The Quality And Learning Agenda

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FTI Board Meeting

18 – 19 May 2011 | Kigali, Rwanda

Board Decision and Input

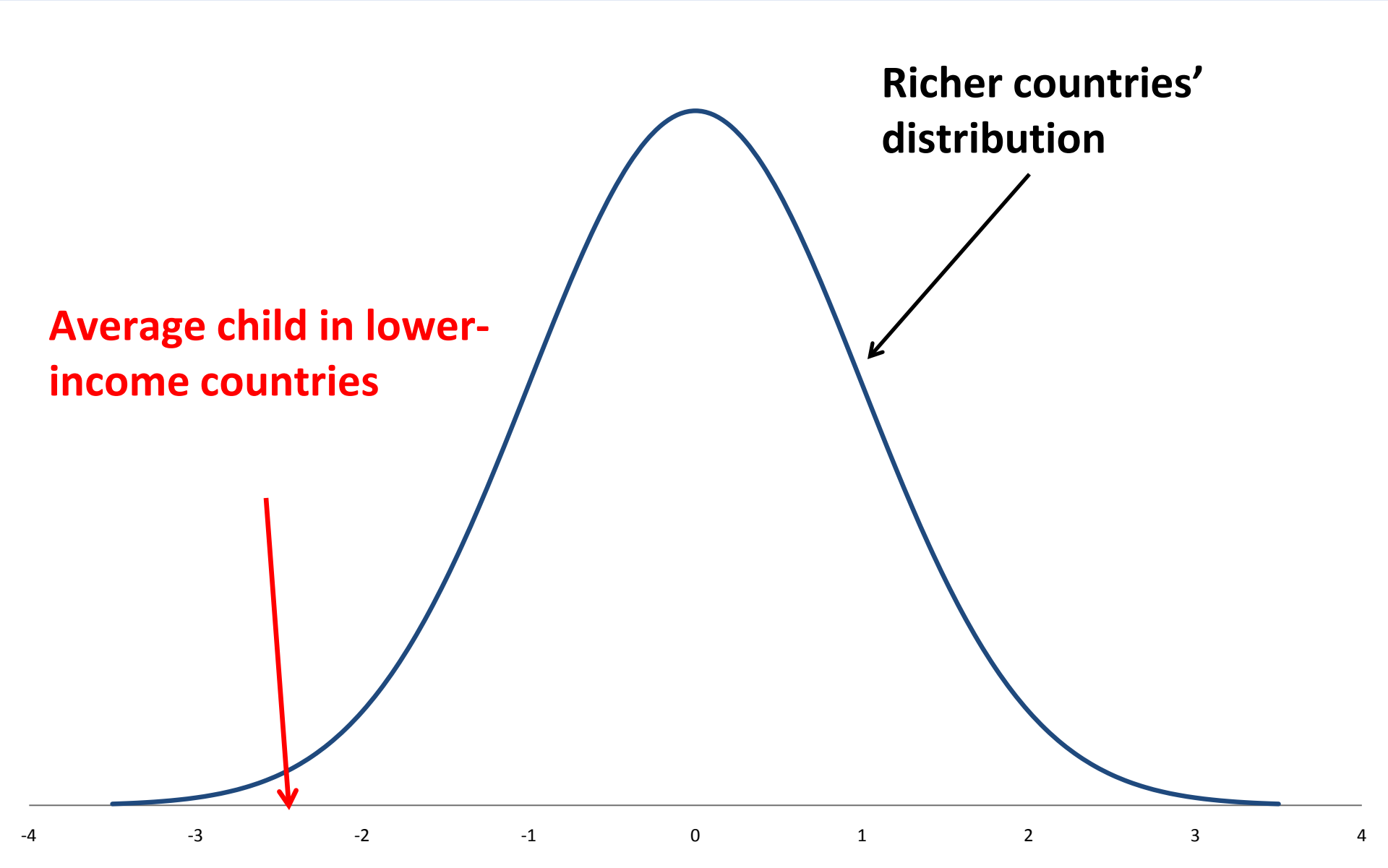
- Endorse Strategy for Quality Improvement for EFA FTI developing country partners
- Questions for the Board

Outline

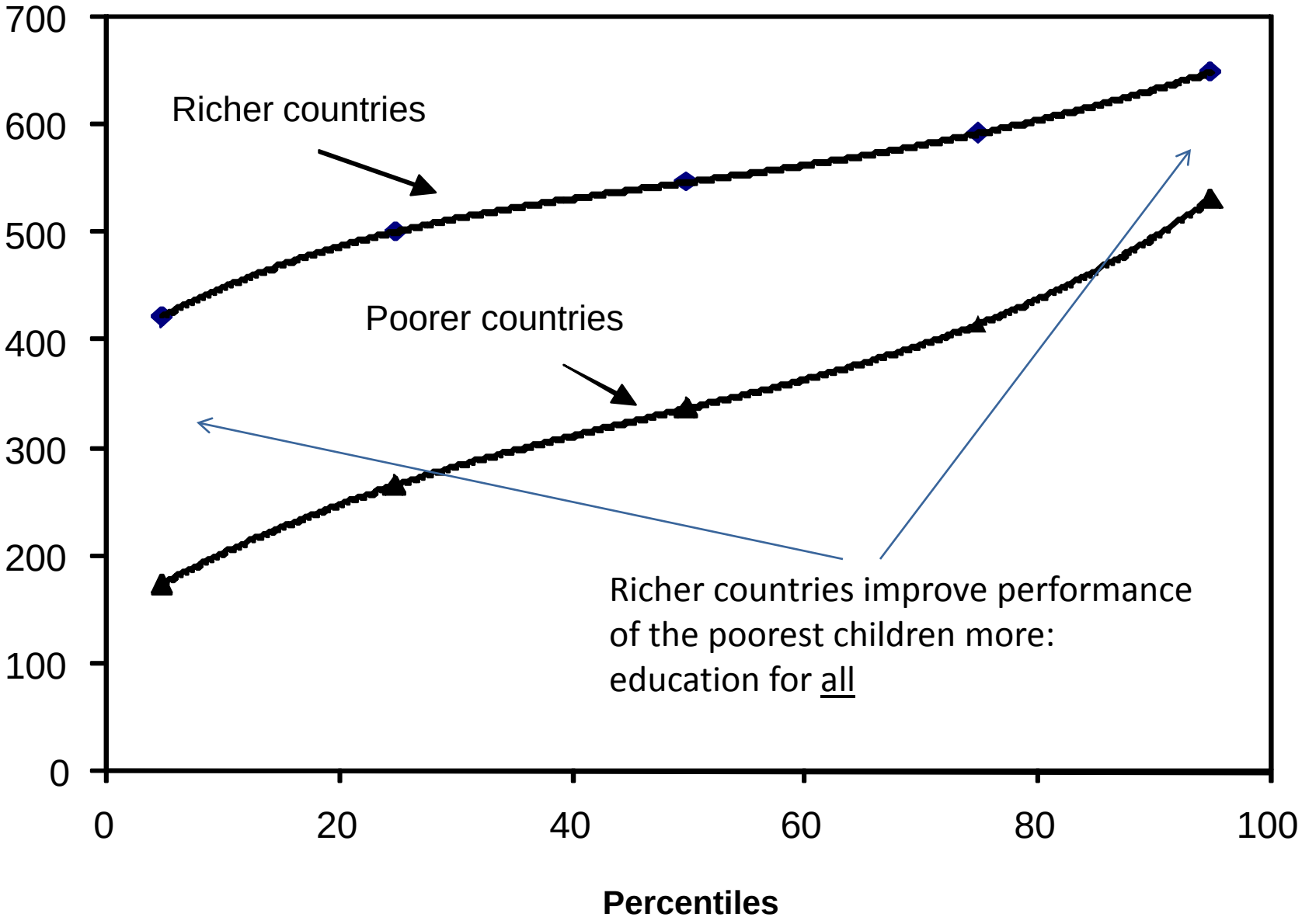
- Size and nature of the problem
- Solutions: technical
- Stating a feasible goal
- Solutions: process
- Next steps
- Questions for the Board

Size and Nature of the Challenge

- Learning matters more than years in school
- Yet:
  - 50%-90% children in poor countries cannot read a single word after 2-3 grades
  - Average girl or boy in poor countries: at “severe or extreme risk” in rich countries
  - Years in school in poor countries: 60-70% of rich countries, but learning only 20%
  - 40%-50% repeating grade 1 in some countries
- 200 million in school, learning very little, 67 million out of school
- No contradiction between enrollment and quality


Richer countries' distribution
Average child in lower-income countries
-4
-3
-2
-1
0
1
2
3
4

International literacy test 2006

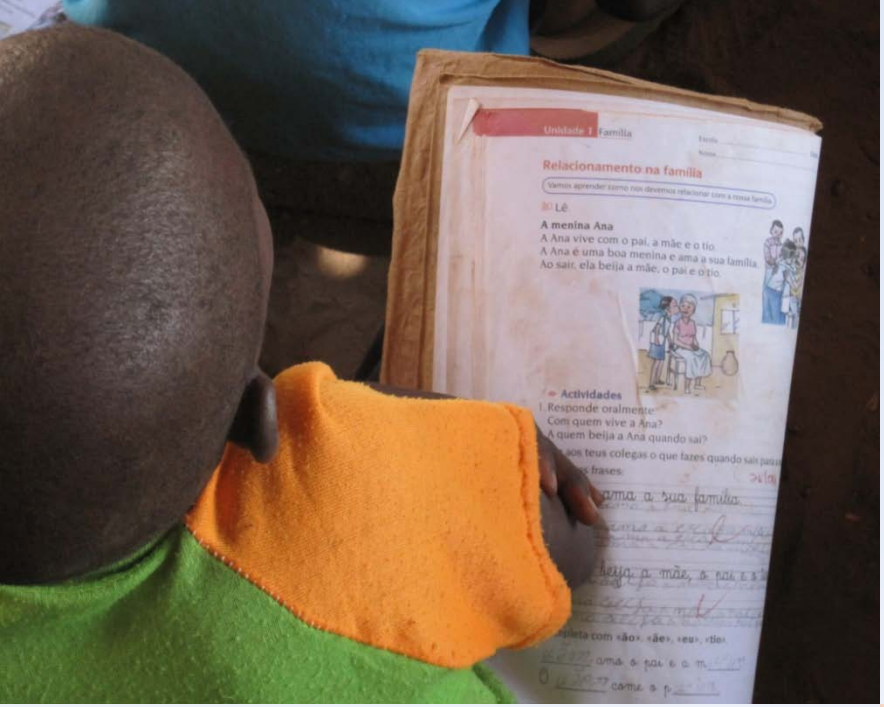


Problems and Solutions: Technical Components

- Teaching
- Textbooks
- Testing
- Time use
- Mother Tongue

Note: detailed slides on these issues skipped in the interest of time. Can come back at the end.

- Start now
- Start with basics
- Produce results
- Early reading as case-in-point:
  - prove it can be done
  - also, fundamental to further learning
- Then: math, later grades, etc.
- FTI's outcome focus on literacy

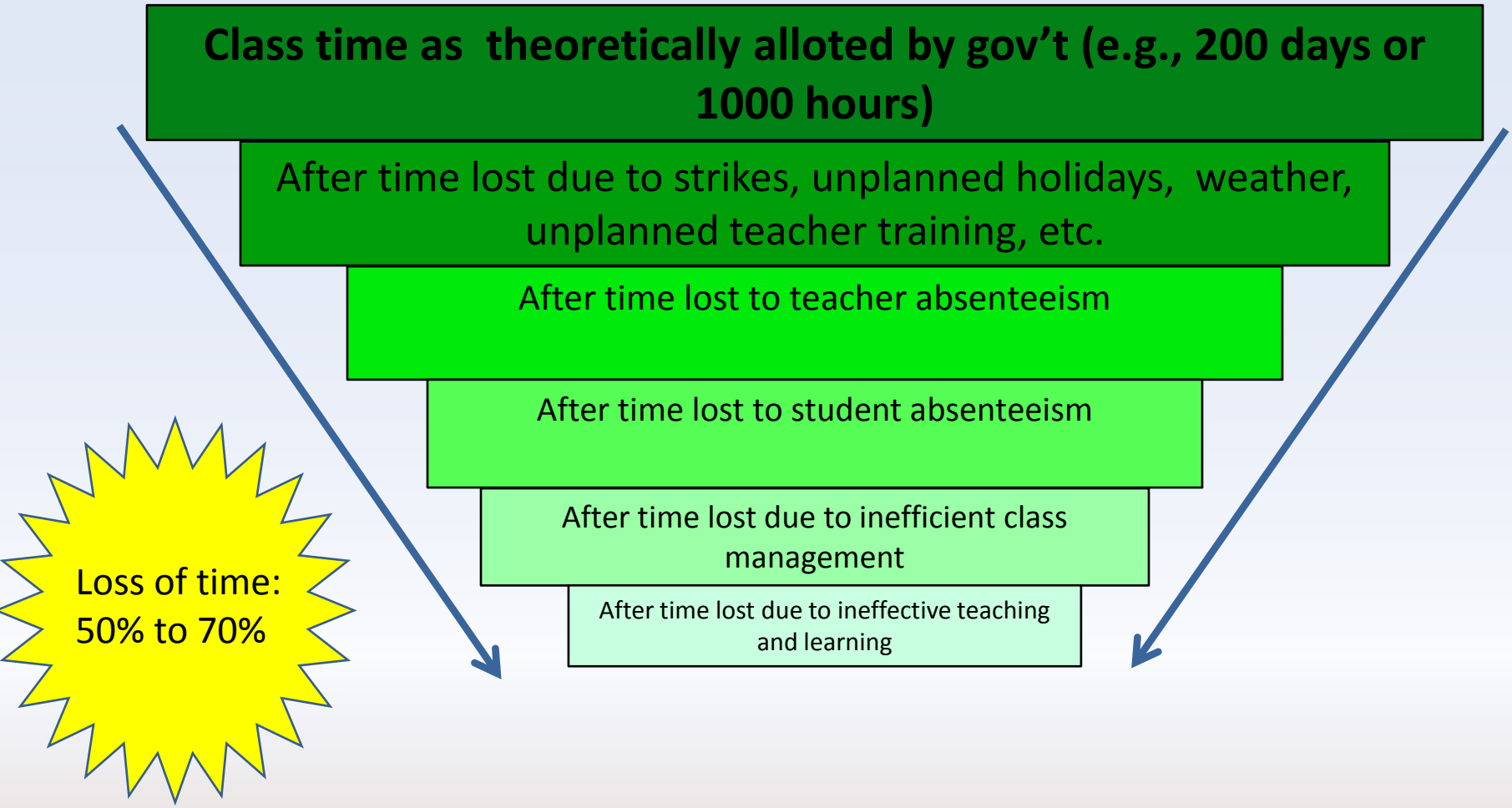


- Teacher spends 5 minutes writing on the board what is already in the book
- In cursive, when a book is in print, difficult to focus on symbols (two symbols for same thing)
- Choral repetition without decoding, processing, or comprehension
- Almost no child engagement with the text

- Comprehension exercises often just memorization
- No calling on individual children
- Only 1/20 children focused on book OR board
- Solutions are relatively easy
- With such low base, radical progress possible



Time use



Solutions:

- Re-claim time for direct instruction in reading
- Governance and accountability to enforce instructional time
- Improved teaching as noted above

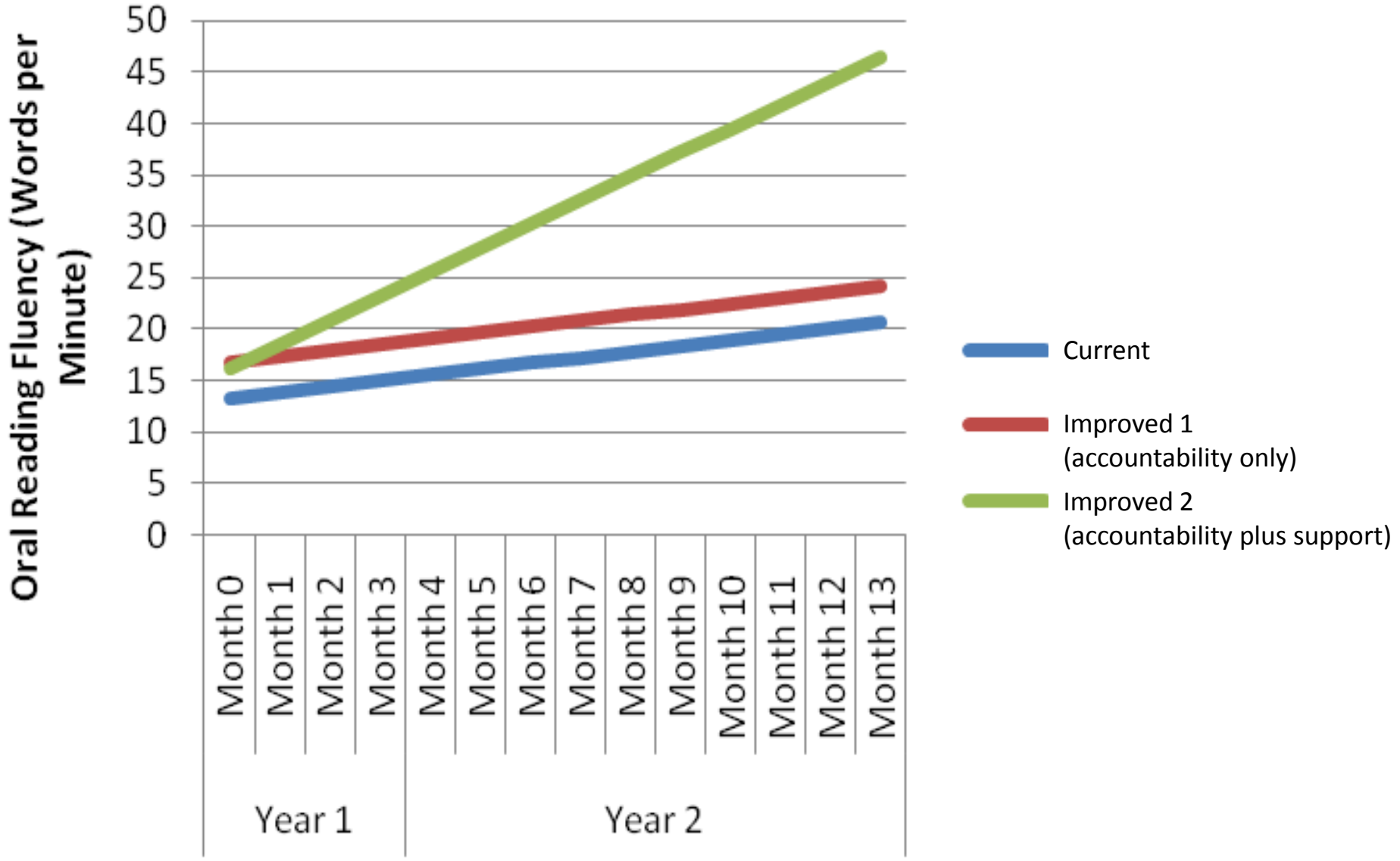
Integrate all components, demonstrate

- Integrated all T's in tight fashion
- Measure base, create awareness, report
- Start scalable efforts to demonstrate
- If integrated, and provide support, can improve massively, and fast
- Concurrently study and plan going to national scale within 3 years
  - Set ambitious but doable goals
  - Plan for the inputs (exp teacher training, textbooks)
  - Plan the logistics and integration

Reasonable Goals Based on Existing Evidence

- Pilot projects in Kenya, Liberia, Mali, Niger, South Africa
- Scaled-up to national level: The Gambia, Nicaragua, Zambia
- Well-controlled, well-researched studies exist
- Children can read in <1 year, not 4 as now
- **National** 100% improvement is possible
  - In 3-5 years
  - If use research, serious logistics

Gains in Reading Fluency, Liberia, Improved versus Current Methods, 16 Months



Zambia Early Literacy Program: Improvement in Performance, in 3 years, Mother Tongue and English

Results in Mother tongue:

Province	1999	2002
Central	2.2	12.1
Copperbelt	1.7	19.7
Eastern	1.6	20.9
Luapula	1.7	17.7
Lusaka	2.7	24.1
Northern	3.8	15.4
Northwestern	3.4	14.8
Southern	0.8	7.2
Western	0.4	7.8

Results of 300% to 400% are possible (if low base, intense application)

Results in English in Grade 2:

1999	4.8
2002	24

Process

- Support broad international interest, share lessons
- Support ongoing or start-up efforts in pilot form and (already) national scale in:
  - The Gambia, Rwanda, Kenya, and many others
- Secure local and regional commitment and share knowledge/technique
- Keep improving knowledge base through analysis
- Start up in a few more countries, especially those neglected so far
- Secure local commitment and enthusiasm for new ones
- Secure technical support as well
- Evaluate and track all efforts

Partnership

- Interesting possible roles:
  - Gov’ts in going forward (The Gambia, Libera: examples)
  - UNESCO in mandating and encouraging mutual commitment of Ministries to specific quality goals
  - UNESCO-IBE in supporting technically, other TA
  - UIS in tracking
  - UNICEF in integrating and piloting at local level
  - WB in TA, supervision, knowledge sharing
  - Bilaterals in working in LEGs, financing scaleable actions, funding for experiments, tech support, and tracking
  - NGOs and think tanks (e.g., Brookings) for policy dialogue, experiments, technical support to countries
  - FTI Secretariat as convener, provider of “social glue” to effort, provider of kick-off ideas and tech support
- Use of Global and Regional Activities and other trust funds

Next Steps

1. Create /strengthen team
2. Continue support to a few countries
3. Continue international, regional, local awareness creation, conviction, technical skills
4. Bring in other UN agencies, bilaterals, NGOs
5. Evaluate and track

Questions for Board

- Which countries should be chosen?
  - Support those already ongoing?
  - Help the newly interested?
- What should be the intensity and role of FTI Secretariat?
  - International convener? Networker of donors? Regional workshops?
  - Focus on a few countries as cases-in-point others can learn from?
    - Only where there is no other presence? Or as help to other presence? Right mix?

For Decision

BOD/2011/-05-XX **Quality Strategy**: The EFA FTI Board of Directors endorses the strategic direction outlined in the Strategy for Quality Improvement for EFA FTI developing country partners as described in BOD/2011/05-DOC 05 and requests the EFA FTI Secretariat to provide to the EFA FTI Board of Directors by 31 August 2011 the final report on the strategy described in Annex 1, for further endorsement, reflecting input received from the EFA FTI Board of Directors.

Teaching: Issues

- Teachers not taught to teach reading
- Neither in pre-service nor in-service
- Thus, methods poor:
  - Oral recitation without reading text
  - No active student involvement with symbols
  - No checking of progress in class
  - No proper sequencing of lessons
  - No basis in research on effective method
  - Poor use of textbooks when available
- Little teacher coaching and supervision on method

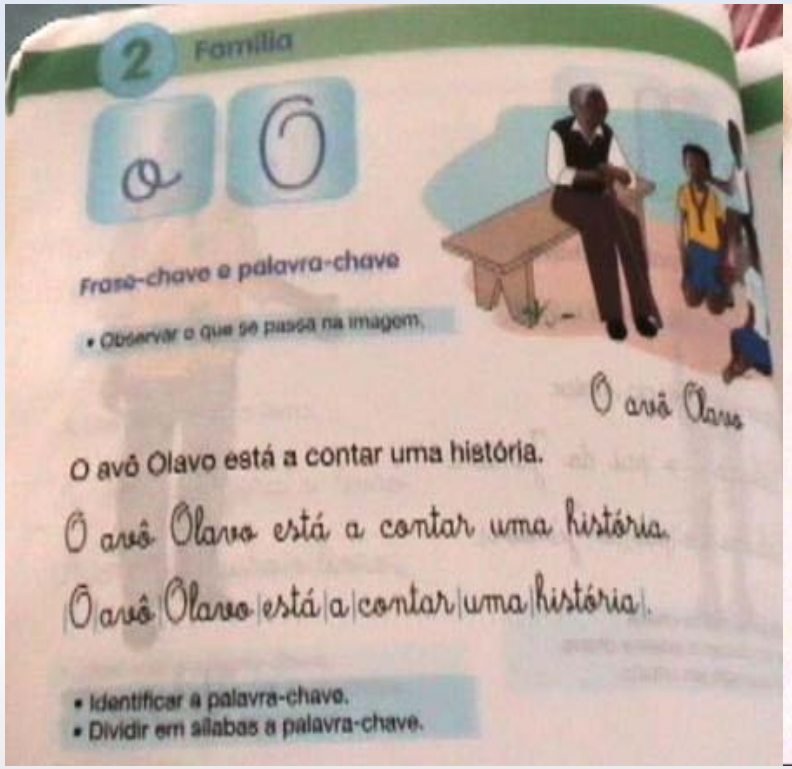
Teaching: Solutions

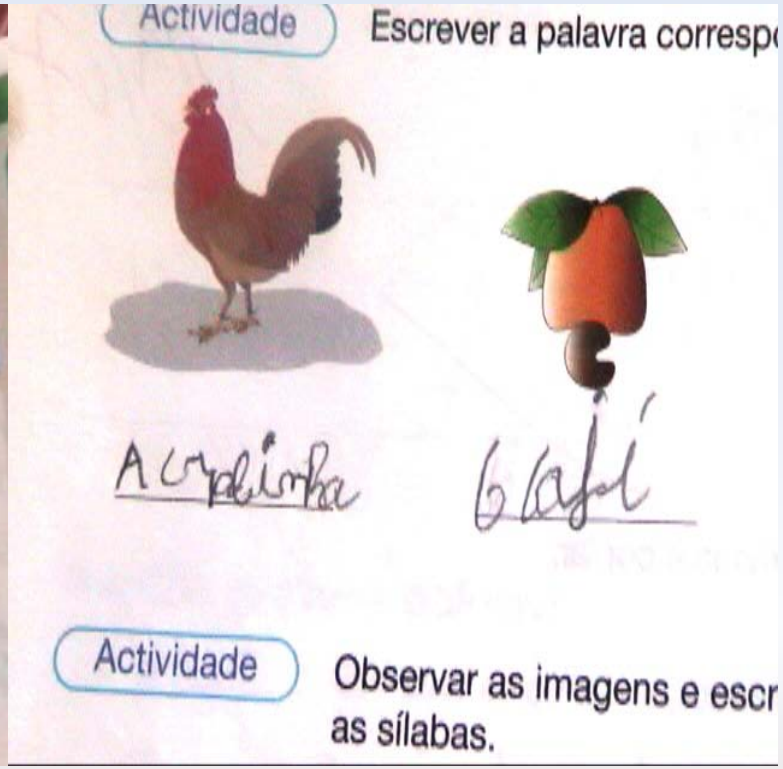
- Develop simple and direct lessons
- Guarantee accomplishment if followed faithfully
- Ground in curriculum but more practical
- Strong coaching on concrete methods
- Sustainable: tie to teacher supervision system, pre- and in-service systems
- Experiment using of technology to maintain high quality “cascade” training

Textbooks

- Sometimes not enough provision
- Cost and access problems due to:
  - Intellectual property, small print runs, excessive sales costs, corruption, fancy materials use, too many agendas, etc.
- Teaching problems due to:
  - Under-use of text, text too small, too many new words introduced suddenly, inappropriate mix text-graphics, excessive cost due to too much color, etc.
- Current Decisions: conventional wisdom, not research:
  - Address two issues above with research-based decisions

Are textbooks good for teaching, and economical? Often not.





For example:
Complex penmaship: “art” more than text processing
Lots of white space makes books expensive: important pedagogically?

Testing

- Written assessments
  - too late, are corrected in capital, results are not fed back to teachers, connection assessment-teaching not clear
- Create simple localized assessments
  - With clear policy and teaching utility
  - Early-grade oral assessments available
    - Consolidate and improve
  - Communicate results to school management, community, policy-makers
  - Track results
  - Not to replace others

Mother Tongue

- Mother tongue key to effective reading
- But current commitment superficial
- Insufficient planning in scale-up
- Sets up vicious cycle, parents disappointed
- Evidence exists for serious, research-based programs
  - Careful scale up
  - Enable teachers even if not masters of language
  - Improve simple mother tongue texts
  - Integrate with lessons, assessment, teaching methods