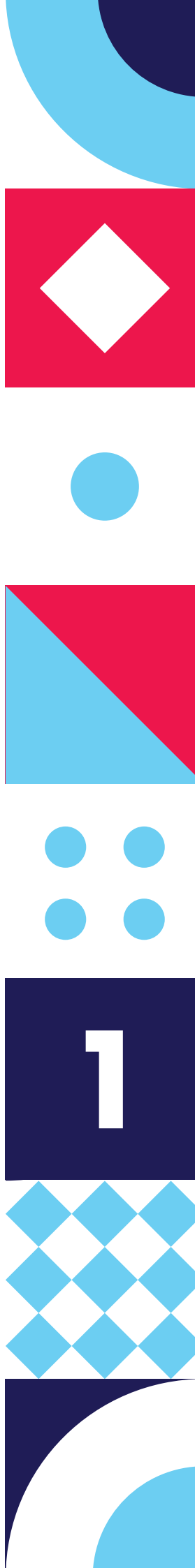




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# **Gauteng province Grade 3 intervention**

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## 1. Introduction

Gauteng Province continues to face a persistent educational challenge, marked by significant performance gaps in foundational language and mathematics skills among learners in the GET Band (Grades 1–9) within a multilingual context. This issue affects learners' ability to communicate effectively, reason logically, and apply mathematical concepts, ultimately hindering their academic progress and future opportunities.

The findings from the Gauteng G20 Indaba, EMA 2025, and ORF Data-SMARTS Phase One reports portray persistent gaps in foundational language and numeracy within a highly multilingual schooling context. Learners enter and progress through the GET Band with weak early literacy and numeracy foundations, reflected in extremely low reading-for-meaning rates (with the majority of Grade 3 learners below benchmark in both home languages and English First Additional Language), poor oral reading fluency, poor comprehension, and a sizeable proportion of non-readers who cannot recognise a single word of text. These learning backlogs are compounded by uneven school readiness, fragmented early learning provision, and limited continuity between Early Childhood Care and Education (ECCE) and the Foundation Phase.

Multilingualism intensifies these gaps as many learners are taught in a language that is not their strongest home language. Teachers are often underprepared for multilingual pedagogy and differentiated instruction, while assessment practices and data use remain uneven, limiting early identification of learners at risk.

## 2. Background

Our Province's current **GET Languages and Mathematics Strategy** hinges on **7 pillars**, with reading embedded. The strategy was developed in response to the GDE goals and priorities of the **7th Administration** (Gauteng Roadmap 2024-2029). It focuses on improving literacy and numeracy skills in the GET Band (Grades R-9); however, for purposes of this submission, we are focusing on **foundational skills in Grades 3** through targeted interventions, teacher support, and the integration of evidence-based teaching methodologies. We prioritise early literacy and numeracy benchmarks, using ongoing assessments (Grade 3 Oral Reading Fluency and Early Mathematics Assessment) to identify gaps and provide additional support to learners where needed.

## 3. High level theory of change

**The Province believes in the following:**

**Seven Enablers:**

1. **IF** Foundation Phase **teachers** have access to **structured learning materials** that encourage differentiated teaching strategies and are written in the languages in which they teach,
2. **learners** have 1-to-1 access to **learning materials** in the language of instruction, including high-quality interactive materials (worksheets),
3. **teachers** are trained on the use of the materials and differentiated teaching strategies, using interactive training methods in the languages in which they teach,
4. teachers generate and/or have access to timeous learner **assessment data** that identifies learners with foundational backlogs in their classrooms,
5. teachers receive **support** in the use of materials and assessment results in multilingual classrooms so that teachers build confidence in their professional ability to support multilingual and differently skilled learners to comprehend,

6. teachers feel politically and administratively supported to provide multilingual and differentiated instruction through clear evidence-based policy, communication, and **accountability systems** at school, District, and Province levels,
7. **and** struggling learners are identified and receive **extra individualised or small-group attention**, motivation, and skilled expert instruction based on identified (assessed) foundational learning gaps

#### Expected outcomes linked to enablers

1. **then** teachers will increase the use of differentiated teaching methods with a focus on learner comprehension.
2. **then** learner foundational literacy and numeracy outcomes will improve.

## 4. Focus of the project

The FLOAT Funding over the next three years will focus on Foundation Phase Intervention in **588 schools** across seven Districts. The schools identified have more than one LOLTA, and thus, they were selected to be part of the FLOAT Funding. The remaining primary schools from the list of 1050 will be supported by officials (Subject Advisors) in the Districts.

The programme builds on and augments the GDE's existing Language Reading Improvement Programme (LRIP) and Mathematics Improvement Programme (MIP) intervention. It focuses on seven Districts (JE, GN, EN, TS, ES, GE, SW). All no-fee primary schools with at least one African Home Language LOLTA in these Districts (**394 schools**) will receive a basic programme of support (materials & teacher training). An additional **194** will receive a more intense level of support (materials, teacher training & Departmental Heads (DH) coaching) based on having more than a single African Home Language LOLTA.

Float support to the Province aims to strengthen the diversified teaching of literacy (in African Home Languages (88 239 learners) and English as First Additional Language (EFAL) and numeracy in Grade 3 to improve learner outcomes and 'leave no learner behind'. The design aims to reduce learner backlogs in the context of teaching challenges created by Gauteng's multilingual context.

## 5. Programme design

The following programme elements are included in the overall design:

### a. Subject focus

The programme has a consistent training focus on differentiated teaching strategies for the entire three-year period, but will sequence the application of these strategies to different subjects, starting with African Home Languages in 2026, Maths in 2027, and EFAL in 2028. This is due to the importance of quality Home Language instruction as the basis for literacy (which also impacts mathematics) and supporting a 'parity of esteem' for African Home Languages, given the historical prioritisation of EFAL in Gauteng, for which there have been multiple prior interventions.

Each subject will be introduced in one year of training (2 days per term), revised in a second year of training (2 days per term), and maintained for the third year of training (1 day per term). This means during the current Float-funding period, there will be three years of materials and training support for Home Language, two years for Maths, and one year for EFAL. It is important to note that normal teaching of all three subjects (plus Life Skills) continues in all schools throughout the entire funding period.

**b. Materials**

The review and reformatting of existing isiZulu, Sepedi, Sesotho, Setswana, and EFAL LRIP/MIP materials will prioritize teacher-led baseline assessments alongside diversified teaching strategies and activities. This process will also include versioning HL materials into isiXhosa and Xitsonga, printing resources for both teachers and learners, and hosting them on a cloud-based platform that enables digital access and tracks material usage.

For Mathematics, GDE will be provided with technical support in selecting an existing foundation phase structured mathematics programme for adoption by the Province (based on existing reviews of maths materials commissioned by the DBE, etc.). This will be complemented by the printing of Grade 3 materials and support for teacher training in the selected programme.

**c. Teacher training**

Providing top-up teacher training focusing on diversified (in-class and extra time) teaching and the management of multilingual classrooms. This includes coaching Subject Advisors to strengthen their training skills.

GDE, in collaboration with the Matthew Goniwe School of Leadership and Governance (MGSLG), will align with the Province's emphasis on curriculum coverage, learning outcomes, and accountability. Teacher training will be embedded within District- and Province-led systems, rather than operating as isolated NGO or project-based interventions to ensure continuity after the implementation of the FLOAT programme.

**d. Extra teaching time**

Through the LRIP/MIP programme, teachers are already providing additional teaching to struggling learners after school (30 extra minutes twice a week). Float support for this element will be through the above-mentioned materials revision/printing and teacher training that includes activities for both normal class time and this extra teaching time. Through the FLOAT approach, GDE will emphasize practical, classroom-embedded instructional improvement, particularly in the early grades. This will include, structured lesson routines, differentiated instruction to meet diverse learner needs.

**e. DH and teacher coaching**

In 194 schools where more than one African Home Language (AHL) is used as the Language of Learning, Teaching, and Assessment (LOLTA), Departmental Heads (DHs) will be coached to better support teachers. The coaching will focus on helping them guide teachers in applying diversified teaching strategies and in effectively managing, supervising, and coaching within multilingual and multi-LOLTA classrooms.

**f. Teacher Assistants (TA)**

This is not a core element of the design, as Float funding does not cover TA stipends, but it remains a possible option. If initiatives like the Presidential Youth Employment Initiative or Gauteng Youth Brigade continue during the Float-funded period (2026–2028) and sufficient TAs are available, the GDE and Float programme managers may advocate for their placement in Float-focus schools to support Foundation Phase DHs and Grade 3 classrooms, with contingency funds set aside for additional TA training.

**g. System Support**

The activities involve coaching Subject Advisors, District and Provincial officials on using assessment data and the digital materials platform, as well as funding a dedicated programme manager to guide programme implementation through monitoring and support.

**h. Monitoring and Evaluation**

Monitoring and evaluation in FLOAT ensure that programme implementation is consistent, data-informed, and there is accountability. Education Research supports FLOAT by generating evidence on what works in improving foundational language and mathematical skills. Through a Standard Operating Procedure (SOP), there is ongoing collaboration between GDE Teacher Development, the Matthew Goniwe School of Leadership and Governance, and the Strategic Research, Monitoring and Quality Assurance (SRMQ) Chief Directorate to ensure that all teacher training programmes are informed by findings from SRMQ reports.

**i. Aligning the WSE (Key Areas 4, 5, and 6) instrument with the ORF and EMA key recommendations.****Key area 4. Quality of teaching and educator development.**

- Ensure teachers are trained to teach reading and writing effectively in the LoLT.
- Use baseline and quarterly diagnostic results to guide teacher development needs.
- Strengthen classroom monitoring to check whether teachers apply recommended language-instruction strategies.

**Key area 5. Curriculum provision and resources.**

- Verify that classrooms have appropriate graded readers, phonics materials, and language-rich resources aligned to the LoLT.
- Ensure teaching plans reflect language-focused interventions based on assessment data.
- Monitor whether learners receive sufficient time and materials for daily reading, writing, and oral language development.

**Key area 6. Learner achievement.**

- Use baseline and quarterly diagnostic analyses to identify specific language gaps and track progress.
- Ensure interventions target the exact areas where learners struggle (e.g., phonics, vocabulary, comprehension).
- Monitor SMT evidence (schedules, tools, reports) to confirm consistent follow-up and adjustment of interventions.

These three key areas, when monitored together, help ensure that language proficiency is systematically supported, taught, and tracked across the Foundation Phase.

## 6. Implementation partners and their roles and responsibilities

Partner		Roles and Responsibilities
1.	GDE	Custodian
2.	JET Education Services	Project Management
3.	FLOAT Consortium	Funder
4.	Room to Read Consortium	Service provider contracted by JET for re-versioning of Home Languages, English FAL, and Mathematics materials into selected languages and training of its 27 Master trainers and 50 FP Subject Advisors

The project is funded by the FLOAT Consortium and the GDE and managed by JET Education Services as the Project Management Office (PMO), which reports to the Project Steering Committee (PSC). GDE also funds the project but not through the PMO.

## 7. Training dosage and logistics

Grade	2026	2027	2028
Gr 3 Initial training (F2F: service provider + SA)	Home Language	Mathematics	EFAL
Gr 3 Refresher training (F2F: SA + service provider)		Home Language	Mathematics
Gr 3 System-integrated ongoing maintenance training (F2F: SA)			HL

Subject	2026			2027			2028		
	T 1	T 2	T 3	T 1	T 2	T 3	T 1	T 2	T 3
HL	2	2	2	2	2	2	1	1	1
MATHS				2	2	2	2	2	2
EFAL							2	2	2
<b>Total</b>	2	2	2	4	4	4	5	5	5
<b>Annual Totals</b>	<b>6 days</b>			<b>12 days</b>			<b>15 days</b>		