Lessons on Early Grade Reading: The Project to Improve the Quality of Basic Education in Peru (SUMA)

FHI 360

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Peru SUMA Project

- Funded by USAID, 2009-2013
- 5 regions; 2,000 schools; 6,000 teachers; 80,000 students.
- Sought to improve the quality of basic education in the poorest areas of Peru
- Focused on decentralization and administration; mathematics and reading in primary schools
- 18 schools in San Martín target region for literacy from May 2013-present

SUMA Reading Activities, Evaluations and Assessments

Literacy Activities

- Materials development
- Training
- Teacher feedback and support
- Study Tour for Education Officials

Evaluations & Assessments

- LitScan Pilot: Qualitative scan of the literacy environment
- Assessment of learning outcomes (Early Grade Reading Assessment)
- Mixed-method investigation comparing factors shaping reading outcomes in three regions
- Materials validation

Materials Development

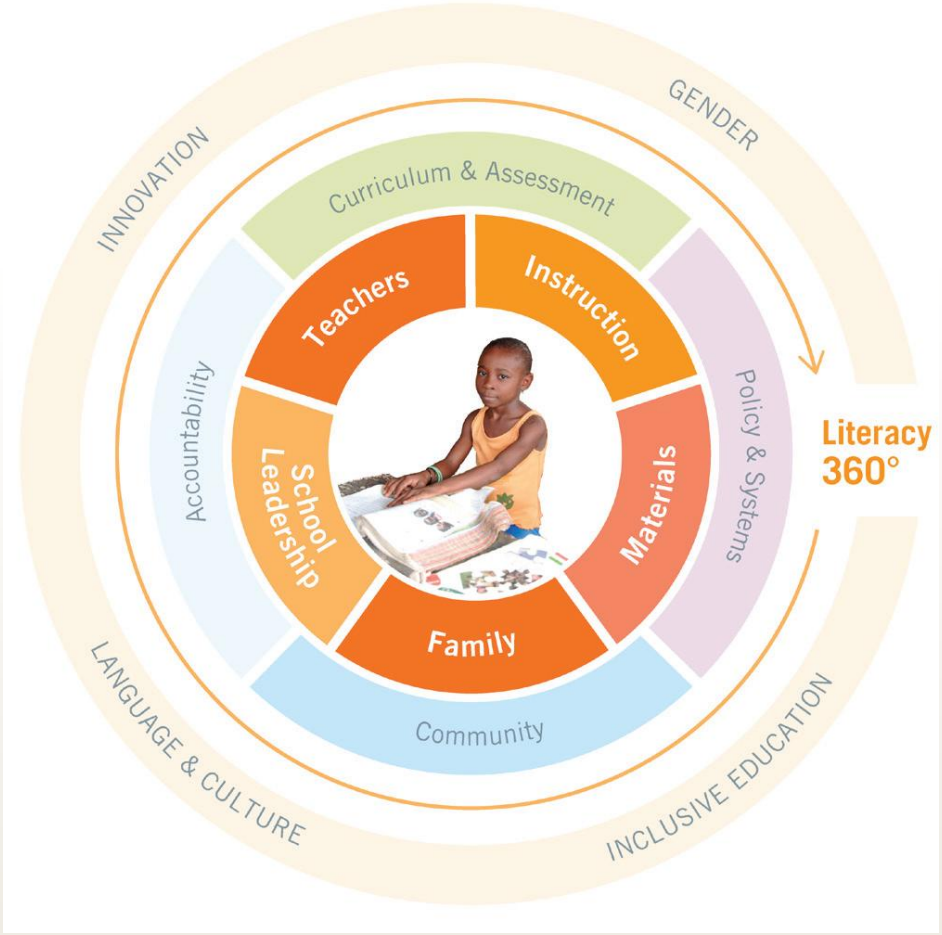
- Self-guided student reading workbooks, Grades 1 to 3
- Based on Escuela Activa methodology
- Based on MINED's Enfoque comunicativo textual reading approach
- Begins to incorporate 5 pillars

Training & Study Tours

- Participants: Regional education officials and teachers
- Type: Periodic trainings in key topics (e.g. the five pillars) & ongoing, regular support for teachers
- Study tour to observe instruction in Texas schools

Literacy Scan: Assessing the state of the early grade reading environment in Peru

FHI 360 Early Grade Reading Conceptual Framework



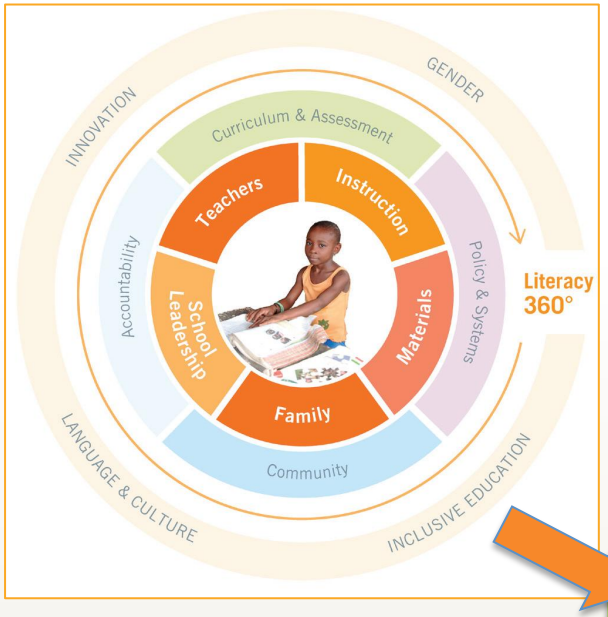
Literacy 360

Evidence-Based Decision-Making for Reading Improvement

- What we know:
  - many children are not learning to read as expected

- What we don't know:
  - the context-specific causes of low reading performance
  - the context-specific solutions to low reading performance

Solution: LitScan 360



Materials

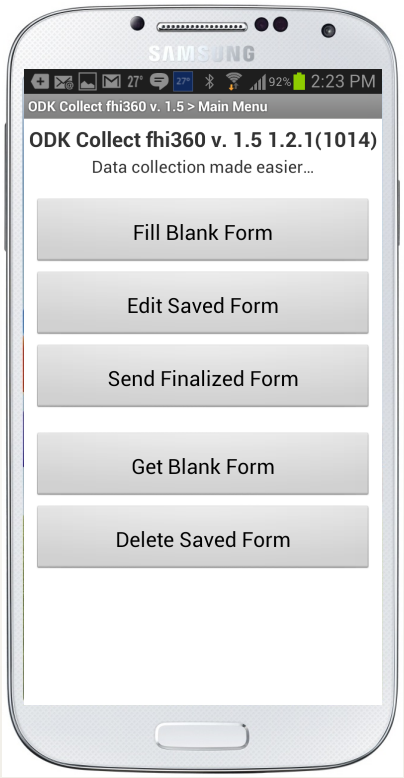
- What texts do teachers use to teach reading?
- How frequently do teachers use each text type?

Action

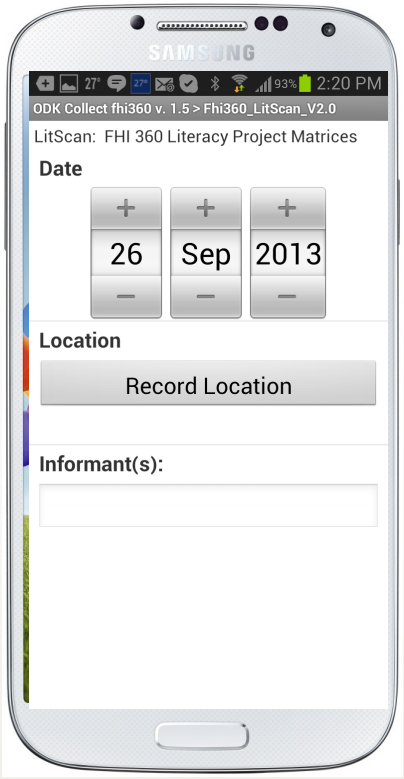
- Improved text content
- Improve text delivery systems
- Mobilization of books publishers
- Community mobilization to produce local, low-cost texts
- Teacher education on selection and use of texts

LitScan 360: Collecting Data

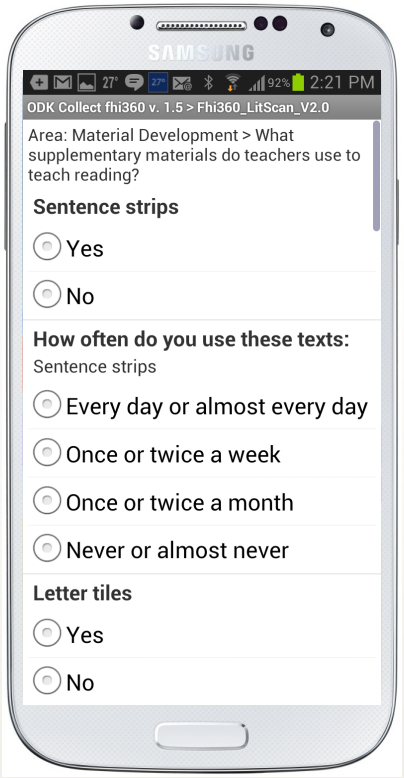
ODK Menu



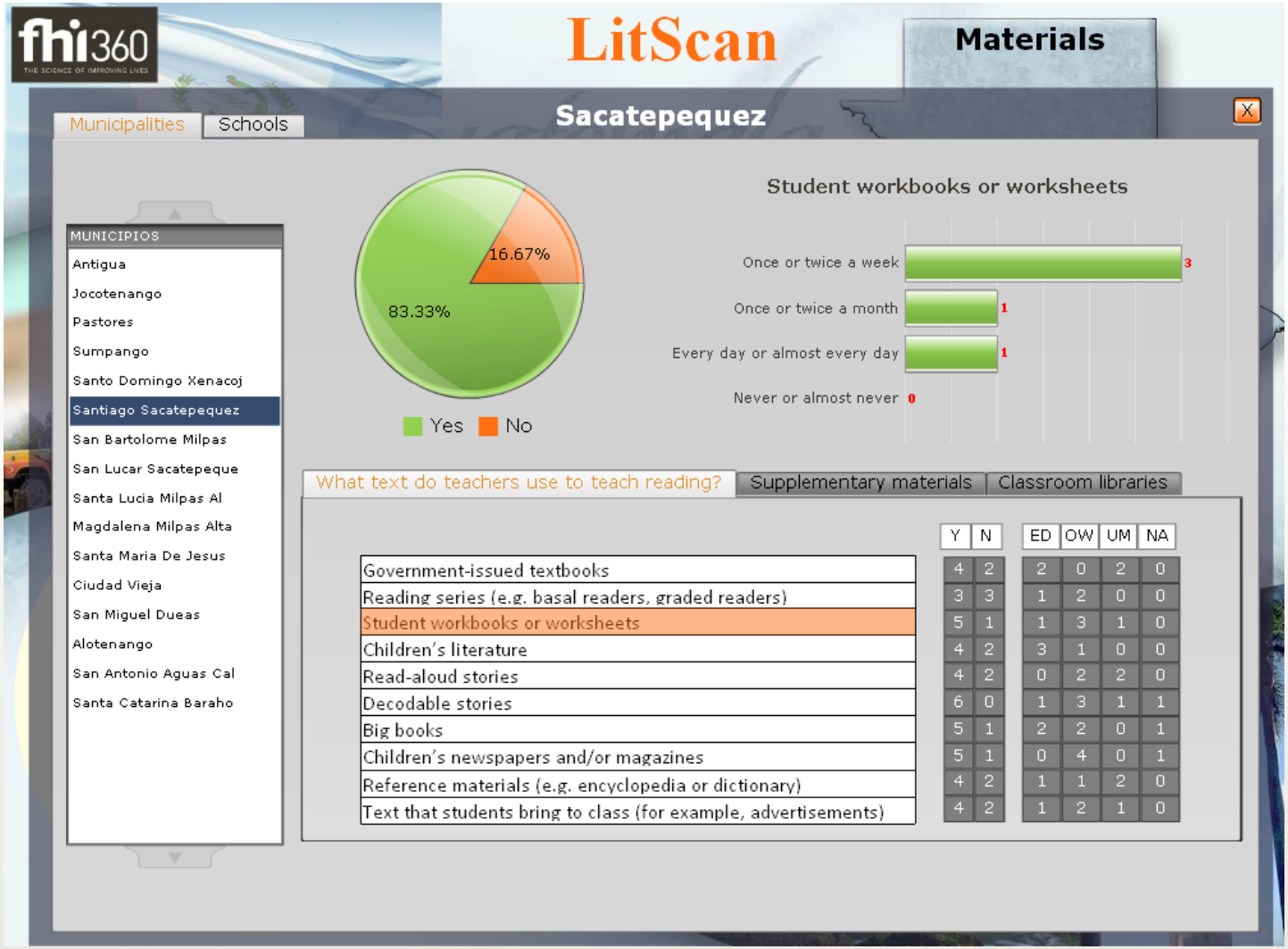
Record GPS location



Collect the data

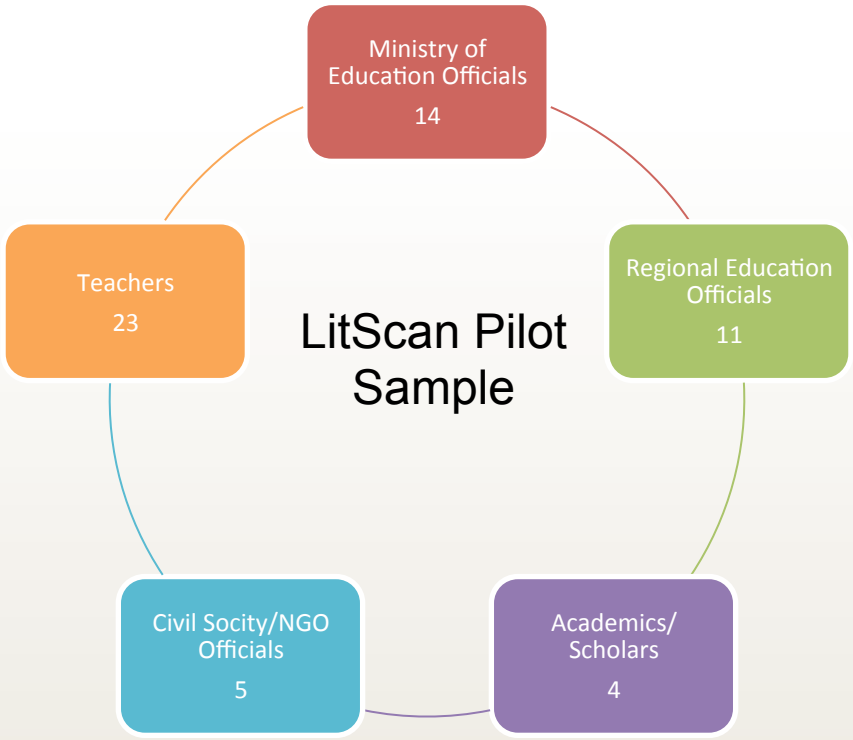


LitScan 360: Dashboard

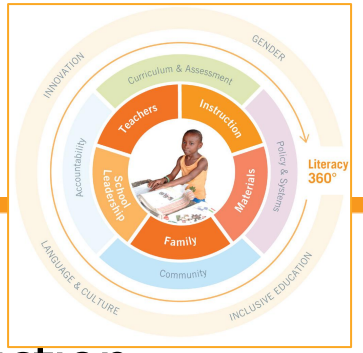


LitScan Pilot Methods

- Qualitative only: interviews and focus groups, using open-ended questions
- Sample: key actors that design, implement and research reading-related policies and practices in Peru
- 25 in-depth interviews and 6 focus groups between August 2012 and January 2013
- Transcription and analysis of data according to the main themes in Lit360 framework



Select Findings



- Curriculum & Assessment:
  - MoE has clear curricular approach to reading instruction (Enfoque Comunicativo Textual); informants reported that approach requires sophisticated teaching techniques beyond capacity of both teacher trainers and teachers
- School leadership:
  - MoE unit responsible for assessment successfully disseminated 'folletos' to schools; informants reported that school principals did not
- Teachers:
  - Numerous opportunities for TPD at all levels of system; informants reported that content of TPD does not allow for translation of theory to practice

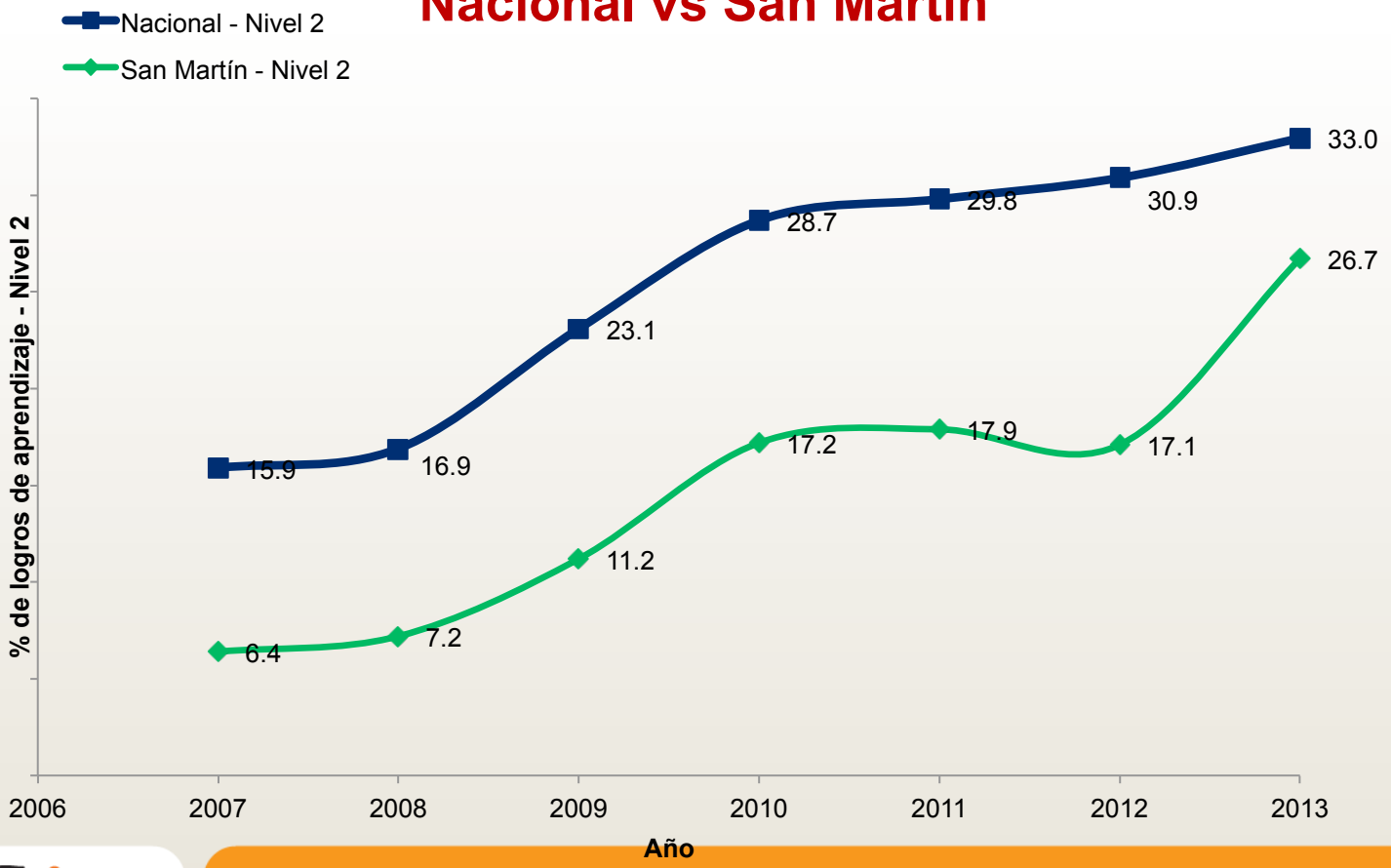
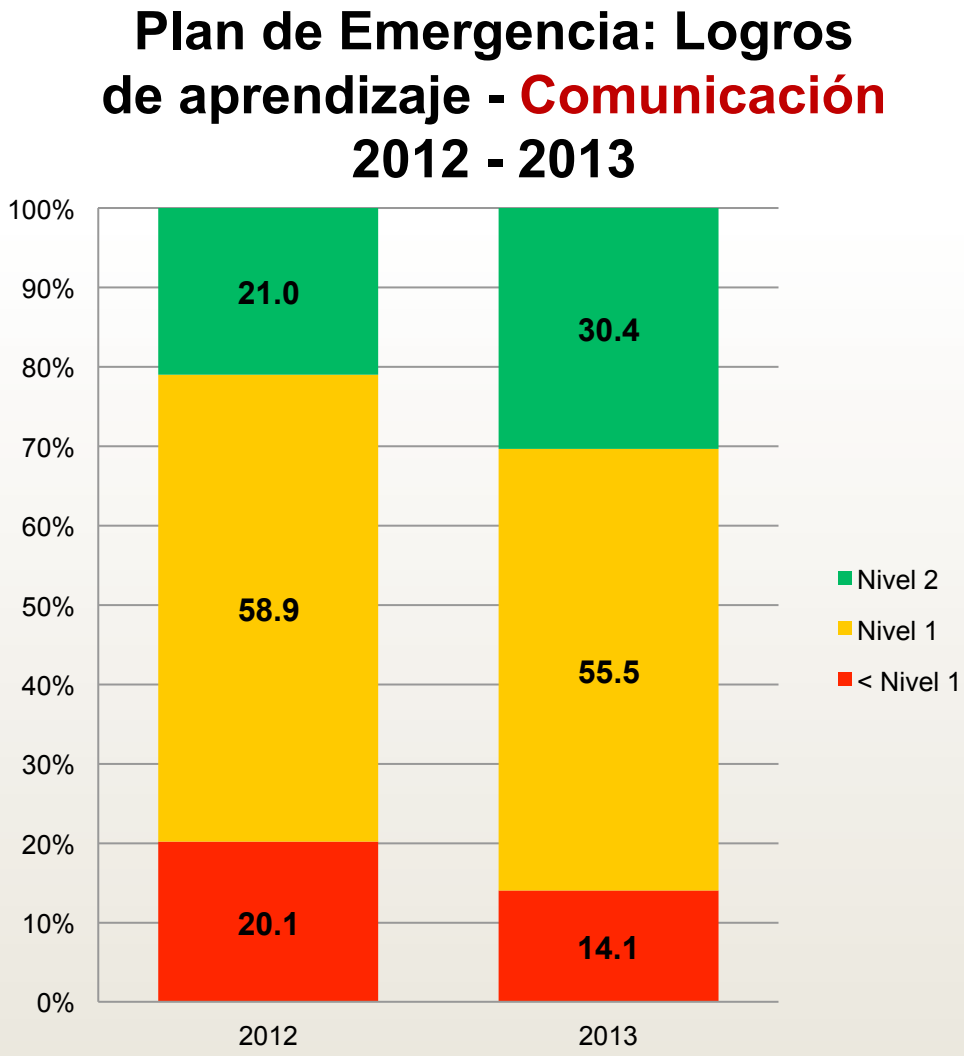
Conclusions

- LitScan questions should be developed through iterative process with stakeholders
- LitScan should be both quantitative (for rapid reporting and action) and qualitative (to examine key findings in depth)
- LitScan can be used at any level of a system to gather actionable data
- LitScan can be used to mobilize actors around reading challenges – need to link to policy dialogue

RESULTS OF THE NATIONAL ASSESSMENT (ECE)

2nd Grade Performance in Reading

Evolución de logros de aprendizaje: Comunicación 2007 – 2013
Nacional vs San Martín



Trends in Reading Performance Before and After Intervention