



FOUNDATION

2023 MAPPING REPORT
**GRADE R
INTERVENTIONS
IN SOUTH AFRICA**



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INTRODUCTION

Policy determines that Grade R is part of the Foundation Phase and most public primary schools in South Africa now have at least one Grade R class. However, a large percentage of Grade R children are still enrolled in ECD centres and will be there for the foreseeable future. NGOs and funders that support Grade R are typically either looking at this year from an ECD perspective or from a Foundation Phase perspective and interventions in Grade R are usually part of a larger programme in one of these two sectors. Exceptions to this assumption include the School Readiness Initiative and some of the Wordworks, SDU and RED INK programmes which focus primarily on Grade R, as identified by the rapid review.

With Grade R existing in both the ECD and Foundation Phase sectors and NGOs and funders often identifying with one of the two, there is no existing platform or stakeholder group specifically around Grade R interests. As a result, Grade R interests may not get sufficient attention for the advancement of relevant policy, quality and access issues. Also, it is not easy to identify Grade R programmes and interventions as well as the organisations and funders behind them. This report is a first step towards addressing this gap in the education landscape.

The rapid review of Grade R interventions in South Africa set out to identify programmes and interventions that are currently implemented, have recently concluded or will kick off in the next 12 months. An overview of the components, modalities and tools used in each intervention was included, as well as the location and duration of the intervention and the funders and resources supporting it.

The report presents an executive summary analysis of findings, a national overview of interventions and provincial chapters, followed by fact sheets on all interventions that are implemented in more than one district in South Africa. Smaller-scope interventions are listed at the back of the report. It is surprisingly difficult to find up-to-date maps of education districts in each province and in the end no definitive map could be found for education districts in the Eastern Cape.

Furthermore, funding information is not consistently accessible, as many organisations and funders prefer not to disclose funding information, or have all their funds in one pot that supports ECD or Foundation Phase more broadly. Consequently, this review was neither able to make conclusions about the total amount of private funding in support of Grade R, nor in which provinces most or least investments were made. However, there are other ways in which to measure investment and support, including the reach, scope, duration and focus areas of interventions, and this formed the basis for the analysis of investment and support in each province. The funders that were identified are listed at the back of the report, linked to the programmes they support.

The report is presented in a summative, graphic fashion to make it easy to quickly find and see information. It is a digital report with internal and external links and it is not intended to be printed in hard copy.

Finding and mapping the interventions required a desktop review, snowball sampling, questionnaires and interviews, and there will unavoidably and regrettably be omissions. At best we hope that this report will be a first step towards mapping the landscape of interventions, programmes, implementers and funders in Grade R and that the journey can continue from here, collaboratively.

Carien Vorster

Regional Representative of the Roger Federer Foundation
May 2023

METHODOLOGY

Approach and methodology

This rapid review adopted both qualitative and quantitative approaches, with units of analysis being organisations that implement Grade R interventions, the types of interventions, modalities of implementation, the funders and the funding that is invested in each province. The rapid review employed a mixed method design involving desktop review, a self-administered survey questionnaire, and telephonic interviews. The review targeted all nine provinces in South Africa.

Data collection, processing, and analysis

The first step was to develop a questionnaire as data collection tool. The questionnaire had 11 questions which were predetermined by the Roger Federer Foundation. The questionnaire was used to guide all data collection methods, including desktop reviews, sending out a questionnaire and conducting telephonic interviews. The full questionnaire can be seen in Addendum A.

Data collection started with a desktop review which involved the identification of interventions in all nine provinces, implementing organisations, and a contact person and their contact details for each organisation. An ECD Networks database and a snowball sampling approach were used as a guide for the desktop review. Following the identification of relevant interventions, emails with an introduction to the rapid review and the questionnaire were sent out to the implementing organisations. As responses came in they were captured in an Excel spreadsheet. Telephonic interviews were conducted with selected organisations to clarify data and to fill gaps where needed.

Data was captured on an Excel spreadsheet using a traditional form of data entry. It was analysed per province, guided by the purpose of the rapid review and the questions that needed to be answered. Individual fact sheets were developed for all 22 interventions that met the minimum criteria of being implemented in more than one district in South Africa. Those interventions that were found to be implemented in only one district were not presented in fact sheets, but were included in the list of small-scope interventions. Fact sheets were then shared with the implementing organisations for validation.

Limitations

- Since this rapid review relied on a desktop review and snowball sampling, there is a possibility that existing Grade R interventions were not identified and included in the report. Therefore, this study may not fully represent current and recent Grade R interventions in South Africa.
- Some implementing organisations did not respond to questions for clarification and validation of facts sheets. These interventions are therefore presented based on desktop review and questionnaire data only and may therefore have minor inaccuracies.
- Many organisations were not willing to disclose all funding sources and levels of funding. It was therefore not possible to conclusively determine the amount of private sector investment in Gr R interventions in South Africa in total or per province.

Contextual data sources

- municipalities.co.za/
- www.education.gov.za/MatricResults/ExamResults/tabid/175/Default.aspx
- www.education.gov.za/
- southafrica-info.com/land/nine-provinces-south-africa/
- www.ecsecc.org/datarepository/documents/gdp-report-2022q1_T38Cd.pdf
- www.statssa.gov.za/?p=15991

LIST OF ABBREVIATIONS

ALS:	Alladin Learning Solutions	KZN:	KwaZulu-Natal
BCP:	Basic Concepts Programme	LP:	Limpopo
BLEND:	Blended Learning for Educators in a (Global) Network for Development	MEL:	Monitoring, Evaluation and Learning
CAPS:	National Curriculum and Assessment Policy Statement	MP:	Mpumalanga Province
CASME:	Centre for the Advancement of Science and Mathematics Education	NBA:	Neil Butcher and Associates
CPD:	Continuing Professional Development	NC:	Northern Cape
DBE:	Department of Basic Education	NGO:	Non-Governmental Organisation
DH:	Departmental Head	NW:	North West Province
DoE:	Department of Education	PLC:	Professional Learning Communities
DPW:	Department of Public Works	SA:	Subject Advisors or South Africa
Dr:	Doctor	SACE:	South African Council for Educators
DSD:	Department of Social Development	SAIDE:	South African Institute for Distance Education
EC:	Eastern Cape	SBA:	School-Based Assessment
ECD:	Early Childhood Development	SDU:	Schools Development Unit
EFAL:	English First Additional Language	SGB:	School Governing Body
EGRI:	Early Grade Reading Instruction	SMT:	School Management Team
ELIT:	Emergent Literacy	SRI:	School Readiness Initiative
FPI:	Foundation Phase Initiative	TA:	Teacher Assistant
FS:	Free State	TIME:	Together In My Education
FUN:	Funda Udlale Nathi	UCT:	University of Cape Town
GDP:	Gross Domestic Product	UNICEF:	United Nations International Children's Emergency Fund
GP:	Gauteng Province	USAID:	United States Agency for International Development
Gr:	Grade	VVOB:	The Flemish Association for Development Cooperation and Technical Assistance
GRP4ECE:	Gender Responsive Pedagogy for Early Childhood Education	WASH:	Water, Sanitation and Hygiene
HCI:	Hosken Consolidated Investments	WC:	Western Cape
ITEC:	Institute of Training and Education for Capacity Building	WCED:	Western Cape Education Department
JHB:	Johannesburg	WELA:	Wordworks Early Literacy Assessment tool

EXECUTIVE SUMMARY

Contextual statistics

This rapid review analysed secondary data on contextual statistics and found that South Africa has about 13 757 public primary schools of which 11 751 are in Quintile 1 to 3. KZN has the highest number of public primary schools with Grade R at 4 259, followed by the EC at 4 187. The province with the lowest number of schools offering Grade R is the NC at 333, followed by the FS at 589. KZN also has the highest number of Grade R learners enrolled at 159 774, which is a ratio of 38 learners per school. LP has the second highest number of Grade R learners enrolled at 114 736, with a ratio of 48 learners per school. Although GP has the third highest number of Gr R children enrolled at 110 151, it has the highest ratio of learners per school at 76. NC has the lowest number of Grade R learners enrolled at a ratio of 56 learners per school, followed by FS at 36 408, which is an average of 62 learners per school. The EC has the lowest average number of Grade R learners enrolled per school, at 25. All these learner numbers exclude children enrolled in Grade R at ECD centres and children who are out of school.

Investment and support at the provincial level

This rapid review was not able to determine the amount of private funding that is invested in the improvement of Grade R, because many organisations and funders prefer not to disclose this information. However, it was found that at least R570 million is invested in current Grade R interventions, but this number is not representative.

Another way to measure investment and support is through the number of interventions and their footprints in a province. KZN, WC and LP are the provinces with the largest number of interventions at eight each. NC has six, GP, NW and EC each has five, MP has four and FS has only two interventions. While three interventions are nationally available, as demand and funding arise, only one intervention truly has a project plan and funding in place for national scale in quintile 1-3 schools, and that is the Foundation Phase Initiative by Care for Education.

It is rare to find interventions implemented at scale in a province. Aside from Care for Education, which is scaling in all provinces, FS is scaling 1 of 1 intervention, GP 3 of 4, WC 4 of 7 and KZN 3 of 7. In contrast, LP, NW and MP do not implement any interventions at scale, with the NC and EC each scaling one intervention. While there does not seem to be a correlation between the achievement of the province in the matric examinations and the number of interventions in Grade R, the four top-performing provinces are all investing provincial resources in scaling Grade R interventions, more often than not to all five quintiles.

Of the 75 education districts in South Africa there is not a single one without any Grade R intervention, but some districts receive very little support, in particular Dr Kenneth Kaunda and Dr Ruth Mompati in the North West, and Sekhukhune East and Mopani East in Limpopo.

Organisation and programme footprints

It was encouraging to find that certain programme content is used across multiple interventions in different provinces, a sign that funders and implementers are moving towards greater collaboration and away from insisting on always developing their own material.

The Foundation Phase initiative by Care for Education is implemented in all nine provinces, the Stellar Programme by Wordworks is used in seven provinces, while the School Readiness Initiative by the consortium of Molteno, Penreach and READ, the TIME Home Learning Programme by Wordworks and RED INK, and the Grade R Mathematics Programme by SDU at UCT are each implemented in five provinces. MathsUp by RED INK, Funda Wande Reading for Meaning and the Foundation Phase Support Programme by Alladin Learning Solutions are implemented in three provinces each. Three interventions are nationally available and have scattered users across the country and the other half of the interventions identified through this rapid review has a footprint in only one province each.

Overview of interventions

This rapid review of the Grade R landscape in South Africa identified 22 interventions that specifically aim to improve quality and access in Grade R and that are implemented beyond one district in South Africa.

Nineteen of the 22 interventions have as their main focus the improvement of curriculum implementation and teaching, and target teacher professional development through various mechanisms. The approaches include in-person training, often complemented by online, digital or virtual training opportunities; individual support through external specialist mentors and coaches who are contracted to support teachers in person and virtually; teacher assistants that are trained and remunerated to be in class every day; peer-support through lead teachers, professional learning communities and virtual professional networks; management support through Heads of the Foundation Phase Department and Subject Advisors, who may also be used as Master Trainers in some programmes.

At least one of the 19 interventions focuses on improving teacher training and professional development models and pathways by promoting blended learning opportunities, micro-learning modules, open-source materials, and self-study and peer-learning approaches. Recognition and accreditation of learning are getting some attention, with many training programmes being SACE endorsed and linked to Continuous Professional Development points. Some are even linked to certificates and diplomas from universities and other tertiary institutions.

Of the 19 curriculum interventions, one has a cross-cutting focus on gender-responsive teaching approaches, while five interventions focus on all three learning areas in Grade R, namely Language, Mathematics and Life Skills. Five programmes target both Language and Mathematics teaching. Four interventions focus exclusively on Language teaching, three interventions focus only on Mathematics teaching, and no single intervention targets only Life Skills, while Life Skills topics may be integrated in Language and Mathematics programmes. All provinces have a balance of Language and Mathematics interventions. Apart from the Foundation Phase Initiative by Care for Education which is implemented nationally, GP and EC do not have interventions that support Life Skills. One intervention offers training on teaching coding and robotics.

Every intervention brings a combination of resources and materials in the form of learner workbooks, teacher guides, lesson plans, assessment tools, reading anthologies, posters, activities, toys and manipulates, audio-visual training files, mobile applications and even a WhatsApp bot.

Different approaches to teaching and learning in Grade R are emphasised, with learning through play being the most prominent across interventions. Other approaches include developmental domains, perceptual skills, basic concepts, problem-solving, computational thinking, and gender-responsive teaching.

Seven of the curriculum-focused interventions also engage parents and communities. This is most frequently done by building the capacity of the Grade R teacher to engage parents in the education of their children. A few interventions include resources for educational activities at home and home visits, while one intervention offers a virtual platform for communication between teachers and parents.

Four of the curriculum interventions also provide a form of virtual professional networking on platforms that offer a combination of teaching and learning resources, demonstration videos, exchange and discussion forums and moral support. One platform also offers a marketplace for educational resources and services.

Three interventions aim to increase the availability of books for reading for enjoyment in Grade R. One provides classroom libraries and has limited reach within Gauteng Province. Another creates new books in multiple languages and make these titles available digitally and in print, and has a nationally available reach on demand. The third offers digital books on a virtual networking platform which is also available nationally.

There are only two interventions that work to improve infrastructure, one installing classrooms, office blocks, kitchens and WASH facilities as well as outdoor play areas and fencing, and the other establishing only outdoor play areas through school communities. One intervention has a component that builds the capacity of school leaders and centre owners in leadership, management and governance.

Overall, curriculum-focused interventions are dominant in South Africa, with eight of 22 programmes implemented in three or more provinces each.

NATIONAL OVERVIEW

	Curriculum	Professional Networks	Infrastructure	Parents/Community	Books	Leadership & Management	FS	GP	KZN	WC	NW	EC	MP	NC	LP
School Readiness Initiative by the Consortium: Molteno, Penreach, READ															
Foundation Phase Initiative by Care for Education Foundation															
The Stellar Programme by Wordworks															
Home-School Partnerships Programme by Wordworks															
TIME Home Learning Programme by Wordworks with RED INK															
Grade R Mathematics Programme, developed by SDU/UCT, open source, implemented by various orgs															
MathsUp Mobile Application by RED INK															
Funda Wande Reading for Meaning															
Bala Wande Calculating with Confidence															
Foundation Phase Support Programme by Alladin Learning Solutions															
BLEND by VVOB with CASME, DBE, SACE and KZN DoE															
EGRI by VVOB with DBE, SACE and KZN DoE															
FUN by VVOB with Ntataise, SAIDE, DBE, Neil Butcher and KZN DoE															
GRP4ECE by VVOB with DBE, SACE and KZN DoE															
Teacher capacity building by Basic Concepts Foundation															
Classroom Libraries by SAIDE in partnership with Molteno															
Capacity Building Training Courses for Teachers by ORT SA CAPE															
Literacy and Mathematics training for teachers and parents by ITEC															
Emergent Literacy and Numeracy by Ntataise Lowveld															
Zibuza.Net by Dr CL Smith Foundation															
Book publishing and distribution by Book Dash															
Infrastructure by Bright Kid Foundation															

PROVINCIAL SUMMARIES





The Free State (FS) is the fourth-largest province in South Africa, occupying 10.6% of the country’s land area and holding 5.1% of the country’s population, the second smallest population after the NC. The province has the third highest GDP per capita at R79 877 with the main contributor to the economy being government services, followed closely by finance. The FS is the best performing province in the 2022 matric examinations with an 88.5% pass rate.

The province has five educational districts with 1 028 schools of which 945 are public schools. In 2022 an estimated 589 public schools have Grade R with approximately 36 408 Grade R learners enrolled. Although the province has the second lowest population and number of schools, the ratio of schools per population is also low, so that the number of Gr R children per school is close to the highest in the country at 62. The province has the second lowest number of ECD centres operating in the province with at least 1 993 centres.

This rapid review identified two Grade R curriculum interventions that are implemented across the province, which makes the FS the province with the fewest interventions. The Care for Education Foundation implements the Foundation Phase Initiative (FPI) and READ implements the School Readiness Initiative (SRI), which includes parental engagement and infrastructure (playgrounds) components. Both interventions target Quintile 1-3 schools, both implement in public schools and the SRI also include 67 ECD centres. Another three interventions are nationally available and could be implemented in locations in the FS, one do infrastructure, one offers curriculum and professional networks and two provide books.

EDUCATION DEPARTMENT

88.5%

2022 MATRIC PASS RATE



2.8% FROM 2021 RESULTS

1st

MATRIC RESULTS
PROVINCIAL RANKING



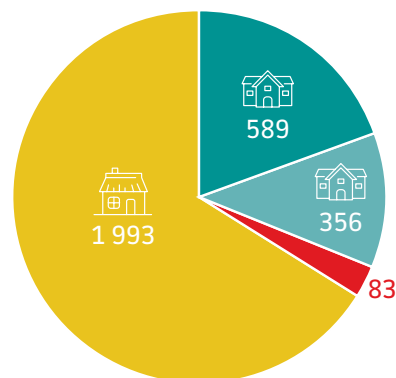
36 400

GRADE R CHILDREN IN PUBLIC SCHOOLS



3 021

SCHOOLS & ECD CENTRES



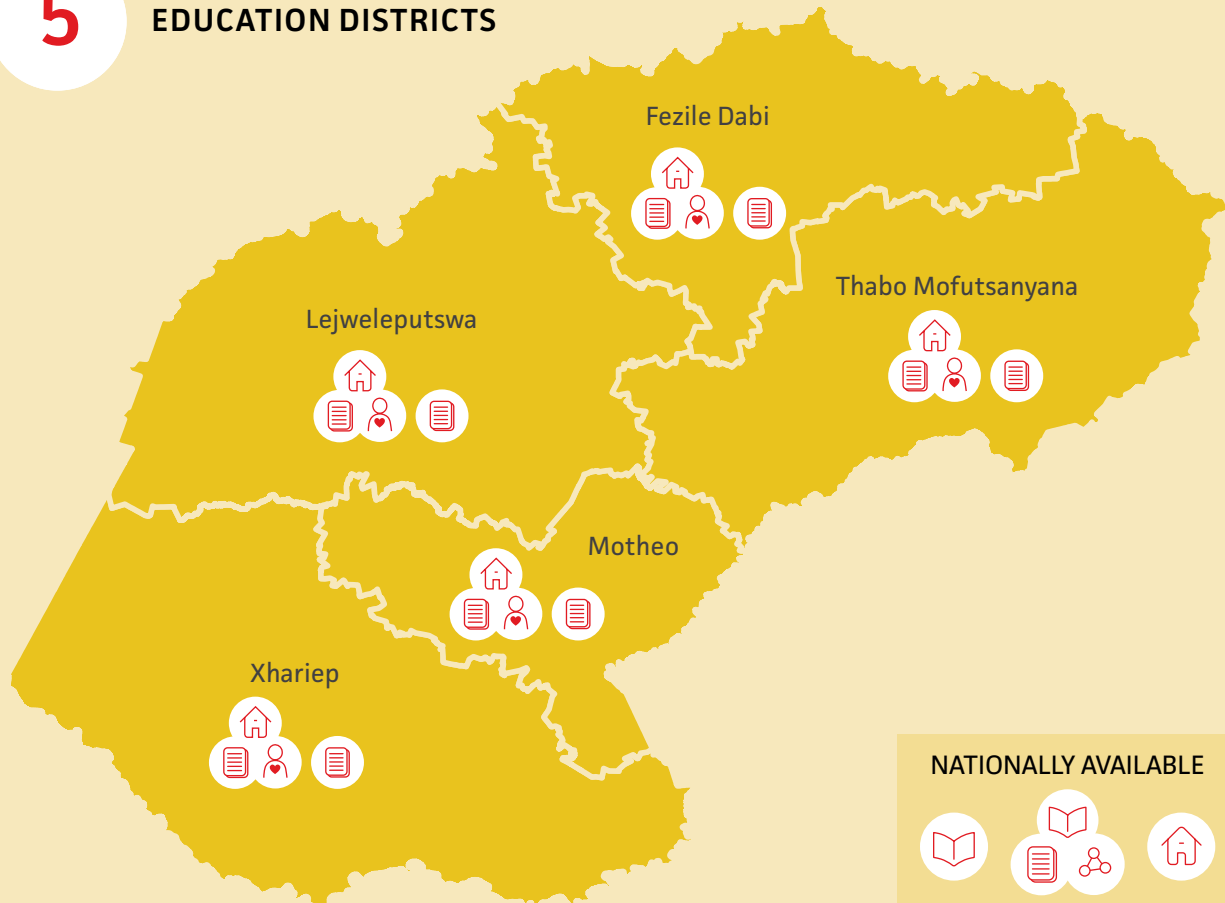
- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

Distribution of schools with Grade R per quintile








5

EDUCATION DISTRICTS



- Curriculum
- Professional Networks
- Infrastructure
- Parents/Community
- Books
- Leadership & Management

INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE	NATIONALLY AVAILABLE
 <p>School Readiness Initiative by the Consortium: Molteno, Penreach, READ 2019 – 2026</p>	 <p>Book publishing and distribution by Book Dash</p>
 <p>Foundation Phase Initiative by Care for Education Foundation 2019 – 2024</p>	 <p>Zibuza.Net by Dr CL Smith Foundation</p>
	 <p>Infrastructure by Bright Kid Foundation</p>



Gauteng (GP) occupies the smallest land area at 1.5% of the country’s surface, however it is the most populous province of South Africa and home to 25% of the country’s total population. Gauteng serves as the economic engine of the country with the highest GDP per capita of R111 171, exceeding the average national GDP per capita of R81 875. Gauteng is second in the 2022 matric results provincial ranking.

The province is divided into four education regions with 15 education districts and 3 019 schools of which 2 066 are public schools. GP has by far the lowest ratio of schools per population, with KZN, the second most populous province, having more than double the number of schools compared to GP. In 2022, an estimated 1 453 public schools have Grade R with approximately 110 151 Grade R learners enrolled, which is an average of 76 children per school, the highest number in the country. Consistent with the population size, the province has the largest number of ECD centres at 10 205. Through this rapid review, five Grade R interventions were identified in the province, of which four are curriculum interventions and one provides classroom libraries. Gauteng is the only province with a provincial intervention that does not focus on curriculum. All five interventions are implemented at scale in the province. One out of five interventions are in both public schools and ECD centres and the other four are in public schools only. Two interventions target quintile 1 to 3 schools while the other three target all public schools. All interventions identified in GP are targeting teachers and teaching assistants, and at least three interventions also target Subject Advisors.

EDUCATION DEPARTMENT

84.4%

2022 MATRIC PASS RATE



1.6% FROM 2021 RESULTS

2nd

MATRIC RESULTS
PROVINCIAL RANKING



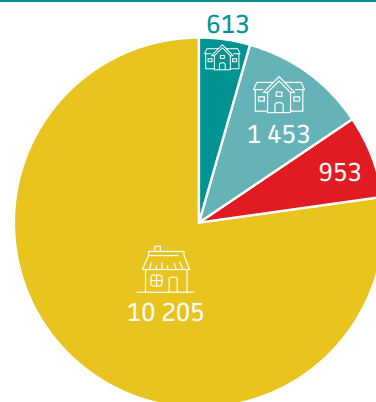
110 151

GRADE R CHILDREN IN PUBLIC SCHOOLS



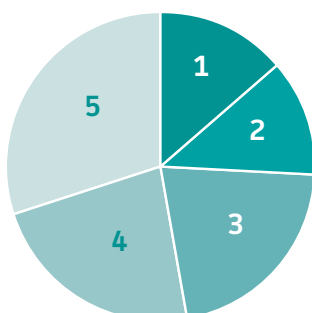
13 224

SCHOOLS & ECD CENTRES



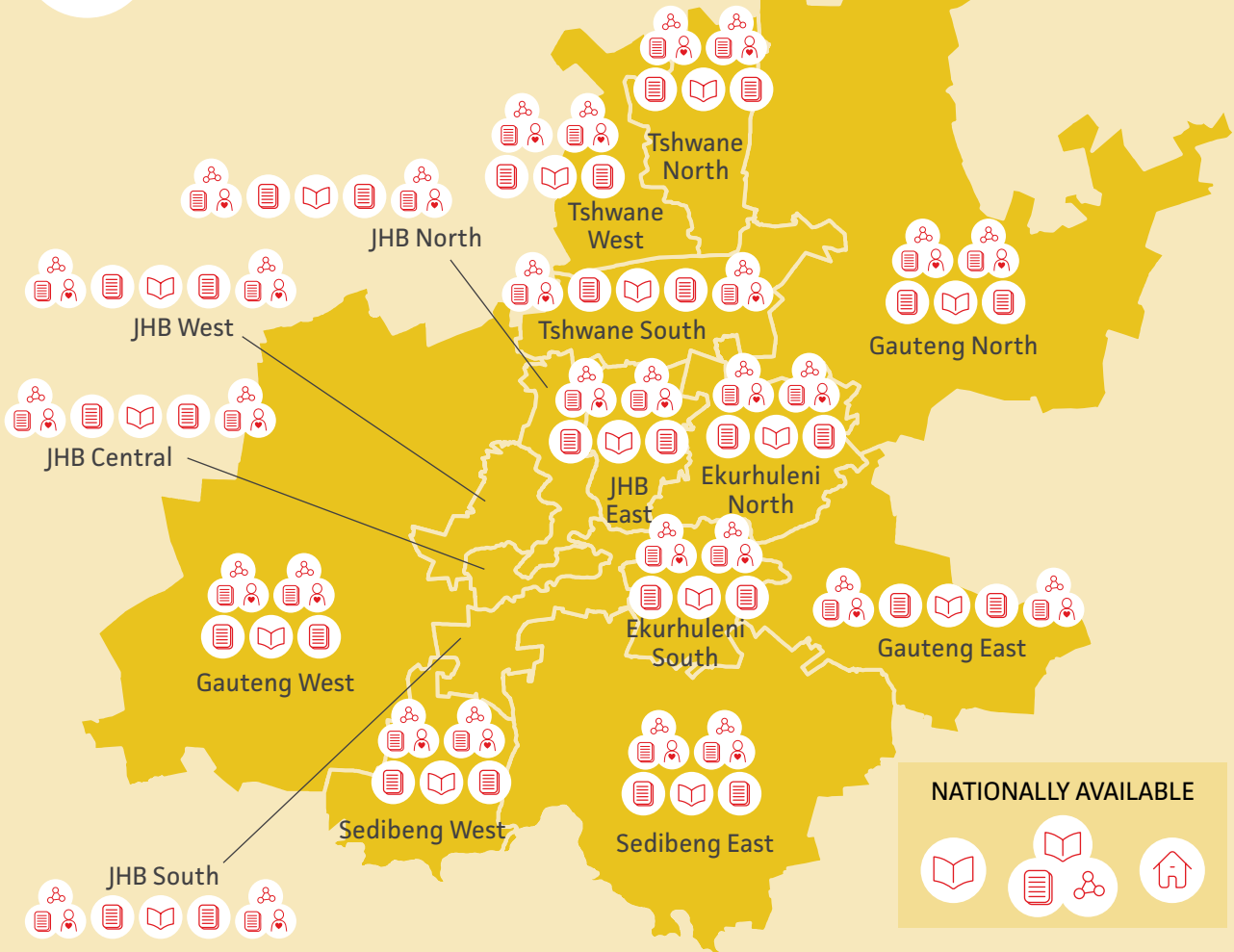
- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

Distribution of schools with Grade R per quintile



15

EDUCATION DISTRICTS



- Curriculum
- Professional Networks
- Infrastructure
- Parents/Community
- Books
- Leadership & Management

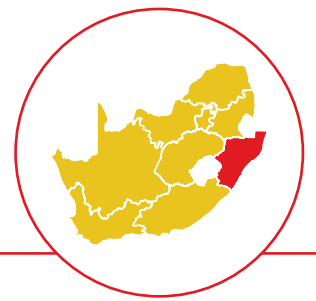
INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE

- The Stellar Programme by **Wordworks**
Since 2021
- Grade R Mathematics Programme by **SDU at UCT**
Since 2021, ongoing
- Classroom Libraries by **SAIDE in partnership with Molteno** | 2022 – 2023
- Foundation Phase Initiative by **Care for Education Foundation** | 2019 – 2024
- Time Home Learning by **Wordworks and RED INK**
Since 2023, ongoing

NATIONALLY AVAILABLE

- Book publishing and distribution by **Book Dash**
- Zibuza.Net by **Dr CL Smith Foundation**
- Infrastructure by **Bright Kid Foundation**



KwaZulu-Natal (KZN) is the third smallest province in the country but the second most populous after GP, with 19.6% of the country’s total population. The province has the third lowest GDP per capita at R66 254. KZN is third in the matric results ranking in 2022.

The province has 12 education districts with 6 064 schools, of which 5 797 are public schools, by far the highest number of all provinces and close only to the EC. In 2022, an estimated 4 259 public schools have Grade R with approximately 159 774 Grade R learners enrolled. It follows that KZN has the second lowest average number of Grade R learners per school at 38, half that of GP. Consistent with the population size of the province, KZN has the second-largest number of ECD centres with at least 7 974.

This rapid review identified eight Grade R interventions in the province, five of which are implemented in all districts. Most interventions are implemented in Ugu district. VVOB implements four of the eight interventions in KZN. Only one intervention also reaches ECD centres, and only on a small scale. All interventions in KZN target teachers for improved curriculum delivery, with two interventions also focusing on parents, one on networks and one on infrastructure (playgrounds). Another three interventions are nationally available and could be implemented in locations in KZN, one in infrastructure, one in books and one in curriculum, books and professional networks.

EDUCATION DEPARTMENT

83%

2022 MATRIC PASS RATE



6.2% FROM 2021 RESULTS

3rd

MATRIC RESULTS
PROVINCIAL RANKING



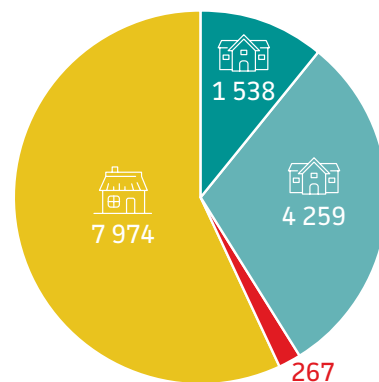
159 774

GRADE R CHILDREN IN PUBLIC SCHOOLS



14 038

SCHOOLS & ECD CENTRES



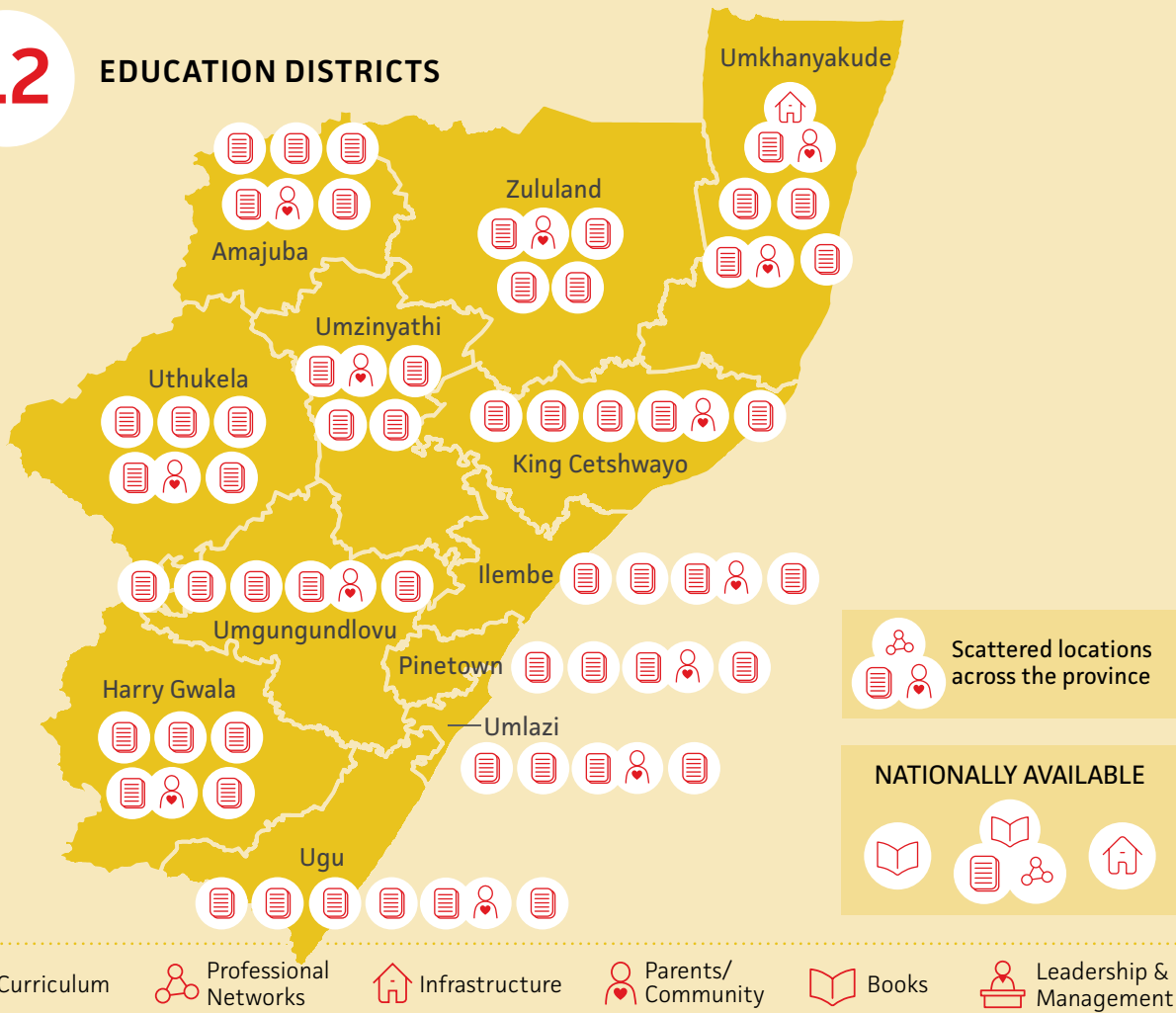
- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

Distribution of schools with Grade R per quintile




12

EDUCATION DISTRICTS






INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE

-  School Readiness Initiative by the **Consortium: Molteno, Penreach, READ** | 2023
-  EGRI by **VVOB** with DBE, SACE and KZN DoE | 2022 – 2026
-  GRP4ECE by **VVOB** with DBE, SACE and KZN DoE | 2020 – 2023
-  FUN by **VVOB** with Ntataise, SAIDE, DBE, Neil Butcher and KZN DoE | 2022 – 2026
-  BLEND by **VVOB** with CASME, DBE, SACE and KZN DoE | October 2021 – March 2023
-  The Stellar Programme by **Wordworks** | Since 2018, ongoing
-  MathsUp Mobile Application by **RED INK** | Since 2018, ongoing
-  Foundation Phase Initiative by **Care for Education Foundation** | 2023 – 2024

NATIONALLY AVAILABLE

-  Book publishing and distribution by **Book Dash**
-  Zibuza.Net by **Dr CL Smith Foundation**
-  Infrastructure by **Bright Kid Foundation**



The Western Cape (WC) is the third-largest province in South Africa, and it is the 4th most populous province with 11.5% of the country’s total population. Sectors such as finance, real estate and tourism are the main contributors to the economy. The province has the lowest unemployment rate in the country and the second-largest GDP per capita of R97 664, which exceeds the average national GDP per capita of R81 875. The Western Cape is ranked fourth in the 2022 matric results.

The province is divided into eight education districts with 1 754 schools of which 1 452 are public schools. In 2022, an estimated 1 037 schools have Grade R with approximately 65 481 Grade R learners enrolled, an average of 63 learners per school. This is the second highest average in South Africa and similar to the FS. There are at least 4 546 ECD centres operating in the province.

Through this rapid review eight Grade R interventions were identified in the province, of which five are implemented at scale. Most interventions target both public schools and ECD centres, an approach which is unique among the provinces in South Africa. Wordworks (Language and Literacy) and RED INK (Mathematics) are the most dominant organisations working in Grade R in the WC and they often work together. Most interventions in the WC target all quintiles, an approach which is comparable to GP. All interventions focus on curriculum, three also target parents and two also offer professional networks. Another three interventions are nationally available and could be implemented in locations in the WC, one in infrastructure, one in books and one in curriculum, books and professional networks.

EDUCATION DEPARTMENT

81.4%

2022 MATRIC PASS RATE

0.2% FROM 2021 RESULTS

4th

MATRIC RESULTS
PROVINCIAL RANKING

65 481

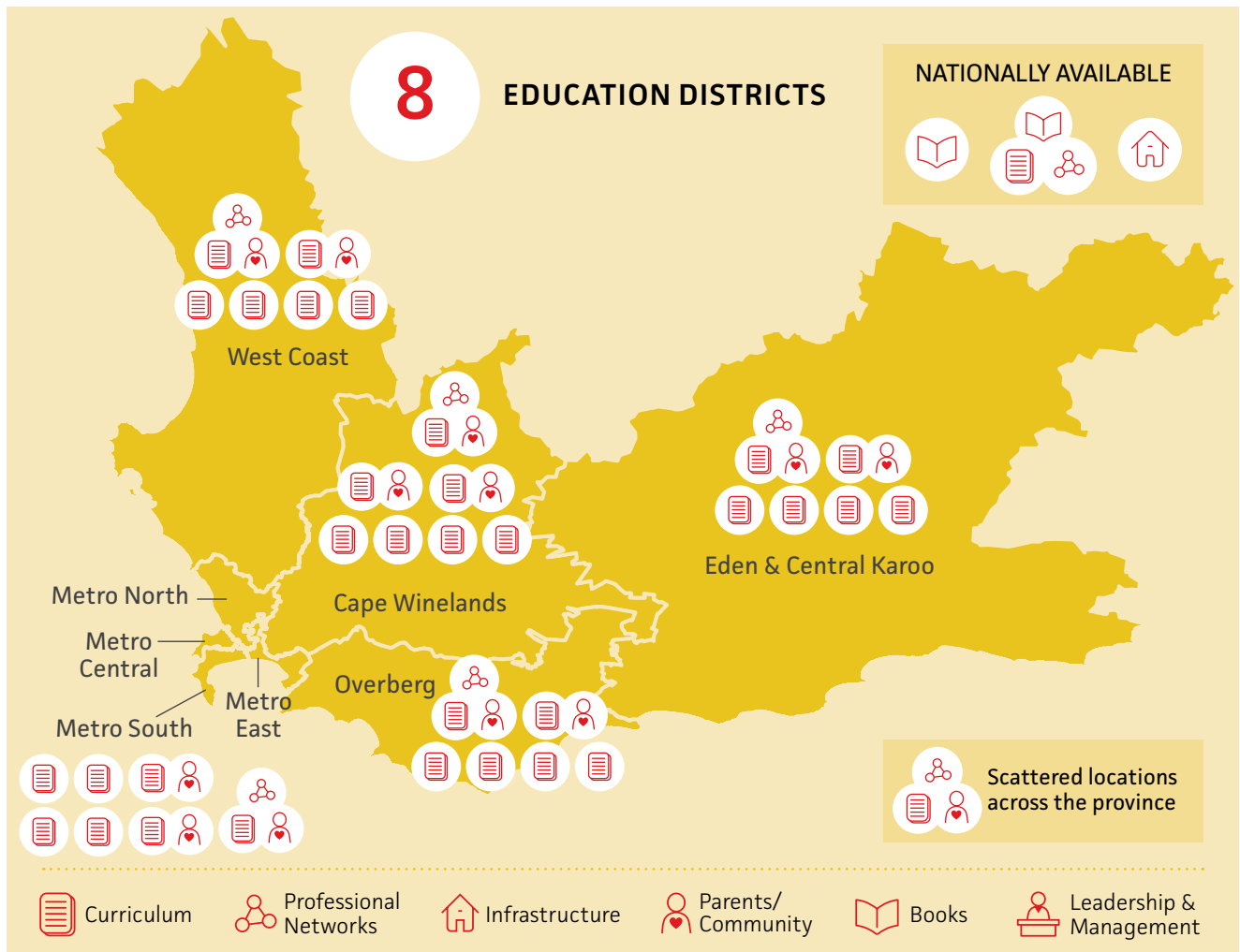
GRADE R CHILDREN IN PUBLIC SCHOOLS

6 300

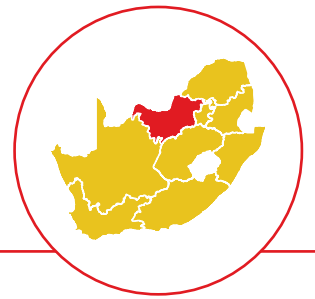
SCHOOLS & ECD CENTRES

Distribution of schools with Grade R per quintile

- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools



INTERVENTIONS <small>(Click through to fact sheets)</small>	
IN THIS PROVINCE	NATIONALLY AVAILABLE
<div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>Capacity Building Training Courses for Teachers by ORT SA CAPE Since 2008, ongoing</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>Funda Wande Reading for Meaning 2023 – 2025</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>The Stellar Programme by Wordworks Since 2014, ongoing</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>Home-School Partnerships Programme by Wordworks Since 2005, ongoing</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>Time Home Learning Programme by Wordworks with RED INK Since 2020, ongoing</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>Grade R Mathematics Programme by SDU at UCT Since 2016, ongoing</div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>MathsUp Mobile Application by RED INK Since 2018, ongoing</div> </div> <div style="display: flex; align-items: center;"> <div>Foundation Phase Initiative by Care for Education Foundation 2023 – 2024</div> </div>	<div style="display: flex; align-items: center; margin-bottom: 20px;"> <div>Book publishing and distribution by Book Dash</div> </div> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <div>Zibuza.Net by Dr CL Smith Foundation</div> </div> <div style="display: flex; align-items: center;"> <div>Infrastructure by Bright Kid Foundation</div> </div>



North West province occupies 8.6% of the country’s land area and has 6.8% of the country’s population. Mining is the biggest contributor to the provincial economy with the province representing almost a quarter of South Africa’s mining industry. The Rustenburg and Brits districts produce more platinum than any other single area in the world. The province ranks sixth on the GDP per capita scale at R77 089. North West province came fifth in the 2022 national matric results.

The province has four education districts with a total of 1 550 schools of which 1 448 are public schools. In 2022 an estimated 1 027 schools have Grade R with approximately 50 141 Grade R learners enrolled, an average of 49 children per school. There are at least 2 455 ECD centres operating in the province.

Through this rapid review five Grade R interventions were identified in the province, three of which are found scattered around the province in mining communities, one in two of the four districts and one across the province in quintile 1-3 schools. All interventions focus on curriculum, with three also including parental components, two also including networks and one also including infrastructure (playgrounds). Another three interventions are nationally available and could be implemented in locations in the NW, one in infrastructure, one in books and one in curriculum, books and professional networks.

EDUCATION DEPARTMENT

79.8%

2022 MATRIC PASS RATE

1.6% FROM 2021 RESULTS

5th

MATRIC RESULTS PROVINCIAL RANKING

50 141

GRADE R CHILDREN IN PUBLIC SCHOOLS

4 005

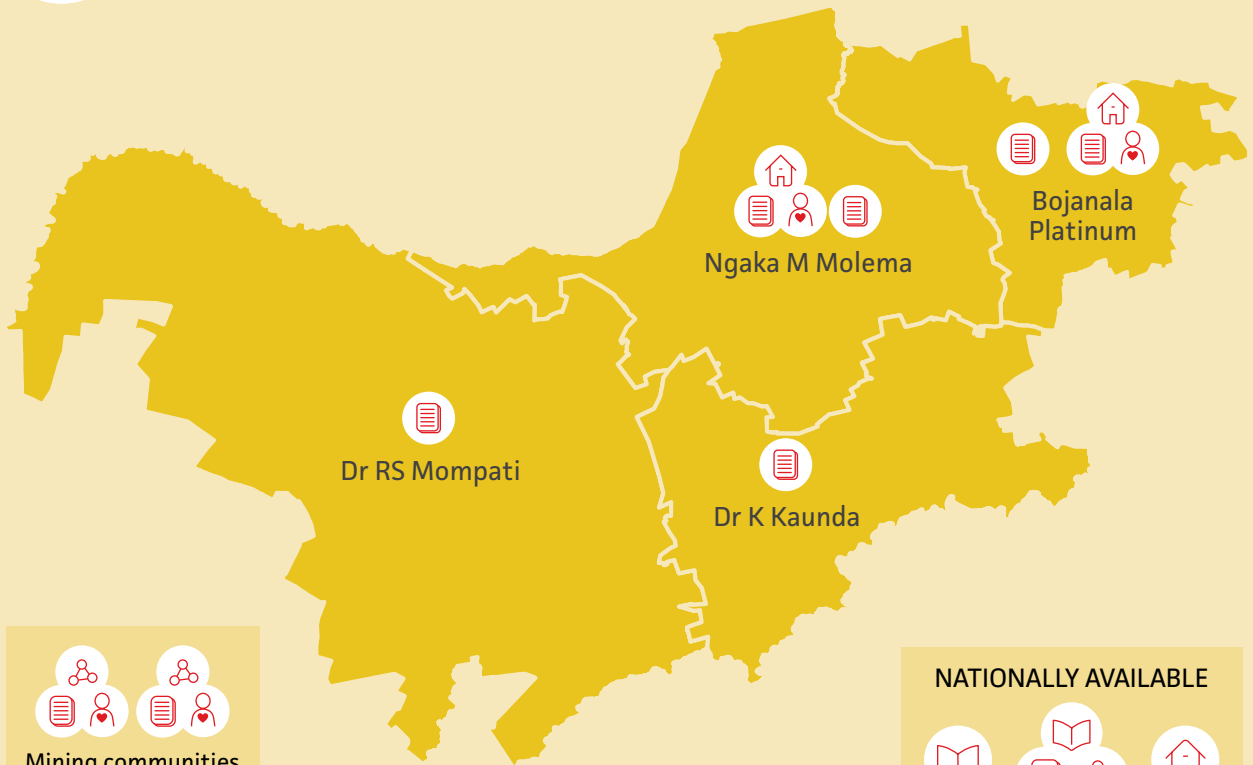
SCHOOLS & ECD CENTRES

Distribution of schools with Grade R per quintile

- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

4

EDUCATION DISTRICTS



Mining communities across the province

NATIONALLY AVAILABLE

- Curriculum
- Professional Networks
- Infrastructure
- Parents/Community
- Books
- Leadership & Management

INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE	NATIONALLY AVAILABLE
<p>School Readiness Initiative by the Consortium: Molteno, Penreach, READ 2023 – 2026</p>	<p>Book publishing and distribution by Book Dash</p>
<p>Grade R Mathematics Programme by RED INK 2023 – 2026</p>	<p>Zibuza.Net by Dr CL Smith Foundation</p>
<p>Foundation Phase Initiative by Care for Education Foundation 2023 – 2024</p>	<p>Infrastructure by Bright Kid Foundation</p>
<p>The Stellar Programme by Wordworks 2023 – 2026</p>	
<p>Time Home Learning Programme by Wordworks with RED INK 2023 – 2026</p>	



The Eastern Cape (EC) is the second-largest province in South Africa in terms of land area, with 11.5% of the national population. However, it is the poorest province with the highest unemployment rate and the lowest GDP per capita of R55 094. Government is the main sector that drives the economy. Eastern Cape ranks sixth in the 2022 matric result tables.

The province has 12 education districts with 5 311 schools, of which 5 046 are public schools. EC is the province with the highest ratio of schools per population. In 2022 approximately 4 187 public schools have Grade R with nearly 105 264 Grade R learners enrolled, which on average is one school for every 25 Grade R learners. There are also at least 5 323 ECD centres operating in the province.

Through this rapid review five Grade R interventions were identified in the province of which two are implemented at scale: the MathsUp app on which all Subject Advisors were trained for quintiles 1-5, and Care for Education’s Foundation Phase Initiative in quintiles 1-3. The interventions in EC all have curriculum delivery as their main component and three interventions also target parents. One intervention also establishes professional networks and the EC is the only province with an intervention that strengthens leadership and management of ECD centres with Grade R. Another three interventions are nationally available and could be implemented in locations in the EC, one in infrastructure, one in books and one in curriculum, books and professional networks.

EDUCATION DEPARTMENT

77.3%

2022 MATRIC PASS RATE

4.2% FROM 2021 RESULTS

6th

MATRIC RESULTS PROVINCIAL RANKING

105 264

GRADE R CHILDREN IN PUBLIC SCHOOLS

10 634

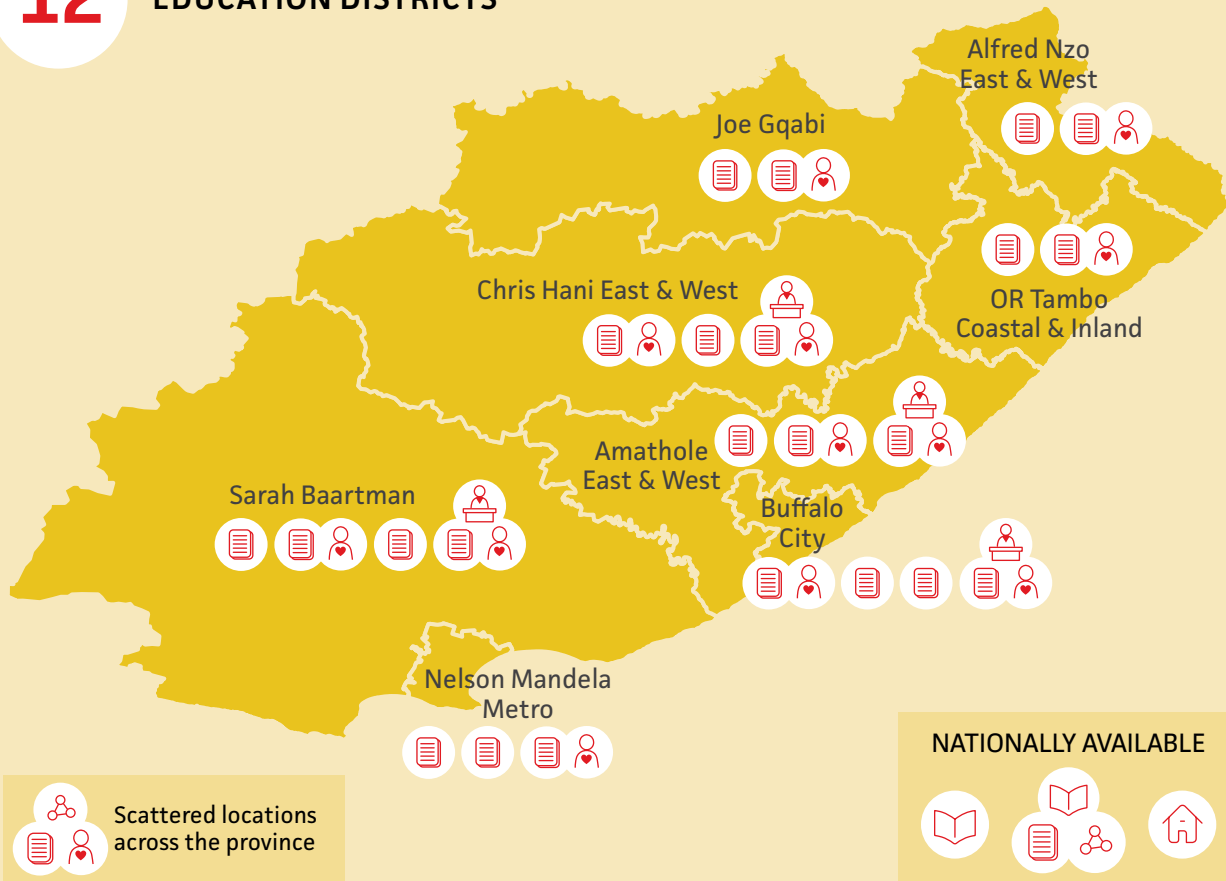
SCHOOLS & ECD CENTRES

Distribution of schools with Grade R per quintile

- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

12

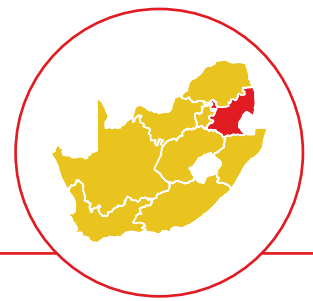
EDUCATION DISTRICTS



- Curriculum
- Professional Networks
- Infrastructure
- Parents/Community
- Books
- Leadership & Management

INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE	NATIONALLY AVAILABLE
Funda Wande Reading for Meaning 2022 – 2026	Book publishing and distribution by Book Dash
The Stellar Programme by Wordworks Since 2017, ongoing	Zibuza.Net by Dr CL Smith Foundation
Literacy mathematics training for teachers and parents by ITEC 3 to 12 months per school	Infrastructure by Bright Kid Foundation
Foundation Phase Initiative by Care for Education Foundation 2019 – 2024	
MathsUp Mobile Application by RED INK Since 2018, ongoing	



Mpumalanga is the second smallest province in land area and has 7.9% of the country’s total population. Tourism and agro-processing are potential growth sectors in the province. The province ranks fifth on the GDP per capita scale with R78 462. Mpumalanga is in seventh place in the 2022 matric results.

The province has four education districts with a total of 1 784 schools of which 1 649 are public schools. In 2022 an estimated 1 153 schools have Grade R with approximately 64 409 Grade R learners enrolled. Although MP has far more children and schools than the NC, the ratio of Grade R learners per school is the same at 56 learners. There are also at least 2 895 ECD centres in the province.

This rapid review identified four Grade R interventions in the province with one intervention implemented at scale in quintiles 1-3: the Foundation Phase Initiative. Ehlanzeni is the most supported district. Hardly any Grade R classes remain in ECD centres in MP and only one intervention also supports ECD centres. All interventions focus on curriculum delivery, while two interventions also target parents and one targets infrastructure (playgrounds). Another three interventions are nationally available and could be implemented in locations in MP, one in infrastructure, one in books and one in curriculum, books and professional networks.

EDUCATION DEPARTMENT

76.8%

2022 MATRIC PASS RATE



3.2% FROM 2021 RESULTS

7th

MATRIC RESULTS
PROVINCIAL RANKING



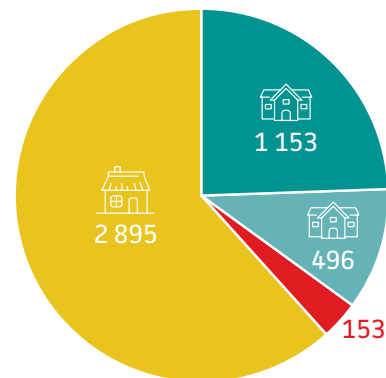
64 409

GRADE R CHILDREN IN PUBLIC SCHOOLS



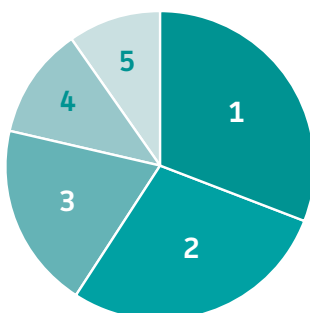
4 679

SCHOOLS & ECD CENTRES



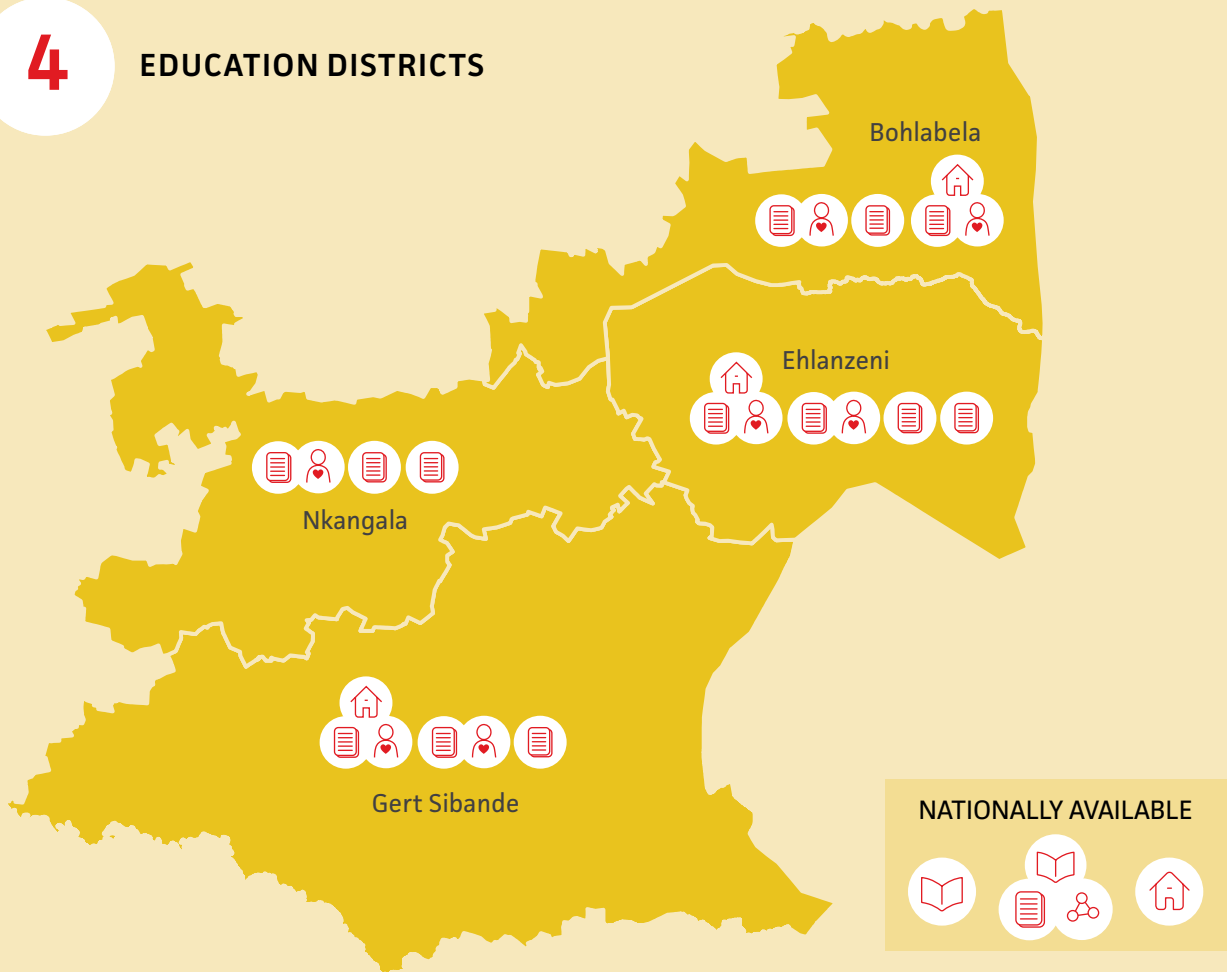
- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

Distribution of schools with Grade R per quintile



4

EDUCATION DISTRICTS



- Curriculum
- Professional Networks
- Infrastructure
- Parents/Community
- Books
- Leadership & Management

INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE	NATIONALLY AVAILABLE
<p>School Readiness Initiative by the Consortium: Molteno, Penreach, READ 2019 – 2026</p>	<p>Book publishing and distribution by Book Dash</p>
<p>Emergent Literacy and Numeracy by Ntataise Lowveld May 2022 – Jan 2023</p>	<p>Zibuza.Net by Dr CL Smith Foundation</p>
<p>Foundation Phase Support Programme by Alladin Learning Solutions 2021 – 2023</p>	<p>Infrastructure by Bright Kid Foundation</p>
<p>Foundation Phase Initiative by Care for Education Foundation 2023 – 2024</p>	



The Northern Cape (NC) province covers nearly a third of the country's land area but is the most sparsely populated with 2% of the country's population. Its economy relies heavily on mining and agriculture which employ approximately 57% of the population. The province has a GDP per capita of R79 719. NC ranks eighth in the 2022 national matric results.

The province has five education districts with a total of 586 schools of which 545 are public schools. In 2022, an estimated 333 schools had Grade R with approximately 18 664 Grade R learners enrolled, an average of 56 learners per school - the same as MP. Consistent with the small population, NC has the lowest number of ECD centres with at least 882 operating in the province.

Through this rapid review six Grade R interventions were identified in the province, two of which are implemented in all districts, by Basic Concepts Foundation and Care for Education Foundation. Three interventions are only implemented in mining communities across the province. All interventions support curriculum delivery, while three interventions engage parents and two strengthen professional networks. Another three interventions are nationally available and could be implemented in locations in the NC, one in infrastructure, one in books and one in curriculum, books and professional networks.

EDUCATION DEPARTMENT

74.2%

2022 MATRIC PASS RATE

2.8% FROM 2021 RESULTS

8th

MATRIC RESULTS PROVINCIAL RANKING

18 664

GRADE R CHILDREN IN PUBLIC SCHOOLS

1 468

SCHOOLS & ECD CENTRES

Distribution of schools with Grade R per quintile

- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

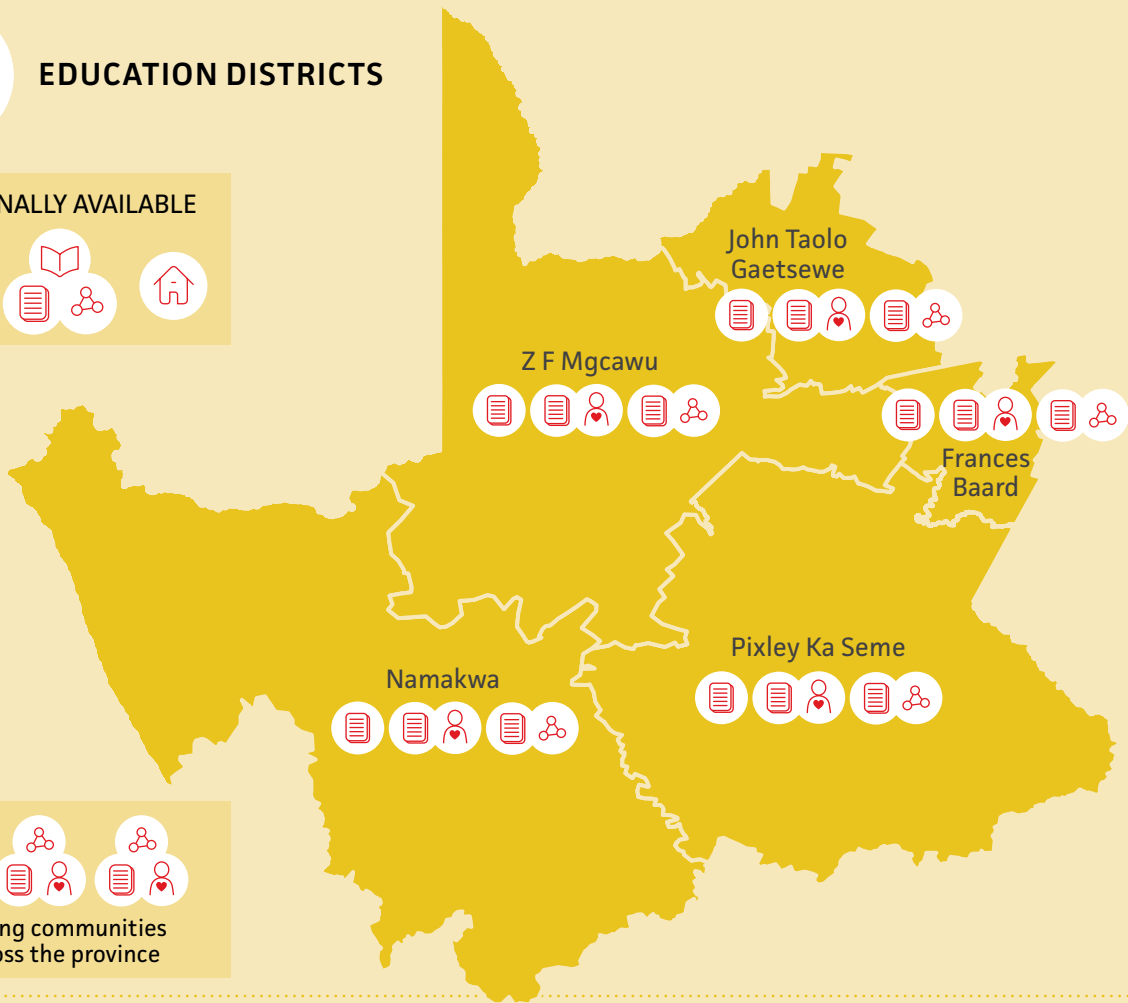
5

EDUCATION DISTRICTS

NATIONALLY AVAILABLE



Mining communities across the province



- Curriculum
- Professional Networks
- Infrastructure
- Parents/Community
- Books
- Leadership & Management

INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE



Teacher capacity building by **Basic Concepts Foundation** 2019 – 2024



Foundation Phase Support Programme by **Alladin Learning Solutions** | 2021 – 2023



The Stellar Programme by **Wordworks** 2023 – 2026



Grade R Mathematics Programme by **RED INK** 2023 – 2026



Foundation Phase Initiative by **Care for Education Foundation** | 2023 – 2024



Time Home Learning Programme by **Wordworks** with RED INK | 2023 – 2026

NATIONALLY AVAILABLE



Book publishing and distribution by **Book Dash**



Zibuza.Net by **Dr CL Smith Foundation**



Infrastructure by **Bright Kid Foundation**

Provincial Summary

LIMPOPO



Limpopo ranks fifth in South Africa in both surface area and population with 10.2% of the country's total population. Mining is the driver of economic activity and LP has the second lowest GDP per capita in the country of R59 283. LP is last of nine provinces in the 2022 matric results.

The province has ten education districts with 3 855 schools of which 3 649 are public schools. In 2022 an estimated 2 376 schools have Grade R with approximately 114 736 Grade R learners enrolled, the highest percentage of the population among all provinces and an average of 48 learners per school. In 2022 there are approximately 5 295 ECD centres operating in the province.

This rapid review identified eight Grade R interventions in the province. Capricorn North and South around Polokwane are the most supported education districts with five and four interventions respectively. Three inter-ventions are only implemented in mining communities across the province. All interventions in Limpopo target curriculum delivery, while four interventions also engage parents, two interventions also focus on professional networks, and one on infrastructure (playgrounds). Another three interventions are nationally available and could be implemented in locations in LP, one in infrastructure, one in books and one in curriculum, books and professional networks.

EDUCATION DEPARTMENT

72.1%

2022 MATRIC PASS RATE



5.5% FROM 2021 RESULTS

9th

MATRIC RESULTS
PROVINCIAL RANKING



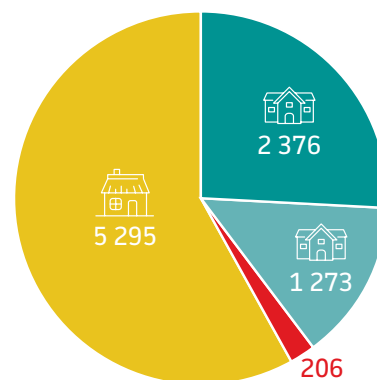
114 736

GRADE R CHILDREN IN PUBLIC SCHOOLS



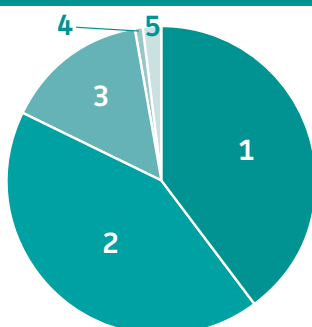
9 150

SCHOOLS & ECD CENTRES



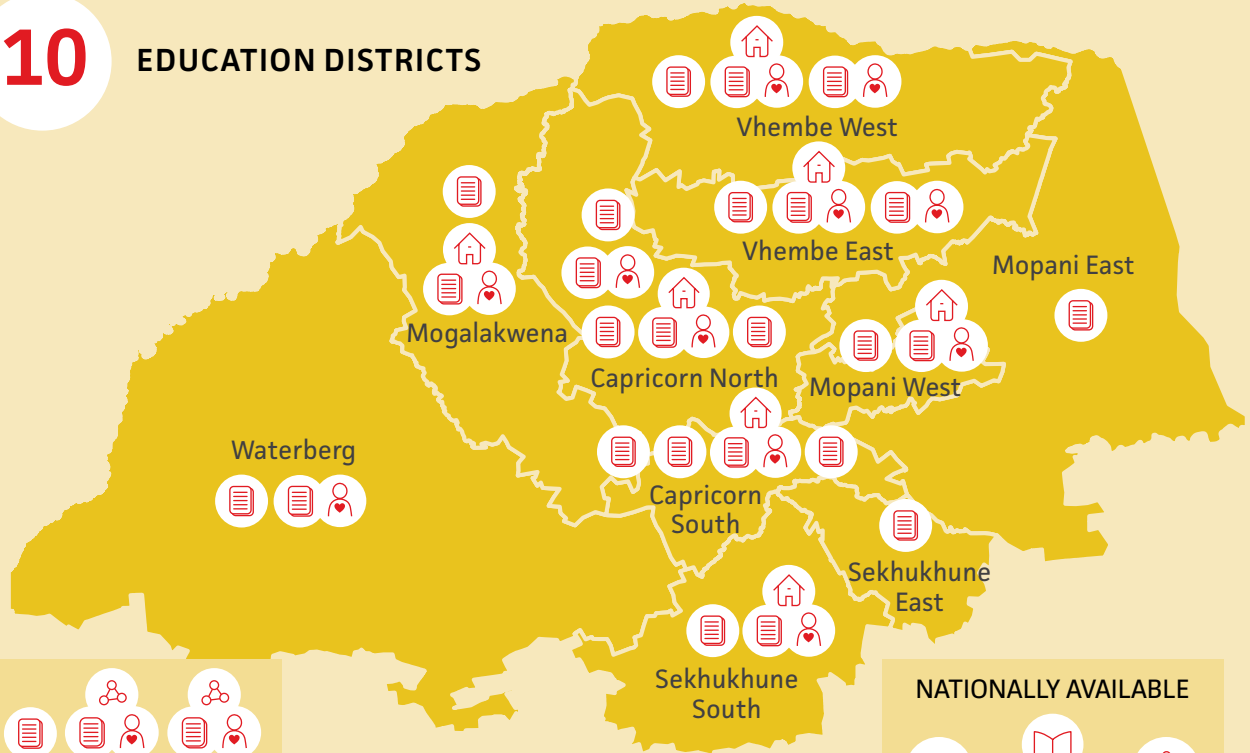
- Public schools with Grade R
- Public schools without Grades R - 3
- ECD centres on government lists
- Independent schools

Distribution of schools with Grade R per quintile



10

EDUCATION DISTRICTS



Mining communities across the province

NATIONALLY AVAILABLE

- Curriculum
- Professional Networks
- Infrastructure
- Parents/Community
- Books
- Leadership & Management

INTERVENTIONS (Click through to fact sheets)

IN THIS PROVINCE	NATIONALLY AVAILABLE
Funda Wande Reading for Meaning 2022 – 2024	Book publishing and distribution by Book Dash
Bala Wande Calculating with Confidence Since 2021 (Gr R from 2024) ongoing	Zibuza.Net by Dr CL Smith Foundation
School Readiness Initiative by the Consortium: Molteno, Penreach, READ 2019 – 2026	Infrastructure by Bright Kid Foundation
Foundation Phase Support Programme by Alladin Learning Solutions 2021 – 2023	
Grade R Mathematics Programme by RED INK 2023 – 2026	
The Stellar Programme by Wordworks 2023 – 2026	
Foundation Phase Initiative by Care for Education Foundation 2019 – 2024	
Time Home Learning Programme by Wordworks with RED INK 2023 – 2026	

FACT SHEETS ON INTERVENTIONS






Consortium: Molteno, Penreach, READ

School Readiness Initiative

The SRI activates and capacitates a team of adults around the Grade R child to improve the quality of Grade R facilities and education, and to support transitions into Grade R and Grade 1.


 www.rogerfedererfoundation.org

-  Direct implementation
-  Technical partner
-  Grade R in public schools
-  Grade R in ECD centres
-  External evaluation



SOUTH AFRICA

DISTRICTS:
FS: All districts
KZN: Umakhanyakude
LP: Capricorn North & South, Sekhukhune South, Mogalakwena, Mopani West, Vhembe
MP: Ehlanzeni, Bohlabela, Gert Sibande
NW: Ngaka Modiri Molema, Bojanala





FUNDING


Roger Federer Foundation:
R130 million – 2 500 schools/centres in FS, LP, MP & NW


Get it Done Foundation:
R4.9 million – 100 schools in KZN

SCOPE


Quintile 1-3
FS: Quintile 1-5



2 530 schools


70 ECD centres



DURATION: 2019 – 2026




PRIMARY BENEFICIARIES


Grade R teachers

Continued

Consortium: Molteno, Penreach, READ

School Readiness Initiative

 COMPONENTS: <i>WHAT do they do?</i>	 MODALITIES: <i>HOW do they do it?</i>	 TOOLS: <i>WHICH tools do they use?</i>
<ul style="list-style-type: none"> Stakeholder engagement: mobilising a team of adults around the child, including SMTs, SGBs, parents and community leaders Supporting schools to be age-appropriate, child-centred facilities, including playgrounds and homemade toys Supporting teachers to provide quality, play-based education in all developmental domains and Grade R learning areas, including an early learning course and ongoing assessment app. 	<p>1 year establishment phase, 1 year sustainability phase, ongoing maintenance support</p> <ul style="list-style-type: none"> Stakeholder engagement by RFF and NGOs at national, provincial, district, school and community levels Tablet devices are given to schools with pre-loaded content, for Grade R teachers to use. NGO partners provide orientation training for SAs, Principals, DHs, Grade R teachers Self-guided, peer-to-peer and PLC study of the KnowHow course, engaging Grade R teachers, Gr 1 teachers and feeder ECD centres ChildSteps applied in class under supervision of DHs Play-areas constructed by the community through SGBs Parental engagement sessions by Grade R teachers Monthly support visits to schools 	<ul style="list-style-type: none"> Digital suite of apps and resources: “Early Learning Kiosk” KnowHow: Offline course on learning and teaching in the early years, SACE endorsed ChildSteps app: CAPS and SBA-aligned continuous assessment tool for Grade R Outdoor learning through play area: set-up guide for schools and communities Parental engagement tools for teachers on learning through play and transition support Bridge to School: activity cards for home-based education games and toymaking.



Source of data: Interview



Care for Education, UNICEF and the LEGO Foundation


Foundation Phase Initiative

The Foundation Phase Initiative is a Learning Through Play programme that focuses on the implementation of Six Bricks (LEGO) in the Foundation Phase, aiming to enrich the CAPS.

 www.carefored.co.za

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

-  External evaluation

FUNDING

The LEGO Foundation

Funding information not disclosed



DURATION: 2019 – 2024



SOUTH AFRICA



EC, FS & GP: All districts

LP: Sekhukune East

All other provinces will be reached in 2023-2024

SCOPE



Quintile 1-3



4 830 schools



32 182 teachers (about 8 000 in Gr R)

PRIMARY BENEFICIARIES



Foundation Phase teachers



Subject Advisors



Children



COMPONENTS: WHAT do they do?

- Advocacy workshops at the provincial level
- Three days training for Subject Advisors
- 3-hour advocacy workshop for SMTs and circuit managers
- 2-day in-person teacher training
- Supplementary online course for teachers
- Classroom resource: Six Bricks LEGO set for every child



MODALITIES: HOW do they do it?

- **UNICEF:** Project management and liaison with provincial education departments
- **LEGO Foundation:** Funding and resources
- **Care for Education:** Training and logistics partner. Train-the-trainer model through Subject Advisors.



TOOLS: WHICH tools do they use?

- Facilitator guide
- Teacher training workshop programme and materials
- Teacher workbooks
- Activity flip charts
- Online course with workbook
- LEGO Six Bricks

Source of data: Questionnaire



Wordworks

**The Stellar Programme/ WCED Emergent Literacy Programme*/
Gauteng Grade R Mathematics and Language Improvement Programme**/
Anglo American SA Education Programme*****



*** With SDU at UCT**



**** With JET Education Services and SDU at UCT**


***** With JET Education Services and RED INK**

The Stellar Programme provides training and materials to Grade R teachers to help them develop the knowledge and skills to teach early language and literacy effectively. The Stellar Programme is used by NGOs in their networks, and is incorporated into the WCED Emergent Literacy Programme (ELIT), Gauteng Grade R Mathematics and Language Improvement Programme and Anglo American SA Education Programme.

 www.wordworks.org.za

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

-  External evaluation

SCOPE



Quintile
1-5



WC: 800+
schools



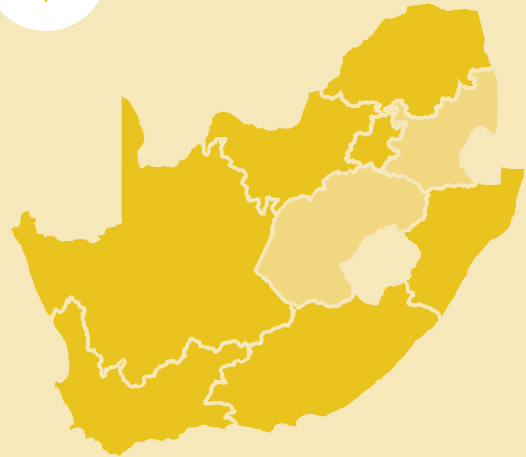
GP: 2 000+
schools



200 000+ Grade R children reached annually



SOUTH AFRICA



WC & GP: All districts
LP, NW, NC: Mining communities
KZN & EC: Scattered, virtual



FUNDING

- **WC 2016-2019:** USAID and ELMA Foundation
- **GP Public primary schools:** United States Agency for International Development, Zenex Foundation, Gauteng Education Development Trust.
- **LP, NW & NC:** Anglo American SA
- **WC, EC & KZN NGO partner network (train the trainer, resourcing and virtual support):** ELMA Foundation, DG Murray Trust, Ackermans Trust

WC: **R25 million** project total

GP: **R25 million** project total

LP, NW, NC: **R30 million** Language and Mathematics total

EC, KZN, WC: **R2 million** project total

Continued

Wordworks

**The Stellar Programme/ WCED Emergent Literacy Programme*/
Gauteng Grade R Mathematics and Language Improvement Programme**/
Anglo American SA Education Programme*****

* With SDU at UCT  / ** With JET Education Services and SDU at UCT 

*** With JET Education Services and RED INK 

PRIMARY BENEFICIARIES



Grade R teachers



DURATION:

WC: Since 2014, ongoing

GP: Since 2021, ongoing

EC: Since 2017, ongoing

LP, NW, NC: 2023 – 2026



COMPONENTS: WHAT do they do?

- In-service training of teachers and trainers on effective teaching techniques
- Develop and supply learning and teaching materials
- Technical support for programme implementation at scale in WC and GP
- Virtual training, capacity building and support network: WordNetworks



MODALITIES: HOW do they do it?

- In-person training: 12 monthly, full day workshops for teachers over a year of classroom implementation
- Online training
- Free, downloadable resources
- Virtual support network
- **Provincial roll out:** Master trainers train Subject advisors and Departmental Heads who in turn train teachers. The Master Trainers undertake quality assurance visits to schools. The Departmental Heads also provide ongoing support to teachers.



TOOLS: WHICH tools do they use?

- 19 two-week story-based, CAPS-aligned, activity cycles to build strong language foundations and emergent literacy skills. Training, teacher and classroom resources; MEL tools. Available in 11 languages. Open source, can be adapted and branded for context.
- The Wordworks Early Literacy Assessment tool (WELA) to assess learning. Classroom observation schedules. Knowledge questionnaires. Training feedback tools.
- Learning and teaching resources: Story books, visual aids, activity guidelines, tips and ideas, photocopiable resources, sequence pictures, and parent workshops

Source of data: Desktop review & interview



Wordworks


Home-School Partnerships Programme

The Home-School Partnerships programme helps Foundation Phase and Learning Support teachers to engage parents in their children’s language and early literacy development. It builds co-operation between families and schools, and strengthens parents’ capacity to support learning at home.


 www.wordworks.org.za

 Direct implementation

 Technical partner

 Grade R in public schools

 Grade R in ECD centres

 External evaluation



FUNDING

- ELMA Foundation
- DG Murray Trust
- Ackermans Ububele

Funding information not disclosed



DURATION: Since 2005, ongoing



COMPONENTS:
WHAT do they do?

- Training of teacher-facilitators
- Provide learning material for teachers and parents
- Teachers facilitate a series of workshops for parents
- Wordworks website portal



MODALITIES:
HOW do they do it?

- Teacher-facilitators offer face-to-face workshops for parents of children aged 5-8 years. The workshops run for 2½ hours a week over eight weeks, for a total of 18 hours.

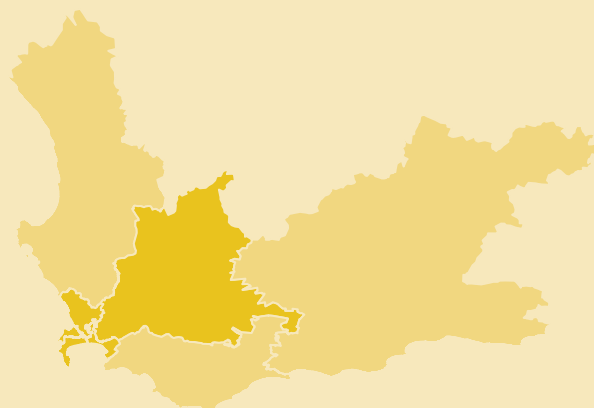


TOOLS:
WHICH tools do they use?

- Facilitators guide and online course for teachers.
- Structured course for parents of Grade R learners.
- Workbook and resources for teachers and parents



WESTERN CAPE



DISTRICTS:

- Metro South
- Metro Central
- Metro North
- Metro East
- Cape Winelands

SCOPE



Quintile
1-5



80+
schools

PRIMARY BENEFICIARIES



Foundation Phase and
Learning Support teachers



Wordworks with RED INK


**TIME Home Learning Programme/
Gauteng Grade R Improvement Programme/
Anglo American SA Education Programme**

The TIME Home Learning programme is a set of daily story-based activities with language activities designed by Wordworks and mathematics activities by RED INK. The activities can be used at home and in after-school programmes to build language and maths foundations in Grade R and Grade 1. The activities are aligned to the CAPS curriculum and complement what is being taught in the classroom. TIME builds co-operation between families, schools and communities and establishes home learning routines. TIME is incorporated in the Gauteng Gr R Improvement Programme and the Anglo American SA Education Programme.


 www.wordworks.org.za / www.redink.org.za

 Direct implementation

 Technical partner

 Grade R in public schools

 Grade R in ECD centres

 External evaluation



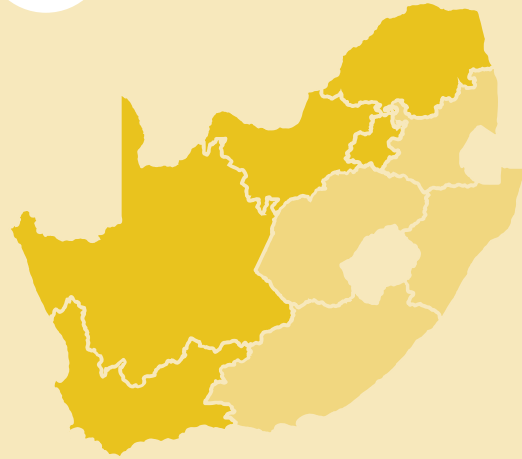
FUNDING

- DG Murray Trust
- Abax Development Trust
- Fynbos Foundation
- Ackermans Ububele
- ELMA Foundation

Funding information not disclosed



SOUTH AFRICA



GP: All districts

NC, NW, LP: Mining communities

WC: Scattered across the province



DURATION: Since 2020, ongoing

SCOPE



Quintile 1-5



WC: 300+ schools



GP: 2 000 schools



Programmes are used by 37 NGOs in WC, EC, KZN, GP

PRIMARY BENEFICIARIES






Parents, caregivers and tutors of children aged 5-7 years

Continued

Wordworks with RED INK

TIME Home Learning Programme/ Gauteng Grade R Improvement Programme/ Anglo American SA Education Programme

 COMPONENTS: <i>WHAT do they do?</i>	 MODALITIES: <i>HOW do they do it?</i>	 TOOLS: <i>WHICH tools do they use?</i>
<ul style="list-style-type: none"> • Training • Material development • Bulk printing • NGO partner network: WordNetworks virtual support and resources 	<ul style="list-style-type: none"> • Education departments, schools or organisations sign up to use the TIME programme, to purchase materials and receive programme communications. • Wordworks provides free online orientation, refresher and reflection sessions and emails with programme updates and tips. • Parents/caregivers/tutors are able to access free online multimedia support through QR codes in the TIME materials and directly through Wordworks' data free website. • If required, districts or organisations may engage with a TIME trainer to set up a training course for an interested group 	<ul style="list-style-type: none"> • Guides for Parents, Caregivers and Tutors • Activity planner for each week of the year • Four Learner Activity Books (one per term) with daily activities • Online materials, messages and audiovisual resources

Source of data: Desktop review & interview


Grade R Mathematics Programme


The Grade R Mathematics Programme provides training and materials to Grade R teachers to help them develop the knowledge and skills to teach early Mathematics effectively. The programme is implemented by SDU as part of the Gauteng Grade R Mathematics and Language Improvement Programme, in partnership with JET Education Services and Wordworks.


Independently, under the Creative Commons Licence, the programme is used by various other organisations, eg. RED INK is using the Grade R Mathematics Programme in the Anglo American SA Education Programme in Limpopo, North West and Northern Cape, in partnership with JET Education Services and Wordworks.


 humanities.uct.ac.za/schools-development

 Direct implementation

 Technical partner

 Grade R in public schools

 Grade R in ECD centres

 External evaluation



FUNDING

- **WC:** Zenex Foundation and WCED
- **GP:** Zenex Foundation, Gauteng Education Development Trust, United States Agency for International Development
- **LP, NC, NW:** Anglo American SA

Funding information not disclosed



SOUTH AFRICA



WC & GP: All districts

LP, NC, NW: Anglo American mining communities



DURATION:

WC: 2016 – 2019

GP: Since 2021, ongoing

LP, NW & NC: 2023 – 2026

SCOPE

GP:



Quintile 1-5



2 042 schools



579 ECD centres



3 734 teachers

WC:



Quintile 1-5



984 schools



3 700 teachers

ANGLO AMERICAN SA:



4 education coaches



52 schools



82 Grade R teachers

Continued

Schools Development Unit at University of Cape Town

Grade R Mathematics Programme





PRIMARY BENEFICIARIES



Grade R teachers, their mentors and Teacher Assistants



Trainers and Subject Advisors

 COMPONENTS: <i>WHAT do they do?</i>	 MODALITIES: <i>HOW do they do it?</i>	 TOOLS: <i>WHICH tools do they use?</i>
<ul style="list-style-type: none"> • Content development • Training • Resources: Teacher guides, lessons plans, mathematics manipulates • Mentoring and support 	<ul style="list-style-type: none"> • In-person training • Online training and support • Online resources • Provincial roll out: Master Trainers offer blended training to Subject Advisors, Departmental Heads, mentors and/or education coaches, who in turn train teachers. The Master Trainers undertake quality assurance visits on training. The Departmental Heads also provide ongoing support to teachers. 	<p>Licensed under Creative Commons Attribution 4.0 </p> <ul style="list-style-type: none"> • Training manuals in all 11 official languages • Teacher guides • Lessons plans • Mathematics manipulates

Source of data: Questionnaire



RED INK

MathsUp Mobile Application

The MathsUp app provides daily play-based activities, songs and rhymes that are aligned to the Grade R Mathematics CAPS. A full colour A3 poster book accompanies the app. Tips are provided for teachers on how to involve parents in their children’s Maths learning at home and a direct link allows teachers to share information in-app with parents.

www.redink.org.za

- Direct implementation
 - Technical partner
-
- Grade R in public schools
 - Grade R in ECD centres
-
- External evaluation



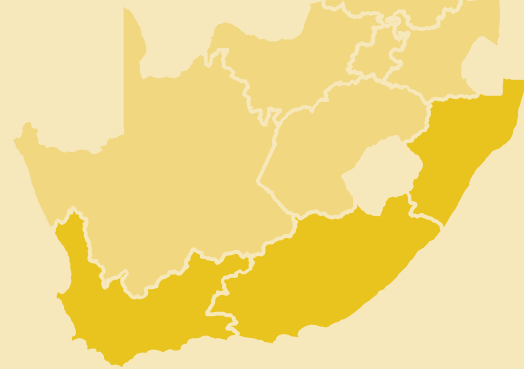
FUNDING

- Innovation Edge
- HCI Foundation
- Anglo American Chairman’s Fund
- Remgro
- Eastern Cape Education Trust
- Rolfe Naussbaum Trust

Funding information not disclosed



SOUTH AFRICA



WC, EC & KZN: All districts
Independent user downloads in all provinces



DURATION: Since 2018, ongoing

SCOPE



Downloads from
2019 – 2023
EC: 5 715
WC: 6 240
KZN: 4 735
Other: 9 667



Provincial training
and onboarding of all
e-Learning officials
and Subject Advisors
in 3 provinces

PRIMARY BENEFICIARIES



Grade R teachers



COMPONENTS: WHAT do they do?

- Content development
- Designing and reversioning
- Training
- Mentoring and support



MODALITIES: HOW do they do it?

- Mobile application
- in-person training
- Online training and support
- Monthly data metrics



TOOLS: WHICH tools do they use?

- Mobile application for Android
- A3 poster book
- Content in English, Afrikaans, isiXhosa and isiZulu

Source of data: Questionnaire







Funda Wande


Funda Wande Reading for Meaning

Funda Wande is an in-service “reading for meaning” programme for teachers of South African home languages in Grades R-3.

 fundawande.org

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

-  External evaluation



FUNDING

- Allan and Gill Gray Philanthropy
- Michael and Susan Dell Foundation
- Federated Employers Mutual Education Foundation
- Zenex Foundation
- Bill and Melinda Gates Foundation

WC: **R111 million**

EC & LP: To be determined



SOUTH AFRICA



EC: Buffalo City, Nelson Mandela Metro & Sarah Baartman

LP: Capricorn North & Capricorn South

WC: All districts



DURATION: WC: 2023 - 2025

EC: 2022 - 2026 | LP: 2022 - 2024

Grade R starting in 2024

SCOPE



Quintile 1-4



WC: 848 schools



EC: 150 teachers



LP: 150 teachers

PRIMARY BENEFICIARIES



Grade R teachers



COMPONENTS:
WHAT do they do?

- Structured pedagogy materials
- Training of teachers
- Training and placement of Teacher Assistants
- Training of Lead Teachers
- Training of Subject Advisors
- On-going support by specialist coaches and mentors



MODALITIES:
HOW do they do it?

- Teacher training face-to-face, in PLCs and through online resources and videos
- Recruit, train, assess and mentor Teacher Assistants; each TA placed full time in a Grade R class
- Train the trainer: Subject Advisors and Lead Teachers
- Regular school-based, face-to-face teacher coaching



TOOLS:
WHICH tools do they use?

- Printed learner workbooks
- Printed teacher guides
- Printed, graded reading anthologies
- Virtual training: videos and WhatsApp bot
- Advanced Certificate in Reading for Meaning, delivered by Rhodes University
- Advanced Certificate in Instructional Coaching, delivered by Rhodes University
- Teacher Assistant online training course with automated assessment

Source of data: Interview



BACK TO CONTENTS PAGE




Funda Wande with RED INK


Bala Wande Calculating with Confidence

Bala Wande is an in-service “calculating with confidence” programme for teachers of Mathematics in Grades R - 3.


 fundawande.org

 Direct implementation

 Technical partner

 Grade R in public schools

 Grade R in ECD centres

 External evaluation



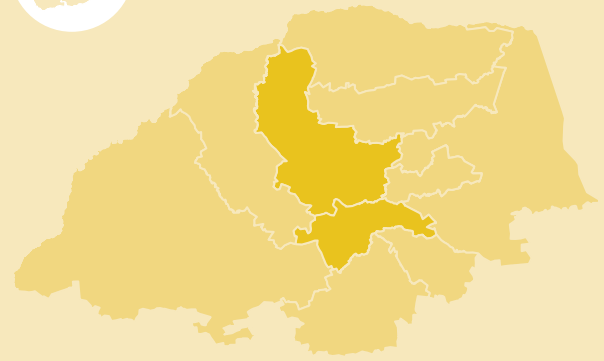
FUNDING

- Allan and Gill Gray Philanthropy
- Michael and Susan Dell Foundation
- Federated Employers Mutual Education Foundation
- Zenex Foundation
- Bill and Melinda Gates Foundation

Funding information not disclosed



LIMPOPO



DISTRICTS:

Capricorn North & Capricorn South



DURATION:

Since 2021 | Grade R starting in 2024

SCOPE



10 mentors



60 teacher assistants



120 Grade R teachers

PRIMARY BENEFICIARIES



Grade R teachers



COMPONENTS: WHAT do they do?

- Structured pedagogy materials
- Training of teachers
- Training and placement of Teacher Assistants
- Training of Subject Advisors
- On-going support by specialist coaches and mentors



MODALITIES: HOW do they do it?

- Teacher training face-to-face, in PLCs and through online resources and videos
- Recruit, train, assess and mentor Teacher Assistants; each TA placed full time in a Grade R class
- Train the trainer: Subject Advisors
- Regular school-based, face-to-face teacher coaching



TOOLS: WHICH tools do they use?

- Printed learner workbooks
- Printed teacher guides
- Training materials
- Maths kits

Source of data: Interview





Alladin Learning Solutions

Foundation Phase Support Programme

Alladin Learning Solutions implements a comprehensive and holistic programme for Foundation Phase teachers, children and parents.

www.alladinlearningsolutions.org

- Direct implementation
- Technical partner

- Grade R in public schools
- Grade R in ECD centres

- External evaluation



FUNDING

Anglo American SA

Funding information not disclosed



DURATION: 2021 – 2023



SOUTH AFRICA



LP: Vhembe, Capricorn North, Waterberg

MP: All districts

NC: ZF Mgcawu, John Taolo Gaetsewe

SCOPE



Quintile 1



72 schools



576 teachers (Gr R-3)



1 200 parents

PRIMARY BENEFICIARIES



Foundation Phase teachers



Parents



Children



COMPONENTS: WHAT do they do?

- Teacher capacity development on resources provided
- Literacy development for children
- ALS Resource Boxes (CAPS aligned resources and materials for EFAL and Mathematics in Grade R-3).
- Parental involvement through seminars, materials development and home visits
- Virtual platform with resources for teachers and parents



MODALITIES: HOW do they do it?

- Resources: Materials, virtual platform, physical resources
- Workshops
- Training seminars
- Home visits



TOOLS: WHICH tools do they use?

- ALS Book Series: Graded Readers for Grades R – 3
- ALS Parental Involvement Training Programme
- ALS Resource Pack
- Virtual resource platform

Source of data: Interview







VVOB with the DBE, Centre for the Advancement of Science and Mathematics Education (CASME) and KZN DoE


BLEND: Blended Learning for Educators in a (Global) Network for Development

BLEND strengthens the teaching of foundational mathematics through play in Grades R-3.

 www.vvob.org/en/vvob-in-southafrica

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

-  External evaluation



FUNDING

LEGO Foundation

R23.7 million project total

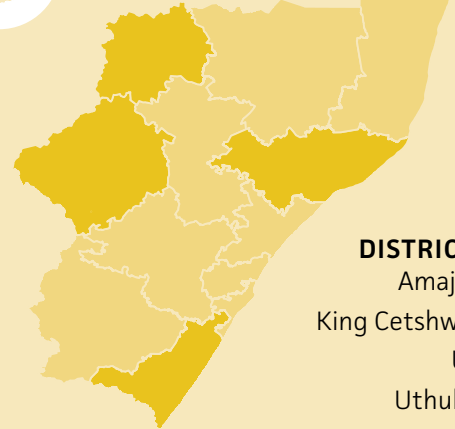


DURATION:

October 2021 – March 2023



KWAZULU-NATAL



DISTRICTS:
Amajuba
King Cetshwayo
Ugu
Uthukela

SCOPE



Quintile 1-3



250 schools



1 000 teachers



250 school leaders

PRIMARY BENEFICIARIES



Foundation Phase teachers



Departmental Heads



Principals



COMPONENTS: WHAT do they do?

- Supporting Foundation Phase teachers and Departmental Heads to strengthen their knowledge and skills in learning through play in Mathematics
- Orientation of Principals on professional development modalities and resources for play-based pedagogies in Mathematics.
- Building the capacity of South African Civil Society Organisations to develop open resource materials for teacher continuing professional development (CPD) purposes
- Influencing policy to advance CPD by scaling blended approaches to learning



MODALITIES: HOW do they do it?

- Blended professional development
- Support to Professional Learning Communities
- Online self-study
- Cost-effectiveness research



TOOLS: WHICH tools do they use?

- Digital, online course with micro learning modules
- Educational resources







VVOB with DBE, SACE and KZN DoE


EGRI: Improving Early Grade Reading Instruction in isiZulu Home Language in Foundation Phase

This project builds on the findings of the Early Grade Reading Study by exploring the effectiveness and scalability of continuing professional development approaches other than coaching, including blended professional development and support to PLCs.

 www.vvob.org/en/vvob-in-southafrica

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

-  External evaluation



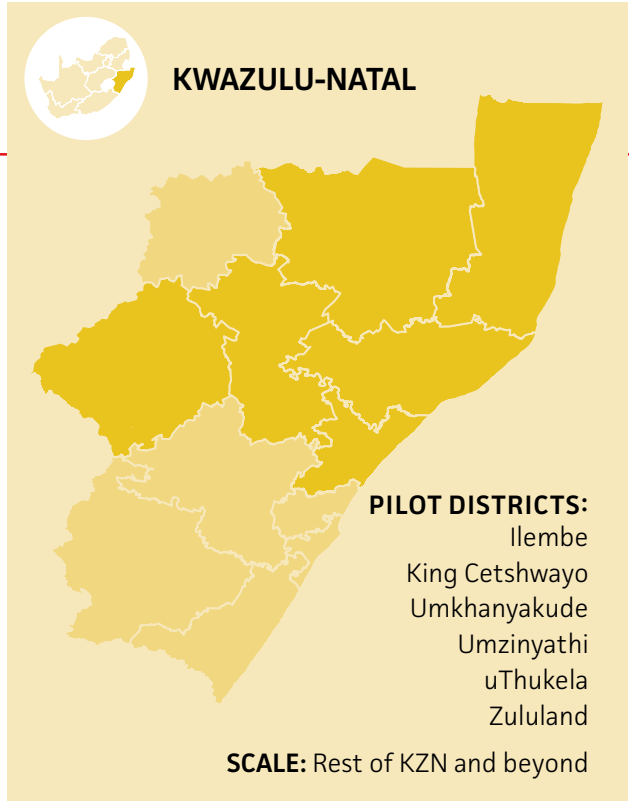
FUNDING

Government of Belgium

R96 million project total



DURATION: 2022 – 2026



SCOPE

PILOT



Quintile 1-3



750 Foundation Phase teachers



150 school leaders

SCALE



Quintile 1-3



5 000 Foundation Phase teachers



1 000 school leaders

PRIMARY BENEFICIARIES



Foundation Phase teachers






School leaders

Continued

VVOB with DBE, SACE and KZN DoE

EGRI: Improving Early Grade Reading Instruction in isiZulu Home Language in Foundation Phase

 COMPONENTS: <i>WHAT do they do?</i>	 MODALITIES: <i>HOW do they do it?</i>	 TOOLS: <i>WHICH tools do they use?</i>
<ul style="list-style-type: none"> • Mapping, development and validation of professional development materials for teachers and school leaders on early grade reading instruction in home language. • Improving the quality and delivery of professional development modalities for teachers and school leaders by district officials through blended professional development and support to professional learning communities. • Building an evidence-base on effectiveness and cost of such professional development interventions, to inform scale-up strategies by relevant stakeholders at national level and in KwaZulu-Natal province 	<ul style="list-style-type: none"> • Blended professional development • Support to Professional Learning Communities • Online self-study • Cost-effectiveness research 	<ul style="list-style-type: none"> • Digital material including online courses and micro learning modules. • Educational resources.

Source of data: Questionnaire

VVOB with Ntataise and SAIDE, DBE, Neil Butcher and Associates (NBA) and KZN DoE

FUN: Funda Udlale Nathi

Funda Udlale Nathi works to strengthen the professional development of Grade R and Grade RR practitioners and teachers, focusing on play-based learning approaches.

www.vvob.org/en/vvob-in-southafrica

- ✓ Direct implementation
- ✓ Technical partner
- ✓ Grade R in public schools
- ✓ Grade R in ECD centres
- ✓ External evaluation



FUNDING

LEGO Foundation

R170 million project total



DURATION: 2022 – 2026

PRIMARY BENEFICIARIES



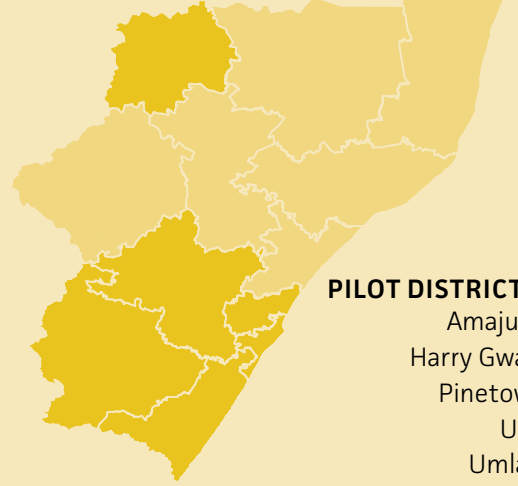
Teachers/
practitioners in
Grade RR & R



Centre/school
leaders



KWAZULU-NATAL



PILOT DISTRICTS:

Amajuba
Harry Gwala
Pinetown
Ugu
Umlazi
uMgungundlovu

SCALE: Rest of KZN

SCOPE



Quintile
1-3



Schools



ECD centres

PILOT



200
centre/school
leaders



1 000 ECD
teachers/practitioners
in Grade RR & R

SCALE



1 800
centre/school
leaders






9 000 ECD teachers/
practitioners in
Grade RR & R

Continued

VVOB with Ntataise and SAIDE, DBE, Neil Butcher and Associates (NBA) and KZN DoE

FUN: Funda Udlale Nathi

 COMPONENTS: <i>WHAT do they do?</i>	 MODALITIES: <i>HOW do they do it?</i>	 TOOLS: <i>WHICH tools do they use?</i>
<ul style="list-style-type: none"> • Vision-building and the development of professional teaching standards, pathways and guidelines for ECD practitioner professionalisation at national level. • Strengthening the competencies of government officials, civil society organisations and other stakeholders on ECD and learning through play • Mapping of existing professional development materials and models for ECD practitioners • Development and validation of professional development materials and models at limited scale • Scaling the approach in KwaZulu-Natal province. 	<ul style="list-style-type: none"> • Blended professional development • Support to Professional Learning communities • Online self-study • Cost-effectiveness research 	<ul style="list-style-type: none"> • Digital materials, including an online course under development. • Educational resources.

Source of data: Questionnaire







VVOB with DBE, SACE and KZN DoE


GRP4ECE: Gender Responsive Pedagogy for Early Childhood Education

Gender Responsive Pedagogy for Early Childhood Education (GRP4ECE) develops and delivers contextualised open resources, training and support for ECD practitioners on gender-responsive pedagogy.

 www.vvob.org/en/vvob-in-southafrica

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

-  External evaluation



FUNDING

Pilot: Government of Belgium
Scale: Provincial Education Departments

R17 million for development and pilot



DURATION:
Pilot: 2020 – 2021 | Scaling: 2022 – 2023



COMPONENTS:
WHAT do they do?

- Contextualised material development, including teacher and school leader guides, online courses, material for trainers.
- Professional development through training and further support, especially through professional learning communities
- Research and evaluation



MODALITIES:
HOW do they do it?

- Face-to-face training
- Support to Professional Learning Communities
- Online self-study
- Cost-effectiveness research

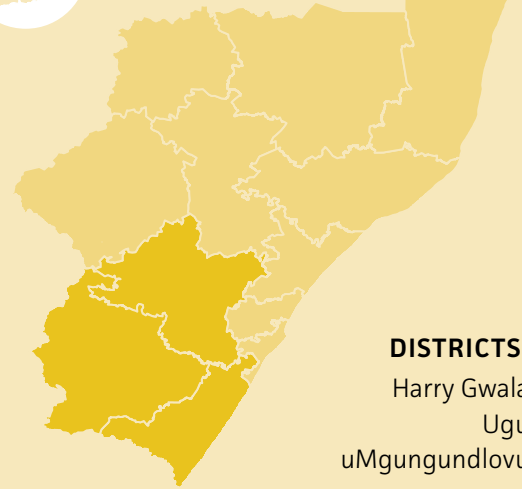


TOOLS:
WHICH tools do they use?

- Guides for teachers and school leaders
- Resources for face-to-face training
- Digital, online course with micro learning modules
- Educational resources



KWAZULU-NATAL



DISTRICTS:
Harry Gwala
Ugu
uMgungundlovu

SCOPE: PILOT



103
ECD centres



165 ECD
practitioners



98 ECD
centre leaders



Scale through DBE and PEDs:
7 000 practitioners

PRIMARY BENEFICIARIES



ECD
practitioners



Grade R
teachers



Centre and
school leaders

Source of data: Questionnaire



Basic Concepts Foundation

Teacher capacity building through a Basic Concepts Programme

The BCP is a cognitive intervention programme that aims to enhance the language, scholastic and cognitive functioning of Foundation Phase children.

www.basicconcepts.co.za

- Direct implementation
- Technical partner
- Grade R in public schools
- Grade R in ECD centres
- External evaluation



FUNDING

DG Murray Trust

R3 million project total



DURATION: 2019 – 2024



COMPONENTS: WHAT do they do?

Training of teachers on conceptual approach and mediational teaching



MODALITIES: HOW do they do it?

- Teacher training workshops
- Monthly one-on-one coaching and support sessions with teachers
- Mediator Zone: Virtual Community of Practice



TOOLS: WHICH tools do they use?

- Training manuals
- Cognitive toolkit & picture sets
- Training and record-keeping file for teachers
- Small group activity posters
- Test of basic concepts knowledge
- Concept teaching model



NORTHERN CAPE



ALL DISTRICTS

SCOPE



Quintile 1-3



190 schools



400 Grade R teachers

PRIMARY BENEFICIARIES



Grade R teachers

Source of data: Interview



South African Institute for Distance Education (SAIDE) in partnership with Molteno Institute for Languages and Literacies

Classroom libraries

SAIDE provides boxed classroom libraries with books and other resources to primary schools, along with orientation training and an online orientation guide and multimedia app.

 www.saide.org.za

- Direct implementation
- Technical partner
- Grade R in public schools
- Grade R in ECD centres
- External evaluation



FUNDING

Zenex Foundation

R2.7 million



DURATION: 2022 – 2023



GAUTENG



ALL DISTRICTS

SCOPE



Quintile
1-3



66
schools



1 050
classroom libraries

PRIMARY BENEFICIARIES



Grade R - 3
teachers



Grade R - 3
children



Parents



COMPONENTS: WHAT do they do?

- Classroom Library box with 200 storybooks and other management resources
- Training and support of teachers to set up and manage the classroom library, and how to work with parents to read with children
- Online orientation guide and multimedia app



MODALITIES: HOW do they do it?

- Each class in each of Grades R-3 receives a physical Classroom Library Box
- In-person orientation and training for teachers
- Online orientation guide which can be downloaded as an App.
- Classroom Library Champions in each school provide ongoing support



TOOLS: WHICH tools do they use?

- Classroom Library box: A curated selection of up to 200 African Storybooks and Vula Bula readers in Afrikaans, Sepedi and Sesotho
- Management resources
- Online orientation guide and multimedia app

Source of data: Questionnaire







ORT SA CAPE


Capacity building training courses for teachers

ORT SA CAPE delivers capacity building training courses for teachers of children aged 0-9 years, across ECD and Foundation Phase, with a focus on play-based learning, computational thinking and problem solving.

 www.ortsacape.org.za

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

 External evaluation



FUNDING

Corporate donors, trusts and foundations, private individuals

R3.6 million project total



DURATION: Since 2008, ongoing



COMPONENTS:
WHAT do they do?

Training and support for ECD, Grade R and Foundation Phase teachers



MODALITIES:
HOW do they do it?

Blended approach combining in-person training and online workshops

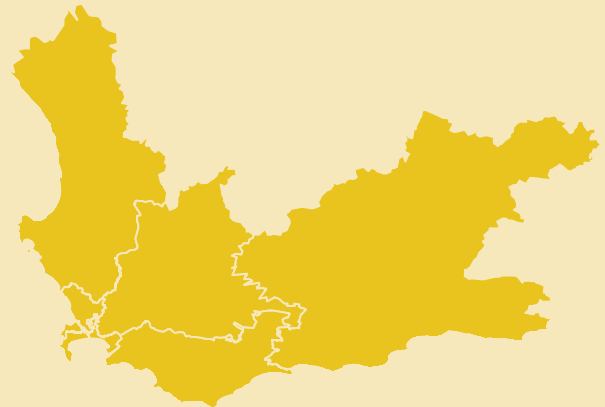


TOOLS:
WHICH tools do they use?

- ECD Learnership
- Perceptual Skills Level 1 and 2
- LEGO Playbox Level 1 and 2
- LEGO Six Bricks Level 1 and 2
- Introduction to Educational Coding and Robotics



WESTERN CAPE



ALL DISTRICTS

SCOPE



Quintile 1-5



2 500 teachers annually



Approx 60% are Grade R teachers

PRIMARY BENEFICIARIES



Grade R teachers

Source of data: Questionnaire







Institute of Training and Education for Capacity Building (ITEC)


Literacy and Mathematics training for teachers and parents

ITEC provides literacy resources and support to ECD practitioners, Foundation Phase and Intermediate Phase Teachers, children and parents.

 www.itec.org.za

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

-  External evaluation



FUNDING

- Oppenheimer Memorial Trust
- DG Murray Trust
- Standard Bank
- First National Bank
- Jeffrey's Bay Wind Farm
- World Vision
- UNICEF
- Reach for a Child (USA)
- Phumlani Training Centre
- Do More Foundation (Resource Provision)

Reading Assistant Programme:

> R1 million per year

Literacy Programme:

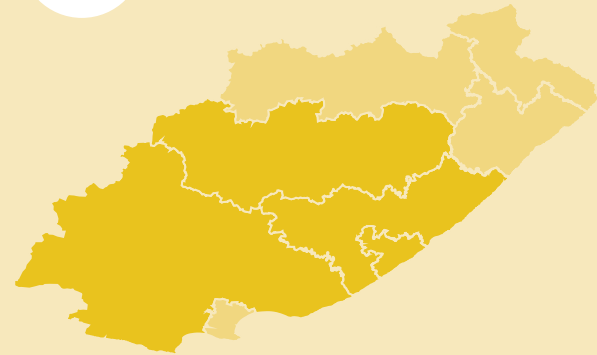
R1.2 million per year



DURATION: 3 – 12 months per school



EASTERN CAPE



DISTRICTS:

- Amathole
- Buffalo City Metro
- Chris Hani
- Sarah Baartman

SCOPE



Quintile 1



91 schools & ECD centres



4 013 teachers & assistants

Buffalo City and surrounds



395 parents



11 275 children

PRIMARY BENEFICIARIES



Teachers and assistants



ECD practitioners






Parents

Continued

Institute of Training and Education for Capacity Building (ITEC)

Literacy and Mathematics training for teachers and parents

 COMPONENTS: <i>WHAT do they do?</i>	 MODALITIES: <i>HOW do they do it?</i>	 TOOLS: <i>WHICH tools do they use?</i>
<ul style="list-style-type: none">• Resources and support in Literacy and Mathematics for Gr R-7 teachers and children• ECD Accredited Training for Practitioners – ECD Level 4 and ECD Level 5 (Diploma Course) and Non-Accredited / Skills Training for both qualified and un/under qualified practitioners• Provision of ECD and Grade R Teaching and Learning Resources to support practitioners, teachers, learners and parents• Literacy Training for teachers and parents• Research and Curriculum Development for ECD and Foundation Phase teaching• School Governance and Management Training for ECD Principals and SGB's that includes:<ul style="list-style-type: none">- Financial Management and Fundraising- Resource Mobilisation- Managing SGB's• Research and Curriculum Development of programmes and resources to support reading in the classroom and at home.	<ul style="list-style-type: none">• Seminars, workshops and information sharing sessions offered at schools and digitally;• Ongoing support and resources in Literacy and Mathematics.	<ul style="list-style-type: none">• Teacher and child resources are developed for specific programmes;• Books and soft toys are often received as donations and then allocated to schools

Source of data: Questionnaire







Ntataise Lowveld


Emergent Literacy and Numeracy Programme

Ntataise Lowveld provides resources and training to teachers to improve the teaching of emergent literacy and numeracy in Grade R.

 www.ntataiselowveld.org.za

-  Direct implementation
-  Technical partner

-  Grade R in public schools
-  Grade R in ECD centres

 External evaluation



FUNDING

Standard Bank Mpumalanga

R250 000 project total



DURATION:

May 2022 – January 2023



COMPONENTS: WHAT do they do?

- Teacher capacity building
- On-site coaching and support visits



MODALITIES: HOW do they do it?

The NGO uses trained facilitators to train and support teachers and practitioners.

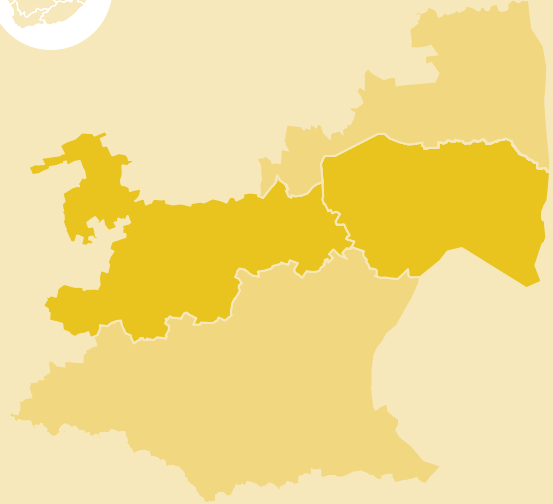


TOOLS: WHICH tools do they use?

Ntataise Network material



MPUMALANGA



DISTRICTS:

Ehlanzeni
Nkangala

SCOPE



Quintile
1-5



50
schools

PRIMARY BENEFICIARIES



Grade R teachers

Source of data: Questionnaire & Interview



Dr CL Smith Foundation


Zibuza.Net

Zibuza.net is an online community of practice platform that connects and facilitates interactions between various stakeholders in Basic Education (ECD to Grade 12). The aim is to improve teaching and learning outcomes, through academic and non-academic support and resources.


 www.drclsmith.org

 Direct implementation

 Technical partner

 Grade R in public schools

 Grade R in ECD centres

 External evaluation



DURATION: Since 2016, ongoing

SCOPE



32 000+ members of which **20 000** are teachers



COMPONENTS:
WHAT do they do?

- Networking opportunities
- Access to multimedia resources
- Knowledge sharing and transfer
- Recognition and Rewards
- Virtual Learning Environment:
 - Classroom
 - Library (4 500+ books across all official languages, grades and learning areas)
 - Lab (90x interactive simulations)
 - Coaching/Tutoring



MODALITIES:
HOW do they do it?

- Users sign up voluntarily and for free.
- Some users are part of a face-to-face intervention of another NGO, with a virtual component hosted on the platform.
- Content is created by users and peer-reviewed through likes, downloads, ratings, and reviews.
- Users can offer resources for free or charge a fee, 25% of which goes to Zibuza for sustainability.



TOOLS:
WHICH tools do they use?

- Virtual learning Environment:**
- Classroom
 - Library (4 500+ books across all official languages, grades and learning areas)
 - Lab (90x interactive simulations)
 - Coaching/Tutoring, Mentorship discussion forum
 - Marketplace for educational resources, coaching and tutoring



SOUTH AFRICA



NATIONALLY AVAILABLE

PRIMARY BENEFICIARIES



Teachers



Parents



Children



NGOs



FUNDING

- Investec
- Telkom Foundation
- City of Johannesburg
- Hollard
- Bill and Melinda Gates Foundation
- Mastercard Foundation
- Innovation Edge

R3 million per year



Book Dash

Children's storybook creation, publishing and distribution

Book Dash creates high-quality, affordable, open-licensed and culturally relevant story books for children under 6 to own. The books are published in the official South African languages on their website. They print and distribute the books through partner organisations across South Africa that work with young children and their families.

bookdash.org

- Direct implementation
- Technical partner

- Grade R in public schools
- Grade R in ECD centres

- External evaluation



FUNDING

CSI funding and philanthropy

R9 million for 2022/2023 financial year



SOUTH AFRICA



NATIONALLY AVAILABLE



DURATION: Since 2014, ongoing

SCOPE



186
original books



700+
translations



3 million
titles distributed

PRIMARY BENEFICIARIES



Children aged 0-6 years and their families



COMPONENTS:
WHAT do they do?

- Create new stories
- Publish and translate the stories
- Distribute the stories through NGOs in the ECD, healthcare and literacy sectors.



MODALITIES:
HOW do they do it?

- Hosting book creation sessions with authors, designers, illustrators and editors
- Dedicated print-runs for donors who then distribute the books
- Books produced very affordably at R15 a copy



TOOLS:
WHICH tools do they use?

- Open-licensed African storybooks, digital and in print
- Easy-to-use website where all stories can be read for free
- Reading app

Source of data: Questionnaire








Bright Kid Foundation

Production, delivery and installation of ECD infrastructure

Bright Kid Foundation produces, delivers and installs ECD infrastructure, including for Grade R, to trained teachers in partnership with leading NGOs.

 www.brightkidfoundation.co.za

-  Direct implementation
-  Technical partner
-  Grade R in public schools
-  Grade R in ECD centres
-  External evaluation



FUNDING

Standard Bank, General Electric, Development Bank of South Africa, Aries Solar Power, Blue Skies

R20 million for 2023



SOUTH AFRICA



NATIONALLY AVAILABLE



DURATION: Since 2000
Edutainer set up: 3 months,
Ongoing monitoring: 3 years

SCOPE



Quintile 1-2



21 Gr R units at schools



604 ECD units

PRIMARY BENEFICIARIES



Grade R and ECD children



COMPONENTS: WHAT do they do?

Manufacture, delivery and installation of all the components of a Grade R ECD Centre.

- Edupods for 4-15 children
- Edutainers for 25 children
- Service Centre (office, kitchen, sick bay)
- Toilets (flushing & septic tank)
- Green Soap and Wash Stations (SWS) using rainwater
- Outdoor play equipment
- Fencing



MODALITIES: HOW do they do it?





- ECD centers including Edutainers are made to replace shack schools run by trained dedicated teachers under the guidance of ECD NGOs.
- The NGO will suggest the infrastructure components required.
- The Bright Kid Foundation Infrastructure Team will make a feasibility site visit before creating the edutainer according to the specifications.
- Infrastructure is delivered and fully installed.
- The NGO partner monitors quality of teaching and the number of children graduating for three years after delivery, and produce the required reports.



TOOLS: WHICH tools do they use?

- DSD endorsed ECD infrastructure, meeting norms and standards for registration and subsidy.
- Agrément (affiliate of the DPW) certified container conversions 'Fit for Purpose', suitable for permanent installation.
- Certification includes insulation, ventilation, disabled adapted features and structural integrity.

LIST OF SMALL-SCALE INTERVENTIONS

 Name of the NGO	 Website	 Name and description of the programme	 Location
Ubunye Foundation	ubunyefoundation.co.za	Isisekelo: Early Childhood Learning support in writing, literacy and numeracy, aligned with national curriculum CAPS	Amathole District, EC
ICDP Trust – Lebone Centre	lebonecentre.org	Foundation Phase programme for 6-9 year olds: Wordworks Stellar and TIME programmes	Makhanda (Grahamstown), EC
Siyakwazi	siyakwazi.org	School Readiness programme for children with disabilities	Ugu District, KZN
Lulamaphiko	lulamaphiko.org	Classroom Libraries Project	Umkhanyakude District, KZN
LETCEE	letcee.org	A programme to build strong foundations in numeracy and literacy education for children of 5-8 years old.	Umzinyathi District, KZN
Zisize Educational Trust	zisize.org.za	Promoting reading in class and at home	Umkhanyakude District, KZN
Khululeka Community Education Development Centre	khululeka.org.za	Wordworks Stellar Home Language programme	Chris Hani District, EC

LIST OF FUNDERS

Funders	Intervention and implementing organisation
Allan and Gill Gray Philanthropy	Funda Wandé Reading for Meaning
	Bala Wandé Calculating with Confidence
Michael and Susan Dell Foundation	Funda Wandé Reading for Meaning
	Bala Wandé Calculating with Confidence
Federated Employers Mutual Education Foundation	Funda Wandé Reading for Meaning
	Bala Wandé Calculating with Confidence
Zenex Foundation	Funda Wandé Reading for Meaning
	Bala Wandé Calculating with Confidence
	Gauteng Grade R Improvement Programme (Language) by Wordworks
	Classroom Libraries by SAIDE in partnership with Molteno
	WCED Grade R Mathematics Programme by SDU at UCT
Bill and Melinda Gates Foundation	Gauteng Grade R Improvement Programme (Mathematics) by SDU at UCT
	Funda Wandé Reading for Meaning
	Bala Wandé Calculating with Confidence
Investec	Zibuza.Net by Dr CL Smith Foundation
	Zibuza.Net by Dr CL Smith Foundation
Telkom Foundation	Zibuza.Net by Dr CL Smith Foundation
City of Johannesburg	Zibuza.Net by Dr CL Smith Foundation
Hollard	Zibuza.Net by Dr CL Smith Foundation
Mastercard Foundation	Zibuza.Net by Dr CL Smith Foundation
Innovation Edge	Zibuza.Net by Dr CL Smith Foundation
	MathsUp Mobile Application by RED INK
Standard Bank	Infrastructure by Bright Kid Foundation
	Literacy and Mathematics training for teachers and parents by ITEC
Standard Bank Mpumalanga	Emergent Literacy and Numeracy by Ntataise Lowveld
Development Bank of South Africa	Infrastructure by Bright Kid Foundation
General Electric	Infrastructure by Bright Kid Foundation
Aries Solar Power	Infrastructure by Bright Kid Foundation
Blue Skies	Infrastructure by Bright Kid Foundation
Roger Federer Foundation	School Readiness Initiative by the Consortium: Molteno, Penreach, READ
Get it Done Foundation	School Readiness Initiative by Penreach
DG Murray Trust	Teacher capacity building by Basic Concepts Programme
	Literacy and Mathematics training for teachers and parents by ITEC
	Home-School Partnerships Programme by Wordworks
	TIME Home Learning Programme by Wordworks with RED INK

Funders	Intervention and implementing organisation
Anglo American South Africa	Anglo American SA Education Programme (Mathematics) by RED INK
	Anglo American SA Education Programme (Language) by Wordworks
	Anglo American SA Education Programme (TIME Home Learning) by Wordworks with RED INK
	Foundation Phase Support Programme by Alladin Learning Solutions
Anglo American Chairman's Fund	MathsUp Mobile Application by RED INK
LEGO Foundation	BLEND by VVOB with CASME, DBE, SACE and KZN DoE
	FUN by VVOB with Ntataise, SAIDE, DBE, Neil Butcher and KZN DoE
	Foundation Phase Initiative by Care for Education Foundation
Government of Belgium	EGRI by VVOB with DBE, SACE and KZN DoE
	GRP4ECE by VVOB with DBE, SACE and KZN DoE
Ackermans Ububele	Home-School Partnerships Programme by Wordworks
	TIME Home Learning Programme by Wordworks with RED INK
United States Agency for International Development (USAID)	WCED Emergent Literacy Programme by Wordworks
	Gauteng Grade R Improvement Programme (Language) by Wordworks
	Gauteng Grade R Improvement Programme by SDU at UCT
ELMA Foundation	The Stellar Programme by Wordworks
	WCED Emergent Literacy Programme by Wordworks
	Home-School Partnerships Programme by Wordworks in WC
	TIME Home Learning Programme by Wordworks with RED INK
	WCED Grade R Mathematics Programme by SDU at UCT
Gauteng Education Development Trust	Gauteng Grade R Improvement Programme (Language) by Wordworks
	Gauteng Grade R Improvement Programme (Mathematics) by SDU at UCT
Abax Development Trust	TIME Home Learning Programme by Wordworks with RED INK
Fynbos Foundation	TIME Home Learning Programme by Wordworks with RED INK
HCI Foundation	MathsUp Mobile Application by RED INK
Remgro	MathsUp Mobile Application by RED INK
Eastern Cape Education Trust	MathsUp Mobile Application by RED INK
Rolfe Naussbaum Trust	MathsUp Mobile Application by RED INK
Oppenheimer Memorial Trust	Literacy and Mathematics training for teachers and parents by ITEC
First National Bank	Literacy and Mathematics training for teachers and parents by ITEC
Jeffrey's Bay Wind Farm	Literacy and Mathematics training for teachers and parents by ITEC
World Vision	Literacy and Mathematics training for teachers and parents by ITEC
Reach for a Child (USA)	Literacy and Mathematics training for teachers and parents by ITEC
Phumlani Training Centre	Literacy and Mathematics training for teachers and parents by ITEC
Do More Foundation	Literacy and Mathematics training for teachers and parents by ITEC

ADDENDUM A: DATA COLLECTION TOOL

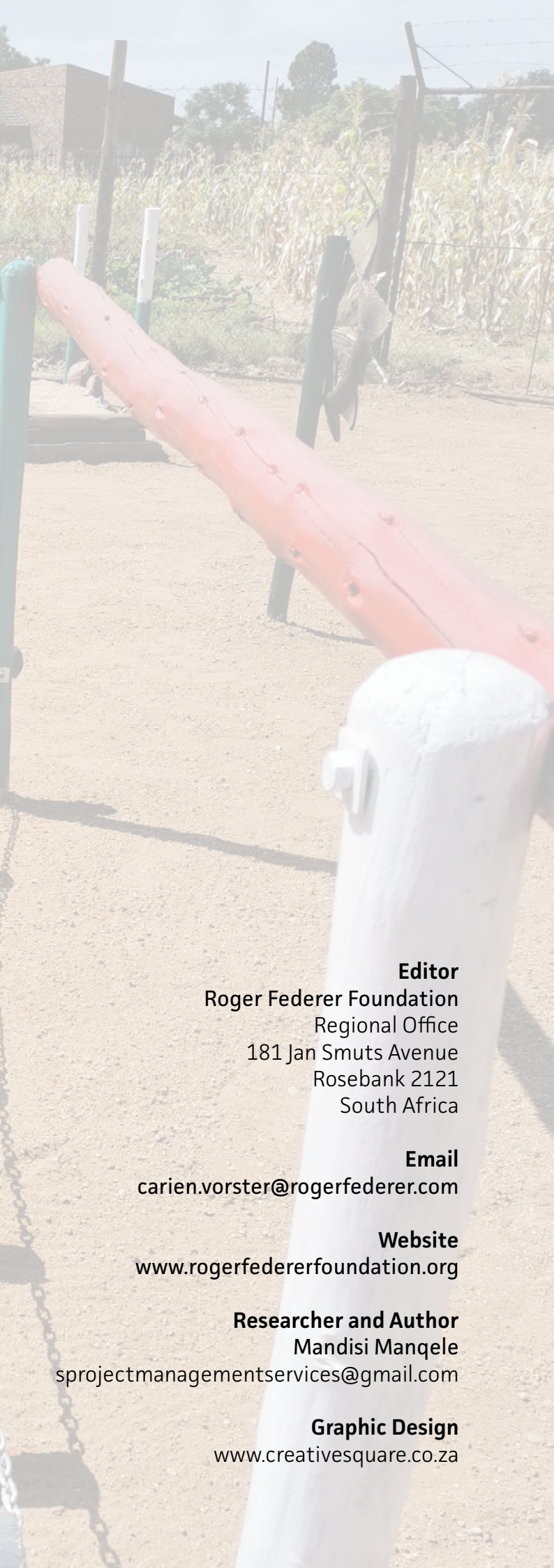
QUESTIONNAIRE

In each province,

1. What Gr R interventions are being implemented in 2022, or have concluded in 2020 – 2022, by non-government actors with private funds? Provide the name and purpose of the intervention, e.g. school readiness/ to improve early literacy. (These Grade R interventions could be part of a larger project, e.g. a Foundation Phase or ECD intervention, or an inclusive education intervention.)

For each intervention,

2. Which NGO implements the intervention?
3. Who is funding the intervention?
4. How much funding is committed to the intervention?
5. Where is the intervention implemented (with detail at district and circuit level, as appropriate)?
6. What is the duration of the intervention/ total period of implementation?
7. Who are the primary beneficiaries/ target group of the intervention?
8. What are the components of the intervention?
9. What is the implementation model of the intervention?
10. How are officials of the provincial education department involved in the intervention, if at all?
11. Has an evaluation been conducted/ is an evaluation of the intervention planned?



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