Akshara Foundation
Every child in school and learning well

Karnataka Learning Partnership's Reading Support Programme:

Background and Methodology

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INTRODUCTION

In a boom city like Bangalore, it might be difficult to imagine that around half of children in primary schools have not learned to read simple sentences. The Karnataka Learning Partnership (KLP) was initiated in October 2005 to begin a response to this problem. A collaboration between the Government of Karnataka and the Akshara Foundation, a non-profit charitable organization, KLP began by supporting teachers in implementing a Bangalore-wide accelerated reading programme, drawing from the experiences of the Pratham network across India and the government school system in Karnataka.

When children do not learn how to read early on, they fall further and further behind, eventually either dropping out of the system or emerging with little useful knowledge.[1] By focusing efforts on the children who cannot read in primary school, KLP's reading programme seeks to **bridge a crucial learning gap** between these children and their peers, facilitating further learning. At a broader level, KLP hopes to provide teachers with a **new tool for teaching reading** and a **new way of monitoring results**, transforming teachers' relationships to both their students and the school system at large.

At its heart, KLP is much more than a methodology, and does not claim to promote the only or the best way to teach children to read. Methodologies will always improve over time: KLP's main achievement is to create **renewed focus on reading** throughout the system and serve as a **catalyst for further change**. KLP is driven by the idea that new ideas should constantly be tested, evaluated, and improved in order to provide children with the best teaching methodologies. By bringing together the Department of Education, the Akshara Foundation, DIET, DSERT, SSA, and corporate donors, KLP fostered **new partnerships at multiple levels** that could continue this cyclical process.

TEACHING METHODOLOGY

Pratham's Accelerated Reading Technique

Pratham, an India-wide network of educational NGOs, developed its method of teaching reading through story cards primarily through experimentation. Between 1994 and 1998, Pratham evolved a system of using stories to teach reading, ultimately piloting a programme using the story of Shivaji in Maharashtra and of the popular movie Lagaan in Gujarat. In 2001, a pilot test suggested that children could be encouraged to read difficult texts even if they did not know the whole alphabet. This observation encouraged Pratham to expand its story-based approach. Professor A.K. Jalaluddin, a well-known educationist who had tested his reading method in West Bengal and Bangladesh, provided the formal framework for Pratham's evolving technique.[2]

Pratham's technique begins with baseline assessment. The teacher places each child into a reading level – 0 (can read nothing), letter, word, paragraph, or story – by testing the child's reading skills one-on-one.

After assessment, Pratham's accelerated programmes target those children at 0, letter, or word levels. Pratham's interventions are time-bound, lasting for about 45 sessions[3]: Pratham has found that this duration is optimal for bringing children up to paragraph or story level.

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[1] Rukimini Banerji, Madhav Chavan, & Usha Rane (2005),"Learning to read," *Changing English* 12(2): 177-190.
[2] Ibid.
[3] Preferably, these sessions occur once a day on consecutive days, but this is often impossible due to holidays.

Teachers conduct reading interventions for about 1 ½ hours per day, with groups of 20-25 children.[4] Four main activities constitute a Pratham class:

1. **Reading stories aloud from books.**
   a. Teacher reads story once and discusses with children
   b. Teacher reads the story again, pointing at each word as she reads.
   c. Teacher reads the story again, while children follow the story in their own books.
   d. Teacher asks, "Who will come and read like me?"
2. **Barakhadi chart (consonant-vowel grid)**.
   a. Teacher points to a line on the barakhadi chart, a grid of consonants and vowels, and reads it aloud. Children follow in their own charts.
   b. Teacher asks, "Who will read like me?"
   c. Children volunteer to read from chart.
   d. Teacher introduces games and activities with the chart.
3. **Word games**.
   a. Teacher introduces activities with rhyming words.
   b. Eventually, children lead the game. Teacher writes down the words.
4. **Writing**. **("kuch bhi bolo – kuch bhi likho")**
   a. Teacher may provide a topic for children to speak on.
   b. Children each express an idea out loud.
   c. Children write down their idea.[5]

For Pratham, the class structure is somewhat flexible: teachers may spend more time on the barakhadi chart and word games at first and gradually spend more time on reading and writing.

Once this technique had been developed, Pratham began to roll it out in January 2003. In February 2003, the Maharashtra government piloted the technique in 2 blocks; in September, it ran a second pilot in one block in each of 30 districts. By November, the programme extended to all blocks in 17 districts.[6] Constituents of the Pratham network, including the Akshara Foundation, have adapted this technique to local needs since then.

Government Teaching Methodologies

Over time, the Government of Karnataka has shown increased interest in alternative teaching methodologies to improve school quality. An important example of this focus is *Nali-Kali*, a "joyful learning" programme implemented in rural schools. *Nali Kali* was initiated in 1995, when 15 government schoolteachers from Karnataka visited the Rishi Valley School in Andhra Pradesh. With support from UNICEF and the Department of Education, these teachers then developed a highly participatory, activity-based curriculum. At the core of the curriculum was the "learning ladder": each child was placed at a level on the ladder and progressed through sequential learning activities at her/his own pace. Since 1997, *Nali-Kali* has been incorporated into the District Primary Education Programme (DPEP) in Karnataka and has been implemented in several schools across the state.[7]

Nali-Kali's approach to reading is the "Ra Ga Sa Da A" method, which organizes letters into into a non-traditional order of 10 groups according to frequency of use. At each level,

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[4] Ibid.
[5] Ibid.
[6] Ibid.
[7] Tasqueen Macchiwalla, "Nali-Kali – A Not So Silent Revolution for Joyful Learning," in *Seeds of Hope*, Lokayan, <http://planningcommission.nic.in/reports/sereport/ser/seeds/seed_edu.pdf>

children employ all language competencies: for example, after learning the first 5 letters, ra, ga, sa, da, and a, they practice reading, writing, hearing, and speaking words using those letters, and connect words to pictures and stories. Though slightly different from Pratham and KLP methodology, the Ra Ga Sa Da A method demonstrates interest within the Government of Karnataka in alternative methods to teach reading that would be extended through KLP.[8]

KLP's Teaching Methodologies

Bangalore Accelerated Reading Programme (ARP)

KLP adapted Pratham's methodology to the Karnataka context through its own process of experimentation. The Akshara Foundation had been teaching remedial classes in reading and math in selected government schools. These classes paralleled the government curriculum. Beginning in 2002, after drawing inspiration from a visit from Madhav Chavan of Pratham, the Akshara Foundation began implementing the Pratham reading methodology through volunteers in these schools, community settings, and summer camps across Bangalore. Akshara wrote its own story cards in Kannada and added illustrations, but otherwise followed the Pratham teaching methodology meticulously. Everyone involved in the programme taught at least one class, building first-hand experience throughout the organization.

After some experience with this methodology, Akshara staff began to experiment with new methods in the government schools in Govindarajanagara and Ullal-upanagara in Bangalore. The technique focused on letter recognition: after identifying those letters children did not recognize, the Akshara staff member would drill the children on those letters. Madhav Chavan had encouraged Akshara staff to introduce words earlier in the programme. At a school visit, he demonstrated to Akshara staff that, when given 10 minutes to prepare and consult with friends, children with no reading ability would attempt to read with confidence and enthusiasm, so teachers should not hold them back to learning letters alone.

In 2004, a new pilot experimented with combining letter-level inputs with Pratham's story method. The programme used 45 story cards in the Govindarajanagara and Link Road schools. This time, Akshara staff taught about half of the classes and government teachers the other half. Urdu specialists developed Urdu cards and two letter charts in parallel to the Kannada card development. The following year, Akshara conducted an expanded pilot in 120 schools in 2 blocks, this time taught entirely by government teachers. With revisions, the same story cards were eventually extended to the Bangalore-wide programme in 2006.

Like the Pratham methodology, KLP's technique uses baseline assessments to place children into 0, letter, word, sentence, and paragraph levels. Children at 0, letter, or word level at baseline enter ARP in "centres" of 20 children per teacher. ARP provided each centre with the following materials:

1. A set of 45 stories printed on separate cards, each with 4 illustrations. Each child received one card, and the teacher received a larger version.
2. A "kaagunitha" chart with consonants in the first column for each child; each row shows a consonant-vowel combination (i.e., ka, kaa, ki, kee...)
3. 20-30 sentence cards with simple sentences without "gunithakshara" or "otthakshara"
4. A set of alphabet cards, one card per alphabet.[9]

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[8] Anita Kaul, "Nali Kali: The Joy of Learning," Azim Premji Foundation,
<http://www.azimpremjifoundation.org/html/papers.htm>
[9] Karnataka Learning Partnership (2006), Reading Programme Report, p. 12.

Like Pratham's methodology, KLP's methodology structures each class with 4 main activities. However, drawing from experimentation, the new methodology dropped word games and the writing component and replaced them with role play and letter-based inputs for 0-level children:

1. **Reading a story card.**
   a. Teacher shows illustrations on the card to the children and prompts them with questions. Children guess the story and interpret the illustrations.
   b. Teacher reads the story once loudly and clearly, pointing to each word as she reads, while children follow on their own cards.
   c. Teacher asks, "Who would like to read like I do?" and gives children who raise their hands opportunities to try reading the story. She does not correct mistakes, in order to encourage struggling children to try. Children can consult with each other, and because the class contains a mix of 0, letter, and word level children, they learn from each other. Eventually every child attempts to read.
   d. Each day the teacher moves to a new story, in order to hold the children's interest. Stories begin with a few sentences and develop into longer paragraphs.
2. **Activities with kaagunitha chart.**
   a. Teacher recites sounds on the kaagunitha chart in serial order while children follow.
   b. Teacher selects 8-10 words from the story and children identify the letters that make up the words in the kaagunitha chart.
   c. Teacher gives children a word and asks them to find it in the story.
   d. Children unfamiliar with letters take the kaagunitha chart home with them.
3. **Special inputs for zero level.**
   a. Teacher gives special materials to zero-level children: sentence cards and alphabet flashcards, which they stick to cardboard at home.
   b. Children begin to ask other children for help.
   c. Teacher uses alphabet cards to familiarize children with letters.
4. **Role-play.**
   a. Children have time to work together to develop a role play. The only rule is that every child must participate; usually one takes a leadership role
   b. Children act out the story. [10]

The overall goals of KLP's reading methodology are **fluency, accuracy, and comprehension**. While the activities may vary from class to class, the general elements intended to be part of the class are common:

- ❖ Create a supportive environment for both children and the teacher, with the teacher in a facilitating role
- ❖ Take advantage of children's listening and speaking skills
- ❖ Help children see the links between sounds and signs
- ❖ Read stories aloud to children[11]

Most importantly, KLP's methodology insists that **every child must attempt to read**.

A sample of 15 teachers interviewed in September 2007, a year after the programme, offered positive feedback on KLP teaching methodology, responding that reading cards were "attractive to students" and "motivated children to learn," as well as "developing a reading habit," "improving imagination of children," and promoting "good morals." Eleven out of the 15 teachers agreed that the methodology made teaching easier, and all agreed that it helped them. Some also reported positive results from the programme beyond the ARP assessments,

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[10] KLP, p. 11-13
[11] Akshara Foundation Resource Centre (2006), "Learning to Read – the Bangalore Experience."

such as reduced absenteeism and increased participation from formerly quiet students. All of the 10 teachers asked said KLP had long-term impact: some continued to use ARP materials, some noted increased motivation, and some said their children were now good readers.

Karnataka Reading Support Programme (RSP)

After the Bangalore experience, KLP decided to scale up its reading programme to 10 districts in Karnataka. Based on learnings from the Bangalore programme, as well as feedback from a committee of government and NGO figures, the KRSP made some changes:

1. **Graded story cards**. Rather than 45 story cards, the programme now uses 75 graded cards, graded into 3 levels based on the difficulty of words. The stories have been re-written through collaboration between the Akshara Foundation, government teachers, block- and cluster-level government officials (BRPs and CRPs), DSERT, and Professor Halemane, a language expert from the Central Institute of Indian Languages in Mysore.
2. **More variety in story cards**. Cards include stories, poems, conversations, etc.
3. **More simplicity**. KLP re-evaluated cards to make words easier and difficult words are now highlighted in red.
4. **More activities**. A centre now receives an activity kit and set of posters to complement the story cards, kaagunitha charts, and alphabet cards. Materials include picture flash cards and letter blocks.

Academic Grounding for KLP's Methodology

1. **Holistic Technique**

A.K. Jalaluddin, who has worked extensively with Pratham in training staff to conduct reading programmes, writes about the importance of learning to read in a "holistic" manner that "cannot be fragmented through piecemeal efforts." Instead of teaching children letters for the first two years and later introducing independent story reading and writing, Jalaluddin points out that "[e]ncouraging the first graders to draw and write from the very first day while learning to read has been widely found to mutually reinforce the basic skills of reading and writing with a growing sense of purpose."[12] Thus, children are able to build on their understanding of spoken language as they navigate written language, building their confidence.

Jalaluddin's ideas balance the "phonics"/"whole word" debate on teaching reading: while the "phonics" side argues that the teaching of reading should focus on learning to link letters and sounds and decode words, the "whole word" side argues for a focus on recognizing whole words without emphasizing individual letters. Research exists to support both of these strategies. In *The Science of Reading*, Snow and Juel, in discussing learning in English, point out that only through active" *integration*", not just "balance," of these two approaches can children learn to read optimally: "the choice of instructional activities should be part of an overall, coherent approach to supporting literacy development."[13] A study by the Promise Foundation finds that letter recognition develops more slowly in Kannada than in English, perhaps because of Kannada's "extensive orthography", or large number of signs: for example, while English-speaking children master recognition of letters by the end of their first year in primary school, Kannada-speaking children need through standard IV to do so.[14] The Promise Foundation proposes that "akshara [alphabet] practice needs to occur in parallel with reading practice,

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[12] A.K. Jalaluddin (2007), "School Library and Reading,"
[13] Catherine Snow and Connie Juel (2004), *The Science of Reading*, p. 510.
[14] Sonali Nag (2007), Early Reading in Kannada: The Pace of Acquisition of Orthographic Knowledge and Phonemic Awareness, *Journal of Research in Reading* 30(1): p. 14.

instead of being a precedent."[15] Since children learning Kannada require at least 4 years to master letters, it is intuitive that reading instruction occur simultaneously: in fact, typical standard II textbooks expect children to read with an extensive vocabulary.

KLP seeks to achieve this "integration" between reading and letter learning. As Rukmini Banerji of Pratham writes, "We experimented purely on the basis of what we observed among children. We saw that children learn to play the entire game and not its parts and we translated this observation into the 'integrated' learning exercise of saying, doing, reading, and writing."[16]

2.   Small-Group Learning

KLP's curriculum works best in a small group that maximizes child-teacher interaction and child-child interaction. Small-group learning is widely considered to improve learning; though the impact is difficult to test, some experiments have demonstrated it. For example, in Tennessee (Nye, 2002) researchers found that students performed better in classes of 13-17 students than of 22-26 students; In Israel (Angrist and Lavy, 1999) and South Africa (Case and Deaton, 1999), on average, classes of 20 students performed better than classes of 40 students. KLP's "centres" of 20 students allow struggling children to learn in a small group.

3.   Remedial Approach

KLP's remedial approach – working only with those children most in need of help – is also well-supported in educational research. Simply improving classroom inputs can ultimately help only the higher-achieving students: for example, a study in Kenya (Glewwe, 2003) found that new textbooks only had a positive impact on those students who scored well on a pretest. The most widely cited study on remedial education in the developing world comes from the Pratham family: Banerjee et al's (2006) study of Pratham's balsakhi programme in Mumbai and Vadodara, in which balsakhis provide extra teaching to low-achieving students. Banerjee et al found that average test scores in schools with balsakhis were 0.28 standard deviations higher than those in schools without balsakhis; the improvement seemed to be concentrated on low-achieving students, not those who were originally high-achievers. A similar study in Israel by Lavy and Schlosser (2005) found that remedial education raised the average matriculation passing rate by 3.3 percentage points among adolescents; again, the major gains occurred among low achievers. Remedial education is cost-effective because it focuses specifically on problem children, closing the learning gap to make future learning easier.

EVALUATION METRICS

Pratham's Evaluation Methods

Pratham uses a one-on-one assessment method to place children at one of 5 reading levels: 0, letter, word, paragraph, or story.

- ❖ First, the child is shown an easy paragraph with 4 sentences.
- ❖ If the child can read the paragraph easily, s/he is termed as a "paragraph" child. The child is then shown a short one-page story. If s/he can navigate the story with ease and fluency then s/he is categorized as a "story" level child.
- ❖ If the child has difficulty in reading this paragraph, s/he is shown a set of common words and asked to read any four or five words of his/her choice.

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[15] Nag, p. 20
[16] Banerji, p. 181

❖ If s/he cannot manage words, then s/he is shown a set of letters and asked to read any of his/her choice.[17]

Evaluations usually occur once at baseline and once at the end of the programme.

Government Evaluation Methods

The government's Nali-Kali programme emphasizes frequent self-assessment by children according to the learning ladder, giving them the opportunity to measure and understand their own progress.[18] This approach reflects a recognition of evaluation as a constructive part of the learning process.

At a broader level, the Department of Education in Karnataka conducted a large-scale school quality assessment in 2006 through the newly-formed Karnataka School Quality Assessment Organization (KSQAO). In its first year, KSQAO tested 1,617,683 children in 2nd, 5th, and 7th standards on basic competencies in Kannada, math, science, and social science.[19] KSQAO indicates a new governmental emphasis on school quality and monitoring, an emphasis that helps make KLP a possibility.

KLP's Evaluation Methods

KLP seeks to integrate accurate data collection and analysis into all levels of its programmes. Its data is intended to be **diagnostic**, not **achievement-oriented**: its goal is not to chastise under-performers, but to identify problem areas in need of extra help and draw out useful learning that can be applied throughout the system. A teacher can use an assessment to identify which students in her class are struggling with which aspects of reading; a block-level official can use it to identify schools in need of resources or succesful practices that should be applied elsewhere.

KLP used the same evaluation method as other members of the Pratham network, but with some changes:

1. **Grading system**. While Pratham uses 0, letter, word, paragraph, and story levels, KLP uses 0, letter, word, sentence, and paragraph levels. KLP made this change because the difference in difficulty between a paragraph and a story seemed too variable.
2. **Evaluation method**. While Pratham begins by showing a child a story and then moves backwards to a sentence and then to words, KLP begins the opposite way, first showing the child letters, then words, then sentences, then a paragraph. Because many children cannot read, this method allows for more efficiency and focuses on what children *can* do rather than asking them to complete a difficult task at the outset.
3. **Frequency of assessment**. While Pratham evalutes children only at the beginning and the end of the programme, KLP evaluates them every two weeks, in order to give both children and their teachers a clearer idea of their strengths and weaknesses as the programme progresses.

Drawing on past experiences with data, such as the ASER report, which some had criticized for inaccuracy, KLP recognized the need for a data collection strategy that would be unrefutable. In response, KLP contributed a unique data capture system to the Pratham model. It created a database into which Akshara Foundation staff entered basic information about

[17] Pratham Resource Centre (2006), Pratham's Accelerated Reading Technique (2006)
[18] Macchiwalla
[19] KSQAO Homepage, <http://www.kseeb.org/Ksqao/Pages/Assesment_Statistics.htm>

every child in the system, every teacher, and every school. Through collaboration with the EGovernments Foundation, the Akshara Foundation developed a GIS system through which each school could be tracked throughout the programme; results from the reading programme assessments were placed on the website. Teachers conducted assessments with students, while Akshara volunteers collected the results and entered them into the database using portable digital assistants (PDAs). GE volunteers conducted some random audits on programme implementation. DIET also conducted an assessment of the programme. [20] At the end of the programme, 64% of the children who had entered the programme as "non-readers" (0, L, or W level) were now reading, 40% at sentence level and 24% at paragraph level.[21]

The Bangalore experience provided valuable learning for KLP's future work across Karnataka:

1. **Recognition of the importance of data** within the Akshara Foundation.
2. **Development of re-usable frameworks and processes**: the GIS mapping process, the analytics to be displayed on the website, and the data screens.
3. **Addition of add/modify functions** to the database, so that the database could respond to teacher transfers and other system changes.
4. **New baseline testing methods**: instead of baseline testing all children in the schools, KLP now asks teachers to identify children in need of remedial intervention and then conducts baseline tests with only those children.
5. **Modified data entry methods**: Instead of entering data through PDAs, which were difficult to synchronize during the Bangalore programme, staff will enter data online during KRSP.

Academic Grounding for KLP's Evaluation Methodology

A.K. Jalaluddin has written that evaluation should allow children to "engage in constant self-appraisal" by "providing a task environment in the classroom, a range of instructional strategies that encourage learners to take initiative and gradually become responsible for their own learning."[22] KLP's learning assessments are simple and accessible, giving children and their teachers a clear method through which to monitor progress.

In social science research, randomized controlled trials are widely considered to be the most rigorous way to prove causality – to show that the desired result occurred because of the implemented programme and not any other factor. Even comparing those who received the programme to a "comparison group" is not definitive if the comparison group was not chosen randomly before the trial began.[23] Duflo et al write that "(c)omparing the same individual over time will not, in most cases, give a reliable estimate of the program's impact since other factors that affect outcomes may have changed since the program was introduced."[24]

It is important to remember the objectives of KLP's reading programme. KLP does not intend to prove that its method works better than all other methods in teaching children to read. It aims to roll out a proven method to as many children as possible through the existing school structure and track them over a long period of time. The KLP database is unique and a potential model for the Indian educational system at large: no other database tracks 100% of the

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[20] DIET Bangalore (2006)
[21] KLP Reading Programme Report
[22] Jalaluddin, Towards a Self-Organizing Learning Society, p. 10
[23] Michael Kremer (2004), Randomized Evaluations of Educational Programs in Developing Countries: Some Lessons, Department of Economics, Harvard University.
[24] Esther Duflo, Racher Glennerster and Michael Kremer (2006), Using Randomization in Development Economics Research: A Toolkit, Department of Economics, Harvard University and Abdul Latif Jameel Poverty Action Lab, p. 5.

government schoolchildren in a region. KLP's evaluation methodology fits its core objective: to promote "every child in school and learning well" in a sustainable way.

INSTITUTIONAL STRUCTURE

Pratham Institutional Structures

In the Pratham network, accelerated reading programmes have attempted to mobilize "existing structures and networks," such government school systems, cooperatives, panchayats, teachers' associations, and self-help groups, wherever possible. These partnerships intend to foster sustainability and ownership, inspire new ways of thinking about problems, and, most importantly, reach as many children with high-quality programmes as possible.[25] Members of the Pratham network have implemented reading programmes in collaboration with the governments of Maharashtra, Bihar, Andhra Pradesh, Madhya Pradesh, Bihar, and Punjab.[26] Some Pratham reading initiatives, such as the Read India campaign in Madhya Pradesh, have implemented the programme through Pratham volunteers, sometimes teaching within schools and sometimes outside of them; others, like KLP, have implemented the programme through government teachers.[27]

KLP's Institutional Structure

Like other members of the Pratham network, the Akshara Foundation believes a public-private partnership is the "key to provide the required impetus to change mindsets and make available quality elementary education to every child."[28] Almost from the very beginning, the Akshara Foundation has worked with government to implement programmes. Initially, its remedial math and reading programme in government schools sought to support struggling students within the system. At first, Akshara volunteers taught all programmes; the reading programme pilot in the government schools in Link Road and Govindarajanagara split teaching responsibility between Akshara staff and teachers. Eventually, the programme evolved into being taught completely by teachers in order to build ownership and sustainability.

The Akshara Foundation has also collaborated with government outside of remedial teaching. Its balwadi/anganwadi programme provides training for workers in government anganwadis under the Integrated Child Development Services (ICDS) scheme. In 2002, Akshara staff worked with UNICEF and the Education Department to add a text-based component to the *Nali-Kali* programme. In line with the story cards, Akshara developed graded readers containing engaging, colorful, accessible stories for children. These readers matched the "learning ladder" system of the *Nali-Kali* curriculum.

It was with the accelerated reading programme, however, that the Akshara Foundation and the Government of Karnataka founded KLP, their most large-scale partnership yet. In October 2005, Akshara Foundation leaders met with the Secretary of Education in the Government of Karnataka. They decided to complete an accelerated reading programme in Bangalore by November 1, 2006 and an accelerated math programme by November 1, 2007. In April 2006, Akshara Foundation and the Government of Karnataka signed a memorandum of understanding (MoU) to finalize the plan for KLP. Thereafter, it was KLP, as a collaborative

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[25] Banerji, Learning to Read, p. 186
[26] Pratham Resource Centre (2006), Learning to Read Pratham Collaborations
[27] Read India Pratham MP Report (2006)
[28] DIET Bangalore (2006), Evaluation Report of Accelerated Reading Programme (ARP), p. 9

structure, not the Akshara Foundation, that was responsible for the programme.[29] The MoU laid out the following responsibilities.

Akshara Foundation
1. Develop and produce teaching and learning material with support from DSERT.
2. Train cluster resource persons (CRPs), block educational officers (BEOs), and teachers.
3. Create a platform for data capture, analysis, and display.
4. Monitor and track assessments.

Government of Karnataka/ Education Department
1. Implement the programme through teachers.
2. Share part of programme cost.
3. Monitor implementation through CRPs and BEOs.
4. Engage as a partner to initiate change in the school system.

Other Partners
1. Sarva Shiksha Abhiyan (SSA) of the central government provided funds for teacher training and TLM printing.
2. The GE Foundation provided funding for TLM printing, data platform, and volunteers to conduct random audits.
3. Media groups carried articles about the programme.
4. Bangalore Bloggers conducted random audits.[30]

Theoretical Grounding for Public-Private Partnerships

The Education for All Global Monitoring Report in 2005, which focused on literacy, describes three key strategic considerations for achieving literacy: strong and sustained political commitment, partnership, and responding to demand/creating motivation. The report underscores the central role of government in achieving scale, even as partnerships with the private sector should improve efficiency, demand accountability, and identify best practices, as well as helping government programmes to reach out broadly at the community level. Public-private partnerships have been successful in Brazil, Ecuador, and Morocco in raising literacy rates.[31] Without such partnerships, NGOs can only create limited change that lasts as long as they (or their funding) do.

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[29] KLP Reading Programme Report, p. 7
[30] KLP Reading Programme Report, p. 9-10
[31] UNESCO (2005) Education for All: Global Monitoring Report - The Quality Imperative
<http://portal.unesco.org/education/en/ev.php-URL_ID=35939&URL_DO=DO_TOPIC&URL_SECTION=201.html>