ADVANCING BASIC EDUCATION: CREATIVE ALL CHILDREN READING



CONSORTIUM PARTNERS

- American Institutes for Research
- CID Consulting
- Development Gateway
- Equal Access
- Handicap International
- Foundation Paul-Gerin Lajoie
- International Literacy Association

- Research
- Management Systems
- O'Brien and Associates
- Open University
- Pearson Education
- Souktel Inc.
- University of Oregon
- World Education

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Creative Associates International has been awarded a five-year Indefinite Delivery Indefinite Quantity (IDIQ) contract, Advancing Basic Education: All Children Reading (ABE: ACR). Work under this IDIQ will support Goal One of the USAID Education Strategy to Improve reading skills for 100 million children in primary grades.

ABE: ACR aims to improve student reading outcomes in primary school by providing technical expertise and assisting with design, delivery, and monitoring and evaluation services. Activities will improve reading instruction, strengthen delivery systems, increase community engagement and establish host country assessment capacity—as well as conduct research on affordable reading interventions and scale-up.

A STRONG CONSORTIUM

The Creative consortium is distinguished by the expansive experience and knowledge of its consortium members: a range of research institutes, academic universities, NGOs and small businesses. Together, the Creative consortium benefits from long-term relationships with a network of nearly 300 local education sector partners—ministries, research institutions, and civil society organizations-throughout Africa, Asia, Europe, Latin America/Caribbean, and the Middle East/North Africa.

Partnering with governments, civil society and the private sector, consortium members marry a school-level approach to improving reading with a national approach to reinforcing education systems—creating sustainable gains ready to replicate and scale up.

Karen Tietjen, who brings more than 30 years of experience in education policy and instructional systems, early grade reading, school drop-out prevention, research, and monitoring and evaluation serves as the consortium's IDIQ Manager.

A HISTORY OF RESULTS IN:

Teaching and learning

Creative has successfully delivered comprehensive instructional programs that show teachers how to use scope, sequence, differentiated learning and an early warning and response system that "Early grade reading is one of the building blocks for future educational success. It is an honor that we will be able to play a key role in developing a brighter future for children around the world."

-Charito Kruvant, Creative's CEO



quickly identifies students at risk. In Yemen, for example, after four months of instruction under Creative's early grade reading program, first and second graders could read 16.3 correct words per minute, compared to students in control schools who managed just six.

Creative and its partners work with host-country governments to implement local language, phonics based approaches to early grade reading that achieve results. For example, World Learning worked with the Guatemala Ministry of Education (MOE) to promote Mayan language use, resulting in a 50 percent reduction in first grade dropout rates. In Angola, Pearson Education assisted the MOE in developing and disseminating student literacy materials in Portuguese and seven national languages.

Consortium members further develop teachers' skills and confidence with strategic tools for continuous professional development, continuous assessment and coaching and mentoring that transforms their practice and perceptions.

Building effective school management and community engagement

The Creative consortium builds school management and leadership capabilities to support students' learning and teachers' professional growth. Through face-to-face training, professional exchanges, and on-the-job mentoring, partners build capacity of school and community leaders to effectively manage school resources—people, money, materials, and time. In Afghanistan, Egypt, Jordan, Malawi, Oman, South Sudan, Uganda, and Yemen, for example, Creative trained school staff and school management committees to make data-driven decisions implemented through school improvement plans.

Beyond its work inside schools, the Creative consortium has also worked to strengthen the engagement of communities and parents in their children's learning. In Nepal, for instance, Equal Access produced an innovative radio series and public service announcements for a "Welcome to School" campaign, which led to increased enrollment.

National policy reform and systems strengthening

Creative and its partners have successfully worked with MOEs to create the foundations for reading programs and ensure that the national policies exist to support them. For example Creative's program in Tanzania officially secured focused time for phonics and teacher readalouds in Zanzibar, and mainland

schools agreed to use a free period to increase reading time.

Consortium members have core expertise in improving government systems for teacher management and training, and have built multilevel monitoring and evaluation capacity in numerous countries. Through the Enhancing Government Effectiveness project, for example, MSI conducted Ministry assessments and supported work plan development in Jordan, Morocco, Indonesia, Yemen, West Bank/Gaza, and Pakistan.

Monitoring and evaluating performance

The consortium is distinguished by particularly strong M&E expertise, with regular assessment of learner performance in reading and tools that are developed in collaboration with partners. Creative. MSI. and MPR have each conducted early grade reading assessments and impact evaluations in Africa. Latin America and the Caribbean and Asia. It also brings strong qualifications in using ICT to collect, manage, and report on education data. Partner Souktel, for instance, designed a mobile phone-based data collection system that teachers can use to track and report daily student attendance.

Creative's mission is

TO SUPPORT PEOPLE AROUND THE WORLD TO REALIZE THE POSITIVE CHANGE THEY SEEK.

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