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Implementing Reading Programs in Fragile States

How to make it work

GRN Webinar July 5, 2017



First grader with new reading textbook in Herat, Afghanistan



This presentation will cover...

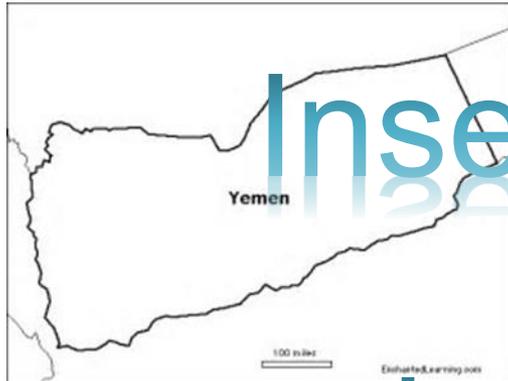
- Design phases of EGR Programs
 - Knowing your context
 - Broad program design
 - Specific implementation and activity design
- Challenges and opportunities
- Further investigations
- Key take-aways

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How to make it work in fragile states?

corruption



Insecurity & violence



exclusion

capacity

From USAID's *Education and Fragility Framework* (Miller-Grandvaux, 2009)

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Know your drivers of fragility, insecurity and conflict

(and how they are related to education systems,
teaching and learning, parental and community
engagement!)

Insecurity & violence

***Education workers and learners as targets, destruction
of schools, schools and institutions not secure,
violence in schools***





Corruption

Bribery and nepotism in teacher recruitment, unequal distribution of education resources, poor payment and accreditation systems

Exclusion

Some groups favored or excluded, unequal access

Capacity

Inability of state to deliver education services, quality education, teacher pay, books, etc

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How to make it work when designing the program?

- Address the drivers of fragility
- Define where the most support is needed for a reading program to be effective
- Explore the opportunities for change that the reading program may promote that address conflict, fragility, instability and/or emergency

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How to make it work at project launch? Bring the right actors on board!

- Ensure key national, state and local actors understand the reading problem and the way forward
- Help stakeholders understand the long-term impacts and importance of improved reading outcomes at the early grades

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How to make it work at project launch? Bring the right actors on board!

- Support equity and transparency in selection of designers, writers and train
- Develop processes of bringing people on board demonstrating a merit-based model
- Build a cadre of diverse reading experts that advocate for the program





How to make it work when designing implementation?

- Recognize that learning to read IS positive SEL
- Develop materials that are...
 - based on EGR research
 - contextually relevant (and fun to read!)
 - embraced by the community and build social cohesion



How to make it work when designing implementation?

- classroom management and pedagogy
- Engage parents in their children's reading journey
- Build pathways for the professionalization of teaching





Be prepared to turn challenges into opportunities

- When people are isolated because of insecurity, find appropriate solutions using local technologies.
- To sustain teaching capacity, establish localized coaching and mentoring models
- When the politics of language can impact national assessments, figure out a way to neutralize the tensions



For further investigation...

- The pre-existing models which have proven successful in teaching children how to read
- The use of locally appropriate, accessible and scalable technologies to strengthen the delivery of EGR programs
- The linkages between SEL and improved academic performance in a fragile context
- The validation of SEL measurement tools in a fragile context to assess the impact of a specific intervention



Key take-aways

- Diplomacy matters
- Demonstrate equity, transparency and meritocracy in all you do
- Establish feedback loop mechanisms at all levels of implementation
- Ensure your situational analyses is tailored to the context
- Always have a plan B (and don't be surprised if you need a plan C)
- SEL matters



Thank you

Questions?