



ONLINE DISCUSSION ON SCALING READING PROGRAMS | OCT 23 - NOV 6, 2020

LINKEDIN DISCUSSION FORUM SUMMARY

[LINK TO IGNITE TALK VIDEOS](#)

Discussion Forum Topic

Two ignite talk videos:

1. Sereisatya Ros (USAID/Cambodia) traced the journey of All Children Reading—Cambodia, which successfully implemented a harmonized, national program for early grade reading starting in 2017.
2. *Lecture pour Tous* (Reading for All) in Senegal discussed core components of the program, challenges in implementation and scaling up at the national level, and lessons learned from USAID’s experience in Senegal.

Discussion Board Summary

Poll Question: In the country where you work, which element is most important in designing and implementing reading programs?

Quality	44%
Scalability	44%
Cost-effectiveness	11%

Poll Comments:

- In some ways, this feels like a false dichotomy. One needs to take into account all three dimensions. The struggle is in finding a balance between what are the minimum standards (minimum package) that is affordable by the government. What method of implementation and roll-out fits within the government structure and can be implemented across sub-national education structures that results in the ultimate outcome: improved student learning outcomes?
- I would think quality is main area, but the design and implementation of a national reading program need to take into account the scalability that touches on the varying capacity of schools

and teachers and that of those who are in support roles as well as of the varying school context-resources, language of instruction, geographic location... then the third element "the cost effectiveness" needs to come to play, too. Balancing the three is not always easy, but necessary.

Discussion Question: In your experience, how have the donor(s) and the foreign government you work with negotiated or discussed the branding of learning material?

Response: In Senegal, the *Lecture pour Tous* (All Children Reading) activity elected to give the Ministry of Education more visibility than USAID, since it supports a government program. The teaching and learning material (TLM) developed didn't not carry the USAID logo on the front, but rather on the back. The Ministry's logo was front and center. These TLM are developed under an open licence so other partners could use and/or modify them. However, there is one dilemma that USAID needs to discuss with the government: at the end of the reading activity, should USAID transfer the license to the government or keep it for future programs?



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