



ALL CHILDREN READING AFRICA WORKSHOPS

Country Team Guide

Kigali, Rwanda
February & March 2012

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NOTE

This document is part of a set of workshop documents:

- All Children Reading Workshop Information
- Agenda
- Action Planning Matrix
- Guidelines for Presenters
- Guidelines for Facilitators
- Useful Information for your travel to Rwanda

The documents are available on the registration site www.regonline.com/Register/Checkin.aspx?EventID=1054665 as downloads. You can log on to the registration site any time.

Please print and bring all workshop materials to the workshop. Hard copies of the workshop documents will not be provided.

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1. OVERVIEW AND EXPECTATIONS

- **Goal:** The goal of the workshops and particularly the country team work is to develop a set of action steps towards improving early grade reading at the country-level.
- **Objective:** With an overall objective to achieve the literacy goals, these workshops are meant to rapidly initiate and improve progress in early grade reading in 26 developing countries through knowledge sharing of best practices in specific thematic areas.
- **Desired Results:**
  - **Start-up of country action planning:** The *All Children Reading* workshops are meant to lead to practical, action-oriented planning. For each technical topic, country teams will be asked to address, in group work, a set of planning issues.
  - **A newly formed community of practice** as a mechanism for ongoing support and accountability among government, civil society and development partners.

2. WORKSHOP STRUCTURE

- Workshop activities will be spread across four days. The workshop will address key thematic areas in early grade reading (see 4/ Thematic Areas). During days 2, 3, and 4, country teams will be introduced to approximately three thematic areas each day. In group work sessions, those thematic areas will be discussed in detail to identify action steps.

Day 1	Introduction, Country Team situation analysis, Goal setting for action-planning, Familiarization with the working sheets, Introduction to Country Team Facilitator
Day 2	Technical sessions and country team work on: (1) Campaigns and Policy Dialogue, (2) Curriculum and Lesson Plans, (3) Teacher Training and Supervision
Day 3	Technical sessions and country team work on: (4) Mother Tongue Instruction, (5) Language Transition, (6) Reading Materials
Day 4	Technical sessions and country team work on: (7) Assessment Tools and Counting, (8) Impact Evaluations, (9) Logistics and Management; Final discussions and wrap-up

- **Technical Sessions:** Technical presentations by country and international experts will introduce discussion on each of the nine thematic areas related to early grade reading and included in the Action Planning Matrix. The technical sessions will present action ideas (based on research, evaluations, case studies, and other examples that demonstrate good practice), and are meant to support country teams in their action planning. The presentations will be action-oriented, explaining practice in an area, identifying potential difficulties in implementation, and suggesting how to address these challenges. The technical presentations will touch upon (1) issues of scalability, for example how to move from small to large scale interventions and the importance of partnerships built along the way; and (2) cross cutting issues such as inclusive education approaches and the use of innovative technology in early grade reading interventions.

- **Country presentations:** Selected country teams (Liberia Workshop I; The Gambia Workshop II) will present on their successful whole-country experiences on early grade reading.
- **Working sessions:** During the working sessions, country teams will work on the development of the early grade reading action plans by using the Action Planning Matrix. Country team work is designed to start a dialogue among key stakeholders on how to build momentum for early grade reading in each country.
- **Discussion groups and panels:** Country teams will meet in discussion groups to exchange their experiences on drafting the action plan. Facilitators will support these discussions and highlight key issues and challenges presented by the country teams.

Showcase your work

Videos

- Bring and share any videos produced by you or partners in your country on reading. Examples for such work include: the UWEZOs video on Annual Learning Assessment in Kenya or the MangoTrees video on literacy methodology in Uganda.
- We will invite all workshop participants to a 'movie night' during the workshop and will show the videos shared by country teams. The videos will be shared on the **Community of Practice on Early Grade Reading** webpage on the Global Partnership website: www.globalpartnership.org/support-we-offer/early-grade-reading/building-a-community-of-practice-on-early-grade-reading/
- **Please choose one of the following options to share your video by 20 February 2012.** In any event, please inform us whether you will provide a video by 20 February so we can put together the playlist and ensure quality streaming during the workshop.
  - ➔ The maximum file size should not exceed 50MB and must be in windows media format (.WMV)
  - ➔ The video should not be longer than 20 minutes.

  a. Upload the video file (.wmv) to
  https://eteam.worldbank.org/spaces/2011GPEGlobalGPCollab/Kigali%20Workshop%20Movies/Forms/Thumbnails.aspx
  1. Send an email to Mr. Gabriel Key gkey@globalpartnership.org with your name and email address. He will enable your access.
  2. Follow the instructions in the attached *'How to Upload the Video'*.

  b. Send us the online weblink (e.g. youtube or vimeo), if the video has already been published. Send the link to Catherine Henny at chenny@globalpartnership.org

  c. Bring the video file to the workshop saved as .wmv file on a USB stick and notify chenny@globalpartnership.org that you will bring a video by 20 February 2012.

Material

- If you are planning to bring to the workshop any print material (such as reports, briefing notes, leaflets, etc.) pertaining to work you are already doing in your countries, it will be possible to display those items on a workshop resource table.
- When registering during the morning of day 1 of the workshop, please bring your material. The organizing team will arrange it the resource table.

3. COUNTRY TEAM WORK

Pre-Workshop Preparation

- **Managing expectations:** What are your team's expectations for this workshop? Are there any priority areas for which you would like to seek more guidance, advice and focus during the workshop? What are these priority areas?
- **Ensure that you have all necessary information available**, including relevant national documentation and information resources.

  a. **Existing framework:** What is the existing framework and policy on early grade reading? Are learning outcomes/ quality education/ reading specific components included in the national education plan?

  - We encourage you to bring copies of relevant documents and policies relating to the specific thematic issues of early grade reading such as reading instruction, curriculum, teacher training, mother tongue instruction, and assessment tools.

  b. **National goals, indicators and data:**

  - Does your country have a time-bound national goal on early grade reading or reading in general?
  - In the education sector, have you agreed indicators for performance on early grade reading?
  - Has there been an early grade reading assessment conducted over the past three years? By whom? What were the results? Have those results informed any intervention design?

The action planning tool provides further explanation on how to approach action planning.

- **Sharing knowledge:** What are success stories, achievements and strengths related to early grade reading that you would like to share with other country teams?
- **Reading books:** We encourage you to bring examples of your early grade reading books to the workshop. (Either text-book type or reader-type, or ideally both.)

At the Workshop

- **The country team work is at the centre of the workshop.** Each day, country teams will have sessions which will focus on action planning using the Action Planning Matrix, based on the given country circumstances and existing early grade reading initiatives. The objective is to flesh out the draft action plan and to generate initial consensus.
- It is suggested to take a three step approach to discussing the thematic issues, with the main focus on the third step:

  a. What is the current situation?

  b. What are the main barriers and challenges for progress?

  c. What are your action ideas to initiate rapid progress?

- **Facilitators:** Various facilitators/ technical experts will support each country team during the action-planning sessions. Presenters and participants from development partners such as USAID will support the workshop as facilitators to the country teams.

- **Principles for Country Team Work**
  - Stay focused on actions
  - Consider perspectives and concerns of all representatives in your group
  - Consider who will be best placed in your country to support or carry out an action
  - Note down all action ideas and prioritize them
  - Share key issues of your group discussion with other country teams

4. OVERVIEW THEMATIC AREAS

Thematic Area	Brief Description
1. Campaigns and Policy Dialogue	This includes questions about communication, awareness raising, community involvement, accountability actions such as school report cards, social mobilization on early grade reading
2. Curriculum and lesson plans	This includes questions whether the reading instruction approaches are addressed in the curriculum, around scope and sequence and lesson plans, teacher engagement and motivation
3. Teacher Training and Supervision	This addresses, for example, the roles of coaches and trainers; the number of teachers that need to be trained to teach children in the targeted grades
4. Reading Material	Focuses on ALL materials necessary to teach reading. This includes questions concerning whether sufficient material exists lined up with teaching approach and lesson plans, whether quality is sufficient, and whether materials are cost effectively produced
5. Mother Tongue Instruction	Includes a large number of detailed questions around the expertise, local experience and capacity to develop lesson plans and reading materials, funding sources, and community support
6. Language Transition	Relates to the methods and materials to integrate in the lesson plans to support the transition from mother tongue to the official language, including decoding, writing, listening and comprehension
7. Assessment Tools and Counting	Considers the development, administration, and links between different assessments (formal and informal). It reviews tools that are available for teachers/schools/coaches, and for reporting information nationally, internationally, and to the leadership level.
8. Impact Evaluations	Relates to the current tools already in use in the country, and whether they are considered rigorous or permit rigorous year-on-year comparisons. Will also consider whether further development is needed and if ICT and old media can be used to evaluate impact.
9. Logistics and Management	Issues here pertain to the number of teams needed (e.g. for data, assessment, training, monitoring), connections between the teams, and issues of coordination, sequencing, and control. This also will address the role of sub-national districts and offices in planning and logistics.