



CREATIVE

Project Overview



Afghan Children Read Project

Quick Facts

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10,000 teachers will benefit from newly developed teacher guides, coaching and mentoring materials and in-school support activities.

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The five-year project pilots new approaches and research in 1,200 schools, reaching more than 500,000 students.

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By 2020, the project will have developed a proven early-grade reading model capable of reaching all children in Afghanistan.

Afghanistan has experienced a decade of transformative development. Nonetheless, the education sector is still fragile.

According to World Bank statistics from 2017, 62 percent boys and only 36 percent of girls attend secondary school. Reading is of particular concern—only 58 percent of Afghan youth ages 15-24 are literate. Many children attend school but never learn to read effectively. The Afghan Children Read project, funded by the U.S. Agency for International Development, is helping to change that. The five-year project partners with the Ministry of Education to boost learning outcomes successfully and sustainably.

A learning laboratory

The project is beginning with a pilot in Herat, Nangarhar and Laghman provinces, as well as selected districts of Kabul province. This “learning laboratory” pilots new approaches and research in 1,200 schools, reaching 500,000 students. Once the Afghan government has greater technical capacity to step in, it will be able to implement the early grade reading program in other areas of the country.

By collaborating with the Ministry of Education from the beginning, the Afghan Children Read project is working to build and implement a sustainable, scalable and evidence-based national early grade reading program, while improving the ability of government officials at all levels to scale up and sustain the model.

By 2020, the Afghan Children Read project will have developed a proven early-grade reading model capable of reaching all children in the country, as well as ensuring that the Ministry of Education can effectively support the curriculum, teachers and students.

Gathering evidence, providing a roadmap

At its core, the Afghan Children Read project develops, implements, tests and refines an evidence-based early grade reading curriculum and instruction program that improves the reading skills of first, second and third-grade students. The project creates a foundation for teaching and learning that allows students to gain the foundational skills they need to progress.

Afghan Children Read has supported the Ministry of Education in establishing an early grade reading program, which includes national policy and planning (technical and financial) capacity building. This enables the project team, along with government partners, to develop high quality and relevant benchmarks to evaluate student and teacher performance.

The project staff and Afghan education officials develop early grade reading curricula and materials, and then train teachers to confidently use them in their classrooms. Afghan Children Read uses a training cycle and applied practice process that includes instruction, guided practice, on-the-job application and continuous classroom assessment by qualified evaluators.

Through the project, 10,000 teachers will be trained at the pilot phase and will benefit from newly developed teacher guides, coaching and mentoring materials and in-school support activities. Their students will be able to advance through access to project-produced workbooks and supplemental materials in Dari and Pashto, the languages of instruction in Afghan public and community-based schools.

With an emphasis on fostering positive gender norms, the project takes care to include girls and female teachers—those who were least likely to have access to quality education. And by going a step further to engage families, the project encourages parents to enroll their children, stay on top of attendance, promote literacy at home and support schools.



58%

58 percent of Afghan youth ages 15 to 24 are literate



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