

Country	Languages	Purpose	Funder	Implementer	Sample Size	SSME Components	Date	Results to Date	Contact	Email
Ethiopia	Afan Oromo		USAID/Washington, Save the Children	AED	24 schools, grades 1-3, 7515 students	Student instrument, principal instrument, Stallings classroom observation, school observation	2008	Completed; Report available at http://www.equip123.net/docs/e2-SchoolEffectivenessInEthiopiaCS(2).pdf	Joe DeStefano	jdestefano@rti.org
Guatemala	Spanish		USAID/Washington	EQUIP2/AED, Save the Children		Teacher instrument, principal instrument, Stallings instrument, school observation	2008	Completed	Joe DeStefano and Elisabeth Adelman	jdestefano@rti.org , eadelman@aed.org
Haiti	French and Haitian Creole	Inform reading program development, track changes in school management (from beginning to end of project), inform national policy dialogue	USAID/Haiti	EdData/RTI International	160 project schools and control schools; children in grades 1 and 2 in the Northern and St. Marc USAID development corridors.	student instrument, teacher instrument, principal instrument, Stallings instrument, classroom inventory, school inventory	2012	In progress	Mike Fast and Emily Miksic	emiksic@rti.org
Honduras	Spanish		USAID/Washington	EQUIP2/AED, CARE		Teacher instrument, principal instrument, Stallings instrument, school observation	2009	Completed	Joe DeStefano and Elisabeth Adelman	jdestefano@rti.org , eadelman@aed.org
Iraq	Arabic	Inform future teacher training reforms and changes in pedagogy and curriculum	USAID/Iraq	EdData/RTI International	54 schools, 1,080 students in grade 2 and 3	Head teacher, teacher, student, classroom observation reading, classroom observation math, classroom inventory, school observation	2012	In progress	Abhijit Nimbalkar	animbalkar@rti.org
Jamaica	English	Learning outcomes measure as part of SSME; policy dialogue	USAID/Washington	EdData/RTI International; University of the West Indies	384 grade 2 and 3 students in 48 schools; EGRA reduced version conducted as part of SSME (see SSME tab)	Instruments: student, teacher, parent, principal, SSME-style classroom observation, school observation	2007	Completed: Report: https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=142	Amy Mucahy-Dunn	amulcahy-dunn@rti.org
Jordan	Arabic	Assessment of student performance in reading (also mathematics and school management)	USAID/Jordan	EdData/RTI International	156 schools; 3,000 students	Head teacher, teacher, student, classroom observation reading, classroom observation math, classroom inventory, school observation	2012	Completed	Abhijit Nimbalkar	animbalkar@rti.org

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Kenya	English and Kiswahili	Baseline for PRIMR project	USAID	RTI International	220 schools, 4,385 students	Student instrument, Teacher instrument, Principal instrument, Classroom observation instrument (reading and math) classroom inventory EGRA and EGMA	2012	complete	Benjamin Piper	bpiper@rti.org
Kenya	English, Kiswahili, Gikuyu, Dholou	Baseline for tracking progress of future Hewlett learning improvement efforts	The William and Flora Hewlett Foundation	RTI International	2000 students, measured in two or three languages each depending on whether the school was rural or urban (total of 5000 assessments). Principal sample size: 100, Teacher sample size: 746	Student instrument, Teacher instrument, Principal instrument, Classroom observation instrument (Stallings)	2009	complete	Benjamin Piper	bpiper@rti.org
Liberia (Mid-Term Report)	English		Baseline: World Bank, Mid-Term: USAID/Liberia	EdData/RTI International	179 schools, 2970 baseline students and 2805 mid-term students, for a total of 5775 children. Mid-term teacher sample: 303. Mid-term principal sample 86.	Student instrument, parent instrument, principal instrument, classroom observation, school observation	2009	Completed; Report available at: https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=200	Medina Korda	mkorda@rti.org
Liberia (CESLY)	English		USAID/Liberia	RTI International	1703 students; 843 learners in Level 2 and 811 in Level 3. Principal sample: 103. Teacher sample: 334.	Student instrument, parent instrument, principal instrument, Stallings classroom observation, school observation, focus group	2009	In progress	Medina Korda	mtaylor@rti.org
Mali	French		The William and Flora Hewlett Foundation	RTI International		Teacher instrument, parent instrument, Stallings classroom observation instrument	2010	In progress	Wendi Ralaingita	wralaingita@rti.org
Morocco	Arabic	Policy dialogue	USAID/Washington	RTI International/EdData	773 grade 2 and 3 students in 40 schools in Doukkala Abda region	Head teacher, teacher, parent, student, classroom observation reading, classroom observation math, classroom inventory, school observation	2011	Completed; final report available at www.eddataglobal.org	Souhila Messaoud-Galusi	souhila@rti.org

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Nepal	Nepalese		USAID/Washington	EQUIP2/AED, Center for Collaboration and the Future of Schooling, and Save the Children		Teacher instrument, principal instrument, Stallings instrument, school observation	2009	In progress; Paper not yet available	Joe DeStefano and Audrey Marie Schuh-Moore	jdestefano@rti.org
Peru	Spanish	Learning outcomes measure as part of SSME; policy dialogue	USAID/Washington	EdData/RTI International, Fundacion de Desarrollo Agrario (FDA)	512 students in grades 2 and 3 in 64 schools; EGRA conducted as part of SSME (see SSME tab)	Instruments: student, teacher, parent, principal, SSME-style classroom observation, school observation	2008	Completed; Report: https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=152	Amber Gove	spouzevara@rti.org
Rwanda	Kinyarwanda and English	National baseline for new USAID program	USAID/Rwanda and Ed Data TO 7	RTI International and OutReach Development Solutions	40 schools, grades P4 and P6 (beginning of school-year)	Student instrument, Teacher instrument, Principal instrument, School Observation instrument, Classroom observation instrument	2011	Completed; Report: https://www.eddataglobal.org/countries/index.cfm?fuseaction=showdir&pubcountry=RW&statustID=3&showtypes=0	Wendi Ralaingita and Joe DeStefano	wralaingita@rti.org
Senegal	French		The William and Flora Hewlett Foundation	RTI International	50 schools, 700 students, unknown sample size of principals and teachers	Student instrument, Teacher instrument, Principal instrument, School Observation instrument, Classroom observation instrument	2009	Report available in French at: https://www.eddataglobal.org/documents/index.cfm?fuseaction=pubDetail&ID=250	Sarah Pouzevara	spouze@rti.org
Uganda	English, Luganda, Lango	Baseline for tracking progress of future Hewlett learning improvement efforts	The William and Flora Hewlett Foundation	RTI International	50 principal questionnaires. 413 teacher questionnaires.	Instruments: student, teacher, principal, LOI classroom observation	2009	Completed	Benjamin Piper	bpiper@rti.org
Zambia	Bemba and English	Policy dialogue	USAID/Washington Ed Data TO 7	RTI International and Family Health Trust (FHT)	4 Bemba speaking provinces; 40 randomly selected schools; grades 2 and 3; 800 students for student questionnaire	Head teacher, teacher, parent, student, classroom observation reading, classroom observation math, classroom inventory, school observation	2011	Completed; final report not yet public	Abhijit Nimbalkar	animbalkar@rti.org

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Nigeria	Hausa and English	Inform State-level education sector planning	USAID/Nigeria	RTI International (through Northern Nigeria Education Initiative, led by Creative Associates Int'l)	3,555 children in 160 schools (80 traditional gov't schools and 80 Integrated Qur'anic and Tsangaya Education [IQTE] system schools). State breakdown: 1,881 pupils in Bauchi state and 1,674 pupils in Sokoto state. Grades tested were Primary 2 and Primary 3 in gov't schools and Stage 1 and Stage 2 of IQTE schools. All children were assessed in Hausa. Primary 3 and Stage 2 children were also assessed in English. All children were assessed in EGMA as well.	Head teacher questionnaire, teacher questionnaire, pupil questionnaire	May-13	Completed; Report being finalized in August 2013	Alison Pflepsen	apflepsen@rti.org
Nigeria	Hausa	Inform State-level education sector planning	USAID/Nigeria	RTI International (through Northern Nigeria Education Initiative, led by Creative Associates Int'l)	Grade 3 (mid-year); approx. 4,000 students in Bauchi and Sokoto States (NEI project and control schools)	Head teacher questionnaire, teacher questionnaire, pupil questionnaire	Feb/March 2011	Completed. Report available at www.eddataglobal.org	Alison Pflepsen	apflepsen@rti.org
Nigeria	Hausa*	Inform State-level education sector planning	USAID/Nigeria	RTI International (through Northern Nigeria Education Initiative, led by Creative Associates Int'l)	2070 P2 and P3 pupils, 62 public and 8 public/Isلاميyya schools. Tasks: Number identification, Number discrimination, Missing number (pattern completion), Addition and subtraction (level 1), Addition and subtraction (level 2), Word problems	Head teacher questionnaire, teacher questionnaire, pupil questionnaire	May-12	Completed. Report available at www.eddataglobal.org	Alison Pflepsen	apflepsen@rti.org

*Note this is misleading if by "languages" you mean the language of EGRA testing, since we did NOT do EGRA but only EGMA for this round of data collection