Early Reading: Igniting Education for All

A report by the Early Grade Learning Community of Practice

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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

- Mali: French - 94%
- Mali: Bomu - 93%
- Mali: Fulfulde - 91%
- Uganda, Lango Subregion: English - 88%
- Mali: Songhoi - 84%
- Mali: Bamanankan - 83%
- Uganda, Lango Subregion: Lango - 82%
- Gambia: English - 54%
- Uganda, Central Region: English - 53%
- Uganda, Central Region: Luganda - 51%
- Nicaragua Atlantic Coast: Miskito - 35%
- Liberia: English - 35%
- Honduras, Rural Schools: Spanish - 29%

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

- **Grade 1:**
  - 2007: 80%
  - 2009: 70%

- **Grade 2:**
  - 2007: 66%
  - 2009: 54%

- **Grade 3:**
  - 2007: 47%
  - 2009: 27%

Liberia: Using Assessment to Improve Instruction

Source: End of Grade 2 Results. Hasbrouck and Tindal, (2006); Piper (forthcoming).
1. Test, communicate and mobilize.
2. Teach teachers how to teach reading.
3. Teach children in their mother tongue.

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.