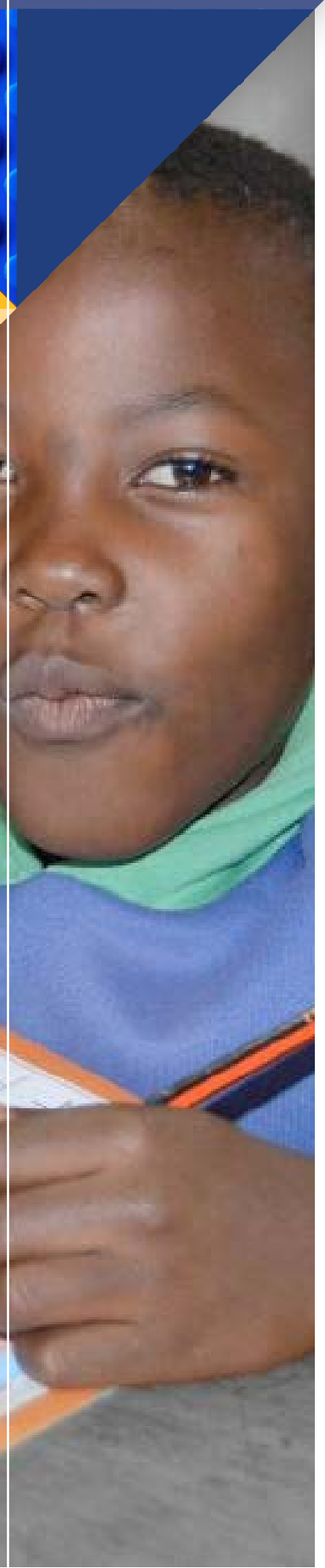


2020

ANNUAL REPORT

Penreach

Penreach



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Penreach

A renewed appreciation for the Penreach Village



Message from CEO

2020 is a year that will not be easily forgotten, and there are many reasons for that. Firstly, because it tested us in ways which we could not imagine. Disruptive change became a reality for all in an instant, and solutions for existing, new and emerging challenges in the education sector had to be found with speed. A crisis often has a way of showing people's real character, and it worked the same way for Penreach as an organisation. The distinguishing aspect of Penreach's response to the unfolding crisis of the COVID-19 pandemic was that Penreach cares.

The agility of our team and the support from funders and other community partners enabled Penreach to respond quickly to emerging humanitarian needs in our communities. Through the new Penreach Cares programme, we were able to serve 17 communities, delivering 6 753 food packs which provided 1 701 756 meals. Together with addressing food security, Penreach Cares made the dissemination of health-related information on the pandemic possible.

Nutritional support, information sharing and support for learning at home became the three main areas of Penreach's immediate response. Radical changes in the implementation environment for your programmes required urgent action to enable continued delivery of services, albeit in different formats and through different means.

Assistance to teachers to adapt in a chaotic environment was crucial, and the two key challenges to overcome were limited access to data, and the need to upskill teachers in digital know-how. Teacher development workshops continued via a newly introduced online learning platform. The crisis provided the opportunity for Penreach to leapfrog into the world of online learning, together with teachers. This leap included the development of online infrastructure, e-learning content and an automated assessment system.

The extent to which Penreach knows the communities in which it works, together with a pragmatic "can-do" spirit, enabled the team to find realistic solutions for technological limitations. This meant the introduction of technology that worked in the context in which Penreach operates, and included mobile technology and the use of broadcast media.

Other key building blocks for achieving success in 2020 was the strength of our relationships with our funders and other community partners, and that we could use the infrastructure in communities to continue to reach learners with nutrition and learning.

This was a year in which the Penreach team were often required to put the needs of the Penreach community before their own personal needs, and they did this with dedication and enthusiasm, because they care. 2020 also strengthened our belief in the value of relationships with all our stakeholders: the community, donors, government, and other NGOs. Like it takes a village to raise a child, this year we have a renewed appreciation for the Penreach "village", which has now also become a "virtual village".

Penreach and the broader community have also suffered immeasurable and irreplaceable losses as a result of one of our staff members, teachers and community members succumbing to COVID-19. We would like to assure them and their loved ones that they are not mere statistics, but that their contributions to the Penreach community lives on as building blocks for the future.

Facing the challenges of 2020 made us stronger, and many of the innovations we implemented will become part of the Penreach of the future. We are looking forward to 2021 to consolidate our learning of this year, to keep on learning and growing together.





Founded in1991

Penreach was born with the vision of being a "lighthouse"; a centre of educational excellence which's light would reach disadvantaged communities

2020 in Pictures

Our Mission

Educational, excellence for one and all

100% Donor Funded

Head office in Nelspruit Mpumalanga, with a footprint starting to reach beyond our borders

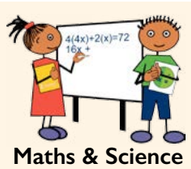
Penreach Snapshot for 2020

Educational excellence ... ... for one and all

"Our programmes are designed to provide support and build capacity throughout the education ecosystem – children, teachers, school management and communities – to ensure sustainable change."

Impact Goal

90% of all children to achieve above 50% in Languages, Maths and Science by 2030.

CONTEXT	Approximately 40% of young children in South Africa grow up in conditions of abject poverty. Timely and appropriate interventions can reverse the effects of early deprivation and maximise the development of potential.	Nationally, 78% of learners cannot read for meaning by the age of 10 (PIRLS 2016). As we learn to read and then read to learn, failing in the first instance will lead to failure down the line.	Schools, especially more rurally located ones, have no science equipment or laboratories to help learners complete practical experiments.	Holistic development relates to developing intellectual, mental, physical, emotional, and social abilities in a child to help them face the demands and challenges of everyday life. Children from disadvantaged backgrounds often don't have the opportunity to obtain such personal growth.	Poor learner performance in most schools is largely due to the poor subject knowledge of teachers, especially in mathematics (NEEDU).	School principals work under strenuous conditions and deal with multifaceted transformational issues. School leaders struggle partly because they are inadequately prepared for leadership positions, or simply lack the necessary skills, knowledge and attitudes to lead and manage effectively.	CONTEXT
IMPACT STATEMENTS	Through giving more children access to quality early development services we will help to close the gap for young children from marginalised communities.	Ensuring that children can read for meaning in their home language and English by the end of Grade 3 will improve educational attainment of learners throughout their school careers.	Through increasing the foundational knowable in Maths & Science we are preparing children to take STEM subjects and pursue scares skills.	We promote opportunities for gifted children, in education, sports and arts. We support individuals and schools to build the foundations necessary for the holistic development of a child.	Improving the subject knowledge, curriculum management ability and professionalism of teachers is essential to achieve better education outcomes.	Through supporting members of school management teams to become strong and capable leaders, we are helping to set the optimal environment to thrive.	IMPACT STATEMENTS
PROGRAMMES	 **ECD Programme** **ECD Support Programmes**	 **Asifundze Literacy & Numeracy** **Books in Homes**	 **Maths & Science Programme**	  **Bursaries** **ArtReach** **SportReach**	TEACHER DEVELOPMENT WORKSHOPS **Skills Development**	 **Penreach Courageous Leadership Development Programme (PCLDP)**	PROGRAMMES
2020 REACH	• 2.5 million households reached through radio • 173 households reached through activity cards • 2,542 Children reached • 104 ECD Centres, 267 practitioners receiving remote training and coaching on COVID-19 readiness support	• 2.5 million households reached through radio & Penreach Books in Homes • 39 Toy Libraries with 1,948 children reached • 417 reading camps - 17,000 children reached • 80 Primary schools, 811 teachers receiving remote training and coaching for curriculum catch-up	• 200,000 Households reached through radio • Science videos shared with 55 partner schools • 104 ECD Centres, 56 Primary schools, 17 High schools. 378 teachers receiving training and coaching for curriculum catch-up • 19 Teacher trainees placed at schools with mentorship, training and resources	• Tutorial sessions for 6 Grade 12 bursary students • Support for online schooling for 26 bursary scholars		• 8 Virtual sessions for School Management Teams (SMT)	2020 REACH



The Penreach Advantage

…realigning the building blocks which have been developed over time, to respond to immediate humanitarian needs of communities, while also still keeping children, parents and teachers connected to learning…

The COVID-19 crisis was like an "agility challenge" for Penreach and the entire country. Everything changed in a flash. Nothing worked like it did before, schooling was disrupted, and almost instantly, a humanitarian crisis emerged. Three key changes and challenges emerged that were of particular importance to organisations working with communities:

Changing needs of beneficiaries:
Low-income communities especially were facing a loss of income, food insecurity and many other challenges.

An environment in constant flux:
Continued adjustments to emergency regulations and levels kept on changing the playing field as the COVID-19 pandemic raged and morphed.

Need for rapid decisions making:
It was clear that decisions had to be made quickly to ensure timely responses and actions that could have an impact on the lives of people when and where it mattered.

Penreach's response to COVID-19

EDUCATION CHALLENGE

With the changed needs of its beneficiaries being the primary concern, Penreach formulated a rapid response in consultation with key stakeholders to ensure that funding and focus could be re-aligned to address priority immediate needs. At the same time, Penreach needed to keep its pre-defined outcomes in mind to ensure that its emergency response was strategically aligned. In response to the emerging challenges and changing needs, funding and operations focused on three key areas.

INFORMATION SHARING



SUPPORT FOR LEARNING AT HOME



NUTRITIONAL SUPPORT



"Facilitating the STEAM workshop this year has been a year of unlearning and relearning as we've navigated the challenges of the COVID pandemic. There has certainly been a silver lining, as lockdown has forced us to embrace 21ste century methodology."
Cheryl Williams (STEAM facilitator)



Key success factors

2020 was not an easy year for Penreach, and the achievements hard fought for. From our lessons learnt in 2020 we have learned that the following key success factors helped us to make a difference in difficult times:

Values close to heart
Keeping our values close to heart made it impossible not to respond to the unfolding needs and challenges the team saw in our communities.

Strong leadership
Strong leadership was required to ensure that new initiatives were embraced throughout the organisation and that these initiatives remained aligned to the strategic direction.

Relationships and partnerships
The strength of our relationships and partnerships allowed us to meet needs in all existing and emergent focus areas. We would not have been able to do this on our own.

Integrated programme delivery model
Our different programmes and initiatives serve schools and communities in the same areas. This meant that we could utilise programme infrastructure, such as ECD Centres and Reading Camps and clubs to reach communities with food and information distribution. and to continue to make learning materials available.

Context sensitive innovation
We tackled challenges by being realistically ambitious. We did not allow challenges to defeat us. We understand the context in which we operate, and found practical solutions that worked in the communities we serve. Where online learning was not feasible, we embraced mobile learning and radio successfully.

Learning organisation
Penreach is a learning organisation, and as such we are committed to learning and sharing our learnings. We hope that the stories and keys to success we share in this Annual Report will help others who face similar situations and challenges.



Skills Development

Stepping into the future with us

Each year, over a thousand teachers across Mpumalanga attend in-service training workshops at Penreach to improve their pedagogical knowledge, subject knowledge and practical teaching skills.

While the COVID-19 health guidelines made large gatherings impossible, we have embraced technology to help us continue training through online channels. These innovations will be sustained in the future. One of our many exciting initiatives included the launch of our very first online learning platform for educators.

E-LEARN@ PENREACH

How we laid the building blocks for e-learning in 2020

Conceptualisation of the platform and development of online infrastructure and content.

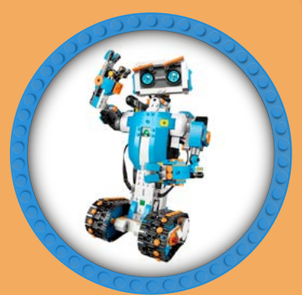
Digital course material was uploaded on the e-learning portal.

- This will limit the need for printing of course material (approximately 12 000 pages per training event) and helps Penreach go green!
- The course material can be accessed at any time and assessments are automated.

Registration of 1000 teachers took place through the platform for skills development training. This has traditionally been done only via pen and paper.

- This creates operational efficiencies.
- It was the first incremental step in preparing teachers for the new world of online learning.
- We believe in having teachers step into the future WITH us, and we help them through the process.

Training of moderators to use the new system in 2021.



The future of online learning

In 2020 the platform served educators registered for the Penreach Teacher Development Workshops.

We hope to extend this online learning opportunity to more ECD Centre managers, teachers and school leadership in the near future.

We are working towards obtaining a zero-rating status for our learning platform which would mean that teachers would not require data to access the training.

Moving to Digital

with a little help



While online learning using laptops and mobile smartphones became increasingly popular as a result of lockdown and the COVID-19 restrictions, Penreach considered two main limitations that stood in the way of the successful deployment of these tools. These hurdles were overcome by developing context-specific solutions.

No access to data

In 2019 the Competition Commission ruled that data prices had to drop by up to 50%. Yet, for the poor, data remains an expensive commodity. When large bundles are bought, such as 60GB or 80GB, South Africa surprisingly has some of the cheapest data in the world. When you cannot afford to buy in bulk, the cost of a few megabytes becomes absurdly expensive.

Digital know-how

A research study of the PEW Research Center in 2017 found that, while 51% of adults in South African had smartphones, the most popular activities that phones were used for, were sending and receiving SMS's and taking photos. This is in line with the observations of Penreach's Change Agents, who commented that before lockdown, teachers used their phones mainly for SMS's and calls.

Penreach response

Penreach was able to equip 96 educators with RAIN network data SIMs to enable them to take part in the online version of the Penreach Teacher Development Workshops via the newly launched e-Learn@Penreach LMS system. As part of the ICT project, participants were also equipped with RAIN SIM cards.

Penreach response

Penreach is proud to report that many of our teacher beneficiaries are now able to use their smartphones for downloading documents, attending online training and group discussions, and surfing the internet. While this was archived through a variety of Penreach's initiatives, we can highlight our ICT pilot project which aims to prepare teachers for the 21st century learning environment.



"Ever since I received the RAIN SIM card and had it activated for me, I am learning new things every day. It has improved my way of teaching. I always surf the internet to find additional knowledge for my learners, different resources and activities to enhance learning."



Penreach Really Cares

17 COMMUNITIES SERVED

SINCE 6 APRIL 2020

6,753 FOOD PACKS DELIVERED

1,701,756 MEALS PROVIDED

Many children rely on school and ECD Centre nutrition programmes for one nutritious meal of the day, and it is often their only meal for the day. Penreach recognised the impact that the cessation of this service had on the health of vulnerable children and their future abilities.

The Penreach Cares Food Relief campaign was born out of this need. The programme had the goal of addressing food security within vulnerable families.

We have leaned a lot through the implementation of the Penreach Cares Food Relief programme. We would like to share what we have learned from our experience. We have identified four keys to success for the implementation of an emergency relief programme.

By making use of our extensive network and partners we were able to start distributing food to vulnerable children and their families within a short period of time.

Rapid response is needed

To remain relevant in times of crisis, one must make rapid decisions and act while the needs exist. We were able to secure funding and mobilise our teams and local partnerships to start delivering food parcels by 6 April 2020, only 2 weeks after the announcement of lockdown on 23 March 2020.

Repurposing existing infrastructure helps

Using our network of ECD Centres and other community-based sites, we were able to establish a base for reaching vulnerable families in the communities we serve.

Partnerships and funding are essential

Both additional funding as well as re-allocation of funding made it possible to assist with nutrition services during the hard lockdown.

Teamwork makes it work

It was all hands on deck, from packing parcels to delivery and administration. Our ArtReach team even wrote and shared a song in siSwaiti to assist young children to understand the new behaviours required because of COVID-19.

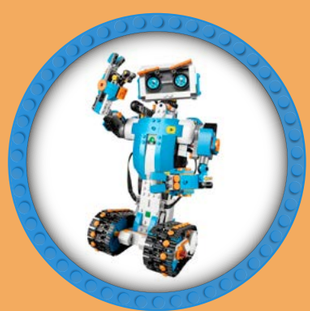
Providing food relief made other things possible

Delivering food parcels provided opportunities to share important health-related messages with communities.



The future of caring

While this has started as a campaign to respond to the crisis, Penreach Cares has now evolved as a core value proposition in line with our founding principles. The campaign and the way we operate will always demonstrate that caring lies at the heart of Penreach: caring about people and caring about education.



Penreach Early Childhood Development Programme

0-4 Years

The first 1,000 days from conception to age two are increasingly being recognized as critical to the development of neural pathways that lead to linguistic, cognitive and socio-emotional capacities.

Our aim

80% increase in ECD centres registered with DSD

How do we help?

We help ECD centres meet the requirements for registration with the Department of Social Development, so they can access government funding, but also to ensure a safe and productive learning environments.

We help train ECD teachers and prepare managers through NQF level 4 accredited qualification with ETDP SETA in-service training, teacher development workshops and centre managers cluster workshops.

We guide ECD centres to establish natural playgrounds to create age-appropriate play resources.

We help improve children nutrition through our feeding schemes.

We help stimulate children who can't make it to ECD centres through SmartStart home based playgroups. We give children access to toys through Toy libraries.

10 Youth Trained using Google Forms

90 Youth trained on Business skills

We are part of the YES (Youth Employment Service) programme in partnership with WildTrust and Nedbank, which places unemployed youth in ECD Centres and schools to gain work experience.

Penreach is the Smart Start Franchisor for Mpumalanga and has supported the establishment of playgroups with unemployed women in rural communities that host 3–4-year-olds early learning opportunities.



Supporting teachers, parents and children

74 ECD PRACTITIONERS

25 ASIDLALENI VOLUNTEERS TRAINED ON HEALTH AND SAFETY

39 TOY LIBRARIES OPERATIONAL

BENEFITTING 1,948 CHILDREN

4,556 CHILDREN BENEFITTING FROM ECD CENTRE BASED PROGRAMMES

Penreach's response to COVID-19 Early Childhood Development Programme

- Supporting ECD Centres and Toy Libraries with reopening PPE packs.
- Training of practitioners, centre managers and volunteers on health and safety and the reopening measures.
- Distribution of ECD activity cards to practitioners, parents and volunteers for them to make toys and stimulate children's learning from home.
- Sharing information about COVID-19 relief funds for centres.
- Home visits to distribute books, activity cards and mentor practitioners, volunteers and parents.
- An English and siSwati COVID-19 booklet was developed and distributed to various community members around Ehlanzeni.

Yes! Employment please!

From zero to hero

This is how Zodwa Mabuza describes her journey with Penreach, which started in March 2019 as a YES intern. Today, Zodwa is a confident Junior Change Agent at Penreach. Zodwa started as an ECD intern at the Shama Preschool in Msogwaba in March 2019, and by September she got the opportunity to assist with the Books-in-Homes programme at Penreach.



> **"At first, I thought I would only be selling books, until they asked me to put together workbooks, make charts, do stock taking, collect field data from Reading Camp volunteers. It was not easy, because I have never done any of these, but I learned by doing."**

Skills learned

- Communication
- Creativity
- Critical thinking
- Management

When her YES internship ended in February 2020, she was appointed as Junior Change Agent in the Asifundze Literacy and Numeracy Programme, where she is now responsible for recruitment, training and supervision of volunteers who assist children with literacy and numeracy in Reading Camps.

Working under pressure is part of the job, and Zodwa sees this as an opportunity to learn and grow.

> **"I like pressure because it exposes potential and encourages perseverance…**

She embraces the opportunity to hone her management and leadership skills.

> **"Leadership is not about titles or positions. It is about the one life influencing the other."**

Through the YES programme, Penreach contributes to youth skills development, and encourages young talent to play an active role in their communities. For Zodwa, the YES programme has been the start of a journey that surpasses skills development. She has discovered the power of an authentic leadership style that will keep on shaping her career and contributions in the community.

What's up with WhatsApp?

M-LEARN@ PENREACH

When technology is introduced in education, there often is a fixation on e-Learning. While there certainly was a slow move in this direction already, the COVID-19 lockdown brought the future into sudden sharp focus. Economically disadvantaged and rural communities were simply not yet ready to embrace e-Learning in full. There are still challenges with the availability of devices and connectivity.

Teachers, learners and parents are however familiar with mobile technology, and various sources will confirm the use of smartphones and WhatsApp in these communities.

2020 Penreach has experienced the power of m-Learning through WhatsApp.

> **"I appreciate the ECD home activities sent to us by Penreach via WhatsAPP during the COVID-19 period; it helped me and the children to create toys to play with….it assisted us to cope with the stress coming with COVID-19."**
>
> Centre manager and Asidlani Toy Library volunteer

How WhatsApp was used during COVID-19

- Distribution of information, such as activity cards, or invitations to remote training.
- Training via WhatsApp, such as to ECD Centre management delegates.
- Monitoring of activities: receiving photos, videos and messages back from beneficiaries to monitor progress.
- Coaching: such as WhatsApp coaching ArtReach learners for the PACISA competition.

Advantage of using WhatsApp

- It enabled instant communication with a number of people, improving communication efficiency.
- It is a two-way communication channel. Beneficiaries could easily share feedback on progress or experiences.
- This shared feedback could benefit all on a WhatsApp group as everyone learns from the feedback or is motivated by the progress of others.
- These groups also create a sense of connectedness between people who might be in different locations or in isolation.



Penreach Asifundze Literacy and Numeracy Programme

Foundation Phase

Nationally, 78% of learners cannot read for meaning by the age of 10 (PIRLS 2016). With the low literacy levels of many parents in marginalized communities it is not surprising that statistics suggest a mere 5% of parents read to their children. Nearly 60% of households don't own a leisure reading book with only 14% of the population active book readers.

How do we help?

We help provide vulnerable children with a good start by assisting schools to create quality Grade R programmes.

We help teachers to better teach literacy and mathematics through training, in-classroom coaching, tools and material.

We help Heads of Department better manage and track curriculum delivery through receive training, tools and support.

We support literacy opportunities in communities by providing opportunities for children to read and engage with books, through:

- Book Banks
- Community based special events
- Books in Homes

Supporting teachers, parents and children

811
TEACHERS TRAINED

80
PRIMARY SCHOOLS SUPPORTED

417
READING CAMPS FACILITATED

17 000
CHILDREN REACHED

2.5 MILLION
REACHED BY RADIO



Penreach's response to COVID-19
Early Childhood Development Programme

- 1000 households received food parcels twice a week.
- Community radio took lessons into homes by providing CAPS aligned lessons and assisted with strategies for home teaching and learning.
- Innovation by way of remote coaching, mentoring and support were used.
- Innovative remote digital tools like Loom and WhatsApp were used.
- COVID-19 information booklets in English and siSwati were distributed together with food parcels.
- Penreach Books-in-Homes story books were converted to audio stories by Penreach Change Agents and sent to volunteers for the benefit of children in Reading Camps.

Helping Comes Naturally!

Our story takes place at Edwaleni Primary School

After attending the Penreach workshop on how to establish a natural playground, the principal at Edwaleni Primary School approached the community for assistance with building a natural playground.

With a clear vision and direction, the principal wasted no time in getting started. Barely two days after the Penreach workshop, she held meetings with the School Management Team (SMT) and the School Governing Body (SGB) and obtained their buy-in to the idea of building a natural playground at the school.

The SGB arranged a parent meeting where a Penreach Change Agent explained the concept of natural playgrounds to the parents. The school reports that 95% of parents attended this meeting. Half of the parents supported the idea and offered to help.

A Natural Playground Steering Committee was established the same day, to start planning and constructing the playground. Within a week, parents started donating tyres, wooden poles, planks and sand. Construction started within the same month.

Keys to success

- Committed school leadership
- Presentation to parents and SGB by experts (Penreach) to help obtain buy-in
- High parent attendance at meetings

Edwaleni Primary School

Located at Edwaleni Trust in Kabokweni, Mpumalanga

Quintile 2 School

(Quintile 1-5 system where 1 is the lowest socioeconomic status)

Why natural playgrounds?

A natural setting involves a vast array of textures, sensory activities, gardens and natural sounds to encourage children to engage all of their senses.

Why community involvement?

In disempowered, low income communities parents often feel that they cannot contribute much to their children's education. As a result they don't engage actively in their children's education. Involving the community shows that everyone can make a difference and a positive contribution to their children's education through their participation.



Voices of Hope...
in a time of isolation



In 2020 Penreach launched the "Voices of Hope" story writing competition for stakeholders to create a series of stories with the same title.

After an initial slow start, entries increased and the top five winning stories were selected. Each of the five winners received a R500 cash prize.

Three of these have been penned by Penreach Reading Camp volunteers.

The stories show how making books available in communities through Reading Camps and Books-in-Homes (BIH) contributes to the achievement of the Azifundze Programme's goal to help children read with understanding in their home language and English by end of Grade 3.

A blessed day by Tracy Wakapila

(facilitator at an ECD Centre in Kabokweni)

"Wake up, wake up everyone!" Mummy yelled on a Sunday morning while preparing for church. Vuyo and Melo dressed in the best outfit for the Sunday service. The moment they entered the church everyone looked up with a smile on their faces.

The service started with nice music. Vuyo and Melo enjoyed the music and dance until their clothes were wet with sweat.

The Pastor was very glad to see little children dancing the house of the Lord.

"What are your names children?" asked the Pastor. "I'm Vuyo and this is Melo for Melokuhle".

"Wow, beautiful names! Tell me in what grade are you?" The Pastor asked.

"I'm in Grade 5 and my sister Melo is in Grade R. But Pastor, Melo doesn't like going to schoo!" Vuyo complained.

"Melo, my girl, school is good for you. You have to go to school every day for you to be what you want to be tomorrow," said the Pastor.

"If you want to drive a nice car or have many toys in your room, you must like school", continued the Pastor.

Melo answered with a big smile on her face, "I'll not refuse going to school again Pastor."

"I trust you. Now you can go and attend your Sunday school class", said the Pastor.

Vuyo and Melo went to join their agemates in the Sunday school class and they enjoyed all the teachings.

After Sunday class they were all given lunch. Then their parents picked them up.

THE END





An Evolving Role for Reading Clubs



The impact of Reading Camps and Books-in-Homes (BIH) are both immediate and long-term. It helps children to overcome learning difficulties, and achieve their full academic potential.

The evolution of the role of Reading Camps as a result of COVID-19

The Reading Camps have become community hubs for children to do basic numeracy and literacy activities during the days and times when they are not attending formal schooling, given the platooning system whereby children attend school one week and stay at home the other. As a result, they come to Reading Camps as early as 09h00 and engage in learn through play, sport, music and dance.

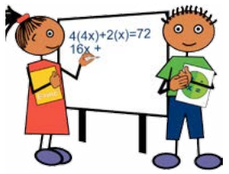
When 9-year-old Zino Sibuyi, a Grade 3 learner in Matsulu's Funindlela Primary School, joined the Reading Camp he could hardly read a level 1 reader.

Four months later Zino's fluency on a level 2 reader matches that of his peers, as a result of the help of the Penreach Asifundze Literacy Programme.

> **My dyslexic learners who were struggling to read and spell have been doing really well since I introduced Gogo's books. The parents cannot stop thanking me for the progress they are making.**
>
> Special Needs Educator, Bheki Gwebu

The positive impact of exposure to books and reading continues throughout participants' academic journey. UCT law student, Sandile Tshabalala says:

> **My first exposure to Books in Homes was in my township primary school. Without Books-in-Homes, I do not believe that I would ever have been able to be where I am now in my education career. They were stories I could relate to, and were so relevant to my understanding of life and people around me.**



Maths and Science Progamme

Grades 4 -12





A 2020 report by Amnesty International titled "Broken and Unequal: The State of Education in South Africa" claims that children in the top 200 schools achieve more distinctions in mathematics than children in the next 6,600 schools combined. It is clear that vast inequality already exists and that it will only increase if improvements are not made in educational attainment in Maths & Science.

How do we help?

We capacitate teachers of Maths & Science to teach effectively through:

- Cluster workshops for teachers
- In-service training workshops
- Classroom based coaching and mentoring
- ICT assisted training

We help Heads of Department manage and track curriculum delivery better.

We help children gain access to practical experiments through our mobile laboratory.

Create awareness and interest in the community of Maths & Science.

Penreach's response to COVID-19 Maths and Science Progamme

- Empowering teachers on ICT integration in the classroom setup and management.
- Radio slots for maths and science.
- Developed and shared Baylab video series of practical experiments.
- Developed an online "Curriculum Help Desk" for teachers and HODs to support teaching as well as catchup-up strategies once schools reopened.

Supporting teachers, parents and children

SCIENCE VIDEOS SHARED WITH 55 PARTNER SCHOOLS

IN-SCHOOL TRAINING FOR 378 TEACHERS

RADIO SLOTS REACHING 200,000 LEARNERS





From Science Fiction to Science

Think immersive technologies, coding, robotics, augmented and virtual reality, audio-visual products, 3-D printing and much more!

According to "The Future of Jobs and Skills" report, conducted by the world Economic Forum, the most in-demand occupations found today did not exist 10 or even 5 years ago. The pace of change, ever increasing, means that today's children might enter the workforce in careers that do not exist yet. We need to prepare our children for this future.

In 2020 we completed the upgrade of our Steam centre. We conceptualised, designed and erected the STEAM Centre as an extension of the Shalamuka Science Centre in Mbombela. This centre is an accredited SAASTA centre.

STEAM

Science Technology Engineering Art Maths

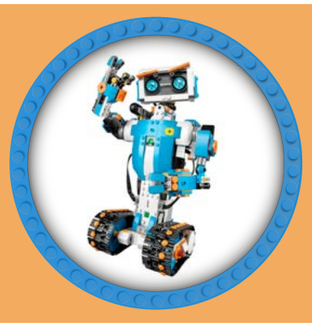
What is STEAM

This is an integrated approach to learning that encourages students to think more broadly about real-world problems. It is 4IR focused.

Our objective

Educate, promote and showcase with STEAM. The centre will serve as a hub in the region for facilitating collaboration, learning and creating with various stakeholders such as Department of Education, industries, teachers, learners, schools and parents.

In addition to the centre based STEAM activities, we also take STEAM to the communities through our mobile science labs and community Clubs.



The future of STEAM

Completing the Makerspace.

We are looking for industries to support the STEAM centre with innovation, technologies, exhibitions and grants to bring home an immersive learning experience to the community.

The Value of Relationships

in a Time of Change



"Strong relationships have made it possible for us to achieve educational outcomes in all our programmes despite the challenges produced by COVID-19 and the lockdown."

We value and nurture relationships with those who care about the education of South Africa's children. We share with you want we learned in 2020:

How relationships have helped mitigate challenges

Relationships in community
The social capital existing within our community of ECD Centres enabled us to rapidly mobilise these centres during the COVID-19 lockdown to act as nutrition and information distribution centres.

Relationships with donors
When teacher development moved from a face-to-face to a remote format, our donors were quick to agree to the reallocation of funds to support the provision of mobile data for ECD practitioners and managers.

Relationships with government
Despite school closures and difficulties faced by school leaders, our relationship with the Mpumalanga Department of Education ensured access with targeted remote support for educators and school leaders.

Relationships with other NGOs
Penreach worked with several other local NGOs to ensure that information and nutrition reached the most vulnerable. We also joined forces with other NGOs to advocate for support for the ECD sector.

Relationships with Penryn
Our relationship with Penryn College unlocked support for our staff in COVID-19 training, access to digital learning resources for teachers, and remote support via WhatsApp by Penryn facilitators. Penryn scholars also contributed toward drives to collect and distribute nutrition to ECD Centres.

Relationships with the community
Support from the broader community and businesses surrounding Penreach enabled us to boost the distribution of books during the lockdown.



Bursaries



Our first bursary holders pass Matric with flying colours

Our established operational, management, and financial processes, enable us to easily manage the social, logistical, academic, financial, and other aspects related to scholar well-being and progress. This is why the relationship between Penreach and Penryn has enabled no less than 63 children to be enrolled on bursaries and scholarships over the past two years.

Five years ago, ten Grade 7 orphans, with specific academic abilities, were placed in our bursary programme at Penryn College. Penryn College is an independent boarding school in Mbombela, Mpumalanga. While four learners were eventually transferred outside of Penryn, a combination of psycho-social, academic, and other required support helped to ensure that our six remaining learners were able to successfully complete Grade 12, and proceed with further studies.

How do we help?

Scholar recruitment, selection and placement.

Management of Scholar wellbeing.

Financial management of school fees and other expenses.

2020 Key Achievements

The continued academic progress, leadership development, and participation in sport and school life of these children is evidence of the success of the programme.

Academic excellence

- **Between the six Matriculants, they had seven distinctions.**
- **All enrolled in tertiary institutions in 2021.**

Exploding Bucket Award

While all of our scholars showed improvement in their academic performance from Grade 8 to Grade 10, Samukelisiwe Nkambule showed such remarkable improvement that she won the Exploding Bucket Award. This is an award for best progress shown in this period.



Keys to success

A very strong support system for the scholars consisting of professional health care (medical aid), teachers, support personnel, and a guardian mother and father remains key.

Intensive orientation, on-boarding, and preparation for the new environment they will find themselves in, preferably six months in advance, will help scholars integrate, prevent bullying and exclusion.

Be cautious of how scholars are referred to, to prevent stigmatism and labelling.

Language enrichment (in advance) is key. The transition between CAPS and IEB was extremely difficult, largely due to the language barrier, which prevented the scholars to participate in class discussions as well as informal conversations with their peers.

A buddy system, where a child gets paired with another child, usually one that is older and of higher abilities helps to promote friendship, better support, behavioural and social needs, and create a sense of belonging.

Sport and other extramural activities, can be the turning point towards acceptance, personal growth, and success.



Meet some of our stars



Meet **Samukelisiwe**. In 2018, she made the Top 12 Academic Team when she scored 90% in mathematics, 93% in Life Orientation, and 95% in siSwati to mention only a few results. She was also the only scholar in the group who took on Advanced Programme Maths and Mathematics. In her final Matric exam, she achieved an outstanding score of 78%.



Tessi has the voice of an Angel. She participated in the 2020 PACISA National competition and won her age category, receiving a third place overall.

Wellcome Zanele. She has made her mark on the sports field. During her high school career, she broke various records in athletics. She has represented her district at the provincial championships for a number of years. She qualified for both the SA National Secondary Schools Athletics Championships and the Athletics South Africa Youth and Junior Championships for two consecutive years, representing Mpumalanga

Zanele was also placed in the top 1% in the country for her outstanding achievement in siSwati First Additional Language in the final IEB exam, where she scored 90%.





In 2018, **Nokulunga's** artwork was featured on the Art Times (South Africa's leading visual arts publication) Facebook page as one of the 'new blood' pictures of the day.

Nokulunga has been an introvert throughout her high school years and she says this recognition boosted her confidence and made her realize she needs to start believing more in herself. She said Art allowed her to be herself and express herself, without being judged.



Precious wowed judges of the Eisteddfod. She performed not only provincially but also at the National Eisteddfod where she bagged a golden certificate. This led to Precious being invited to apply at AIFDA School of Arts to explore a career in Drama.

Our Guardian Angels Help Bursary Scholars Soar

Reflections from a guardian mother

Implementing a successful bursary programme is a complex undertaking over a period of time, and involving a wide range of role players. One of the key roles in the Penreach Bursary Programme is that of the guardian mother.

We share the reflections of one of our guardian mothers, as she contemplates what it takes to be successful at being a gaudian angles.

> **Being a School guardian mother means having 23 children to whom I get to be a psychologist when they are emotionally not okay, a teacher, a mother, a sister. All these hats have to be worn at the same time… (it is) challenging, but a wonderful opportunity as I get to be called 'mom' by 23 children. I have gained a lot of knowledge in dealing with teenagers. The best part in being a mommy is all the hugs and affection from all my children and I simply love them to bits...**

The School guarding mother's task begins with a home visit during the selection process to do a structured needs analysis and consult with the child's parents/guardian, and to verify the information provided by the scholar and their parents.

> **Often I will need to consult the neighbours in order to verify information about the families' background and also just to find out about the child's character.**

After this thorough assessment, the school assesses the child's academic level, their relationship with discipline, and their behaviour. Those who are selected then undergoes induction and orientation along with their parents/guardians.

Once in the bursary programme, the guardian mother is bursary scholars' "go-to" person. She acts as the first contact if there is any emergency at the school, and provides them with day-to-day support.

> **It is very important for me to establish good relationships with relevant stakeholders, for example the child's parents, specialists and teachers at the school as we all focus on helping the child achieve and perform to the best of their ability.**

Being a teenager can be intense and at times participating in a bursary programme can be overwhelming. guardian mothers deal with behavioural and other issues that come up, and if needed, she will have a one-on-one-session with the scholar. These continuous engagements with scholars strengthen the bond between the scholar and the guardian mother.



> **"… the scholar is involved in a lot of activities which often leaves them very upset, depressed, stressed or even doubting their ability in achieving or excelling in academics…. (they) start to compare and rate themselves amongst the peers, or they are sometimes bullied…That is when I step in and assist the scholar… I encourage scholars to spend time talking about challenges rather than piling them up, as that will only leave scholars feeling depressed and to underperform at school.**

Home visits continue throughout the programme, and when issues require parental/guardian involvement, they are roped in. Compulsory yet informal parent/guardian workshops for all parents of scholars are held from time to time to share information about scholars' progress, expectations from the programme, school and parents, and how to best support scholars. Consultations and workshops take place in the parents'/guardians' language of choice to ensure effective engagement with parents/guardians.

The role of the guardian mother is clearly important to connect all the elements of the support system for bursary scholars, designed so that they can achieve the best possible outcomes.

SportReach and ArtReach

ArtReach is a project that reaches out to previously disadvantaged communities through Art and Music. The project builds capacity with teachers and learners to practice music, develop talent and promote the benefits of the arts. Talent identification and access to Art and Music to provide the foundations necessary for the holistic development of a child.





SPORTREACH

Penreach started the SportReach programme in 2017 to promote school-based sport at under resourced schools in disadvantaged communities through a Coach the Coach programme. The programme allows community schools access to sporting facilities not currently available to them and is considered a community empowerment programme.

2020 started with a bang with SportReach launching the 2020 and beyond programme. The first Teacher Development Workshop (TDW) was hosted in conjunction with the Ehlanzeni festival where the delagates for exposed to the technical side of hockey.

Covid then hit and we took the TDW aspect of the program to the e-learn online platform during lockdown. A few of our dedicated coaches made use of the webinars offered online and shared knowledge through the SportReach WhatsApp group.

In October Mpumalanga Hockey launched the Eagles Hockey League and congratulations to the Sportreach Coaches Sipho Khumalo and Justice Masimeli who were selected to coach and Vuyisile Mathebula, Busi Mazibuko, Nonhlanhla Mbuyane who were selected to represent Sportreach as technical officers. The applications were online.



Mpumalanga has talent

Due to COVID-19, no practice sessions and competitions could take place as initially planned. However, Penreach ArtReach explored various other alternatives and was happy to identify and enter nine Penreach ArtReach choristers for an online competition, hosted by PACISA (Performance Arts Community in South Africa). PACISA gives performers the opportunity to showcase their talents in singing, acting, dancing and instrumental performances.

In preparation for the competition, the nine choristers were extensively coached through WhatsApp by the Penreach ArtReach conductor, Gugu Mahlalela. Penreach provided scholars with data to help facilitate the coaching as well as in order to submit their songs in video format. Each chorister entered for two genres.

After blowing the PACISA judges away with their performances in the regionals, a special invitation was extended to our ArtReach chorister to take part in a workshop tailor made for them at Zweliswa School in Mpumalanga. The choristers received vocal training, learning how to sing with backtracks and fancy microphones, to mention only a few. This was a very valuable experience for the children to prepare for the national competition.

> **Children might not have a lot, but they have talent.**
> Gugu Mahlalela, ArtReach Coach

All nine regional participants made it through to the national round of the competition. In preparation for this round performance clothing was acquired and Penreach Change Agents assisted the girls and Boys to buy the correct clothing for the event during a shopping trip to Nelspruit.

In preparation for the event, the scholars had received numerous vocal coaching sessions. They were provided with accommodation and meals at the national event in Gauteng.



NATIONAL RESULTS

13 PLATINUM MEDALS

19 GOLD MEDALS

OURS STARS



Penreach Courageous Leadership Development Programme

The PCLDP is aimed at setting the optimal school environment for children to thrive through strong leadership, capacity building and accountability. This is expected to impact children through improved learning outcomes, improved welfare and reduced drop-out.

2020 Activities

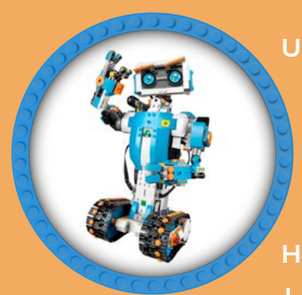
Coaching and mentoring at 4 schools (4 principals; 4 education specialists; 4 deputy principals)

Training workshops covering 3 Management Modules as well as a module on COVID-19 safety management.

2020 Laying the building blocks for large scale rollout

- Fostering relationships and establishing buy-in from stakeholders or large scale rollout in 2021
- Selecting and recruiting 56 participating schools
- Baseline data collection to inform understanding of 56 schools.

The future of PCLDP



Upscaling the programme to 56 Schools in 2021.

Leadership modules 2021

Head of Departments

1. Curriculum coverage
2. Teacher development
3. Assessment outcome analysis

Principals and Deputy Principals. Courageous Leadership

1. Curriculum management
2. Planning
3. People management
4. Governance
5. Financial management
6. Recourse management



Project objectives

1. Support courageous school leadership.
2. Embed necessary systems and processes that will enable the Circuit to sustain the gains achieved.
3. Collaborate with Circuit Management to identify and address nay obstacles to education improvement in the Circuit.

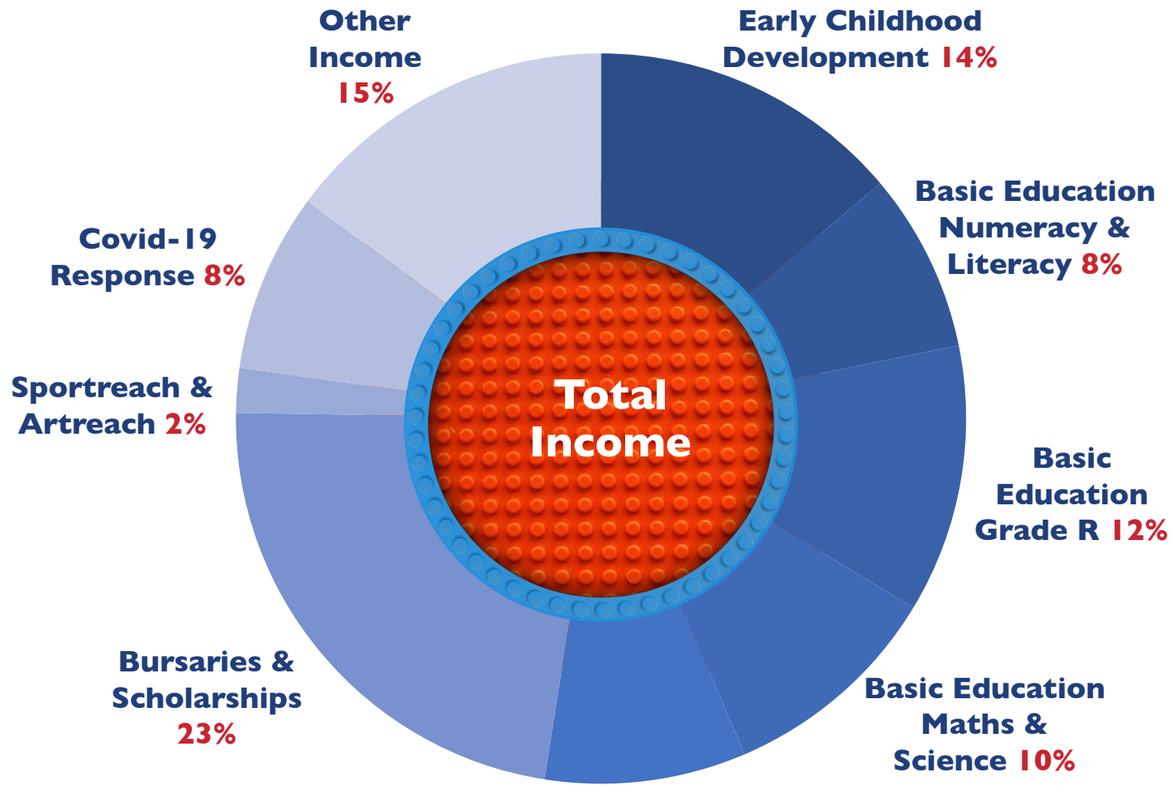
Penreach Funding for 2020

Penreach is donor funded and predominantly makes use of a co-funding model. Funding is received in the form of grants, corporate social investment, sponsorship, donations and crowd funding.

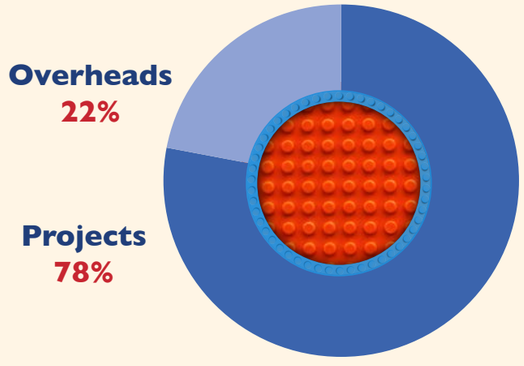
We partner and collaborate with like minded companies and individuals to deliver on project goals and make an impact at grass root levels.

We value our partnerships and rely on the support of our funders to continue making an impact in disadvantaged communities.

- Charmaine and Eric Mabuza Foundation
- Davies Trust
- Davies Foundation Trust
- Drysdale Lewis Trust
- FNB
- Golden Harvest
- Halls
- JAM South Africa
- Liberty Community Trust
- R&J Snaddon
- Rotary White River
- SAASTA
- Trackosaurus



Project expenditure and overheads



Penreach

HOW DO WE INTERACT WITH OTHERS?

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YouTube: Penreach

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