



# Tuesdays in the Trenches

A NASCEE Literacy Presentation Series  
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**Ron Chanetsa** – Penreach Asifundze 2.0  
Programme Manager



# PENREACH



Penreach

We are organised to help shape the optimal educational landscape for all South African children. We do this through our expertise and experience and provide tools and support at various levels within the educational eco-system.

We create systems and partnerships that are effective, built for purpose, and flexible enough to close the gaps for children aged 0 to 18 from marginalized communities and under-resourced schools.

We have a track record of 30 years and an annual reach of just under 400 000 learners.

Our focus remains on building capacity for sustainable improvements in education, and our interventions have been refined to include the following, sometimes overlapping, programmatic areas:

PENREACH  
COURAGEOUS  
LEADERSHIP  
DEVELOPMENT

EARLY  
CHILDHOOD  
DEVELOPMENT

SCHOOL  
READINESS  
INITIATIVE

ASIFUNDZE

PENREACH  
SHALAMUKA  
STEAM  
CENTRE

BURSARIES

SPORTREACH  
&  
ARTREACH

PENREACH  
ACADEMY

CONTACT INFORMATION

Visit [www.penreach.co.a](http://www.penreach.co.a) / email [partners@penreach.co.za](mailto:partners@penreach.co.za) / call 013 758 9000

# 3-year Intervention Model Asifundze 2.0

MP – Ehlanzeni District 30 core; 70 peripheral schools : GP – JHB Central District, Soweto 20 schools : LP – Sekhukhune District, Steelport 10 schools Total = 130 schools



DISTRICT LIAISON



DEPARTMENT HEAD (DH)  
FOCUSED ACTIVITIES:



TEACHER FOCUSED  
ACTIVITIES:



INTERN/ITE FOCUSED  
ACTIVITIES:



Foundation Phase stakeholders are empowered to actively support and promote a culture of reading, ensuring that learners continue to develop and enhance their basic reading skills.

ACTIVITIES

- Provincial and district engagement as per MoU
- Training of trainers/SAs
- Facilitate and engage with Cis in department workshops
- Conduct systematic engagements with SAs, Circuit Managers etc.
- Primary School Reading Improvement Programme (PSRIP)
- Provide district with feedback

**Training:**

- Intervention workshops
- Quarterly Cluster Workshops based on site visit feedback/baseline/EG
- PSRIP
- Teacher Development Workshops
- Curriculum reading strategy and methodology

**Coaching:**

- Weekly onsite coaching

**Resources:**

- Charts/Print-rich classrooms
- Access vs provision

**COPs/PLCs (KM):**

- 1 CoP per quarter

**Training:**

- Intervention workshops
- Quarterly Cluster Workshops based on site visit
- PSRIP
- TDW
- Curriculum reading strategy and methodology

**Coaching:**

- Weekly onsite coaching

**Resources:**

- Charts/Print-rich classroom
- Access vs provision

**COPs/PLCs (KM):**

- 1 CoP per quarter

**MP Flame Summit**

ASSESSMENTS

ORAL READING FLUENCY (READ-A-THON)  
EGMA (JUMPTRACK)  
EGRA

Schools	Principals	DHs	Teachers	Learners	Interns
130	130	140	613 (120 apx)	15 946 (600apx)	32

INFORMATION AND COMMUNICATION TECHNOLOGY  
MONITORING & EVALUATION – SOCIAL COLLECTIVE/GOOGLE FORMS  
READING INITIATIVES

# Asifundze summary



	Description	Detail
1.	Process overview:	<ul style="list-style-type: none"> <li>• Foundation Phase (Gr1-3) intervention</li> <li>• <b>Triple cocktail – Classroom resources; Lesson Plans; Professional Development</b></li> <li>• hj</li> </ul>
2.	Aim / Objectives / Goals:	<ol style="list-style-type: none"> <li>1. Enhanced reading pedagogy and curriculum delivery skills by teachers, with improvements in instruction and learning outcomes</li> <li>2. Increased ability of Department Heads to manage teacher implementation of correct core-methodologies of teaching language and monitor teachers for efficiency, curriculum implementation and need for assistance</li> <li>3. Increase access to reading resources in class</li> <li>4. Increased reading time and reading activities</li> <li>5. Increased competent and value-adding interns</li> </ol>
3.	Target audience / Beneficiaries: (Learners / teachers / school managers / district and provincial officials)	<ul style="list-style-type: none"> <li>• Department provincial and national personnel</li> <li>• Department Heads</li> <li>• Teachers</li> <li>• Interns</li> <li>• Foundation Phase Learners</li> <li>• Parents</li> </ul>
4.	Dosage:	<ul style="list-style-type: none"> <li>• Colour-coding of schools into RED, AMBER, GREEN determines number of hours and dosage per school</li> <li>• Quarterly workshops</li> <li>• DH quarterly workshop</li> </ul>
5.	Footprint	<ul style="list-style-type: none"> <li>• Mpumalanga Province – largely in Ehlanzeni District</li> <li>• Gauteng – Soweto</li> <li>• Limpopo – Ngwabe district</li> </ul>



# Asifundze Partners

Partner	Donors	Government	NGOs
Departments of Education in Mpumalanga, Gauteng and Limpopo		√	√
Global Teachers Institute (GTI)			√
E-cubed			√
Jumpstart			√
Ubuntu Maths Institute			√
Nelson Mandela Institute (NMI)			√
Khanyisa Inanda Community Projects (KICP)			√
Care for Education			√
Get It Done Foundation	√		√
Book Dash			√
Biblioneef			√
Literature Association of SA (LiTASA)			√
Trans Africa Concessions (TRAC N4)	√		
Zenex	√		
National Reading Coalition (NRC)		√	

# Performance Indicators



Key Performance Indicators	Key Performance Indicators
% improvement in children achieving a 50% plus result in HL	# of Newly Qualified Teachers (NQT) in GID schools registered on Penreach e-learn platform
% improvement in children achieving a 50% plus result in EFAL	# of NQT completed Comprehension Accross The Curriculum (CATC)
% improvement in children achieving a 50% plus result in Maths	
# of teachers attending PSRIP workshops	# of DH trained on Curriculum Management
# teachers teaching according to daily and weekly routines (ATP)	# of DH monitoring knowledgeable of correct methodologies of teaching language
# teachers using Scripted Lesson Plans	# of DH implementing reading initiatives
# teachers using planning and tracking tool	
# of schools with functional PLCs	# of print rich classrooms
# of teachers participating actively in PLCs	# of classrooms with Reading Corners/trolleys/shelves
# of teachers with basic ICT skills	# of teachers using online and or digital resources
# of interns recruited and orientated	
# of interns attending reading workshops	# of schools implementing special reading time (DAAR/DEAR)
# of interns attending professional development workshops	# of schools observing national/international literacy events (like Nelson Mandela Month, National Literacy Day)
# interns with enhanced literacy and reading pedagogy and skills	# of schools that have a SGB/parental Involvement meetings on FP reading and literacy
# interns receiving onsite coaching, mentoring and support	
# of interns absorbed in the education sector	



# Evidence of Impact

- **Learner Assessments and Test Scores (EGMA and EGRA)**
- **Classroom observation**
- **Implementing of strategies**
- **Learner workbooks**
- **Feedback forms (School visits and workshops)**
- **Workshop/meeting attendance and participation rates**
- **Interns who pursue studies in education/take education career path**
- **Parental involvement**

# Thank You



**Penreach**

CONTACT US:

Email: [penreach@penreach.co.za](mailto:penreach@penreach.co.za)

Phone: 013 758 9000

<https://penreach.co.za/>

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