



Annual Report

2021



**Funda
Wande**
Reading for Meaning

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CEO Foreword



There are four highlights from the last year that I want to focus on here: (1) expansion of interventions, (2) the leadership transition, (3) strategic plan 2022 – 2026 and (4) advocacy.

Expansion of interventions: In 2019, we started thinking and planning alternative intervention models beyond the coaching model. It has always been clear to us, even with the positive outcomes from the Eastern Cape (EC) intervention midline report, that scaling coaches within the education system may not be viable and sustainable given constraints on the fiscus. Although existing coaching Randomized Control Trial (RCT) interventions such as EGRS

and Funda Wandé Eastern Cape showed learning improvement, we must constantly reflect on: what works? and what can scale? There are two questions we asked ourselves:

1. Can we simultaneously address two critical issues in South Africa: youth unemployment and low learning outcomes?
2. What does it take for the government to scale up an intervention effectively?

Through preliminary research, academic, and government engagements, it became clear that we needed to develop and pilot models that would enable us to answer these two questions. Although we have had a footprint in Limpopo since 2019, we officially launched the Teaching Assistant intervention in 2021, an RCT with 120 schools and a staff complement of 225 (19 operational staff) to date.

We also launched a 50-school pilot (40 Afrikaans and 10 isiXhosa) in the Western Cape. This intervention focuses on capacitating the system in preparation for government scale-up in 2023. We have partnered with Western Cape Education Department (WCED) in developing learner and teacher materials, enrolled 22 Subject Advisors at Rhodes University in the Advanced Certificate in Foundation Phase Literacy Teaching, and co-developed quarterly teacher training and development.

Leadership transition: I was appointed as CEO designate from 1 August – 31 December 2021 and became the official CEO from 1 January 2022. Since the appointment, I have received a warm welcome from the board of directors, funders, staff, and the broader sector. Prof Nic Spaul and I undertook a 5-month transition plan, which allowed me to gain hands-on experience and accelerated my own growth to take the organisation forward. I have adopted a relatively large organisation with great talent and important contributions. I see myself as a “Dirigentin”, providing strategic direction and leadership that will open windows of opportunity that will bring us closer to the 2030 goal.

My vision for the organisation is to focus on advocacy, embedding and learning more about critical levers of change, internal and external capacity building, and allowing empirical evidence to guide implementation.

Strategic plan 2022 – 2026: My first 90 days focused on taking stock, analyzing and reflecting on the organisation’s journey to date, while crafting what the future of Funda Wandé would look like. Throughout the change in leadership, the overall organisation was actively involved in thinking through and creating the vision moving forward. A transition team led by Dr Nwabisa Makaluza was set up, which included representation from various functions within the organisation. The primary purpose of the transition team was to strategize and plan for a smooth leadership transition. The team focused on multiple aspects using the Stop, Start and Continue assessment, which provided a good starting point for me as a new leader.

Through multiple strategy sessions, we concluded on seven main foci for the future journey:

1. **Our pedagogical levers for change:** using our approach and materials, learners in no-fee schools should experience high-quality teaching, resulting in enhanced learning and improved learning outcomes.
2. **Remaining relevant and responsive:** balancing the absolute fidelity of our interventions against what is required on the ground. Further, providing thought leadership in the sector based on an understanding of how the system actually operates rather than how it is supposed to operate on paper.
3. **Creating a package of interventions for the system:** it is essential not only to find out what works, but also how to make it work by government in regular no-fee schools.
4. **Advocating for responsible take-up and scale-up:** our role is to test and innovate, influencing where public money goes rather than trying to replace government.
5. **Ensuring our data not only keeps us honest but is also helpful:** research and advocacy are at the heart of scaling up successful interventions. We adapt and continue to measure, but only when the data can tell us something valuable.
6. **Developing the next cohort of leaders in the sector:** we see the development of young people in the sector as an essential part of our work.
7. **Responsible stewardship:** our fundraising focuses on what we believe we “have” to do to achieve our objectives and less on the “nice to haves”. Our financial decisions are evidence-led and based on whether we think we are best placed to find solutions to our questions.

CEO Foreword (continued)

What does this mean for the interventions?

Whilst the immediate focus and main impact of Funda Wande's interventions in the three provinces has to date been to improve learning outcomes in the intervention schools, our overall goal and focus for the next five years, is to develop lessons that are applicable to the entire system which will allow national government to meaningfully move the education reform needle for all children.



2 The Limpopo Intervention

Strategic Focus 2022-2026:
Developing a model for the effective use of teaching assistants in the classroom and acting as a strategic partner for the rollout of the Presidential Youth Employment Initiative-Basic Education Employment Initiative

3 The Western Cape Intervention

Strategic Focus 2022-2026:
Ensuring buy-in at a district and classroom level and capacitating the WCED for provincial rollout.

1 The Eastern Cape Intervention

Strategic Focus 2022-2026:
Embedding coaching, monitoring and support within schools.



CEO Foreword (continued)

Advocacy: We see interventions and advocacy as inextricably linked to successfully implementing our work. As an organisation, we see ourselves as part of the many voices ensuring that early grade learning remains on the political and public agenda. In the last year, we have amplified our efforts and resources towards advocacy and will continue to do so into 2022. We have been involved in influential initiatives such as developing the Nguni Languages benchmarks and supporting the Sesotho and Afrikaans benchmarks project. We are working closely with the South African Human Rights Commission on the *Right to Read and Write*. The successful rollout of the Reading Academy in the Eastern Cape Department of Education (ECDoE) managed to train 86% of the targeted isiXhosa FP teachers in the province. We are

using the empirical findings in the Limpopo evaluation to provide technical and programmatic support to the Department of Basic Education's Presidential Youth Employment Initiative's implementing team. As part of this work, a total of 127 000 DBE Reading Champions were trained using the Funda Wande WhatsApp bot. As we look forward, well-coordinated advocacy efforts, strategic partnerships, policy and public advocacy remains high on our agenda.

As we step into the biggest year of implementation, we remain committed to our core mandate of ensuring all children in South Africa can read for meaning and calculate with confidence by age 10 by the end of 2030.

Our impact journey to date

Our programmes across the provinces continue to demonstrate positive outcomes in the external independent evaluations.

The [coaching programme](#) in the Eastern Cape had a significant positive effect after one year, with an increase in reading scores by 0.17 standard deviations. This was similar to the Early Grade Reading Study (EGRS) which shifted reading scores by 0.14 in the first year and 0.23 in the second. These two interventions (our own and EGRS) at that point represented the best demonstration of a within-classroom intervention shifting learning outcomes seen in South Africa. This promising start came to a halt with the devastating effects that [COVID-19 had on the schooling sector in 2020](#). Although our intervention did not improve learning outcomes during COVID in 2020, it did protect against learning losses seen in schools without our intervention.

The COVID-19 pandemic continued to have a devastating effect on schooling in 2021 with only 10% of the 120 evaluation schools reporting daily attendance of all learners in term 1 and 2. While this improved to 48% of schools in term 3, the majority of schools still continued with rotational timetabling.

We knew we had to do even better to reach our 2030 goal of all children reading for meaning and calculating with confidence by age 10. In 2021 we

introduced a teaching assistant (TA) programme in Limpopo. Using the same materials as the Eastern Cape (versioned into Sepedi), our TAs supported learning in the classroom by assisting teachers with classroom set up, identifying and supporting struggling learners, facilitating learner self-correction, helping to oversee learners, as well as conducting revision, remedial exercises, and games. The TA intervention was not only theoretically promising but politically feasible for scale-up. In the former case, one TA essentially cuts a class size in half. Class sizes are known to be one of the greatest barriers to learning in underperforming schools and are difficult to reduce fiscally. In the latter case, national government was already willing to spend on TAs, making the programme easily implementable, as evidenced by the president's statement on the Presidential Youth Employment Initiative - Basic Education Employment Initiative (PYEI-BEEI):

"We have committed R100 billion over the next three years to create jobs through public and social employment as the labour market recovers. [...] We are going to create 300,000 opportunities for young people to be engaged as education and school assistants at schools throughout the country"

President Cyril Ramaphosa (October 2020)





Our impact journey to date (continued)

The Limpopo TA intervention was [evaluated](#) by Professor Cally Ardington toward the end of 2021. After just one year of implementation, our materials and TAs successfully improved learning outcomes in both reading and mathematics.

While the EGRS and our coaching interventions improved reading scores by between 0.14 and 0.19 standard deviations in the first year, the TA intervention improved reading scores by 0.44 standard deviations – more than double that of EGRS and our coaching intervention. There are no other large-scale previous studies like EGRS and Funda Wandé to compare our Maths effect sizes to, but the results are promising with outcomes shifting by 0.38 standard deviations.

This not only represents substantially larger effect sizes than ever seen before in South Africa for this type of intervention, but our TAs managed to shift learning outcomes in a time where rotational timetabling means limited interaction with the programme and the pandemic is leading to learning losses overall. Given the success of the TA intervention in Limpopo, in 2022 our classrooms in the Eastern Cape will also be supported by TAs. We are excited to see how a combination of both coaches and TAs might work to improve learning outcomes even further.

While the Funda Wandé TA programme has seen substantial shifts in learning, it is less clear whether

the PYEI-BEEI has been as successful in this regard. As a response, Funda Wandé is working closely with the PYEI-BEEI project management team as a strategic partner on the rollout of Phase 2 of the PYEI-BEEI on how TAs can be meaningfully employed to improve learner outcomes so that the benefits of the programme do not end with addressing youth unemployment.

The Rhodes Advanced Certificate in Foundation Phase Literacy is the first accredited course in South Africa focusing specifically on the knowledge and skills to teach early literacy. The course is offered by Rhodes University in Makhanda and was independently evaluated by the [Harvard Graduate School of Education](#) and [Dr Nick Taylor](#) from JET Education services. The course's independent evaluation concluded;

“Having the foundation phase teachers use the course to change their instructional practice is the important aspect of this endeavour”

- Professors Catherine Snow and Pamela Mason

“All the data at our disposal points to this being an excellent programme, perhaps the best currently operating in either the CPD (in-service) or ITE (pre-service) sectors.”

- Dr Nick Taylor

Whilst we are encouraged by the positive results from all the work we do, we will continue to evaluate and test all our programmes and materials as we believe that it keeps us honest, focused and realistic about our work.

Literacy

We believe that all children should have access to high quality, engaging and well conceptualised learning materials in their mother tongue. As such, 2021 saw us develop an integrated Home Language and Life Skills package for Grade 1, with close collaboration with curriculum directorates, subject advisers and on the ground teachers in the Funda Wande interventions. Such integration, though encouraged in the curriculum, is innovative in South African teaching and learning materials. It results in productive use of the full school day in the service of literacy development. The package consists of termly Learner Activity Books, Teacher's Guides and Big Books in Sepedi, isiXhosa and Afrikaans. Themes from the Life Skills curriculum are developed across both learning areas, providing children with access to illustrated stories and non-fiction texts,

rich vocabulary and an explicit, systematic synthetic phonics programme, as well as writing, handwriting and creative art activities. The Teacher's Guides provide highly scaffolded instructions, sequencing and pacing for all lessons, supported by photographs and videos from real classroom demonstrations.

We have been learning and improving every step along the way in producing these materials. An evaluation by the [Harvard Graduate School of Education](#), as well as feedback from teachers, classroom observations and our qualitative evaluator Professor Ursula Hoadley (UCT), has resulted in us refining our approach further. The Grade 2 package, which we began to work on in the second half of 2021 is currently being piloted in all intervention schools.





Mathematics

The primary activity of the team in 2021 was the development of our Grade 2 materials in the three intervention languages. These were piloted in the Eastern Cape in preparation for rollout in the three intervention sites in 2022. Given what we know about the extent of learning losses and the need to support catch-up, we also introduced a “covid edition” workbook to grade 3 learners in the Eastern Cape which covers Grade 2 Term 4 work. Production of the full set of CAPS aligned Grade 3 materials will be piloted in the Eastern Cape in 2022 in time for rollout to all interventions in 2023. As with the literacy materials, our maths materials were also [externally evaluated](#) by Norma Evans (Evans and Associates Educational Consulting Ltd) and Prof Alejandra Sorto (Texas State University, USA). Whilst overall the reviewers were positive about the materials, they also provided us with some helpful areas for improvement and refinement.

An important aspect of our programme are the support videos linked to the Teacher’s Guides as

they exemplify core aspects of the lessons and demonstrate effective teaching techniques. In 2021, we took great strides in video development, completing the full set of videos in support of Term 1 in all three intervention languages, grades 1-2. We will be piloting the use of QR codes and the Funda Wande WhatsApp bot in order to promote ease of access to and use of the videos.

Finally, one of the more exciting outcomes from 2021 is that we began developing the Bala Wande Thinking Maths course. The course will be made up of 12 modules that cover content and pedagogical aspects relevant to the teaching of maths in the Foundation Phase. Development of the course will be completed by December 2022. Similar to the Rhodes course, we plan to partner with tertiary institutions not only to offer it as a standalone course, but once it has been rigorously evaluated and refined, incorporate it in PGCE or BEd programmes.



Eastern Cape

Can teacher coaching significantly improve learning outcomes?

Our coaching intervention is the most mature of the interventions and will be the first to reach grade 3 coverage with the workbooks in 2022. Whilst each intervention contains a significant level of advocacy, as this intervention is slightly ahead each of the others and is where we have been able to learn the most, much of 2021 was spent on advocacy. Significantly, as a result of this advocacy, in April 2021, the ECDoE Primary Curriculum Management Directorate issued an instruction to all provincial levels informing stakeholders of the continued partnership between Funda Wandé and ECDoE on *Strand 02 of their Reading Sector Plan: Teaching Reading*. Furthermore, the instruction outlined the establishment of the Reading Academy Online Course by Funda Wandé and the rollout by the province for all isiXhosa Foundation Phase teachers. To date, Funda Wandé has supported ECDoE with the enrollment and completion of 948 teachers with additional training to be completed in 2022. Further, Funda Wandé is currently in discussion with the

ECDoE regarding the possibilities of institutionalizing the Reading Academy as part of the province's broader teacher development programme and novice teacher onboarding training.

Whilst we are encouraged by the results our coaching intervention has produced since inception, we also know that coaching interventions carry a significant cost and much of our work must necessitate testing viable models for scale for each of our interventions. As such, alongside the main coaching intervention, 2021 focused on the co-creation of an HOD support programme with the intervention schools. This is in-line with the Eastern Cape's gradual release model, which will see decreased coaching support in 2022 and the use of HODs to monitor and support teachers and teaching assistants. Finally, as part of a strategy to address learning losses, the province began with the recruitment and training of teaching assistants that would be included in the intervention from 2022.





Limpopo

Can we simultaneously address the dual crises of youth unemployment and low learning outcomes?

2021 was the first year of our teaching assistant intervention. We recruited 145 Teaching Assistants (TAs) who were trained by Funda Wandé and funded by the Youth Employment Service (YES) to implement the intervention in Grades R-1. Our rigorous recruitment process resulted in a third of the 2021 cohort with a post matric qualification and close to 20% who were studying towards their Bachelor of Education. This recruitment process has proven invaluable to the retention, trainability, and performance of TAs in the classroom. Our TA training programme further gave us the opportunity to introduce new- and reinforce taught concepts from the Funda Wandé programme and support the TAs in providing useful and effective support to teachers based on strong content knowledge. The impact of this is supported by feedback from teachers, who, in the evaluation, stated the significant advantage of Funda Wandé TAs over government funded assistants, given their content knowledge and ability to effectively assist in the classroom.

Fortunately, even with all the uncertainty of COVID-19, we were able to continue with in-person training for the teaching assistants, the teaching assistant mentors and the 276 teachers who form part of this intervention. These sessions enjoyed extensive support from the Provincial department with the Chief Education Specialists coming to endorse the programme to the teachers and HODs. In recognition of the impact of rotational timetabling, we instituted a booster month in the third term in an effort to assist teachers to concentrate in the areas that are needed

for the development of learners' foundational Literacy and Numeracy skills.

The combination of rigorous selection of TAs and high-quality training and support on strategies to improve Foundational Skills in Maths and Literacy have resulted in the TA schools having large and statistically significant improvements in learning outcomes.

The DBE also approached us to collaborate in work that will result in the establishment of reading benchmarks for Sepedi using the data that we already planned to collect as part of the impact evaluation in Limpopo and extending the fieldwork to include written assessments and Grade 6 learners. During 2021, Sepedi language instruments were developed and piloted in intervention schools – with the resultant data currently being analyzed.

The encouraging results from this intervention has meant three significant changes for us (1) the extension of the Limpopo programme for an additional year into 2023, (2) the addition of teaching assistants in the Eastern Cape, (3) partnering the department of basic education on their PYEI-BEEI to shift focus from purely employment to learner outcomes.



Western Cape

What does it take for government to effectively scale up an intervention?

At the request of the WCED, since 2020, Funda Wande has partnered with the province to develop Afrikaans Foundation Phase literacy and numeracy materials. This was with the aim of experimenting with a provincial scale-up of a workbook and teacher-training based approach through the use of subject advisors. Despite the challenges of launching and running an intervention during the pandemic, we were able to train 80 subject advisors and Deputy Chief Education Specialists who in turn trained 184 teachers.

The initial memorandum of agreement (MOA) envisioned the WCED would take a staggered approach to rollout to all quintile 1-3 Afrikaans schools in the province, expanding to ~230 new schools per annum. However, given disruptions caused by COVID-19, we have jointly taken the decision for the WCED to fund their own pilot in 50 Afrikaans schools beginning in 2022, with provincial rollout beginning with grade 1 learners in 2023. This will see all foundation phase learners in Afrikaans schools in

the Western Cape receiving Funda Wande materials by 2025. As part of this work, at the end of 2021, the Western Cape team, in conjunction with the DBE, WCED, UCT and other Afrikaans Home language experts embarked on establishing benchmarks for Afrikaans - this will continue into 2022. In terms of advocating for scale up and our ability to present viable and sustainable pathways for scale, it is important that we double down on our efforts in the Western Cape as a cascade model for scale is an inevitable consequence of most provincial-led, large-scale interventions given existing constraints in the system.

In order to reach our 2030 goals, we understand that the sobering question we need to address through this intervention is less whether a cascade model does work, rather how to make it work.





Universities

Developing the next generation of literacy experts continues to be a priority for Funda Wandé. In April 2021, the first cohort of 46 students graduated with Advanced Certificates in Foundation Phase Literacy Teaching at Rhodes University. Six students did so with distinction and two made the Dean's List. In addition, a further 12 students completed aligned Short Courses. Of these students 44 were Foundation Phase HoDs, coaches and NGO practitioners funded by the Allan & Gill Gray Philanthropies South Africa (AGGPSA) and a further 15 were subject advisors funded by the ECDoE. Dr Nick Taylor from JET Education Services, together with Dr Anna Nkomo from Wits University, evaluated the programme and presented the results at a well-attended Webinar hosted jointly by Funda Wandé and Rhodes University.

In April 2021, a new cohort of students registered for the programme: 24 Western Cape subject advisors

and coaches funded by Funda Wandé, 8 teachers funded by Volkswagen South Africa, and 3 self-funded students. The Rhodes team also ran Short Courses in Emergent Literacy for 32 Grade R teachers and literacy ambassadors funded by Volkswagen and 26 Grade R teachers funded by the HCI Foundation.

In 2022, we will be graduating our second cohort of students and registering a further 50 students funded by the LPDoE. As an advocacy initiative, Sarah Murray, the Course Coordinator, has been working with Dr Nick Taylor and the Centres for African Language Teaching at the Universities of Johannesburg and the Western Cape to find ways to incorporate the Advanced Certificate resources into BEd and PGCE courses in Foundation Phase Teaching. Sarah is also supervising 2 MEd students researching early literacy.



NextGen

The NextGen Programme is designed to attract and retain South Africa's future education policy professionals for roles within government and civil society organisations (NGOs, universities etc.). One of the primary aims of the programme is to address the skills gap in policy analysis, and specifically the diversity of experts in the field. To that end NextGen has allocated fellowships in approximate proportion to the racial demographics of the country.

In Phase 1 of the programme (2022) NextGen has allocated fellowships to 10 promising Masters and PhD students working on education in the fields of Economics or Education, although related fields (psychology, linguistics etc.) are also eligible. The programme has pre-selected supervisors from six leading universities who have a track record

of expertise working on policy-relevant issues in education (for example, early grade reading and mathematics, teacher demand and supply, evaluation, school interventions, policy analysis etc.).

These selected supervisors have a strong track record of mentoring policy-analysts. This is because we recognise that policy-relevant and influential work includes much more than simply academic training but also mentoring, networking and the acquisition of skills not traditionally taught in graduate research programs (presenting to policymakers, writing op-eds, developing proposals and budgets, managing teams etc.). The value of the fellowship for Masters students is R180,000 p.a for up to 2 years and R250,000 p.a for up to 3 years for PhD students.



Advocacy

As we move from understanding what works, to how to make it work and scale in the system, advocacy will become central to the work of Funda Wande. Whilst reading improvement remains on the national agenda, there remains no solid and funded plans to implement the large-scale system change required. Foundational numeracy on the other hand, does not feature prominently in the current discourse. In 2021, much of our advocacy focused on forging stronger relationships with each of the provincial departments we work with. In particular, we have seen significant buy-in from the provinces through the Rhodes Course and Reading Academy, with current plans in the Eastern Cape on how to institutionalise the Reading Academy as part of their teacher training support. At a national level, even before the release of our preliminary impact results for the Teaching Assistant intervention, we understood that there was great potential through the PYEI-BEEI, to significantly improve learner outcomes where sufficient focus was placed on rigorous recruitment and training of teaching assistants. We have partnered with the National Department of Basic education to provide strategic support in the rollout of the PYEI-BEEI initiative with the hope to influence rollout to change the focus from a youth employment initiative to solving the dual crisis of youth unemployment and low learner outcomes. As part of this work, we also supported the DBE's reading champs through the development and rollout of a WhatsApp bot to 127 000 Reading Champs to support their development and monitoring.

In 2021, we realized that it is important to take a multi-pronged approach and ensure that reading becomes a societal priority with greater media attention and public awareness, as well as strategic litigation and civil society pressure. To that end we worked with the South African Human Rights Commission, (a Chapter 9 Institution provided for in the Constitution) to develop a [framework](#) for unpacking the right to basic education. While Section 29-1a of the Constitution states that "Everyone has the right to a basic education" the document does not spell out what this means. As such the SAHRC have convened a formal Section 11 subcommittee on the Right to Read and Write which is chaired by Prof Nic Spaull, with over 20 members, including numerous staff from Funda Wande (Nangamso Mtsatse, Nwabisa Makaluza, Zaza Lubelwana and Sarah Murray). The document was launched on the 8 September 2021 at an event at Constitution Hill. The main thrust of the document is to explain why the 'right to read and write at a basic level, in one's home language, by the age of 10' is fundamental to the right to a basic education, how to measure that right and what resources are needed to achieve it. A key focus area for us will be the Right to Read and Write (R2RW) as an umbrella initiative for many of our advocacy efforts. Particularly advantageous about R2RW is that it is highly collaborative in nature and we are already working with Section27, the Legal Resources Centre and the South African Human Rights Commission to conceptualize what a campaign and supporting initiatives might look like.



Finances

2021 was a year of significant change for us, we launched two new interventions in the Western Cape and Limpopo and were navigating these new implementation models through the uncertainty of the pandemic. An important lesson during this time was the need to be adaptable, a necessary implication of such being the extension of all three interventions to various degrees. These were not simple decisions as each contains significant financial implications, however, we are resolute in our belief that pursuing the answers to our research questions outside of the context of learning losses would not be beneficial nor relevant to the education system. This then is one of the new tasks ahead of us, to fundraise for interventions which have the potential to develop a meaningful response to COVID-19 learning losses. Generously, we have already raised some of these funds through our core group of funders, with additional fundraising efforts continuing.

As the implementation of Funda Wande interventions continues to extend past initial implementation periods, we are actively thinking about the best use of committed funds, and how we responsibly

raise additional funds for the continuation of the organisation. As always, our decisions here are driven by evidence, and whether we think we are best-placed to find the solutions to the questions we are asking (and whether these are in fact important questions deserving of answers). What the first five years tells us is that whilst there are multiple organisations currently operating in the sector, some which are much larger and have been around for tens of years, our work continues to add outsized value to the sector and our partners. And for as long as we continue to do so, we believe our work is important to the development of the sector.

We are grateful to our generous core group of funders – FEM Education Foundation, Allan and Gill Gray Philanthropies South Africa, Michael and Susan Dell Foundation and the Zenex Foundation. Their commitment to reaching our 2030 goal of all children reading for meaning and calculating with confidence by age 10 is evident through their generosity, adaptiveness and navigating these uncertain times alongside us.





Governance

The Funda Wande team has grown significantly over the last 12 months. Our team now consists of 69 staff split across four offices; Cape Town, Johannesburg, Gqeberha and Polokwane. In 2021 our board also expanded to include Zimkhitha Peter, who has taken over as the new CEO of the Allan & Gill Gray Philanthropies South Africa. The expansion and maturity of the Funda Wande team is indicative of how quickly the project has had to expand to fulfil its mandate.

2021 was also the beginning of an exciting new chapter for Funda Wande as we said farewell to our Founder and CEO, Nic Spaul. Following an open and competitive process which the HR team and Board were intricately involved in, with over 80 applications and numerous rounds of assessments and interviews, Nangamso Mtsatse was selected by the Funda Wande board as the new CEO. Nangamso was the only internal candidate and was previously the Head of Literacy at Funda Wande. She is a globally recognized pioneer having recently been selected by the International

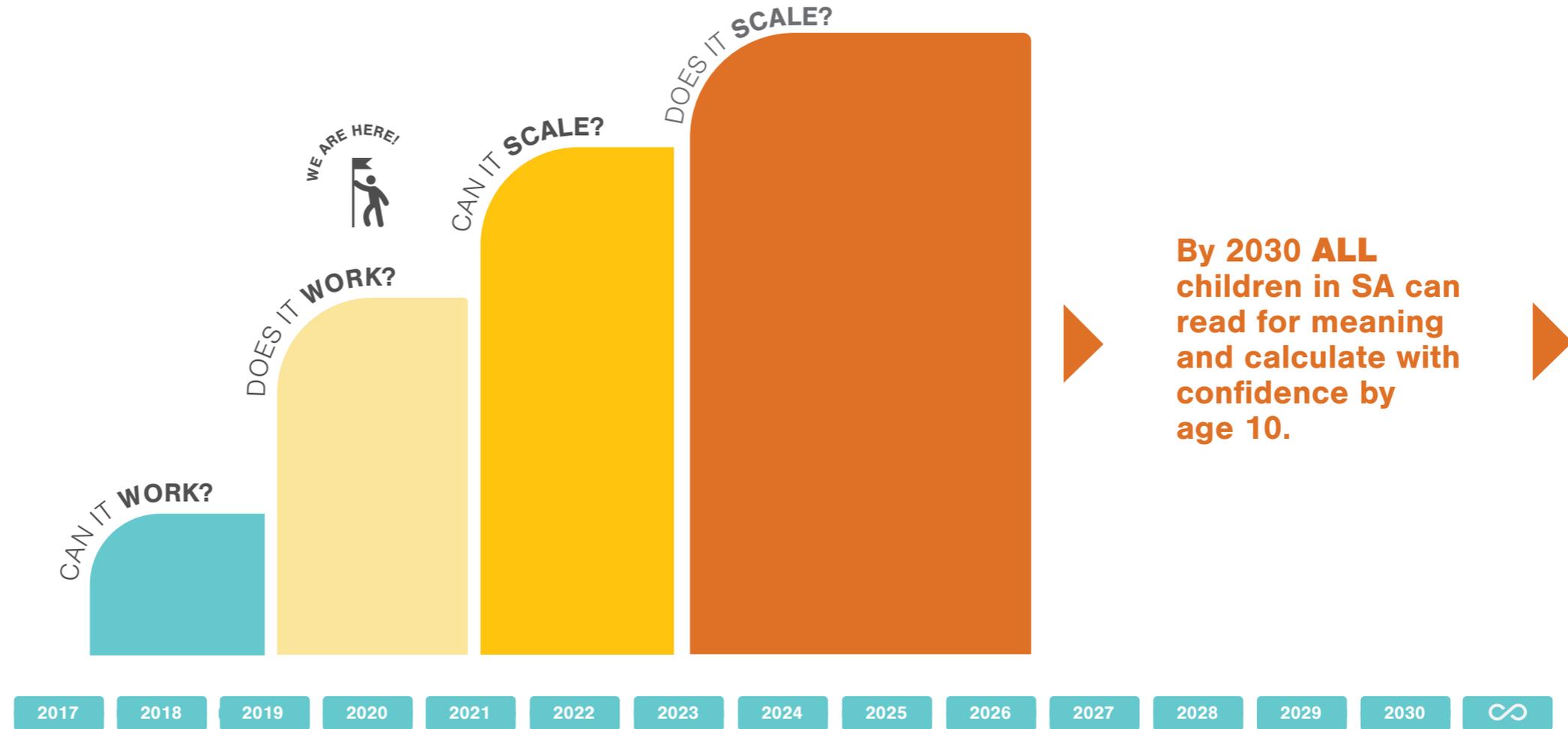
Literacy Association (ILA) as one of 2019's "Top 30 Under 30. In the words of the Chair of our Board Prof Sizwe Mabizela:

"It was the unanimous decision of the board that Nangamso not only stood head and shoulders above the other candidates but is also an exceptional leader with a clear vision to lead Funda Wande into its future. Nangamso is both passionate about literacy and social justice, but also about Funda Wande. The board has full confidence that Nangamso will build on the very strong foundation that Nic has established at Funda Wande and we look forward to working with our donors and partners in advancing our collective objective of giving young people of this country the best start in life. She has our full support. These are exciting times!"



Future

Broadly, we think about Funda Wandu in two phases, phase 1 being our “what works” phase, and phase 2 our “how to make it scale” phase. Phase 1 will come to an end in December 2023. Significantly, this is when our Randomized control trials (RCTs) in their current form, and all other independent evaluations will also come to an end. The next two years (2022-2023) will be some of Funda Wandu’s most important, as they will provide much of the evidence base we will rely on in pursuing the relevant scalable options alongside government. The next 2-5 years will therefore be characterised by responsive and relevant interventions which result in the development of a concrete package of solutions for the system, the production of important research and a strong evidence-base, and focused and intentional advocacy.



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Our People



FundaWande
Reading for Meaning



Executive Committee

What do you most look forward to in future of Funda Wandé?



Nangamso Mtsatse
Chief Executive Officer

Seeing through many of the opportunities that are presented to us. There is work to be done and now more than ever is the time!



Nwabisa Makaluza
Head of Limpopo

Innovation and tenacious commitment towards children's learning



Sipumelele Lucwaba
Head of Grant Management, Strategy & Communications
Outsized Impact!



Permie Issacs
Head of Content & Training

The potential of our TA catch-up programme. The immediate priority is to give the current cohort of foundation phase learners a fighting chance.



Portia October
Head of Western Cape

Forging deeper relationships with existing stakeholders and creating new partnerships and collaborations



Jolene Gallet
Head of Operations

Seeing the positive impact on children that are in our classrooms today



Zameka Lubelwana
Head of Eastern Cape

Exploring the kind of training, support and monitoring that goes into ensuring effective Teaching Assistants in the classroom to take us to our 2030 goal.



Mamikie Melane*
HR Business Partner

Seeing Funda Wandé pushing boundaries through innovation, advocacy and partnerships for our children to flourish now and in years to come!



Natasha Barker*
Group Head of Finance

Continuing to support a fundamentally important programme for transforming foundation phase education in South Africa

Board Members



Prof Sizwe Mabizela (Chair)
Vice Chancellor
Rhodes University



Zimkitha Peter
Chief Executive Officer
Allan & Gill Gray Philanthropies,
South Africa



Dr Benjamin Piper
Director | Global Education
Bill & Melinda Gates Foundation



Maya Makanjee
Independent Exexecutive Director



Anthony Farr
Chief Executive Officer
Allan & Gill Gray Philanthropies,
East Africa

All children **learning to read for meaning** and **calculate with confidence** by age 10 by 2030.



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Reading for Meaning