



UNLOCK LITERACY

PRIMARY SCHOOL (GRADES 1-3)

UNLOCKING LITERACY FOR LIFELONG LEARNING OUTCOMES

The large global investment in improving children's access to education—focused on school attendance—has largely succeeded. However, for too many children, especially the most vulnerable, it has failed to ensure quality learning. Globally, 250 million children cannot read, write or do basic math even though half have attended school for at least four years.

World Vision's education investments across programmes in 60 countries have provided millions of children with greater opportunities to attend school. Until recently, most of its education funding went to help communities build schools, support parents to afford uniforms and fees, and provide school supplies.

However, analyses showed that children were not necessarily learning while they attended these schools. In response, World Vision transformed its basic education programming to improve learning outcomes, with a goal

of increasing the number of children gaining literacy and numeracy skills.

Since 2012, World Vision has piloted new methods through education projects in 25 countries with a focus on building foundational learning and core reading skills, rather than just supporting school attendance.

With millions of children struggling to read, we formed a strategic partnership with Save the Children to adopt a new literacy improvement model: **Literacy Boost**.¹ This is a key component of our multi-faceted interventions.

Learning to read in the first years of primary school is critical for retention and success in future grades. Literacy unlocks human potential and is the cornerstone of development. It leads to better health, better employment opportunities, and safer and more stable societies. Children who do not develop reading skills during early primary education are on a lifetime trajectory of limited educational progress and, therefore, limited economic opportunities.

250 MILLION CHILDREN either don't make it to grade 4 or **LACK THE BASIC SKILLS** in reading, writing and math by the time they reach grade 4.

130 MILLION of these CHILDREN are in school and not learning.²

Most children in Africa have **NEVER OWNED A BOOK** of their own.³

In one-third of all countries, **LESS THAN 75% OF TEACHERS** were trained according to national standards.⁴

Our reading improvement approach focuses on helping children improve five core skills of reading acquisition: letter knowledge, sounding out words, reading fluency, vocabulary and comprehension. The core components of the model are:

- **Reading Assessments** | Baseline and endline reading assessments measure children's reading levels, evaluate their learning needs, and help schools and ministries of education track students' progress.
- **Teacher Training** | Teachers learn to incorporate the five core reading skills into their curricula and receive ongoing teacher coaching. Teachers learn to create a print-rich environment in their classrooms and ensure that children remain motivated while learning to read.
- **Community Action** | Mobilising parents and communities to support children as they learn to read through fun out-of-school reading camps.
- **Teaching and Learning Materials** | Creation of locally relevant and grade-appropriate reading materials.

These steps address the ways children learn to read, how teachers and parents can help, and create a culture of reading: in school, at home and in the community.

RESULTS:

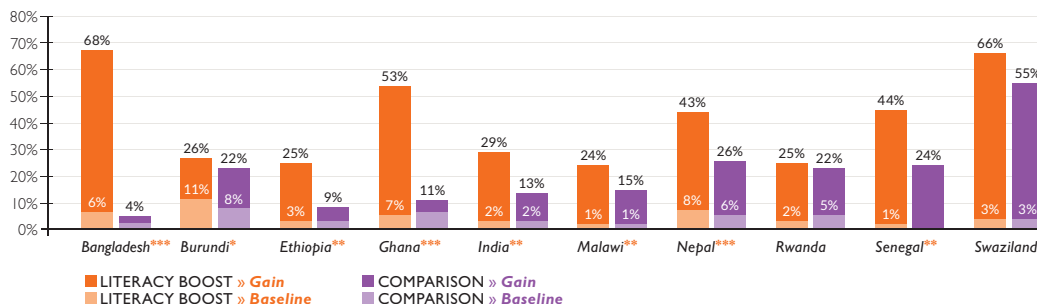
Piloted in 16 countries, World Vision is now implementing Literacy Boost in 27 countries in Africa, Asia and Latin America, with plans to scale up and expand into others.

Randomized controlled trial assessments have shown a **significantly greater increase in student readers in Literacy Boost schools** than in control schools.

Since Literacy Boost launched in 2012, there have been:

- **1.7 million** children reached
- **101,000** parents engaged
- **83,000** teachers trained
- **18,000** volunteers trained
- **6 thousand** reading camps established
- **4.4 million** books/materials produced

Graph shows the percent of readers with comprehension across Literacy Boost sites in 10 countries. Reading with comprehension is defined as being able to read a grade-appropriate passage with sufficient fluency and accuracy as well as correctly answering at least 80% of fact retrieval comprehension questions. Significant differences between the proportion of students reading with comprehension in Literacy Boost and Comparison sites are denoted by *p<0.05, **p<0.01, ***p<0.001. Please note that country comparisons are not possible as student grades differ between contexts.



EDUCATING
CHILDREN *for life*

World Vision

For more information, please visit wvi.org/education

¹ Literacy Boost is a copyrighted tool designed, developed, and owned by Save the Children.

² UNESCO (2012) EFA /Global Monitoring Report. Youth and Skills: Putting Education to Work, p.7, 35 <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>

³ UNESCO (2014). Reading in the mobile era: A study of mobile reading in developing countries. <http://unesdoc.unesco.org/images/0022/002274/227436e.pdf>

⁴ Global Partnership for Education. Learning Outcomes. N.p., n.d. Web. 27 Feb. 2017. <http://www.globalpartnership.org/focus-areas/learning-outcomes>