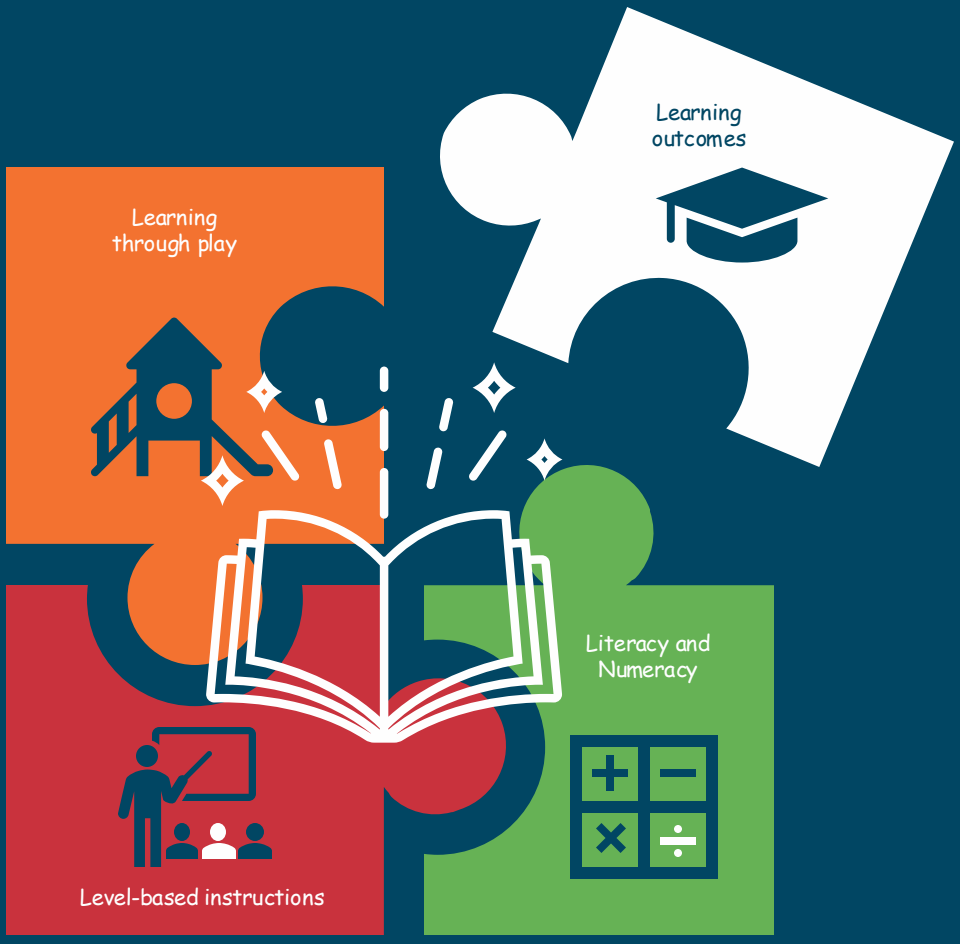
PAL NETWORK
People's Action for Learning



Learning Interventions
2021 Action Handbook

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Contents

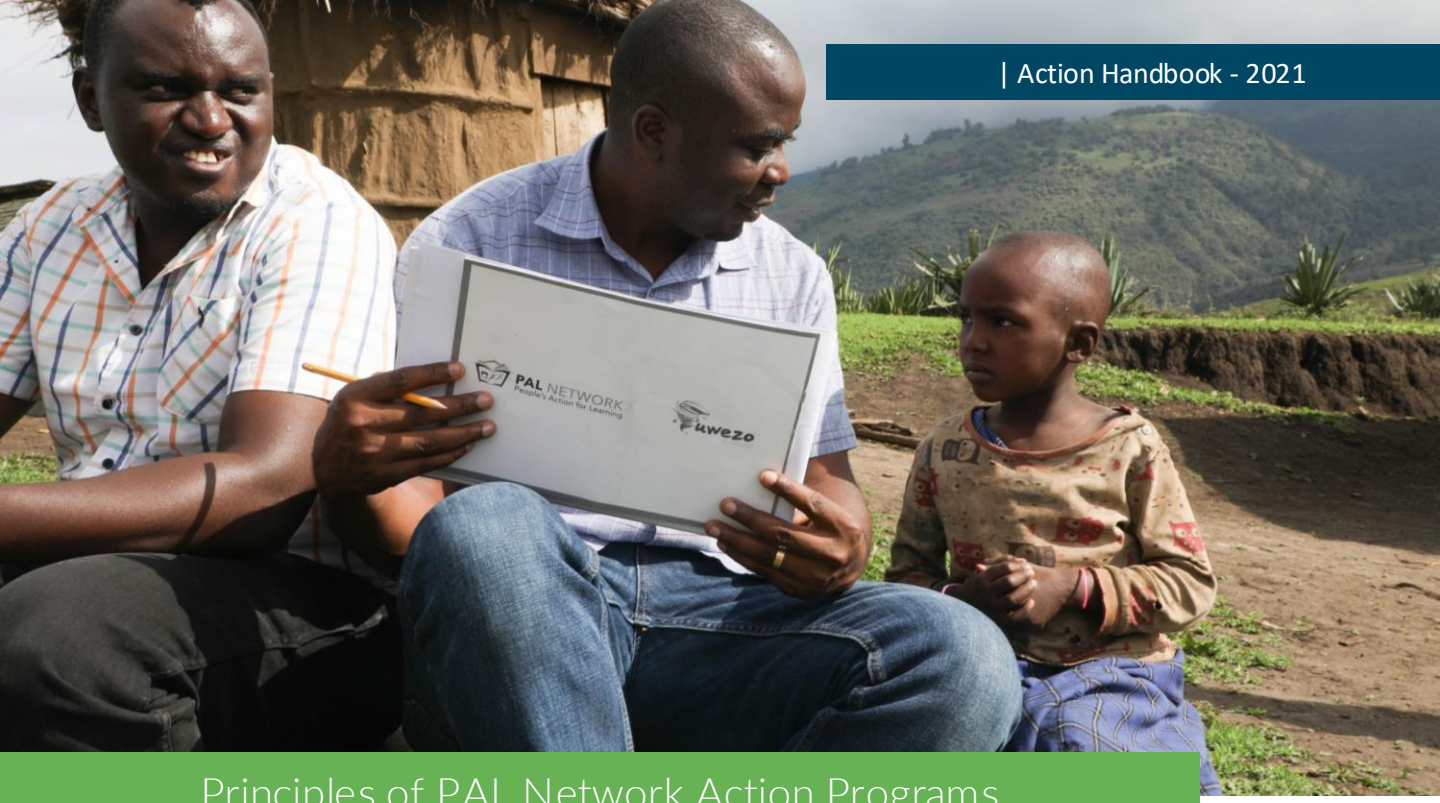
Introduction

About PAL Network

The Peoples' Action for Learning (PAL) Network is a south-south partnership of 15 member organizations working across South Asia, Africa, and Latin America. Member organizations conduct Citizen-led Assessments (CLAs) and/or actions aimed at improving learning outcomes.

Over the past 15 years, CLAs in PAL Network countries have demonstrated poor learning outcomes across all countries. Inspired by Pratham's work in India, PAL Network members began conducting Accelerated Learning Programs aimed at improving foundational literacy and numeracy competencies in 2018. Countries like Tanzania, Mozambique, Kenya, Nigeria, Botswana, Uganda and Mexico experimented different approaches of accelerated learning (see annex I). These programs take different shapes, lengths and names but are guided by the same principles stated in this document. The norms and guidelines presented in this document are not intended to work as a prescription but rather as suggestions and recommendations of what has worked well in some contexts.

[1]Pratham implemented a method known as Teaching at the Right Level (TaRL)



Principles of PAL Network Action Programs

1. We act to improve foundational skills of all children, guided by the principles of equity, inclusion, and respect for diversity.

2. Our approaches of action encourage contextualization, adaptability, and flexibility, always aiming to begin from where the child is.

3. We generate and use evidence to assess and track each child's progress and adapt our actions to the needs of each child.

4. We monitor and evaluate our actions to learn from our mistakes and base decisions on evidence.

5. We freely share our tools and methods with partners, volunteers, and external organizations.

6. We generate responses from the global south that are appropriate for our shared contexts and issues, communicating and sharing our results and learning from each other.

Why Accelerated Learning Programs?

Accelerated learning programs from across the PAL Network are inspired by principles of the Teaching at the Right Level (TaRL) approach by Pratham and are designed in response to the following:

Accelerated Learning Programs

Evidence shows that a significant proportion of children are not able to read simple text pegged at grade 2. Neither can they do simple addition tasks pegged at the same level (Uwezo reports). Thus, children are not learning at the level they should be

Foundational reading and numeracy skills are essential building blocks for future learning and progress in school and beyond

To ensure quality learning for all as evident in the spirit of the SDG 4 which emphasizes that 'no education target should be considered met unless met by all' (UNESCO 2015, P.7)

Evidence from PAL Network member programs - Medición Independiente de Aprendizajes (MIA), Facilidade, Young 1ove, LEARNigeria, Zizi Afrique and Uwezo Tanzania - shows that if well supported, children can learn to read and do basic arithmetic operations in a short period of time (30-50 days).

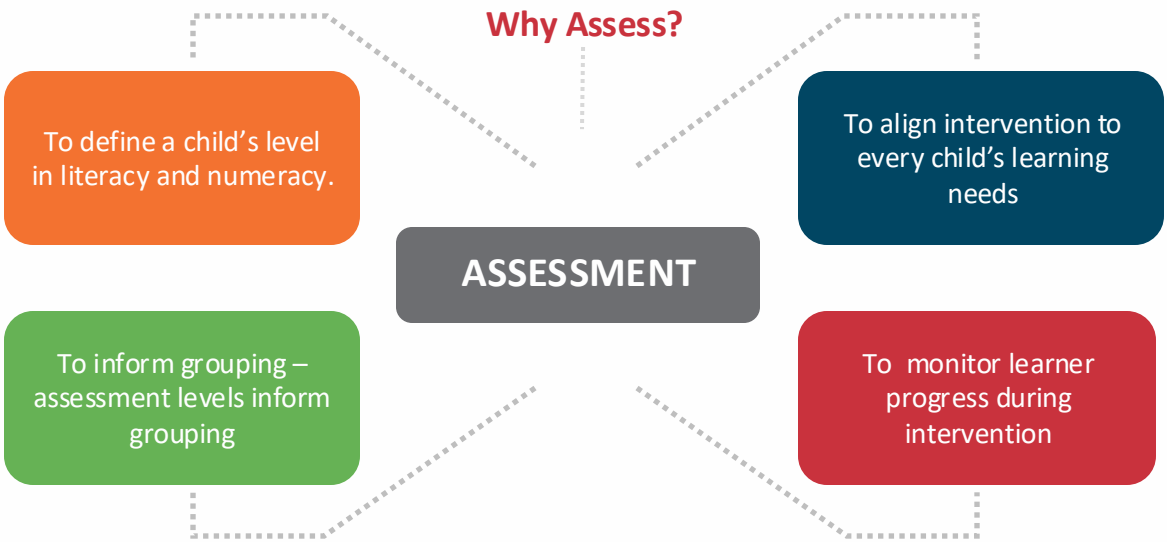
Intervention Pedagogy

PAL Network's intervention pedagogy has four main characteristics:

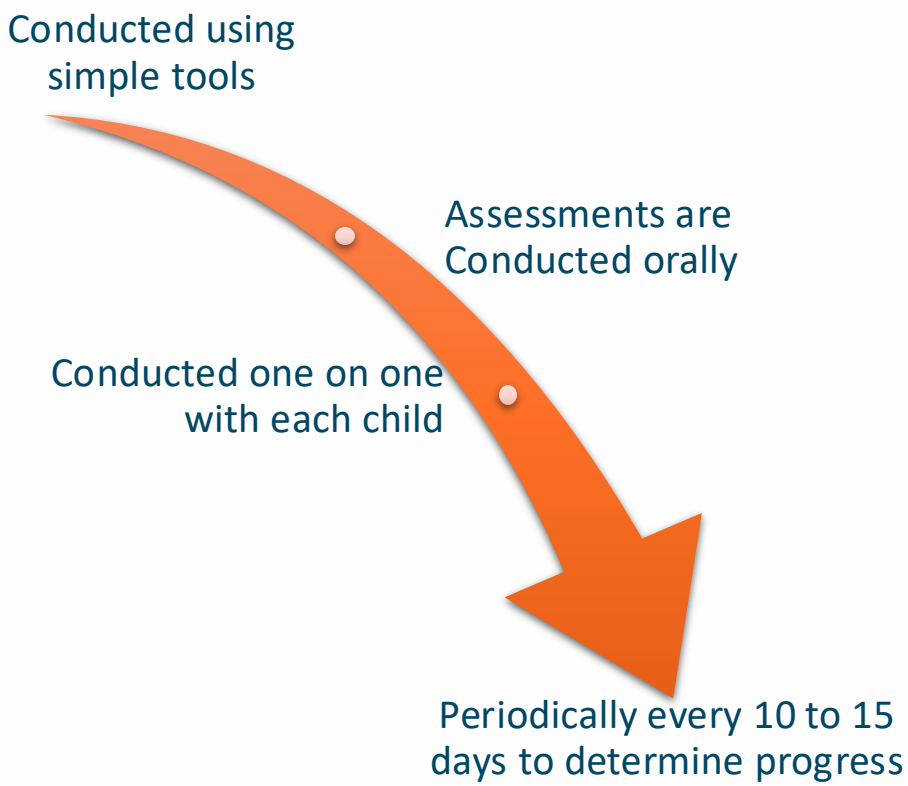
1. Uses a collaborative learning approach. Children are taught to collaborate and learn with others. Collaboration means to give and ask for help and readiness to do so. It deliberately abandons the concepts of better and worse students, the different forms of competition between students and establishes collaboration as a value in itself. Therefore, there are no games of who wins and who loses in their activities. Collaboration values the collective, doing and learning together. It is a similar approach to the African concepts of ubuntu and ujamaa.
2. Use the concept of level-based instruction. The learning content is defined for different levels according to what the child knows or can do. There is no program for children by class or age, but by competency level.
3. Use a mix of games and activities to maximize learning. This combination is based on the belief that the child should be encouraged to learn using what s/he likes. Games are a good strategy to make children learn while having fun. The more motivated, the more they can learn.
4. We set goals for each individual child to guide instruction.

Intervention Process

The intervention process encompasses assessment, grouping and development of foundational competencies through interactive, level-appropriate and FUN activities and materials. Each of the processes is detailed under the activities section below.



How to Assess



Literacy Assessment

Individual children's ability to read letters, words, paragraph, and story is assessed, guided by a standard assessment tool. From the assessment, a child is marked at either.

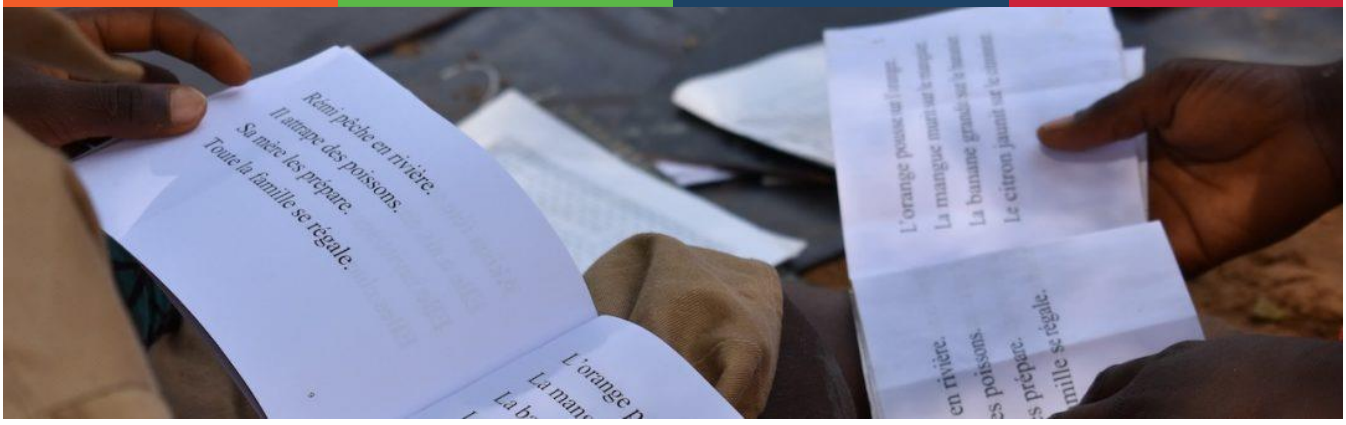
1. Beginner: Comprises of any child not able to identify at least 4 letters during assessment.
2. Letter: comprises of any child who can identify at least 4 letters of the alphabet but cannot read words
3. Word: comprises of any child n who can read at least 4 words but is unable to read sentences
4. Paragraph: comprises of any child who can read 4 sentences (a short paragraph) but cannot read a story; and
5. Story: comprises of any child who can read a story, with less than 3 mistakes. Such a child is invited to answer some comprehension questions. This is the highest reading level.

Note: For some programs, children identified to be at story level are not included in the intervention.

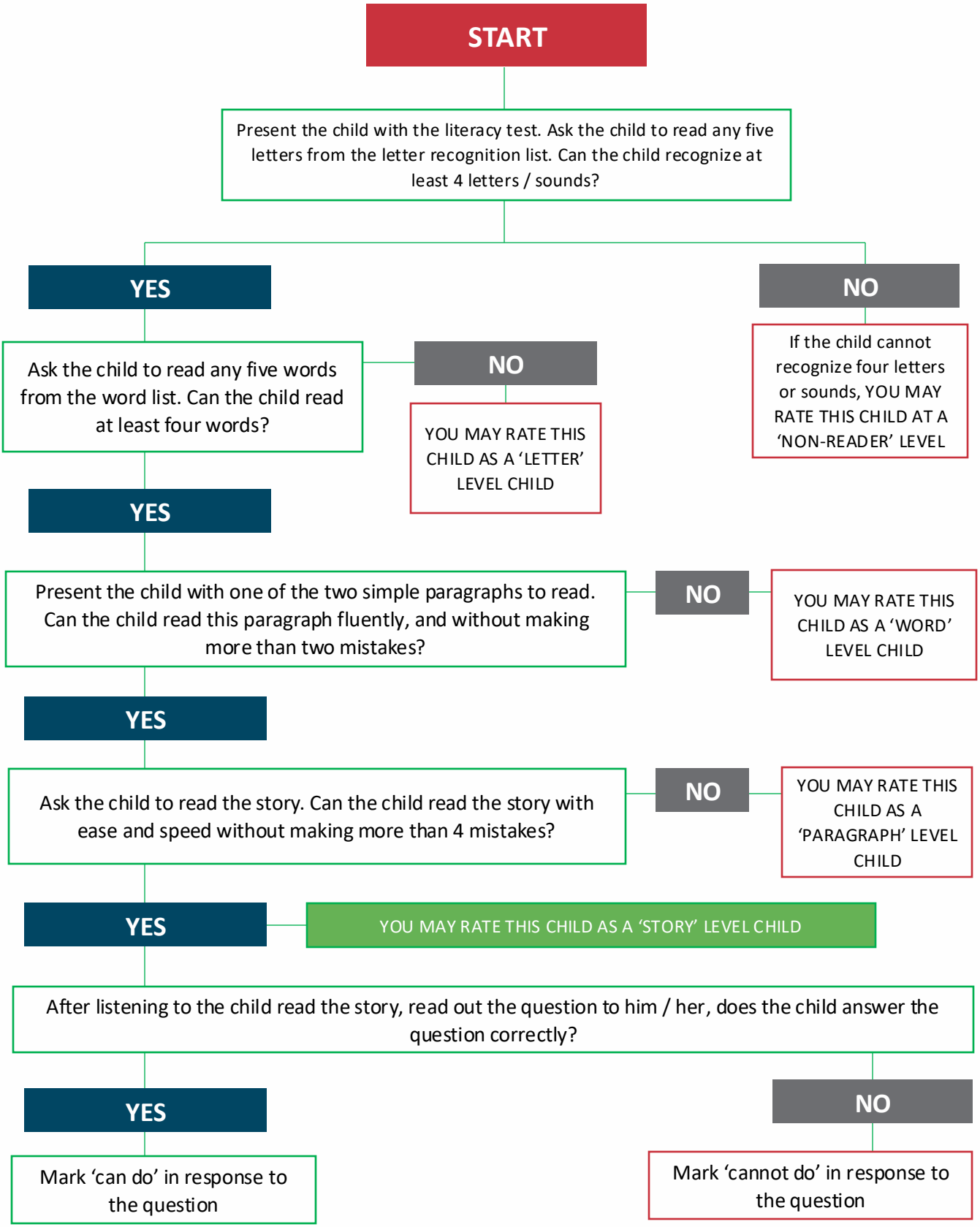
Numeracy Assessment

Structure of numeracy assessment tool (sections)

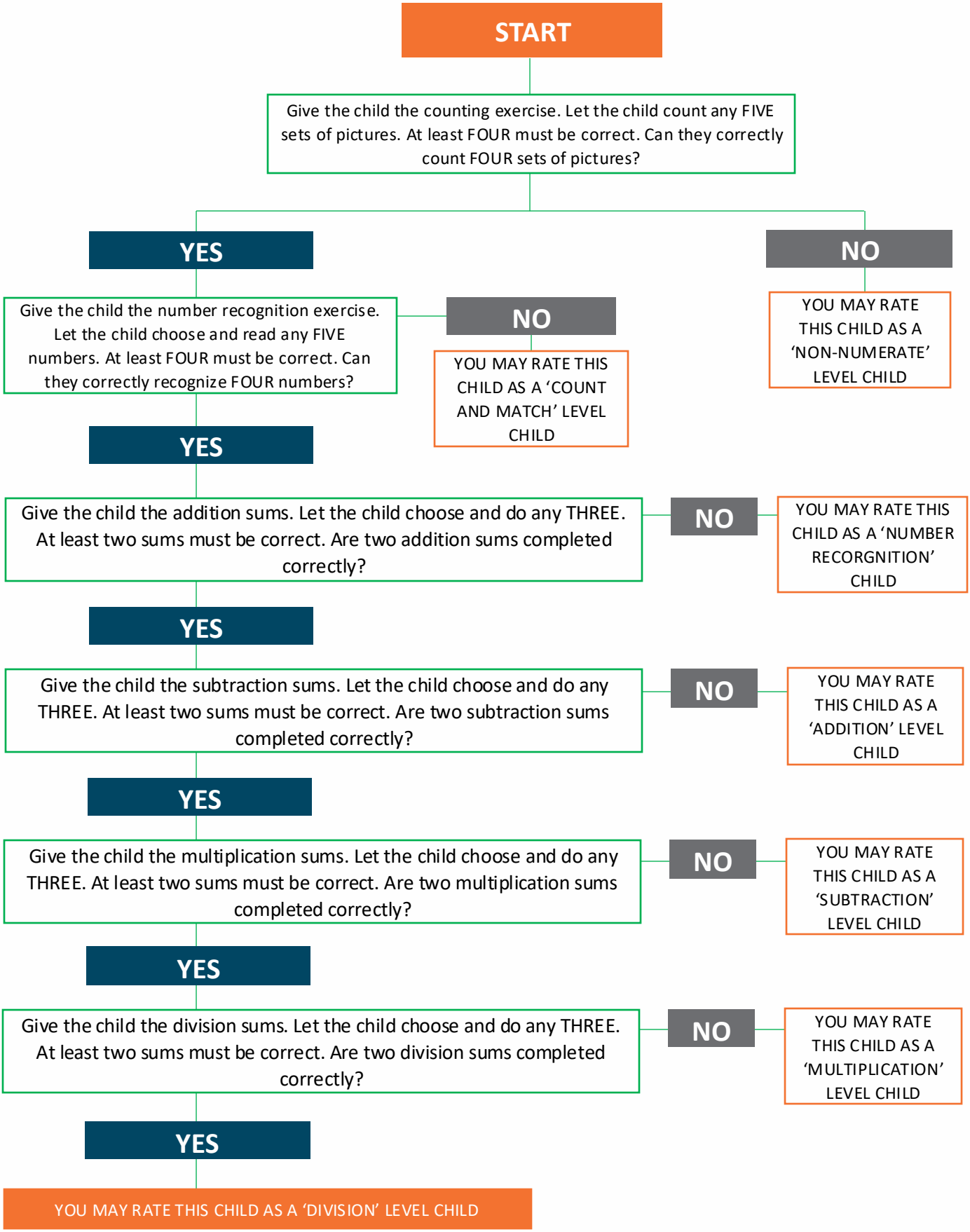
1. Assessment tools, though they may vary in structure, assess the following common domains: number recognition and operations (addition, subtraction, multiplication, and division). See samples in annex II.
2. The tool has two sections, number recognition (2 digits) and operations (addition with regrouping, subtraction with regrouping, multiplication, and division), one sum in each of the operations.
3. Learners are assessed in all sections and marked as either correct ✓ or incorrect ✗ under each task.
4. For purposes of grouping, we pick the lowest level (X) a child got stuck in.



Literacy Assessment Process



Numeracy Assessment Process



Grouping

The PAL Network intervention approach groups children according to individual learning levels, as established during assessment.

Grouping in literacy

Beginner Level (Level 1)

1

Composed of children marked at beginner and letter levels during assessment.

Word Level (Level 2)

2

Composed of children who can read words but cannot read sentences fluently.

Paragraph Level (Level 3)

3

composed of children who can read paragraphs but cannot read fluently a story.

Grouping in Numeracy

1 Grouping by number recognition

The following groups can be formed:

1. One-digit or beginners composed of those children with difficulties in identifying one-digit numbers.
2. Two-digit level, composed of children who can recognize up to two-digit numbers and
3. Three-digit level composed of learners who can recognize up to three-digit numbers.

In their respective groups, children will be taught number recognition, place value and operations according to their number recognition level.

2 Grouping by operations

If using operations for grouping, children will be grouped according to which operation they are having difficulties in. The following groups are formed:

1. Addition: comprised of learners struggling with addition and number recognition.
2. Subtraction: comprised of those learners struggling with subtraction
3. Multiplication and division accommodates learners who faced challenges in multiplication and division. In the event there are extra facilitators, division can be handled as a standalone group.

Place value is prioritized for all learners during the first camp. Thereafter, learners are engaged in activities as per their operation levels from one to three-digit operation tasks, involving regrouping.

Note: Facilitators and teachers are advised to move from one activity to another if at least 60 to 70% of children are mastering correctly what they are requested to do.

Competencies to develop and basic rules

Accelerated learning programs are run within or outside schools, with the main aim of improving foundational competencies for learners lagging behind during instruction, sessions progress from whole class to group and eventually individual activities.

Session Structure

Whole class activities are those that are undertaken by all learners irrespective of their learning groups. They are planned for general demonstrations and specially to break the ice between the facilitator and the participants. They are designed to create the enabling environment for learning by reducing the distance between teachers and facilitators and among the children themselves.

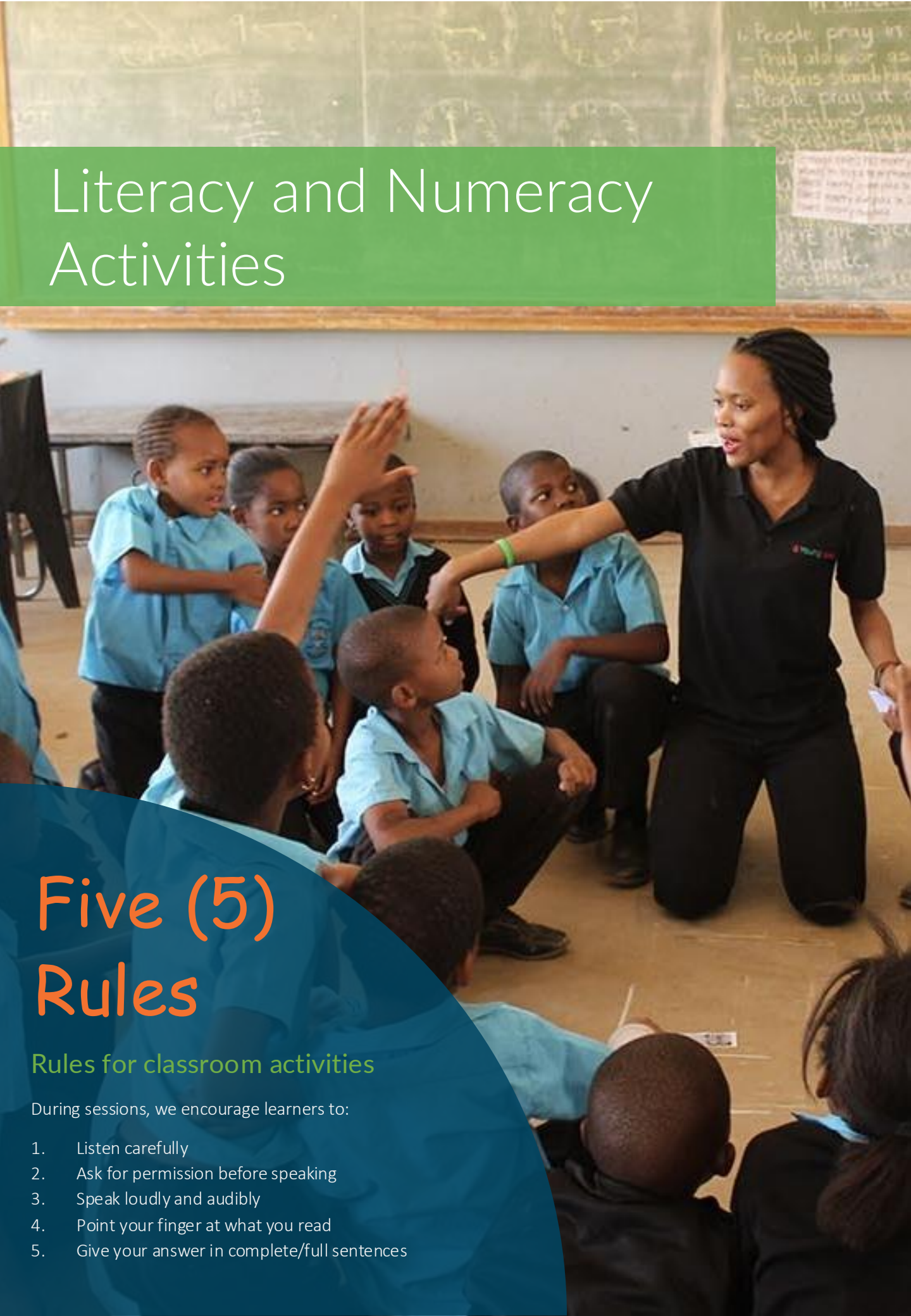
Small group activities are designed to give opportunity for peer support among children and to develop collaborative learning culture. Children learn or develop team working and it gives opportunity for all children to act.

Individual activities are developed to allow consolidation of learning. They also allow teachers to track progress of every child giving opportunity for them to express their worries and questions directly to teachers or facilitators.

Competencies to be developed

- Active listening
- Speaking
- Writing
- Observation
- Reading

Literacy and Numeracy Activities



Five (5) Rules

Rules for classroom activities

During sessions, we encourage learners to:

1. Listen carefully
2. Ask for permission before speaking
3. Speak loudly and audibly
4. Point your finger at what you read
5. Give your answer in complete/full sentences

Literacy Activities

Activity Objectives

1. Enhance listening and speaking skills
2. Enhance bring all children together
3. Open space for children to express themselves

Story telling

Step 1 — Greet the learners and ask them to sit in a circle

Step 2 — Make sure you can all see each other, then remind learners of the 5 rules

Step 3 — Tell a story that is relevant to the learner's environment and/or context

Step 4 — Ask the learners if any of them would like to tell the class a story.

Step 5 — Pick one or two learners to tell their stories.

Step 6 — At the end of each story, ask the learners to applaud their colleagues for their stories

Informal talk

Step 1 — Greet the learners and ask them to sit in a circle

Step 2 — Introduce a topic you want children to talk about (e.g., the colours they like, what they do when it's raining etc.)

Step 3 — Start with your own experience about the topic, then ask learners if any of them have something to share about the topic.

Step 4 — Allow two to three learners to share their experiences.

Step 5 — Ask questions to other learners (e.g., How could we protect our school material during the raining season?)

Step 6 — End the session summarizing what you have learned about the experiences of the learners.

Activity Objectives

1. Enhance listening and speaking skills
2. To develop imagination and creativity
3. To enable the learners to feel comfortable in class

Picture card reading

Hold a picture card, conversation poster, or calendar cut out in front of the pupils

Ask learners to observe the picture

Ask the learners to mention something they see in the picture

After few learners have mentioned some words, use the words to start a discussion about something shown that the learners can relate to.

Alternatively, use the picture to tell a story, and ask other learners to do the same (e.g., this picture reminds me of…)

Activity Objectives

1. To improve spelling, punctuation, handwriting.
2. To improve reading and writing skills.

Copy writing

Read as you write one or more sentences on the board

Ask learners to write the sentences on their notebooks, and remind them to pay attention to their handwriting, spelling and punctuation

After 2 to 5 minutes, ask learners to check each other's notebooks and underline any mistakes

Asks learners to check each others handwriting, and grammar. Then ask for feedback from one or two of them.

Learners who made minimal mistakes and those who found more mistakes can be announced as the stars of the activity.

Activity Objectives

1. To develop listening and writing skills.
2. To learn punctuation and spelling
3. Open space for children to express themselves
4. To develop learner's confidence in reading.

Dictation

Step 1 – Ask learners to get their notebooks and write down what the teacher will say.

Step 2 – Read one or more sentences/words with fluency as they write, then ask them to swap their notebooks..

Step 3 – Write the sentences on the board or point learners the page on the textbook where you were reading.

Step 4 – Ask the learners to check each other's notebooks and underline any mistakes.

Step 5 – Ask the learners to check handwriting, spelling and punctuation.

Step 6 – Ask for feedback from one or two learners on how their partner did

Paragraph Reading

Step 1 – Distribute paragraph booklets, or simple paragraph cut outs, and ask learners to go to that page

Step 2 – Give instructions to the learners: "I will read the text, pointing at each word. listen and look at the words I'm reading while you follow with your finger."

Step 3 – Proceed to read clearly, with correct pronunciation. While you check that learners are pointing at each word/sentence that is being read

Step 4 – Ask the learners to give you feedback on how you read by simply asking; "how did I read?" The objective of this question is to set the standards of good reading

Step 5 – Ask the leaners would like to read to volunteer and read as you did.

Step 6 – Select a few learners to read. Make sure that the learners are following the rules of good reading.

Activity Objectives

1. To enhance reading and writing skills.
2. To develop independent writing abilities

Mind Map

Ask learners to say a random word that comes to their mind. Write each word on the board/floor, and ask them to read the words aloud.

Ask the learners to choose a word they prefer to talk about from the list. Erase all other words and write the chosen one on the board/floor, and circle it

Ask learners to say a word that relates to the chosen one. Write or ask the learner to write the words they say around the circled word.

Ask the learners to form a sentence using the word in the circle and any of the other words written outside the circle.

Repeat for 4-5 sentences as you write on the floor/board. Then ask learners to copy the sentences to their notebooks.

Materials needed

1. Basket or box
2. Flashcards with letters/sound, syllables or words

Basket Game

Ask learners to stand or sit in a circle. Then Introduce a song to them.

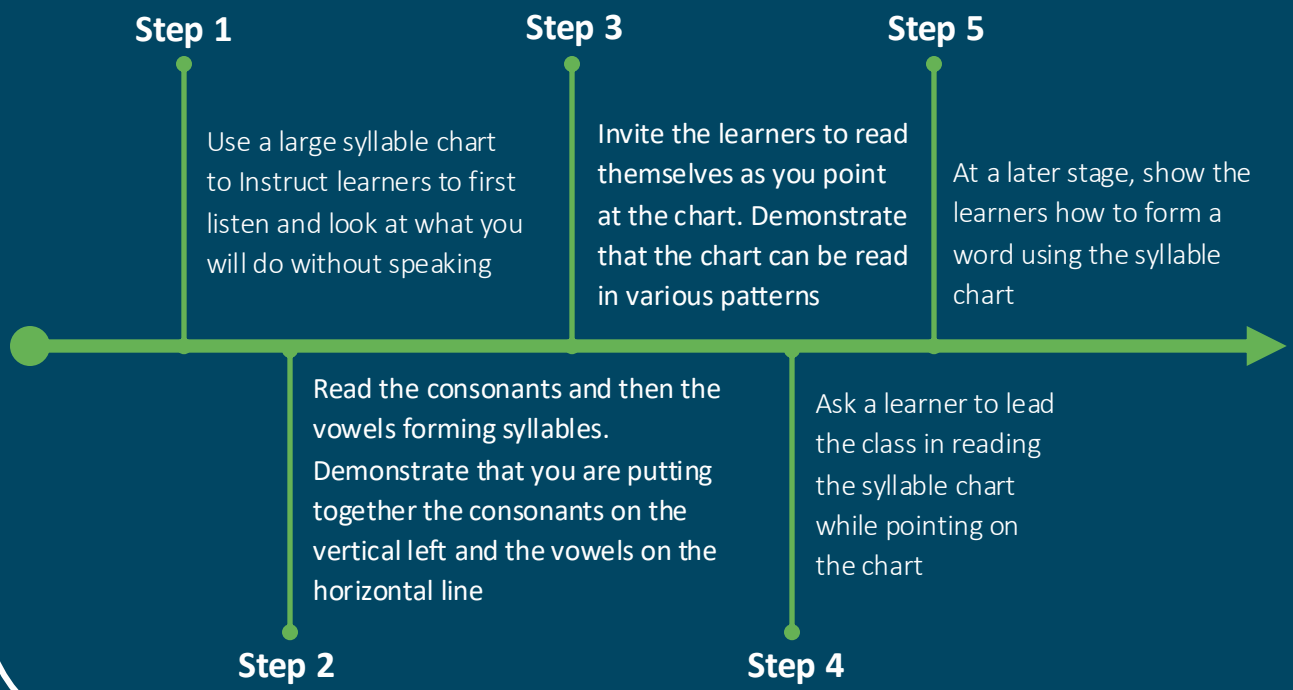
Get a basket/box and put in letters or syllables. Explain to learners that the basket/box will be passed around the circle while the song is being sung.

Explain that when the facilitator STOPS the song, the learner holding the basket picks a random card from the basket (with eyes closed) and reads the syllable or sound.

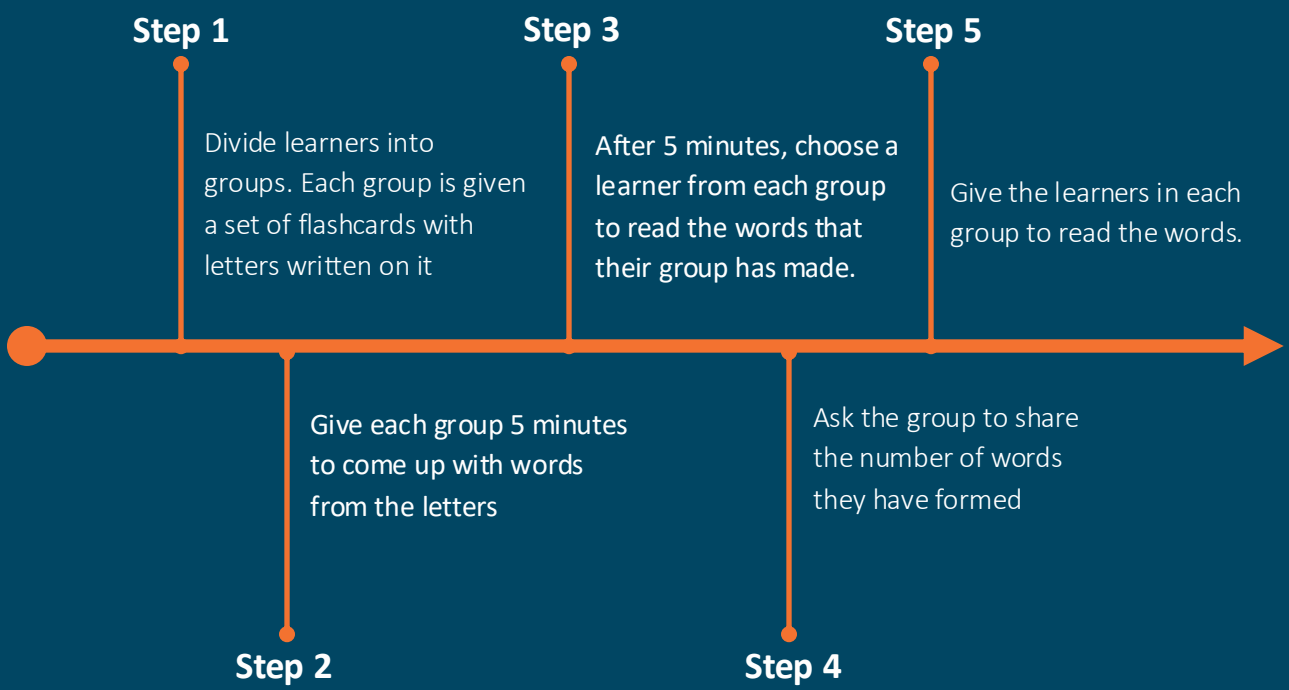
Facilitator asks other pupils if that is correct. If yes, they clap and continue. If no, ask other leaners to help and continue

The song is sung, and the basket passed round several times. As you progress, ask learners to form words from the syllables

Syllable Chart Reading



Word Formation



Rhyming Words

Step 1

Start by saying some rhyming words e.g., Cat, Mat, Rat

Step 2

Ask learners to point out what is common in the words you said.

Step 3

Ask learners to mention words that have something in common in terms of sounds.

Step 4

Ask learners to write words with different rhyming patterns.

Step 5

This continues as different consonants are given

Word building using beginning or ending letter

Step 1

Divide learners into two groups, the write a word on the board.

Step 2

Ask the first group for a word beginning with the last letter of the word written on the board.

Step 3

Ask the second group for a word that begins with the last letter of the word given by the first group.

Step 4

Write down all the words given by the groups on the board. You can have the responses put in each group's table/columns

Step 5

Repeat the process until as many words have been given. You can do this using the beginning letter of the words

Activity Objectives

1. To develop ability for correct sentence construction
2. To improve reading and writing fluency
3. To build writing confidence and develop knowledge of punctuation and tenses

Correct the incorrect

Say a simple sentence/word that is grammatically correct. Then write the sentence incorrectly on the board.

Ask learners to read the sentence and comment about it based on what the teacher said.

Ask a learner to write the correct version of the sentence.

Ask other learners to review what has been written.

Repeat the process with up to 5 to 6 pupils

Activity Objectives

1. To develop writing and reading abilities.
2. To encourage creativity and imagination

Story Making What's Next?

Step 1

Divide the learners into groups, and ask each group to pick a leader. Explain that the group's task is to make a story, sentence by sentence.

Step 2

Explain that the group leader will make the first sentence. Then each group member adds a sentence in turns.

Step 3

When everyone's added their sentence, the group leader will orally tell the story.

Step 4

Each group will write the story in a paper or on the board

Step 5

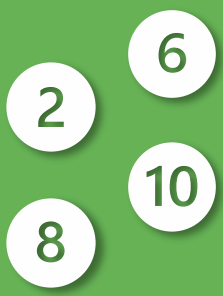
Groups will reflect on their story; to ensure it flows, has good sequence, adheres to punctuation, and the tight tense is used.

Step 6

The class will then listen to the stories, discuss and write in their books.

Numeracy Activities

Number chart reading



THE PROCESS

1) Request learners to listen and pay attention.
2) Read the numbers in the chart as you point at each number.
3) Invite some children to read the numbers.
4) In subsequent sessions, demonstrate reading numbers in patterns. Invite learners to do the same e.g., vertical, ascending and descending).
5) Continue until most of the learners are comfortable with the numbers

Number making with bundles and sticks

THE PROCESS

1) Request learners to listen carefully, then ask them to identify the straws/sticks you have. (e.g., What do I have in my hands? What is it used for?)
2) Pick and count the straws/sticks, one by one in front of the learners at least twice and identify the number of the sticks on the number chart.
3) Invite a learner to count the straws/sticks as you have done then ask them to identify the number on the number chart as well.
4) Explain to learners that 10 (ten) sticks make a bundle and thus introduce the strings used to tie a bundle. Then let them pick sticks and make bundles.
5) Introduce the **house** of numbers with two columns and explain that the sticks cannot live in the same room as the bundles.
6) Give the rule that the sticks **MUST** be on your right and the bundles on your left.
7) Request learners to make their bundles and sticks house with some given numbers in groups, then individually.

Number making with snaps, claps and stamps

THE PROCESS

1) Request learners to pay attention, then Inform them that a snap represents ones, a clap tens and stamp hundreds.
2) Demonstrate to the learners using an example then tell them how you arrived at the answer. Practice together with the learners.
3) Ask learners to do as you did and should relate the answers with those on the charts both number and expansion charts.
4) For a given demonstration, ask learners to write the number and show it in the number chart and expansion chart.

Number Wheel

THE PROCESS

1) Ask the learners to pay attention, then make three circles one inside the other on the floor.
2) Pick 9 stones and count them before the learners
3) Set the rules of the game: any stones that fall outside the last circle and those on the lines of the circle shall be removed and put aside and only those that fall within the circle shall be counted.
4) Demonstrate the process, while adhering to the rules they had mentioned.
5) - Draw the number house and place the stones in their right places while writing their values.
6) - Show on the expansion chart the number that was made.
7) - Invite a learner to do as you have done.
8) - Divide the leaners in groups and give them one competing objective (e.g., to form the biggest/smallest numbers)

Jump and Gym

THE PROCESS

1) Ask the learners to pay attention.
2) Draw squares and place different numbers in them.
3) Invite a learner, reads different numbers and he/she steps/touches in the read numbers using their legs and arms. (Ensure some body parts are in action)
4) Invite more learners to do the same.

Expansion chart reading

THE PROCESS

1) Make an expansion chart with some gaps to be filled.
2) Tell the learners to pay attention and listen carefully.
3) Read about two columns of the expansion chart twice.
4) Call on at least two learners to reads like you did
5) Invite learners to fill in the missing numbers.
6) Then read in different patterns and invite learners to develop their patterns.
7) Name the pattern after the learner
8) Repeat the exercise with 5 to 6 learners every day

Addition (and Subtraction) with bundles and sticks

1) Present a simple addition problem to the learners using a word problem.
2) Asks two learners for a role play using the characters presented in the problem
3) Introduce the four questions that need an answer to give a solution to the problem. The questions are.
    1) What information is given?
    2) What is being asked?
    3) What should be done? &
    4) Why?
4) Underline the right responses given to help the learners to decode.
5) The acting children will use sticks to represent the given numbers. They will organize the sticks in bundles if needed.
6) Draw the house of numbers and ask learners to place their numbers in the house, placing the Units under the unit's room and the tens under the tens room. They will write every number as they place the sticks and the bundles.
7) Give the rule for addition: when doing addition, you MUST always start adding the units/ones and then the tens

	Tens	Units	
	1	3	Maria
+	1	6	John
=			
			Altogether

8) After some exercises, introduce the carry over addition using numbers whose sum of units will be more than 9. Remember to reserve space in the house for the Guest house.

The same process applies for subtraction. Emphasize that while subtracting, you MUST always start from the ones before proceeding to the tens.

Addition (and Subtraction) with play money

1) Present a simple addition problem to the learners always using a word problem.
2) Ask two learners for a role play using the characters presented in the problem.
3) Introduce the four questions that need an answer to give a solution to the problem. The questions are.
    1) What information has been given?
    2) What is being asked?
    3) What should be done?
    4) Why?
4) Underline the 'key information' in the word problem as discussed using the 4 points above for decoding purposes.
5) Ask the acting children to use play money to represent the given numbers as well as organize the play money in different currency notes if needed.

6. Draw the house of numbers and ask learners to place their numbers in the house, placing the Unit currencies under the unit's room, the tens currencies under the tens room and the hundreds under the hundreds room. They will write every number as soon as they place the currency.
7. Facilitator reminds the rule for addition: when adding, you MUST always start adding the units and then the tens

	Hundreds	Tens	Units	
	1	2	3	Maria
+	2	1	6	John
=				
				Altogether

8. After some exercises, introduce the carry over addition using numbers whose sum of units or tens will be more than nine. Remember to reserve space in the house for the Guest House.

Oral addition (Subtraction) chart reading

THE PROCESS

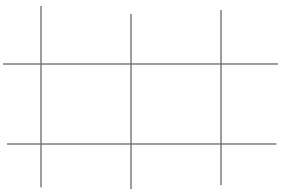
1. Draw two addition charts with blanks in between numbers (horizontally and vertically)
2. Split learners into two groups, each group selects a leader to compete on behalf of the group
3. Once ready, task the learners to start competing by filling in the missing numbers. Whoever finishes first wins.
4. Ask learners to explain what made the task difficult/easier. Expect to hear that they discovered that the numbers had a pattern, and one they internalized this, completing the puzzle was easy.
5. Repeat this with another pair of children. You can conduct this group with learners in small groups or pairs.

Follow the same steps for subtraction chart reading.

1) Ask learners to pick 12 sticks and make groups of equal number of sticks.
2) Request the learners to tell you the number of groups that have been created and draw a representation of these their answers using sticks on the floor (e.g., three sticks 4 times - III III III III)
3) Introduce the multiplication sign and represent the combinations formed – e.g., 3X4 etc.

NB: Explain the concept of multiplication: the successive sum of the same number. When a number is added to itself in a number of times, we a multiplying.

4) Ask learners to make a new pattern of groups with the same 12 sticks and check the answers
5) After learners have mastered forming groups of equal objects, introduce the ladder method.
6) Explain to them that the sticks are drawn vertically, and the number of times or groups drawn horizontally. To get the answer, let them count the total number of intersections. 3x4=12



7) Discuss the vocabulary used in multiplication (product; altogether)
8) Introduce multiplication by zero and by 1 and set the rules: Any given number multiplied by zero equals zero and that any given number multiplied by one equal that number.
9) Give exercise to children so as to internalize these two rules
10) Introduce multiplication of single digits by 10.

Multiplication using box method

1) Present a simple multiplication problem to the learners using a word problem.
2) Asks two learners for a role play using the characters presented in the problem
3) Introduce the four questions that need an answer to give a solution to the problem. The questions are.
    1) What information has been given?
    2) What is being asked?
    3) What should be done? &
    4) Why?
4) Underline the right responses given to the four questions for decoding purposes of the learner.
5) Draw the house of numbers and ask learners to place their numbers in the house, placing the units under the unit's room and the tens under the tens room
6) Introduce the rule for multiplication: when doing multiplication, you MUST multiply each of number from the multiplying to the multiplier. From multiplying, start from the units and multiply it with the units, then the tens. After that, pick the ten from the multiplying and multiply with the unit and the ten from the multiplier.
7) to facilitate the comprehension, write all the operation on the right site of the table

	Hundreds	Tens	Units	
		2	3	First: 6x3=18
X		1	6	Second: 6x20=120
		1	8	Third: 10x3=30
	1	2	0	Fourth: 10x20=200
+		3	0	
	2	0	0	
=	3	6	8	

Introducing the concept of division using sticks

Give 12 sticks to a child and ask him to divide equally to a certain number of friends. E.g., share the 12 sticks among your 4 friends.

Explain that every friend must have the same number of sticks as the others.

Then explain the concept of division meaning equal distribution. No one shall have more than others

Discuss the vocabulary associated with division – share equally.

For practice form word problems on division and let the children solve in groups, pairs or individually.

Division with play money

1) Present a simple division word problem to the learners.
2) Ask two learners for a role play using the characters presented in the problem
3) Introduce the four questions that need an answer to give a solution to the problem. The questions are.
    1) What information is given?
    2) What is being asked?
    3) What should be done? &
    4) Why?
4) Underline the right responses given to the four questions for decoding purposes by the learner.
5) The acting children will use play money to represent the given numbers. They will organize the play money into different currency notes if needed.
6) Draw the frame for division and explain where to place the divisor and the dividend
7) Give the rule for division: *we always divide the number with bigger value first, that is, if 2 digit, start by dividing the digit in the tens place value; if 3 digits, start by dividing the digit in the hundred place value.*

Annexes

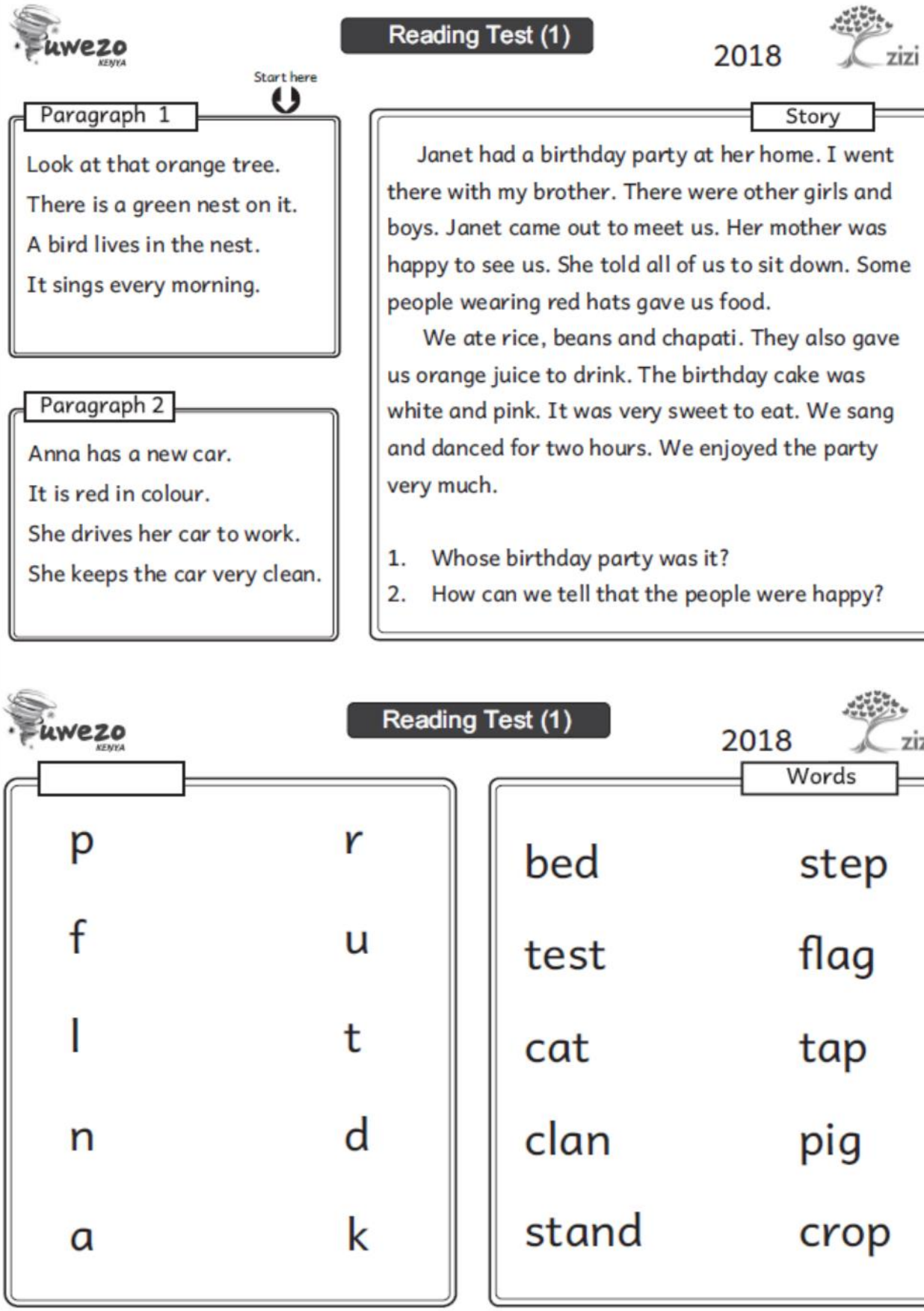
ANNEXE I: Accelerate Learning Programs by PAL Network Members

COUNTRY	ORGANIZATION AND PROGRAM	APPROACH	SUBJECT AREA(S)	DURATION
Botswana	Young 1ove Teaching At the Right Level	The team runs two models (direct and indirect). For the direct implementation, the program hires and trains community facilitators mainly unemployed teachers to provide one-hour sessions per day for pupils of grades 3 to 5 lagging behind in numeracy. The sessions are run within the school premises outside the usual school hours. The indirect model is government-led with training support provided by the Young 1ove team.	Numeracy	30 days
Mexico	Medición Independiente de Aprendizajes (MIA) **In school and extra school programs (grade 3-6):** Literacy - Aprendemos, leemos y jugamos - "We learn, read and play" Numeracy - Cuenta con MIA - “Count on MIA” **Summer program (Grade 1-6):** Aprender jugando "Learn playing" **Secondary program** Reading - La lectura es MIA - "Reading is MIA" Mathematics - MIAventura con las matemáticas - “MIA Adventure with mathematics"	With 4 different models: In school, extra school, summer courses and secondary curriculum autonomy. The in and extra school programs target children in grades 3 to 6, the summer course grades 1-6 and the secondary curriculum those in the first to third year of secondary school. All sessions are conducted through 20 face-to-face sessions of 2 hours per day equally divided between literacy and numeracy	Literacy (Spanish) and Numeracy	20 days

COUNTRY	ORGANIZATION AND PROGRAM	APPROACH	SUBJECT AREA(S)	DURATION
Kenya	Zizi Afrique Foundation Accelerated Learning program	The program trains teacher assistants on the ALP approach and works with pupils in grades 3 to 5. The intervention has 3 cycles of 10 days each and a break of 10 days in between the cycles. An hour each is dedicated for literacy and numeracy. The program is school based.	Literacy (English and Kiswahili) and Numeracy.	30 - 50 days
Mozambique	FACILIDADE-ICDS Wiixutta Nithweelaka	The project provides training for teachers and local facilitators who teach children within the schools, using the official time allocated for literacy and numeracy. It includes grade 3 to 5 children and is run 2 to 3 hours a day.	Literacy (Portuguese) and numeracy	45 days
Nigeria	The Education Partnership (TEP) Centre LEARNigeria Remedial Program	The pilot program was conducted within the community over school holiday for one and a half hours per day for grades 3 to 5 using community volunteers.	Literacy (English) and Numeracy	45 days
Pakistan	Idara-e-Taeem-o-Aagahi (ITA) Chalo Parho Barho (Let's Read and Grow)	The program targeted children aged 6-12 years out of school (both the never enrolled and the dropouts). Volunteer teachers were trained by the program team to conduct CPB classes in identified government school spaces or community spaces. Sessions were run for 2 to 3 hours per day.	Literacy (Urdu) and Numeracy	45-60 days
Tanzania	Uwezo Tanzania Jifunze	Regular teachers supported by a community volunteer teacher run the intervention in schools, with training provided by the program team. Grade 3 to 6 pupils are targeted. The sessions run for one hour to two hours per day.	Literacy (Kiswahili) and Numeracy	30 -60 days
Uganda	Uwezo Uganda Action for Learning Initiative	The literacy pilot targeted grade 4 pupils in refugee camps, the program provides training for teachers and volunteers to provide sessions of 1.5 to 2 hours per day.	Literacy (English)	26 days

ANNEXE II: Assessment Tools

Uwezo Kenya literacy assessment tool



Uwezo KENYA

Reading Test (1)

2018

zizi

Start here

Paragraph 1

Look at that orange tree.
There is a green nest on it.
A bird lives in the nest.
It sings every morning.

Paragraph 2

Anna has a new car.
It is red in colour.
She drives her car to work.
She keeps the car very clean.

Story

Janet had a birthday party at her home. I went there with my brother. There were other girls and boys. Janet came out to meet us. Her mother was happy to see us. She told all of us to sit down. Some people wearing red hats gave us food.

We ate rice, beans and chapati. They also gave us orange juice to drink. The birthday cake was white and pink. It was very sweet to eat. We sang and danced for two hours. We enjoyed the party very much.

1. Whose birthday party was it?
2. How can we tell that the people were happy?

Uwezo KENYA

Reading Test (1)

2018

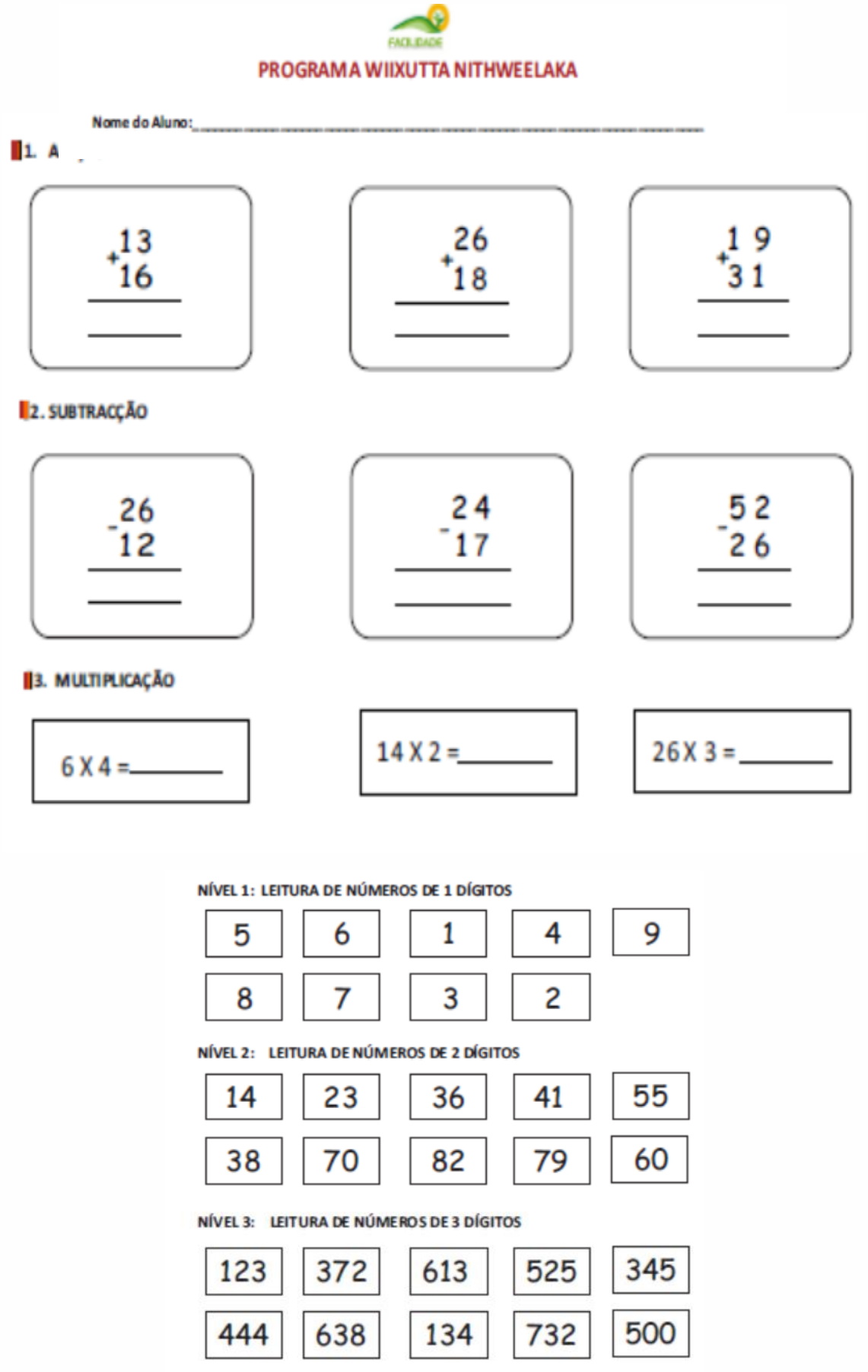
zizi

p	r
f	u
l	t
n	d
a	k

Words

bed	step
test	flag
cat	tap
clan	pig
stand	crop

TPC Mozambique assessment tool



PROGRAMA WIIXUTTA NITHWEELAKA

Nome do Aluno:_____

1. A

13 + 16 = _____	26 + 18 = _____	19 + 31 = _____

2. SUBTRACÇÃO

26 - 12 = _____	24 - 17 = _____	52 - 26 = _____

3. MULTIPLICAÇÃO

6 X 4 =_____	14 X 2 =_____	26 X 3 =_____

NÍVEL 1: LEITURA DE NÚMEROS DE 1 DÍGITOS

5	6	1	4	9
8	7	3	2	

NÍVEL 2: LEITURA DE NÚMEROS DE 2 DÍGITOS

14	23	36	41	55
38	70	82	79	60

NÍVEL 3: LEITURA DE NÚMEROS DE 3 DÍGITOS

123	372	613	525	345
444	638	134	732	500

PAL NETWORK
People's Action for Learning

Members conducting action

This handbook has been developed in collaboration with our members

Learning Interventions
Action Guide | 2021

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