

# South Africa - Early Grade Reading Study II 2017-2020, Waves 1-5 Merged

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## Identification

### SURVEY ID NUMBER

zaf-dbe-egrs-2017-2020-v1.1

### TITLE

Early Grade Reading Study II 2017-2020, Waves 1-5 Merged

### SUBTITLE

Waves 1-5 Merged

### COUNTRY

Name
South Africa

### STUDY TYPE

Education Data

### ABSTRACT

The Early Grade Reading Study II is a Randomised Control Trial that evaluated two early grade reading interventions in 180 primary schools in two districts in the province of Mpumalanga, South Africa. The interventions focused on early learning of English as a second language and were implemented with Grade 1 teachers in 2017, Grade 2 teachers in 2018, and Grade 3 teachers in 2019. Across all three years of implementation, the study attempted to measure the causal impact on learner reading performance and investigated the change mechanisms of a structured pedagogic programme. Data on the interventions and outcomes was collected in 2017 (waves 1 and 2), 2018 (wave 3), 2019 (wave 4) and 2020 (wave 5) with assessments of the same learners in each each wave, as well as interviews with the learners' parents and teachers, and their school principals. The teacher interviews included short English reading tests.

### KIND OF DATA

Qualitative and quantitative data

### UNIT OF ANALYSIS

Individuals

## Version

### VERSION DESCRIPTION

Version 1.1: Edited, anonymised data for non-commercial use

### VERSION DATE

2024-10-05

### VERSION NOTES

This is version 1.1 of the merged dataset, which has the 2020 (Wave 5) data and documents added

## Scope

### NOTES

The Early Grade Reading Study focused on the early learning of English as a second language. In the study, learner assessments collected data on the following: English Word Recognition and Oral Reading Fluency; English Oral and Written Reading Comprehension; English Productive Vocabulary and Oral Comprehension; Letter Recognition; Home Language Oral Reading Fluency and comprehension.

The study also collected data from parents, teachers and principals, using a separate questionnaire for each.

The parent questionnaire collected data on parents' highest level of education, home-language, English spoken and read at

home, and learners' television viewing, as well as ownership of household goods, and in-country travel. Parents were also asked about learner's school absenteeism.

The teacher questionnaire collected data on teachers' age and sex, qualifications and experience, and reading habits. Teachers were also asked about their class sizes, multi-grade classes, learner absenteeism, and school days missed. Data was also collected on preferred teaching areas, the challenges teachers face in teaching English as a second language, support and development they receive from the school, and their use of technology for teaching. The teacher survey included a short English language test. The enumerator collecting data from teachers also recorded information on classroom facilities and materials.

The school principle questionnaire elicited data on principals' age, and the school's EMIS number, the number of Grade one learners and Grade 1-3 teachers, parents' employment status and attendance at school meetings, and school infrastructure. Data was also elicited on the foundation phase and challenges faced in teaching English as a second language. During the principal's interview enumerators also recorded information on teacher attendance and the condition of the school grounds and buildings.

## Producers and sponsors

### PRIMARY INVESTIGATORS

Name	Affiliation
Stephen Taylor	Department of Basic Education
Brahm Fleisch	University of the Witwatersrand

### FUNDING AGENCY/SPONSOR

Name	Abbreviation	Role
US Agency for International Development	USAID	Funding agency

## Data Collection

### DATES OF DATA COLLECTION

Start	End	Cycle
2017-01-23	2017-03-16	Wave 1
2017-10-23	2017-11-17	Wave 2
2018-10-22	2018-11-09	Wave 3
2019-10-28	2019-11-15	Wave 4
2020-11-04	2020-12-11	Wave 5

### DATA COLLECTION MODE

Face-to-face

### SUPERVISION

Ethics approval for the study was granted by the University of the Witwatersrand Human Research Ethics Committee (Non-medical) on 20 May 2016.

Consent: The study provided consent forms for the parents of learners for Wave 1 data collection, and for teachers and principals for data collection in each wave. In Wave 1 an information sheet was also provided to parents to inform them about the study.

### DATA COLLECTION NOTES

The same learners were assessed in each wave to allow for longitudinal tracking of learners during the study. Wave 1 data collection took place at the beginning of the learners' Grade 1 year and Wave 2 at the end of their Grade 1 year in 2017. Wave 3 data was collected at the end of their Grade 2 year (2018), and wave 4 at the end of Grade 3 (2019). Wave 5 data was collected on the learners in 2020 at the end of their Grade 4 year.

## Questionnaires

### QUESTIONNAIRES

Data was collected with the following instruments:

Learner Assessment forms:

A Baseline Learner Assessment form (Grade 1) in Wave 1

A Midline Learner Assessment form (end of Grade 1) in Wave 2

A Grade 2 Learner Assessment form in Wave 3

A Grade 3 Learner Assessment form in Wave 4

A Grade 4 Learner Assessment form in Wave 5

A Parent Questionnaire

A Teacher Questionnaire

A Principal Questionnaire

The instruments were in English, isiZulu and siSwati. The Study used different Learner Assessment forms each year. The principal and teacher questionnaires were also revised each year.

## Access policy

### CONTACTS

Name	Affiliation	Email	URL
DataFirst Support	University of Cape Town	support@data1st.org	www.support.data1st.org

### ACCESS CONDITIONS

Access under a Creative Commons CC-BY-NC (Attribution, Non-Commercial use only) License

### CITATION REQUIREMENTS

Department of Basic Education and the University of the Witwatersrand. Early Grade Reading Study 2017-2020, Waves 1-4 Merged [dataset]. Version 1.1. Pretoria: DBE and Wits [producers], 2024. Cape Town: DataFirst [distributor], 2024. DOI: <https://doi.org/10.25828/qwx3-4m77>

### ACCESS AUTHORITY

Name	Affiliation	Email	URL
DataFirst	University of Cape Town	support@data1st.org	support.data1st.org

## Metadata production

### PRODUCERS

Name	Affiliation	Role
DataFirst	University of Cape Town	Metadata producer

### DATE OF METADATA PRODUCTION

2024-08-02

### DDI DOCUMENT VERSION

Version 1

**Data Description**

<b>Data file</b>	<b>Cases</b>	<b>Variables</b>
<b>egrs-2017-2020-panel</b>	3327	2806
<b>egrs-2017-2020-panel-w-emis</b>	3327	2807
<b>egrs-2019-w4-vocab</b>	338	533

## Download related resources

### Other materials

#### [Early Grade Reading Study 2017-2020: Instruments]

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Title	[Early Grade Reading Study 2017-2020: Instruments]
Date	2024-01-01
Country	South Africa
Language	English
Contributor(s)	This is a zipped folder containing all the data collection instruments for Waves 1 to 5 of the Early Grade Reading Study, covering 2017-2020.
Filename	egrs-2017-2020-instruments.zip

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#### [Early Grade Reading Study 2017-2020: Reports]

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Title	[Early Grade Reading Study 2017-2020: Reports]
Date	2024-01-01
Country	South Africa
Language	English
Contributor(s)	This is a zipped folder containing all the reports for Waves 1 to 5 of the Early Grade Reading Study, covering 2017-2020.
Filename	egrs-2017-2020-reports.zip

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#### User guide EGRS II - Wave 1-5 Panel

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Title	User guide EGRS II - Wave 1-5 Panel
Date	2024-01-01
Country	South Africa
Language	English
Contributor(s)	This is the user guide for all 5 waves of the data (2017-2020)
Filename	egrs-2017-2020-userguide.pdf

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#### User guide for the EGRS II - Wave 1-5 [Wave 4 vocabulary and re-testing assessment]

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Title	User guide for the EGRS II - Wave 1-5 [Wave 4 vocabulary and re-testing assessment]
Date	2024-01-01
Country	South Africa
Language	English
Contributor(s)	This is the user guide for the data including the data on the sub-sample of learners from Wave 4 drawn for the vocabulary and re-testing assessment
Filename	egrs-2019-w4-vocab-userguide.pdf

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