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PAKISTAN READING PROJECT (PRP)

2020 EARLY GRADE READING ENDLINE ASSESSMENT – BALOCHISTAN

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DISCLAIMER

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

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ACRONYMS

ASER	Annual Status of Education Report
CBSGS	Community Based School Governance Structures
CDCS	Country Development and Cooperation Strategy
CITI	Collaborative Institutional Training Initiative
COVID	Coronavirus disease
CPD	Continuous professional development
CMR	Community managed reading
CRP	Complementary reading project
CSO	Civil society organization
CWPM	Correct words per minute
DEC	Development Experience Clearinghouse
DiD	Difference-in-differences
DRLP	Daily reading lesson plans
E3/ED	Bureau for Economic Growth, Education, and Environment, Office of Education
EGRA	Early Grade Reading Assessment
FATA	Federally Administered Tribal Areas
FtF	Face-to-face
IPTW	Inverse probability of treatment weighting
IRB	Institutional review board
IRR	Inter-rater reliability
KII	Key informant interview
MSI	Management Systems International
NEAS	National Education Assessment Systems
NIH	National Institutes of Health
NORC	National Opinion Research Center
ODK	Open Data Kit
OLS	Ordinary least squares
OMR	Optimal mark recognition
ORF	Oral reading fluency
PCA	Principal component analysis
PEAS	Provincial Education Assessment System
PRP	Pakistan Reading Project
PS	Performance standard
PSC	Policy and systems challenges
PTC	Parent teacher councils
QCO	Quality control officer
R&A	Reading and Access
RIS	Reading improvement strategies
RLM	Reading and learning materials
SOP	Standard operating procedure
SoW	Statement of work
TE	Treatment effect
TIG	Teacher Inquiry Group
ToT	Training of trainers
TTI	Teacher Training Institute
USAID	United States Agency for International Development

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EXECUTIVE SUMMARY

ENDLINE ASSESSMENT PURPOSE AND LEARNING QUESTIONS

The Pakistan Reading Project (PRP) is a \$143,726,890, seven-year initiative launched in July 2013 that aimed to improve the quality of early grade reading instruction for 1.3 million public and private primary school students across Pakistan. Through E3/ED's Reading and Access (R&A) contracting mechanism, USAID/Pakistan engaged NORC at the University of Chicago to conduct the PRP endline assessment in 2020. The endline assessment involved conducting Early Grade Reading Assessments (EGRAs) of students who recently completed grade 2 in two PRP intervention provinces—Khyber Pakhtunkhwa and Balochistan—with the goal of providing insights into the effectiveness of early grade reading interventions in provinces identified as key priority areas under USAID/Pakistan's new Country Development and Cooperation Strategy (CDCS). In addition, the endline aimed to assess the PRP implementation approach as well as highlight areas for improvement and sustainability for future reading interventions in Pakistan and globally.

PRP was rolled out in three two-year cohorts: April 2015 (cohort 1), September 2015 (cohort 2), and April 2018 (cohort 3). Each cohort represents a set of children entering grade 1 whose teachers were trained and provided supplementary learning materials through PRP to ensure that students receive improved reading instruction throughout their first two years of school. The 2020 endline assessment focused on a representative sample of schools in districts in Balochistan that received the PRP intervention starting in 2018 (cohort 3), with data collection running from November 2 to 28, 2020. Schools in districts that did not receive direct support for improved reading instruction, though may have benefited indirectly, are also included in the endline assessment (light intervention).¹

LEARNING QUESTIONS

The learning questions for the PRP endline assessment—developed through a draft statement of work (SoW) and refined through consultations with USAID/Pakistan—are as follows:

1. After two years of implementation, to what extent has PRP led to measurable improvements in grade 2 reading performance, as measured by the Early Grade Reading Assessment?
2. After two years of implementation, to what extent has PRP led to measurable improvements in the proportion of grade 2 students meeting provincial performance standards in reading fluency and comprehension?
3. How effective was PRP design and implementation, as assessed by the following subquestions:
 - Subquestion 3.a: Which program components were the most effective in improving reading performance for grade 2 students, and why? Which program components were the least effective in improving reading performance for grade 2 students, and why?
 - Subquestion 3.b: Which components of PRP could be improved, and in what specific ways, to inform future reading programs?

¹ These light intervention districts and schools did not receive the PRP interventions directly, but may benefit from provincial-level policy changes as a result of PRP or may indirectly receive elements of PRP interventions.

- Subquestion 3.c: In what ways has the COVID-19 pandemic influenced primary classroom time/exposure, reading instruction, and reading performance?
- Subquestion 3.d: To what extent will the PRP project components be sustained after the USAID-supported activity ends? What, if any, additional support is needed to enhance long-term sustainability of PRP?

RESEARCH METHODS

The PRP endline assessment uses a mixed-methods approach to address descriptive and normative questions² about PRP, as well as to measure improvements in early grade reading performance among cohort 3 students. Given the diverse goals of the endline assessment, the research team employed multiple methods, including a quasi-experimental research design to establish the causal impact of PRP on learning outcomes at the student level and a process evaluation to examine the extent to which PRP achieved its intended inputs, activities, and outputs and to identify areas of improvement for future reading programs.

Impact-related questions were addressed through a school-level reading assessment and surveys with head teachers, teachers, and students. The EGRA tool was developed during the PRP baseline and includes seven subtasks in Urdu designed to assess student abilities along a reading continuum, from prereading skills—such as listening comprehension and orientation to print—to reading fluency and comprehension. Survey instruments were modeled on those used at midline, although several new questions were added in order to address endline-specific learning questions. In addition, new tools, including key informant interview (KII) protocols, were developed for the endline. Primary respondents sampled for this evaluation included the aforementioned school-level respondents, provincial government stakeholders, former PRP personnel, and USAID staff members.

STRENGTHS AND LIMITATIONS

The endline assessment methodology and implementation resulted in valid, reliable data. The data collection tools and analyses contributed to answering the endline learning questions. The tools covered a variety of aspects of the PRP reading intervention by collecting data from students, teachers, head teachers, education officials, and implementing-partner staff. There are, however, several important limitations to consider when interpreting the assessment findings, a few of which are highlighted here.

First, the endline assessment uses difference-in-differences (DiD)³ analysis to estimate the program impact. This approach assumes that, in the absence of the program, the intervention and nonintervention groups would display the same trends over time—in other words, would move in parallel. However, this is an assumption that we cannot verify directly.

Second, outcomes-level assessment results reflect the period of implementation under USAID support, which involved considerable financial and human resource investments. As such, results may have limited

² Descriptive questions focus on describing the status quo, whereas normative questions focus on value judgments and future recommendations.

³ DiD attempts to estimate impact in nonexperimental evaluations by comparing the average change over time in outcomes for an intervention group to the average change over time for a comparison group, thereby mitigating the effects of extraneous factors and selection bias. The DiD method is designed to correct for situations in which there is nonequivalence between treatment and comparison units at baseline, as well as to correct for environmentally or economically disruptive shocks, such as that posed by the COVID-19 pandemic.

temporal external validity, as changes observed between 2017 and 2020 reflect outcomes with sizable donor investments. Similarly, results observed for Balochistan may not be externally valid for nonsampled districts and provinces.

Finally, the unprecedented disruption caused by the global COVID-19 pandemic presents several risks to the research. School closures in Pakistan due to COVID-19 were expected to lead to significantly reduced exposure to reading instruction, and the research team anticipated declines relative to baseline since even the best-designed programs cannot offset several months of learning loss. The use of a comparison group ensures that learning loss due to school closures can be at least partially accounted for in the impact estimates.

KEY FINDINGS

LEARNING QUESTION I

After two years of implementation, to what extent has PRP led to measurable improvements in grade 2 reading performance, as measured by the Early Grade Reading Assessment?

PRP led to large, statistically significant improvements in reading performance in Balochistan. As shown in the table below, the program increased passage reading by 21.2 correct words per minute (CWPM) and reading comprehension by 2.4 correct items (out of five), which represent improvements of 0.7 and 1.28 standard deviations, respectively.⁴ The 1.28 standard deviation improvement in reading comprehension is especially remarkable, as this higher-order skill is often the most difficult to improve significantly through reading interventions. Lower-order foundational skills—such as letter name recognition, nonword reading, and familiar word reading—also increased by a statistically significant 24.3, 19.3, and 17.8 correct items per minute, respectively.

PRP DiD Impact Estimators, by EGRA Subtask and Round

	Light Intervention		Cohort 3		DiD ⁵	Adjusted DiD ⁶	
EGRA Subtask	2017	2020	2017	2020	Change	Change	Effect size
Orientation to print	2.1	3.3	2.0	4.3	1.1***	1.2***	1.08
Letter name recognition	42.3	41.1	37.9	60.2	23.5***	24.3***	1.09
Familiar word reading	21.1	19.0	19.0	34.9	18.0***	17.8***	0.79
Nonword reading	12.1	15.1	10.9	31.8	17.9***	19.3***	1.02
Passage reading	23.3	22.5	27.7	47.4	20.5***	21.2***	0.70

⁴ Converting raw score changes to standardized mean differences or standardized effect sizes allows for making comparisons across different contexts and measurement approaches. According to statistician Jacob Cohen, an effect size is to be considered small when it ranges from 0.2 to 0.5 standard deviations, medium at 0.5 to 0.8, and large at 0.8 and above. Per the U.S. Department of Education's Institute of Education Sciences, an effect size of 0.25 and above is typically regarded as substantive. See e.g., Graham J, Kelly S. (2018). How effective are early grade reading interventions? A review of the evidence. The World Bank. Available at: <https://openknowledge.worldbank.org/handle/10986/29127>.

⁵ The DiD estimator is calculated as the difference between time 1 and time 2 for the treatment group (cohort 3) minus the difference between time 1 and time 2 in the comparison group (light intervention). Using orientation to print as an example, the DiD estimator is calculated as $4.3 - 2.0 - (3.3 - 2.1) = 2.3 - 1.2 = 1.1$.

⁶ To increase model precision, adjusted DiD includes time-invariant controls at the student and school levels.

	Light Intervention		Cohort 3		DiD ⁵	Adjusted DiD ⁶	
EGRA Subtask	2017	2020	2017	2020	Change	Change	Effect size
Passage comprehension	0.3	0.5	0.1	2.7	2.3***	2.4***	1.28
Listening comprehension	0.4	0.9	0.4	2.1	1.2***	1.4***	1.20

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

LEARNING QUESTION 2

After two years of implementation, to what extent has PRP led to measurable improvements in the proportion of grade 2 students meeting provincial performance standards in reading fluency and comprehension?

Overall, PRP increased the number of students meeting Balochistan's reading fluency performance standard of 60 or more correct words per minute by 16 percentage points. The proportion of girls and boys meeting the performance standard increased by 10 and 16 percentage points, respectively. However, these gender-disaggregated estimates are not statistically significant for girls and are only marginally significant for boys—i.e., we cannot rule out the possibility that the observed differences are due to sampling variation.

PRP Impact Estimators for Proportion of Students Meeting Reading Fluency Performance Standards

	Light Intervention		Cohort 3		DiD Estimator	Adjusted DiD
Meets Performance Standard	2017	2020	2017	2020	Change	Change
Overall:	12%	7%	16%	24%	13%**	16%**
<i>Girls:</i>	11%	8%	26%	30%	7%	10%
<i>Boys:</i>	12%	7%	11%	20%	14%**	16%*

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

LEARNING QUESTION 3

3.a Which program components were the most effective in improving reading performance for grade 2 students, and why? Which program components were the least effective in improving reading performance for grade 2 students, and why?

According to stakeholders, in-service teacher training, daily reading lesson plans, and large format “big books” are considered to be the most effective PRP components. Conversely, tablets and leveled readers were considered to be the least effective in improving reading performance, due to technological challenges and difficulties in classifying individual students' reading levels. According to our quantitative analysis, access to workbooks for all students and teacher observation/coaching from PRP staff are associated with increases in reading fluency scores of 14.5 and 5.6 CWPM, respectively.

3.b Which components of PRP could be improved, and in what specific ways, to inform future reading programs?

Qualitative data show that government stakeholders feel future trainings could be longer to more thoroughly cover the material and to include more teachers to train a more expansive workforce. Some

stakeholders would also like to see future iterations of PRP include reading and learning materials (RLMs) in local languages, since many students, teachers, and community members do not use Urdu outside of school. Stakeholders also believe that community-based activities could be improved by developing support structures to help better manage activities and make sure parent teacher councils are implementing the planned activities and are leading sufficient awareness campaigns to help increase the visibility of these activities.

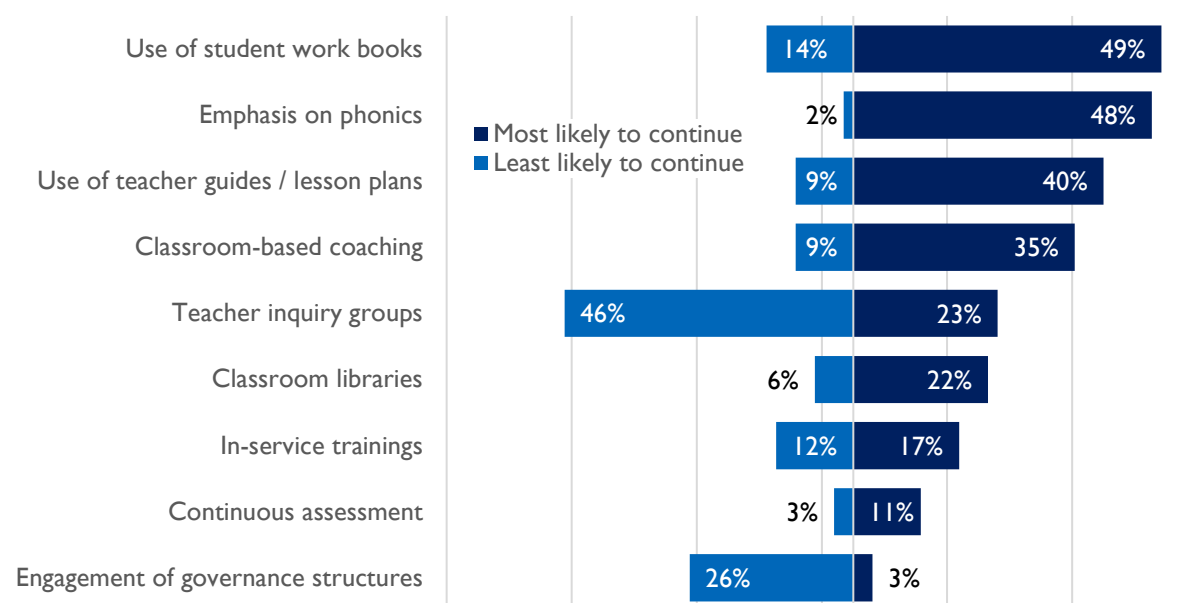
3.c In what ways has the recent COVID-19 pandemic influenced primary classroom time/exposure, reading instruction, and reading performance?

Quantitative and qualitative findings suggest that COVID-19 has negatively impacted student reading performance as a result of extended school closures. Time series analysis of light intervention EGRA scores from 2013, 2017, and 2020 shows that letter name recognition had the greatest absolute decrease (-11.6), which is statistically significant at $p < 0.01$. Provincial authorities, schools, and families have implemented a range of interventions to engage students during school closures as well as to provide remediation following school re-openings, although these have met with limited success.

3.d To what extent will the PRP project components be sustained after the USAID-supported activity ends? What, if any, additional support is needed to enhance long-term sustainability of PRP?

The program components most likely to continue beyond the USAID activity are the PRP curriculum, instructional methods, and RLMs, but it is unclear whether the Balochistan government will continue to invest in them over the long term. The program components least likely to continue are Teacher Inquiry Groups (TIGs) and engagement of school governance structures, due to lack of government support and community interest, respectively. Although stakeholders at all levels are supportive of the program, they noted a lack of government ownership and a dearth of financial resources, and called for continued support from USAID to insulate PRP against new interventions proposed by other donors.

PRP Components Most Likely and Least Likely to Continue over the Long Term (Head Teacher-Reported)



CONCLUSIONS AND RECOMMENDATIONS

Support a follow-on activity to ensure that the core components of PRP are scaled up and successfully transitioned to government ownership. Although PRP was highly effective in improving learning outcomes in Balochistan, evidence suggests that the program may not continue without external support—indeed, only 30 percent of cohort 3 head teachers said the program is being fully implemented today, and some stakeholders worry that PRP will fall out of fashion as other donors propose new activities and programs. Findings from this evaluation can be used to garner buy-in from both the Balochistan government and other donors, and a follow-on activity could help to ensure an effective transition over the long term, including scaling up to districts in Balochistan that were not originally targeted by PRP.

In tandem, consider conducting more rigorous experimental research on the efficacy of a PRP scale-up as well as a local language version of PRP. Although this evaluation shows large impacts across all EGRA subtasks, the research methodology is nonexperimental and may therefore be subject to unknown biases. Given the comparatively large impacts observed through PRP vs. other early grade reading programs,⁷ a rigorous randomized controlled trial could deepen the evidence base regarding PRP's efficacy and contribute to institutional learning for USAID. Furthermore, stakeholders expressed interest in a local language version of PRP due to the low use of Urdu outside of schools in Balochistan. An experimental evaluation could thus include multiple treatment arms to test whether mother tongue (L1) instruction in the early grades leads to better Urdu (L2) outcomes over the long term, as established by research in other contexts.⁸

Help teachers to more effectively provide individually targeted support to struggling students, including through the use of leveled readers. Although other research on early grade reading in low- and middle-income countries points to the effectiveness of “teaching at the right level,” stakeholders note that teachers face considerable challenges in classifying the reading levels of individual students and grouping them accordingly, particularly in schools facing teacher shortages and overburdened classrooms.

Implement remedial literacy programming for students who fall substantially below the performance standards. Although there has been marked progress since baseline, the great majority of students in Balochistan are still unable to read with comprehension at a grade-appropriate level. Remedial programming for struggling readers could involve supplementing core reading lessons with additional instruction and guided practice time tailored to students' learning levels and needs or extracurricular reading support by tutors, volunteers, teachers, and/or through education technology.

⁷ Graham J, Kelly S. (2018). How effective are early grade reading interventions? A review of the evidence. The World Bank. Available at: <https://openknowledge.worldbank.org/handle/10986/29127>.

⁸ Pflapsen A, Benson C, Chabbott C, van Ginkel A; USAID Bureau for Africa. (2015). Planning for language use in education: Best practices and practical steps to improve learning outcomes. Available at: <https://shared.rti.org/content/planning-language-use-education-best-practices-and-practical-steps-improve-learning-outcomes>.

I. ENDLINE ASSESSMENT PURPOSE AND LEARNING QUESTIONS

ENDLINE ASSESSMENT PURPOSE

The Pakistan Reading Project (PRP) is a \$143,726,890, seven-year initiative launched in July 2013 that aimed to improve the quality of early grade reading instruction for 1.3 million public and private primary school students across Pakistan. Through E3/ED's Reading and Access (R&A) contracting mechanism, USAID/Pakistan engaged NORC at the University of Chicago to conduct the PRP endline assessment in 2020. The endline assessment involved conducting Early Grade Reading Assessments (EGRAs) of students who recently completed grade 2 in two PRP intervention provinces—Khyber Pakhtunkhwa and Balochistan, with the goal of providing insights into the effectiveness of early grade reading interventions in provinces identified as key priority areas under USAID/Pakistan's new Country Development and Cooperation Strategy (CDCS). In addition, the endline aims to assess the PRP implementation approach and to highlight areas for improvement and sustainability for future reading interventions in Pakistan and globally.

PRP was rolled out in three two-year cohorts: April 2015 (cohort 1), September 2015 (cohort 2), and April 2018 (cohort 3). Each cohort represents a set of children entering grade 1 whose teachers were trained and provided supplementary learning materials through PRP to ensure that students receive improved reading instruction throughout their first two years of school. The 2020 endline assessment focused on a representative sample of schools in districts in Balochistan that received the PRP intervention starting in 2018 (cohort 3). Schools in districts that did not receive direct support for improved reading instruction but that might have benefited indirectly are also included in the endline assessment (light intervention).⁹

LEARNING QUESTIONS

The learning questions for the PRP endline assessment—developed through a draft statement of work (SoW) and refined through consultations with USAID/Pakistan—are:

LEARNING QUESTION 1

After two years of implementation, to what extent has PRP led to measurable improvements in grade 2 reading performance, as measured by the Early Grade Reading Assessment?

LEARNING QUESTION 2

After two years of implementation, to what extent has PRP led to measurable improvements in the proportion of grade 2 students meeting provincial performance standards in reading fluency and comprehension?

⁹ These light intervention districts and schools did not receive the PRP interventions directly, but, by the conclusion of the project, may benefit from provincial-level policy changes as a result of PRP or may indirectly receive elements of PRP interventions, such as literacy resources.

LEARNING QUESTION 3

How effective was PRP design and implementation, as assessed by the following subquestions:

- Subquestion 3.a: Which program components were the most effective in improving reading performance for grade 2 students, and why? Which program components were the least effective in improving reading performance for grade 2 students, and why?
- Subquestion 3.b: Which components of PRP could be improved, and in what specific ways, to inform future reading programs?
- Subquestion 3.c: In what ways has the recent COVID-19 pandemic influenced primary classroom time/exposure, reading instruction, and reading performance?
- Subquestion 3.d: To what extent will the PRP project components be sustained after the USAID-supported activity ends? What, if any, additional support is needed to enhance long-term sustainability of PRP?

2. PROJECT BACKGROUND

PRP is a \$143,726,890, seven-year initiative launched in July 2013 that aims to improve the quality of early grade reading instruction for 1.3 million public and private primary school students across Pakistan. The project is a response to multiple national-level reading assessments, including the EGRA and the Annual Status of Education Report (ASER), which showed poor results for students' ability to read in primary school. Among these PRP student beneficiaries, it is anticipated that 700,000 will show improved reading skills and 50,000 will be reading at a level commensurate with standards at their grade. These goals are intended to be achieved through the following project components 1) improved classroom learning environment for reading; 2) improved policies and systems for reading; and 3) community-based support for reading.

Under the first component, PRP has been working with the government of Pakistan and teachers to strengthen opportunities for children to better navigate the complex process of learning to read. PRP focused on implementing a robust in-service continuous professional development (CPD) approach; developed rich, appropriate children's literature and supplemental reading learning materials to engage children in the learning process; and strengthened the preservice work in select Teacher Training Institutes (TTIs) to prepare the teaching workforce. The project's CPD model consists of three interrelated elements that are at the core of improving teachers' instructional practices, including face-to-face (FtF) training, teacher inquiry group (TIG) meetings, and teacher supervisions and classroom-based coaching.

The FtF training focuses on discrete skills, like how to teach the daily reading lessons using the RLM provided and focusing on the five component skills of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension, with writing and print concepts integrated), with the goal of empowering teachers to assess their students' basic reading skills and carry out their daily reading lessons. The TIG meetings form a collaborative professional development space wherein a small group of teachers from neighboring schools meets monthly to discuss their teaching experiences and share their success stories and challenges with peers. The teachers also learn the component skills of reading and assessment techniques in more detail during these meetings, thereby allowing teachers to understand how the daily lessons were developed and why they are important for student learning. Finally, the supervision and classroom-based coaching underpin and reinforce lessons shared through FtF and TIGs through coaching from mentors, project staff, head teachers, and government academic supervisors.

PRP's work under this component also led to the development and distribution of a comprehensive package of RLMs in Urdu, Sindhi, and Pashto for interventions in grades 1 and 2. The core set of RLMs includes daily reading lesson plans (DRLPs), workbooks, decodable text and leveled readers, and classroom-based corner libraries. The core RLMs were designed to be used in conjunction with one another. The DRLPs allow teachers to deliver a high-quality reading lesson every day and pair it with the PRP workbooks, which give teachers and students a visual and tactile way to practice the day's learning objective. The workbooks include activities for identifying and writing the lesson's target letters/syllables, matching rhyming words, letter-sound correspondence, writing words, studying the lesson's short text, and reviewing new vocabulary as well decodable texts and stories to allow students to practice phonics and decoding skills that they learn in the daily lesson. Teachers also received a variety of supplemental RLMs, including syllable charts, letter and sight word flash cards, and big books for whole-class reading aloud to complement the core RLMs.

PRP's work under the second component, i.e., improved policies and systems for reading, focused on the implementation of a reading improvement strategy that encompassed standards and benchmarks, assessment protocols and systems, and reading curriculum reform. The base of this work came from overarching policy and systems challenges (PSCs) that were identified during the first year of PRP implementation. These PSCs served as the primary channel to engage government officials and other stakeholders in dialogue and decision-making concerning key reading policy challenges and reforms. PRP's work under this component also worked in two broad policy areas: what to teach and how it is taught. Through these two policy areas, PRP guided provinces through the planning of reading policy reform in a manner that addressed both the content and the delivery mechanism. PRP advocated alongside other partners for the establishment of a coherent CPD policy to support the motivation and professional growth of the teacher workforce. PRP also supported the implementation of individual provincial-level reading improvement strategies (RIS) that served as an overall framework for each province to achieve its self-identified goals for reading improvement. Another critical aspect of this component was building the capacity of the Pakistani government to administer EGRAs. PRP worked with the National Education Assessment Systems (NEAS) and the Provincial Education Assessment System (PEAS) to carry out situational analyses and needs assessments to identify human and financial resources, as well as competencies needed for these bodies to carry out EGRAs.

The final PRP component focused on the importance of community-based support to reinforce children's learning and reading skill acquisition. This component included two primary strategies: reading grants and community engagement. PRP's grant program included two types of grants: 1) the Complementary Reading Project (CRP) grants for civil society organization (CSO) and 2) the small Community Managed Reading (CMR) grants for the community-based school governance structures (CBSGS), such as school management committees and parent-teacher councils (PTCs). The community and family engagement strategy focused on the promotion of early grade reading and other key themes, such as critical thinking, tolerance, inclusion, coexistence, and empathy. Individual activities under this strategy differed from region to region but included such activities as reading fairs, reading competitions, quiz programs, literature festivals, and more. CBSGS engagement activities had a more structured process, first identifying CBSGS structures in intervention schools, then orienting head teachers and teachers on how to involve CBSGSs in reading interventions. PRP also supported head teachers and teachers in leading meetings with CBSGSs in which they explained the reading interventions being implemented and the RLMs provided by the project. They worked together to identify potential areas where CBSGSs may support the school and parents in improving children's reading skills and arranged an event to inform parents about the reading performance of the school's children and the role parents play in their children's reading performance.

3. RESEARCH METHODS AND LIMITATIONS

RESEARCH METHODOLOGY

The PRP endline assessment uses a mixed-methods approach to address descriptive and normative questions about PRP, as well as to measure improvements in early grade reading performance among cohort 3 students. Given the diverse goals of the endline assessment, the research team employed a quasi-experimental approach to establish the causal impact of PRP on learning outcomes at the student level and a process evaluation to examine the extent to which PRP achieved its intended inputs, activities, and outputs at the school level.

QUASI-EXPERIMENTAL IMPACT ASSESSMENT

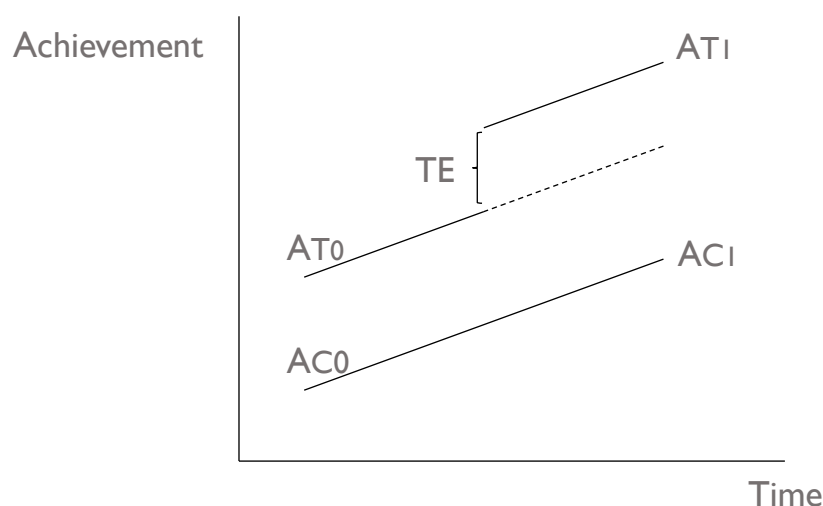
Impact evaluations seek to measure changes that can be attributed to a defined intervention by establishing a credible counterfactual to estimate what would have happened to beneficiaries in the absence of the program. By comparing participants with a counterfactual or comparison group, we can subtract away the contextual changes that affect both program participants and the comparison group. If program participation is the only substantive difference between participants and the comparison group, then the difference in outcomes can be attributed to the program. Without a rigorous estimate of a counterfactual, there is a risk of over- or underestimating the program impact. This risk is particularly salient in the context of environmentally or economically disruptive shocks—such as that presented by COVID-19—that can undermine pre-post evaluation methods.

The preferred approach for impact evaluation involves random assignment to treatment or control conditions so that each group, on average, is statistically similar at baseline, so that any observed differences between the two groups at endline can be attributed to the intervention. Because random assignment was not possible in the case of PRP, we employed a quasi-experimental method called difference-in-differences (DiD).¹⁰ DiD attempts to calculate the treatment effect in nonexperimental evaluations by comparing the average change over time in the outcome variable for the treatment group to the average change over time for the comparison group, thus attempting to mitigate the effects of extraneous factors and selection bias. The DiD method is designed to correct for situations in which there is nonequivalence between treatment and comparison units at baseline.

Figure 1 shows a graphical representation of the DiD methodology.

¹⁰ To help correct for nonequivalence at baseline between treatment and comparison schools, we also tested the use of inverse probability of treatment weighting (IPTW), which involves developing a model to predict treatment selection using school-level baseline variables. The propensity scores generated by this model are then used to weight observations during analysis to create a pseudo-population of comparable treatment and comparison units. Because diagnostic testing of the adjusted DiD models revealed that balance between treatment and comparison units was maximized without application of IPTW weights, they were not used in the final analysis.

Figure 1: Difference-in-Differences Estimator



Where:

- AT_0 is the average test score for a given grade at baseline in the treatment group
- AC_0 is the average test score for a given grade at baseline in the comparison group
- AT_1 is the average test score for a given grade at endline in the treatment group
- AC_1 is the average test score for a given grade at endline in the comparison group
- TE is the treatment effect for the corresponding grade

Baseline or time-invariant control variables can be included in the DiD model to improve the statistical precision of the impact estimates, thereby increasing the likelihood of observing statistically meaningful differences between treatment and comparison schools at endline, should they exist. Taken together, these methodological approaches help to ensure that PRP impact estimates correct for the fact that comparison districts and schools systematically differ from those targeted by the PRP intervention.

The impact evaluation methods described above are used to answer **learning questions 1 and 2**.

PROCESS EVALUATION

Although the primary objective of this endline assessment is to measure the impact of PRP on reading performance, the endline included an embedded process evaluation in order to shed light on both the barriers and the catalysts to effective program implementation and long-term sustainability. This involved collecting a cross-section of quantitative and qualitative data to retrospectively assess the extent to which the program achieved its intended inputs, activities, outputs, and outcomes as well as to test some of the critical assumptions underlying the PRP theory of change. The purpose of this process evaluation is to share—with both USAID and implementers of similar programs—the lessons learned regarding effective implementation of reading programs in complex environments.

The process evaluation component aims to answer **learning questions 3a through 3d**.

INCLUSION AND STRATIFICATION

The researchers integrated a gender-sensitive approach, drawing on resources such as USAID's How-To Notes on Engendering Evaluation and Gender Integration in Education Programming and USAID's Gender-sensitive Evaluation: Best and Promising Practices for Engendering Evaluation. This approach includes ensuring that all data are disaggregated and reported by sex where appropriate, engaging female and male researchers, and striving for gender balance among respondents. Gender frameworks were considered in analysis as well, such as examining how the intervention might have affected boys and girls differently. The research team also incorporated social inclusion in their approach, including consideration of geographical or regional variations, language, and socio-economic status in the analysis.

Annex I outlines the overarching analytical strategy in the research design matrix.

RESEARCH TEAM

NORC at the University of Chicago, under USAID's R&A contracting mechanism, conducted the PRP endline assessment. The NORC team consisted of national and international experts in education and social sciences research, and was supported by local data collection subcontractor VTT Global. Evaluation team members included:

- Evaluation team lead – Erika Keaveney
- Local technical expert (Balochistan) – Zulfiqar Ali Shah
- Qualitative lead and trainer – Carlos Fierros
- Quantitative research analyst – Alexander Rigaux
- Qualitative research analyst – Paige Pepitone
- R&A principal investigator – Dr. Alicia Menendez
- R&A project director – Varuni Dayaratna
- Master trainers, quality control officers, field supervisors, and enumerators

The endline assessment was also supported by Management Systems International (MSI), which managed both baseline and midline data collection for PRP and provided transitional support to the NORC team.

DATA COLLECTION TOOLS

We selected primary data collection instruments based on their ability to triangulate the learning questions and subquestions. Outcomes-related questions were primarily addressed through school-level EGRA assessments and teacher and head teacher survey tools. These tools were modeled after those used by MSI in 2017, but with several new questions to address endline-specific learning questions. In addition, new tools, including key informant interview (KII) protocols, were developed. These new tools drew upon: the research team's expertise; PRP staff and project documentation; existing tools used to evaluate early grade reading programs under NORC's R&A contract; and USAID tools made publicly available via the Development Experience Clearinghouse (DEC) and Global Reading Network.

EARLY GRADE READING ASSESSMENT (EGRA)

The EGRA was developed by USAID in response to a growing demand for an open-source and easy-to-use tool that assesses student abilities along a reading continuum, from prereading skills—such as listening comprehension and orientation to print—to reading fluency and comprehension.¹¹ EGRA has been adapted and used in more than 70 countries, including Pakistan, which conducted several national EGRA assessments starting in 2013. The Pakistan EGRA tool was adapted, piloted, and validated by MSI in 2013, with a statistically equated version used in 2017 and 2020. Table 1 describes the specific subtasks included in the Pakistan EGRA assessment, along with their associated reading stages.

Table 1: Reading Skills Evaluated by the Pakistan Early Grade Reading Assessment

Reading Stage	Subtask	Description
Prereading	Orientation to print	Students are asked five emergent-literacy print concept questions (e.g., directional arrangement of text). Subtask is scored as both number of items correct (raw score) and percent correct.
Phonics	Letter name recognition	Students are given a stimulus sheet containing 100 letters and are asked to name as many letters as they can in 60 seconds. Subtask is scored as correct letters named per minute and percent correct.
	Familiar word reading	Students are given a stimulus sheet containing 50 familiar written words and are asked to read as many words as they can in 60 seconds. Subtask is scored as correct words produced per minute and percent correct.
	Nonword reading	Students are given a stimulus sheet containing 50 written nonwords and are asked to read as many of them as they can in 60 seconds. Subtask is scored as correct nonwords produced per minute and percent correct.
Fluency	Passage reading	Students are given a short passage (60 words) to read within 60 seconds. Subtask is scored as correct words produced per minute and percent correct.
Comprehension	Passage comprehension	Students are orally asked up to five comprehension questions about the passage they read in the previous subtask. Subtask is scored as both number of items correct (raw score) and percent correct.
	Listening comprehension	An enumerator reads a simple story out loud. Students are then asked three comprehension questions based on the story. Subtask is scored as both number of items correct (raw score) and percent correct.

Consistent with the 2017 assessment, paper versions of the EGRA were prepared in an optimal mark recognition (OMR)-compatible format. Paper assessment forms were completed in the field in real time, then collected and uploaded to an OMR software platform so that marks/scores could be read into a central database.

¹¹ RTI International; USAID. (2016). Early Grade Reading Assessment (EGRA) Toolkit: Second Edition. Available at: <https://shared.rti.org/content/early-grade-reading-assessment-egra-toolkit-second-edition>.

SCHOOL-LEVEL SURVEYS

All school-level interviews, with the exception of the student survey, were conducted using electronic tablets. Surveys were programmed using SurveyCTO, a secure, web-based survey management platform designed for collecting and managing data in resource-constrained environments. NORC conducted all survey programming in-house, with the data server centrally managed by the research team. We performed data uploads every day (connectivity permitting) to allow for real-time data quality reviews, as described in the Data Collection section of this report.

Head Teacher Survey

The head teacher survey captured school-level information related to early grade reading including: in-service training access and participation; teacher instructional practice observation, coaching, and instructional support; availability and quality of teaching and learning materials; and school characteristics, such as availability and quality of school facilities and management structures. At endline, the head teacher survey was expanded to include questions related to COVID-19, including interruptions to schooling, school and community coping mechanisms, and strategies for addressing lost instructional time (e.g., distance learning, accelerated learning, remedial education, and so forth). In addition, survey instruments for treatment schools included extended modules on head teacher beliefs regarding the efficacy and areas for improvement of PRP.

Teacher Survey

The teacher survey captured information on: in-service training access and participation; head teacher observation of teachers' instruction practices, coaching, and instructional support; availability and quality of teaching and learning materials; student reading habits inside and outside the classroom; and self-reported teaching practices related to the PRP model of instruction. At endline, the teacher survey was expanded to include questions related to COVID-19, including interruptions to schooling, classroom and school coping mechanisms, and strategies for addressing lost instructional time.

Student Survey

The student survey is a brief survey completed immediately after administration of the EGRA. The student interview asked questions about the language spoken in the home environment, availability of reading materials at home, reading practices both inside and outside the classroom, and household assets. At endline, the student survey was expanded to include very basic/simple questions related to COVID-19, including interruptions to schooling due to student or parent illness and the effects of lockdown on household working patterns. In addition, the survey explored the extent of formal home-schooling and informal enrichment activities during lockdown.

KEY INFORMANT INTERVIEWS

The research team developed new KII tools to be used during endline, including instruments for four separate stakeholder groups: bureaucrats, policy decision-makers, technocrats, and USAID staff. During the instrument design phase, we clearly mapped in Excel each item in each tool to relevant learning questions and subquestions to ensure that sufficient information was elicited from all appropriate respondents to answer the learning questions. We then used these tool maps to produce versions of each tool in Word that were structured for appropriate interview and discussion flow with respondents.

KIIs were conducted in person where possible, taking advantage of the local technical experts' presence in the target districts for the duration of field work. When KIIs were not able to be conducted in person, they were arranged by telephone, Skype, or WhatsApp at a time convenient for the respondent.

Annex VII includes copies of all data collection tools used at the endline.

SAMPLING

QUANTITATIVE SAMPLING

As prescribed by USAID/Pakistan, NORC planned to visit the same 70 cohort 3 and 70 light intervention schools visited by MSI in 2017. According to MSI's 2017 Methodology Report,¹² these 140 schools were selected using a stratified-cluster, random-sampling method. In consultation with USAID, MSI reviewed the selected cohort 3 and light intervention districts and eliminated those districts that were inaccessible due to security reasons. One-third of the sampled population districts (up to a maximum of three and a minimum of two districts per study arm) were chosen using a simple random sample, which resulted in clustered samples. The samples were divided between the selected districts according to the proportions of schools within those districts through stratified random sampling. A second stratification was done at the location level, where sampled schools were allocated between rural and urban locations within each sampled district according to the rural/urban proportion of schools within the sampled district. Only schools with at least 15 male or 15 female students were targeted, which required random replacement in some instances. Twenty-two schools in Kalat, 30 schools in Kech, and 18 schools in Panjgur were selected to represent cohort 3. The sample selected to represent the light intervention group in Balochistan included 30 schools in Chaghi and 40 schools in Zhob.

Table 2 provides details on sample achievement at endline, including total number of schools visited during data collection, as well as information on the total number of student, teacher, and head teacher interviews conducted. School-level and student-level results are also broken out by gender. School-level targets were nearly achieved, with 139 out of 140 schools visited successfully, representing 99 percent of the target. Just one school in the sample, a female school in Zhob, was not included because it was no longer functional at endline and NORC did not have access to a replacement list or sampling frame of schools for light intervention districts. Corresponding teacher and head teacher interviews were collected from all sampled schools except two, resulting in 137 total teacher and head teacher interviews, representing 98 percent of the target.

Similar to prior rounds of data collection, the student-level sample achievement was somewhat lower than the target, with a total of 1,787 completed interviews in Balochistan, representing 85 percent of the targeted number of completes. This was largely because of lower-than-expected enrollment and/or attendance in some schools. Consistent with prior rounds, female schools were more likely than male schools to be short of the number of students, with just 837 completed interviews at female schools (80 percent of target) compared to 950 interviews at male schools (91 percent of target).

¹² Available at: <https://earlygradereadingbarometer.org/files/Pakistan%20EGRA%202017%20Methodology%20Report.pdf>.

Table 2: Realized Sample for Endline Data Collection

Sampling Unit	Realized Sample	Target Sample	% of Target
School-level	139	140	99%
Male Schools	70	70	100%
Female Schools	69	70	99%
Student-level	1,787	2,100	85%
Male Schools	950	1,050	91%
Female Schools	837	1,050	80%
Teachers	137	140	98%
Head Teachers	137	140	98%

QUALITATIVE SAMPLING

NORC conducted initial sampling for the KII in consultation with USAID/Pakistan and our local technical expert. As part of the purposive selection process, the team first identified key stakeholder groups, including bureaucrats, policy decision-makers, and technocrats in Balochistan. The local technical expert then recommended specific respondents from each stakeholder group. The final list of respondents was shared with and approved by USAID/Pakistan.

In total, NORC identified 16 KII respondents for inclusion in the endline assessment. Table 3 details each key stakeholder group, the target number of interviews for each group, and the number of successful interviews completed in Balochistan.

Table 3: Planned vs. Actual Sample for Qualitative Data Collection

Sampling Unit (Personnel)	Realized Sample	Target Sample	% of Target
USAID Staff	1	1	100%
Bureaucrats (district education officers)	3	3	100%
Technocrats (teachers, mentors, technical coordinators, deputy directors)	11	10	110%
Policy decision-makers (focal people for policy and governance, CEOs)	2	2	100%

DATA COLLECTION

SUBCONTRACTOR SELECTION

For school-based data collection, NORC subcontracted with VTT Global, an established Pakistan-based data collection firm that conducted previous rounds of data collection for the PRP evaluation led by MSI. To identify firms with the necessary experience to conduct the data collection for the assessment, NORC consulted its database of prevetted data collection firms in Pakistan as well as identified the incumbent data collection firms through MSI. In May 2020, NORC contacted three qualified survey research firms in Pakistan to request technical and cost proposals. Two of the three firms submitted

technical and cost proposals by the prescribed deadline. NORC evaluated the technical proposals against the criteria required for data collection and determined that VTT Global would be able to complete the assignment to the required standard of quality and offered the greatest value for money.

VTT was responsible for hiring master trainers, quality control officers (QCOs), field supervisors, and field enumerators to carry out the PRP endline data collection. VTT ensured that the field teams possessed adequate knowledge of various cultures, languages, and ethnicities of the target areas and had sufficient relevant experience with school-based data collection and EGRA administration. The VTT team shortlisted experienced master trainers, QCOs, field supervisors, and field enumerators who met the selection criteria, while ensuring that a 50-50 gender ratio for field enumerators was maintained during the hiring process. A brief description of each of these positions is outlined below:

Master Trainers

Master trainers were responsible for participating in the training of trainers (ToT) and leading the subsequent QCO and enumerator trainings.

Quality Control Officers

QCOs play an independent oversight role to ensure that data are of the highest possible quality. As such, they bring prior experience with PRP assessment field work and receive extensive supplementary training on endline data collection tools and protocols. During fieldwork, QCOs were responsible for communicating the field team's presence to provincial and local leadership, implementing the student sampling procedures, leading inter-rater reliability (IRR),¹³ interviewing grade 2 teachers and head teachers, transmitting daily field reports to the VTT home office, and backstopping other data collection activities as needed.

Field Supervisors

Field supervisors manage data collection teams at each school and are responsible for ensuring the overall coordination and flow of daily activities. The supervisors are the link between enumerators and the project management team. Enumerators must inform the supervisor of any difficulties or problems encountered during field work and seek advice when procedure(s) are not fully understood.

Field Enumerators

The most important role of the enumerator is to collect high-quality data so the researchers can analyze them and produce the statistics used by policy-makers, government officials, and others. Enumerators must precisely follow the data collection guidelines so that data can be collected consistently and with a high level of accuracy.

¹³ Inter-rater reliability (IRR) refers to the consistency with which different assessors or enumerators score an assessment. During this exercise, an enumerator assesses the student as normal while a quality control team member observes the assessment from a position from which they cannot see what the enumerator writes. The quality control team member begins scoring a separate assessment for the same student; hence, two assessments are recorded for the same student. The evaluation team then compares the responses from the two assessments to determine the IRR rate of agreement between the two team members.

TRAINING OF TRAINERS, SUPERVISORS, AND ENUMERATORS

Due to travel restrictions implemented in response to the COVID-19 pandemic, the enumerator training for the PRP endline assessment occurred in three phases. First, NORC worked with VTT Global and MSI to directly train a core group of master trainers. Six master trainers—five males and one female—participated in the five-day in-person training in Islamabad, Pakistan from October 12 to 16, 2020. NORC and MSI led the training remotely, with support from VTT Global and our local technical experts. The training was focused on reorienting the trainers to the study, data collection procedures, sampling, logistics, and administration of the tools, as well as preparing them to lead the subsequent QCO and enumerator trainings in their respective provinces.

Immediately following the ToT, a six-day QCO training was held in Quetta, Balochistan from October 19 to 24. Nine QCOs were selected to participate in the QCO training, which also focused on reorienting the QCOs to the study, data collection procedures, sampling, logistics, and administration of the tools, as well as preparing them to support the subsequent enumerator trainings.

The main training took place the following week, from October 26 to 31. Nine supervisors and 18 enumerators were invited to participate in the main enumerator training, which included a combination of plenary sessions and review and practice sessions to orient enumerators on field procedures and instruments. The final days of the training consisted of a pilot exercise and debrief at nearby schools to ensure that enumerators had adequate practice prior to launch. Following the main training, eight supervisors and 16 enumerators were selected to participate in field work, based on training attendance and participation, pilot performance, IRR testing, and written exams. In addition, the 50-50 gender ratio was maintained when selecting teams for fieldwork. On the final day of training, EGRA IRR—measured as the raw rate of agreement with a “gold standard”—was 96 percent.

DATA MANAGEMENT

Quantitative data collection was multimodal, with the EGRA assessment and student survey conducted via paper and pencil optical mark recognition (OMR) instruments, while the teacher and head teacher surveys were tablet-based, utilizing the SurveyCTO/Open Data Kit (ODK) platform. The EGRA and student survey were formatted for OMR and tested by VTT Global, which was responsible for collecting the completed EGRA forms and student surveys and processing them using the OMR software. They then transferred the digitized data to NORC using a secured, password-protected server.

NORC conducted the electronic survey programming in-house, with data collection platforms/servers centrally managed by the assessment team. All tablets and servers were encrypted to ensure maximum data security. We completed daily data uploads of digitally captured data (connectivity permitting) to allow for real-time data quality reviews.

Qualitative interviews were audio recorded where possible, with respondents’ consent. The local data collection partner then produced verbatim Urdu transcripts using the audio files and translated them into English transcripts that were used for the data analysis. Where interviews were not able to be audio recorded, data were captured via detailed field notes recorded during the KIIs. Field notes were typed up as soon as possible to capture details from the interview while still fresh. Qualitative data were transferred and stored on a secured, password-protected server.

DATA QUALITY ASSURANCE

To ensure high-quality data throughout the field period, NORC employed a number of quality assurance protocols and strategies, including supervisor accompaniments (“sit-ins”), co-enumeration for real-time IRR monitoring, school revisits (“back checks”), weekly field reporting and data reconciliation, and real-time data quality reviews. During data collection, NORC flagged 38 data quality review issues to VTT through a cloud-based log, all of which were quickly and satisfactorily addressed. In addition, all electronic data were fully reconciled with weekly field reports, and accompaniment data show strong adherence to survey administration protocols. With respect to IRR, the overall EGRA IRR for the field work period was 96 percent.

RESEARCH ETHICS AND STUDY AUTHORIZATION

The endline assessment was conducted in line with human subjects research guidelines both in the United States and Pakistan. NORC follows established protocols for gathering informed consent, protecting anonymity and identifying information, and ensuring ethical data collection—including from children and other vulnerable populations. To ensure compliance with our high ethical standards, all evaluations and studies involving vulnerable populations must pass through our independent institutional review board (IRB), and all research staff must complete a certified course in protecting human research participants through the National Institutes of Health (NIH) or Collaborative Institutional Training Initiative (CITI).

Field teams were extensively trained regarding research ethics, including confidentiality and informed-consent procedures. Consent/assent was orally attained from students, teachers, and head teachers. All respondents received a printed consent/study information sheet signed/certified by the enumerator for record-keeping purposes. Written consent was obtained from all KII respondents. Head teachers signed a written consent form to authorize the school’s participation in the study as well as to provide *in loco parentis* consent¹⁴ to administer the interviews and assessments to children under their care during the school day. For the head teacher interview, a separate consent form was provided but did not require a name or signature so as not to link the respondent to his/her answers.

In addition to obtaining oral assent and written *in loco parentis* consent, children received a parent information sheet in Urdu to take home. This sheet provided information on the study, key contacts, and instructions on how to remove the child from the study if the parent wished to do so. The parent information sheet contained an anonymous student identifier to allow the research team to identify the child’s data and drop them from the study if requested; however, no such requests were made during the study period.

¹⁴ *In loco parentis*—a Latin term meaning “instead of a parent” or “in place of a parent”—refers to consent obtained from the head teacher in place of the parent/guardian since children are in their custody during school hours.

DATA ANALYSIS

QUANTITATIVE DATA ANALYSIS

We conducted primary quantitative analysis using the Stata SE/15.1 statistical software package. Analysis of quantitative assessment and survey data features summary statistics of performance indicators and other key outcomes of interest. To assess the extent to which PRP improved EGRA subtask scores, we used difference-in-differences statistical analysis.¹⁵ To identify student, teacher, classroom, and school characteristics related to PRP that are associated with student oral reading fluency scores at endline, we used ordinary least squares (OLS) regression.¹⁶

QUALITATIVE DATA ANALYSIS

NORC implemented a multistep approach for thematic qualitative analysis using Dedoose, a qualitative data analysis program. The qualitative team applied a two-step approach to designing the code frame. We began by developing theory-driven codes using a matrix that mapped the learning questions onto the interview questions. The goal of this exercise was to identify how the themes expected to emerge from each protocol question could help address the learning questions. We used this matrix to generate a skeleton code frame of themes related to the protocol questions.

Next, we polished the code frame by conducting data-driven coding. This involved reading four raw transcripts in detail and applying a descriptive coding method to analyze their contents. We then refined the code frame to capture any novel themes that emerged across transcripts and were relevant to answering the learning questions. Finally, we fleshed out the finalized code frame to create a code book, or a list of codes accompanied by definitions and examples. The code book served as the guide for the qualitative team and enabled the coders to consistently analyze the KII transcripts.

After coding the data, we used a grounded theory approach to triangulate data across sources, identify explanations for the phenomena observed, and explore the relationships between these phenomena. Our analysis involved assessing subthemes observed within codes and analyzing them within strata and types. This content analysis method allowed us to develop a thorough understanding of responses, address contradictory findings, and highlight common themes and narratives.

¹⁵ To assess the extent to which PRP improved student reading performance, we employed a difference-in-differences OLS regression model in which program impact is given by the coefficient β_1 in the following equation: $Y_{is} = \beta_0 + \beta_1(T_s * P) + \beta_2T_s + \beta_3P + \beta_4X_s + \beta_5X_{is} + \epsilon$, where Y_{is} is the EGRA score for student i in school s , T_s is a dummy equal to one if school s is a PRP school, P is a dummy equal to one if the observation is an endline observation, X_s is a vector of baseline covariates for school s , X_{is} is a vector of time-invariant controls for student i in school s , and ϵ is the error term. The model was also adapted to include examination of PRP impact on grade-level performance standards, which employed the logistic regression model $\ln\left(\frac{Z_{is}}{1-Z_{is}}\right) = \beta_0 + \beta_1(T_s * P) + \beta_2T_s + \beta_3P + \beta_4X_s + \beta_5X_{is} + \epsilon$, where Z_{is} is a dummy equal to one if student i in school s has achieved the minimum performance standard for oral reading fluency, with other parameters being the same as the model described above. For ease of interpretation, odds ratios for β are reported as marginal effects.

¹⁶ The model assessing student, teacher, classroom, and school characteristics related to PRP that are associated with student oral reading fluency scores at endline is given by: $E_{is} = \beta_0 + \beta_1\gamma_{is} + \beta_2\delta_{cs} + \beta_3\theta_s + \epsilon$, where E_{is} is the oral reading fluency score for student i in treatment school s ; γ_{is} is a vector of student characteristics for student i in school s ; δ_{cs} is a vector of teacher and classroom characteristics for classroom c in school s ; θ_s is a vector of school characteristics for school s ; ϵ is the error term; and β_1 , β_2 , and β_3 are the parameters to be estimated. The coefficients of interest are β_1 , β_2 , and β_3 , which measure the magnitude and statistical significance of oral reading fluency scores associated with predictor variables.

LIMITATIONS

PARALLEL TRENDS ASSUMPTION

The DiD methodology assumes that the treatment and comparison groups, in the absence of the program, would display the same trends over time—i.e., would move in parallel. This is an assumption that we cannot verify directly, and unobserved differential trend lines may lead to over- or underestimation of PRP impacts.

CONTAMINATION AND COMPLIANCE

Contamination occurs when there is crossover between treatment and comparison groups. For example, if teachers were to move between cohort 3 and light intervention schools, the internal validity of the research design would be threatened, as children in treatment schools would no longer be receiving the intervention. The evaluation team believes the risk of contamination is minimal, as sampled children were required to have completed grade 2 at the school where data collection took place. Furthermore, we assessed the duration that sampled teachers have been at their respective schools and found that 99 percent of cohort 3 and light intervention teachers were working at the same school in the previous academic year. Most importantly, no teachers in light intervention schools reported having participated in trainings organized by PRP.

SPILOVERS

Spillovers occur when members of the comparison group receive indirect or secondary benefits from the treatment. For example, if provincial policy directives lead to the scale-up of certain PRP components to all districts, then comparison districts and schools would receive some elements of the intervention, which may in turn lead to underestimation of program impact.

EXTERNAL VALIDITY

Outcomes-level assessment results reflect the period of implementation under USAID support, which involved considerable financial and human resource investments. As such, results may have limited temporal external validity, as changes observed between 2017 and 2020 reflect outcomes with sizable donor investments. Similarly, results observed for Balochistan may not be externally valid for nonsampled districts and provinces.

DISCONTINUITY BETWEEN SURVE ROUNDS

A separate team of MSI researchers conducted prior rounds of data collection, which could potentially undermine comparability between assessment rounds if procedures and protocols were to change with the research team. To minimize this risk, NORC subcontracted with MSI to directly support training, field work, and analysis, as well as to ensure comprehensive handover of project documents and transfer of all relevant background information/knowledge.

LIMITATIONS OF REGRESSION ANALYSIS

The use of regression analysis to help address learning question 3.a is designed to overcome some of the inferential challenges associated with simple cross-tabulations or correlations. Despite this, the risk of

omitted variable bias—i.e., omission of a variable from the regression that is correlated with both the outcome (EGRA score) and other predictors in the model—remains. As such, readers of this report should be cautious in assuming causal relationships between independent variables and reading scores. Furthermore, lack of a statistical relationship between the tested variables and reading performance does not mean that such a relationship does not exist. Factors such as sample size, measurement accuracy/precision, and omitted variable bias (among others) may lead to a Type II error—i.e., failure to detect a statistically meaningful relationship even if one exists.

COVID-19

The unprecedented disruption caused by the global COVID-19 pandemic presents several risks to the research: 1) The use of DiD represents an addition to the pre-post—i.e., before and after—analysis conducted at midline. School closures in Pakistan due to COVID-19 were expected to lead to significantly reduced exposure to reading instruction, and the research team anticipated declines relative to baseline, since even the best designed programs cannot offset several months of learning loss. The use of a comparison group ensures that learning loss due to school closures can be at least partially accounted for in the impact estimates. 2) COVID-19 has imposed a partial noncompliance of sorts among treatment schools, which were forced to close out the school year several months early. Therefore, even an unbiased estimate of program impact would not reflect the true effectiveness of the PRP model, which was predicated on the assumption that students would receive two full years of program exposure.

4. FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

FINDINGS

LEARNING QUESTION 1

After two years of implementation, to what extent has PRP led to measurable improvements in grade 2 reading performance, as measured by the Early Grade Reading Assessment?

KEY FINDINGS

- PRP increased passage reading by 21.2 CWPM and reading comprehension by 2.4 correct items (out of five), which represent improvements of 0.7 and 1.28 standard deviations, respectively.
- The 1.28 standard deviation improvement in reading comprehension is especially remarkable, as this higher-order skill is often the most difficult to show measurable improvement through reading interventions.
- Lower-order foundational skills such as letter name recognition, nonword reading, and familiar word reading also increased by a statistically significant 24.3, 19.3, and 17.8 correct items per minute, respectively.
- Statistically significant standardized effect sizes range from 0.70 to 1.28, which are considered medium to large impacts, according to educational research conventions.¹⁷

Raw EGRA Score Changes

To ensure consistency with prior reports and at the request of USAID/Pakistan, NORC begins by analyzing raw changes in EGRA scores, then presents the same results expressed as the percent correct (of total items) for each subtask, by treatment type.¹⁸ In addition, we visualize scores expressed as the percent correct to allow for comparison of relative performance across subtasks and over time. These summary statistics should not be interpreted as program impacts; impact estimates are presented at the end of this section.

First, as shown in Table 4, changes in raw subtask scores varied across treatment groups, although all statistically significant changes were positive. For students in light intervention schools, differences between baseline and endline were not generally statistically significant. The only two subtasks with statistically significant changes were orientation to print and listening comprehension, with average listening comprehension scores more than doubling from 2017.

¹⁷ According to statistician Jacob Cohen, an effect size is to be considered small when it ranges from 0.2 to 0.5 standard deviations, medium at 0.5 to 0.8, and large at 0.8 and above. Per the U.S. Department of Education's Institute of Education Sciences, an effect size of 0.25 and above is typically regarded as substantive. See e.g., Graham J, Kelly S. (2018). How effective are early grade reading interventions? A review of the evidence. The World Bank. Available at: <https://openknowledge.worldbank.org/handle/10986/29127>.

¹⁸ See Table 1 for a complete description of EGRA subtasks and scoring methods.

In contrast, students in cohort 3 schools displayed positive and statistically significant increases in all seven EGRA subtasks, with average subtask scores more than doubling in four subtasks (orientation to print, nonword reading, passage comprehension, and listening comprehension). Passage comprehension saw a particularly steep improvement, increasing five-fold from 0.4 correct items (of five) at baseline to 2.1 at endline.

Table 4: Mean Subtask Scores, by Treatment Type

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Orientation to print	2.1	3.3	1.2***	2.0	4.3	2.3***
Letter name recognition	42.3	41.1	-1.2	37.9	60.2	22.3***
Familiar word reading	21.1	19.0	-2.1	19.0	34.9	15.9***
Nonword reading	12.1	15.0	3.0	10.9	31.7	20.9***
Passage reading	23.3	22.6	-0.8	27.7	47.4	19.7***
Passage comprehension	0.3	0.4	0.2	0.1	2.6	2.5***
Listening comprehension	0.4	0.9	0.5***	0.4	2.1	1.7***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Next, to assess progress on a common scale across subtasks, we also analyze average percent correct (i.e., number of correct items over the total number of items) below for each subtask by treatment type, as shown in Table 5, as well as graphically in Figure 2 and Figure 3. For the charts, subtasks are ordered by endline performance, such that the subtasks with the highest percent correct scores appear first.

Percent correct subtask scores over time were mixed for students in light intervention schools, with several subtasks slightly increasing or slightly decreasing from baseline to endline. Only two subtasks for students in light intervention schools had statistically significant changes from baseline to endline: percent correct scores in orientation to print and listening comprehension increased 24 and 16 percentage points, respectively. Other subtasks increased or decreased slightly from baseline, but the difference was not significant for any of them. On the other hand, despite starting at similar levels to students in light intervention schools at baseline, students in cohort 3 schools saw average percent correct scores for every subtask exhibit statistically significant increases of at least 20 percentage points. Increases ranged from 22 percentage points for letter name recognition all the way to ≥ 50 percentage points for passage comprehension and listening comprehension.

Table 5: Percent Correct Subtask Scores, by Treatment Type

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Orientation to print	42%	66%	24%***	39%	86%	47%***
Letter name recognition	42%	41%	-1%	38%	60%	22%***
Familiar word reading	42%	38%	-4%	38%	70%	32%***
Nonword reading	24%	30%	6%	22%	63%	42%***
Passage reading	39%	38%	-1%	46%	79%	33%***
Passage comprehension	5%	9%	3%	3%	53%	50%***
Listening comprehension	14%	30%	16%***	13%	70%	57%***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure 2: Percent Correct Subtask Scores, Light Intervention

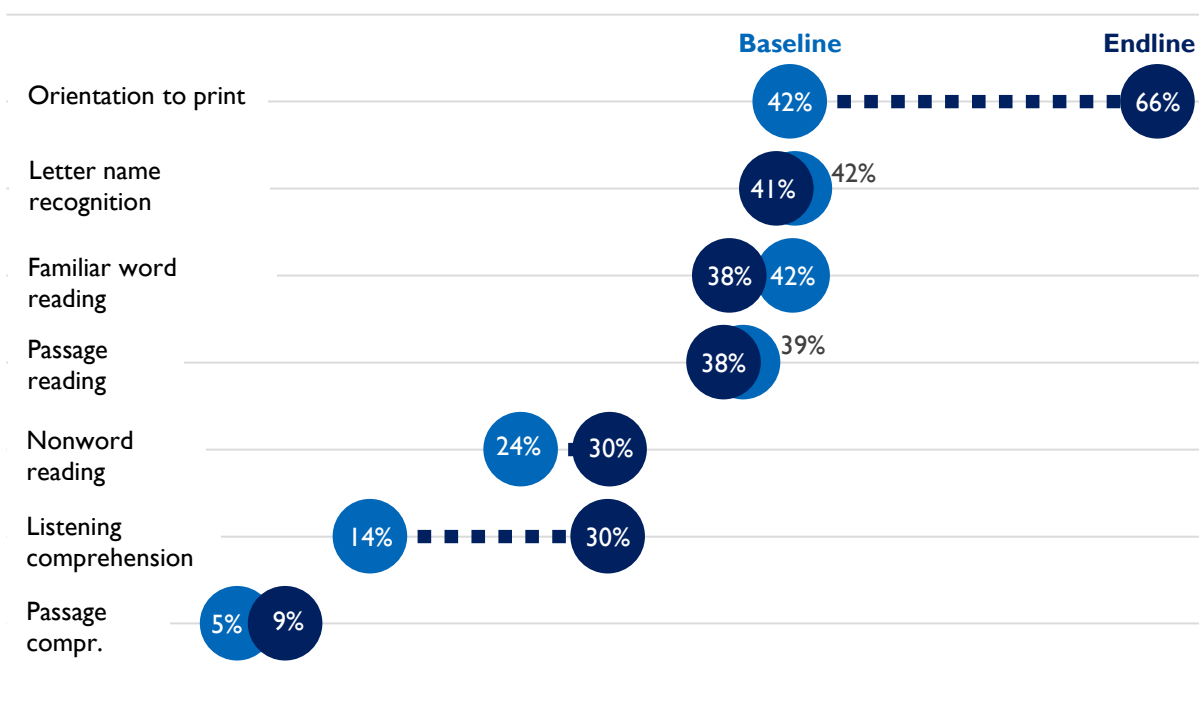
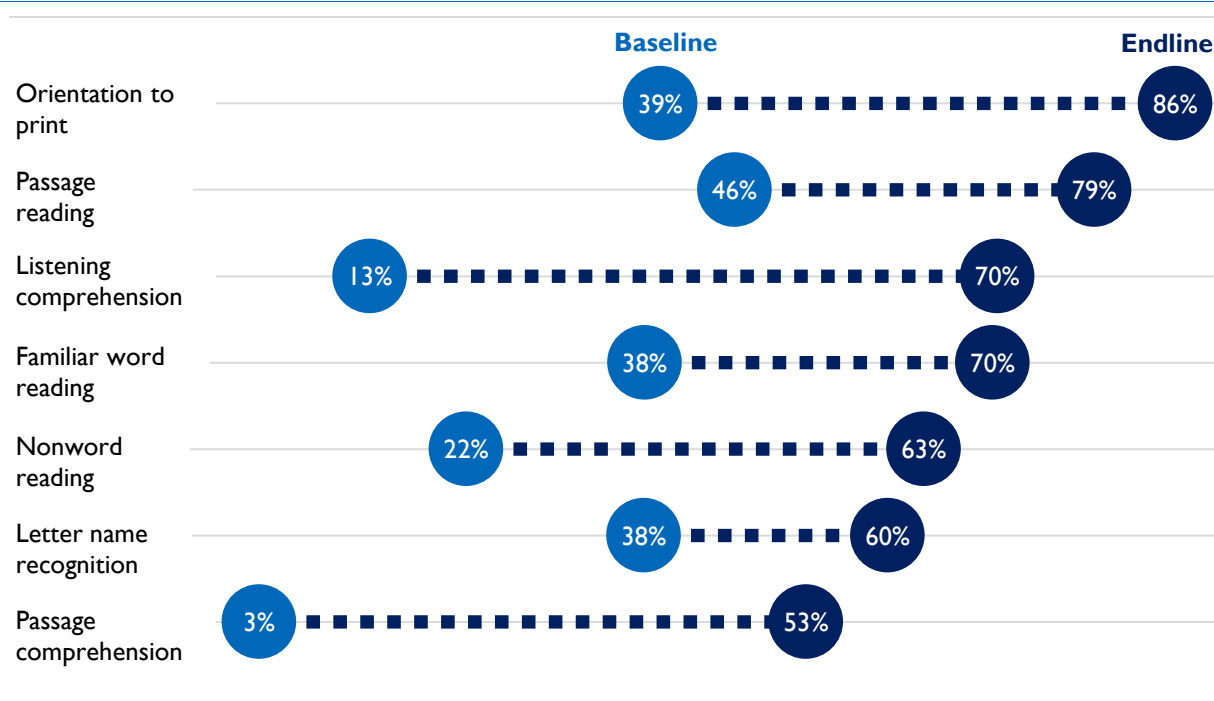


Figure 3: Percent Correct Subtask Scores, Cohort 3



In addition to performing analysis of differences across treatment rounds, we also analyze differences in average endline scores across genders within each treatment group. As shown in Table 6, in light intervention schools, boys outscored girls on all subtasks, and all differences are statistically significant at $p < 0.05$. In cohort 3 schools, differences between boys and girls were more varied at endline, and none of the differences are statistically significant.

As noted above, gender analyses in the body of this report are for endline only and compare the scores of boys to the scores of girls within each intervention category. Full EGRA subtask results disaggregated by gender and round can be found in Annex II.

Table 6: Percent Correct Subtask Scores by Gender and Treatment Type

EGRA Subtask	Light Intervention			Cohort 3		
	Boys	Girls	Difference	Boys	Girls	Difference
Orientation to print	68%	61%	-7%**	88%	84%	-4%
Letter name recognition	43%	35%	-8%**	60%	60%	+0%
Familiar word reading	37%	25%	-12%***	62%	67%	+5%
Nonword reading	32%	18%	-14%***	59%	64%	+5%
Passage reading	36%	24%	-12%**	69%	69%	+0%
Passage comprehension	10%	3%	-7%***	56%	47%	-9%
Listening comprehension	33%	17%	-16%***	70%	70%	+0%

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

PRP Impact Estimates

To answer learning question 1, we conducted difference-in-differences (DiD) ordinary least squares (OLS) regression analysis and produced an adjusted estimate using student- and school-level time-invariant controls.¹⁹ The primary outcomes of interest for learning question 1 are raw EGRA subtask scores, which are designed to assess students' Urdu reading skills along a continuum, from prereading skills to reading fluency and comprehension.

Table 7 presents the results from the DiD analysis. The estimated PRP treatment effect is positive, statistically significant, and large in magnitude for all EGRA subtasks. On average, PRP increased passage reading by 21.2 CWPM and reading comprehension by 2.4 correct items (out of five), which represent improvements of 0.7 and 1.28 standard deviations, respectively. The improvement in reading comprehension is especially remarkable, as this higher-order skill is often the most difficult to improve significantly through early grade reading interventions. Lower-order foundational skills such as letter name recognition, nonword reading, and familiar word reading also increased by a statistically significant 24.3, 19.3, and 17.8 correct items per minute, respectively. Prereading skills, including orientation to print and listening comprehension, likewise increased by 1.2 correct items (out of five) and 1.4 correct items (out of three), respectively.

Table 7: PRP DiD Impact Estimators, by EGRA Subtask and Round

EGRA Subtask	Light Intervention		Cohort 3		DiD	Adjusted DiD	
	2017	2020	2017	2020	Change	Change	Effect Size
Orientation to print	2.1	3.3	2.0	4.3	1.1***	1.2***	1.08
Letter name recognition	42.3	41.1	37.9	60.2	23.5***	24.3***	1.09
Familiar word reading	21.1	19.0	19.0	34.9	18.0***	17.8***	0.79
Nonword reading	12.1	15.1	10.9	31.8	17.9***	19.3***	1.02
Passage reading	23.3	22.5	27.7	47.4	20.5***	21.2***	0.70
Passage comprehension	0.3	0.5	0.1	2.7	2.3***	2.4***	1.28
Listening comprehension	0.4	0.9	0.4	2.1	1.2***	1.4***	1.20

Note: Adjusted DiD includes time-invariant controls at the student and school levels. Effect size refers to the difference between treatment and comparison groups divided by the pooled standard deviation. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table 8 presents the adjusted DiD results disaggregated by gender. Overall, impacts for boys and girls were similar across the orientation to print, familiar word reading, nonword reading, and passage comprehension subtasks. Impacts for letter name recognition and passage reading were slightly higher for boys than girls, whereas listening comprehension impacts were higher for girls than boys. Although standardized effect sizes were higher for girls than boys for the two comprehension subtasks, all other effect sizes were higher for boys due to the fact that there was more variability in the girls' scores which in turn increases the denominator used in the effect size calculation.

¹⁹ Time-invariant controls at the student-level include household assets (television, radio, computer, bicycle, motorcycle, and car). At the school level, control variables include urbanicity and the availability of drinking water, electricity, and toilets.

Table 8: PRP Difference-in-Differences (DiD) Impact Estimators, by EGRA Subtask and Gender

EGRA Subtask	Girls		Boys	
	Adjusted DiD	Effect Size	Adjusted DiD	Effect Size
Orientation to print	1.3***	1.11	1.3***	1.26
Letter name recognition	19.1***	0.80	24.4***	1.18
Familiar word reading	14.3***	0.60	15.2***	0.73
Nonword reading	19.0***	0.94	18.0***	1.03
Passage reading	17.0***	0.56	19.9**	0.67
Passage comprehension	2.5***	1.34	2.5***	1.32
Listening comprehension	1.9***	1.56	1.2***	1.07

Note: Adjusted DiD includes time-invariant controls at the student and school levels. Effect size refers to the difference between treatment and comparison groups divided by the pooled standard deviation. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

LEARNING QUESTION 2

After two years of implementation, to what extent has PRP led to measurable improvements in the proportion of grade 2 students meeting provincial performance standards in reading fluency and comprehension?

KEY FINDINGS

- Overall, PRP increased the number of students meeting Balochistan's reading fluency performance standard by 16 percentage points.
- The number of girls and boys meeting the performance standard increased by 10 and 16 percentage points, respectively; however, these gender disaggregated estimates are not statistically significant for girls and are only marginally significant for boys.

The metric used to address learning question 2—the oral reading fluency (ORF) performance standard—is assessed using the passage reading subtask of the EGRA. These performance standard benchmarks categorize students into groups based on their ORF score to determine the extent to which they are reading at grade level, in line with Pakistan's curricular goals. In June 2015, delegates from all eight regions convened in Islamabad to set performance standards for ORF for grades 2 and 5. These draft standards were subsequently approved by provincial authorities in Balochistan.

Table 9 shows the current Urdu ORF benchmarks for grade 2 students in Balochistan, which are used for the purposes of this assessment to analyze the performance of students entering grade 3. The benchmarks assign students to one of three basic reading categories—does not meet performance standard, meets performance standard, or exceeds performance standard—based on the number of CWPM scored on the passage reading subtask. In addition to the official performance standard categories established by provincial authorities and in line with prior rounds of analysis, this report also includes the category of nonreader for students who could not read a single word correctly.

Table 9: Oral Reading Fluency (ORF) Performance Standards for Grade 2

Category	Correct Words per Minute
Exceeds performance standard	> 90 CWPM
Meets performance standard	60 to 90 CWPM
Does not meet performance standard	< 60 CWPM
Nonreader	0 CWPM

Raw Changes in the Proportion of Students Meeting Performance Standards

As with learning question 1, we present raw changes in the performance categories over time and by treatment arm to ensure consistency with previous reports. Table 10 shows the distribution of ORF performance categories by treatment type for each wave of data collection, as well as the percentage point change between rounds and the statistical significance of the change.

Performance standard distributions remained relatively static for students in light intervention schools, with only small and statistically insignificant changes seen from baseline to endline. In contrast, students in cohort 3 schools exhibited large and statistically significant shifts in the bottom two performance categories as a sizable portion of students elevated out of the nonreader category. Students in the nonreader category saw a 39 percentage point decrease, from 44 percent at baseline to 5 percent at endline, with a corresponding 32 percentage point increase in students falling into the benchmark category between “meets performance standard” and “nonreader.” The proportion of students meeting the performance standard also nearly doubled, increasing 8 percentage points to 18 percent of students at endline.

Table 10: Oral Reading Fluency Performance Standard Categories, by Treatment Type

Benchmark category	Light Intervention			Cohort 3***		
	2017	2020	Change	2017	2020	Change
Exceeds performance standard	3%	3%	-1%	6%	6%	--
Meets performance standard	9%	4%	-4%	10%	18%	8%
Does not meet performance standard	51%	56%	5%	40%	72%	32%
Nonreader	37%	37%	--	44%	5%	-39%

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$ for design-based F-statistic

Figure 4: Reading Performance Categories, by Treatment Type

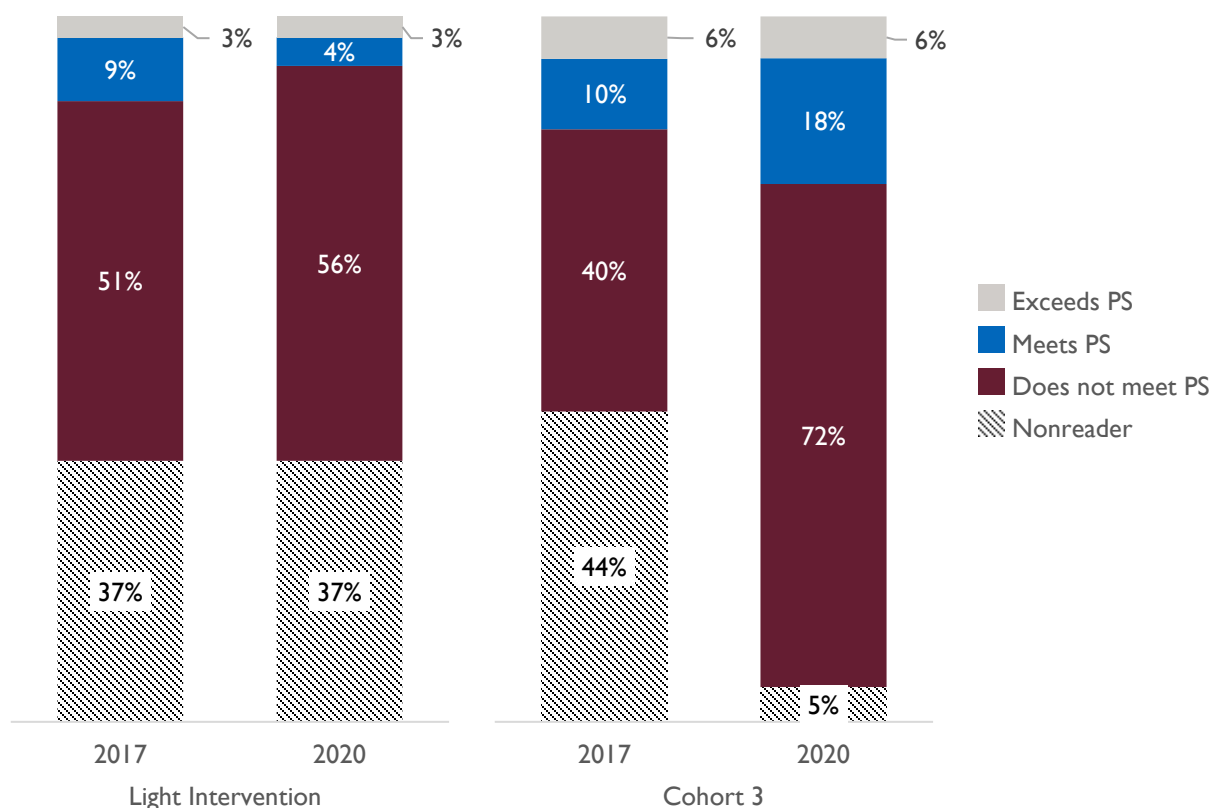


Figure 4 shows the same ORF performance category breakdowns in bar chart form, which helps to visualize the differences in changes in the proportion of nonreaders across treatment groups from baseline to endline, as well as to highlight the large shift in nonreaders among students in cohort 3. In particular, these charts help to highlight that performance categories were relatively static between rounds for light intervention students, whereas cohort 3 students experienced a very large decrease in number of nonreaders and a corresponding increase in number of readers who meet or do not quite meet the performance standard.

Figure 5 and Figure 6 show the distribution of ORF scores for light intervention and cohort 3 students, respectively, at baseline and endline. These charts can serve as a visual aid to show how students are clustered within each CWPM category. The distributions further showcase the stark difference in scores between students in light intervention and cohort 3 schools. Nonreaders comprised the largest bracket in light intervention schools at endline, with most other scores clustered in the “does not meet performance standard” category, particularly in the 20 to 29 CWPM bracket. Scores in cohort 3 schools were much more concentrated, with few students in the nonreader category and more than half of students clustered in just three brackets from 40 to 69 CWPM, which is near the cusp for meeting the performance standard. Annex II includes gender-disaggregated ORF distributions.

Figure 5: ORF Distributions by Round, Light Intervention

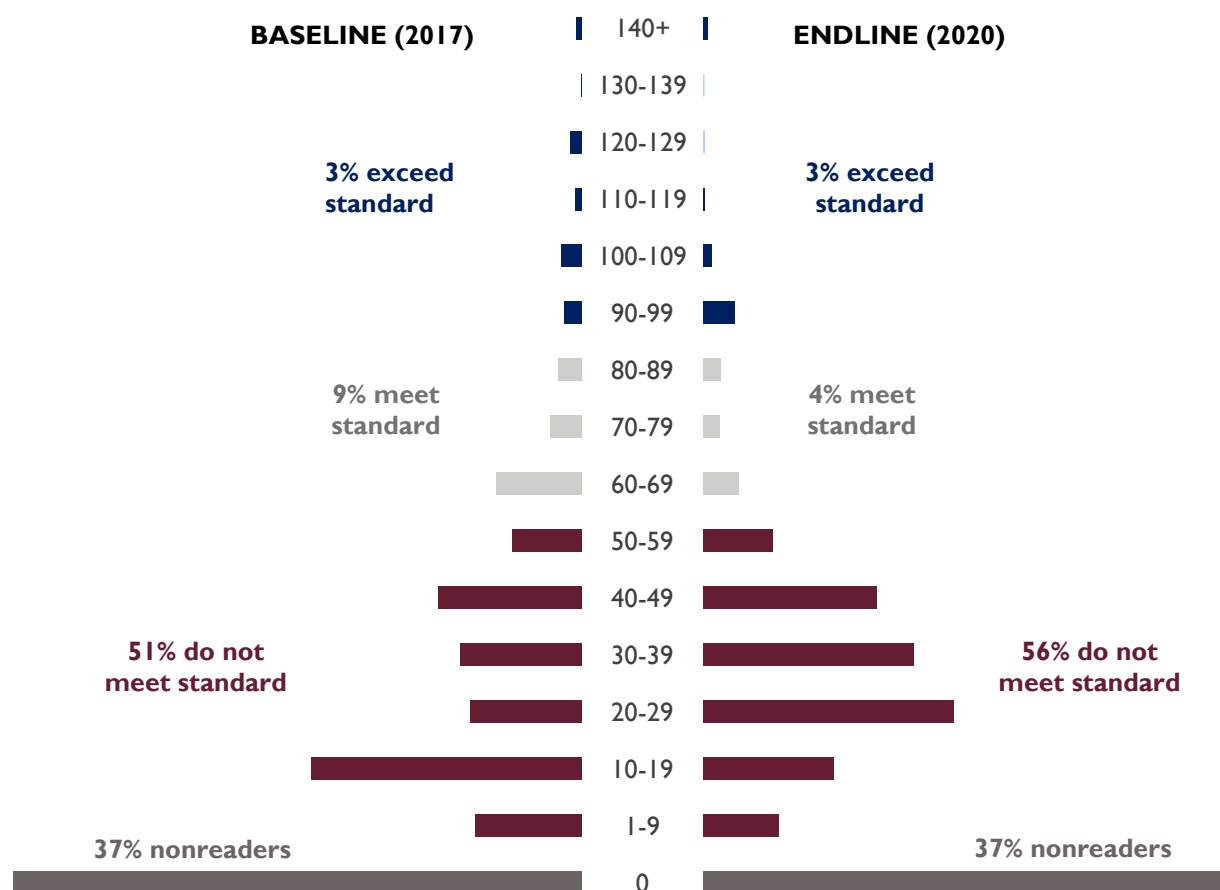


Figure 6: ORF Distributions by Round, Cohort 3

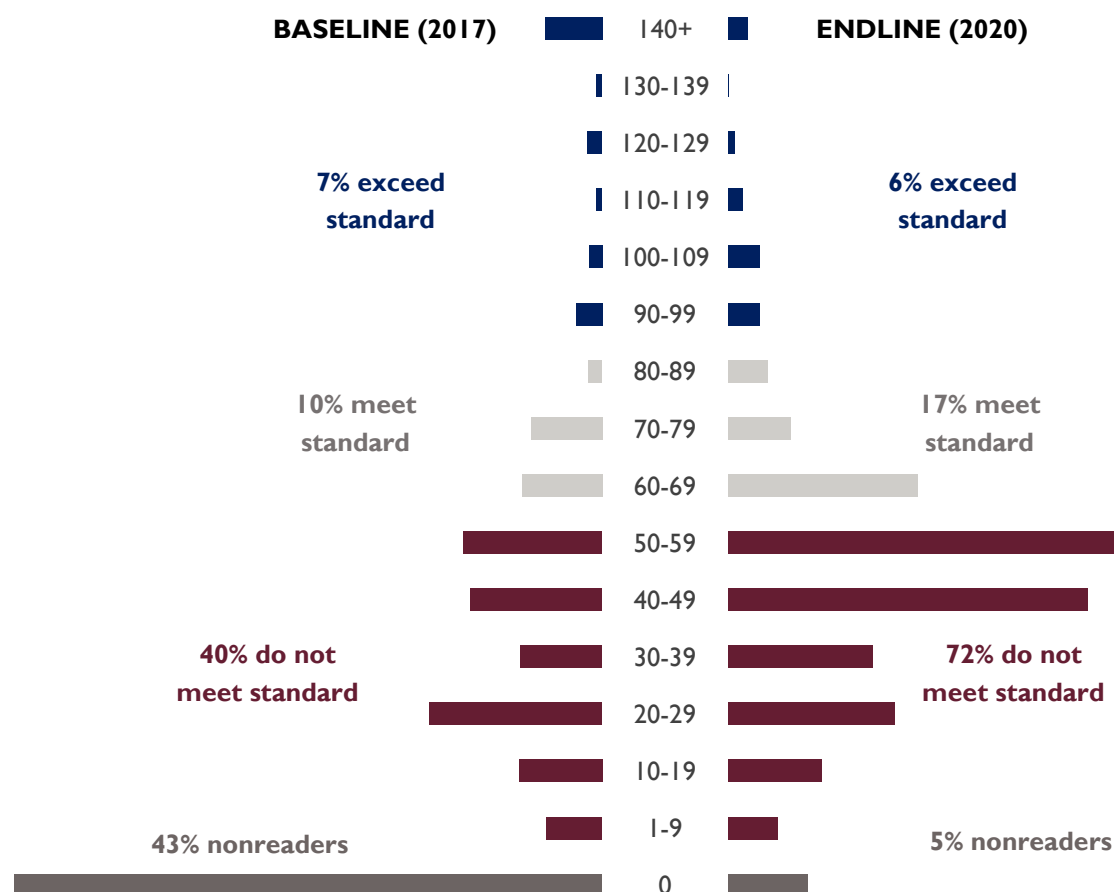


Table 11 and Figure 7 display endline ORF categories disaggregated by gender and treatment type, as well as the result of statistical tests to determine the significance levels of differences in scores across genders within each treatment group. Annex II includes full results disaggregated by gender and round.

Performance standard distributions at endline were quite different for boys and girls in light intervention schools, with far more girls in the nonreader category than boys. Although the vast majority of both boys and girls fell within the nonreader or “does not meet performance standard” categories at endline, more than half of girls were categorized as nonreaders vs. 32 percent of boys. Conversely, 61 percent of boys were categorized as “does not meet performance standard” vs. approximately one-third of girls. Boys were also more likely to exceed the performance standard by 2 percentage points, although only a small number of boys or girls did so in light intervention schools.

Performance standard categories at endline were much more similar for male and female students in cohort 3 schools than in light intervention schools, where differences in scores between boys and girls were not statistically significant.

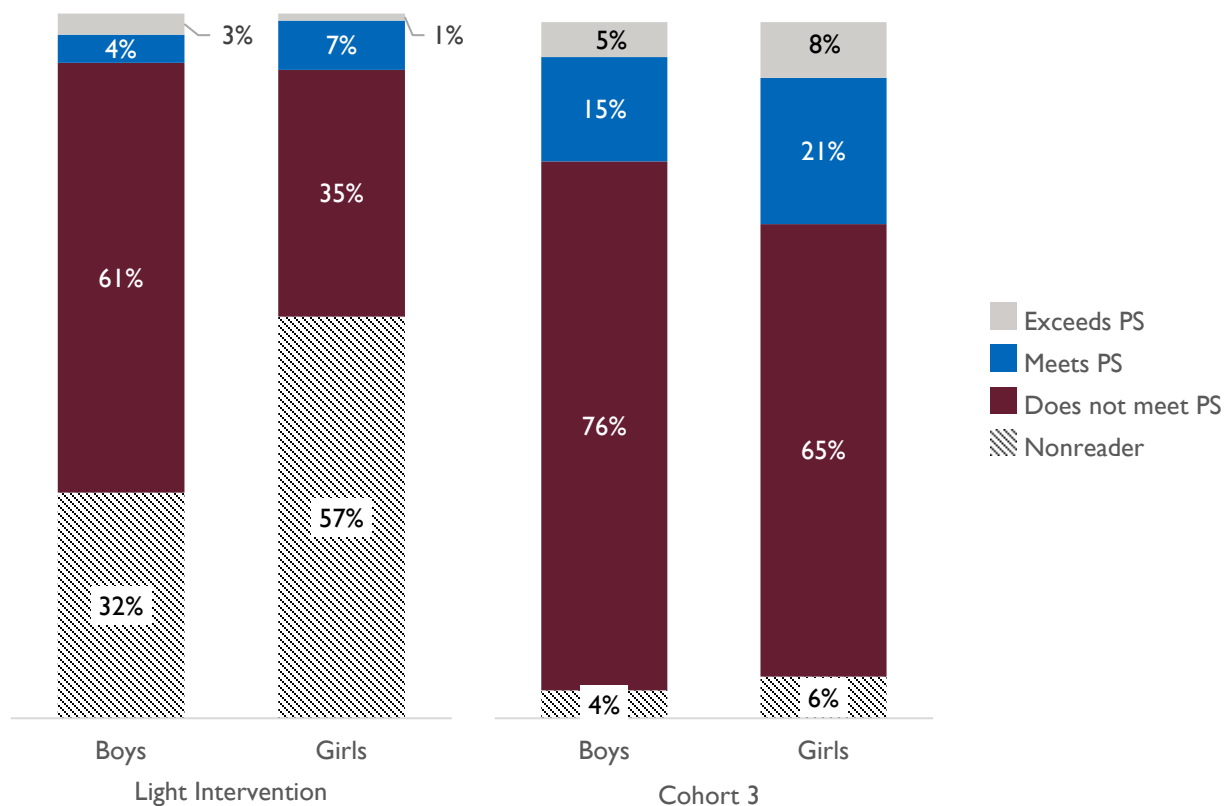
As with subtask analyses, benchmark analyses were performed for endline only and compared male and female students within each intervention category. Annex II contains full benchmark results disaggregated by gender and round.

Table 11: Endline Reading Performance Categories by Gender and Treatment Type

Benchmark category	Light Intervention***			Cohort 3		
	Boys	Girls	Difference	Boys	Girls	Difference
Exceeds performance standard	3%	1%	-2%	5%	8%	3%
Meets performance standard	4%	7%	3%	15%	21%	6%
Does not meet performance standard	61%	35%	-26%	76%	65%	-11%
Nonreader	32%	57%	25%	4%	6%	2%

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$ for design-based F-statistic

Figure 7: Endline Oral Reading Fluency Performance Standard Categories, by Treatment Type and Gender



PRP Impact Estimates

To answer learning question 2, we conducted DiD regression analysis using the same procedure described under learning question 1 and calculated results using both OLS and logistic regression analysis, presented in Table 12.²⁰ Overall, PRP increased the number of students meeting the performance standard by 16 percentage points. The number of girls and boys meeting the performance standard increased by 10 and 16 percentage points, respectively, although these gender-disaggregated estimates are not statistically significant for girls and are only marginally significant for boys, likely owing to the reduced sample size.

Table 12: PRP DiD Impact Estimators for Proportion of Students Meeting Reading Fluency Performance Standards

	Light Intervention		Cohort 3		DiD Estimator (OLS)	Adjusted DiD (Logit)
Meets Performance Standard	2017	2020	2017	2020	Change	Change
Overall:	12%	7%	16%	24%	13%**	16%**
Girls	11%	8%	26%	30%	7%	10%
Boys	12%	7%	11%	20%	14%**	16%*

Note: Adjusted DiD includes time invariant controls at the student and school levels. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

²⁰ Although logistic regression is the preferred analytical approach for binary outcome variables, we also present OLS estimates, since they allow for disaggregating the percentage of students meeting the performance standard by treatment arm and phase/year.

LEARNING QUESTION 3

3.a Which program components were the most effective in improving reading performance for grade 2 students, and why? Which program components were the least effective in improving reading performance for grade 2 students, and why?

KEY FINDINGS

- According to KII informants, in-service teacher training, daily reading lesson plans, and big books were considered to be the most effective PRP components.
- Conversely, tablets and leveled readers were considered to be the least effective in improving reading performance, due to technological challenges and difficulties in classifying individual students' reading levels, respectively.
- Several aspects of PRP are statistically correlated with reading performance at endline: holding all else constant, students from schools that obtained workbooks between the 2018-2019 and 2019-2020 school years scored approximately 14.5 CWPM higher than students from schools that did not. In addition, students with teachers who reported receiving observation and/or coaching from PRP staff scored 5.6 CWPM higher than students with teachers who did not.

To address learning question 3, we conducted a multiple regression analysis to assess factors that are associated with ORF at endline among cohort 3 students. The initial models included a wide range of student-, classroom-, and school-level independent variables that were theorized by the research team to be potential predictors of reading performance. To identify variables that significantly predict reading performance, we then built up each model iteratively through a series of individual, step-wise regressions. Variables that were not statistically significantly predictive of reading performance at any stage of the process were excluded from subsequent analyses.

Regression results are presented in Table 13 and visually in Figure 8, with coefficient magnitudes and p-values presented for significant predictor variables and for principle component indices. It should be noted that interpretation of coefficients varies depending on the type of variable: 1) For dichotomous variables, the coefficient represents the change in ORF associated with that characteristic, holding all else constant. 2) For continuous variables such as age, the coefficient represents the change in ORF associated with a one-unit increase in that variable, holding all else constant. Although the full results are presented below, some policy-relevant observations include:

- Recent procurement of workbooks for all students is strongly associated with Urdu ORF performance, displaying the greatest coefficient on CWPM by magnitude. Holding all else constant, students from schools that reported obtaining workbooks for all students between the 2018-2019 and 2019-2020 school years scored approximately 14.5 CWPM higher than students from schools that did not.
- Student-reported home reading has a strong, positive association with Urdu ORF performance. Holding all else constant, students who reported reading aloud at home scored approximately 13.3 CWPM higher than students who did not, whereas students who reported reading silently at home scored approximately 6.7 CWPM higher than students who did not.

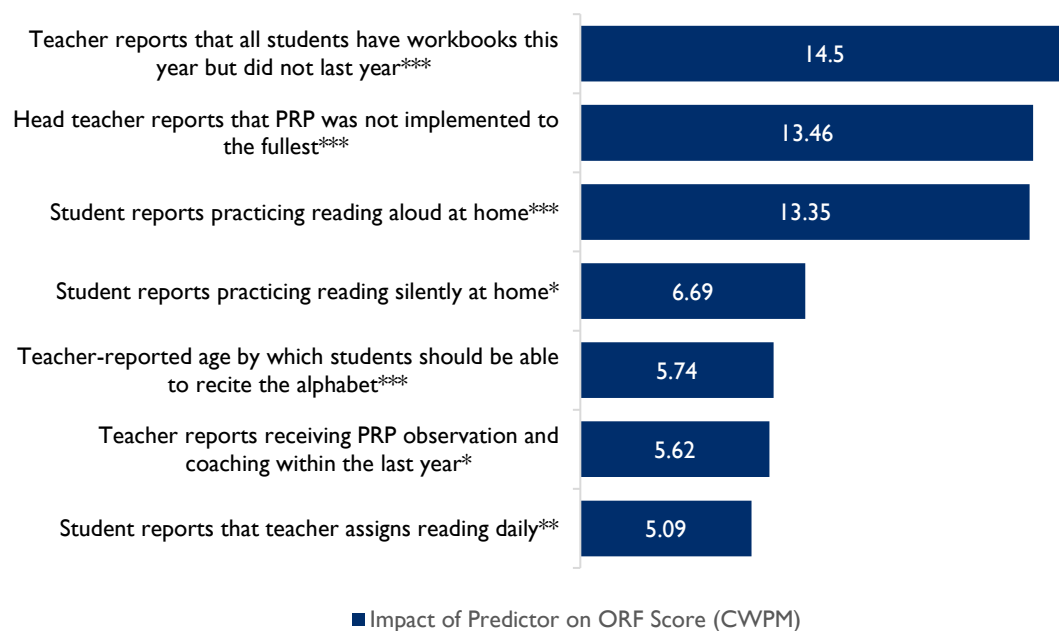
- In terms of teacher beliefs, the only statistically significant variable in the final model was the age by which the teacher believes students should be able to recite the alphabet. Holding all else equal, each additional year added to a teacher's response was associated with a nearly 5.7 CWPM increase in ORF scores.
- In terms of PRP implementation variables, two indicators are included in the model as statistically significant predictors. Holding all else equal, students with teachers who reported receiving observation and/or coaching from PRP staff scored 5.6 CWPM higher than students with teachers who did not. Interestingly, students from schools where the head teacher reported that PRP "was not implemented to the fullest" scored approximately 13.5 CWPM higher than students from schools where the head teacher said it was fully implemented. Although this second result is contrary to what one may expect given the large impact estimates, it is possible that this reflects deeper familiarity with the PRP program among head teachers who believe that it could have been implemented with greater intensity.

Table 13: OLS Regression Results for Urdu ORF

Predictor	Coefficient (CWPM)	P-Value
Student reports practicing reading aloud at home	13.35	0.00
Student reports practicing reading silently at home	6.69	0.08
Student reports that teacher assigns reading daily	5.09	0.04
Teacher reports that all students have workbooks this year but did not last year	14.50	0.00
Teacher-reported age by which students should be able to recite the alphabet	5.74	0.01
Teacher reports receiving PRP observation and coaching within the last year	5.62	0.08
Head teacher reports that PRP was not implemented to the fullest	13.46	0.00
Index for pupil household assets (component 1)	2.00	0.07
Index for pupil household assets (component 2)	3.11	0.00
Index for pupil household assets (component 3)	-1.97	0.08
Index for pupil household assets (component 4)	-2.09	0.06
Index for school resources (component 1)	1.26	0.20
Index for school resources (component 2)	1.32	0.24
Index for school resources (component 3)	-2.74	0.04
Constant	11.14	0.11
Observations	805	
R-squared	0.2347	

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$

Figure 8: OLS Regression Results for Urdu ORF



*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Focusing on qualitative data, respondents believe that teacher training and professional development are considered key to improving reading performance for grade 2 students. Key stakeholders across the four stakeholder groups agreed that teacher training improved teacher instruction, which translated to increased learning in the classroom. KII respondents noted the vast number of teachers who were trained under PRP and applauded the program's ability to communicate the importance of reading to key stakeholders inside and outside the school. One respondent familiar with PRP programming reported that the creation of a formal professional teaching degree that includes curricula focused specifically on reading skills (foundations of reading, reading difficulty, reading assessment, teaching reading, and reading practicums) was one of PRP's most significant accomplishments.

In addition to teacher training and professional development, respondents noted that reading and learning materials (RLMs) were important for improving reading performance and are likely to continue being used after PRP ends. When asked which RLM components were most important, stakeholders emphasized that the whole RLM package added value in the classroom, and therefore, the most important component of RLM was the daily reading lesson plans (DRLPs) because if the teachers were using those appropriately they would be using the full RLM package throughout the class. Respondents also highlighted the importance of the individual workbooks and big books. One respondent explained that the workbooks provide students with a sense of ownership over their education because they can write their name in the books and take them home to share with their families. Other respondents noted that the big books engaged students through their large pictures and were useful for teachers to be able to focus on certain segments of the classroom as they were often teaching in multigrade environments.

Conversely, respondents largely reported the leveled reader was one of the least useful components of the RLM package. One respondent noted that leveled readers had never been used in Pakistani classrooms before and therefore were a great accomplishment for PRP, whereas other respondents reported that in theory the reader would be very useful, but that it was difficult for teachers to accurately classify students' reading levels and get them started reading at the correct level. Part of the difficulty was the large class size, which made it too time-consuming to assess each student's reading level individually. Respondents also noted that the tablets were another of the least useful components of the RLM package because of their low quality. They noted frequent technical issues with the tablets, including audio malfunctions that made the listening activities unusable. They also reported that some teachers did not possess the technical literacy necessary to effectively use the tablets.

When asked what the least effective component of the overall PRP program was for improving reading performance, the qualitative respondents focused on two main themes: gaps in implementation and community mobilization. Focusing first on gaps in implementation, several respondents believe PRP should have reached out to more schools in the province and included more grades in each school. The respondents also reported a perceived lack of buy-in from key government officials, noting that only low-level government officials visited program schools.

Similarly, respondents from all stakeholder groups noted that the community support for reading activities was not very useful for improving reading performance because very few community support activities were implemented and they lacked focus. Stakeholders noted that parent-teacher councils (PTCs) existed before PRP implementation began, and PRP did not make the PTCs more effective at mobilizing parents. One respondent noted that books were provided to children, but book distribution did not appear to be linked to grants received by the PTCs from PRP. Another respondent clarified that Balochistan received fewer grants than other provinces due to budget constraints, which could explain the small perceived impact of such grants in improving reading performance.

3.b Which components of PRP could be improved, and in what specific ways, to inform future reading programs?

KEY FINDINGS

- Stakeholders at all levels want to see PRP expanded to other districts and grades.
- Trainings were well received by teachers and head teachers, but government stakeholders feel that future trainings could be longer to cover the material more thoroughly.
- Some respondents would like to see future iterations of PRP include local languages, since many students, teachers, and community members do not use Urdu outside of school.

When asked by qualitative interviewers how the PRP components could be improved to inform future reading programs, qualitative respondents from each stakeholder group focused on questions of implementation above other aspects of the intervention. As mentioned under learning question 3.a, respondents recommend that PRP, or future reading interventions, be expanded to include more schools in each province and more grades in each school. Consistent with impact estimates in this report, KII respondents believe students in cohort 3 schools made larger gains in their reading ability compared to students in nontreatment schools and advocated for the PRP program to be expanded into nonintervention schools in order to give those students access to the same resources—and potentially the same gains in their reading ability. Respondents also recommended continuing PRP implementation into higher grades in order to build on the foundation laid during grades 1 and 2. In addition, respondents recommended adding a strong monitoring component to ensure that PRP is being implemented as planned in the schools, noting that Balochistan is a border region with Afghanistan and presents unique challenges found in conflict-affected areas.

Focusing on improving existing PRP components, respondents highlighted three main areas for improvement: 1) They recommended expanding the teacher training and professional development to include more teachers and more training time. The PRP model provided a five-day face-to-face training for teachers in the first year of implementation, followed by three-day refresher trainings at the start of the second year.²¹ These trainings are considered too short to cover the necessary material and should be extended if possible. 2) Respondents also suggested producing the RLM package in local languages. One respondent estimated that students only speak Urdu outside the classroom 20 percent of the time, and therefore PRP should focus on other languages spoken outside school. 3) Finally, KII respondents recommend developing support structures to enhance community support for reading. These structures can include better management and planning for community-based activities to make sure PTCs are implementing the planned activities, as well as awareness campaigns to help increase the visibility of these activities and to foster broader community support.

Feedback from teachers and head teachers on areas for improvement was more limited, as they gave universally high ratings to PRP trainings and classroom-based coaching provided by mentors and PRP project staff. One head teacher suggested improving future trainings by focusing more on school management. Several teachers had suggestions for improving TIGs, but the feedback from individual teachers was varied and often at odds with other feedback. For example, some teachers would like the

²¹ PRP Annual Report 2019

TIG meetings to be more conceptual, whereas others prefer it be more practical or solution-based. One teacher asked that the meetings be narrowed to focus specifically on phonics, whereas another wanted the meetings to be broadened to other course topics. One teacher asked that the TIG sessions be led by experts, whereas others asked that they be more discussion-based or participatory. Despite these suggestions for improvement, 100 percent of cohort 3 teachers who reported participating in TIGs said they found the TIGs helpful in improving their reading instruction. Finally, 16 percent of cohort 3 teachers who use DRLP and/or TIG manuals reported challenges using the guides, mostly due to fast lesson pacing or inadequate time to cover all the content. Two teachers reported difficulties understanding the guides, either due to a language barrier or overly technical language. Finally, one teacher reported misalignment between the guides and the timetable or curriculum, but this may be due to revisions to the curriculum following pandemic-related school closures.

3.c In what ways has the recent COVID-19 pandemic influenced primary classroom time/exposure, reading instruction, and reading performance?

KEY FINDINGS

- Quantitative and qualitative findings suggest that COVID-19 has negatively impacted student reading performance as a result of extended school closures. Time series analysis shows that letter name recognition had the greatest absolute decrease (-11.6), which is statistically significant at $p < 0.01$.
- Provincial authorities, schools, and families have implemented a range of interventions to engage students during school closures, as well as to provide remediation following school reopenings, but these have met with limited success.

In March 2020, the government of Pakistan closed all schools as part of a nationwide lockdown in response to the COVID-19 pandemic. Winter-zone schools in Balochistan closed in mid-December 2019 for winter vacation and summer-zone schools closed in March 2020 at the onset of the pandemic. Qualitative data indicate the government-mandated school closures due to COVID-19 reduced classroom exposure and altered the method of reading instruction for students in Balochistan. Overall, stakeholders believe these changes in the educational system negatively impacted student learning and reading performance. Stakeholders largely believe that time away from the classroom would delay, if not partially undo, the development of student reading skills, as primary students are less capable of self-teaching. KII respondents pointed out that students who attend government schools often come from households that do not read or write Urdu. Therefore, they expected that if students are not practicing Urdu at home with their families during the lockdown, their reading skills would not improve and perhaps even deteriorate. Moreover, a respondent from Balochistan also expressed concern that, once schools reopen, students would advance to the next grade without meeting the previous grade's reading standard, causing students to fall further behind.

To approximate the impact of COVID-19 on reading outcomes using quantitative data, we conducted time series analysis using light intervention group EGRA scores from 2013, 2017, and 2020. Performing this analysis among the light intervention group rather than cohort 3 was necessary for two reasons: 1) The analysis requires three time points, and only light intervention schools were visited three times. 2) The intervention itself is a confounding factor influencing reading scores in cohort 3, so it makes it difficult to draw any conclusions about impact from COVID-19.

Figure 9 illustrates how these estimators were calculated using ORF as an example. The time series estimator adjusts for the existing trend line between 2013 and 2017 by taking the endline score, subtracting the midline score, then further subtracting the difference between the midline and the baseline averages (endline - midline - (midline - baseline)). In the example below, the time series

estimator is calculated as $26.9 - 33.9 - (33.9 - 35.1) = -5.9$, meaning that the estimated impact of COVID-19 on reading fluency is -5.9 points.²²

Figure 9: Derivation of Time Series Estimator for Oral Reading Fluency, Light Intervention

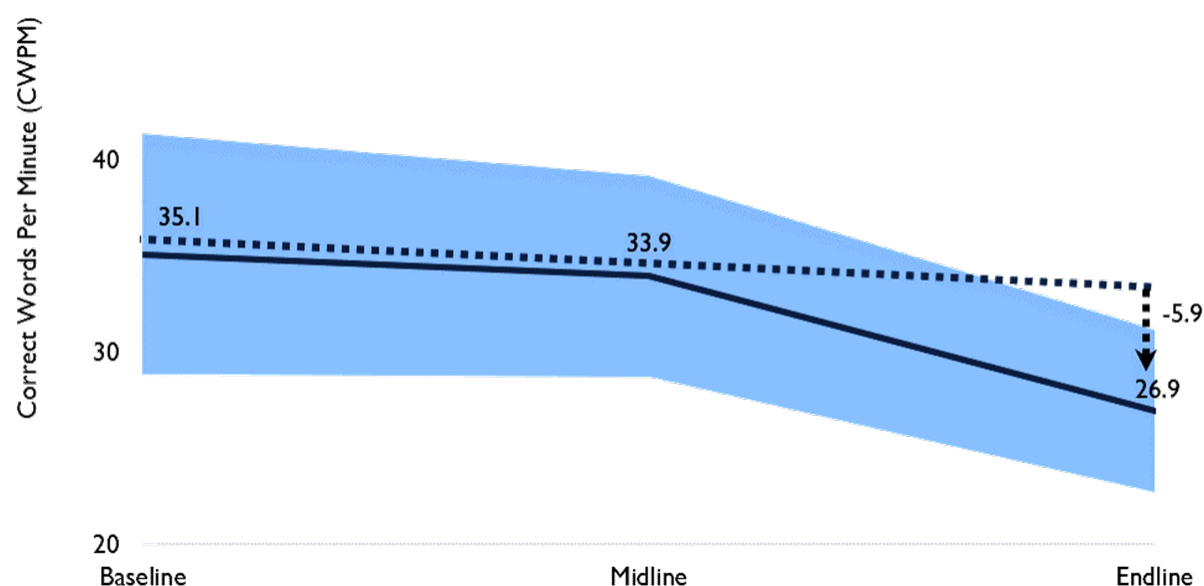


Table 14 shows time series estimators for all EGRA subtasks, which were generated using the same procedure described for ORF and can be interpreted as an approximation of the impact of COVID-19 on reading outcomes. The second column shows p-values indicating the statistical significance of the estimator. As expected, most subtasks show a drop in reading performance following COVID-19, but only letter name recognition (-11.6) is statistically significant at $p < 0.05$.

Table 14: Time Series Estimators by Subtask, Light Intervention

Subtask	Time Series Estimator	P-Value
Orientation to print	+0.3	0.09
Letter name recognition	-11.6	0.01
Familiar word reading	-8.0	0.12
Nonword reading	-5.8	0.09
Passage reading	-5.9	0.37
Passage comprehension	-0.1	0.51
Listening comprehension	+0.3	0.09

To assess interruptions to schooling due to the pandemic, the student survey asked questions about whether students had to miss a week or more of school due to their own illness or to take care of

²² One important caveat about the time series model is that it assumes that the trend shown between baseline and midline would have continued in the absence of COVID-19, but this cannot be verified. For this reason, the true COVID-19 impact is likely bounded by the time series estimator and the unadjusted difference in scores between midline (pre-COVID) and endline (post-COVID).

someone else who was ill. Summary statistics related to Research Question 3 are combined for light intervention and cohort 3 students here and for the remainder of the section unless otherwise noted.

We found that interruptions to schooling due to illness were relatively common in Balochistan, where one in five students reported missing at least one week of school due to their own illness and approximately one in 10 reported missing at least one week to take care of someone else who was ill.

To assess effects of the lockdown on household working patterns, the student survey also asked questions about which household members earn money for the household and whether any of these members had to stop working for any reason in the last year. As shown in Figure 10, interruptions in wage-earners' ability to work were somewhat common, with one in five students reporting that at least one wage-earning household member had to stop working at some point in the last year. Results by working household member including father, brother, aunt or uncle, and mother were similar, with little variation in the proportion of wage earners who had to stop working. It should be noted that although only a very small number of children in Balochistan mentioned themselves when listing wage-earning members, they were all males and three out of six had to stop working within the last year.

Figure 10: Student-Reported Interruptions in Ability for Wage-Earning Household Members to Work in the Last Year

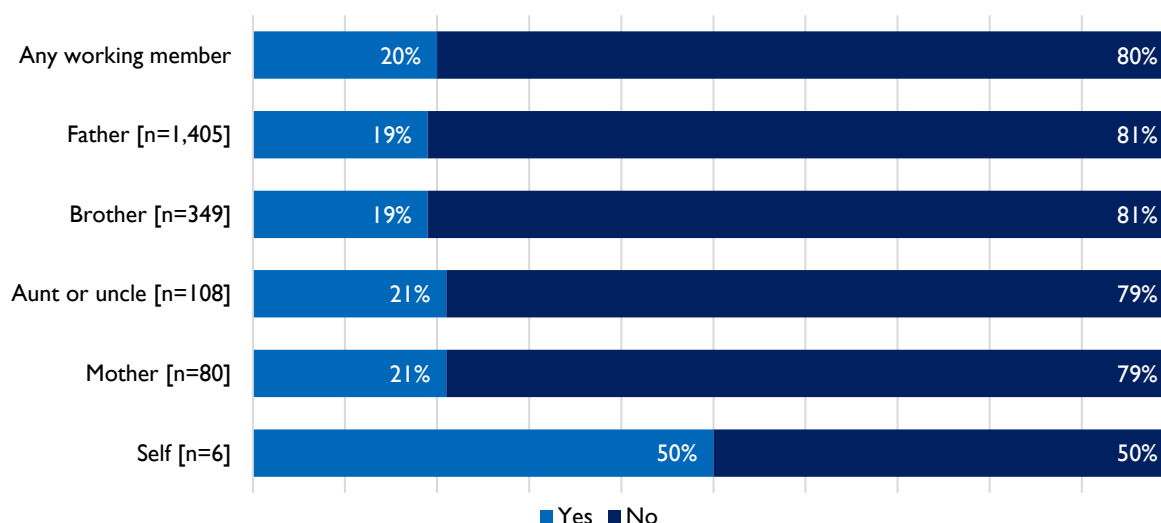
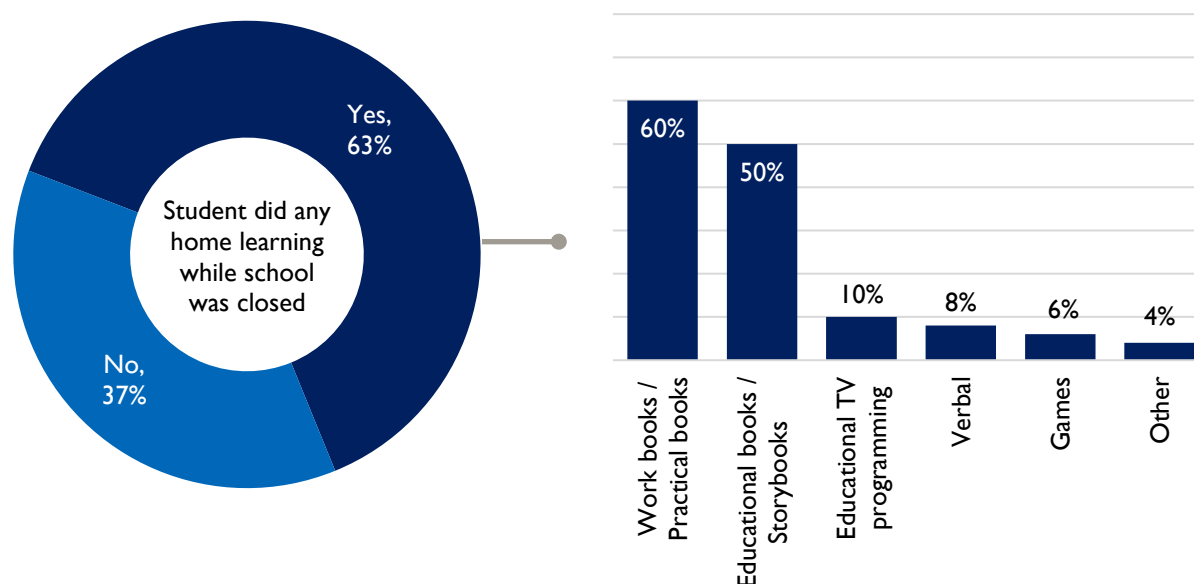


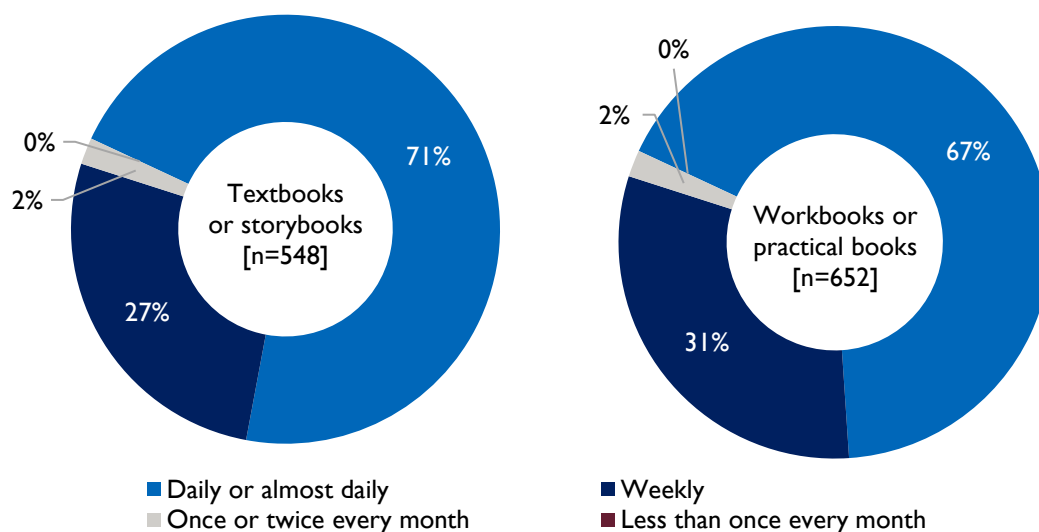
Figure 11 shows prevalence and types of student-reported home learning activities during the pandemic-related school closures. Home learning activities were quite common during the closures, with approximately six in 10 students in Balochistan doing at least some home learning while their school was closed. The students who did engage in home learning overwhelmingly mentioned the use of workbooks or practical books (60 percent) and the use of educational/story books (50 percent). Other much less frequently mentioned responses included educational TV programming (10 percent), verbal/oral teaching (8 percent), and games (6 percent).

Figure 11: Student-Reported Home Learning Activities during COVID-19 School Closures



As shown in Figure 12, students who performed the two most commonly reported home learning activities reported doing so quite often: practically all students who reported using these materials did so at least weekly, with more than two-thirds of these students using each daily or almost daily.

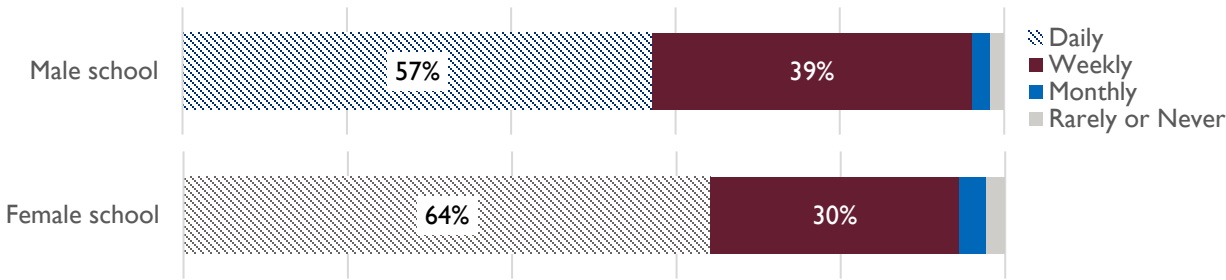
Figure 12: Student-Reported Frequency of Home Learning Material Use during COVID-19 School Closure



In addition to being asked about specific learning activities outside the classroom, students were asked more generally how often they engaged in any reading activities during the school closures. Figure 13 shows that well over half of students reported reading daily, while nearly all students reported reading at least weekly. Students in female schools reported engaging in daily reading activities slightly more than

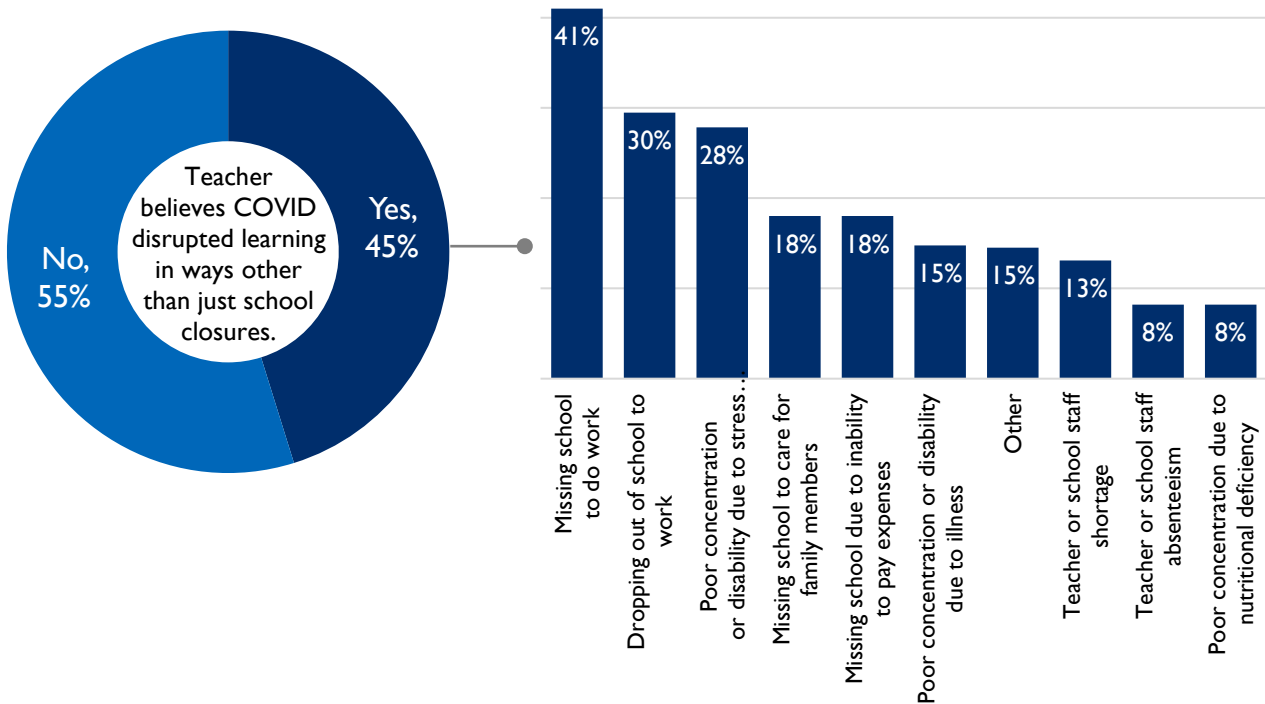
students in male schools (64 percent of students in female schools vs. 57 percent of students in male schools).

Figure 13: Student-Reported Frequency of Reading Activities during COVID-19 School Closures



Unsurprisingly, nearly all schools in the sample closed due to COVID-19. There was no difference in average closure time between male and female schools, with the average school closed for approximately six months. In addition, Figure 14 shows teacher-reported impacts of the pandemic on student learning. Nearly half of teachers said COVID-19 has disrupted student learning in ways beyond the school closures, with significant variation in impacts cited by these teachers. The three most commonly cited impacts include missing school to work (41 percent), dropping out of school altogether to work (30 percent), and poor concentration or disability due to stress or trauma (28 percent). Some teachers also cited missing school to take care of sick family members or due to inability to pay for school-related expenses (18 percent), poor concentration due to illness (15 percent), or other impacts beyond those included in the coded list of response options. Of the few teachers who cited other COVID-19 disruptions, approximately half mentioned fear of COVID-19, while others mentioned issues related to lack of distance-learning opportunities.

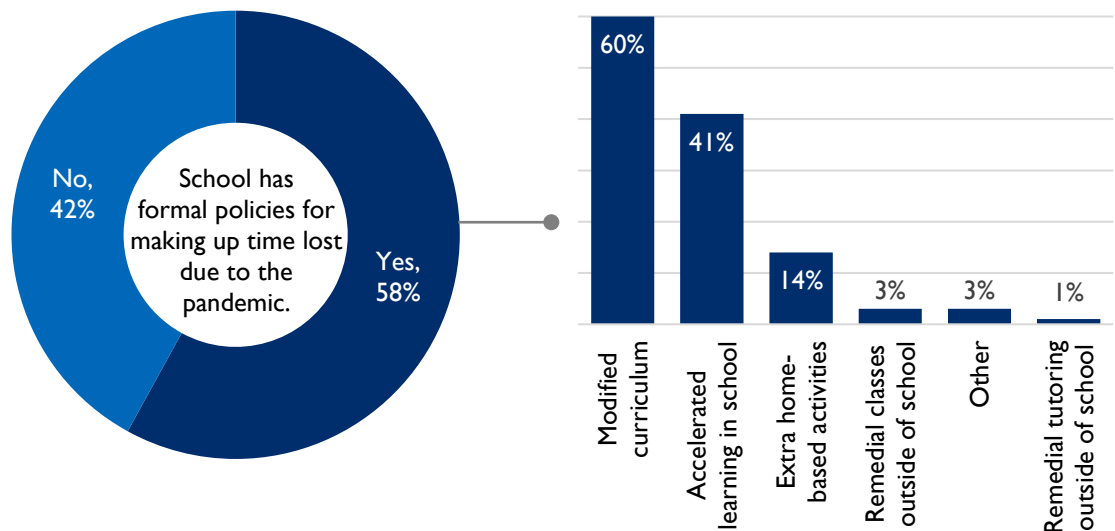
Figure 14: Teacher-Reported Effects of COVID-19 Pandemic on Student Learning



In response to the school closures necessitated by the pandemic, many schools and teachers implemented formal and informal policies for addressing the lost instructional time. Figure 15 shows head teacher-reported prevalence and types of such policies, and Figure 16 displays the perceived usefulness of these policies.

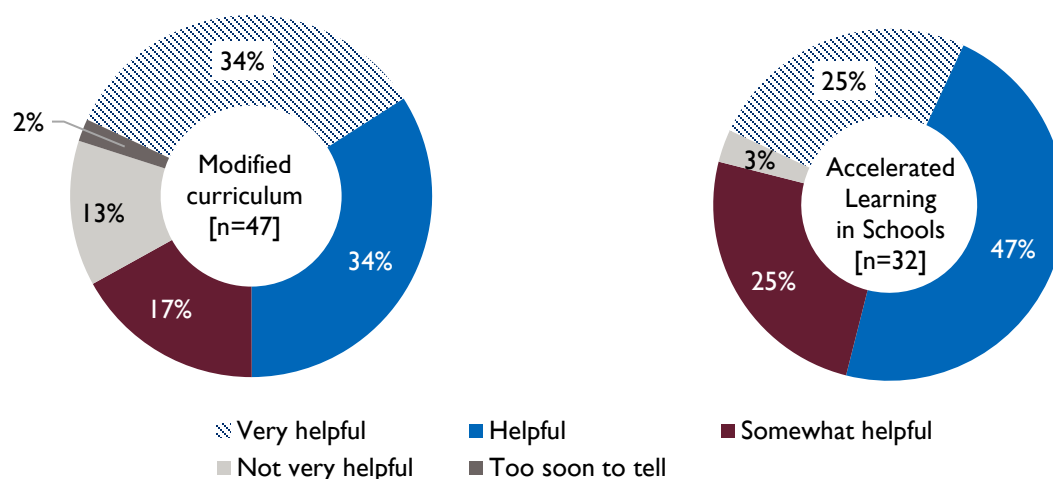
According to head teachers, nearly 60 percent of schools implemented formal policies for making up time lost due to the pandemic. The two most commonly cited policies include modified curriculum (60 percent) and accelerated learning in school (41 percent), although teachers also mentioned extra home-based activities (14 percent), remedial classes outside of school (3 percent), other policies (3 percent), and remedial tutoring outside of school (1 percent).

Figure 15: Head Teacher-Reported School Policies to Address Lost Instructional Time Due to COVID-19 Pandemic



The two most commonly reported policies were generally helpful, with most head teachers rating the policies as at least somewhat helpful. Feedback on implementation of the modified curriculum was more mixed, with 13 percent of head teachers rating it “not at all helpful.” At the same time, a slightly larger proportion of head teachers who carried out the modified curriculum rated this policy as “very helpful” compared to head teachers who implemented accelerated learning (34 percent vs. 25 percent).

Figure 16: Head Teacher-Reported Usefulness of School Policies to Address Lost Instructional Time Due to COVID-19 Pandemic

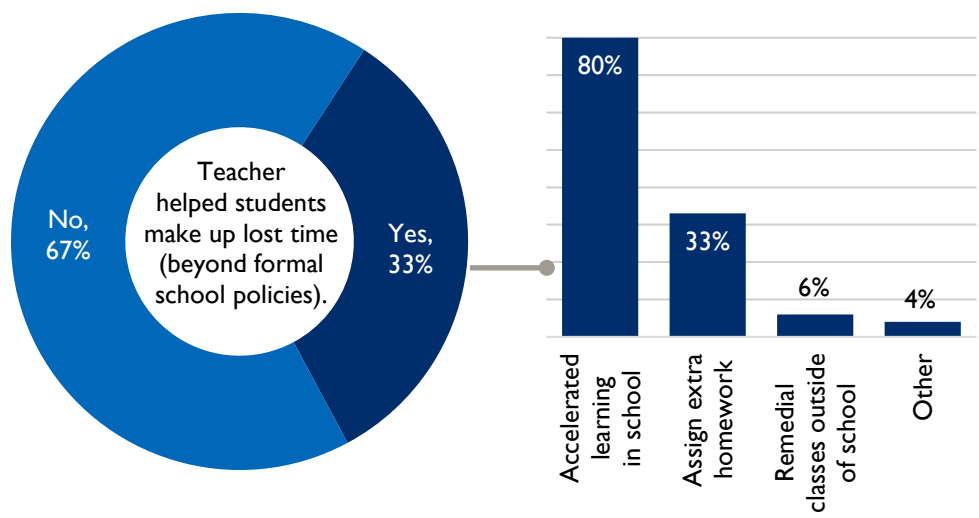


Qualitative respondents emphasized that the initiatives launched to make up for school closures could not replace the value of regular in-person learning or fill the gap created while schools were closed. On the national level, stakeholders explained that the government of Pakistan launched the TeleSchool initiative to broadcast free learning content to students in grades 1 through 12, although one respondent noted that resources for primary school learners were delayed because they were not ready when the TeleSchool rollout commenced. In addition, the program contracted the Pakistan broadcast company, which reached approximately 8 million people in Pakistan and started broadcasting stories over the airwaves. However, qualitative respondents enforced the idea that, since many students who attended government schools live in low-income, rural communities, many households lacked access to a television or radio at home and could not benefit from these programs. This is supported by the student survey data, which show that only 10 percent of students in Balochistan engaged with educational television programming during lockdown.

At the provincial level, qualitative respondents explained that the Department of Education condensed the curriculum and developed a “smart syllabus” to implement from September to December 2020. Some stakeholders expressed concern that the curriculum was too abridged and that students would not be able to advance without developing fundamental reading skills, like learning the alphabet. Others feared there was not sufficient time to complete even the condensed syllabus, since students were attending school on alternate days to reduce class sizes and in-person contact. Therefore, while KII respondents largely believed province-wide efforts to address the gap in learning that occurred due to COVID-19 were better than nothing, there was no perfect solution to the issues COVID-19 introduced to primary school education.

As shown in Figure 17, approximately one-third of teachers in Balochistan indicated that they implemented their own policies to help students make up for lost time on a more informal basis. Accelerated learning was by far the most common answer, cited by 80 percent of these teachers, followed by assigning extra homework, mentioned by one-third. Only a handful of teachers mentioned remedial classes outside of school or other informal policies such as “teaching them only the easier topics.”

Figure 17: Teacher-Reported Activities to Make up for Lost Instructional Time Due to COVID-19 Pandemic



In addition to being asked about formal policies to address lost time due to COVID-19, head teachers were asked whether their schools had done anything else to help students cope with COVID-19, with specific coping activities recorded as verbatim responses. Approximately 40 percent of teachers mentioned specific things the school was doing to help students cope, with a large number of these teachers mentioning following the standard operating procedures (SOPs) for triage of suspected COVID-19 patients. Teachers also mentioned common COVID-19 sanitation policies such as social distancing, handwashing, and masks. A small number of teachers mentioned following “smart syllabus” systems, and one mentioned the creation of a WhatsApp group to help “mobilize the parents and to [help] student[s] to cope with COVID19.”

Despite the reported negative impact of COVID-19 on student learning and reading performance, some stakeholders expressed gratitude for PRP and claimed the RLM helped students practice their reading and fill the gap of in-person instruction during the lockdown.

3.d To what extent will the PRP project components be sustained after the USAID-supported activity ends? What, if any, additional support is needed to enhance the long-term sustainability of PRP?

KEY FINDINGS

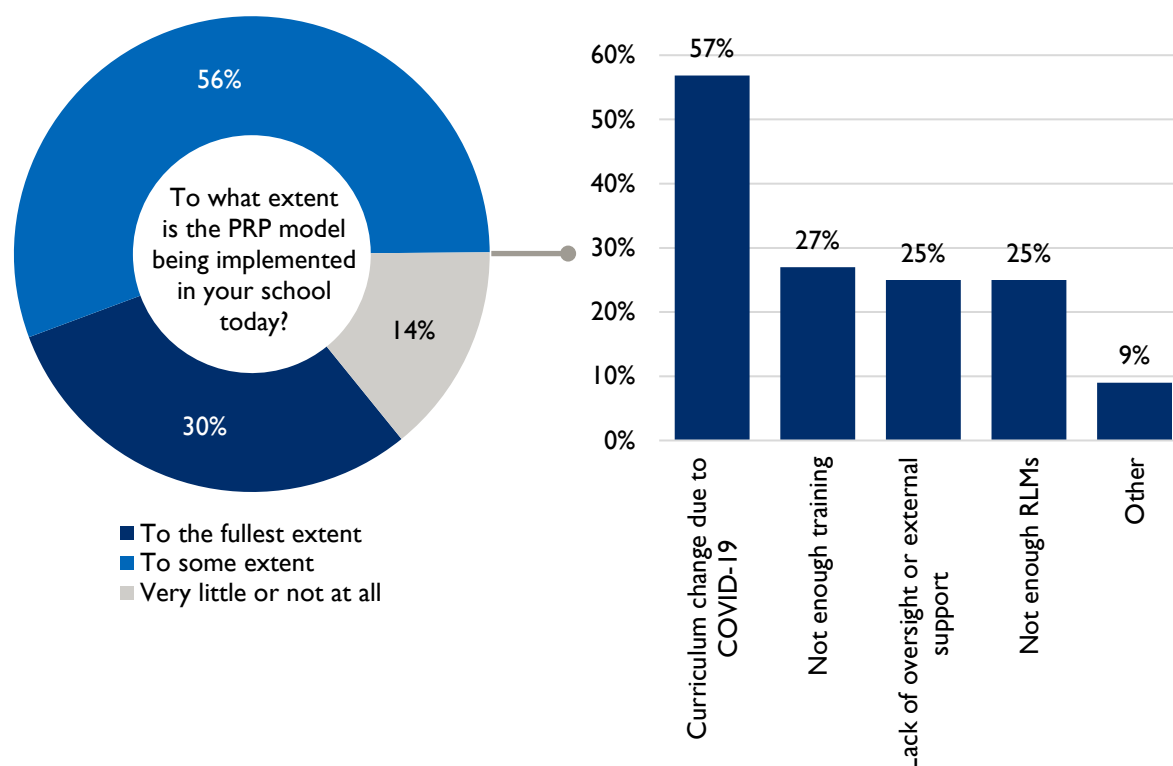
- The program components most likely to continue beyond the USAID activity are the PRP curriculum, instructional methods, and RLMs, but it is unclear whether the Balochistan government will continue to invest in them over the long term.
- The program components least likely to continue are TIGs and engagement of school governance structures, due to lack of government support and community interest, respectively.
- Although stakeholders at all levels are supportive of the program, they noted a lack of government ownership and dearth of financial resources and called for continued support from USAID to insulate PRP against new interventions proposed by other donors.

Qualitative data show that there is strong support for the continued use of PRP project components across all stakeholder groups. KII respondents believed that some PRP components are sustainable over the short term after USAID-supported activities end. Specifically, they believe the PRP curriculum, instructional methods, and RLMs will continue for several years into the future. Respondents indicated that the curriculum was formalized into syllabi that will continue to be used and that instructional methods are engrained in the teachers through the trainings they received as part of the intervention. This finding is echoed by head teachers, who believe PRP's emphasis on phonics is among the program components most likely to continue over the long term. According to KII respondents, teachers are expected to continue using these methods even if they do not receive additional training.

Respondents reported that parts of the RLM package produced under PRP were printed on high-quality paper that will last several years without needing to be reprinted. These resources include DRLPs, big books, and flashcards, among other printed resources. The resources can be used with students year after year, as long as the teachers are committed to protecting the RLM from damage or loss. However, 14 percent of head teachers said that student workbooks are likely to fall out of use because they are no longer being provided by PRP.

Although there are some PRP components that are sustainable over the short to medium term, action is needed to ensure that PRP components are sustained over the long term. The most immediate change needed is institutional ownership of key PRP components. At the time of data collection, the perception among qualitative respondents was that the provincial and national governments did not have ownership of PRP. These qualitative findings are supported by school survey data, in which “lack of oversight or external support” and “curriculum change due to COVID-19” were among the top reasons head teachers gave for their schools’ limited implementation of PRP following the activity’s closeout in 2020 (see Figure 18). Overall, only 30 percent of head teachers in cohort 3 schools said that PRP is being fully implemented today.

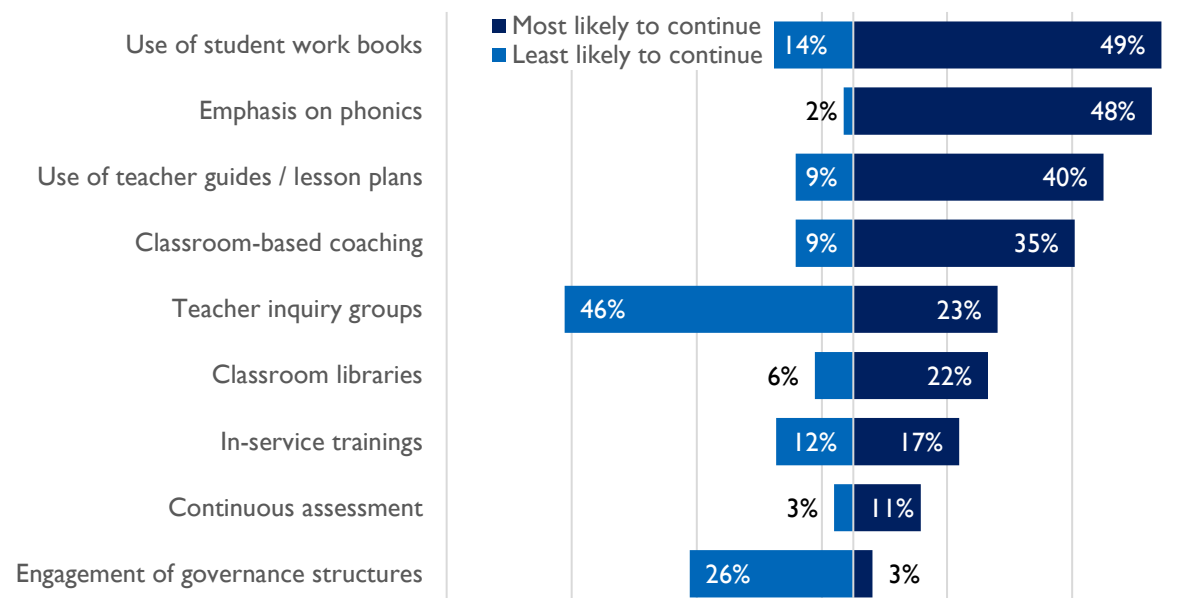
Figure 18: Extent of PRP Implementation in Cohort 3 Schools and Reasons for Limited Implementation (Head Teacher-Reported)



Respondents also noted that the government was unlikely to have the capacity to fund the continuation of PRP components, including teacher trainings and the production of RLMs and strongly suggested a USAID follow-on intervention. This ownership by the government would also insulate the program against new interventions proposed by donors, which respondents believe is a risk to the continuation of PRP.

Figure 19 shows the PRP program components most and least likely to continue, as reported by head teachers in cohort 3 schools. The component least likely to continue long-term is TIGs, due to the lack of funding and government permissions. Engagement of school governance structures was the second most frequently cited component that is unlikely to continue, mostly owing to a lack of interest among parents. Finally, in-service trainings were cited by 12 percent of head teachers as the least likely to continue due to lack of funding and facilities provision from the government.

Figure 19: PRP Components Most Likely and Least Likely to Continue over the Long Term (Head Teacher-Reported)



CONCLUSIONS AND RECOMMENDATIONS

Support a follow-on activity to ensure that the core components of PRP are scaled up and successfully transitioned to government ownership. Although PRP was highly effective in improving learning outcomes in Balochistan, evidence suggests that the program may not continue without external support—indeed, only 30 percent of cohort 3 head teachers said the program is being fully implemented today, and some stakeholders worry that PRP will fall out of fashion as other donors propose new activities and programs. Findings from this evaluation can be used to garner buy-in from both the Balochistan government and other donors, and a follow-on activity could help ensure an effective transition over the long term, including scaling up to districts in Balochistan that were not originally targeted by PRP.

In tandem, consider conducting more rigorous experimental research on the efficacy of a PRP scale-up, as well as a local-language version of PRP. Although this evaluation shows large impacts across all EGRA subtasks, the research methodology is nonexperimental and may therefore be subject to unknown biases. Given the comparatively large impacts observed through PRP as compared to other early grade reading programs,²³ a rigorous randomized controlled trial could deepen the evidence base on PRP's efficacy and contribute to institutional learning for USAID. Furthermore, due to the low use of Urdu outside of schools in Balochistan, stakeholders expressed interest in a local language version of PRP. An experimental evaluation could therefore include multiple treatment arms to test whether mother tongue (L1) instruction in the early grades leads to better Urdu (L2) outcomes over the long term, as has been established by research in other contexts.²⁴

Help teachers to more effectively provide individually targeted support to struggling students, including through the use of leveled readers. Although other research on early grade reading in low- and middle-income countries points to the effectiveness of “teaching at the right level,” stakeholders note that teachers face considerable challenges in classifying the reading levels of individual students and grouping them accordingly, particularly in schools facing teacher shortages and overburdened classrooms.

Implement remedial literacy programming for students who fall substantially below the performance standards. Although there has been marked progress since baseline, the great majority of students in Balochistan are still unable to read with comprehension at a grade-appropriate level. Remedial programming for struggling readers could involve supplementing core reading lessons with additional instruction and guided practice time tailored to students' learning levels and needs or extracurricular reading support by tutors, volunteers, teachers, and/or through education technology.

²³ Graham J, Kelly, S. (2018). How effective are early grade reading interventions? A review of the evidence. The World Bank. Available at: <https://openknowledge.worldbank.org/handle/10986/29127>.

²⁴ Pflapsen A, Benson C, Chabbott C, van Ginkel A; USAID. (2015). Planning for language use in education: Best practices and practical steps to improve learning outcomes. Available at: <https://shared.rti.org/content/planning-language-use-education-best-practices-and-practical-steps-improve-learning-outcomes>.

ANNEXES

ANNEX I: RESEARCH DESIGN MATRIX

#	Learning Question	Data Source	Sampling and Selection Criteria	Data Collection Methods	Data Analysis Methods
1	After two years of implementation, to what extent has PRP led to measurable improvements in grade 2 reading performance, as measured by the Early Grade Reading Assessment?	Students	Random sample of grade 3 students (who recently completed grade 2) from panel of 280 treatment and comparison schools sampled/visited in 2017	Early Grade Reading Assessment (EGRA) – all subtasks	Difference-in-differences ordinary least squares (OLS) regression analysis using inverse probability of treatment weighting and time-invariant/baseline control variables; results will be disaggregated by province and sex; findings will be reported through tables and data visualizations. Summary statistics on mean scores and percent correct scores for all subtasks at baseline and endline will also be presented; summary results will be disaggregated by gender, province, and treatment status.
2	After two years of implementation, to what extent has PRP led to measurable improvements in the proportion of grade 2 students meeting provincial performance standards in reading fluency and comprehension?	Students	Random sample of grade 3 students (who recently completed grade 2) from panel of 280 treatment and comparison schools sampled/visited in 2017	EGRA – oral reading fluency subtask	Difference-in-differences logistic regression analysis using inverse probability of treatment weighting and time-invariant/baseline control variables; results will be disaggregated by province and sex; findings will be reported through tables and data visualizations. Summary statistics on the proportion of children falling into each of the reading performance categories at baseline and endline will also be presented; summary results will be disaggregated by gender, province, and treatment status.
3a	Which program components were the most effective in improving reading performance for grade 2 students, and why?	Students	Random sample of grade 3 students (who recently completed grade 2) from panel of 140 treatment schools sampled/visited in 2017	Student survey	Multiple OLS regression analyses to identify student, teacher, classroom, and school characteristics related to PRP that are associated with student oral reading fluency at endline; findings will be reported through tables and data visualizations.
	Which program components were the least effective in improving reading performance for grade 2 students, and why?	Teachers	Grade 2 teachers in panel of 140 treatment schools sampled/visited in 2017	EGRA – oral reading fluency subtask	
		Head teachers	Head teachers in panel of 140 treatment schools sampled/visited in 2017	Teacher survey	
				Head teacher survey	

#	Learning Question	Data Source	Sampling and Selection Criteria	Data Collection Methods	Data Analysis Methods
		Head teachers	Head teachers in panel of 140 treatment schools sampled/visited in 2017	Head teacher survey	Summary statistics on interview responses related to implementation effectiveness, challenges, areas for improvement, and long-term sustainability of core PRP activities/components
		Teachers	Grade 2 teachers in panel of 140 treatment schools sampled/visited in 2017	Teacher survey	
		Provincial education officials	TBD	Key informant interview (KII)	Qualitative data will be captured through KII transcripts and typed field notes. Electronic transcripts and field notes will be imported into Dedoose for first-order and second-order qualitative data analysis. This analysis will then be examined in relation to the research questions and related quantitative data to develop key findings.
		USAID implementing partner staff	Outgoing COP/DCOP; PRP technical staff and/or primary liaison(s) with provincial education authorities	KII	
		USAID/Pakistan	PRP activity manager/COR/AOR; education office director	KII	
3b	Which components of PRP could be improved, and in what specific ways, to inform future reading programs?	Head teachers	Head teachers in panel of 140 treatment schools sampled/visited in 2017	Head teacher survey	Summary statistics on interview responses related to implementation effectiveness, challenges, areas for improvement, and long-term sustainability of core PRP activities/components
		Teachers	Grade 2 teachers in panel of 140 treatment schools sampled/visited in 2017	Teacher survey	
		Provincial education officials	TBD	KII	See qualitative data analysis methods for question 3a.
		USAID implementing partner staff	Outgoing COP/DCOP; PRP technical staff and/or primary liaison(s) with provincial education authorities	KII	
		USAID/Pakistan	PRP activity manager/COR/AOR; education office director	KII	

#	Learning Question	Data Source	Sampling and Selection Criteria	Data Collection Methods	Data Analysis Methods
3c	In what ways has the recent COVID-19 pandemic influenced primary classroom time/exposure, reading instruction, and reading performance?	Students	Random sample of grade 3 students (who recently completed grade 2) from panel of 280 comparison schools sampled/visited in 2013 and 2017	EGRA – oral reading fluency subtask	Time series analysis of oral reading fluency performance among non-PRP students in 2013, 2017 (pre-COVID), and 2020 (post-COVID)
		Students	Random sample of grade 3 students (who recently completed grade 2) from panel of 280 treatment and comparison schools sampled/visited in 2017	Student survey	Summary statistics on interview responses related to interruptions to schooling due to student or parent illness; the effects of lockdown on household working patterns; and formal home schooling and informal enrichment activities during lockdown
		Head teachers	Head teachers in panel of 280 treatment and comparison schools sampled/visited in 2017	Head teacher survey	Summary statistics and illustrative open-ended responses/quotes related to interruptions to schooling, school and community coping mechanisms, and strategies for addressing lost instructional time (e.g., distance learning, accelerated learning, remedial education, etc.)
		Teachers	Grade 2 teachers in panel of 280 treatment and comparison schools sampled/visited in 2017	Teacher survey	
		Provincial education officials	TBD	KII	See qualitative data analysis methods for question 3a.
3d	To what extent will the PRP project components be sustained after the USAID-supported activity ends? What, if any, additional support is needed to enhance long-term sustainability of PRP?	Head teachers	Head teachers in panel of 140 treatment schools sampled/visited in 2017	Head teacher survey	Summary statistics and illustrative open-ended responses/quotes related to PRP sustainability
		Teachers	Grade 2 teachers in panel of 140 treatment schools sampled/visited in 2017	Teacher survey	
		Provincial education officials	TBD	KII	See qualitative data analysis methods for question 3a.

ANNEX II: DISAGGREGATED EGRA RESULTS

For consistency with prior rounds, differences in EGRA performance across student genders are discussed in the body of the report for endline only. This section presents additional summary statistical outputs for differences in male and female students over time.

Research Question 1: Panel Results by Gender and Round

Table A1: Mean Subtask Scores, Girls

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Difference	2017	2020	Difference
Orientation to print	2.4	3.0	0.6***	2.4	4.2	1.8***
Letter name recognition	39.1	34.7	-4.4	43.6	59.8	16.3***
Familiar word reading	15.5	13.7	-1.8	24.7	38.7	14.1***
Nonword reading	10.2	9.4	-0.9	16.2	34.1	17.9***
Passage reading	18.1	16.3	-1.8	34.4	50.2	15.8***
Passage comprehension	0.3	0.2	-0.1**	0.1	2.3	2.2***
Listening comprehension	0.7	0.5	-0.2	0.5	2.1	1.6***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table A2: Percent Correct Subtask Scores, Girls

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Difference	2017	2020	Difference
Orientation to print	49%	61%	12%***	47%	84%	37%***
Letter name recognition	39%	35%	-4%	44%	60%	16%***
Familiar word reading	31%	25%	-6%	49%	67%	17%**
Nonword reading	20%	18%	-2%	32%	64%	32%***
Passage reading	30%	24%	-6%	57%	69%	12%*
Passage comprehension	6%	3%	-3%**	2%	47%	45%***
Listening comprehension	22%	17%	-5%	17%	70%	53%***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure A1: Percent Correct Subtask Scores, Light Intervention, Girls

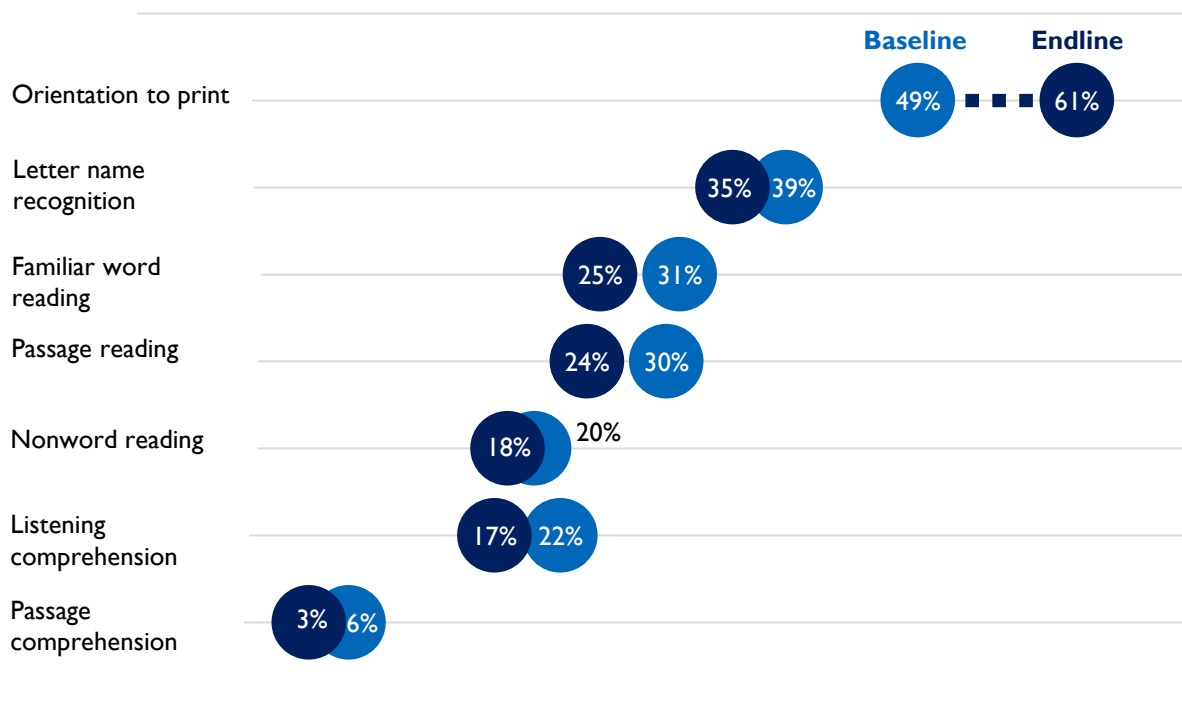


Figure A2: Percent Correct Subtask Scores, Cohort 3, Girls

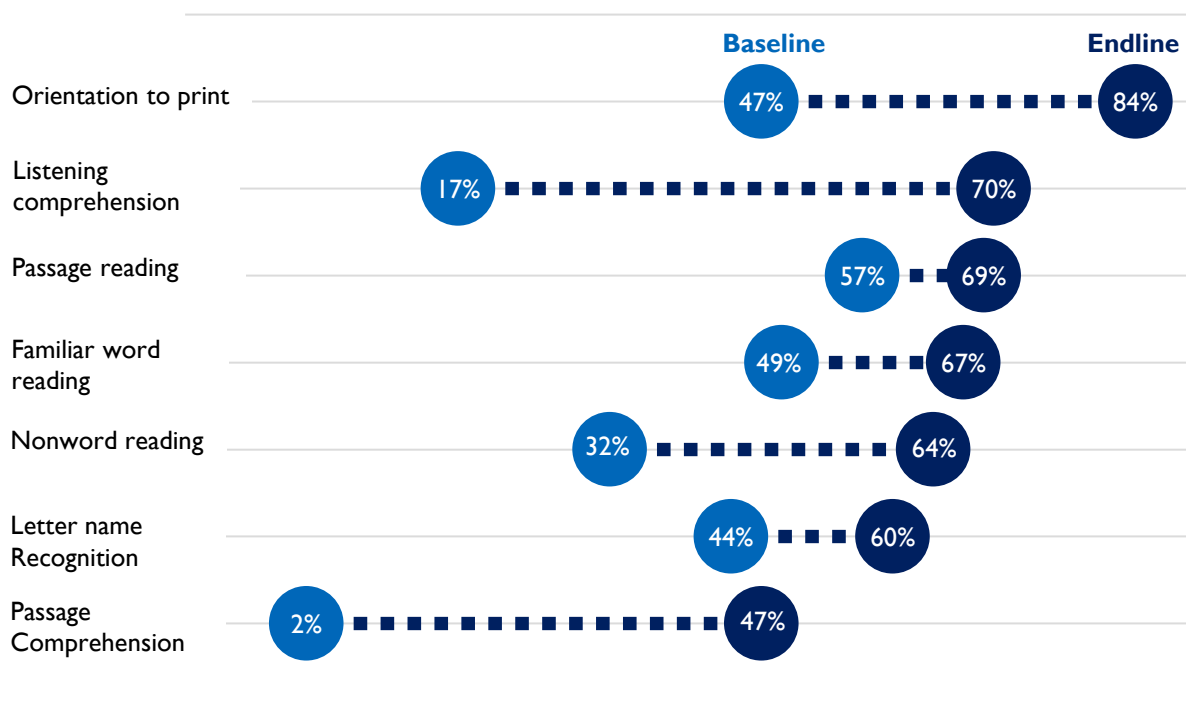


Table A3: Mean Subtask Scores, Boys

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Difference	2017	2020	Difference
Orientation to print	2.0	3.4	1.3***	1.8	4.4	2.6***
Letter name recognition	42.9	42.6	-0.3	35.4	60.4	25.0***
Familiar word reading	22.1	20.2	-1.9	16.4	32.6	16.2***
Nonword reading	12.4	16.3	4.0	8.4	30.3	21.9***
Passage reading	24.3	24.0	-0.2	24.7	45.7	21.1***
Passage comprehension	0.3	0.5	0.2*	0.2	2.8	2.6***
Listening comprehension	0.4	1.0	0.6***	0.3	2.1	1.8***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table A4: Percent Correct Subtask Scores, Boys

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Difference	2017	2020	Difference
Orientation to print	41%	68%	27%***	36%	88%	52%***
Letter name recognition	43%	43%	-	35%	60%	25%***
Familiar word reading	44%	37%	-7%	33%	62%	29%***
Nonword reading	25%	32%	7%	17%	59%	42%***
Passage reading	40%	36%	-5%	41%	69%	28%**
Passage comprehension	5%	10%	5%*	3%	56%	53%***
Listening comprehension	13%	33%	20%***	11%	70%	59%***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Figure A3: Percent Correct Subtask Scores, Light Intervention, Boys

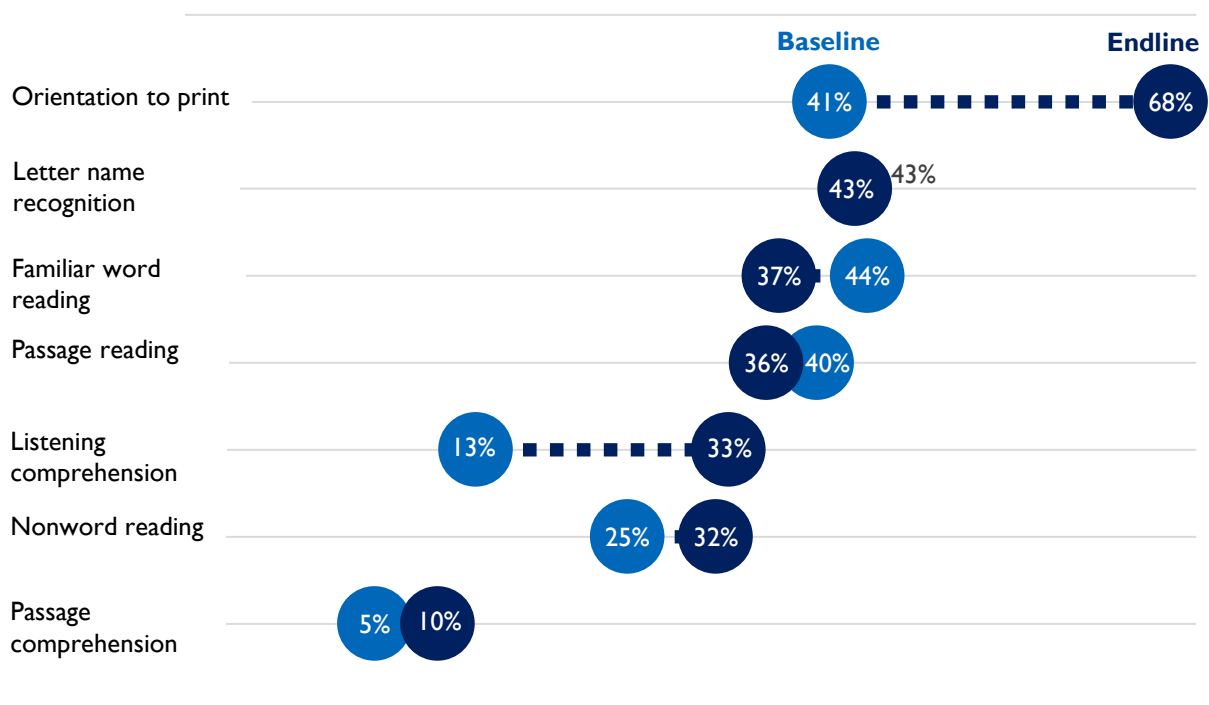


Figure A4: Percent Correct Subtask Scores, Cohort 3, Boys

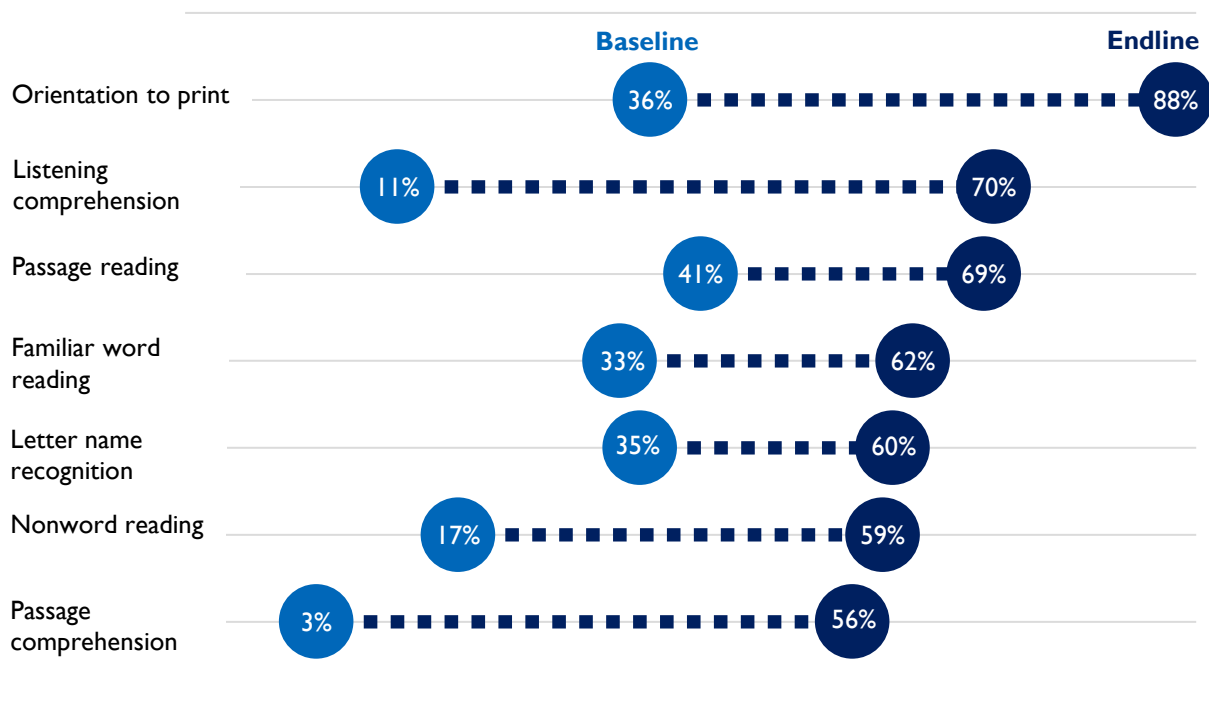


Table A5: Girls PRP DiD Impact Estimators, by EGRA Subtask and Round

EGRA Subtask	Light Intervention		Cohort 3		DiD	Adjusted DiD	
	2017	2020	2017	2020	Change	Change	Effect size
Orientation to print	2.4	3.0	2.4	4.2	1.2***	1.3***	1.11
Letter name recognition	39.1	34.7	43.6	59.8	20.7***	19.1***	0.80
Familiar word reading	15.5	13.8	24.7	38.7	15.8***	14.3***	0.60
Nonword reading	10.2	9.4	16.2	34.1	18.8***	19.0***	0.94
Passage reading	18.1	16.3	34.4	50.2	17.6**	17.0***	0.56
Passage comprehension	0.3	0.2	0.1	2.3	2.4***	2.5***	1.34
Listening comprehension	0.7	0.5	0.5	2.1	1.8***	1.9***	1.56

Note: Adjusted DiD includes time-invariant controls at the student and school levels. Effect size refers to the difference between treatment and comparison groups divided by the pooled standard deviation. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Table A6: Boys PRP DiD Impact Estimators, by EGRA Subtask and Round

EGRA Subtask	Light Intervention		Cohort 3		DiD	Adjusted DiD	
	2017	2020	2017	2020	Change	Change	Effect size
Orientation to print	2.0	3.4	1.8	4.4	1.3***	1.3***	1.26
Letter name recognition	42.9	42.6	35.4	60.4	25.3***	24.4***	1.18
Familiar word reading	22.1	20.2	16.4	32.6	18.1***	15.2***	0.73
Nonword reading	12.4	16.4	8.4	30.3	17.9***	18.0***	1.03
Passage reading	24.3	24.0	24.7	45.7	21.3**	19.9**	0.67
Passage comprehension	0.3	0.5	0.2	2.8	2.4***	2.5***	1.32
Listening comprehension	0.4	1.0	0.3	2.1	1.2***	1.2***	1.07

Note: Adjusted DiD includes time-invariant controls at the student and school levels. Effect size refers to the difference between treatment and comparison groups divided by the pooled standard deviation. *** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$.

Research Question 2: Panel Results by Gender and Round

Table A7: Oral Reading Fluency Performance Standard Categories, Girls

Benchmark category	Light Intervention			Cohort 3***		
	2017	2020	Difference	2017	2020	Difference
Exceeds performance standard	2%	1%	-1%	5%	8%	3%
Meets performance standard	9%	7%	-2%	21%	21%	1%
Does not meet performance standard	35%	35%	-	48%	65%	17%**
Nonreader	54%	57%	3%	26%	6%	-20%***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$ for design-based F-statistic

Figure A5: Reading Performance Categories by Treatment Type, Girls

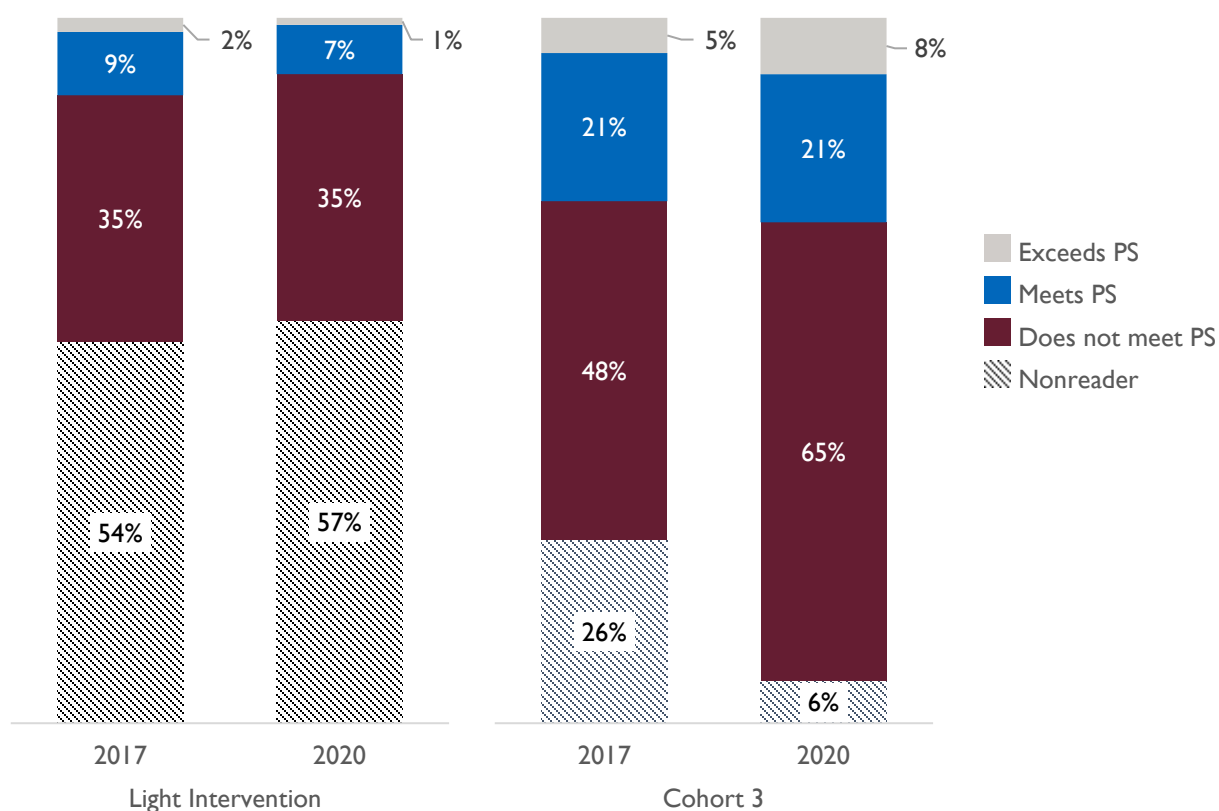


Table A8: Oral Reading Fluency Performance Standard Categories, Boys

Benchmark category	Light Intervention			Cohort 3***		
	2017	2020	Difference	2017	2020	Difference
Exceeds performance standard	4%	3%	-	6%	5%	-1%
Meets performance standard	9%	4%	-5%*	5%	15%	10%***
Does not meet performance standard	53%	61%	8%	37%	76%	39%***
Nonreader	34%	32%	-2%	52%	4%	-48%***

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$ for design-based F-statistic

Figure A6: Reading Performance Categories by Treatment Type, Boys

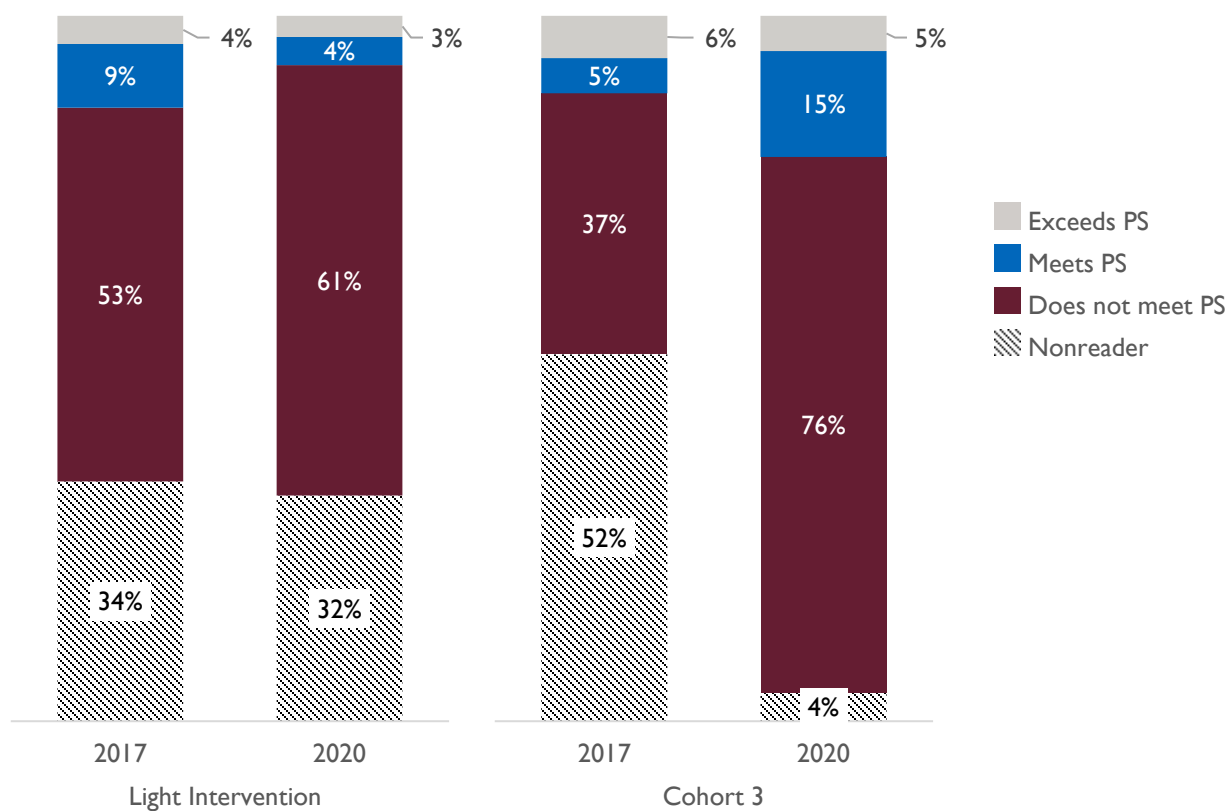


Figure A7: Endline ORF Distributions by Gender, Light Intervention

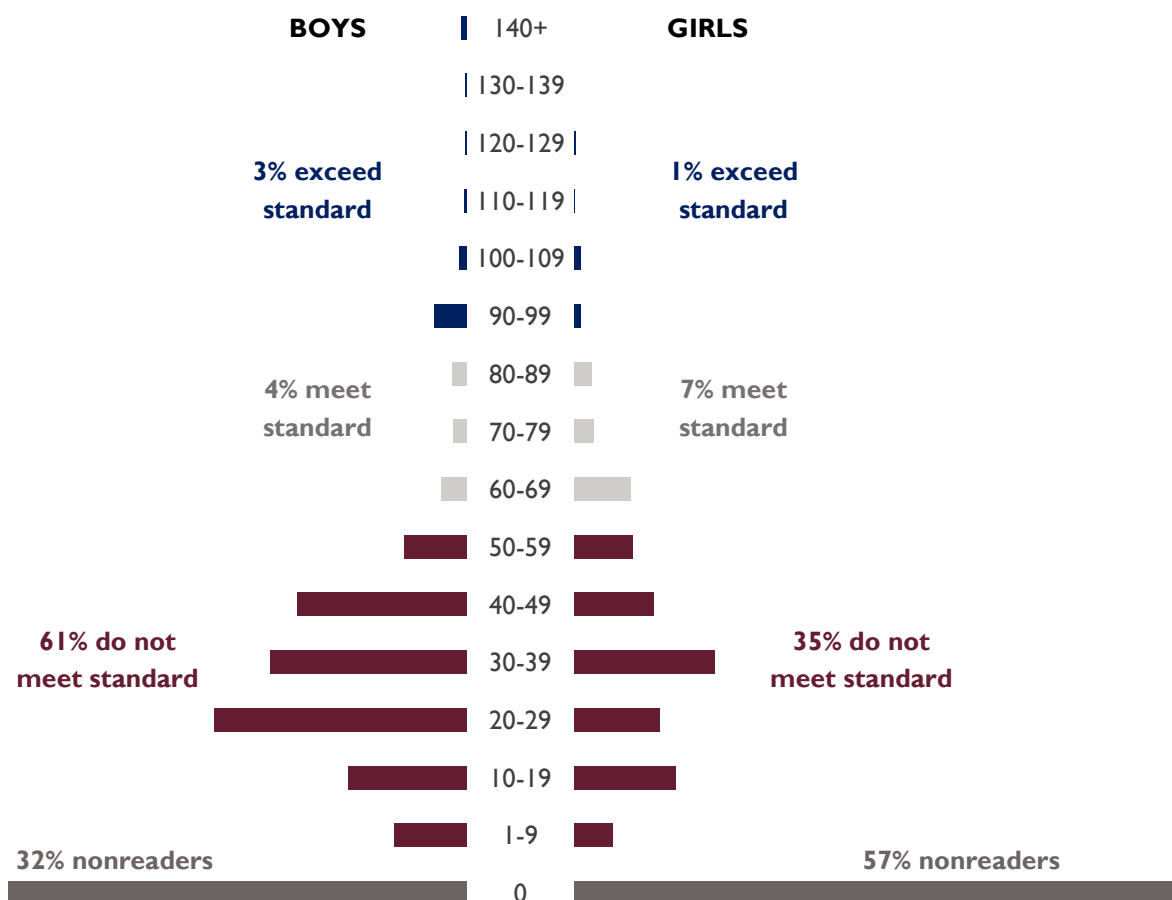
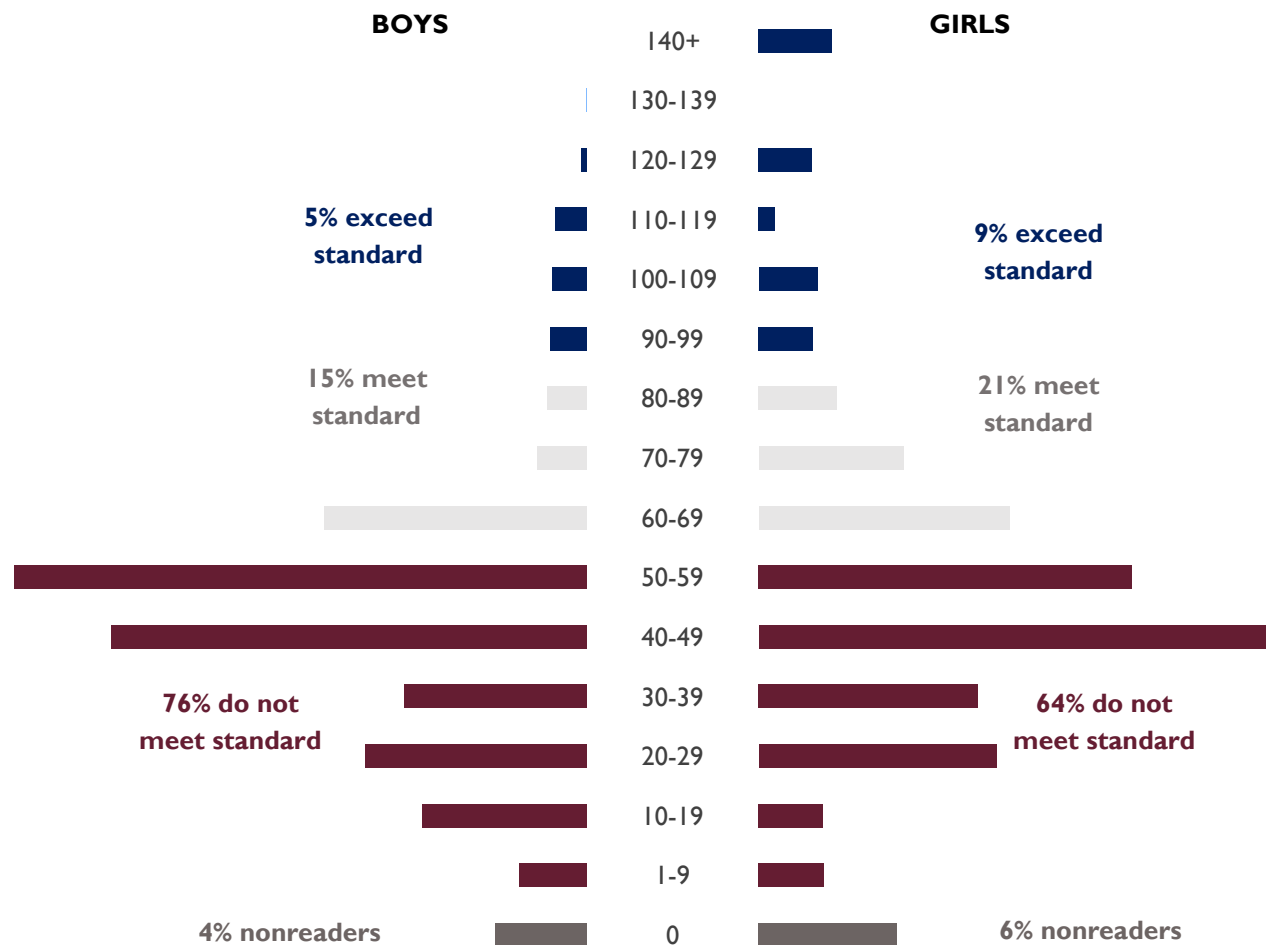


Figure A8: Endline ORF Distributions by Gender, Cohort 3



ANNEX III: EVALUATION STATEMENT OF WORK

Endline Early Grade Reading Assessment

Project Name:	Pakistan Reading Project
RFP/CA Number:	AID-391-A-13-00005
Project COR/AOR:	Daman Ali Bozdar
Life of Project:	June 28, 2013 through June 27, 2020
Estimated Total Project Funding:	\$143,726,890

A.1. BACKGROUND

The Early Grade Reading Assessment (EGRA) was initiated as a result of the 2011-2017 Global Agency Education Strategy's commitment to improve reading as one of its three goals for USAID education programming worldwide. In line with Goal One, which aims to support 100 million children to develop improved reading skills, USAID/Pakistan had implemented two complementary activities aimed at strengthening how reading is taught in grades 1 and 2 in Urdu and Sindhi. The new Education Policy 2018 has also prioritized literacy as a fundamental skill to future learning and success.

The Pakistan Reading Project (PRP) is a \$143,726,890, five-year initiative, which was extended for another two years, launched in July 2013, and aims to improve the quality of early grade reading instruction for 1.3 million public and private primary school students across Pakistan. Among these student beneficiaries, an anticipated 700,000 will show improved reading skills and 50,000 will be reading at a level commensurate with standards at their grade. This goal will be achieved through three components: 1) improved classroom learning environment for reading; 2) improved policies and systems for reading; and 3) community-based support for reading.

The government of Pakistan does not currently implement a national school-based reading assessment. Data on children's reading skills is derived from the civil society-led Annual Status of Education Report (ASER), of which only a small portion focuses on literacy. To help fill the knowledge gap around students' reading skills in early grades and to set a baseline for USAID activities in 2013 intended to support improved early grade reading outcomes, the evidence-based EGRA was trans-adapted to the Pakistan context and administered at schools nationwide in 2013. PRP relied on MSI support to collect midline data in 2017 to assess the impact of its reading interventions. Even for the endline, engaging MSI has great advantage given their relationships with the local governments, understanding local context and the local partners, which is critical for a country like Pakistan with security sensitivities. However, the MSI contract at the mission is ending in April 2020 therefore the mission will not be able to complete the endline directly through MSI's mission level contract. Contracting MSI or any new organization separately for this last round of EGRA is an expensive option that mission cannot opt in this reduced funding environment. As an alternate, the Office of Education, USAID/Pakistan will buy into the Reading and Access Evaluation (R&A) contract to the National Opinion Research Center (NORC), to conduct the EGRA endline in two PRP intervention provinces (Khyber Pakhtunkhwa or KP, and Balochistan) with a smaller sample size (only cohort 3 in both intervention and non-intervention districts). Opting for the R&A contract option is advantageous because, given the time constraints to conduct the assessment on schedule, it can be initiated faster and is less resource intensive as compared to procuring a new mechanism.

This Statement of Work (SOW) describes the process for the 2020 EGRA endline data collection and analysis. The endline EGRA data will provide insight into the effectiveness of USAID/Pakistan's early grade reading interventions in two provinces that are identified as key priority areas under

USAID/Pakistan’s new Country Development and Cooperation Strategy (CDCS). The endline will include some additional research questions and analyses, to be refined in an evaluation concept note, that were not included in the midline in order to assess the effectiveness of the PRP intervention model and highlight areas for improvement and sustainability for future reading interventions in Pakistan and globally.

PRP was rolled out in three two-year cohorts: April 2015 (cohort 1), September 2015 (cohort 2), and April 2018 (cohort 3). Each cohort represents a set of children entering grade one whose teachers were trained and provided supplementary learning materials through PRP to ensure students receive improved reading instruction throughout their first two years of school (i.e. until completion of grade two). The scores of cohort 1 and 2 were counted toward the three Goal One indicators at the midline, as the indicator requires reporting after two years of schooling; data collected from cohort 3 in 2017 was saved as a baseline to compare it with the endline data and report on Goal One indicators.

The endline reading assessment will focus on a representative sample of schools in the districts that received PRP interventions under cohorts 3 in two provinces (KP and Balochistan). The “light intervention” or non-intervention schools in those districts, which did not receive direct support for improved reading instruction, will also be included in the endline to compare the results with the intervention districts. The EGRA endline will test Urdu reading in both KP and Balochistan province for cohort 3. The endline EGRA tools, along with the survey questionnaires, were trans-adapted at the beginning with the baseline and midline tools. However, the endline questionnaires will require updates to include certain learning questions, as was done for the midline to collect PRP-specific data.

A.2. STATEMENT OF WORK

A.2.1. Purpose of the Evaluation

The USAID Evaluation Policy places an increased emphasis upon evidence based decision-making and rigorous evaluation to better identify and document the impact of USAID-funded initiatives. The purpose of this endline EGRA is to report on the percentage of children in PRP cohort 3, in select provinces, demonstrating reading fluency and comprehension of grade level text at the end of grade 2 after two years of improved reading instruction; provide insight into the degree of improvement in children’s reading skills after two year of improved reading instruction; identify trends in strong or weak improvement per sub-skill; note patterns of variance by region, gender, language or other factors; and observe other trends and changes over time to inform the reading programs’ scale-up and sustainability in Pakistan.

As the midline showed reading gains for cohort 1 and 2 students in PRP intervention districts, the endline will provide data on reading gains for cohort 3 in the PRP intervention districts but only for KP and Balochistan provinces. EGRA data collected for cohort 3 in 2017 will be used as its baseline to compare with the endline data. The findings of this endline assessment and the further research it informs can be used to enrich the body of literature around improved early grade reading instruction efforts, guide provincial policies on reading standards and reading instruction, and inform future reading interventions by the government and the development partners.

Assessment Tools

The purpose of this activity is to assess a range of early grade reading sub-skills and support measurement of the number of children whose reading ability has improved, including to grade level, relative to the midline EGRA numbers collected in 2017 for Cohort 3. The endline will assess the following elements of student literacy, for which the testing tool has already been developed (Please see Attachment-A):

- Phonemic awareness: identification of onset sounds

- Listening comprehension
- Letter identification: sounds
- Non-word reading
- Familiar word reading
- Oral reading fluency
- Reading comprehension

The contractor will also administer teacher/student/principal questionnaires on the below topic areas that were developed during the baseline EGRA task (Please see Attachment-A). However, the contractor will need to update these questionnaires with some additional data needs in order to learn from the PRP interventions and identify areas to improve in future interventions.

- Use of instructional materials (core and supplemental) by teachers
- Use of reading/learning materials by students
- Time dedicated to reading instruction per day/week
- School/district assessment of student performance
- Languages spoken at home/mother tongue
- Materials read at home: newspapers, books, etc.
- School/classroom library available – how often used by class/students?
- Teacher observations – by whom? How often?
- Training offered on reading instruction.

A.2.2. Dissemination and Utilization Plan

The results of the EGRA endline will be shared with USAID, provincial Pakistani education authorities, donors, and other education stakeholders through a national level dissemination event to be held in Islamabad. In addition, the contractor will engage provincial governments and development partners through a series of policy dialogues (format for these provincial policy dialogs can be agreed together with USAID). The assessment report will inform policy priorities for the scale-up and sustainability of improved reading instruction, as well as further strengthening of the approaches used for teaching reading and training teachers in reading instruction, in both pre-service and in-service training of the provinces. The results may also provide useful insight to the provincial government education authorities to reflect on the reading targets set in 2015.

A.2.3. Identification of Intervention(s) to Be Examined

Early Grade Reading Assessments (EGRAs)

The EGRA endline in KP and Balochistan must primarily focus on utilizing the EGRA tool in Urdu language to measure students' reading fluency and comprehension. EGRA midline reports should be used to identify the data analyses required for the endline. Some additional analyses may be added, if needed.

External evaluations have provided data to support the global measurement of “improved reading skills” as per the guidance from USAID’s 2011 Education Strategy Technical Notes, revised April 2012²⁵, which defines them as increases in fluency and comprehension in reading grade level text (at grade 2). Fluency is the ability to read text accurately, quickly, and with good expression and is calculated based on words correct per minute read; while comprehension is understanding the meaning of what has been read. USAID directly seeks data related to the standard indicator, “Percent of learners targeted for USG assistance who attain a minimum grade-level proficiency in reading at the end of grade 2” as measured by benchmarks established by provincial governments in collaboration with USAID and PRP.

A.2.4. Evaluation Design

Methodology

Grade 3 students will be randomly selected from the same schools and in the same manner and numbers as the midline in 2017, which for cohort 3 will serve as the baseline as 2017 data collection was done just before starting the cohort 3 intervention. Reading fluencies and comprehension levels of this group will be compared to the 2017 data to determine if any significant change has occurred in cohort 3 students. Students, teachers and head-teacher interviews at the endline will be compared to those at the midline to document project implementation and account for any changes classroom practices and students reading habits on their reading gains.

In addition to measuring change between baseline and endline scores for cohort 3, the assessment will employ quasi-experimental methodologies to assess the impact of the project on children’s reading skills as measured by EGRA. Specifically, schools visited in 2017 in non-intervention districts will serve as a comparison group for cohort 3 intervention schools, and methods such as difference-in-differences (DiD) and inverse probability of treatment weighting (IPTW) will be used to account for baseline differences between these two groups.²⁶

Note on data collection time periods: Data collection should be completed by mid October, 2020. For the midline assessment in 2017, data collection in KP was conducted from September 10 to October 18, and in Balochistan from September 19 to October 18.

Data Collection Methods

During the baseline in 2013, statistically equated EGRA midline and endline instruments were developed in three languages: Urdu, English and Sindhi. However, for the midline assessment only the Urdu language instruments were used. For endline too, only Urdu tools will be used for both KP and Balochistan. The intervention in cohort 3 began in 2018 for grade 1 and 2 to complete in March 2020. Just like the baseline and midline children who have graduated from this intervention grade 2 will be sampled in the beginning of their grade 3. Cohort 1 and 2 will no longer be tested in this endline because PRP has completed its two-year intervention with these cohorts. The non-intervention (mentioned as light intervention in the EGRA midline reports) schools do have data from the baseline to compare with the endline as it was done for the midline (except for Sindh). However, for the cohort 3 intervention schools there is only 2017 data available to compare with the endline, as it is the baseline for cohort 3.

It is expected that the EGRA endline sample will mirror that used for the baseline/midline and include 70

²⁵ Education Strategy Technical Notes: http://pdf.usaid.gov/pdf_docs/PDACT681.pdf; offerors may also want to review the Education Strategy Implementation Guidance: http://transition.usaid.gov/our_work/education_and_universities/pdfs/2012/ED_implementation_guidance_2011.pdf

²⁶ Specific methods to be refined through development of an evaluation concept note.

schools (35 boys' schools and 35 girls' schools) each for intervention and non-intervention groups, and per province (280 schools in total). The student-level sample will include a cross-section of 15 students from grade-3 at each sampled school (unlike midline where the same number of grade-5 students were also tested) for a total sample of 4,200 students. The school sample to be re-visited for endline data collection is highlighted in the following tables:

Table 1: 2017 Sampled Schools in KP by Gender and Location

Cohort	Boys	Girls	Urban	Rural	Total Schools
PRP					
Cohorts I and 2 (midline)	35	35	10	60	70
Cohort 3 (baseline)	35	35	2	68	70
PRP Total	70	70	12	128	140
Light Treatment					
Light Treatment total	35	35	29	41	70
Total	105	105	41	169	210

Table 2: Sampled 2017 Schools in Balochistan by Gender and Location

Cohort	Boys	Girls	Urban	Rural	Total Schools
PRP					
Cohorts I and 2 (midline)	35	35	8	62	70
Cohort 3 (baseline)	35	35	23	47	70
PRP Total	70	70	31	109	140
Light treatment					
Light treatment (midline)	35	35	29	41	70
Total	105	105	60	150	210

Data Analysis Methods

A number of analysis methods will be employed to check the validity and consistency of the data collected, describe the population from whom data was collected, examine the influence of certain variables on others, and track changes in variables over time. All methods will include at a minimum disaggregation by gender and PRP intervention and non-intervention schools.

It is recommended that all the data analysis methods that were followed in the midline 2017 (please see the attached midline reports for KP and Balochistan as Attachment-B) are followed for the endline as well. However, a few additional trend analyses can also be included to support the government of Pakistan in future planning, e.g. the number of years required to meet the target if the speed of improvement remains the same. USAID will work with NORC to develop and refine these new and important multivariate and trend analyses through development of an evaluation concept note.

A.2.3. Operating Considerations

It is expected that NORC will select a sub-contractor that is familiar with the Pakistan country and education context, and that local Pakistani organizations or sub-contractors hired also have experience with EGRA administration. Due to cultural dynamics (specifically related to gender) and the security

situation in-country, Pakistan's context is unique and such entities that already have a history of working with local governments and within Pakistan's cultural and security constraints will most effectively conduct EGRA in Pakistan. Advanced planning will also be required to manage such constraints and to obtain required approval to begin data collection by September.

A.2.4 Participation

Consistent with the baseline and midline assessments, the relevant government officials should be engaged and consulted as needed during the endline data collection. When obtaining written permission from the provincial governments (known as a No Objection Certificate, or NOC), the contractor should identify local education authorities and officials who may accompany the data collection teams in schools, wherever possible. This will minimize any issues or objections to carrying out the assessments by local education authorities or otherwise. The contractor must propose any level-of-effort and cost implications of involving the government staff. USAID will participate in this evaluation as observers.

B.1. PERIOD AND PLACE OF PERFORMANCE

This evaluation will take place in various primary schools across KP and Balochistan province in Pakistan. The period of performance is February 2020 to June 2021. However, the field work must be completed by mid October 2020 to remain consistent with the data collection timeframe during the midline and minimize any sources of error. The contractor must obtain the research permit and other required documentation prior to the start of the actual study.

C.1 DELIVERABLES

In addition to the assessment report, requirements for which are outlined in USAID's ADS 201, all raw data collected by the evaluation must be provided to USAID, including the analytic code. This data shall be in an electronic file in an easily readable format; organized and fully documented for use by those not fully familiar with the project or the evaluation.

Learning assessment datasets must be submitted to the Bureau for Economic Growth, Education and Environment/ Education with complete documentation and reporting within 90 days of the completion of data collection. Current guidance is available at: <https://data.usaid.gov/>.

Deliverable	Date
1. Kick off meeting between USAID, and contractor's evaluation team key personnel to clarify roles and responsibilities, logistical issues, and timelines.	February 25, 2020
2. Detailed methodology and work plan submitted to USAID	April 24, 2020
3. Revised measurement tool submitted to stakeholders for comment	May 15, 2020
4. Revision and finalization of tools	May 29, 2020
5. Weekly reports during data collection period	Weekly, submitted on Fridays, after data collection begins.
7. Presentation of preliminary findings to USAID and partners	January 8, 2021
8. Submission of draft assessment report to USAID	February 19, 2021
9. Revised draft report: 1-2 weeks after receiving USAID's comments until final report is approved by USAID. 2/4 page summary of findings as well as draft policy briefs (to be mutually agreed by USAID).	1-2 weeks after receiving USAID's and stakeholders' comments

Deliverable	Date
10. Submission of Final Report	1-2 weeks after receiving final round of comments
11. Development Experience Clearinghouse (DEC) submission	May 31, 2021
12. Submission of all raw data and electronic copies of all background documents	May 31, 2021
13. Dissemination of evaluation findings and policy briefs to the provincial governments, private sector, and other development partners	

Key Personnel

The offeror shall propose the most effective team composition based on the proposed methodology. All team members must have relevant prior experience in Pakistan (or similar contexts), familiarity with USAID's objectives, approaches, and operations and prior evaluation/assessment experience. In addition, individual team members should have the technical qualifications identified for their respective positions to effectively conduct an assessment of early grade reading.

The following are the required key personnel:

Evaluation Team Lead (TL): The TL is ultimately responsible for the overall management of the evaluation team and the final products. In addition, the TL is responsible for coordinating EGRA activities and ensuring the production and completion of all deliverables in conformance with this scope of work and timelines. The TL will ensure data integrity, high quality analysis, written reports and report integration. S/he is also responsible for quality assurance and timeliness of all contract deliverables. S/he is responsible for the writing and finalizing of the final assessment report. All team members report to the Team Leader.

Required Qualifications:

- A minimum of a Master's degree in evaluation, assessment, international development or a related technical field; preferably that includes coursework in qualitative and quantitative monitoring and evaluation approaches and methods or other technical training in M&E methods. The team leader should be a reading specialist and have experience in conducting EGRAs.
- At least five years of experience with leading the design and management of evaluations.
- Experience in leading evaluations in Pakistan or similar contexts.
- Labor Category: Monitoring and Evaluation or Research Specialist (Senior Expat)

Local Consultant or Technical Expert: Together with the Team Leader, will finalize the evaluation methodology; develop the data collection strategy, instruments, and protocols; direct data collection and compilation; and conduct data analysis.

Required Qualifications:

- A minimum of a Master's degree in Education, Curricular Development, Policy Development or a related field.
- Should be a reading specialist and have experience in conducting EGRAs.
- Over five years of working experience in Education with specialist knowledge on assessing reading skills.
- Good understanding of working in the Pakistani Education System, with knowledge of working

- in the primary education sector in Pakistan;
- Experience working in an evaluation team.
- Labor Category: Education Specialist (Senior Local)

ANNEX IV: DATA COLLECTION INSTRUMENTS

بنیادی معلومات

☐ رضامندی کی صورت میں پُر کریں
☐ آئی آر آر؟/IRR?

E-اسکول کا انفرادی کوڈ	G-تاریخ:	I-جائزہ کنندہ (Enumerator) کا کوڈ
00000000 11111111 22222222 33333333 44444444 55555555 66666666 77777777 88888888 99999999	ماہ اکتوبر ☐ نومبر ☐ دسمبر ☐ دن 00 11 22 33 44 55 66 77 88 99	0000 1111 2222 3333 4444 5555 6666 7777 8888 9999

D-طالب علم کا انفرادی کوڈ	C-جماعت	B-طالب علم کی جنس	A-طالب علم کی عمر	H-شروع ہونے کا وقت
00 11 22 33 44 55 66 77 88 99	تیسری جماعت ☐ F-صرف درجہ سوم کے لئے پُر کریں۔ وہ طلباء جن کی نشاندہی درجہ دوم کے استاد/استانی نے کی۔ ہاں ☐ نہیں ☐ لاگو نہیں ہوتا ☐	لڑکا ☐ لڑکی ☐	00 11 22 33 44 55 66 77 88 99	گھنٹہ 00 11 22 33 44 55 66 77 88 99

عملی کام 1۔ مطبوعہ مواد کا تعارف	عملی کام 1	اس مشق کا وقت مقرر نہیں
نیچے دیے ہوئے سائے دار (گرے) خانوں میں دی گئی ہدایات کو پڑھیے، اور بچوں کے جوابات کو درج کر کے انگلی ہدایات کی جانب بڑھیے۔ اگر بچہ 10 سیکنڈ تک جواب نہ دے تو آگے بڑھ جائیں۔		

صحیح	غلط	کوئی جواب نہیں
1۔ میں نہیں چاہتا/چاہتی کہ ابھی آپ یہ پیرا گراف پڑھیں۔ اس صفحے پر انگلی رکھ کر بتائیے کہ آپ کہاں سے پڑھنا شروع کریں گے؟		
(بچہ پہلی سطر (لائن) میں سیدھے ہاتھ پر دیئے ہوئے لفظ پر انگلی رکھتا ہے ”سلمیٰ“)	☐	☐
2۔ اب آپ مجھے بتائیے کہ کس طرف سے پڑھنا شروع کریں گے؟		
(بچہ دائیں سے بائیں انگلی کو حرکت دیتا ہے)	☐	☐
3۔ جب آپ پہلی سطر (لائن) کے آخر میں آئیں گے تو اپنی انگلی کی مدد سے بتائیے کہ آپ کدھر سے پڑھیں گے؟		
(بچہ دوسری سطر (لائن) میں دائیں جانب سے پہلے لفظ پر انگلی رکھتا ہے ”کے“)	☐	☐
4۔ آپ اپنی انگلی کے اشارے سے مجھے بتائیے کہ پہلے جملے کا آخری لفظ کون سا ہے؟		
(بچہ پہلے جملے کے آخری لفظ پر انگلی رکھتا ہے ”ہے“)	☐	☐
5۔ اپنی انگلی کے اشارے سے مجھے بتائیے کہ اس کہانی کا آخری لفظ کون سا ہے؟		
(بچہ کہانی کے آخری لفظ پر انگلی رکھتا ہے ”ہے“)	☐	☐

عملی کام 2	60 سیکنڈ	عملی کام 2- حروف تہجی کے ناموں کی پہچان
جب نمبر 0 پر آجائے تو کہیں 'رک جائیں' اگرچہ کسی حرف پر 3 سیکنڈ سے زیادہ رکتا ہے تو آگے بڑھ جائیں۔	اگرچہ پہلی سطر پر کوئی بھی صحیح جواب نہیں دیتا تو کہیں "رک جائیے"۔	

بچے کو حروف تہجی کا صفحہ دکھا کر کہیں۔ یہ ایک صفحہ ہے جس پر بہت سے اردو کے حروف لکھے ہوئے ہیں۔ ان میں جتنے حروف کے نام بتا سکتے ہیں بتائیے۔ آواز نہیں صرف نام مثلاً اس حرف کا نام ("ث" کی طرف اشارہ کریں) 'ثے' ہے۔

(1) اب آپ کو شش کریں۔ مجھے اس حرف کا نام (ج کی طرف اشارہ کریں) بتائیے۔
اگرچہ صحیح جواب دے تو کہیں شاباش اس حرف کا نام "جیم" ہے۔
اگرچہ غلط جواب دے تو کہیں اس حرف کا نام (جیم) ہے۔

(2) اب ایک اور حرف کی کوشش کریں۔ اس حرف کا نام بتائیں ("ب" کی طرف اشارہ کریں)۔
اگرچہ صحیح جواب دے تو شاباش کہیں اس حرف کا نام "بے" ہے۔
اگرچہ غلط جواب دے تو کہیں اس حرف کا نام (بے) ہے۔

کیا آپ اچھی طرح سمجھ گئے ہیں کہ آپ کو کیا کرنا ہے؟

جب میں کہوں شروع کیجیے تو ازراہ کرم جتنے بھی حروف کے نام آپ بہتر طریقے سے بتا سکتے ہیں بتائیے۔ یہاں سے شروع ہونے والے حروف کے نام بتائیے اور اسی طریقے سے بتانا جاری رکھیں۔
(دی گئی مثال کے بعد پہلی سطر کی طرف اشارہ کر کے پہلا حرف بتائیے اور لائن کے ساتھ انگلی کو حرکت دیں۔)

میں خاموش رہوں گا/گی اور آپ کو سنوں گا/گی۔ جب تک کہ آپ کو مدد کی ضرورت ہو۔ تیار ہو جائیے "شروع کیجیے"

	10	9	8	7	6	5	4	3	2	1
10	ب	ج	م	چ	ت	ٹ	س	خ	د	پ
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20	ا	ش	ر	ل	ع	ن	ف	گ	ٹ	ر
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30	ح	ے	ز	پ	ا	ح	ب	ڈ	و	ا
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40	د	س	ط	ا	ت	ے	ی	ا	ک	غ
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
50	ق	ص	ی	ن	یہ	ا	ر	و	ا	ی
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
60	ی	ا	تہ	ے	د	چ	ب	ک	و	یہ
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
70	گر	ک	ر	ہ	ا	ی	س	و	ی	ر
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
80	م	ل	ک	ے	و	ا	ہ	ا	تہ	ک
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
90	ک	ا	سد	و	ر	ذ	ے	م	ن	یہ
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
100	م	و	ہ	ا	یہ	ہ	ک	ح	ہ	ذ
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

☐	☐	☐	☐	☐	☐	☐				وقت	
☐	☐	☐	☐	☐	☐	☐	☐	☐			

عملی کام 3۔ صوتی آگہی	طالب علم کے لیے کوئی کاغذ نہیں	اس مشق کا وقت مقرر نہیں
اگر بچہ کسی لفظ پر 3 سیکنڈ سے زیادہ رکتا ہے تو آگے بڑھ جائیں۔	اگر بچہ پہلے 5 سیٹ میں صحیح جواب نہ دے تو رک جائیں۔	

الفاظ کے ہر سیٹ کو بلند آواز سے ایک مرتبہ پڑھیے اور طالب علم سے کہیں کہ وہ بتائے کون سا لفظ مختلف آواز سے شروع ہوتا ہے۔ یہ سننے کی مشق ہے۔ میں 3 الفاظ کہوں گا۔ ان میں سے ایک لفظ مختلف آواز سے شروع ہوتا ہے۔ آپ مجھے بتائیں کہ ان میں سے کون سا لفظ مختلف آواز سے شروع ہوتا ہے۔

(1) مثلاً ”لیپ“، ”ٹماٹر“، ”لٹو“، ان میں سے کون سا لفظ مختلف آواز سے شروع ہوتا ہے۔
اگر بچہ صحیح جواب دے تو شاباش کہیں، ”ٹماٹر“ مختلف آواز سے شروع ہوتا ہے۔
اگر بچہ صحیح جواب نہ دے تو کہیں ”ٹماٹر“، ”لیپ“ اور ”لٹو“ کے مقابلے میں مختلف آواز سے شروع ہوتا ہے۔

(2) اب ایک اور کوشش کریں ”ساتھ“، ”سات“، ”تار“۔ کون سا لفظ مختلف آواز سے شروع ہوتا ہے۔
اگر بچہ صحیح جواب دے تو شاباش کہیں، ”تار“ مختلف آواز سے شروع ہوتا ہے۔
اگر بچہ صحیح جواب نہ دے تو کہیں ”تار“ مختلف آواز سے شروع ہوتا ہے۔

اور پھر کہیں کیا آپ سمجھ گئے کہ آپ کو کیا کرنا ہے؟

کون سا لفظ مختلف آواز کے ساتھ شروع ہوتا ہے؟							
درست جواب	صحیح	غلط	کوئی جواب نہیں				
1	بار	بال	کار	[کار]	☐	☐	☐
2	راز	ڈاک	روپ	[ڈاک]	☐	☐	☐
3	پاس	غار	پار	[غار]	☐	☐	☐
4	مول	غور	غول	[مول]	☐	☐	☐
5	لاڈ	چوٹ	لاٹ	[چوٹ]	☐	☐	☐
6	ڈال	ڈول	باغ	[باغ]	☐	☐	☐
7	پان	تاج	تاک	[پان]	☐	☐	☐
8	خوش	خود	سال	[سال]	☐	☐	☐
9	زار	راج	رات	[زار]	☐	☐	☐
10	راگ	راس	گول	[گول]	☐	☐	☐

عملی کام 4۔	عملی کام 4	60 سیکنڈ
حروف کی آوازوں کا علم	جب نمبر 0 پر آجائے تو کہیں 'رک جائیں' اگرچہ کسی حرف پر 3 سیکنڈ سے زیادہ رکتا ہے تو آگے بڑھ جائیں۔	اگرچہ پہلی سطر پر کوئی بھی صحیح جواب نہیں دیتا تو کہیں "رک جائیے"۔

بچے کو حروف تہجی کا صفحہ دکھا کر کہیں:

یہ ایک صفحہ ہے جس پر بہت سے اردو کے حروف لکھے ہوئے ہیں آپ مجھے ان میں سے جتنے حروف کی آوازیں بتا سکتے ہیں بتائیے۔ حروف کے نام نہیں صرف آوازیں۔

مثلاً (اس حرف "ف" کی طرف اشارہ کریں) اس کی آواز "ف" ہے جیسے کہ "فوارہ" میں۔

(1) اب آپ کو شش کریں۔ مجھے اس حرف ("ظ" کی طرف اشارہ کریں) کی آواز بتائیں۔

اگرچہ صحیح جواب دے تو شاباش کہیں اس حرف کی آواز "ظ" ہے۔

اگرچہ صحیح جواب نہ دے تو کہیں اس حرف کی آواز "ظ" ہے۔

(2) اب ایک اور حرف کی آواز بتانے کی کوشش کریں مجھے اس حرف کی آواز بتائیے۔ (حرف "ش" کی طرف اشارہ کیجیے)۔

اگرچہ صحیح جواب دے تو کہیں شاباش اس حرف کی آواز "ش" ہے۔

اگرچہ صحیح جواب نہ دے تو کہیں اس حرف کی آواز "ش" ہے۔

کیا آپ سمجھ گئے کہ آپ کو کیا کرنا ہے؟

جب میں کہوں شروع کریں تو آپ حروف کی آوازیں بتانا شروع کر دیں۔ یہاں سے شروع کر کے اس طرف بڑھتے جائیے۔ (مثال کے بعد پہلی سطر کے پہلے حرف پر انگلی رکھ کر سطر پر انگلی آگے لے جائیں)۔

میں خاموش رہوں گا اور آپ کو سنوں گا۔ جب تک کہ آپ کو مدد کی ضرورت ہو۔ تیار ہو جائیے۔ "شروع کریں"

	10	9	8	7	6	5	4	3	2	1
10	ب	چ	ڑ	م	ی	خ	پ	د	ن	ت
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
20	س	ز	ن	ے	ا	ر	ع	گ	ب	و
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
30	پ	ا	ل	ش	ح	ی	ٹ	ڈ	ح	ف
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
40	ت	ا	و	ے	م	و	ک	ا	ی	س
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
50	پ	ا	ر	د	ق	ی	ا	و	ر	ا
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
60	ج	غ	ک	ی	چ	د	ب	ر	ا	ے
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
70	ا	ہ	ر	ک	گ	ر	ی	ح	س	ت
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
80	ک	و	ے	ل	ا	ک	ت	ذ	س	ا
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
90	ط	ص	د	س	و	ذ	ے	ک	ن	پ
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
100	پ	م	ک	ی	م	ا	ہ	و	ا	س
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

☐	☐	☐	☐	☐	☐	☐				وقت	
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		

عملی کام 5	60 سیکنڈ	عملی کام 5۔ مانوس الفاظ کا پڑھنا
جب نمبر 0 پر آجائے تو کہیں 'رک جائیں'	اگر بچہ کسی لفظ پر 3 سیکنڈ سے زیادہ رکتا ہے تو آگے بڑھ جائیں۔	
اگر بچہ پہلی سطر پر کوئی بھی صحیح جواب نہیں دیتا تو کہیں "رک جائیے"۔		

بچے کو "طلبہ کی آزمائشی مشقوں سے" الفاظ کا صفحہ (عملی کام 5) دکھائیے اور کہیے۔

یہ کچھ الفاظ ہیں۔ میں چاہتا/چاہتی ہوں کہ آپ زیادہ سے زیادہ الفاظ پڑھیں۔ الفاظ کے بچے نہ کیجیے۔ صرف انہیں پڑھیں۔

مثلاً یہ لفظ "کری" ہے۔

(1) اب آپ کو شش کریں۔ برائے مہربانی اس لفظ کو پڑھیں (اگلے لفظ کی طرف اشارہ کریں) "جب"
(اگر طالب علم کہے "جب" تو کہیں:) شاباش یہ لفظ "جب" ہے۔
اگر طالب علم صحیح طریقے سے "جب" نہ کہے تو کہیں:) یہ لفظ "جب" ہے۔

(2) اب ایک اور کو شش کریں۔ برائے مہربانی اس لفظ کو پڑھیں۔ ("رہے" کی طرف اشارہ کریں)
(اگر طالب علم "رہے" کہے) تو کہیں بہت اچھے یہ لفظ "رہے" ہے۔
(اگر طالب علم صحیح طریقے سے "رہے" نہ کہے تو کہیں:) یہ لفظ "رہے" ہے۔

کیا آپ سمجھ گئے کہ آپ کو کیا کرنا ہے؟

جب میں کہوں شروع کریں تو آپ الفاظ پڑھنا شروع کر دیں جتنے بھی الفاظ آپ پڑھ سکتے ہیں پڑھیے۔ صفحے پر دیے گئے لائن سے نیچے پہلے لفظ سے پڑھنا شروع کریں۔
میں خاموش رہوں گا/گی اور آپ کو سنوں گا/گی جب تک کہ آپ کو میری مدد کی ضرورت ہو۔

	5	4	3	2	1
5	ساتھ	گھڑیا	میرے	روز	ایک
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
10	دیر	نہ	دونوں	وہ	یہاں
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
15	بزرگ	وقت	اپنے	پری	اور
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
20	خوبصورت	دیکھا	ہیں	عمر	طرف
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
25	مینڈک	لیکن	بادشاہ	ہوا	گئے
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
30	مغزور	میں	مجھے	یہ	پر
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
35	دوسرے	لگا	کمرے	کچھ	بچے
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
40	دعوت	رہا	بڑا	کیا	کہ
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
45	نہیں	کہا	تھے	جادو	دیا
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
50	گیا	ہوں	دیکھ	بہت	امی
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐

0	1	2	3	4	5	6				وقت	
0	1	2	3	4	5	6	7	8	9		

عملی کام 6۔	عملی کام 6	60 سیکنڈ
بے معنی الفاظ کا پڑھنا	جب ٹائمر 0 پر آ جائے تو کہیں 'رک جائیں'	اگر بچہ پہلی سطر پر کوئی بھی صحیح جواب نہیں دیتا تو کہیں "رک جائیے"۔

بچے کو ”طلبہ کی آزمائشی مشقوں سے“ بے معنی الفاظ کا صفحہ (عملی کام 6) دکھائیے اور کہیے۔

یہ کچھ بے معنی الفاظ ہیں۔ میں چاہوں گا/گی کہ آپ یہ بے معنی الفاظ زیادہ سے زیادہ پڑھیں۔ الفاظ کے چچے نہ کریں۔ صرف پڑھیں۔

مثلاً یہ بے معنی لفظ ”اُٹ“ ہے۔

اب آپ کو شش کریں۔ برائے مہربانی یہ الفاظ پڑھیں۔ (اگلے لفظ ”ڈف“ کی طرف اشارہ کریں)۔

اگر طالب علم (ڈف) کہے تو کہیں: بہت اچھے ”ڈف“

اگر بچہ (ڈف) نہ کہہ سکے تو صحیح طریقے سے کہیں کہ یہ بے معنی لفظ ”ڈف“ ہے۔

اب ایک اور لفظ کی کو شش کریں۔ اس لفظ کو پڑھیں (اگلے لفظ ”میب“ کی طرف اشارہ کریں)۔ (اگر طالب علم کہے ”میب“)۔ تو کہیں بہت اچھے ”میب“

(اگر طالب علم صحیح طریقے سے ”میب“ نہ کہے تو بتائیں کہ) اس بے معنی لفظ کو ”میب“ کہتے ہیں۔

کیا آپ سمجھ گئے کہ آپ کو کیا کرنا ہے؟

جب میں کہوں ”شروع کریں“ تو ان الفاظ کو جتنے بہتر طریقے سے پڑھ سکتے ہیں پڑھیں۔ میں خاموش رہوں گا/گی اور آپ کو سنوں گا/گی جب تک کہ آپ کو مدد کی ضرورت ہو۔

تیار ہو جائیں۔ ”پڑھنا شروع کریں“

	5	4	3	2	1
5	گوب	رل	پم	زل	پپ
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
10	واشته	چف	يال	ؤف	شم
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
15	موف	مک	لاچ	فل	یر
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
20	لیق	چش	رک	ڈھر	پاز
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
25	ہیل	خپ	پیف	گل	یٹ
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
30	پوگ	کوم	گاٹ	چوپ	لوز
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
35	شیب	دوگ	ویپ	وڑکی	جول
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
40	رود	ڈپ	ٹیپ	فیم	ویم
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
45	دوٹی	والن	وتنے	ڈکس	زیگر
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐
50	پیف	پب	ہیگ	یوٹ	شاپی
	☐ ☐	☐ ☐	☐ ☐	☐ ☐	☐ ☐

☐	☐	☐	☐	☐	☐	☐				وقت	
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐		

عملی کام 7۔	عملی کام 7	60 سیکنڈ
پیرا گراف پڑھنا اور اس کو سمجھنا	جب ٹائمر 0 پر آجائے تو کہیں 'رک جائیں'	اگر بچہ کسی لفظ پر 3 سیکنڈ سے زیادہ رکتا ہے تو آگے بڑھ جائیں
		اگر بچہ پہلی سطر پر نو (9) صحیح جواب نادرے تو کہیں "رک جائیے"۔

یہ ایک مختصر کہانی ہے۔ میں چاہتا/چاہتی ہوں کہ آپ اسے بلند آواز سے پڑھیں۔ جب آپ کہانی پڑھ لیں تو میں آپ سے چند سوالات کروں گا/گی۔ کیا آپ سمجھ گئے ہیں کہ آپ نے کیا کرنا ہے؟ جب میں کہوں شروع کیجئے تو آپ جتنے عمدہ طریقے سے ہو سکے کہانی پڑھیے۔ میں خاموش رہوں گا/گی اور آپ کو سنوں گا/گی جب تک کہ آپ کو میری مدد کی ضرورت ہو۔
تیار ہو جائیے۔ شروع کریں

پیرا گراف کو بچے کے سامنے سے ہٹا دیجیے۔ بچے کو ہدایات پڑھ کر سنائیں۔ پھر ہر سوال کو ٹھہر ٹھہر کر اور واضح طور پر پڑھیں۔ جب آپ ہر سوال پڑھ لیں تو بچے کو جواب دینے کے لئے 10 سیکنڈ کا وقت دیجیے۔ بچے کے دیے ہوئے جواب کے لیے صحیح یا غلط پر نشان لگائیں اور پھر اگلے سوال پر چلے جائیں۔
آپ نے جو کہانی ابھی پڑھی ہے، اس کے بارے میں آپ سے کچھ سوالات پوچھنا چاہتا/چاہتی ہوں۔ آپ بہتر سے بہتر جواب دینے کی کوشش کریں۔

سوالات	درست جواب
1۔ سلیم کو راستے سے کیا ملا؟	بٹوا/ کالا بٹوا
☐ صحیح	
☐ غلط	
☐ کوئی جواب نہیں	

سوالات	درست جواب
2۔ سلیم ہیڈ ماسٹر صاحب کے پاس کیوں گیا؟	بٹوا دینے کے لیے
☐ صحیح	
☐ غلط	
☐ کوئی جواب نہیں	

1	2	3	4	5	6
سلیم	کو	سکول	جاتے	ہوئے	ایک
☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ
7	8	9			
کالا	بٹوا	ملا			
☐ ٹ	☐ ٹ	☐ ٹ			
10	11	12	13	14	15
وہ	اسے	اٹھا	لایا	اور	ہیڈ
☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ
16	17	18	19	20	21
ماسٹر	صاحب	کو	دے	کر	کہا
☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ
22	23	24	25	26	27
کہ	یہ	مجھے	سکول	کے	قریب
☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ	☐ ٹ
28	29	30			
سے	ملا	ہے			
☐ ٹ	☐ ٹ	☐ ٹ			

سوالات	درست جواب
3۔ ہیڈ ماسٹر صاحب نے کس رائے کا اظہار کیا؟	شاید طارق صاحب کا ہو
☐ صحیح ☐ غلط ☐ کوئی جواب نہیں	

سوالات	درست جواب
4۔ طارق صاحب کی تلاش کر رہے تھے؟	ہٹوا
☐ صحیح ☐ غلط ☐ کوئی جواب نہیں	

سوالات	درست جواب
5۔ سلیم کی تعریف اسمبلی میں بچوں کو ایمانداری سکھانے کے لیے / ہٹوا دینے کی وجہ سے	ایمانداری کی وجہ سے / دوسرے
☐ صحیح ☐ غلط ☐ کوئی جواب نہیں	

36	35	34	33	32	31
ہٹوا	یہ	بیٹا	کہا	نے	انہوں
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
37	41	40	39	38	37
شاید	ہو	کا	صاحب	طارق	
☐	☐	☐	☐	☐	☐
42	46	45	44	43	42
وہ	سے	دیر	بڑی	اسے	
☐	☐	☐	☐	☐	☐
48			50	49	
کر			ہیں	رہے	
☐			☐	☐	☐
51	55	54	53	52	51
سلیم	اسمبلی	پر	ایمانداری	کی	
☐	☐	☐	☐	☐	☐
57		60	59	58	
حوصلہ		گئی	کی	افزائی	
☐		☐	☐	☐	☐

0	1	2	3	4	5	6				وقت	
0	1	2	3	4	5	6	7	8	9		

عملی کام 8۔ سننے کی تفہیم / سمجھ	طالب علم کے لیے کوئی کاغذ نہیں ہے۔	اس مشق کا وقت مقرر نہیں
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میں آپ کو بلند آواز میں ایک مختصر کہانی سناؤں گا/گی اور اس کے بعد میں آپ سے کچھ سوالات پوچھوں گا/گی۔ مہربانی فرما کر غور سے سنئے اور جتنا بہتر ہو سکے جواب دیجئے۔ کیا آپ سمجھ گئے ہیں کہ آپ نے کیا کرنا ہے؟

پیراگراف کو ایک دفعہ ٹھہر ٹھہر کے پڑھیے اور نیچے دیے ہوئے سوالات پوچھیے۔ اگر بچہ 10 سیکنڈ تک جواب نادرے تو آگے بڑھ جائیں۔

ایک شکاری پیاسا تھا۔ اُسے جنگل میں ایک جھونپڑی نظر آئی۔ آواز دی تو بابا نے اندر بلا لیا۔ اُن کا چہرہ بہت نورانی تھا۔ انھوں نے شکاری کو پانی دے کر کہا پیٹا آئیندہ شکار نہ کرنا یہ جاندار ہماری ضرورت ہیں۔
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سوالات	درست جوابات	صحیح	غلط	کوئی جواب نہیں
1۔ شکاری جھونپڑی کی طرف کیوں گیا؟	(وہ پیاسا تھا/پانی کی تلاش میں)	☐	☐	☐
2۔ بابا کا چہرہ کیسا دکھائی دے رہا تھا؟	(نورانی/روشن/بہت نورانی)	☐	☐	☐
3۔ بابا نے شکاری کو کس بات سے منع کیا؟	(شکار کرنے سے/جانداروں کا شکار کرنے سے/جانداروں کو مارنے سے)	☐	☐	☐

طالب علم کا انٹرویو

بچے سے بات کریں: آپ کا بہت شکریہ، اب میں آپ سے آپ کے گھرانے سے متعلق اور آپ کی پڑھائی کے بارے میں کچھ سوالات پوچھوں گا۔

ہر سوال بچے سے ایک انٹرویو کی طرح زبانی طور پر پوچھیں۔ دیے گئے ممکنہ جوابات کو اونچی آواز میں مت پڑھیں جب تک کہ واضح طور پر ایسا کرنے کی ہدایت نہ کی جائے۔ بچے کے

جواب دینے کا انتظار کریں پھر یہ جواب دی گئی جگہ پر لکھیں، یا آپشن کے باکس پر ٹک کریں جو بچے کے جواب کے ساتھ مطابقت رکھتا ہو۔ اگر اس کے برخلاف کوئی خاص ہدایت

نہیں ہے تو، صرف ایک ہی جواب کی اجازت ہے۔

ایس 1	آپ کے گھر والے اکثر گھر میں کون سی زبان بولتے ہیں؟	☐ انگریزی ☐ اردو ☐ سندھی ☐ پشتو ☐ پنجابی ☐ بلوچی ☐ براہوی ☐ دیگر _____ ☐ نہیں معلوم / کوئی جواب نہیں
ایس 2	آپ کے گھر میں پڑھنے کے لیے کیا موجود ہے؟ (ان سب پر نشان لگائیں جن کا اطلاق ہوتا ہے)	☐ کچھ نہیں ☐ اخبار ☐ رسالے ☐ بچوں کے لیے کہانیاں ☐ بچوں کے لیے تصویری کتابیں ☐ دوسری کتابیں ☐ نہیں معلوم / کوئی جواب نہیں
ایس 3	کیا گھر میں کوئی آپ کو کہانیاں بلند آواز میں پڑھ کر سناتا ہے؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم / کوئی جواب نہیں
ایس 4	کیا آپ گھر میں کسی کے ساتھ بلند آواز سے کہانیاں پڑھنے کی مشق کرتی / کرتے ہیں؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم / کوئی جواب نہیں

ایس 5	کیا آپ گھر پر خاموش مطالعہ کی مشق کرتے/کرتی ہیں؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
ایس 6	اب آپ سے اسکول میں پڑھنا سیکھنے کی مشقوں کے بارے میں کچھ سوالات پوچھوں گا/پوچھوں گی جب آپ جماعت دوم میں پڑھتے تھے۔ دوسری جماعت کے استاد/استانی آپ کو حروف کی آوازوں کی مشق کتنی مرتبہ کرواتے تھے؟ بچوں کو "ک" اور "م" کی مثال دیجیے۔	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
ایس 7	جب آپ جماعت دوم میں پڑھتے تھے۔ تو آپ کتنی مرتبہ اپنے استاد/استانی یا ساتھی طلباء کے ساتھ بلند آواز میں پڑھنے کی مشق کرتے/کرتی تھیں؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
ایس 8	جب آپ جماعت دوم میں پڑھتے تھے۔ تو آپ کتنی مرتبہ خاموشی سے پڑھنے کی مشق کرتے/کرتی تھیں؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
ایس 9	جب آپ جماعت دوم میں پڑھتے تھے۔ تو آپ کے استاد/استانی کتنی مرتبہ غیر مانوس الفاظ کے تلفظ کی ادائیگی کرنے کی مشق کرواتے/کرواتی تھیں؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
ایس 10	جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد/استانی کتنی مرتبہ آپ کو گھر پر مطالعہ کرنے کے لیے کوئی کام دیتے/دیتی تھیں؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں

○ روزانہ یا تقریباً روزانہ ○ ہفتہ وار ○ ماہانہ ○ شاذ و نادر یا کبھی نہیں (سوال نمبر 13 پر جائیں) ○ نہیں معلوم / کوئی جواب نہیں	ایس 11 جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد / استانی نے آپ کے پڑھنے کی مہارت کا امتحان کتنی مرتبہ لیا تھا؟
○ انہوں نے اسے میری عملی کتاب میں درج کیا تھا ○ انہوں نے اسے کسی دوسری کتاب میں درج کیا تھا ○ انہوں نے اسے ایک ٹیلیٹ (ڈیوائس) میں درج کیا تھا ○ انہوں نے کوئی رزلٹ درج نہیں کیا تھا ○ دیگر: _____ ○ نہیں معلوم / کوئی جواب نہیں	ایس 12 جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد / استانی آپ کے پڑھنے کی مہارت کے جائزہ کے نتائج کیسے مرتب / ریکارڈ کرتے تھے / کرتی تھیں؟
○ روزانہ یا تقریباً روزانہ ○ ہفتہ وار ○ ماہانہ ○ شاذ و نادر یا کبھی نہیں (سوال نمبر 17 پر جائیں) ○ نہیں معلوم / کوئی جواب نہیں	ایس 13 جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد / استانی کتنی مرتبہ آپ کو کہانیاں سناتے / سناتی تھیں؟
○ روزانہ یا تقریباً روزانہ ○ ہفتہ وار ○ ماہانہ ○ شاذ و نادر یا کبھی نہیں ○ نہیں معلوم / کوئی جواب نہیں	ایس 14 جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد / استانی کتنی مرتبہ کہانیاں سننے کے بعد آپ سے اس کے بارے میں سوالات کرتے / کرتی تھیں؟
○ روزانہ یا تقریباً روزانہ ○ ہفتہ وار ○ ماہانہ ○ شاذ و نادر یا کبھی نہیں ○ نہیں معلوم / کوئی جواب نہیں	ایس 15 جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد / استانی کتنی مرتبہ کہانیوں میں موجود مشکل الفاظ کے معنی کے بارے سوالات کرتے / کرتی تھیں؟

16 ایس	جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد/استانی کتنی مرتبہ آپکو کلاس میں کہانی دوبارہ سنانے کا کہتے/کہتی تھیں؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
17 ایس	جب آپ جماعت دوم میں پڑھتے تھے۔ آپ کے استاد/استانی نے کتنی مرتبہ آپکو نئے الفاظ کے معنی بتائے تھے؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
18 ایس	جب آپ جماعت دوم میں پڑھتے تھے۔ تو آپ نے کوئی عملی کتاب اسکول میں کتنی بار استعمال کی تھی؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
19 ایس	جب آپ جماعت دوم میں پڑھتے تھے۔ تو کیا آپ کے پاس اپنی عملی کتاب تھی، جس میں آپ کچھ لکھ سکتے؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
20 ایس	اب میں آپ سے آپ کے حالیہ تجربات کے بارے میں جاننا چاہتا ہوں۔ کیا آپ گھر پر "قرآنی قائدہ" پڑھ چکے ہیں یا پڑھ رہے ہیں؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
21 ایس	کیا آپ گزشتہ ہفتے میں کسی بھی دن اسکول سے غیر حاضر رہے/رہی ہیں؟	☐ جی ہاں ☐ جی نہیں (سوال نمبر ایس 23 پر جائیں) ☐ نہیں معلوم/کوئی جواب نہیں (سوال: ایس 23 پر جائیں)

22 ایس	اگر ایس 21 کا جواب ہاں ہے، تو بتائیے کتنے دن غیر حاضر رہے / رہیں؟	دن ① ② ③ ④ ⑤ ⑥
23 ایس	جب آپ کوئی بھی غلطی کرتے ہیں تو آپ کے استاد / استانی کیا کرتے ہیں؟ تمام ممکنہ جوابات پر نشان لگائیں	☐ درستی کے لیے میری حوصلہ افزائی کرتے ☐ کچھ نہیں ☐ میری درستگی کرتے ☐ میرا مذاق اڑاتے ☐ ناراض ہو جاتے ☐ مجھے سزا دیتے ☐ دیگر: _____ ☐ نہیں معلوم / کوئی جواب نہیں۔ ☐ قابل اطلاق نہیں
24 ایس	کیا آپ اسکول سے پہلے یا اس کے بعد کام کرتے ہیں؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم / کوئی جواب نہیں
25 ایس	کیا آپ کے اسکول میں لائبریری ہے؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم / کوئی جواب نہیں
26 ایس	کیا آپ کے کمرہ جماعت میں لائبریری ہے؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم / کوئی جواب نہیں
27 ایس	کیا آپ لائبریری کی کتابیں پڑھنے کے لئے گھر لے جاتے ہیں؟ صرف اس صورت میں پوچھیں کہ اگر اسکول میں اور / یا کمرہ جماعت میں لائبریری موجود ہے۔	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم / کوئی جواب نہیں ☐ قابل اطلاق نہیں

○ انگریزی ○ اردو ○ سندھی ○ پشتو ○ پنجابی ○ بلوچی ○ براہوی ○ دیگر _____ ○ نہیں معلوم / کوئی جواب نہیں	ایس 28 آپ کے اسکول یا کمرہ جماعت میں لائبریری کی کتابیں کن زبانوں میں ہیں؟ صرف اس صورت میں پوچھیں کہ اگر اسکول میں اور / یا کمرہ جماعت میں لائبریری موجود ہے، تمام ممکنہ جوابات پر نشان لگائیں۔
○ ٹیلی ویژن ○ ریڈیو ○ کمپیوٹر یا لپ ٹاپ ○ موبائل فون ○ ہائیڈرو ○ موٹر سائیکل یا اسکوٹر ○ کار یا ٹرک ○ فارم کے جانور یا مویشی ○ بجلی ○ گھر میں پانی کا ٹل ○ گھر میں فلش ٹوائلٹ ○ پینٹ فرش (سینٹ، ماربل، قالین) ○ پینٹ چھت (دھات، لکڑی، سیرامک)	ایس 29 آپ کے گھر میں ان میں سے کون سی اشیاء موجود ہیں۔ (ہر چیز کا نام پڑھیں، اور تمام ممکنہ جوابات پر نشان لگائیں)

ایس 30	گپ کے گھر میں اور کتنے لوگ رہتے ہیں؟	☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9
ایس 31	کیا آپ عام طور پر اسکول کے لیے جوتے پہنتے ہیں؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم / کوئی جواب نہیں
ایس 32	اینو میٹر مشاہدہ کریں کہ اس وقت بچے نے جوتے پہنے ہوئے ہیں؟	☐ جی ہاں ☐ جی نہیں
ایس 33	عام طور پر کیا آپ اسکول میں ناشتہ یا دوپہر کا کھانا کھاتے ہیں؟	☐ ہاں ناشتہ اور دوپہر کا کھانا ☐ صرف ناشتہ (دوپہر کا کھانا نہیں) ☐ صرف دوپہر کا کھانا (ناشتہ نہیں) ☐ نہیں، کچھ نہیں ملتا ☐ نہیں معلوم / کوئی جواب نہیں
ایس 34	آپ کی عمر کتنی ہے؟	☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9

35 ایس	گزشتہ برس آپ کس کلاس میں تھے؟	☐ کلاس دوئم ☐ کلاس سوئم ☐ میں پچھلے سال اسکول میں نہیں تھا ☐ دیگر _____ ☐ نہیں معلوم/کوئی جواب نہیں
36 ایس	کیا آپ پری اسکول یا کچی جماعت میں پڑھتے تھے؟	☐ جی ہاں ☐ جی نہیں ☐ نہیں معلوم/کوئی جواب نہیں
37 ایس	گزشتہ برس کے دوران، کیا آپ نے بیمار ہونے کی وجہ سے ایک ہفتہ سے زیادہ اسکول سے چھٹی کی تھی؟	☐ جی ہاں ☐ جی نہیں (اگر نہیں، تو ایس 39 پر جائیں) ☐ نہیں معلوم/کوئی جواب نہیں (ایس 39 پر جائیں)
38 ایس	آپ کی بیماری کس طرح کی تھی؟ بیماری کی کیا علامات تھیں؟	_____
39 ایس	گزشتہ برس کے دوران، کیا آپ نے کسی اور، جو بیمار ہوا، کی دیکھ بھال کے لیے ایک ہفتہ سے زیادہ اسکول سے چھٹی کی تھی؟	☐ جی ہاں ☐ جی نہیں (اگر نہیں، تو ایس 41 پر جائیں) ☐ نہیں معلوم/کوئی جواب نہیں (ایس 41 پر جائیں)
40 ایس	ان کی بیماری کس طرح کی تھی؟ بیماری کی کیا علامات تھیں؟	_____
41 ایس	آپ کے گھر والوں میں سے کون گھر کے لئے رقم کماتا ہے؟ (تمام ممکنہ جوابات پر نشان لگائیں)	☐ باپ ☐ ماں ☐ بھائی ☐ بہن ☐ خالہ یا نکل ☐ میں (خود) ☐ کوئی نہیں (ایس 43 پر جائیں) ☐ دیگر: _____ ☐ نہیں معلوم/کوئی جواب نہیں (ایس 43 پر جائیں)

ایس 42	ایس-41 میں منتخب ہر فرد کے لئے، براہ کرم اس بات کی نشاندہی کریں کہ اگر انہیں پچھلے سال میں کسی وجہ سے کام کرنا چھوڑنا پڑا۔ اینومیٹرز: دیئے ہوئے شخص کے لئے صرف ایک خانہ پر نشان لگائیں۔	جی ہاں (1)	جی نہیں (2)	نہیں معلوم / کوئی جواب نہیں (3)
ایس 42 اے	باپ	☐	☐	☐
ایس 42 بی	ماں	☐	☐	☐
ایس 42 سی	بھائی	☐	☐	☐
ایس 42 ڈی	بہن	☐	☐	☐
ایس 42 ای	خالہ یا انکل	☐	☐	☐
ایس 42 ایف	میں (خود)	☐	☐	☐
ایس 42 جی	دیگر: _____	☐	☐	☐
ایس 43	کیا آپ کا اسکول اس سال کو رونا وائرس کی وجہ سے بند ہوا تھا؟	☐ جی ہاں ☐ جی نہیں (اگر نہیں، تو سروے ختم کر دیں) ☐ نہیں معلوم / کوئی جواب نہیں (تو سروے ختم کر دیں)		
ایس 44	جب آپ کا اسکول بند تھا، کیا آپ اس دوران گھر میں کچھ سیکھتے رہے / سیکھتی رہیں؟؟	☐ جی ہاں ☐ جی نہیں (اگر نہیں، تو ایس 50 پر جائیں) ☐ نہیں معلوم / کوئی جواب نہیں (تو ایس 50 پر جائیں)		
ایس 45	آپ نے گھر میں کس طرح سیکھا؟ (تمام ممکنہ جوابات پر نشان لگائیں)	☐ تعلیمی ٹی وی پروگرامنگ ☐ تعلیمی ریڈیو پروگرامنگ ☐ کمپیوٹر - یا ٹیبلیٹ (ڈیوائس) پر مبنی تعلیم ☐ فون - یا ایس ایم ایس پر مبنی لرننگ / ہدایات ☐ درسی کتابیں یا اسٹوری بکس ☐ عملی کتابیں ☐ گیمز یا کھیل ☐ کسی نے مجھے زبانی ہدایات دیں ☐ دیگر: _____ ☐ معلوم نہیں / کوئی جواب نہیں		

ایس 46	ایس 45 میں منتخب کردہ ہر سرگرمی کے لیے، براہ کرم اس بات کی نشاندہی کریں کہ آپ نے یہ بیان کردہ کام کتنی بار کیے؟ (اینومیٹر: دیئے گئے آپشن کے لئے صرف ایک خانہ پر نشان لگائیں)	روزانہ یا تقریباً روزانہ (1)	ہفتہ وار یا تقریباً (2)	ماہانہ، ایک دو مرتبہ (3)	ایک ماہ میں ایک دفعہ سے بھی کم (4)	نہیں معلوم/ کوئی جواب نہیں (5)
ایس 46 اے	تعلیمی ٹی وی پروگرامنگ	☐	☐	☐	☐	☐
ایس 46 بی	تعلیمی ریڈیو پروگرامنگ	☐	☐	☐	☐	☐
ایس 46 سی	کمپیوٹر-یا ٹیبلیٹ (ڈیوائس) پر مبنی تعلیم	☐	☐	☐	☐	☐
ایس 46 ڈی	فون-یا ایس ایم ایس پر مبنی لرننگ/ہدایات	☐	☐	☐	☐	☐
ایس 46 ای	درسی کتابیں یا اسٹوری بکس	☐	☐	☐	☐	☐
ایس 46 ایف	عملی کتابیں	☐	☐	☐	☐	☐
ایس 46 جی	گیمز یا کھیل	☐	☐	☐	☐	☐
ایس 46 ایچ	کسی نے مجھے زبانی ہدایات دیں	☐	☐	☐	☐	☐
ایس 46 آئی	دیگر: _____	☐	☐	☐	☐	☐
ایس 47	کیا کسی نے آپ کو گھر پر سیکھنے کے ان کاموں میں کوئی مدد کی؟	☐ جی ہاں ☐ جی نہیں (اگر نہیں، تو ایس 49 پر جائیں) ☐ نہیں معلوم / کوئی جواب نہیں (تو ایس 49 پر جائیں)				
ایس 48	گھر پر سیکھنے کے ان کاموں میں کس نے آپ کی مدد کی؟	☐ والدین ☐ بہن بھائی ☐ گھر کا دوسرا فرد ☐ استاد/استانی ☐ دوست یا ہمسایہ ☐ دیگر: _____ ☐ معلوم نہیں / کوئی جواب نہیں				
ایس 49	جب آپ کا اسکول بند تھا، اس دوران آپ کتنی بار پڑھنے کی مشق کرتے تھے؟	☐ روزانہ یا تقریباً روزانہ ☐ ہفتہ وار ☐ ماہانہ ☐ شاذ و نادر یا کبھی نہیں ☐ نہیں معلوم / کوئی جواب نہیں				

○ ہاں ناشتہ اور دوپہر کا کھانا ○ صرف ناشتہ (دوپہر کا کھانا نہیں) ○ صرف دوپہر کا کھانا (ناشتہ نہیں) ○ نہیں، کچھ نہیں ملتا ○ نہیں معلوم / کوئی جواب نہیں	ایس 50 جب آپ کا اسکول بند تھا، اس دوران کیا آپ عام طور پر گھر میں ناشتہ اور دوپہر کا کھانا کھاتے تھے؟
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وقت اختتام

گھنٹہ	منٹ
0	0
1	1
	2
	3
	4
	5
	6
	7
	8
	9

آپ کی شمولیت کا بہت شکریہ!

Pakistan Early Grade Reading Assessment Endline Study

Student Questionnaire

ENGLISH

2020

Student Interview

Say to the child: **Thank you very much. Now, I am going to ask you some questions about your family and about reading.**

Ask each question verbally to the child, as in an interview. Do not read the response options aloud unless explicitly instructed to do so. Wait for the child to respond then write this response in the space provided, or check the box of the option that best corresponds to the child's response. If there is no special instruction to the contrary, only one response is permitted.

S1	What language does your family speak most often at home?	☐ (1) English ☐ (2) Urdu ☐ (3) Sindhi ☐ (4) Pashto ☐ (5) Punjabi ☐ (6) Balochi ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
S2	Which type of reading materials do you have at home? <i>(Mark all that apply)</i>	☐ (1) Nothing ☐ (2) Newspaper ☐ (3) Magazines ☐ (4) Children's storybooks ☐ (5) Children's picture books ☐ (6) Other books ☐ (-8) Don't know / no answer
S3	Does anyone read stories aloud to you at home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S4	Do you practice reading stories aloud to someone at home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S5	Do you ever practice silent reading at home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer

S6	I will now ask some questions about your reading practices at school when you were in grade 2. How often did your grade 2 teacher practice letter sounds with you during your reading lessons? <i>(Give student example of /k/ and /m/)</i>	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S7	When you were in grade 2, how often did you practice reading aloud to your teacher or the other students?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S8	When you were in grade 2, how often did you practice silent reading in school?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S9	When you were in grade 2, how often did your teacher practice sounding out unfamiliar words with you?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S10	When you were in grade 2, how often did your teacher assign reading for you to do at home?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S11	When you were in grade 2, how often did your teacher test you on your reading skills?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never → Skip to S13 ☐ (-8) Don't know / no answer

S12	When you were in grade 2, how did your teacher keep track of your reading test results?	☐ (1) S/he recorded it in my work book ☐ (2) S/he recorded it in another book ☐ (3) S/he recorded it in a tablet ☐ (4) S/he did not record the results ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
S13	When you were in grade 2, how often did your teacher read you stories?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never → Skip to S17 ☐ (-8) Don't know / no answer
S14	When you were in grade 2, how often did your teacher ask you questions at the end of the stories s/he read?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S15	When you were in grade 2, how often did your teacher ask you to guess meanings of difficult words in the story?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S16	When you were in grade 2, how often did your teacher ask you to re-tell a story during class?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S17	When you were in grade 2, how often did your teacher tell you the meaning of new words?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer

S18	When you were in grade 2, how often did you use a work book at school?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer
S19	In grade 2, did you have your own work book that you could write in?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S20	Now I am going to ask you about your current experiences. Have you read / Are you reading "Qurani Qaida" at home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S21	Did you miss any school days last week?	☐ (1) Yes ☐ (2) No → If No, skip to S23 ☐ (-8) Don't know / no answer → Skip to S23
S22	(If answer to S21 is Yes), How many days did you miss last week? (Enter -8 for don't know / no response)	_____
S23	What does your teacher do when you make a mistake? (Mark all that apply)	☐ (1) Encourages me to correct myself ☐ (2) Nothing ☐ (3) Corrects me ☐ (4) Makes fun of me ☐ (5) Becomes angry ☐ (6) Punishes me ☐ (-7) Other _____ ☐ (-8) Don't know / no answer ☐ (-9) Not applicable
S24	Do you work before or after school? This includes work as an employee, work in self-employment (including street hawking), agricultural work, and work for a family business even if unpaid. It does not include household chores.	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer

S25	Do you have a library at your school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S26	Does your classroom have a library?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S27	[If S25=1 and/or S26=1] Do you take library books to read at home? <i>(Ask only if there is a library in school and/or in classroom)</i>	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer ☐ (-9) Not applicable
S28	What are the languages of the library books in your school or classroom? <i>(Ask only if there is a library in school and/or in classroom; mark all that apply)</i>	☐ (1) English ☐ (2) Urdu ☐ (3) Sindhi ☐ (4) Pashto ☐ (5) Punjabi ☐ (6) Balochi ☐ (-7) Other _____ ☐ (-8) Don't know / no answer

S29	Which of the following items does your family have at home: <i>(Read each item; mark all that apply)</i>	☐ (1) Television ☐ (2) Radio ☐ (3) Computer or laptop ☐ (4) Mobile phone ☐ (5) Bicycle ☐ (6) Motorcycle or scooter ☐ (7) Car or truck ☐ (8) Farm animals or livestock ☐ (9) Electricity ☐ (10) Water tap in the house ☐ (11) A flush toilet in the house ☐ (12) Finished flooring (cement, marble, carpet) ☐ (13) Finished roofing (metal, wood, ceramic)
S30	How many other people do you live with? <i>(Enter -8 for don't know / no response)</i>	_____
S31	Do you usually wear shoes to school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
S32	<i>[Enumerator: observe if the child is currently wearing shoes]</i>	☐ (1) Yes ☐ (2) No
S33	Do you usually eat breakfast or lunch at school?	☐ (1) Yes, breakfast and lunch ☐ (2) Breakfast only (no lunch) ☐ (3) Lunch only (no breakfast) ☐ (4) No, don't get either ☐ (-8) Don't know / no answer
S34	How old are you? <i>(Enter -8 for don't know / no response)</i>	_____

S35	What grade were you in last year?	☐ (1) Grade 2 ☐ (2) Grade 3 ☐ (3) I was not in school last year ☐ (-7) Other _____ ☐ (-8) Don't know / no answer		
S36	Did you attend preschool or Kachi classes?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer		
S37	In the past year, did you miss more than 1 week of school because you were ill?	☐ (1) Yes ☐ (2) No → If No, skip to S39 ☐ (-8) Don't know / no answer → Skip to S39		
S38	What was your illness like? What symptoms did you have?	_____		
S39	In the past year, did you miss more than 1 week of school to care for someone that was ill?	☐ (1) Yes ☐ (2) No → If No, skip to S41 ☐ (-8) Don't know / no answer → Skip to S41		
S40	What was their illness like? What symptoms did they have?	_____		
S41	Who in your family earns money for the household? (Mark all that apply)	☐ (1) Father ☐ (2) Mother ☐ (3) Brother ☐ (4) Sister ☐ (5) Aunt or Uncle ☐ (6) Me ☐ (7) Nobody → Skip to S43 ☐ (-7) Other _____ ☐ (-8) Don't know / no answer → Skip to S43		
S42	Did [S41] have to stop working for any reason in the past year? [Enumerator: tick only one box for a given person].	Yes (1)	No (2)	Don't know / no answer (-8)
S42a	(1) Father	☐	☐	☐

S42b	(2) Mother	☐	☐	☐		
S42c	(3) Brother	☐	☐	☐		
S42d	(4) Sister	☐	☐	☐		
S42e	(5) Aunt or Uncle	☐	☐	☐		
S42f	(6) Me	☐	☐	☐		
S42g	(-7) Other	☐	☐	☐		
S43	Did your school close down this year because of Coronavirus?	☐ (1) Yes ☐ (2) No → If No, end survey ☐ (-8) Don't know / no answer → End survey				
S44	When your school was closed, did you do learning at home?	☐ (1) Yes ☐ (2) No → If No, Skip to S50 ☐ (-8) Don't know / no answer → Skip to S50				
S45	What types of learning activities did you do at home? (Mark all that apply)	☐ (1) Educational TV programming ☐ (2) Educational Radio programming ☐ (3) Computer- or tablet-based learning ☐ (4) Phone- or SMS-based learning / instruction ☐ (5) Textbooks or storybooks ☐ (6) Work books ☐ (7) Manipulatives or games ☐ (8) Someone gave me verbal instruction ☐ (-7) Other _____ ☐ (-8) Don't know / no answer				
S46	How often did you do [S45]? [Enumerator: tick only one box for a given person].	Daily (or almost daily) (1)	Weekly (or almost weekly) (2)	1-2 times per month (3)	Less than 1 time per month (4)	DK / no answer (-8)
S46a	(1) Educational TV programming	☐	☐	☐	☐	☐
S46b	(2) Educational Radio programming	☐	☐	☐	☐	☐
S46c	(3) Computer- or tablet-based learning	☐	☐	☐	☐	☐
S46d	(4) Phone- or SMS-based learning / instruction	☐	☐	☐	☐	☐

S46e	(5) Textbooks or storybooks	☐	☐	☐	☐	☐
S46f	(6) Work books	☐	☐	☐	☐	☐
S46g	(7) Manipulatives or games	☐	☐	☐	☐	☐
S46h	(8) Someone gave me verbal instruction	☐	☐	☐	☐	☐
S46i	(-7) Other	☐	☐	☐	☐	☐
S47	Did anyone help you with these home-based learning activities? <i>(Mark all that apply)</i>	☐ (1) Yes ☐ (2) No → If No, Skip to S49 ☐ (-8) Don't know / no answer → Skip to S49				
S48	Who helped you with these home-based learning activities? <i>(Mark all that apply)</i>	☐ (1) Parent ☐ (2) Sibling ☐ (3) Other household member ☐ (4) My teacher ☐ (5) Friend or neighbor ☐ (-7) Other _____ ☐ (-8) Don't know / no answer				
S49	When your school was closed, how often did you do reading activities?	☐ (1) Daily or almost daily ☐ (2) Weekly ☐ (3) Monthly ☐ (4) Rarely or never ☐ (-8) Don't know / no answer				
S50	When your school was closed, did you usually get breakfast and lunch at home?	☐ (1) Yes, breakfast and lunch ☐ (2) Breakfast only (no lunch) ☐ (3) Lunch only (no breakfast) ☐ (4) No, didn't get either ☐ (-8) Don't know / no answer				

Time Ended: :

Thank you very much for your participation!

Pakistan Early Grade Reading Assessment Endline Study

Teacher Questionnaire

ENGLISH

2020

Check box if verbal consent is obtained: ☐ YES

(If verbal consent is not obtained, thank the teacher and find another teacher from the same grade, using this same form.)

A. Date of Assessment:	Day : __ __ Month: __ __	G. Teacher's Gender	☐ (1) Female ☐ (2) Male
B. School Unique ID:	__ __ __		
C. Province:		H. School shift taught by teacher	☐ (1) Morning ☐ (2) Afternoon ☐ (3) Both shifts
D. District:			
E. Tehsil/Taulka:		I. Time Started: __ __ : __ __	
F. QCO ID:	__ __ __		
G. Is this the grade 2 teacher of the sampled students?	☐ (1) Yes ☐ (2) No		

T1	What class level(s) are you teaching this year? (Mark all that apply)	☐ (1) Grade 1 ☐ (2) Grade 2 ☐ (3) Grade 3 ☐ (4) Grade 4 ☐ (5) Grade 5 ☐ (-7) Others
T2	Did you teach Grade 2 in this school last year?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T3	What is your year of birth? (Enter -8 for don't know / no response)	__ __ __
T4	What is your highest academic qualification?	☐ (1) Ph.D ☐ (2) M.Phil ☐ (3) M.A/M.Sc ☐ (4) B.A / B.Sc ☐ (5) F.A/F.Sc ☐ (6) Matric ☐ (-7) Other _____ ☐ (-8) Don't know / no response

T5	What is your highest professional qualification?	☐ (1) M.Ed / M.A Education ☐ (2) B.Ed ☐ (3) ADE ☐ (4) C.T ☐ (5) P.T.C ☐ (-7) Other _____ ☐ (-8) Don't know / no response
T6	How many years have you been teaching? (Enter -8 for don't know / no response)	I ___ I ___ I years
T7	About how many girls and boys were in your Grade 2 classroom last year? (Enter -8 for don't know / no response)	Grade 2: I ___ I ___ I ___ I Number of girls I ___ I ___ I ___ I Number of boys
T8	How many grades were taught in this class?	☐ (1) One ☐ (2) Two ☐ (3) Three ☐ (-7) Other _____ ☐ (-8) Don't know / no response
T9	Does your school / classroom have a functioning library?	☐ (1) Only in school ☐ (2) Only in classroom ☐ (3) Both ☐ (4) No → If no, skip to T13 ☐ (-8) Don't know / no response → Skip to T13
T10	About how many book titles are there in the school / classroom library? (Enter -8 for don't know / no response)	☐ (1) School Library _____ ☐ (2) Classroom Library _____ ☐ (-8) Don't know / no response
T11	Did your Grade 2 students visit the library last year?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T12	Did you supervise your students as they used the library last year?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

T13	Did your classroom have textbooks last year?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T14	How many Grade 2 children in your classroom had student work books last year?	☐ (1) Almost all or all ☐ (2) More than half ☐ (3) Less than half ☐ (4) Almost none or none ☐ (-8) Don't know / no response
T15	Did your classroom have any other types of books?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T16	Which instructional materials did you have in your class last year? (Mark all that apply)	☐ (1) Blackboard ☐ (2) Chalk ☐ (3) Whiteboard ☐ (4) Marker ☐ (5) Writing paper ☐ (6) Textbooks ☐ (7) Teaching kits ☐ (8) Posters ☐ (9) Flashcards ☐ (10) Syllable charts ☐ (11) Reading kit ☐ (12) Big books ☐ (13) Leveled readers ☐ (14) Reading lesson plans ☐ (-7) Other _____ ☐ (-8) Don't know / no response
T17	Does your head teacher encourage you to use a variety of activities in the class?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T18	Do you give extra time to slow learners after class?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

T19	Do you have parent meetings?	☐ (1) Yes ☐ (2) No → If no, skip to T21 ☐ (-8) Don't know / no response → Skip to T21
T20	How often do you have parent meetings?	☐ (1) Monthly ☐ (2) Bi-monthly ☐ (3) Quarterly ☐ (4) Bi-annually ☐ (5) Yearly ☐ (-8) Don't know / no response
T21	What type of material do you read? (Mark all that apply)	☐ (1) Textbooks ☐ (2) Teacher guides ☐ (3) Novels / Fiction / Stories ☐ (4) Newspapers ☐ (5) Magazines ☐ (-7) Other _____ ☐ (-8) Don't know / no response
T22	How do you update your knowledge of teaching? (Mark all that apply)	☐ (1) Reading books ☐ (2) Going on the internet ☐ (3) Teacher inquiry groups (TIG) ☐ (3) Through other peer-support ☐ (4) Attending seminars or educational conferences ☐ (5) In-service training/Face to face training ☐ (6) Do Nothing ☐ (-8) Don't know / no response
T23	[If T22 = (3) Teacher inquiry groups] In the past year, while school was in session, how often did your TIG meet?	☐ (1) Monthly ☐ (2) 1-2 times per month ☐ (3) Rarely or never ☐ (-8) Don't know / no answer
T24	[If T22 = (3) Teacher inquiry groups] In the past year, about how many times (total) did your TIG meet? (Enter -8 for don't know / no response)	I ___ ___ ___

T25	[If T22 = (3) Teacher inquiry groups] How helpful did you find these TIG meetings in improving your reading instruction: very helpful, helpful, somewhat helpful, or not very helpful?	☐ (1) Very helpful ☐ (2) Helpful ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (-8) Don't know / no answer
T26	[If T22 = (3) Teacher inquiry groups] Do you have any suggestions for improving these TIGs in the future?	_____
T27	[If T22 = (3) Teacher inquiry groups] Do you think your TIG will continue to meet in the foreseeable future?	☐ (1) Yes → If no, skip to T29 ☐ (2) No ☐ (-8) Don't know / no response → Skip to T29
T28	[If T27= (2) No] Why don't you think your TIG will continue to meet?	_____
T29	Did you have daily reading lesson plan for Grade 2 last year?	☐ (1) Yes ☐ (2) No → If no, skip to T33 ☐ (-8) Don't know / no response → Skip to T33
T30	What is the name of the teacher guide you used most often for teaching reading to Grade 2 last year?	☐ (1) Teachers Inquiry Group (TIG) Manual ☐ (2) Daily Reading Lesson Plan (DRLP) ☐ (3) Both TIG and DRLP ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
T31	Have you faced any challenges using this teacher guide?	☐ (1) Yes ☐ (2) No → If no, skip to T33 ☐ (-8) Don't know / no response → Skip to T33

T32	What challenges have you faced using this teacher guide? (Mark all that apply)	☐ (1) Lesson pacing is too slow for some of my pupils ☐ (2) Lesson pacing is too fast for some of my pupils ☐ (3) There is not enough time to cover all the material ☐ (4) Problems understanding the language of the guide ☐ (5) I don't have enough training on using the guide ☐ (6) The guide is confusing or difficult to use ☐ (7) The guide has errors ☐ (8) The guide is misaligned with the timetable or curriculum ☐ (9) The guide is misaligned with pupil resources ☐ (10) The guide is old or damaged ☐ (-7) Other: _____ ☐ (-8) Don't know / no response
T33	Are you in this job by choice?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T34	In a typical week, on how many days do you hold a reading period? (Enter -8 for don't know / no response)	I ___ I Days
T35	[If T29 = (1) Yes] In a typical week, on how many days do you use [T30a] in your reading lesson? (Enter -8 for don't know / no response)	I ___ I Days
T36	How long is your typical reading period (in minutes)? (Enter -8 for don't know / no response)	I ___ I ___ I Minutes

Think about the last 5 days of school and indicate how often each of the following activities took place.
[Enumerator: tick only one box for a question].

	Activity / Action	Never (0)	1 day a week (1)	2 days a week (2)	3 days a week (3)	4 days a week (4)	5 days a week (5)	6 days a week (6)
T37	The whole class repeated sentences that you said first (choral repetition)	☐	☐	☐	☐	☐	☐	☐
T38	Students copied down text from the blackboard	☐	☐	☐	☐	☐	☐	☐

Think about the last 5 days of school and indicate how often each of the following activities took place.
[Enumerator: tick only one box for a question].

	Activity / Action	Never (0)	1 day a week (1)	2 days a week (2)	3 days a week (3)	4 days a week (4)	5 days a week (5)	6 days a week (6)
T39	Students retold a story that they read	☐	☐	☐	☐	☐	☐	☐
T40	Students sounded out unfamiliar words	☐	☐	☐	☐	☐	☐	☐
T41	Students learned meanings of new words	☐	☐	☐	☐	☐	☐	☐
T42	Students read aloud to teacher or to other students	☐	☐	☐	☐	☐	☐	☐
T43	Students answered comprehension questions based on the text they read	☐	☐	☐	☐	☐	☐	☐
T44	Students were assigned reading to do on their own during school time	☐	☐	☐	☐	☐	☐	☐

Which of the following methods do you use to measure your students' reading progress? Indicate how often you use each method. [Enumerator: tick only one box for a question].

	Activity / Action	Never (0)	1 day a week (1)	2 days a week (2)	3 days a week (3)	4 days a week (4)	5 days a week (5)	6 days a week (6)
T45	Written evaluations / assessments	☐	☐	☐	☐	☐	☐	☐
T46	Oral evaluations / assessments	☐	☐	☐	☐	☐	☐	☐
T47	Checking of work books	☐	☐	☐	☐	☐	☐	☐
T48	Checking of homework	☐	☐	☐	☐	☐	☐	☐

In what class should students FIRST be able to demonstrate each of the following reading skills? Note that here we are asking about your personal beliefs, even if they differ from formal standards or curricular requirements. Tick only one box for a question.

	Activity / Action	Before Grade 1 (0)	Grade 1 (1)	Grade 2 (2)	Grade 3 (3)	Grade 4 (4)	Grade 5 (5)	Other (6)
T49	Write their name	☐	☐	☐	☐	☐	☐	☐
T50	Recognize letters and say letter names	☐	☐	☐	☐	☐	☐	☐
T51	Read aloud a short passage with few mistakes	☐	☐	☐	☐	☐	☐	☐
T52	Understand stories they read	☐	☐	☐	☐	☐	☐	☐
T53	Sound out unfamiliar words	☐	☐	☐	☐	☐	☐	☐
T54	Understand stories they hear	☐	☐	☐	☐	☐	☐	☐

T55	Recite the alphabet	☐	☐	☐	☐	☐	☐	☐
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T56	How many times did you receive in-service/ face to face training in the past year?	☐ (1) None → If none, skip to T63 ☐ (2) One time ☐ (3) Two times ☐ (4) Three times ☐ (-7) Other: _____ ☐ (-8) Don't know / no response → Skip to T63
T57	If so, who initiated this/these in-service training(s)? (Mark all that apply)	☐ (1) Education department ☐ (2) Teacher initiated it ☐ (3) PRP ☐ (4) Other project / donor / NGO ☐ (-7) Other: _____ ☐ (-8) Don't know / no response
T58	[If T57 = (3) PRP] How helpful did you find the PRP training in improving your reading instruction: very helpful, helpful, somewhat helpful, or not very helpful?	☐ (1) Very helpful ☐ (2) Helpful ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (-8) Don't know / no answer
T59	[If T58 = (4) Not very helpful] In what ways could the PRP training have been improved?	_____
T60	What was the duration of your most recent training? (Enter -8 for don't know / no response)	I ___ I ___ days
T61	Did you learn how to teach reading during this most recent training?	☐ (1) Yes ☐ (2) No → If no, Skip to T63 ☐ (-8) Don't know / no response → Skip to T63
T62	Did the training include phonics?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
T63	Do you use phonics in your teaching?	☐ (1) Yes ☐ (2) No → If no, skip to T66 ☐ (-8) Don't know / no response → Skip to T66

T64	Do you think phonics helps your students learn better?	☐ (1) Yes → Skip to T66 ☐ (2) No ☐ (-8) Don't know / no response → Skip to T66
T65	Why don't you think phonics helps your students learn better?	_____
T66	Which method do you prefer to teach language?	☐ (1) Translation method ☐ (2) Direct method ☐ (3) Both ☐ (-8) Don't know / no response
T67	In the past year, has anyone observed your reading class and coached you on your teaching practices? If so, who provided this classroom-based coaching? <i>(Mark all that apply)</i>	☐ (1) Head teacher / school leader ☐ (2) Government Academic Supervisor ☐ (3) Other government official ☐ (4) Mentor ☐ (5) PRP project staff ☐ (6) No one → Skip to T76 ☐ (-7) Other: _____ ☐ (-8) Don't know / no response

For each person below [selected in T67], please indicate how helpful you found their classroom-based coaching in improving your reading instruction: very helpful, helpful, somewhat helpful, or not very helpful. [Enumerator: tick only one box for a given person].

	Observer / coach	Very helpful (1)	Helpful (2)	Somewhat helpful (3)	Not very helpful (4)	No response (-8)
T68	Head teacher / school leader	☐	☐	☐	☐	☐
T69	Government Academic Supervisor	☐	☐	☐	☐	☐
T70	Mentor	☐	☐	☐	☐	☐
T71	PRP project staff	☐	☐	☐	☐	☐

For each person indicated as "not very helpful" in T68-T71, in what ways could their classroom-based coaching have been improved?

	Observer / coach	Ways to improve coaching:
T72	[If T68 = (4) Not very helpful] Head teacher / school leader	_____

For each person indicated as “not very helpful” in T68-T71, in what ways could their classroom-based coaching have been improved?

	Observer / coach	Ways to improve coaching:
T73	[If T69 = (4) Not very helpful] Government Academic Supervisor	_____
T74	[If T70 = (4) Not very helpful] Mentor	_____
T75	[If T71 = (4) Not very helpful] PRP project staff	_____

T76	Did your school close down this year (2020) because of COVID-19?	☐ (1) Yes ☐ (2) No → If no, skip to T84 ☐ (-8) Don't know / no answer → Skip to T84
T77	For how many months did your school close due to COVID-19 (do not count normal scheduled closures)? (Enter -8 for don't know / no response)	I ____ I ____ months
T78	While your school was closed due to COVID-19, did you continue to support your students in any manner?	☐ (1) Yes ☐ (2) No → If no, skip to T82 ☐ (-8) Don't know / no answer → Skip to T82
T79	In what specific ways did you continue to support your students? With what frequency?	_____
T80	Has your school had any formal policies for making up for lost instructional time due to COVID-19?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no answer
T81	Besides any formal policies implemented at the school level, have you done anything with your students to help make up for lost instructional time due to COVID-19?	☐ (1) Yes ☐ (2) No → If no, skip to T84 ☐ (-8) Don't know / no answer → Skip to T84
T82	What types of things have you done with your students to help make up for lost instructional time? (Mark all that apply)	☐ (1) Remedial classes outside of school ☐ (2) Remedial 1:1 tutoring outside of school ☐ (3) Accelerated learning in school ☐ (4) Assign extra homework ☐ (-7) Other: _____ ☐ (-8) Don't know / no answer

T83	How helpful do you think [T82] has been in making up for lost instructional time: very helpful, helpful, somewhat helpful, or not very helpful?	☐ (1) Very helpful ☐ (2) Helpful ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (-8) Don't know / no answer
T84	Beyond the school closures, has COVID-19 disrupted your students' learning in other ways?	☐ (1) Yes ☐ (2) No → If no, skip to T86 ☐ (-8) Don't know / no answer → If no, skip to T86
T85	In what other ways has COVID-19 disrupted your students' learning? (Mark all that apply)	☐ (1) Poor concentration or disability due to illness ☐ (2) Poor concentration or disability due to nutritional deficiency ☐ (3) Poor concentration or disability due to stress or trauma ☐ (4) Missing school to do work ☐ (5) Missing school to care for family members ☐ (6) Missing school due to inability to pay for school-related expenses ☐ (7) Dropping out of school to work ☐ (8) Dropping out of school to care for family members ☐ (9) Dropping out of school due to inability to pay for school-related expenses ☐ (10) Teacher or school staff absenteeism ☐ (11) Teacher or school staff shortage ☐ (12) Interruptions to training or delivery of materials ☐ (-7) Other: _____ ☐ (-8) Don't know / no answer
T86	In your view, what is the most important thing that the government and donors can do to help improve pupil reading performance at this school?	

Thank you for your participation! You have been very helpful.

Time ended: |__|__| : |__|__|

Pakistan Early Grade Reading Assessment Endline Study

Head Teacher Questionnaire

ENGLISH

2020

Check box if verbal consent is obtained: ☐ YES

(If verbal consent is not obtained, thank the Head Teacher and then go to Deputy Head Teacher, using this same form)

A. Date of Assessment:	Day: __ __ Month: __ __	I. Head Teacher's Gender	☐ (1) Female ☐ (2) Male
B. School Unique ID:	__ __ __	J. QCO's ID:	__ __ __
C. Province:		K. Shifts in your school	☐ (1) Morning ☐ (2) Afternoon ☐ (3) Both Shifts
D. District:		L. Time started:	__ __ : __ __
E. Tehsil/Taulka:		M. Total enrolment in grade 3	__ __ __ No. of girls __ __ __ No. of boys
F. School type:	☐ (1) Girls school ☐ (2) Boys school ☐ (3) Mixed school	N. Total repeaters in grade 2	__ __ __ No. of girls __ __ __ No. of boys
G. Enrolment of your school in primary section	__ __ __ No. of girls __ __ __ No. of boys	N. Time started:	__ __ : __ __
H. No of grade 3 sections	__ __		

H1	What is your position at this school?	☐ (1) Head Teacher ☐ (2) Deputy Head Teacher ☐ (-7) Other _____
H2	How many years have you been in this position? (Enter -8 for don't know / no response)	I ____ I ____ I Years
H3	What is your highest academic qualification?	☐ (1) Ph.D ☐ (2) M.Phil ☐ (3) M.A / M.Sc ☐ (4) B.A / B.Sc ☐ (5) F.A/F.Sc ☐ (6) Matric ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H4	What is your highest professional qualification?	☐ (1) M.Ed / M.A Education ☐ (2) B.Ed ☐ (3) ADE ☐ (4) C.T ☐ (5) P.T.C ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H5	How many periods per week do you teach? (Enter -8 for don't know / no response)	I ____ I ____ I periods a week → If none, skip to H7
H6	What class(es) do you teach? (Mark all that apply)	☐ (1) Grade 1 ☐ (2) Grade 2 ☐ (3) Grade 3 ☐ (4) Grade 4 ☐ (5) Grade 5 ☐ (-7) Other _____
H7	How many times you have received training in school management during the last year? (Enter -8 for don't know / no response)	I ____ I ____ I

H8	Have you received special training or taken courses that prepared you to implement a program in reading in the last two years?	☐ (1) Yes ☐ (2) No → If no, Skip to H10 ☐ (-8) Don't know / no response → Skip to H10
H9	Who initiated this training? (Mark all that apply)	☐ (1) Education Department ☐ (2) I initiated it ☐ (3) PRP ☐ (4) Other Project / donor / NGO ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H10	In the last 2 years, have you supported teachers in teaching reading in Urdu?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H11	In what ways did you support teachers in teaching reading in Urdu?	
H12	Are you satisfied with the reading performance of the students who just started Grades 3 AND 5 in your school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H13	How satisfied are you with the reading performance of students who just started Grade 3 in your school?	☐ (1) Very satisfied → Skip to H15 ☐ (2) Somewhat satisfied → Skip to H15 ☐ (3) Somewhat dissatisfied ☐ (4) Not at all satisfied ☐ (-8) Don't know / no answer → Skip to H15
H14	What are the reasons for your dissatisfaction with the reading performance of Grade 3 students in this school?	_____

Information about the school		
H15	What is the exit level of the school?	☐ (1) Primary ☐ (2) Middle/elementary ☐ (3) High ☐ (4) Higher Secondary
H16	How many teachers teach primary classes?	I ____ I ____ teachers

H17	Of those, how many teach Urdu in the primary grades?	I ____I ____I teachers
H18	How many of these Urdu teachers have received specific in-service training on teaching reading? (Enter -8 for don't know / no response)	I ____I ____I teachers
H19	Do your teachers have scripted lesson plans available for teaching reading?	☐ (1) Yes ☐ (2) No → Skip to H21 ☐ (-8) Don't know / no response → Skip to H21
H20	How often are these lesson plans used?	☐ (1) Never ☐ (2) Every two weeks or less ☐ (3) 1-2 times per week ☐ (4) 3-4 times per week ☐ (5) Daily ☐ (-8) Don't know / no response
H21	In your school, who is responsible for observing teachers in their classroom? (Mark all that apply)	☐ (1) No one → Skip to H23 ☐ (2) Head teacher / school leader ☐ (3) Deputy head teacher ☐ (4) Government Academic Supervisor ☐ (5) Other government official ☐ (6) Mentor ☐ (7) PRP project staff ☐ (-7) Other _____ ☐ (-8) Don't know / no response → Skip to H23
H22	In the previous academic year, about how often were Grade 1 and 2 teachers observed in their classrooms?	☐ (1) Never ☐ (2) One time ☐ (3) Two times ☐ (4) Three times ☐ (5) Four or more times ☐ (-8) Don't know / no response

H23	About how often did you provide classroom-based coaching to Grade 2 teachers in your school in last year?	☐ (1) Weekly (or almost weekly) → Skip to H25 ☐ (2) 1-2 times per month → Skip to H25 ☐ (3) Less than once per month → Skip to H25 ☐ (4) Rarely or never ☐ (-8) Don't know / no answer → Skip to H25
H24	Why didn't you provide classroom-based coaching to Grade 2 teachers in your school last year? <i>(Mark all that apply)</i>	☐ (1) I don't have time ☐ (2) It is not part of my job requirements ☐ (3) I don't know how to ☐ (4) The teachers don't listen to me ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H25	How do you know whether grade 2 students are progressing in reading? <i>(Mark all that apply)</i>	☐ (1) Classroom observation ☐ (2) Monitor learners' results on tests or assessments given by teachers ☐ (3) Evaluate learners orally myself ☐ (4) Review learners' assignments or homework ☐ (5) Teachers provide me with progress reports ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H26	Who provides textbooks to the students? <i>(Mark all that apply)</i>	☐ (1) Ministry of Education ☐ (2) School (via independent funds) ☐ (3) Parents (individually) ☐ (4) School committee or board ☐ (5) PRP / IRC / USAID ☐ (6) Other NGO ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H27	In the 2018-19 academic year, did you have reading work books for all students in Grade 1?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H28	In the 2019-20 academic year, did you have reading work books for all students in Grade 2?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

H29	Do teachers at your school use any language other than the medium of instruction for reading lessons?	☐ (1) Yes ☐ (2) No → Skip to H31 ☐ (-8) Don't know / no response → Skip to H31
H30	What other language(s) do teachers at your school use during reading lessons? (Mark all that apply)	☐ (1) English ☐ (2) Urdu ☐ (3) Sindhi ☐ (4) Pashto ☐ (5) Punjabi ☐ (6) Balochi ☐ (7) Seraiki ☐ (8) Hindko ☐ (9) Brahui ☐ (-7) Other _____ ☐ (-8) Don't know / no answer
H31	Does your school have an active PTA / SMC / PTSMC / PTC?	☐ (1) Yes ☐ (2) No → Skip to H33 ☐ (-8) Don't know / no response → Skip to H33
H32	Are the PTA / SMC / PTSMC / PTC involved in any reading-related activities?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H33	Is there clean drinking water available in the school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H34	Does the school have functioning electricity?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H35	Does your school have functioning student toilet facilities?	☐ (1) Yes ☐ (2) No → Skip to H37 ☐ (-8) Don't know / no response → Skip to H37

H36	(If boys and girls are in the school) Does the school have separate toilet facilities for girls?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H37	Does the school have a playground?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H38	Is there a sealed/paved road leading up to the school?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H39	Is the school infrastructure generally safe?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H40	Does the school have a library or classroom libraries?	☐ (1) Yes ☐ (2) No → Skip to H44 ☐ (-8) Don't know / no response → Skip to H44
H41	If yes, for students, teachers, or both?	☐ (1) For students ☐ (2) For the teachers ☐ (3) For students and teachers ☐ (-8) Don't know / no response
H42	Do teachers have a scheduled library time for their classes?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response
H43	Are students allowed to take library books home?	☐ (1) Yes ☐ (2) No ☐ (-8) Don't know / no response

Pakistan Reading Project (for PRP Cohort 3 schools only)		
H44	Has your school been supported by the Pakistan Reading Project (PRP)?	☐ (1) Yes ☐ (2) No → Skip to H53 ☐ (-8) Don't know / no response → Skip to H53

H45	Have you received training(s) related to the Pakistan Reading Project (PRP)?	☐ (1) Yes ☐ (2) No → Skip to H48 ☐ (-8) Don't know / no response → Skip to H48
H46	How helpful did you find the PRP training in improving your ability to support reading instruction at this school?	☐ (1) Very helpful → Skip to H48 ☐ (2) Helpful → Skip to H48 ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (-8) Don't know / no answer → Skip to H48
H47	In what ways could the PRP training have been improved?	_____
H48	To what extent is the PRP model being implemented in your school today: to the fullest extent, to some extent, or to very little extent?	☐ (1) To the fullest extent / completely → Skip to H50 ☐ (2) To some extent / partially ☐ (3) To very little extent / not at all ☐ (-8) Don't know / no response → Skip to H50
H49	Why isn't the PRP model being fully implemented in your school today? (Mark all that apply)	☐ (1) Not enough reading and learning materials (RLM) ☐ (2) Not enough training ☐ (3) Lack of oversight or external support ☐ (4) Model is not very effective ☐ (5) Curriculum changed due to COVID closures ☐ (6) Different project is being implemented now ☐ (-7) Other _____ ☐ (-8) Don't know / no response

H50	Which components of PRP are the <u>most</u> likely to continue at this school over the next few years? (Mark all that apply)	☐ (1) Use of teacher guides / lesson plans ☐ (2) Use of student work books ☐ (3) Classroom-based coaching ☐ (4) Teacher Inquiry Groups ☐ (5) In-service teacher trainings ☐ (6) Classroom libraries ☐ (7) Emphasis on phonics ☐ (8) Continuous learner reading assessment ☐ (9) Engagement of school governance structures (PTA, PTC, SMC, PTSMC) in reading ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H51	Which components of PRP are the <u>least</u> likely to continue at this school over the next few years? (Mark all that apply)	☐ (1) Use of teacher guides / lesson plans ☐ (2) Use of student work books ☐ (3) Classroom-based coaching ☐ (4) Teacher Inquiry Groups ☐ (5) In-service teacher trainings ☐ (6) Classroom libraries ☐ (7) Emphasis on phonics ☐ (8) Continuous learner assessment ☐ (9) Engagement of school governance structures in reading (PTA, PTC, SMC, PTSMC) in reading ☐ (-7) Other _____ ☐ (-8) Don't know / no response
H52	Why do you think [H51] is unlikely to continue at this school over the next few years?	_____
H52a	Has PRP conducted any activities in this school or community aimed at improving community-based support for reading?	☐ (1) Yes ☐ (2) No → Skip to H53 ☐ (-8) Don't know / no response → Skip to H53

H52b	What types of activities has PRP undertaken to improve community-based support for reading? (Mark all that apply)	☐ (1) Training/capacity building of school governance structures (PTA, PTC, SMC, PTSMC) ☐ (2) Community-Managed Reading Grants ☐ (3) Reading fairs/festivals/melas ☐ (4) Reading competitions ☐ (5) Parental engagement/training on the importance of reading ☐ (6) SMS-based engagement of parents ☐ (-7) Other _____ ☐ (-8) Don't know / no response
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For each activity below [selected in H52b], please indicate how effective you found the activity to be in tangibly improving community-based support for reading: very effective, effective, somewhat effective, or not very effective [Enumerator: tick only one box for a given activity].

	Activity	Very effective (1)	Effective (2)	Somewhat effective (3)	Not very effective (4)	No response (-8)
H52c	Training/capacity building of school governance structures	☐	☐	☐	☐	☐
H52d	Community-Managed Reading Grants	☐	☐	☐	☐	☐
H52e	Reading fairs/festivals/melas	☐	☐	☐	☐	☐
H52f	Reading competitions	☐	☐	☐	☐	☐
H52g	Parental engagement/training on the importance of reading	☐	☐	☐	☐	☐
H52h	SMS-based engagement of parents	☐	☐	☐	☐	☐
H52i	Other	☐	☐	☐	☐	☐

For each activity marked as "not very effective" in H52c- H52i, in what ways could the activity have been improved?

	Observer / coach	Ways to improve activity:
H52j	[If H52c = (4) Not very effective] Training/capacity building of school governance structures	_____
H52k	[If H52d = (4) Not very effective] Community-Managed Reading Grants	_____
H52l	[If H52e = (4) Not very effective] Reading fairs/festivals/melas	_____
H52m	[If H52f = (4) Not very effective] Reading competitions	_____

For each activity below [selected in H52b], please indicate how effective you found the activity to be in tangibly improving community-based support for reading: very effective, effective, somewhat effective, or not very effective [Enumerator: tick only one box for a given activity].

	Activity	Very effective (1)	Effective (2)	Somewhat effective (3)	Not very effective (4)	No response (-8)
H52n	[If H52g = (4) Not very effective] Parental engagement/training on the importance of reading				_____	
H52o	[If H52h = (4) Not very effective] SMS-based engagement of parents				_____	
H52p	[If H52i = (4) Not very effective] Other				_____	
COVID-19 / closing						
H53	Did your school close down this year (2020) because of COVID-19?	☐ (1) Yes ☐ (2) No → Skip to H61 ☐ (-8) Don't know / no answer → Skip to H61				
H54	For how many months did your school close due to COVID-19 (do not count normal scheduled closures)? (Enter -8 for don't know / no response)	I ___ I ___ months				
H55	While your school was closed due to COVID-19, did the school continue to support students in any manner?	☐ (1) Yes ☐ (2) No → If no, skip to H57 ☐ (-8) Don't know / no answer → Skip to H57				
H56	In what specific ways did the school continue to support students in reading?	_____				
H57	Has your school had any formal policies for making up for lost instructional time due to COVID-19?	☐ (1) Yes ☐ (2) No → Skip to H60 ☐ (-8) Don't know / no answer → Skip to H60				
H58	Since the re-opening, what formal policies has your school adopted to make up for lost instructional time due to COVID-19? (Mark all that apply)	☐ (1) Remedial classes outside of school ☐ (2) Remedial tutoring outside of school ☐ (3) Accelerated learning in school ☐ (3) Modified curriculum ☐ (4) Extra home-based activities ☐ (-7) Other: _____ ☐ (-8) Don't know / no answer				

For each activity below [selected in H52b], please indicate how effective you found the activity to be in tangibly improving community-based support for reading: very effective, effective, somewhat effective, or not very effective [Enumerator: tick only one box for a given activity].

	Activity	Very effective (1)	Effective (2)	Somewhat effective (3)	Not very effective (4)	No response (-8)
H59	How helpful do you think [H58] has been in helping to make up for lost instructional time: very helpful, helpful, somewhat helpful, or not very helpful?	☐ (1) Very helpful ☐ (2) Helpful ☐ (3) Somewhat helpful ☐ (4) Not very helpful ☐ (5) Too soon to tell ☐ (-8) Don't know / no answer				
H60	Are there any other things your school has done to help students cope with COVID-19?	_____				
H61	In your view, what is the most important thing that the government and donors can do to help improve pupil reading performance at this school?	_____				

Thank you for your participation! You have been very helpful.

Time ended: |__|__| : |__|__|