4 ways to stay safe online

With the growing presence and sophistication of online threats like viruses, ransomware, and phishing scams, it's important to have the right protection. Office 365 Home and Office 365 Personal give you advanced security tools to help keep your information secure and private.
Overview

1. What are we doing here today?

2. A helpful mnemonic: The 5T’s model of reading and contextualizing the discussion about South African education.

3. What do we know about reading comprehension in SA?

4. What is Funda Wande?
“If everyone in the room is always agreeing your coalition probably isn’t big enough.”

– Naomi Klein
5 ‘T’s’ model

Context

Minimum conditions for learning

Figure 1. The 5 T’s of early grade reading (adapted from Bulat et al., 2017)

Spaull, 2019: BRILL-IBE: Improving Early Literacy Outcomes
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5 ‘T’s’ model

When and how should children be assessed? What should the results be used for?

What language(s) should children be taught in, when should they be introduced, how, & for how long?

What training do we need to give pre-service and in-service teachers to equip them to teach reading for meaning?

What resources & texts do teachers need in order to teach reading for meaning?

How can we address each of the 5T’s in ways that see children and their languages as assets and in ways that are socio-culturally relevant & fiscally possible?

What should we teach children (components) and how should we teach it (pedagogy)?

What are the minimum conditions for learning & how do we ensure they are met? Realistic but non-negotiable.
SIRP 2019 report on 12 HEI’s in SA:
“This survey reveals that only a few of the HEIs focus specifically on language literacy and even fewer on teaching reading with comprehension in particular. Seemingly, only a few HEIs teach “learning to read”. The focus is rather on honing already existing reading skills or on advanced reading skills. While a number of HEIs have included some of the components of teaching reading in their curriculum, none of them have included all of them...None of the HEIs refers to the “Big Five” of reading.”
(See also ITREP report)
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2016 SA Reader Survey (Book Council & DGMT)

- **58%** of adult South Africans (16+) have no printed books in their home.
- **7%** of adult South Africans (16+) have more than 10 printed books in their home.
- **93%** of adult South Africans (16+) have less than 11 printed books in their home.

2017 School Monitoring Survey (DBE)

- **61%** of primary schools have access to a central school library or mobile library. (Q1:49%; Q5: 88%) (SMS 2017)
- The 2018 report of the National Education Infrastructure Management System (NEIMS) indicates that while 5,423 schools out of 23,471 have libraries (30%), only 3,304 were actually stocked (17%) (Department of Basic education, 2018, p. 5).
Annual Survey of Schools (2011)

- In 70% of schools, at least 70% of FP learners speak the same home language.
- Gauteng is a massive outlier.  
  (Martin Gustafsson)

Table 1 Percentage of South African Grade 1-3 learners whose home language is the same as the largest home language in the school

<table>
<thead>
<tr>
<th>% of Gr1-3 learners</th>
<th>EC</th>
<th>FS</th>
<th>GP</th>
<th>KN</th>
<th>MP</th>
<th>NC</th>
<th>NW</th>
<th>WC</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥90%</td>
<td>85%</td>
<td>48%</td>
<td>17%</td>
<td>86%</td>
<td>41%</td>
<td>69%</td>
<td>63%</td>
<td>55%</td>
<td>61%</td>
</tr>
<tr>
<td>≥75%,&lt;90%</td>
<td>5%</td>
<td>24%</td>
<td>13%</td>
<td>7%</td>
<td>17%</td>
<td>14%</td>
<td>15%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>≥50%,&lt;75%</td>
<td>8%</td>
<td>22%</td>
<td>29%</td>
<td>6%</td>
<td>24%</td>
<td>14%</td>
<td>14%</td>
<td>26%</td>
<td>16%</td>
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<tr>
<td>&gt;0%,&lt;50%</td>
<td>2%</td>
<td>6%</td>
<td>41%</td>
<td>1%</td>
<td>18%</td>
<td>3%</td>
<td>8%</td>
<td>5%</td>
<td>12%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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Testing

- There is currently no nationally-standardised exam before the school leaving exam in matric.
- “Practically all SADC country tests or examines every primary-level learner through some national system. The exception is Angola, which is still building its education system in the wake of its civil war.” (Martin Gustafsson report on Testing).
- In 70% of 68 developing countries there is a national primary school exam (UNESCO).
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What do we know about reading comprehension in SA?

A Decade of PIRLS scores in SA 2006-2016
(Note these use the rescaled PIRLS scores and are comparable over time)

PIRLS Score (Grey bars)

- PIRLS-2006: 253
- prePIRLS-2011: 323
- PIRLS Literacy-2016: 320

1.4 year improvement

NO improvement
What do we know about reading comprehension in SA?

78% of South African Grade 4 learners cannot read for meaning in any language.

Figure 9: Grade 4 benchmark attainment compared to international.
What do we know about reading comprehension in SA?

% reaching the PIRLS 2016 Low International Benchmark
Many years ago Leopard was a creature with no spots. His fur was an ordinary brown colour. One day, he was relaxing in the shade of a thorn tree when Zebra walked past. Leopard looked longingly at Zebra’s black and white stripes. “I wish I had interesting patterns in my coat,” he said wishfully to Zebra.

Suddenly they heard a noise in the bushes nearby. They found Snake slithering under some dry leaves. Surprised, they asked why she was hiding away. “I am sad and lonely because I have no friends,” she said.
What does this look like in reality?

Many years ago Leopard was a creature with no spots. One day, he was relaxing in the shade of a thorn tree when Zebra walked past.

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Many years ago Leopard was a creature with no spots. One day, he was relaxing in the shade of a thorn tree when Zebra walked past.

Forces for change

“78% of Gr4 learners cannot read for meaning in any language”
(PIRLS 2016)

- Government Policy
  “We need different policies!”

- Law & Litigation
  “There oughta be a law! A Right to Read.”

- Professional Norms, Knowledge, Ideology
  “We need to train teachers how to teach reading!”

- Market Forces (Supply & Demand)
  “The State is failing, we need new schools”

- Social & Political Movements
  “This is intolerable & unjust, we need to mobilize”

- Philanthropy, Interventions & Volunteerism
  “We need better ideas!”

(Mark Mason, HKS)
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“Funda Wande aims to equip teachers with the knowledge, resources and support they need to teach reading for meaning by age 10.”
4 Program Areas

1. **Training**: teaching prospective and existing teachers how to teach reading for meaning in African languages and in English. This is the original mandate given to the Funda Wande team and includes ensuring that universities incorporate the course into their existing teacher training programs, and that a method of training in-service teachers be established and evaluated.

2. **Materials development**: developing and translating a core library of high-quality African language texts, both fiction and non-fiction, for Grades 1-3, as well as aligning various existing and new textual resources (textbook, workbook and story anthology) for stream-lined teaching and training.

3. **Relationships, advocacy, and PR**: Core to the realisation of this goal is the development and maintenance of strategic partnerships with government (national and provincial), universities, NGOs and civil society. Ensuring that the broader public and South African thought-leaders maintain a focus on early grade literacy will require resources for sustained advocacy and communications.

4. **Research**: Given the serious lack of research on early grade reading in African languages, there is a need to conduct new research (on high-frequency words, dyslexia, decoding and assessment), as well as train the next generation of mother-tongue researchers.
AN OVERVIEW OF THE FUNDA WANDE PROGRAMME

**Materials**
We have developed full-colour isiXhosa lesson plans for Gr1-3, anthologies of graded readers, literacy “how-to” booklets, all Creative Commons licensed and freely available to all.

**Team**
The Funda Wande team is expanding rapidly. There are now 30 staff members at Funda Wande!

**University Qualification**
We developed the “Advanced Certificate in Foundation Phase Literacy” at Rhodes, an NQF-Level 6 DHET-accredited qualification.

**Anthologies**
After creating the Vula Bula anthologies we met with the ECDOE and lobbied for them to print anthologies for all Gr1-3 learners in the EC. In total 824,365 anthologies were printed, reaching 463,276 learners in the EC in 2019!

**EC Intervention**
In February 2019, we opened the PE office and started implementing the Funda Wande intervention in 30 schools in the Eastern Cape which is being evaluated from 2019-2020.

**Videos**
We have developed over 100 instructional videos of our master teachers teaching reading in isiXhosa.

**Advocacy**
In 2018 and 2019 the Program Director, Nic Spaull, was invited by both the President and the Finance Minister to present on education reform in SA. The presentation focused on early literacy and early numeracy.
Big Idea 1
Funda Wande

What is Funda Wande?
Thanks!
The FundaWande Literacy Lekgotla aims to bring together 100 South African literacy academics, policy-maker NGO practitioners to discuss how to ensure that all South African children learn to read for meaning by age nine.

The conference will take the format of panel discussions, TED-talk-style presentations and Q&A sessions.

Date: 17 August 2019
Location: STIAS Stellenbosch
Time: 10:00 - 17:30
RSVP: here
(4) If our organization were given an extra R500-million to spend on ensuring all children learn to read for meaning by age 10 we would do the following 3 things:

Replace with image
Things we agree on

• **Resources:**
  - The government and philanthropic sector should fund the development of more African language non-fiction, fiction and graded-readers for Gr1-6 and make them available in all FP classes.
  - All FP classes need an essential classroom library of books.

• **Representation**
  - Black researchers need to play a more prominent role in positions of power and influence in the reading space
  - More funding should be allocated to the development of Black researchers
  - More funding for interventions and research should be allocated to research agenda, f
The FundaLekgotla aims to bring together 100 South African literacy academics, policy-makers, and NGO practitioners to discuss how to ensure that all South African children learn to read for meaning by age ninH.

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Swahili, Bemba, isiXhosa, isiZulu, Sepedi, Setswana, SeSotho, Chichewa, Arabic, Hindi, Bengali, and Portuguese are spoken by more than 1-billion people.

6% of total articles in the 3 journals are on Eng/French.

70% of all article in the 3 journals are on Eng/French.

Journal of Research in Reading, Scientific Studies of Reading, Reading Research Quarterly
Spaull, 2019: BRILL-IBE: Improving Early Literacy Outcomes
“Fellow South Africans,

If we are to ensure that within the next decade, every 10 year old will be able to read for meaning, we will need to mobilise the entire nation behind a massive reading campaign. Early reading is the basic foundation that determines a child’s educational progress, through school, through higher education and into the work place. All other interventions – from the work being done to improve the quality of basic education to the provision of free higher education for the poor, from our investment in TVET colleges to the expansion of workplace learning – will not produce the results we need unless we first ensure that children can read. It is through initiatives like the National Reading Coalition that we will be able to coordinate this national effort. All foundation and intermediate phase teachers are to be trained to teach reading in English and the African languages, and we are training and deploying a cohort of experienced coaches to provide high quality on-site support to teachers. We are implementing the Early Grade Reading Programme, which consists of an integrated package of lesson plans, additional reading materials and professional support to Foundation Phase teachers.”

– President Ramaphosa (21 June 2019)