



Funda Wande
Reading for Meaning

Funda Wande

BSPC Quantitative Report 2025





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1. INTRODUCTION

Funda Wandé is a not-for-profit organisation which focuses on improving early-grade reading and mathematics outcomes in South Africa. Funda Wandé’s goal is for all children to be able to read for meaning and calculate with confidence by the age of 10 by 2030. A series of Funda Wandé interventions and accompanying evaluations have shown that Funda Wandé effectively shifts foundational literacy and numeracy (FLN) outcomes. Nevertheless, there is considerable variability in programme fidelity. Whilst there is evidence of some changes in teacher behaviour, current data indicates that there has been change primarily in the form rather than the substance of pedagogy, with limited change in habituated practices.

Qualitative work suggests that teachers perceive Funda Wandé as a resource intervention. The mechanism through which learner outcomes are improved is through the interaction with those resources instead of a shift towards more effective teaching practices. In a context where resources are finite, this is problematic as improvements in FLN outcomes may not be sustained without the resources. In many instances, teachers do not adopt effective teaching practices or adopt them in form but not in substance (Hoadley et al., 2022). There is a need to focus on shifting teaching practice to more effective approaches to improve teacher quality.

Funda Wandé is implementing a new intervention in the Eastern Cape that incorporates a behavioural science component. This component uses behavioural science perspectives to shift teacher pedagogical practice and, in doing so, aims to improve teacher quality in addition to improving FLN outcomes. The intervention is accompanied by an evaluation that is supported by SALDRU and J-PAL Africa at the University of Cape Town.



2. INTERVENTION DESIGN

The Funda Wandé team, under the Behavioural Science for Pedagogical Change (BSPC) project, was tasked with designing and testing a “behavioural intervention” that uses principles from behavioural science and research to change teacher behaviour. In this case, the behavioural objective is the increased and consistent use of the Funda Wandé Teacher Guide (TG), both as a planning tool before class and as a reference guide in class. To get teachers to consistently and fully implement the lessons in the Funda Wandé Teacher Guide, the BSPC Project aims to leverage motivation to use the TG through improved learner outcomes and accountability to prepare for lessons outlined in the TG.

The evaluation was a three-arm 120-school Randomised Control Trial in which (1) 40 schools are treated with the standard Funda Wandé instructional coaching model, (2) 40 schools are treated with the instructional coaching model with a behavioural component, and (3) 40 schools are the control group. This design allows us to identify the additional impact of the behavioural component by comparing outcomes across the two treatment arms.

As is illustrated in Figure 1 below, both treatment arms received intervention onboarding, learning and teaching support materials (LTSM), training, and ongoing support from a Funda Wandé coach or ‘Coaching’. In addition to this, the Behavioural arm receives supplementary coaching and support in the form of afternoon sessions. A fuller account and description of the implementation of the behavioural intervention, as contrasted with the standard Funda Wandé package, is outlined below.



Figure 1: Intervention Components



2.1 Both Treatment Arms

Intervention onboarding involves leading the school management team (SMT), grade teachers, and district officials through the details of the intervention. The onboarding aims to clarify and agree on the support that Funda Wande provides. This session happened at the beginning of the intervention and is supplemented by termly reflection sessions.

Material orientation in IsiXhosa Home Language and Mathematics Funda Wande Learner Activity Books with an aligned Teacher Guide and other Material in grades 1 and 2. These sessions are conducted once at the beginning of the intervention to provide insight into the design of the materials. Teachers were divided into clusters based on their school’s geographical location and allocated a Funda Wande coach.

Centralised Content Training happens once at the beginning of each quarter or term. The training provides teachers with content and pedagogical knowledge in both literacy and Mathematics. Each training focuses on one “Big Idea”. This idea is always connected to lessons in the Teacher Guides to provide the teachers with deep knowledge and strategies for teaching these lessons.

The content covered across each term can be seen in the table below.



Table 1: Content Training Focus by Term

Year 1 (2024)	Term 1	Term 2	Term 3	Term 4
Literacy Big Ideas	Classroom Management	Phonics	Group Guided Reading	Writing
Numeracy Big Ideas		Play-Based Learning	Number Sense	Place Value

Training begins with the big idea being introduced in the form of a lecture after which trainers model the expected classroom application of activities through role-play and videos. Teachers are given an opportunity to interrogate what has been modelled, anticipate issues with implementation and develop strategies to mitigate these issues through a group discussion. Teachers are then given ample time to practice teaching the activities as a whole group, small groups and pairs while receiving feedback from the training staff to ensure that they also learn by doing and adapt the activities to meet their needs.

In-class support focuses on providing individualised support to improve teacher practice in relation to the ‘Big Idea’ of the respective term. The support follows different approaches, which include:

1. Co-teaching, where the coach and teacher teach a lesson from the Teacher Guide together.
2. Modelling, where the teacher observes the coach teaching a lesson from the Teacher Guide.

3. Lesson observations and reflective feedback, where the coach observes the teacher teaching a lesson from the Teacher Guide and provides constructive feedback on improving their practice. The teacher receives feedback from the coach on her implementation in the ‘Big Ideas Workshop’ that takes place in the afternoon following the in-class observations.
4. The coach supports a teacher in class once per term; however, the Big Ideas Workshops are designed to bring teachers at a school together to reflect on the progress of implementing the Big Ideas of the training as it relates to teacher practice, lessons covered, learners’ responses, and teachers’ progress twice per term, usually.

More so, both intervention arms received revised Funda Wande materials that showed greater alignment to Annual Teaching Plans (ATPs) and assessments. Teachers in past interventions reported perceived misalignment as one of the significant contributing factors to limited use of Funda Wande materials.



2.2 Behavioural Treatment Arm

The findings from the behavioural science workshops lead to the identification of the following barriers faced by teachers concerning the use of the Funda Wande teacher guide:

1. Using the teacher guide is not top-of-mind, so teachers may not even consider using it [Salience¹]
2. Teachers perceive the Teacher Guide as ‘planning already done for them’ so planning ahead for specific weeks and lesson preparation is not something that teachers think is necessary to do [Present-bias and Prioritisation²]
3. Implementing the guide and its approaches may feel costly and risky due to the unfamiliarity and newness of it [Learning Costs³]
4. The complexity of the teacher guide may lead teachers to feel it is unrealistic to implement in practice [Bandwidth Constraints and Overload⁴]
5. Even if they appreciate the guide, teachers default to their regular approach, which requires less effort and is ‘good enough’ [Status Quo Bias and Satisficing⁵]

These and the prominent findings from the qualitative research informed the design of the Behavioural Interventions in various ways. Each component will be discussed in turn.

Afternoon Sessions

Afternoon sessions are attended by all the foundation phase teachers in the behavioural treatment arm school and are held by the Funda Wande coach twice per term (thrice in Term 1). These sessions are in addition to the Big Ideas Workshops that coaches have across the two treatment arms. Below is a brief explanation of the content included in the afternoon sessions and their aims in addressing the behavioural barriers.

Preparation is necessary

Every afternoon session begins with a ‘standing check-in’ focusing on lesson preparation and reflection using a Preparation Tool¹. It consists of guiding questions for the coach and the teacher to speak to the value of preparation in preparing to use the teacher guide successfully in class and implement the lessons successfully. Because the teacher guide relieves teachers of lesson planning by stipulating activities to be completed per day, teachers may not feel that preparation is necessary. Preparation includes reading through the full day’s lessons before teaching them, organising the required materials for the lesson, understanding the lesson objectives, and determining how these are to be achieved during the lesson.

Through the guiding questions in the Preparation Tool, teachers are held accountable by the coach for whether they prepared for each lesson they have taught and reflecting on the value and necessity of preparing daily for the following day’s lessons. By including this, the project aims to address the Present-bias and Prioritisation barriers directly. Furthermore, preparation for one’s lessons may lead teachers to come to terms with the complexity of the guide and feel it is more realistic to implement - indirectly addressing the Bandwidth Constraints and Overload behavioural barriers.

The lessons in the teacher guide are realistic to implement.

Furthermore, the Preparation Tool and reflection task encourages teachers to think about appropriate ways that the Teacher Guide may assist them in class, as the Teacher Guide is designed as a reference tool that teachers are expected to refer to throughout their lessons. In so doing, the project aims to reduce the perceived complexity of the guide (Bandwidth Constraint & Overload) and assist teachers in seeing the guide as a “friend in the classroom”, ultimately leading to increased use of the Teacher Guide during lessons and consistent implementation of the activities stipulated in the Teacher Guide.

¹ See Appendix 1 for ‘Preparation Tool’



Implementing the lessons in the Teacher Guide is worth the cost and the risk of using the Teacher Guide

Following the ‘standing check-in’, a large portion of the afternoon sessions are allocated towards EGRA Dialogues, or ‘dialogues’ around teachers’ use of the Early Grade Reading Assessment (EGRA) and learners’ scores on these assessments. It is hypothesised that if teachers consistently and fully implement the lessons in the Teacher Guide, they will implement an effective literacy programme, and their learners’ outcomes on literacy tests (i.e. EGRA) will improve.

The EGRA dialogues are a mechanism to amplify the message of learner improvement to teachers and highlight the efficacy of implementing the lessons in the Teacher Guide. In other words, by tracking their learners’ progress (improvement) while implementing the activities in the Teacher Guide, teachers will feel more motivated to use and implement the ‘risky’ and ‘costly’ Teacher Guide.

EGRA Dialogues take place twice each term (except for Term 1, in which 3 dialogues took place) and the structure and content of the dialogues are designed in consultation with the BSPC team and the Funda Wande coaches just-in-time for the following term.

‘Someone’ is noticing me

A large theme that arose from the qualitative research was that teachers felt as if their work was not being noticed and they were not held accountable to provide effective teaching. The EGRA Dialogues, through termly testing of learners and providing teachers with the means to track their learners’ progress, may provide the teachers with a sense of accountability and that their work is being noticed.

2.3 Implications

Admittedly, the Behavioural Intervention is coach-heavy and relies on the coach’s expertise during these afternoon sessions. To support coaches, the BSPC Implementation Team onboarded and trained coaches over two and three consecutive days. Onboarding entailed taking coaches through the behavioural objective of the BSPC project. The training comprised a feedback session following each term, allowing refinement of support materials so that coaches feel better prepared to support teachers in reaching the aim of the behavioural science project.

² See accompanying qualitative midline report



3. RESEARCH AIMS AND DESIGN

3.1 Research Aims

This research aims to evaluate whether the addition of a behaviour science component to the intervention package is effective in addressing the issues of variable programme take-up and inappropriate materials usage. Take-up is measured by the degree and quality of use of the materials, how teachers use their instructional time, whether teachers engaged in effective teaching practices² and the frequency thereof.

A secondary aim of this research is to assess whether adding the behavioural component to the standard Funda Wande package further improves learner literacy and numeracy outcomes.

3.2 Research Design

To measure the efficacy of the Funda Wande behavioural intervention in improving quality of take-up and learner FLN skills, we used a randomised controlled trial (RCT) design. Working with the Eastern Cape Department of Education, 120 quintile one to three (no-fee) isiXhosa LOLT primary schools from the Amathole East, Chris Hanu West, and OR Tambo Inland education districts were selected. These schools form part of a three-arm RCT with a Funda Wande Standard Package arm, a Funda Wande Behavioural Science for Pedagogic Change (BSPC) Package arm, and control arm. This design enables us to isolate the additional impact of the Funda Wande BSPC Package over the Funda Wande Standard Package.

Data collection occurred at two points: baseline during Term 1 2024 and midline during Term 4 of 2024. All schools selected for the evaluation had not received the Funda Wande intervention before. Within each of the 120 evaluation schools, 18 grade 2 learners were randomly selected for assessment and all Grade 1 and 2 teachers were interviewed.

3.3 School Recruitment and Selection

Working with the Eastern Cape Department of Education (ECDoE), Funda Wande invited schools from three peri-urban and rural districts in the Eastern Cape to apply for the programme. To be eligible to receive the programme, schools need to be classified as quintile one to three, have no multi-grade classrooms, have an educator-to-learner ratio of at least 1:20, have no chronic management problems or disputes with the ECDoE³ and an isiXhosa language of learning, teaching, and assessment (LoLTA). Schools with an existing intervention programme that could interfere with the Funda Wande programme were also excluded. We also included a feasibility criterion: the school must be within 20km of a regional or national road for ease of data collection and implementation criteria.

Table 2: Number of applications to participate received by district

District	Sample Needed	Feasible Schools	Applications Received
Amathole East	30	46	31
Chris Hani West	30	39	36
OR Tambo Inland	60	77	56

When applications closed, the programme was undersubscribed in OR Tambo due to several issues, such as schools not receiving the application form and connectivity issues when sending the complete application form. The Funda Wande team worked with Subject Advisors in OR Tambo to extend the application deadline. Due to onboarding training that needed to be held in the other districts where the minimum number of applications needed had been received, we proceeded to randomise within Amathole East and Chris Hani West. This allowed us to increase the sample size in the latter from 30 to 33 schools to be randomly assigned to the three treatment arms.

Post-randomisation, it was discovered that 2 treatment schools in Amathole East district had multi-grade classrooms and one control school had attended the intervention training. All three schools were dropped from the sample and replaced by reserve schools in Amathole East. Furthermore, two treatment-assigned schools in Chris Hani West District refused to participate in the study, and one control-assigned school in this district attended the intervention training. All three schools were dropped from the sample and replaced by three schools in the OR Tambo Inland district. Therefore, the final distribution of schools across districts and treatment arms is below:

Table 3: School Sample by Treatment Status and District

District	Overall	Control	FW - Standard	FW- BSPC
Amathole East	30	10	10	10
Chris Hani West	30	10	10	10
OR Tambo Inland	60	20	20	20
Total	120	40	40	40

Teacher training and materials delivery was conducted and managed by Funda Wande coaches and the project manager respectively. Care was taken to ensure that no control schools were treated as verified by registers. However, Funda Wande supported the ECDoE to train educators in the province on teaching reading. This could mean that teachers in control schools could have been exposed to the program and open-source materials.

³ This criteria was assessed by the department's Chief Education Specialist (CES).



3.4 Baseline and Midline Instruments

Learner Assessment and Interview

We measure reading outcomes using subtasks of the Early Grade Reading Assessment (EGRA), a widely used tool to measure various aspects of reading proficiency. In addition to the core EGRA subtasks, we include a listening comprehension. The EGRA sub-tasks and skills they measure are outlined in Table 4 below.

Table 4: EGRA Sub-tasks

Task	Measurement	Baseline	Midline
Listening Comprehension	Number of questions that the learner answers correctly about a passage that is read to the learner	Yes	No
Phonemic Awareness	Learner is read a word and asked to identify and/or manipulate a phoneme in that word	Yes	Yes
Letter Sound Knowledge	Number of letter-sounds the learner correctly sounds in one minute	Yes	Yes
Word Reading	Number of isolated words read correctly in one minute	Yes	Yes
Oral Reading Fluency	Number of words read correctly in one minute from a passage of connected text	No	Yes
Reading comprehension	Number of questions that the learner answers correctly about the passage they have just read aloud. Learners are only asked questions that pertain to the parts of the passage that they were able to complete. Learners were given an extra two minutes to complete reading the passage.	No	Yes

We measure numeracy outcomes using the Early Grade Mathematics Assessment (EGMA). Similar to EGRA, the EGMA was developed by RTI International for the United States Agency for International Development (USAID) and has been widely used in Sub-Saharan Africa, Latin America, the Caribbean, Asia, and the Middle East. The EGMA was administered as a self-paced audio-assisted tablet-based assessment.



Table 5: EGMA Sub-tasks

Task	Measurement
Number Identification	Learner is asked to identify a number read aloud to them from three options
Number Discrimination	Identify which of two numbers is larger
Number Pattern Identification	Identify a missing number in a pattern
Addition Level 1 & 2	Learner solves an addition sum using a strategy of their choice (finger counting, drawing, mental arithmetic). Learners are given one minute to complete as many level 1 sums as they are able. Level 2 is untimed.
Subtraction Level 1 & 2	Learner solves a subtraction sum using a strategy of their choice. Learners are given one minute to complete as many level 1 sums as they are able. Level 2 is untimed.
Word Problems	A learner is asked to solve an arithmetic word problem that is read aloud to them. Learners can use any strategy of their choice to solve the problem.

Teacher Interview & Task

We conducted a short interview with Grade 1 & 2 teachers from each school to measure take-up and probe literacy and numeracy teaching practices and attitudes. Additionally, teachers who received either variation of the intervention were asked on their usage of the various materials. We also collected basic demographic information and data on the teacher’s qualifications and experience.

HoD/ Principal Interview

We collected school-level data on facilities and literacy and numeracy resources through a short interview with either the principal or foundation phase HOD.

3.5 Fieldwork

Fieldworkers were recruited through the SAYouth.mobi platform, and over 300 applications were received. Candidates who had fieldwork experience or previously worked in schools in teaching/admin roles and were based within the evaluation school districts were shortlisted and interviewed. At midline, fieldworkers who had participated in baseline data collection were invited to re-apply for the position at Midline. The remaining positions were filled through an open application call on SAYouth.mobi and applicants were shortlisted using the same criteria as baseline. Thirty-eight (38) candidates were then invited to fieldworker training in each instance as the final stage in the selection process.

Baseline fieldwork training took place from 22-27 January in Queenstown and a larger centralised

training was held from 29 January to 2 February 2024 in Mthatha. At midline, a single centralised training was held in Mthatha from 16-20 September 2024. Training consisted of four classroom days and one in-field day where trainees assessed learners and interviewed teachers at a pilot school which was not part of the evaluation. The classroom days included presentations, role play, simulated tests and inter-rater reliability (IRR) exercises. A final team of 33 trainees was selected at training of which 7 were hired as fieldwork supervisors and 26 as fieldworkers

Prior to data collection, all evaluation schools were contacted telephonically by fieldwork staff to reintroduce the study and obtain permission to visit the school for data collection on a date that is not disruptive to the teaching and learning activities of the school. During these calls at midline, one school declined the visit and was subsequently dropped from the sample. Data collection was conducted by seven teams consisting of three or four fieldworkers and one fieldwork supervisor. Baseline fieldwork took place between 12 February and 15 March 2024. At midline, fieldwork began on 2 October 2024 in the Amathole East and Chris Hani West school districts with the OR Tambo Inland fieldwork beginning on 7 October. Midline fieldwork was finalised on the 15th of November 2024.

At each school, 18 Grade 2 learners were randomly sampled and the same learners were re-assessed at midline. Schools were provided with parental information sheets detailing the study, its aims and an option for parents to withdraw their child from the study. At the time of reporting, no parents had contacted the study team to withdraw their children from the study.





4. BASELINE RESULTS

4.1 Sample Size

Table 6 below reports the sample sizes by assessment or interview type for educators and learners who consented and assented, respectively, to participate in the study.

Table 6: Sample Size by District and Participant Type

District	HOD/Principal	Teacher	EGRA	EGMA
Amathole East	28 (24%)	65 (22%)	520 (25%)	521 (25%)
Chris Hani West	30 (26%)	89 (31%)	518 (25%)	514 (25%)
OR Tambo Inland	59 (50%)	136 (47%)	1064 (50%)	1054 (50%)
Number of Observations	117	290	2102	2089

Note: Proportion of total sample in parentheses. EGRA and EGMA are the number of learners assessed using the Early Grade Reading Assessment and Early Grade Mathematics Assessment, respectively. Non-consenting participants are excluded from the above.

There were three schools, two in Amathole East and one in OR Tambo Inland, where neither the foundation phase HOD nor school principal were available to be interviewed. The proportion of interviews is consistent with the school sample distribution across districts except for the teacher sample. Teachers in Chris Hani West District are overrepresented in the teacher sample. All Grade 1 and 2 teachers were invited to participate in the study; therefore, the overrepresentation of Chris Hani West reflects that this district has schools with more teachers in the sampled grades.

4.2 Sample balance

Baseline equivalence of the full sample was guaranteed through the random assignment of schools to the three arms using statistical software. However, post initial randomization, a small number of schools had to be replaced, and it is prudent to check for any imbalance. Appendix Tables A1 to A3 present summary statistics for a range of baseline assessment scores, observable learner characteristics and teacher and school characteristics separately by treatment status.

Of the 47 variables in the tables, there are two (4%) statistically significant differences between treatment and control. This is within the range of what we would have expected given random sampling variation.

4.3 School Characteristics and Context

Table 7 below reports the learner-to-educator ratios and school resources by district. Only 17% of schools report having access to either a library on their school premises or being visited by a mobile library. This proportion is similar across the school districts. The 2023 report of the Education Facility Management System (EFMS) states that the Eastern Cape was the province with the lowest access to libraries. Of a sample of 5046 public ordinary schools, only 7% had access to a library and an even smaller proportion had access to a stocked library (DBE, 2023). The majority of schools also do not have access to school-provisioned internet and where they do, this access is mainly limited to use by educators. School internet is likely to be used for administrative purposes and not to support teaching and learning activities.



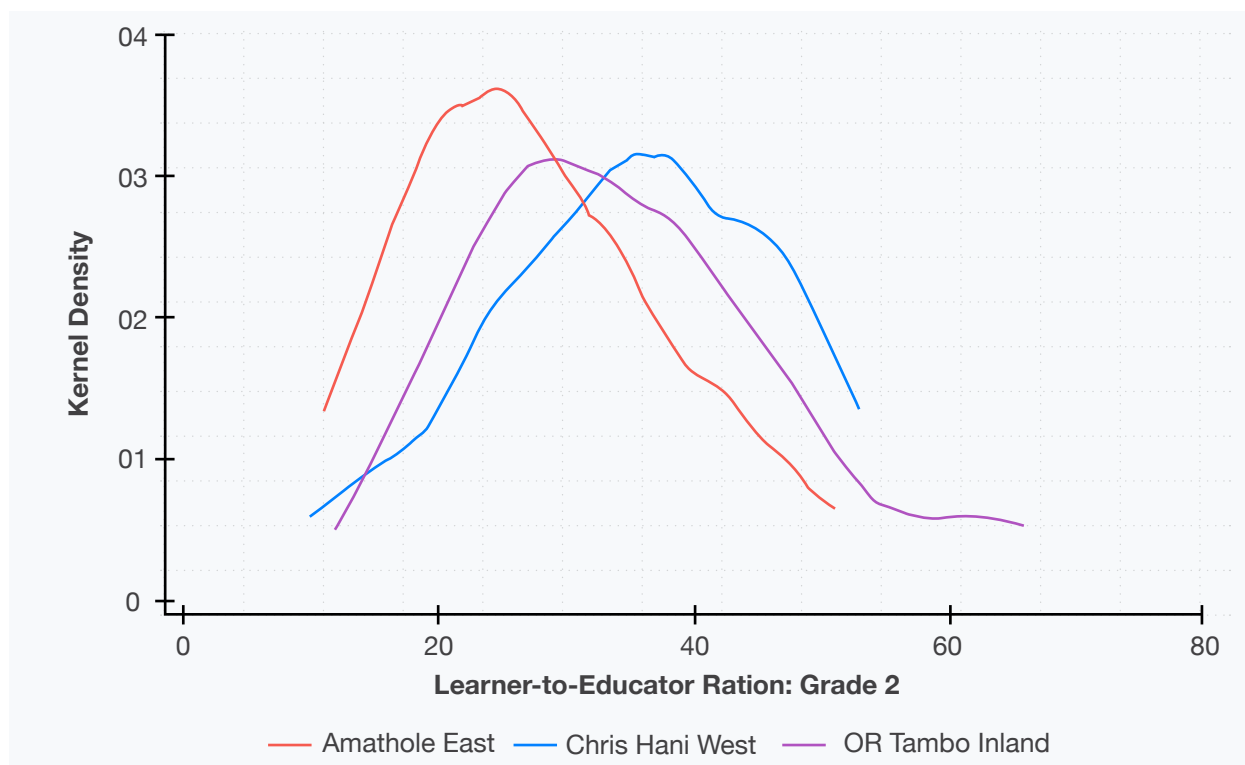
Table 7: School Size and Resources

	Full sample	Amathole East	Chris Hani West	OR Tambo Inland
Access to library	17%	18%	17%	17%
Access to internet ¹	28%	25%	37%	25%
Principal	27%	21%	37%	25%
HOD	16%	7%	30%	14%
Teacher	24%	18%	37%	20%
Learner	4%	0%	10%	3%
Learners to Teacher: Gr 1	35.35	30.80	33.98	38.14
Learners to Teacher: Gr 2	33.53	27.79	35.16	35.43
Learners to Teacher: Gr 3	34.54	30.30	35.89	35.83
Number of Schools	117	28	30	59

¹Access to Internet means access to a school-provisioned internet source e.g. ADSL, fibre internet, Wi-Fi router etc.

Although the schools in Chris Hani West district have more grade 1 and 2 classrooms, the learner to teacher ratio is similar to that for OR Tambo Inland with a sample average of about 35 learners to one teacher in grade 2. The average class size is lower in Amathole East at 28 learners per teacher. Figure 2 below plots the distribution of the learner to teacher ratio which shows that there is considerable variation in these ratios, specifically in the OR Tambo Inland and Chris Hani West districts where classes can exceed 50 learners per teacher.

Figure 2: Grade 2 Learner-to-Educator Ratio Distribution by District



Transportation

The schools are in the Eastern Cape's rural areas, often subject to poor gravel road conditions. The average school is 15 minutes away (Table 8 below) from national or regional roads and 40% of teachers use shared transportation (carpool, public transport and school transport), to their schools. The increased difficulty in getting to the school may affect the time that teachers allocate to lesson preparation and may affect contact time with the program in treatment schools. On average, 46% of teachers reported being unable to attend school for at least one day in the previous two weeks (Table 9). Amongst those who were absent, the average duration was 2 days. If all 290 interviewed teachers attended school every day for 2 weeks, there would be a cumulative 4060 days of instruction. However, at the average of 2 days absent, there is a loss of 266 days (7%) of instruction time where teachers are not at school. Chisholm et al. (2005) found that only 39% of the time teachers spend at school is spent on teaching and that their time was mostly spent on administrative tasks and other tasks like extra-mural activities.

If we were able to account for the time teachers spend at school but not teaching in their classrooms during the school day, the proportion of lost instructional time would increase. Furthermore, it is reasonable to assume that desirability bias would lead teachers to under-report absences. Although the portion of teachers who were absent is similar across the three districts, there is variation in the most prevalent reasons given for their absence. In Amathole East, 25% of teachers were on leave, 18% did not come to school due to protests in the area, and 14% were ill. In Chris Hani West, 29% of teachers were attending training, 26% were ill and 26% were on leave. In OR Tambo Inland, 38% of teachers were absent for training, 21% for union activity and 18% for leave.

Table 8: Teacher Transportation

	Full sample	Amathole East	Chris Hani West	OR Tambo Inland
Travel Time ¹	15	15	9	18
Mode of Transportation:				
Own Car	46%	49%	47%	44%
Walk	12%	12%	13%	12%
Carpool	5%	0%	4%	8%
Public Transport	31%	34%	31%	30%
School Transport	4%	5%	3%	4%
Number of Teachers	290	65	89	136

¹ Defined as minutes it takes to travel by car from the school to a national or regional road



Absenteeism

Table 9: Teacher Absenteeism

	Full sample	Amathole East	Chris Hani West	OR Tambo Inland
Percentage of teachers absent ¹	46%	43%	43%	49%
Of those who were absent:				
Number of days absent	2.01	1.93	2.00	2.05
Reason for absence:				
Illness	14%	14%	26%	8%
Leave	22%	25%	26%	18%
Workshop/Training	28%	4%	29%	38%
Official Meeting	8%	4%	5%	11%
Protests in Area	4%	18%	0%	0%
Union Activity	11%	4%	0%	21%
Community Funeral	2%	7%	0%	0%
Number of Teachers	290	65	89	136

¹ Absent for at least one day in the 2 weeks preceding the interview

4.4 Teacher Characteristics

We interviewed teachers to better understand the profile of the average educator in the schools. About 70% of the teachers in the sample are 50 years or older, with the average teacher having 16 years of experience teaching in the Foundation Phase. This aligns with the general teacher age demographic in the Eastern Cape, where 58% of teachers fell in this age bracket in 2021 (Böhmer & Gustafsson, 2023). Most teachers in the sample were trained in teaching in the Foundation Phase (69%), and 40% of the teachers in the sample had a bachelor's degree or higher in foundation phase education as their highest qualification. Almost a third of teachers have over 40 children in their class. Small classes of less than 20 are fairly common (29%) in Amathole East, but infrequently found in Chris Hani West and OR Tambo Inland. On average, 8% of the learners in the class are absent on the day the field team visited schools.

Figure 3: Teacher age distribution

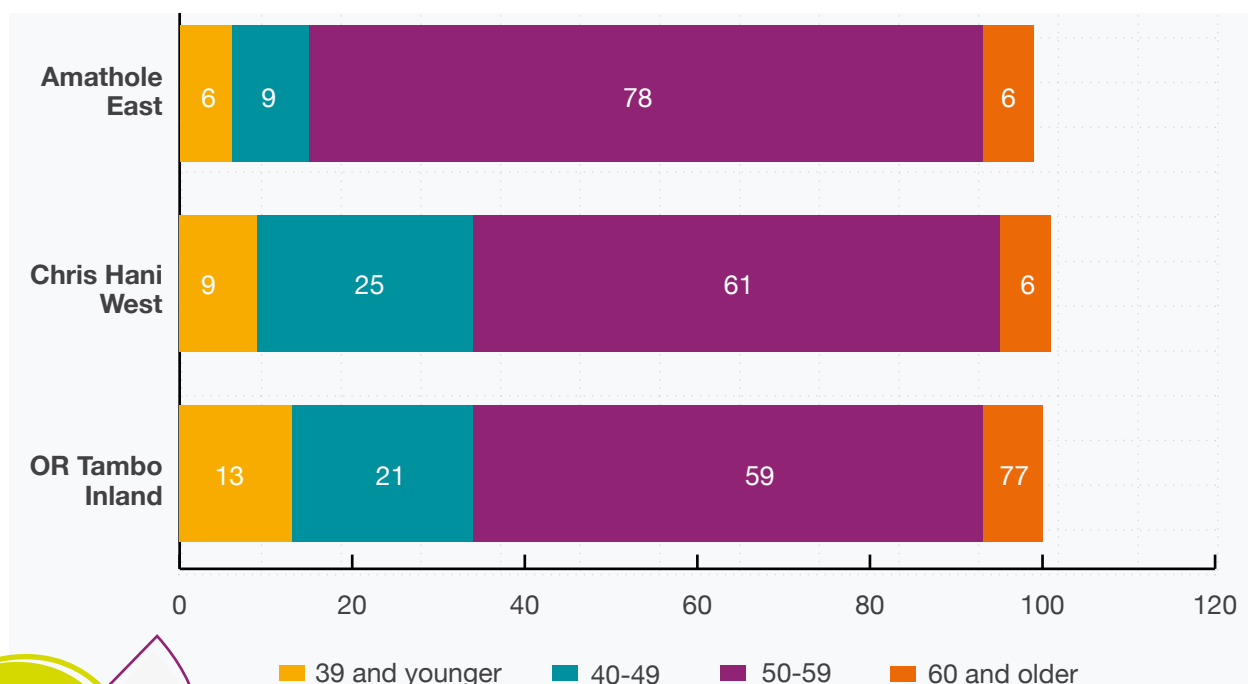


Table 10: Teacher and Class Characteristics

	Full sample	Amathole East	Chris Hani West	OR Tambo Inland
Female	99%	97%	100%	100%
Years of Experience: Overall	22	24	21	21
Class Size	35	30	35	38
% Class Size over 40	32%	20%	31%	39%
% Class Size below 20	10%	29%	9%	2%
Average Learners Absent	2.75	2.63	2.83	2.76
Number of Teachers	290	65	89	136

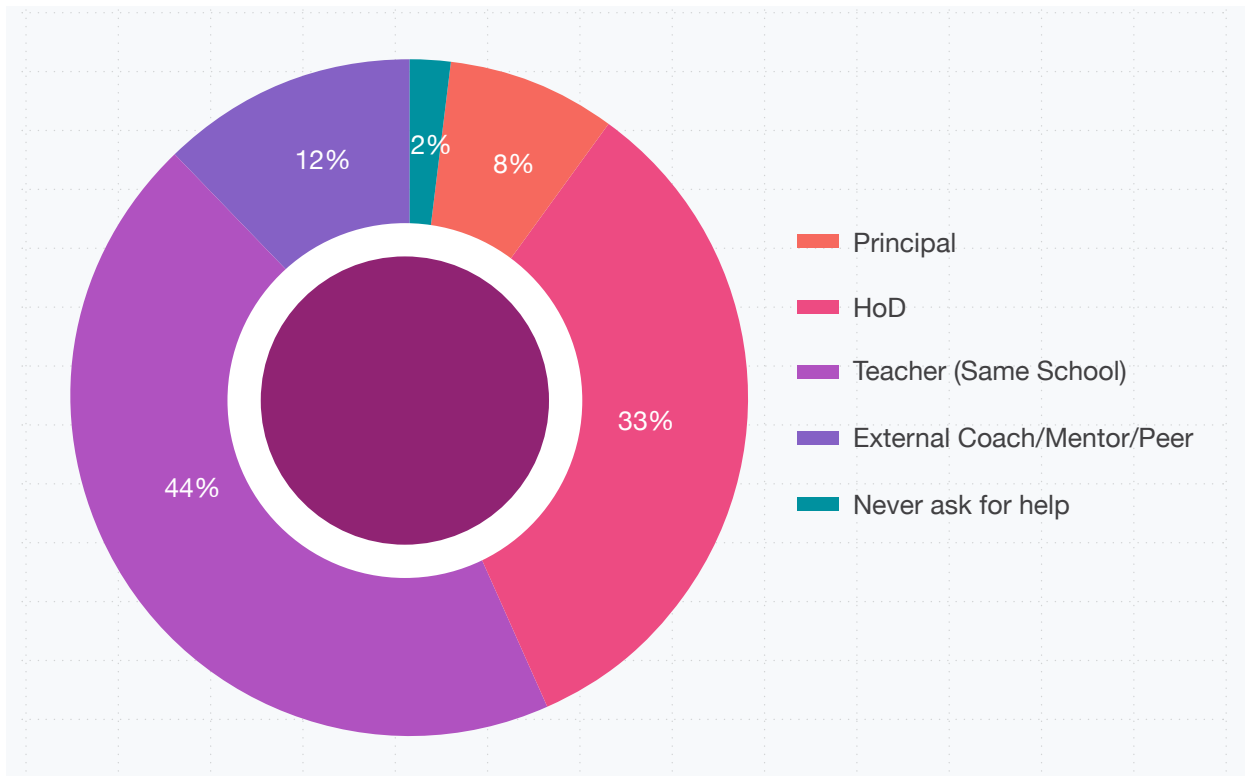
Teachers reported a high frequency of preparation, about 41% reported preparing for their lessons daily and 56% weekly. The primary resources used for their preparation were the departmental annual teaching plans (ATPs) and the DBE learner workbooks. The secondary resources are the NECT lesson plans, teachers' own lesson plans, followed by the ECDoE lesson plans and rarely the lesson plans developed by their peer teachers. However, when teachers were asked who they asked for help with a concept that they struggled with, 44% of teachers consulted other teachers and 33% consulted their HODs. This peer learning mechanism could reinforce existing practices among teachers with similar levels of pedagogical content knowledge.

Table 11: Lesson Preparation

	Full sample	Amathole East	Chris Hani West	OR Tambo Inland
Preparation Frequency				
Daily	41%	36%	52%	36%
Weekly	56%	59%	47%	61%
Monthly	2%	5%	1%	1%
Termly	1%	0%	0%	2%
Preparation Resource				
DBE Workbook	80%	78%	66%	90%
Annual Teaching Plans	78%	75%	70%	85%
NECT Lesson Plans	57%	52%	35%	73%
Own Lesson Plans	54%	49%	51%	59%
ECDoE Lesson Plans	35%	40%	26%	38%
Lesson Plans from Peer	11%	11%	4%	15%
Other	17%	22%	26%	8%
Number of Teachers	290	65	89	136



Figure 4: The people teachers ask for assistance with a Home Language Concept/Skill



In-depth interviews with teachers who were part of an earlier Funda Wande intervention in the Eastern Cape, suggest that compliance in the education system is a major contributing factor to teacher's practice in the classroom. When low-fidelity teachers were asked about the reasons why they do not follow the Funda Wande program, they mentioned subject advisors inquiring more about the curriculum than the program (Hoadley, Boyd & Isaacs, 2024). According to Spaul and Taylor (2022) the average subject advisor-to-teacher ratio in the Eastern Cape is 1:479. This has called into question the ability of the officials to monitor teachers effectively. The teachers in the study reported having subject advisors visit them once a term. During the visits, teachers said the officials checked workbooks and their lesson plans primarily, followed by their marksheets and the school administration system (SA-SAMS) less often. It is within reason that, albeit the frequency of the subject advisor visit is low, their checking of written evidence could lead to teachers foregoing the program in favour of meeting the curriculum requirements.

4.5 Baseline Learner Outcomes

The aggregated results for the four literacy and eight numeracy tasks are presented in Table 12 by treatment arm. The first three columns show the percentage of learners scoring zero for each task, the next three present the average percent correct for each of the untimed tasks and the final three show the average number of correct items in a minute for the timed tasks. Average performance across the treatment arms is similar and formal balance tests (see appendix Table A1) indicate that there is only one significant difference among the 12 sub-tasks.



Table 12: Aggregated Baseline Learner Results

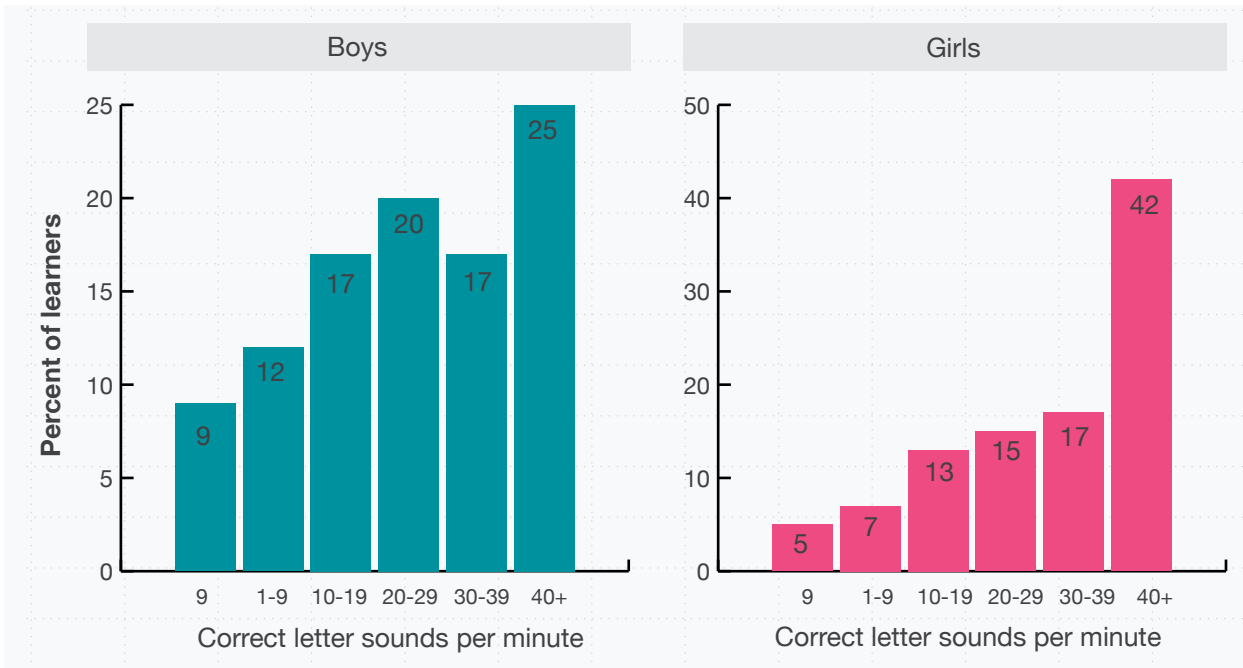
		Percent scoring zero			Percentage correct			Fluency (correct items per minute)		
		Control	FW	FW+BS	Control	FW	FW+BS	Control	FW	FW+BS
EGRA	Listening comprehension	2%	2%	3%	63%	64%	65%			
	Phonemic awareness	11%	9%	12%	40%	38%	39%			
	Letter sounds	7%	6%	8%				29.3	29.8	31.9
	Word reading	39%	41%	40%				7.1	6.1	7.3
EGMA	Number identification	5%	5%	5%	57%	54%	58%			
	Number discrimination	6%	6%	6%	61%	61%	63%			
	Addition level 1	25%	28%	23%				2.7	2.5	2.8
	Subtraction level 1	48%	48%	43%				1.4	1.4	1.6
	Addition level 2	82%	81%	76%	7%	7%	8%			
	Subtraction level 2	92%	93%	92%	2%	2%	3%			
	Missing numbers	25%	28%	24%	25%	23%	25%			
	Word problems	58%	59%	50%	12%	11%	15%			

In order to discriminate between learners at baseline and measure incremental progress at later evaluation points, the EGRA and EGMA assessments should not have a substantial portion of learners scoring zero (floor effects) or full marks (ceiling effects). Within the individual sub-tasks, there are several tasks that learners found challenging such as word reading, subtraction and word problems where the percentage of learners scoring zero ranged from 39 percent to 58 percent. The vast majority of learners scored zero for the second level addition and subtraction, but this task is skipped for learners who score zero for the level one sub-task. Across the tasks, there is no evidence of ceiling effects with few children scoring full marks. Despite floor effects on some of the sub-tasks, the range of sub-tasks provides decent discrimination amongst learners with performance at the lower end.

At the beginning of grade 2, seven percent of learners are still unable to correctly sound one letter. A further 10 percent, are not yet able to sound at least ten letters in a minute. The Department of Basic Education (DBE)’s benchmark for the end of grade 1 is 40 correct letter sounds per minute. Only one in three learners has reached this benchmark. These aggregate figures mask distinct differences in performance by sex. Only one quarter of boys has reached the grade 1 benchmark in comparison to 42 percent of girls (Figure 5).

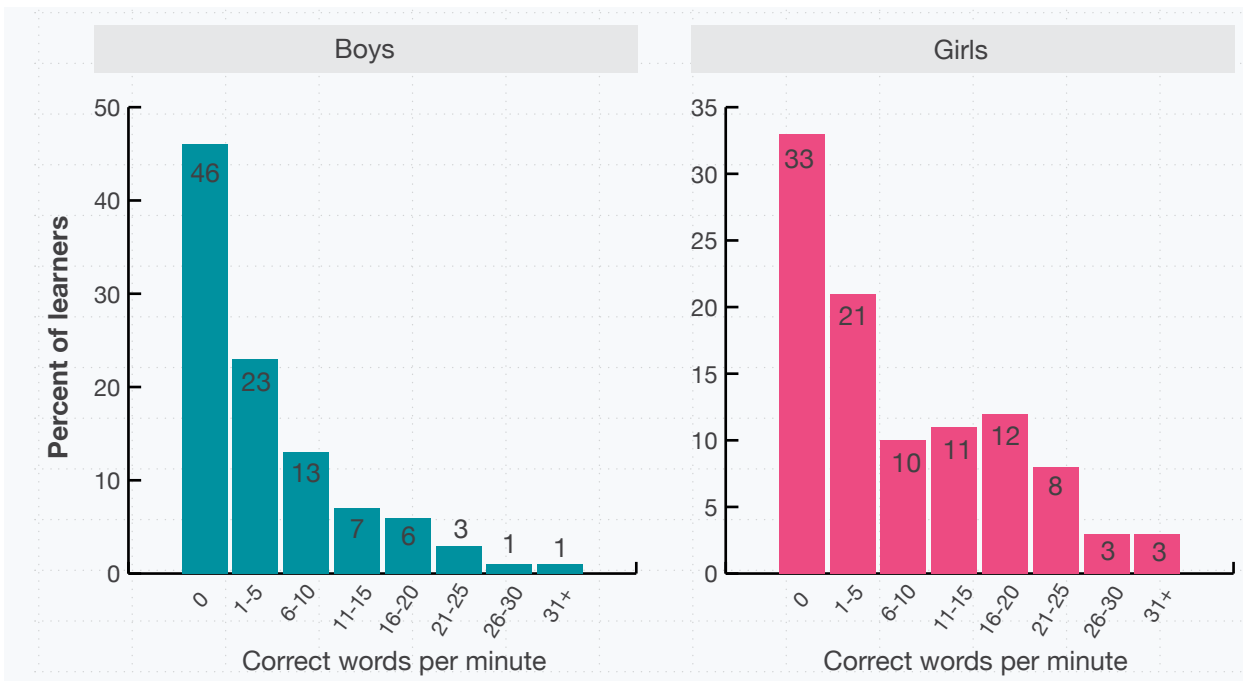


Figure 5: Distribution of correct letters read per minute by learner sex



By the end of grade 2, learners in schools where the Language of Learning and Teaching (LOLT) is a Nguni language, are expected to be reading a minimum of 25 correct words per minute of connected text. Figure 6 shows the distribution of correct words per minute on an isolated familiar word reading task separately by sex. Almost half of the boys (46 percent) are unable to read a single word, in comparison to one third of the girls. Amongst those learners that are reading, fluency is extremely low with many learners reading between one and five words per minute⁴.

Figure 6: Distribution of correct words read per minute by learner gender



⁴ The fluency benchmark of 25 correct words per minute is for reading connected text. Fluency with isolated words tends to be lower than fluency with connected text. Nevertheless, it is clear that the learners in this sample who are able to read at least one word, are at the very early stages of reading.



Gender differences are less pronounced in the procedural fluency items of the EGMA. Figure 7 and Figure 8 show the distribution of correct addition and subtraction sums per minute separately by sex. At the beginning of grade 2, 28 percent of boys are unable to complete a single digit addition sum and 50 percent cannot do a single digit subtraction. The comparison figures for girls are 24 percent and 44 percent. As with early reading, those that are able to do at least one sum have low fluency with almost no learners able to complete 10 or more sums within a minute.

Figure 7: Distribution of correct addition sums per minute by learner gender

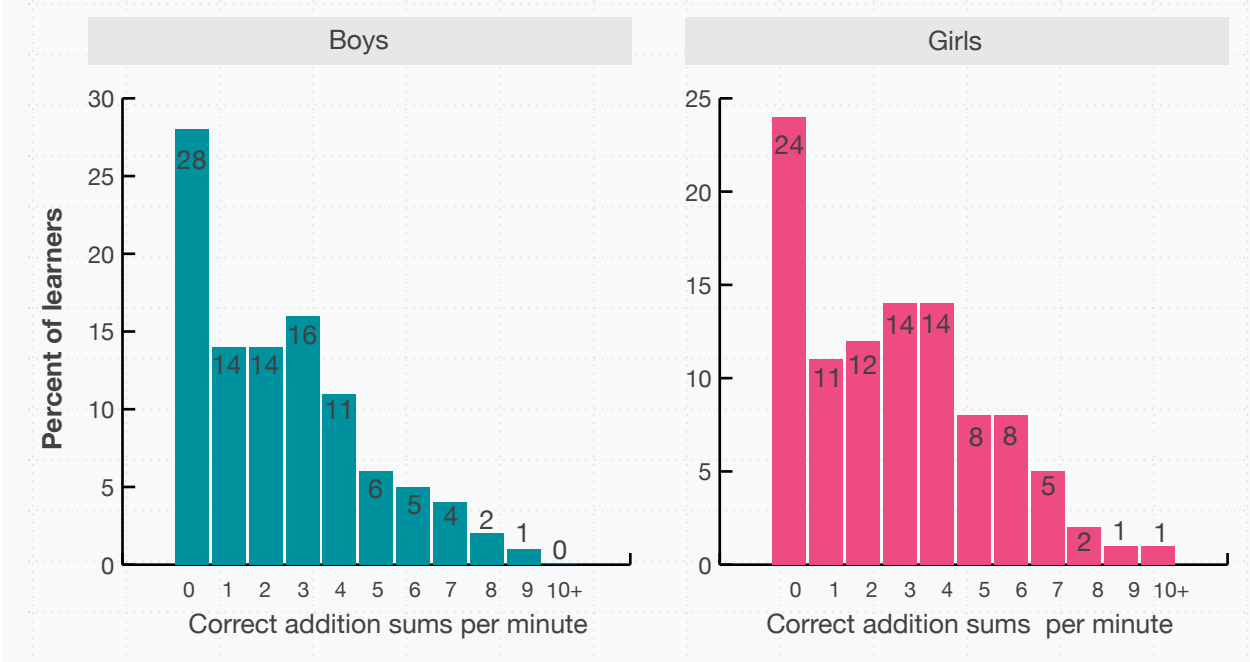


Figure 8: Distribution of correct subtraction sums by gender

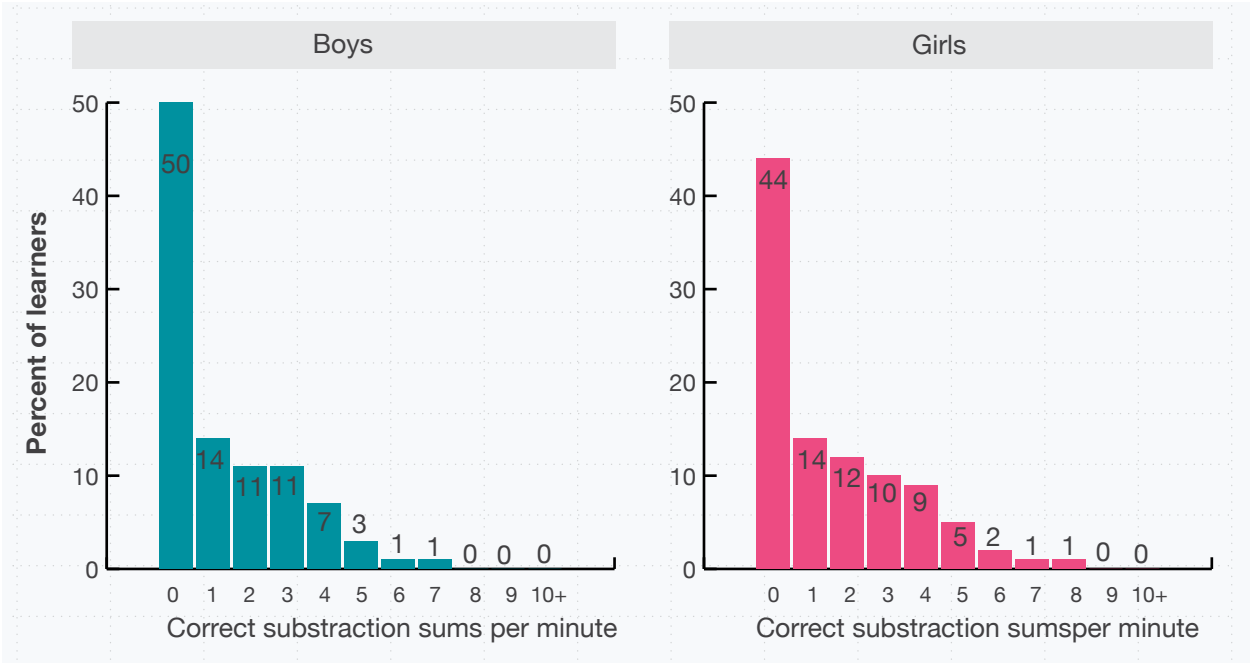
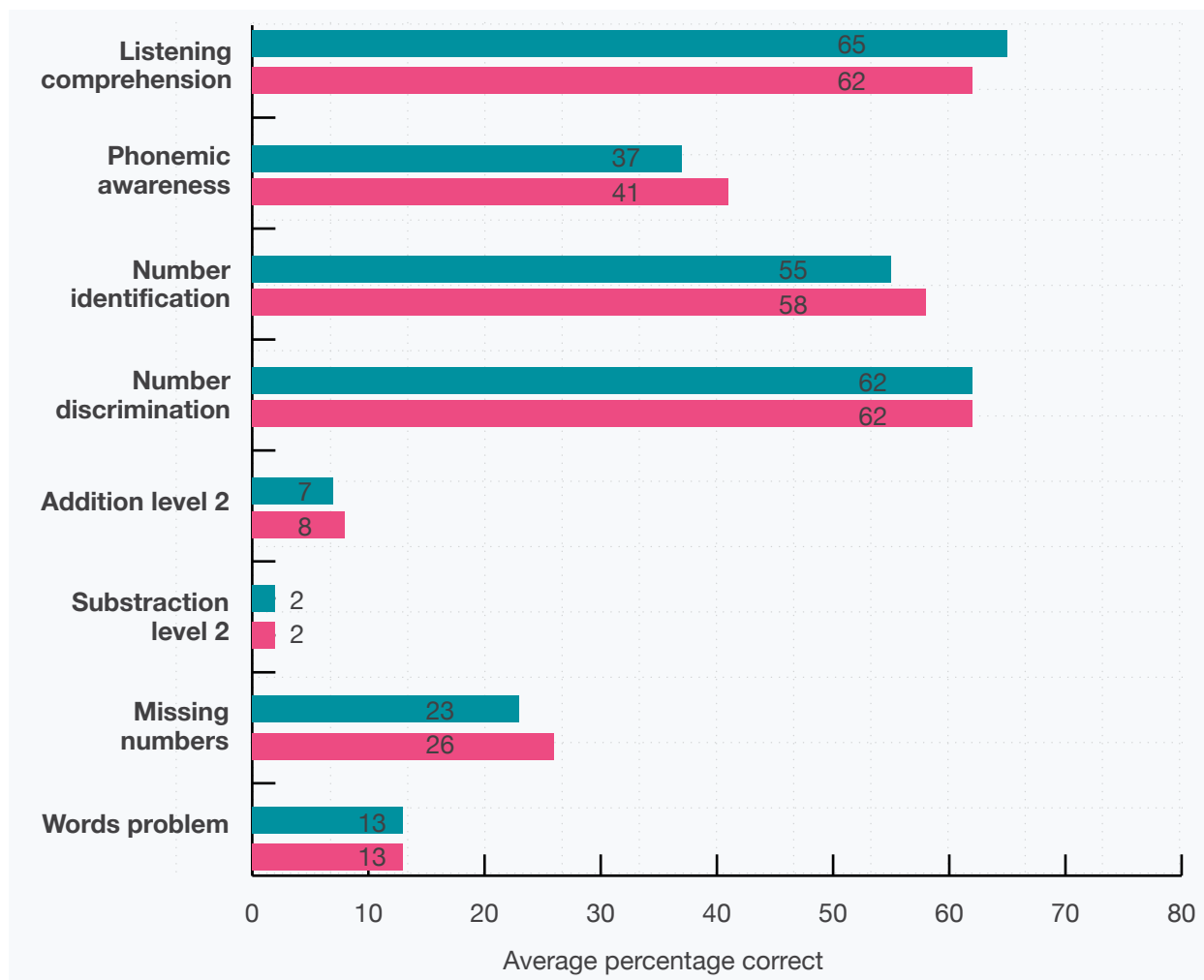


Figure 9 shows the average percent correct for each of the untimed tasks by gender. For all tasks other than listening comprehension, differences are small and where they exist in favour of girls.

Figure 9: Average percentage of items correctly answered by sub-task and gender



5. MIDLINE RESULTS

5.1 Attrition

Of the 2,107 learners assessed at baseline, 93% were re-assessed at midline with no significant differences in the rate of attrition between the treatment arms (Table 13). Nevertheless, we include baseline learning outcomes in our regressions to control for any imbalance that may arise from sampling variation or attrition.

Table 13: Attrition at Midline

	Number of schools	Number of learners	% re-assessed at midline
Control	40	698	91%
FW - Standard	40	698	95%
FW - BSPC	40	711	92%
	120	2,107	93%

5.2 Learner outcomes

We begin with a summary of the average score on the various subtasks of the EGRA and EGMA for each of the treatment arms (Table 14). Starting with the control group, we see increases in the average scores across all tasks compared to baseline (Table 12). For example, the average correct letter sounds per minute has increased from 29 to 44 letters and the average correct words per minute from 7 to 15 words. Procedural fluency with simple addition and subtraction has improved from 2.7 to 3.8 correct sums per minute for single digit addition and 1.4 to 2.6 correct sums per minute for single digit subtraction. Turning to comparisons between the treatment arms, we see that, for all tasks other than word problems, the average score in FW+BS schools is higher than in control schools. We investigate whether these differences are statistically significant using a regression framework.

Table 14: Midline Learner Results

		Percent scoring zero			Percentage correct			Fluency (correct items per minute)		
		Control	FW	FW+BS	Control	FW	FW+BS	Control	FW	FW+BS
EGRA	Phonemic awareness	4%	5%	4%	53%	51%	55%			
	Letter sounds	3%	3%	2%				43,8	47,1	52,8
	Word reading	19%	17%	13%				14,9	15,4	18,4
	Oral reading fluency	25%	25%	20%				13,6	13,4	16,0
	Reading comprehension	35%	34%	28%	38%	38%	46%			
EGMA	Number identification	3%	3%	3%	68%	66%	70%			
	Number discrimination	3%	4%	5%	75%	75%	76%			
	Addition level 1	32%	27%	25%				3,8	4,2	4,4
	Subtraction level 1	40%	27%	23%				2,6	3,5	3,9
	Addition level 2	58%	60%	54%	21%	21%	23%			
	Subtraction level 2	82%	72%	67%	6%	10%	11%			
	Missing numbers	9%	9%	5%	45%	46%	50%			
Word problems	59%	61%	61%	12%	11%	11%				

Random assignment of schools to intervention and control groups ensures that a simple comparison of means across learners in the three groups of schools provides a reliable estimate of the programme impacts. However, regression analysis of the programme impacts allows one to i) control for any incidental pre-randomization differences between the two groups, ii) account for non-random attrition and iii) increases the precision of the estimates by including variables that explain a large share of the variation in outcomes that are unrelated to the intervention. All results reported therefore control separately for each EGRA and EGMA subtask at baseline, and learner sex, as well as strata (district) fixed effects. In the cases where learners had missing data on a certain dimension of the control variables, a missing value was imputed and a separate dummy variable was included to indicate missingness as a control.

To provide a summary measure and facilitate comparisons with other foundational literacy and numeracy evaluations, we constructed composite proficiency scores for the EGRA and EGMA. For the EGRA, we used Principal Components Analysis (PCA) to reduce the data on all the sub-tasks to a single variable that captures most of the common variation among them. For the EGMA, we have binary item response data and therefore use Item Response Theory (IRT) to create composite scores. The advantage of IRT is that it takes into account the difficulty and discriminating power of each item together with learner ability to produce a more accurate and reliable score. The composite scores are measured in standard deviations.



Table 15 presents estimates of the impact of the two Funda Wande programmes on learning outcomes after three terms of the intervention. After three school terms, the gap in performance on the Early Grade Reading Assessment (EGRA) between learners in schools with the standard Funda Wande intervention and learners in control schools is small and statistically insignificant. However, learners in schools with the behavioural science intervention outperform their peers in control schools by 0.22 standard deviations. Comparing outcomes between the two Funda Wande interventions, the addition of the behavioural science component results in a 0.144 standard deviation increase in reading proficiency as measured by the EGRA. These are substantial effects translating to 36 percent of a year of learning.

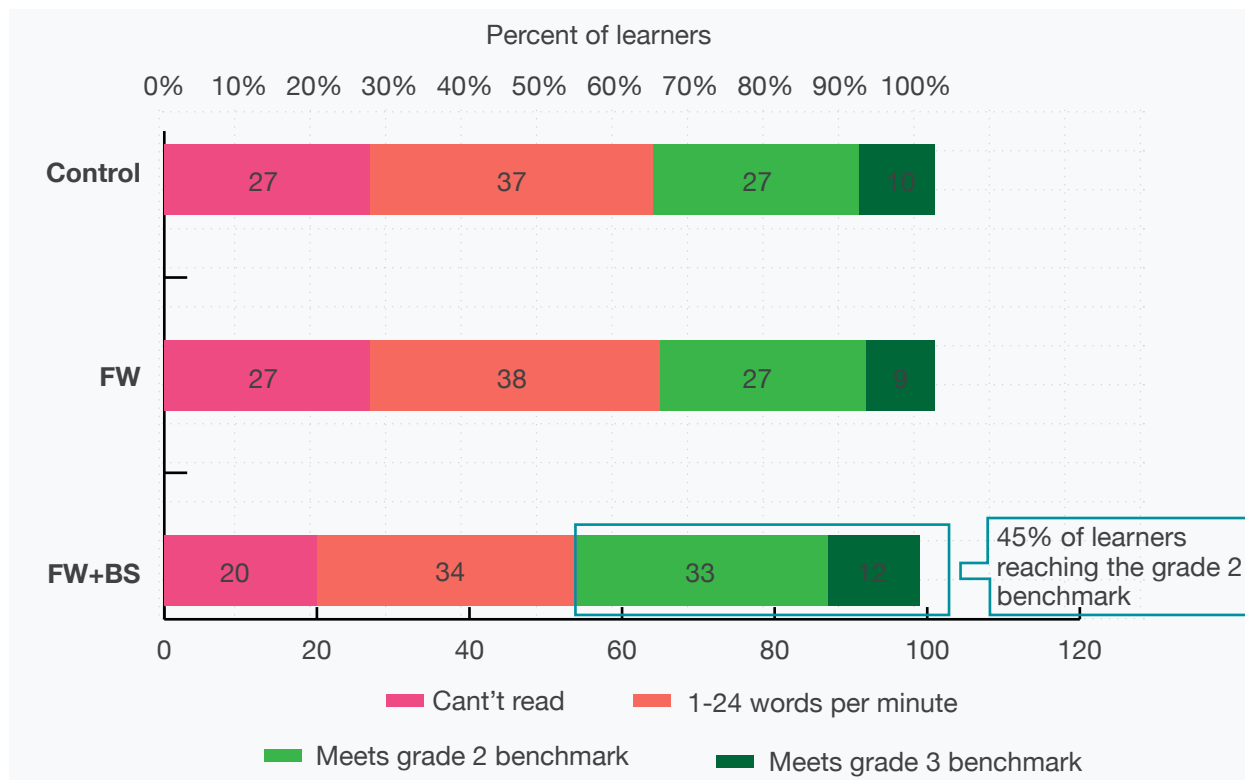
Table 15: Impact on learning outcomes - EGRA

	Effect size (standard deviations)
FW vs Control	0,073
FW+BS vs Control	0,227***
FW vs FW+BS	0,144***

Notes: Effect sizes are reported in standard deviations. Estimates of effect sizes are from regressions that include baseline scores on the full set of language and mathematics subtasks, learner gender and indicators for district. Standard errors are clustered at the level of randomisation (i.e. the school). *** indicates results are significant at the 0.01 level

To get a sense of how educationally meaningful these differences are, we classify learners oral reading fluency against the newly established benchmarks for Nguni languages. Figure 10 shows the percentage of learners reaching the grade 2 isiXhosa reading benchmark by treatment arm. In control schools, 27% of learners are unable to read a word in the final term of grade 2. A further 37% are reading but not yet reaching the grade 2 benchmark of 20 correct words per minutes. The remaining 37% of learners in control schools have reached the grade 2 benchmark (this includes the 10% of learners who are reaching the grade 3 benchmark of at least 35 correct words per minute).

Figure 10: Percentage of learners reaching the grade 2 isiXhosa reading benchmark



Performance against the benchmarks is similar for learners in schools receiving the standard Funda Wande intervention. In contrast, 45% of learners in BSPC schools meet the grade 2 benchmark. These learners are 25% (or 9 percentage points) more likely to be 'on track' compared to their peers in control or standard Funda Wande schools.

Turning to mathematics, we see that learners in both FW and FW+BS schools outperform learners in control school by 0.25 standard deviations on the Early Grade Mathematics Assessment (EGMA) respectively (Table 16). This corresponds to around 62.5 percent of a year of learning in mathematics. For mathematics, the inclusion of a behavioural science component to increase uptake did not translate into better learner outcomes than the standard FW intervention. This is perhaps unsurprising as several of the behavioural science components targeted reading while there were no specific mathematics components.

Table 16: Impact on learning outcomes – EGMA

	Effect size (standard deviations)
FW vs Control	0,254***
FW+BS vs Control	0,253***
FW vs FW+BS	-0,001

These midline results for the standard Funda Wande arm are similar to those of an earlier evaluation conducted elsewhere in the Eastern Cape. At the end of the first year, there were no statistically significant impacts on reading proficiency, but learners did outperform their peers in control schools on mathematics. At the end of the second year, there were significant impacts for both reading and mathematics. The inclusion of the behavioural science component seems to result in earlier positive impacts on reading.

5.3 Teacher reports on materials use

Self-reported use of intervention materials is high and similar across both FW and FW+BS schools. Between 86% to 94% of teachers report daily use of the teacher guides and learner activity books and 68% of teachers report consistently referencing their teacher guide in class.

Fieldworkers also asked teachers which week of content they were teaching and observed whether teachers had the correct materials displayed to the class for the current and previous week. Roughly 60% of teachers had the correct flash cards and sentence strip displayed for their reported week.



Figure 11: Teachers' self-reported frequency of Funda Wande materials usage

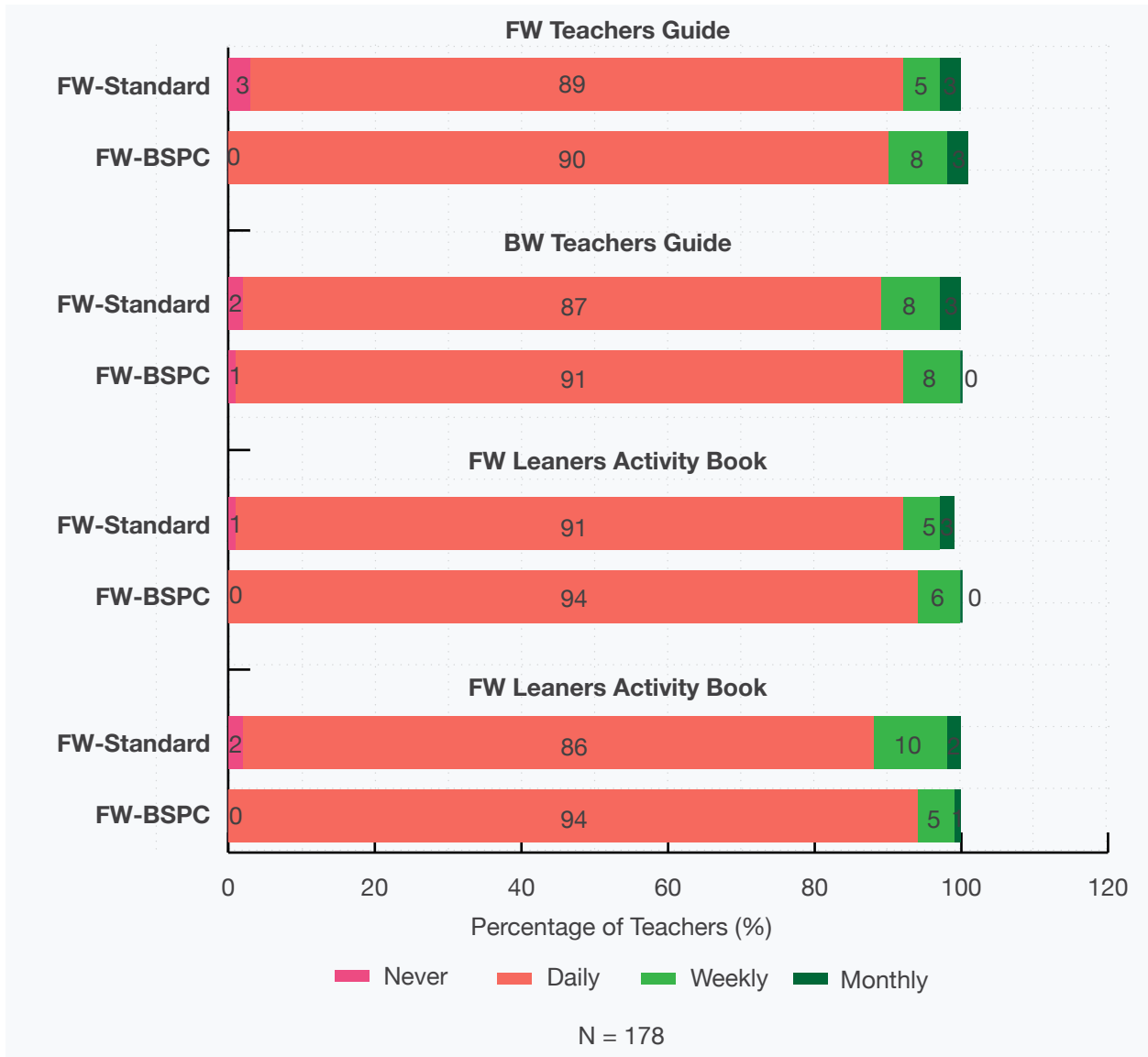


Table 17: Teachers' self-reported usage of materials in class

	Full sample	FW	FW+BS
Funda Wande Teacher Guide: Daily reference in class			
Never	0.02	0.02	0.01
Rarely	0.05	0.04	0.05
Occasionally	0.25	0.26	0.25
Constantly	0.68	0.68	0.69
Bala Wande Teacher Guide: Daily reference in class			
Never	0.03	0.03	0.03
Rarely	0.05	0.05	0.05
Occasionally	0.25	0.25	0.24
Constantly	0.67	0.66	0.68
Correct Materials Displayed			
Correct Flash Card: Previous Week	0.23	0.32	0.14
Correct Flash Card: Current Week	0.63	0.65	0.61
Correct Sentence Strip: Previous Week	0.23	0.33	0.14
Correct Sentence Strip: Current Week	0.65	0.64	0.66
Number of Teachers	177	98	79

Note: Table summarizes the proportion of teachers who had the correct flashcard and sentence strip displayed in the classroom for the week in the teacher guide that they reported they were teaching at the time of the school visit. The sentence strip only applies to Grade 2 teachers.

Teachers were asked how often they prepare for their lessons and what materials they used in their preparations. The proportion of all teachers who report preparing their lessons daily decreased, in comparison to findings from the baseline, while the proportion reporting weekly preparations increased (compare Table 18 to Table 11). Teachers report using mainly the intervention materials in addition to the ATPs and DBE Rainbow Workbooks to support their lesson preparations. Surprisingly, some control teachers report using the Funda Wande program materials in their lesson preparation, particularly the teacher guide and learner activity book. Given that Funda Wande has supported ECDoE teacher training efforts outside of this study and that the materials are open-source and available online, this is possible. It is unlikely that this is due to non-compliance in intervention teacher training or delivery of materials as the randomisation protocol was strictly adhered to.



Table 18: Teachers' self-reported preparation using materials

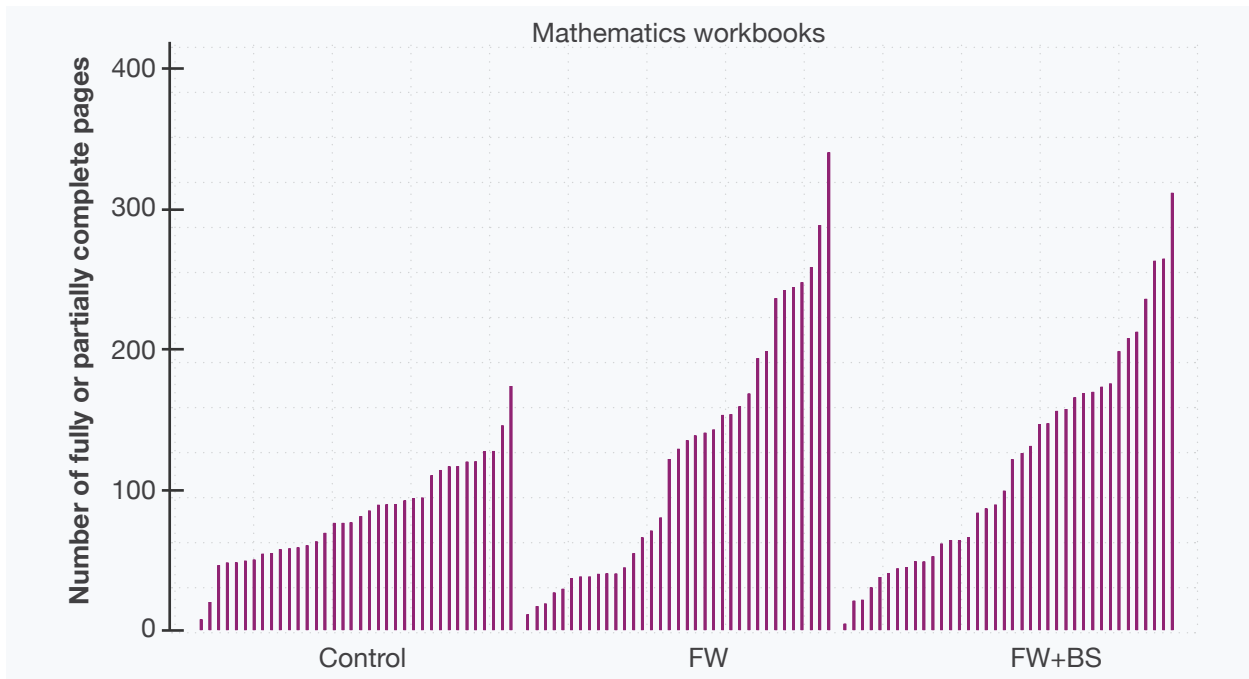
	(1) All	(2) Control	(3) FW	(4) FW+BS
Lesson Preparation Frequency				
Never	0.00	0.01	0.00	0.00
Daily	0.34	0.28	0.38	0.35
Weekly	0.63	0.64	0.62	0.63
Monthly	0.02	0.02	0.00	0.03
Termly	0.01	0.04	0.00	0.00
Home Language Lesson Preparation Resources				
FW Teacher Guide ¹	0.63	0.09	0.87	0.86
FW Videos ¹	0.07	0.01	0.09	0.10
FW Learner Activity Book ¹	0.48	0.07	0.68	0.64
Annual Teaching Plans (ATPs)	0.42	0.54	0.37	0.36
DBE Workbook	0.68	0.79	0.66	0.60
Own Lesson Plans	0.41	0.40	0.41	0.44
Plans from another teacher	0.03	0.05	0.03	0.03
ECDoE-provided Lesson Plans	0.05	0.10	0.04	0.03
NECT Lesson Plans	0.29	0.46	0.22	0.23
Mathematics Lesson Preparation Resources				
BW Teacher Guide ²	0.62	0.07	0.86	0.86
BW Videos ²	0.08	0.01	0.11	0.11
BW Learner Activity Book ²	0.50	0.06	0.72	0.66
Annual Teaching Plans (ATPs)	0.39	0.48	0.36	0.35
DBE Workbook	0.70	0.79	0.65	0.68
Own Lesson Plans	0.41	0.42	0.44	0.36
Plans from another teacher	0.06	0.09	0.06	0.05
ECDoE-provided Lesson Plans	0.06	0.10	0.04	0.04
NECT Lesson Plans	0.28	0.37	0.27	0.21
Number of Teachers	262	81	101	80

Notes: Table summarizes the proportion of teachers who report using the various lesson planning resources as well as the frequency at which they prepare for their lessons. FW refers to the standard Funda Wandu program and FW+BS refers to the Funda Wandu program informed by behavioural science principles.

1 Materials from the Funda Wandu (literacy) Intervention.

2 Materials from the Bala Wandu (numeracy) Intervention.

Figure 13: Number of fully or partially completed pages in mathematics workbooks.



6. CONCLUSION

The standard Funda Wande intervention (FW) shows significant impacts in mathematics at the end of the first year. In contrast, there are no significant differences in reading performance between FW and control schools.

The Funda Wande with Behavioural Science intervention (FW+BS) leads to an early improvement in reading, with learners significantly out-performing their peers in both control and FW schools by the end of the first year. However, the behavioural science component did not enhance mathematics performance beyond the standard FW intervention.

Self-reported use of intervention materials, particularly the teacher guide, is high with little difference between teachers in FW and FW+BS schools. Frequency of lesson planning and use of other materials is also similar between the two intervention arms. These self-reports likely suffer from desirability bias. An audit of learner mathematics workbooks shows that, on average, substantially more pages are completed in FW and FW+BS schools than in control schools. In line with no difference in the impact of the two interventions on learner mathematics outcomes, we see little difference in average mathematics workbook usage between FW and FW+BS schools.

Despite the significant gains in reading proficiency in the FW+BS schools, we do not observe higher average home language workbook use in these schools compared to FW and control schools. It should however be noted that many of the pages in the home language workbooks are stories and there is no way to measure usage of these pages.

Across both the mathematics and the home language workbooks, there is considerable variation in usage between schools within each arm and no evidence that implementation is more uniform in FW+BS schools.





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8. APPENDIX

Table A 1

Variable	Full Sample	Control		Funda Wandu Standard		Funda Wandu BSPC		p-value
	Mean	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Female	0,48	0,50	0,50	0,45	0,50	0,49	0,50	0,078
Age	7,31	7,31	0,88	7,29	0,86	7,32	0,86	0,896
School has library	0,34	0,38	0,49	0,38	0,49	0,27	0,44	0,082
Can take library books home	0,60	0,65	0,48	0,59	0,49	0,56	0,50	0,597
Classroom has readers	0,84	0,83	0,37	0,85	0,36	0,84	0,37	0,949
Allowed to choose readers	0,47	0,53	0,50	0,43	0,50	0,45	0,50	0,062
Can take readers home	0,43	0,44	0,50	0,42	0,49	0,44	0,50	0,894
Does homework when absent	0,91	0,90	0,30	0,91	0,28	0,90	0,30	0,870
Listening Comprehension	3,88	3,84	1,38	3,85	1,37	3,94	1,35	0,587
Phonemic Awareness	3,96	4,06	2,47	3,85	2,20	3,98	2,47	0,479
Letter Sounds (CLPM)	30,91	30,27	26,75	29,97	18,64	32,42	21,50	0,477
Word Reading (CWPM)	7,02	7,58	13,35	6,11	8,31	7,37	10,24	0,226
Number Identification	5,68	5,75	2,15	5,46	2,16	5,83	2,17	0,104
Number Discrimination	6,21	6,18	2,39	6,15	2,49	6,29	2,45	0,665
Addition Level 1	3,63	3,61	3,18	3,49	3,24	3,80	3,26	0,629
Subtraction Level 1	2,06	1,92	2,49	1,99	2,68	2,25	2,75	0,294
Addition Level 2	0,49	0,44	0,90	0,49	0,95	0,55	0,95	0,296
Subtraction Level 2	0,21	0,22	0,58	0,19	0,56	0,22	0,63	0,785
Word Problem	0,77	0,75	1,04	0,66	0,93	0,89	1,07	0,001
Number Pattern Identification	2,44	2,48	2,29	2,30	2,24	2,54	2,28	0,385

Table A 2

Variable	Full Sample	Control		FW Standard		FW BSPC		p-value
	Mean	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Learner-to-educator: Gr 1	35,35	36,72	17,51	32,67	13,21	36,71	12,72	0,363
Learner-to-educator: Gr 2	33,53	32,40	12,92	32,24	12,80	35,96	10,83	0,280
Learner-to-educator: Gr 3	34,54	34,99	16,94	34,05	13,81	34,61	8,73	0,961
Access to Internet	0,28	0,23	0,43	0,41	0,50	0,21	0,41	0,099
Access to Library	0,17	0,23	0,43	0,13	0,34	0,15	0,37	0,467



Table A 3

Variable	Full Sample	Control			Funda Wande Standard		Funda Wande BSPC		p-value
		Mean	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	
Age	Age	51,06	51,34	8,24	51,59	8,05	50,08	8,16	0,43
	Years Teaching	21,92	22,85	9,51	22,00	9,38	20,78	9,52	0,36
	Years Teaching: FP	16,07	15,84	10,37	17,46	9,61	14,67	10,08	0,17
	Class Size	35,48	36,10	15,57	34,78	13,90	35,63	10,93	0,92
	Average Learners Absent	2,75	2,63	1,41	2,88	1,88	2,74	1,54	0,73
Qualification	Diploma	0,29	0,25	0,43	0,30	0,46	0,32	0,47	0,61
	Bachelors' Degree	0,30	0,30	0,46	0,32	0,47	0,29	0,46	0,84
	PG Certificate	0,10	0,10	0,31	0,10	0,29	0,10	0,31	0,97
	PG Degree	0,20	0,26	0,44	0,17	0,38	0,18	0,39	0,29
Trained in	ECD	0,02	0,01	0,10	0,02	0,14	0,02	0,15	0,80
	Foundation Phase	0,69	0,59	0,49	0,75	0,43	0,72	0,45	0,02
	Intermediate	0,14	0,20	0,41	0,11	0,32	0,11	0,32	0,13
	Senior/FET	0,12	0,15	0,36	0,09	0,28	0,11	0,32	0,32
Preparation Resource	ATP	0,78	0,82	0,39	0,77	0,42	0,75	0,44	0,56
	DBE Workbook	0,80	0,81	0,40	0,78	0,42	0,83	0,38	0,75
	Own Plans	0,54	0,51	0,50	0,55	0,50	0,56	0,50	0,76
	Peer Plans	0,11	0,07	0,26	0,14	0,35	0,11	0,32	0,35
	ECDoE Plans	0,35	0,36	0,48	0,34	0,48	0,34	0,48	0,98
	NECT Lesson Plans	0,57	0,60	0,49	0,49	0,50	0,62	0,49	0,21
Absence due to	Illness	0,14	0,17	0,38	0,13	0,34	0,14	0,35	0,87
	Protest Action in Area	0,04	0,02	0,15	0,02	0,15	0,07	0,26	0,53
	Training/Workshop	0,28	0,24	0,43	0,23	0,43	0,37	0,49	0,32

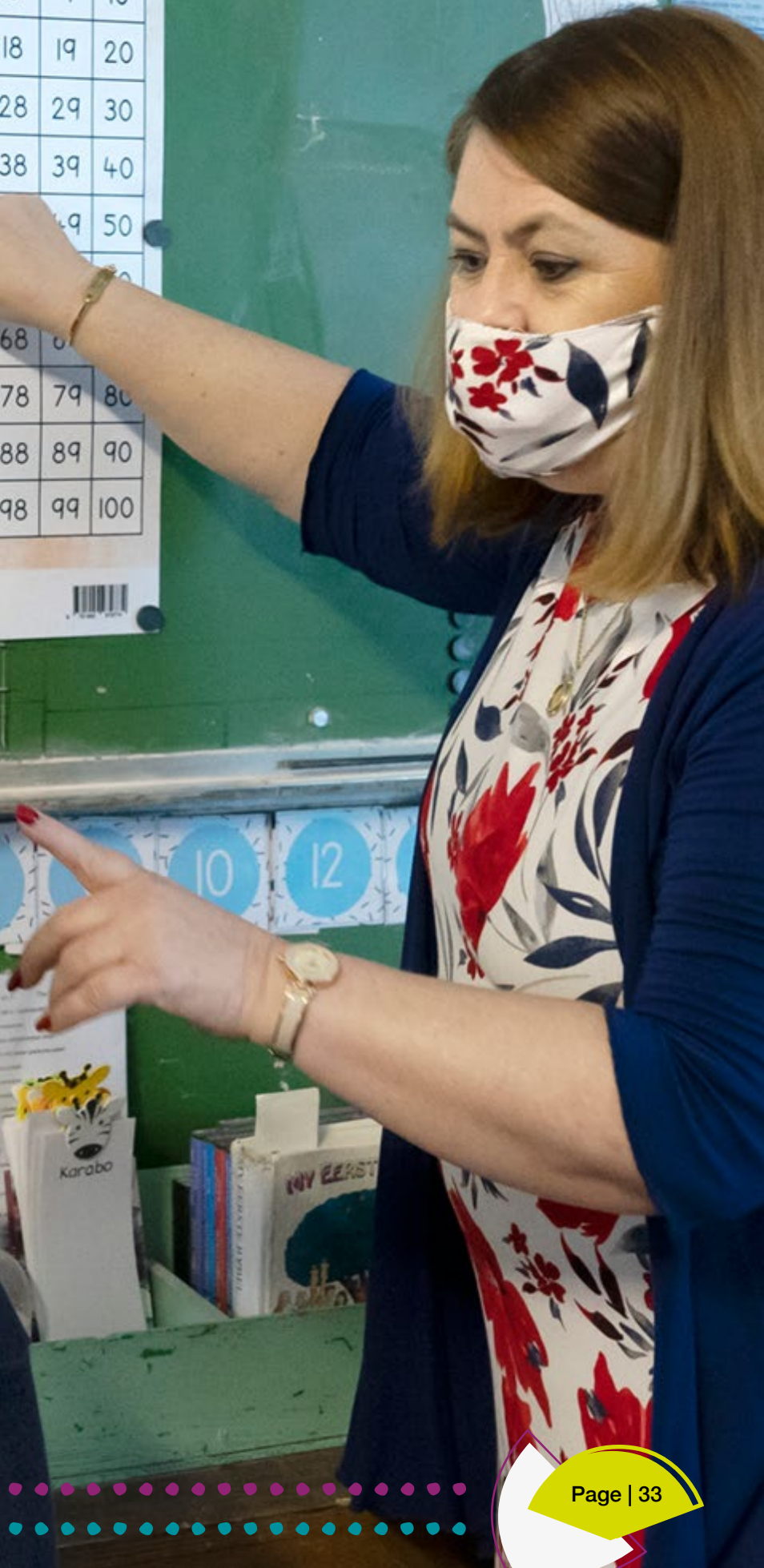


100 Vierkant

100 Square



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21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100



ek n storie skryf!

Hoorste...
diege van...
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vriende van die...

Uitroep...
van die...
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Vraagstuk...
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6 10 12

Karabo

MY EERST

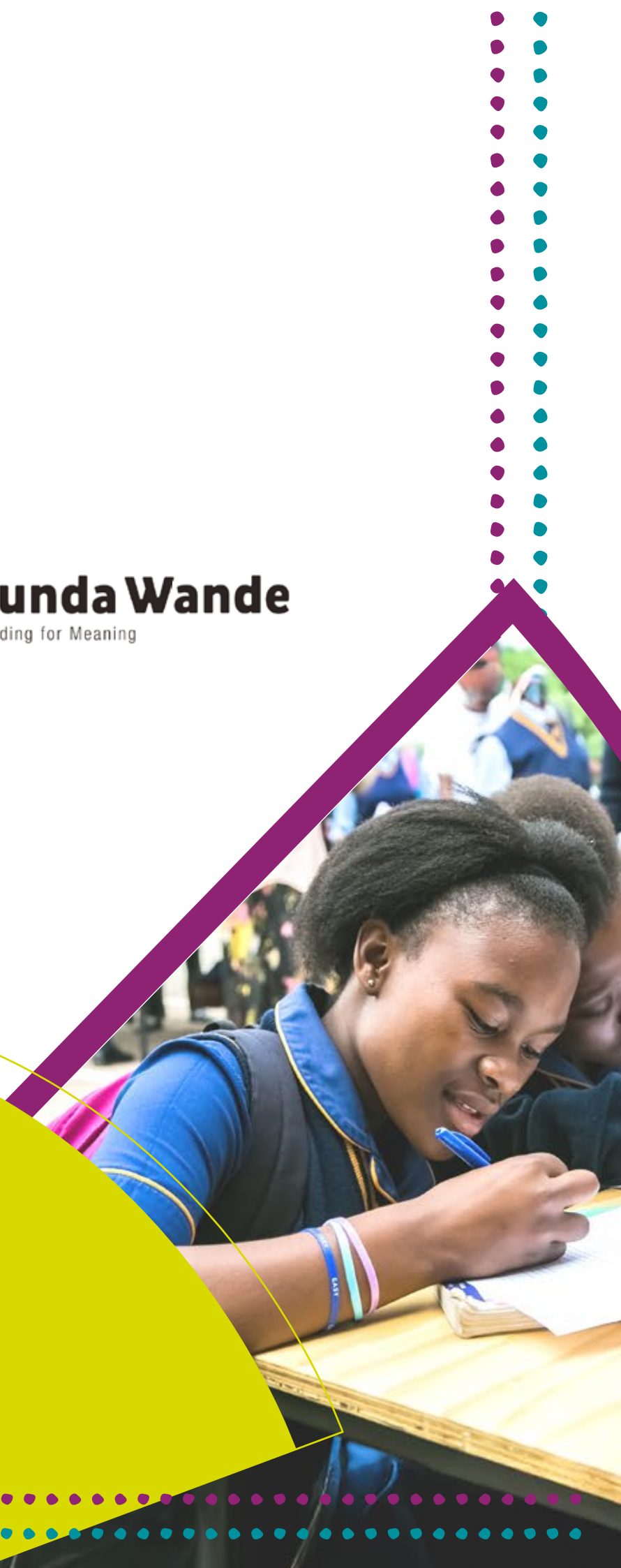
TERM 1			TERM 2		
JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
			SCHOOLS OPEN		3 Mo
		4 Mo	4 Th Gr 1 Training		4 Tu
	5 Mo Coach School visits start	5 Tu	5 Fr Gr 2 Training		5 We
	6 Tu	6 We		6 Mo School 3 Standard	6 Th
	7 We	7 Th		7 Tu School 3 Standard	7 Fr
	8 Th		8 Mo School 1 Behav. Sci	8 We School 4 Standard	ECDOE TRAINING
			9 Tu School 1 Behav. Sci	9 Th School 4 Standard	
			10 We School 2 Behav. Sci		
		11 Mo	11 Th School 2 Behav. Sci		
	12 Mo	12 Tu			
	13 Tu	13 We		13 Mo School 5 Standard	
	14 We	14 Th Coach School visit ends		14 Tu School 5 Standard	
SCHOOLS OPEN	15 Th		15 Mon School Behav. Sci	15 We School 1 Behav. Sci	
16 Tu			16 Tu School 3 Behav. Sci	16 Th School 1 Behav. Sci	
17 WE LEARNING OPEN			17 We School 4 Behav. Sci		
18 Th		18 Mo	18 Th School 4 Behav. Sci		
	19 Mo	19 Tu Coach School visit ends			
	20 Tu	SCHOOLS CLOSE		20 Mo	
	21 We			21 Tu	
22 Mo Gr 1 Training	22 Th			22 Mo School 5 Behav. Sci	22 We
23 Tu Gr 1 Training				23 Tu School 5 Behav. Sci	23 Th
24 We Gr 2 Training				24 We School 1 Standard	24 Fr
25 Th Gr 2 Training				25 Th School 1 Standard	
	26 Mo Zaza Onsite visits				
	27 Tu Zaza Onsite visits				27 Mo School 2 Behav. Sci
	28 We Zaza Onsite visits				28 Tu School 2 Behav. Sci
	29 Th			29 Mo School 2 Standard	
			30 Tu School 2 Standard	30 Th School 3 Beh.	
					SCHOOLS CLOSE






	TERM 3			TERM 4		
	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
		1 Th School 1 Standard		SCHOOL OPEN		SCHOOL CLOSE
			2 Mo School 3 Beh.	2 We Gr 1 Training		
			3 Tu School 3 Beh.	3 ThGr 2 Training		
			4 We School 4 Beh.		4 Mo School 4 Standard	
		5 Mo School 2 Standard	5 Th School 4 Beh.		5 Tu School 4 Standard	
		6 Tu School 2 Standard			6 We School 5 Standard	
		7 We School 3 Standard		7 Mon Gr 1 Training	7 Th School 5 Standard	
		8 Th School 3 Standard		8 Tu Gr 2 Training		
SCHOOLS OPEN			9 Mo School 5 Beh.	9 We School 2 Behav. Sci		
10 We Gr 1 Training (Lit)			10 Tu School 5 Beh.			
11 Th Gr 2 Training (Lit)			11 We School 3 Beh.		11 Mo School 1 Behav. Sci	
	12 Mo	ECDOE TRAINING	12 Th School 3 Beh.		12 Tu School 2 Behav. Sci	
	13 Tu				13 We School 3 Beh.	
	14 We			14 mo School 3 Beh.	14 Th School 4 Beh.	
15 Mo Gr 1 Training (Maths)	15 Th			15 Tu School 3 Beh.		
16 Tu Gr 2 training (Maths)	16 Fr		16 Mo School 1 Behav. Sci	16 We School 4 Beh.		
17 We School 2 Behav. Sci			SCHOOL CLOSE	17 Th School 4 Beh.		
18 Th School 2 Behav. Sci					18 Mo School 5 Beh.	
	19 Mo School 4 Standard				19 Tu School 1 Standard	
	20 Tu School 4 Standard				20 We School 2 Standard	
	21 We School 5 Standard			21 mo School 5 beh.	21 Th School 3 Standard	
22 Mo School 3 Beh.	22 Th School 5 Standard			22 Tu School 5 Beh.		
23 Tu School 3 Beh.				23 We School 1 Standard		
24 We School 4 Beh.				24 Th School 1 Standard		
25 Th School 4 Beh.						
	26 Mo School 1 Behav. Sci					
	27 Tu School 1 Behav. Sci					
	28 We School 2 Beh.			28 mo School 2 Standard		
29 Mo School 5 Beh.	29 Th School 2 Beh.			29 Tu School 2 Standard		
30 Tu School 5 Beh.				30 We School 3 Standard		
31 We School 1 Standard				31 Th School 3 Standard		



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Reading for Meaning



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