

Early Reading: Igniting Education for All

A report by the Early Grade Learning Community of Practice

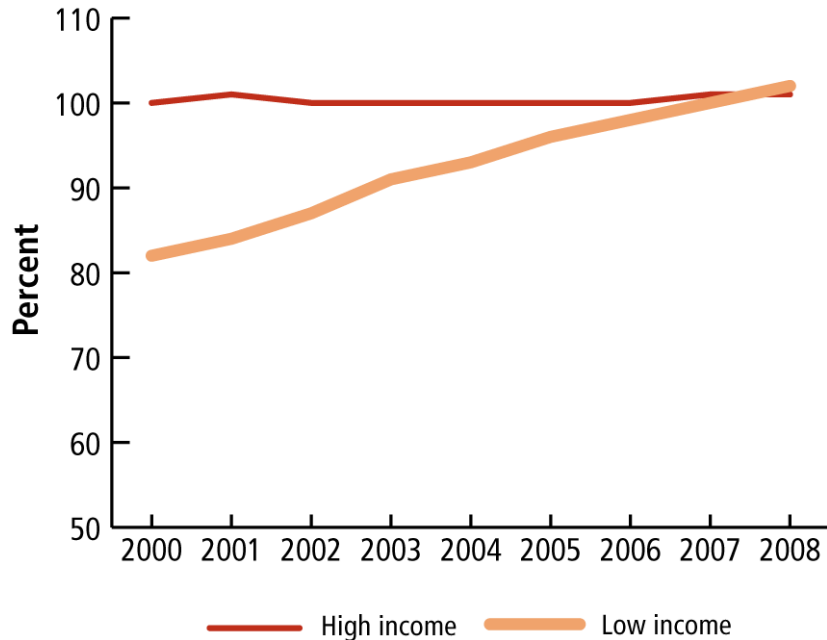
Amber Gove

September 8, 2010

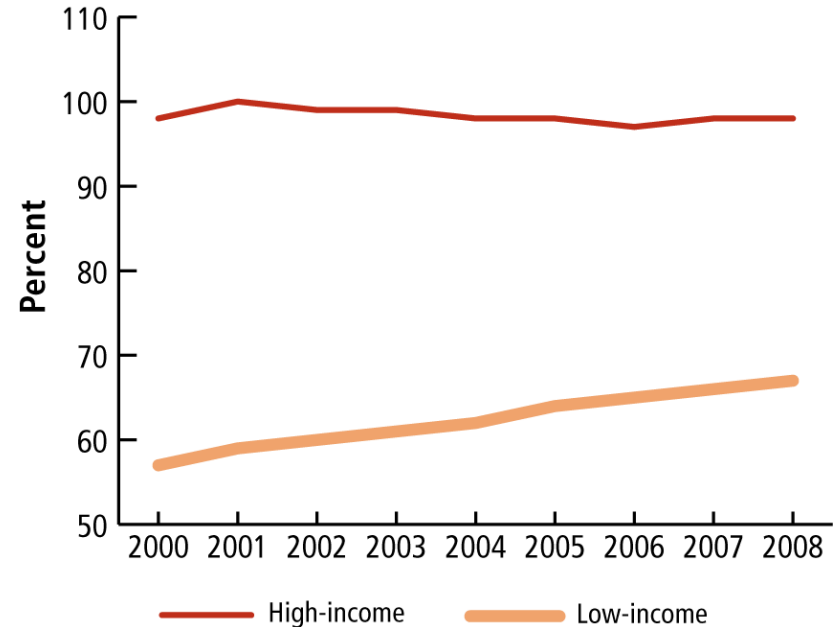
International Literacy Day

Access is not enough.

Gross Primary School Enrollment in High-income and Low-income Countries, 2000–2008

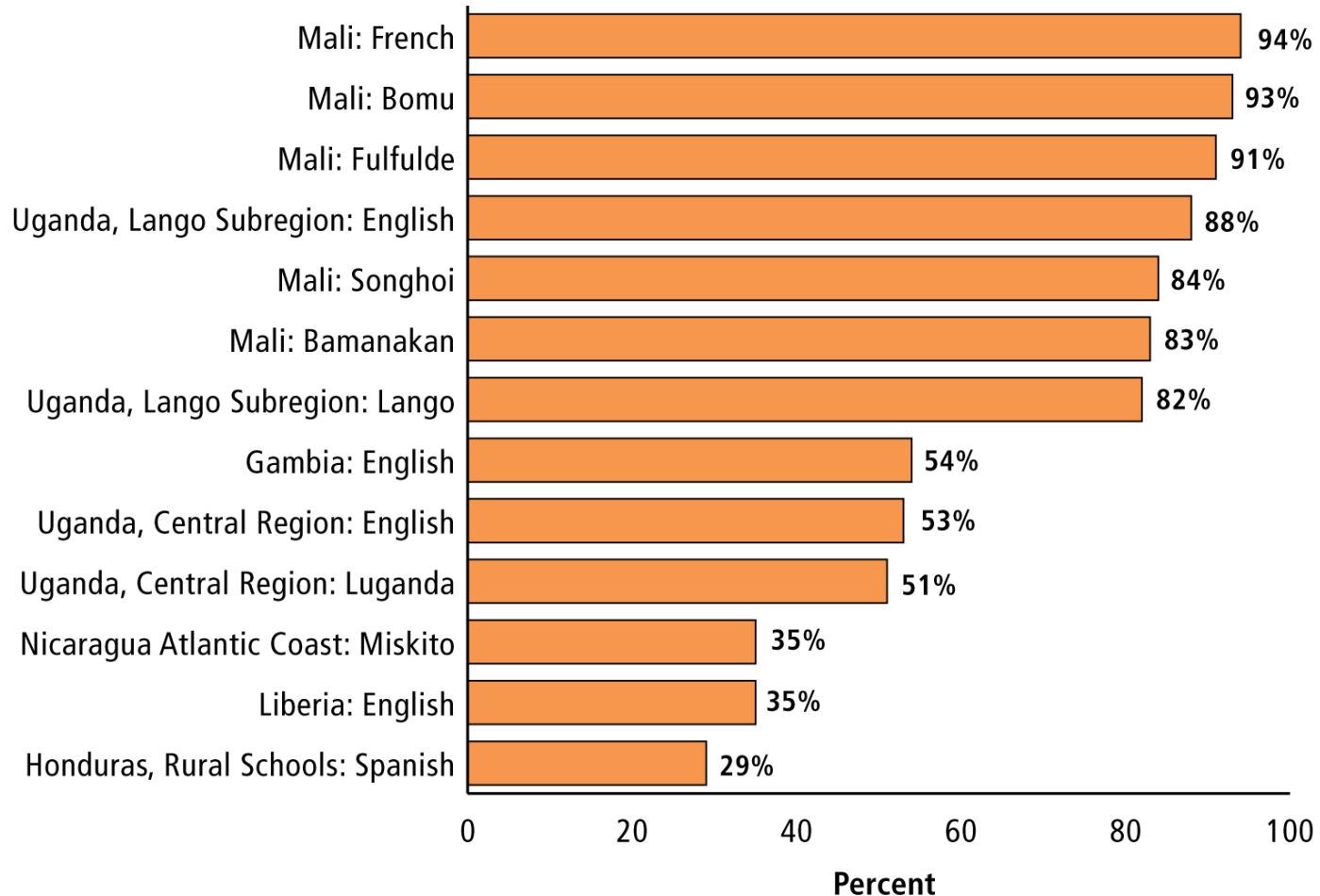


Primary School Completion in High-income and Low-income Countries, 2000–2008



Children are not learning to read.

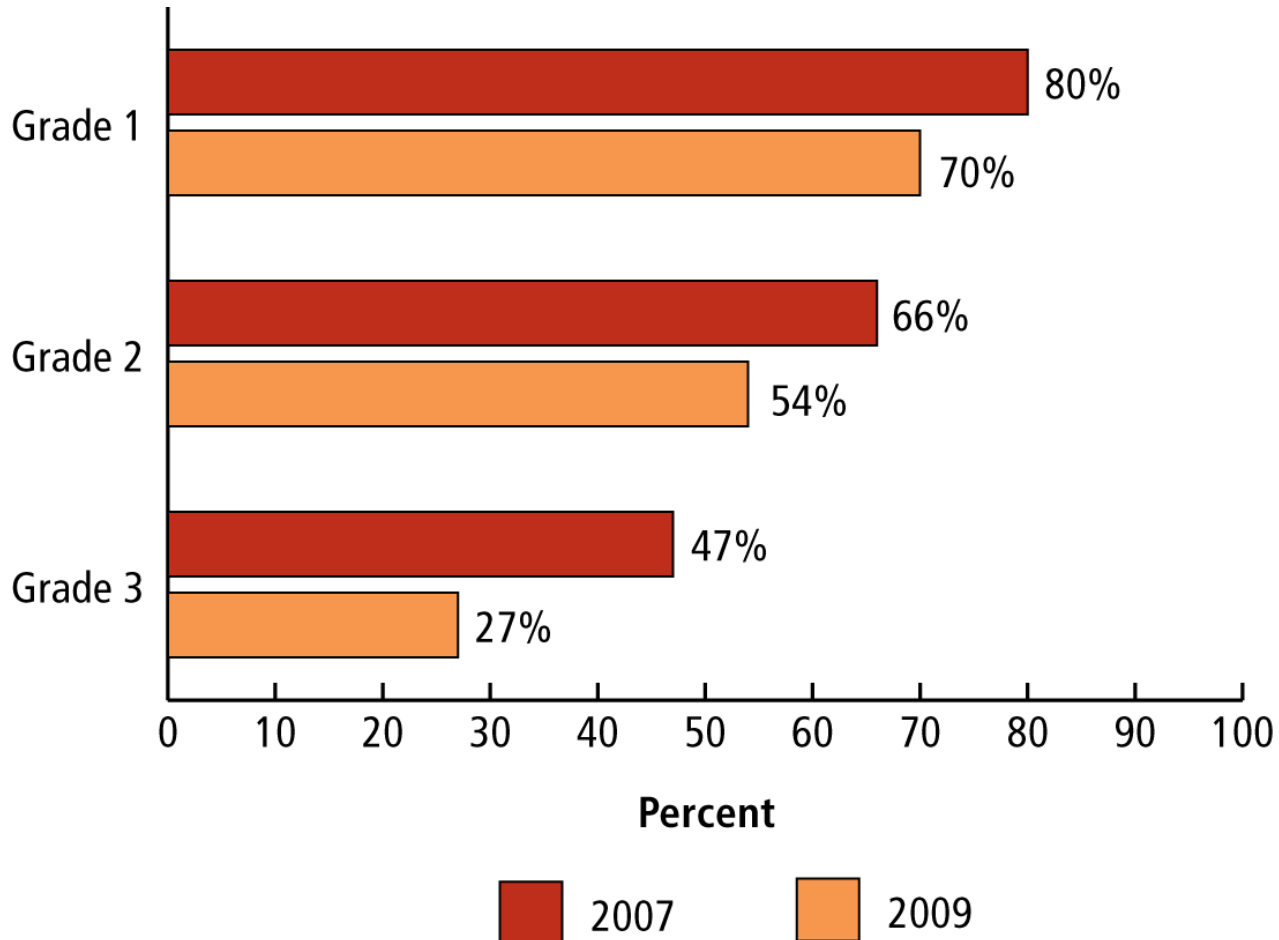
Percentage of Students Who Could not Read a Single Word, 2008-2009



Source: End of Grade 2 Early Reading Assessments. Complete reports available at www.eddataglobal.org

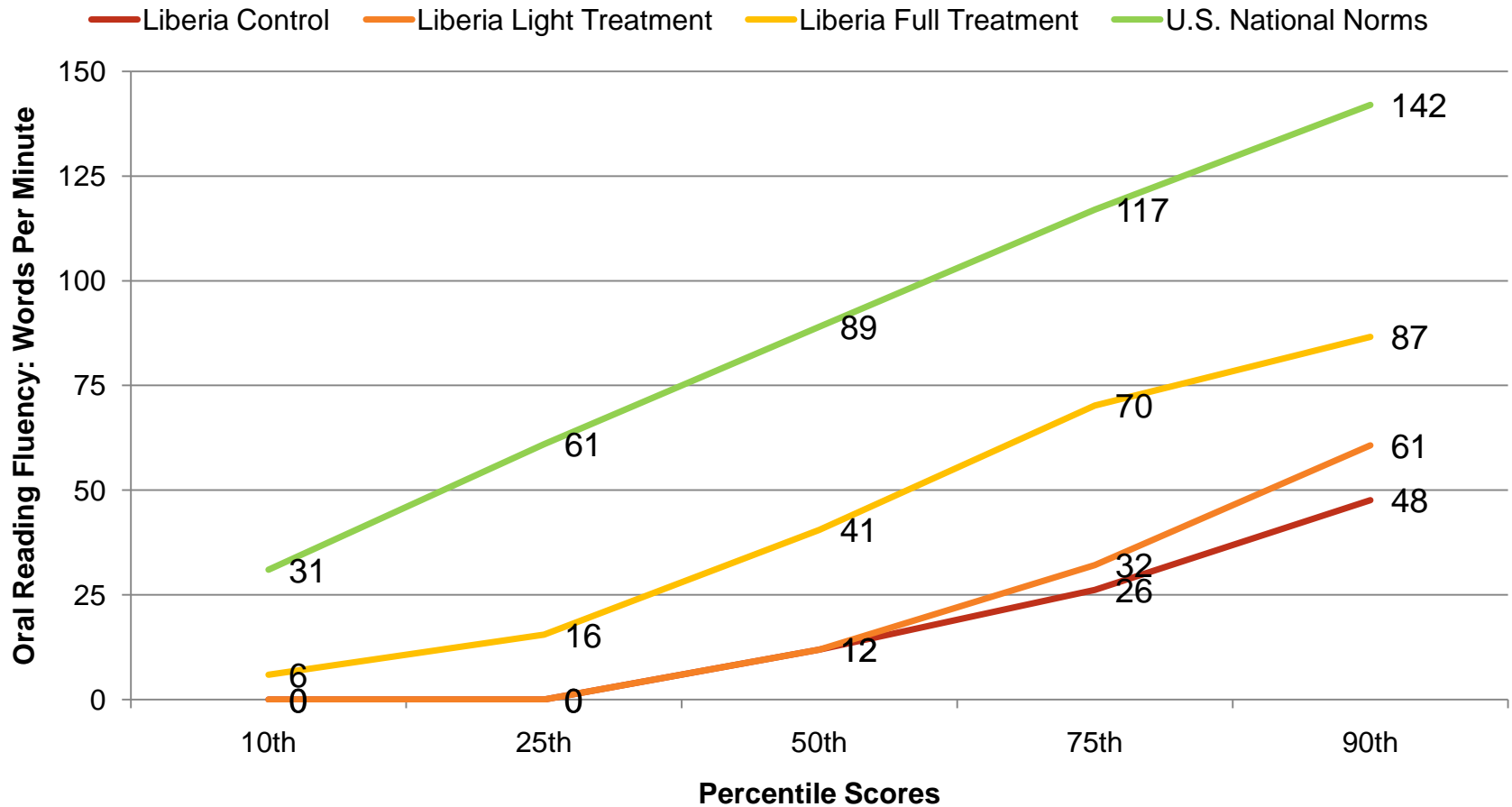
The Gambia: From Assessment to Improvement

Percentage of Students Who Could not Read a Single Word, 2007 and 2009



Source: Sprenger-Charolles, 2008; Ministry of Basic and Secondary Education, 2009.

Liberia: Using Assessment to Improve Instruction



Source: End of Grade 2 Results. Hasbrouck and Tindal, (2006); Piper (forthcoming).

1. Test, communicate and mobilize.



Elimu ya Mtoto: Jukumu la Mzazi

Je, mwanao hupewa kazi shuleni ya kufanya nyumbani? Ndiye La

Je, mwanee hampa mado wa kusoma alimo nyumbani? Ndiye La

Je, mwanee hutaa vifao vya lag-funaisi? Ndiye La

Je, mwanee huchukua mada kuangalia kazi hiyo? Ndiye La

Je, mwanee kutangazwa anaficha kuhusu walimu ni mwanao? Ndiye La

Je, mwanee niambelau shuleni arakosoma mwanao? Ndiye La

Timiza jukumu lako: Sote tuna uwezo

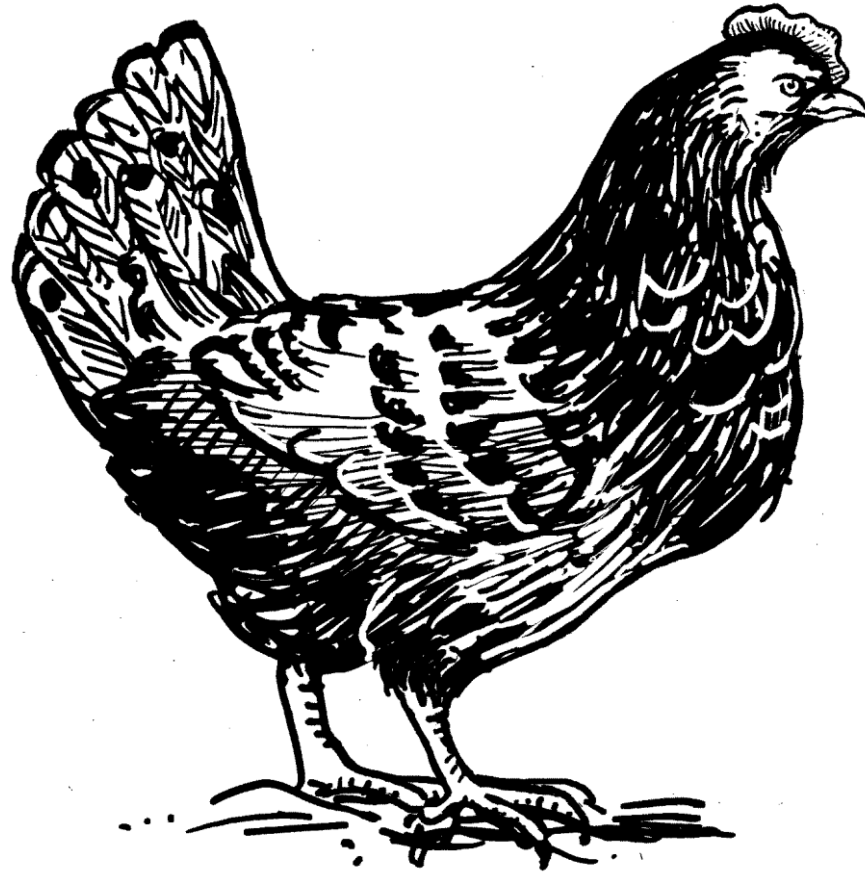
www.erasmusmuhammad.com



2. Teach teachers how to teach reading.



3. Teach children in their mother tongue.



4. Put books in the hands of children.



5. Maximize instructional time.



Recommendations

1. Test, communicate and mobilize
2. Teach teachers how to teach reading.
3. Tongue: teach children in their mother tongue.
4. Texts: put books in the hands of children.
5. Time: maximize instructional time.