Mohammad Shahnauj Islam  
Education Team Leader  
Office of Population, Health, Nutrition and Education  
USAID Bangladesh  

Re: Quarterly Report for Third Quarter 01 April – 30 June 2015  
Cooperative Agreement No. AID-388-A-13-00006  

Dear Mr. Islam,  

As per the quarterly reporting requirement of READ’s Cooperative Agreement of 29 September 2013, please find herewith the Quarterly Performance Monitoring Report for the third quarter: 1 April to 30 June 2015.  

Please note that the Annexes include the annual work plan with an update of activities that have been completed up to July 2015 as well as all government communications during the reporting period.  

We remain available for any comments or questions.  

Sincerely yours,  

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ANNEXURE 03: Performance Data Table
ANNEXURE 04: Acceptance of NGOAB Audit Report
ANNEXURE 05: NGOAB acceptance of Revised Budget
### Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CinED</td>
<td>Certificate in Education</td>
</tr>
<tr>
<td>CODEC</td>
<td>Community Development Center</td>
</tr>
<tr>
<td>DG</td>
<td>Director General</td>
</tr>
<tr>
<td>DipED</td>
<td>Diploma in Education</td>
</tr>
<tr>
<td>DPE</td>
<td>Directorate of Primary Education</td>
</tr>
<tr>
<td>ECL</td>
<td>Every Child Learns</td>
</tr>
<tr>
<td>EGRA</td>
<td>Early Grade Reading Assessment</td>
</tr>
<tr>
<td>FIVDB</td>
<td>Friends in Village Development Bangladesh</td>
</tr>
<tr>
<td>FO</td>
<td>Field Officer</td>
</tr>
<tr>
<td>GOB</td>
<td>Government of Bangladesh</td>
</tr>
<tr>
<td>GO-NGO Guidelines</td>
<td>Government-Non Government Organization Guidelines</td>
</tr>
<tr>
<td>HT</td>
<td>Head Teacher</td>
</tr>
<tr>
<td>JCF</td>
<td>Jagorani Chakra Foundation</td>
</tr>
<tr>
<td>LB</td>
<td>Literacy Boost</td>
</tr>
<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
</tr>
<tr>
<td>MER</td>
<td>Monitoring, Evaluation, and Research</td>
</tr>
<tr>
<td>MIS/GIS</td>
<td>Management Information System/Geographic Info System</td>
</tr>
<tr>
<td>MOPME</td>
<td>Ministry of Primary and Mass Education</td>
</tr>
<tr>
<td>NAPE</td>
<td>National Academy of Primary Education</td>
</tr>
<tr>
<td>NCTB</td>
<td>National Curriculum and Textbook Board</td>
</tr>
<tr>
<td>OPHNE</td>
<td>Office of Population, Health, Nutrition and Education</td>
</tr>
<tr>
<td>PC</td>
<td>Program Coordinator</td>
</tr>
<tr>
<td>PDT</td>
<td>Performance Data Table</td>
</tr>
<tr>
<td>PTI</td>
<td>Primary Teaching Institute</td>
</tr>
<tr>
<td>RAC</td>
<td>Reading Advisory Committee</td>
</tr>
<tr>
<td>RDRS</td>
<td>Rangpur Dinajpur Rural Service</td>
</tr>
<tr>
<td>RF</td>
<td>Results Framework</td>
</tr>
<tr>
<td>RTI</td>
<td>Research Triangle Institute</td>
</tr>
<tr>
<td>SCI</td>
<td>Save the Children International</td>
</tr>
<tr>
<td>SRM</td>
<td>Supplementary Reading Material</td>
</tr>
<tr>
<td>STO</td>
<td>Senior Technical Officer</td>
</tr>
<tr>
<td>TO</td>
<td>Technical Officer</td>
</tr>
<tr>
<td>VERC</td>
<td>Village Education Resource Center</td>
</tr>
</tbody>
</table>
Performance Monitoring Report

01 April 2015 – 30 June 2015

Introduction

The format of this report departs somewhat from the past because we have incorporated the annual work plan matrix at the end (Annexure 1) in order to visibly track which activities have been completed or not at this point in time. The matrix follows the four IRs that also provide the structure of the text, allowing us to view the quarter’s achievements in relation to the overall plan and the progression of activities from one quarter to another over the year.

This reporting period again reflects a formidable degree of training, continuing on from the previous quarter. Nine hundred and fifty-six NNPS teachers (374 M, 582 F) from year one received refresher training. The refresher integrated reading instruction and reading assessment for the first time, as well as addressing some new topics such as the use of leveled books in the classroom. A total of 767 administrators (Head Teachers) were trained on reading-focused academic supervision, (522 M 245 F). This covers 102% of READ’s target for this category. Prior to that, a TOT took place for 76 Master Trainers – 55 public officials and 21 PNGO staff - who then trained Head Teachers.

Interestingly, READ reached a higher proportion of female administrators than expected, 153% of the target that we set. At this stage, we have reached 288 School Management Committees with an orientation to the READ project, emphasizing the critical role that SMCs can play to expand reading opportunities for early grade readers. This number represents 90% of our target count for SMCs.

Overall, we note that enrollment remains strong in READ schools. In the first quarter (Jan-Mar), 145,461 children enrolled in READ-supported NNPS and GPS. In the second quarter, we add the number of students enrolled in ICT classrooms for the first time, as our intervention there has come on stream hence the high number in Apr-June. The combined total of 295,159 enrolled represents 114% of READ’s target for the year. Two percent more girls enrolled than boys.

This quarter was the period in which READ started training in earnest on the use of ICT in the classroom to support reading instruction. More than half of the cohort of eligible teachers (265 out of 450) has been reached (155 M, 110 F). The e-materials have been developed and are now under final quality control. In this period, a number of teachers (81), PNGO staff and students have been mobilized to produce print materials for the classroom as a way to reinforce reading instruction and enable children to read silently during off-task time in school. Together with the book bags that will be placed in each READ classroom and Reading Camp, the READ sites will start to reflect a distinct ‘look’ that is clearly oriented to reading.

Reading Camps in the communities have taken off in this quarter and have attracted huge interest. Many camps are over-subscribed despite mobilizing two camps for each school catchment (30 children per camp, 160 camps in total) and confining participation to grade I and II children. Three hundred and twenty Community Literacy Volunteers have been trained to run these camps, two per camp. A range of materials have been produced, aside from the book banks, to engage children in reading activities that appeal to them. Our work with libraries and on other fronts, such as reading festivals and school management committees, all serve to engage communities around reading.
READ started up three new research activities in Q3: 1) a randomized control trial to measure the added value of READ’s community-based activities compared to school-only interventions; b) a situation analysis of schools in the multilingual context of CHT to inform the design of a pilot MTB-MLE program in 2016, and c) a baseline assessment of reading skill in Government Primary Schools (GPS) in CHT’s multilingual context. Meanwhile, the cost effectiveness analysis is going on that started in 2014 and the reading baseline of 805 GPS is near completion.

The past quarter has proven the value of two new mechanisms that are in place to cooperate with DPE: the M&E Technical Expert Group\textsuperscript{1} and the Sub-Committee on ICT in Education. Both groups have provided valuable feedback and input as READ activities came on stream and have contributed significantly to the outputs/findings generated by the project.

**Challenge:**

One of the challenges of the past quarter has been that it proved considerably more time-consuming and complex to produce digital Bangla materials than expected. This has partly to do with the complex orthography of the language. In exchanging lessons with IREX and SIL, they too had the same experience. SIL has developed software that may streamline the process. READ is interested to test the software to see if it provides an easier method.

**Opportunity:**

READ’s collaboration with IREX on libraries, literacy and technology is proving very complementary to our work on ICT in education and with communities. The training that READ has developed for training teachers on ICT can benefit from the ICT training that IREX has done for librarians and vice versa. Similarly, the Activity Cards that IREX has developed to engage children in libraries and the materials developed by SCI for community Reading Camps can be shared in both contexts. This will expand the repertoire of our activities with children to keep them interested in reading.

**Intermediate Result 1: Improved evidence-based, interactive early grade literacy instruction**

**A. Training on Reading Instruction and Assessment**

According to Strategy 1.1.6, READ has completed training of 1572 teachers in the second quarter on Reading Instruction and Assessment among 850 GPS schools. This number assumed that two teachers per school was adequate to cover all Bangla subject teachers in the early grades. However, some schools have more than two teachers teaching Bangla subject in the early grades, therefore an additional 193 teachers (70 Male & 123 Female) received training in the 3rd quarter. Training on reading instruction was adapted for CHT, with 55 teachers from different communities received training on Chakma, Marma and Tripura alphabet. RIA (reading instruction and assessment) Training took place at the URC of the concerned Upazilas. An Upazila official facilitated the training alongside the PNGO staff. Teacher training focused on demonstration and practice so that trained teachers could apply their new skills in normal classroom contexts. The main objective of training was to improve teachers’ competency in reading instruction, especially with respect to interactive methods.

\textsuperscript{1} Refer to Annex 02 for the Minutes of the TEG Meeting
B. Refresher Training on Reading Instruction and Assessment

Teachers in newly nationalized schools who received basic training in year one (2014) were given refresher training on reading instruction and assessment in year 2. According to Strategy 1.1.8, PNGOs arranged Teachers’ Refresher Training on Reading Instruction and Assessment in URCs. They started this training in the month of April and continued till June.

Nine hundred and fifty-six (374 Male & 582 Female) Assistant Teachers received 3-days Refresher Training on Reading Instruction and Assessment in the third quarter, facilitated by Master Trainers in the URCs.

C. Training on Academic Supervision

According to Strategy 1.3.4 of IR-1, READ upazila-level staff (AUEOs) will accompany head teachers in initial classroom observation visits to guide the HT’s role with respect to reading instruction. Head teachers will be assisted in recognizing and prioritizing teachers who need more support and in what way they need more support. In order to play well their role of academic supervision, head teachers and AUEOs were oriented and acquainted with the various components of reading and the strategies to teach those.

After successful completion of the core trainer training in quarter 2, PNGOs started Training of Trainers (ToT) for Master Trainers (AUEO/Ins. URC/UEO/ADPEO/TO) on Reading Focused Academic Supervision in March and continued to April. Altogether, 76 participants received the ToT. Among them, 55 were government officials (50 Male & 5 Female) and 21 were PNGO staff (18 Male & 3 Female).

Once ToT of master trainers was completed, 726 (485 Male & 241 Female) Head Teachers received 3-days training on Reading Focused Academic Supervision in May 2015. One hundred and twenty-two Head Teachers were trained in the second quarter, coming to a total of 848 Head Teachers (99:77%) trained on Reading Focused Academic Supervision in the second year of READ.

D. Workshop on Materials Development for Print-rich Environment

To support autonomous learning in the classroom, a print-rich environment is important. Teachers are expected to refer students to these materials on a daily basis, following the annual lesson plan. Materials must be regularly refreshed as the lesson plan progresses so that it reinforces the textbook content and instruction by the teacher.

READ has started creating print-rich environments in the schools on the basis of the first and second 6-monthly lesson plan. During June, all PNGOs organized two days’ workshops on designing materials for print-rich environment in the school. Nineteen skilled Assistant Teachers (10 Male & 9 Female), 38 Field Officers (23 Male & 15 Female) and 24 Technical Officers (21 Male & 3 Female) of PNGOs (CODEC- Barisal & Cox’s Bazar, VERC, FIVDB, RDRS, and JCF) created a range of innovative low cost materials that are being replicated in all READ-related GPS and NNPS in year 2. Sources of these materials are:

1. Self-made materials produced by Teachers, Students and FOs. Children’s own creations should be on display.
2. Commercially available material from the market.
3. From programs and projects like READ; possibly also government materials
In addition to this, materials are being collected from talented teachers and community members.

At school level, teachers and students will take responsibility for producing and collecting print materials, complemented by similar efforts by Field Officers among the PNGOs. Technical Officers (TO) and Senior Technical Officers (STO) will monitor the quality of the print environments in classrooms. Materials are expected to be highly visible and dynamic, changing over time as the curriculum progresses and to sustain interest. Material should be durable when possible so that it can be re-used from year to year, at the appropriate time.

Below is an overview of all training/workshop activities in the period April-June 2015

<table>
<thead>
<tr>
<th>Training/Workshop</th>
<th>Total Participant</th>
<th>Assistant/Head Teacher</th>
<th>Govt. Officials</th>
<th>PNGO staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>F</td>
<td>M</td>
</tr>
<tr>
<td>Assistant Teachers’ training on Reading Instruction and Assessment</td>
<td>193</td>
<td>70</td>
<td>123</td>
<td>-</td>
</tr>
<tr>
<td>ToT for Master trainers on Reading Focused Academic Supervision</td>
<td>76</td>
<td>-</td>
<td>-</td>
<td>50</td>
</tr>
<tr>
<td>Head Teachers’ training on Reading Focused Academic Supervision</td>
<td>726</td>
<td>485</td>
<td>241</td>
<td>-</td>
</tr>
<tr>
<td>Assistant Teachers’ Refresher Training on Reading Instruction and Assessment</td>
<td>956</td>
<td>374</td>
<td>582</td>
<td>-</td>
</tr>
<tr>
<td>Staff Basic Training for Field Officers</td>
<td>202</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Materials development for creating print-rich environment</td>
<td>81</td>
<td>10</td>
<td>9</td>
<td>-</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>2153</strong></td>
<td><strong>929</strong></td>
<td><strong>946</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

**E. 3-day Training of Teachers on Use of Digitally Formatted Reading Materials**

In May, a teacher training manual was completed on reading instruction using ICT, to be used in the context of a 3-day training. The final product took into account the feedback of the ICT Subcommittee. After completion of the manual, the PNGOs organized ten batches 3-day teacher training among teachers who had received prior 12-day training from DPE. In the reporting quarter, 235 teachers received ICT training, facilitated by READ’s ICT Team. The remaining 10 batches will take place next quarter. The manual and resource book focus on how ICT can be used to strengthen reading pedagogy, aligned with textbooks and curriculum. There are three main rubrics:

- Pedagogy
- Technology
- Integration of technology in the Bangla subject teaching-learning process, in the context of early grade classrooms.
F. ICT consultation

READ organized two workshops to inform the design of the manual and training and to finalize the outputs. One was a Consultation Workshop with selected members of NCTB, DPE, and A2I, held in DPE. At that workshop, READ shared the draft situation analysis report, the ICT training manual, draft digital content and different types of reading apps that were under development. That workshop was followed by a second event to finalize the situation analysis, training manual, digital materials and apps, incorporating the feedback of the committee members.

Intermediate Result 2: Increased use of early grade reading assessment

Key Findings from IAT (Instructional Adjustment Tool)

The Instructional Adjustment Tool (IAT) was designed, developed and enriched taking into account the feedback from Directorate of Primary Education (DPE), Assessment Unit, Technical Expert Group (TEG) headed by Director Monitoring & Evaluation, and Early Grade Bangla teachers. Based on last year’s reflection workshop with teachers and the TEG, it was decided that the IAT should follow the grade level lesson plan and learning outcome per quarter so that assessment is aligned with classroom instruction. The instrument was developed and field-tested and subsequently submitted to TEG for further review with an eye to ensure alignment with quarterly learning expectations per quarter, per grade. The following domains were assessed per quarter/grade for the 1st quarter in April:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade-1</td>
<td>Phonemic awareness, Letter knowledge, Comprehension</td>
</tr>
<tr>
<td>Grade-2</td>
<td>Phonemic awareness, Letter knowledge, Vocabulary</td>
</tr>
<tr>
<td>Grade-3</td>
<td>Vocabulary, Fluency, Comprehension</td>
</tr>
</tbody>
</table>

In total, 145,358 children were assessed across 1510 READ-supported schools in seven operational regions. Among the assessed children, nearly half are girls. Children were ranked according to Mastery, Developing, and Not Yet Developed.

GRADE-1:

Letter Knowledge: Overall, around two-thirds (68%) of the children attained mastery on letter knowledge. The lowest score on ‘mastery’ - 57% - is found in Khagrachari District. Other struggling regions are Cox’s Bazar (61%), Rangpur (64%) and Sylhet (65%). In Khulna, Barisal and Dhaka, around 78% of first graders attained ‘mastery’ in letter knowledge.

Phonemic Awareness: Only 25% of first grade children in Khagrachari District attain mastery in phonemic awareness. The highest rate, with 40% of students achieving mastery, is found in Khulna region. Across the board, children had difficulty with all components of phonemic awareness. Almost half of all first graders assessed (48%) had difficulty in detecting similar beginning sounds from a set of
words; one in every three children faced difficulties to identify ends of words that rhyme with a given set of words.

**Reading Comprehension:** For this component, children were asked to match sets of picture sequentially according to a story line or logical sequence of events. Overall, in all regions, around 59% children attained mastery. The highest score, around 66%, is found in Khulna and Barisal regions. The region struggling the most is Cox’s Bazar, 48% of whose students master comprehension, followed by Khagrachari and Rangpur regions.

**GRADE-II:**

**Letter Knowledge:** By second grade, around 80% children overall attained mastery in letter knowledge. The highest scoring regions in letter mastery are Barisal, Khulna and Dhaka regions (87%). On the other hand, only 63% children attained mastery in Cox’s Bazar and Khagrachari. In this component, making a word from a selection of letters was the utmost difficult question for the children.

**Phonemic Awareness:** Overall only 40% of second graders attained mastery in phonemic awareness. The highest scoring region is Khulna at around 58% children achieving mastery, followed by 52% in Barisal. Surprisingly, only one-fourth (26%) of the children attained phonemic mastery in Dhaka region. Overall, children had the most difficult with intonation – *vocalizing the ups and downs of sounds*.

**Vocabulary:** Vocabulary proves to be a challenge for many Grade II children country-wide. As the bar chart below shows, less than one-fourth of the children (23%) attained mastery in Khagrachari followed by 25% in Cox’s bazar. On the other hand, more than half of the children attained mastery in Khulna region. The most difficult question for children was to make sentences using frequently used words.

**GRADE-III:**

**Vocabulary:** Interestingly, a challenge to grade II children seems to become an easy task to grade III children. Perhaps the children catch up in the course of grade II. Overall, around 75% of children attain mastery of vocabulary in third grade. Eighty-six percent of children attain mastery in Barisal, Khulna
and Dhaka regions. Only 44% do so in Khagrachari district which is significantly lower than any other region. Children had most difficulty with providing synonyms of frequently used words.

**Reading Fluency:** In general, children are really struggling with reading fluency. Overall, around 4 in every 10 children scored as 'not yet developed' with respect to reading fluency. The weakest performance was in reading with punctuation. From the table below, we see that around 58% children attained mastery in Khulna region, followed by Barisal region at 52%. On the other hand, 23% of children in Khagrachari achieve mastery which is extremely low.

**Reading Comprehension:** Overall, less than 4 in every 10 children (37%) attained mastery on reading comprehension. Khulna performed the best, 53% achieving mastery in comprehension, followed by Barisal region at 39%. In Khagrachari and Cox’s Bazar, only a quarter of the children attained mastery. About 70% of children countrywide in READ schools succeeded in answering simple
questions whereas their skill in predicting an upcoming event from the text and narrating the factual content of the text were not up to the mark.

**Intermediate Result 3: Expanded provision and use of relevant, appropriate supplementary materials**

**Production and Purchase of Children’s Reading Materials**
In order to supply Supplementary Reading Materials to schools’ Reading Corners as well as community Reading Camps, 131,005 copies of early grade books and materials have been procured. These print resources fulfil Strategies 3.1.2, 3.1.3 and 3.2.2 under IR- 3 as well as Strategy 4.2.2 under IR 4. The SRM has been procured from different sources such as INGOs, NGOs, commercial and private publishers such as Save the Children, FIVDB, World Children’s Book, Inner Force, Pongkhiraj, Panjaree, Bojoy, Zukto, Anerjo, Golden Book and Utso. All the books have been leveled as per the seven reading levels covering pre-primary through grade III. The seven levels are coded according to the seven colors of the rainbow so that students can easily identify the books as per their reading level once they are introduced to the system. In the previous quarter, NCTB approved 164 titles of READ-leveled books.

**Placing Reading Corners and Book Banks in Primary Schools**
In quarter 3, READ designed a book stand to hang a panel that displays books. Most classrooms do not have enough space to accommodate a book shelf. Moreover, with only 70-80 children’s books per ‘bank’, a book shelf is not an effective device to display them in a space-saving way. The book panel has transparent pockets so that children can see the books and their levels. The book bag can be transported in and out of the classroom in case the books need to be stored in a safe place or else used in multiple locations. The procurement process is underway; the books and bags will be received at the schools level by mid-August. All 660 NNPS will receive a book bag and stand according to Strategy 3.2.2.

**Intermediate Result 4: Strengthened Community Support for Early Grade Literacy**

**SMC Orientation Training at ZKS**
Under Strategy 4.2.3, SMC Orientation has taken place in CHT. SMCs have the potential to capitalize on local demand for quality education and provide leadership in raising the level of teaching-learning processes in schools and communities. To begin SMC outreach, FOs working at ZKS were inducted on how they will facilitate SMC orientation to READ and its objectives, and how to maintain regular follow-up discussions on progress. The training was conducted on 19 May 2015 at Hotel Ecochari Inn, Khagrachari. All the FOs of ZKS participated in the training.

**Reading Awareness Session for Parents – Initial Workshop**
Parents and communities are very important to the development of reading skills among young children. READ will use an existing curriculum for reading awareness developed by Literacy Boost to mobilize communities around the importance of learning to read well. The curriculum will be delivered by PNGO Field Officers and Community Literacy Volunteers during monthly parent awareness sessions, at Reading Camps, and at regular parent gatherings held at schools to share reading results.
The sessions are designed to be appropriate for parents who are unable to read. Resources such as flipbooks will be used to provide concrete ideas for parents to improve their children’s language development.

For effective Parent Awareness sessions, CODEC Barisal organized a workshop for all the concerned Field Officers of READ teams all over the country. Ninety-two FOs and TOs attended the two-day residential workshop in three batches. The workshop took place from 28 June 2015 at Saint Bangladesh training center, Barisal. Technical support for the workshop was provided by READ’s central team.

**Reading Camp Activities**

Having completed the training of 320 community literacy volunteers in the second quarter, READ then launched 148 Reading Camps with a target of 160 reading camps in total. There are two reading camps per school in order to cover all grade I – II students per school catchment; in some communities, we may need to add a third camp. The Reading Camps work from various scripted activities with support from 296 Community Literacy Volunteers (two per camp). The Reading Camps of Cox’s Bazar areas will start from the last week of July 2015. The Camps are regularly monitored by the concerned PNGOs in each region. Within a very short time after starting up, the Camps have become the center of attraction among the communities.

**Editing and Translating READ materials**

In order to share READ resources internationally, translation is underway of core materials such as (refresher) training manuals, resource books, assessment instruments, language games etc. READ has already translated the Reading Instruction and Assessment Training Manual & Resource Book and the Reading Focused Academic Supervision Training Manual & Resource Book. Those materials are in the process of editing. After completion, they will be shared with the concerned authorities.

**Staff Basic Training for the Field Officers**

READ has trained PNGO 202 staff in the last quarter (153 male, 49 female). They received five days basic training on READ activities such as reading instruction and assessment; reading corner and its management; students’ reading level; how to use leveled books; orientation on Reading Camp; parent awareness sessions and SMC orientation; classroom observation tools.
Monitoring, Evaluation and Research

First M&E Technical Expert Group (TEG) Meeting with DPE
The DPE has formed a Technical Expert Group (TEG) to provide technical and strategic guidance to READ activities in terms of monitoring, evaluation and research collaboration between the M&E division of DPE and READ/Save the Children. The first TEG meeting was held on 21st April 2015 at DPE, chaired by Mr. Md. Saber Hossain, Director, Monitoring & Evaluation Division, DPE (see Annex 01 for minutes). All TEG members actively participated in the discussions and decision-making. The major decisions taken:

- Review of and finalization of the Scope of Work for the TEG
- IAT for first quarter approved by TEG
- Permission for assessing children in the READ schools

M&E Training for regional PNGO staff
All PNGO staff were given a three-day long refreshers orientation on basic M&E and MIS tools and techniques. Participants were comprised of Project Coordinators, Senior Technical Officers, Technical Officers and Field Officers in each region. Altogether in all seven regions, 219 staff received orientation. Staff were given hands-on training and opportunities to practice using indicators, tools, processes and how it would all work in practice, on the ground.

Research
READ has undertaken a number of studies in the last quarter in 2014, mentioned below. These studies are designed to answer research questions that provide evidence that is (inter)nationally relevant to reading acquisition, to measure project impact, and to design interventions that are appropriate to the context, such as CHT. READ has scaled each research activity according to what is feasible in terms of sample size, our research capacity, and our ambition to achieve the best possible degree of reliability.

In this reporting quarter, three studies were started up:

a) A randomized Control Trial to measure the added value of READ core plus intervention (with community component) compared to READ core intervention (school-based intervention only);

b) A Situation Analysis of schools in the multilingual context of CHT to inform the design of READ, and

c) A baseline assessment of reading skill in Government Primary Schools (GPS) in CHT’s multilingual context.

In addition to these, two other studies are ongoing -

d) Baseline assessment of reading skill among 805 GPS, and

e) Cost Effectiveness Analysis (CEA) to measure how much effect READ creates per unit of investment (rate of return on investment).

RCT Baseline Survey
Assigning the Intervention at Random: The READ Randomized Controlled Trial has been undertaken to measure the added value of READ Core Plus intervention which has a community
component (in addition to the school-based approach) compared to READ ‘business as usual’ which is the school-only intervention. Systematic random sampling was used to randomly assign the 160 READ Core Plus schools out of 805 READ core intervention schools. Out of the 160 schools, 80 odd numbered schools were chosen for READ Core Plus intervention whereas the other 80 even numbered schools were left as the ‘control schools’ for RCT. Control schools receive only the school-based READ intervention.

**Sample Size:** The same children will be tracked from baseline to midline and endline. Tracking the same children entails a chance of attrition. To mitigate this drop-off, an additional 20% children were interviewed in the baseline which increased the cluster size from 15 to 18. Details of the sample, cluster and effect size are given below:

<table>
<thead>
<tr>
<th># of schools with READ core and core plus</th>
<th># of children per school/Cluster Size</th>
<th>Total sample of students</th>
<th>Minimum detectible effect size w/ 80% probability and 95% confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>140 schools in total (70 Core &amp; 70-Core Plus)</td>
<td>18 children (on average)</td>
<td>2532</td>
<td>0.14 when comparing between the two groups</td>
</tr>
</tbody>
</table>

**Data Collection:** RCT baseline data were collected for all READ divisions (06) except Khagrachari during 11 May to 20 June 2015. Only grade-1 children were interviewed. Male:female ratio in the sample was almost 50:50 (Boys: 1251 – 49.41%, Girls: 1281- 50.59%). Data were collected by using electronic tablets supported by Tangerine, an open source software produced by Research Triangle Institute (RTI), USA. Data collection was preceded by a 5-day training and rigorous field testing was conducted with all 30 enumerators.

**Measurements:** Children’s letter knowledge, phonemic awareness, vocabulary, reading fluency and comprehension - using an adapted global Early Grade Reading Assessment (EGRA) tool. In addition, children’s background information such as home reading environment were also collected.

**Situation Analysis in Khagrachari**

The broad objective of READ’s Situation Analysis in Khagrachari was to understand the challenges and possible barriers of implementing READ in Govt. Primary Schools for Grade I-III children who do not speak Bangla as a mother tongue. As the READ intervention will take place in three upazilas - Khagrachari Sadar, Panchiri and Dighinala - the situation analysis study took place in the same sites. Field testing was conducted from 20-25 March. Data collection took place from 27 March to 4 April. Both qualitative and quantitative methods were used to collect data. Under the quantitative approach, a sample survey with GPS teachers and grade 3 students was carried out. For the qualitative approach,
various techniques were employed: Focus Group Discussions with parents and community members, Key Informer Interviews with Upazilla Education Officers, in-depth interviews with teachers and SMC members, classroom observations and site assessment of schools.

**Key findings:**

**Where children learn**

The survey data reveals that indigenous children in Khagrachari learn mainly from their schools. In some cases, children learn from their family members such as parents and siblings where family members are educated. Overall, apart from schools, the learning scope of the children seems limited. The main constraints of the children’s learning as identified are poverty, lack of awareness among parents about the value of education and the use of Bangla as language of instruction.

**Language Mapping-School & Classroom**

The in-depth interviews with teachers show that teachers use mainly Bangla in school. They also informally use Chakma, Tripura and occasionally Marma to make the lessons understandable to the students. Almost all of the classrooms have a second language being used alongside Bangla which is the official Language of Instruction. The second language depends on the language community where the school is situated. All of the teachers know Bangla and the majority, over three-fourths, know Chakma. Slightly less than half of the teachers know Tripura. A problem with Bangla pronunciation problem is noted among non-Bengali teachers; there is a marked accent. The language used in the classroom largely depends on the ethnic majority in that location. If a school is located near a Chakma community, then most of the students use Chakma in that school.

**Classroom Instruction**

In the school, the medium of instruction is Bangla. In addition to Bangla, over half of the observed schools use either Chakma or Tripura in the classroom. Very few schools use Marma. Teachers switch between different languages to make lessons easier for children to understand.

**How do children learn Bangla Reading**

School is the main place for learning Bangla reading. Other sources are family members and friends in the Bangla community. Around two-thirds of the interviewed teachers mentioned that they face difficulties when teaching children from diverse languages. Because most of the teachers are familiar with two languages, Bangla and their mother tongue, they find it difficult to teach children who come from a third language group. Most of them solve the problem by trying to use children’ own language even if they have limited knowledge of it. Teachers make use of materials or pictures in the classroom as teaching aids. The responses are more or less similar among teachers of all three upazilas.
Most of the respondents did not feel that lack of teacher competence was the main reason why children in early grades fail to understand the lessons they are being given. The prevailing perception is that children are disadvantaged by an education system that does not recognize their language or culture. All of the teachers, guardians and the government officials interviewed expressed the belief that in the absence of a mother-tongue based education system, effective inclusion of indigenous children in education would not succeed. They believe that through mother tongue-based, MLE, the constraints and difficulties that their children face in realizing their right to a quality education could be meaningfully addressed by basing education on the culture, language and living environment of indigenous people.

Baseline Survey for GPS (Multilingual and Mainstream Bangla Context)
In last quarter, READ carried out two baseline assessments in two different contexts and geographic areas; one in the multilingual context of CHT and the other in the mainstream Bangla mother tongue context of the other READ regions. The purpose of the baseline survey was to establish a reference point for the program and document children’s reading strengths and weaknesses in order to measure change over time and to identify groups of children most at risk of failing to learn to read. Children were selected in a two-stage systematic random sampling. In the first stage, schools were randomly selected. In the second stage, ten children, 5 boys and 5 girls, were randomly selected from each grade 1, 2 and 3. The study is designed to ensure 80% probability with 95% confidence. Within these parameters, we expect to see 14% difference between treatment and control groups. Data were collected by using electronic devices (tablets) supported by Tangerine, an open source software produced by Research Triangle Institute (RTI), USA. Data collection was preceded by a 4-day training of enumerators. Rigorous field testing was conducted with all local research assistants. Children’s letter knowledge, phonemic awareness, vocabulary, reading fluency and comprehension were measured using an adapted global Early Grade Reading Assessment (EGRA) tool. Children’s background information like home reading environment was also collected.

<table>
<thead>
<tr>
<th>Sampling parameters/techniques</th>
<th>Baseline for GPS Khagrachari</th>
<th>Baseline for GPS in six READ regions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sampling design</td>
<td>Qusi-experimental design (QED)</td>
<td>Qusi-experimental design (QED)</td>
</tr>
<tr>
<td>Instrument</td>
<td>Children background information, EGRA (Revised), Teacher interviews</td>
<td>Children background information, EGRA (Revised)</td>
</tr>
<tr>
<td>Area Coverage</td>
<td>Three upazilas in Khagrachari District</td>
<td>Dhaka, Barisal, Cox’s Bazar, Sylhet, Rangpur, Khulna</td>
</tr>
<tr>
<td># of school</td>
<td>70 GPS (35 control &amp; 35 intervention)</td>
<td>70 GPS (35 control &amp; 35 intervention)</td>
</tr>
<tr>
<td>Sample size</td>
<td>10 children from each grade</td>
<td>10 children from each grade</td>
</tr>
<tr>
<td>Data collectors</td>
<td>Hiring local level volunteer by READ</td>
<td>With external research firm</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Date of data collection</td>
<td>3rd to 7th June 2015</td>
<td>Complete by early August</td>
</tr>
</tbody>
</table>

**Study on Cost-Effectiveness Analysis (CEA)**

As per the agreement with the Educational Policy Institute (EPI), the second training on Cost Effectiveness Analysis was conducted from 6-9 April. This workshop and the ones to follow are designed to educate READ and other SCI staff about how to conduct cost-effectiveness analysis, using READ as a relevant case. CEA of READ will enable us to measure how much effect we get per unit of investment (rate of return on investment). For purposes of replication or scaling up the intervention, CEA tells us how much extra incremental investment is needed over and above the cost of 'business as usual' which, in the case of READ, is the cost of government’s normal expenditure on reading instruction for grades I – III. For that extra investment, how much extra value will READ get in terms of reading results? That is the core question.

The second workshop investigated in-depth every conceivable cost item to implement READ, how to calculate the cost, the source of data for costing and the process of data collection in the field including the logistics of storing, accessing, and owning the data. In the course of the workshop, instruments were drafted and used in the field to collect data and stored in the READ RIMES system. The training was very hands-on and thorough, facilitated by Christine Harris-Van Keuren, Senior Research Scientist at the Educational Policy Institute, USA and Dr Brooks Bowden, Assistant Director at the Center for Benefit-Cost Studies of Education at Teachers College, Columbia University.
**Partnership Management**

**Government Relations**

- Launching of READ at Jhalokathi District: In its 2\textsuperscript{nd} phase (2015 onwards), READ expanded to six new Districts where the GPS cohort of READ started up. Launches took place in five Districts, completed in the 1\textsuperscript{st} quarter of 2015. The remaining project launch at Jhalokhati took place in this quarter.

DC Jhalokhati attended as Chief Guest of the launch ceremony. Mr. Afsar Habib, Director of Programs at CODEC chaired the program. The other guests included ADC (General) - Jhalokathi, UNO – Sadar, UNO – Kathalia and Razapur and ADPEO - Jhalokathi. More than 80 guests from relevant institutions participated in the ceremony.

One issue came out from the discussion was that READ should include all of the Upazila of Jhalokathi District. Another issue was that schools and children are not effectively using the SRM previously provided by other sources. What would be different about READ SRM?

- During this quarter, a meeting was held with the newly appointed Secretary of MoPME. In the meeting the following issues discussed:
  - READ and its activities;
  - The role of the Reading Advisory Committee meeting;
  - The distribution of Supplementary Reading Materials to primary schools under READ;
  - The request to use the government logo on READ materials where government has significant intellectual input.

The secretary appreciated READ activities and is interested to visit some of the READ intervention schools.

- As READ has included new Districts in 2015 thus the FD – 6 has been revised and consequently submitted to NGOAB. The NGOAB approved the revised FD-6 in this quarter and provided the approval letter.

**Financial Pipeline**

- The burn rate of READ by SC was on track in this quarter but the PNGOs burn rate was lower than expected. Plan to accelerate spending in the regions are underway, such as distribution of books and book bags, refresher training, and community Reading Camps.

**Pending Issues**

- The 4\textsuperscript{th} RAC meeting did not take place this quarter due to unavailability of DG, DPE. The next meeting is scheduled for 17 August 2015.

- NCTB has approved the list of SRM provided by READ but approval by MoPME is still pending despite several visits to government officials. Approval is also pending with respect to using the MoPME logo on READ materials where government has contributed to content. This will be discussed in the next Reading Advisory Committee meeting.
Communications

Children’s Page Award
A partnership agreement has been signed with Press Institute of Bangladesh (PIB) to facilitate the Children’s Page Award to motivate local news dailies to regularly publish a specific section dedicated to student-generated writing and art. This initiative is intended to encourage children to become readers of content generated by their peers and oriented to children’s areas of interest.
ANNEXURE 01: Updated Work plan
ANNEXURE 02: Minutes of the Technical Expert Group
ANNEXURE 03: Performance Data Table
ANNEXURE 04: Acceptance of NGOAB Audit Report
ANNEXURE 05: NGOAB acceptance of Revised Budget