



## **Webinar 1**

### **Early Grade Reading Programming: From Conception to Scale**

**This list was compiled by Reading within REACH, in collaboration with the Global Reading Network. It accompanies the webinar delivered on June 25, 2019.**

#### **USAID and USG**

- USAID. (2016). 2011-2015 USAID Education Strategy Progress Report. Retrieved from [https://www.usaid.gov/sites/default/files/documents/1865/2011-2015\\_ProgressReport\\_r13\\_Final\\_WEB.pdf](https://www.usaid.gov/sites/default/files/documents/1865/2011-2015_ProgressReport_r13_Final_WEB.pdf)
- USAID. (2018). Cost reporting guidance for USAID-funded education activities. Available at <https://www.edu-links.org/sites/default/files/media/file/USAID%20Cost%20Reporting%20Guidance%202018%20FINAL%20%281%29.pdf>
- USAID. (2018). Annexes for Cost reporting guidance for USAID-funded education activities. Available at <http://www.edu-links.org/sites/default/files/media/file/Annexes%20FINAL.pdf>
- USAID. (2018). Synthesis of findings and lessons learned from USAID-funded evaluations. Available at [https://pdf.usaid.gov/pdf\\_docs/PA00T1HD.pdf](https://pdf.usaid.gov/pdf_docs/PA00T1HD.pdf)
- United States Government. (2018). U.S. government strategy on basic education. Available at <https://www.usaid.gov/education/usg-strategy>
- USAID. (2018). USAID Education policy. Available at <https://www.usaid.gov/education/policy>
- USAID. (2018). USAID Educational Policy: Program cycle implementation and operational guidance. Available at <https://www.usaid.gov/education/policy>

#### **Program progress and effectiveness**

- Early Grade Reading Barometer. This resource provides data on early grade reading assessments from around the world and includes interactive features. Available at <http://www.earlygradereadingbarometer.org/>
- Gove, A., Mora, A., & McCardle, P. (Eds.). (2017). *Progress toward a literate world: Early reading interventions in low- and middle-income countries*. Special issue of *New Directions for Child and Adolescent Development*, 2017 (155). <https://doi.org/10.1002/cad.2017.2017.issue-155>

- Graham, J. and Kelly, S. (2018.) How effective are early grade reading interventions? A review of the evidence. Policy Research Working Paper 8292. Education Global Practice Group. World Bank Group. Retrieved from <https://openknowledge.worldbank.org/handle/10986/29127>
- See USAID and USG resources above

### General Early Grade Reading informational resources

- Gove, A. & Cvelich, P. (2011). Early reading: Igniting education for all. A report by the early grade learning community of practice. Revised edition. Research Triangle Park, NC: Research Triangle Institute. Available at <https://globalreadingnetwork.net/eddata/early-reading-igniting-education-all>
- Kim, Y.-S. G., Boyle, H. N., Zuilkowski, S. S., & Nakamura, P. (2016). *Landscape report on early grade literacy*. Washington, DC: USAID. Retrieved from <https://globalreadingnetwork.net/publications-and-research/landscape-report-early-grade-literacy-skills>
- Reading within REACH. Early Grade Reading: A foundation for development. Infographic. Available at <https://globalreadingnetwork.net/publications-and-research/usaaid-infographic-early-grade-reading-foundation-development>
- Torgesen, J. (1998). Catch them before they fall. *American Educator*, 22, 1-8. [Discusses “Matthew Effect”]

### Scale up and sustainability

- Banerjee, A. et al. (2016, revised in 2017). “From Proof of Concept to Scalable Policies: Challenges and Solutions, with an Application.” NBER Working Paper No. 22931. Available at <http://www.nber.org/papers/w22931>
- Cooley, L., & Kohl, R. (2006). Scaling up — From vision to large-scale change: A management framework for practitioners. Washington, DC: Management Systems International. Available at <http://www.msiworldwide.com/wp-content/uploads/Scaling-Up-Framework.pdf>
- DeStefano, J. & Healey, H. (2016). Scale-up of Early Grade Reading Programs. RTI International. Available at <https://globalreadingnetwork.net/eddata/task-order-15-data-education-programming-asia-and-middle-east-depame-scale-early-grade>
- Gillies, J. & Alvarado, F. (2012). “Country systems strengthening: Beyond human and organizational capacity development.” Background paper for the USAID Experience Summit on strengthening country systems. FHI 360 and Vitruvian Consulting. Available at <https://usaideallearninglab.org/library/country-systems-strengthening-beyond-human-and-organizational-capacity-development>
- Gove, A., Korda Poole, M., & Piper, B. (2017). Designing for scale: Reflections on rolling out reading improvement in Kenya and Liberia. In A. Gove, A. Mora, & P. McCardle (Eds.), *Progress toward a literate world: Early reading interventions in low-income countries, New Directions for Child and Adolescent Development*, 155, 77–95. <https://onlinelibrary.wiley.com/toc/15348687/2017/155>

- Healey, H. (2018). Early Grade Reading Sustainability Framework. Presentation prepared for the Comparative International Education Society (CIES) Annual Conference in Mexico City, Mexico. March 25-28, 2018. Available at: [http://ierc-publicfiles.s3.amazonaws.com/public/resources/Healey%2C%20Hank\\_CIES2018\\_EGR%20Sustainability%20Framework.pdf](http://ierc-publicfiles.s3.amazonaws.com/public/resources/Healey%2C%20Hank_CIES2018_EGR%20Sustainability%20Framework.pdf)
- RTI (2014). Incentives and Accountability in Education: A Review. Available at <https://globalreadingnetwork.net/resources/incentives-and-accountability-education-review>

## Gender

- USAID. (2017). ADS 205 – Integrating Gender Equality and Female Empowerment in USAID’s Program Cycle. Available at <https://www.usaid.gov/sites/default/files/documents/1870/205.pdf>
- USAID. (2015). Gender at USAID. PowerPoint presentation summarizing ADS 205. Available at [https://www.usaid.gov/sites/default/files/documents/1865/Gender\\_USAID.pdf](https://www.usaid.gov/sites/default/files/documents/1865/Gender_USAID.pdf)
- USAID. (2013). Addressing Gender and Inclusiveness in Project Design. How-to note. Available at [https://www.usaid.gov/sites/default/files/documents/1861/How-to-Note\\_on\\_Gender\\_Integration\\_in\\_PD\\_FINAL\\_2013\\_0918.pdf](https://www.usaid.gov/sites/default/files/documents/1861/How-to-Note_on_Gender_Integration_in_PD_FINAL_2013_0918.pdf)

## Education in Conflict and Crisis

The Inter-Agency Network for Education in Emergencies (INEE) offers many resources of interest to those designing and implementing early grade reading programs in conflict and crisis contexts. These include:

- INEE. (no date). INEE Toolkit. Available at [http://toolkit.ineesite.org/overview\\_of\\_the\\_inee\\_toolkit](http://toolkit.ineesite.org/overview_of_the_inee_toolkit). Contains a variety of practical, field-friendly tools and resources to guide educationalists, humanitarian workers and government officials working in the field of education in emergencies through to recovery.
- INEE. (2010). Guidance notes on teaching and learning. Available in multiple language at: [http://toolkit.ineesite.org/guidance\\_notes\\_on\\_teaching\\_and\\_learning](http://toolkit.ineesite.org/guidance_notes_on_teaching_and_learning)
- INEE. (2013). Guidance note on conflict sensitive education. Available in multiple languages at <http://www.ineesite.org/en/resources/inee-guidance-note-on-conflict-sensitive-education>.
- International Rescue Committee (2016). Safe Healing and Learning Spaces toolkit. Available at <http://shls.rescue.org/>. This toolkit was developed with support from USAID/OFDA and is designed to support the rapid set up, implementation and monitoring of a SHLS in an acute crisis. It includes scripted lesson plans in reading, math and social-emotional learning, training guides and project manager guides/tools.
- USAID. (2013). Checklist for conflict sensitivity in education programs. Available at [https://www.usaid.gov/sites/default/files/documents/1865/USAID\\_Checklist\\_Conflict\\_Sensitivity\\_14FEB27\\_cm.pdf](https://www.usaid.gov/sites/default/files/documents/1865/USAID_Checklist_Conflict_Sensitivity_14FEB27_cm.pdf)

## Inclusive education

- GRN. (2018). Presentation from the Experts Meeting on Literacy and Learning for Students with Disabilities. Available at <https://globalreadingnetwork.net/resources/experts-meeting-literacy-and-learning-students-disabilities>
- Hayes, A. M. and Bulat, J., (2017). Disabilities Inclusive Education Systems and Policies Guide for Low- and Middle-Income Countries. RTI Press Publication No. OP-0043-1707. Research Triangle Park, NC: RTI Press. Available at <https://doi.org/10.3768/rtipress.2017.op.0043.1707>
- Hayes, A. M., Dombrowski, E., Shefcyk, A. H., and Bulat, J. (2018). *Learning Disabilities Screening and Evaluation Guide for Low- and Middle-Income Countries*. RTI Press Publication No. OP-0052-1804. Research Triangle Park, NC: RTI Press. Available at <https://doi.org/10.3768/rtipress.2018.op.0052.1804>
- Hayes, A. (2018). Vision and Hearing Screening in LMICs: Challenges and Opportunities. Delivered at the RTI Panel Discussion “Vision and Hearing Screening in LMICs: Challenges and Opportunities” September 26, 2018 in Washington, D.C. <https://shared.rti.org/content/anne-hayes-presentation-vision-and-hearing-screening-low-and-middle-income-countries>
- Hayes, A., Turnbull, A., Moran, N. (2019) *Universal design for learning to help all children read: Promoting literacy for learners with disabilities*. Produced for Reading within REACH and the U.S. Agency for International Development (USAID). Available at: <https://www.globalreadingnetwork.net/publications-and-research/universal-design-learning-help-all-children-read-promoting-literacy>
- RTI International. (2016). Situation and needs assessment for students who are blind/low vision or deaf/hard of hearing in Morocco. Report commissioned under the EdData II Data for Education Programming in Asia and the Middle East (DEP/AME). Available at <https://globalreadingnetwork.net/eddata/task-order-15-data-education-programming-asia-and-middle-east-depame-situation-and-needs>
- See additional resources listed in the sessions on EGR Skills and Instruction and Resources to support EGR.

## Equity

The Education Equity Research Initiative (<http://www.educationequity2030.org/>) is a collaborative partnership led by FHI 360 and Save the Children U.S. with the common objective of advancing research to inform policy and programming on effective ways of strengthening equity in and through education systems. Resources to consult include:

- Measuring equity in education: Review of the global and programmatic data landscape
- Practical recommendations for equity analysis in education
- Structured questions for equity analysis
- Mainstreaming equity in education