

BINDING CONSTRAINTS LAB

Workshop report:

Leveraging the Presidential Employment Stimulus to deliver literacy outcomes

Summary:

On 24 May 2024, the Binding Constraints Lab (BCL) hosted a workshop on "Leveraging the Presidential Employment Stimulus to deliver literacy outcomes." The BCL's goal is to identify high-potential opportunities in education and explore how they might be implemented at scale. This was the third in a series of workshops focused on using public employment programmes to improve Foundation Phase Literacy outcomes.

October 2024

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Executive summary

Between 2021 and 2023, the Basic Education Employment Initiative (BEEI), part of the Presidential Employment Stimulus, created more than 1.1 million job opportunities for youth at almost every public school in South Africa. The BEEI initially focused on reducing unemployment. However, to really leverage the opportunity the initiative presents for education and sustain a budget commitment, future rounds will also need to demonstrate that placing young people in schools can improve learning outcomes.

In 2023, the Binding Constraints Lab (BCL) hosted two workshops that explored the intersections between learning outcomes and youth employment. From these workshops, a consensus emerged that foundation phase literacy is the best place to focus, because the system is failing to equip learners with the basic skills required to learn to read; local evidence demonstrates that it is possible for unemployed young people to do this; and the change is measurable.

On 24 May 2024, the Binding Constraints Lab hosted a workshop that explored the question: "How might we leverage the Presidential Employment Stimulus to improve literacy outcomes?" It built on prior collaborative work to focus on:

- Identifying best practices that different organisations bring to the table;
- Co-designing district-level pilots that would use BEEI youth to improve literacy; and
- Identifying areas of consensus and areas where more work needs to be done.

Participating organisations shared aspects of their work that were well-tested and scalable and could contribute to a collective effort. This included expertise in literacy content and programmes; working with young people; working at scale; assessment and data systems; and other skills including online training, rural work and community engagement.

Participants then worked in three groups to design a programme using BEEI teacher assistants (TAs) to improve foundation phase reading that could be piloted across a specific district or circuit. Each group had provincial Department of Education representatives from that province to ground and guide the discussion.

Across the groups, there was broad agreement around which schools to target, how to measure learner outcomes, training dosage and model, aspects of the mentoring model, TA responsibilities, teachers' role, using evidence-based models, and piloting before scale.

Design elements that need further exploration include the TA-to-class ratio, the mentor-to-TA ratio, mentor responsibilities, which grade/s to start with, TAs' role in assessment, how to include Department of Education stakeholders; materials provision; and funding.

The budget required depends on the assumptions, e.g. grades selected, number of classes per grade, ratio of mentors to TAs, programme length etc. An example of budget categories to include for supporting NGO partners are included in the brief.

This year, the programme has been shifted from the DBE to the Unemployment Insurance Fund (UIF), and will be managed by the Industrial Development Corporation (IDC). This move has necessitated some inevitable delays, which have afforded the sector to take the time to reflect, regroup and plan ahead.

Going forward, there are indications that funds will likely be available for training, and so PEDs, civil society organisations and donors are encouraged to prepare for this, to identify and secure / allocate funds and develop capacity for mentoring, project management and overheads, and to build the opportunity into their strategic plans going forward.

Important groundwork has been laid, with lessons learned, programmes developed, piloted and tested, and relationships and coalitions built. In this next phase we need to deepen our collaborative efforts, and leverage the work to date to significantly shift learning outcomes and provide meaningful work experience at scale.

Background

The PES: from employment to learning outcomes

In 2020, South Africa launched the Presidential Employment Stimulus (PES). To date, it is the largest public employment programme South Africa has ever seen, creating an estimated 1.8 million jobs in the 2023 financial year.[1]

The largest programme within the PES is the Basic Education Employment Initiative (BEEI). From 2021 to 2023, it created more than 1.1 million job opportunities for youth ages 18-35 at approximately 20,000 public schools across the country.[2]

At the time of the workshop, the BEEI had been renewed for a fifth round, with R5.5 billion allocated from the Unemployment Insurance Fund (UIF) rather than the fiscus.

Early rounds of the BEEI focused on reducing unemployment. However, to make the policy case for continued investment in a context of fiscal austerity and competing priorities, creating jobs is not enough. Future rounds of the BEEI will need to show that placing young people in schools can also improve children's learning outcomes.

Foundational literacy: a starting point

In the first two workshops the Binding Constraints Lab (BCL) hosted on youth employment and learning outcomes, a consensus emerged that **when training unemployed youth to improve learning outcomes, foundation phase literacy is the best place to start**. This is because:

- **The need is great:** At the end of Grade 1, only 40% of learners know most of their letters.[3] 81% of Grade 4 learners cannot read for meaning in any language.[4]
- **The effects compound:** Literacy skills are the foundation for all learning, and children who start behind stay behind: children who knew fewer than 10 letters at the end of Grade 1 are still 3-4 years behind in Grade 7.[5]
- **Young people can do it:** the average unemployed matriculant is better-placed to support children with basic literacy skills than with maths or higher-grade skills.
- **It's measurable:** tools including the Early Grade Reading Assessment (EGRA) and the Department of Basic Education's oral reading fluency benchmarks (available in 11 national languages) enable accurate evaluation and comparison across projects. (See Appendix A for benchmarks.)
- **It's possible:** South African civil society organisations have developed proven models that show that unemployed young people can improve foundation phase literacy.

To date, proven models have largely been implemented via small-scale pilots. They need to be scaled up to support government's agenda and achieve meaningful change for children.

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1 Youth Capital 2023
2 Department of Basic Education n.d.
3 Wills, Ardington and Sebaeng 2022
4 Department of Basic Education 2023
5 Mohohlwane, Wills & Ardington 2022

Human resources are a major barrier to scale – but could be overcome by leveraging the PES. This would require careful design, appropriate budget allocations, and collaboration between government and civil society.

Rapid change is possible: the case of Sobral, Brazil

In 2001, 40% of grade 3 learners in Sobral, Brazil could not read a single word. Twelve years later, they have close to universal literacy – this standard has been maintained to today.

How did they do it?

Key ingredients included:

1. **Political will and a focused plan:** Leaders were fully behind the plan. The leaders used the political platform to establish a clear goal of "all learners to be literate by Grade 2" and reorientated the system to focus on the mechanisms that could achieve this goal:Initially, they did not receive additional budget, and instead reallocated what they had to prioritise reading.[6]
2. **Training all teachers:** All teachers from Sobral's schools had to attend a teacher college for a year. Their re-entry into the system was dependent on their performance on an exit exam..
3. **Assessment:** Testing was independent, with two external service providers: one to administer the test at schools, and another to mark the recording, to eliminate bias.
4. **Civil society support:** Civil society experts supported design and implementation of education reforms and were part of the government plan to reach learning goals rather than pursuing their own agendas.

At the workshop, participants reflected on this case study and its applicability to the South African context: what would it take to move from small, focused projects to Sobral-style systemic support that can rapidly improve learning outcomes? It was noted that:

- Interventions should target circuits, rather than districts.
- Efforts should start where strong circuit managers are keen to roll out a programme.

Civil society and government need to move together towards a shared goal with regular measurement against progress.

6 During this period the state would introduce a financing system that would redistribute funding to poorer municipalities which included Ceara.

Workshop overview

In this context, the workshop posed the question: How might we leverage the Presidential Employment Stimulus to improve literacy outcomes?

Workshop objectives

1. Build on outcomes from previous workshops
2. Learn about each other's interventions, challenges, successes and impact
3. Spark connections between sector leaders
4. Identify ways increase reach and impact through collaboration
5. Develop operational models for ways in which civil society can support Government in training and mentoring youth to deliver early grade literacy outcomes

As the third workshop in a series, this session focused on:

- Sharing what various actors could bring to the table;
- Hashing out design details at a district and circuit level, using a case study approach
- Identifying areas of consensus and areas where more work needs to be done.



While this workshop focused largely on the BEEI, there is potential to use other programmes, like the Social Employment Fund (SEF) or the Expanded Public Works Programme (EPWP), to achieve the same goals.

Workshops 1 and 2: high-level outcomes

Workshop 1:

Working with youth to deliver foundation phase learning outcomes at scale
This July 2023 workshop explored what an effective, meaningful programme would look like for learners, youth and teachers. Working groups explored:

- What types of tasks youth can and should do in schools that have been shown to make an impact, while ensuring youth and teacher roles remain distinct.
- What outcomes a programme could achieve, for learners, youth and teachers.
- What is required to achieve those positive outcomes, including clear role descriptions; a careful selection process; quality, focused training and mentoring (with both face-to-face and remote support); measurement and feedback; and pathway support.

Workshop 2:

Scaling youth pathways in education

This October 2023 workshop was more exploratory in nature. It unpacked:

- **TA roles:** the importance of distinguishing between Teacher Assistant (TA) and teacher responsibilities, in line with the SACE[7] professional standards.
- **How to expand pathways for TAs** after their BEEI placement, which could include establishing a paraprofessional role and qualification in education; creating bridging programmes for people who did not qualify to study towards a B.Ed[8] degree; and using recognition of prior learning (RPL) to help BEEI alumni access formal qualifications.
- **The role of remuneration:** BEEI salaries are higher than many entry-level jobs alumni may move to; this may need review.

The detailed reports are available here: Workshop 1 and Workshop 2

Drawing on best practice: scale-ready competencies

Each of the 13 civil society organisations presented briefly on their work, focusing on which aspects of their work are most scalable and could be replicated or duplicated by others.

Who was in the room?

The following civil society organisations were represented:

- Axium Education
- DBE E-Cubed
- Funda Wande
- Masinyusane
- Nal'ibali Trust
- NECT
- Penreach
- Room to Read
- Social Innovations
- The Learning Trust (TLT)
- Wordworks
- Year Beyond
- Zero Dropout



Representatives from the Presidency; the national Department of Basic Education; the Eastern Cape and North West Departments of Education;; the Industrial Development Corporation (which implements the Social Employment Fund) and DGMT were also present.

7 South African Council of Educators
8 Bachelors of Education



What are we good at?

Civil society organisations brought a wide range of tested models, skills and expertise to the table that could be used to complement and support government efforts to improve learning outcomes at scale. The graphic below is not exhaustive, but notes some of the key contributions organisations may be able to make as noted in the workshop.

Literacy content & programmes



- **Learning materials:** Axium, Funda Wande, NECT, Room to Read, Wordworks, Year Beyond, Social Innovations
- **Catch-up programmes:** Masinyusane, Zero Dropout, Social Innovations
- **After-school programmes:** The Learning Trust, Nal'ibali, Social Innovations

Working with youth

- **Training and coaching youth:** Axium, Funda Wande, Masinyusane, Year Beyond
- **Implementing models with TAs/interns:** Axium, Funda Wande, Masinyusane, Penreach, Year Beyond
- **Mentoring youth:** Funda Wande, Axium, Masinyusane, Year Beyond

Working at scale

Working at scale across a district or province: NECT, DBE E-Cubed, Wordworks

- **Partnering with the Department of Education:** Funda Wande, DBE E-Cubed, Wordworks, Room to Read, NECT
- **Scaling via public employment programmes:** Axium, The Learning Trust, Nal'ibali
- **Coalition models to support smaller organisations:** The Learning Trust

Assessment & data systems

- **Assessment:** Axium, Funda Wande, Masinyusane, Penreach
- **Data systems:** Year Beyond, Axium, Masinyusane

Other competencies

- **Online training:** DBE E-Cubed, Wordworks
- **Rural experience:** Axium
- **Community engagement:** Room to Read, Nal'ibali, Year Beyond

What would it look like? A planning exercise

Participants were divided into three groups. Each group included provincial Department of Education (DoE) officials. Groups were asked to pick a district in the DoE officials' province and design a programme that could be rolled out across the district, using BEEI youth to improve foundation phase reading and including training and mentoring support.

Design factors to consider

- District
- Outcomes for learners (and target)
- Outcomes for youth assistants
- Provincial education leads
- Number of schools targeted
- Grades supported
- Number of youth assistants
- Training approach
- Training partners
- Mentoring approach
- Number of mentors
- Budget required
- Budget source
- Outcomes measurement approach

The three proposals are included in Appendix B.

Areas of convergence and questions to explore

Across the three working groups, there were areas of clear agreement, and areas where different models and options still need to be explored.

There was clear agreement around:

- **Targeting:** Pilot interventions should target underperforming no-fee schools with large class sizes, as guided by provincial Departments of Education. It is best to focus on schools that do not have too many interventions already and where there is interest and support.
- **Unit of intervention:** Programme design should start by working at a circuit level.
- **Programme focus:** TAs should focus on foundation phase literacy.
- **Learner outcomes:** Targets should align with the DBE's Early Grade Reading Benchmarks. They should look at two indicators: the percentage of learners meeting benchmarks, and some measure of improvement for all learners (to account for learners who remain below the benchmark but have improved).
- **Training model:** Five to six days of face-to-face training are optimal, divided into initial training and some refresher training; and this should be complemented by digital training materials and support. Training should balance technical reading content and programme materials with practical training on working with children, and include an element of personal development and job readiness.

- **Training partners:** Civil society should provide training and ongoing mentoring.
- **Mentoring model:** Mentoring should include both teachers and civil society mentors, with a blended model of face-to-face and the use of technology, such as WhatsApp groups, to check in and provide refresher content.
- **Evidence-based:** Training and mentoring approaches should be based on those which have been shown to be effective through previous quality studies, data collection and reflection.
- **TAs are not teachers.** Their tasks need to be clearly defined and distinct from teachers' responsibilities. (See the Workshop 1 report, page 6 and the Workshop 2 report, page 8 for more detail.)
- **Teachers must be positioned as mentors and leaders** but will need support from civil society.
- **Piloting:** Models should be piloted to test for scalability and allow implementing partners to build their capacity to support and grow into future years

Aspects of design that need to be further explored and refined include:

- **TA-to-class ratio:** Various ratios were proposed, including one TA per class, one per grade, two per grade and two per school. A programme model may need to be adapted to align with available TAs.
- **Focus grades:** Some groups proposed starting with Grades R and 1 and gradually adding Grades 2, then 3. Others proposed starting with Grade 3 to support children with the transition to learning in English in Grade 4. Each has advantages and disadvantages. It may come down to political priorities in each province.
- **How to include Department of Education stakeholders in training:** Teachers, Heads of Department, Principals, Circuit Managers and Subject Advisors need to understand the project, embrace their role and support its rollout. Some provision needs to be made to include them in training or provide separate training.
- **Materials:** Materials would be provided to each TA. They need to be designed based on what is already available (or not available) in classrooms, while remaining as simple as possible (e.g. letter cards, games, chalk and dice, assessment booklets, an alphabet frieze).
- **Mentor-to-TA ratio:** Various ratios were proposed, ranging from 1:20 to 1:80 TAs. This may need to depend on the circuit, and different models of mentoring may need to be piloted.
- **Mentoring roles and responsibilities:** If teachers are mentoring young people on how to work with children, and outside mentors are supporting them to deliver programme-specific content, there is potential for confusion and conflict. Roles and reporting lines need to be extremely clear to all actors, and teachers need to be positioned as authority figures.
- **TAs' role in assessment:** Many pilots have successfully used TAs to administer EGRAs, but it is important that TAs do not take over teachers' jobs. Involving TAs in assessment would need to be navigated in a pragmatic and politically sensitive way.
- **Funding:** What is the scope for reallocating government budgets to fund costs including training or materials? What role should the private sector play in demonstrating proof of concept and catalysing further government investment?

What would it cost? Budget estimates

The budget will depend on the assumptions, e.g. grades selected, number of classes per grade, ratio of mentors to TAs, programme length etc.

An example of budget categories to include for supporting NGO partners to be able to well cover their costs are outlined below.

NGO coordination and management	
Project Manager	monthly salary x number of months (include time for planning and wrap-up)
Monitoring, data and learning manager/ coordinator	monthly salary x number of months (include time for planning and wrap-up)
Administrator	monthly salary x number of months
Mentors (if hired and paid for by the NGO partner)	monthly salary x number of months

Materials	
Materials used in training (print outs, exercises)	pages x total number of TAs
Materials provision to TAs	in class support material packs x number of TAs

Travel and communications	
Mentor travel (visit x schools per month)	monthly travel allowance or travel cost x number of mentors
TA travel to training	return trip to close training venue x TAs x total days training
Data for mentors	Rx per mentor per month x number of months

Catering	
Catering at training	daily catering cost x (number of TAs + number of trainers) x training days

Other	
NGO overhead	% of total cost
etc	

Total	

Policy recommendations

The BEEI and other public employment programs offer Departments of Education a valuable opportunity to significantly enhance classroom education without straining budgets. To maximise this opportunity and improve learning outcomes, TAs must be strategically placed in grades where their impact is greatest, and they must receive proper training and mentoring. The quality, quantity, and type of training significantly influence program effectiveness and learning outcomes. Given budget and capacity limitations, practical and innovative solutions are essential. Provincial Departments of Education should collaborate with civil society to develop a programme implementation model, training, materials, and mentoring/delivery support.

Recommended policy actions include:

- Locating the project within the provincial Curriculum Department (Foundation Phase).
- Appointing a project manager within the Curriculum department.
- Leveraging approaches that have already been piloted, and shown to deliver improved learning outcomes.
- Piloting the project in a circuit, a mix of rural and urban circuits, or a district before scaling up.
- Deploying TAs in target schools to focus on Foundation Phase literacy.
- Allocating a percentage of the PYEI budget for training and mentoring.
- Collaborate with civil society organisations to source additional funding for materials, training, mentoring and research from philanthropy and the private sector.
- Clearly defining TA roles as distinct from teachers' roles.
- Setting targets for each grade aligned with DBE early grade reading benchmarks.
- Using the Early Grade Reading Assessment (EGRA) letter-sound module in Grade 1 and oral reading fluency module in Grades 2 and 3 to establish a baseline, group children by skill level, and measure progress.

The Way forward

The BEEI and other public employment programmes provide an important opportunity to simultaneously tackle both of South Africa's biggest problems: poor learning outcomes and high youth unemployment.

This year, the programme has been shifted from the DBE to the Unemployment Insurance Fund (UIF), and will be managed by the Industrial Development Corporation (IDC). This move has necessitated some inevitable delays, which have afforded the sector to take the time to reflect, regroup and plan ahead.

Going forward, there are indications that funds will likely be available for training, and so PEDs, civil society organisations and donors are encouraged to prepare for this, to identify and secure / allocate funds and develop capacity for mentoring, project management and overheads, and to build the opportunity into their strategic plans going forward.

Important groundwork has been laid, with lessons learned, programmes developed, piloted and tested, and relationships and coalitions built. In this next phase we need to deepen our collaborative efforts, and leverage the work to date to significantly shift learning outcomes and provide meaningful work experience at scale.

Appendix A: Reading Benchmarks

About the benchmarks: Benchmarks are standards of proficiency. They can be used to establish expectations and norms for reading performance; identify children at risk of reading failure; and set clear, realistic milestones for teachers and interventions to work towards in each grade.

The South African benchmarks have been developed in 11 national languages, led by the Department of Basic Education in partnership with researchers and language specialists. They take account of the structural differences in African languages.[9] They are shown in the table below.

Language/s	**By the end of...**		
	Grade 1	Grade 2	Grade 3
	All learners should be able to:		
	Sound at least	Read at least	
Nguni Home Language Group (Siswati, isiZulu, isiXhosa)	40 clspm* (letters)	20 cwpm (words in a passage)	35 cwpm
Sesotho-Setswana Home Language Group (Sesotho, Setswana)	40 clspm	40 cwpm	60 cwpm
English First Additional Language	N/A	30 cwpm	50 cwpm
Afrikaans Home Language	40 clspm	50 cwpm	80 cwpm
Xitsonga Home Language	40 clspm	30 cwpm	40 cwpm
Tshivenda Home Language	40 clspm	35 cwpm	55 cwpm

*Correct letter-sounds per minute
**Correct words per minute – words in a passage

9 Jukes, M. et al (2020). Setting reading benchmarks in South Africa. Department of Basic Education. https://www.education.gov.za/Portals/0/Documents/Reports/Design%20Report%20C%20Setting%20Benchmarks%20SA%2016%20October%202020.pdf?ver=2020-11-05-114939-670

Appendix B: Working group programme designs

Working in three groups, participants were asked to pick a district and design a programme that could be rolled out across the district, using BEEI youth to improve foundation phase reading. Tables summarising the proposals are below.

Group 1: North West

Design element	Proposal
District/s	Dr Kenneth Kaunda (Why? Not over-served by NGOs; low parent involvement; social issues)
Outcomes for learners (and target)	% of children reaching DBE benchmarks[10] increases from - Grade 1: 30% to 50% after 1 year[11] - Grade 3: 20% to 30% after 1 year, 40%? after 3 years
Outcomes for youth assistants	Reference letter/CV with competencies; in a job or other education-related activity six months later; studying education
Provincial education leads	Superintendent-General/ HOD (to project sponsor - DDG), then will go to Project Manager (a designated PYEI person). PYEI training coordinator, PYEI focus area manager (CES Curriculum) District Director (will be informed), PYEI District Coordinator Circuit Managers.
# of schools	130
Grades supported	Grades R to 3. 2 options to scale up: (a) Start with foundations Year 1: R+1, Year 2: R, 1, 2, Year 3: R, 1, 2, 3 (b) Start with transition year Year 1: 3, Year 2: R, 1, 3, Year 3: R, 1, 2, 3 (c) All 4 grades from year 1: R, 1, 2, 3
# of youth assistants	Example carried through: all 4 grades (R-3) from year 1 2 per grade x 4 grades x 130 schools = 1040
Training approach	3 days in person upfront, 2 days in person over the year, plus complementary online training. 10 circuits; 1 training per circuit over 3 weeks. Need +- 6 trainers to complete all trainings. Include teachers in Day 1 of training?
Training partners	Need to find NGO partners – no "go-to" partner in this area
Mentoring approach	1 mentor visits 10 schools, 2-3x per term. Each mentor supports +-80 TAs
# of mentors	13
Budget required	+- R4 million (R3800 per TA, R95 per learner). Includes 5 days training cost, materials, mentoring visits over 10 months
Budget source	TBC
Outcomes measurement approach	TBC

Group 2: Eastern Cape (1)

10 Also need a target for all learners' improvement, whether they meet benchmark or not – tbc.

11 Grade 1: Zazi iZandi pilot improved from 28% to 43% in a six-week intervention, so 30% to 50% feels achievable with a year-long intervention. Goals have to be ambitious enough to matter.

Design element	Proposal
District/s	Nelson Mandela Bay, OR Tambo Coastal, Sarah Baartman (1 rural, 1 urban, 1 mixed)
Outcomes for learners (and target)	% point increase in learners reaching grade-level benchmark
Outcomes for youth assistants	Active citizenship: to what extent do they stay in their community Economically active: how many stay in education? (to what extent are we building a pipeline of teachers?) Influence on schools and learning environment
Provincial education leads	Curriculum, Foundation Phase (programme design and monitoring) Appoint a programme manager to oversee implemenation. Programme design and implementation should be Curriculum and the districts directorates and therefore the PM should be based in one of those departments.
# of schools	TBC
Grades supported	R-3
# of youth assistants	1 per classroom - # TBC
Training approach	3-5 days in person at the start of the year, 1x refresher training at the end of Term 1, monthly check-ins. Training on: EGRA, "Big 5" ideas of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension), 5 reading activities (reading aloud, shared reading, group guided reading, paired reading and independent reading), how the classroom works, working with teachers, being on time, ethics.
Training partners	Potential partners: Funda Wande, Axium, Nelson Mandela Institute, Masinyusane. Principle: build on existing capacity, and stretch to expand scale. Where necessary, find different partners who are good at different core elements (e.g. literacy and training).
Mentoring approach	1 visit per month from outside mentor. 3 pieces: (1) How to work with learners – led by teachers (2) How to use programme content – led by outside mentors (3) Personal growth (may need to use tech)
# of mentors	1 per 20 schools (1 per circuit)
Budget required	Did not calculate but should include: Training, materials, stipends (government), accommodation, transport and fuel, catering (cap amount), printing, data for online, administration (government), monitoring and support, additional LTSM if needed e.g. graded readers, starter pack for each TA.
Budget source	Stipends – government (PYEI) Training – look into a % of national PYEI budget Some private funding may be needed to produce the evidence and make the case for a government budget line
Outcomes measurement approach	TBC

Group 3: Eastern Cape (2)

Design element	Proposal
District/s	Nelson Mandela Bay Sarah Baartman
Outcomes for learners (and target)	By the end of Grade 1, all learners should know their letter sounds well, sounding at least 40 correct letters per minute
Outcomes for youth assistants	Good quality training, work experience, a testimonial. Job readiness and self development embedded in face-to-face and online training, monthly mentor check-ins
Provincial education leads	TBC
# of schools	Focus on Quintile 1-3 schools with more than 100 learners in Foundation Phase. NMB: 178 schools, SB: 92 schools, Total: 270 schools
Grades supported	R and 1 to start. Expand up to Grade 2 once success is achieved with Grade 1 benchmark.
# of youth assistants	1 per 2 classes. NMB: 267, SB: 138, Total: 405
Training approach	6 days (2 days x 3 sessions)
Training partners	TBC but may include Nelson Mandela Institute, Masinyusane, Funda Wande, Lebone Centre (need to map)
Mentoring approach	1 mentor to 20 TAs
# of mentors	20
Budget required	+- R6 million (excluding stipends) Incl. training, mentoring, project management, overheads, M&E
Budget source	TBC
Outcomes measurement approach	EGRA letter sounds

Appendix C: Participants

Name	Organisation
Bhavanesh Parbhoo	Industrial Development Corporation
Bridget Hannah	DGMT
Buyiswa Xaba	Masinyusane
Dr Carol Letshabo	North West Department of Education
Carrie Mashek	Year Beyond
Charlene Petersen	The Learning Trust
Chulekazi Xundu-Bula	Eastern Cape Department of Education
Claudia Stanfield	Zero Dropout
Colleen Deidricks	Wordworks
Craig Paxton	Axium Education
Inati Bindiza	Department of Basic Education (national)
Jacob Legae	North West Department of Education
Jacqui Boulle	Year Beyond
Jacqui Dornbrack	Independent
Jo-Ann Dreyer	DBE-E Cubed
Kate Philip	The Presidency
Kimon Phitidis	Social Innovations
Lala Maje	Department of Basic Education (national)
Lethu Letsoalo	DGMT
Linda Gwele	Eastern Cape Department of Education
Luisa Roscani	National Education Collaboration Trust
Lukhanyo Sidiya	Eastern Cape Department of Education
Nosisi Zibi	Eastern Cape Department of Education
Ongeziwe Nxokwana	DGMT
Paulene Solomon	Wordworks
Penny Vinjevold	Eastern Cape Department of Education
Qhamani Tshazi	Funda Wande
Rosemary Rollinson	Nal'ibali
Sikhatele Veronica Mathebula	Penreach
Wade Harker	Room to Read
Zama Zulu	Masinyusane

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