Breadth and depth: strategically scaling up effective literacy programming to nearly one million children

The keystone: Government Ownership
World Vision Ethiopia literacy programme coverage

Equipping children for life-long learning.
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)
## Ethiopian education system and WV Ethiopia’s organisational structure

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

Equipping children for life-long learning.
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
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
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
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
Blended learning programme

World Vision Ethiopia capacity building pilot for teaching and learning materials
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
Blended learning programme

What is blended learning?

- e-learning
- discussion forums
- self-paced
- face-to-face
- reading and writing
- logical and critical thinking
- visual and auditory
- kinesthetic

Equipping children for life-long learning.
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
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<tr>
<th>Assignment</th>
<th>Views</th>
<th>Date of Last Access</th>
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<td>Week 1 - Learning Resources and Assignment</td>
<td>93</td>
<td>Saturday, 21 November 2015, 1:39 PM</td>
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<tr>
<td>Video: How the Brain Learns to Read</td>
<td>110</td>
<td>Saturday, 21 November 2015, 1:41 PM</td>
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<td>Making It Stick: Memorable Strategies to Enhance Learning</td>
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<td>Surprise!</td>
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<td>Week 1 Cohort Discussion Forum</td>
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<td>Week 1 Cohort Discussion Forum</td>
<td>149</td>
<td>Tuesday, 9 June 2015, 9:28 AM</td>
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<td>Monday, 8 June 2015, 2:52 PM</td>
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<td>Video on the Importance of Early Brain Stimulation Through Oral Language</td>
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<td>Wednesday, 13 January 2016, 8:42 AM</td>
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<tr>
<td>25 Activities for Reading and Writing Fun - Reading Rockets</td>
<td>66</td>
<td>Wednesday, 13 January 2016, 9:31 AM</td>
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</table>

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
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
- 171 ToT's trained who will go on to train more teachers
- 42,372 teachers trained
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
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
Thank you!

For additional questions, please contact:

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Sustained community and youth volunteerism
Volunteerism

Equipping children for life-long learning.
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
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
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.
- **9,000 youth volunteers**: Who facilitate reading camps and reading awareness sessions in the seven regions.
- **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.

Equipping children for life-long learning.
## Monetising community contributions

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
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<tbody>
<tr>
<td>$1,000</td>
<td>The cost of building one reading camp</td>
</tr>
<tr>
<td>$2,400,000</td>
<td>Community contribution in USD</td>
</tr>
<tr>
<td>$2,700,000</td>
<td>Volunteer salary savings in USD (annual)</td>
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</table>
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
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
Program monitoring and assessment at scale

Why and How?

Equipping children for life-long learning.
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

<table>
<thead>
<tr>
<th>Skill</th>
<th>Literacy Boost</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts About Print***</td>
<td>9.7</td>
<td>0.4</td>
</tr>
<tr>
<td>Letter Knowledge***</td>
<td>19.9</td>
<td>6.8</td>
</tr>
<tr>
<td>Most Used Words***</td>
<td>33.9</td>
<td>12.6</td>
</tr>
<tr>
<td>Words Per Minute Correct***</td>
<td>19</td>
<td>8.6</td>
</tr>
<tr>
<td>Accuracy**</td>
<td>32.0</td>
<td>13.0</td>
</tr>
<tr>
<td>Reading Comprehension**</td>
<td>27.7</td>
<td>11.6</td>
</tr>
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</table>

~$p<0.1$, *$p<0.05$, **$p<0.01$, ***$p<0.001$
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?*
Equipping children for life-long learning.
RCT 2014-2015

- ADPs in the Oromiya Region
  - Bosset ADP
  - Goro ADP
  - Lalo Asabi ADP
  - Habro ADP

- 1412 students sampled from 63 schools
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Literacy Boost</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concepts About Print**</td>
<td>38%</td>
<td>28%</td>
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<tr>
<td>Letter Knowledge~</td>
<td>30%</td>
<td>23%</td>
</tr>
<tr>
<td>Most Used Words**</td>
<td>43%</td>
<td>29%</td>
</tr>
<tr>
<td>Readers~</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td>Accuracy**</td>
<td>34%</td>
<td>20%</td>
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</tbody>
</table>

~p<0.1, *p<0.05, **p<0.01, ***p<0.001
Reader with comprehension tiers

<table>
<thead>
<tr>
<th></th>
<th>Phase 2</th>
<th>Phase 1</th>
<th>Phase 1</th>
<th>Phase 2</th>
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<tbody>
<tr>
<td>Baseline</td>
<td>82.6</td>
<td>76.6</td>
<td>45.3</td>
<td>61.4</td>
</tr>
<tr>
<td>Endline</td>
<td></td>
<td></td>
<td>27.1</td>
<td>26.8</td>
</tr>
</tbody>
</table>

- **Beginner**
- **Reader**
- **Reader with Comprehension**

Equipping children for life-long learning.
Initial cost-analysis

- **Cost per teacher**: $102.15
- **Cost per volunteer**: $23.09
- **Cost per child**: $8.63

Equipping children for life-long learning.
Accomplishments

Evidence

- **Evidence** of programme impact during pilot and also during scale up
  - **Depth**
  - **Breadth**
- **Advocacy**
  - Gained governmental support
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
Proposed M&E framework

**Annual Outcome Monitoring**
- % of teachers applying training
- % children participating in after-school reading activities
- % of AP achieving minimum standards
  - Optional: Reading with Comp for Grade 3

**AP Life Cycle**
- Yr 1
- Yr 2
- Yr 3
- Yr 4
- Yr 5

**Reading with Comp for Grade 3**
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
Contact

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