

REPORT ON
IMPACT ASSESSMENT OF
INTERVENTIONS ON EARLY GRADE
READING ABILITY (EGRA) IN SCHOOLS



REPUBLIC OF THE GAMBIA
Ministry of Basic and Secondary Education

Curriculum Research, Evaluation and Development Directorate

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TABLE OF CONTENT

FORWARD	4
ACKNOWLEDGEMENT	5
INTRODUCTION.....	6
REVIEW OF THE EGRA CONDUCTED IN 2007	6
THE INTERVENTIONS	7
Setting up of a Management Task Force	7
Documentary Review and Identification of Best Practices	7
Material Development and Teacher Training	7
Ownership at the School Level	8
THE PURPOSE OF 2009 ASSESSMENT	8
METHODOLOGY	9
Recruitment and Training of Enumerators/Assessors	9
The Sampling Procedure	9
The Instruments used for Data Collection	10
Data Collection Procedure.....	10
Data Analysis Procedure	12
Limitations of the Study	12
PRESENTATION OF THE FINDINGS	12
1.0 Pre-reading Skills	13
1.1 Concept of Print (Finger Placement)	13
1.3 Knowledge of Letter Names	17
1.4 Phonemic Awareness (Knowledge of Letter Sounds).....	19
2.0 Reading skills	23
2.1 Familiar Word Reading	23
2.2 Pseudo word (Invented Words or Non-word) Reading.....	25

2.3 Passage or Word in Context Reading	26
3.0 Comprehension Task	27
3.1 Reading Comprehension	27
3.2 Listening Comprehension	29
TEACHER TRAINING NEED	31
SUMMARY OF RESULTS	31
CONCLUSION AND RECOMMENDATIONS.....	37
LIST OF TABLES	
Table 1: Schedule for training of assessors/enumerators.....	9
Table 2: Number of Sample Schools by Type and Region	10
Table 3: Data collection Schedule by Team.....	11
Table 4: National Means and Modes of EGRA Indicators	34
Table 5: Means and Modes of EGRA Indicators (Government Schools)	34
Table 6: Means and Modes of EGRA Indicators (Mission School).....	35
Table 7: Means and Modes of EGRA Indicators (Private Schools)	35
Table 8: Means and Modes of EGRA Indicators for Male	36
Table 9: Means and Modes of EGRA Indicators for Female	36
LIST OF APPENDIXES	
Appendix 1: List of 2009 EGRA Team	39
Appendix 2: Important EGRA Events in The Gambia.....	40
Appendix 3: EGRA Protocols (Instrument for Student Assessment)	41
Appendix 4: Teacher Questionnaire	55
LIST OF FIGURES	
Figure 1.1: Correct Finger Placement by Region.....	<u>13</u>
Figure 1.2: Correct Finger Placement by School Type	<u>14</u>
Figure 1.3: Correct Finger Placements by Grade	<u>14</u>
Figure 1.4: Correct Finger Placements by Sex.....	<u>15</u>

Figure 2.1: Knowledge of Text Direction by Region	15
Figure 2.2: Knowledge of Text Direction by School Type 2007 & 2009	16
Figure 2.3: Knowledge of Text Direction by Grade	16
Figure 2.4: Knowledge of Text Direction by Sex	17
Figure 3.1: Number of Correct Letters Per Minute by Region	17
Figure 3.2: Numbers of Correct Letters Per Minute School Type	18
Figure 3.3: Correct Letters per Minute by Grade	18
Figure 3.4: Correct Letters per Minute by Sex	19
Figure 4.1: Average Number Sounds Correctly Identified by Region	19
Figure 4.2: Average Numbers of Sounds Correctly Identified by School Type	20
Figure 4.3: Average Number of Sounds Correctly Identified by Grade	20
Figure 4.4: Average Number of Sounds Correctly Identified by Sex	21
Figure 5.1: Average Number of Phonemes Correctly Sounded Out by Region	21
Figure 5.2: Average Number of Phonemes Correctly Sounded Out School Type	22
Figure 5.3: Average Number of Phonemes Correctly Sounded Out by Grade	22
Figure 5.4: Average Number of Phonemes Correctly Sounded Out by Sex	23
Figure 6.1: Average Words per Minute by Region	23
Figure 6.2: Average Correct Words per Minute by School Type	24
Figure 6.3: Average Correct Words per Minute by Grade	24
Figure 6.4: Average Correct Words per Minute by Sex	24
Figure 7.1: Average Non-words Read Per Minute by Region	25
Figure 7.2: Correct Non- words Per Minute by School Type	25
Figure 7.3: Correct Non –words Per Minute by Grade	25
Figure 7.4: Correct Non –words Per Minute by Sex	26
Figure 8.1: Correct Words in Passage per Minute by Region	26
Figure 8.2: Correct Words (Reading Passage) Per Minute by School Type	26
Figure 8.3: Average Correct Words (in Passage) Per Minute by Grade	27
Figure 8.4: Average Correct Words (in Passage) Per Minute by Sex	27
Figure 9.1: Correct Answers to Comprehension Questions by Region	28
Figure 9.2: Correct Answers to Comprehension Questions by School Type	28
Figure 9.3: Correct Answers to Comprehension Questions by Grade	28
Figure 9.4: Correct Answers to Comprehension Questions by Sex	29
Figure 10.1: Correct Answers to Listening Comprehension Questions by Region	29
Figure 10.2: Correct Answers to Listening Comprehension Questions by School Type	30
Figure 10.3: Correct Answers to Listening Comprehension Questions by Grade	30
Figure 10.4: Correct Answers to Listening Comprehension Questions by Sex	30
Figure 11. Percentage of Teachers Trained	31
Figure 12: The proportion of children who could not read in 2007 and 2009 by Grade and EGRA task	32
Figure 13: The proportion of children unable to read a single word in context, 2007 and 2008 by grade	33

FORWARD

This report provides findings of the second series of national assessments on reading abilities of children in early grades (Grades 1, 2 and 3) conducted in The Gambia in 2009. The first edition was launched in 2007, the results of which did not only provide baseline data but also a strong basis to employ appropriate intervening strategies in order to curb reading inabilities.

Guided by the complexity of the challenges associated with early grade reading, the Ministry of Basic and Secondary Education (MoBSE) concentrated a great deal of effort on material development, in-service training of early grade teachers, school heads and cluster monitors for the acquisition and application of early grade literacy skills as well as monitoring and supervision of the teaching and learning processes.

Further to the implementation of the strategies identified to address the low levels of literacy of early graders, a second assessment was launched in 2009 in order to establish the impact of the interventions carried out to curb early grade reading inabilities. This report, therefore, provides useful documentation for policy makers, curriculum developers, development partners and practitioners on the performance of early graders in literacy skills. It also offers some useful insight into possible strategies for further improvement on instructional materials and teaching and learning practices to enhance reading.

It is indeed heartening to note from this report that interventions carried out have registered significant impact on the reading abilities of students as shown by the mean scores of all the Early Grade Reading Assessment (EGRA) indicators analysed. Hence, the assessment is a major step towards consolidating the registered achievement in teacher training, teaching and learning as well as the introduction and sustainability of assessment practices at the classroom level. However, the Ministry of Basic and Secondary Education will not be complacent with the registered achievement, given that the modes for the indicators still remain low.

Cognisant of the above, further improvements will require classroom teachers to acquire the skills to develop, administer and analyse their own assessments on individual children. This will enable them identify and address individual student's learning difficulties at the early stage of their early literacy skills acquisition, thus adopting child-centred teaching approaches in teaching reading.

The positive impact of the early grade reading interventions, as revealed in this report poses a significant challenge of improving and sustaining the good practices associated with these interventions. Hence, more effort, resources and commitment will be needed more than ever before, not only to scale up the interventions but also enhance the quality.

Given that the 2007 assessment was carried out with expertise from the Research Triangular Institute in the United States of America and that this edition was exclusively undertaken by home-grown expertise within the education sector, the Ministry of Basic and Secondary Education will ensure that such expertise is strengthened and retained for improved assessments in early literacy and other disciplines that require such interventions.

Finally, I extend sincere appreciation and gratitude to all those who participated in this successful exercise.

Baboucarr Bouy

Permanent Secretary, Ministry of Basic and Secondary Education, Banjul

ACKNOWLEDGEMENT

On behalf of the members of the Early Grade Reading Task Force, I wish to thank the Honorable Minister (Ms. Fatou Lamin Faye) and the Permanent Secretary (Mr. Baboucarr Bouy) of the Ministry of Basic and Secondary Education for creating the enabling environment for the entire team to produce this very important report. They deserve to be highly commended for their untiring efforts in ensuring the existence of a suitable policy environment as well as ensuring the resources needed are put in place for strengthening reading abilities in Gambian schools.

The Senior Management Team (SMT) of the Ministry of Basic and Secondary Education have also been very active both at Central and Regional levels in engaging the Task Force members in dialogue to ensure that strategic interventions were tabled to improve reading abilities in our schools. Their efforts are fully recognized.

The Research Triangular Institute RTI which was represented in The Gambia by Dr Amber Gove was extremely helpful in laying the foundation of Early Grade Reading Assessment in The Gambia. The Institute shall ever be remembered for facilitating the first nationwide EGRA conducted in 2007 as well as building national capacity, thus enabling the Ministry to conduct this 2009 Impact Assessment on its own (without any external support). I therefore extend my sincere gratitude to the RTI.

Worthy of commendation are also those who took part in the assessment listed in Appendix 1, the teacher trainers and the Jolly Learning Company in the United Kingdom who provided international Jolly Phonics trainers as well as Jolly Phonics starter kits to six schools, thus laying the foundation of Jolly Phonics in The Gambia. I also thank the pupils who voluntarily participated in the assessment. Teachers too, have contributed in no small measure towards the achievements being reported in this document. They therefore deserve special commendation.

I also extend special thanks to Gambia College (School of Education) and Future in Our Hands for making Early Grade Reading a priority in their teacher training activities. I am indebted to my own staff at the Curriculum Research, Evaluation and Development Directorate (CREDD) of the Ministry of Basic and Secondary Education who worked tirelessly in ensuring that materials on Early Grade Reading are produced and teachers are trained on them nationwide.

Finally, this document would not have been produced without the strong support of the World Bank and Fast-Track Initiative from which funding was provided for the first EGRA to be conducted in 2007, materials developed and teachers trained, as well as the conduct of the 2009 impact assessment study.

Burama L. J. Jammeh (Director of CREDD)

Editor & National EGRA Coordinator

INTRODUCTION

This report presents findings of the Impact Assessment of Interventions carried out by the Ministry of Basic and Secondary Education and partners to strengthen reading abilities in Gambian schools. The first part of the document briefly reviews the process of Early Grade Reading Assessment (EGRA) conducted in 2007 as well as the follow-up interventions towards curbing reading inabilities discovered in the assessment. The report further highlights the purpose of the 2009 assessment and the methodology employed in the assessment.

The second part of the report presents the findings of the impact assessment using simple column/bar charts to compare the EGRA results for 2007 with the results of 2009. A total of 16 EGRA indicators are analysed in the report of which 10 are plotted in diagrams. Tables are also included to summarise data for all the 16 indicators. As much as possible, data on the EGRA indicators are disaggregated by Region (for the six educational regions in country), school type (public, mission and private), Grade (Grades 1, 2 & 3) and by sex (male & female distribution).

The final section of the report presents a brief analysis of the teacher questionnaire focusing on the training needs highlighted by teachers in the survey. This is followed by a summary of the results presented mainly in tables that comparing the mean and mode scores in 2007 and 2009 for all the indicators nationwide, as well as disaggregated data by school type and sex.

The report is concluded by recommendations amongst which training of teachers on the classroom reading assessment method, provision of electronic gadgets to enhance teaching of reading, extending the early grade reading assessment and interventions to Madrassah institutions using both Arabic and English Language and strengthening EGRA in the teacher training programme of Gambia College are key in the efforts to further improve reading abilities in Gambian schools. It is hoped that teachers, curriculum developers, teacher trainers, researchers, education officers, development partners and university students will find this report useful.

REVIEW OF THE EGRA CONDUCTED IN 2007

Early Grade Reading Assessment (EGRA) practice started in The Gambia in 2007 with the permanent Secretary's acceptance of a World Bank invitation for the Gambia to participate in the pilot phase of Early Grades Reading Assessment. Consequently, a team of six Education Officers including the Permanent Secretary himself joined Senegalese team in Dakar for review and adaptation of the assessment instrument developed by Research Triangular Institute (RTI). The team spent a week in Dakar (16th -21st April 2007) and upon their return, The Gambian team identified extra 14 officials to form a national EGRA team for the 2007 assessment. With the facilitation of RTI expert (Dr. Amber Gove) the team conducted assessment of reading abilities of 1200 children in Grades 1, 2 and 3 in 40 schools selected in such a way that all school types (public, mission and private) as well as urban/rural dichotomies were represented. Thus, purposive, stratified and random sampling methods were employed in the selection of 40 schools corresponding to 10% of Lower Basic/Basic cycle schools across the country.

The process involved training on the instrument, pre-testing, finalisation of the instruments as well as introduction to data analysis using the pre-test data. The assessment proper and data collection was conducted from 2nd – 11th May 2007. The data collected were analysed and

compiled into a report¹ to form the basis for interventions to curb reading disabilities in schools. The 2007 assessment results constitute the Ministry's baseline data for monitoring the impact of the further interventions. The next section highlights some of the key interventions carried out to improve reading abilities in Gambian schools. This is followed by the presentation of the methodology and then the findings.

THE INTERVENTIONS

The interventions that contributed to the achievements being reported included the establishment of a management task force, documentary review and identification of best reading practices, material development and teacher training, and the schools taking ownership of reading interventions.

Setting up of a Management Task Force

The completion of the 2007 assessment is immediately followed by decision making of the Senior Management Team (SMT) of the Ministry of Basic and Secondary Education. Well before the completion of the comprehensive analysis, the result of the pilot exercise was presented and discussed at the SMT meeting held from 25th – 27th May 2007. A decision was taken to set up a task force responsible for designing and supervising a comprehensive plan to curb reading disabilities in schools. The task force consisted of the Deputy Permanent Secretary- Technical (Dr Pap Sey), the Director of Human Resources (Fatou Bin Njie) the Director of Basic and Secondary Education (Momodou Sanneh), the Director of Standard and Quality Assurance (Momodou B. Jeng) and the Director of Curriculum Research, Evaluation, Development and In-service Training (Burama L. J. Jammeh) who coordinates the assessment and intervention programmes.

Documentary Review and Identification of Best Practices

Under the supervision and guidance of the SMT task force a documentary review activity was conducted to identify gaps in the instructional material of schools and Gambia College (School of Education) teacher training curriculum on the mechanics of reading. This activity brought together, curriculum developers, experienced teachers from public, mission and private schools, lecturers from Gambia College and University of The Gambia in a workshop to identify not only gaps in the instructional materials but also best practices on teaching reading at early grades.

Material Development and Teacher Training

The information and materials obtained from the documentary review exercise were used to produce a Hand book on Teaching Early Grade Reading Activities (EGRA) at a Material Development workshop held from the 6th – 15th August 2007. The hand book was used to

¹ Sprenger-Charolles, L. (2008) *The Gambia Early Grade Reading Assessment (EGRA) Results from 1,200 Gambian Primary Students Learning to Read in English—Report for the World Bank*. Report can be downloaded at:

<https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=116>

conduct a nationwide training of teachers from August to September 2007. A total of 3000 participants consisting of Grades 1, 2 and 3 teacher, (primary targets), head teachers and cluster monitors. Furthermore, through negotiations, Jolly Learning Company in the United Kingdom sponsored an international Jolly Phonics trainer to train teachers on Jolly Phonics as part of the nationwide teacher training. A total of 100 teachers were initially trained on Jolly Phonics.

A follow-up teacher training on Jolly Phonics was conducted in March to April, 2008 with the help of six international Jolly Phonics trainers from Jolly Learning Company. The team included Mrs. Susan Lloyd (the founder of the Jolly Phonics technique). Subsequent activities included development of Early Literacy Teacher training guides which incorporated more Jolly Phonics techniques.

Ownership at the School Level

Training activities continued at national, regional, school cluster and school levels. Cases of individual teacher to teacher training were also noted. Some schools continued to carry out in-house training on Jolly Phonics, bought radio cassette players on their own to facilitate teaching and learning of sounds, songs, rhymes and stories. Noting the level of commitment at the highest level of the Ministry of Education, some schools were also observed to have taken ownership and responsibilities to develop materials and train one another on Jolly Phonics. For example, it was common to see school communities inviting professional trainers to facilitate school based training activities.

The most outstanding interventions carried out by the Ministry to curb reading disabilities in schools are presented in Appendix 2 including dates, objectives of the activities and outputs. Given the 2007 baseline data and the numerous efforts to curb reading disabilities, this report is designed to provide feedback on the interventions carried out as measured by the performances of students of early grades in reading. The next section highlights the purpose of the 2009 assessment.

THE PURPOSE OF 2009 ASSESSMENT

The purpose of this assessment was to document student performance on early grade reading skills in order to inform policy makers, curriculum developers, development partners and practitioners on the impact of the interventions that were carried out to curb reading disabilities. The assessment is also designed to showcase the needs for further improvements in the instructional materials and teaching learning practices towards enhancing reading. The specific objectives are:

- To sustain and improve the culture of Early Grade Reading Assessment in Schools
- To ascertain whether or not the interventions carried out since 2007 yielded any benefit. In other words, to assess impact of the interventions carried out as measured by students' performance in EGRA
- To have more Gambians trained on the assessment method
- To establish basis for carrying out further interventions in the area of reading.

To achieve these objectives, the following section discusses the methodology employed.

METHODOLOGY

As stated above, the 2007 assessment was conducted with the help of an expert from RTI. Unlike the 2007 assessment, this impact assessment and the analysis presented in this report was conducted by the national team from the Ministry of Basic and Secondary Education. The process included training/refreshers course for the enumerators, piloting/rehearsal of the instruments, assessment at schools, data coding and data analysis, report writing and presentation.

Recruitment and Training of Enumerators/Assessors

The enumerator/assessors were selected in such a way that seeds of nationwide teacher training on the assessment method are planted. Therefore, the recruitment covered representatives from the six educational regions in addition to the staff of Curriculum and Standard and Quality Assurance Directorates of the Ministry. Appendix 1 presents the list of Enumerators/Assessors that were recruited, trained and engaged in data collection.

The training activity included preliminary data collection and coding exercises from schools that were purposely selected for their intensive EGRA programme. Table 1 below shows the schedule for the training activity.

Table 1: Schedule for training of assessors/enumerators

Teams	Tuesday 16th June	Wednesday 17th June	Thursday 18th June	Friday 19th June	Saturday 20th June
1	Training	Pilot Bundung	Coding/data Entry	Analysis	Analysis & Preparations
2	Training	Pilot St Therese's	Coding/data Entry	Analysis	Analysis & Preparations
3	Training	Pilot Sukuta	Coding/data Entry	Analysis	Analysis & Preparations Analysis & Preparations
4	Training	Pilot Jamisa	Entry Coding/data	Analysis	Analysis & Preparations
5	Training	Pilot Mandinari	Coding / data Entry	Analysis	Analysis & Preparations

The Sampling Procedure

The sampling procedure for the 2007 assessment was adapted to ensure credibility in comparing the results. The procedure was based on 10% of the lower basic/basic cycle schools was targeted. The selection of sample schools was through purposive sampling to

ensure that all school types were represented, Stratified (to address urban/rural dichotomy) and random (to ensure that all the schools have equal chance to be selected). A total of 1200 students were assessed in the 40 schools sampled in 2007. The number of schools selected by region and school types is presented in Table 2 below.

Table 2: Number of Sample Schools by Type and Region

Region	Number of Schools			Total
	Public	Mission	Private	
1	3	2	1	6
2	8	1	0	9
3	5	1	0	6
4	5	0	0	5
5	6	1	0	7
6	6	1	0	7
Total	33	6	1	40

The Instruments used for Data Collection

Early Grade Reading Assessment (EGRA) protocols or instruments used in 2007 were maintained in order to facilitate comparison. The assessment covered the main skills required for a child to read at the early stage of schooling (Grades 1, 2 and 3). The instruments included tasks on pre-reading skills, reading skills, comprehension, spelling and punctuation. In addition, students were also interviewed on their learning and home socioeconomic environment. Three teachers were also interviewed in each sample school (i.e. one teacher for each grade level in each school). See Appendixes 3 and 4 for student assessment instruments (EGRA protocol), the accompanying interview questions and the teacher interview questionnaire respectively.

Data Collection Procedure

The EGRA team (listed in Appendix 1) was divided into 5 teams of 4 enumerators and one team leader. Each member of the team was issued with clear terms of reference to assess 30 students each day and to collect data from them (i.e. 10 students from each grade 1, 2 and 3). In addition to student assessment and interviews, the enumerators and team leaders were responsible for data coding and entry into excel spread sheet. Table 3 shows the data collection schedule indicating the schools visited. A total of eight days were used for data collection and three days for the coding exercise.

Table 3: Data collection Schedule by Team

Teams	Monday 22nd June	Tuesday 23rd June	Wednesday 24th June	Thursday 25th June	Friday 26th June	Saturday 27th June	Sunday 28th June	Monday 29th June	Tuesday 30th June	Wednesday 1st July	Thursday 2nd July
1	Campama	St. Joseph's	Madiyana	Old Jeshwang	St. Michael	Coding	Coding	Albreda	Bakalari	Madina Manneh	Coding
2	Methodist Prep. Banjul	Bondali	Kampasa	Burong	Kulu Kunda			Nema Kuta	Kani Kunda	Pakaliba	
3	Bakau N/Town	St. Peters	New Yundum	Sohm	Farafenni			Kerr Sait Maram	Simbara Hai	Sami Banni	
4	Seino	Tanje	Kabafita	Tamba kunda	Banni R3			Jahali	Njie Kunda	St Therese's Fulabantang	
5	Sare Ngai LBS	Barrow Kunda LBS	Song Kunda LBS	Kossemar LBS	Sare Wallom LBS			Korojula Kunda BCS	St George's LBS	Sankoli Kunda LBS	

Data Analysis Procedure

An excel spreadsheet analysis tool was been used to generate the tables and figures presented in this report focussing on comparison between 2007 and 2009 assessment results. The data are organised and presented in simple bar charts in order to enhance the user friendliness of the report. As much as possible, disaggregated data are presented to show variations in regions, school type (government, mission and private schools), grades (1, 2 and 3) and sex (male and female).

Limitations of the Study

It was proposed that after the coding, a Gambian representative will join Research Triangular Institute (RTI) team for capacity building on an exhaustive data analysis. This has not yet been materialised, however, the analysis presented in this report are those within the national capacity to show variations in the results of 2007 and 2009 as a measure of the impact of the interventions carried to strengthen reading abilities in schools. An exhaustive analysis is required for all the data collected in order to present a more comprehensive analysis including the implications for teaching and learning – a framework newly developed at RTI.

Secondly, the analysis is based on figures (i.e. quantitative data) and therefore excludes findings on the views of teachers about challenges to be addressed to further improve reading abilities in schools. A follow up seminar(s)/workshop(s) is therefore required as a basis for preparing a more comprehensive proposal towards efforts to improve reading abilities. The following section presents the findings.

PRESENTATION OF THE FINDINGS

The skills assessed to determine reading abilities of students are as follows.

1) Pre-reading skills were assessed by the following indicators

- Concept of print measured by correct finger placement of a child on where to start reading
- Identification of correct text direction
- Number of correct letters a child read per minute
- Correct number of sounds identified and sounded out by a child in a given word
- Sum of correct sound identified

2) Reading skills were assessed by the following indicators:

- Number of correct words read by a child per minute
- Number of correct non-words read per minute
- Number of correct words read in a passage)

3) Comprehension skills include the following indicators:

- Correct answers to comprehension
- Correct answers to listening comprehension

4) Spelling

5) Punctuation including:

- Appropriate spacing of words
- Appropriate text direction in writing
- Use of capital letters at the beginning of sentence
- Correct punctuation (e.g. full stop at the end of a sentence).

The presentation of the results for each EGRA indicator is preceded by a brief description of the EGRA task with a view to developing appreciation and skills to conduct EGRA at school level by the teachers and interested education officers.

The figures are presented in simple graphs comparing the 2007 and 2009 results. Four sets of graphs are presented on each indicator as follows.

- Results by Education Region including the national average
- Results by school type (public, mission and private schools)
- Results by Grade (Grades 1, 2 and 3), and
- Results by sex (male and female)

1.0 Pre-reading Skills

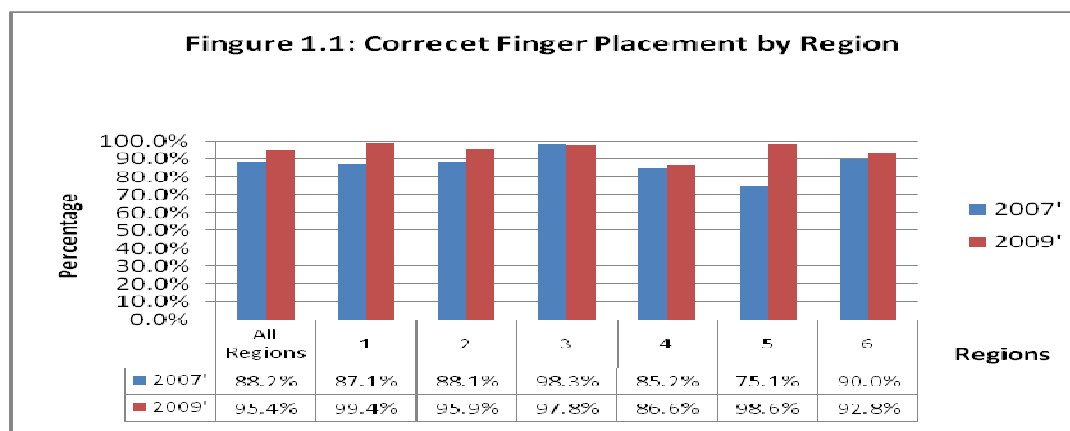
Five tasks were involved in assessing pre-reading skills of children. These are

1. Concept of print as indicated by correct finger placement on where to begin reading
2. Text direction as indicated by correct finger movement along the text direction
3. Knowledge of letter names
4. Knowledge of letter sounds (phonemic awareness) as indicated by the child's ability to identify the number of phonemes in a word and
5. The ability of a child to correctly sound out the phonemes.

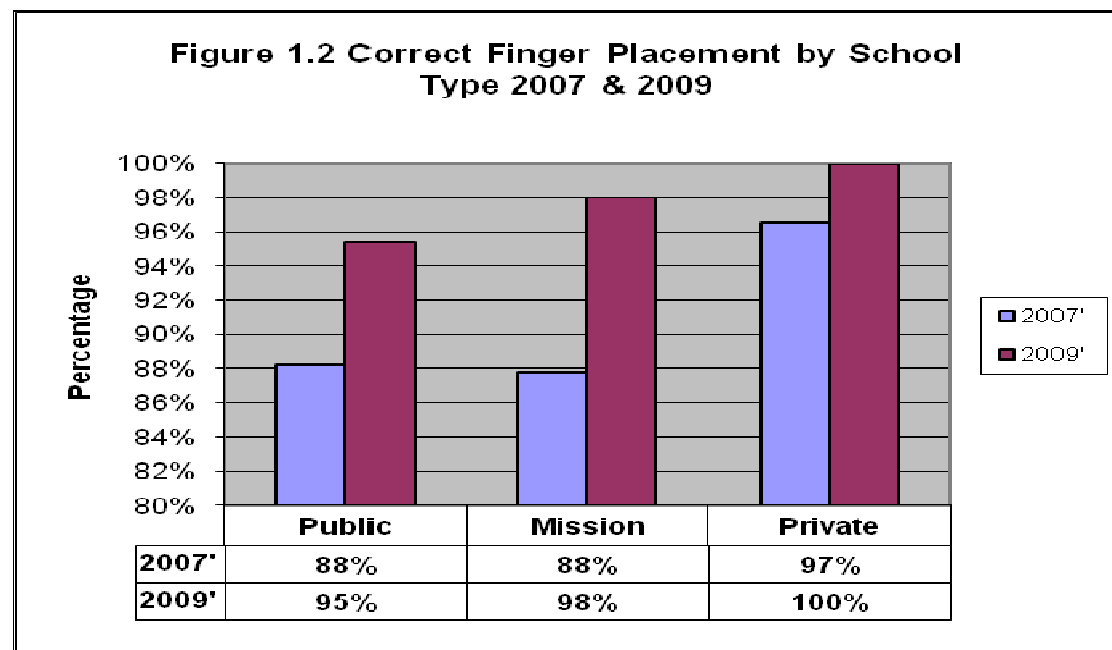
1.1 Concept of Print (Finger Placement)

An important pre-requisite for a child to read is his/her knowledge of where to begin reading. This is important especially in The Gambia where the majority of children start their education from Islamic schools using Arabic script for which the text direction is from right to left.

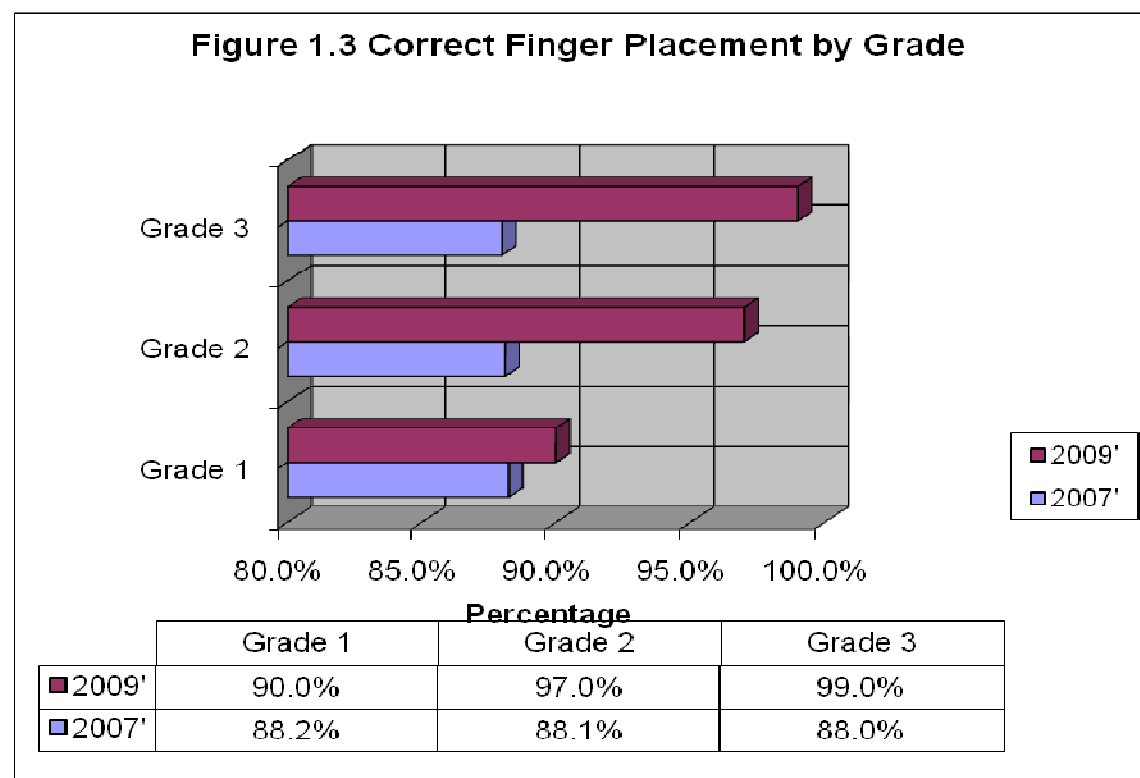
The task involved in assessing the concept of print is finger placement on the top/left letter. Figure 1.1 shows the result. While 88 percent of early grade students had knowledge of fingers placement in 2007, about 95 percent of children demonstrated knowledge of finger placement in 2009. This implies that about 5% of the children still lacked knowledge of where to begin reading English Language script. Figures 1.1, 1.2, 1.3 and 1.4 show the comparative results by region, school type, grade and sex respectively.



All Regions registered increase except Region 3 with slight decrease from 98.3 % in 2007 to 97.8% in 2009.



All school types registered increase in finger placement. Whilst 100% of the private school students demonstrated knowledge of finger placement 2% and 5 % of the mission and public schools students lacked the knowledge respectively. However they registered 10% and 7% point increase in 2009 over 2007 respectively.



Whereas no significant difference was observed between the Grades in 2007, the 2009 data reveal progressive differences between the grades with 90% of Grade 1 students having knowledge of correct finger placement(the lowest) and 99% of the Grade 3 students (the highest).

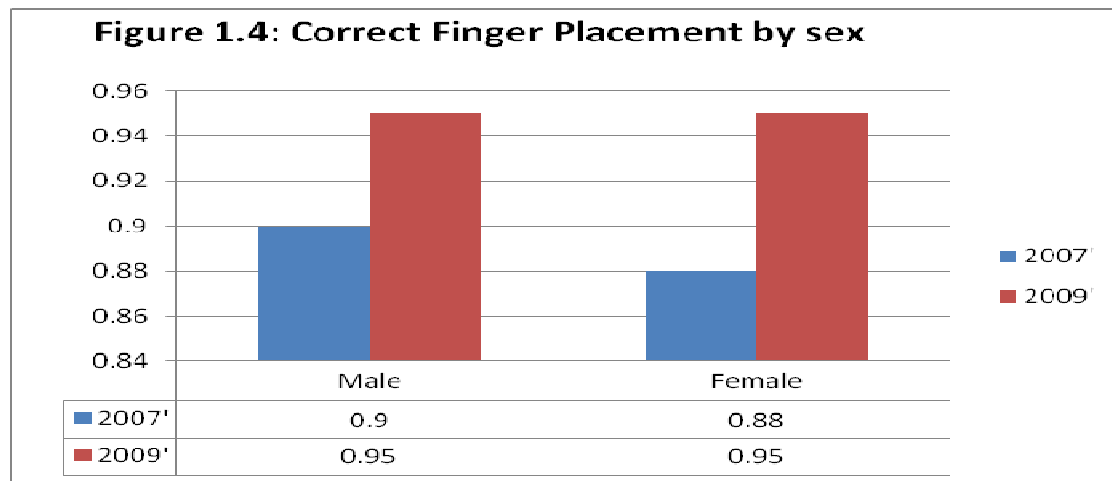


Figure 1.4 shows significant improvement for both sexes. However, while male scored higher than female in 2007, there was no differences in the scores of boys and girls in 2009.

1.2 Text direction

The task involved in assessing knowledge of text direction is the movement of finger from left to right. Figures 2.1 to 2.4 show the comparative results for 2007 and 2009. Figure 2.1 for example shows increase from 87% to 96% in the overall and that except for Region 3, all regions registered increase in the percentage of students with knowledge of text direction.

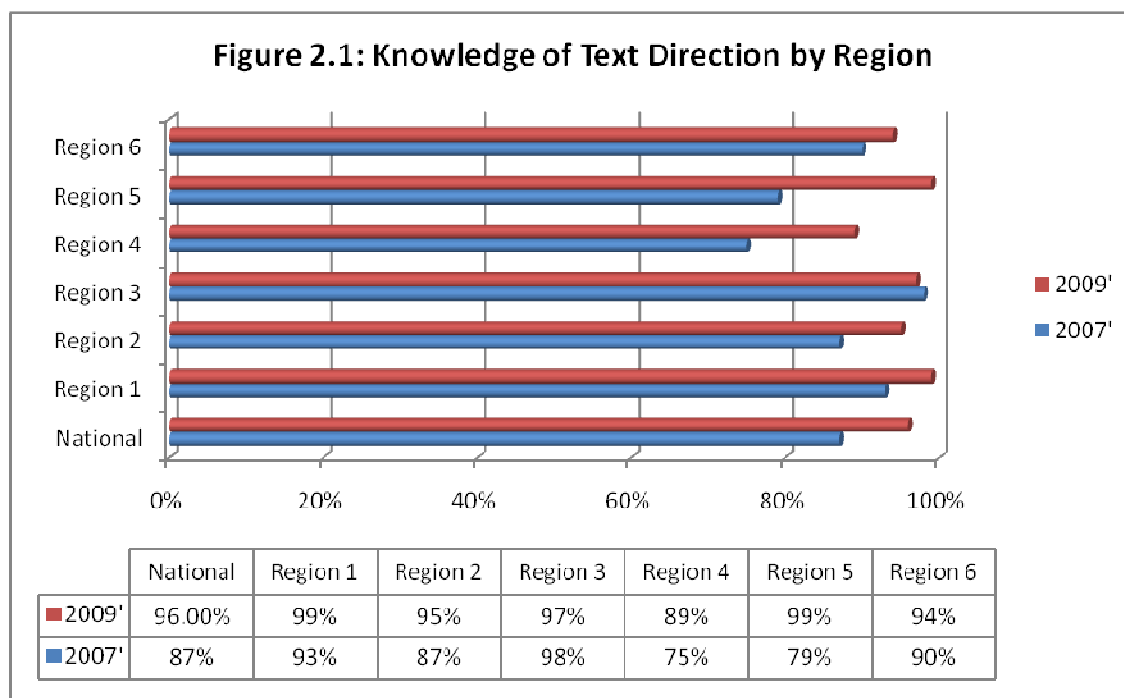
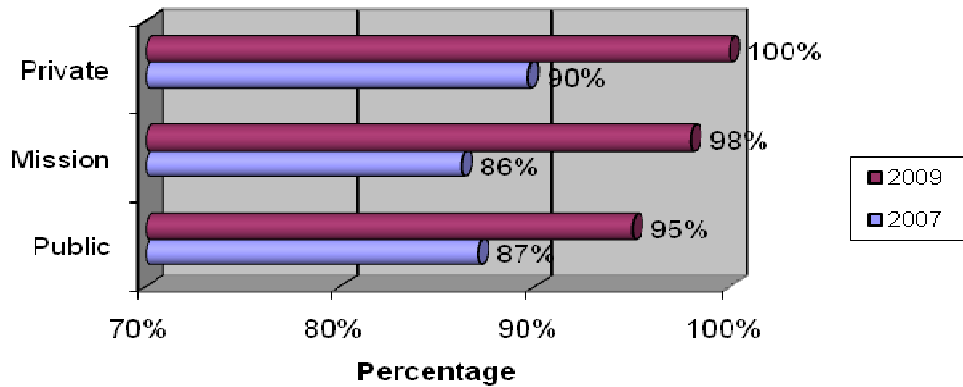
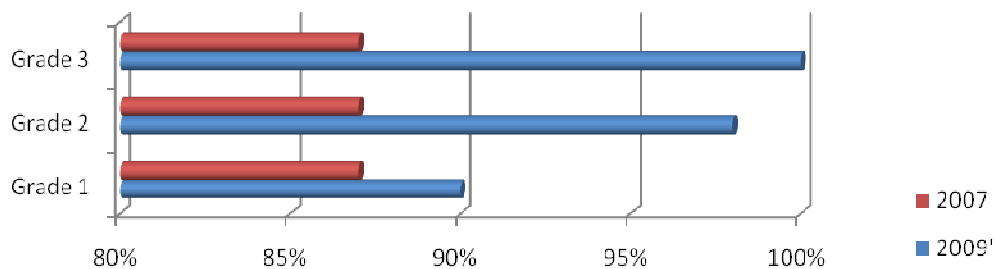


Figure 2.2 Knowledge of Text Direction by School Type 2007 & 2009



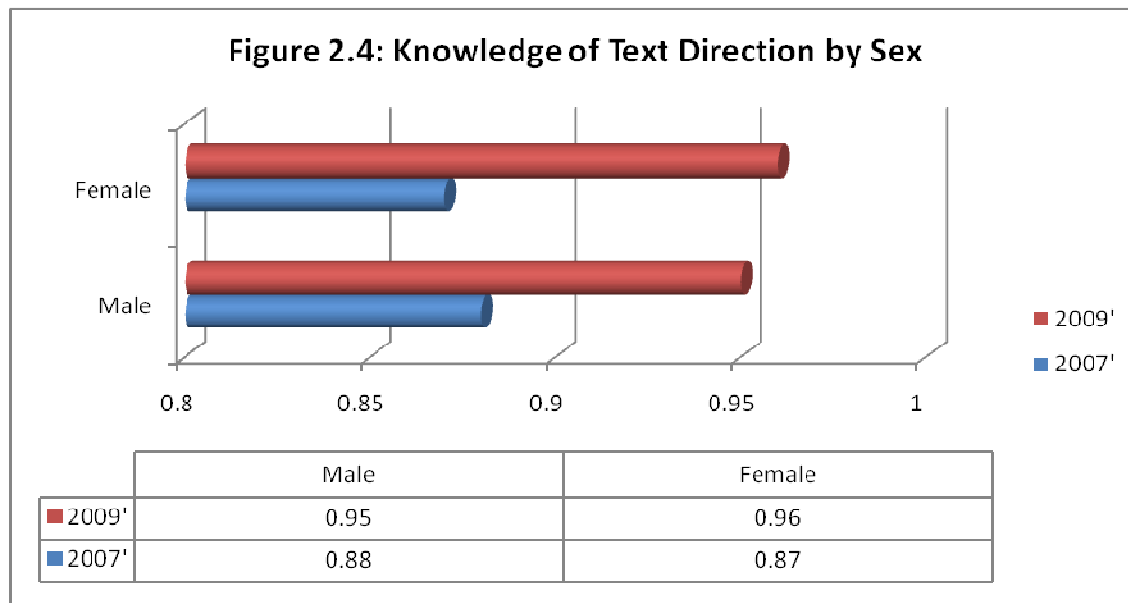
All school types registered significant increase in the percentage of students with knowledge of text direction. About 5 % and 2 % of the public and mission schools were still without knowledge of text direction.

Figure 2.3: Knowledge of Text Direction by Grade



	Grade 1	Grade 2	Grade 3
2007	87%	87%	87%
2009'	90%	98%	100%

Whilst no significant variations was observed between the grades in 2007, the percentage of children with the knowledge of text direction range from 90% of Grade 1 students to 100% of Grade 3 students in 2009. This implies that all Grade 3 students acquired knowledge of correct text direction in 2009 as compared to only 87% in 2007.



It can be observed in Figure 2.4 that the percentage of males with knowledge of text direction is higher than female in 2007 by 1% point. However, the percentage of female increased over male in 2009 by the same (1) percentage point.

1.3 Knowledge of Letter Names

This task involved in assessing knowledge of letter names was to ask students to name full set of letters (A-Z) listed in random order. This is to prevent students from reciting a memorized alphabet. Both upper and lower case of the alphabet were used and the score constituted the number of letters each child read in one minute. A total of 100 letters were listed in the assessment instrument with each alphabet presented in multiple times.

This result shows a registered increase in the overall average score for knowledge of letter names from 24.5 letters per minute in 2007 to 33.2 in 2009. Figures 3.1, 3.2, 3.3 and 3.4 show the results by region, school type, grade and sex respectively.

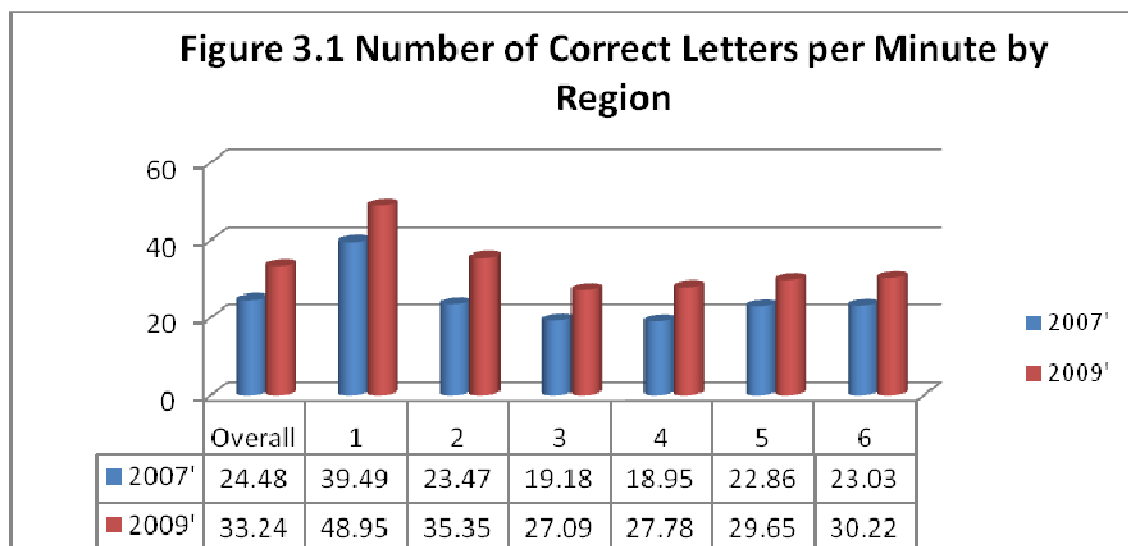
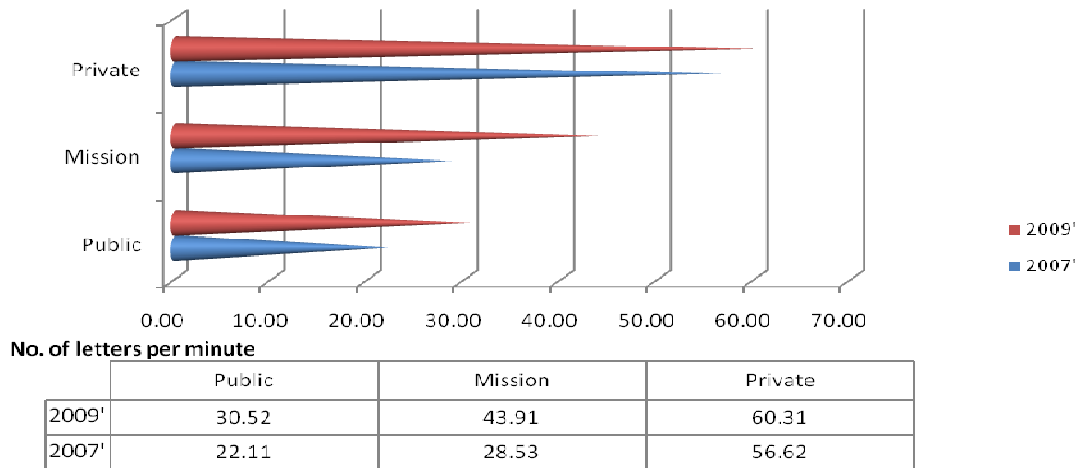
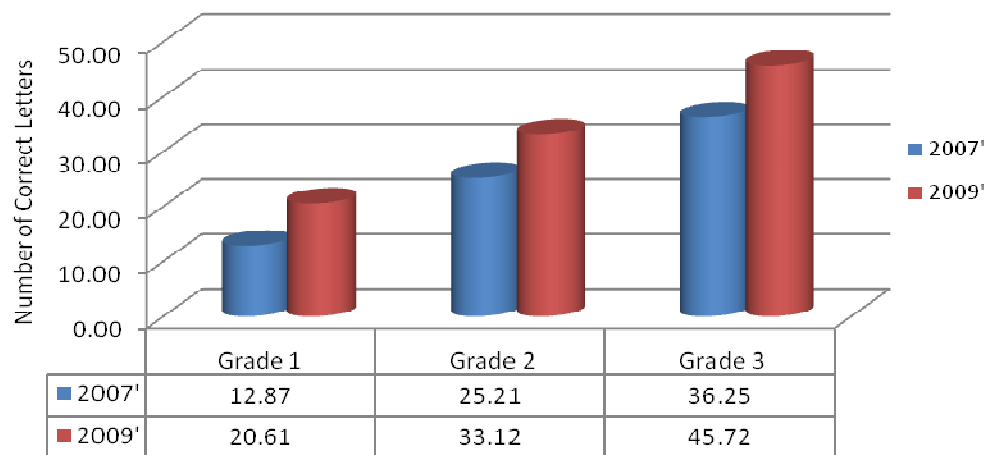


Figure 3.2 Number of correct letters per minute by school type

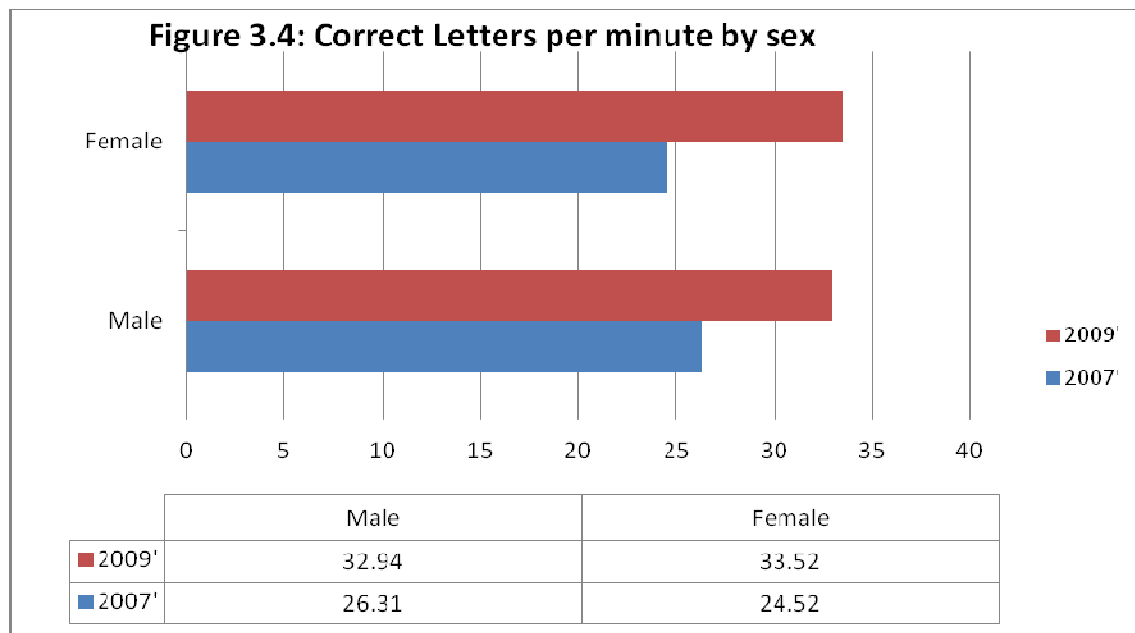


Even though the private schools score higher, significant improvement is observed in mission schools with 15.38 percentage point increase of 2009 score over 2007. The percentage point increase for public schools was 8.41 as compared to 3.69 for private schools.

Figure3.3: Correct letters per minute by Grade



All grades registered increase in 2009 over 2007 averages.



While male scored higher in 2007, female were in the lead in 2009

1.4 Phonemic Awareness (Knowledge of Letter Sounds)

Two tasks were involved in assessing students' knowledge of letter sounds. These are (a) **the identification task** which required children to provide the number of sounds included in a spoken word. The scores were calculated by the total number of words for which the number of phonemes correctly identified. In other words, the total number of correct answers for the number of sounds identified (out of 5 words). The comparative results for 2007 and 2009 are presented in Figures 4.1, 4.2, 4.3 and 4.4 by region, school type, grade and sex respectively.

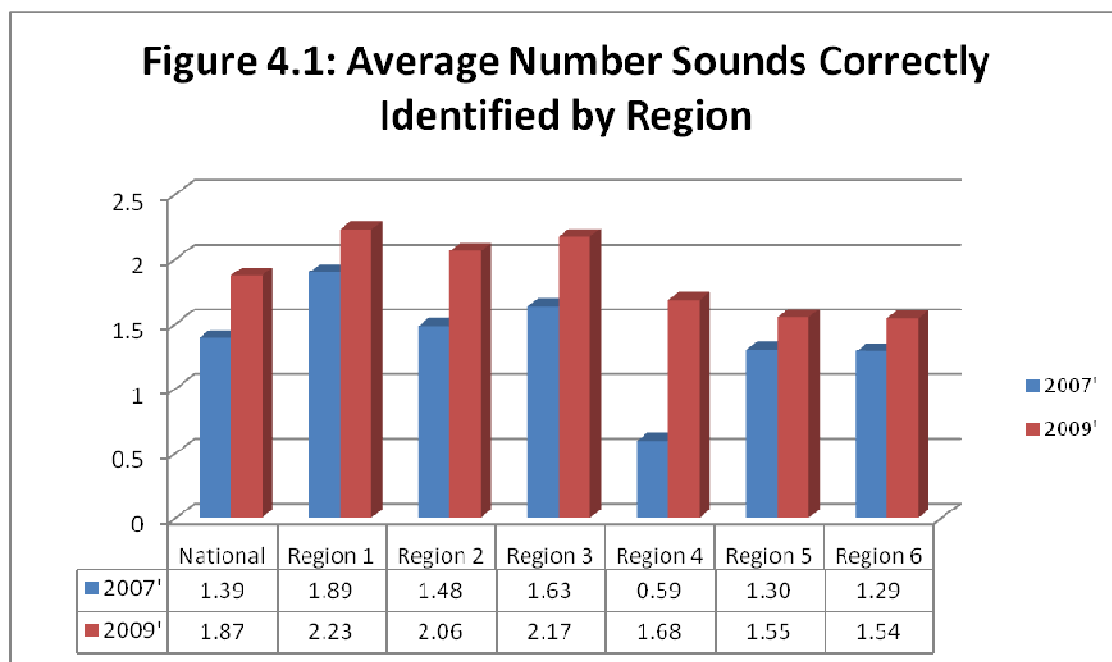


Figure 4.2: Average number of sounds correctly identified by school type

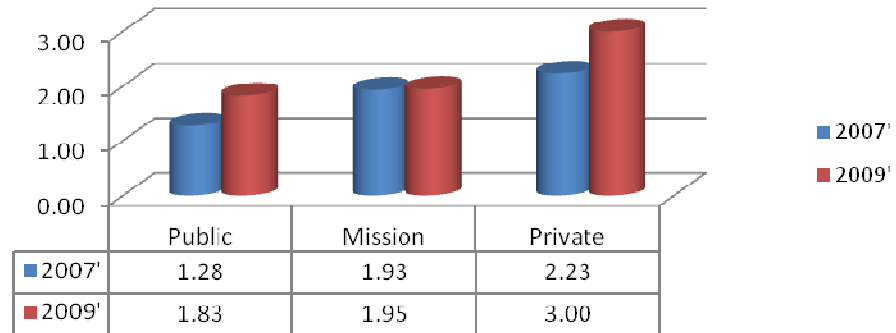
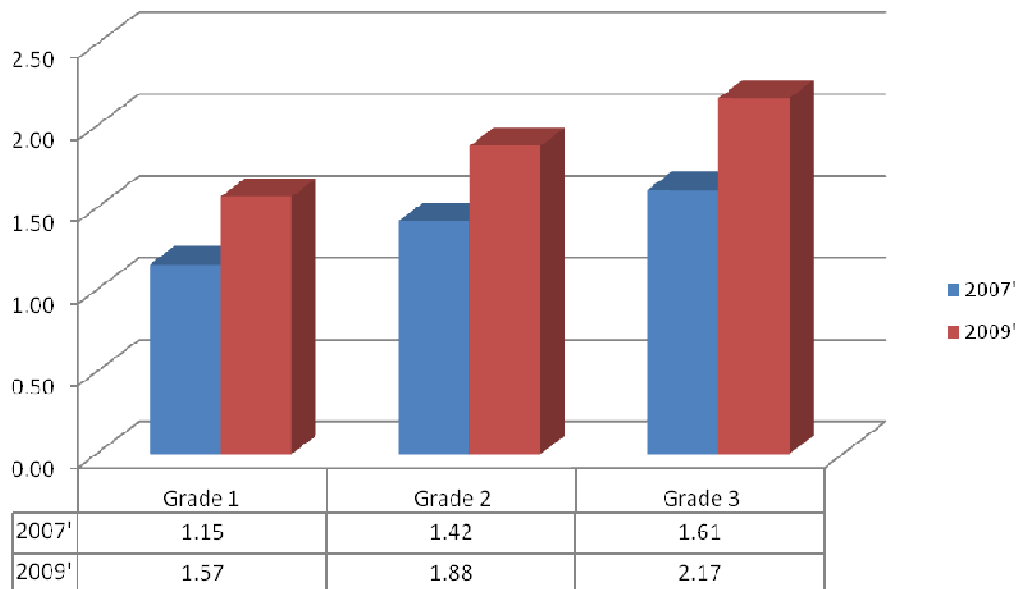
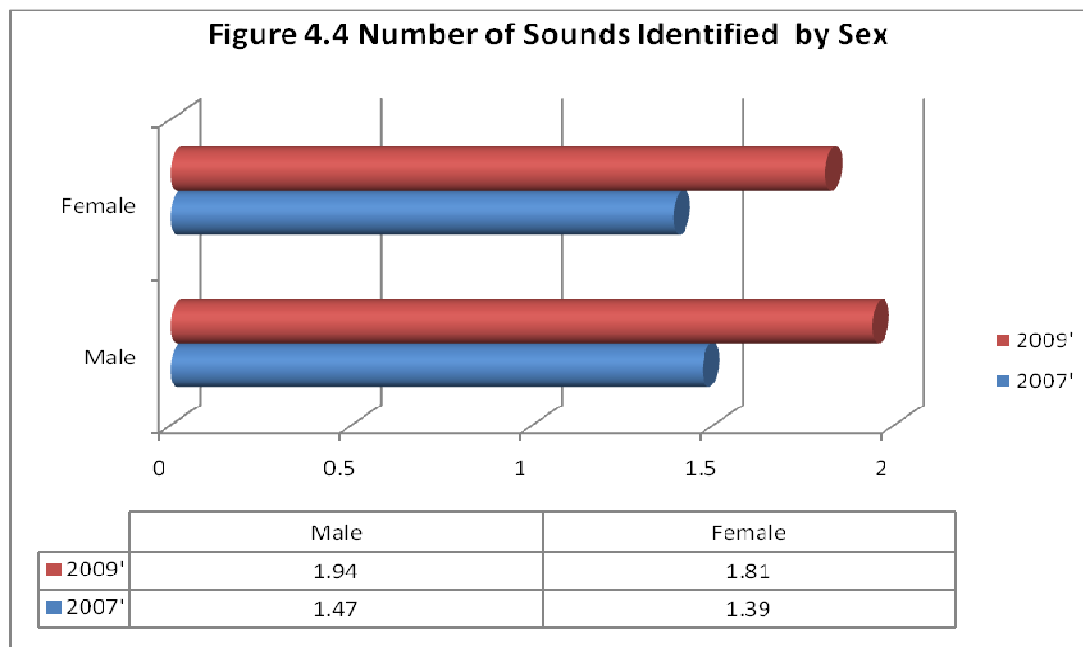


Figure 4.3: Average number of sounds correctly identified grade





(b) Counting task in which students were asked to provide the number of sounds included in the list of words that phonemes were earlier identified. The scores were calculated by the total number of phonemes correctly pronounced or sounded out (out of a total of 14 sounds). Figures 5.1, 5.2, 5.3 and 5.4 show the comparative results by region, school type, grade and sex respectively. Table 4 shows that the mode for the correct number of sounds identified increased from zero in 2007 to two (2) in 2009. However, that of the phonemes correctly sounded out remains zero (0). The mean score slightly increase from 3.8 (2007) to 4.5 sounds in 2009.

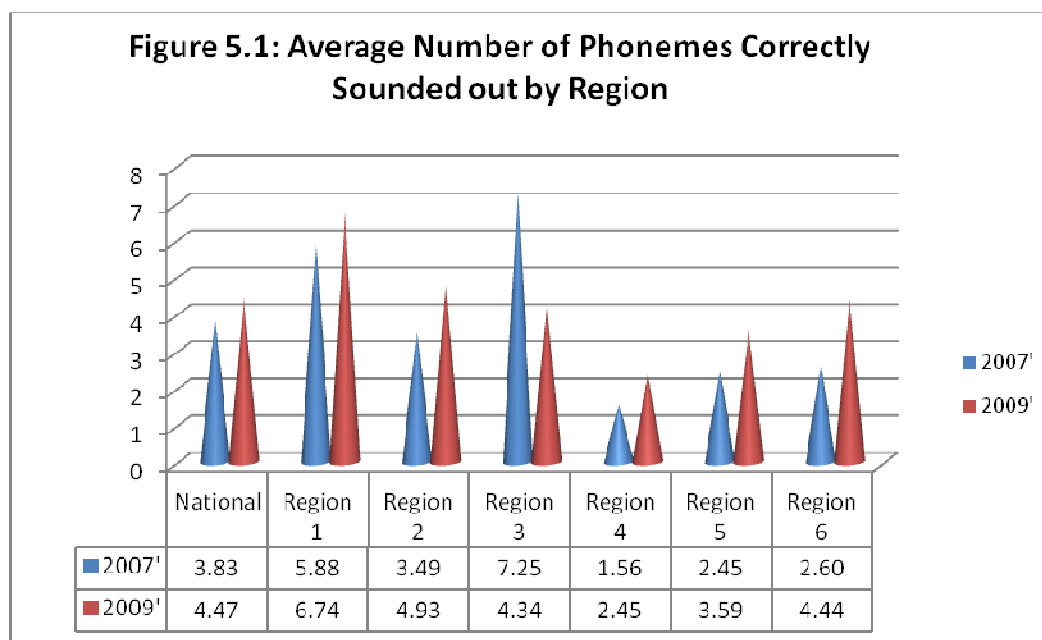
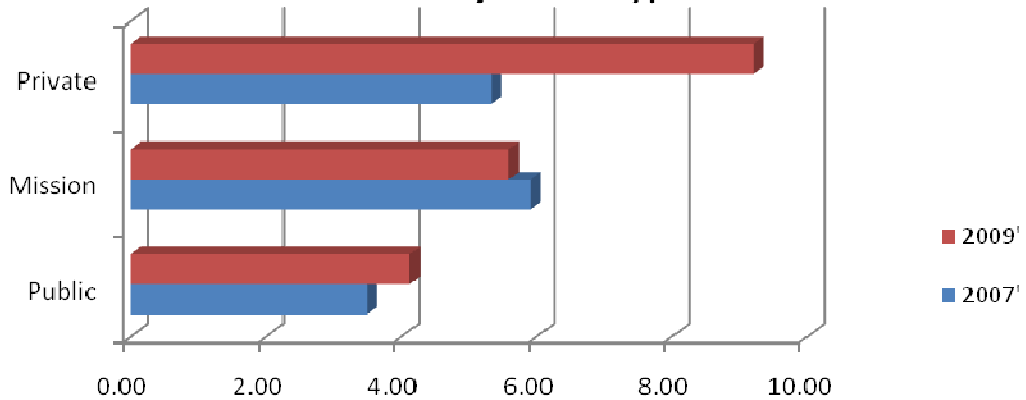


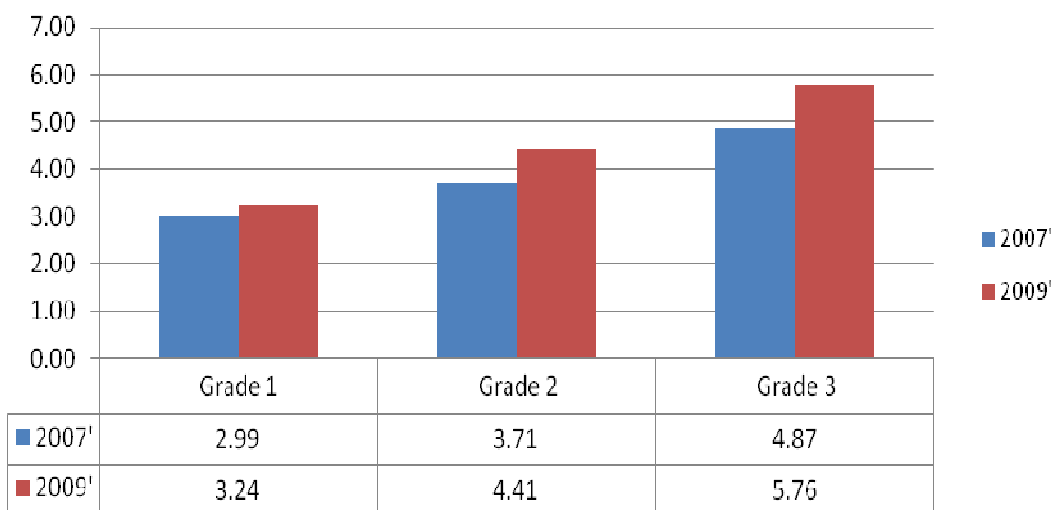
Figure 5.2: Average Number of Phonemes Correctly Sounded Out by School type

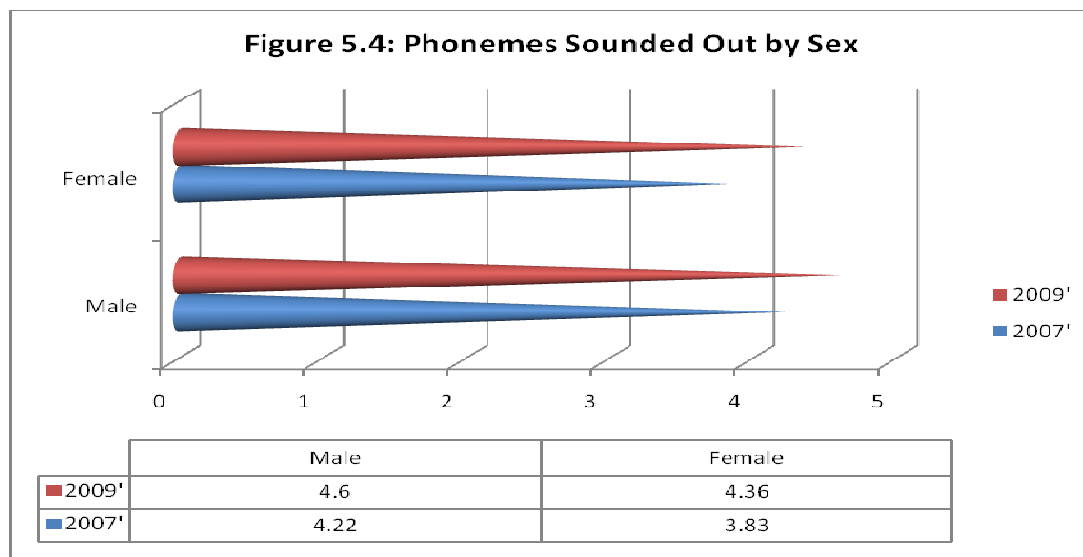


	Public	Mission	Private
2009'	4.13	5.59	9.21
2007'	3.50	5.92	5.33

While the public and private schools increased, the mission schools registered a slight decrease.

Figure 5.3: Average Number of Phonemes Correctly Sounded out by Grade





2.0 Reading skills

Three sets of tasks were used to assess reading skills as follows.

- Familiar word reading
- Pseudo word (invented words) reading
- Word reading in context or passage

2.1 Familiar Word Reading

Familiar word reading tasks required students to read a list of 50 one-syllable (2-3 letters) familiar words selected from early grade reading materials. The score was calculated by counting the number of words each student read aloud correctly in one minute. The results by region, school type, grade and sex are presented in Figures 6.1 to 6.4 respectively. There is a registered nationwide increase from 2.54 (2007) to 4.78 (2009).

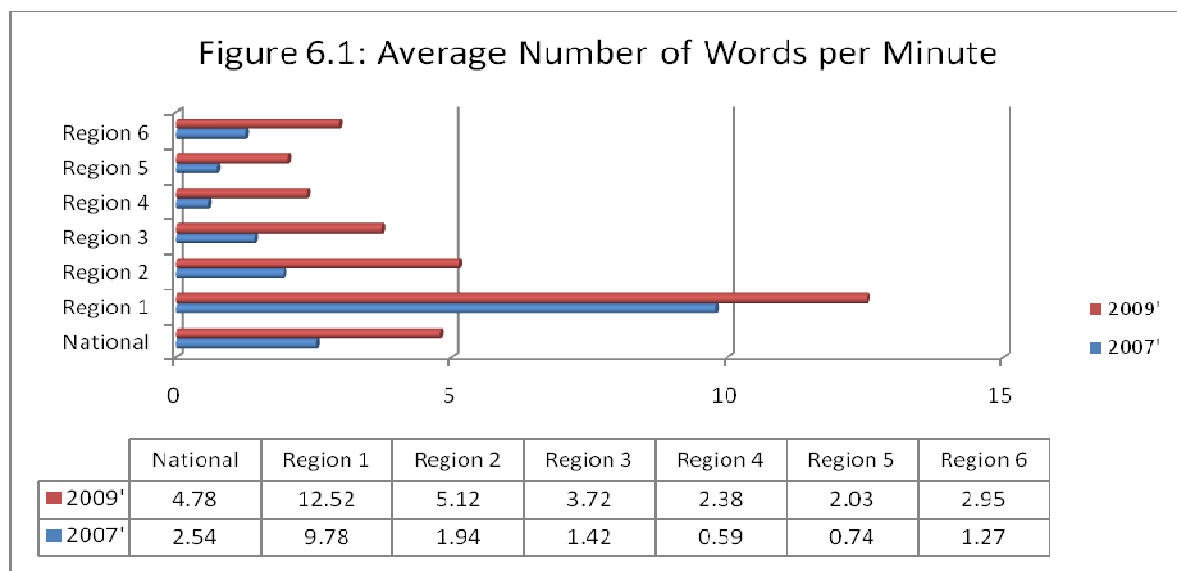
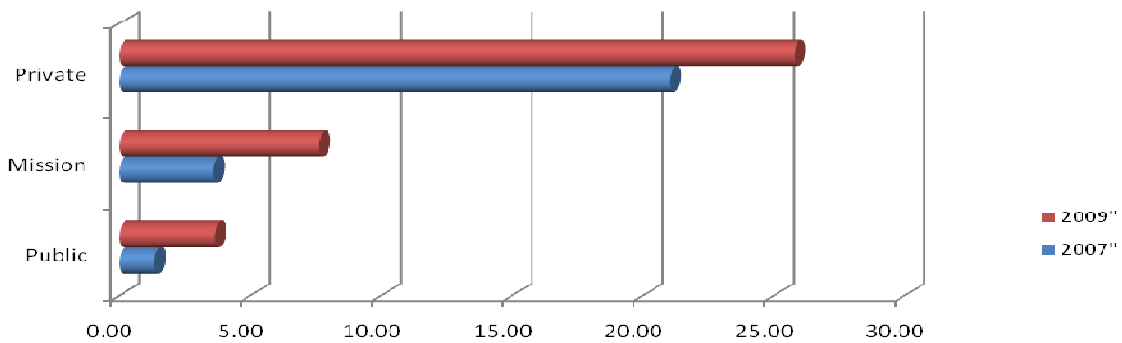
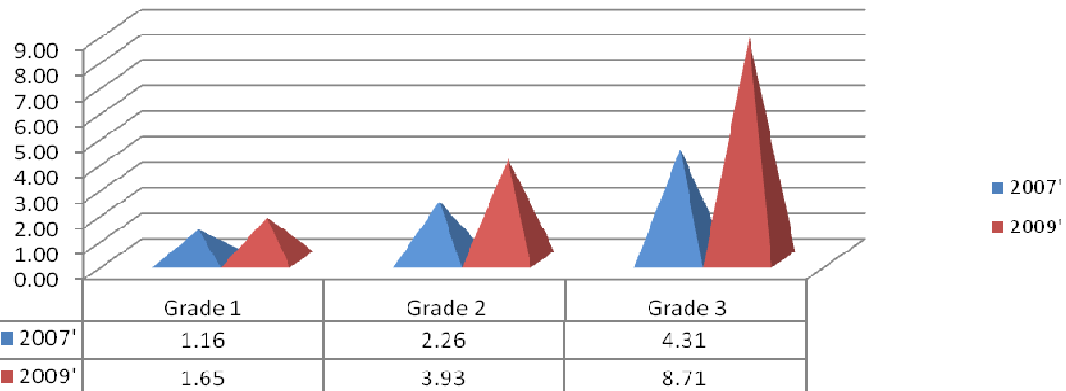


Figure 6.2: Average Correct Words Per Minute by School Types



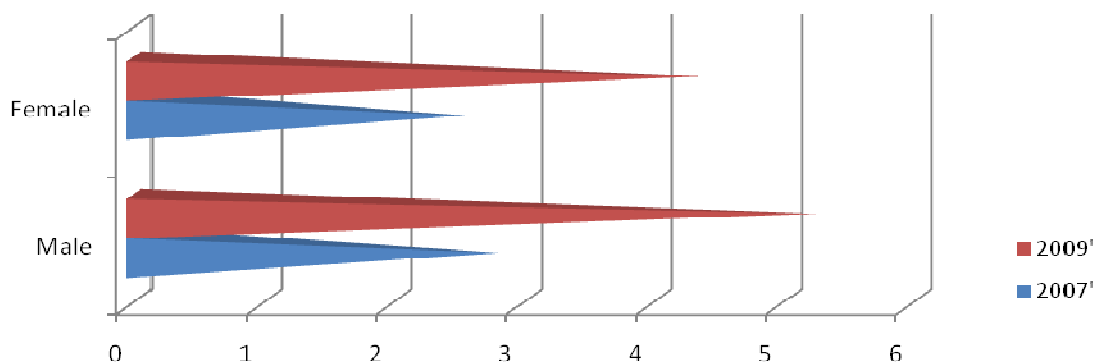
	Public	Mission	Private
2009	3.65	7.63	25.79
2007	1.33	3.59	21.03

Figure 6.3: Average Correct Words Per Minutes by Grade



	Grade 1	Grade 2	Grade 3
2007	1.16	2.26	4.31
2009	1.65	3.93	8.71

Figure 6.4: Average Correct Words Per Minute by Sex



	Male	Female
2009	5.25	4.37
2007	2.81	2.55

2.2 Pseudo word (Invented Words or Non-word) Reading

This task involved simple unfamiliar non-word decoding. Children were asked to read from a list of 50 pseudo words. The score was calculated by counting the number of pseudo words a student read aloud correctly in 1 minute. The comparative results are presented in Figures 7.1, 7.2, 7.3 and 7.4 by region, school type, grade and sex respectively.

Figure 7.1: Average Non-words Read per Minute by Region

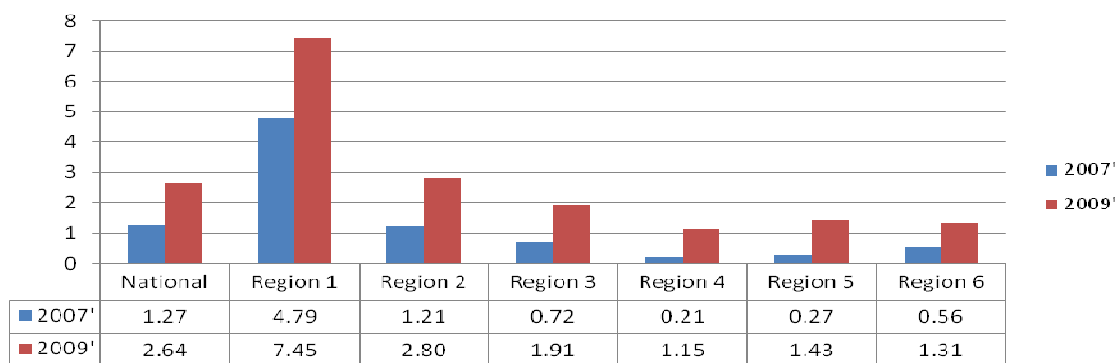


Figure 7.2: Correct Non-words Per Minute by School Type

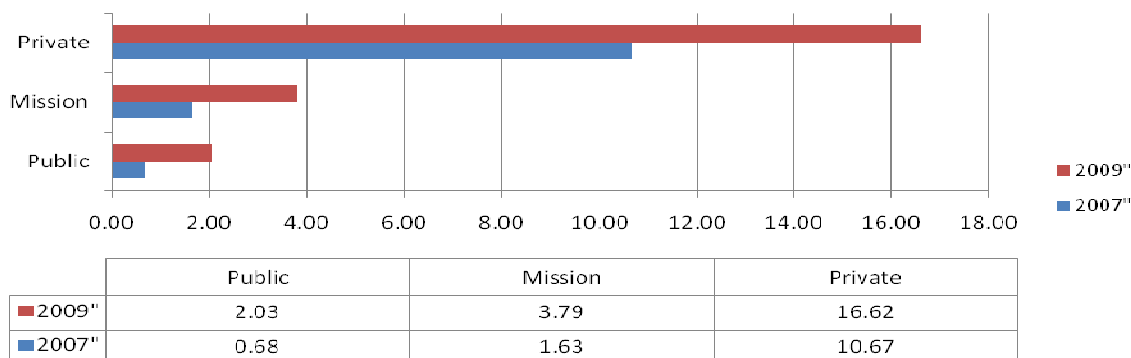
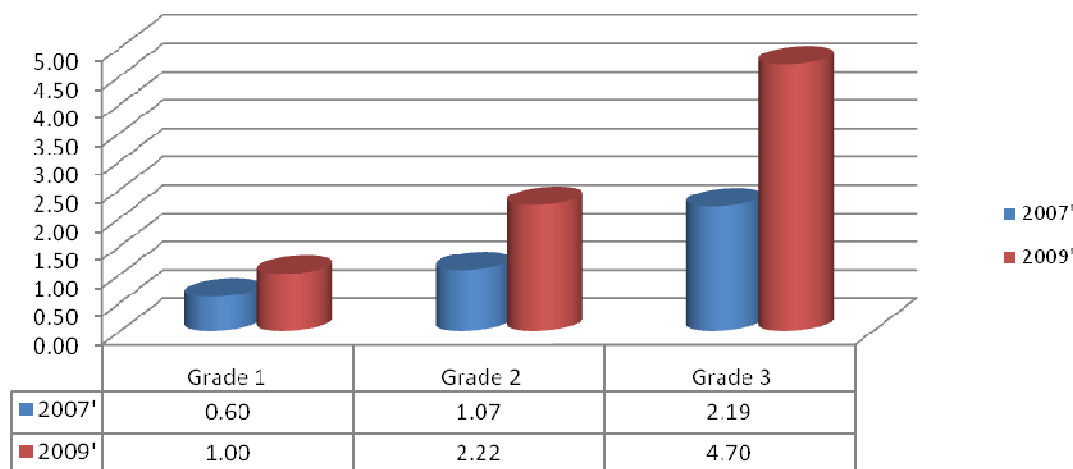
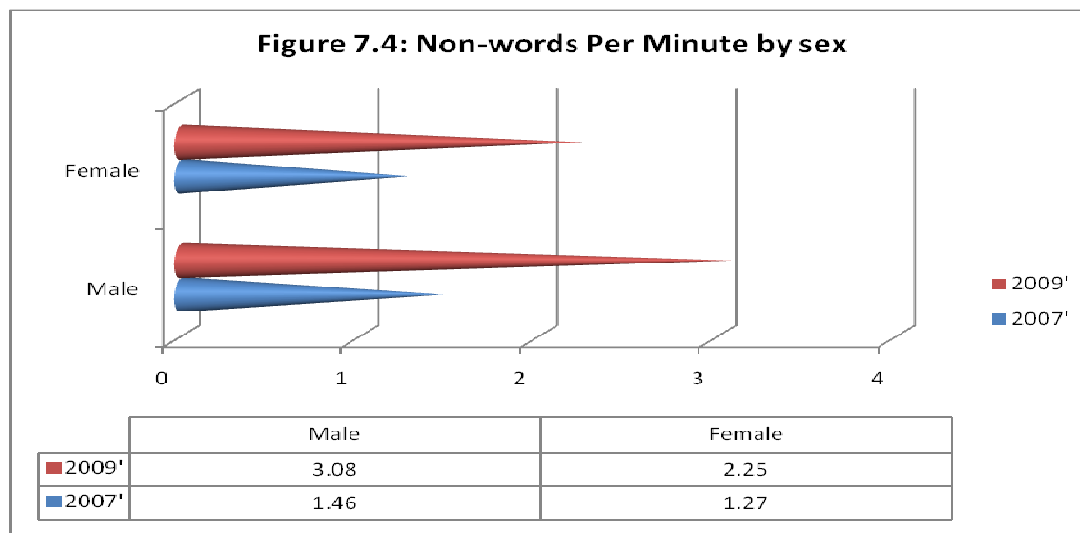


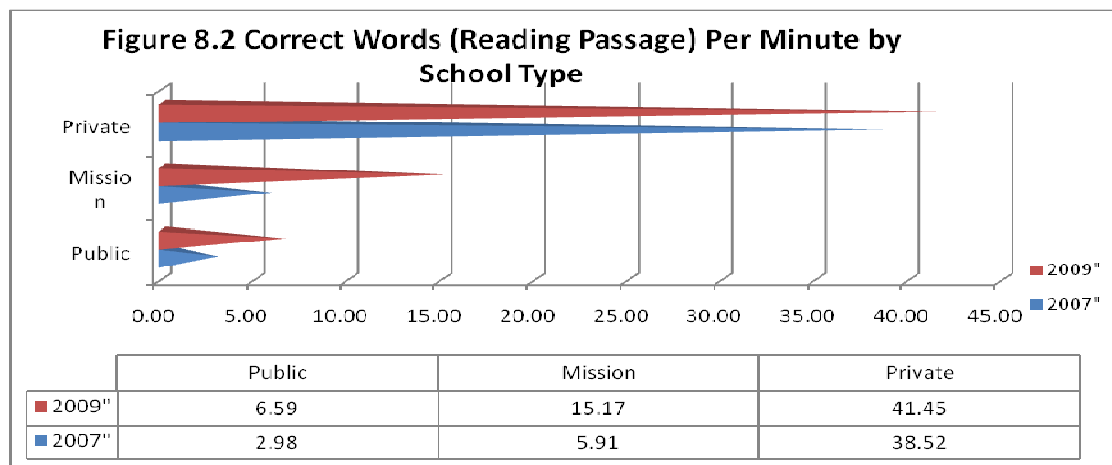
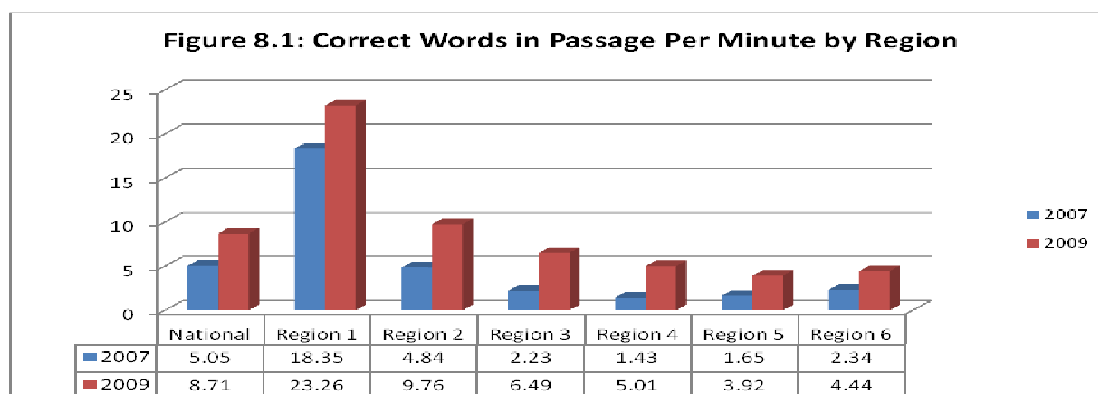
Figure 7.3: Correct Non-words Read Per Minute by Grade





2.3 Passage or Word in Context Reading

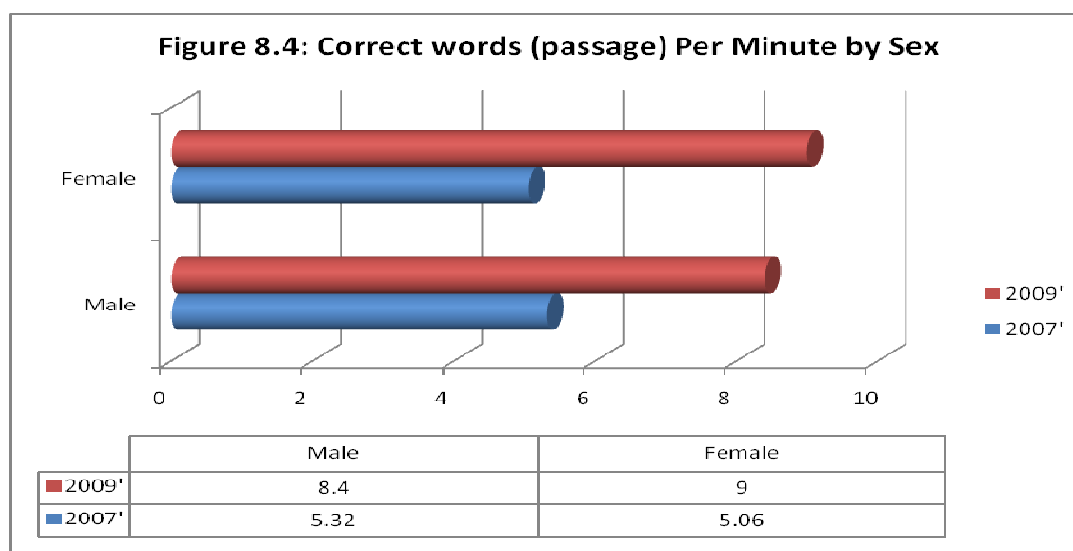
This assessment included one short narrative paragraph (60 words). The score was calculated by counting the number of words each student read aloud correctly in 1 minute. The results for 2007 and 2009 are presented in Figures 8.1 to 8.4.



**Figure 8.3 Average Correct Words (passage)
Per Minute by Grade**



Figure 8.4: Correct words (passage) Per Minute by Sex



3.0 Comprehension Task

The assessment of comprehension involves both reading and listening comprehension tasks.

3.1 Reading Comprehension

Reading comprehension assessment was based on the text used to assess word-in-context reading. The students were asked to read the text aloud after which they were asked five questions on the passage (two "yes/no" responses). The score was the number of questions the student answered correctly out of five (5) questions. The results for 2007 and 2009 are presented below in Figures 9.1, 9.2, 9.3 and 9.4 respectively.

Figure 9.1: Correct Answers to Reading Comprehension Questions by Region

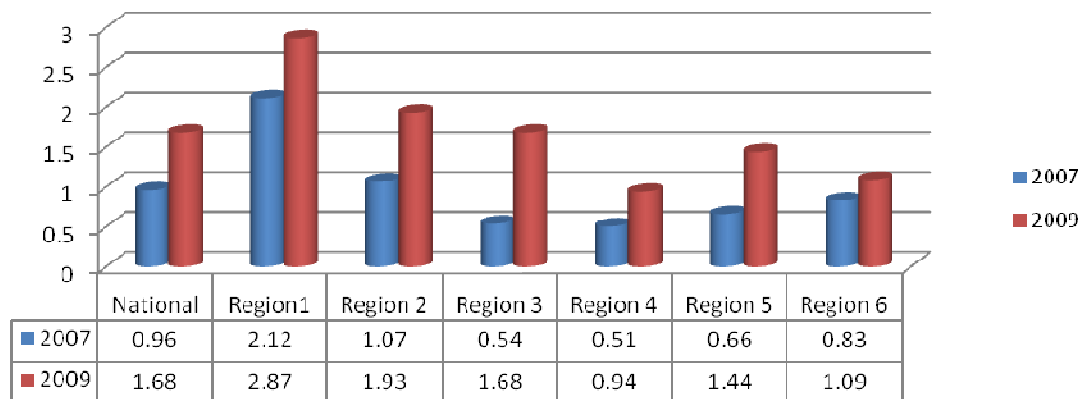


Figure 9.2: Correct Answers to Comprehension Questions by School Type

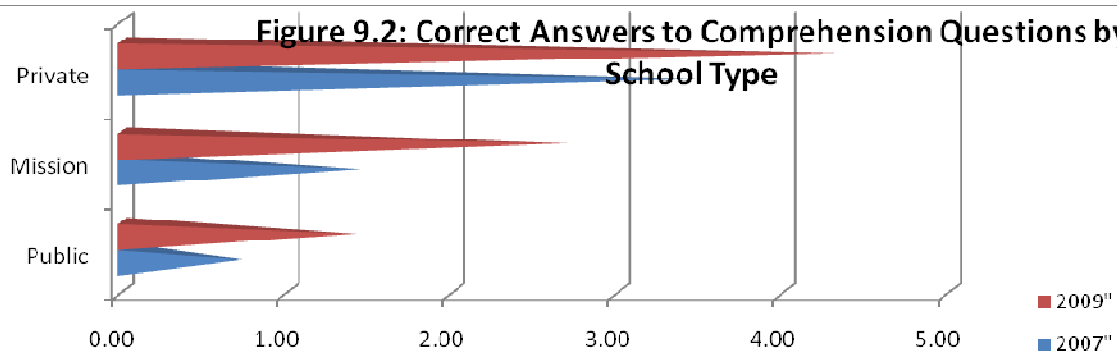


Figure 9.3: Correct Answers to Reading Comprehension Questions by Grade

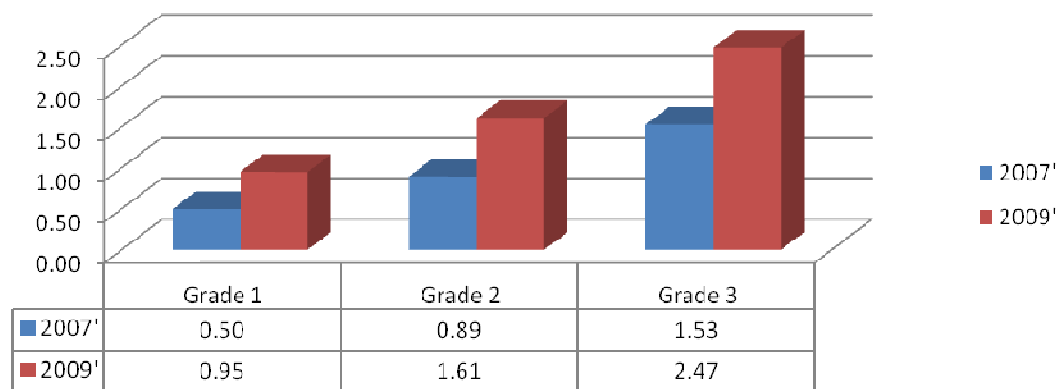
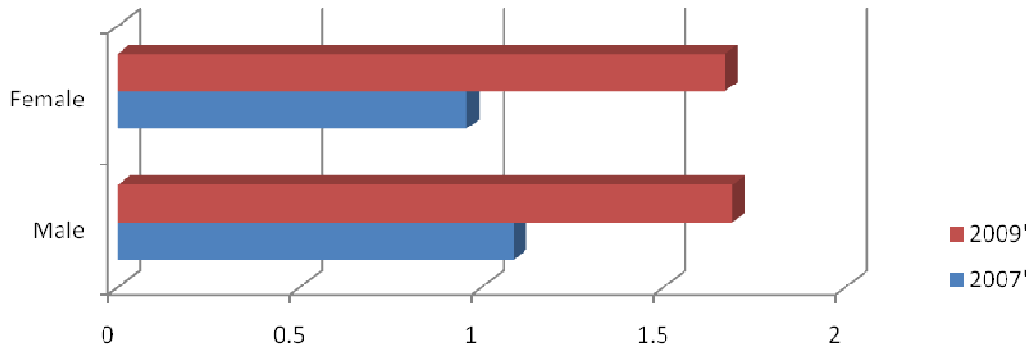


Figure 9.4: Correct Answers to Comprehension Questions by Sex

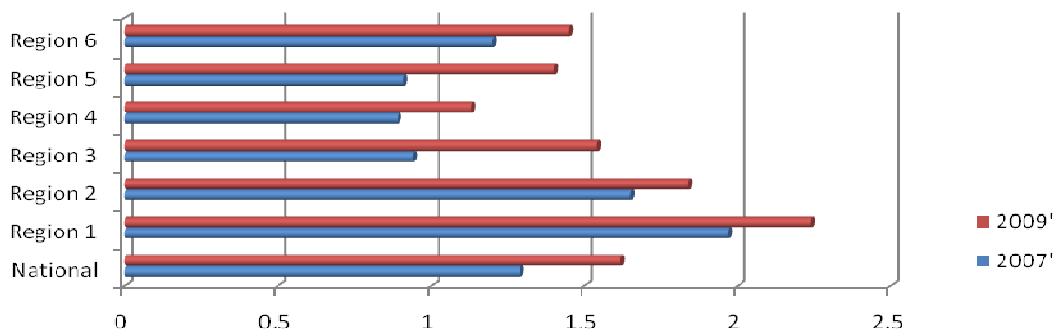


	Male	Female
2009'	1.69	1.67
2007'	1.09	0.96

3.2 Listening Comprehension

To Assess listening comprehension, the examiner reads aloud text similar to the one used to assess reading comprehension (~60 words) and the student was asked three simple questions about the passage, (with 2 “yes/no” responses). The score was the number of questions the students answered correctly. The results for 2007 and 2009 are presented in Figure 10 by region including the national average.

Figure 10.1: Answers to Listening Comprehension by Region



	National	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6
2009'	1.62	2.24	1.84	1.54	1.13	1.4	1.45
2007'	1.29	1.97	1.65	0.94	0.89	0.91	1.2

Figure 10.2: Answers to Listening Comprehension by School Type

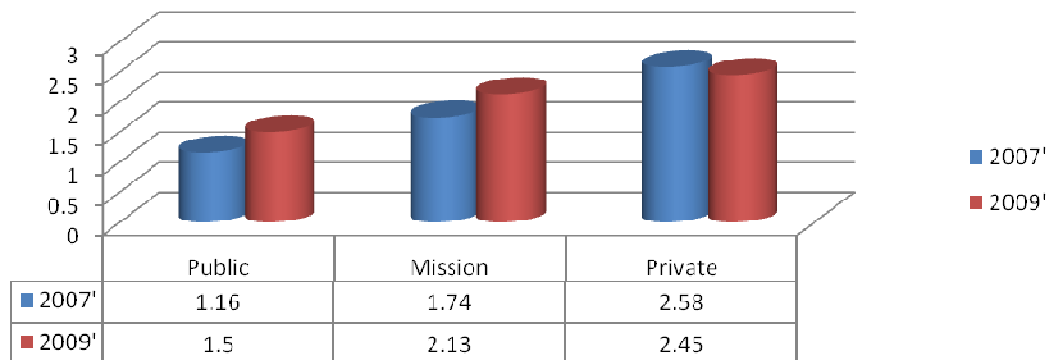


Table 10.3: Answers to Listening Comprehension by Grade

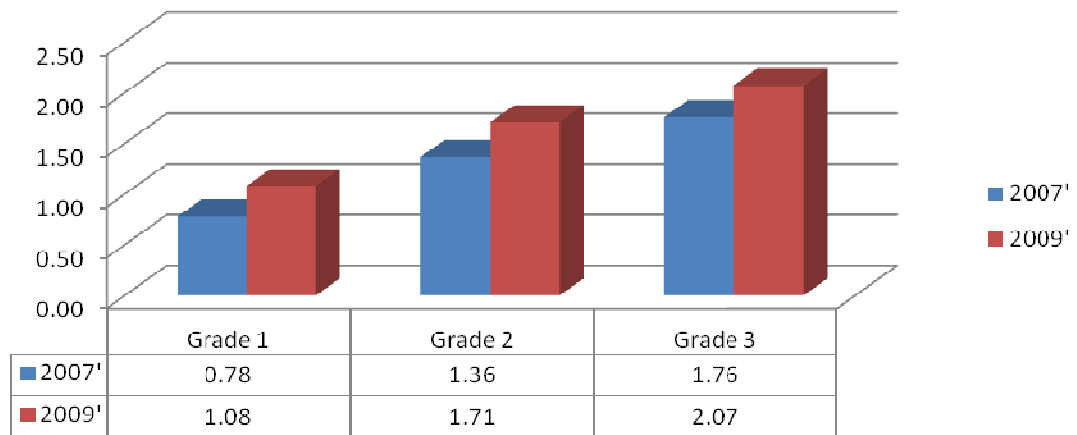
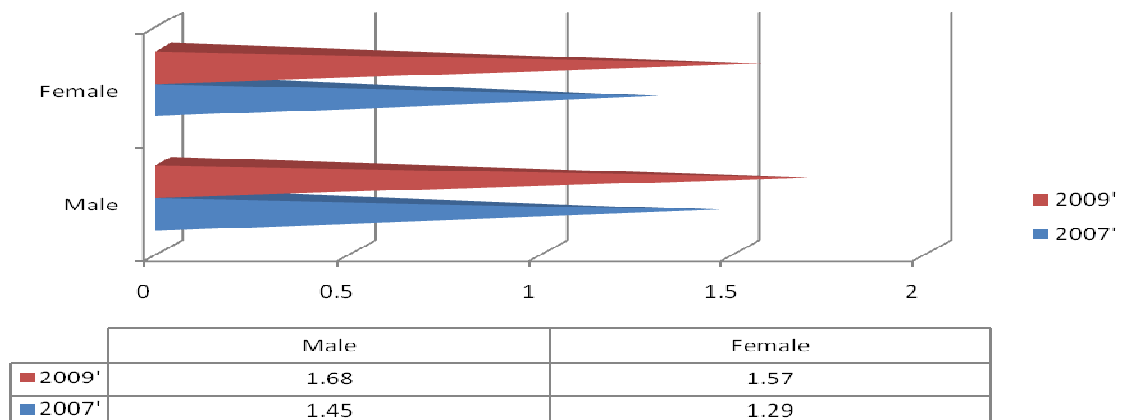


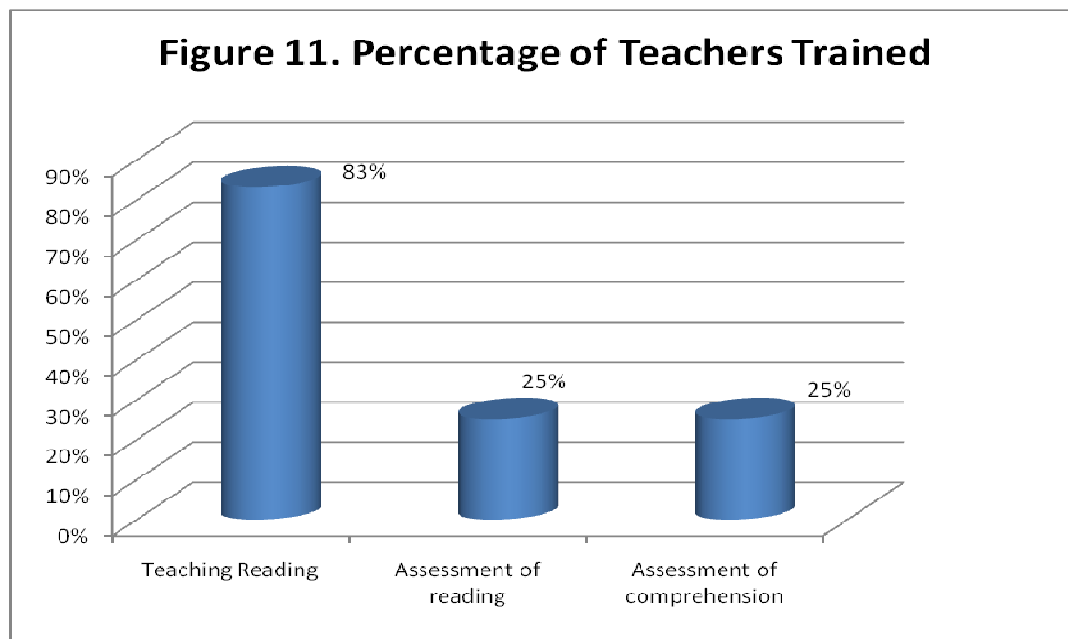
Figure 10.4 Correct Answers to Listening Comprehension Questions by Sex



Task on spelling skills involved reading a short sentence to the child, after which he/she was asked to write down the spelling. The scores were calculated based on correct spelling of two key words “shop” and “tea”, correct spacing between words, direction of the writing, capitalisation at the beginning of the sentence and punctuation (i.e. full stop at the end of the sentence). The results are presented in Tables 4 to 9 (pages 34 to 36).

TEACHER TRAINING NEED

The assessment included questionnaire for teachers. The questions about the training teachers received are the only parameters analysed in this report and presented in Figure 11 below. It shows that 83% of the teachers reported to have been trained on teaching reading. However, only 25% reported to have been trained on assessing reading. This indicates the need to train teachers on assessment methods.



SUMMARY OF RESULTS

Figures 12 and 13 (adapted from the RTI calculations) below provide a reasonable summary of the impact of the interventions. These graphs represent the *weighted* percentage of children in The Gambia who could not perform each of the listed tasks in the 2007 and 2009 EGRA assessment, broken down by grade. They show the overall decreasing trend *within* grade between 2007 and 2009, as well as specific improvements, such as 2nd graders unable to read connected text (dark green bar) decreasing from 57% in 2007 to 44% in 2009, showing an almost 23% decrease in the total number of 2nd graders unable to read connected text. The figures in this graphic are produced using a two-tiered weighting and stratification calculation to more accurately represent the entire student population of The Gambia.

Figure 12: The proportion of children who could not read in 2007 and 2009 by Grade and EGRA task

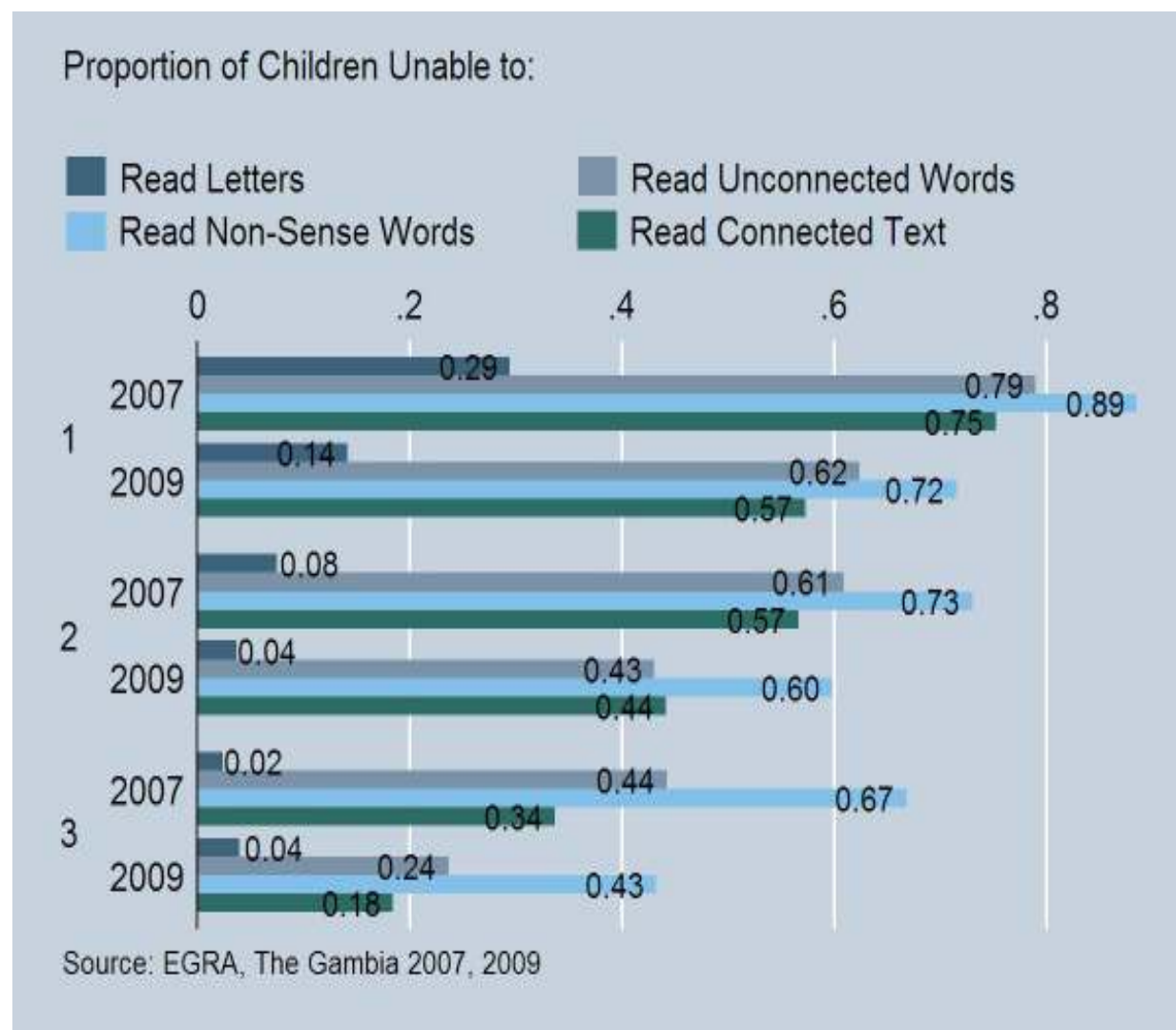


Figure 13 for example, shows that 34% of the children in Grade 3 were unable to read a single word of the connected text (passage) in 2007. However, in 2009 this figure was reduced to 18%, indicating that the proportion of children who could not read a single word was reduced by about half.

Figure 13: The proportion of children unable to read a single word in context in 2007 and 2008 by grade

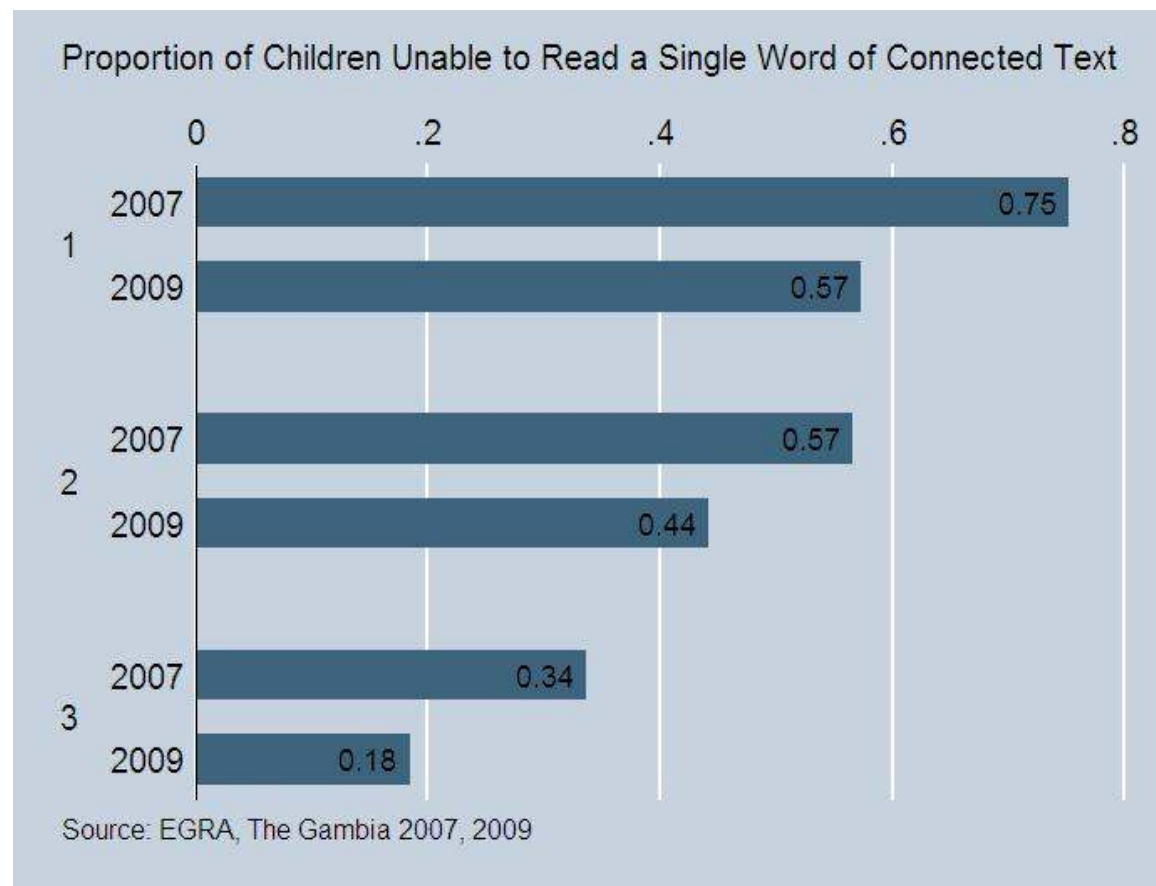


Table 4 to 9 present the mean and mode for 16 EGRA Indicators. This result shows a registered increase of the average (mean) scores for all the indicators for 2009 over 2007 figures. However, the modes (i.e. the most frequent occurrence) for most of the indicators remain the same (mostly zero). It is therefore evident that efforts need to be intensified to sustain and improve on the registered achievements in curbing reading inabilities in Gambian schools. Whilst Table 4 presents the overall national averages of the indicators, Tables 5, 6, 7, 8 and 9 show the score means and modes for government schools, mission schools, private schools, male and female respectively.

Table 4: National Means and Modes of EGRA Indicators

Items	Indicators	2007		2009	
		Mean	Mode	Mean	Mode
1	Correct finger placement	0.88	1.00	0.95	1.0
2	Knowledge of text direction	0.87	1.00	0.96	1.0
3	N° of correct letters per minute	24.48	0.00	33.24	0
4	Correct number of sounds identify	1.39	0.00	1.87	2
5	Sum of correct sound identified	3.83	0.00	4.47	0
6	N° of correct words per minute	2.54	0.00	4.78	0
7	Correct non-words per minute	1.27	0.00	2.64	0
8	N° of correct words (reading passage)	5.05	0.00	8.71	0
9	Correct answers to comprehension	0.96	0.00	1.68	0
10	Listening comprehension	1.29	0.00	1.62	2
11	Spelling 1 write "shop" correctly	0.16	0.00	0.24	0
12	Spelling 2 (write "tea" correctly)	0.09	0.00	0.18	0
13	Appropriate spacing of words	0.12	0.00	0.28	0
14	Appropriate text direction	1.48	2.00	1.68	2
15	Use of capital letters at the beginning of sentence	0.10	0.00	0.22	0
16	Correct punctuation (full stop)	0.02	0.00	0.08	0

Table 5: Means and Modes of EGRA Indicators (Government Schools)

Items	Indicators	2007		2009	
		Mean	Mode	Mean	Mode
1	Correct finger placement	0.88	1.00	0.95	1.0
2	Knowledge of text direction	0.87	1.00	0.95	1.0
3	N° of correct letters per minute	22.11	0	30.52	0
4	Correct number of sounds identify	1.28	0	1.83	2
5	Sum of correct sound identified	3.50	0	4.13	0
6	N° of correct words per minute	1.33	0	3.65	0
7	Correct non-words per minute	0.68	0	2.03	0
8	N° of correct words (reading passage)	2.98	0	6.59	0
9	Correct answers to comprehension	0.75	0	1.42	0
10	Listening comprehension	1.16	0	1.50	2
11	Spelling 1 write "shop" correctly	0.09	0	0.19	0
12	Spelling 2 (write "tea" correctly)	0.05	0	0.13	0
13	Appropriate spacing of words	0.07	0	0.22	0
14	Appropriate text direction	1.46	2	1.69	2
15	Use of capital letters at the beginning of sentence	0.08	0	0.22	0
16	Correct punctuation (full stop)	0.01	0	0.05	0

Table 6: Means and Modes of EGRA Indicators (Mission School)

Items	Indicators	2007		2009	
		Mean	Mode	Mean	Mode
1	Correct finger placement	0.88	1.00	0.98	1.0
2	Knowledge of text direction	0.86	1.00	0.98	1.0
3	N° of correct letters per minute	28.53	0	43.91	0
4	Correct number of sounds identify	1.93	2	1.95	2
5	Sum of correct sound identified	5.92	0	5.59	0
6	N° of correct words per minute	3.59	0	7.63	0
7	Correct non-words per minute	1.63	0	3.79	0
8	N° of correct words (reading passage)	5.91	0	15.17	0
9	Correct answers to comprehension	1.44	0	2.69	2
10	Listening comprehension	1.74	2	2.13	3
11	Spelling 1 write "shop" correctly	0.24	0	0.38	0
12	Spelling 2 (write "tea" correctly)	0.13	0	0.29	0
13	Appropriate spacing of words	0.15	0	0.45	0
14	Appropriate text direction	1.47	2	1.64	2
15	Use of capital letters at the beginning of sentence	0.15	0	0.21	0
16	Correct punctuation (full stop)	0.05	0	0.18	0

Table 7: Means and Modes of EGRA Indicators (Private Schools)

Items	Indicator	2007		2009	
		Mean	Mode	Mean	Mode
1	Correct finger placement	0.97	1.0	1.0	1.0
2	Knowledge of text direction	0.90	1.0	1.0	1.0
3	Number of correct letters per minute	56.62	58	60.31	41
4	Correct number of sounds identify	2.23	2	3.00	2
5	Sum of correct sound identified	5.33	0	9.21	8
6	N° of correct words per minute	21.03	0	25.79	9
7	Correct non-words per minute	10.67	0	16.62	5
8	N° of correct words (reading passage)	38.52	0	41.45	60
9	Correct answers to comprehension	3.57	5	4.31	5
10	Listening comprehension	2.58	3	2.45	3
11	Spelling 1 write "shop" correctly	1.13	2	1.10	2
12	Spelling 2 (write "tea" correctly)	0.78	0	1.14	2
13	Appropriate spacing of words	0.93	0	1.21	2
14	Appropriate text direction	1.73	2	1.79	2
15	Use of capital letters at the beginning of sentence	0.33	0	0.28	0
16	Correct punctuation (full stop)	0.10	0	0.48	0

Table 8: Means and Modes of EGRA Indicators for Male

Items	Indicator	2007		2009	
		Mean	Mode	Mean	Mode
1	Correct finger placement	0.90	1.00	0.95	1.00
2	Knowledge of text direction	0.88	1.00	0.95	1.00
3	Number of correct letters per minute	26.31	22.00	32.94	0.00
4	Correct number of sounds identify	1.47	1.00	1.94	2.00
5	Sum of correct sound identified	4.22	4.00	4.60	0.00
6	N° of correct words per minute	2.81	0.00	5.25	0.00
7	Correct non-words per minute	1.46	0.00	3.08	0.00
8	N° of correct words (reading passage)	5.32	0.00	8.40	0.00
9	Correct answers to comprehension	1.09	0.00	1.69	0.00
10	Listening comprehension	1.45	2.00	1.68	3.00
11	Spelling 1 write "shop" correctly	0.18	0.00	0.25	0.00
12	Spelling 2 (write "tea" correctly)	0.10	0.00	0.19	0.00
13	Appropriate spacing of words	0.14	0.00	0.27	0.00
14	Appropriate text direction	1.48	2.00	1.69	2.00
15	Use of capital letters at the beginning of sentence	0.12	0.00	0.23	0.00
16	Correct punctuation (full stop)	0.03	0.00	0.07	0.00

Table 9: Means and Modes of EGRA Indicators for Female

Items	Indicator	2007		2009	
		Mean	Mode	Mean	Mode
1	Correct finger placement	0.88	1	0.95	1.00
2	Knowledge of text direction	0.87	1	0.96	1.00
3	Number of correct letters per minute	24.52	0	33.52	0.00
4	Correct number of sounds identify	1.39	0	1.81	2.00
5	Sum of correct sound identified	3.83	0	4.36	0.00
6	N° of correct words per minute	2.55	0	4.37	0.00
7	Correct non-words per minute	1.27	0	2.25	0.00
8	N° of correct words (reading passage)	5.06	0	9.00	0.00
9	Correct answers to comprehension	0.96	0	1.67	0.00
10	Listening comprehension	1.29	0	1.57	2.00
11	Spelling 1 write "shop" correctly	0.16	0	0.24	0.00
12	Spelling 2 (write "tea" correctly)	0.09	0	0.17	0.00
13	Appropriate spacing of words	0.12	0	0.28	0.00
14	Appropriate text direction	1.48	2	1.68	2.00
15	Use of capital letters at the beginning of sentence	0.10	0	0.22	0.00
16	Correct punctuation (full stop)	0.02	0	0.09	0.00

CONCLUSION AND RECOMMENDATIONS

The interventions carried out between 2007 and 2009 have no doubt registered significant impact on reading abilities of students as measured by the mean scores of all the EGRA indicators presented in this report. Furthermore, given that the intervention proper started in the second half of 2007 and this assessment was conducted in the first half of 2009 (see Appendix 2), this results may, in real terms be associated with only one year of intensive interventions. It is therefore encouraging to note the upward trend of the impact of the intervention within relatively a short period of time. However, the fact that the modes for the indicators still remain low (Tables 4, 5, 6, 7, 8 and 9), the Ministry or The Gambia as a nation cannot therefore be complacent with the registered achievement.

Furthermore, this impact assessment registered a major step towards the efforts to introduce and sustain EGRA at the local level. It is also evident from the preparation of this report that national capacity is being developed to conduct EGRA. However, as noted in the Forward section of this report, rapid improvement on reading abilities may require classroom teachers to acquire the skills to develop, administer and analyse their own classroom assessments. For example, a teacher may assess individual children on sets of letters taught periodically. This will enable teachers to identify and address difficulties of individual students at an early stage of their teaching of reading, thus a step towards enhancing child-centred teaching approach.

The positive impact of the EGRA interventions registered in this report has now posed a challenge of sustaining and improving the good practices that led to the achievements. It therefore follows that more efforts, resources and indeed commitments, are much needed than ever before to carry out more tactful interventions to curb reading inabilities in schools.

The data could have been enriched if qualitative data were collected on the problems, constraints/challenges of schools and teachers and how to address them to ensure that students attain the desired reading abilities. In the absence of such qualitative data, it is proposed that a forum be created with the involvement of classroom teachers, cluster monitors and head teachers with a view to illuminating the problems and possible solutions to further improve reading abilities in schools. Such a forum could form the basis for a more comprehensive plan to consolidate and improve on the registered achievements. Meanwhile, the following recommendations may be considered

- Training of teachers on EGRA assessment tools to enable them to conduct their own internal assessment at the classroom level and to focus on individual child's difficulties in learning how to read.
- The fact that children performed better in Phonics than in comprehension and other forms of sentence construction may imply high concentration on phonics than other aspects of reading. It will therefore be necessary to revisit the teacher training materials with a view to augmenting those aspects of reading skills that have not been adequately addressed in the materials.
- The provision of Radio Cassette players to schools may help teachers to teach letter sounds more appropriately. It is therefore suggested that the power of radio cassette players and other electronic media be explored and provided to schools to enhance the teaching and learning of reading.

- Since Madrassah institutions are increasingly becoming essential in the provision of basic education, both English and Arabic EGRA assessment tools, training materials and facilities would need to be provided to them as well.
- There needs to be continued and enhanced emphasis on EGRA at Gambia College teachers training to ensure that all teachers graduating from the college are grounded phonics and the teaching of reading in general.

Appendix 1: List of 2009 EGRA Team

No.	Name	Institution	Telephone Contact
1	Omar Jatta	Region 1	7474390
2	Faatu Touray	Region 1	9988386
3	Fabakary N.S. Jarju (Team Leader)	Region 1	9959250
4	Salifu Jobe	Region 2	6428562
5	Amie Sawo	Region 2	9928627
6	Buba Marreh	Region 2	9944412 or 6944412
7	Fatou Janneh	Region 2	9936573
8	Muhammad O. Kebbeh	Region 3	9803265
9	Lamin S. Jawara	Region 3	9947645 or 7724485
10	Seedy Jammeh	Region 4	9713651 or 7367226
11	Musa Bah	Region 4	9932643 or 7234140
12	Sophie Bass	Region 5	9702516
13	Biram Faye	Region 5	9843928
14	Karamba Sonko (Team Leader)	Region 5	9952355
15	Kimintang Sowe	Region 6	9803621 or 6427925
16	Alpha Camara	Region 6	7081104
17	Sang Gomez (Team Leader)	SQAD ²	7736300
18	Ida Njie (Team Leader)	SQAD	9944413
19	Ebrima N.H. Jarju (Team Leader)	SQAD	9988303
20	Lamin S. Sonko	SQAD	6603900 or 9811078
21	Fatou Bittaye	CREDD ³	9956213
22	Momodou Jammeh	CREDD	9984707
23	Muntu Mboob	CREDD	9846902
24	Burama L. J. Jammeh (Coordinator)	CREDD	9941178
25	Ousman Senghore	NATCOM ⁴	7561172
26	Kemo S. Kinteh	FIOH ⁵	9904237
27	Cherno Ceesay	FIOH	7808525

² Standard and Quality Assurance Directorate

³ Curriculum Research, Evaluation and Development Directorate

⁴ National Commission for UNESCO – This participant was formally with CREDD

⁵ Future in Our Hands (The two participants from this organisation are trainers trained on EGRA for the purpose of capacity building. They also joined the assessment team at some point).

Appendix 2: Important EGRA Events in The Gambia

Date	Activity	Objectives	Output
16 th – 21 st April 2007)	Dakar Training	To expose & train 6 Gambian to EGRA, review & adapt instruments	The officers adequately trained & decided on measures to expand the EGRA team
23 rd – 30 th April 2007 (pre-testing on 24 th and 27 th Aprils)	In-country training, 2 piloting/ pre-testing further adaptation of instrument	To train additional 14 officials, review, pilot and prepare for field work	A team of 20 officers participated in finalising the instruments and were made available for EGRA
Saturday 28 th April	Training on the analysis	To expose Gambian team on the analysis of EGRA data	Participant can work out and interpret mean, standard deviation, mode from the pilot data
2nd – 11 th May 2007	The Assessment	To carry out assessment and interview pupils & teachers	1200 students assessed and interviewed in 40 schools, teachers were also interviewed
25 th – 27 th May 2007	Senior Management Team Meeting	Review the result of pilot exercise	Decision to set up a task force to work out intervention to curb reading inabilities
21 st – 27 th June 2007 excl. Sun. 24 th & Mon 25 th)	Documentary Review	To identify gaps in instructional materials of schools and Gambia College in order to revitalise the mechanics of reading in school To identify best practices on enhanced reading of early graders with a view to adapting and further expansion in the school system.	A solid foundation is made for the preparations to mount nationwide teacher training. Gaps have been identified in both school curriculum materials and Gambia College teacher training materials for addressing reading
6 th – 15 th August 2007	Material development workshop for teacher training	To produce training guide for training of teacher on Early Grade Reading	A hand book is produced on teaching Early Grade Reading Abilities (EGRA)
August – September 2007	Nationwide Training of teachers	To increase awareness on the EGRA results To train teachers with a view to enhancing Early Grade Reading Ability in schools	About 3000 teachers, including head teachers, senior teachers, Grade 1 – 3 teachers and cluster monitors are trained for six days per cohort in three weeks
25 TH March 08 – 18 th April 08	Teacher training on Jolly Phonics	To increase phonemic awareness of teacher trainer and teachers across the country	It is expected that 700 teachers will be trained on Jolly Phonics
February to March 2009	Teacher training	To train teachers on early literacy	578 Grade 1, 2 and 3 teachers trained

Appendix 3: EGRA Protocols (Instrument for Student Assessment)

General Instructions

It is important to establish a playful and relaxed rapport with the children to be assessed, via some simple initial conversation among topics of interest to the child. The child should perceive the following assessment almost as a game (for example, nonwords can be referred to as “silly” or “made-up” words) to be enjoyed rather than a severe situation. It is important to read ONLY the sections in boxes aloud slowly and clearly. If the child does not understand the instructions, explain them in the child’s home language. After you have finished the interview, thank the child for their time and effort and give him/her a pencil.

Verbal Consent

My name is _____. I work with the Dept. of State for Education in The Gambia.

- We are trying to understand how children learn to read. You were picked by chance, like in a raffle.
- We would like your help in this. But you do not have to take part if you do not want to.
- We are going to play a reading game. I am going to ask you to read letters, words and a short story out loud.
- Using this stopwatch, I will see how long it takes you to read.
- This is NOT a test and it will not affect your grade at school.
- I will also ask you questions about your family, like what language your family uses at home and some of the things your family has.
- I will NOT write down your name so no one will know these are your answers.
- Once again, you do not have to participate if you do not wish to. Once we begin, if you would rather not answer a question, that’s all right.
- Can we get started?

Verbal Consent Obtained. YES _____ NO [Stop Assessment, Get Another Child]

Start and Stop Time (Hour and Minutes): ____: ____ to ____: ____

Administrator Name		Grade	
School Name		# Students in Class Register	
School Type	0=Gov’t 1=Private 2=Mission	Teacher Name (Mr./Ms.)	
Double Shift School	0=No 1=Yes	Child Gender	0=Male 1=Female
School Shift	0=Permanent Morning 1=Permanent Afternoon 2=Alternating	Child Age	

For Team Leader Entry:

School	Recording Number	Unique Student ID
EMIS ID		

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Section 1. Letter Name Knowledge

Show the child the sheet of letters on the first page of the student assessment. Say,

Here is a page full of letters of the alphabet. Please tell me the NAMES of as many letters as you can--not the SOUNDS of the letters, but the names.

For example, the name of this letter [point to O] is "OH".

Now You Try: Tell me the name of this letter [Have the Student Identify the Letter "V"]:

If the child responds correctly say: **Good, the name of this letter is "VEE."**

If the child does not respond correctly, say: **The name of this letter is "VEE."**

Now You Try: Tell me the name of this letter [Have the Student Identify the Letter "L"]:

If the child responds correctly say: **Good, the name of this letter is "ELL."**

If the child does not respond correctly, say: **The name of this letter is "ELL."**

Do you understand what you are to do?

Please show me with your finger where you would start reading.

Now, show me with your finger where you would read next.

When I say "begin," name the letters as best as you can. I will keep quiet and listen to you, unless you need help. Ready? Begin.

- | | | |
|--|------------------------------|-----------------------------|
| 1. Does the child put his/her finger on the top/left letter? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |
| 2. Does the child move his/her finger from left to right? | <input type="checkbox"/> YES | <input type="checkbox"/> NO |

Start the timer when you say "begin." Follow along with your pencil and mark any incorrect letters with a slash (/). Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the name of the letter, point to the next letter and say **"Please go on."** Mark the letter you provide to the child as incorrect. **AFTER 60 SECONDS SAY, "stop."** Mark the final letter read before you said "stop" with a bracket (]).

STOP THE CHILD AT 60 SECONDS AND MARK WITH A BRACKET (|).

V	i	h	g	S	y	Z	W	L	N	/10
i	K	T	D	K	T	q	d	z	w	/20
h	w	z	m	U	r	j	G	X	u	/30
g	R	B	Q	i	f	J	Z	s	r	/40
S	n	C	B	p	Y	F	c	a	E	/50
y	s	Q	P	M	v	O	t	n	P	/60
Z	A	e	x	f	F	h	u	A	t	/70
W	G	H	b	S	i	g	m	i	L	/80
L	i	o	O	X	N	E	Y	p	x	/90
N	k	c	D	d	y	b	j	R	v	/100

Total Letters Read at 60 seconds: _____

Total Incorrect Letters at 60 seconds: _____

Total Correct Letters at 60 seconds: _____

ONLY IF LESS THAN 60 seconds, number of seconds at completion: _____

3. **TEAM LEADER: Correct Letters Per Minute** _____

Section 2. Phoneme Segmentation

This is NOT a timed exercise and **THERE IS NO STUDENT SHEET** for this exercise, instead the administrator reads aloud. Read aloud each word and have the student: repeat the word, identify the number of sounds, and say the sounds in each word. Say,

This is a listening exercise. You know that each letter has a sound. So pot,

“p”-“o”-“t” can be pronounced p /puh/, o /auh/ and t /tuh/.

Let’s try a letter first: tell me the sound of the letter “k”.

[If the child responds correctly /kuh/ say]: **Very good, the sound in “k” is /kuh/.**

[If the child does not respond correctly, say]: **The sound of the letter “k” is /kuh/.**

Now your turn, tell me the sound in the letter “k”.

Now tell me the sound of the letter “m”.

[If the child responds correctly /mmuh/ say]: **Very good, the sound in “m” is /mmuh/.**

[If the child does not respond correctly, say]: **The sound of the letter “m” is /mmuh/.**
Your turn, tell me the sound in “m”.

Now I am going to say a word. After I say it, repeat the word back to me and tell me the number of sounds in the word. Then make those sounds. If I say “key” you would say “key”, two sounds: /kuh/ and /ee/.

Let’s try one. Tell me the number of sounds in “hat” and what they are.

[If the child responds correctly, say]: **Very good, there are 3 sounds in hat and the sounds are /huh/ /ah/ /tuh/.**

[If the child does not respond correctly, say]: **There are three sounds in hat: /huh/ /ah/ /tuh/. Your turn, tell me the sounds in hat.**

Do you understand what you are to do?

In case the student says no, repeat both examples and explain in the home language. If the child does not respond after 10 seconds, provide the number and sounds of the word, mark it incorrect and move on. Score both the number of sounds (correct/incorrect) and correct sounding out of the word. Pronounce each word 2 times.

# of Sounds Identified (Tick Correct or Incorrect)	# of Phonemes Correctly Sounded Out (Put a slash through the sound if incorrect)
How many sounds in _____?	What are the sounds in _____?
As [2] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	as /ah/ /z/ ____/2
too [2] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	too /tuh/ /oo/ ____/2
mop [3] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	mop /mmuh/ /ahh/ /puh/ ____/3
loud [3] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	loud /luh/ /ow/ /duh/ ____/3
birds [4] <input type="checkbox"/> Correct <input type="checkbox"/> Incorrect	birds /buh/ /urh/ /duh/ /z/ ____/4

- | | |
|--|---------|
| 4. Number of Correct Answers for Number of Sound Identification (Out of 5) | ____/5 |
| 5. Sum of Correct Sounds Identified (Sounded Out) (Out of 14) | ____/14 |

Section 3. Familiar Word Identification

Show the child the sheet of words on the second page of the student assessment. Say,

Here are some words. I would like you to read me as many words as you can (do not spell the words, but read them).

Here is an example: "CAT".

Now You Try: Tell me the name of this word [Have the student read the word "of"]:

If the child responds correctly say: **Good, this word is "OF."**

If the child does not respond correctly, say: **This word is "OF."**

Do you understand what you are to do?

Please start here (point to the left-most letter on the top row), **and go across** (point from left to right). **When I say "begin," read all of the words as best you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.**

Start the timer when you say "begin." Mark each incorrect word with a slash mark. Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say **"Please go on."** Mark the word you provided as incorrect. After one minute, say, **"stop."** Mark the final word attempted before you said "stop" with a bracket (]).

STOP THE CHILD AT 60 SECONDS AND MARK WITH A BRACKET ({}).

sad	dog	red	do	eat	/5
and	us	to	girl	then	/10
as	hat	if	seem	get	/15
house	sun	stop	lots	ear	/20
food	at	they	big	the	/25
last	run	fly	we	on	/30
saw	walk	school	best	time	/35
boy	wall	chair	all	me	/40
will	blue	size	fall	go	/45
hope	far	man	her	was	/50

Total Words Read at 60 seconds: _____

Total Incorrect Words at 60 seconds: _____

Total Correct Words at 60 seconds: _____

ONLY IF LESS THAN 60 seconds, number of seconds at completion: _____

6. TEAM LEADER: Correct Words Per Minute= _____

Section 4. Simple unfamiliar nonword decoding

Show the child the sheet of nonwords on the third page on the student form. Say,

Look at this word. It's a made-up word: "ut." Now you try [point to the next word: dif].

[If the student says "dif", say]: **"Very good: dif"**

[If the student does not say "dif" correctly say]: **This made-up word is "dif."**

Do you understand what you are to do?

Please start here [point to the left-most letter on the top row], **and go across** [point from left to right]. **When I say "begin," read the made-up words as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.**

Start the timer when you say "begin." It is important to mark incorrect nonwords with a slash. Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the child hesitates for 3 seconds, provide the word, point to the next word and say **"Please go on."** Mark the word you provided as incorrect. After one minute, say, **"stop."** Mark the final word attempted before you said "stop" with a bracket (}).

STOP THE CHILD AT 60 SECONDS AND MARK WITH A BRACKET (}).

wub	dod	ik	vus	nux	5
ul	zel	bef	wab	hiz	10
min	ras	bub	jaf	duz	15
tam	af	ked	ig	el	20
loz	ep	yat	ol	tob	25
uf	ral	ep	bab	vif	30
tig	dev	dop	zac	gok	35
lut	sig	zop	mig	zut	40
wof	ib	jud	zek	vok	45
ruz	huf	sa	ak	jep	50

Total NonWords Read at 60 seconds: _____

Total Incorrect NonWords at 60 seconds: _____

Total Correct NonWords at 60 seconds: _____

ONLY IF LESS THAN 60 seconds, number of seconds at completion: _____

7. TEAM LEADER: Correct NonWords Per Minute= _____

Section 5. Passage reading.

Show the child the passage on the last page of the student form. Say,

I want you to read this aloud. When you finish, I will ask you some questions about what you have read. Do you understand what you are to do?

Please start here [point to the left-most letter on the top row], and go across [point from left to right]. When I say “begin,” read the story as best as you can. Point to each word as you read it. Put your finger on the first word. Ready? Begin.

Start the timer/recorder when you say “begin.” Mark each incorrect word with a slash. Count self-corrections as correct. **Stay quiet**, except when providing answers as follows: if the student cannot read the word after 3 seconds, provide the missing word and encourage the child to continue by saying: “**Good effort. Please keep trying.**” If you provided the word, mark it as incorrect.

MARK THE WORD THE CHILD READ AT 60 SECONDS WITH A BRACKET, BUT LET THE CHILD CONTINUE AND FINISH THE PARAGRAPH.

Reading Passage

Good Morning. My name is Lamin.	6
I am seven years old. My brother is Musa.	15
He is five years old. I also have a sister.	25
Her name is Binta. We live in Basse.	33
We go to school from Monday to Friday.	41
We like to read. My father is a farmer.	50
My mother sells fish at the market near the tree.	60

Total Words Read at 60 seconds: _____

Total Incorrect Words at 60 seconds: _____

Total Correct Words at 60 seconds: _____

ONLY IF LESS THAN 60 seconds, number of seconds at completion: _____

Time to complete the ENTIRE paragraph: _____

Let the child keep the text after they read it. After you read each question, give the child at most 15 seconds to answer each question. Mark the answers to the questions as correct or incorrect.

Now I am going to ask you a few questions about the story you just read. Try to answer the questions as best as you can.

Where does Lamin live? [Basse] ☐ Correct ☐ Incorrect

What is Lamin's brother's name? [Musa] ☐ Correct ☐ Incorrect

Does Lamin have a sister? [Yes] ☐ Correct ☐ Incorrect

Is Lamin's father a teacher? [No] ☐ Correct ☐ Incorrect

What does Lamin's mother do?

[Sells fish/Sells at market/Sell] ☐ Correct ☐ Incorrect

8. TEAM LEADER: Correct Words Per Minute _____

9. TEAM LEADER: Correct Answers to Comprehension Questions: _____/5

Section 6. Listening Comprehension

This is NOT a timed exercise and **THERE IS NO STUDENT SHEET**. The administrator reads aloud the following passage **ONLY ONE TIME**, slowly (about 2 words per second). Say,

I am going to read you a short story aloud **ONCE** and then ask you some questions. Please listen carefully and answer the questions as best as you can.

Do you understand what you are to do?

On Saturday, Lamin and his family stay at home. Mother works in the compound. Father drinks tea with his friend. Binta reads a book. Lamin studies with his friend, Adama.

Does Lamin stay at home on Saturday? [YES] ☐ Correct ☐ Incorrect

Does Binta play football? [NO] ☐ Correct ☐ Incorrect

Does Lamin study OR play football? [He studies] ☐ Correct ☐ Incorrect

10. TEAM LEADER: Correct Answers: _____/3

Section 7. Dictation

I am going to read you a short sentence aloud and then ask you write it down.

Please listen carefully the first time, then start writing it out as best as you can.

I will then repeat the sentence two more times.

Do you understand what you are to do?

Have the student write the dictation sentence on the back of the page prior to the dictation exercise (back of page 6). **Read the following sentence aloud ONCE with a regular pace. Then have the child start writing. Then repeat a SECOND time more slowly (about 1 word per second). Pause for five seconds then repeat the sentence a THIRD time while the child is writing.** Score the student response according to the following table by ticking “✓” the appropriate box.

Go to the shop and buy some rice and tea.

Evaluation Criteria	Incorrect=0	Partially Correct=1	Correct=2
11. Wrote “shop” correctly.		(At least: sh, ho, op, sho, sop)	
12. Wrote “tea” correctly.		(At least: ti, te, tee, or ea, ee)	
13. Used appropriate spacing (should have some spacing between words—size of spacing does not matter).	0-4 spaces.	5-8 spaces in the sentence.	All 9 spaces.
14. Used appropriate direction of text (left to right).		DO NOT MARK HERE	
15. Used capital letter for the word “Go.”		DO NOT MARK HERE	
16. Used correct punctuation (“full stop” at end of sentence).		DO NOT MARK HERE	

Section 8. Student Context Interview

17.	Language(s) in which interview was conducted with the child. [Multiple Responses Permitted]	1=English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____
18.	What language does your family speak most frequently at home? [Multiple Responses Permitted]	1=English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____
19.	What language does your mother read or write in [] ? [Multiple Responses Permitted]	0=None/Cannot Read 1= English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____
20.	What language does your father read or write in [] ? [Multiple Responses Permitted]	0=None/Cannot Read 1= English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____

21.	Did you attend any form of education before starting Grade 1? If YES, what kind?	0=No If Yes: 1=Nursery 2=Madrasa 3=Daara/Karanta 4=Maglis 5=Others [Specify] _____
22.	Are you currently attending any form of Islamic Schooling? If YES, what kind?	0=No If Yes: 1=Madrasa 2=Daara/Karanta 3=Maglis
23.	Do you have any reading books at home? If Yes, in what language(s)? [Multiple Responses Permitted]	0=No If Yes: 1=English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____
24.	Does anyone read aloud to you at home? If Yes, in what language(s) do they read to you? [Multiple Responses Permitted]	0=No If Yes: 1=English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____
25.	Do you practice reading aloud to someone at home? If Yes, in what language(s) do you read? [Multiple Responses Permitted]	0=None If Yes: 1=English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____

	Where you live, is there . . . ?	Yes	No
26.	Electricity	1	0
27.	Electrical Generator or Solar Power	1	0
28.	Refrigerator	1	0
29.	Television	1	0
30.	Video or DVD Player	1	0
31.	Radio	1	0

32.	Gas or Electric Stove	1	0
33.	Bicycle	1	0
34.	Motorcycle/Scooter	1	0
35.	Car/Suzuki pickup/jeep/tractor	1	0
36.	Taps for water in the home/compound	1	0
37.	Bathroom inside the house	1	0
38.	Mobile Phone	1	0
39.	Telephone (fixed line)	1	0

40.	Have you ever repeated a grade? If Yes, which grade?	0=No If Yes: 1=Grade 1 2=Grade 2 3=Grade 3
41.	Does your current teacher ever practice letter sounds with you? [Give student example of “k” and “kuh”].	0=No 1=Yes
42.	Do you ever practice reading aloud to your class?	0=No 1=Yes
43.	Does your teacher ever read aloud to you?	0=No 1=Yes
44.	Last week, did you ever study outside of school?	0=No If Yes, How Many Days: _____
45.	Last week, did you ever study or do class work with classmates or friends (at school or at home)?	0=No If Yes, How Many Days: _____
46.	Did you have a meal this morning before coming to school?	0=No 1=Yes
47.	Did you eat a meal or snack at break time at school yesterday [or last school day]?	0=No 1=Yes
48.	Did you miss any school days last week?	0=No If Yes, How Many Days: _____
49.	The last time you did not do well on a test or assignment in school, did your parent(s) or guardian find out? If yes, what did s/he do?	0=No/Never learned about it 1=Learned but did nothing 2=Helped/encouraged me to do better 3=Punished me physically 4=Criticized me verbally 5=Discussed with the teacher

		6=Argued with the teacher 7=Other (specify_____)
50.	The last time you did well on a test or assignment in school, did your parent(s) or guardian find out? If yes, what did s/he do?	0=No/Never learned about it 1=Learned but did nothing 2=Congratulated or encouraged me 3=Other (specify_____)
51.	In what language(s) does your teacher speak to your class? [Multiple Responses Permitted]	1=English 2=Wolof 3=Pular 4=Jola 5=Mandinka 6=Others [Specify] _____

Appendix 4: Teacher Questionnaire

- 1) Which Grade do you teach? Grade 1, 2, 3, 4, 5, 6 etc
- 2) How many years have you been teaching?
- 3) How long have you been teaching this Grade
- 4) Are you a qualified, unqualified or teacher trainee?
- 5) Have you received any training on how to teach reading at lower Grade? Yes /No
 - a) If yes during your pre-serve or in-service training?
 - b) If in-service who organized the training
 - c) Please describe the content in two sentences
- 6) Do you teach children the names of alphabets/letter? Yes / No
 - a) If yes at what grade?
 - b) How much time do you allocate to teach alphabets/letters per week.....
- 7) Do you teach children the letter sounds? Yes /No
 - a) If yes at what grade? Grade 1, 2, 3...
 - b) How much time do you allocate to teach letter sounds per week?
- 8) Please tell me what phonemes are.
- 9) Do you teach phonemes?
 - a) If yes at what Grade? Grade 1, 2, 3 ...
 - b) How much time do you allocated to teach phonemes per week?
- 10) Do you read aloud short stories to children? Yes / No
 - a) If yes at what Grade? Grade 1, 2, 3
 - b) How much time do you allocate to this activity per week?
- 11) Do you have children read aloud to you? Yes /No
 - a) If yes at what Grade? Grade 1, 2, 3
 - b) How much time do you allocate to this activity per week?
- 12) What type of teaching aids do you use in teaching children how to read?
.....
- 13) Do you give home work to children? Yes /No
- 14) After marking the assignment what do you do for the children who missed certain work?
.....
- 15) What do you say or do to the children when they do well in their class or home work
.....
- 16) What do you do or say to the children when they do badly in their class or home work?
.....
- 17) Did you receive any training on how to assess reading? Yes /No
 - a) If yes, was it during your pre-service or in-service training?
 - b) If in-service who organised the training
- 18) Did you receive any training on how to assess comprehension? Yes /No
 - a) If yes, was it during your pre-service or in-service training?
 - b) If in-service who organised the training
- 19) How do you assess comprehension? 0=Collective/group and 1=individual
- 20) Is the assessment based on (0) reading small text (1) creating and completing questions (2) silent reading (3) timed reading (4) others (please specify)
- 21) Do you have a school library? Yes / No.
- 22) Do children borrow books from the library to read?
- 23) Are children allowed to take school text books home? Yes /No
- 24) How many of your students do you think can read?