For decades, the experts at FHI 360 have helped governments improve learning outcomes by providing wide-ranging expertise in teaching and learning, policy and systems reform, community mobilization, gender equality, inclusive education and ICT for education. Our systemic approach and participatory methods lead to genuine ownership and lasting change.

TEACHER PROFESSIONAL DEVELOPMENT
Good teacher-student interaction in the classroom is the linchpin for success in education. FHI 360 programs support effective teaching practices and classroom management to enable student learning. Under the USAID-funded Improving the Quality of Primary Education Program (IQPEP) in Ethiopia, we worked with local universities and regional education bureaus to implement a learning system that used face-to-face learning, teacher guides, and peer learning circles to improve teachers’ subject knowledge and strengthen their pedagogical skills.

CURRICULUM AND INSTRUCTION
The USAID-funded Education de Base (EDB) project in Senegal was one of the few large-scale education projects focused on lower secondary schools to improve access and outcomes. EDB produced grade-specific pedagogical guides for seven core subjects to align them with adolescent learning and 21st century education principles. The curriculum incorporated civic participation, ICT and the world of work. The online resources became the most downloaded materials on the Ministry’s website. In 2012 The Results for Development Institute, with support
In 2012 The Results for Development Institute, with support from the Rockefeller Foundation, selected FHI 360 for an Innovative Secondary Education for Skills Enhancement (ISESE) award, recognizing the reforms under the Senegal Education de Base project as a model for improving the quality and relevance of middle school.

**LEARNING MATERIALS**

Textbooks, scripted lessons, readers and learning aids are directly linked to improved reading outcomes. We aim to strengthen quality and access to these resources in all of our projects with classroom components. The award-winning Malawi Timawerenga! We Can Read! project took an innovative, low-tech approach by providing interactive book-making workshops that taught parents and students to make small “decodable” booklets for children to use when reading at home. The follow-up household survey to study the impacts of the workshop on factors in the home that support reading found a 22% increase in family members helping children with homework and a 10% increase in family attendance at school meetings. Equally importantly, negative perceptions of the value of teaching children to read decreased from 25% to 10%.

**ASSESSMENT**

To accurately measure students’ progress in learning to read, our projects include rigorous early-grade reading assessments and formative assessments. In the Kosovo Basic Education Program (BEP), our team created an Albanian-language Early Grade Reading Assessment that provided the Ministry of Education with insight into the nature of student reading achievement and ways to improve it. The testing led to the development of the first Graded Readers, both print-based and digital, to be developed in the students’ mother tongue of Albanian. More than 42,000 students have benefited from this programming.

**POLICY AND SYSTEMS REFORM**

In countries with limited education budgets, sound policies and reliable systems are particularly important to ensure the efficient allocation and effective use of scarce resources. In Liberia, to address the issue of ghost teachers — those who are paid, but who do not actually teach — we are working with the Ministry of Education to install a biometric ID system that is linked to the payroll system. This innovative tool — linked with a robust EMIS system and GIS-mapping of schools — improves resource allocation, accountability, and timely salary payments to teachers. In addition to reducing fraud and increasing motivation and accountability with the information system, the USAID-funded project is strengthening the teacher system with policy reforms in teacher qualifications, recruitment, teacher deployment and career ladders. The return on investment for the systemic reforms grounded in the biometric ID system is substantial. By saving approximately 15% of the annual Ministry of Education payroll ($4.2m), the systems pays for itself in only six months.

**FAMILY AND COMMUNITY ENGAGEMENT**

Family and community support is crucial to student success. The USAID-funded SUMA project in Peru created a process that brought together students, parents, community members and teachers to set reading and mathematics goals. The participants regularly reviewed student learning outcomes, identified successes and obstacles, and adjusted strategies accordingly. By the end of the project, 96.7 percent of the students involved in the process had reached their goal of adequate coherency in writing.
Literacy 360 Applies FHI 360’S Proven Approaches to the Challenge of Early Grade Reading

Literacy 360 is the comprehensive, child-centered framework FHI 360 uses to guide programming aimed at helping children learn to read. Looking across both the education system and the community, we identify the factors that directly impact the learner, including teacher knowledge, practices, and attitudes, instructional materials, school leadership and family support. Next, we look at factors managed largely outside the school — curriculum, policy, community involvement and accountability systems. We also consider a society’s beliefs, policies, and practices regarding gender, language and culture, and inclusive education, and identify opportunities to harness technology and innovation.

After using the Literacy 360 framework to analyze these factors, we deploy evidence-based strategies — founded on international best practices plus our own research and experience — to improve reading outcomes.

A 360-approach to Improving Literacy in Equatorial Guinea

The Program for Education Development of Equatorial Guinea, or PRODEGE, is a landmark public-private partnership between the national government and Hess Corporation supported by FHI 360. The program has had a significant impact on the national education system and on achievement of learning goals. After two years, 67 percent of sampled Grade 1 students in project schools mastered reading and comprehension of simple sentences — twice that of non-participating schools. The primary program is being scaled for implementation at a national level while the program also expands to include secondary education.

FHI 360, working with the Ministry of Education and Sports, achieved these results by:

- establishing literacy competencies and continuous assessments;
- developing reading-focused, gender-sensitive teacher and student materials;
- improving teacher’s skills and training principals on instructional leadership;
- communicating results with communities to create a sense of shared accountability; and
- modernizing the ministry’s education-information system to help them track progress and make more informed policy decisions.

LITSCAN 360

To rapidly assess the factors that comprise the Literacy 360 framework, FHI 360’s education and technology experts developed the LitScan 360 mobile app. LitScan 360 allows users to collect and report on factors that affect literacy from classroom instruction, to culture and community, to national policy. The tool is easy to use and aimed at quickly gathering the statistics needed to complement a qualitative assessment.

GENDER EQUALITY

FHI 360 is committed to transforming gender roles to create more supportive and enabling learning environments. One example of our work is the USAID-funded Ambassador Girls Scholarship Program (AGSP), which provided a holistic solution to support the education of vulnerable girls. Working through community organizations, the project provided more than 215,000 scholarships to nearly 77,500 beneficiaries, helped local NGOs and communities promote girls’ education,
About FHI 360:
FHI 360 is a nonprofit human development organization dedicated to improving lives in lasting ways by advancing integrated, locally driven solutions. Our staff includes experts in health, education, nutrition, environment, economic development, civil society, gender, youth, research, technology, communication and social marketing — creating a unique mix of capabilities to address today's interrelated development challenges. FHI 360 serves more than 70 countries and all U.S. states and territories.

and connected the girls with female mentors. In Ethiopia, one of the 15 project countries, 88% of AGSP beneficiaries scored higher than their classmates on end-of-year exams and scored approximately ten points higher on exams than their peers.

INCLUSIVE EDUCATION

All children have the right to learn. Our experts have designed and implemented multi-year programs in Qatar, Saudi Arabia, Morocco and Mexico, aimed at helping those countries bring children with sensory, motor, communication and cognitive disorders into school-based programs. Drawing on evidence-based Universal Design for Learning approaches, FHI 360 has produced disability-related materials in Arabic and Spanish and has worked with local disability-related NGOs to strengthen and sustain interventions.

ICT FOR EDUCATION

Information and communication technology is a vital tool for improving education, particularly in countries such as Rwanda where we are implementing the DFID-funded Mentorship Community of Practice project. Rwanda is currently shifting its instructional language from French to English and expanding free and mandatory education from six to nine years. FHI 360 is using an online portal, social media, and a mobile channel to help mentors in all of the country's 2,000 primary and basic education schools share resources and support one another through the change. Through a mixed-methods impact evaluation that included rigorous baseline and endline studies, FHI 360 found increases in peer learning and connectedness among mentors as a result of the program.

SOCIAL AND BEHAVIOR CHANGE COMMUNICATION

FHI 360 has deep expertise in the science of behavior change communication. In the Democratic Republic of Congo, the USAID-funded C-Change project promoted positive social and gender norms to reduce gender-based violence in schools. Using the USAID Safe Schools curriculum, C-Change trained male and female students ages 10–14 to spot and report violence and model safe interactions. Under the project, 31 target schools became known as "schools without violence."

HEALTH AND NUTRITION

FHI 360 recognizes that meeting the basic health needs of children is a critical factor to their ability to learn. In Zambia, the USAID-funded Schools Promoting Learning Achievement through Sanitation and Hygiene (SPLASH) project is working to sustainably improve access to safe water, adequate sanitation, hygiene and health practices to improve educational outcomes in community and government primary schools. SPLASH is working in 616 schools in the Eastern Province of Zambia to improve WASH facilities such as boreholes and latrines, and addressing girls' limited attendance and retention that results from inadequate menstrual hygiene management by providing washrooms in girls' latrines. Along with these improvements, SPLASH is providing a comprehensive hygiene improvement program that focuses on healthy habits such as treating drinking water and hand washing with soap. SPLASH is seeing direct improvements in students' opportunity to learn as a result of investments in WASH infrastructure. Improvements include increased time for teaching and learning due to reduced incidence of diarrheal disease; increased attendance and retention, especially among female students and teachers; and increased enrolment.