World Vision®

Unlock Literacy

Unlock Literacy is an innovative, evidence-based approach that aims to improve teaching methods for classroom reading and to engage students, families and communities in reading activities outside of school.

The model includes training teachers to incorporate the five core reading skills into their curricula. This strengthens teaching instruction in Grades 1 to 3, ensuring children are learning to read, and helps them remain motivated to learn while in the classroom.

Unlock Literacy goes beyond classroom learning to reinforce children's literacy skills at home and in their communities. At home, the project provides child-friendly reading materials and encourages caregivers to undertake literacy-supporting activities. In the community, Reading Camps are developed where trained leaders help children improve their reading through a curriculum containing games related to vocabulary, letter knowledge, phonemic awareness and comprehension.

Contents

List of Abbreviations

ADP	area development programme
AP	area programme
CWB	child well-being
CVA	Citizen Voice and Action
GC	Global Centre
MoE	Ministry of Education
NO	National Office
NGO	non-governmental organisation
RCT	randomised control trials
SDG	Sustainable Development Goal
TA	Technical Assistance
TLM	Teaching and Learning Materials
TSO	Technical Services Organisation
ToT	training of trainers
UL	Unlock Literacy
UN	United Nations
WV	World Vision

1. Model Snapshot

1.1. Contribution to global sector approaches and child well-being (CWB) aspirations

Unlock Literacy (UL) is a project model designed to guide schools, parents and communities to better support the literacy development of their children. It was developed in response to growing evidence of gaps in basic literacy learning, which demonstrate a clear need to increase the effectiveness of basic reading instruction, including the promotion of good literacy practices in and out of school. The main focus of this project refers to the CWB aspiration, 'children are educated for life'. Unlock Literacy seeks to align with this aspiration by enhancing the quality of children's education and by developing children's cognitive, social and emotional skills to enable them realise their full potential.

The model holistically pursues the goal of literacy by using assessments to identify gaps and measure improvements in the five core reading skills, training teachers to teach national curriculum with an emphasis on reading skills and mobilising communities to support children's reading. Learning to read does not happen overnight. Unlike walking or language, that are innate abilities with which healthy children are born, reading requires the combination of distinct skills that are learned over time. In its approach to measuring reading skills, Unlock Literacy recognises that young readers possess a spectrum of different abilities. This is reflected in our instruments: we assess foundational skills such as concepts about print and letter identification as well as higher order skills like reading fluency and comprehension. Over time, the goal of the programme is for all children to be reading with comprehension by the end of primary school. In this way, Unlock Literacy espouses the literacy breakthrough supported by World Vision (WV) and other organisations around the world.

The main focus of this project refers to the following CWB aspirations:
- Children are educated for life
- Children experience love of God and their neighbours
- Children are cared for, protected and participating.

Unlock Literacy seeks to align with WV's CWB aspiration for all children to be 'educated for life' by ensuring that children demonstrate improved reading outcomes based on the five core reading skills of Unlock Literacy. Additionally, the project model focuses on the most vulnerable children through the community action component that targets community-based pre-schoolers coming from poor families in the communities. Unlock Literacy also contributes to the CWB aspiration, 'children are cared for, protected and participating', by building teachers, communities and parents capacities to help children develop their ability to read with comprehension, which is at once an individual competence, a social act and a cultural tool.

2. Model Description

2.1. Strategic relevance of the model

2.1.1. Contribution to global sector approaches and CWB aspirations

Unlock Literacy closely matches WV's philosophy of improving children's education in partnership with government systems, schools, families and communities. In contrast to typical education projects that focus exclusively on the teacher/school side of the equation, Unlock Literacy brings a holistic approach that works with teachers, parents and community members to create a supportive literacy environment that can sustain reading improvements for children – both in and out of school. Unlock Literacy will help national offices (NOs) learn what literacy programming looks like in all its facets, from household level support to teacher training to the methods of proper measurement. Unlock Literacy sets the attainment of measurable learning outcomes as its specific goal in WV's education programming.

Unlock Literacy also addresses Sustainable Development Goal (SDG) 4: *Ensure inclusive and quality education for all and promote lifelong learning*. Despite gains in overall access to education and increasing enrolment rates worldwide, SDG 4 focuses on the next step: **the quality of education**. According to the United Nations (UN), 103 million youth worldwide lack basic literacy skills, and more than 60 per cent of them are women.[1] Unlock

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[1] UN, 'Goal 4: Ensure inclusive and quality education for all and promote lifelong learning', http://www.un.org/sustainabledevelopment/education/.

Literacy focuses on improving the **quality** of literacy instruction in the classroom for all students, along with a holistic approach including the community action component.

2.1.2 Sector alignment

Primary sector:

- Education & Life Skills

Contributing sectors:

- Child Protection
- Advocacy
- Faith & Development

2.2. Expected benefits (impact) of this model

2.2.1 Root problem causes and core benefits

Quality learning: Over the past decade, there has been a large global investment in improving children's access to education. However, the resultant expansion in children's school enrolment has strained the capacity of education systems to ensure quality learning. Globally, 250 million children – including many of the most vulnerable – are not learning basic literacy, writing and numeracy skills even though half have attended school for at least four years.[2]

Reading skills: Literacy unlocks human potential and is the cornerstone of development. It leads to better health, better employment opportunities, and safer and more stable societies. Yet, according the UNICEF, almost one out of every four children in low and middle income countries are unable to read a single sentence.[3] Children who fail to read in the early grades fall further behind each school year, and the ability to read is critical for acquiring other types of knowledge. Poorly performing students struggle to catch up and many of them drop out of school.[4] Children who do not develop reading skills during early primary education are on a lifetime trajectory of limited educational attainment and, therefore, limited economic opportunities. The educational achievement of a country's population is directly correlated with its economic growth rate.

Access to locally relevant materials: Many of the most vulnerable children grow up without access to books in the language they speak or stories that reflect their culture and experiences. For example, according to UNESCO, in Africa, a majority of children have never owned a book of their own, and it is not uncommon for 10 to 20 students to share a single textbook in school.[5] A study of 16 sub-Saharan African countries found that most primary schools have few or no books, and in many countries, these low levels are not improving. This considerably slows the reading acquisition process and consequently affects learning in all other school subjects.[6] Unlock Literacy helps to procure and/or produce locally relevant reading materials, such as books and stories written in a child's first language – the one spoken in the home. This includes providing opportunities for community members – young and old, women and men – to write and publish books that speak to their traditions, values and hopes, using simple publishing software. These books are available to children through Book Banks, libraries and Reading Camps. Unlock Literacy establishes Book Banks in which these age-appropriate, and level-appropriate titles are stored and accessed by children to give them independent practice with reading at home.

2.2.2 Target beneficiaries with emphasis on most vulnerable children

Unlock Literacy is being implemented in the most vulnerable communities, to help the most vulnerable children. In WV's area programmes (APs) that are implementing Unlock Literacy, all children between the ages of 6 and 9 years have access to the programme. WV's commitment is to strengthen education systems and communities so that children are reading with comprehension by the end of Grade 3. Unlock Literacy helps teachers, students, parents and community members build the skills children need for independent reading. It also builds the capacity

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[2] UNESCO, *Youth and skills: Putting education to work* (2012) 7, 35, http://unesdoc.unesco.org/images/0021/002180/218003e.pdf.

[3] UNICEF, 'Education: Literacy' statistics (updated April 2016), http://data.unicef.org/topic/education/literacy/.

[4] UNESCO, *Education Counts: Towards the Millennium Development Goals* (2011), http://www.globalpartnership.org/focus-areas/early-grade-reading.

[5] UNESCO, *Reading in the Mobile Era* (2014), http://unesdoc.unesco.org/images/0022/002274/227436e.pdf.

[6] Ibid.

of WV staff at global, regional and national offices to effectively support the development and implementation of programming that goes beyond models of improved educational access to target the learning of children.

Direct beneficiaries:
- Children in Grades 1 to 3
- Teachers of primary schools
- Parents and community members

Indirect beneficiaries:
- Parents and Teachers Associations
- School Management Committees
- Other children (in community and schools)

2.2.3   Contribution to transforming beliefs, norms, values and relationships.

Unlock Literacy aims to create a culture of reading within communities so that children who learn to read at an early age will become lifelong learners and mature into adults capable of fostering an intergenerational transfer of the value of reading and education. It does this by helping to reach teachers, students, parents and community members with the message that literacy and learning should be highly valued. It is unique because it not only addresses the issue of quality teaching and pedagogy in the classroom but also directly involves the community, including parents and caregivers in the home. Parents who are illiterate often feel they are unable to support their child in school, but Unlock Literacy gives parents strategies to engage in oral and learning activities in the home to support their children's literacy skills. Unlock Literacy strives to facilitate the message that a quality education contributes directly to an individual's ability to engage in society as well as contribute directly to the social, economic and political stability of the society in which the individual lives. Education builds knowledge, opens new opportunities and helps shift entrenched norms around the value of education for all within communities.

2.3. Key features of the model

2.3.1   Methodology

Unlock Literacy activities are built around promoting the five core reading skills that research shows are central to learning to read: letter knowledge, phonemic awareness, reading fluency, vocabulary and comprehension. The programme fosters vocabulary expansion, bolsters reading confidence and expression, and expands opportunities to practice reading both inside and outside the classroom. Hence, some activities focus on what teachers should be doing to build these skills in school, while others focus on what parents and other community members should be doing outside of school.

The methodology of Unlock Literacy is built around its four-pronged approach: assessments, teacher training, community action, and the creation of teaching and learning materials to significantly improve children's core reading skills. The programme methodology believes that more children will learn to read with comprehension if they are well-supported to do so in their classrooms and outside school walls. Unlock Literacy combines teacher training with the materials and opportunities to practice reading skills in daily life. By focusing on core skills, Unlock Literacy helps children learn to read independently, using activities to promote reading motivation and enjoyment. Unlock Literacy holistically pursues the goal of literacy through four programme elements:

- **using assessments** to identify gaps and measure improvements in the five core reading skills
- **training teachers** to teach national curriculum with an emphasis on core reading skills
- **mobilising communities** to support children's reading
- **creating materials** to better engage children in their learning.

Unlock Literacy is different from other reading programmes because it gives entire communities the tools they need to encourage their children to get excited about reading. Unlock Literacy can strengthen national education curricula so that Ministries of Education and teachers can make the best use of tools they already have, complemented by additional training, to help children learn to read in school. Unlock Literacy:

- adapts to fit the national curriculum as well as local languages, context and culture
- incorporates baseline and endline assessments, using comparison groups to demonstrate impact
- trains and empowers teachers to deliberately teach and monitor students' mastery of core reading skills

- creates materials and fosters community activities to enhance children's literacy environment.

2.3.2   Implementation steps
In order to improve literacy learning, Unlock Literacy focuses on four main steps:

- **Reading Assessment:** Unlock Literacy practitioners assess children's reading levels and evaluate their literacy learning needs based on those assessments. Assessments are used to inform school-based personnel of children's strengths and weaknesses, and help staff and teachers tailor their lessons to meet children's needs.
- **Teacher Training:** Teachers are trained to incorporate skill-building into their regularly scheduled curricula. By focusing on five core reading skill areas throughout lesson planning and implementation, teachers ensure that children build a solid foundation for literacy. Ongoing assessments of student progress are used to guide teachers' focus.
- **Community Action:** Quality teaching and learning environments inside and outside of schools help all readers grow their reading skills. Unlock Literacy guides parents and communities to support children as they learn to read and foster their love of reading.
- **Materials Procurement and/or Creation:** Where children's books are available, Unlock Literacy can support procurement of these materials. Where there are no or limited books, parents, teachers and communities are given the tools to create local, contextualised learning materials for their children – from story books to games and posters.

2.3.3   Implementation details
Unlock Literacy's Reading Assessment and Teacher Training components are focused on pedagogy in the schools, while the Community Action is focused outside of the school environment with parents and communities. Materials Creation activities occur across all realms of a child's life both in school and out. **All four of the components are essential for increasing literacy. Unlock Literacy cannot be implemented partially, with any one of the four components missing**. However, there is a great deal of flexibility within the Teacher Training and Community Action components, which allows for adaptations to suit local contexts. In fact, these two components must be adapted to suit the targeted area in order for Unlock Literacy to be successful.

2.4. Level of evidence for the model

2.4.1   Evidence analysis framework
WV and Save the Children US have completed randomised control trials (RCTs) for the pilot version of this project model when it was formerly known as 'Literacy Boost'[7]. These studies included a cohort of children tracked over time and reading results of students in schools implementing the project model compared against comparison schools. The majority of RCTs showed significant (positive) differences in reading skill subtests between Unlock Literacy and comparison sites. For WV, 6 out of 11 RCTs showed significant difference between Unlock Literacy and comparison student for the goal-level indicator of reading with comprehension. We saw strong impact in certain sub-populations for three additional countries (Rwanda, Burundi and Malawi). Swaziland and Kenya are two examples where assessment protocol wasn't followed, and so we are not confident in the results produced. The types of evidence include: Mixed Methods Impact Studies (WV and Save); Process Evaluations (WV); Meta-evaluation (WV and Save). The scale of evidence includes multiple countries (25+) in all seven regions. With this, the levels of evidence for Unlock Literacy are a level 4, 'Recommended for Global Scale.' For more details about World Vision's project model review process, please contact Evidence and Learning or visit https://www.wvcentral.org/EandL/Pages/PM-Review-Process.aspx.

2.4.2   Evidence of effectiveness
The evidence clearly supports the finding that Unlock Literacy can **significantly increase the reading skills of children in early grades.**

Unlock Literacy can also help to mitigate factors that inhibit children's learning – such as large class sizes, lack of access to books or children's limited ability in the language of instruction – and produce significant reading gains.

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[7] Literacy Boost is a copyrighted tool designed, developed, and owned by Save the Children

In Nepal, for example, Unlock Literacy students were more likely to comprehend what they read, as shown in Figure 1. While 6.9 per cent of students could read and comprehend the passage at baseline, by endline 51.4 per cent of Unlock Literacy students were able to do so – significantly more than the 32.3 per cent of students in comparison schools (p<0.001). From the data collected at baseline and endline assessments, we are able to conclude that Unlock Literacy programming is having a significant positive impact in accelerating the development of students' reading skills.

Figure 1. Nepal Reader with Comprehension Tiers by Phase

Nepal Reader with Comprehension Tiers by Phase
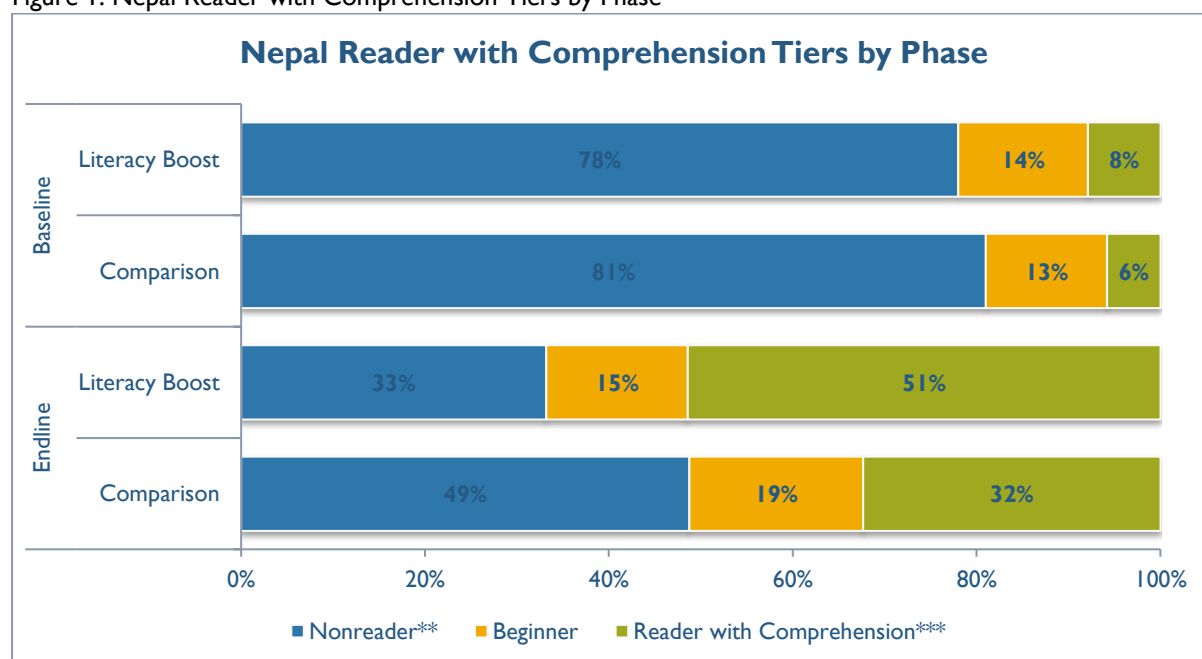
Unlock Literacy can help to bridge learning opportunity gaps and support equity in learning. In Nepal, while this project had a significant impact on all students in the programme, particularly strong impact was observed among Tharu students. As shown in Figure 2, at baseline, Tharu students were the least likely to be readers. By the end of the project, Tharu students showed significant gains, far out-performing their peers in the low caste.

Figure 2. Advanced Reading Skills Baseline and Gain Scores for Literacy Boost Students, by Caste

Advanced Reading Skills Baseline and Gain Scores for Literacy Boost Students, by Caste
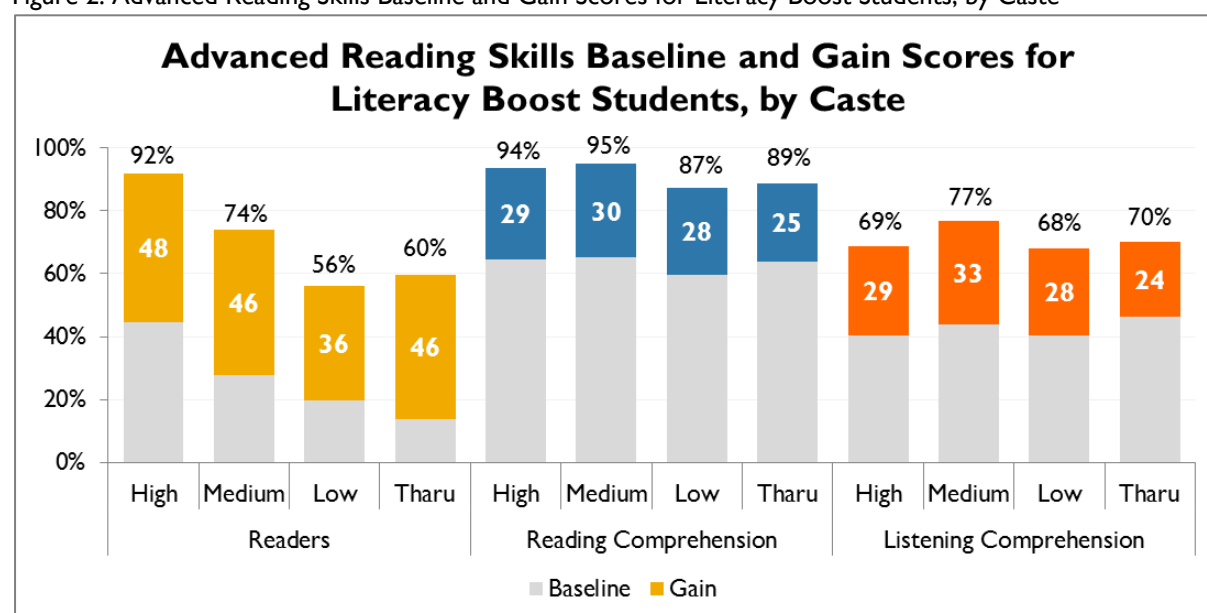
Figure 3 (see below) shows the proportion of students sampled who were classified as 'Readers with Comprehension' at baseline and endline in Nepal, India, Senegal and Ethiopia.

Note: 'Readers with Comprehension' = able to read grade-appropriate passage (at least five words correct in 30 seconds) and answer at least 80 per cent of the literal comprehension questions correctly.

Most baseline assessments took place during Grade 2, with the exception of India where children were assessed at both Grade 2 and 3. The baseline score includes both Unlock Literacy and comparison scores, as they were comparable at baseline. Most endline assessments took place during Grade 3, except where noted for India.

In all countries in Figure 3, a significantly greater proportion of Unlock Literacy students could read with comprehension than comparison students.

Figure 3: Unlock Literacy Reading with Comprehension Results
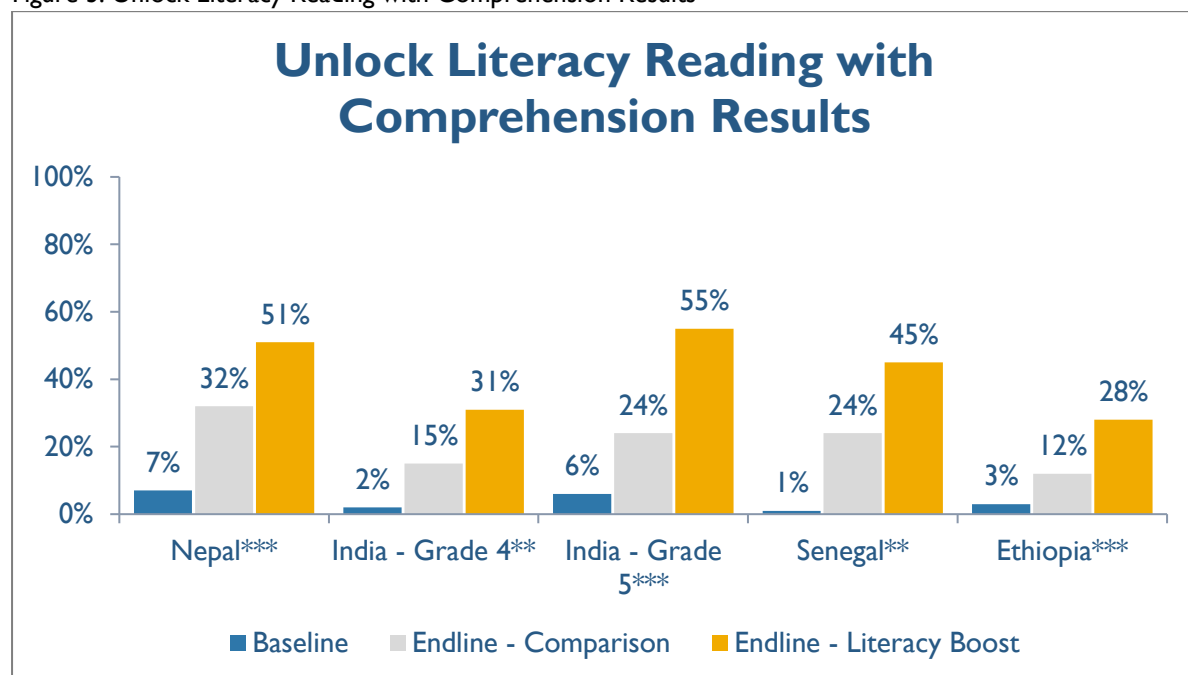
In Rwanda, it was found that participation in community action activities was associated with significantly higher gain scores in some of the reading sub-tests. Thus, Unlock Literacy's overall limited impact can be attributed to the relatively low levels of participation in programming. Further to the point that among students who regularly participated in Unlock Literacy activities, the Cross Country Analysis found dosage of programming (as measured by a child's participation in community action activities) to be significantly ($p<0.01$) associated with endline letter, fluency and comprehension scores. Therefore, the major take-away from this assessment as illustrated in Figure 4 (see below) is that we had statistically significant gains for the students that participated in community action activities. Participation overall, however, was weak. The midline Programme Implementation Quality Review (PIQR) found that children struggled to attend reading clubs and parents struggled to attend parental awareness sessions because of the distance to these sessions. Future programming in these area development programmes (ADPs) as well as scale-up APs needs to address this problem by offering community action activities at the village level, whenever possible.

Figure 4: Predicted Gain Scores vs. Participation in Community Action Activities
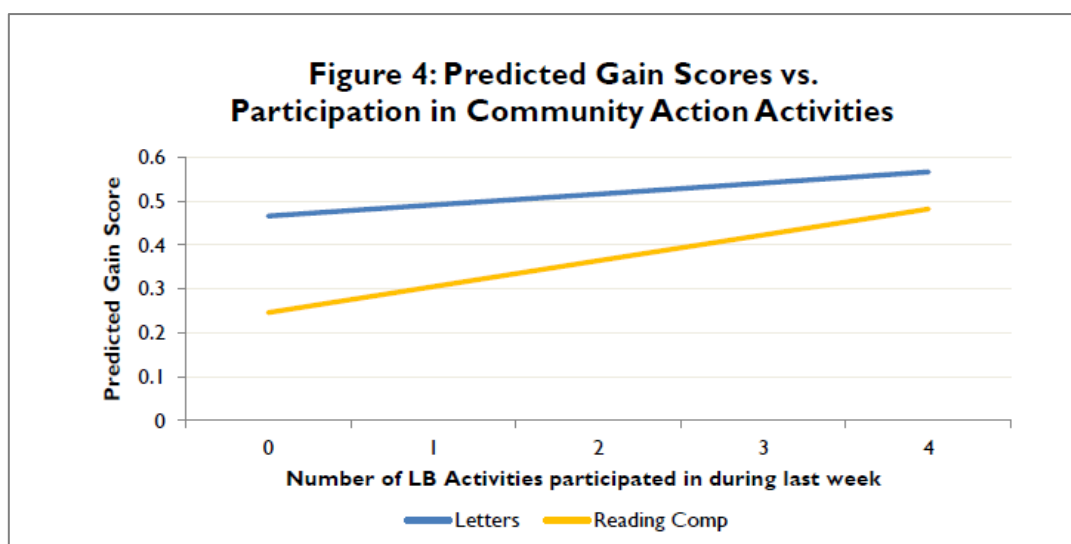
2.4.3 Evidence gaps

There are no significant gaps. But the chance of success of the project model is based on the 'Fidelity of Implementation', or how well the programme has been implemented according to the model standards.

2.4.4 Sustainability of outcomes

Knowledge outcomes for teachers, communities and students are sustainable as they create the foundation for continuous learning. Ongoing support for and funding of materials in schools is sustainable as long as Ministries of Education continue to provide funding. Funding for community activities is not sustainable beyond WV funding. However, we will be introducing the Citizen Voice and Action (CVA) model (see section 3.4.1 below) to directly address the issues of adequate and sustained funding. In addition, we will encourage communities to supplement their funding through the development of micro-saving schemes, such as the use of Village Saving Associations to meet these needs.

2.4.5 Evidence rating

Please see 2.4.1 for a brief description. With this, the levels of evidence for Unlock Literacy are a Level 4 or 'Recommended for Global Scale'. Details of this evidence has been documented here.

The following table provides a detailed analysis of the evidence review carried out by the project model review panel in 2017. Ratings and colour coding range from 0 per cent (red) to 100 per cent (deep green), indicating poor to high quality respectively.

0%	20%	40%	60%	80%	100%
Very Poor	Poor	Fair	Average	Good	Excellent

With regards to the evidence review, there is promising data around the effectiveness of the project model, however, it is referring primarily to short-term outcomes.

Evidence Rating

Evidence Material	A	B	C
Relevance	83%	83%	83%
Effectiveness	67%	67%	67%
Internal Validity	67%	67%	70%
External Validity	60%	43%	52%
Average Score	69%	65%	68%

Evidence Criteria (row label for the above table)

A: India Pro-Lit (LB) Endline Report
B: Ghana Literacy Boost Endline
C: WV Senegal Literacy Boost End Line

2.5   External validity

2.5.1   Countries and contexts where the model was tested

The project model was implemented in many rural and urban areas (20 NOs now) as well as in fragile contexts such as the Democratic Republic of Congo and in Ethiopia where pockets of fragility are identified.

2.5.2   Contextual factors

Unlock Literacy is designed to adapt to the language, culture and context in which country offices work. Its core objective is to support all children in the early grades – both boys and girls – in learning to read so that they can read to learn. Adjustments in the way the assessments and interventions are delivered can be considered, as long as the core objectives of each of the four implementation approaches are met: (1) proper use of and analysis of reading assessments at project baseline and endline; (2) thorough training of teachers to properly teach the five components, as well as to perform ongoing assessments of student progress; (3) committed engagement of parents and communities that demonstrates support for children learning to read; (4) provision of sufficient materials at appropriate reading levels for all students. For example, in the Khyber Paktunkhwa sites in Pakistan where Save the Children made use of these literacy-improvement approaches (under their project name 'Literacy Boost'), socio-cultural expectations demanded that training activities for teachers, community volunteers and parents had to be done separately for males and for females. The country office team thus made it a point to conduct these activities in keeping with the culture, with female staff leading activities for female teachers and volunteers. Language issues, community calendars, cultural or religious holidays, acceptable story characters or themes—all of these and other cultural considerations can be incorporated into an adaptation of Unlock Literacy so that it best serves the needs and contexts of the children we work with.

3. Model Implementation Considerations

3.1   Adaptation scope during design and implementation

Since 2012, WV has been implementing a literacy improvement project pilot (then known as 'Literacy Boost') in different countries and contexts as a part of WV's quality education programming. So far, countries that have conducted impact assessments have shown varying levels of positive impact. As of 2017, WV has begun implementing a more comprehensive literacy project model named Unlock Literacy. Although it has very clear guidance and implementation protocol for its core components (assessment, teacher training/support, community action and materials creation), adaptation to a local context is encouraged for reasons of practicality; however, **substantial diversion from the original model has been proven to lead to negative variations in impact results.** Cognisant of the different factors that can influence literacy outcomes, it is critical that Unlock Literacy is implemented with an acceptable degree of fidelity to ensure that different NOs adhere to the stipulated programme design – referred to here as *fidelity of implementation*. As such, there is a need for the implementation to follow very closely to the programme design to maximise the success of Unlock Literacy.

An NO that expresses interest in implementing Unlock Literacy is guided through the following core features of the model:

- **Language/literacy/learning outcomes situation analysis.** NOs are asked to complete the situation analysis questionnaire, which a technical assistance (TA) provider may adjust beforehand based on their knowledge of the NO's particular programming context. Based on responses to this situation analysis questionnaire, the TA provider and the NO can sketch out which particular pieces of the Unlock Literacy toolkit might be relevant and identify potential issues that need to be considered in designing the programme plan. An in-depth discussion of the situation analysis findings and implications for programming is usually done during the design phase.

- **Preparatory Unlock Literacy activities that can be completed with remote TA support.** These include sharing copies of the Unlock Literacy toolkit with key NO staff to review and translate into the relevant language/s. The TA provider should also assign key preparatory activities to the NO team relevant

to the various Unlock Literacy components, such as: Assessment, Teaching and Learning Materials, Teacher Training, and Community Action (available to download from "Section 7: Field Guides" on p25).

- **Finalise arrangements for an in-country or remote TA launch visit**, following consultation with a TA from the Technical Services Organisation (TSO)[8], ideally covering baseline assessment tool testing and implementation; orientation on the Unlock Literacy teacher training approach and planning out teacher training activities for a school year; and orientation on the community action toolkit and planning community action tasks and activities. A scope of work, schedule and tentative daily itinerary is negotiated between the NO and the TA provider.

- **Conduct the Unlock Literacy launch (either in-country or remote)**, following consultation with a TA from the TSO, involving key members of the NO education management team, plus the designated Unlock Literacy focal person/s at the field site where Unlock Literacy will be implemented. Typical deliverables at the end of the TA visit would include:
  o *Assessment component*: tested and finalised baseline reading assessment tools, training slides/handouts for reading assessment enumerators, spreadsheet for encoding reading assessment data, clear schedules for when the encoded data will be submitted to home office for analysis (assuming the NO does not have in-country capacity), when a draft baseline report will be circulated, and when the endline data collection will be conducted
  o *Teacher training component*: mapping of Unlock Literacy teacher training content against the national curriculum (e.g. identification of key competencies in the national curriculum or key content in prescribed textbooks that can be taught using content from the Unlock Literacy toolkit), action plan/next steps for teacher training activities, tentative schedule for key teacher training activities to be folded into the Unlock Literacy action plan, guidance notes for the NO in adapting/implementing the teacher training activities, as needed
  o *Community action component*: action plan for creating local language materials for the Book Banks, listing of Book Bank contents, estimate of how many Book Banks and Reading Camps will need to be set up based on catchment area information per school.

3.1.1. Fragile contexts

Currently, Unlock Literacy does not yet have adapted materials or toolkits for fragile contexts. Yet, we recognise it is vital to adapt the materials for fragile contexts to meet the educational needs of those most in need.

The Teacher Training materials can be adapted to address the five core reading skills along with social and emotional learning. The Teacher Training toolkit should be specifically designed for emergency contexts, where classrooms and environments may contain little to no resources for teachers, parents and students. Additionally, each emergency context varies greatly and the activities should be designed to accommodate different levels of resource availability – including the existing capacity of available teachers and/or the education levels of non-formal instructors who can be recruited in an emergency setting. Activities can be implemented in alternative spaces, such as Child Friendly Spaces, in the absence of school, which can continue to be useful even after school opens. The types of activities for Unlock Literacy in fragile contexts would be vital to expose students to reading and learning opportunities as soon as possible in the wake of an emergency. Both the social, emotional and literacy activities can provide students with positive experiences and opportunities for growth.
The Reading Camp curriculum can be adapted easily to fragile contexts, mainly for use in the Child Friendly Spaces. Alternatively, in a protracted emergency context where children inhabit refugee camps, a full implementation of the Unlock Literacy project model might be possible.
Our Education in Emergencies Framework shows how we envision using a development model in the emergency context available to view and download here.

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[8]Effective 1st June, 2017, World Vision's internal Technical Services Organisation (TSO) serves National, Regional and Support offices by providing high-quality, timely and needs-based technical sector services. You can ask the TSO for support in the same way you would ask a consultant to assist with areas such as strengthening our ability to scale up core project models and equipping National Offices to effectively invest in technical capacity. For more information, visit the TSO's site here.

3.1.2 Transitioning economies

No adaptation required.

3.2   Partnering scope

The model has been designed to work with specific partners, including:

- **Ministry of Education (MoE)**: MoEs support Unlock Literacy implementation in the implementing country, mobilise teachers to take part of the Unlock Literacy activities, and assign head teachers to act as master trainers.
- **Academic institutions**: If there is an opportunity to partner, academic institutions can support the training of trainers (ToT) for teachers. Academic institutions can also be approached to engage in further research into related topics, such as the impact of the integration of technology into the Unlock Literacy model.
- **Non-governmental organisations (NGOs) or local publishers**: These groups can help support the teaching and learning materials plan. In addition, local NGOs may have an increasingly central role to play in the implementation of the project model in fragile contexts where WV may be prevented from working directly.
- **Local community development organisations**: These organisations help in mobilising communities and volunteers and provide key leadership on promoting the sustainability of the model.

3.2.1   Case studies of successful partnering for this model

In all instances where Unlock Literacy has been successful, outreach to and strong partnership with MoE officials has been critical. Following the initial Training of Teachers conducted by WV staff (ToT1), MoE officials undertake the roll out of the Teacher Training. This is also evidenced in the design of the project model, which requires MoE officials to review the Unlock Literacy curriculum before any training and implementation can take place. Further, Unlock Literacy encourages NOs to develop local partnerships in the areas noted above. The choice of additional partnerships is contextual and varies among NOs. See Table 1 for an example of partnership matrices developed by WV Mali:

Table 1. WV Mali Partnership Matrices

Partner Name	**Role in project**	**Partnership status**
Unlock Literacy Partnership Plan for Mali – May 2015		
Ministry of Education	Approval and sustainability Advocacy and partnership Implementation: WV facilitate training of teachers, monitoring of classrooms, reading assessment, and organising Teacher Learning Circles	Drafted and forwarded Memorandum of Understanding to MoE for signature Strong relationships exist through the ADPs
Education Development Centre	They will act as advisors for the pedagogical advisors on the five core reading skills based on the Balanced Literacy and Interactive Radio Instruction	
Parent Teacher Associations, Students Mothers Association and School Management Committees (in each school)	A vehicle for mobilising and facilitating volunteers Monitoring community-based literacy-based activities	Have supported training of school committee chairpersons in some WV Mali ADPs
RIGHT TO PLAY	A partner for Community Action implementation and reading clubs mobilisation – through utilising some of their approaches like Game4Education to build children's life skills	Already partnering with WV Mali.
« Oeuvre Malienne d'Aide à l'Enfance du Sahel »	Adapt and provide reading resources to support the project in the community level	Resources leveraging: look at their materials and adapt them for Unlock Literacy
Linguistic Centre of the Ministry of Education	Provide monitoring and validation of the translated and adapted materials	Have capacity to ensure the quality of the resources and evaluate their relevance to the context

Working effectively with partners is a key factor of the model's success. Throughout the last five years of implementation, the MoE was seen as a dominant ally for this project model. Thus, being able to sign an agreement with the MoE at the very start of the project would be a great added value in terms of strong collaboration and will prevent any critical issues that hinder the project's implementation. The project also needs to share more in terms of language related policies and guidelines with partners for their understanding and active participation in improving the literacy promotion in their own communities. A start-up workshop to outline the partnership with the MoE will give a full introduction of the overall picture of the project and increase the level of commitment and ownership to this project model.

3.2.2   Value proposition of partnering

Strong relationships with the MoE – from the national to the district and school levels – will help to generate support and ownership of the early grades reading interventions that will be initiated via Unlock Literacy. Partnerships with local publishers or NGOs that are already creating reading materials, particularly in children's mother tongue, will also be critical to filling Book Banks cost-effectively. Engaging academic institutions that specialise in literacy, reading research and evaluation or applied linguistics will also be useful. Local NGOs experienced in mobilising community action will also be important partners, especially if they are already established partners of the communities where we intend to work. In addition, local NGOs will have an increasingly central role to play in the implementation of the project model in fragile contexts where WV may be prevented from working directly. In country contexts where education services are decentralised and dependent on local government support, gaining the interest of local government structures early on in the process – particularly by sharing evidence from the reading assessments – will also be important. Faith leaders, faith-based communities and faith-based organisations have an important role to play in promoting the right to education with equity for all children in a community; they are uniquely positioned to speak against traditional practices that have resulted in barriers to education for some, especially girls and ethnic minorities, while at the same time speaking out in favour of the opportunities and advantages that should be made available to all children through education.

3.3.   Local and national advocacy (as relevant)

We have not yet incorporated the CVA model into the Unlock Literacy programming. However, we believe that the addition of this component is a necessary complement to the project model. It will and strengthen our education programming overall and feed into the Community Action component. Through the addition of CVA we will work with communities to directly address the right of their children to be educated by advocating with local government for the resources and support needed to sustain their education programme. We will also work to link up school-specific advocacy groups into a larger advocacy network capable of influencing policy based on the evidence of impact obtained from the Unlock Literacy assessments.

4. Programme Logic
4.1.   Pathways of Change and Logic Diagram

The Unlock Literacy cycle
1.   Reading Assessment
The assessment component is the first step in Unlock Literacy. Assessments are conducted annually to collect student background information and establish student reading skill levels before and after the Unlock Literacy intervention. Assessments help implementers, schools and MoE partners identify strengths and gaps in students' reading skills and track progress as they learn to read. Additionally, assessments are used to compare the progress of Unlock Literacy students to the progress of those students who are not yet receiving Unlock Literacy support. Unlock Literacy includes three types of assessment: (1) a baseline prior to the start of interventions, (2) assessments over the course of the school year and (3) an end-of-the-year assessment to determine child and school-level progress.

- **Prior to the start of Unlock Literacy interventions:** An assessment of emergent and early reading skills takes place to provide information on children's reading abilities, focusing on their strengths and weaknesses in the five core reading skills.

- **Over the course of the school year:** Teachers are supported with training and mentoring to conduct regular assessments, track students' increases in skill proficiency and adjust instruction to meet children's learning needs.

- **At the end of the school year:** A summative evaluation determines children's progress and school-wide progress.

Unlock Literacy practitioners collect data on children's abilities in the five core reading skill areas along with background information related to their homes and families. When coupled with data on the surrounding literacy environment and tracked over time, this data demonstrates the impact of Unlock Literacy activities across a spectrum of literacy-related criteria. The Unlock Literacy programme cycle therefore begins and ends with an assessment of children's reading skills, as seen in Figure 5.

Figure 5. Step-by-step guidance on planning baseline and summative assessments is provided in the Unlock Literacy Assessment Toolkit

Programme level

School/community level

Initial reading assessment

Assess children from among Grades 2–4 (in multiple languages where indicated), gather background and literacy environment data.

Summative reading assessment

Reassess children's reading skills to measure progress and adjust both teacher and community strategies for the coming school year.

Intervention design

Adapt Unlock Literacy teacher sessions and community strategies using reading results, context, national curriculum and local strengths.

Intervention

Train and support teachers and community members with strategies to advance children's reading. Create materials to support these activities.

monthly

Ongoing reading assessment

Teachers use formative assessment in the classroom and adjust their teaching of reading and inform community strategies.

Monthly follow-up support

Supervisors foster community participation, observe teachers, offer feedback and lead reflection/planning meetings to meet challenges.

2. Teacher Training

Unlock Literacy trains teachers slowly over the course of the year, allowing them to practice each individual skill in the classroom between training sessions and to reflect on their successes and challenges together. Unlock Literacy's Teacher Training component includes nine monthly sessions that are designed to equip primary school teachers with useful tools to effectively teach children how to read with a focus on the five key reading skills.

Unlock Literacy teachers observe, discuss and practice techniques for building children's letter knowledge, phonemic awareness, fluency, vocabulary and comprehension in monthly reflective training sessions. During these sessions, teachers model how to teach key skills in the classroom and how to assess student progress on each skill, and discuss their successes and challenges when using each technique. In each session, trainers work with teachers in the same grade as their own and from neighbouring schools to devise lesson plans for use in their classrooms; they also follow up on the implementation of lesson plans developed during the previous session.

Unlock Literacy Teacher Training sessions are not designed to replace existing curricula. Rather, they are designed to enhance literacy instruction by *using* the government curriculum. MoE representatives participate in training of trainer (ToT) sessions in order to be able to lead teacher training themselves, thereby promoting ownership and establishing a base for sustainability and eventual expansion.

3. Community Action

Encouraging literacy development outside of the classroom is an essential component of Unlock Literacy. This includes ensuring that children have access to adequate resources, both human resources and text-based resources, and that literacy activities take place outside of schools. Activities are designed to highlight and model the use of reading in daily life and foster a literate environment. By supporting the development of reading materials and promoting literacy and language activities in children's villages and homes, Unlock Literacy gives children more opportunities to practice reading skills outside of school. It uses fun activities that promote literacy and learning to motivate children's participation and kindle their enjoyment of reading.

The community action component ensures sustainability by building the capacities of community groups such as families/parents, community mobilisers, volunteers and youth on community strategies to promote literacy and by mobilising them to engage in advocacy activity at the grassroots level through CVA plans that engage parents such as teacher associations and school management committees. These activities are intended to be owned and maintained by groups in their own community; however, this would need more strengthening throughout the project.

The Unlock Literacy Community Action component includes two action areas to support children in the early grades as they learn to read:

- **Parent activities:** including workshops and strategies to help parents and other caretakers read with their children. For parents, Unlock Literacy implements activities that engage everyone, regardless of their reading ability, in simple tasks to promote children's reading skills and language development. Unlock Literacy emphasises that everyday activities have the potential to boost children's learning of letters, sounds and words, and contribute to the development of their knowledge of the world around them. The Community Action component includes seven session guides for conducting reading awareness sessions with parents. An accompanying flipbook, *Community Strategies to Promote Literacy*, supplements parent sessions.

- **Reading activities outside of school:** such as Reading Camps and Reading Buddies. Children need frequent opportunities to practice their literacy skills and to see reading as an enjoyable activity so that they are motivated to keep learning. Unlock Literacy includes a variety of community-based activities for children, designed to complement school-based activities. These include weekly Unlock Literacy Reading Camps, Reading Buddies, Reading Festivals and Story Time. The activities are centred on the five core reading skills – using songs, reading aloud and playing games to help children practice their skills in fun ways. By drawing on community members to conduct these activities with children, Unlock Literacy promotes the development of a community-wide reading culture. The most structured of the out-of-school reading activities included in the Unlock Literacy package is Reading Camps. Reading Camps are after-school activities for children that promote good reading practices and make reading fun for children. The Unlock Literacy Toolkit includes a Reading Camp curriculum and a detailed guide for implementing the curriculum.

4. Materials Creation

Ensuring that communities have a variety of reading materials available is another essential part of Unlock Literacy. In most communities, the only print material children typically see is a school textbook. Unlock Literacy practitioners work with partners and communities to create engaging and relevant children's print material for Book Banks – collections of 150 to 200 books and reading materials – in every village. With guidance on how to create age- and language-appropriate materials locally, communities can produce reading materials themselves and take advantage of an enriched literacy environment. The Community Action section of the toolkit provides guidance on how to develop simple beginning reading primers and guidelines for programme staff on criteria to consider when selecting or developing reading materials for children across the stages of literacy development. Children borrow materials from Book Banks and use them to practice reading at home, on their own and with their parents.

4.2. Framework of indicators and alignment to CWB objectives

Table 2. Framework of indicators and alignment to CWB objectives

	Hierarchy of objectives	Recommended standardised indicators	Means of verification
Goal	Reading results for girls and boys in early grades are improved.	Proportion of children in Grade 3 achieving at least a minimum proficiency level in reading	STAR assessment tool
Outcome 1.0	Strengthened teaching instruction in Grades 1–3	1a. Proportion of Unlock Literacy trained teachers utilising skills acquired to teach reading 1b. % of Grade 1–3 Unlock Literacy classrooms with print-rich environments	1a. & 1b. Classroom Observation Tool 1b. Head Teacher Interview
Output 1.1	Master trainers have increased knowledge of Unlock Literacy approaches to teaching	# of master trainers who successfully completed Unlock Literacy teacher training	Training attendance records; Pre-/post-test scores
Output 1.2	Unlock Literacy Teachers have increased knowledge and skills to apply teacher-centred pedagogical skills	# of teachers who successfully completed Unlock Literacy teacher training	Training attendance records; Pre-/post-test scores
Output 1.3	Increase the amount of locally relevant reading materials available for boys and girls in schools	# of locally relevant and developmentally appropriate reading materials procured and/or developed and distributed in schools	Teaching and Learning Materials (TLM) Monitoring Tool
Output 1.4	Unlock Literacy primary schools equipped, managing and utilising supplementary reading resources	# of Unlock Literacy schools with print rich Grade 1–3 classrooms	Classroom Observation Tool

Outcome 2.0	Increased support by communities for children's reading	2a. % Unlock Literacy reading clubs achieving minimum standards 2b. % of children attending reading clubs regularly	2a. Reading Club Observation Tool 2b. Reading Club Attendance Books
Output 2.1	Community mobilisers have increased knowledge and skills to facilitate community-based	# of trained Unlock Literacy community mobilisers	Training attendance records; Pre-/post-test scores

		literacy activities with children (e.g. reading clubs)		
Output 2.2	Community-based reading activities for children are established	# of Unlock Literacy reading clubs established	Reading Club Monitoring Tool
Output 2.3	Increase the amount of locally relevant reading materials available for boys and girls in communities	# of locally relevant and developmentally appropriate reading materials procured and/or developed and distributed	Teaching and Learning Materials (TLM) Monitoring Tool
Output 2.4	Staff and/or community members have increased skills and knowledge to procure, create and distribute high quality teaching and learning materials	# of staff and/or community members trained in Teaching and Learning Materials	Training attendance records; Pre-/post -est scores
Outcome 3.0	Increased support by parents for children's learning	% children (boys, girls) reporting an increased frequency of participation in literacy activities with household members	STAR (Background questions) Caregiver Survey (direct observation, questions)
Output 3.1	Community mobilisers have increased knowledge of parental support for children's learning	# of master trainers who successfully completed Unlock Literacy parental awareness training	Training attendance records; Pre-/post-test scores
Output 3.2	Parents/caregivers have increased knowledge and skills to support literacy skill development of their children	# of parents/caregivers trained in literacy support	Training attendance records
Outcome 4.0	Increased support by education authorities for children's learning	Proportion of Unlock Literacy schools receiving supervision by a trained local education authority	STAR (Background questions)
Output 4.1	Local education authorities have increased knowledge and skills on teacher supervision using Unlock Literacy methodologies	# local education authorities trained on supervision of teaching using Unlock Literacy methodologies	Training attendance records; Pre-/post-test scores

4.3. Information flow and use

Monitoring data collected as a part of the Unlock Literacy model informs programme implementers about how effectively they are executing programme outputs. Monitoring data has a crucial role to play in determining the level of fidelity of implementation of the programme compared to the programme design. Data on key reading skills, some emergent skills, reading habits and materials currently available in the communities will be collected at baseline and end line. This data will provide an opportunity to assess the country profile skills in terms of reading and home literacy environment.

National offices are encouraged to produce a report created from baseline assessments to inform the MoE and community of the results, and to work together on developing an action plan to respond to the problems found. This report will inform local partners, the MoE and WV to identify strengths, challenges, and outcomes we are trying to reach in our Unlock Literacy programmes. This helps WV and the MoE to contextualise the teacher trainings as well as the Community Action programming.

5. Management Considerations

5.1. Guidelines for staffing

Generating quality results requires country-level staff who are able to adapt, implement and fine-tune Unlock Literacy interventions, with close guidance and support from home office or regional education technical backstops. WV Global Centre (GC) education specialists provide intensive in-country technical assistance at programme start-up, helping to adapt the Unlock Literacy resources to suit the country context and map out a one-year detailed action plan for Unlock Literacy implementation. The GC Unlock Literacy technical team provides close follow-on monitoring and technical support.

To further support the mainstreaming of the Unlock Literacy outcomes into WV education programming, the national WV education specialist should put 30 per cent of her or his time toward Unlock Literacy. Also, one Unlock Literacy coordinator should be hired at the national level. Additionally, each ADP cluster will be supported by the local area education coordinator.

Competencies required for the project implementers (both WV staff and partners) are available here.

Table 3. Technical Support Process for Building WVs Capacity to Implement Literacy Programming

Phase 1: Pre-launch (3–6 months)
• Minimum project requirements are completed – project design, budget, work plan, staffing and local agreements (e.g. MoE or local partner) are in place before the launch of the Unlock Literacy technical components
• Once the programme manager gives the green light to the Unlock Literacy GC team, the technical team will be deployed
Key outputs
• Service delivery agreement signed
• Staff hired and oriented
• Project design, logframe, budget and workplan created
• Baseline report completed
• TSO country support plan created
• Reading materials plan developed
Phase 2: Intensive start-up (9–12 months)
• Once the outputs of Phase 1 are achieved, this phase will be activated
• The TA specialist assigned to the NO will begin providing TA on Community Action and the Teacher Training components, supporting implementation and programme monitoring
• Programme manager will be supporting the programme requirements like progress against agreed plans, reporting, coordination and programme monitoring
Key outputs
• Baseline assessment findings disseminated
• Toolkits and operational approach to Unlock Literacy are contextualised
• Children's reading materials created/procured
• Capacity building of staff (training is completed across all programme components)
• Teacher training cascade and community action activities implemented
• Mid-term implementation review completed
• Communications and knowledge management plan completed
Phase 3: Monitoring and impact (6–9 months)
• Unlock Literacy implementation approach is reviewed in alignment with the mid-term review findings
• TSO technical advisor continues to monitor implementation and provide specific support to NO depending on capacity (materials creation training, Teacher Training, Community Action refreshers, etc.)
• Endline assessment of the pilot phase is completed
• Evidence of programme impact obtained – that programme standards are being achieved and NO staff demonstrate competencies for literacy programming is a trigger for completing this phase
Key outputs

- Unlock Literacy endline assessment and results used to refine programme design
- National office education staff demonstrate Unlock Literacy competencies
- National office achieves Unlock Literacy programme standards
- Unlock Literacy is incorporated into NO technical approach and ADP designs, and a scale-up plan is in place
- Clear reporting and accountability structures exist for literacy/education programming with NO
- Communication products produced (e.g. video, project brief, blog)

Phase 4: Handing over and ongoing support

- NO is trained and equipped to continue implementation of high quality literacy programme. External support for programme quality and technical assistance is with the NO, which now takes the lead to liaise with the TSO to access any further assistance for the national office to maintain/advance the literacy programme

5.2. Budget

The Unlock Literacy Costing Summary contains a recent example of an Unlock Literacy programme costing model for WV Ethiopia. You can view or download it here.

Economies of scale can be attained as technical capacity on the ground is increased, and there's a greater deployment of local experts, such as MoE officials, to lead all aspects of the training. Also, in many (but not all) cases, locally sourced teaching, reading and learning materials can be purchased at decreased unit cost when produced at scale.

6. Linkages and Integration

6.1. Child focus

Child participation

Child participation is embedded in all toolkits and manuals. For Unlock Literacy sessions whether in schools or at a Reading Camp, learner-centered teaching methods is a core and children have opportunities to self-select and self-direct learning. The daily routine promotes participation through all activities and emphasises inclusion, respect and warm relationships among children and adults.

Here are few of the activities directed by children:
- Reading Buddies: Paired shared reading between a younger and older child who is a more capable reader
- Reading Camps: Regular group reading activity led by a community volunteer including a read-aloud and literacy games
- Make-and-Take Activities: Where children create their own reading-related material to take home, typically part of Reading Camps

Child protection

By creating the conditions necessary for children to succeed academically in school, Unlock Literacy encourages their continued enrolment and participation. Over time, this leads to an increase not only in individual agency and empowerment but also improvement in the greater socioeconomic and cultural environment in which children are raised. For example, research has shown that: [9]
- Every additional year of formal schooling for males reduces the risk of their becoming involved in conflict by 20 per cent.
- Young people with little or no education are twice as likely to contract HIV and AIDS as those who have completed primary school.
- Educated women marry later, have fewer children and have better prenatal care. Their children have higher survival rates, better health and nutrition, and are more likely to attend and succeed in school.

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[9] Results Educational Fund, *Why is Education for All So Important?* (2013),
http://www.results.org/images/uploads/files/why_education_matters_11_04_09.pdf

Child sponsorship

Discussions started with the WV Sponsorship team to explore strategic links between Unlock Literacy and sponsorship, and ways to reflect the project model in the implementation (via activities), monitoring and evaluation (via indicators) plans. For example, the Storytellers tool is now being explored as potential activity for linking sponsorship with a writing component to be included in Unlock Literacy.

6.2.   Development Programme Approach

A situational analysis should be conducted to further identify and understand the NO's country profile skills with regards to reading habits among students and their home literacy environment. Also, it is crucial to have a language situation analysis to determine which language the community action activities will use. Language determination is sometimes complex. The central technical consideration that should remain the focus is: How will the children in our impact areas learn to read most effectively and efficiently?

Unlock Literacy focuses on improving the quality of literacy instruction in the classroom for all students, along with a holistic approach including the community action component, which strengthens community ownership as a mechanism to uphold the value and dignity of those in the community as the key drivers of solving the problem.

Along the Critical Path, the Social Mapping Tool (step 3) can help WV staff and communities to understand existing structures and key actors engaging with parents. This will feed into the referral mapping to ensure Unlock Literacy Reading Camp facilitators and community mobilisers know where to refer parents or children who need additional services. The Community Conversation Tool (step 3) can be used to begin a conversation about caregiving practices within the community and the interest in attending parenting session. The Decision Gate tool (step 5) can assist in identifying partners who can be trained to implement and/or facilitate Unlock Literacy sessions. The Child Protection ADAPT tool can be adapted and contextualised to identify root causes of children failing to reach their developmental milestones, and parenting behaviours, attitudes or environmental factors that might be contributing to this.

For more details on World Vision's Guidance for Development Programmes[10], visit http://www.wvi.org/development-programmes.

6.3.   Faith

Our Christian faith believes that all lives should be valued, and that every child deserves an opportunity to live to their full potential. Both access to and quality of education are significant contributing factors to the attainment of this outcome. The Unlock Literacy programme aims to address the quality of education in the key areas of literacy and learning. Most of the communities where we have implemented the pilots for Unlock Literacy consider themselves to be religious, thus we have learned to position our literacy programmes in ways that effectively engage with the heart and spirituality of communities. In these contexts, we strive to leverage our Christian faith identity in sensitive and appropriate ways, allowing us to easily adapt and contextualize our work in multi-faith environments. Our faith also serves to enhance our efforts in achieving long-lasting, positive changes in attitudes and behaviours relative to literacy development. In many of the places we work, our literacy programmes are distinctly successful because we are intentional about partnering with local religious leaders (imams, pastors, priests, etc.); these leaders are among the most trusted community members. They can help motivate the community to support WV by advocating in favour of literacy programmes, as well as helping to eliminate the barriers to learning raised by a community's traditional norms. In this way, they help guarantee that education becomes available to all children in the community.

Faith communities can play an important role in supporting Literacy Boost components, as many harmful practices relating to child rearing can be imbedded in religious beliefs. For example, in the area of discipline, cultural beliefs about physical punishment can affect the way that children are treated within the home or the

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[10] World Vision's Guidance for Development Programmes is a toolkit to help programme staff and partners implement World Vision's Development Programme Approach. It can be applied differently in each country context and includes; good practice guidance and tools to facilitate community engagement, child participation and working with partners; a menu of evidence based interventions (called 'Project Models'); and other tools around design, monitoring and evaluation (DME), sponsorship programming, finance, and more. http://www.wvi.org/development-programmes

school classrooms. Holy texts have much to say about raising children with love, so these messages can be harnessed and used to enhance the Parental Awareness sessions of Unlock Literacy as appropriate to the context and with careful attention to inclusion and multiple faiths in communities. NOs are encouraged to partner with faith leaders as key community mobilisers, so they can become champions and be a supportive voice for community strategies to promote literacy.

As of early 2017 faith has not been integrated within Unlock Literacy. However, there are plans to integrate Channels of Hope[11] and Celebrating Families[12] with new NOs implementing Unlock Literacy. We encourage all NOs piloting Unlock Literacy in their context to include faith leaders and faith-based components within their programming.

6.4.   Integration and enabling project models

The best example of integration is the synergy that exists between the Learning Roots and Unlock Literacy project models, mainly through parental engagement. Learning Roots is an evidence-based Early Childhood Development (ECD) programming approach designed to meet the developmental needs of children from age 3 through 6 years. Its three outcomes for Parental Engagement, Strengthening the ECD Centre Learning Environment, and System Strengthening promote early learning and set the stage for skills readiness of both parents and children as they manage the transition to formal schooling. This age period is a window of opportunity in early childhood to support the emergence of literacy, numeracy and foundational life-skills that form the basis for a lifetime of learning and fulfilment. Unlock Literacy then ensures children graduating from ECD centres are entering school environments that provide quality literacy opportunities to ensure gains made within the ECD centre are not lost. It is our belief that a successful articulation of the Learning Roots curriculum to that of Unlock Literacy will result in children who read earlier and more proficiently over time.

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[11] Channels of Hope (CoH) is the way World Vision mobilises community leaders—especially faith leaders-- to respond to core issues affecting their communities—such as HIV and AIDS, maternal and child health, gender equity and gender-based violence, and child protection. http://www.wvi.org/health/publication/channels-hope

[12] Celebrating Families (CF) is a tool created by World Vision to support parents and caregivers in the creation of a family and community environment that fosters children's spiritual development and overall well-being. CF is a three and a half day workshop that invites parents and caregivers to engage in activities that prompt deep self-reflection and growth to be aware of their role in creating a space to support the Spiritual Nurture of Children. http://www.wvi.org/church-and-interfaith-engagement/celebrating-families

7. Field Guides

NOTE: All the following resources serve to provide as historical and practical background information to implement Unlock Literacy. These will include toolkits and field documentation that were developed in the five-year partnership between World Vision and Save the Children. As a result, some of the tools in use are still branded with Save the Children's logo and Literacy Boost brand. We will update this section with Unlock Literacy formatted resources in the near future.

Resource name	Description	URL
Background materials		
Unlock Literacy Quick Guide	This Quick Guide provides a brief overview of the Unlock Literacy Programme	http://www.wvi.org/education-and-life-skills/publication/unlock-literacy
Literacy Boost – Introduction & Overview (2012)	An introductory document designed to provide an overview of Literacy Boost prior to an in-depth reading of the three-part Literacy Boost Toolkit produced by Save the Children. The document addresses the following questions: o What is Literacy Boost? o How does Literacy Boost work? o Who is Literacy Boost designed for? o Adapting Literacy Boost to specific country and community contexts o How do I begin? o What language do I use?	https://www.wvcentral.org/community/edu/Document%20Library/Literacy%20Boost%20Tookit%20-%20Introduction%20and%20Overview%202012.pdf?Web=1
Literacy Partnership Brief	WV and Save the Children's Literacy Partnership Brief	https://www.wvcentral.org/community/edu/Document%20Library/LB%20and%20WV%20Partnership_Brief%202013.pdf?Web=1
Training curriculums and materials Note: Use of the start-up guidance requires technical assistance. NOs are advised to contract with the TSO to receive proper technical assistance in the use of these documents.		
Start-up guidance for Training of Trainers, Community Action & Teacher Training	These three 'start-up documents' are to support NOs in understanding the steps required for a successful start-up of Unlock Literacy Community Action and Teacher Training Programming. This also includes the Unlock Literacy Logframe and Detailed Implementation Plan	1 - Guidance for Unlock Literacy Start-up 2 – Guidance for Unlock Literacy Start-up 3 – Guidance for Unlock Literacy Start-up (Baseline Assessment)
Toolkits Note: Use of the toolkits requires technical assistance. NOs are advised to contract with the TSO to receive proper technical assistance in the use of these documents.		
Literacy Boost Teacher Training Toolkit	The teacher training toolkit details nine teacher training sessions designed to enhance the teaching of reading. Trainers adapt and use the sessions to train and support teachers.	https://www.wvcentral.org/community/edu/Document%20Library/LB%20Teacher%20Training%20Toolkit.pdf?Web=1

Resource name	Description	URL
Literacy Boost Teacher Training Packet	The Literacy Boost TT packet includes tools, lesson plans, assessment schedules and recording schemes, organised by reading skill and designed for use in classroom activities	https://www.wvcentral.org/community/edu/Document%20Library/LB%20Teacher%20Training%20Packet.pdf?Web=1
Community Strategies for Promoting Literacy – Flipbook	This flip book is a practical guide of activities for Community Action programming and serves to detail the importance of oral language development and many ways to promote it in daily life. It also gathers strategies for use by those who can read to work with children to read more often, more fluently and with greater comprehension in their daily lives.	https://www.wvcentral.org/community/edu/Document%20Library/Literacy%20Flipbook.pdf
Literacy Flipbook Guidance note	A guidance note for the Literacy Flipbook includes ideas on how to integrate the use of this flipbook into Unlock Literacy activities.	https://www.wvcentral.org/community/edu/Document%20Library/Literacy%20Flipbook%20Guidance%20Note.doc?Web=1
Literacy Boost Reading Camp curriculum	This Reading Camp curriculum helps foster literacy and learning by providing children with the opportunity to interact with literacy outside of school, in an enjoyable way. This is especially important for children who come from non-reading households.	https://www.wvcentral.org/community/edu/Document%20Library/LB%20Reading%20Camp%20Curriculum.pdf?Web=1
Literacy Boost Community Action Toolkit	The Community Action toolkit provides guidance on creating materials, mentoring and raising awareness in order to broaden the opportunities and resources for children to practice literacy skill-building outside of school.	https://www.wvcentral.org/community/edu/Document%20Library/LB%20Community%20Action%20Toolkit.pdf?Web=1
ToT Guide for CA	The Training of Trainers Guide for Community Action Programming	https://www.wvcentral.org/community/edu/Document%20Library/LB%20-%20ToT%20Guide%20for%20Community%20Action%20Programming.pdf?Web=1
ToT Guide for TT	The Training of Training Guide for the Teacher Training Programming	https://www.wvcentral.org/community/edu/Document%20Library/LB%20Training%20of%20Trainers%20Guide.pdf?Web=1
Coaching Package	A 'Coaching Package' to support the Unlock Literacy teacher training programme is a step towards building the capacity of school administrators and government officials to provide in-class mentoring and guidance on literacy instruction to teachers. This helps to support sustainability of programming.	https://www.wvcentral.org/community/edu/Document%20Library/Coaching%20Guide_April2016_FINAL%20VERSION.pdf?Web=1
Monitoring tools		
School-based Test About Reading (STAR)	This guide outlines the method to assess children's reading skills.	STAR Guidance Version 1.3

For more information about Unlock Literacy, please visit the Global Education Community of Practice page at https://www.wvcentral.org/community/edu/Pages/Literacy.aspx.

The Unlock Literacy Project Model is owned, maintained and revised by World Vision International's Global Education Sector Team. For more information, please contact Billi Shaner, Education Knowledge Management & Capability Manager, at billi_shaner@wvi.org.