

The Need

While 96% of children in India of ages 6-14 attend school, the 2009 Annual Status of Education Report (ASER) revealed that 50% of children in Grade 5 still cannot read Grade 2 texts and 62% of Grade 5 children cannot do basic arithmetic. Despite the significant impact of the Read India I campaign, much more needs to be done to improve children's learning levels. There are still nearly 100 million children who are dramatically behind their Grade level skills and are at great risk of dropping out of school and growing up illiterate. Unless improvements are made at the primary education level, India will suffer from a lack of skilled human resources in the future. It is thus imperative from both a social and economic standpoint that we find a sustainable solution to this problem. Pratham's innovative learning techniques combined with its low-cost scalable model and adoption of a learning achievement orientation across the country present an opportunity for India to attack its education failings from an early age. By making an investment in Pratham now, India will have more educated children today and more robust human resources in the future.

Read India Campaign 2007-10

Pratham's Read India I campaign aimed at significantly improving the basic learning levels in children from grades 1 to 5. It also aspired to catalyze larger efforts and to impact the governmental system through a demonstration effect of cost-effective solutions. The campaign has met with greatest success where State governments partnered with Pratham and where volunteers were up to the task. The campaign reached 350 districts and 300,000 villages and touched 34 million children. In addition, 600,000 volunteers and 500,000 government school teachers were trained as part of the campaign.

India's underinvestment in K-12 is contributing to the yawning chasm between those left behind in the 'old' India and the rewards of those beginning to enjoy the rewards of the 'new' India.

The Center For International Understanding (2008)

Read India leads to prestigious awards & recognition:

- 2010 Henry R. Kravis Prize for Leadership in the Non-Profit Sector
- 2009 CNN-IBN Indian of the Year in the Public Service category for its contributions in the field of education
- Designated by the Abdul Latif Jameel Poverty Action Lab, a center based at the Massachusetts Institute of Technology, as one of seven "must-buys" to reach the Millennium Development Goals
- 2010 EMPI-Indian Express Innovation Award for Read India

Building on the success of its Read India I campaign Pratham has set the following goals for Read India II.

Read India II Goals:

- Create a large scale movement focused on improving the learning levels of children in grades 1-5
- Target higher competencies in reading comprehension, written expression and advanced math in grades 1-5 and move on to work with children in grades 6 t-8 by end of year three keeping the focus on grade specific competency
- Enhance the training provided to volunteers and teachers

Raising India's educational achievement is a major requirement to help achieve the nations' potential. A vast number of India's young people receive no or only the most basic education. A major effort to boost basic education is needed. A number of initiatives like continued expansion of Pratham and the introduction of Teach First should be pursued.

RURAL EDUCATION PROGRAM/ READ INDIA II

% of children not in school

	2005	2009
Bihar	14%	4%
U.P.	7%	5%

Note for the table: Read India campaign's primary focus in UP and Bihar was to enroll children in school

% of Grade 5 children who can read Grade 2 Text

	2005	2009
Chattisgarh	51%	73%
Himachal Pradesh	30%	50%
Punjab	44%	63%

Note for the table: Governments in these states collaborated actively with Pratham leading to a strong increase in learning levels

Model of work revolves around demonstration of impact through sustained presence at the village level

Read India II Strategy:

Pratham plans to achieve its goal through the following multi-pronged strategy:

- Focus on smaller geographies within states (Districts and Blocks)
- Ensure a sustained presence in specific areas for a three -year period to build capacity within the area
- Introduce Pratham's CAMaL methodology in classrooms
- Invest more time and money in training volunteers through structured courses
- Lengthen volunteer engagement through " Education for Education"
- Involve parents and communities in assessment to increase accountability of schools and teachers

The Program

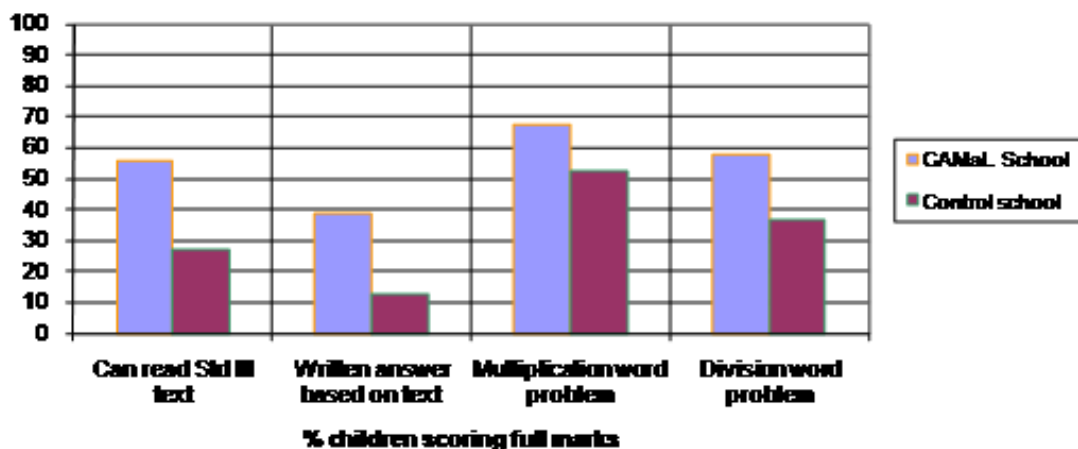
Pratham has selected 200 districts across India where it will maintain a sustained presence for a minimum of three years. In each of these districts, Pratham has set up either a District or a Block Resource Center through which the program will be implemented. The Program seeks to run a focused intervention in the selected districts that will then serve as a model for the entire State. Approximately one million children will be impacted in the early stages of this program and about 200,000 volunteers will be trained in the Pratham's pedagogy.

Children will be taught by Pratham volunteers trained in Pratham's teaching and assessment techniques. These techniques have been tested and proven to work in multiple settings. Pratham's CAMaL methodology will also be introduced in all classroom practices. Additionally, Pratham will equip the volunteers with teaching and learning materials (books, reading cards, etc.). These materials are published in local languages and graded according to their level of difficulty.

CAMaL Methodology

CAMaL, or Combined Activities for Maximized Learning, combines reading, writing, and speaking activities so that these competencies all develop simultaneously. Another feature of CAMaL is the inclusion of whole class activities, small group activities, and individual activities. By learning in all of these contexts, children practice participating in large groups, teaching and learning from peers in small groups, and making individual attempts to improve their learning.

Difference in learning achievement of Std V children CAMaL intervention school children and control school children in Bettiah after 1 year of CAMaL.



Results from use of CAMaL methodology in district in Bihar

Training of volunteers

Well trained volunteers are the ready resource at each village both to provide support to school teachers and to be available for continuous training and reference. The volunteer also is the main actor for engaging in village level advocacy. Given the centrality of volunteers to Pratham's model, ensuring quality training and continuous engagement becomes critical. Pratham will offer all trainings as structured courses for a minimum duration of 6 months each. These courses will have elements of both theoretical and practical (outside classroom) training.

Education for Education (EFE), a program to impart digital literacy and spoken English to all volunteers will be introduced as part of the RI II strategy.

Advocacy

Through its village-level advocacy, Pratham also seeks to create a local ownership mindset over the village schools. Parents and village leaders should begin to hold schools and teachers accountable for the education they provide. The block program serves as an effective unit of demonstration because it is small enough to manage in terms of control and resources while also large enough to attract the attention of district and state governments and demonstrate that the model works on scale and can be replicated.

Program Cost

Read India II will cost \$6 M per year to implement. Partial funding has already been secured from the Hewlett Foundation and the balance will be funded by donations from other individual and institutional donors from around the world.

Cost effectiveness

The cost effectiveness of the program has prompted the MIT Poverty Action Lab to recommend Read India as one of the Millennium Development Goals '7 Best Buys.' By using the community of volunteers to take on the task and keeping physical facilities to the bare minimum, the program will keep the cost per child at approximately \$10 per year. Using the proven CAMaL learning technique will lead to effectiveness of outcomes.

Measurement of Outcomes:

Read India II will include three types of evaluation: process, learning outcomes, and the impact of EFE. ASER will continue to be an important tool for planning interventions and to help guide the overall strategy for the program. Pratham will also conduct internal evaluations to measure the impact of the program. These evaluations will also be shared with the local and State governments to motivate them to use the Read India II model in districts and blocks where Pratham is not directly engaged.

Hewlett Foundation's vote of confidence:

Hewlett Foundation has been a strong supporter of Read India from the outset. Hewlett first awarded Pratham with a grant in 2007 in the amount of \$9.3million which funded a major part of the campaign expenditure from 2007 to 2009. Hewlett has shown a vote of confidence for Pratham and its strategy by renewing its commitment to Pratham in 2010 with a new 3 year grant for Read India of \$4.5 million and \$3 million for ASER. In addition, the Douglas Marshal Foundation has been funding Read India since the very first year and has made an annual grant of \$325,000 for 2010. Many other Pratham USA donors have made major financial contributions to Read India remain partners in this award winning initiative.