



USAID
FROM THE AMERICAN PEOPLE

All Children Reading—Asia (ACR – Asia)

ANNUAL PROGRESS REPORT

October 2018 – September 2019

February 10, 2020

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September 2016 – June 2021
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List of Acronyms and Abbreviations

ACR	All Children Reading
ACL	All Children Learning
AREW	Asia Regional Education Workshop
ASER	Annual Status of Education Report
BARMM	Bangsamoro Autonomous Region in Muslim Mindanao
BEA	Bureau of Education Assessment
BLD	Bureau of Learning Delivery
DEC	USAID Development Experience Clearinghouse
DepEd	Department of Education Philippines
DOE	district office of education
EAD	Education Assessment Division
ECE	early childhood education
ECED	Early Childhood Education Department
EGL	early grade learning
EGR	early grade reading
EGMA	early grade math assessment
EGRA	early grade reading assessment
EQAD	Education Quality Assurance Department
FY	fiscal year
IE	inclusive education
IR	intermediate result
KTNS	Kantar TNS International
M&E	monitoring and evaluation
MoEYS	Ministry of Education, Youth and Sport, Cambodia
MoPE	Ministry of Public Education
NGO	nongovernmental organization
OUCI	Office of the Undersecretary of Curriculum and Instruction
PMS	Project Management Services
PED	Primary Education Department
POE	provincial office of education
PPP	public-private partnership
Q	quarter
READ	Reading Enhancement for Advancing Development
SED	Special Education Department
SID	Student Inclusion Division
SOW	scope of work
STTA	short-term technical assistance
TLM	teaching and learning material
TO	task order
TOT	training of trainers
TTD	Teacher Training Department
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development
USG	US Government
Y	project year

1 Introduction

1.1 Task Order Overview

Task Order Name:	All Children Reading–Asia (ACR–Asia)
Task Order Start Date and End Date:	September 30, 2016–June 29, 2021
Name of Prime Implementing Partner:	RTI International
Task Order Number:	AID-OAA-TO-16-00017
Names of Subcontractors:	Allegro Global Procurement Solutions Windwalker Corporation Another Option, LLC Australian Council for Education Research EnCompass, LLC blueTree Group EdIntersect Florida State University Learning Systems Institute Aga Khan Foundation SIL LEAD
Major Host-Country Counterpart Organizations:	USAID Washington USAID Asia-Missions
Geographic Coverage:	Asia
Reporting Period:	October 1, 2018–September 30, 2019

1.2 Task Order Description

All Children Reading–Asia (ACR–Asia) is a 5-year task order (TO) with an anticipated funding ceiling of [REDACTED]. ACR–Asia directly contributes to the US Agency for International Development’s (USAID’s) education goal to improve early grade reading (EGR) skills for 100 million children. To achieve this goal, ACR–Asia provides technical, logistical, and implementation services to USAID Missions in Asia, countries in the region where there is limited USAID presence, and the Asia Regional Bureau in Washington, DC. To maintain a focus on improving EGR at scale, ACR–Asia also builds capacity and leadership of key education stakeholders from governmental and nongovernmental organizations (NGOs) to implement evidence-based, high-impact EGR programs.

ACR–Asia has completed the third year of project implementation.

1.3 Objectives by Results

The Activity aims to achieve these goals through three intermediate results (IRs) and six sub-IRs:

IR 1: Leadership and Capacity Building

Sub-IR 1.1: Capacity of USAID Mission staff and partners in education sector increased

Sub-IR 1.2: Advanced education partnerships

IR 2: Evidence and Evaluation

Sub-IR 2.1: Effectiveness of specific reading interventions determined

Sub-IR 2.2: USAID Mission's and key education partners' ability to collect, analyze, and use data for decision-making to advance EGR increased

Sub-IR 2.3: Up-to-date knowledge of EGR is actively disseminated to target audiences and stakeholders

IR 3: Design and Implementation Support

Sub-IR 3.1: USAID field missions' and partners' institutional capacity to design, implement, and take to scale evidence-based, high-impact EGR programs increased

1.4 Ongoing Activities

To support USAID Missions, partners, and governments in the Asia region to improve reading outcomes for primary learners (grades 1–5), with a focus on increasing impact, scale, and sustainability, ACR–Asia has begun implementation of discrete activities that contribute to the three results areas. The ongoing research activities currently identified along with the name and contact information for associated Activity Leaders are listed in **Table 1**. The full timeline of tasks planned under each activity listed in the table can be found in **Annex A**. Progress by indicators is reported in **Annex B**. The annual financial report is presented in **Annex C**. A list of international travel plans is in **Annex D**, the Activity Tracker is in **Annex E**. Importantly, the annual report for All Children Learning–Cambodia, which includes information on All Children Reading–Cambodia, a major Mission buy-in activity, is included in **Annex F**.

Annex G features a success story from All Children Reading–Cambodia.

Table 1. RTI Activity Leaders and Contact Information, by Activity

Activity	Activity Lead	Status
IR 1: Leadership and Capacity Building		
1.1: Investing in EGR in lower- and middle-income countries in Asia research report	Lee Nordstrum	Complete
1.2: Gender equality and inclusiveness guide adapted for Asia	Jennae Bulat	Complete
1.3: <i>Analysis of innovation scale-up (India case study)</i>	<i>n/a</i>	<i>Cancelled Y2</i>
1.4: <i>Central Asia EGR Conference</i>	<i>n/a</i>	<i>Cancelled Y1</i>
1.5: <i>Public-private partnerships (PPPs) research report – India</i>	<i>n/a</i>	<i>Cancelled Y2</i>
1.6: Continued support for Global Book Alliance (ad-hoc)	Ana Robledo	Ad-hoc
1.7: <i>Early childhood development support for higher education Uzbekistan (ad-hoc support request)</i>	<i>n/a</i>	<i>Cancelled Y2</i>
1.8: Early childhood education: Recommendations for programming in Asia	Yasmin Sitabkhan	Active
IR 2: Evidence and Evaluation		
2.1: Early grade reading assessment (EGRA) benchmarks and standards research report	Matthew Jukes	Complete
2.2: Analysis of EGR assessments in India	Maria Dzula	Complete
2.3: Build out Early Grade Reading Barometer	Simon King	Active

Activity	Activity Lead	Status
2.4: Review of EGRA for Time to Read Tajikistan and Kyrgyzstan (ad-hoc support request)	Maria Dzula	Ad-hoc
<i>Activity 2.5: Research Paper: How do training and coaching combine to produce changes in teaching and instructional outcomes?</i>	<i>n/a</i>	<i>Cancelled Y2</i>
<i>Activity 2.6: Research Paper: Leveled reader utilization</i>	<i>n/a</i>	<i>Cancelled Y2</i>
2.7: Research Report: Status of inclusive education in Asia and Disability Screening Pilot	Carmen Strigel	Complete
<i>Activity 2.8: EGRA Light instrument development and piloting</i>	<i>n/a</i>	<i>Pending Mission Buy-in</i>
<i>Activity 2.9: Study of second language learning</i>	<i>n/a</i>	<i>Cancelled Y2</i>
<i>Activity 2.10: Digitization of teaching and learning materials (TLM) for the Kyrgyz Republic (scoping)</i>	<i>Carmen Strigel</i>	<i>Cancelled Y3</i>
IR 3: Design and Implementation Support		
3.1: Cambodia technical assistance for coordination and collaboration in early grade reading (All Children Reading–Cambodia)	Joe DeStefano	Active
<i>3.2: USAID/Lao People's Democratic Republic buy-in and diagnostic/book chain analysis</i>	<i>n/a</i>	<i>Cancelled Y1</i>
3.3: EGRA training and capacity building Department of Education (DepEd) Philippines	Sarah Pouezevara	Complete
3.4: Study tour for Nepali education officials	Maria Dzula	Active
3.5: Disability screening pilot (Philippines)	Kellie Betts	Complete
3.6: Performance evaluation of Read with Me Tajikistan	Maria Dzula	Active
<i>3.7: Bangladesh EGR sector strategy technical assistance and benchmarking</i>	<i>n/a</i>	<i>Cancelled Y2</i>
3.8: USAID/Philippines support to DepEd	David Harbin	Active
3.9: Technical Assistance to Uzbekistan Ministry of Public Education	Yasmin Sitabkhan	Active

2 Overview of Implementation Progress: October 2018 – September 2019

This section summarizes, per activity, the active tasks throughout the year. Opportunities and constraints are also discussed for each of the ongoing activities. Any changes in key personnel or reallocation of level of effort within an activity are documented.

Eleven EGR studies were added to the **EGR Barometer** this year. Barometer functionality was expanded significantly to accommodate the visualization of impact data using Sankey diagrams. Over 34,000 user sessions were logged in the Barometer with users spending 35% more time on average in the web tool in Q4 compared to the beginning of the year. Next quarter, we plan to release the 2017 Pakistan baseline and midline assessments as well as the 2019 regional and national Philippines' datasets pending approval.

During this quarter, **All Children Reading–Cambodia** continued to develop cross-curricular reading materials and leveled reading books for grade 2. Project activities have promoted greater understanding and a shift in perceptions/beliefs regarding education for children with disabilities among MoEYS staff. The project continued to work with the MoEYS to support the implementation of the pilot of grade 1 literacy materials in Kampong Thom Province (with some support to grade 1 in Siem Reap Province) and supported preparation for the second year of pilot rollout of the national EGR program for Khmer in grade 2 in all districts in Kampong Thom Province in the 2019–2020 school year.

Ten Government of Nepal delegates embarked on a **Study Tour** of Tusome Kenya in July 2019. The delegation learned from the Government of Kenya's experience and best practices with taking an early grade reading program to scale.

Data analysis and report writing were completed on three **USAID/Philippines** reports: the National EGRA report, the Regional EGRA report, and the Language Study. Planning began for new scopes of work including two study tours (spring 2020), assessment pilots, ICT landscape review, and follow-on support to inclusive education.

Primary data collection was completed for the **Read with Me Performance Evaluation** in May. Interviews were completed with over 25 government and project stakeholders. Additionally, 70 teachers and 35 school directors were interviewed from 35 schools in Tajikistan. Data and translated transcripts were delivered to RTI in June. The draft report was submitted for review and comment 28 September 2019.

A second scoping trip was completed for the **Technical Assistance to Uzbekistan Ministry of Public Education** Activity in May 2019 to finalize and document the EGRA/EGMA study design. The technical team prepared to facilitate the adaptation workshop in October as well as the pilot training and data collection in November 2019. We proposed Dr. Gustavo Arcia at the end of September 2019 as the Senior Education Policy Advisor for the MOPE. We are confident Dr. Arcia will be approved in the next quarter and begin this important work with the Ministry.

The beta version of first edition **ECE newsletter** was submitted to USAID for review and comment in June and finalized in September. We hoped to submit the newsletter by the end of the fiscal year, however technical difficulties related to Constant Contact prevented us from doing so. We will work to test and execute the newsletter without glitches for a December release.

Two ad-hoc activities (Activities 1.6, and 2.4) remain active despite no activity this year. These activities serve to provide short-term technical assistance (STTA) on an as-needed basis.

The detailed activity tracker as of September 30, 2019, is in **Annex E**.

2.1 Overview of Activities Y3

Active scopes of work:

- 1.8: Early childhood education: Recommendations for programming in Asia
- 2.3: Build out EGR Barometer
- 3.1: Cambodia technical assistance for coordination and collaboration in early grade reading
- 3.4: Study tour for Nepali Education officers
- 3.6 Performance evaluation of Read with Me Tajikistan
- 3.8: USAID/Philippines support to DepEd
- 3.9: Technical Assistance to Uzbekistan Ministry of Public Education

Ad-hoc support activities:

- 1.6: Continued support for Global Book Alliance
- 2.4: Review of EGRA for Time to Read Tajikistan and Kyrgyzstan (ad-hoc support request)

Completed:

- 2.7: Research Report: Status of inclusive education in Asia and Disability Screening Pilot
- 1.1: Investing in Early Grade Reading in Lower- and Middle-Income Countries in Asia research report
- 1.2: Gender equality and inclusiveness guide adapted for Asia
- 1.9: Case Studies: Journey to Self-Reliance
- 1.12: USAID Asia Regional Education Workshop (AREW) support
- 2.1: EGRA benchmarks and standards research report
- 2.2: Analysis of EGR assessments in India
- 2.7: Research Report: Status of inclusive education in Asia and Disability Screening Pilot
- 3.4: EGRA training and capacity building for DepEd Philippines
- 3.5: Disability screening pilot (Philippines)

Cancelled:

- 1.3: Analysis of innovation scale-up (India case study) (Mission approved)
- 1.4: Central Asia Early Grade Reading Conference
- 1.5: Partnership mapping exercise
- 1.7: Early childhood development support for higher education Uzbekistan (ad-hoc support request)
- 2.5: Research Paper: How do training and coaching combine to produce changes in teaching and instructional outcomes?
- 2.10: Digitization of TLM for the Kyrgyz Republic (scoping)
- 2.6: Research Paper: Leveled reader utilization
- 2.8: EGRA Light instrument development and piloting (pending Mission buy-in)
- 2.9: Study of second language learning
- 3.2: USAID/Lao People's Democratic Republic buy-in and diagnostic/book chain analysis
- 3.7: Bangladesh EGR sector strategy technical assistance and benchmarking

3 Implementation Phase

Nine activities were active this year, two of which were completed during the course of the year (2.2: Analysis of EGR assessments in India and 2.7: Research Report: Status of inclusive education in Asia and Disability Screening Pilot). The details of the activities are provided below.

3.1 Activity 1.8: Early Childhood Education: Recommendations for Programming in Asia

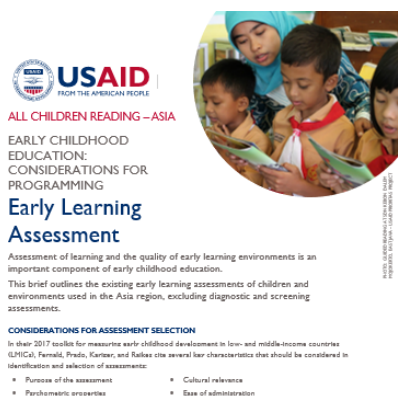


Figure 1. ECE Action Brief

The objective of this activity is to meet the needs of USAID Education officers and ministries of education in the Asia region as they design and implement ECE policies and programming. The activity delivered an ECE primer for USAID Education officers that included a summary of relevant research from the region. While the initial scope of work for this activity is complete, the ECE report, the activity remains open as a quarterly, digital newsletter on developments in the ECE sector will be developed and distributed to USAID education officials in Asia and globally.

Tasks Completed in Y3

The draft ECE report was submitted on October 10, 2018 with the final version submitted on November 15, 2018. The report included five action briefs (**Figure 1**) that presented the analysis and recommendations for ECE programming in a reader-friendly summary. These deliverables were shared at USAID’s Asia Regional Education Workshop (AREW) December 3–7, 2018 in Bangkok, Thailand. Final approval was granted on February 6, 2019, and the reports are now accessible on the USAID DEC. The research was presented at the 2019 CIES conference in San Francisco, April 14-18.

In Q2 we embarked on discussions with USAID/Washington to develop a digital newsletter on developments in the ECE sector with a focus on Asia. The newsletters will serve to develop and build upon USAID Asia Education officers’ understanding of ECE issues and developments in the ECE sector.

In Q3 a beta version of the newsletter was drafted and piloted with a small group of USAID staff in the Philippines, Nepal, and Cambodia. Feedback was incorporated into the September 2019 version. However, due to technical difficulties with the email server Constant Contact, the delivery of the newsletter was delayed. The first newsletter is anticipated to be shared the first quarter of 2020 (**Figure 2**).



Figure 2. ECE Newsletter Pilot

Anticipated Tasks for Q1 FY20

Tasks	Timeframe
Distribute newsletter	December 2019

No change in key personnel and reallocation of level of effort to report this quarter. However, we proposed to add Chelsea Gieck to the workforce. Chelsea will provide back-up programming support for this activity. Approval for Chelsea will be sought in the next quarter.

3.2 Activity 1.9: Case Studies: Journey to Self-Reliance

This activity documented two demonstrations of the journey to self-reliance in a case studies format from USAID supported education programs in Asia.



Figure 3. Case Study of Capacity Development in Cambodia

Tasks Completed in Y3

Two case studies were drafted and finalized during Q1 FY19 and presented at AREW. They featured the increasing ownership of educational assessment from recent technical assistance (TA) support activities in Cambodia and the Philippines.

Case Study 1: The Cambodia case study addressed engagement with the MoEYS EQAD to create a coherent and comprehensive assessment framework and their increasing responsibility for carrying out high-quality assessments (**Figure 3**).

Case Study 2: The Philippines case study focused on USAID's support to DepEd over the past five years and tracked the evolution of DepEd engagement and ownership of the EGRA.

A presentation was developed to accompany the case studies.

This activity is complete and there are no anticipated tasks for year 4. Additionally, there are no opportunities and constraints to report nor any changes in key personnel or reallocation of level of effort to report.

3.3 Activity 1.12: USAID Asia Regional Education Workshop Support

In Q1 FY19 we provided STTA, and logistical and material support to the USAID AREW December 3-7, 2018.

Tasks Completed in Y3

We coordinated with USAID to provide logistics, material and STTA support needs. Staff from our local RTI office in Bangkok were leveraged to provide on the ground support as requested.

Participation of two international experts was arranged as well as the participation of Dr. Matthew Jukes who presented his research on reading benchmarks and standards.

There are no anticipated tasks for year 4 as this activity is complete. Additionally, there are no opportunities and constraints to report nor any changes in key personnel or reallocation of level of effort to report.

3.4 Activity 2.1: EGRA Benchmarks and Standards Research Report

Under this activity, the team produced a research report that explores the appropriate EGRA benchmarking approaches and methodologies for reading performance levels measured across countries in Asia. The report reviews the experiences using EGRA to set fluency benchmarks for a range of education systems with the aim of informing good practice in

USAID-supported projects in Asia. The report draws on the experiences of multiple organizations that support national governments to define and use benchmarks for oral reading fluency. It also provides background information on the use and function of EGRA and on the technical work of defining viable and reliable benchmarks based on an understanding of the science of reading development for each language type.

Tasks Completed in Y3

Drs Matthew Jukes and Jonathan Stern travelled to New Delhi, India and facilitated the benchmarking workshop for Activity 2.2: Analysis of EGR Assessments in India in May 2018. The second workshop was completed in December 2018 when Dr. Matthew Jukes travelled to present this body of research at AREW, thereby closing-out the activity.

There are no anticipated tasks for year 4. Additionally, there are no opportunities and constraints to report nor any changes in key personnel or reallocation of level of effort to report.

3.5 Activity 2.2: Analysis of EGR Assessments in India

In September 2017, USAID commissioned RTI and Pratham Education Foundation's (Pratham) Annual Status of Education Report (ASER) Centre to conduct the analysis of EGR Assessments in India activity. The five largest education projects from the Mission's portfolio were selected for inclusion in the assessment. The purpose of the research is to be able to include the reading assessment results of USAID India's reading projects in the Global Count and determine reading fluency for each of USAID's five large-scale education projects in India. USAID asked RTI to partner with Pratham to combine two reading assessments, Pratham's ASER and the EGRA. The data will also be used to report Indicator ES1-1 for these six projects: "Percent of learners who demonstrate reading fluency and comprehension of grade-level text at the end of grade 2 with US Government (USG) assistance."

Tasks Completed in Y3

The revised endline report addressed a final round of comments and was shared at USAID AREW. The final endline presentation was conducted March 25, 2019. RTI and ASER each presented their analysis and results. USAID/India was in attendance as was a representative from each partner involved in the impact evaluation.

The final endline impact assessment report was approved on May 13, 2019. In Q3, we worked with USAID and partners to elicit and incorporate feedback into the India pages for the EGR Barometer. Two rounds of feedback were incorporated by June 17, 2019. The Barometer India pages were released to the EGR Barometer on June 25, 2019.

There are no anticipated tasks for year 4 as this activity is complete.

No opportunities and constraints nor change in key personnel and reallocation of level of effort to report this quarter.

3.6 Activity 2.3: Build Out EGR Barometer

The mandate of Activity 2.3 is to increase the scope and use of the EGR Barometer by continuing to disseminate training materials, adding new interactive features, and adding new RTI datasets and datasets from other implementing partners in Asia.

Tasks Completed in Y3

There are four subcomponents to the EGR Barometer: Dissemination and Outreach, Datasets, Application Development, and Site Maintenance and User Support. Components that have been active this quarter are discussed below.

3.6.1 Dissemination and Outreach

Throughout the year, RTI made significant progress implementing the EGR Barometer Communication and Training Plan. Two key strategies to increase user access and encourage deeper engagement with the Barometer included a multi-pronged digital media strategy and continuation of data processing for the dashboard.

Digital media strategy. One of the key objectives this year was to build awareness of the EGR Barometer and increase traffic to the site. We continue to utilize several digital media strategies including website optimization, Facebook campaigns, Google Ads, Twitter, and email campaigns. We continue to tweet about the Barometer at least once a week to increase Barometer activity on Twitter. We do so via RTI Twitter handles such @RTI_EdWork and @RTI_Intl Dev.

In addition to Facebook and Google Ad advertising which continue to be highly effective channels for building awareness and increasing usage this year we implemented LinkedIn campaigns. Staff at RTI shared the Barometer post on their LinkedIn pages. The first campaign generated 139 unique sessions alone with 92 new users. Overall, these users spent longer on the site than users directed to the site via other advertising streams. We will continue to cross post to LinkedIn in year 4.

The offline application of the EGR Barometer was downloaded 312 times this year, and the Barometer video was played over 1,250 times. In the last quarter of FY19, offline downloads of the tool were the highest they have ever been with 129 downloads.

The Philippines continues to contribute the highest number of users by country from Asia followed by Nepal, India, Bangladesh, and Indonesia.

Barometer statistics. EGR Barometer usage continues to grow due to ongoing outreach and digital marketing efforts (**Figure 3**). There was a total of 34,009 sessions this year. Most of these sessions—an average of 94% of sessions—represent new users. There were 31,576 users of the Barometer this year of which 29,681 were new users. Users spent on average over 1 minute on the site in September 2019; a 35% increase compared to the beginning of the year.

RTI continues to add new datasets to the EGR Barometer and developing linkages with governments in Asia to use the Barometer, ideally using cross marketing to increase awareness of the Barometer as well as other government data portals. These efforts will help make the Barometer another site frequented to access EGR data and information.

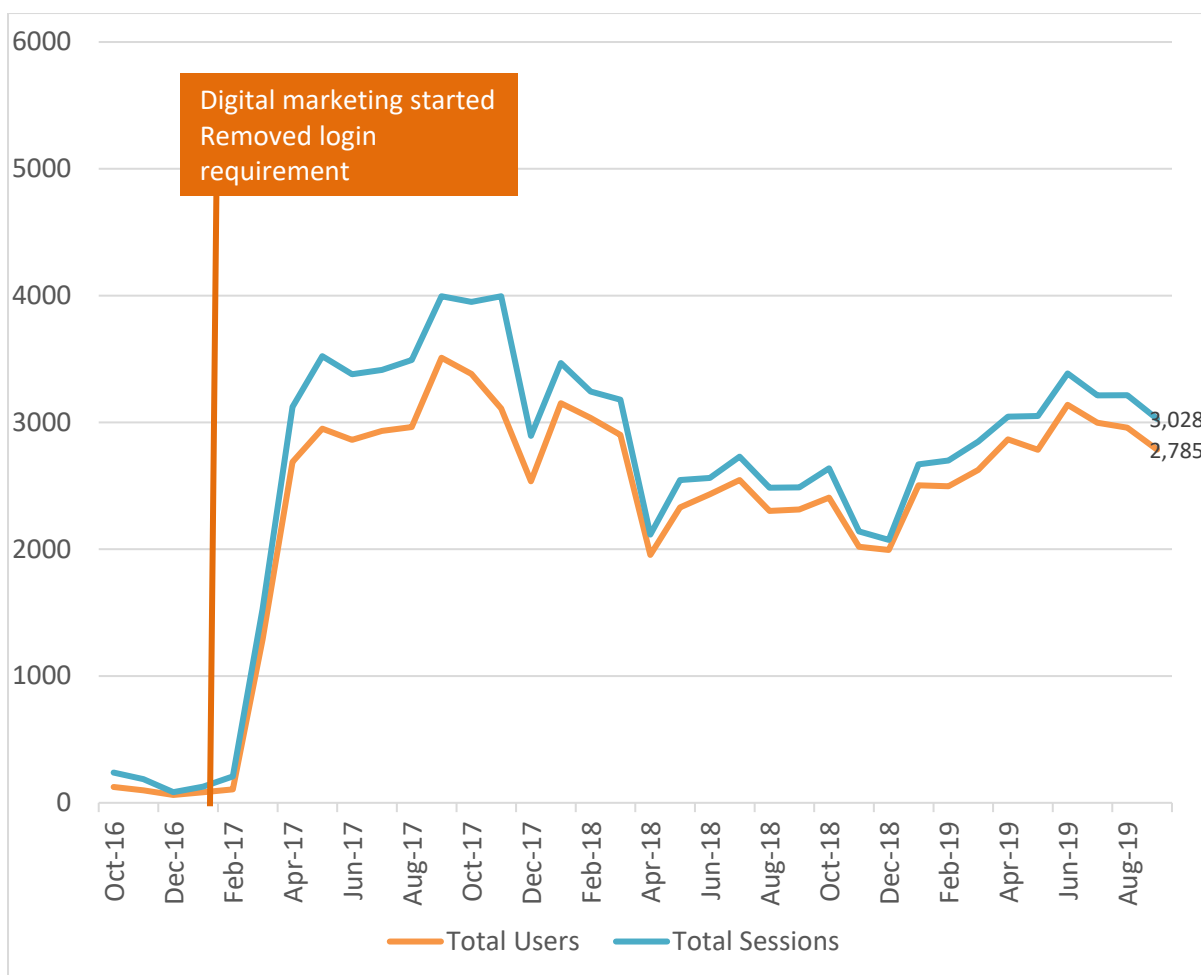


Figure 4. Google User Analytics from October 2016 – September 2019

3.6.2 Datasets

The list below indicates progress made on datasets during the year:

1. **Timor Leste 2009**, World Bank. New datasets were released to the Barometer October 30, 2018. Three grades (grades 1 – 3) and two languages are available for review and analysis across 9 EGRA subtasks.
2. **Cambodia 2017**, USAID. The baseline data from All Children Reading-Cambodia was released to the Barometer on 13 February 2019.
3. **India 2017**, USAID. RTI prepared and released nine studies to the EGR Barometer on June 25, 2019. The datasets included a new impact visualization of the movement of children between reading zero correct words per minute, reading below benchmark and reading at or above benchmark between baseline and endline (**Figure 5**).
4. **Pakistan 2013 and 2017**, USAID. Seven datasets from 2013 and 2017 have been processed in Q3 FY19. The datasets will be released once the Mission has reviewed and approved the pages.
5. **Philippines 2019**, USAID. The National and Regional EGRA datasets were processed for the Barometer in Q4 of FY19. The Barometer will feature trends comparing the 2019 data to the 2013 Philippines data. The datasets will be released once the Mission has reviewed and approved the pages.

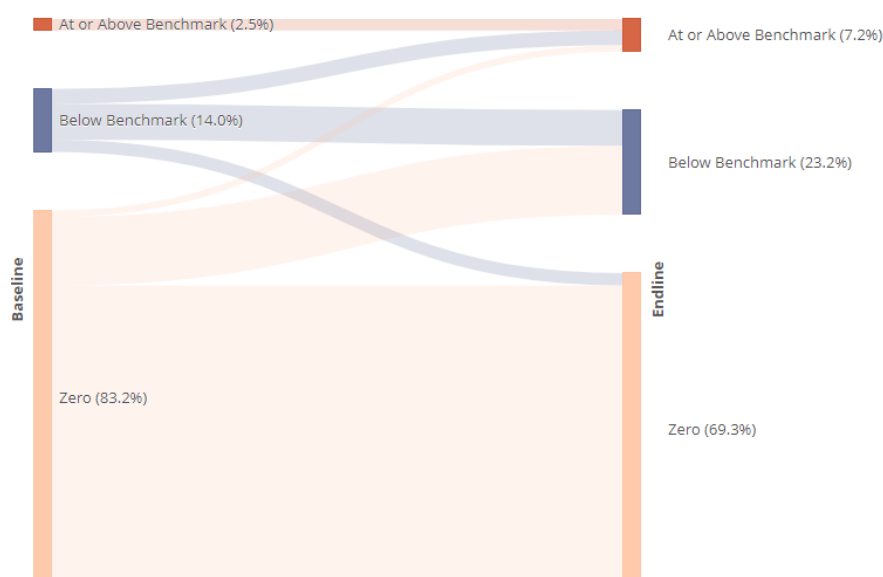


Figure 5. New Impact Diagram in the Barometer

Anticipated Tasks for Q1 FY20

Tasks	Timeframe
Continue maintenance, analytics, user support	Ongoing
Continue digital media campaigns; explore connections with government education data portals in Asia	Ongoing
Add 4 RTI studies (Cambodia, Nepal (x2) and Philippines)	October 2019 - September 2020

Opportunities and Constraints

RTI will continue to rely on USAID’s assistance to secure access to USAID datasets. We will continue to communicate the goals of the EGR Barometer with Missions and other implementing partners to facilitate the sharing of datasets.

Changes in Key Personnel and Reallocation of Level of Effort

No changes to key personnel. Simon King, Senior Statistician assumed day to day management of the EGR Barometer from Helen Jang. Simon has been involved with processing data for the Barometer since November 2018. He is now managing the team of technical reviewers and statisticians behind the Barometer. We will seek to add Timothy Slade to the Barometer workforce in Q1 FY20. Mr Slade will support data processing and review of the Barometer pages.

3.7 Activity 2.7: Research Report: Status of Inclusive Education in Asia and Disability Screening Pilot

The purpose of this activity is to provide critical information to policymakers and practitioners in Asian countries on the landscape of inclusive education (IE) for children with disabilities and to the degree possible, the prevalence of children with vision and/or hearing difficulties in regular public-school classrooms. This activity served as a proof of concept for screening tools that can assist teachers in Asian schools to detect students in their classrooms with vision or

hearing difficulty who may need additional support. The activity SOW was approved at the end of March 2018, with implementation beginning in April 2018.

Tasks Completed in Y3

The research report was submitted ahead of the October 2018 dissemination event planned in the Philippines. Following the dissemination event, a revised report was submitted on 19 November 2018. The report was approved on February 6, 2019, and is now accessible on the USAID DEC.

There are no anticipated tasks for year 4 as this activity is complete.

No opportunities and constraints nor change in key personnel and reallocation of level of effort to report this quarter.

3.8 Activity 3.1: Cambodia Technical Assistance for Coordination and Collaboration in EGR (All Children Reading–Cambodia)

During this FY the project has made excellent progress to complete key deliverables and support the MoEYS to develop and pilot an inclusive, evidence-based early grade Khmer literacy program. It has worked with a number of partners to foster collaboration in the sector and promote a more harmonized approach to early grade Khmer literacy instruction and to mobilize resources for the MoEYS program. It has worked in partnership with MoEYS and other key stakeholders to pilot the materials using a range of funding sources and demonstrated statistically significant impact on learning. Throughout this process it has made significant contributions to developing capacity within the MoEYS to continue to develop, implement, and monitor a national early grade Khmer language program.

Tasks Completed in Y3

Selected achievements from each activity Result Area:

Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction

- Finalized core student and teacher materials and instructional resources for grade 1, incorporating inclusive education strategies with MoEYS and NGO partners.
- Developed core student and teacher instructional materials for grade 2 (semester 1) with MoEYS and NGO partners.
- Continued to develop cross-curricular reading materials and leveled reading books for grade 2.
- Assisted the MoEYS in finalizing the teacher training needed for the implementation of the revised curriculum for grade 1 and new pre-school materials, incorporating inclusive education strategies (for remaining workshops).
- Developed disability screening tools, processes for referral, and delivered related training.

Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning

- Maintained mechanisms for continued coordination and communication among MoEYS and implementing partners.
- Conducted the EGRA/EGMA training of assessors. Three World Education staff joined the workshop.

- Promoted greater understanding and changed perceptions and beliefs regarding education for children with disabilities among MoEYS staff.
- Submitted the IE Community Mobilization Strategy to USAID for review and feedback.

Result 3: MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable

- Completed referrals for all children identified through the IE screening process.
- Supported the implementation of the pilot of upper-pre-school and grade 1 literacy materials in Kampong Thom Province, with some support to grade 1 in Siem Reap Province.
- Completed data collection for the midline prior to the end of the quarter.
- Supported preparation for the second year of pilot rollout of the national EGR program for Khmer in grade 2 in all districts in Kampong Thom Province in the 2019–2020 school year.
- Contracted with NGO partners for a second year of regular supportive coaching for teachers in 6 of the 8 districts in Kampong Thom.
- Identified and established the means to partner with organizations to support students with disabilities in two districts in Kampong Thom.

The project also submitted an impact evaluation report in Q4 FY19. The key excerpts include:

- Kampong Thom Treatment A group saw a bigger increase from baseline than the other two treatment groups. All treatment groups made more progress than the comparison schools. Overall, this suggests that the materials and training were having a positive impact on students' achievement.
- Increases were bigger on the easier subtasks. The biggest increase was on vowel identification. The MoEYS and project team had identified vowel knowledge as an area students struggled with, so they added learning materials and more time in the curriculum to help students learn these. Therefore increases in this area were positive and were expected.
- Increases in the more difficult subtasks (word reading and passage reading) were smaller. However, all intervention groups had a reduction in the number of students who were scoring zero on these harder sections of the test, suggesting the intervention was particularly effective in supporting the most vulnerable students.
- The smaller increase in these harder subtasks was also somewhat expected. Teachers had been encouraged to slow down the pace of teaching to encourage mastery of basic skills. Because of this, and early testing due to the election, some of the letters and combinations in the harder subtasks had not yet been taught. It is expected that increases in these subtasks will be greater in grade 2.
- The pre-school intervention was not yet demonstrating a positive impact on students' literacy scores.

Additional detailed information about the All Children Reading-Cambodia technical activities that occurred under this activity can be found in the All Children Learning-Cambodia Annual Progress Report, included in its entirety in **Annex F**.

The current quarter has included work on the following project deliverables:

Report	Date submitted to USAID	Date approved by USAID	Notes/Status
Khmer Summary of the All Children Reading– Cambodia and All Children Learning Annual Work Plan	February 12, 2019	May 9, 2019	Approved
All Children Learning– Cambodia PPP Plan on EGL Collaboration	August 8, 2019,final	August 14, 2019	Approved
All Children Reading– Cambodia Student Performance in Early Literacy: Midterm Impact Report	September 12, 2019	In Progress	

Anticipated Tasks for Q1 FY20

Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction
Sub-Result 1.1: The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed
1.1.1 Work with MoEYS and NGO partners to create the core student and teacher instructional materials for grade 2
1.1.2 Create cross-curricular reading materials and leveled reading books for grade 2
Sub-Result 1.2: The training content and materials, coaching, and teacher support tools necessary for the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed
1.2.1 Assist the MoEYS in creating the grade 2 teacher professional development materials, incorporating inclusive education strategies (for remaining workshops)
1.2.5 Continue to develop disability screening tools, guidelines and materials on processes for referral, and related training
Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning
Sub-Result 2.1: Enhanced coordination and communication among the MoEYS's implementing partners
2.1.1 Maintain mechanisms for continued coordination and communication
Result 3: The MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable
Sub-Result 3.1: The EGL program is implemented with direct support from the project (materials, training, and coaching) in at least two provinces to improve instruction and student outcomes
3.1.1 Work with the MoEYS to support the implementation of the pilot of early grade literacy program in Kampong Thom Province, with some support to Siem Reap Province
3.1.6 Pilot strategies that schools and their communities can use to assure greater access to education for children with disabilities

Sub-Result 3.3: Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program
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3.3.1 Continue to build the capacity of MoEYS colleagues working on curriculum, student and teacher materials, and teacher professional development materials (Costs under Result 1)
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3.3.3 Assure the participation of MoEYS colleagues at all levels in regular, ongoing reflection and learning regarding program implementation (Costs split according to location)

Opportunities and Constraints

Continued delays with the Save the Children subcontract has meant that work to improve the training for upper pre-school teachers and to consult with ECED about updates has been limited. While updates have been made, ideally the project would have had more time to work with ECED to consider how to more fully align methods for literacy instruction between grade 1 and pre-school.

It has also been challenging to cover all of the phonics skills included in the grade 1 curriculum. This has been raised with the MoEYS, that the grade 1 curriculum is ambitious in a country with limited instructional hours.

The work on deaf education is particularly complex. The project wishes to be sensitive to the work done in this area and to the expertise of partners already working in the space and ensure the team is approaching this work thoughtfully. The project team is looking forward to exploring with SED, NISE, Krousar Thmey, and the CSL Committee if and how the project can support this goal.

Delays in hiring the Partnership and Communications Manager and Communications Officer meant there were no full-time staff available for much of the work under this result. However, now both are onboard, and the project looks forward to expanding this area of work with the MoEYS.

A major challenge at the beginning of the FY were delays regarding the work planned by UNESCO under the Capacity Development for Education Programme funding to develop mentoring materials to be used in the STEPCam project in Siem Reap as well as two districts in Kampong Thom. It is unfortunate that there is not more opportunity to shift funding to the Khmer programming where it might be more impactful and the MoEYS has stronger demonstrated capacity to use it. The difference in results between Siem Reap and Kampong Thom underscore the importance of ensuring investment and support for consistency and fidelity of implementation.

The work to support inclusive education has also been challenging due to the scale of the issue and the massive underinvestment and lack of human resources in this area. The project feels the work with volunteers has made some really positive progress, created some resources that will be useful for others working on this in Cambodia, and is keen to support the MoEYS to set up an integrated class if possible in Kampong Thom. However, the scope of this important work should not be underestimated. The project is currently working to consider the key messages for advocacy here and the best way to approach these issues with the MoEYS and others and is looking forward to discussing this more with USAID in the coming months.

Changes in Key Personnel and Reallocation of Level of Effort

After receiving a tax identification number at the end Q1 FY19, all of the national project team transitioned to staff status in January 2019. The project team grew significantly as a result of the additional funding and the increased scope of the work under All Children Learning. At the end of the FY all 27 positions in the *Amended 2018–2019 Joint Annual*

Work Plan: All Children Reading – Cambodia and USAID/ Cambodia – All Children Learning had been successfully filled.

Table 2. ACR-Cambodia Staff Positions

	Person	Position	Funding Source
1.	Claire Wyatt	Chief of Party	Both
2.	Sokhim Ou	Inclusive Education Director	Both
3.	Rattana Huy	Senior Materials Development Specialist (part-time)	Both
4.	Senghean Soy	Finance Manager	Both
5.	Thida Hun	Education Project Officer	Both
6.	Kagna Chhiv	Procurement and Logistics Officer	Both
7.	Koll Phann	Administrative Assistant	Both
8.	Wykia Macon	Inclusive Education Technical Advisor	Both
9.	Olivia Byler	EGL Director	Both
10.	Jacob Risner	Operations Director	Both
11.	Vibol Nuon	Inclusive Education Team Leader	All Children Reading
12.	Vanna Chhim	Inclusive Education Officer	All Children Reading
13.	Sunheng Khchang	Inclusive Education Officer	All Children Reading
14.	Sopheha Tuy	Finance & Administrative Assistant	All Children Reading
15.	Veasna Kem	Deaf Education Specialist	All Children Reading
16.	Sokdin Ros	Inclusive Education Technical Officer	Both
17.	Chinsothea Chhor	Human Resource & Administration Manager	Both
18.	Kosal Leng	Translator-Program Officer	Both
19.	Sokchea Tith	Finance Officer	Both
20.	Mary Loung	Grants and Procurement Manager	Both
21.	Sarom Samreth	Inclusive Education Translator	Both
22.	Sokren Now	Monitoring & Evaluation Officer	Both
23.	Chhorda Ou	Finance & Operation Officer	Both
24.	Sambo Chheng	Communication Officer	Both
25.	Bopha Seng	Partnerships & Communication Manager	Both
26.	Dany Thy	Administrative Assistant	Both
27.	Solika Kong	Grants Officer	Both

3.9 Activity 3.4: Government of Nepal Study tour to Kenya on Early Grade Reading

Activity 3.4, funded by USAID/Nepal, under IR 3.1, will provide funding for a study tour for senior Government of Nepal (GoN) officials to visit USAID/Tusome in Kenya.

The study tour will directly support policy and technical staff engaged as focal points on early grade reading of the GoN's Ministry of Education Science and Technology and Central Line Agencies including the Curriculum Development Center, the Center for Education and Human Resource Development, and Education Review Office to participate in a study tour to Kenya to learn from the Government of Kenya's experience and best practices with taking an early grade reading program to scale.

Participants will engage in substantive and targeted discussions with national and local level education officials, engage in facilitated policy and technical implementation discussions with Ministry of Education high level and technical officials, conduct classroom observations and observations of teacher coaching and mentoring feedback sessions, and undertake relevant training/orientation on Tusome's implementation, teacher mentoring and supportive supervision, data collection, and feedback approaches and tools.

Tasks Completed in Y3

The revised SOW was approved 22 May 2019. Planning began immediately in May and continued into June. Allegro, RTI's study tour subcontractor, Tusome, and EGRP worked together to finalize the tour's learning goals and developed a detailed agenda in coordination with USAID/Nepal and USAID/Kenya. Tusome and USAID/Kenya were instrumental in identifying areas and actors in Kenya from which participants could learn best practices. Tusome and USAID/Kenya further supported the tour by arranging meetings with identified institutions in Kenya.

The majority of logistical support and planning was completed in June 2019 to support the study tour dates of 15-19 July 2019.

An important segment of the study involved classroom observations; Nepalese delegates had the opportunity to visit six schools during the tour. Delegates were split into two groups, each with six or seven members from GoN, USAID, and the Nepal Early Grade Reading Program. Within a school visit group, delegates were divided into 2-3 person small groups to observe English and Kiswahili class instruction in grades one, two, or three.



Figure 6. Classroom Observation in Nanyuki (Photo credit: Allegro)

Anticipated Tasks for Q1 FY20

Tasks	Timeframe
Approval of post-tour study report	November 2019

Opportunities and Constraints

None.

Changes in Key Personnel and Reallocation of Level of Effort

None.

3.10 Activity 3.6: Performance Evaluation of the Read with Me Basic Education Activity

The purpose of this mid-term performance evaluation of the Read with Me (RwM) Basic Education activity is to help determine which components and project aspects are working well, which are not and why, and to support USAID to make informed decisions for future work planning of the Read with Me activity. This external assessment also will assess stakeholder engagement and sustainability, examine the relevance of the development hypothesis, and serve as a quality assurance control for Read with Me's internal impact evaluation including review of its developed tools and methodology.

Tasks Completed in Q3 FY19

Ms. Dzula traveled to Tajikistan May 6-24, 2019 to complete stakeholder interviews, finalize assessment instruments and protocols, and prepare assessors to conduct classroom observations and school-based interviews with parents, school directors and teachers.

The assessor training was held 14-16 May and was conducted in partnership with M-Vector, RTI's data collection subcontractor. Twelve assessors completed the training. Inter-rater reliability was conducted in a pilot school on 15 May. The average reliability score of assessor pairs was 89% for the pilot, exceeding the 80% minimum threshold score for classroom observations. Data collection was completed in 35 schools the week of 20 May. At each school assessors observed one grade 2 and one grade 4 lesson, interviewed two teachers (grade 2 and grade 4), and interviewed the school director. In each region, a parent focus group was held.

Ms. Dzula completed interviews with 25 RwM staff and government stakeholders, and one group interview with seven teacher trainers. Participants were asked for permission to audio record the interviews for transcription purposes. Transcripts from stakeholder interviews and school-based interviews were transcribed during the month of June. Analysis was conducted in August and September. The draft report was submitted to USAID for review and comment on 28 September 2019.

Anticipated Tasks for Q1 FY20

Tasks	Timeframe
Finalization of the report	December 2019

Opportunities and Constraints

The draft report submission was delayed significantly due to recoding of the qualitative data.

Changes in Key Personnel and Reallocation of Level of Effort

None.

3.11 Activity 3.8: USAID/Philippines Support to DepEd (All Children Reading–Philippines)

The USAID/Philippines Support to DepEd activity supports Mission goals and capacity building for DepEd Philippines.

Tasks Completed in Y3

The focus of FY19 has been the implementation of a National EGRA that will be comparable to the 2013 National EGRA, as well as a Regional EGRA and Language Study. The activity team worked on designing and delivering capacity development for the Project Management Service - Project Development Division. The team also made progress on an ICT landscape review and follow-on support to inclusive education.

National EGRA

During FY19, the activity team successfully carried out a National EGRA study. Planning for the study began in November 2018 followed by assessor training on February 4–8 in Manila. The training logistics were supported by a local research subcontractor, Kantar TNS, and a local consultant, Mr. Rufino Jamilano. The training was also supported by a co-facilitator from DepEd, appointed by Region IV-A, Ms. Maybel Abrecillo, Regional EPS, who was trained on EGRA in previous National and Regional EGRA administrations. Instrument piloting took place the week of February 11, and data collection began on February 18 and concluded on March 5.

Throughout Q3, home office statisticians and project team worked to clean and analyze the data. A technical working group (TWG), which includes 4 DepEd central office officials, was formed and held their first meeting with RTI home office staff. The meeting, held on June 5, was attended by Sarah Pouezevara, Jennifer Pressley, Kellie Betts, Joe DeStefano, and Josephine Marcos of RTI; Monica Ang-Tan of USAID/Philippines; Joy Tuguinayo, Nemia Cedo, Patricia Santos, and USec. San Antonio of DepEd. During the meeting, Ms. Pouezevara presented results from the study and the TWG engaged in discussion on the policy implications of the findings.

A second TWG meeting was held 26 July at the Summit Ridge Hotel. The meeting was led by Ms. Pouezevara and attended by TWG members plus other local researchers and MEL Advisor for the Philippines ABC+ project.

The National report and brief were submitted for review and approval on 30 September.

Regional EGRA and Language Study

In Q1, Ms. Betts and Ms. Harden traveled to Philippines for an adaptation workshop for 2 of the 4 languages included in the Regional EGRA and Language Study. Two of the languages used instruments that were developed for previous EGRA administrations. From January 27–30, 2019, Ms. Betts and Ms. Sarah Pouezevara facilitated the assessor and supervisor training for the Regional EGRA; Karon Harden and Patience Sowa carried out the training of classroom observers. The training was held in Davao City. Logistical support throughout the training was provided by Kantar TNS and RTI Regional Logistics Coordinator Loloy Gelmo.

EGRA participants included Bahasa Sug-, Maguindanoan-, Meranaw-, and Chavacano-speaking government employees from the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM) and Region IV. Nine representatives from each language were selected

by participating regional and district offices based on pre-defined criteria. Additionally, one co-trainer per language was also selected to help train and lead each of the language groups throughout the training. Sixteen privately contracted team supervisors also attended training.

Training of classroom observers for the Language Study was held concurrently. The training was led by Ms. Harden and Dr. Sowa. Ms. Harden and Dr. Sowa trained the classroom observers to collect data using the following four instruments: Classroom Observation, Classroom Inventory, Teacher Interview, and Break Time Observation. Data collection for the 2019 Regional EGRA started on February 17 and ended on March 9. RTI home office staff monitored daily uploads of data, and KTNS provided logistical support and supervision to teams. Mr. Gelmo supported coordination with regional and divisional offices to ensure effective coordination with DepEd as the activities were carried out.

During Q3, home office statisticians and the project team cleaned the data and began analysis for report writing. The team also worked on preparations for the findings workshop and benchmarking workshop which were held in August. Four home office technical staff were in country to support the two workshops. August 27 and 28 were dedicated to results of the Regional EGRA and Language Study. In total, 63 people attended the findings workshop including local regional government officials including BARMM-MBHTE Director General, the BARMM-MBHTE Assistant Secretary of Academics, School Division Superintendents, School Heads, EGRA and Language Study data collectors, MTB-MLE Coordinators, Division Supervisors. In addition, 3 officials from Central Office DepEd (Bureau of Learning Delivery), university faculty from teacher training institutes, and representatives from implementing partners (Pathways and EduCo) attended. Ms. Karon Harden presented findings from the Language Study while Ms. Betts and Ms. Pouzevara presented data related to the EGRA. For both days of the workshop, participants sat in their respective language groups. Data was presented in such a way that language groups were not comparing scores, but rather reviewing, interpreting, and contextualizing the findings for their particular language and area. For the final session of the findings workshop, the participants were mixed among the languages and divided into four groups. Two groups worked specifically on policy recommendations that might be appropriate given the results, and two groups discussed additional dissemination activities (such as who needs to know which results). Participants were actively involved in all group work and came up with important recommendations for communicating to regional stakeholders and improving reading instruction.

On 29 and 30 August, Mr. Cummiskey led the Benchmarking Workshop. Twenty-six of the participants from the findings workshop stayed to participate in the benchmarking activity. On the first day, participants were presented with data from the 2019 Language Use and EGRA studies to assist in setting the fluency benchmarks. The second day of the workshop focused on setting targets given the benchmarks. Participants developed a better understanding of where the students currently are with regards to the fluency and comprehension benchmarks by reviewing the cumulative distribution graphs. For the final activity, language groups prepared a presentation of their final benchmarks and targets. Each group selected one member to present its recommendations. Participants were asked to think through explanations of how they arrived at the numbers they were presenting and to defend their choices. Participants were then charged to take the results back to their colleagues and work on action plans to accomplish the targets set.

The Regional EGRA Findings Report and accompanying brief plus the Language Study Findings Report and accompanying brief were submitted for review and approval on 30

September 2019. A separate brief on the benchmarking workshop and draft benchmarks set by each language group will be submitted in Q1 of FY20.

Educational exchanges

In this past year, the project team worked with subcontractor Allegro to plan an educational exchange for five DepEd delegates that will take place in Hawaii. The project team worked closely with the University of Hawaii to develop an itinerary for a 10-day tour. The itinerary was well received by DepEd and the tour was planned for August; however, it was later postponed by DepEd and is now anticipated to be carried out in early 2020. DepEd requested a second study tour for 2020 on the topic of artificial intelligence.

Capacity Building

During FY19, Ms. Sarah Pouzevara worked with DepEd's Project Management Service (PMS) to develop a customized training program to address current gaps and build capacity within the division.

Ms. Pouzevara led an initial in-country scoping and training needs assessment to properly design both a medium-term organizational learning plan and an immediate training program, as well as ensure full support and engagement at management level. The needs assessment took place over 3 days, April 10-12. The first meeting included Henry Grageda of USAID, in which we met PMS senior management: Milagros Talinio (Director, PMS), Miriam Coprado (PMS-PDD) and Erwin Yumpung (PMS-PMD). During this session we learned more about their objectives for the training program. Ms. Pouzevara also held individual interviews with staff members to understand the individual's current work responsibilities, what specific deliverables are coming up (so that they could potentially feature in future workplace training activities) and what strengths and weaknesses the individual considers him or herself to have.

Following the needs assessment, 25 staff from PMD and PDD attended a weeklong (April 22-26) training on leadership in project management for development. The training was led by Asian Institute of Management and covered a variety of topics including the project management cycle, competencies of project managers, and collaborative approaches to optimize project results.

A second workshop focused on technical writing was originally planned for Q4 but was later postponed by DepEd. The training is anticipated to be carried out in Q1 of FY20.

Assessment Needs

Following meetings between USAID/Philippines and DepEd, RTI prepared two new scopes of work related to assessment needs. The scopes were submitted to USAID/Philippines for review on June 18.

The first piece of work, requested by BEA, will assist regional offices in taking over the Early Literacy, Language, and Numeracy Assessment in additional mother tongue languages. The activity will take place in Region 5 and Region 6 and will be designed to pilot the process and build capacity needs of regional offices to adapt, implement, and analyze the assessment data going forward.

The second scope of work aims to strengthen teachers' abilities to use formative classroom-based assessments with children speaking mother tongue languages (MTs). First, the activity team will conduct an assessment mapping of classroom-based formative assessments to review approaches currently used for assessing MTs in the Philippines, as well as, in Low- and Middle-Income Country literature. Second, the team will develop and adapt an approach that is most appropriate for the Filipino context. Third, two pilot studies will be conducted with

two MTs. Fourth, a report will be produced that will summarize the assessment mapping and literature review, outline the assessment approach and tool development process, present the findings of the two pilot studies, and outline recommendations and guidance on the utilization of this approach with other MTs.

In Q4, the project team continued to discuss the scopes of work in coordination with ABC+. The ABC+ project team held regional consultations for their newly awarded projects. The information collected by ABC+ was shared with ACR-Philippines, and the two projects will work closely together to coordinate how best to carry out the assessment related work in FY20.

Inclusive Education Follow-on Work

Following the conclusion of the pilot funded under ACR-Asia in FY18, the data were analyzed and disseminated at an in-country workshop held on October 18, 2018. Ms. Betts and Ms. Strigel traveled to the Philippines and presented the findings from the pilot along with recommendations for future school-based screening programs in the Philippines.

Following dissemination, a 4-day Training of Trainers (TOT) for DepEd Regional Staff and Implementing Partners was held. Regional DepEd staff (1 school administrator and 1 medical officer/nurse), 5 central office staff (SID and Education Assessment Division [EAD]), and local implementing partners participated in the training. In total, 45 people attended the training. The purpose of the activity was to train the regional representatives and implementing partners on how to use the screening devices and prepare them to train others on using the devices in school settings. In addition, DepEd Central Office staff participated in several concurrent sessions that focused on monitoring screening data, managing the database, analyzing screening data, and brainstorming ideas for roll out of school screening programs.

In Q2, at the request of DepEd's Bureau of Learning Delivery (BLD), we prepared a SOW to provide technical assistance to the Student Inclusion Division (SID). The support will aim to produce tested (and costed) minimum standards for screening, referral, accommodation and service pathways for students with disabilities attending public schools in rural and urban areas. The work will take into consideration parental needs, school leader and teacher capacity, and existing good practices. The SOW also included a long-term local technical advisor specialized in inclusive education to be co-located with SID. The SOW and job description were both reviewed and approved by BLD's director, Leila Areola, in Q3. The project team began recruitment for the position in Q4.

ICT Study

Ms. Pouzevara met with the Director of ICT on April 9 to gauge current interest in, and priorities of DepEd in the area of technology. Following the meeting, RTI hired subcontractor, FitEd, to conduct on landscape review to learn more about the various technology programs being implemented in schools across the early grades. During Q3 and Q4, FitEd collected data and began analysis and report writing for the review. The information from the review will be used to select one or more programs to undergo an evaluation. The evaluation is anticipated to start in Q2 2020.

Management

The management team submitted an updated workplan covering all ongoing and upcoming activities. The workplan was submitted on June 8 and approved on June 10. In addition, the team submitted a cost to complete budget on July 9. The budget indicated a large amount of unprogrammed funds. The team had follow-up discussion with USAID/Philippines to discuss

ideas for programming the remaining funds in order to finish ongoing activities as well as plan new activities based on the current needs of DepEd. USAID/Philippines also suggested a no cost extension of the activity through June 29, 2021 to align with the end of ACR-Asia and to provide sufficient time to finish all activities.

Anticipated Tasks for Q1 FY20

Tasks	Timeframe
National EGRA Follow-on Research	
Plan for follow-on studies based on findings from 2019 EGRA	October-November 2019
Regional EGRA and Language Study	
Presentation at Conference for Basic Education Researchers	October 2019
Establish Reading Benchmarks	
Submit benchmarking brief	October 2019
Educational Exchange	
Planning for educational exchange in Hawaii (5 DepEd delegates)	October-December 2019
Planning for educational exchange on artificial intelligence	October-December 2019
Capacity Building	
PMS training on technical writing	November 2019
ICT Study	
Submit landscape review of ICT programs in early grades	November 2019
Inclusive Education Follow-on	
Recruit and hire for Inclusive Education Advisor	Ongoing
Collect data from regions on use of screening tools	October-November 2019
Assessment Needs	
Planning for ELLNA SOW	Ongoing
Planning for teacher assessment SOW	Ongoing

Opportunities and Constraints

Costs incurred during Y1 of implementation are lower than expected due in large measure to lower than estimated data collection/subcontractor scope and costs in country. In addition, our team has had to stagger several of the activities in the annual work plan that required support from the same DepEd divisions and even the same staff within those divisions. The project team has worked closely with USAID/Philippines and DepEd to prioritize activities and stagger implementation accordingly. Going into Year 2 of implementation, there are several activities that are starting up (PMS training/capacity development, study tour, assessment pilots, ICT activity, and additional support to SID) that will help improve the burn rate. The team is also working to finalize a no cost extension to allow for additional time to carry out planned activities.

Changes in Key Personnel and Reallocation of Level of Effort

None.

3.12 Activity 3.9: Technical Assistance to Uzbekistan Ministry of Public Education

The Republic of Uzbekistan's new administration, including the Ministry of Public Education (MOPE), is reform-minded and eager to make the education sector an example of effective and transparent government. The MOPE, which has responsibility for primary and general secondary education, is embarking on several reforms in the education sector and has requested USAID assistance to support and advise those reform efforts. The critical areas that have been identified for immediate intervention are in assessment and data management (Early Grade Reading Assessment (EGRA), Early Grade Math Assessment (EGMA), and Education Management Information System (EMIS), curriculum reform, teacher preparation and support, head teacher and school management training, and strategic and organizational planning.

The overarching purpose of all the assistance to be provided under this activity will be focused on building MOPE capacity. Inputs, advice, and technical assistance will be structured to work with MOPE colleagues in ways that reinforce, strengthen and extend the Ministry's institutional capacity in the agreed areas of strategic, managerial and technical support. Technical assistance will be provided through long- and short-term technical assistance.

- Long-Term Technical Advisor: To fully support implementation of reforms and innovations; develop of action plans, establish data-based mechanisms for monitoring and evaluating implementation progress, and, importantly, to track improvements in learning outcomes.
- Targeted Short-Term Technical Assistance: To fully support expertise in areas such as assessment, sector financing and use of information.

Tasks Completed in Y3

Two scoping trips were completed in FY19 to develop the SOW and cost contribution plan and to support the EGRA/EGMA pre-design. During the week of May 6-10, 2019, RTI held a series of planning meetings with MOPE officials to review and define the parameters of the EGRA/EGMA survey, and to obtain commitments from the relevant MOPE technical departments and leadership regarding the objectives, design, and timing of the survey. It was decided that the survey will take place in two stages, a smaller scale pilot survey in October 2019 followed by a full-scale national survey in April/May 2020. The purpose of the pilot in October is to validate the instruments and build MOPE capacity for EGRA/EGMA survey work. The national survey in April/May would cover all regions, all languages and permit national level rural v. urban comparisons for grade 2 and grade 4 students.

RTI submitted to MOPE a formal request for the data needed to create the sample for both the pilot and the national survey next school year. We also translated into Russian all the documents detailing the design of the EGRA/EGMA survey. In the following quarter the SOW for the activity will be revised and finalized. Instruments will be created in seven local languages including a subtask in English.

We continued to recruit for the LTTA position and on 27 September 2019 we submitted Dr. Gustavo Arcia for USAID approval to serve as the long term senior education advisor. We anticipate Dr. Arcia to provide strategic planning, technical support, and sector coordination services for the MOPE. We anticipate approval for Dr. Arcia to begin work in Q1 FY20.

Anticipated Tasks for Q1 FY20

Tasks	Timeframe
Adapt instruments	October 2019
Conduct pilot training	November 2019
Pilot data collection	November 2019
Data cleaning and analysis	Nov-December 2019
Pilot findings complete	December-January 2019
LTTA: Written short-term and long-term plans of activities with proposed deliverables	December 2019

Opportunities and Constraints

Managing logistics and the financial administration for in-country workshops, trainings, and data collection efforts without in-country presence or regional office support has been a challenge especially as most expenses require cash payment. Technical support staff have had to assume logistical and financial support roles in country.

We continue to pursue registration which will allow RTI to formally open a bank account. We hope this will be resolved in anticipation of the national scale data collection, spring 2020, which will necessitate a local solution for payment transfer. Otherwise we plan to submit approval for financial support staff to accompany the technical team for the national data collection training and data collection.

Changes in Key Personnel and Reallocation of Level of Effort

Dr. Yasmin Sitabkhan will serve as program manager for the Technical Assistance to Uzbekistan Ministry of Public Education Activity.

4 Ad-Hoc Activity Requests

Two ad-hoc requests are open to provide STTA on an as-needed basis. No activity occurred this year for these ad-hoc requests.

4.1 Activity 1.6: Continued Support for Global Book Alliance

Activity 1.6 will provide support for the Global Book Alliance through various presentations and technical assistance. No tasks have yet been identified, and no tasks are currently planned for the next quarter.

4.2 Activity 2.4: Review of EGRA for Time to Read Tajikistan and Kyrgyzstan

In early 2018 we reviewed USAID Time to Read's EGRA instruments and provided feedback in advance of the midline pilot. In the Y3 work plan, we began scoping a new activity supporting evaluation activities for USAID/Central Asia Region. The team remains ready to provide additional technical assistance as requested.

5 Task Order Project Management Support

5.1 Operational Activities

Over the duration of the year, the activity tracker was updated on a weekly basis for internal RTI management meetings and shared with USAID every other week in advance of TO management check-in meetings. The tracker records current activities and key tasks under each activity. Cancelled or completed activities will remain in the tracker to show the progression of activities under this mechanism. The current tracker, as of September 30, 2019, is in **Annex E**.

5.2 USAID Meetings and Communication

TO Management Check-In Meetings: The ACR–Asia project management team meets with Contracting Officer Mitch Kirby every other week, to discuss TO updates. When relevant, one activity leader joins the meeting to provide pertinent updates regarding the specific activity. Status updates from Activity Leaders typically occur once a month.

Mr. Harbin is the program manager for the Philippines activity and will manage programmatic communication between the activity and the Mission.

Ms. Keely Stern, Home Office Project Manager for All Children Reading–Cambodia, left RTI in June 2019 and Joe DeStefano served as interim project manager. Jana Scislowicz will officially serve as PM for both ACR-Cambodia and ACL-Cambodia in FY20. Rachel Jordan will continue to provide Home Office M&E support as needed.

Dr. Sitabkhan is the program manager for the Uzbekistan activity and will manage programmatic communication between the activity and the Mission.

5.3 Reports and Deliverables

Management deliverables for ACR–Asia are captured in **Table 3**, and All Children Reading–Cambodia deliverables are captured in **Table 4**.

Table 3. ACR–Asia Management Deliverables

Contractual Deliverable	Submission Date
Annual Work Plan 2016–2017	Final: January 10, 2017 Approved: January 17, 2017
Monitoring and Evaluation Plan and Quality Assurance/Quality Control Plan	Draft: December 28, 2016 Revised: May 31, 2017 Approved: December 15, 2017
Branding Implementation Plan and Marking Plan	Submitted: January 11, 2017 Approved: January 17, 2017
Quarterly Progress Report Q1 FY17 (Oct–Dec)	Submitted: January 13, 2017 Approved: February 22, 2017
Quarterly Progress Report Q2 FY17 (Jan–Mar)	Submitted: April 14, 2017 Approved: April 19, 2017
Quarterly Progress Report Q3 FY17 (Apr–Jun)	Submitted: July 14, 2017
Quarterly Accruals Report Q1 FY17 (Oct–Dec)	Submitted: December 20, 2016
Quarterly Accruals Report Q2 FY17 (Jan–Mar)	Submitted: March 20, 2017
Quarterly Accruals Report Q3 FY17 (Apr–Jun)	Submitted: June 20, 2017
Quarterly Accruals Report Q4 FY17 (Jul–Sep)	Submitted: September 15, 2017
Annual Work Plan 2017–2018	Draft: October 27, 2017

Contractual Deliverable	Submission Date
	Revised: November 30, 2017 Final: January 10, 2018
Annual Progress Report 2016–2017 / Quarterly Progress Report Q4 FY17 (Jul–Sep)	Submitted: November 10, 2017 Approved: December 15, 2017
Quarterly Accruals Report Q1 FY18 (Oct–Dec)	Submitted: December 20, 2017
Quarterly Progress Report Q1 FY18 (Oct– Dec)	Submitted: January 15, 2018
Quarterly Accruals Report Q2 FY18 (Jan–Mar)	Submitted: March 13, 2018
Quarterly Progress Report Q2 FY18 (Jan–Mar)	Submitted: April 13, 2018
Quarterly Accruals Report Q3 FY18 (Apr–Jun)	Submitted: July 9, 2018
Quarterly Progress Report Q3 FY18 (Apr–Jun)	Submitted: July 13, 2018
Quarterly Accruals Report Q4 FY18 (Jul–Aug)	Submitted: September 18, 2018
Annual Progress Report 2017–2018 / Quarterly Progress Report Q4 FY18 (Jul–Sep)	Submitted: November 9, 2018 Approved: November 19, 2018
Annual Work Plan 2018-2019	Submitted: October 27, 2018 Approved: November 19, 2018
Quarterly Accruals Report Q1 FY19 (Oct–Dec)	Submitted: December 21, 2018
Quarterly Progress Report Q1 FY19 (Oct–Dec)	Submitted: January 22, 2019
Quarterly Accruals Report Q2 FY19 (Jan–Mar)	Submitted: March 13, 2019
Quarterly Progress Report Q2 FY19 (Jan-Mar)	Submitted: April 12, 2019
Quarterly Accruals Report Q3 FY19 (Apr–Jun)	Submitted: June 21, 2019
Quarterly Progress Report Q3 FY19 (Apr-Jun)	Submitted: July 12, 2019
Quarterly Accruals Report Q4 FY19 (Jul-Sep)	Submitted: September 23, 2019
Annual Work Plan 2019-2020	Submitted: October 8, 2019 Approved: In process
Annual Progress Report 2018–2019 / Quarterly Progress Report Q4 FY19 (Jul–Sep)	Submitted: November 11, 2019

Table 4. All Children Reading–Cambodia Management Deliverables

Contractual Deliverable	Submission Date
Annual Work Plan 2017–2018	Draft: May 19, 2017 Final: June 21, 2017 Amended & approved: September 21, 2017
Activity Monitoring and Evaluation Plan	Draft: July 3, 2017 Revised: September 19, October 31, December 6, 2017 Pending revision
Branding Implementation Plan and Marking Plan	Draft: July 7, 2017 Revised: July 17, 2017 Approved: July 19, 2017
Quarterly Progress Report Q3 FY17	July 14, 2017 No comments received; approved
Quarterly Progress Report Q4 FY17	October 18, 2017 Revised: October 31, 2017 Approved: November 13, 2017

Contractual Deliverable	Submission Date
Quarterly Progress Report Q1 FY18	January 15, 2018 Approved: February 2, 2018
Quarterly Progress Report Q2 FY18	April 13, 2018 Approved: May 8, 2018
Quarterly Progress Report Q3 FY18	July 13, 2018
Annual Progress Report 2017–2018 / Quarterly Progress Report Q4 FY18 (Jul–Sep)	Submitted: November 9, 2018
Quarterly Progress Report Q1 FY19	January 22, 2019 Approved: March 22, 2019
All Children Reading–Cambodia and All Children Learning Annual Work Plan	December 1, 2018 Approved: January 29, 2019 – ACL & February 6, 2019 – ACR
Khmer Summary of the All Children Reading–Cambodia and All Children Learning Annual Work Plan	February 12, 2019 Approved: May 9, 2019
All Children Reading–Cambodia and All Children Learning MEL Plan	March 1, 2019 Approved: July 29, 2019
Quarterly Progress Report Q2 FY19	April 18, 2019
Quarterly Progress Report Q3 FY19	August 16, 2019
All Children Reading–Cambodia and All Children Learning Annual Work Plan	August 30, 2019
Annual Progress Report 2018–2019 / Quarterly Progress Report Q4 FY19 (Jul–Sep)	October 30, 2019

5.4 Monitoring and Evaluation Updates ACR–Asia

Please reference **Annex B** for the M&E summary table.

Indicator 1: Number of trainings, seminars, workshops, networking, and dissemination events held [webinars to be captured under this indicator]

Thirty-seven (37) qualifying events were held this quarter: three USAID/Philippines events and 34 events logged for All Children Reading–Cambodia (**Table 5**). This year 114 events have been counted against Indicator 1.

Table 5. Indicator 1 Q4 FY19

Events: ACR-Asia		Date(s)	Event Type
Events: ACR-Philippines			
1	National EGRA Technical Working Group Workshop	07-26-2019	Workshop
2	Regional EGRA and Language Study Findings Workshop	08/26/2019 – 08/27/2019	Workshop
3	Benchmarking Workshop	08/29/2019 – 08/30/2019	Workshop

Events: ACR-Asia		Date(s)	Event Type
Events: All Children Reading – Cambodia			
4	1st film grade 1 video for bridge lesson	07/09/19 -- 07/11/19	Workshop
5	1st film pre-school video shooting	07/30/19 -- 08/01/19	Workshop
6	2nd film grade 1 video for regular lesson	07/16/19 -- 07/18/19	Workshop
7	2nd film pre-school video shooting - Kampong Thom	08/22/19 -- 08/22/19	Workshop
8	Consultation workshop on Year 2 Khmer syllabus development	09/23/19 -- 09/25/19	Workshop
9	Core trainer orientation and facilitation skills training - Phnom Penh	08/05/19 -- 08/09/19	Training
10	Core trainer training of trainers (TOT) for literacy coach - Phnom Penh	08/26/19 -- 08/30/19	Training
11	Core trainer TOT workshop for grade 1 teacher workshop	09/16/19 -- 09/19/19	Workshop
12	Core trainer TOT workshop for grade 2 teacher workshop	09/16/19 -- 09/19/19	Workshop
13	Deaf adapted early grade reading assessment (EGRA) enumerator training	07/16/19 -- 07/19/19	Training
14	Develop the syllabus for semester 2 year 2	07/19/19 -- 07/20/19	Workshop
15	Final review of the grade 1 and teacher's guide for blind class	09/03/19 -- 09/04/19	Dissemination
16	Grade 2 literacy coach training	09/02/19 -- 09/06/19	Training
17	Literacy coach workshop #1 (Grade1/Grade2)	09/09/19 -- 09/12/19	Dissemination
18	Meeting to review final revised pre-school teacher's guide, Phnom Penh	08/08/19 -- 08/09/19	Dissemination
19	Meeting to review grade 1 teaching and learning materials (TLMs)	07/08/19 -- 07/10/19	Dissemination
20	Meeting to review the final revised grade 1 supplemental student books and teacher's guides with MoEYS partners	07/17/19 -- 07/18/19	Dissemination
21	Meeting to review the grade 1 and 2 teacher workshop materials	07/22/19 -- 07/23/19	Dissemination
22	Meeting to review workshop material for grades 1 and 2	07/11/19 -- 07/12/19	Dissemination
23	National trainer orientation & facilitation skills, Kampong Thom	08/12/19 -- 08/15/19	Workshop
24	Pilot-adapted EGRA for deaf students	07/22/19 -- 07/25/19	Training
25	Referral Disability Children to Eye clinic – Kampong Cham	08/12/19 -- 08/12/19	Workshop
26	Referral Disability Children to Eye clinic – Kampong Thom	08/02/19 -- 08/02/19	Workshop
27	Referral Disability Children to Siem Reap	08/07/19 -- 08/07/19	Workshop
28	Review TLM feedback for pre-school	07/23/19 -- 07/24/19	Dissemination
29	School director and teacher reflection meeting DK Hotel Kampong Thom	07/25/19 -- 07/25/19	Dissemination

Events: ACR-Asia		Date(s)	Event Type
30	School director TOT, Kampong Thom	08/06/19 -- 08/06/19	Training
31	School director training, Kampong Thom	08/08/19 -- 08/08/19	Training
32	School director training, Kampong Thom, Stueng Sen	08/08/19 -- 08/08/19	Training
33	School director workshop provincial teacher training center - Kampot	07/24/19 -- 07/25/19	Workshop
34	Testing assessment tools on EGRA for blind students	07/08/19 -- 07/12/19	Workshop
35	Referral Disability Children to eye clinic – Kampong Cham1	07/15/19 -- 07/15/19	Dissemination
36	Referral Disability Children to Siem Reap 2	08/22/19 -- 08/22/19	Dissemination
37	Referral Disability Children to Siem Reap1	07/04/19 -- 07/04/19	Dissemination

Indicator 2: Number of administrators and officials successfully trained with USG support

In Q4 FY19, 313 education administrators (23 women total) were trained at a School Director Workshop in Kampot. See **Table 6**.

In FY19, 626 (245 women) administrators and officials were successfully trained with USG support.

Table 6. Indicator 2 Q4 FY19

Training Event	Dates	Duration (Hours)	Location	Total Count (W)
School Director Workshop in Kampot	07/24/19 -- 07/25/19	16	Cambodia	313 (23)

Indicator 3: Number and percent of trainees/participants who report improved knowledge as a result of the training

None to report for Q4 FY19. The average percentage for the year is 92% of trainees/participants reported improved knowledge as a result of training.

The following training events are included in the FY19 calculation:

For the National and Regional EGRA Assessor Training in the Philippines, assessors were required to complete an Assessor Accuracy Measure (AAM) assessment at the conclusion of the training. Assessors were required to score 90% or greater on the final AAM assessment in order to be selected for the data collection. Ninety percent (91%) of assessors scored 90% or higher on the final EGRA regional AAM and 86% of assessors passed the final EGRA national AAM.

During the weeklong Leadership in Project Management training (USAID/Philippines), participants were asked to complete pre and post surveys. Eighteen participants completed both surveys. Of these 18 participants, 17 reported improved knowledge as a result of the training (94%).

For the EGRA/EGMA Midline Assessor Training in Cambodia, ninety percent (90%) of assessors scored 90% or higher on the final EGMA AAM and 96% of assessors passed the final EGRA AAM.

On the adapted EGRA 99% of assessors scored 90% or higher on the final adapted EGRA AAM.

Assessors scored 89% (on average) on the inter-rater reliability pilot for the Tajikistan RWM Performance Evaluation assessor training. Assessors were required to score 80% or greater on the assessment in order to be selected for the data collection.

Indicator 4: Number of meetings held with organizations to establish potential public-private partnerships

All Children Reading–Cambodia routinely collaborates with various NGOs and international NGOs in the course of project planning, material and training development, and project implementation. Once per quarter a collaboration working group meeting is held in which the eight key partners meet to coordinate project plans. These meetings also include learning visits with key government counterparts. Of note this quarter is the number of school visits conducted by district and provincial offices of education (DOE/POE).

Twelve (12) events are measured against Indicator 4 this quarter. This FY, 66 meetings in total have been held and all contributed by ACR-Cambodia.

The events are captured in **Table 7** by date.

Table 7. Indicator 4 Q4 FY19

Events: All Children Reading–Cambodia		Date(s)	Event Type
1	Discussion and Initiative meeting, Kampong Thom	08/09/19 -- 08/09/19	Technical Exchange
2	Grade 1 school visit - Baray	08/16/19 -- 08/22/19	Learning Visit
3	Grade 1 school visit - Kampong Svay	07/03/19 -- 07/23/19	Learning Visit
4	Grade 1 school visit - Provincial office of education (POE), Kampong Thom	07/05/19 -- 07/11/19	Learning Visit
5	Grade 1 school visit - Stung Sen	07/02/19 -- 07/03/19	Learning Visit
6	Grade 1 school visit - Baray	07/08/19 -- 07/22/19	Learning Visit
7	Grade 1 school visit - Sandan	07/17/19 -- 07/24/19	Learning Visit
8	Grade 1 school visit - Stong	07/09/19 -- 07/12/19	Learning Visit
9	Meeting with Commune Councils (CC), Health Centers (HC), School Directors, Disabled People's Organizations (DPOs), and district office of education (DOE)	07/15/19 -- 07/17/19	Networking
10	Meeting with CC, HC, SD, DPO, and DOE-Techomeas School - Kampong Thom	07/15/19 -- 07/15/19	Networking
11	POE Meeting Kampong Thom	07/31/19 -- 07/31/19	Technical Exchange
12	Meeting with CC, HC, SD, DPO, and DOE1	07/22/19 -- 07/23/19	Networking

Indicator 5: Percentage of PPPs formalized

None to report this quarter however, this fiscal year, a consortium of eight community groups, local and international NGOs, and private schools agreed to partner with ACR/ACL-Cambodia on a joint book order.

The book order was for materials developed by ACR and ACL and initiated in early 2019. The total paid for this order of 1,446 pattern books and 620 sensory stories was [REDACTED]. Details of the book order, by purchaser, can be found in the table below.

Institution	Type of Institution	Pattern Books	Sensory Stories
Room to Read	INGO	566	-
Kampot PTTC Community (includes NGO schools)	NGO	250	200
SIPAR	INGO	130	-
Caring for Cambodia	NGO	100	100
Siem Reap Community	NGOs	100	100
Borey Vithjea Private School (Kg. Chhnang)	Private school	100	20
Kampuchean Action for Primary Education (KAPE)—United Schools of Cambodia project	NGO	100	100
KAPE—REACH project	NGO	100	100

Indicator 6: Number of reports, policy briefs, and analyses produced and disseminated

Three reports were finalized this quarter from ACR-Cambodia:

- Disability screening report (approved in June but not counted last quarter);
- ACR-Cambodia Midline EGRA external flier; and
- ACR-Cambodia Midline EGRA brief.

In FY19, sixteen reports, policy briefs, and analyses were produced and disseminated by ACR-Asia.

Indicator 7: Number of scientific studies published, or conference presentations given as a result of USG assistance for research programs

None to report this quarter. In FY19 four presentations were counted:

- Using Mobile Technology for Sensory Disability Screening at ICEPVI on 17 October 2018 and;
- Three presentations at the CIES conference in San Francisco 14-18 April 2019:
 - Early Childhood Education: Evidence and considerations for programming in Asia
 - Setting Reading Benchmarks: Evidence from India

- Using the EGR Barometer to support benchmark and target setting for reading outcomes

Indicator 8: Number of sessions in the EGR Barometer

This quarter the Barometer logged 9,456 sessions with 94% new sessions on average. This FY, 34,009 new sessions were logged in the Barometer.

Indicator 9: Number of standardized learning assessments supported by USG

In this quarter, 4,475 learners were assessed by ACR-Cambodia partners using the harmonized EGRA (MoEYS/KAPE and EQAD). In total, 17,047 students have been assessed using standardized learning assessments in FY19.

Indicator 10: Number of impact evaluations conducted

None to report this quarter. This FY 5 evaluations were conducted:

- India Impact Evaluation
- RwM Performance Evaluation
- Cambodia Baseline and Midline Assessments and,
- Philippines Regional and National Assessments (2019 v 2013).

Indicator 11: Number of learners in primary schools or equivalent non-school-based settings reached with USG education assistance

No unique learners to report in Q4.

FY 2018-19- Direct: 24,250 (12,125 girls)

FY 2018-19- Indirect: 40,631 (20,555 girls)

The project has used deliveries of semester two student books to estimate learners reached by the end of the year. The semester two numbers have been used rather than earlier numbers reported because: firstly, in all locations the actual enrolment numbers were bigger than forecasted by the MoEYS data, and because they are considered more accurate to include all learners reached, and secondly, numbers of student books originally provided by the project did not include Save the Children who printed these themselves during Q1.

Direct:

- In Kampong Thom 25,450 books were distributed to schools (approximately 1,200 assumed to be for teacher, school directors, and POE/DOE leaving 24,250 assumed for students) making the total of learners directly reached under this indicator.

Indirect:

- 38,600 books delivered to GPE-funded province total (approximately 1,500 assumed to be given to teachers, school directors, and POE/DOE, 37,100 assumed for students)
- 2,000 books delivered to Room to Read for Kampong Speu (approx. 50 assumed for teachers, school directors and POE/DOE, 1,950 assumed for students)
- 1,581 actual student numbers reported by Save the Children as reached the FY2018-19 (730 girls)

Indicator 12: 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

None to report this quarter.

5.5 Monitoring and Evaluation (M&E) Updates USAID/Philippines

Please reference **Annex B** for the M&E summary table.

Indicator-001: Number of seminars, trainings, workshops, networking, and dissemination events held

This FY, nine qualifying events were held:

- Vision and Hearing Screening Dissemination Event
- Vision and Hearing Screening TOT Training
- Regional EGRA Adaptation Workshop (Bahasa Sug and Meranaw)
- Regional EGRA and Language Study Assessor Training
- National EGRA Assessor Training
- PMS Capacity Building Training-- Leadership in Project Management
- National EGRA TWG Workshop
- Regional EGRA and Language Study Findings Workshop
- Regional Benchmarking Workshop for Bahasa Sug, Chavacano, Meranaw, and Magindanaw

Indicator-002: Number of administrators and officials successfully trained with USG support

During FY19, 195 DepEd officials received training (127 women in total) as follows:

- 45 participants (25 women) completed a 4-day training of trainers on Peak Vision and Hear Screen electronic screening tools.
- 125 DepEd officials (88 women) received EGRA training.
- 25 DepEd officials (14 women) received Project Management in Leadership training as part of a larger capacity building effort for DepEd PMS division.

Indicator-003: Number of trainees/participants who report improved knowledge as a result of the training

For the National and Regional EGRAs in the Philippines, assessors were required to complete an Assessor Accuracy Measure (AAM) assessment at the conclusion of the training. Assessors were required to score 90% or greater on the final AAM assessment in order to be selected for the data collection. Ninety-one percent (91%) of assessors scored 90% or higher on the final Regional EGRA AAM and 86% of assessors passed the final National EGRA AAM. The percent of trainees/participants who report improved knowledge as a result of these trainings is 89%.

During the weeklong Leadership in Project Management training, participants were asked to complete pre and post surveys. Eighteen participants completed both surveys. Of these 18 participants, 17 reported improved knowledge as a result of the training (94%).

Indicator-006: Number of reports, policy briefs, and analyses produced and disseminated

Two deliverables were submitted and approved in FY19 as follows:

- Vision and Hearing Pilot Report, and

- Vision and Hearing Pilot Brief.

Indicator-009: Number of standardized learning assessments supported by USG*

Two standardized learning assessments were completed in FY19: the National and the Regional EGRA. Across the two assessments 5,601 learners (2,834 girls) from grades 2 and 3 were assessed.

Custom-001: DepEd personnel cost contribution for training attendance and fieldwork activities (# of days x daily rate x # of persons)

This indicator is calculated by multiplying the number of days of training by the number of individuals to complete the training by an estimate of their daily rate. The daily rate estimates were provided by the Mission and are based on DepEd salary scales for four generic roles: school heads, teachers, support staff (finance/nurses) and DepEd central office staff (**Table 8**).

We estimate PHP [REDACTED] in cost contribution by DepEd for FY19 with PHP 2,504,921 in total cost contribution to date.

Table 8. Custom Indicator-001

Event Name	Total Estimated Cost Share	Year
Vision and Hearing Screening Pilot	[REDACTED]	Q3 FY18
Vision and Hearing Screening TOT Training	[REDACTED]	Q1 FY19
Regional EGRA Adaptation Workshop	[REDACTED]	Q1 FY19
National EGRA Assessor Training	[REDACTED]	Q2 FY19
Regional EGRA and Language Study Assessor Training	[REDACTED]	Q2 FY19
PMS Project Management Overview Training	[REDACTED]	Q3 FY19
National EGRA TWG Meeting	[REDACTED]	Q4 FY19
Regional Findings Workshop	[REDACTED]	Q4 FY19
Benchmarking Workshop	[REDACTED]	Q4 FY19
	[REDACTED]	

Indicator-013: Number of primary or secondary educators who complete professional development activities with USG assistance

None to report this quarter.

Annex A: Timeline of Activities

A.1 ACR–Asia Core Illustrative Timeline Year 4

Activities and Proposed Tasks	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Activity 1.6 – Continued support for Global Book Alliance	(Deliverables TBD)											
Activity 1.8 – Early Childhood Education (ECE): Considerations for Programming in Asia Report and Follow-on												
Newsletter			X			X			X			X
Activity 1.13 – Private Sector Engagement and Strategic Alliance Research Activity												
Develop SOW	X	X										
Conduct desk study			X	X								
Draft report				X	X							
Final report						X						
Activity 1.14 – Strategic Review of Education Programming in India												
Develop SOW		X	X									
Conduct desk study				X								
Field work					X							
Draft report						X						
Final report							X					
Activity 1.15 – Burma Education Sector Assessment												
Develop SOW	X	X										
Conduct desk study		X	X									
Field work				X								
Draft report					X							
Activity 2.3 – Build out EGR Barometer												
Maintenance, analytics, user support	X	X	X	X	X	X	X	X	X	X	X	X
Digital media campaigns	X	X	X	X	X	X	X	X	X	X	X	X
Add 1 non-RTI study (Pakistan) and 4 RTI studies (India, Cambodia, Nepal and Philippines)			X						X		X	
Activity 3.1 – All Children Reading – Cambodia (Implementation ongoing; see below)												

Activities and Proposed Tasks	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Activity 3.8 – USAID/Philippines Support to DepEd (All Children Reading—Philippines) (Implementation ongoing; see below)												
Activity 3.9 Technical Assistance – Uzbekistan												
EGRA/EGMA												
Adapt instruments	x											
Pilot master assessor training		x										
Pilot data collection		x										
Data cleaning and analysis		x	x									
Pilot findings complete			x	x								
Finalizations of instruments based on pilots				x	x							
Refresher training for master trainers						x						
Assessor training						x						
Data collection							x					
Data cleaning and analysis								x	x	x		
Draft report										x	x	
Conduct dissemination event				x						x		
Final report												x
LTTA												
Written short-term and long-term plans of activities with proposed deliverables		x										
Monthly progress and technical reports			x	x	x	x	x	x	x	x	x	x

A.2 USAID/Philippines Support to DepEd Illustrative Timeline 2019–2020

Activities and Proposed Tasks	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Regional EGRA and Benchmarks												
Present regional EGRA data to Conference on Basic Education Research	x											
Provide Support to DepEd's Kindergarten (K)-Grade 12 Assessment Requirements												
Pilot transition processes and develop ELLNA in 2 regions		x	x	x	x	x	x	x	x	x	x	
Submit pilot report on transition of ELLNA to 2 regions												x
Support Education Exchanges												
Plan and finalize logistics for study tours	x	x	x									
Support DepEd tour to Washington	x											
Conduct US-based study tour					x	x						
Conduct AI study tour						x	x					
Submit summary report							x					
Project Management Services (PMS) Capacity Building												
Conduct training on technical writing and project closeout				x								
Conduct management retreat/training				x								
Identify next topics aligned targeted staff				x	x							
Use of Information and Communication Technology (ICT) Tools to Enhance Learning Outcomes												
Complete landscape review	x											
Develop and plan for impact study of a specific initiative or technology model		x	x									
Inclusive Education Add-on Activities												
Recruit for long-term technical assistance position	x	x										
Develop pathway for screening, identification, referral, accommodation, and specialized services		x	x	x								
Pilot pathway/approach				x	x	x	x	x	x	x	x	x

A.3 All Children Reading–Cambodia and All Children Reading-Learning Illustrative Timeline 2019–2020

Colored blocks indicate when deliverable will be completed, detailed timeline for development of each deliverable to be determined with relevant stakeholders).

	FY20 Q1			FY20 Q2			FY20 Q3			FY20 Q4		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Result 1: The MoEYS has the tools to improve inclusive, evidenced-based early grade literacy instruction												
Sub-Result 1.1: The student and teacher resources and materials necessary for an inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed												
1.1.1 Work with MoEYS and NGO partners to create the core student and teacher instructional materials for grade 2												
1.1.2 Create cross-curricular reading materials and leveled reading books for grade 2												
1.1.3 Update the grade 1 TLM following the first year of implementation												
1.1.4 Make final revisions to grade 1 TLM												
1.1.5 Make final revisions to grade 2 TLM												
1.1.6 Make final revisions to pre-school TLM												
1.1.7 Work with the MoEYS on handover and storage of final files and printing specifications for all TLM												
Sub-Result 1.2: The training content and materials, coaching, and teacher support tools necessary for the implementation of the inclusive evidence-based literacy program for upper pre-school, grade 1, and grade 2 are developed												
1.2.1 Assist the MoEYS in creating the grade 2 teacher professional development materials, incorporating inclusive education strategies (for remaining workshops)												
1.2.2 Continue to refine tools and resources for training and supporting teachers for grade 1												

	FY20 Q1			FY20 Q2			FY20 Q3			FY20 Q4		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
1.2.3 Continue to refine tools and resources for training and supporting teachers for pre-school												
1.2.4 Develop a report on classroom-based student learning assessment												
1.2.5 Continue to develop disability screening tools, guidelines and materials on processes for referral, and related training												
Sub-Result 1.3: Pre-service Khmer language modules on teaching and assessment in primary grades are developed												
1.3.1 Assist the MoEYS to develop pre-service modules for 12+4 - Khmer language teaching in lower primary												
1.3.2 Assist the MoEYS to develop pre-service modules for 12+4 - Upper primary												
1.3.3 Assist the MoEYS to develop pre-service modules for 12+4 - Assessment in Khmer language education												
1.3.4 Assist the MoEYS to develop pre-service training materials for 12+2 for lower primary Khmer language (including assessment)												
Sub-Result 1.4: Adapted versions of materials for use with students with visual or auditory disabilities are developed												
1.4.1 Develop braille versions of early grade Khmer materials for use in special schools												
1.4.2 Develop adapted versions of early grade Khmer materials for use with children learning in CSL for use in special schools and/or other settings												
1.4.3 Large print "easy-to-read" versions of student supplementary materials are developed to support students with low-vision, who are hard of hearing, or have unidentified difficulties with learning												
1.4.4 Video versions of cross-curricular reading books with sign and audio are developed												
Result 2: Strengthened partnerships that promote collaboration, coordination, and synergies between partners supporting inclusive early grade learning												
Sub-Result 2.1: Enhanced coordination and communication among the MoEYS's implementing partners												

	FY20 Q1			FY20 Q2			FY20 Q3			FY20 Q4		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
2.1.1 Maintain mechanisms for continued coordination and communication												
2.1.2 Continue to support the use of harmonized EGRA tools among the MoEYS's implementing partners												
Sub-Result 2.2: The adoption of the MoEYS EGL program by other actors, including NGOs and DPs is promoted												
2.2.1 Provide assistance to NGOs or other organizations interested in using the EGR package in schools and communities that they support												
Sub-Result 2.3: Increased engagement with parents and caregivers, community members, and the private sector to promote inclusive early grade learning;												
2.3.1 Finalize a detailed work plan for partnership and communications activities in collaboration with the MoEYS												
2.3.2 Promote visibility of and mobilize support for the MoEYS inclusive EGR program among families, schools, MoEYS staff, NGOs, and the private sector												
2.3.3 Promote attitudes and behaviors that increase access to quality early grade literacy education for children with disabilities												
Sub-Result 2.4: Strengthened public and private resources and services to support the scale-up of the inclusive EGL program and in particular the literacy component												
2.4.1 Cultivate and engage private sector and resource partners to increase the resource envelope available to support EGR at scale												
Result 3: The MoEYS is supported to develop and implement a plan for piloting and scaling up a coordinated and harmonized, inclusive, evidence-based MoEYS national EGL program that is feasible, practical, and scalable												
Sub-Result 3.1: The EGL program is implemented with direct support from the project (materials, training, and coaching) in at least two provinces to improve instruction and student outcomes												
3.1.1 Work with the MoEYS to support the implementation of the pilot of early grade literacy program in Kampong Thom Province, with some support to Siem Reap Province												

	FY20 Q1			FY20 Q2			FY20 Q3			FY20 Q4		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
3.1.2 Work with the MoEYS to support the implementation of the literacy program in Kampot Province, with some support to the new GPE-funded provinces												
3.1.3 Support implementation in practice schools in Phnom Penh and Battambang for TEC students to gain exposure and experience												
3.1.4 Support implementation in Kep (USAID funded) and a third round of provinces (using the MoEYS and other funding sources)												
3.1.5 Support implementation of the EGR in PTTCs (and connected practice schools) across the country												
3.1.6 Pilot strategies that schools and their communities can use to assure greater access to education for children with disabilities												
3.1.7 Prepare to support implementation of the mathematics package												
Sub-Result 3.2: The adapted EGR program is implemented in MoEYS's five special schools												
3.2.1 Train and support teachers in five special schools												
Sub-Result 3.3: Strengthened education systems and support mechanisms that enable the MoEYS to scale up and implement the inclusive EGL program												
3.3.1 Continue to build the capacity of MoEYS colleagues working on curriculum, student and teacher materials, and teacher professional development materials												
3.3.2 Continue to develop the capacity of provincial and district offices of education and PTTC colleagues involved in teacher training and ongoing teacher support												
3.3.3 Assure the participation of MoEYS colleagues at all levels in regular, ongoing reflection and learning regarding program implementation												
Sub-Result 3.4: Strengthened assessment systems that track student learning												
3.4.1 Support EQAD to analyze and present the results of grade 3 national assessments												

	FY20 Q1			FY20 Q2			FY20 Q3			FY20 Q4		
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
3.4.2 Provide some limited support to EQAD with the planning and execution of the grade 6 national assessment data collection, analysis, and presentation of results												
3.4.3 Support the MoEYS and partners to develop and use tools that can assess the literacy skills of children with disabilities (adapted EGRA)												
Sub-Result 3.5: Strengthened MoEYS capacity to effectively plan, manage, implement, and monitor inclusive early grade learning and develop relevant and responsive education policies for children with disabilities												
3.5.1 Continue to support the development and implementation of an EGR National Action Plan including a costed scale-up plan												
3.5.2 Work with the MoEYS to plan and conduct research including "rapid assessment" of student learning to learn more about the implementation of the EGL program, and inform planning for EGM implementation and EGR package final updates												
3.5.3 Contribute evidence to inform the development of the MoEYS's inclusive EGL policies and strategies												

Annex B: Progress by Indicator

	Indicator	Type	Disaggregation	Year 1 Target	Year 1 Actual	Year 2 Target	Year 2 Actual	Year 3 Target	Year 3 Actual	LOP Target	LOP Actual	% Target LOP
1	Number of seminars, trainings, workshops, networking, and dissemination events held [webinars to be captured under this indicator]	Output	By year, participant organization, country, training type	5	10	5	78	85	77	265	202	76%
2	Number of administrators and officials successfully trained with US government (USG) support	Output	By year, participant organization, and gender	60	6	60	626	60	626	300	1258	419%
3	Number of trainees/participants who report improved knowledge as a result of the training	Outcome	By event, by year	90%	100%	90%	100%	90%	92%	90%	97%	108%
4	Number of meetings held with organizations to establish potential public-private partnerships (PPPs) [networking, technical exchanges, and learning visits]	Output	By country, by year	4	2	4	19	12	54	20	87	435%
5	Percentage of PPPs formalized	Outcome	By year, organization type, and country	0	0	2	0	2	8	8	8	100%
6	Number of reports, policy briefs, and analyses produced and disseminated	Output	By year	4	1	4	5	4	13	20	22	110%
7	Number of scientific studies published, or conference presentations given as a result of USG assistance for research programs	Outcome	By year	0	0	2	3	2	4	8	7	88%
8	Number of Early Grade Reading Barometer user sessions	Output	By year	250	22,876	25,164	35,657	42,789	24,218	167,046	92,542	55%
9	Number of standardized learning assessments supported by USG	Output	By year	TBD	0	TBD	3,571	TBD	11,047	TBD	20,618	TBD
10	Number of impact evaluations conducted	Output	By year	TBD	0	TBD	0	TBD	5	TBD	5	TBD
11	Number of learners in primary schools or equivalent non-school-based settings reached with USG education assistance (girls, boys)	Output	By year, by gender, by country	TBD	0	TBD	0	TBD	64,881	TBD	64,881	TBD
12	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	Outcome	By year, by gender, by country	TBD	0	TBD	0	TBD	0	TBD	0	TBD

USAID/Philippines

	Indicator	Y1 Target	FY18 (Y1) Actual	Y2 Target	FY19 (Y2) Actual	LOP Target	Total to date	% LoP Target
Ind-001	Number of seminars, trainings, workshops, networking, and dissemination events held	1	1	5	10	11	11	91%
Ind-002 ES 1-12	Number of administrators and officials successfully trained with US government (USG) support	10	10	100	185	160	195	122%
Ind-003	Number of trainees/participants who report improved knowledge as a result of the training	90%	100%	90%	91%	90%	94%	Exceeded
Ind-006	Number of reports, policy briefs, and analyses produced and disseminated	1	0	5	2	11	2	18%
Ind-009	Number of standardized learning assessments supported by USG*	0	0	2	2	2	2	100%
Custom	DepEd personnel cost share for training attendance and fieldwork activities (# of days x daily rate x # of persons)	₱ ████████	████████	₱ ████████	████████	████████	████████	313%
Ind-013 ES 1-6	Number of primary or secondary educators who complete professional development activities with USG assistance	8	8	0	0	8	8	100%

Annex C: Annual Financial Report

Financial Summary at September 30, 2019

RTI International –Annual Financial Statement

Contractor/Recipient: RTI International All Children Reading (ACR)-Asia

Award No.: Prime Contract AID-OAA-I-14-00044, Task No. 4

Performance Period: September 30, 2016 - June 16, 2021

Annual Financial Report as of September 30, 2019

A	B	C	D	E	F=C+D+E	G = B-F	H = A-F
Original or Revised Total Estimated Cost	Obligated Amt. to Date	Total Expended as of Sep '18	Total Expended (Oct '18-Sep '19)	Outstanding Commitments	Total Expended to Date	Balancing Remaining of Obligated	Balance Remaining of Total Est Cost
████████	████████	████████	████████	████████	████████	████████	████████

Annex D: International Travel Completed and Planned for Upcoming Quarters

Completed travel

Activity	Name of Traveler	Purpose	Destination	Planned Travel Date
Activity 3.5	Carmen Strigel Kellie Betts	IE pilot screening dissemination	Philippines	Oct 2018
Activity 3.1	Joe DeStefano	Technical and management	Cambodia	Nov 2018
Activity 3.1	Keely Stern	M&E database and support	Cambodia	Nov 2018
Activity 3.8	Kellie Betts Karon Harden David Harbin	Adaptation workshop & program management	Philippines	Dec 2018
Activity 2.1	Matthew Jukes	AREW	Thailand	Dec 2018
Activity 3.8	Kellie Betts Sarah Pouezevara Karon Harden Patience Sowa	National and Regional EGRA training	Philippines	Jan 2019
Activity 3.1	Shauneen Melton	Operational support / ACL start-up	Cambodia (ACL)	Feb 2019
Activity 3.1	Keely Stern	Monitoring and Evaluation Support / ACL start-up	Cambodia (ACL)	Feb 2019
Activity 3.9	Joe DeStefano	Uzbekistan scoping trip	Uzbekistan	Feb 2019
Activity 3.8	Siobhan McGowan	Staff on-boarding	Philippines	Mar 2019
Activity 3.1	Jonathan Stern	EGMA and EGRA tool development	Cambodia (ACR)	Mar 2019
Activity 3.8	Sarah Pouezevara	Sarah Pouezevara	Sarah Pouezevara	Apr 2019
Activity 3.9	Joe DeStefano Sarah Pouezevara Chris Cumiskey	EGRA/EGMA scoping trip	Uzbekistan	Apr 2019
Activity 3.1	Meredith Sparks	Cover for project operations	Cambodia	Apr 2019
Activity 3.1	Joe DeStefano	Public-Private Partnership Strategy support and national strategy support	Cambodia	May 2019
Activity 3.1	Simon King	Support to EQAD	Cambodia	May 2019
Activity 3.1	Jonathan Stern Keely Stern Rachel Jordan	Enumerator training on EGRA and EGMA and program management support to operationalize upcoming evaluation	Cambodia	May 2019

Activity	Name of Traveler	Purpose	Destination	Planned Travel Date
Activity 3.6	Maria Dzula	Evaluation activities	Tajikistan	May 2019
Activity 3.4	Deepak Sharma Ram Prasad Sharma Yubaraj Paudel Gopal Narayan Shrestha Bomsher Rai Narayan Prasad Jha Purushottam Ghimire Devmani Chaudhary Roopram Tiruwa Babita Sharma Barbara Bocker Caroline Raistrick	Nepal Study Tour	Kenya	July 2019
Activity 3.8	Sarah Pouezevara	Capacity building support	Philippines	July-August 2019
Activity 3.1	Shauneen Melton Meredith Sparks	Annual Work Planning	Cambodia	July-August 2019
Activity 3.8	Sarah Pouezevara Karon Harden Christopher Cummiskey Kellie Betts	Dissemination events	Philippines	August 2019
Activity 3.1	Rachel Jordan	Onboarding M&E Specialist	Cambodia	September 2019

Planned travel

Activity	Name of Traveler	Purpose	Destination	Planned Travel Date
All Children Reading-Philippines Activity 3.9	Kellie Betts Myrna Machuca-Sierra	Presenting at the Conference on Basic Education Research (October 2019)	Philippines	5-10 days
	DepEd officials (TBD)	Attend US study tour (April 2020)	USA	10 days
All Children Reading-Uzbekistan	Peggy Dubeck Jonathan Stern Yasmin Sitabkhan	Adaptation workshop (October 2019)	Uzbekistan	10 days
Activity 3.1 Activity 3.1	Maria Dzula Rachel Jordan Maitri Punjabi	Pilot training (November 2019) & National training (April 2020)	Uzbekistan	10 days
	Gustavo Arcia	Relocation to Uzbekistan for LTTA assignment	Uzbekistan	N/A

Activity	Name of Traveler	Purpose	Destination	Planned Travel Date
Education Sector Assessment	Joseph DeStefano TBD	Stakeholder interviews; Sector analysis and assessment (TBD)	Myanmar	15 days
All Children Reading-Cambodia	Wykia Macon	Demobilization	USA	N/A

Annex E: Activity Tracker

Activity Tracker up to date as of September 30, 2019.

Activity No.	Assignment	IR	USAID/ RTI Activity Managers	Funding Source	Planning began	Data SOW submitted to USAID	USAID Approved date	Date staff in-country	USAID action items	Budget	Expenditures through 9/30/2019	% Expended	Year 4 budget est.	Start date	End date
Management															
	Management -DDL submissions: Cambodia (2/5) and India (2/8); Philippines is pending		MD	USAID/W					2017/18 CPARs; comment/approval of 2019-20 workplan	\$ 769,748	\$ 639,649	86%	\$ 280,786	10/1/2016	7/1/2021
Implementation															
1.8	Early Childhood Education: Considerations for Policy and Programming for Asia -Finalized newsletter; working out how to send successfully	1	MK/YS	USAID/W	11-May	6/13/2018	7/27/2018	Dec-18	None	\$ 120,074	\$ 67,509	56%	\$ 31,846	7/27/2018	7/1/2021
2.3	Build out Barometer Pending datasets: 1) Pakistan 2017 (USAID review) 2) Philippines 2019 (pushed to dev site) Released: -Nepal (ready; pending Govt approval); Vanuatu, PNG (released 9/29/17); Bangladesh R2R (released 2/14/18); Tonga (released 3/20/18); Bangladesh IIEGRA (released 7/24/18); Timor (released 10/30/18); Cambodia (released 2/20/2019); India Baseline/Endline (released May 2019)	2	MK/HJ	USAID/W	22-Nov	16-Dec	27-Dec	May 2017*	Pakistan, Philippines and Nepal review and approval	\$ 962,674	\$ 780,608	81%	\$ 301,890	12/27/2016	9/30/2019
2.7	Status of Inclusive Education in Asia Countries and Disability Screening Pilot (Country TBD) -Final report submitted 11/19/18; Approved 2/6/19	2	MK/KB	USAID/Cambodia	3-Jan	22-Apr	25-Apr-18	n/a	None	\$ 89,401	\$ 35,771	40%		3/1/2018	9/30/2019
3.1	ACR-Cambodia -Implementation	3	JC/JD	USAID/Cambodia	23-Nov	21 Dec**	24-Jan	Feb-17	Comment/approval of workplan	\$ 9,236,971	\$ 6,756,466	73%		1/15/2017	7/1/2021
3.4	Nepal Study Tour to Kenya Tusome -Finalize report; incorporate Shannon Taylor's comments	3	TBD/KB	USAID/Nepal	18-Mar	5-Apr-19			None	\$ 187,323	\$ 121,462	65%			
3.6	Tajikistan Read with Me Evaluation -Submitted draft for comment 9/28/19	3	MK/MD	USAID/CAR	15-May	10/17/2018	02/14/19 (Mission)	Apr-19	None	\$ 299,652	\$ 100,736	34%		2/14/2019	9/30/2019
3.8	ACR-Philippines	3	TBD/TBD	USAID/Philippines	16-May				Approval for DDL submission (Govt and Mission)	\$ 4,999,205	\$ 1,681,087	34%		9/1/2018	9/1/2020
3.9	Technical Assistance - Uzbekistan -Adaptation of 32 instruments/adaptation workshop week of 10/7/19 -Training/Pilot week of 11/4/19 -G. Arcia start date 10/28/2019	3	MK/TBD	USAID/CAR	TBD	5-Feb	2/7/2019	Feb-19	Travel approval for pilot training team (Dzula, Jordan, Punjabi)	\$ 1,999,000	\$ 166,279	8%		2/7/2019	3/7/2020

Activity No.	Assignment	IR	USAID/ RTI Activity Managers	Funding Source	Planning began	Date SOW submitted to USAID	USAID Approved date	Date staff in-country	USAID action items	Budget	Expenditures through 9/30/2019	% Expended	Year 4 budget est.	Start date	End date
Ad-hoc Requests															
1.6	Continued Support Global Book Alliance	1	MK/ TBD	USAID/W	22-Dec					\$ 15,125	\$ -		\$ 15,125		
SOW in progress															
None															
Hold from Y3 AWP															
1.10	Measuring System Strengthening and Building Capacity	1	MK/JD	USAID/W	TBD					\$ 69,007	\$ -				
1.11	Building Math Foundations	1	MK/YS	USAID/W	TBD					\$ 79,034	\$ -				
2.10	Digitization of TLM for the Kyrgyz Republic (scoping)	2	MK/MD	USAID/W	3-Jan	28-Aug				\$ 89,401	\$ 473	1%			
2.11	Use of ICT Tools to Enhance Learning Outcomes	2	MK/MD	USAID/W	TBD					\$ 303,394	\$ -				
Completed															
1.1	Asia Invest in EGR	1	MK/ LN	USAID/W	22-Nov*	14-Dec	27-Dec	n/a		\$ 66,685	\$ 66,685	100%		1/9/2017	3/30/2018
1.2	Asia-adapted Gender Guide	1	MK/ JB	USAID/W	11-Jan	26-Jan	22-Mar	n/a		\$ 18,197	\$ 18,197	100%		2/30/2017	9/30/2017
1.9	Case Studies: Journey to Self-Reliance -Final case studies submitted 11/27	1	MK/JD	USAID/W	1-Nov	n/a	n/a	n/a		\$ 3,702	\$ 3,702	100%		1/11/2018	12/1/2018
1.12	USAID AREW Support	1	MK/DH	USAID/W	15-Oct	11/21/2018	11/26/2018	n/a		\$ 28,737	\$ 28,737	100%			
2.1	EGRA Benchmarks and Stds Report -1st event in India; 2nd event at AREW	2	MK/ MJ	USAID/W	22-Nov	27-Dec	6-Jan	Aug-17		\$ 119,245	\$ 119,245	100%		1/15/2017	12/31/2018
2.2	Analysis EGR Assessment in India -Submitted final endline report 12/14/18; Approved by Mission 2/19/19 -Final presentation 3/25 -Submitted for DEC processing	2	MK/ MD	USAID/W	27-Apr	25-Jul	3-Aug	Sep-17		\$ 463,508	\$ 463,508	100%		8/20/2017	4/1/2019
2.2	USAID India Buy-in									\$ 236,000	\$ 236,000	100%			
2.4	EGRA Review Time to Read	2	MK/ MJ	USAID/W	16-Aug					\$ 4,346	\$ 4,346	100%			
3.3	EGRA Training & Capacity Building DepEd	3	BL/ SP	USAID/ Philippines	18-Aug	6-Sep	19-Sep	15-Dec		\$ 53,811	\$ 53,811	100%		10/1/2017	12/1/2017
3.5	Disability Screening Pilot (Philippines) -Dissemination event in October -Report submitted 12/14/18; Approved 2/6/19	2	MK/KB	USAID/ Philippines	3-Jan	22-Apr	25-Apr-18	Jun-18		\$ 140,049	\$ 140,049	100%		5/1/2018	12/31/2018
Cancelled															
1.3	Analysis of Innovation Scale-up (India)	1	MK/ SP	USAID/W	24-Jan				None at this time	\$149,148 TBD	\$ 10,034				
1.4	Central Asia EGR Conference and Technical Assistance	1	AS/ SP	USAID/W	24-Jan				Cancelled 2/26/18; None at this time	\$ -	\$ 749				
1.5.1	Partnership Mapping (India)	1	MK/ MD	USAID/W	24-Jan				Cancelled 9/27/18	\$35,000 TBD	\$ 3,808				
1.5.2	Partnership Mapping (Cambodia)	1	MK/ MD	USAID/ Cambodia	24-Jan				CAPTURED UNDER ACTIVITY 3.1 CAMBODIA EGRP	\$ -	\$ 3,808				
1.7	ECD Support for Higher Ed Uzbekistan	1	MK/ MD	USAID/W	20-Sep				None at this time	\$1324 TBD	\$ 102				
2.5	Research Paper: How does training and coaching combine to produce changes in teaching and learning outcomes?	2	MK/TBD	USAID/W	30-Nov				Cancelled 9/27/18	\$ -	\$ -				
2.6	Research Paper: Levelled Reader Utilization	2	MK/TBD	USAID/W	30-Nov				Cancelled 9/27/18	\$ -	\$ -				
2.8	EGRA Light Instrument Development and Piloting in 3 Countries -Submitted concept note	2	MK/EK	Various	3-Jan				Cancelled 9/27/18	\$357972 TBD	\$ 5,445				
2.9	Study of Second Language (L2) Learning	2	MK/TBD	USAID/W	30-Nov				Cancelled 9/27/18	\$ -	\$ -				
3.2	Lao PDR buy-in and diagnostic/ book chain analysis	3	MC/ TBD	USAID/Lao PDR	23-Nov				Cancelled 2/8/18; None at this time	\$ -	\$ 160				
3.x	Bangladesh EGR Sector Strategy TA and Benchmarking	3	MK/TBD	USAID/B	30-Nov				Cancelled 9/27/18	\$ -	\$ -				
3.x	Disability Screening Pilot (Nepal)	3	TBD/ KB	USAID/ Nepal	18-May				None at this time	TBD	\$ -				

Annex F: All Children Learning–Cambodia Quarterly Report Annual Progress Report October 2018-September 2019



ACL-Cambodia
APR_FY19

Annex G: Success Story



USAID
FROM THE AMERICAN PEOPLE

Success Story

All Children Reading– Cambodia

Young children who are deaf learn Cambodian Sign Language



One of the students and her mother at an end of school year celebration for all the students and their families (All Photos: RTI)

This year, 13 children (aged 4 to 8) who are deaf began to learn Cambodian Sign Language with volunteers with support from All Children Reading–Cambodia. After visiting this work, staff from the Ministry of Education Youth and Sport has committed to train and deploy teacher for a new special education class in Kampong Thom.

OCTOBER 2019

When All Children Reading–Cambodia started work in Kampong Thom, there were no services for children who are deaf or hard of hearing. Most of these children were not attending school. They either never enrolled, or they had started school, then later dropped out because the teachers didn't know how to support them.

All Children Reading–Cambodia has been working with all primary schools in Kampong

Thom Province to train pre-school and grade 1 teachers on methods for Khmer language instruction. It has also been piloting methods for screening children to identify students who may have a disability, and then to provide them support. For most students this has meant providing devices such as glasses, hearing aids, and adapted reading materials and supporting their teachers so these students can learn in their local mainstream primary school.

However, for some children who are deaf, the challenge is more complex. While all children have a right to learn in their first language and receive an education that is relevant and meaningful, for many children who are deaf this means having an opportunity to learn their national sign language and to learn in class through that language. Very few adults in Cambodia are proficient in Cambodian Sign Language (CSL), and even fewer are trained as teachers. Cambodia has just five schools where students can learn in CSL, and the nearest one is over 3 hours driving away for most children in Kampong Thom. Many children who are deaf have never met any other CSL users and typically have their own improvised gestures to communicate with their families, sometimes referred to as “home sign.” Their parents have very little support, and therefore language development for these children is severely restricted.

The MoEYS has a policy to train a teacher in CSL if there are at least five children who are deaf in one area. However, in practice local authorities don't know about this policy, or the children live too far from one another to make this realistic

without support for transportation. When All Children Reading–Cambodia began working in Kampong Thom, the project conducted a survey of commune chiefs and found 9 children who were deaf who were out of school. Another 4 were in grade 1 classes and were identified through screening or discussions with teachers. The project staff talked with parents, and it appeared that all of these children could benefit from learning CSL—and their parents were keen for this to happen. The project began discussions with the MoEYS to explore possibilities for deploying trained teachers or training local teachers in CSL. It was clear that this process would take some time, and so as an interim step the project recruited 13 volunteers, and the project’s Deaf Education Specialist, based in the field, provided them with training in CSL.

Most of the children lived quite far from each other, so most of the lessons took place one-to-one, at the child’s local school. This also meant that at break times these children were able to play with other children from their neighborhood. They also had opportunities, like parents’ meetings and special events, to come together with the other children who are deaf. The students were learning CSL, as well as other developmentally appropriate skills such as counting, through games and fun activities. The volunteers also had tablets with videos of stories, vocabulary, and conversations in CSL that they used with the children.

Volunteers also had regular ongoing lessons and visits from teachers who are deaf to learn more about deaf culture and develop their signing skills. Meeting adults who are deaf and more people with fluent sign has been important for both volunteers and students.



One of the students learning CSL with a volunteer at her local school

Lessons started in February 2019 and after 7 months of lessons, both volunteers and parents saw great progress. "I cannot describe how I feel now to see her rapid improvement after attending lessons," said Choeung Leat, mother of one of the students. Choeung Leat was also learning CSL in lessons alongside other parents of deaf children.

The MoEYS has also been impressed with the students’ achievements. Mr. Thong Rithy, the Director of the Special Education Department, visited the program in May 2019 and saw the impact that having an opportunity to learn CSL can have for these students. He described this work as “life-changing” for these children and has been working with the local authorities to arrange for a teacher in Kampong Thom to join the MoEYS training in deaf education in Phnom Penh. This teacher will then teach three of the students each day, paid for by the MoEYS. The project will support this effort with transportation while working with the schools to apply for scholarship funds. The project’s Deaf Education Specialist in the field will also provide support with advice and resources.

For the other children, the distance to the new class is too far to travel each day, so they will continue to learn with the volunteers in the short-term while the project explores other options with the parents, the MoEYS, and local education authorities. This may include setting up more group classes with MoEYS-employed teachers, or the province suggested that the volunteers might be able to become contract teachers paid for by the MoEYS. For some children, as both students and volunteers build their CSL skills, the volunteers may work to support students to join mainstream pre-school lessons. The project is also looking for ways to do more group activities with families, as well as have more deaf role models come to visit the students.

It is clear that long-term investment is needed to ensure all children’s access to quality language and literacy education, but as this example has demonstrated, when the MoEYS can see the benefits there is a willingness to expand services. The project will continue to advocate for more trained teachers for students who are deaf.

For further information, please contact
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