Presentation Outline

1. Country situation/background
2. EGRA in The Gambia (surveys and interventions)
3. Monitoring mechanism
4. Lesson learnt
STRATEGIES TO ADDRESS EARLY GRADE READING

EGRA Surveys: Two type of surveys

EGRA English
- In 2007 a baseline assessment
- 2009 & 2011, Impact Assessment

A total 1,200 pupils: Grade 1-3 took part in the survey: 40 lower Basic Schools across the six educational regions in the Gambia,

EGRA National Language
- In 2011, Base line survey
- June 2012, Post implementation evaluation

125 classes of 25 pupils per class in the pilot
125 classes with 14 per class in the control group
HAS READING IMPROVED OVER TIME

Improving Education

Oral Reading Fluency

Letters per Minute (scaled down)

Familiar Words per Minute

Invented Words per Minute

2

4

6

8

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2007 2009

2011

Center is at 0

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INTERVENTIONS

INSTRUCTIONAL MATERIAL DEVELOPMENT

- Development of handbook for teachers on the teaching of reading for grades 1-3
- In 2008, handbook revised
- In 2009, development of contextualised pocket readers for grades 1-3.
Interventions:
Teacher Training

- 3000 grades 1-3 teachers trained in the summer vacation in 2007.
- Subsequent follow up trainings were organised 2007-2009.
- From 2009 on words, the Ministry of Basic and Secondary Education tasked other agencies: Gambia Associate of Teachers of English (GATE) and Future in Our Hands (FIOH) to provide training on reading.
Interventions:

Policy Review to give more emphasis to reading

- Adequate time devoted to the teaching of early grade reading skills in schools and teacher training programmes
- Regular monitoring and assessment emphasized
- 25% of English language lessons in the schools and teacher training programmes devoted to teaching of early literacy skills
Interventions:

Pilot the teaching of Reading through the use of Mother Tongue

- Pilot use of Mother tongue to enhance reading abilities of pupils in Early grades is being piloted.
- 125 classes with a minimum of 25 pupils per class across all the six educational regions.
- Five National languages are being piloted: Mandinka, Olof, Pulaar, Jolaa and Saranhuley
- A base line survey conducted and the results are being analysed
Interventions:

Pilot the teaching of Reading through the use of Mother Tongue

- Orthography
- Scripted lessons (both in English and the languages)
- Reading materials for students (Reader 1 and 2)
- Flash cards (including letter, word and picture cards)

Training:

- Trainers trained
- Then pilot teachers trained
- Coaches trained
Interventions:

Pilot the teaching of Reading through the use of Mother Tongue

- Coaches visit pilot teachers once every Month.
- Coaches provide pedagogic support to pilot teachers during the coaching sessions.
- They provide feedback to the coordinator for any necessary follow up in terms of training, administrative issues or supply of needed materials.
Interventions:

Sensitization of Stakeholders

- Panel discussion and phone-in programs on Radio and TV
- Regional “bantabas”
Monitoring and Evaluation Mechanism and tools

- The bimonthly Coordinating Committee Meeting (CCM)
- The Participatory Performance Monitoring
- School Report Cards –
- School Management Manual
- Learning Achievement Targets
Collaboration

- Join efforts with RTI
- Join efforts with Jolly Phonics Centre in the UK
- Join efforts with FTI /GPE and World Bank
- Join efforts with Future In Our Hands (FIOH) and Gambia Association of Teachers of English (GATE)
- Join efforts with US embassy
Accomplishment

Availability of assessment results

Improved monitoring mechanism

Increased and predictable budget allocation

High commitment of leadership

Development of reliable assessment tools

More time & emphasis on teaching reading in schools and teacher training College
THANK YOU

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