Evaluating Impact:
From Promise to Evidence

Reading Education Project, READ PNG
Papua New Guinea

East Asia Regional Impact Evaluation Workshop
May 5 – 9, 2014
Seoul, South Korea

Team Members: PNG Participants – Eliakim (Team Leader), Grace, Mordecai, Ben, Medi, Chris
Where is Papua New Guinea?
Reading Education READ PNG Project
1. Intervention Summary

A. Brief description of program activities and outputs:
   ✓ Development of teacher and student resources for teaching reading
   ✓ Conduct teacher training on reading instruction

B. Who is targeted? Be detailed on the number and target beneficiaries
   ✓ Grade 3 students in thirty treatment schools across two provinces

C. Where is it conducted? Example: 20 villages in State X.
   ✓ Sixty (60) schools in 2 provinces, Madang and Western Highlands

D. When is it conducted?
   ✓ May – November 2014

E. Name(s) of implementing organization(s)?
   ✓ Curriculum Development & Assessment Division on behalf of the Department and Ministry of Education
2. Results Chain

**PROGRAM**

- **Input**...
  - Established based line in reading ability through Early Grade Reading Assessment (EGRA)
  - Evidence of best practice of reading instructions, teaching of reading

- **Activities**...
  - Development of
    - Lesson plans for teachers
    - Student Books
    - Training Plan
  - Conduct teacher training
  - Teachers are monitored at least once

- **Outputs**...
  - Trained teachers
  - Teaching and learning materials including lesson plans
  - Teachers are monitored

**INTERMEDIATE OUTCOME**

- Teachers demonstrate improved understanding of reading development
- Teachers use and deliver lesson plans in the class

**OUTCOME**

Students demonstrate improved reading skills
3. Research Questions

• Does the grade 3 reading booster program increase student reading ability?
4. Impact Evaluation Design

A. Describe the intervention in the (add treatment arms, if applicable):
   - Treatment: Teachers given training and teaching resources
   - Control: No training and resources for controlled teachers

B. Describe the sample size (e.g. 30 schools, 15 pupils each)
   - Treatment: 30 schools
   - Control: 30 schools

C. Describe the program assignment rule: (e.g. random selection of schools)
   - Randomized control trial
5. Data Collection

A. List program indicators to be collected:
   - Increase in students’ scores on EGRA reading tests in grade 3
   - % of treatment school teachers observed following time allocations, instructions and script as prescribed in lesson plans.
   - Change in teacher self-assessment of curriculum knowledge, reading development, etc.

B. Method of data collection (e.g. electronic health worker interviews, admin data, etc.):
   - EGRA and teacher monitoring tools

C. Frequency of data collection:
   - EGRA – start (baseline) and end (endline)
   - Teacher monitoring – minimum one lesson observation during intervention.

D. Who will collect the data:
   - Curriculum Development & Assessment Division, NDoE
THANK YOU!