TaRL Africa Webinar:
Engaging Parents & Communities
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Crisis and Pratham’s Adventures During COVID-19 Pandemic for Sustaining Learning

‘करोना थोडी मस्ती, थोडा अभ्यास’
Karona Thodi Masti, Thoda Abhyas
Learning Continues with Some Fun
EARLY CHILDHOOD EDUCATION

Connecting to the Communities and Children in a time of Crisis
Pratham is an innovative learning organization created to improve the quality of education in India. Established in 1995 to provide education to children in the slums of Mumbai, Pratham has grown in both scope and scale, with programs today reaching children and youth across the country.

As one of the largest non-governmental organizations in the country, Pratham focuses on high-quality, low-cost and replicable interventions to address gaps in the education system. Working directly with children and youth as well as through large-scale collaborations with government systems, Pratham programs reach millions of lives every year. Pratham’s Teaching at the Right Level (TaRL) approach has demonstrated proven impact on children’s learning outcomes and is now being adapted to contexts outside India.
Pratham has made critical investments in digital content and technology for education over the last few years. Pratham’s digital content is available in 11 languages and comprises over 3,000 videos, 300 games and 3 learning applications.

Teaching-In: The CRLs demonstrate and support Anganwadi workers carry out learning activities with children and focus on ECE: School readiness, health and nutrition.

Pratham has been working hand-in-hand with community members for the last 25 years. We have engaged with parents to motivate their children, mobilized youth volunteers to champion initiatives, helped village leaders to plan essential interventions and most importantly always ensured that children learn and have fun in the process.

Pratham partner with ICDS and provide support to Anganwadi workers across the block.

Support Inside Anganwadis
Partnership with ICDS + Support Anganwadi workers through demonstrations + engaging volunteers and mothers

Engaging Community
MOTHERS GROUPS & SCHOOL READINESS MELAS

NOTE: ANGANWADI is a Centre in each village community set up by ICDS (Government) to ensure early childhood development. There are 1.3 million such Anganwadi centers operational across India.
PRATHAM’S ANGANWADI SUPPORT MODEL

Support Inside Anganwadis

Engaging Community MOTHERS GROUPS
The COVID-19 outbreak has disrupted daily lives, with future consequences still uncertain. Times as unprecedented as these lead to high levels of anxiety and stress in families. Children, especially those in more vulnerable and underprivileged communities, are not immune to these tensions. The number of children, youth and adults not attending schools or educational institutions because of COVID-19 has been rising across the country.

KEY PROBLEMS

- Prolonged Anganwadi Centers and School Closures
- Lack of awareness about health and sanitation practices
- Lack of preparedness for remote learning

300 million learners across India estimated to be out of school due to the crisis
In the last twenty five years, Pratham has worked on scale with children across the country on a range of educational interventions and in a variety of learning contexts. In these difficult times, Pratham is working to provide children across the country access to engaging learning content. We have created **3000 videos, 300 games and 3 learning applications across 11 regional Indian languages.**
Today, as we confront an unprecedented challenge, we are leveraging our experience and agility to both navigate the pandemic and continue to fulfill our mission.
A grandmother in Rajasthan doing ‘Thappa Lagao’ - Stamping activity with her grandchild. She said “I never knew such fun activities can be done at home and at the same time children are learning”

Children used turmeric in absence of colours at home in Rajasthan
करोना, थोड़ी मस्ती, थोड़ी पढ़ाई!
पर आंगन में, अपने परिवार में!

A Sample of Hindi Text Message
shared today
We quickly conducted sample level survey (telephonic) of the parents and understood the status.

We intend to improve this remote teaching-learning mechanism based on the feedback received from various stakeholders.

Reassured an Importance of engaging Parents and Community Volunteers.
RADIO PROGRAM IN Maharashtra

‘शाळेबाहेरची शाळा’

School Outside of School
Continue Learning

Joint Initiative of Maharashtra Government (Nagpur Division) and Pratham to sustain learning during Lockdown and beyond

Pratham
Every Child in School & Learning Well
Quick Overview of Radio Program

Please see this 1 Minute Video to get an idea about this initiative

https://youtu.be/kCg47rCHmf0
Radio Program Launched on 1st May 2020 (Maharashtra Day): Reaching 16+ districts
KEY PLAYERS: RADIO BASED SOCIAL CAMPAIGN OF EDUCATION

Sarpanches are calling and saying that they want to support this activity at their village.

Thousands of Volunteers have come forward and want to support Schools, Children and Parents in continue learning at hamlet level.

This program is approximately reaching to 700,000 children in Maharashtra State (India).
FOCUSING ON

SCHOOL READINESS

LEARNING SUSTAINABILITY

All Episodes are being archived on www.prathamopenschool.org

https://www.youtube.com/playlist?list=PL_SWBR4_2b8errEk6dCA-cWbmX_kDGp5c9
EVERY CHILD IN SCHOOL AND LEARNING WELL

www.pratham.org
Ensuring quality education for all through community-wide collaboration: Experience with JICA “School for All” Projects

Nobuhiro KUNIEDA
Consultant for International Cooperation

June 29, 2020
JICA “School for All” Projects

• **Goal**
  – Ensuring quality education for all through **community-wide collaboration** facilitated by School Management Committees (SMC)

• **Experience**
  – Nationwide scale-up of **“well-functioning” SMC** model [Niger, Senegal, Burkina Faso]
  – Refining & scaling up a SMC-facilitated learning improvement model by integrating **“TaRL”**
  – Piloting models of self-supporting school meal, community kindergarten, etc.

Over 45,000 schools across several African countries
Strategy for community engagement

• Establishing SMC as institutional foundation through a democratic process (⇔ individual/personal basis)
• Introducing a simple, self-supporting planning framework (⇔ externally dependent)
• Promoting community-wide collaboration through extensively informed decision making by all stakeholders (i.e. teachers, parents & community members)
Community-based learning improvement model: From “PMAQ” to “TaRL-integrated PMAQ”

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<thead>
<tr>
<th></th>
<th>PMAQ</th>
<th>TaRL-integrated PMAQ</th>
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<tbody>
<tr>
<td><strong>Organized by</strong></td>
<td>Community engagement, facilitated by SMC</td>
<td>Unpaid facilitators (government-employed teachers &amp; community volunteers)</td>
</tr>
<tr>
<td><strong>Delivered through</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Language used</strong></td>
<td>French [Niger], Malagasy [Madagascar]</td>
<td></td>
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<tr>
<td><strong>Subjects</strong></td>
<td>Numeracy &amp; Literacy</td>
<td></td>
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<tr>
<td><strong>Duration</strong></td>
<td>5 to 10 hours/week, outside school hours</td>
<td></td>
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<tr>
<td><strong>Main learning activities</strong></td>
<td><em>Self-learning with workbooks</em></td>
<td>TaRL activities (+ Self-learning with workbooks [Niger])</td>
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<tr>
<td><strong>Assessment</strong></td>
<td><em>Workbook-linked rapid test</em></td>
<td>ASER (+ Workbook-linked rapid test [Niger])</td>
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Encouraging results of SMC-facilitated, TaRL-integrated activity at scale

Results of ASER Mathematics Test in Madagascar

N = 171,978 (Grades 2 - 5; 1,605 schools)

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<thead>
<tr>
<th>Operation</th>
<th>Baseline</th>
<th>Endline</th>
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<tbody>
<tr>
<td>Addition</td>
<td>74%</td>
<td>92%</td>
</tr>
<tr>
<td>Subtraction</td>
<td>56%</td>
<td>84%</td>
</tr>
<tr>
<td>Multiplication</td>
<td>41%</td>
<td>69%</td>
</tr>
<tr>
<td>Division</td>
<td>30%</td>
<td>61%</td>
</tr>
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PDCA Cycle of TaRL-integrated Learning Improvement

- Baseline assessment
  - Sharing info & discussions with all stakeholders
  - End-line assessment
  - Remedial activities
  - Formulation & approval of SMC action plan

- ASER-integrated
  - @Community General Assembly

- TaRL-integrated
**Problem**
Low learning achievement in literacy and numeracy

**Action Plan**
- Organization of remedial activities
- Provision of self-learning workbooks
- Training of facilitators (teachers/volunteers)

**Analysis framework**

**Result of analysis**
- Insufficient learning time
- Lack of effective materials
- Low quality of teaching

**Solution**
- Increase of learning time
- Provision of effective materials
- Improvement of teaching quality

Transforming information into real action
Community-based Education Forum Approach: Effective to scale up community engagement
What roles can communities play in coping with COVID-19 shocks to education?

• Possible responses with communities
  – Raising awareness about the disease;
  – Protecting health & safety of the children;
  – Supporting schools for reopening;
  – Organizing “back-to-school” campaigns;
  – Organizing TaRL-integrated catch-up classes;
  – Providing school meals, etc.

  cf. “…reenrollment campaigns should include participatory community action and awareness-raising.” (World Bank, 2020)

• Innovative practices
  – Niger: Regional education fora for reducing girls’ dropouts while coping with COVID-19 (June 2020)
Conclusion

• Greater effectiveness of community-based & TaRL-integrated learning improvement approach;
• Greater sustainability of interventions with institution-based & self-supporting PDCA cycle;
• Greater scalability of interventions with nationwide SMC network (federations);
• Greater importance of community engagement during & after the COVID-19 pandemic to ensure quality education for all boys & girls.
Appendix

For further information on the JICA-supported “School for All” Projects:


Here is a list of YouTube materials:

2. Overview of the “School for All” model ([https://youtu.be/vL-5ZQ5inBE](https://youtu.be/vL-5ZQ5inBE))
4. Training material: Improving learning outcomes through community participation ([https://youtu.be/HMRvUTr_mQk](https://youtu.be/HMRvUTr_mQk))
5. Training material: Utilizing school grants effectively and properly ([https://youtu.be/V9FBpi23q54](https://youtu.be/V9FBpi23q54))
6. Training material: Making a greater impact through the “Forum Approach” ([https://youtu.be/tKBB1K3ezg4](https://youtu.be/tKBB1K3ezg4))
Information Provision to Encourage Parental Engagement and Improve Student Learning (During and After COVID-19)

Sam Friedlander, Senior Policy Associate, J-PAL @ MIT
Research suggests that parental engagement can improve student learning

- Programs may provide parents with the **skills** to be involved in their child’s learning, suggest **activity ideas**, send **reminders** to ask about schoolwork, or give **updates** on how children are doing in school.

- During COVID-19 school closures, parental engagement is **even more important than ever**.
Today I’ll focus on **information programs** that encourage parental engagement:

1. To facilitate continuous learning during **school closures**
2. To complement in-school learning when **schools are open**
Text messages can increase parental involvement and student learning

• Student learning often increases with **parental involvement**
• **Text messages** can provide parents with information about education
• Important to give parents **actionable ideas** that can be incorporated into **everyday activities**
• These programs are typically **low-cost**
Sending parents texts with literacy activities improved their children’s learning

- **A program in the U.S.** sent texts with ideas for literacy activities
  - Two per week, during summer break
  - Example: “Take turns reading OUT LOUD... You read a page, then your child reads a page... (great at any age)!”
  - Increased learning for students in grades three and four

Sending parents texts with literacy activities improved their children’s learning

• A **similar U.S. program** sent texts with **activities & encouragement**
  – Three per week, during school year
  – Example messages:
    • **FACT**: Letters are the building blocks of written language. Children need to know the letters to learn how to read & write.
    • **TIP**: Point out the first letter in your child’s name in magazines, at the store & on signs. Have your child try. Make it a game. Who can find the most?
    • **GROWTH**: Keep pointing out letters. You’re preparing your child! Now when you point out a letter, ask: What sound does it make?
  – Increased literacy for preschool students
  – **More effective** when targeted to the learning level of the child

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Telling parents about their child’s performance in school has increased learning

- **Information shared:** Academic progress, missing assignments, attendance, behavior
- **Delivery methods:** Emails, texts, take-home report cards, phone calls: weekly, bi-weekly, yearly
- **Mechanism:** Changes in parental behavior improved student effort or quality of education at school
- **Effective programs in** Bangladesh, Chile, Mozambique, Pakistan, and U.S.

Key considerations for implementation

• **Mobile phone access:**
  – Do parents have phones?
  – Do we have their phone numbers?
  – Evidence that influential people can spread messages

• **Literacy:**
  – Can parents read text messages?
  – Adult literacy rate may be lower for women, rural families
  – Parental info programs in low-literacy settings have been effective

• **Time and resources**
  – Parents may be busy with work, have children of different ages
  – May not own books

Key conclusions and takeaways

- Giving parents information can **spur engagement** in their child’s education and **increase learning**
- This may include sending **activity suggestions** or updates on their child’s **school performance**
  - Actionable
  - Frequent content
  - Easy to incorporate
- These programs are **fairly inexpensive**
- We have little evidence from pandemic contexts
  - Useful to build **learning and evaluation** into current programs to generate lessons for the future
What can be done right away to strengthen learning for those without access to the internet, and how can we scale this? I understand that many families in the most disadvantaged areas are selling phones and radios, and that we are not able to reach them with materials due to movement restrictions, so how can we reach them?
How can we support illiterate parents in educating their children?
Info on student learning doesn't - by itself - motivate action. What else must be in place to enable parents to take action? Could you highlight a few key lessons from global research that community and parent engagement programmes should focus on?
How do you monitor engagement and impact for interventions targeting parents/communities?
If activities are moved to the digital space, how do you find more parents to actually engage with?
As schools begin to resume, what evidence is there on giving parents information on their children's progress at school?
Q&A