FLN Academy
2021
Introductions

While we wait to get started, please introduce yourself in the Chat.
Optimizing our experience

- The session is being recorded.

- **Interpretation is available** – select the English, French or Spanish channel using the *interpretation icon* at the bottom of your screen. When you speak, use only the language of the channel you have selected.

- Check to ensure your **audio settings** are set to the desired outputs.

- Please use the **Q&A tab for questions and comments**. Send to everyone, not only presenters.

- There is a [Jamboard](#) with guiding questions and space for you to share ideas – see link in the chat. You may post on the Jamboard at any time (before, during and after the sessions).

- Your microphones and cameras will be muted – please keep them muted unless you are speaking.
Roadmap of today’s session

- Brief Reflection on Module 2 and Framing of Module 3
- Introduction to Pratham
- Setting the stage: Understanding the learning crisis - context and data
- Reflecting on remedial education in the context of covid-19
- Helping children Catch Up
- Thinking about remedial education post covid-19
- Q&A/ Discussion
Reflection on Module 2, Framing Module 3

Kenneth Russell, Education Specialist, UNICEF
Journey through the Academy

Module 1
Foundations of FLN
The basics of “what works” in FLN
June 24, 2021

Module 2
Assessment
Why formative assessments are important and how to design and use them
July 1, 2021

Module 3
Remedial education
How can education systems support children to catch up?
July 8, 2021

Module 4
Language of instruction
Effective approaches to planning mother-tongue-based multilingual education
July 22, 2021

Module 5
Teaching at the Right Level (TaRL)
Everything you ever wanted to know about TaRL... and then some
July 29, 2021

Module 6
Implementation
Planning for and delivering literacy and numeracy programs at scale
August 5, 2021
Support learners to thrive

Step 1: Evidence (what makes a difference?)
- Assess + support
- Still, questions/gaps

Step 2: Formative assessment

Step 3: Remedial Education
- Back to school and learning
- Ensuring inclusion = differentiated approaches
- System agility and responsiveness
- Remedial? What do we mean?
- How best to deliver?
- What changes are required at the different levels of the system? In curriculum, teaching etc
Introduction to Pratham
Speakers

Rukmini Banerji  
CEO

Devyani Pershad  
Head, International Collaborations

Chavi Jain  
Senior Manager, International Collaborations
About Pratham

Pratham means *first* or *primary* in several Indian languages. Established in 1995 to provide education to children in the slums of Mumbai, Pratham has grown in both scope and scale across the country.

Pratham facilitates India’s well-known nation wide Annual Status of Education Report (ASER) in every rural district in India since 2005. Sample of over half a million children in each survey.

For the past two decades and more, Pratham has developed high-impact, low-cost interventions that help children acquire foundational skills like reading and arithmetic.

Pratham's Teaching at the Right Level (TaRL) approach has demonstrated proven impact on children's learning outcomes and is now being adapted to contexts outside India as well.

In recent years, Pratham has also started vocational skilling programs to enable young people to get a good start in their working life.
Around the globe, more and more children are enrolled in school...

Net Enrolment Rates by country groups over time

- Massive increases in primary school enrollment over time
- By 2000 already, close to universal enrollment in most regions
- Further gains by 2010

BUT does schooling equal learning?

Source: WDR 2018
What percentage of children in grade 3, can read simple text in your context?

a) 75-90%

b) 50-75%

c) Below 50%

Quel pourcentage d’enfants en 3e année peut lire un texte dans votre contexte?

a) 75-90%

b) 50-75%

c) Below 50%

¿En su contexto, qué porcentaje de niños de tercer grado pueden leer un texto simple?

a) 75-90%

b) 50-75%

c) Menos de 50%
What percentage of children in grade 3, can do simple subtraction in your context?

a) 75-90%

b) 50-75%

c) Below 50%

Quel pourcentage d’enfants en 3e année peut faire des soustractions dans votre contexte?

a) 75-90%

b) 50-75%

c) Below 50%

¿En su contexto, qué porcentaje de niños de tercer grado pueden hacer una resta simple?

a) 75-90%

b) 50-75%

c) Menos de 50%
Post COVID, do you think the situation on enrolment will change?

a) Yes, the situation will have worsened
b) No, it will remain the same
c) Yes, the situation will have improved

D'après-vous, après la pandémie y aurait-il un changement dans les inscriptions?

a) Oui, la situation va se détériorer.
b) Non, la situation ne va pas changer.
c) Oui, la situation va s'améliorer.

Después de la pandemia, ¿cree que cambiará la situación de la inscripción?

a) Sí, la situación habrá empeorado
b) No, seguirá siendo el mismo
c) Sí, la situación habrá mejorado
Post COVID, do you think the situation on learning will change?
   a) Yes, the situation will have worsened
   b) No, it will remain the same
   c) Yes, the situation will have improved

D'après-vous, après la pandémie y aurait-il un changement dans l'apprentissage?
   a) Oui, la situation va se détériorer.
   b) Non, la situation ne va pas changer.
   c) Oui, la situation va s'améliorer.

Después de la pandemia, ¿cree que cambiará la situación del aprendizaje?
   a) Sí, la situación habrá empeorado
   b) No, seguirá siendo el mismo
   c) Sí, la situación habrá mejorado
What does the data tell us?
Learning outcomes are low

Let us look at data from different countries: Learning levels in primary grades
Source: ASER, Uwezo and other citizen-led Assessments of Basic Learning
to Track SDG 4.1.1

SDG 4.1.1: Proportion of children and young people in grades 2/3, at the end of primary, and at the end of lower secondary achieving at least a minimum proficiency level in reading and mathematics, by sex.

SOURCE: PAL Network
... and have remained low over time with flat growth trajectories

- Learning levels are low
- Learning trajectories are flat over time
- Each subsequent cohort doing worse than previous cohort

Evidence: % Children who can do at least subtraction
Cohorts over time: Std IV, VI, VIII

Cohort Data from ASER in India (2010-2018)
# Learning levels are low, and varied...

% Children at different **reading** levels in **grade III** before Covid-19 in local language(s)

<table>
<thead>
<tr>
<th>Level</th>
<th>Uwezo 2019 Uganda (national)</th>
<th>ASER 2018 India (national)</th>
<th>MIA 2018 Mexico (regional*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cannot recognize letters yet</td>
<td>40.5</td>
<td>12.1</td>
<td>4.1</td>
</tr>
<tr>
<td>Can recognize letters/syllables but cannot recognize words</td>
<td>15.5</td>
<td>22.6</td>
<td>4.8</td>
</tr>
<tr>
<td>Can read words but cannot read sentences</td>
<td>19.2</td>
<td>20.8</td>
<td>18.2</td>
</tr>
<tr>
<td>Can read text at std. 1 level but not higher</td>
<td>9</td>
<td>17.3</td>
<td>30.7</td>
</tr>
<tr>
<td>Can read std. 2 level text or higher</td>
<td>15.8</td>
<td>27.2</td>
<td>42.2</td>
</tr>
</tbody>
</table>

*This data pertains to 3 regions in Mexico - Campeche, Yucatán, and Quintana Roo*
Learning gaps are large

Learning gaps grow as children move to higher grades

Expected learning line is steep but actual learning trajectories are flat over time

Data from a study in state of Rajasthan India by Karthik Muralidharan and Abhijeet Singh
Eventually curriculum moves far beyond student skills...

The usual question is “why are students so far behind the curriculum?” but the more telling question is “why is the curriculum so far ahead of the students?”

- Over time, curriculum expectations grow
- But children who have not learned the basics and have not had the opportunity to catch up fall behind the curriculum
- Teaching = curriculum delivery = more and more children behind

Simulation data from a paper by Lant Pritchett and Amanda Beatty
...and what after Covid-19?

Across the globe, the extent of this loss is expected to vary.

Data from other crises shows that learning loss may last far beyond the current school year:

- Pakistan earthquake in 2005: while students missed three months of school, four years after the earthquake, they were the learning equivalent of 1.5 years behind.

- Hurricane Katrina in 2005: while having missing between 6-12 months of schooling, students came back on average >2 years below grade level.

Learning adjusted years of schooling (LAYS) will fall 0.9 years in the pessimistic scenario (~7 months of school closure)

Data based on estimates from 2020 World Bank paper

Simulating the potential impacts of covid-19 school closures on schooling and learning outcomes: a set of global estimates.
Remedial Education in the Post-COVID Context: A reflection
What is your definition of remedial education?
Type your answers in the chat

Quelle est votre définition de l'éducation de rattrapage ?
Tapez vos réponses dans le chat

¿Cuál es su definición de educación de recuperación?
Escriba sus respuestas en el chat
What do you think should be the top teaching-learning priority as schools open after COVID?

Type your answers in the chat

Selon vous, quelle devrait être la priorité absolue de l'enseignement et de l'apprentissage alors que les écoles ouvrent après COVID ?

Tapez vos réponses dans le chat

¿Qué cree que debería ser la máxima prioridad de enseñanza-aprendizaje como escuelas abren después COVID?

Escriba sus respuestas en el chat
Helping children Catch Up: Some experiences
With about 1.6 billion children affected by school closures around the world, tackling learning loss due to COVID-19 combined with pre-COVID low outcomes, will be a major challenge.

We saw from the data – most children are likely to lose an equivalent of a year or more of learning, creating long lasting impact on children and economies.

In this context, it is essential to:
- Understand the problem and define clear goals for all children
- Choose approach and channel of delivery to best achieve the goals
- Plan implementation to ease delivery and bridge gaps between what is there and what is needed
- Measure and learn to ensure progress is being made

Examples that have done the above in pre-COVID times can help us get started.
Ability Based Accelerated Learning (ABAL)

NFE Model emerging as remedial package
What is ABAL?

- ABAL is a form of curriculum design, teaching strategies and assessment method that focuses on creating opportunities and experiences for students to assist them with identifying their own learning level and style and help them learn in the most productive and positive way possible.

- ABAL aims to provide flexible learning options to out of school children to bring them back to education.

- The ultimate objective is to enter or re-enter them into formal schools to complete the cycle.
Key Elements of ABAL Model

**Multi-Grade Multi-Level**
- Single classroom
- Different grade & level students

**Ability Based**
- Ability and interest
- Pace of learning

**Flexible Teaching Learning**
- Group, Peer, Individual
- Individual style and stage
- Any time entry/exit

**Accelerated**
- Short duration
- Flexible timing

**Assessment**
- Learning styles, preferences and stages
- Formative, diversified
The method

- **Modular Approach**: curriculum adapted by
  - Cycle – Grade wise
  - Modules – Grade and subject wise
  - Units – Each module has 9 units

- **Screening learners by Subject**
  - For a subject, which grade he/she belongs to
  - For a subject, under a grade, which unit he/she belongs to

- **Ability level group** (Red, Yellow, Green, Pink, Blue) for a subject
Curriculum Adaptation

Duration: 60 months to 45 months
Positioning in the class By Subject

**English**
- Yellow: G 2
- Green: G 3
- Red: G 1

**Bangla**
- Yellow: G 2
- Green: G 3
- Red: G 1
From difficult geographical location.

Profile: 72% dropped out from G I & II and 28% have never enrolled in education

No dropout. National dropout rate 17.6%

35% learners mainstreamed in formal school.

Full cycle completion cost is same as formal education.

Why considered as remedial package

- Following National curriculum and textbooks
- Curriculum adapted by grade (Cycle), subject (module) and up to unit level with milestone learning outcomes
- Accelerated method with unit wise activity and assessment kits.
- Tool to measure the ability by subject
- Multi-grade & level - materials are mostly self-instructed
- Integrated and experiential pedagogy
- Flexibility to go by individual’s learning pace
- Any time entry/exit
- Mainstreaming into formal education system
THANK YOU
Teaching at the Right Level (TaRL): Experiences from India & Zambia
## Teaching at the Right Level: Zambia & India

<table>
<thead>
<tr>
<th>Element</th>
<th>Karnataka, India</th>
<th>Zambia</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Goal</strong></td>
<td>Focus on basic skills, put the curriculum aside for that period</td>
<td></td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td>Dedicated time during the school time-table</td>
<td>Dedicated extra time during the school day</td>
</tr>
<tr>
<td><strong>Duration</strong></td>
<td>Intensive, 2 hours per day, 1 quarter of school year</td>
<td>1 hour per day, half the school year</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Simple assessment, grouping by level, engaging activities focused on accelerating reading &amp; math skills for all children</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Led by school teachers, supported by system actors</td>
<td></td>
</tr>
<tr>
<td><strong>Mentoring &amp; supervision</strong></td>
<td>“Leaders of Practice” from within government system to provide support to teachers and program delivery</td>
<td></td>
</tr>
</tbody>
</table>
Odu (Read) Karnataka: Program Overview

- Program started as pilot in 2016-17 in response to low foundational skills for students in Grades 4&5
- Intensive model designed to help students catch up quickly
- Program evolved over time to new areas with each year
- Program content & structure co-designed by Pratham & Govt.
- Implementation led by system with support from Pratham
  - Pratham trained govt state & district resource persons
  - State & District RPs trained Cluster RPs
  - RP trained teachers

<table>
<thead>
<tr>
<th>Coverage and Reach (2016 - 2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach</td>
</tr>
<tr>
<td>No. of districts</td>
</tr>
<tr>
<td>No. of schools</td>
</tr>
<tr>
<td>(30% of schools)</td>
</tr>
<tr>
<td>No. of students</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>----------</td>
</tr>
<tr>
<td>Ramanagara</td>
</tr>
<tr>
<td>Mandya</td>
</tr>
<tr>
<td>Mysore</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Improvement in basic reading outcomes, Year 1: 2016-17**

**Improvement in Reading 3 districts pilot**

<table>
<thead>
<tr>
<th>Stage</th>
<th>Beginner</th>
<th>Letter</th>
<th>Word</th>
<th>Para</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>11.1%</td>
<td>5.6%</td>
<td>1.6%</td>
<td>6.9%</td>
<td>5.2%</td>
</tr>
<tr>
<td>Midline</td>
<td>19.4%</td>
<td>5.2%</td>
<td>22.2%</td>
<td>13.9%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Endline</td>
<td>24.4%</td>
<td>5.2%</td>
<td>57.1%</td>
<td>15.6%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>

Legend:
- Beginner
- Letter
- Word
- Para
- Story
We see consistent and significant improvement in reading over time
- Improvement of 35 percentage points increase in the proportion of children reading at Std. II level
- We have more than 60% children who are fluent readers in almost 11 out of 13 districts at the end of the intervention
Odu (Read) Karnataka: Highlights and key takeaways

HIGHLIGHTS:

● Simple, periodic assessments which allowed for grouping as per learning level and tracking progress at a classroom level
● A strong on site monitoring system that was put in place by the government, which ensured continuous visits to schools by cluster, block and district resource persons
● Regular review meetings to track implementation and ensure progress towards goals

TAKEAWAYS:

● **Alignment** on goal important; **acceptance** of the problem more important; **practice** essential!
● **Variation** within state needs to be taken into account while planning program strategy
● **Nature of support** to system evolves over time
● Quick **large gains** are possible!
Catch Up (Zambia): Program Overview

- Program started as pilot in 2016-17 in response to need for “Catch Up”
- Two models designed to pilot most efficient delivery mechanism
- In-school, extra time model selected for scale up
- Program content & structure co-designed by Pratham, JPAL Africa, Govt & VVOB
- Program scaled over time with integration into system increasing
- Multiple partners and stakeholders involved to take it from pilot to scale
- Implementation led by Govt. with reduced field support over time

<table>
<thead>
<tr>
<th>Coverage and Reach (2016 - 2021)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reach</td>
</tr>
<tr>
<td>No. of provinces</td>
</tr>
<tr>
<td>No. of schools</td>
</tr>
<tr>
<td>No. of students</td>
</tr>
</tbody>
</table>
Gains improved over time as program expanded

Year on year data on reading & math for the Catch Up program

% of Children who can read at least a simple para

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Improvement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>40%</td>
<td>7%</td>
<td>47%</td>
</tr>
<tr>
<td>2018</td>
<td>40%</td>
<td>15%</td>
<td>55%</td>
</tr>
<tr>
<td>2019</td>
<td>35%</td>
<td>21%</td>
<td>47%</td>
</tr>
<tr>
<td>2020</td>
<td>37%</td>
<td>11%</td>
<td>48%</td>
</tr>
</tbody>
</table>

% Children who can do 2 by 2 subtraction

<table>
<thead>
<tr>
<th>Year</th>
<th>Baseline</th>
<th>Improvement</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>50%</td>
<td>13%</td>
<td>50%</td>
</tr>
<tr>
<td>2018</td>
<td>51%</td>
<td>16%</td>
<td>51%</td>
</tr>
<tr>
<td>2019</td>
<td>37%</td>
<td>13%</td>
<td>50%</td>
</tr>
<tr>
<td>2020</td>
<td>27%</td>
<td>13%</td>
<td>42%</td>
</tr>
</tbody>
</table>

Indicator that delivery is getting better and that the system is learning over time
Catch Up (Zambia): Highlights and key takeaways

**HIGHLIGHTS:**

- Catch Up effort focused on all learners in target grades
- System capacity to deliver results improved over time
- Ownership at all levels in the system led to push for scale up

**TAKEAWAYS:**

- **Data & mentoring** are key to program improvement
- **Practice by mentors** is a key factor in building system capacity and improving outcomes
- System **ownership and leadership** essential to success
Some common elements to think about...

- Clarity of goal, whether it is basic skills or catching up to the curriculum
- Simple assessment to get started, and track progress
- Fixed time and duration for activities / program
- Flexibility in classroom approach, focused on learner
- Accelerated learning strategies can work well
- Measurement and adjustment to ensure impact
Time to reflect
Do remedial education programs in your local contexts share any elements with the programs discussed in today's session?

- Yes
- No

If yes, what are some key elements or features of remedial programs in your local context?

Si oui, quels sont les éléments ou caractéristiques clés des programmes de rattrapage dans votre contexte local ?

En caso afirmativo, ¿cuáles son algunos elementos o características clave de los programas de recuperación en su contexto local?

In your context, who is the primary implementer of remedial education programs? (You can select more than one)

Government; NGOs, Private schools, Public schools, others

What are some barriers or challenges to conducting remedial education in your context?

Quels sont les obstacles ou les défis à la conduite d'un programme de rattrapage scolaire dans votre contexte ?

¿Cuáles son algunas barreras o desafíos para llevar a cabo educación de recuperación en su contexto?
Remedial Education post Covid-19: 
Turning the pandemic into an opportunity
We have immense opportunities to do things differently in the wake of COVID-19

Let’s build back better!
Did you find today's session informative?

1. Yes
2. No
3. Unsure

Avez-vous trouvé la séance d’aujourd’hui instructive?

1. Oui
2. Non
3. Pas sur

¿Le resultó informativa la sesión de hoy?

1. Si
2. No
3. Inseguro
**POLL Q2**

Do you agree that systems need to tackle the lack of FLN skills in children?

1. Strongly agree
2. Agree
3. Disagree
4. Strongly Disagree

Êtes-vous d'accord pour dire que les systèmes doivent remédier au manque de FLN chez les enfants ?

1. Tout à fait d'accord
2. D'accord
3. Pas d’accord
4. Absolument pas d’accord

¿Está de acuerdo en que los sistemas deben abordar la falta de FLN en los niños? 

1. Totalmente de acuerdo
2. Estar de acuerdo
3. Discrepar
4. Muy en desacuerdo
Do you think that strategies and experiences shared in this session can help you build children's FLN skills in your local context?

1. Yes
2. No
3. Maybe

Selon vous les stratégies et les expériences partagées dans cette session peuvent-elles vous aider à développer les compétences FLN des enfants dans votre contexte local ?

1. Oui
2. Non
3. Peut-être

¿Cree que las estrategias y experiencias compartidas en esta sesión pueden ayudarlo a desarrollar las habilidades de FLN de los niños en su contexto local?

1. Sí
2. No
3. Quizás
Thank you!  www.pratham.org | @Pratham_India on twitter
Additional Resources


- **Resources catalogue: Teaching and learning resources for professionals and parents working with children with disabilities** [https://www.unicef.org/reports/resources-catalogue](https://www.unicef.org/reports/resources-catalogue)

- **RemediationKit_McKinseyUNESCO**

- **Where are the girls:** [https://blogs.unicef.org/blog/where-are-the-girls-and-why-it-matters-as-schools-reopen/](https://blogs.unicef.org/blog/where-are-the-girls-and-why-it-matters-as-schools-reopen/)
Thank you and next steps

• A recording and slides from this module will be shared after the session.

• A link to a brief survey will also be shared for your feedback.

• Next week, a break

• The next module will focus on Language of Instruction and will take place at the same time on July 24, 2021.

• UNICEF Yammer Deep Dive on parental engagement in FLN, 15 July
Thank you!