

# REFLECTING ON EGRP FINDINGS



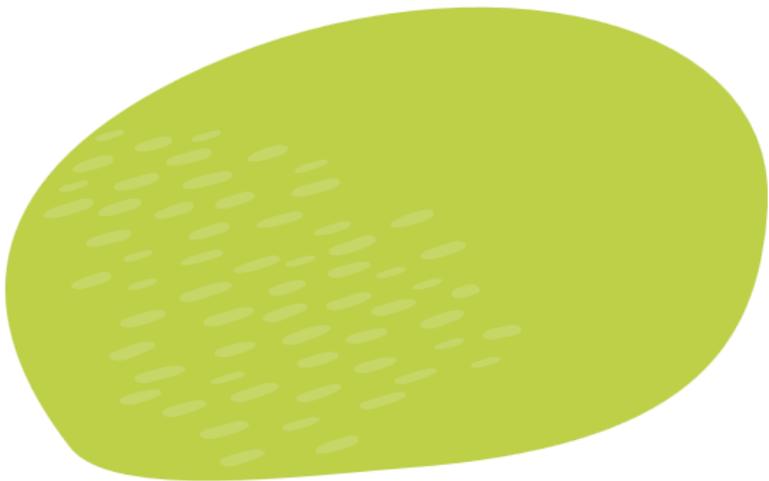
**Presentation by:** Stephen Taylor  
DBE  
4 July 2024





# The purpose of EGRS/P

For the sake of informing wider implementation

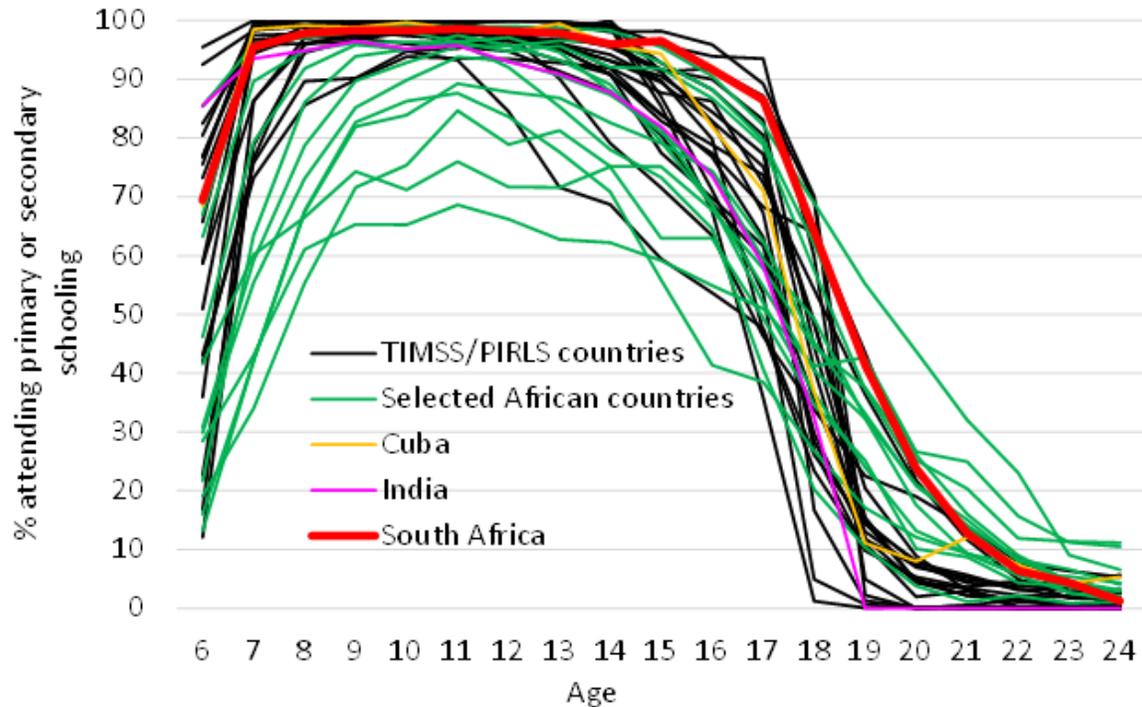


# Why reading?

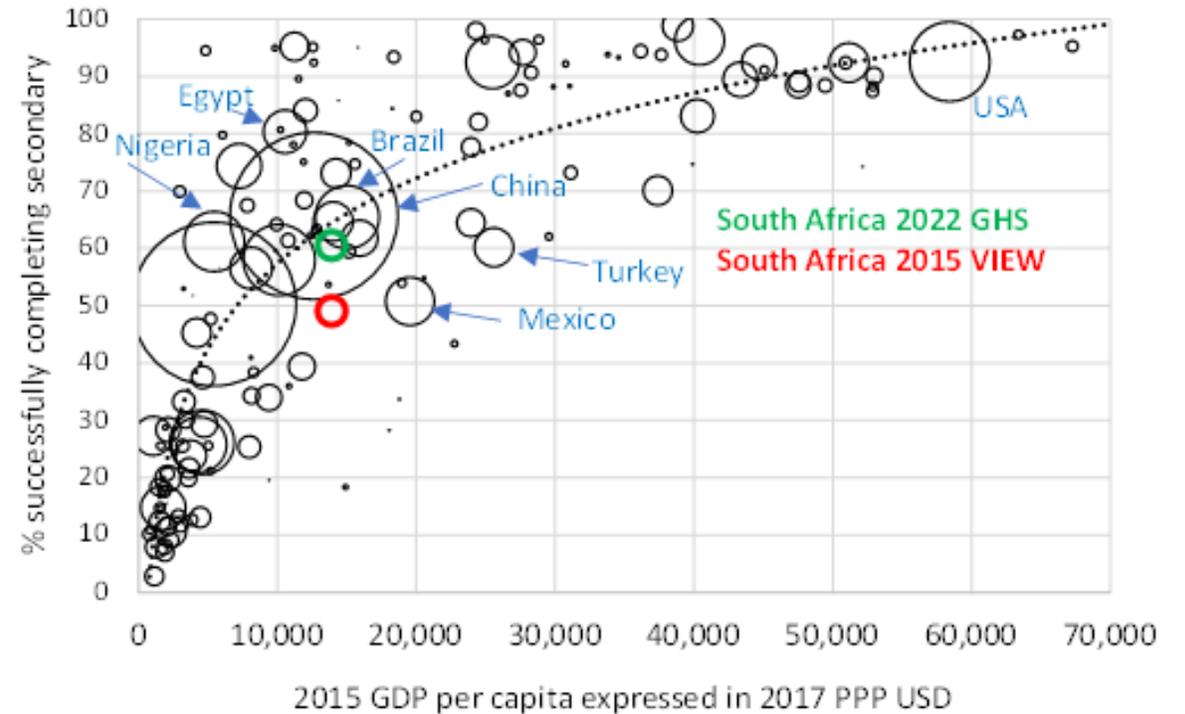


# Why reading?

*School participation by age across 34 countries*

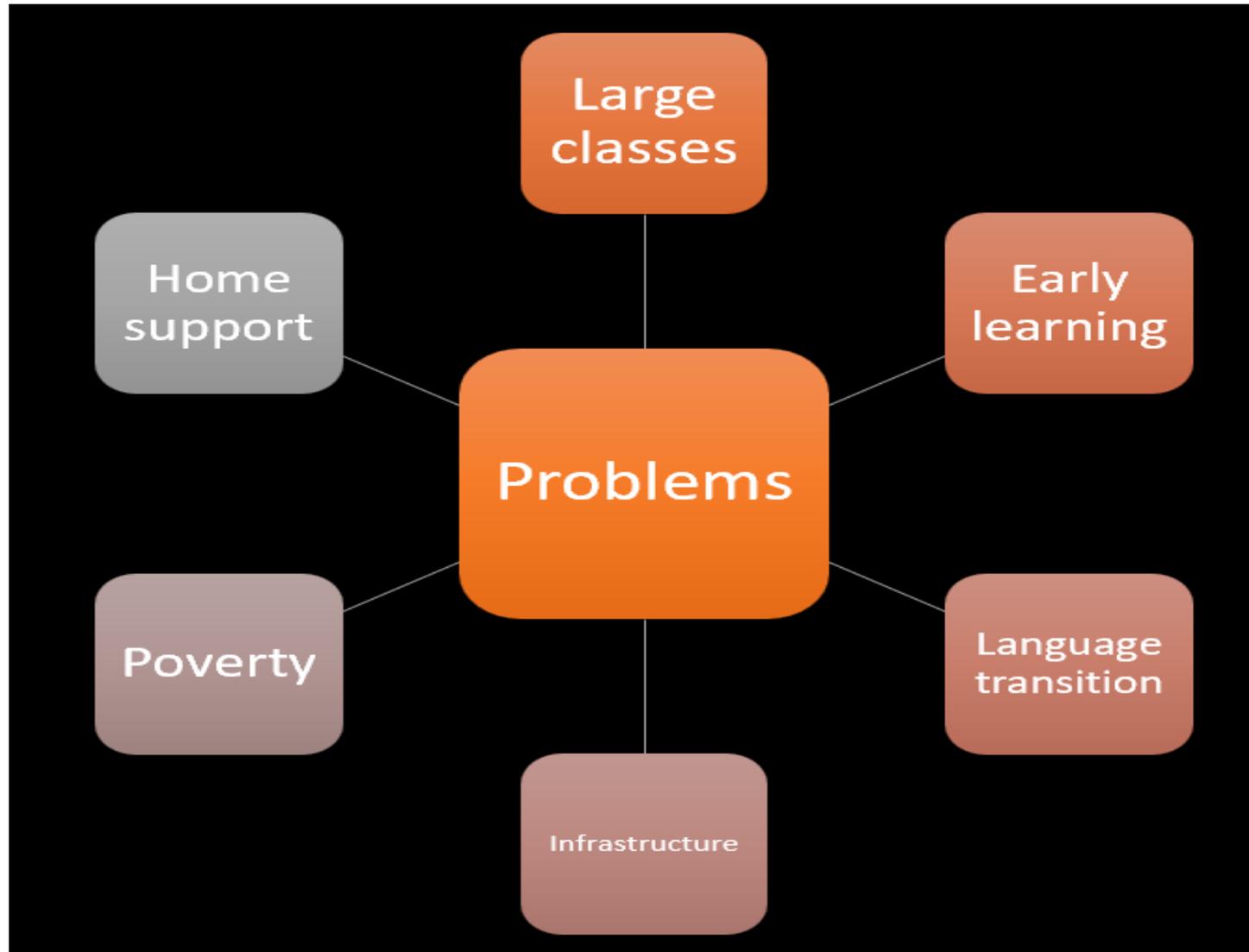


*Successful completion of secondary across the world 2015*



SA education characterized as high access, low quality (learning)

# Why reading?



# EGRS tested implementation modalities



Structured lesson plans



Integrated reading materials



In-person coaching



TA's



Training workshops



Virtual coaching



School HOD as internal coach



District subject advisors as coach?



Train the trainer



# RESOURCES

**Needed to impact reading**

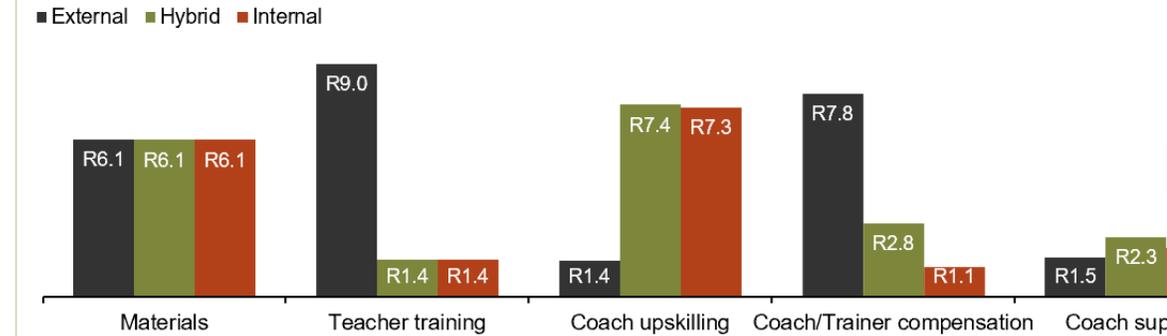
*EARLY GRADE READING PROGRAMME NORTH WEST*

# RESOURCES

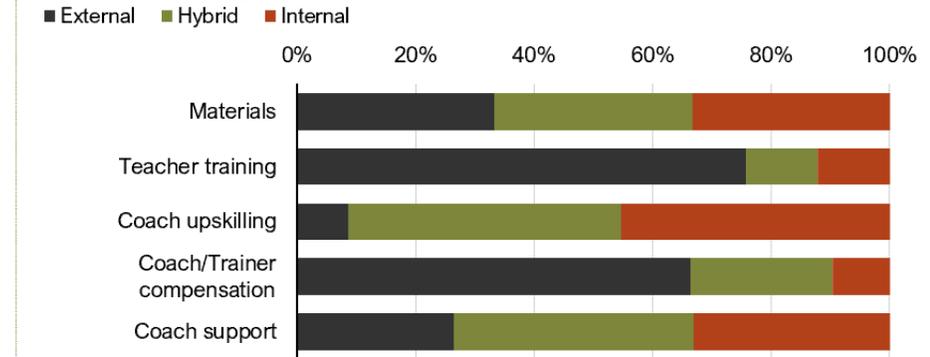
## Needed to impact reading

Implementation Model Descriptions			
	External model	Hybrid model	Internal model
Structured Learning Programme	Yes	Yes	Yes
Subject(s)	HL & EFAL	HL & EFAL	HL & EFAL
<i>Base Programme</i>			
Tablets	No	No	No
Teacher training conducted:	Externally	Internally	Internally
<b>Year 1</b>			
Annual training days	6	6	6
No. of 2-day (residential) sessions	2	6	6
No. of 1-day sessions	2	6	6
<b>Year 2</b>			
Provide training in year 2?	Yes	Yes	Yes
Annual training days	4	6	6
No. of 2-day (residential) sessions	0	6	6
No. of 1-day sessions	4	6	6
<i>Coaching Programme</i>			
Tablets	No	No	No
<b>Year 1</b>			
Annual training days	6	6	6
No. of 2-day (residential) sessions	2	6	6
No. of 1-day sessions	2	6	6
Annual training days (if received Base Programme)	4	4	4
No. of 2-day (residential) sessions	0	6	6
No. of 1-day sessions	4	4	4
Provide coaching in year 1?	Yes	Yes	Yes
Type of external coaching	On-site	On-site	On-site
Max teachers per external coach	50	8	8
Max teachers per internal coach		8	8
Max schools per external coach		20	
Provide schools with Teaching Assistant?		Yes	Yes
<b>Year 2</b>			

Avg annual cost (Millions), Year 1 - 10



Cost composition by implementation model



Cost per School

■ External model ■ Hybrid model ■ Internal model

# RESOURCES

## Needed to impact reading

EARLY GRADE READING PROGRAMME NORTH WEST

The cost of MINIMUM Home Language LTSM including:

- Alphabet Friezes
- Phonic Friezes
- Flashcards
- Handwriting and Vocabulary Posters
- Anthologies of Graded Readers

R1,021.00 per classroom

based on Early Grade Reading Programme in the North West (2021-2023)

Replenish anthologies annually

R400 per classroom:

50 learners per class @ R8.00 per anthology



# RESOURCES

## Needed to impact reading

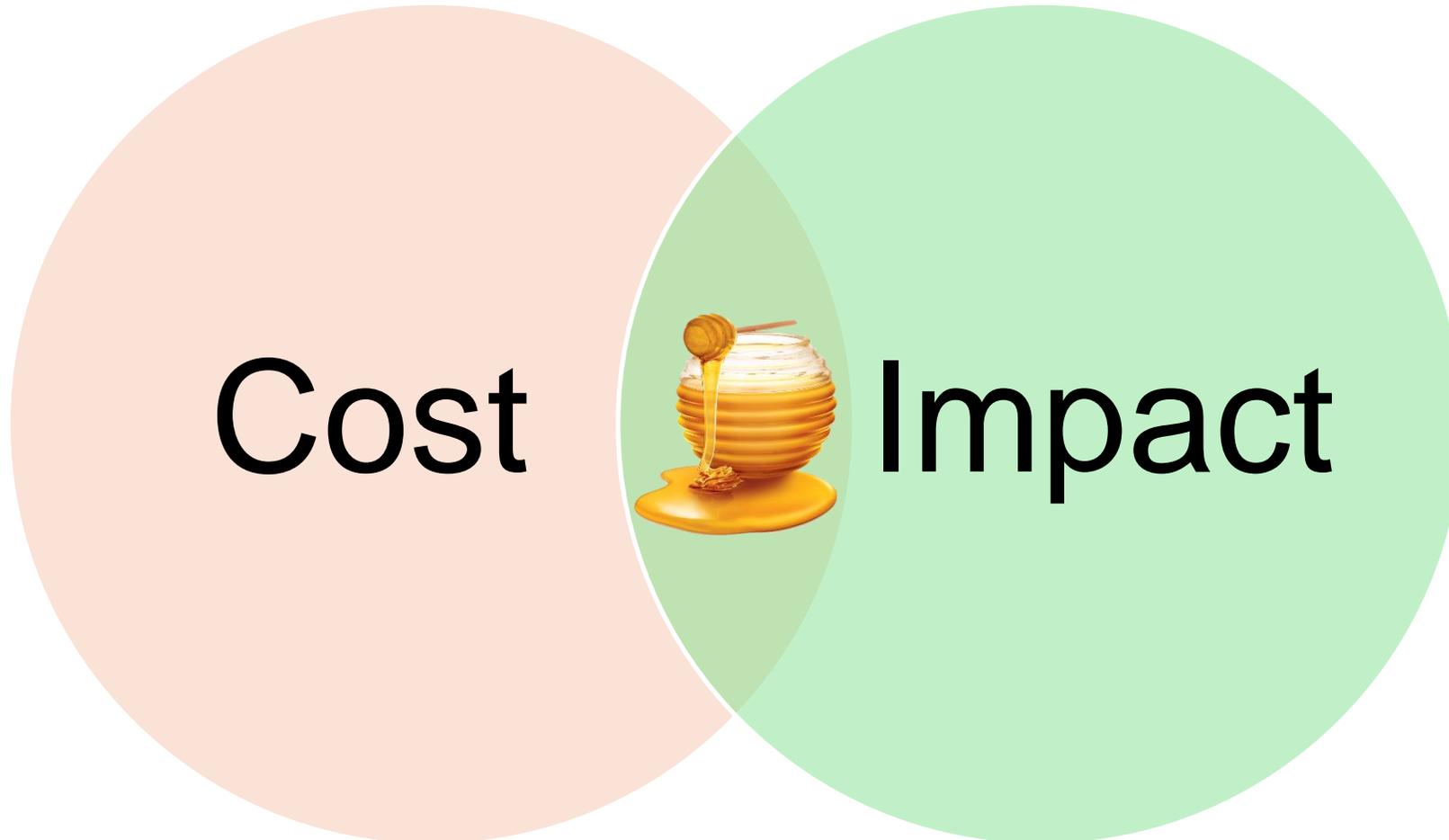


## Classroom Libraries to support the habit of reading

Item	Quantity	Unit Price	Total Price
Books (set of 40)	1	R807.20	R 807.20
Box Base and Lid	1	R 44.92	R 44.92
Tabs (set of 40)	1	R 60.85	R 60.85
A1 Book Cover poster	2	R 45.16	R 90.32
A1 Book Management Charts	1	R 45.16	R 45.16
Stickers (green/pink/blue/black)	4	R 17.20	R 68.80
Five Finger Rule	1	R 3.50	R 3.50
Reading Cards	40	R 1.85	R 74.00
A5 Plastic Sleeves	40	R 1.50	R 60.00
Parent Letters	40	R 0.31	R 12.40
Price per Classroom Library set for class of 40 learners			1,267.15

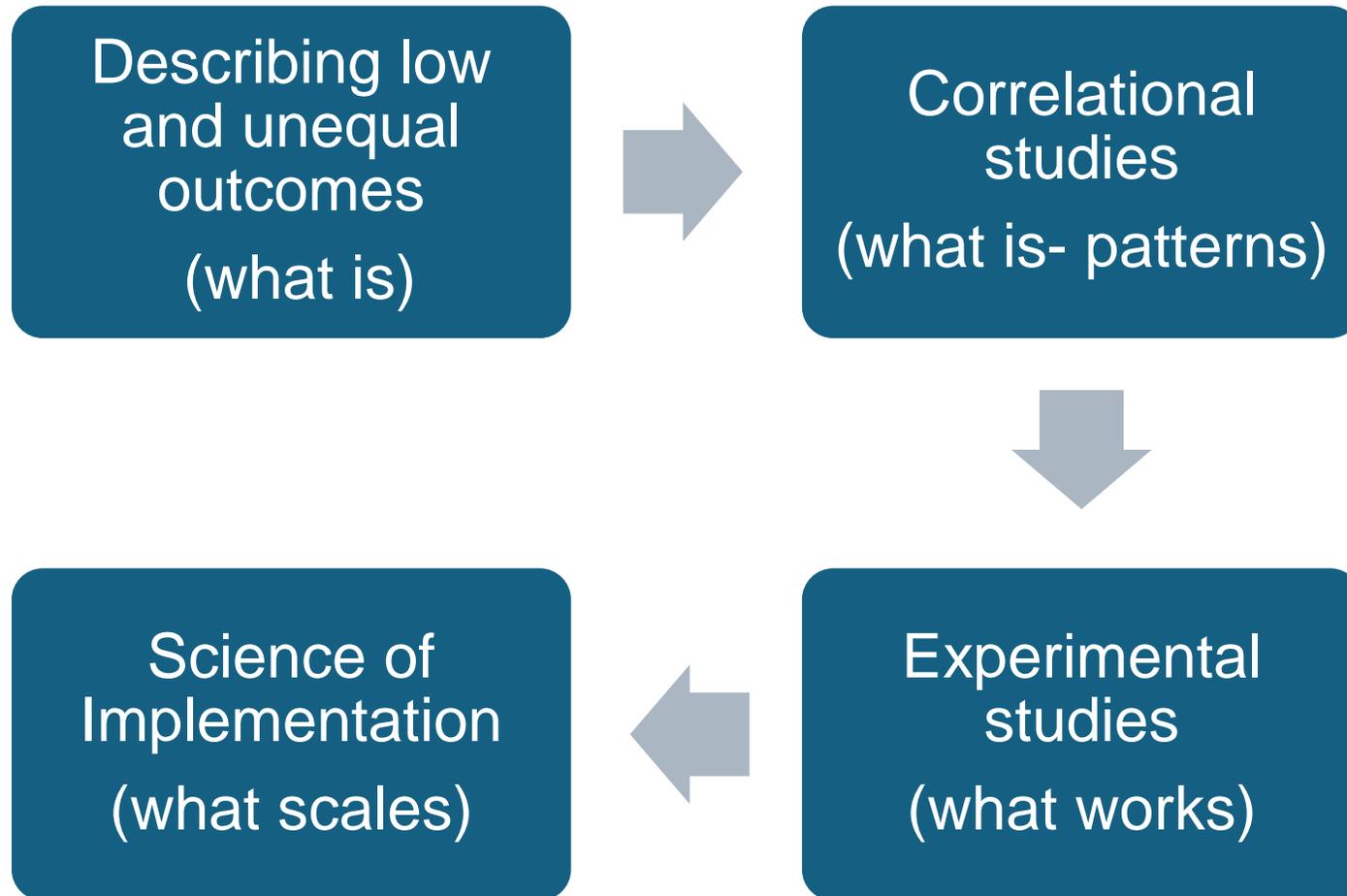
# RESOURCES

Needed to impact reading



# RESEARCH REFLECTIONS

## A shift in the discourse



# RESEARCH REFLECTIONS

## Learning from null (or small) results

*EARLY GRADE READING PROGRAMME NORTH WEST*



# RESEARCH REFLECTIONS

## Learning from null (or small) results

### Effects are smaller when you measure:

- rigorously (with a valid counterfactual),
- Independently
- and not a narrow set of skills targeted by a programme



# RESEARCH REFLECTIONS

## Learning from null (or small) results

### We have had null results on:

- Parent involvement
- Virtual coaching
- DH-led coaching

### And have learned about:

- Reach
- ToC for improving classroom practice
- Implementation fidelity



# RESEARCH REFLECTIONS

## Scaling lessons

Not necessarily a linear process



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## Scaling lessons

Not necessarily a linear process



### Five objectives of the “Language and Literacy Implementation Plan”:

1. Improving Reading literacy in African languages from early learning to foundational learning,
2. Implementing an MTbBE strategy towards strengthening language instruction from Grade 4 into higher grades,
3. Implement new Assessment approaches for measuring and impacting language and literacy outcomes,
4. Strengthening teacher development strategies on language and literacy, and
5. Provisioning adequate and suitable resources for teaching, learning and assessing language and literacy.

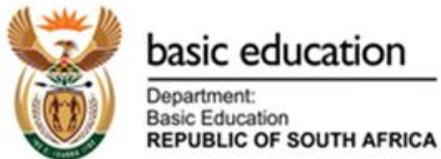
# LOOKING AHEAD

## Promising findings and opportunities

- Extension to NC
- Use of TA's
- COVID bounce back



# Thank you



HEMPEL  
FOUNDATION



education  
Lefapha la Thuto la Bokone Bophirima  
Noord-Wes Departement van Onderwys  
North West Department of Education  
NORTH WEST PROVINCE