

REFLECTING ON EGRP FINDINGS



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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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



The purpose of EGRS/P

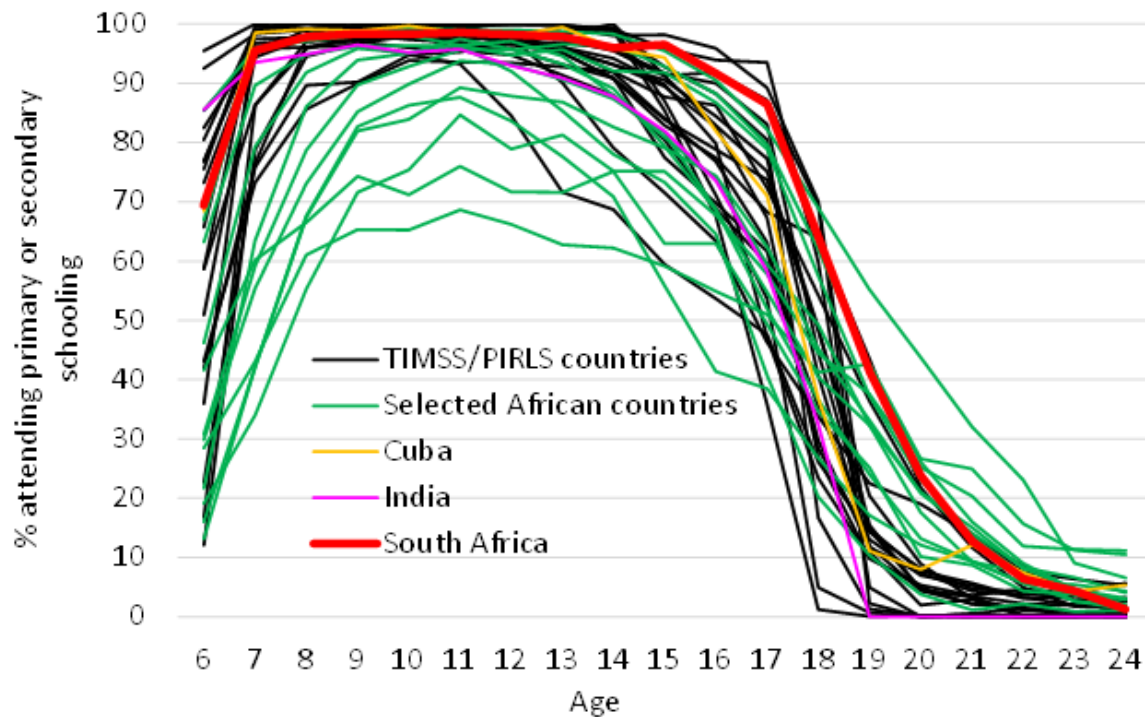
For the sake of informing wider implementation

Why reading?

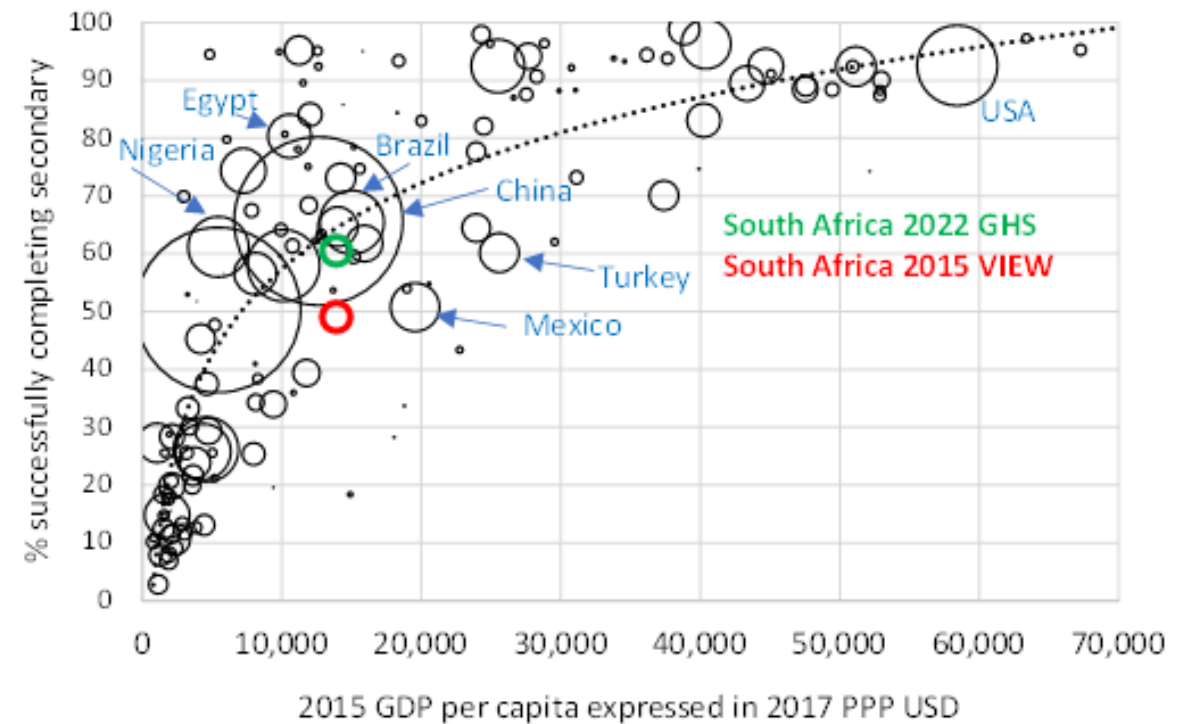


Why reading?

School participation by age across 34 countries

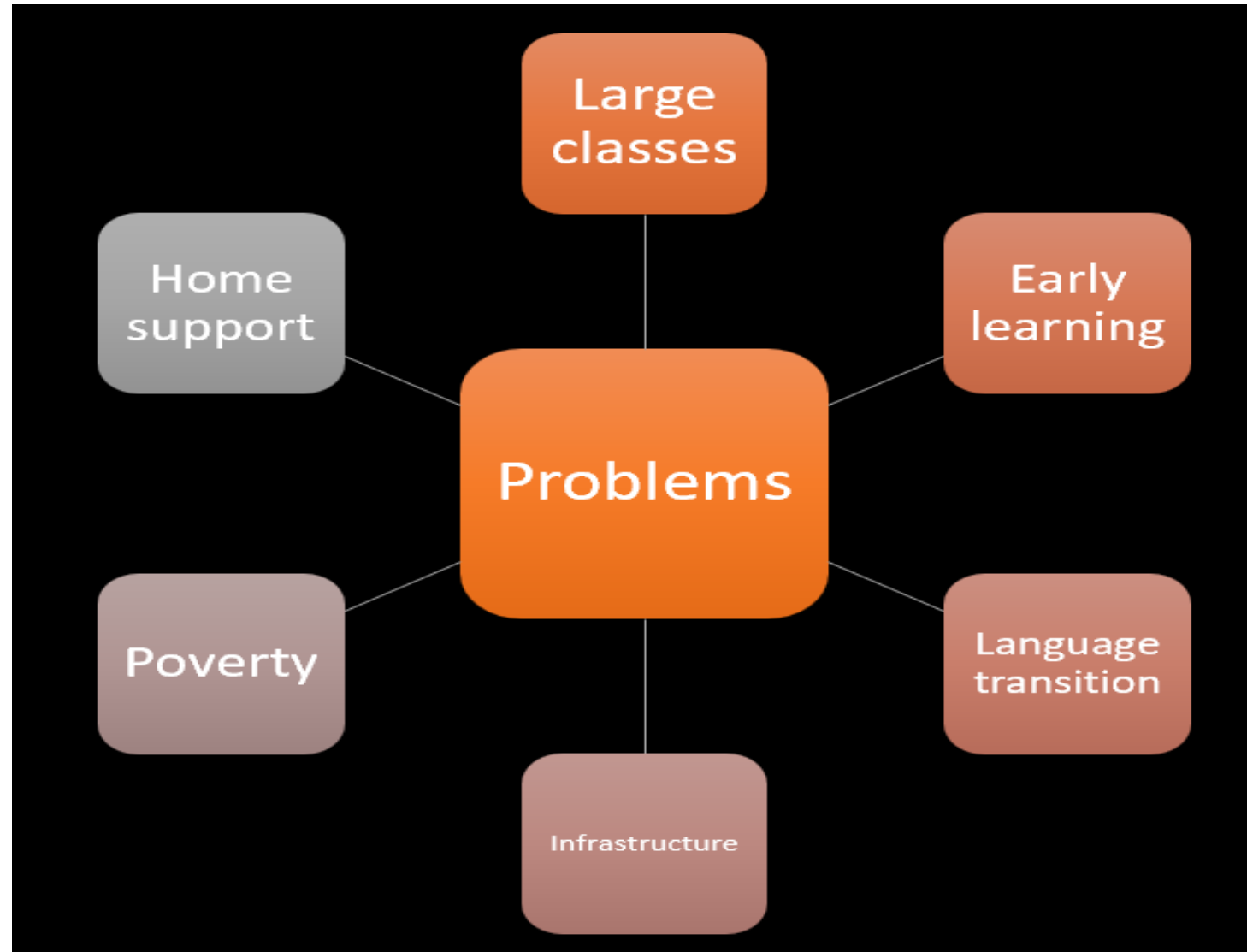


Successful completion of secondary across the world 2015



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

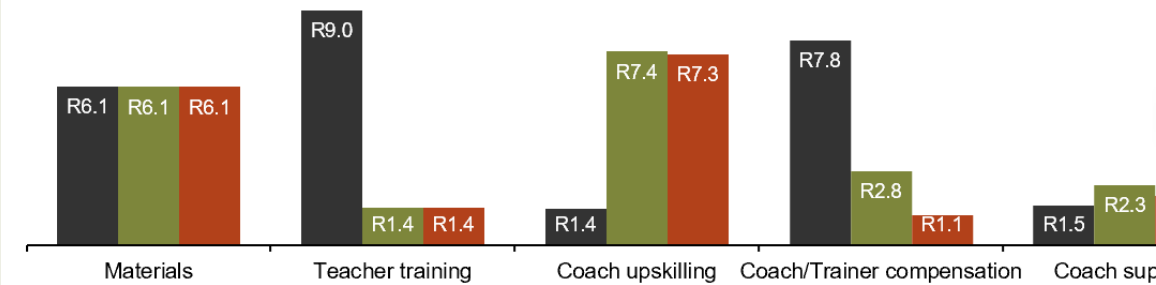
Needed to impact reading

EARLY GRADE READING PROGRAMME NORTH WEST

Implementation Model Descriptions			
	External model	Hybrid model	Internal model
Structured Learning Programme	Yes	Yes	Yes
Subject(s)	HL & EFAL	HL & EFAL	HL & EFAL
Base Programme			
Tablets	No	No	No
Teacher training conducted:	Externally	Internally	Internally
Year 1			
Annual training days	6	6	6
No. of 2-day (residential) sessions	2	6	6
No. of 1-day sessions	2	6	6
Year 2			
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
Coaching Programme			
Tablets	No	No	No
Year 1			
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	4	4
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		20	
Max schools per external coach			
Provide schools with Teaching Assistant?		Yes	Yes
Year 2			

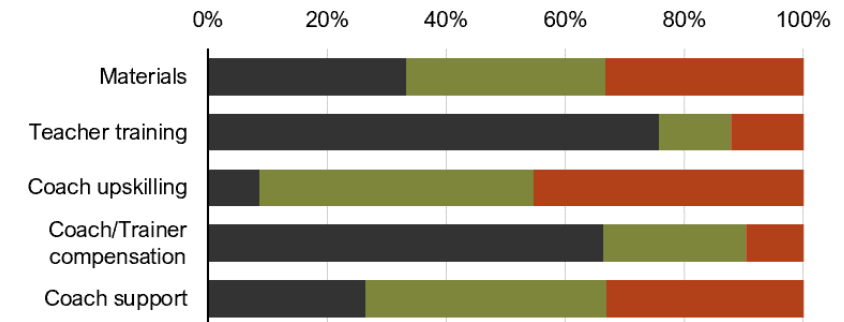
Avg annual cost (Millions), Year 1 - 10

■ External ■ Hybrid ■ Internal



Cost composition by implementation model

■ External ■ Hybrid ■ Internal



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

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EARLY GRADE READING PROGRAMME NORTH WEST



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

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EARLY GRADE READING PROGRAMME NORTH WEST



Cost

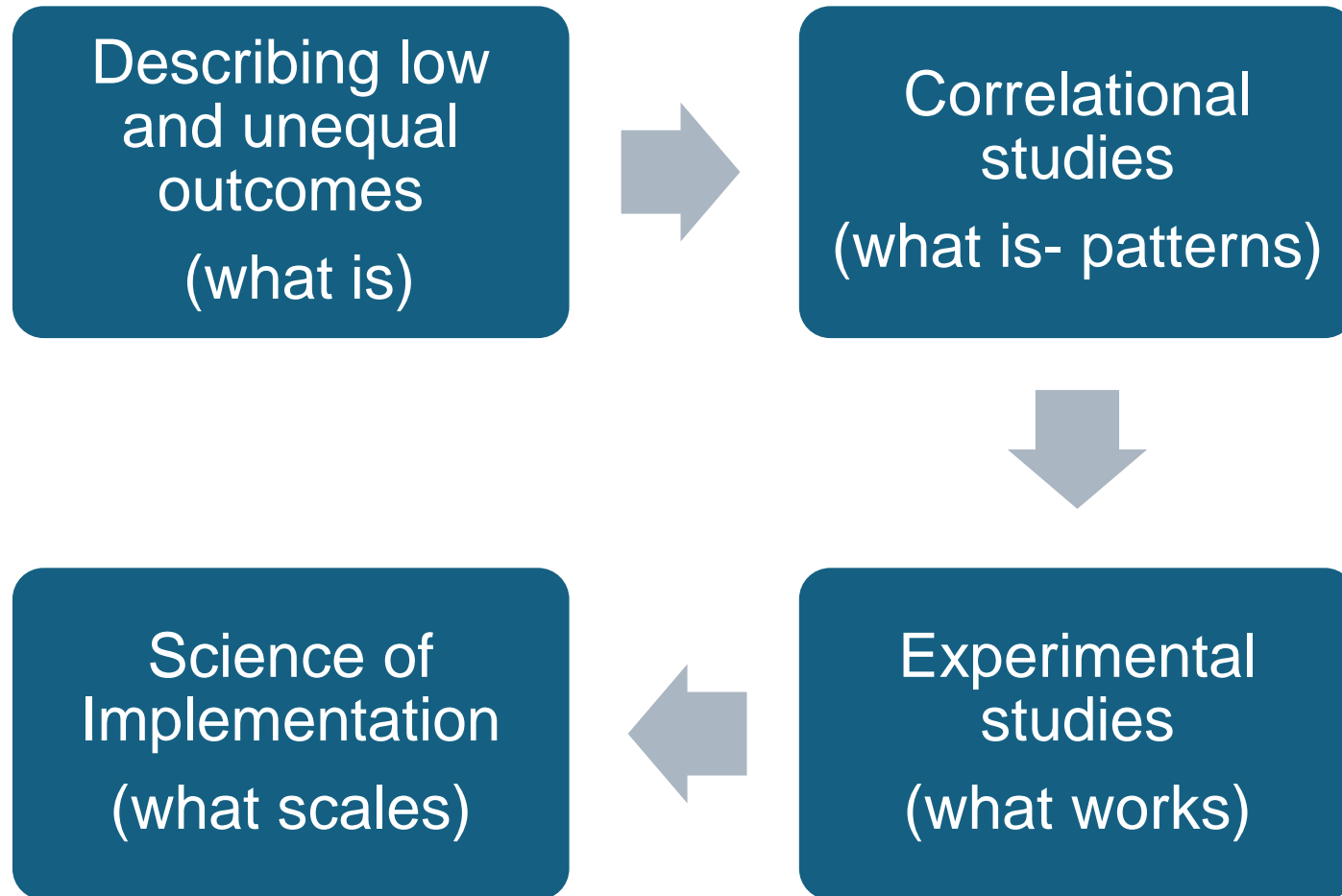


Impact

RESEARCH REFLECTIONS

EARLY GRADE READING PROGRAMME NORTH WEST

A shift in the discourse



RESEARCH REFLECTIONS

Learning from null (or small) results

EARLY GRADE READING PROGRAMME NORTH WEST



RESEARCH REFLECTIONS

EARLY GRADE READING PROGRAMME NORTH WEST

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

EARLY GRADE READING PROGRAMME NORTH WEST

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

EARLY GRADE READING PROGRAMME NORTH WEST

Not necessarily a linear process



RESEARCH REFLECTIONS

EARLY GRADE READING PROGRAMME NORTH WEST

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

EARLY GRADE READING PROGRAMME NORTH WEST

Promising findings and opportunities

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



Thank you



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