Breadth and depth: strategically scaling up effective literacy programming to nearly one million children
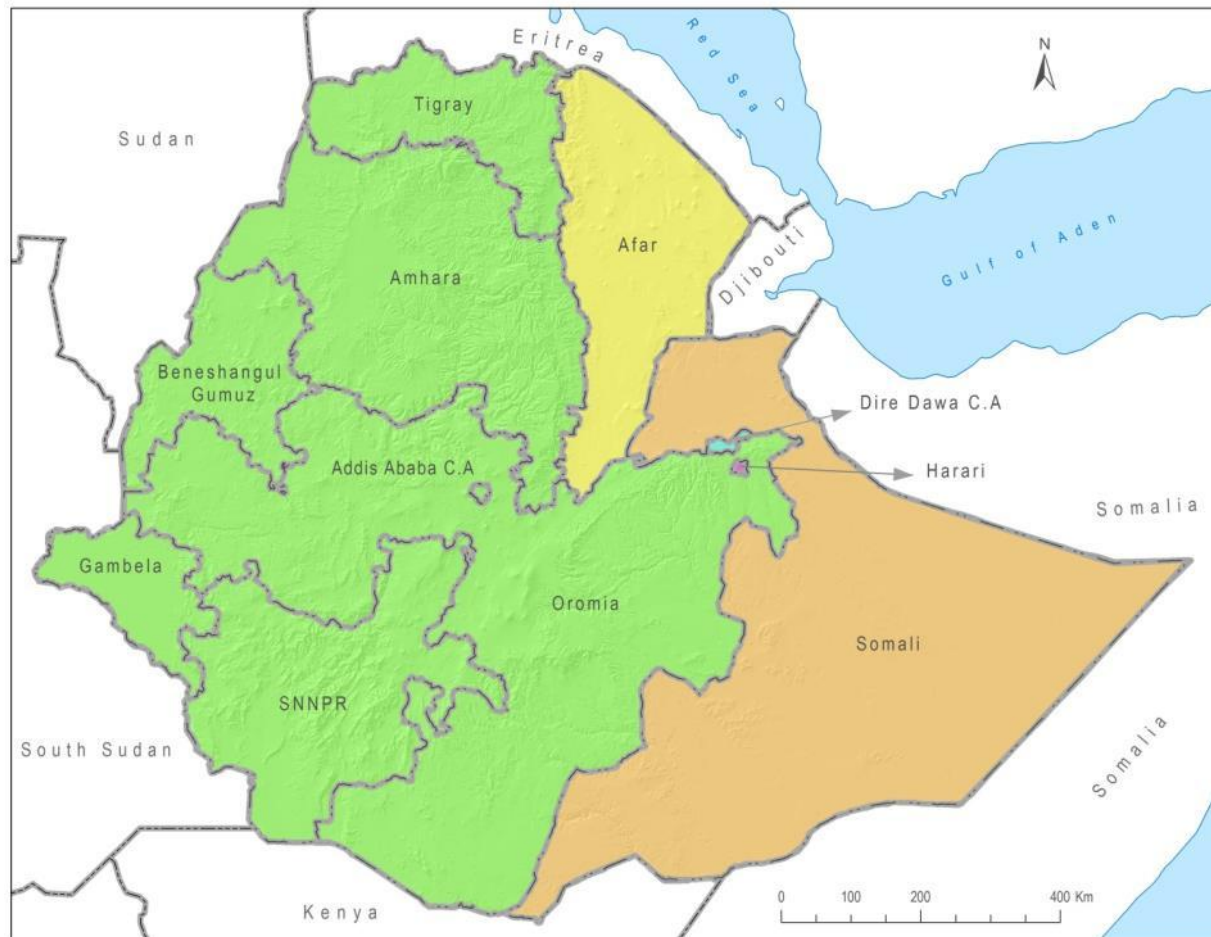
The keystone: Government Ownership

World Vision Ethiopia literacy programme coverage

Education & Life Skills

Government of Ethiopia education policy context

- Education for All (EFA) - now transitioning to Sustainable Development Goals

- National Education and Training Policy

- General Education Quality Improvement Programme (GEQIP)

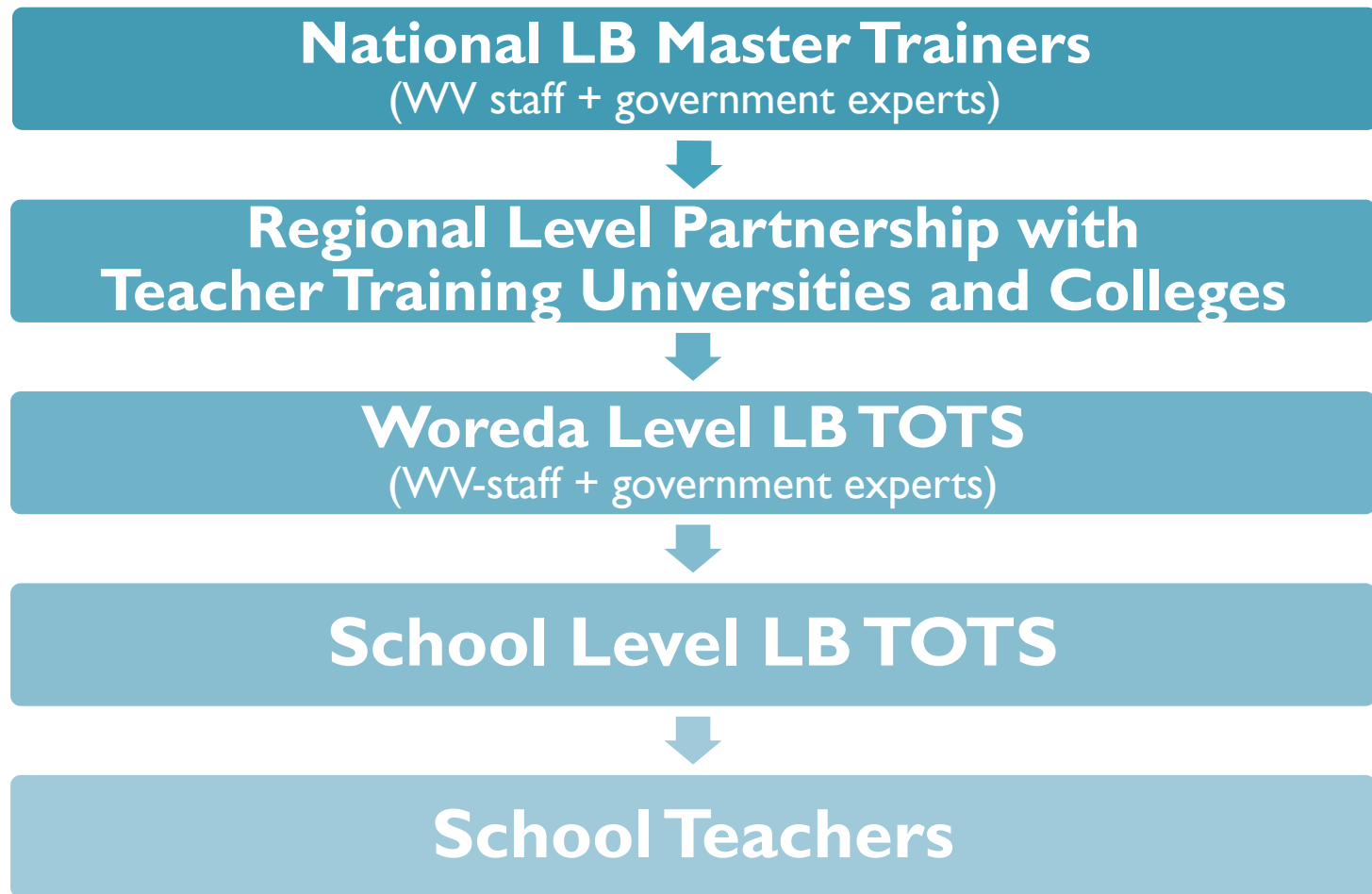- Ethiopian Growth and Transformation Plan (2010 - 2015)

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Ethiopian education system and WV Ethiopia's organisational structure

Ethiopian education system	WV Ethiopia organisational structure
Federal MOE and Higher Education Institutions	WV Ethiopia National Office
Regional Education Bureau and Teacher Training Colleges	WV Ethiopia Regional Offices
Zone Education Departments	WV Ethiopia Cluster program offices
Woreda Education Offices	WV Ethiopia Area program offices
Schools	LB Teacher TOTs
Village Reading Camps	Village LB Youth volunteers

Education & Life Skills

WV Ethiopia's LB Capacity Building Strategy

National LB Master Trainers
(WV staff + government experts)

⬇

Regional Level Partnership with Teacher Training Universities and Colleges

⬇

Woreda Level LB TOTS
(WV-staff + government experts)

⬇

School Level LB TOTS

⬇

School Teachers

Reach (breadth) of the programme

- Implemented in seven of 11 regions reaching over 900,000 children

- 76 Master Trainers, 4,500 ToTs, and over 45,000 teachers trained

- Government and school teachers support 2,407 reading camps and 9,000 volunteers

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Key factors for horizontal scale up (breadth)

- Training toolkits aligned with curriculum and translated to local language

- Synergy between schools and community action components

- Teachers' engagement with LB became a key performance objective

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Depth of the programme

- Strengthened the **capacity** of existing government structure to deliver effective literacy instruction

- Leveraged **partnerships** with teacher training universities and colleges influencing their curriculum

- Made **reading outcomes** a key performance objective for teachers

- Strengthened **collaborative mechanisms** between schools and communities

Key factors for vertical scale up (depth)

- 2010 EGRA results **raised national awareness** on poor reading comprehension results

- **Strong relationships** between government and WV offices across all the levels

- Comprehensive **Capacity Building Strategy** targeting national to grassroots level

- Systematic **programme review and learning forums** conducted quarterly/ biannually with key stakeholders

Gaps in breadth and depth

- Support/motivate the formation of a national level reading partners consortium for coordination/ collaboration

- Strengthen sustainability of in-classroom support/monitoring and remedial training

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Next steps to strengthen breadth and depth

- Cost analysis of the literacy programme for further refinement and government budget allocation

- Explore the use of technology to increase the reach and depth of training for teachers and volunteers

- Strengthen national level engagement and coordination with the federal government

Education & Life Skills

Blended learning programme

World Vision Ethiopia capacity building pilot for teaching and learning materials

Education & Life Skills

Blended learning programme

- Staff capacity building programme addressing the need to train more effectively on a large scale

- Combination of interactive online learning, face-to-face coaching and practical implementation

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Blended learning programme

Phase 1

- **Time frame:** Five weeks of online sessions (asynchronous)
- **Focus:** Theory of teaching and learning materials
- **Content:** Reading materials, discussion groups, games, videos and quizzes
- **Incentive for Completion:** Participation in Phase 2 (in a desirable location)

10% of learning happens in a formal learning environment

Education & Life Skills

Phase I

Introduction to Literacy Development

Week 1 - Learning Resources and Assignment	93	-	Saturday, 21 November 2015, 1:39 PM (66 days 7 hours)
Video: How the Brain Learns to Read	110	-	Saturday, 21 November 2015, 1:41 PM (66 days 7 hours)
Making It Stick: Memorable Strategies to Enhance Learning	96	-	Saturday, 21 November 2015, 1:45 PM (66 days 7 hours)
✔ Literacy Development Quiz	476	-	Saturday, 21 November 2015, 2:02 PM (66 days 7 hours)
Surprise!	44	-	Wednesday, 13 January 2016, 9:46 AM (13 days 11 hours)
Week 1 Cohort Discussion Forum	136	-	Thursday, 17 December 2015, 7:32 PM (40 days 1 hour)
Week 1 Cohort Discussion Forum	149	-	Tuesday, 9 June 2015, 9:28 AM (231 days 11 hours)
Week 1 Cohort Discussion Forum	123	-	Monday, 8 June 2015, 2:52 PM (232 days 6 hours)
Video on the Importance of Early Brain Stimulation Through Oral Language	62	-	Wednesday, 13 January 2016, 8:42 AM (13 days 12 hours)
25 Activities for Reading and Writing Fun - Reading Rockets	66	-	Wednesday, 13 January 2016, 9:31 AM (13 days 11 hours)

Screen shot of Week 1's assignments, total number of views and date of last access
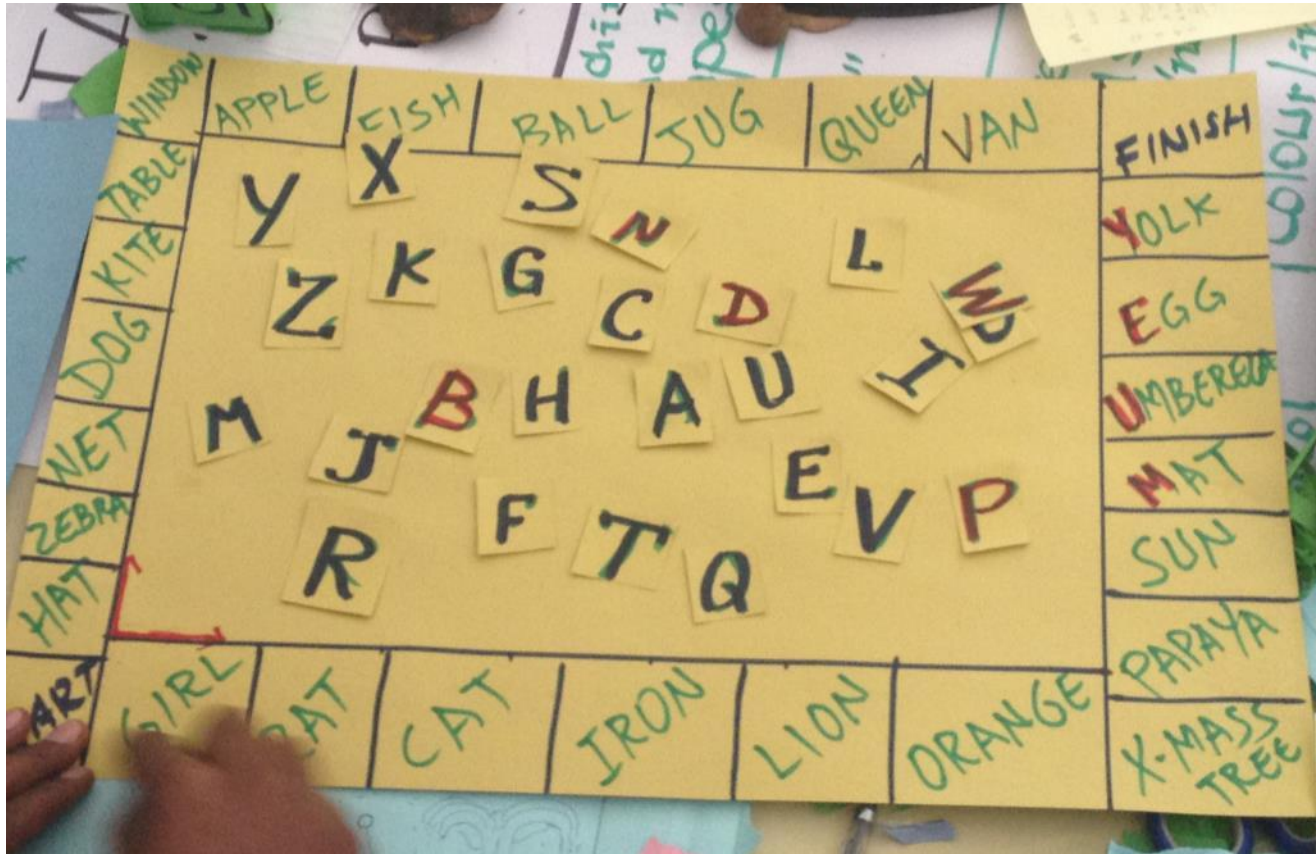
Phase 2

- **Time frame:** 4.5 day face-to-face workshop
- **Focus:** Practical implementation of theory supported by coaching
- **Content:** Short review of Phase 1 theory, practical development of materials supported by coaching
- **Incentive for Completion:** Identified as Master Trainer

20% of learning happens through coaching

Phase 2

Participants developed games targeting specific reading skills

Phase 3

- **Time Frame:** About four weeks
- **Focus:** Demonstration of skill and knowledge by training others on the same content
- **Content:** Traditional face-to-face roll-out trainings throughout the country
- **Incentive for Completion:** Certification

70% of learning happens through participation
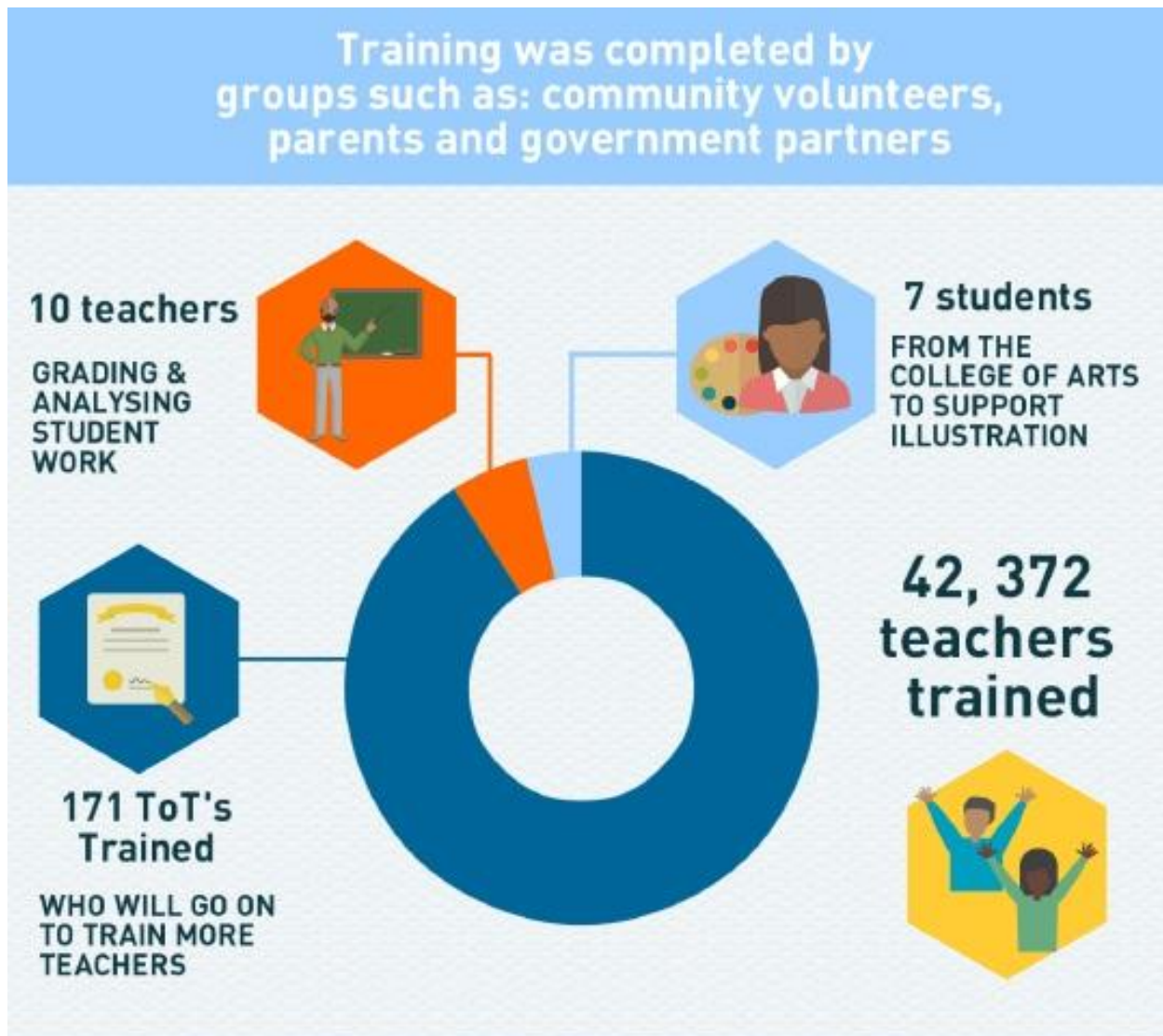
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Structure: depth

Training was completed by groups such as: community volunteers, parents and government partners

10 teachers

GRADING & ANALYSING STUDENT WORK

7 students

FROM THE COLLEGE OF ARTS TO SUPPORT ILLUSTRATION

42, 372 teachers trained

171 ToT's Trained

WHO WILL GO ON TO TRAIN MORE TEACHERS

Structure: breadth

Materials created

105 15 community generated stories in seven languages

140 20 make-and-takes in seven language groups

140 20 games in seven language groups

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Lessons learned

Participation

- Participants' contribution to stories leads to ownership of the programme
- Participants developed a higher level of skill in Phase 2 which was more hands-on than traditional face-to-face workshops

Creating learning materials

- Rigorous process: collecting stories, validating, illustrating and publishing
- Some stories were censored
- Lack of artist in some regions

Successes

- Capacity building using government structures
- Working with college arts students at a subsidised cost

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Implications and future plans

Implications

- First time development requires a significant amount of planning time to develop the site and adapt content

- Needs assessment for future iterations may require adaptation to the content and therefore time to edit

- Solidify plan for scaling prior to programme commencement

Future plans

- Regional blended learning programmes comprising seven to nine national offices

- Phase 2 participation will be based on participation in Phase 1

- Will develop regional point people for Teaching and Learning Materials based on participants from Phase 2

- Blended Learning programmes are being developed for teacher training and M&E

Education & Life Skills

Thank you!

For additional questions, please contact:

Emily Wallace

Learning Materials Coordinator

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Sustained community and youth vounteerism

Volunteerism

Contextual enabling factors for volunteerism

- Deeply embedded culture of valuing and supporting education

- High youth unemployment

- Government (including teachers, parent-teachers, and association members) commitment to support reading activities in communities

World Vision strategies enabling volunteerism

- Application of comprehensive and evidence-based community mobilisation process
- Long term and sustained capacity building process with incentives

Education & Life Skills

Community mobilisation process

Intensive

- At least three months to reach out every sector of the community and other key stakeholders

Leverage evidence

- Present reading research/ study findings such as EGRA and literacy pilot results

Parent testimonials

- On their children's inability to read

Focused on outputs

- By the end of the process: volunteers selected, reading camp (RC) sites identified and constructed, etc.

Capacity building strategy

- Selection criteria established
- Child Protection training and agreement signed
- Continuous training every two months for one year
- Mentoring system

Incentives for sustained volunteerism

- Connecting volunteers with professional development opportunities

- Membership in WV Ethiopia savings groups

- Certificate provided by the government and WV Ethiopia

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Reach of the programme

Government stakeholders, community members and volunteers were mobilised to build and facilitate reading camps

2,400 reading camps
Were constructed and/or donated by communities

628 home-based reading camps
Were donated by community members

657 farmer training centers
Government contributed farmer training centers to serve as reading camps over the weekends

1,115 reading camps
Directly funded and built by the community

9,000 youth volunteers
Who facilitate reading camps and reading awareness sessions in the seven regions

Monetising community contributions

Community contributions

$1,000	The cost of building one reading camp
$2,400,000	Community contribution in USD
$2,700,000	Volunteer salary savings in USD (annual)

Depth of the programme

- Teachers and government officials support and monitor the reading camps

- Special school holiday reading camp sessions facilitated by university students
- Annual reading competitions are celebrated

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Next steps to strengthen breadth and depth

- Document innovations and operations

- Strengthen strategy to increase reading materials

- Ensure continuous capacity building for existing and new volunteers

- Strengthen the link between literacy in schools and community

- Establish resource mobilisation strategy to sustain community literacy activities

Education & Life Skills

Program monitoring and assessment at scale

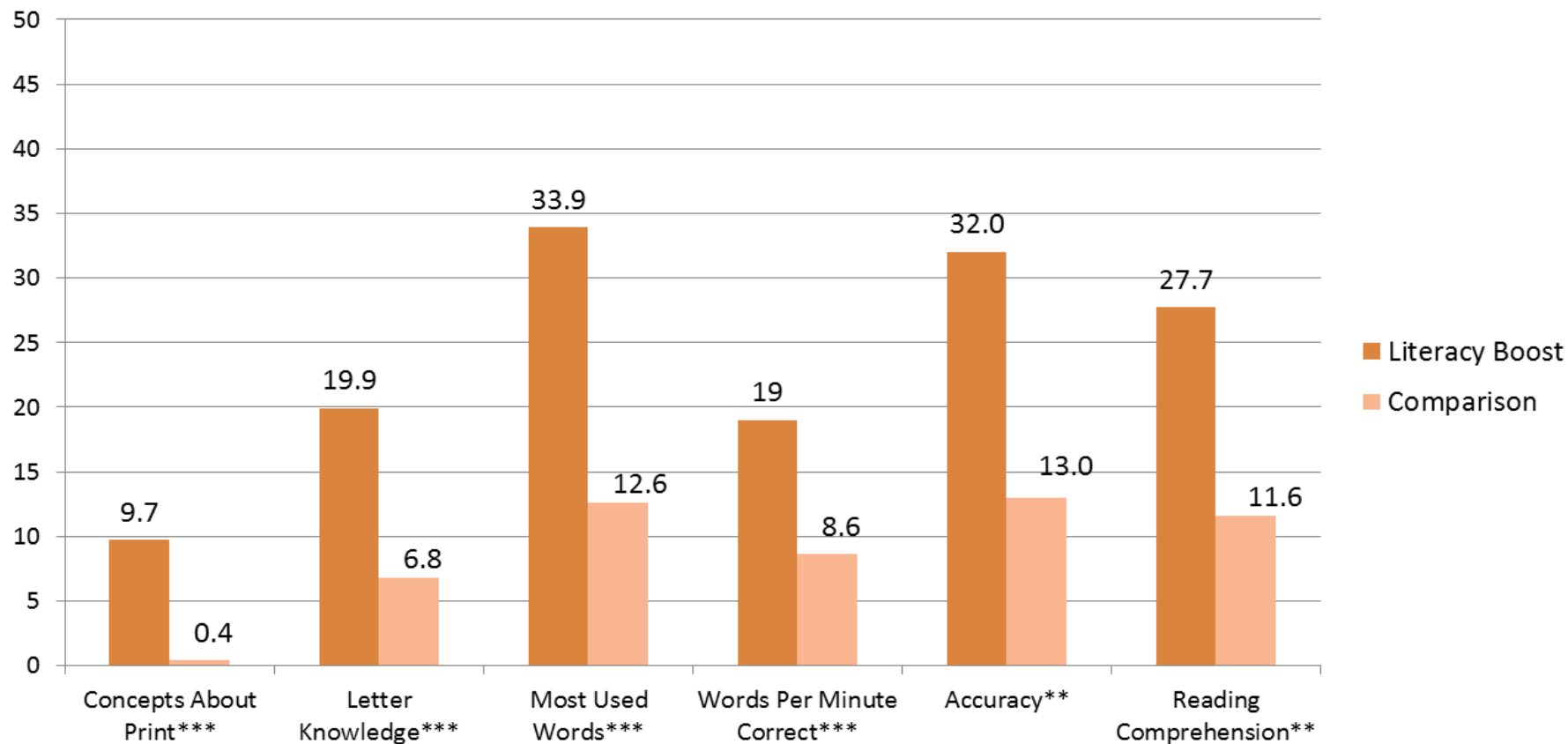*Why and How?*

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Pilot: 2012-2013

- Randomized control trial
  - 15 Phase 1 schools
  - 21 Phase 2 schools

- April 2012: Baseline
  - 720 Grade 2 Students

- April 2013: Endline
  - 599 Grade 2/3 Students

Pilot: 2012-2013

Emergent Literacy Skills Gain Scores

~p<0.1, *p<0.05, **p<0.01, ***p<0.001

Equipping children for life-long learning.

Pilot: 2012-2013

Literacy Boost students achieved *significantly greater gains in reading sub-skills* from baseline to endline than comparison students

Literacy Boost schools had a *significantly lower rate of attrition* than comparison schools.

65% of LB students could read at endline, significantly more than the 50% of comparison students

Outcomes

Pilot 2012-2013

- **Strong Evidence for Scale Up:** In depth research shows promise for breadth

- **Advocacy:** Evidence of impact informed conversations with government

Can we keep making an impact if programming goes to scale?

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Ethiopia

14
Other Countries

900,000 — Children Reached — 120,000

45,000 — Teachers Trained — 4,500

9,000 — Volunteers Trained — 7,300

Equipping children for life-long learning.

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RCT 2014-2015

- ADPs in the Oromiya Region
  - Bosset ADP
  - Goro ADP
  - Lalo Asabi ADP
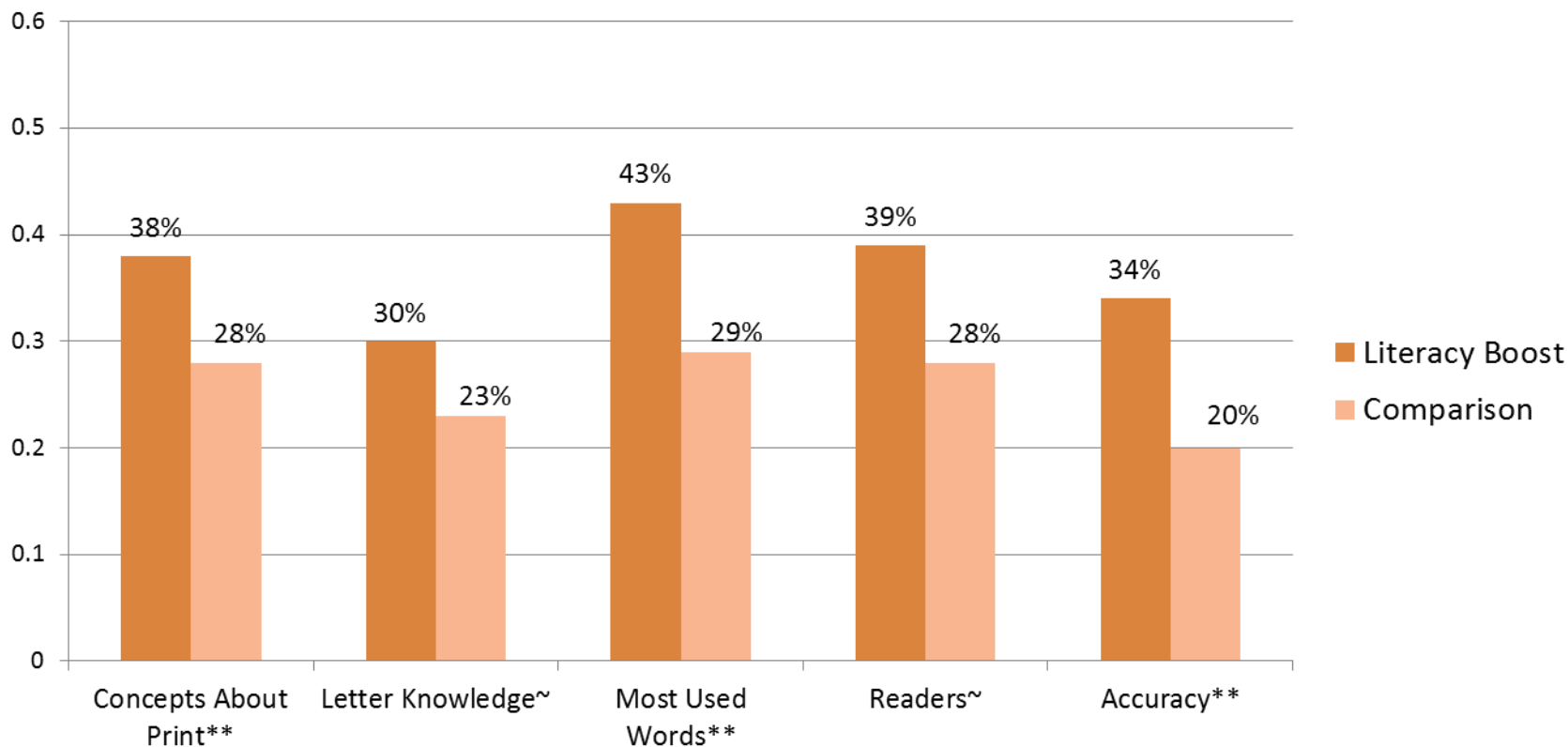 - Habro ADP
- **1412 students** sampled from **63 schools**

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Participation in LB activities

- **In the last week…**
  - **60.9%** of LB students attended Reading Camp
  - **35.7%** of LB students created Reading Materials
  - **58.2%** of LB students borrowed a book from the Book Bank
  - **66.8%** of LB students met with their Reading Buddy
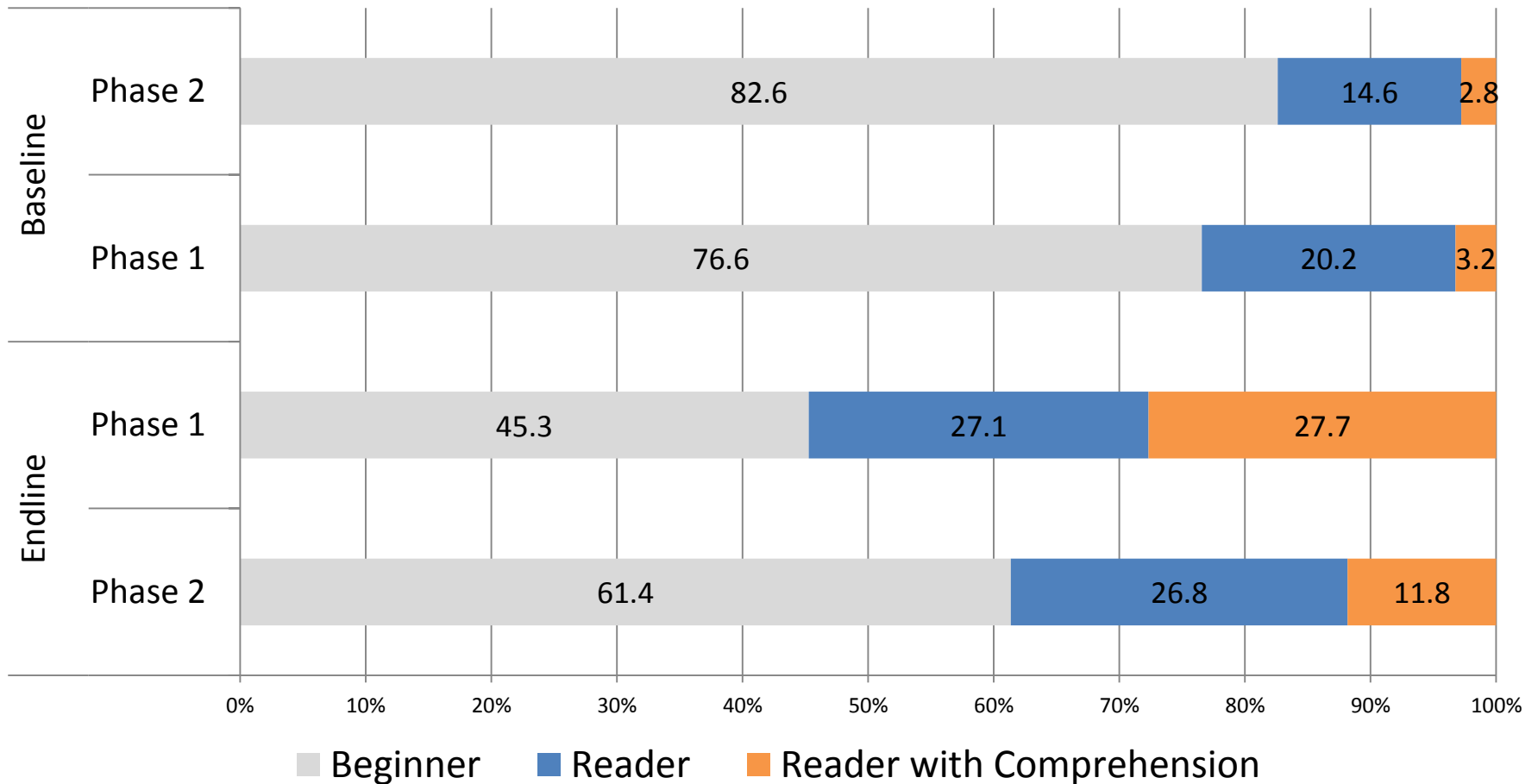
Results: RCT 2014-2015

Emergent Literacy Skills Gain Scores

Legend: ■ Literacy Boost ■ Comparison

Category	Literacy Boost	Comparison
Concepts About Print**	38%	28%
Letter Knowledge~	30%	23%
Most Used Words**	43%	29%
Readers~	39%	28%
Accuracy**	34%	20%

~p<0.1, *p<0.05, **p<0.01, ***p<0.001

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Equipping children for life-long learning.

Reader with comprehension tiers

	Beginner	Reader	Reader with Comprehension
Baseline Phase 2	82.6	14.6	2.8
Baseline Phase 1	76.6	20.2	3.2
Endline Phase 1	45.3	27.1	27.7
Endline Phase 2	61.4	26.8	11.8

Equipping children for life-long learning.

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Initial cost-analysis

$102.15 Cost per teacher

$23.09 Cost per volunteer

$8.63 Cost per child

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Accomplishments

Evidence

- **Evidence** of programme impact during pilot and also during scale up
    - **Depth**
    - **Breadth**
- **Advocacy**
    - Gained governmental support

Communities

District & National Office

Government

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Moving forward

- Possibility of **Research Initiatives**:
  - **Cost-Benefit** analysis
  - Examines programme **build outs**
    - Technology for Training and Teachers and Volunteers
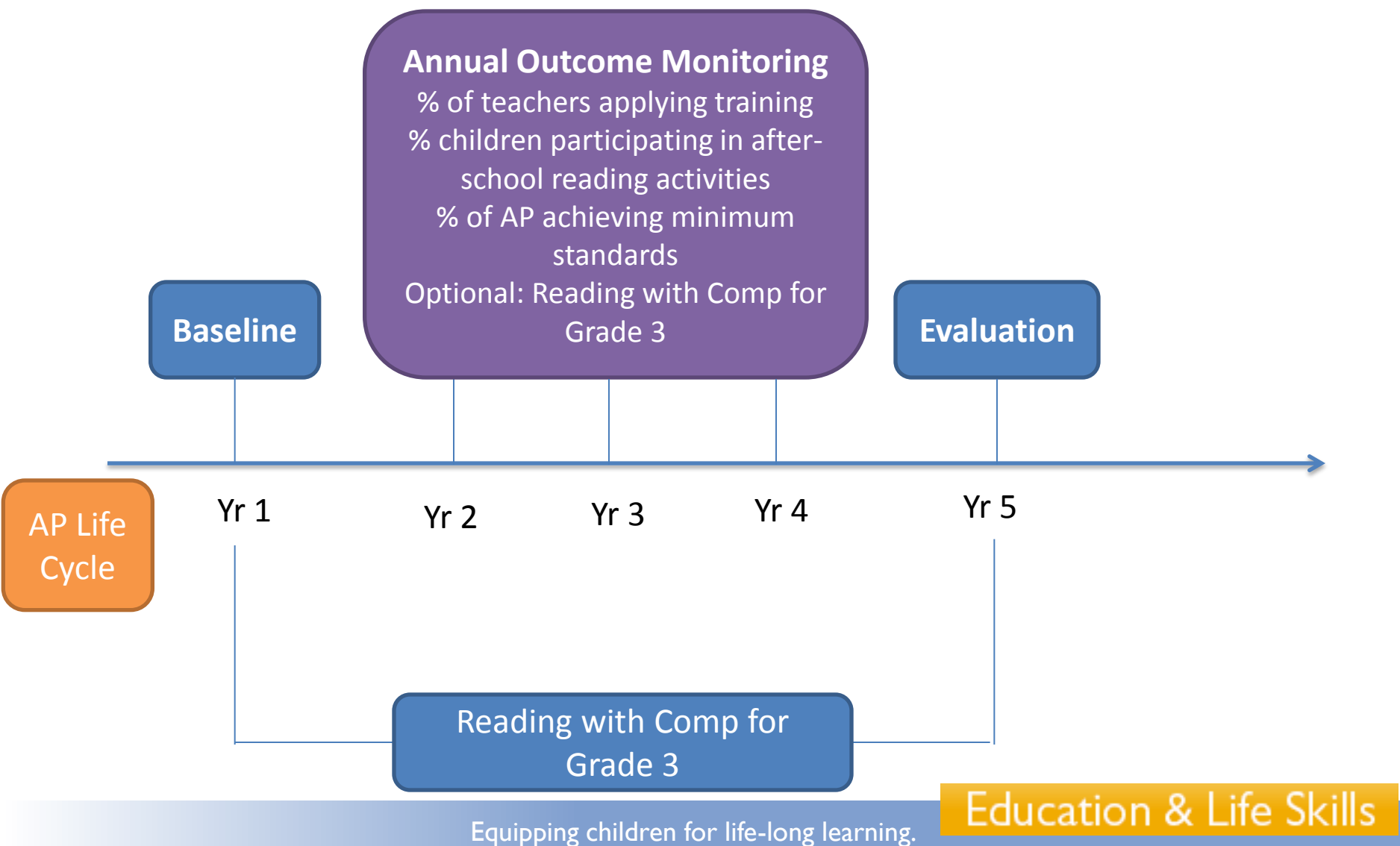 - Builds evidence for **other regions / languages**

Moving forward

- How do we create an **M&E framework** that:
  - Ensures **quality** is upheld during scale up
  - **Informs** programming decisions
  - Ensures **sustainability and accountability**
  - Gathers enough information for **reporting and transparency**
  - **Contributes** to National Consortium Read M&E

Discussions

Questions

- How **often** do we assess reading outcomes?

- **Sampling** at scale

- How heavily do we rely on **child-reported data vs. observation?**

- Using **EGRA** and integrating with governmental data collection

Challenges

- Constraints at the local level
  - Capacity
  - Resources

- Aggregating data at national, regional, global level

Education & Life Skills

Contact

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