project delays, as well as issues / delays around the distribution and kitting processes, there were significant delays in payment, especially with print runs 2 and 3. The financial impact of this were not recovered by Uniprint.

#### *Turnkey solutions*

The benefits of the 'turnkey solutions' offered by Uniprint are significant in that UTSA only needed to deal with and manage a single party (Uniprint) who was responsible for the entire project execution (printing, kitting, distribution, project management).

#### ACKNOWLEDGEMENTS:

THE TLMP AT UTSA WOULD LIKE TO OFFER ITS SINCEREST THANKS TO ALL PARTNERS INVOLVED IN THE PROGRAM, INCLUDING REALEBOOKS AND CONSULTANTS IN THE US, DR. JAMES HOFFMAN, DR. MARK CONDON, DR. DAVID PEARSON, DR. GINA CERVETTI, DR. DEBORAH HORAN, AND MS. SARAH HOFFMAN AND ALL WHO CONTRIBUTED TO THE WRITING OF TEACHERS GUIDES.

THE UTSA IS FOREVER INDEBTED TO SOUTH AFRICAN PARTNERS, THE READ EDUCATIONAL TRUST, THE MOLTENO PROJECT, THE UNIVERSITY OF LIMPOPO, THE UNIVERSITY OF PRETORIA, UNIPRINT, PIONEER PRINTERS, AND THE SOUTH AFRICA DEPARTMENT OF EDUCATION FOR THEIR OWNERSHIP OF THE ITHUBA WRITING PROJECT AND THEIR CONTRIBUTIONS TO A SUCCESSFUL INTERNATIONAL PROGRAM.

# Appendices

## Appendix A: Media Exposure

Chassy, C. (2007). Cross continental joint venture prepares teachers. Press Release from The United States Agency for International Development.

Davis, C. and Smith, L. (2008). International joint venture supports South African teachers. *UTSA College of Education and Human Development Newsletter*.

Department of Education. (2008). Remarks by the Minister of Education, Naledi

Pandor, MP at the certification ceremony for the ITHUBA Writing Project, University of Pretoria, Pretoria. Featured online at South African Government Information website.

<<http://www.info.gov.za/speeches/2008/08081110151009.htm>>.

Diplomatic Mission of the United States South Africa. (2007). Local language book initiative spurs South African Children's literacy. Featured online

<<http://southafrica.usembassy.gov/wwwnews070912.htm>>.

Flores, E.(2006). Romo joins First Lady in Africa. *The Paisano*.

Gadebe, T. (2006). New curriculum demands more- Pandor. *Bua news (Tshwane)*.

Gadebe, T. (2007). Children urged to read South African literature. *Bua news (Tshwane)*.

Gosnell, G. (2008) The languages of hope. *Sombrilla Magazine*.

Gosnell, G. (2008). Educator directs innovative South African literacy program. *UTSA Discovery Magazine*.

Lewis, M. M. (2006). Education college inspires two –way dual-language program. *UTSA Today*.

Ludwig, M. (2006). UTSA to make books for S. Africa. *San Antonio Express News*.

Ludwig, M. (2006). Elementary's bilingual program setting example for African schools. *San Antonio Express News*.

Ludwig, M. (2007) Project teams UTSA S. Africa. *San Antonio Express News*.

Myrick, M. (2006). Spreading the word: Former Bastrop teacher launches books for Africa project at UTSA. *The Bastrop Advertiser*.

Romo, R. (2008). South Africa embraces change. *President Romo's Blog*.

Sailors, M. and Hoffman, J. (2008). The ITHUBA Writing Project: Promoting readership in South African schools with home language texts. *The Literacy Professional* .

Serrao, A. (2007). Local lingo books for SA kids. *The Star*.

South African Broadcasting Corporation. Minister of education, Naledi Pandor, launched the Ithuba Writing Project at the Doctor Mathole Motshekga Primary School in Midrand. News Broadcast.

South African Broadcasting Corporation. (2007). Mother tongue education gets huge cash injection. Featured online <<http://southafrica.usaid.gov>>.

Tau, S. (2007). US initiative to boost kids' reading. *Citizen.Co.Za*

Tijerina, E. (2006). In Africa, UTSA leader will try to boost education U.S. image. *San Antonio Express News*.

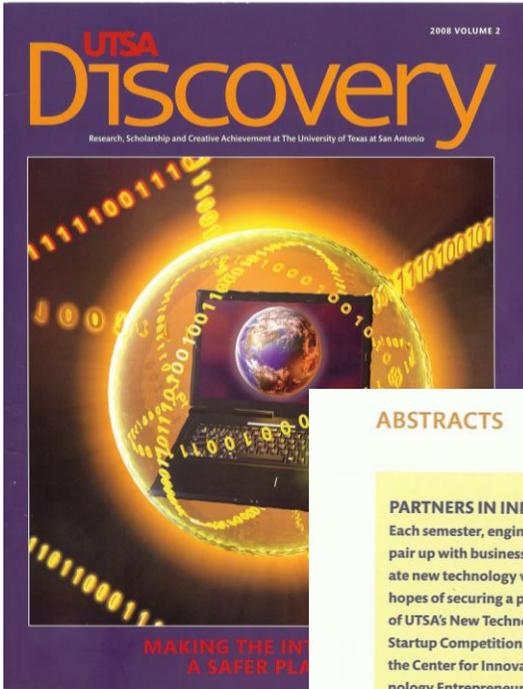
United States Agency for International Development. (2006). USAID/South Africa Mission Director, Dr. Carleene Dei- remarks national department of Education. Featured on *Speeches* <<http://www.usaid.gov/sa/speech81.html>>.

United States Agency for International Development. Africa education initiative: Increasing access/improving quality. Featured in online education report.

United States Agency for International Development. South Africa education profile. Featured in online education report. United States Agency for International Development. Sub-Saharan Africa: African education initiative. Featured online <[http://www.usaid.gov/locations/sub-saharan\\_africa/initiatives/aei.html](http://www.usaid.gov/locations/sub-saharan_africa/initiatives/aei.html)>.

United States Agency for International Development. Presidential initiatives: African education initiative. Featured online <[http://www.usaid.gov/about\\_usaid/presidential\\_initiatives/afreducation.html](http://www.usaid.gov/about_usaid/presidential_initiatives/afreducation.html)>.

## Appendix B: Sample Media



### ABSTRACTS

#### PARTNERS IN INNOVATION

Each semester, engineering students pair up with business students to create new technology ventures with the hopes of securing a patent. It's part of UTSA's New Technology Venture Startup Competition, sponsored by the Center for Innovation and Technology Entrepreneurship (CITE).

"The goal is to select the projects which have the most business viability, create the business development plan and secure patents on these projects," said CITE Director Cory Hallam. "This gives students hands-on experience as early-stage entrepreneurs, brings in additional revenue for the UT System through technology licensing and lends prestige to the university's efforts in entrepreneurship."

In May, 33 students participated in the contest. The winning team, LiveLynx Enterprises, developed a wearable glove-based cursor control device called The Palma. Other projects included a low-cost biodiesel manufacturing system, a telemetry system for model rockets, an athletic swimming monitoring device, a wireless electronic coaster for restaurants that would notify servers when a customer's drink needed refilling, and oil and gas cleaning equipment.

"If you look at it, most universities train their students to work for other people, but most of the wealth creation and the new job creation in the country is by the entrepreneurs—over 60 percent of the new jobs in the country are small businesses or entrepreneurial businesses," Hallam said. "One of our goals for the center is to help unlock the entrepreneur in both faculty and students through education and experiential activities."

#### Educator directs innovative South African literacy program

The paperback booklet with bright orange trim is sized just right for a child's hands. On the cover, a young boy wearing a backpack walks along a road as the sun comes up over nearby hills. *Just How Long, How Far?* tells the tale of Tshego, a young black South African who lives in a village with his grandparents, but wants very badly to visit his parents' home in far-away Johannesburg.

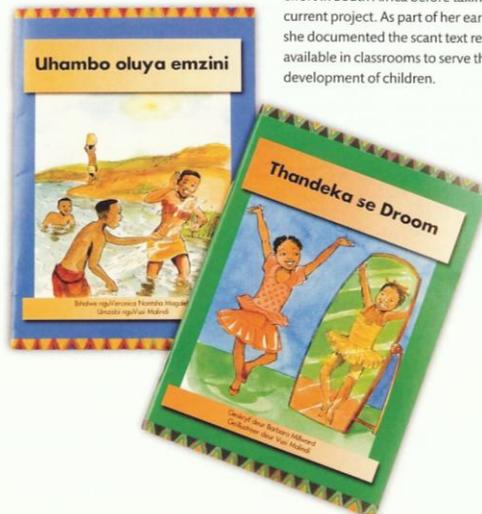
The book, titled *Ke boleele bo bokae*. *Go bokgakala bo bokae* in the Setswana language, is one of 137 original storybooks created from a unique partnership called the Ithuba Writing Project. These books, the first to be created in South Africa's nine official indigenous languages, will be used as the basis for lessons in language, math and natural sciences.

Since 2005, the College of Education and Human Development has received \$5 million in grant monies from the United States Agency for International Development for the project, which is directed by Misty Sailors, associate professor in the Department of Interdisciplinary Learning and Teaching. Project collaborators include the Republic of

South Africa Department of Education, the University of Pretoria, the University of Limpopo and two South African non-governmental organizations.

Ithuba, which means "opportunity" in IsiZulu, another indigenous language, is a multilayered effort to promote literacy and learning among South African students and professional development among their teachers. More than 120 teachers have gone through three book-development workshops to date. At these workshops, teachers learn to write high-interest stories for children based on their own lived experiences, said Sailors. The workshops will result in the production and distribution of more than 2 million books in South Africa by next year. The project is part of the \$600 million Africa Education Initiative to increase access to quality education in 30 sub-Saharan countries through scholarships, textbooks and teacher training programs.

Sailors, who holds a Ph.D. in curriculum and instruction and who is also a reading specialist, served as an internal evaluator on a multimillion-dollar educational reform effort in South Africa before taking on this current project. As part of her earlier work, she documented the scant text resources available in classrooms to serve the literacy development of children.





**IN THIS ISSUE:**

The ITHUBA Writing Project:  
Promoting Readership in South African  
Schools with Home Language Texts

Why Do People Join IRA?

Reading First Flunks??

SIG Plans & Forms Committees

Mathematics + Literature =  
(Students Engaged)?

Our Members Publish

Specialized Reading Professionals Officers

**CHAIR:** Barbara Klebanow  
200 Hayward Avenue  
Mount Vernon, NY 10552  
914-668-5030  
BarK3140@aol.com

**SECRETARY:** Barbara A. Marinak  
Penn State Harrisburg  
227 Horner Silver Circle  
Harrisburg, PA 17112  
717-946-6367  
bam254@psu.edu

**TREASURER:** Gary L. Shaffer  
1809 Country Club Drive  
Tullahoma, TN 37388-4832  
931-455-8522  
crashaffer@aol.com

**NEWSLETTER EDITORS:** Mary Ellen Skidmore  
11 Solvite Drive  
Whispering Pines, NC 28387  
& Jack Cassidy  
(see below)

**EXECUTIVE SECRETARY:** Jack Cassidy  
Texas A&M University-Corpus Christi  
ECDC, 6300 Ocean Drive  
Corpus Christi, TX 78412  
361-425-5961  
jack.cassidy@tamucc.edu

## The ITHUBA Writing Project: Promoting Readership in South African Schools with Home Language Texts

By Misty Sailors, University of Texas at San Antonio &  
James Hoffman, University of Texas at Austin



*(Misty Sailors is an associate professor at the University of Texas-San Antonio (UTSA) and James Hoffman is a professor at the University of Texas - Austin. Both are relatively new members of our SIG)*

We have been privileged to work, over the past ten years, with an outstanding group of educators in South Africa to support improvements in the quality of literacy instruction in primary schools serving rural communities. The challenges facing South Africa schools are many: limited quantity and questionable quality of resources (e.g. a paucity of texts that reflect the lived experiences of the learners), huge class sizes (e.g. 50-80 children in a classroom), limited teacher preparation (a result of years of apartheid rule), and multiple languages to address (twelve official languages with "sign" just added as the thirteenth). In our view, the greatest challenges, with respect to promoting a culture of readership, are the paucity of reading materials in home languages and the absence of significant attention to writing in classrooms.

### Ubuntu

On the positive side, we have discovered a deep commitment to improving education in South Africa (as the key to societal transformation). South African's have a wonderful spirit of *ubuntu* (community). The concept of *ubuntu* is imbedded in the constitution. It is the spirit of: "We are all connected and everything we do must be directed toward the goal of making us more connected as a people." *Ubuntu* is required as part of every area of the curriculum and every lesson taught in schools. *Ubuntu* is both a challenge and an inspiration. We have documented the qualities of successful schools serving learners in the most challenging conditions (Sailors & Hoffman, 2005). These pockets of success have the potential to become models for other schools in the country.

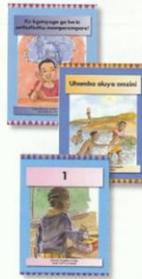
### ITHUBA

We are currently working on a federally funded project (five million dollars over three years) that is one part of the USAID Africa Education Initiative. The project is centered at The University of Texas - San Antonio with other reading faculty from UTSA (Miriam Martinez),



Continued on next page.

### Sailors, Continued



UT Austin (Deborah Horan), and UC-Berkeley (David Pearson and Gina Cervetti). We also collaborate closely with our colleagues at the South Africa Department of Education and faculty from the University of Limpopo and The University of Pretoria. Our project was originally entitled the Textbooks and Learning Materials Project. We now call it ITHUBA (Innovative Texts in Homeland languages Uniquely Based in Africa). *Ithuba* means opportunity in the Zulu language, and this project does provide opportunity for the children and teachers of South Africa.

Using a modified writer's workshop model, we are working with classroom teachers to author books for classroom use. The teachers are authoring these books in home languages. The stories are truly lived experiences that South African children can relate to - grandma stories, AIDS stories, separation stories, humorous tales and more. Each story is really a small book and is illustrated by a South African artist and published by a South African publisher. These stories are then tied to the National Curriculum in the areas of science, mathematics, "life orientation" through lessons that extend the story into one of these content areas. Over the three year period, we will provide 2.3 million books and teachers guides for classroom teachers in 11 of the official languages of South Africa. We will have 140 stories developed by 140 South African teachers. We will oversee the resourcing of 2000 schools with these books and offer professional development in the use of these materials to the adopting schools.

### Long-term Goal

While our short-term goals in this project have focused on the production of books in home languages that reflect the lived experiences of the learners and getting these books into the hands of learners, our broader goals relate to the transformation of writing instruction in schools. In the final phase of this project we are working with our authoring teachers to turn what they have learned about writing through ITHUBA back in to their own classroom teaching. It's an exciting challenge and one that holds real promise for the promotion of a readership model in a school and a community.

ITHUBA has provided a wonderful opportunity for us as teachers and researchers and for the University of Texas San Antonio. For more information on the project, you can go to: <http://grants.coehd.utsa.edu/TLMP/index.html>



### References

Sailors, M., Hoffman J.V., & Mathee, B. (2007) South African schools that promote literacy learning with students from low - income communities. *Reading Research Quarterly*, 3, 364 - 387.

## Check the Red Check

Do you have a red check on the mailing label on the front of this newsletter? If you do, it means, your membership in our SIG is about to expire. If you have two red checks, it means, your membership has already expired. In either case, it is time to RENEW your membership. Our SIG includes as its members many prominent leaders in the field including present IRA Board members, Linda Gambrell, Maureen McLaughlin, Maryann Manning, Taffy Raphael and Ray Reutzel as well as former Presidents Ira Aaron, Richard Allington, Mary Austin, Jack Cassidy, Jerry Johns, Walter MacGinitie, Kathryn Ransom, Doris Roettger-Svoboda, and Timothy Shanahan. Many former IRA Board members also belong.





# The Bastrop Advertiser

TEXAS' OLDEST WEEKLY NEWSPAPER SINCE MARCH 1, 1853

SEMI-WEEKLY SINCE SEPT. 5, 1977

Volume 152, Number 104

Bastrop, Texas

18 pages in two sections plus insert

## SPREADING THE WORD

Former Bastrop teacher launches books for Africa project at UTSA

By Margaret Myrick  
Staff Writer

Misty Sailors, a Bastrop High School graduate and first grade teacher at BISD for nine years, is helping the United States make big steps toward educating children in South Africa.

Now a professor at the University of Texas in San Antonio, Sailors helped the university obtain a \$2.6 million federal grant for a program that will send 600,000 books to South African grade schools.

This program headed by Sailors will also give South African children the opportunity to read in their own languages, since the books will be translated into the nine other official languages besides English and Afrikaans that South Africans speak, such as IsiZulu and Sesotho.

Sailors said that though the literacy rate in South Africa is very high—87 percent—no reading material exists in non-English languages for grade school students.

The San Antonio News-Express reported that when she visited grade schools in the country, she watched children carefully guard the only stack of books the entire school owned while they took them to be locked in the principal's office. "Books are a luxury, paper is a luxury, writing utensils, all the things we take for granted," Sailors told the paper.

The adults in South Africa "recognize education is the critical key for the future of the country," Sailors said, and



Special to The Bastrop Advertiser

**A federal grant will allow the University of Texas-San Antonio to help the U.S. educate children in South Africa. Bastrop High graduate Misty Sailors, a professor at UTSA, helped the university land a grant for the program.**

she added that their Department of Education is making an honest attempt to increase quality of education in the relatively new nation. South Africa became a republic in 1961, and introduced its constitution in 1996.

The \$2.6 million going to UTSA is a small part of a larger program advocated by first lady Laura Bush called the African Education Initiative, that will

use \$600 million to send 15 million books to Africa. Part of that money will also provide scholarships, teacher training and school uniforms.

While the UTSA's grant money will go entirely to the Republic of South Africa, the AEI will also aid Ghana, Senegal, Zambia, Tanzania and

### Grant ————— Continued from Page 1A

Ethiopia. The U.S. Agency for International Development out of Washington D.C. is funding the program.

Next month, Sailors will go to South Africa with two other team members and begin working with the teachers.

The team members from UTSA will write the lessons with South African teachers so they will be locally relevant. Reading and writing lessons will be localized with oral histories of the culture. Some will contain information about

HIV/AIDS, since its prevalence rate is 22 percent of the South African population, according to the CIA's World Fact Book online.

The 120 booklets made for first through seventh graders will be made with book-making software that will then be published by African companies and available online for teachers and parents to print. A Colorado company is donating 100 licenses for its software so African teachers can continue to create the books.

See GRANT, Page 2A

### Appendix C: References to Studies

- Hoffman, J. V., Sailors, M., Makalela, L., & Matthee, B. (2009). Language Policy and Literacy Instruction: Lessons Learned from South African in *Changing Literacies for Changing Times*. J. V. Hoffman, Y. Goodman, (Eds). The International Reading Association and Routledge.
- Sailors, M., Hoffman, J. V. & Condon, M. (2008). The challenges of developing leveled texts in and for developing countries: The Ithuba Writing Project of South Africa. In F. Hiebert & M. Sailors (Eds.). *Finding the Right Texts for Beginning and Struggling Readers*. New York: Guilford Press.
- Horan, D., Sailors, M., Martinez, M., Skerrett, A., & Makalela, L. (under review). The Golden Lady: The storied life of a multilingual teacher and author of supplemental reading materials in a marginalized South African language. Submitted to *Qualitative Studies in Education*.
- Holmes, C. (working paper). "Encouraging future leaders who are now learners... That is why I write": Teacher authored materials in South Africa. Manuscript to be submitted to *Journal of Literacy Research*.
- Sailors, M., Makalela, L., & Hoffman, J. V. (in press). Opportunity Matters: The unintended successes of The Ithuba Writing Program. To appear in *Voices in the Middle*, 18 (Anticipated publication: September 2010).
- Sailors, M., & Hoffman, J. V. (2008, Summer). The ITHUBA Writing Project: Promoting Readership in South African Schools with Home Language Texts. *The Literacy Professional*, Vol. XVIII. No. 3.

Sailors, M., Martinez, M., Hoffman, J. V., Mdluli, M., Evans, M., Wyatt, T., Behl, M., & Holmes, C.

(working paper). "Encouraging future leaders who are now learners... That is why I write": Teacher authored materials in South Africa. Manuscript to be submitted to Journal of Literacy Research.

## Appendix D: Conference Presentations

Sailors, M. & Behl, M. (2010). Teacher developed supplementary readers: What do teachers write about? Paper presented at the second annual National Literacy Coaching Summit, Corpus Christi, TX.

Sailors, M. (2010). From coaching cognitive reading instruction in South Texas to just getting books in South Africa classrooms: Lessons to move us forward. Invited key-note address presented at the second annual National Literacy Coaching Summit, Corpus Christi, TX.

Holmes, C., Wallace, M., Sailors, M., & Mdluli, M. (March 2010). Understanding female representation in supplementary reading materials written by South African teachers for the Ithuba Writing Project. Paper presented at the annual meeting of the Comparative International Education Society, Chicago, IL.

Hoffman, J. V., & Sailors, M. (March 2010). Health literacies and the Ithuba Writing Project. Paper presented at the annual meeting of the Nurse Practitioners and Research Conference, Austin, TX.

Sailors, M. (November, 2009). Trickle-down, DIBELS in Disguise and other challenges facing reading teacher education in Africa. Paper presented at the annual meeting of the Literacy Research Association/National Research Conference. Albuquerque, New Mexico

Sailors, M., Hoffman, J. V., & Matthee, B. (August, 2009). Developing mother tongue supplementary reading materials: Lessons learned through the Ithuba Writing Project in South Africa. Paper presented at the 6th Pan African Reading for All Conference. Dar es Salaam, Tanzania.

Hoffman, J. V., Sailors, M., Tierney, R., Rogers, T., & Walter, S. (August, 2009). The rights of children and the responsibilities of educators in literacy aid efforts. Paper presented at the 6th Pan African Reading for All Conference. Dar es Salaam, Tanzania.

Horan, D., Sailors, M., Martinez, M, & Malakela, L. (2009, April) Storied Lives in Marginalized Languages: Teacher-Authored Curriculum in South Africa. Paper presented at the annual meeting of the American Educational Research Association. San Diego, CA.

Sailors, M. & Hoffman, J. V. (2008, July). The Ithuba Writing Project: Learning to write stories with classroom teachers. Bi- annual meeting of the International Reading Association's World Congress. San Jose, Costa Rica.

Sailors, M. & Martinez, M. (2008, May). Meet the researcher: Literacy learning in South African classrooms. Annual meeting of the International Reading Association.

Sailors, M., Hoffman, J. V., Kinnear, J. (2008, April). Teachers authoring supplementary reading materials in African mother tongues. Presentation at the African Educational Regional Workshop, Addis Ababa, Ethiopia.

Sailors, M. & Hoffman, J. V. (2007, November). Authoring in multiple languages: Lessons from South Africa and connections to Texas classrooms. Paper presented at the annual meeting of the Texas State Reading Association.

Sailors, M. (2007, February). Literacy Learning in South Africa: Can San Antonio Play a Role? Presented at 2007 Great Conversations! University of Texas at San Antonio. San Antonio, TX.

- Sailors, M., Hoffman, J. V. (2006, May). Pressing Issues in Literacy Research: International Perspectives. Paper to be presented at the Annual meeting of the International Reading Association. Chicago, Illinois.
- Sailors, M. & Hoffman, J. (Summer 2008). The ITHUBA Writing Project: Promoting Readership in South African Schools with Home Language Texts. Synopsis from the Literacy Professional, XVIII (3).
- Sailors, M., Hoffman, J.V., & Condon, M. (2006, May). Considerations in international text leveling. Paper to be presented at the Text Leveling for Beginning and Struggling Readers Preconvention Institute. Annual meeting of the International Reading Association. Chicago, Illinois.
- Wallace, M. & Sailors, M. (September 2009). USAID Hispanic Serving Institution and Historically Black Colleges and Universities' international partnerships that benefit educational and business communities. Presentation presented at the 2009 MSI Creating a Presence Technical Assistance and Capacity Building Conference. Dallas, Texas.

## Appendix E: Pedagogical Publications

Sailors, M. & Hoffman, J. V. (2008). Textbooks and Learning Materials Program at the University of Texas at San Antonio: *Implementing Ithuba Books in Classrooms*. Delegate's Notes.

Teacher Education Module. San Antonio, TX: The University of Texas at San Antonio.

Sailors, M. & Hoffman, J. V. (2008). *Textbooks and Learning Materials Program at the University of Texas at San Antonio: Implementing Ithuba Books in Classroom Trainer's Notes*.

Teacher Education Module. San Antonio, TX: The University of Texas at San Antonio.

Sailors, M., Hoffman, J. V., & Condon, M. (2007). *Textbooks and Learning Materials Program at the University of Texas at San Antonio: Field Testing Stories*. Delegate's Notes.

Unpublished Teacher Education Module. San Antonio, TX: The University of Texas at San Antonio.

Sailors, M., Hoffman, J. V., & Condon, M. (2007). *Textbooks and Learning Materials Program at the University of Texas at San Antonio: Field Testing Stories*. Trainer's Manual

Teacher Education Module. San Antonio, TX: The University of Texas at San Antonio.

Sailors, M., Hoffman, J. V., & Condon, M. (2007). *Textbooks and Learning Materials Program at the University of Texas at San Antonio: Revising Our Stories*. Delegate's Notes.

Teacher Education Module. San Antonio, TX: The University of Texas at San Antonio.

Sailors, M., Hoffman, J. V., & Condon, M. (2007). *Textbooks and Learning Materials Program at the University of Texas at San Antonio: Revising Our Stories*. Trainer's Manual

Teacher Education Module. San Antonio, TX: The University of Texas at San Antonio.

**Appendix F: Titles Published**

TLM Title	Grade Level	Subject(s):	Language(s)	Type of TLM (use key)	HIV/AIDS Relevant Y/N	Gender Relevant Y/N	Target # to be Printed	Pub. Status (use key)	# of schools to receive TLM
Thandeka's Dream	6 <sup>th</sup>	Math	Afrikaans	SRB		Y	20,028	D	2,000
Thandeka's Dream Lesson Plan	6 <sup>th</sup>	Math	Afrikaans	TM		Y	28	D	
Thandeka's Dream Lesson Plan	6 <sup>th</sup>	Math	English	TM		Y	6,000	D	2,000
Best Friends?	5 <sup>th</sup>	Life Orientation	English	SRB		Y	20,028	D	2,000
Best Friends? Lesson Plan	5 <sup>th</sup>	Life Orientation	English	TM		Y	6,028	D	2,000
Ubomi Beentombi Kwa Xhosa	6 <sup>th</sup>	Life Orientation	isiXhosa	SRB		Y	32,083	D	385
A Life of Xhosa Girl Lesson	6 <sup>th</sup>	Life Orientation	English	TM		Y	1,155	D	385

Plan		tion							
A Xhosa Girl's Wedding	6 <sup>th</sup>	Life Orientation	isiXhosa	SRB		Y	403	D	5
A Xhosa Girl's Wedding	6 <sup>th</sup>	Life Orientation	isiXhosa	TM		Y	43	D	5
Ngempela Mkhulu?	6 <sup>th</sup>	Science	isiZulu	SRB			20,488	D	265
Really, Grandpa? Lesson Plan	6 <sup>th</sup>	Science	English	TM			795	D	265
Really, Grandpa? Lesson Plan	6	Science	isiZulu	TM			31	D	1
Sazesamnandi Isinkwa!	4 <sup>th</sup>	Math	isiZulu	SRB			20,385	D	265
Everyone Loves Bread!	4 <sup>th</sup>	Math	English	O			10,500	D	35
Everyone Loves Bread!	4 <sup>th</sup>	Math	English	SRB			3500	D	35
Everyone Loves Bread! Lesson Plan	4 <sup>th</sup>	Math	English	TM			1,020	D	265
Everyone Loves Bread!	4 <sup>th</sup>	Maths	isiZulu	SRB			103	D	1
Everyone Loves Bread! Lesson plan	4 <sup>th</sup>	Maths	isiZulu	TM			31	D	1
Ke Kganyoga go ba le Sethuthuthu	5 <sup>th</sup>	Science	Sepedi	SRB		Y	11,724	D	340

Mamperempere									
Motorcycle Wish Lesson Plan	5 <sup>th</sup>	Science	English	TM		Y	1,020	D	340
Nono Kgosigadi ya Nokeng	4 <sup>th</sup>	Science	Sepedi	SRB		Y	11,977	D	343
Nono, the River Queen	4 <sup>th</sup>	Science	English	SRB			3,500	D	35
Nono, the River Queen	4 <sup>th</sup>	Science	English	O			10,500	D	35
Nono, the River Queen Lesson Plan	4 <sup>th</sup>	Science	English	TM		Y	1,020	D	340
Nono, the River Queen Lesson Plan	4 <sup>th</sup>	Science	Sepedi	TM		Y	37	D	3
Mmino ke Mmino!	4 <sup>th</sup>	Life Orientation	SoSotho	SRB			22,500	D	270
Turn It Down! Lesson Plan	4 <sup>th</sup>	Life Orientation	English	TM			810	D	270
Ke Boleele bo Bokae. Go Bokgakala bo Bokae?	5 <sup>th</sup>	Math	Setswana	SRB			20,000	D	240
Just How Long, How Far? Lesson Plan	5 <sup>th</sup>	Math	English	TM			720	D	240
Leeto go ya Tsumkwe	6 <sup>th</sup>	Math	Setswana	SRB		Y	20,328	D	244
My Trip to Tsumkwe	6 <sup>th</sup>	Math	English	TM		Y	720	D	240

Lesson Plan									
My Trip to Tsumkwe Lesson Plan	6 <sup>th</sup>	Maths	Setwana	TM		Y	40	D	4
Setlhare sa Morula le Legapu	4 <sup>th</sup>	Science	Setswana	SRB			20,328	D	244
The Marula and the Watermelon	4 <sup>th</sup>	Science	English	SRB			3,500	D	35
The Marula and the Watermelon	4 <sup>th</sup>	Science	English	O			10,500	D	35
The Marula and the Watermelon Lesson Plan	4 <sup>th</sup>	Science	English	TM			720	D	240
The Marula and the Watermelon Lesson Plan	4 <sup>th</sup>	Science	Setwana	TM			40	D	4
Dear 1	6 <sup>th</sup>	Life Orientation	SiSwati	SRB	Y		11,428	D	137
Dear 1 Lesson Plan	6 <sup>th</sup>	Life Orientation	Siswati	TM	Y		34	D	2
Dear 1 Lesson Plan	6 <sup>th</sup>	Life Orientation	English	TM	Y		405	D	135

Ni Songo ya Midini iyo! Ningo a I nukhedzi!	4 <sup>th</sup>	Life Orienta tion	Tshivenda	SRB			8,224	D	115
Stay Away from that Settlement! Lesson Plan	4 <sup>th</sup>	Life Orienta tion	English	TM			345	D	115
Stay Away from that Settlement! Lesson Plan	4 <sup>th</sup>	Life Orienta tion	Tshivenda	TM			28	D	
Kokwana a ponisa	4 <sup>th</sup>	Science	XiTsonga	SRB			9,706	D	165
Granny to the Rescue Lesson Plan	4 <sup>th</sup>	Science	English	TM			495	D	165
Infihlakalo kaGogo	4 <sup>th</sup>	Math	isiZulu	SRB			20,385	D	265
Grandma's Secret Lesson Plan	4 <sup>th</sup>	Math	English	TM			795	D	265
Pushkin	6 <sup>th</sup>	Life Orienta tion	English	O			10,500	D	35
Pushkin	6 <sup>th</sup>	Life Orienta tion	English	SRB			23,528	D	2000
Pushkin Lesson Plan	6 <sup>th</sup>	Life Orienta	English	TM			6,028	D	2000

		tion							
Why are you Smoking?	4	Life Orientation	English	SRB			200	D	minister
Why are you Smoking?	4	Life Orientation	Sepedi	SRB			11,977	D	343
Why are you Smoking? Lesson Plan	4	Life Orientation	English	TM			1,220	D	340
Why are you Smoking? Lesson Plan	4	Life Orientation	Sepedi	TM			37	D	3
Choices	5	Life Orientation	Sepedi	SRB			11,977	D	343
Choices Lesson Plan	5	Life Orientation	English	TM			1,020	D	340
Choices Lesson Plan	5	Life Orientation	Sepedi	TM			37	D	3

Mokete wa Lenyalo	6	Life Orienta tion	Sepedi	SRB			11,977	D	343
Wedding Ceremonies Lesson Plan	6	Life Orienta tion	English	TM			1,020	D	340
Wedding Ceremonies Lesson Plan	6	Life Orienta tion	Sepedi	TM			37	D	3
The Culture and Tradition of the Ba-Gakopa	6	Life Orienta tion	Sepedi	SRB			11,977	D	343
The Culture and Tradition of the Ba-Gakopa Lesson Plan	6	Life Orienta tion	English	TM			1,020	D	340
The Culture and Tradition of the Ba-Gakopa Lesson Plan	6	Life Orienta tion	Sepedi	TM			37	D	3
Ayikho Inkomo Edla Yowa	4	Life Orienta tion	isiZulu	SRB			20,488	D	266
No Man is an Island Lesson Plan	4	Life Orienta tion	English	TM			795	D	265
No Man is an Island Lesson	4	Life	IsiZulu	TM			31	D	1

Plan		Oriental							
Sandla Lesiphako	5	Life Orientation	Siswati	SRB			11,250	D	135
A Helping Hand Lesson Plan	5	Life Orientation	English	TM			405	D	135
A Helping Hand	5	Life Orientation	Siswati	SRB			11,428	D	137
A Helping Hand lesson plan	5	Life Orientation	Siswati	TM			34	D	2
a Helping Hand lesson plan	5	Life Orientation	English	TM			405	D	135
Zenele's Gift of Music	4	Life Orientation	Siswati	SRB			11,428	D	137
Zenele's Gift of Music lesson plan	4	Life Orientation	Siswati	TM			34	D	2
Zenele's Gift of Music Lesson Plan	4	Life Orientation	English	TM			405	D	135

		tion							
Elinye Ithuba	4	Life Orientation	isiZulu	SRB			20,488	D	266
Another Chance lesson plan	4	Life Orientation	isiZulu	TM			31	D	1
Another Chance	4	Life Orientation	English	TM			795	D	265
Straightening Out the Bending Tree	5	Life Orientation	Sepedi	SRB			11,977	D	343
Straightening Out the Bending Tree Lesson Plan	5	Life Orientation	English	TM			1,020	D	340
Straightening Out the Bending Tree Lesson Plan	5	Life Orientation	Sepedi	TM			37	D	3
Art and Forgiveness	4	Life Orientation	Sepedi	SRB			11,977	D	343
Art and Forgiveness Lesson Plan	4	Life Orientation	English	TM			1,020	D	340

Art and Forgiveness Lesson Plan	4	Life Orientation	Sepedi	TM			37	D	3
Botse bja tlhago	5	Life Orientation	Sepedi	SRB			11,977	D	343
The Beauty of Nature Lesson Plan	5	Life Orientation	English	TM			1,020	D	340
The Beauty of Nature Lesson Plan	5	Life Orientation	Sepedi	TM			37	D	3
Ke nyakile go loba ngwana	6	Life Orientation	Sepedi	SRB			11,977	D	343
Nearly Lost Lesson Plan	6	Life Orientation	English	TM			1,020	D	340
Nearly Lost Lesson Plan	6	Life Orientation	Sepedi	TM			37	D	3
Never Again, Papa	6	Life Orientation	Sepedi	SRB			11,977	D	343
Never Again, Papa Lesson	6	Life Orientation	English	TM			1,020	D	340

Plan		tion							
Never Again, Papa Lesson Plan	6	Life Orientation	Sepedi	TM			37	D	3
The Star of Limpopo	4	Life Orientation	Sepedi	SRB			11,977	D	343
The Star of Limpopo Lesson Plan	4	Life Orientation	English	TM			1,020	D	340
The Star of Limpopo Lesson Plan	4	Life Orientation	Sepedi	TM			37	D	3
Making Dreams Come True	4	Life Orientation	Siswati	SRB			11,428	D	137
Making Dreams Come True Lesson Plan	4	Life Orientation	English	TM			1,020	D	135
Making Dreams Come True Lesson Plan	4	Life Orientation	Siswati	TM			34	D	2
Diary of a Young Boy	6	Life Orientation	Siswati	SRB			11,428	D	137

Diary of a Young Boy Lesson Plan	6	Life Orientation	Siswati	TM			34	D	2
Diary of a Young Boy Lesson Plan	6	Life Orientation	English	TM			1,020	D	135
What a Mystery!	6	Life Orientation	Tshivenda	SRB			8,224	D	115
What a Mystery! Lesson Plan	6	Life Orientation	Tshivenda	TM			28	D	
What a Mystery! Lesson Plan	6	Life Orientation	English	TM			345	D	115
Zwi a itea		Life Orientation	Tshivenda	SRB			8,214	D	115
Never Give Up Lesson Plan	6	Life Orientation	English	TM			345	D	115
Never Give Up	6	Life Orientation	Tshivenda	SRB			28	D	
Never Give Up Lesson Plan	6	Life Orientation	Tshivenda	TM			28	D	

		tion							
Umandla uvakashela Emakhaya	5	Life Orientation	isiZulu	SRB			20,488	D	266
Mandla's Visit Lesson Plan	5	Life Orientation	English	TM			795	D	265
Mandla's Visit Lesson Plan	5	Life Orientation	isiZulu	TM			31	D	1
Iphupho ElaFekeza	4	Life Orientation	isiZulu	SRB			20,488	D	266
Embracing Opportunity Lesson Plan	4	Life Orientation	English	TM			795	D	265
Embracing Opportunity Lesson Plan	4	Life Orientation	isiZulu	TM			31	D	1
Tlhompho	6	Life Orientation	Sepedi	SRB			11,977	D	343
Changing Times Lesson Plan	6	Life Orientation	English	TM			1,020	D	340

		tion							
Changing Times Lesson Plan	6	Life Orientation	Sepedi	TM			37	D	
Sibusiso's Story	6	Life Orientation	Siswati	SRB			11,428	D	137
Sibussiso's Story Lesson Plan	6	Life Orientation	English	TM			405	D	135
Sibussiso's Story Lesson Plan	6	Life Orientation	Siswati	TM			34	D	2
Just in Time	5	Life Orientation	Tshivenda	SRB			8,242	D	115
Just in Time Lesson Plan	5	Life Orientation	Tshivenda	TM			28	D	
Just in Time Lesson Plan	5	Life Orientation	English	TM			345	D	115
Woza Siyodansa		Life Orientation	isiZulu	SRB			20,488	D	266

Let's Go Dancing Lesson Plan	4	Life Orientation	isiZulu	TM			31	D	1
Let's Go Dancing	4	Life Orientation	English	SRB			200	D	Minister
Let's Go Dancing Lesson Plan	4	Life Orientation	English	TM			995	D	265
Idili likaThoko	4	Life Orientation	isiZulu	SRB			20,488	D	266
Thoko's Feast	4	Life Orientation	English	SRB			200	D	Minister
Thoko's Feast Lesson Plan	4	Life Orientation	English	TM			995	D	265
Thoko's Feast Lesson Plan	4	Life Orientation	isiZulu	TM			31	D	1
Mpsa ya Mologadi	4	Life Orientation	Sepedi	SRB			12,277	D	343
Molgadi's Puppy	4	Life Orientation	English	SRB			3,700	D	35

		tion							
Molgadi's Puppy	4	Life Orientation	English	O			10,500	D	35
Molgadi's Puppy lesson plan	4	Life Orientation	English	TM			1,220	D	340
Molgadi's Puppy lesson plan	4	Life Orientation	Sepedi	TM			37	D	3
Urchin's Naughty Behavior	4	Life Orientation	Sepedi	SRB			11,977	D	343
Urchin's Naughty Behavior Lesson Plan	4	Life Orientation	English	TM			1,020	D	340
Urchin's Naughty Behavior Lesson Plan	4	Life Orientation	Sepedi	TM			37	D	3
Tlang Re Bale Mmogo	6	Life Orientation	Sepedi	SRB			11,724	D	340
Let Us All Read Together Lesson Plan	6	Life Orientation	English	TM			1,020	D	340

I Didn't Get Here Alone	5	Maths	Tshivenda	SRB			8,242	D	115
I Didn't Get Here Alone Lesson Plan	5	Maths Maths	Tshivenda	TM			28	D	
I Didn't Get Here Alone Lesson Plan	5	Maths	English	TM			345	D	115
Koko yo Bohlale	6	Maths	Sepedi	SRB			11,977	D	343
The Clever Old Woman	6	Maths	English	TM			1,020	D	340
The Clever Old Woman lesson plan	6	Maths	Sepedi	TM			37	D	37
From Things You Fear, To Things You Love	5	Maths	isiZulu	SRB			20,488	D	266
From Things You Fear, To Things You Love Lesson Plan	5	Maths	isiZulu	TM			31	D	1
From Things You Fear, To Things You Love Lesson Plan	5	Maths	English	TM			795	D	265
Life of the Xhosa Girl	6	Life Orienta tion	IsiXhosa	SRB	Y		32,083	D	385
Life of the Xhosa girl lesson plan	6	Life Orienta tion	English	TM	Y		1,155	D	385

Grandmother's Lesson	6	Life Orientation	Xitsonga	SRB			9,884	D	167
Grandmother's lesson lesson plan	6	Life Orientation	Xitsonga	TM			34	D	2
Grandmother's lesson lesson plan	6	Life Orientation	English	TM			495	D	165
Listen to your heart	6	Life Orientation	Sesotho	SRB			22,753	D	273
Listen to your heart lesson plans	6	Life Orientation	Sesotho	TM			37	D	3
Listen to your heart lesson plans	6	Life Orientation	English	TM			810	D	270
Grade 4 learns a lesson	4	Life Orientation	Sesotho	SRB			22,753	D	273
Grade 4 learns a lesson lesson plan	4	Life Orientation	English	TM			810	D	270
Grade 4 learns a lesson	4	Life Orientation	Sesotho	TM			37	D	3

lesson plan		tion							
A Visit to the Farm lesson plan	6	Life Orientation	English	TM			1,002	D	340
A Visit to the Farm lesson plan	6	Life Orientation	Sepedi	SRB			253	D	3
A Visit to the Farm	6	Life Orientation	Sepedi	TM			37	D	3
Kwenta Liphupho Libe Yimphumelelo	5	Life Orientation	Siswati	SRB			11,250	D	135
Making a Dream Come True lesson plan	5	Life Orientation	English	TM			405	D	135
Mabogo dinku a thebana	5	Life Orientation	Setswana	SRB			328	D	4
Helping Hands lesson plan	5	Life Orientation	Setswana	TM			40	D	4
Siphiwo saZenele Semculo	4	Life Orientation	Siswati	SRB			11,250	D	135

Zenele's Gift of Music lesson plan	4	Life Orientation	English	TM			405	D	135
Idayari Yemfana Lomncane	6	Life Orientation	Siswati	SRB			11,250	D	135
Diary of a Young Boy lesson plan	6	Life Orientation	English	TM			405	D	135
1	6	Life Orientation	Siswati	SRB	Y	Y	11,250	D	135
Dear 1 lesson plan	6	Life Orientation	English	TM	Y	Y	405	D	135
Turn it Down !	6	Life Orientation	Sesotho	SRB			22,753	D	273
Turn it Down lesson plan	6	Life Orientation	English	TM			810	D	270
Turn it Down lesson plan	6	Life Orientation	Sesotho	TM			37	D	3
The Hare, the Lion and the	4	Life Orienta	Xitsonga	SRB			9,884	D	167

Baboon: A Trickster Tale		tion							
The Hare, the Lion and the Baboon: A Trickster Tale lesson plan	4	Life Orientation	Xitsonga	TM			34	D	2
The Hare, the Lion and the Baboon: A Trickster Tale	4	Life Orientation	English	SRB			3,500	D	35
The Hare, the Lion and the Baboon: A Trickster Tale	4	Life Orientation	English	O			10,500	D	35
The Hare, the Lion and the Baboon: A Trickster Tale lesson plan	4	Life Orientation	English	TM			495	D	165
Change Darkness into Light	5	Life Orientation	Xitsonga	SRB	Y	Y	9,706	D	165
Change Darkness into Light lesson plan	5	Life Orientation	English	TM	Y	Y	495	D	165
The Wisdom of a Father	4	Life Orientation	Xitsonga	SRB			9,884	D	167
The Wisdom of a Father lesson plan	4	Life Orientation	Xitsonga	TM			34	D	2

The Wisdom of a Father lesson plan	4	Life Orientation	English	TM			495	D	165
Kokwana a Ponisa	4	Life Orientation	Xitsonga	SRB			9,884	D	167
Granny to the Rescue lesson plan	4	Life Orientation	Xitsonga	TM			34	D	2
Granny to the Rescue lesson plan	4	Life Orientation	English	TM			495	D	165
Mabogo dinku a thebana!	6	Life Orientation	Setswana	SRB			2,000	D	240
United we Stand, Divided we Fall lesson plan	6	Life Orientation	English	TM			720	D	240
Ndza Chava	6	Life Orientation	Xitsonga	SRB	Y		9,884	D	167
I'm Afraid lesson plan	6	Life Orientation	Xitsonga	TM	Y		34	D	2
I'm Afraid lesson plan	6	Life Orienta	English	TM	Y		495	D	165

		tion							
Matsatsi a sa Lebalheng	6	Life Orientation	Sesotho	SRB		Y	22,753	D	273
Unforgettable Days lesson plan	6	Life Orientation	English	TM		Y	810	D	270
Unforgettable Days lesson plan	6	Life Orientation	Sesotho	TM			37	D	3
Sibusiso's Story lesson plan	6	Life Orientation	English	TM			405	D	135
Sibongile to the Rescue	5	Life Orientation	Siswati	SRB			11,428	D	135
Sibongile to the Rescue lesson plan	5	Life Orientation	Siswati	TM			34	D	2
Sibongile to the Rescue lesson plan	5	Life Orientation	English	TM			405	D	135
Looking Death in the Eye		Natural Science	Tshivenda	SRB			8,214	D	115

Looking Death in the Eye lesson plan		Natural Science	English	TM			345	D	115
I Nearly Lost my Cousin	6	Natural Science	Xitsonga	SRB			9,884	D	167
I Nearly Lost my Cousin lesson plan	6	Natural Science	Xitsonga	TM			34	D	2
I Nearly Lost my Cousin	6	Natural Science	English	SRB			200	D	Minister
I Nearly Lost my Cousin lesson plan	6	Natural Science	English	TM			695	D	165
A New Opportunity in our Community	4	Natural Science	Siswati	SRB			11,428	D	137
A New Opportunity in our Community lesson plan	4	Natural Science	English	TM			405	D	135
A New Opportunity in our Community lesson plan	4	Natural Science	Siswati	TM			34	D	2
What is Growing in that	4	Life Orienta	Siswati	SRB	Y	Y	11,428	D	137

Garden?		tion							
What is Growing in that Garden?		Life Orientation	English	SRB	Y	Y	3,500	D	35
What is Growing in that Garden?		Life Orientation	English	O	Y	Y	10,500	D	35
What is Growing in that Garden lesson plan	4	Life Orientation	English	TM	Y	Y	405	D	135
What is Growing in that Garden lesson plan	4	Life Orientation	Siswati	TM	Y	Y	34	D	2
Never Again!	4	Life Orientation	Tshivenda	SRB			8,214	D	115
Never Again! Lesson plan	4	Life Orientation	English	TM			345	D	115
Gezani's Birthday Party		Maths	Xitsonga	SRB			9,706	D	165
Gezani's Birthday Party lesson plan		Maths	English	TM			495	D	165
The Day I will Never Forget	6	Life Orientation	Xitsonga	SRB			9,884	D	167

The Day I will Never Forget lesson plan	6	Life Orientation	Xitsonga	TM			34	D	2
The Day I will Never Forget	6	Life Orientation	English	SRB			200	D	Minister
The Day I will Never Forget lesson plan	6	Life Orientation	English	TM			695	D	165
Strength to Attack	6	Maths	Sesotho	SRB			22,753	D	273
Strength to Attack Lesson plan	6	Maths	Sesotho	TM			37	D	3
Strength to Attack lesson plan	6	Maths	English	TM			810	D	270
Choices	4	Life Orientation	Xitsonga	SRB		Y	9,884	D	167
Choices lesson plan	4	Life Orientation	Xitsonga	Life Orientation		Y	34	D	Xitsonga 2
Choices lesson plan	4	Life Orientation	English	TM		Y	495	D	165
Sounds of Silence	6	Life Orientation	Sepedi	SRB			11,977	D	343

		tion							
Sounds of Silence lesson plan	6	Life Orientation	English	TM			1,002	D	340
Sounds of Silence lesson plan	6	Life Orientation	Sepedi	TM			37	D	3
Our Culture	5	Life Orientation	Sepedi	SRB			11,977	D	343
Our Culture lesson plan	5	Life Orientation	English	TM			1,002	D	340
Our Culture lesson plan	5	Life Orientation	Sepedi	TM			37	D	3
Lesotho is not far Away	6	Maths	Sesotho	SRB			22,753	D	273
Lesotho is not far Away	6	Maths	English	SRB			200	D	Minst
Lesotho is not Far Away lesson plan	6	Maths	English	TM			1,010	D	270
Lesotho is not Far Away lesson plan	6	Maths	Sesotho	TM			37	D	3
Run Thomas Run	6	Maths	Xitsonga	SRB			9,884	D	167

Run Thomas Run lesson plan	6	Maths	Xitsonga	TM			34	D	2
Run Thomas Run lesson plan	6	Maths	English	TM			495	D	165
The Greening Project	5	Natural Science	Sepedi	SRB			11,977	D	343
The Greening Project lesson plan	5	Natural Science	English	TM			1,002	D	340
The Greening Project lesson plan	5	Natural Science	Sepedi	TM			37	D	3
The Unusual Player	4	Life Orientation	Isizulu	SRB		Y	20,488	D	266
The Unusual Player lesson plan	4	Life Orientation	Isizulu	TM		Y	31	D	1
The Unusual Player lesson plan	4	Life Orientation	English	TM		Y	795	D	265
Do you have Real Friends?/ What do you want from	5	Life Orientation	Isizulu	SRB	Y		20,488	D	266

your Friends?		tion							
Do you have Real Friends?/ What do you want from your Friends? Lesson plan	5	Life Orienta tion	Isizulu	TM	Y		31	D	1
Do you have Real Friends?/ What do you want from your Friends? Lesson plan	5	Life Orienta tion	English	TM	Y		795	D	265
The Best Fit	5	Life Orienta tion	Sesotho	SRB		Y	22,753	D	273
The Best Fit lesson plan	5	Life Orienta tion	English	TM		Y	810	D	270
The Best Fit lesson plan	5	Life Orienta tion	Sesotho	TM		Y	37	D	3
Maemu's Rights	4	Life Orienta tion	Tshivenda	SRB			8,242	D	115
Maemu's Rights lesson plan	4	Life Orienta tion	Tshivenda	TM			28	D	
Maemu's Rights lesson plan	4	Life Orienta tion	English	TM			345	D	115

Swimming Lessons	5	Life Orientation	Tshivenda	SRB			8,214	D	115
Swimming Lessons lesson plan	5	Life Orientation	English	TM			345	D	115
What a Competition	4	Life Orientation	Xitsonga	SRB			9,884	D	167
What a Competition lesson plan	4	Life Orientation	Xitsonga	TM			34	D	2
What a Competition lesson plan	4	Life Orientation	English	TM			495	D	165
Words of Warning	4	Life Orientation	Sepedi	SRB			11,724	D	340
Words of Warning lesson plan	4	Life Orientation	English	TM			1,002	D	340
The Mysterious Stranger		Life Orientation	Sepedi	SRB			11,977	D	343
The Mysterious Stranger		Life Orientation	English	TM			1,002	D	340

lesson plan		tion							
The Mysterious Stranger lesson plan	4	Maths	Sepedi	TM			37	D	3
One Naughty Girl One Naughty Donkey	4	Maths	Sepedi	SRB			11,977	D	343
One Naughty Girl One Naughty Donkey	4	Maths	English	SRB			3,500	D	35
One Naughty Girl One Naughty Donkey	4	Maths	English	O			10,500	D	35
One Naughty Girl One Naughty Donkey lesson plan	4	Maths	English	TM			1,002	D	340
One Naughty Girl One Naughty Donkey lesson plan	4	Maths	Sepedi	TM			37	D	3
Don't Make me Go	4	Life Orientation	English	SRB			200	D	minst
Don't Make me Go	4	Life Orientation	Sepedi	SRB			11,977	D	343
Don't Make me Go lesson plan	4	Life Orientation	English	TM			1,202	D	340

Don't Make me Go lesson plan	4	Life Orientation	Sepedi	TM			37	D	3
The Comfort of Friends	6	Life Orientation	Sepedi	SRB			11,724	D	340
The Comfort of Friends lesson plan	6	Life Orientation	English	TM			1,002	D	340
A Child is About to be Born	6	Life Orientation	Sepedi	SRB			11,977	D	343
A Child is About to be Born lesson plan	6	Life Orientation	English	TM			1,002	D	340
A Child is About to be Born lesson plan	6	Life Orientation	Sepedi	TM			37	D	3
Life is a Circle	4	Life Orientation	Sepedi	SRB	Y		11,724	D	340
Life is a Circle	4	Life Orientation	English	TM	Y		1,002	D	340
Teachers Who Don't have Spiritual Love for their	4	Life Orienta	Sepedi	SRB			11,724	D	340

Children		tion							
Teachers Who Don't have Spiritual Love for their Children lesson plan	4	Life Orientation	English	TM			1,002	D	340
She Landed Herself on the Nails of HIV	4	Life Orientation	Sepedi	SRB	Y		11,724	D	340
She Landed Herself on the Nails of HIV lesson plan	4	Life Orientation	English	TM	Y		1,002	D	340
Life is a Challenge	5	Life Orientation	Isizulu	SRB		Y	20,488	D	266
Life is a Challenge lesson plan	5	Life Orientation	English	TM		Y	795	D	265
Life is a Challenge lesson plan	5	Life Orientation	Isizulu	TM		Y	31	D	1
What Can you do with a Dirty Uniform	4	Life Orientation	English	O			10,500	D	35
What Can you do with a Dirty Uniform	4	Life Orientation	English	SRB			3,700	D	35

What Can you do with a Dirty Uniform	4	Life Orientation	Sesotho	SRB			22,753	D	273
What Can you do with a Dirty Uniform lesson plan	4	Life Orientation	English	TM			1,010	D	270
What Can you do with a Dirty Uniform lesson plan	4	Life Orientation	Sesotho	TM			37	D	3
Phamela's Plan	6	Maths	Siswati	SRB			11,250	D	135
Phamela's Plan lesson plan	6	Maths	English	TM			405	D	135
Talent is a Gift	5	Life Orientation	Siswati	SRB			11,428	D	137
Talent is a Gift lesson plan	5	Life Orientation	Siswati	TM			34	D	2
Talent is a Gift lesson plan	5	Life Orientation	English	TM			405	D	135
The Good Neighbor	5	Maths	Sepedi	SRB			8,467	D	118
The Good Neighbor lesson plan	5	Maths	Sepedi	TM			37	D	3

The Good Neighbor lesson plan	5	Maths	English	TM			345	D	115
Duncan's Life Choice	5	Life Orientation	Tshivenda	SRB			8,242	D	115
Duncan's Life Choice lesson plan	5	Life Orientation	Tshivenda	TM			28	D	
Duncan's Life Choice lesson plan	5	Life Orientation	English	TM			345	D	115
Children are the Backbone of Change in South Africa	6	Life Orientation	Tshivenda	SRB			8,242	D	115
Children are the Backbone of Change in South Africa lesson plan	6	Life Orientation	Tshivenda	TM			28	D	
Children are the Backbone of Change in South Africa lesson plan	6	Life Orientation	English	TM			345	D	115
Farming/ Tell us we are Listening	5	Natural Science	Tshivenda	SRB			8,214	D	115
Farming/ Tell us we are Listening lesson plan	5	Natural	English	TM			345	D	115

		Science							
Learning does Not End in Guateng	5	Maths	Tshivenda	SRB			8,214	D	115
Learning Does Not end in Guateng lesson plan	5	Maths	English	TM			345	D	115
Gudu. Gudu. What's that sound?	5	Natural Science	Xitsonga	SRB			9,884	D	167
Gudu. Gudu. What's that sound? Lesson plan	5	Natural Science	Xitsonga	TM			34	D	2
Gudu. Gudu. What's that sound? Lesson plan	5	Natural Science	English	TM			495	D	165
Tlangela and the Computers	5	Life Orientation	Xitsonga	SRB			9,884	D	167
Tlangela and the Computers lesson plan	5	Life Orientation	Xitsonga	TM			34	D	2
Tlangela and the Computers lesson plan	5	Life Orientation	English	TM			495	D	165
Education is the Weapon	6	Maths	Xitsonga	SRB		Y	9,884	D	167

Education is the Weapon lesson plan	6	Maths	Xitsonga	TM		Y	34	D	2
Education is the Weapon lesson plan	6	Maths	English	TM		Y	495	D	165
Parent's Know Best	4	Maths	Xitsonga	SRB			9,884	D	167
Parent's Know Best lesson plan	4	Maths	Xitsonga	TM			34	D	2
Parent's Know Best lesson plan	4	Maths	English	TM			495	D	165
True Love	5	Maths	Xitsonga	SRB			9,884	D	167
True Love lesson plan	5	Maths	Xitsonga	TM			34	D	2
True Love lesson plan	5	Maths	English	TM			495	D	165
Buchawe	4	Life Orientation	Siswati	SRB			11,428	D	137
Joe's Heroic Behavior lesson plan	4	Life Orientation	English	TM			405	D	135
Joe's Heroic Behavior lesson plan	4	Life Orientation	Siswati	TM			34	D	2
Train Journey	6	Maths	English	TM			200	D	Minst

Train Journey lesson plan	6	Maths	English	SRB			200	D	Minst
It's Not My Fault	4	Life Orientation	English	SRB			3,500	D	35
It's Not My Fault	4	Life Orientation	English	0			10,500	D	35
It's Not My Fault	4	Life Orientation	IsiNdebele	SRB			28	D	
It's Not My Fault lesson plan	4	Life Orientation	IsiNdebele	0			28	D	
Walk in your own shoes	6	Life Orientation	Afrikaans	SRB			28	D	
Walk in your own shoes lesson plan	6	Life Orientation	Afrikaans	0			28	D	
Becoming a Young Woman	5	Life Orientation	IsiNdebele	SRB			28	D	
Becoming a Young Woman Lesson plan	5	Life Orientation	IsiNdebele	TM			28	D	

Who's Dream?	6	Life Orienta tion	IsiNdebele	SRB			28	D	
Who's Dream? Lesson plan	6	Life Orienta tion	IsiNdebele	TM			28	D	
Dancing/ New Days, Old Ways	4	Life Orienta tion	IsiNdebele	SRB			28	D	
Dancing/ New Days, Old Ways Lesson plan	4	Life Orienta tion	IsiNdebele	TM			28	D	
Standing United	5	Life Orienta tion	IsiNdebele	SRB			28	D	
Standing United lesson plan	5	Life Orienta tion	IsiNdebele	TM			28	D	
The magic of the television	5	Natura l Science s	IsiNdebele	SRB			28	D	
The magic of the television lesson plan	5	Natura l Science	IsiNdebele	TM			28	D	

		s							
Hunter or the Hunted?	6	Natural Sciences	IsiNdebele	SRB			28	D	
Hunter or the Hunted? Lesson plan	6	Natural Sciences	IsiNdebele	TM			28	D	
Sphenge's salt turns into dreams	6	Maths	IsiNdebele	SRB			28	D	
Sphenge's salt turns into dreams lesson plan	6	Maths	IsiNdebele	TM			28	D	
The Journey	4	Life Orientation	IsiNdebele	SRB			28	D	
The Journey lesson plan	4	Life Orientation	IsiNdebele	TM			28	D	
Ubuntu Believer	6	Life Orienta	IsiNdebele	SRB			28	D	

		tion							
Ubuntu Believer lesson plan	6	Life Orientation	IsiNdebele	TM			28	D	
Nothing Makes Me Happier	6	Life Orientation	IsiXhosa	SRB			403	D	5
Nothing Makes Me Happier lesson plan	6	Life Orientation	IsiXhosa	TM			43	D	5
I am the Son	4	Life Orientation	IsiXhosa	SRB			403	D	5
I am the Son lesson plan	4	Life Orientation	IsiXhosa	TM			43	D	5
Just wait, You will see!	6	Life Orientation	IsiXhosa	SRB			403	D	5
Just wait, You will see! Lesson plan	6	Life Orientation	IsiXhosa	TM			43	D	5
Beauty is...	5	Life Orientation	IsiXhosa	SRB			403	D	5

Beauty is... lesson plan	5	Life Orientation	IsiXhosa	TM			43	D	5
As our fathers before us	5	Life Orientation	IsiXhosa	SRB			403	D	5
As our fathers before us lesson plan	5	Life Orientation	IsiXhosa	TM			43	D	5
Standing Alone	6	Life Orientation	IsiXhosa	SRB			403	D	5
Standing Alone lesson plan	6	Life Orientation	IsiXhosa	TM			43	D	5
Party Time, Good Times	6	Life Orientation	IsiXhosa	SRB			403	D	5
Party Time, Good Times lesson plan	6	Life Orientation	IsiXhosa	TM			43	D	5
Sit Still	5	Life Orientation	IsiXhosa	SRB			403	D	5
Sit Still lesson plan	5	Life Orientation	IsiXhosa	TM			43	D	5

		tion							
The Big Dream on the Hill	5	Maths	IsiXhosa	SRB			403	D	5
The Big Dream on the Hill lesson plan	5	Maths	IsiXhosa	TM			43	D	5
Tumi Lands in Trouble	4	Life Orientation	IsiXhosa	SRB			403	D	5
Tumi Lands in Trouble	4	Life Orientation	IsiXhosa	TM			43	D	5
Motorcycle Wish	4	Natural Sciences	Sepedi	SRB			253	D	3
Motorcycle Wish lesson plan	4	Natural Sciences	Sepedi	TM			37	D	3
My Dog, my friend	6	Life Orientation	Sepedi	SRM			253	D	3
My Dog, my friend lesson plan	6	Life Orientation	Sepedi	TM			37	D	3

		tion							
The Saving Jar	4	Life Orienta tion	Sepedi	SRM			253	D	3
The Saving Jar	4	Life Orienta tion	Sepedi	TM			37	D	3
Words of Warning	4	Life Orienta tion	Sepedi	SRM			253	D	3
Words of Warning lesson plan	4	Life Orienta tion	Sepedi	TM			37	D	3
My Teacher, My Everything	4	Life Orienta tion	Sepedi	SRM			253	D	3
My Teacher, My Everything lesson plan	4	Life Orienta tion	Sepedi	TM			37	D	3
A Winning Goal	4	Life Orienta	Sepedi	SRM			253	D	3

		tion							
A Winning Goal lesson plan	4	Life Orienta tion	Sepedi	TM			37	D	3
Family Kisses	4	Life Orienta tion	Sesotho	SRM			253	D	3
Family Kisses lesson plan	4	Life Orienta tion	Sesotho	TM			37	D	3
It's Just a Train Trip	4	Life Orienta tion	Sesotho	SRM			253	D	3
It's Just a Train Trip lesson plan	4	Life Orienta tion	Sesotho	TM			37	D	3
Borrowed?	6	Maths	Sesotho	SRB			253	D	3
Borrowed? Lesson plan	6	Maths	Sesotho	TM			37	D	3
United We Stand Divided we Fall	6	Life Orienta tion	Sestwana	SRB			328	D	4

United We Stand Divided we Fall	6	Life Orientation	Setswana	TM			40	D	4
Listen Carefully to your Granny	6	Life Orientation	Setswana	SRB			328	D	4
Listen Carefully to your Granny Lesson plan	6	Life Orientation	Setswana	TM			40	D	4
Learning in Unexpected Ways	6	Maths	Setswana	SRB			328	D	4
Learning in Unexpected Ways Lesson plan	6	Maths	Setswana	TM			40	D	4
How long how far?	5	Maths	Setswana	SRB			328	D	4
How long how far? Lesson plan	5	Maths	Setswana	TM			40	D	4
Learning to Trust	6	Life Orientation	Setswana	SRB			328	D	4
Learning to Trust lesson plan	6	Life Orientation	Setswana	TM			40	D	4

		tion							
Star of Diketo	5	Life Orienta tion	Setswana	SRB			328	D	4
Star of Diketo lesson plan	5	Life Orienta tion	Setswana	TM			40	D	4
Money Money Money	6	Life Orienta tion	Setswana	SRB			328	D	4
Money Money Money lesson plan	6	Life Orienta tion	Setswana	TM			40	D	4
The Potato Song	4	Life Orienta tion	Setswana	SRB			328	D	4
The Potato Song lesson plan	4	Life Orienta tion	Setswana	TM			40	D	4
We have a choice	4	Life Orienta	Setswana	SRB			328	D	4

		tion							
We have a choice lesson plan	4	Life Orientation	Setswana	TM			40	D	4
Pride of Bambanani	4	Life Orientation	Setswana	SRB			328	D	4
Pride of Bambanani lesson plan	4	Life Orientation	Setswana	TM			40	D	4
Phamela's plan	6	Maths	Siswati	SRB			178	D	2
Phamela's plan lesson plan	6	Maths	Siswati	TM			34	D	2
Tell us. We are listening	5	Natural Science	Tshivenda	SRB			28	D	
Tell us. We are listening lesson plan	5	Natural Science	Tshivenda	TM			28	D	
Overview Guides	4,5,6	All	English	O	Y	Y	16,000	D	6,000
Ithuba Poster	4,5,6	All	English	O	Y	Y	16,000	D	6,000

**Appendix G: Additional Print and POD by READ Educational Trust**

**Summary of Printing, Distribution and Proof of Delivery Documents: UTSA/READ**

<b>Language</b>	<b>No Titles/Workbooks</b>	<b>Copies</b>	<b>Distributed to Province</b>	<b>POD</b>
IsiXhosa	8	12000	Eastern Cape	1
Sesotho	8	12000	Free State	2
Setswana	8	12000	Free State	2
IsiZulu	8	12000	KwaZulu Natal	3
Sepedi	8	12000	Limpopo	4
Tshivenda	8	12000	Limpopo	4
Xitsonga	8	12000	Limpopo	4
IsiNdebele	8	12000	Mpumalanga	5
Siswati	8	12000	Mpumalanga	5
	<b>72</b>	<b>108000</b>		

Delivery  
Address:

			<b>POD NO</b>	<b>DEL DATE</b>
1a	50% of Eastern Cape Books IsiXhosa	The District Director Old Lusikisiki College of Education R61 Main Road LUSIKISIKI	154909	5/10/2009
1b	50% of Eastern Cape Books IsiXhosa	District Director's Office Eastern Cape Department of Education 87 Cannon Road Uitenhage	154913	14/10/2009
2	Sesotho Setswana	Department of Education Room 313, Trustfontein Building 15 St. Andrews Street Bloemfontein 9300	154912	19/10/2009
3	IsiZulu	Elits Processing Centre 15 Scott Street Pietermaritzburg	150157	21/10/2009
4	Sepedi Tshivenda Xitsonga	Department of Education Warehouse 29 Industrial Street Industria Seshego (Township outside Polokwane)	154916	22/10/2009
5	IsiNdebele Siswati	Mpumalanga Department of Education Gert Sibande District 2 de Jager Street Uitkomst Building Ermelo	154915	21/10/2009

### Appendix I: Distribution of Program Items

Item	Location	Current Condition	Disposition Recommendation
HP office jet Pro L7780 #150907	UTSA Main campus MB2.210	Good	Keep at MB2.210
HP Desk Jet 9800	UTSA Main campus MB2.210	Good	Keep at MB2.210
HP Desk Jet 5650	UTSA Main campus MB2.210	Good	Keep at MB2.210
Sharp AL 1655SC	UTSA Main campus MB2.210	Not working	Keep at MB2.210
HP Digital Camera M525-6Mpixels	Kept with Dr. Sailors	Good	Kept with Dr. Sailors
Canon Scan KiDE 600F Scanner	UTSA Main campus MB2.210	Good	Keep at MB2.210
<b>Laptops:</b>			
Lattitude D520 66J-0291	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 66J-0103	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 66P-3610	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 667-3641	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 6B7-1054	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for

			Limpopo Writing Center
Lattitude D520 66P-3580	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 675-0740	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520-66P-3925	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 6B7-1066	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 6B7-0166	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 668-0959	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Lattitude D520 674-2853	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Vostro A860 89N-0171	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Vostro A860 89N-0292	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Vostro A860 89N0-0320	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Vostro A860 89N-0134	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for

			Limpopo Writing Center
Vostro A860 CNOY487G 48643-955-1101	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Vostro A860 955-1128	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Vostro A860 955-1122	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
Vostro A860 955-1141	Molteno	Useable	Keep at Molteno until requested movement to Limpopo Province for Limpopo Writing Center
<b>Inkjet Printers:</b>			
6983C NET04527	Molteno	Useable	Keep at Molteno
6983C NET04528	Molteno	Useable	Keep at Molteno
<b>HP Flatbed Scanners:</b>			
4370C NET04509	Molteno	Useable	Keep at Molteno
4370C NET 04510	Molteno	Useable	Keep at Molteno
4370C NET 04511	Molteno	Useable	Keep at Molteno
<b>Acer Projectors:</b>			
DSV0701 EYJ71010283701B5E5931	Molteno	Useable	Keep at Molteno
DSV0701 EYJ5201002825012FB5911	Molteno	Useable	Keep at Molteno
<b>Laptops:</b>			
Lattitude D520 6B70762	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 6B70821	READ	Useable	Keep at READ until requested movement

			to Gauteng Province for Limpopo Writing Center
Lattitude D520 667 3590	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 66P 3888	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 6B7 1049	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 66P 3920	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 674-2259	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 66P 3841	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 66P 3579	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 674-1786	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 667-2763	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitdue D520 66P 3889	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitdue D520 66P 3889	READ	Useable	Keep at READ until requested movement

			to Gauteng Province for Limpopo Writing Center
Lattitude D520 66J-0327	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 66P 3766	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 6B7 1061	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 6B7 1086	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D520 667-3616	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D 520 6B7-1114	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D 520 6B7-1124	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
Lattitude D 520 66P-3857	READ	Useable	Keep at READ until requested movement to Gauteng Province for Limpopo Writing Center
<b>InkJet Printers:</b>			
6983C NET04525	READ	Useable	Keep at READ
6983C NET04526	READ	Useable	Keep at READ
<b>HP Flatbed Scanners:</b>			
4370C NET04506	READ	Useable	Keep at READ

4370C NET04507	READ	Useable	Keep at READ
4370C NET04508	READ	Useable	Keep at READ
Acer Projectors:			
DSV0701 EYJ5201002825012165911	READ	Useable	Keep at READ
DSV0701 EYJ5201002825013B65911	READ	Useable	Keep at READ
DSV0701 EYJ52010028250127F5911	READ	Useable	Keep at READ