Road Map

1. Why, what and where is Literacy Boost?
2. Lessons we have learned so far
3. What do we want to learn next?
**Why? Reading skills studies 2007-2008**

<table>
<thead>
<tr>
<th>Country</th>
<th>Read 1 or more words correctly in 1 min</th>
<th>Did not read 1 word correctly in 1 min</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepal</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>Ethiopia</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Haiti</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Guatemala</td>
<td>96%</td>
<td>4%</td>
</tr>
</tbody>
</table>
Literacy Boost Toolkit

Teacher training

Assessment: egra not EGRA

Community action
Where? Literacy Boost across the Globe

BLACK (9): implementing
RED (3): planning
BLUE (3): one/two components only
Lesson 1: IMPACT

Ethiopia. Grade 3 letter knowledge progress, 3 months

- Baseline literacy boost: 80%
- Baseline comparison: 81%
- Endline literacy boost: 97%
- Endline comparison: 89%
- Gain literacy boost: 17%
- Gain comparison: 8%

Legend:
- Red: Literacy Boost
- Blue: Comparison
Lesson 1: IMPACT

Nepal. Grade 2 reading and math skill gains, year 1

<table>
<thead>
<tr>
<th>Skill</th>
<th>Literacy Boost</th>
<th>Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>letters identified (% of 36)</td>
<td>9.2</td>
<td>4.9</td>
</tr>
<tr>
<td>fluency (wcpm)</td>
<td>8.1</td>
<td>2.8</td>
</tr>
<tr>
<td>accuracy (% points)</td>
<td>21.1</td>
<td>9.9</td>
</tr>
<tr>
<td>Comprehension (% points)</td>
<td>2.7</td>
<td>2.7</td>
</tr>
<tr>
<td>numeracy (% points)</td>
<td>15</td>
<td>9</td>
</tr>
</tbody>
</table>
Producing readers ready to read to learn takes longer than a year

Malawi 2009. Standard 4 end of year reading skills in two languages
Lesson 2: ACTION & ASSETS

Measuring reading skills knowing that we will take action to address the results requires an approach to indicators and assessment focused on implementation and finding assets on which to build.
Fluency and Accuracy of those Scoring 100% on Comprehension

Literacy Boost’s assessment reinforces the importance of a holistic view of reading skills development.
Literacy Habits and Environment

Tigray, Ethiopia. Fluency predicted by reading and reading materials

- 1/3 of family members read to child last week
- 1/4 of family members read to child last week
- No one read to child last week

Graph showing words per minute read correctly vs. types of materials: none, 1, 2.

- Red line: 1/3 of family members read to child last week
- Orange line: 1/4 of family members read to child last week
- Blue line: No one read to child last week

Graph data points:
- Red line: 0, 13, 34, 55
- Orange line: 0, 12, 28, 45
- Blue line: 0, 8, 11, 14
Lesson 3: EQUITY

*Increasing the amount of non-textbook reading done outside of school, and raising parents’ awareness of the importance of reading, relate positively to improved reading and promote equity.*
Significantly Greater Gains with Book Borrowing and Reading Camp Attendance

Malawi. Standard 2 vocabulary (% points gained)

Urdu comprehension gains by sex, reading camp and borrowing frequency = once per week

Malawi 2009

Pakistan 2010
Attention to Reading Outside of School Benefits Poorest Students

Pakistan: Pashto reading fluency gains

- Reading camp twice a month
- Reading camp once a week
- Reading camp twice a week

Gains in words read correctly per minute:
- Low SES, borrows 2 times/month: 20, 22, 24
- Medium SES, borrows 2 times/month: 24, 26, 24
- High SES, borrows 2 times/month: 30, 31, 28
- Low SES, borrows 4 times/month: 26, 37, 26

Legend:
- Yellow: low SES, borrows 2 times/month
- Blue: medium SES, borrows 2 times/month
- Cyan: high SES, borrows 2 times/month
- Red: low SES, borrows 4 times/month
Pakistan. Girls’ Urdu Fluency and Accuracy by School Type

Literacy Boost Girls Gain More than girls in comparison schools

<table>
<thead>
<tr>
<th>School Type</th>
<th>Average Fluency</th>
<th>Average Accuracy (%)</th>
<th>Literacy Boost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Endline</td>
<td>49</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Gain</td>
<td>44</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>11</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Endline</td>
<td>76</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Gain</td>
<td>66</td>
<td>41</td>
<td></td>
</tr>
</tbody>
</table>

- Red: Literacy Boost
- Blue: Comparison
Quality Education for All 234

Malawi. Standard 4 Chichewa Fluency by Class Size and School Type

Literacy Boost
Comparison

Save the Children®
Reading success accelerates progress in the early grades of primary school

Mozambique: Average reading skills of incoming 3rd graders by year

<table>
<thead>
<tr>
<th>Skill</th>
<th>2009</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters identified (%)</td>
<td>38</td>
<td>62</td>
</tr>
<tr>
<td>Phonemic Awareness (% correct)</td>
<td>50</td>
<td>64</td>
</tr>
<tr>
<td>Vocabulary (% correct)</td>
<td>29</td>
<td>63</td>
</tr>
<tr>
<td>Fluency (wpm)</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Accuracy (% read correctly)</td>
<td>9</td>
<td>47</td>
</tr>
<tr>
<td>Comprehension (% correct)</td>
<td>35</td>
<td>71</td>
</tr>
<tr>
<td>Writing (% correct)</td>
<td>44</td>
<td>62</td>
</tr>
</tbody>
</table>
Lesson 4: SCALE

Lessons learned in small settings and over time lead to big conversations about scale, partnerships and improved systems.
More!

More schools:

- Pakistan (400)
- Mozambique (66)
- Malawi (40)
- Nepal (39)
- Ethiopia (30)

More countries: Zimbabwe, Kenya

More children: 60,000 in 2010 and growing
Systems Change

1. Service delivery: district/province educators involved in teacher training in Pakistan, Nepal, Mozambique, Malawi, Ethiopia, Guatemala, Mali

2. Policy:
   • Dialogue at national level about assessment and teacher training: Nepal, Guatemala
   • Language of instruction policy affected: Pakistan

What we’ve learned in a nutshell

1. We can show impact, but need more than 1 school year to develop independent readers.

2. Action needs an approach to assessment so we know what skills and resources on which to build.

3. Supporting reading outside of school promotes equity.

4. Proof of concept supports going to scale with confidence.
What do we want to learn next?

1. What are relative impacts of teacher training and community action components Literacy Boost?
Now that we have readers, how do we support **deeper comprehension** skills development?
3. Can we effectively support **math skills development** using a similar system?
4. Across contexts with several languages, what do results tell us about LOI reading skill development if either/both interventions are in mother tongue?
5. How much are results enhanced and at what cost if **ECD** interventions – in classrooms and/or in homes – are coupled with Literacy Boost?
Thank you!

Please send questions and comments to:
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