

THE KAMVALETHU FOUNDATION

STRATEGY 2025-2030

MISSION

Kamvalethu aims to advance the quality of youth education in under-resourced areas.

VISION

A future where all children can read for meaning by grade 4.

CORE VALUES

- Quality education
- School Readiness
- Sustainability
- Collaboration
- Whole child-development



OUR STRATEGY

We invest in trusted partners in South Africa by funding research-based programmes that prioritise whole child development, provide quality early education and foundational literacy and numeracy support.

STRATEGIC OBJECTIVES:

We invest in project partners with a focus on:

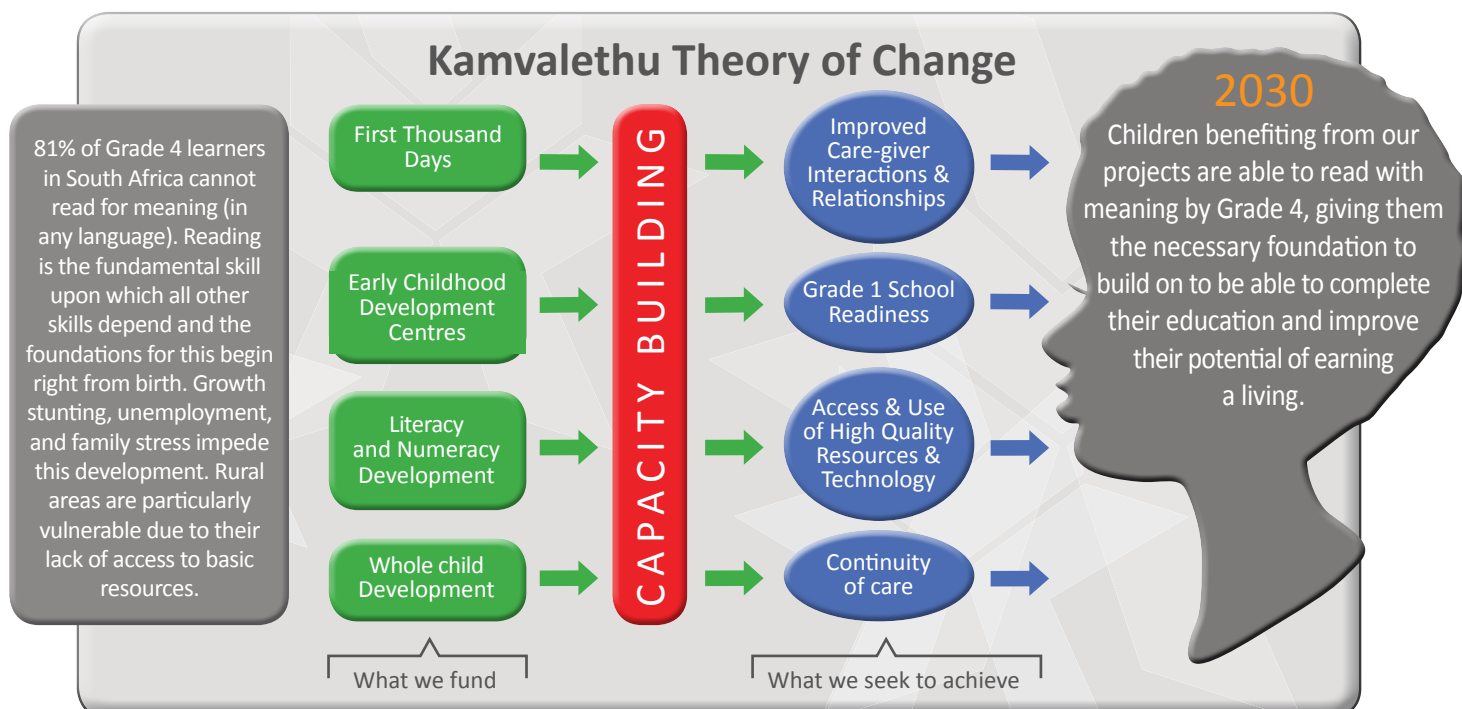
- 1. First Thousand Days:** Empowering parents and care-givers with the knowledge and confidence to provide strong foundations for their children.
- 2. Early Childhood Education:** Ensuring children are school ready by providing a quality early education as evidenced by ELOM and Grow ECD assessment results.
- 3. Foundational Literacy and Numeracy Support:** Supporting children to read for meaning by grade 4 and be on track with numeracy by using high-quality



resources and programmes to supplement the education the children are receiving

- 4. Whole Child Development:** Focussing on the holistic care of the child by following the Nurturing Care Framework (1).

Kamvalethu Theory of Change



PROJECT INVESTMENT BY AGE RANGE



First Thousand Days: Baby bags / psychosocial education / ECD@home / home visits

0-2

Early Childhood Education: ECD pre-school centres
MEL: Grow ECD assessments, ELOM, Centre Assessments

2-6

Foundational Literacy and Numeracy support:
Reading clubs / In school reading support / Maths Buddy / Libraries
MEL: EGRA, TaRL, Maths Buddy results, Systemic testing results, library lending rates

5-10

STRATEGIC FRAMEWORK

We fund organisations whom we refer to as our 'project partners.' These project partners work directly with caregivers and children between the ages of 0-10 years.

- **First Thousand Days:** this support takes various forms from providing well stocked baby bags for moms that have just given birth, to psychosocial education, to home visits and ECD@home programmes.
- **ECD Centres:** The schools we invest in conduct biannual assessments of the individual children using the Grow ECD assessments and also conduct ELOM (Early Learning Outcomes Measure) and Centre Assessments on an annual basis. The combination of these assessments enables us to track both the individual children, to determine whether they

are school ready, and the overall quality of the education that the centre is providing.

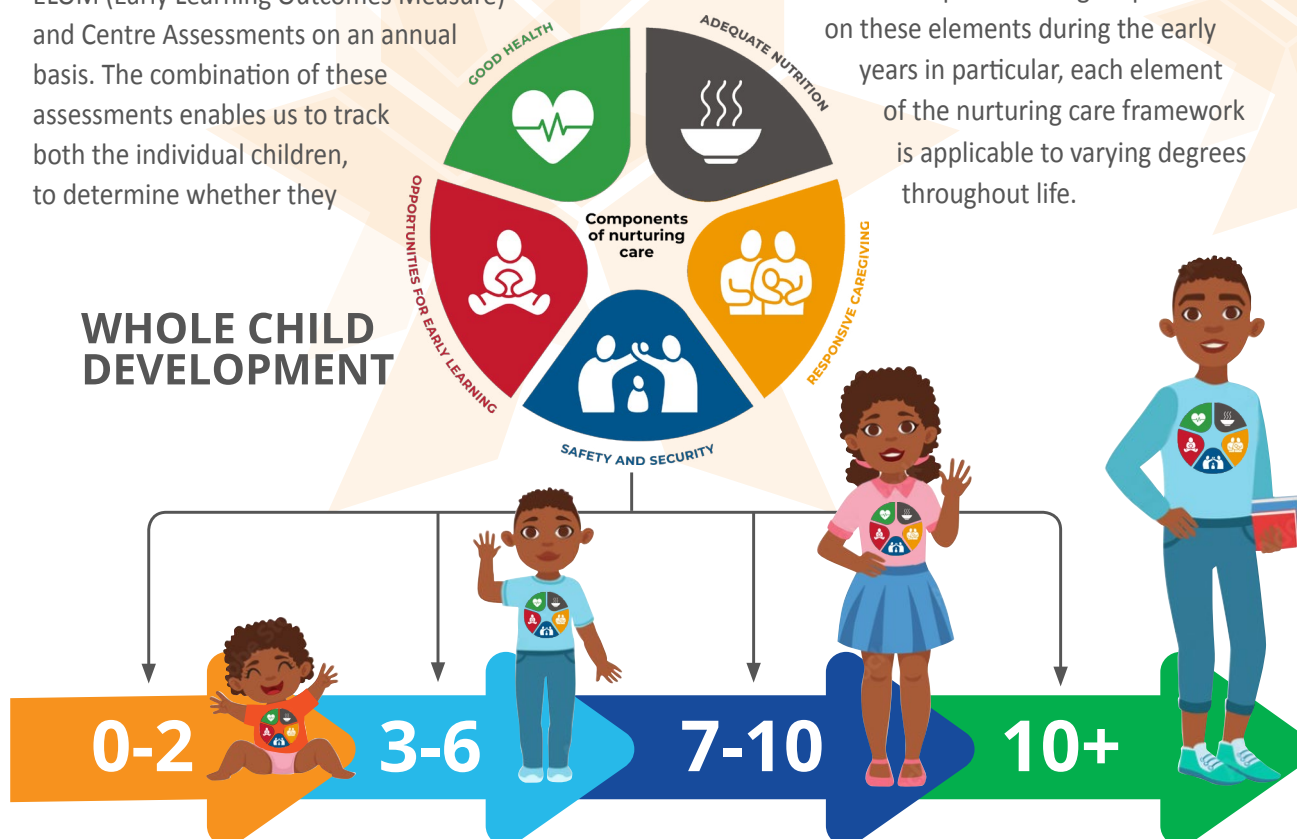
• Libraries and Literacy and Numeracy support:

We partner with organisations that provide much needed early literacy and numeracy support to improve children's chances of being able to read for meaning and be on track with numeracy.

- **Whole Child Development:** As per the Nurturing Care framework, we believe that children need holistic care to thrive. This includes: good health, adequate nutrition, responsive caregiving, security and safety and opportunities for early learning.

While research places strong emphasis on these elements during the early years in particular, each element of the nurturing care framework is applicable to varying degrees throughout life.

WHOLE CHILD DEVELOPMENT



OUR VISION AND MISSION UNPACKED

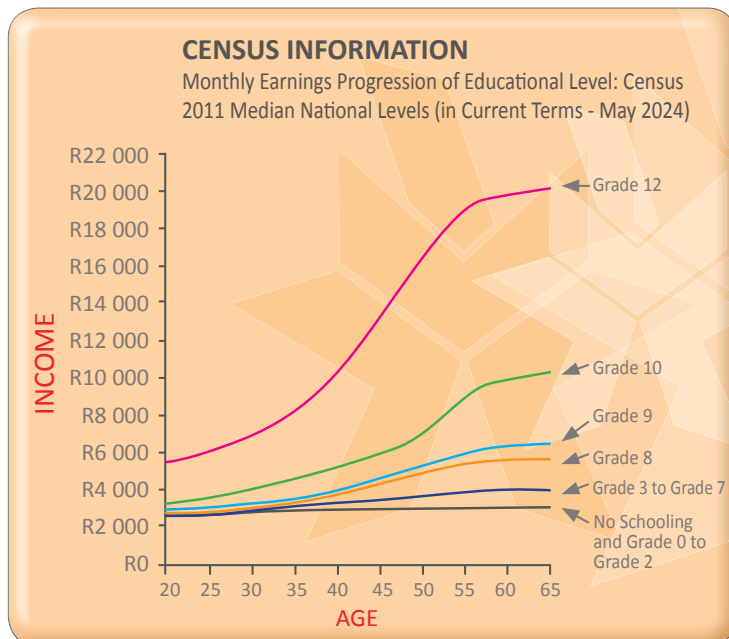
It is our ultimate goal, and hope, to flip the script so that 81% of the grade 4 learners that have benefitted from our investment, can read for meaning. We know that research shows us that this gives them the best chance of being able to complete their education, earn a living and lead meaningful lives. (2)

While it is not possible to monitor Grade 4 reading levels for all our partners, we monitor progress using systemic testing results (Western Cape) and EGRA and TaRL results (Eastern Cape). For ECD centres, our hope is that strong school readiness results will put children in the best position for the next stage of their education, enabling them to meet the goal of reading for meaning by Grade 4. Through collaboration with other organisations and funders, we hope to create a pipeline of continuity of care for children who benefit from Kamvaletu's investment, to ensure that support is in place throughout their education.

WHY THE FOCUS ON INTERVENTION IN THE EARLY YEARS?

Return on Investment

ECD is one of the most cost-effective investments in human capital, leading to a country's sustainable development. (3) Investing in ECD can help close the gap for children from disadvantaged backgrounds by providing access to programmes that address the key aspects of the nurturing care framework. This investment reduces social inequalities and enhances economic productivity, as it enables a larger portion

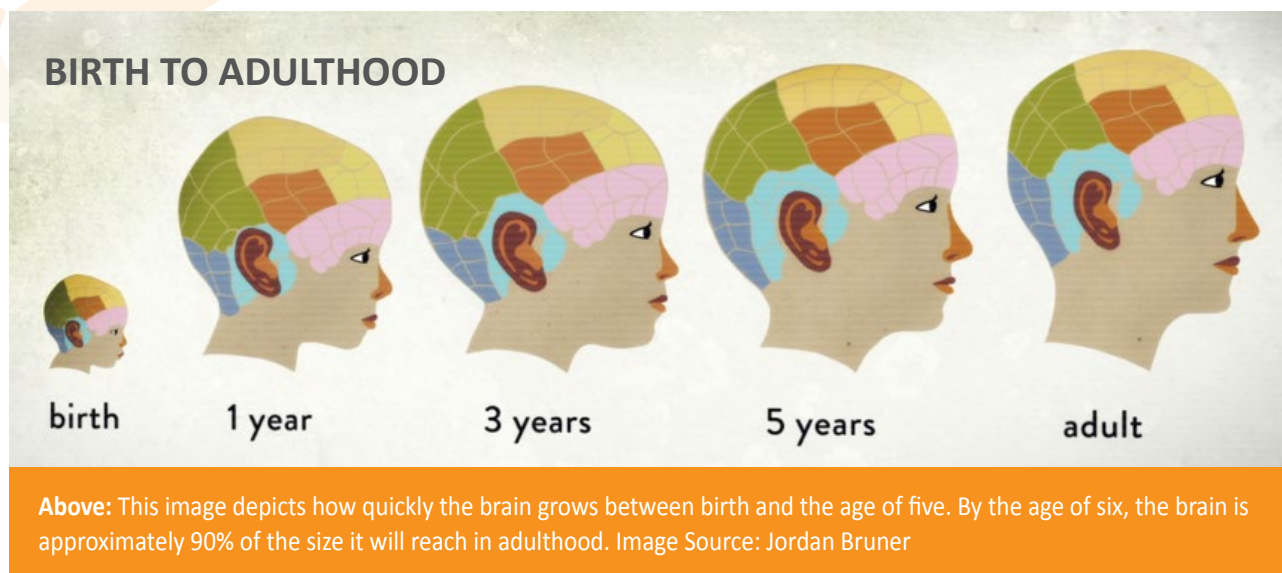


Above: Spear Specialist Earnings utilising the census statistics to show the education/ income relation. Latest census data not yet available. (8)

of the population to reach their full potential. (4) Children who benefit from ECD programs are more likely to raise healthier, better-educated children themselves, creating a cycle that supports long-term societal development. (5) ECD investment promotes better outcomes in health, education, and income, which are foundational for the sustainable development of any country. (3, 6)

Education/Income Relation

ECD programs prepare children for formal schooling by developing cognitive, emotional, and social skills. This leads to better performance in school, reduces dropout rates, and increases the likelihood of higher educational attainment, all of which contribute to an individual's long-term earning potential. (7, 8)



Brain Development

The critical times in brain development (the development of sensory pathways, language and higher cognitive function) all occur before children start school. (9) By offering structured activities, positive social interactions, and enriched learning environments, ECD centres play a vital role in fostering brain development in young children. These early experiences lay the groundwork for cognitive, emotional, and social skills that affect a child's overall development and future success.

Reading for meaning by Grade 4 is the critical skill to address

In a country where 81% of children cannot read for meaning in any language, this skill upon which all other skills depend in education, has been missing. (10, 11) Achieving reading proficiency by Grade 4 is a critical benchmark that affects a child's educational trajectory, cognitive development, and future opportunities. Addressing this skill early through targeted literacy programs, interventions, and support systems ensures that children are equipped with the foundational tools they need to succeed in school and beyond.

Nurturing Care for Early Childhood Development

The components of the nurturing care framework are well researched. (1) These include good health, adequate nutrition, responsive caregiving, safety and

security and opportunities for early learning. All of these components are considered when investing in a project.

Rural areas are overlooked

While there have been efforts to address disparities in service delivery through targeted rural development initiatives, the reality is that rural areas are often experienced as being lower on the development agenda than urban areas. (12) The historical neglect of the rural areas of the Eastern Cape means that there is significant investment needed in the area.

National and International Alignment

The South African National Development Plan (NDP) includes a target of achieving universal and equitable ECD by 2030. (13) This commitment has been solidified by the signing in of the BELA bill in September 2024, making Grade R compulsory. (14) Our purpose and strategic direction has global relevance in its alignment with the United Nations Sustainable Development Goals, where ECD is incorporated across most SDG's but most notably goal number 4: Ensure inclusive and equitable education and promote lifelong learning opportunities for all. ECD is more specifically addressed under target 4.2: to 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. (15)



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