



# Early Grade Reading Assessment (EGRA)

## Haiti

December 17, 2009

# Special Thanks

This work represents a partnership between the Haitian Ministry of Education (DEF), the World Bank, RTI and implicitly, USAID, as the original funder for the development of the EGRA tool.

Special thanks to:  
Mr. Renold Telfort  
Ms. Penelope Bender  
Ms. Josette Gaboton  
Mr. Kenly Pierrevil

*Who made it their personal mission and worked long hours to accomplish this study.*

# EGRA – Globally speaking



Senegal

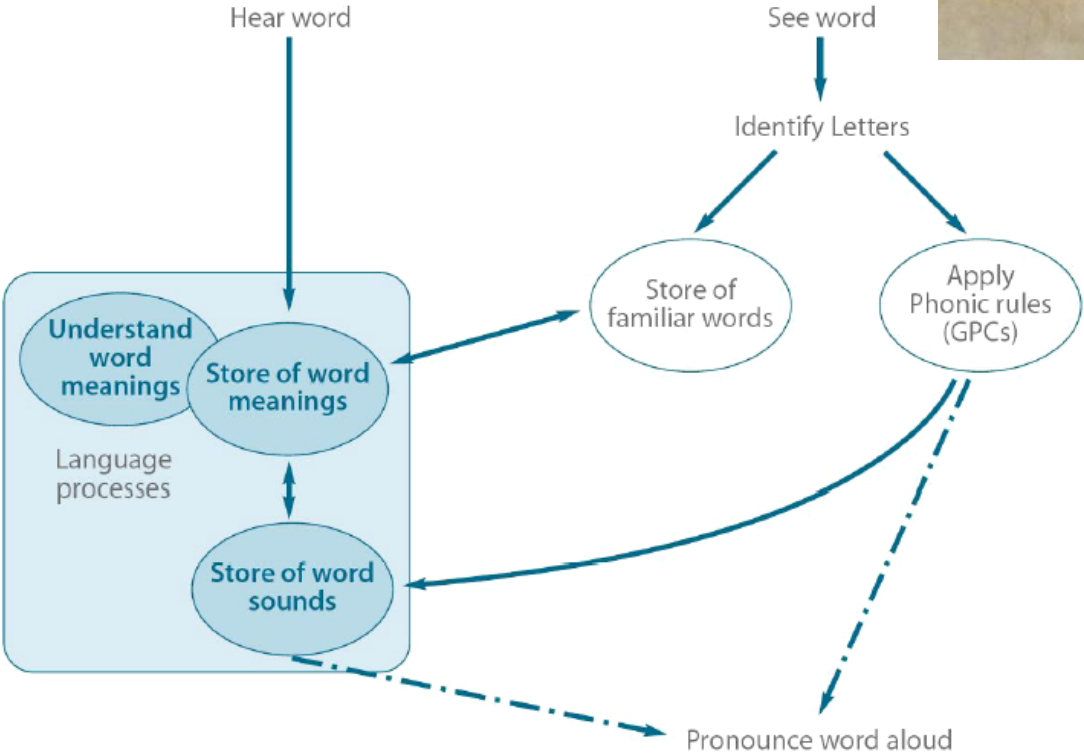
Guyana



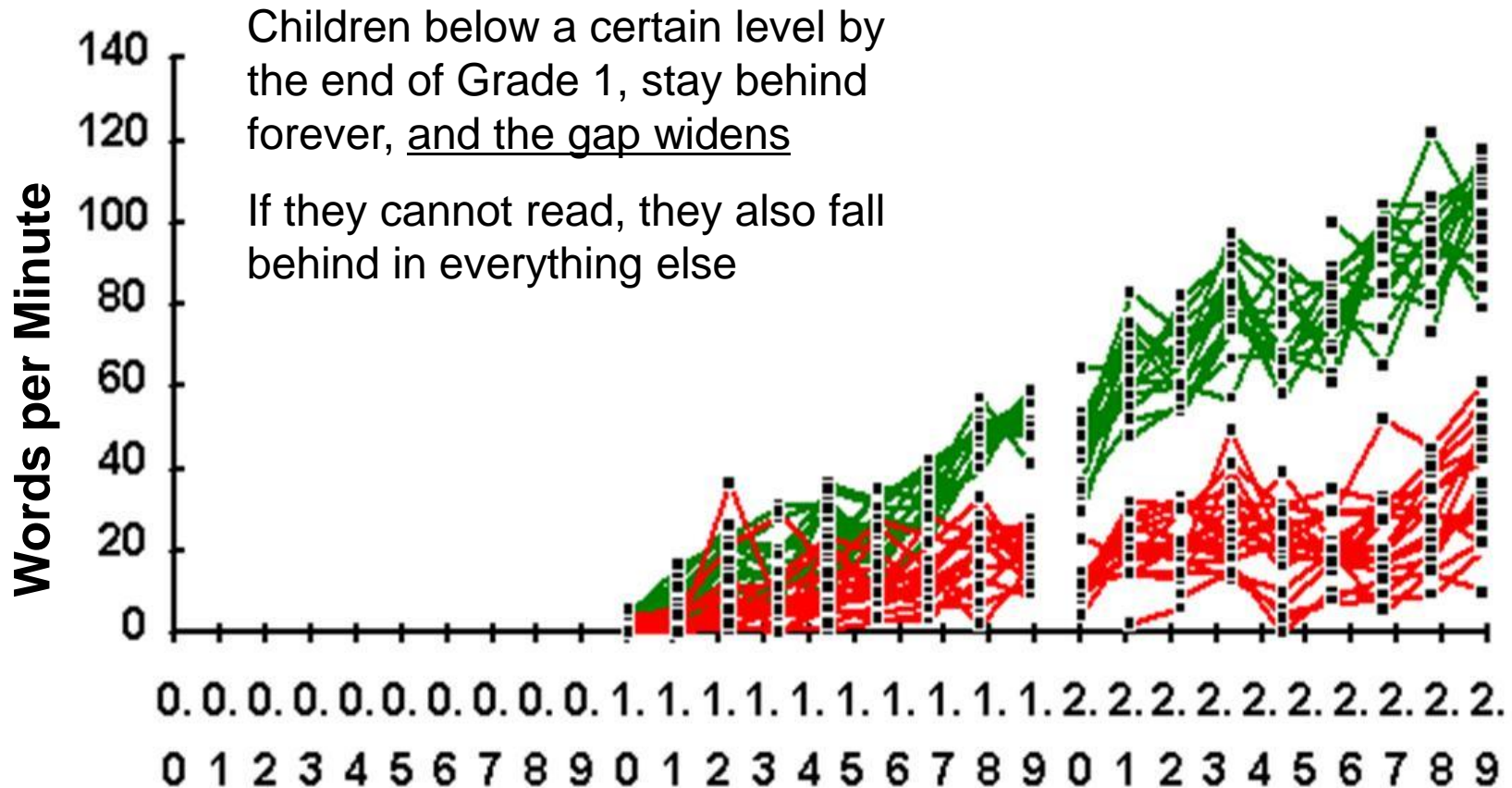
Uganda



# Word Recognition

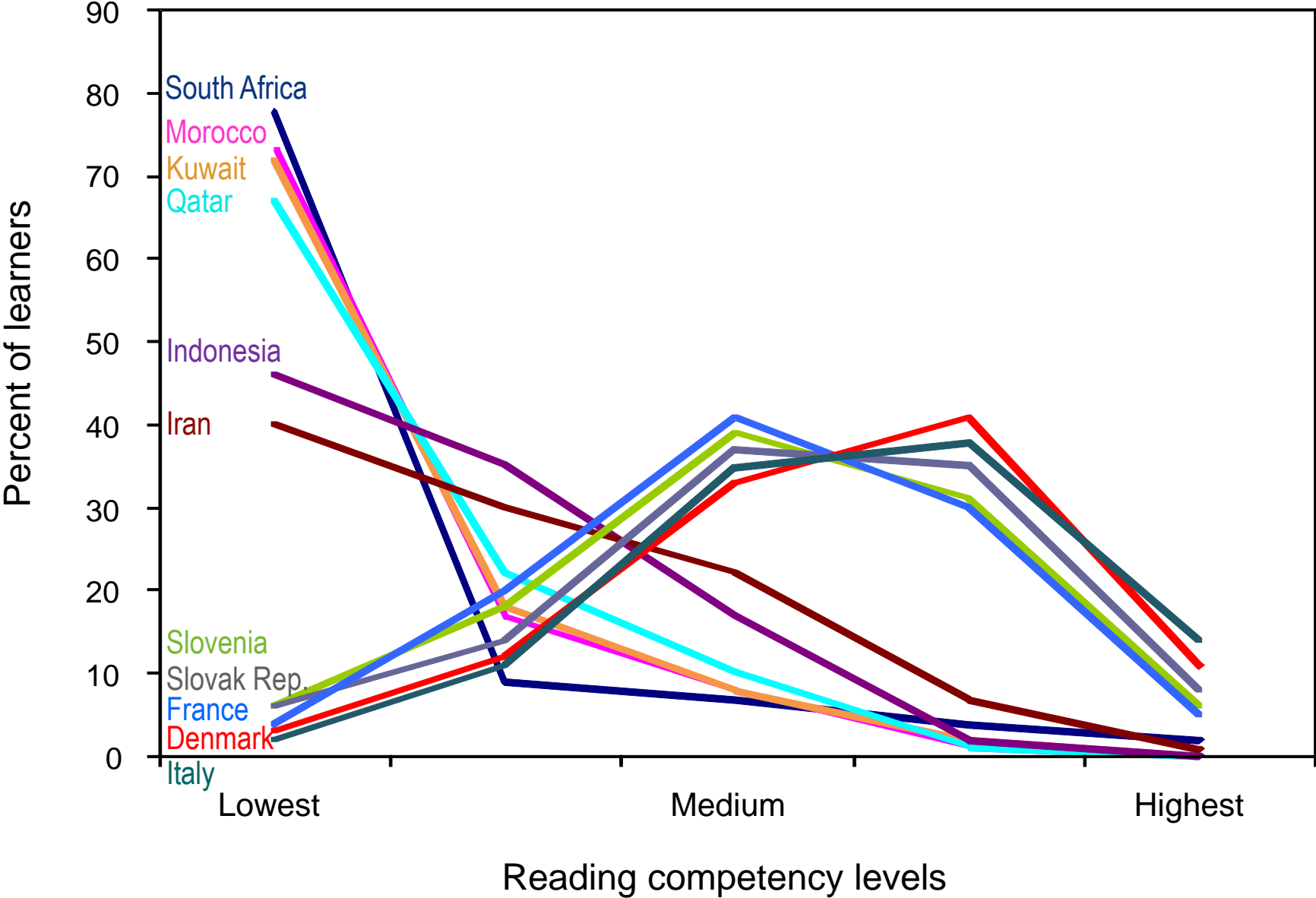


# Widening gap between “readers” and “non-readers”



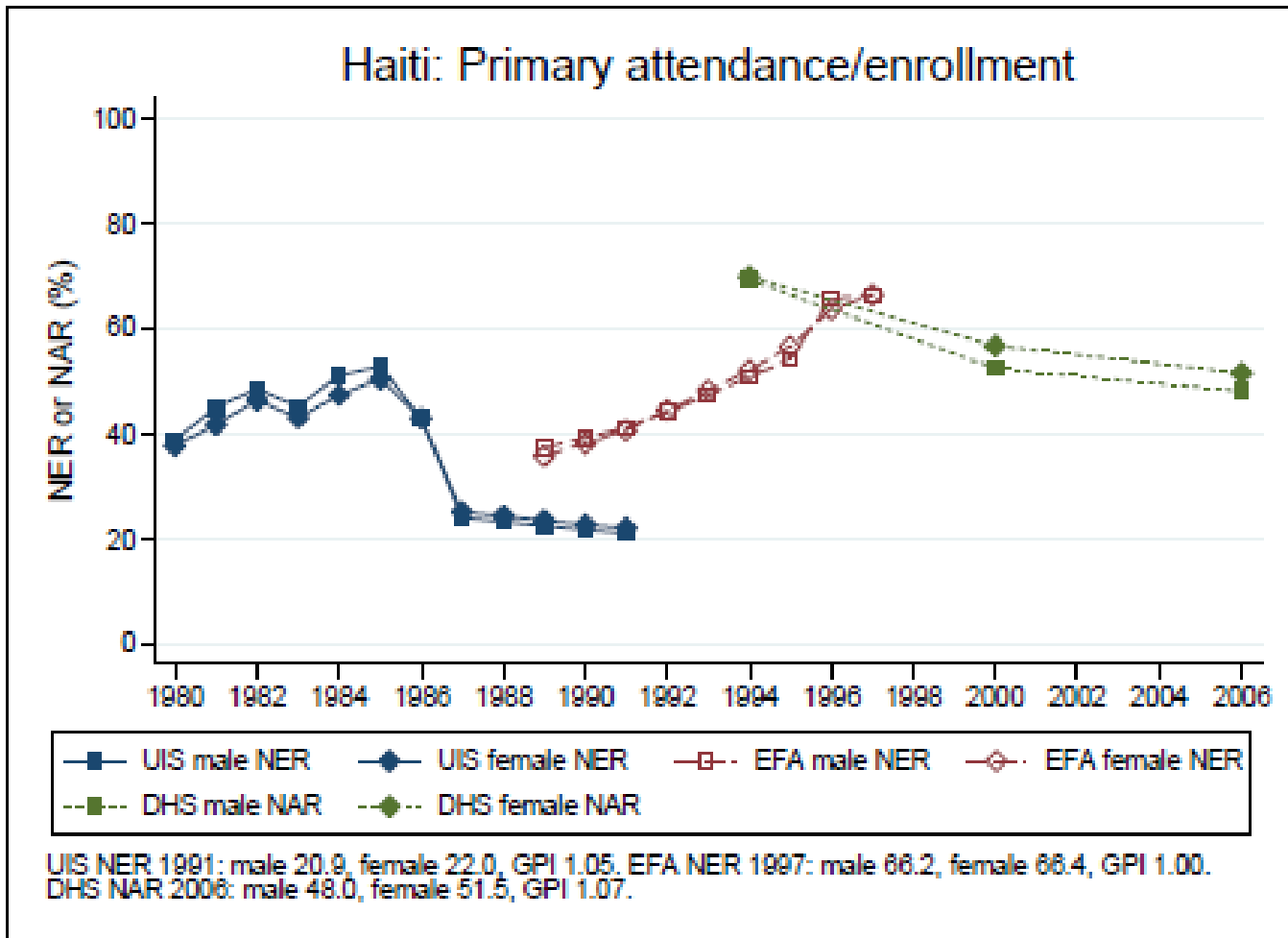
**Grade level by year (top number) and month (bottom number)**

# PIRLS 2006 Results



PIRLS = Progress in International Reading Literacy Study





UNICEF, Division of Policy and Practice,  
 Statistics and Monitoring Section, [www.childinfo.org](http://www.childinfo.org), May 2008





# Reading a Story (connected text), EGRA Results

## French

Grade	Words per Minute
1	6.8
2	11.9
3	23.5

## Creole

Grade	Words per Minute
1	3.4
2	12.2
3	23.1

RTI (2009), Unpublished Results from EGRA testing supported by WB and MoE, Haiti.

Flore est à la maison. Elle termine ses devoirs.

Son petit frère Luc arrive. Il a trois ans.

Flore et Luc jouent aux billes.

Soudain, Luc met une bille dans sa bouche.

Mais Flore enlève vite l'objet de la bouche de son frère.

Le petit Luc est sauvé ! Leur mère vient auprès d'eux.

Elle prend Luc dans ses bras et remercie Flore.

Flore is at home. She finishes her homework.

Her little brother, Luke, arrives. He is 3 years old.

Flore and Luke play marbles.

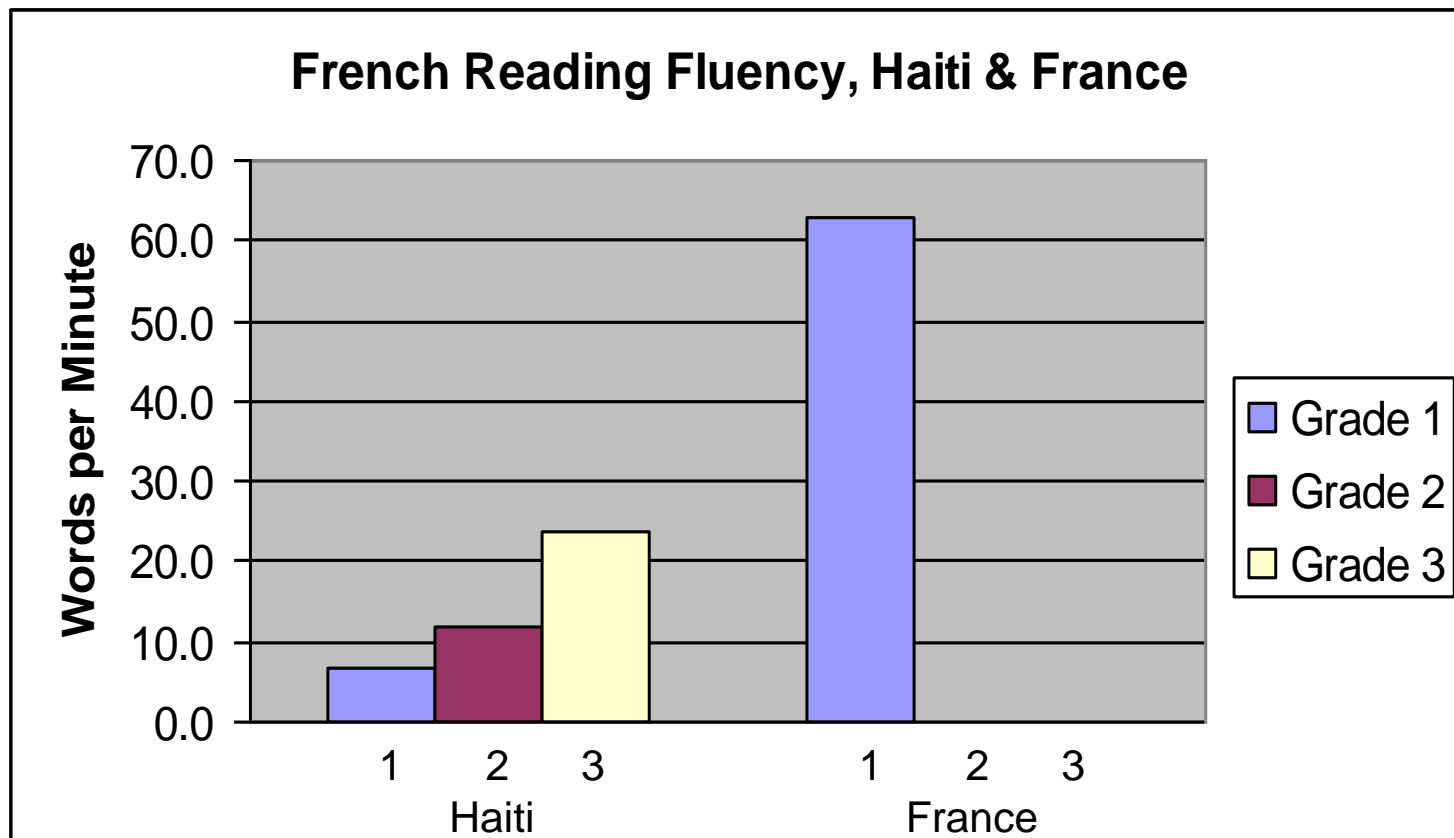
Suddenly, Luke puts a marble in his mouth.

But Flore quickly takes the object out of her brother's mouth.

Little Luke is saved! Their mother comes over to them.

She takes Luke in her arms and thanks Flore.

# Reading Fluency in French, the cases of Haiti<sup>1</sup> and France<sup>2</sup>



1. RTI (2009), Unpublished Results from EGRA testing supported by WB and MoE, Haiti.

2. Springer-Charolles, L. and Messaoud-Galusi, S. (2009). "Review of research on reading acquisition and analyses of the main international reading assessment tools. Report, IIEP-UNESCO."

# Poor reading results are not uncommon in developing countries.

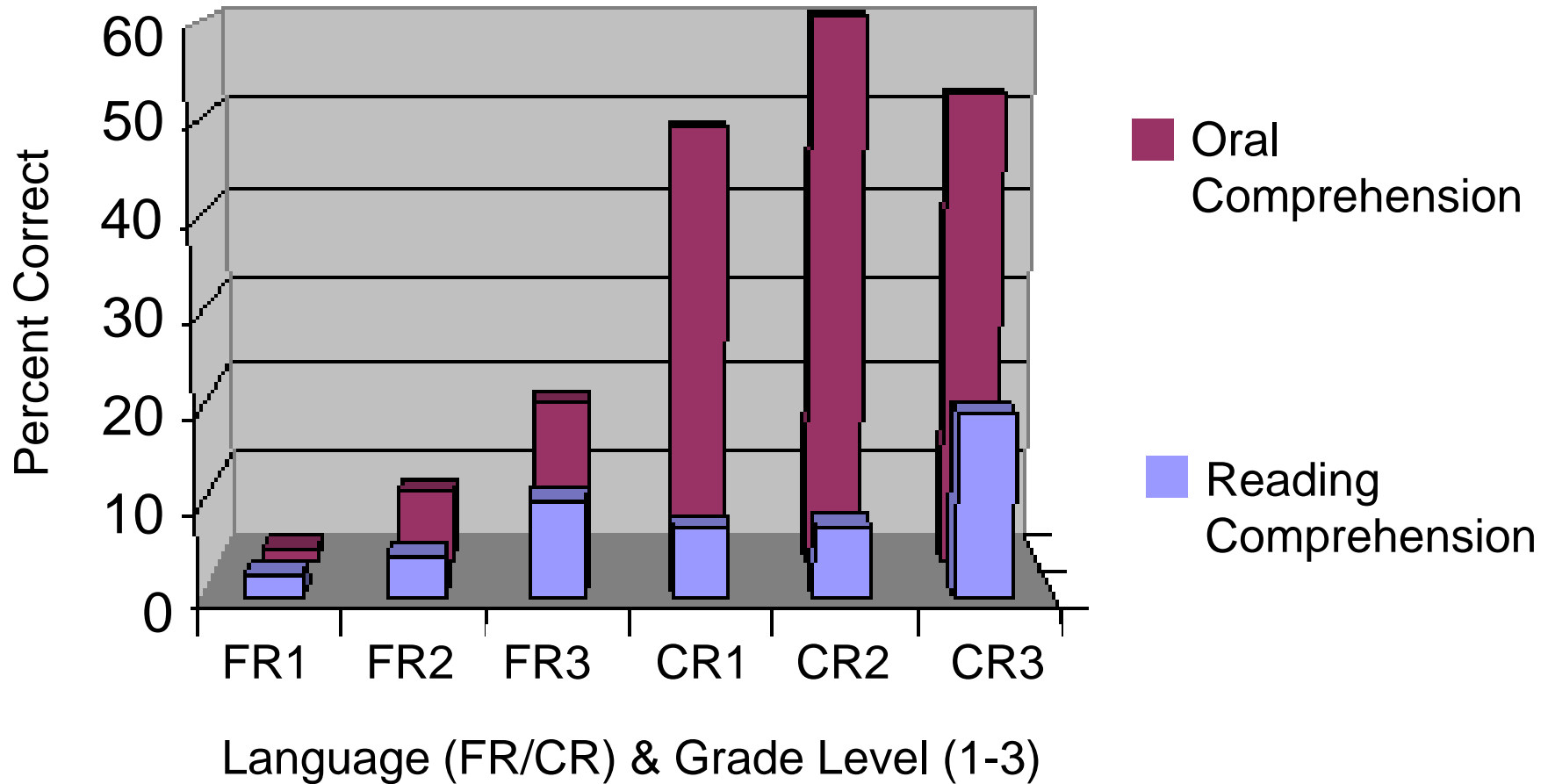
	<i>Grade</i>				<i>Language of Assessment</i>
	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	
Mali*		0.6		<b>11</b>	French
Kenya	-	<b>11</b>	-	-	English
<b>Haiti</b>	<b>6</b>	<b>12</b>	<b>24</b>	-	<b>French</b>
Senegal**	4	<b>15</b>	35	-	French
Liberia	-	<b>18</b>	28	-	English
Guyana	-	<b>15</b>	34	50	English
Honduras	-	37	51	66	Spanish
France	63	-	-	-	French
US	-	80	95	110	English

\* les ecoles classiques

\*\* 2nd & 3rd grade results estimated from graph

# Reading Comprehension (% correct out of 7)

in French and Creole, (Grades 1-3)



# Number of Words Correctly Written, Familiar Sentence

"I'm going to the market to buy some rice and beans." – english

"Je vais au marche pour acheter du riz et du pois." - french

"Mwen ale nan marche pou mwen achte diri ak pwa." - creole

## French

Grade	
1	0.4
2	0.4
3	0.9

## Creole

Grade	
1	0.0
2	0.4
3	0.9

## Haiti: Predicted secondary school NAR



Secondary NAR: Children of secondary school age in secondary school or higher.

Gender gap (male-female NAR): 2000 -1.6%, 2005 -3.4%, 2010 -5.7%, 2015 -8.6%.

Gender parity index (GPI, female/male NAR): 2000 1.12, 2005 1.20, 2010 1.27, 2015 1.33.

Source: Haiti 2005-06 DHS.

Secondary school NAR: children of secondary school age in secondary school or higher.

Data source: Haiti 2005-06 DHS.

*Every day children are there, ready to learn, waiting for us.*

- We Know from our experiences in Liberia and Kenya that quick gains in reading are possible.
- It takes
  - support for teacher skill,
  - time devoted to reading and
  - availability materials
- We're sure Haiti could take a giant leap forward if they concentrate on those 3 things. Currently, various donors and the DEF (Ministry of Education in Haiti) are working on these issues and we're hopeful that they'll have an impact.

# Moving Forward

*"The [EGRA] seminar was very important... It is one of the best projects we've experienced, to help us see the weaknesses of our children in basic reading."*

*"Always call us back for seminars. Teach us how to calculate percentage of words per minute."*

**-- comments from Haitian Ministry of Education participants after conducting student assessments in EGRA.**

