

ROOM TO LEARN SOUTH SUDAN

Implemented in partnership with FHI360

South Sudan Literacy Instructional Materials Literature Review

for the
Room to Learn Project

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1. Introduction

a. The South Sudan Room to Learn Project

The South Sudan Room to Learn (RtL) project is a five-year, USAID-funded project, led by Winrock International and supported by FHI 360. The goals of RtL are to: a) improve and expand safer education services for children and youth; b) enhance relevance and promote learner wellbeing; and c) strengthen quality and management at the county and payam level to support basic education. Among other activities, FHI 360 will focus on improving basic reading outcomes in national languages and English among learners in formal lower primary (P1-P3) and in the Alternative Education System (AES), including the Pastoralist Education Program (PEP). During the first year of implementation, RtL will focus its literacy activities on PEP, expanding to additional AES sectors and formal primary in subsequent years.

RtL has four key steps for improving literacy outcomes:

1. assessing the existing early grade literacy resources used in the AES and formal education system.
2. developing relevant literacy materials and methodologies.
3. training teachers to use the developed resources and methodologies, with ongoing mentoring and follow-up.
4. assessing student abilities and program impact through baseline and endline assessments.

Throughout its activities, RtL will carefully integrate psychosocial support and gender equity measures into literacy instruction. In addition, while national languages will become a primary focus in RtL literacy work over the life of the project, the initial (2015) implementation year will focus on English language materials and learning. The choice of English will provide the opportunity to capitalize on existing English materials, which are far more prevalent than local language materials (only two of the eleven material sets reviewed by this report, for example, included local language resources). RtL's English reading component will align with South Sudan's current policy of teaching English as a subject beginning in grade 1.

During this English implementation period, RtL will collect, refine, develop and test materials in national languages, which will be rolled out in 2016. RtL's future activities in national language instruction, material development, and assessment will strengthen the Ministry of Education, Science and Technology (MOEST) stated goals of mother tongue instruction in grades 1-3. The year of development and piloting will ensure that RtL's support to national languages is as high quality as possible.

b. The Literature Review Report

This literature review supports the first activity listed above: assessing existing early grade literacy resources.

To complete this materials review activity, FHI 360 consulted with a number of organizations on their proven experience in supporting literacy activities in the East African Region. The review included an analysis of organizational capacity to assess the existing reading materials used by the AES PEP and formal primary education materials for grades 1-3, and identification of best practices and gaps in the content, tools and methods currently utilized for learning and training activities. Mango Tree, named as a grantee recipient in the FHI 360 agreement, was selected to assist with the materials review activity.

Under this assignment, Mango Tree was tasked with reviewing existing literacy materials in South Sudan and producing a report highlighting resolutions, opportunities for integration and adaptation of literacy materials and literacy tests to classroom environments.

This report evaluates the following existing literacy materials in South Sudan, identified by FHI 360 for inclusion in this report:

- South Sudan Interactive Radio Instruction – Rabea for Beginners 2 Facilitator’s Guide
- South Sudan Interactive Radio Instruction – Rabea Intermediate Facilitator’s Guide
- Africa Educational Trust Social Issue Kits – Agriculture, Environment and Climate Change and Child Rights and Child Protection Pupil Workbooks and Teacher’s Guide
- African Educational Trust Reading Series – How the Dog Became a Domestic Animal, The Firefly, Pastoralists and their Cattle, Bangbere and the White Ant Season
- Across-SIL Series - Bari and Dinka Alphabet Books, Readers and Primers
- Across-SIL Bari and Dinka Teacher’s Guide
- ENG 105 – Introduction to Teaching Early Reading and Writing Workshop Study and Activity Book (from MOEST In-Service Teacher Education Program)
- ALP Primary English Pupil’s Book Level 1
- ALP Primary English Pupil’s Book Level 2
- UNESCO Skills for Life Children and Youth Materials
- UNESCO Literacy for Life Children and Youth Materials
- Across Early Grade Reading Assessments

The format, design, content and literacy instructional approaches in each material are evaluated in the sections below. The strengths and limitations of each material are also identified and analyzed. In the concluding section, results of the analysis are summarized into a series of recommendations for the design and development of the PEP literacy materials.

5. Overview and Analysis of South Sudan Literacy Materials

A.Type and Availability of Existing Materials

During initial RtL assessments of available materials, State Ministries of Education (SMoEs) noted that there are scarce resources available for PEP. Available literacy materials in South Sudan include Accelerated Learning Program (ALP) textbooks (teaching and learning materials) in English; readers, primers and alphabet books in local languages and English; and life and social skills materials with a literacy component, largely in English. Story-books have been developed by a handful of local organizations in most of South Sudan’s dominant languages, but they are difficult to access and are often produced in small print runs due to costs.

In general, access to materials on a national level is extremely limited. The materials analyzed here represent a sample of the currently available materials for early grade reading and literacy in South Sudan. They are analyzed in detail in the section below. Each material is reviewed in a table to enable clear, parallel comparisons between materials and their various applications, strengths and weaknesses. Each table contains information on the design and intended usage of the material, including its purpose and physical characters, outline, literacy skills and assessments, strengths and weaknesses and potential application to the PEP under RtL.

B. Analysis of Existing Literacy Materials

The tables below present a summary and analysis of existing literacy materials in South Sudan that were identified by FHI360 for review in this report. The list below is not exhaustive, but rather represents an analysis of the materials that are currently in use in the country at the time of writing this report that are relevant to the learning and literacy goals of the Room to Learn Project. Each Material Set section begins with a brief summary of the material, followed by a detailed analysis of format, content, strengths, weaknesses, and applicability. Important aspects of analysis include: readability of the material, including lay-out and font size; clarity of instructions; explicitness of teacher instructions; reading lesson scheduling; age-appropriateness of the content, including leveling by grade; inclusion of evidence-based reading strategies; inclusion of context-appropriate content; inclusion of formative assessments; balance of focus on reading, writing, speaking and listening; inclusion of classroom management techniques, such as group work or gender fairness; and others.

Material Set 1: South Sudan Interactive Radio Instruction – Rabea for Beginners 2 Facilitator’s Guide

South Sudan Interactive Radio Instruction promotes foundational development in literacy, math and health. In this program, students listen to a pre-recorded instructor on the radio, with student characters who act as learners. After the radio program, the teacher guides additional activities for students. The material outlined below is the facilitator’s guide used to lead these activities for beginning 2 learners.

Material Set 1: South Sudan Interactive Radio Instruction – Rabea for Beginners 2 Facilitator’s Guide	
Physical Description of Material	160-page, black and white, spiral bound manual
Language	English
Type of Material	<ul style="list-style-type: none">• Facilitator’s guide
Objectives of Material	<ul style="list-style-type: none">• English literacy instruction (beginners 2)• Beginning math instruction (beginners 2)• Health education
Duration and Frequency	<ul style="list-style-type: none">• One-hour, daily lessons five days per week• Curriculum is intended to be implemented over one school year
Design of Material	<ul style="list-style-type: none">• Information placed in a series of shaded boxes horizontally across the page• Sections for lesson preparation, key vocabulary, math and literacy and language objectives; content repeats and builds (explicit scaffolding)• Steps for implementing the activities are given in each section for math and English; they are bullet pointed and give explicit step-by-step instructions for the facilitator
Content Outline	<ul style="list-style-type: none">• Brief introduction at the beginning of the guide explaining the program, preparation for implementing it, using resources and teaching aids, tips for teaching English literacy and tips for teaching mathematics• Scripted daily math and English lessons (2-3 pages per lesson)<ul style="list-style-type: none">o Each lesson presents a math, literacy, English and health component tied to the radio instruction componento Individual lesson objectives identified (specific to daily content); content changes with each lesson; Learner competencies (actions) are identified for each lesson objectiveo Key vocabulary words and English structures are identified for each lesson;o Math lessons focus on addition, subtraction, multiplication and divisiono Health facts are provided with a brief series of steps given to encourage a discussion around the topic before information is presented verbally to learners (directions are given in the introduction to translate directions for learners into the local language – it is not clear what else in the material is to be delivered or explained using local language); they are not explicitly tied to the literacy or math lessons
Literacy Skills – Focus within Material	<ul style="list-style-type: none">• Reading, writing, listening and speaking all emphasized• Phonics-based curriculum in beginning manual, letter and sound identification activities dominant, including:<ul style="list-style-type: none">o Letter sounds (phonics)o Grammar – singular and plural, verb tense, adverbs, adjectives, parts of speech and sentences, possession, etc.o Common English sayings and structures introduced and practiced

Literacy Assessment	<ul style="list-style-type: none"> • Outlined at the end of the manual • Scripted instructions and copies of assessment tools provided • Individual reading assessments – letters and words • Simple scoring (0 = wrong, 1 = right) with recommendations for advancement or retention provided • No math assessment (in this copy)
Strengths	<ul style="list-style-type: none"> • Explicit content and step-by-step instructions make it easy for teacher to follow lessons • Nice images accompany math sections to show the teacher what the chalkboard must look like • Explicit reference to calling on female or male learners
Limitations	<ul style="list-style-type: none"> • Font and layout are not ideal for low literate, low visually literate audiences (teachers or learners) • Design of the lesson layout make it difficult to read and link sections, as they are not connected and have numerous distracting grey bars and shaded boxes • Some text is high level and can be reduced in complexity – especially in English and health sections • Some text is repetitive and could be combined to reduce length of sections and steps • No clearly repeating activities or actions for the teacher, as steps are listed in bullets with no headings in each section (this makes it difficult to establish teaching routines or ensure teachers become confident and comfortable executing repeated teaching routines) • Need for a chalkboard, exercise books, radio, etc. – many materials required; curriculum is made for use in a permanent or semi-permanent walled classroom (e.g. a chalkboard is required)
Overall Applicability to PEP	<ul style="list-style-type: none"> • Use of radio as medium of instruction potentially applicable if applied to pre-recorded MP3 devices • Scripted format ideal for low skilled teachers (through with less variety and repeated lesson approaches to develop core literacy skills in learners) • Simple assessment tools a plus

Material Set 2: South Sudan Interactive Radio Instruction – Rabea Intermediate Facilitator’s Guide

South Sudan Interactive Radio Instruction promotes foundational development in literacy, math and health. In this program, students listen to a pre-recorded instructor on the radio, with student characters who act as learners; a doctor occasionally appears who gives health advice. After the radio program, the teacher guides additional activities for students. The material outlined below is the facilitator’s guide used to lead these activities for intermediate learners.

Material Set 2: South Sudan Interactive Radio Instruction – Rabea Intermediate Facilitator’s Guide	
Physical Description of Material	160-page, black and white, spiral bound manual
Language	English
Type of Material	Facilitator’s guide
Objectives of Material	<ul style="list-style-type: none">• English literacy instruction (intermediate level)• Help learners to use vocabulary and expressions for real-life situations• Help learners communicate in daily situations• Help learners use correct grammar and vocabulary when communicating
Duration and Frequency	<ul style="list-style-type: none">• One-hour, daily lessons five days per week• Curriculum is intended to be implemented over one school year
Design of Material	<ul style="list-style-type: none">• Each topic is delivered in a block of 12 lessons with a review and evaluation exercise at the end of the block• Topics are presented in short conversations by characters on the radio, each with a different story line• Each English lesson is organized into three stages – before lesson warm ups and key procedures; during the lesson activities for classroom facilitators to do with learners alongside radio instruction; and after the lesson practice and extra activities• The radio lesson is divided into seven parts over a 27-minute segment, including: introduction; listening to the conversation; listening and repeating; song; pronunciation and stress; having your own conversations; and revision and evaluation• Illustrations are provided depicting the scene of the dialogue and showing the actions of the characters• Songs are incorporated to teach English words and phrases and to give learners an opportunity to play with words and rhyme

Content Outline	<ul style="list-style-type: none"> • Brief introduction at the beginning of the guide explaining the program, preparation for implementing it, using resources and teaching aids, tips for teaching the lessons and expected outcomes • Scripted daily English conversation lessons (2-3 pages per lesson) <ul style="list-style-type: none"> o The guide outlines the lesson content against the 7 steps of the radio lesson o A detailed 'before the lesson' section outlines what the teacher should prepare on the chalkboard (e.g. writing the conversation/dialogue) and the new words for the day, as well as the song; it also gives the facilitator instructions for preparing the classroom for the lesson o Key vocabulary words and English structures are identified for each lesson; content repeats and builds (explicit scaffolding) o Content details for each lesson step are given in a series of boxes next to the title of each step o After the broadcast activities reinforce content by giving learners time to repeat the conversations and practice the newly introduced information; additional extension activities are also provided to help learners practice creating their own sentences using new vocabulary words and dialogue
Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • Listening and speaking predominantly emphasized; before and after broadcast activities support some reading (of dialogues) and writing (of sentences using new vocabulary words and grammatical structures practiced in the dialogues) • Dialogues focus on talking about common topics and daily activities using English (listening and repeating) and asking and answering questions • Songs reinforce English words and sounds and allow learners to manipulate the English language using rhythm and rhyme • Pronunciation and stress activities focus on smaller units of sound and identifying sounds and syllables in words; they also focus on manipulating word and sentence structures in English to form new words and phrases using common words
Literacy Assessment	<ul style="list-style-type: none"> • Outlined at the end of each lesson through a mini-lesson revision • Every 12th lesson is a review and revision lesson; learners practice dialogues and vocabulary words they already learned • No assessment recommendations given or qualifications for pass or fail for each lesson or group of lessons
Strengths	<ul style="list-style-type: none"> • Explicit content and step-by-step instructions make it easy for teacher to follow lessons • Nice idea to use images to accompany dialogues to show the learners and the teacher what the dialogue is about • Nice use of song and game to engage learners and reinforce English content • Repetitive lesson structure and activities are good for keeping learners and teachers engaged and focused on introducing new content rather than new activities or instructional methods; lesson structures are largely simple and allow for easy understanding and confidence in repetition and reproduction in the classroom

Limitations	<ul style="list-style-type: none"> • Font and layout are not ideal for low literate, low visually literate audiences; some text is very small, lots of bolded text, bullet point formatting is difficult to navigate • Design of the lesson layout make it difficult to read and link sections, as they are not connected and have numerous distracting grey bars and shaded boxes – content is delivered in a series of horizontal boxes that connect ideas but are separate from one another • Some text is high level and can be reduced in complexity by simplifying vocabulary • Need for a chalkboard, exercise books, radio – many materials required; curriculum is made for use in a permanent or semi-permanent walled classroom (e.g. a chalkboard is required) • Need for fairly extensive teacher preparation for each lesson – most notably the preparation of the dialogue on the chalkboard • Teachers must have a good command of English to do extension activities or make connections for learners (such as saying that we show the past tense in English using –ed).
Overall Applicability to PEP	<ul style="list-style-type: none"> • Use of radio as medium of instruction potentially applicable if applied to pre-recorded MP3 devices • Scripted format ideal for low skilled teachers (through with less variety and repeated lesson approaches to develop core literacy skills in learners) • Simple assessment tools a plus

Material Set 3: Africa Education Trust Social Issue Kits

This book series consists of six pupil books and one teacher's guide covering life skills topics, including child rights and protection, health and hygiene, environmental awareness, agriculture, livelihoods and peace building. Content is activity-based and meant for upper primary (Primary 4-8) learners in a classroom setting to complement the existing primary curriculum. All of the materials in the kit are outlined and analyzed below.

Material Set 3: Africa Educational Trust Social Issue Kits – Agriculture, Environment and Climate Change and Child Rights and Child Protection Pupil Workbooks and Teacher's Guide	
Physical Description of Material	Series of 40-page pupil books on various topics – Child Rights and Child Protection, Health and Hygiene, Environment, Agriculture, Livelihoods, Peace and Reconciliation and a 45-page Social Issue Kits Teacher's Guide
Language	English
Type of Material	Pupil workbooks and teacher's guide
Objectives of Material	<ul style="list-style-type: none"> • Designed to support teaching and learning around key topics in the upper primary curriculum (P4 to P8) in the subjects of social studies, science and agriculture • Designed to help support the teaching of English through introducing key words and different writing, speaking, reading and listening exercises
Duration and Frequency	<ul style="list-style-type: none"> • 8 units of lessons taught over 1-2 weeks each; additional independent activities could extend to a third week • Kits are intended to be implemented within similar units in the primary and AES curriculums

Design of Material	<p><i>Pupil Workbooks</i></p> <ul style="list-style-type: none"> • 8 units per workbook • Each units consists of 4-8 pages of specific activities on a selected topic; individual activities can take of ¼ to one full page each • Illustrations, diagrams, tables and photographs are incorporated into the materials to make learning more engaging and to provide formats for completing comprehension and learning extension exercises based on material in the booklets • Nice font size and use of a few simple icons to guide the activities of the teacher and pupils • A glossary of key terms related to the social issue is provided at the end of each workbook <p><i>Teacher's Guide</i></p> <ul style="list-style-type: none"> • 3 main parts to the guide <ul style="list-style-type: none"> o Part 1 focuses on teaching tips for using the kits, with special focus on tips for working with large classes and using learner-centered methods to deliver lessons o Part 2 provides a framework that outlines how the kits can be used as a supplement to the existing curriculum within the timetabled subjects o Part 3 gives guidance to the teacher for using the kits in their classrooms and provides activities for learners and teachers to do that connects to the pupil book content; each unit in the pupil workbook is supported by 1 page of content in the teacher's guide explaining how to execute the activities in the unit and additional information to help teachers discuss the topics with pupils; example lesson plans are also provided to show teachers how to incorporate the activities into their regular teaching
Content Outline	<ul style="list-style-type: none"> • Child Rights and Child Protection: Explore what makes someone a child, understanding key child rights, the link between rights and responsibilities and bullying • Environment and Climate Change: Basic map reading skills, physical features of South Sudan, pollution, water conservation, forests, wildlife and climate change • Agriculture: Explore types of farming in South Sudan, water and irrigation, soil and soil erosion and agroforestry • Health and Hygiene: Ensures that children learn about good sanitation practices, how to protect themselves from waterborne diseases an what care they can provide to others • Livelihoods: Children are helped to think about their futures. Lessons cover livelihoods in South Sudan, specific professions and starting your own business • Peace and Reconciliation: Explore the meaning of peace for children. Challenges children to think about peace in their country, community, school and home and what role they play

Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • New vocabulary and key words • Stories, factual articles, case studies (reading and comprehension exercises) • Talking and discussion exercises (using sentence starters, structures, fill in the blank) • Talking about the past, present and future • Making talking posters to communicate key messages • Asking and answering questions in English and local language (listening and speaking exercises) • Reading and answering questions or engaging with text • Writing application and extension exercises tied to unit content • Introduction and exposure to stories, factual articles, poems, songs, drama, role play, puzzles and games
Literacy Assessment	<ul style="list-style-type: none"> • No explicit assessment incorporated • It is assumed that any of the unit activities could be selected as an assessment activity that pupils could perform for a unit or booklet score
Strengths	<p><i>Pupil workbooks</i></p> <ul style="list-style-type: none"> • Good font size • Activities grouped into boxes like a primer or activity workbook for learners • Icon use is simple and relevant – listen, speak, write, read • Simple questions and activities outlined that can easily be interpreted and followed without extensive instructions or training • Activity sections can easily be copied into a personal notebook to complete the lessons without taking too much time transferring information • Simple activities with similar actions performed over again in different units (with new content)
Limitations	<ul style="list-style-type: none"> • Pages are very active – too little white space so the presentation of information can be overwhelming • Use of bold, italics and underlining is confusing and should be streamlined and simplified • Use of graphic arrows for activity headings is distracting • Formatting and presentation can be standardized (boxes, shapes and lines do not align with principles of design and standards for pupil materials in terms of font size, type and presentation) • No assessments or guidelines for assessment provided • Illustrations and pictures can be unclear – need to ensure high resolution images and DPI • Content is applicable to a range of literacy lessons, but literacy activities are limited to only a few key tasks that require expansion to serve as a comprehensive literacy instructional model

Overall Applicability to PEP	<ul style="list-style-type: none"> Content is relevant for delivering core life skills objectives through literacy activities, though they need to be refined and streamlined to be part of a standardized literacy model tied to development of core literacy competencies Design is made for use by semi-skilled teachers and older pupils; it requires refining, re-layout and revision for lower skilled teachers to simplify format and presentation Content is not suitable for Primary 1-3 learners as it is too complex - revisions are required for use in lower primary and AES level 1-2 learners (e.g. text should be simplified and genre types could be limited to fiction and non-fiction stories) Assessments must be created for materials to be used for literacy lessons
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Material Set 4: African Educational Trust Reading Series

This book series consists of short storybooks with cultural and social themes relevant to people and South Sudan communities. They are meant for use in primary classrooms for guided (for new, beginning readers), paired (for emerging readers) and independent reading (for experienced readers). Stories are non-fiction, fiction and animal stories and fables with black and white illustrations. They are meant to be read as storybooks to grow fluency in developing readers.

Material Set 4: African Educational Trust Reading Series – How the Dog Became a Domestic Animal, The Firefly, Pastoralists and their Cattle, Bangbere and the White Ant Season	
Physical Description of Material	Short storybooks of 10-15 pages, black and white, spiral bound; themes are around folk tales, animals and common people and communities in South Sudan
Language	English
Type of Material	Storybooks for primary pupils (for independent, paired and guided reading)
Objectives of Material	<ul style="list-style-type: none"> Fun, engaging text for growing fluency and comprehension skills in readers Meant for either older, experienced readers to read on their own or for guided reading instruction by the teacher for younger pupils or lower literate audiences
Duration and Frequency	<ul style="list-style-type: none"> 8 units of lessons taught over 1-2 weeks each; additional independent activities could extend to a third week Kits are intended to be implemented within similar units in the primary and AES curriculums
Design of Material	<ul style="list-style-type: none"> Simple stories meant for reading silently or aloud (higher level texts are for guided reading) Stories are: non-fiction (about people or animals in South Sudan) or tell a non-fiction story through a make believe character; fables or animal stories about common animals and their features Presented in storybook format with text and illustrations on each page Drawings in black and white, pencil and ink sketches, some colored pencil
Content Outline	<ul style="list-style-type: none"> Standard 10-15 page storybooks with corresponding illustrations on each page Some storybooks have small sub-headings for different sections of the story

Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • Fluency • Vocabulary (new words introduced through content) • Comprehension (though no questions listed, a series of literal and inferential questions could easily be asked about the stories)
Literacy Assessment	<ul style="list-style-type: none"> • None provided, though comprehension questions could easily be asked and extension writing and discussion activities applied to the text
Strengths	<ul style="list-style-type: none"> • Culturally and socially relevant and appropriate for South Sudan (written by local writers and illustrated by local artists) • Simple stories and texts (though not for independent reading at young age) • Fun and engaging content that easily lends itself to additional before, during and after reading activities
Limitations	<ul style="list-style-type: none"> • Layout and formatting needs to be improved (too many words on a page, font size too small for younger readers, font type inappropriate for beginning readers (if meant to read independently, must be a handwriting font at least for Level 1) • Illustrations, while relevant to the content and South Sudanese life, are not well developed or presented and could use cleaning and in some case, redrawing where images are not clear or sufficiently detailed • Overall layout and format is not very polished and could be improved for overall aesthetics and format • Reading and assessment activities should be integrated into readers (at the end of the book) to make them relevant for classroom use
Overall Applicability to PEP	<ul style="list-style-type: none"> • Content is meant for story reading and does not contain literacy activities for instruction; stories could be used for instruction if shortened to fit within allotted instructional time • Assessments must be created for materials to be used for literacy lessons

Material Set 5: Across-SIL Series - Bari and Dinka Alphabet Books, Readers and Primers

These materials consist of a set of readers, alphabet books and primers in Bari and Dinka for teaching the alphabet, letter sounds, simple words and sentences, grammar and simple passages to beginning readers. The books are supplemented by solar-powered digital audio players to assist children to hear, and at the same time see, their language when learning to read. The materials are meant for use in an early reading environment by a facilitator. Content is scaffolded to introduce basic to more complex literacy concepts as children progress through the program.

Material Set 5: Across-SIL Series - Bari and Dinka Alphabet Books, Readers and Primers	
Physical Description of Material	<ul style="list-style-type: none">Alphabet books and primers: 20-30 page books (each), black and white illustrations, stapled or small spiral bindingReader: 50-60 page book, black and white illustrations, stapled or small spiral binding
Language	<ul style="list-style-type: none">Bari, Dinka, (core text)English (instructions)
Type of Material	<ul style="list-style-type: none">Primers for teaching the alphabet, phonics (letter sounds), decodable sentences in Bari and DinkaPunctuation book for teaching grammarReader for teaching whole language and comprehension activities
Objectives of Material	<ul style="list-style-type: none">To improve the reading ability of primary school children by providing them with the initial steps to use phonics and syllables in their national language, starting with learning the shapes and sounds of letters, moving to simple words and sentences and providing opportunities to engage with whole textBooks are supported with instructions for their use on solar-powered digital audio players to assist children to hear, and at the same time see, their language
Duration and Frequency	<ul style="list-style-type: none">Weekly lesson content presented that allows for multiple instructional periods during the day or week over a term or more of the academic year
Design of Material	<ul style="list-style-type: none">Readers: Simple shell book format, black and white low resolution SIL stock illustrations (1 per page), multiple stories in one reader, type set is Times New Roman equivalent with special characters for certain letters (possibly Carlito font, confirm with SIL)Primers: Simple shell book format, black and white low resolution illustrations, pages of exercises either around a key letter, key words with that letter and a story with comprehension questions (to be used with a basic alphabet book, each key letter-word-story combination is 1-2 pages) or a grammatical area of focus, e.g. punctuation (each lesson is 2 pages)Alphabet Books: Simple shell book format, black and white low resolution illustrations, pages of words and simple sentences around a key letter (to be used with a basic primer), each key letter-word-sentence combination is 1 page

Content Outline	<ul style="list-style-type: none"> • Reader: Inside title page, acknowledgements page, anthology of stories, back cover details on the program and partners, including logos • Primers: Inside title page, acknowledgements page, table of contents, inside content (lessons, activities or stories, some primers with identified comprehension questions and extension activities for learners), section at end of book entitled 'How to Teach this Book' that gives a step-by-step process for teachers to follow (it is given in both local language and English), back cover details on the program and partners, including logos • Alphabet Books: Inside title page, acknowledgements page, table of contents, alphabet chart, inside content (lessons, activities or stories), section at end of book entitled 'How to Teach this Book' that gives a step-by-step process for teachers to follow (it is given in both local language and English), back cover details on the program and partners, including logos
Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • Alphabetic principle – phonics (letters, syllables), rhythm and rhyme • Beginning reading using key letters and key words (linked to phonics lessons in alphabet books) • Decodable text to reinforce phonics sounds
Literacy Assessment	<ul style="list-style-type: none"> • None provided • One primer had comprehension questions in it that could be used as an end of day assessment; the assessment is not comprehensive or summative
Strengths	<ul style="list-style-type: none"> • Simple, repetitive, clearly focused on beginning literacy skills development • Format is easy to engage with and to develop in resource constrained environments • Uses local writers and content to develop engaging and relevant text for learners • Materials reflect standard best practices in materials development for early primers and readers, including introduction of common features of local languages to support instruction
Limitations	<ul style="list-style-type: none"> • Font type and size must be reviewed to correspond to leveled primers and readers; font sizes must be standardized for different reading/grade levels and font type must be changed to a handwriting type font like Andika Basic (a SIL-created font) or ABC Print (this font largely lacks special characters and so is not appropriate for all languages) • Illustrations and images are generally of poor quality and resolution (thick lines, poor DPI and scanning, unclear pictures, etc.); this detracts from the quality of the material and from a key skill early readers engage regularly with – interpreting text using pictures • Overall look and feel (the core design) could use a revision and restructuring to standardize the presentation of content and ensure key information is seen clearly • Numerous materials with many books and pieces, which can be difficult to keep track of, manage and store (anthologies are preferable)
Overall Applicability to PEP	<ul style="list-style-type: none"> • Content contains core literacy activities for instruction; layout, font and illustrations could be updated to improve the look and feel of the materials • Assessments must be created for materials to be used for literacy lessons

Material Set 6: Across-SIL Bari and Dinka Teacher's Guide

This teacher's guide is meant for use alongside the Bari alphabet books and primers in set 5 above and provides teachers with a step-by-step guide for teaching literacy. It provides a list of simple activities to do in the classroom to reinforce the alphabetic principle and phonics.

Material Set 6: Across-SIL Bari and Dinka Teacher's Guide	
Physical Description of Material	50-page, black and white manual with plastic spiral binding or staple
Language	Bari, English
Type of Material	Teacher's Guide (for teaching beginning literacy in Bari)
Objectives of Material	Teacher's Guide for instructing learners using the ABC book, primer and reader
Duration and Frequency	Weekly lesson content presented that allows for multiple instructional periods during the day or week over a term or more of the academic year
Design of Material	Simple format of single column text, black and white low resolution illustrations (few throughout the manual); step-by-step directions are given to the teacher with example exercises for instructing learners; all instructional text is in Bari throughout the manual
Content Outline	Inside title page, acknowledgements page, table of contents, inside content (lessons, activities to conduct with learners) with step-by-step processes for teachers to follow (in the local language), back cover details on the program and partners, including logos
Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • Alphabetic principle – phonics (letters, syllables), rhythm and rhyme • Beginning reading using key letters and key words (linked to phonics lessons in alphabet books) • Decodable text to reinforce phonics sounds
Literacy Assessment	<ul style="list-style-type: none"> • It is assumed these are provided for in the local language directions within the teacher's guide; it is unclear what the assessments are and how they relate to the text, however
Strengths	<ul style="list-style-type: none"> • Simple format with easy to follow steps and instructions • All written in the local language – no translations required • Directly linked to pupil texts • Example activities and assessments built in
Limitations	<ul style="list-style-type: none"> • Layout is not visually pleasing, reducing on readability and usability in the classroom • Long text in some places that might be able to reduce in length if edited
Overall Applicability to PEP	<ul style="list-style-type: none"> • Content contains core literacy activities for instruction; layout, font and illustrations could be updated to improve the look and feel of the materials • Unclear whether assessments are provided or if they must be created for materials to be used for literacy lessons

Material Set 7: ENG 105 – Introduction to Teaching Early Reading and Writing Workshop Study and Activity Book (from MOEST In-Service Teacher Education Program)

This 10-day training material is designed to help teachers prepare for teaching early literacy by understanding the process of reading, including word recognition, fluency and comprehension. Teachers are taught to apply a set of actions and strategies for teaching alphabetic knowledge, word recognition, vocabulary, fluency and comprehension in multilingual environments. Learning activities include discussions, case studies, group work and homework assignments.

Material Set 7: ENG 105 – Introduction to Teaching Early Reading and Writing Workshop Study and Activity Book (from MOEST In-Service Teacher Education Program)	
Physical Description of Material	68-page, black and white, small spiral binding
Language	English
Type of Material	Training material for teaching early reading and writing – workshop study and activity booklet
Objectives of Material	<ul style="list-style-type: none">• Help in-service teachers prepare for teaching early literacy by understanding the process of reading, including word recognition, fluency and comprehension• Identify processes for second language development and their implications for reading and writing instruction• Learn and apply a set of actions and strategies for teaching alphabetic knowledge, word recognition, vocabulary, fluency and comprehension in multilingual environments
Duration and Frequency	<ul style="list-style-type: none">• Meant to be delivered to teachers over a 10-day training period, ideally over school holidays between terms
Design of Material	<ul style="list-style-type: none">• Content should be delivered over a 10-day training focused on one overall unit of study• Learning activities include discussions, case studies, group work and homework assignments• Topics include quick check questions, illustrations and tables to help you clarify concepts• Learning activities after the sessions are designed to promote critical reflection, application and practice of new knowledge and skills
Content Outline	<ul style="list-style-type: none">• Inside title page, acknowledgments and table of contents• Overview section on the workshop• Introduction to the course• Course work and sessions (main content regarding aspects of literacy instruction in early primary) and activities for teachers to do to learn how to carry out effective literacy instruction

Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • Provide teachers with an understanding of reading as a meaning-based, language process with a specific set of components that consists of a series of stages learners go through to become fluent readers • Build a common understanding of ‘skilled reading and writing’ and how to teach it in the classroom • Focus on beginning reading and writing in the first few years of school to build the foundational components of literacy in learners
Literacy Assessment	<ul style="list-style-type: none"> • Not applicable to this material; extension and homework assignments in the manual are provided to help teachers track their learning and progress in the course
Strengths	<ul style="list-style-type: none"> • Simple text with basic instructions and scripts of information to relay to teachers • Interactive activities to reinforce key concepts • Tied to early literacy activities in learner workbooks
Limitations	<ul style="list-style-type: none"> • Poor layout and design that makes text hard to read and follow (especially for lower literate audiences) • Extremely long narratives that give good information, buried in paragraphs and lists (this must be broken apart and simplified into steps and bullets) • Activity process is hard to follow as steps are not clearly labeled or numbered; this can be easily improved with simple formatting • Training manual relies on videos and power point presentations to deliver content; this is risky in South Sudan as power is not guaranteed during a training, especially up country; ability to use technology is often minimal among trainers, making it an inappropriate condition of a training program; while these technology-based approaches can supplement a good training model, due to South Sudan’s specific challenges an IT-based training model is not recommended as the current standard (but something to aspire to over the coming years!)
Overall Applicability to PEP	<ul style="list-style-type: none"> • Content is not suitable for PEP in its current form, though ideas could be modified, aligned and integrated into the PEP training materials • Unclear whether learner workbooks are suitable for teaching early literacy (they were not accessible for this literature review), which impacts the usability of this training material

Material Set 8: ALP Primary English Pupil’s Book Level 1

The Level 1 English Accelerated Learning Program¹ Pupil’s Book is the first literacy material learners are exposed to when attending ALP classes in South Sudan. The material provides an introduction to English, initially through pre-reading and writing activities and transitioning into phonics instruction and early numeracy activities. The material provides a clear focus on phonemic awareness, alphabetic principle and vocabulary development. It is meant for use in an ALP classroom over one academic year on a daily basis.

Material Set 8: ALP Primary English Pupil’s Book Level 1

¹ The ALP is a program under the Alternative Education System. It delivers eight years of primary instruction in a condensed four-year program to older learners outside of the basic education system.

Physical Description of Material	94-pages; black and white illustrations; perfect, saddle stitched binding
Language	English
Type of Material	Pupil primer/activity workbook
Objectives of Material	<ul style="list-style-type: none"> • Pupil workbook to complement teacher's guide for ALP Level 1 English lessons
Duration and Frequency	<ul style="list-style-type: none"> • Meant to be delivered to learners over the course of one academic year in the ALP • Content includes unit-based daily lessons for instruction and covers the first two years of primary school
Design of Material	<ul style="list-style-type: none"> • 34 units in total, broken into three larger unit blocks of 13 lessons and a revision; each unit is 2 pages long • Units consist of interactive activities with clear visual images to guide learning; text is minimal, corresponding to a focus on listening and speaking skills in early primary • Learning content is scaffolded and progressive • Sections within units are repetitive with clear headings and short directions • Speech bubbles are used to indicate conversations; bubbles are stacked on top of one another to show dialogue
Content Outline	<ul style="list-style-type: none"> • Inside title page, acknowledgments and table of contents • Units begin with pre-reading and writing activities and focus on visual discrimination and identifying simple words and English phrases for things like greeting; this transitions into increasingly more complex word and sentence reading and practice with English structures to ask and answer questions • Simple English grammatical structures introduced in the second and third cluster of units • Writing practice focuses on patterns and letter shapes • Numeracy activities are introduced beginning in unit 10 • Revision units ask learners to replicate competencies they practiced and performed in previous units
Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • Introduction to English, pre-reading and writing activities transitioning into phonics instructions and early numeracy activities (pupil instruction and practice exercises) • Clear focus on phonemic awareness, alphabetic principle, vocabulary
Literacy Assessment	<ul style="list-style-type: none"> • Outlined in a series of revision units within the material • Assessments ask learners to demonstrate competencies practiced in previous units • Marking system presumably outlined in the corresponding teacher's guide

Strengths	<ul style="list-style-type: none"> • Well done layout with clear white space and images (images have been computer colored, so it is possible to print the material in full color or greyscale) • Progressively more difficult activities that build early literacy skills • Good illustrations that are clear and well-placed on the page • Font type is acceptable for an early literacy material • Range of activities that teachers in South Sudan are accustomed to teaching • Relatively simple text with fairly repetitive directions within unit sections
Limitations	<ul style="list-style-type: none"> • Font size is too small for an early reading material • Stacked speech bubbles to indicate a conversation may not be understood by all audiences, particularly those with low visual literacy levels • Limited writing activities (at least in the pupil book) • Large material that requires a 1:1 pupil-textbook ratio, or at least a 1:2 or 1:3 at minimum • <i>Unable to review corresponding teacher's guide, so analysis of the approach to utilizing this material for effective instruction is limited</i>
Overall Applicability to PEP	<ul style="list-style-type: none"> • Content is suitable for aligning themes within the PEP materials to the current AES curriculum • Content focuses on developing early literacy skills, starting with foundational components and progressing in complexity • These materials were recently revised and aligned to the national curriculum and should be referenced when creating materials under PEP

Material Set 9: ALP Primary English Pupil's Book Level 2

The Level 2 English Accelerated Learning Program Pupil's Book is the second literacy material learners are exposed to when attending ALP classes in South Sudan. The material provides an introduction to English, with a clear focus on phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension. It is meant for use in an ALP classroom over one academic year on a daily basis.

Material Set 9: ALP Primary English Pupil's Book Level 2	
Physical Description of Material	130-pages; black and white illustrations; perfect, saddle stitched binding
Language	English
Type of Material	Pupil primer/activity workbook
Objectives of Material	<ul style="list-style-type: none">• Pupil workbook to complement teacher's guide for ALP Level 2 English lessons
Duration and Frequency	<ul style="list-style-type: none">• Meant to be delivered to learners over the course of one academic year in the ALP• Content includes unit-based daily lessons for instruction and covers the second two years of primary school
Design of Material	<ul style="list-style-type: none">• 25 units in total, broken into four larger unit blocks of 6 lessons and a revision; each unit is 8 pages long• Learning content is scaffolded and progressive• Sections within units are repetitive with clear headings and short directions• Different types of texts (genres) are introduced throughout the units; illustrations accompany stories to guide comprehension
Content Outline	<ul style="list-style-type: none">• Inside title page, acknowledgments and table of contents• Scope and sequence (per larger unit block)• Units include comprehension (reading and comprehension activities), language work (grammatical structures at the word and sentence level), speaking and listening (dialogues), working with words (mini grammar lessons), writing (sentences) and spelling (spelling practice, word families and higher-level phonics activities, word puzzles)• Revision units ask learners to replicate competencies they practiced and performed in previous units
Literacy Skills – Focus within Material	<ul style="list-style-type: none">• Foundational literacy skills• Phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension
Literacy Assessment	<ul style="list-style-type: none">• Outlined in a series of revision units within the material• Assessments ask learners to demonstrate competencies practiced in previous units• Marking system presumably outlined in the corresponding teacher's guide

Strengths	<ul style="list-style-type: none"> Progressively more difficult activities that build foundational literacy skills Font type is acceptable for an early literacy material Illustrations help reinforce content and assist with comprehension Range of activities that teachers in South Sudan are accustomed to teaching Relatively simple text with fairly repetitive directions within unit sections
Limitations	<ul style="list-style-type: none"> Font size is too small for an early reading material Text is not well laid out to encourage directionality and concept of word – some sentences are stacked on top of each other, others in small columns Pages are crowded with activities and text, which may present a challenge for lower literate learners in the early weeks of the course Large material that requires a 1:1 pupil-textbook ratio, or at least a 1:2 or 1:3 at minimum <i>Unable to review corresponding teacher's guide, so analysis of the approach to utilizing this material for effective instruction is limited</i>
Overall Applicability to PEP	<ul style="list-style-type: none"> Content is suitable for aligning themes within the PEP materials to the current AES curriculum Content focuses on developing literacy skills, especially vocabulary, fluency and comprehension These materials were recently revised and aligned to the national curriculum and should be referenced when creating materials under PEP

Material Set 10: UNESCO Skills for Life Children and Youth Manuals

The Skills for Life Toolkit consists of children's and youth A4 spiral bound teacher's guides, poster charts and story charts on grain sacks. It helps teachers give children and youth the information and skills they need before, during and after emergencies to teach life skills and psychosocial support. It is meant for use in an emergency setting to provide learners with the necessary information to stay safe and protected during periods of conflict. The kit was developed for teachers with limited English skills who may have to translate content into their mother tongue or Arabic. Facilitators do not need formal training as teachers to use these materials with learners, though it is expected that they be trained for a 5-day period using the Skills for Life Trainers Guide.

Material Set 10: UNESCO Skills for Life Children and Youth Manuals	
Physical Description of Material	300-pages; black and white illustrations; spiral ring binding
Language	English
Type of Material	<ul style="list-style-type: none"> Skills for Life for Children: Teacher's Guide Picture Posters for Children Stories in Pictures (Sets) for Children Skills for Life for Youth: Teacher's Guide Picture Posters for Youth Stories in Pictures (Sets) for Youth

Objectives of Material	<ul style="list-style-type: none"> • The Skills for Life Toolkit helps teachers give children and youth the information and skills they need before, during and after emergencies to teach life skills and psychosocial support. • It was developed for teachers with limited English skills who may have to translate into mother tongue or Arabic; teachers do not need formal training as teachers to use these materials with learners, though they are expected to be trained
Duration and Frequency	<ul style="list-style-type: none"> • There is no time allotment for these materials or for the sessions in these materials (this is purposeful) • They are meant to be delivered in an emergency setting and can be used to teach an entire instructional day or for a few minutes or hours a day
Design of Material	<ul style="list-style-type: none"> • 4 units in total, broken into separate lessons of 7-9 activities each with an assessment component at the end of each lesson • Format is standardized and similar activities are repeated within each lesson and unit to allow for easy application by the teacher • Sections within units are repetitive with clear headings and short directions • Fictional stories are used to present key life skills and psychosocial topics • Illustrations accompany stories to guide comprehension and are presented on grain sacks for display to learners during the lessons
Content Outline	<ul style="list-style-type: none"> • Inside title page, acknowledgments, table of contents, introduction (how to use the guide and overview) • Scope and sequence (per larger unit block) • Units include a mix of methods: key messages with a core life skills or child protection theme, picture posters (for discussion about the key message/ idea of the lesson), picture stories (for illustrating story content), pair work (to help learners practice talking about their ideas before they discuss them in the larger group), asking and answering questions, role plays, agree/ disagree games and activities, songs, demonstrations, visualization activities, games, drawing and writing and assessments • Content in the children's manual focuses on: psychosocial wellbeing, peace and conflict resolution, protection and health • Content in the youth manual focuses on: adolescence, gender and violence, HIV/AIDS, early marriage and motherhood
Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • This is not a core literacy material, though the stories are used in the Literacy for Life materials (see next table) to teach beginning English literacy to children and youth in emergency settings • Vocabulary, fluency and comprehension • Reading words and sentences • Asking and answering questions
Literacy Assessment	<ul style="list-style-type: none"> • Outlined at the end of each lesson within the material; no literacy assessments are provided • Assessments ask learners to connect and extend what they have learned by asking them what they learned, what they liked and what they will share • No marking system outlined; no evaluation of uptake of life skills or positive behavior change (largely due to application of material in an emergency environment)

Strengths	<ul style="list-style-type: none"> • Layout, design and font type simple, clear and acceptable for low literate, low-skilled (or no-skilled) teachers • Grain sack font type is acceptable for low literate learners and appropriate and durable for use in emergency settings (i.e. camps) • Illustrations are engaging, colorful and help reinforce content and assist with story comprehension • Range of activities that teachers in South Sudan are accustomed to teaching • Extremely simple, repetitive text for teachers with similar activities and repeated directions within unit sections
Limitations	<ul style="list-style-type: none"> • Teacher's guides are large/heavy and not appropriate for use by mobile populations • Content is not explicitly for teaching literacy (and instead focuses on life skills and psychosocial instruction) • Stories are not decodable and must be read to beginning readers (though they are short, simple stories in English) • Lack of time allotment for activities is challenging for use in a classroom setting with a fixed timetable • Content is only in English and not suitable as written for instructional in national languages
Overall Applicability to PEP	<ul style="list-style-type: none"> • Content is suitable for aligning themes within the PEP materials to the current life skills and psychosocial curriculum framework • Content has to be translated into national languages for use in local language literacy instruction; it is unclear whether they would readily translate to lower level texts in national languages • Assessments do not actually evaluate acquisition of life skills or behavior change; they require revision to evaluate these learning outcomes under PEP • These materials were recently revised and aligned to the national curriculum and should be referenced when creating materials under PEP; depending on the focus of the PEP materials, the life skills and protection content must be adapted to the needs and lifestyle of pastoralist communities

Material Set 11: UNESCO Literacy for Life Children and Youth Manuals

The Literacy for Life Toolkit consists of children's and youth A4 spiral bound teacher's guides. It utilizes the poster charts and story charts on grain sacks from the Skills for Life materials. The Literacy for Life Toolkit helps teachers give children and youth skills in beginning literacy and numeracy. The Literacy for Life activities prepare children who have little or no reading, writing or numeracy skills to enter formal education in primary schools or accelerated learning classes after an emergency situation. In Literacy for Life, children and youth learn to read and write letters numbers, words and simple sentences in English and slowly build up a basic vocabulary of English words and phrases. The activities also encourage use of mother tongue language learning. The Teacher Guide for Children starts with activities for learners who cannot read, write or speak English. It covers the alphabet and numbers 1 up to 20, including simple English words and sentences. The Teacher Guide for Youth builds on the literacy and numeracy covered in the Children's Guide and helps to give youth the skills to begin reading and writing on their own. The kit was developed for teachers with limited English skills who may have to translate content into their mother tongue or Arabic. Facilitators do not need formal training as teachers to use these materials with learners, though it is expected that they be trained for a 5-day period using the Literacy for Life Trainers Guide.

Material Set 11: UNESCO Literacy for Life Children and Youth Manuals	
Physical Description of Material	300-pages; black and white illustrations; spiral ring binding
Language	English
Type of Material	<ul style="list-style-type: none"> • Literacy for Life for Children: Teacher's Guide • Picture Posters for Children • Stories in Pictures (Sets) for Children • Literacy for Life for Youth: Teacher's Guide • Picture Posters for Youth • Stories in Pictures (Sets) for Youth • Literacy for Life Alphabet Chart • Literacy for Life Trainers Guide
Objectives of Material	<ul style="list-style-type: none"> • The Literacy for Life activities prepare children who have little or no reading, writing or numeracy skills to enter formal education in primary schools or accelerated learning classes after an emergency situation. • In Literacy for Life, children and youth learn to read and write letters numbers, words and simple sentences in English and slowly build up a basic vocabulary of English words and phrases. The activities also encourage use of mother tongue language learning. • It was developed for teachers with limited English skills who may have to translate into mother tongue or Arabic; teachers do not need formal training as teachers to use these materials with learners, though they are expected to be trained
Duration and Frequency	<ul style="list-style-type: none"> • There is no time allotment for these materials or for the sessions in these materials (this is purposeful) • They are meant to be delivered in an emergency setting and can be used to teach an entire instructional day or for a few minutes or hours a day
Design of Material	<ul style="list-style-type: none"> • 4 units in total, broken into separate lessons of 10-14 activities each with an assessment component at the end of each lesson • Format is standardized and similar activities are repeated within each lesson and unit to allow for easy application by the teacher • Sections within units are repetitive with clear headings and short directions • Fictional stories are used to present key life skills and psychosocial topics for reading and writing • An English alphabet grain sack chart is provided

Content Outline	<ul style="list-style-type: none"> • Inside title page, acknowledgments, table of contents, introduction (how to use the guide and overview) • Scope and sequence (per larger unit block) • Units in the children's manual include a mix of methods: picture posters (for discussion about the key message/idea of the lesson), picture stories (for illustrating story content), alphabet chart (for introducing letter sounds), beat the words (an activity for teaching phonemic awareness), find the letters (letter hunt activity), write the letters (for practicing handwriting), beginning reading (short sentences), word building (spelling using a letter grid), numeracy (beginning maths), key messages, songs and games • Units in the youth manual include a mix of methods: picture posters (for discussion about the key message/idea of the lesson), picture stories (for illustrating story content), daily edit (focusing on a weekly grammar skill), building sentences (using words in a table), alphabet chart (for introducing new letter combination sounds), beat the words (an activity for teaching phonemic awareness), find the letters (letter hunt activity), reading (short sentences), word building (spelling using a letter grid), numeracy (beginning maths), key messages, songs, games and story telling • Content in the children's manual focuses on: psychosocial wellbeing, peace and conflict resolution, protection and health • Content in the youth manual focuses on: adolescence, gender and violence, HIV/AIDS, early marriage and motherhood
Literacy Skills – Focus within Material	<ul style="list-style-type: none"> • This is a core literacy material, using the stories from the Skills for Life materials (see previous table) to teach advanced beginning English literacy to children and youth in emergency settings • Phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension • Reading words and sentences • Asking and answering questions • Telling stories and practicing English vocabulary and phrases
Literacy Assessment	<ul style="list-style-type: none"> • Outlined at the end of each lesson within the material; literacy and numeracy assessments provided • Assessments ask learners to connect and extend what they have learned by replicating or extending a new literacy skill through an activity practiced in the lesson • No marking system outlined; no evaluation of uptake of life skills or positive behavior change (largely due to application of material in an emergency environment)
Strengths	<ul style="list-style-type: none"> • Layout, design and font type simple, clear and acceptable for low literate, low-skilled (or no-skilled) teachers • Grain sack font type is acceptable for low literate learners and appropriate and durable for use in emergency settings (i.e. camps) • Illustrations are engaging, colorful and help reinforce content and assist with story comprehension • Range of literacy activities that teachers in South Sudan are mostly accustomed to teaching • Simple, repetitive text for teachers with similar activities and repeated directions within unit sections

Limitations	<ul style="list-style-type: none"> • Teacher's guides are large/heavy and not appropriate for use by mobile populations • Content is not well developed for teaching a balanced approach to literacy focused (which helps learners learn to read in a second language like English through exposure to small and large language parts) • Stories are not decodable and must be read to beginning readers (through they are short, simple stories in English) • Lack of time allotment for activities is challenging for use in a classroom setting with a fixed timetable • Content is only in English and not suitable as written for instructional in national languages
Overall Applicability to PEP	<ul style="list-style-type: none"> • Content is suitable for aligning life skills themes within the PEP materials to the current life skills and psychosocial curriculum framework • Letter sounds introduction and activities that do not add value to instruction or challenge learners with increasingly complex text should be revised • Content has to be translated into national languages for use in local language literacy instruction; it is unclear whether they would readily translate to lower level texts in national languages • Assessments do not actually evaluate acquisition of life skills or behavior change; they require revision to evaluate these learning outcomes under PEP • These materials were recently revised and aligned to the national curriculum and should be referenced when creating materials under PEP; depending on the focus of the PEP materials, the life skills and protection content must be adapted to the needs and lifestyle of pastoralist communities

6. Early Grade Reading Assessment Process and Tools

As part of the literature review, Early Grade Reading Assessment (EGRA) tools were provided by FHI360 for analysis. Developed for Dinka and Bari, the materials were part of the Across Bari and Dinka national language project.

The EGRA tools developed by Across follow a standard format for these tests, consisting of five sections – letter recognition, initial sound identification, invented word decoding, familiar word reading and oral passage reading and comprehension.

They were created in both Dinka and Bari for use under the Across project as part of the baseline assessment. No English materials were developed. The materials consisted of pupil protocols (for marking results), pupil stimuli packets (for taking the literacy tests) and a manual for enumerators to guide them in executing the tests.

Based upon the available materials, it is unclear who the enumerators were, how they were identified and trained, what procedures they followed to identify and sample children for testing, who was tested and how government was involved in the process. All of these components are critical when executing an EGRA and directly, substantially impact the execution and outcomes of the assessment, as well as the reliability of the data gathered and the capacities of the enumerators to accurately mark their results.

Upon review of the Across EGRA materials, the protocol and training documents appear crowded and not clearly laid out with simple formatting and instructions. The pupil stimuli packets consists of a series of single letters on A4 paper, creating many moving parts for the assessment that would be difficult to execute in a school environment. Stimuli packets can fit in a letter grid on one page – 10 letters to a row, 10 rows on the page.

Additionally, the font selected for the assessment was not a handwriting font, meaning letters like ‘a, g, q, l, and l’ look quite different than what pupils routinely see, indicating that results could be lower if pupils were unable to decipher the letters due to format. In the future, it is important to use an appropriate font type and size for early grade reading assessments to ensure their usability with pupils and application to their normal school setting.

At the time of submitting this report, FHI360 indicated development of the assessment process and tools was on hold pending further feedback and dialogue with USAID. As we are not yet aware of the approach USAID will recommend to tool development, final recommendations regarding assessment in the Room to Learn Project are on hold pending feedback from FHI on the way forward.

This report can be amended at that time to include this information, or an additional document development that outlines the suggested approach these tools will take given USAID’s recommendations and experiences and learning’s to date in terms of large scale literacy assessments in similar projects.

7. Recommendations and Conclusion

A. Summary of Key Takeaways from Literature Review

The focus of Room to Learn's reading intervention is the production of supplementary reader and materials, which will complement the Global Partnership for Education core curriculum activity. A summary of the relevance and applicability of each material reviewed in this report is summarized in the table below will assist in the production of the supplementary as well as the core curriculum materials. The narrative section that follows provides additional details regarding the relevance of each material for use in PEP under the project.

Name of Material	Phonemic Awareness Exercises	Alphabetic Principle Exercises	Vocabulary Exercises	Fluency Exercises	Comprehension Exercises	Listening and Speaking Exercises	Writing Exercises	Integrated Assessment Exercises	Simple Design and Layout	Early Reading Font (Handwriting Font)	Relevant Early Reading Font Size	Simple, Age Appropriate, Levelled Text	English Text	National Language Text	Variety of Text Genres	Relevant Thematic / Life Skills Topics	Clear Teacher Activities	Clear Learner Activities
Rabea for Beg. 2		X	X	X	X		X	X					X		X	X	X	X
Rabea Inter.			X	X	X	X	X	X				X	X		X	X	X	X
AET Social Issue Kits			X	X	X	X	X					X (P4-8)	X		X	X	X	X
AET Reading Series			X	X	X								X		X	X		
Across-SIL Readers, Prime rs		X	X	X	X							X	X	X	X	X		

Acros s-SIL Teach er's Guide		X	X	X	X			X					X	X			X	X
Englis h Teach er's Guide													X				X	
ALP Englis h Level 1	X	X	X			X		X	X	X		X	X		X	X	X	X
ALP Englis h Level 2	X	X	X	X	X	X	X	X		X		X	X		X	X	X	X
UNES CO Skills for Life			X	X	X		X	X	X		X	X	X		X	X	X	X
UNES CO Litera cy for Life	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X

ALP, SIL-ACROSS and RABIA

Learning level: The content outlined in the ALP and SIL-Across materials represents a good example of the content required for the PEP Level 1 and 2 materials for both local language learning and English. The primers, readers, storybooks and alphabet books represent a content level appropriate and manageable for most teachers to utilize effectively.

Relevance: The content of the ALP and SIL-ACROSS materials is relevant for learners and teachers in South Sudan.

Scaffolding: Like the ALP and SIL-Across materials, content in the PEP materials should be scaffolded and move from the known to the unknown for learners, providing plenty of opportunities to grow and expand the foundational literacy skills required for reading and writing success (phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension). Successful materials will explicitly support and encourage this transition and train teachers to execute it effectively.

Balanced literacy approach: The Across-SIL and ALP materials provide a balanced approach to literacy, which includes real texts, structured stories, vocabulary activities, individual sounds, syllables, words and sentences.

Language: The Across-SIL materials are a good example of national language literacy materials that provide literacy instruction in national languages, while the ALP materials represent a good example of this approach in English.

English development: The Rabia and ALP materials provide opportunities for creating and practicing dialogues to reinforce common English structures and vocabulary. This approach should be supported in the PEP materials, along with the stronger reading and writing exercises demonstrated in the ALP and Across-SIL materials. Listening and speaking activities can and should be encouraged through dialogues, songs, oral literature comprehension activities and traditional texts. Rhymes and songs are an excellent and fun way to reinforce English and national language concepts and develop phonemic awareness skills in early readers.

Assessment: The Rabia materials represent a good example of simple classroom literacy assessment and scoring that the majority of teachers in South Sudan should be able to perform.

AFRICAN EDUCATION TRUST

Simplicity: The social issues kits developed by African Educational Trust represent a good example of the simplicity and length a week of content should take in a resource light teacher's guide (about one page).

Integration of life skills and social issues: The Africa Educational Trust social issue kits are a good example of instructional material that integrates life skills and social issues. Reading content should carry forward ideas and themes related to key life concepts identified by the MoES reinforce in AES learners and PEP learners in particular. Content should be relevant to the culture, society and livelihoods of pastoralist communities in South Sudan and reflect their way of life and values.

UNESCO SKILLS FOR LIFE AND LITERACY FOR LIFE SKILLS MATERIALS

Simplicity: The UNESCO materials represent a good example of the simplicity and length a session of content should take in a resource light teacher's guide (about one page). The learner materials are interactive and relevant for use in South Sudan as they are durable, lightweight and portable grain sack charts highly suitable for mobile populations. The teacher's guides are longer, heavier materials and are not suitable for mobile populations.

Integration of life skills and social issues: The UNESCO materials are a good example of instructional material that integrates life skills and social issues extremely relevant to the new life skills and psychosocial support guidelines for South Sudan. Reading content should carry forward ideas and themes related to key life concepts identified by the MoES reinforce in AES learners and PEP learners in particular. Content is not explicitly relevant to the culture, society and livelihoods of pastoralist communities in South Sudan, however, and would require revision to reflect their way of life and values.

Balanced literacy approach: The UNESCO materials provide a fairly balanced approach to literacy, which includes simple texts, vocabulary activities, letter sound introduction and practice with English words and sentences. They do not, however represent the correct introduction of letter sounds, decodable text and comprehensive integration of the five literacy skills required to support early literacy instruction, as letters are introduced in random order without decodable text – a critical component of second language (English) instruction for beginning readers.

English development: The UNESCO materials do not provide opportunities for creating and practicing dialogues to reinforce common English structures and vocabulary, though they do encourage reading and speaking of sim-

ple sentences. Additional listening and speaking activities can and should be encouraged through dialogues, songs, oral literature comprehension activities and traditional texts. Some rhymes and songs are integrated; these should be expanded, as they are an excellent and fun way to reinforce English concepts and develop phonemic awareness skills in early readers.

Assessment: The UNESCO materials represent a good example of simple classroom literacy assessment and scoring that the majority of teachers in South Sudan should be able to perform.

a. Thematic Topics for Integration

Curricula topics should explicitly integrate life skills and social issues into reading, speaking and writing content within the Level 1 and 2 materials. Like the Africa Educational Trust social issue kits, content should carry forward ideas and themes related to key life concepts identified by the MoES to reinforce in AES learners and PEP learners in particular. Content should be relevant to the culture, society and livelihoods of pastoralist communities in South Sudan and reflect their way of life and values.

Key life and psychosocial skills, peace building, civic education and child rights and protection themes should be built into the materials and key education and behavior change outcomes around these themes identified. Where possible, content should reinforce and reflect academic content taught in other subject areas, especially numeracy (stories can include numeracy components that learners can apply to math problems, for example). This content can be identified during the scope and sequence phase and clearly integrated into the materials from the beginning.

As different text genres are introduced in Levels 1 and 2, it is also possible to integrate different skills-based and academic concepts into writing, reading and vocabulary exercises within the literacy materials. Finally, social, cultural and historical topics can easily be integrated into the materials through oral literature, traditional texts and songs. These texts are practiced orally and give learners the opportunity to explore their language and culture simultaneously.

b. General Recommendations for PEP Literacy Materials

In addition to the above considerations, PEP content should include the following activities to support early literacy development in national languages and English:

Learner Materials

- Phonics, decoding and word building activities (language parts - starting with letters and syllables and incorporating words and sentences).
- Vocabulary and sentence structure activities (language parts - to grow word base in national language and English through exposure to common words, word and sentence structures).
- Reading and comprehension activities (starting with concept of word and moving to increasingly more complex texts and concepts).
- Listening and speaking activities (dialogues, rhymes, songs, traditional texts, oral literature).
- Writing activities (connected to reading and language activities to reinforce concepts and grammatical rules between English and the learner's national language).
- Use of print (handwriting) fonts and relevant text sizes for beginning readers in critical.

Teacher's Guides

- Simple, resource light manuals with a basic series of lesson templates to follow that repeat literacy activities from Monday to Friday each week and from week to week each term (using progressively more complex content).

- Content from the learners' materials is applied to the routine teaching procedures each week and taught to pupils using repeated, known and familiar teaching techniques established at the start of the course in the basic lesson templates in the teacher's guide.
- Additional language-specific support materials should be developed alongside teaching and learning aids like grain sack charts, which will be used to teach reading and writing activities specific to language communities targeted in the project.

Teacher Training Manuals

- Simple manuals that focus on practical skill development and provide extensive opportunities to engage with and practice instructional content are ideal.
- Theory should be kept to a minimum and the manuals should focus instead on key skills teachers need to develop in readers, including the five foundational components of literacy (phonemic awareness, alphabetic principle, vocabulary, fluency and comprehension) and corresponding activities to grow those skills in learners.
- Assessment and evaluation are also key skills teachers need to develop so they can monitor and track learner performance in their classrooms. Training should explicitly integrate these components to support successful instructional evaluation.
- Integration of life skills, psychosocial support and other social issues should be encouraged through the texts learners read and through the activities teachers are guided to perform with them as they explore literacy concepts in class.

Ideally all four aspects of literacy (reading, writing, listening and speaking) should be introduced first in a learner's national language; a second language (like English), should first be introduced orally, with written content integrated after a basic understanding of the sounds of the language has grown in the learner. While this approach represents excellent practice in literacy instruction, it must be modified to fit project needs, constraints and implementation modalities identified by FHI360 and the MoEST in the initial pilot year for the materials and beyond.

It is recommended that the supplementary materials developed under PEP integrate strong, relevant components of early literacy instruction in English and national languages, as identified above. At the very least, some revision, re-layout, re-illustration and re-scoping of content is recommended to substantially strengthen existing materials and ensure they are relevant in an AES setting with pastoralist populations.

In keeping with this, some materials like the AET social issue kits and UNESCO life skills and literacy materials could be utilized under PEP, with the understanding that they do not meet all of the requirements necessary for early literacy instruction. It is recommended that utilization of existing materials is decided upon with this in mind, and that FHI remain aware of the limitations in existing materials, and the corresponding impact this will have on usability, application and learning outcomes for pupils under RtL.

Moreover, depending on whether target populations are nomadic, semi-nomadic or sedentary, materials design, packaging, format and type must be revised and realigned to meet each population's needs. This component must be heavily reflected upon at project start during the scope and sequence workshop to ensure application in the field and in classrooms is clearly outlined and confirmed by both FHI and the MoEST.

It is recommended that teacher's guides are not explicitly modeled after any of the materials reviewed in this report, but rather reflect best practices in the field by incorporating a simple, resource light approach to the manual with a simple series of lesson templates to follow that repeat literacy activities from Monday to Friday each week. Content in the learners' materials can be plugged into the routine teaching procedures each week and taught using known and familiar teaching techniques established at the start of the course. The closest example of this in the reviewed materials is the series of social issues kits developed by African Educational Trust, which do represent a good example of the simplicity and length a week of content should take in a resource light teacher's guide (about one page).

On another note, training materials for teachers will also require further thought and development to ensure they are relevant, effective and user friendly in their design and content. Teachers need many opportunities to engage with new material and practice with it, so theory should be kept to a minimum and practical engagement with the materials and teaching procedures maximized (e.g. show, don't tell).

Finally, it should be noted that all of the materials reviewed, except for the social issues kits, represent examples of lengthy, highly scripted instructional models that provide daily step-by-step content for teachers to follow. While this approach can be relevant in a classroom setting, it is not explicitly recommended for materials targeting semi-nomadic or nomadic populations, which need to be simpler, portable and more durable than currently available literacy materials. A new approach to materials design that takes into account the unique needs of pastoralist communities is encouraged for this project to ensure the greatest chances of success for the literacy model and its ability to generate learning outcomes among pupils.

In addition, FHI and Mango Tree should use the coming phase to identify organizations working on pastoralist education in South Sudan and tap into their resource networks to access and review any relevant literature and materials from other organizations operating similar programming. UNICEF is a potential partner already working with pastoralist communities in peace-building programming. BRAC has been implementing AES and community girls school programs for the last few years and exists as a potential resource, as does Across, who has been implementing national language early grade reading programs with support from SIL. IBIS has been successfully implementing ALP, youth and adult literacy, numeracy and life skills programming in Central Equatoria and Northern Bahr el Ghazal for the last few years and has an excellent community and local government engagement model that can be leveraged during piloting and roll out of RtL in the coming months. FHI should continue reaching out to the national education cluster in Juba for additional networks, collaboration and sharing.

In addition, although the scope of work for this literature review called for an analysis of existing South Sudan literacy materials, it is suggested that the design of the scope and sequence in the next phase incorporate a review of non-South Sudan literacy materials in English and national language in the region, including materials developed by RTI in Kenya (under the Primary Reading and Math – PRMR - Project) and in Uganda (under the School Health and Reading Program - SHRP), and those developed by Mango Tree for northern Uganda. This will add value to the design process as components of other successful national language and English literacy materials are included in the potential scope of the PEP Level 1 and 2 materials. Overall, it is recommended sourcing additional materials in the early months of the materials design phase to ensure all possible existing materials are reviewed and analyzed for possible incorporation under the program.

c. Potential Materials Packages under PEP

It is anticipated that the design and format for the PEP materials will be significantly different than the materials reviewed in this report given the nomadic nature of pastoralist communities and the lack of permanent schools (this is based on the assumption that schools, at least for part of the year, will be mobile or semi-mobile if moved to cattle camps, for example). This approach necessitates a different type of materials package that can be easily stored, transported and carried as communities migrate. If learners will largely learn in permanent or semi-permanent structures throughout the year, however, the design and format of the materials can more closely mirror some of the materials evaluated in this report, like the Across-SIL primers and readers.

Overall, regardless of whether learners are mobile, semi-mobile or sedentary, the design of the materials should be simple, user-friendly and durable. Learner materials can take the form of a primer with stories and lessons, or a leveled reading series with different comprehension activities and tasks for learners to perform. Teacher's materials can take the form of a short teacher's guide with standardized lesson templates and a series of chart sets that contain stories and language activities that teachers can hang or hold up for learners (especially in the absence of a wall or chalkboard in a classroom). The materials package itself should be simple and consist of as few

'pieces' as possible to ensure it is easy to use, transport, store and maintain over time. Rather than provide a series of short, individual readers, for example, content can be laid out in an anthology that learners can engage with over time.

Integration of IT components like MP3 players, audio recordings, radio, etc. will be discussed with FHI and its partners in South Sudan. It is not clear what the overall success of these components has been in South Sudan in regard to literacy programming. During the design of the scope and sequence for the materials, Mango Tree will reach out to Across, EDC and other players who have integrated potentially relevant IT components into their programming to determine their relative success with these interventions in the South Sudan context. Based on these learning's, recommendations can be made about relevant IT materials to include in the PEP package.

Based on discussions and analysis so far, a draft design for the materials could include:

Level 1 Learning Materials (*materials are listed per set – 5 sets for Dinka, Bari, Toposa, Nuer and English; each set will have a facilitator's guide with teaching points in the local language*).

- Big books and reading materials on medium sized grain sack charts (2 charts per week x 10 weeks per term x 3 terms per year – 60 charts total per set).
- Literacy games on small grain sack charts (letters, high frequency words, punctuation for building words and sentences).

Level 2 Learning Materials (*materials are listed per set – 5 sets for Dinka, Bari, Toposa, Nuer and English; each set will have a facilitator's guide with teaching points in the local language*).

- Big books and reading materials on medium sized grain sack charts (2 charts per week x 10 weeks per term x 3 terms per year – 60 charts total per set).
- Literacy games on small grain sack charts (letters, high frequency words, punctuation for building words and sentences).

Level 1 Teacher's Guide (*2 guides will be developed, one for teaching English lessons and one for teaching national language lessons – all content will be in English*)

- Introduction
- How to Teach Section
- Weekly Lesson Support Term 1
- Weekly Lesson Support Term 2
- Weekly Lesson Support Term 3
- Appendices (glossary and learner assessment forms)

Level 2 Teacher's Guide (*2 guides will be developed, one for teaching English lessons and one for teaching national language lessons – all content will be in English*)

- Introduction
- How to Teach Section
- Weekly Lesson Support Term 1
- Weekly Lesson Support Term 2
- Weekly Lesson Support Term 3
- Appendices (glossary and learner assessment forms)

Level 1 Master Trainer's Guide (*all content will be in English*)

- Introduction – Using the teacher's guide and learning materials
- How to Teach Story Reading and Comprehension
- How to Teach Word Study (Phonics)
- How to Teach Vocabulary and Structures
- How to Teach Creative Writing
- How to Teach Songs, Traditional Texts and Oral Literature

Level 2 Master Trainer's Guide (*all content will be in English*)

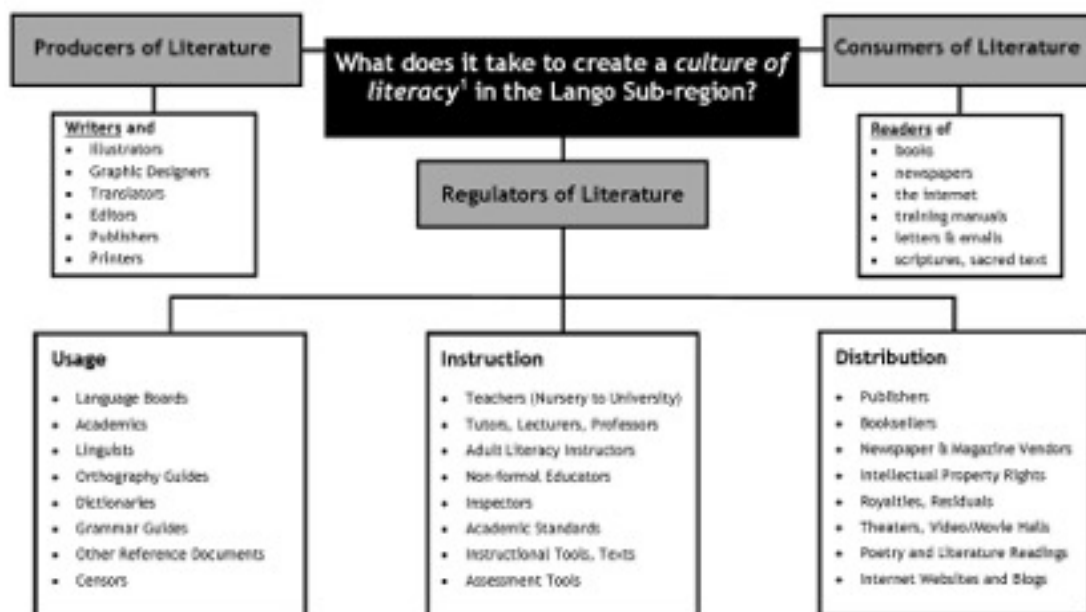
- Introduction – Using the teacher's guide and learning materials
- How to Teach Story Reading and Comprehension
- How to Teach Word Study (Phonics)
- How to Teach Vocabulary and Structures
- How to Teach Creative Writing
- How to Teach Songs, Traditional Texts and Oral Literature

Please note that materials listed here indicate possible text resources that can be developed for the project. Additional materials like readers and primers can be incorporated into the materials package upon the recommendation of FHI360 and other stakeholders. Additional supplementary and non-text resources will be identified during the scope and sequence and added to the materials package. The design process can also include the development and layout of small A5 facilitator's guides for each chart set that will have local language and English content tied to the chart content; this will include instructions to teachers for using the chart and corresponding information they need to facilitate the lesson. It should be noted that teacher's guides should be created in English (at least during the pilot) to allow for use in any language community in the country (rather than language-specific guides that necessitate reproduction in dozens of languages as the project is scaled up). Language-specific content (e.g. vocabulary words, comprehension questions, etc.) can be catered for either within a section of the teacher's guide or within a small facilitator's guide linked to the local language chart sets.

d. Fostering a Literate Society

Mango Tree works through its literacy programs to develop a culture of literacy in the societies where it operates, outlined in the following change model. To summarize this model, the primary components of a literate society are **Writers** and **Readers**, the producers and consumers of literature. However, in order for these two categories of people to emerge in a society another set of individuals and institutions that we call the **Regulators of Literature** needs to function effectively – including the regulators of usage, instruction and distribution. (The diagram below provides an example of this process from northern Uganda.)

Under the Room to Learn Project, engaging these groups of literacy stakeholders throughout the stages of materials design, development, piloting, revising and disseminating is critical to ensure the materials are accepted and approved by the people responsible for developing, using and consuming them in South Sudan. Mango Tree's experience in materials development is that it must be inclusive and transparent to ensure key stakeholders have a chance to review, feedback on and contribute to the development of their materials to ensure their successful application and uptake among the language communities that will use them for instruction. Presentation of the scope and sequence and literature review analysis should include members of each of these key literacy stakeholder groups in South Sudan to ensure the process is representative of the groups of individuals ultimately responsible for its success.



¹A simple definition of "a culture of literacy": A community of people with enthusiasm for and commitment to reading and writing in daily life.