

# READING ENHANCEMENT FOR ADVANCING DEVELOPMENT (READ)

## Background:

READ is a four and a half-year project (2013-2018), supported by the US Agency for International Development, to raise reading skill in the early grades of school. Literacy affects all aspects of a child's education. By ensuring a strong foundation at the beginning of school, the expectation is that fewer children will repeat grades or drop out in the primary cycle, and a higher proportion will complete school with solid primary school skills – such as literacy - which are indispensable life skills in today's world.

## READ's Reach:

Ultimately, READ will directly reach an estimated 1.5 million grade I-III children with reading interventions. Nearly three million indirect beneficiaries will be reached, including grade 4 and 5 students in target schools who benefit from skilled Bangla teachers trained by READ, and teachers as well as students from non-READ schools who will benefit from resources on the READ website.

## Project Objective:

All primary school children in Bangladesh attain expected learning outcomes and competencies.

District-Wise Geographical Coverage: Manikganj, Cox's Bazar, Khagrachhari, Naogaon, Jhenaidah, Magura, Habiganj, Sunamganj, Barguna, Jhalokathi, Patuakhali, Kurigram, Nilphamari.

Implementing Partners per Region: VERC in Dhaka division; JCF in Khulna; FIVDB in Sylhet; CODEC in Barisal and Cox's Bazar; and RDRS in Rangpur and Rajshahi; ZKS in Khagrachhari.

### Expected Results:

1. Improved teacher competence in evidence-based, interactive literacy instruction in grades 1-3;
2. Increased use of early grade (1-3) reading assessment;
3. Expanded provision and use of relevant and age-appropriate supplementary reading materials;
4. Strengthening community support for early grade literacy.

Donor: USAID, IREX, Porticus Foundation, SC UK and Losan

Duration: September 2013 - March 2018

## Focal Areas



### Teacher Education and Professional Development

focusing on in-service training of Bangla subject teachers in the area of reading instruction; and assessment; teachers will be able to monitor reading progress and provide focused support for struggling readers.



### Opportunities to Practice

ensuring that diverse, age-appropriate, levelled reading materials are available in schools, communities and at home; providing out-of-school opportunities for reading; and dedicating class time in school for reading.



### Home and Community Support

Setting up community reading camps and supporting libraries to set up services for young children; working with School Management Committees and parents to support and sustain reading activities



### Diversified Pedagogy

designing diverse strategies to scaffold reading skill, taking into account diverse populations of children such as multilingual learners; ensuring easy access to strategies that address the challenges that some children face to learn reading Bangla

## Major Interventions:

- INTERMEDIATE RESULTS – 1 (IR-1): Improved evidence-based, interactive early grades literacy instruction;
- INTERMEDIATE RESULTS – 2 (IR-2): Increased use of early grade reading assessment;
- INTERMEDIATE RESULTS – 3 (IR-3): Expanded provision and use of relevant and appropriate supplementary materials;
- INTERMEDIATE RESULTS – 4 (IR-4): Strengthened community support for early grade literacy.

## Major Achievements (till March 31, 2017)

- Almost **1.5 Million** children to be reached by March, 2018
- **5,112** government primary schools reached
- **155** Supplementary Reading Materials (SRM) approved by NCTB
- More than **11,000** teachers and administrators trained
- Around **1 Million** storybooks and teaching-learning materials have been distributed
- **119** digital supplementary reading materials provided based on grade 1-3 textbooks and three Android applications developed
- **All the reached schools** created print-rich environment
- Nearly **1,500** Community Reading Camps (CRC) established having access to 120,000 students

## Major Challenges:

- A comprehensive, medium term intervention; is required to enhance children's reading skill, there is no quick fix.
- To address challenges in the classrooms, supervision of teachers needs to be accompanied by support and coaching for teachers

## Selected READ Resources:

- Teacher Training Manual of Reading Instruction and Assessment plus Resource Book
- Follow-Up Training Manual for Teachers, covering new topics, plus Resource Book
- Training Manual on Academic Supervision plus Resource Book
- Guide Book for School Management Committees (with a focus on making use of decentralized funds)
- Training Manual for Teachers on use of ICT for Reading Instruction
- E-content of Bangla Grade I-III Textbooks and Supplementary Reading Materials
- Audio CD of Standard Pronunciation of Bangla Letters
- Package of 155 supplementary reading materials approved by NCTB, provided to schools and community reading camps.



**If all teachers follow the training manual correctly then one day there will be no students who cannot read Bangla fluently.**



- Bishwajit Kumar Shaha, URC Instructor, Mirzapur Upazila



Photo: Samiul Ahsan