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USAID SINDH READING PROGRAM

Supplementary Teaching and Learning Materials Gap Study

Contract No. AID-391-C-14-00001

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The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

“YOU COULD ARGUE THAT THE FIRST BOOKS A CHILD ENCOUNTERS WILL INFLUENCE HOW THEY READ FOR THE REST OF THEIR LIVES.” (SCHOOL LIBRARY JOURNAL)¹

¹ http://www.slj.com/wp-content/uploads/2012/08/SLJ_Fuse8_Top100_Picture.pdf

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MAP OF SINDH PROVINCE WITH SINDH READING PROGRAM LOCATIONS

PROGRAM OUTREACH

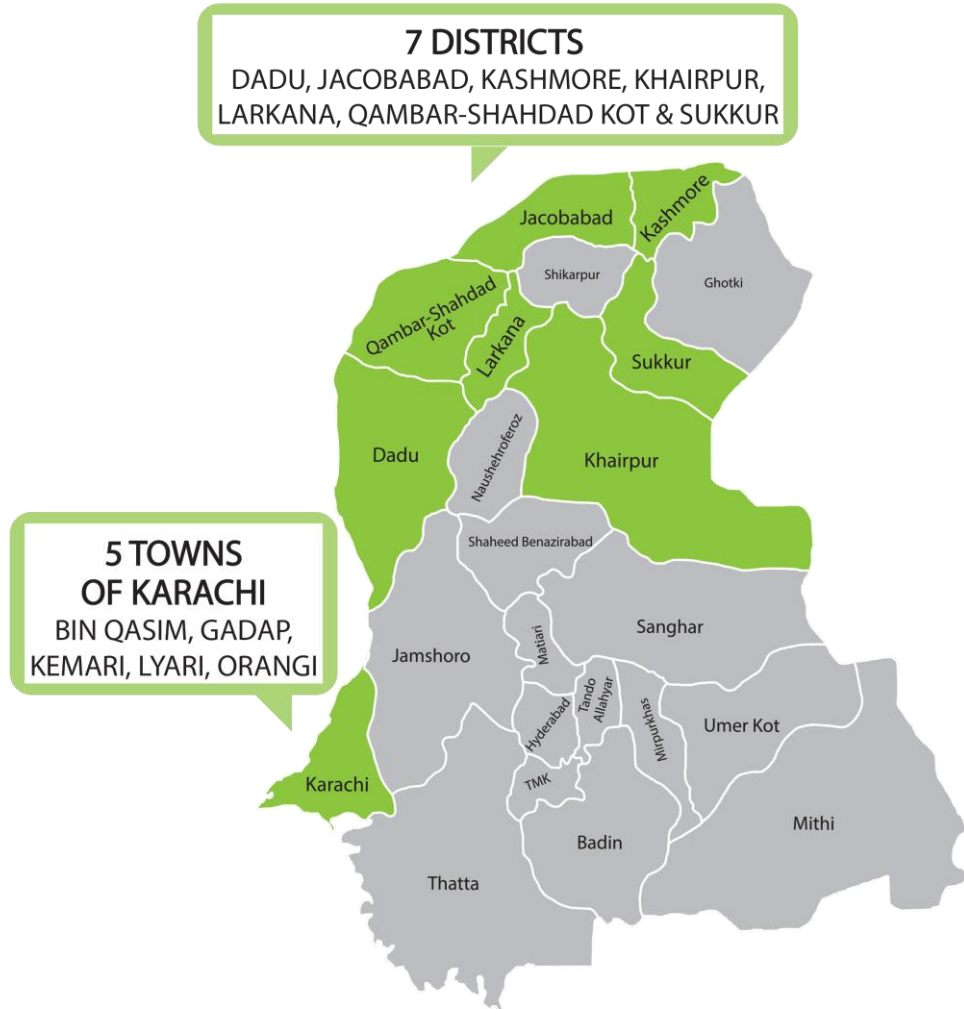


Figure 5: Map of Sindh Province with Sindh Reading Program Locations

GLOSSARY

Term	Definition
Capability	The collective ability of a group or system to do something either inside or outside the system. ²
Automaticity	Automaticity refers only to accurate, speedy word recognition, not to reading with expression. ³
Capacity	The overall ability of organizations or systems to add value to others. ⁴
Supplementary Teaching and Learning Material	Instructional and learning resources which are selected to balance, enrich or extend the curriculum. Such resources include, for example, leveled readers, story books, charts, flash cards, manipulatives, maps etc.
Fiction	A story based on the imagination of the author, written to entertain the reader and characterized by a setting, characters, dialogue (talking), problem/conflict, climax, and solution.
Gap Analysis	Comparison of actual need with potential or desired need.
Gender Sensitivity	To develop respect for the individual regardless of sex. It determines which assumptions about gender are stereotyped generalizations. It opens up the widest possible range of life options for both women and men. ⁵
Gender equality	When women and men enjoy the same status. Gender equality means that women and men have equal conditions for realizing their full human rights and potential to contribute to national, political, economic, social and cultural development, and to benefit from the results. ⁶
Non-Fiction	Written work based on facts, written to inform the reader, and characterized by providing information about topics.
Poetry	Literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm. ⁷
Readability	'Readability' the term readability refers to all the factors that affect success in reading and understanding a text. These factors include the: interest and motivation of the reader; legibility of the print (and of any illustrations); complexity of words and sentences in relation to the reading ability of the reader. ⁸

² Baser, Heather and Morgan, Peter (2008) Capacity, Change and Performance Study Report. (ECDPM Discussion Paper 59B). Maastricht: ECDPM.

³ Teaching literacy, Higher Education Commission, Pakistan, 2013.

⁴ Ibid.

⁵ UNESCO (2004) Gender sensitivity A Training Manual for sensitizing education managers, curriculum and material developers and media professionals to gender concerns.

⁶ Erturk, O. N. (2013) Gender and Education in Turkey in Education & Gender: Gender specific education in different Countries. Waxmann Verlag GmbH.

⁷ Oxford online Dictionary.

⁸ Oloyede, O and Omole, C. (2013) Effect of Previous Knowledge on Students' Cognition in Some Content Area in Chemistry. Eurasian Journal of Physics and Chemistry Education, (5) 1: 71-79

ACRONYMS

Acronym	Full Name
BoC	Bureau of Curriculum
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
F/C/R	Findings, Conclusions, Recommendations
F2F	Face to Face
FGD	Focus Group Discussions
GoS	Government of Sindh
ICT	Information and Communications Technology
ICT4E	Information and Communication Technologies for Education
LTTA	Long Term Technical Assistance
M&E	Monitoring & Evaluation
NFE	Non-Formal Education
NGO	Non-Governmental Organization
SAB	Sindh Adabi Board
SLA	Sindh Language Authority
SOW	Scope of Work/Statement of Work
SMD	Stages of Mathematics Development
SPE	Supervisor – Primary Education/Government of Sindh
SRD	Stages of Reading Development
SRP	Sindh Reading Program
STLM	Supplementary Teaching and Learning Material
PITE	Provincial Institute of Teacher Education
STEDA	Sindh Teacher Education Development Authority
STLM	Supplementary Teaching and Learning Material
STTA	Short-Term Technical Assistance
STTB	Sindh Text Book Board
TA	Technical Assistance
TL	Team Leader

Acronym	Full Name
TOR	Terms of Reference
TTI	Teacher Training Institute
USAID	United States Agency for International Development
USG	United States Government

Acknowledgements

The findings and conclusions shared in this report could not have materialized without extensive assistance from the following experts. We are indebted to these individuals and to the management of their organizations.

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18	Mr Ahmed Ali Mahar	Assitant Director, STEDA
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Chemonics wishes to specifically acknowledge Dr. Valerie Haugen, Ms. Saba Ishrat, and Ms. Noshaba Parveen who provided essential input into the design, development, and analysis that went into creation of this study.

EXECUTIVE SUMMARY

Background

USAID is a development partner to the Government of Sindh and is currently supporting the Department of Education and Literacy with implementation of the Sindh Basic Education Program (SBEP) in districts Sukkur, Khairpur, Larkana, Qambar-Shahdadkot, Jacobabad, Kashmore, Dadu, and selected towns of Karachi city. The overarching goal of SBEP is “Increased and Sustained Student Enrollment in Primary, Middle and Secondary Schools in targeted geographical locations in Sindh.”

The USAID Sindh Reading Program (SRP) is a five-year collaborative initiative with the Government of Sindh that aims to improve the quality of reading and numeracy instruction and promotion of innovation and creativity in teaching and learning within classrooms in the seven target districts and five selected towns. SRP consists of four components and provides technical assistance, training, and resources for reading and mathematics teaching, learning, and assessment. As a result of the project, the following results are anticipated:

Expected Results of Sindh Reading Program 2014-2019

- Demonstrated literacy and numeracy skills and learning outcomes at a functional level in over 750,000 students in Grades K-5 in selected government schools of the Sindh province’s targeted 7 districts (all Talukas) and 5 selected towns of Karachi.
- Over 100,000 out of school children (ages 3 to 16 years) will be enrolled in non-formal and literacy programs in all Talukas of the target 7 districts and selected 5 towns of Karachi. This intervention should also lead to the transitioning of at least 50,000 to government schools.
- Parents or caregivers of these over 100,000 out of school children engaged in literacy programs in the target areas.
- Up to 25,000 government teachers demonstrating improved competencies in effective reading and mathematics instructions in all Talukas of the 7 districts of Sindh and 5 towns of Karachi.
- 500 government district officers/supervisors, principals/head/lead teachers, teachers, STEDA staff, faculty of PITE trained in developing, implementing, and monitoring on an annual basis the Early Grade Reading Assessments and Early Grade Mathematics Assessments and Continuous Professional Development teacher and administrator manuals and guides.

Gap Study

A theory of change held by SRP is that if we catalog and assesses the variety of available resources, then teachers and administrators can better select appropriate materials for their students. SRP will also use the results of the gap study to provide quality, grade-appropriate supplementary teaching and learning materials (STLM) to the project’s targeted teachers and students to promote the development of children’s early grade reading and math skills.

We know that, “To become fluent, meaning-making readers and writers, children must develop word knowledge at deep and ever more complex levels, as well as decoding skills. They must develop text knowledge to interpret the structures and conventions of literary language. They must understand reading and writing relationships in the broader communication systems of speaking and listening. **This only can be accomplished through deliberate practice with hundreds of words, thousands of concepts, and tens of thousands of language and literacy experiences.**”⁹

In addition, children’s interaction with mathematics – the distinctive symbolic language of mathematics and the use of spoken and written vocabulary and syntax specific to mathematics as a content area – also needs to be supported through intentional practice with concepts and mathematics experiences. For students to have these important developmental experiences it is important to have access to an extensive range of relevant, age and culturally-appropriate print and other materials in classrooms, homes and libraries.

As such, a three-part research exercise was conducted by SRP to ensure that high quality, appropriate, and diverse STLM are selected for use in classrooms with the long term objective of incorporating these into a larger sphere comprising of the school system, public libraries, and childrens’ homes. The research was spearheaded by SRP’s technical staff as well as a technical reference group of 24 personnel (12 women and 12 men of whom 17 are native Sindhi speakers and 7 native Urdu speakers). The technical reference group was formed by leveraging strategic relationships with the Sindhi Adabi Board (SAB), Sindhi Language Authority (SLA), Sindh Text Book Board (STTB), Bureau of Curriculum (BoC)

⁹ USAID. (2014) Early Grade Reading Toolkit. Washington, DC: USAID.

and Provincial Institute for Teacher Education (PITE)¹⁰ and with two independent consultants, Ms. Saba Ishrat, Ms. Noshaba Parveen.

The research team examined 795 books and 46 realia¹¹ items that were made available to the team by 76 publishing houses and relevant not-for-profit organizations. The team used several different structured instruments to examine the books and realia. This included characteristics and quality standards that reflect current knowledge and practices on STLM and their role in promoting childrens' ability to acquire language, including reading skills and mathematics skills.

Key Findings and Conclusions

The following key findings emerged from the data analysis:

1. There are significant gaps in children's literature/STLM with respect to the number of titles, the language medium and the age/grade levels targeted.
2. The children's literature/STLM do not accommodate the full (or even a good part of the) spectrum of genres that children will encounter throughout their lives.
3. The body of children's literature/STLM does not demonstrate progression against a variety of dimensions including concreteness to abstractness and picture to word/sentence ratios.
4. Literature titles for children in Sindhi and Urdu languages largely do not reflect recommended best practice in the physical design features for children's literature; most literature titles in the English language do reflect these best practices.
5. There is a limited research base for the language arts, including reading, in languages used in Sindh province, including the Sindhi and Urdu languages.

Given the large gaps in the body of children's literature in Sindhi and Urdu, as well as in English, the gap study shows that SRP can make a significant and important contribution to the development of STLMs that improve reading and mathematics skills of Sindh province children, and of Pakistani children more widely. However, it is not merely a matter of getting

¹⁰ See table 1,2 for a complete list of personnel from government and semi-autonomous organizations who provided technical expertise to undertake the research study.

¹¹ Flash cards, charts, models, manipulatives

STLM into children's and teachers' hands, although this is obviously the first step; it is essential to investigate how these materials are being used and if they are, indeed, transforming learning. A thoughtful strategy is needed to strengthen the link between research and practice, ideally involving existing research universities in Pakistan.

Last, the willingness of publishers in Karachi and Hyderabad to facilitate the SRP team's research and their expressions of interest in further collaboration is noted as low-hanging fruit for further interventions. However, filling gaps in children's literature titles is not merely a case of translating the content of a book from one language into another language – particularly if the aim of a reading program is to build pre-reading, emergent, and early reading skills in three distinct languages for children from multi-lingual mother tongue backgrounds. Investment in original, gender-sensitive, culturally-relevant content is required.

PART 1: INTRODUCTION

1.1 Background

Pakistan is home to approximately 182 million people. According to the United Nations, Pakistan ranks 118th out of 129 nations in basic education and only 68 percent of Pakistan's 21 million primary school-aged children are enrolled in school. The education sector allocation of the country's Gross Domestic Product (GDP) sits at 1.9 percent. To overcome this challenge, the Government of Pakistan (GoP) plans to increase education funding to represent 4% percent of the GDP in the near future¹² to increase access to a quality education, especially in remote and rural areas, and reduce regional disparities in educational attainment.

Sindh is the third largest province geographically and has the second largest population out of Pakistan's four provinces. Sindh is the third largest province geographically and has the second largest population of Pakistan's four provinces. The Government of Sindh provides education for over 4.2 million students and employs some 142,639 teachers (44,350 females/98,289 males) who work in 47,394 thousand schools.¹³

Pakistan is a linguistically complex country and Sindh province is no exception. Sindhi (سنڌي)¹⁴ is the official language of the province and is the first (mother tongue) language of about 25 million (59 percent) of Sindh's 40 million inhabitants. Sindhi is used as the medium of instruction in many government schools. Students are also expected to learn Urdu (the national language and official language of the Federal government) and English (the other official language of government). Other first languages of Sindh citizens include: Urdu (19 percent), Punjabi (10 percent and including four dialects), Pashto (10 percent) and Balochi (2 percent) with about 12 other languages spoken by smaller numbers of people.¹⁵ This linguistic diversity is brought into the classroom and brings with it complexities and challenges for teaching and learning.

¹² USAID. <http://www.usaid.gov/sites/default/files/documents/1871/Education.pdf> Accessed on October 17, 2014 from Sydney, Australia at 12:00pm.

¹³ SEMIS Annual census 2012-13

¹⁴ Sindhi has six major dialects: Sireli, Vicholi, Lari, Thari, Lasi and Kachhi. Sindhi is written in the Arabic script with several additional letters to accommodate special sounds. The largest Sindhi-speaking cities are: Karachi, Hyderabad, Sukkur, Shikarpur, Dadu, Jacobabad, Larkana and Nawabshah.

¹⁵ <http://www.census.gov.pk/MotherTongue.htm>

In order to support the Government of Sindh in its education sector reform efforts and to contribute to achieving the USAID Education Strategy Goal 1 (improve the reading skills of 100 million children in the primary grades by 2015), USAID/Pakistan conceived and is funding the Sindh Reading Program (SRP), a five-year collaborative initiative with the Government of Sindh that aims to improve the quality of reading and numeracy instruction and promotion of innovation and creativity in teaching and learning within classrooms in the seven target districts and five selected towns.

Over the course of five years, SRP will improve the quality of education by delivering quality instruction, promoting innovation and sustainability, and achieving rapid and measurable results in seven districts in northern Sindh and five towns of Karachi. SRP consists of four components and provides technical assistance, training, and resources for reading and mathematics teaching, learning, and assessment (please see expected results on page3).

SRP programming decisions and activities are informed by a learning cycle that consists of four elements depicted in Figure 2 (below).

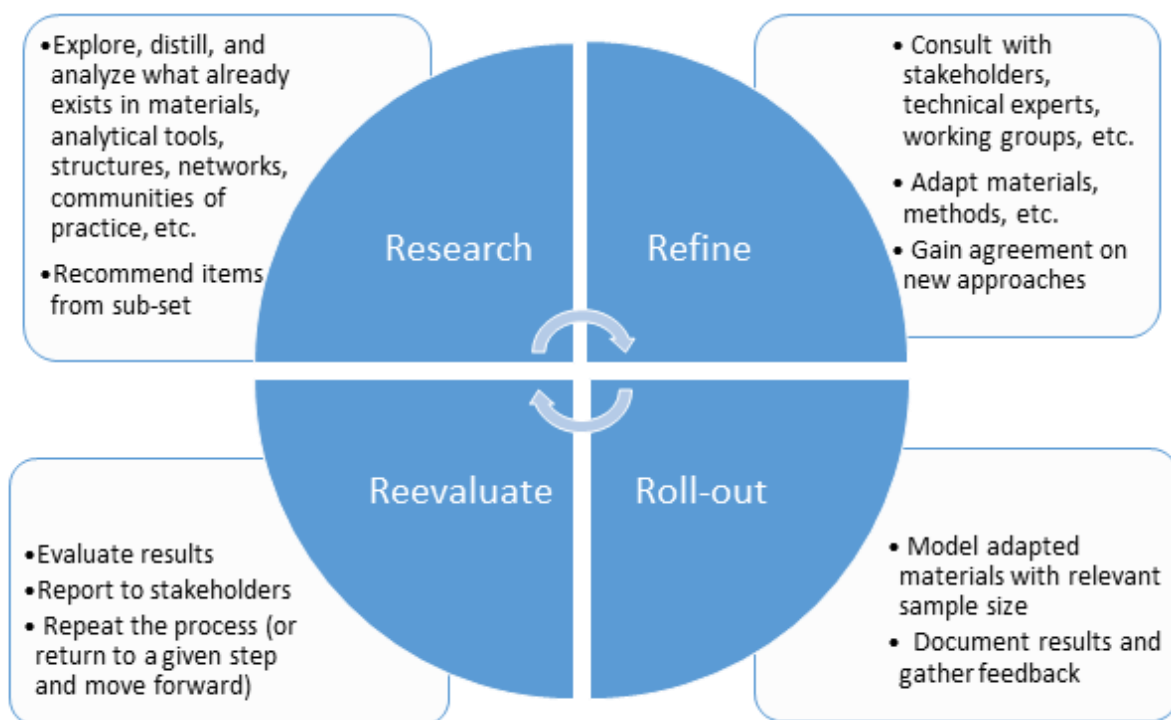


Figure 6: Learning Cycle

As part of the first and second elements, Research and Review, SRP technical personnel conducted Internet searches in order to collect and examine and adapt existing evidence and approaches for addressing the language arts (in particular, reading) and mathematics in both formal primary schools and non-formal education settings wherever available in the target districts. For example, SRP staff researched the importance of vocabulary expansion in improving reading skills:

“By the time students reach kindergarten they should have some print knowledge and vocabularies of about 6,000 words. Many children can write their names. (In kindergarten and grade 1) children develop a sense of the alphabetic principle and use sound-spelling relationships. Through grades 2 and 3...students develop their decoding skills, their fluency and additional strategies to make meaning from text. ...grades 4 through 8 is a time when students encounter wide varieties of texts and contexts, and all the reading demands that accompany these experiences. They must extend their vocabularies if they are to effectively obtain information from text; the texts also extend the background experiences and strategic habits of readers.”¹⁶

In addition, all languages start with a set of sounds that must be learned at an early stage of a child's development process. All languages then advance to include words that are combinations of those sounds. “Spoken language is the foundation of learning to read and write.”^{17,18} Conversations in all languages involve groups of words put together in accepted grammatical structure to express ideas. This is the essence of communication: expressing and receiving ideas in ways that are understandable for all involved. In their homes with their families, children learn the sounds of their language, vocabulary, and how to strategically combine words to form ideas and to express reality around them. Early in life, children are cogniscent about how language works as a medium of communication to create a community and they use their knowledge of spoken language as a foundational step to read.

¹⁶ Red Scholastic. (2002) A Look at the Research. Citing Dr. Jeanne Chall. http://www.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_assessment_red_c1_L02_tr_alookrsrch.pdf. Accessed on June 24, 2014.

¹⁷ Snow, C.E. (1983) *Literacy and Language: Relationships during the Preschool Years*. Cambridge, Massachusetts, USA: Harvard Educational Review, 53, (pp. 165–189).

¹⁸ Watson, R. (2001). *Literacy and Oral Language: Implications for Early Literacy Acquisition*. In S.B. Neuman & D.K. Dickinson (Eds.), *The Handbook of Early Literacy Research* (pp. 43–53). New York: Guilford Press.

Written language, however, is more difficult to learn than spoken language. This is because reading and writing involve extra layers of signs and symbols connecting them to sounds , which means beginners must learn the extra symbols and, in alphabetic systems, how letters represent individual sounds or phonemes. In addition to learning extra signs and symbols, beginners must learn that written messages stand on their own. Written language is decontextualized; that is, the sender and receiver of a written communication do not share the same time and space. The writer is not present to tell and explain his or her message to the reader. So the reader must apply his or her contextual knowledge to make logical sense of the message.

A key element in the teaching and learning process is the strategic use of materials that can be used to enhance the acquisition of reading the conventional language and developing mathematics skills of precision and orders of progression. According to the USAID Early Grade Reading Toolkit,

*“To become fluent, meaning-making readers and writers, children must develop word knowledge at deep and ever more complex levels, as well as decoding skills. They must develop text knowledge to interpret the structures and conventions of literary language. They must understand reading and writing relationships in the broader communication systems of speaking and listening. **This only can be accomplished through deliberate practice with hundreds of words, thousands of concepts, and tens of thousands of language and literacy experiences.**”*¹⁹

To facilitate the recursive learning through “deliberate practice”, SRP adheres to the following first principles espoused by USAID/Washington through collaboration with the International Reading Association. These first principles are based on an extensive review of the international literature on reading.

Principle 1: Oral language is the foundation of learning to read and write.

Principle 2: Books and texts are varied in genre and form; they are plentiful.

¹⁹ USAID. (2014) Early Grade Reading Toolkit. Washington, DC: USAID.

Principle 3: The learning environment contains abundant print of many kinds.

Principle 4: An evidence-based curriculum guides reading instruction.

Principle 5: Teachers are prepared to teach the reading program well.

Principle 6: An assessment system is in place.

Principle 7: Family involvement is an integral part of early grades reading.

Principle 8: Evaluation is a tool for change.

1.2 Purpose

SRP is committed to linking existing evidence with project implementation decisions to create a culture of reading. We undertook the STLM research exercise to contribute to Sindh children's acquisition of reading and mathematics skills through "deliberate practice" that is underpinned by good quality Supplementary Teaching and Learning Materials (STLM).²⁰

SRP undertook the first phase of a research study to identify and evaluate the quality and availability of STLM in Sindh province along a range of dimensions. The research study findings are being used to ensure that good quality STLM are provided to primary school inservice teachers for use in their classrooms and schools. It is important to note that the SRP STLM work is closely linked to and integrated with the project's ongoing teacher professional development activities. Teachers will explore how to use the STLM in their classrooms as part of the SRP professional development activities. A few more enterprising teachers of Sindhi background may be inspired to use the knowledge gained through SRP training and its use in their classroom to develop better STLMs for wider use. The study has indicated the paucity of STLMs particularly in Sindhi while pursuing the following four questions.

²⁰ SRP uses the term, **supplementary teaching and learning materials**, to emphasize that these items are in addition to the textbook, however, they are equally necessary in a classroom if children are to master reading and math skills. In a context where one textbook per subject per student is the exception rather than the rule in schools and classrooms and homes and where these places also typically lack children's literature and teaching and learning realia, children's literature and teaching and learning realia are essential, not merely "nice to have, supplementary", items.

The gap study aimed to answer four overarching questions:

1. What STLM are currently available for children to enhance reading and mathematics skills development?
2. Are there any gaps in the available STLM with reference to stages of reading and math development?
3. Are there any gaps in the available STLM with respect to a core set of designated quality dimensions?
4. If there are gaps in STLM availability and quality, what can be done to address these gaps?

To answer these questions, the SRP STLM research study began by identifying and evaluating the quality of the STLM in the market against a number of dimensions, then identified and recommended ways and means of addressing any gaps in the availability of good quality STLM. This initial assessment was followed by soliciting in-service teachers' perspectives on the availability, quality and use of STLM. Finally, the preliminary results were presented to enhance the understanding of governmental and semi-governmental education institution personnel about STLM for reading and mathematics skills development.

1.3 Methodology

SRP Early Learning and Literacy Advisors, Mr. Muhammad Yusuf and Mr. Saeed Nasim, in collaboration with independent consultants Dr. Valerie Haugen, Ms. Saba Ishrat, and Ms. Noshaba Parveen, and 24 selected personnel (12 women/12 men of whom 17 are native Sindhi speakers and 7 native Urdu speakers) formed the technical reference group to collaborate on the STLM investigation to leverage one another's experience and knowledge. The technical reference group was formed by leveraging strategic relationships with the Sindhi Adabi Board (SAB), Sindhi Language Authority (SLA), Sindh Text Book Board (STTB), Bureau of Curriculum (BoC) and Provincial Institute for Teacher Education (PITE).²¹ They comprise the project's STLM Technical Reference Group and undertook the first of three rounds of in-depth analyses and development of selected STLM in Sindh.

²¹ See Table 1 for a complete list of personnel from government and semi-autonomous organizations who provided technical expertise to undertake the research study.

The SRP STLM Investigation consisted of four stages:

- **Stage 1:** Preparation for STLM Investigation – Establishing analytical frameworks and developing the syllabus and materials and inviting experts for the workshop to investigate existing STLM
- **Stage 2:** STLM Investigation Workshop – A three-part workshop consisting of Part 1 Laying the Groundwork; Part 2 Fieldwork at Publishing Houses; Part 3 Evaluating STLM²²
- **Stage 3:** Rapid Stocktake of Teacher Perspectives on STLM – An investigation of teachers’ perspectives in SRP’s seven northern Sindh districts and Karachi
- **Stage 4:** Production of the STLM Gap Study Report.

For the sake of brevity, this study focuses on a description of Stage 1 in order to provide the reader with the appropriate understanding of the basis of the research study and then presents the findings of the field research carried out in Stages 2 and 3. The study finishes with a brief set of conclusions.

1.4 Limitations

A robust discussion on the key findings and conclusions from the research is provided below. However, it is important to note a few limitations about the research exercise.

- Items made available to the SRP technical team and the technical reference group were those that were more readily available at the publishing houses and do not necessarily comprise all of the titles and realia available through a publishing house catalog. Had the team examined all catalog materials, the findings would perhaps be different than those reported here. While conversations with publishing house personnel during site visits corroborate our findings reported below, there may be merit in some further validation of the findings through additional inputs from members of the technical group, major publishers and well-known authors.
- Publishing houses and not-for-profit organizations in Karachi and Hyderabad, Sindh province were visited. With additional time and resources, the team would have

²² Readers who are interested in the workshop agenda, see Annexure C.

accessed additional organizations and materials in other parts of Pakistan which, again, may have resulted in different findings.

- The team was unable to find any established toolkit Urdu and Sindhi in Pakistan that could be used for the gap study. As such, assessment instruments had to be created from the ground up or adapted and a workshop on early grade reading curriculum including exercises had to be produced in a limited timeframe. Given these circumstances, there are surely improvements that could be made in both processes used and the outcomes achieved.

PART 2: DISCUSSION OF STAGE 1 OF THE GAP STUDY

As noted previously, this section of report provides the reader with a description of the preparation stage of the STLM investigation and expansion.

An important first step in the development of the methodology to undertake the STLM research study was deciding on the conceptual framework to be used for the stages of reading development. There are numerous reading stages frameworks that have been developed by reading experts over the years (e.g., Gove and Cvelich 2010; USAID 2009; Roskos *et alia* 2009; Chapple Wang 2008; Spear-Swerling and Steinber 1996; Frith 1985 and Chall 1983) and each one has its respective advantages and disadvantages. Rather than settling on one particular framework, Mr. Muhammad Yusuf (SRP Early Learning and Literacy Advisor) undertook a meta-analysis of the existing frameworks and eliminated any overlaps and gaps to produce a consolidated framework – Sindh Reading Program Stages of Reading Development (SRP SRD – see Figure 3 below).²³ The SRP SRD was used as the basis for the STLM analysis and incorporated into SRP’s teacher professional development curriculum.

²³ The visualization of the SRP SRD (Figure 2) is based on work produced in 2010 by the Research Triangle Institute and has been adapted by SRP. We are indebted to RTI. Please see Gove, A. and P. Cvelich, P. (2010) *Early Reading: Igniting Education for All. A Report by the Early Grade Learning Community of Practice*. Research Triangle Park, North Carolina, USA: Research Triangle Institute. SRP has deliberately extended the “Learning to Read” arrow to cover all reading stages. It is our contention that as texts become increasingly complex and as new genres are encountered, the reader must learn to read these new forms and this requires the development of additional skills and understanding in order to make sense of the features of such texts and to be able to “read to learn”.

Sindh Reading Program Stages of Reading Development

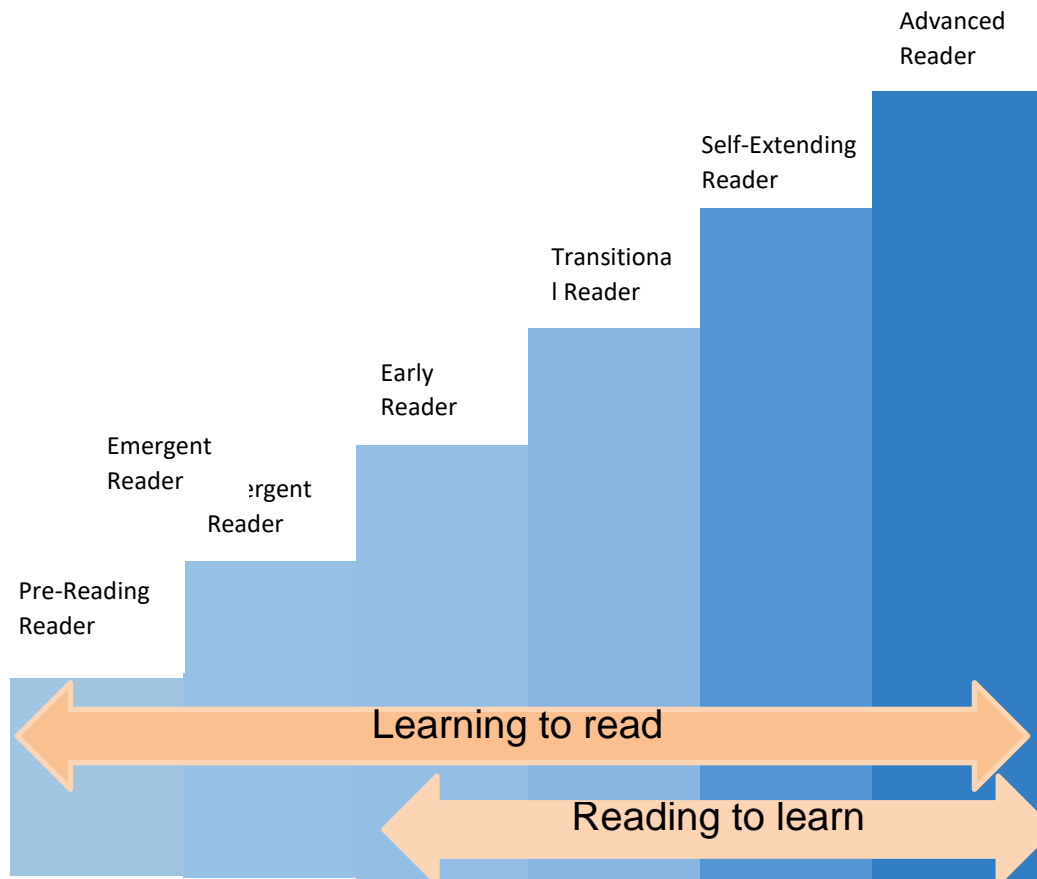


Figure 7: Sindh Reading Program Stages of Reading Development

Mr. Yusuf *et alia* then undertook a comparative analysis of the Government of Pakistan Ministry of Education national curriculum for reading in Urdu and Sindhi languages from pre-kindergarten to Grade 5 against the SRP SRD (Comparative Analysis of SRP SRD and the National Curriculum for Reading Pre-K to Grade 5) in order to identify any gaps in the curriculum and to share this analysis with government colleagues.

The second important step was to “unpack” the notion of supplementary teaching and learning materials (STLM).²⁴ This notion is a broad one and can range from pencils and paper to textbooks to any type of item brought into the classroom that is used for instructional purposes. A quick Internet search showed that STLM as a concept is rarely defined with any specificity, some organizations separate out teaching materials from learning materials (but

²⁴ These materials are also called “instructional materials”.

the reason for the placement of a material in a particular category is not clear)²⁵ and there is also a dearth of research on the actual utilization of various types of STLM, including textbooks. In total, 795 children’s literature titles aimed at readers ages 3 to 17 from 76 publishing houses and not-for-profit organizations and 46 pieces of realia were examined. For SRP purposes, we focused our research on just children’s literature and realia.

Of these two categories, our research was primarily focused on children’s literature and we established the following genre-based hierarchy (see Figure 4 SRP Children’s Literature Genre-Based Hierarchy below).

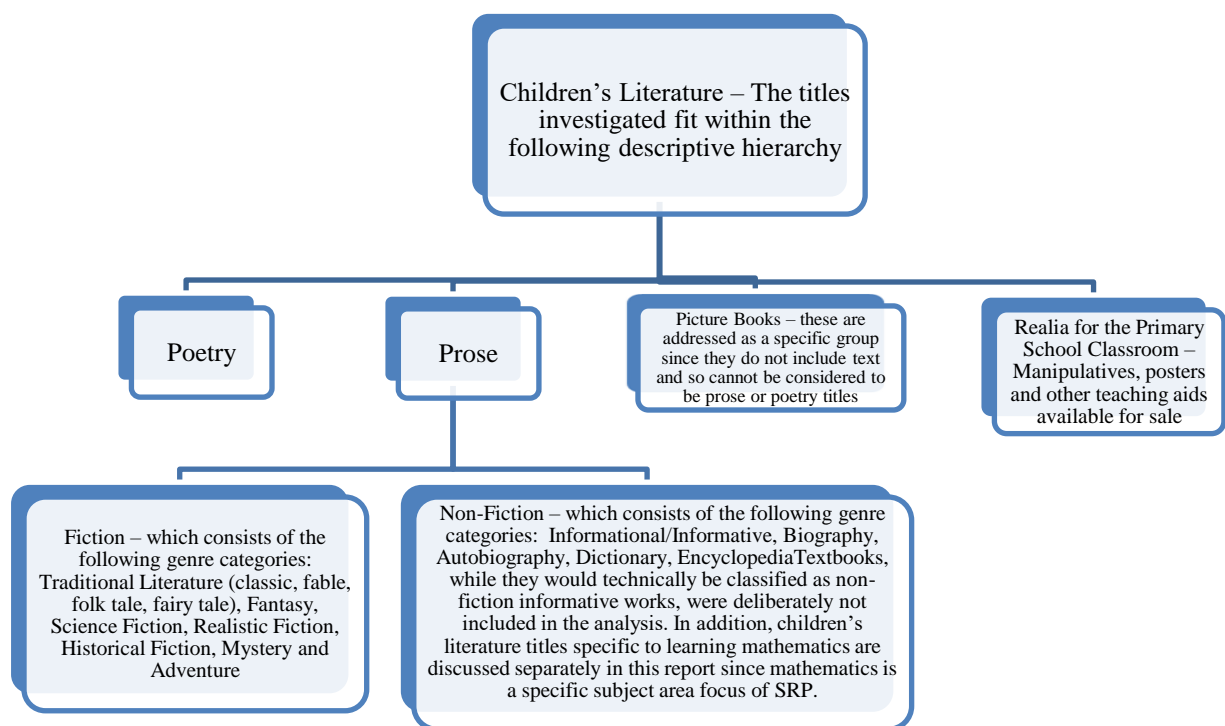


Figure 8: SRP Children’s Literature Genre-Based Hierarchy

The third step was to examine existing representations of the stages of mathematics development. SRP collaborators for Component 1 (Teacher Professional Development) took the lead in formulating an SRP Stages of Mathematics Development (SRP SMD) conceptual

²⁵ UNESCO. (2014) Systematic Monitoring of Education for All: Module A4: Use of Information in Monitoring, Planning and Management. <http://www4.unescobkk.org/education/efatraining/module-a4/8-learning-materials/> Accessed on September 15, 2014.

framework that mirrors that of the SRP SRD. The mathematics stages correspond to the subject matter foci of the mathematics standards of the national curriculum:

- Standard 1: Numbers and operations
- Standard 2: Algebra
- Standard 3: Measurements and geometry
- Standard 4: Information handling
- Standard 5: Reasoning and logical thinking

This twinning of conceptual frameworks was done deliberately to reduce the complexity of concepts being covered in the teacher professional development curriculum. SRP Component 1 collaborators have introduced the concept of “Language in Math and Math in Language” to emphasize the interdependencies between language and mathematics and the development of competence in both content areas. SRP is continuing to develop and refine the content for the mathematics stages of development and will undertake the same analysis of these stages against the national curriculum for mathematics.

Sindh Reading Program Stages of Mathematics Development

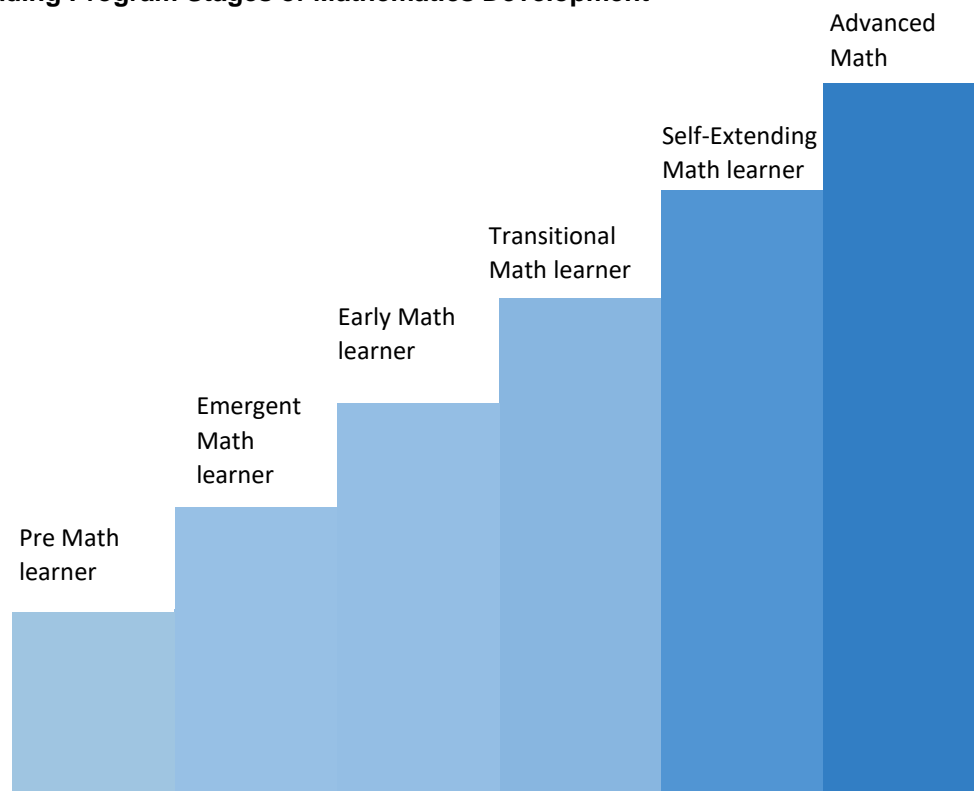


Figure 9: Sindh Reading Program Stages of Mathematics Development

PART 3: DISCUSSION OF STAGES 2 - 3 OF THE GAP STUDY

Stage 2 Research

Two other STLM workshops were organized. These two subsequent rounds aimed to work with publishing houses to raise awareness about the need to improve the quality of existing STLM and increase the number of new STLM in Sindhi and Urdu for children. To assist the publishing houses, SRP developed a strategic plan to guide the improvement and development of quality STLM. SRP helped publishers to ensure that international knowledge about the content and linguistic considerations when improving/writing children's literature are utilized in the development of additional titles to fill gaps in children's literature within STLM. A series of meetings were conducted with publisher liked Sindhica and Kachho to share guidelines for improvement of children supplementary readers. To examine the "hard" aspects of children's literature (specifically, font type, font size, word and letter spacing, color, trim and binding and paper, etc.), SRP drew on guidance provided through the USAID webinar, "Best Practices in Developing Supplementary Reading Materials.

Stage 3 Research

From June 17-27 2014, a pilot teacher professional development workshop was organized in all SRP tartgeted disticts. Two STTAs show-cased a total of 46 STLM with 165 teachers and Supervisors in SRP target districts.

In each STLM orientation session of 1 hour and 30 minutes, teachers and supervisors were asked to answer 10 oral questions²⁶ as a whole group regarding the current practices of supplementary teaching and learning material in their schools and classrooms. Teachers and supervisors shared their view and challenges faced during teaching language and mathematics to children aged 3 to 12 years. After the questions and answer session 20 teachers and 2 supervisors in each district were asked to analyze a STLM with the help of a questionnaire²⁷ on a 5 point Likert scale by showing selected STLM.

²⁶ Annex D: Question discussed with the teachers and supervisor for feedback

²⁷Annex E: Survey with SPE and Teachers form for material evaluation

PART 4: CONCLUSIONS

Key Findings

A number of key findings emerged from the SRP STLM gap study. These findings are presented below along with the implications specific to the finding. Some findings are specific to the presence, quality, and gender balance of STLM, some are specific to teachers' opinions about STLM and others to capacity enhancement of government personnel who collaborated in the research study. The findings are based on analyses of the data presented in the visuals included below as well as other data visualizations that have not been included in the body of the report. If the reader is interested in the other visualizations, these can be made available on request.

Gap 1: There are significant gaps in children's literature/STLM with respect to the number of titles, the language of content, and the age/grade levels.

Table 3: Summary of Distribution of Titles by Target Grade and Age

Grade Level	Years of Age	Number
Pre-School, Kindergarten	3 to 5	34
Grades 1 to 3	6 to 8	167
Grades 4 to 6	9 to 12	524
Grades 7 to 9	12 to 14	70
Grand Total		795

Distribution of Titles by Grade and Age Level

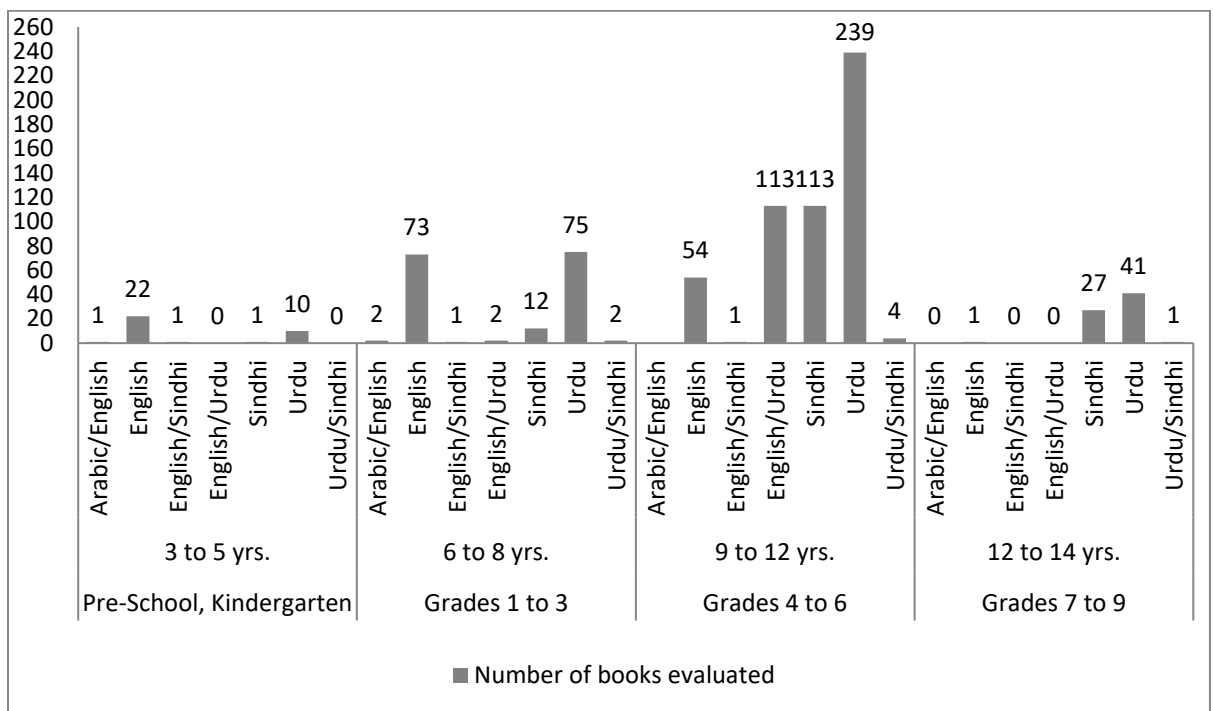


Figure 10: Distribution of Titles by Language, Age and Grade Level

Gap 1a: Literature titles for children are limited in all three of the target languages.

Comparison of titles for books in English, Sindhi, and Urdu shows that there are more books available for children in Urdu (252 for Urdu only titles and 374 titles if bilingual titles where Urdu is one of the languages are taken into account). Titles in the Sindhi language are the next most prevalent (153 for Sindhi only and 162 for bilingual titles where Sindhi is one of the languages). In the English language, there are 105 for English only and 225 if bilingual titles are included in the count.

Gap 1b: Literature titles for children aged 3 to 14 and for grades pre-kindergarten to nine are limited overall, but they are particularly limited for the youngest learners. The greatest number of titles was available for children in the middle primary years.

Gap 1c: Literature titles that address two (or more) languages are limited, particularly where the Sindhi language is one of the target languages. There are only nine bilingual titles that involve Sindhi whereas there are 118 titles that involve Urdu.

Discussion: The absence of book titles for the youngest learners is especially problematic and has undersirable repercussions for gaining mastery over the fundamental, foundational

skills of reading. The same observation applies to the absence of book titles in the Sindhi language and the absence of bilingual book titles. In addition, there is a missed opportunity to expose children to all three of the languages that are linked to power and position in Sindh province, in Pakistan, and internationally (Sindhi, Urdu, English).

The gaps also mean that there are few book titles that parents can use for lap-reading, which is perhaps the greatest predictor and contributor to the development of a child’s reading ability. A child in the U.S. spends 900 hours per annum in school and 7,860 hours out of school and it is highly likely that a child in Sindh spends more hours outside of school; consequently, availability (and use) of children’s literature in the home is important.²⁸ Given this situation, it will be difficult for teachers, parents and librarians to expose children to the recommended extensive and intensive range of literature and print events that are needed to help a student progress from being a “pre-reading reader” to an “advanced reader”.

Gap 2: The children’s literature/STLM do not accommodate the spectrum of genres that children will encounter throughout their lives.



Enjoyable children’s books can increase reading at home.

²⁸ Jim Trelease (2013). *The Read-Aloud Handbook: Seventh Edition*. Penguin Books

Titles by Genre Types and Age and Grade Level

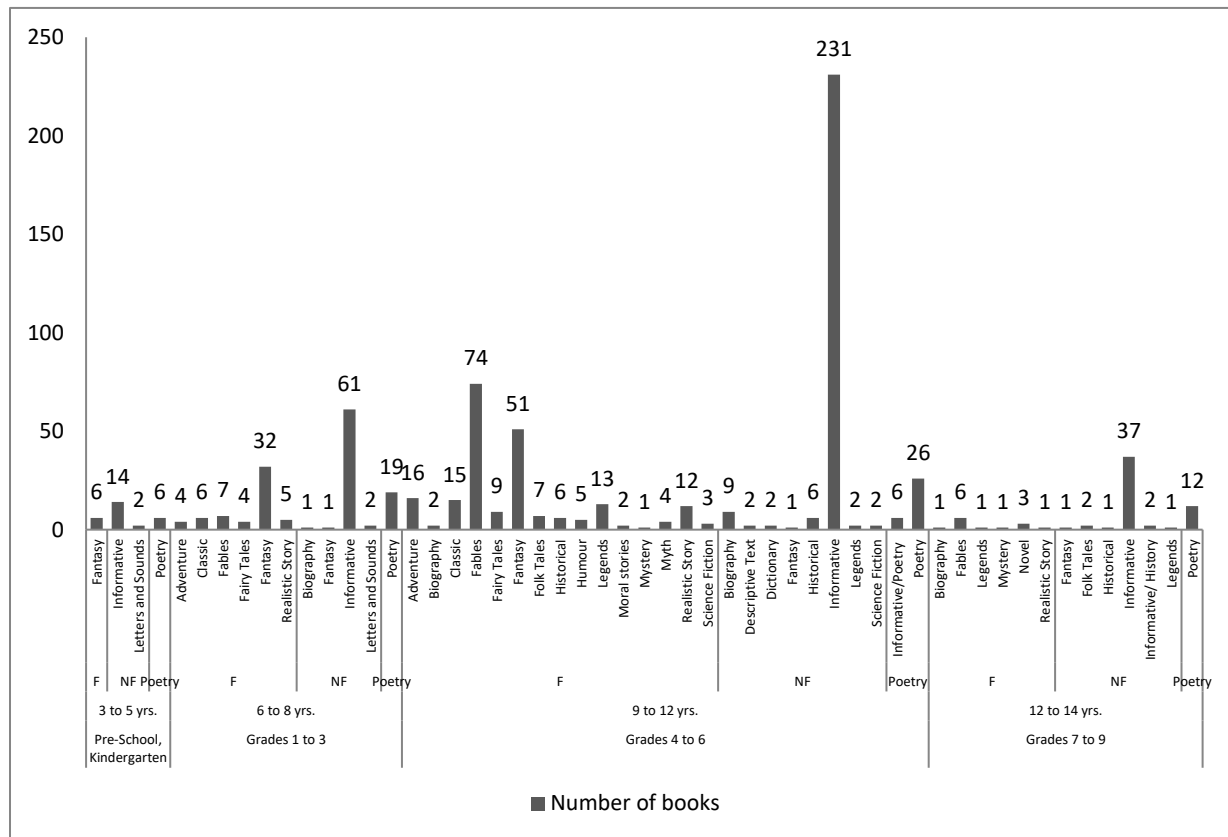


Figure 11: Titles by Genre Types and Age and Grade Level

Gap 2a: Literature titles for children do not represent the full spectrum of literary genres in any of the three target languages, with the literature titles in the Sindhi language being the most deficient.

Gap 2b: Literature titles for children that are classified as the non-fiction informative genre are the most prevalent (372 titles), with the fable 78 and fantasy 91 genre the next most prevalent; all other genres are virtually non-existent.

Discussion: Different genre types – the major (fiction, non-fiction and poetry) and their sub-categories each has its own distinct literary conventions and often its own distinct vocabulary, particularly for non-fiction informative works. In order to reach the advanced

reader stage as mentioned by Chall (1983)²⁹, it is essential for learners to be exposed to a wide and diverse range of literature across both the traditional genre types (used to frame our genre analysis) and contemporary, emerging genre types (such as poetic non-fiction). In addition, the demonstrated link between reading and writing (where being a proficient reader is a proxy for being a good writer) means that the language art of writing can also benefit from read.

Gap 3: The body of children’s literature/STLM does not demonstrate progression against a variety of dimensions, particularly in Sindhi and Urdu literature.

Gap 3a: The body of literature titles for children does not demonstrate a progressive spectrum that moves from concrete to abstract representations of content.

Gap 3b: The body does not demonstrate a progressive spectrum in picture to word ratios (moving from picture books that tell a story visually to books with mostly pictures and a few sentences per page to books that have no pictures and are all words).

Gap 4: Literature titles for children in Sindhi and Urdu languages largely do not reflect recommended best practices in the physical design features for children’s literature; most literature titles in the English language do reflect these best practices.

Discussion. Although the SRP research team did not undertake a detailed analysis of all of the physical aspects of all 795 titles that were reviewed, a rapid assessment of font type and size, letter and word spacing and use of color and other aspects of layout and paper, trim sizes and binding methods showed that there is little attention paid to these features.^{30 31} Since these physical features can facilitate or confound the learner’s ability to make meaning of the book content, the lack of attention has repercussions for learning.

²⁹ Chall, Jeanne. (1983). *Stages of Reading Development*. New York: McGraw Hill

³⁰ The SRP research team is indebted to USAID/Washington for the excellent webinar, “The Best Practices in Developing Supplementary Reading Materials”, and used the framework developed by Maggie de Jongh and moderated by Rebecca Rhodes as the basis for the rapid analysis of the children’s literature titles.

³¹ As SRP moves ahead with STLM Investigation Stages 2 and 3, further work will be undertaken with publishers (commercial and government) to examine and introduce best practices with respect to physical design features and to take into account cost implications of color, paper and binding types, production methods and scale, and the potential possibilities of a digital platform of supplementary reading materials.

Gap 5: There is a limited research base for the language arts, including reading, in languages used in Sindh province, including the Sindhi and Urdu languages.

Gap 5a: There are no readability formulae for Sindhi, Urdu or other languages used in Sindh province by Sindh children. The implications of this gap are significant with respect to the development of leveled readers, assisting children with learning (reading) difficulties and linking children's literature titles to the national curriculum for reading among others.

Gap 5b: There are no fluency formulae for Sindhi, Urdu or other languages used in Sindh province by Sindh children. The implications of this gap are significant with respect to determining what degree of fluency is desirable for a child in order to facilitate comprehension and for the administration and analysis of the Early Grade Reading Assessment, among others.

Gap 5c: Applied linguistics (in all of its branches of investigation) is an embryonic field in Sindh province and in Pakistan more broadly. This gap has significant implications for linking research with practice in classrooms and the improvement and enrichment of both research and practice.

Gap 5d: There is little, if any, research on the physical design features for children's literature in the Sindhi and Urdu languages and little, if any, research on cultural predispositions of Sindh children regarding design features such as color and use of formatting and shapes.

Discussion: This lack of research is not just a problem in Sindh with respect to the Sindhi and Urdu languages, however. According to USAID (2014), "In general, findings from the review (of research on supplementary reading materials) indicate a lack of research on the effects of the visual format and design of reading materials, especially in the context of providing reading materials to children in developing countries (Praphamotripong, 2010). Final guidelines for effective supplementary reading materials would benefit from further research and field-testing to provide empirical evidence of impact on the development of literacy skills. Given that the use of font, color and lay-out can assist or confuse a child's

learning, the lack of research on these features and any cultural predispositions/preferences is a liability for the teaching and learning process.³²

Gap 6: There are very few supplementary materials in Mathematics, in Urdu and Sindhi.

Gap 6a: There are no supplementary books in Mathematics in Urdu and Sindhi which provide opportunities to students for rigorous practice in acquiring mathematics skills. Mostly publishers print Math textbooks, mostly used by private schools as additional textbooks.

Gap 6b: There are a good number of math manipulatives available with National Educational Equipment Center (NEEC) Lahore, but even NEEC does not have mathematics manipulatives like cuisenaire rods, pattern blocks, base 10 blocks and multilink cubes. Our team could not find them even in STLM market of Karachi and Hyderabad.

Discussion: It is essential for learning and demonstrating efficiency in mathematics that students get opportunity of rigorous and repetitive learning skills.

Overall Conclusions

SRP can make a significant and important contribution to the development of reading and mathematics skills by Sindh province children and to Pakistani children more widely. The large gaps in the body of children's literature titles against a range of analytical dimensions presents an opportunity for SRP and the Government of Sindh that need not be excessively costly or onerous. Working to address these gaps, however, will require a thoughtful strategy that recognizes 1) the pressing need to get STLM/children's literature into children's and teachers' hands, and 2) the imperative to ensure that any existing titles that are improved upon or new titles that are produced reflect what is known about developing good quality children's literature.

There is also an opportunity to work with Sindh universities to strengthen the link between research and practice. One place to begin is with the Department of Applied Linguistics at the

University of Karachi and University of Sindh. A significant gap in the research around the application of STLMs hinders the further development of these fundamental learning materials. It is not merely a matter of getting STLM into children's and teachers' hands, although this is obviously the first step; it is essential to investigate how these materials are being used and if they are, indeed, transforming learning.

Last, the willingness of publishers in Karachi and Hyderabad to facilitate the SRP team's research and their expression of interest in further collaboration is low-hanging fruit. A caution is made, however, that filling gaps in children's literature titles is not merely a case of translating the content of a book from one language into another language - particularly if the aim of a reading program is build pre-reading, emergent and early reading skills in three distinct languages for children from multi-lingual mother tongue backgrounds.

Annex A1: List of Publishers and Total STLM Investigated (Books)

Publisher Name	No. Books
A R art club Karachi	1
Afaq Publishers	122
Ajaib Store Sukkur	1
Al Faisal Lahore	2
AlAsad Publications	1
Ausar Ashaitano Hyderabad	4
Azhar Publishers	1
Baba Publisher Lahore	1
Bahu Publication	1
Book Group	10
Carwan Publishers	2
Childrens Publications	103
City Book Point	2
Dar ul Salam	27
Dogar Publishers Lahore	1
Dreamland Publications	3
Duaa Publication	1
ERDC	3
Ferozson's	102
Gaba Educational Books	38
HANDS USAID RCC programe	3
Haq Publications	1
Heinemann/Sunrise	2
Idaray Matboat e Sulmane	1
Iqbal Publisher Lahore	1
Jahangir Book Depot Lahore	2
Jamil Book Center Lahore	1
JB Brothers Karachi	1
Kachho Publications Karachi	1
Khalid Publishing Company	5
King Publisher	2
Lady Bird Books	11
Mamtaz Publisher Karachi	2
Marshal Cavendish Education	1
Mashal Books	1
Mushtaque book corner Lahore	6
Naveed Book Depot	4
Nawab sons	1
Oriental Book Society	1

Oxford University Press	64
Paramount Publishing Enterprises	16
PEARSON Education Ltd.	12
Phoenix Books	8
Premier Publishers, Paramount	9
QEB	3
Rabia Book House Lahore	3
Rahber Publishers	1
Rehman Books	4
Right Educational Marketing	14
Roshni Publication	8
Royal Book Depot Hyderabad	6
Saleem Book Depto	1
Scholastic	3
Shah Latif Kitaab Ghar	3
Shama Book Agency	29
Silver Dolphin	4
Sindh Science Society	1
Sindhi Adabi Board	52
Sindhi Language Authority	5
Sindhi Zubaan Publications	1
Sindhica	53
Singapore Asia Publisher	3
SS Publishers	1
Star Publishing, Paramount Publishers	2
System Publishing	3
Taj book	1
Ushba Publishing House	8
Young Learners	3
Zaka publishers Lahore	1
Total Books	795

Annex A2: List of Publishers and Total STLM Investigated (Realia)

Publisher Name	Type	No. Books
Apple Publishing Pvt.	Chart	4
	Chart	7
	Chart	9
	Flash cards	1
	Flash cards Alif Bay Pay	2
KIDDIBIRD SDN BHD	Chart	3
Maxim Press and Publication Sdn.Bhd	Flash cards-Tell the time	1
Mind to Mind	Flash cards beginners 1000 phonics	1
	Plastic material	1
	Posters and Worksheets	3
	Puzzle	1
	Stencils	1
TEACH A TOT Publications	Chart	3
The Bookube	Manipulative	1
Urdu Bazar	Abacus	1
	Clock 4 in 1	1
	Computation study box	1
	Cutouts- 1 to 9	1
	Cutouts- Shapes	1
	Fraction Tray	1
	Jigsaw Puzzle	1
	Magnetic board XL	1
Total		46

Annex B1: Identification for print material Evaluation Matrix

- 1. Title in Book Language**
 - i. Language
 - ii. Title translated from
- 2. Subject**
 - i. F=Fiction; NF=Non-Fiction
 - ii. Genre
 - i. Poetry
 - ii. Fiction: Adventure, Classic, Fable, Folk tale, Fairy tale, Science Fiction
 - iii. Non Fiction: Informative, Essay, Historical, Biography, Dictionary, Encyclopedia
- 3. Target Age Group**
 - i. Very Young=0-2; Preschool=3-5; Lower Primary=6-8; Upper Primary=9-12
- 4. Target Education Level**
 - i. Preschool, Kindergarten, Grades 1-3, Grades 4-6, Grades 7-9, Grades 10-12
- 5. Number of Pages**
- 6. Relationship of Pictures to Words**
 - i. All=All Pictures
 - ii. Pictures + A Few Words
 - iii. Pictures + A Few Sentences
 - iv. A Few Pictures + A Few Sentences
 - v. A Few Pictures + Many Sentences
 - vi. Very Few Pictures + Mostly Text
 - vii. No Pictures + All Text
- 7. Language Complexity**
 - i. VS=Very Simple Syntax + Very Common Vocabulary; MS=Moderately Simple Syntax + Mostly Common Vocabulary; CS=Complex Syntax+ Much Uncommon Vocabulary
- 8. C=Color; BW=Black and White**
- 9. Print and paper quality (3=Indestructible; 2=Repeated Use; 1=Limited Use)**
- 10. Author/ Illustrator details**
- 11. Gender Sensitive**
 - i. ER= Equal representation of both Gender; UER=Unequal Representation of both Gender
 - ii. Gender sensitive language illustration= Yes or No
- 12. Publisher Name**
- 13. ISBN**
- 14. Price**
- 15. Our Impression**
 - i. E=Excellent; A=Average; P=Poor

Annex B2: Identification for non-print (realia) material

- 1. Title/Type of Item**
- 2. Subject**
 - i. 1-Maths
 - ii. 2. Language
 - iii. 3.Others discipline (Specify)
- 3. Content Area**
- 4. Target Age Group**
 - i. Very Young=0-2; Preschool=3-5; Lower Primary=6-8; Upper Primary=9-12
- 5. Target Education Level**
 - i. Preschool and Kindergarten, Grades 1-3, Grades 4-6, Grades 7-9, Grades 10-12
- 6. Language Complexity**
 - i. VS=Very Simple Syntax + Very Common Vocabulary; MS=Moderately Simple Syntax + Mostly Common Vocabulary; CS=Complex Syntax+ Much Uncommon Vocabulary
- 7. C=Color; BW=Black and White**
- 8. Print and paper quality (3=Indestructible; 2=Repeated Use; 1=Limited Use)**
- 9. Author/ Illustrator details**
- 10. Gender Sensitive**
 - i. ER= Equal representation of both Gender; UER=Unequal Representation of both Gender
 - ii. Gender sensitive language illustration= Yes or No
- 11. Publisher Name**
- 12. ISBN**
- 13. Price**
- 14. Our Impression**
 - i. E=Excellent; A=Average; P=Poor

Annex C: STLM Workshop Agenda

Day 1 Inauguration ceremony, introduction of a language learning

Time	Sessions	Facilitator	Goal/objective	Key Concepts	Activities	Materials
Day 1: Monday 5 May 2014						
8:30 - 9:00 - Arrival and Registration						
9:30 - 9:45	Introduction of participants	Saeed Nasim	Familiarize participants with each other	Socialization	Whole group	
9:45 to 10:05	Introduction of the Sindh Reading Program (SRP)		To develop understanding of scope and objective of SRP	SRP; Districts; Components; targets; focus	Whole group	PPP, Multimedia with laptop, SRP marketing folder (30)
10:15 to 10:30	Objectives of the workshop & Function of Material development working group	M Yusuf	To develop understanding of expectation from work group under SRP C3	Function of working group	Whole group	PPP, Multimedia with laptop, Flip charts
10:30 - 11:00	Opening Remarks of the Guest				The key institution heads will be invited share their views about their involvement and expectation	
11:00 - 11:30 - Tea and socialization break						

11:30 to 13:00	Introduction of Language Learning	M Yusuf	To develop common understanding of language learning	How children learn language	Brainstorming, Whole group discussion, group work and presentation, Discussion and feedback, Q/A	PPP, Multimedia with laptop, Handouts "....." PPT (30), Flip charts, P. marker, White Board Marker
13:00 - 14:00	Lunch and Prayer Break					
14:00 - 14:30	Reading	M Yusuf	To define reading	Reading	Brainstorming, small group discussion	PPP, Flip Charts, White Board marker
14:30 - 15:30	Learning stages in reading	M Yusuf, Saeed Nasim	to develop common understanding on reading development stages	Reading development Stage	Brainstorming, Whole group discussion, group work (jigsaw reading) and presentation, Discussion and feedback, Q/A	PPP, Multimedia with laptop, Handouts "Reading development stages" PPT (30), Flip charts, P. marker, White Board Marker
15:30 - 16:00 - Tea and socialization break						
16:00 - 16:45	Continue...					
16:45 - 17:00	Closing -Muhammad Yusuf					

Day 2 Reading stages and its essential elements

Time	Sessions	Facilitator	Goal/objective	Key Concepts	Activities	Materials
Day 2: Tuesday 6 May 2014						

8:30 - 9:00 - Arrival and Registration						
9:00 - 9:30	Review of previous Day's sessions	Saeed Nasim	Answer Lingering Questions/address concerns		Whole Group	
9:30 - 10:30	Five Essential Elements of Reading	Yusuf	To develop understanding of essential elements of reading	Phonemic Awareness, Phonics, Fluency, Vocabulary Comprehension	Whole Group Discussion,	PPT,
10:30 - 11:00 - Tea and socialization break						
11:00 - 12:00	Continue...					
12:00 - 13:00	Reading SLO of National Curriculum	Saeed Nasim M Yusuf	To map the reading SLO with international reading stage development	Mapped reading SLO with reading development stages	Whole group discussion, small group discussion	PPP, Multimedia with laptop, Handouts "Reading ladder with Curriculum Mapping", Flip chart and white board marker
13:00 - 14:00 - Lunch and Prayer Break						
14:00 to 15:30	Decodable text	M Yusuf	To develop understanding of decodable text. To evaluate and develop decodable texts in Urdu and Sindh	Decodable text	Brainstorming, small group work and presentation	
15:30 - 16:00 - Tea and socialization break						
16:00 - 16:45	Continue...					
16:45 - 17:00	Closing -Muhammad Yusuf					

Day 3 Text Genre, Picture to Print Ratio and The Best Practices in Developing Supplementary Reading Materials

Time	Sessions	Facilitator	Goal/objective	Key Concepts	Activities	Materials
Day 3: Wednesday, 7 May 2014						
8:30 - 9:00 - Arrival and Registration						
9:00 - 9:30	Review of previous Day's sessions	M Yusuf	Answer Lingering Questions/address concerns		Whole Group	
9:30 - 10:30	Picture to print Ratio (Scaffolding: Concert to Abstract)	M Yusuf, Saeed Nasim	To develop understanding of how picture to print ratio facilitate in scaffolding in learning to read	Progression of Picture to print ratio in supplementary reading material	Whole Group Discussion,	Multimedia with laptop, Power point presentation
10:30 - 11:00 -Tea and socialization break						
11:00 to 13:00	Text Genres	M Yusuf, Saeed Nasim	To evaluate various types of Genres	Type of text Genres	Small group work and presentation	Power point presentation, Collection of text from different book presenting different Genres
13:00 - 14:00 Lunch and Prayer Break						

14:00 - 15:30	Best Practices in Developing Supplementary Reading Materials Webinar	M Yusuf, Saeed Nasim,	To develop understanding of best practices in developing STLM and adapt it in the context of SRP	Font Type & Size, word and letter Spacing, Use of Color, Trim Size and Binding	Whole group, Pause of video and discussion, matching with STLM	Multimedia with laptop with fast internet connection for video streaming :https://ac.usaid.gov/p49809629/?launcher=false&fcsContent=true&pbMode=normal", Handout "Best Practices for Development Supplementary reading Material" 6 pages per page * 30 sets
15:30 - 16:00 - Tea and socialization break						
16:00 to 16:45	Adaptation of Webinar Notes in the Context of SRP	M Yusuf	To Develop a matrix of material review and developing of STLM	Tool development	Group work and presentation	Flip Charts, P. Marker,, White board markers
16:45 - 17:00 Closing -Muhammad Yusuf						

Day 4 Mathematics learning, its staircase and gradual development of mathematics concept

Time	Sessions	Facilitator	Goal/objective	Key Concepts	Activities	Materials
Day 4: Thursday, 8 May 2014						
8:30 - 9:00 - Arrival and Registration						
9:00 - 9:30	Review of previous Day's sessions	M. Yusuf	Answer Lingering Questions/address concerns		Whole Group	

9:30 - 10:30	Mathematics Learning Staircase	Saeed Nasim	To development understanding for gradual progression in learning mathematics	Number Sense, Operation, Geometry and spatial, Measurement pattern, Display and analyzing Data	Whole Group, Small group work and whole class discussion	PPP, Multimedia, Laptop, Flip charts, Markers
10:30 - 11:00 -Tea and socialization break						
11:00 to 13:00	Continue...					
13:00 - 14:00 Lunch and Prayer Break						
14:00 to 15:30	National Curriculum for Mathematics	Saeed Nasim	To compare mathematics learning ladder with national curriculum	Number Sense, Operation, National Curriculum for Mathematics	Whole Group, Small group work and whole class discussion	National Curriculum for Mathematics, Multimedia, Laptop, Flip charts, Markers
15:30 - 16:00 - Tea and socialization break						
	Continue...					
16:45 - 17:00 Closing -Muhammad Yusuf						

Day 5 Action plan for STLM identification, evaluation and selection

Time	Sessions	Facilitator	Goal/objective	Key Concepts	Activities	Materials
Day 5: Saturday, 10 May 2014						
8:30 - 9:00 - Arrival and Registration						
9:00 - 9:30	Review of previous Day's sessions	M. Yusuf	Answer Lingering Questions/address concerns		Whole Group	
9:30 - 10:30	STLM Identification, Evaluation and Selection Tool kit Finalization	M Yusuf, Saeed Nasim	To Review and finalize the tool for STLM identification, evaluation and selection tool	Finalization of tool	Group work, Whole class	Flip Charts, Book Evaluation Matrix
10:30 - 11:00 - Tea and socialization break						
11:00 - 12:00	Continue...					

	Action plan for STLM selection	Saeed Nasim M Yusuf	To divide the whole group in sub-group for STLM selection	Mapping Sub-group with publishers	Class will be divided in sub-group, They will be mapped with publisher to evaluate and recommend STLM	List of publisher
12:00 - 13:00						
13:00 - 14:00	Lunch and Prayer Break					
14:00 - 15:30	Continue...					
15:30 - 16:00	Tea and socialization break					
16:00 - 16:45	Closing -Muhammad Yusuf					

Annex D: List of questions discussed with the teachers and supervisors for feedback

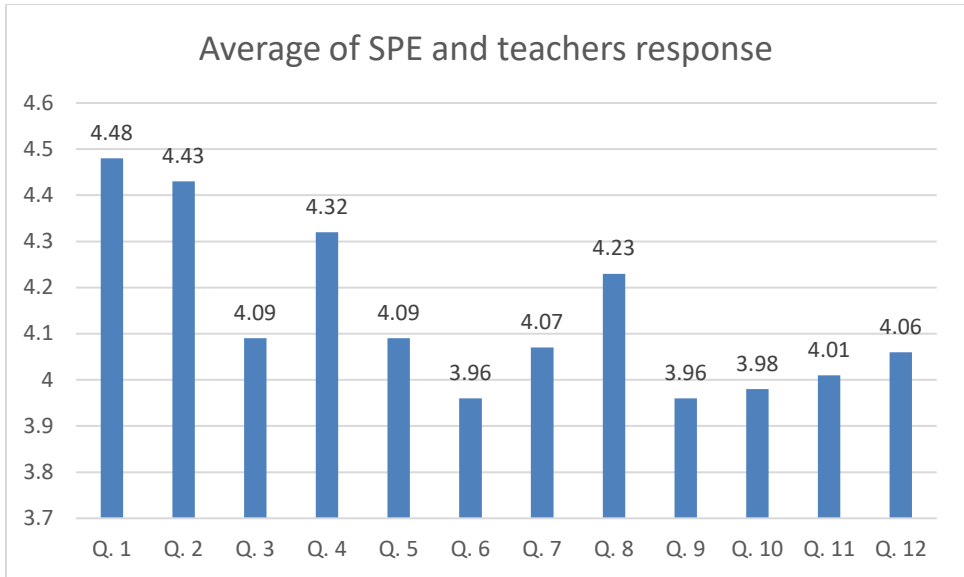
Following questions were discussed with the teachers and supervisors for a feedback on the STLM.

1. What kind of books student read mostly?
2. What kind of material available in the class room?
3. What kind of teaching aids do you use in the class room?
4. Do you use teaching and learning supplementary material while teaching language? If yes please specify.
5. Do you have school or class room library? How many books are there?
6. In last three months have you read any book? If yes, what type of books?
7. Do you use teaching and learning material for self-development?
8. What do you think about supplementary material required for the students?
9. Do you think students are interested in reading material other than the text books?
10. What kind of the material students are interested in reading other than the text books?

Annex E: Survey form for SPE and Teachers for material evaluation

Sindh Reading Program C3 – Supplementary Reading Material Evaluation Form

Name of Respondent						
School		District				
Name of Material		Date of Evaluation				
Indicators		Scale				
		Poor	Fair	Good	Very Good	Excellent
1. Is the material appropriate for children aged between 3 to 12 years?						
2. Are the learning objectives clear?						
3. Is the content current, relevant, balanced and accurate?						
4. Is the content appropriate to the needs of the cultural groups or delivery sector?						
5. Does the material present opportunities for task-based learning?						
6. Does the material present options for meeting individual needs?						
7. Does the material satisfy the various teaching and learning styles?						
8. Can the material be adapted to meet the needs of the targeted cultural group or delivery sector?						
9. Does the content reflect current and accepted methodology?						
10. Does the material present information in appealing ways?						
11. Does the material provide flexibility in its use?						
12. Does the material support self-directed learning?						



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