

Save the Children's Global Literacy Ripples:

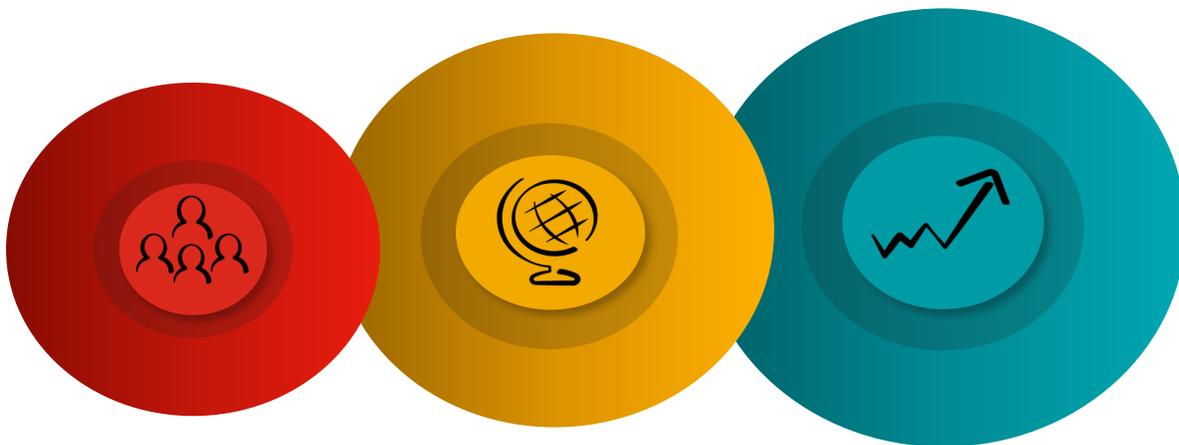
Impacts and influence beyond the scope and scale of individual projects

As a global movement working to inspire breakthroughs in the way the world treats children, Save the Children's literacy programs have grown in influence beyond their initial implementation sites. Around the world, Save the Children education teams are leveraging the experience they have gained through program implementation to engage public, private and civil society actors in the common cause to strengthen reading programs and the culture of reading in their countries. We call these "ripples."

In an effort to track these ripples, Save the Children first conducted a survey of its literacy programs in 2016 (documented [here](#)); an updated survey was conducted on both literacy and numeracy programs in October 2018 to understand the areas of impact of our interventions. This brief document is just a sample of the ripples that our literacy programs are making. In total, they have expanded the reach of our literacy work to more than 6 million children.

Key highlights from the 2016 Literacy Ripples Briefer:

- In **Malawi**, Save the Children's Literacy Boost program experience and results led to being named, one of only two NGOs, to a national task force, funded by USAID, to develop a National Reading Strategy.
- In the Tigray region of **Ethiopia**, the Regional Education Board has scaled up the Literacy Boost teacher training approach to all its primary school teachers, reaching approximately 600,000 students.
- In **Rwanda**, strong advocacy using evidence from small scale projects led to a USAID project focused school-community partnerships for literacy; SC won this award and is now reaching all government supported school-communities throughout Rwanda, reaching over 500,000 early grade learners. The National Literacy Policy and the National Book Policy, which are currently under development (in 2019), once validated, have the potential to benefit over 1 million children.



31 Ripples

Engaging the public and private sectors and civil society to strengthen reading programs and the culture of reading in their countries

11 Countries

Bangladesh, Cambodia, Cote d'Ivoire, El Salvador, Ethiopia, Guatemala, Malawi, Myanmar, Nepal, Pakistan, Rwanda, Vietnam

> 6 million children

The expanded reach of Save the Children Literacy programs have benefitted more than six million children since 2015



Prioritizing Literacy: Influencing Governments

Ripples in: Bangladesh, Cambodia, Cote d'Ivoire, Guatemala, El Salvador, Ethiopia, Nepal, Pakistan, Rwanda, Vietnam

- In **Bangladesh**, there have been two major, recent government-level ripples from Literacy Boost (LB): (1) after piloting in 81 sponsorship schools, the education ministry in-service training authority scaled up key elements of LB to the remaining 254 schools in their sub-district of Meherpur District, with selective need based elements of the training repeated in 2016, 2017, and 2018, reaching over 51,000 children; (2) joint advocacy, initially through an orientation to the National Child Task Force on education and child rights issues, eventually led to the national Secretary of Education issuing a memo requiring all government teachers to incorporate more targeted literacy instruction through supplemental reading classes and other strategies, reaching all primary schools and over 1.8 million learners.
- In **Cambodia**, the Ministry of Education, Youth, and Sport (MoEYS) adopted much of Save the Children's Quality Learning Environment holistic approach, including the literacy strengthening components, as piloted through NORAD-funding. In 2017, the MoEYS shared manuals for this School Based Management approach on their Facebook page and in 2018, MoEYS printed and distributed the manuals to all primary schools, reaching over 2 million children.
- In **Cote d'Ivoire**, after training French language professors in two teacher training colleges (TTCs), Ministry of Education officials now plan to upload the adapted LB teacher training materials onto its national MoE website in 2019, which will be accessible to any teachers and educational officials throughout the country who have internet access.
- In **Guatemala**, Save the Children worked with the Ministry of Education to develop a parent workshop manual for school directors, of which one session is focused on literacy; this manual has been rolled out by the ministry to other areas of the country.
- In **El Salvador**, strong results and advocacy from LB work in sponsorship as well as strong alignment with the national curriculum led to the government train its early grade primary school teachers nationwide (over 16,000) in key reading concepts including letter knowledge, phonological awareness, vocabulary, and reading comprehension. This work is being co-funded by Save the Children and the government, with the government paying \$100,000 out of the \$130,000 total budget.
- In **Ethiopia**, after a 20-school pilot through sponsorship in West Showa, Save the Children advocated with the national Ministry of Education which led to several regions (Oromia, Amhara South Omo, Beni-Shangul Gumuz and Somali) scaling up the LB teacher training, which reached over 440,000 students.
- In **Nepal**, the Ministry of Education requested Save the Children expand its teacher training on early grade reading from the initial 155 SC-supported schools to the remaining schools in the Kapilbastu district (~192), reaching an estimated total of 65,000 children. In addition, 51 early grade book titles, some of which were developed by Save the Children, were reprinted by the Curriculum Development Centre, a body of the Ministry of Education, and distributed to the schools across 16 districts, reaching over 500,000 children.
- In **Pakistan**, the Early Childhood Care and Education (ECCE) Project in Khyber Pakhtunkhwa developed an ECCE model, which was then approved for implementation throughout the province. The Elementary and Secondary Education Department (E&SED) trained 3,000 teachers on the model in 2015–16, benefitting an estimated 100,000 children. In addition, in collaboration with the Directorate of Curriculum and Teachers Education, SC developed complementary material for the Associate Degree of Education to fill in the missing gaps related to ECCE in the teacher training curriculum.

- In **Rwanda**, Save the Children influenced the Rwanda Education Board's book tender process for supplementary reading materials in pre-primary schools; for the first time in Rwanda, there are now age-appropriate read aloud storybooks in pre-primary classrooms, benefitting more than 100,000 children. In addition, Save the Children's Emergent Literacy and Math (ELM) activity cards are being used in the National Teacher Training program and in teacher training colleges for pre-primary teacher education, ensuring that early childhood classrooms use play methodologies along with appropriate literacy materials.
- In **Vietnam**, the Lao Cai Provincial Department of Education and Training has expanded the LB teacher training to 36 teachers from 33 non-sponsorship schools reaching approximately 9,000 additional children.



Leading By Example: Influencing Donors, International Organizations, and other local partners

Ripples in: Bangladesh, Myanmar, Nepal, Rwanda

- In **Bangladesh**, Save the Children staff trained local implementing partner, Palashipara Somaj Kollyan Samity, who leveraged their own separate funding (through their micro-credit project fund) to scale after school reading-math club sessions in an additional 47 schools, reaching about 2,500 early graders (pre-primary to 2nd grade).
- In **Myanmar**, the Karen Teacher Work Group (KTWG), an indigenous provider of education, decided to scale up LB teacher training from the two districts of the Save the Children-supported QUEST project (~300 schools) into all KTWG-supported schools (over 1,500). Additionally, KTWG successfully advocated with EU/ECHO funders to include LB in the project design and ensure that indigenous education providers receive direct funding support; now all indigenous providers of education in Myanmar will be scaling up the LB teacher training to their schools, reaching over 300,000 students.
- In **Nepal**, the Ministry of Education's National Early Grade Reading Program document cites Save the Children and other research about poor student learning outcomes, and USAID used this document as the basis for its \$53.8 million Early Grade Reading Program (EGRP) project in Nepal.
- In **Rwanda**, Save the Children strategically used funding from different projects to support and refine an innovative Book Development and Use approach, which aimed to strengthen every stage of the book chain. As a result, donors and development organizations (UNICEF, VSO, World Vision, etc.) purchased books, including baby books and chapter books, developed by local publishers whose capacity had been strengthened through Save the Children, benefitting more than 1 million children in Rwanda. In addition, Save the Children's whole book chain model has been so successful that development organizations such as UNICEF and World Vision have replicated it in different sectors such as nutrition, health, livelihoods, emergencies, and education.



Creating a Culture of Literacy: Inspiring the Private Sector

Ripples in: Bangladesh, El Salvador, Pakistan, Rwanda

- In **Bangladesh**, after reviewing a Save the Children research fellow's report on the impact of the first year of sponsorship's mBoost pilot on children's learning, mobile phone operators waved annual fees (~\$580) in subsequent years for broadcasting of mBoost messages to 3,000 families.
- In **El Salvador**, Save the Children worked with MINED and El Diario de Hoy, one of the most widely known newspapers in the country, to print weekly reading materials that are available for free for early grade readers.

- In **Pakistan**, in the IKEA-funded Improving the Lives of Children in the Cotton Growing Districts of Pakistan project, teachers in 350 project schools received LB training. Some of these schools are sublet by government authorities to private individuals who manage these schools, and in many cases the school owner utilized teachers trained in the project to further train other teachers, including those at non-project schools.
- In **Rwanda**, through Save the Children's capacity building and networking opportunities, several local publishers met international publishers/booksellers and were able to secure contracts selling adaptation rights to more than 55 book titles in Kenya, Zambia and Portugal to benefit children in those countries with high quality children's books in English, French, and/or Swahili. Moreover, Save the Children collaborated with the Rwandan Children's Book Organization, the Rwandan Union for the Blind, and the Masaka Resource Center for the Blind for the adaptation of eight locally published, local language children's books to Braille; for the first time in Rwanda, more than 2,000 children with visual impairments will have access to storybooks in Braille.



Sustainability and Looking Ahead

Ripples in: Bangladesh, Pakistan

- In **Bangladesh**, parents and community leaders who had received mBoost messages, actively promoted a reading culture through sharing literacy strategies to their relatives and neighbors, as testified in a quarterly reflection meeting, for an estimated additional reach of 9,000 adults. Staff also report that parents and officials have replicated Reading-Math festivals and activities on their own in areas outside of the project.
- In **Pakistan**, Community Based Organizations (CBOs) were formed and registered as organizations under the IKEA-funded Improving the Lives of Children in the Cotton Growing Districts of Pakistan project. These CBOs have continued regularly conducting reading camps and parental sessions even after project close-out, with approximately 21,000 children benefitting per year.

For more information about Literacy Boost or other literacy programs going to scale, please contact:

Program location	Contact	Relevant links/resources
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