Improving learning outcomes

Over the past 5 years, FHI 360 has implemented literacy programs in over 14 countries, including Ghana, Nigeria, Djibouti, Senegal, the Democratic Republic of the Congo, Madagascar, Haiti, Malawi, Rwanda, Equatorial Guinea, Ethiopia, Kosovo, South Sudan, and Peru.

FHI 360’s programs incorporate the **6 T’s and the 5 Components** of literacy instruction into teacher training, teacher support mechanisms and reading materials.

<table>
<thead>
<tr>
<th><strong>6 T’s</strong></th>
<th><strong>5 Components</strong></th>
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<tbody>
<tr>
<td>Text</td>
<td>Phonemic awareness</td>
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<tr>
<td>Teach</td>
<td>Phonics</td>
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<tr>
<td>Task</td>
<td>Vocabulary</td>
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<td>Test</td>
<td>Fluency</td>
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<tr>
<td>Time</td>
<td>Comprehension</td>
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<tr>
<td>Talk</td>
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</table>

FHI 360 recognizes that factors beyond school—including family, communities, gender norms, policy, and curricula—influence literacy outcomes. Our understanding of the complex factors that affect literacy is depicted in the Literacy 360° graphic. FHI 360 implements reading education models that account for factors within schools and beyond the classroom. We seek to maximize learning outcomes through evidence-based instruction. Our programs are built around the “6 Ts” and “5 Components” of reading instruction, delivered through explicit and systematic instruction, and supported by relevant materials, meaningful student practice, school leadership, and continuous assessment.

**FAST FACTS**

In recent years, FHI 360 literacy programs have:

- Provided more than 42,000 **teachers** with training and coaching support.
- Reached approximately **2.2 million students** with quality literacy instruction in formal and non-formal classroom settings.
- Worked in **19 different languages**, developing decodable texts, leveled texts, read-aloud books, teacher guides, pupil workbooks, and digital content.

As schools closed around the world due to Covid-19 lockdowns, FHI 360 continued delivering their literacy work through Interactive Radio Instruction for at-home learning and through virtual formats for trainings and capacity-building of education actors. See our distance learning factsheet for further detail.
ILLUSTRATIVE FHI 360 TEACHING AND LEARNING EXPERTISE

Prioritizing the Journey to Self Reliance
In MADAGASCAR, FHI 360 is contracted by the Ministry of National Education to assist them in developing an early grade reading and math program for Grades 1-3 including teaching and learning materials, teacher and pedagogical advisor trainings, a parent communication strategy, and evaluation tools. This program supports the Ministry to meet the objectives outlined in their Education Sector Plan. Through its collaboration, FHI 360 is providing this ongoing capacity-building to over 80 Ministry technicians so they can thereafter scale the program in all schools nationally.

Engaging Holistically with Diverse Actors
FHI 360 addressed Early Grade Reading outcomes in northwest NIGERIA through teacher professional development, on-site teacher coaching, and local language materials development in the UNICEF/DFID-funded Reading and Numeracy Activity (RANA). In partnership with diverse actors—including the Nigerian Federation of Muslim Women's Association of Nigeria and local School Based Management Committees—FHI 360 engaged almost 200 communities to champion reading programs locally. Working with state-level Ministry of Education agencies and Colleges of Education, we established state-owned Early Grade Reading certification programs and improved the capacity of 800 teachers in evidence-based instructional practices.

Equity and Inclusion
In GHANA, FHI 360 implemented the USAID Partnership for Education: Learning Activity's Transition to English program. Like in many countries, Ghana faces a large, measurable reading achievement gap between high and low performing students due in part to language status, economic marginalization and geographic isolation. To improve equity in reading outcomes, FHI 360 developed a remediation program that could be locally implemented. Classroom teachers used simple, formative assessments to identify students’ needs; school leaders used planning tools to organize and track remediation and learning outcomes; and districts implemented overall accountability measures. FHI 360 worked with teachers to model and share best practices through videos and interactive virtual discussions.

Strengthening Systems and Developing Institutional Capacity
Through the USAID-funded DJIBOUTI Early Grade Reading Activity, FHI 360 is working with the Ministry of Education to improve the policy environment in support of reading. In collaboration with the Ministry, FHI 360 is developing an evaluation framework that reflects both the Global Proficiency Framework descriptors for reading and aligns with Djibouti's national curriculum standards. These descriptors will be used to inform the development and alignment of reading evaluations enabling the Ministry to report against the Sustainable Development Goals 4.1.1a and b. FHI 360 is supporting the development of a coherent and consistent program of reading content for students, national expectations for student reading performance, and options for assessment that align with international evidence-based research.

Data Analysis for Program Adaptation
FHI 360 developed teaching and learning materials and strengthened teachers’ instructional practice in the USAID/DFID-funded ACCELERE! project in the DEMOCRATIC REPUBLIC OF CONGO. FHI 360 worked with the Ministry of Education to review data on student learning and teacher fidelity of implementation, leading to data-driven adaptations for programmatic improvement.

For more information, please contact globaleducation@fhi360.org.