



USAID
FROM THE AMERICAN PEOPLE

STATUS OF EARLY GRADE READING IN SUB-SAHARAN AFRICA



EdData II: Data for Education Research and Programming (DERP) in Africa

JUNE 2015

This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.

Cover photo: A student works on a language lesson in Uganda, supported through USAID/Uganda School Health and Reading Program (SHRP). Photo by Medina Korda.

RTI International. 2015. *Status of Early Grade Reading in Sub-Saharan Africa*. Washington, DC: U.S. Agency for International Development.

The views expressed by the authors at RTI International do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

Table of Contents

List of Tables	iv
List of Figures	iv
Acronyms and Abbreviations	v
Introduction	1
Status of Early Grade Reading in Sub-Saharan Africa	2
Overview of Assessments	4
Early Grade Reading Assessment	4
Comparability Across School Systems and Countries	6
Fit for Purpose, Measuring Change by Using a Leading Indicator That Is Highly Predictive of Later School Performance	6
Annual Status of Education Report and Uwezo	7
Analysis Programme of the CONFEMEN Education Systems	7
Southern and Eastern Africa Consortium for Monitoring Educational Quality	7
Literacy Boost	7
Additional Assessments	8
Cross-Country Analyses	8
Analysis Programme of the CONFEMEN Education Systems	8
Southern and Eastern Africa Consortium for Monitoring Educational Quality	9
Uwezo	10
Girls' Education Challenge Fund	11
Assessments by Country	13
Benin	15
Côte d'Ivoire (Ivory Coast)	15
Djibouti	15
Democratic Republic of the Congo	15
Ethiopia	16
Ghana	17
Kenya	18
Liberia	19
Malawi	20
Mali	21
Mozambique	22
Nigeria	23
Rwanda	25
Senegal	26
Somalia	26
South Africa	27
South Sudan	28
Tanzania	28
Uganda	29
Zambia	30
Discussion	31
References	34
Annex A. Status of Early Grade Reading Assessments in Select African Countries	43
Annex B. Matrices	45

List of Tables

Table 1.	Enrollment and Literacy Rates by Sub-Saharan African Country ^a	3
Table 2.	GEC Project and Evaluation Manager ORF Scores Across Countries and Implementing Organizations.....	12
Table 3.	Assessments by Country, Year, and Assessment Type	13
Table 4.	PAQUED ORF Zero Scores by Grade, Province, Treatment Group, and Year.....	16
Table 5.	Ethiopia—ORF Zero Scores by Region and Grade.....	17
Table 6.	ORF Zero Scores by Language for Grade 2 Pupils in 2013	18
Table 7.	PRIMR Effect Sizes for ORF by Grade and Language	19
Table 8.	ORF Zero Scores for Baseline and Midline LTTP, by Grade	20
Table 9.	Malawi National Study—ORF Zero Scores by Year and Grade.....	21
Table 10.	PHARE Baseline Scores in 2009, by School Type and Grade.....	22
Table 11.	ORF Zero Scores in Portuguese for ApaL, by Region and Grade.....	23
Table 12.	2013 EGRA ORF Zero Scores by State, Language and Grade	25
Table 13.	South African ANA Literacy Results by Grade and Year.....	27
Table 14.	TZ21 ORF Zero Scores for Grade 2 Pupils by Region and Year	28
Table 15.	Uganda ORF Zero Scores in 2009 by Region, Grade and Language	29
Table 16.	ORF Zero Scores for Grade 2 Pupils by Language, Zambia 2014	31

List of Figures

Figure 1.	PASEC results in relevant sub-Saharan Africa countries since 2005 (excluding Mali).....	8
Figure 2.	PASEC scores from 2009–2010 in Grade 5.	9
Figure 3.	SACMEQ III (2007) scores across countries for grade 6.	10
Figure 4.	Uwezo results from 2011 (lowest level).	10
Figure 5.	NEDS 2010 literacy rates by state.	24
Figure 6.	ORF (cwpm) by district and grade in Uganda 2013.....	30

Acronyms and Abbreviations

ANA	Annual National Assessment
ApaL	Aprender a Ler (Learn to Read)
ASER	Annual Status of Education Report
CESLY	Core Education Skills for Liberian Youth
CONFEMEN	La Conférence des Ministres de l'Éducation des pays ayant le français en partage (the Conference of Education Ministers of Countries Using French in Common)
cwpm	correct words per minute
DBE	Department of Basic Education
DFID	Department for International Development
DRC	Democratic Republic of the Congo
EdData II	Education Data for Decision Making
EFA	Education for All
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EQUIP 2	Education Quality Improvement Program 2
GEC	Girls' Education Challenge
GPE	Global Partnership for Education
HYVALL	Harnessing Youth Volunteers as Literacy Leaders
L3	Literacy, Language, and Learning
LARS	Learning Achievement in Rwandan Schools
LTTP	Liberian Teacher Training Program
MTG	Making the Grade
MTPDS	Malawi Teacher Professional Development Support
NALAP	National Literacy Acceleration Program
NEA	National Education Assessment
NEDS	Nigeria Education Data Survey
OPEQ	Opportunities for Equitable Access to Quality Basic Education
ORF	oral reading fluency
PAQUED	Projet d'Amélioration de la Qualité de l'Éducation (Project Quality Improvement Education)
PASEC	Analysis Programme of the CONFEMEN Education Systems
PHARE	Programme Harmonisé d'Appui au Renforcement de l'Éducation (Road to Reading)
PISA	Programme for International Assessment
PRIMR	USAID/Kenya Primary Math and Reading
RARA	Nigeria Reading and Access Research Activity
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance
RLL	Read-Learn-Lead
RTS	Read to Succeed
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SHRP	Uganda School Health and Reading Program
SMRS	Systematic Method for Reading Success

SNNPR	Southern Nations, Nationalities, and Peoples Region
TTL	Time to Learn
TZ21	Tanzania 21st Century Basic Education Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNICEF	United Nations Children’s Fund
USAID	U.S. Agency for International Development
UTSEP	Uganda Teacher and School Effectiveness Project
WASH	Water, Sanitation, and Hygiene

Introduction

Student literacy assessments contribute to identifying the U.S. Agency for International Development's (USAID's) progress toward Goal 1: improving reading skills for 100 million children by 2015. Tracking progress toward this goal is challenging, and information regarding literacy assessments across sub-Saharan Africa has yet to be fully coordinated. Accordingly, the purpose of this study is to advance knowledge of which select countries in sub-Saharan Africa have and have not conducted early grade reading assessments, while also providing information regarding where literacy issues remain critical and where improvement is underway. Twenty countries were selected because of USAID's presence and continued interest in working to improve educational opportunities within these countries. The 20 countries are as follows: Benin, Côte d'Ivoire (Ivory Coast), Democratic Republic of the Congo (DRC), Djibouti, Ethiopia, Ghana, Kenya, Liberia, Malawi, Mali, Mozambique, Nigeria, Rwanda, Senegal, Somalia, South Africa, South Sudan, Tanzania, Uganda, and Zambia.

Information for this study was gathered via a systematic review of international literature, databases, and organizational reports. As the main output of this study, a matrix was then created to provide an easy-to-navigate overview of the relevant early grade reading assessments. (Note: Annex A of this report presents notes that describe each of the three worksheets [matrices], which are included as Annex B). The first worksheet provides an overview of every Early Grade Reading Assessment (EGRA) that has been conducted across the 20 countries. The second worksheet provides the same information as the first worksheet, but for alternative assessments. Some examples of alternative assessments include Uwezo, national assessments, the Annual Status of Education Report (ASER), and the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ). Another example of an alternative assessment is the Analysis Programme of the CONFEMEN (La Conférence des Ministres de l'Éducation des pays ayant le français en partage, the Conference of Education Ministers of Countries Using French in Common) Education Systems (PASEC). The last worksheet provides data from all EGRAs in the form of zero scores for oral reading fluency (ORF). These scores are not intended to be directly comparable across countries, but are provided for illustrative purposes to gain an understanding regarding how countries are performing within each given study. This report has been created to supplement the matrix by providing an overview of the assessments, while comprehensively describing the contents and explaining the implications of the matrix information.

Overall, this report includes information from 159 early grade reading assessments conducted across 20 countries over the past 10 years. These assessments consistently provide evidence of relatively low levels of literacy and reading ability across countries. Additionally, the assessments highlight the importance of recognizing that there are large variations in scores across languages and across regions and districts within countries. Ultimately, there is still a need for continued work on improving early grade reading within countries and a need for additional assessments (both nationally representative and across local languages, with the important reminder that all assessments should have planned strategic uses).

Status of Early Grade Reading in Sub-Saharan Africa

Literacy is generally considered to be “the ability to decipher, use, and understand, some given code of knowledge or procedure, and then apply it to initiate levels of competence in many different fields of endeavor” (Association for the Development of Education in Africa, 2006). Accordingly, literacy is recognized as a core skill that contributes to personal and professional growth. High literacy rates correlate with many indicators of socioeconomic success (Trudell et al., 2012a).

Global literacy rates have been steadily rising over the past few decades; however, 10% of youth still emerge from the world’s education systems without possessing basic literacy skills (UNESCO, 2013a). Furthermore, a significant proportion of the world’s adult population is illiterate. For example, in 2011, an estimated 774 million adults lacked basic literacy skills, and this may well be an underestimate because of self-reporting (UNESCO, 2013b). Women and the poor constitute a disproportionate share of the world’s illiterate youth and adult populations (UNESCO, 2013b).

Although countries across North America, Europe, and Central Asia have achieved near universal literacy, South Asia and sub-Saharan Africa have the lowest literacy rates in the world (UNESCO, 2013b). In fact, the 10 countries with the lowest literacy rates for both children and adults are in sub-Saharan Africa. Out of the 20 countries with the lowest literacy rates for female youth, all are in sub-Saharan Africa, with the exception of Pakistan (UNESCO, 2013a). In Africa, seven out of 10 children are likely to become semi-literate adults, and in 18 African countries, more people are illiterate than literate (ADEA, 2006). According to recent results from the Uwezo assessment, approximately one-third of adults in sub-Saharan Africa cannot read or write (Uwezo, 2013). It should be noted, however, that many of these studies use different definitions and/or cut points for literacy; therefore, these should be interpreted with care.

On a positive note, recent studies have shown that more children in sub-Saharan Africa are attending school than ever before, and literacy rates have been climbing. Since 1970, the overall literacy rates in sub-Saharan Africa have more than doubled. There have also been substantial gains in gender parity (Uwezo, 2013). However, despite these impressive gains, much more work still needs to be done (Association for the Development of Education in Africa, 2006). African schools have the lowest rate of effectiveness in the world (UNESCO, 2013b), and primary curriculum expectations for early grade reading across the continent are not being met (Trudell et al., 2012b). African children are simply not obtaining the foundational skills of literacy and numeracy according to the official curriculums of their countries (Uwezo, 2013). Less than one-third of grade 3 students in Kenya, Tanzania, and Uganda possess basic literacy and numeracy skills. However, it should be noted that large disparities exist between countries.

According to the most recent statistics from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the combined literacy rate for boys and girls in the 20 selected countries for this study ranges from a low of 50% in Côte d’Ivoire (Ivory Coast) to a high of 99% in South Africa (UIS, 2015). However, estimates for literacy rates in Djibouti, Somalia, and South Sudan do not exist because of the lack of assessments in these countries.

Enrollment ratios and estimated literacy rates, based mainly on national population censuses and household surveys, for all 20 countries are presented in *Table 1*.

Table 1. Enrollment and Literacy Rates by Sub-Saharan African Country^a

Indicator	Gross Enrollment Ratio (Primary, Both Sexes [%])	Gross Enrollment Ratio (Primary, Female [%])	Gross Enrollment Ratio (Primary, Male [%])	Youth Literacy Rate (Population 15–24 Years, Both Sexes [%])	Youth Literacy Rate (Population 15–24 Years, Female [%])	Youth Literacy Rate (Population 15–24 Years, Male [%])
Country						
Benin	123	116	130	53	43	63
Côte d'Ivoire (Ivory Coast)	94	87	102	50	41	60
Democratic Republic of the Congo	111	104	118	69	57	80
Djibouti	68	64	72	n/a	n/a	n/a
Ethiopia	87	80	93	69	68	71
Ghana	109	109	109	91	90	91
Kenya	112	111	113	86	87	85
Liberia	102	98	107	54	44	65
Malawi	141	144	139	75	75	75
Mali	88	83	94	54	46	61
Mozambique	105	100	110	77	70	84
Nigeria	93	87	98	73	65	80
Rwanda	134	135	132	80	82	78
Senegal	84	87	81	73	68	78
Somalia	29	21	38	n/a	n/a	n/a
South Africa	102	99	104	99	99	99
South Sudan	86	68	103	n/a	n/a	n/a
Uganda	110	111	109	91	91	90
Tanzania	93	94	92	76	76	77
Zambia	114	113	114	66	62	69

^a Data were extracted from UNESCO's Web site at <http://www.uis.unesco.org/Pages/default.aspx>

Literacy in sub-Saharan Africa needs to be understood within the context of the continent—political instability, drought and natural disasters, and social unrest are all realities that affect all aspects of development. Sub-Saharan Africa is the poorest region in the world with the greatest income inequality and the fastest growing population (Association for the Development of Education in Africa, 2006). Although participation has substantially increased in recent years, sub-Saharan Africa still has the largest percentage of children out of school. In addition, those children who do attend school receive a low-quality education. Many children drop out of school because they see little economic incentive to stay. Grade repetition and teacher absenteeism are chronic problems in most of Africa (ADEA, 2006).

In general, African nations integrate literacy initiatives into the national planning framework through strategies for formal schooling. However, in many African countries, education partnerships have developed between national governments and non-governmental players

such as private-sector companies and non-governmental organizations. In rural areas, these non-governmental actors have been quite successful in improving literacy rates (Association for the Development of Education in Africa, 2006).

Overview of Assessments

Many reading assessments (including EGRA) are designed for individual administration in particular settings. Therefore, it is not possible to compare the results of these assessments across contexts (or even across languages within countries). In addition, it is also not possible to compare scores across assessments because the assessments may not even be measuring the same constructs (because of the differences in their subtasks). Even though those assessments with an ORF subtask are intended to measure the same basic reading construct in all settings, the scores will be impacted by the length of the passage, the relative difficulty of the words contained therein, and the specific orthographies of each given language.

Assessments that are created with the intention of comparability (e.g., the Programme for International Assessment [PISA]) are designed so that all cultural and linguistic biases are mitigated in the assessment by removing differentially functioning items from the test bank. Additionally, these assessments report standardized scores (by year) to create their league tables for rankings. Unfortunately, neither of these items is true for the assessments examined for this study (although SACMEQ has been created to be compared across assessed countries within each given administration). Even zero scores on ORF (that are reported in the accompanying matrix) are still not directly comparable, but they can at least provide a general sense regarding how pupils in a given country are performing. Selection bias poses the biggest obstacle to comparing across grades and with regional assessments (or those that are designed to measure the impact of a program, as opposed to those designed to provide a nationally representative estimate of the reading ability of pupils from a particular grade within a country).

Early Grade Reading Assessment

Reading is a fundamental skill for children to acquire because it is used throughout everyone's life. Research suggests that the key to learning is to start reading early because acquiring these skills becomes more difficult later in life. In addition, evidence suggests that it is important for pupils to learn to read at a sufficient speed in order to progress to solid literacy skills. Given the importance of early literacy acquisition and fluency, EGRA has been developed to quickly, easily, and accurately determine reading skills acquisition among children in primary schools, particularly those in developing countries.

In the 1990s, the United Nations set Education for All (EFA) goals to meet the learning needs all children, youth, adult by 2015. The EFA goals helped to increase classroom attendance, but often the improved attendance did not translate into quality learning. To shift the emphasis of education development from improved access to educational quality and pupil achievement, measuring literacy was identified as an important predictor of pupil achievement. Strong reading and writing skills are essential for young pupils while attending primary school and later throughout their lives. Also, a need to systematically review pupil literacy in developing countries was identified. Therefore, following the success of the EFA

goals and an EGRA-like assessment in Peru in 2005, development of the EGRA began in October 2006 (with USAID funding), followed by a convened meeting of cognitive scientists, early grade reading experts, research methodologists, and assessment experts to review the instruments and proposed subtasks (Gove and Wetterberg, 2011).

EGRA was designed to meet the demand for a simple instrument that could be used systematically in many different countries to provide stakeholders with insight regarding the foundations of pupil learning—specifically regarding the early literacy skills that are so essential to ensuring that pupils start to learn to read and write proficiently. The development of EGRA followed an extensive literature review of the developmental stages during which reading acquisition occurs, as well as a thorough review of age-appropriate assessments. Flexibility—across countries, grade levels, and languages, which, depending on their complexity, may impact the speed with which pupils move between various phases of reading acquisition—was a key consideration in the development of EGRA. Before EGRA became widely implemented, the assessment was thoroughly reviewed by scientists in the cognitive science field, early grade reading experts, researchers, and implementers. This thorough review was then followed by three official pilot efforts Senegal, the Gambia, and Nicaragua, as well as the testing of and experimenting with specific EGRA subtasks in South Africa, Kenya, Haiti, Afghanistan, and Bangladesh. Since the successful piloting effort, EGRA has been used globally to help inform stakeholders and decision makers of pupils’ reading skills at the regional or national level and to provide insight regarding the development of reading interventions (such as those led by USAID). Currently, EGRA has been used in more than 70 other countries and has been administered in more than 120 languages. Information from the data collected is available on USAID’s Education Data for Decision Making (EdData II) Web site at <http://www.eddataglobal.org>.

EGRA serves the need to assess early literacy in developing countries. EGRA has been successfully implemented primarily in developing countries, but also in some middle-income countries. There is a specific procedure for each EGRA implementation that has been tested and refined across the more than 70 countries where EGRAs have been conducted.

Before each individual implementation of EGRA, the stakeholders meet to determine which subtasks are appropriate to use for the assessment being conducted, and to decide on the nature of the subtasks (e.g., set the difficulty of the oral reading passage according to their sense of the curricular framework of the country, common practice in the country, etc.). Then, a workshop is held to train the assessors on how to properly administer the instrument to pupils. This training workshop lasts approximately one week and includes practice days so the assessors can gain hands-on experience with using the instrument and working with children—before data collection begins. The schools are sampled through the activity’s research design process, so data collection can occur after the assessor training workshop has ended.

When the assessors reach the sampled schools, administering each individual assessment is quite brief. An assessor leads a randomly selected pupil through a series of prompts, according to the subtasks, and then records the child’s responses. Often, the assessment is conducted on tablets using Tangerine® software and is uploaded daily through wireless routers provided to teams during data collection from schools sampled through the research

design process. The data are then analyzed and shared with stakeholders and decision makers, including relevant ministry officials.

Comparability Across School Systems and Countries

EGRA is not intended to be an instrument for comparing literacy outcomes across countries, languages, school systems, or even within a country. Because languages vary in their complexity, comparability across languages and countries is difficult. In the lower grades, orthographic complexity has a much greater influence on the extent of reading acquisition than in later grades, in which quality of instruction and the socioeconomic backgrounds of the pupils play a larger role than the orthographic opaqueness of the script. Countries also differ in their reading acquisition expectations at each grade level regarding fluency, which is tied to orthographic differences. Additionally, comparability within a country is likely only relevant when a careful research plan and sample have been undertaken to assess pupils' skills by using equated assessments at different time points.

Despite these challenges, there are overall trends in reading acquisition and comprehension across many countries that can be compared. In Africa, EGRA results suggest a very low level of basic reading proficiency at the grade 2 or grade 3 level. This finding is important because many pupils seem to lack the skills that will help them transition from using reading as a skill to learning other subjects. Additionally, in many countries, there are high levels of zero scores for ORF, suggesting a troubling finding—that most pupils have not acquired even a basic proficiency in reading.

Fit for Purpose, Measuring Change by Using a Leading Indicator That Is Highly Predictive of Later School Performance

EGRA was developed to assess foundational reading skills. Although there is a push to compare results across countries and even across assessments within a country, these are not the most appropriate applications for EGRA. However, EGRA can be used in a variety of different ways—many of which were not part of the original intention when it was developed (Gove and Wetterberg, 2011):

- In the **classroom**, teachers can use EGRA–inspired class-based assessments to determine how well their pupils are learning the materials taught and to identify children who may need additional support with learning how to read.
- As a **snapshot of reading capabilities**, EGRA can be conducted to relatively quickly provide stakeholders with information about the current status of reading levels in the assessed area.
- EGRA can be used to support **impact evaluation**, by comparing a “pre-treatment” or control group against a group that has received a reading intervention. EGRA can detect the changes over time in reading outcomes between the groups.
- At the **national level**, EGRA can be used to determine gaps in reading skills among pupils. Policy makers and implementers can use the data to improve professional development programs for teachers. Data have also been useful for supporting policy dialogue and raising awareness about the issue of poor reading skills.

Annual Status of Education Report and Uwezo

ASER began as an evaluation tool for the Pratham Education Foundation's literacy enrichment programs. ASER is now an annual cross-national household assessment that was initially administered in India in 2005, and later in Pakistan in 2008, to children aged 5–16 years. The Pratham Education Foundation and various local organizations, with assistance from thousands of volunteers, administer ASER each year (Center for Global Education Monitoring, 2014a). In India, ASER focuses on rural districts and randomly samples villages, reaching an average of 300,000 households per year. ASER in Pakistan also randomly samples villages, but the effort is on a smaller scale than in India. The last round of ASER in Pakistan reached 50,400 households (Simons, 2012).

Based on ASER methodology, Uwezo is a cross-national household survey, performed annually since 2010 (Simons, 2012), that measures basic literacy and numeracy skills. Hivos/Twaweza, a civil society organization, oversees Uwezo in Kenya, Tanzania, and Uganda. The survey targets children aged 6–16 years and takes approximately 15 minutes to complete (Center for Global Education Monitoring, 2014b). A rotating panel design is used to sample 30 villages in each census district. In addition, Uwezo-inspired surveys have been conducted in Mali (Beekunko in 2011) and Senegal (Jangandoo in 2012), as well as part of the LEARNigeria Project, which launched in 2015.

Analysis Programme of the CONFEMEN Education Systems

Administered annually to one to three Francophone African countries since 1993 (Wagner, 2011), PASEC is a school-based assessment that is given at the beginning of the academic year to a stratified cluster sample (the size varies by country) to measure reading and mathematics skills of pupils in grades 2 and 5. PASEC is administered by national governments with help from CONFEMEN and funding assistance from the French government (CONFEMEN, 2011).

Southern and Eastern Africa Consortium for Monitoring Educational Quality

Administered by national governments (Simons, 2012), SACMEQ is a school-based assessment that uses a stratified cluster sample (Simons, 2012) to measure proficiency in reading and mathematics among grade 6 pupils in Anglophone African countries. SACMEQ was administered in 1995, 2000, and 2007 in a total 14 African countries where English is spoken, though the number of countries varies by year.

Literacy Boost

In use since 2009 and primarily administered in South Asia and Sub-Saharan Africa, the Literacy Boost assessment uses a stratified random sample to analyze reading skills of pupils in grades 1–4 alongside the home literacy environment (Simons, 2012). The Literacy Boost assessment is typically based on EGRA and is used as a formative and summative assessment designed to evaluate Save the Children's Literacy Boost program.

Additional Assessments

This report also discusses some additional assessments that do not fall into these major categories. For example, some countries have national assessments that provide useful data regarding the reading ability of pupils in the early grades. Included in this report are assessments from smaller organizations such as Room to Read and from projects such as the Girls' Education Challenge (GEC).

Cross-Country Analyses

Analysis Programme of the CONFEMEN Education Systems

PASEC results are available in a range of Francophone West African countries dating back more than 20 years. Since 2005, grade 5 pupils in five of the countries on which this report focuses were assessed using this test. Because these countries were all tested during different years, it would not be appropriate to compare them directly. *Figure 1* shows that aside from Benin in 2005, all other tested countries had a greater proportion of pupils scoring above the required knowledge base than those scoring at the lowest level of French reading proficiency. Senegal and the DRC produced the highest proportions of top-level readers at their respective time points and the lowest proportions of bottom-level readers.

Figure 1. PASEC results in relevant sub-Saharan Africa countries since 2005 (excluding Mali).

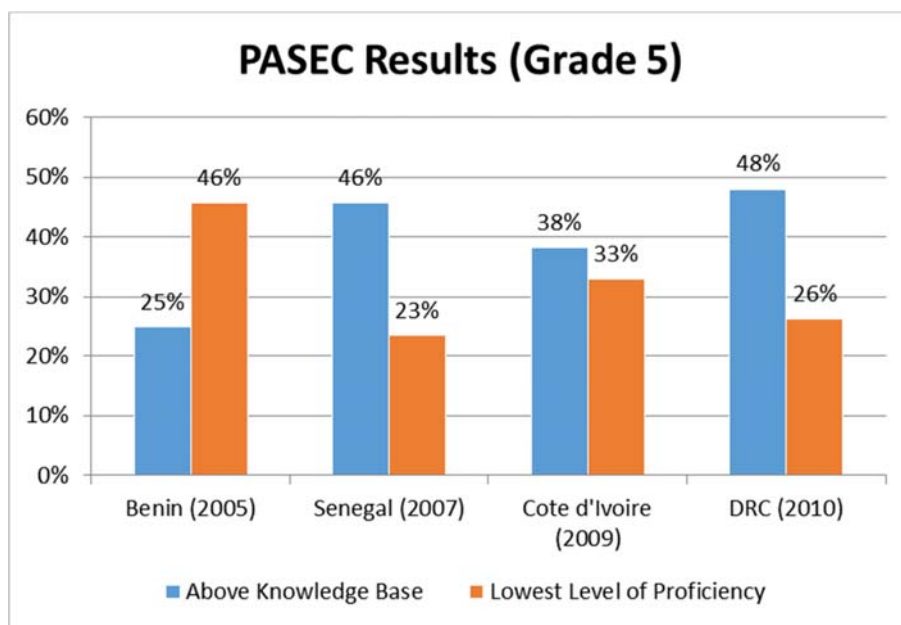
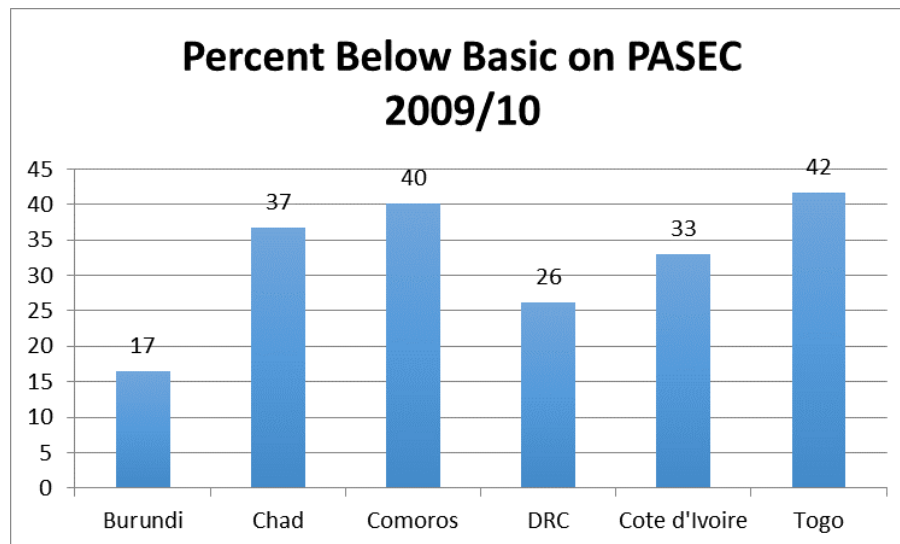


Figure 2 provides an overview of where the DRC and Côte d'Ivoire fit into the overall picture of African countries where French is spoken by displaying all PASEC country scores from 2009 and 2010. In *Figure 2*, it appears that the DRC and Côte d'Ivoire are scoring relatively well compared to their French-speaking counterparts, at least with regard to the

percentage of children scoring below basic (i.e., the lowest level) on the assessment—though the direct comparability of scores is limited and should be interpreted with caution.

Figure 2. PASEC scores from 2009–2010 in Grade 5.

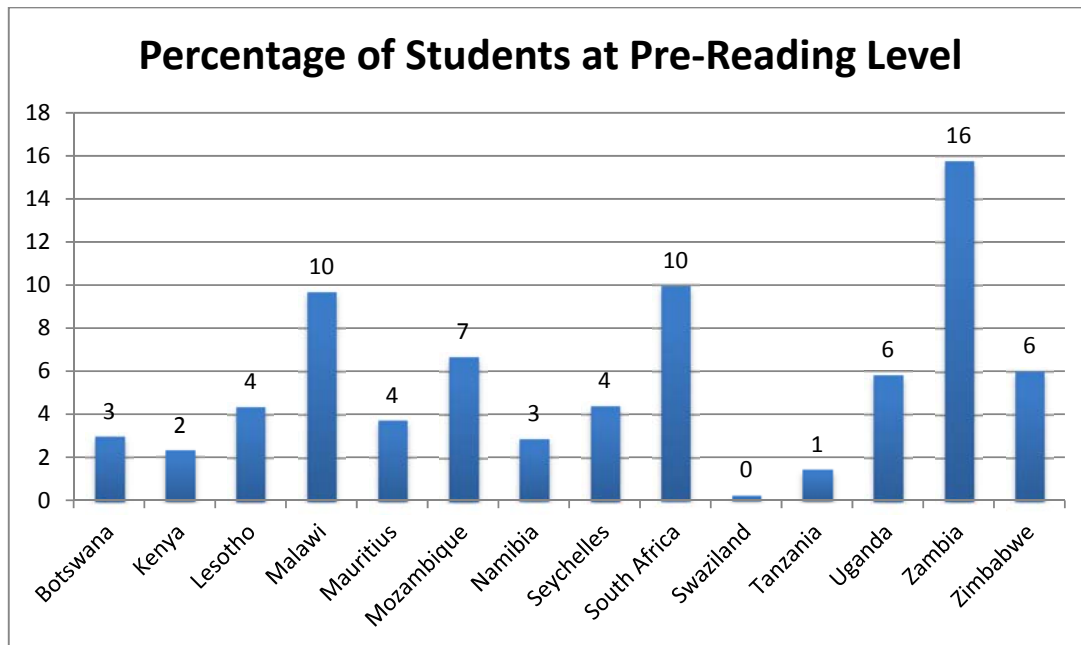


PASEC results are also available for Mali in 2012, but the reported levels appear to be different from those in the learning outcomes data used to produce Figure 2. In Mali, 13% of grade 5 pupils and 33% of grade 2 pupils reached the highest reading level, and 16% of grade 5 pupils and 22% of grade 2 pupils were found to be at the lowest level of performance (PASEC, 2014).

Southern and Eastern Africa Consortium for Monitoring Educational Quality

The third round of SACMEQ assessments was conducted across 14 Anglophone African countries in 2007. Half of those countries (i.e., Kenya, Malawi, Mozambique, South Africa, Tanzania, Uganda, and Zambia) are countries on which this report focuses. Out of all of the countries that took part in the 2007 assessment, only Malawi, South Africa, and Zambia had more than 10% of grade 6 pupils score at the pre-reading level. Although Mozambique and Uganda provided the next highest percentages of Level 1 (pre-reading) scores, Kenya and Tanzania produced the two lowest percentages of pre-reading scores across all countries. These results are presented in *Figure 3*.

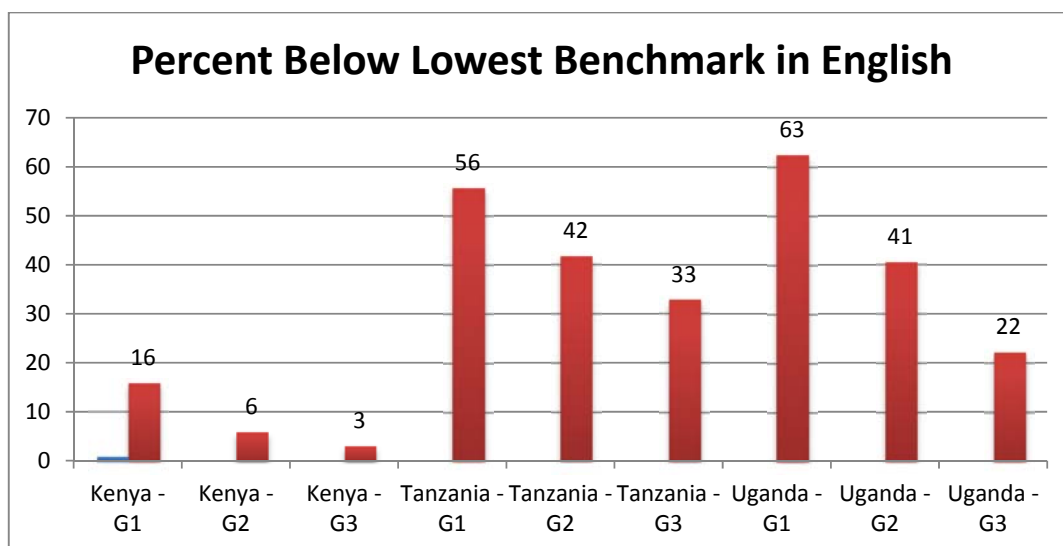
Figure 3. SACMEQ III (2007) scores across countries for grade 6.



Uwezo

Results from the Uwezo assessment in East Africa show that Kenya performed best out of the three tested countries, particularly with respect to the percentage of pupils scoring below the lowest benchmark. **Figure 4** presents this information for grades 1–3 in English, but the trends remain consistent for grades 4–6 and for local languages.

Figure 4. Uwezo results from 2011 (lowest level).



Perhaps the most important finding, however, is that there has been little to no growth regarding Uwezo literacy scores across or within countries since 2009. Regionally in 2012, 75% of grade 3 pupils and 20% of grade 7 pupils were unable to meet grade 2 literacy competencies (Uwezo, 2013).

Girls' Education Challenge Fund

The GEC is a £355-million, long-term initiative funded by the Department for International Development (DFID) in the United Kingdom. The Step Change Window aspect of the initiative is designed so non-governmental organizations can provide expanded educational opportunities for 650,000 girls in primary and secondary schools across 15 projects areas (in nine countries). Although Afghanistan, Sierra Leone, and Zimbabwe are part of this initiative, the countries on which this report focuses are the DRC, Ethiopia, Kenya, Mozambique, Somalia, and Tanzania. Projects (awarded to different organizations) and the Evaluation Manager (ORB International) collected learning assessment data in these countries. The GEC initiative is intended to have measurements for all projects at baseline, midline, and endline. To date, only baseline results are available, but the midline assessments are currently underway and are expected to be completed in 2016.

A variety of measures were used to conduct the literacy assessments across the different country-level projects. Although the majority of countries used EGRA to measure reading ability among girls aged 9–11 years (regardless of grade), Uwezo was used in Kenya and Somalia, and a national assessment was conducted in Zimbabwe and Tanzania. The most comprehensively reported measure of reading ability was ORF in connected text (correct words per minute [cwpm]). **Table 2** provides an overview of the baseline findings across projects in relevant countries. Table 2 also displays project testing data (with scores pulled from “outcome spreadsheets”) and Evaluation Manager data (which are claimed by the EM to provide comparable scores across all project areas). The last row of Table 2 estimates how many years behind expectations the girls aged 9–11 years are, based on the differences in their scores and suggested reading fluency benchmarks from the Dynamic Indicators of Basic Early Literacy Skills.

Table 2. GEC Project and Evaluation Manager ORF Scores Across Countries and Implementing Organizations

Literacy Scores (In-School Girls Aged 9–11 Years)	DRC	Ethiopia		Kenya		Mozambique	Somalia		Zimbabwe–Tanzania	Average (All Projects)
	International Rescue Committee	Save the Children	ChildHope UK	World University Service of Canada	CfBT Education Trust	Save the Children	Relief International	CARE	Campaign for Female Education	
Test	EGRA	EGRA	EGRA	EGRA	Uwezo ^a	EGRA	Uwezo	Uwezo ^b	National	
Unit	Unspecified	Correct words per minute	Correct words per minute	Unspecified	Levels	Total out of 100	Total out of 100	Levels	Total out of 100	
• Outcome spreadsheet	47	10	49	—	4.1	50	91	—	34	
Test—Evaluation Manager	EGRA—Augmented and harmonized oral reading score (in correct words per minute)									
• Evaluation Manager data	16	2	34	13	53	14	36	38	42	28
Years behind ^c	–4.2	–4.2	–2.4	–4.5	–2.2	–4.4	–3.2	–3.4	–2.5	–3.2

^a Arid and semi-arid lands only.

^b Reported by age.

^c As compared to international literacy benchmarks in correct words per minute.

In addition to the large differences in scores across countries—with Ethiopia showing the lowest level of reading fluency at only 2 cwpm in the Save the Children project area, and Kenya producing the highest (53 cwpm) in the CfBT Education Trust project area—there are also large differences within countries. In other words, the impact of project areas appears to be nearly as large as that of countries. For example, although the CfBT project area in Kenya had the highest reading fluency mark, the World University Service of Canada project area in the same country showed the second lowest reading fluency rate of the nine projects (and the largest gap in terms of years of schooling behind).

On average, across all 15 project areas (13 of which are in sub-Saharan Africa), the baseline report estimates that girls assessed for this initiative were more than three full school years behind where they should be. This finding is similar to the results of the Global Partnership for Education’s (GPE) 2012 Learning Results Report, which found that the reading skill of an average child in poor countries is approximately four to six grades behind those of a child in an Organisation for Economic Co-operation and Development (OECD) member country (GPE, 2012). Overall, this initiative provides data regarding literacy for young primary school-aged girls in six of the focus countries for this report and provides evidence that much work is still needed for girls’ (and boys’) education in sub-Saharan Africa.

Assessments by Country

This section provides country-by-country descriptions of all 159 early grade reading assessments that are listed in the matrix. Although this discussion includes an overview of the results from each assessment, it must be understood that samples across studies differ greatly and that direct comparisons of ORF scores should not be made.

Table 3 provides a listing of all early grade reading assessments conducted across the 20 select sub-Saharan African countries since 2005. Each year represents a single test administration; years that are separated by a slash signify multiple administrations within a given study or project. Table 3 reveals that there is a large amount of variation in the number and frequency of assessments by country. Although Djibouti has not administered EGRAs in past 10 years, Ghana, Kenya, and Mali have all averaged more than one assessment per year.

Table 3. Assessments by Country, Year, and Assessment Type

Country	ASER/Uwezo	EGRA	Literacy Boost	PASEC	SACMEQ	National/ Other
Benin (3)	—	2015 ^a	—	2004–2005 2014	—	—
Ivory Coast (2)	—	—	—	2009 2014	—	—
Djibouti (0)	—	—	—	—	—	—
DRC (6)	—	2010/2012/2014 2011/2012 2013 2015 ^a	—	2010 2014	—	—
Ethiopia (6)	—	2008 2009 2010 2012 2013 2014	—	—	—	—

Country	ASER/Uwezo	EGRA	Literacy Boost	PASEC	SACMEQ	National/ Other
Ghana (12)	—	2009 2011 2013 2014 2015 ^a	—	—	—	2005 2008 2009 (2) 2010 2011 2013
Kenya (11)	2009 2011 2012	2009 2011 2012/2013 2013 2013/2014	2011	—	2007 2013	—
Liberia (6)	—	2008 2009 2008/2009/2010 2009/2010/2011 2011/2013/2015 2014	—	—	—	—
Malawi (5)	—	2009/2010 2010/2011/2012 2014 ^a	—	—	2007 2013	—
Mali (12)	2012 2013	2007 2009 2009/2010/2011/2012 2009/2011/2013/2014 2010 (2) 2012 2015 ^a	2015 ^a	2011/2012	—	—
Mozambique (8)	—	2010 2011 2013 2013/2014/2015	2008 2009	—	2007 2013	—
Nigeria (7)	—	2010 (2) 2011 2011/2012/2014 2013 2014/2015	—	—	—	2010
Rwanda (6)	—	2011 2014 (2)	2013	—	—	2011 2014
Senegal (7)	2012	2007 2009 2010 2012/2013	—	2006/2007 2014	—	—
Somalia (2)	—	2013 (2)	—	—	—	—
South Africa (10)	—	2007 2009	2015 ^a	—	2007 2013	2011 2012 2013 (2) 2014
South Sudan (1)	—	2013	—	—	—	—
Tanzania (9)	2010 2011 2012	2012/2013/2014 2013 (2) 2014	—	—	2007 2013	—
Uganda (9)	2010 2011 2012	2009 2010/2012 2013 2014 ^a	—	—	2007 2013	—
Zambia (8)	—	2011 2012 2013 2014	—	—	2007 2013	2012 2013

^a Signifies that the assessment is still in progress or planning

Benin

Assessment data are limited in the West African country of Benin over the past 10 years. Although an EGRA is currently in the planning stages (set to be implemented by the end of 2016), there has been only one large-scale literacy assessment conducted since 2005, namely the 2005 PASEC. On that assessment, 25% of tested grade 5 pupils scored above the knowledge base rate on the French language scale (i.e., more than 40% correct). Nearly half of the grade 5 pupils (46%) scored at the lowest level of proficiency in French (i.e., less than 25% correct).

Ultimately, more information is needed regarding literacy in Benin. The upcoming EGRA should provide a much needed step in that direction, particularly because it is intended to focus on earlier grades than PASEC (namely, grades 2 and 4).

Côte d'Ivoire (Ivory Coast)

Similar to the situation in nearby Benin, only two early grade literacy assessments have been conducted on the Ivory Coast since 2005, and the results are not yet available from the 2014 PASEC. Therefore, the only assessment data come from the 2009 PASEC, on which grade 5 pupils performed on par with their West African counterparts, with approximately 33% of pupils scoring below the basic level of proficiency in French.

Once again, more information is needed regarding literacy on the Ivory Coast in order to have a more complete understanding of the situation there.

Djibouti

No early grade literacy assessments were found for Djibouti.

Democratic Republic of the Congo

The DRC has participated in three early grade reading intervention studies that were each measured at multiple time points by EGRAs. Additionally, there is an upcoming baseline EGRA scheduled for fall 2015. The DRC has participated in PASEC in 2010 and 2014. Although not all of the results are currently available, this means that by the end of 2015 there will have been 10 large-scale EGRAs conducted in the DRC since 2010.

The most comprehensive literacy assessments in the DRC in recent years came as a part of the RTI-led *Projet d'Amélioration de la Qualité de l'Éducation (PAQUED, Project Quality Improvement Education)*—a five-year initiative (2009 to 2014) aimed at raising achievement in reading and mathematics. EGRAs were used to assess the reading ability in a sample of more than 5,000 pupils across three provinces (i.e., Bandundu, Equateur, and Orientale). The evaluation of this program consisted of baseline (2010), midline (2012), and endline (2014) EGRAs in grades 2, 4, and 6. Ultimately, the intervention was unable to provide significant improvements. In addition, more reductions in zero scores on ORF were found for control schools than for intervention schools (Bulat et al., 2014). However, it should be noted that unbalanced baseline scores across treatment and control schools make these findings more difficult to interpret. **Table 4** displays the overall results for PAQUED ORF zero scores by province, grade, treatment status, and year.

Table 4. PAQUED ORF Zero Scores by Grade, Province, Treatment Group, and Year

Grade	Province	Group	% Zero Scores	
			2010	2014
4	Bandundu	Control	72%	71%
		PAQUED	65%	60%
	Equateur	Control	68%	54%
		PAQUED	59%	59%
	Orientale	Control	71%	38%
		PAQUED	53%	49%
6	Bandundu	Control	44%	27%
		PAQUED	36%	26%
	Equateur	Control	22%	8%
		PAQUED	25%	30%
	Orientale	Control	17%	11%
		PAQUED	10%	11%

The Opportunities for Equitable Access to Quality Basic Education (OPEQ) pilot intervention project was led by the International Rescue Committee and New York University. OPEQ provided a similar scale to PAQUED and showed similar results on its midline assessment, with between 60–80% of pupils unable to correctly read a single word on the reading passage in grades 3 and 4 (Aber et al., 2013).

The DRC is also one of the countries covered by the GEC Fund led by Coffey International Development Ltd. (in partnership with ORB International, RTI, and the University of East Anglia). Midline results are not yet available, but baseline results are discussed in the GEC section that appeared previously in this report.

Lastly, the 2010 PASEC results placed the DRC near the top of tested countries, with only 26% of grade 5 pupils scoring below the basic level of French language proficiency. These results are surprising, given the other assessments discussed in this section. The most probable explanation is that the regions (samples) assessed in the PAQUED and OPEQ differed significantly from those in PASEC.

Ethiopia

Six projects have conducted early grade literacy assessments in Ethiopia over the past 10 years. All six of these assessments have used the EGRA as their preferred assessment instrument. As part of the Education Quality Improvement Program 2 (EQUIP 2) in 2008, the results show that 36% of the tested grade 3 pupils in the Ethiopia sample were unable to correctly read a single word (Schuh Moore et al., 2010). The following year, Woldehanna et al. (2011) reported a literacy rate of 15% among pupils aged 8 years.

In 2010, a study by RTI found significant regional differences in the reading ability of grades 2 and 3 pupils (Piper, 2010). The results of the RTI study are presented in *Table 5*. Although only 10% of assessed grade 2 pupils in Addis Ababa were unable to correctly read a single word of the reading passage, the proportion was nearly seven times that in Sidama (69%). Regarding grade 3 pupils, zero scores similarly ranged from a low of 4% in Addis Ababa, to a high of 54% in Sidama (with all other regions scoring between 9% and 21% on this measure). This finding shows the importance of producing more than just national-level results in a country with such wide variations in scores across regions.

Table 5. Ethiopia—ORF Zero Scores by Region and Grade

Grade	Oromiya	Somali	Benishangul-Gumuz	Sidama	Harari	Addis Ababa
2	41%	27%	34%	69%	18%	10%
3	21%	21%	15%	54%	9%	4%

Although some of these zero scores are high, a Literacy Boost program being implemented simultaneously in the Oromia region, produced a Year 2 effect size of 0.60 for ORF (Save the Children, 2012). Although this result was only for a sample of 317 pupils tested in Afan Oromo, the finding provides some evidence of the ability to produce large increases in reading scores with focused interventions. A second Literacy Boost program with nearly 600 pupils in 2013 found that approximately twice as many pupils in Literacy Boost schools showed improvements in emergent readers as compared with control schools (World Vision International, 2015).

The final two available assessments in Ethiopia came from the GEC baseline report (previously discussed in the GEC section of this report) and the Reading for Ethiopia’s Achievement Developed Technical Assistance (READ TA) project. The READ TA baseline study was conducted in 2014 for two languages (i.e., Hadiyyisa and Wolayttatto) in the Southern Nations, Nationalities, and Peoples Region (SNNPR). In Hadiyyisa, 80% of pupils in grade 2 and 62% in grade 3 received zero scores on the ORF subtask. In Wolayttatto, 59% of pupils in grade 2 and 36% in grade 3 were unable to correctly read a single word in the passage (RTI International, 2014b). This finding provides strong evidence that much work is still needed in Ethiopia (at least in SNNPR) regarding literacy in the early grades.

Ghana

Ghana has participated in four large-scale and two small-scale early grade reading assessments over the past 10 years. In 2009, approximately 1,700 grade 3 and 5 pupils were assessed in English under the Making the Grade (MTG) initiative (although information is unavailable regarding language or sample). The MTG study found that approximately 22% of pupils in grade 3 and 6% in grade 5 were unable to read a single word on an EGRA passage (Cloutier, 2010). During that same year, the baseline assessment for the National Literacy Acceleration Program (NALAP) was conducted with 6,582 pupils across grades 1, 2, and 3. The NALAP assessment consisted of three parts: a screener, an individual assessment, and a group assessment. Pupils who were unable to pass the screener or individual assessment were categorized as “beginners.” At the national level, 61% of public school pupils were found to be at the beginning level. This proportion was even higher in the northern zone, where 77% of pupils in grade 1 through 3 were categorized as beginners (Leherr, 2009). At the other end of the spectrum, only 13% of public school pupils nationally were found to meet the minimum standards for literacy. In 2011, a small, informal sample of pupils was tested in three Ghanaian languages as a formative evaluation of NALAP. The percentages of pupils scoring zero on the ORF passage was 70% in Akuapem, 100% in Dagbani, and 60% in Fante (RTI International, 2011c).

On a significantly larger scale, the Ghana National Education Assessment (NEA) was conducted in 2011 with more than 60,000 pupils in grades 3 and 6. The researchers did not report zero scores on this assessment, but instead they reported the percentages of pupils

scoring below the minimum competency level in English. In grade 3, approximately 34% of pupils scored below competency. In grade 6, only 21% scored below competency (Cummiskey et al., 2012). However, during the next phase of the NEA (two years later), the percentages of pupils scoring below the minimum competency level actually increased for both grades: 42% for grade 3 and 31% for grade 6 (Varly et al., 2014). It should be noted that the percentages of pupils with English reading proficiency increased slightly for both grades. In other words, the proportions of both the highest and lowest performing pupils increased from 2011 to 2013—although this finding could be as much of a factor of differences in test difficulty as differences in pupil ability.

The most recently completed large-scale EGRA in Ghana was conducted in 2013 across 12 languages for grade 2 pupils. Similar to the situations in other countries, the results of that EGRA show the large amount of variation that can be found across regions and languages (Kochetkova and Brombacher, 2014). Although 51% of pupils received zero scores on ORF for the English assessment, there were six Ghanaian languages for which more than 80% of pupils received such marks (i.e., Kasem, Nzema, Asante Twi, Dagaare, Dagbani, and Fante). These results are presented in *Table 6*.

Table 6. ORF Zero Scores by Language for Grade 2 Pupils in 2013

Language	% Zero Scores
Ga	67%
Kasem	92%
English	51%
Nzema	83%
Akuapem Twi	65%
Asante Twi	83%
Dagaare	86%
Dagbani	87%
Dangme	58%
Ewe	68%
Fante	81%
Gonja	77%

There are two additional assessments listed in the matrix for Ghana; however, a report is unavailable for the first assessment. and the second is still in process.

Kenya

There have been many early grade reading assessments administered in Kenya over the past 10 years. This report focuses on seven studies for which sufficient information could be obtained. These seven studies include four projects assessed via EGRA, SACMEQ, Uwezo, and the Reading to Learn initiative. Because the SACMEQ (2007) and Uwezo (2009–2012) results have previously been discussed, it is not necessary to repeat that information here, except to note that Kenyan pupils consistently perform at the top of the pack on both assessments.

In 2009, there was a four-language EGRA with 2,000 grade 3 pupils. Each pupil was assessed in English and his or her mother tongue (i.e., Kiswahili, Gikuyu, or Dholuo). The results showed ORF zero scores between 14% and 20% (Piper et al., 2010). Two years later, a diagnostic EGRA in urban Nairobi found that only 6% of pupils were unable to correctly read

a single word in the English passage as compared with 10% in Kiswahili (B. Piper, personal communication, July 25, 2015).

From August 2011 until August 2014, more than 500 schools participated in the USAID/Kenya Primary Math and Reading (PRIMR) Initiative. Baseline results from this study (RTI International, 2015b) showed significantly higher zero scores than the previously mentioned assessments because lower grades were assessed and because of differences in sample populations. Specifically, ORF zero scores in English ranged from 68% pupils in grade 1 to 30% in grade 2. In Kiswahili, zero scores ranged from 73% pupils in grade 1 to 35% in grade 2 (RTI International, 2014a). Effect sizes on PRIMR ORF from baseline to endline were calculated in 2014 and are presented in **Table 7**. The table shows that there were clearly larger effect sizes for English scores (as compared with Kiswahili), but that the intervention produced significant increases in ORF for both languages.

Table 7. PRIMR Effect Sizes for ORF by Grade and Language

Grade	English	Kiswahili
1	0.47	0.28
2	0.50	0.39

The two-year Reading to Learn intervention study led by the Aga Khan Foundation found that its five-step scaffolding approach to literacy only produced 0.08 standard deviation effect gains in Kiswahili reading scores (Lucas et al., 2014). Kenya has also participated in a Literacy Boost program, but the reading results are currently unavailable. In addition, Kenya was one of the selected countries for the GEC initiative (previously discussed in this report). Overall, pupils in Kenya have been found to perform better than most other countries in the region and near the top of all sub-Saharan African countries.

Liberia

EGRA has dominated the reading assessment landscape in Liberia. Starting in 2008, six projects have used EGRA to measure early grade reading skills. Although the first project did not report zero scores, it did provide a baseline measure of approximately 18 cwpm for pupils in grade 2 and 28 cwpm for grade 3 (Crouch and Korda, 2008). In 2009, the MTG study found that less than 1% of sampled grade 3 pupils were unable to correctly read a single word in the ORF passage and that all pupils were able to read at least one word in grade 5 (Cloutier, 2010). Although these numbers provide evidence of impressive results in Liberia, future studies with larger samples of schools (and less intense interventions and lower span of control) showed significantly lower levels of performance improvement.

The first longitudinal study in Liberia was EGRA Plus, which was conducted from 2008 to 2010. After the final assessment in 2010, approximately 23% of pupils in control schools were found to have a zero score on ORF, whereas only approximately 8% of treatment pupils were unable to correctly read a single word from the passage. Because this was an intervention study, it is also useful to examine the growth in reading scores over time. Ultimately, the project was able to produce an effect size of 0.80 for combined grades 2 and 3 pupils, which is a very large impact for an educational intervention (Piper and Korda, 2010). This finding means that pupils in treatment schools increased their correct words per minute by 138%, whereas control schools only increased by 39% over the same time period. These

large increases were reportedly possible because of several core components of the program that were applied very intensively: teacher training, lesson plans, coach support, and reading materials.

From 2009 to 2011, USAID’s Core Education Skills for Liberian Youth (CESLY) program was being implemented for more than 17,000 youth aged 10–35 years. Although this age group contains many children not in traditional early grades, at least some of the youth assessed are appropriate for this report (although the results are unfortunately not disaggregated by age). Ultimately, the program claims to have increased reading fluency for youth in the Accelerated Learning Program by 53% (EDC, 2012).

To continue some of the impactful work that was begun as a part of the EGRA Plus program, USAID funded the Liberian Teacher Training Program (LTTP) in 2011. Results from the LTTP baseline and midline assessments are presented in *Table 8*.

Table 8. ORF Zero Scores for Baseline and Midline LTTP, by Grade

Grade	Baseline (2011)	Midline (2013)
1	81%	41%
2	75%	27%
3	72%	10%

Table 8 shows that although more than 70% of pupils in grades 1, 2, and 3 were unable to correctly read a single word of the ORF passage during the baseline assessment in 2011, these percentages significantly decreased to as low as 10% in grade 3 in 2013 (RTI International, 2013b). By the end of 2015, the endline results will be made available to determine the effectiveness of the program in its entirety.

The final assessment available for Liberia came in the form of a 2014 EGRA implemented by Concern Worldwide, which found that pupils in grade 2 could correctly read approximately 10 cwpm, and pupils in grade 3 could 20 cwpm (Concern Worldwide, 2014).

Malawi

Relatively few projects in Malawi have conducted early grade reading assessments over the past 10 years. The earliest available information comes from the 2007 SACMEQ, on which Malawi produced the second highest proportion of pre-readers (the lowest level of reading ability), which means that Malawi was ranked as 13 out of 14 countries on the assessment. The first project for which information is available is the 2009–2010 Literacy Boost program. During the Literacy Boost program’s baseline measurement of grade 2 pupils, the researchers found that 95% of children were unable to correctly read a single word in a passage. However, after two years of the intervention, the Literacy Boost program reduced the number of non-readers to 68% (Save the Children, 2013).

In 2010, RTI conducted a nationally representative baseline assessment of pupils in grades 2 and 4 in Malawi for the Malawi Teacher Professional Development Support (MTPDS) program. RTI collected midline scores in 2011 and endline scores in 2012. *Table 9* shows the change over time in the percentages of zero scores on ORF for pupils in grades 2 and 4.

Table 9. Malawi National Study—ORF Zero Scores by Year and Grade

	2010	2011	2012
Grade 2	95%	96%	90%
Grade 4	55%	45%	39%

The results from RTI's assessment show that although 95% of pupils in grade 2 and 55% in grade 4 were unable to correctly read a single word in 2010, by 2012 these proportions were reduced at the national level to 90% for grade 2 and 39% for grade 4 (Pouezevara et al., 2013a). In addition to testing a national sample of pupils over this three-year span, RTI was also measuring the reading ability of pupils in grade 2 in treatment and control schools as part of the MTPDS reading intervention program. Pupils in this sample were found to have approximately 98% zero scores in 2010. In 2012, the zero scores for pupils in the control schools remained at the same level, whereas those for MTPDS treatment pupils decreased to approximately 63% (Pouezevara et al., 2013b). Overall, the effect size for ORF for pupils in grade 2 was 0.7. Both the reduction in zero scores and the impact on ORF are significantly large improvements over the baseline measures.

The final assessment listed on the matrix is intended to be a multi-year assessment, but the baseline is still in progress; therefore, there are no results to report.

Mali

There have been more assessments (or at least more attempts at assessments) in Mali than in any of the other 19 countries discussed in this report. According to information gathered during the research phase for this report, 11 early grade reading assessments have been attempted in Mali since 2007. However, three of the EGRAs did not occur because of the 2012 coup d'état, three others do not have available reports or information on findings, and one is currently in progress. Only three studies were completed as intended, with a fourth assessment providing results from a smaller scale, shorter term intervention.

Because there were no ORF results reported from the 2007 EGRA conducted by Plan International (Mitton, 2008), the first available results come from the small-scale 2009 baseline study. This study was conducted in four languages (i.e., Bamanankan, Bomu, Fulfulde, and Songhoi) for grade 2 pupils and found zero scores on ORF to range from 83% to 93%, across all languages (RTI International, 2009a).

The Read-Learn-Lead (RLL) program, which was in effect for 2009 to 2012 school years, showed that although RLL intervention school pupils increased their reading skills over the lifespan of the project, the control school pupils also improved. The only significant difference was an effect size of 0.42 for grade 2 pupils, who improved their mean ORF from 2 cwpm in 2009 to 8 cwpm in 2012) (Spratt et al., 2013). One possible explanation for this finding is contamination (i.e., pupils and teachers in control schools were using or implementing aspects of the intervention).

In 2009, RTI conducted a baseline assessment for Programme Harmonisé d'Appui au Renforcement de l'Éducation (PHARE, Road to Reading), which was intended to be a long-term balanced literacy approach to early grade reading. The results from the baseline study were reported by grade and school type and are presented in **Table 10** (RTI International, 2009b). This table shows that grade 2 pupils had zero scores of more than 90% across school

types and that approximately one-fifth of grade 6 pupils in even the highest performing group (i.e., French Classique schools) were still unable to correctly read a single word in a connected text passage.

Table 10. PHARE Baseline Scores in 2009, by School Type and Grade

Grade	French— Classique	French— Curriculum	French—Madersa	Arabic—Madersa
2	94%	Not applicable	Not applicable	95%
4	58%	68%	Not applicable	54%
6	19%	23%	80%	Not applicable

Because midterm and endline results were never collected, the Education Development Center (EDC) conducted a small-scale follow-up study in 2013–2014 to evaluate the effectiveness of the balanced literacy approach. This study evaluated pupils in grade 1 and found that those taught via the balanced literacy approach, they were outperforming pupils in grade 2 from the baseline study in 2009 (EDC, 2015b). Additionally, the researchers reported that the program helped to reduce pupils’ zero scores on ORF from 96% to 55% within only six months. It should be noted that this study did not involve a comparison group; therefore, it is not clear what the expected growth would be for six months of traditional teaching.

In addition to these EGRAs, Mali also participated in PASEC in 2012 (as previously discussed), an ongoing Literacy Boost program, and Beekungo (an ASER–based assessment administered in 2012 and 2013). The Beekungo results from 2012 showed that approximately 61% of grade 3 pupils were unable to correctly read simple words across three local languages assessed (i.e., Bamanankan, Bomu, and Fulfulde; Uwezo, 2012).

Mozambique

As previously mentioned in this report, Mozambique produced the second lowest scores on the GEC study and the fourth lowest scores on SACMEQ in 2007. Although there is evidence that intervention studies increased early grade reading performance in Mozambique, recent results still point to the need for significant work to be done.

In 2008, Save the Children began its Early Literacy Project in Mozambique. Save the Children assessed more than 600 pupils in grades 1 through 3 by using a baseline assessment in 2009 and an endline assessment in 2010. With high attrition rates as a caveat, Save the Children reported that by the end of the project, the grade 2 pupils who received the intervention had reading fluency rates equivalent to grade 3 pupils who did not receive the intervention (approximately 17 cwpm; Save the Children, 2011a).

In 2010, the first EGRA was conducted in Mozambique. As part of EQUIP 2, it was reported that approximately 59% of grade 3 pupils were unable to correctly read a single word (Aldeman et al., 2011). More recently, the 2013 baseline results for the Aprender a Ler (ApaL, Learn to Read) project showed significantly higher zero scores on ORF for pupils in grades 2 and 3 (Raupp et al., 2013). The results are presented in *Table 11*.

Table 11. ORF Zero Scores in Portuguese for ApaL, by Region and Grade

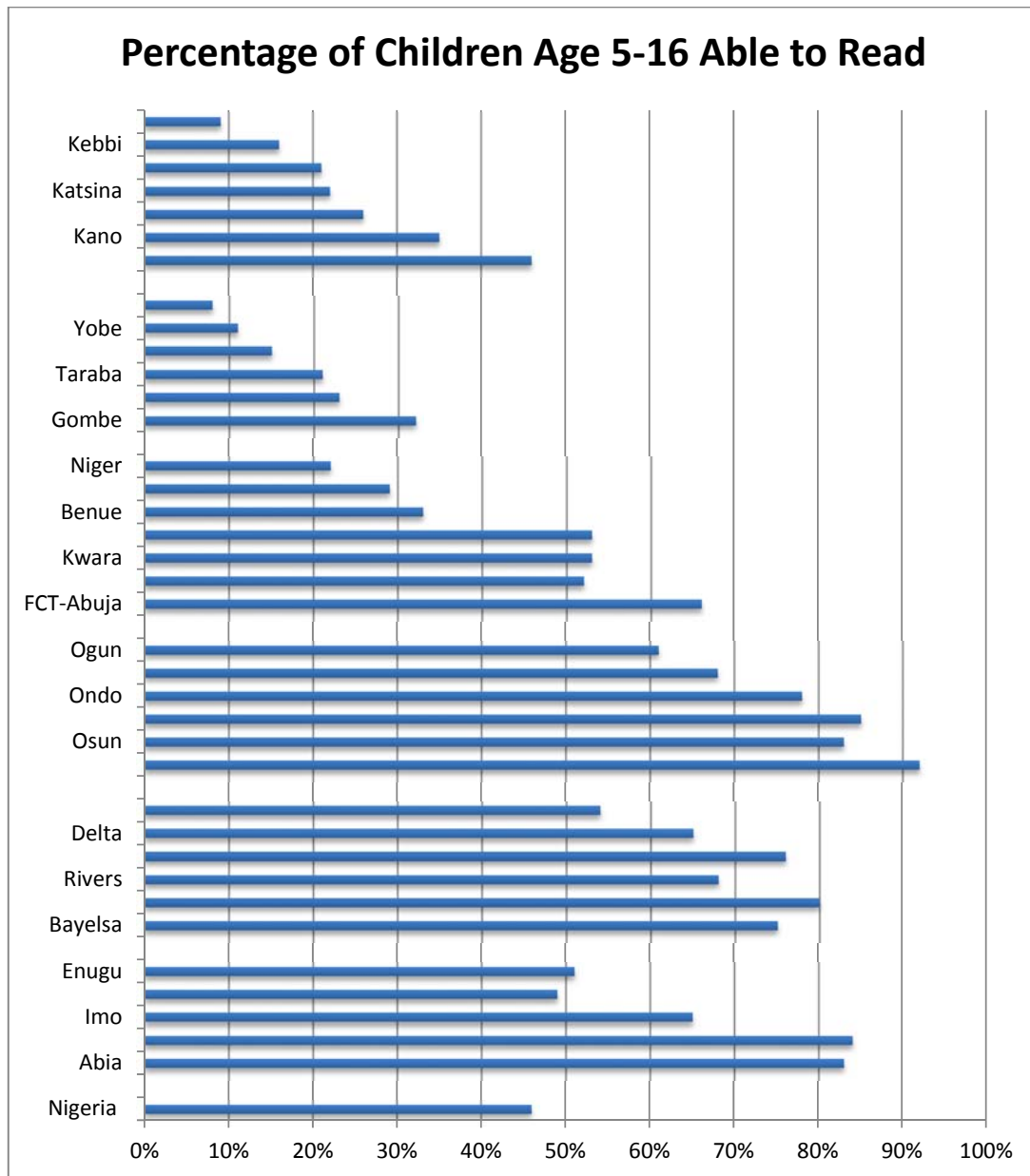
Grade	Nampula		Zambezia	
	Passage 1	Passage 2	Passage 1	Passage 2
2	99%	99%	73%	71%
3	93%	92%	56%	55%

Table 11 shows that in the Nampula region, very few grade 2 pupils were able to correctly read even a single word on either of the two ORF passages at baseline. In grade 3, 7% of pupils still have non-zero scores. The results are better in Zambezia, but there are still nearly three-fourths of pupils in grade 2 and more than half of grade 3 with zero scores on ORF. Although the midline report does not directly report zero scores, the most positive finding is that pupils in intervention schools were showing ORF scores of approximately three times those of pupils in control schools by the time of the 2014 assessment (Raupp et al., 2015).

Nigeria

One of the most comprehensive literacy studies conducted in Nigeria was the 2010 Nigeria Education Data Survey (NEDS). NEDS is a simple literacy test that was administered to children and youth aged 5–16 years. Nationally, the study found that of the those assessed, 84% of 5 year olds, 74% of 6–7 year olds, 54% of 8–11 year olds, and 32% of 12–16 year olds could not read at all (National Population Commission and RTI International, 2011). In addition, **Figure 5** shows that there were significant variations in literacy by state. For example, none of the states in the top two regions of Figure 5 have more than 50% of children who can read. Perhaps even more striking is that although more than 90% of children cannot read in Bauchi and Sokoto States, more than 90% of children can read in Lagos State. This finding once again points to the importance of examining disaggregated data in addition to national averages to get a clear picture of the state of literacy within and across countries.

Figure 5. NEDS 2010 literacy rates by state.



The first EGRA in Nigeria for which data are available was conducted in Bauchi and Sokoto States in 2010. The EGRA, which was conducted in English for grade 4 pupils, found that 31% of pupils in Bauchi State and 33% of pupils in Sokoto State were unable to correctly read even a single word on the ORF passage (RTI International, 2011b). In 2011, an EGRA was conducted in Hausa in these two states (though once again it was not fully representative). This EGRA, which was conducted with grade 3 pupils, found significantly higher zero scores, with 71% in Bauchi State and 82% in Sokoto State (RTI International, 2011g).

From 2011 to 2012, Jolly Learning conducted a one-year intervention study (i.e., an EGRA) with 263 pupils (across six schools), but ended up with a final sample of 217 pupils because

of attrition. Ultimately, Jolly Learning found that the ORF scores were significantly increased for intervention (i.e. Jolly Phonics) pupils (as opposed to those in the control group), but this finding still only meant having an average ORF for treatment pupils of approximately 4 cwpm (Inaja et al., 2013).

In 2013, an EGRA state-representative EGRA was conducted in Hausa and English for pupils in grades 2 and 3 in Bauchi and Sokoto States. These results were even lower than the non-representative results of the previous two EGRAs in these states, as shown in **Table 12** (USAID, 2013a and b). Even among comparative groups (i.e., grade 3 pupils in Hausa), this study showed that zero scores were 87% in Bauchi State and 91% in Sokoto State, as opposed to 71% in Bauchi and 82% in Sokoto States. English results were similar. Regarding pupils in grade 2, only 3% of them in Bauchi State and 2% in Sokoto State could correctly read at least one word on the reading passage.

Table 12. 2013 EGRA ORF Zero Scores by State, Language and Grade

Grade	Bauchi		Sokoto	
	Hausa	English	Hausa	English
2	97%	—	98%	—
3	87%	87%	91%	90%

The most recently available data comes from the Nigeria Reading and Access Research Activity (RARA) baseline report. The RARA project, which is intended to increased reading skills in Hausa, conducted baseline assessments with 1,395 grade 2 pupils in treatment and control schools in Bauchi and Sokoto States. Although the control group pupils in Bauchi State had only 87% zero scores on ORF, each of the other three groups of pupils had upwards of 98% zero scores (RTI International, 2015a). Ultimately, this finding shows that although some regions of Nigeria are performing relatively well, pupils in Bauchi and Sokoto States are still producing extremely low levels of reading achievement.

Rwanda

Many early grade reading assessments have been conducted in Rwanda over the past 10 years, but the available information on these assessments is limited. The two projects for which no reports were found, but which have conducted at least baseline assessments at this point, are the USAID-funded Literacy, Language, and Learning (L3) Initiative and the United Nations Children’s Fund (UNICEF)-led Learning Achievement in Rwandan Schools (LARS). Policy makers in Rwanda have decided that UNICEF-led LARS and EGRA are complementary assessments that each measure different skills (reading comprehension for LARS, and lower level skills for EGRA) and that both may be used for future assessments (Nielsen, 2014).

There are, however, results available for the 2011 EGRA in Rwanda. The EGRA was administered in English and Kinyarwanda to 420 pupils in grade 4 and 420 in grade 6. Not surprisingly, the assessment found that pupils in grade 6 could read the text more fluently than those in grade 4, with grade 6 pupils having fewer than 5% zero scores in both languages (DeStefano et al., 2012). The ORF results for grade 4 pupils were only available in Kinyarwanda (13% zero scores).

Lastly, Save the Children conducted a baseline assessment with 2,118 grade 1 pupils in the Gicumbi District. These results will serve as the baseline for the Literacy Boost program. Although the calculation of zero scores differs slightly from that of typical EGRA ORF measures, Save the Children reported that 81% of pupils were unable to correctly read any of the passage for grade 1 and 86% were unable to read the passage aligned for grade 2 to 3 (Friedlander et al., 2014).

Although some information is available for early grade reading in Rwanda, it would be helpful to obtain the data and reports from LARS and L3 to get a more complete picture of literacy in the country.

Senegal

As previously reported, 23% of grade 5 pupils in Senegal scored the lowest level of proficiency during the PASEC exam in 2007—the smallest proportion of pupils for any of the four countries focused on in this report.

In 2007, the first EGRA was conducted in Senegal. The EGRA was administered in French and Wolof to 688 pupils in Grades 1 through 3. Unfortunately, zero scores were only reported for grade 1 pupils, for whom 50% were unable to correctly read a single word in the ORF passage in French and 71% for Wolof (Sprenger-Charolles, 2008). In 2009, the results for grade 3 pupils became available with a second EGRA, conducted across 11 regions in Senegal. In that 2009 study, only French results were reported. Approximately 18% of grade 3 pupils were unable to correctly read a word from the ORF passage (Pouezevara et al., 2010).

Senegal was also one of the countries chosen for the 2010 MTG study. In the sample of pupils tested in French, the MTG study found that although 20% of grade 3 pupils received zero scores on ORF, the same was true for only 1% of grade 5 pupils (Cloutier, 2010). The grade 3 scores from this study are consistent with those from the 2009 EGRA.

In 2012, the USAID-funded Harnessing Youth Volunteers as Literacy Leaders (HYVALL) project began in 30 schools in Senegal. For the HYVALL study, 600 pupils were chosen at baseline to be followed for the duration of the two-year project, but only 332 of these pupils were assessed at both time points. The HYVALL study found an effect size of 0.4 on ORF scores, and pupils in intervention schools reduced their zero scores from 24% to 0%, although it should be noted that this study was longitudinal and that control school pupils had reduced their zero scores to 1% (EDC, 2015a).

Somalia

Since 2005, Somalia has participated in three early grade reading assessments, all three of which were in 2013, after the transition to a newly established Federal Government of Somalia. The first two assessments were part of the GEC program, which was previously discussed in this report, and were administered as Uwezo assessments. The Somali pupils produced scores that were in the middle of all the countries assessed under the GEC program. In November 2013, Concern Worldwide conducted the third assessment—the first EGRA administered in Somalia—to assess 400 pupils in grades 2, 3, and 4. Results show that pupils in grade 2 could read 16 cwpm and that number doubled to 32 cwpm in grade 3. Pupils in

grade 4 reached an average of 51 cwpm (Concern Worldwide, 2014). The only grade at which zero scores were reported was grade 2, with 47% of pupils unable to correctly read a single word on the ORF passage (Concern Worldwide, 2014).

There is clearly a need for additional EGRAs in Somalia. The midline and endline GEC program assessments should help to provide more information about the state of literacy in the country, but a nationally or regionally representative assessment would be advisable.

South Africa

In 2007, South Africa participated in SACMEQ and became one of the countries in which the EGRA was initially piloted and validated. Although the EGRA validation results do not provide much information about the state of literacy in the country, the SACMEQ results did show that only Zambia had more pre-level readers in grade 6 than South Africa.

Researchers implemented the Systematic Method for Reading Success (SMRS) program from February to June 2009, carrying out pre- and post-intervention assessments with 546 pupils in grade 1 after attrition (as there were 650 at baseline). Although the intervention only lasted 5 months, the study ultimately found an effect size for ORF of 0.56, which equates to an increase for the intervention group of more than 7 cwpm greater than the control group (Piper, 2009).

The Department of Basic Education (DBE) in South Africa has made the results of the Annual National Assessment (ANA) available since 2011. However, it should be noted that the definition of the “not achieved” group changed from 2011 to 2012 and that the reports explicitly state that exams were not equated and should not be compared across years (DBE, 2014). With those caveats in mind, **Table 13** shows the lowest and highest performance levels on the ANA from 2011 to 2014 for pupils in grades 3 and 6.

Table 13. South African ANA Literacy Results by Grade and Year

Grade	Performance	2011	2012	2013	2014
3	Not achieved	53%	19%	20%	16%
	Outstanding	11%	13%	12%	20%
6 (home language)	Not achieved	70%	31%	12%	8%
	Outstanding	3%	6%	20%	23%
Grade 6 (additional languages)	Not achieved	Not applicable	43%	23%	25%
	Outstanding	Not applicable	3%	5%	6%

In the most recent year of available data, the ANA shows that 8% of grade 6 pupils did not achieve the most basic level of literacy on the assessment in their home language, and one-fourth of pupils were unable to do so in their first additional language. Also, 16% of grade 3 pupils were unable to meet the lowest level of literacy. These national assessments provide information about a great number of pupils (more than 7 million across all tested grades), but would be well served by making them comparable across years so that appropriate measures of change or growth could be established.

Lastly, the Room to Read organization conducted a small study of reading ability among grade 1 pupils and found that children in Room to Read classrooms outperformed those in

comparison schools by approximately 2 cwpm, although there is no information provided regarding whether this difference is statistically significant (Room to Read, 2013).

South Sudan

The Republic of South Sudan has only been an independent state for four years. During that time, there has been one reported EGRA (conducted in 2013), but no results were available at the time when this report was written. Additionally, FHI 360 is working with the Ministry of General Education and Instruction on an Education Management Information System (EMIS) Support project. The ongoing EMIS project is intended to help the government to collect and use the education data effectively.

Even when results from the recently completed EGRA become available, there is clearly a need for more EGRA work to be conducted in South Sudan.

Tanzania

Pupils in Tanzania have participated in many early grade reading assessments, including EGRAs, Uwezo, and SACMEQ, over the past 10 years. As previously mentioned, Tanzania performed well on SACMEQ, having the second smallest percentage of pre-readers of all tested countries. On the Uwezo assessment, Tanzania has consistently scored below Kenya, but tends to score slightly higher than Uganda.

Four projects have also used EGRAs during the past 4 years. The first project was the 2012 baseline assessment for the Tanzania 21st Century Basic Education Program (TZ21)—an intervention program designed to improve the reading ability of pupils in grades 1 and 2. The midline assessment was conducted in 2013, and the endline assessment was performed in late 2014. The results for pupils in grade 2 at all three time points (i.e., baseline, midline, and endline) and across two regions (i.e., Zanzibar and Mtwara) are presented in **Table 14**.

Table 14. TZ21 ORF Zero Scores for Grade 2 Pupils by Region and Year

Time Points	Zanzibar	Mtwara
Baseline (2012)	69%	78%
Midline (2013)	49%	68%
Endline (2014)	49%	56%

Table 14 shows that zero scores on ORF were significantly reduced among grade 2 pupils in both regions, from 69% to 49% in Zanzibar and from 78% to 56% in Mtwara. Despite these large reductions, approximately half of the grade 2 pupils were still unable to correctly read a single word on the connected text passage (School-to-School International, 2015).

In 2013, RTI conducted a nationally representative EGRA for grade 2 pupils. RTI found that across the country, approximately 28% of the grade 2 pupils were unable to correctly read a word in Kiswahili and that 38% of grade 2 pupils had zero scores on ORF (Brombacher et al., 2014). Also in 2013, Tanzanian children were tested as a part of the GEC program initiative and were found to score near the top of the sample countries (results are previously mentioned in the GEC section of this report).

In 2014, RTI conducted another EGRA as part of the School Quality Assessment for Education and Water, Sanitation, and Hygiene (WASH) project in Mbeya, Iringa, and Njombe. This study of 961 grade 2 pupils found that approximately one-fourth of them (24%) were unable to correctly read a word from the ORF passage (Brombacher et al., 2015a). These regional percentages appear to be similar to the national numbers found in 2013.

Uganda

Ugandan children have participated in Uwezo, SACMEQ, and several EGRAs during the past decade. As previously mentioned, Uganda lags behind its East African counterparts (i.e., Kenya and Tanzania) on Uwezo, and has one of the highest proportions of pre-readers on SACMEQ.

In 2009, the first EGRA was conducted in Uganda. The assessment was administered to nearly 2,000 grade 2 and grade 3 pupils in the Central region and Lango sub-region. EGRA results (*Table 15*) showed that the percentages were somewhat consistent across languages and within regions, although pupils did fare slightly better in the Lango language than in English in the Lango sub-region (Piper, 2010). Additionally, although only approximately half of the grade 2 pupils and one-fourth of grade 3 pupils were unable to correctly read a word on the ORF task in the Central region, more than 80% of grade 2 pupils and more than half of pupils in grade 3 received zero scores on ORF in the Lango sub-region.

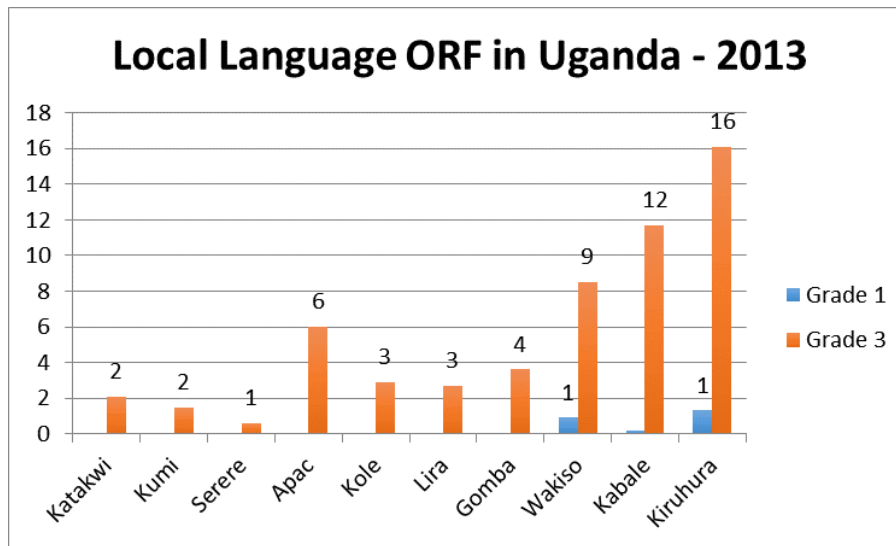
Table 15. Uganda ORF Zero Scores in 2009 by Region, Grade and Language

Grade	Central Region		Lango Sub-region	
	English	Luganda	English	Lango
2	53%	51%	88%	82%
3	23%	26%	64%	51%

In 2010, Save the Children conducted a baseline assessment for its Literacy Boost program that was implemented in 18 CHANCE schools beginning in 2011. In 2012, the midline assessment measured approximately one school year’s worth of learning in the Literacy Boost program. The 2012 results showed no difference in the ORF zero scores between CHANCE schools and comparison schools, with both groups improving from 100% zero scores in grades 1 and 2 in 2010 to 95% zero scores in grade 3 in 2012 (Guajardo et al., 2012).

RTI conducted a baseline assessment of early grade reading in Uganda School Health and Reading Program (SHRP) schools in 2013. This assessment of SHRP schools was administered in four local languages (and English) to more than 10,000 pupils in grades 1 and 3. The local language results are presented in *Figure 6* (RTI International, 2013a).

Figure 6. ORF (cwpm) by district and grade in Uganda 2013.



Although zero scores were not reported for this baseline assessment, Figure 6 shows that the average ORF scores in seven out of the 10 districts were less than 1 cwpm in grade 1. Even in grade 3, the majority of districts had fewer than 5 cwpm on average. The results for English are strikingly similar. Aside from the overall low levels of reading fluency, Figure 6 also shows the large differences by district (particularly in grade 3)—a trend that has been consistent across nearly all countries with disaggregated results discussed in this report. Most recently, the large-scale Uganda Teacher and School Effectiveness Project (UTSEP) will use EGRAs and the National Assessment of Progress in Education at three time points to measure the impacts of the program on improving teacher and school effectiveness in grades 3 and 6 (World Bank, 2015). The UTSEP—implemented by the Uganda Ministry of Education, Science, Technology, and Sports and supervised by the World Bank—will provide some much needed information about reading ability across local languages (10 of which are being assessed as a part of the project).

Zambia

Over the past decade, Zambian school children have participated in four EGRAs and SACMEQ. On the 2007 SACMEQ assessment, Zambia had the highest percentage of pre-readers of any country (16%). In 2011, the first EGRA was conducted in Zambia for pupils in grades 2 and 3. The EGRA conducted in Bemba with 800 pupils (across four regions) produced zero scores on ORF for 91% of grade 2 and 78% of grade 3 pupils (Collins et al., 2012).

In 2012, the USAID/Zambia Read to Succeed (RTS) project conducted a baseline assessment of 4,000 grades 2 and 3 pupils in select districts across six provinces. Similar to the 2011 EGRA results, the RTS project found that 89% of grade 2 pupils and 80% of grade 3 pupils were unable to correctly read a single word on the ORF passage (Rhodwell, 2013). Although the midline assessment was conducted for the RTS project, the data and report are not yet available. Concurrent with RTS is the Time to Learn (TTL) project, which is designed to provide educational resources and improve teacher skills, pupil performance, and pupil

support in community schools at a national scale (EDC, 2014). At the time of writing this report, the baseline study for the TTL project was not available for review. With the midterm assessment yet to be conducted, no information currently exists in Zambia regarding improvements in learning outcomes for early grade reading based on intervention projects.

In 2013, the Room to Read organization also conducted a program evaluation assessment with pupils in grade 1 and found that those in intervention classrooms averaged approximately 9 cwpm, as opposed to 1 cwpm in comparison schools—although there is no information about baseline scores and relative growth in each group (Room to Read, 2013).

On the national scale, two assessments (one in 2012 and the other in 2014) provided information regarding early grade reading ability. First, in 2012, the Examination Council of Zambia’s National Assessment Survey found that only approximately one-third of pupils were able to read by grade 5 (World Bank, 2014). The second nationally representative assessment was the DFID–funded 2014 National Assessment Survey of Learning Achievement. This assessment was conducted with grade 2 pupils in seven different languages (i.e., Chitonga, Cinyanja, Icibemba, Kiikaonde, Lunda, Luvale, and Silozi).

Table 16 shows that there is wide variation in ORF zero scores across languages (Brombacher et al., 2015b). Although approximately half of grade 2 pupils were unable to correctly read a word in a connected text in Icibemba, Lunda, and Silozi, the proportions were much higher for Kiikaonde (74%), Luvale (80%), and Chitonga (88%). These findings are similar to those from other countries, where results are disaggregated by district, region, and/or language. It once again shows that much can be hidden in national statistics.

Table 16. ORF Zero Scores for Grade 2 Pupils by Language, Zambia 2014

Grade	Chitonga	Cinyanja	Icibemba	Kiikaonde	Lunda	Luvale	Silozi
2	88%	64%	52%	74%	46%	80%	56%

Discussion

It is clear from this study that there has not been a shortage of early grade reading assessments across sub-Saharan Africa over the past 10 years. As a matter of fact, the research for this report found 159 individual administrations of early grade reading assessments across 20 selected sub-Saharan Africa countries since 2005. It is also apparent that all of these countries still have strides to make regarding improving literacy for primary grade pupils. What is less clear, however, is what this information tells us regarding specific policy, practice, and recommended approaches moving forward (beyond, “we need to work more on reading”).

According to assessments that provide a zero score on ORF, across grades 1 through 4, 60% of children on average were unable to correctly read a single word from the reading passage. However, this measure hides very large regional and linguistic variations—as discussed specifically for Ethiopia, Ghana, Nigeria, and Zambia in the main text of the report. On a more comprehensive scale, the data show that in the bottom 25% of cases for pupils in grades 1 through 4 (across all country, language, and region combinations) approximately 83% were non-readers. In the top 25% of the cases (country, language, and region combinations), approximately 36% were unable to correctly read any words. The percentage of non-readers

for the top quartile of assessments decreases to approximately 25% when including all grades. Furthermore, the zero scores across assessments in this report range from a low of 0% in a small study of pupils in grade 5 in Liberia to 100% for pupils in grade 2 in Ghana (in Dagbani). However, it should be noted that these aggregated percentages treat all data points equally and do not account for differences in sample size, representativeness, or the presence of an intervention. In other words, these numbers are simply intended to be illustrative of the wide variation in scores reported across the EGRA studies included in this report, but should not be compared directly or reported independently without this caveat. This finding of extreme variability not only between countries but also within countries is itself important and should begin to pervade dialogue within and between development partners and governments. Since various partners and governments started focusing heavily on early grade reading about 10 years ago, the important policy-awareness point that “most children can’t read any words even as late as grades 2 or 3” is now widespread knowledge. One of the implications of this paper is that, perhaps, while continuing to work on policy awareness at this level in countries where the low averages are not yet a matter of policy focus, at least in some countries (if not all) part of the policy dialogue needs to turn towards the variability issue.

The wide variations in scores across and within countries and the relatively low reading scores in all countries suggest that much work still needs to be done to increase early grade literacy for children in sub-Saharan Africa. Although this report discusses many intervention programs and projects (nearly all of which claim to provide comprehensive treatment programs), it is still unclear which particular aspects of these programs and projects are truly essential for improving learning and which components do not provide added value. Overall effect sizes can mask variations in component-specific impacts—and although some of these effect sizes are impressive, their value must be assessed (at least partly) with cost-effectiveness analyses. Without a firm understanding of essential program components and the cost of given inputs for any increases in test scores, it is not really possible to provide suggestions for which programmatic approaches should be considered relative to all other options producing positive impacts. Additionally, the wide variations in scores across languages and geographic areas point to evidence that programs must be designed with specific contexts in mind.

Two additional assessment-related policy recommendations come to mind as a result of the compilation of the results and the comparisons, even if these recommendations were not an ultimate purpose of the study. One is that there is an interesting mix of assessments reported, yet little is known about how these sorts of assessments relate to each other. USAID, or other development partners, could profitably call for more concurrent validity and predictive validity analysis of mostly oral, or at any rate very early (e.g., grade 2), assessments, and end near-end-of-cycle assessments such as SACMEQ and some national assessments. Developing an understanding, even in very approximate form, of the predictive or concurrent correlation between early grade assessments and the “certifying” examinations at the end of cycle (school by school, even if not child by child) might be illuminating and useful. Similarly, the options for developing group-administered assessments in the early grades, that touch upon orality and fluency but do not require one-on-one assessment, could profitably continue to be explored.

Ultimately, the most obvious suggestion based on the data in this report is that more assessment work is still needed to fully understand baseline reading levels in many sub-Saharan African countries. Although nationally representative EGRAs have been conducted in half of the 20 countries covered in this report (with several other countries conducting internal national assessments), these studies are still typically conducted only for one or two grades and do not always provide the regional or linguistic disaggregation that is needed to provide a true representation of national and sub-national reading levels for early grades. Additionally, this report focused directly on reading assessments, but it is often beneficial to supplement such literacy assessments with surveys that can be used to collect information about pupils, teachers, schools, and communities and about teacher practice, training, and support. However, it could also be argued that in some instances, (e.g., Mali) there are probably more assessments being conducted than are being used. Therefore, the call is not simply for more assessments but for more judicious and strategic assessments—and to use these assessments to design interventions and/or revise policies to improve literacy. These assessments could range from summative assessments conducted by external experts to formative assessments and mastery checks that are inspired by the curriculum or reading programs.

One last procedural suggestion or implication might be that experts in the field could meet to come to some consensus-based recommendations to USAID and other development agencies on suggested next steps, taking the results reported here into account.

References

- Aber, J., C. Torrente, L. Sarkey, S. Wolf, B. Johnston, A. Shivshanker, and J. Annan. 2013. *Opportunities for Equitable Access to Quality Based Education (OPEQ). Year 2 Impact Evaluation Report. Preliminary Results from the Early Grade Reading Assessment (EGRA) After One Year of Pilot Intervention*. Available at http://childpolicyuniversityconsortium.com/pdfs/2012_opeq_egra_report.pdf
- Adu, J. 2006. *Report on 2005 Administration of National Education Assessment. Primary 3 and Primary 6. English and Mathematics*. Available at <http://www.equip123.net/docs/e2-NEA.pdf>
- Aldeman, E., A. Schuh Moore, and S. Manji. 2011. *Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Mozambique*. Available at http://www.equip123.net/docs/E2-SE_Mozambique_Case_Study.pdf
- Association for the Development of Education in Africa. 2006. *More and Better Education: What Makes Effective Learning in African Literacy Programs? Lessons learned from the ADEA 2006 Biennale on Education in Africa, Libreville, Gabon. March 27–31*. Available at http://adeanet.org/triennale-followup/sites/default/files/papier_03_en.pdf
- Brombacher, A., K. Batchelder, A. Mulcahy-Dunn, A. Dick, P. Downs, L. Nordstrum, and M. Davidson. 2015a. *School Quality Assessment for Education and WASH in Mbeya, Iringa, and Njombe*. RTI International, Research Triangle Park, NC.
- Brombacher, A., J. Bulat, S. King, E. Kochetkova, and L. Nordstrum. 2015b. *National Assessment Survey of Learning Achievement at Grade 2. Results for Early Grade Reading and Mathematics in Zambia*. RTI International, Research Triangle Park, NC.
- Brombacher, A., L. Nordstrum, M. Davidson, K. Batchelder, C. Cummiskey, and S. King. 2014. *National Baseline Assessment for the 3Rs (Reading, Writing, and Arithmetic) Using EGRA, EGMA, and SSME in Tanzania. Study Report*. Available at [www.eddataglobal.org/documents/index.cfm/National%20Baseline%20Assessment%20for%20the%203Rs%20in%20Tanzania%20Study%20Report%20\(TO24\).pdf?fuseaction=throwpub&ID=682](http://www.eddataglobal.org/documents/index.cfm/National%20Baseline%20Assessment%20for%20the%203Rs%20in%20Tanzania%20Study%20Report%20(TO24).pdf?fuseaction=throwpub&ID=682)
- Bulat, J., A. Brombacher, T. Slade, J. Iriondo-Perez, M. Kelly, and S. Edwards. 2014. *PAQUED: DRC. Endline Report of Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA)*. RTI International, Research Triangle Park, NC.
- Bulat, J., P. Collins, T. Slade, C. Davies, and M. Costello. 2012. *PAQUED: DRC. Midterm Report, Early Grade Reading Assessment (EGRA)*. RTI International, Research Triangle Park, NC.
- Center for Global Education Monitoring. 2014a. *The Annual Status of Education Report Survey: Monitoring Learning Levels of Children in Rural India*. Available at http://www.acer.edu.au/files/AssessGEMs_ASER.pdf
- Center for Global Education Monitoring. 2014b. *Uwezo: Monitoring Children's Competencies in East Africa*. Available at <http://research.acer.edu.au/cgi/viewcontent.cgi?article=1006&context=assessgems>

- Cloutier, M-H. 2010. *Development Impact Evaluation Initiative: Making the Grade: Assessing Literacy and Numeracy in African Countries*. DIME Brief. Washington, DC: World Bank. Available at http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2013/03/19/000442464_20130319122947/Rendered/PDF/757160BRI0Box30ica0Making0the0Grade.pdf
- Coffey International Development Ltd. 2015. *Baseline Report—Step Change Window. Evaluation Manager Girls’ Education Challenge Fund*. January. Available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425360/Step-change-window-full2.pdf
- Collins, P., P. De Galbert, A. Hartwell, E. Kochetkova, A. Mulcahy-Dunn, A. Nimbalkar, and W. Ralaingita. 2012. *Pupil Performance, Pedagogic Practice, and School Management: An SSME Pilot in Zambia*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=426>
- Concern Worldwide. 2014. *Lost for Words: An Analysis of Early Grade Reading Assessments in the Most Vulnerable Communities in Five of the World’s Poorest Countries from 2012–2014*.
- CONFEMEN. 2011. *Programme for Analyzing Education Systems of CONFEMEN’s Countries Members (PASEC)*. PASEC: A New Vision. Assessment for Serving Education for All. Available at http://www.confemen.org/wp-content/uploads/2012/02/Nouvelle_Vision_Pasec_version_anglaise.pdf
- Crouch, L., and M. Korda. 2008. *EGRA Liberia: Baseline Assessment of Reading Levels and Associated Factors*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=158>
- Cummiskey, C., T. Kline, A. Mulcahy-Dunn, and P. Varly. 2012. *Ghana National Education Assessment. 2011 Findings Report*. Available at <https://www.eddataglobal.org/math/index.cfm?fuseaction=pubDetail&ID=376>
- DBE (Department of Basic Education). 2014. *Report on the Annual National Assessments of 2014: Grades 1 to 6 & 9*. Pretoria: Republic of South Africa. Available at http://www.sqa.org.za/docs/rep_annual/2014/REPORT%20ON%20THE%20ANA%20OF%202014.pdf
- DBE (Department of Basic Education). 2013. *Report on the Annual National Assessments of 2013: Grades 1 to 6 & 9*. Pretoria: Republic of South Africa. Available at <http://www.education.gov.za/LinkClick.aspx?fileticket=sdLyWnWPTK4%3d&tabid=569&mid=2131>
- DBE (Department of Basic Education). 2012. *Report on the Annual National Assessments of 2012: Grades 1 to 6 & 9*. Pretoria: Republic of South Africa. Available at <http://www.education.gov.za/LinkClick.aspx?fileticket=tcz0a0RHVhs%3D>
- DBE (Department of Basic Education). 2011. *Report on the Annual National Assessments of 2011*. Pretoria: Republic of South Africa. Available at http://www.workinfo.com/Articles/33829_education_28june2011r.pdf

- DeStefano, J., W. Ralaingita, M. Costello, A. Sax, and A. Frank. 2012. *Task Order 7: Early Grade Reading and Mathematics in Rwanda*. Final Report. Prepared for USAID/Rwanda under the EdData II project, Task Order No. EHC-E-07-04-00004-00. RTI International, Research Triangle Park, NC. Available at <https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=390>
- Dowd, A., and F. Mabeti. 2011. *Literacy Boost Malawi: Year 2 Report*. Fairfield, CT: Save the Children. Available at <https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=470>
- Dowd, A.J., K. Weiner, and F. Mabeti. 2010. *Malawi Literacy Boost 2009 Year 1 Report*. Save the Children. Available at <http://resourcecentre.savethechildren.se/library/literacy-boost-2009-year-1-report-malawi>
- EDC (Education Development Center). 2015a. *Youth Volunteers Can Contribute to Significant Reading Gains: Evidence from the HYVALL Project in Senegal*. Available at <http://idd.edc.org/sites/idd.edc.org/files/RRN%20Senegal%20Hyvall%20Brief.pdf>
- EDC (Education Development Center). 2015b. *Balanced Literacy Transforms Classrooms: Evidence from Mali*. Available at <http://idd.edc.org/sites/idd.edc.org/files/RRN%20Mali%20Balanced%20Literacy%20Brief.pdf>
- EDC (Education Development Center). 2014. *Education Development Center Time to Learn Project: Quarterly Report*. Available at http://pdf.usaid.gov/pdf_docs/PA00KCNF.pdf
- EDC (Education Development Center). 2012. *USAID's Core Education Skills for Liberian Youth (CESLY)*. Final progress report. Available at http://pdf.usaid.gov/pdf_docs/PA00HR5C.pdf
- Falconer-Stout, Z.J., and K. Kalimaposo. 2014. *Active Parents, Active Learners? Lessons from Two Community Schools in Zambia. Time to Learn Case Study Series*. Lusaka, Zambia: USAID's Time to Learn Project. Available at http://encompassworld.com/sites/default/files/active_pscs_final_public_usaid_approved.pdf
- Friedlander, E., J. Gasana, and C. Goldenberg. 2014. *Literacy Boost Rwanda: Reading Assessment Report*. Available at <https://rwanda.savethechildren.net/sites/36wanda.savethechildren.net/files/library/Literacy%20Boost%20-%20Reading%20Assessment%20Baseline.pdf>
- Friedlander, E., S. Candiru, and A.J. Dowd. 2010. *Literacy Boost Uganda: Baseline Report*. Available at http://resourcecentre.savethechildren.se/sites/default/files/documents/literacy_boost_uganda_baseline_report-_december_2012.pdf
- Gardner, E. 2012. *READ Annual Report 2012*.
- Gove, A., and A. Wetterberg. 2011. *The Early Grade Reading Assessment: Applications and Interventions to Improve Basic Literacy*. Available at <http://www.rti.org/pubs/bk-0007-1109-wetterberg.pdf>

- Gove, A., and P. Cvelich. 2011. *Early Reading: Igniting Education for All. A Report by the Early Grade Learning Community of Practice*. Revised Edition. RTI International, Research Triangle Park, NC. Available at http://www.uis.unesco.org/Education/Documents/early-reading-report_gove_cvelich.pdf
- GPE (Global Partnership for Education). 2012. *Results for Learning Report 2012: Fostering Evidence-Based Dialogue to Monitor Access and Quality Education*. November. Available at <http://resourcecentre.savethechildren.se/sites/default/files/documents/7123.pdf>
- Guajardo, J., C.S. Night, E. Hijnen, C. Komakech, E.A. P'kech, O.D. Odwong, and A.J. Dowd. 2012. *Literacy Boost Uganda. Midline Report*. Available at <http://resourcecentre.savethechildren.se/sites/default/files/documents/6861.pdf>
- Hungi, N. 2011. *Accounting for Variations in the Quality of Primary School Education. SACMEQ Working Paper*. Available at <http://plan4learning.iiep.unesco.org/en/notice/030694>
- Inaja, A., I. Ubi, and G. Anagbogu. 2013. *University of Calabar and Stepping Stones Nigeria Report of Second Assessment Pilot Test Conducted in Cross River State, Nigeria*. Available at <http://jolly2.s3.amazonaws.com/Research/Cross%20River%20Report,%20Dr%20German.pdf>
- Independent Commission for Aid Impact. 2012. *DFID's Education Programmes in Nigeria*. Available at <http://icai.independent.gov.uk/wp-content/uploads/2010/11/ICAI-Nigeria-Education-report.pdf>
- Jolly Learning. 2013. *How These Schools Achieved Excellent Results in Teaching Reading with Jolly Phonics*. Available at <http://jolly2.s3.amazonaws.com/Case%20Studies/Case%20Study%20Nigeria.pdf>
- Kochetkova, E., and A. Brombacher. 2014. *Ghana 2013 Early Grade Reading Assessment and Early Grade Mathematics Assessment. Report of Findings*. Available at www.eddataglobal.org/documents/index.cfm/Ghana%20EGRA%20EGMA%20report_wRecs_17May2014_forweb.pdf?fuseaction=throwpub&ID=569
- Le Nestour, A., and G. Seydou. 2007. *Evaluation PASEC Sénégal*. Available at http://www.confemen.org/wp-content/uploads/2012/06/Rapport_PASEC_Senegal_version_janvier_2010-2.pdf
- Leherr, K. 2009. *National Literacy Acceleration Program (NALAP) Baseline Assessment*. Available at http://pdf.usaid.gov/pdf_docs/Pnadw581.pdf
- Lucas, A.M., McEwan, P.J., Ngware, M., and Oketch, M. 2014. Improving early grade literacy in East Africa: Experimental evidence from Kenya and Uganda. *Journal of Policy Analysis and Management*, 33(4), 950–976. Available at <http://academics.wellesley.edu/Economics/mcewan/PDF/RTL.pdf>
- Mitton, G. 2008. *Success in Early Reading. Pilot Project in Mali and Niger. Implementation Report*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=173>

- Mungoi, D., N. Mandlante, I. Nhatuve, D. Mahangue, J. Fonseca, and A. Dowd. 2010. *Endline Report of Early Literacy Among Pre-school and Primary School Children in Gaza Province, Mozambique*. Available at <http://resourcecentre.savethechildren.se/sites/default/files/documents/6859.pdf>
- National Population Commission (Nigeria) and RTI International, 2011. *Nigeria Demographic and Health Survey (DHS) EdData Profile 1990, 2003, and 2008: Education Data for Decision-Making. 2011*. Available at http://pdf.usaid.gov/pdf_docs/pnaeb204.pdf
- Nielsen, D. 2014. *Measurement and Research Support to Education Strategy Goal 1: Early Grade Reading and Math Assessments in 10 Countries: Dissemination and Utilization of Results—A Review*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=744>
- PASEC. 2014. *Qualité de l'enseignement Fondamental au Mali: Quels Enseignements? Rapport d'évaluation Diagnostique au Mali 2011/2012*. Available at <http://www.confemen.org/wp-content/uploads/2015/04/Rapport-Mali-VF-février2015.pdf>
- PASEC. 2012. *Évaluation Diagnostique de l'école Primaire: Pistes D'actions Pour Une Amélioration de la Qualité*. Available at http://www.confemen.org/wp-content/uploads/2013/09/RAPPORT_CI-final.pdf
- Piper, B. 2010. *Ethiopia Early Grade Reading Assessment: Regional Findings Annex*.
- Piper, B. 2009. *Integrated Education Program. Impact Study of SMRS Using Early Grade Reading Assessment in Three Provinces in South Africa*. Available at https://www.eddataglobal.org/courses/survey/resources/Handout_3_FINAL_RSA_SMR_S_EGRA_Impact_Study.pdf
- Piper, B., and M. Korda. 2010. *EGRA Plus: Liberia. Program Evaluation Report*.
- Piper, B., RTI International, and East African Development Consultants. 2010. *2010 Kenya Early Grade Reading Assessment Findings Report*.
- Pouzevara, S., M. Costello, and O. Banda. 2013a. *Malawi Teacher Professional Development Support (MTPDS): Malawi Reading Intervention Early Grade Reading Assessment (EGRA). Final Assessment—2012*. Available at http://pdf.usaid.gov/pdf_docs/PA00JB9Q.pdf
- Pouzevara, S., M. Costello, and O. Banda. 2013b. *Malawi Teacher Professional Development Support (MTPDS): Malawi National Early Grade Reading Assessment (EGRA). Final Assessment. November 2012*.
- Pouzevara, S., M. Sock, and A. Ndiaye. 2010. *Evaluation des Compétences Fondamentales en Lecture au Sénégal: Rapport d'Analyse (Early Grade Reading Assessment in Senegal: Analysis Report)*. Available at <https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=250>
- Rahelimanantsoa, V., and L. Grillet. 2005. *Diagnostic de la qualité de l'enseignement primaire au Bénin*.

- Raupp, M., B. Newman, and C. Lauchande, C. 2015. *Impact Evaluation for the USAID/Aprender a Ler Project in Mozambique. Year 2 (Midline 2) IE/RCT*. Available at http://pdf.usaid.gov/pdf_docs/PA00KB79.pdf
- Raupp, M., B. Newman, and L. Reves. 2013. *Impact Evaluation for the USAID/Aprender a Ler Project in Mozambique. Baseline Report*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=483>
- Rhodwell, C. 2013. *Read to Succeed: Baseline Survey Report*. Lusaka, Zambia: GLOW Consultancy and Creative Associates.
- Room to Read. 2013. *Global Monitoring Report*. Available at <http://www.roomtoread.org/document.doc?id=1268>
- RTI International. 2015a. *Nigeria Reading and Access Research Activity: Results of the 2014 Baseline Data Collection in Government Primary Schools in Bauchi and Sokoto States*. Available at <https://www.eddataglobal.org/countries/index.cfm?fuseaction=pubDetail&ID=800>
- RTI International. 2015b. *The Primary Math and Reading (PRIMR) Initiative DFID/KENYA Rural Expansion Programme. Bungoma and Machakos Endline Study*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&id=806>
- RTI International. 2014a. *USAID/Kenya Primary Math and Reading (PRIMR) Initiative: Final Report*. Available at <http://plan4learning.iiep.unesco.org/en/notice/T1428587986>
- RTI International. 2014b. *Ethiopia 2014 Early Grade Reading Assessment. Report of Findings. Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA)*.
- RTI International. 2013a. *USAID/Uganda School Health and Reading Program. The Status of Early Grade Reading and Support to Primary School Teachers to Teach Reading in Uganda*.
- RTI International. 2013b. *Liberian Teacher Training Program (LTTP). Midterm Assessment of the Impact of Early Grade Reading and Math Interventions*. Available at http://pdf.usaid.gov/pdf_docs/PA00JNC4.pdf
- RTI International. 2013c. *National Baseline Assessment for the 3Rs (Reading, Writing, and Arithmetic) Using EGRA, EGMA, and SSME in Tanzania. Sampling Plan*.
- RTI International. 2012a. *The Primary Math and Reading (PRIMR) Initiative Baseline Report*. Available at http://pdf.usaid.gov/pdf_docs/pa00hx75.pdf
- RTI International. 2012b. *Liberian Teacher Training Program (LTTP). Interim Assessment Report*. Available at http://pdf.usaid.gov/pdf_docs/PA00JNC4.pdf
- RTI International. 2011a. *EGRA Plus: Liberia. Quarterly Progress Report: October 2010–January 2011*. Available at http://pdf.usaid.gov/pdf_docs/pdacw023.pdf

- RTI International. 2011b. *Nigeria Northern Education Initiative (NEI) Results of the Early Grade Reading Assessment (EGRA) in English: Bauchi and Sokoto States*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=514>.
- RTI International. 2011c. *Task Order 7: NALAP Formative Evaluation Report, Ghana*. Available at http://pdf.usaid.gov/pdf_docs/pdacu018.pdf
- RTI International. 2011d. *PAQUED: DRC. Baseline Report, Early Grade Reading Assessment (EGRA)*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=410>
- RTI International. 2011e. *Liberian Teacher Training Program (LTTP). Baseline Assessment Report*.
- RTI International. 2011f. *Results of the 2013 Early Grade Reading and Early Grade Mathematics Assessments (EGRA and EGMA). Bauchi and Sokoto States*. Available at <https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=514>
- RTI International. 2011g. *Results of the Early Grade Reading Assessment (EGRA) in Hausa in Sokoto State*. Nigeria Northern Education Initiative (NEI). Available at <http://plan4learning.iiep.unesco.org/en/notice/T1428319330>
- RTI International. 2009a. *Evaluation des Compétences Fondamentales en Lecture des Elèves de 2ème Ecoles Bamanankan, Bomu, Fulfuldé Et Songhoï du Premier Cycle de L'Enseignement Fondamental*.
- RTI International. 2009b. *Evaluation Initiale des Competences Fondamentales en Lecture-Ecriture Basee sur l'utilisation de l'outil (EGRA) Adapte en Français et en Arabe au Mali*.
- SACMEQ (Southern and Eastern Africa Consortium for Monitoring Educational Quality). 2011. *Trends in Achievement Levels of Standard 6 Pupils in Kenya*. Available at <http://www.sacmeq.org/?q=sacmeq-members/kenya/sacmeq-reports>
- Save the Children. 2013. *Beyond School Walls: A Boost for Readers*. Available at http://www.savethechildren.org/atf/cf/%7B9def2ebe-10ae-432c-9bd0-df91d2eba74a%7D/BEYOND_SCHOOL_WALLS_LITERACY_BOOST_2013.PDF
- Save the Children. 2012. *Literacy Boost Results Ethiopia*. Available at https://www.eddataglobal.org/documents/index.cfm/LB_Ethiopia_Yr_2_results.pdf?fuseaction=throwpub&ID=464
- Save the Children. 2011a. *Literacy Boost Results: Mozambique*. Available at https://www.eddataglobal.org/documents/index.cfm/LB_Mozambique_Yr_1_final%5B1%5D.pdf?fuseaction=throwpub&ID=471
- Save the Children. 2011b. *Literacy Boost Results: Malawi, Year 2*. Available at <http://resourcecentre.savethechildren.se/library/save-childrens-literacy-boost-results-malawi-year-2>
- Save the Children. 2011c. *Literacy Boost Community Action. Creating a Culture of Reading Outside School Walls*. Available at <http://resourcecentre.savethechildren.se/sites/default/files/documents/6869.pdf>

- School-to-School International. 2015. *TZ21 Endline Evaluation Report: Evaluation Conducted in Zanzibar, Mtwara, and Lindi*. Available at http://pdf.usaid.gov/pdf_docs/PA00KC5B.pdf
- Schuh Moore, A., J. DeStefano, and E. Adelman. 2010. *Using Opportunity to Learn and Early Grade Reading Fluency to Measure School Effectiveness in Ethiopia, Guatemala, Honduras, and Nepal*. USAID Working Paper. Available at http://www.equip123.net/docs/e2-School_Effectiveness-Synthesis.pdf
- Simons, K.A. 2012. *Draft for Consultation: Learning Metrics Task Force*. Discussion document #1: Multi Country Assessments of Learning. Brookings Institution, Center for Universal Education. Available at http://www.brookings.edu/~media/Centers/universal%20education/global%20compact%20on%20learning/LMTF_Paper_1_Multi_Country_Assmts_6_July.pdf
- Spratt, J., S. King, and J. Bulat. 2013. *Independent Evaluation of the Effectiveness of Institut pour l'Education Populaire's "Read-Learn-Lead" (RLL) Program in Mali. Endline Report*. Available at https://www.rti.org/pubs/mali_rll_eval_endline_report.pdf
- Sprenger-Charolles, L. 2008. *Early Grade Reading Assessment (EGRA). Results from Senegalese Primary School Students Learning to Read in French and in Wolof—Report for the World Bank*. Available at http://pdf.usaid.gov/pdf_docs/Pnndl691.pdf
- Torrente, C., J.L. Aber, and A. Shivshanker. 2011. *Opportunities for Equitable Access to Quality Based Education (OPEQ). Baseline Report: Results from the Early Grade Reading Assessment, the Early Grade Math Assessment, and Children's Demographic Data in Katanga Province, Democratic Republic of Congo*. Available at http://steinhardt.nyu.edu/scmsAdmin/media/users/eez206/OPEQ/OPEQ_Baseline_Report_EGRA_EGMA_2011_FINAL.pdf
- Trudell, B., Bloch, C., A.J. Dowd, and B. Piper. 2012a. *Association on Education and Training in Africa: Early Grade Literacy in African Classrooms: Lessons Learned and Future Directions*. Available at http://www.adeanet.org/triennale/Triennalestudies/subtheme1/1_5_04_TRUDELL_en.pdf
- Trudell, B., A. Dowd, B. Piper, and C. Bloch. 2012b. *Triennale on Education and Training in Africa—Early Grade Literacy in African Classrooms: Lessons Learned and Future Directions. Ouagadougou: Association for the Development of Education in Africa (ADEA)*. Available at http://www.adeanet.org/triennale/Triennalestudies/subtheme1/1_5_04_TRUDELL_en.pdf
- UIS (United Nations Educational, Scientific, and Cultural Organization [UNESCO] Institute for Statistics). 2015. UIS stat data query. Available at <http://data.uis.unesco.org>
- UNESCO (United Nations Educational, Scientific, and Cultural Organization). 2013a. *The State of Education Series: Literacy: A Global Report* March 2013. Available at <http://www.uis.unesco.org/Education/Documents/literacy-statistics-trends-1985-2015.pdf>

- UNESCO (United Nations Educational, Scientific, and Cultural Organization). 2013b. *Adult and Youth Literacy: National, Regional, and Global Trends, 1985–2015*. Available at <http://www.uis.unesco.org/Education/Documents/literacy-statistics-trends-1985-2015.pdf>
- USAID (U.S. Agency for International Development). 2013a. Results of the 2013 Early Grade Reading and Early Grade Mathematics Assessments (EGRA & EGMA) in Bauchi State. Available at <http://plan4learning.iiep.unesco.org/en/notice/T1428316099>
- USAID (U.S. Agency for International Development). 2013b. Results of the 2013 Early Grade Reading and Early Grade Mathematics Assessments (EGRA & EGMA) in Sokoto State. Available at <http://plan4learning.iiep.unesco.org/en/notice/T1428316644>
- Uwezo. 2013. *Are Our Children Learning? Literacy and Numeracy Across East Africa*. Available at <http://www.uwezo.net/wp-content/uploads/2012/08/2013-Annual-Report-Final-Web-version.pdf>
- Uwezo. 2012. *Citizen-Led Basic Learning Assessments for Children: An Innovative Approach*. Available at http://www.worldbank.org/content/dam/Worldbank/Event/education/2013_Citizen-led%20Learning%20Assessments%20Oct%2030.pdf
- Varly, P., C. Cummiskey, T. Kline, and L. Randolph. 2014. *Ghana 2013 National Education Assessment Technical Report*. Available at https://www.eddataglobal.org/documents/index.cfm/2013%20NEA%20Technical%20Report_15May2014_wRecs.pdf?fuseaction=throwpub&ID=570
- Wagner, D. 2011. *Smaller, Quicker, Cheaper: Improving Learning Assessments for Developing Countries*. Available at <http://www.literacy.org/sites/literacy.org/files/publications/213663e.pdf>
- Woldehanna, T., R. Gudisa, Y. Tafere, and A. Pankhurst. 2011. *Understanding Changes in the Lives of Poor Children: Initial Findings from Ethiopia*. Available at http://www.younglives.org.uk/publications/CR/understanding-changes-lives-poor-children-CR-Ethiopia/round-3-survey-report_ethiopia
- World Bank. 2015. *UG Teacher and School Effectiveness Project: Implementation Status & Results Report*. Available at http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/AFR/2015/05/29/090224b082edb159/1_0/Rendered/PDF/Uganda000UG0Te0Report000Sequence002.pdf
- World Bank. 2014. *Are Zambia's Children Learning?* Available at <http://www.worldbank.org/en/news/feature/2014/05/13/are-zambias-children-learning>
- World Vision International. 2015. *Literacy Boost: Creating Strong Literacy Foundations for Early Grade Learners*. Available at <http://www.wvi.org/education-and-life-skills/publication/literacy-boost-0>

Annex A. Status of Early Grade Reading Assessments in Select African Countries

Matrix Notes

Overview

The matrix created for this study contains information about all early grade reading assessments conducted over the past decade across 20 selected sub-Saharan African countries. This matrix consists of the following three worksheets:

- **EGRA Overview:** This worksheet provides an overview of all Early Grade Reading Assessments (EGRAs) conducted in these countries over the past decade. Each row in this worksheet corresponds to a single study. If the study is longitudinal and contains multiple time points, then this information is noted in the Repeated Measures column.
- **Non-EGRA Overview:** This worksheet provides an overview of all non-EGRAs (e.g., Uwezo, the Annual Status of Education Report [ASER], the Southern and Eastern Africa Consortium for Monitoring Educational Quality Analysis [SACMEC]). Another example of a non-EGRA is the Analysis Programme of the CONFEMEN (La Conférence des Ministres de l'Éducation des pays ayant le français en partage, the Conference of Education Ministers of Countries Using French in Common) Education Systems (PASEC). In this worksheet, each row corresponds to a particular administration of a given assessment for a given country.
- **EGRA Scores:** This worksheet provides information from the EGRA Overview worksheet and the zero scores on the Oral Reading Fluency (ORF) subtask, whenever possible. If the ORF zero scores were not reported, then a replacement score (such as correct words per minute or an effect size) is reported in the Notes column of the EGRA Scores worksheet.

Column Headers and Explanations

The following column headers are used in the previously mentioned worksheets and are described as follows:

#

Unique numbers for listing each identified assessment. The format for the text under this column is X.N, where X is unique for each country, and N is unique for each project or assessment.

Assessment

The assessment used for measuring early grade reading.

Country

The name of the country where the assessment was administered.

Grades

A bullet or “X” is included for each grade that was assessed as a part of each given EGRA. A “+” sign indicates that EGRA was administered to pupils in grade 5 and higher.

Languages

Languages of assessment are categorized into International and Local columns. There are four options for international languages: French, English, Arabic, and Portuguese. Currently, the total number of local languages assessed, as opposed to specific languages, is included in the matrix.

Notes

Additional notes for any important information that is not captured in the matrix.

Repeated Measures

The designation of multiple, related assessments conducted in a single country. Coding options are as follows: baseline (b), midline (m), endline (e), as well as b/m, b/m/e, b/e, or m/e.

Sample

The total sample size of assessed pupils for each EGRA.

Scope

The purpose of the scope of the assessment. The coding options are as follows: Na (national-level assessment), Pr (program evaluation assessment), and Di (diagnostic assessment [e.g., classroom based]).

Subtasks

A list of subtasks assessed.

Reading Scores

Subtasks vary across countries and administrations. The most consistently reported scores are for ORF (correct words per minute). Although no scores are directly comparable across languages and/or countries and are not comparable across different assessments, zero scores can at least provide a direct measure of the proportion of pupils who are unable to correctly read a single word on a connected text passage. These scores are included for illustrative purposes, but they do provide information regarding relative achievement across countries.

Reports

The author and year when the report or publication was published that describes the EGRA implementation and results.

Year

The year when EGRA data were collected.

Annex B. Matrices

EGRA Overview

#	Country	Assessment	Year	Repeated Measures	Scope	Grades					Sample	Languages	
						1	2	3	4	+		Int'l	Local
1.01	Benin	EGRA	2015				•		•		2,500	French	
2.01	Ivory Coast	EGRA											
3.01	Djibouti	EGRA											
4.01	DRC	EGRA	2010/2012/2014	Baseline/ midline/ endline	Pr		•		•	•	5,616	French	
4.02	DRC	EGRA	2013	Baseline/ midline/ endline	Pr						~500	French	
4.03	DRC	EGRA	2011/2012	Baseline/ midline	Pr		•	•	•		4,956	French	
4.04	DRC	EGRA	2015	Baseline	Pr						4,920	French	3
5.01	Ethiopia	EGRA	2008		Na			•			4,600		1
5.02	Ethiopia	EGRA	2009		Na	•	•	•			2,000		
5.03	Ethiopia	EGRA	2010		Na		•	•			13,079		6
5.04	Ethiopia	EGRA	2012		Pr			•			317		1
5.05	Ethiopia	EGRA	2013	Baseline/ midline/ endline	Pr						~500		1
5.06	Ethiopia	EGRA	2014		Pr		•	•			1,000		2
6.01	Ghana	EGRA	2009		Na			•	•		1,700	English	
6.02	Ghana	EGRA	2011		Di		•				132		3
6.03	Ghana	EGRA	2013		Na		•				7923	English	11
6.04	Ghana	EGRA	2014		Di	•					222	English	2
6.05	Ghana	EGRA	2015		Na			•			8,700	English	11
7.01	Kenya	EGRA	2009		Di			•			2,000	English	3
7.02	Kenya	EGRA	2011		Na						6,400	English	1
7.03	Kenya	EGRA	2012/2013	Baseline	Pr	•	•				4,385	English	1
7.04	Kenya	EGRA	2013/2014	Baseline/ midline/ endline	Pr	•	•				3,408	English	1
7.05	Kenya	EGRA	2013	Baseline/ midline/ endline	Pr						~500	English	1
8.01	Liberia	EGRA	2008		Di		•	•			836	English	
8.02	Liberia	EGRA	2009		Di			•	•		835	English	
8.03	Liberia	EGRA	2008/2009/2010	Baseline/ midline/ endline	Pr		•	•			2,957	English	
8.04	Liberia	EGRA	2009/2010/2011	Baseline/ midline/ endline	Pr						17,816	English	
8.05	Liberia	EGRA	2011/2013/2015	Baseline/ midline/ endline	Pr	•	•	•			2,688	English	
8.06	Liberia	EGRA	2014		Di		•	•				English	
9.01	Malawi	EGRA	2009/2010	Baseline/ endline	Pr		•		•		612	English	
9.02	Malawi	EGRA	2010/2011/2012	Baseline/ midline/ endline	Na/Pr		•		•		5,240		1
9.03	Malawi	EGRA	2014		Di	•	•	•			1,980	English	1
10.01	Mali	EGRA	2007		Pr	•					1,295	French	1

#	Country	Assessment	Year	Repeated Measures	Scope	Grades					Sample	Languages	
						1	2	3	4	+		Int'l	Local
10.02	Mali	EGRA	2009		Di		•				1,965	French	4
10.03	Mali	EGRA	2009/2010/2011/ 2012	Baseline/ midline/ midline/ endline	Pr	•	•	•			5,307		4
10.04	Mali	EGRA	2009		Di		•		•	•	1,000	French	1
10.04a	Mali	EGRA	2011/2013	Midline/ endline	Pr		•	•	•		1,000	French	
10.04b	Mali	EGRA	2014	Endline	Pr	•					200	French	1
10.05	Mali	EGRA	2010	Baseline	Di			•			600	French	2
10.06	Mali	EGRA	2010	Baseline	Pr			•			1,200	French	2
10.07	Mali	EGRA	2012		Pr		•		•		551	French	
10.08	Mali	EGRA	2015	Baseline	Na		•		•		2,800	French	1
11.01	Mozambique	EGRA	2010		Na			•			631	Portuguese	
11.02	Mozambique	EGRA	2011		Na							Portuguese	
11.03	Mozambique	EGRA	2013	Baseline/ midline/ endline	Pr						400	Portuguese	
11.04	Mozambique	EGRA	2013/2014/2015	Baseline/ midline/ endline	Pr		•	•			3,598	Portuguese	
12.01	Nigeria	EGRA	2010		Na		•		•		6,240	English	
12.02	Nigeria	EGRA	2010		Di				•		1,800	English	
12.03	Nigeria	EGRA	2011		Di			•			4,023		1
12.04	Nigeria	EGRA	2013		Pr		•	•			3,555		
12.05	Nigeria	EGRA	2014/2015	Baseline/ endline	Pr		•				1,395		1
12.06	Nigeria	EGRA	2011/2012/2014	Baseline/ midline/ endline	Pr	•					300	English	
13.01	Rwanda	EGRA	2011		Na				•	•	840	English	1
13.02	Rwanda	EGRA	2014		Pr			•		•	1,799		
13.03	Rwanda	EGRA	2014		Pr						1,216		1
14.01	Senegal	EGRA	2007		Di	•	•	•			688	French	1
14.02	Senegal	EGRA	2009		Di			•			687	French	2
14.03	Senegal	EGRA	2010		Di							French	
14.04	Senegal	EGRA	2012/2013	Baseline/ endline	Pr						332	French	
15.01	Somalia	EGRA	2013	Baseline	Di		•	•	•				1
15.02	Somalia	EGRA	2013	Baseline/ midline/ endline	Pr		•	•	•		400		1
16.01	South Africa	EGRA	2007		Di						400	English	5
16.02	South Africa	EGRA	2009		Pr	•					650		3
17.01	South Sudan	EGRA	2013	Baseline	Pr						560	English	
18.01	Tanzania	EGRA	2012/2013/2014	Baseline/ midline/ endline	Pr		•				1,200	English	1
18.02	Tanzania	EGRA	2013		Na		•				2,266	English	1
18.03	Tanzania	EGRA	2014		Pr						960		1

#	Country	Assessment	Year	Repeated Measures	Scope	Grades					Sample	Languages	
						1	2	3	4	+		Int'l	Local
18.04	Tanzania	EGRA	2013	Baseline/ midline/ endline	Pr						400		1
19.01	Uganda	EGRA	2009		Di		•	•			1,926	English	2
19.02	Uganda	EGRA	2010/2012	Baseline/ midline	Pr	•	•	•			533		1
19.03	Uganda	EGRA	2013		Pr	•		•			10,007	English	4
19.04	Uganda	EGRA	2014	Baseline	Di							English	10
20.01	Zambia	EGRA	2011		Di		•	•			800		1
20.02	Zambia	EGRA	2012	Baseline	Pr		•	•			4,000	English	3
20.03	Zambia	EGRA	2013	Baseline	Pr		•						
20.04	Zambia	EGRA	2014		Na		•				8,500		7

Subtasks	Report 1	Report 2	Report 3	Notes
	N/A			In progress
	N/A			No EGRAs to date
	N/A			No EGRAs to date
Vocabulary, Letter Sound Knowledge, Phonemic Awareness, Familiar Word Reading, Invented Word, ORF, Reading Comprehension, Listening Comprehension, Writing	(RTI International, 2011d)	(Bulat et al., 2012)	(Bulat et al., 2014)	
CLSPM, CNONWPM, ORF	(Coffey International Development Ltd., 2015)			Only baseline completed
Vocabulary, Initial Sounds, Graphemes, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Writing	(Torrente et al., 2011)	(Torrente et al., 2011)		
Productive Oral Language, Receptive Oral Language, Letter Sound Recognition, Familiar Word Reading, Unfamiliar Word Reading, ORF, Reading Comprehension, Number Identification, Quantity Discrimination, Missing Number, Word Problems, Addition\ and Subtraction Problems, Spatial Reasoning	N/A			In progress
Concepts About Print, Letter Name Knowledge, Passage Reading and Comprehension	(Schuh Moore et al., 2010)			
Letter Name Knowledge, Familiar Word Reading, Passage Reading and Comprehension	(Woldehanna et al., 2011)	(Woldehanna et al., 2011)		
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	(Piper, 2010). <i>Ethiopia Early Grade Reading Assessment: Regional Findings Annex.</i>	(Piper, 2010)		
	(Piper, 2010)			
CLSPM, CNONWPM, ORF	(Coffey International Development Ltd., 2015)			Only baseline completed
Letter Sound Knowledge, Phonemic Awareness (Phoneme Segmentation), Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading, Reading Comprehension, Listening Comprehension	(RTI International, 2014b)			
Letter Name Knowledge, Passage Reading and Comprehension	(Cloutier, 2010)			
Letter Sound Knowledge, Familiar Word Reading, Passage Reading and Comprehension, Listening Comprehension	(RTI International, 2011c)			
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	(Kochetkova and Brombacher, 2014)			

Subtasks	Report 1	Report 2	Report 3	Notes
Akuapem Twi: Non-Words, Oral Reading, Reading Comprehension, Listening Comprehension English: Oral Vocabulary, Listening Comprehension	N/A			Report not yet available
Letter Sound Knowledge, Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension	N/A			In planning
For all 4 languages: Letter Name Knowledge, Phonemic Awareness (Initial Sound Identification), Letter Sound Knowledge, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension	(Piper et al., 2010)	(Gove and Cvelich, 2011)		
Letter Sound Knowledge, Unfamiliar Word Reading, Passage Reading and Comprehension	No report; Microsoft Excel file only			
(Kiswahili and English): Letter Sound Knowledge, Onward Reading, Timed Passage Reading and Timed Comprehension, Untimed Passage Reading and Untimed Comprehension, Listening Comprehension (Kiswahili only)	(RTI International, 2014a)			Both 7.03 and 7.04 are PRIMR
English: Letter Sound Knowledge, Unfamiliar Word, ORF, Reading Comprehension, Silent Reading Passage, Silent Reading Comprehension, Student Context Interview. Kiswahili: Letter Sounds, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension, Silent Reading, Silent Reading Comprehension	(RTI International, 2015b)	(RTI International, 2012a)		
CLSPM, CNONWPM, ORF	(Coffey International Development Ltd., 2015)			Only baseline completed
Phonemic Awareness, Listening Comprehension, Letter Names, Familiar Words, ORF, Non-Words, Reading Comprehension	(Crouch and Korda, 2008)			
Letter Name Knowledge, Passage Reading and Comprehension	(Cloutier, 2010)			
Orientation to Print, Letter Name Knowledge, Phonemic Awareness, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension	(Piper and Korda, 2010)	(RTI International, 2011a)	(RTI International, 2011a)	
Reading: Letter Knowledge, Non-Word Decoding, Passage Reading and Comprehension, Listening Comprehension, and Dictations	(EDC, 2012)			
Letter Naming, Phonemic Awareness, Family Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension	(RTI International, 2011e)	(RTI International, 2013b)	(RTI International, 2012b)	
Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension	(Concern Worldwide, 2014)			
Letter Knowledge, Phonemic Awareness, ORF, Vocabulary, Comprehension	(Save the Children, 2011b)	(Dowd and Mabetia, 2011)	(Dowd et al., 2010)	

Subtasks	Report 1	Report 2	Report 3	Notes
Letters, Syllable Segmentation, Initial Sound, Syllable Reading, Familiar Words, Non-Words, ORF, Reading Comprehension, Listening Comprehension	(Pouezevara et al., 2013)	(Pouezevara et al., 2013)		
Chichewa: Letter Name Knowledge, Phonemic Awareness (Initial Sounds), Syllable Decoding, Familiar Words, ORF, Reading Comprehension English: Letter Names, Phonemic Awareness (Initial Sounds), Familiar Words, Oral Reading, Reading Comprehension	N/A			In progress
	(Mitton, 2008)			
Concepts About Reading, Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	(RTI International, 2009a)			
Initial Sound Identification, Listening Comprehension, Letter Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension	(Spratt et al., 2013)			
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	(RTI International, 2009b)			PHARE
Phonemic Awareness (Initial Sound Identification), Letter Name and Letter Sound Knowledge, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension, Dictation (Sentence and Invented Words)	N/A			PHARE (no report; coup d'état)
Balanced Literacy: Decoding, Encoding, Vocabulary, Writing, Guided Reading	(EDC, 2015b)			PHARE (related)
Concepts About Print, Letters, Words, Fluency, and Comprehension	(Save the Children, 2011c)			Mention of Mali
Letter Knowledge, Invented Words, Familiar Words, Passage Reading and Comprehension Other components: Student Background, Home Educational Background, Concepts About Print	(Save the Children, 2011c)			Mention of Mali
	N/A			No report; coup d'état
Letter Sound, Familiar Words, Non-Words, Reading Comprehension, Oral Reading Passage, French Oral Vocabulary, Classroom Observation, Teacher Reading Skills Passage and Student Questionnaire	N/A			In progress
Oral Vocabulary, letters, CAP, reading fluency, comprehension	(Aldeman et al., 2011)			
Provinha Assessment Tool	(Gardner, 2012)			
CLSPM, CNONWPM, ORF	(Coffey International Development Ltd., 2015)			Only baseline completed

Subtasks	Report 1	Report 2	Report 3	Notes
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	(Raupp et al., 2013)	(Raupp et al., 2015)		
Letter Naming, Word Reading, ORF and Reading Comprehension (some tasks were the same as the NEI-administered EGRA in English [see below])	(Independent Commission for Aid Impact, 2012)			
Letter Name Reading, Familiar Words, Non-Words, Passage Reading (ORF) and Comprehension	(RTI International, 2011b)			
Letter Sound Identification, Phonemic Awareness, Syllable, Familiar Words, Non-Words Decoding, ORF, Reading Comprehension, Listening Comprehension	(RTI International, 2011b)	(RTI International, 2011g)		
	(RTI International, 2011f)	(USAID, 2013)	(USAID, 2013)	
Letter Sounds, Non-Word Reading, ORF, Reading Comprehension, Listening Comprehension, Dictation (Letter and Word)	(RTI International, 2015a)			
Letter Name Knowledge, Initial Sound Identification, Letter Sound Knowledge, Familiar Word Reading, Invented Word Decoding, Oral Passage Reading, Reading Comprehension, Listening Comprehension, Dictation, Student Context Interview	(Inaja et al., 2013)	(Jolly Learning, 2013)		
Phonemic Awareness, Letter Sound Knowledge, Familiar Words, Invented Words, ORF, Reading comprehension, Listening Comprehension	(DeStefano et al., 2012)			
ORF and Reading Comprehension	N/A			Look up USAID/EDC
Common Vocabulary, Alphabet Recitation, Letter Reading, Letter Sounds, Blends, Concepts About Print, Invented Words, Familiar Words, ORF, Reading Comprehension	N/A			Look up USAID/EDC
For both languages: Phonemic Awareness (Syllable Segmentation), Letter Knowledge (Name or Sound), Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension, Dictation	(Sprenger-Charolles, 2008)			
Letter Identification, Invented Words, ORF, Reading Comprehension	(Pouezevara et al., 2010)			
	(Cloutier, 2010)			
ORF and Reading Comprehension	(EDC, 2015a)			
ORF and Reading Comprehension	(Concern Worldwide, 2014)			

Subtasks	Report 1	Report 2	Report 3	Notes
Letter Sounds, Invented Words, 2 ORF, Reading Comprehension	(Coffey International Development Ltd., 2015)			Only baseline completed
	(Gove and Wetterberg, 2011)			
Letter Sound Recognition, Word Recognition, Reading Simple Passage and Comprehension	(Piper, 2009)			
Listening Comprehension, Letter Naming, Letter Sounds, Familiar Words, ORF, Reading Comprehension, Dictation	N/A			No report available
Letter Name Recognition, Phonemic Awareness, Invented Word Decoding, Reading a Passage and Comprehension, Oral Passage Comprehension	(School-to-School International, 2015)			
Syllable Sounds, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Words), Dictation (Sentence)	(Brombacher et al., 2014)	(RTI International, 2013c)		
Oral Reading Comprehension, Oral Reading, Non-Word Reading	(Brombacher et al., 2015a)			with DataVision
CLSPM, CNONWPM, ORF	(Coffey International Development Ltd., 2015)			Only baseline completed
Letter Naming Fluency, Phonemic Awareness, Letter Sound Fluency, Familiar Word, Unfamiliar Word, ORF, Reading Comprehension	(Piper, 2010)			
Concepts About Print, Letter Awareness, Most Used Words, Reading Fluency and Accuracy, Reading or Oral Comprehension Questions	(Guajardo, 2012)	(Friedlander et al., 2010)		Literacy Boost
Letter Sounds, Syllable Segmentation, Non-Word, ORF, Passage Comprehension, Listening Comprehension, Vocabulary (English only)	(RTI International, 2013c)			
	(World Bank, 2015)			In progress
Letter Sound Knowledge, Unfamiliar Word Reading, ORF, Reading Comprehension, Listening Comprehension	(Collins et al., 2012)			
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension; English Vocabulary (in Central, Copperbelt, Muchinga, Southern), Orientation to Print	(Rhodwell, 2013)			Midline completed, but the report is not yet available
	(Falconer-Stout and Kalimaposo, 2014)			Unable to find the baseline report
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	(Brombacher et al., 2015b).			

Non-EGRA Overview

#	Assessment	Country	Year	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
1.02	PASEC	Benin	2004/2005	Na		•		•			French	
1.02	PASEC	Benin	2014	Na		•			•		French	
2.02	PASEC	Cote d'Ivoire	2009	Na		•		•		3,805	French	
2.02	PASEC	Cote d'Ivoire	2014	Na		•			•		French	
4.05	PASEC	DRC	2010	Na		•		•		~4,624	French	
4.05	PASEC	DRC	2014	Na		•			•		French	
6.06	Ghana National Education Assessment	Ghana	2005	Na			•		•		English	
6.06	Ghana National Education Assessment	Ghana	2008	Na			•		•		English	
6.06	Ghana National Education Assessment	Ghana	2009	Na			•		•		English	
6.06	Ghana National Education Assessment	Ghana	2010	Na			•		•		English	
6.06	Ghana National Education Assessment	Ghana	2011	Na			•		•	60,000	English	
6.06	Ghana National Education Assessment	Ghana	2013	Na			•		•	36,905	English	
6.07	National Literacy Acceleration Program	Ghana	2009	Na	•	•	•			6,582		Akwapim Twi, Asante Twi, Dagaare, Dagbani, Dangme, Ewe, Fante, Ga, Gonja, Kasem, Nzema
7.06	ASER, Uwezo	Kenya	2009	70 districts	•	•	•	•	•	74,781	English	Kiswahili
7.06	ASER, Uwezo	Kenya	2011	Na	•	•	•	•	•	131,971	English	Kiswahili
7.06	ASER, Uwezo	Kenya	2012	Na	•	•	•	•	•	145,564	English	Kiswahili
7.07	SACMEQ III	Kenya	2007	Na					•	4,436	English	
7.07	SACMEQ IV	Kenya	2013	Na								
7.08	Literacy Boost	Kenya	2011	Pr								

#	Assessment	Country	Year	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
9.04	SACMEQ III	Malawi	2007	Na					•	2,781	English	
9.04	SACMEQ IV	Malawi	2013	Na								
10.09	ASER, Beekungo	Mali	2012	Di	•	•	•	•	•	23,149	French	Bamanankan, Bomu, Fulfulde
10.09	ASER, Beekungo	Mali	2013	Di								
10.1	PASEC	Mali	2011/2012	Na		•		•			French	
10.11	Literacy Boost	Mali	2015	Pr								
11.05	SACMEQ III	Mozambique	2007	Na					•	3,360	English	
11.05	SACMEQ IV	Mozambique	2013	Na								
11.06	Literacy Boost	Mozambique	2008	Pr	•	•	•	•		7,800	Portuguese	
11.06	Literacy Boost	Mozambique	2009	Pr			•					
12.07	Nigeria Education Data Survey	Nigeria	2010	Na							English	
13.04	Literacy Boost	Rwanda	2013	Pr	•					2,118		Kinyarwanda
13.05	Learning Assessment in Rwandan Schools (LARS)	Rwanda	2011	Na			•					
13.05	Learning Assessment in Rwandan Schools (LARS)	Rwanda	2014	Na								
14.05	ASER, Jangandoo	Senegal	2012	Di	•	•	•	•	•	1,605	French	Wolof, Pulaar
14.06	PASEC	Senegal	2006/2007	Na		•		•			French	
14.06	PASEC	Senegal	2014	Na		•			•		French	
16.03	SACMEQ III	South Africa	2007	Na					•	9,071	English	
16.03	SACMEQ IV	South Africa	2013	Na								
16.04	Literacy Boost	South Africa	2015	Pr								
16.05	Annual National Assessment	South Africa	2011	Na			•		•			
16.05	Annual National Assessment	South Africa	2012	Na			•		•			
16.05	Annual National Assessment	South Africa	2013	Na			•		•			
16.05	Annual National Assessment	South Africa	2014	Na			•		•			
16.06	Room to Read	South Africa	2013	Pr	•							
18.05	ASER, Uwezo	Tanzania	2010	42 districts	•	•	•	•	•	35,540	English	Kiswahili
18.05	ASER, Uwezo	Tanzania	2011	Na	•	•	•	•	•	114,761	English	Kiswahili
18.05	ASER, Uwezo	Tanzania	2012	Na	•	•	•	•	•	105,352	English	Kiswahili
18.06	SACMEQ III	Tanzania	2007	Na					•	4,194	English	
18.06	SACMEQ IV	Tanzania	2013	Na								

#	Assessment	Country	Year	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
19.05	ASER, Uwezo	Uganda	2010	27 districts	•	•	•	•	•	32,768	English	
19.05	ASER, Uwezo	Uganda	2011	Na	•	•	•	•	•	101,652	English	
19.05	ASER, Uwezo	Uganda	2012	Na	•	•	•	•	•	92,188	English	
19.06	SACMEQ III	Uganda	2007	Na					•	2,642		
19.06	SACMEQ IV	Uganda	2013	Na								
20.05	SACMEQ III	Zambia	2007	Na					•			
20.05	SACMEQ IV	Zambia	2013	Na								
20.06	National Assessment Survey	Zambia	2012	Na					•			
20.07	Room to Read	Zambia	2013	Pr	•							

Subtasks	Report 1	Report 2	Notes
	(Rahelimanantsoa and Grillet, 2005)		
Oral Comprehension, Reading, Writing Comprehension	Data available December 2015		Test administered at the beginning of Year 2, at the end of Year 6, and at the end of lower secondary school
	(PASEC, 2012)	(PASEC, 2012)	Year 2: n=1,899; Year 5: n=1,906
Oral Comprehension, Reading, Writing Comprehension	Data available December 2015		Test administered at the beginning of Year 2, at the end of Year 6, and at the end of lower secondary school
	(CONFEMEN, 2011)		Year 2: n=2,340; Year 5: n=2,284
Oral Comprehension, Reading, Writing Comprehension	Data available December 2015		Test administered at the beginning of Year 2, at the end of Year 6, and at the end of lower secondary school
Listening, Reading Comprehension, Writing, Grammar	(Adu, 2006)		Does not provide data on non-readers
Listening, Reading Comprehension, Writing, Grammar	N/A		Does not provide data on non-readers
Listening, Reading Comprehension, Writing, Grammar	N/A		Does not provide data on non-readers
Listening, Reading Comprehension, Writing, Grammar	N/A		Does not provide data on non-readers
Listening, Reading Comprehension, Writing, Grammar	(Cumiskey et al., 2012)		Does not provide data on non-readers
Listening, Reading Comprehension, Grammar	(Varly et al., 2014)		
3 types of assessments	(Leherr, 2009)		

Subtasks	Report 1	Report 2	Notes
Letter Knowledge, Reading a Word, Paragraph, Short Story, Comprehension	(Uwezo, 2013)		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		
Word Recognition, Sentence Completion with a Word/Phrase, Narrative and Expository Texts	(SACMEQ, 2011)		Test administered to Standard 6 pupils
	N/A		
	(Save the Children, 2013)	(World Vision, 2015)	
Word Recognition, Sentence Completion with a Word/Phrase, Narrative and Expository Texts	(Hungu, 2011)		Test administered to Standard 6 pupils
	N/A		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2012)		
	N/A		
	(PASEC, 2014)		

Subtasks	Report 1	Report 2	Notes
	Upcoming		
Word Recognition, Sentence Completion with a Word/Phrase, Narrative and Expository Texts	(Hungu, 2011)		
	N/A		
Concepts of Print, Vocabulary, Emergent Writing, Letter Knowledge, Phonological Awareness, Reading Fluency, Oral Comprehension, Writing	(Mungoi et al., 2010)	(Save the Children, 2011a)	
Identification of Letters, Phonemic Awareness, Vocabulary, Fluency, Accuracy, Comprehension, Writing	(Simons, 2012)		
	(National Population Commission (Nigeria) and RTI International, 2011)		
Identification of Letters, Read P1- Leveled Text in Local Language	(Friedlander et al., 2014)		
	N/A		
	N/A		

Subtasks	Report 1	Report 2	Notes
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2012)		
	(Le Nestour and Seydou, 2007)		
Oral Comprehension, Reading, Writing Comprehension	Data available December 2015		Test administered at the beginning of Year 2, at the end of Year 6, and at the end of lower secondary school
Word Recognition, Sentence Completion with a Word/Phrase, Narrative and Expository Texts	(Hungu, 2011)		
	N/A		
	Upcoming		
	(DBE, 2011)		
	(DBE, 2012)		
	(DBE, 2013)		
	(DBE, 2014)		
ORF	(Room to Read, 2013)		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		

Subtasks	Report 1	Report 2	Notes
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		
Word Recognition, Sentence Completion with a Word/Phrase, Narrative and Expository Texts	(Hungu, 2011)		
	N/A		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		
Letter Knowledge; Reading a Word, Paragraph, and Short Story; Comprehension	(Uwezo, 2013)		
Word Recognition, Sentence Completion with a Word/Phrase, Narrative and Expository Texts	(Hungu, 2011)		
	N/A		
	(Hungu, 2011)		
	N/A		

Subtasks	Report 1	Report 2	Notes
	N/A		
ORF	(Room to Read, 2013)		

EGRA Scores

#	Country	Year	Repeated Measures	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
1.01	Benin	2015				•		•		2,500	French	
2.01	Ivory Coast											
3.01	Djibouti											
4.01	DRC	2010	Baseline	Pr		•		•	•	5,616	French	
4.01	DRC	2010	Baseline	Pr		•		•	•	5,616	French	
4.01	DRC	2010	Baseline	Pr		•		•	•	5,616	French	
4.01	DRC	2010	Baseline	Pr		•		•	•	5,616	French	
4.01	DRC	2012	Midline	Pr		•		•		2,453	French	
4.01	DRC	2012	Midline	Pr		•		•		2,453	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.01	DRC	2014	Endline	Pr		•		•	•	5,616	French	
4.02	DRC	2013	Baseline	Pr						~500	French	
4.03	DRC	2011	Baseline	Pr		•	•	•		4,956	French	
4.03	DRC	2012	Midline	Pr		•	•	•		4,956	French	
4.04	DRC	2015	Baseline	Pr						4,920	French	3
5.01	Ethiopia	2008		Na			•			456		1
5.02	Ethiopia	2009		Na	•	•	•			1,875		
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6

#	Country	Year	Repeated Measures	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.03	Ethiopia	2010		Na		•	•			13,079		6
5.04	Ethiopia	2012		Pr			•			317		1
5.05	Ethiopia	2013	Baseline	Pr						~500		1
5.06	Ethiopia	2014		Pr		•	•			1,000		2
5.06	Ethiopia	2014		Pr		•	•			1,000		2
5.06	Ethiopia	2014		Pr		•	•			1,000		2
5.06	Ethiopia	2014		Pr		•	•			1,000		2
6.01	Ghana	2009		Na			•		•	1,700	English	
6.01	Ghana	2009		Na			•		•	1,700	English	
6.02	Ghana	2011		Di		•				52		3
6.02	Ghana	2011		Di		•				23		3
6.02	Ghana	2011		Di		•				57		3
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.03	Ghana	2013		Na		•				7,923	English	11
6.04	Ghana	2014		Di	•					222	English	2
6.05	Ghana	2015		Na			•			8,700	English	11
7.01	Kenya	2009		Di			•			2,000	English	3
7.01	Kenya	2009		Di			•			2,000	English	3
7.01	Kenya	2009		Di			•			2,000	English	3
7.01	Kenya	2009		Di			•			2,000	English	3

#	Country	Year	Repeated Measures	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
7.02	Kenya	2011		Na						6,400	English	1
7.02	Kenya	2011		Na						6,400	English	1
7.03	Kenya	2012	Baseline	Pr	•	•				4,385	English	1
7.03	Kenya	2012	Baseline	Pr	•	•				4,385	English	1
7.03	Kenya	2012	Baseline	Pr	•	•				4,385	English	1
7.03	Kenya	2012	Baseline	Pr	•	•				4,385	English	1
7.03	Kenya	2013	Baseline	Pr		•				1,580	English	1
7.03	Kenya	2013	Endline	Pr		•				1,560	English	3
7.04	Kenya	2013	Baseline	Pr	•	•				3,408	English	1
7.04	Kenya	2013	Midline	Pr	•	•				4,588	English	3
7.04	Kenya	2014	Endline	Pr	•	•				3,309– 4,588	English	3
7.04	Kenya	2014	Endline	Pr	•	•				3,309– 4,588	English	3
7.04	Kenya	2014	Endline	Pr	•	•				3,309– 4,588	English	3
7.04	Kenya	2014	Endline	Pr	•	•				3,309– 4,588	English	3
7.05	Kenya	2013	Baseline	Pr						~500	English	1
8.01	Liberia	2008		Di		•	•			836	English	
8.02	Liberia	2009		Di			•		•	835	English	
8.02	Liberia	2009		Di			•		•	835	English	
8.03	Liberia	2008	Pilot	Pr		•	•					
8.03	Liberia	2009	Midline	Pr		•	•					
8.03	Liberia	2010	Endline	Pr		•	•			2,957	English	
8.04	Liberia	2009/2010/2011	Baseline/ midline/ endline	Pr						17,816	English	
8.05	Liberia	2011	Baseline	Pr	•	•	•			2,688	English	
8.05	Liberia	2011	Baseline	Pr	•	•	•			2,688	English	
8.05	Liberia	2011	Baseline	Pr	•	•	•			2,688	English	
8.05	Liberia	2013	Midline	Pr	•	•	•			2,688	English	
8.05	Liberia	2013	Midline	Pr	•	•	•			2,688	English	
8.05	Liberia	2013	Midline	Pr	•	•	•			2,688	English	
8.05	Liberia	2015	Endline	Pr	•	•	•					
8.06	Liberia	2014		Di		•	•				English	

#	Country	Year	Repeated Measures	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
9.01	Malawi	2009	Baseline	Pr		•		•		612	English	
9.01	Malawi	2010	Endline	Pr		•		•		400	English	
9.02	Malawi	2010	Baseline	Na		•		•		2,460		1
9.02	Malawi	2010	Baseline	Na		•		•		2,460		1
9.02	Malawi	2011	Midline	Na		•		•		3,019		
9.02	Malawi	2011	Midline	Na		•		•		3,019		
9.02	Malawi	2012	Endline	Na		•		•		5,240		1
9.02	Malawi	2012	Endline	Na		•		•		5,240		1
9.03	Malawi	2014		Di	•	•	•			1,980	English	1
10.01	Mali	2007	Baseline	Pr	•					1,295	French	1
10.02	Mali	2009		Di		•				1,965		4
10.02	Mali	2009		Di		•				1,965		4
10.02	Mali	2009		Di		•				1,965		4
10.02	Mali	2009		Di		•				1,965		4
10.03	Mali	2012	Endline	Pr	•	•	•			5,307		4
10.03	Mali	2012	Endline	Pr	•	•	•			5,307		4
10.03	Mali	2012	Endline	Pr	•	•	•			5,307		4
10.03	Mali	2012	Endline	Pr	•	•	•			5,307		4
10.03	Mali	2012	Endline	Pr	•	•	•			5,307		4
10.04	Mali	2009	Baseline	Di		•		•	•	1,000	French	1
10.04	Mali	2009	Baseline	Di		•		•	•	1,000	French	1
10.04	Mali	2009	Baseline	Di		•		•	•	1,000	French	1
10.04	Mali	2009	Baseline	Di		•		•	•	1,000	French	1
10.04	Mali	2009	Baseline	Di		•		•	•	1,000	French	1
10.04	Mali	2009	Baseline	Di		•		•	•	1,000	French	1
10.04	Mali	2009	Baseline	Di		•		•	•	1,000	French	1
10.04a	Mali	2011	Midline	Pr		•	•	•		1,000	French	
10.04a	Mali	2013	Endline	Pr		•	•	•		1,000	French	
10.04b	Mali	2014	Endline	Pr	•					200	French	1
10.05	Mali	2010	Baseline	Di			•			600	French	2
10.06	Mali	2010	Baseline	Pr			•			1,200	French	2
10.07	Mali	2012		Pr		•		•		551	French	
10.08	Mali	2015	Baseline	Na		•		•		2,800	French	1

#	Country	Year	Repeated Measures	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
11.01	Mozambique	2010		Na			•			631	Portuguese	
11.02	Mozambique	2011	Pre-pilot	Na			•				Portuguese	
11.03	Mozambique	2013	Baseline	Pr						400	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2013	Baseline	Pr		•	•			3,598	Portuguese	
11.04	Mozambique	2014	Midline	Pr		•	•			3,475	Portuguese	
11.04	Mozambique	2015	Endline	Pr		•	•				Portuguese	
12.01	Nigeria	2010		Na		•		•		6,240	English	
12.02	Nigeria	2010		Di				•		1,800	English	
12.02	Nigeria	2010		Di				•		1,800	English	
12.03	Nigeria	2011		Di			•			4,023		1
12.03	Nigeria	2011		Di			•			4,023		1
12.04	Nigeria	2013		Di		•	•			3,555	English	1
12.04	Nigeria	2013		Di		•	•			3,555	English	1
12.04	Nigeria	2013		Di		•	•			3,555	English	1
12.04	Nigeria	2013		Di		•	•			3,555	English	1
12.04	Nigeria	2013		Di		•	•			3,555	English	1
12.04	Nigeria	2013		Di		•	•			3,555	English	1
12.05	Nigeria	2014	Baseline	Pr		•				1,395		1
12.05	Nigeria	2014	Baseline	Pr		•				1,395		1
12.05	Nigeria	2014	Baseline	Pr		•				1,395		1
12.05	Nigeria	2014	Baseline	Pr		•				1,395		1
12.05	Nigeria	2015	Endline	Pr		•				1,395		1
12.06	Nigeria	2011	Baseline	Pr	•					300	English	
12.06	Nigeria	2012	Endline	Pr	•					217	English	
13.01	Rwanda	2011		Na				•	•	840	English	1
13.01	Rwanda	2011		Na				•	•	840	English	1
13.01	Rwanda	2011		Na				•	•	840	English	1
13.02	Rwanda	2014		Pr			•		•	1,799		

#	Country	Year	Repeated Measures	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
13.03	Rwanda	2014		Pr						1,216		1
14.01	Senegal	2007		Di	•	•	•			688	French	1
14.01	Senegal	2007		Di	•	•	•			688	French	1
14.02	Senegal	2009		Di			•			687	French	2
14.03	Senegal	2010		Di			•		•		French	
14.03	Senegal	2010		Di			•		•		French	
14.04	Senegal	2012	Baseline	Pr	•	•	•	•		600	French	
14.04	Senegal	2012	Baseline	Pr	•	•	•	•		600	French	
14.04	Senegal	2013	Endline	Pr			•	•	•	332	French	
14.04	Senegal	2013	Endline	Pr			•	•	•	332	French	
14.04	Senegal	2013	Endline	Pr			•	•	•	332	French	
15.01	Somalia	2013	Baseline	Pr		•	•	•		400		1
15.02	Somalia	2013	Baseline	Di								
16.01	South Africa	2007	Validation	Di						400	English	5
16.02	South Africa	2009		Pr	•					650		3
17.01	South Sudan	2013	Baseline	Pr						560	English	
18.01	Tanzania	2012	Baseline	Pr		•				~1,200	English	1
18.01	Tanzania	2012	Baseline	Pr		•				~1,200	English	1
18.01	Tanzania	2013	Midline	Pr		•				~1,200	English	1
18.01	Tanzania	2013	Midline	Pr		•				~1,200	English	1
18.01	Tanzania	2014	Endline	Pr		•				~1,200	English	1
18.01	Tanzania	2014	Endline	Pr		•				~1,200	English	1
18.02	Tanzania	2013		Na		•				2,266	English	1
18.02	Tanzania	2013		Na		•				2,266	English	1
18.03	Tanzania	2014		Pr		•				961		1
18.04	Tanzania	2013	Baseline	Di						400		1
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.01	Uganda	2009		Di		•	•			1,926	English	2
19.02	Uganda	2010	Baseline	Pr	•	•				533		1

#	Country	Year	Repeated Measures	Scope	Grades					Sample	Languages	
					1	2	3	4	+		Int'l	Local
19.02	Uganda	2010	Baseline	Pr	•	•				533		1
19.02	Uganda	2012	Midline	Pr			•			533		1
19.02	Uganda	2012	Midline	Pr			•			533		1
19.03	Uganda	2013		Pr	•		•			10,007	English	4
19.04	Uganda	2014	Baseline	Di							English	10
20.01	Zambia	2011		Di		•	•			800		1
20.01	Zambia	2011		Di		•	•			800		1
20.01	Zambia	2011		Di		•	•			800		1
20.02	Zambia	2012	Baseline	Pr		•	•			4,000		4
20.02	Zambia	2012	Baseline	Pr		•	•			4,000		4
20.03	Zambia	2013	Baseline	Pr		•						
20.04	Zambia	2014		Na		•				4,855		7
20.04	Zambia	2014		Na		•				4,855		7
20.04	Zambia	2014		Na		•				4,855		7
20.04	Zambia	2014		Na		•				4,855		7
20.04	Zambia	2014		Na		•				4,855		7
20.04	Zambia	2014		Na		•				4,855		7

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
		N/A	N/A	In progress
		N/A	N/A	
		N/A	N/A	
Vocabulary, Letter Sound Knowledge, Phonemic Awareness, Familiar Word Reading, Invented Word, ORF, Reading Comprehension, Listening Comprehension, Writing	French	4	69.7	Control
Vocabulary, Letter Sound Knowledge, Phonemic Awareness, Familiar Word Reading, Invented Word, ORF, Reading Comprehension, Listening Comprehension, Writing	French	4	59	Treatment
Vocabulary, Letter Sound Knowledge, Phonemic Awareness, Familiar Word Reading, Invented Word, ORF, Reading Comprehension, Listening Comprehension, Writing	French	6	27.1	Control
Vocabulary, Letter Sound Knowledge, Phonemic Awareness, Familiar Word Reading, Invented Word, ORF, Reading Comprehension, Listening Comprehension, Writing	French	6	23.2	Treatment
Vocabulary, Letter Sound Knowledge, Phonemic Awareness, Familiar Word Reading, Invented Word, ORF, Reading Comprehension, Listening Comprehension, Writing	French	4	51.3	Control
Vocabulary, Letter Sound Knowledge, Phonemic Awareness, Familiar Word Reading, Invented Word, ORF, Reading Comprehension, Listening Comprehension, Writing	French	4	52.1	Treatment
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	4	71	Control—Bandundu
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	4	54	Control—Equateur
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	4	38	Control—Orientale
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	4	60	Treatment—Bandundu
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	4	59	Treatment—Equateur
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	4	49	Treatment—Orientale

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	6	27	Control—Bandundu
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	6	8	Control—Equateur
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	6	11	Control—Orientale
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	6	26	Treatment—Bandundu
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	6	30	Treatment—Equateur
Vocabulary (French), Initial Sounds, Grapheme Recognition, Familiar Words (only grades 4 and 6), Unfamiliar Words (only grades 4 and 6), Reading Passage (only grades 4 and 6), Reading Comprehension (only grades 4 and 6), Listening Comprehension	French	6	11	Treatment—Orientale
CLSPM, CNONWPM, ORF	French	N/A	N/A	No zero scores reported
Vocabulary, Initial Sounds, Graphemes, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Writing	French	N/A	68%	Combined grades 3 and 4
Vocabulary, Initial Sounds, Graphemes, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Writing	French	N/A	~70%	Combined grades 3 and 4
Productive Oral Language, Receptive Oral Language, Letter Sound Recognition, Familiar Word Reading, Unfamiliar Word Reading, ORF, Reading Comprehension, Number Identification, Quantity Discrimination, Missing Number, Word Problems, Addition and Subtraction Problems, Spatial Reasoning		N/A	N/A	In progress
Concepts About Print, Letter Name Knowledge, Passage Reading and Comprehension	Oromiffa	3	36	
Letter Name Knowledge, Familiar Word Reading, Passage Reading and Comprehension	N/A	N/A	N/A	Literacy rate 15% among students aged 8 years
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Oromiya region	2	41.2	

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Somali region	2	26.5	All scores listed by region and not language
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Benishangul-Gumuz region	2	33.7	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Sidama Zone	2	69.2	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Harari region	2	18.1	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Addis Ababa region	2	10.1	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Oromiya region	3	20.6	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Somali region	3	21.4	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Benishangul-Gumuz region	3	14.9	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Sidama Zone	3	54	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Harai region	3	8.8	
Fidel Identification, Phonemic Awareness, Word Naming Fluency, Unfamiliar Word Fluency, Reading Comprehension, Listening Comprehension	Addis Ababa region	3	3.8	
	Afan Oromo	3	N/A	Literacy boost effect size of 0.60 for ORF
CLSPM, CNONWPM, ORF	Amharic	N/A	N/A	No scores reported
Letter Sound Knowledge, Phonemic Awareness (Phoneme Segmentation), Familiar Word Reading, Unfamiliar (Non-Word) Reading, Passage Reading, Reading Comprehension, Listening Comprehension	Hadiyyisa	2	79.6	
Letter Sound Knowledge, Phonemic Awareness (Phoneme Segmentation), Familiar Word Reading, Unfamiliar (Non-Word) Reading, Passage Reading, Reading Comprehension, Listening Comprehension	Wolaytatto	2	58.6	

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Letter Sound Knowledge, Phonemic Awareness (Phoneme Segmentation), Familiar Word Reading, Unfamiliar (Non-Word) Reading, Passage Reading, Reading Comprehension, Listening Comprehension	Hadiyyisa	3	61.8	
Letter Sound Knowledge, Phonemic Awareness (Phoneme Segmentation), Familiar Word Reading, Unfamiliar (Non-Word) Reading, Passage Reading, Reading Comprehension, Listening Comprehension	Wolayttatto	3	36.1	
Letter Name Knowledge, Passage Reading and Comprehension	English	3	22	
Letter Name Knowledge, Passage Reading and Comprehension	English	5	6	
Letter Sound Knowledge, Familiar Word Reading, Passage Reading and Comprehension, Listening Comprehension	Akuapem	2	70	
Letter Sound Knowledge, Familiar Word Reading, Passage Reading and Comprehension, Listening Comprehension	Dagbani	2	100	
Letter Sound Knowledge, Familiar Word Reading, Passage Reading and Comprehension, Listening Comprehension	Fante	2	60	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Ga	2	67.2	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Kasem	2	91.5	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	English	2	50.7	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Nzema	2	82.7	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Akuapem Twi	2	64.6	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Asante Twi	2	82.7	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Dagaare	2	85.9	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Dagbani	2	87.4	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Dangme	2	58.1	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Ewe	2	67.5	

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Fante	2	81.1	
Listening Comprehension, Letter Sound Identification, Non-Word Reading, Oral Passage Reading, Reading Comprehension	Gonja	2	76.6	
Akuapem Twi: Invented Words, Oral Reading, Reading Comprehension, Listening Comprehension English: Oral Vocabulary, Listening Comprehension		N/A	N/A	Report not yet available
Letter Sound Knowledge, Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension		N/A	N/A	In planning
For all 4 languages: Letter Name Knowledge, Phonemic Awareness (Initial Sound Identification), Letter Sound Knowledge, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension	English	3	14	
For all 4 languages: Letter Name Knowledge; Phonemic Awareness (initial sound identification); Letter Sound Knowledge; Familiar Word Reading; Unfamiliar Non-Word Reading; Passage Reading and Comprehension	Kiswahili	3	18.6	
For all 4 languages: Letter Name Knowledge; Phonemic Awareness (initial sound identification); Letter Sound Knowledge; Familiar Word Reading; Unfamiliar Non-Word Reading; Passage Reading and Comprehension	Gikuyu	3	14.8	
For all 4 languages: Letter Name Knowledge; Phonemic Awareness (initial sound identification); Letter Sound Knowledge; Familiar Word Reading; Unfamiliar Non-Word Reading; Passage Reading and Comprehension	Dholuo	3	20.3	
Letter Sound Knowledge, Unfamiliar Word Reading, Passage Reading and Comprehension	English	N/A	6.1	Microsoft Excel spreadsheet only; no report available
Letter Sound Knowledge, Unfamiliar Word Reading, Passage Reading and Comprehension	Kiswahili	N/A	9.8	Microsoft Excel spreadsheet only; no report available
(Kiswahili and English): Letter Sound Knowledge, Onward Reading, Timed Passage Reading and Timed Comprehension, Untimed Passage Reading and Untimed Comprehension, Listening Comprehension (Kiswahili only)	English	1	68	
(Kiswahili and English): Letter Sound Knowledge, Onward Reading, Timed Passage Reading and Timed Comprehension, Untimed Passage Reading and Untimed Comprehension, Listening Comprehension (Kiswahili only)	Kiswahili	1	73	
(Kiswahili and English): Letter Sound Knowledge, Onward Reading, Timed Passage Reading and Timed Comprehension, Untimed Passage Reading and Untimed Comprehension, Listening Comprehension (Kiswahili only)	English	2	30	

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
(Kiswahili and English): Letter Sound Knowledge, Onward Reading, Timed Passage Reading and Timed Comprehension, Untimed Passage Reading and Untimed Comprehension, Listening Comprehension (Kiswahili only)	Kiswahili	2	35	
English: Letter Sounds, Invented Words, ORF, Reading Comprehension and Maze Comprehension. Kiswahili: Letter Sounds, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Maze Comprehension	English	N/A	N/A	Kisumu ICT study
English: Letter Sounds, Invented Words, ORF, Reading Comprehension and Maze Comprehension. Kiswahili: Letter Sounds, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Maze Comprehension	Kiswahili	N/A	N/A	Kisumu ICT study
English: Letter Sound Knowledge, Unfamiliar Word, ORF, Reading Comprehension, Silent Reading Passage, Silent Reading Comprehension, Pupil Context Interview. Kiswahili: Letter Sounds, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension, Silent Reading, Silent Reading Comprehension		N/A	N/A	See Endline Results
English: Letter Sounds, Invented Words, ORF, Reading Comprehension and Maze Comprehension. Kiswahili: Letter Sounds, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Maze Comprehension		N/A	N/A	See Endline Results
Letter Sounds, Syllables, Invented Words, ORF, Reading Comprehension, Listening Comprehension	English	1	N/A	Effect size on ORF for program from 2012 baseline to 2014 endline: 0.47
Letter Sounds, Syllables, Invented Words, ORF, Reading Comprehension, Listening Comprehension	English	2	N/A	Effect size on ORF for program from 2012 baseline to 2014 endline: 0.50
Letter Sounds, Syllables, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Kiswahili	1	N/A	Effect size on ORF for program from 2012 baseline to 2014 endline: 0.28
Letter Sounds, Syllables, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Kiswahili	2	N/A	Effect size on ORF for program from 2012 baseline to 2014 endline: 0.39
CLSPM, CNONWPM, ORF		N/A	N/A	No zero scores reported

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Phonemic Awareness, Listening Comprehension, Letter Names, Familiar Words, ORF, Invented Words, Reading Comprehension		N/A	N/A	18 cwpm for grade 2; 28 cwpm for grade 3
Letter Name Knowledge, Passage Reading and Comprehension	English	3	1	Actually <1
Letter Name Knowledge, Passage Reading and Comprehension	English	5	0	
Orientation to Print, Letter Name Knowledge, Phonemic Awareness, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension	English	N/A	N/A	See endline results
Orientation to Print, Letter Name Knowledge, Phonemic Awareness, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension	English	N/A	N/A	See endline results
Orientation to Print, Letter Name Knowledge, Phonemic Awareness, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension	English	N/A	N/A	0.80 effect size for ORF for combined grades 2 and 3 from 2008 baseline to 2010 endline for EGRA Plus
Reading: Letter Knowledge, Non-Word Decoding, Passage Reading and Comprehension, Listening Comprehension, Dictations	English	N/A	N/A	53% improvement in reading fluency for Accelerated Learning Program youth (aged 10–35 years)
Letter Naming, Phonemic Awareness, Familiar Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension	Cohort 1/Eng	1	81	LTTP
Letter Naming, Phonemic Awareness, Familiar Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension	Cohort 1/Eng	2	75	LTTP
Letter Naming, Phonemic Awareness, Familiar Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension	Cohort 1/Eng	3	72	LTTP
Letter Naming, Phonemic Awareness, Familiar Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension	Cohort 1/Eng	1	41	LTTP
Letter Naming, Phonemic Awareness, Familiar Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension	Cohort 1/Eng	2	27	LTTP
Letter Naming, Phonemic Awareness, Familiar Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension	Cohort 1/Eng	3	10	LTTP
Letter Naming, Phonemic Awareness, Familiar Words, Unfamiliar Words, ORF, Reading Comprehension, Listening Comprehension		N/A	N/A	In progress

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension		N/A	N/A	10 cwpm for grade 2; 20 cwpm for grade 3
Letter Knowledge, Phonemic Awareness, ORF, Vocabulary, Comprehension	Chichewa	2	95	Scores are from Literacy Boost program results, not from control group scores
Letter Knowledge, Phonemic Awareness, ORF, Vocabulary, Comprehension	Chichewa	2	68	
Letters, Syllable Segmentation, Initial Sound, Syllable Reading, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Chichewa	2	95	
Letters, Syllable Segmentation, Initial Sound, Syllable Reading, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Chichewa	4	55	
Letters, Syllable Segmentation, Initial Sound, Syllable Reading, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Chichewa	2	96	
Letters, Syllable Segmentation, Initial Sound, Syllable Reading, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Chichewa	4	45	
Syllable Segmentation, Initial Sound Identification, Letter Naming, Syllable Reading, Familiar Word Reading, Non-Word Reading, ORF, Reading Comprehension, Listening Comprehension	Chichewa	2	90	
Syllable Segmentation, Initial Sound Identification, Letter Naming, Syllable Reading, Familiar Word Reading, Non-Word Reading, ORF, Reading Comprehension, Listening Comprehension	Chichewa	4	39	Effect size on ORF for intervention is 0.7
Chichewa: Letter Name Knowledge, Phonemic Awareness (Initial Sounds), Syllable Decoding, Familiar Words, Oral Reading, Reading Comprehension English: Letter Names, Phonemic Awareness (Initial Sounds), Familiar Words, Oral Reading, Reading Comprehension	Chichewa	N/A	N/A	In progress
	Bamanankan	1	N/A	No ORF results reported
Concepts About Reading, Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Bamanankan	2	83	
Concepts About Reading, Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Bomu	2	93.4	
Concepts About Reading, Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Fulfulde	2	91.1	
Concepts About Reading, Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Songhoi	2	84.3	

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Initial Sound Identification, Listening Comprehension, Letter Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension	All	1	20	RLL (estimate)
Initial Sound Identification, Listening Comprehension, Letter Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension	All	1	22	Comparison (estimate)
Initial Sound Identification, Listening Comprehension, Letter Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension	All	2	24	RLL (estimate)
Initial Sound Identification, Listening Comprehension, Letter Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension	All	2	24	Comparison (estimate)
Initial Sound Identification, Listening Comprehension, Letter Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension	All	3	21	RLL (estimate)
Initial Sound Identification, Listening Comprehension, Letter Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension	All	3	24	Comparison (estimate)
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	French/Classique	2	93.7	Disaggregated by school type
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	French/Classique	4	58.1	Disaggregated by school type
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	French/Classique	6	19.2	Disaggregated by school type
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	French/curriculum	4	68.4	Disaggregated by school type
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	French/curriculum	6	23.2	Disaggregated by school type
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	French/Madersa	6	79.6	Disaggregated by school type
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	Arabic/Madersa	2	95.3	Disaggregated by school type
Phonemic Awareness, Grapheme Recognition, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Sentence), Dictation (Invented Words)	Arabic/Madersa	4	54.2	Disaggregated by school type
Phonemic Awareness (Initial Sound Identification), Letter Name and Letter Sound Knowledge, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension, Dictation (Sentence and Invented Words)		N/A	N/A	Did not occur (coup d'état)
Phonemic Awareness (Initial Sound Identification), Letter Name and Letter Sound Knowledge, Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension, Dictation (Sentence and Invented Words)		N/A	N/A	Did not occur (coup d'état)

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Balanced Literacy: Decoding, Encoding, Vocabulary, Writing, Guided Reading	French	1	55	Reduction from 96% with six-month program
Concepts About Print, Letters, Words, Fluency and Comprehension	French, Shenara, Bamanankan	3	N/A	No information available
Letter Knowledge, Invented Words, Familiar Words, Passage Reading and Comprehension. Other components: Student Background, Home Educational Background, Concepts About Print	French, Shenara, Bamanankan	3	N/A	No information available
		N/A	N/A	Did not occur (coup d'état)
Letter Sound, Familiar Words, Invented Words, Reading Comprehension, Oral Reading Passage, French oral vocabulary, Classroom Observation, Teacher Reading Skills Passage and Student Questionnaire		N/A	N/A	In progress
Oral Vocabulary, letters, CAP, Reading Fluency, Comprehension	Portuguese	3	59	
Provinha Assessment Tool		N/A	N/A	No information available
CLSPM, CNONWPM, ORF	Portuguese	N/A	N/A	No zero scores reported
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Nampula region	2	98.8	Passage 1
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Nampula region	2	99	Passage 2
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Zambezia region	2	72.9	Passage 1
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Zambezia region	2	71	Passage 2
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Nampula region	3	92.5	Passage 1
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Nampula region	3	92	Passage 2
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Zambezia region	3	56	Passage 1
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension	Portuguese—Zambezia region	3	54.8	Passage 2

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension		2&3	N/A	Intervention students with ORF three times control students
Oral Vocabulary, Oral Instructions, Concepts About Print, Letter Naming, Decoding of Individual Words, ORF, Reading Comprehension		N/A	N/A	In progress
Letter Naming, Familiar Word Reading, ORF and Reading Comprehension (some tasks were the same as the NEI-administered EGRA in English [see below])		N/A	N/A	Report not yet available
Letter Name Reading, Familiar Words, Invented Words, Passage Reading (ORF) and Comprehension	English—Bauchi State region	4	30.7	
Letter Name Reading, Familiar Words, Invented Words, Passage Reading (ORF) and Comprehension	English—Sokoto State region	4	32.9	
Letter Sound Identification, Phonemic Awareness, Syllable, Familiar Words, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	Hausa—Bauchi State region	3	71	Disaggregated by region
Letter Sound Identification, Phonemic Awareness, Syllable, Familiar Words, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	Hausa—Sokoto State region	3	82	Disaggregated by region
Letter Sound Identification, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	Hausa—Bauchi State region	2	97	Disaggregated by region
Letter Sound Identification, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	Hausa—Bauchi State region	3	87	Disaggregated by region
Letter Sound Identification, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	Hausa—Sokoto State region	2	98	Disaggregated by region
Letter Sound Identification, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	Hausa—Sokoto State region	3	91	Disaggregated by region
Letter Sound Identification, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	English—Bauchi State region	3	87	Disaggregated by region
Letter Sound Identification, Non-Word Decoding, ORF, Reading Comprehension, Listening Comprehension	English—Sokoto State region	3	90	Disaggregated by region
Letter Sounds, Non-Word Reading, ORF and Reading Comprehension, Listening Comprehension, Dictation (Letter and Word)	Hausa	2	87	Bauchi State—Control
Letter Sounds, Non-Word Reading, ORF and Reading Comprehension, Listening Comprehension, Dictation (Letter and Word)	Hausa	2	98	Bauchi State—Treatment
Letter Sounds, Non-Word Reading, ORF and Reading Comprehension, Listening Comprehension, Dictation (Letter and Word)	Hausa	2	99	Sokoto State—Control

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Letter Sounds, Non-Word Reading, ORF and Reading Comprehension, Listening Comprehension, Dictation (Letter and Word)	Hausa	2	98	Sokoto State—Treatment
Letter Sounds, Non-Word Reading, ORF and Reading Comprehension, Listening Comprehension, Dictation (Letter and Word)	Hausa	N/A	N/A	In progress
Letter Name Knowledge, Initial Sound Identification, Letter Sound Knowledge, Familiar Word Reading, Invented Word Decoding, Oral Passage Reading, Reading Comprehension, Listening Comprehension, Dictation, Student Context Interview	English	1	N/A	See endline results
Letter Name Knowledge, Initial Sound Identification, Letter Sound Knowledge, Familiar Word Reading, Invented Word Decoding, Oral Passage Reading, Reading Comprehension, Listening Comprehension, Dictation, Student Context Interview	English	1	N/A	Statistically significant increase in ORF for intervention group (only to 4 cwpm)
Phonemic Awareness, Letter Sound Knowledge, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	English	6	<5	Grade 4 did not have ORF subtask in English
Phonemic Awareness, Letter Sound Knowledge, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Kinyarwanda	4	13	
Phonemic Awareness, Letter Sound Knowledge, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension	Kinyarwanda	6	<5	Estimate from graph
ORF and Reading Comprehension	Kinyarwanda	N/A	N/A	L3 Initiative—No report available
Common Vocabulary, Alphabet Recitation, Letter Reading, Letter Sounds, Blends, Concepts About Print, Invented Words, Familiar Words, ORF, Reading Comprehension	Kinyarwanda	N/A	N/A	L3 Initiative—No report available
For both languages: Phonemic Awareness (Segmentation), Letter Knowledge (Name or Sound), Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension, Dictation	French	1	50	Only grade 1 zero scores reported
For both languages: Phonemic Awareness (Segmentation), Letter Knowledge (Name or Sound), Familiar Word Reading, Unfamiliar Non-Word Reading, Passage Reading and Comprehension, Listening Comprehension, Dictation	Wolof	1	71	Only grade 1 zero scores reported
Letter Identification, Invented Words, ORF, Reading Comprehension	French	3	18.00	Only French results reported
	French	3	20	Making the Grade
	French	5	1	Making the Grade
ORF and Reading Comprehension	French	1, 2, 3, 4	6	Control
ORF and Reading Comprehension	French	1, 2, 3, 4	24	Treatment

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
ORF and Reading Comprehension	French	3, 4, 5, 6	1	Control
ORF and Reading Comprehension	French	3, 4, 5, 6	0	Treatment
ORF and Reading Comprehension	French	3, 4, 5, 6	N/A	Overall effect size on ORF = 0.4
Letter Sounds, Invented Words, 2 ORF, Reading Comprehension	Somali	2	47	Zero scores only available for grade 2
CLSPM, CNONWPM, ORF	Somali	N/A	N/A	No zero scores reported
N/A	N/A	N/A	N/A	No information available
Letter Sound Recognition, Word Recognition, Reading Simple Passage and Comprehension	Local languages used; vary by region	1	N/A	ORF effect size is 0.56 (7.31 cwpm) for treatment group over control group
Listening Comprehension, Letter Naming, Letter Sounds, Familiar Words, ORF, Reading Comprehension, Dictation	N/A	N/A	N/A	No information available
Letter Name Recognition, Phonemic Awareness, Invented Word Decoding, Passage Reading, Passage Comprehension, Oral Passage Comprehension	N/A	2	69	Zanzibar
Letter Name Recognition, Phonemic Awareness, Invented Word Decoding, Passage Reading, Passage Comprehension, Oral Passage Comprehension	N/A	2	78	Mtwara
Letter Name Recognition, Phonemic Awareness, Invented Word Decoding, Passage Reading, Passage Comprehension, Oral Passage Comprehension	N/A	2	49	Zanzibar
Letter Name Recognition, Phonemic Awareness, Invented Word Decoding, Passage Reading, Passage Comprehension, Oral Passage Comprehension	N/A	2	68	Mtwara
Letter Name Recognition, Phonemic Awareness, Invented Word Decoding, Passage Reading, Passage Comprehension, Oral Passage Comprehension	N/A	2	49	Zanzibar
Letter Name Recognition, Phonemic Awareness, Invented Word Decoding, Passage Reading, Passage Comprehension, Oral Passage Comprehension	N/A	2	56	Mtwara
Syllable Sounds, Familiar Words, Invented Words, ORF, Reading Comprehension, Listening Comprehension, Dictation (Words), Dictation (Sentences)	Kiswahili	2	27.7	
Letter Sounds, Familiar Words, ORF, Reading Comprehension, Phonemic Awareness	English	2	37.9	
Oral Reading Comprehension, Oral Reading, Non-Word Reading	Kiswahili	2	24	
CLSPM, CNONWPM, ORF	Swahili	N/A	N/A	No zero scores reported

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Letter Naming Fluency, Phonemic Awareness, Letter Sound Fluency, Familiar Word, Non-Word, ORF, Reading Comprehension	English	2	53.1	Central region
Letter Naming Fluency, Phonemic Awareness, Letter Sound Fluency, Familiar Word, Non-Word, ORF, Reading Comprehension	English	3	23.4	Central region
Letter Naming Fluency, Phonemic Awareness, Letter Sound Fluency, Familiar Word, Non-Word, ORF, Reading Comprehension	English	2	87.9	Lango region
Letter Naming Fluency, Phonemic Awareness, Letter Sound Fluency, Familiar Word, Non-Word, ORF, Reading Comprehension	English	3	64.3	Lango region
Syllable Fluency, Phonemic Awareness, Letter Sound Fluency, Word Naming Fluency, Unfamiliar Word, ORF, Reading Comprehension	Luganda	2	50.8	Central region
Syllable Fluency, Phonemic Awareness, Letter Sound Fluency, Word Naming Fluency, Unfamiliar Word, ORF, Reading Comprehension	Luganda	3	25.8	Central region
Phonemic Awareness, Letter Sound Fluency, Word Naming Fluency, Unfamiliar Word, ORF, Reading Comprehension	Lango	2	81.8	Lango region
Phonemic Awareness, Letter Sound Fluency, Word Naming Fluency, Unfamiliar Word, ORF, Reading Comprehension	Lango	3	51	Lango region
Concepts About Print, Letter Awareness, Most Used Words, Reading Fluency and Accuracy, Reading or Oral Comprehension Questions	Acholi	1&2	99.6	CHANCE (Treatment)
Concepts About Print, Letter Awareness, Most Used Words, Reading Fluency and Accuracy, Reading or Oral Comprehension Questions	Acholi	1&2	99.6	Comparison
Concepts About Print, Letter Awareness, Most Used Words, Reading Fluency and Accuracy, Reading or Oral Comprehension Questions	Acholi	3	95	CHANCE (Treatment)
Concepts About Print, Letter Awareness, Most Used Words, Reading Fluency and Accuracy, Reading or Oral Comprehension Questions	Acholi	3	95	Comparison
Letter Sounds, Syllable Segmentation, Non-Word, ORF, Passage Comprehension, Listening Comprehension, Vocabulary (English only)	N/A	N/A	N/A	No zero scores reported
	N/A	N/A	N/A	In process—scale up the EGRA pilot by USAID/RTI
Letter Sound Knowledge, Unfamiliar Word Reading, ORF, Reading Comprehension, Listening Comprehension	Bemba	2	91	
Letter Sound Knowledge, Unfamiliar Word Reading, ORF, Reading Comprehension, Listening Comprehension	Bemba	3	78	
Letter Sound Knowledge, Unfamiliar Word Reading, ORF, Reading Comprehension, Listening Comprehension	Bemba	Both	84.52	

Subtasks	Reading Scores			Notes
	Language	Grade	% Zero (ORF)	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary (in Central, Copperbelt, Muchinga, Southern), Orientation to Print	Combined	2	89	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary (in Central, Copperbelt, Muchinga, Southern), Orientation to Print	Combined	3	79.7	
	N/A	N/A	N/A	Baseline report unavailable
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	Chitonga	2	88	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	Cinyanja	2	64	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	Icibemba	2	52	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	Kiikaonde	2	74	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	Lunda	2	46	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	Luvale	2	80	
Letter Sound Knowledge, Invented Words, Oral Passage Reading, Reading Comprehension, Listening Comprehension, English Vocabulary	Silozi	2	56	

United States Agency for International Development

Bureau for Africa

Africa Education Division

1300 Pennsylvania Avenue, N.W.

Washington, DC 20523

www.USAID.gov