



## 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 61 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, World Vision partnered with Save the Children and used Literacy Boost<sup>1</sup> materials to improve children's literacy levels. Since then, World Vision has gone on to develop the Unlock Literacy project model.

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.

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## MILLION CHILDREN

enrolled in primary school  
are not achieving  
minimum proficiency in  
reading and mathematics

56% of all children will not be able  
to read by the end of primary school<sup>2</sup>



Most children in  
Africa have  
**NEVER OWNED  
A BOOK**  
of their own.<sup>3</sup>

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

Unlock Literacy 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 using World Vision's STAR tool and mobile tablets 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. Communities are also empowered through World Vision's Citizen Voice and Action model to hold key stakeholders accountable for the delivery of quality educational services.
- **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.

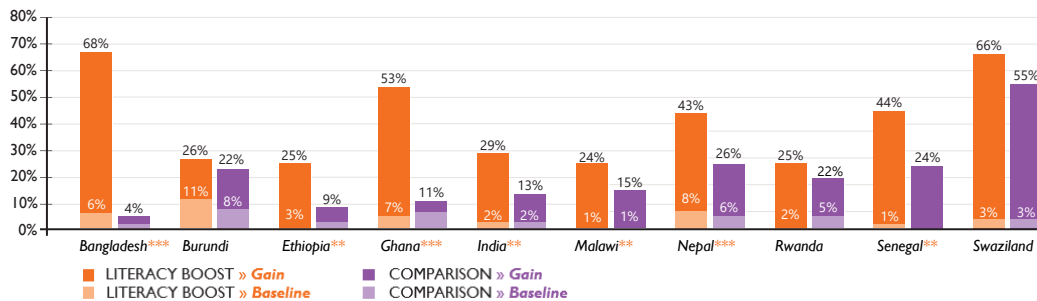
### RESULTS:

Piloted in 16 countries, World Vision is now implementing Unlock Literacy in 30 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 schools with literacy programming than in control schools. Since World Vision launched its literacy programme 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](http://wvi.org/education)

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

<sup>2</sup> UNESCO (2017). UIS Fact Sheet 46: More Than One-Half of Children and Adolescents Are Not Learning Worldwide • <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>

<sup>3</sup> UNESCO (2014). Reading in the Mobile Era: A Study of Mobile Reading in Developing Countries. • <http://unesdoc.unesco.org/images/0022/002274/227436e.pdf>

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