

Yizani Sifunde

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Closing the ECD Gap: The impacts of a multi-partner approach

Yizani Sifunde Programme Evaluation Executive Summary (Qualitative & Quantitative Findings)

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2. Acronyms

CEF	Cognition & Executive Function (ELOM 4&5 domain)
ECD	Early Childhood Development
ELL	Emergent Literacy & Language (ELOM 4&5 domain)
ELOM	Early Learning Outcomes Measure
ENM	Emergent Numeracy & Maths (ELOM 4&5 domain)
FLN	Foundational Literacy and Numeracy
FMC&VMI	Fine Motor Control & Visual Motor Integration (ELOM 4&5 domain)
LTSM	Learning & Teaching Support Materials
YS	Yizani Sifunde

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2. Executive summary

One of the greatest challenges for the South African public education system is that a large proportion of learners, especially from lower socio-economic backgrounds, enter Grade 1 with backlogs in basic learning skills. This backlog means they are not 'school ready', hindering their ability to follow the Foundation Phase curriculum and compounding into deeper literacy and numeracy backlogs throughout their schooling careers. Interventions which successfully reduce these backlogs at ECD (Early Childhood Development) level and increase the proportion of children who are 'on track' for early learning, therefore, can impact the efficacy of the entire schooling system. Catching and ameliorating backlogs early is more resource-efficient and has a greater impact on equity than interventions that attempt to remediate backlogs among older learners.

This document summarises the overall findings of an independent evaluation of the Yizani Sifunde intervention, including the qualitative and quantitative results. The Yizani Sifunde Literacy intervention is a multi-partner initiative supported by Liberty Community Trust and executed by a consortium comprising three established NGOs (Book Dash, Na'ibali, and Wordworks), together with two Eastern Cape implementation partners (Khululeka (Queenstown) and ITEC (East London)). The intervention seeks to enhance reading and literacy among young isiXhosa-speaking children in rural and peri-urban areas of the Eastern Cape. It targets children in the ECDs along with their educators, parents and communities to shift the early language and literacy skills and reading habits of young children and communities. The intervention seeks to achieve this shift through a combination of strategies and interventions, including

1. **Materials:** providing access to high-quality African storybooks, mainly in isiXhosa and distributing these books to both ECD centres and children's homes, with a target of each child owning 25-50 books by the end of the year; as well as high-quality classroom materials;
2. **Practitioner Training:** delivering a resource-based language and early literacy teacher training programme for teachers of 4-5-year-olds in participating ECD centres;
3. **Practitioner Support and Modelling:** supporting ECD practitioners through trained community-based young people called Story Sparkers, who visit each ECD weekly and run story time sessions with the learners;
4. **Caregivers:** facilitating awareness-raising and training workshops for parents/caregivers and community volunteers; and
5. **Community:** promoting reading and storytelling through reading clubs and community activations.

After a planning and set-up year in 2020, the first year of implementation was 2021, followed by implementation rounds with new cohorts of 40-50 ECD centres annually in 2022 and 2023. 2024 is the final year of the intervention, with a focus on learning and information sharing. In late 2022, The Liberty Community Trust appointed Social Impact Insights Africa (SII Africa) to evaluate the intervention's activities with the 2023 cohort of ECD centres in East London and Queenstown, as well as assessing evidence of intervention sustainability for the 2022 cohort of ECD centres.

The evaluation focused on the following questions:

1. **Outcomes:** the extent to which the intervention led to changes in the availability of learning resources and improvements in classroom practices
2. **Impacts:** the extent to which learners in the intervention demonstrated improved language and literacy
3. **Mediating Factors:** what factors contribute to, mediate, and moderate child language outcomes
4. **Sustainability:** to what extent did the impacts of the intervention continue at centres from the 2022 cohort

To answer these questions, the evaluation used a mixed methodology. The evaluation selected 22 ECD centres, 11 in East London and 11 in Queenstown. At each centre, centre managers and practitioners were surveyed, centre infrastructure and basic learner statistics were captured, and a sample of learners aged between 50 and 69 months was formally assessed using standardised assessment tools. The same learners were tracked as a cohort from baseline to endline, resulting in a final sample of 99 matched learners. The learners were assessed using three domains of the standardised ELOM tool for 4&5-year-olds (Fine Motor Control & Visual Motor Integration, Cognition & Executive Functioning; Emergent Literacy & Language) with some additional items from the ELOM 6&7 tool (Productive Vocabulary and Book Concept). For the endline assessments, the ELOM 4&5 domain Emergent Numeracy & Maths was also added. The Yizani Sifunde consortium furthermore collected extensive internal monitoring data through classroom observations, book distribution records and engagements with practitioners. This data is referred to throughout this report where relevant.

The evaluation also included in-depth case studies of six ECD centres. In consultation with the Yizani Sifunde team, the evaluation team purposively selected ECD sites and reading clubs where stronger programme uptake was observed and implementation had been relatively smooth. Case study data was collected between August and September 2023 by two field researchers. Methods included two standardised observation tools (the Early Childhood Environmental Rating Scale (ECERS-3 and ECER-E)¹ and the ELOM Learning Program Quality Assessment (LPQA)) and interviews with teachers, parents/caregivers, programme implementers, and other programme agents.

Intervention fidelity was not independently evaluated so this report mainly uses monitoring data triangulated with some primary data to establish the extent to which the Yizani Sifunde intervention was implemented as intended.

1. Case Study Findings

The findings are presented thematically, namely general overall, overarching findings, Classroom Practice as per ECERS and ELOM LPQA findings, and project administration findings. While all these are interconnected, they provide a different perspective.

¹ The evaluation team selected one of the six subscales of the ECERS-3 (Language and Literacy), and one of the four subscales of the ECERS-E (Literacy)

1. Overarching findings

- In general, all practitioners were observed to be warm, confident, engaging, and considerate of children's feelings.
- Story Sparkers were found to be mature, enthusiastic and well-trained individuals who used a variety of methods and tools to generate learner engagement and interest in reading books and stories. This likely contributed to the project's aim of making children's experiences of reading and storytelling a positive and nurturing activity.
- Teaching was generally learner-centred, and practitioners could explain to the evaluation team why they were using the different methodologies they were trained in. This was generally reflected in classroom practice, with the majority of practitioners successfully implementing key practices that support early language and literacy development.
- Across all the ECDs, the classrooms were generally print-rich and inviting, except for one ECD with severe resource constraints.
- The quality of teaching and learning was visibly much better in the public school compared to the private small ECDs. This was likely supported by the presence of a well-established and better-resourced school, with both qualified teaching staff and effective school management. This school, however, has Grade R classes with mixed ages ranging from 4 - 6, with only those who reach the required age proceeding to Grade 1.
- Practitioners were confident in storytelling, singing & and cultivating the love for stories in children by showing interest and excitement, drawing them in with animation, participation, questions, and actions. However, none were observed using puppets or props in the process. This could have been influenced by the day of the week the fieldwork was conducted.
- The practitioner and SS were confident in reading books to children/with children during story time - they were engaging, animated and drew learners in to participate but they did not use other pops such as puppets and dolls.
- Teaching activities focusing on counting and early maths were weak at most of the ECDs except for the public school.
- As expected, parental/caregiver engagement and parent workshops pose a general challenge with subdued attendance, though the public school and some ECDs in the sample report successful engagement and implementation of parental workshops. Similar pockets of success are noted from monitoring data across the other ECDs in the programme. ECD-based parental workshops should, however, be viewed through a

developmental lens that acknowledges the inherent challenges that require a paradigm shift from both parents/caregivers and practitioners on how they see their roles. The evaluation thus primarily centred on understanding how successful implementation was achieved in selected sites, rather than emphasising on the extent to which these practices were universally adopted across the sample.

- Though not part of the evaluation terms of reference, the evaluation team found the Monitoring and Evaluation system for the Yizani Sifunde project robust, encompassing a structured framework for collecting, analysing, and interpreting data, offering in-depth insights into various aspects of the project.
- Community reading clubs did not receive a strong uptake due to mainly a lack of committed community volunteers.
- Self-reported feedback from the cohort of 2022 practitioners, suggest that they sustained most of the practices they carried out in their classrooms by 2022, with storytelling being the most practised classroom activity. Reading of story books gained the most practice post project support, with 52% (n=29) of practitioners revealing they practised it more in 2023 than they did in 2022.

2. Classroom practices

- **In the assessment of classroom observation using the ECERS-E and ECERS-3 early childhood environmental rating scales, practitioners in the case study outperformed what is typically expected based on scores from similar contexts.**

Using the Early Childhood Environment Rating Scales (ECERS-3 and ECERS-E), practitioners performed better than what is expected of scores from countries in similar contexts. Across seven practitioners, the mean score based on the ECERS-E Literacy Subscale was 3.6 out of 7. The overall mean score on the ECERS-3 Language and Literacy Subscale was 3.5.

These results are encouraging because based on the study of the review of scores in LMIC countries, the observation was that LMICS typically score low aggregate scores, with average quality scores falling within the "inadequate" range (scores of 1 or 2). The highest scores observed usually only reach the threshold for being considered "acceptable" (scores of 3 or 4).

The results were strong across all seven practitioners with only one falling below a score of 3. This contrasts with similar studies in South Africa, where a higher percentage of practitioners obtained mean scores in the 'inadequate' range (1 to 2)².

² In a study (n=240) with results that were generalisable to the Western Cape (Biersterker et al, 2016) 32% of practitioners achieved a mean score of 1-2. In another smaller study (n=195) with the majority of sampled classes in poor communities,

- **Practitioners recorded strong scores in specific items in the ECERS sub-scales**

Practitioners recorded overall mean scores of 5 out of 7 for “sounds in words”, and “adults reading with children” items. They scored a mean score of 4 for the “staff use of books with children” item. These are strong results, given the expected scores for Lower Middle-Income Countries (LMICs) and previous studies. Other well-performing areas where practitioners achieved a mean score of 4 include: “facilitating the use of print in the environment”, “encouraging children to use language”, “talking and listening” and “helping children expand their vocabulary”. The ECERS rating scales only focus on storybook reading and do not include any items related to oral storytelling. As the Little Stars programme focuses on storytelling, we adapted the story reading item and gave practitioners credit if they told a story rather than reading one. It was encouraging that practitioners obtained a mean score of 5 out of 7 on this item.

- **Practitioners were rated lower on emergent writing and mark making, with a mean score of 2**

The poor findings in this item are related to indicators that are process-related where the majority of practitioners were not observed facilitating emergent writing activities. This finding is consistent with findings from other studies. The limited emergent writing in most classrooms does not seem to stem from the lack of knowledge as they demonstrated in interviews a deep understanding of the Little Stars programme and its core methodologies, including emergent writing, and why it was important. The lack of practice could be due to the inability to mediate the emergent writing process for children in purposeful ways. It is also possible that other structural issues observed in some classes, such as space, and lack of resources such as pencils and crayons, may have contributed to poor results.

- **Practitioners scored poorly at encouraging children’s use of books and book and literacy areas.**

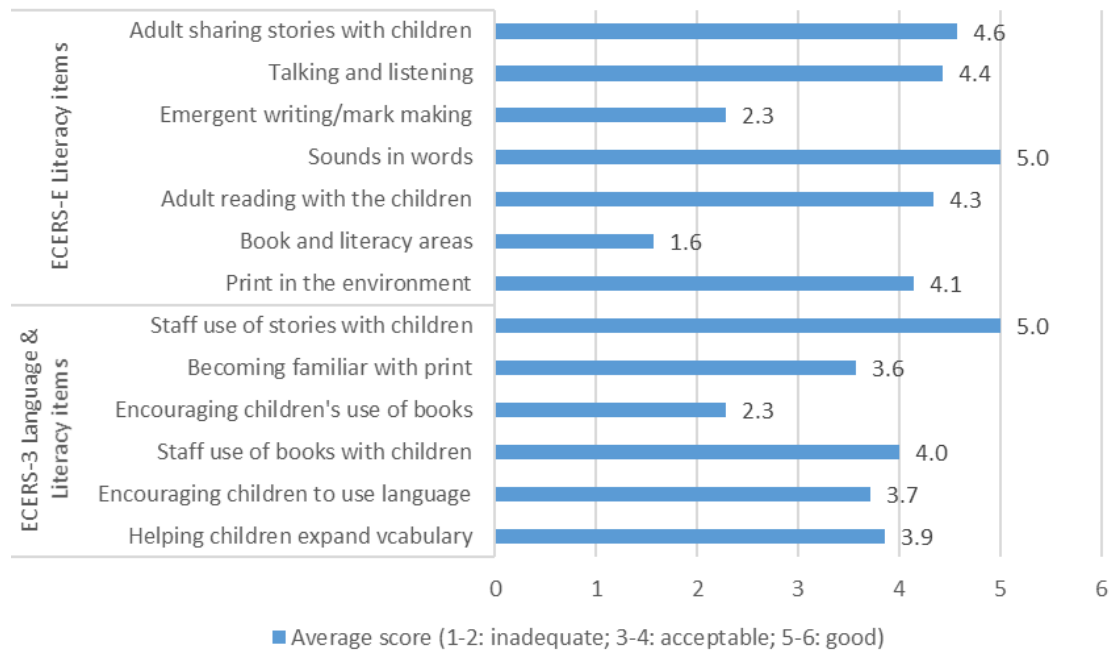
Though most ECDs received programme books, this did not seem to lead to children showing interest in using books independently. Not a single child chose to use the book corner during free play in all the 7 classrooms observed except on two occasions where children were encouraged by a practitioner to consider the book corner. There were accessible books to children in all 7 classrooms. Programme monitoring data indicate a slightly better scenario, with slightly over 50% of practitioners reporting children independently using book corners.

The low scores on the use of book areas are not a reflection of a lack of books but may rather reflect the fact that the use of the book area is not included as an activity in the daily programme or that practitioners do not do enough to mediate the use of the book area, model the use of books or show an interest in children’s independent reading.

48% of the practitioners had mean scores in the 1-2 range (Van Staden, 2016). Both of these studies used the ECERS-R Language Reasoning subscale which is comparable to the subscales employed in this evaluation.

The low scores on the use of book items are also due to the limited variety of books, primarily fiction and story books, with a notable absence of informational/reference, counting/math, or poetry/nursery rhyme books. Although books were accessible, not all practitioners received credit for indicators related to the book area being comfortable (e.g. rug and cushions or comfortable seating).

Figure 1: Average scores obtained by YS practitioners, per ECERS-3 and ECERS-E sub-item



Internationally, the ECERS scales range from 1 to 7; however, studies have revealed that scores in low- and middle-income contexts are more often in the 1-3 range. Scores of 4 and above are unusual.

3. ELOM Learning Program Quality Assessment

- All 7 classes in this Yizani Sifunde sample scored moderately on almost all subscales, and their total scores indicate they need some form of assistance to improve their quality.

Most of the ECDs learning programs had an overall score of below 60%³ on the LPQA Total Score with the least performing ECD achieving 32%. The overall average score for the sample was 52%. The ELOM LPQA subscales include: The Learning Environment: Learning materials and classroom set-up (5 items); Assessment of Learning and Teaching: Session planning and progress monitoring (2 items); Relationships and Interactions: Practitioner interactions with children, child interactions, and discipline (4 items); Curriculum: Curriculum content, alignment with the National Curriculum Framework Early Learning and Development Areas and activity plans (5 items) and, Teaching Strategies: Teaching techniques and actions (5 items).

³ The total score per ECD is obtained by adding up all the scores from the 5 ELOM LPQA sub-scales. The scores are presented as a percentage of maximum total score of 44.

- **The assessment for the curriculum was the best-performing domain, with a mean score of 62,9%**

The score, among other variables, likely reflects the benefit of structured learning programs in the case study sample. SLPs (Structured Learning Programs) differentiate themselves by not relying on incidental learning. Instead, they emphasise clear learning goals and they systematically approach curriculum elements to build and scaffold skills. They are also designed to meet the Early Learning Development Areas (ELDAS) and the National Curriculum Framework (NCF)

- **The Assessment for Teaching and Learning sub-scale was the worst-performing domain achieving a mean score of 35,7%**

Despite the awareness among practitioners and principals about the necessity to collect and track learner performance data, this was not observed as a regular practice. This suggests that planning and support may not be grounded in systematic observations by practitioners, who acknowledged relying on mostly undocumented informal ad hoc assessments/observations. The execution of these items within this subscale was more successful in the public school, most likely because there are assessment tools and guidelines specifically designed for Grade R, coupled with the presence of a supportive school management team. Notably, the National Curriculum Framework lacks comprehensive guidelines for assessing and monitoring learner performance in pre-Grade R classes. Most ECDs in the sample are informal social enterprises and will likely struggle with adopting and setting up systems such as those for assessing learners.

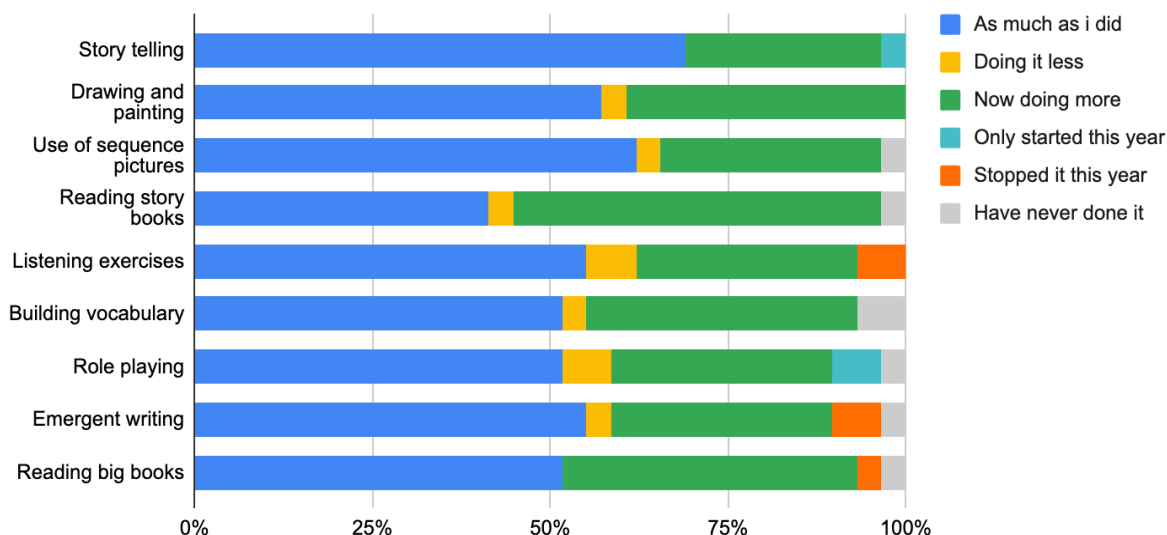
4. Sustainability findings

The sustainability methodology aimed to assess the degree to which practises from the programme were sustained by project beneficiaries one year after receiving support. A limitation of the methodology is that the sample is self-selected, and data collected was self-reported. The findings presented in this section are drawn from a group of practitioners who received support from the programme in 2022.

The majority of practitioners report that they did not stop any of the classroom practices they did in 2022 with the most sustained activity being storytelling, recording 79% of practitioners maintaining the same level of practice as during the year of support. Most practices have been sustained or increased in the year beyond training.

These observations could have been influenced by various factors, making it challenging to draw clear conclusions. The trends are nevertheless very positive.

Figure 2: Activities which the practitioners from the 2022 cohort still do post-project exit (n=29)



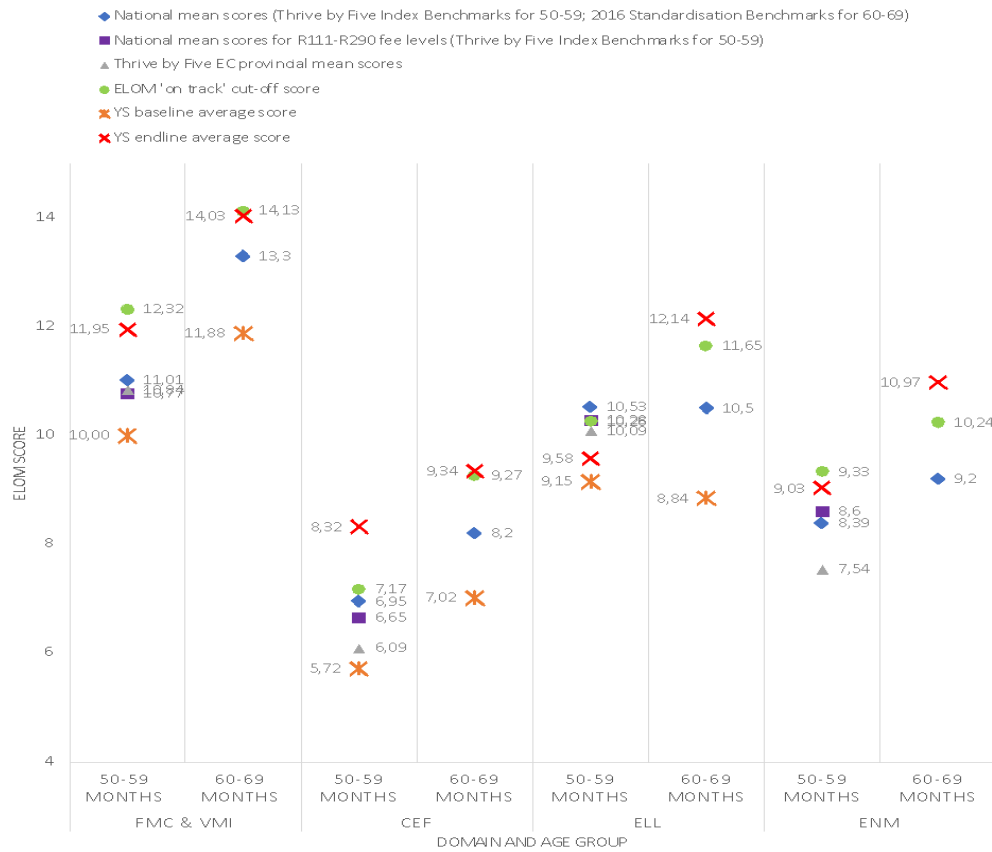
2. Quantitative Findings

1. Impact

Yizani Sifunde’s Theory of Change expresses its intended **overarching impact** as “children are confident in their oral language and excited about stories and reading”. The evaluation finds that:

- Learners exposed to the Yizani Sifunde intervention greatly improved their early literacy skills in absolute terms and in relation to national and provincial average scores.** At baseline, the Yizani Sifunde learner sample had average ELOM scores for all three measured domains (Fine Motor Control & Visual Motor Integration, Cognition & Executive Functioning; Emergent Literacy & Language) that were below the national and Eastern Cape provincial averages established by Thrive by Five. By the endline, Yizani Sifunde average scores were above national and provincial averages.

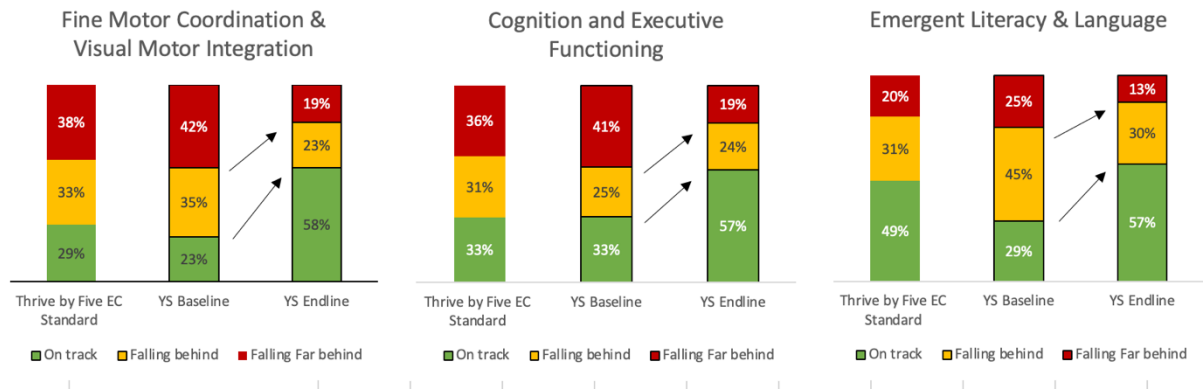
Figure 3: ELOM 4&5 Results, compared to National and Provincial standards⁴



- The Yizani Sifunde intervention strengthened underlying learning skills.** While designed to target emergent language & literacy, the Yizani Sifunde intervention has also positively impacted the underlying learning skills of Fine Motor Coordination & Visual Motor Integration (FMC&VMI) and Cognition & Executive Functioning (CEF). Yizani Sifunde also improved learners' ability to concentrate on a task (measured as 'task orientation' within the ELOM 4&5 tool). Improvements in these underlying skills may explain how the intervention resulted in a **'spill-over effect'** of positive learning outcomes in **Emergent Numeracy & Mathematics**. Emergent numeracy was not measured at baseline, but at endline, the Yizani Sifunde learner sample achieved scores above the national and provincial average, with 60% of learners considered 'on track' for basic numeracy.

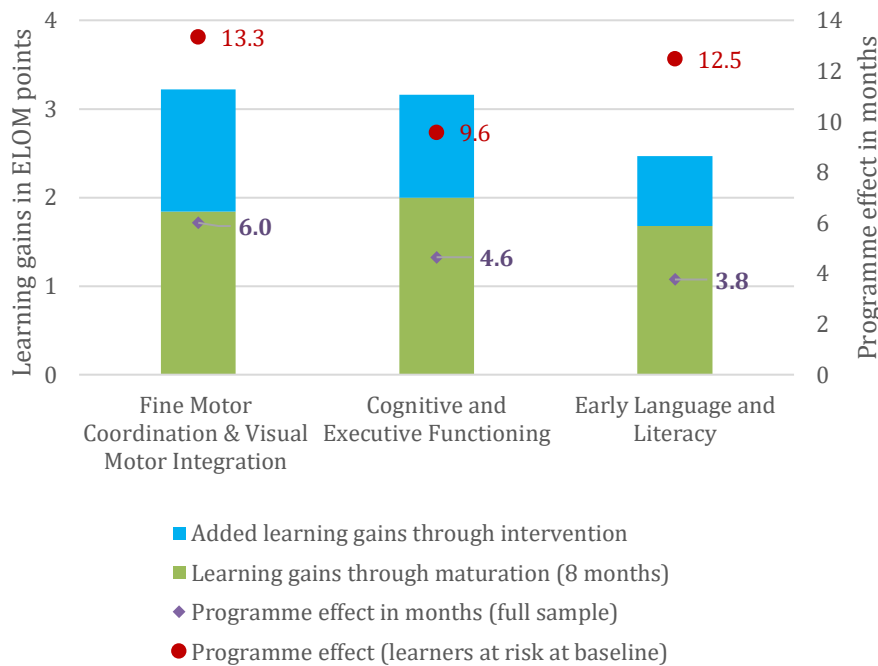
⁴ There is no provincial standard for the 60-69 age group, so only the national average score (2016 national benchmark study) is reported on for this age group.

Figure 4: ELOM 4&5 Results, YS baseline and endline compared to Eastern Cape provincial standards



- The Yizani Sifunde learning gains represent 3,8 to 6 months of learning beyond average maturation effects.** When taking into consideration the average ‘maturation effect’ (the expected skills improvement due to eight additional months of ageing), the average improvements in ELOM scores between baseline and endline represent an additional 3,76 months (for Emergent Literacy & Language), 4,64 months (for Cognitive & Executive Functioning) and 6 months (for Fine Motor Coordination & Visual Motor Integration) of learning. This means that Yizani Sifunde delivered 12 to 14 months’ worth of learning in an eight-month period. This compares well with other early learning programmes that have been assessed using ELOM tools and can be considered a ‘medium to high’ effect size (0,17 to 0,41 standard deviations, depending on the ELOM 4&5 domain).
- Yizani Sifunde is a progressive intervention; it was especially effective at improving the performance of low-performing learners.** In addition to increasing the percentage of learners ‘on track’, Yizani Sifunde also greatly decreased the percentage of learners ‘falling far behind.’ Learners who started out ‘far behind’ at baseline achieved the largest learning gains of an additional 9,5 to 13 months of learning on top of maturation effects. This means that the intervention was effective at ‘catching up’ learners who started the year at a severe disadvantage.

Figure 5: ELOM 4&5 Results, Average ELOM Learning gains per domain: Programme effect in months



- When using multivariate analyses (regressions) to consider what factors contribute to, mediate, and moderate child language outcomes, we find that **learner book ownership** is a significant predictive variable across aggregate ELOM performance and ELOM 4&5 domains cognitive & executive functioning (CEF) and emergent numeracy & maths (ENM). This finding should not be interpreted to mean that other elements of Yizani Sifunde’s multi-dimensional design, such as a structured learning programme, regular practitioner training and story modelling, caregiver engagements and community engagements, are not also effective; it is just that these elements could not be tested in the same way as book distribution due to the lack of linked and varied data. A learner’s level of concentration (**‘task orientation’**) is also a strong predictor of ELOM outcomes. It is significantly associated with improvements in overall performance and the domains of CEF and ELL.

2. Outcomes

In terms of the intended intermediate outcomes, the evaluation did not cover the **community level** in detail, although the qualitative evaluation report includes some insights on reading clubs (see [Annex B](#) and Zhou & Shilakoe 2024).

Regarding intervention effects at **home**, while the evaluation did not independently verify the home learning environment data collected by Yizani Sifunde, there is sound evidence that the intervention was successful in increasing the number of engaging age- and language-appropriate books in homes, increasing caregivers reading the books with their children, and increasing children’s independent interactions with books in the home.

Despite parental workshops being one of the more challenging elements of the intervention design for practitioners and Story Sparkers, there is evidence from this evaluation that Yizani Sifunde was successful in its aim to create stronger links between the home environment and ECD centres, with caregivers more likely to ask practitioners for advice on how to support their children's learning at home.

The evaluation found strong outcomes at the **ECD Centre and Practitioner levels**. It confirms high levels of fidelity and quality in the implementation of Yizani Sifunde's activities to support practitioners, including the Little Stars training and materials distribution and regular centre visits by Story Sparkers.

- **The intervention successfully increased the availability of learning resources in ECD centres.** Evaluator observations and practitioner interviews at baseline and endline confirmed that previously under-resourced centres received and regularly used a wide range of literacy materials.
- Practitioners reported much greater confidence in doing important language and literacy activities, suggesting that **classroom practice quality improved**. One weakness in intervention outcomes at most ECD centres is that learners were rarely encouraged to engage with books independently.
- While centre management practices were not explicitly targeted by the intervention, the evaluation found **increased centre manager support for practitioners** in literacy practices, including increased participation in professional learning communities (PLCs).

The Yizani Sifunde evaluation results show that practitioner training based on structured learning materials, delivered by local NGO partners, supported through community-based young people, and combined with the provision of high-quality books in the community's language has great potential to strengthen curriculum delivery and the quality of early language and literacy teaching and learning in under-resourced ECD classrooms.

Such a multi-dimensional intervention can:

- Almost double the percentage of lower socio-economic learners who are 'on track' for early learning
- More than halve the percentage of lower socio-economic learners who are 'falling far behind' for early learning
- Enable more than a third of learners who were 'falling far behind' to catch up to the extent of being 'on track'
- Achieve these shifts in 'school readiness' in less than one year, despite a low starting point in terms of ECD practitioner qualifications and practice, centres with limited resources, and the lack of an enabling home environment for most learners.

This evaluation of the Yizani Sifunde intervention reveals significant strides towards mitigating early learning backlogs among isiXhosa-speaking children in rural and peri-urban areas of the Eastern Cape. Given that the context of low-income communities and under-

resourced ECD centres is similar in most other parts of South Africa, the results achieved by the intervention are likely to be transferable to other areas. By fostering a culture of reading and enhancing literacy skills at the ECD level, the initiative not only prepares children for formal schooling but also contributes to long-term educational equity and efficiency. The mixed-methodology approach employed in studying 22 ECD centres indicates noticeable improvements in classroom practices and learner literacy, underscoring the intervention's potential for scalability and sustainability. The Yizani Sifunde intervention shows the power of collaborative, multi-dimensional community-based interventions to increase equity in early childhood education outcomes.

3. Recommendations

The following recommendations combine insights from the qualitative and quantitative elements of the evaluation.

1. **Multi-dimensional 'cocktail' of intervention elements:** The Yizani Sifunde intervention has shown the value and efficacy for the ECD sector of combining the production and distribution of high-quality home language literacy materials for both ECD centres and homes, with a structured teaching programme (including LTSM and practitioner training) and regular in-centre practitioner support in the form of local youth trained in literacy pedagogies. This 'cocktail' of integrated intervention elements mirrors the growing consensus around effective literacy interventions in the Foundation Phase (LTSM, teacher training and teacher coaching). *It is recommended that more ECD interventions be designed with a combination of these elements.*
2. **Multi-agency collaborative process lessons:** a multi-dimensional intervention requires effective partnerships. In addition to modelling the value of this multi-dimensional intervention design, the Yizani Sifunde consortium modelled the internal processes required to enable a complex multi-agency intervention to be effective, including pro-active partnership management processes and collaborative internal monitoring systems. *It is recommended that these process and systems lessons be documented and that donors and NGOs in the education sector support and adopt similar practices to enable more collaborative interventions.*
3. **Operational improvements:** the evaluation found the following elements of the Yizani Sifunde design to require further adaptation:
 - Encouraging ECD practitioners to support **learners to use books independently** at centres
 - Providing **book storage** solutions and comfortable **reading furniture** to ECD Centres
 - **Supporting centre managers** to lead and participate in professional learning communities for and with other practitioners
 - Experimenting with revised strategies to increase **caregiver workshop** participation (see case study report)

- Innovating further with **community reading clubs** (see case study report)
4. **Monitoring & Evaluation:** Yizani Sifunde’s internal monitoring systems, including extensive data collection and integrated data monitoring, are already of a very high standard and should be documented as best practice, possibly with training options for other NGOs in the ECD and foundational education sector. The data challenges which remain to be improved in future iterations of similar interventions are:
 - Tracking caregiver workshop attendance and other forms of caregiver engagement in ways that allow for linkage of this data with learners and therefore inclusion in analyses of learning outcomes.
 - Prioritising the integration of the Socio-Emotional Functioning scale and the Home Learning Environment tools from the ELOM suite of tools into the independent evaluation so that these dimensions can be included in the analysis of learning outcomes. This requires additional time for the evaluation in each centre, which impacts on the overall budget. Considerations of the trade-offs between time/cost and analysis insight on these dimensions should be an explicit part of each intervention and evaluation’s initial planning stage.

The areas where data generation and linking challenges were found are mostly related to caregivers and the home environment, both of which are known to be challenging in terms of access and data generation costs. Various attempts were made by Yizani Sifunde and the evaluators to address these challenges, as have other studies, so further experimentation can build on the existing lessons learned.

5. **Replication:** Since the intervention has demonstrated significant success in improving early language and literacy outcomes, considerations should be made regarding replicating the intervention in other regions. This would involve adaptations needed for different communities and languages.
6. **Scaling:** given the large amount of monitoring and evaluation data already available about the intervention, a desktop study with a facilitated stakeholder consultation process should be considered to assess the scalability of different aspects of the intervention design, including costs and institutional structures required for application at scale.