

# Improving early grade reading & mathematics

## Funda Wande Limpopo and Eastern Cape 2022 results



Presented by:

*Nwabisa Makuluza*

# Funda Wande Limpopo Evaluation

SECOND MIDLINE REPORT

FEBRUARY 2023



Prepared by Professor Cally Ardington

# Funda Wande Eastern Cape Workbooks Evaluation

ENDLINE REPORT

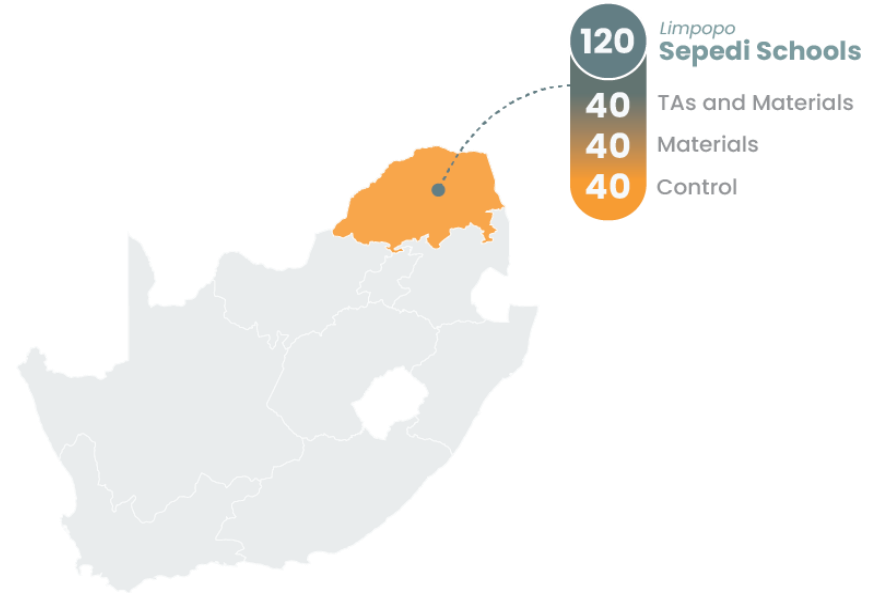
APRIL 2023



Prepared by Professor Cally Ardington

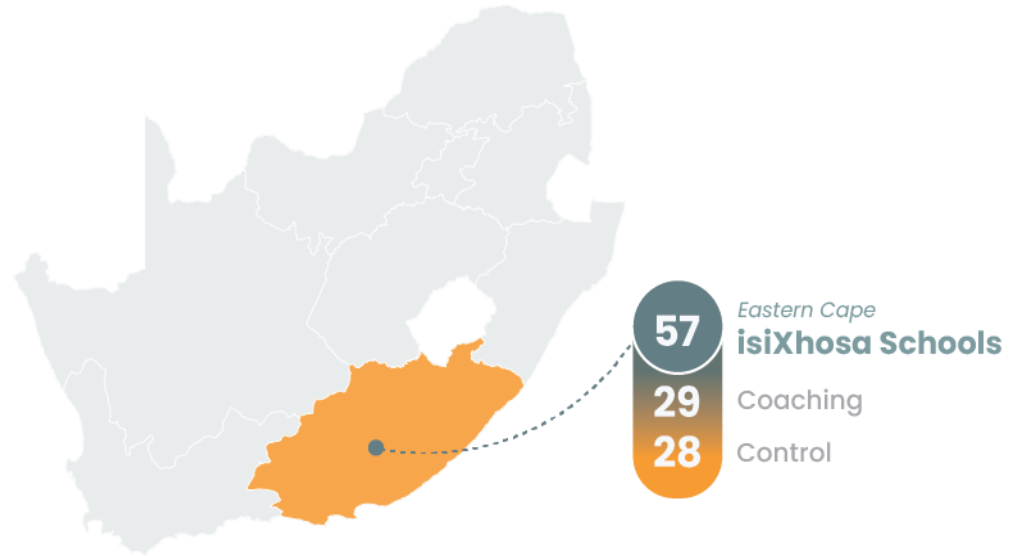
# Limpopo

In collaboration with the LPDoE, Funda Wande invited schools from the urban and peri-urban areas of the Capricorn North and Capricorn South districts to apply for the programme. Eligible schools were then schools randomized into three arms – Learner and Teacher Support Materials (LTSM), LTSM together with a Teaching Assistant (TA) and control. All schools in the evaluation are no fee, quintile three public schools with a Sepedi language of learning and teaching.



# Eastern Cape

In collaboration with the ECDoE, Funda Wande invited schools from the urban and peri-urban areas of the Nelson Mandela Bay, Sarah Baartman, and Buffalo City districts to apply for the programme. **Eligible schools were then schools randomized into two arms – Funda Wande and control.** All schools in the evaluation are no fee, quintile three public schools with an isiXhosa language of learning and teaching.



Literacy only  
Lesson plans & Coaches

Baseline

Midline I

Midline II

Endline

**Cohort A** Grade 1

Grade 1

Grade 3

Grade 3

**Cohort B** Grade 2

Grade 2

Grade 4

Grade 4

**Cohort C**

Grade 1

Grade 1

Grade 2

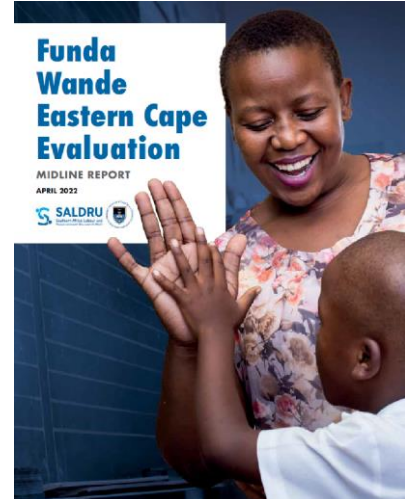
Baseline

Midline

Endline

Home language, life skills, maths  
Workbooks & Coaches

Teacher assistants



Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Year	2019				2020				2021				2022			

COVID

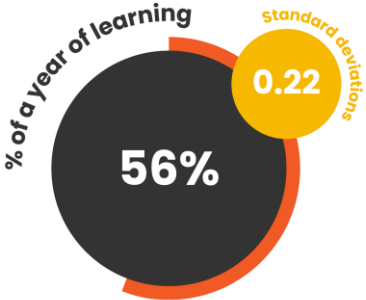
# Instruments

- Learner Assessments
  - EGRA and EGMA (including Marko D in Limpopo)
- Teacher interviews
- DBE and Funda Wande workbook audits

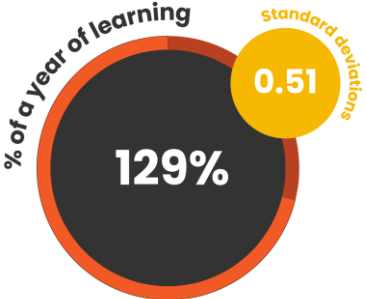
# Grade 2 key results (LP)

EGRA composite score

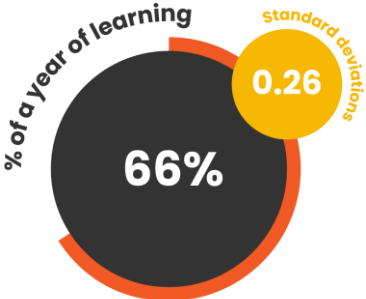
**Home Language**  
Materials only



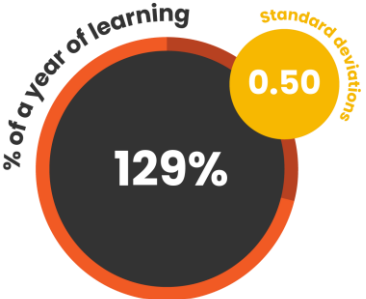
Materials & teacher assistants



**Mathematics**  
Materials only



Materials & teacher assistants



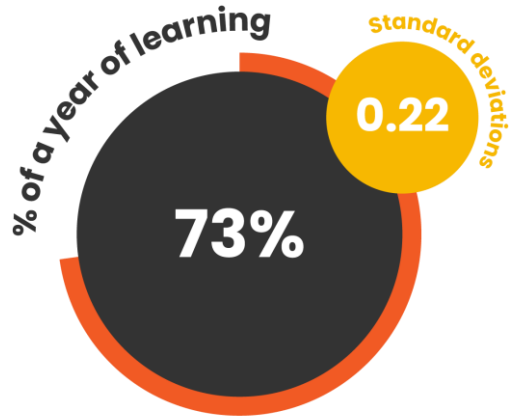
 Composite EGRA Score

Ardington (2023)

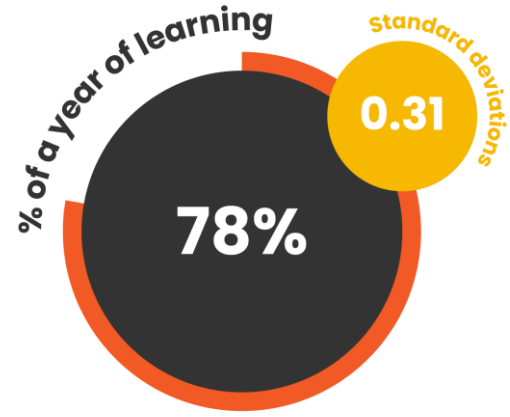
# Grade 2 key results (EC)

EGRA composite score

## Literacy



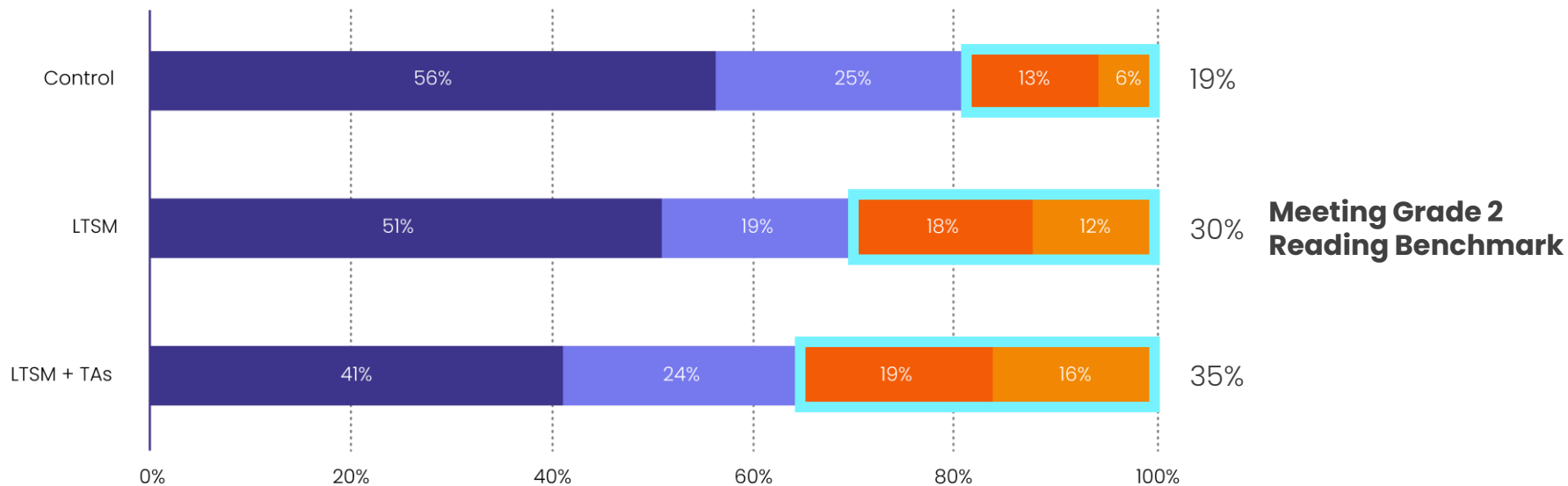
## Numeracy





# Percent of grade 2 learners reaching

grade-specific Sepedi benchmarks



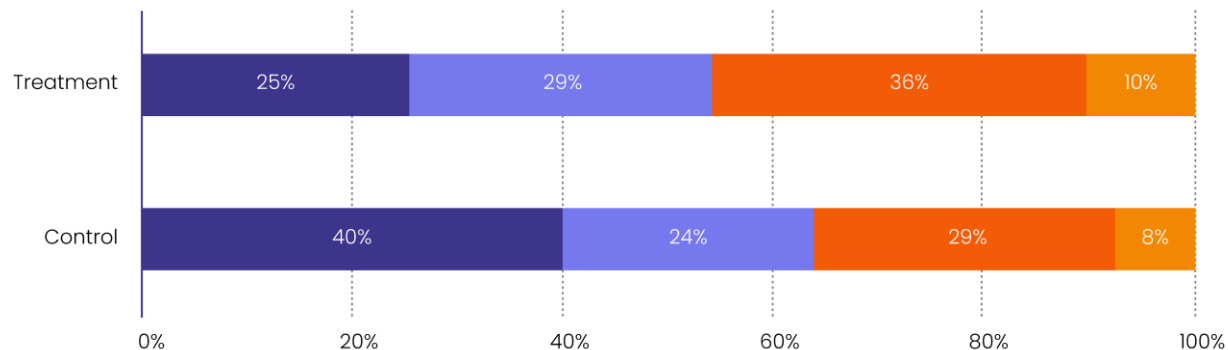
Percentage of learners reaching grade-specific Sepedi benchmarks

- Did not reach Grade 1 benchmark
- Grade 1 benchmark (40 cispw)
- Grade 2 benchmark (at least 40 cwpm)
- Grade 3 benchmark (at least 60 cwpm)

Ardington (2023)

# Eastern Cape Endline (2022 – Grade 2)

Grade-specific isiXhosa benchmarks



**46%** meeting Grade 2 threshold in **treatment schools** and **37%** in **control schools**

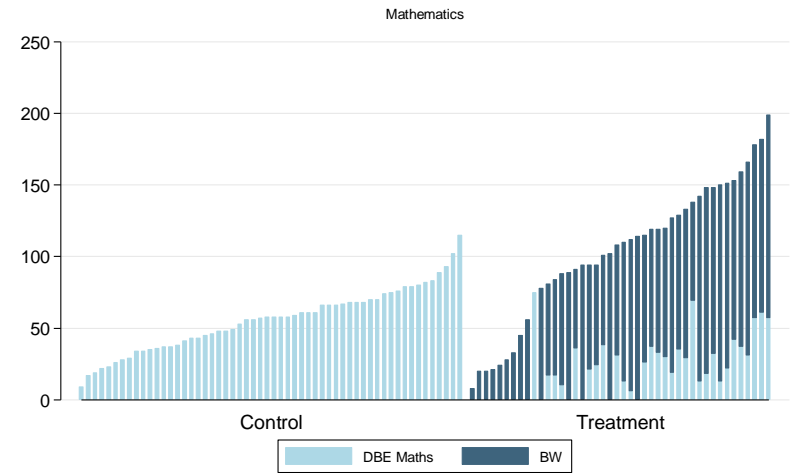
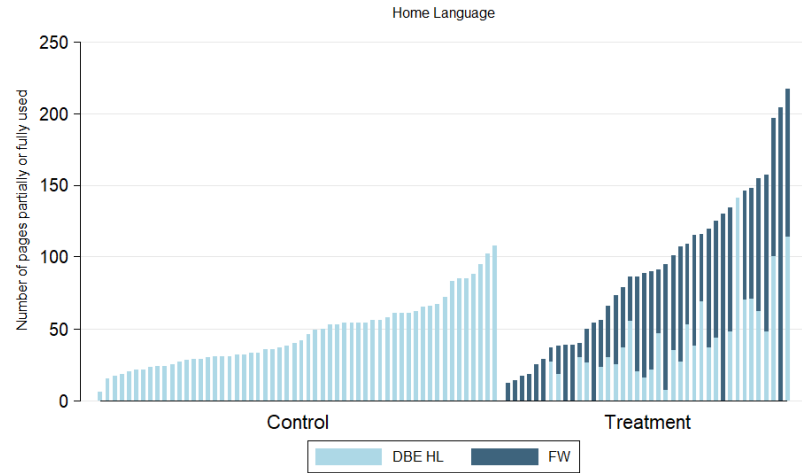
Percentage of learners reaching grade-specific isiXhosa benchmarks

- Did not reach Grade 1 benchmark
- Grade 1 benchmark (40 clspm)
- Grade 2 benchmark (at least 20 cwpm)
- Grade 3 benchmark (at least 35 cwpm)

Ardington (2023)

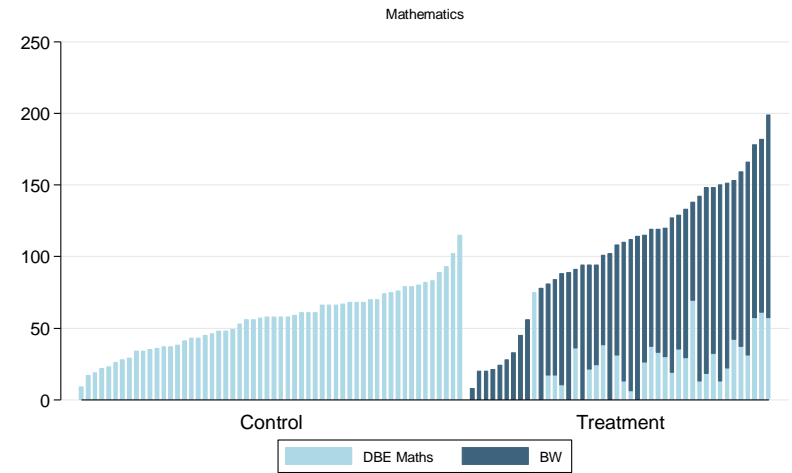
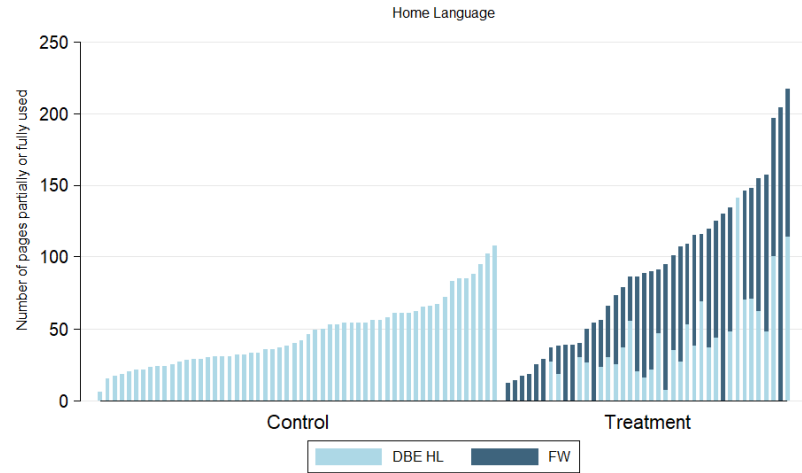
# Eastern Cape Endline (2022)

DBE and Funda Wande workbook audit



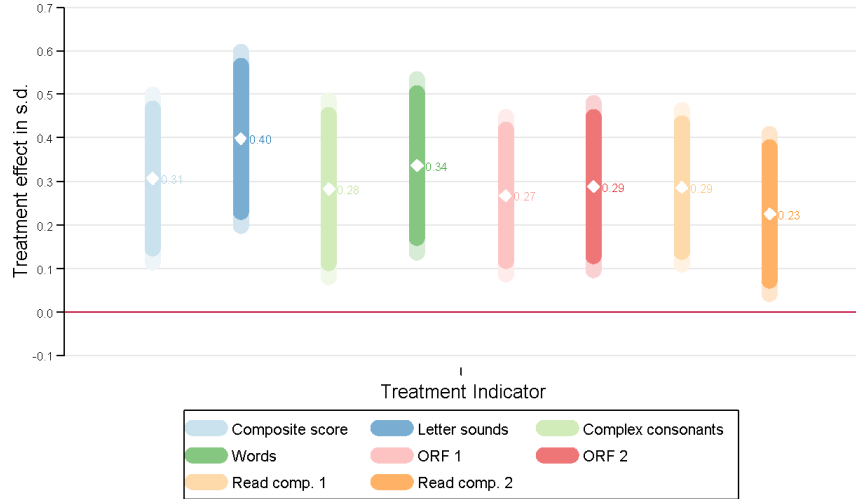
# Eastern Cape Endline (2022)

DBE and Funda Wande workbook audit

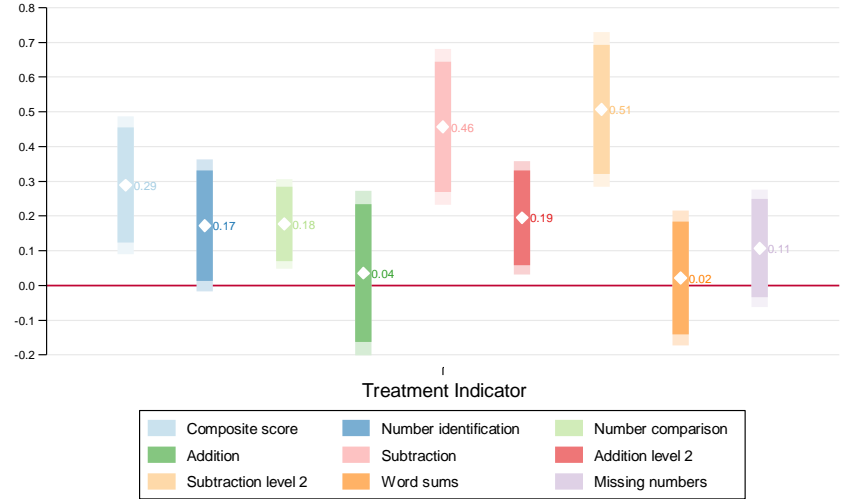


# Eastern Cape Endline (2022)

## Home Language

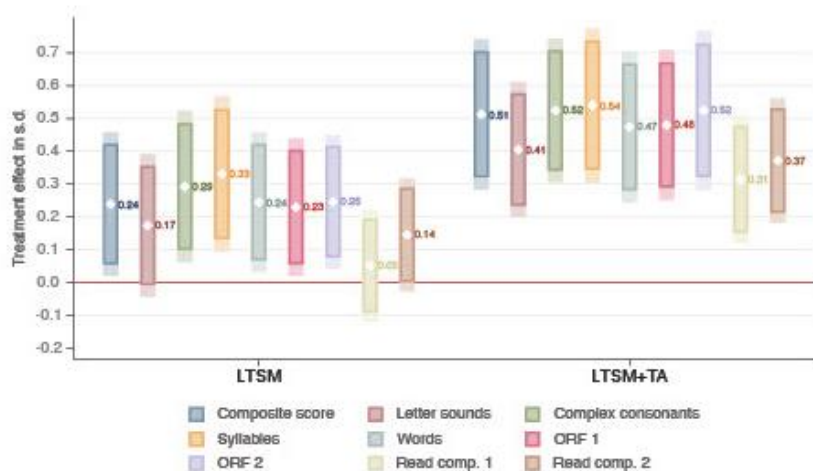


## Mathematics

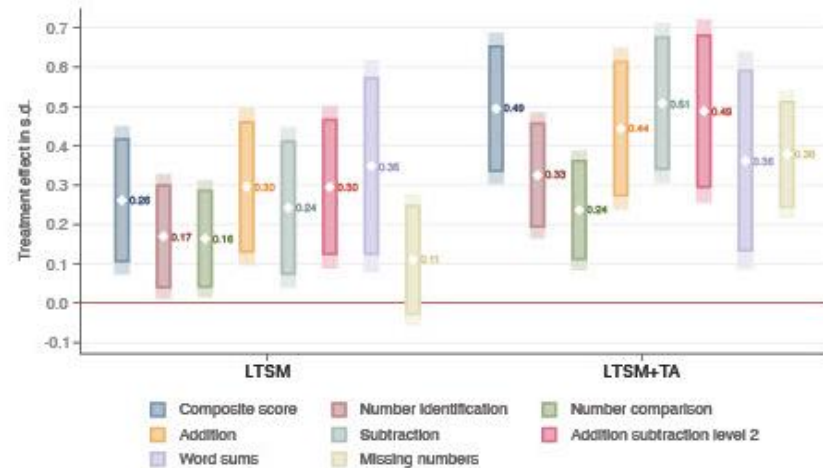


# Limpopo Second Midline (2022)

## Home Language



## Mathematics



# Key Considerations



## Program elements

That improve learning within the instructional time have been:

1. **High-quality learner** and teacher support materials,
2. **Comprehensive training** that is aligned to the materials
3. **Continuous support** on for the implementation of the program



## School Preparedness

Onboard the School Management Team and Teachers on the purpose of the project as well as getting their buy-in for support in managing the program



## Government Buy-in:

The education sector is a high compliance environment therefore care has been taken to ensure that the program and its materials align with the curriculum. This alignment along with constant stakeholder engagement can reduce friction between teachers who implement the program and officials who monitor coverage of the curriculum.

**Thank you**





