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 chat for 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.
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
Roadmap of today’s session

● Brief Reflection on Module 4 and Framing of Module 5
● Introduction to Pratham
● What is TaRL?
● Teaching at the Right Level: An Overview
● Evidence on TaRL
● Core elements of TaRL
● Q&A/ Discussion
Reflection on Module 4,
Framing Module 5

Haritz Goya Lujambio, Education Specialist, UNICEF West and Central Africa
Journey through the Academy

Module 1
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Introduction to Pratham
**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.

### Impacting Millions

- **Team of ~6000** each full time & part time staff
- **Identification of gaps & creation of local solutions**
- **Measurement & Evidence core to approach**
- **Presence in 20+ major states of India**
What is TaRL?
What does TaRL stand for?

a) Teaching at Remote Levels
b) Targeted and Remedial Learning
c) Teaching at the Right Level
How are children grouped in TaRL interventions?

a) By class/grade
b) By current learning level
c) Not grouped

Comment groupe-t-on les apprenants pendant les interventions TaRL?

a) Par classe/ par niveau
b) Selon leur niveau d’apprentissage actuel
c) Ne sont pas regroupés

¿Cómo se agrupan los niños en las intervenciones TaRL?

a) Por clases / grado
b) Por nivel de aprendizaje actual
c) No agrupado
True OR False: The TaRL approach aims to accelerate children’s acquisition of foundational literacy and numeracy skills.

a) True
b) False

Vrai ou Faux: L’approche TaRL vise à accélérer l’acquisition fondamentale de la lecture et de mathématiques?

a) Vrai
b) Faux

Verdadero o falso: el enfoque TaRL tiene como objetivo acelerar la adquisición de las habilidades básicas de lectura y aritmética de los niños.

a) Verdadero
b) Falso
True OR False: The TaRL approach relies on grade-level curricula.
   a) True
   b) False

Vrai ou Faux: L’approche TaRL repose sur les programmes scolaires.
   a) Vrai
   b) Faux

Verdadero o falso: El enfoque TaRL se basa en planes de estudio de nivel de grado.
   a) Verdadero
   b) Falso
Teaching at the Right Level: An Overview
### Problem:
Even after 3 years or more of schooling, children are unable to read simple text or perform basic math operations.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Beginner</th>
<th>Letter</th>
<th>Word</th>
<th>Para</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>Cannot recognize letters as yet</td>
<td>Can recognize letters but not read words</td>
<td>Can read words but not sentences</td>
<td>Can read sentences at Grade I level</td>
<td>Can read text at Grade II level or higher</td>
</tr>
<tr>
<td>IV</td>
<td>7.6</td>
<td>15.9</td>
<td>16.6</td>
<td>19.3</td>
<td>40.7</td>
</tr>
<tr>
<td>V</td>
<td>5.9</td>
<td>11.7</td>
<td>13.0</td>
<td>19.1</td>
<td>50.3</td>
</tr>
</tbody>
</table>

- In Grade III, less than 30% are at grade level for reading.
- In each grade, wide distribution of learning levels.
- Only half of all children in Grade V have achieved Grade II learning levels.
- Math levels are often worse.

**Who should the teacher teach?**
**What should she teach whom?**

TaRL tries to address this problem.

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Note: ASER model of assessment is currently used in 14 countries in Asia, Africa & Latin America and recognized globally as an innovative approach to assessment for understanding basic issues in children’s learning.
Possible Solution: TaRL moves away from age-grade teaching to focusing on children’s current learning levels

### Example: A typical school

<table>
<thead>
<tr>
<th>Grade/Level</th>
<th>Beg</th>
<th>Letter</th>
<th>Word</th>
<th>Para</th>
<th>Story</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>4</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>IV</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>18</td>
<td>41</td>
</tr>
<tr>
<td>V</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>20</td>
<td>43</td>
</tr>
</tbody>
</table>

**In a usual school:**
- Children are organized by age and grade (as shown by rows in the table above).
- Assume one teacher teaches each grade.
- Each teacher has about 40 children but at many different levels.
- She teaches from grade level textbook.
- But in reality she struggles with the wide range of learning levels in her class.

### Example: Session organized for TaRL

<table>
<thead>
<tr>
<th>Grade/Level</th>
<th>Beg</th>
<th>Letter</th>
<th>Word</th>
<th>Para</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>4</td>
<td>9</td>
<td>8</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>IV</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>V</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>42</td>
<td>51</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**In a TaRL session:**
- Children are organized by their current learning level (as shown by columns in the table above).
- One teacher teaches 1-2 groups.
- Each teacher has about 40 children but children are at more or less similar levels.
- She uses activities & materials appropriate for the children’s level.
Teaching at the Right Level can help the picture to change quickly in classrooms

Children move fast from one “level” to another so there is not much time to have a “label”

<table>
<thead>
<tr>
<th>Level</th>
<th>Beginner</th>
<th>Letter</th>
<th>Word</th>
<th>Para</th>
<th>Story</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade III-V</td>
<td>Cannot recognize letters as yet</td>
<td>Can read words but not sentences</td>
<td>Can read sentences at Grade I level</td>
<td>Can read text at Grade II level or higher</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>33</td>
<td>18</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Midline</td>
<td>18</td>
<td>20</td>
<td>18</td>
<td>16</td>
<td>27</td>
<td>100</td>
</tr>
<tr>
<td>Endline</td>
<td>9</td>
<td>17</td>
<td>19</td>
<td>20</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

Data from close to ~800 schools in Zambia show:

- Big increases in children able to read (para + story levels)
- Substantial reductions in those at the lowest levels
- ~60 hours of implementation
- By allocating time to foundational skills, using data and activities with a focus on outcomes, and uniform action – big change is possible

Today, the Zambian government is developing a plan to go to national scale
## TaRL transforms practice in fundamental ways – in the classroom

<table>
<thead>
<tr>
<th>‘Business as usual’</th>
<th>Teaching at the Right Level (TaRL)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Goal is to ensure basic foundational skills for all, with clearly articulated goals for basic reading and math.</td>
</tr>
<tr>
<td>Goal is to complete the grade level textbook or curriculum.</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Simple one-on-one assessments of every student used for starting, grouping and tracking progress. Assessment aligned to and useful for guiding ongoing instruction.</td>
</tr>
<tr>
<td>Assessments aligned with curriculum and often pen &amp; paper with many questions. Hard for teacher to use immediately for guiding her instruction. Usually used at beginning and end of term or year.</td>
<td></td>
</tr>
<tr>
<td><strong>Grouping – organizing children for instruction</strong></td>
<td>Children grouped by learning level rather than by grade (or age). Children move quickly from one group to the next as their learning progresses.</td>
</tr>
<tr>
<td>Grades are organized by age. Children of a certain age are in a certain grade. Teaching done at grade level based on grade level curriculum and textbooks.</td>
<td></td>
</tr>
<tr>
<td><strong>Teaching &amp; Activities</strong></td>
<td>Teaching starts at the level of the child rather than at the level of the grade. Simple and engaging daily learning activities that can be adapted as children progress. Students engage in activities in large groups, small groups, and individually.</td>
</tr>
<tr>
<td>Teaching starts at the level expected of that grade. Focus mainly on whole-class instruction (‘chalk and talk’ and textbook-driven), focus on grade level curriculum leads to teaching to the ‘top of the class’.</td>
<td></td>
</tr>
</tbody>
</table>
TaRL helps shift the system from “schooling for all” towards “learning for all”

<table>
<thead>
<tr>
<th>Training of teachers</th>
<th>‘Business as usual’</th>
<th>Teaching at the Right Level (TaRL)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Often done by trainers or resource persons who have not carried out the program themselves. Usually training done once at the start of a program.</td>
<td>In typical TaRL programs, training of teachers are only done by those who have carried out successful “practice classes” daily for at least 15-21 days. These are “leaders of practice”.</td>
</tr>
</tbody>
</table>

| Ongoing field based academic support | Usually trainers do not visit schools/teachers in the field. School visits done for monitoring or inspection. | TaRL programs have a strong ongoing on-site field support component. The trainers or “leaders of practice” are the same people who visit schools constantly to support teachers. |

| Monitoring & Review | Pen and paper assessment done at the beginning & end of a learning unit. Minimal data analysis to understand student learning or adjust teaching before moving to the next learning unit. Program reviews done infrequently. | Simple assessment used periodically to track student progress, review data, and make decisions on child progress and program design. Data used for planning school visits. Quick decision making to inform program delivery and future course. |

System alignment is essential to success
An Overview of the TaRL Methodology

• Pratham’s methodology has evolved over time.
• Experiments, experience and evidence have contributed to the current approach.
• Rigorous impact evaluations have shown that TaRL is effective in improving children’s foundational skills in reading and arithmetic especially for children age 7 or 8 and older.
• In India, the approach is called “CAMaL”. In Hindi CAMaL means amazing! In English - Teaching at the Right Level (TaRL)

The basis: Start at the current level of the child and help the child to progress to more advanced levels.

• Combined activities are used to maximize learning (CAMaL)
• Children listen to what is said, say what is heard, read what is written, and write what they say or hear
• Use varied activities in big groups, small groups and for individual work. Maximize participation & engagement.
• Quick & visible progress of children leads to increased motivation for learning among children, teachers and parents.
In the classroom, TaRL unfolds through a simple process involving key elements:

**Assessment**
Simple one-on-one assessment done to **group children by level instead of by grade** for instruction.

**Appropriate activities & materials**
For each group, there are a set of activities and materials for reading and arithmetic that are appropriate for that group and than enable children to progress.

**Tracking progress**
Similar assessments are used for tracking children’s progress. Re-grouping done by looking at data.

**Big groups-small groups**
Children do activities in groups and also individually. Children progress quickly and move into the next level group.
TaRL began in India and spread – TaRL Africa support to 10+ countries

- Niger: JICA-led integration with School for All, scaled up to 6,500 schools
- Uganda: Several NGOs implementing TaRL, govt schools and refugee contexts
- Côte d’Ivoire: 50 school pilot, supported by TRECC. Scaling up to 5,000 schools
- Sierra Leone: Street Child UK implementing TaRL
- Nigeria: Teacher-led pilot in Borno, supported by UNICEF and PLAN now scaling in NE. KaLMA pilot underway, Kebbi state govt-funded scale up underway
- Botswana: Young1ove Implementing TaRL in 100+ schools. collaboration with Ministry
- Mozambique: Local NGO implementing TaRL pilot
- Madagascar: JICA-led integration with School for All, scaled up to 1,000 schools
- Zambia: MoGE scaled to 2,000+ schools in 2021, expanding to new provinces in 2022
- Kenya: Multiple partners being supported to apply TaRL in their programming contexts, learning lab being set up, Tusome Catch up program

Programming also spread to other countries beyond India & Africa:
- Pakistan
- Mexico
- Nepal
- Egypt
- Philippines
Let's jump right in then!
What have we learnt so far?

The Problem: Only half of all children in Grade V have achieved Grade II learning levels. In each grade, wide distribution of learning levels.

The Big Question: Who should the teacher teach? What should she teach whom?

Possible Solution: TaRL is effective in improving children’s foundational skills in reading and arithmetic especially for children age 7 or 8 and older.

- TaRL moves away from age-grade teaching to focusing on children’s current learning levels.
- Goal is to ensure basic foundational skills for all, with clearly articulated goals for basic reading and math.
- Simple one-on-one assessments of every student used for starting, grouping and tracking progress.
- Combined activities are used to maximize learning (CAMaL) - big groups, small groups and individual work to maximize participation & engagement.
- Children move fast from one “level” to another so there is not much time to have a “label”.
- TaRL helps shift the system from “schooling for all” towards “learning for all” through monitoring and mentoring systems, training and supporting leader’s of practice and aligning its program design and implementation with the system.
Building a case for scale: Evidence of Pratham’s Teaching at the Right Level approach

FLN Academy - Module 5
July, 29, 2021

Radhika Bhula, Education Sector Manager
John Floretta, Global Deputy Executive Director
Building a platform for scale through innovation, experimentation, and iteration

2000

2001–2003
In school “Balsakhi”: paid community volunteer “pull out” remedial program
Maharashtra and Gujarat, Urban

2005

2005–2006
Out-of-school model: Community unpaid volunteer as instructor
Uttar Pradesh, Rural

2008

2008–2010
Gov’t teacher-led model in school & volunteer in community/school: Out-of-school in Bihar and in-school in Uttarakhand
Bihar and Uttarakhand, Rural

2010

2012–2013
In school, teacher-led model: “Leaders of Practice” - Training, monitoring, mentoring by gov’t academic officials
Haryana, Rural

2013–2014
Pratham team member “Learning Camps” model in school: supported by village volunteers
Uttar Pradesh, Rural
Multiple models tested through RCTs in 6 Indian states over 13 years

<table>
<thead>
<tr>
<th>Who leads</th>
<th>Where</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Govt school teachers</td>
<td>In schools</td>
<td>During the school day</td>
</tr>
<tr>
<td>Govt school teachers</td>
<td>In schools</td>
<td>During summer holidays</td>
</tr>
<tr>
<td>Community volunteers</td>
<td>Outside of schools</td>
<td>After school hours</td>
</tr>
<tr>
<td>Community volunteers</td>
<td>In schools</td>
<td>During school hours</td>
</tr>
</tbody>
</table>

**Critical factor**: Creating dedicated time during school day for carrying out level-appropriate activities for children organized in level wise groups (rather than gradewise) with a special focus on students who have not acquired basic skills.
Phase I: Testing the core principles of the model

Key takeaways
Key principles shown effective in 3 states, urban and rural areas
  ○ Local youth community instructors/volunteers able to deliver pedagogy

Challenges of “take-up” running the program out of school
  ○ Aim to develop a model that can be implemented through gov’t system

Challenges of running in-school with community teachers throughout the year
Phase 2: Experimenting with in-school teacher-led models that can be implemented

Key takeaways
Evidence from previous evaluations visible in this case too: community volunteers (or local instructors) can deliver TaRL effectively

During the year in school program:
Difficult for gov’t teachers to implement TaRL in-school given pressure to complete the grade level year long syllabus

Summer camps:
  a. Gov’t teachers delivered TaRL when not facing in-school grade level curriculum completion pressure
  b. Short bursts can improve learning
Phase 3: Evolving teacher-led in school model in govt system to deliver significant learning gains

**Key takeaways**

“Leaders of practice” – Trainer-monitor-mentor cadre above level of teachers bring in system alignment. Trainers are monitors & mentors.

Onsite ongoing school visits by gov’t officials is key to implementation

Need dedicated time during school day for carrying out level-appropriate activities for children organized in level wise groups (rather than gradewise)

Pratham-led model doubled the number of children who could read a paragraph or story in 50 days
Increased number of students who can read a paragraph by 10% in Haryana and 2x in Uttar Pradesh

**HR**: In school teacher led daily 1-1.5 hours instruction by groups/levels, roughly 120 days

**UP**: In school Pratham team led Learning Camps in 10 day bursts. Max = 5 camps = 50 days – 2-3 hours a day
Key Results

- Of all evaluations done by JPAL on learning improvement programs across the world, TaRL among the most **effective and frugal** approaches to improve foundational literacy and numeracy evaluated by J-PAL affiliates.

- Learning benefits of the TaRL approach are cumulative and persist over time:
  - Impacts of the in-school Balsakhi program doubled in year 2
  - Lowest performing students taught by Balshakis continued to have some positive learning benefits one year after the program ended
  - Impact of camps sustain over time, albeit smaller than initially experienced
  - Similar to Balsakhi results, students who were beginners at the time of Baseline of the learning camps experience larger sustained gains
Final word

• Over the years, TaRL evidence and programming has been acknowledged by practitioners, funders, and researchers as possible solution to the “learning crisis” especially on building foundational skills

• Recently, TaRL-type interventions were cited as a “Good Buy” in the recommendations of the Global Education Evidence Advisory Panel report “Smart Buys” for improving learning published by World Bank & FCDO

• TaRL is being adapted to multiple contexts outside India based on the lessons and evidence gathered over the years, TaRL Africa joint-initiative between JPAL & Pratham to support growth
Thank you
Core components of TaRL
Core components of TaRL programs

- **Assessment and Grouping**
- **Classroom Process**
  - Classroom Methodology
  - Activities & Materials
  - Session Planning
  - Classroom Management
- **Measurement and Mentoring**
- **Program Implementation Model**
Assessment and Grouping (1 / 2)

Understanding children's basic skills of foundational literacy and numeracy is the starting point of TaRL interventions.

To understand whether children can read and at what level, there is no other way to do it other than oral and one-on-one way.

The situation with basic arithmetic is similar – understand if the child has knowledge of numbers and knows what operation to perform and how. This can only be understood one-on-one.

TaRL assessments focus on:
- Simple, one-on-one assessment
- Assessing both literacy & numeracy at a time
- Using different samples to assess children
- Recording simple data while assessing the children

Assessment tools are central to the TaRL instructional model:
- Make the problem of learning “visible”
- Indicate goals
- Used for grouping and for tracking progress
Group children according to their current learning levels:

**Literacy:**
- Group 1: Beginner + Letter Level
- Group 2: Word + Simple Paragraph level
- Group 3: Story level

**Numeracy:**
- Group 1: Beginner + One digit number + two digit number
- Group 2: Addition + Subtraction
- Group 3: Word Problem level

Groups are dynamic, with children moving from one group to another as they progress, without waiting for formal assessment.
In the UNICEF supported pilot of TaRL in Borno, grouping was done by level within each grade with all subject teachers involved to reduce PTR.

In TaRL Learning Camps in India, grouping is done by level across grades with one Pratham facilitator managing all levels supported by volunteers.

In the PEC program in Cote d’Ivoire, grouping was done by level across grades with each teacher working with a specific level of children.
Children learn in many ways. Hence activities are designed to stimulate different modes of learning.
Children do a set of different activities simultaneously—listening, saying, doing, reading and writing—all around one task or problem.
A combination of activities are carried out each day, suited to the level of the children.
Activities include whole class activities and small group activities.
Activities and games are played keeping in mind the level of the group, considering both what they can do comfortably and what is challenging for them.
Finally, children write every day; the focus is on expressing their thoughts and learning on paper rather than on grammar or spelling.
Simple materials are created and used to support the delivery of activities in the classroom.
Transform classrooms to learning spaces
Sticks & bundles to make math fun
Syllable charts to kickstart reading
Letter cards to build wor(l)ds
Simple paragraphs – lots of reading
Bundle & Sticks in action

Numbers with Bundle & Sticks
Classroom Process

Teachers facilitate:
- creation of a positive learning environment, with learners responsible
- development of a feeling of cooperation and teamwork among learners
- activities to enhance learner confidence, generate curiosity, encourage imagination and motivate them to learn
- achievement of both academic and non-academic goals

Process recap:
- Whole class or demonstration activity
- Small group and individual practice
- Grouping and regrouping to keep momentum
- Allow each learner to learn at their own pace
- Daily session plan created by facilitator
Creating a TaRL session plan

- Conduct the baseline test, compile the data, find out learning levels (remember, during the interim periods of two tests, based on observations, learners can be moved to higher levels)
- Define the learning goals: *What are the goals for transition from one group to a higher group?*
- Define goals for each group to make a session plan - *Discuss goals with learners!*
- Decide the expected outcomes for the end of each day / week Based on the outcomes, list out the activities to be conducted in the class.
- Define time to be spent on each activity!
- Make sure that there is enough material depending upon the classroom size
- Make sure that each learner gets a chance to participate and practice the activity
- If needed, make the changes in the plan
**Measurement, mentoring & review**

**Measurement /assessment:** in TaRL programs has key characteristics:

- Clear definition of every indicator being measured ensuring simplicity – ensure everyone understands
- Quick and frugal data collection – more time on using data rather than on collecting it
- Data for the right people at the right time – important to use data to drive decisions and improve
- Data available and used during the program – relevant data available to use for everyone

Measurement and implementation supported by **strong academic support & review processes:**

- Mentors (we prefer the term - “leaders of practice”) have used TaRL themselves hence are good champions & can lead and guide others. “Missionaries” for the “Mission”.
- Mentors/“Leaders of practice” know the teachers and have the ability to support them.
- On-site ongoing support includes demonstration, active participation & feedback.
- Practice is essential to ensure capability to support and deepen understanding.
- Mentoring & monitoring activities should focus on strengthening intervention and not inspection.
- Review mechanisms should be in place to enable course correction and feedback.
- Systematic plan for support including movement plan, guidelines, review agendas & schedules.
- Leadership at all levels need to be aligned to the program and united for pursuing success.
<table>
<thead>
<tr>
<th>Level (Approximate number of schools)</th>
<th>Designation</th>
<th>Responsibilities</th>
</tr>
</thead>
</table>
| District level (80-100 schools)      | District Resource Centre Coordinators | • Oversee the program at the district level  
• Visit at least 2 schools per month  
• Hold periodic review meetings at the district level |
| Zonal level (7-12 schools per person) | Zonal In-charges              | • Visit at least one school per week and provide support to the instructors and school-based mentors  
• Review the program periodically at the zonal level |
| School level (2-5 instructors per school) | Senior Teachers               | • Manage school operations  
• Support instructors in the school  
• Review the program regularly with the instructors |
Program Design and TaRL Delivery Models

**WHO CAN LEAD IMPLEMENTATION?**
- Community Youth/Volunteers
- Teachers
- Other Instructors

**WHEN CAN IT BE IMPLEMENTED?**
- During school hours
- Outside school hours
- During holidays

- At most 50:1 Pupil Teacher Ratio
- Facilitators can be of a **VARIETY OF PROFILES**
- All have been shown to be **EFFECTIVE**

- Interventions can be **PERIODIC** (i.e. With gap days; Example: 10-10-10-10) or **CONTINUOUS** (i.e. at a stretch)
- They can be during start, middle or end of the term
- Classes are typically conducted for **1-3 HOURS EACH DAY**
Program Design and TaRL Delivery Models

WHERE CAN IT BE IMPLEMENTED?

• Formal schools (government, government aided, private schools)
• Other types of schools (Eg. Qur’ānic schools)
• Community spaces

WHO SHOULD IT FOCUS ON?

• Children who are 7 or 8 and older and have some years of schooling (typically Grades 3-5 and above); At this age children are cognitively ready and can pick up quickly
• TaRL effective for both in-school & out of school children

Note: TaRL interventions are NOT IDEAL FOR YOUNGER CHILDREN (Children in Grades 1-2), who typically need longer and less intensive interventions
**PEC: Programme d’Enseignement Ciblé**

**Target group:** Grades 3 to 6 / Age 8 to 11 ++

**Language(s):** French

**Type of schools:** Formal Public schools / Bridging classes

**Duration:** 4 to 6 months every academic year

**Timing and Modality:** during school hours

1.5 hours of instruction daily: 45mn Reading; 45mn Maths

**Instructors:** school teachers

**Mentors:** School directors, Pedagogical advisors

**Role of Government:** Strategic orientation / Policy; implementation (coordination- trainings- evaluation- supervision)
Integration of PEC into the educational system

Framework for PEC implementation defined at national level by the government:

- **Steering Committee:** PEC strategic body / Policy Development
- **The National Coordination:** in charge of the execution, coordination and monitoring/evaluation of all PEC activities. Supported by a Regional team in charge of the execution, coordination and supervision at the regional and District levels, of all activities related to the implementation of the PEC.
- **The Consultative Group:** to ensure coordination of PEC Partners interventions

Implementation management:

- Implementation led at all levels by government system
- WhatsApp groups introduced for real-time coordination and feedback
- Mentoring & review processes build into program design
- Strategies to integrate into existing system being explored
## Growth of the program over the years

- Implementation of PEC in cocoa production areas, urban and rural:

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Number of pupils</td>
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<td>200 000</td>
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<tr>
<td>Number of schools</td>
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<td>200</td>
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<td>Number of mentors</td>
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</tbody>
</table>

**2020 - COVID-19 Mitigation**: Distance learning Program (Radio), School reopening Protocols, testing of PEC activities when schools reopened in May 2020
Pilot results – proof of concept
Let's refresh our memory!
What does TaRL stand for?

a) Teaching at Remote Levels
b) Targeted and Remedial Learning
c) Teaching at the Right Level

¿Qué significa TaRL?

a) Teaching at Remote Levels
b) Targeted and Remedial Learning
c) Teaching at the Right Level

Que signifie TaRL?

a) Teaching at Remote Levels
b) Targeted and Remedial Learning
c) Teaching at the Right Level
How are children grouped in TaRL interventions?

- a) By class/grade
- b) By current learning level
- c) Not grouped

¿Cómo se agrupan los niños en las intervenciones TaRL?

- a) Por clases / grado
- b) Por nivel de aprendizaje actual
- c) No agrupado
True OR False: The TaRL approach aims to accelerate children’s acquisition of foundational literacy and numeracy skills.

a) True
b) False

Vrai ou Faux: L’approche TaRL vise à accélérer l’acquisition fondamentale de la lecture et de mathématiques?

a) Vrai
b) Faux

Verdadero o falso: el enfoque TaRL tiene como objetivo acelerar la adquisición de las habilidades básicas de lectura y aritmética de los niños.

a) Verdadero
b) Falso
**POLL Q4**

**True OR False:** The TaRL approach relies on grade-level curricula.

- a) True
- b) False

**Vrai ou Faux:** L’approche TaRL repose sur les programmes scolaires.

- a) Vrai
- b) Faux

**Verdadero o falso:** El enfoque TaRL se basa en planes de estudio de nivel de grado.

- a) Verdadero
- b) Falso
Thank you!  www.pratham.org | @Pratham_India on twitter
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.

• The next module will focus on Implementation / Delivery and will take place at the same time on August 5, 2021.
Thank you!