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Learning from 2011-2015, USAID's experience

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USAID early grade reading programming 2011-2015

Perspective on three dimensions of challenge in achieving global early grade literacy:

- Scale
- Effectiveness
- Equity



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Scale:



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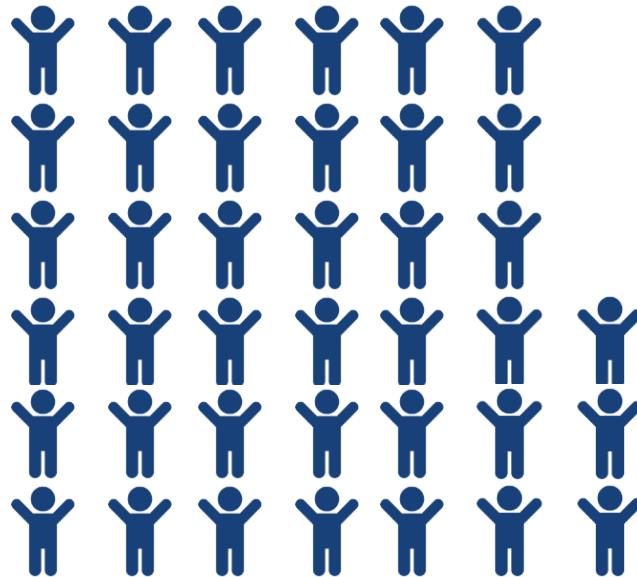
USAID early grade reading programming 2011-2015

- 91 reading programs in 40 countries
- 46,000 administrators & officials trained annually
- 450,000 teachers trained annually
- 450 million textbooks and reading materials produced
- 300 + reading assessments implemented



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Improved literacy *instruction* for 37.7 million students through USAID-supported programming...

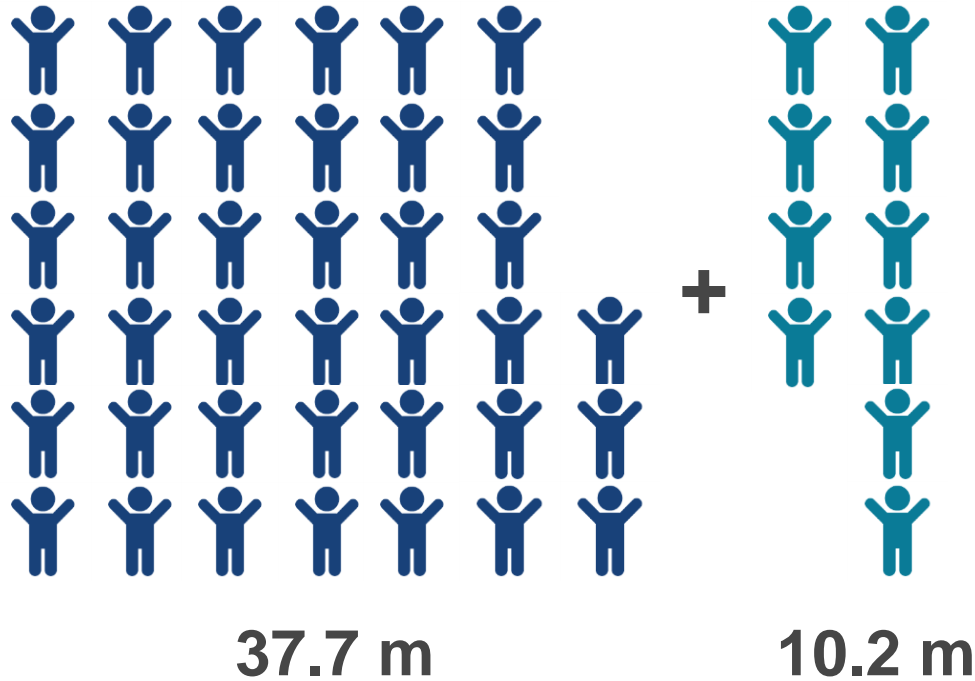


37.7 m



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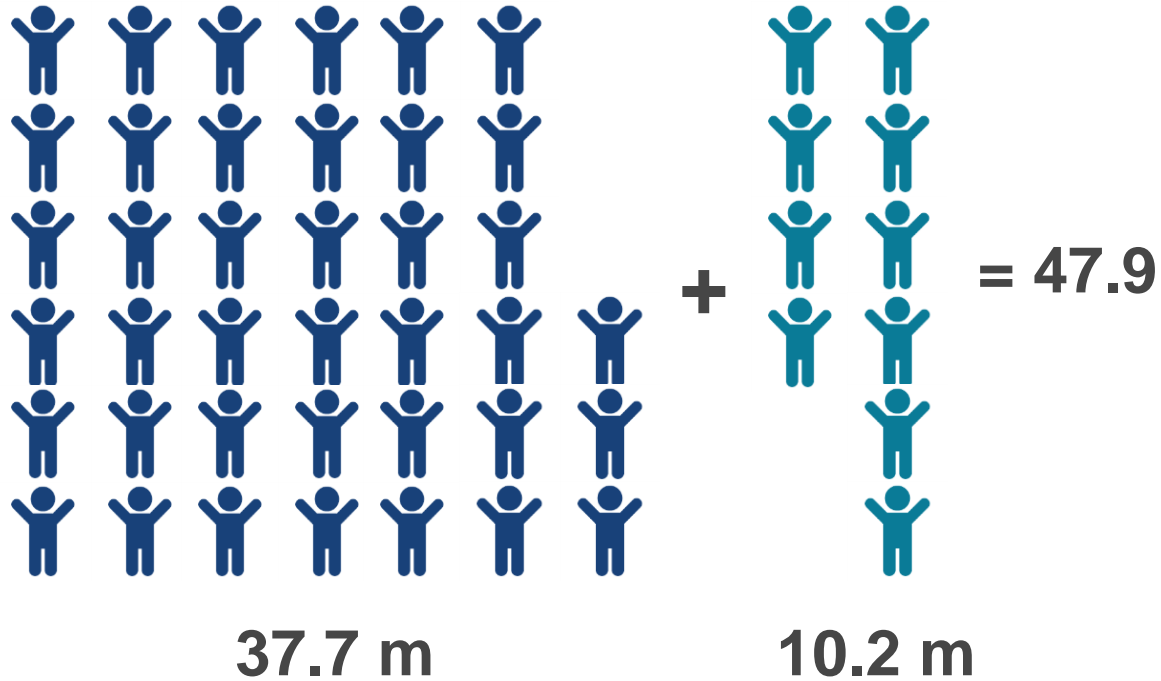
... plus a further 10.2 million reached through partners who have adapted USAID models & technical materials





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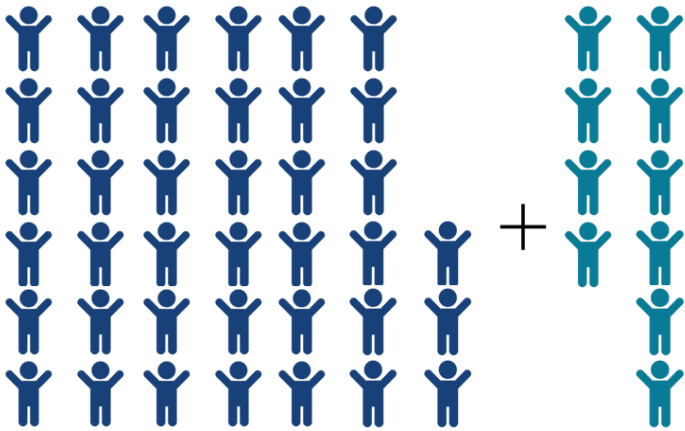
The overall reach and influence of USAID reading programming is 47.9 million students





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This is roughly equivalent to the 50.2m primary school students in North America & Western Europe...



47.9 m

≈

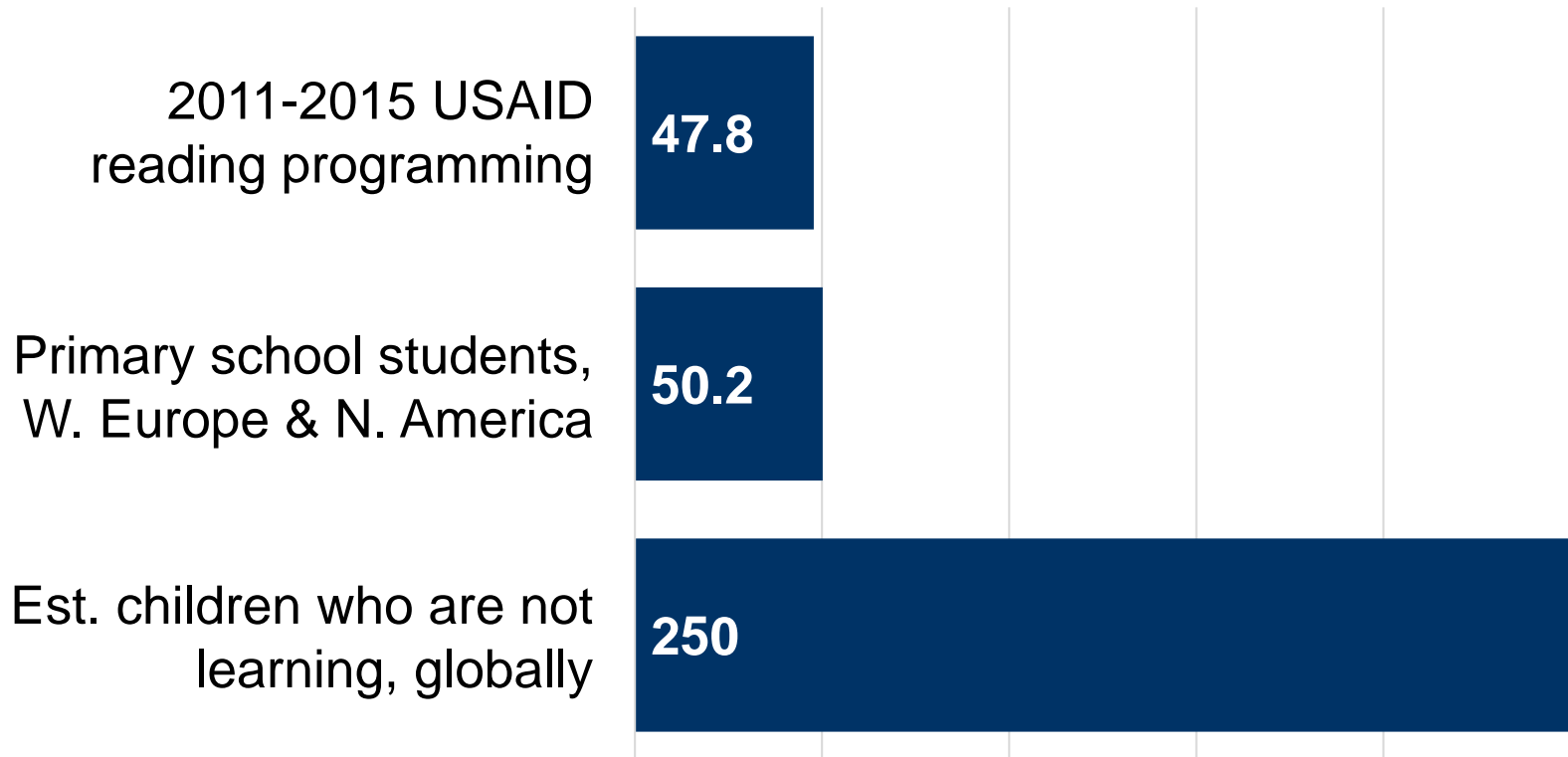


50.2 m



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... but still far short of the estimated 250 million children who are not learning globally





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Scale:

What models of partnership and coordinated action are needed to effect change at scale?

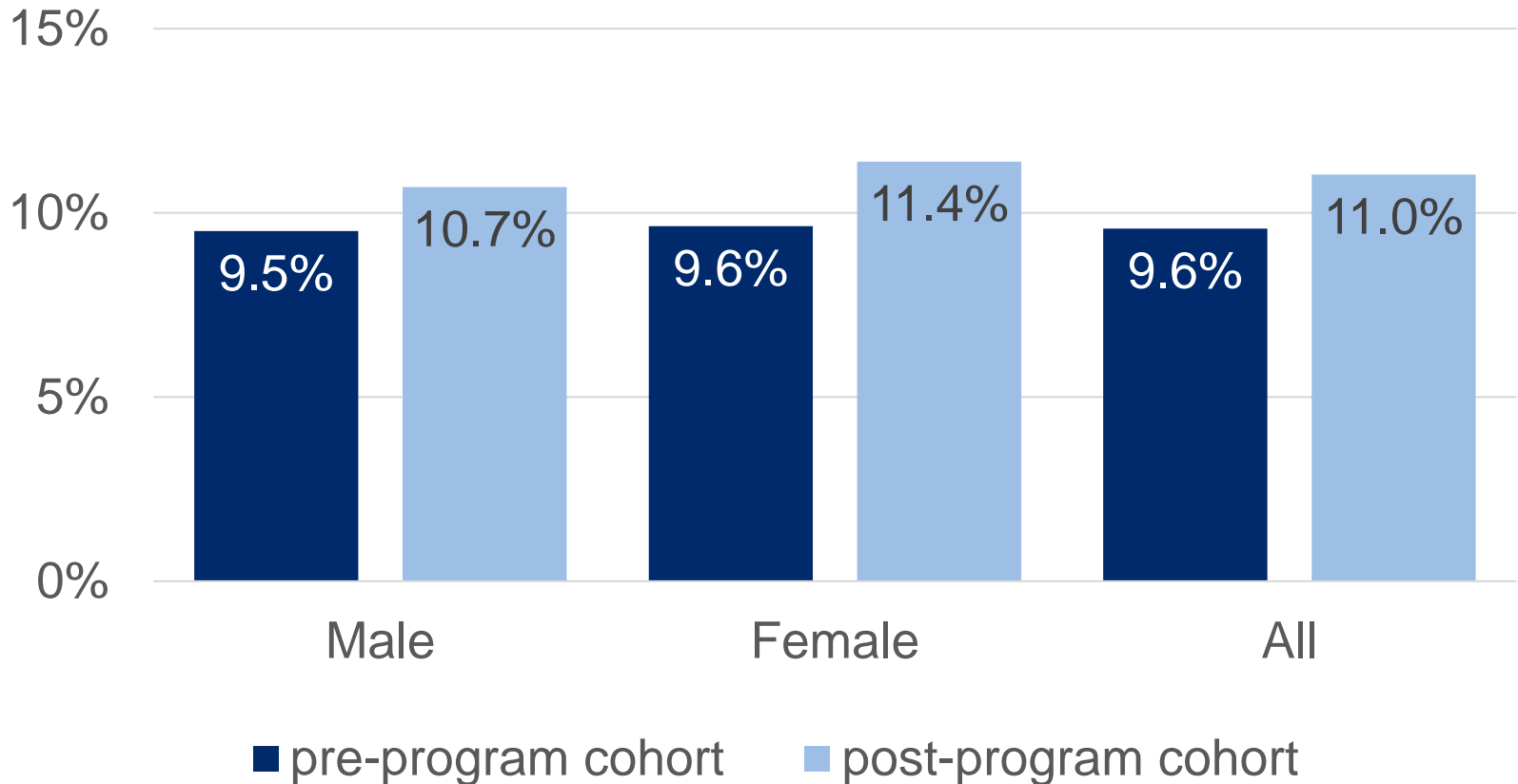


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Effectiveness:



% early grade students reading with “moderate fluency” Aggregate: 17 projects, 19 countries, 11.4m children





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Effectiveness:

How do we *both* maximize the number of children achieving fluency *and* avoid increasing inequities



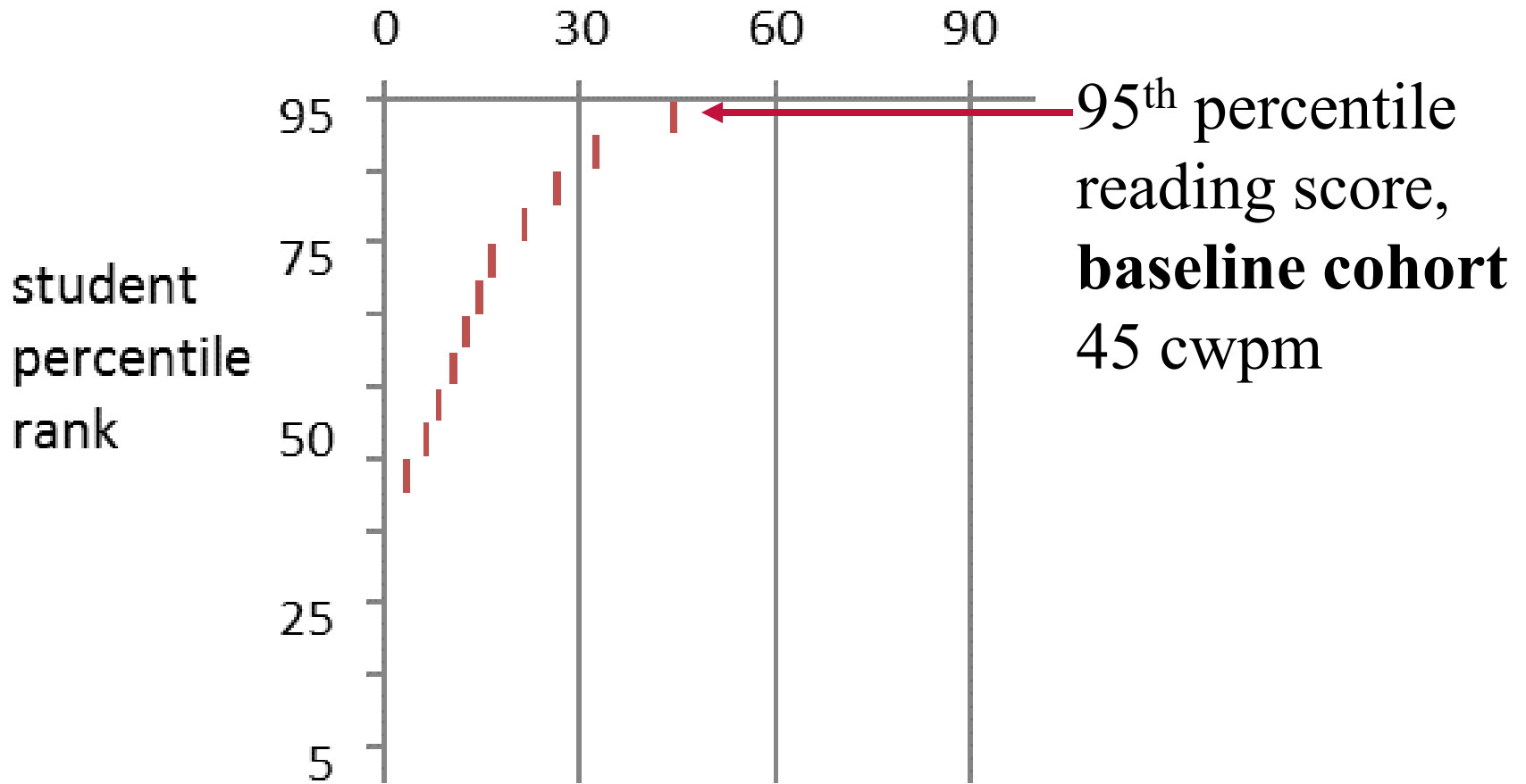
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Equity:



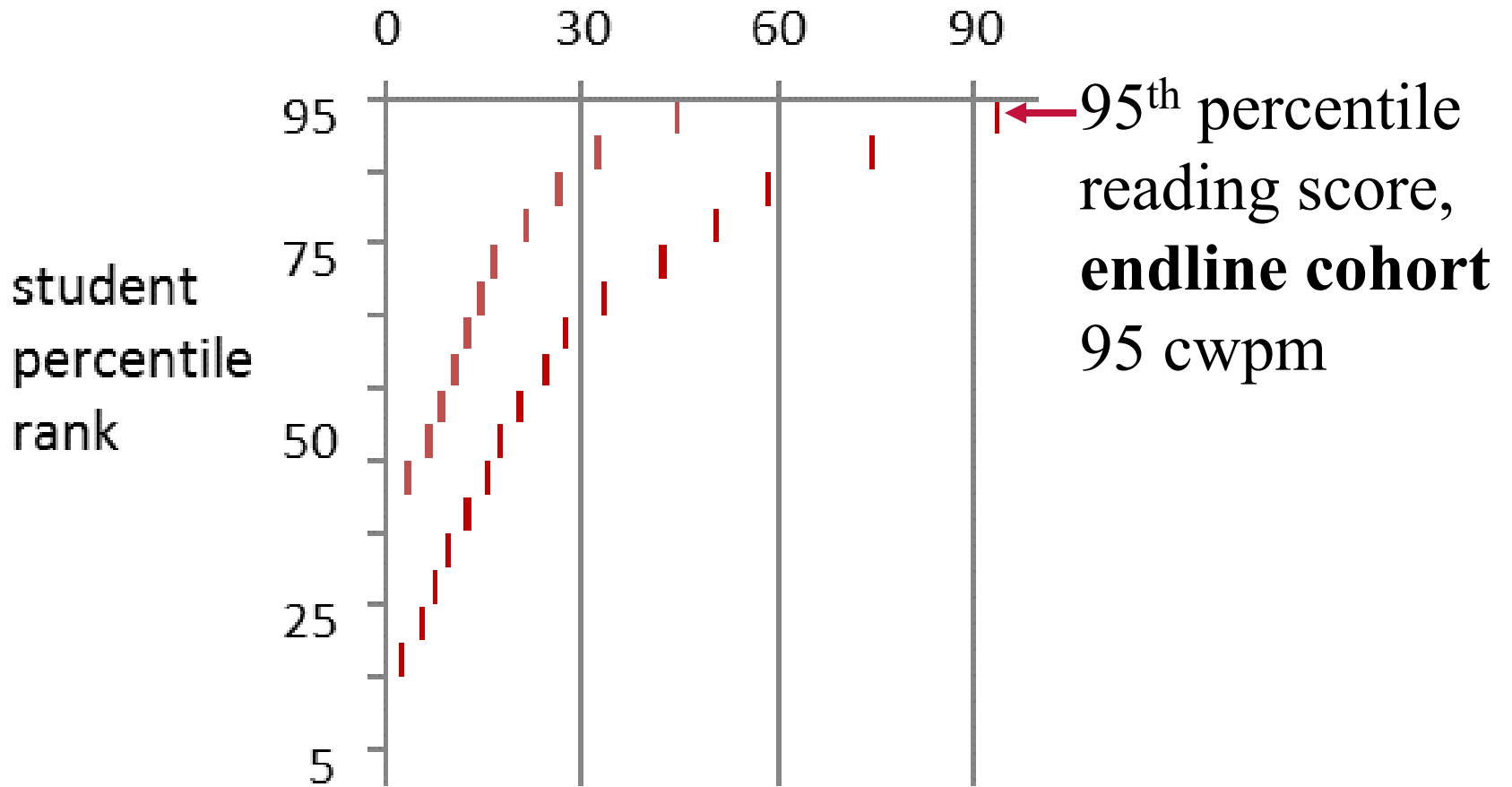
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correct words per minute





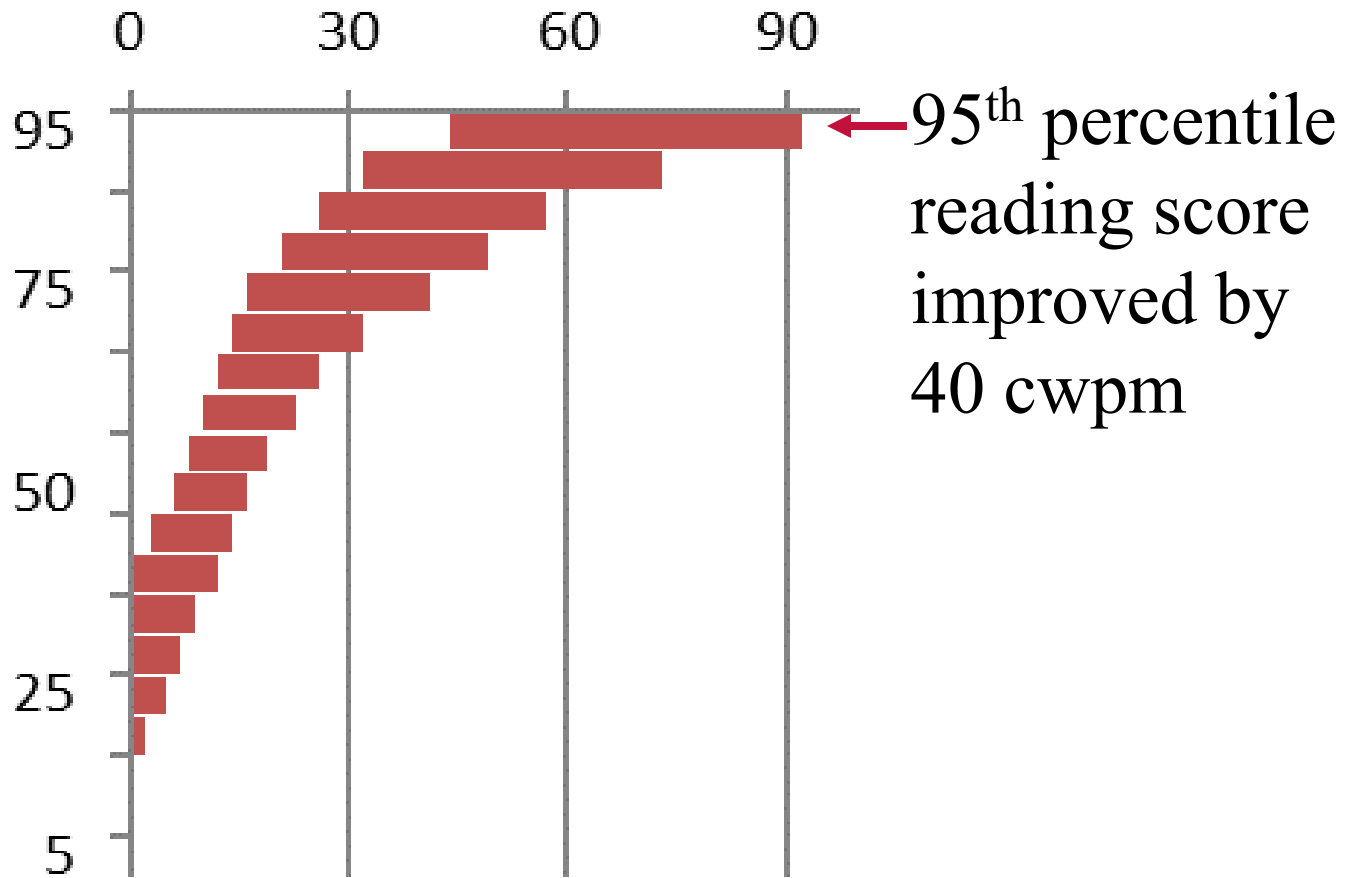
correct words per minute





correct words per minute

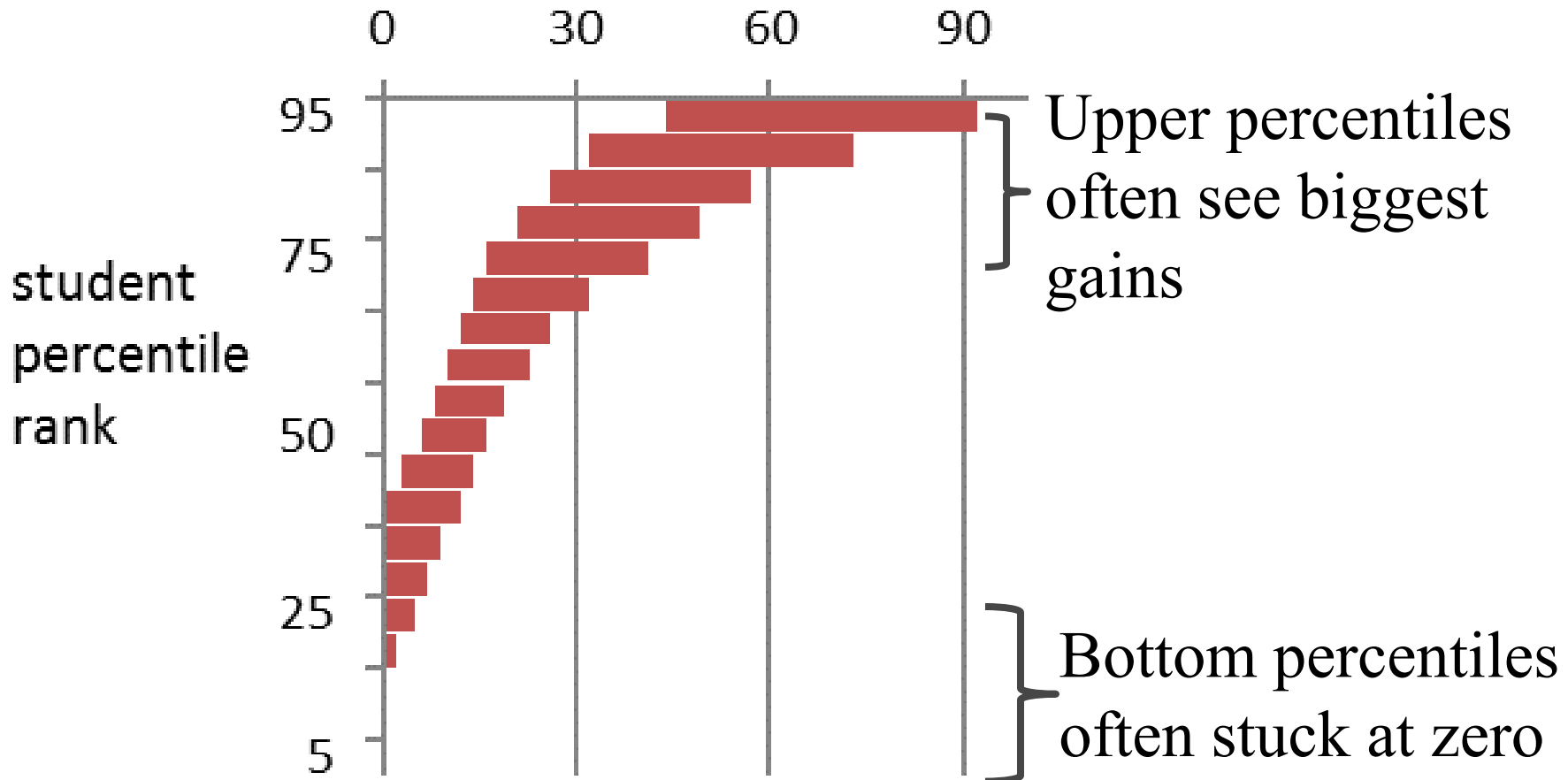
student
percentile
rank





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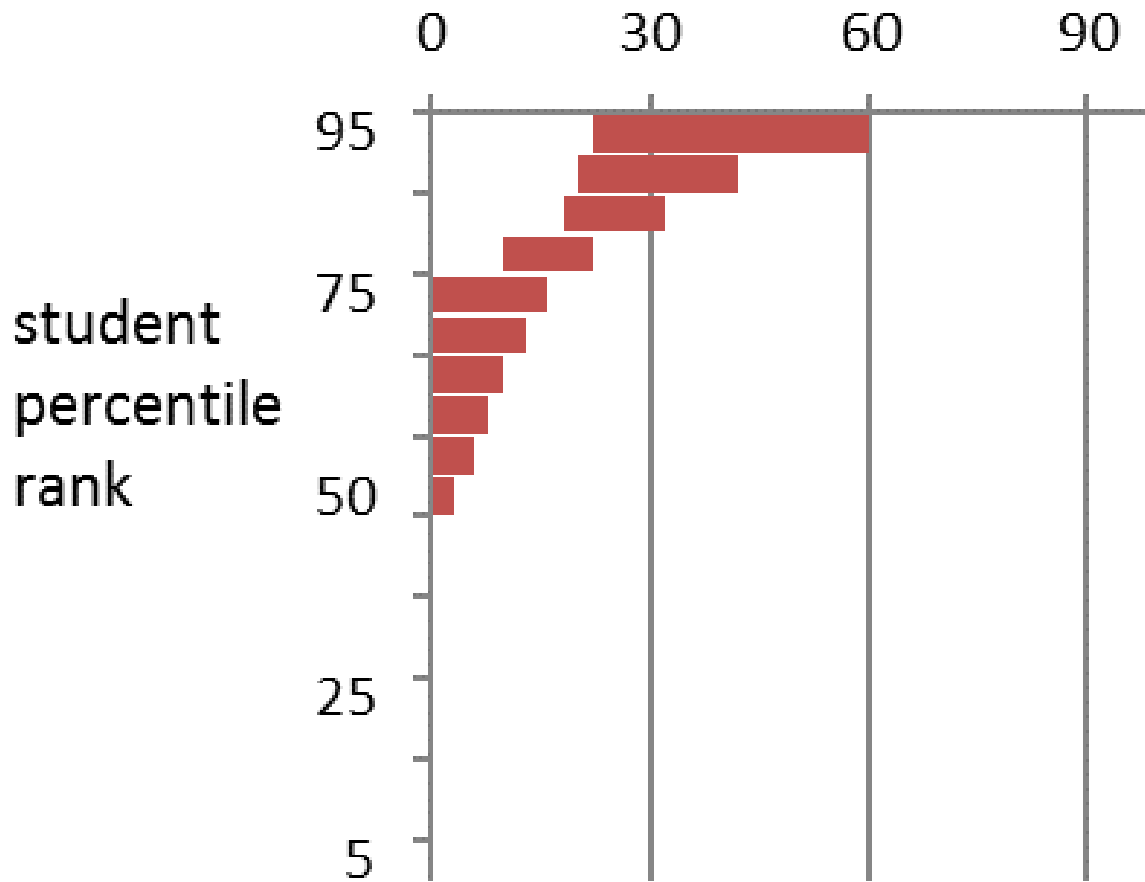
correct words per minute





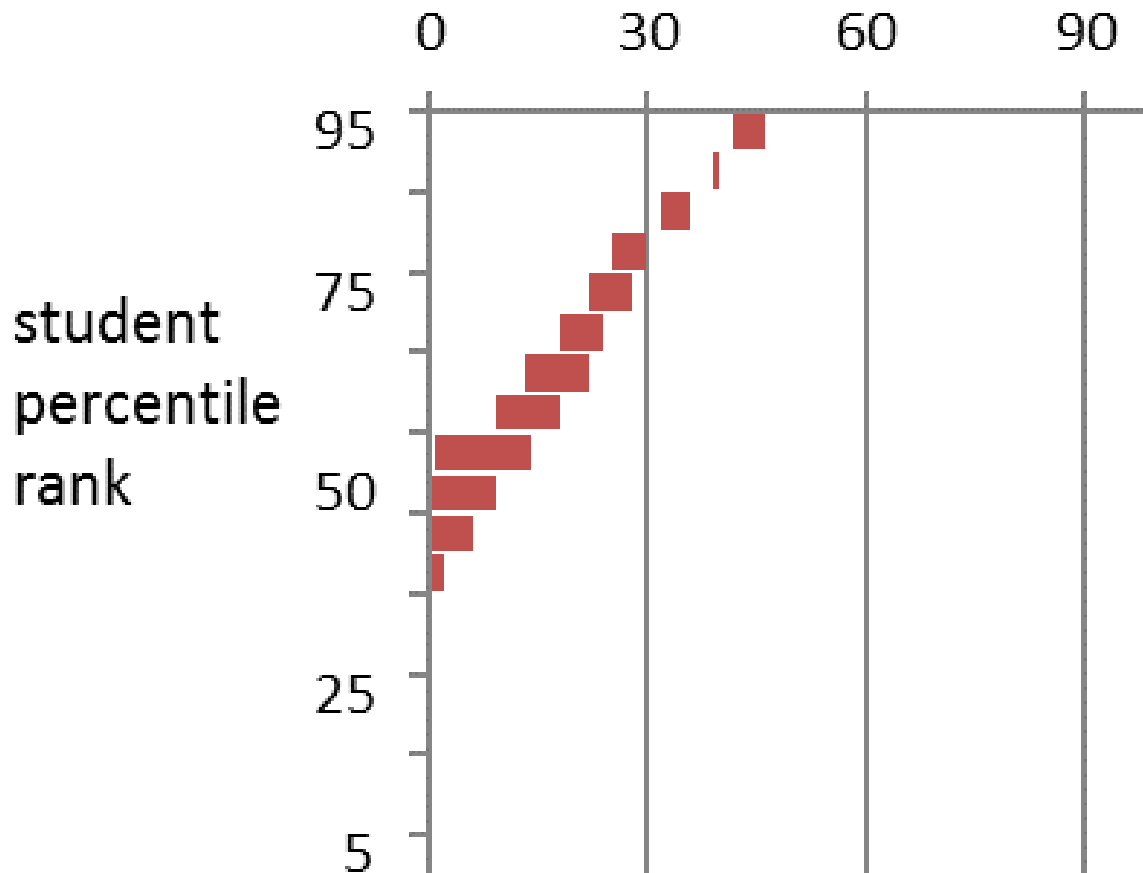
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correct words per minute



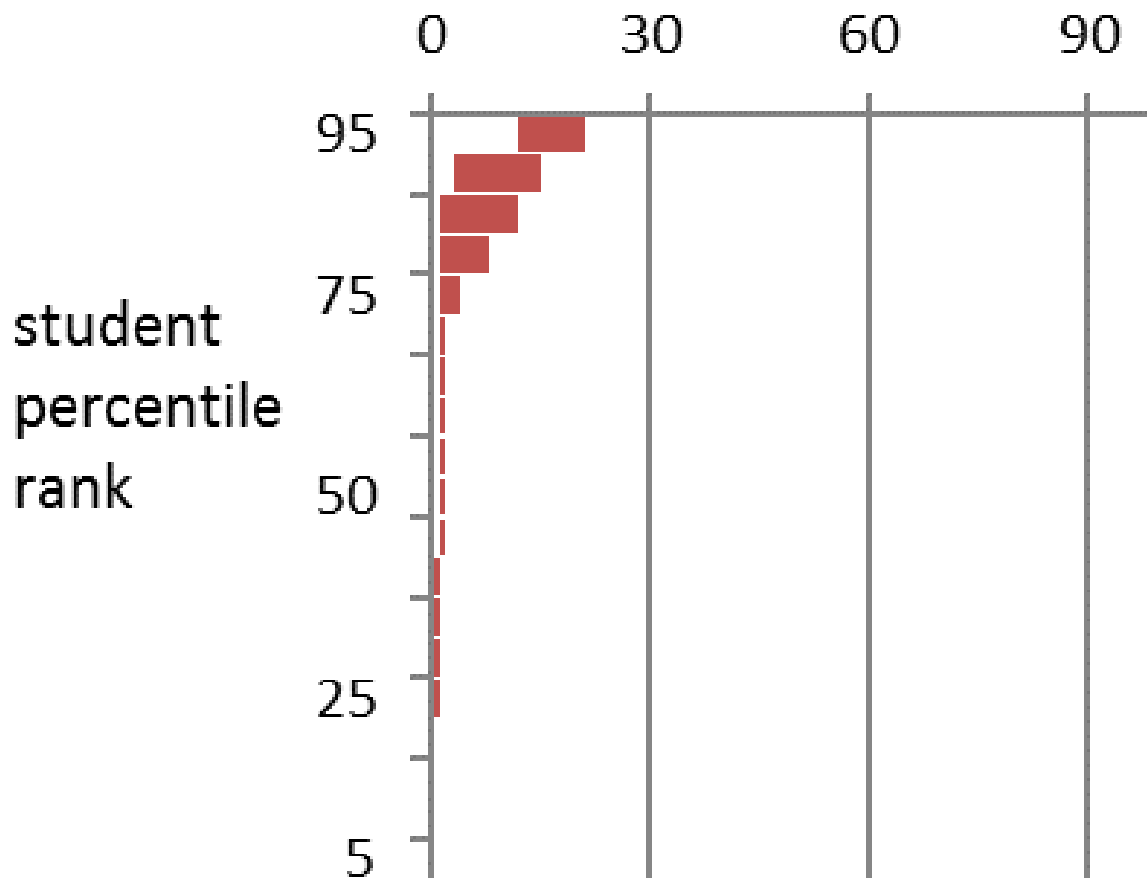


correct words per minute



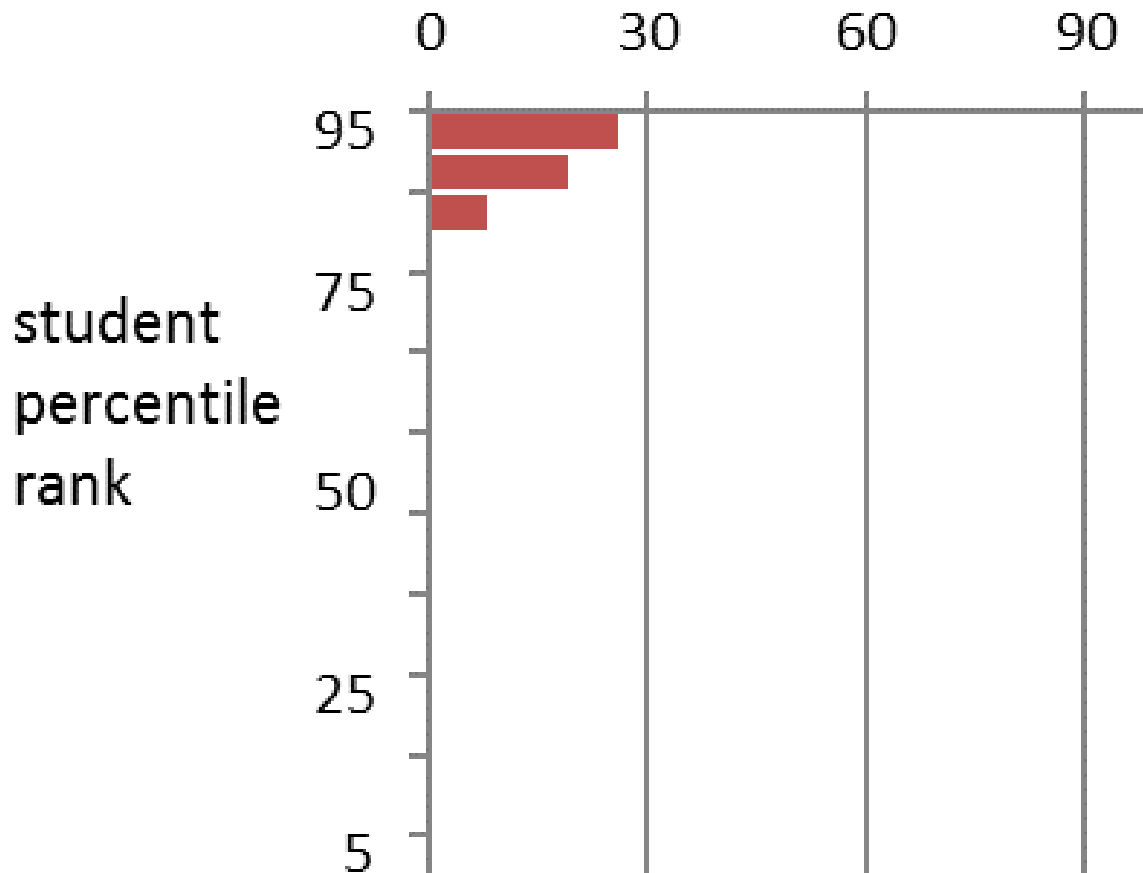


correct words per minute





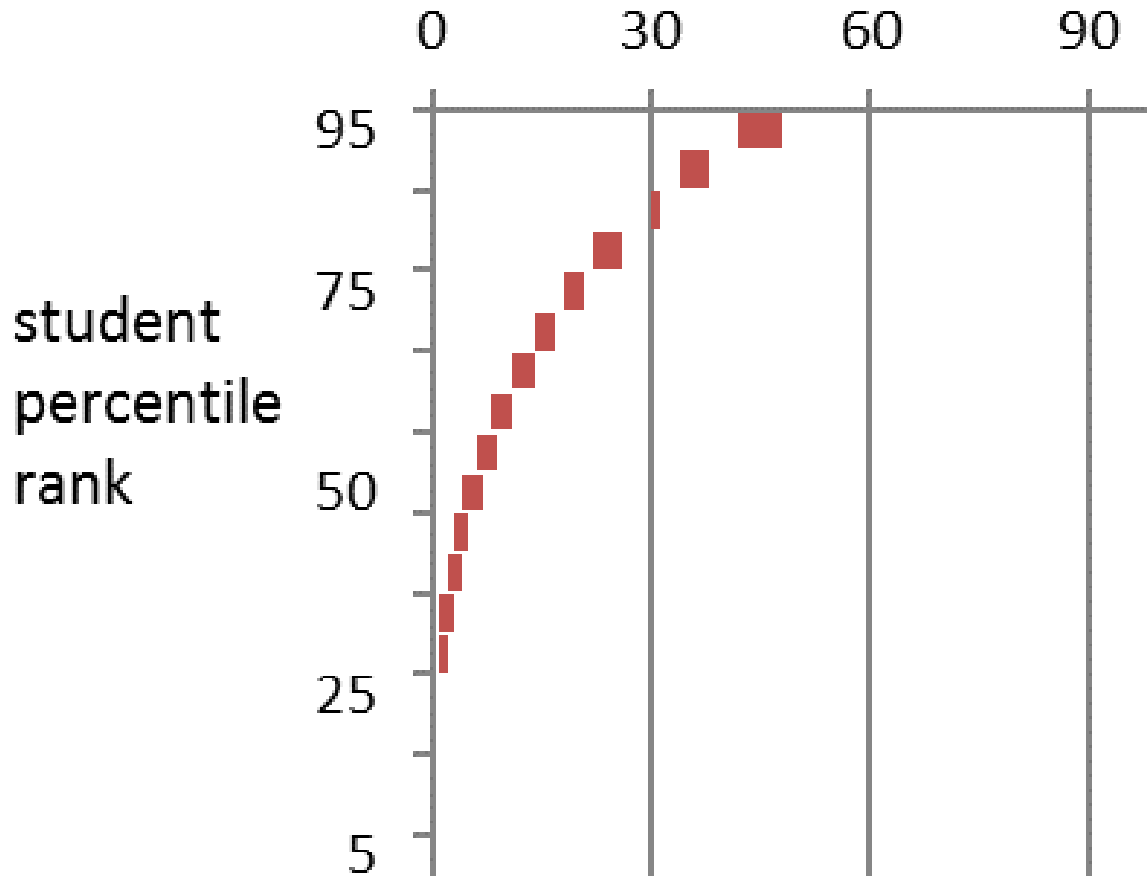
correct words per minute





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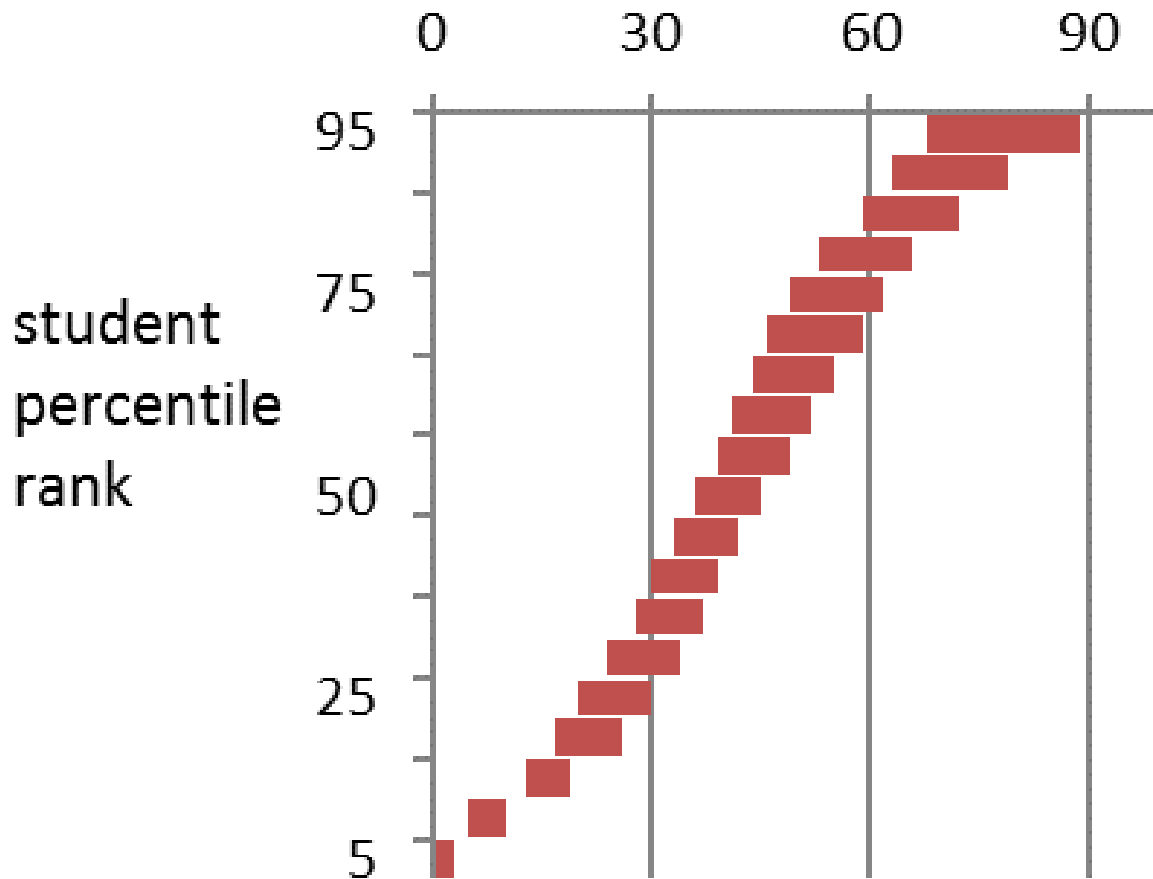
correct words per minute





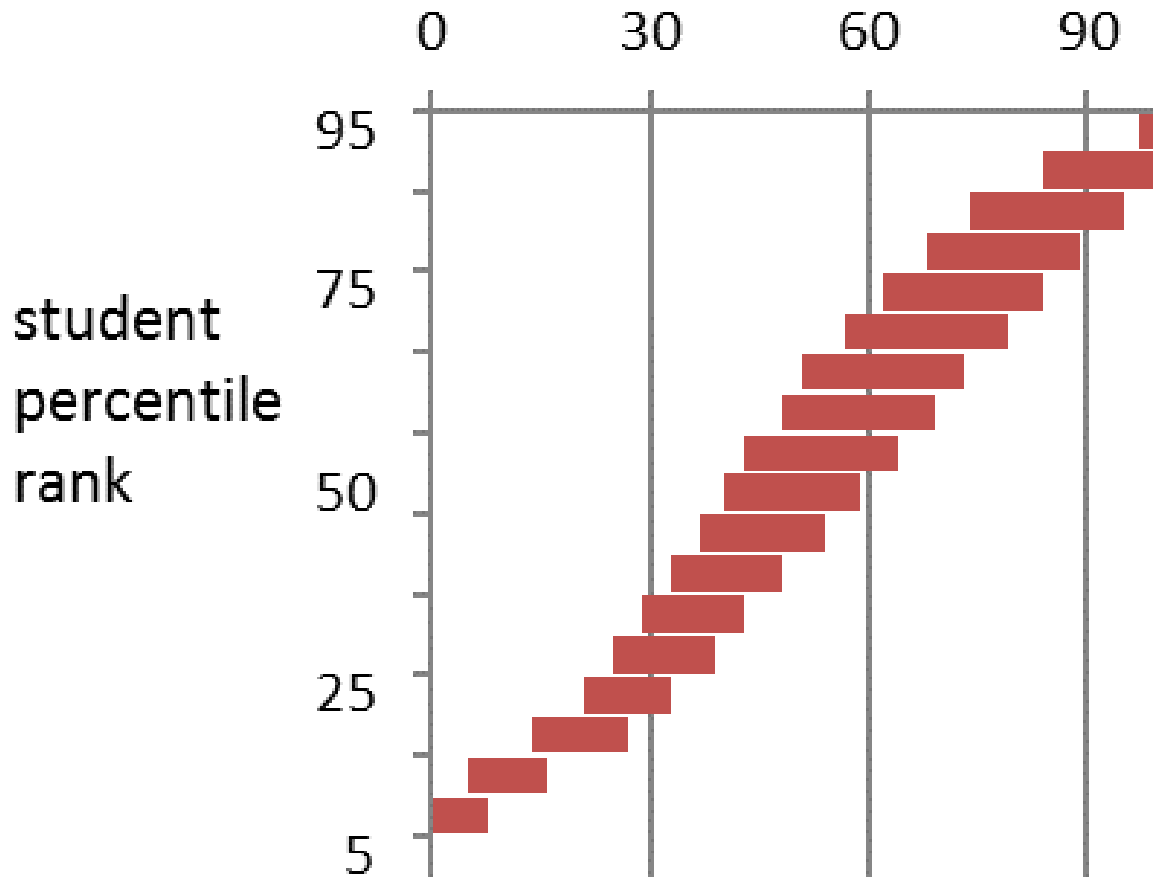
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correct words per minute





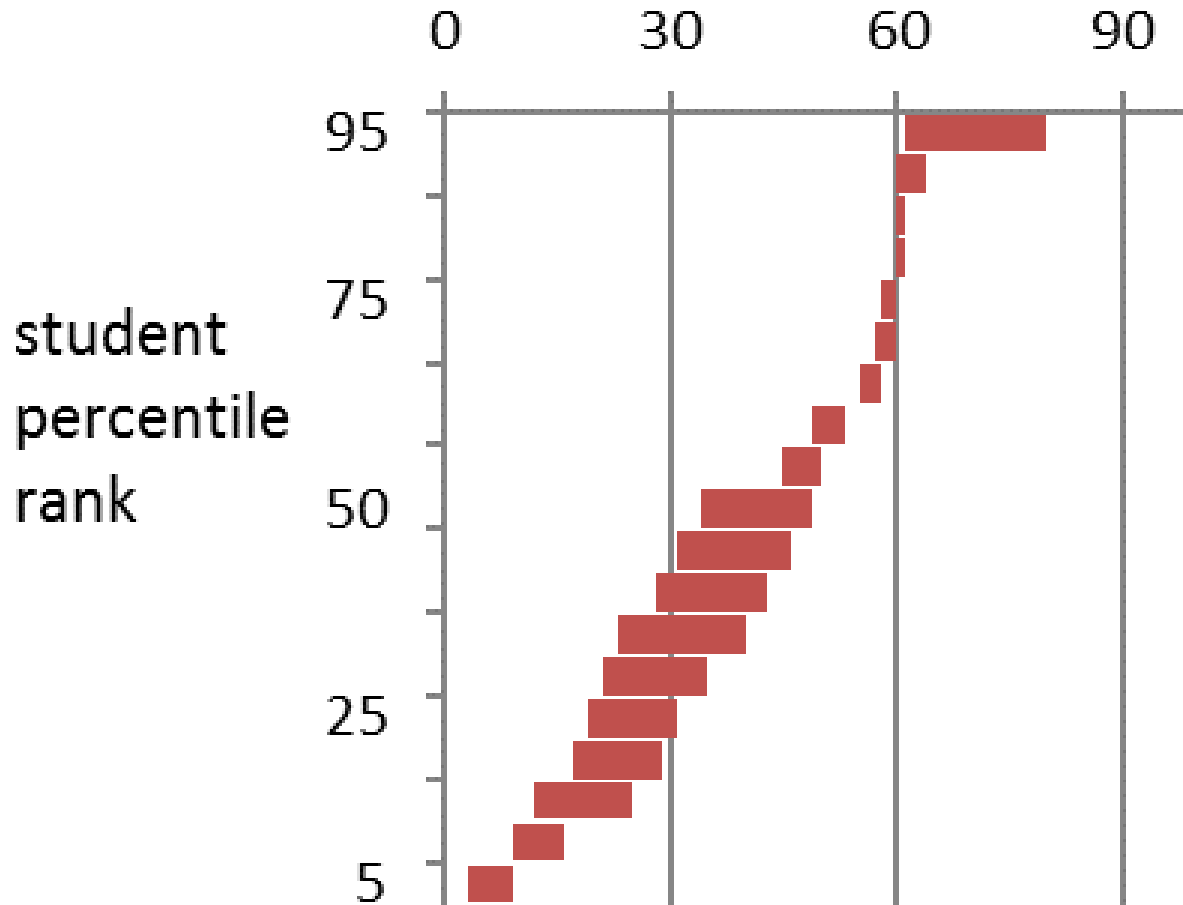
correct words per minute





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correct words per minute





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Equity:

How do we support pro-equity growth in reading ability?

How do we overcome barriers to learning for ‘stuck’ non-readers?