All Children Reading Workshop

Collaboration for Results

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Objective of the Presentation

Help partner countries to identify the key actors and the architecture of collaboration for improving drastically reading outcomes.

How to improve learning outcomes? A discussion between MoE, PTA and partners, region Fatick, Senegal, Dec 2012
Outline of the Presentation

1. Key principles for collaboration for development and results

2. Collaboration of key actors of the All Children Reading agenda: the case of Gambia

3. Challenges and lessons learned for a sound country based collaboration
With around 200 million children in primary school in developing countries struggling to read, it takes the whole country to have all children reading!
1. Key principles for collaboration for development and results

Ownership

Capacity Development

Stocktaking Exercise
Ownership Principle

 Rich evidence indicates that donors cannot develop a country; a country must develop itself by envisioning the expected results, choosing the path and coordinating partners’ efforts towards the goal (OECD/DAC 2005)

 Only countries can develop an “All Children Reading” initiative and coordinate partners efforts
Ownership by whom?

Ownership refers to:

• Governments
• To individuals, groups, communities, local civil servants and others
Implications for “All Children Reading” Initiative?

- Does the government gain *ownership* of the initiative, mobilize all available resources, and monitor the reading results?

- Are individuals, specific groups (parents teachers), communities, local civil servants engaged in the process of strengthening *ownership* of the initiative?
Capacity Development Principle

• The need for capacity development at country level is evidenced many times through research, impact evaluations, cases studies. (OECD/DAC 2006; Accra Agenda of Action 2008)

But it is still an objective to be reached.
Development partners should make a clear choice that developing capacity is their primary objective rather than the services the capacity is meant to provide.

(F. Fukuyama 2004)
Developing Capacity: Act at 3 levels

The **enabling environment** consists of policies, networks, and an attitude of engagement in order to fulfill the “All children Reading” agenda.

The **institutional framework** in which individuals work needs to provide a system and a structure in which individuals can perform and attain the all children reading results individually as well as collectively as an organization.

The **individual** has the knowledge, skills and competencies that are essential to perform tasks and manage processes and relationships in order to obtain reading for all children.
Implications for “All Children Reading” Initiative (1)

Develop capacity at:

• **individual level**: trainers and teachers will be able to deliver proven effective teaching methodologies helping all children to read at the right school age
Implications for “All Children Reading” Initiative (2)

**Develop capacity at :**

- **institutional level** to be able to
  
  a. Plan
  
  b. Implement
  
  c. Monitor

... to sustain and scale up successful programs
Implications for “All Children Reading” Initiative (3)

Create an **enabling environment** that includes:

- Policies promoting early reading for all
- Networks and communities of practices that support reading for all in any language
- Attitudes of engagement among key actors
Challenge: Capacity Development to Improve Country Systems

• Rather than creating parallel implementation units strengthen country's system capacity and ownership
Capacity Development is a Process

- The process combines parts that are well planned (based on participatory diagnostics of capacities and their weaknesses) with others that are flexible and opportunistic.
Capacity Development is a Process

1. The drive from Within (have strong internal champions inside the system that want to learn how to carry out the “All Children Learning” agenda)

2. Develop a clear understanding of weakness and needs (trainers, management, teachers)

3. Ordered chaos: combine planned and emergent approaches
It takes time but need for quick wins!

*Capacity development takes time BUT it is important to:*

a. stay on course (even through adverse times), and

b. build quick wins to keep up motivation and build on success
Stocktaking Exercise

- Map previous experiences, innovations, pilot programs
- Take stock of existing vigorous evaluations, including costing/financing analysis
- Find local expertise
- Take stock of institutional memory
- Create an inventory of existing materials
2. Collaboration of key actors: The case of Gambia

- Ownership
- Developing capacity
- Collaboration among key actors

- To create the community of practice
Profile of the Early Reading Pilot Program in National Languages

Ownership: Ministry of Basic and Secondary Education

Management: Directorate of Curriculum Working Team
(Mandinka, Pulaar, Wolof, Jola, Sarawule)

Funding: MoE Budget, GPE Secretariat, EPDF

Technical Support: World Bank/ Africa Region, GPE

Members of the Working Team:

- Teachers/trainers with linguistic knowledge in one of the 5 languages
- Independent experts specialized on teaching local languages for adults, on early reading instructions
- Academic specialists in linguistics and teaching methodologies for English, University of the Gambia
Overview of Project

Objectives: After finishing 15-20 weeks of scripted lessons:
- 85% of children will be able to name 100% of letters
- 80% of children will be able to read XX number of syllables.
- 80% of children will be able to read XX number of words from a list of individual words
- 80% of children will be able to read XX number of words in one minute from connected text.

The Pilot Phase 1: 2011-12 School Year:
- 125 schools country-wide will implement scripted lessons
- All children will learn to read in their native language
- Teachers use scripted lessons for 50 minutes per day (25+25min) to teach children to read

Later Phases:
- Develop a transition instruction plan to move instruction from national languages to English
Project Timeline

Jan 2011    June    Sept    Oct    Nov 18    May 2012
Materials   Action Plan TOT Teacher Training Kick off end Pilot

Preparation phase    Implementation
Collaboration within country and regionally

- The Peace Corps
- Future in our Hands
- Gambian Association of Teachers in English
- The Gambian College
- Community organizations
- Regional exchange: Liberia (EGRA Plus), Burkina Faso UNESCO workshop
- Guineee visit to Gambia

**Challenge:** develop capacity for creating the community of practice for ‘All Children Reading’
Mapping the linguistic territories and the pilot schools

The Minister of Basic and Secondary Education and the team of the Directorate of Curricula, Oct 2011
Developing the capacity of staff and independent trainers of teachers

Fundamental Training of Trainers (TOT)
Banjul Oct 2011
Developing skills and competencies of trainers

Safie, a teacher who becomes a trainer… she practices methods of blending syllables, Fundamental workshop Oct 2011
Develop capacity for teaching the fundamental reading skills

Students at the end of grade 1 cannot read a simple word

(Video 1)

Students after 3 weeks of reading instruction can decode

(Video 2)
Blending syllables, cracking the code?

Students reading in their textbooks, Class visits Dec 2011
How the program is monitored and evaluated?

- A Monitoring and Evaluation Plan for all aspects of the Project (inputs, process and outcomes) is operationalized

- **Evaluation of learning outcomes** (baseline and post-program evaluation)

- **Continuous monitoring of the teaching learning process** in the classrooms (observation tool)

- **Cost-financing analysis** and regional comparison
3. Challenges and lessons learned for action plans and implementations

Field visit, December 2011
Strengths and Challenges

**Strengths**
- Ownership by government
- Commitment by government/Directory of Curriculum
- Strong focus on capacity building of trainers and officers
- Relatively low costs for working group
- Low cost pedagogic materials
- Start partnerships at country level
- First anecdotal evidence for decoding results

**Challenges**
- Further strengthen partnerships and create the community of practice
- Improve the leadership implementation capacity of the MOE
- Improve the implementation capacity for the coaching model
- Continue to support trainers to become coaches
- Don’t let down teachers! provide continuous practical support to teachers
- Gain support from the community
Towards an ideal collaboration for boosting the Reading agenda:

• Should be based on a mapping of all capacities and resources
• Use information from evaluations and assessments of previous programs
• Put the sustainability and scale high in the agenda: What will remain in the system? Where are the resources for all children reading?
• Build primarily on public system and on human resources in both public and non public
• Enhance and monitor government’s capacity for partnerships – identify resistance to do so
• Agree on a sound curriculum and on proven successful instructional methodology around the fundamental principles of teaching reading
Steps for country level collaboration

• Identify the overall champion/lead
• Insert into the current education plan
• Carry out consultations to identify capacity and resources at public non public CSO individuals
• Carry out stocktaking exercise, institutional memory existing pilots
The Goal: Collaboration for Results through Community of Practices