

Getting Ready for School

Promoting school readiness and success through Child to Child innovation

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www.childtochild.org



Who We Are

An award-winning international child-rights agency & pioneer of the children's participation movement working to realise and mainstream children's right to participate as set out in Article 12 of the CRC

Nearly 40 years of practical experience of promoting children's participation in health, education and development



GRS Model

GRS is innovative, effective & efficient. It provides children from the most marginalised communities with access to formal pre-schools/ early learning opportunities

Builds on CtC concept of older children teaching/coaching younger children. Young Facilitators are trained to actively engage with Young Learners



What does it look like?

- Holistic programme, designed for change at **individual, classroom and community level**
 - Young Learners: develop early learning skills, socioemotional competences, increasing school readiness and on-time enrolment
 - Young Facilitators: improve educational engagement and performance, develop life skills
 - Teachers: increase understanding of child-centered pedagogy, importance of school readiness, creative engagement
 - Families and communities: increased support for young children's learning





<https://www.youtube.com/watch?v=4hx72fDAE2s&t=158s>

When children work together they can change their world



Implementation

Successfully piloted with UNICEF in 6 countries 2007-10: China, Bangladesh, DR Congo, Ethiopia, Tajikistan, Yemen

Independently evaluated by the American Institutes for Research using RCT / Quasi-experimental methodology

Adapted for rural Sierra Leone and flood-affected communities in Pakistan (Paths to School Success)



Impact

Young Learners

- Higher **on-time primary enrolment** for both girls and boys. In Yemen 83% of children participating in GRS enrolled in time in comparison to 34% of children not engaged in the programme
- Positive impact on **school readiness and** connectedness to schools.
- Significant impact on **key learning outcomes** (literacy, numeracy, motor skills, applied skills like creativity and curiosity, socio-emotional competences)

Young Facilitators

- Development of **leadership** skills
- Development of skills for **active participation** as agents of change
- Greater and more positive engagement with school / teachers
- Improved academic performance
- Development of human capital: future teachers

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Impact

Teachers

- Trained in child-centred and developmentally appropriate activities
- Trained to manage a classroom library

Parents, caregivers, communities

- Parents and families more involved in learning (e.g. 25 out of 30 school heads reported higher parental involvement in Bangladesh)
- Relationship developed between home and school
- Message that children can learn through play well-received
- Improvement in home literacy environment with songs and rhymes being repeated



What happened next?

Ethiopia:

- UNICEF commissioned additional resources addressing health, hygiene & nutrition
- GRS identified by the MoE as an **important springboard for early childhood programming.**
- **GRS adopted as one of the 4 pillars of Ethiopia's national ECCE policy framework.** Reaching approx 300,000 children in 3300 primary schools. Credited with **3.8% increase in GER** (from 5.6% in 2009/10 to 26.1% 2012/13)
- Long-term evaluation shows that **programme effects have increased** over years of implementation

*“Recognised to be one of the most promising approaches to provide cost effective and efficient interventions especially for marginalized or deprived populations
(University of Toronto)*

Sierra Leone & Pakistan

- Adapted for Sierra Leone & Pakistan, respectively incorporating additional resources to promote life skills education and child-centred disaster risk reduction, in response to the issues facing children in those local contexts



Critical Success Factors

- Direct and active involvement of children as agents of change, not just communicators of messages
- Relationship between YLs and YFs is key
- Selection processes training and support of YFs important
- Early engagement of communities
- Programme length and frequency of exposure matter
- Government engagement, support of Ministries of Education help provide scale



GRS benefits

- Supports the achievement of the SDGs (particularly SDGs 4 & 5). On-time enrolment predictor of primary school enrolment and completion
- Effective and efficient. Supports ECE for hard to reach and vulnerable children through low-cost, play-based activities, leaving no child behind
- Benefits Young Learners as well as Young Facilitators; benefits extend to families, schools and communities
- Proven **scalability & adaptability** e.g. incorporation of new themes / adaption of delivery model (Radio for Education in Sierra Leone, post-Ebola); applicable to situations of displacement; advantage of engaging adolescents; can be adapted for children with disabilities to enhance social relationships



GRS Highlights

- Selected by the UN Girls Education Initiative as a model of good practice
https://www.goodpracticefund.org/documents/CTC_ODI-UNGEI-Final.pdf
- Shortlisted from over 90 programmes as one of the most innovative education programmes in West Africa working in child health, education and violence prevention by the Centre for Education Innovations (CEI), Centre for Health Market Innovations (CHMI) and UBS Optimus Foundation



What does Child to Child offer

1. Technical expertise / capacity development to develop cadre of local master trainers who can cascade model and support implementation
2. Contextualisation of the core GRS toolkit
3. Development of complementary materials

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