



CREATIVE

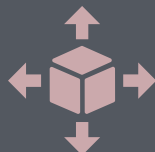
Practice Area

Instructional Systems & Governance



STRATEGY

From design through to implementation and assessment, Creative's education experts work with host-country partners to identify local and national goals and develop holistic strategies to reach them.



DIFFERENTIAL

Creative's "whole child, whole teacher, whole school" approach engages people and institutions to achieve sustainable learning outcomes and integrated support for high-quality and inclusive education.

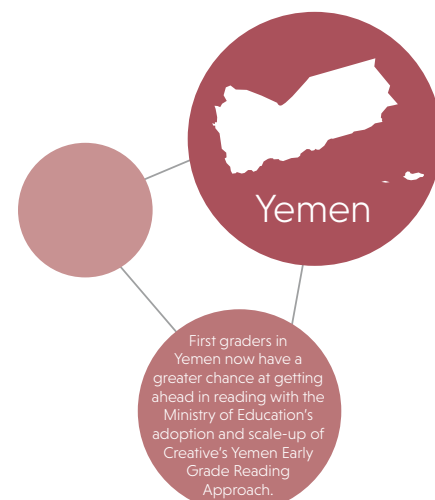


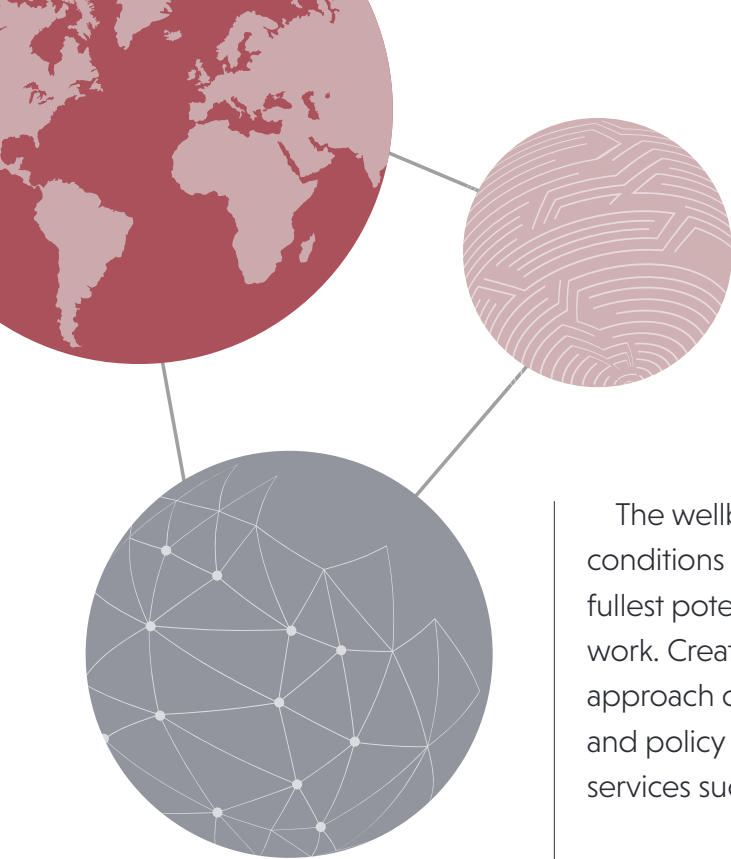
GLOBAL RESULTS

From Afghanistan to Zambia, Creative and its local partners have advanced student learning with proven models for increasing literacy, numeracy, attendance, school management and community engagement.

Quality education is a precursor to a child's future and a community's stability.

Creative's Instructional Systems experts support local and national efforts to increase student learning achievement— especially literacy and numeracy—by improving equitable access to quality schooling. Creative works closely with local education stakeholders— Ministries of Education, NGOs, private education providers and communities—to support the design, delivery, management, monitoring of education services and assessment of the learning outcomes they produce.





The wellbeing of pupils, community support systems and economic conditions all play into students' ability to access education, learn to their fullest potential and grow into successful adults who find meaningful work. Creative's holistic "whole child, whole teacher, whole school" approach combines teacher professional development, curriculum and policy development, and school management with wraparound services such as psychosocial counseling, household support and more.

A focus on local language literacy and instruction

Literacy is key to success in school, and for personal empowerment, community participation and informed decision-making later in life.

Yet for many students, ineffective curriculum, inadequate teacher training, and weak school management hinders their literacy skills development. This can be especially true when students lack a sound foundation of reading in their local language before beginning instruction in a second language, such as English or Portuguese.

Creative's projects support education systems, from the Ministry to the school, to develop sustainable approaches for effective local language instruction, including teacher professional development, reading curricula and materials and community support.

In Zambia, for example, students have traditionally started English instruction without having mastered reading skills in their mother tongue—resulting in poor performance in both languages. Funded by the U.S. Agency for International Development, the Read to Succeed Project aimed to improve reading among learners in grades one to four in their seven local Zambian languages. Creative worked hand-in-hand with the Ministry of Education to introduce a National Literacy Framework

that includes phonics-based local language early grade reading curricula, teaching-learning materials and teacher in-service training and coaching.

An endline early grade reading assessment showed an average 673 percent jump in reading comprehension among grade two students in Read to Succeed-supported schools. Head teachers conducting classroom observation to support teacher and student performance increased from 29.6 percent at baseline to 85.5 percent.

In nearby Mozambique, students also struggle to gain literacy skills due in part to gaps in local language resources and training. Through the USAID-funded *Vamos Ler!* (Let's Read!) program, Creative supports the Ministry of Education to improve national early grade literacy policies and delivery and monitoring systems, enhance school leadership and increase parental and community engagement in early grade literacy. The project works alongside government counterparts to develop instructional tools and learning materials in the local languages for grades one to three and to support a transition to Portuguese in grade four.

While early grade reading is a foundation for success, Creative recognizes that as students progress they need to master critical reading and comprehension skills to succeed across subject areas. In Morocco,



By working closely with local education stakeholders—ministries of education, NGOs, private education providers and communities—Creative’s education services support local and national goals and long-term results.



where assessments revealed that only 25 percent of eighth grade students were able to distinguish the main idea of a basic text, Creative worked with the Ministry of Education and Vocational Training to address this gap.

Funded by USAID, the Reading for Academic Skills and Individual Development in Middle Schools project strengthened reading comprehension in middle schools by training master trainers—including school inspectors and teacher training college instructors—on best practices to integrate effective reading comprehension instruction into existing middle school curriculum. The

project strengthened existing training and coaching guides to help teachers integrate reading comprehension methods into their subject areas, including Arabic, French Math and Science.

The Instructional Systems and Governance Practice Area also supports early grade reading activities in Afghanistan, Nigeria and Pakistan.

Innovations to prevent dropout

School dropout is a global challenge, with nearly 124 million out-of-school children and adolescents worldwide, according to

UNESCO. Regardless of the timing or reason, the cost of dropout for students, families, communities and countries is enormous.

To research effective solutions to address this challenge, Creative implemented the School Dropout Prevention Pilot Program—a five-year, four-country applied research project that aimed to provide evidence-based solutions to mitigate dropout from primary and secondary school.

The program’s initial situational analysis in Cambodia, India, Tajikistan and Timor Leste showed that in addition to economic reasons, main factors behind dropout



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Teachers are receiving training in best practices for early grade reading instruction in Hausa through Creative's Northern Education Initiative Plus.

"To meet and sustain the growing demand for education, instructional systems must be effective, efficient and able to address the needs of diverse populations. We work to ensure that every child has access to such an education."

-Karen Tietjen, Director of Instructional Systems and Governance

included poor attendance and lack of engagement in school, contributing to poor academic performance.

To address these issues, the program designed and tested two types of interventions—one aimed at reducing absenteeism and the other aimed at making school more attractive and welcoming to students.

The low-cost Early Warning System identifies students at-risk of dropout and creates partnerships between schools, communities and parents to respond to children's needs. Enrichment activities—computer labs, extra-curricular enrichment/recreational activities and after-school tutoring—add interest, fun and additional academic support to the school day.

Engaging community and partners

Student learning requires more than trained teachers and materials; it also needs the investment of parents and communities in the learning process. Creative engages these partners as key stakeholders, from decisions on school management and improvement to supporting healthy reading habits and school attendance.

In Yemen, Creative's Yemen Early Grade Reading Approach initiative, part of the US-AID-funded Community Livelihoods Project, worked with Master Trainers to mobilize community support for early grade reading and equip parents with tools to support their children's education. A parent training manual featuring 13 visual messages guided

parents in supporting reading skills at home and in school.

In Zambia, where local language books are scarce, the Makhaliidwe Athu project is bringing local language stories straight to parents' mobile devices with SMS messaging. Together, parents and children read the mobile stories, which are written by local authors, and work together to answer questions about the stories.

Also in Zambia, the Read to Succeed project has formed more than 1,200 School Community Partnership Committees that facilitate collaboration among school staff and community members to develop learner performance improvement plans, conduct outreach to neighbors to prevent dropout, lead school improvement projects and participate in extra-curricular activities to support reading.

About Us

Creative Associates International works with underserved communities by sharing expertise and experience in education, economic growth and transitions from conflict to peace. Based in Washington, D.C., Creative has active projects in more than 25 countries. Since 1977, it has worked in more than 90 countries.



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