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# All Children Reading—Asia (ACR—Asia)

## QUARTERLY PROGRESS REPORT

October 2017 – December 2017

February 1, 2018

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September 2016 – September 2021

TOCOR: Mitch Kirby

Submitted by: **RTI International**

3040 Cornwallis Road

Research Triangle Park, NC 27709-0155

Tel: (919) 541-6000

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# List of Acronyms and Abbreviations

ACR	All Children Reading
AMEP	Activity Monitoring and Evaluation Plan
ASER	Annual Status of Education Report
CIES	Comparative and International Education Society
DEP-AME	Data for Education Programming in Asia and the Middle East
DepED	Department of Education Philippines
ECD	early childhood development
EGR	early grade reading
EGMA	early grade mathematics assessment
EGRA	early grade reading assessment
FY	fiscal year
ICT4D	Information and Communication Technology for Development
IR	intermediate result
IT	information technology
MoEYS	Ministry of Education, Youth and Sport, Cambodia
NGO	nongovernmental organization
PEARL	Pacific Early Ages Readiness and Learning Program
PPP	public-private partnership
Q	quarter
READ	Reading Enhancement for Advancing Development
SOW	scope of work
STTA	short-term technical assistance
TLM	teaching and learning material
TO	task order
USAID	United States Agency for International Development
USG	US Government
Y	project year

# 1 Introduction

## 1.1 Task Order Overview

<b>Task Order Name:</b>	All Children Reading–Asia (ACR-Asia)
<b>Task Order Start Date and End Date:</b>	September 30, 2016–September 29, 2021
<b>Name of Prime Implementing Partner:</b>	RTI International
<b>Task Order Number:</b>	AID-OAA-TO-16-00017 Number: REQ-ASIA-16-00017
<b>Names of Subcontractors:</b>	Allegro Global Procurement Solutions Windwalker Corporation Another Option, LLC Australian Council for Education Research EnCompass, LLC blueTree Group EdIntersect Florida State University Learning Systems Institute Aga Khan Foundation SIL LEAD
<b>Major Host-Country Counterpart Organizations:</b>	USAID Washington USAID Asia-Missions
<b>Geographic Coverage:</b>	Asia
<b>Reporting Period:</b>	October–December 2017

## 1.2 Task Order Description

All Children Reading-Asia (ACR-Asia) is a 5-year task order (TO) with an anticipated funding ceiling of \$22.8 million. ACR-Asia directly contributes to the US Agency for International Development's (USAID's) education goal to improve early grade reading (EGR) skills for 100 million children. To achieve this goal, ACR-Asia provides technical, logistical, and implementation services to USAID Missions in Asia, countries in the region where there is limited USAID presence, and the Asia Regional Bureau in Washington, DC. To maintain a focus on improving EGR at scale, ACR-Asia also builds capacity and leadership of key education stakeholders from governmental and nongovernmental organizations (NGOs) to implement evidence-based, high-impact EGR programs.

## 1.3 Objectives by Results

The Activity aims to achieve these goals through three intermediate results (IRs) and six sub-IRs.

### ***IR 1: Leadership and Capacity Building***

IR 1.1: Capacity of USAID Mission staff and partners in education sector increased

IR 1.2: Advanced education partnerships

## **IR 2: Evidence and Evaluation**

IR 2.1: Effectiveness of specific reading interventions determined

IR 2.2: USAID missions and key education partners' ability to collect, analyze, and use data for decision making to advance EGR increased

IR 2.3: Up-to-date knowledge on EGR is actively disseminated to target audiences and stakeholders

## **IR 3: Design and Implementation Support**

IR 3.1: USAID field missions' and partners' institutional capacity to design, implement, and take to scale evidence-based, high-impact EGR programs increased

## **1.4 Ongoing Activities**

To support USAID Missions, partners, and governments in the Asia region to improve reading outcomes for primary learners (Grades 1–5), with a focus on increasing impact, scale, and sustainability, ACR-Asia has begun implementation of discrete activities that contribute to the three results areas. The ongoing research activities currently identified along with the name and contact information for associated Activity Leaders are listed in **Table 1**. The full timeline of tasks planned under each activity listed in the table can be found in **Annex A**. Progress by indicators is reported in **Annex B**. The quarterly financial report is presented in **Annex C**. A list of international travel plans is in **Annex D**, the Activity Tracker is in **Annex E**. The full quarterly report for All Children Reading–Cambodia, a major Mission buy-in activity, is included in **Annex F**.

**Table 1. RTI Activity Leaders and Contact Information, by Activity**

Activity	Activity Lead	Status
<b>IR 1: Leadership and Capacity Building</b>		
1.1: Investing in early grade reading in lower- and middle-income countries in Asia research report	Lee Nordstrum	Active
1.2: Gender equality and inclusiveness guide adapted for Asia	Jennae Bulat	Active
1.3: Analysis of innovation scale-up (India case study)	Sarah Pouezevara	On hold
1.4: <i>Central Asia Early Grade Reading Conference</i>	<i>n/a</i>	<i>Cancelled</i>
1.5: Partnership mapping exercise (India)*	Maria Dzula	On hold
1.6: Continued support for Global Book Alliance	Ana Robledo	On hold
1.7 Early childhood development support for higher education in Uzbekistan	Katherine Merseth	Ad-hoc support
<b>IR 2: Evidence and Evaluation</b>		
2.1: Early grade reading assessment benchmarks and standards research report	Matthew Jukes	Active
2.2: Analysis of early grade reading assessments in India	Maria Dzula	Active
2.3: Build out Early Grade Reading Barometer	Helen Jang	Active
2.4 Review of early grade reading assessment (EGRA) Time to Read Tajikistan and Kyrgyzstan	Matthew Jukes	Ad-hoc support
2.5 Research paper: How do training and coaching combine to produce changes in teaching and instructional outcomes?	TBD	On hold



Activity	Activity Lead	Status
2.6 Research paper: Leveled reader utilization	TBD	On hold
2.7 Research report: Status of inclusive education in Asia and disability screen pilot	Kellie Betts	Planning
2.8 EGRA Lite instrument development and piloting	Emily Kochetkova	Planning
2.9 Study of second language learning	TBD	On hold
2.10 Digitization of teaching and learning materials for Kyrgyz Republic (scoping)	Carmen Strigel	Planning
<b>IR 3: Design and Implementation Support</b>		
3.1: Cambodia technical assistance for coordination and collaboration in early grade reading (All Children Reading–Cambodia)*	Joe DeStefano	Active
3.2: <i>USAID/Lao People's Democratic Republic buy-in and diagnostic/book chain analysis</i>	<i>n/a</i>	<i>Cancelled</i>
3.3: Study tour for Nepali education officials	TBD	On hold
3.4 EGRA training and capacity building for the Department of Education of the Philippines	Sarah Pouezevara	Completed
3.5 Bangladesh early grade reading sector strategy technical assistance and benchmarking	TBD	On hold

\*Partnership mapping exercise for Cambodia activity is rolled into Activity 3.1.

## 2 Overview of Implementation Progress: October 2017–December 2017

This section summarizes, per activity, the active tasks throughout the year. Opportunities and constraints are also discussed for each of the ongoing activities. Any changes in key personnel or reallocation of level of effort within an activity are documented.

**Table 2** presents an overview of activities for Quarter (Q) 1, fiscal year 2018 (FY18). Seven activities are actively being implemented. The activities have varying start dates and are in various stages of completion. Two research activities submitted final deliverables. Activity 1.2 and 2.1 submitted final reports that are pending final approval. We expect these two research reports, along with Activity 1.1, to be finalized in the second quarter of 2018, with dissemination events to follow.

Following a large-scale data collection effort in India in partnership with Pratham Education Foundation, analysis of data and reporting is underway in Activity 2.2. The build-out and maintenance of the EGR Barometer remains a high priority.

Project implementation has ramped up for All Children Reading–Cambodia, Activity 3.1, the multi-year reading buy-in.

Following year 2 work planning discussions, three activities are now in the planning process. We anticipate submitting scopes of work (SOWs) for these newly identified activities in Q2.

Seven SOWs remain on hold or require approval from USAID/Washington and relevant Missions; they likely will not be started in year 2 due to budgetary constraints.

The detailed activity tracker as of December 27, 2017, is located in **Annex E**.

**Table 2. Overview of Activities Q1 FY18**

<b>Number of approved scopes of work (SOWs)</b>	7	1.1: Investing in early grade reading (EGR) in lower and middle-income countries in Asia research report 1.2: Gender equality and inclusiveness guide adapted for Asia 2.1: Early grade reading assessment (EGRA) benchmarks and standards research report 2.2: Analysis of EGR Assessments in India 2.3: Build out EGR Barometer 3.1: Cambodia technical assistance for coordination and collaboration in early grade reading 3.4: EGRA training and capacity building for the Department of Education of the Philippines
<b>Ad-hoc support activities</b>	2	1.7 Early childhood development support for higher education Uzbekistan (ad-hoc support request) 2.4 Review of EGRA Time to Read Tajikistan and Kyrgyzstan (ad-hoc support request)
<b>Number of SOWs in review or process</b>	3	2.7 Research report: Status of inclusive education in Asia and disability screen pilot 2.8 EGRA Lite instrument development and piloting 2.10 Digitization of teaching and learning materials for Kyrgyz Republic (scoping)
<b>Number of SOWs on-hold/pending initiation</b>	8	1.3: Analysis of innovation scale-up (India case study) (Mission approved) 1.5: Partnership mapping exercise (India) 1.6: Continued support for Global Book Alliance 2.5 Research paper: How does training and coaching combine to produce changes in teaching and instructional outcomes? 2.6 Research paper: Leveled reader utilization 2.9 Study of second language learning 3.3: Study tour for Nepali education officers 3.5 Bangladesh EGR sector strategy technical assistance and benchmarking
<b>Cancelled</b>	2	1.4: Central Asia Early Grade Reading Conference 3.2: USAID/Lao People's Democratic Republic buy-in and diagnostic/book chain analysis
<b>Total</b>	22	

### 3 Implementation Phase

Throughout Q1, seven activities were in implementation.

#### 3.1 Activity 1.1: Investing in Early Grade Reading in Lower and Middle-Income Countries in Asia Research Report

The research conducted under Activity 1.1 makes the case for continued international EGR funding in low- and middle-income countries in Asia as an important investment for US national security and the US economy. The report considers the relationship between increased literacy and employment and outcomes such as societal stability. Evolving job opportunities in developing Asian economies were investigated, along with their literacy

requirements, and the relationship of Asian economic growth to the US economy. Lastly, data on the current literacy levels among school-going and young-adult populations in Asian countries were examined vis-à-vis the emerging sector needs revealed by job market trends in Asia.

### **Tasks Completed in Q1**

The revised draft research report was submitted to USAID on May 31 and is still pending final approval.

On October 13, 2017, Dr. Luis A. Crouch, Chief Technical Officer with RTI's International Development Group, participated in an event hosted by the Global Reading Network's Reading within Reach program. Dr. Crouch presented alongside panelists at the Washington-based event and webinar: *New Evidence on the Impacts of Reading/Literacy: A Discussion with the Members of the Global Reading Network of Practice* (**Figure 1**). Dr. Crouch presented on outcomes from reading/literacy investments in the Asia region, from a forthcoming publication, "Investing in Early Grade Reading in Lower and Middle-income Countries in Asia." Dr. Harry A. Patrinos, Practice Manager for the East Asia and Pacific Region of the World Bank's Education Global Practice, presented a recent World Bank-commissioned paper, "The Case for Investing in Early Grade Reading."



**Figure 1. Panelists (from left to right) Dr. Luis Crouch, Dr. Harry Patrinos, and Dr. Jean-Marc Bernard at the October 13 Global Reading Network event**

(photo: Global Reading Network)

Following the public dissemination event, the team began discussions regarding a second presentation for USAID staff based in Washington, DC. Following the event: Presentation on the Economic Impacts of Reading Instruction, the report will be finalized pending any additional feedback elicited from question and answer period.

Following the public dissemination event, the team began discussions regarding a second presentation for USAID staff based in Washington, DC. Following the event: Presentation on the Economic Impacts of Reading Instruction, the report will be finalized pending any additional feedback elicited from question and answer period.

The paper will be presented on a panel at the Comparative and International Education Society (CIES) conference March 25–29 in Mexico City titled: What Do Youth Need to Succeed?: Multi-Country Evidence on the Efficacy of Skill Development for Youth Livelihood Success.

### **Anticipated Tasks for Q2 FY18**

Tasks	Time frame
Presentation in Washington, DC	February 2018
Finalization of report	February 2018
Finalization of report brief	February 2018
Present at Comparative and International Education Society conference	March 2018

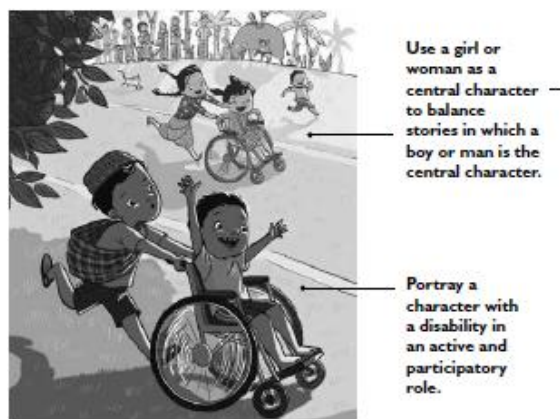
### **Opportunities and Constraints**

None.

### **Changes in Key Personnel and Reallocation of Level of Effort**

The budget for this activity was revised to include additional funding for dissemination activities.

## **3.2 Activity 1.2: Gender Equality and Inclusiveness Guide Adapted for Asia**



**Figure 2. Bias free example from the Gender Guide**

(Illustration: Evelyn Ghozalli)

Under this activity, we developed an Asia-specific framework for evaluating gender equality and inclusiveness in teaching and learning materials. *A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials*, developed under the Data for Education Research and Programming mechanism for Africa, was adapted and tailored for Asia. Adaptations to the Guide included updated images, illustrations, stories, experiences depicted, and the teaching and learning materials analysis framework.

### **Tasks Completed in Q1**

Following the submission of the revised Guide on September 29, additional

comments were received from USAID on November 13, 2017. RTI staff worked to address comments and make necessary revisions.

The final version of the Guide was submitted on December 6, 2017, and received USAID approval on December 15. In the upcoming quarter, we will embark on dissemination activities. A list of proposed dissemination activities was shared with USAID. These include using the Guide in support of development of teaching and learning materials for All Children Reading-Cambodia, presentations at regional conferences, development of online training modules, and in-person training for USAID staff located in the region. Dissemination and training activities will be agreed upon in collaboration and discussion with USAID. Further country-specific adaptations will be considered subsequent to the adaptation of the Guide, pending Mission interest and buy-in.

### **Anticipated Tasks for Q2 FY18**

Tasks	Time frame
Dissemination activities (various)	TBD

### **Opportunities and Constraints**

None.

### **Changes in Key Personnel and Reallocation of Level of Effort**

None.

### 3.3 Activity 2.1: Early Grade Reading Assessment Benchmarks and Standards Research Report

Under this activity, the team produced a research report that explores the appropriate early grade reading assessment (EGRA) benchmarking approaches and methodologies for reading performance levels measured across countries in Asia. A draft of the report was submitted for review on August 25, 2017. The report reviews the experiences using EGRA to set fluency benchmarks for a range of education systems with the aim of informing good practice in USAID-supported projects in Asia. The report draws on the experiences of multiple organizations that support national governments to define and use benchmarks for oral reading fluency. The report provides background information on the use and function of EGRA and on the technical work of defining viable and reliable benchmarks based on an understanding of the science of reading development for each language type (**Figure 3**). The second half of the report outlines the process of benchmark-setting and use within national education systems. The report concludes with recommendations for the practice of benchmarking in Asia.

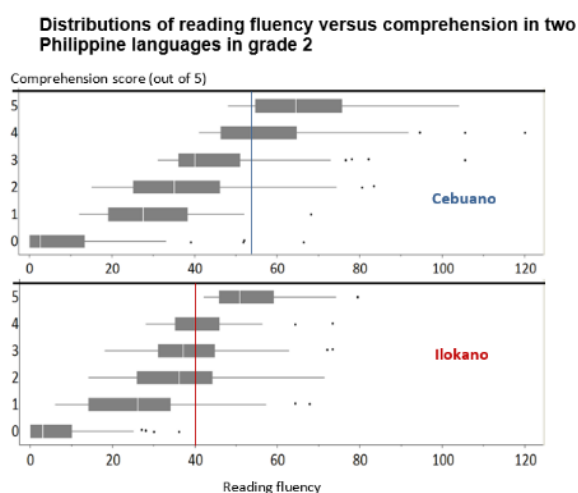
#### Tasks Completed in Year 1

RTI received comments from USAID regarding the report on October 16. Concurrently, RTI drafted a report for Room to Read focusing on the technical and theoretical aspects of benchmark setting. The findings of this report were delivered at an event hosted by Room to Read and

Center for Universal Education at the Brookings Institution on November 1. Room to Read, supported by Pearson, partnered with RTI to bring forward new analyses across 10 different languages to address the most critical questions about measuring progress toward early grade reading and setting appropriate and data-driven benchmarks at the country level. The event maps to the work of others in the field and identifies the best way forward at the technical and policy level. The event served to highlight the potential for Room to Read to collaborate with USAID to implement the new evidence-based benchmarking in the field. The timing of both research reports suits potential benchmarking efforts in India Activity 2.2 and, potentially, All Children Reading-Cambodia (Activity 3.1). We will continue to explore the potential to leverage these planned benchmarking workshops to support capacity building within Missions. RTI reviewed and addressed the comments and resubmitted the report on December 21. Once the report is finalized, we will disseminate the research and provide appropriate training. The purpose of the training will be to build capacity of USAID Missions to review progress on EGR and inform country-level strategic planning.

#### Anticipated Tasks for Q1 FY18

Tasks	Time frame
Finalize report per USAID approval	January 2018
Develop training content	February–March 2018
Conduct benchmark training/capacity building event	TBD



**Figure 3. For every language, there is a range of fluency scores that correspond to the desired level of comprehension (from report)**

## Opportunities and Constraints

None.

## Changes in Key Personnel and Reallocation of Level of Effort

None.

### 3.4 Activity 2.2: Analysis of Early Grade Reading Assessments in India

USAID asked RTI to partner with Pratham Education Foundation on a large-scale research project in India. The purpose of the research is to be able to include the reading assessment results of USAID India's reading projects in the Global Count and determine reading fluency for each of USAID's six large-scale education projects in India (**Table 3**). USAID asked RTI to partner with Pratham Education Foundation to combine two reading assessments, Pratham's Annual Status of Education Report (ASER) and the EGRA. The data will also be used to report Indicator ES1-1 for these six projects: "Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of grade 2 with US Government (USG) assistance."

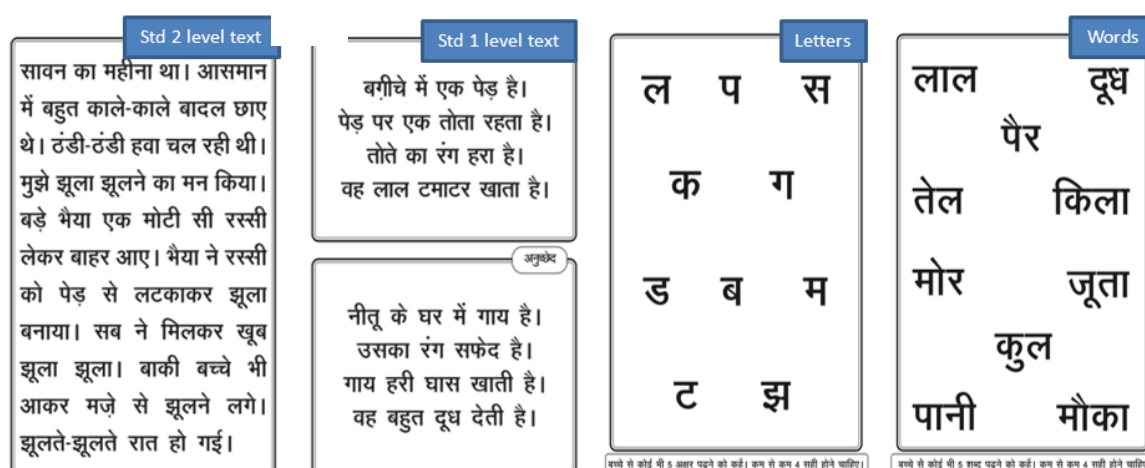


Figure 4. Sample ASER reading test in Hindi

The activity collected data from 14,390 Grade 2 learners from 1,192 schools across 51 districts in India. Instruments have been developed in six languages; learners will be assessed in the language of the intervention. The baseline data collection began in September and concluded in October 2017. The data collected will inform a benchmark-setting workshop for implementation partners and government stakeholders in April 2018. This benchmarking work will be informed by the research report developed for Activity 2.1. EGRA Benchmarks and Standards Research Report. The endline data collection is planned for March 2018.

The activity will produce a final report and a presentation.



**Table 3. USAID's Six Large-Scale Education Projects in India**

Program Name	Implementer	Assessment Geography	Assessment Language
School Excellence Program	Kaivalya	Gujarat	Gujarati
Start Early: Read in Time	CARE	Uttar Pradesh	Hindi
		Odisha	Oriya
Teacher Innovations in Practice	STiR Education	Uttar Pradesh	Hindi
Right to Read	English Helper	Maharashtra	English
		West Bengal*	English
Nurturing Early Literacy	Centre for Microfinance (CMF)	Rajasthan	Hindi
		Maharashtra	Marathi
		Karnataka	Kannada
Scaling Up Early Reading Interventions	Room to Read	Uttarakhand	Hindi
		Chhattisgarh	Hindi

\*West Bengal government schools are on a January–December school calendar.

### Tasks Completed in Q1

Data collection was completed by RTI's subcontractor, ASER, in mid-October. Data were collected across five large-scale intervention programs operating in India. We did not receive permission to access School Excellence Program schools in Gujarat, and as a result, no



**Figure 5. A master trainer leads a group play activity to set children at ease**

(photo: ASER)

data were collected for this program. Additionally, data from schools in West Bengal were not collected during the September–October data collection as the school year runs from January–December in this location. Alternatively, data will be collected from schools in West Bengal in January 2018.

RTI submitted the Evaluation Design and Implementation Plan on November 7; no comments have been received to date.

Following data collection and data entry, ASER provided the cleaned data and the accompanying codebook to RTI on November 15, 2017. ASER provided the survey set and weighted data on December 7. Through the end of December, RTI and ASER conducted the data analysis and report drafting.

### ***Anticipated Tasks for Q2***

Tasks	Time frame
Begin preparations for endline data collection	January 2018
Submit draft report for comments and feedback	January 2018
Collect West Bengal data	January–February 2018
Receive report comments from USAID India and USAID Washington	February 2018
Clean and analyze West Bengal data	February–March 2018
Revise and finalize baseline report to include West Bengal data	March 2018
Conduct endline data collection	March–April 2018

### ***Opportunities and Constraints***

Under our initial timeline, and ideally, data collection would have been conducted at the start of the school year in July. However, after discussion with Pratham/ASER Centre, it was determined that, given the number of projects involved, this timeline was not achievable. The schedule was delayed for four project locations due to districts' withholding school permissions.

Additionally, the report timeline was pushed back due to the necessity of working through the complexities of the dataset with our local partner, ASER. It is critical that the data be weighted appropriately prior to beginning analysis. While RTI was able to work with ASER to ensure the data are accurate and complete, the process caused delays in the original timeline for the baseline report. Subsequently, the timeline for the report was pushed back to late January to accommodate this delay.

The timeline for the benchmarking workshop has shifted to April 2018.

### ***Changes in Key Personnel and Reallocation of Level of Effort***

None.

## **3.5 Activity 2.3: Build Out EGR Barometer**

The mandate of Activity 2.3 is to increase the scope and use of the EGR Barometer by continuing to disseminate training materials, adding new interactive features, and adding new RTI datasets and datasets from other implementing partners in Asia.

### ***Tasks Completed in Q1***

There are four subcomponents to the Barometer: Dissemination and Outreach, Datasets, Application Development, and Site Maintenance and User Support. Each component will be addressed below.

#### ***3.5.1 Dissemination and Outreach***

Throughout the year, RTI made significant progress implementing the EGR Barometer Communication and Training Plan. Two key strategies to increase user access and encourage deeper engagement with the Barometer included a multi-pronged digital media strategy and a number of training and presentation events.



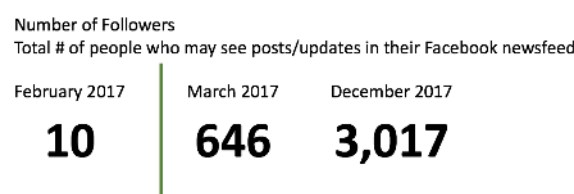
**Virtual training.** No trainings were held this quarter; however, preparations began for the next training scheduled for Q2. RTI will host a second AidConnect event, “10 Things You Should Look for in EGRA Results,” live-streamed and open to all USAID education officers.

**Presentations.** We conducted two presentations, coordinating with RTI local and international presentations and workshops. The strategy is for RTI staff to feature the EGR Barometer in relevant workshops and presentations, directing participants to the website and demonstrating how the data can be used. The Barometer was incorporated into two events this quarter, and we are actively planning for an additional presentation to occur in Q2.

- Dr. Amber Gove presented a talk on the Barometer and early reading at the University of Maryland to an audience of 25 participants on October 20.
- Dr. Gove gave a talk at the American Evaluation Association mentioning the Barometer to 15 participants on November 10.
- The Barometer team received news that a session featuring the Barometer was accepted for CIES 2018. Mitch Kirby, Helen Jang, Joe DeStefano, Myrna Machuca-Sierra, and Silvia Montoya will participate in the panel session in March 2018.

Presentations continue to remain an important strategy as we continue to build awareness for using these data in policy dialogue.

**Digital media strategy.** One of the key objectives this year was to build awareness of the EGR Barometer and increase traffic to the site (**Figure 6**). We continued to utilize a number of digital media strategies that include website optimization, Facebook campaigns, Google AdWords, and email campaigns. According to Facebook, the Barometer ads reached 29,107 people this quarter and resulted in 476 clicks to the Barometer website. Facebook advertising continues to be a highly effective channel for building awareness about the Barometer and increasing usage.

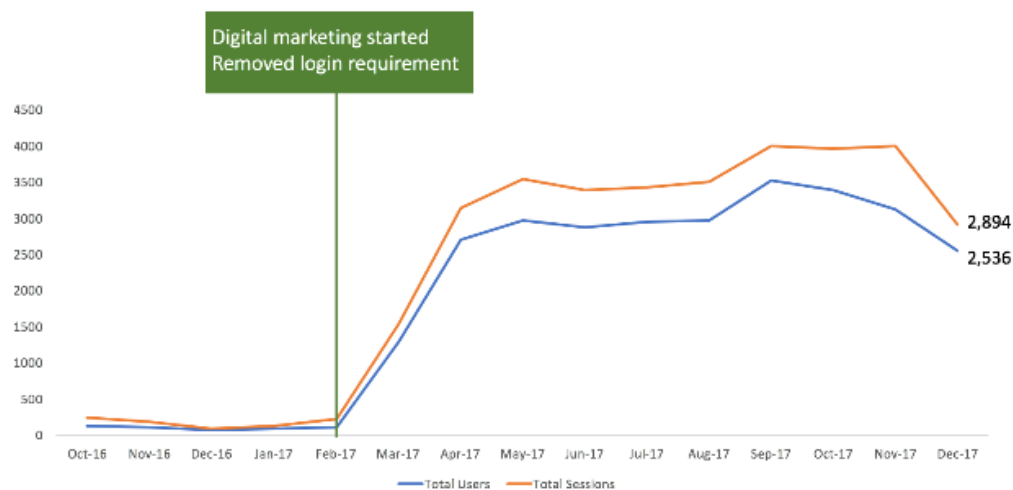


**Figure 6. Number of EGR Barometer Facebook followers before and after ad campaigns**

RTI continues to run an advertisement for the Barometer using Google AdWords. When Google users search for keywords that are linked to our ad, the Barometer ad is displayed. From October to December, an average of 117,674 people were reached monthly, with a total reach of 353,024. Over the course of the quarter, 10,540 people clicked the ad.

The offline application of the Barometer was downloaded 49 times from October to December, and the Barometer video has been played 335 times.

**Barometer statistics.** EGR Barometer usage continues to grow due to ongoing outreach and digital marketing efforts (see **Figure 7**). There was a total of 10,381 sessions this quarter to the Barometer website. The Barometer continues to average over 3,600 sessions a month since March 2017—a drastic increase in the number of sessions logged before March, which was a total of 844 (February 2017–October 2016).



**Figure 7. Google user analytics from September 2016 – December 2017**

After running Google AdWords that target countries represented in the Barometer and other Asian countries, Google Analytics shows that following the United States, the Philippines, Bangladesh, Nepal, Indonesia, and Vietnam are the top five countries reached by Google Ads. Because the digital marketing efforts target Asian countries, 10 of the 12 top countries reached are from that region. **Table 4** below provides more details.

**Table 4. Google AdWords Reach October 1–December 31, 2017**

Target Locations	Reach
Philippines	124,887
Bangladesh	81,288
Nepal	44,373
Indonesia	34,061
Vietnam	31,099
Cambodia	20,573
Thailand	11,601
Kyrgyzstan	1,866
Japan	1,405
United Kingdom	817
Hong Kong	601
Australia	238

### 3.5.2 Datasets

The team also revised the statistical analysis code to reduce the programming effort for processing new datasets and the proposed updated Barometer projection methodology.

During this quarter, RTI continued to work on the following datasets:

1. **Bangladesh 2014**, USAID Reading Enhancement for Advancing Development (READ). On June 5, RTI received the Bangladesh 2014 baseline data files. In September, the team released a subset of the Bangladesh data on a restricted-

access review version of the Barometer. RTI will continue to work closely with READ's implementing partner, Save the Children, to incorporate its Literacy Boost data into the Barometer, as the data include measures not in the standard EGRA toolkit. We anticipate the data to be available in the next quarter.

2. **Bangladesh II EGRA Study**, sent to us by researchers at a Bangladesh University. This is the "baseline" data collection for a planned intervention conducted in two districts in one division of Bangladesh. There are issues with the sample, the analysis, and the actual data. RTI contacted Mitch Kirby on December 13 about whether or not to include this study now or to wait until the midline data are available.
3. **Pakistan 2013**, USAID. On June 14, RTI received approval to include the Pakistan EGRA data in a restricted-access version of the Barometer. Data will be accessible to USAID Mission staff to support intervention and policy planning. RTI continues to be in contact with the EGRA implementing partner, MSI, with questions. As directed by Mitch Kirby, we will wait until the midterm data become available before adding them to the Barometer. We anticipate the data to be accessible within the next fiscal year.
4. **Nepal 2016**, USAID Nepal Early Grade Reading Program. This dataset is ready to be released pending program and USAID Mission approval.
5. **East Timor and Tonga**, World Bank Pacific Early Ages Readiness and Learning (PEARL) project. RTI reviewed the data and methodology documents provided by the World Bank.

### ***Application Development***

During this quarter, we implemented a number of changes to the application. We developed a nested country dropdown for countries with multiple provinces/study areas. In addition, we improved the import process for updating existing datasets. We also imported the Bangladesh dataset. With that, we created Bangladesh-specific subtasks, definitions, and relationships. Finally, we added Bangladesh to the restricted data site, where data can only be accessed with a password.

### ***3.5.3 Site Maintenance and User Support***

During this quarter, we ran vulnerability scans and resolved any reported issues. We also performed server updates periodically as they became available from Amazon.

### ***Anticipated Tasks for Q2***

Tasks	Time frame
Conduct AidConnect training event	TBD
Continue to test and upgrade website features	Ongoing
Continue to add, prepare, and release datasets (upcoming datasets include: Bangladesh, Pakistan, East Timor, Tonga [2009 and 2014], Cambodia, Tuvalu, Kiribati, Samoa, Solomon Islands)	Ongoing
Continue communication outreach including experimentation with digital strategies	Ongoing

### ***Opportunities and Constraints***

RTI will continue to rely on USAID's assistance to secure access to USAID datasets. We will continue to communicate the goals of the EGR Barometer with Missions and other implementing partners to facilitate the sharing of datasets.

### ***Changes in Key Personnel and Reallocation of Level of Effort***

None.

### **Activity 2.7: Research Report: Status of Inclusive Education in Asia and Disability Screening Pilot**

RTI will conduct a desk review of the information currently available on students with disabilities in Asian countries and conduct a pilot for screening children for moderate to severe visual and hearing disabilities. As inclusive education gains increasing priority within USAID, projects in Asia will have to develop appropriate strategies for how best to support ministries of education to better promote and enable EGR programs that are responsive to the needs of students with disabilities. This would include compiling and evaluating the available information on prevalence of disabilities among school-aged Asian children and the extent to which children with disabilities are or are not enrolling in and attending school, and whether they are or are not succeeding in school. It could also include documentation of the examples of systems that are successfully providing accommodations in primary schools for students with disabilities.

### ***Tasks Completed for Q1***

None.

### ***Tasks Anticipated for Q2***

Tasks	Time frame
Develop scope of work	January 2018

### ***Opportunities and Constraints***

None.

### ***Changes in Key Personnel and Reallocation of Level of Effort***

None.

### **Activity 2.8 EGRA Light Instrument Development and Piloting**

Under this activity, RTI will develop and pilot test an “EGRA lite” version of the EGRA instrument. Over the years, EGRA has evolved to include increasingly sophisticated approaches to gathering and analyzing data on student development of early literacy skills. The second edition of the *EGRA Toolkit* documents up to 14 different subtests that can be used to assess the full range of early reading skills. At the inception of EGRA, many stakeholders were attracted by the simple idea of evaluating whether a student could read a piece of grade-level text. The inherent value of something easy to administer, score, analyze, and communicate still has great appeal, especially in contrast to the sometimes large expense of implementing, analyzing, and writing up a more comprehensive EGRA. A comprehensive approach to EGRA has considerable value from the perspective of not just assessing performance, but diagnosing areas of strength and weakness in instruction. However, there is equally appreciable value in being able to rapidly, easily, and at relatively low cost “take the temperature” of an education system with respect to student acquisition of reading ability.

### ***Tasks Completed for Q1***

None.

**Tasks Anticipated for Q2**

Tasks	Time frame
Develop scope of work	January 2018

**Opportunities and Constraints**

None.

**Changes in Key Personnel and Reallocation of Level of Effort**

None.

### 3.6 Activity 2.10: Digitization of Teaching and Learning Materials for the Kyrgyz Republic (Scoping)

The purpose of this activity is to identify potential public-private partnership (PPP) opportunities related to the further development, publishing, and marketing of Kyrgyz educational materials. In particular, we will explore potential PPPs related to the digitization of existing (and future) Kyrgyz language materials.

In the context of teaching and learning materials (TLM), digitization can mean a variety of applications from books being formatted for tablet/online reading, to “smart” e-book interfaces with navigable menus and interactive features such as lesson plans and audio stories, to e-learning applications where learner workbooks are deployed as apps/games. It is important to understand the target beneficiaries: are the digital TLM intended for teachers, learners, or both? We recommend a scoping trip to be conducted to meet with USAID and relevant Ministries to determine digitization needs as well as meet with potential PPP organizations in country and in the region, to understand options and cost.

**Tasks Completed for Q1**

None.

**Tasks Anticipated for Q2**

Tasks	Time frame
Develop scope of work	January 2018

**Opportunities and Constraints**

None.

**Changes in Key Personnel and Reallocation of Level of Effort**

None.

### 3.7 Activity 3.1: Cambodia Technical Assistance for Coordination and Collaboration in EGR (All Children Reading–Cambodia)

Activity 3.1, funded by USAID/Cambodia, under IR 3.1, aims to assist MoEYS, its development partners, NGOs, and the private sector to harmonize EGR teaching and learning approaches in Cambodia and to coordinate and support the implementation of rigorous, practical, and scalable EGR models in Cambodia.

The project will build upon pre-existing EGR tools, textbooks, and approaches in partnership and coordination with EGR partners working in Cambodia. It will provide coordination, logistical, secretariat, and financing and technical assistance services to the Technical Committee for EGR of the MoEYS, and the technical task forces under this body.

All Children Reading–Cambodia will assist MoEYS in developing official MoEYS-endorsed EGR resources, including curriculum documents, teaching and learning materials, and modules and materials to support both in-service and pre-service training. The project will work with subnational officials, NGO partners, and the private sector to develop and take to scale EGR interventions, with the explicit intention of testing out and evaluating the system supports needed to assure a high degree of fidelity of implementation and impact. This will include subawards or grants to partner(s) as part of this approach.

An additional focus of the project is to support the MoEYS in developing and putting into operation a national EGR program, strategy, and plan. This plan will be developed in close coordination with MoEYS and its other programs and projects. Most importantly, All Children Reading–Cambodia will partner with MoEYS in the development of its third round of Global Partnership for Education- (GPE-) funded EGR activities and will align the All Children Reading–Cambodia supported activities with the other reforms being supported through GPE.

#### Tasks Completed in Q1

Selected achievements from each Result Area:

Result 1: The MoEYS effectively manages, at the national, provincial, district, and school levels, evidence-based EGR programs

- Completed the review and update of the syllabus for Khmer language in higher pre-school and grades 1–3 with the MoEYS. Revisions were approved by the Early Grade Reading Technical Working Group in December 2017.
- Began adaptation of existing open source books to serve as a sequenced collection of 35 read aloud stories that align with topics in the pre-school curriculum.
- Completed draft illustrations for all 33 consonant flashcards (**Figure 8**).
- Submitted the report *Summary Report of Available Assessment Data, Teacher Survey and Curriculum Materials Review* on November 14, 2017. The report brings together the results of the teacher survey, the desk review and the analysis of the available data on reading achievement.



**Figure 8. Example flashcards for a game that links the sound, letter, and a Cambodian Sign Language sign**



- Eleven manuscripts for sensory stories were developed, edited, and illustrated in partnership with the NGO Sipar have now been completed. The first 3 titles were completed in December and are awaiting an ISBN number before being published.

## Result 2: Partnerships and coherence are strengthened to support EGR objectives in Cambodia

- Developed a work plan with the MoEYS and its NGO partners supporting EGR.
- Onboarded seven of eight NGO partner organizations. Provided technical support in early grade learning curricula, materials, training and support, and instruction.
- Created community of practice group for partners and instituted regular monthly meetings beginning in November.
- Conducted the inclusive education situation analysis in collaboration with the Special Education Department, and consultation with the Early Grade Reading Technical Working Group. A 1.5 day consensus-building workshop was facilitated in Kep Province.
- Catalogued final revisions to the Khmer EGRA instruments in collaboration with the MoEYS and its NGO partners.

Result 3: Assistance is provided for development of a coordinated and harmonized evidence-based EGR and writing program endorsed and implemented in grades 1 through 3 that is feasible, practical, and scalable

- Continued to dialogue with USAID and Global Partnership for Education-3 lead agencies to determine the nature and scope of the first phase of the pilot implementation.
- Fifteen events (a combination of workshops, collaboration meetings, and partner events) were facilitated this quarter reaching over 170 unique participants. Participants represented 20 government departments and 30 INGOs, NGOs, and private institutions.

Two operational deliverables were completed:

- The FY17 Q4 Quarterly Report was submitted to USAID on October 18, 2017. Comments were received and incorporated into the final report, submitted and approved on October 31, 2017.
- The AMEP was once again revised and submitted to USAID on November 1, 2017. USAID provided additional comments to RTI on November 21, 2017. A subsequent redraft was provided on December 6, 2017. One final set of comments was received prior to the holidays on December 18, 2017. RTI will respond to those and finalize the AMEP in January 2018 (Q2).



**Figure 9. Disability Situation Analysis Workshop Dec 7-8, 2017**

*(photo: RTI)*

## Anticipated Tasks for Q2

Tasks	Time frame
<b>Result 1: The Ministry of Education, Youth and Sport (MoEYS) effectively manages, at the national, provincial, district, and school levels, evidence-based early grade reading (EGR) programs</b>	
Scope and sequence development	
<ul style="list-style-type: none"> <li>Workshops with the technical working group and local technical assistance team on the grade 1 scope and sequence (with the Departments of Curriculum Development and Primary Education)</li> </ul>	January 2018
<p>Reviewing and updating existing teacher guidelines and materials for higher-level pre-school and textbooks for grades 1–3</p> <ul style="list-style-type: none"> <li>Workshops with the technical working group and local technical assistance team on pre-school read-alouds. Workshops with the technical working group and local technical assistance team on grade 1 student material (including the development of decodable stories and other key instructional materials)</li> <li>Workshops with the technical working group and local technical assistance team on grade 1 textbook updates (to be confirmed with the Steering Committee)</li> <li>Preparation for a workshop with the Asia Foundation to develop 30 pattern books that are decodable before lesson 66 in grade 1</li> </ul>	January-March 2018
<p>Review existing tools and methods for identifying/screening for disabilities, and if necessary assist partners in updating/modifying and piloting them</p> <ul style="list-style-type: none"> <li>Hire an inclusive education and early grade reading specialist</li> <li>Systematically review screening and identification tools and methodologies identified through the situation analysis</li> <li>Review adapted versions of the early grade reading assessment (EGRA) or other early reading assessments from other Cambodia projects or elsewhere for use with children with disabilities</li> <li>Develop adapted versions of EGRA in Khmer</li> </ul>	January-March 2018
<p>Assist Education Quality Assurance Department (EQAD) in developing the learner assessment framework</p> <ul style="list-style-type: none"> <li>Dr. Stern to travel to January to assist EQAD to prepare the workshop and begin drafting the assessment framework document</li> <li>Drs. Stern and Dubeck to provide support from the home office in the finalization of the assessment framework document</li> </ul>	January-February 2018
<p>Build EQAD capacity to produce and disseminate additional analytical products</p> <ul style="list-style-type: none"> <li>Mr. King, Ms. Owens, and the RTI home office graphic design team will continue to support EQAD in the production of a brochure and short technical report on the Grade 8 National Assessment</li> </ul>	January-February 2018
<b>Result 2: Partnerships and coherence are strengthened to support EGR objectives in Cambodia</b>	
Monitor and adjust/amend work plan as needed in conjunction with the MoEYS and other partners	January-March 2018
<p>Support more effective communication and coordination among development and implementing partners supporting early grade reading (EGR)</p> <ul style="list-style-type: none"> <li>Continue to hold regular community of practice meetings on a monthly schedule</li> <li>Meet with partners to discuss implementation and roll-out of the new package</li> </ul>	January-March 2018



Tasks	Time frame
<p>Establish mechanisms for contracting with the MoEYS's nongovernmental organization (NGO) partners to support the work of the MoEYS</p> <ul style="list-style-type: none"> <li>• Finalize contract with Enfants et Développement</li> <li>• Monitor partner fulfillment of scopes of work</li> </ul>	January-March 2018
<p>Finalize situation analysis of provision of educational services for children with disabilities (IE)</p> <ul style="list-style-type: none"> <li>• Complete field data collection and write up results</li> <li>• Complete draft report</li> <li>• Bulat or Hayes and Inclusive Education Advisor and Specialist to share report with stakeholders at a facilitated workshop</li> <li>• Finalize report</li> </ul>	January-February 2018
<p>Identify and establish operational partnerships with organizations, programs, and resources that schools and districts can draw on to support inclusive education</p> <ul style="list-style-type: none"> <li>• Hire Inclusive Education Specialist and Inclusive Education Assistant</li> <li>• Based on findings from the situation analysis, begin negotiating with potential partners in districts in Siem Reap for means to provide services and support schools during the implementation phase beginning in November 2018.</li> <li>• Work with NGO partners of All Children Reading-Cambodia to determine how any of them could support reading program implementation during 2018–2019 school year</li> </ul>	January-March 2018
<p>Promote and facilitate greater civil society and NGO engagement and collaboration in advocacy and activities related to inclusive education</p> <ul style="list-style-type: none"> <li>• Build on the work of the situation analysis to form necessary partnerships with NGOs working in inclusive education</li> </ul>	January-March 2018
<b>Result 3: Assistance is provided for development of a coordinated and harmonized evidence-based EGR and writing program endorsed and implemented in grades 1 through 3 that is feasible, practical, and scalable</b>	
<p>Conduct communication campaign to raise awareness and change attitudes regarding education for children with disability and to promote the National EGR Action Plan</p> <ul style="list-style-type: none"> <li>• Develop scope of work for a local communications/social marketing firm to help develop and carry out communication and advocacy campaigns related to building increased support for inclusive education and promoting the national EGR program</li> <li>• Put in place contract with a local communications/social marketing firm</li> </ul>	February-March 2018
<p>Support the development and implementation of an EGR National Action Plan</p> <ul style="list-style-type: none"> <li>• Present plans for pilot implementation to the Steering Committee for Early Grade Learning</li> <li>• When the implementation plan for GPE-3- and USAID-supported rollout of the national reading program pilot is agreed on, work with MoEYS to develop the EGR National Action Plan</li> </ul>	January-March 2018
<p>Develop strategies that schools and their communities can use to assure greater access to education for children with disabilities</p> <ul style="list-style-type: none"> <li>• In consultation with NGO partners, including those providing services to children with disabilities in Siem Reap province, develop specific strategies for identifying children with disabilities and for arranging services that respond to their needs</li> </ul>	February-March 2018



**Figure 10. Finalization of Syllabus Gr 1-12 Workshop Dec 13-14, 2017**

working sessions, or other activities. Key MoEYS staff are often away working on various other NGO projects. Scheduling time when key people are available continues to be challenging. In the coming quarters we hope to work with designated activity leads to alleviate this challenge.

An ongoing constraint and risk area for the project is official registration. Documents for registration have been submitted to the Ministry of Foreign Affairs. In December 2017, we were informed that we may need to resubmit certain documents. Mr. Harbin, when in Cambodia in January 2018, will work with the local law firm we have engaged to address these issues to see how to expeditiously respond to any and all requests from the Ministry.

Detailed information about the technical activities that occurred under this activity during Q1 can be found in the All Children Reading–Cambodia Quarterly Progress Report, included in its entirety in **Annex F**.

### ***Opportunities and Constraints***

Additional funding and the proposed extension of the contract provide an exciting opportunity to potentially support the learning of a greater number of children. Further discussions about appropriate areas for implementation with the MoEYS and other partners will be useful to ensure the most effective use of resources.

Availability of MoEYS staff continues to present some constraints to progress, leading to rescheduling of planned workshops,

### ***Changes in Key Personnel and Reallocation of Level of Effort***

The positions proposed during the last quarterly report have been filled. The project staff now consists of seven people:

- Claire Wyatt, Team Lead and Technical Advisor (to be promoted to Chief of Party)
- Sokhim Ou, Coordination and Collaboration Advisor (to become Inclusive Education Advisor)
- Rattana Huy, Khmer Materials Development Specialist (part-time)
- Senghean Soy, Finance and Operations Specialist
- Thida Hun, Translator (part-time)
- Kagna Chhiv, Administrative Assistant
- Koll Phann, Junior Project Assistant

In the following quarter we plan to submit candidates for two new positions: operations manager and inclusive education specialist. The former will supervise the finance and operations specialist and all administrative assistants. The later will work under the inclusive education advisor. In addition to these changes, during Q2 we propose hiring a Procurement and Logistics Officer and an Inclusive Education Assistant.

### 3.8 Activity 3.4: EGRA Training & Capacity Building Support for Department of Education of the Philippines

Activity 3.4 is a Mission buy-in activity. The Philippines Department of Education (DepED) requested follow-on EGRA/Early Grade Mathematics Assessment (EGMA) refresher training support for their upcoming national data collection, tablet procurement, and Tangerine® capacity building support to the Department. This activity was completed in Q1. The activity focused on providing technical assistance for server procurement and configuration for Tangerine, Tangerine maintenance, and instrument rendering. The Grade 3 EGRA, EGMA, and student questionnaires (three instruments total) were rendered in seven languages, and two trainers traveled to deliver the master trainer training October 17–22, 2017.

#### **Tasks Completed in Q1**

Lachko Hristov, Mobile Application Developer and IT Support, traveled to Manila for 12 days to provide training (October 2–11) to three DepED staff on server preparation, installation of Tangerine, assessment rendering, device handling, and general troubleshooting. Sarah Pouezevara, lead EGMA trainer, joined Firth McEachern, lead EGRA trainer, in Tagaytay, Philippines, to lead the refresher training for master trainers (October 17–22). RTI submitted a joint trip report on November 17.

#### **Anticipated Tasks for Q2**

Activity completed.

#### **Opportunities and Constraints**

None.

#### **Changes in Key Personnel and Reallocation of Level of Effort**

None.



**Figure 11. Mary Anne Delavin, Bureau of Education Assessment, discusses the role of Division Testing Coordinators**

*(photo: RTI)*

## 4 Ad-Hoc Activity Requests

Two ad-hoc requests are open to provide short-term technical assistance (STTA) on an as-needed basis.

### 4.1 Activity 1.7: Early Childhood Development Support for Higher Education in Uzbekistan

USAID requested assistance from RTI to facilitate a discussion with the Minister of Higher Education in Uzbekistan to summarize current research in early childhood development (ECD) and summarize the ECD/pre-primary system structure in the United States. Members from RTI's ECD team are available to provide support as needed. On October 5, materials were provided to USAID that served to summarize the recent research in ECD, policy implications, and the ECD/pre-primary system structure in the US. Additional support will be provided as requested.

## 4.2 Activity 2.4: Review of EGRA Time to Read Tajikistan and Kyrgyzstan

In August, Drs. Matthew Jukes, Peggy Dubeck, and Jonathan Stern participated on two calls with USAID/Central Asia Region and implementation partners from Read with Me Tajikistan (August 16) and Time to Read Kyrgyzstan (August 17). The team reviewed the two design memos regarding the technical direction for assessment and provided technical feedback on the strategy and various EGRA options presented. Between October 13–24 the team responded to additional questions via email with School to School International. The team is ready to provide additional technical assistance or review as needed.

# 5 Activities on Hold

Eight activities are pending implementation. We anticipate implementation to be initiated as funding becomes available.

## 5.1 Activity 1.3: Analysis of Innovation Scale-up (India Case Study)

Analysis of scale-up experiences will be conducted using the framework described in the paper, “Scale-Up of Early Grade Reading Programs,” prepared for the Data for Education Programming in Asia and the Middle East (DEP-AME) activity. This activity will look to document how the “ingredients for improving early grade reading” have been addressed by the various initiatives when designing and planning for scale, going to scale, and creating the enabling conditions for success at scale.<sup>1</sup>



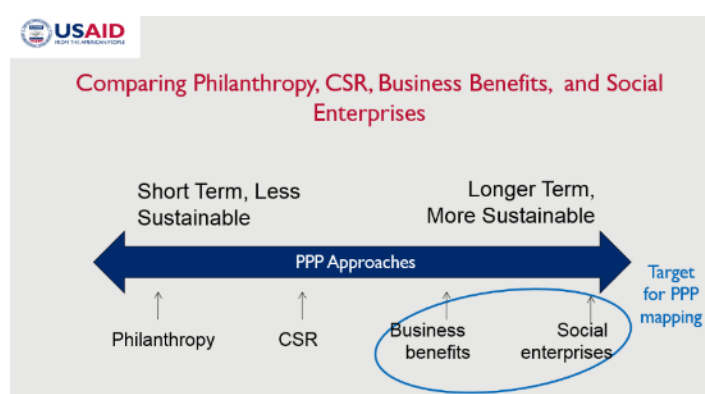
**Figure 12. Sarah Pouezevara presents “Moving from pilot to scale in education: What does it take?” at the 2017 ICT4D Conference**

Implementation of this project is pending USAID Washington approval and completion of the data collection phase for Activity 2.2: Analysis of EGR Assessments in India. The timeline will be determined upon approval.

<sup>1</sup> DeStefano, J. & Healey, H. (2016). *Scale-Up of Early Grade Reading Programs*. Durham, North Carolina: RTI International, p. 17.

## 5.2 Activity 1.5: Partnership Mapping Exercise (India)

The objective of this work is to identify potential public-private partners that may translate into future PPPs to further EGR. The initial exercise for India will entail a desk study that will aim to identify organizations working in education (including ECD) that could be interested in focusing on EGR, as well as those working in other sectors that have capabilities that could lend support to efforts to improve EGR. Following the desk study, in-country data collection and interviews may be considered as the next phase of research in India.



**Figure 13. Screen shot from PPP mapping: Methodology for approaching PPP presentation, April 7, 2017**

While a SOW for this activity has been drafted and submitted to USAID, no tasks have been completed and no tasks are currently planned for the next quarter. Implementation of this project is pending USAID Washington approval and completion of the data collection phase for Activity 2.2: Analysis of EGR Assessments in India. The timeline will be determined upon approval.

## 5.3 Activity 1.6: Continued Support for Global Book Alliance

Activity 1.6 will provide continued support for the Global Book Alliance through various presentations and technical assistance. No tasks have been completed, and no tasks are currently planned for the next quarter.

## 5.4 Activity 2.5: Research Paper: How do training and coaching combine to produce changes in teaching and instructional outcomes?

This activity will research what approaches to teacher continuous professional development (CPD) are the most effective in Asia. RTI has recently completed a survey of its education programs to document the kind of teacher training and ongoing coaching/support that is being (or has been) enabled through projects in Ethiopia, Indonesia, Kenya, Malawi, Nepal, and Uganda. The survey includes information on the type, organization (location, timing, and duration), materials and tools employed, and content of different approaches to teacher training, as well as whether training participation is officially recognized/acknowledged. The survey similarly identifies the characteristics of different approaches to ongoing teacher support (whether delivered through external coaches, head teachers, and/or mentors; the frequency and nature of support; the materials/tools employed; etc.). Focusing in particular on Asian countries and gathering similar information from projects in that region will provide ACR-Asia with a strong base for promoting dialogue among projects in Asia (and elsewhere) regarding what approaches to teacher CPD are proving most effective. No tasks have been completed, and no tasks are currently planned for the next quarter.

## 5.5 Activity 2.6: Research Paper: Leveled Reader Utilization

An opportunity exists to collaborate with the Global Book Alliance to conduct a survey of the availability and use of supplemental reading materials in Asian countries. A recent study of



leveled readers in Indonesia documented the extent to which the USAID PRIORITAS project was successful at promoting the availability and use of supplemental leveled readers in early grade classrooms. The methods employed in that study offer a way to expand/extend the approach used by the Africa Bureau in a survey of materials in 2015–2016, which focused on identifying the existence of textbooks and reading materials in different languages, but did not address availability of those materials at the classroom level and did not at all examine use. No tasks have been completed, and no tasks are currently planned for the next quarter.

## **5.6 Activity 2.9: Study of Second Language Learning**

In almost every country in Asia where USAID is supporting EGR, the issue of the language in which children learn to read is paramount. Some education systems in Asia are taking a multilingual approach to literacy in the early grades (e.g., India and the Philippines), while others are using a national language as the medium of instruction from Grade 1 (Nepal, Cambodia, and Indonesia). In either case, many children when they enter school are still confronted with the challenge of learning in a language that is not their mother tongue.

Under this activity, we will conduct a study of situations in which children are in fact learning to read in another language, without having first benefited from literacy development in their mother tongue. We will identify a set of classrooms in an interested country (or a set of interested countries) where students are successfully learning to read in a second language (L2). The study will look to identify specific things teachers/schools do to support learning in L2, as well as how students and their families contribute to L2 literacy acquisition. We will reach out to USAID Bureau for Economic Growth, Education and Environment Office of Education (E3/ED) colleagues regarding their interest in, support for, and potential contributions to such a study. No tasks have been completed, and no tasks are currently planned for the next quarter.

## **5.7 Activity 3.3: Study Tour for Nepali Education Officers**

Activity 3.3, funded by USAID/Nepal, under IR 3.1, will provide funding for a study tour for senior government officials to visit other reading programs in Asia. The purpose of the activity will be to expose education officials to efficient reading programs in the region. No tasks have been completed, and no tasks are currently planned for the next quarter.

## **5.8 Activity 3.5: Bangladesh Early Grade Reading Sector Strategy Technical Assistance and Benchmarking**

The Ministry of Education in Bangladesh is seeking to incorporate EGR into the next sector strategy push. A recent White Paper on EGR in Bangladesh has mobilized the Ministry and donor partners to incorporate an approach to EGR into the sector strategy document. Subsequently, this activity will include providing technical assistance in how the EGRA supports the sector strategy as well as providing benchmarking support. No tasks have been completed, and no tasks are currently planned for the next quarter.

# **6 Task Order Project Management Support**

## **6.1 Operational Activities**

Over the duration of the quarter, the activity tracker was updated on a weekly basis for internal RTI management meetings and shared with USAID every other week in advance of TO management check-in meetings. The tracker records current activities and key tasks under each activity. Cancelled or completed activities will remain in the tracker to show the

progression of activities under this mechanism. The current tracker as of December 31, 2017, is in **Annex E**.

## 6.2 USAID Meetings and Communication

**TO Management Check-in Meetings:** The ACR-Asia project management team meets with Contracting Officer Mitch Kirby every other week, to discuss TO updates. Attendees include Maria Dzula, Joe DeStefano, David Harbin, Kellie Betts, Chelsea Lehman, and Mitch Kirby. Additionally, when relevant, one activity leader joins the meeting to provide pertinent updates regarding the specific activity. Status updates from activity leaders typically occur once a month. Notes are sent out after every meeting to keep track of action items.

## 6.3 Reports and Deliverables

Management deliverables for ACR-Asia are captured in **Table 5**, and All Children Reading–Cambodia deliverables are captured in **Table 6**.

**Table 5. ACR-Asia Management Deliverables**

Contractual Deliverable	Submission Date
Annual Work Plan 2016–2017	Final: January 10, 2017 Approved: January 17, 2017
Monitoring and Evaluation Plan and Quality Assurance/Quality Control Plan	Draft: December 28, 2016 Revised: May 31, 2017 Approved: December 15, 2017
Branding Implementation Plan and Marking Plan	Submitted: January 11, 2017 Approved: January 17, 2017
Quarterly Progress Report Q1 FY17 (Oct–Dec)	Submitted: January 13, 2017 Approved: February 22, 2017
Quarterly Progress Report Q2 FY17 (Jan–Mar)	Submitted: April 14, 2017 Approved: April 19, 2017
Quarterly Progress Report Q3 FY17 (Apr–Jun)	Submitted: July 14, 2017
Quarterly Accruals Report Q1 FY17 (Oct–Dec)	Submitted: December 20, 2016
Quarterly Accruals Report Q2 FY17 (Jan–Mar)	Submitted: March 20, 2017
Quarterly Accruals Report Q3 FY17 (Apr–Jun)	Submitted: June 20, 2017
Quarterly Accruals Report Q4 FY17 (Jul–Sep)	Submitted: September 15, 2017
Annual Work Plan 2017–2018	Draft: October 27, 2017 Revised: November 30, 2017 Final: Pending approval
Annual Progress Report 2016–2017 / Quarterly Progress Report Q4 FY17 (Jul–Sep)	Submitted: November 10, 2017 Approved: December 15, 2017
Quarterly Accruals Report Q1 FY18 (Oct–Dec)	Submitted: December 20, 2017
Quarterly Progress Report Q1 FY18 (Oct–Dec)	Submitted: January 15, 2018

**Table 6. All Children Reading-Cambodia Management Deliverables**

Contractual Deliverable	Submission Date
Annual Work Plan 2017–2018	Draft: May 19, 2017 Final: June 21, 2017 Amended & approved: September 21, 2017
Activity Monitoring and Evaluation Plan	Draft: July 3, 2017 Revised: September 19, October 31, December 6, 2017 Pending revision
Branding Implementation Plan and Marking Plan	Draft: July 7, 2017 Revised: July 17, 2017 Approved: July 19, 2017
Quarterly Progress Report Q3 FY17	July 14, 2017 No comments received; approved
Quarterly Progress Report Q4 FY17	October 18, 2017 Revised: October 31, 2017 Approved: November 13, 2017

## 6.4 Monitoring and Evaluation Updates

Seven activities were being implemented this quarter, with a number of activities having achieved progress against the TO monitoring and evaluation indicators.

### ***Indicator 1: Number of trainings, seminars, workshops, networking, and dissemination events held [webinars to be captured under this indicator]***

Eighteen (18) activities were counted toward Indicator 1 this quarter.

All Children Reading-Cambodia facilitated fifteen events this quarter reaching over 170 unique participants (77 female). Participants represented 20 government departments and 30 INGOs, NGOs, and private institutions.

Two presentations featuring the EGR Barometer (Activity 2.3) were held during Q1. Dr. Amber Gove presented on October 20 at the University of Maryland to 25 participants and at the American Evaluation Association on November 10 to 15 participants.

Dr. Luis Crouch presented findings from the Investing in Early Grade Reading in Lower and Middle-income Countries in Asia Research Report (Activity 1.1). The event was hosted by the Global Reading Network in Washington, DC, on October 13 and attended by 60 people.

Events: All Children Reading-Cambodia		Date	Event Type
1	Teacher Survey Result Dissemination Workshop	2-Oct-17	Workshop
2	Pre Meeting for Syllabus Workshop	4-6 Oct-17	Networking Event
3	Syllabus Meeting 1	10-Oct-17	Networking Event
4	Syllabus Meeting 2	12-Oct-17	Networking Event
5	National Learning Assessment Framework Workshop	16-19-Oct-17	Workshop
6	Inclusive Education Work Plan Workshop	19-Oct-17	Workshop
7	Additional Inputs for the Completion of Khmer Syllabus from Grade 1-6 Workshop	25-27-Oct-17	Workshop
8	Syllabus Workshop 1	13-14-Nov-17	Workshop
9	Syllabus Workshop 2	15-16-Nov-17	Workshop
10	Getting Ready for Writing Workshop	18-Nov-17	Workshop



11	Preschool Sharing Sessions Workshop	21-22-Nov-17	Workshop
12	Syllabus Workshop 3	30-Nov-17 to 1-Dec-17	Workshop
13	Preparation for Syllabus Workshop	7-8-Dec-17	Workshop
14	Disability Situation Analysis Workshop	7-8-Dec-17	Workshop
15	Finalization Syllabus from Grade 1 to 12 Workshop	13-14 Dec-17	Workshop
<b>Events: EGR Barometer</b>		<b>Date</b>	<b>Event Type</b>
16	University of Maryland	20-Oct-17	Presentation
17	American Evaluation Association Conference Presentation	10-Nov-17	Presentation
<b>Events: Investing in early grade reading in lower and middle-income countries in Asia research report</b>		<b>Date</b>	<b>Event Type</b>
18	New Evidence on the Impacts of Reading/Literacy: A Discussion with the Members of the Global Reading Network of Practice	13-Oct-2017	Presentation

**Indicator 2: Number of administrators and officials successfully trained with US government (USG) support**

In the first quarter of the fiscal year 79 government officials were trained from DepEd Philippines.

Three (3) data analysts from the BEA were trained on Tangerine and IT/server management by Lachko Hristov, 3-10 October.

The National Training of EGRA-EGMA Assessors was conducted 16-21 October whereby 76 individuals were trained to conduct data collection. Participants were Division Testing Coordinators, ICT, and BEA staff from DepEd.

**Indicator 3: Number and percent of trainees/participants who report improved knowledge as a result of the training**

Participants of the DepEd Tangerine and IT/server management Training did not complete a training evaluation.

Participants of the National Training of EGRA-EGMA were asked to complete a training evaluation form. Of the 76 attendees, 31 returned the evaluation. One hundred percent (100%) of evaluations indicated that participants reported enhanced content knowledge and data collection preparedness.

Question	Average Rating	Qualitative Description
1. Overall, how effective did you find this training?	4.7	Very Effective
2. The workshop content was appropriate for someone with my level of experience.	4.7	Strongly Agree
3. The presenters clearly demonstrated subject matter expertise.	4.8	Strongly Agree
4. The examples presented enhanced my understanding of the content.	4.8	Strongly Agree
5. Participating in this training was worth my time.	4.8	Strongly Agree
6a. I understand my roles and responsibilities for this 2017 data collection?	4.7	Strongly Agree
6b. I understand and I can train others on the use of the tablet for data collection.	4.7	Strongly Agree
6c. I understand how to evaluate assessor performance.	4.7	Strongly Agree
6d. I can train others on the administration of EGRA and EGMA.	4.6	Strongly Agree

**Indicator 4: Number of meetings held with organizations to establish potential public-private partnerships**

On 8 November 2017, All Children Reading-Cambodia hosted a collaboration and working group meeting. Twelve participants were in attendance representing nine organizations (INGOs and NGOs).

**Indicator 6: Number of reports, policy briefs, and analyses produced and disseminated**

Two reports were produced and approved this quarter.

Name	Date	Activity
Summary Report of Available Assessment Data, Teacher Survey And Curriculum Materials Review	14 November 2017	3.1: All Children Reading – Cambodia
A Guide for Strengthening Gender Equality and Inclusiveness in Teaching and Learning Materials	15 December 2017	Activity 1.2 – Gender Equality and Inclusiveness Guide Adapted for Asia

**Indicator 8: Number of sessions in the EGR Barometer**

Nearly 10,840 total sessions were logged for the Barometer this quarter. A session is counted when a user navigates to the Barometer and begins to use the site.

**Annex B** contains the set of indicators included in the revised Monitoring and Evaluation Plan submitted to USAID in May 2017.

## Annex A: Timeline of Activities

Activities and Proposed Tasks for FY2	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Activity 1.1 – Investing in early grade reading (EGR) in lower- and middle-income countries in Asia research report</b>												
Final Report												
USAID Officers Presentation in Washington, DC												
Comparative and International Education Society (CIES) Presentation												
<b>Activity 1.2 – Gender equality and inclusiveness guide adapted for Asia</b>												
Finalize based on USAID feedback												
Dissemination activities												
<b>Activity 1.3 – Analysis of innovation scale-up (India case study)</b>	(On hold; timeline to be revised)											
<b>Activity 1.4 – Central Asia Early Grade Reading Conference</b>	(Cancelled)											
<b>Activity 1.5 – Partnership mapping exercise (India)</b>	(On hold; timeline to be revised)											
<b>Activity 1.6 – Continued support for Global Book Alliance</b>	(Deliverables TBD)											
<b>Activity 1.7 – Early childhood development support for higher education in Uzbekistan</b>	(Ad-hoc support)											
<b>Activity 2.1 –Early grade reading assessment (EGRA) benchmarks and standards research report</b>												
Final report												
Develop training content												
Dissemination of training module												
<b>Activity 2.2 – Analysis of early grade reading assessments in India</b>	(Deliverables TBD)											
<b>Activity 2.3 – Build out Early Grade Reading Barometer</b>												
Maintenance, analytics, user support												
Add new features												
Add RTI and non-RTI data as they become available												
USAID AidConnect Webinars												

Activities and Proposed Tasks for FY2	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Digital Strategy (email, search engine optimization, YouTube, Facebook, AdWords, Twitter)												
<b>Activity 2.4 – Review of EGRA Time to Read Tajikistan/Kyrgyzstan</b>	<b>(Ad-hoc support)</b>											
<b>Activity 2.5 – Research paper: How do training and coaching combine to produce changes in teaching and instructional outcomes?</b>	<b>(On hold; timeline to be revised)</b>											
<b>Activity 2.6 – Research paper: Leveled reader utilization</b>	<b>(On hold; timeline to be revised)</b>											
<b>Activity 2.7 – Research report: Status of inclusive education in Asia and disability screen pilot</b>												
Develop scope of work (SOW)												
Literature review												
Pilot concept note												
Develop instruments/render/training module												
Teacher training												
Data collection												
Analysis												
Reporting (draft)												
Dissemination												
Finalization of report												
<b>Activity 2.8 – EGRA Lite instrument development and piloting</b>												
Develop SOW												
Literature review												
Draft instrument												
Develop protocols												
First pilot (Kyrgyz Republic)												
Analysis												
Second Pilot (Cambodia)												
Analysis												

Activities and Proposed Tasks for FY2	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
<b>Activity 2.9 – Study of second language learning</b>	(On hold; timeline to be revised)											
<b>Activity 2.10 – Digitization of teaching and learning materials for Kyrgyz Republic (scoping)</b>	(On hold; timeline to be revised)											
Develop SOW (scoping trip)												
Travel to Kyrgyz Republic												
Conduct interviews												
Submit trip report/digitization plan												
<b>Activity 3.1 – Cambodia technical assistance for coordination and collaboration in early grade reading (All Children Reading-Cambodia)</b>												
Develop SOW												
SOW approved												
Recruitment and onboarding of long-term technical assistance; activity start-up												
Scoping and design meetings												
Draft implementation plan												
Implement activities												
<b>Activity 3.2 – USAID/Lao People’s Democratic Republic buy-in and diagnostic/book chain analysis</b>	(Cancelled)											
<b>Activity 3.3 – Study tour for Nepali education officials</b>	(On hold; timeline to be revised)											
<b>Activity 3.4 – EGRA training &amp; capacity building support for the Department of Education of the Philippines</b>												
Training on server preparation, installation of Tangerine												
EGRA and early grade mathematics assessment (EGMA) training												
Submit trip report												
<b>Activity 3.5 – Bangladesh early grade reading sector strategy technical assistance and benchmarking</b>	(On hold; timeline to be revised)											

## Annex B: Progress by Indicators

	Indicator	Type	FY17 Actual	FY18 (Actual to date)	Targets					
					Year 1	Year 2	Year 3	Year 4	Year 5	Life of Activity
1	Number of seminars, trainings, workshops, networking, and dissemination events held [webinars to be captured under this indicator]	Output	10	18	5	5	5	5	5	25
2	Number of administrators and officials successfully trained with US Government (USG) support	Output	6	79	60	60	60	60	60	300
3	Number of trainees/participants who report improved knowledge as a result of the training	Outcome	100%	100%	90%	90%	90%	90%	90%	90% avg
4	Number of meetings held with organizations to establish potential public-private partnerships (PPPs) [networking, technical exchanges, and learning visits]	Output	2	1	4	4	4	4	4	20
5	Percentage of PPPs formalized	Outcome	0	0	0	2	2	2	2	8
6	Number of reports, policy briefs, and analyses produced and disseminated	Output	1	2	4	4	4	4	4	20
7	Number of scientific studies published or conference presentations given as a result of USG assistance for research programs	Outcome	0	0	0	2	2	2	2	8
8	Number of Early Grade Reading Barometer user sessions	Output	23,301	10,840	23,301	+10%	+10%	+10%	+10%	+10 year on year
9	<i>Number of standardized learning assessments supported by USG</i>	<i>Output</i>	<i>0</i>	<i>0</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
10	<i>Number of impact evaluations conducted</i>	<i>Output</i>	<i>0</i>	<i>0</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
11	<i>Number of learners in primary schools or equivalent non-school-based settings reached with USG education assistance (girls, boys)</i>	<i>Output</i>	<i>0</i>	<i>0</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>
12	<i>Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text</i>	<i>Outcome</i>	<i>0</i>	<i>0</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

Indicators 9, 10, 11, 12 are pending Mission buy-in. Targets TBD.

## **Annex C: Annual Financial Report- Redacted**

### **Financial Summary at December 31, 2017**

#### **RTI International –Annual Financial Statement**

*Contractor/Recipient: RTI International All Children Reading (ACR)-Asia*

*Award No.: Prime Contract AID-OAA-I-14-00044, Task No. 4*

*Performance Period: September 30, 2016 - September 29, 2021*

*Annual Financial Report as of December 31, 2017*

\*This statement uses preliminary indirect cost rates for FY17. Final indirect rates (and a finalized annual financial statement) will be available at

## Annex D: International Travel Planned for Upcoming Quarters

Activity	Name of Traveler	Destination and Purpose	Travel Dates
Activity 3.1	David Harbin (approved)	Cambodia; Operations Support	January 2018
Activity 3.1	Meredith Sparks	Cambodia; Operations Support	February 2018
Activity 3.1	Joe DeStefano	Cambodia; Finalizing implementation planning	February 2018
Activity 3.1	Keely Alexander	Cambodia; M&E database development	February 2018
Activity 3.1	Jennae Bulat	Cambodia; IE situation analysis	February 2018
Activity 3.1	Anne Hayes	Cambodia; IE situation analysis	February 2018
Activity 3.1	Jonathan Stern	Cambodia; assessment framework	February-March 2018
Activity 1.1	Lee Nordstrum	Mexico; CIES	March 25–29, 2018
Core Management	Ritka Dzula	Mexico; CIES	March 25–29, 2018



## **Annex E: Activity Tracker-Redacted**

## **Annex F: All Children Reading-Cambodia Quarterly Report October–December 2017**

To access the quarterly report please double click on the icon below; the report is embedded as an object.

This report was submitted 12 January, 2018 and is pending approval by the Mission and USAID Washington.



ACR-Cambodia QPR  
Q1FY18.pdf