

SAMANLILO 16-02-2015

EARLY GRADE READING



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WORLD EDUCATION



A FOCUS ON EARLY GRADE READING

Literacy is fundamental to all education. Learning the basics—the mechanics—of reading is best addressed in the early grades. After grade three, the model for schooling changes from a focus on “learning to read”, to a model of “reading to learn.” Without the ability to read and write, children drop out of school or repeat grades, and struggle with national exams that dictate their future and the economic future of their country.

World Education has addressed literacy for early grade children across the world. In Nepal alone, World Education has successfully served over 40,000 students. World Education ensures the highest quality across all stages of learning, from the tools and approaches used in classrooms, to the systems that ensure enrollment and assessments that track the reading progress of children across regions and countries.

Since its founding in 1951 as “Literacy House,” World Education has worked in formal and nonformal settings to support literacy and the educationally disadvantaged across over 50 countries in Asia, Africa, and Latin America, as well as in the United States.

Learn more at worlded.org.
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INNOVATING FOR EARLY GRADE READING

- **Technology** makes learning fun, provides tools for teachers, and allows schools and governments to use education data more effectively. World Education has developed an app of reading games to help Cambodian children learn to read, and a mobile app to monitor enrollment and progress in schools in Mozambique. In Ghana, students can connect in communications learning forums accessible through the WhatsApp application.
- **Benchmarks** for national reading curricula make tracking student progress more practical and objective. In Mozambique, benchmarks supported the development of a national early grade reading strategy.
- **Environments** that encourage literacy development can be developed both within and outside of schools, with print-enriched classrooms, community reading campaigns, and library workshops for parents. In Nepal, animals called “book ponies” display reading materials and community events promote learning to read in the mother tongue.
- **Literacy advocates** work closely with teachers to refine teaching strategies for early grade reading. In Cambodia, literacy coaches are also a reference for parents to stay informed about their children’s progress.
- **Learning materials** for students and teachers developed by World Education include handbooks, scripted lessons, decodeable books, coaching materials, and mobile apps and SMS lessons to demonstrate instruction techniques or pronunciation. Training on the appropriate use of materials and follow-up support from World Education staff are crucial to our success.



ASSESSMENT

Monitoring early grade reading programs is vital to ensuring the right interventions are in place and to ensure that students are developing important reading skills. World Education uses qualitative and quantitative approaches to assess schools, including their tardiness and absenteeism, teachers and tools, and the development of students' skills.

- **Early Grade Reading Assessment (EGRA):** World Education has displayed expertise in implementing EGRA in countries such as Indonesia on a national-scale to assess student skills, where there is a focus on 6 areas:
1) alphabet 2) phonemic awareness
3) non-word reading, 4) fluency,
5) reading comprehension, and
6) oral language comprehension.
- **Customized Assessments:** Original tools are designed according to local contexts to assess students' literacy and numeracy skills.
- **Continuous Assessment Systems:** Ongoing monitoring systems are developed to measure student skills such as phonemic awareness, alphabet skills, vocabulary, fluency, and comprehension throughout the year. Teachers, coaches, and other stakeholders are trained to use assessment data to evaluate student progress and to adapt instruction to suit student needs.
- **Rapid School Assessments:** Data from schools on certain indicators, such as tardiness and absenteeism, can be uploaded directly to local school districts. This allows education officials to focus on struggling schools and highlight success stories in their region.

SUPPORTING EARLY GRADE READING ASSESSMENT AT EVERY LEVEL

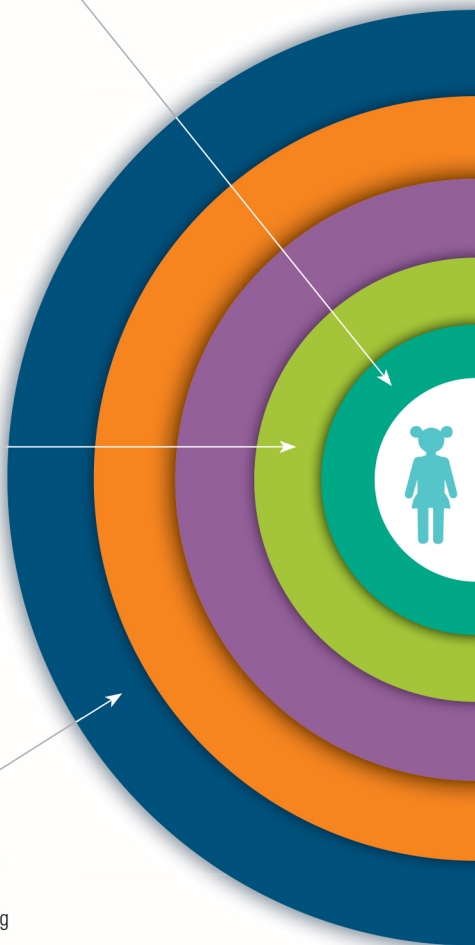
MOTHERS AND PARENTS: Parents learn how to support their children's reading through family workshops where they have access to games and books to use at home. Formal organizations such as parent-teacher associations are engaged through an orientation on early-grade reading, and then advocate for creating better reading environments in schools.




TEACHERS: Teachers receive training and tools to support their everyday instruction, such as a bi-weekly in-service training on using student assessment data. Reading advocates visit schools to provide ongoing support for teachers.



GOVERNMENTS: Sustainability of early grade reading programs is ensured with government involvement through the development of reading benchmarks and monitoring efforts, a focus on professional development, and enabling scale-up of programs to broader regions.





CHILDREN: Children are the focus of all our interventions. Students in grades 1-3 learn how to read through fun and engaging methods developed by World Education. These methods include books developed with language specialists, reading games and competitions, reading improvement software and mobile applications, radio programs, and peer mentors.



SCHOOLS: A reading culture in schools is curated by engaging and training school leaders, improving school routines and resource management, and developing libraries such as “Book Corners,” and Tin Trunk Libraries—small, mobile libraries available to children outside reading classes.



COMMUNITY: Learning becomes a community effort when literacy coaches are recruited from the community, and through community events such as reading day competitions and public fairs. Radio programs and local media are also used to promote reading to the community and support project monitoring.



PROJECT HIGHLIGHTS

GHANA

World Education's early grade literacy instruction pilot bridges the gap between national mother tongue policy with international best practice, by teaching literacy in the local language, while developing spoken English as a second language. The program provides revised instructional materials, as well as professional training and coaching support, using the EGRA tool to measure reading outcomes.

BENIN

In partnership with the Government of Benin, World Education and partners are working to improve early grade education through the USDA-funded Food for Education program. Started in late 2014, the four-year program aims to improve teacher and student attendance, improve teacher materials for early grade literacy, feed students and support nutrition and health, and adapt and pilot a Beninese EGRA for national launch.

14 DISTRICTS
OVER **250,000**
STUDENTS
MORE THAN **5,000**
TEACHERS
In Mozambique

MOZAMBIQUE

In Mozambique, World Education implements the USAID| Aprender a Ler (Learn to Read) program which works with students in grades 1-3 to improve reading outcomes in over 1,000 rural and urban schools. The program focuses on increasing the quality and quantity of reading instruction in schools. World Education uses EGRA to measure reading levels and has also incorporated a Rapid School Assessment tool to encourage results-based decision-making based on current data.

NEPAL

World Education's Early Grade Reading materials and benchmarks system are currently in use in 370 schools through engagement with UNICEF and through World Education's own Reading Brings Rewards and Opportunity Schools projects, and in 1,030 additional schools through the WFP managed Food for Education project in western Nepal.

1,400 SCHOOLS
in Nepal

INDONESIA

Through the PRIORITAS project funded by USAID, World Education and partners have played a key role in implementing the EGRA process, with staff assuming the role of the project's EGRA national team member and supervisor at province level. The EGRA was conducted in 394 schools, 51 districts, and 8 provinces covering 8,895 students.

1,195 EDUCATORS
24,869 STUDENTS
180 SCHOOLS
in Cambodia

CAMBODIA

In the TRAC project, funded under All Children Reading, World Education created a continuous assessment and Rapid Response System to help teachers identify struggling readers and match them with targeted interventions. Literacy coaches support teachers in administering the reading benchmark interval tests; form peer tutoring groups; connect parents with schools to engage them in their child's learning process; and oversee the use by students, reading toolkits and other materials available in school libraries.