

**Results agreement with Agence Française de Développement (AFD) on Child Literacy:
Learning to Read and Write in African Languages and in French in the context of Bilingual
Primary Education under the Global and Regional Activities (GRA) program**

July 31, 2013

1. Thematic area	Child literacy: Learning to read and write in African languages and in French in the context of bilingual primary education
2. Sub-theme	Effectiveness of methodology for child literacy in grades 1 to 3 of primary education using a first African language
3. SE Contact Person (Project Manager)	Agence Française de Développement Jacques MARCHAND +33 1 53 44 31 19 marchandj@afd.fr
4. Amount out of GPE Fund	US\$ 1,408,200 US\$ (including an agency fee of US\$ 79,709)
5. Start date/ Proposed end date	July 2013 / December 2015
6. Reporting on Implementation	Monitoring reports due June 30 and December 31; completion report due within 3 months after end date of implementation
7. Regional	Central and West Africa: Partner countries of the ELAN-Africa Initiative: Benin, Burkina Faso, Burundi, Mali, Niger, Senegal, Cameroon and Democratic Republic of Congo
8. Knowledge/Capacity Gap to be Addressed (in very brief form)	<p>Implementation of a more effective approach to reading and writing with the design of contextualised pedagogical material for bilingual education</p> <ol style="list-style-type: none"> 1. Take stock of best practices in the teaching of reading and writing in the initial years of bilingual primary education (grades 1 to 3) (combining African languages and French); produce methodological guides for teachers and workbooks for pupils 2. Adapt effective reading and writing methods and teaching aids to the national contexts 3. Train trainers and teachers for the pilot experiment in a sample of schools (about 10 schools/country) benefiting from the ELAN programme 4. Reinforce capacities for implementation of the new

	methodology and assessment of student achievements
9. Results Expected (in a very brief form, see also page 2-4)	<ul style="list-style-type: none"> • 60 % of students of pilot classrooms should be able to show the fundamental reading skills (letter sound recognition, blending and reading small words and sentences by end of the grade 2). • Reduction in primary school pupil failure rate (less repeating and dropping out). • Greater effectiveness of Education For All (EFA) programmes in countries that have adopted national languages for learning to read.
10. Readjustment of content and mid-term review	<p>If the Supervising Entity sees a need for substantial change of scope or sequence, a request can be sent to the Secretariat for consideration.</p> <p>The Secretariat will conduct a mid-term review in September 2014 which aims at ensuring that the activity stays on track and relevant to GPE strategic objectives. This may lead to adjustments in the activity.</p>

Specific outcomes expected (as outlined in the proposal):			
GOAL: to promote an efficient literacy process in African schools reducing school failure and contributing to universal primary education.			
<u>Objectives</u>	<u>indicators</u>	<u>Source</u>	<u>Critical conditions</u>
General objective: promote best practices (drawn from countries with successful first language education and bilingual education) for full bilingual reading and writing programme that supports African language literacy in the first three grades through adopting efficient methodology, teachers training, production of teaching guides and textbooks) and using more efficient methodology for teaching.	60 % of students of pilot classrooms should be able to show the fundamental reading skills (letter sound recognition, blending and reading small words and sentences by end of grade 2)	Elan Assessment reports	

<p>Specific objectives:</p> <p>1. Stocktaking of children literacy good practices in various areas of sub-Saharan Africa (some ELAN Initiative countries, selected English-speaking African countries) and evaluation of weaknesses in the current literacy process in sub-Saharan states.</p> <p>2. Design, test, implement and evaluate a more efficient methodology for learning to read and write in first language in 10 African countries which take part in the ELAN Initiative: Promote efficient learning process for literacy in grade 1 to 3 of primary education.</p> <p>3. Build capacity of ministries of education to adapt and implement an efficient literacy methodology through curricula reforms and teachers training systems. Create conditions for further dissemination of literacy methodology.</p>	<p>Existing approaches and material for children literacy in sub-Saharan Africa are assessed</p> <p>An effective method is designed and successfully implemented</p> <p>Ministries of education have capacity to implement a more effective approach in bilingual curriculum</p>	<p>ISC report</p> <p>Project report</p> <p>Project report</p>	<p>No adverse situation in the countries</p>
<p>Outputs</p>			
<p>1. Assessment of teaching resources for learning how to read and write using first language in 8 ELAN countries ; a critical review of tools and methods used in grade 1, 2 and 3 of primary education ; Stocktaking of best practices in other areas (other developing countries).</p> <p>2. Design, test, assessment and dissemination of more effective methods and tools for learning to read and write in national African languages :</p> <ul style="list-style-type: none"> • 1. Methodological principles for developing reading and writing skills are defined ; • 2. Contextualized tools are produced in 8 countries for developing reading and writing skills in each country ; • 3. In 8 countries a group of trainers 	<p>In pilot group of schools, assessment of children skills in reading and writing shows better results than in control group of schools</p>	<p>Assessment reports</p>	

<p>and teachers has been trained on methods and tools for efficient teaching using first language;</p> <ul style="list-style-type: none"> • 5. New teaching approach, methodology, practices and tools has been tested in a sample of classrooms in 8 countries (about 10 schools per country). • 6. Schoolchildren performance in reading and writing skills has been assessed. <p>3. Dissemination of new approach and good practices and tools in pre- and in-service teacher training has been prepared through efficient monitoring and evaluation of the project</p>			
Outcomes			
<ul style="list-style-type: none"> • Reduction of primary school failure (less repeating and drop-out) for the pupils in pilot schools • Greater effectiveness of literacy process in pilot schools that implement a more efficient approach for L1 literacy and additive bilingualism 	<p>dramatic reduction of repeating and drop-out rates in pilot schools compared to control group schools</p>	<p>Official statistical reports</p> <p>Supervisors reports</p>	