

The Problem

**Imagine you're
unable to read
labels at the market,
or calculate your
change.**

You'll never have the
opportunity to progress beyond
primary school for a well-paying
job.



This is the reality for many children in Sub-Saharan Africa.

Schooling Without Learning: The Crisis in Grade 3



SCHOOL ENROLMENT

↑ **Rising**

Rapid enrolment increases across Sub-Saharan Africa over the last decade.

UNESCO Institute for Statistics, 2023

VS



FOUNDATIONAL LEARNING

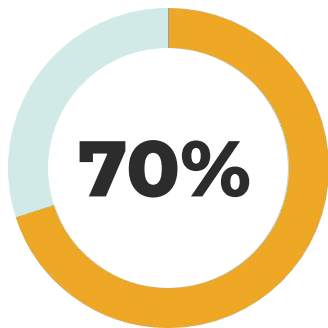
↓ **Crisis**

The majority of enrolled children cannot read or do basic maths.

World Bank, 2022

READING

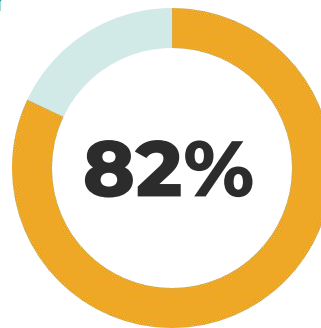
*Grade 3 learners
at basic level*



CANNOT READ

NUMERACY

*Grade 3 learners
at basic level*



CANNOT DO BASIC MATHS

The Journey of TaRL in Africa

2014

Zambian Ministry of Education identifies critical learning gaps following disappointing SACMEQ results.

2015

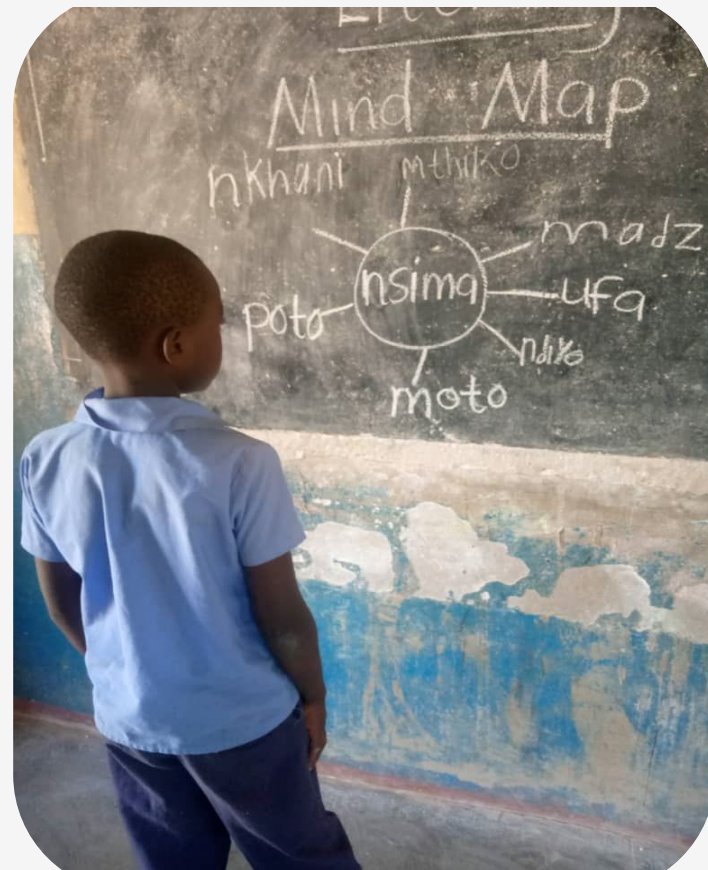
They hear about the TaRL approach and a learning visit is organised to India. Pratham and J-PAL start working with the Ministry in Zambia to adapt and scale the TaRL approach

2018

Expansion to Côte d'Ivoire; Pratham and JPAL receive interest from Cote d'Ivoire and begin supporting MENAET with the contextualization of the approach.

2019

Pratham and J-PAL form a joint venture to provide scalable support for partners addressing the learning crisis across sub-Saharan Africa. - **TARL AFRICA was BORN**



BY THE NUMBERS

Scale

Making a difference in

18
countries

Reaching over

7M+
children

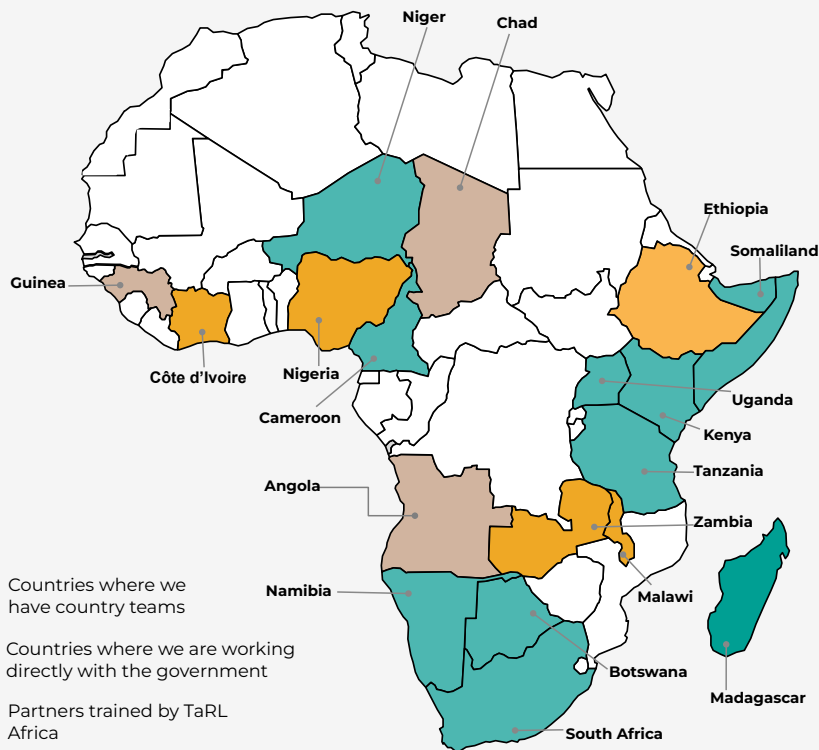
Sustainability

4 countries

Dedicated own resources to fund
TaRL programmes

\$2 - \$5

Cost per child



We enable governments to adapt and scale Teaching at the Right Level so every child can learn.

1

SYSTEMS CHANGE

Embed TaRL as a remedial approach

2

CONTEXTUALIZATION

Adapt TaRL to local contexts and policies

3

REVIEW & RESEARCH

Improve programming and identify next frontier innovations

4

SUPPORT ECOSYSTEM

Support an African community of practice through trainings and webinars



We work with governments:

For scale: to reach **millions**, not thousands; to ensure **remediation is integrated into policies for all children who need it**

We don't do this alone - we work with partners



**“If you want to go
fast, **go alone.****

**If you want to go
far, **go together”****

- African proverb



Teaching at the
Right Level Africa



***Our commitment is to ensure
that no learner is left behind***

***“Because every child’s
learning counts”***