



Enabling Quality Instruction, Empowering Effective Early Reading Acquisition

Lessons Learned From a Three-Year Partnership with Burkina Faso, Niger and Senegal

International Bureau of Education (IBE-UNESCO), Global Partnership for Education (GPE),
Ministries of Education of Burkina Faso, Niger and Senegal

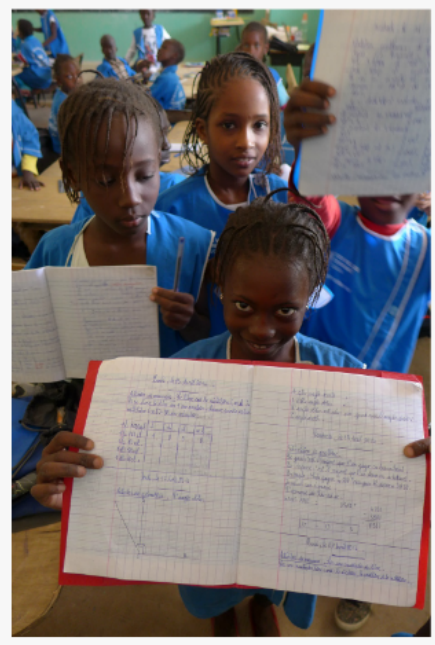




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Context

Addressing a global challenge:
Education 2030



**SUSTAINABLE
DEVELOPMENT GOALS**

17 GOALS TO TRANSFORM OUR WORLD

Context

Addressing a global challenge:
Literacy for all



Context

Taking the measure of the early literacy crisis

Quality of education

- ▮ About 115 million children who do make it into school are still expected to **lack basic reading skills by grade 4**

EFA Global Monitoring Report projection (2014)

Quality of education



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EFA Global Monitoring Report projection (2014)

students should learn

(Stabback, Malems and
Georgescu, 2011)

What are the
prerequisites to
**positive learning
outcomes?**

Quality

Quality curriculum

Clearly documented, aligned, inclusive curricula explicit as to what, why, and how students should learn

(Stabback, Malems and Georgescu, 2011)

What are the prerequisites to positive learning outcomes?

Quality teaching

Teachers equipped with the theoretical and practical knowledge required to develop context- and culture-sensitive strategies that effectively foster early reading acquisition

(IBE-UNESCO, forthcoming)

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Quality teaching

Teachers equipped with the **theoretical
and practical knowledge**
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that effectively foster early reading
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(IBE-UNESCO,
forthcoming)

A governmental challenge

- ✎ **African governments** typically recognize quality early reading education as **a crucial mean** to achieve effective learning and later inclusion, but often are not capable of ensuring the coherence advocated by researchers


A governmental challenge

To improve curriculum alignment

To improve teachers' readiness to improve teaching to read and write


To improve education system efficiency

Burkina Faso

 **37%** of students are **functionally illiterate** after five years in primary school
functionally illiterate students
(PASEC 2009)


Monolingual and bilingual formal education models coexist

Niger

 **20%** of functionally illiterate students (DESAS 2007)

A long history of multilingual reading and writing instruction, soon to be officially validated

Senegal


 **38%** of functionally illiterate students (PASEC 2009)

French remains the official language of instruction

Growing governmental interest in bilingual education

IBE-UNESCO



-  The International Bureau of Education is the UNESCO institute specializing in **curriculum development** and related matters

The project

‘Improving Learning Outcomes in Early Grade Reading: Integration of Curriculum, Teaching, Learning Materials, and Assessment’ (2013-2016)



“Improving Learning Outcomes in Early Grade Reading: Integration of Curriculum, Teaching, Learning Materials, and Assessment” (2013-2016)


✓ A large-scale capacity-building project aiming to enable the development and implementation of a **more effective reading curriculum** in Burkina Faso, Niger and Senegal

“Improving Learning Outcomes in Early Grade Reading: Integration of Curriculum, Teaching, Learning Materials, and Assessment” (2013-2016)




✓ Sponsored by the Global Partnership for Education (GPE)
✓ Extends over 3 years (2013-2016)
✓ The project does not bring a model

“Improving Learning Outcomes in Early Grade Reading: Integration of Curriculum, Teaching, Learning Materials, and Assessment” (2013-2016)

✓ A service to be provided in **2 phases**
1 International and national diagnostic study allowing to formulate recommendations.
2 Based on recommendations, curriculum development and capacity-building activities

-  A large-scale capacity-building project aiming to enable the development and implementation of a **more effective reading curriculum** in **Burkina Faso, Niger and Senegal**

'Improving Learning Outcomes in Early Grade Reading:
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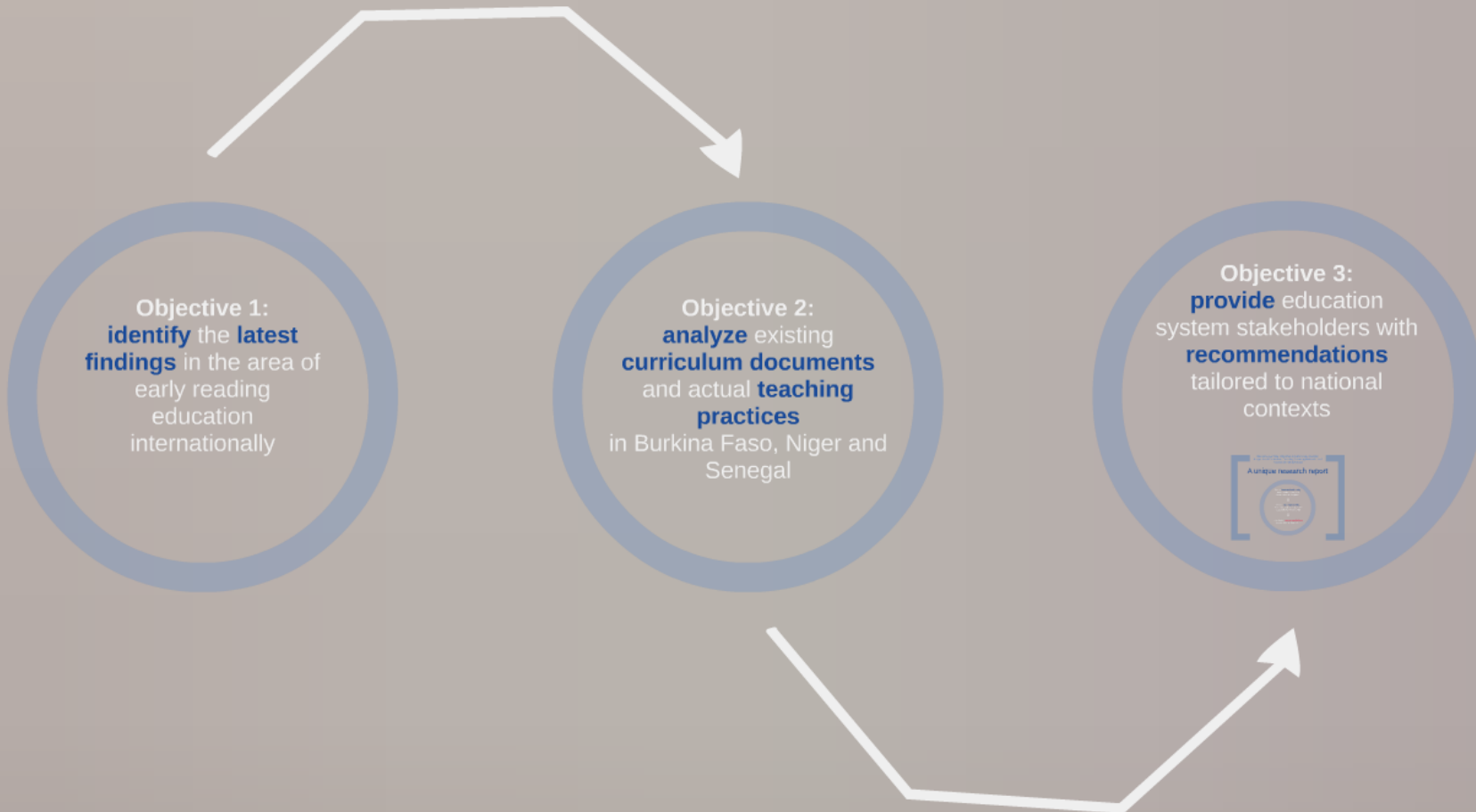
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 A service to be provided in **2 phases:**

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- 2** Based on recommendations, **curriculum development and capacity-building activities**

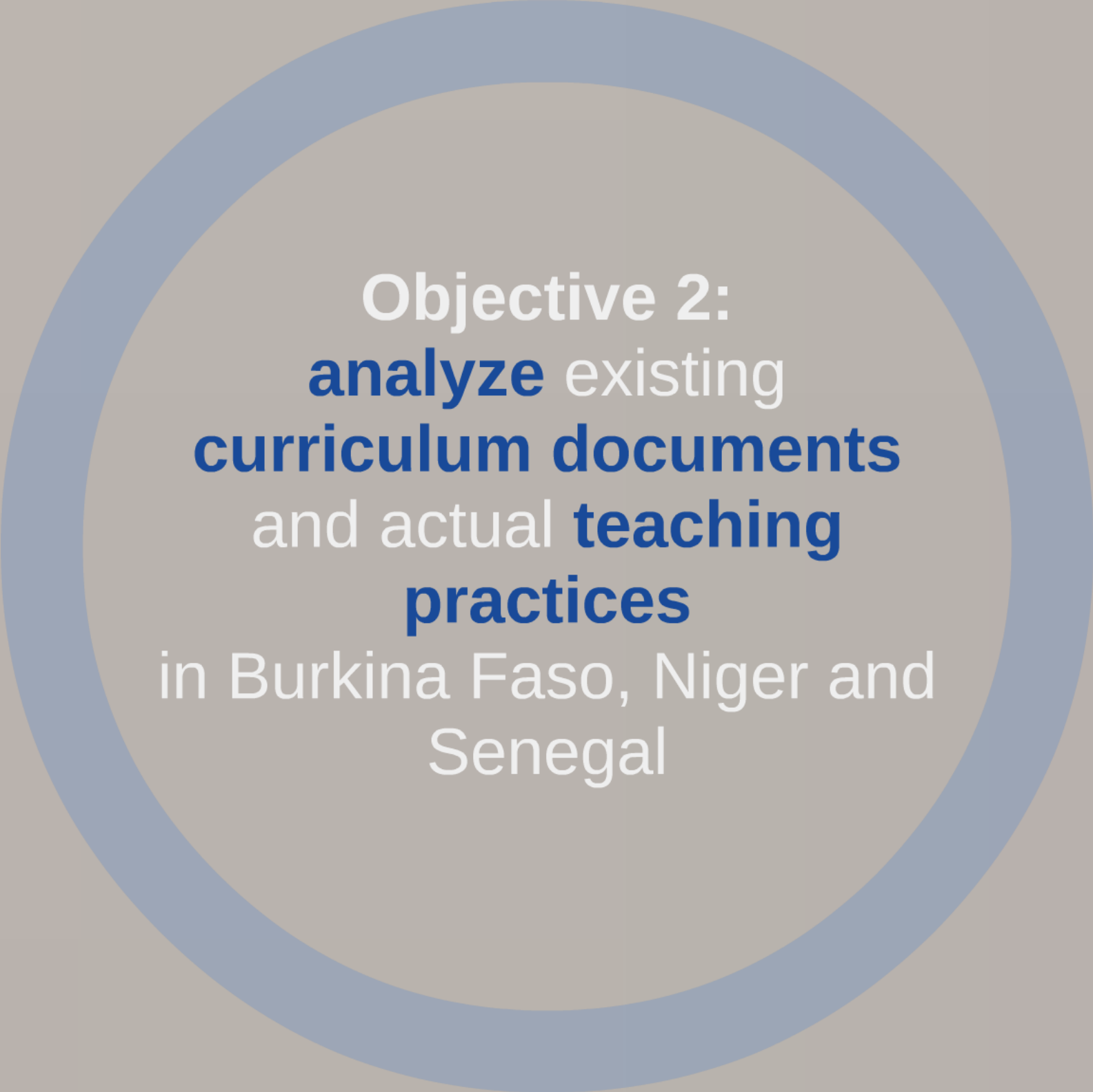
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Phase 1





Objective 1:
identify the **latest**
findings in the area of
early reading
education
internationally



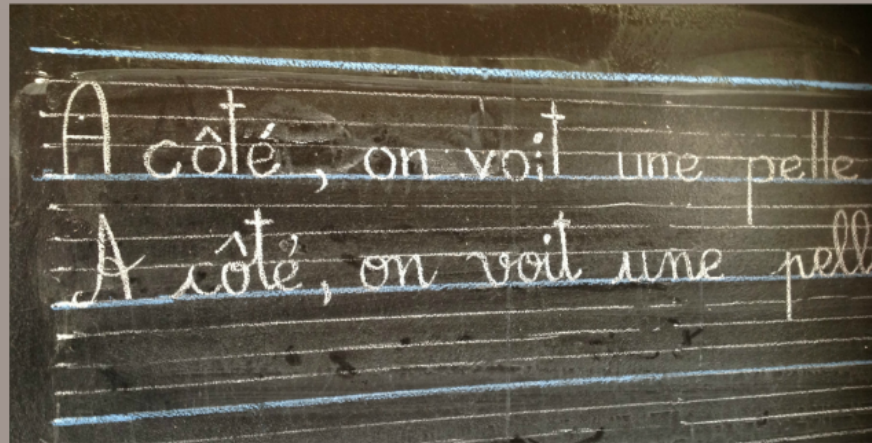
Objective 2:
analyze existing
curriculum documents
and actual **teaching**
practices
in Burkina Faso, Niger and
Senegal

National assessments: sample guiding questions

- ? How is the concept of 'reading literacy' defined in curricular and teaching documents?
- ? Do materials explicitly address and provide guidelines for early reading instruction and assessment?
- ? Are the capacities and language backgrounds of emergent readers taken into account?
- ? Is the notion of progression a structuring element?
- ? Are curricular documents, resources, teacher education and teaching practices aligned?

National assessments: key numbers

- ✎ Over **200** curricular documents analyzed
- ✎ **36** classroom observations
- ✎ **110** interviews with teachers and school principals



Objective 3:
provide education
system stakeholders with
recommendations
tailored to national
contexts



A unique research report

Part 1: **international study**
(comparative analysis of
latest research insights)



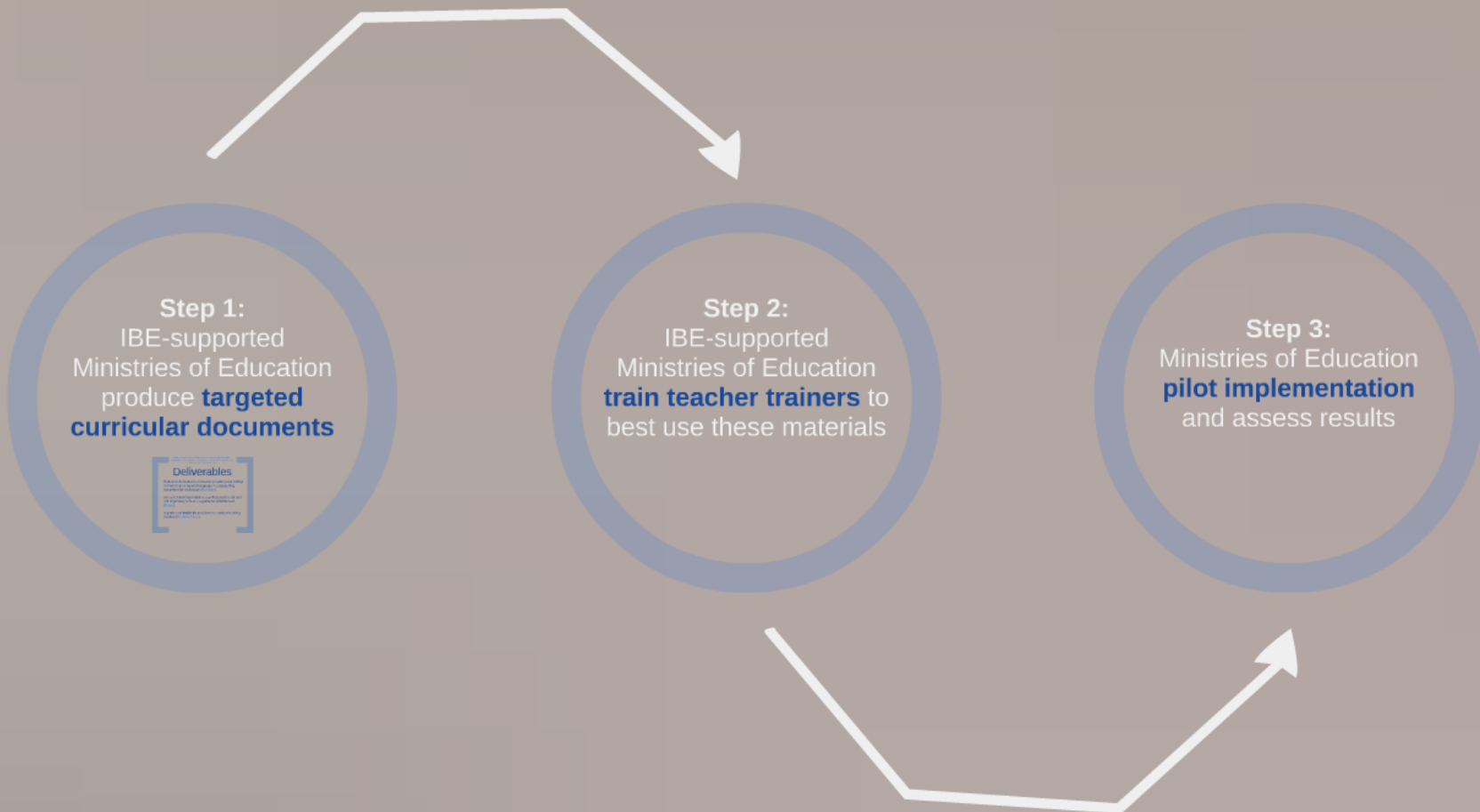
Part 2: **national studies**
(document analysis + classroom
observations + interviews)



Conclusion: **recommendations**
to education system actors

'Improving Learning Outcomes in Early Grade Reading:
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Assessment' (2013-2016)

Phase 2



Step 1:

IBE-supported Ministries of Education produce **targeted curricular documents**

Improving Learning Outcomes in Early Grade Reading
Integration of Curriculum, Teaching, Learning Materials, and
Assessment (2013-2018)

Deliverables

National orientations on teaching reading and writing in French as a second language + a supporting document for instruction (Senegal)

2 teacher-training modules covering grades 1/2 and 3/4 of primary school + a guide for practitioners (Niger)


A guide and toolkit for teachers + a revised training module (Burkina Faso)

Deliverables


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Step 2:
IBE-supported
Ministries of Education
train teacher trainers to
best use these materials



Step 3:
Ministries of Education
pilot implementation
and assess results

-  **9 workshops (3 in each country)**
leading to the production of critical
curriculum and pedagogical material
-  **6 workshops (2 in each country)**
enabling teacher trainers to
knowledgeably implement the new
material

Impact

What has the project allowed to
achieve already?

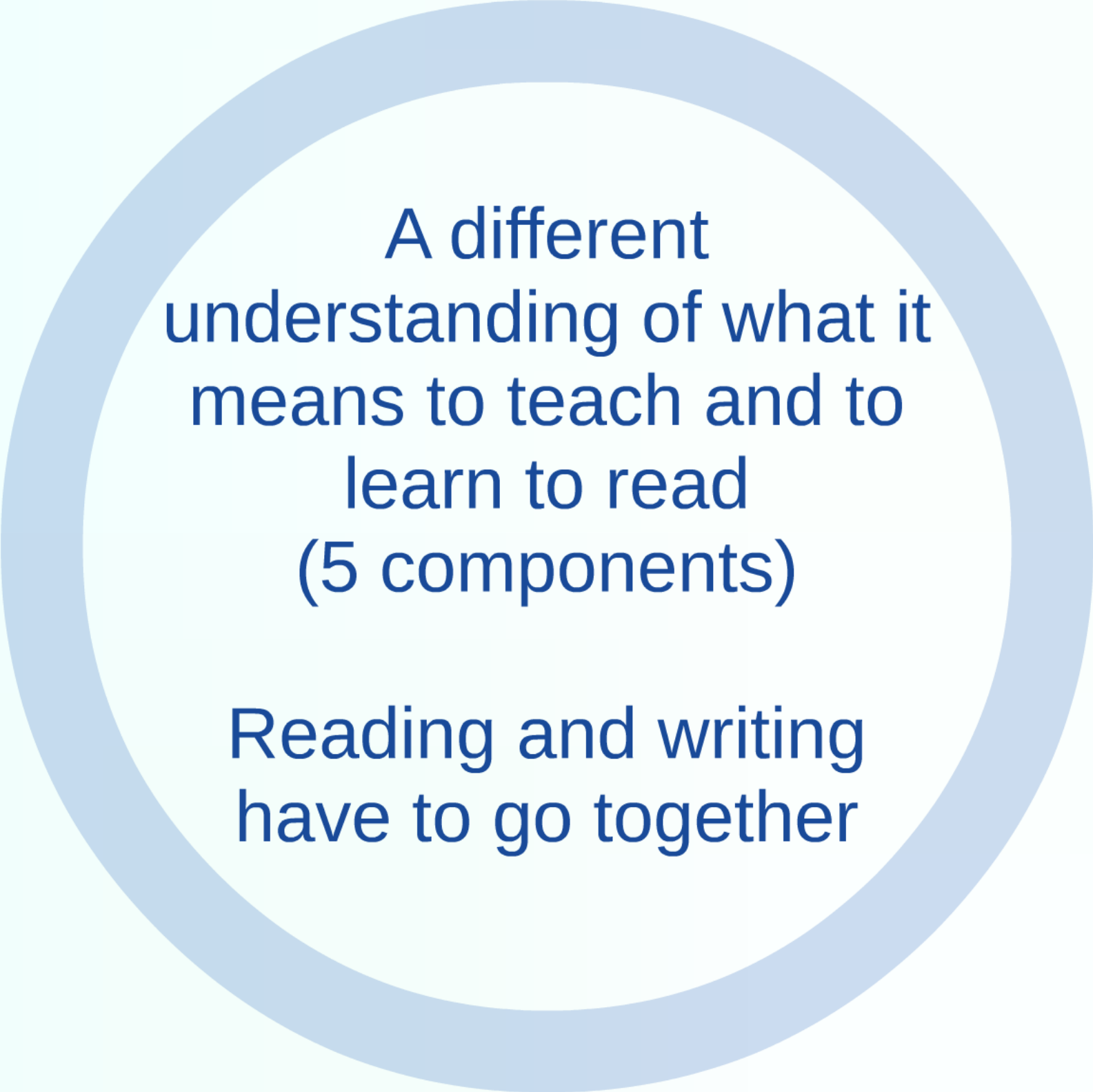
A different
understanding of what it
means to teach and to
learn to read
(5 components)

Reading and writing
have to go together

The awareness of the
role of the national
language spoken / need
of the second language
teaching approach for
the language of
instruction


The need to train
teachers and teacher
trainers specifically to
teach to read and write

The crucial importance
of curriculum alignment
to increase system
effectiveness

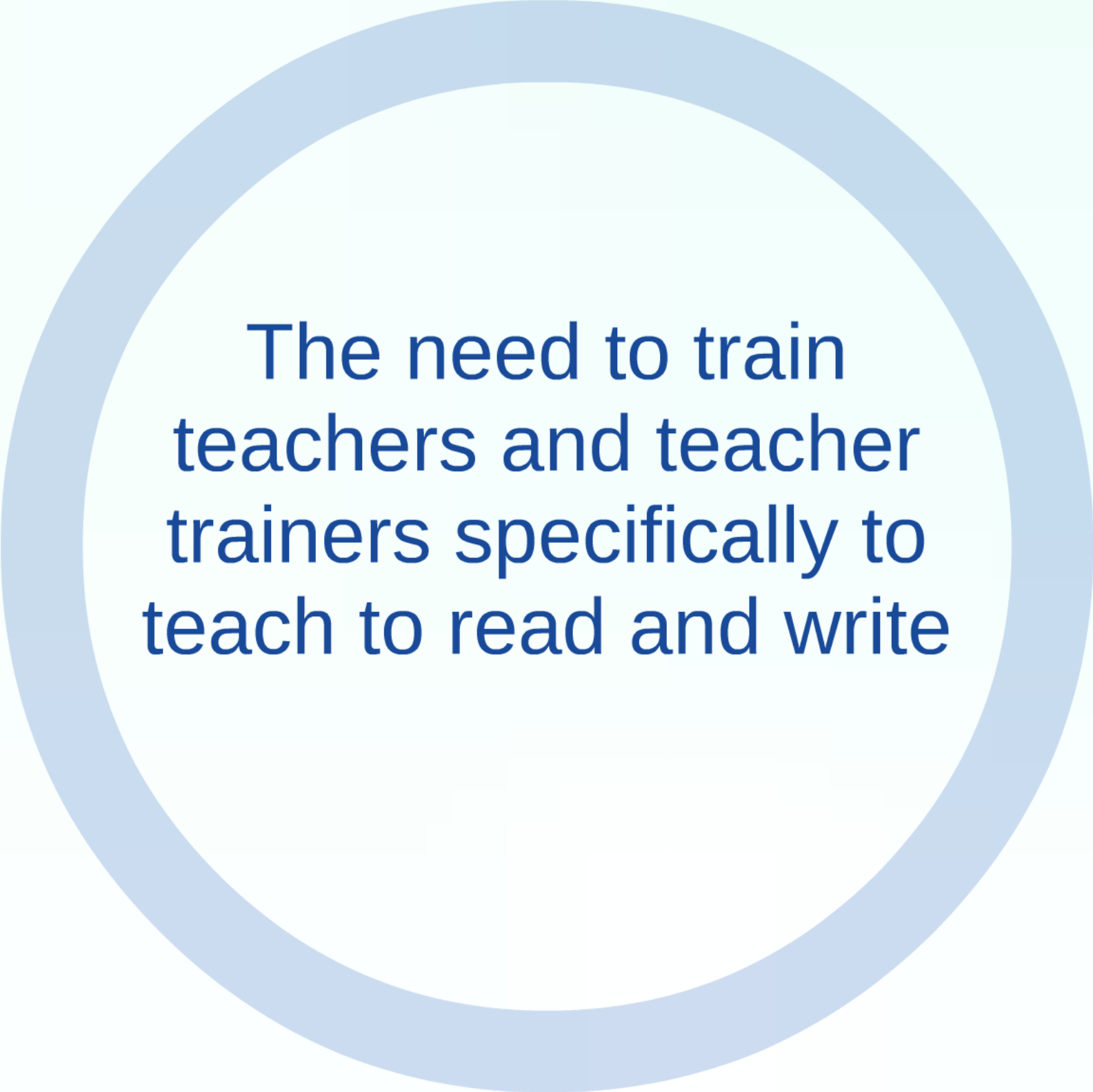


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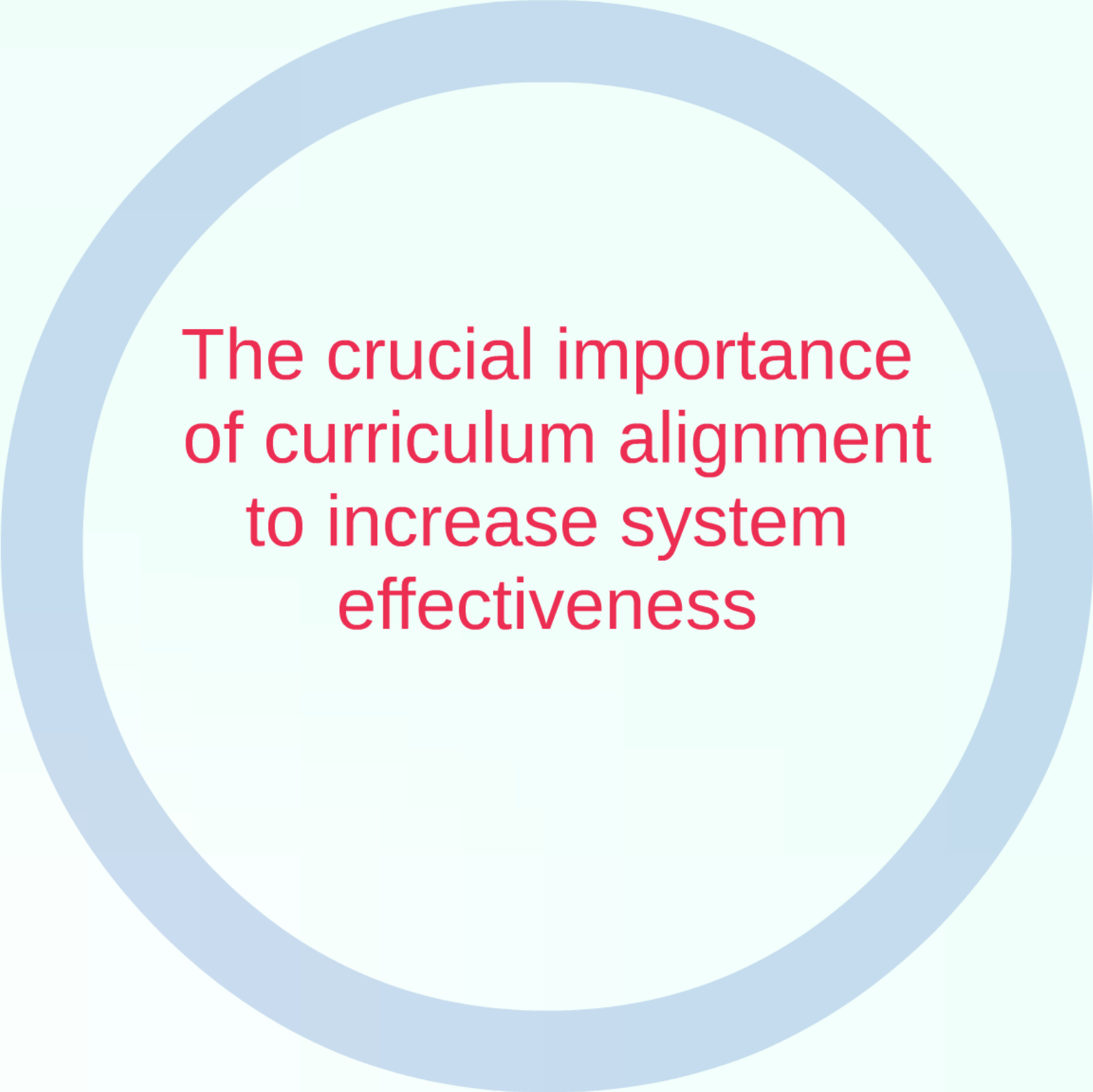
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The crucial importance
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Impact

Across the three countries, almost **700** teacher trainers have benefited from workshops where they learn to **translate reforms in curriculum and pedagogy into their own practice**

In Niger alone, over **600** teachers will be trained over Spring 2016

'Improving Learning Outcomes in Early Grade Reading:
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Looking ahead...



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United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

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Merci

谢谢

Gracias

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Thank you

Спасибо



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