Annual Report

2019
Funda Wande is a not-for-profit organization that aims to equip teachers to teach **reading-for-meaning** and **calculating-with-confidence** in Grades R-3 in South Africa. We do this by hiring the best people we can find and work as a team to create high-quality materials, experiment with different teacher training approaches, and independently evaluate everything we do. Our materials and training are created in the languages that children speak and understand and are freely-available for anyone to download and use (Creative Commons 4.0). Every year the South African government spends 99 times more money on education than all local and international philanthropies combined. That’s why we believe that the best use of private money is influencing how public money is spent. It is also the only way to create impact at scale. We see our organization as a coral-reef that incubates programs and people that will eventually be incorporated into national and provincial government and civil society institutions. In order to influence government our programs and materials are all evidence-based, independently-evaluated, policy-aligned, cost-effective, politically-palatable and well-advocated. Everything we do is about prioritizing and thinking whether this will lead to all children learning to read for meaning and calculate with confidence by age 10.

**Goal:** By 2030 all children in South Africa will read for meaning and calculate with confidence by age 10.
RCT in the Eastern Cape: In 2019 we opened our Port Elizabeth office and finally got our boots on the ground. Our Randomised Control Trial (RCT) involves 60 schools (30 treatment, 30 control), with 6 coaches working in 30 schools for the duration of the program (2019-2022).

Mathematics: We began our early grade mathematics program: “Bala Wande: Calculating with Confidence” which is the sister project to Funda Wande and housed within the same organization. This teacher-training intervention will be implemented in the same Funda Wande schools in the Eastern Cape and will begin in Grade 1 in 2020, Grade 1 & 2 in 2021 and Grade 1, 2 & 3 in 2022. It will also be implemented in the Limpopo RCT.

Influencing national policy: The highlight of the year was when President Ramaphosa stated that “every 10-year-old will be able to read for meaning” and that this would be one of “five fundamental goals for the next decade.” This followed sustained engagements by Funda Wande and others in civil society and government to focus on early grade reading.

Influencing provincial policy: In 2019 the Eastern Cape Department of Education became the first province to roll out Open Licensed anthologies of home-language graded-readers (Vula Bula) to every Grade 1-3 child in the province (cost of R15/book). The first province in the country to do so. Funda Wande played the lead role in developing the anthologies and advocating for their uptake. They are now also being rolled out in the Western Cape province.

In 2019 the Funda Wande team and mandate doubled. We started out as an organization of 16 people focusing on early grade reading with a Randomized Control Trial (RCT) in the Eastern Cape.

By the end of 2019 we had expanded to 30 people working on both early grade reading and early grade mathematics, with planned and ongoing RCTs in both the Eastern Cape and Limpopo.
Prioritizing people: 2019 was a year of considerable growth as we expanded from 16 full-time people in January 2019 to 30 full-time people in January 2020. This included recruiting language specialists for Sepedi (Julia Maphutha) and Afrikaans (Portia October), bringing on board our mathematics team (headed by Ingrid Sapire), as well as recruiting additional project management specialists (Bokang Mpeta), coaches, video editors, and administrators. We continue to receive ‘shared services’ support from one of our funders, Allan Gray Orbis Foundation Endowment notably on HR (Linzi Isaacs) and Finance (Natasha Barker).

Expansion: As our team has expanded numerically and geographically we have had to build in the systems and processes to maintain the focus on the overall goal when everyone is only managing a small part of the whole, to work as a team, to manage trade-offs, decision-making, as well as people and performance management. To do this, in 2019 we implemented a decentralized approach where executive committee (ExCo) members manage small to medium-size teams and have autonomy over how they deploy their budgets to meet their high-level goals. The six work-streams and their heads are (1) Literacy Content (Sarah Murray), (2) Mathematics Content (Ingrid Sapire), (3) Eastern Cape (Zaza Lubelwana), (4) Limpopo (Nwabisa Makaluza), (5) Production and Events (Jolene Gallet), and (6) Versioning (Nangamso Mtsatse).

Ethos and policies: During 2019 we implemented a series of policies and procedures to focus on creating an environment which fosters and sustains dynamism, self-management and high performance. Quick growth in numbers has meant an increased need for clarity around roles and responsibilities as well as our guiding values.

Over the last two years we have realized very quickly that the single most important decision we make is who we hire. The quality of our work, the speed at which it’s done and whether or not it is taken up by government is directly proportional to the skills and dispositions of our team.
Nic Spaull  
Director  
It always seems impossible until it’s done. - Nelson Mandela

Zaza Lubelwana  
Head: Eastern Cape & isiXhosa  
The story is truly finished and meaning is made not when the author adds the last period, but when the reader enters. - Ngolelele

Nwabisa Makaluza  
Head: Limpopo  
You cannot transform the society of people if the people are not part of the change. - Angelique Kidjo

Ingrid Sapire  
Head: Maths Content  
The ability to calculate with confidence will bring joy to learners and lift the spirits of teachers. - Ingrid Sapire

Sarah Murray  
Head: Literacy Content  
If you know how to read then the whole world opens up to you. - Barack Obama

Jolene Gallet  
Head: Production & Events  
Children’s reading and children’s thinking are the rock-bottom base upon which this country will rise. - Dr Seuss

Nangamso Mtsatse  
Head: Versioning & Relationships  
There are hundreds of languages in the world, but a smile speaks them all. - Unknown

Julia Maphutha  
Head: Sepedi  
Every man and woman is born into the world to do something unique and something distinctive and if he or she does not do it, it will never be done. - Benjamin E. Mays

Jolene Gallet  
Head: Production & Events  
Children’s reading and children’s thinking are the rock-bottom base upon which this country will rise. - Dr Seuss

2019 was a year of considerable growth as we expanded from 16 full-time people in Jan. 2019 to 30 full-time people in Jan. 2020.
Capacity Development & Training Leaders: When we recruit we place 50% emphasis on whether the person has the skills to do the job we are recruiting for, and 50% on whether they will still be within the South African education ecosystem in 10 years’ time. This inevitably leads to recruiting mostly younger people. The reason for this is that we know that our mandate of ensuring all children learn to read for meaning and calculate with confidence by age 10 by 2030, cannot be realized by Funda Wande alone, or with the country’s current level of capacity and expertise, particularly in government. Yet there are very few organizations that spend time, effort and resources training the next generation of educational leaders. Increasingly we see this as one of Funda Wande’s comparative advantages, giving promising young African scholars the opportunity to develop the skills and networks they need to succeed. This includes project management skills, developing relationships with key stakeholders, writing proposals, giving presentations, managing relationships with funders, delivering to a deadline, managing a team and a budget, and most importantly, learning how government processes and politics actually work in the real world. To do this we are supporting our staff to study part-time while they work at Funda Wande, as well as deciding what opportunities and relationships people need to get to the next step in their career. Of our staff of 30 people, 10 are currently furthering their studies in some form or another with the majority paid for by Funda Wande.

The year in training: To provide some examples of capacity development opportunities over the last year, we have sent Julia Maphutha to Botswana for a Teaching at the Right Level course, Nangamso Mtsatse attended the International Literacy Association Conference in New Orleans, and will be going to Harvard University in 2020 for 2 months. Dr Nwabisa Makaluza presented on behalf of Funda Wande at the Department of Basic Education’s high-level Reading Lekgotla as well as attending literacy conferences in Ethiopia and Nigeria where she presented on Funda Wande. We are in the process of enrolling three of our six coaches in masters degrees at Rhodes University and hosted a 3-day research retreat for eight of our staff.

Off-site at Monkey Valley: In December 2019, we held a 2-day team off-site at Monkey Valley in Cape Town. The purpose of the workshop was to start codifying our shared values and making sure we all have the same understanding of the “Funda Wande Way”, as well as for everyone to reflect on how their role and contribution fits into the bigger picture. The days and nights were about values, goals, plans and helping everyone meet everyone else from the different offices. The guest speaker was renowned story-teller Gcina Mhlophe who urged us to “stand firm and be strong”: “Uthi gamalolo!”
Open Access Materials: In our literacy work we have used many of the Vula Bula materials created by Molteno and packaged them in various ways. One innovation was to convert the separate “skinny books” of graded readers into anthologies with 24 stories per book. By combining these texts into a single book, and by virtue of the fact that they are Creative Commons licensed materials, we are able to provide them at an extremely low cost. Once they are printed in large volumes the cost of a full-colour anthology of 24 stories is about R15/book ($1/book). Due to our collaboration with the Eastern Cape Department of Education (ECDOE) the province printed 824,345 isiXhosa and Sesotho anthologies for every Grade 1, 2 and 3 child in the province fully at their expense. These were distributed and used in 2019, and have again been printed and distributed for 2020. Two independent evaluations show that 80-90% of the books have actually been delivered and in sufficient quantities for one book per child. This required considerable advocacy and is an excellent example of using philanthropic money to develop and advocate for the uptake of high-quality materials that are eventually paid for by the state. In 2019 the Western Cape Department of Education also decided that it will provide the anthologies to all isiXhosa-language schools in the province.

Bala Wande: Apart from our ongoing development of instructional videos, lesson plans, and university courses, 2019 also marked the start of the ‘Bala Wande: Calculating with Confidence’ mathematics program. Our mathematics program consists of a full-color, fully-bilingual Learner-Activity-Book with a matching bilingual Teacher Guide and instructional videos.

Delinking price & quality: All our materials are freely available for download and use from our website (FundaWande.org), and our 200 instructional videos are all available on the Funda Wande YouTube channel. In 2020 our Tier 1 goal for materials is to continue to develop high-quality literacy and mathematics materials for Grades R–3, with the overarching aim to delink price and quality and offer the highest quality materials, in local languages, and at prices Low- and Middle-income countries can afford per learner. If the pharmaceutical industry can create generic drugs that are identical in quality to brand name drugs, we can do the same but in early literacy and numeracy materials.

One of the ongoing mandates of Funda Wande is to find high-quality Open Access materials to use in our early literacy and early numeracy training. Where these do not exist, we create them.
The Funda Wande intervention in the Eastern Cape provides an opportunity to pilot and evaluate the literacy and numeracy materials developed in the Funda Wande and Bala Wande programs, together with coaches. In total there are 310 isiXhosa Foundation Phase teachers in the intervention coached by six literacy experts (1 coach : 5 schools). The coach coaches across Grades R-3 in the school with four main activities: (1) Teacher cluster trainings, (2) Lesson observations and feedback, (3) Whole Phase literacy workshops, (4) On-site supervision visits.

The aim of the Eastern Cape intervention is to pilot the Funda Wande model, determine the scalable cost-per-learner, and evaluate the impact on learning outcomes. Because the Funda Wande and Bala Wande materials are all Creative Commons licensed, the government could easily adopt them and print them at scale without incurring royalties or unnecessary costs. The once-off production costs are born by the donors, lowering the overall cost to the development and adoption of new materials and new methods of providing teachers with meaningful learning opportunities.

2019 was the first year of a three-year Randomised Control Trial consisting of 60 schools (30 intervention, 30 control), in three districts in the Eastern Cape (Sarah Baartman, Nelson Mandela Bay & Buffalo City Metro).

**Teacher Cluster trainings:** Three cluster trainings were conducted in 2019; in Term 1 with 281 teachers, in Term 2, with 214 teachers and in Term 3 with 210 teachers. These trainings focused on high-impact literacy topics.

**Lesson observations and feedback:** Coaches conducted one-on-one isiXhosa lesson observations and provided feedback to the teacher during the coaching sessions. Each teacher received a minimum of one one-on-one coaching session per term.

**Foundation Phase literacy workshops.** There were 24 workshops conducted in each school (6 per term). These focused on reinforcing different literacy topics in a smaller group of 6-12 teachers making use of the Funda Wande videos.

**Onsite visits:** To ensure that the coaches were supported in their coaching practise and to maintain the buy-in of the schools, 24 on-site supervision visits were conducted by the head of the intervention, Zaza Lubelwana.
During 2019 our Head of Sotho Languages, Julia Maphutha, has been versioning the Funda Wande materials into Sepedi. This includes planning shoots and filming in two schools in Limpopo, translating core materials, developing the Sepedi anthology of graded readers and meeting with Limpopo Department of Education (LPDOE) officials. While our intention is not to run an intervention in all the languages that we version into, we have decided to implement two interventions in Limpopo (in Sepedi) over the 2020-2022 period. This is because it is important to firstly test whether the Funda Wande program works in different contexts (and languages), and secondly to pilot alternative approaches to improving literacy and numeracy, such as Teaching Assistants or alternative learner and teacher support materials. The aim of the Limpopo intervention is to evaluate two different approaches:

**Coaches:** Using new and existing Funda Wande and Bala Wande materials, videos and training in a Teacher Coaching intervention similar to that of the Eastern Cape, but in a new language (Sepedi) and context (Limpopo), and;

**Teaching Assistants:** Using the Funda Wande and Bala Wande materials, videos and training in a Teacher Assistant intervention using trained unemployed-youth-with-matric, and comparing the outcomes of learners across these two interventions over a two-year period.

The intervention will be implemented and evaluated in a Randomized Control Trial design in the Capricorn District with different intervention arms evaluating the differential impacts of learner and teacher materials, teacher coaching, and teacher assistants. The Teacher Assistants will be unemployed-youth-with-matric who are recruited from areas surrounding the schools and trained by Funda Wande for 1-2 months and supervised by us. Because we have not worked in Limpopo before, and because the Teacher Assistant approach is new for us, we have decided to pilot in 5 schools in 2020 ahead of the implementation in 2021-2022. We have had numerous meetings with LPDOE officials and the Superintendent General has signed a letter of commitment with us. The reason for experimenting with Teacher Assistants is to see whether youth can be productively employed in improving literacy and numeracy. This is done together with the Presidentially-endorsed Youth Employment Service (YES) campaign. Given the extremely high youth unemployment rate in South Africa (66% in 2019), this is the number one priority of the ANC government. The youth unemployment rate was 76% in Limpopo in 2019.
The Bala Wande team is headed by Ingrid Sapire and Lynn Bowie with input from 19 institutions (Universities, some NGOs, the Department of Basic Education & teacher representatives). At the end of 2019 a formal collaboration agreement was reached with the Magic Classroom Collective (MCC) based at the Nelson Mandela Institute.

**Materials development:** The core activity of 2019 was materials development. Working collaboratively takes time but ultimately leads to higher quality outputs and wider buy-in. The Bala Wande work also closely dovetails the Ministerially-endorsed Teaching Mathematics for Understanding (TMU) Framework, of which Ingrid Sapire is the Chairperson. There were three Bala Wande reference team meetings in 2019 in February, May and October, where curriculum, sequencing, manipulatives, core activities and methodologies were discussed and refined. We also hosted a Numeracy Indaba with 30 participants from 7 South African universities. Prof Paul Cobb (Vanderbilt) was the keynote speaker.

**Grade 1 ready to go:** The main success of 2019 was the production of the Grade 1 print materials. The Bala Wande Teacher Guide and aligned Learner Activity Book provide support for daily mental maths and conceptual teaching activities. The materials are all entirely bilingual – laid out to enhance mother tongue instruction with support for English as a second language.

**Filming:** The Bala Wande teacher support is supplemented by videos, with three film shoots in 2019 where the lesson activities were filmed and photographed.

**Training coaches:** In preparation for the launch of the Bala Wande intervention in 2020 three maths specialist coaches were appointed and four coach on-boarding sessions were held. The Learner Activity Book and Teacher Guide have caused a lot of interest in the project, both in the Eastern Cape and more generally in the SA maths community.

The sister project to Funda Wande is the “Bala Wande: Calculating with Confidence” project which began in January 2019.
All children reading for meaning by age 10 by 2030
If all children are to learn to read for meaning by 2030, we will need many more coaches, subject advisers and teachers to be trained on how to teach reading for meaning. This is why we developed this specialist course.

**Rhodes Advanced Certificate:** In collaboration with Rhodes University, Funda Wande has developed a formal course in early literacy for in-service educators. Our application for an Advanced Certificate in Foundation Phase Literacy Teaching was approved by the Centre for Higher Education (CHE) in November 2019, provided certain conditions are met. While awaiting approval, we offered the first 6 modules of the programme as fully aligned Short Courses, which gain credit towards the Advanced Certificate and have been endorsed by the South African Council for Educators (SACE). We enrolled 46 Foundation Phase Heads of Department, teachers and literacy coaches funded by Allan Gray Orbis Foundation Endowment (AGOFE). The Eastern Cape Department of Education (ECDOE) has also offered bursaries to 21 Foundation Phase subject advisors to take the course.

At the outset of the Funda Wande program, we quickly realized that there was no existing university qualification focusing specifically on Foundation Phase reading.

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<th>Modules in the Advanced Certificate in Foundation Phase Literacy Teaching</th>
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<td><strong>Year 1</strong></td>
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<td>1. CAPS Reading Activities</td>
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<td>2. Emergent Literacy</td>
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<td>5. Teaching Comprehension</td>
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<td>6. Teaching Writing and Handwriting</td>
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Blended learning: The Rhodes course draws heavily on resources developed by Funda Wande. As such all materials for the course (notes, videos, quizzes, etc) are freely available for download online. Contact sessions are built around Funda Wande videos, and between sessions students work independently using a Funda Wande online app. In 2019, the first six modules of the App were developed and used, and are currently being externally evaluated by Catherine Snow and Pamela Mason at Harvard University.

Approval and computer literacy: The main challenges we have experienced are firstly, the slow pace of the Higher Education authorities’ approval processes; secondly, providing sufficient computer literacy support to students across the Eastern Cape; and lastly, keeping pace with the need to develop, evaluate and revise materials.

The aim of developing this course was to contribute a university-based course that is specifically tailored to early literacy and to teaching reading in African languages. We are encouraging other universities and non-profit organizations to use the materials if they find them helpful. Already there is interest from other provinces who want to provide bursaries to their subject advisers to take the course.

The Advanced Certificate is a blended course involving contact and online tuition & assessment in both isiXhosa and English.
One of the strengths of the Funda Wande approach has been the high-level of academic rigor brought to the task of improving reading and mathematics outcomes.

Research-based design: Four of the eight Executive Committee members of Funda Wande already have, or are finalizing, PhDs in the fields of Economics (Nic Spaull & Nwabisa Makaluza), early literacy (Nangamso Mtsetsa) and early mathematics (Ingrid Sapire). We have a strong commitment to measuring what we are doing and evaluating whether what we think works actually does. Allan Gray Orbis Foundation Endowment has appointed Prof Cally Ardington (University of Cape Town & JPAL) to evaluate the impact of Funda Wande in the Eastern Cape and Limpopo using a Randomized Control Trial (RCT). This includes both quantitative and qualitative analysis of the program. In 2019, both baseline (Jan’19) and midline (Nov’19) data was collected for the Eastern Cape RCT, with endline scheduled for Nov’20. Preliminary analysis of the midline results by Prof Ardington shows a statistically significant improvement compared to control schools after one year of intervention. The improvement amounts to one additional term of learning.

Publications & bursaries: Promoting research on early reading and mathematics in South Africa is also one of Funda Wande’s mandates. In 2019, we facilitated the publication of two academic books “South African Schooling: The Enigma of Inequality” (Spaull & Jansen, 2019) and “Improving Literacy Outcomes: Curriculum, Teaching, and Assessment” (Spaull & Comings, 2019). We have also funded PhD bursaries for African home-language students at Stellenbosch University and sponsored research on benchmarks in African languages, and the analysis of PIRLS data.

Aligning research priorities: Given our strongly held belief that scalable interventions must eventually be implemented by government, we place a high priority on aligning our research priorities to those of the Department of Basic Education. To that end and we have received formal permission from the Director General Mr Mweli (10th December 2019) to conduct research in both the Eastern Cape and Limpopo.
Since the inception of Funda Wande, a key mandate has been to ensure that early grade reading remains high on the national agenda. To accomplish this, we spend considerable time and resources meeting with national and provincial officials, attending colloquiums, giving presentations etc. In all of these we present a clear message that little progress can be made on any front unless we ‘get reading right’ in the first three years of school. Perhaps the best example that our efforts are yielding some dividends is that the President mentioned “Reading For Meaning” (a phrase used and popularized by Funda Wande) in his State of the Nation address. He made it clear that there are five priorities and that ‘reading for meaning’ is one of them. While this accomplishment is surely the result of efforts from a number of different individuals and organizations saying the same thing, this was the exact wording used by Nic Spaull in his meetings with both the President and the Finance Minister at the end of 2018 and the start of 2019. While ensuring that reading remains top of the national agenda is an important priority, it is ultimately provinces that will have to prioritize their budgets and time towards reading. As such we have presented on early grade reading at whole-province strategic planning meetings in the Western Cape, Eastern Cape and the Free State. In all instances officials have been persuaded that reading must become a priority and that certain fundamentals need to be put in place (access to graded readers, meaningful teacher training, maximum class sizes of 40, lesson plans etc). Funda Wande has partnered with ECDOE in training teachers on teaching reading for meaning using Vula Bula Anthologies.

“We agree on five fundamental goals for the next decade… (3) Our schools will have better educational outcomes and every 10-year-old will be able to read for meaning”

President Cyril Ramaphosa’s State of the Nation Address, 21/6/19.
Additional funding: Looking back over the last 12 months it is clear that there is considerable interest from local and international donors in the activities of Funda Wande as well as our approach of working closely with government and developing the next generation of leaders in education. In 2019, we managed to secure additional funds for the period 2019-2023.

New activities: These additional funds will be used for three purposes: (1) To version the Funda Wande program into a further five official South African languages, (2) To develop, pilot (in the Eastern Cape and Limpopo) and evaluate our early grade literacy and mathematics programs, and (3) To develop, pilot and evaluate an intervention to test the efficacy of using Teacher Assistants in Limpopo in 2020-2022.

Donors: The four major donors of Funda Wande are Allan Gray Orbis Foundation Endowment, FEM Education Foundation, Michael & Susan Dell Foundation, and Zenex Foundation. 2019 also marked the passing of Mr Allan Gray, the founding philanthropist behind Funda Wande and the Allan Gray family of philanthropies. Allan was a wise and generous man who believed in investing for the long run. We trust his investment in Funda Wande yields long term impact.

Directors and auditors: In 2019 Funda Wande was still being incubated by Allan Gray Orbis Foundation Endowment and as such all funding were audited by their auditors (EY). The Endowment approved the Memorandum of Incorporation (MOI) of the new NPC and the founding directors were appointed. Registration as a Public Benefit Organisation is now underway. Funda Wande was and will always be a not-for-profit organization and nothing done within the organization is for-profit. All materials created are openly licensed.
The four inaugural board members bring a wealth of governance experience. The chair of the board, Prof Sizwe Mabizela, is joined by 3 additional members.

Prof Sizwe Mabizela is the Vice Chancellor of Rhodes University and a highly-respected figure in South African education. He is a mathematician and the former Chairperson of Umalusi.

Maya Makanjee has held numerous executive roles in South African companies including Vodacom, SABMiller, Nestle and Telkom. She currently sits on the boards of Tiger Brands, Mpact, AIG, Truworths International, NOSA, and the Nelson Mandela Foundation.

Dr Benjamin Piper is the Senior Director, Africa Education for RTI International and is based in Nairobi. Dr Piper was previously the Chief of Party for Tusome, a scaled-up national literacy program based on Randomized Control Trials. He is currently leading a multi-country study of highly effective large-scale education programs in collaboration with the Center for Global Development & the Bill and Melinda Gates Foundation.

Anthony Farr is currently the CEO of Allan and Gill Gray Philanthropy Africa. Prior to this he was the founding CEO of Allan Gray Orbis Foundation. He is qualified as a CA (SA) and Chartered Financial Analyst.

Steering Committee: In addition to the board, Funda Wande also has a Steering Committee that is made up of influential thought-leaders in government, universities, and the private sector. This includes Carol Nuga Deliwe (Chief Director, DBE), Penny Vingevold (Deputy-Director General, ECDOE), Prof Servaas Van der berg (Stellenbosch), Prof Jonathan Jansen (Stellenbosch), Prof Elizabeth Pretorius (UNISA), Prof Veronica McKay (UNISA), Dean Villet (MSDF), Gail Campbell (Zenex), Prof Stephanie Gottwald (Tufts University), Prof Paul Cobb (Vanderbilt University) & Ndivhuyo Manyonga (FEM Education Foundation).

After being incubated by Allan Gray Orbis Foundation Endowment from 2017 to 2019, in January of 2020 we have now registered Funda Wande as a separate Non-Profit Company with its own board of directors.
The future of Funda Wande depends on people, quality, scalability, impact, and the ability to take risks.

**People:** We need smart and dedicated people who believe in our long-term vision, that it is indeed possible for all South African kids to learn to read for meaning and calculate with confidence by age 10 by 2030. Those people will lead our programs, develop our materials, and advocate for their widespread uptake by government, provided there is solid evidence of impact and cost-effectiveness.

**Quality:** Everything we do is about quality. We do not need more mediocre black-and-white books or learning programs that look like they were designed in the 1990’s. We will develop the highest quality Open Access Grade R-3 materials that rival or trump existing for-profit publishers’ products. Children who attend no-fee schools and learn in African languages should have access to the same quality of materials that well-resourced children in suburban schools have. We will find new ways of delinking price and quality through innovative mechanisms to fund, develop, license, print, and distribute Open Access materials. Build it and they will come.

**Scalability:** Our aim has never been to run our programs in thousands of schools ourselves. We pilot and evaluate our materials and approaches in a medium-size number of schools (30-40 schools per intervention) in order to test efficacy, estimate cost-effectiveness and evaluate impact. Our path to impact at scale is always through government. We take risks, develop approaches and gather evidence that make it easier for others to follow.

**Impact:** In 2020 and beyond we will continue to independently evaluate what we do and make those findings available timeously to everyone, irrespective of the outcomes. Mistakes are part of the process. We will only advocate for programs that are cost-effective and have good evidence of impact.

**Taking risks:** At Funda Wande we believe that “if you aren’t failing you aren’t trying hard enough.” When 78% of Grade 4 kids can’t read for meaning (PIRLS 2016), and 61% of Grade 5 kids cannot calculate with confidence (TIMSS 2015), we know that we have a moral responsibility to be bold and take calculated risks on new ideas, new people and new approaches.
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For more information, and to access all of our resources visit fundawande.org