



EdData II

Task Order 1 Annual Report, October 2011–September 2012



Kenyan pupils using an EdData II-funded Kiswahili reading textbook

**Education Data for Decision Making (EdData II) Technical and
Managerial Assistance, Task Order 1**

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Task Order 1 Annual Report, October 2011–September 2012

Prepared for
Sandra Bertoli, Contracting Officer's Representative
Bureau for Economic Growth, Education, and Environment (E3)
United States Agency for International Development

Prepared by
Amy Mulcahy-Dunn
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

RTI International is a trade name of Research Triangle Institute.

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**EdData II Task Order 1
Annual Report,
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1. EdData II Defined

In much of the developing world, a lack of reliable data hinders realistic education policy and decision making. Without good measurements of access, learning, and management factors, local and national stakeholders base their policies on vague or erroneous ideas about the needs of their students and schools. Similarly, international donors lack sound data and many times must make program decisions based on this incomplete and unreliable information.

EdData II, sponsored by the United States Agency for International Development (USAID), provides survey expertise to help national and local governments as well as the donor community to assess their education status. Project advisors collaborate with USAID Missions, other donors, and stakeholders to find innovative and cost-effective ways to gather and analyze education data. They can then jointly establish relevant benchmarks that help governments, teachers, and parents or guardians provide meaningful education for their children.

The project offers diverse services such as school-based, household, and national surveys. Rapid assessments can examine student-focused issues such as literacy, numeracy, and gender disparities. They can also measure school and district management capacity, highlight education needs as perceived by the business sector, and reveal potentially useful applications for information and communication technology (ICT). In addition to these activities, this project can also conduct youth-focused workforce assessments; carry out extensive evaluations of capacity and gaps in collecting, analyzing, and disseminating education data in multiple countries; and supply technical assistance with national educational assessments.

2. Annual Status

Core accomplishments of EdData II during the reporting year can be summarized as follows.

- EdData II assessment tools have been adapted and used around the world. As of the end of September 2012, EdData II alone had applied or was applying the **Early Grade Reading Assessment (EGRA)** in 17 countries and 19 languages; the **Early Grade Mathematics Assessment (EGMA)** in 7 countries and 6 languages; and the **Snapshot of School Management Effectiveness (SSME)** in 11 countries and 11 languages. The EGRA in particular has been widely adapted

beyond EdData II, having reached 91 total applications in 53 countries as of this writing. Use of these tools and development of new ones will continue to expand under task orders issued throughout this fiscal year (see Table 1 in next section).

- EdData II project staff continued to **disseminate information about project findings, accomplishments, tools, and capabilities** at various training events, workshops, conferences, and other forums. Major examples include
 - “Early Grade Reading: Considerations for Goal 1 Programming,” Washington, DC (RTI offices), March 28, 2012;
 - a one-day workshop “Understanding the Early Grade Reading and Math Assessments: From Development to Data Analysis,” Annual Conference of the Comparative and International Education Society (CIES), Puerto Rico, April 22;
 - participation in a panel for USAID’s International Literacy Day program, highlighting the EGRA Plus: Liberia task order, Washington, DC, September 7; and
 - a briefing for Congressional staff and policy analysts, Washington, DC, September 11, focusing on EGRA in the overall context of education and literacy.

In the next fiscal year, publications will receive additional support from the new “Goal 1” task order (Task 20) sponsored by USAID/Washington.

- Project team members continued experimenting with handheld electronic devices and software for **field-based electronic data collection**, assessing their utility, cost, ruggedness, and efficiency. For example, iPads were successfully programmed with Arabic EGRA, EGMA, and SSME instruments for electronic data collection in Jordan, Iraq, and Yemen.
- EdData II staff continued to discuss and assist with the **design of potential new task orders** with USAID/Washington and Mission representatives from multiple countries.
- **Revisions to the SSME approach** as well as the development of an **SSME toolkit** have been ongoing and were nearing completion at the end of the fiscal year.
- Two **project briefs** created during this fiscal year were:
 - *Gender and Early Grade Reading Skills* – summarizes findings from various EGRA implementations as they relate to gender
 - *The Early Grade Reading Assessment (EGRA) in Haiti* – provides an overview of recent EGRA results in Haiti
- EdData II staff developed a **webinar** titled “Tools and Tips for Planning and Implementing an Early Grade Reading Assessment,” geared toward people who support or plan the implementation of early grade reading assessments. The

webinar provided an overview of EGRA and its purpose; introduced the *Guidance Notes for Planning and Implementing EGRA*, a resource tool developed jointly by RTI and International Rescue Committee (IRC); and highlighted key tasks and activities to support successful development and implementation of EGRA.

3. Status of Task Orders

Table 1 summarizes task orders that were completed during the reporting period; ongoing tasks; new awards assigned this fiscal year; and task awards that were pending as of September 30, 2012.

Table 1. Status of individual task orders during 2011–2012

Category	Status	Primary Purpose of Task Order
Completed		
Task 2	Completed Mar. 31, 2010	Small research and assessment-related projects: Reading activity and course modules for Kenya
Task 3	Completed June 30, 2010	Support for the Early Grade Reading Assessment (EGRA): <ul style="list-style-type: none"> • Spanish and French versions of EGRA toolkit • Concurrent validity study • Workshops • Social marketing campaign • Pilot education course
Task 4	Completed July 31, 2009	Capacity building in Kenya
Task 5	Completed Dec. 31, 2009	EGRA and teacher training in Nicaragua
Task 6, EGRA Plus: Liberia	Completed Jan. 31, 2011	2½-year randomized control trial of intervention program to improve reading in primary grades, including EGRA surveys at baseline, midpoint, and post-intervention
Task 8, Nigeria Education Data Survey (NEDS)	Completed June 30, 2011 (2-year period of performance)	Survey of 27,000 households nationwide to collect education information and data; linked to Demographic and Health Surveys
Task 9	Completed Dec. 31, 2010	Early Grade Reading Assessment for Ethiopia (extension of Task 7 activities)
Task 10, Youth-Focused Labor Market Assessment	Completed Sept. 30, 2010	Technical assistance to USAID/Morocco to inform current and future activities in this area, implemented under the Mission's 2009-2014 strategy
Task 11	Completed Sept. 29, 2011	Data capacity assessment and gap closure assistance in three example countries: Mozambique, Philippines, Ghana
Task 12	Completed Mar. 2, 2012	Technical assistance for the administration of the National Education Assessment in Ghana

Category	Status	Primary Purpose of Task Order
Continuing		
Task 1	Ongoing through Nov. 30, 2013. On Nov. 30, 2010, USAID exercised Option Period 1 (Dec. 1, 2010–Nov. 30, 2011) and Option Period 2 (Dec. 1, 2011–Nov. 30, 2013)	<ul style="list-style-type: none"> • Core management (e.g., financials, reporting) • Dissemination • Continued refinement of methodologies and tools • Work with Missions to help identify data needs and design task orders
Task 7	Year 1 countries funded Oct. 1, 2009; Year 2 countries Oct. 1, 2010; Year 3 timetable and funding programmed July 12, 2012	<p>Learning outcomes research and assessment-related projects:</p> <ul style="list-style-type: none"> • Year 1: Ghana, Honduras, Mali, Ethiopia, Yemen • Year 2: Rwanda, Kenya, Zambia, Dominican Republic, Morocco • Year 3: Pilot Lot Quality Assurance Sampling (LQAS)
Task 13, Primary Math and Reading (PRIMR), Kenya	Period of performance Aug. 15, 2011–Aug. 14, 2014	3-year program using innovative, data-based instructional improvement methods in reading and math to improve outcomes of students in urban areas. Assessments in both English and Kiswahili
Task 14, Iraq Education Surveys – MAHARAT	Period of performance Sep. 29, 2011–Nov. 1, 2012	Assessment of school management practices and student outcomes (EGRA, EGMA, SSME); assessment of Teacher Training Institutes; Education Management Capacity Assessment
Task 15, Data for Educational Programming in Asia and Middle East	Period of performance Sep. 29, 2011–Nov. 29, 2013	Technical assistance and training services for USAID Missions in the two regions, supportive of USAID's new Education Strategy and Evaluation Policy
Task 16, EGRA/EGMA/SSME National Survey in Jordan	Period of performance Dec. 1, 2011–Mar. 31, 2014	Evaluate the quality of primary schools in Jordan and propose approaches that the Ministry of Education could apply to improve education quality
Task 17, Strengthening Information for Education, Policy, Planning and Management in the Philippines (PhILED Data)	Period of performance Feb. 22, 2012–Aug. 31, 2013	<ul style="list-style-type: none"> • Assist in analyzing the validity and reliability of national standardized examinations and assessment tools • Pilot a national, sample-based EGRA • Assist in developing reporting formats for national assessment results • Advise on the development of new national benchmark assessments in line with curricular and structural reforms
Task 18, USAID/Haiti Tout Timoun Ap Li (TOTAL) Applied Research Activity	Period of performance Aug. 2, 2012–Dec. 5, 2014	Assist education ministry in developing and testing an instructional model to improve reading skills of children in grades 1–3 in the Northern, St. Marc, and Port-au-Prince development corridors. Treatment/control; involves EGRA and SSME; French and Haitian Creole
Task 19, Data for Education Research and Programming in Africa	Signed Sep. 28; period of performance Oct. 1, 2012–Nov. 30, 2014	Broad regional support for data collection and analysis to aid in realignment of Mission programming with USAID Education Strategy

Category	Status	Primary Purpose of Task Order
Task 20, Improved Reading Skills for 100 Million Children in Primary Grades by 2015 (EdData II Task Order for Goal 1 Support)	Signed Sep. 29; period of performance Oct. 1, 2012–Sep. 30, 2014	A range of research and technical assistance activities to support meeting the USAID Education Strategy’s “100 million children reading” goal
Pending as of Sept. 30, 2012		
Nigeria Education Data Survey II (NEDS II)	RTI proposal submitted Sept. 17, 2012	Follow-up and continued analysis of data from the 2010 USAID- and DFID-funded National Education Data Survey
USAID Partnership for Education: Testing Activity – Ghana	Request for Task Order Proposal (RFTOP) issued by USAID/Ghana Sep.17, 2012; due Oct. 26	EGRA and EGMA in multiple languages; support for National Education Assessment (similar to Task 12); capacity building for government education sector staff; recommendations for integrating assessments

4. Impact of Activities

In this section we highlight the impact of several EdData II task orders, all of which receive general oversight via Task 1.

In a number of cases, EdData II activities and data have significantly raised awareness of deficiencies in the affected countries’ education systems, thereby creating a demand for expanded technical assistance via additional EdData II funding or other contracting vehicles.

Also please note that for all these examples, technical and analysis reports that have been approved for public release are available from the EdData II project website, www.eddataglobal.org, under Countries.

Task 7 Country Studies: EGRA, EGMA, SSME

Several of the Task 7 countries that were receiving assistance with EGRA, EGMA, and/or SSME implementation completed the required data collection, analysis, reporting, translation, and policy dialogue presentations during this fiscal year. Although across the board, the EGRA and EGMA scores were quite low—for example, in Morocco, second graders averaged reading only 16 words per minute and third graders 27 words, while automaticity in solving basic math problems was not evident—the stakeholders attending the final policy dialogue sessions were attentive, engaged, and prepared to use the findings as a steppingstone to systemic changes. Morocco, Rwanda, and Yemen impacts are described below as representative cases.

Morocco

A two-day workshop on the results of the EGRA, EGMA, and SSME in Morocco took place in Rabat in January 2012. In addition to the RTI EdData II technical team, the

attendees included school principals, inspectors, and regional education officials who had been trained by the project and served on the data collection team. Their concrete goal for the workshop was to review what was happening—or not—with early grade instruction in language and mathematics, and to make recommendations to address the problems represented by the low student scores. One of the RTI staff members who led the presentation noted afterward that “The MoE was appalled by the results but had a very positive attitude, wants things to change, and asked for more. They are very motivated to get things moving on early grade learning.”

RTI also presented the results at one briefing for USAID/Morocco, which lasted 90 minutes rather than the 30 originally set aside, due to questions and follow-up from those present, including the mission director; and another among USAID implementing partners RTI, MSI, and Creative Associates, as well as Peace Corps directors. Again, there was lively discussion about the meaning of the results and the possible next steps.

The final versions of the analysis report were submitted in both English and French.

Rwanda

On January 24, 2012, a technical review workshop was held to review the findings of the EdData II EGRA/EGMA/SSME, along with those of another, separate study that was conducted in Rwanda early in 2011, the Learning Achievement in Rwandan Schools (LARS) program. The meeting was attended by key ministry officials as well as development partner representatives (UNICEF, UK Department for International Development [DFID], and USAID), for a total of 24 participants. The objectives of this meeting were to ensure that participants thoroughly understood each study and the results, the different purposes/targets of each assessment, and the ways in which these two assessments might be used in the future by the ministry.

Overall, attendees received the results positively as they discussed the purposes of the instruments and how they might be used in Rwanda in the future. Recommendations for revising and finalizing the EGRA/EGMA/SSME analysis report were also solicited and recorded. During the meeting, the Deputy Director of the Rwandan Education Board, who is also responsible for assessment and research, indicated that once the recommendations were integrated into the report, it would be approved by the ministry with no further validation meetings or presentations. The final version of the report was reviewed by USAID/Rwanda and then submitted to the ministry on March 22.

Yemen

With the assistance of EdData II local subcontractor Prodigy Systems, EGRA-only data collection and analysis were successfully completed by early March 2012. One significant accomplishment was the programming and use of iPads for data collection in Arabic, a first for EdData II. Lessons learned in terms of timing, accuracy, training, revisions, and so forth would later expedite the more extensive EGRA/EGMA/SSME applications in Jordan (see below) and Iraq.

Unfortunately international travel to Yemen was not feasible during the May–June 2012 timeframe when the revised and translated results analysis report was ready to present, such that the final policy dialogue workshop was held via videoconference from Sana’a and two locations in the United States, on June 5. Yemen’s Minister of Education and the USAID/Yemen Mission Director both attended, as did staff from the USAID Community Livelihoods Project (CLP), led by Creative Associates International. USAID/Yemen highlighted this videoconference and the overall work in its *Weekly Program Report* for June 8, 2012:

“The assessment found that the majority of the 735 Grade 1 and 2 students assessed were unable to read fluently. A startling 43 percent of the Grade 2 students—who heralded from 40 randomly selected schools across Amran, Lahj and Sana’a—were unable to read a single word of a simple story....”

“The survey results show a clear need to improve reading instruction in the early grades. CLP will therefore continue to implement and extend its early grade reading initiative to support the MoE in improving students’ mastery of fundamental reading skills, paving the way for better learning outcomes in later school grades. CLP’s focus on reading materials development and teacher; headmaster; and inspector training aims to equip teachers and educators with the skills necessary to effectively teach children to read.”

In response to the information presented during the policy workshop, a local artist created the following drawings for the CLP mother/father councils as a way to encourage parents to make sure their children learn to read.



Helping children to get ready for school on time



Reading with children

Cartoons by Mazin Shuga’a Aldeen for the USAID Community Livelihoods Project, Yemen

Reading and Mathematics in Kenya

The bulk of EdData II work in Kenya this fiscal year proceeded under Task 13, the Primary Reading and Math (PRIMR) Initiative. This task order is designed to achieve specific outcomes related to grade 1 and 2 students' reading fluency and comprehension and mathematical abilities, as well as scale-up carried out by the Ministry of Education. Here we present the impacts in terms of the baseline EGRA/EGMA/SSME carried out this year, ongoing information dissemination about the results and the project, and the instructional and curriculum materials developed and introduced by PRIMR. (See cover and *Annex 1* for photos.)

Baseline Assessment

Supported by signed letters from the MOE, during January 2012, the PRIMR team assessed children in 230 schools across PRIMR's sample in Nairobi, Thika, and Nakuru in Kiswahili, English, and math. Task 7 funds simultaneously covered implementation of the SSME in all 230 schools, resulting in two extremely rich studies that go beyond what has been done in any other country that RTI is aware of. This baseline assessment also included a subsample of schools for the longitudinal study to be tracked over time.

Information Dissemination

Beginning in April 2012, PRIMR began disseminating the results of the baseline assessment to several groups of MOE and Semi-Autonomous Government Agency (SAGA) professionals. This included USAID education officers, the Permanent Secretary, the Education Secretary, the Secretary of the Teachers' Service Commission, senior officials at the KIE, the Chief Executive Officer of the Kenya National Examinations Council (KNEC), the Program Development and Implementation Team (PDIT), and representatives from each district and municipality where PRIMR operates. These findings dissemination workshops and meetings focused on the central idea that there is a dramatic problem in the area of reading, and that PRIMR is trying to do something about it.

The PRIMR team also met with a key implementation group during a workshop in Nakuru May 22–25. The meeting participants included the Municipal Education Officers from several zones plus Thika and Nakuru, as well as the quality assurance and standards officers of the municipalities and districts working with PRIMR. These participants were joined by a majority of the PDIT members. During this meeting, the baseline findings were shared, as well as implications, and visits were made to three different PRIMR-implementing schools. The 30 participants were able to see how the initiative was working, and discuss the ways that the classrooms within the municipalities and districts were being supported. The key purpose was to encourage the education officers to look carefully at what was happening in PRIMR classrooms and to develop skills in observational techniques. The meeting was successful, and participants left convinced that the PRIMR materials and lessons can improve the quality of teaching and learning in Kenyan classrooms.

Finally, an RTI staff member traveled to Nairobi June 11–15 for high-level policy dialogue meetings with the MOE and the SAGAs, in order to better explain the relationships between SSME and outcomes, as well as to discuss how the SSME findings can be used as part of the national reform effort. The RTI team read the current versions of the education bill and the bills relevant to the other organizations in the education sector in order to share some ideas on how they can organize their structures to maximize learning.

Instructional Methods and Materials

Significant amounts of PRIMR resources are geared toward motivating observable changes in classroom instruction and student learning. Among the materials developed (see samples in *Annex I*) and activities completed that are beginning to bear fruit are the following.

- Two rounds of coach/tutor training in reading in English/Kiswahili, and another set in mathematics
- Teacher training in implementing PRIMR reading and math lessons in Kiswahili and English
- Delivery and training in use of a “coach technology pack” (primarily digital and still cameras and peripherals) to provide immediate feedback to teachers on how they can improve their teaching, as well as showing ideal instruction in Kenyan classrooms
- Scripted lesson plans and accompanying student texts for all three subjects and both languages
- Technical support in the development of tools to evaluate children during community-sponsored reading competitions
- Tutor and coach observation of lessons and feedback to teachers on student outcomes and instructional quality
- Development of end-of-term examinations that examine whether pupils have acquired the skills outlined in the Kenya Institute of Education (KIE) syllabus and reflected in the PRIMR lesson plans and books
- Meetings with head teachers and directors from nonformal schools to acknowledge their efforts to improve learning outcomes from children in their schools
- Regular SMS messages to educators related to the key activities that PRIMR teachers are undertaking, along with incentives to encourage teachers to respond and ask questions related to their work.

Programming Follow-Up to Data and Findings in Ethiopia

As described in previous annual reports, with joint funding from Tasks 7 and 9, EdData II sponsored a national EGRA in Ethiopia in 2010. The results showed that a significant percentage of children in grade 2 could not read a single word of connected text. For example, in Sidama zone, the percentage of nonreaders was 69%, and in Oromiya region it was 41%. Ethiopian education officials at the federal, regional, and even zonal and *woreda* levels responded emphatically to these poor results. Numerous participants in one workshop said that they wanted to focus on what to do to improve learning. Education officials entreated USAID and RTI to review the curriculum for which reading materials were about to be procured for schools throughout the country. The government went so



EdData II reading assessment in Ethiopia, 2010

far as to cancel that procurement to allow time to ensure that the best available research and experience would inform the improvement of reading and writing instruction. In the meantime, several Regional State Education Bureaus began developing small-scale reading interventions focused on improving reading outcomes, even without international technical expertise.

Based in part on this reaction, USAID/Ethiopia prepared and in February 2012 released the procurement “Reading for Ethiopia’s Achievement Developed (READ) Technical Assistance Project.” The stated primary objective of Ethiopia READ is “to support the Ethiopian Ministry of Education’s efforts in developing a nationwide reading and writing program that will reach the vast majority of Ethiopian primary students.” EdData II can claim a

direct link between the data and analysis results from 2010 and the scaled-up program now planned for Ethiopia, which was strongly influenced by in-country demand.

Programming Follow-Up to Data Capacity Assessment, Philippines

In 2011 EdData II staff led an effort (Task 11) to develop and pilot a sound technical approach to assessing how well a country’s own data systems serve various purposes, such as informing the country’s education sector strategies, aligning external assistance, and producing data indicating progress in the sector. Three countries—Philippines, Mozambique, and Ghana—were chosen for the pilot.

In the Philippines, in addition to assessing data availability and use in the education sector, the EdData II team was charged with making specific recommendations for how USAID assistance could best support the Philippines government to make improvements in the information systems and processes reviewed. The countries’ education sector

counterparts then would have the option of implementing the recommendations, both short- and long-term changes.

Overall, the recommendations were well received in both the reports and the policy dialogue workshops. Therefore, USAID/Philippines proposed additional assistance to help build the capacity of the Philippine Department of Education (DepED) in several key technical areas, to be funded under Task 17, Strengthening Information for Education, Policy, Planning and Management in the Philippines (PhilEd Data).

Highest priority under Task 17 was accorded to helping DepED make better use of existing data; generate and extract maximum value from new data; and build capacity for ongoing data generation, management, and analysis. In consultation with education sector stakeholders, USAID/Philippines identified four specific opportunities:

- Assist DepED’s National Education Testing and Research Center to analyze the validity and reliability of the two national standardized examinations and assessment tools currently being used
- Pilot a national, sample-based EGRA (Filipino [Tagalog], English, and one mother tongue) in grade 3, to establish a baseline relative to the goal of all children learning to read in the early grades of elementary school
- Assist DepED in developing reporting formats for national assessment results that are consistent with its overarching objectives of transparency and accountability and that support the Department’s strategic communications objectives
- Provide technical assistance and advise the development of new national benchmark assessments in line with the elementary (K–6) and lower secondary (7–10) curricular and structural reforms that are part of the K to 12 initiative.



Sarah Pouezevara of RTI leads EGRA adaptation workshop, Philippines, August 2012

This follow-up technical assistance under Task 17 began in February 2012. Accomplishments to date include a formal literacy policy dialogue event, July 13; adaptation workshop for the EGRA in English, Filipino, and one mother tongue, August 2012, with training and other preparations continuing through the administration period in January 2013; and an RTI-initiated participatory consensus-building process in September 2012 with

division, district, and school stakeholders about their information preferences and needs.

Improving Primary Education in Jordan

The objective of Task 16, National Early Grade Literacy and Numeracy Survey – Jordan, is to support the efforts of USAID/Jordan and the Ministry of Education to improve the quality of primary education. The first 8 months (December 2011–August 2012) focused on student performance assessment outcomes in the areas of reading and math and on indicators of classroom and school management that will be used to guide national education policy and planning, as well as induction and in-service teacher training needs.

Collaborating closely with the MOE, RTI adapted and used the EGRA, EGMA, and SSME to assess student reading and math outcomes in grades 2 and 3, as well as school management capacity. The survey was administered through a nationally representative sample of 156 schools and 3,120 students, with an urban/ rural, male/female/mixed disaggregation.

A policy dialogue workshop on the EGRA/EGMA/SSME results was held on August 28-30, 2012, at the Queen Rania Center, in Amman, Jordan, with three purposes: (1) to share the key findings of the survey with the MOE and other participants; (2) to allow the MOE and other participants to discuss a range of key themes/findings arising from the survey and to formulate recommendations in response to the identified themes; and (3) to involve the participants in discussions on the components of a pilot intervention project to be conducted between September 2012 and March 2014 in response to the findings of the survey. (Note that USAID/Jordan has exercised the proposed option-year activities beyond the original 8-month scope, including a research-based intervention.)

The opening session, during which the main findings were communicated, was attended by more than 30



Schoolgirls during EGRA/EGMA/SSME in Jordan

guests, including the Minister of Education, the USAID/Jordan Mission Director, the USAID/Jordan Acting Director of the Education/Youth Office, and representatives from the MOE, universities and colleges of education, international donor agencies, and from local and international implementers. The remaining sessions of the workshop also were attended by between 30 and 40 participants.

After hearing and discussing the results, the participants were galvanized to further action, with the backing of the MOE and USAID. They agreed to disseminate the findings to policy makers, district education officials, teacher training colleges, parents, etc., via a set of two-page briefs; to appoint a team consisting of MOE curriculum planners, university lecturers, supervisors, and specialist teachers to identify gaps and adapt benchmarks within the curriculum; to begin developing supplementary materials for the option-year pilot project, such as teacher guides, visual aids, and library book sets; to enhance both pre-service and in-service training in teaching mathematics in grades 1–3; and to participate fully in the mentoring/support component of the upcoming pilot intervention. (See *Annex 1* for additional photos.)

5. Website activity (<http://www.eddataglobal.org>)

The EdData II website (www.eddataglobal.org) receives a great deal of traffic and is constantly updated with EdData news items, reports, documents, pictures, and videos. During FY2012, the site averaged about 20,300 hits per month (see *Table 2*).

Table 2. Annual summary of EdData II global website activity

Month	Successful requests	Average successful requests per day	Distinct hosts served
October 2011	20,573	663	2,103
November	21,019	700	1,961
December	19,045	614	2,150
January 2012	24,399	787	2,420
February	22,740	784	2,500
March	24,712	797	2,617
April	19,485	649	2,085
May	21,965	708	2,030
June	19,783	659	2,200
July	22,682	731	2,138
August	22,557	727	2,425
September	25,528	850	3,065

RTI has now redesigned the website to present a cleaner home page, simplify navigation of the site, and direct users more quickly to up-to-date news and reports in the topical and geographic areas of most interest to them. In September an interactive map (see screen capture below) showing EdData II and other projects' related activities was made live on the site, with content continuing to be added and updated.



6. Potential/Anticipated Activities

Africa Region

On August 22, 2012, USAID/Washington released an RFTOP for a task order called “Data for Education Research and Programming in Africa” that will resemble the Task 15 mechanism issued previously by the Asia/Middle East Bureau. RTI submitted a proposal in response on September 7 and the award was signed September 28. The request included trends analysis, development of new tools, data-driven assessments, and technical assistance with workshops and seminars to encourage dialogue. Startup for this task order-type activity will take place in October 2012.

Global Goal 1 Task Order

USAID/Washington released the final RFTOP for “Improved Reading Skills for 100 Million Children in Primary Grades by 2015 (EdData II Task Order for Goal 1 Support)” on September 7, 2012, and the corresponding award was signed September 29. It will

encompass a range of activities such as wider use of EGRA data sets, support to ministries in setting early grade reading targets, and evaluation of incentives systems in schools. Startup will take place in October 2012.

Nigeria

As described in the previous annual report, during FY2012, USAID/Nigeria was expected to request EdData II follow-up technical assistance for the national and state ministries of education, with the purpose of improving access to and use of education data for policy- and decision-making. The assistance will have three components: (1) support the national EMIS Unit on using the “EMIS Toolbox,” and build the Ministry’s capacity to cascade EMIS access and use down to the states; (2) work with the Ministry of Education to write state-specific reports and publications based on the results of the 2010 NEDS (Task 8); and (3) develop a general bulletin on the education sector in Nigeria—at both national and state levels—profiling the policy and institutional arrangements that govern and manage the sector. The RFTOP for this effort, called the “Nigeria Education Data Survey II (NEDS II),” was released August 16, 2012, and RTI responded with a proposal on September 17. Startup is anticipated sometime in October.

Ghana

During this fiscal year EdData II staff completed initial planning for the staffing, activities, and timetable for a potential task order for USAID/Ghana. The task will support another implementation of the National Education Assessment as well as administration of EGRA and EGMA in approximately 12 languages across 10 regions of the country. Heavy emphasis will be placed on local capacity building. An RFTOP was released on September 17 and RTI was in the process of preparing its response as of the end of September (proposal due October 26).

Lot Quality Assurance Sampling (LQAS)

In July 2012, USAID/Washington issued a no-cost extension for Task 7, part of which covers a new Year 3 pilot activity on lot quality assurance sampling (LQAS). RTI prepared a concept note on a potential application in Ghana. Further work remained on hold as of the end of the fiscal year pending a response from USAID/Ghana.

Jordan

As described above, during this fiscal year, RTI carried out Task 16 for the Jordan Mission. The primary focus of this task order was applying the SSME/EGRA/EGMA in 150 schools in Jordan. The data collection and analyses were completed in August, English reports were translated into Arabic, and a policy dialogue took place in Amman August 28–30. At that time USAID also approved the aforementioned option-year activities through March 2014.

7. EdData II Documents Submitted to the Development Experience Clearinghouse

The project team submitted more than 40 documents to the USAID Development Experience Clearinghouse during FY2012; see *Table 3*.

Table 3. EdData II documents submitted to DEC, FY2012

Title or description	Date
1. EdData II: Education Data for Decision Making project brochure (version 2)	11/9/2011
2. <i>All Children Reading by 2015: From Assessment to Action</i> . Meeting Report	11/9/2011
3. Gender Gaps in Early Grade Reading Skills [Brief]	11/9/2011
4. Assessing Early Grade Reading Skills in Latin America and the Caribbean [Brief]	11/9/2011
5. Assessing for Results: Early Grade Reading Assessments for Learning Improvement [Brief]	11/9/2011
6. Assessing Early Grade Reading Skills in Africa [Brief]	11/9/2011
7. Improved Learning Outcomes in Donor-Financed Education Projects: RTI's Experience [Brief]	11/9/2011
8. What Works to Improve Reading [Brief]	11/9/2011
9. The Early Grade Reading Assessment (EGRA) in Haiti [Brief]	11/9/2011
10. Task 11 Ghana report, <i>Information for Education Policy, Planning, Management, and Accountability in Ghana: Report of Findings of the Data Capacity Assessment of Ghana's Education Sector</i> , June 2011	11/9/2011
11. <i>Information for Education Policy, Planning, and Management: Summary of the Data Capacity Assessments Conducted in the Philippines, Ghana, and Mozambique</i> , summary/synthesis report for Task 11	11/9/2011
12. RTI Presentations, 54th Annual Conference of the Comparative and International Education Society (CIES), March 2010	12/9/2011
13. <i>Online Training in Education Surveys for Decision-Making: Final Report, Task 3</i>	12/9/2011
14. <i>Early Grade Reading Assessment Workshop: Summary Notes from the Expert Workshop, Washington, DC, November 16 and 17, 2006</i> , Task 3	12/9/2011
15. <i>Task 7 Annual Report, Sept 2010-Oct 2011</i>	1/11/2012
16. <i>Task 1 Annual Report, Sept 2010-Oct 2011</i>	1/11/2012
17. <i>Task 11 Mozambique report, Task Order 11: Gap Analysis: Education Information and Education Policy and Planning in Mozambique, Final Report</i>	2/9/2012
18. <i>EGMA Supervisor Manual</i>	3/27/2012
19. <i>EGMA tools for Kenya June 2009: Math Sheets</i>	3/27/2012
20. <i>EGMA tools for Kenya: Teacher Interview</i>	3/27/2012
21. <i>Task 4: Kenya – Final Report, March 14, 2007–July 31, 2009</i>	3/27/2012
22. Morocco Task 7 final report(s): EGRA, EGMA, SSME	3/27/2012

	Title or description	Date
23.	The EdData II Contracting Mechanism (What EdData II Can Do for You. Acceptable activities and how to request them) [Brief]	3/27/2012
24.	<i>Task 3 Annual Report (#4), October 2009-June 2010</i>	3/27/2012
25.	<i>Task 11 Annual Report, Oct 31, 2011</i>	3/27/2012
26.	<i>Information for Education Policy, Planning, Management, and Accountability in Ghana: Summary of Results of the Ghana Data Capacity Assessment Study Presentation, 26 September 2011 (post-workshop addendum)</i>	3/27/2012
27.	<i>Ghana Task 12, NEA: Revised NEA Operations Manual</i>	3/29/2012
28.	<i>Ghana Task 12, NEA: Revised Test Administrator's Manual</i>	3/29/2012
29.	<i>Ghana Task 12, NEA: Revised Test Monitor's Manual</i>	3/29/2012
30.	<i>Ghana Task 12, NEA: Ghana National Education Assessment 2011 Findings Report, January 24, 2012</i>	3/29/2012
31.	Ghana Task 12, NEA: Presentations and other materials for one-day national dissemination session (end of Nov 2011): <ul style="list-style-type: none"> • PowerPoint Presentation • (MS Word) booklet with Executive Summary only 	3/29/2012
32.	<i>National Literacy Acceleration Programme (NALAP) Formative Evaluation Report, Ghana, Task 7</i>	5/8/2012
33.	<i>Taller de Capacitación, El Zamorano, Honduras, 7–10 de febrero 2012: Día 1 [Teacher Training Workshop, Day 1], 92 slides, Task 7</i>	5/8/2012
34.	<i>Taller de Capacitación, El Zamorano, Honduras, 7–10 de febrero 2012: Día 3 [Teacher Training Workshop, Day 3], 41 slides, Task 7</i>	5/8/2012
35.	<i>Summary: Honduras EGRA Teacher Training Workshop, February 7-10, 2012, El Zamorano, Honduras (1 page), Task 7</i>	5/8/2012
36.	<i>Para Leer Mejor [For Better Reading], video, parts 1 through 4, Honduras, Task 7</i>	6/15/2012
37.	<i>Task Order 7, Early Grade Reading and Mathematics in Rwanda, Final Report</i>	6/27/2012
38.	<i>Student Performance on the Early Grade Reading Assessment (EGRA) in Yemen, Task 7</i>	6/27/2012
39.	<i>Executive Summary [in Arabic]: Student Performance on the Early Grade Reading Assessment (EGRA) in Yemen, Task 7</i>	6/27/2012
40.	<i>Early Grade Reading in Yemen, presentation, two files (English and Arabic), Task 7</i>	6/27/2012
41.	<i>Evaluation du niveau de lecture, du niveau de mathématique et de l'efficacité de la gestion des écoles primaires (EGRA/EGMA/SSME) – Résultats et dialogue à Doukkala Abda, Maroc [French translation of previously submitted Student Performance in Reading and Mathematics, Pedagogic Practice, and School Management in Doukkala Abda, Morocco], Task 7, instruments redacted</i>	6/28/2012
42.	RTI Presentations, EGRA/EGMA Workshop, 56th Annual Conference of the Comparative and International Education Society (CIES), April 2012 Five PPT presentations combined into one PDF with cover and front matter: <ol style="list-style-type: none"> 1. Sylvia Linan-Thompson and Wendi Ralaingita, "Development and Rationale of the Early Grade Reading and Mathematics Assessments" 2. Wendi Ralaingita, "Development and Rationale of the Early Grade Math Assessment" 3. Jessica Mejia and Alison Pflapsen, "Administering EGRA and EGMA: Rules and Tips for 	8/21/2012

	Title or description	Date
	Ensuring Quality Administration and Results” 4. Sylvia Linan-Thompson and Souhila Messaoud-Galusi, “Data Analysis and Reporting” 5. Marcia Davidson and Amber Gove, “Using Results for Improvement and Policy Dialogue”	
43.	Arabic translation: Yemen Task 7 final report, <i>Student Performance on the Early Grade Reading Assessment (EGRA) in Yemen</i>	8/21/2012

8. USAID Mission Buy-Ins and Other Leveraged Funding

Table 4 indicates task order funding received from sources beyond USAID/Washington.

Table 4. USAID Mission and other leveraged funding through FY2012

Country	Funding Amount	Status
Liberia (Task 6)	\$1,888,523	Completed – 01/31/11
Nigeria (Task 8)	\$1,892,803 (USAID funds)	Completed – 06/30/11
Nigeria (Task 8)	£1,045,369 (DFID funds)	Completed – 06/30/11
Ethiopia (Task 9)	\$350,000	Completed – 12/31/10
Ghana (Task 12)	\$1,137,271	Completed – 03/20/12
Kenya (Task 13)	\$8,100,000	Ongoing
Iraq (Task 14)	\$3,718,129	Ongoing
Jordan (Task 16)	\$1,896,673	Ongoing
Philippines (Task 17)	\$1,500,000	Ongoing
Haiti (Task 18)	\$12,965,642	Ongoing

9. Challenges

During FY2012, the main challenge Task 1 faced was *management of program expansion*. Worldwide Mission interest in EdData II services continued to expand significantly during FY2012, as indicated in Table 1 at the beginning of this report. RTI hired a number of new technical personnel for its international education program and continued working to address staffing and scheduling issues stemming from EdData II’s rapid growth.

10. Financial Report: Budget Update

[REDACTED]

Annex 1. Photo and Illustration Gallery: Impact of Activities

Task 13, Kenya Primary Math and Reading Initiative (PRIMR)

As noted in the main text above, EdData II activities under PRIMR during 2012 that demonstrated impact included the baseline EGRA/EGMA/SSME, the subsequent policy dialogue and dissemination workshops, coach/tutor and teacher training, and development and use of curriculum materials for students and teachers. PRIMR is a treatment/control study with a significant monitoring component, and as such, various aspects of the program will be closely examined for treatment effects and for relevance in other settings.





In the area of capacity building, PRIMR trained Teacher Advisory Centre (TAC) tutors and coaches in how to train teachers to deliver improved reading instruction in Kiswahili and English. The teachers currently participating in PRIMR were trained by the coaches and tutors in how to improve lesson delivery in English and Kiswahili reading in April and May 2012, as well as receiving initial training in how to implement mathematics lessons (in July).

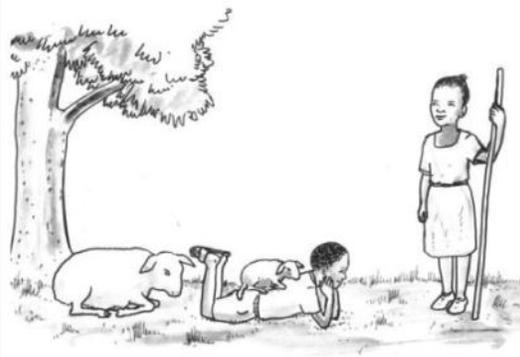
The sample pages below are from the PRIMR-developed Class 1 student reading books for Kiswahili and English, and the teacher lesson plan book for mathematics.

m M a A u U	
★ k K	
a u mu ma	
▲ k a ka k aa kaa k u ku k uu kuu	k a ka m a ma k u ku m u mu
uma mama amu au ua	
■ ku ku kuku ka ka kaka u ku ta ukuta a mu a amua	ku kaa kukaa u kuu ukuu ma kaa makaa ma kuu makuu
♥ a ka amua a ka uma a ka mu uma	akaamua akauma akamuuma

● **Kuku, Paka na Mama**
 Kuku akaamua kukaa.
 Paka akaamua kukaa.
 Mama akaamua kukaa.
 Kaka akaamua kukaa.
 Kaka akamuuma paka.
 Paka akamuuma kuku.



	mouth hands toes doctor my your his hers
	
<p>Today I go to the doctor. The doctor says, "Good morning, Mat. How are you?" I say, "Good morning, doctor Kioko. Fine, thank you." The doctor says, "Raise your hand, Mat." I raise my hand. The doctor says, "Raise your leg, Mat." I raise my leg. The doctor says: "Where are your toes, Mat?" I point to my toes. The doctor is happy. I am fine. The doctor says, "Close your eyes, Mat." I close my eyes. The doctor says, "Open your mouth, Mat." I open my mouth. The doctor puts a sweet in my mouth. I go to school very happy!</p>	

	stone stick tree pool water field rock
	
<p>I am Pam. I am a girl. This is Sam. He is a boy. I met Sam under a tree. I take care of sheep. Sheep eat grass. I carry a big stick. This is a big sheep. This is a small sheep. The big sheep sits under a big tree. The small sheep sits on Sam!</p>	

LESSON PLAN WEEK 1, DAY 1

Subject	Class	Date	Time	Roll	Duration
Mathematics					30 min.

<p>Topics Counting, Geometry</p> <p>Subtopics</p> <ul style="list-style-type: none"> • Rote counting from 1 to 5 (without objects) • Sorting objects by their shapes and colors <p>Objectives By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • count to 5 without using objects. • sort objects by shapes and colors. 	<p>Learning Resources</p> <ol style="list-style-type: none"> 1. Objects with different colors (such as bottle caps with different colors) 2. Student composition books <p>Student Activity Book </p> <p>Homework: page 1</p>
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Introduction (5 min.)

Review

- *Good morning, children. Today we will count numbers beginning with the number 1 and ending with the number 5. We will also sort objects by shapes and colors. Sorting means putting objects in groups because they are the same.*

Development (20 min.)

New

Teach rote counting from 1 to 5 and sorting objects by shapes and colors. Use the instructional model below. Before you begin, gather the colored objects and draw a series of shapes on the board: 1 large circle, 1 large square, 1 small circle, and 1 small square.

 Teacher Activities <i>"I do."</i>	<p>Step 1 <i>Listen carefully. I am going to count from 1 to 5.</i> Count from 1 to 5 three times, saying each number clearly and slowly.</p> <p>Step 2 <i>Now I will sort these shapes. Remember that sorting means putting together objects that are the same. I'll put these shapes together because they are round. I'll put these shapes together because they have sides.</i> Shade in the circles and leave the squares unshaded to show the shapes you put together. <i>We can also sort the shapes by their color.</i> Show some of the colored objects as you sort them into groups.</p>
 Teacher and Student Activities <i>"We do."</i>	<p>Step 3 Draw a new series of shapes on the board: 1 large triangle, 1 small circle, 1 small triangle similar to the first, and another small circle. Shade in the large triangle and the second of the small circles. <i>Now let's try sorting these shapes by color. Which objects go together because of their color? Let's start with the shaded shapes.</i> Draw a line through the first triangle, which is shaded. <i>Which other shape is shaded?</i> (the second small circle) Draw a line through the small, shaded circle to group it with the shaded triangle. Point out that the remaining unshaded shapes are also grouped by color. Then work with students to group the round shapes (by underlining the circles).</p> <p>Step 4 <i>Let's count to 5 together. Count with me: 1-2-3-4-5.</i> Count from 1 to 5 several times with students.</p>

LESSON PLAN WEEK 1, DAY 1

 Student Activities <i>"You do it"</i>	<p>Step 5 Mix the colored objects you used before. Have students work in pairs to sort the objects by shape and color. <i>Can you sort these shapes? Can you sort these objects by color?</i></p> <p>Step 6 Practice Exercises Have students continue working in pairs, taking turns counting from 1 to 5. Have each student take at least 3 turns.</p> <p>Step 7 Applications Have students use their composition books to practice drawing objects with similar shapes and similar shadings. Move around the classroom and check students' work as they complete it.</p>
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Conclusion (5 min.)

Review

- *Today we learned how to count from 1 to 5 and how to sort objects by their shape and colors. Now you can show me what you have learned.*

Choose several students from the group. Ask 1 student at a time to count from 1 to 5. Then draw 2 shapes on the board at a time (sometimes different, sometimes the same) and have students tell you whether the shapes are the same or different and how.



Homework

(□□ page 1) Assign students a practice page of homework. Have students open their Student Activity Books to page 1 and explain that they will complete this page to practice sorting by shape and color. Also, tell students to practice counting 5 times from 1 to 5 with an adult or classmate.

Evaluation *Note where students make errors or have difficulties. Suggest how future lessons can address these problems.*

Notes:

Task 16, EGRA/EGMA/SSME National Survey in Jordan

Forty participants from the Ministry of Education and Dajani Consulting attended the **training of assessors and supervisors** for the EGRA/EGMA/SSME March 25–29, 2012, at the Bellevue hotel in Amman. Training was conducted using iPads and also included practice visits to four schools in Amman.



Supervised practice in interviewing



Practice using the Arabic electronic instrument on iPads

EGRA, EGMA, and SSME data collection started on April 23 and was completed at all 156 schools by May 29, 2012.



Reading assessment



Mathematics assessment



Classroom observation: mathematics lesson



Team's observer counting textbooks

The **policy dialogue workshop** was held August 28-30, 2012, at the Queen Rania Center in Amman. The EdData II team shared the key findings of the survey, facilitated discussion on a range of key themes and solicited recommendations in response to the themes, and led a discussion regarding aspects of the pilot intervention to be conducted September 2012–March 2014.



Minister of Education Fayez Al Saudi, Aarnout Brombacher of RTI, and Jordanian education stakeholders listen to the opening presentation at the policy workshop



Dr. Muna Amr leading a policy working group discussion