

THE BROOKINGS INSTITUTION
UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

ALL CHILDREN READING:
AN INTERNATIONAL LITERACY DAY EVENT

Washington, D.C.
Thursday, September 8, 2011

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SESSION 4: PRACTITIONERS TAKING ACTION

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CLOSING REMARKS

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PROCEEDINGS

MS. LINAN-THOMPSON: -- very what Mr. Hussein found in his experience in the classroom. I'm going to show you a couple of slides about the results.

And so, here we have -- these are second grade classrooms and the line or (inaudible) I want you to pay attention to is the red one. These were not overlapping cohorts, and so where you have the green line is the 2009 students, the kind of purplish-blue line is the control classroom, and then the red line are the children that received the early grade reading program.

And so, you can see here across all of the measures that the comparison students were doing about the same as they were doing in 2009. But if you don't change instruction, if you keep doing the same thing over and over, you get the same result. But if you change even something as small as focusing on an area that you found was missing and provided for a short period of time that you would every day provide training and do it consistently, you've got pretty dramatic results.

So, as you can see, the mean -- these are means on each test -- increased dramatically for the kids in the intervention.

So, the other thing that happened -- again, we're paying to the red line -- these are the children that got zero scores, so they could only read one single word or a single letter, one we did a time before. Again, you can see the number of children that were now were able to read increased dramatically in the schools. They got the intervention. Again, if you don't change what you do, you get basically the same results.

And then finally, because we were interested in seeing not only were they able to read one or more words, but are they meeting benchmarks. This last slide shows you the proportion of students who made benchmarks on each of these assessments. And so, (inaudible) is it more with something they were doing fairly well, they were still doing it well.

But then, if go all the way to the passage reading, you can see, again, that the children in intervention, they were reading at least 45 words per minute, increase to, oh, I think it's about 19 percent. And so, the children -- so there are two things going on. We're decreasing the number of children that can do nothing, but also increasing the number of children that are reading well enough to reach benchmarks. And so, we're basically moving the whole mean up across all the measures.

And here's another great video, which I hope you continue to -- can you see if you can try to get this one up? It works on my -- no. Okay.

So, what this shows is that children -- it's an interview, and it shows the children -- the interviewer actually tells what Mr. Hussein is different in your class this year. And so, they start talking about all the activities. They start talking about, well, we used the turtle, and we broke words apart, we put them together. We used these letter parts. We put them together and we made words, and then we read them. And so, if you ever get a chance to see it, it's really very cute.

But the exciting thing about that and why I chose to show that, or would've showed you if I could, rather than the classroom is because actually the children, as you hear them talking about their learning, what you really see is the cognitive engagement, level of linguistic awareness, and maybe cognitive awareness about what they have learned. So, it's not just doing the tactics in the classroom, but they can actually talk about, these are the things we are learning. They're becoming aware of their own learning.

And so, to start wrapping it up, this quote I really like by Holmes, which is, "A mind once stretched by a new idea never regains its original dimensions." And I think it's really appropriate for this project because both in the teachers and in the children what we saw is that they had gotten to a new place. The teachers had a new way to think about their teaching, about what to teach. The children had learned new ways to think about their own learning and to engage in learning. And so, moving forward, neither the teachers nor the students will ever be as they were before the project.

And then finally, just to wrap it up, this project succeeded in doing two things: first and foremost, improving student outcomes, which was one of the goals, but also improving students' motivation. I guarantee if you've seen that little ditty, you would've seen how excited they got about talking about what they had learned. And the teachers improved their practice, but also, more importantly, they increased and improved their feelings of self-efficacy. Teachers like to know that they can do a good job, and when they feel they can do that, then they feel more confident about their job.

Thank you.

(Applause)

MR. WATKINS: Sylvia, thanks very much. That was great. For me, one of the things that comes across looking at those graphs, because what you were describing, it seems at least to the uninitiated

like me, to be very scalable. I guess it's the sort of thing that could be integrated into the international system. And if it were, and if you could take those results across Egypt, you wonder what it would do to Egypt's ranking on the (inaudible) survey or the (inaudible) survey.

So, as our Scottish brothers said, I'll go to our last speech, Audrey-Marie.

MS. MOORE: Great, thank you. My name is Audrey Moore. I'm with the Education Quality Program at FHI-360. And I want to just talk a little bit about EQUIP 2 as a U.S. -- for those of you who aren't familiar with this program, it's a USA funded program that has both a research arm and an arm for implementing projects. As part of this research arm, we've done extensive amounts of research in different areas of education, and one of those areas is an opportunity to learn. And the way that we've defined opportunity to learn are looking at some of the foundational things that have to be present for a child to learn. So, you have to have a teacher, you have to have time in the classroom, the students have to be present, the school has to be open. And what we've done is to take a look at that against whether children are learning to read.

And so, since 2008, we've worked with some of our partner organizations, including Save the Children, CARE, and the Aga Khan Foundation to do five case studies in five different countries to look at the tiniest of the school and classroom and how that correlates to -- our proxy for learning was EGRA. So, the early grade reading at the third grade level.

And we worked with co-investigators Joe DeStefano from RTI, Amy Jo from Save, and Sheila Manji from the Aga Khan Foundation, as well as Elizabeth Adelman from FHI 360.

And before I show and talk about some of the results, I do want to qualify and recognize that the work that we've done on the use of time and learning is one aspect of quality, and we recognize that, that there are a lot of areas of quality that we want to impact. But what we're really interested in is, we hear about all of the great interventions that everyone is doing, but in order to be able to really use and do those interventions effectively, you have to have time in classroom to be able to do that. So, our study has really focused on that.

I also, when I show the results you'll see that they're listed by country. And I do want to point out that these are not representative of samples of the country, but rather we worked with between 40 and 60 schools that were supported by our partner organizations in specific regions. So, it's really looking at specific

regions of that country.

So, I won't talk about every single country, but I'll go through one. What this graph represents is the loss of time that we've been able to document in these studies. So, if you look at Guatemala, for example, there's 180 official days in their school year. When you begin to deduct for things such as how often the school was open, whether teachers were present, whether the students were present, how much time was lost during the day as a result of the school opening late, closing early, recess being extended from 15 minutes to 30, 40, 50 minutes, and then inside the classroom, often past time, in Guatemala, you begin to move from 180 days to 56 days of effective instructional time.

So, even though the students may go to school for a certain number of those days, in terms of effective instruction, that's more than 50 percent of their time that's being lost or wasted during the year that could be used for effectively to be teaching children.

And you can see that in Honduras, there's 69 festive days. In Nepal, we had approximately 87, in Ethiopia 69, and in the (inaudible) region of Mozambique, there was only 30 days of effective instruction once we accounted for all that time lost.

So, we then looked at what that meant against the reading fluency. And we did use all of the instruments that have been adapted or created under the EFRA Education Data 2 Project. So, this just represents the fluency results again by country. So, you can see in countries, such as Honduras, and Guatemala as well, although -- yeah, Guatemala, the students on average were reading much better. They were much more often up in the 60 to 80 words per minute range compared to countries such as Ethiopia and Mozambique, who were reading between zero and 10 words a minute. And, in fact, in Mozambique, with the 60 schools that we worked with, on average, 80 percent of the students couldn't read a single word in grade three.

So, the data that we collected, in the interest of time, I didn't include the slides, the observation data that we collected to really look at time on task, also collected a lot of information about the kinds of pedagogical activities and the kinds of things that were happening in the classroom. So, many of the countries we documented, how often the official language of instruction versus mother tongue instruction was being used. We looked how often reading was actually being done, any kind of reading, whether it was reading instruction, reading out loud, reading in silence.

And what we found is that in these sample schools, between five and 10 percent of whatever time on task they had was used to do any kind of reading.

So, you begin to see that not only are you losing time generally in the school, but then within that classroom time, there's not a lot of effective instruction happening that's focusing on reading and helping kids read.

We also found in countries -- this was particularly true in Mozambique when we redid the oral vocabulary. Many of the students couldn't -- didn't know the vocabulary in Portuguese. They couldn't understand the Portuguese even in grade three. So, what that raises for us as practitioners and folks that work in the field is this kind of information allows us to really begin to look at interventions that are more catered to the environment that we're working with.

So, for example, in Mozambique, you might focus more on really the foundational areas of early learning -- oral vocabulary, concepts about print. In Honduras, almost all of the students we tested scored really high on their concepts about print. So, the issue then becomes improving their reading fluency. So, it allows you to look at a diversity of interventions that will help improve their literacy.

Very quickly, we also did some modeling, and what we did is to consolidate some of the data. And so, this is the model. It's not representative of any particular country. But what we found is if you looked at the numbers at the top, so dates the schools were closed, 12 days, teacher attendance at 86 percent, and so on, you find that 34 percent of students will read at 40 words a minute when you have 49 effective days of instruction.

When we do just add a couple of days extra that the school is open, increase for teacher attendance rates, 92 percent, hold their attendance rates steady, decreased their time lost during the day to 15 minutes, and then focus kids on tasks slightly more times.

The number of students that can read above 40 words a minute jumps up to 54 percent. And, you know, this is a model, but that's without doing any kind of real intervention that could then increase the reading fluency that much more.

So, we begin to see that the general environment within the school also impacts, and we really should be thinking how to incorporate that as we're focusing as well on interventions that help kids reads more fluently. Thank you.

(Applause)

MR. WATKINS: Thank you, Audrey, for that. Actually I think Audrey has the distinction of being the first speaker in the day, and so we will correct me if I'm wrong, to finish one minute before the end of her --

(Laughter)

MR. WATKINS: I think also really a fascinating presentation. So, a huge thanks.

So, there's an awful lot of, I think, very rich material, that's being presented. And (inaudible - - 14:55) about some of the general propositions that are being raised or about specific subjects that are being outlined.

So, the floor is open. I think we'll take maybe three -- can we have two batches of three questions if we have time? Yeah, thank you.

SPEAKER: We can go across the whole board or does a single person answers the question?

MS. CARGILL: Imabeth Cargill. This question is for John.

Did you find out why listening comprehension consistently was weak throughout all the grades when you did the project -- when you did your project? And then, when you compared the schools, it would also still be. Did you stop to think about listening comprehension? Did you have an answer as to why there was a consistent weakness throughout all the tests in all the grades?

MR. WATKINS: One second for your question, and then you will time to reply.

MR. STANSBURY: First of all, thank you to all the presenters. Aldo Stansbury from Save the Children.

As I'm sitting here throughout the day, I'm finding myself moving and getting a little bit more uncomfortable. As we're focusing on reading, the vast majority of our presentations today have been focused as the teacher is the primary focal point for changing reading in children. Almost 95 percent of it has only been focusing on teaching.

Now, realizing teachers do have a critical role, but even the best teacher will have some problems with poverty, HIV, a whole host of other -- you know, intergenerational illiteracy. There's a lot of other issues that are coming into play. So, even the best teacher is going to have some challenges

regardless of the amount of improvement.

So, it's just a feeling that I throw back to the panel. Have we begun to focus all of our eggs into one basket, focusing on teachers, or what role do we see going beyond those three hours that frequently children are in a classroom for three, maybe 3.5 hours in a 24-hour cycle, you know. They live in a community, they live with families. It's a growing discomfort I have. Thank you.

MR. WATKINS: Thank you. One more question.

MR. COLLINS: Hi. Victor Collins with USAID. Actually I was interested, Amy Jo, in your last finding. But in particular, and the issue -- looking at the issue of scalability, which is I think related to, and building on a previous question, I think the 4 Ts and across all the different interventions we've seen in a number of countries in recent years, there's a very clear commonality in terms of structured lesson plans, emphasis on phonics, component aspects of assessments that you can then build on and track, et cetera.

But it's very interesting the data that you had on the influence of reading out of the classroom. And I'm wondering if you could particularly speak to that, because I remember there's some research from the (inaudible) Foundation that's also getting into this increasingly.

And maybe extrapolate what you're seeing as that -- could you extrapolate as far as the generalizability of your findings, but in particular given that the interventions would say maybe you need to say it's locality of assistance versus other types of interventions.

MR. WATKINS: Okay. So, I think we've got two speaker specific questions and one more general question on the role of teachers in the classroom (inaudible). So, if we could make the division of labor along those lines? So, if John and Amy could respond with their specifics. John?

MR. COMINGS: We just found this out, so we don't know why it's true. However, but we will try to find out if we can.

But the important part of how this relates to the presentation I gave is that the approach to improving practice in these schools involved the whole school leadership and teachers in making their own plans as to how to take what they've learned and put it into practice, and then to monitor their own implementation.

We can now go back -- and they did that based on similar kinds of data from the pre-test -- to inform their intervention.

So, we can now go back with them and say, this is what we found out. First of all, you're doing a good job. This is working. These kids are learning. They're learning each year. However, something's wrong with listening comprehension. And then, we can provide specific technical assistance on how you might improve listening comprehension so that the staff and teachers can talk about how they're going to implement that. They can implement it and they can monitor it.

So, I don't know why this particular thing happened across all three grades, and we don't know what effect it has. But there's always a possibility that if one component is really limited, that it's limiting the growth in the other components, and this may be true in this case. So, it's exactly where they ought to put their attention.

MR. WATKINS: Thank you, John.

MR. COMINGS: You gave me an extra couple of minutes, so I want to thank you for asking the question.

(Laughter)

MS. DOWD: And so, I have to thank Patrick for asking me the question about the scaling.

I think absolutely the scale and scalability, the different pilots that we have going on is crucial right now for us. In each of the nine countries where we've put on these pilots, we've started with 10 to 20 schools in a sort of proof of concept of phase, and are looking at how do we get bigger, really depending on what partnerships and what funding opportunities are available.

So, they range between additional sponsorship sites with another 15 or 20 schools up to Pakistan, 400 schools now. Boom.

Scalability with our model is built into the teacher training, the content. So, it's a question of figuring out the implementation modalities, as well as the assessment. That doesn't have to be redone or done differently; it's a question of how you're going to implement it larger.

The biggest challenge for us, I think as you point out, is this community action side and scale. But given what we're seeing about equity, we think it's really key to keep working on it and working on it together in partnership with you, with local NGOs, and our national NGOs, local publishers, library systems, daily journals, starting to explore all kinds of networks that look at getting book banks into communities, to fill them, keep them current, and keep them relevant.

Beyond that, I don't have another answer, but I think it's crucial, given that we're seeing when you get reading and reading materials into the lives of the poorest, into the lives of the girls, and into the lives of those that have a low literacy environment in their own homes, it's obvious we're having a big impact on equity.

So, if you're going to improve phonics and yet the only children who are going to benefit are the ones that already have that benefit in the home, coming out of their ECE environment, you're still sort of stuck. So, I think crucial to look at, scale and equity together in this way. Thank you.

MR. WATKINS: And if I could ask Sylvia and Audrey to address the question that Pablo raised which is I think we have other questions as well and at the heart of it, I guess, it is a concern. We're overstating what the significance of what goes on in the classroom and understating what comes before and what goes on beyond the classroom.

MS. LINAN-THOMPSON: It's a very good point. And just to add this project, I did focus only on the teacher, and only in urban schools, but it did have summer camp components and other community components that went on alongside of it. It had a lot of impact.

I think for some of the reasons that Amy just stated, any time that children have more opportunities to practice, more access to interactive print outside of the classroom, the better able they'll become.

One of the results of these having these community camps, for example, where some of the mothers were coming with their daughters, and were benefitting and becoming literate themselves. And so, any time you start to raise the literacy level within the school and then expand it to the broader community, you are impacting the whole community.

So, I think it's definitely something that should continue to be explored and finding ways to make that acceptable whether it's through these summer camp programs or just having more print available in the community, it's worthwhile on this as well.

MS. MOORE: In our case, the organizations that we've been working in partnership with tended to be really interested in the community aspects, primarily because it does often take a community to help or contribute to improving the school kind of focus on how they use time -- making sure the teachers, that these are roles that PTAs or SMCs can play.

We also collected data from the students about how often they read material about private school, how often they read at home. This was particularly relevant in Mozambique, where Aga Khan was very interested in their community component and working with parents to be reading with their kids outside or for the kids to be reading with the parents outside of school.

So, the focus was less on the teacher and the research work that we were doing and much more about the sort of comprehensive environment that does create a literate environment.

And in Guatemala, we worked in three regions: Nebaj, Quiche, and Quetzaltenango, and found that in the regions where we actually data on their access to print materials, any kind of print materials, and the students in Keecha tended to have more access and were reading much better than in the other regions. So, there is a connection.

MR. WATKINS: Thank you. Do we have time for another round of questions? Excellent. So, we'll take another three questions.

SPEAKER: I'd like to make a comment. I think it would be a wonderful contribution if, and I'm sure maybe there has been research that's focused on community action in terms of improving reading, the role of libraries, the role of camps, et cetera. I know that in the U.S., often when you ask for evaluation of summer reading programs for libraries, the argument being given is that it's very hard to isolate it in terms of the variables. So, it would be great if research could be focused on this because it addresses the time issue.

MR. WATKINS: Thank you.

SPEAKER: (Inaudible). My name is (inaudible). I think one way to think about education is a three-way (inaudible): The government who are the providers of the facilities and the employers or the teachers, the teachers themselves, and the parents. I want to just (inaudible). How many of us do spare time for 30 minutes or even 10 minutes at our worst? What did you do in this school? Let me see the English, the mathematics, writing, drawing, religion. How many of us? Zero. But we can buy the Nintendo T.V. games and (inaudible) or go to shopping malls and bring it to them.

The teachers are not encouraged because of poor administrative service and ineffectiveness in teaching and dedication to teaching. And in addition to that, the qualified ones will say, okay, let me proceed to universities and further my education (inaudible) just like me. Now, I'm a journalist with 32 years' experience. And there's on the other side only the qualified teachers are employed as

teachers because there is a (inaudible). No jobs are available for them except teaching, and, therefore, without a good method of teaching, nobody, even a university professor would do what's expected of them. He will not (inaudible) -- teachers will not be able to impart knowledge of two times one, two, and one plus one gives you two, two minus this gives you zero. You will not be able to tell the child (inaudible) experienced teacher that will after giving a lecture and then giving an assignment will go from one table to the other to see (inaudible) who are not ready. She will be able to assist them and say, how you do this, put your one hand here, another hand here. This plus this will let us (inaudible) you and I. One, two. The one plus one gives you two, one minus one gives you zero (inaudible). Only a trained teacher can do that. So what developed nation only employs teachers (inaudible) secondary school neighbors and (inaudible)?

MR. WATKINS: Thank you. I think you're a very good teacher.

(Laughter)

MR. WATKINS: Another question.

SPEAKER: I'm very appalled by those results, they're so -- in a way they're quite bad. And to me, they're like governance issues. So, were those results confronted to a (inaudible), and what was their reaction?

MR. WATKINS: Why don't we start with (inaudible) and then go this way?

SPEAKER: Yes. In all of the countries, we did presentations that of the results to the partner -- with collaboration with our partners, as well as inviting government officials, donors, multilateral and bilateral in the countries, and their availability. And it's really our partner organizations that are doing programs. Amy Jo, who is working in Nepal and Ethiopia. I think some of the data that we collected there originally with her is part of the baseline work that they're now doing. I know that Aga Khan Foundation has been very active in disseminating the results and working with their government partners.

So, it's a beginning. We've just now completed Mozambique just a couple of months ago, so it's still very early in the stages of disseminating the results and trying to move forward with those countries.

MR. WATKINS: Thank you.

SPEAKER: I would say that in Egypt and in every country in which we've implemented EGRA and show very dismal results, the reaction by the government and the ministers is usually what can

we do? And I think one of the exciting things that we can do now is, even though we keep finding the results that we have done, we do know what to do.

And so, being able to provide very concrete steps of what to do next is very helpful because it's not like, oh, here you go, you're not doing a good job, but here's what we can do about this.

And then depending on the country, the solution might be a little bit different in each case, but there's really a set of things that are going to work almost anywhere. It's just a matter of matching it up. In Egypt, for example, we worked very closely with a ministry of education working group to find the solutions. And with that is that now that we've implemented for one year and we have the results, the ministry is ready to take full ownership. They're ready to move forward. And so, having that buy in and that collaboration from the beginning made it easier to go to the next step of scaling and then eventually sustainability.

MR. COMINGS: I'm going to answer a different question. I'd like to talk about this issue of the limitations of the teacher in the classroom.

It would be great if all the kids who were coming into the schools had parents whose literacy skills were sufficient that they could help them prepare. There are some adult literacy programs that address the lack of skill on the part of the parents, and address it in the context of helping those parents learn how to prepare and support their children once they're in school. That's one approach.

Plus for those of you who have never visited the National Student Literacy website, you should go there. They have these great materials for parents for if you have a preschool child, if you have a child in the early grades, if you have an older child and how to support them.

And the preschool and even some of the school-aged suggestions that they give, all of which have evidence to support them, don't really require the presence of the parent to pass on literacy skills. Just asking your child every day when they come home from school what did you learn is a very powerful motivation for the child to continue learning.

So, I think if you that rhetorical view, which is easy because I've been around so long. You know, 25 years ago, there was access and equity, and then it was internal efficiency getting the kids to complete. And now we're talking about basic reading instruction, getting the classroom reading instruction to function in relation to what we know works.

And I feel that there are these other things that we can do, the community and the parents

might be next or something else. But at some point, the parents and the community have to be brought into this equation.

One of the really famous approaches to literacy instruction in the United States is called Success for All and was developed at Howard University and John Hopkins, not too far from here (inaudible) and his group. And it demonstrates what you can get. It was tested out. And then, he took it into really poor disadvantaged neighborhoods to see how it works, because his real goal was to get kids in disadvantaged poor schools to be reading at grade level by grade four. And he got 100 percent increase, from 20 percent reading at grade level to 40.

And I asked him about this, and he said we have to go into the community and into the homes if we're going to -- you know, this is 60 percent of the kids are still not reading at grade level. We've done everything that we can do in the classroom. Of course, you might be able to marginally get it up to 45, 50, but at some point after we've got to access equity, internal efficiency. We've got a good evidence-based practice going. We're going to go outside the school and start getting environment (inaudible). Or we're going to have to start doing better preschool and so forth.

MR. WATKINS: Amy?

MS. DOWD: I think I would propose and even add that in many of the countries that we've seen, one of the big benefits to looking earlier is also just oral language skills, just self-expression -- the known language, parents talking, and nobody needs literacy to talk to their children. So, it's another piece that comes in earlier.

I wanted to respond to the call for more research about the community action plan. Absolutely. We've been grappling with whether or not with some of our privately funded -- is it ethical to do part of literacy boost or not part of literacy boost, or how that works with our partner communities and ministries.

We would love to do it in isolation, and I think probably where we have the opportunities coming up in the next three countries or the two that come after that, Zimbabwe and Kenya are on our hit list for planning. You know, we'll see if it's possible to build in some limitation of research that favors these things so we learn more specifically about the community action side. But for now, we're trying to gain more insight into how this works within just the Literacy Boost sites because they've all had the same teacher training

intervention as I was showing.

And I think that's where I stand. Thank you.

MR. WATKINS: Thank you very much. So, with that, just there are a couple of thoughts that I have at the end of this session. And one of the things that I found really inspiring actually is I think what the evidence shows us is there's a lot of low hanging fruit when it comes to reading and literacy, school investments that can yield very big returns. And, of course, these problems are difficult. But this isn't rocket science actually. It's not like putting those ads up in the space station or, God forbid, closing the U.S. (inaudible) deficit or something like that.

(Laughter)

MR. WATKINS: These are things where political consensus can be forged. And I do think if we can consolidate this type of evidence and get it in the hands of people like yourselves here who are really trying to achieve change at a national level, and use it to persuade policy makers in the international community to invest in it, then we could really -- Liz described it as a revolution -- but it could take the revolution forward.

So, we've got (inaudible) did a fantastic job (inaudible), so thank you.

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MR. WATKINS: I think if I'm not mistaken, we're going straight into the final session now, which Bob Prouty will come to the table and do a summing up for us.

Just before Bob brings greetings, I think a lot of you know him in his capacity as head of the fast track initiative secretariat. And in that, Bob has played a leadership role within the Education for All community.

There's one thing about Bob that you may not know that I'll mention that I know from private discussions with him. He worked for many years in Eastern Democratic Republic of Congo with small church-based, non-government organizations who were building schools, really one of the most desperately conflict-affected and most deprived parts of the world. And I think he's really brought that commitment with him into the Fast Track Initiative. So, we're very lucky to have him with us.

He's got a tough job actually trying to summarize and wrap up today's meeting.

(Laughter)

MR. PROUTY: Thank you very much, Kevin. And because it's a tough job, I won't try to do it completely.

I want to start by just saying that it's been refreshing at a time when the news cycles are dominated by talk of Iran and Iraq and maybe Irene -- we could have a whole day devoted to Irene. And my hope is in the future that there'll be a lot more to read than all these other things that are going on. I really do believe that what we're doing here is transformational. This is stuff that's going to change those headlines in the world in a very positive way.

I think we tend to be very humble in the education sector, and I think that we sometimes are guilty of perhaps understating or undervaluing the challenges at hand. But if we pull off what we're talking about pulling off here, and I say "we" in a very inclusive sense. This is largely the countries themselves that will pull this off. But if we do this, and I truly believe that we will, this is going to make the world that we bequeath to our children a very different and a much better world. So, I hope we get some sense of the enormity of what we're trying to do here.

When I look at the numbers, USAID for instance, a firm commitment to helping 100 million children to read over the next few years. That's an astonishingly public and transparent commitment. When Luis said earlier that he's ready to gamble the rest of his professional career in making this happen, this is what makes me be proud of working in this country. I feel like we're on to something here. There's an exciting time just ahead.

I'll only say a few words about the lessons of the day. I'm not going to try to sum up entirely because, first of all, I didn't attend all of the sessions. Unfortunately I came part way through. I had scurried around to get a little bit of information on the things I missed, and I do want to touch on a couple of things that I think are emerging points of consensus. I've only got five minutes to do this otherwise Sylvia is going to start waving her fingers at me in a moment. So, I'll go quickly with that.

But I do also want to end up with at least one thing that I'm still unhappy about from what I hear today that I think we need to do to better and rethink -- maybe two or three things.

First of all, there's, I think, consensus in ways that we didn't have a couple of years ago around some simple, fundamental truths: kids should learn to read in a language they understand. That seems pretty basic. We weren't there a few years ago, and we're not there in all parts of the world yet, but

we're getting there.

On assessment, I think a lot of discussion here. A lot of improvement I think in terms of where we are on assessment. We have a lot more information, still a lot of gaps. And I didn't hear all these sessions, so I'm not sure how much was said about the use of assessment for improving classroom instruction. I think that's an important one.

Time on task. I took part in a study of four countries a number of years ago on time on task as well. We found similar results, really quite worrisome results in terms of the amount of time children actually have.

We looked at reading time in one of the studies I did a number of years ago, and we estimated that children on average were reading six minutes a day in one of the countries that we looked at. And six minutes a day is simply not going to get you where you need to be.

Some discussion earlier today on the question of standards. I think this is an important one. It's one we wrestle with at the Fast Track Initiatives, soon to be Global Partnership for Education. I think it is important. We have to think this thing through carefully. I think it is important to have global standards where we're expecting children to be able to perform consistently at a high level. I think that tiering of low expectations explains in part why we haven't seen more progress on the quality of education.

But there's a challenge here. It's one that's going to require a delicate balance between countries defining their programs, owning their programs, and taking them forward, and still having some sense of what is possible and what is being done elsewhere.

Discussion and research and evaluation, personally I think that there's some significant gaps that remain in our understanding of issues. One thing that came up today towards the end of discussions I was hearing has to do with the beyond school content. What is the environment beyond school?

We supported a study a couple of years ago and looked at children's exposure to print. And we found that in one part through Africa that child within -- after three years of schooling had only seen a couple of thousand words of print, whereas children in the U.S., for instance, will see that every single day of their lives. So, children with approximately 1/1000th at least is best for the exposure to print as children in other environments. So, it's not surprising that the classroom teacher struggles to make up that gap.

The question of community involvement I think is critical. These issues are de-linked to the

question of language of instruction. I think it's been greatly overlooked in terms of community involvement. When the parents are essentially told that school is about something you know nothing about, it's in a language and an approach that has nothing to do with you, it's not surprising that we see the schools de-linked from learning. And I think if we're going to achieve what we want to achieve in terms of reading and what we can achieve, then the communities are going to be a part of it, not just because they're encouraged to be a part of it, but because structurally, schooling is managed in a way that is quite different and that encourages it.

I want to say a little something here. There are more things you could say. I thought this was a wonderful point of reading for fun. Coming from a background of development institutions where reading and learning in general or education is talked about in terms of impact on GDP and so on, I think it's refreshing to hear that we can actually look at some other impacts and say that self-development of individuals is important as well.

I want to say one thing. I thought we had wonderful presentations, very thoughtful. But I'm still worried about this question of scale. Listening to the discussions today, it still seems to me that far too much of it, and this is not a criticism of any of you. It's maybe a criticism of us institutionally because I think somehow while we're ambitious we're starting to embrace ambition. These numbers that we're putting out, these targets, it's a good step, but I think we're still too timid institutionally and we're not getting ready to take on a lot of these problems at scale. We're still doing 20 schools here or 30 schools there, 100 schools here. And I agree -- I can't stress this too strongly: it's time for us to go to full scale. We need to be doing these things at national scale.

Part of it is going to be uncomfortable to us as some of the institutional arrangements that we have set up. It's hard for, let's say, Save the Children or maybe hard for AIR or some of the individual participants to operate at that scale just because of the way -- the things that they're asked to do and funded to do. So, we are going to have to set up a global partnership for partnership, if I could dare say that, in a small, lower case letters here. We're going to have to work together in ways that we're not. And I'll speak to our representatives of our countries here in particular.

I think it's absolutely critical for you to make demands of us as a development community as well. And your demands, I think -- you have the right to insist that we not come at you piecemeal with a lot of

little things. I mean, there will some experimenting and there will be some research that has to be a part of it. But you have the right, I believe, to ask that we come to you in a coordinated fashion working together at full national scale.

Let me make a personal comment. As I say, I'm not going to try to sum all this up. I want to come back to the idea of reading for fun. I have in my household a seven-year-old and a nine-year-old, and they often go around with books in front of their faces reading. And my wife and I often have to steer them by the elbow to keep them from bumping into things because they're not paying attention to where they're going.

And to me, this truly is the ultimate goal of what we're trying to do is to see -- if I can make a little metaphor, it's to see essentially -- see children everywhere walking around caught up in the joy of a good book. But ultimately, to see children navigating through life because of the worlds that have been opened to them through reading. I think that's where we're going when we're talking about making the world a better place in many different aspects.

Reading saves lives. We haven't talked about that yet. We can talk about that. I think that's a whole other story. But essentially helping us find our way through life maybe by being guided by the elbow once in a while through the lessons that we're giving and through the worlds that are open through reading.

I truly believe that this is beginning to happen. Luis talked about the revolution that's coming. It will be revolutionary. If you look at what's happening at a small scale now, virtually every one of these interventions, you're seeing the effect of the sizes of 100 percent, 200 percent, astonishing effects. To me, that shows that literacy is possible. I think I would add -- and I think that Steve has made some excellent points about needing to take a more holistic approach to this whole thing.

But we must not lower level of ambition. It is possible to achieve at levels that we have not imagined. And I believe that not only will see that in our plans, I'm looking for the next five years to see really a revolution in terms of what's happening at the schools.

So, thank you all very much.

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CERTIFICATE OF NOTARY PUBLIC

I, Carleton J. Anderson, III do hereby certify that the forgoing electronic file when originally transmitted was reduced to text at my direction; that said transcript is a true record of the proceedings therein referenced; that I am neither counsel for, related to, nor employed by any of the parties to the action in which these proceedings were taken; and, furthermore, that I am neither a relative or employee of any attorney or counsel employed by the parties hereto, nor financially or otherwise interested in the outcome of this action.

Carleton J. Anderson, III

(Signature and Seal on File)

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Expires: November 30, 2012