



# Tuesdays in the Trenches

A NASCEE Literacy Presentation Series  
23 July 2024



# Describe your project / programme



	Description	Detail
1.	Process overview:	ELET's Funda uKufunda (Learn to Read) Program was conceived as a response to the concerning findings of the Global PIRLS Report that delivered the alarming statistic that 81% of our Grade 4 children cannot read for meaning. If not addressed, this poses a looming existential crisis for our country. The program comprises best practice strategies to enhance and, in some instances, realign the pedagogy of teaching literacy. The series of 4 workshops for 8 Primary schools in Umlazi Township has concluded, together with the delivery of reading and visual resources catering for differing abilities of learners, with onsite mentoring and coaching continuing.
2.	Aim / Objectives / Goals:	<ol style="list-style-type: none"> <li>1. Workshops capacitate teachers to employ structured methods to teach essential reading skills, emphasizing systematic, sequential, and explicit instruction.</li> <li>2. Aligning with CAPS curriculum, program focuses on promoting logical progression, coherence, accuracy, and support of phonetic and decodable language structures in English.</li> <li>3. Learners are gradually and systematically exposed to texts of increasing difficulty as their reading abilities progress.</li> <li>4. The initiative aims to enhance learner literacy and reading proficiency across all grades, fostering improved comprehension skills, positively impacting overall academic performance, pass rates, and reducing dropout rates.</li> <li>5. Resources are - age and culturally appropriate, a systematic and graded catering for varying abilities, established with aim of developing confident readers to facilitate improved performance for both teachers and learners.</li> <li>6. Classrooms are transformed into print-rich learning spaces, featuring relevant visual aids, themed displays, graded and supplementary reading materials, and functional reading areas.</li> <li>7. Classroom-based coaching and mentoring sessions supports teachers to ensure proper implementation of all workshop strategies.</li> </ol>
3.	Target audience / Beneficiaries: (Learners / teachers / school managers / district and provincial officials)	8 primary schools - Entuthukweni, Klaarwater, Ngilosi, Mzwilili, Qondokuhle, Qhosheyiphethe, Ntwela, Magabheni Primary Schools, all in Umlazi Township, KZN, 49 Foundational Educators and HOD's, 3000+ learners.
4.	Dosage:	4 full-day workshops, 8 onsite mentoring and coaching sessions at each school, reading and visual resources delivered to each school.
5.	Footprint / Where do you work? (Provinces/Districts/Schools)	ELET has a National footprint and since inception, has worked in all districts in KZN.

# Your partnerships

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



	Programmes	Donors	Government	NGOs and other Partners
	Funda uKufunda (Learn to Read) Program, Early Childhood Development Level 4 and 5 Learnerships, STEM Teacher Development, STEM Learner Support.	IQRAA TRUST (this program), HWSETA, CHIETA, BANKSETA ZENEX FOUNDATION, ACSA, Liberty Community Trust, Fulton Trust and Sibaya Community Trust,	Umlazi District DBE *, Pinetown District DBE, Regional DBE KZN, Provincial DBE KZN	UKZN (Disability Unit and University Technology Enhanced Learning - UTEL), CASME, NECDA, MUT, DUT and UCT.
	<p>* The Chief Education Specialist for Umlazi District, Ms. Magwaza supports this program, ensuring that educators and school management remain committed. The Umlazi District Director, Ms. Mahalangu also supports this program.</p>			

# 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
	Funda uKufunda (Learn to Read) Program	This program encompasses four teacher development workshops focusing on literacy education, providing graded readers and visual literacy resources in English to schools, offering classroom-based coaching and mentorship for educators, and creating print-rich environments in classrooms. The workshops cover various elements such as frequency of instructional reading, phonics teaching, comprehension skills assessment, and differentiated reading levels. The provision of readers also aids struggling learners in grades 4 to 7, addressing the issue of reading difficulties in the intermediate phase. Overall, the program aims to enhance literacy teaching strategies, support educators, and create stimulating classroom environments to improve learning outcomes.	<ol style="list-style-type: none"> <li>1. Percentage of children reaching key literacy developmental benchmarks established by the educator.</li> <li>2. An improvement in assessment metrics for literacy for all children.</li> <li>3. Teachers' ability to improve impact in classroom.</li> <li>4. Shared reading increases.</li> <li>5. The number of reading competitions in schools like Readathons and Spelling Bee's, increase.</li> <li>6. Confidence and discipline levels of learners improve.</li> <li>7. The ability of learners to speak more confidently improves.</li> </ol>	The addition of resources in isiZulu is a vital addition to be made for future programs, as research is conclusive on the importance of using indigenous language resources alongside English to acquire literacy.

# Evidence of Impact

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



General feedback is positive and encouraging (example below) and we remain fairly confident that the data will illustrate increased progress in literacy acquisition and levels at the schools. Schools are already reporting an increase in reading related inter-class competitions. Teachers have indicated that learners are now showing a tangible interest in reading. The University Technology Learning Enhancement Unit (UTEL of UKZN) will conduct an independent evaluation of the program shortly, through data collection and school interviews.

## **FEEDBACK AND PROGRESS OF THE PROJECT**

We would like to take this opportunity to thank you for choosing us as part of your programme. The programme is going very well as learners are enjoying to read the stories from different books. It has assisted learners with concentration in their work. Learners are now trying to read on their own.

Workshops have assisted us as educators as they equipped us with different strategies to teach reading. Learners have become more disciplined and we can see the difference in them when they read, they no longer count words.

The reading materials you have supplied us assists our learners in their different reading levels. A child reads a book that he/she understands. The vocabulary of our pupils is increasing daily and so is their imagination. Reading on a daily basis has increased their skills and learning ability.

Reading daily has also improved the pace of reading. Most of the pupils can read fluently, depicting what the story is about, through gestures and facial expression.

We thank you for your continued support through workshops, readers and big books.

Kind regards

Miss L.V. Lushaba  
Principal

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# Programme Highlights



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# Thank you!

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