

REPORT ON FOUNDATIONAL SKILLS OF LITERACY AND NUMERACY

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DDG: Curriculum Policy, Support and Monitoring

11 March 2020



OUTLINE OF THE PRESENTATION

1. Purpose of the Presentation
2. Problem Statement
3. Strategic Focus
4. Background and Context
5. Progress on Foundational Skills Programmes
6. Monitoring, Evaluation and Reporting systems
7. Recommendation

PURPOSE OF THE PRESENTATION

To present to the Portfolio Committee on Basic Education, an **Update on the Programmes for Improving the Foundational Skills of Literacy and Numeracy.**

PROBLEM STATEMENT

“Although there are various factors affecting high school children that may trigger dropping out of school, ***evidence shows that the root cause of dropping out of school is inadequate learning foundations. There is a clear link between educational outcomes and later life outcomes, such as access to jobs.***

Therefore, the only way that South Africa is going to achieve meaningful social and economic transformation, is by ***making sure that children across all of society, especially in poor communities, learn to read, write and do mathematics in the early grades,*** so that they are equipped to go on to further educational opportunities.”

Mrs Angie Motshekga, Minister: Basic Education, July 2019

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STRATEGIC FOCUS



STRATEGIC FOCUS: LITERACY AND NUMERACY

Closely aligned to **Action Plan, MTSF** and the **President’s call** for all children to ***read for meaning by the age of 10.***

MTSF PRIORITY:

“Improvement of the Foundational Skills of Literacy and Numeracy, especially “reading with meaning”, straddling the Early Childhood Development (ECD) to end of the Intermediate Phase at Grade 6, which should be underpinned by a Reading Revolution”.

SDG 4.1

By 2030, ensure that **all girls and boys complete free, equitable and quality primary and secondary education** leading to relevant and effective learning outcomes.

SDG 1.1 Proportion of children and young people:

- a) in Grades 2/3;
- b) at the end of primary; and
- c) at the end of lower secondary achieving at least a minimum proficiency level in:
 - i. Reading and
 - ii. Mathematics, by gender.

CESA 16-25

Ensure **acquisition of requisite knowledge and skills** as well as improved completion rates at all levels and groups through harmonisation processes across all levels for national and regional integration.

NATIONAL DEVELOPMENT TARGET:

Improving literacy, numeracy (mathematics) and science outcomes; (The Commission proposes that the required competency levels be defined as 50 percent and above. In other words, 90 percent of learners in Grades 3, 6 and 9 must achieve 50 percent or more in the annual national assessments in these subjects).

A WORLD WITH UNIVERSAL LITERACY



By 2030, ensure that all **girls and boys** have access to **quality early childhood development**, care and pre-primary education so that they are ready for primary education.



By 2030, ensure that all **girls and boys** complete **free, equitable and quality primary and secondary education** leading to relevant and effective learning outcomes.



By 2030, ensure that **all youth and a substantial proportion** of **adults**, both men and women, achieve **Literacy and Numeracy**.

THE AFRICA WE WANT



A key driver of Africa's prosperity will be its world class human capital developed through quality education focused on **achieving 100 per cent literacy and numeracy**, and clear emphasis on science, technology and engineering.

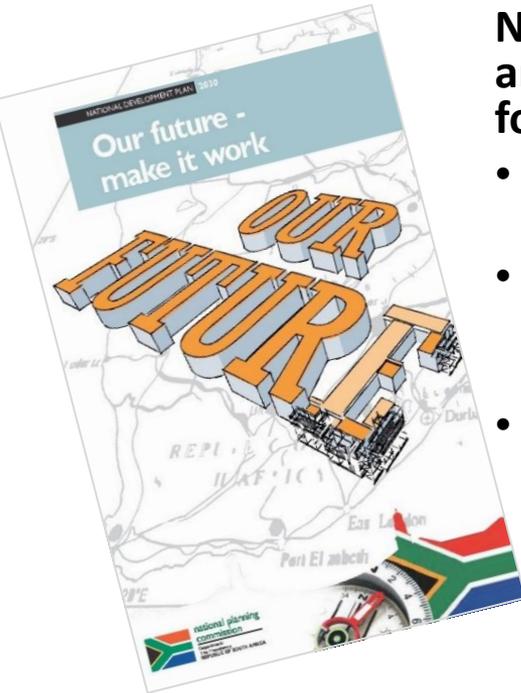


Launch comprehensive and effective **LITERACY** campaigns across the continent to eradicate illiteracy.

**CONTINENTAL
EDUCATION STRATEGY
FOR AFRICA**
2016 – 2025

Strengthen the science and **MATHS** curricula and disseminate scientific knowledge and the culture of science in the African society.

A NATIONAL PRIORITY



NDP: By 2030, South Africa needs an education system with the following attributes:

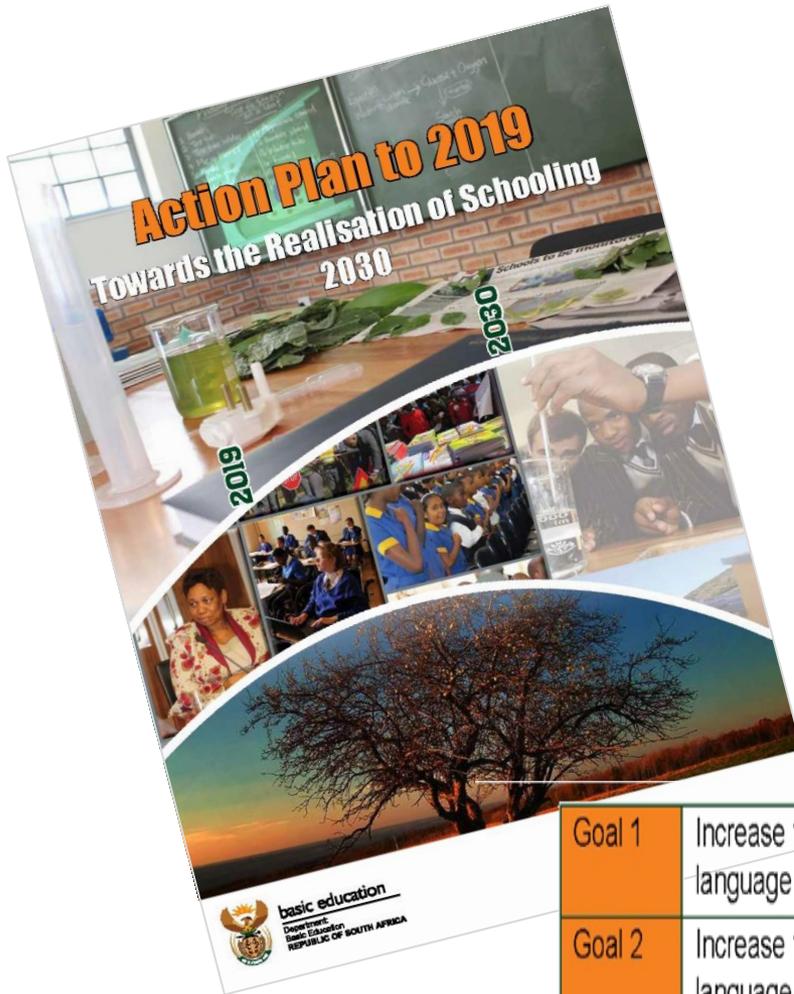
- **High-quality, universal** early childhood education.
- **Quality school education**, with globally competitive literacy and numeracy standards.
- Further and higher education and training that enables **people to fulfil their potential.**

Building **NATIONAL CAPABILITIES** requires **quality early childhood development**, schooling, college, university and adult education and training programmes.

Improve literacy, numeracy/mathematics and science outcomes

About 90 percent of learners in Grades 3, 6 and 9 must achieve 50 percent or more in the annual national assessments in literacy, Mathematics and Science.

A BASIC EDUCATION PRIORITY



GOAL 1:

“Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.

Goal 1	Increase the number of learners in Grade 3 who, by the end of the year, have mastered the minimum language and numeracy competencies for Grade 3.
Goal 2	Increase the number of learners in Grade 6 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 6.
Goal 3	Increase the number of learners in Grade 9 who, by the end of the year, have mastered the minimum language and mathematics competencies for Grade 9.

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BACKGROUND AND CONTEXT



PRIMARY EDUCATION STATISTICS AT A GLANCE, 2019

Size of Primary Education (Grades R-6):

Learners: **7 466 890**

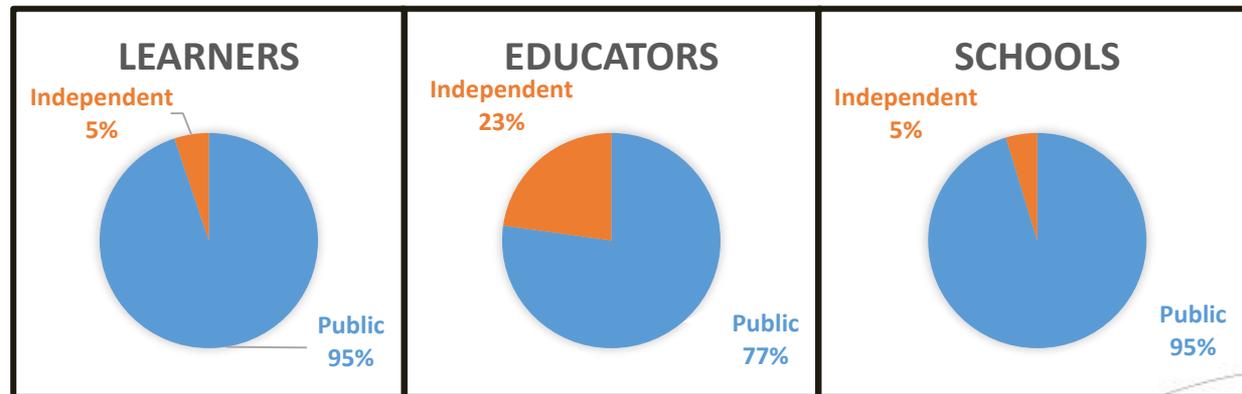
Educators: **236 343**

Schools: **15 800**

Official languages:

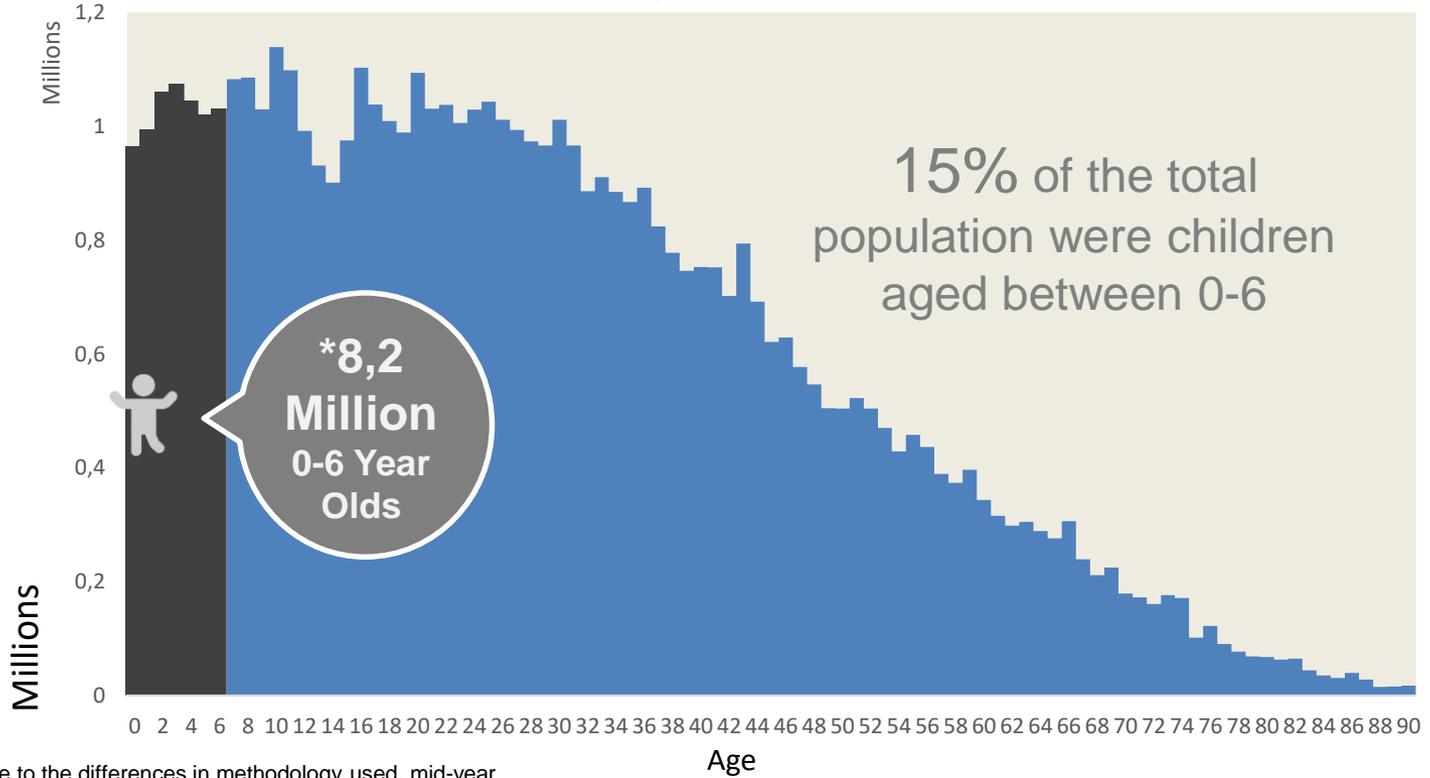
English, isiZulu, isiXhosa, isiNdebele, Afrikaans, siSwati, Sepedi, Sesotho, Setswana, Tshivenda, Xitsonga

Sector	Learners	Educators	Schools
Public	7 086 128	182 520	15 065
Independent	380 762	53 823	735
Total	7 466 890	236 343	15 800



POPULATION OF CHILDREN IN SOUTH AFRICA

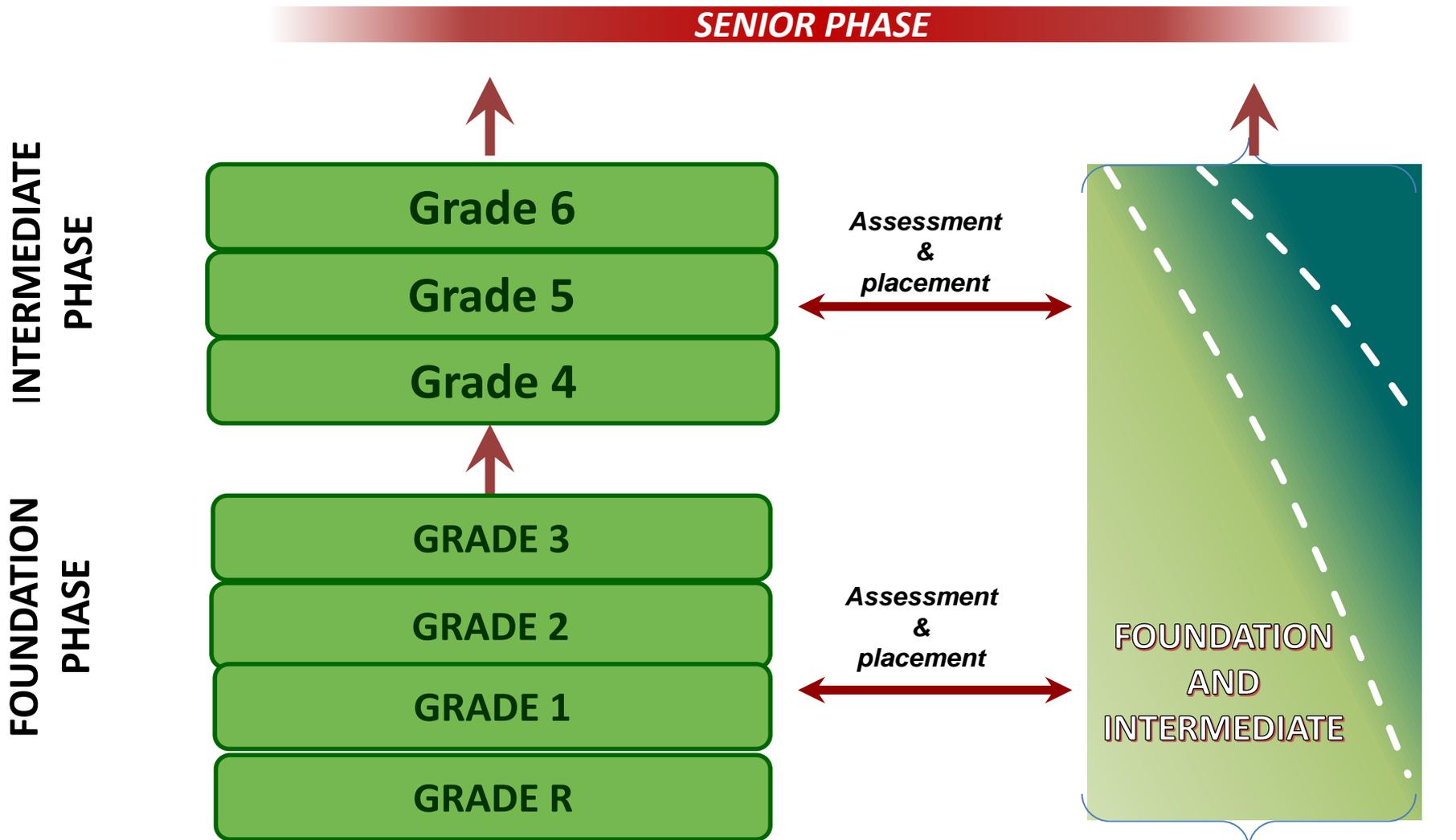
SA CHILDREN'S POPULATION :



* Note: Due to the differences in methodology used, mid-year population estimates are higher than population estimates produced from household surveys

*Source: Mid year population estimates, 2016

EARLY YEARS IN THE SHOOLING SYSTEM



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READING, LITERACY AND NUMERACY OUTCOMES



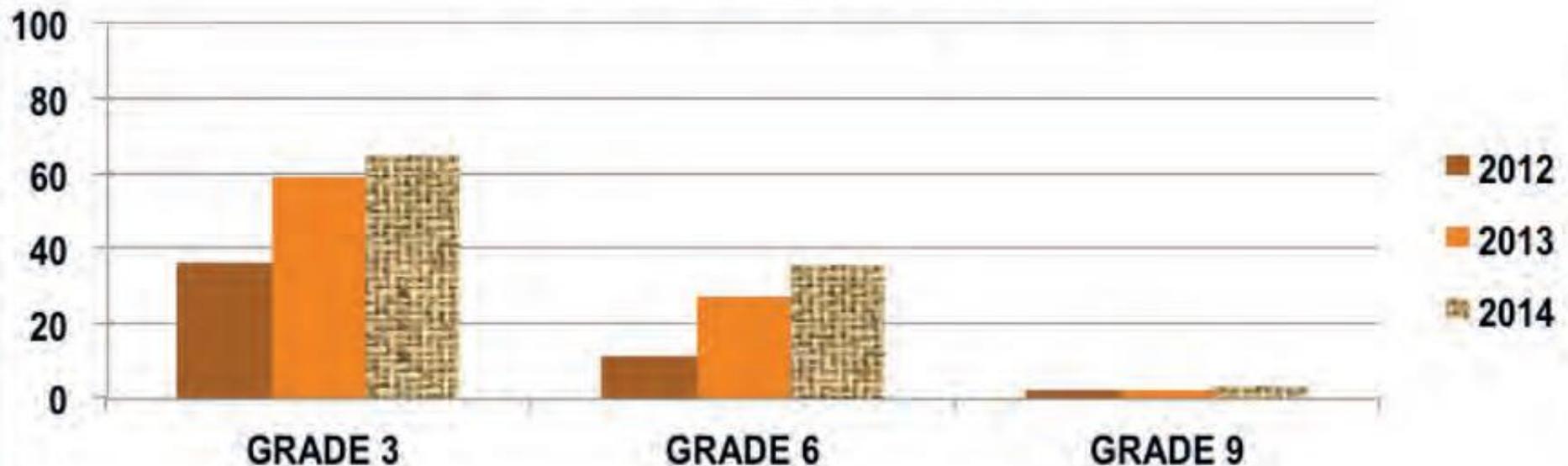
IMPROVE PERFORMANCE IN INTERNATIONAL ASSESSMENTS

- *“The Department of Basic Education aims to improve South Africa's average Southern and East African Consortium for Monitoring Education Quality (SACMEQ) results for Grade 6 languages and Maths from **495** to **600** points by **2022**. And to improve average Grade 8 scores in the Trends in Mathematics and Science Study (TIMSS) from **264** to **420** points by **2023**. The Commission proposes that Grade 8 scores in the round of TIMSS closest to **2030** should reach **500** points.”*

(National Planning Commission: National Development Plan, November 2011)

ANNUAL NATIONAL ASSESSMENT (ANA)

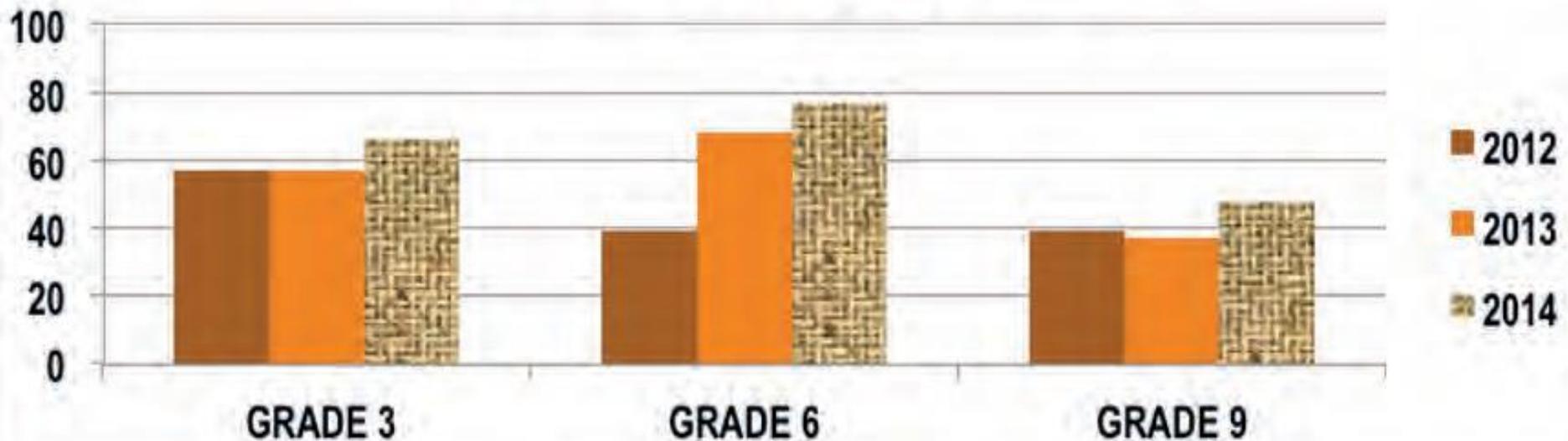
Percentage of learners obtaining at least 50% of the Mathematics marks



The Grade 3 Mathematics target of 60% that was set in the Action Plan 2014 was achieved. Grade 6 had an increase in the percentage of learners reaching acceptable achievement levels, but the target has not yet been met. Grade 9 achievement fell far short of the target even though there was a slight increase in the percentage of learners reaching acceptable levels.

ANA HOME LANGUAGES ACHIEVEMENT AT 50%

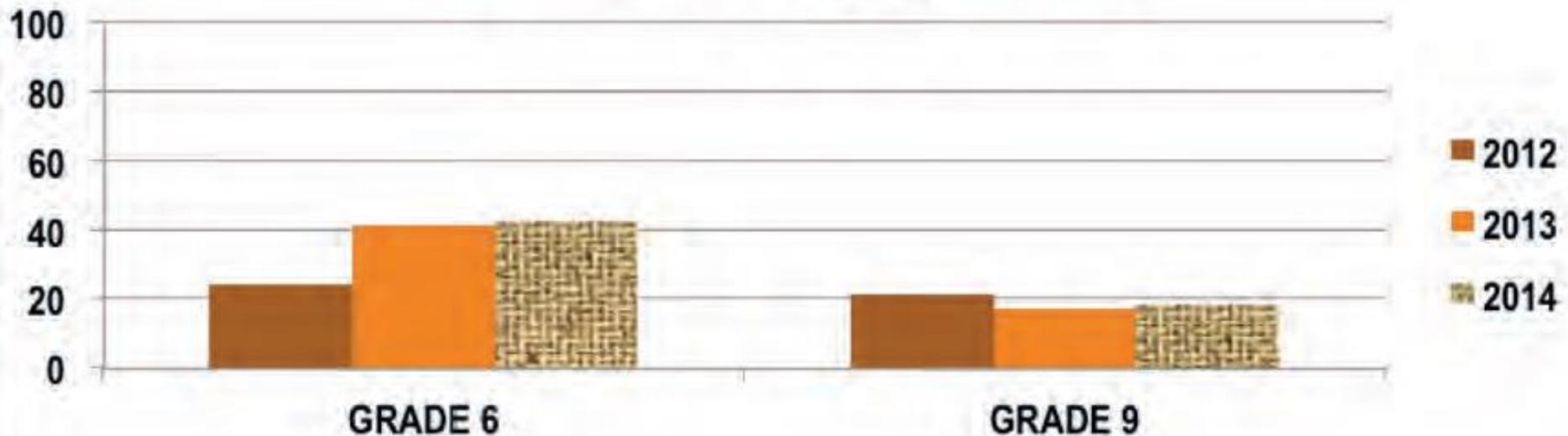
Percentage of learners obtaining at least 50% of the Home Language marks



The Home Language target set of 60% in the Action Plan and NDP, in both Grade 3 and Grade 6 was exceeded. The percentage of learners reaching acceptable achievement in Grade 9 increased considerably, but was still below the goal of 60% set for 2014.

ANA FIRST ADDITIONAL LANGUAGES ACHIEVEMENT AT 50%

Percentage of learners achieving 50% of the First Additional Language marks

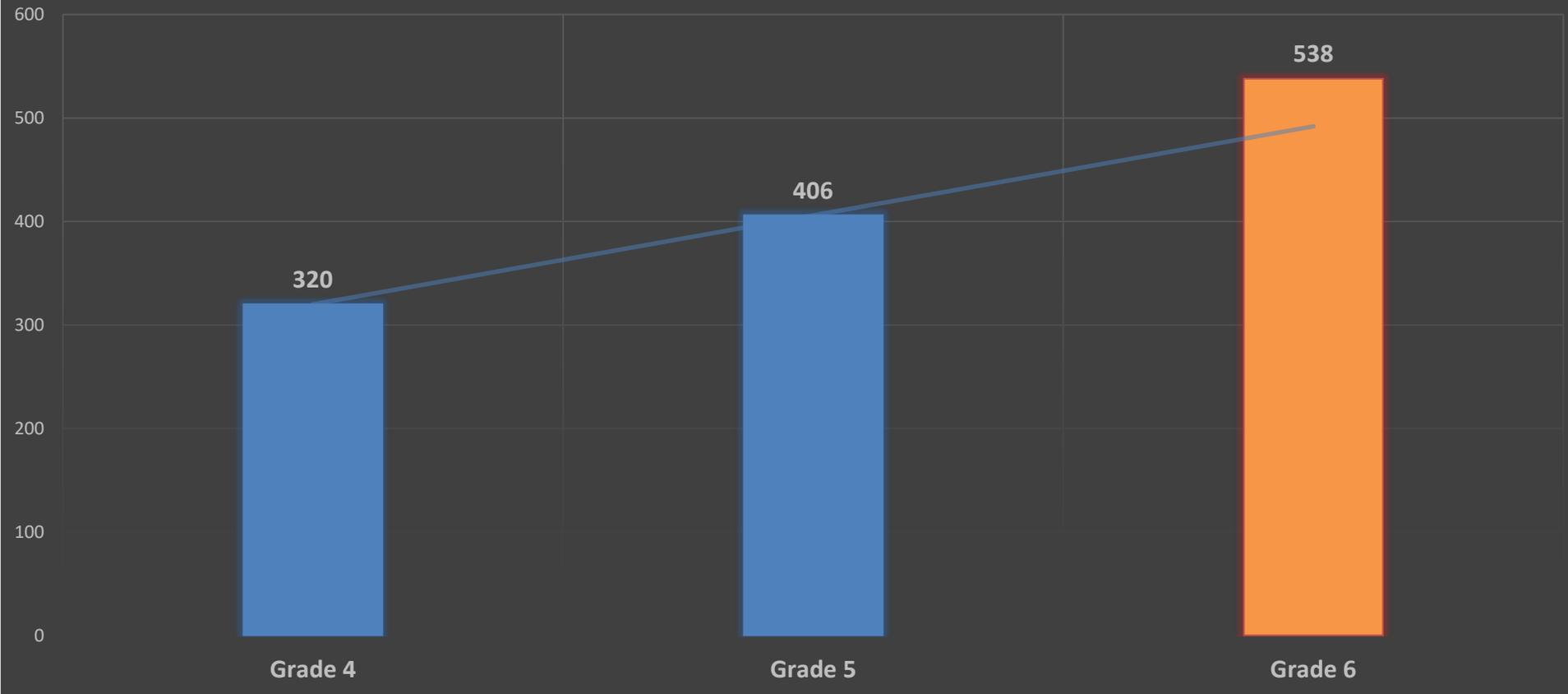


For both Grade 6 and Grade 9 First Additional Language, there was a slight increase in the percentage of learners reaching Acceptable Achievement Levels. The target of 60% set in the Action Plan was not achieved. The percentage of learners reaching acceptable achievement in Grade 9 remains low.

READING COMPREHENSION LEVELS

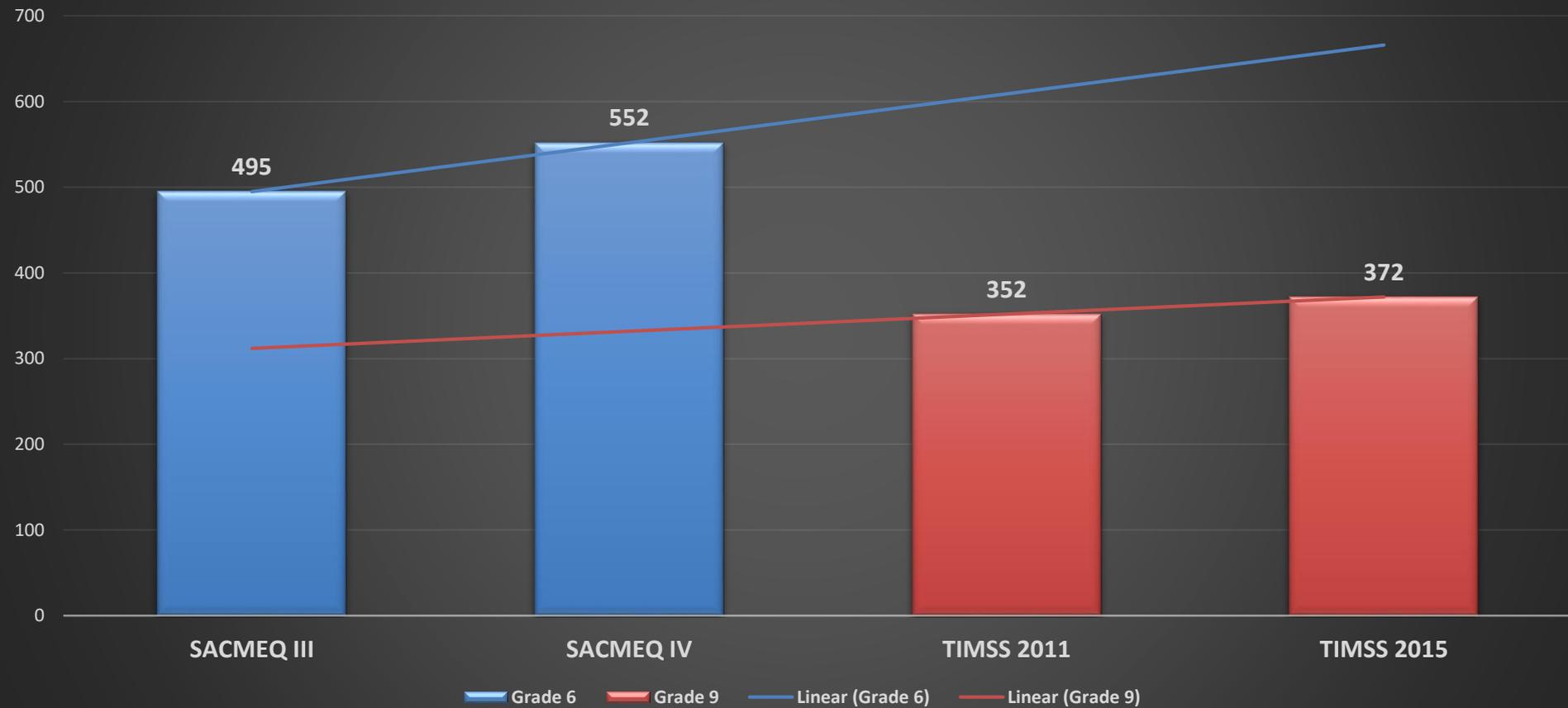
Reading Comprehension levels

PIRLS 2016 SACMEQ IV (2013) Linear (PIRLS 2016)



MATHEMATICS

Mathematics



SACMEQ IV PROVINCIAL PERFORMANCE

PROVINCE	LEARNER READING SCORE		LEARNER MATH SCORE	
	SACMEQ III	SACMEQ IV	SACMEQ III	SACMEQ IV
Eastern Cape	448	503	469	525
Free State	491	544	492	551
Gauteng	573	580	545	576
Kwazulu-Natal	486	529	485	542
Limpopo	425	487	447	513
Mpumalanga	474	536	476	539
Northern Cape	506	538	499	544
North West	506	522	503	540
Western Cape	583	627	566	654
National	495	538	495	552

In SACMEQ III, only three of our provinces - Western Cape, Gauteng and the North West province achieved scores in Reading and Mathematics above the SACMEQ mean score of 500, but in SACMEQ IV 8 provinces had scores above 500

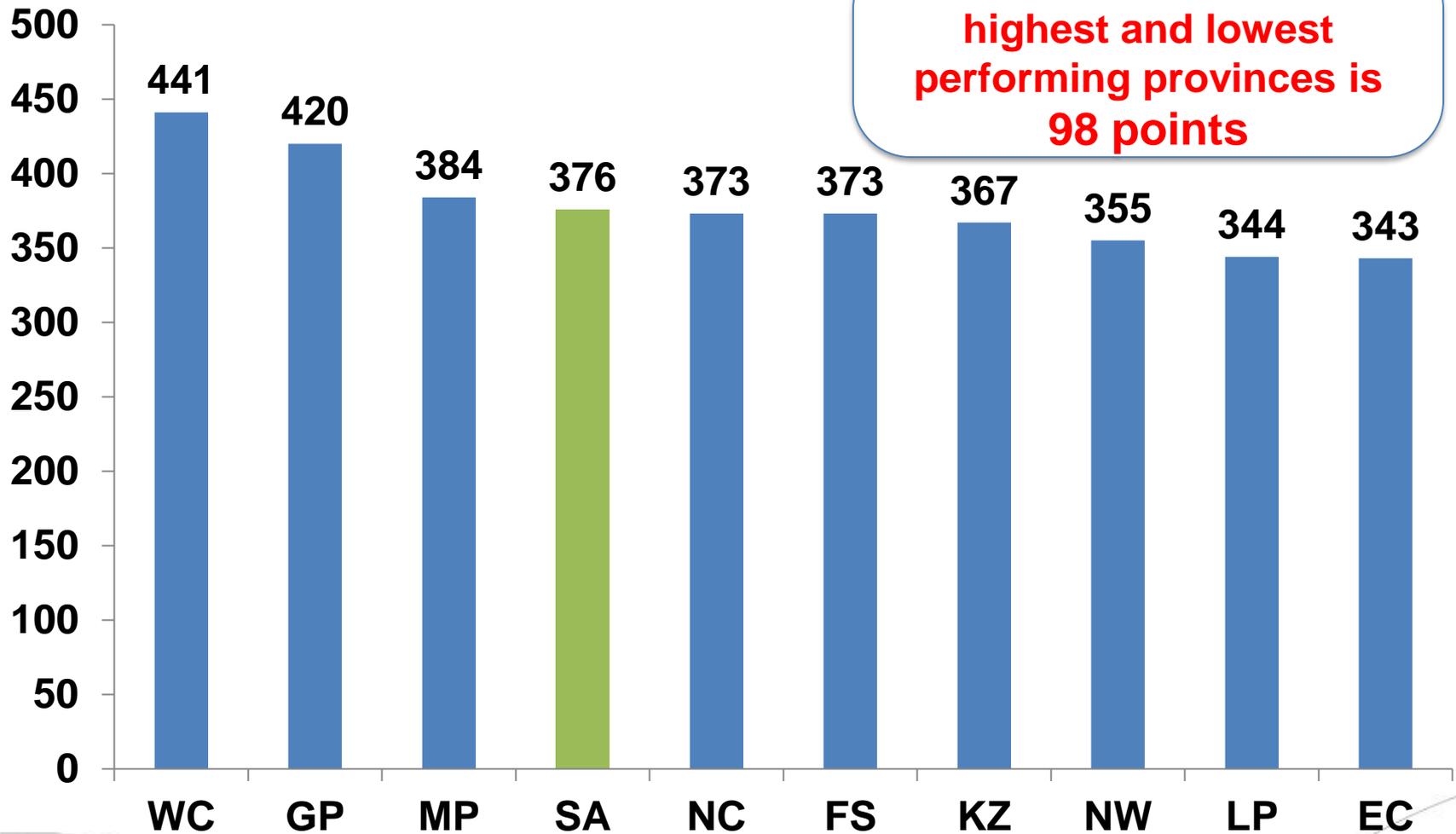
SOUTH AFRICAN SACMEQ IV RESULTS

- Significant **improvement** in mathematics and reading scores respectively from SACMEQ III
- **Achievement of 538 points** for Reading and **552 points for Mathematics**, both above the 500 center point.
- This is an **improvement from the 2007** score of 495 and 520 respectively.
- Significant **reduction in the number of non-numerate** and non-literate learners at the Grade 6 level.
- Confirmation that **early acquisition of foundational skills of reading and numeracy** is a critical goal.

SOUTH AFRICAN SACMEQ IV RESULTS

- South Africa has the **3rd highest percentage of pupils with access to material for learning.**
- South Africa has one of the **highest percentage of Grade 6 pupils who attended pre-school** in comparison to other countries.
- The **improvements** can be ascribed to, amongst others:
 - The **streamlining and strengthening** of the national curriculum statement to the Curriculum and Assessment Policy Statement (CAPS) between SACMEQ III and SACMEQ IV;
 - The focus on **monitoring teaching and learning** through the National Strategy for Learner Attainment (NSLA); and
 - Regular **exposure to standardised assessments** through the Annual National Assessments (ANA).

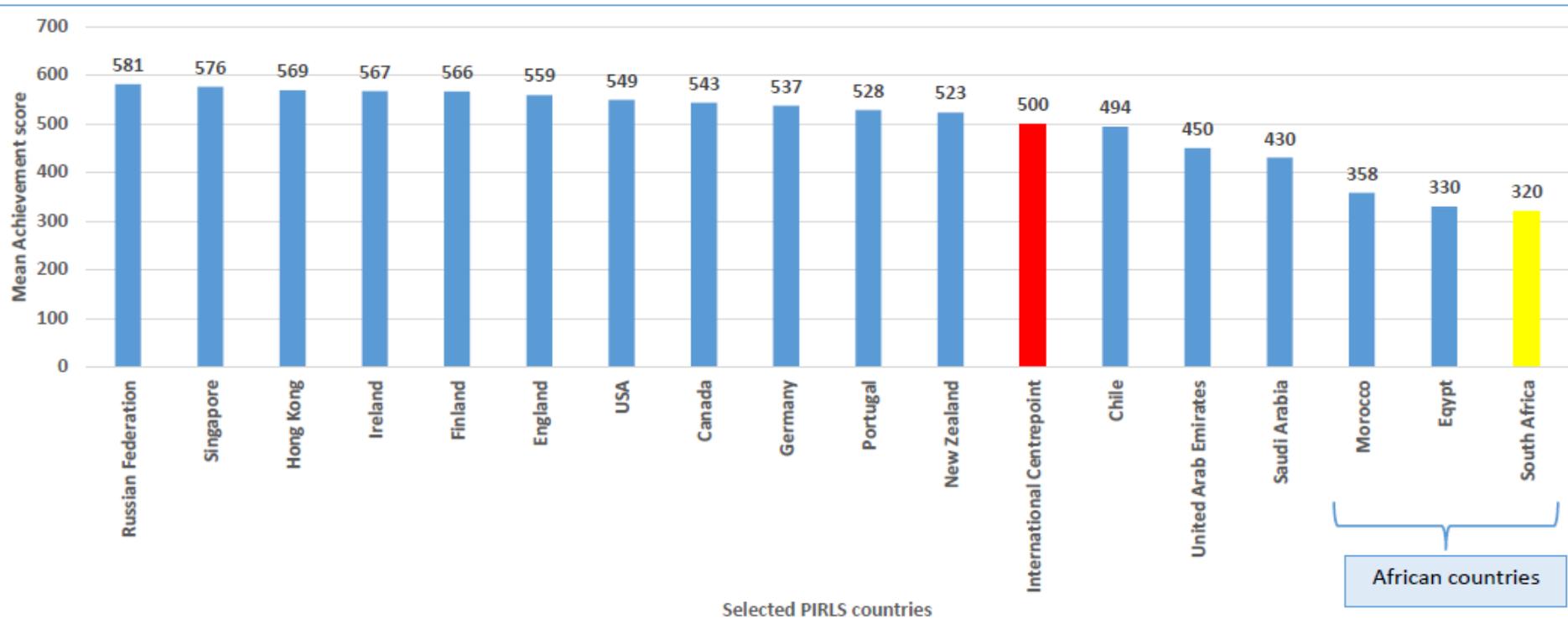
TIMSS 2015 GRADE 5 PROVINCIAL MATHEMATICS PERFORMANCE



GRADE 5 MATHEMATICS TIMSS 2015

- **The Trends in International Mathematics and Science Study Numeracy (TIMSS-N)** was introduced in 2015 to assess the foundational mathematical knowledge, procedures and problem-solving strategies of learners at the end of primary school.
- The provincial analysis by TIMSS benchmarks shows that while **60% of the Grade 5 learners scored below 400 TIMSS points nationally**, the provincial patterns exhibited vast inequalities.
- 31% of the learners in the Western Cape and 43% in Gauteng scored **below 400 points**, while **76% of the learners in Limpopo performed at that level**.
- In the remaining six provinces, between 60% and 74% of learners scored below 400.

PROGRESS IN INTERNATIONAL READING LITERACY (PIRLS) GRADE 4 READING ACHIEVEMENT



South Africa performed significantly below other countries except for Egypt in PIRLS Literacy 2016

2016 PIRLS STUDIES

- a) **PIRLS:** A high percentage of **Grade 4** learners did **not reach the minimum benchmarks** for reading literacy (78% of learners cannot read with understanding).
- b) **PIRLS:** **Grade 5** learners showed **marginal improvements** when 10 year trends are considered.

2016 PIRLS STUDIES

Curriculum Implications:

- Increase proportion of time spent on reading in Foundation and Intermediate Phases; and
- Review **text length** and **comprehension strategies**.

Infrastructural implications:

- Urgently **reduce class sizes** to policy stipulations;
- Provide **school libraries and classroom libraries**; and
- **Review interventions on ICT provision** in primary schools and increase effective and sustainable access to ICT and utilisation thereof.

POLICY IMPLICATIONS FOR CURRICULUM, INFRASTRUCTURAL, AND CLASSROOM PRACTICE

Classroom Practice implications:

- Strengthen teaching of reading literacy and training of Pedagogical Content Knowledge (PCK) of teachers across all languages in Foundation Phase and especially African Languages;
- Increase proportion of **formal and informal reading time**;
- Focus **on critical reading comprehension strategies** and increase exposure to lengthier comprehension texts and questions with higher order thinking;
- **Increase reading resources** and variety thereof in classroom and have take-home books; and
- Appoint only Foundation Phase qualified teachers in Foundation Phase.

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PROGRESS: FOUNDATIONAL SKILLS OF LITERACY AND NUMERACY



PRINCIPLES UNDERLYING THE SECTOR LITERACY AND NUMERACY PROGRAMMES

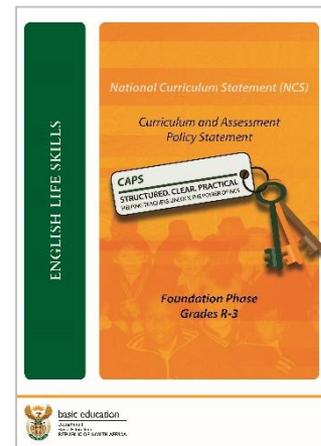
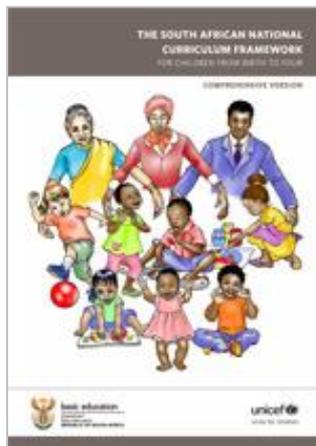
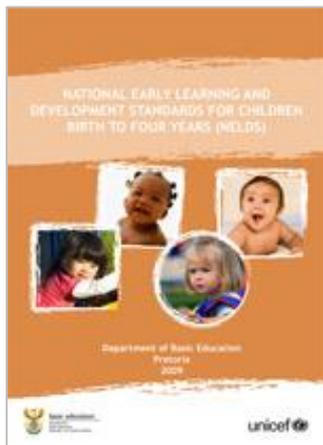
- Investing in **early interventions that are** timed to take advantage of crucial phases of brain development could improve educational outcomes.
- Institutionalisation of **active pedagogies** as new ways of teaching and learning that promote quality early experiences.
- **Evidence based** interventions that require the strengthening of capacity for evidence-based policy development at national level
- A **balanced approach** to ensure the holistic development of our children.
- Promoting **inclusivity** to ensure **equal opportunity** for all learners including learners with disabilities to realise their **full potential**



The investments we make now in early childhood development and early school learning will yield great economic benefits in the next two decades – and beyond.

President Cyril Ramaphosa (State of the Nation Address, Parliament, Cape Town, 13 February 2020)

THE NATIONAL CURRICULUM FRAMEWORK (0-4)



Quality and age appropriate early learning and development programmes for children birth to 5 years form the foundations needed for early grade reading and Mathematics that lead to learners ability to read with meaning at Grade 4.

In the Foundation Phase learners from Grade R to 3 are engaged in a **structured, though play-based educational programmes** that focus on reading and Mathematics skills in the early grades, building on the experiences during ECD.

EARLY GRADE READING AND MATHS

AGES

Emergent and early reading and Maths

				0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Pre-school				R	1	2	3	4	5	6	7	8	9	10	11	12						
Babies	Toddlers	Young Children	FOUNDATION PHASE				INTERMEDIATE PHASE			SENIOR PHASE			FURTHER EDUCATION & TRAINING PHASE									

National Curriculum Framework for children birth to four

National Early Learning & Development Standards

National Curriculum Statement for Grades R to 12

"LIFELONG LEARNING through a National Curriculum Framework document (1996) was the first major curriculum statement of a democratic South Africa".

OVERVIEW: PLAY-BASED LEARNING

- The Department of Basic Education, **UNICEF** and **Cotlands** are embarking on an in-service training programme to capacitate 150 000 early childhood development practitioners and foundation phase educators in play-based learning pedagogies and practice over a three-year period.
- The funding is provided by the **LEGO Foundation**. The approach for the implementation of this programme has introduced a new era for training in ECD as it has not been done before at this scale, using a combination of face-to-face and **online training** through an e-learning platform.

PLAY-BASED LEARNING

COMPONENTS

DEVELOPMENTAL OBJECTIVE:

- **P.L.A.Y.** – to provide **free accredited in-service training** directly linked to the NCF and the CAPS that builds the foundation skills for literacy, numeracy, science, life skills, etc. in ECD programmes and the Foundation Phase.
- **FPI** - to support the implementation of play-based learning in the foundation phase through a more comprehensive initiative that focuses on the implementation of manipulatives in Grades R, 1, 2 and 3 with a direct focus on how it integrates and enhances foundational skills of literacy and numeracy.

BENEFICIARIES:

- **P.L.A.Y. online** free accredited in-service training:
 - ECD Practitioners;
 - Grade R Educators; and
 - Grades 1 to 3 Educators
- Foundation Phase Initiative (FPI) Phase 1: in one District each in Eastern Cape, and Free State for Grade R - 3 Educators.

PLAY-BASED LEARNING COMPONENTS:

- P.L.A.Y. online free accredited in-service training (status on 31 December 2019) with 4 courses, i.e. birth to 2; 3 to 5 years; Grade R and Grades 1-3.
- Foundation Phase Initiative (FPI) two-day hands-on workshop with educators using the six bricks to demonstrate the application of the programme.

ACHIEVEMENTS:

- P.L.A.Y. online free accredited in-service training (status on 31 December 2019):
 - ✓ ECD practitioners - **68,317 completions**;
 - ✓ Grade R educators - **38,837 completions**; and
 - ✓ Grades 1 to 3 educators - **54,707 completions**.
- Foundation Phase Initiative (FPI) Phase I in one District each in Eastern Cape, Free State and Gauteng in 2019 achieved the following:
 - ✓ **554 quintile 1-3 schools** reached;
 - ✓ **3,816 Foundation Phase** teachers trained; and
 - ✓ **125,327 children** reached.
 - ✓ In addition, **78 officials** were trained across the three provinces.

CHALLENGES

- *P.L.A.Y.* online free accredited in-service training (status on 31 December 2019): **Low uptake of the Grades 1 to 3 educators (only 64% completed)** since the start of the Programme).

FUTURE PLANS

- *P.L.A.Y.* online free accredited in-service training to continue and being embedded in the DBE's Cloud in 2020.
- **Foundation Phase Initiative (FPI) Phase II** full roll out in Eastern Cape, Free State and Gauteng, where after expansion to all provinces.

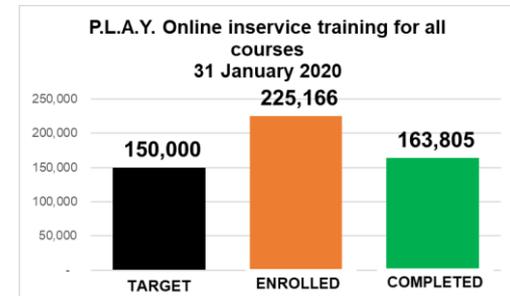
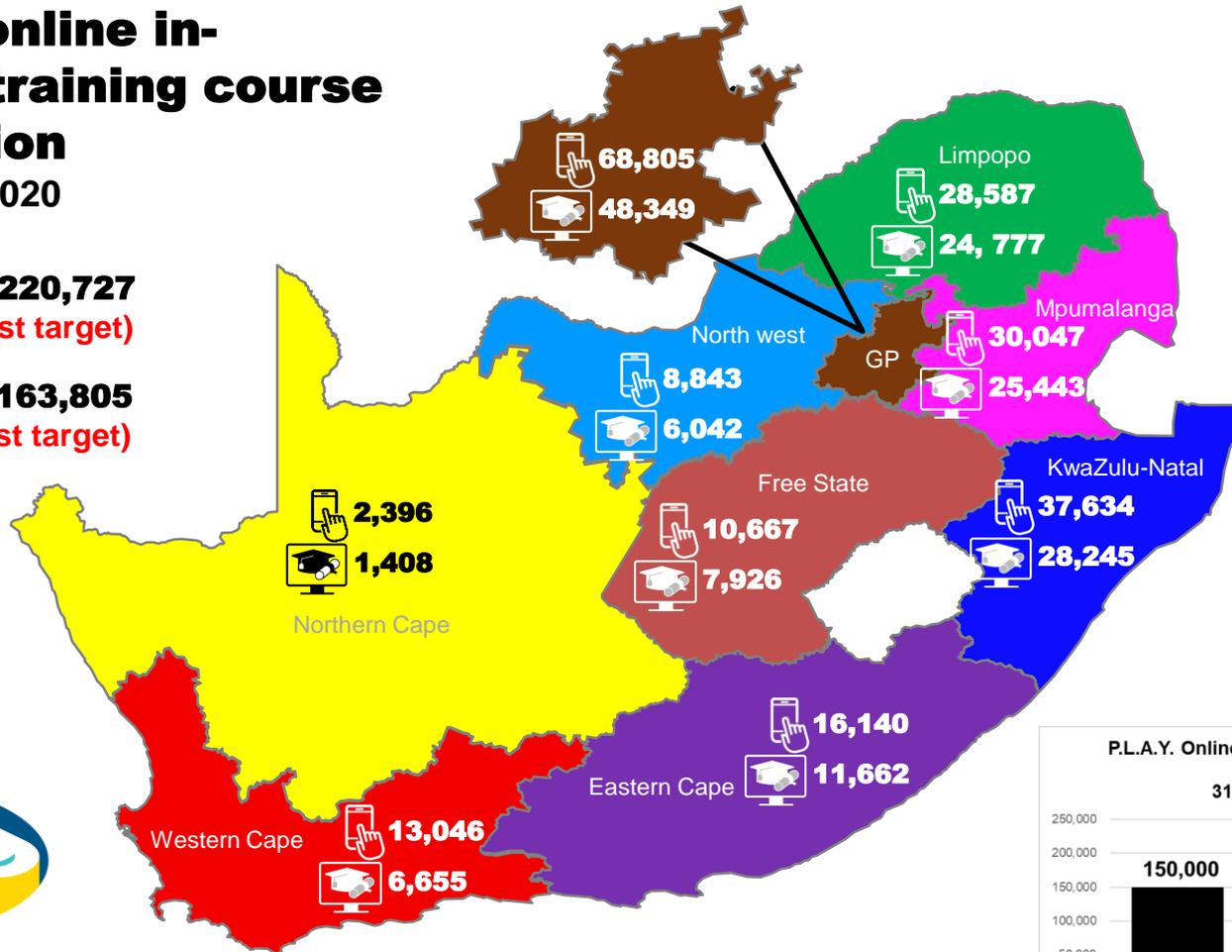
TRAINING OF PRACTITIONERS:

Promoting Play-based learning

P.L.A.Y. online in-service training course completion

31 January 2020

 Registered: **220,727**
 (147% against target)
 Completed: **163,805**
 (109% against target)



PLAY-BASED LEARNING



SPELLING BEE COMPETITION

COMPONENTS

OVERVIEW

- **Spelling Bee championship**, which was initiated in 2014, is an annually held game in which participants compete in spelling words orally.
- The fun competition starts at school level followed by provincial competitions which culminate to national.

DEVELOPMENTAL OBJECTIVE:

- To improve learner performance in languages.
- To promote literacy awareness.
- To promote the love for reading, writing and spelling.

BENEFICIARIES:

- The Spelling Bee Championship targets learners in Grade 4 to 6.
- All public schools (ordinary and special) are eligible to enter.

ACHIEVEMENTS

- On 21 September 2019 the DBE, in **collaboration** with the University of South Africa (UNISA) Department of English Studies, the SABC Education, the AVBOB Foundation and the Department of Sport, Arts and Culture, hosted the National Championship for English Spelling Bee for English.
- The DBE **hosted the Inaugural Indigenous Spelling Bee Championship at the University of Venda on 28 November 2019 with Gauteng, Limpopo and Mpumalanga Provinces being the three (3) participating provinces in Tshivenda, Xitsonga, Sepedi and SiSwati.**

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PROGRAMMES THAT ENHANCE TEACHER COMPETENCIES



	PRIMARY SCHOOL READING IMPROVEMENT (PSRIP)	TEACHING MATHEMATICS FOR UNDERSTANDING (TMU)
OVERVIEW	The programme is aimed at improving literacy and reading outcomes in Grades 1-6 , with a key focus on teacher development and support .	The programme is aimed at the training and support of primary school Mathematics teachers towards the teaching of Mathematics for understanding .
DEVELOPMENTAL OBJECTIVE:	<ul style="list-style-type: none"> • Promote reading as a national priority to improve literacy levels in the early grades. • Support the national Read to Lead campaign. • Realise the goals of the NDP. • Strengthen teacher development through evidence informed programmes. • Improve core skills and methodologies in the teaching of reading. 	To provide training and support to the Mathematics education teachers on a balanced approach to the teaching and learning of Mathematics in South Africa by paying attention to: <ul style="list-style-type: none"> • Conceptual Understanding; • Mathematical Procedures; • Learners' own Strategies; and • Reasoning through deductive and inductive reasoning processes.

COMPONENTS	PRIMARY SCHOOL READING IMPROVEMENT (PSRIP)	TEACHING MATHEMATICS FOR UNDERSTANDING (TMU)
<p style="text-align: center;">APPROACH</p>	<ul style="list-style-type: none"> • Providing curriculum support materials (lesson plans, trackers, posters, word cards, assessment material, Big Reading books, EGRA). • Building the capacity of teachers in core methodologies. • Growing the core competencies of teachers. • Strengthening the capacity of the system. <p>SUBJECT ADVISOR TRAINING:</p> <ul style="list-style-type: none"> • Subject Advisors are trained centrally. • Subject Advisors cascade the training to teachers in districts. • Subject Advisors support teachers in schools. 	<p>Training:</p> <ul style="list-style-type: none"> • Centralised for Provincial Coordinators and Subject Advisors (3 days per term). • At Districts, training for teachers – (6 days per term – 2 days per grade). <p>Monitoring Quality Assurance:</p> <ul style="list-style-type: none"> • Monitoring and Observations of training (Classroom Observations). • Early Grade Mathematics Assessment (EGMA). • Diagnostic Testlets used to develop Assessments (Pre-post Tests). • SACE Accredited Portfolio of Evidence (POA).

COMPONENTS	PRIMARY SCHOOL READING IMPROVEMENT (PSRIP)	TEACHING MATHEMATICS FOR UNDERSTANDING (TMU)
ACHIEVEMENTS	<p>TEACHER TRAINING:</p> <ul style="list-style-type: none"> • Phase 2 of the PSRIP was completed on 30 November 2019; • School visits for the external evaluation have been concluded; • 4316 Foundation Phase teachers trained – exceeds target of 4200; • 4805 Intermediate Phase teachers trained – exceeds target of 4500; and • 2693 SMT members in PSRIP schools trained. 	<p>Teacher Resources:</p> <ul style="list-style-type: none"> ▪ Trackers; ▪ Lesson Plans; ▪ Assessment Tasks and Memos; • Bilingual Dictionary; and • Printable worksheets. <p>Learners Resources:</p> <ul style="list-style-type: none"> • Learner Activity Books (Bilingual – HL and English); • Ten Frame; and • Counters.
	<ul style="list-style-type: none"> • Material Design workshop held with stakeholders. • New Big Books developed for Foundation Phase (FP). • 268 Subject Advisors trained in Reading pedagogy, EGRA and CAPS. 	<ul style="list-style-type: none"> • 22 Subject Advisors trained by Developers and Researchers (3 days). • 392 Teachers trained by subject advisors (2 days per grade). • 16 Classroom Observations. • Pre-Post Tests analysed during each training. • Independent evaluator report (DBE Research). • 14 500 learners taught Mathematics for conceptual understanding.

COMPONENTS	PRIMARY SCHOOL READING IMPROVEMENT (PSRIP)	TEACHING MATHEMATICS FOR UNDERSTANDING (TMU)
BENEFICIARIES	<p>PSRIP 2: 904 FP schools and 1 772 IP schools.</p>	<ul style="list-style-type: none"> • 3 Provinces (EC, KZN, LP). • 6 Districts. • 41 Schools (Foundation Phase, Grade 1-3). • 3 Provincial Coordinators. • 392 Teachers. • 14 553 Learners.

COMPONENTS	PRIMARY SCHOOL READING IMPROVEMENT (PSRIP)	TEACHING MATHEMATICS FOR UNDERSTANDING (TMU)
FUTURE PLANS	<p>SMT Training: Master Training: 1st Quarter 2020:</p> <ul style="list-style-type: none"> • 36 Officials from PEDs will be trained in the management and support functions associated with the teaching of languages (and reading). • 2837 SMT members will be up-skilled in the management functions associated with the teaching of EFAL and reading. • PSRIP 3: 917 FP schools and 1 920 IP schools. 	<ul style="list-style-type: none"> • 2019/20 Grades 1- 4 continued. • 2020 Grade R- 4 rollout to 41 schools. • Grade 1 Rollout in 2020 to all schools in 6 districts.

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PROGRAMMES THAT PROVIDE TEACHER SUPPORT AND SUPERVISION



COMPONENTS	THE EARLY GRADE READING STUDY (EGRS)	RURAL EDUCATION ASSISTANTS PROJECT
<p>COMPONENT: RESEARCH</p>	<ul style="list-style-type: none"> • Research projects that have investigated the impact of alternative forms of support • The implementation of the Home Language Literacy and EFAL curriculum. Interventions have been undertaken in : <ul style="list-style-type: none"> ➤ North West (2015-2017) and ➤ Mpumalanga (2017-2019) 	<p>A three-year pilot project on the use of REAP Education Assistants in the Foundation and Intermediate Phases (Grades 1-4) for the improvement of the quality of education, particularly numeracy, literacy and reading skills, in rural schools aimed at:</p> <ul style="list-style-type: none"> • improving learner performance in these schools; and • improving the livelihoods of unemployed youth by equipping them with skills that will increase their employability and chances to study further.
<p>DEVELOPMENTAL OBJECTIVE:</p>	<ul style="list-style-type: none"> • To inform national scale-up of evidence-based programmes that positively impact on reading and literacy outcomes in the early grades so that more children are equipped to cope with the demands of the curriculum in later grades and therefore gain access to further educational opportunities. 	<p>To improve the quality of teaching and learning in Literacy and Numeracy in rural primary schools.</p>

COMPONENTS	THE EARLY GRADE READING STUDY (EGRS)	RURAL EDUCATION ASSISTANTS PROJECT
BENEFICIARIES:	<ul style="list-style-type: none"> • 230 schools in NW participated in EGRS 1 (2015-2017). • 180 schools in MP participated in EGRS 2 (2017-2019). • 263 schools in NW are continuing to receive support in 2019-2020, with 140 of these schools receiving on-site coaching. • The ultimate beneficiaries are all children in Grades 1 to 3 in South Africa as these interventions are being done as experimental research to inform national scale-up of evidence-based programmes. 	<ul style="list-style-type: none"> • Three Provinces – EC, KZN and Limpopo. • 188 Schools. • 40 000 Grades 1-4 Learners. • 750 Education Assistants.
COMPONENTS:	<ul style="list-style-type: none"> • Daily lesson plans (and lesson planning). • Integrated reading materials (Graded reader anthologies, etc). • Professional support to teachers (on-site coaching, virtual coaching, residential training, PLCs). 	<ul style="list-style-type: none"> • Employment of Education Assistants from rural areas. • Curriculum support to teachers and learners in numeracy, literacy and reading skills. • Support co-curricular activities, especially establishing Reading Clubs, Mathematics Clubs, etc. • Research on the REAP for the development of a <i>Framework for the Effective Deployment of Education Assistants</i> to improve the quality of education in the Foundation and Intermediate Phases.

COMPONENTS	THE EARLY GRADE READING STUDY (EGRS)	RURAL EDUCATION ASSISTANTS PROJECT
ACHIEVEMENTS	<ul style="list-style-type: none"> The combination of lesson plans, integrated reading materials and professional support to teachers caused an improvement in reading outcomes equivalent to about 40% of a year’s learning, by the end of grade 2, and this learning gain was sustained into grade 4. 	<p><u>Direct Learner Support:</u></p> <ul style="list-style-type: none"> Reading clubs, Mathematics Clubs and Sports Codes established in the schools. EAs facilitate Reading activities during assembly and Reading Competitions. Catch up programmes for learners. Creative and innovative ways of teaching Mathematics and Reading. <p><u>Strategy to Recruit Foundation Phase teachers:</u></p> <ul style="list-style-type: none"> Limpopo has granted 50 EAs bursaries to study for BEd (Foundation Phase) at the North West University through Distance Learning. Fundza Lushaka has accepted applications of 55 EAs to register for BEd (Foundation Phase). At least 20% (excluding 2020 intake) of EAs have independently registered for BEd through Distance Learning. <p><u>Research Component:</u></p> <ul style="list-style-type: none"> A Draft Preliminary Research Report of the REAP is available and was presented at the Project Steering Committee Meeting.

COMPONENTS	THE EARLY GRADE READING STUDY (EGRS)	RURAL EDUCATION ASSISTANTS PROJECT
FUTURE PLANS	<ul style="list-style-type: none"> • A costing and finance review for scaling up the effective EGRS programme elements, is to be undertaken during 2020. • The DBE is developing a course for training coaches together with norms and standards for the work of coaches. • The training of the first cohort of coaches and Subject Advisors will be done in 2020. • The DBE is working with partners, such as the NECT, donors and PEDs, to implement the combination of lesson plans, integrated reading materials and professional support to teachers on a wider scale. 	<p>2020-2021</p> <ul style="list-style-type: none"> • Informed by the Research Report of the REAP, a Framework for Effective Deployment of Education Assistants to improve the quality of education in the Foundation and Intermediate Phases will be developed. • The roll out of the REAP to all 9 Provinces will be costed and funding will be sourced.

COMPONENTS

SYSTEMIC IMPROVEMENT OF LANGAUGES AND NUMERACY IN THE FOUNDATION PHASE: MPUMALANGA PROVINCE

OVERVIEW

Systemic Improvement of Languages and Numeracy (SILN) aims to build the capacity of the system at District, Circuit and School level to support and monitor the teaching and learning of Languages and Numeracy in the Foundation Phase.

APPROACH

- Training of FP Languages and Mathematics Subject Advisors;
- Capacity building for **School Management Teams (SMTs)**;
- Monitoring and Evaluation of the project;
- Provide **teacher toolkits** with the following: lesson plans, workbooks, Big Books, graded readers, interactive digital content and trackers;
- Provide **teacher tablets** loaded with **digital curriculum resources** for teachers to teach with ICTs;
- **Promotion of reading** through employing teacher assistants to utilise library boxes in the identified schools (library boxes to accommodate all languages offered);
- **Strengthen curriculum support** to teachers through the SMT **coaching and mentorship** programme; and
- Monitoring and evaluation as an integral part of the programme to effect impact analysis for the programme's scalability.

COMPONENTS

SYSTEMIC IMPROVEMENT OF LANGUAGES AND NUMERACY IN FOUNDATION PHASE: MPUMALANGA PROVINCE

DEVELOPMENTAL OBJECTIVE

The programme objectives are to:

- **Improve the pedagogical practices** and skills in Foundation Phase (FP) language and numeracy teaching in 2 districts (**617 schools**) Grades 1/2 and 3, in the subjects of Mathematics, Home Language (HL) and First Additional Language (FAL) for a period of 3 years 2020 – 2022; and
- **Improve the service delivered** in the **routine support** given to approximately 3000 teachers, 600 Departmental Heads (DH) and (12) Subject Advisers (SA) responsible for the Mathematics and languages subjects in the 600 schools over a 3-year period from 2020 to 2022.

APPROACH

- Provision of a Structured Learning Programme;
- Capacity building for **School Management Teams (SMTs)**;
- Training of FP Languages and Mathematics Subject Advisers;
- Provision of work opportunities for young unemployed qualified teachers to support Foundation Phase teachers;
- Monitoring and Evaluation of the project;
- Establish a **conversation** between District personnel, SMTs and teachers on how **to provide best quality tuition to learners** in the classroom;
- Provide **teacher toolkits** with the following: lesson plans, workbooks, Big Books, graded readers, interactive digital content and trackers;
- Provide **teacher tablets** loaded with **digital curriculum resources** for teachers to teach with ICTs;
- Provide a school based **micro server** with **Wi-Fi capability** so that the entire school has a Wi-Fi network for teachers at any phase to **access material curriculum resources** within the school;
- Provide SMT and Teacher training on **curriculum leadership** and **toolkit utilisation**;
- **Promotion of reading** through employing teacher assistants to utilise library boxes in the identified schools (library boxes to accommodate all languages offered);
- **Strengthen curriculum support** to teachers through the **SMT coaching and mentorship programme**; and
- *Incorporate monitoring and evaluation as an integral part of the programme to effect impact analysis for programme's scalability.*

COMPONENTS

SYSTEMIC IMPROVEMENT OF LANGAUGES AND NUMERACY IN FOUNDATION PHASE: MPUMALANGA PROVINCE

APPROACH

Android 2-in-1 tablet



Software included but not limited to:

- Office suite;
- File Explorer;
- Media Player and
- PDF reader.

Content Access Point/Micro server:



- 40 concurrent connections or more
- CAPS content.
- Encyclopedia.
- Dictionary.
- Moodle Learning Management System.
- DBE interactive digital content.

Number of teachers to receive reactive 2-in-1 teacher tablet: **423**

Number of schools to receive Content Access Points (micro servers): **50**

	NKANGALA		NO. OF TEACHERS			
	LANGUAGE OFFERED	NO. OF SCHOOLS	Grade 1	Grade 2	Grade 3	Total/Grade
1	English First Additional Language	120	196	197	194	587
2	English Home	60	162	153	146	461
3	Sepedi Home	93	156	157	150	463
4	isiZulu Home	93	200	194	184	578
5	Setswana Home	53	67	69	67	203
6	Afrikaans Home	15	30	32	32	94
7	Xitsonga Home	1	1	1	1	3
8	Siswati Home	1	3	2	2	7
9	isiNdebele Home	115	202	196	194	592
	TOTAL					2988

	EHLANZENI		NO. OF TEACHERS			
	LANGUAGE OFFERED	NO. OF SCHOOLS	Grade 1	Grade 2	Grade 3	Total/ Grade
1	English first Additional	61	170	149	159	478
2	English Home	10	38	36	35	109
3	Afrikaans Home	5	16	17	17	50
4	Siswati Home	241	527	491	489	1507
		253 schools				2144

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PROGRAMMES THAT PROVIDE LEARNING AND TEACHING SUPPORT MATERIALS



DBE WORKBOOKS

OVERVIEW

The programme develops, prints and distributes high quality Learning and Teaching Support Materials (LTSM) to schools in order to improve the quality of education.

STRATEGIC OBJECTIVE

- The objective of the programme is to improve the learning outcomes in languages and mathematics from the Foundation Phase to the Senior Phase.
- To improve the quality of teaching and learning.

BENEFICIARIES

- DBE provides workbooks to students in foundation, intermediary and senior phases:**
- Approximately 11 million children of school going age in SA (Grades R – 9).
 - 60 million workbooks in 11 languages distributed to schools annually.
 - All public schools - approximately 23 000 schools.

APPROACH

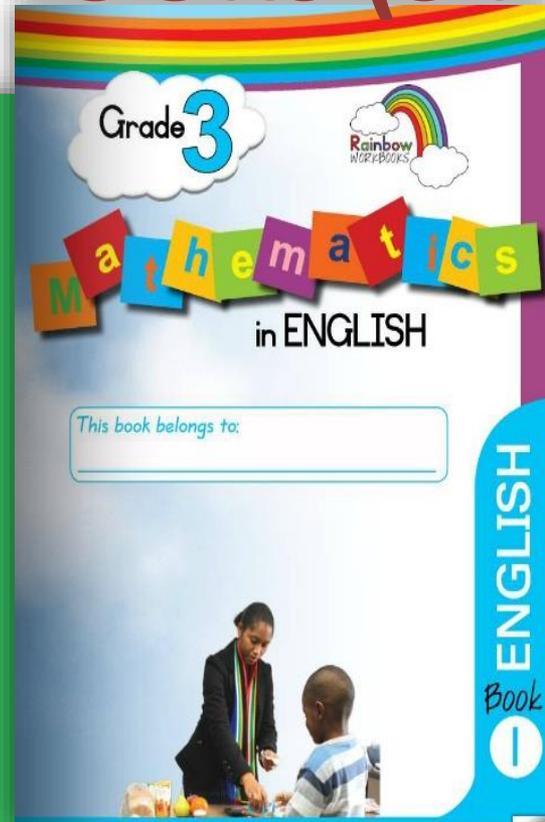
- The project requires the printing, warehousing, packaging and delivery of workbooks for Grades R-9 to be provided to all learners in all public schools as follows:
- Grade R Workbooks in 11 languages x 4 Volumes;
 - Life Skills Grades 1-3 in 11 languages X 2 Volumes;
 - Home Language Gr 1 – 6 in 11 languages X 2 Volumes;
 - Mathematics Grades 1-3 in 11 languages X 2 Volumes;
 - Mathematics Gr 4 – 9 English and Afrikaans X 2 Volumes; and
 - English First Additional Language Grades 1-6 X 2 Volumes.

DBE WORKBOOKS

IMPACT

- The **content of the workbooks** is informed by the **key knowledge and skills that learners need to acquire** in the specific grades as indicated in the National Curriculum Statements.
- The workbooks provide learners with **high quality worksheets** required for quality education; provide a variety of activities to reinforce (a) mathematical concepts and skills, and, (b) literacy / language skills.
- From the evaluation report conducted by ACER and UNICEF in 2013, the workbooks were assessed to **have the characteristics of quality workbooks and most teachers saw the workbooks as effective and useful tools** in daily teaching.

DBE NUMERACY & LITERACY WORKBOOKS (344)



<http://www.education.gov.za/WorkbookDownload/tabid/643/Default.aspx>

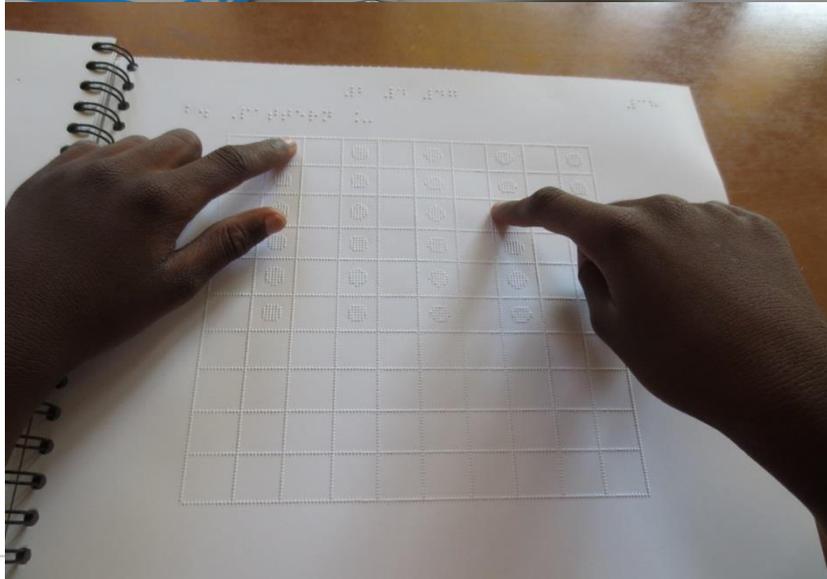
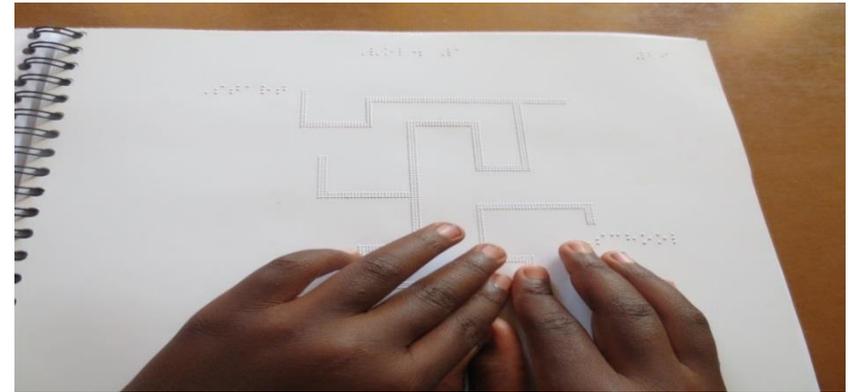
INTERACTIVE LITERACY & NUMERACY WORKBOOKS

The screenshot displays a digital interface for an interactive workbook. At the top, there is a navigation toolbar with icons for search, zoom, and navigation, along with a page indicator '1 / 90' and a 'Sections' dropdown menu. The main content area is divided into two panels. The left panel, titled 'Digital Interactive Workbook Instructional Video', contains a video player. The video frame shows the South African coat of arms and the text: 'basic education', 'Department: Basic Education', and 'REPUBLIC OF SOUTH AFRICA'. The video progress bar indicates '0:00/5:51'. Below the video player are colorful illustrations of a green parrot, a brown chicken, a striped cat, and a brown dog, surrounded by yellow stars. The right panel shows the cover of a workbook. The cover has a blue and white striped background with a large yellow star in the center containing the number '1'. Text on the cover includes 'Grade 1', 'ENGLISH', 'First Additional Language', and 'Term 1 & 2'. At the bottom of the cover, there is a white box with the text 'This book belongs to:' and a space for a name. The same colorful illustrations of the parrot, chicken, cat, and dog are also present on the cover.

WORKBOOKS ADAPTED FOR LEARNERS WITH DISABILITIES

- The workbooks are very useful tool for learners with disabilities and learning difficulties.
- They were adapted to be accessible for learners who are blind and those with little or no functional speech through **Braille and Augmentative and Alternative Communications (AAC)**.
- It is the **first time that books have been produced in South Africa with Braille texts and Braille graphics on one page.**
- **Braille workbooks** encourage teachers to raise the standard of education by introducing basic concepts in Mathematics from a very early age.

EXAMPLE OF THE WORKBOOKS IN BRAILLE



EXAMPLE OF THE WORKBOOKS IN BRAILLE

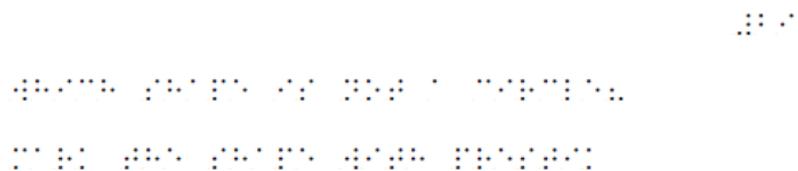


LEARNERS USING THE TOOLKITS

A **comprehensive toolkit** was distributed with each workbook to compensate for the three dimensional aspects of learning by learners with visual impairment.



GRADE R BRAILLE WORKBOOK



- The Grade R Workbooks integrate beginner **knowledge in Language, Mathematics and Life Skills.**
- The books were developed in all **11 official languages.**
- The series can be used as a **complete initial learning tool** for young learners who are blind.
- The books have the **potential to reach all children** on the African continent.

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TRACKING LEARNER PROFICIENCIES IN LITERACY AND NUMERACY



EARLY GRADE READING ASSESSMENT

COMPONENTS	EARLY GRADE READING ASSESSMENT (EGRA)				
DEVELOPMENTAL OBJECTIVE	The objectives of EGRA are to track reading proficiency levels of learners at regular intervals with a sample of learners in all the 11 official languages offered as LoLT and EFAL in order to inform interventions in the teaching and learning of reading .				
APPROACH	<ul style="list-style-type: none"> • Provisioning and distribution of EGRA Toolkits (Teacher Guides and Assessment Charts) to all project schools in Phase 1 to 4. • Teacher Training and Support: Capacitation of 92 Subject Advisors to rollout teacher training in all districts. • Monitoring and Support: In accordance with Annual Performance Plan (APP) targets 250 School visits conducted in collaboration with district and provincial Subject Advisors (observation of reading lessons and EGRA sampling with learners). 				
BENEFICIARIES	BENEFICIARIES	PHASE 1: 2016	PHASE 2: 2017-2018	PHASE 3: 2019	PHASE 4: 2020
	Quintiles 1-3 Schools	1 000 schools	1 670 schools	4 969 schools	5 675 schools
	Grades 1-3 Teachers	5 196	11 500	34 678	38 285
	Grades 1-3 learners	15 019	601 200	1 456 734	1 554 567

EARLY GRADE READING ASSESSMENT (EGRA)

COMPONENTS	EARLY GRADE READING ASSESSMENT (EGRA)
ACHIEVEMENTS	<ul style="list-style-type: none">• Universalisation of EGRA in Grades 1-3 in Western Cape, Free State and Northern Cape in almost 95 % of schools;• Implementation of EGRA in all 11 languages and EFAL in Grades 1 to 3;• EGRA used as a baseline assessment for the Early Grade Reading Study (EGRS) and PSRIP programmes;• Differentiated EGRA benchmarks developed for Nguni and Sotho language groupings; and• EGRA has been infused in the PSRIP and is implemented in EFAL in all project schools.
FUTURE PLANS	<ul style="list-style-type: none">• Universalise EGRA in all Quintiles 1-3 schools in 2021 and Quintiles 4-5 schools by 2023;• Capturing EGRA data on SA-SAMS and other online electronic systems;• Use of EGRA data to establish reading norms for Grades 1-3 in all African languages; and• Implement EGRA as the standardised oral reading assessment in Grades 1-3.

SYSTEMIC EVALUATION

COMPONENTS	Systemic Evaluation
OVERVIEW	<ul style="list-style-type: none">• A tri-annual systemic evaluation, that will be conducted on a sample of Grade 3, 6 and 9 learners• Two subjects will be assessed (Mathematics and Languages) in the Language of Teaching and Learning (LoLT).• Key Components (3 tiers)<ul style="list-style-type: none"><input type="checkbox"/> testing learners,<input type="checkbox"/> whole-school evaluation<input type="checkbox"/> system support evaluation.
DEVELOPMENTAL OBJECTIVE	<ul style="list-style-type: none">• To be a responsive study that seeks to provide reliable and valid information on pressing policy concerns and the desired delivery of quality education to our primary clients – the learners in school.• To evaluate the system holistically through learner performance and other contextual factors at all levels.

SYSTEMIC EVALUATION

COMPONENTS	Systemic Evaluation
PARTICIPANTS	<ul style="list-style-type: none">• ±3000 schools in total across the nine provinces• About 196 880 learners in Grades 3, 6 and 9
APPROACH	<p>The two frameworks of context against which the learner assessment will be analysed are the following:</p> <ul style="list-style-type: none"><input type="checkbox"/> School context (Whole-school evaluation); and<input type="checkbox"/> System Support (District, provincial, national and the policy environment.
FUTURE PLANS	<ul style="list-style-type: none">• The main study will be conducted in a sample of 3000 schools in Grades 3, 6 and 9 in October 2020.• The Minister will announce a report that has quantitative and qualitative data in 2021 after the results and contextual data would have been analysed and verified

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PROGRAMMES THAT FOCUS ON ADVOCACY AND CAMPAIGNS



NATIONAL READING COALITION (NRC)

OVERVIEW

- The NRC aims to develop and advocate for a national plan that aligns and coordinates various initiatives that support the 'Read to Lead' campaign. It also aims to mobilize support for and coordination of reading initiatives in schools and communities starting with an initial 25% of the education circuits.

STRATEGIC OBJECTIVE

- To mobilise support of all reading interventions to provide a common response to reading challenges affecting the country as well as to establish an effective national and provincial coordinating structure for reading initiatives.

BENEFICIARIES

- Learners - with more emphasis to ECD and foundation phase learners; teachers; parents; community stakeholders.

APPROACH

- Profiling of the 25% selected circuits.
- Training of Foundation phase and Intermediate teachers through PSRIP.
- Establish community reading forums in 22 circuits in 9 provinces.
- Activate reading clubs through circuit managers and their principals.
- Establish a community volunteer model that will enable community stakeholders to support learners to improve reading.

NATIONAL READING COALITION (NRC)

COMPONENTS

- Completed **mapping of circuit stakeholder** i.e. churches, libraries, hospitals and clinics in 10/22 circuits.
- **Circuit management reading clubs** for circuit managers and their primary school principals were established in 20/22 circuits.
- Completed **distributing 8000 reading cards** to 22 adopted circuits.
- **10 mobile library loaded with 350 foundation phase books** were given to 10 schools in 10/22 circuits. 10 000 learners are benefitting from these resources.
- **Collaborated with SADTU and 1167 books** were distributed during the International Women's day held in March 2019.
- The **National Reading plan** was completed in December 2019.
- **46 primary schools in 22 circuits** received graded readers.
- **44 schools** received a laptop (loaded with reading materials) and data projector.
- **375 schools in 22 circuits** each received a flash drive loaded with reading materials by the end of 20th November 2019.
- Nal'ibali, Bridge, Fundza and Activate MOUs are signed.

ACHIEVEMENTS:

CHALLENGES

- Getting all reading interventions to align their reading interventions is a process.

FUTURE PLANS

- The NRC is currently in a process to mobilise volunteer support in communities to work with parents and other stakeholders to improve reading in NRC adopted circuits.
- A plan to train volunteers on how to support their communities with reading.

READ TO LEAD CAMPAIGN

OVERVIEW

- **Read to Lead campaign** was launched in 2015 to create a national focus to improve the reading abilities of all South African children. It seeks to provide energy as well as direction and inspiration across all levels of the education system as well as in homes and the public domain to ensure that all learners are able to demonstrate age appropriate levels of reading.

STRATEGIC OBJECTIVE

- To **mobilise various sectors** which include but not limited to Business, Government, Labour, NGOs, Higher Education and civil society to participate in promoting reading

BENEFICIARIES

- Schools – teachers and learners;
- Parents and care-givers; and
- Communities.

APPROACH

- **Campaign activations** through community engagements; book exhibitions; and handing out of information pamphlets particularly in high traffic areas;
- **Positive messaging** through media platforms like television, radio, magazines and newspapers, including social media; and
- **Development and display** of advertising materials.

READ TO LEAD CAMPAIGN

ACHIEVEMENTS:

- The **Campaign has been launched** in provinces.
- More than **8500 schools have benefited** in the form of either a fully-fledged library, Mobile libraries, Container/Modular/Trolley library, and/or reading corners. This was achieved through the collaboration of Partners, PEDs and DBE.
- The Department of Basic Education in collaboration with the Department of Sports, Arts and Culture (DSAC) has set up **116 Dual Purpose Libraries DPLs** that service both the schools and communities.
- **1681 Reading clubs** servicing schools have been established across provinces.
- PEDs have undertaken numerous **Book Floods** in collaboration with shopping centres.

CHALLENGES

- Ensuring that the message of the campaign reaches far as well as ensuring that there is **proper coordination** across the sector.

FUTURE PLANS

Reading promotion activations in partnership with PEDs, NGOs and partners to coincide with the Literacy calendar events like: March 18 to 25 - South African National Library Week; April 02 - International Children's Day; April 23 - World Book & Copyright Day; May 25 - Africa Day; July 18 - Nelson Mandela International Day; and September 4 to 8 - SA National Book Week which culminates in International Literacy Day.

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STRATEGIC PARTNERSHIPS



STRATEGIC PARTNERSHIPS

KEY PARTNERS	AREAS OF FOCUS
National Education Collaboration Trust (NECT)	<ul style="list-style-type: none"> <input type="checkbox"/> Improvement of the quality of learning and teaching in Languages and Mathematics across the grades. <input type="checkbox"/> Establishment of reading clubs, the training of teachers, material development in Reading, Numeracy and Literacy. <input type="checkbox"/> Mobilisation of resources and expertise to enhance the quality teaching and learning of Reading, Numeracy and Literacy.
United Nations Children's Fund (UNICEF)	<ul style="list-style-type: none"> <input type="checkbox"/> Promotion of play based learning in ECD and the Foundation phase. <input type="checkbox"/> Support in the Early Grade Reading Study.
LEGO Foundation	<ul style="list-style-type: none"> <input type="checkbox"/> Promotion of Play Based Learning in ECD and the Foundation Phase
United States Agency for International Development (USAID)	<ul style="list-style-type: none"> <input type="checkbox"/> Support in Literacy initiatives.
Mathematics and Science Standing Committee (MSSC) of the Human Resource Development Council (HRDC)	<ul style="list-style-type: none"> <input type="checkbox"/> Improve the quality of learning and teaching in Mathematics Education across the phases. <input type="checkbox"/> Researchers contribute to models of good practice in Mathematics education. <input type="checkbox"/> Establishment of Mathematics clubs, the training of teachers, and material development.
ZENEX	<ul style="list-style-type: none"> <input type="checkbox"/> Support in areas of training and research on numeracy and reading.

STRATEGIC PARTNERSHIPS

KEY PARTNERS	AREAS OF FOCUS
Cuban, Japanese, Chinese, South Korean and British International Agreements	<ul style="list-style-type: none"> <input type="checkbox"/> Support in the areas of Teacher Training in English – British Council. <input type="checkbox"/> Support and capacity building for teachers in mathematics. <input type="checkbox"/> Technical support in the development of high quality Mathematics materials and training of teachers.
Other Non Profit organisations e.g. Molteno, Nalibali, Room to Read, READ etc.	<ul style="list-style-type: none"> <input type="checkbox"/> Support in reading initiatives including material development, professional teacher development etc.
Other provincially initiated partnerships e.g. Jolly Phonics, Funda Wandu, Bal Wandu, PILO (JikaMfundo),	<ul style="list-style-type: none"> <input type="checkbox"/> Support in teacher training and material development initiatives in reading, literacy and numeracy.

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MONITORING, EVALUATION AND REPORTING SYSTEMS



MONITORING, EVALUATION AND REPORTING

- The **National Strategy for Learners Attainment** framework for coordination and reporting on literacy and numeracy interventions across the system.
- The **Annual Performance Plan**.
- Oversight visits for **monitoring and support of the implementation of provincial plans**.
- **Minister's meetings** with District Directors.
- Reporting to various **DBE and other government structures**.
- Reporting to the **Council of Education Ministers** and the **Portfolio Committee on Basic Education**.
- **Evaluation of programmes** through the DBE Research and Development Unit and other strategic partners/agencies.

RECOMMENDATION

It is recommended that the Portfolio Committee on Basic Education notes a **status report** on an **update on the Programmes for Improving the Foundational Skills of Literacy and Numeracy.**

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Thank you!

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