![RTI International logo]

2023 SELECTED PUBLICATIONS
International Education Research

Assessment and Evaluation

We examine purpose, methods, results, and impact in the field of assessing student capacity and learning in developing countries. We offer training to encourage sound monitoring methods.

2022

Harden, K., Sitabkhan, Y., Betts, K. L., Carrol, B., Cummiskey, C., Bahrawar, L., & DeStefano, J. (2022). *Report on the 2021 Uzbekistan National Early Grade Reading and Mathematics Assessments*. Prepared for the United States Agency for International Development (USAID) under the All Children Reading–Asia program. RTI International. https://pdf.usaid.gov/pdf_docs/PA00ZJZR.pdf

RTI International. (2022). *Computer-based reading assessment pilot report*. Prepared for USAID under the All Children Reading–Asia program, the Philippines. https://shared.rti.org/content/computer-based-reading-assessment-pilot-report

Slade, T., **King**, **S.**, **Ryan, J.**, **Harden, K.**, Rosenbaum, L., **Sitabkhan, Y.**, **Dubeck, M.**, & **Hristov, L.** (2022). *Results of pilot test including test-retest of the pilot Self-Administered Early Grade Reading Assessment (SA-EGRA) and Self-Administered Early Grade Mathematics Assessment (SA-EGMA) and concurrent validity with traditional EGRA/EGMA*. Prepared for Imagine Worldwide. https://shared.rti.org/content/report-self-administered-egraegma-pilot-ghana-english

2021

Monitoring, Evaluation, Research, Learning, and Adapting (MERLA) Community of Practice, RTI International. (2021). *MERLA 101* [online course, self-guided]. https://www.rti.org/monitoring-evaluation-research-learning-and-adapting.

Modules:

1: Introduction to the training series

2: Fundamentals of project design

3: MEL plans and indicator development

4: Collecting and managing data for performance monitoring

5: Evaluation

Rodriguez-Segura, D., Campton, C., **Crouch, L. A., & Slade, T. S.** (2021). Looking beyond changes in averages in evaluating foundational learning: Some inequality measures. *International Journal of Educational Development, 84*, article no. 102411. doi: 10.1016/j.ijedudev.2021.102411

2020

Angrist, N., Bergman, P., Evans, D. K., Hares, S., **Jukes, M. C. H**. , & Letsomo T. (2020). Practical lessons for phone-based assessments of learning. *BMJ Global Health, 5*(7), e003030. doi: 10.1136/bmjgh-2020-003030

Hayes, A. M., Elder, B. C., & **Bulat, J.** (2020). *Assessment as a service not a place: Transitioning assessment centers to school-based identification systems*. Occasional Paper No. OP-0064-2004. RTI Press. doi: 10.3768/rtipress.2020.op.0064.2004

Lau, C. Q., Eckman, S. A., Sevilla Kreysa, L. S., & Piper, B. (2020). Language differences between interviewers and respondents in African surveys. In M. Sha & **T. Gabel** (Eds.), *The essential role of language in survey research* (pp. 101–116). Book No. BK-0023-2004. RTI Press. doi: 10.3768/rtipress.bk.0023.2004

RTI International. (2020). *Teacher Language and Literacy Assessment (TLLA): Final report*. Prepared for USAID under the Research for Effective Education Programming–Africa (REEP–A) Project. https://pdf.usaid.gov/pdf_docs/PA00WQRQ.pdf

2019

Piper, B., **Bulat, J.**, Kwayumba, D., **Oketch, J.**, & Gangla, L. (2019). Measuring literacy outcomes for the blind and for the deaf: Nationally representative results from Kenya. *International Journal of Educational Development, 69*, 1–8. doi: 10.1016/j.ijedudev.2019.05.002

Simmons Zuilkowski, S., Piper, B., Kwayumba, D., & **Dubeck, M.** (2019). Examining options for reading comprehension assessment in international contexts. *Journal of Research in Reading, 42*(3–4), 583–599. doi: 10.1111/1467-9817.12285

Disability and Inclusion

With an estimated 15 percent of the world's population having a disability, persons with disabilities are a minority that cannot be ignored. Education systems, educators, communities, and family members must prioritize the right of all children to have full access to high-quality instruction and learning environments, including those with identified or unidentified disabilities.

2022

Bulat, J. (2022, September 27). Integrating inclusion and equality into all areas of programming. *SharEd*, RTI International. https://shared.rti.org/content/integrating-inclusion-and-equality-all-areas-programming

2020

Bulat, J., Hayes, A. M., Dombrowski, E. M., **Dubeck, M. M.,** & **Strigel, C. I.** (2020). Screening for dyslexia in low-resource and multilingual contexts. In J. A. Washington, D. L. Compton, & P. McCardle (Eds.), *Dyslexia: Revisiting etiology, diagnosis, treatment, and policy* (Chapter 15, pp. 192–204). Paul H. Brookes Publishing, for the Dyslexia Foundation and the Extraordinary Brain Series.

Dombrowski, E., **Sitabkhan, Y**., & Kilonzo, T. N. (2020). Classroom environment for children with disabilities in Kenyan preschools. *International Journal of Inclusive Education*, 1–16. doi: 10.1080/13603116.2020.1839795

Hayes, A., Niad, H., & **Bulat, J.** (2020, April 30). Inclusive from the start: Building inclusivity into education programming during COVID-19 school closures—and beyond. *SharEd,* RTI International. https://shared.rti.org/content/inclusive-start-building-inclusivity-education-programming-during-covid-19-school-closures

2018

Hayes, A. M., Dombrowski, E., Shefcyk, A. H., & **Bulat, J**. (2018). *Learning disabilities screening and evaluation guide for low- and middle-income countries*. Occasional Paper No. OP-0052-1804. RTI Press. doi: 10.3768/rtipress.2018.op.0052.1804

Strigel, C. (2018). *Inclusive education screening tool and pilot activity – Desk review*. Report prepared for USAID under the All Children Reading–Asia program. RTI International. https://pdf.usaid.gov/pdf_docs/PA00TJDX.pdf

2017

Bulat, J., Hayes, A. M., Macon, W., Tichá, R., & Abery, B. H. (2017). *School and classroom disabilities inclusion guide for low- and middle-income countries*. Occasional Paper No. OP-0031-1701. RTI Press. doi: 10.3768/rtipress.2017.op.0031.1701

Hayes, A. M., & **Bulat, J.** (2017). *Disabilities inclusive education systems and policies guide for low- and middle-income countries*. Occasional Paper No. OP-0043-1707. RTI Press. doi: 10.3768/rtipress.2017.op.0043.1707

Early Childhood Development

We investigate factors affecting children's early cognitive and physical development, as well as their educational success.

2022

Black, M. M., & Richter, L. M. (2022, December). Different is not deficient: Respecting diversity in early childhood development [e-pub ahead of print]. *The Lancet Child and Adolescent Health, 6*(12), e26. doi: 10.1016/S2352-4642(22)00276-0

Black, R., Liu, L., Hartwig, F., Villavicencio, F., Rodriguez-Martinez, A., Vidaletti, L., Perin, J., **Black, M. M.**, Blencowe, H., You, D., Hug, L., Masquelier, B., Cousens, S., **Gove, A.**, et al. (2022). Health and development from preconception to 20 years of age and human capital. *The Lancet, 399*(10336), 1730–1740. doi: 10.1016/S0140-6736(21)02533-2

2021

Fernandez-Rao, S. F., Raidu, V. & **Black, M. M.** (2021). Nurturing care and early child development in the integrated child development services. Chapter 3 in S. Puri (Ed.), *Children in India: Opportunities and challenges*. Nova Science Publishers.

Willoughby, M., Piper, B., **Merseth King, K.**, **Nduku, T.,** Henny, C., & Zimmerman, S. (2021). Testing the efficacy of the Red-Light Purple-Light games in preprimary classrooms in Kenya. *Frontiers in Psychology, 12,* article no. 633049. doi: 10.3389/fpsyg.2021.633049

2020

Black, M. M., Trude, A. C. B., & Lutter, C. K. (2020). All children thrive: Integration of nutrition and early childhood development. *Annual Review of Nutrition, 40*, 375–406. doi: 10.1146/annurev-nutr-120219-023757

Crouch, L. A., Merseth King, K., Olefir, A., Saeki, H. & Savrimootoo, T. (2020). Taking preprimary programs to scale in developing countries: Multi-source evidence to improve primary school completion rates. *International Journal of Early Childhood, 52*(2), 159–174. doi: 10.1007/s13158-020-00271-7

Crouch, L., Olefir, A., Saeki, H., & Savrimootoo, T. (2020). Déjà vu all over again? Recent evidence on early childhood and early grade repetition in developing countries. *Prospects.* doi: 10.1007/s11125-020-09473-2

Merseth King, K. (2020). *Early childhood services for young refugee children: Jordan case study*. Prepared for Moving Minds Alliance. RTI International. https://shared.rti.org/content/early-childhood-services-young-refugee-children-jordan-case-study

Merseth King, K., **Crouch, L. A.**, Wils, A. & Baum, D. R. (2020). How well are we measuring access to early childhood education? *Annual Review of Comparative and International Education 2019: International Perspectives on Education and Society, 39*, 171–189. doi: 10.1108/s1479-367920200000039016

Merseth King, K., Pouezevara, S., & **Edwards, L.** (2020). *Case studies on addressing early childhood in three host country contexts: Cross-country analysis*. Prepared for Moving Minds Alliance. RTI International. https://shared.rti.org/content/early-childhood-services-young-refugee-children-cross-country-analysis

2019

Behbehani, F., Dombrowski, E., & **Black, M. M.** (2019). Systematic review of early child care centers in low- and middle-income countries and health, growth, and development among children aged 0–3 years (nzz048.P11-052-19). *Current Developments in Nutrition, 3*(Suppl 1), 1016. doi: 10.1093/cdn/nzz048.P11-052-19

Black, M. M., & Trude, A. C. B. (2019). Conceptualizations of child development benefit from inclusion of the Nurturing Care Framework. *The Journal of Nutrition, 149*(8), 1307–1308. doi: 10.1093/jn/nxz114

Willoughby, M. T., Piper, B., Kwayumba, D., & McCune, M. (2019). Measuring executive function skills in young children in Kenya. *Child Neuropsychology, 25*(4), 425–444. doi: 10.1080/09297049.2018.1486395

Willoughby, M. T., Piper, B., **Oyanga, A.**, & **Merseth King, K.** (2019). Measuring executive function skills in young children in Kenya: Associations with school readiness. *Developmental Science, 22*(5), e12818 (12 pp.). doi: 10.1111/desc.12818

2018

Black, M., & **Merseth King, K.** (2018). First 1000 days and beyond: Strategies to achieve the Sustainable Development Goals. In S. Verma & A. C. Petersen (Eds.), *Developmental science and Sustainable Development Goals for children and youth* (1st ed., pp. 97–112). Springer. doi: 10.1007/978-3-319-96592-5_5

Gove, A., **Pressley, J. K.**, Weatherholt, T., & Dombrowski, E. (2018). Persistence and fadeout of preschool participation effects on early reading skills in low- and middle-income countries. *Global Education Review, 5*(2), 85–109. https://ger.mercy.edu/index.php/ger/article/view/398

Instruction

We promote innovative instructional techniques, especially for low-resource settings, and study their soundness and effectiveness.

2022

Assaf, L., **Sowa, P. A.**, & Zammit, K. (Eds.). (2022). *Global meaning making: Disrupting and interrogating international language and literacy research and teaching.* Advances in Research on Teaching Series, Vol. 39. Emerald Group.

Selected chapters:

Sowa, P. A., Zammit, K., & Assaf, L. Introduction: Stitching a global meaning making patchwork quilt (pp. 3–7). doi: 10.1108/S1479-368720220000039001

Sowa, P. A. Decolonizing upper primary classroom spaces: Successful language and literacy interventions in low- and middle-income countries: A scoping review (pp. 79–100).

Zammit, K., Assaf, L., & **Sowa, P. A.** Conclusion: Final thoughts (pp. 259–266).

Sitabkhan, Y. A., Harden, K. K., & **Slade, T. S**. (2022). Teaching by the book: Teacher decision-making while using structured lesson plans. *IARTEM E-Journal, 14*(1), 1–12. doi: 10.21344/iartem.v14i1.976

Sitabkhan, Y., Jukes, M. C. H., Dombrowski, E., & Munialo, I. (2022). Differentiated instruction in multigrade preprimary classrooms in Kenya. Occasional Paper No. OP-0084-2212. RTI Press. doi: 10.3768/rtipress.2022.op.0084.2212

Stern, J., Dubeck, M. M., Jukes, M., & Piper, B. (2022a). *Instructional practices for effective large-scale reading interventions: Findings from the Learning at Scale study.* Brief 1 in a series. Prepared by RTI International for the Bill & Melinda Gates Foundation. https://learningatscale.net/findings/

Stern, J., Dubeck, M. M., Jukes, M., & Piper, B. (2022b). *Instructional support for effective large-scale reading interventions: Findings from the Learning at Scale study.* Brief 2 in a series. Prepared by RTI International for the Bill & Melinda Gates Foundation. https://learningatscale.net/findings/

Stern, J., Carrol, B., DeStefano, J., Piper, B., and **Jukes, M.** (2022). *Systems supports for effective large-scale reading interventions: Findings from the Learning at Scale study.* Brief 3 in a series. Prepared by RTI International for the Bill & Melinda Gates Foundation. https://learningatscale.net/findings/

Whitebread, D., & **Sitabkhan, Y.** (2022). Pedagogy and curricula content: Building foundational skills and knowledge. In M. Bendini & A. Devercelli (Eds.), *Quality early learning: Nurturing children's potential* (pp. 83–124). The World Bank Group. doi: 10.1596/978-1-4648-1795-3_ch2

2020

Piper, B., Dryden-Peterson, S., Chopra, V., Reddick, C., & **Oyanga, A.** (2020). Are refugee children learning? Early grade literacy in a refugee camp in Kenya. *Journal on Education in Emergencies, 5*(2), 71–107. doi: 10.33682/f1wr-yk6y

Ralaingita, W., & du Plessis, J. (2020). "Satisficing" in early grade reading: Applying reasonably good strategies in imperfect contexts. *Annual Review of Comparative and International Education, 39*, 191–208. doi: 10.1108/s1479-367920200000039017

2019

Robledo, A., & **Gove, A.** (2019). *What works in early reading materials.* Occasional Paper No. OP-0058, Knowledge and Practice in International Development No. 2. RTI Press. doi: 10.3768/rtipress.2018.op.0058.1902

2018

Piper, B., Simmons Zuilkowski, S., **Dubeck, M. M.**, Jepkemei, E., & **King, S. J.** (2018). Identifying the essential ingredients to literacy and numeracy improvement: Teacher professional development and coaching, student textbooks, and structured teachers' guides. *World Development, 106*, 324–336. doi: 10.1016/j.worlddev.2018.01.018

Piper, B., **Sitabkhan, Y.**, **Mejia, J.**, & **Betts, K**. (2018). *Effectiveness of teachers' guides in the Global South: Scripting, learning outcomes, and classroom utilization.* Occasional Paper No. OP-0053-1805. RTI Press. doi: 10.3768/rtipress.2018.op.0053.1805

Wolf, S., Turner, E. L., **Jukes, M. C. H.**, & **Dubeck, M. M.** (2018). Changing literacy instruction in Kenyan classrooms: Assessing pathways of influence to improved early literacy outcomes in the HALI intervention. *International Journal of Educational Development, 62*, 27–34. doi: 10.1016/j.ijedudev.2018.02.004

Language

We investigate the effects of language policies and multilingualism on teachers' instruction and children's learning.

In press

Gove, A., **Harden, K.**, **King, S.**, **Pressley, J. K**., Sou, S. C., & **Edwards, S.** (In press). Literacy acquisition and language of instruction in sub-Saharan Africa. In K. Pugh, C. Perfetti, S. Nag, & L. Verhoeven (Eds.), *Global variation in literacy development.* Cambridge University Press.

2022

Akyeampong, K., Carter, E., Rose, P., **Ryan, J.**, Sabates, R., & **Stern, J. M. B.** (2022a). The effects of language preference and home resources on foundational literacy retention during school holiday closures in Ghana: Lessons from the Complementary Basic Education Programme. *PROSPECTS 52*(1–2), 115–136. doi: 10.1007/s11125-021-09590-6

Akyeampong, K., Carter, E., Rose, P., Sabates, R., & **Stern, J. M. B.** (2022b). Language of instruction and achievement of foundational literacy skills for girls and boys in Ghana. In L. Milligan, & L. Adamson (Eds.), *Girls' education and language of instruction: An extended policy brief* (pp. 37–43). University of Bath. https://www.bath.ac.uk/publications/girls-education-and-language-of-instruction-an-extended-policy-brief/attachments/Girls_education_and_language_of_instruction.pdf

Harden, K., Punjabi, M., & Fernandez, M. (2022). Influences on teachers' use of the prescribed language of instruction: Evidence from four language groups in the Philippines. *Education Quarterly Reviews, 5*(1), 516–530. doi: 10.31014/aior.1993.05.01.460

2021

Dubeck, M. M., Stern, J. M. B., & Nabacwa, R. (2021). *Learning to read in a local language in Uganda: Creating learner profiles to track progress and guide instruction using Early Grade Reading Assessment results*. Occasional Paper No. OP-0068-2106. RTI Press. doi: 10.3768/rtipress.2021.op.0068.2106

2019

Brunette, T., Piper, B., **Jordan, R.**, **King, S.**, & Nabacwa, R. (2019). The impact of mother tongue reading instruction in twelve Ugandan languages and the role of language complexity, socioeconomic factors, and program implementation. *Comparative Education Review, 63*(4), 591–612. doi: 10.1086/705426

Brunette, T., Punjabi, M., **Pouezevara, S.**, & **Cummiskey, C.** (2019). *Reading achievement in the Philippines: The role of language complexity*. Prepared for USAID under the All Children Reading–Asia program, the Philippines. RTI International. https://pdf.usaid.gov/pdf_docs/PA00XBQ4.pdf

Jasińska, K. K., Wolf, S., **Jukes, M. C. H.**, & **Dubeck, M. M.** (2019). Literacy acquisition in multilingual educational contexts: Evidence from Coastal Kenya. *Developmental Science, 22*(5), e12828. doi: 10.1111/desc.12828

2018

Piper, B., Simmons Zuilkowski, S., Kwayumba, D., & **Oyanga, A**. (2018). Examining the secondary effects of mother-tongue literacy instruction in Kenya: Impacts on student learning in English, Kiswahili, and mathematics. *International Journal of Educational Development, 59*, 110–127. doi: 10.1016/j.ijedudev.2017.10.002

Sowa, P. (2018). Sifting through shifting sands: Confronting the self in teaching bilingual Emirati preservice teachers. In J. Sharkey & M. Madigan Peercy (Eds.), *Self-study of language and literacy teacher education practices: Culturally and linguistically diverse contexts* (1st ed., pp. 203–221). Advances in Research on Teaching Series: Vol. 30. Emerald Group Publishing. doi:10.1108/S1479-368720180000030015

Mathematics

As with literacy skills, having foundational mathematics skills correlates with students' future accomplishments. We assess competencies, recommend instructional approaches, and measure the impact of mathematics interventions.

2022

Sitabkhan, Y. A., Platas, L., Kilonzo, T. N., & **Ralaingita, W. D.** (2022). Reform-based mathematics in Kenya: A case study. In *Global perspectives and practices for reform-based mathematics teaching* (pp. 257–272). IGI Global.

2021

Sitabkhan, Y., & **Ampadu, E**. (2021). Shifting teachers' practice in early mathematics classrooms in Ghana: A case study. *PROSPECTS, 52*(1–2), 157–171. doi: 10.1007/s11125-021-09578-2

2018

Ketterlin-Geller, L. R., Perry, L., Platas, L. M., & **Sitabkhan, Y.** (2018). Aligning test scoring procedures with test uses of the *Early Grade Mathematics Assessment: A balancing act. Global Education Review, 5*(3), 143–164. https://ger.mercy.edu/index.php/ger/article/view/473

Piper, B., **Sitabkhan, Y.**, & Nderu, E. (2018). Mathematics from the beginning: Evaluating the Tayari pre-primary program's impact on early mathematics skills. *Global Education Review, 5*(3), 57–81. https://ger.mercy.edu/index.php/ger/article/view/434

Sitabkhan, Y. A., & Platas, L. (2018). *Early mathematics counts: Promising instructional strategies from low- and middle-income countries*. Occasional Paper No. OP-0055-1807. RTI Press. doi: 10.3768/rtipress.2018.op.0055.1807

Sitabkhan, Y., Platas, L. M., & Ketterlin-Geller, L. R. (2018). Capturing children's mathematical knowledge: An assessment framework. *Global Education Review, 5*(3), 106–124. https://ger.mercy.edu/index.php/ger/article/view/430

Pandemic Research and Responses

We prepare timely research and thought pieces regarding effects of the coronavirus pandemic and other long-term disruptions on education systems and interventions across the globe.

2021

Angrist, N., de Barros, A., Bhula, R., Chakera, S., **Cummiskey, C.**, **DeStefano, J.**, Floretta, J., Kaffenberger, M., Piper, B., & **Stern, J.** (2021). Building back better to avert a learning catastrophe: Estimating learning loss from COVID-19 school shutdowns in Africa and facilitating short-term and long-term learning recovery. *International Journal of Educational Development–UNICEF Special Edition, 84*, article no. 102397. doi: 10.1016/j.ijedudev.2021.102397

Bulat, J. (2021, September 7). Building blocks for a brighter future: How a kindergarten program prepared Liberian children for school, even during COVID. *SharEd*, RTI International. https://shared.rti.org/content/building-blocks-brighter-future-how-kindergarten-program-prepared-liberian-children-school-1

Jordan, R., **Pouezevara, S.**, Zangari, M., **Carrol, B.**, **Rakusin, M.**, & Mamytova, A. (2021). MEL-Tech case studies: Lessons learned from technology-supported remote trainings in five countries during the pandemic. *SharEd*, RTI International. https://shared.rti.org/content/mel-tech-case-studies-lessons-learned-technology-supported-remote-trainings-five-countries

Kishore, A., Neff, V., **Strigel, C.**, & Morency-Notario, P. (2021). *Governments' organizational responses to COVID-19: Igniting interest and institutional capacity in EdTech. Study report*. Prepared on behalf of the Basic Education Coalition EdTech Working Group. https://www.basiced.org/s/BEC-EdTech-Survey-Report_9132021.pdf

Pouezevara, S., **De Leon, M. P.**, **Sowa, P.**, **Randolph, E.**, & **Betts, K.** (2021). Philippines Remote Learning Study on mother-tongue-based multilingual education reading instruction during COVID-19. Briefs series for USAID:

#1: Supporting home learning partners. https://bit.ly/3oLcVbh

#2: Teaching and learning materials. https://bit.ly/3uZnqvN

#3: Use of technology. https://bit.ly/3HEMknL

#4: Student engagement. https://bit.ly/3JjKKrV

#5: Overcoming challenges. https://bit.ly/3GOi60i

#6: School leadership. https://bit.ly/3JlbND5

#7: Literacy instructional practice. https://bit.ly/3sCO3U7

Sabates, R., Carter, E. & **Stern, J. M. B.** (2021). Using educational transitions to estimate learning loss due to COVID-19 school closures: The case of Complementary Basic Education in Ghana. *International Journal of Educational Development, 82*, article no. 102377. doi: 10.1016/j.ijedudev.2021.102377

2020

Carrol, B. A. (2020). Top 10 lessons learned from implementing remote learning through IVR [interactive voice response] in Malawi. *SharEd*, RTI International. https://shared.rti.org/content/top-10-lessons-learned-implementing-remote-learning-through-ivr-malawi

Pouezevara, S. (2020, September 3). Using the EdTech ecosystem profile to support COVID 19 response planning. *SharEd*, RTI International. https://shared.rti.org/content/using-edtech-ecosystem-profile-support-covid-19-response-planning

Pouezevara, S., **Ryan, J.**, & Bazer, S. (2020). *School-based technology and the shift to remote learning during COVID-19: Exploring remote learning readiness of school districts in the Philippines*. White Paper. Prepared for USAID under the All Children Reading–Asia program, the Philippines. RTI International. https://shared.rti.org/content/school-based-technology-and-shift-remote-learning-during-covid-19-exploring-remote-learning

Randolph, E., **Jukes, M. C. H.**, **Norman, J. R.**, & **Tibenda, J.** (2020, May 19). Co-creation of teaching activities during COVID-19. *SharEd*, RTI International. https://shared.rti.org/content/co-creation-teaching-activities-during-covid-19

Tan-Choi, A., Tinio, V., Castillo-Canales, D., Lim, C., Modesto, J., & **Pouezevara, S.** (2020). *Teacher's guide for remote learning during school closures and beyond: Quick decision-making guide for rapid start up and continuity of learning* [Commissioned work]. Quezon City: Foundation for Information Technology Education and Development. https://tsdownload.i-scream.co.kr/tscream/v1.0/resources/download/Teachers-Guide-for-Remote-Learning-FINAL-April-2020.pdf

Policies and Systems

We research individual countries' policies in education data management, systems, finance, accountability, decentralization, budgeting, and planning and management, as well as the international community's contributions to such policies.

2023

Van Ravens, J., **Crouch, L.**, **Merseth King, K.**, Hartwig, E. A., & Aggio, C. (2023). *The preschool entitlement: A locally adaptable policy instrument to expand and improve preschool education*. Occasional Paper No. OP-0082-2302. RTI Press. doi: 10.3768/rtipress.2023.op.0082.2302

2022

Bulat, J., & **Gove, A. K.** (2022). Commentary: Vulnerable children—A global perspective. *New Directions for Child and Adolescent Development*. doi: 10.1002/cad.20461

Christodoulou, J. A., Okano, K. H., **Gove, A.**, McBride, C., Raihani, R., **Strigel, C.**, Pérez, L. T., & Chakraborty, A. (2022). Diversity and social justice in education. Chapter 4 in E. A. Vickers, K. Pugh, & L. Gupta (Eds.), *Reimagining education: The international science and evidence-based education assessment* (pp. 256–327), Education 2030, Working Group 02. Series editors: A. K. Duraiappah, N. M. van Atteveldt, et al. UNESCO, Mahatma Ghandi Institute of Education for Peace and Sustainable Development. https://unesdoc.unesco.org/ark:/48223/pf0000380982/PDF/380982eng.pdf.multi

Platas, L., Perry, L., Piper, B. L., & **Sitabkhan, Y. A.** (2022). School-entry predictors of lower primary reading and mathematics achievement in Kenya. *Research in Comparative and International Education, 17*(3), 441–459. doi: 10.1177/17454999221084414

Randolph, E., **Faris, B.**, & Uichico, S. (2022). *Co-designing prototypes for future learning spaces: A field guide for scaling future learning spaces innovation in the Philippines*. Prepared for USAID under the All Children Reading–Asia program, the Philippines. RTI International. https://shared.rti.org/content/co-designing-prototypes-future-learning-spaces-field-guide-scaling-future-learning-spaces

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