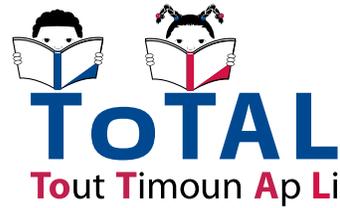




**USAID** | **HAITI**  
DU PEUPLE AMERICAIN



Ministère de l'Éducation Nationale  
et de la Formation Professionnelle

# EdData II: Tout Timoun Ap Li - ToTAL (All Children Reading)

ANNUAL REPORT  
AUGUST 2012 TO SEPTEMBER 2013



**April 2014**

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

EdData II Technical and Managerial Assistance, Task Number 18  
EdData II Contract Number EHC-E-00-0004-00  
Task Order Number AID-521-BC-12-00002

**Prepared for**

Fabiola Lopez-Minatchy,  
Contracting Officer's Representative (COR)  
USAID/Haiti  
United States Agency for International Development

**Prepared by**

RTI International  
3040 Cornwallis Road  
Post Office Box 12194  
Research Triangle Park, NC 27709-2194

Cover and inside photos: ToTAL project staff

The authors' views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

# Contents

Abbreviations	ii
<b>I Introduction</b>	<b>I</b>
<b>2 Performance Toward Contract Results</b>	<b>3</b>
2.1 Applied Research Activity Successfully Launched	3
2.2 Capacity to Implement Applied Research Activity, ToTAL Reading Program, and Future Reading Programs Assessed in Haiti Development Corridors and Local Partners Invited to Participate in Project Design, Implementation, and/or Performance Monitoring	12
2.3 Student Reading Performance Assessed	12
2.4 Submission of EGRA Reports	14
2.5 School Management Effectiveness Assessed	15
2.6 Reading Curriculum Developed, Implemented, and Evaluated	15
2.7 Community Literacy Strategies That Improve Early Grade Reading Development	21
2.8 Reading Instruction Improved	23
2.9 Capacity to Conduct Applied Research and to Design, Implement, and Evaluate Future Early Grade Reading Programs Strengthened	29
<b>3 Technical Assistance Received</b>	<b>31</b>
<b>4 Issues, Challenges, and Prospects</b>	<b>33</b>
<b>Appendices</b>	<b>35</b>

## Abbreviations

BDE	<i>Bureaux Diocésains d'Éducation</i> (Diocesan Offices of Education)	EPT	Education Pour Tous
BDS	<i>Bureau de District Scolaire</i> (School District Offices)	FONHEP	<i>Fondation Haïtienne de l'Enseignement Privé</i> (Haitian Private Schools Foundation)
BIZ	<i>Bureau d'Inspection de Zone</i>	J/P HRO	J/P Haitian Relief Organization
BM	<i>Banque Mondiale</i> (World Bank)	IFOS	<i>Institute de Formation du Sud</i> (Institute of Training in the South)
CEEC	<i>Commission Épiscopale pour l'Éducation Catholique</i>	IP	<i>Inspecteurs Principaux</i> (Chief Inspectors)
CFCE	Center for Training of Education Cadres	IRR	Individualized Running Record
CFEF	Training Center for Basic Education	IZ	<i>Inspecteurs de Zone</i> (Regional Inspectors)
CM	<i>Mobilisateurs Communautaires</i> (Community Mobilizers)	LCIH	Lions Club International Haiti
DAEPP	<i>Direction de L'accréditation des Écoles Privées et du Partenariat</i> (Directorate for Private School Accreditation and for Partnership)	LWB	Libraries Without Borders
DCQ	<i>Direction du Curriculum de la Qualité</i> (Directorate of Curriculum and Quality)	M&E	Monitoring and Evaluation
DDE	<i>Directions Départementales d'Éducation</i> (Departmental Directorates of Education)	MENFP	<i>Ministère de l'Éducation Nationale et de la Formation Professionnelle</i> (Haitian Ministry of National Education and Vocational Training)
DEF	<i>Direction de l'Enseignement Fondamental</i> (Directorate of Basic Education)	MIT	Massachusetts Institute of Technology
DFP	<i>Direction de la Formation et du Perfectionnement</i> (Directorate of Training and Development)	MOU	Memorandum of Understanding
DG	<i>Direction Générale</i> (Directorate General)	PDCL	Platform for the Development of Reading Skills
DGA	<i>Direction Générale Adjointe</i> (Deputy Directorate General)	SAP	<i>Services d'Appui Pédagogique</i> (Teaching Support Services)
DPCE	<i>Direction de la Planification et de la Coopération Externe</i> (Directorate for Planning and External Cooperation)	SMS	Short Message Service
EFACAP	<i>École Fondamentale d'Application et Centre d'Appui Pédagogique</i> (Basic Application School and Pedagogical Support Center)	SSME	Snapshot of School Management Effectiveness
EGRA	Early Grade Reading Assessment	TOT	Training of Trainers
		ToTAL	<i>Tout Timoun Ap Li</i> (All Children Reading)
		UDCL	<i>Unité de Développement des Compétences en Lecture</i> (Unit for the Development of Competencies in Reading)
		UNICEF	United Nations Children's Fund
		USAID	United States Agency for International Development

# I Introduction

The *Tout Timoun Ap Li* – ToTAL (All Children Reading) project had a very productive first year developing curriculum materials; training teachers and local stakeholders; forging partnerships with and strengthening the capacity of the Haitian Ministry of National Education and Vocational Training (MENFP); and conducting research that provides unprecedented information into the capacities of early grade students in Haiti. The ToTAL team, supported by experienced professionals from RTI's international education unit, also took advantage of lessons learned to improve its processes and approaches to ensure that ToTAL meets its commitments to the United States Agency for International Development (USAID), the MENFP, and the students and teachers in project schools.

Highlights of the first year of the project include the following. Appendix 1 provides a detailed timeline of events and activities.

- Completion of the revised Grade 1 Creole and French curricula; corresponding intensive, participatory training of trainers (TOT), followed by teacher trainings in Port-au-Prince, Saint Marc, and the Northern Corridor have also been successfully implemented.
- Completion of the first two of four assessments of early grade reading, and the submission of the Year 1 Baseline Early Grade Reading Assessment (EGRA) report (approved by USAID) and the Year 1 Endline EGRA report. Results from the report were presented at a high-profile workshop for the MENFP that was sponsored by USAID.
- Participation in the MENFP Summer Reading Championship, which was the MENFP's primary summer reading and curriculum enrichment initiative. Participation of acclaimed writer and artist Frankétienne helped to both enliven events and instill a greater sense of possibility and purpose to learning to read for children, parents, and community members. Through the Summer Reading Championship, ToTAL provided five weeks of summer reading and enrichment activities to students entering Grades 3 and 4 in all Treatment B schools. Quarterfinals were held for ToTAL schools in Saint Marc, Limonade, and Fort-Liberté. Six ToTAL students traveled to Port-au-Prince to compete in the semifinals and attend the finals.

**The quarter concluded with the successful distribution of Creole and French Grade 1 teaching and learning materials needed for the start of the new academic year.**

**As part of its community mobilization activities, the ToTAL team directly supported the MENFP's first national Summer Reading Championship.**

- Subcontracts signed with *Fondation Haïtienne de l'Enseignement Privé* (FONHEP, Haitian Private Schools Foundation) and *Institute de Formation du Sud* (IFOS, Institute of Training in the South) and memorandums of understanding (MOUs) executed with Save the Children, UNICEF, Concern Worldwide, Lion's Club International, and YMCA d'Haiti, formally establishing collaborations with these institutions toward concrete improvement of reading skills.

In response to the increasing complexities of the project, RTI restructured the project management team, replacing the finance manager and Home Office Technical Manager and adding a Deputy Chief of Party. Results since the restructuring and arrivals of the new hires have been very promising, and RTI fully expects the team to build upon recent success.

## 2 Performance Toward Contract Results

### 2.1 Applied Research Activity Successfully Launched

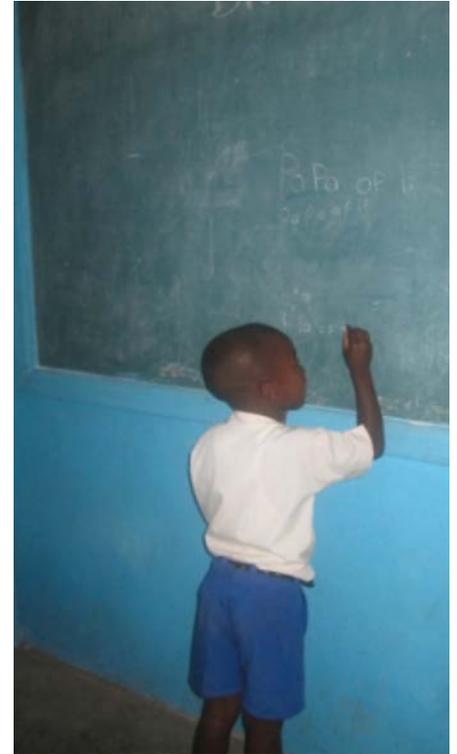
The following activities and deliverables were undertaken during the first year of the project in response to this result. Performance indicators related to this and all remaining results are presented in Appendix 2.

#### Partnership With The MENFP – Co-Location, Steering Committee Meetings, Documentation, and Joint Actions

ToTAL works in close coordination and partnership with the MENFP. The partnership between the MENFP and ToTAL became official on September 13, 2012 when the Director General of the MENFP sent a letter to all MENFP Technical Directors—*Direction de l'Enseignement Fondamental* (DEF, Directorate of Basic Education), *Direction de Curriculum et de Qualité* (DCQ, Directorate of Curriculum and Quality), *Direction de la Formation et du Perfectionnement* (DFP, Directorate of Training and Development), *Direction de la Planification et de la Coopération Externe* (DPCE, Directorate for Planning and External Cooperation), *Direction d'Appui à l'Enseignement Privé et au Partenariat* (DAEPP, Directorate for Private School Accreditation and for Partnership)—and Departmental Directors affected by the project's activities to notify them of the implementation of ToTAL and to request their full assistance to the project. Reproductions of letters of partnership and approval received from MENFP are provided in Appendix 3.

By means of this formal notice, all officials, both at the central level (Technical Directorates) and local level (Departmental Directorates, *Bureau de District Scolaire* [BDS, School District Offices]), lend their full cooperation for the implementation of ToTAL activities. To further institutionalize the exchange of technical information and promote joint planning, ToTAL provides robust support to the standing interdepartmental meeting of the *Comité de Pilotage* (Steering Committee), which includes representatives from the DEF, DFP, and DCQ, and meets each six to eight weeks at the ToTAL office.

ToTAL staff are in daily contact with members of the MENFP, teaching and learning materials are developed with extensive guidance and collaboration from the MENFP, MENFP staff participate in ToTAL training activities, and events such as the Reading Caravans and the Summer Reading Championships are implemented jointly. Importantly, the framework for the project was approved by the DEF, and all ToTAL training modules have been approved by the DFP. Together with the MENFP, ToTAL has benefitted from several collaboration and



The ToTAL project began working in 200 schools across Haiti in February 2013.

communication mechanisms, including meetings of a steering committee made up of three directors from the DEF, DFP, and DCQ; work sessions and material validation workshops; formal reading material validation and approval of teacher-training module letters; and other exchanges and discussions, both formal and informal. Certificates of participation for all ToTAL trainings are signed by MENFP officials, including the Director General and the DFP Directors.

**Beyond co-location, ToTAL institutionalized a process of regular, high-level joint planning and information sharing with the MENFP.**

ToTAL works to build broader, lasting, and sustainable educational change through partnering with and strengthening the capacity of the MENFP, as well as through partnerships with leading local and international organizations. Co-location between ToTAL staff and MENFP staff is critical to this important partnership. The project office at 26 Rue Sapotille includes office space for senior members of the Unit for the Development of Competencies in Reading (UDCL). In addition, the UDCL and other MENFP units hold meetings in the ToTAL conference room. By request of the Minister of Education, a member of his cabinet was installed temporarily in the project offices for September 2012 to January 2013. Various meetings convened by the Minister or by the Director General were organized on the project premises.

Beyond co-location, ToTAL institutionalized a process of regular, high-level joint planning and information sharing with the MENFP very early in the project through establishing a Steering Committee on August 9, 2012, that includes the technical directorates of the MENFP such as the DGA, DEF, and DFP. This Steering Committee meets on a regular basis (every six to eight weeks).

Most recently, when the project established a satellite office in the North/North-East, senior management chose to co-locate with a BDS. In May 2013, ToTAL paid to refurbish the BDS and provided necessary equipment such as generator, computers, printer, desks, tables, and chairs; materials have also been provided to the BDS to make this office fully operational. These efforts ensure more pleasant working conditions for the project field coordinator, supervisors, and trainers and also provide better support to BDS officials. At the end of the project in December 2014, equipment provided will remain installed in the facilities.

ToTAL also coordinates closely with the BDS in treatment areas to help them to better support and supervise treatment schools. Work with the BDS is particularly important because ToTAL seeks to establish and strengthen connections, as well as to promote coordination, at the local level between project staff and MENFP authorities. As part of its efforts to coordinate better with the BDS, ToTAL staff held coordination meetings with BDS Inspectors in both the Saint Marc Corridor at the Saint Marc

BDS on April 4, 2013, and in the Northern Corridor at the Fort-Liberté BDS on April 5, 2013. To prepare for the 2013–2014 school year, the project organized a new coordination meeting at the BDS in Fort-Liberté on September 18, 2013, in Saint Marc on September 20, 2013, and in Port-au-Prince on October 18, 2013. The managers and technicians of the *Directions Départementales d'Éducation* (DDE, Departmental Directorates of Education) emphasized that they appreciated these meetings.

A letter was dispatched December 14, 2012, to the DEF to request validation of the title of the Creole student handbook, *Tout Timoun Ap Li*. In response, DEF issued a letter on December 21, 2013, requesting that ToTAL rename its method *M ap li nèt ale* and approving a two-year implementation of the program with the goal of eventually standardizing and scaling up the early grade reading approach in the Haitian educational system. On August 5, 2013, the DEF issued a letter giving official approval for the materials and approach for ToTAL's experimental curriculum, including the materials and pedagogy of the *M ap li nèt ale* Creole early grade reading curriculum and the *M ap pale Fransè nèt ale* French oral language curriculum.

In December 2012, ToTAL sent a letter to the DFP to seek approval for the training module. The DFP Director responded positively. As with participants from the DCQ and the DEF, the DFP participates in the various training sessions for principals and teachers, serving either as participants (during the first session) or as observers or supervisors. After extended follow-up, the DFP issued a letter on October 14, 2013, granting approval for the pedagogical training modules of the *M ap li nèt ale* Creole early grade reading curriculum and the *M ap pale Fransè nèt ale* French oral language curriculum.

Collaboration among the local organizations of the MENFP (DDE, BDS, and *École Fondamentale d'Application, Centre d'Appui Pédagogique* [EFACAP, Basic Application School and Pedagogical Support Center]) has been crucial to the organization of the training sessions for the project. Two training sessions, one of which was aimed at the trainers-of-trainers (January 7 to 18, 2012), and the other at coaches (January 21 to February 2, 2012), made use of the facilities, equipment, and resources provided by the Fort Liberté EFACAP in the North-East Department. The training sessions, aimed at principals and teachers of ToTAL sample schools, were organized with the invaluable assistance of senior and area inspectors and area offices of the various BDS. Some of the sessions took place in the EFACAP (Fort-Liberté, Ouanaminthe) and some in the Saint Marc BDS.

In early 2013, ToTAL maintained the scheduled dialogues and discussions with the MENFP through meetings, as follows, to ensure ToTAL's

Several workshops and meetings were held to inform and run through the various project materials and technologies with civil servants from the MENFP.

communication and coordination with the central and decentralized organizations of the MENFP.

- Two workshops for managers and technicians from technical directorates of the MENFP (DEF, DFP) for the development of methods of teaching/learning of reading in Creole and oral communication in French. The first was held on September 17 to 28, 2012, and the second on October 16 to 26, 2012
- Meeting of the MENFP Reading Platform on February 28, 2013
- Meeting with the Director of the DEF on February 26, 2013
- Meeting of the MENFP Reading Platform on February 28, 2013
- Meetings of the Steering Committee with the DEF, DFP, and DCQ on March 1, 2013
- A workshop in May 2013, under the direction of Massachusetts Institute of Technology (MIT) Linguistics Professor Michel DeGraff, for review of the pedagogy and the relationship between a large-scale early grade reading program and the continued development of Haitian Creole as a language

In addition, several workshops and meetings were held to inform and run through the various project materials and technologies with civil servants from the MENFP.

- A workshop with the DEF and DFP and international experts to adapt the EGRA approach to the local context (August 20 to 31, 2012)
- A working meeting for 20 executives and technicians of the DPCE on the use of tablets and Tangerine software (October 16, 2012)
- A working meeting for 30 executives and technicians of the DG, DEF, DFP, and DAEPP on the use of tablets and Tangerine software (November 6, 2012)
- A working meeting with the DEF director (November 12, 2012)
- A working meeting with the MENFP directors (December 11, 2012)
- A validation workshop for didactic and educational materials (December 12, 2012)
- A workshop for the analysis of EGRA and Snapshot of School Management Effectiveness (SSME) data (February 2013)
- A workshop regarding the management of the EGRA/SSME database (March 2013)

- Training sessions for Chief Inspectors (IP) and Services of Pedagogical Support (SAP) of the Departmental Directorates at the BDS for Fort-Liberté (from March 21 to 23, 2013) and Saint Marc (from April 1 to 4, 2013) and in Port-au-Prince (from October 14 to 16, 2013)
- Coordination meetings with BDS Inspectors both for the Saint Marc Corridor and the Saint Marc BDS (April 4, 2013) and for the Northern Corridor at the Fort-Liberté BDS (on April 5, 2013)
- A high-level Strategic Workshop to present the 2012–2013 endline EGRA findings to MENFP and leading local and international agencies active in early grade reading (At the Strategic Workshop, the MENFP announced that the coming school year would be the “Year of Reading” and unveiled important programs such as Reading Fridays and Reading Caravans. Representatives from the MENFP, USAID, UNICEF, Save the Children, Care, and Concern were present at the Strategic Workshop, which took place on August 27 and 28, 2013.)
- A new coordination meeting at the BDS in Fort-Liberté (September 18, 2013), in Saint Marc (September 20, 2013), and in Port-au-Prince (October 18, 2013) to prepare for the 2013–2014 school year

### Opening of the ToTAL Office at the Trou-du-Nord School District Office

To ensure successful coordination of project activities and ensure that all arrangements are carried out in a timely manner within the sample schools in North-East (the main field testing sites of the project), the project opened a regional office in the BDS of at the beginning of May 2013, working with the DDE of the North East and the IP, Mr. Ezéchias Vilus. A Field Coordinator, Mr. Emmanuel Philippi, was recruited from among the project’s teacher trainers. He was given the mission of establishing the necessary relationships and teamwork with the MENFP inspectors and with the FONHEP supervisors and professional development trainers—successfully executing training activities, distributing materials, and conducting professional training, educational supervision, follow-up, and assessment of the ToTAL program in the schools involved.

*RTI office in Trou-du-Nord*





Joint ToTAL - LCIH vision training event

## Partnerships with International and Haitian Organizations

During this past year, the ToTAL project has broadened and deepened the impact of its program through developing partnerships with leading international and Haitian organizations. During proposal development, RTI formalized partnerships with FONHEP for program implementation and school monitoring and IFOS for EGRA baseline and endline surveys. ToTAL also entered into an agreement with Save the Children to review and incorporate Save the Children curricular materials into the ToTAL program. On August 12, 2013, ToTAL signed a partnership with UNICEF—with Care serving as the implementing partner—for both the provision of the ToTAL curriculum and a separate

Care-Caritas Czech Republic EGRA study of program effectiveness through the use of EGRA. In September, ToTAL finalized its MOU with Concern Worldwide for training and provision of materials in up to 30 Concern Worldwide-supported schools in the Saut d’Eau region. During September, ToTAL also began talks with J/P HRO about provision of ToTAL materials and training to J/P HRO schools in Delmas, including both 34 private schools and one school managed directly by J/P HRO.

During the first year of the project, ToTAL also secured MOUs with YMCA d’Haiti and Lions Club International in Haiti (LCIH), both among the leading civil society organizations in Haiti. YMCA d’Haiti served as an essential partner for ToTAL in the Summer Reading Championship, and ToTAL continues to explore ways to incorporate YMCA in community mobilization activities in Treatment B schools. The MOU with LCIH represents not only an exciting opportunity to address vision difficulties as a barrier to reading in ToTAL schools, but also, more broadly, an example of partnering with an organization with sector expertise to address a specific barrier to reading. Under the MOU with LCIH, LCIH staff and ophthalmological experts will train RTI, FONHEP, and MENFP staff in school-based vision screening and referral. LCIH will provide wall charts in ToTAL schools, and volunteers also will directly provide vision screening, referral, and clinics at ToTAL schools. ToTAL’s first joint event with LCIH was a training for Port-au-Prince-based MENFP inspectors, supervisors, and mentors that took place on September 27 at the ToTAL office. Working within an approach of sharing experiences and competencies and of creating synergies, ToTAL will continue over the coming quarter and year to pursue new partnerships in search of opportunities to expand ToTAL to new schools and to address additional barriers to education, potentially including nutrition, corporal punishment, and child health.

### **Meetings with Partners Involved in Reading Education (UNICEF, World Bank, Save the Children, Concern, Catholic Relief Services, and Others)**

On August 9, 2012, the RTI team also met with other partners working with the MENFP on improving reading competencies in Haiti. During this meeting, RTI gave a presentation on the overall ToTAL project. It was agreed that the partners should unite their efforts, with the aim of improving reading instruction in French and Creole. Several follow-up meetings subsequently were held with the same partners so that RTI could work with MENFP in developing reading competencies.

ToTAL is in communication with Save the Children, Concern, Catholic Relief Services, and *Amis de Matenwa* to work together throughout this school year toward the assessment of the reading competencies of students from several hundred national schools by means of the adapted EGRA. The revisions and adaptations of the tools and the use of computer data-collection systems for ToTAL will be made available to all of these partners, and these methods are already pointing to the importance of the collaboration platform to the development of reading competencies of children in Haiti.

In addition, USAID initiated steps with Libraries Without Borders (LWB) for exchanges with the ToTAL project on the creation of small school libraries to be distributed to schools. A working meeting took place on March 26 to explore avenues for collaboration with LWB.

### **Randomized Control Trial Research Design Plan**

A randomized control trial research design plan—including school sampling plan—was submitted to and approved by USAID. This plan included the measurement of student reading performance and school management effectiveness for two school years, including logistics and a community mobilization plan.

### **Partnership with the Treatment and Control Schools**

In November 2012, ToTAL held discussions with the DEF on the partnership contracts with the treatment and control schools; these were held prior to similar discussions with the DDE and the BDS concerned with the project. Once these partnerships were finalized, senior inspectors presented them at the start of December 2012 at the schools. In January 2013, during the meetings with the schools, almost all of the partnership agreements had already been signed by the principals, school council representatives, and senior inspectors. The DDE are currently collecting them to be signed by departmental directors and the Chief of Party so that they can be returned to the school archives, the BDS, and the project.

In early January 2013, the Chief of Party—accompanied each time by the departmental director and chief inspectors involved—held a meeting in each of the six BDS with all of the experimental school principals to explain every detail regarding the project intervention and schedule for training activities, coaching, and educational supervision, along with the evaluation of the reading skills of students.

These essential information-sharing meetings with principals, dedicated to securing their buy-in to the project, were held from January 7 to 9, 2013, just after the start of the first training session.

Shortly after these meetings, in February 2013, the curriculum materials (teacher guide, student handbook in Creole and French) were dispatched to the schools for distribution to all students in the first and second year of primary school. The principals of the schools under contract by the project were then required to apply the program by allowing their teachers to be trained in the method, management, and educational supervision in the classrooms, and the evaluation of the reading skills of students in the first and second year of primary school.

### **Sampling Process for Schools**

On Friday August 10, 2012, the DPCE provided the RTI team with the MENFP's most recent database for national schools (with data from the 2010–2011 School Census). RTI had worked with the technicians from DPCE to ensure that the information necessary for the school sampling under the applied research was properly taken into account in the available data.

During the week of September 18 to 20, 2012—together with the main inspectors involved in the Northern and Saint Marc corridors—RTI was able to verify the list of all valid schools from the various communes (Cabaret, Arcahaie, Saint-Marc/Quartier Morin, Limonade, Terrier Rouge, Trou du Nord, Fort Liberté, and Ouanaminthe). For a second time (October 22 to 24), these same inspectors were informed, and they have validated the sampling of the intervention schools and control schools adopted for the two corridors. The same process of validation and verification of lists in partnership with the MENFP was used in July 2013 to develop the sample for Cul de Sac.

### **Stakeholder Collaboration Plan**

A plan for consulting and collaborating with stakeholder groups to obtain stakeholder input, engage with stakeholders in key discussions, and communicate project information to stakeholders was submitted to and approved by USAID.

## Evaluation of Reading Skills (EGRA)

Data collection for the first EGRA/SSME started on November 12 and was completely finalized on December 5, 2012. These data enabled ToTAL to evaluate the reading skills of approximately 2,000 first- and second-year students from 120 schools in the two corridors of Saint Marc and the Northern Corridor. The data, subject to review, verification, and validation, was presented to the MENFP executive managers and technicians during a workshop in February 2013 for review and analysis.

A second workshop was held in May 2013 on the technical aspects of managing the database using tablet computers and software (Tangerine) to allow the executive managers and technicians (especially those from DPCE) to adapt to these new technologies and methodologies. To carry out the project's second EGRA assessment, IFOS brought together all of the supervisors (14) and enumerators (56) (as well as more than 10 MENFP executives and technicians) to Kaliko from May 13 to 17, 2013, for refresher training and reinforcement. Through this training—conducted by an international consultant (Kylie Hutchinson) and a national consultant (Georges Merisier)—the project set appropriate standards for attitudes and conduct among these surveyors for the successful execution of the survey, scheduled for several days later. Because of some project implementation delays, and because some of the project's methods were not actually applied in a number of the schools, this second survey involved only approximately 90 schools out of the 160 that had been involved in the initial survey of November 2012. The 90 schools selected were those that had 1) received the Grade 1 materials on time and 2) participated in the initial teacher trainings.

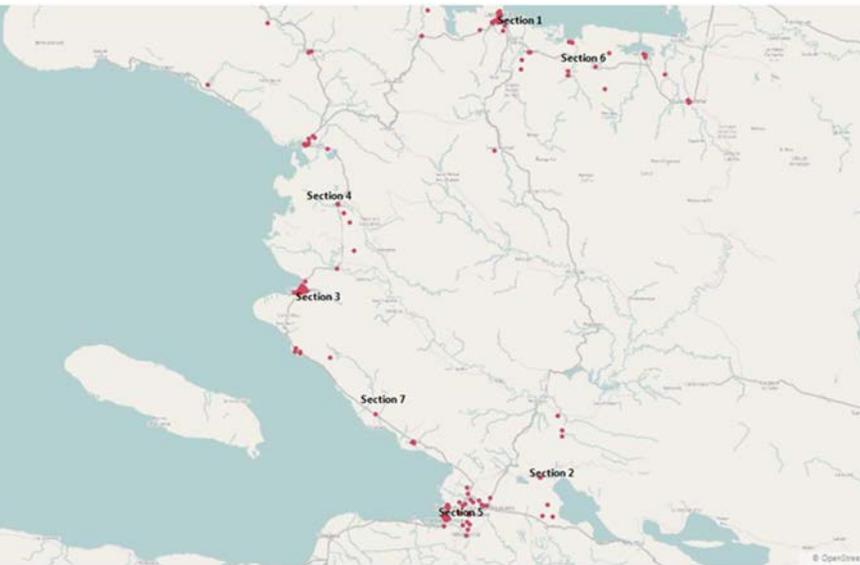
Under the subcontractor IFOS, the EGRA survey was conducted from May 27 to June 10 in the test schools (49) and the control schools (40) in the two corridors of Saint Marc and North-North-East. A third EGRA workshop was held in October 2013, just after the close of this reporting period.

**Electronic data collection is facilitating both data collection and data analysis during EGRA testing.**

## 2.2 Capacity to Implement Applied Research Activity, TOTAL Reading Program, and Future Reading Programs Assessed in Haiti Development Corridors and Local Partners Invited to Participate in Project Design, Implementation, and/or Performance Monitoring

The following activities and deliverables were undertaken during the first year of the project in response to this result.

### Capacity Mapping Plan



A Capacity Mapping Plan—detailing the methodology, timeline, and instruments to be used for identifying and gathering data about potential education partners in the USAID/Haiti development corridors—was submitted to and approved by USAID.

### Capacity Mapping Report and Database

An initial report on potential education partners identified by RTI, along with a corresponding database of potential partner information, was submitted to USAID in June 2013. A revised version of the report, incorporating feedback from USAID to the initial report, was submitted to USAID in July 2013. Following the

*Locations of identified organizations*

submission of the revised report, USAID provided additional feedback, which RTI incorporated.

## 2.3 Student Reading Performance Assessed

The following activities and deliverables were undertaken during the first year of the project in response to this result.

From August 20 to 31, 2012, the project organized a workshop of executives and technicians from the DEF and the DFP, assisted by specialists and national and international experts, to adapt the EGRA for the evaluation of students' basic skills in reading Creole and French. The project used this revised and adapted version of the EGRA for its first two surveys (November to December 2012 and May to June 2013), as did other partners of the MENFP such as Concern Worldwide (November to December 2012) and UNICEF (May to June 2013).

On October 16, a session was organized to present to approximately 20 executives and technicians from the Directorate of Planning and External Cooperation (DPCE) the tools (tablets) and software (Tangerine) to

be used in the administration of the EGRA. On November 6, 2012, this same presentation was made to approximately 30 managers and technicians from other technical directorates (DG, DEF, DFP, and DAEPP).

From March 19 to 21 and April 15 to 19, 2013, a number of these technical directorates were trained on the management of the database (EGRA) and on techniques for analyzing these data. A dozen of them subsequently assisted in the training of EGRA enumerators organized in Kaliko from May 13 to 18 and oversaw the collection of field data in the schools from May 27 to 31.

With the support of ToTAL, the MENFP was able to organize in August 2013 a Strategic Workshop on the EGRA results and different initiatives MENFP has rolled out, such as the 2013–2014 school year being declared the “Year of Reading,” the organization of Reading Fridays, and other activities.

### **Workshop on Revision and Adaptation of the EGRA and SSME**

On August 30 and 31, 2012, RTI organized a workshop with 12 cadres and technicians from the MENFP (DEF, DCQ, DFP) and Haitian experts in education, linguistics, and research (Georges Merisier, Lemete Zéphyr, and Nirvah Jean Jacques) to revise and adapt the tools for assessment of basic reading competencies (the EGRA) and the assessment of school governance (the SSME).

ToTAL made a number of changes and revisions to these two tools based on the detailed program of basic schooling in Haiti, the subtleties and nuances of Haitian culture, and the reality of the children affected by the assessments to be carried out. This workshop concluded with the new versions of the EGRA and SSME being presented to the staff of the various MENFP directorates.

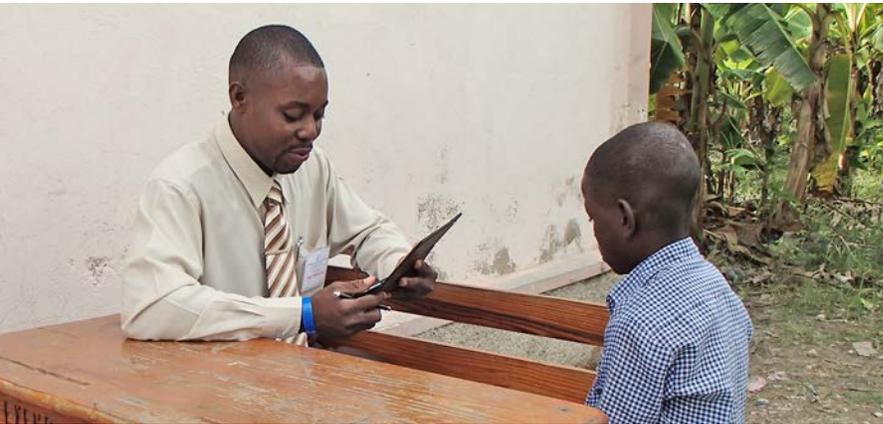
Concern and ToTAL conducted the November 2012 EGRA survey using this new version. In May 2013, UNICEF and ToTAL conducted an adapted EGRA survey.

### **Analysis of EGRA Data**

During the first year of ToTAL, program staff measured student competencies and assessed program impact through the baseline and endline EGRA assessments at the beginning and end of the school year, respectively. RTI has submitted both baseline and endline reports to USAID.

*Mike Fast from RTI presenting EGRA data at the MENFP workshop*





The EGRA survey is a unique source of essential information.

To strengthen MENFP capacity and promote a culture of data-driven decision making, ToTAL and USAID hosted a two-day strategic workshop entitled “*Atelier Stratégique et Politique sur les Résultats des Evaluations et des Compétences en Lecture (EGRA) des Elèves du Premier Cycle de l’Enseignement Fondamental*” in Port-au-Prince on August 27 and 28 to present and discuss the results of the Year 1 endline EGRA. The workshop also provided an opportunity to distribute hardcopies, in French, of the Year 1 Baseline report. Participants at the

workshop heard speeches from the MENFP as well as presentations from IFOS, Concern, Save the Children, Maten Nwa, and ToTAL.

The August workshop built upon previous efforts to use project data to stimulate a broader conversation within the MENFP about the state of early grade reading in Haiti and the importance of robust and proactive policy in response. In mid-April 2013, the project brought together 15 executives and technicians of the MENFP (DEF, DFP, DCQ, DPCE, and DAEPP) to present them with the database of EGRA reading competencies data collected from among the students in the first and second grades, and to introduce them to the process of data analysis for decision making. This three-day workshop (April 16 to 18) made it possible to launch an initiative to strengthen MENFP in the adoption of EGRA and the collection, treatment, and analysis of data.

This process of institutional strengthening was followed up with a training (held May 13 to 17, 2013) of these executives and technicians in the use of the new tablets, the Tangerine software, and the EGRA tool (newly adapted by ToTAL). They were invited into the field during the second EGRA survey of the project (from May 27 to June 10) to observe and supervise the collection of data by IFOS enumerators. In August, they were again invited to a comparative analysis workshop on the baseline and endline data.

Through these exercises, ToTAL hoped to provide these officials with the skills to conduct these EGRA surveys in the future on behalf of the MENFP.

## 2.4 Submission of EGRA Reports

A report of the 2012–2013 school year baseline EGRA assessment was submitted to USAID in August 2013. No revisions were requested.

A report of the 2012–2013 school year endline EGRA assessment was submitted to USAID in August 2013. USAID responded with feedback in September 2013.

## 2.5 School Management Effectiveness Assessed

The following activities and deliverables were undertaken during the first year of the project in response to this result.

### SSME Instrument Developed and Approved

The SSME instrument was developed concurrently with the EGRA instrument, as described in Section 2.3 of this report.

### SSME data collected, analyzed, and reported on

SSME data were collected as part of the 2013–2014 school year baseline data collection. They were analyzed and reported on in the corresponding baseline report.

## 2.6 Reading Curriculum Developed, Implemented, and Evaluated

The following activities and deliverables were undertaken during the first year of the project in response to this result.

### Review of the Materials for Reading Instruction in Creole

RTI organized a workshop with the MENFP and other technical experts (held from September 17 to 28, 2012, on the ToTAL premises in Pacot) to determine the feasibility of adapting the Lektî se Lavni curriculum for ToTAL. At the end of the workshop, the team met with the DEF Director, Mr. Telfort; the DCQ Director, Mr. Pierre; the Education Pour Tous/ Banque Mondiale (EPT/BM) project Reading Specialist, Mrs. Josette Gaboton; and several other cadres and technicians from MENFP to present the results of the work. The decision was ultimately made not to repurpose Lektî materials but instead to develop a new set of materials that would be more appropriate in meeting this project's objectives.

From September 17 to 28 and from October 16 to 26, 2012, two workshops were held for managers and technicians from technical directorates of the MENFP (DEF and DFP) for the development of methods for teaching reading in Creole and teaching oral communication in French. Several other activities for discussion, exchange, and dialog with the officials of the MENFP took place in March, April, and May of 2013 for the revision and correction of teaching of Grade 1 materials and after their first use in the classroom.

With the support of the MENFP, RTI is pursuing its work in developing new teaching materials, along with teachers' and students' manuals, to carry out effective reading instruction in Creole and in French (oral language) in selected intervention schools.

All of the materials produced in the framework of this project have been validated by the DEF and are hereinafter referred to as *M ap li nèt ale* (for the Creole lessons) and *M ap pale Fransè net ale* (for the oral French lessons). DFP also approved the modules produced for the TOT and for the training of school directors and teachers.

The project has held multiple training sessions for MENFP personnel to familiarize themselves with the project teaching materials and methods (*M ap li nèt ale* and *M ap pale Fransè net ale*). Managers and technicians from the central level (DEF and DFP) and the regional-level DDE, BDS, and SAP participated in the first TOT session, organized in the EFACAP of Fort Liberté from January 7 to 18, 2013.

Training sessions specially dedicated to the MENFP IPs and Zone Inspectors and the members of the SAP were organized from March 21 to 23, 2013, for the BDS of Fort Liberté and from April 1 to 4, 2013 for the BDS of Saint Marc. A final session was held in the third week of October (October 14 to 16) to perform the training of inspectors for the corridor of the Cul de Sac, where 100 new schools have been added to the sample.

### **Workshop on Creole Codes and Standards**

With USAID's commitment to MENFP, the ToTAL project supported the organization of an important three-day workshop (May 21 to 23, 2013) on Creole codes and standards within the schools. The project supported the reading competencies development platform by supporting the consultancy of Dr. Michel DeGraff, Associate Professor of Linguistics at MIT.

As part of the implementation of the workshop to develop codes and standards for writing Creole teaching materials for the first cycle of basic education, Dr. Michel DeGraff was invited as an international expert and champion of Creole as the language of instruction and learning in Haiti. This workshop, which was of paramount importance for MENFP, established a guideline for the codes and standards of writing in the development of Creole teaching materials.

Dr. DeGraff assisted MENFP through DEF and the Platform for the Development of Reading Skills (PDCL) in workshop planning and then facilitated workshop discussions. Dr. DeGraff opened the workshop session through an introductory presentation for participants on the importance of reading for learning, the achievement of this learning in their mother tongue, the importance of teaching tools, and the importance of codes and standards to use these teaching tools to ensure consistency in the Haitian education system. He then facilitated participatory discussions for key decisions, while also ensuring the didactic-pedagogical objectives

of the workshop. Dr. Degraff used his expertise in linguistics, especially in regard to Haitian Creole, to guide the discussion toward realistic and consistent recommendations for teaching early grade reading informed by the reality that teachers face and the objectives of the project. The resolutions from these meetings allowed the project team to correct and adapt the Creole teaching and educational materials for testing in classrooms.

### Development of Grade 1 Educational and Teaching Materials

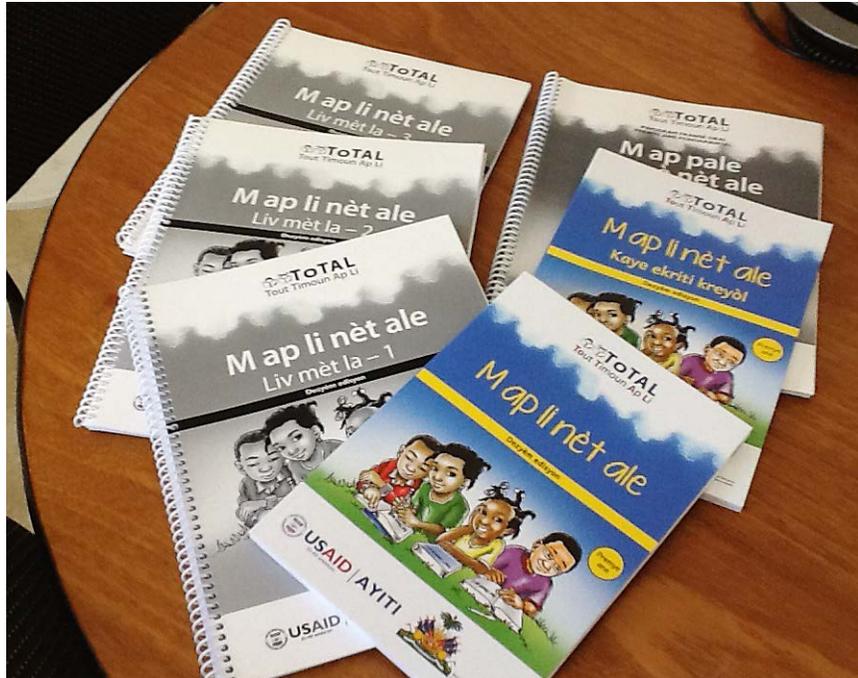
The student reading and writing books and teacher's guide in Creole and the teacher's guide and posters in French were developed, approved by USAID, and printed by the middle of January 2013, although development and publication did face some challenges. The Creole student writing book had to be reprinted because of errors in the writing examples to be provided to students. Copies of the first several weeks of lessons in the writing book were distributed to the schools so that joint reading-writing work could still be done while the revised, corrected versions of the materials were being produced.

The materials were distributed in approximately 150 experimental schools at the end of January so that starting the week of February 4, trained teachers had access to the educational materials distributed to the students in their Grade 1 and 2 classes for the implementation of the program.

At the end of the second training session (March 16), the principals and teachers of the other schools within the ToTAL sample received the materials necessary for the implementation of the program.

Following implementation of the Grade 1 Creole and French materials, however, USAID requested a number of substantial content and format revisions. During the spring and over the summer of 2013, the ToTAL curriculum team revised the Grade 1 Creole materials. As of the writing of this report, Grade 1 Creole materials are complete and have been distributed to Grade 1 and Grade 2 teachers in all ToTAL Treatment A and B schools.

Revisions to the Grade 1 French curriculum were much more substantive and required more time to implement. By the end of the fiscal year, the first 25 lessons of the teacher's manual and corresponding classroom posters were distributed to ToTAL Treatment A and B Grade 1 and Grade



*ToTAL teaching and learning materials*

**At every step of the way, RTI seeks opportunities to integrate and partner with the MENFP to ensure not just approval of materials but also true MENFP ownership of and responsibility for the ToTAL curriculum.**

2 classrooms. These posters reflect new illustrations requested by USAID in September 2013. While these initial lessons were being printed and distributed, the ToTAL French team completed development of remaining lessons in the first volume of the French Grade 1 curriculum. Also by the end of the fiscal year, the full first volume (comprising lessons 1-75) and all remaining classroom posters were printed and shipped to the ToTAL office in Haiti to be distributed. In order to finalize these lessons in time for the school year, the French Curriculum development staff sent Haitian staff member Marie-Jeanne Louis-Charles to RTI headquarters for a week to work intensively with editor Catherine Raymond on final revisions. Development for Volume 2 of the French Grade 1 Materials is now well underway, with a targeted final completion date of December 2013.

At every step of the way, RTI seeks opportunities to integrate and partner with the MENFP to ensure not just approval of materials but also true MENFP ownership of and responsibility for the ToTAL curriculum. At the beginning of April 2013 and September 2013, the materials development teams, the executives and technicians of the MENFP, and the project experts met to agree on the best approach for development and production of teaching and educational materials. Participants evaluated and revised the materials, already in circulation, in response to criticism and comments from both directly and indirectly involved stakeholders, including USAID, MENFP, UDCL, inspectors, principals, supervisors, professional trainers, teachers, parents, and children. Indeed, RTI would like even greater MENFP involvement with curriculum development, as well as other essential aspects of the project to allow for both a stronger sense of MENFP ownership of the project and a fuller use of the project as an opportunity for building the capacity of the MENFP.

This lengthy and complicated process of production has required numerous discussions with USAID and MENFP. ToTAL staff were in coordination with MENFP executives and technicians throughout the development, review, and revision process. Several major changes needed to take place following the critical responses and exchanges with USAID in regard to the adaptation and production of teaching materials (teacher's guides, posters), student workbooks in Creole, and, above all, materials for teaching French. As a result, a number of difficulties were encountered during the production of materials, and RTI worked closely with USAID during the months of July, August, and September to ensure that all materials were validated in time for printing and distribution to ToTAL schools at the beginning of the school year.

## Development of Grade 2 Teaching and Educational Materials

As of the writing of this report, development of Grade 2 materials for Creole and French is currently underway. The Creole materials development team is refining a scope and sequence to be shared with and validated by MENFP and USAID. Similarly, as French Grade 1 materials are being developed, the ToTAL team is developing its plan for Grade 2 materials development and anticipates sharing this with MENFP and USAID for review and validation soon.

## Partnership with Treatment and Control Schools

In adherence to the research design plan, ToTAL selected and engaged treatment and control schools:

- From January 7 to 9, 2013, the majority of the partnership contracts were signed in meetings with the principals. On February 18, 19, and 20, other meetings with school directors were necessary to complete the signing of contracts for all the schools involved in the research.
- From February until mid-March, all educational and teaching materials (teacher's guides and student workbooks) were sent to the schools for distribution to all students in Grades 1 and 2. The school principals involved in the project undertook implementation of the program by allowing the training of their teachers in the project methods (*M ap li nèt ale* and *M ap pale fransè nèt ale*), the coaching and educational supervision of teachers in the classrooms, and the assessment of the reading skills of students in Grades 1 and 2.

## Distribution of Materials in Schools

For the first year of this project, ToTAL distributed teaching materials (teacher's guides, posters) and educational materials (student workbooks, writing exercise books) to implement the project methods in the 200 sample schools. This distribution faced a number of challenges, however. Because of delays in materials development and printing, the distribution of materials did not happen all at once at the beginning of the academic year as planned. Instead it took place over time and in batches. In addition, it was discovered near the end of the year that approximately 30 schools had not received the complete package of school materials, requiring the project to deliver missing materials, with the assistance of the professional development trainers. The ToTAL team has performed an extensive after-action review to prevent these problems in the coming year. Distribution of materials during the second academic year of implementation was much improved from distribution during the first year. Curriculum development teams worked throughout the summer

to ensure that materials went to print on time. Further, logistics staff in Haiti and in the United States planned and worked meticulously and creatively to ensure that materials were in-country in time to distribute them. The actual distribution of materials began on Thursday, September 26, when five distribution teams from Port-au-Prince began distributing in 302 ToTAL schools in Cabaret, Arcahaie, Saint Marc, Quartier Morin, Limonade, Trou du Nord, Terrier Rouge, Caracol, Ferrier, Fort-Liberté, and Ouanaminthe. By the evening of September 30, the ToTAL team had completed the distribution, providing Creole student reading and writing books, Creole and French teachers manuals, classroom posters, libraries, and extensive school supplies to over 302 schools. Informed by lessons learned from the previous year and RTI global best practices, the ToTAL team verified the school list and used a mail merge program to create individual distribution sheets for each school. Two sheets were printed for each school so that, once signed, both the school director and the ToTAL team could keep an original, signed version. In addition to the distribution sheets, the ToTAL teams carried a summary distribution grid that included the names, locations, and teams responsible for all schools, as well as blank spaces for number of books distributed—based on last year’s enrollment figures—and the signature of the school director. It is important to note that forms were not signed until ToTAL staff and the school director manually counted each item—from student books to pencils to notebooks. Treatment B schools received school libraries at the beginning of the summer to support the MENFP Summer Reading Championship, but Treatment A schools received school libraries during this distribution. This intensive verification prevented misunderstandings during the distribution and provided an important opportunity for ToTAL staff to interact with school directors in treatment schools. Because the school year had not yet begun, the student counts were not finalized. Many principals asked for books but were unable to provide proof that they actually needed them. As a result, ToTAL team members noted schools requesting more books and will verify, based on enrollment during the first weeks of school, whether more books are actually required and, if required, whether the ToTAL team will distribute the required textbooks.

While the distribution ensured that treatment schools were ready for the start of the school year, a follow-on distribution took place in late October and early November to provide the full French Grade 1 teacher’s manual volume 1 (lessons 1–75) as well as the entire set of Grade 1 French classroom posters (26 in total) to treatment schools. ToTAL also organized a distribution for the French Grade 1 Teacher’s Manual Volume 2 (lessons 76–150) in early December 2013.

## Grade 1 Standards for Students and Teachers

RTI submitted draft Grade 1 standards for students and teachers to USAID in August 2013. Following the receipt of feedback from USAID, RTI is revising the draft standards for final submission.

## 2.7 Community Literacy Strategies That Improve Early Grade Reading Development

The following activities and deliverables were undertaken during the first year of the project in response to this result.

### Community Mobilization Plan Submitted

RTI submitted a Community Mobilization Handbook in April 2013. While not all proposed activities have been adopted, this handbook has guided community mobilization activities for this project.

### Training of Community Mobilizers

Activities for this component of the project began during the first week of April with the training of seven Community Mobilizers (CMs) in a workshop organized at FONHEP from April 1 to April 3, 2013. Using this framework and guide for community engagement, the community mobilizers (four men and three women) were instructed to organize reading clubs in the communities surrounding our 68 sample schools from Treatment 2, for the 8 to 10 remaining weeks of school, as well as reading camps during the months of July and August 2013.

Over the course of the summer, ToTAL and FONHEP, MENFP, and USAID met with the CMs to take stock of the activities that have continued since April, with a focus on planning and programming the camp activities and activities for the following school year (2013–2014).

### Year 1 Community Mobilization Activities

Beginning in April 2013, CMs began engaging community support for student literacy development. For the remainder of the school year, they did this primarily through general outreach and in-school reading clubs. Reading clubs typically occurred every week for approximately 45 minutes and were, for the most part, led by teachers. These clubs provided important opportunities for students to be exposed to oral language, reading behavior, and comprehension strategies.

### Summer Reading Championship

The MENFP Summer Reading Championship effectively raised the profile of reading both at targeted ToTAL and MENFP schools, as well as on



*Training of Community Mobilizers*



USAID's Fabiola Lopez Minatchy and Herve Jean-Charles kick off the Summer Reading Championship.

a national basis. This large-scale community mobilization effort provided critical summer reading practice, community outreach, and awareness-raising for the importance of reading. The ToTAL team experienced considerable challenges implementing the Summer Reading Championship as a result of under-provision of promised supplies by the MENFP. However, the ToTAL team was ultimately successful in implementing the Summer Reading Championship in targeted schools in close coordination with its implementing partners YMCA and FONHEP. On balance, the Summer Reading Championship was an important community mobilization activity that helped build excitement about reading in ToTAL schools.

Participation of acclaimed writer and artist Frankétienne helped to both enliven events and instill a greater sense of possibility and purpose to learning to read and the life of the written word for children, parents, and community members. Through the Summer Reading Championship, ToTAL provided five weeks of summer reading and enrichment activities in all Treatment B schools. Quarterfinals were held for ToTAL schools in Saint Marc, Limonade, and Fort-Liberté. Six ToTAL students traveled to Port-au-Prince to compete in the semi-finals and attend the finals. ToTAL is now preparing to implement a more comprehensive community mobilization strategy for the coming school year, informed by the experiences and the lessons learned from Year 1 community mobilization activities as well as from the Summer Reading Championship.

In addition to his work at target schools, Frankétienne met with ToTAL staff and senior stakeholders in an important teambuilding event. On September 6, ToTAL hosted a discussion—with Frankétienne, ToTAL staff, MENFP officials, and other key stakeholders—about the importance of reading for children and the barriers to education in Haiti. This meaningful event strengthened the sense of shared purpose and shared values among ToTAL staff and partners, who came away from the event energized and inspired.

The Summer Reading Championship has the potential to be a lasting and important community mobilization activity. For it to achieve its potential, however, much better coordination is necessary between the MENFP and partners so that crucial supplies, as well as snacks and hot meals, are provided to participants in reasonable quantities. ToTAL recommends that the Summer Reading Championship not serve as the only organized

summer reading activity, as it favors stronger readers. Summer Reading Camps and Summer Reading Clubs should complement the Summer Reading Championship to provide ongoing reading support and community mobilization on behalf of readers of all skills levels.

## 2.8 Reading Instruction Improved

The following activities and deliverables were undertaken during the first year of the project in response to this result.

### Training of Trainers and Teachers –Year 1

- The ToTAL training plan occurred January 7 through January 18, 2013, with the first TOT session at the Fort Liberté EFACAP. Twenty-four trainer trainees were selected and were trained during this session.
- At the end of this TOT, 20 of the trainers (7 women and 13 men) were selected to take charge of the 17 training sessions for principals and 270 teachers, which ran from January 21 to February 2 at seven different sites (Cabaret, Arcahaie, Saint Marc, Limonade, Trou du Nord, Fort Liberté, and Ouanaminthe).
- For various reasons related to the non-participation of over 40 schools in the first training sessions, five additional training sessions were organized from March 4 to 16 in Arcahaie, Saint Marc, Limonade, and Ouanaminthe for another 167 principals and teachers.
- Three supervisors and two executive managers from the FONHEP took part in the TOT session, along with a dozen executive managers and technicians from the DEF, DFP, SAP, and BDS. The TOT sessions resulted in informed and aware staff members who could ensure training replication and the implementation of the program in ToTAL schools.
- A training session was organized for the period from January 21 to February 2 and was aimed at 20 trainers (comprising 7 women and 13 men) hired by the FONHEP for the educational coaching and supervision of teachers in classrooms.
- A training session was also organized March 18 to 20, 2013, for MENFP personnel—DDE, SAP, BDS, Bureau d’Inspection de Zone (BIZ), EFACAP—in the North and North-East corridor. Twenty-nine inspectors and education advisers took part in this

*Reading Championship Finals*



session (6 women and 23 men). From April 1 to 4, inspectors in the Saint Marc corridor received this training so that all Ministry staff were properly trained in the teaching/learning methods of the ToTAL project in the 200 experimental schools.

- From April 1 to 3, the seven community mobilizers hired by the FONHEP were trained and informed of their community motivation responsibilities to strengthen reading skills in approximately 75 Treatment B schools within the ToTAL sample.

### Training of Trainers –Year 2

The 2013–2014 TOT was of high quality and was an important demonstration of the effectiveness of the current ToTAL team. All of the teacher trainers (16), supervisors (4), and professional development trainers (20 plus 10 new ones for Port-au-Prince) were trained in the last week of July (July 24 to August 2, 2013). During August 2013, these trainers then provided subsequent training for the principals and teachers of the 200 initial test schools (August 5 to 14) and for those of the 100 new schools in the Corridor du Cul de Sac (August 19 to 28). The training provided a critical opportunity to build skills among staff and partners while also strengthening a sense of purpose. The training also offered the opportunity to introduce the incoming Deputy Chief of Party, Andrew Johnston, and Curriculum Development Manager, Marie Laurette St. Fleur Cupidon, to the project, to strengthen links between implementing staff and the RTI home office, and to familiarize the project's Curriculum Development Specialist to the project.

The stated goals for the conference were as follows:

- Obtain feedback on pedagogy and the previous year's curriculum from first-line staff
- Communicate changes to the program for the coming school year
- Practice using the new lessons and monitoring instruments (for both Creole and French)
- Empower trainers, supervisors, and leaders in the effective presentation of lessons
- Plan training principals and teachers for implementation at the school level for the 2012–2013 school year

To develop a more participatory structure, conference participants elected three committees from among participants: (1) a Management Committee to assist the smooth running of activities in accordance with the principles, (2) a Recreation Committee to provide breaks and energize the session, and (3) a Press Committee to produce minutes and provide summaries to the group.

**The 2013–2014 TOT was of high quality overall and was an important demonstration of the effectiveness of the current ToTAL team.**

The first day of the training focused on classroom management techniques. In the discussion, concerns about classroom management led to a discussion about classroom management skills. The consensus among the participants was that the majority of teachers were not able to effectively manage their classrooms. Teachers in treatment schools often had difficulties in putting the child at the center of their teaching, developing effective ground rules, and achieving discipline based on the consent of the child. In short, the participants emphasized that greater priority must be placed on providing teachers with classroom management techniques.

ToTAL staff focused on training participants in the Creole curriculum from July 24 to 27 and in the French curriculum from July 29 to August 2. To ensure that participants were effectively learning, pre- and post-tests were administered before and after the sessions in Creole and in French.

The ToTAL team used a working session to familiarize participants with all curriculum materials, including the teacher's guide, the student book, and the writing book. Following the detailed introduction to the materials, the ToTAL team presented training participants with the five pillars of the method: (1) phonemic awareness, (2) letter recognition, (3) fluency, (4) vocabulary, and (5) comprehension. ToTAL staff also emphasized the pedagogic approach for the lessons of (1) modeling the ideal way to conduct the lesson; (2) providing immediate feedback and technical assistance, such as prompt correction of errors; (3) using intonation, rhythm, and a song beneath the words to make lessons more animated; (4) using participatory classroom management; (5) demonstrating fairness, justice, and inclusivity in participation in lessons; and (6) having students work in pairs. To help teachers master the process of learning to read and the proper identification of sounds, ToTAL staff emphasized the importance of always learning sounds. As a result of intensive drilling on the approach and guided practice on individual lessons, all participants in the training were able to effectively present Creole lessons by the conclusion of the Creole portion of the training.

Presentation of and training on the French lessons followed a similar structure and approach. At the introduction of the French lessons, ToTAL staff compared the ToTAL French curriculum to the MENFP French curriculum. This head-to-head comparison was extremely important, because many teachers believe that ToTAL has increased their workload with its new way of teaching reading. It is necessary to help them understand that ToTAL is helping them do their job better, even if the adjustment can be time-consuming. In providing feedback on the previous year, an additional concern surfaced that students were not receiving sufficient time on task because schools do not respect the national



*EGRA assessor training*

school calendar. Some schools, for example, were reported to shut down during market day, others at harvest times. ToTAL staff emphasized the importance of carefully observing the official MENFP school calendar to ensure that teachers and students have enough time to work through the lessons properly with students. ToTAL staff demonstrated to participants that the lessons could be completed in the 30 minutes required and coached trainers on how to effectively manage class time to complete lessons efficiently.

**Trainers reported that the training sessions included high levels of supervisor support, participation of directors in the session, and well-prepared trainers and supervisors.**

Of particular importance during the French lessons were exercises focused on diction and phonics, including demonstrations and simulations. These exercises were very important to the study of French because pronunciation is a very serious challenge to teaching French in Haiti; many teachers find it difficult to pronounce the required words. Workshop participants found the pronunciation exercises quite difficult, and after the exercises were complete, the ToTAL team organized more upbeat learning games to rebuild morale and confidence within the group. As with Creole, the final stages of the French training focused on improving participants' abilities to present lessons. By the end of the training, each participant had demonstrated the capacity to present a lesson and thus was ready to effectively train principals and teachers. ToTAL staff, trainers, and supervisors left the training well prepared and motivated for the teacher trainings and well prepared to support teachers in the classroom during the coming school year.

### **Teacher Training Year 2 – Nord, Saint Marc, and Ouest**

Immediately, following the TOT, ToTAL carried out teacher trainings in the three program areas of Nord, Saint Marc, and Ouest. ToTAL curriculum team members staffed the trainings while also fulfilling other responsibilities to the project. Three eight-day sessions took place as follows:

- Northern Corridor and North-East from August 5 to 14
- Saint Marc from August 5 to 14
- Port-au-Prince and Cul-de-Sac from August 19 to 28

The focus of the sessions was as follows:

1. Introduce participants to the various changes to the lessons
2. Deepen participants' understanding of the various lessons
3. Ensure that participants understand the structure of lessons
4. Help participants to master the pedagogy of lessons in French and Creole

5. Show participants how to present the lessons
6. Coach teachers as they present at least one lesson

The training was very well received by participants. The inspectors present reported that they were impressed by the high levels of enthusiasm from the participants, who reacted positively and adapted quickly to the changes in the lessons. ToTAL staff also included games and energizers to revitalize the group and lighten the mood, and trainers reported that participants were highly motivated and punctual. At the beginning and the end of the session, ToTAL trainers administered a test to assess knowledge retention during the training. Comparison of pre-test and post-test results revealed 60% to 75% retention of material between sessions.

Trainers reported that the training sessions included high levels of supervisor support, participation of directors in the session, clear application of the proposed strategy, high levels of participant motivation, participation by MENFP inspectors in the training centers, participants gaining comfort with the instructed practices and the methods, sufficient available materials, and well-prepared trainers and supervisors. In recommending improvements, participants emphasized that holding the training in school facilities is difficult because of the condition of the toilets and the child-sized furniture. Participants also reported delays in food service and requested an additional two days of training (i.e., extending training from 8 to 10 days) due to the amount of material. Overall, although teachers demonstrated strong improvements in knowledge and understanding of the materials, some teachers struggled and will require additional support to achieve competence. For this reason, the ToTAL project will implement remedial in-service trainings to reinforce skills as required.

In summary, the series of teacher trainings carried out in August was successful. Teachers, principals, trainers, supervisors, and inspectors were all, as a whole, satisfied with the training.

### **Coaching Activities for Schools and Teachers**

FONHEP initiated a selection process for coaches, community mobilizers, and supervisors following the call for applications by the *Commission Épiscopale pour l'Éducation Catholique/Bureaux Diocésains d'Éducation* (Diocesan Offices of Education) (CEEC/BDE) in the Artibonite and North-East Departments. Starting in December 2012, FONHEP launched the recruitment process; application documents were received in the last eight days of December at the offices of the FONHEP and its partner, CEEC. In early January 2013, files and selection interviews were analyzed, leading to the recruitment of these staff members. On January 17, FONHEP provided ToTAL with a list of selected candidates.



School visit - Ecole Vision Nouvelle

The supervisors and coaches, who were trained and instructed on both the program and the agreed-upon coaching process, began their teacher educational coaching activities in classrooms by early February 2013. Coaches were assigned clusters of approximately 10 schools, with the intention of each school receiving a coaching visit at least twice a month.

During February and March 2013, the coaches and supervisors completed information sheets to enable the creation of databases on the schools, principals, teachers, and students within ToTAL sample schools.

### **School Visits for the Collection of Success Stories**

From May 20 to 24, 2013, Catherine Raymond, RTI editor, visited

12 ToTAL schools to meet supervisors, professional development trainers, principals, teachers, parents, and students to collect success stories on the ToTAL project. Accompanied by the field coordinator, ToTAL staff, and supervisors and professional development trainers involved with the schools, Ms. Raymond was able to collect information (witness accounts and opinions) from more than 50 educational actors to document success stories in schools from the two ToTAL corridors.

Ms. Raymond conducted school visits and meetings with teachers at treatment schools and reports that the teachers found the ToTAL curriculum easy to use and the teacher's guide to be "enormously" helpful. When asked about areas for improvement, the teachers said that lessons were long and required them to be more active in class. The teachers also requested additional in-service training on the curriculum. Preliminary success stories captured by Ms. Raymond are provided in Appendix 4.

## 2.9 Capacity to Conduct Applied Research and to Design, Implement, and Evaluate Future Early Grade Reading Programs Strengthened

The following activities and deliverables were undertaken during the first year of the project in response to this result.

### Plan for Institutional Reinforcement of the MENFP

The ToTAL Senior Technical Advisor, Mr. Joe DeStephano, met with more than 20 cadres and technicians from MENFP during the week of September 10–14, 2012 to draw up, within the framework of ToTAL, a plan for MENFP's directorates to collaborate with the project and, at the same time, to reinforce them. He interviewed directors and certain cadres and technicians of the DEF, DFP, DCQ, DAEPP, DPCE, Training Center for Basic Education (CFEF), and Center for Training of Education Cadres (CFCE) with a view to deciding, with their input, the mechanisms of their involvement in the proper execution of ToTAL activities.

As a product of the RTI/USAID contract, a report was drafted to emphasize to ToTAL and MENFP officials the methods of achieving ToTAL objectives as well as building the capacity of the MENFP. This Capacity Building Report was in its final stages at the end of the report period and was submitted to USAID on October 21, 2013.

### Partnership with the MENFP: Training of Inspectors

ToTAL has made efforts to ensure regular steering meetings (May 6 and June 17, 2013) with the three technical directorates of the MENFP—DEF, DFP, and DCQ—to compile a review of the activities that have already been carried out and, together with the Ministry, to program the activities to be carried out.

In the interests of institutional strengthening, ToTAL organized two training sessions for inspectors in the two corridors on the methods *M ap li nèt ale* and *M ap pale fransè nèt ale* at the end of March (March 18 to 21) and at the beginning of April (April 1 to 4) 2013. These two sessions—which brought together the IPs and regional inspectors of the various school districts involved with the project, the members of SAP, the involved DDE, and the EFACAP teaching consultants from these regions—provided these MENFP staff members a better understanding of the methods to be disseminated. For Cul de Sac corridor, the trainings were postponed and took place during the week of October 22.

ToTAL, in partnership with the MENFP, carried out a variety of activities, beginning October 2012, to enable the executives and technicians of the various Directorates General, including DPCE, DEF, DFP, DCQ, and DAEPP to master all the techniques for the EGRA data collection, treatment, and analysis. A three-day workshop (April 16 to 18, 2013)

on the analysis of the data collected in November 2012 was organized for these same executives, to follow up on the sessions held in October and November on the tools (EGRA), software (Tangerine), and medium (Nexus 7 Tablets). These various executives were invited to the training sessions (May 13 to 17, 2013) for the enumerators and supervisors of the EGRA survey to prepare the executives to oversee EGRA using the tablet. During the week of May 27 to 31, 2013, they were on-site within the schools to supervise the administration of EGRA to first- and second-grade students. During August 2013, this same MENFP executive panel participated in the analysis of the baseline and endline EGRA data.

### **Communication Tool**

A communication tool—designed to communicate project findings to key stakeholders—is required as part of the ToTAL contract. In September 2013, USAID convened a meeting of MENFP and ToTAL representatives to discuss communication plans across the organizations. RTI submitted this communication plan to USAID in the final quarter of 2013.

## 3 Technical Assistance Received

### Consultations

During the first year of the project, RTI provided robust technical and managerial support to ToTAL through sending the following employees and consultants to Haiti to provide onsite advice and support:

- Joseph DeStefano, at the start of December 2012, for the development of the project monitoring and evaluation (M&E) system in collaboration with Georges Merisier (local consultant), as well as for the preparation of the survey on the capacity mapping to be completed in the intervention corridors of the project in collaboration with Jean Michel Charles (local consultant)
- Emily Miksic and Souhila Messaoud-Galusi, for the organization of the first training session, from January 7 to 18, 2013, and in March 2013 for the review of the project didactic and educational materials
- Susan Schuman, once at the start of December for the definition of frameworks and instruments for educational coaching and supervision in schools, and again during the period from January 23 to February 5, 2013, for the organization of the second part of the training session aimed at coaches (January 21 to February 2, 2013)
- Michael Fast, in February 2013 for work in conjunction with the MENFP executive managers and technicians for the analysis of EGRA/SSME data
- Jennae Bulat, in February, July, August, September, and October 2013 for the definition of frameworks and instruments for community motivation activities to strengthen reading skills in schools
- Dr. Peggy Dubeck from July 1 to 5 for curriculum materials development
- Amy Mulcahy-Dunn, in April for ToTAL team retreat
- Jana Scislowicz, in February, April, July, and August 2013 for administrative and financial management, the ToTAL team retreat, and support to management restructuring
- Mary Denauw, multiple three-week visits throughout summer and fall 2013, for development of French curriculum materials



*ToTAL team retreat*

- Aurelia Fedenisn, international security director in September 2013 for a security assessment and consultation
- Marky Jean Pierre, July and September for technical support to development of curriculum materials



*EGRA Training: RTI provides essential research into the state of early grade reading in Haiti.*

## 4 Issues, Challenges, and Prospects

A fundamental challenge during the first year of implementation was the performance of FONHEP, RTI's local partner for implementation of school-based coaching, supervision, gathering of data, and community mobilization. Although FONHEP has a long history in Haiti as a prominent local education organization, the organization did not deliver as agreed in terms of number of school visits—completing an average of five out of an expected nine—nor did it provide the agreed-upon days of training or provide adequate support for the Summer Reading Championship. Additional issues of concern included failure to purchase agreed-upon equipment, such as motorbikes and computers, necessary to implement the program.

To date, RTI has fulfilled all financial obligations to FONHEP, including payment for milestones 1–3. Payment for milestone 4—for which FONHEP has not yet submitted an invoice—is contingent upon fulfillment of three sub-milestones:

- An additional five (minimum) coaching visits per teacher (beyond the four required for milestone 3)
- Provision of an education expert for 50 working days of time at the ToTAL office
- Submission of the Year 1 final report

Although the first year was challenging, the improved recent results of ToTAL indicate that RTI has learned how to achieve impressive accomplishments in early grade education in Haiti. The newly restructured and revitalized RTI team looks forward to a year of increased momentum, greater programmatic results, and intensive education research, and, in the process, a year of unprecedented contributions to the urgent educational needs of the children of Haiti.



*An enumerator conducts the EGRA survey with a student.*



# Appendices

**Appendix 1**    **Timeline of Events and Activities**

**Appendix 2**    **Performance Indicators**

**Appendix 3**    **MENFP Letters**

**Appendix 4**    **Success stories**



## Appendix I Timeline of Events and Activities

**Table A-1. ToTAL Activities, Year 1**

No.	Activity	Period
1	Workshop for EGRA review and adaptation	August 20 to 31, 2012
2	Workshop for material orientation (Grade 1)	September 17 to 28, 2012
3	Year 1 EGRA Baseline Training (North Corridor)	September 24 to 29, 2012
4	Electronic Tablet and Tangerine presentation for MENFP	October 16 and November 6, 2012
5	EGRA/Snapshot of School Management Effectiveness (SSME) surveys in the two corridors	November 12 to December 5, 2012
6	Working and coordination meetings with the MENFP	November to December, 2012
7	Drafting and negotiation of partnership contracts with the experimental schools and the test schools	November to December, 2012
8	Working meeting with the MENFP Directors	December 11, 2012
9	Validation workshop for didactic and educational materials	December 12, 2012
10	Request sent to the Directorate of Basic Education (DEF) for validation of the student handbook title	December 14, 2012
11	FONHEP recruitment of supervisors, coaches, and community mobilizers	December 15, 2012, to January 20, 2013
12	Selection of the training of trainers (TOT ) candidates in partnership with the MENFP	December 21, 2012
13	Recruitment of supervisors, coaches, and mobilizers	December 21 2012 to January 7, 2013
14	Request sent to the Directorate of Training and Development (DFP) for approval of training module	December 24, 2012
15	Finalization of didactic and educational materials	December 28, 2012
16	First TOT session	January 7 to 18, 2013
17	Meeting with school principals	January 7 to 10, 2013
18	Workshop for the analysis of data with the MENFP (reported)	January 9, 10, and 11, 2013
19	Workshop on the management of the EGRA/SSME database	January 16, 2013
20	Recruitment of supervisors, coaches, and community mobilizers by FONHEP	January 17, 2013
21	Printing of materials	January 20, 2013
22	Training session for coaches	January 21 to February 2, 2013

No.	Activity	Period
23	Training of school principals and teachers	January 21 to February 2, 2013
24	Supervision of training sessions for teachers	January 21 to February 2, 2013
25	Distribution of materials in schools	January 22 to February 2, 2013
26	Distribution of books to students in schools	February 4 to 5 and 18 to 19, 2013
27	Coaching of teachers in schools	Begins February 4, 2013
28	Supervision of schools	Begins February 4, 2013
29	Working meeting with Save, Concern, and Lions Club	February 24 to 28, 2013
30	Recruitment of members of the project's Reading Team	February 25 to 28, 2013
31	Further training of principals and teachers	March 4 to 16, 2013
32	Supervision of additional sessions	March 4 to 16, 2013
33	Distribution of materials to trained schools	March 15 to 16, 2013
34	Training of MENFP staff (north/northeast corridor)	March 18 to 21, 2013
35	Working meeting with Libraries Without Borders	March 26, 2013
36	Community engagement: training of community mobilizers (MCs)	April 1 to 3, 2013
37	Partnership with the MENFP: training of chief inspectors (IPs) and regional inspectors (IZs) (Saint Marc)	April 1 to 4, 2013
38	Production of materials: orientation workshop	April 2 to 12, 2013
39	Distribution of materials in schools (continued)	April 4 to 5, 2013
40	Workshop for the analysis of EGRA data	April 16 to 18, 2013
41	ToTAL team retreat	April 23 to 24, 2013
42	Follow-up and evaluation of data (GPS data)	April to June 2013
43	EGRA survey: refresher workshop for enumerators	May 13 to 17, 2013
44	Workshop on creole codes and standards	May 21 to 23, 2013
45	Opening of the ToTAL office in Trou-du-Nord	May 20, 2013
46	School visits for the collection of success stories	May 20 to 24, 2013
47	Training of trainers	July 23 to August 2, 2013
48	Summer Reading Championship	July and August 2013
49	Completion of Creole Year 1 curriculum	August 2013
50	Teacher training in Nord	August 5 to 14, 2013
51	Teacher training in St. Marc	August 5 to 14, 2013
52	Teacher training in Port-au-Prince	August 16 to 28, 2013
53	Partnership with UNICEF/CARE	August 18, 2013
54	MENFP workshop on 2012–2013 baseline and endline	August 27 and 28, 2013
55	Completion of French Year 1 curriculum (first 75 lessons)	September 2013
56	Partnership with Concern Worldwide	September 2013
57	Partnership with Lions Club International Haiti	September 2013
58	Pursuit of Partnership with J/P Haitian Relief Organization (HRO)	September 2013

## Appendix 2 Performance Indicators

- Appendix 2.1 Summary Table of Indicators, Targets, and Values Achieved by the end of Year 1 (September 2013)
- Appendix 2.2 Early Grade Reading Indicators 13, 14, and 15, Targets, and Values Achieved during Year 1
- Appendix 2.3 Further detail on Indicator 11
- Appendix 2.4 Further detail on Indicator 12
- Appendix 2.5 Further detail on Indicator 13
- Appendix 2.6 Further detail on Indicator 14
- Appendix 2.7 Further detail on Indicator 15



## Appendix 2: Indicators

**Table 2-1: Summary Table of Indicators, Targets, and Values Achieved by the end of Year 1 (September 2013)**

Performance Monitoring Indicators	Indicator Reference	Disaggregation	Data Source	Oct 2012 – Sep 2013 TARGETS		Oct 2013 – Sep 2014 TARGETS			RESULTS as of 30 September 2013
1. Number of standardized learning assessments supported by the U.S. Government (USG)	Standard Indicator 3.2.1-34	None	Project M&E records	2		2			2
2. Number of teachers who successfully completed in-service training or received intensive coaching or mentoring with USG support	Standard Indicator 3.2.1-31	Corridor; Gender	Project M&E records	<b>North</b> T 331 M 199 F 132	<b>St. Marc</b> T 110 M 78 F 32	<b>North</b> T 493 M 296 F 197	<b>St. Marc</b> T 162 M 115 F 47	<b>Port-au-Prince</b> T 230 M 138 F 92	<b>All Corridors</b> T 349 (M 144 F 205) <b>North</b> T 302 (M 114 F 188) <b>Saint Marc</b> T 47 (M 30 F 17) NOTE: Trainings conducted in August – September 2013 are not counted here, as they would result in double counting within the FY. They will be reported in Year 2 Annual Report.
3. Total number of person-hours of teachers who successfully completed in-service training or received intensive coaching or mentoring with USG support.	Standard Indicator 3.2.1-41	Corridor; Gender	Project M&E records	<b>North</b> T 30,000 M 18,000 F 12,000	<b>St. Marc</b> T 10,000 M 7,100 F 2,900	<b>North</b> T 35,300 M 21,200 F 14,100	<b>St. Marc</b> T 11,600 M 8,200 F 3,400	<b>Port-au-Prince</b> T 21,000 M 12,600 F 8,400	<b>All Corridors</b> T 33,504 (M 13,824 F 19,680) <b>North:</b> T 28,992 (M 10,944 F 18,048) <b>Saint Marc;</b> T 4,512 (M 2,880 F 1,632) NOTE: Trainings conducted in August – September 2013 are not counted here, as they would result in double counting within the FY. They will be reported in Year 2 Annual Report.

Performance Monitoring Indicators	Indicator Reference	Disaggregation	Data Source	Oct 2012 – Sep 2013		Oct 2013 – Sep 2014			RESULTS as of 30 September 2013
				TARGETS		TARGETS			
4. Number of textbooks and other teaching and learning materials provided with USG assistance	Standard Indicator 3.2.1-33	Corridor; teachers / students	Project M&E records	<b>North</b> Tch: 662 Std: 47,000	<b>St. Marc</b> Tch: 220 Std: 13,800	<b>North</b> Tch: 986 Std: 36,000	<b>St. Marc</b> Tch: 324 Std: 9,200	<b>Port-au-Prince</b> Tch: 460 Std: 27,000	<b>All Corridors</b> Tch: 3,709 Std: 85,168 <b>North</b> Tch: 2,186 Std: 50,679 <b>St. Marc</b> Tch: 676 Std: 14,798 <b>Ouest</b> Tch: 847 Std: 19,691  Note: Teachers ' materials include Teachers' Manuals (multiple volumes counted as one manual), School Libraries, and Sets of Posters
5. Number of learners receiving reading interventions at the primary level	Standard Indicator 3.2.1-35	Corridor; Gender	School records; Project M&E records	<b>North</b> T 12,300 M 6,500 F 5,800	<b>St. Marc</b> T 3,200 M 1,600 F 1,600	<b>North</b> T 18,000 M 9,400 F 8,600	<b>St. Marc</b> T 4,600 M 2,300 F 2,300	<b>Port-au-Prince</b> T 6,000 M 3,000 F 3,000	<b>North &amp; St Marc:</b> T 16,980 (M 8,840 F 8,140) <b>North:</b> T 12,853 (M 6,746 F 6,107) <b>Saint Marc:</b> T 4,127 (M 2,094 F 2,033)
6. Number of parent-teacher associations (PTAs) or similar "school" governance structures supported	Standard Indicator 3.2.1-18	Corridor	Project M&E records	<b>North</b> 50	<b>St. Marc</b> 25	<b>North</b> 50	<b>St. Marc</b> 25		Activities supporting school governance structures did not commence during Y1
7. Number of parents or community members who received training with USG support	Custom Indicator	Corridor; Gender	Project M&E records	<b>North</b> T 500 M 250 F 250	<b>St. Marc</b> T 250 M 125 F 125	<b>North</b> T 500 M 250 F 250	<b>St. Marc</b> T 250 M 125 F 125		Activities involving parents did not commence during Y1

Performance Monitoring Indicators	Indicator Reference	Disaggregation	Data Source	Oct 2012 – Sep 2013 TARGETS		Oct 2013 – Sep 2014 TARGETS			RESULTS as of 30 September 2013
8. Number of students in schools benefiting from community literacy strategies implemented with USG support	Custom Indicator	Corridor; Gender	Project M&E records	<b>North</b> T 4,100 M 2,100 F 2,000	<b>St. Marc</b> T 1,600 M 800 F 800	<b>North</b> T 6,000 M 3,100 F 2,900	<b>St. Marc</b> T 2,300 M 1,150 F 1,150		<b>Overall:</b> T 3,751 (M 1,958 F 1,793) <b>North:</b> T 2,222 (M 1,186 F 1,036) <b>St Marc:</b> T 1,529 (M 772 F 757)  These numbers represent 1st and 2 <sup>nd</sup> graders enrolled in 52 schools with confirmed student literacy clubs
9. Percentage of principals providing regular support to teachers	Custom Indicator	Corridor; Treatment group	Project M&E records	<b>North</b> Establish baseline		<b>North</b> 10% over Y1 Baseline	<b>St. Marc</b> 10% improvement during year	<b>Port-au-Prince</b> 10% improvement during year	<b>North</b> Treatment A: 64% Treatment B: 64% Baseline was conducted in North only during Y1
10. Percentage of schools with increased inspector visits per semester	Custom	Corridor; Treatment group	Project M&E records	<b>North</b> Establish baseline		<b>North</b> 10% improvement over Y1 Baseline	<b>St. Marc</b> 10% of schools improve during year	<b>Port-au-Prince</b> 10% of schools improve during year	<b>North</b> Treatment A: 1.1 visits Treatment B: 1.3 visits  Baseline was conducted in North only during Y1
11. Percentage of schools with improved opportunities to learn	Custom Indicator	Corridor; Treatment group	Project M&E records	<b>North</b> Establish baseline		<b>North</b> 5% of schools improve from Y1 baseline	<b>St. Marc</b> 5% of schools improve during year	<b>Port-au-Prince</b> 5% of schools improve during year	<b>North</b> Treatment A: Average OTL score = 84 pts Treatment B: Average OTL score = 80 pts  Baseline was conducted in North only during Y1. Please see Appendix 2.3 for detail on this indicator.

Performance Monitoring Indicators	Indicator Reference	Disaggregation	Data Source	Oct 2012 – Sep 2013 TARGETS		Oct 2013 – Sep 2014 TARGETS			RESULTS as of 30 September 2013
12. Percentage of teachers with improved reading instruction in subset of schools in the USG Development Corridors	Custom Indicator	Gender	Project M&E records	North Establish baseline	St. Marc Establish baseline	North 15% of teachers improve over baseline	St. Marc 15% of teachers improve during year	Port-au-Prince 15% of teachers improve during year	<p><b>North</b> Average reading instruction score = 82% (M &amp; F)</p> <p>Baseline was conducted in North only during Y1.</p> <p>Please see Appendix 2.4 for detail on this indicator.</p>
13. Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text	Standard Indicator 3.2.1-27	Corridor; Gender; Language; Treatment group	EGRA; Project M&E records	North 40%	St. Marc 40%	North 30% over Y1 level	St. Marc 30% over Y1 level	Port-au-Prince 52%	Please see detail in Appendices 2.2 and 2.5.
14. Number/Proportion of students with improved reading skills at the end of Grade 1	Custom Indicator	Corridor; Gender; Language; Treatment group	EGRA; Project M&E records	North 20% over baseline	St. Marc 20% over baseline	North 30% over baseline	St. Marc 30% over baseline	Port-au-Prince 30% over baseline	Please see detail in Appendices 2.2 and 2.6.
15. Number/proportion of students with improved reading skills at the end of Grade 2	Custom Indicator	Corridor; Gender; Language; Treatment group	EGRA; Project M&E records	North 20% over baseline	St. Marc 20% over baseline	North 30% over baseline	St. Marc 30% over baseline	Port-au-Prince 30% over baseline	Please see detail in Appendices 2.2 and 2.7.
16. Number of officials and university and other partners trained in the assessment of early grade learning	Custom Indicator	Gender	Project M&E records	T 90 M 50 F 40		T 104 M 60 F 44			T 277 M 188 F 89
17. Number of administrators and officials successfully trained with USG support	Standard Indicator 3.2.1-3	Corridor; Gender	Project M&E records	T 230 M 130 F 100		T 335 M 172 F 146			<p><b>Overall</b> T 227 ( M 186 F 41)</p> <p><b>North</b> T 175 ( M 144 F 31)</p> <p><b>Saint-Marc</b> T 27 ( M 25 F 2)</p> <p><b>National Admin</b></p>

Performance Monitoring Indicators	Indicator Reference	Disaggregation	Data Source	Oct 2012 – Sep 2013 TARGETS	Oct 2013 – Sep 2014 TARGETS	RESULTS as of 30 September 2013
						T 25 ( M 17 F 8) NOTE: Trainings conducted in August – September 2013 are not counted here, as they would result in double counting within the FY. They will be reported in Year 2 Annual Report.

**NOTES ON INDICATORS presented in Appendix 2-1**

**Indicator 1:** Assessments of children’s reading skills were conducted in October 2012 (Year 1 Baseline) and in June 2013 (Year 1 Endline); analytical reports on the results of these studies are available.

**Indicator 2:** Number of teachers who successfully completed in-service teacher training or coaching represents the sum of teachers trained at the Project ToTAL In-Service teacher trainings. These 12-day teacher trainings took place in January and March 2013, with different schools and teachers receiving training at each event. Attendance for each training event is calculated by counting total teachers present on each day of training, then taking the number of teachers present disaggregated by gender, on the training day with the lowest attendance. The result is a very conservative estimate of the number of teachers who benefited from the training, excluding persons who had attended fewer than the full 12 days. Attendance for all training events is aggregated into the reported number of teachers trained.

**Indicator 3:** Number of person-hours of teachers who successfully completed teacher training is calculated on a per training basis by taking the training attendance number calculated for Indicator two and multiplying it by hours of training per day and days of training in the specific in-service training. Person-hours of each individual training are then aggregated into the combined reported number of person-hours. It represents a conservative estimate due to procedure for counting teachers trained.

**Indicator 4:** Distribution of materials to teachers and students was based on Project records of purchases and distributions made. A first set of purchases for the 2012-2013 school year totalled 32000 student materials and 1249 teacher materials. The data on these purchases lacked information by Corridor, thus distribution by Corridor was estimated at the observed student enrollment ratio of 78% North and 22% St-Marc. To these estimations were then added the distributions made in September 2013 for use during the 2013-2014 school year (providing an additional 53,168 student materials and 2,460 teacher materials), to obtain an estimate of the total number of materials (85,168 student materials and 3,709 teacher materials) distributed by Corridor during the year.

- Student materials distributed included the ToTAL Creole Reading Book, the ToTAL Creole Writing Book. Other materials distributed (pencils, erasers, pencil sharpeners, and notebooks) are not included in the count.
- Teacher materials distributed included Creole Teacher's Manuals Volumes 1, 2, and 3; French Teacher's Manual Volume 1, French-language poster, and a small "library" of books suitable for early grade learners.

**Indicator 5:** Student enrollment numbers are based on 2012-2013 government enrollment estimates for treatment schools.

**Indicators 6 and 7:** While community mobilization activities did take place during Project Year 1 (See Appendix 1), including Reading Clubs and a Summer Reading Championship, the data required to correctly report on these indicators is not available for the 2012-2013 school year.

**Indicator 8:** Student enrollment numbers are based on 2012-2013 government enrollment estimates for Treatment B (with community mobilization) schools.

**Indicator 9:** Year 1 baseline values for this indicator are available for North Corridor only. "Regular support" is operationally defined to mean that the principal reviewed teachers' lesson plans and / or observed classrooms at least 3 days a week, estimated on the basis of the average of the numbers of days reported for these activities by the head teacher and by teachers surveyed in a given school. Note that data reported at Year 1 baseline refer to the previous school year, 2011-2012.

**Indicator 10:** Year 1 baseline values for this indicator are available for North Corridor only. The number of inspection visits per semester is estimated based on the average of the number of visits reported by the head teacher and by teachers surveyed in a given school. Note that data reported at Year 1 baseline refer to the previous school year, 2011-2012.

**Indicator 11.** Please see Appendix 2-3 for further detail.

**Indicator 12.** Please see Appendix 2-4 for further detail.

**Indicator 13.** Please see Appendices 2-2 and 2-5 for further detail.

**Indicator 14.** Please see Appendices 2-2 and 2-6 for further detail.

**Indicator 15.** Please see Appendices 2-2 and 2-7 for further detail.

**Indicator 16:** Represents attendance of officials, university professionals and other partners at EGRA trainings and at formal presentations of EGRA results and analysis. Because the content of each training is different, individuals who participated in multiple trainings are counted in each training received. Participants in multi-day trainings are counted once for the entire training. Numbers shown cover the Year 1 EGRA development Workshop (August 2012) and EGRA Baseline Training (Sept 2012), as well as trainings that occurred during the October 2012-September 2013 period.

**Indicator 17:** The counts shown include School Directors (T 136; M 115; F 21) and MENFP officials (T 91; M 71; F 20). Only trainings of 3 or more days are included.

Appendix 2-2 Early Grade Reading Indicators 13, 14, 15 through September 2013

PERFORMANCE MONITORING INDICATOR	Lang.	Corridor & Treatment	Baseline Oct 2012		Endline June 2013			2014
			Boys	Girls	Target	Boys	Girls	Target
<b>13 Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text</b>  <i>Operational definition:</i> Percent of Grade 2 students scoring at least 41 words per minute on Oral Reading Fluency  <i>Indicator Ref:</i> SI 3.2.1-27 <i>Disaggregation:</i> Corridor; G; L; T <i>Data source:</i> EGRA; Project records <i>Type:</i> Outcome	CREOLE	North A North B North Control StMarc A StMarc B P-A-P A P-A-P Control	No baseline obtained (Grade 3 not tested).		40%	20.1% 18.3% 15.6% 20.6% 15.0%	44.3% 37.6% 44.4% 34.1% 28.7%	30% over Year 1 levels
	FRENCH	North A North B North Control StMarc A StMarc B P-A-P A P-A-P Control	No baseline obtained (Grade 3 not tested).		25%	13.9% 11.4% 16.2% 9.6% 2.9%	29.1% 7.5% 35.6% 8.2% 16.0%	30% over Year 1 levels
<b>14p Proportion of students with improved reading skills at the end of Grade 1</b>  <i>Operational definition:</i> Numbers shown indicate % of students scoring at least 21 words per minute on ORF at each time period. "Proportion improved" (not shown) can be estimated by subtracting baseline from endline.  <i>Indicator Ref:</i> Custom I 07p <i>Disaggregation:</i> Corridor; G; L; T <i>Data source:</i> EGRA; Project records <i>Type:</i> Outcome	CREOLE	North A North B North Control StMarc A StMarc B P-A-P A P-A-P Control	0.3% 1.3% 4.6% 0.3% 0.8%	4.6% 0.9% 7.5% 0.0% 0.8%	+20% over base-line	22.3% 9.4% 27.0% 8.1% 17.0%	30.6% 10.1% 30.6% 10.6% 7.5%	+30% over baseline
	FRENCH	North A North B North Control StMarc A StMarc B P-A-P A P-A-P Control	In Year 1, Grade 1 students were not tested in French Language.					30%
<b>15p Proportion of students with improved reading skills at the end of Grade 2</b>  <i>Operational definition:</i> Numbers shown indicate % of students scoring at least 31 words per minute on ORF at each time period. "Proportion improved" (not shown) can be estimated by subtracting baseline from endline.  <i>Indicator Ref:</i> Custom Ind. 08p <i>Disaggregation:</i> Corridor; G; L; T <i>Data source:</i> EGRA; Project records <i>Type:</i> Outcome	CREOLE	North A North B North Control StMarc A StMarc B P-A-P A P-A-P Control	13.3% 9.3% 14.0% 10.5% 6.9%	20.4% 12.1% 22.4% 31.5% 8.9%	+20% over base-line	32.7% 23.5% 27.2% 31.6% 22.6%	46.7% 52.4% 46.8% 40.4% 31.1%	+30% over baseline
	FRENCH	North A North B North Control StMarc A StMarc B P-A-P A P-A-P Control	11.0% 8.1% 10.6% 13.2% 5.4%	15.1% 9.0% 26.1% 29.6% 6.2%	+20% over base-line	23.1% 15.6% 20.7% 16.2% 7.4%	31.7% 17.7% 42.9% 22.9% 22.7%	+30% over baseline

\* We propose to increase 2014 Target levels for Indicator 13 from previously proposed targets, given observed values in 2013.

### Appendix 2-3 Detail on Indicator 11, Percentage of schools with improved opportunities to learn (Custom indicator)

**Disaggregation:** Corridor, Treatment

**Data source:** Coach instructional observation records

**Type:** Outcome

For Year 1, an Opportunity to Learn score for Indicator 11 can be fully calculated for the Northern corridor only, as data for the 2012-2013 school year is only available in that corridor. To calculate this indicator, an “Opportunity to learn” (OTL) measure was operationalized in terms of average scores of schools obtained across six distinct variables on which classroom observations were made by trained observers (coaches) .

These six variables (averaging for each school across all observations made during the period March – June 2013) were the following:

- Average student attendance rate on the date of observation
- % of classes observed in which all students can see the teacher
- % of classes observed in which all students are participating in the lesson
- % of students in class with book
- % of classes in which lesson is reasonably (within 4-5 lessons) on time relative to the program
- Average teacher performance score (across a series of teacher performances observed) for the school.

An overall “OTL score” was calculated as an average of the above scores (which are all expressed in terms of a percentage) for all schools having usable data on at least four of these variables. Overall, 125 schools in the Northern corridor had adequate data to produce this score for Year 1.

#### Detail of OTL results for the North Corridor, Year 1

Treatment group	Number of schools with at least 4 of 6 sub-items	Average of mean OTL - school level	CONSTITUENT VARIABLES MAKING UP OVERALL OTL SCORE					Average Teacher Performance Score
			Average student attendance rate	Average % of classes in which all students can see the teacher	Average % of classes in which all students are participating in the lesson	Average % of students in class with book	Average % of classes in which lesson is on time (within 4-5 lessons)	
A no mobilization	79	84%	81%	100%	92%	98%	49%	83%
B mobilization	46	80%	79%	100%	95%	97%	31%	81%

## Appendix 2-4      Detail on Indicator 12, Percentage of teachers with improved reading instruction in subset of schools in the USG Development Corridors (Custom indicator)

**Disaggregation:** Corridor, Gender

**Data source:** Coach instructional observation records

**Type:** Outcome

Indicator 12 can be calculated for the Northern corridor only, as data for the 2012-2013 school year (Year 1) are available for this Corridor only. In addition, teacher observation data are not distinguishable by gender at this time. This oversight is being corrected for further observations going forward.

To calculate this indicator, a “Teacher’s Performance Score” measure of reading instruction practice in the classroom was produced on the basis of observation of a series of behaviors associated with effective reading instruction and promoted by ToTAL training. Coaches observed teachers and for each named behavior, indicated whether the teacher used it in the lesson or not. Some behaviors were ranked by frequency of use categories rather than simple presence or absence; in these cases “always” and “frequently” were given value of 1 and “seldom” or “never” were given a value of 0, so that all behaviors in the overall score would have an equal weight. The overall score obtained by a given teacher during a given lesson observation is the proportion of identified effective reading instruction behaviors that were observed to be in use (number of behaviors observed to be used / total number of named behaviors in the observation instrument).

### Northern Corridor teachers’ reading instruction performance results in Year 1

GRADE LEVEL	YEAR 1 (March – June 2013)	
	Number of observations	Average teacher performance score *
Grade 1	113	82%
Grade 2	102	83%
OVERALL	215	82%

**Appendix 2-5. Detail supporting Indicator 13, Proportion of students who, by the end of two grades of primary schooling, demonstrate that they can read and understand the meaning of grade-level text**

The tables below provide detailed results of Grade 2 students' Year 1 Endline performance on Early Grade Reading Assessment (EGRA) individual subtasks Oral Reading Fluency and Reading Comprehension in Creole and French languages. While a considerable portion of treatment school students has acquired oral reading fluency and reading comprehension skills necessary to read fluently and understand written text, their results were not higher than those observed in Control schools.

For the purposes of indicator reporting, the threshold of 41 or higher words read per minute on the Oral Reading Fluency subtask is selected as our operational definition of demonstration of ability to read and understand the meaning of grade level text.

Grade 2 Students' Performance on EGRA Subtasks at Year 1 Endline : Proportions of students by performance range

Performance range	CREOLE LANGUAGE										FRENCH LANGUAGE										
	NORD						SAINT MARC				NORD						SAINT MARC				
	Treatment A		Treatment B		Control		Treatment A		Treatment B		Treatment A		Treatment B		Control		Treatment A		Treatment B		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Oral Reading Fluency (Number of words read correctly in one minute)</b>																					
0	30.6%	12.4%	29.4%	16.5%	33.9%	24.0%	18.6%	7.1%	34.1%	26.2%	31.6%	17.3%	41.0%	15.8%	35.7%	23.1%	25.0%	21.3%	39.1%	34.3%	
1-10	18.4%	17.2%	18.4%	14.6%	25.3%	12.3%	25.4%	30.8%	25.3%	15.1%	25.6%	26.4%	24.7%	41.1%	23.3%	17.7%	24.4%	32.6%	31.4%	32.5%	
11-20	10.1%	14.4%	13.3%	12.0%	9.6%	11.5%	9.8%	4.4%	2.3%	17.7%	10.2%	12.3%	15.4%	17.9%	12.1%	7.9%	25.8%	12.8%	13.4%	10.6%	
21-30	8.2%	9.3%	15.4%	4.4%	4.0%	5.4%	14.7%	17.4%	15.7%	9.9%	9.4%	12.4%	3.2%	7.5%	8.2%	8.5%	8.6%	10.4%	8.6%	0.0%	
31-40	12.6%	2.4%	5.2%	14.8%	11.6%	2.4%	11.0%	6.4%	7.6%	2.4%	9.2%	2.5%	4.2%	10.2%	4.5%	7.3%	6.6%	14.7%	4.5%	6.7%	
41-50	8.3%	11.7%	4.6%	20.8%	8.7%	9.4%	4.8%	14.1%	4.5%	6.4%	7.9%	11.0%	5.8%	1.3%	6.4%	4.6%	1.9%	2.9%	0.8%	0.7%	
51-60	2.1%	7.5%	4.7%	8.9%	3.1%	7.8%	4.5%	11.6%	9.1%	8.4%	2.0%	2.1%	2.8%	1.0%	3.4%	11.2%	3.7%	2.2%	1.6%	5.4%	
>60	9.7%	25.1%	9.0%	7.8%	3.8%	27.3%	11.3%	8.4%	1.4%	13.8%	4.1%	16.0%	2.8%	5.1%	6.4%	19.7%	4.0%	3.0%	0.6%	9.9%	
<b>SUMMARY FOR INDICATOR 13</b>																					
41 & higher	20.1%	44.3%	18.3%	37.6%	15.6%	44.4%	20.6%	34.1%	15.0%	28.7%	13.9%	29.1%	11.4%	7.5%	16.2%	35.6%	9.6%	8.2%	2.9%	16.0%	
<b>Reading Comprehension (Number of correct responses)</b>																					
0	60.9%	43.6%	59.0%	44.8%	70.5%	50.5%	51.1%	41.6%	69.8%	61.2%	81.8%	79.1%	86.3%	89.4%	79.3%	59.6%	78.6%	83.4%	93.2%	79.5%	
1	15.8%	22.9%	20.4%	13.2%	12.5%	13.4%	15.3%	21.4%	12.6%	7.3%	9.7%	9.3%	9.9%	5.9%	7.5%	17.0%	9.6%	10.4%	3.1%	0.7%	
2	12.3%	13.3%	6.0%	18.3%	10.4%	5.9%	16.1%	12.5%	8.4%	4.3%	3.7%	4.4%	2.5%	3.7%	6.0%	7.0%	9.1%	3.2%	1.6%	6.0%	
3	8.7%	13.7%	5.7%	12.3%	4.1%	13.8%	7.8%	15.2%	0.8%	14.5%	4.8%	4.8%	0.0%	1.0%	3.8%	9.4%	2.7%	0.7%	1.6%	10.4%	
4	1.3%	1.6%	8.9%	9.0%	2.2%	14.2%	6.1%	8.1%	5.9%	6.0%	0.0%	2.5%	0.0%	0.0%	3.3%	4.5%	0.0%	0.0%	0.0%	1.7%	
5	1.1%	4.8%	0.0%	2.5%	0.3%	2.2%	3.7%	1.2%	2.5%	6.8%	0.0%	0.0%	1.3%	0.0%	0.0%	2.5%	0.0%	2.3%	0.6%	1.7%	
<b>SUMMARY FOR INDICATOR 13</b>																					
80% correct	2.4%	6.4%	8.9%	11.5%	2.5%	16.4%	9.8%	9.3%	8.4%	12.8%	0.0%	2.5%	1.3%	0.0%	3.3%	7.0%	0.0%	2.3%	0.6%	3.5%	
100% correct	1.1%	4.8%	0.0%	2.5%	0.3%	2.2%	3.7%	1.2%	2.5%	6.8%	0.0%	0.0%	1.3%	0.0%	0.0%	2.5%	0.0%	2.3%	0.6%	1.7%	

## **Appendix 2-6      Detail supporting Indicator 14, Number/Proportion of students with improved reading skills at the end of Grade 1 (Custom Indicator)**

The tables following provide detailed results of Grade 1 students' performance on Early Grade Reading Assessment (EGRA) individual subtasks Letter Sound Identification, Letter Name Identification, Familiar Word Reading, Oral Reading Fluency, Reading Comprehension, Listening Comprehension, Phonemic Awareness in the Creole language at Year 1 Baseline and Endline.

Comparison of Baseline and Endline results reveals considerable improvement overall in Grade 1 students' Creole language reading ability, despite the fact that the ToTAL curriculum was initiated in schools in January 2013 after winter recess. It should be noted however that Control group students also showed improvement, and higher performance overall in a number of cases.

For the purposes of indicator reporting, the Oral Reading Fluency subtask is selected to represent this broad range of performance achieved. Values shown in Appendix 2-2 for Indicator 14 indicate the percent of Grade 1 students scoring at least 21 words per minute on ORF at a given time period. "Proportion improved" can be roughly estimated by subtracting the baseline value from the endline value, although it should be noted that this method of estimation is conservative, as improvements within on either side of the 21-word threshold are also likely to be occurring but are not captured.

**Grade 1 Students' Performance on EGRA Subtasks at Year 1 Baseline and Endline : Proportions of students by performance range**

Performance range	YEAR 1 BASELINE										YEAR 1 ENDLINE									
	NORD					SAINT MARC					NORD					SAINT MARC				
	Treatment A		Treatment B		Control		Treatment A		Treatment B		Treatment A		Treatment B		Control		Treatment A		Treatment B	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Letter Sound Identification (Creole - Number of letter sounds identified in one minute)</b>																				
<b>0</b>	23.5%	17.0%	15.5%	11.7%	15.6%	9.8%	31.2%	22.4%	31.5%	24.3%	35.8%	30.2%	41.8%	38.9%	62.9%	50.9%	36.5%	49.1%	27.0%	30.0%
<b>1-10</b>	62.6%	61.8%	72.9%	74.8%	62.3%	59.9%	56.1%	62.4%	62.8%	67.8%	21.0%	22.9%	27.5%	29.2%	8.8%	18.7%	36.0%	19.3%	39.1%	22.3%
<b>11-20</b>	11.8%	11.1%	8.4%	11.1%	14.1%	20.0%	11.8%	14.0%	5.0%	3.8%	12.6%	12.8%	20.5%	11.1%	16.3%	8.4%	12.3%	19.0%	16.5%	20.5%
<b>21-30</b>	1.8%	4.0%	2.2%	1.0%	4.3%	5.0%	0.9%	0.9%	0.3%	3.8%	14.1%	16.1%	3.3%	13.3%	3.9%	3.6%	6.7%	3.4%	9.1%	15.8%
<b>31-40</b>	0.4%	1.9%	0.0%	1.4%	2.8%	2.1%	0.0%	0.0%	0.0%	0.0%	9.4%	4.6%	3.2%	1.5%	6.9%	12.8%	1.5%	3.4%	3.1%	10.7%
<b>41-50</b>	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.0%	0.6%	6.7%	2.1%	4.5%	1.1%	3.5%	4.7%	0.0%	3.0%	0.0%
<b>51-60</b>	0.0%	0.2%	0.0%	0.0%	0.0%	3.3%	0.0%	0.0%	0.0%	0.0%	2.4%	3.2%	0.0%	1.4%	0.0%	0.9%	1.1%	1.4%	2.3%	0.7%
<b>61-70</b>	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.4%	2.0%	0.0%	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>71-80</b>	0.0%	1.8%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.1%	1.5%	0.0%	0.0%	0.0%	1.0%	1.1%	2.0%	0.0%	0.0%
<b>81 &amp; up</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%
<b>Letter Sound Identification (Creole - Number of letter names identified in one minute)</b>																				
<b>0</b>	16.2%	9.5%	9.6%	14.1%	11.8%	7.9%	23.2%	14.1%	13.6%	35.6%	30.8%	19.8%	26.7%	27.6%	25.8%	24.9%	21.1%	37.5%	38.7%	34.8%
<b>1-10</b>	64.5%	62.6%	69.7%	61.5%	50.5%	46.9%	54.0%	50.6%	66.4%	35.7%	29.0%	30.6%	33.5%	23.1%	30.7%	21.4%	43.2%	17.0%	24.1%	16.3%
<b>11-20</b>	15.2%	16.8%	15.3%	20.3%	26.3%	19.6%	14.7%	17.5%	16.4%	22.6%	7.7%	20.0%	9.2%	27.1%	12.3%	13.3%	18.5%	24.4%	5.6%	20.7%
<b>21-30</b>	3.1%	8.9%	3.5%	3.0%	9.2%	18.3%	6.0%	14.0%	0.8%	4.9%	15.6%	13.4%	20.4%	10.2%	13.7%	14.7%	3.5%	14.0%	16.6%	9.9%
<b>31-40</b>	1.1%	1.0%	1.0%	0.6%	1.3%	3.2%	1.8%	3.9%	2.0%	0.0%	11.6%	5.3%	7.0%	4.9%	4.0%	8.9%	4.0%	3.2%	3.8%	12.6%
<b>41-50</b>	0.0%	0.0%	0.9%	0.3%	0.0%	3.7%	0.3%	0.0%	0.8%	0.0%	1.1%	6.9%	3.2%	2.2%	10.7%	10.7%	5.2%	2.0%	6.1%	5.7%
<b>51-60</b>	0.0%	1.1%	0.0%	0.3%	1.0%	0.5%	0.0%	0.0%	0.0%	0.0%	2.0%	3.4%	0.0%	3.9%	1.9%	2.1%	1.1%	0.0%	4.2%	0.0%
<b>61-70</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.7%	0.6%	0.0%	1.1%	1.1%	4.0%	2.3%	2.0%	0.9%	0.0%
<b>71-80</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>81 &amp; up</b>	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%
<b>Familiar Word Reading (Creole - Number of words read correctly per minute)</b>																				
<b>0</b>	45.7%	39.8%	54.5%	41.3%	35.0%	25.0%	45.9%	20.7%	64.0%	54.3%	37.5%	28.8%	48.8%	34.3%	33.5%	30.7%	35.2%	33.4%	33.1%	40.6%
<b>1-10</b>	49.4%	46.7%	39.6%	53.6%	49.8%	49.4%	46.4%	70.8%	33.5%	40.4%	35.8%	39.1%	36.8%	46.7%	38.6%	41.1%	51.6%	56.0%	44.7%	50.0%
<b>11-20</b>	4.9%	10.8%	5.0%	4.9%	11.1%	20.5%	7.4%	8.5%	1.4%	4.6%	11.0%	10.1%	9.1%	15.3%	18.3%	7.0%	6.5%	2.8%	14.3%	5.6%
<b>21-30</b>	0.0%	1.1%	0.0%	0.3%	2.8%	4.4%	0.0%	0.0%	0.7%	0.0%	4.6%	8.8%	5.3%	0.4%	6.6%	7.8%	3.3%	2.9%	2.0%	3.8%
<b>31-40</b>	0.0%	1.6%	0.9%	0.0%	1.3%	0.0%	0.3%	0.0%	0.3%	0.8%	10.4%	7.7%	0.0%	1.1%	1.1%	9.2%	1.1%	0.6%	4.0%	0.0%
<b>41-50</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	2.1%	0.0%	0.0%	1.1%	4.2%	0.0%	2.0%	2.0%	0.0%
<b>51-60</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.0%	0.0%	2.2%	0.8%	0.0%	1.1%	2.3%	0.0%	0.0%
<b>61-70</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%
<b>71 &amp; up</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Performance range	YEAR 1 BASELINE										YEAR 1 ENDLINE										
	NORD					SAINT MARC					NORD					SAINT MARC					
	Treatment A		Treatment B		Control		Treatment A		Treatment B		Treatment A		Treatment B		Control		Treatment A		Treatment B		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Oral Reading Fluency (Creole - Number of words read correctly per minute)</b>																					
0	81.1%	69.2%	76.8%	74.7%	62.8%	42.5%	63.2%	52.6%	84.5%	87.1%	48.2%	49.5%	53.6%	54.7%	46.8%	29.8%	56.7%	53.0%	42.2%	54.8%	
1-10	17.5%	24.0%	21.4%	21.9%	27.9%	40.7%	31.0%	45.5%	13.8%	7.8%	17.5%	12.0%	28.1%	28.1%	23.4%	33.0%	28.6%	35.1%	34.0%	30.1%	
11-20	1.2%	2.2%	0.5%	2.6%	4.7%	9.4%	5.5%	1.9%	0.9%	4.4%	11.9%	7.9%	8.9%	7.1%	2.9%	6.6%	6.6%	1.3%	6.8%	7.6%	
21-30	0.0%	1.8%	0.5%	0.5%	1.7%	3.0%	0.0%	0.0%	0.5%	0.0%	3.4%	8.5%	4.1%	5.2%	9.0%	6.0%	0.0%	0.0%	1.5%	3.8%	
31-40	0.3%	1.1%	0.0%	0.4%	2.9%	3.2%	0.3%	0.0%	0.3%	0.0%	3.5%	5.2%	3.8%	0.0%	10.3%	2.4%	0.7%	5.7%	4.2%	1.9%	
41-50	0.0%	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	6.1%	0.8%	2.6%	5.8%	12.5%	3.9%	0.0%	6.1%	0.0%	
51-60	0.0%	0.9%	0.0%	0.0%	0.0%	0.5%	0.0%	0.0%	0.0%	0.8%	12.8%	4.9%	0.8%	0.0%	1.1%	4.6%	1.1%	2.0%	2.0%	1.9%	
<b>61 &amp; up</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	2.7%	5.9%	0.0%	2.2%	0.8%	5.0%	2.3%	2.9%	3.1%	0.0%	
<b>Summary for Indicator 14</b>																					
<b>21 &amp; up</b>	<b>0.3%</b>	<b>4.6%</b>	<b>1.3%</b>	<b>0.9%</b>	<b>4.6%</b>	<b>7.5%</b>	<b>0.3%</b>	<b>0.0%</b>	<b>0.8%</b>	<b>0.8%</b>	<b># #</b>	<b>22.3%</b>	<b>30.6%</b>	<b>9.4%</b>	<b>10.1%</b>	<b>27.0%</b>	<b>30.6%</b>	<b>8.1%</b>	<b>10.6%</b>	<b>17.0%</b>	<b>7.5%</b>
<b>Reading Comprehension (Creole - Number of items answered correctly)</b>																					
0	97.8%	89.9%	94.1%	98.6%	86.4%	81.1%	98.1%	98.1%	98.0%	97.2%	76.6%	72.5%	93.9%	89.5%	85.4%	73.1%	88.2%	89.6%	80.0%	91.2%	
1	1.4%	7.3%	4.7%	1.4%	7.7%	17.8%	1.6%	1.9%	1.3%	0.2%	15.5%	15.4%	2.8%	5.7%	4.0%	11.4%	7.4%	2.8%	11.8%	0.0%	
2	0.8%	2.6%	0.3%	0.0%	3.6%	0.4%	0.3%	0.0%	0.3%	2.6%	5.0%	11.6%	2.5%	2.6%	9.5%	11.7%	2.1%	3.4%	4.2%	8.8%	
3	0.0%	0.2%	0.9%	0.0%	2.4%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.6%	0.8%	1.1%	1.1%	3.2%	1.1%	2.0%	0.0%	0.0%	
4	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.2%	0.0%	0.0%	1.1%	0.0%	0.7%	1.1%	0.0%	4.0%	0.0%	
5	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%	
<b>Listening Comprehension (Creole - Number of items answered correctly)</b>																					
0	3.8%	4.4%	3.0%	3.7%	8.3%	5.4%	3.6%	9.5%	13.9%	7.9%	0.0%	3.3%	1.0%	1.7%	2.1%	4.8%	2.9%	6.6%	0.9%	2.4%	
1	4.3%	3.0%	4.7%	4.6%	3.9%	1.0%	6.5%	2.3%	7.5%	2.2%	10.4%	6.4%	8.1%	8.5%	9.4%	10.0%	13.1%	17.0%	6.0%	3.8%	
2	9.3%	16.1%	7.7%	4.8%	16.4%	17.0%	18.1%	10.9%	19.6%	14.9%	10.9%	16.4%	20.3%	10.2%	17.6%	10.5%	10.5%	18.4%	6.2%	9.2%	
3	21.6%	16.2%	21.6%	26.7%	20.5%	15.6%	24.3%	30.2%	16.5%	19.9%	28.3%	29.1%	18.3%	17.7%	26.7%	25.1%	26.8%	21.2%	40.6%	22.0%	
4	33.2%	40.3%	27.7%	27.5%	26.4%	23.6%	29.6%	26.6%	30.0%	37.9%	35.9%	30.1%	41.6%	34.1%	22.5%	23.0%	28.0%	23.4%	32.8%	33.6%	
5	27.8%	20.1%	35.2%	32.7%	24.5%	37.3%	17.9%	20.5%	12.5%	17.3%	14.6%	14.7%	10.7%	27.8%	21.7%	26.7%	18.7%	13.4%	13.6%	29.0%	
<b>Phonemic Awareness (Creole - Number of items answered correctly)</b>																					
0	70.1%	62.6%	70.5%	70.7%	59.7%	52.9%	76.8%	80.1%	87.6%	85.2%	17.4%	22.8%	24.5%	12.9%	61.0%	53.5%	25.9%	36.4%	28.5%	25.3%	
1	8.1%	9.3%	13.0%	12.2%	8.2%	13.2%	2.5%	4.3%	2.1%	2.6%	5.1%	9.6%	11.4%	10.1%	3.7%	9.4%	2.1%	1.5%	3.0%	0.0%	
2	6.2%	3.8%	4.5%	3.7%	5.8%	6.4%	1.8%	4.7%	0.2%	3.6%	3.7%	2.8%	7.9%	3.7%	3.8%	0.2%	0.7%	3.0%	1.4%	0.0%	
3	2.5%	2.8%	2.9%	1.9%	7.8%	2.2%	6.9%	0.0%	2.6%	4.1%	0.0%	2.0%	6.0%	0.9%	0.8%	3.8%	7.1%	0.0%	5.5%	0.0%	
4	2.8%	3.1%	4.2%	2.8%	0.2%	3.8%	4.2%	2.9%	1.6%	1.8%	4.3%	1.3%	8.8%	1.8%	3.1%	4.5%	1.9%	1.4%	1.4%	8.9%	
5	3.5%	2.1%	0.9%	2.0%	0.5%	0.0%	3.5%	0.0%	0.7%	1.3%	6.6%	0.4%	6.7%	1.3%	2.2%	2.6%	3.7%	14.8%	5.6%	6.1%	
6	1.8%	2.6%	1.5%	0.7%	3.0%	1.8%	0.0%	0.6%	2.1%	0.5%	4.7%	1.8%	4.7%	3.8%	1.8%	0.3%	7.2%	5.1%	3.9%	3.8%	
7	0.7%	2.6%	0.3%	1.5%	5.4%	3.3%	2.9%	0.0%	1.9%	0.0%	8.4%	3.5%	3.9%	5.1%	5.0%	1.1%	12.0%	3.5%	10.5%	6.1%	
8	0.6%	4.0%	0.3%	2.1%	1.2%	3.6%	0.0%	2.4%	0.4%	0.2%	11.5%	5.3%	5.8%	8.5%	2.1%	4.8%	7.3%	8.5%	6.9%	7.6%	
9	1.1%	2.7%	1.3%	1.3%	5.0%	5.3%	0.9%	5.0%	0.0%	0.3%	10.2%	24.7%	4.0%	18.2%	9.9%	11.3%	16.4%	6.8%	4.3%	13.9%	
10	2.6%	4.4%	0.5%	1.3%	3.1%	7.5%	0.6%	0.0%	0.9%	0.4%	28.4%	26.0%	16.4%	33.7%	6.7%	8.6%	15.7%	18.9%	29.0%	28.3%	

## **Appendix 2-7      Detail on Indicator 15, Number/Proportion of students with improved reading skills at the end of Grade 2 (Custom Indicator)**

The tables following provide detailed results of Grade 2 students' performance on individual Early Grade Reading Assessment (EGRA) subtasks Letter Sound Identification, Letter Name Identification, Familiar Word Reading, Oral Reading Fluency, Reading Comprehension, Listening Comprehension, Phonemic Awareness in both Creole and French languages.

A comparison of these Baseline and Endline EGRA results shows considerable overall improvement in reading skills during Grade 2. This improvement occurs despite the fact that the ToTAL curriculum was initiated in schools in January 2013 after winter recess.

For the purposes of indicator reporting, the Oral Reading Fluency subtask is selected to represent this broad range of performance achieved. Values shown in Appendix 2-2 for Indicator 15 indicate the percent of Grade 2 students scoring at least 31 words per minute on ORF at a given time period. "Proportion improved" can be roughly estimated by subtracting the baseline value from the endline value, although it should be noted that this method of estimation is conservative, as improvements within on either side of the 31-word threshold are also likely to be occurring but are not captured.

**Grade 2 Students' Performance on EGRA Subtasks at Year 1 Baseline and Endline : Proportions of students by performance range**

Performance range	YEAR 1 BASELINE										YEAR 1 ENDLINE									
	NORD					SAINT MARC					NORD					SAINT MARC				
	Treatment A		Treatment B		Control		Treatment A		Treatment B		Treatment A		Treatment B		Control		Treatment A		Treatment B	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Letter Sound Identification (Creole - Number of letter sounds identified in one minute)</b>																				
0	4.5%	3.6%	5.9%	3.5%	3.9%	2.1%	14.0%	4.6%	3.3%	4.3%	12.8%	5.8%	20.4%	5.2%	56.5%	45.5%	13.3%	18.1%	24.9%	22.4%
1-10	54.5%	48.6%	54.5%	59.3%	42.4%	45.5%	38.3%	37.3%	57.9%	66.4%	17.1%	3.8%	11.5%	7.7%	8.4%	4.6%	14.4%	5.1%	10.0%	4.2%
11-20	23.0%	27.6%	29.0%	24.5%	37.7%	29.7%	28.7%	33.0%	26.0%	9.6%	26.3%	17.8%	12.7%	19.8%	11.0%	9.3%	13.4%	20.1%	15.7%	20.3%
21-30	11.2%	12.7%	7.3%	7.8%	11.3%	6.0%	10.3%	20.2%	10.0%	15.4%	9.1%	11.3%	18.5%	8.2%	11.0%	16.4%	16.5%	11.4%	18.7%	14.2%
31-40	5.5%	5.0%	1.9%	3.6%	2.0%	11.2%	6.1%	3.8%	1.0%	1.8%	16.3%	18.1%	15.2%	6.4%	8.5%	3.7%	21.2%	6.7%	7.1%	14.6%
41-50	0.8%	1.1%	1.0%	0.4%	2.6%	3.6%	2.6%	0.6%	1.8%	0.0%	9.2%	15.1%	8.1%	16.7%	2.4%	10.6%	7.3%	12.6%	16.9%	10.8%
51-60	0.4%	1.1%	0.5%	0.9%	0.0%	1.0%	0.0%	0.6%	0.0%	2.5%	5.2%	16.9%	4.2%	20.5%	1.9%	6.6%	14.1%	23.3%	2.5%	3.2%
61-70	0.0%	0.4%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	3.9%	4.0%	6.2%	15.6%	0.0%	3.1%	0.0%	2.8%	3.7%	2.2%
71-80	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	5.9%	3.3%	0.0%	0.3%	0.2%	0.0%	0.0%	0.6%	8.2%
81-90	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Letter Name Identification (Creole - Number of letter names identified in one minute)</b>																				
0	1.0%	0.7%	3.7%	1.7%	2.8%	0.7%	7.1%	0.0%	2.7%	1.5%	7.6%	6.1%	5.9%	10.2%	14.6%	0.9%	1.7%	7.2%	5.0%	8.8%
1-10	28.1%	23.0%	27.4%	34.7%	21.1%	28.6%	18.0%	18.8%	36.9%	25.9%	23.4%	2.4%	12.4%	0.4%	7.5%	15.4%	13.7%	6.2%	17.1%	14.2%
11-20	32.4%	24.9%	29.6%	22.8%	23.4%	16.1%	31.8%	20.3%	19.4%	19.8%	16.6%	20.1%	24.2%	26.0%	23.0%	14.7%	19.9%	13.5%	10.9%	25.5%
21-30	13.7%	22.5%	23.1%	17.2%	25.3%	20.6%	25.5%	19.9%	19.2%	28.1%	13.5%	23.3%	27.3%	14.4%	17.9%	11.1%	20.1%	17.6%	24.6%	13.5%
31-40	9.0%	11.7%	6.5%	9.7%	14.4%	13.4%	9.8%	22.1%	12.2%	14.1%	18.0%	17.1%	12.1%	20.7%	9.2%	12.0%	8.7%	22.5%	21.5%	21.8%
41-50	9.4%	8.5%	2.6%	6.4%	6.7%	2.8%	7.8%	10.1%	5.0%	5.6%	6.1%	9.8%	7.7%	13.8%	12.4%	12.9%	19.8%	19.9%	10.5%	3.5%
51-60	5.6%	7.2%	2.7%	4.5%	3.6%	14.2%	0.0%	1.4%	1.3%	1.2%	8.4%	12.8%	8.1%	10.3%	9.6%	10.2%	9.9%	8.8%	3.9%	6.8%
61-70	0.7%	0.9%	0.3%	1.7%	2.0%	1.6%	0.0%	5.2%	2.5%	1.4%	5.4%	4.7%	0.0%	3.3%	0.8%	11.1%	3.7%	0.7%	3.1%	5.3%
71-80	0.1%	0.7%	4.0%	0.5%	0.3%	1.0%	0.0%	0.0%	0.7%	2.4%	0.0%	2.4%	2.3%	1.0%	1.0%	1.8%	0.7%	1.1%	3.6%	0.7%
81-90	0.0%	0.0%	0.2%	0.8%	0.3%	1.0%	0.0%	2.3%	0.0%	0.0%	1.1%	1.3%	0.0%	0.0%	1.5%	2.6%	1.9%	2.6%	0.0%	0.0%
>90	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.6%	7.4%	0.0%	0.0%	0.0%	0.0%
<b>Familiar Word Reading (Creole - Number of words read correctly in one minute)</b>																				
0	17.8%	13.5%	14.2%	15.8%	12.5%	12.4%	16.2%	7.9%	18.0%	28.1%	26.0%	13.4%	16.8%	17.5%	24.5%	14.7%	8.5%	4.0%	10.8%	15.8%
1-10	43.4%	37.3%	53.9%	48.0%	48.8%	46.1%	51.0%	41.1%	55.3%	41.1%	29.7%	25.9%	38.3%	18.6%	36.3%	26.9%	41.9%	43.4%	48.6%	47.5%
11-20	22.5%	27.7%	20.1%	20.6%	19.1%	14.2%	15.1%	20.5%	16.7%	18.0%	19.9%	15.5%	21.1%	19.3%	17.5%	14.6%	21.9%	15.5%	21.8%	7.3%
21-30	5.7%	11.8%	4.1%	8.9%	11.9%	11.3%	7.2%	14.7%	2.7%	5.0%	8.3%	11.8%	11.6%	21.8%	15.7%	9.7%	12.4%	12.5%	14.5%	10.0%
31-40	4.9%	2.6%	4.5%	4.8%	5.2%	11.1%	7.1%	5.2%	3.2%	2.8%	5.0%	9.1%	2.2%	16.2%	1.0%	8.3%	5.8%	12.4%	1.4%	7.3%
41-50	3.1%	3.7%	0.6%	1.5%	1.2%	3.2%	2.6%	6.1%	3.3%	0.5%	4.2%	15.7%	1.9%	1.4%	2.8%	10.5%	5.6%	7.4%	3.1%	0.7%
51-60	2.5%	3.0%	0.0%	0.0%	1.5%	0.8%	0.8%	2.3%	0.4%	4.5%	0.8%	6.3%	6.5%	1.4%	1.9%	9.5%	4.0%	1.5%	0.0%	8.2%
61-70	0.0%	0.4%	2.6%	0.4%	0.0%	0.2%	0.0%	0.0%	0.4%	0.0%	4.1%	0.0%	1.5%	1.7%	0.0%	3.1%	0.0%	1.1%	0.0%	3.2%
71-80	0.1%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	2.0%	2.4%	0.0%	1.9%	0.5%	2.4%	0.0%	2.3%	0.0%	0.0%
81-90	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
>90	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%

Performance range	YEAR 1 BASELINE										YEAR 1 ENDLINE										
	NORD					SAINT MARC					NORD					SAINT MARC					
	Treatment A		Treatment B		Control		Treatment A		Treatment B		Treatment A		Treatment B		Control		Treatment A		Treatment B		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
<b>Oral Reading Fluency (Creole - Number of words read correctly in one minute)</b>																					
0	39.8%	31.3%	39.9%	42.7%	38.2%	33.0%	46.8%	21.1%	44.1%	34.3%	30.6%	12.4%	29.4%	16.5%	33.9%	24.0%	18.6%	7.1%	34.1%	26.2%	
1-10	30.5%	27.9%	34.0%	28.8%	26.6%	22.8%	25.0%	27.3%	25.3%	28.7%	18.4%	17.2%	18.4%	14.6%	25.3%	12.3%	25.4%	30.8%	25.3%	15.1%	
11-20	11.8%	9.5%	9.0%	9.4%	13.8%	11.6%	11.2%	14.7%	18.0%	23.3%	10.1%	14.4%	13.3%	12.0%	9.6%	11.5%	9.8%	4.4%	2.3%	17.7%	
21-30	4.7%	10.9%	7.8%	7.0%	7.4%	10.1%	6.5%	5.4%	5.8%	4.8%	8.2%	9.3%	15.4%	4.4%	4.0%	5.4%	14.7%	17.4%	15.7%	9.9%	
31-40	3.0%	6.9%	0.4%	3.1%	5.5%	6.9%	4.5%	11.9%	1.8%	0.9%	12.6%	2.4%	5.2%	14.8%	11.6%	2.4%	11.0%	6.4%	7.6%	2.4%	
41-50	2.2%	4.0%	4.1%	2.1%	1.9%	7.7%	2.6%	2.9%	0.3%	1.9%	8.3%	11.7%	4.6%	20.8%	8.7%	9.4%	4.8%	14.1%	4.5%	6.4%	
51-60	3.0%	2.2%	2.1%	1.2%	2.8%	3.0%	0.0%	3.1%	4.0%	0.3%	2.1%	7.5%	4.7%	8.9%	3.1%	7.8%	4.5%	11.6%	9.1%	8.4%	
>60	5.1%	7.3%	2.8%	5.6%	3.7%	4.9%	3.4%	13.6%	0.8%	5.9%	9.7%	25.1%	9.0%	7.8%	3.8%	27.3%	11.3%	8.4%	1.4%	13.8%	
<b>SUMMARY FOR INDICATOR 15</b>																					
31 & higher	13.3%	20.4%	9.3%	12.1%	14.0%	22.4%	10.5%	31.5%	6.9%	8.9%	32.7%	46.7%	23.5%	52.4%	27.2%	46.8%	31.6%	40.4%	22.6%	31.1%	
<b>Reading Comprehension (Creole - Number of correct responses)</b>																					
0	63.4%	57.4%	66.9%	71.8%	61.7%	58.4%	73.6%	48.0%	78.0%	80.5%	60.9%	43.6%	59.0%	44.8%	70.5%	50.5%	51.1%	41.6%	69.8%	61.2%	
1	19.7%	21.6%	16.6%	17.4%	21.0%	23.3%	9.5%	26.3%	4.9%	9.4%	15.8%	22.9%	20.4%	13.2%	12.5%	13.4%	15.3%	21.4%	12.6%	7.3%	
2	14.3%	8.6%	11.7%	4.5%	10.8%	8.1%	12.7%	9.1%	8.5%	5.5%	12.3%	13.3%	6.0%	18.3%	10.4%	5.9%	16.1%	12.5%	8.4%	4.3%	
3	0.3%	7.6%	2.1%	2.7%	5.1%	4.1%	0.8%	3.8%	7.2%	1.9%	8.7%	13.7%	5.7%	12.3%	4.1%	13.8%	7.8%	15.2%	0.8%	14.5%	
4	1.4%	2.2%	2.6%	1.6%	1.0%	3.4%	0.8%	5.3%	0.0%	1.6%	1.3%	1.6%	8.9%	9.0%	2.2%	14.2%	6.1%	8.1%	5.9%	6.0%	
5	0.9%	2.6%	0.1%	2.0%	0.4%	2.7%	2.6%	7.6%	1.4%	1.0%	1.1%	4.8%	0.0%	2.5%	0.3%	2.2%	3.7%	1.2%	2.5%	6.8%	
<b>Listening Comprehension (Creole - Number of correct responses)</b>																					
0	0.0%	2.0%	0.8%	0.0%	0.0%	0.8%	5.9%	0.6%	2.8%	1.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	
1	0.6%	0.7%	1.2%	1.8%	0.0%	0.0%	3.4%	2.2%	1.0%	4.8%	0.8%	1.2%	0.4%	1.1%	1.6%	0.4%	1.7%	0.0%	2.1%	0.0%	
2	7.7%	4.0%	4.7%	3.7%	9.1%	6.5%	6.3%	8.9%	6.3%	3.8%	5.2%	2.5%	7.2%	6.8%	12.3%	10.8%	5.8%	8.8%	13.3%	2.9%	
3	15.8%	12.3%	20.3%	15.1%	8.3%	15.4%	17.7%	15.7%	21.8%	13.8%	21.9%	25.7%	34.1%	9.5%	19.9%	13.5%	18.0%	26.1%	14.4%	26.1%	
4	31.8%	32.9%	28.5%	38.7%	43.1%	41.4%	32.5%	53.3%	42.1%	37.9%	39.9%	42.5%	33.6%	61.2%	34.6%	40.3%	42.5%	32.3%	31.8%	47.4%	
5	44.1%	48.1%	44.7%	40.7%	39.5%	35.9%	34.3%	19.3%	26.0%	38.7%	32.3%	26.9%	24.7%	21.3%	31.6%	35.1%	31.1%	32.8%	38.6%	23.7%	
<b>Phonemic Awareness (Creole - Number of correct responses)</b>																					
0	57.5%	48.0%	56.5%	55.0%	51.3%	38.0%	61.2%	54.6%	65.9%	76.3%	3.7%	1.4%	14.7%	5.4%	45.5%	37.6%	7.9%	6.4%	20.2%	12.1%	
1	7.7%	10.9%	8.9%	8.2%	10.7%	10.0%	10.9%	11.0%	1.6%	4.0%	5.7%	0.0%	0.0%	0.0%	7.9%	2.7%	0.8%	0.0%	8.0%	0.0%	
2	5.0%	7.3%	9.2%	5.3%	5.8%	6.1%	2.5%	0.8%	3.4%	1.2%	1.0%	2.6%	0.7%	0.0%	1.1%	3.0%	2.6%	3.6%	9.3%	0.0%	
3	3.0%	2.6%	5.6%	1.7%	5.6%	7.6%	6.2%	0.8%	11.0%	2.0%	5.3%	0.0%	0.0%	0.4%	4.3%	6.5%	0.0%	0.0%	0.0%	0.7%	
4	2.6%	4.5%	4.9%	2.7%	2.1%	2.3%	1.4%	2.9%	1.5%	1.0%	3.4%	2.1%	2.7%	2.6%	3.5%	0.2%	5.0%	2.1%	5.6%	4.3%	
5	2.1%	4.1%	0.7%	5.4%	0.4%	0.0%	4.6%	1.1%	0.0%	2.4%	1.1%	4.8%	2.7%	2.8%	8.5%	4.3%	0.0%	1.8%	2.3%	0.0%	
6	3.0%	4.1%	0.7%	2.6%	4.7%	5.3%	2.5%	1.9%	1.1%	1.5%	6.1%	0.0%	2.0%	0.0%	1.1%	1.6%	5.6%	1.8%	2.3%	5.5%	
7	3.6%	2.1%	3.3%	2.2%	1.1%	3.7%	2.1%	4.4%	5.5%	1.3%	1.1%	0.0%	11.1%	3.7%	2.8%	6.0%	7.4%	8.5%	3.7%	4.3%	
8	1.5%	6.3%	1.7%	6.8%	6.3%	8.8%	3.8%	5.6%	2.9%	1.1%	9.7%	8.9%	12.2%	6.8%	6.7%	1.4%	12.1%	6.2%	0.0%	4.3%	
9	4.6%	2.8%	2.0%	3.9%	6.0%	3.6%	2.8%	7.5%	3.9%	5.3%	15.3%	13.3%	15.0%	15.8%	8.1%	10.0%	14.4%	10.4%	10.4%	11.8%	
10	9.5%	7.4%	6.7%	6.5%	6.1%	14.7%	2.1%	9.5%	3.2%	4.1%	47.5%	66.9%	39.0%	62.4%	10.5%	26.7%	44.2%	59.2%	38.2%	56.9%	

Performance range	YEAR 1 BASELINE										YEAR 1 ENDLINE									
	NORD					SAINT MARC					NORD					SAINT MARC				
	Treatment A		Treatment B		Control		Treatment A		Treatment B		Treatment A		Treatment B		Control		Treatment A		Treatment B	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Letter Sound Identification (French - Number of letter sounds identified in one minute)</b>																				
0	4.6%	4.3%	8.2%	4.6%	2.4%	2.8%	8.7%	5.4%	3.0%	2.7%	2.7%	0.5%	0.4%	0.0%	11.3%	4.0%	0.0%	0.5%	3.7%	5.1%
1-10	45.1%	37.2%	40.3%	43.2%	35.6%	36.7%	32.4%	23.6%	44.1%	44.4%	30.3%	11.4%	36.1%	24.7%	41.7%	32.9%	22.5%	18.7%	29.4%	20.8%
11-20	28.6%	31.0%	33.7%	37.7%	41.6%	23.5%	38.2%	32.8%	40.3%	41.0%	27.2%	17.9%	21.7%	18.2%	25.0%	24.3%	28.5%	27.5%	27.2%	24.6%
21-30	12.1%	18.1%	13.0%	9.8%	11.2%	14.8%	12.5%	23.9%	7.3%	6.7%	13.3%	21.3%	12.5%	20.0%	11.8%	11.7%	23.4%	15.7%	17.9%	17.9%
31-40	6.9%	4.6%	2.5%	2.2%	4.8%	13.9%	5.6%	8.6%	2.7%	2.0%	7.9%	21.9%	6.9%	15.0%	8.0%	20.4%	8.6%	11.4%	12.9%	14.2%
41-50	2.1%	2.5%	0.9%	1.4%	4.1%	3.0%	2.7%	2.0%	0.3%	0.5%	12.3%	17.0%	8.2%	11.7%	1.4%	3.7%	8.1%	12.9%	9.0%	6.1%
51-60	0.0%	1.8%	0.0%	0.0%	0.4%	4.2%	0.0%	1.5%	2.2%	2.8%	6.4%	3.8%	7.1%	5.1%	0.5%	2.3%	8.9%	9.9%	0.0%	2.1%
61-70	0.6%	0.6%	0.0%	1.2%	0.0%	0.0%	0.0%	2.3%	0.0%	0.0%	0.0%	1.2%	3.7%	5.3%	0.0%	0.7%	0.0%	3.4%	0.0%	4.9%
71-80	0.0%	0.0%	1.4%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	5.0%	3.3%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	4.3%
91-100	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Letter Name Identification (French - Number of letter names identified in one minute)</b>																				
0	0.4%	1.9%	4.3%	2.1%	0.3%	1.6%	5.6%	0.0%	2.8%	1.8%	1.3%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	0.0%	0.0%	1.1%
1-10	15.8%	11.2%	10.3%	15.9%	11.8%	16.8%	9.1%	8.2%	19.8%	20.3%	7.7%	2.9%	11.0%	7.5%	10.5%	8.7%	4.1%	0.0%	10.7%	1.9%
11-20	31.3%	19.0%	28.7%	20.8%	17.1%	14.9%	15.0%	15.0%	19.2%	15.7%	26.9%	13.0%	18.8%	23.4%	13.1%	14.8%	14.2%	14.5%	9.7%	26.2%
21-30	20.0%	25.0%	20.4%	22.5%	20.4%	17.5%	21.0%	21.4%	17.0%	16.7%	20.6%	25.3%	36.4%	18.2%	13.4%	11.1%	20.1%	17.0%	24.9%	10.6%
31-40	12.8%	16.5%	16.4%	15.2%	18.5%	15.0%	23.3%	20.9%	18.9%	16.8%	11.4%	26.9%	11.7%	19.0%	13.9%	9.2%	30.0%	24.3%	30.4%	18.5%
41-50	8.0%	8.0%	8.7%	11.6%	17.4%	7.8%	13.6%	9.1%	12.7%	5.5%	13.5%	6.3%	11.2%	14.0%	12.4%	16.2%	10.4%	25.7%	8.3%	20.1%
51-60	6.4%	7.3%	6.3%	7.2%	5.4%	5.1%	5.1%	9.5%	4.5%	17.3%	8.7%	14.1%	4.5%	13.7%	15.5%	15.6%	10.0%	10.6%	13.9%	9.0%
61-70	2.1%	5.3%	0.3%	1.8%	4.7%	11.2%	5.3%	8.9%	4.7%	4.9%	6.9%	5.5%	4.6%	3.0%	11.0%	11.4%	5.6%	5.7%	1.6%	4.3%
71-80	2.7%	4.5%	4.7%	3.0%	2.8%	4.5%	0.0%	2.3%	0.4%	0.5%	3.1%	0.0%	0.0%	1.3%	1.2%	7.2%	3.7%	2.3%	0.0%	3.2%
81-90	0.4%	0.0%	0.0%	0.0%	0.3%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	1.9%	0.0%	0.5%	5.4%	1.9%	0.0%	0.6%	4.3%
>90	0.4%	1.3%	0.0%	0.0%	1.6%	4.1%	2.0%	4.6%	0.0%	0.5%	0.0%	1.3%	0.0%	0.0%	0.3%	0.5%	0.0%	0.0%	0.0%	0.7%
<b>Familiar Word Reading (French - Number of words read correctly in one minute)</b>																				
0	24.2%	19.1%	28.1%	27.9%	15.9%	19.2%	26.5%	18.7%	28.3%	26.8%	47.8%	27.7%	46.6%	34.6%	43.0%	36.1%	36.9%	32.5%	50.3%	45.8%
1-10	33.8%	34.9%	40.0%	41.7%	39.4%	34.6%	40.2%	29.2%	46.3%	41.0%	17.4%	14.6%	28.2%	29.5%	21.6%	9.1%	27.0%	25.5%	28.1%	20.3%
11-20	27.8%	28.7%	22.0%	20.1%	27.5%	17.3%	18.3%	21.7%	18.7%	21.4%	11.8%	21.8%	12.0%	16.4%	12.2%	15.0%	17.5%	12.9%	7.5%	17.9%
21-30	6.7%	7.3%	5.2%	5.7%	9.5%	9.3%	7.0%	7.7%	2.1%	6.3%	10.5%	14.3%	2.4%	12.6%	8.0%	7.4%	8.3%	16.6%	11.4%	2.2%
31-40	4.2%	4.8%	1.7%	1.5%	2.3%	12.2%	2.6%	13.5%	3.3%	0.7%	2.0%	6.1%	1.0%	1.9%	8.4%	5.7%	4.5%	7.8%	0.6%	5.6%
41-50	1.0%	2.6%	2.9%	2.1%	3.9%	5.4%	2.6%	2.3%	0.6%	2.9%	6.5%	7.0%	7.6%	0.0%	5.3%	11.3%	3.9%	2.5%	1.6%	4.3%
51-60	1.0%	0.4%	0.0%	0.5%	0.0%	0.2%	0.0%	0.0%	0.8%	1.0%	1.9%	4.8%	2.3%	5.1%	1.5%	10.3%	2.0%	2.3%	0.6%	2.1%
61-70	0.4%	1.2%	0.0%	0.4%	0.0%	0.2%	0.8%	4.6%	0.0%	0.0%	2.2%	0.0%	0.0%	0.0%	0.0%	1.2%	0.0%	0.0%	0.0%	1.7%
71-80	0.4%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2.4%	0.0%	0.0%	0.0%	3.8%	0.0%	0.0%	0.0%	0.0%
>90	0.4%	0.9%	0.0%	0.0%	1.6%	1.6%	2.0%	2.3%	0.0%	0.0%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Performance range	YEAR 1 BASELINE										YEAR 1 ENDLINE									
	NORD					SAINT MARC					NORD					SAINT MARC				
	Treatment A		Treatment B		Control		Treatment A		Treatment B		Treatment A		Treatment B		Control		Treatment A		Treatment B	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
<b>Oral Reading Fluency (French - Number of words read correctly in one minute)</b>																				
0	37.2%	29.9%	42.1%	36.7%	44.6%	35.1%	39.4%	26.0%	44.8%	32.6%	31.6%	17.3%	41.0%	15.8%	35.7%	23.1%	25.0%	21.3%	39.1%	34.3%
1-10	35.6%	31.9%	36.5%	36.9%	26.1%	21.5%	33.7%	26.5%	36.2%	34.5%	25.6%	26.4%	24.7%	41.1%	23.3%	17.7%	24.4%	32.6%	31.4%	32.5%
11-20	9.3%	14.8%	9.8%	11.3%	10.1%	6.4%	12.0%	10.1%	11.5%	19.6%	10.2%	12.3%	15.4%	17.9%	12.1%	7.9%	25.8%	12.8%	13.4%	10.6%
21-30	6.9%	8.5%	3.4%	6.1%	8.5%	11.0%	1.8%	7.9%	2.1%	7.3%	9.4%	12.4%	3.2%	7.5%	8.2%	8.5%	8.6%	10.4%	8.6%	0.0%
31-40	4.2%	6.6%	4.7%	2.3%	2.9%	11.5%	5.2%	4.6%	3.3%	1.6%	9.2%	2.5%	4.2%	10.2%	4.5%	7.3%	6.6%	14.7%	4.5%	6.7%
41-50	2.8%	4.4%	0.7%	3.1%	4.2%	3.8%	0.0%	3.8%	1.0%	3.0%	7.9%	11.0%	5.8%	1.3%	6.4%	4.6%	1.9%	2.9%	0.8%	0.7%
51-60	1.7%	1.1%	0.0%	1.5%	2.0%	7.7%	5.2%	3.0%	0.3%	1.0%	2.0%	2.1%	2.8%	1.0%	3.4%	11.2%	3.7%	2.2%	1.6%	5.4%
>60	2.4%	3.1%	2.8%	2.1%	1.6%	3.1%	2.7%	18.3%	0.8%	0.5%	4.1%	16.0%	2.8%	5.1%	6.4%	19.7%	4.0%	3.0%	0.6%	9.9%
<b>SUMMARY FOR INDICATOR 15</b>																				
31 & higher	11.0%	15.1%	8.1%	9.0%	10.6%	26.1%	13.2%	29.6%	5.4%	6.2%	23.1%	31.7%	15.6%	17.7%	20.7%	42.9%	16.2%	22.9%	7.4%	22.7%
<b>Reading Comprehension (French - Number of correct responses)</b>																				
0	81.6%	71.6%	82.0%	80.6%	74.1%	64.1%	75.4%	65.0%	84.3%	62.8%	81.8%	79.1%	86.3%	89.4%	79.3%	59.6%	78.6%	83.4%	93.2%	79.5%
1	6.4%	14.7%	8.1%	11.5%	13.7%	17.1%	14.6%	12.0%	9.9%	29.4%	9.7%	9.3%	9.9%	5.9%	7.5%	17.0%	9.6%	10.4%	3.1%	0.7%
2	8.4%	11.2%	6.5%	6.3%	10.4%	12.1%	2.0%	10.2%	3.9%	6.3%	3.7%	4.4%	2.5%	3.7%	6.0%	7.0%	9.1%	3.2%	1.6%	6.0%
3	1.5%	2.2%	2.9%	0.4%	1.2%	4.1%	5.4%	9.0%	1.1%	0.5%	4.8%	4.8%	0.0%	1.0%	3.8%	9.4%	2.7%	0.7%	1.6%	10.4%
4	2.2%	0.4%	0.5%	0.5%	0.0%	2.6%	2.7%	3.8%	0.0%	0.8%	0.0%	2.5%	0.0%	0.0%	3.3%	4.5%	0.0%	0.0%	0.0%	1.7%
5	0.0%	0.0%	0.0%	0.7%	0.6%	0.0%	0.0%	0.0%	0.8%	0.3%	0.0%	0.0%	1.3%	0.0%	2.5%	0.0%	2.3%	0.6%	1.7%	
<b>Listening Comprehension (French - Number of correct responses)</b>																				
0	65.8%	64.1%	64.5%	70.0%	64.7%	58.3%	58.2%	43.8%	66.5%	80.5%	41.9%	43.3%	39.7%	50.8%	44.2%	49.2%	26.4%	30.8%	34.2%	25.2%
1	14.7%	17.5%	17.7%	12.3%	17.8%	20.5%	16.7%	31.7%	25.1%	10.5%	21.8%	18.4%	35.3%	25.0%	23.8%	12.7%	34.4%	27.2%	21.6%	24.3%
2	8.7%	9.6%	8.7%	11.5%	7.7%	11.5%	12.3%	11.8%	5.8%	3.1%	17.7%	14.4%	13.5%	10.0%	18.8%	13.9%	15.1%	15.6%	23.4%	15.4%
3	4.0%	5.7%	8.0%	2.8%	4.5%	5.5%	9.3%	7.6%	1.7%	5.2%	8.9%	9.2%	6.9%	7.9%	6.5%	7.6%	9.4%	12.3%	6.2%	13.8%
4	4.7%	2.5%	1.1%	3.4%	4.2%	4.4%	2.6%	2.3%	0.7%	0.3%	5.6%	7.9%	1.9%	4.3%	4.7%	11.3%	12.6%	12.2%	11.8%	19.7%
5	2.0%	0.7%	0.0%	0.0%	1.2%	0.0%	0.8%	2.9%	0.3%	0.5%	4.1%	6.8%	2.8%	1.9%	2.1%	5.4%	2.0%	2.0%	2.8%	1.7%
<b>Phonemic Awareness (French - Number of correct responses)</b>																				
0	55.7%	45.2%	52.7%	49.8%	54.5%	40.8%	55.0%	47.9%	64.2%	72.3%	9.1%	3.8%	12.7%	2.6%	46.1%	40.2%	9.1%	6.4%	24.6%	12.6%
1	7.3%	8.8%	15.6%	5.6%	3.2%	5.3%	9.4%	3.7%	1.7%	4.4%	2.8%	3.5%	0.0%	0.0%	3.7%	6.1%	0.0%	0.0%	3.4%	0.0%
2	5.1%	5.1%	6.0%	7.2%	7.4%	3.1%	2.7%	1.5%	1.3%	3.4%	0.6%	0.0%	2.9%	0.0%	5.6%	2.9%	5.0%	4.6%	3.6%	0.7%
3	2.8%	3.2%	4.1%	3.4%	2.8%	1.8%	1.7%	1.1%	3.7%	3.3%	0.0%	1.7%	0.0%	4.5%	1.8%	2.2%	2.6%	1.0%	1.4%	4.3%
4	1.4%	5.1%	0.8%	4.6%	2.9%	6.3%	5.0%	2.6%	8.5%	2.5%	2.1%	0.0%	1.9%	1.9%	5.5%	2.9%	1.3%	0.0%	2.1%	3.2%
5	1.8%	0.8%	4.6%	2.7%	2.9%	2.7%	4.9%	7.4%	1.6%	1.6%	6.0%	4.7%	2.1%	4.1%	4.9%	0.0%	4.6%	1.8%	0.0%	0.0%
6	2.1%	3.7%	2.3%	5.0%	3.5%	4.7%	1.4%	2.5%	1.1%	0.0%	5.3%	2.4%	7.3%	2.8%	1.4%	0.8%	2.6%	3.9%	11.2%	0.0%
7	1.5%	5.6%	0.5%	4.0%	2.7%	2.5%	6.8%	2.9%	4.4%	1.7%	9.5%	5.1%	6.6%	1.7%	5.5%	2.0%	5.8%	10.1%	0.8%	6.6%
8	2.2%	3.6%	3.9%	7.5%	3.9%	6.9%	4.2%	5.4%	1.6%	3.2%	7.3%	12.6%	12.6%	6.2%	4.8%	12.3%	3.0%	6.0%	8.2%	10.4%
9	6.8%	6.8%	3.0%	5.1%	7.2%	6.3%	3.7%	8.1%	6.9%	0.3%	19.5%	17.3%	19.7%	26.0%	9.2%	18.6%	20.7%	19.0%	14.3%	0.0%
10	13.3%	12.2%	6.6%	5.1%	9.1%	19.8%	5.2%	16.9%	5.0%	7.5%	37.7%	49.1%	34.2%	50.0%	11.6%	11.9%	45.2%	47.2%	30.6%	62.2%



## Appendix 3 MENFP Letters

MENFP / DEF No. 2-7: 43 (21 décembre 2012), Titre des matériels pour l'enseignement de la lecture Créole.

MENFP / DFP No. 17-3: 006 (14 octobre 2013), Homologation de Modules de Formation.

MENFP / DEF No. 2-7: 198 (05 août 2013).



REPUBLIQUE D'HAÏTI  
MENFP

**MINISTÈRE DE L'ÉDUCATION NATIONALE  
ET DE LA FORMATION PROFESSIONNELLE**  
*Direction de l'Enseignement Fondamental*

No : 1-7:43

Port-au-Prince, le DEC...2...1...2012

Monsieur Ronald JEAN JACQUES  
Directeur de TOTAL/USAID /MENFP  
En ses bureaux.-

Objet : Titre des matériels pour l'enseignement de la lecture Créole

Monsieur le Directeur,

La Direction de l'Enseignement Fondamental (DEF) du Ministère de l'Éducation Nationale et de La Formation Professionnelle (MENFP) apprécie à sa juste valeur les différentes activités réalisées par la Direction du Projet TOTAL / USAID dans la problématique de l'Enseignement de la lecture au premier cycle de l'École Fondamentale.

En réponse à votre requête pour le titre à donner au matériel didactique et pédagogique pour l'enseignement de la lecture en Créole, la DEF vous suggère : « M ap li net ale ». Cette appellation, un peu plus neutre, permettra au MENFP, en bout de ligne, de mieux assurer son leadership et de pouvoir éventuellement reprendre à son compte ce matériel pour l'ensemble du système éducatif haïtien pendant les deux (2) prochaines années scolaires.

Espérant que le Projet TOTAL - l'USAID et Le MENFP continueront à travailler conjointement pour le développement des compétences en lecture des élèves haïtiens, la DEF, vous prie de recevoir, **Monsieur le Directeur**, ses salutations distinguées.

  
**Volvick Germain CHARLES**  
Directeur de l'Enseignement Fondamental

C.C. : Ministre  
Directeur Général



REPUBLIQUE D'HAÏTI  
MINISTÈRE DE L'ÉDUCATION NATIONALE ET DE LA FORMATION PROFESSIONNELLE (MENFP)  
DIRECTION DE LA FORMATION ET DU PERFECTIONNEMENT (DFP)

No : 99.3.1.006.....

Port-au-Prince, le 14 octobre 2013

**Monsieur Ronald JEAN JACQUES**  
Directeur du Projet TOTAL/USAID/MENFP  
En ses bureaux

*Objet: Homologation de Modules de Formation*

**Monsieur le Directeur,**

La Direction de la Formation et du Perfectionnement (DFP) du Ministère de l'Éducation Nationale et de la Formation Professionnelle (MENFP) félicite le projet TOTAL pour le travail de formation envisagé auprès de plusieurs centaines de directeurs et enseignants de nos écoles fondamentales 1<sup>er</sup> et 2<sup>ème</sup> cycles. Après analyse des modules de formation soumis pour homologation par les cadres et techniciens de la DFP, cette direction juge que ces modules peuvent valablement aider à former les formateurs de formateurs et ensuite les directeurs et enseignants sur les méthodes « **Map li nèt ale** » et « **Map pale fransè nèt ale** ». Et étant donné que ces modules participent d'un processus d'expérimentation, ils pourront être renforcés et bonifiés afin qu'à la fin du projet, le MENFP puisse disposer d'excellents modules de formation.

En raison de tout ce qui précède, la Direction de la Formation et du Perfectionnement (DFP) du MENFP donne homologation au module de formation sur les deux méthodes précitées. Recevez, **Monsieur le Directeur**, mes plus cordiales salutations.

  
**Gustave Joseph**  
Directeur



RÉPUBLIQUE D'HAÏTI  
MENFP

**MINISTÈRE DE L'ÉDUCATION NATIONALE  
ET DE LA FORMATION PROFESSIONNELLE**  
*Direction de l'Enseignement Fondamental*

No 27.198

Port-au-Prince, le AUG 05 2013

**Monsieur Ronald JEAN JACQUES**  
**Directeur du projet TOTAL**  
**En ses bureaux**

**Monsieur le Directeur,**

La Direction de l'Enseignement Fondamental (DEF) du Ministère de l'Éducation Nationale et de la Formation Professionnelle s'estime heureuse de pouvoir collaborer avec le projet "Tout Timoun Ap Li " TOTAL qui a contribué énormément au développement des matériels didactiques et pédagogiques devant aider à l'amélioration des compétences en lecture chez les élèves haïtiens au niveau des deux premières années de l'école fondamentale depuis Août 2012 à date.

Après analyse des différents matériels produits pour les deux méthodes "Map Li Nèt Ale" en Créole et "Map Pale Fransè Nèt Ale", pour la communication orale française, la DEF vous informe qu'elle vous donne son approbation pleine et entière pour la poursuite de l'expérimentation et attend les résultats de cette recherche appliquée pour les meilleures suites.

La DEF reste attachée à toutes les démarches de votre projet pour le développement des compétences en lecture des enfants haïtiens et vous prie de croire, **Monsieur le Directeur**, en ses franches collaborations.



**Volvick Germain CHARLES**  
**Directeur à l'Enseignement Fondamental**

## Appendix 4 Success stories

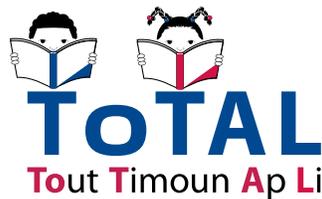
**Helping Children in Haiti Learn to Read: Support for School, Support for Life**

**Supporting Teachers in Haiti to Teach Children to Read**

**Reading in Creole and French in Haiti: Support for Social Growth**



**USAID** | **HAITI**  
DU PEUPLE AMERICAIN



Ministère de l'Éducation Nationale  
et de la Formation Professionnelle

# Success Story I

## Helping Children in Haiti Learn to Read: Support for School, Support for Life



[Photo: RTI International]

First and second grade students at the Jehovah Jire school during a visit from the ToTAL project team

Education is a major ingredient in poverty reduction, social development, and economic growth. However, the typical Haitian child spends less than four years in school. Many children fail to learn to read and write in the early grades, become discouraged, and never are able to acquire the skills and knowledge necessary to escape the cycle of poverty. TouT Timoun Ap Li (ToTAL)—“All Children Reading” in Haitian Creole—is a two-year USAID project that addresses a wide range of pressing Haitian concerns related to education and literacy through a three-pronged approach: (1) assess student reading, introducing reading interventions and a community literacy component; (2) guide the design of new learning materials and curricula to improve the reading skills of children in grades 1–3, in both Creole and French; (3) strengthen the capacity of Haitian teachers, school administrators, teacher training institutions, the Ministry of Education and Vocational Training, and civil society organizations to improve the teaching of reading through interpretation of a variety of data.

The ToTAL project began working in 200 schools across Haiti in January 2013. During an informal field visit in May 2013 by project staff from both Haiti and the United States, the positive results were already evident. The visit included classroom observations; meetings with parents; and interviews with principals, supervisors, project-trained coaches, and community mobilizers.

Girls and boys in the first and second grade at one school after another proudly walked up to the blackboard at the front of the classroom to write words using the letters they had learned. In groups and individually, the children read random sentences that the staff wrote on the board, using words from the project-developed student reader, but in new variations that the students had not yet encountered.

The parents were very supportive and expressed their satisfaction with the ToTAL approach and methodology. One mother with a first grader at the Ecole Saint Patrick in Ferrier stated with great pride that her daughter could read things outside of school—at church, at the store—for her parents, neither of whom could read. Other parents at the Claire

### Telling Our Story

U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>



[Photo: RTI International]

*First grade students at La foi d'Abraham school demonstrate their writing skills as the teacher dictates words that they have learned.*

Immaculée elementary school in Terrier Rouge were also excited about their children's reading skills. "My son is in the first grade, but he can read books for the fourth grade," stated one mother. Another mother added, "The neighbor's child, who is in the fifth grade, comes to my first grader for help with reading."

The ability to read seems to open up hope, among children and their parents, for a brighter future. At the same meeting in Terrier Rouge, a mother proudly announced, "My son has already decided to go to the university to be a doctor." With the right skills and support, all things are possible.



**USAID** | **HAITI**  
DU PEUPLE AMERICAIN



Ministère de l'Éducation Nationale  
et de la Formation Professionnelle

# Success Story 2

## Supporting Teachers in Haiti to Teach Children to Read



[Photo: RTI International]

Second-grade classroom at La foi en Christ school—students use ToTAL-developed books and materials during a French lesson.



[Photo: RTI International]

Excellent teaching and attentive students, despite the crowded classroom conditions at Leopold C. Senghor school—this classroom contained over 50 students.

Education is a major ingredient in poverty reduction, social development, and economic growth. However, the typical Haitian child spends less than four years in school. Many children fail to learn to read and write in the early grades, become discouraged, and never are able to acquire the skills and knowledge necessary to escape the cycle of poverty. Tout Timoun Ap Li (ToTAL)—“All Children Reading” in Haitian Creole—is a two-year USAID project that addresses a wide range of pressing Haitian concerns related to education and literacy.

One of the major concerns is the gaps in teacher training and preparation. The overwhelming majority of Haitian students attend private schools, which range from well-funded religious institutions to community-organized rural schools with volunteer teachers. The schools vary widely in their philosophy, quality of teaching, and teachers’ qualifications. Some teachers hold professional degrees while others are high school graduates who work for little or no pay to help their community. In many cases, these dedicated individuals work in truly challenging conditions—poorly ventilated classrooms with dirt floors and only partial dividers between classes, minimal teaching materials (such as chalk and books), and large class sizes of up to 50 students.

ToTAL’s support for teachers encompasses a variety of approaches, working together to ensure the sustainability of advances made. These approaches include teacher training, scripted teaching manuals for both Haitian Creole and French, and ongoing coaching and mentoring.

The scripted teaching manuals developed by the ToTAL project provide more than simple lessons. The introduction is a condensed course on good, student-centered teaching practices such as how to elicit responses from students and how to give constructive feedback. The lessons themselves give step-by-step instructions and a detailed “script” for the teacher to follow. Réginal Bien-Aimé, a first-grade teacher at the Viv Ansanm school, said, “The program ‘makes’ the teacher succeed.” Many teachers expressed that they have been able to transfer the skills learned through the ToTAL method to other subject areas as well, improving their teaching overall. The director of the Porte Ouverte school

### Telling Our Story

U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>



[Photo: RTI International]

*Left to right: the principal of La foi d'Abraham school, second- and first-grade teachers (volunteers from the community), RTI home office support staff, and ToTAL coach in a meeting to elicit constructive feedback on the project-developed French lessons and the program in general*

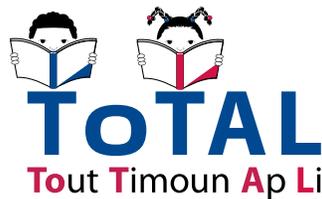
stated that the teacher manuals were not only helping the students to read, but also strengthening the teachers' French language skills, a very real concern when an estimated 90 percent of Haitians do not speak French, one of Haiti's two official languages.

Coaching and mentoring are another way to ensure that teachers are providing the best instruction possible. The project-trained coaches visit classrooms to observe, encourage, correct, and strengthen the teachers' content delivery. The teaching manual plays a major role in this support as well—the coaches are able to follow along with a specific lesson and offer concrete feedback on a particular part of the lesson that was well done, corrections that may need to be made, and overall means of improvement. Teachers and directors at many schools expressed their appreciation of this support and stated emphatically that the coaches were a valuable part of the program as a whole. Mr. Bien-Aimé stated that he previously felt isolated, but now he feels part of something bigger and has someone to call on for support.

Through a multi-pronged approach, the ToTAL project is impacting the lives of Haitian children, and the response has been very positive. Parents speak proudly of their children's achievements, teachers are excited to put this method into practice, and the Ministry of Education and Professional Training (MENFP) has expressed its support. Vélis Ezéchias Vilus, an MENFP inspector in the northeast corridor, stated that there really is a need for this program in Haiti. Teachers are becoming more accustomed to interactive/participatory teaching, and the parents are very engaged. Most importantly, the students love the lessons and are eager to learn more every day.



**USAID** | **HAITI**  
DU PEUPLE AMERICAIN



Ministère de l'Éducation Nationale  
et de la Formation Professionnelle

## Success Story 3

# Reading in Creole and French in Haiti: Support for Social Growth



[Photo: RTI International]

*A first-grade student at Viv Ansanm elementary school reads a welcome message in Creole that she wrote for international visitors.*

Education is a major ingredient in poverty reduction, social development, and economic growth. However, the typical Haitian child spends less than four years in school. Many children fail to learn to read and write in the early grades, become discouraged, and never are able to acquire the skills and knowledge necessary to escape the cycle of poverty. Tout Timoun Ap Li (ToTAL)—“All Children Reading” in Haitian Creole—is a two-year USAID project that addresses a wide range of pressing Haitian concerns related to education and literacy.

A major component of educational success (and failure) in Haiti is the nature and role of language in the school environment. Haiti is a historically bilingual nation, with both Haitian Creole and French as official languages. However, only an estimated 10 percent of Haitians speak French,<sup>1</sup> and Creole is the language spoken in most homes. Many official documents and proceedings in Haiti (medical and welfare documents, official government bills and regulations, etc.) are offered only in French, creating a barrier to full public participation in governance or even daily official processes.

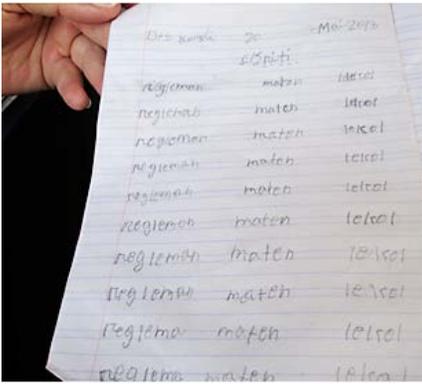
Research has shown that children learn to read faster, and are better equipped to transfer these skills to a second language (in this case, French), when instruction and materials are presented in their first language (in this case, Creole). With this in mind, the Haitian Government instituted a major education reform in 1978, providing the basis for using Haitian Creole as the language of instruction in early grades. Despite official support for beginning reading instruction in Creole before transitioning to French, student reading performance in both languages and education performance overall is still very poor.

To address these specific issues, ToTAL is implementing a holistic reading program that encompasses a variety of approaches—teacher training, scripted teaching manuals for both Haitian Creole and French, and ongoing coaching and mentoring in the classrooms.

### Telling Our Story

U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>

<sup>1</sup> DeGraff, M. (in publication). *Many hands make the load lighter: Haitian Creole and technology-enhanced active learning toward quality education for all in Haiti.*



[Photo: RTI International]

Example of first-grade writing in Creole, using the ToTAL-developed reading program

To ensure the sustainability of the curriculum support process, the project invited Michel DeGraff, Haitian-born Associate Professor of Linguistics at Massachusetts Institute of Technology (MIT) and specialist in Haitian Creole/education in Haiti, to help implement a workshop in conjunction with the Ministry of Education and Professional Training (May 2013). Mr. DeGraff has been a leading force behind the MIT-Haiti Initiative since 2010 (and through earlier work at the Lekòl Kominotè Matènwa, a primary school in Matènwa, La Gonave), working to break down barriers to education across all subjects and across all language groups—barriers that not only block students' progress, but Haiti's development as well. The workshop in May focused on developing codes and standards for writing Creole teaching materials.

Using international expertise from sources such as Professor DeGraff and drawing on lessons learned in other developing countries around the globe, the ToTAL project developed lesson plans, scripted teaching manuals, and student reading and writing materials in both Haitian Creole and French for the primary grades. These materials serve as a firm foundation for teaching reading well in the first language and then transferring skills to a second language. The Creole materials guide the teachers in an approach that allows students to succeed in reading. The French materials, which begin with many of the instructions in Creole to support the language transition, build on what the students already know or have learned and allow them to apply their successful skill set to a new language.

Through a multi-pronged approach, the ToTAL project is impacting the lives of Haitian children. One mother at the Gérard Pierre Charles School spoke of her 16-year-old son who is still in the second grade. Through the ToTAL reading program, he is experiencing success in school for the first time in his life. Overall, large steps are being taken toward a literate populace and social development in Haiti—breaking the cycle of poverty and allowing all Haitians to participate in personal and societal growth.



FABIOLA LOPEZ-MINATCHY  
CONTRACTING OFFICER'S REPRESENTATIVE (COR)  
USAID/HAITI  
**UNITED STATES AGENCY  
FOR INTERNATIONAL DEVELOPMENT**

**[WWW.USAID.GOV](http://WWW.USAID.GOV)**