



USAID
FROM THE AMERICAN PEOPLE

The ABC's for Designing Reading Programs



Arlington, VA
August 22-25, 2011



Mitch Kirby, Senior Education Advisor, USAID Asia and Middle East Bureaus

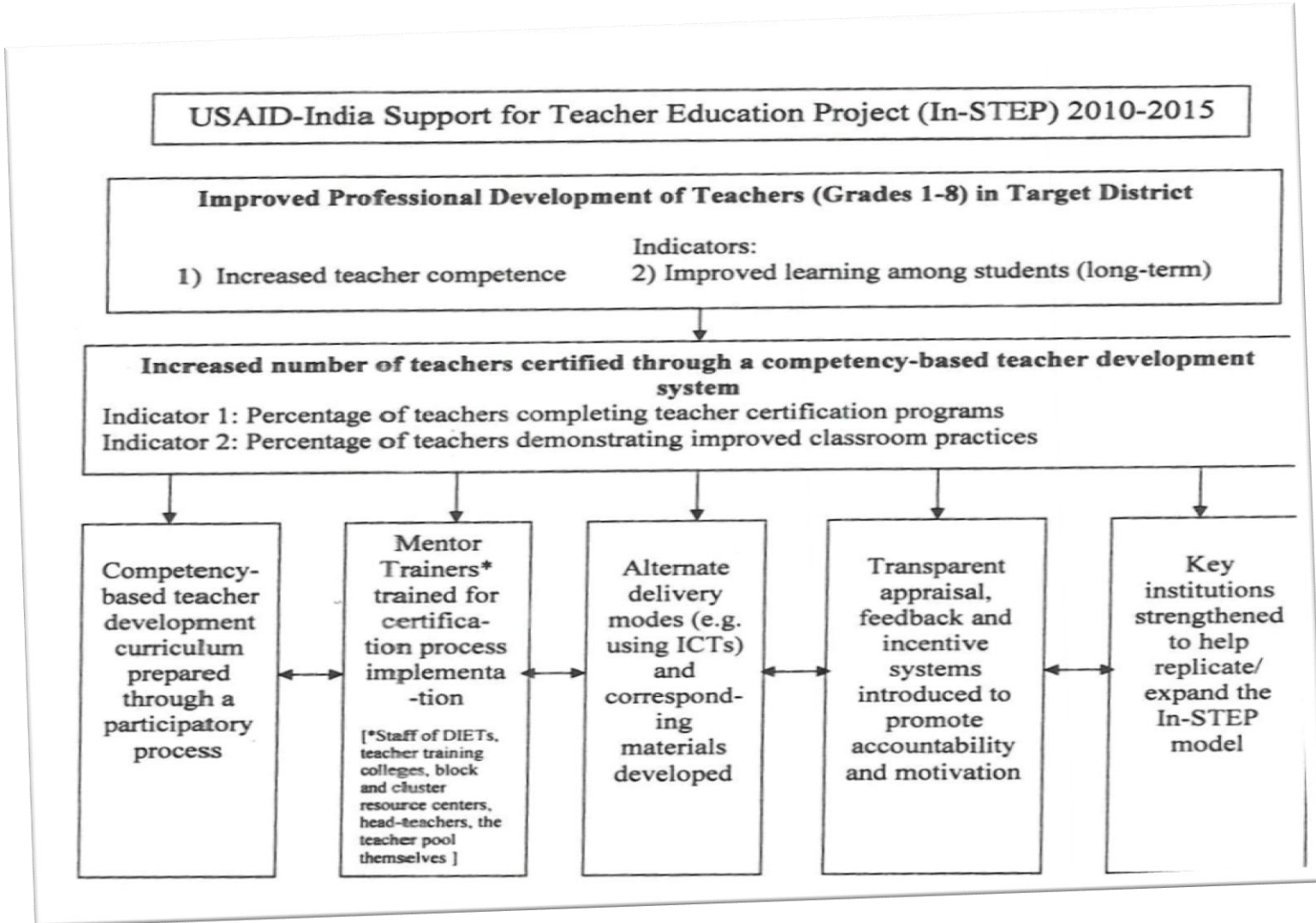
Sylvia Linan-Thompson, Education Research Analyst, RTI International

2011 Global Education Workshop: *From Evidence to Action*



USAID
FROM THE AMERICAN PEOPLE

But first, a brief story on education program design from India....





USAID
FROM THE AMERICAN PEOPLE

Two seminal studies on learning outcomes in India demonstrate that learning levels for school children are extremely low.

- **Nearly 60% of children in Grade 3 cannot read Grade 1 text**
- **Only 53% of children in grade 5 can read a standard Grade 2 text**
- **Across all states, less than 25% of students comprehend information in simple reading passages.**

The **Annual Status of Education Report (ASER) 2010**, conducted by Pratham uses simple but powerful diagnostic tools to assess reading and math skills for primary grade students. ASER utilizes a scientific sampling methodology that includes more than 600,000 students across India.

The **Student Learning Study 2009**, conducted by Educational Initiatives with support from Google, assessed learning outcomes for students in grades 4, 6, and 8 using scientifically developed tests for language and math. The EI study included more than 2,000 schools and was conducted in 13 different mediums of instruction.

Both the ASER and EI tools and testing methodologies are among the best used by any developing country in the world. They are also 100% in sync with the new USAID Education Strategy's focus on measuring early grade reading outcomes.



USAID
FROM THE AMERICAN PEOPLE

USAID/India Proposed “Aligned” Education Results Framework

AGENCY EDUCATION GOAL: Improved Reading Skills for 100 million school children by 2015.

USAID/India Objective: Improved Reading Skills for xx million Indian school children by 2015.

Intermediate Result 1
Expanded Reading Improvement Programs in Poverty Belt

Intermediate Result 2
Improved State Systems to Support Learning Outcomes

Intermediate Result 3
Enhanced Indian capacity as a global platform for reading improvement

Sub-Intermediate Result 1.1
Enhanced partnerships to deploy evidence-based reading program in two (2) poverty belt state(s)

Sub-Intermediate Result 1.2
Increased public engagement, accountability and transparency for reading improvement

Sub-Intermediate Result 1.3
Enhanced contributions of local Indian evidence-based reading improvement programs

Sub-Intermediate Result 2.1
Enhanced partnerships to deploy systems improvements in instruction, classroom management, and learning materials

Sub-Intermediate Result 2.2
Improved internal and external accountability systems at the State, district and cluster levels

Sub-Intermediate Result 2.3
Utilized learning benchmarks for systems diagnostics and improvement

Sub-Intermediate Result 3.1
Advanced US-India-Africa tripartite development partnership

Sub-Intermediate Result 3.2
Exchanged India-Africa Knowledge and Practice on early grade reading diagnostic and improvement programs

Sub-Intermediate Result 3.3
Strengthened local partner capacity to develop and expand reading improvement programs



USAID
FROM THE AMERICAN PEOPLE

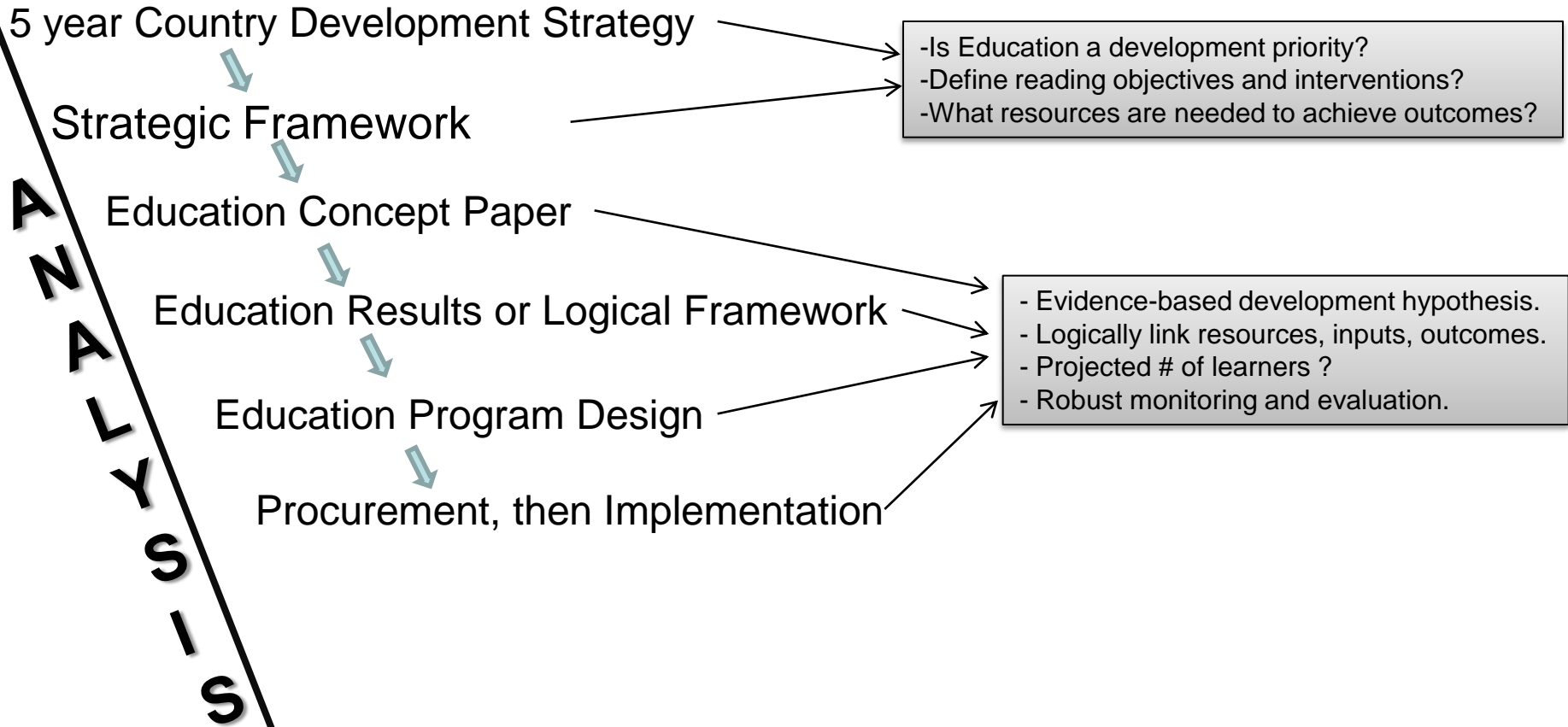
Why Design Matters

- Articulates development priorities and development hypothesis
- Establishes logical linkages between program resources, inputs, activities, outputs and outcomes
- Ensures program are aligned with host country and USG development goals



USAID
FROM THE AMERICAN PEOPLE

The USAID Program Design Process





USAID
FROM THE AMERICAN PEOPLE

What works in improving reading?

- In effective classrooms:
 - teachers are knowledgeable about how children learn and how to teach children to read,
 - they have materials that support teaching and learning,
 - they have adequate time to teach reading, and
 - they use formative and summative assessment to make decisions.





USAID
FROM THE AMERICAN PEOPLE

What works in improving reading?

- Effective classroom exist in effective systems that:
 - use assessment data to identify strengths and areas for development;
 - ensure that there is adequate time for teaching---days in the year, hours in the day, and allocated time for reading instruction;
 - support teachers to continue to grow as professionals, and
 - commit resources.

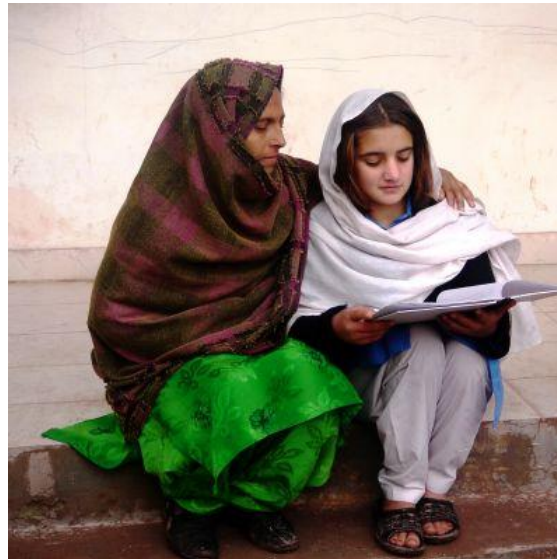




USAID
FROM THE AMERICAN PEOPLE

Key Components for a Reading Program

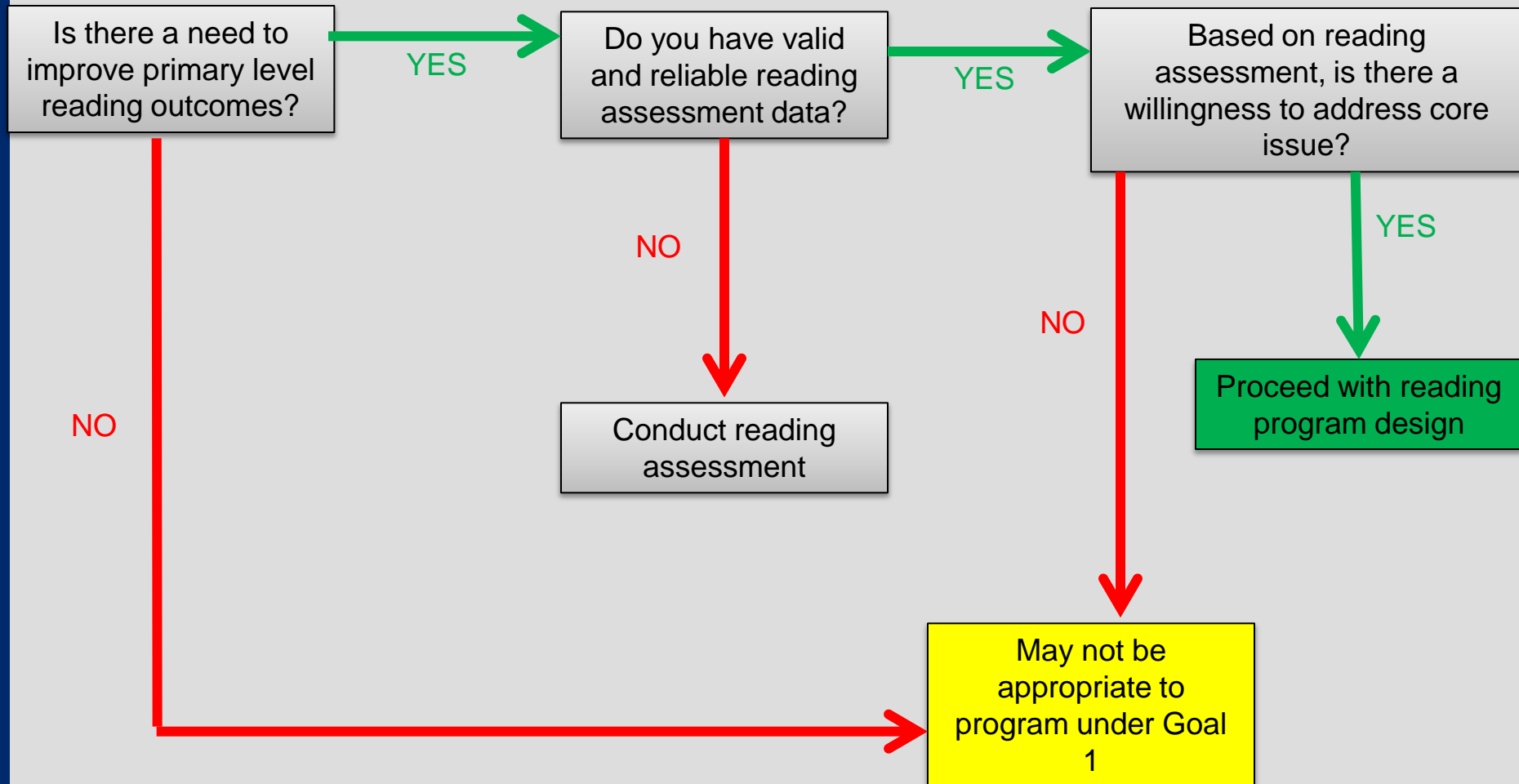
- Assessment and Measurement
- Teach the Teachers
- Aligning Standards, Curriculum and Materials
- School Management, Governance and Accountability, and Community Participation
- Going to Scale





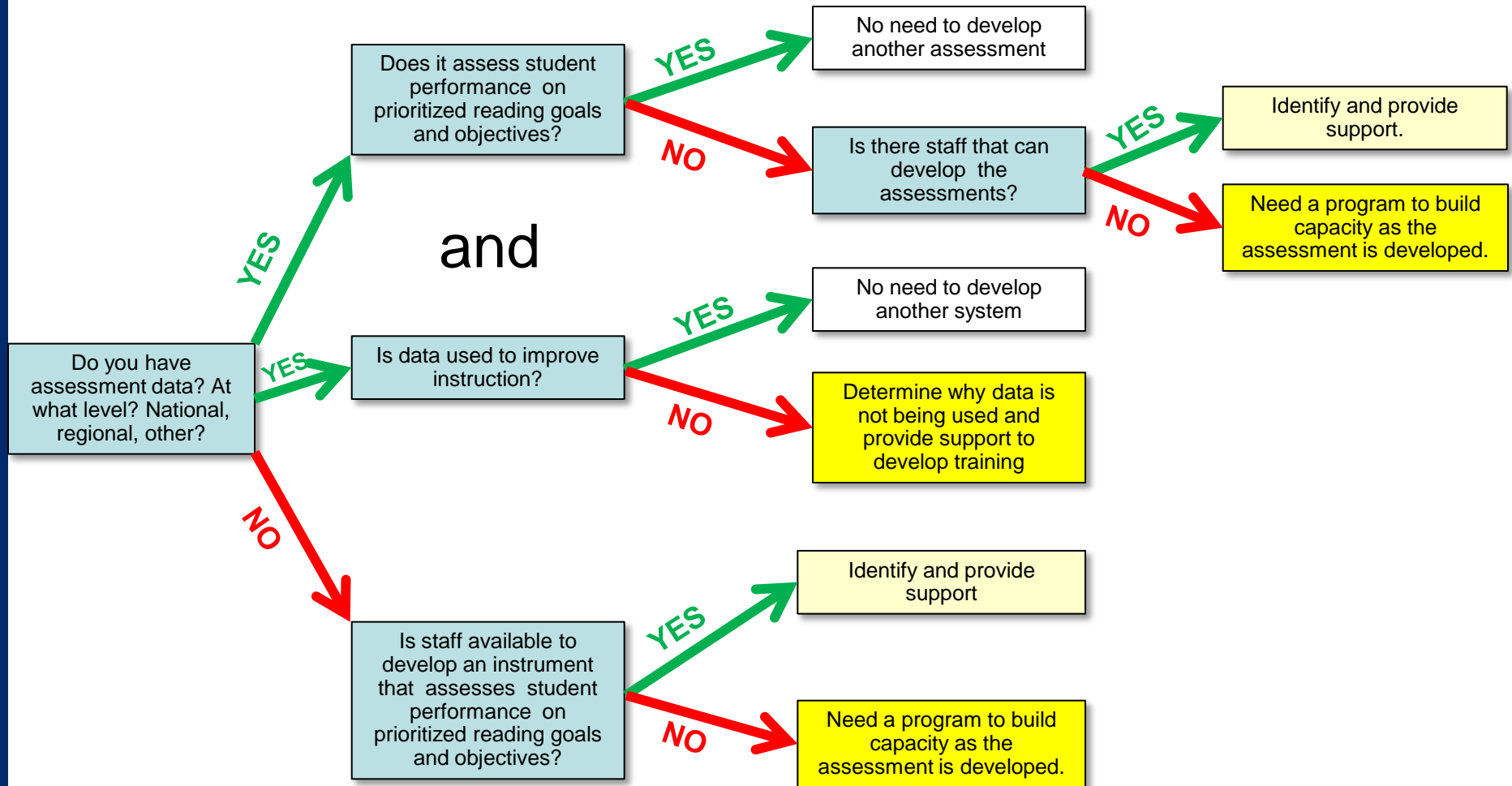
USAID
FROM THE AMERICAN PEOPLE

Where do you begin?





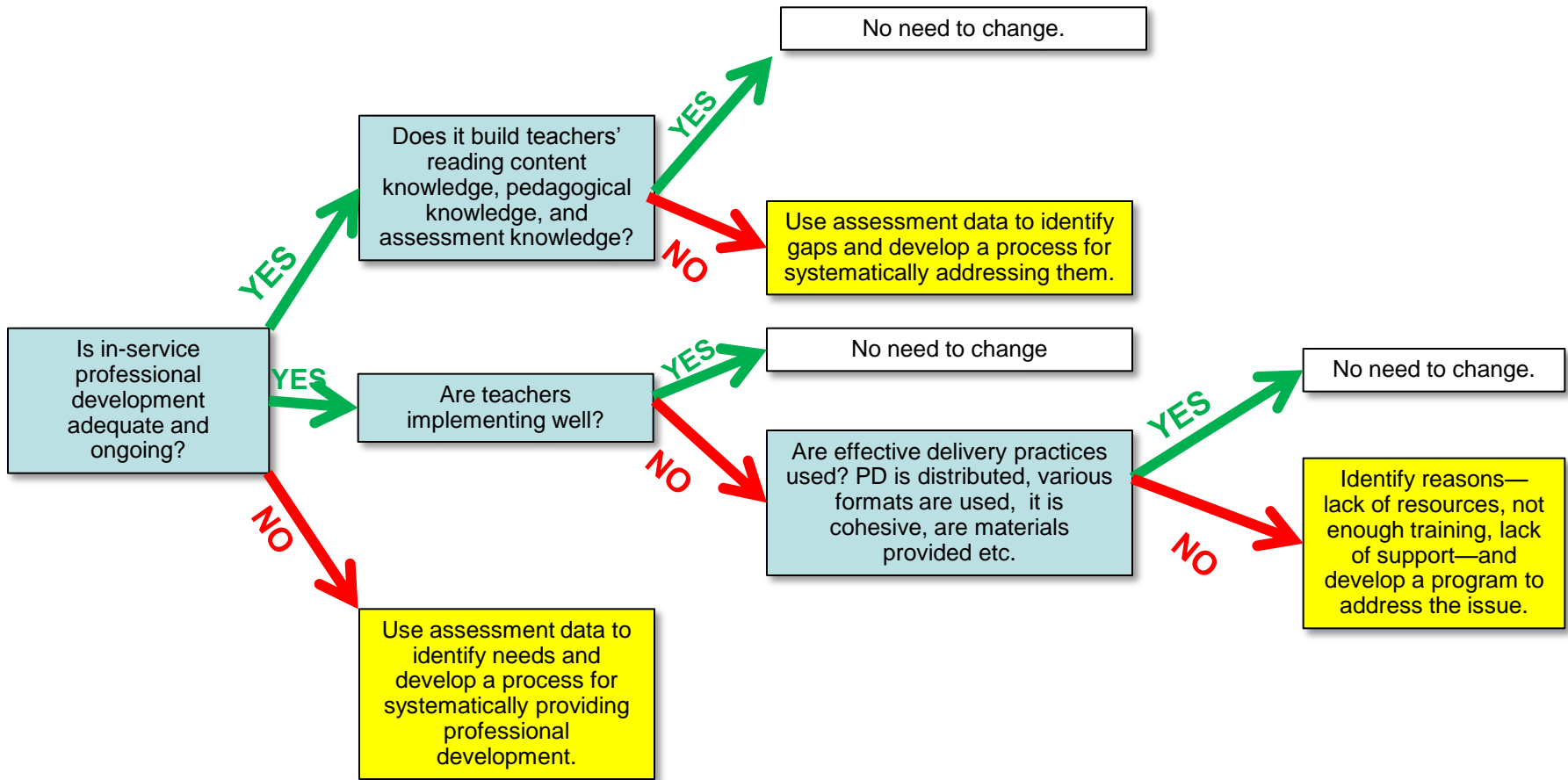
Assessment and Measurement





USAID
FROM THE AMERICAN PEOPLE

Teach the Teacher





USAID
FROM THE AMERICAN PEOPLE

Where do you begin when changing teacher practice?

- Begin with in-service teachers to test intervention effect.
- When efficacy has been established:
 - Work with faculty at teacher training institutes to develop a new teacher preparation curriculum
 - Implement with pre-service teachers
 - Communicate and train supervisors and other leadership





USAID
FROM THE AMERICAN PEOPLE

Aligning Standards, Curriculum, and Materials

Standards

- Framework which outlines specific knowledge and skills students must acquire

Curriculum

- A specific learning program that operationalizes the standards

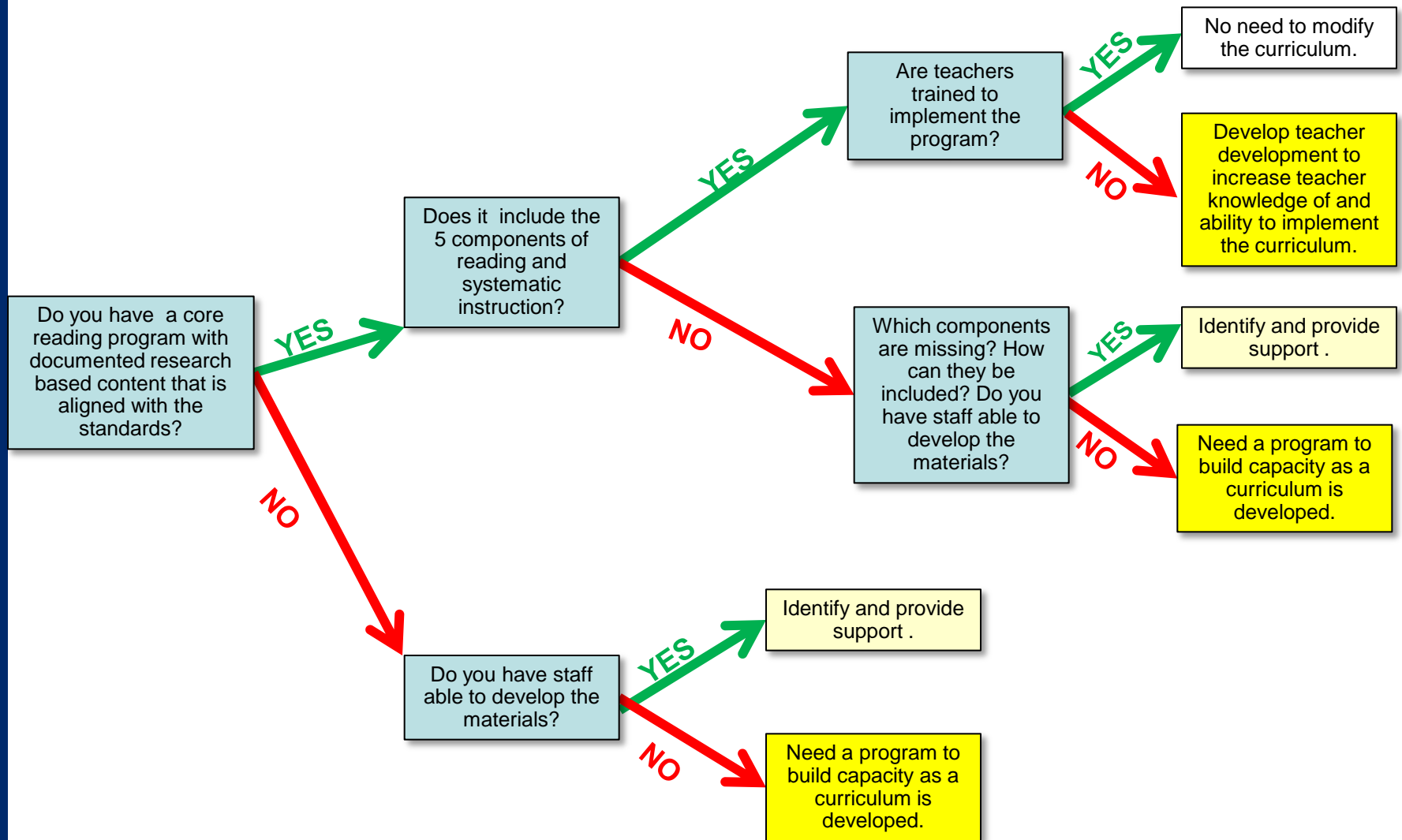
Materials

- Teachers' guide, student texts and auxiliary materials



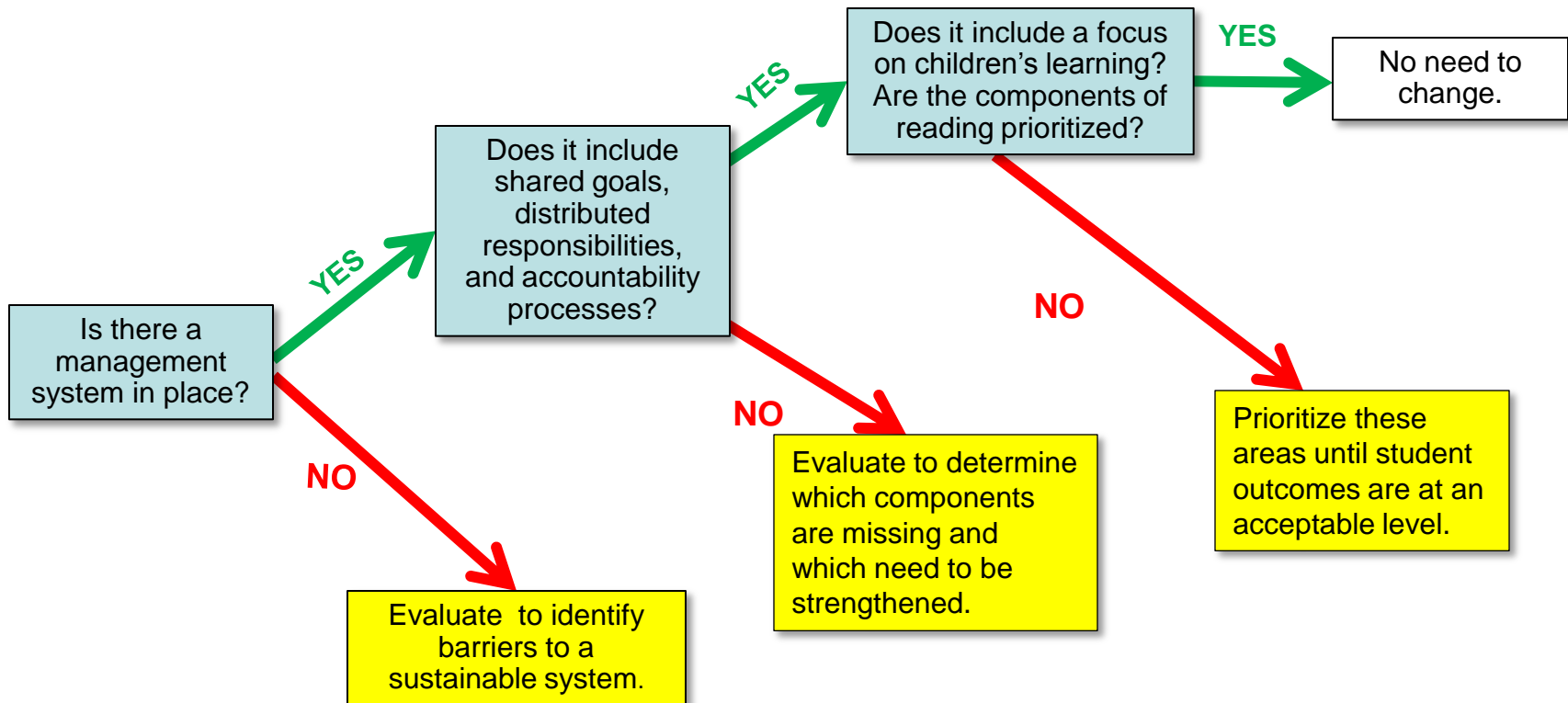
USAID
FROM THE AMERICAN PEOPLE

Aligning Standards, Curriculum, and Materials





School Management, Governance and Community Participation





USAID
FROM THE AMERICAN PEOPLE

Time to Read



How long does it take to improve reading?

- 100 days or 10 years



How long will it take to test and measure reading interventions?

- is quick impact possible?



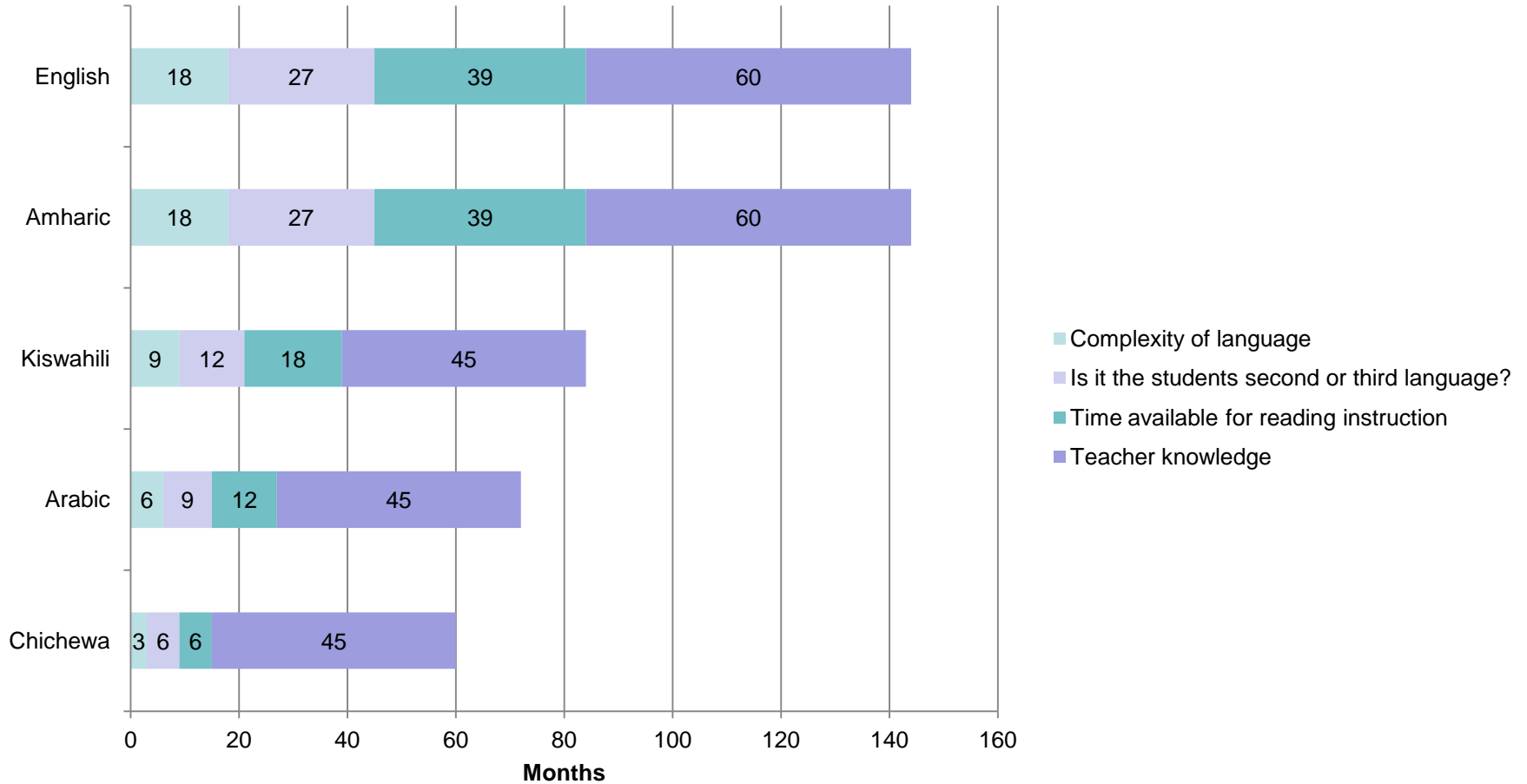
How long will it take to strengthen host country systems to manage, spread and sustain reading improvement programs?

- Balance quick impact, systems strengthening, and sustainability



Time

Time needed to teach reading





USAID
FROM THE AMERICAN PEOPLE

Size Matters

- Build experimentation into design
- Do we really need another model school?
 - Most are not replicable, scalable, or sustainable
- Design for scalable impact
 - Go big or go home





USAID
FROM THE AMERICAN PEOPLE

Key USAID Design Principles

- ✓ Analyze This
 - Apply analytic rigor and utilize evidence to establish clear expectations for impact and outcomes

- ✓ Determine Mix and Sequence for Reading Interventions
 - Depending on country context, needs, and interests

- ✓ Take a Measured Approach
 - Take measurement and evaluation into consideration from the start

- ✓ Identify Entry and Exits Points
 - Program should be sustainable and have an exit strategy