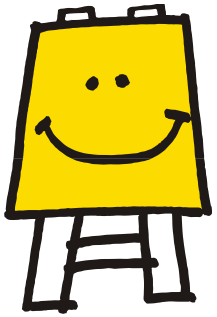
FROM SCHOOLING TO LEARNING : ALL CHILDREN READING

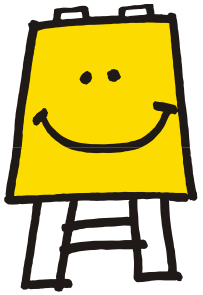
Campaigns
and
Policy Dialogues with
Reading
Some experiences
From India



Bangkok : September 2012



Road map for presentation



- Micro - community level reality: Families & schools
- Pratham's frustration .. Example of reading
- Understanding the problem ...
- Micro level : changing reading in schools
- Micro level : catalyzing change in communities
- Challenge of how to impact policy and practice on scale
- Reality about reading – nation wide assessment
- Case 1 : Punjab ... Moving from grade to level
- Case 2 : Youth mobilization in Read India
- Case 3 : Bihar ... Campaigns for reading
- Concluding thoughts

Every child in school. Every child learning?

Every child reading ??



CHALLENGE : At local level in families and in communities ...

How well do we know our children?

- Everyone understands "schooling".
- Parents "send" children to school.
- They are concerned about "inputs".

- But when it comes to learning or reading, parents often over-estimate what children can do.

Note : 46% of mothers of children in the ASER 2011 sample have not been to school themselves . Less than 20% of all households had any reading material other than textbooks.

Every child in school?

Every child reading ??



CHALLENGE : At local level in schools ...

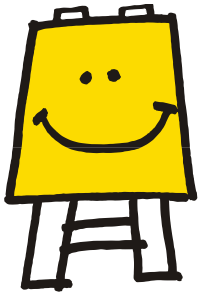
Do we really know our children?

- Everyone understands schools.
- Enrollment is very high.
- Enrollment is understood and measured.
- School inputs and infrastructure are the focus of attention

- Teachers "teach" based on textbooks and for the grade level.
- Teachers often over-estimate what children can do.

- Rarely do we have a mechanism for identifying who is not learning or who is getting left behind.

Pratham 's frustration



Since 1996, Pratham has worked with 2 kinds of children who have been "left out" & those who have been "left behind".

The children who are "left out" are visible. The problem is clear. Many effective solutions are known. The situation was/is at the centre of attention at the micro and macro level.

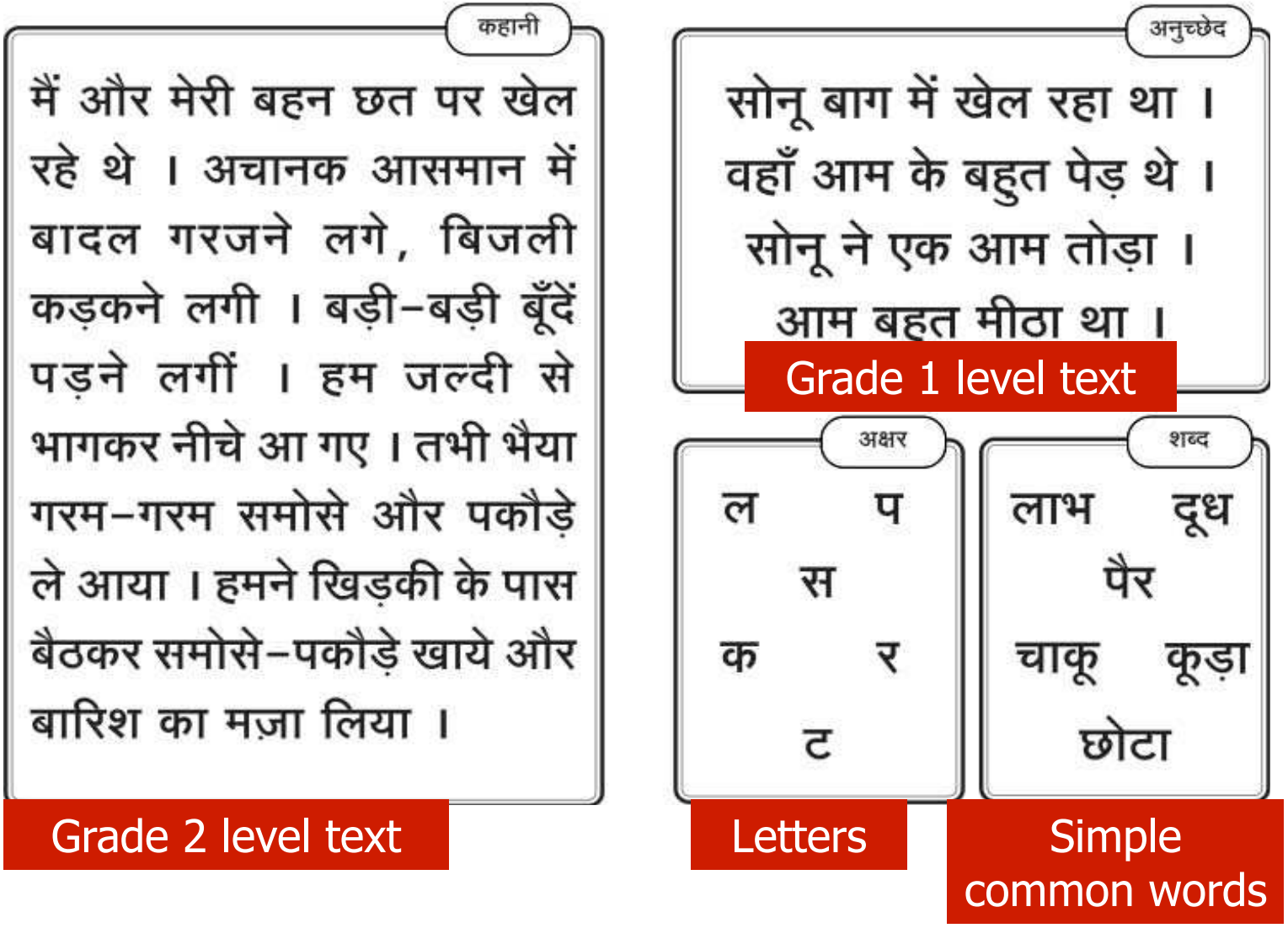
The children who were "left behind" not very visible. The problem not clear. No consensus. Not sure about what "works.

To us it was clear that for each year in school "to add value", children needed to be able to do more, develop more skills and more understanding to grow faster.

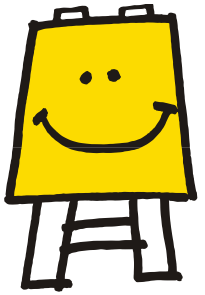
By 2002, we were frustrated by our own ability to accelerate pace of change in children's learning.

Can children read? Understanding the situation

This set of basic reading tasks was a useful first step for thinking about instruction and for starting to engage.



Assessment and understanding for action: Two key elements for convincing others …



We learned two important things:

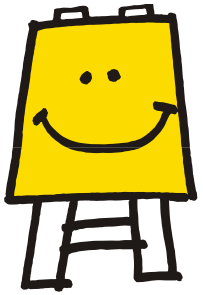
- How to improve reading .. An instructional strategy – How ordinary people can help children to learn to read. We saw substantial change in a short period of time – via combination of methods (how), materials (what) and measurement (what).

- How to help people understand the current situation as well as what to aim for in reading…. A mobilizing strategy - Goals that are easy to understand and reasonably easy to reach.

Now the big challenge :
How to bring learning/reading to the centre of the stage?
How to "catalyze" existing resources in schools & in community?
How to make an impact on scale across the country?

Improving reading in school by teachers

Reading level	Baseline	Midline	Endline
"Story" (Grade 2 level text)			Balvinder, Animesh, Salim, Nuzhat, Meera, Sajjan, Sakti
"Para" (Grade 1 level text)		Manjeet, Balvinder, Nuzhat	Manjeet, Ajit, Sarika, Parveen, Usha, Gaurav, Renu , Brij , Pushpa
Words	Malnjeet, Balvinder	Animesh, Ajit, Salim, Sarika, Meera, Parveen, Sajjan, Renu, Sakti	Sanjay , Madhav, Sunita
Letters	Animesh, Ajit, Sanjay, Salim, Nuzhat, Sarika, Faiyaz, Meera, Parveen	Sanjay, Faiyaz, Usha, Madhav, Gaurav, Sunita, Brij, Pushpa	Faiyaz
Does not recognize letters yet	Usha, Madhav, Sajjan, Gaurav, Renu, Sunita, Sakti, Brij, Pushpa		
Total	20	20	20



The teacher listens to each child read one by one using the simple tool.

She knows where each child is beginning and also the distribution of the class.

How effectively can she help to make all children to become "readers"?

Show clip

Catalyzing action in villages : Mobilizing communities

Discussion in small groups in each hamlet :

Local people help in making the hamlet report card.

Report card focuses on whether child goes to school & on whether child can read simple text and do basic arithmetic

"Demo" class run in the village for 4-5 days to show how children can learn to read quickly and do basic math

Big meeting in village to discuss hamlet & village education report card.

Attended by parents, villagers, village committee members, headmaster and teachers :

100-150 people attend especially if the hamlet level discussions have been held well

Agree on next steps…

On what can be done in village

Start action.

Track measurable changes in children's learning



See JPAL-MIT evaluation of this work

Assessment to action : Lessons learned

ENGAGE & UNDERSTAND

Generate curiosity

Encourage participation

Engage via simple activities

Use basic tools & methods

De-mystifying research and assessment

UNDERSTAND EVIDENCE

Digest information as it is being generated close to the ground

Move from anecdote or personal experience to aggregate picture

Enabling analysis based on evidence

THINK ABOUT SOLUTIONS

What can we do ourselves?

Local strategies, common goals, collective involvement

Linking assessment and analysis to action

COMPARE WITH PROVISIONS

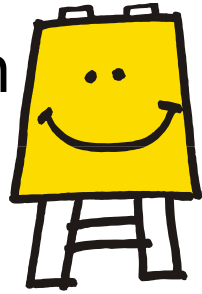
Local demands for information about plans & provisions

Push for institutional mechanisms for linking govt and citizens

Demanding accountability & working out collaborations with government

Macro policy landscape in India in 2005

- Enrollment well over 90% even in 2004-5. So now the focus could turn to what was going on inside schools.
- New govt in centre in 2004. Increase in social sector spending and focus on delivery of basic services. Lot of talk about "outlays to outcomes". Citizens began to pay a 2% education cess for elementary education. But no annual national data on basic learning (reading or arithmetic) available.
- Govt. planning and allocation architecture available for every district to plan for their needs.
- Therefore a case could be made for citizens knowing th status of elementary education especially on learning.



Annual Status of Education Report : ASER

असर
ASER

ASER 2005 - 2011 : A citizens view of schooling & learning

- How far have we come? Done every year since 2005.
- Randomly selected 15,000 villages. 20 households per village (random)
- ~ 320,000 households and 700,000 children between 3 and 16
- District level estimates of reading and arithmetic
- Children's schooling and learning status assessed in the household
- Schools observed for basics : teachers, rooms, textbooks, water etc

ASER means impact

Operational aspects of ASER

- Sampling design.. common
- Basic tools ..floor test
- Simple fast analysis
- "Digestible" findings

Organizational aspects of ASER

- 570+ districts participate (total ~ 620)
- In each district, a local group for survey, dissemination and action
- 30,000 volunteers participate each year
- Funds for a district : ~ 1500 USD (in 2012)

See www.asercentre.org for details of all ASER reports since 2005

Reading Report Card : India (rural)

Similar tables for tracking change over tim
for states, districts, schools, villages

Annual Status of Education Report
असर ASER 2011 RURAL
Facilitated by PRATHAM

Percentage of children who :

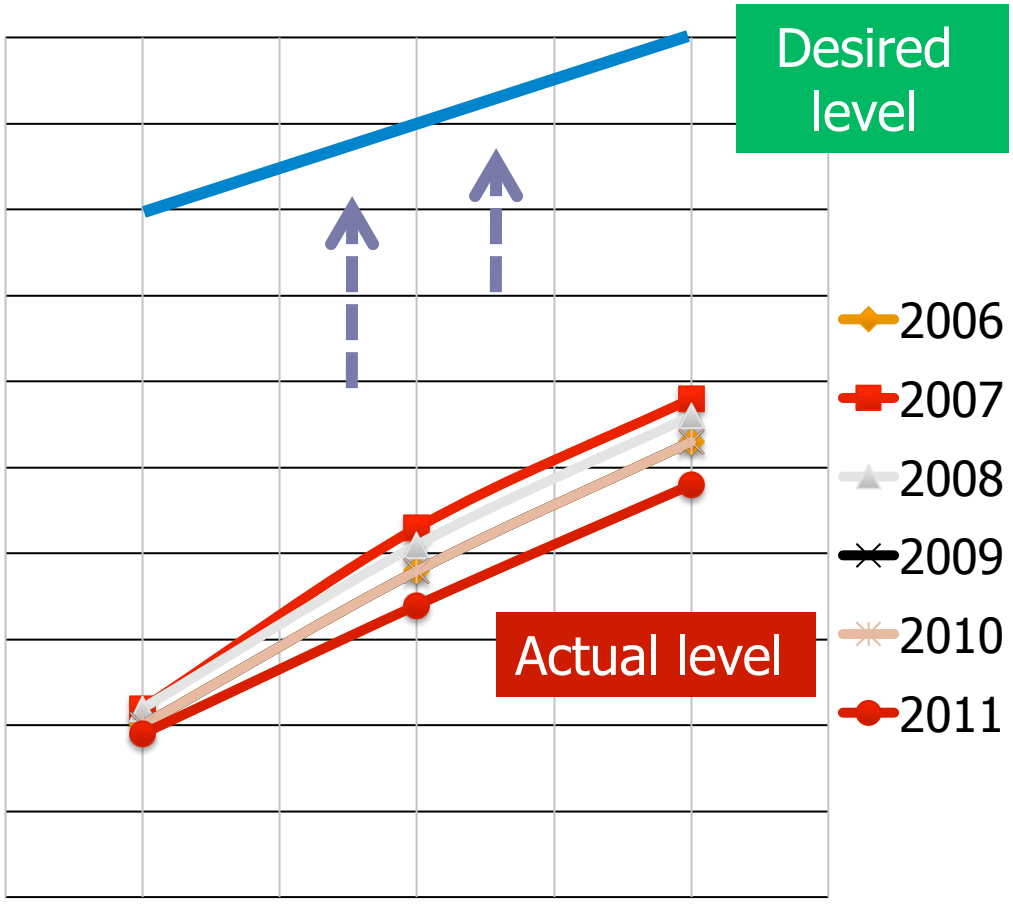
Grade	Cannot as yet recognize letters	Can Read Letters	Can Read Words	Can Read Grade 1 text	Can Read Grade 2 text	Total
1	38.4	39.4	15.3	3.9	3.0	100
2	16.6	34.6	28.3	11.8	8.7	100
3	8.5	22.9	28.4	21.5	18.8	100
4	4.7	14.4	21.2	25.7	34.2	100
5	3.5	9.7	14.6	24.1	48.2	100

We are waiting for India reading report card for 2012

Annual Status of Education Report
असर ASER 2012 RURAL
Facilitated by PRATHAM

Reading Curves: "Desired" vs Actual

Percentage of children who can read Grade 2 level text



Big gaps between desired basic level (see blue line) and current reading level.

Despite big improvements in basic reading in one year several states, large gaps remain.

Where do we want our children to be by 2015?

What plans are being put in place? How will goals be achieved?

Source : ASER 2006-2011

Every child reading …. What needs to be done?

Outside schools

Politicians

Media

Community
Youth
Family
Parents

Pre-school age	Reading readiness
Grade 1 & 2	Strong foundations in reading and understanding
Grade 3, 4 & 5 : Children who are not yet at Grade 2 level	Accelerate pace to build basic skills fast so that foundations can support further learning
Grade 3, 4 & 5: Children who are at or beyond Grade 2 level	Build to grade level reading, comprehension and critical thinking skiils

Inside schools

Education policies

Language policies

Schools
Teachers

Changing mindsets, seeing possibilities, feeling excitement, demonstrating change, altering practice, engaging everyone, dreaming big .....

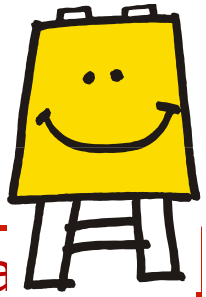
Case 1: "Purrho Punjab" (Read Punjab) 2009-11 Statewide remedial action in all primary schools

- Concrete learning goals adopted : reading & math
- Punjab Govt initiative for the entire state – all activities aligned
- 2 hours a day during school hours – schools reorganized from grade wise teaching to level wise teaching
- Increases in basic reading and math levels



% Children in Grade 5 in govt schools who can read Grade 2 text fluently		
ASER	Punjab	India
2009	64.3	50.3
2010	68.7	50.7
2011	71.9	43.8

Case 2 : Youth mobilization – Read India campaign (2008-2012)



Pratham's Read India campaign: Youth mobilization and village volunteer classes

- In each village, 2-4 village volunteers are mobilized. Volunteers in 4 month phases.
- Volunteers work with lagging behind children and in turn get "education for education" (EFE).
- MOU signed with village government for work to improve reading in village
- Pratham trains volunteers, gives materials and supports on the ground. Reading materials for children. Worksheets for "home work".
- 50,000-60,000 volunteers in 250 districts across India.

Pratham's Read India campaign: "Learning camps"

- 7-10 days intensive activity in village
- Pratham team leader leads and volunteers assist.
- Children organized by level and "taught" accordingly. 'Threshold effect".
- Parent engagement via assessment. .

Case 3 : Campaigns for reading : Examples from Bihar

Frequent initiatives :
Government & others

- Stand-alone children's newspaper delivered to primary schools (2009-12)
- Massive book procurement for Grade 1 & 2 (2009)
- 100 stories for children to celebrate 100 years of Bihar (2012)



Easy to read books and cards in every school



Chief Minister of Bihar releasing 100 stories for children: March 2012

Concluding thoughts

In many Indian languages, the word for "education" and the word for "reading" are the same.

EVERY CHILD IN SCHOOL AND LEARNING WELL/READING WELL

Many countries in the developing world have high enrollment. MDGs for education are met but this is not sufficient. We need Millenium Learning Goals (ref. Lant Pritchett)

Unless children learn well, learn at the right time and progress satisfactorily with respect to learning goals, countries will not achieve universal elementary education.

Communities, families and schools need to put learning at the centre of the stage and work out strategies for helping children achieve these goals. School systems need to do the same. Reading needs to be in the air & on the ground.

For more information:

rukmini.banerji@pratham.org

www.asercentre.org or www.pratham.org

