



# Tuesdays in the Trenches

A NASCEE Literacy Presentation Series

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CloseGaps in Language, Literacy and Numeracy  
Enrichment Programme



# CloseGaps in Language, Literacy and Numeracy Enrichment Programme



	Description	Detail
1.	Process overview:	<ul style="list-style-type: none"> <li>- Working directly with foundation and intermediate phase learners, after-school in our centre.</li> <li>- Focused on Reading, Writing, Presenting and Numeracy skills. (Remedial Support)</li> <li>- Diagnostic Assessment and One-on-One Assessment and Support</li> <li>- In-loco-parentis Programme (Parent Leadership Communities (PLC) - Workshops and Community Programs</li> <li>- TECHNOLOGY Integration (Digital tools and Resources, Interactive Learning Platforms) Additional language support for underperforming learners</li> <li>- Individualised Learning Plans (Personalized instructions and Small Group Intervention)</li> <li>- Extra - Curricular Activities (Word Making, Math Games and dialogue circles</li> <li>- Homeschooling in 2020.</li> <li>- Door-to-door reading campaign</li> <li>- Celebrating Public Educational - related Holidays e.g Mandela Day</li> <li>- Closing gaps to 45 Grade 8-12 students (supporting them with activities, YouTube videos, study pumphlets, tertiary information and applications, motivation session Gr 12, Career Coaching).</li> </ul>
2.	Aim / Objectives / Goals:	<ul style="list-style-type: none"> <li>• OBJECTIVE /GOAL- Enhance Language, Literacy and Numeracy Skills for learners at their respective schools to develop proficiency in reading, writing, speaking, and to build a strong foundation and understanding in basic mathematical concepts and problem solving skills.</li> </ul>
3.	Target audience / Beneficiaries: (Learners / teachers / school managers / district and provincial officials)	Foundation and Intermediate phases learners Parents and Communiies
4.	Dosage:	92 grade 1 – 7 learners 34 PLC members
5.	Footprint / Where do you work? (Provinces/Districts/Schools)	Locally Thabazimbi

# Theory of change

## Problem Statement

Current teacher development programs are failing to adequately prepare educators to address the diverse needs of learners in language, literacy and numeracy. This inadequacy contributes to persistent gaps in learner performance, particularly in underprivileged areas.

INPUTS	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	MID-TERM OUTCOMES	LONG TERM OUTCOMES
<p>Resources needed to conduct our activities efficiently.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Budget for implementation</li> <li>• Expertise (Personnel) Coaches and Mentors</li> <li>• Curriculum and Instructional materials</li> <li>• Technology integration and resources for workshops and projects</li> <li>• Strategy and support Systems</li> <li>• Collaboration and Partnerships</li> <li>• Parents and Communities</li> <li>• Policies and Administration Guidelines</li> <li>• Monitoring and Evaluation Tools</li> </ul>	<p>Activities needed to reach our outcomes.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Capacity Building Workshops - PLC's - involvement</li> <li>• Quarterly Data analysis (reports)</li> <li>• Lesson planning, lesson demonstrations.</li> <li>• Baseline/Diagnostic Assessments (for new admissions)</li> <li>• Quarterly Feedback Sessions - Parents</li> <li>• Weekly lesson observation and Training Sessions -Curriculum Enhancement and implementation in critical topics.</li> <li>• Integrated Life Skills, Sports, Arts and Culture - for behaviour change and language development.</li> </ul>	<p>Tangible results we produce through our activities.</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Improved school results, parent and Community Engagement.</li> <li>• Partnership with local resource centres e.g. Library, Love Life etc.</li> </ul>	<p>Outcomes expected of our Programme.</p> <p>Changes in:</p> <ul style="list-style-type: none"> <li>• . Learner Achievement where learners show enthusiasm for learning.</li> <li>• Improved Learner behaviour and reduced discipline issues.</li> </ul>	<p>Outcomes we want to see in our Programme - Time frame. (Short-term)</p> <p>Changes in:</p> <ul style="list-style-type: none"> <li>• Improved Skill Development in reading, writing, presenting and numeracy.</li> <li>• Improved communication skills in expressing their ideas, thoughts, and questions effectively.</li> <li>• Motivation to engage with various learning resources and activities with minimum support.</li> <li>• Improved Problem -Solving Skills - learners develop critical thinking and problem solving skills necessary for applying language and numeracy concepts in practical contexts.</li> </ul>	<p>We hope to see improvement in literacy beyond our Programme time-frame/existance.</p> <ul style="list-style-type: none"> <li>- Increased Parental Engagement: Active involvement of parents in their children's education.</li> <li>- Improved Learner Proficiency: Higher levels of literacy and numeracy among foundation and Intermediate phase learners.</li> <li>- A Sustainable Learning Environment and culture for continuous improvement and collaboration among all stakeholders.</li> </ul>

## CONTINUATION

<b>IMPACT</b>	<ul style="list-style-type: none"><li>• Improved academic performance across the curriculum.</li><li>• Increased self-confidence and motivation as learners receive continuous support holistically.</li><li>• Improved Social and emotional development through supportive interactions within the program.</li><li>• Our Support programs often integrate activities that promote physical health, creativity, and critical thinking, and are positively contributing to the overall well-being , cognitive and personal development of the child.</li><li>• Improved parental and community engagement reinforces positive learning and achievement of educational goals.</li></ul>
Potential Risks and challenges	<ul style="list-style-type: none"><li>➤ Limited resources (finance, personnel, equipment and learning materials)</li><li>➤ Resistance to change/learning (parents and communities not understanding our objective).</li><li>➤ lack of coordination and collaboration.</li><li>➤ Sustainability issues - dependence on external funding or short-term initiatives may lead to instability to consistent support continuously.</li></ul>

# Your partnerships

Who are the project donors? Are you working with other NGOs?  
What level of government (if any) are you partnering with?



	Programme	Donors	Government	NGOs
	CloseGaps in language, literacy and numeracy in the foundation phase`	None Looking for donors	None	<ul style="list-style-type: none"> <li>• Love Life Thabazimbi</li> <li>• Thabazimbi Community Library</li> <li>• Tshwarganang Traditional Group</li> <li>• Thabazimbi Council of Churches</li> </ul>
	Organizational Development	None Looking for donors	None	NASCEE
	Primary Healthcare Programmes	None Looking for donors	None	Beyond Zero

# Indicators that you monitor

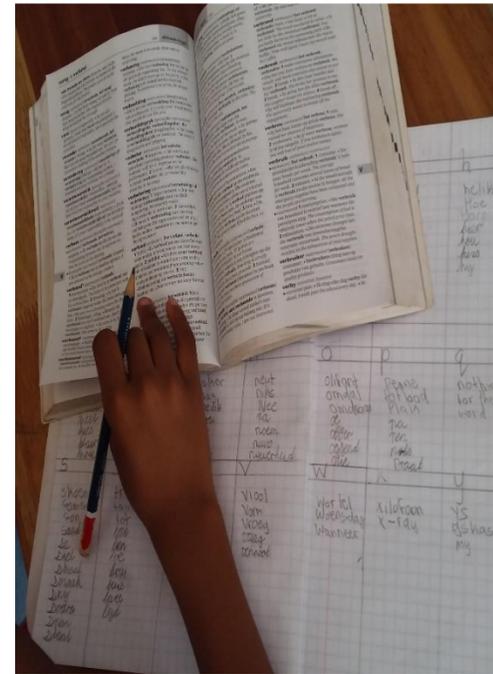
What indicators are you using to measure your outcomes or impacts?  
What else are you measuring?



	Programme	Core activities	Impact indicators	Other measures
1.	CloseGaps in Language, Literacy and Numeracy Enrichment	Reading and writing classes Round circles for discussions	<b>Improved reading comprehension:</b> 20% of learners we support have improved in reading and writing skills. <b>Increased engagement:</b> They all adapted to the programme. Numbers of learners have increase by 15 since 2024 beginning. Improved performance in other subjects. The skills they acquired in reading, writing and presenting helps them across all subjects.	Classroom observation rubrics Reading Score Sheet Attendance registers
	Community Reading Together	Door-to-door reading camapign for parents to read for children and vise versa	56 Parents enrolled and participate in reading for their children. 19 learners improved in reading and writing through the use of reading corners that they established at homes. Increased the amount of time for reading by 15 minutes.	List of door-to-door outreach participants.
	Lesson Preparation	Volunteers and SA Youth Interns receive in-service workshop in lesson preparation, delivery techniques or principles and policies on how to work with children	Three more primary schools have referred their learners to us for support.  SA Youth Interns are being trained on how to plan, assess and record for reading (Guided, shared and on individual support)	

# Evidence of Impact

What impacts are you seeing? How do you measure them?



## Evidence of impact

What indicators are you using to measure your outcomes or impacts? What else are you measuring?



GGR LESSON PLAN.pdf



READING GROUPS.pdf



RUBRIC FOR READING.pdf

- Our system of measurement is very basic.
- We have 92 learners enrolled in our programme (Grades 1 - 7).
- Learners are demonstrating areas of improvement in schools.
- Parents are giving feedback that the children can read around the home.
- Improved discipline at homes and at schools due to dialogue discussions conducted after each story read.
- Few parents are now understanding their role because they are part of our PLC group.
- Some families reflected that this CloseGaps Programme established improved relationships with their children, they can share a lot about the school environment, teachers and other learners' behaviour.
- SA Youth Interns will give more effort towards improvement of learner performance and schools results.

# Thank you!

## CONTACT US:

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For more info, visit [nascee.org.za](https://nascee.org.za).