



EdData II

Task Order 15: Data for Education Programming in Asia and the Middle East (DEP-AME)

Summary Annual Progress Report

October 1, 2012 – September 30, 2013

REDACTED VERSION

Education Data for Decision Making (EdData II) Technical and Managerial Assistance
Contract Number AID-EHC-E-00-o4-00004
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October 1, 2012 – September 30, 2013

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Abbreviations

Allegro	Allegro Global Procurement Solutions, Inc.
AME	Asia/Middle East
CDCS	Country Development Cooperation Strategy
CLA	central level agencies
CMS	content management system
DEP-ASIA/ME	Data for Education Programming in Asia and Middle East
DEO	district education officers
DepED	Department of Education of the Philippines
DD	Deputy Director
DM	Deputy Minister
DP	development partner
ECD	early childhood development
Ed-Data	Education-Data
EMES	Education Management Efficiency Study
EGR	early grade reading
EGRA	early grade reading assessment
EMES	Education Management Efficiency Study
ETC	education training center
FSU	Florida State University
FY	Fiscal Year
GBAO	Gorno-Badakshan Autonomous Province
GOB	Government of Bangladesh
GON	Government of Nepal
HOTM	Home Office Technical Manager
IPD	Institute of Professional Development
LMI	Lower Mekong Initiative
LOI	language of instruction
MENA	Middle East/North Africa
MOE	Ministry of Education
MOEHE	Ministry of Education and Higher Education
MTB-MLE	Mother Tongue Based-Multilingual Education
NA	not applicable
PA	Palestinian Authority

PEDP	Primary Education Development Program
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment (
RC	research centers
RTI	Research Triangle International
SES	socio-economic status
SMC	school management committee
SOW	Scope of Work
TOR	Terms of Reference
TOS	Teacher Observation Study
TBD	to be determined
TIMSS	Trends in International Mathematics and Science Study
TOS	Teacher Observation Study
USAID	U.S. Agency for International Development

Executive Summary

Data for Education Programming in Asia and Middle East (DEP-ASIA/ME) is a centrally-funded Time and Materials Task Order under the EdData II Indefinite Quantity Contract (IQC) between the U.S. Agency for International Development (USAID) and RTI International, with support from Allegro Global Procurement Solutions, Inc. (Allegro).¹ The contract was awarded with a Task Order ceiling price of [redacted]. The project began on September 26, 2011; the contractual end date is November 26, 2014. The Option Year extends the contract and raises the level of obligated funding by [redacted] to [redacted]. Labor categories use fixed daily rates.

Support activities under the Task Order are intended to provide technical assistance and training services in direct support of USAID's new 2011 Education Strategy in Asia and the Middle East, in 17 Missions implementing or planning basic education programs, including Afghanistan and Pakistan. Specific focus is being placed on ensuring that education data needs are met in the region. The project is designed to support Mission responses to the unprecedented reach of USAID's 2011 Education Strategy, and its three specific goals:

- Goal 1: Improved reading skills for 100 million children in primary grades by 2015
- Goal 2: Improved ability of tertiary and workforce development programs to generate workforce skills relevant to a country's development goals
- Goal 3: Increased equitable access to education in crisis and conflict environments for 15 million learners by 2015

Programming and Project Support

DEP-ASIA/ME is intended to generate regional and country-specific education data—and analysis of those data—that can be used by Asia and Middle East (AME) bureaus, missions, and partner countries to prioritize education needs and corresponding investment. The project is also intended to strengthen local skill in design, evaluation, and management of education programs, and quality data capture and analysis to support them, across the region.

Activities have been designed for four core Result Areas.

- Result 1: AME Mission Strategy-Related Data Needs Met
- Result 2: Availability of AME Education Data and Trends Expanded
- Result 3: Measurement Tool with Applicability across Countries Developed
- Result 4: Education Personnel Knowledge of Selected Education and Evaluation Topics and Processes Strengthened

¹ Contract number EHC-E-00-04-00004-00; Order Number AID-OAA-BC-11-0000.

Several activities under Result 1 were launched this year, including support to the USAID Missions in West Bank, Nepal and the Philippines. Activities underway under Result 2 included: *Topical Analysis: Early Grade Reading Instruction in Arabic* and research to refine the *Topical Analysis: Scale and Sustainability*. Both will be completed next (9th) quarter.

The findings of the former will be presented at the *All Children Learning Workshop* in Rabat, Morocco in early December. Under Result 3, approval was received for the revised Scope of Work for the *Reading Improvement Modeling Tool* and a prototype was shared with USAID Education Officers at the August Education Summit to solicit feedback. And finally, under Result 4 a request was received to begin preparations for the Impact Evaluation Training to be held in Bangkok, Thailand in February, 2014.

Activity Status

This Quarterly Report covers activities across a 12-month period from October 1, 2012, until September 30, 2013. Activities or planning discussions this quarter focused on all four Result areas.

Results	Activity	Status
Result 1	<i>Egypt: Grade 3 Early Grade Reading Assessment Baseline</i>	Completed
Result 1	<i>Egypt: EGRA Baseline Comparison Electronic vs. Paper</i>	Underway
Result 1	<i>Philippines: Analytic Support Services for Early Grade Reading</i>	Launched
Result 1	<i>Nepal: EGRA, Teacher Observation Study, Management Effectiveness Studies</i>	Underway
Result 1	<i>Bangladesh: Reading/Education Sector Support/Assessment</i>	Approved
Result 1	<i>West Bank: Early Grade Reading Assessment</i>	Approved
Result 2	<i>Topical Analysis: Scale-up and Sustainability</i>	Underway
Result 2	<i>Topical Analysis: Early Grade Reading Instruction in Arabic</i>	Launched
Result 3	<i>Reading Improvement Modeling Tool</i>	Underway
Result 4	<i>Mission Education Staff Training Modules on Impact Evaluation</i>	Completed
Result 4	<i>Evaluation for Education Projects Workshop (Bangkok)</i>	Planning
Reports	<i>Submission of Quarterly Report #7 (October 15)</i>	Completed

Operational Activities

No significant operational activities or changes occurred.

USAID Communication and Meetings

Regular meetings, phone calls, and written communication occurred between RTI and USAID'S Senior Education Advisor Mitch Kirby and Education Development Officer Chris Capacci-Carneal, as well as with subcontractor Allegro Consulting.

Reports and Deliverables

The Fiscal Year 2013 Financial Summary is included at the end of this report. It is inclusive of the obligated amount to date; total expenditure, outstanding commitments, total expended to date, balance remaining of obligated funds, and the baling remaining of the total estimated cost. Final reports, proposals or deliverables submitted to USAID over the course of this year have been submitted previously under separate cover.

Overall Progress: Results, Requirements, Standards

Result 1: AME Mission Strategy-Related Data Needs Met	Status
Requirement 1.1. Determine Feasibility of Mission-Specific Requests for Data Support	
Nepal: Early Grade Reading Institutional Assessment	Completed
Burma: Education Sector Desk Review	Completed
MENA: Region Cost Comparisons of Early Grade Reading	Completed
Egypt: Early Grade Reading Case Study	Completed
Egypt: Grade 3 Early Grade Reading Assessment Baseline	Completed ²
Philippines: Analytic Support Services for Early Grade Reading	Launched
Bangladesh: Reading/Education Sector Support/Assessment	Pending
West Bank: Early Grade Reading Assessment	Approved
Nepal: EGRA, Teacher Observation Study, Management Effectiveness Studies	Launched
Requirement 1.2. Develop Plans for Country-Specific Data Support	
Nepal: Early Grade Reading Institutional Assessment	Completed
Burma: Education Sector Desk Review	Completed
Egypt: Early Grade Reading Case Study	Completed
Egypt: Grade 3 Early Grade Reading Assessment Baseline	Completed

² Final report submitted for USAID review. Last component, an ancillary report comparing electronic with paper data collection is forthcoming following final peer review.

Result 1: AME Mission Strategy-Related Data Needs Met	Status
Philippines: Analytic Support Services for Early Grade Reading	Launched
Bangladesh: Reading/Education Sector Support/Assessment	Pending
West Bank: Early Grade Reading Assessment	Approved
Nepal: EGRA, Teacher Observation Study, Management Effectiveness Studies	Launched
Requirement 1.3 Adapt or Develop Country-Specific Education Tools	
Nepal: Early Grade Reading Institutional Assessment	Completed
Burma: Education Sector Desk Review	Completed
Egypt: Early Grade Reading Case Study	Completed
Egypt: Grade 3 Early Grade Reading Assessment Baseline	Completed
Philippines: Analytic Support Services for Early Grade Reading	Launched
Bangladesh: Reading/Education Sector Support/Assessment	Pending
West Bank: Early Grade Reading Assessment	Approved
Nepal: EGRA, Teacher Observation Study, Management Effectiveness Studies	Launched
Requirement 1.4 Produce Reports on Country-Specific Support	
Nepal: Early Grade Reading Institutional Assessment	Completed
Burma: Education Sector Desk Review	Completed
MENA: Region Cost Comparisons of Early Grade Reading	Completed
Egypt: Early Grade Reading Case Study	Completed
Egypt: Grade 3 Early Grade Reading Assessment Baseline	Underway
Philippines: Analytic Support Services for Early Grade Reading	Launched
Bangladesh: Reading/Education Sector Support/Assessment	Pending
West Bank: Early Grade Reading Assessment	Approved
Nepal: EGRA, Teacher Observation Study, Management Effectiveness Studies	Launched

Result 2: Availability of AME Education Data and Trends Expanded	Status
Requirement 2.1 Develop AME Regional and Country Education Trends Analyses	
Research Conducted and Data Compiled	Completed
Graphic Presentations Designed	Completed
Literature Review on Early Grade Reading and MTI Trends	Completed
Regional report with Country Data Submitted on MENA Region	Completed
Regional report with Country Data Submitted on EA Region	Completed
Regional report with Country Data Submitted for CA Region	Completed
Requirement 2.2 Conduct Identification and Analyses of U.S. and International Evidence-Based Strategy-Related Education Programs and Interventions	
Potential Themes Identified	Completed
Review and Analysis on First Theme (Reading)	Launched
Literature Review of the Scale-up and Sustainability	Underway
Requirement 2.3 Conduct AME Workshops/Seminars	
Training Summer 2013 in Washington DC	Cancelled
Training Planned TBD 2014 in MENA Region	Pending
Training Planned February 2014 in Asia Region (Thailand)	Confirmed

Result 3: Measurement Tool with Applicability across Countries Developed	Status
Requirement 3.1 Identify Areas Where Measurement Tools Are Needed	
Concept Notes Drafted for USAID Review	Completed
Concept Note Review by USAID	Completed
Refine Concept Note	Completed
Requirement 3.2 Develop the Selected Tool	
Reading Achievement Data and Set Standards	Underway
Generate Learning Outcome Projections	Underway
Tool 1: Use data to: understand existing reading achievement levels, factors that influence or constrain performance; set reasonable standards for reading performance, consider the scope for and likely trajectory of improvement	Underway
Tool 2: Use data to: generate projections for how reading interventions could impact learning outcomes on an increasing scale; examine relationship between the variation in the quality and fidelity of implementation and variation in learning outcomes	Underway

Result 3: Measurement Tool with Applicability across Countries Developed	Status
achieved; and model likely impacts of national programs at scale	
Tool 3: Use data to: measure impact of reading programs by comparing treatment and control schools and investigate the variations within treatment schools; evaluate cost-effectiveness of an intervention; help improve implementation; re-examine initial assumptions on standards for reading performance; and inform policy decision-making and management of national scale programs	Underway
Requirement 3.3 Pilot the Tool	
Review Variations in Quality and Fidelity	Planned
Measure Treatment and Control Schools	Planned
Evaluate Cost-Effectiveness and Improve Implementation	Planned
Policy Dialogue	Planned

Result 4: Education Personnel Knowledge of Selected Education and Evaluation Topics and Processes Strengthened	Status
Requirement 4.1 Identify Education Strategy Goal 1 Topics for Classroom Training, Online Training, Online Information/Resource Material, or Future Training	
Survey Topics Identified	Completed
Training Plan Goal 1	Completed
Requirement 4.2 Identify Education Strategy Goal 2 Topics for Classroom Training, Online Training, Online Information/Resource Material, or Future Training	
Survey Topics Identified	Completed
Training Plan Goal 2	Completed
Requirement 4.3 Identify Education Strategy Goal 3 Topics for Classroom Training, Online Training, Online Information/Resource Material, or Future Training	
Survey Topics Identified	Completed
Training Plan Goal 3	Completed
Requirement 4.4 Conduct a Training Needs/Preference Survey of Education Personnel in Asia and Middle East Regions	
Conduct Survey and Analysis	Completed
Requirement 4.5. Produce a Training Plan	
Full Training Plan	Completed
Requirement 4.6 Develop Goal 1 Training Modules or Courses for Classroom and Online Training	

Result 4: Education Personnel Knowledge of Selected Education and Evaluation Topics and Processes Strengthened	Status
Research Goal 1 Impact Evaluation	Completed
Design Training Modules On-line Course	Completed
Requirement 4.7 Develop Goal 2 Training Modules or Courses for Classroom, Online, and/or Resource Materials	
Rolled into Goal 1 Impact Evaluation above in 4.6	NA
Requirement 4.8 Develop Goal 3 Training Modules or Courses for Classroom and Online Training	
Rolled into Goal 1 Impact Evaluation above in 4.6	NA
Requirement 4.9 Deliver Classroom Training for Goals 1, 2, and 3	
Research Completed	Completed
Course Designed	Underway
Training Summer 2013 in Washington DC	Cancelled
Training Planned TBD 2014 in MENA Region	Pending
Training Planned February 2014 in Asia Region (Thailand)	Confirmed
Requirement 4.10 Deliver Online Training Modules or Courses	
Research Completed	Completed
Course Designed	Completed
Training On-Line	Completed
Requirement 4.11 Package Informational/Resource Material for Online Access	
Design Completed	Completed
Recording and Packaging	Completed
Transfer to USAID University	Completed

Progress Toward Objectives (by Result)

Result 1: AME Mission Strategy-Related Data Needs Met

Requirement 1.1 Determine Feasibility of Mission-Specific Requests for Data Support

On April 9, a preliminary request was received to support an April 26 meeting in Vietnam planned by the State Department as part of a new USAID Higher Education program for Vietnam for the Lower Mekong Initiative / LMI. DEP-AME was asked to identify a technical expert to present about the value of TIMSS, PISA and PIRLS for the LMI countries. DEP- AME

immediately submitted the CV of Dr. George Taylor who was approved for the short term technical assistance. A formal request for support was received on April 11, a proposal submitted, and approved on April 18.

On April 15, RTI was alerted that three DEP-AME request for technical assistance would be forthcoming. These included.

- Nepal: EGRA, School Observation, Management Effectiveness Studies
- Topical Analysis: Arabic Early Grade Reading Instruction
- EGRA, and other analytic work, for the USAID/Philippines Mission

On May 21, RTI received a draft Scope of Work from the USAID/Bangladesh Mission, seeking assistance to conduct an analysis of programs, policies, practices, and institutional capabilities for improving early grade reading in Bangladesh. The purpose is to use the results of the assessment to inform the development of a new reading skills program. The objective is to conduct a needs assessment of the current situation relating to reading improvement, and to review past, existing, and planned activity, and to identify innovative activity and promising approaches by the private sector, non-governmental organizations, local institutions and the Government of Bangladesh. The result will be a thorough analysis of the strengths and weaknesses of early grade reading programs under the Bangladesh Primary Education Development Program (PEDP) III and those funded by other donors' non-pooled funding resources.

On June 4, DEP-AME submitted CVs of Dr. Hank Healey and Dr. Colette Chabbott to lead work for the Bangladesh: Institutional Assessment of Early Grade Reading and approval was granted.

On June 19, approval was also received from USAID/Bangladesh for the planning timeline launching the institutional assessment in country with an STTA team in late August.

Several activities were either approved launched and/or underway this year in Egypt, Philippines, Nepal, Bangladesh and the West Bank. With the exception of Bangladesh, each request has been approved with planning and mobilization underway.

Requirement 1.2. Develop Plans for Country-Specific Data Support

On April 13, detailed discussions began with USAID on an anticipated Early Grade Reading Assessment activity in the Philippines. The meeting was held later that week between RTI's Joe DeStefano and USAID's DEP-AME COR Mitch Kirby to review specifics.

On April 20, DEP-AME reviewed a Scope of Work for the activity in the Philippines for:

- Conducting a second national, sample based EGRA in Filipino and English

- Collecting and analyzing data on the instructional practices and use of language in early grade classrooms, including information on teacher facility in different languages
- Building DepED capacity to rigorously validate and make use of Early Grade
- Reading Assessments in mother tongue languages
- Building DepED capacity to use Tangerine and to manage the data generated by
- Tangerine-based implementations of EGRA
- Building DepED capacity for nation-wide use of the EMIS tool box to support generation of basic education report cards

The final draft Scope of Work was submitted to USAID on May 3.

During the week of April 24, USAID and RTI jointly reviewed the Scope of Work for the Topical Analysis: Arabic Language Reading Instruction.

On May 1, a budget was completed for the Philippines: Early Grade Reading related activity. This activity remains pending at the time of this report, as USAID/Philippines awaits a response from the Ministry of Education.

On May 14, DEP-AME received a request for a proposal from USAID for an Early Grade Reading Assessment (EGRA) and related activities in Nepal. The intent is to support the efforts of USAID, the Government of Nepal (GON), and Donor Partners (DP) to design of a program to improve early grade reading. Three components of the SOW are: (1) Early Grade Reading Assessment (EGRA), (2) Education Management Efficiency Study (EMES), and (3) Teaching Observation Study (TOS). These will be implemented as one coordinated effort to save time and funds, but each will have distinct personnel with the required skill-set.

On May 16, DEP-AME submitted a query to USAID to review three components for inclusion in the Nepal EGRA proposal: sampling design, sampling framework and languages. DEP-AME began dialogue with the Ministry of Education's reading advisor Dhir Jhingran, Save the Children's Nepal office (which conducted a prior EGRA), and a number of research and survey firms as potential local subcontractors for the activity. A decision was made to proceed with New ERA after engaging (and/or seeking to engage) Save the Children, New ERA, CERID/Tribhuvan University, RIDA, Prestige Consulting/ Solutions, Ltd.

Also, USAID/Nepal confirmed potential dates for kick-off meetings July 15-19 or July 22-26. Two DEP-AME staff will travel to Nepal in July for the initial launch and to obtain necessary feedback from the DOE on objective/parameters of the diagnostics, affirmation of the sampling framework, languages and grades, and the extent of their participation in the data collection activity itself. DEP-AME soon engaged the MOE to obtain the data needed to draw the sample for a Sampling Framework (confirm languages, obtain list of schools with enrolment data (grade, split by gender), and organized by administrative region/district.

On June 22, a final proposal for Nepal: Early Grade Reading Assessment was submitted to USAID.

On June 26, the USAID/Nepal Mission responded seeking clarification on some components for the proposal. Agreement was reached that the activity would begin with July visits of DEP-AME staff to Nepal to launch the planning phase with USAID and the MOE, including determining the intended sample size, designed, and field implementation scheduling.

West Bank: A June 24 request was received for a new activity to support the USAID/West Bank Mission. DEP-AME began work immediately in July to prepare a response. By July 29 a proposal was submitted for review. Following further discussions, it was subsequently updated and resubmitted on September 15; approval was then granted. The purpose of the study is to produce a representative Early Grade Reading Assessment (EGRA) of Grade 2 students in West Bank public schools. The baseline data will be collected from a representative sample in early 2014 with the intent of building the knowledge base of Ministry of Education (MOE) staff and their ability to carry out future assessments using the EGRA tool. The results will be used to inform policy decisions in the areas of reading assessment and teacher training methodologies. Application of the EGRA itself will be based on a selection of 150 schools, randomly sampled, with a total of up to 3,000 students surveyed in Grade 2.

Specifically, the data results are intended to help the Government of West Bank create a roadmap for improving reading instruction and improving student learning outcomes. (Revising teacher training to support improved learning outcomes is a longer-term objective.) This assistance to the MOE staff will directly strengthen in-country capacity for data collection, analysis, and dissemination, and how to use such data for accountability and improving the quality of student learning. MOE staff will play the leadership role with support from DEP-AME technical advisors and subcontractor Infonex to develop the EGRA instrument for Grade 2, train data assessors, and support mobilization for data collection.

A proposed schedule included five core phases:

Activity Phases	Timeline
Pre-Planning	September 2013
Planning	Oct-Dec 2013
Field Application	Jan-Mar 2014
Analysis and Reporting	April-May 2014
Analyses Sharing / Policy Workshop	May 2014

Proposed deliverables:

Deliverables	Product
Baseline EGRA of Grade 2 students and accompanying analytical reports	Data Report
Capacity building of MOE and local experts in implementing baseline and subsequent representative assessments	Technical Assistance
Planning workshop to discuss Grade 2 EGRA results and next steps	Event / Report

Philippines: DEP-AME engaged with USAID/Philippines, the Department of Education (DepED) and USAID/AME in order to revise the proposal for the *Philippines: Analytic Support Services for Early Grade Reading* and to determine the scope for this follow on to the *Philed* Data task order. Several meetings and discussions were held in Manila in July and in Washington, DC in August. These inputs were included in a revised proposal submission that was subsequently approved.

Bangladesh: On July 19 DEP-AME submitted a proposal to USAID for the *Bangladesh: Institutional Assessment of Early Grade Reading*. The study objective will be to conduct a needs assessment of the current situation relating to reading improvement; to review past, existing, and planned activity; and to identify innovative activity and promising approaches by the private sector, non-governmental organizations, local institutions and the Government of Bangladesh. Approval was granted for the proposal and planning began for August travel by Dr. Hank Healey and Dr. Colette Chabbott to launch field based research. Subsequently, the travel was delayed awaiting the arrival of a new USAID Education Officer at post. In the interim, a series of preliminary discussions were held in Washington, DC with Mitch Kirby and incoming education officer Yvette Malcion.

Requirement 1.3 Adapt or Develop Country-Specific Education Tools

In January 2013, DEP-ASIA/ME launched the *Egypt Grade 3 EGRA Baseline* activity following the December 13, 2012, receipt of a draft Scope of Work. RTI submitted a draft proposal and illustrative budget to USAID on January 10, 2013, with an expected January start date pending USAID approval.

Activities launched as planned following the formal USAID request for support received on January 16. This was followed by immediate discussions with USAID/Egypt on January 17. RTI submitted an updated proposal on January 24 and received approval shortly thereafter. RTI's Home Office Technical Manager (HOTM) Michelle Ward-Brent mobilized to Cairo by January 28 for launch meetings with USAID, the Ministry of Education, and local subcontractor Infonex. A trip report submitted on February 7 and a series of periodic reports provided updates throughout the quarter on the national EGRA Assessor Training and Data Collection activities (data analysis and reporting will be completed and reported in the next Quarterly Report). The intent of the EGRA baseline data has been to collect data from a nationally representative sample

to build the knowledge base of Ministry of Education (MOE) staff and their ability to carry out future assessments using the EGRA tool. It will also serve as a baseline for the Early Grade Reading Program before Grade 3 students are impacted by teacher training. The results will be used to inform policy decisions in the areas of reading assessment and teacher training methodologies.

On June 1, the draft Egypt: Grade 3 Early Grade Reading Baseline Assessment report was submitted to USAID on target for the June 1 delivery date. The Policy Dialogue Workshop was confirmed for June 27 in Cairo.

On June 26 and 27, the Policy Dialogue Workshop for the Egypt: Grade 3 Early Grade Reading Assessment Baseline was held. DEP-AME took advantage of the scheduled Early Grade Reading Planning Team workshop, which convened MOE staff from all 27 governorates. This workshop began with an introduction on June 26 of the Grade 3 data findings. The next day further discussion and review of the findings occurred with active participation by all 100+ attendees. This established the foundation for a subsequent benchmarking activity on the same day, funded under Ed-Data Task 20. The availability of the Grade 3 baseline provided participants with factual data to identify proposed benchmarks for future reading improvement programs. The integration of these separate yet synergistic activities fostered cross fertilization (and cost savings) from the USAID/Egypt GILO project, the DEP-AME baseline activity, and the Ed-Data II Task Order 20 Goal 1 benchmarking activity. The result was a highly constructive discussion and planning by participants and included robust “data-based debates”.

On June 22 the PowerPoint presentations were completed in both English and Arabic for the Grade 3 Baseline data discussions.

Nepal: In late July, Michelle Ward-Brent and Yasmin Sitabkhan arrived in Nepal to launch the Early Grade Reading assessment, Teacher Observation Study (TOS), and Education Management Efficiency Study (EMES).

Meetings were held with USAID, the Ministry of Education officials and local organizations. The team met with the Development Partners (DP) group at the World Bank office to brief them on the planned activity and expected deliverables. Discussions also looked at how the findings may eventually support their own programs. A series of meetings were held with potential local subcontractors to review the DEP-AME scope and their organizational capabilities. Meetings were held with RIDA, CERID and New ERA as potential subcontractor bidders. An RFP was then sent to three organizations. New ERA was selected to serve as the local subcontractor to administer the assessments. Meetings were also held with local staff from World Education and Save the Children to brief them and to solicit input on the planned surveys.

The chief concern of the DOE was related to the sampling framework, and whether it would be sufficiently representative. Extensive discussions occurred throughout the visit regarding the sampling approach. Upon return to the US, the DEP-AME team began a technical dialog with

RTI statisticians and with USAID to address the DOE's concerns. The original framework was statistically valid, yet it did not fully meet the DOE's expectations to their satisfaction. A modified sampling framework was then drafted that responded to the DOE's key concerns for regional clustering (and within the budget for this activity). Following modifications, an agreement was reached on a satisfactory sampling framework. It includes: a sampling framework proposed a stratified sample:

- 840 grade 2 and grade 3 learners in each of 5 Regions (Eastern, Central, Western, Mid-Western, Far-Western)
- Plus Kathmandu Valley, for a total of 5,040 learners across six geographic regions
- Across six regions, 252 schools in 33 districts to be clustered
- Stratification across districts from each of the ecobelts;
- Selecting two districts per ecobelt (representative data for each of the three ecobelts)



This design offers an acceptable confidence level for each of the 5 regions plus Kathmandu Valley. The result will be nationally representative data for grade 2 learners and grade 3 learners across Nepal with ability to disaggregate the findings by region or by ecobelt.

Other issues reviewed with DOE counterparts included the practicality and utility of an EGRA in three languages. Input from the DOE, DPs, researchers and implementing agencies consistently suggested that at most two languages be tested, or perhaps just Nepali. It was agreed that Mother Tongue is so complex and that few schools use it as the official language of instruction. Even in areas of the country with larger MT populations, dozens of dialects might render the data of limited value, and possibly a distraction.

In terms of English, while there is growing societal pressure for English instruction, the DOE did not see this as an urgent priority. Implementing partners indicated that they are finding that children are not learning in English, despite it being the language of instruction in some schools (mostly private).

Lastly, regarding Mother Tongue instruction, the DOE indicated hesitation about this being a truly representative national sample and that they could benefit most from a “snapshot” to use as a rallying cry for social mobilization efforts.

Upon departure, a briefing was held with the USAID acting Mission Director and Program Office staff, to review developments during the prior week.

Requirement 1.4 Produce Reports on Country-Specific Support

The *Egypt Early Grade Reading Program Case Study* begun in the fall of 2012 was completed by Dr. Dean Nielsen in February. Dr. Nielsen presented the findings at the CIES Conference in New Orleans on March 14 in a session entitled *Scaling Early Grade Reading Programs: Frameworks and Lessons Learned through USAID and GPE Support*. This followed formal USAID/Washington input on the paper on March 13. (The final draft submitted April 4 included deferred input from the USAID/Egypt Mission, received on March 26. While an earlier, second draft was submitted to USAID in March, the version attached here is the final one from the first week of April, in order to eliminate potential confusion on version control and archiving document versions.)

The study’s general findings highlighted the importance of bipartisan endorsement, scientific underpinnings, MOE engagement and ownership, stable central leadership team, ministry champions/leaders, young energetic mentors, visible quick results; teacher testimonials, volunteerism and local resources; and a skillful and politically adept USAID team. Detailed conclusions can be found in the full report in the appendices; however, briefly they included these lessons learned:

- Science matters
- Bipartisan endorsement of the model (consensus) is a powerful motivator
- True partnerships generate energy
- Innovations with simple steps can catch on quickly
- Early and easily demonstrable gains get attention and generate enthusiasm
- Shifting from a teacher- to a student-centered pedagogy takes time
- Successful pilots can be brought to scale with proper leadership, ownership, commitment
- Radical positive changes can occur “beneath the radar” even during times of instability
- Widespread scale-up is possible with limited funds via volunteerism and local buy-ins
- A cascade model of dissemination presents both strengths and limitations: including regional disparities and some localities better prepared for scale-up challenges than others

The third activity, which was finalized during the third quarter of FY13, resulted from a December query on the MENA Region's *Early Grade Reading Cost / Effectiveness Comparisons* for the USAID AME Bureau senior management. It posed the following questions.

- *Cost-benefits*: How does the MENA region compare with other regions in terms of the reading benefits gained for program costs? Is it more or less efficient than other regions?
- *Funding levels*: What is the total funding amount that USAID is investing into EGRAs and EGRPs in the MENA region compared to other countries in other regions?
- *Regional Variables*: What variables affect early grade reading efficacy in the MENA region, and how does this compare with other regions?

The final draft was sent to USAID in the first week of January and detailed highlights were presented in the previous Quarterly Report (#5).

On April 4, an updated Final Report by Dr. Dean Nielsen of the Egypt Early Grade Reading Program Case Study was submitted to USAID.

On April 29, the final report of the Vietnam Education Pillar Workshop with the State Department was submitted to USAID to conclude this activity.

The final Egypt Grade 3 Baseline Early Grade Reading Assessment was submitted to USAID in August.

A stand-alone component of the Egypt Grade 3 Baseline Early Grade Reading Assessment activity – Comparison of Electronic vs. Paper Application – will be submitted next quarter.

Next Steps

- Submit final component of the Egypt: Grade 3 Baseline Early Grade Reading Assessment Comparison of Electronic vs. Paper Application.
- Upon confirmation of a travel date, request country clearance and mobilize the Bangladesh: Institutional Assessment of Early Grade Reading Team.
- Begin field implementation for the West Bank: Early Grade Reading Assessment by mobilizing kick-off meetings with USAID and the MOE, execute instrument adaptation, conduct training, and build MOE capacity for data collection.
- Launch adaptation, and training for data collection in Nepal for the EGRA, TOS and EMES.

Result 2: Availability of AME Education Data and Trends Expanded

Overview of Activities and Achievements

Three separate analytical reports (one each for Middle East–North Africa, Central and South Asia, and East Asia) were researched, analyzed, and drafted during the reporting period. Two were completed for submission to USAID during the first quarter of FY13, having examined: trends in children’s learning and mother-tongue instruction (MTI), primary educational participation, youth workforce participation, development and education, tertiary education, education in crisis and conflict settings, and key issues and priorities. The reports were *Trends Analyses Report: Middle East/North Africa* and *Trends Analyses Report: East Asia*. Each presented relevant statistical information for the period 2000–present, as well as recent (post-2000) and noteworthy studies, policy documents, and reports. The final report *Trend Analyses Report: Central Asia* was submitted during the third quarter of FY13.

- Launched the *Topical Analysis: Arabic Language Early Grade Reading Instruction* research with the award of a subcontract to Florida State University.
- Draft four of the *Topical Analysis: Scale Up and Sustainability* was submitted to USAID.

Requirement 2.1 Develop AME Regional and Country Education Trends Analyses

The *Trends Analyses Report: Middle East/North Africa* and *Trends Analyses Report: East Asia* provided an overview of education trends relating to USAID’s Education Strategy across selected countries in which USAID intends to pursue educational development assistance going forward, and for the region as a whole. The selection of which indicators to present was influenced first and foremost by direct relevance to USAID’s Education Strategy, and by usefulness as contextual information. The selection was also constrained by the availability of recent data for enough countries in the sub-region to make the examination of trends possible, let alone worthwhile. The number of years for which each country had available data during the time frame also dictated the nature of the analysis —whether longitudinal over time or strictly cross-sectional across countries.

Statistical data were drawn primarily from four principal international databases:

- *Education Policy and Data Center* (EPDC) database, predominantly basic education indicators
- *World Development Indicators* (WDI) database, for additional basic and secondary education indicators and some labor force and population data
- *Key Indicators of the Labour Market* (KILM) database of the International Labour Organization (ILO), for youth labor force, employment, unemployment information data

- *United Nations Educational, Scientific, and Cultural Organisation* (UNESCO) Institute for Statistics (UIS) database, for technical-vocational and tertiary education data.

Again, selection was constrained by the availability of recent data for enough countries in the sub-region to make the examination of trends possible and worthwhile. For example:

- As noted, the number of years for which each country had available data during the time frame also dictated the nature of the analysis—whether longitudinal over time or strictly cross-sectional across countries
- Availability of data for USAID focus countries in East Asia, for example, has significant limitations (many figures and tables presented include serious data gaps)
- Some useful indicators are reliably comparable, yet published data simply were not available for some or even many countries (i.e., per-student spending across levels of the system—primary, lower secondary, and upper secondary)

Data were so sparse in some cases that longitudinal trends could not be established, requiring the Results 2 research team to examine cross-country comparisons among a few countries only (or to compare situations across countries using data from the “most recent year available” for each country, even if these data come from different years)

The Central and South Asia Country Summary was submitted on January 15 and the full report on February 14, entitled the *Trend Analyses: Central and South Asia*. Discussions with USAID indicate that perhaps full analyses will not be repeated annually as originally planned given findings on the limitations of available data.

The Trends Analyses examined: trends in children’s learning and mother-tongue instruction (MTI), primary educational participation, youth workforce participation, development and education, tertiary education, education in crisis and conflict settings, and key issues and priorities. Each presented relevant statistical information for the period 2000–present, as well as recent (post-2000) and noteworthy studies, policy documents, and reports.

Requirement 2.2.: Conduct Identification and Analyses of U.S. and International Evidence-Based Strategy-Related Education Programs and Interventions

Literature Review on Scale and Sustainability

The Terms of Reference (TOR) for this analytic topic were developed and submitted to USAID and research commenced during September. The proposed approach is to focus the first paper on interventions that have addressed the challenges of scale-up and sustainability through country systems, and on distilling lessons from this work that can be applied to early grade reading.

A comprehensive review of the scale-up and sustainability literature was completed during the first quarter of FY13. Given the intellectual material that has been drawn from this effort, a basic framework for scale-up and sustainability was started for completion next quarter. (This will reflect the factors for successful scale-up and sustainability that were discerned from the review.) With this framework in hand, a first draft of an overall approach to scale-up and sustainability of EGRPs will be drafted by mid-to-late February for submission next quarter.

On April 4, a request for expansion of the Scope of Work for the Topical Analysis: Scale Up and Sustainability (conducted by Dr. Hank Healey) was submitted and approval received. The research will focus on:

- Language curriculum
- Textbooks, learning materials, teacher guides, textbook and materials development and distribution mechanisms
- Pre-service teacher training programs
- In-service teacher training mechanisms
- Teacher evaluation mechanisms, career ladders, staffing norms, pay scales, etc.
- Student assessment instruments and systems
- Information systems: EMIS, M&E
- Accountability and incentive systems (governance/management relationships)
- Finance systems: flows, planning and budgeting mechanisms, procurement, accounting

On April 8, approval was received from DEP-AME COR to share the draft Topical Analysis: Scale Up and Sustainability at the USAID/Africa Regional Meeting of education officers. This included Ethiopia in April/May, South Africa in May, and Senegal in June. The input obtained at that training was incorporated into the revised draft and submitted to USAID.

On June 13, DEP-AME submitted a proposal and CVs to USAID for approval for the Topical Analysis: Arabic Language Early Grade Reading Instruction.

On June 16, USAID provided feedback on the proposal for the Topical Analysis: Arabic Language Early Grade Reading Instruction and approval was received. DEP-AME engaged with three researchers from Haifa University to conduct the research study. Subsequently, a decision was made to make changes and in turn identify another research team. This will be reported in the next quarterly report.

On June 17, DEP-AME submitted a proposal for the Topical Analysis: Arabic Language Early Grade Reading Instruction based upon USAID input. Approval was granted that day.

Draft four of the *Topical Analysis: Scale Up and Sustainability* was submitted to USAID.

In August, DEP-AME contracted the services of Florida State University to lead the research effort for the Topical Analysis of Arabic Early Grade Reading Instruction. Dr. Helen Boyle was approved as the Research Director. In August, FSU deliverables were completed for Task 1: *Develop Research Framework and Update Work Plan* and; Task 2: *Define Research Protocol Questions and Interviewee List*.

In early September the Research Framework was updated and submitted to USAID as the first deliverable. Also, field based consultants to conduct the surveys were identified and the Research Study Protocol was submitted. Contracting mechanisms were established and telephonic phone interviews began with representatives from countries where local consultants would not be mobilized (e.g., Gulf countries). Countries where consultants have been contracted include: Yemen, Egypt, Jordan, Morocco, and Iraq. Each consultant is being contracted for 48 hours of work (six full days) to conduct interviews with subjects:

- Director General/Secretary General—Ministry of Education
- Head of Curriculum Department
- Early grade Arabic curriculum developers
- Head of teacher supervision for Arabic/reading
- Teacher trainer (s) in reading/Arabic instruction
- Research and evaluation department staff involved in assessment of Arabic reading
- Faculty of Education instructor/lecturer/professor
- Early grade Arabic reading teachers
- Reading experts (e.g., academics, NGO staff or project staff or consultants)

In September the research protocol was finalized and approved as a key FSU deliverable.

Next Steps

- Based on USAID feedback, revise and finalize the *Topical Analysis: Scale Up and Sustainability* for final submission to USAID.
- Submit an updated budget request for the Topical Analysis for additional funding for a member of the research team to present the findings at the All Children Learning Workshop in Rabat and to support the participation of Dr. Sylvia Linan-Thompson to present as well.
- Submit to USAID these deliverables for the *Topical Analysis of Arabic Early Grade Reading Instruction*:
 - Task 3: Draft Research Paper and List of Intended Annexes
 - Task 4: Final Draft of Paper for USAID and Peer Review
 - Task 5: Revised and Completed Research Paper for Presentation

Result 3: Measurement Tools for Cross-Country Use

Overview of Activities and Achievements

RTI and USAID agreed on a framework for developing a series of data tools to enable AME staff and their counterparts to easily manage and use data from reading assessments and other education surveys. During this quarter, RTI started the design and development of this first tool.

This first of these tools will allow real time manipulation of EGRA results, provide measures of average performance, show full distribution of student performances, demonstrate the relationship between levels of performance on various EGRA subtasks, and facilitate setting standards for student performance in reading using EGRA data.

Requirement 3.1: Identify Areas Where Measurement Tools Are Needed

Based upon exchanges with USAID in February and March, agreement was reached that DEP-ASIA/ME proceed toward development of the series of tools referenced above. The Concept Note is outlined here:

Phase 1: Using data to: 1) understand existing levels of reading achievement and the factors that influence or constrain performance; and 2) set reasonable standards for reading performance and to consider the scope for and likely trajectory of improvement.

For example, EGRAs in Yemen and Nepal found 43–44% of students could not read a single word of grade level text. However, in Nepal 38% could read 40 words per minute or more, while in Yemen only 5% could. The distributions of reading performance in these datasets are quite different, and therefore standards for what students could be expected to achieve may need also to be quite different. The tool to be developed would use existing data to map how much improvement could be expected for students at different points along each country's distribution of scores. Such information would inform policy deliberations regarding standards for reading performance and could serve USAID's interest in setting program objectives and performance milestones.

The USAID Bureau for Asia and the Middle East, in conjunction with EdData II, will develop tools to help USAID, ministries of education, and their financial and technical partners navigate the various scenarios in which they will need to use learning outcomes data. DEP-ASIA/ME is therefore developing a series of tools that can help USAID missions and development partners make maximum use of data on reading outcomes in three phases as described below.

Phase 2: Using data to: 1) generate projections for how reading interventions could impact learning outcomes on an increasing scale; 2) examine the relationship between the variation in the quality and fidelity of implementation and the variation in learning outcomes achieved; and 3) model the likely impacts of implementing reading programs at a national scale.

A pilot reading program in Egypt was able to improve oral reading fluency in grade 2 by almost 100% in the 60 schools where teachers received training, scripted lessons, and ongoing supervision and support. When taking the program to scale, certain compromises in the implementation model were inevitable (reliance on cascade training, less ongoing support). The proposed tool for this phase of work would help create and compare projections based on different assumptions about the extent the national program could achieve similar or different outcomes from those obtained during the pilot. Data would also be used to consider how a changed implementation model effects both costs and expected outcomes (i.e., impacts the cost-effectiveness of the program).

Phase 3: Using data to: 1) measure the impact of reading programs by comparing treatment and control schools and by investigating the variations within treatment schools; 2) evaluate the cost-effectiveness of an intervention; 3) help improve program implementation; 4) re-examine initial assumptions about standards for reading performance; and 5) inform policy decision-making and management of national scale programs.

In regular schools in Kenya, grade 2 students on average improve their English reading fluency by 17 words per minute. In schools implementing the reading program, English fluency scores improved on average by 28 words per minute. The additional learning gains were achieved in a program that has per student costs for materials and training that are comparable to the “control” or status quo set of inputs for Kenyan primary schools. The tool being developed would facilitate such comparisons of inputs, costs, and outcomes to arrive at cost-effectiveness comparisons and use them to generate investment scenarios linked to specific standards and objectives.

Requirement 3.2: Develop the Selected Tool

On April 28, the first draft of the SOW for the Result 3 Reading Improvement Modeling Tool was submitted to USAID for comment.

On June 26, RTI received approval from USAID on the Result 3 Reading Improvement Modeling Tool, and to use internal RTI staff with experience developing web-based tools for accessing and manipulating data. An updated SOW was developed with this change.

- **Tool 1:** Using data to: i) understand existing levels of reading achievement and the factors that influence or constrain performance; and ii) set reasonable standards for reading performance and to consider the scope for and likely trajectory of improvement.
- **Tool 2:** Using data to: i) generate projections for how reading interventions could impact learning outcomes on an increasing scale; ii) examine the relationship between the variation in the quality and fidelity of implementation and the variation in learning outcomes achieved; and iii) model the likely impacts of implementing reading programs at a national scale.

- Tool 3: Using data to: i) measure the impact of reading programs by comparing treatment and control schools and by investigating the variations within treatment schools; ii) evaluate the cost-effectiveness of an intervention; iii) help improve program implementation; iv) re-examine initial assumptions about standards for reading performance; and v) inform policy decision-making and management of national scale programs.

In early July, RTI prepared a work plan that included a schedule and associated deliverables. Highlights of the timeline and work plan include:

- Full, finalized design of the tool available in August
- Functional prototype of the tool in September
- Alpha version of the tool in November
- Beta version available in November
- Final version available in December

USAID accepted the plan and RTI started preparing conceptual designs for the data tool. The conceptual designs consisted of 10 exhibits showing key screens of the tool, including four types of reports (Results, Relationships, Benchmarks, and Comparisons), and resources to help users understand EGRA and reading development. In each of the report screens, we provided explanatory text and discussion questions to help users understand the information and to encourage conversations about the data.

In August, RTI presented an overview of the project and the Tool conceptual drawings to a focus group consisting of USAID mission, E3, and AME staff. Countries represented include Egypt, Morocco, Lebanon, Yemen, Vietnam, Kyrgyzstan, Tajikistan, and Bangladesh. Topics discussed included defining the primary audience for the tool, the intended purpose, and the vision for the scope of work. We also talked about access to the tool and the data that it will contain. Overall, the responses to the drawings were positive. The majority of the participants believe the tool will be very useful.

At the end of the meeting, RTI distributed a survey to participants to gather individual feedback. The meeting notes (including RTI's responses to questions raised by the group) and the survey responses were compiled into a document and submitted to USAID. Key decisions based on the focus group feedback are listed below.

- Add additional functionality
- Option to toggle chart/table view
- Option to download to Excel
- Option to save charts as images
- Offer confidence intervals, in tables only.
- Option to toggle between showing explanatory text or hiding it

- Develop the tool using open source technology for easy adaptation by other entities. Source code will be provided and Stata programs to USAID for distribution to others.
- Deliver the tool as a stand-alone web-based application that can run on a local computer given the quality of and access to Internet in many Asian and Middle Eastern countries.

The application itself, along with the database of aggregated data, will be available for download via a secure FTP or website and can be burned on to a CD-ROM or saved onto flash drives. The application will be embedded with Chrome to eliminate cross-browser and browser version issues. Users will be able to install it with a few mouse clicks.

In early September, RTI delivered the prototype and met with USAID to discuss the features and functionality. USAID approved the prototype and RTI started tool development. As part of our development process, we created a password-protected content management system (CMS) that allows non-technical project staff to add, edit, or delete information (not data) stored in the tool database. Using the CMS, context experts such as Joe DeStefano and Amber Gove can edit definitions and discussion questions directly via the online interface, thus saving time and reducing effort. Also, the data analysts can easily view the uploaded data to perform quality assurance checks. The CMS can be easily expanded for future phases.

In parallel with the tool design and development efforts, we also reviewed and started preparing data for the six countries included in the tool's release. The countries are Egypt, Iraq, Jordan, Morocco, Yemen and Philippines. We prepared distributions of key variables selected for the tool and created appropriate recodes to allow graphical and tabular presentation of the variables, including student and community demographic measures, while ensuring that the presentation of the data would not allow for identification of students or school personnel. We also created the Stata programs to produce the data input files required for the web application.

Requirement 3.3: Pilot the Tool

Planned, activities forthcoming.

Next Steps

- Deliver Alpha and Beta versions of the tool for review by USAID and present the tool to an advisory panel upon request.
- Based on the feedback, revise the tool and release the final version in December.

Result 4: USAID Staff Knowledge Strengthened

Overview of Activities and Achievements

The Training Modules for the Evaluation for Education Programs on-line course were completed by Allegro Consulting and submitted to USAID on the June 1 due date. The purpose is to

provide a common foundation of evaluation principles, concepts and terminology which is practical and grounded for USAID Education Officers. Objectives include:

- Use and define basic evaluation concepts and terms
- Gain an understanding of the sources of evaluation data, assessing quality, and using such data as needed
- Identify the basic types of evaluations and their intended purposes (which type of evaluation to use, when, and how)
- Define the role of evaluation in the development intervention cycle

Confirmation was received in July that the anticipated Evaluation for Education Projects Workshop for the Asia region is now scheduled to occur in Bangkok, Thailand from Feb 24-28. Allegro Consulting has been tasked with identifying the presenters and preparing the workshop format and design.

DEP-AME received and responded to a request to coordinate a venue for booking for an August regional meeting for USAID field staff from Asia and the Middle East.

Requirement 4. 1: Produce a Training Plan

Completed during the previous reporting period (FY12).

Requirement 4.2: Develop Training Modules or Courses for Classroom Training for Goal 1, 2, or 3

Content for all five modules was completed and revised by the DEP-ASIA/ME team, and the draft program was integrated into the *Articulate* software. The links were submitted to USAID for review shortly after the end of this reporting period following the holiday period.

Topics included in the five module training cost include:

Evaluation ethics	Planning for evaluation
Establishing questions	Types of evaluation
Cost elements	Risk analysis
Performance evaluation	Stakeholder involvement
Performance indicators	Case Study scenario
Impact evaluation	Types of questions and methodologies
Mixed methods	Data sources and management
Basis of evaluation	Data collection and use
Survey data	Quantitative and qualitative
Conducting surveys	Census vs. survey
Sample size and methods	Data management
Data quality and validation	Responsibilities to respondents
Analysis	Evaluation designs

Experimental designs	Valid comparison groups
Quasi-experimental designs	Comparison sites
Comparisons cohorts	Regression discontinuity
Instrumental variables	Non-experimental designs
Decisions trees	Quantitative analysis
Evaluation design	Qualitative analysis tools
Qualitative methods and mixed methods	Delivering analysis, sharing results
Data warehousing	Application
Case studies	

Following submission of the draft Impact Evaluation Training Modules, USAID reported the response of the reviewers to be “overwhelmingly positive.” USAID provided detailed comments to the RTI/DEP Result 4 team via e-mail on February 12, 2013. On March 6, a meeting was held with USAID’s COR regarding input from fellow USAID officers and suggested reorganization of some of the content. A decision was subsequently reached to reduce one of the modules and to substitute an alternative Results Framework and bolster the opportunities for practice and small “self-tests” across the course.

In response, the team met several times to review the comments and approach to address them and integrate updates into the modules. While there were a number of more minor edits, other comments are best handled by a restructuring effort of several modules. Thus, the team opted to eliminate Module 4 by integrating the content into earlier modules to improve the flow of the course content. The team also began revising one of the Case Studies and identified a new CDCS Framework for use to provide an overarching structure/mapping for the course. These content-driven changes also provided opportunities to integrate additional interactivity:

- Content changes/corrections identified for the online software
- Re-mapping of course content for re-ordering of the revised content
- Revised, re-ordered content reviewed for additional interactivity opportunities
- Final voice recording to be conducted (using multiple actors)

On April 16, DEP-AME was informed of the expected inclusion of the Evaluation for Education Programs Training Modules in a hands-on clinic at the August USAID Education Summit. The prospect was that the modules would be a prerequisite for the planned Monitoring and Evaluation Clinic, immediately following the August Education Summit. Subsequently, a different approach was confirmed to use a field-based Beta-Testing Team of 15+ Education Officers to test the modules and provide feedback before finalization.

On April 19, DEP-AME provided USAID with details on the content and finalization of the Impact Evaluation Training Modules for distribution to MENA Education Officers:

- *Learning objectives:* Provide a common foundation of evaluation principles, concepts and terminology which is practical and grounded for USAID Education Officers

- *Learning objectives:* By the end of the course participants will be able to: (a) use and define basic evaluation concepts and terms; (b) understand the sources of evaluation data, assessing their quality and using such data as needed in decision making; (c) identify the basic types of evaluations and their intended purposes; and (d) define the role and importance of evaluation in the development intervention cycle.
- *Course description:* The Evaluation for Education Programs course is designed to acquaint participants with evaluation fundamentals based upon USAID evaluation policy and practical knowledge. Learning and/or reviewing the fundamentals through this on-line module is intended to provide a common knowledge base for all participants prior to applying this in a hands-on workshop.
- In addition, DEP-AME provided USAID with a series of screen shots for promoting the course to USAID field staff. <http://www.eddatatraining.net/example-screenshots/>

In July, USAID sent out a message to 50 Education Officers in Asia and the Middle East inviting them to take the on-line evaluation course. (Responses are to be sent via Survey Monkey and the course content revised if/when needed.

In preparation for the *Evaluation for Education Projects Workshop* to be held in Thailand from February 24-28, Allegro contacted two experts suggested by USAID: Dr. Esther Duflo and Dr. Patricia Rogers. To date, no response has been received from Dr. Rogers. Hira Siddiqui, a J-PAL Training associate, responded on behalf of Dr. Duflo. He stated that while Dr. Duflo herself would likely not be available this, they are interested in looking at how J-PAL might be of assistance. DEP-AME will further explore this with USAID.

Allegro received the names of two other possible M&E experts to assist in the training: Cynthia Green and Sara Pacqué-Margolis. Allegro has not contacted them yet as DEP-AME pursues the first candidates. Allegro will serve as the general facilitator for the workshop and two evaluation experts will be required (who must be able to work together with complementary strengths and areas of expertise).

A final decision on the experts by October 31 is desirable so that materials can be drafted and delivered to USAID for review by early January. A complete planned schedule is below following the “Next Steps”.

Requirement 4.3: Deliver Classroom Training

The training date for the first classroom training is planned for February 24-26, 2014, to be held in Bangkok.

Requirement 4.4 Conduct a Training Needs/Preference Survey of Education

Personnel in Asia and Middle East Regions

Completed.

Requirement 4.5. Produce a Training Plan

Completed.

Next Steps

- Begin preparations for face-to-face training workshop in Thailand in February 2014.
- Allegro will schedule a phone call and meeting with J-PAL for preliminary discussions on their possible participation. After this preliminary conversation, RTI and/or USAID should join the conversation to weigh in on the desired J-PAL role.
- Obtain further input from USAID on the selection of the M&E experts.
- Review beta-testing feedbacks expected from Education Officers and revise the Training Modules if needed.

Annex A. Financial Summary

RTI International - Yearly Financial Statement, Task 15

Contractor/Recipient: RTI International Data for Educational Programming in Asia and Middle East (AME)

Award No.: Prime Contract AID-OAA-BC-11-00001

Performance Period: September 29, 2011 November 30, 2014

Financial Report as of September 30, 2013

	A	B	C	D	E	F=C+D+E	G = B-F	H = A-F
Results Description	Original or Revised Total Estimated Cost	Obligated Amt. to Date	Total Expended as of (Jun '13)	Total Expended (Jul-Sep '13)	Outstanding Commitments	Total Expended to Date	Balancing Remaining of Obligated	Balance Remaining of Total Est Cost
Data for Education Programming in Asia and the Middle East (DEP-AME)	[REDACTED]							