



ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT



COLLECTION OF INNOVATIONS AND INNOVATORS



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A Global Competition for Innovative Solutions to Advance Reading and Literacy

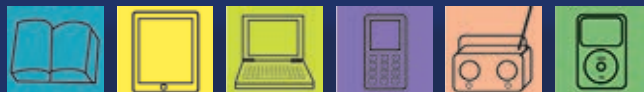


ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT

A GLOBAL COMPETITION FOR INNOVATIVE SOLUTIONS
TO ADVANCE READING AND LITERACY

COLLECTION OF INNOVATIONS AND INNOVATORS

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UNDERSTANDING THE PROBLEM

EFFORTS TO INCREASE SCHOOL ENROLLMENT HAVE BEEN EFFECTIVE AROUND THE WORLD, BUT READING RESULTS CONTINUE TO LAG.

Over the past ten years, primary school enrollment has increased by 42 percent in low-income countries, 74 percent across sub-Saharan Africa, and 98 percent in South and West Asia. However, at least 61 million primary school-age children remain out of school today. The enrollment gap persists, and efforts to narrow it must continue. Enrolling a child in school, however, is only one step towards improving education worldwide. Though research has shown that **reading skills are the building blocks of all future learning**, outcomes in reading remain low, even for those children who do go to school. In low-income countries, the majority of students do not

acquire basic reading skills even after four years of primary school. In sub-Saharan Africa, a child with five years of education has a 40 percent chance of being illiterate. In Mali, Pakistan, and Peru, over 70 percent of children in primary grades cannot read at grade level – and these countries are not alone.

Effectively addressing these high levels of illiteracy in children is a Grand Challenge for Development.

WHY IS IT IMPORTANT TO IMPROVE READING SKILLS IN CHILDREN?



People who can read enjoy **better health**, earn **more money**, participate in **safer and more stable democracies**, and serve their communities more effectively. If all students in low-income countries left primary school with basic reading skills, **171 million people could be lifted out of poverty** – the equivalent of a 12 percent drop in world poverty.

All Children Reading: A Grand Challenge for Development seeks to improve reading outcomes around the world so that children everywhere will have greater opportunities, become life-long learners, and have the ability to realize their full potential through the power of reading. It is not just about giving the gift of literacy to children, it is about equipping them with the skills to overcome poverty, improve health outcomes, increase national stability, and increase employment potential worldwide.

FINDING SOLUTIONS

WHAT IS A GRAND CHALLENGE?

Grand Challenges for Development are about doing development differently. Defined by a problem statement, rather than specified solutions, the Grand Challenges for Development Model opens the door to inspire passionate, innovative, and intelligent approaches to solving problems that have not been effectively addressed by tradi-

tional solutions. With a focus on robust, cost-effective, and scalable solutions grounded in science and technology, a Grand Challenge is an opportunity to foster new ideas, engage new actors, and advance innovative solutions from across the globe.

WHAT IS ALL CHILDREN READING: A GRAND CHALLENGE FOR DEVELOPMENT?

Launched in November 2011, All Children Reading: A Grand Challenge for Development (ACR GCD) is a multi-year partnership to find and fund innovative solutions for illiteracy and to catalyze global action around this critical issue. Grand Challenge partners include USAID, the Australian Agency for International Development (AusAID), World Vision. There are two pillars within this initiative:

All Children Reading Grand Challenge Grant

Competitions, which support innovative and scalable projects to improve early grade reading outcomes. The first competition focused on catalyzing innovative practices and targeting applied research for **teaching and learning materials** and **education data** that have the potential to be brought to national scale and across multiple contexts. For more information, please see www.AllChildrenReading.org

The **Mobiles for Reading** working group is a convening mechanism intended to promote dialogue and knowledge-sharing focused on the use of mobile technology and mobile applications, broadly defined, for reading. Mobiles for Reading is engaging a variety of donors, international organizations, non-profit organizations, and private sector partners. For more information, please see www.mEducationAlliance.org.



YOU TOO CAN HELP.

Sharing the wonder of reading begins with **YOU**. We challenge **YOU** to answer the ACR GC's rally cry to combat illiteracy. Non-profit companies, corporations, non-governmental organizations and associations, research institutions, faith-based organizations, civil society and foundations, advocacy organizations, individuals – **YOU** – should join us to create and share innovative solutions to advance literacy in developing countries around the world.

Together we can help millions of children.
Visit www.AllChildrenReading.org to take on the Grand Challenge.



ALL CHILDREN READING: GRAND CHALLENGE FOR DEVELOPMENT

INNOVATIONS & INNOVATORS (ROUND 1)



450 TOTAL SUBMISSIONS



32 TOTAL AWARD NOMINEES



16 AWARD NOMINEES FROM DEVELOPING COUNTRIES



31% OF THE AWARD NOMINEES HAVE NEVER RECEIVED USAID FUNDING BEFORE



574,415 CHILDREN DIRECTLY REACHED BY PILOTS



32,140,000 CHILDREN REACHED AT SCALE



18,200 TEACHERS DIRECTLY REACHED BY PILOTS



4 CONTINENTS: AFRICA, ASIA, LATIN AMERICA, AND EUROPE



20+ COUNTRIES BEING IMPACTED

ALL CHILDREN READING GRAND CHALLENGE GRANT COMPETITION

CHALLENGE I:

INNOVATIONS IN TEACHING AND LEARNING MATERIALS TO IMPROVE STUDENT LEARNING

Teachers and students in developing countries typically have limited access to high-quality and appropriate teaching and learning materials.

Recent programs supporting the development of materials for schools, communities and homes are beginning to report positive impacts on student learning. However, the provision of textbooks in developing countries continues to be inadequate, and supplemental reading materials are even harder to find.

Teachers must have access to teaching materials for classroom instruction, and children must have access to learning materials for reading practice. Children with access to textbooks score higher on reading tests, and those who report having other books at home score even higher.

A study in Ethiopia found that having a textbook boosted children's oral reading fluency by 9.6 words per minute, and having other books at home boosted their fluency by 8.3 words per minute.

Innovative and affordable approaches are needed to overcome barriers to the design, production, distribution/delivery, and use of high-quality, durable and consumable materials (narrative, expository and instructional) in appropriate languages for the primary grades in developing countries.

ACROSS RADIO



Children will be more successful at learning to read if they are initially taught in their mother tongue and transition later to a second language, such as English or Arabic. Research by SIL International has demonstrated that learning to read first in a “trade” or national language – if it is not the mother tongue – is not a short cut to successful reading with comprehension.

Since 2008, Across Radio has provided audio-only instruction to better equip untrained primary school teachers with professional teaching skills. Teaching Children to Read Using Low-Cost Digital Audio Players as Instructional Tools for Both Children and Teachers uses a solar-powered Digital Audio Player (DAP) as a teaching tool, supporting primary school teachers who are literate in their mother tongue but untrained as reading teachers. The project uses the DAPs to develop teachers’ skills and allow them to use the player to tutor students. Additionally, children who are unable to attend school can be gathered into community groups led by a local reader. The DAP will be used as a supplementary reading tutor supported by a mobile set of books.

INNOVATION

Teaching Children to Read Using Low-Cost Digital Audio Players as Instructional Tools for Both Children and Teachers

INNOVATOR

Across Radio

LOCATION APPLIED

South Sudan: Central Equatorial State (Greater Yei and Kajokeji counties) for Bari literacy; Lakes State (Rumbek and Jonglei (Bor county) for Dinka literacy

POTENTIAL IMPACT

40,000 children



INSPIRATION

“The success of DAPs in other areas of education – in-service teacher training, adult literacy, hygiene education of children in primary schools, motivation of communities to begin development projects, conflict mitigation in some homes, encouragement to parents to send children to school, and testimonies from people,” was the inspiration for this innovation, say project managers Rhys Hall and Stuart Houghton.

AFRICA EDUCATIONAL TRUST



Enhanced Reading Skills for Somali Early Beginners (SEB) will impact the way reading is taught in grades 1 and 2 by influencing the materials used, the way teachers teach, and the way teachers are trained to teach. SEB will compare two sets of approaches: 1) improving reading resources and 2) more effectively training teachers to have a positive impact on reading improvement, and then will consider whether a different approach to reading education might be necessary.

INNOVATION

Enhanced Reading Skills for Somali Early Beginners

INNOVATOR

Africa Educational Trust

LOCATION APPLIED

Somalia: Garoe - Puntland

POTENTIAL IMPACT

5,000 children initially, then over 50,000 in Puntland



INSPIRATION

“There have been a number of experimental reading programs using systematic phonics in South America and Africa including Kenya, Mali and Ethiopia,” says project manager Lucy Maina. “Evidence strongly suggests that the improvement is due to the approach. But the impact on children’s reading of an increased exposure to print as a result of the availability of reading materials must also be factored in as a potential cause.”

THE ASIA FOUNDATION



Projetu Apprende Labarik Le (PALL) will produce the first-ever authentically Timorese series of basic early literacy booklets for use by teachers and children in their mother tongues in three pilot districts. As research shows, the acquisition of basic literacy and numeracy skills is best done in a native language. Additionally, PALL will work with students' parents to familiarize them with the importance of continued education and academic nurturing outside the classroom.

INNOVATION

Projetu Apprende Labarik Le (PALL)

TRANSLATION

“Teaching Children to Read”

INNOVATOR

The Asia Foundation

LOCATION APPLIED

Timor-Leste

POTENTIAL IMPACT

1,000 children in grades 1-3



INSPIRATION

“The vast majority of Timorese school children have no access to properly constructed (or maintained) school buildings, textbooks or sanitation facilities,” explains PALL project manager Susan Marx. “This – and the fact that many children who spend years in primary school cannot read even a single word simply because they are taught in languages other than their mother tongues – these are the driving forces behind this innovation.”

CENTER FOR CIVIL INTEGRATION AND INTER-ETHNIC RELATIONS



Development of Bilingual Literacy in Minority Schools in Georgia (DBL) aims to supply teachers and students with sufficient teaching and learning materials so that reading competencies can advance in native and second languages, therefore making children bi-literate from an early age. It will build the capacity of ethnic minority schools by training teachers to effectively promote use of appropriate and effective teaching and learning materials for improving bi-literacy. It will ensure parental and community involvement and promote the active use of technology in the teaching-learning process.

INNOVATION

Development of Bilingual Literacy in Minority Schools in Georgia

INNOVATOR

Center for Civil Integration and Inter-Ethnic Relations

LOCATION APPLIED

Georgia: Tbilisi, Samtskhe-Javakheti, Kvemo Kartli and Kakheti regions; Akhaltskhikhe, Akhalkalaki, Ninotsminda, Bolnisi, Marneuli, Dmanisi, Gardabani, Tsalka, Sagarejo, Lagodekhi, and Telavi districts of Georgia

POTENTIAL IMPACT

30,000 children



INSPIRATION

According to project manager Shalva Tabatadze, DBL is based on the successful piloting in minority schools of progressively and purposefully leveled books that acknowledge, respect and support the different learning needs of individual children. “The motivation, diligence, and devotion of the children while they were working on the texts and their interest in new types of learning material served as a good stimulator for the project team to expand efforts in providing children with innovative materials.”

COMTECH UNIVERSITY OF NAIROBI



Early Grade Reading Instruction Curriculum (EGRIC) will develop the capacity of teachers to teach reading in the primary grades using high quality, multi-genre, culturally relevant, and age-appropriate instructional materials and resources in English and Kiswahili. By enabling teachers to launch their teaching career with reading at the core of instruction, EGRIC will complement and fill an existing gap in teacher education.

The proposed EGRIC program will target pre-service teachers undertaking Bachelor of Education courses in Early Childhood Education. This group of teachers will work with children in the early grades (pre-school to 3rd grade). In addition, EGRIC may be used in teacher training colleges focusing on instruction in pre-school through the 8th grade.

INNOVATION

Early Grade Reading Instruction Curriculum (EGRIC)

INNOVATOR

ComTech University of Nairobi

LOCATION APPLIED

Kenya

POTENTIAL IMPACT

**240 teachers with the potential to reach
12,000 children**



INSPIRATION

“As a Department of Educational Communication and Technology at the University of Nairobi,” explains Hellen Inyega, PhD, “We often follow our teachers into their classrooms. Our classroom observations have increasingly convinced us to take a proactive step to help teachers give learners a head-start in reading. We have found it imperative as a teacher education college to infuse early grade reading instruction curriculum as part of our efforts to ensure teachers are comfortable teaching reading and/or using reading more meaningfully in teaching all of their subjects.”

DRAKKAR, LTD.



Improving Reading and Writing Capacity in Primary Grades will launch an annual national writing competition for stories for children from the Junior African Writers Series (JAWS), whose winners will be published by Pearson Publishers. The stories will then be translated into Kinyarwanda (a local language in Rwanda) and printed. These materials will be developed for distribution in primary schools in Rwanda, which tend not to have access to supplementary reading materials. By increasing access to reading materials and providing training to teachers on how to use these materials, schools will have a better means for improving children's reading skills. This intervention will also aid in the development of a children's book market for authors, thus increasing the potential for additional materials to be created over time.

INNOVATION

Improving Reading and Writing Capacity in Primary Grades

INNOVATOR

Drakkar, Ltd.

LOCATION APPLIED

Rwanda: Kigali

POTENTIAL IMPACT

183,300 children



INSPIRATION

“As no supplementary reading material for children is available in Rwandan schools, it is very difficult for teachers to increase the reading capacity among their students,” says Helle Dahl Rasmussen of Drakkar, Ltd. “Very few stories for children written in Kinyarwanda by Rwandans are available. We see it as very essential to be able to read in your mother tongue – especially at an early age.”

ECO-DEVELOPMENT



Let the Children Read in Own Language and Culture will increase the availability and use of culturally responsive and context-relevant “Multi-Lingual Education (MLE)” materials in the mother tongue for indigenous children in 125 primary schools. The project will develop teaching manuals and train primary school teachers to create an enthusiastic and friendly environment for ethnic children to learn to read. Additionally, by institutionalizing school management committees and parent committees, the project will increase local participation in the improvement of children’s reading skills.

The success of Eco-Development’s pilot project, “Advancement of Sustainable Indigenous Children Education”, implemented in partnership with the government of Bangladesh, made it evident that the combination of using local language materials and instruction in early grades and promoting supplementary reading in later grades is an effective strategy for helping indigenous children read. Additionally, in Khagrachari, Save the Children, in partnership with Zabarang, showed that mother tongue-based MLE for ethnic children from early ages can bring substantial improvement to a child’s learning abilities.

INNOVATION

Let the Children Read in Own Language and Culture

INNOVATOR

Eco-Development

LOCATION APPLIED

Bangladesh (Badarban District, Chittagong Hill)

POTENTIAL IMPACT

37,500 children



INSPIRATION

After implementing a similar program called “Non-Formal Primary Education,” Kashe Prue of Eco-Development says, “We learned that three approaches – basic teaching instructions in the local language, active strengthening of local teachers, and involvement of the community in children’s reading process – can bring satisfactory reading fluency and comprehension to the children.”

ECOLE SUPÉRIEURE D'INFOTRONIQUE D'HAÏTI



INNOVATION

Digital Content Creation for Creole Learning to Improve Reading Skills in Primary School

INNOVATOR

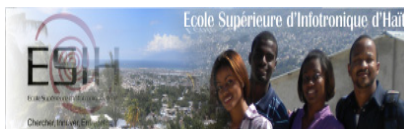
Ecole Supérieure d'Infotronique d'Haïti

LOCATION APPLIED

Haiti (Port au Prince)

POTENTIAL IMPACT

25,000 students



Digital Content Creation for Creole Learning to Improve Reading Skills in Primary School (DCC) will introduce 250 Interactive White Boards (IWB) into Haitian classrooms. The IWBs will be used to teach the Creole Language, while also adhering to the Ministry of Education's authorized curriculum. The Creole content and IWBs will enhance communication between students and teachers, eliminate social barriers to learning such as limited local language content, and address teachers' inability to effectively incorporate new technology in the classroom.

INSPIRATION

According to project manager Harold Narcisse, "Haitian school children in primary education are placed in learning conditions that greatly undermine their future. With an average repetition rate of 14 percent, about half the students leave school without completing primary education. More than 30 percent of those who reach the first six years of the basic education fail the official exam."

FHI 360



Timawerenga! will provide a single copy of phonetic books to each teacher instead of the more expensive, less sustainable approach of printing and distributing phonetic books for each student. Taking advantage of the nature of short, simple reading books with decodable texts (texts that have words that can be sounded out phonetically) — this project combines 150 stories written in the mother tongue into a single, concise digest.

Additionally, Timawerenga! will provide participating schools with a simple, locally-sourced kit of materials schools typically use already (paper, pencils, markers). Teachers will run workshops with parents, older siblings, and community members to make mini-books for student use. The teachers will write the text of the decodable stories on the board for the participants to copy, and the children can add illustrations. Through this process, a single ream of paper and some pencils can be transformed into 500 mini-books in a matter of hours. Through this low-cost duplication strategy, the school community can create a set of stories for each child to read at home and resource materials that teachers can use in the classroom. While children need exposure and practice with many different types of reading materials, studies have found that the use of decodable stories prove to be particularly successful in developing the reading skills of emerging readers.

INNOVATION

Timawerenga! (We Can Read!)

INNOVATOR

FHI 360

LOCATION APPLIED

Malawi

POTENTIAL IMPACT

Approximately 21,000 children



INSPIRATION

“While visiting classrooms as a researcher in Malawi,” explains project manager Karen Wiener, “I was frustrated by the lack of material appropriate for my students just beginning to read. As a former teacher, I knew how important it was to my students to have something that they could read independently, even if it was not the most interesting story. They wanted text with which they could be successful. Typically decodable story sets are expensive: glossy, colorful pages with little text. What matters most is the text itself, and that text can be condensed and distributed in a much more efficient manner than shiny, costly new sets of books for each child.”

FRIENDS OF MATÈNWA, INC.



Mother Tongue Books addresses two critical areas: a shortage of relevant reading materials and the need to foster a love of reading in children. It will support children to create their own books and share them with one another. This will increase the number of supplemental materials available to help them read, and will help them experience the pride of authorship. MCLC students will learn to love reading as they engage with the meaningful content of local stories written by their friends and peers.

To date, MCLC students have had high scores in reading, and this project seeks to demonstrate the feasibility of this approach in other rural Haitian schools. In an application of the Early Grades Reading Assessment (EGRA) in 2011, MCLC students in grades 1-3 outperformed regional and national averages found in previous studies. In a national study conducted by the American Institutes of Research for the Programme Haïtien d'Appui à la Réforme de l'Éducation, the corresponding averages were 39 words a minute (short-story reading) and 56 percent correct answers (short-story comprehension). At MCLC, the 3rd graders that were tested with the same EGRA instrument were found to read an average of 60 words a minute (short-story reading) and to give an average of 67 percent correct answers (short-story comprehension). It is anticipated that similar improvements will occur in the five test schools.

INNOVATION

Mother Tongue Books

INNOVATOR

Friends of Matènwa, Inc.

LOCATION APPLIED

**Haiti: Matènwa Community Learning Center (MCLC),
Matènwa, Island of Lagonav**

POTENTIAL IMPACT

Pilot project includes five schools, children in grades 1-3



INSPIRATION

“One of the major challenges for MCLC has been the lack of books in Creole for early readers. Literacy in Matènwa is dismally low. Homes have virtually no books; there are no libraries and hardly any informational written materials,” explains Mother Tongue Books’ Christine Low. “Lacking reading materials, MCLC had to create them, and out of this necessity grew the current Mother Tongue Books approach.”

GEORGIA STATE UNIVERSITY & STELLENBOSCH UNIVERSITY



INNOVATION

Project Partnerships Achieve Literacy (PAL)

INNOVATOR

GSU and Stellenbosch University

LOCATION APPLIED

South Africa: Gordon's Bay and Paarl, Western Cape

POTENTIAL IMPACT

400 children over two years



Project Partnerships Achieve Literacy (PAL) South Africa has the primary objective of increasing the reading achievement levels of grade R-3 students through the implementation of research-based literacy curricula and materials relevant to the children and teachers in the local context. The project offers a differentiated literacy curriculum to increase children's reading skills, motivation, and abilities. The project has the capacity to infuse large numbers of texts into the classrooms to support reading instruction. Digital cameras, a computer, printer, paper, and a laminating machine will be used to create student-authored texts. Additionally, picture books, big books, community produced resources, writing journals, and other print materials will be made available.

The project: (a) provides strategies, including learning stations and technology to deliver research-based practices designed to address the differentiated needs of children; (b) uses a professional development model that is collaborative, learner centered and related to practice; (c) involves university and school faculty in analyzing student performance data to determine appropriate curriculum and professional development experiences; and (d) expands awareness of project activities to other grades (4-6) and additional sites through professional development activities and pre-service field experience placements.

INSPIRATION

"The paucity of relevant and authentic materials signaled to the Project PAL South Africa team that there was a real need to infuse materials that were developmentally and contextually appropriate," says Dr. Amy Seely Flint, PAL's project manager. "In addition to the pervasive challenges in the classroom, the Project PAL South Africa team recognized a need to change the ineffectual and managerial models of pre-service teacher education, particularly training in schools."

LUBUTO LIBRARY PROJECT, INC. (LLP)



INNOVATION

LubutoLiteracy: Zambian Teaching and Learning Materials for the Digital Age

INNOVATOR

Lubuto Library Project, Inc. (LLP)

LOCATION APPLIED

Zambia: Lusaka and rural regions of Zambia

POTENTIAL IMPACT

47,000 children



LubutoLiteracy: Zambian Teaching and Learning is a pioneering program creating high-quality mother-tongue materials to teach children in Zambia to read using an accessible, low-cost digital platform and sustainably deploying these materials at national scale in partnership with government and other stakeholders. The interactive materials are developed locally by teachers and youth in line with the national curriculum and leverage the open access learning environment and outreach of Lubuto Libraries to particularly benefit highly vulnerable and out-of-school children. LubutoLiteracy provides open access to interactive computer-based lessons in Zambia's seven major languages. A significant factor favoring the success of the proposed project is that it builds on the lessons of LLP's unique pilot program in its two libraries in Lusaka.

The materials are developed on open source software that can run on any computer platform, with the goal of making them accessible on other devices such as e-readers and mobile phones. This concept reaches the most disadvantaged children and communities, many of whom have limited access to electricity and the internet and typically do not benefit from "technology" projects. One Laptop Per Child (OLPC) laptops are well-suited to this effort as they are designed to be durable and energy-efficient, while the lessons themselves will be made freely available for download on CD-ROM.

INSPIRATION

After OLPC laptops were successfully introduced in Lusaka libraries in 2009, the idea of LubutoLiteracy emerged, says Stacy Langner. "Laptops were quickly learned and used with ease by children – including those who spoke limited English, deaf children or children with other physical disabilities. Our long knowledge of the educational/information needs of Zambia's vulnerable youth who, along with all Zambian youth, are served by our libraries and our partnerships in the education sector in Zambia provided further direction and inspiration."

MOLTENO INSTITUTE FOR LANGUAGE AND LITERACY



Bridges to the Future - South Africa's (BFI-SA) approach is to use the power of interactive, easy-to-use, computer-based instruction for literacy learning in primary schools. BFI-SA focuses on the five literacy skills: phonological awareness, phonics, fluency, vocabulary, and comprehension. BFI-SA has developed and optimized a unique ICT-based phonics enriched reading instructional platform that provides multi-lingual instruction to South African children. It is easy to use and taps the power of computer-based learning - in particular, interactive multimedia (audio and visual), and enables a learner to hear, identify, and manipulate phonemes. It provides a solid, self-managed and highly motivational way of supporting reading instruction. It is cost-effective, ensures standard quality, enables a multi-language facility, and, as it is aligned with the school curriculum, offers a complementary, not competing, solution for teachers.

INNOVATION

Bridges to the Future Initiative

INNOVATOR

Molteno Institute for Language and Literacy

LOCATION APPLIED

South Africa, Gauteng Province, Johannesburg

POTENTIAL IMPACT

30,000 children over two years



INSPIRATION

“Drop-out rates in South Africa and Africa are alarming. In South Africa, about one million learners who started school 12 years ago are unaccounted for,” says Masenny Dikotla of the Molteno Institute for Language and Learning. “When we conceptualized BFI-SA some four years ago, and attracted and retained 100 percent of the learners throughout the lifespan of the program, I thought, ‘We’ve finally found a solution to the longstanding problem of retention.’”

OLINGA FOUNDATION FOR HUMAN DEVELOPMENT



INNOVATION

Enlightening the Hearts Literacy Campaign: Training for Transformation Project

INNOVATOR

Olinga Foundation for Human Development

LOCATION APPLIED

Ghana: Western, Eastern and Volta Region, Wassa Amenfi West (Western Region), Wassa Mpoho (Western Region), Kwaho North/Afram Plains (Eastern Region), Kajebi District (Volta Region)

POTENTIAL IMPACT

48,000 children over two years



Enlightening the Hearts Literacy Campaign: Training for Transformation (TfT) seeks to improve the reading ability of primary school children by providing them with the first steps to reading using a phonic and syllabic approach in their mother tongue. This methodology is an accelerated literacy approach that ensures children are able to read in their first language and to effectively use these same literacy skills to fully develop a second language.

Currently, less than 75 percent of grade 6 children in Ghana are able to read and write at proficiency level after six years of schooling (Ministry of Education, Annual Education Performance review, 2012). Despite the large education sector investments made by Ghana's Government over the last 20 years (on average between 10-12 percent of GDP), the public primary education system is unable to provide children with sufficient support to ensure that they attain basic reading and writing skills after several years of schooling.

INSPIRATION

“The inspiration for the Olinga Foundation for Human Development: Training for Transformation program is based on the fact that teaching is the most important act of service to the community and that children have the right to quality education that ensures their literacy attainment,” says project manager Leonard Casely-Hayford.

OPEN LEARNING EXCHANGE (OLE) GHANA



INNOVATION

Ghana Reads

INNOVATOR

Open Learning Exchange (OLE) Ghana

LOCATION APPLIED

Ghana

POTENTIAL IMPACT

3,600 elementary school children in 20 schools, with plans to use the project outcomes to promote scaling throughout Ghana (over eight million school-aged children)



The Ghana Reads project strives to improve levels of child literacy by developing, deploying, and assessing an expanded national network of low-cost, digital libraries that will be scalable throughout Ghana. Ghana Reads will install and support School BeLLs (School Basic e-Learning Libraries) in 20 rural elementary schools in the West Municipality of the Greater Accra Region.

The School BeLL server contains two terabytes of multimedia resources, either OER or licensed for all Ghanaian elementary schools, that can be customized and updated to meet the needs of a particular setting or student population. It can be used to create and publish entirely new content. The server, requiring 12 volts of power and using 60 watts, can be powered locally if needed, and can be used without connection to the internet. The School BeLL system includes a projector, speakers, HD video camera, laser printer, and Wi-Fi supporting a variety of handheld mobile devices. With the hardware cost of under US \$1,000 per BeLL and assuming a four-year hardware life in a school with as few as 250 students, the cost per student per year for a complete library of high-quality, free educational resources is approximately one US dollar. Communities are encouraged to use the School BeLL to produce and distribute their own local newspaper and to encourage adults, as well as children, to use it to expand their own reading and writing skills.

INSPIRATION

“The majority of our world’s two billion children live in or near poverty and have little or no access to a quality education. This is an unsustainable injustice and an intolerable waste of human talent,” remarks project manager Kofi Essien. “Since the ability to read is the most basic skill required to overcome such poverty, one of humanity’s greatest challenges is to invent ways to ensure that all of our children are reading. If we fail, tragically, their vast potential will be lost to all of us.”

PERKINS INTERNATIONAL



Promoting Literacy for Children Who are Blind or Have Low Vision in Inclusive Classrooms in Ghana: Innovations in Teaching and Learning Materials to Improve Student Learning (PLCB) utilizes modern teaching methods along with assistive technology to promote literacy among children who are blind or have low vision in three inclusive schools in Ghana. In doing so, Perkins will support the Ghanaian Ministry of Education (MoE) in leveling the playing field for these students both inside and outside the classroom. By introducing literacy kits comprised of tools and technology previously unavailable, and in training local education professionals to use and maintain this technology, PLCB offers an innovative approach to improving the reading skills of previously unreached and, therefore, vulnerable populations of children with disabilities.

Perkins will work with local implementing partners to directly impact the lives of children with disabilities and improve early grade reading through four key approaches: 1) Collaborating with and training educators to teach children who are blind or who have low vision in an inclusive classroom setting; 2) Engaging families and communities to reinforce hard-earned gains made in the classroom; 3) Distributing assistive technology literacy kits, including braille writers and low vision devices; and 4) Assuring programmatic longevity by establishing a locally sustainable braille repair system.

INNOVATION

Promoting Literacy for Visually Impaired Students

INNOVATOR

Perkins International

LOCATION APPLIED

Ghana: Brong-Ahafo, Central, and Volta regions

POTENTIAL IMPACT

300 children (direct), 3850 children (indirect)



INSPIRATION

“PLCB was inspired by the strong commitment expressed by the Ghanaian MoE to enhance national efforts to strengthen the quality of inclusive education for children with disabilities nationwide,” says project manager Marianne Riggio. “In providing a programmatic roadmap, Perkins will support the MoE to strengthen the awareness and capacity of local educators, while introducing assistive technology such as Perkins’ Smart Braille to promote independent learning and literacy for children who would not otherwise have access to these innovative learning tools.”

PLANETREAD (INDIA)



Putting Children's Reading Literacy on a Path to Lifelong Practice and Improvement uses Same Language Subtitling (SLS), the simple idea of subtitling audio-visual content in the same language as the audio, whether on TV programs, film songs, music-videos, folk songs, or movies. This reinforces reading skills learned in school because they can be practiced at home. SLS is well-researched and scientifically proven to enhance reading engagement.

Regular SLS exposure in primary grades has been found to more than double the rate of functional literacy achievement and halve the rate of complete illiteracy. SLS exposure was also found to raise the rate of newspaper reading among "literate" youth, from 34 percent to 70 percent.

INNOVATION

Putting Children's Reading Literacy on a Path to Lifelong Practice and Improvement

INNOVATOR

PlanetRead (India)

LOCATION APPLIED

India: Pondicherry, Mumbai (Maharashtra State), Ahmedabad/Gujarat State

POTENTIAL IMPACT

28 million children aged 6-14



INSPIRATION

In 1996, project manager Dr. Brij Kothari was watching a film with Spanish dialogue and English subtitles. "As a Spanish language learner, I wished the subtitles were also in Spanish so as to catch the words better. Then I said something casually: 'Maybe India would become literate if Bollywood film songs on TV were shown with the lyrics subtitled in the same language.'"

PRATHAM EDUCATION FOUNDATION



INNOVATION

Literacy Numeracy Achievement Through Periodic Learning Camps

INNOVATOR

Pratham Education Foundation

LOCATION APPLIED

India

POTENTIAL IMPACT

Approximately 18,000 children



Pratham Education - Teaching and Learning Materials has developed a pedagogical approach that combines Learning to Read and Reading to Learn by hosting intensive monthly “learning camps” at schools and in communities. This method of Combined Activities for Maximized Learning (CAMaL) combines doing, speaking, reading, and writing around each learning activity for better learning, comprehension, and retention.

Numerous Pratham projects have been evaluated by J-PAL (Abdul Latif Jameel Poverty Action Lab) over the last decade. The role of a volunteer in helping children learn has emerged as a key factor in the success of our work as seen in the randomized evaluations. Data also show that when government schools participate energetically to achieve reading goals and work systematically, huge improvements are made.

INSPIRATION

“The Learning Camp and the CAMaL approach to learning that we use now has also evolved in response to problems of the many teaching days lost, lack of focus on important skills of learning to be acquired, and agony on both the faces of the children who cannot read and their parents who want them to succeed in life. There is no better inspiration than a challenge that seems insurmountable.”
–Usha V. Rane

SAVE THE CHILDREN MALAWI



Tiwerenge Ndi Ana Athu (TiANA) seeks to accelerate children's reading acquisition by developing additional cost-effective, community-driven, extra-curricular reading activities using low-cost materials. Non-literate parents will be trained on simple activities they can do at home to improve their children's language and oral vocabulary skills. Research on reading acquisition and Save the Children's own experience shows strong evidence that the volume and variety of reading materials available to children at home and in school are essential to fully developing children's reading competencies.

TiANA is designed to respond to a recognized and priority need of the government of Malawi: the need for new ideas to improve children's reading. Additionally, Save the Children has been implementing Literacy Boost in Malawi since 2009. Using a quasi-experimental design to evaluate impact, the project has consistently demonstrated strong evidence of positive impact on children's reading skills.

INNOVATION

Tiwerenge Ndi Ana Athu (TiANA)

INNOVATOR

Save the Children Malawi

TRANSLATION

TiANA, as written and pronounced **TiwAna**, evokes a fond reference to "small children" in the local languages (Chichewa and Chinyanja)

INNOVATOR

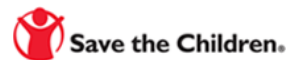
Save the Children Malawi

LOCATION APPLIED

Malawi: Zomba District

POTENTIAL IMPACT

9,000 children



INSPIRATION

According to TiANA project manager Lexon Ndalama, "The design for TiANA was inspired by the positive gains that learners were able to make in reading through our Literacy Boost innovation."

SAVE THE CHILDREN SRI LANKA



INNOVATION

Special Needs Action Pack (SNAP) for Struggling Readers

INNOVATOR

Save the Children Sri Lanka

LOCATION APPLIED

Sri Lanka: Western Province

POTENTIAL IMPACT

4,500 children



Save the Children
Sri Lanka Country Programme

SNAP – the Special Needs Action Pack for Struggling Readers Project – will improve children’s reading skills through a package of low-cost, easy-to-implement teaching and learning materials accompanied by training in their effective use. SNAP will include formative assessment tools and a series of related quick reference “cheat sheets” to assist teachers to address issues identified during the formative assessment, monitoring, and reporting forms to assist teachers in documenting and tracking student progress. SNAP is targeted at children struggling to read in primary schools in Sri Lanka.

SNAP is founded on Save the Children’s Literacy Boost program, a reading improvement approach that is being successfully tested in a dozen sites in ten countries around the world.

In Sri Lanka, the Ministry of Education has already recognized and taken steps to address the needs of ‘slow learners.’ SNAP will complement and deepen these efforts by providing a simple, low-cost, and easily replicable intervention for teachers and communities that builds on their relative strengths and abilities.

INSPIRATION

“Teachers lack appropriate tools and consistent approaches to support ‘slow learners,’ and while large amounts of teaching time are being dedicated to them, it is being done with few resources and limited support and engagement from parents,” explains Save the Children’s Julian Chellappah. “Our approach is therefore grounded in developing a formal approach to improving the skills of struggling readers in the context of a supportive school and community environment.”

SESAME WORKSHOP INITIATIVES INDIA



Learn to Read – Read to Learn integrates proven multi-sensory (visual, auditory, tactile, and kinaesthetic) approaches, engaging classroom content (story pond, word walls, and fluency workbooks), and ultra-low cost tablets to improve reading skills in Hindi and English. Teachers in participating schools will be trained through “Learn It Live” a training platform and pocket (PICO) projectors aimed at inculcating skills to promote fluency and comprehension and managing children with severe reading difficulties.

Most children have no access to age-appropriate content other than textbooks. Teachers do not have adequate capacities for delivering differentiated teaching methodologies and the current assessments do not measure essential reading skills. The most recent Annual Status of Education Report (ASER 2011) identified that by the time primary grade children reach Grade 4 and 5 they lag behind in reading skills.

INNOVATION

Learn to Read – Read to Learn

INNOVATOR

Sesame Workshop Initiatives India

LOCATION APPLIED

India: Bihar

POTENTIAL IMPACT

200 rural and urban schools, covering approximately 90,000 children and 1,800 teachers in Bihar

sesameworkshop.org

INSPIRATION

“Our innovation is inspired by our success with low-cost technological innovations using smart phones, a radio, and telephony combination called Radiophone and an Interactive Voice Response System (IVRS) system across a wide variety of outreach interventions that we have implemented since 2006,” says project manager Varna Sri Raman.

STEP BY STEP BENEVOLENT FOUNDATION



INNOVATION

Diagnostic Instruments for Better Informed Literacy Instruction in Primary Grades

INNOVATOR

Step by Step Benevolent Foundation

LOCATION APPLIED

Armenia: Yerevan

POTENTIAL IMPACT

415 children



Diagnostic Instruments for Better Informed Literacy Instruction (BILI) will develop and field test a set of informal literacy assessment instruments in the Armenian language for periodic use by primary school classroom teachers to better inform literacy instruction. It will also develop and field test tutoring procedures to support accelerated learning in students reading below grade level.

In the Armenian education system, literacy instruction is heavily influenced by the old Soviet system of schooling and curriculum. Literacy instruction means covering the curriculum through a textbook rather than making informed decisions about what individual students need to learn or how they need to practice to improve their literacy skills. Since there is no generalized easy-to-use instrument for literacy skills assessment, teachers cannot determine their students' instructional reading level and therefore can neither adjust teaching strategies nor select appropriate individualized reading materials.

INSPIRATION

Project manager Ruzanna Tsarukyan says BILI “was inspired by the results of a project in which groups of teachers affiliated with member organizations of the Reading and Writing for Critical Thinking International Consortium (RWCT IC), working under the close guidance of and with support from international consultants, developed informal literacy assessment instruments in their respective languages.”

URBAN PLANET MOBILE



MobiLiteracy Uganda: Testing and Proving the Efficacy of SMS with Audio in Developing Literacy-Rich Home Environments in Western Uganda will provide daily reading lessons in the local language via SMS and audio technology. One of the most important parts of a child's literacy development is the active involvement of a parent. Lessons will be sent through to the primary adult caregiver through mobile devices that they already own and use. Through this widely accessible technology, parents are gently reminded to engage in a literacy development activity with their child. This simple innovation holds the possibility of a tremendous impact on project participation and, therefore, enduring results. Additionally, because the lessons are available through both SMS and audio, even illiterate parents will be able to participate.

The simplicity of the program is part of its innovation and potential for great success. By designing and delivering literacy programs via the mobile phone, MobiLiteracy Uganda bypasses conventional issues of accessibility, high costs of education, and scalability of traditional learning programs.

INNOVATION

MobiLiteracy Uganda: Testing and Proving the Efficacy of SMS with Audio in Developing Literacy-Rich Home Environments

INNOVATOR

Urban Planet Mobile

LOCATION APPLIED

Uganda: Western Region

POTENTIAL IMPACT

180 children, 180 parents



INSPIRATION

“It is a fact that in many regions of Uganda, mobile phone accessibility surpasses that of safe drinking water and electricity,” says project manager M. Catherine OliverSmith, JD. “The mobile phone is, for many, their window to the world and the primary electronic device in the home. Mobile phones are an affordable technology that is widespread in Uganda already. Harnessing this powerful technology brings learning to parents and their children, and breaks down barriers of accessibility.”

WHIZ KIDS WORKSHOP



INNOVATION

Tsehai Loves Learning

INNOVATOR

Whiz Kids Workshop

LOCATION APPLIED

Ethiopia: Addis Ababa

POTENTIAL IMPACT

Approximately four million children



Tsehai Loves Learning’s innovative pedagogical approach and award winning television and radio series, Whiz Kids Workshop, works to improve reading skills and prepares millions of Ethiopian students for success in school by creating and distributing appropriate television, radio, and print materials for a pre-K to Grade 2 audience.

Students who begin school prepared to succeed and encounter a fun, learning environment upon entering school are more likely to learn, stay in school, and experience life-long benefits in terms of academic achievement and social well-being. For the majority of children without early childhood literacy resources, Tsehai is a bridge to early literacy that evens the playing field. In a context where adult literacy rates are less than 36 percent and teachers lack access to basic resource materials, Whiz Kids helps to foster a culture that celebrates learning and literacy for teachers, parents and children by distributing Tsehai on national broadcasts and complementary materials through the school system and teacher’s association.

INSPIRATION

“As I became aware of the horrifying rate at which children in my country are abandoning school, and poor reading performance among students who stayed in school,” explains Bruktawit Tigabu, “I knew I had to find a way to make reading simpler, more engaging, more rewarding, and more fun.”

WORLDREADER



Ghana Study 2012-2014 (iREAD 2) will deploy low-cost e-readers to 600 students in primary grades 1, 2, and 3 who attend public schools in deprived areas of Ghana. By providing access to a wide range of Ghanaian language and locally written English language books for emergent readers through e-readers, Worldreader will help students read more often, therefore building their reading skills.

Findings from Worldreader's iREAD 1 project show that Primary 4 students receiving e-reader interventions and after school reading support had increased standardized test scores, increased access to books, increased enthusiasm towards reading, increased resources for teachers, and increased technological skills.

INNOVATION

iREAD Ghana Study 2012-2014 (iREAD 2)

INNOVATOR

Worldreader

LOCATION APPLIED

Ghana: Accra

POTENTIAL IMPACT

600 children



INSPIRATION

"In May 2009, during a trip around the world with my family," says Worldreader CEO David Risher, "I saw a library whose door had been padlocked. Recalling a conversation about e-books, an idea took seed: widespread mobile phone technology availability, the falling costs of eReaders and the power of letting children choose books to read could transform lives throughout the world."

YMCA SENEGAL



Harnessing Youth Volunteers as Literacy Leaders (HYVALL) proposes to generate a passion and intrinsic motivation to read, not just inside the classroom, but in children’s daily lives outside of school hours. After-school tutoring sessions, Homework Clubs, Reading Clubs, and other relevant activities will all be used as avenues of individual service commitments for Youth Literacy Leaders. HYVALL will also engage teachers, school staff, and students with extracurricular reading activities and special events. HYVALL will draw on YMCA Senegal’s existing relationship with the Ministry of Education to ensure that project activities add real value to formal education.

INNOVATION

Harnessing Youth Volunteers as Literacy Leaders (HYVALL)

INNOVATOR

YMCA Senegal

LOCATION APPLIED

Senegal: Ziguinchor, Bignona, Kaolack, Rufisque, Pikine

POTENTIAL IMPACT

6000 children aged 6 to 13 years old



INSPIRATION

“The YMCA runs day-camps where children’s holistic development is stimulated,” says HYVALL project manager Alphonse Ndiaye. “While children’s school experience is mainly ‘chalk and talk’ at camp, they learn how learning can be fun. A key opportunity exists to introduce reading outside school in a way that generates excitement, motivation, and interest in learning.”

ALL CHILDREN READING GRAND CHALLENGE GRANT COMPETITION

CHALLENGE 2:

INNOVATIONS IN EDUCATION DATA TO IMPROVE STUDENT LEARNING

While there have been significant gains in improving access to primary education in the developing world, there is a growing need for reliable education data to measure whether or not adequate learning is occurring in the classroom and to ensure that children are leaving school with the right skills and capabilities.

The development of national and community reading assessments, like the Annual Status of Education Report (ASER) in India, have provided widespread awareness of student learning levels and stimulated efforts to improve reading. Education systems and supporters, including parents, communities, governments, and investors, must have timely education data to make the right decisions to improve learning.

Much remains to be done to prioritize and collect student and teacher performance data, disseminate the data to varied audiences, and support the use of key data for decision-making. Innovations focused on all levels—local, regional, and national—are needed. We believe that one day ALL CHILDREN will be READING. Education data will be a key part of making that vision a reality.

AMERICAN INSTITUTES FOR RESEARCH



INNOVATION

FRAME: Facilitating Reading Acquisition in Multilingual Environments

INNOVATOR

American Institutes for Research

LOCATION APPLIED

India: Karnataka and Andhra Pradesh

POTENTIAL IMPACT

600 children



Facilitating Reading Acquisition in Multilingual Environments (FRAME) applies data to uncover the relative importance of several literacy-related skills within and across languages in six different low-income educational contexts in India. It will identify the strongest predictors of bi-literacy development in various educational contexts. Discussions will be initiated with key education stakeholders to convert the evidence into reading programs that focus on relevant literacy skills, in relevant languages, and at the relevant times for these contexts.

The regional languages of several developing nations across South and Southeast Asia, and some parts of Africa, are written in so-called alpha-syllabic scripts—those that have consonants and vowels written as a single syllabic unit. Previous research demonstrates that learning to read these scripts requires different cognitive and linguistic skills than learning to read alphabetic scripts, making them different and more difficult to both teach and learn. Children in India, as in many other parts of the world, acquire literacy skills in at least two languages simultaneously. English skills are becoming increasingly important for upward social mobility and, therefore, bi-literacy development—simultaneous literacy development in two (or more) languages—is critical for educational and socioeconomic success.

INSPIRATION

“Despite the fact that children have access to extremely limited print-related teaching and learning materials, they have a wealth of language and cognitive resources, which need to be better understood and harnessed for successful reading development in these multilingual learning contexts,” says project manager Pooja Reddy. “This critical need spurred me to focus my attention on learning how children acquire literacy in these contexts, so we can begin tailoring programs targeted to the realities in which they live and learn in every day.”

EDUCATION DEVELOPMENT CENTER, INC.



INNOVATION

Improved Collection and Use of Student Reading Performance Data

INNOVATOR

Education Development Center, Inc.

LOCATION APPLIED

Philippines: Mindanao

POTENTIAL IMPACT

35,000 children



Improved Collection and Use of Student Reading Performance Data in the Philippines provides innovative and affordable technology that will enable teachers to submit on-the-spot student reading performance test data from their classrooms to a Department of Education-administered database via mobile phones through SMS technology. Given that the majority of Filipino teachers have access to a mobile phone, each teacher can be asked to submit his/her own student reading test data directly into the database from their classrooms using simple text messages.

Research shows that timely feedback—given as soon as possible after a student assessment occurs—can influence the learning process, and that results data from regularly administered assessments can provide teachers with reams of information about their instruction: what worked, what did not, and what to do next.

INSPIRATION

After confirming that 85.7 percent of teachers in the Philippines are active mobile phone users, EDC developed its plan. “In the Philippines,” explains William Potter, “the Department of Education still uses a paper and pencil data collection system that produces results 12-18 months after testing—too long for the data to be used effectively to inform instruction at the school or district level.”

HUMAN NETWORK INTERNATIONAL



INNOVATION

DataWinners (www.DataWinners.com):

A new data collection and communication platform for the Education Sector

INNOVATOR

Human Network International

POTENTIAL IMPACT

Seeks to target all children in six developing countries



DataWinners (www.DataWinners.com): A new data collection and communication platform for the education sector will build the capacity of 12 education sector partners to use the cloud-based communications service www.datawinners.com to collect essential education data and share information using the equipment our partners already have—a computer, the Internet, and mobile phones.

More and more actors in the education sector (teachers, parents, administrators, even school children themselves) possess mobile phones. This ever-increasing mobile phone penetration means these individuals can participate directly in the data collection, communication, and decision-making processes. More than 30 development partners in 15 countries already use DataWinners to collect data and share information.

INSPIRATION

“As Country Director of a large, nationwide public health NGO,” explains David G. McAfee, “I was forced to run an inefficient organization. I needed timely, accurate, and complete data for operational decision making and stake holder reporting, this platform lets me collect the essential data and share information.”

INITIATIVE AFRICA



INNOVATION

An Action Research Approach to Improving Student Reading Using an Early Grade Reading Assessment (EGRA) Results: Using Student Test Data to Improve Classroom Instruction

INNOVATOR

Initiative Africa

LOCATION APPLIED

Ethiopia: Addis Ababa

POTENTIAL IMPACT

1,312 students



An Action Research Approach to Improving Student Reading Using an Early Grade Reading Assessment (EGRA) Results: Using Student Test Data to Improve Classroom Instruction (USTD's) project on classroom teaching will help teachers examine their own work: how it is structured, how they carry it out on a daily basis, why something works or does not work for learners, and how, in large and small ways, the work can be done differently or better.

Top-down, national and school board initiatives, including training courses, have been shown to have minimal impact on teachers' professional practices. It is important, therefore, to encourage alternatives to top-down change initiatives and training-based professional development activities. While there has been considerable debate about the value of international testing, USTD will utilize existing data as an entry-point for teachers to use to improve student learning. This project will provide the training and support that teachers require to analyze and apply information gleaned from EGRA test results.

INSPIRATION

"My inspiration for the innovation," Dr. Girma Mitiku explains, "came about after reading the outcomes of RTI International Early Reading Assessment for Ethiopia (2010). Findings from this assessment indicate that children are not learning to read well before completing primary school. With our next workforce set to be facing global competition soon, improving educational outcomes for all children, particularly children from rural and low-income communities, is critical to Ethiopia's future economic vitality."

PRAGYA



Dynamic (and Decentralized) Education Information System for Planning and Improvement (DEISPI) will disseminate a system for perpetual stakeholder-based (communities, students, teachers, and social actors) monitoring and generation of education data, on three dimensions (student reading levels, instructional quality, and school operation). The data will guide area-specific planning, as well as school/teacher/student-specific improvement actions, via peer-group ‘education dialogues’ for collaborative educational problem-solving. The innovation aims to use cost-effective and simple data collection tools and techniques with feedback loops, with participation of children, teachers, communities, and managers of education, to ensure area-specific solutions to barriers to children’s learning and targeted improvements.

INNOVATION

Dynamic (and Decentralized) Education Information System for Planning & Improvement (DEISPI), a Solution for Marginalized Schools

INNOVATOR

Pragya

LOCATION APPLIED

India

POTENTIAL IMPACT

**13,200 children and 990 teachers (direct),
546,000 children and 10,700 teachers across
11 districts (indirect)**



INSPIRATION

“Pragya has been working in the historically neglected Himalayan region, where children are forced to look to a bleak future without education due to inadequacies of the State education management systems. This propelled us to work on the issue,” says project manager Gargi Banerji. “Given the unique contextual factors and in the absence of suitable models, we have drawn on our work in the domain of Conservation: A Biodiversity Monitoring System devised by us has helped generate grassroots stewardship and reduced ecological damage; the BMS is proven to be an effective tool for evidence-based advocacy and delivered improvements in welfare services.”

WORLD EDUCATION, INC.



Total Reading Approach for Children (TRAC) will work with the Primary Education Department to develop short-term reading benchmarks aligned with Early Grade Reading Assessment methodologies and based on newly developed readers. It will take advantage of Cambodia’s Ministry of Education, Youth, and Sport (MoEYS)’s new phonics-based approach to reading instruction. Rather than developing new materials and training teachers in the new MoEYS curriculum, TRAC will address a critical gap in early grade literacy projects to date: the absence of clear assessment benchmarks.

INNOVATION

Total Reading Approach for Children (TRAC)

INNOVATOR

World Education, Inc.

LOCATION APPLIED

Cambodia: Kampong Cham Province

POTENTIAL IMPACT

Up to 2000 children



INSPIRATION

“The current educational situation in Cambodia creates a compelling context for promoting Early Grade Reading: reading achievement scores on a national test administered in Khmer Language in 2010 revealed that 54 percent of tested children were not able to demonstrate the expected reading skills at Grade I. These results prompted the government to shift from a whole-language approach to reading instruction and return to a more phonics-based approach,” explains project manager UI Run.



The American people, through the U.S. Agency for International Development, have provided economic and humanitarian assistance worldwide for nearly 50 years. For more information about USAID please visit www.usaid.gov.



World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice.

World Vision provides hope and assistance to people in nearly 100 countries. In communities around the world, we join with local people to find lasting ways to improve the lives of children and families in need.



The Australian Agency for International Development (AustralianAID) is the Australian government agency responsible for managing Australia's overseas aid program. The fundamental purpose of Australian aid is to help people overcome poverty. This also serves Australia's national interests by promoting stability and prosperity both in our region and beyond. We focus our effort in areas where Australia can make a difference and where our resources can most effectively and efficiently be deployed. For more information about AusAID please visit <http://ausaid.gov.au/>.

