Observations for Day 2
After Day 1:
Facilitators ➔ Luis ➔ you

1. Goals and measurement
2. Timeline: why 2-5 years?
3. Grades of focus
4. Reminders on action planning
Goals, assessment

• Without numerical learning goals, little progress on learning

• Issue is not just providing more inputs (e.g., more certified teachers, lower PT ratio)
  • Focus on goals → mostly work differently, not work with many more inputs

• Without assessment:
  • Can’t tell if progressing to goals
  • Can’t tell how to improve teaching
Goals, assessment

- Assessment (not “testing”) of children not to filter or exclude children but to test quality of system
- Need to assess (not “test”) early or else can’t fix problems
- Early grade assessment: focus on a few essentials (will cover thoroughly day 4):
  - Can children read letters, words, sentences, paragraphs?
  - Do they know that symbols on page sound and meaning? (Oral skills, oral → print and print → oral skills.)
Timeline

• 2-5 years: why not <2, not >5?
• Cambodia, Egypt: 2 years to go to scale, 2-3 more to fully succeed
Likely timeline if you are determined:

- May need time to become determined: uncertain
- True start: month 0
- Assessment done: prelim month 3, end month 4,
- Design: review curr, improved lessons, books, teacher coaching approach, logistics and management, coach selection and training: months 5 to 9
- 1st year pilot: months 9 to 18
- Evaluate with view to scale-up: months 15 to 19
- Pilot one more year?: months 21 to 30
- 2-year scale up after 1-year pilot: months 21 to 42
- 2-year scale up after 2-year pilot: 33 to 54
- Continue evaluating and improve scale-up
- Repeat with more and more grades
Choice of grades (pre-primary or start w grade 1?)

• Generally: put *most* (not all) attention on the first grade that is universal
  • Often grade 1 in most countries
• Mostly only elite has access to quality pre-primary
  • If put most of the investment in pre-primary, can be un-equalizing, as pre-primary of good quality not likely universal for now
• At same time gradually improve coverage and quality of pre-prim
Choice of grades (pre-primary or start w grade 1?)

• Curricular implication:
  • Grade 1 has to assume little or no prior exposure to print and poor oral language development
    • Rich kids’ working vocabulary 5-10 times bigger than poor kids’
  • That is why grade 1 must still cover the most elementary concepts, **explicitly, directly**
Action plans

- Brainstorm, sketch, write down ideas
- Not a final plan anyway
  - You will need to consult at home
  - You will need lots of time to absorb
- Link to presentations
  - Be guided by action planning questions
  - But refer to presentations to answer them
  - **Note: last 2-3 slides in presentations have a summary!**
  - Most presentations will be on tables