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PAKISTAN READING PROJECT (PRP)

2020 EARLY GRADE READING ENDLINE ASSESSMENT – KHYBER PAKHTUNKHWA

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Submitted to:

USAID/Pakistan

Submitted by:

Erika Keaveney, Carlos Fierros, Alexander Rigaux, Paige Pepitone, Tara Mittelberg, and Dr. Alicia Menendez

Contractor:

NORC at the University of Chicago
4350 East West Highway, 8th Floor
Bethesda, MD 20814

Attention: Varuni Dayaratna

Tel: 301-634-9414; E-mail: <mailto:Dayaratna-Varuni@norc.org>

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 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 KP that received the PRP intervention starting in 2018 (cohort 3), with data collection running from November 2 – 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, 24 of the 70 schools that form the cohort 3 panel in KP were inaccessible due to security threats in Haripur at the time of data collection. While the evaluation team was able to replace these 24

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.

schools with 24 randomly selected schools from another PRP district (Karak), schools from both Haripur and Karak are excluded from the impact analysis to avoid systematic bias since the districts are characteristically different from one another. Reduced sample size as well as other issues related measurement accuracy/precision and omitted variable bias may lead to Type II errors, or failure to detect a statistically meaningful relationship, even if one exists.

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 measureable improvements in grade 2 reading performance, as measured by the Early Grade Reading Assessment?

PRP led to large and statistically significant improvements in reading performance in KP. As shown in the table below, the program increased reading fluency by 12.6 correct words per minute (CWPM), familiar word reading by 11.1 CWPM, and nonword reading by 6.4 CWPM. Girls saw the most notable gains, with PRP increasing familiar word reading by 18 CWPM and passage reading by 16.3 CWPM. Statistically significant standardized effect sizes⁴ range from 0.33 for nonword reading to 0.65 for orientation to print, which are considered “substantive” according to educational research conventions.

PRP DiD Impact Estimators, by EGRA Subtask and Round

EGRA Subtask	Light Intervention		Cohort 3		DiD ⁵	Adjusted DiD ⁶	
	2017	2020	2017	2020	Change	Change	Effect size
Orientation to print	2.0	2.3	1.9	3.1	0.9***	0.9***	0.65
Letter name recognition	41.1	32.6	36.9	30.7	2.3	3.3	0.17
Familiar word reading	28.1	24.0	22.2	27.2	9.1	11.1**	0.42
Nonword reading	19.1	18.1	15.5	19.6	5.1	6.4*	0.33
Passage reading	37.2	33.5	28.8	35.3	10.2	12.6*	0.37

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 $3.1 - 1.9 - (2.3 - 2.0) = 1.2 - 0.3 = 0.9$.

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

EGRA Subtask	Light Intervention		Cohort 3		DiD ⁵	Adjusted DiD ⁶	
	2017	2020	2017	2020	Change	Change	Effect size
Passage comprehension	0.2	0.3	0.4	0.5	0.0	0.1	0.08
Listening comprehension	0.3	0.3	0.5	0.7	0.2*	0.3**	0.35

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

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 KP’s reading fluency performance standard of 60 or more correct words per minute by a remarkable 18 percentage points. The proportion of girls and boys meeting the performance standard increased by 19 and 16 percentage points, respectively, however, these gender-disaggregated estimates are not statistically significant. In other words, 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

Meets Performance Standard	Light Intervention		Cohort 3		DiD Estimator	Adjusted DiD
	2017	2020	2017	2020	Change	Change
Overall:	26%	20%	16%	24%	14%*	18%**
Girls:	47%	26%	27%	24%	18%*	19%
Boys:	18%	16%	14%	25%	13%	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 classifying the reading levels of individual students. Qualitative respondents also reported a perceived lack of buy-in from important government officials into the PRP intervention in general. They also felt PRP was never able to incorporate the District Education Office or the education managers, which hampered monitoring activities.

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

Qualitative data show government stakeholders feel future trainings could be longer to cover the material more thoroughly. Participation in Teacher Inquiry Groups (TIGs) also remains a challenge due

to accessibility. As such, future interventions should consider holding TIG meetings closer to schools, providing transportation to teachers from remote areas, and/or engaging teachers through remote platforms.

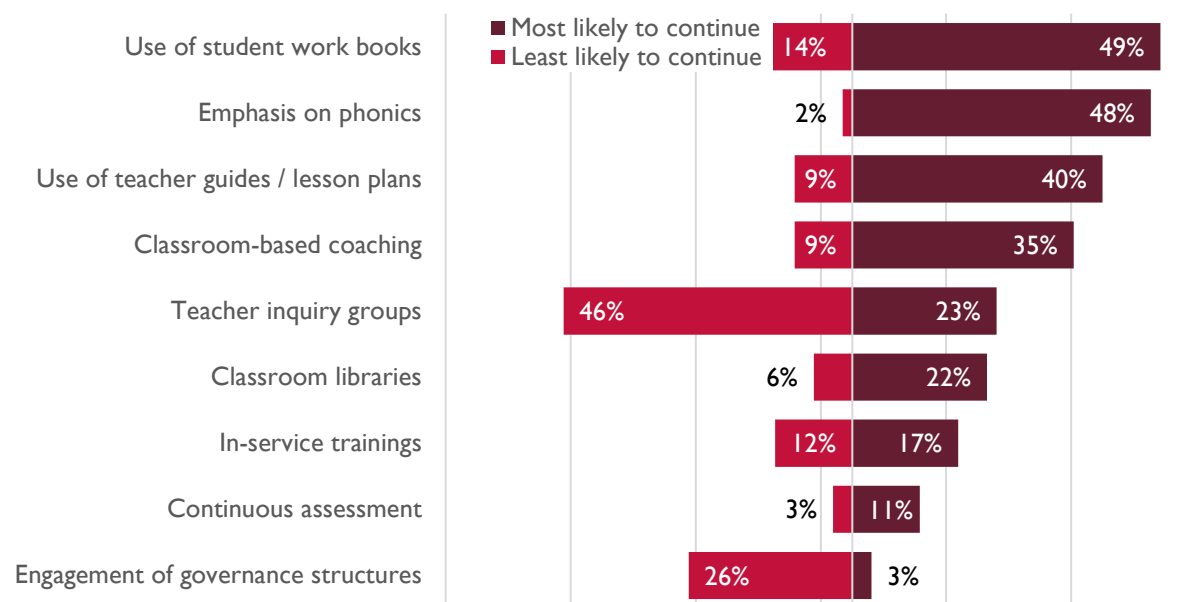
3.c In what ways has the recent COVID-19 pandemic influenced primary classroom time/exposure, reading instruction, and reading performance?

Quantitative and qualitative findings provide strong evidence 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 (-18.8) followed by passage reading (-15.1), familiar word reading (-11.4), and nonword decoding (-8.9). Provincial authorities, schools, and families have implemented a range of interventions to engage students during school closures as well as provide remediation following school re-openings, however, 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 reading and learning materials (RLMs), however these are likely fallout of use over the longer term due to teacher turnover and deterioration of RLMs. The program components least likely to continue are TIGs and in-service teacher trainings due to the discontinuation of outside support for PRP mentors, training facilitators, and teacher transportation. While stakeholders at all levels are supportive of the program, they note a lack of government ownership and dearth of financial resources, and called for continued support from USAID and other donors to ensure the long-term continuation of PRP.

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 the core components of PRP are scaled up and successfully transitioned to government ownership. Although PRP was effective in improving learning outcomes in KP, evidence suggests that the program is unlikely to continue without external support. In particular, core elements of the program including teacher training appear to have been discontinued entirely, thus PRP methods and approaches are likely to fall out of use as stakeholders across the education system turn over. Findings from this evaluation can be used to garner buy-in from the KP government, and a follow-on activity can help ensure an effective transition over the long term including scaling up to districts in KP that were not originally targeted by PRP.

Help teachers 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 KP 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 the learning levels and needs of students or extracurricular reading support by tutors, volunteers, teachers, and/or through education technology.

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 KP 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).⁷

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 measureable 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?

⁷ 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

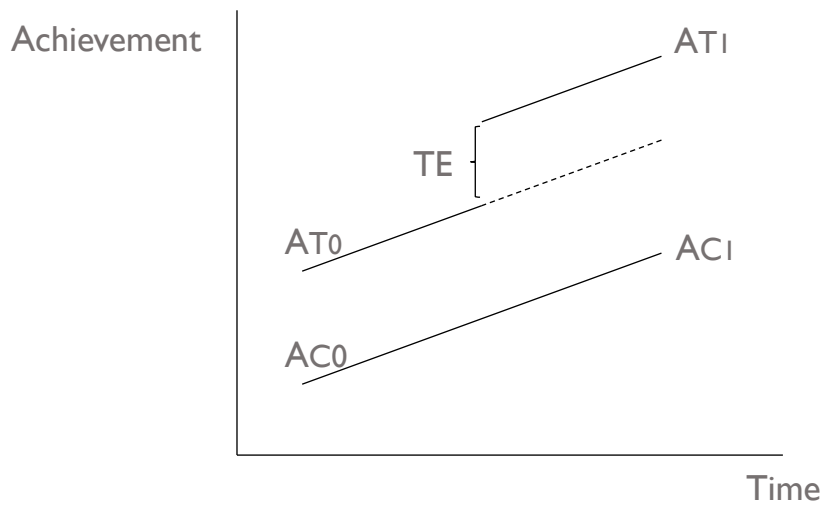
Impact evaluations seek to measure changes that can be attributed to a defined intervention by establishing a credible counterfactual to estimate what would have happened to beneficiaries in the absence of the program. By comparing participants with a counterfactual or comparison group, we can subtract 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).⁸ 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.

⁸ 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:

- A_{T0} is the average test score for a given grade at baseline in the treatment group
- A_{C0} is the average test score for a given grade at baseline in the comparison group
- A_{T1} is the average test score for a given grade at endline in the treatment group
- A_{C1} 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

The PRP endline assessment was conducted by NORC at the University of Chicago under USAID's R&A contracting mechanism. 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 (Khyber Pakhtunkhwa) – Nadia Qasim
- 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.⁹ 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.

⁹ 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,¹⁰ 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-eight schools in DI Khan, 24 schools in Haripur, and 18 schools in Upper Dir were selected to represent cohort 3. The sample selected to represent the light intervention group in KP includes 30 schools in Lakki Marwat and 40 schools in Bannu.

Due to security issues at endline, VTT was unable to obtain government permission to access the 24 cohort 3 schools in Haripur. Two other districts in KP—Kohat and Karak—were also part of cohort 3, however Kohat was experiencing similar security issues due to its proximity to the Federally Administered Tribal Areas (FATA). As such, 24 schools from Karak were randomly selected to replace the schools from Haripur.¹¹

Table 2 provides details on sample achievement at endline including total number of schools visited during data collection as well 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 achieved, with 140 out of 140 schools visited successfully, or 100 percent of the target. Corresponding teacher and head teachers interviews were collected from all sampled schools except for one, resulting in 139 total teacher and head teacher interviews, or 99 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 1,981 completed interviews, or 94 percent of the targeted number of completes. This was largely driven by 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

¹⁰ Available at <https://earlygradereadingbarometer.org/files/Pakistan%20EGRA%202017%20Methodology%20Report.pdf>.

¹¹ To ensure comparability between the 2017 and 2020 samples, both Karak and Haripur are omitted from the DiD analysis.

the target sample of students, with 957 completed interviews at female schools (91 percent of the target) compared to 1,024 interviews at male schools (98 percent of the target).

Table 2: Realized Sample for Endline Data Collection

Sampling Unit	Realized Sample	Target Sample	% of Target
School-level	140	140	100%
Male Schools	70	70	100%
Female Schools	70	70	100%
Student-level	1,981	2,100	94%
Male Schools	1,024	1,050	98%
Female Schools	957	1,050	91%
Teachers	139	140	99%
Head Teachers	139	140	99%

QUALITATIVE SAMPLING

Initial sampling for the KIIs was done 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 within KP. The Local Technical Expert then recommended specific respondents that fell into 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 KP.

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	12	92%
Policy decision-makers (focal people for policy and governance, CEOs)	1	1	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 pre-vetted data collection firms in Pakistan and identified the incumbent data collection firms through MSI. In May 2020, NORC reached out to three qualified survey research firms in Pakistan to request technical and cost proposals. Of the three firms contacted, two submitted technical and cost proposals by the prescribed deadline. NORC evaluated technical proposals against the criteria required for the 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.

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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),¹² interviewing grade 2 teachers and head teachers, transmitting daily field reports to the VTT home office, and backstopping other data collection activities as needed.

¹² 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.

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.

TRAINING OF TRAINERS, SUPERVISOR, 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 train a core group of master trainers. Six master trainers – 5 males and 1 female – participated in the five-day in-person training in Islamabad, Pakistan from October 12-16, 2020. NORC and MSI led the training remotely, with in-person support from VTT Global and our Local Technical Experts. The training was focused on re-orienting 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 Training of Trainers (ToT), a six-day QCO training was held from October 19-24. Eight QCOs were selected to participate in the QCO training. The QCO training was again focused on re-orienting 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 in their respective provinces.

The main training took place the following week, from October 26-31. Nine supervisors and 18 enumerators were invited to participate in the main enumerator training. The trainings 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 enumerators had adequate practice prior to launch. Following the main training, eight supervisors and 16 enumerators were selected to participate in field work. Selection was made 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 95 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. Over the course of 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 inter-rater reliability, the overall EGRA IRR for the field work period was 94 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* consent¹³ to administer the interviews and assessments to children under their care during the

¹³ *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.

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.

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.¹⁴ 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.¹⁵

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,

¹⁴ 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 $\text{Ln}\left(\frac{Z_{is}}{1-Z_{is}}\right) = \beta_0 + \beta_1(T_s * P) + \beta_2T_s + \beta_3P + \beta_4X_s + \beta_5X_{is} + \epsilon$ 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.

¹⁵ 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.

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.

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.

SAMPLE ATTRITION

As described under the sampling section, 24 of the 70 schools that form the cohort 3 panel in KP were inaccessible due to security threats in Haripur at the time of data collection. While the evaluation team was able to replace these 24 schools with 24 randomly selected schools from another PRP district (Karak), schools from both Haripur and Karak are excluded from the DiD analysis to avoid systematic bias since the districts are characteristically different from one another. Consequently, the reduced treatment sample limits the utility of statistical hypothesis testing which readers should take into account when interpreting the impact estimates.

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 96 percent of cohort 3 and 93 percent of 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.

SPILLOVERS

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 KP may not be externally valid for nonsampled districts and provinces.

DISCONTINUITY BETWEEN SURVEY 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 I

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

KEY FINDINGS

- PRP increased reading fluency by 12.6 correct words per minute (CWPM), familiar word reading by 11.1 CWPM, and nonword reading by 6.4 CWPM.
- Girls saw the most notable gains, with PRP increasing familiar word reading by 18 CWPM and passage reading by 16.3 CWPM.
- PRP impacts for all other EGRA subtasks were positive, albeit not statistically significant in the case of letter name recognition and reading comprehension.
- Statistically significant standardized effect sizes range from 0.33 for nonword reading to 0.65 for orientation to print, which are considered “substantive” according to educational research conventions.¹⁶

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.¹⁷ 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, and very few were statistically significant. For students in light intervention schools, differences between baseline and endline were generally negative or weakly positive and not significant. The only mean subtask score with a statistically significant change in the light intervention group was letter name recognition, which decreased 8.5 points from baseline to endline. Conversely, students in cohort 3 schools displayed positive increases on all EGRA subtasks except for letter name recognition, though few of these changes are statistically significant.

¹⁶ 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*. Retrieved from <https://openknowledge.worldbank.org/handle/10986/29127>.

¹⁷ See Table 1 for a complete description of EGRA subtasks and scoring methods.

Table 4: Mean Subtask Scores, by Treatment Type

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Orientation to print	2.0	2.3	0.3	1.9	3.1	1.2***
Letter name recognition	41.1	32.6	-8.5***	37.0	30.8	-6.1
Familiar word reading	28.1	23.9	-4.1	22.1	27.1	4.9
Nonword reading	19.1	18.2	-1.0	15.5	19.7	4.2
Passage reading	37.2	33.5	-3.7	28.8	35.2	6.4
Passage comprehension	0.2	0.3	0.1	0.4	0.6	0.1
Listening comprehension	0.3	0.3	0.0	0.4	0.7	0.3***

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

Next, in order to assess progress on a common scale across subtasks, we also analyze average percent correct (i.e., number of correct items over the number of total items) below for each subtask by treatment type as shown in Table 7, 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.

Results for students in light intervention in terms of percent correct scores are very similar compared to mean score results, with the only statistically significant change displayed in the letter name recognition subtask. Similarly, the only two statistically significant changes for cohort 3 students were positive increases in orientation to print and listening comprehension, which increased 23 and 9 percentage points respectively. Other subtasks increased or decreased slightly from baseline, but the difference was not significant for any of them. However, it is important to note that the both Haripur and its replacement district (Karak) are excluded from the endline analyses to ensure comparability over time. Readers should thus keep in mind that the reduced sample size may result in the failure to detect statistically meaningful impacts even if such impacts were present.

Table 5: Percent Correct Subtask Scores, by Treatment Type

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Orientation to print	41%	46%	6%	39%	62%	23%***
Letter name recognition	41%	33%	-8%***	37%	31%	-6%
Familiar word reading	56%	48%	-8%	44%	54%	10%
Nonword reading	38%	36%	-2%	31%	39%	8%
Passage reading	62%	56%	-6%	48%	59%	11%
Passage comprehension	4%	6%	2%	9%	11%	2%
Listening comprehension	8%	10%	2%	14%	24%	9%***

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

Figure 2: Percent Correct Subtask Scores, Light Intervention

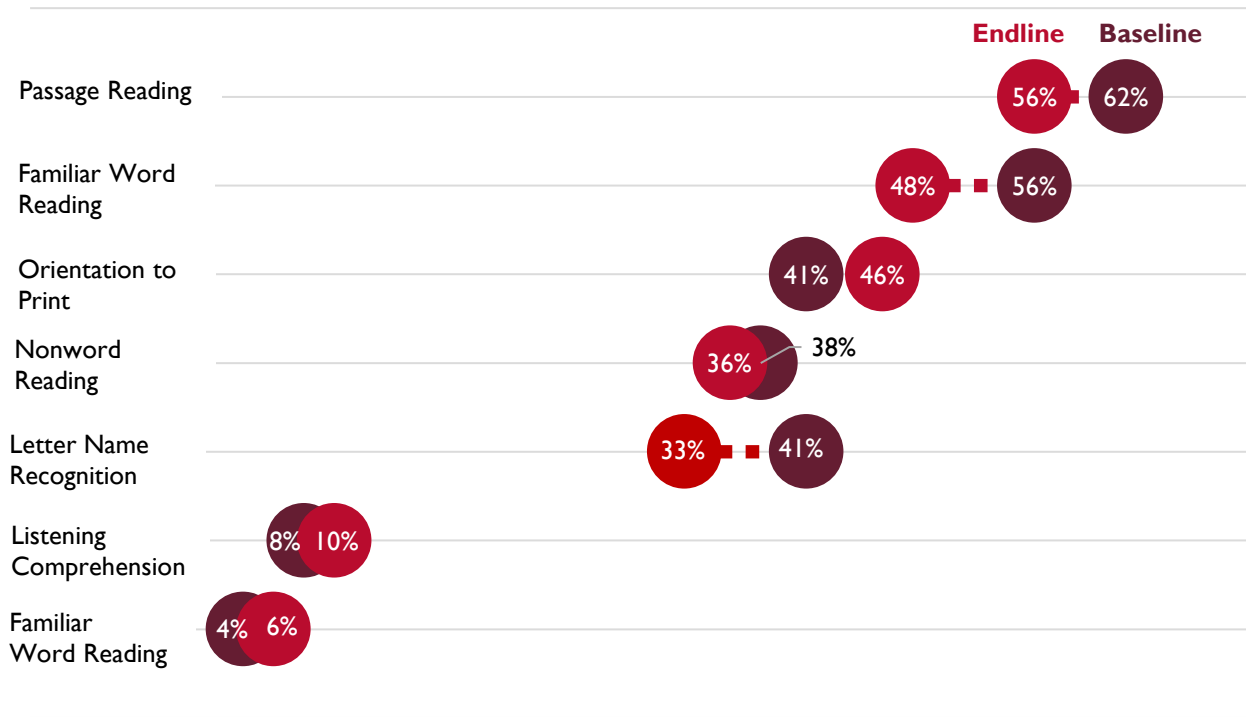
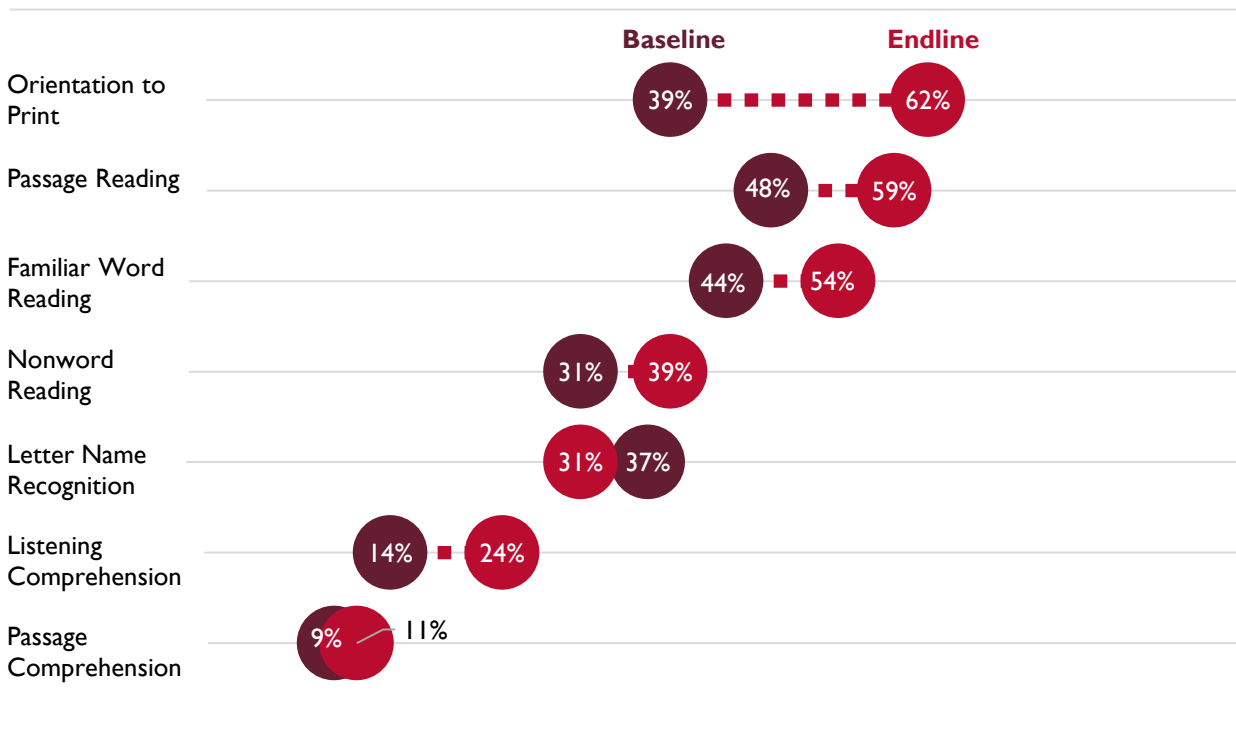


Figure 3: Percent Correct Subtask Scores, Cohort 3



In addition to performing analysis of differences across treatment rounds, we also analyze differences in average scores across genders within each treatment group. In general, girls tended to outperform boys in both treatment groups and rounds with respect to passage reading, with the lowest average passage reading score from girls higher than the highest average score from boys. In light intervention schools, girls outperformed boys in passage reading by a larger margin at baseline when compared to endline, though still outperformed boys in both rounds.

When looking at mean subtask scores at endline, average scores for girls were higher than boys in every subtask, with differences between genders statistically significant for all subtasks except for letter name recognition. Results were more mixed in cohort 3 schools. While passage reading scores for girls were still higher than for boys in both rounds, the difference between boys and girls was very small in magnitude and not statistically significant at endline.

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: Endline Subtask Scores by Gender and Treatment Type

EGRA Subtask	Light Intervention			Cohort 3		
	Boys	Girls	Difference	Boys	Girls	Difference
Orientation to print	2.1	2.6	0.5**	3.2	3.0	-0.2
Letter name recognition	32.2	33.3	1.1	32.2	28.3	-3.9
Familiar word reading	20.1	29.7	9.6**	25.8	29.6	3.8
Nonword reading	15.4	22.3	6.9**	19.2	20.6	1.4
Passage reading	28.7	40.8	12.1*	33.9	37.8	3.9
Passage comprehension	0.2	0.5	0.3*	0.5	0.7	0.2
Listening comprehension	0.2	0.4	0.2**	0.7	0.7	-0.1

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

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.¹⁸ 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 pre-reading skills to reading fluency and comprehension.

Results from the DiD analysis are presented in Table 4 below. The estimated PRP treatment effect is positive for all subtasks, and quite large in several instances. On average, PRP increased passage reading by 12.6 CWPM, familiar word reading by 11.1 CWPM, and nonword reading by 6.4 CWPM. PRP also increased orientation to print by 0.9 correct items (out of five) and listening comprehension by 0.3

¹⁸ 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.

correct items (out of three). While letter name recognition and reading comprehension also improved, the results are not statistically significant at $p < 0.10$.

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	2.0	2.3	1.9	3.1	0.9***	0.9***	0.65
Letter name recognition	41.1	32.6	36.9	30.7	2.3	3.3	0.17
Familiar word reading	28.1	24.0	22.2	27.2	9.1	11.1**	0.42
Nonword reading	19.1	18.1	15.5	19.6	5.1	6.4*	0.33
Passage reading	37.2	33.5	28.8	35.3	10.2	12.6*	0.37
Passage comprehension	0.2	0.3	0.4	0.5	0.0	0.1	0.08
Listening comprehension	0.3	0.3	0.5	0.7	0.2*	0.3**	0.35

Note: Adjusted DiD includes time invariant controls at the student- and school-level. 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 by disaggregated by gender. Girls' schools saw large and statistically significant impacts for several subtasks, including orientation to print (+1.2 correct items), familiar word reading (+18 CWPM), and oral passage reading (+16.3 CWPM). Boys' schools similarly saw increases across the board, however, only orientation to print (+0.9 correct items) and listening comprehension (+0.3 correct items) were statistically significant. It is important to note that these disaggregations reduce the sample size by half, which reduces the likelihood of detecting statistically significant impacts if they exist. This is further compounded by the fact that 24 of the 70 cohort 3 schools—i.e., 34 percent of the treatment sample—are excluded from the impact analyses due to the replacement of Haripur with Karak at endline, as including either district would systematically bias the estimates. As such, readers should note that this analysis is underpowered to detect statistical changes according by research conventions.

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	1.2***	0.90	0.9**	0.62
Letter name recognition	-4.9	-0.25	6.6	0.36
Familiar word reading	18.0***	0.65	8.0	0.33
Nonword reading	6.1	0.31	6.8	0.38
Passage reading	16.3*	0.47	10.4	0.33
Passage comprehension	0.1	0.07	0.1	0.09
Listening comprehension	0.2	0.22	0.3*	0.39

Note: Adjusted DiD includes time invariant controls at the student- and school-level. 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 KP's reading fluency performance standard by 18 percentage points.
- The number of girls and boys meeting the performance standard increased by a 19 and 16 percentage points, respectively, however these gender disaggregated estimates are not statistically significant.

The metric used to address learning question 2 is the oral reading fluency (ORF) performance standard, which 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 KP.

Table 9 shows the current Urdu ORF benchmarks for grade 2 students in KP, 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 standards—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 those 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 weighted 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 were relatively static for students in light intervention and cohort 3 schools, with averages at endline looking very similar to baseline levels, underscoring the importance of using the adjusted DiD estimates to assess program impact. Difference in other performance categories were statistically indistinguishable across rounds for both treatment groups according to a design-based F-statistic, meaning distributions were very similar at baseline and endline.

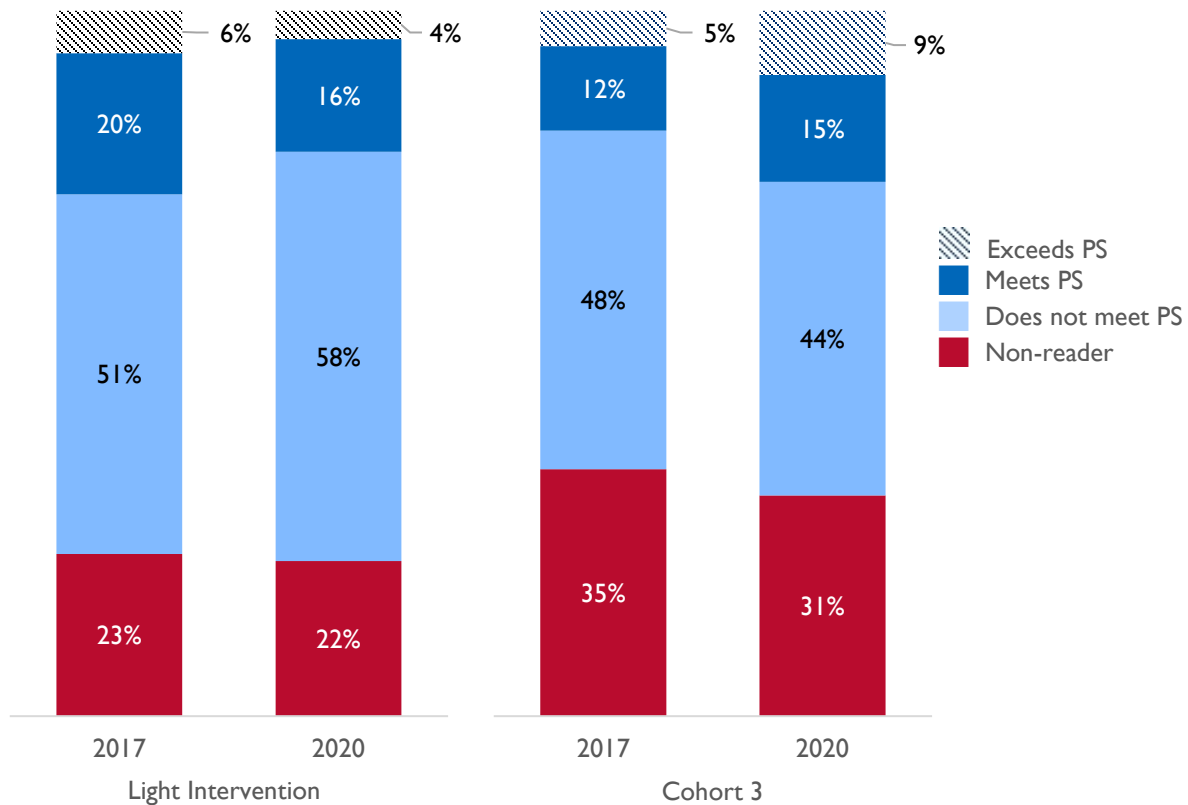
Table 10: Oral Reading Fluency Performance Standard Categories, by Treatment Type

Benchmark category	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Exceeds performance standard	6%	4%	-2%	5%	9%	5%
Meets performance standard	20%	16%	-4%	12%	15%	3%
Does not meet performance standard	51%	58%	6%	48%	44%	-4%
Nonreader	23%	22%	-1%	35%	31%	-4%

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

Figure 4 shows the same ORF performance category breakdowns in the form of a bar chart. This chart helps to visualize the rather static nature of the changes in the proportion of nonreaders across treatment groups from baseline to endline. Differences from baseline to endline are generally small in magnitude and not statistically significant for either treatment group.

Figure 4: Reading Performance Categories, By Treatment Type



Figures 5 and 6 below show the distribution of ORF scores for light intervention and cohort 3 students, respectively, at baseline and endline. These charts can be used as a visual aid to show how students are clustered within each CWPM category. Distributions were similar across treatment groups, with some notable variation. Nonreaders comprised the largest cluster across both treatment categories at endline, with 22 percent of light intervention students categorized as nonreaders compared to 31 percent of cohort 3 students. On the other hand, within the “does not meet performance standards” category, students in light intervention schools tended to have more diverse scores with more representation within each bracket as well as a peak in the 40-49 bracket, compared to students in cohort 3 schools that have a peak in the 20-29 bracket but then are more clustered towards the higher end of the category from there. Gender disaggregated ORF distributions are included in Annex II.

Figure 5: ORF Distributions by Round, Light Intervention

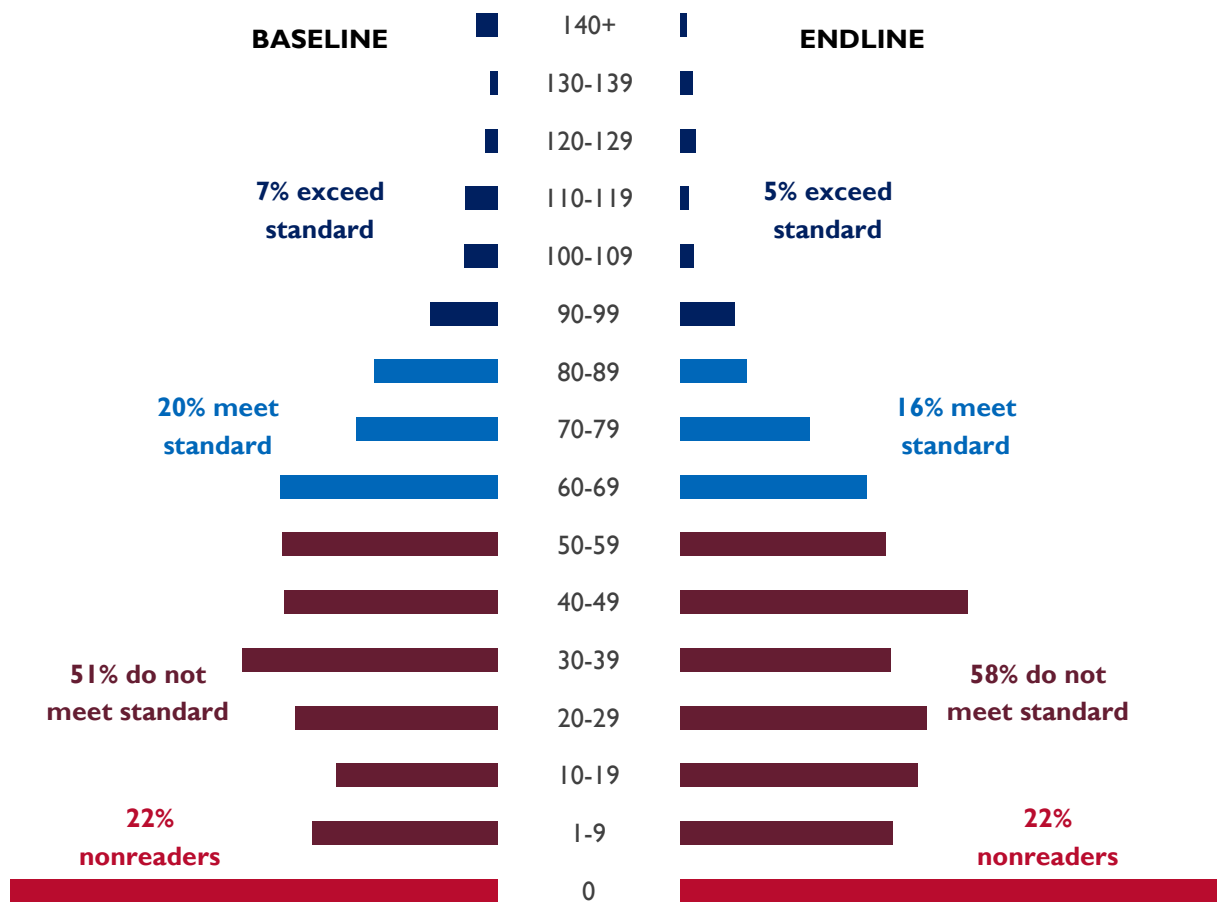


Figure 6: ORF Distributions by Round, Cohort 3

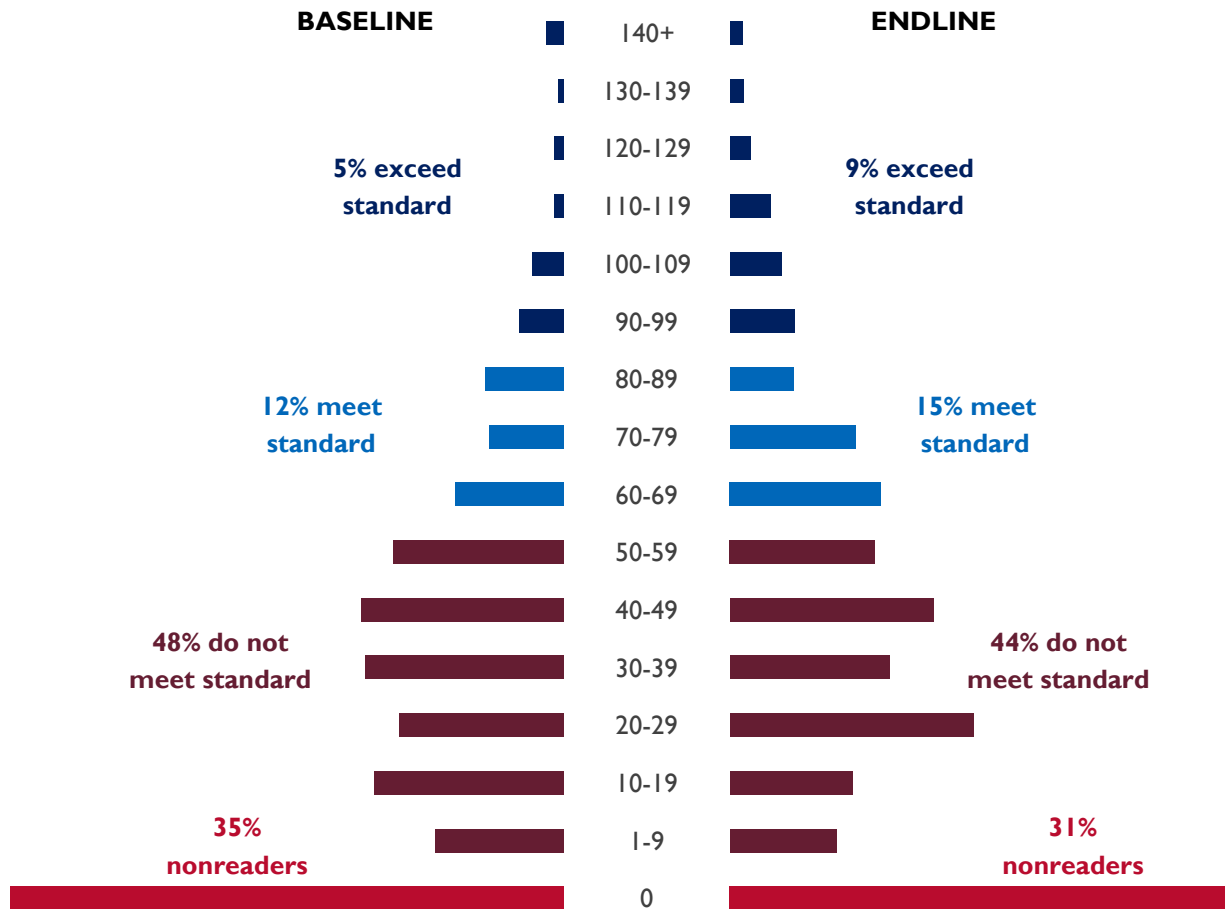


Table II and Figure 7 display endline ORF categories disaggregated by gender and treatment category, as well as the result of statistical tests to determine the significance levels of differences in scores across genders within each treatment group. Full results disaggregated by gender and round are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

For students in light intervention schools, performance standard distributions at endline were rather similar for boys and girls, though girls were slightly more likely to meet the performance standard and less likely to fall into the nonreader category. While the vast majority of light intervention boys and girls fell within the nonreader or “does not meet performance standard” category at endline, just 13 percent of girls were categorized as nonreaders compared to 28 percent of boys. In addition, 21 percent of girls achieved the performance standard, compared to just 12 percent of boys. Differences between boys and girls in light intervention schools were significant at the $p < 0.10$ level. For students in cohort 3 schools, performance standard distributions at endline were essentially the same for male and female students, and differences by gender were not statistically significant.

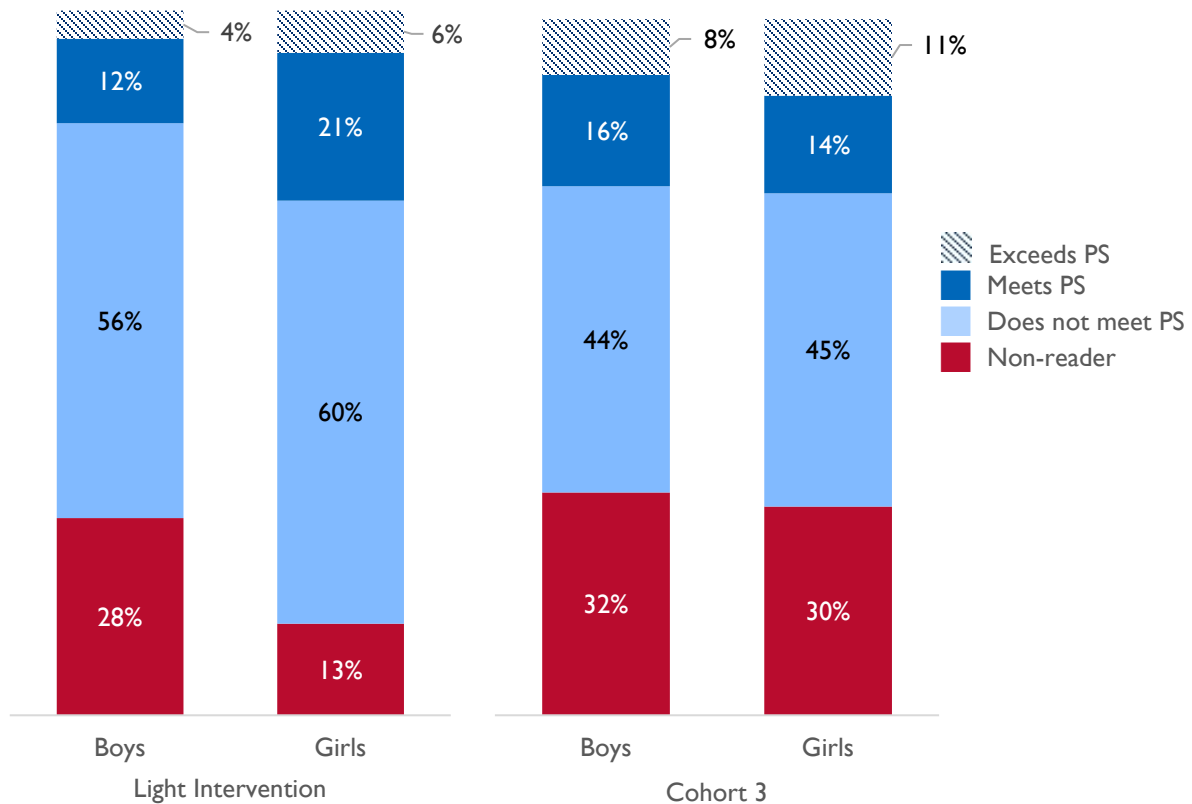
As with subtask analyses, benchmark analyses were performed for endline only and compared male and female students within each intervention category. Full benchmark results disaggregated by gender and round can be found in Annex II.

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	4%	6%	+2%	8%	11%	+3%
Meets performance standard	12%	21%	+9%	16%	14%	-2%
Does not meet performance standard	56%	60%	+4%	44%	45%	+1%
Nonreader	28%	13%	-15%	32%	30%	-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. Results were calculated using both OLS and logistic regression

analysis, which are presented below in Table 12.¹⁹ Overall, PRP increased the number of students meeting the performance standard by 18 percentage points. The number of girls and boys meeting the performance standard increased by 19 and 16 percentage points, respectively, however, these gender-disaggregated estimates are not statistically significant.

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

Meets Performance Standard	Light Intervention		Cohort 3		DiD Estimator (OLS)	Adjusted DiD (Logit)
	2017	2020	2017	2020	Change	Change
Overall:	26%	20%	16%	24%	14%*	18%**
Girls:	47%	26%	27%	24%	18%*	19%
Boys:	18%	16%	14%	25%	13%	16%

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

¹⁹ While 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 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 classifying the reading levels of individual students.
- Qualitative respondents reported a perceived lack of buy-in from important government officials, evidenced by the fact that key government stakeholders invited to observe PRP would often send lower-level officials in their place. They also felt PRP was never able to incorporate the District Education Office or the education managers, which hampered monitoring activities.
- The availability of reading materials at home has a strong, positive association with ORF performance: holding all else constant, students who report having magazines at home scored 43 CWPM higher than pupils who do not.

To address learning question 3, we conducted multiple regression analysis to assess factors that are associated with ORF at endline among cohort 3 students. 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 were included in the initial models. Each model was then built up iteratively through a series of individual, step-wise regressions in order to identify variables that significantly predict reading performance. Variables that were not predictive of reading performance at any stage of the process (i.e., not statistically significant at the five percent level) were excluded from subsequent analyses.

Regression results are presented in Table 13 and Figure 8 below. Coefficient magnitudes and p-values are presented for each of the three significant predictor variables and for principle component indices.²⁰ It should be noted that interpretation of coefficients varies depending on the type of variable: for dichotomous variables, the coefficient represents the change in ORF associated with that characteristic, holding all else constant. For continuous variables such as household size, the coefficient represents the change in ORF associated with a one-unit increase in that variable, holding all else constant.

The predictor with the greatest impact on ORF by magnitude was related to student-reported home reading materials, namely whether the student reported having access to magazines in Urdu in the home. Holding all else equal, access to magazines was associated with a 43.4 point increase in CWPM.

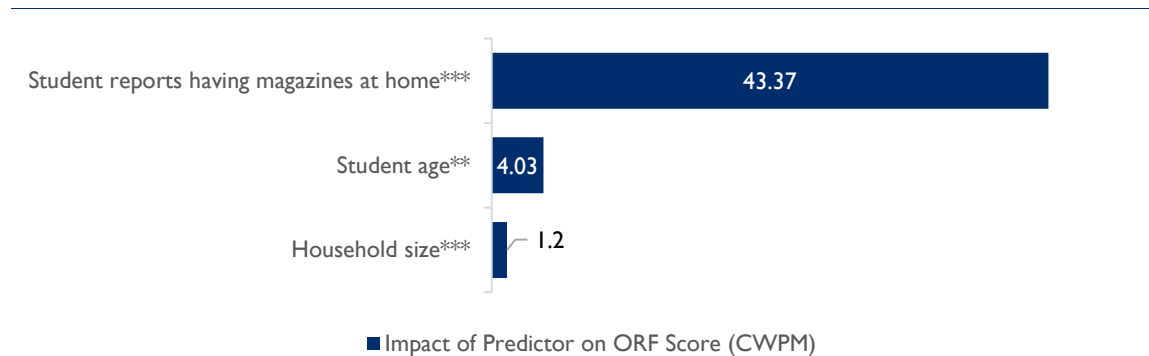
²⁰ Index variables for pupil household assets and school infrastructure/facilities were created through separate principal component analyses (PCA). PCA is a variable reduction technique that decomposes a set of correlated variables into another set of linearly unrelated components that are expected to represent an underlying or latent concept that the variables have in common. Despite the inclusion of these indices as control variables in the final models, it is important to acknowledge that other confounders may remain, so causal relationships between predictors and ORF should not be assumed.

Two of the student-level demographic indicators included in the model display statistically significant coefficients on ORF performance, student age, and household size. Holding all else constant, pupil age was positively associated with ORF performance, where each additional year of age is associated with a 4.0 CWPM increase in ORF on average. In addition, each additional household member was associated with a 1.2-point increase in CWPM. Finally, while pupil household assets index was statistically correlated with reading performance, the school resources index was not.

Table 13: OLS Regression Results for ORF

Predictor	Coefficient (CWPM)	P-Value
Student age	4.03	0.02
Household size	1.20	0.00
Student reports having magazines at home	43.37	0.00
Index for pupil household assets (component 1)	-0.48	0.79
Index for pupil household assets (component 2)	4.70	0.02
Index for pupil household assets (component 3)	0.67	0.74
Index for pupil household assets (component 4)	1.25	0.47
Index for school resources (component 1)	-4.82	0.29
Index for school resources (component 2)	-3.13	0.34
Index for school resources (component 3)	-4.79	0.16
Constant	-10.88	0.60
Observations	613	
R-Squared	0.19	

Figure 8: OLS Regression Results for Urdu ORF



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

Also revealing are the variables that were not found to have a statistically significant impact on Urdu reading performance. Many demographic variables that are typically found to have a positive correlation with reading performance were not found to be statistically significant, nor were any of the PRP implementation variables. However, this is likely owing to limitations to the fitted model in KP. First, due to sample attrition only 45 schools and 613 students are included in the model. Second, typical

relationships between reading performance and predictors may have been upended due to the unprecedented events of the COVID-19 pandemic. For example, household size—which is often negatively associated with reading performance—now displays a positive association, possibly reflecting better home-learning support for students who were not able to come to school due to pandemic-related closures.

Focusing on qualitative data, respondents believe teacher training and professional development are considered key to improving reading performance for grade 2 students. Key stakeholders across the stakeholder groups agreed that teacher training improved teacher instruction, which translated to increased learning in the classroom. Overall, the stakeholders believe teacher training was one of the most successful components of PRP because it built skills that will stay with teachers for the rest of their careers, and builds up human capital in KP. One respondent familiar with PRP programming reported the creation of a formal professional teaching degree, which 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, technocrats in KP noted that Reading and Learning Materials (RLMs) were important for improving reading performance for grade 2 students 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 big books, which they felt were beneficial for students who learned better through visual aids rather than just being read to aloud. The respondents also explained that big books did a better job keeping all students focused during class, thanks to the enlarged pictures, in comparison to traditional library books or flashcards, and were useful for teachers to be able to focus on certain segments of the classroom as they were often teaching in multi-grade environments.

Conversely, respondents largely reported the leveled reader was one of the least useful components of the RLM package. One respondent noted that level readers had never been used in Pakistani classrooms before, and therefore was a great accomplishment for PRP, while other respondents reported that in theory, the reader would be very useful, however, it was difficult for teachers to classify accurately 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 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, which made the listening activities unusable. They also reported that some teachers did not possess the technical literacy necessary to use the tablets effectively.

When asked what the least effective component of the overall PRP program was for improving reading performance for grade 2 students, the qualitative respondents focused on two main themes: gaps in implementation and community mobilization. Focusing first on gaps in implementation, respondents from several stakeholder groups believe PRP should have reached out to more schools in the provinces and included more grades in each school. The respondents also reported a perceived lack of buy-in from key government officials. Some respondents noted that when key government stakeholders were

invited to observe PRP activities, lower-level government officials tended to come instead. They noted that the program was never able to incorporate the District Education Office or the education managers, which hampered monitoring activities.

Similarly, respondents from all stakeholder groups noted that the community support for reading activities was not very useful for improving reading performance for grade 2 students because there were very few community support activities implemented and they lacked focus. Stakeholders noted that Parent-Teacher Councils (PTCs) did exist, however, the meeting schedule differed, with some respondents indicating the groups met once a month and others indicating they met three times a year. Several respondents noted that books were provided to children, either directly or through community-based libraries, but it is unclear if these books were funded by PTCs or other sources.

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, grade levels, and subjects.
- Trainings were well received by teachers and head teachers, however government stakeholders feel future trainings could be longer to more thoroughly cover the material.
- Participation in TIGs remains a challenge due to accessibility. As such, future interventions should consider holding TIG meetings closer to schools, providing transportation to teachers from remote areas, and/or engaging teachers through remote platforms like WhatsApp.

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, more grades in each school, and more subjects. 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 non-treatment schools, and advocated for the PRP program to be expanded into non-intervention schools in order to give those students access to the same resources, and hopefully 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. Stakeholders also suggested using the PRP model to improve instruction and learning in additional subjects, including English, math, and science, and implementing monitoring activities, noting that KP 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. First, they recommend 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 if expanded, could provide in-depth training on how to use the RLM package in the classroom and how to incorporate PRP components in their specific setting. Respondents also suggest reviewing the RLM package and assessing the utility of each component. Based on this assessment, the RLM package should be condensed to reduce the number of discrete materials and eliminate those resources that appear ineffective, such as leveled readers and tablets.

Finally, KII respondents recommend developing support structures to enhance community support for reading and expand community-based activities. 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 foster broader community support. Respondents recommended expanding community-based activities to include

²¹ PRP Annual Report 2019

parental education programs to help parents better support their children's emotional and intellectual development.

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. Three head teachers made suggestions for improving future trainings, including using multimedia and expanding trainings to teachers of other subjects and grade levels. Several head teachers also mentioned that they do not have a designated Urdu teacher per class which makes PRP challenging to implement. Several teachers had suggestions for improving TIGs, mostly related to navigating the difficulties in bringing teachers from remote areas together. One respondent suggested using WhatsApp for more regular, remote engagement while others suggested holding meetings closer to schools in order to shorten the distance needed to travel. Finally, 10 percent of cohort 3 teachers reported challenges using the DRLP and/or TIG manuals, mostly due to fast lesson pacing or inadequate time to cover all the content. In addition, two teachers reported misalignment between the guides and the timetable or curriculum, however 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 provide strong evidence 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 (-18.8) followed by passage reading (-15.1), familiar word reading (-11.4), and nonword decoding (-8.9).
- Provincial authorities, schools, and families have implemented a range of interventions to engage students during school closures as well as provide remediation following school re-openings, however, 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. In KP, stakeholders reported that schools closed in mid-March and remained closed for six to eight months depending on the stakeholder's district, with schools re-opening in mid-September 2020. Qualitative data indicate the government-mandated school closures due to COVID-19 reduced classroom exposure and altered the method of reading instruction for KP students. 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.

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. It was necessary to perform this analysis among the light intervention group rather than cohort 3 for two reasons: (1) because the analysis requires three time points and only light intervention schools were visited three times, and (2) because 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 $37.4 - 42.8 - (42.8 - 33.1) = -15.1$, meaning the estimated impact of COVID-19 on reading fluency is -15.1 points.²²

²² One important caveat about the time series model is that it assumes the trend shown between baseline and midline would have continued in the absence of COVID-19, however 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).

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

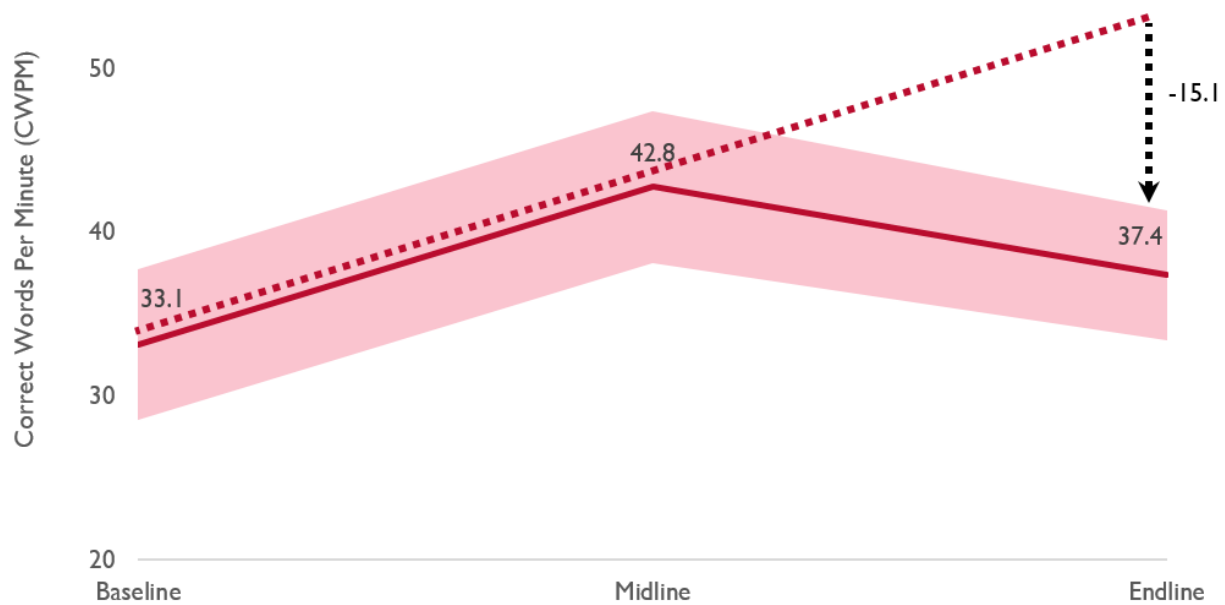


Table 14 below shows time series COVID-19 estimators for all EGRA subtasks. These were generated using the same procedure described for ORF and can be interpreted as an approximation of the impact of COVID-19 on reading outcomes. The second column shows p-values indicating the statistical significance of the estimator.

As expected, most subtasks show a drop in reading performance following COVID-19. The only subtask to show a positive and statically significant improvement is orientation to print. Passage reading also has a weakly positive estimator, but the result is not statistically significant; nor is the weakly negative result for listening comprehension. All other subtasks have negative and statistically significant estimators. Letter name recognition shows the greatest absolute decrease in raw scores (-18.8) followed by passage reading (-15.1), familiar word reading (-11.4), and nonword decoding (-8.9).

Table 14: Time Series Estimators by Subtask, Light Intervention

Subtask	Time Series Estimator	P-Value
Orientation to print	+0.9	0.00
Letter name recognition	-18.8	0.00
Familiar word reading	-11.4	0.01
Nonword reading	-8.9	0.00
Passage reading	-15.1	0.00
Passage comprehension	+0.3	0.13
Listening comprehension	+0.01	0.48

In order to assess interruptions to schooling due to the pandemic, the student survey asked questions

about whether the student had to miss a week or more of school due to their own illness or to take care of someone who was ill. Note summary statistics related to Research Question 3 are combined for light intervention and cohort 3 students together here and for the remainder of the section unless otherwise noted.

We find that interruptions to schooling due to illness were not particularly common in KP, where just one in ten students reported missing at least one week of school due to their own illness and around one in 50 reported missing at least one week to take care of someone who was ill.

In order 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 members and whether any of these members had to stop working for any reason in the last year. As shown in Figure 10, interruptions in the ability for wage-earners to work for were relatively common, with just over a third of students in KP reporting that at least one wage-earning household member had to stop working at some point in the last year. Results by working household members were similar for father and brother, the two most common working members, with very little variation in the proportion of members who had to stop working. It should be noted that while only a very small number of children in in KP mentioned themselves when listing wage-earning members, they were all males and four out of these 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

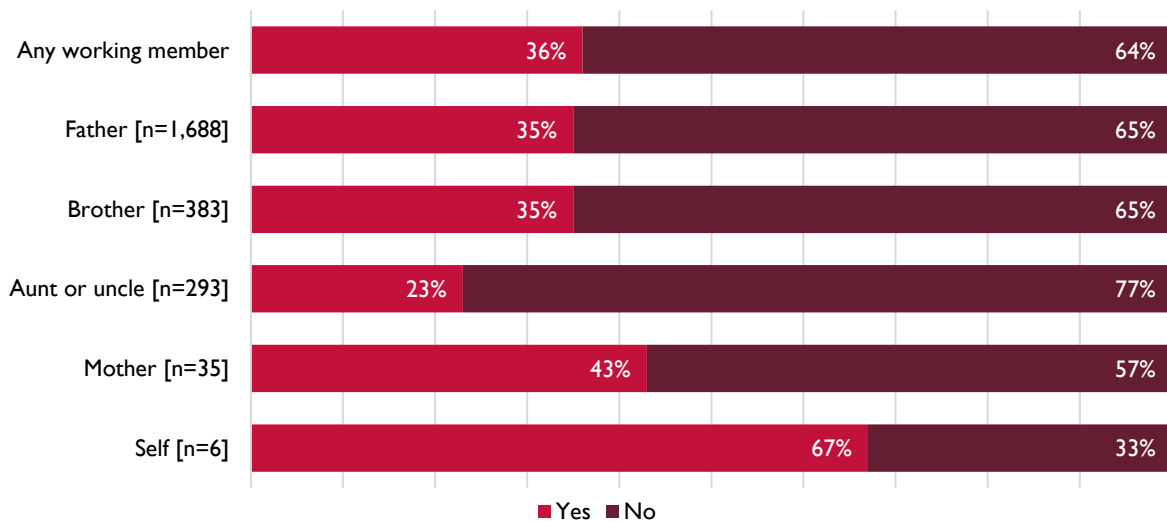
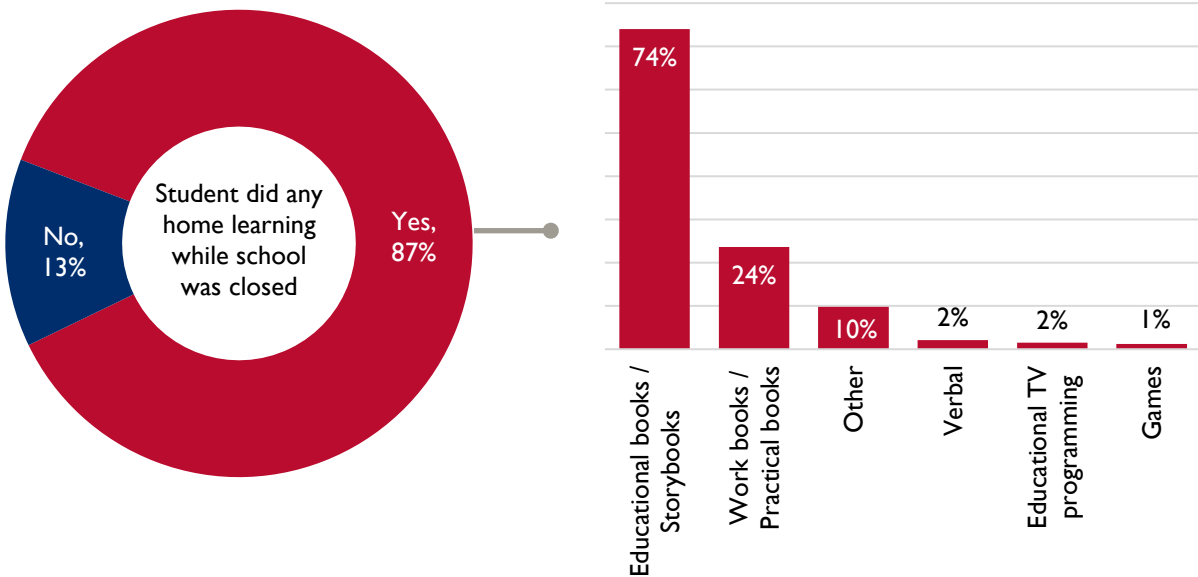


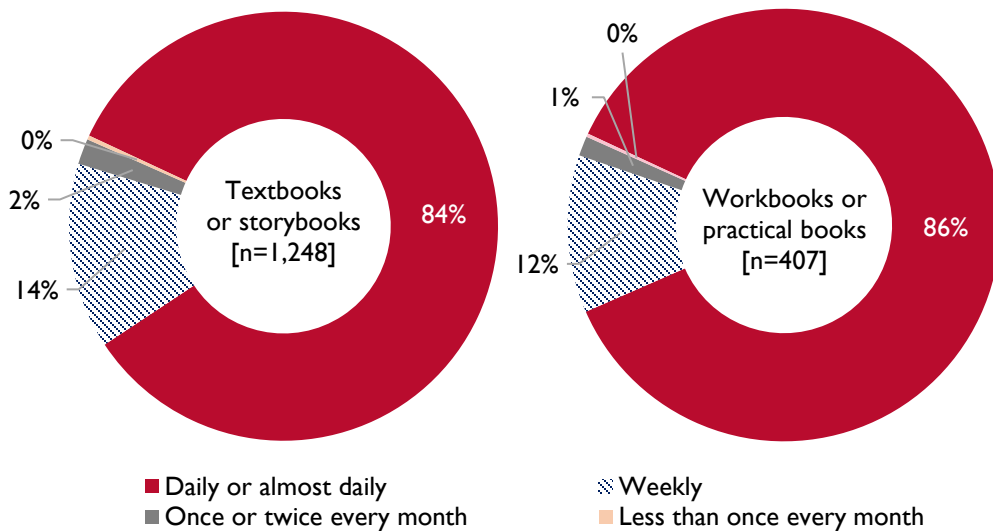
Figure 11 shows prevalence and types of student-reported home learning activities during the COVID-19 related school closures. Home learning activities were widespread during the closures, with most students in KP doing at least some home learning while the school was closed (87 percent). The students who did engage in some home learning overwhelmingly mentioned the use of educational books / story books (74 percent) but also mentioned the use of workbooks or practical books (24 percent). Other responses were mentioned much less frequently including “other” (10 percent), verbal/oral teaching (2 percent), educational TV programming (2 percent), and games (1 percent).

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



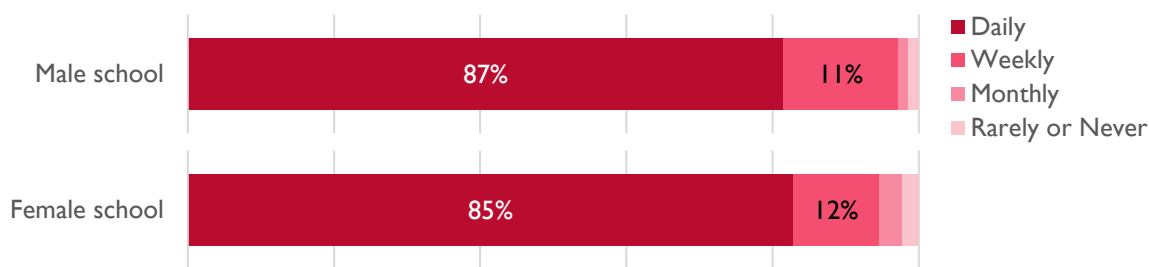
As shown in Figure 12, students who performed the two most commonly reported home learning activities reported doing so quite often: nearly all students who reported using these materials did so at least weekly, with 84 to 86 percent of these students using each daily or almost daily.

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



In addition to asking students about specific learning activities outside the classroom, students were also asked more generally how often they engaged in any reading activities during the school closures. Figure 13 shows that more than eight in ten students in KP reported reading daily while nearly all students reported reading at least weekly. Results were balanced by gender.

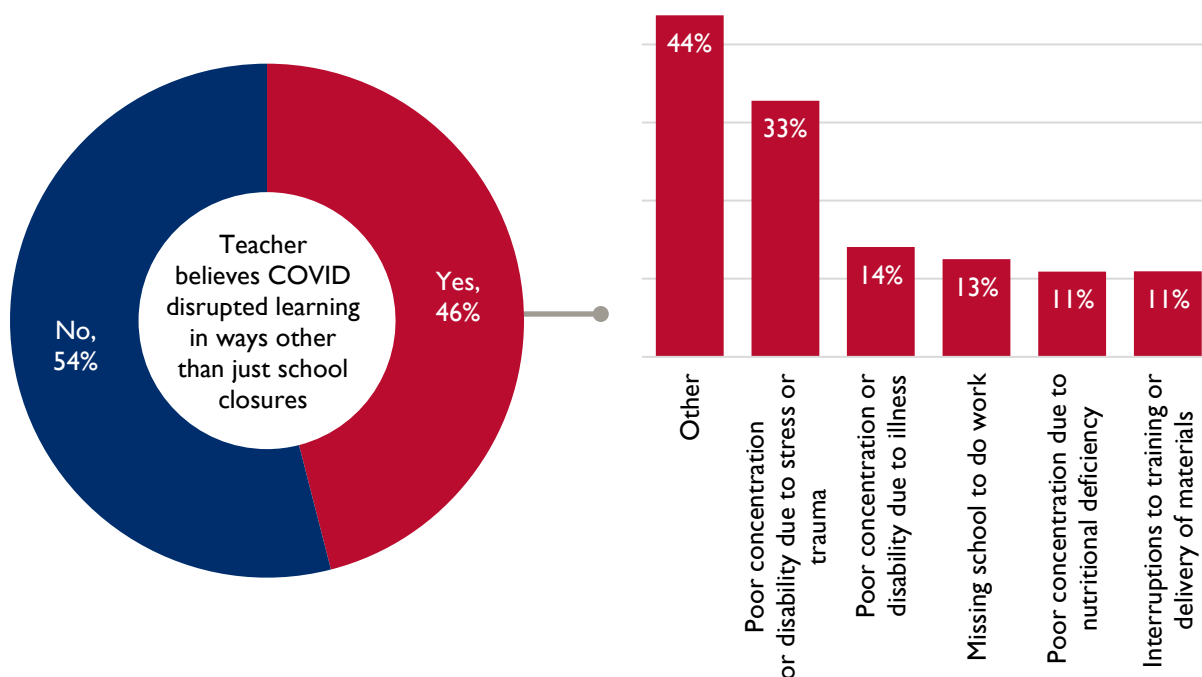
Figure 13: Student-Reported Frequency of Reading Activities during COVID-19 School Closures



Unsurprisingly, all 140 schools in the KP sample closed due to COVID-19. School closure times were uniform across male and female schools, with the average school closed for approximately 3 to 4 months. In addition, Figure 14 shows teacher-reported impacts of the pandemic on student learning. Just under half of teachers say COVID-19 has disrupted student learning in ways beyond the school closures, with significant variation in impacts cited by these teachers. The most commonly cited impacts including poor “other” impacts beyond those included in the list of response options (44 percent) and poor concentration or disability due to trauma or stress (33 percent). Teachers also mentioned poor concentration or disability due to illness (14 percent), missing school to do work (13 percent), and poor concentration due to nutritional deficiency or interruptions to trainings or delivery of materials (11 percent each).

The teachers who mentioned “other” impacts commonly cited issues related to learning loss, mentioning that school closures “disturb[ed] study routine[s]” and student’s learning environments, which has led to “lazy” students and students “distracted” by technology. Some of these teachers also mentioned increased dropout and absentee rates due to COVID-19, as well as issues related to fear of COVID-19. Technocrats in KP noted that even when the schools opened, attendance was not 100 percent, as parents were afraid of their children contracting COVID-19.

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. Head teacher-reported prevalence and types of such policies are displayed in Figure 15 while perceived usefulness of these policies is displayed in Figure 16.

According to head teachers, most schools implemented formal policies for making up time lost due to the pandemic (86 percent of schools). The two most commonly cited policies include modified curriculum (74 percent of schools) and extra home-based activities (40 percent), though teachers also mentioned accelerated learning in school (27 percent), “other” policies (20 percent), and remedial classes outside of school or remedial tutoring outside of school (just 2 percent each). Head teachers who mentioned “other” policies beyond those included in the list of response options cited revision of academic calendar or use of a “smart calendar” as well as the creation of a streamlined list of learning topics or other worksheet revisions for the academic year. A few head teachers mentioned increasing class duration and/or removing breaks to give students more time for learning as well as breaking students into smaller groups for learning.

The two most commonly reported policies were generally helpful, with the majority of head teachers rating the policies as at least somewhat helpful. Feedback on implementation of modified curriculum was more positive, with around half of those head teachers rating it as “very helpful” compared to just 16 percent of head teachers who implemented extra home-based learning activities. At the same time, a few of the head teachers who carried out the modified curriculum rated this policy as “not very helpful” while none of the teachers who implemented extra home-based learning activities said the same.

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

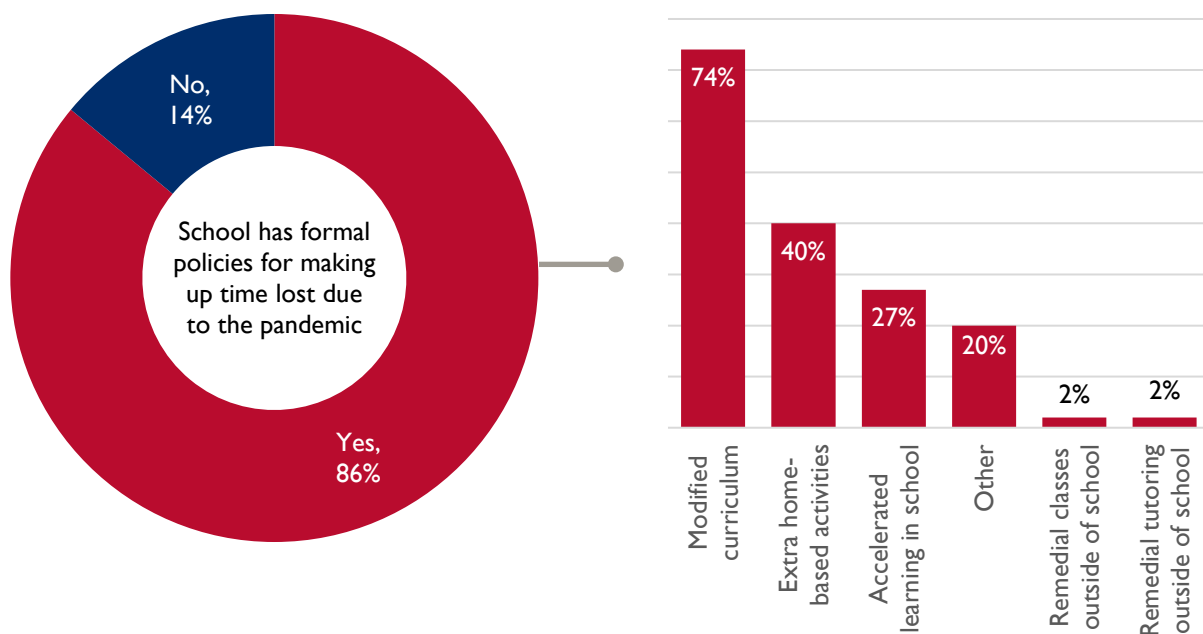
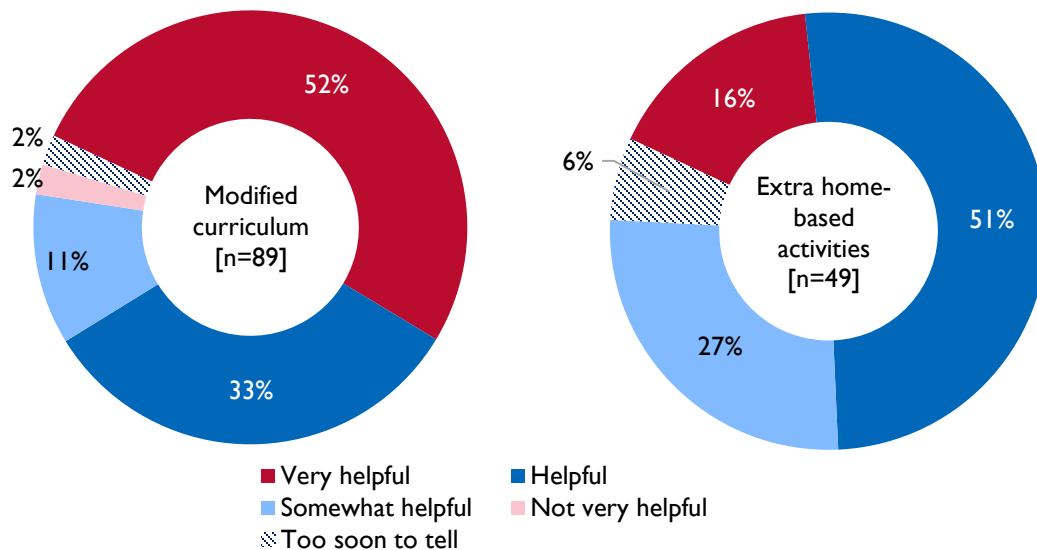


Figure 16: Head Teacher-Reported Usefulness of School Policies to Address Lost Instructional Time Due to COVID-19 Pandemic

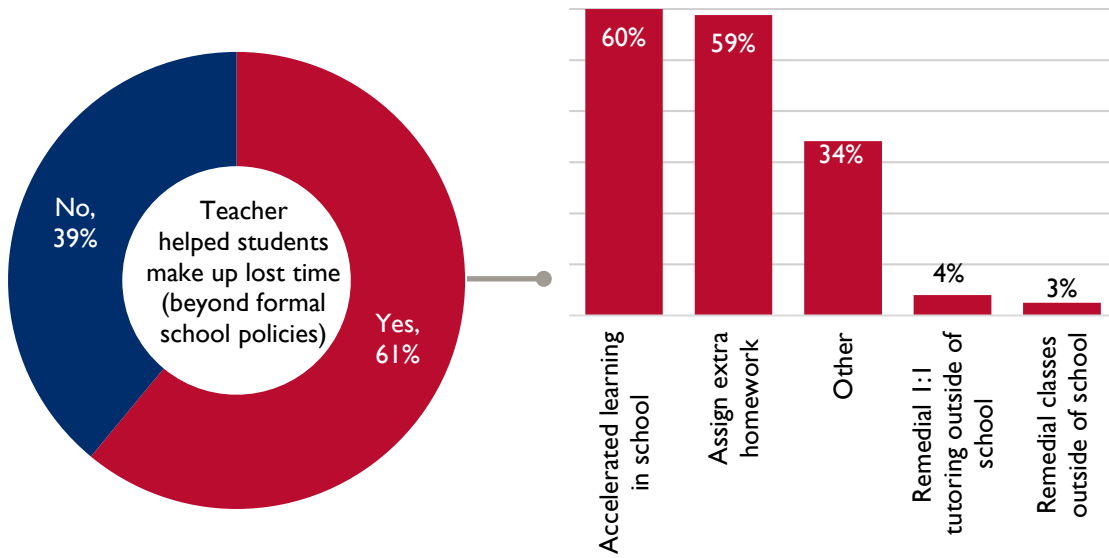


Qualitative respondents emphasized that the initiatives launched to make up for school closures could not replace the value of regular in-person learning or the gap created while schools were closed. On the national level, stakeholders explained that the government of Pakistan launched the TeleSchool initiative to broadcast free learning content to students in grades 1-12, however one respondent noted that resources for primary schools learners were delayed because they were not ready when the TeleSchool roll out commenced. Additionally, the program contracted the Pakistan broadcast company, which reached about 8M 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 TV or radio at home and could not benefit from these programs.

At the provincial level, several technocrats noted that schools designed reading practice worksheets that were distributed to families by the PTCs. Respondents described how schools implemented initiatives to disseminate learning material via social media, such as the messaging app WhatsApp, YouTube, or other custom-developed, school-specific apps. Additionally, several respondents reported that teachers would record their lectures to send to students in a WhatsApp group. However, respondents suggested that lack of access to technology, including internet connection and mobile phones, continued to impede families' ability to capitalize on distance learning opportunities.

As shown in Figure 17, around a third of teachers in KP indicated they implemented their own policies to help students make up for lost time on a more informal basis. Accelerated learning and assigning extra homework were by far the most commonly cited answers, cited by 59 to 60 percent of these teachers. "Other" activities were mentioned by a third of teachers, including changes to the academic calendar, curriculum changes or "smart syllabus" changes, extra time, or the introduction of a zero period. Only a small number of teachers mentioned remedial 1:1 tutoring outside of school or remedial classes outside of school (3 to 4 percent).

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 about whether their schools have done anything else to help students cope with COVID-19, with specific coping activities recorded as verbatim responses. Nearly all teachers in KP mentioned specific things the school was doing to help students cope, with the vast majority of responses related to following the standard operating procedures (SOPs) for triage of suspected COVID-19 patients. Teachers also more specifically mentioned common COVID-19 sanitation policies such as social distancing, hand washing, use of hand sanitizer, temperature checks, and wearing masks.

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 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, however these are likely fall out of use over the longer term due to teacher turnover and deterioration of RLMs.
- The program components least likely to continue are TIGs and in-service teacher trainings due to the discontinuation of outside support for PRP mentors, training facilitators, and teacher transportation.
- While stakeholders at all levels are supportive of the program, they note a lack of government ownership and dearth of financial resources, and called for continued support from USAID and other donors to ensure the long-term continuation of PRP.

Qualitative data show there is strong support for the continued use of PRP project components across all stakeholder groups, with several respondents saying they were proud to be part of PRP in some capacity. KII respondents noted they were personally supportive of the program because it was grounded in research on early childhood literacy, and was implemented in a systematic manner to help children in KP become better readers.

KII respondents believe 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 reported that the PRP curriculum is incorporated into current textbooks and will therefore continue to be taught until those books are replaced. They also indicated that the 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 the program component 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. However, new teachers who were not exposed to the USAID-funded trainings are less likely to employ PRP instructional methods in the classroom, which may lead to uneven implementation. Indeed, 23 percent of head teachers said PRP in-service trainings are among the components least likely to continue over the long term, suggesting that the instructional methods will fade over time with teacher turnover.

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,

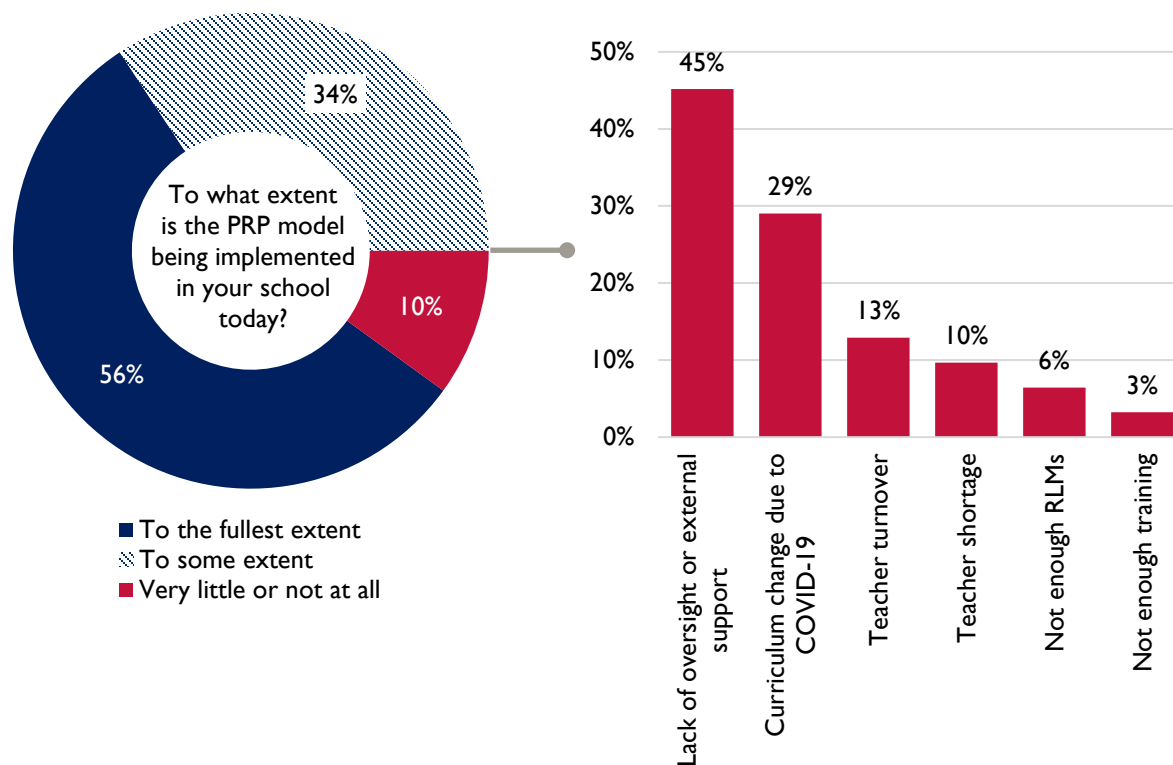
several head teachers said the student practical books would not continue to be used because the students' families cannot afford them and/or they are unavailable for purchase in local markets.

While there are some PRP components that are sustainable over the short- to medium-term, action is needed to ensure 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 respondents expressed concern that the government would not be able to take ownership of the PRP components given competing priorities, including responding to the COVID-19 pandemic and related school closures. 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 the top reasons head teachers gave for their school’s limited implementation of PRP following the activity’s closeout in 2020 (see Figure 18).

The government has financial constraints and do not take seriously teacher competency issues. I feel that these trainings will not sustain because of ownership issues from the government side. In education department, no one is serious to organize training programs on a sustainable basis to prepare them for modern day challenges.

- Head teacher in Karak

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

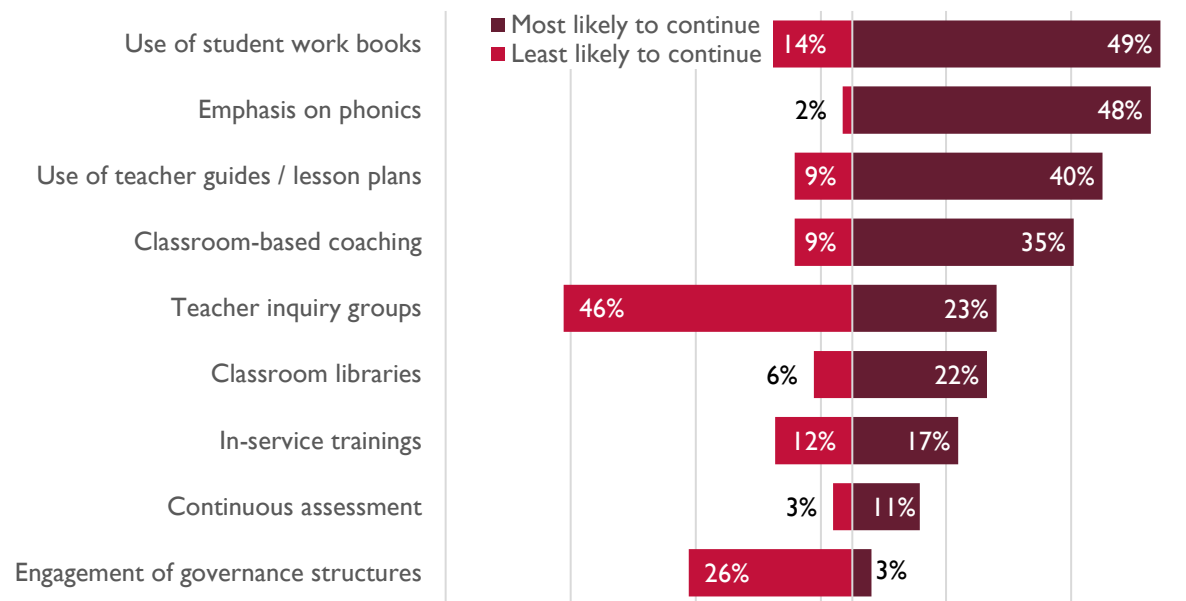


In light of this, KII respondents recommend that an outside institution, whether a donor or implementing partner, take ownership to ensure key PRP components are sustained over time. Respondents also noted that the government was unlikely to have the capacity to fund the continuation of PRP components, including teacher trainings, TIGs, and the production of RLMs, and strongly

suggested a USAID follow-on intervention or securing outside funding to ensure these components continue in the future.

Figure 19 shows the PRP program components most and least likely to continue, as reported by head teachers in cohort 3 schools. Similar to qualitative informants, over half of head teachers reported TIGs as the component least likely to continue long-term. Indeed, when asked how they update their knowledge of teaching, only 14 percent of cohort 3 teachers mentioned TIGs, suggesting a low level of participation at the time of data collection. According to head teachers, the lack of PRP mentors to facilitate and monitor the TIGs as well as the lack of transportation to host schools for teachers from remote areas are the main reasons TIGs are unlikely to continue. In-service trainings were the second most frequently cited component, with head teachers echoing the sentiments of KII respondents on the lack of government ownership, commitment, and resources needed to continue in-service trainings on PRP instructional methods.

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 the core components of PRP are scaled up and successfully transitioned to government ownership. Although PRP was effective in improving learning outcomes in KP, evidence suggests that the program is unlikely to continue without external support. In particular, core elements of the program including teacher training appear to have been discontinued entirely, thus PRP methods and approaches are likely to fall out of use as stakeholders across the education system turn over. Findings from this evaluation can be used to garner buy-in from the KP government, and a follow-on activity can help ensure an effective transition over the long term including scaling up to districts in KP that were not originally targeted by PRP.

Help teachers 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 KP 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 the learning levels and needs of students or extracurricular reading support by tutors, volunteers, teachers, and/or through education technology.

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	<p>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.</p> <p>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.</p>
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	<p>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.</p> <p>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.</p>
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	Teacher survey	
		Head teachers	Head teachers in panel of 140 treatment schools sampled/visited in 2017	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	Change	2017	2020	Change
Orientation to print	2.5	2.6	0.1	1.8	3.0	1.2***
Letter name recognition	41.7	33.3	-8.4**	42.3	28.3	-14.1***
Familiar word reading	42.9	29.7	-13.2***	25.6	29.6	4.0
Nonword reading	25.7	22.3	-3.4	18.6	20.6	2.1
Passage reading	55.2	40.8	-14.4**	36.7	37.8	1.1
Passage comprehension	0.4	0.5	0.1	0.6	0.7	0.1
Listening comprehension	0.4	0.4	-	0.6	0.7	0.1

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

Table A2: Percent Correct Subtask Scores, Girls

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Orientation to print	49%	52%	2%	36%	59%	23%***
Letter name recognition	42%	33%	-8%**	42%	28%	-14%***
Familiar word reading	86%	59%	-26%***	51%	59%	8%
Nonword reading	51%	45%	-7%	37%	41%	4%
Passage reading	92%	68%	-24%**	61%	63%	2%
Passage comprehension	8%	9%	1%	12%	14%	2%
Listening comprehension	15%	14%	-1%	19%	22%	3%

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

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

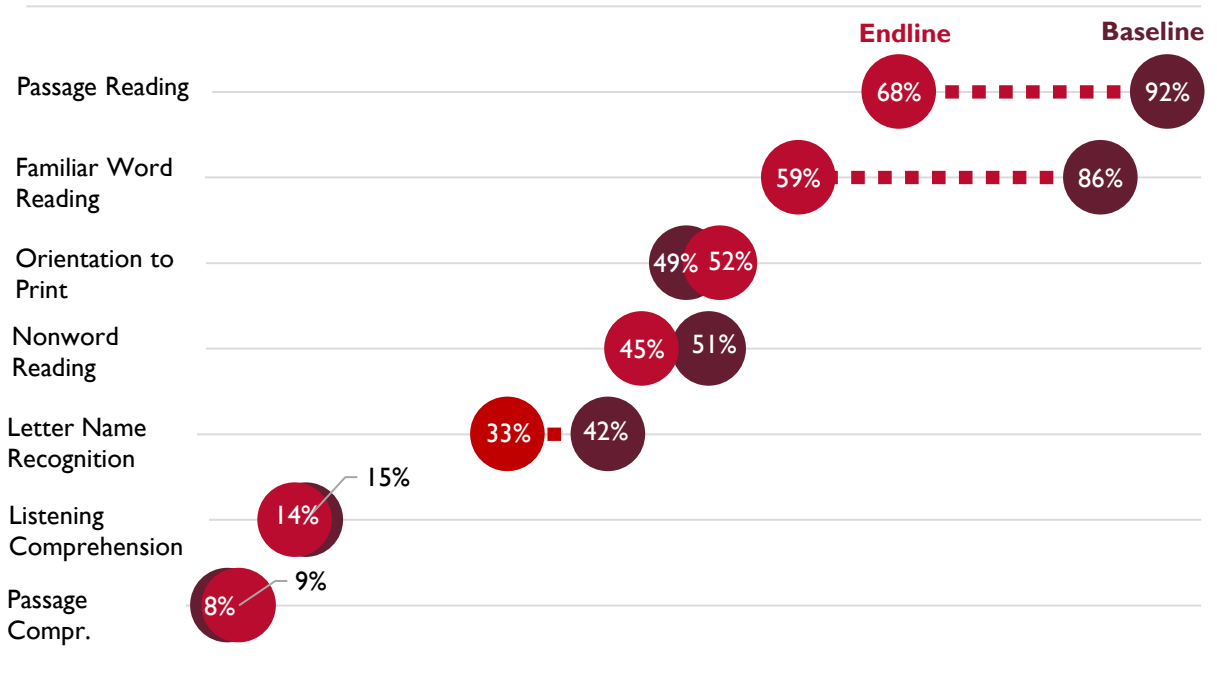


Figure A2: Percent Correct Subtask Scores, Cohort 3 – Girls

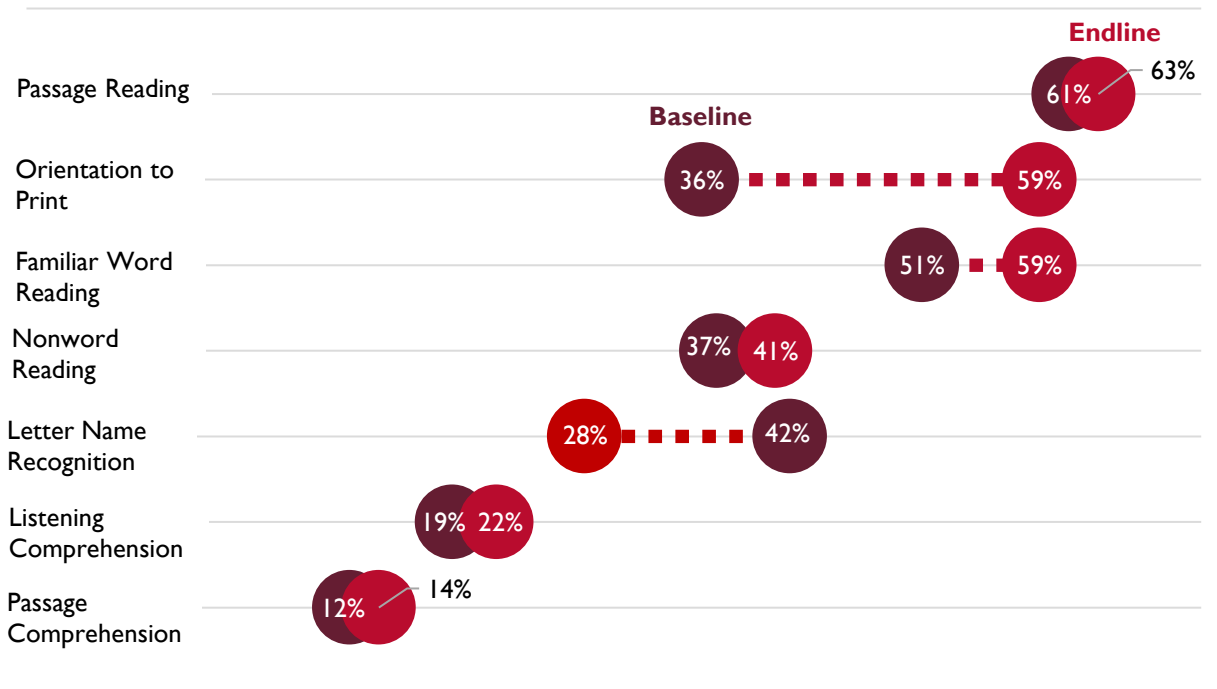


Table A3: Mean Subtask Scores, Boys

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Orientation to print	1.8	2.1	0.3	2.0	3.2	1.2***
Letter name recognition	40.9	32.2	-8.7**	35.3	32.2	-3.1
Familiar word reading	21.9	20.1	-1.8	21.0	25.8	4.7
Nonword reading	16.4	15.4	-1.0	14.6	19.2	4.6
Passage reading	29.6	28.7	-1.0	26.3	33.9	7.6
Passage comprehension	0.1	0.2	-	0.4	0.5	0.1
Listening comprehension	0.2	0.2	-	0.4	0.7	0.4**

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

Table A4: Percent Correct Subtask Scores, Boys

EGRA Subtask	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Orientation to print	37%	42%	5%	40%	64%	24%***
Letter name recognition	41%	32%	-9%**	35%	32%	-3%
Familiar word reading	44%	40%	-4%	42%	52%	9%
Nonword reading	33%	31%	-2%	29%	38%	9%
Passage reading	49%	48%	-2%	44%	56%	13%
Passage comprehension	3%	4%	1%	8%	10%	2%
Listening comprehension	6%	7%	1%	13%	25%	12%**

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

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

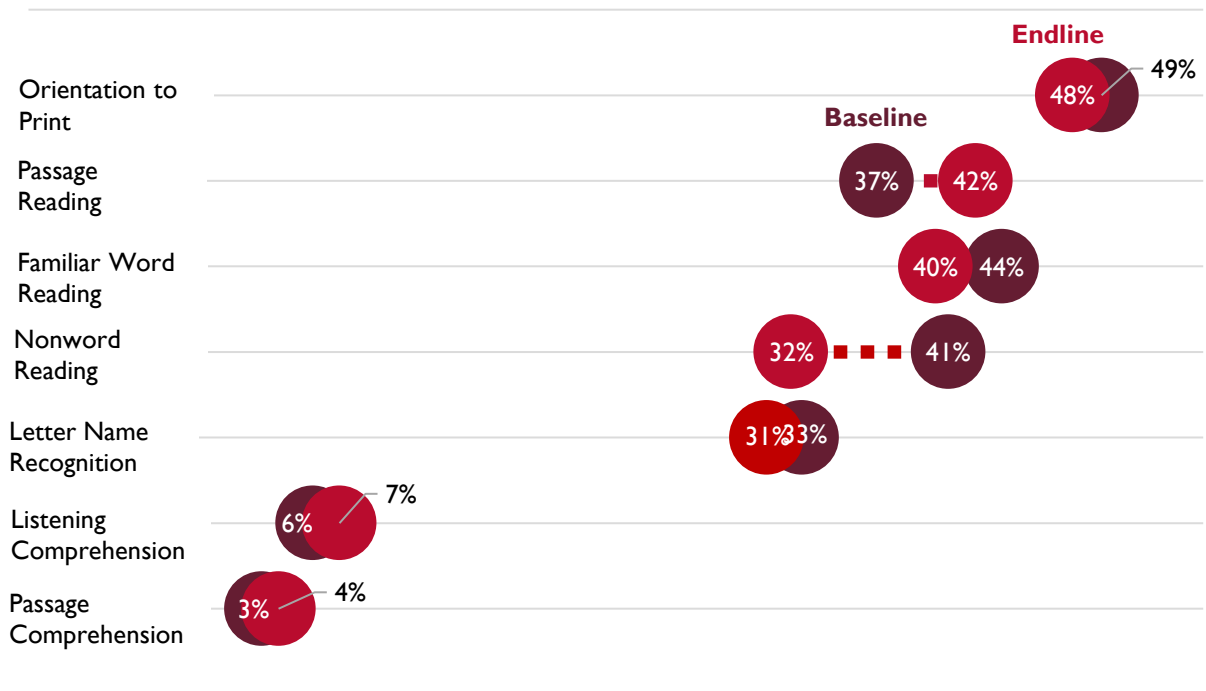


Figure A4: Percent Correct Subtask Scores, Cohort 3 – Boys

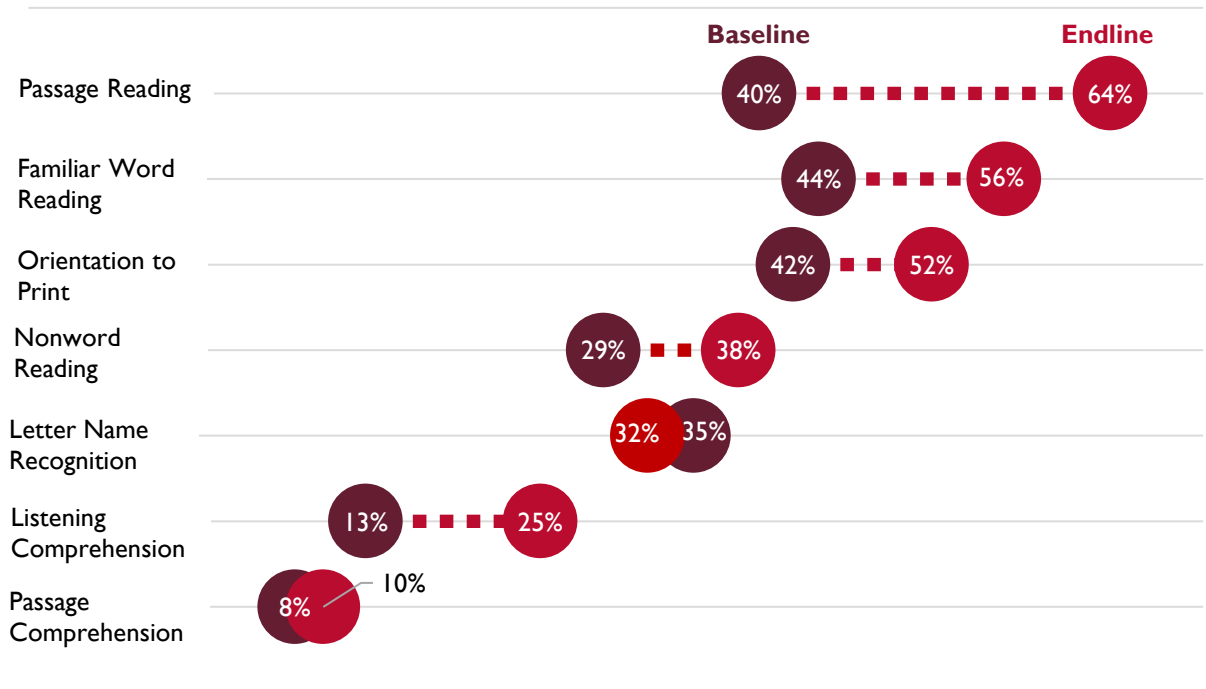


Table A5: Girls PRP DiD Impact Estimators, by EGRA Subtask and Round

EGRA Subtask	Light Intervention		Cohort 3		DiD	Adjusted DiD	
	2017	2020	2017	2020	Change	Change	Effect size
Orientation to print	2.5	2.6	1.8	3.0	1.0***	1.2***	0.90
Letter name recognition	41.7	33.3	42.3	28.3	-5.7	-4.9	-0.25
Familiar word reading	42.9	29.7	25.6	29.6	17.2**	18.0***	0.65
Nonword reading	25.7	22.3	18.6	20.6	5.5	6.1	0.31
Passage reading	55.2	40.8	36.7	37.8	15.5	16.3*	0.47
Passage comprehension	0.4	0.5	0.6	0.7	0.1	0.1	0.07
Listening comprehension	0.4	0.4	0.6	0.7	0.1	0.2	0.22

Note: Adjusted DiD includes time invariant controls at the student- and school-level. 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	1.8	2.1	2.0	3.2	0.9**	0.9**	0.62
Letter name recognition	40.9	32.2	35.3	32.2	5.6	6.6	0.36
Familiar word reading	21.9	20.1	21.0	25.8	6.6	8.0	0.33
Nonword reading	16.4	15.4	14.6	19.2	5.6	6.8	0.38
Passage reading	29.6	28.7	26.3	33.9	8.5	10.4	0.33
Passage comprehension	0.1	0.2	0.4	0.5	0.1	0.1	0.09
Listening comprehension	0.2	0.2	0.4	0.7	0.3*	0.3*	0.39

Note: Adjusted DiD includes time invariant controls at the student- and school-level. 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, Boys

Benchmark category	Light Intervention			Cohort 3		
	2017	2020	Change	2017	2020	Change
Exceeds performance standard	3%	4%	1%	3%	8%	5%
Meets performance standard	15%	12%	-3%	10%	16%	6%
Does not meet performance standard	55%	56%	-	50%	44%	-6%
Nonreader	27%	28%	1%	36%	32%	-5%

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

Figure A5: Reading Performance Categories by Treatment Type, Boys

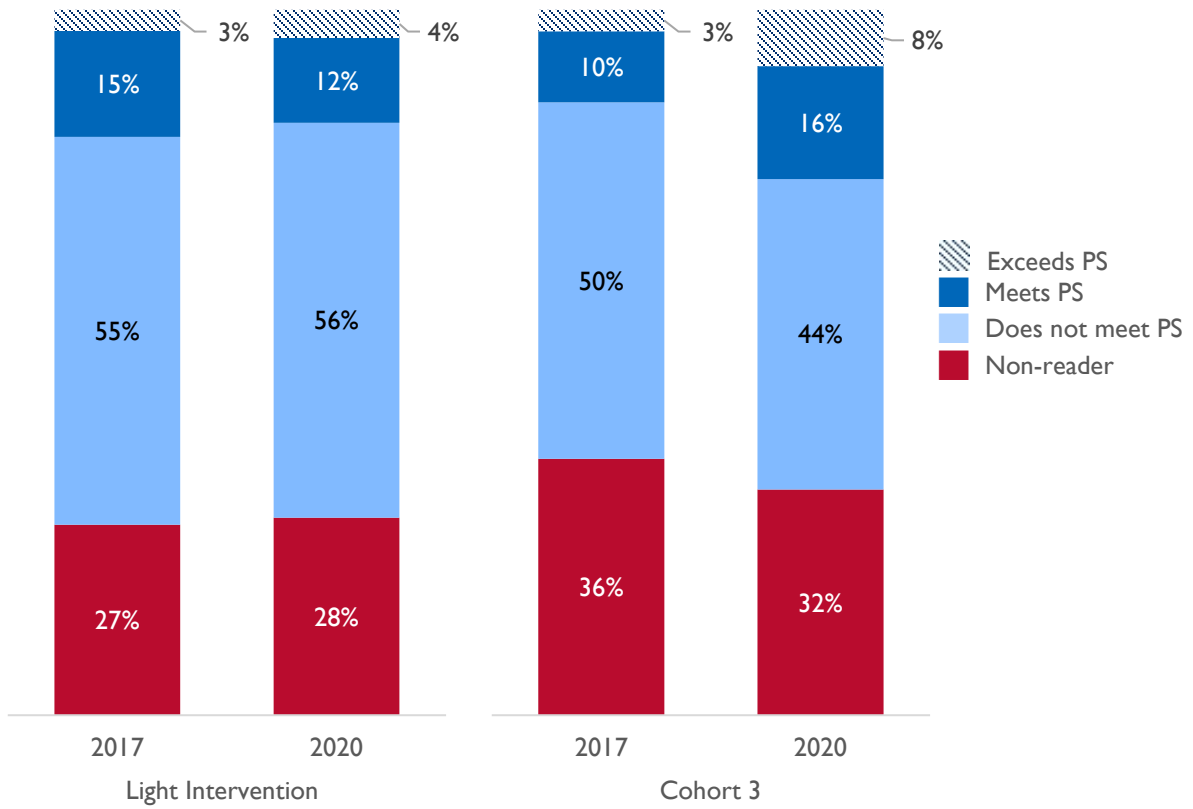


Table A8: Oral Reading Fluency Performance Standard Categories, Girls

Benchmark category	Light Intervention**			Cohort 3		
	2017	2020	Change	2017	2020	Change
Exceeds performance standard	15%	6%	-9%	9%	11%	2%
Meets performance standard	32%	21%	-11%	18%	14%	-5%
Does not meet performance standard	41%	60%	19%	40%	45%	5%
Nonreader	12%	13%	1%	32%	30%	-2%

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

Figure A6: Reading Performance Categories by Treatment Type, Girls

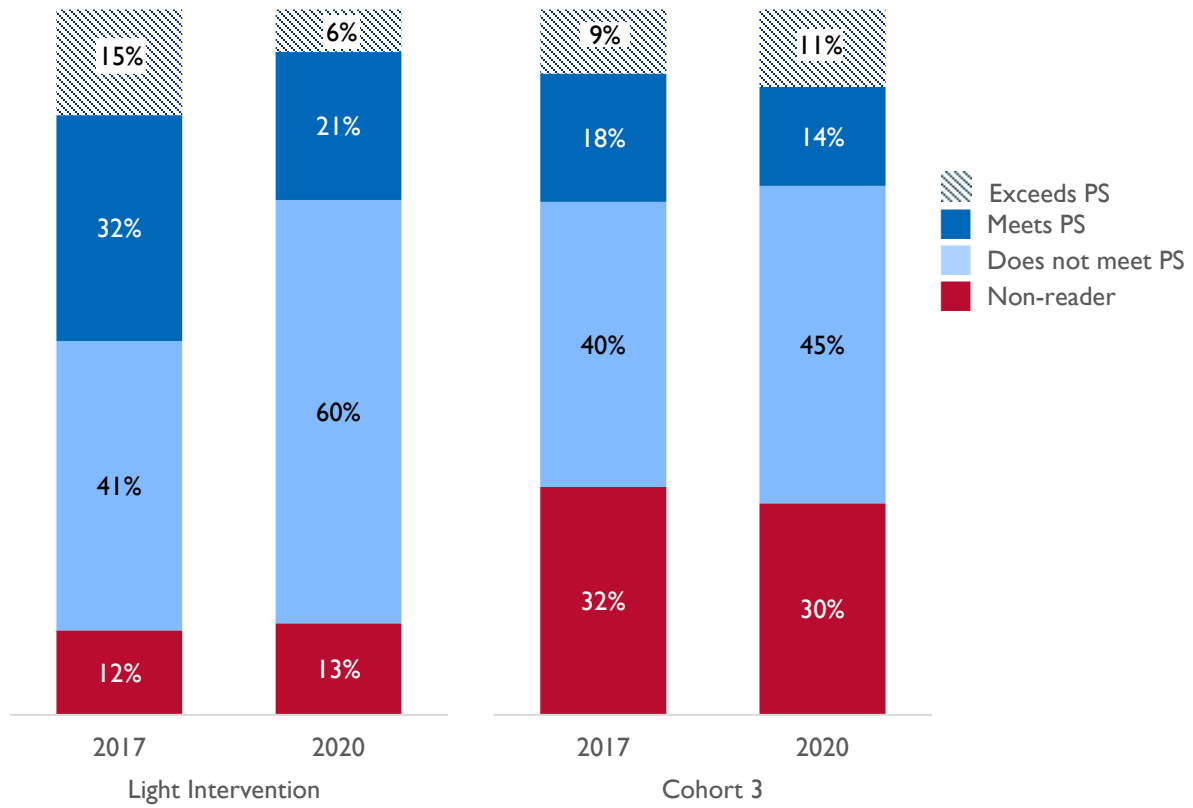


Figure A7: Endline ORF Distributions by Gender, Light Intervention

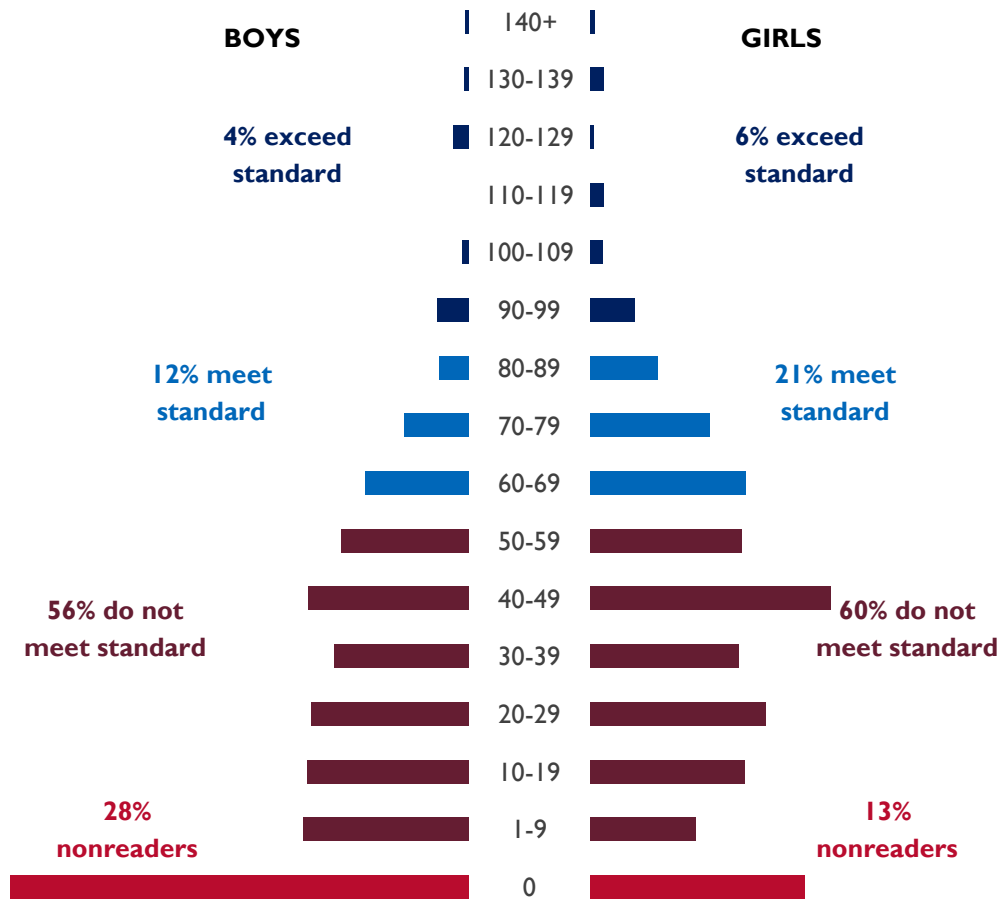
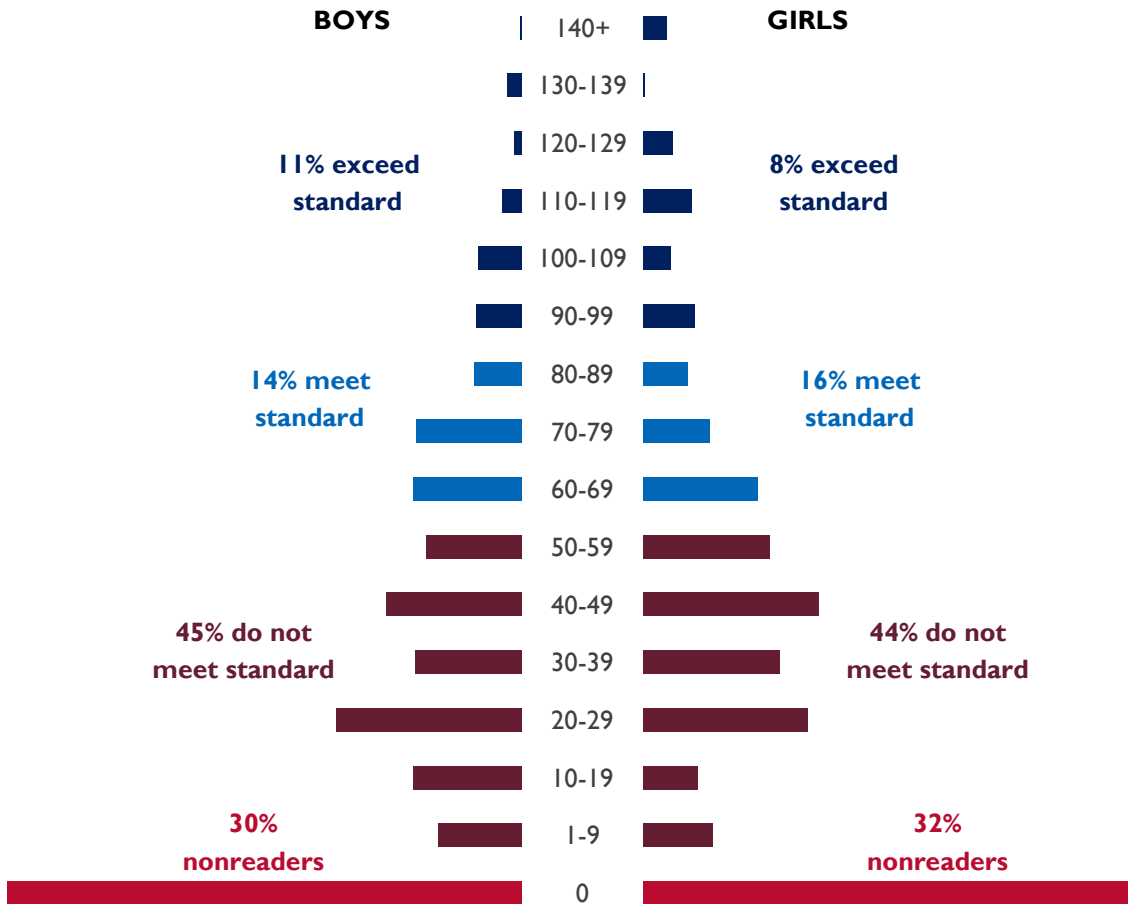


Figure A7: Endline ORF Distributions by Gender, Cohort 3



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 2012²³, 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.²⁴

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

²³ 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

²⁴ 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?

I- جائزہ کنندہ (Enumerator) کا کوڈ				G- تاریخ:		E- اسکول کا انفرادی کوڈ							
0	0	0	0	دن	ماہ	0	0	0	0	0	0	0	0
1	1	1	1	0	0	اکتوبر	0	0	0	0	0	0	0
2	2	2	2	1	1	نومبر	1	1	1	1	1	1	1
3	3	3	3	2	2	دسمبر	2	2	2	2	2	2	2
4	4	4	4	3	3		3	3	3	3	3	3	3
5	5	5	5	4	4		4	4	4	4	4	4	4
6	6	6	6	5	5		5	5	5	5	5	5	5
7	7	7	7	6	6		6	6	6	6	6	6	6
8	8	8	8	7	7		7	7	7	7	7	7	7
9	9	9	9	8	8		8	8	8	8	8	8	8
				9	9		9	9	9	9	9	9	9

H- شروع ہونے کا وقت		A- طالب علم کی عمر		B- طالب علم کی جنس		C- جماعت		D- طالب علم کا انفرادی کوڈ	
گھنٹہ	منٹ	0	0	لڑکا	0	جماعت	0	0	0
0	0	1	1	لڑکی	0	تیسری جماعت	1	1	1
1	1	2	2					2	2
2	2	3	3					3	3
3	3	4	4					4	4
4	4	5	5					5	5
5	5	6	6					6	6
6	6	7	7					7	7
7	7	8	8					8	8
8	8	9	9					9	9
9	9								

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

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

کوئی جواب نہیں	غلط	صحیح	
			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؟
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(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؟
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(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؟
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(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؟
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(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؟
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(بچہ کہانی کے آخری لفظ پر انگلی رکھتا ہے "ہے")

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

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) ’ٹے‘ 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 جواب غلط 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 اور آپ کو سنوں گا۔ 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	ڑ	س	خ	د	پ
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	ا	ش	ر	ل	ع	ن	ف	گ	ٹ	ر
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30	ح	ے	ز	پ	ا	ح	ب	ڈ	و	ا
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40	د	س	ط	ا	ت	ے	ی	ا	ک	غ
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50	ق	ص	ی	ن	ی	ا	ر	و	ا	ی
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60	ی	ا	ت	ے	د	چ	ب	ک	و	ی
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70	گ	ک	ر	ہ	ا	ی	س	و	ی	ر
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80	م	ل	ک	ے	و	ا	س	ا	ت	ک
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90	ک	ا	س	و	ر	ذ	ے	م	ن	ی
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100	م	و	س	ا	ی	س	ک	ح	ہ	ذ
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				وقت
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

اس مشق کا وقت مقرر نہیں	طالب علم کے لیے کوئی کاغذ نہیں	عملی کام 3- صوتی آگہی
اگر بچہ پہلے 5 سیٹ میں صحیح جواب نہ دے تو رک جائیں۔	اگر بچہ کسی لفظ پر 3 سیکنڈ سے زیادہ رکھتا ہے تو آگے بڑھ 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“، ”مٹاڑ“، ”لٹو“، ان میں سے کون سا لفظ مختلف آواز سے شروع ہوتا ہے۔
اگر بچہ صحیح جواب دے تو شاباش کہیں، ”مٹاڑ“ مختلف آواز سے شروع ہوتا ہے۔
اگر بچہ صحیح جواب نہ دے تو کہیں ”مٹاڑ“، ”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؟

کوئی جواب نہیں	غلط	صحیح	درست جواب				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[کار]	کار	بال	بار	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[ڈاک]	روپ	ڈاک	راز	2
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[غار]	پار	غار	پاس	3
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[مول]	غول	غور	مول	4
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[چوٹ]	لاٹ	چوٹ	لاڈ	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[باغ]	باغ	ڈول	ڈال	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[پان]	تاک	تاج	پان	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[سال]	سال	خود	خوش	8
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[زار]	رات	راج	زار	9
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	[گول]	گول	راس	راگ	10

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

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 ”شہ“ کی طرف اشارہ کیجیے)۔

اگرچہ صحیح جواب دے تو کہیں شاباش اس حرف کی آواز ”شہ“ ہے۔

اگرچہ صحیح جواب نہ دے تو کہیں اس حرف کی آواز ”شہ“ 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
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
20	س	ز	ن	ے	ا	ر	ع	گ	ب	و
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
30	پ	ا	ل	ش	ح	ی	ٹ	ڈ	ح	ف
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
40	ت	ا	و	ے	م	و	ک	ا	ی	س
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
50	پ	ا	ر	د	ق	ی	ا	و	ر	ا
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
60	ج	غ	ک	ی	چ	د	ب	ر	ا	ے
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
70	ا	ہ	ر	ک	گ	ر	ی	ح	س	ت
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
80	ک	و	ے	ل	ا	ک	ت	ذ	ہ	ا
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
90	ط	ص	د	ہ	و	ذ	ے	ک	ن	پ
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪
100	پ	م	ک	ی	م	ا	ہ	و	ا	ہ
	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪	Ⓣ ⓪

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

60 سیکنڈ	عملی کام 5	عملی کام 5-
اگرچہ پہلی سطر پر کوئی بھی صحیح جواب نہیں دیتا تو کہیں ”رک جائے“۔	اگرچہ کسی لفظ پر 3 سیکنڈ سے زیادہ رکتا ہے تو آگے بڑھ جائیں۔	جب نمبر 0 پر آجائے تو کہیں ”رک جائیں“

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 کوشش 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۔

60 سیکنڈ	عملی کام 6	عملی کام 6۔
اگر بچہ پہلی سطر پر کوئی بھی صحیح جواب نہیں دیتا تو کہیں ”رک جائیے“۔	اگر بچہ کسی لفظ پر 3 سیکنڈ سے زیادہ رکھتا ہے تو آگے بڑھ جائیں	جب ٹائمر 0 پر آجائے تو کہیں ”رک جائیں“

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 جے نہ کریں۔ صرف پڑھیں۔

مثلاً یہ بے معنی لفظ ”اٹ“ ہے۔

اب آپ کوشش 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 کہے تو صحیح طریقے سے کہیں کہ یہ بے معنی لفظ ”ڈف“ ہے۔

اب ایک اور لفظ کی کوشش 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
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
10	واشته	چف	يال	ڈف	شم
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
15	موف	مک	لاچ	فل	یر
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
20	لیق	چش	رک	ڈھر	پاز
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
25	ہیل	خپ	پیف	گس	یٹ
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
30	پوگ	کوم	گاٹ	چوپ	لوز
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
35	شیب	وگ	ویپ	وڑکی	جول
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
40	رود	ڈپ	ٹیپ	فیم	ویم
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
45	دوٹی	والن	وتنے	ڈکس	زیگر
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
50	پیف	پب	ہیگ	یوٹ	شاپی
	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6				وقت
<input type="radio"/> 0	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 8	<input type="radio"/> 9	

عملی کام 7	60 سیکنڈ	عملی کام 7
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 جائیں'۔

عملی کام 7-

پیرا گراف پڑھنا اور اس کو سمجھنا

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
○	○	○	○	○	○
○	○	○	○	○	○
7	8	9			
کالا	بٹوا	ملا			
○	○	○	○	○	○
○	○	○	○	○	○
10	11	12	13	14	15
وہ	اسے	اٹھا	لایا	اور	ہیڈ
○	○	○	○	○	○
○	○	○	○	○	○
16	17	18	19	20	21
ماسٹر	صاحب	کو	دے	کر	کہا
○	○	○	○	○	○
○	○	○	○	○	○
22	23	24	25	26	27
کہ	یہ	مجھے	سکول	کے	قریب
○	○	○	○	○	○
○	○	○	○	○	○
28	29	30			
سے	ملا	ہے			
○	○	○	○	○	○
○	○	○	○	○	○

سوالات	درست جواب
3۔ ہیڈ ماسٹر صاحب نے کس رائے کا اظہار کیا؟	شاید طارق صاحب کا ہو
صحیح	<input type="radio"/>
غلط	<input type="radio"/>
کوئی جواب نہیں	<input type="radio"/>

سوالات	درست جواب
4۔ طارق صاحب کی تلاش کر رہے تھے؟	ہٹا
صحیح	<input type="radio"/>
غلط	<input type="radio"/>
کوئی جواب نہیں	<input type="radio"/>

سوالات	درست جواب
5۔ سلیم کی تعریف اسمبلی میں کیوں کی گئی؟	ایمانداری کی وجہ سے / دوسرے بچوں کو ایمانداری سکھانے کے لیے / ہٹا دینے کی وجہ سے
صحیح	<input type="radio"/>
غلط	<input type="radio"/>
کوئی جواب نہیں	<input type="radio"/>

36	35	34	33	32	31
ہٹا	یہ	بیٹا	کہا	نے	انہوں
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	41	40	39	38	37
	ہو	کا	صاحب	طارق	شاید
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47	46	45	44	43	42
تلاش	سے	دیر	بڑی	اسے	وہ
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
			50	49	48
			ہیں	رہے	کر
			<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56	55	54	53	52	51
میں	اسمبلی	پر	ایمانداری	کی	سلیم
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		60	59	58	57
		گئی	کی	افزائی	حوصلہ
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

اس مشق کا وقت مقرر نہیں	طالب علم کے لیے کوئی کاغذ نہیں ہے۔	عملی کام 8- سننے کی تفہیم / سمجھ
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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 خور سے سینے 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۔

سوالات	درست جوابات	صحیح	غلط	کوئی جواب نہیں
1- شکاری جھونپڑی کی طرف کیوں گیا؟	(وہ پیاسا تھا/پانی کی تلاش میں)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2- بابا کا چہرہ کیسا دکھائی دے رہا تھا؟	(نورانی/روشن/بہت نورانی)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3- بابا نے شکاری کو کس بات سے منع کیا؟	(شکار کرنے سے/جانداروں کا شکار کرنے سے/جانداروں کو مارنے سے)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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۔

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

<p>○ جی ہاں</p> <p>○ جی نہیں</p> <p>○ نہیں معلوم / کوئی جواب نہیں</p>	<p>5 ایس کیا آپ گھر پر خاموش مطالعہ کی مشق کرتے / کرتی ہیں؟</p>
<p>○ روزانہ یا تقریباً روزانہ</p> <p>○ ہفتہ وار</p> <p>○ ماہانہ</p> <p>○ شاذ و نادر یا کبھی نہیں</p> <p>○ نہیں معلوم / کوئی جواب نہیں</p>	<p>6 ایس 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؟</p> <p>بچوں کو "ک" اور "م" کی مثال دیتی تھی۔</p>
<p>○ روزانہ یا تقریباً روزانہ</p> <p>○ ہفتہ وار</p> <p>○ ماہانہ</p> <p>○ شاذ و نادر یا کبھی نہیں</p> <p>○ نہیں معلوم / کوئی جواب نہیں</p>	<p>7 ایس 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؟</p>
<p>○ روزانہ یا تقریباً روزانہ</p> <p>○ ہفتہ وار</p> <p>○ ماہانہ</p> <p>○ شاذ و نادر یا کبھی نہیں</p> <p>○ نہیں معلوم / کوئی جواب نہیں</p>	<p>8 ایس جب آپ جماعت دوم میں پڑھتے تھے۔ تو آپ کتنی مرتبہ خاموشی سے پڑھنے کی مشق کرتے / کرتی تھیں؟</p>
<p>○ روزانہ یا تقریباً روزانہ</p> <p>○ ہفتہ وار</p> <p>○ ماہانہ</p> <p>○ شاذ و نادر یا کبھی نہیں</p> <p>○ نہیں معلوم / کوئی جواب نہیں</p>	<p>9 ایس 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؟</p>
<p>○ روزانہ یا تقریباً روزانہ</p> <p>○ ہفتہ وار</p> <p>○ ماہانہ</p> <p>○ شاذ و نادر یا کبھی نہیں</p> <p>○ نہیں معلوم / کوئی جواب نہیں</p>	<p>10 ایس 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؟</p>

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

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

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

<p>○ انگریزی</p> <p>○ اردو</p> <p>○ سندھی</p> <p>○ پشتو</p> <p>○ پنجابی</p> <p>○ بلوچی</p> <p>○ براہوی</p> <p>○ دیگر _____</p> <p>○ نہیں معلوم / کوئی جواب نہیں</p>	<p>28 ایس</p> <p>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۔</p>	
<p>○ ٹیلی ویژن</p> <p>○ ریڈیو</p> <p>○ کمپیوٹر یا لپ ٹاپ</p> <p>○ موبائل فون</p> <p>○ ہائیٹیکل</p> <p>○ موٹر سائیکل یا اسکوٹر</p> <p>○ کار یا ٹرک</p> <p>○ فارم کے جانور یا مویشی</p> <p>○ بجلی</p> <p>○ گھر میں پانی کا ٹل</p> <p>○ گھر میں فلش ٹواٹلٹ</p> <p>○ پینتہ فرش (سینٹ، ماربل، قالین)</p> <p>○ پینتہ چھت (دھات، لکڑی، سیرامک)</p>	<p>29 ایس</p> <p>آپ کے گھر میں ان میں سے کون سی اشیاء موجود ہیں۔ (ہر چیز کا نام پڑھیں، اور تمام ممکنہ جوابات پر نشان لگائیں)</p>	

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

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

42 ایس	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۔ ایڈمیٹرز: 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ایس 42 بی	ماں	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ایس 42 سی	بھائی	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ایس 42 ڈی	بہن	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ایس 42 ای	خالہ یا انکل	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ایس 42 ایف	میں (خود)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ایس 42 جی	دیگر: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43 ایس	کیا آپ کا اسکول اس سال کو رونا وائرس کی وجہ سے بند ہوا تھا؟	<input type="radio"/> جی ہاں <input type="radio"/> جی نہیں (اگر نہیں، تو سروے ختم کر دیں) <input type="radio"/> نہیں معلوم / کوئی جواب نہیں (تو سروے ختم کر دیں)		
44 ایس	جب آپ کا اسکول بند تھا، کیا آپ اس دوران گھر میں کچھ سیکھتے رہے / سیکھتی رہیں؟؟	<input type="radio"/> جی ہاں <input type="radio"/> جی نہیں (اگر نہیں، تو ایس 50 پر جائیں) <input type="radio"/> نہیں معلوم / کوئی جواب نہیں (تو ایس 50 پر جائیں)		
45 ایس	آپ نے گھر میں کس طرح سیکھا؟ (تمام ممکنہ جوابات پر نشان لگائیں)	<input type="radio"/> تعلیمی ٹی وی پروگرامنگ <input type="radio"/> تعلیمی ریڈیو پروگرامنگ <input type="radio"/> کمپیوٹر - یا ٹیبلیٹ (ڈیوائس) پر مبنی تعلیم <input type="radio"/> فون - یا ایس ایم ایس پر مبنی لرننگ / ہدایات <input type="radio"/> درسی کتابیں یا اسٹوری بکس <input type="radio"/> عملی کتابیں <input type="radio"/> گیمز یا کھیل <input type="radio"/> کسی نے مجھے زبانی ہدایات دیں <input type="radio"/> دیگر: _____ <input type="radio"/> معلوم نہیں / کوئی جواب نہیں		

نہیں معلوم / کوئی جواب نہیں (5)	ایک ماہ میں ایک دفعہ سے بھی کم (4)	ماہانہ، ایک دو مرتبہ (3)	ہفتہ وار یا تقریباً (2)	روزانہ یا تقریباً روزانہ (1)	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)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 اے تعلیمی ٹی وی پروگرامنگ
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 بی تعلیمی ریڈیو پروگرامنگ
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 سی کمپیوٹر-یا ٹیبلیٹ (ڈیوائس) پر مبنی تعلیم
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 ڈی فون-یا ایس ایم ایس پر مبنی لرننگ/ہدایات
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 ای درسی کتابیں یا اسٹوری بکس
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 ایف عملی کتابیں
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 جی گیمرز یا کھیل
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 ایچ کسی نے مجھے زبانی ہدایات دیں
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	ایس 46 آئی دیگر: _____
<input type="radio"/> جی ہاں <input type="radio"/> جی نہیں (اگر نہیں، تو ایس 49 پر جائیں) <input type="radio"/> نہیں معلوم / کوئی جواب نہیں (تو ایس 49 پر جائیں)					ایس 47 کیا کسی نے آپ کو گھر پر سیکھنے کے ان کاموں میں کوئی مدد کی؟
<input type="radio"/> والدین <input type="radio"/> بہن بھائی <input type="radio"/> گھر کا دوسرا فرد <input type="radio"/> استاد/استانی <input type="radio"/> دوست یا ہمسایہ <input type="radio"/> دیگر: _____ <input type="radio"/> معلوم نہیں / کوئی جواب نہیں					ایس 48 گھر پر سیکھنے کے ان کاموں میں کس نے آپ کی مدد کی؟
<input type="radio"/> روزانہ یا تقریباً روزانہ <input type="radio"/> ہفتہ وار <input type="radio"/> ماہانہ <input type="radio"/> شاذ و نادر یا کبھی نہیں <input type="radio"/> نہیں معلوم / کوئی جواب نہیں					ایس 49 جب آپ کا اسکول بند تھا، اس دوران آپ کتنی بار پڑھنے کی مشق کرتے تھے؟

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

گھنٹہ		منٹ	
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
	<input type="radio"/> 6		<input type="radio"/> 6
	<input type="radio"/> 7		<input type="radio"/> 7
	<input type="radio"/> 8		<input type="radio"/> 8
	<input type="radio"/> 9		<input type="radio"/> 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?	<input type="checkbox"/> (1) English <input type="checkbox"/> (2) Urdu <input type="checkbox"/> (3) Sindhi <input type="checkbox"/> (4) Pashto <input type="checkbox"/> (5) Punjabi <input type="checkbox"/> (6) Balochi <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no answer
S2	Which type of reading materials do you have at home? <i>(Mark all that apply)</i>	<input type="checkbox"/> (1) Nothing <input type="checkbox"/> (2) Newspaper <input type="checkbox"/> (3) Magazines <input type="checkbox"/> (4) Children's storybooks <input type="checkbox"/> (5) Children's picture books <input type="checkbox"/> (6) Other books <input type="checkbox"/> (-8) Don't know / no answer
S3	Does anyone read stories aloud to you at home?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no answer
S4	Do you practice reading stories aloud to someone at home?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no answer
S5	Do you ever practice silent reading at home?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no answer

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

S12	When you were in grade 2, how did your teacher keep track of your reading test results?	<input type="checkbox"/> (1) S/he recorded it in my work book <input type="checkbox"/> (2) S/he recorded it in another book <input type="checkbox"/> (3) S/he recorded it in a tablet <input type="checkbox"/> (4) S/he did not record the results <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no answer
S13	When you were in grade 2, how often did your teacher read you stories?	<input type="checkbox"/> (1) Daily or almost daily <input type="checkbox"/> (2) Weekly <input type="checkbox"/> (3) Monthly <input type="checkbox"/> (4) Rarely or never → Skip to S17 <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Daily or almost daily <input type="checkbox"/> (2) Weekly <input type="checkbox"/> (3) Monthly <input type="checkbox"/> (4) Rarely or never <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Daily or almost daily <input type="checkbox"/> (2) Weekly <input type="checkbox"/> (3) Monthly <input type="checkbox"/> (4) Rarely or never <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Daily or almost daily <input type="checkbox"/> (2) Weekly <input type="checkbox"/> (3) Monthly <input type="checkbox"/> (4) Rarely or never <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Daily or almost daily <input type="checkbox"/> (2) Weekly <input type="checkbox"/> (3) Monthly <input type="checkbox"/> (4) Rarely or never <input type="checkbox"/> (-8) Don't know / no answer

S18	When you were in grade 2, how often did you use a work book at school?	<input type="checkbox"/> (1) Daily or almost daily <input type="checkbox"/> (2) Weekly <input type="checkbox"/> (3) Monthly <input type="checkbox"/> (4) Rarely or never <input type="checkbox"/> (-8) Don't know / no answer
S19	In grade 2, did you have your own work book that you could write in?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no answer
S21	Did you miss any school days last week?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If No, skip to S23 <input type="checkbox"/> (-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)	<input type="checkbox"/> (1) Encourages me to correct myself <input type="checkbox"/> (2) Nothing <input type="checkbox"/> (3) Corrects me <input type="checkbox"/> (4) Makes fun of me <input type="checkbox"/> (5) Becomes angry <input type="checkbox"/> (6) Punishes me <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no answer <input type="checkbox"/> (-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.	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no answer

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

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

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

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

S46e	(5) Textbooks or storybooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S46f	(6) Work books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S46g	(7) Manipulatives or games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S46h	(8) Someone gave me verbal instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S46i	(-7) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S47	Did anyone help you with these home-based learning activities? <i>(Mark all that apply)</i>	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If No, Skip to S49 <input type="checkbox"/> (-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>	<input type="checkbox"/> (1) Parent <input type="checkbox"/> (2) Sibling <input type="checkbox"/> (3) Other household member <input type="checkbox"/> (4) My teacher <input type="checkbox"/> (5) Friend or neighbor <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no answer				
S49	When your school was closed, how often did you do reading activities?	<input type="checkbox"/> (1) Daily or almost daily <input type="checkbox"/> (2) Weekly <input type="checkbox"/> (3) Monthly <input type="checkbox"/> (4) Rarely or never <input type="checkbox"/> (-8) Don't know / no answer				
S50	When your school was closed, did you usually get breakfast and lunch at home?	<input type="checkbox"/> (1) Yes, breakfast and lunch <input type="checkbox"/> (2) Breakfast only (no lunch) <input type="checkbox"/> (3) Lunch only (no breakfast) <input type="checkbox"/> (4) No, didn't get either <input type="checkbox"/> (-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: _ _
B. School Unique ID:	_ _ _ _
C. Province:	
D. District:	
E. Tehsil/Taulka:	
F. QCO ID:	_ _ _ _
G. Is this the grade 2 teacher of the sampled students?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No

G. Teacher's Gender	<input type="checkbox"/> (1) Female <input type="checkbox"/> (2) Male
H. School shift taught by teacher	<input type="checkbox"/> (1) Morning <input type="checkbox"/> (2) Afternoon <input type="checkbox"/> (3) Both shifts
I. Time Started: _ _ : _ _	

T1	What class level(s) are you teaching this year? (Mark all that apply)	<input type="checkbox"/> (1) Grade 1 <input type="checkbox"/> (2) Grade 2 <input type="checkbox"/> (3) Grade 3 <input type="checkbox"/> (4) Grade 4 <input type="checkbox"/> (5) Grade 5 <input type="checkbox"/> (-7) Others
T2	Did you teach Grade 2 in this school last year?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Ph.D <input type="checkbox"/> (2) M.Phil <input type="checkbox"/> (3) M.A/M.Sc <input type="checkbox"/> (4) B.A / B.Sc <input type="checkbox"/> (5) F.A/F.Sc <input type="checkbox"/> (6) Matric <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no response

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

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

T19	Do you have parent meetings?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T21 <input type="checkbox"/> (-8) Don't know / no response → Skip to T21
T20	How often do you have parent meetings?	<input type="checkbox"/> (1) Monthly <input type="checkbox"/> (2) Bi-monthly <input type="checkbox"/> (3) Quarterly <input type="checkbox"/> (4) Bi-annually <input type="checkbox"/> (5) Yearly <input type="checkbox"/> (-8) Don't know / no response
T21	What type of material do you read? <i>(Mark all that apply)</i>	<input type="checkbox"/> (1) Textbooks <input type="checkbox"/> (2) Teacher guides <input type="checkbox"/> (3) Novels / Fiction / Stories <input type="checkbox"/> (4) Newspapers <input type="checkbox"/> (5) Magazines <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no response
T22	How do you update your knowledge of teaching? <i>(Mark all that apply)</i>	<input type="checkbox"/> (1) Reading books <input type="checkbox"/> (2) Going on the internet <input type="checkbox"/> (3) Teacher inquiry groups (TIG) <input type="checkbox"/> (3) Through other peer-support <input type="checkbox"/> (4) Attending seminars or educational conferences <input type="checkbox"/> (5) In-service training/Face to face training <input type="checkbox"/> (6) Do Nothing <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Monthly <input type="checkbox"/> (2) 1-2 times per month <input type="checkbox"/> (3) Rarely or never <input type="checkbox"/> (-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? <i>(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?	<input type="checkbox"/> (1) Very helpful <input type="checkbox"/> (2) Helpful <input type="checkbox"/> (3) Somewhat helpful <input type="checkbox"/> (4) Not very helpful <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes → If no, skip to T29 <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T33 <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Teachers Inquiry Group (TIG) Manual <input type="checkbox"/> (2) Daily Reading Lesson Plan (DRLP) <input type="checkbox"/> (3) Both TIG and DRLP <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no answer
T31	Have you faced any challenges using this teacher guide?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T33 <input type="checkbox"/> (-8) Don't know / no response → Skip to T33

T32	What challenges have you faced using this teacher guide? (Mark all that apply)	<input type="checkbox"/> (1) Lesson pacing is too slow for some of my pupils <input type="checkbox"/> (2) Lesson pacing is too fast for some of my pupils <input type="checkbox"/> (3) There is not enough time to cover all the material <input type="checkbox"/> (4) Problems understanding the language of the guide <input type="checkbox"/> (5) I don't have enough training on using the guide <input type="checkbox"/> (6) The guide is confusing or difficult to use <input type="checkbox"/> (7) The guide has errors <input type="checkbox"/> (8) The guide is misaligned with the timetable or curriculum <input type="checkbox"/> (9) The guide is misaligned with pupil resources <input type="checkbox"/> (10) The guide is old or damaged <input type="checkbox"/> (-7) Other: _____ <input type="checkbox"/> (-8) Don't know / no response
T33	Are you in this job by choice?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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 ___ 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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T38	Students copied down text from the blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T40	Students sounded out unfamiliar words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T41	Students learned meanings of new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T42	Students read aloud to teacher or to other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T43	Students answered comprehension questions based on the text they read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T44	Students were assigned reading to do on their own during school time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T46	Oral evaluations / assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T47	Checking of work books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T48	Checking of homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T50	Recognize letters and say letter names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T51	Read aloud a short passage with few mistakes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T52	Understand stories they read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T53	Sound out unfamiliar words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T54	Understand stories they hear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T55	Recite the alphabet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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T56	How many times did you receive in-service/ face to face training in the past year?	<input type="checkbox"/> (1) None → If none, skip to T63 <input type="checkbox"/> (2) One time <input type="checkbox"/> (3) Two times <input type="checkbox"/> (4) Three times <input type="checkbox"/> (-7) Other: _____ <input type="checkbox"/> (-8) Don't know / no response → Skip to T63
T57	If so, who initiated this/these in-service training(s)? (Mark all that apply)	<input type="checkbox"/> (1) Education department <input type="checkbox"/> (2) Teacher initiated it <input type="checkbox"/> (3) PRP <input type="checkbox"/> (4) Other project / donor / NGO <input type="checkbox"/> (-7) Other: _____ <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Very helpful <input type="checkbox"/> (2) Helpful <input type="checkbox"/> (3) Somewhat helpful <input type="checkbox"/> (4) Not very helpful <input type="checkbox"/> (-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 ___ ___ days
T61	Did you learn how to teach reading during this most recent training?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, Skip to T63 <input type="checkbox"/> (-8) Don't know / no response → Skip to T63
T62	Did the training include phonics?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
T63	Do you use phonics in your teaching?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T66 <input type="checkbox"/> (-8) Don't know / no response → Skip to T66

T64	Do you think phonics helps your students learn better?	<input type="checkbox"/> (1) Yes → Skip to T66 <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Translation method <input type="checkbox"/> (2) Direct method <input type="checkbox"/> (3) Both <input type="checkbox"/> (-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>	<input type="checkbox"/> (1) Head teacher / school leader <input type="checkbox"/> (2) Government Academic Supervisor <input type="checkbox"/> (3) Other government official <input type="checkbox"/> (4) Mentor <input type="checkbox"/> (5) PRP project staff <input type="checkbox"/> (6) No one → Skip to T76 <input type="checkbox"/> (-7) Other: _____ <input type="checkbox"/> (-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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T69	Government Academic Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T70	Mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T71	PRP project staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T84 <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T82 <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T84 <input type="checkbox"/> (-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)	<input type="checkbox"/> (1) Remedial classes outside of school <input type="checkbox"/> (2) Remedial 1:1 tutoring outside of school <input type="checkbox"/> (3) Accelerated learning in school <input type="checkbox"/> (4) Assign extra homework <input type="checkbox"/> (-7) Other: _____ <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Very helpful <input type="checkbox"/> (2) Helpful <input type="checkbox"/> (3) Somewhat helpful <input type="checkbox"/> (4) Not very helpful <input type="checkbox"/> (-8) Don't know / no answer
T84	Beyond the school closures, has COVID-19 disrupted your students' learning in other ways?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to T86 <input type="checkbox"/> (-8) Don't know / no answer → If no, skip to T86
T85	In what other ways has COVID-19 disrupted your students' learning? <i>(Mark all that apply)</i>	<input type="checkbox"/> (1) Poor concentration or disability due to illness <input type="checkbox"/> (2) Poor concentration or disability due to nutritional deficiency <input type="checkbox"/> (3) Poor concentration or disability due to stress or trauma <input type="checkbox"/> (4) Missing school to do work <input type="checkbox"/> (5) Missing school to care for family members <input type="checkbox"/> (6) Missing school due to inability to pay for school-related expenses <input type="checkbox"/> (7) Dropping out of school to work <input type="checkbox"/> (8) Dropping out of school to care for family members <input type="checkbox"/> (9) Dropping out of school due to inability to pay for school-related expenses <input type="checkbox"/> (10) Teacher or school staff absenteeism <input type="checkbox"/> (11) Teacher or school staff shortage <input type="checkbox"/> (12) Interruptions to training or delivery of materials <input type="checkbox"/> (-7) Other: _____ <input type="checkbox"/> (-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: _ _
B. School Unique ID:	_ _ _ _
C. Province:	
D. District:	
E. Tehsil/Taulka:	
F. School type:	<input type="checkbox"/> (1) Girls school <input type="checkbox"/> (2) Boys school <input type="checkbox"/> (3) Mixed school
G. Enrolment of your school in primary section	_ _ _ _ No. of girls _ _ _ _ No. of boys
H. No of grade 3 sections	_ _

I. Head Teacher's Gender	<input type="checkbox"/> (1) Female <input type="checkbox"/> (2) Male
J. QCO's ID:	_ _ _ _
K. Shifts in your school	<input type="checkbox"/> (1) Morning <input type="checkbox"/> (2) Afternoon <input type="checkbox"/> (3) Both Shifts
L. Time started:	_ _ : _ _
M. Total enrolment in grade 3	_ _ _ _ No. of girls _ _ _ _ No. of boys
N. Total repeaters in grade 2	_ _ _ _ No. of girls _ _ _ _ No. of boys
N. Time started:	_ _ : _ _

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

H8	Have you received special training or taken courses that prepared you to implement a program in reading in the last two years?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, Skip to H10 <input type="checkbox"/> (-8) Don't know / no response → Skip to H10
H9	Who initiated this training? (Mark all that apply)	<input type="checkbox"/> (1) Education Department <input type="checkbox"/> (2) I initiated it <input type="checkbox"/> (3) PRP <input type="checkbox"/> (4) Other Project / donor / NGO <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no response
H10	In the last 2 years, have you supported teachers in teaching reading in Urdu?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Very satisfied → Skip to H15 <input type="checkbox"/> (2) Somewhat satisfied → Skip to H15 <input type="checkbox"/> (3) Somewhat dissatisfied <input type="checkbox"/> (4) Not at all satisfied <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Primary <input type="checkbox"/> (2) Middle/elementary <input type="checkbox"/> (3) High <input type="checkbox"/> (4) Higher Secondary
H16	How many teachers teach primary classes?	I ___ ___ teachers

H17	Of those, how many teach Urdu in the primary grades?	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 ___ ___ teachers
H19	Do your teachers have scripted lesson plans available for teaching reading?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H21 <input type="checkbox"/> (-8) Don't know / no response → Skip to H21
H20	How often are these lesson plans used?	<input type="checkbox"/> (1) Never <input type="checkbox"/> (2) Every two weeks or less <input type="checkbox"/> (3) 1-2 times per week <input type="checkbox"/> (4) 3-4 times per week <input type="checkbox"/> (5) Daily <input type="checkbox"/> (-8) Don't know / no response
H21	In your school, who is responsible for observing teachers in their classroom? (Mark all that apply)	<input type="checkbox"/> (1) No one → Skip to H23 <input type="checkbox"/> (2) Head teacher / school leader <input type="checkbox"/> (3) Deputy head teacher <input type="checkbox"/> (4) Government Academic Supervisor <input type="checkbox"/> (5) Other government official <input type="checkbox"/> (6) Mentor <input type="checkbox"/> (7) PRP project staff <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Never <input type="checkbox"/> (2) One time <input type="checkbox"/> (3) Two times <input type="checkbox"/> (4) Three times <input type="checkbox"/> (5) Four or more times <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Weekly (or almost weekly) → Skip to H25 <input type="checkbox"/> (2) 1-2 times per month → Skip to H25 <input type="checkbox"/> (3) Less than once per month → Skip to H25 <input type="checkbox"/> (4) Rarely or never <input type="checkbox"/> (-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>	<input type="checkbox"/> (1) I don't have time <input type="checkbox"/> (2) It is not part of my job requirements <input type="checkbox"/> (3) I don't know how to <input type="checkbox"/> (4) The teachers don't listen to me <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-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>	<input type="checkbox"/> (1) Classroom observation <input type="checkbox"/> (2) Monitor learners' results on tests or assessments given by teachers <input type="checkbox"/> (3) Evaluate learners orally myself <input type="checkbox"/> (4) Review learners' assignments or homework <input type="checkbox"/> (5) Teachers provide me with progress reports <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no response
H26	Who provides textbooks to the students? <i>(Mark all that apply)</i>	<input type="checkbox"/> (1) Ministry of Education <input type="checkbox"/> (2) School (via independent funds) <input type="checkbox"/> (3) Parents (individually) <input type="checkbox"/> (4) School committee or board <input type="checkbox"/> (5) PRP / IRC / USAID <input type="checkbox"/> (6) Other NGO <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response

H29	Do teachers at your school use any language other than the medium of instruction for reading lessons?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H31 <input type="checkbox"/> (-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)	<input type="checkbox"/> (1) English <input type="checkbox"/> (2) Urdu <input type="checkbox"/> (3) Sindhi <input type="checkbox"/> (4) Pashto <input type="checkbox"/> (5) Punjabi <input type="checkbox"/> (6) Balochi <input type="checkbox"/> (7) Seraiki <input type="checkbox"/> (8) Hindko <input type="checkbox"/> (9) Brahui <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-8) Don't know / no answer
H31	Does your school have an active PTA / SMC / PTSMC / PTC?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H33 <input type="checkbox"/> (-8) Don't know / no response → Skip to H33
H32	Are the PTA / SMC / PTSMC / PTC involved in any reading-related activities?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H33	Is there clean drinking water available in the school?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H34	Does the school have functioning electricity?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H35	Does your school have functioning student toilet facilities?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H37 <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H37	Does the school have a playground?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H38	Is there a sealed/paved road leading up to the school?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H39	Is the school infrastructure generally safe?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H40	Does the school have a library or classroom libraries?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H44 <input type="checkbox"/> (-8) Don't know / no response → Skip to H44
H41	If yes, for students, teachers, or both?	<input type="checkbox"/> (1) For students <input type="checkbox"/> (2) For the teachers <input type="checkbox"/> (3) For students and teachers <input type="checkbox"/> (-8) Don't know / no response
H42	Do teachers have a scheduled library time for their classes?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-8) Don't know / no response
H43	Are students allowed to take library books home?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No <input type="checkbox"/> (-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)?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H53 <input type="checkbox"/> (-8) Don't know / no response → Skip to H53

H45	Have you received training(s) related to the Pakistan Reading Project (PRP)?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H48 <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Very helpful → Skip to H48 <input type="checkbox"/> (2) Helpful → Skip to H48 <input type="checkbox"/> (3) Somewhat helpful <input type="checkbox"/> (4) Not very helpful <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) To the fullest extent / completely → Skip to H50 <input type="checkbox"/> (2) To some extent / partially <input type="checkbox"/> (3) To very little extent / not at all <input type="checkbox"/> (-8) Don't know / no response → Skip to H50
H49	Why isn't the PRP model being fully implemented in your school today? <i>(Mark all that apply)</i>	<input type="checkbox"/> (1) Not enough reading and learning materials (RLM) <input type="checkbox"/> (2) Not enough training <input type="checkbox"/> (3) Lack of oversight or external support <input type="checkbox"/> (4) Model is not very effective <input type="checkbox"/> (5) Curriculum changed due to COVID closures <input type="checkbox"/> (6) Different project is being implemented now <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-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)	<input type="checkbox"/> (1) Use of teacher guides / lesson plans <input type="checkbox"/> (2) Use of student work books <input type="checkbox"/> (3) Classroom-based coaching <input type="checkbox"/> (4) Teacher Inquiry Groups <input type="checkbox"/> (5) In-service teacher trainings <input type="checkbox"/> (6) Classroom libraries <input type="checkbox"/> (7) Emphasis on phonics <input type="checkbox"/> (8) Continuous learner reading assessment <input type="checkbox"/> (9) Engagement of school governance structures (PTA, PTC, SMC, PTSMC) in reading <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-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)	<input type="checkbox"/> (1) Use of teacher guides / lesson plans <input type="checkbox"/> (2) Use of student work books <input type="checkbox"/> (3) Classroom-based coaching <input type="checkbox"/> (4) Teacher Inquiry Groups <input type="checkbox"/> (5) In-service teacher trainings <input type="checkbox"/> (6) Classroom libraries <input type="checkbox"/> (7) Emphasis on phonics <input type="checkbox"/> (8) Continuous learner assessment <input type="checkbox"/> (9) Engagement of school governance structures in reading (PTA, PTC, SMC, PTSMC) in reading <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H53 <input type="checkbox"/> (-8) Don't know / no response → Skip to H53

H52b	<p>What types of activities has PRP undertaken to improve community-based support for reading? (Mark all that apply)</p>	<input type="checkbox"/> (1) Training/capacity building of school governance structures (PTA, PTC, SMC, PTSMC) <input type="checkbox"/> (2) Community-Managed Reading Grants <input type="checkbox"/> (3) Reading fairs/festivals/melas <input type="checkbox"/> (4) Reading competitions <input type="checkbox"/> (5) Parental engagement/training on the importance of reading <input type="checkbox"/> (6) SMS-based engagement of parents <input type="checkbox"/> (-7) Other _____ <input type="checkbox"/> (-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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H52d	Community-Managed Reading Grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H52e	Reading fairs/festivals/melas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H52f	Reading competitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H52g	Parental engagement/training on the importance of reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H52h	SMS-based engagement of parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H52i	Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H61 <input type="checkbox"/> (-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 ___ I months				
H55	While your school was closed due to COVID-19, did the school continue to support students in any manner?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → If no, skip to H57 <input type="checkbox"/> (-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?	<input type="checkbox"/> (1) Yes <input type="checkbox"/> (2) No → Skip to H60 <input type="checkbox"/> (-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)	<input type="checkbox"/> (1) Remedial classes outside of school <input type="checkbox"/> (2) Remedial tutoring outside of school <input type="checkbox"/> (3) Accelerated learning in school <input type="checkbox"/> (3) Modified curriculum <input type="checkbox"/> (4) Extra home-based activities <input type="checkbox"/> (-7) Other: _____ <input type="checkbox"/> (-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?					
		<input type="checkbox"/> (1) Very helpful <input type="checkbox"/> (2) Helpful <input type="checkbox"/> (3) Somewhat helpful <input type="checkbox"/> (4) Not very helpful <input type="checkbox"/> (5) Too soon to tell <input type="checkbox"/> (-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: |__|__| : |__|__|