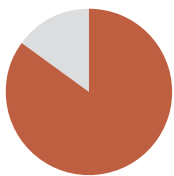


Teaching at the Right Level (TaRL) Africa



Millions of children across Sub-Saharan Africa lack basic proficiency in foundational reading and math, and are leaving school without the basic skills needed to succeed.



Over 4 in 5
children in Sub-Saharan
Africa cannot read or do
basic math.



13%
of government budgets are
spent on education in Sub-
Saharan Africa.

Despite high enrolment rates for primary school-age children, millions of children are failing to acquire basic math and reading skills. There are numerous structural reasons for this:



Varied learning levels
within classrooms make
it difficult to customize
instruction to all
children's needs.



Dense curricula and
high-stakes exams
incentivize teaching
to the top of the class



Little emphasis on basic
skills beyond early
grades, so children who
fall behind struggle to
catch up.

TaRL is an approach to education that restructures teaching based on individual children's learning needs rather than their age or grade level. Over the last 5 years, TaRL-Africa has proven that:



Children can rapidly catch up on foundational skills. 2-3 times more children in middle to upper primary grades master reading and math after 100 days of TaRL classes through government-led delivery at large scale.



Peer organizations and education leaders can be empowered to effectively use and grow the approach, building a movement for change.



Governments can own and carry forward the approach.

With Co-Impact's support, over five years, TaRL Africa has achieved the following:



5.8 million children across 16 countries reached by the TaRL methodology.

2-3 times as many children are achieving at least foundational literacy and numeracy by the end of primary school.



3 countries (Zambia, Cote d'Ivoire, parts of Nigeria) have adopted the TaRL methodology in their public education systems.

TaRL Africa has become a strong, independent, African, non-governmental organization with a world-class Board, team, and organizational systems.

