

Every child in school & learning well



Experiences from India : Pratham 2000 - 2010

What do we mean by learning?

Example : Basic reading ability

पढ़ने का टेस्ट

Grade II level text

कहानी

मैं और मेरी बहन छत पर खेल रहे थे । अचानक आसमान में बादल गरजने लगे, बिजली कड़कने लगी । बड़ी-बड़ी बूँदें पड़ने लगीं । हम जल्दी से भागकर नीचे आ गए । तभी भैया गरम-गरम समोसे और पकौड़े ले आया । हमने खिड़की के पास बैठकर समोसे-पकौड़े खाये और बारिश का मज़ा लिया ।

Grade I level text

अनुच्छेद

सोनू बाग में खेल रहा था ।
वहाँ आम के बहुत पेड़ थे ।
सोनू ने एक आम तोड़ा ।
आम बहुत मीठा था ।

Letters

ल प
स
क र
ट

Simple words

लाभ दूध
पैर
चाकू कूड़ा
छोटा

What is the depth?

**TABLE 4: CLASS-WISE % CHILDREN BY READING LEVEL
 ALL SCHOOLS 2010**

Std.	Nothing	Letter	Word	Level 1 (Std I Text)	Level 2 (Std II Text)	Total
I	34.0	41.1	17.0	4.4	3.4	100
II	12.1	32.4	32.4	13.9	9.1	100
III	6.0	18.8	29.6	25.7	20.0	100
IV	3.1	10.1	19.4	29.3	38.1	100
V	2.2	6.7	12.7	25.1	53.4	100
VI	1.3	4.0	7.6	19.7	67.5	100
VII	1.0	2.7	5.2	15.0	76.2	100
VIII	0.7	1.9	3.2	11.3	82.9	100
TOTAL	8.3	15.9	16.8	18.2	40.9	100

**in Std 5,
 about
 half of
 all
 children
 cannot
 read at
 Std 2
 level**

Similar data
 in East Africa
 via UWEZO.

What is the scale?

- ❑ 1 million government primary schools
- ❑ 200 million children in the age group 6 to 14 (of elementary school age)
- ❑ Approximately 50% of children in India cannot read even at the basic level.

This translates into 100 million children who need help NOW.

**96 % of children 6-14 in rural India enrolled in school.
After 5 years in school, in Grade 5, 50% cannot read at
Grade 2 level**

Do policies address this problem ?

UNIVERSAL ENROLLMENT !!!!

- MDG goals refer to universal enrollment
- India's national goals (SSA) refer to universal enrollment, retention and reduction.
- In India, from school/village level to state & national level enrollment numbers are collected frequently, published and discussed.

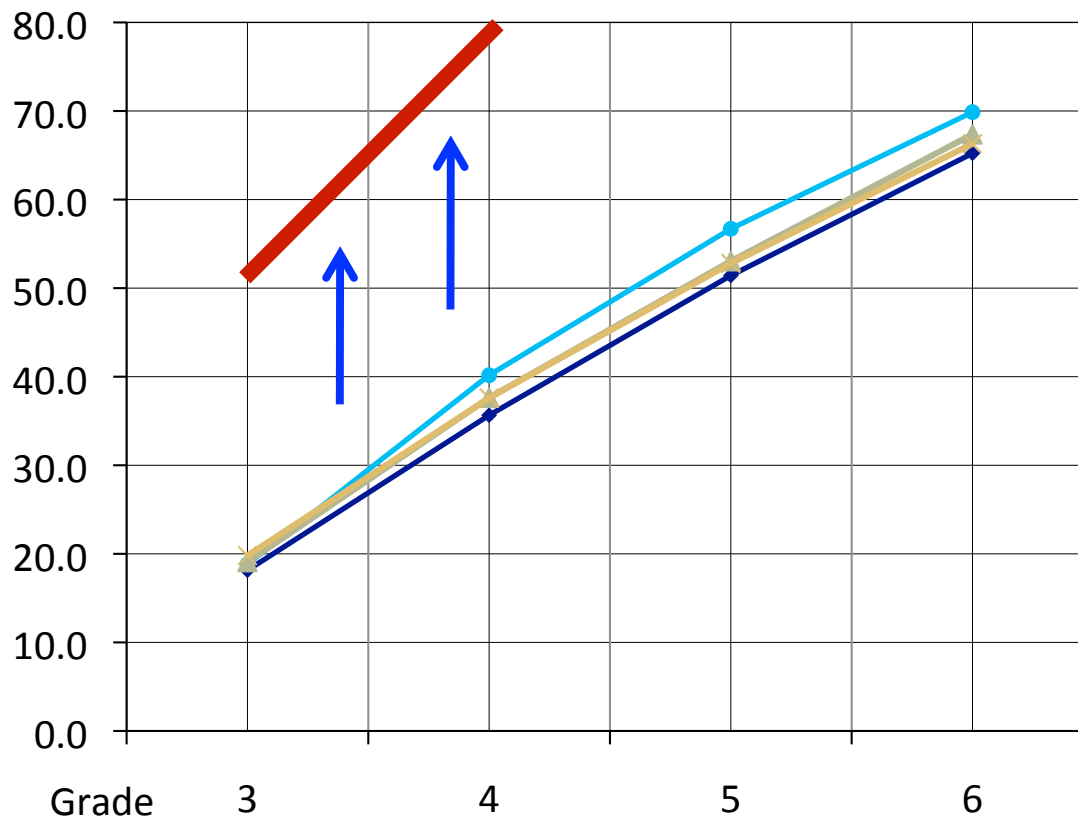
UNIVERSAL LEARNING ??

- MDG goals - No definition or reference to children's learning goals
- National (SSA) goals are broad“education of satisfactory quality relevant for life” “learning enhancement”
- In India, government measurements periodic and opaque.

The “BIG STUCK”

Learning Curves: Expected versus Actual

Percent of children in different grades who can read Grade 2 level text fluently:



Actual data for India : ASER 2006-2010

Big gaps between expected basic level (see red line) and current reading level.

Despite big improvements in basic reading in one year several states, large gaps remain.

Where does the country want to be by 2012 or 2015?

So what can make the difference?

■ Schools do not have extra resources (time or people) to help children lagging behind. Can supplementary resources help?

■ Parents are often illiterate. Communities do not know the problem. If they did, parents/community members could focus on solving the problem. Can information help? Do “demonstrations” help? Can there be community based solutions?

■ Teachers not equipped adequately. Can teacher training focus on remedial education to deliver results?

■ If mothers were literate would children learn well?

Evolution of Pratham's Read India campaign over last 10 years

First, Pratham teams practiced with children in Pratham programs.
~ 170,000 children
2001-2003



Then, Pratham teams catalyzed & convinced village volunteers to help their children learn to read
~ 120 districts
2004-2006



2005 onwards ASER provided the data and the focussed learning goals.
READ INDIA formally declared after ASER 2006 with govts.
Reached 350 out of 600 districts and 30 million children in 2008-2009

Balsakhi study

Remedial education

Jaunpur study

Village volunteer

Read India study

Teacher training +

Intervention - Evaluation 1: In school “pull out” remedial classes via volunteers

PROGRAM INTERVENTION

- 2 community volunteers (“balsakhi”) in school
- During school hours
- Focus on children in Grade 3 and 4 who were lagging behind
- “Pull out” groups
- 2 year study
- 2 cities (2 languages)

RESEARCH DESIGN

... Interesting features

LESSONS LEARNED

- Teachers would leave all children to the volunteers
- Concern in the education system about what happens to the grade level curriculum
- No role for parents or community members .

Intervention –Evaluation 2: Community based information campaign & classes

PROGRAM INTERVENTION

3 interventions:

- 1. Get people to talk
- 2. 1 + Generate learning report cards in village
- 3. 1+2 + Community volunteers run remedial classes in village

RESEARCH DESIGN

... Interesting features

LESSONS LEARNED

- Only intervention 3 made a difference. Action/demo more compelling than only “talk”, meetings & info.
- School system left untouched.

Intervention –Evaluation 3: Teacher training- monitoring and materials

PROGRAM INTERVENTION

3 interventions:

- 1. Teacher training & monitoring + materials + volunteers
- 2. Teacher training & monitoring + materials
- 3. Only materials.
- In 2 states in India
- Rural schools
- 2 years
- 3 way partnership

RESULTS

Still coming in

Interesting features in measurement :

- Observing classrooms
- Understanding use of materials
- etc

Learnings for practice from participating in randomized evaluations : Lessons of 10 years

- Creating a culture of curiosity, of measurement, of the need to understand impact. “Learning laboratory”.
- Evolution of evaluations parallel the evolution of programs – long run perspective of the power of integrating experience and evidence. How to run large scale programs and rigorous research alongside.
- Participating in the “process” very beneficial to programs. Needs serious investment from the practitioners
- “Replication” and “scaling” “learning” and transplanting



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