

# Eastern Cape Early Grade Reading Study

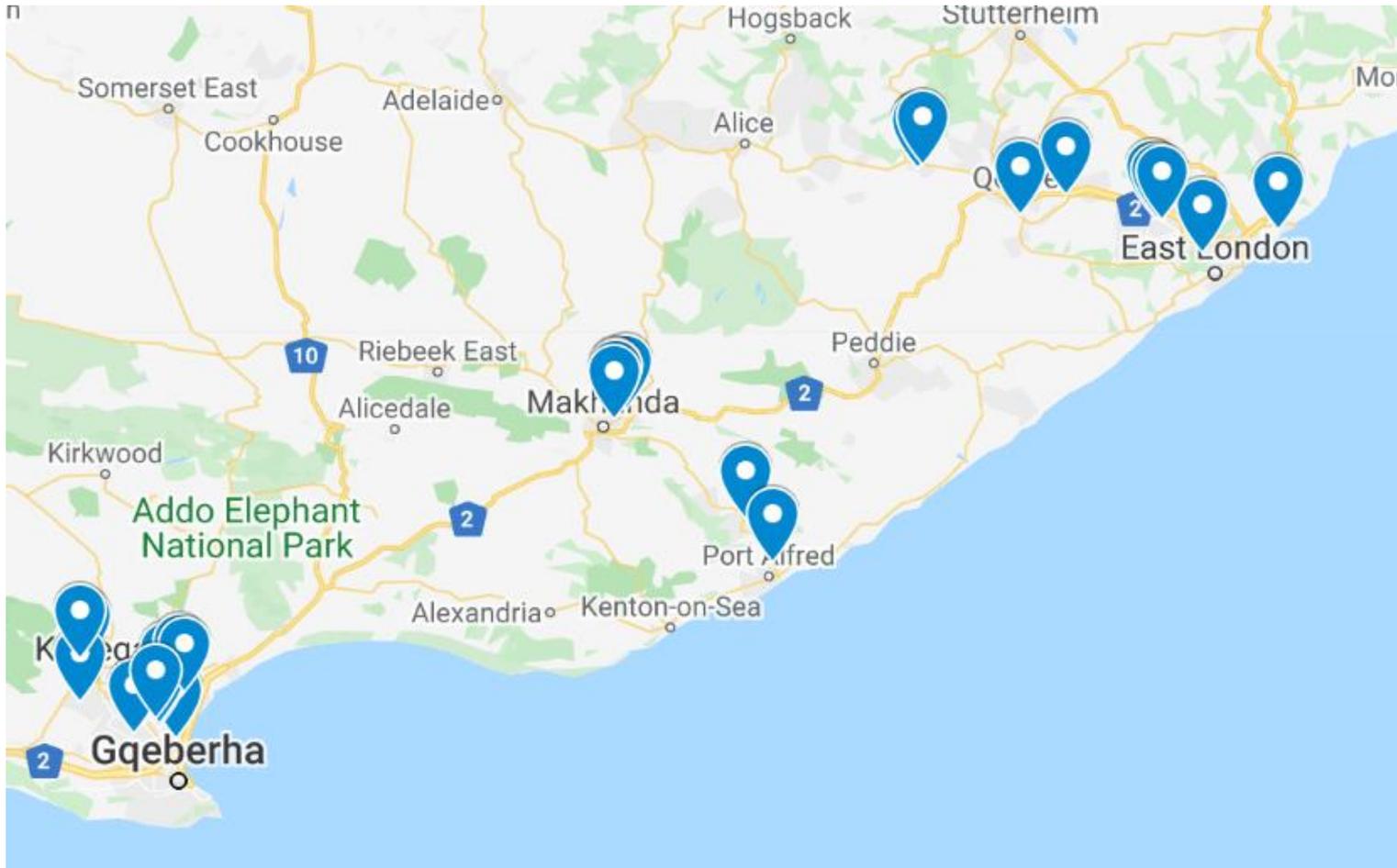


**Funda  
Wande**

Reading for Meaning



# Background



29

Treatment schools

28

Control schools

● Nelson Mandela Metro ● Sarah Baartman ● Buffalo City Metro

# COVID Learning Losses

EARLY GRADE READING  
IN SOUTH AFRICA

MAY 2021



# Background

Fieldwork wave	Cohort 1	Cohort 2
Wave 1 (Jan/Feb 2019)	Grade 1 Term 1 n=570	Grade 2 Term 1 n=570
Wave 2 (Oct/Nov 2019)	Grade 1 Term 4 n=550	Grade 2 Term 4 n=559
Wave 3 (Feb/Mar 2021)	Grade 3 Term 1 n=432	Grade 4 Term 1 n=411

**Table 1.** Learner cohorts by data collection wave

Skill	Cohort 1	Cohort 2
Letter sound knowledge	Wave 1, 2 & 3	Wave 1, 2 & 3
Digraph/trigraph sound knowledge	Wave 1, 2 & 3	Wave 1, 2 & 3
Familiar Word Reading	Wave 2 & 3	Wave 1, 2 & 3
Oral Reading Fluency	Wave 2 & 3	Wave 1, 2 & 3

**Table 2 .** Early Grade Reading Assessment Components

# Benchmarking early grade reading skills in Nguni languages

Cally Ardington, Gabrielle Wills, Elizabeth Pretorius, Nicola Deghaye, Nompumelelo Monohlwane, Alicia Menendez, Nangameo Mtsatse, and Servaas van der Berg

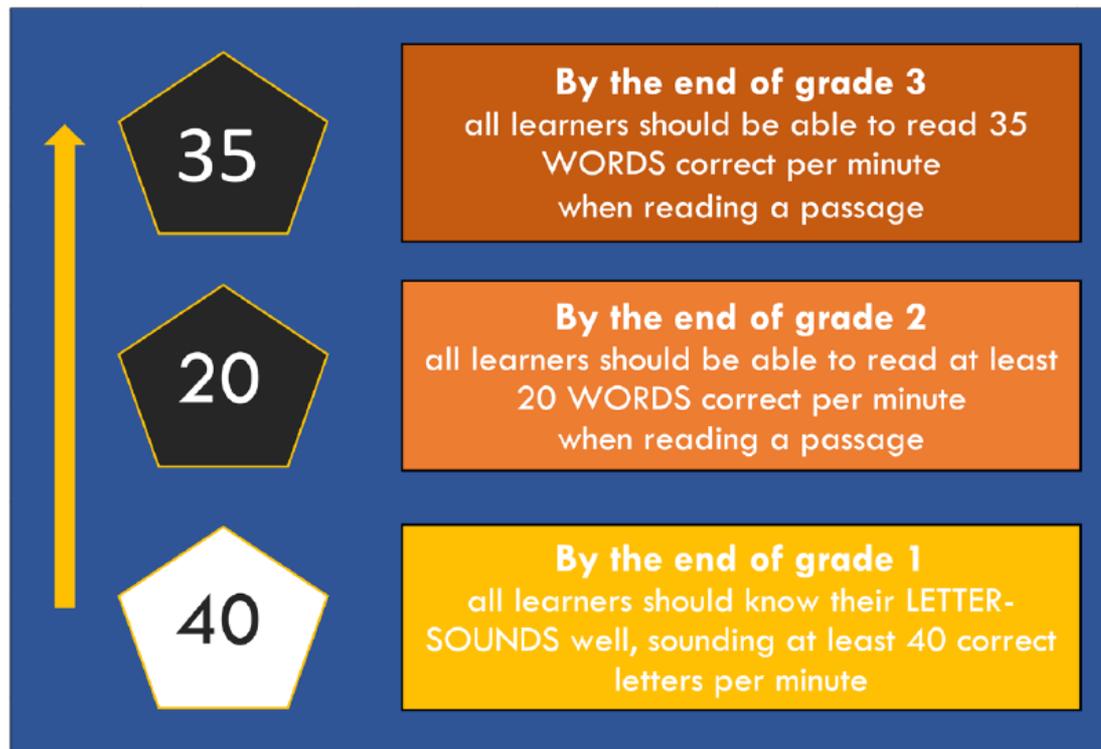
OCTOBER 2020



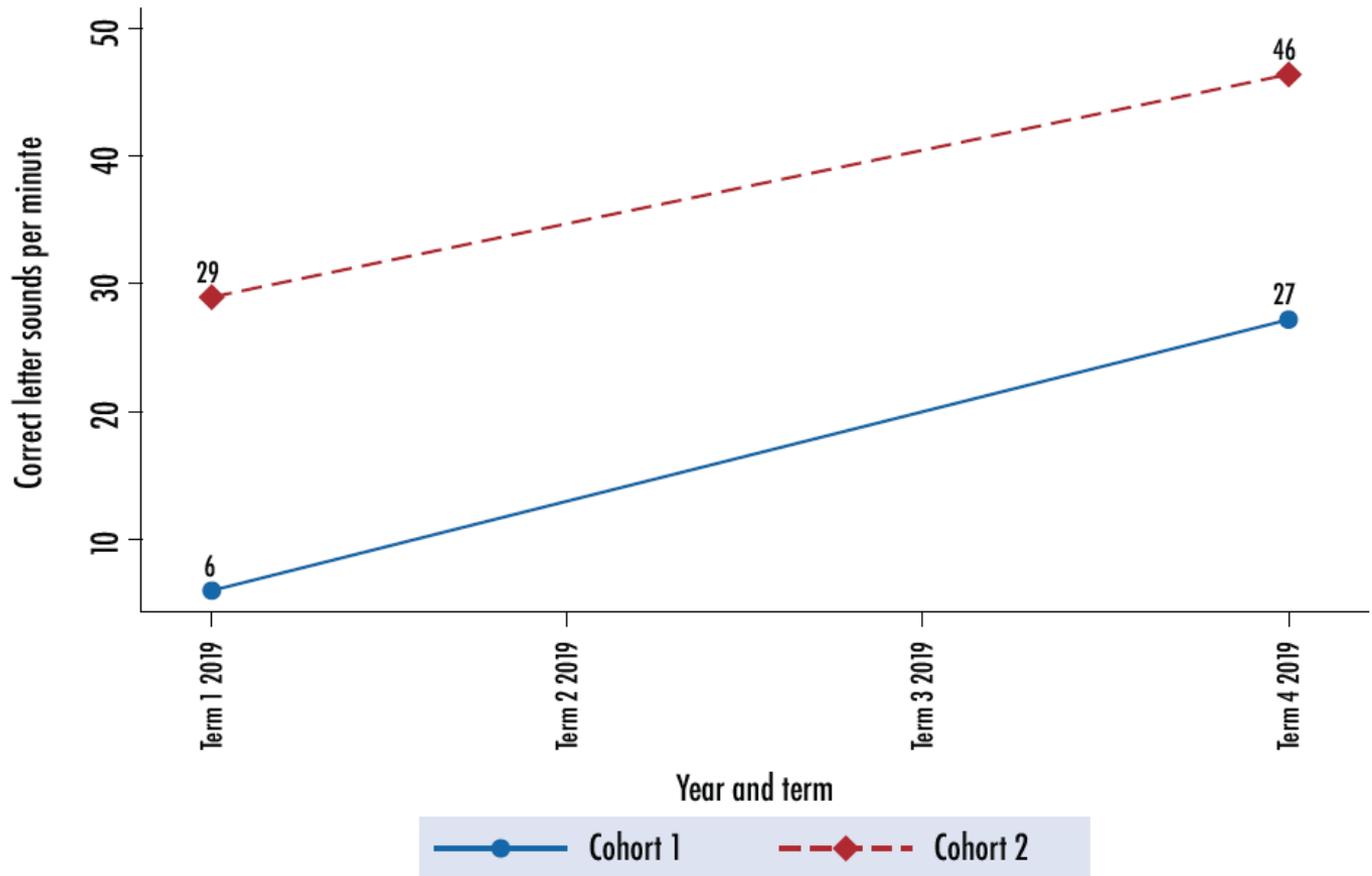
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Basic Education  
REPUBLIC OF SOUTH AFRICA



Figure E 1: Reading benchmarks and thresholds for early grade reading in Nguni languages

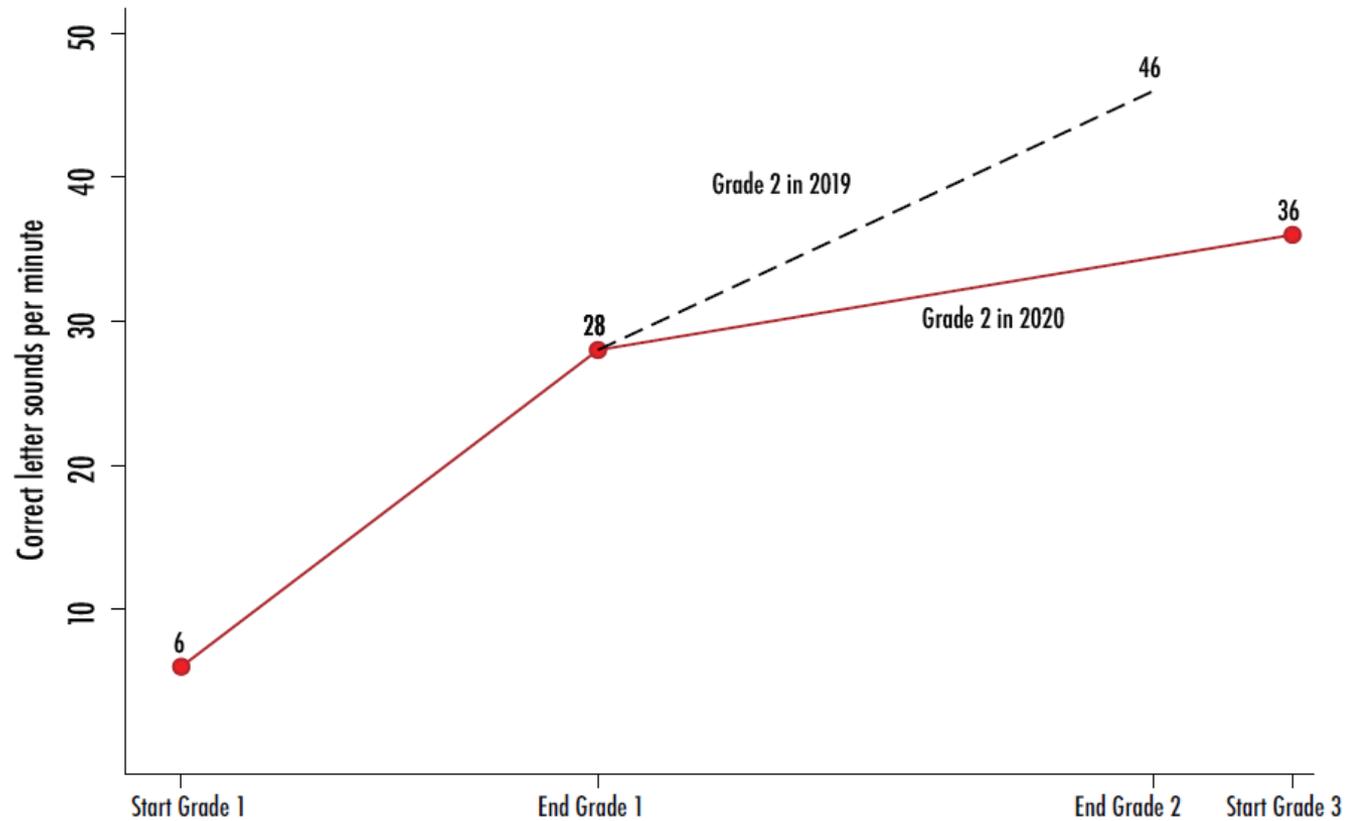


# 2019 Learning Trajectories



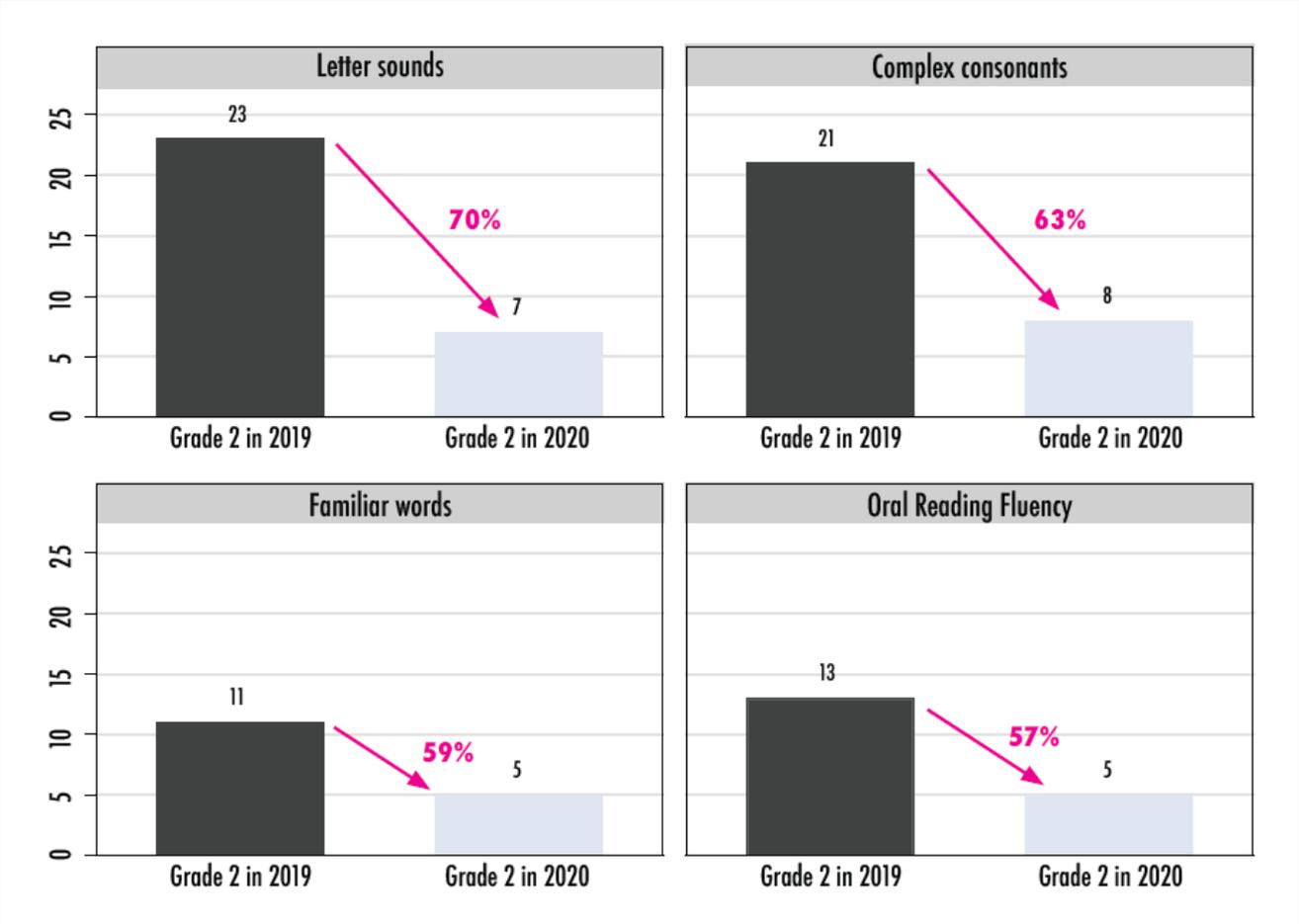
**Figure 5.**  
Pre-pandemic  
learning  
trajectories for  
letter sounds  
per minute

# 2019 -2020 Learning Trajectories



**Figure 1.**  
Correct  
letter sounds  
per minute  
- cohort 1  
versus cohort  
II trajectory

# Learning Losses



**Figure 2.**  
Reading losses

Baseline household characteristics	Cohort 1	Cohort 2
Electricity	97%	96%
Mobile phone	99%	99%
Computer	33%	30%
Radio	73%	70%
Television	94%	95%
Toilet inside home	60%	61%
Running water inside home	71%	68%
Fridge	93%	93%
Washing machine	67%	64%
Microwave	82%	82%
Bicycle	34%	31%
Vehicle	51%	52%
No books	67%	62%
Few books	24%	27%
Some books	7%	8%
Many books	1%	2%
A lot of books	1%	1%

Baseline household characteristics

# Conclusion

- We find **no gender differences** in the impact of COVID-19 **but weaker learners are extremely affected by the school closures.**
- A particularly concerning finding is the number of **learners who are reported to have never returned in 2020** when schools re-opened and those who are currently not attending any school.
- The learners in this sample are only attending school **every second day.**

# Conclusion

*Andrabi et al.(2020) and Pritchett (2020)*

Andrabi et al. (2020) and Pritchett (2020) warn that the short-term losses are likely to be a lower bound if pedagogy continues as usual in line with curriculum demands. **As children are moved up grade levels, those who are behind will continue to learn less each year.**



- How does business **unusual** look like?
- How do we make best of what the system is providing?
- EGRA - How school use it to measure where they are – where they want to go.

# <https://fundawande.org/>

- Evaluation Reports
- Annual Reports
- Funda Wande Updates
- Insight pieces
- Research
- Basic Education Sector Documents
- All

## Evaluation Reports



**Midline I**  
IMPACT EVALUATION OF FUNDA WANDE COACHING INTERVENTION MIDLINE FINDINGS  
MARCH 2018

**Impact Evaluation of Funda Wande Coaching Intervention Midline Findings**  
Professor Cally Ardington, Tiaan Meiring  
05 June 20



**Midline II**  
IMPACT EVALUATION OF FUNDA WANDE COACHING INTERVENTION MIDLINE FINDINGS  
JUNE 2021

**Midline II: Impact Evaluation of Funda Wande Coaching Intervention Midline Findings**  
Cally Ardington  
18 June 21



**COVID Learning Losses**  
EARLY GRADE READING IN SOUTH AFRICA  
MAY 2021  
SALDRU

**Eastern Cape Learning Losses Report**  
Cally Ardington  
31 May 21



**Rhodes Evaluation of the Advanced Certificate in Foundation Phase Literacy Teaching**  
Nick Taylor  
24 June 21



**An Evaluation of the Reading for Meaning Course**  
Pamela A. Mason\*, Senior Lecturer on Education, Catherine E. Snow\*, Patricia Albjerg Graham Professor of Education  
22 May 20



**Update on the Impact Evaluation of the Funda Wande Eastern Cape Pilot - Cally Ardington & Tiaan Meiring**  
Cally Ardington  
22 July 19

A miniature cyclist wearing a red shirt, black shorts, and a yellow helmet is riding a blue bicycle with a yellow delivery box on the back. The cyclist is positioned on a map, surrounded by several colorful pushpins (yellow, red, green, white) that are pinned to the map. The background is a soft-focus map with various lines and colors.

# Thank you

reading  
for meaning  
by age 10 by  
**2030**