2024 SELECTED PUBLICATIONS
International Education Research

Assessment, Evaluation, and Research

Collaborating with local partners, we develop innovative and sustainable monitoring methods; design assessments; collect and analyze high-quality, actionable data; measure program impact and system capacity; and conduct ground-breaking research that promotes learning.

2023

DeStefano, J., Ryan, J., Dubeck, M., Muyingo, P., Sitabkhan, Y., & Burkholder, G. (2023). *USAID [United States Agency for International Development] Uzbekistan Education for Excellence Program (UEEP): Early grade reading and mathematics endline impact evaluation report, 2023*. Prepared for USAID/Uzbekistan by RTI International. https://shared.rti.org/content/uzbekistan-education-excellence-program-ueep-early-grade-reading-and-mathematics-endline

Fonseca, J. B., Bahrawar, L., Dubeck, M. M., Sitabkhan, Y. A., Cummiskey, C. P., & Unadkat, D. (2023). *Girls have academic advantages and so do boys: A multicountry analysis of gender differences in early grade reading and mathematics outcomes.* Research Report No. RR-0049-2305. RTI Press. doi: 10.3768/rtipress.2023.rr.0049.2305

Jukes, M. C. H. (2023, May 11). New toolkit measures how teachers and caregivers support children's engagement in learning. *LinkedIn.* https://www.linkedin.com/posts/matthew-jukes-a108757_we-are-excited-to-announce-the-launch-of-activity-7062487129347481600-pWWK?utm_source=share&utm_medium=member_desktop

LEGO Foundation, **RTI International**, & NYU Global TIES for Children. (2023). Playful Learning Across the Years (PLAY) [Online toolkit]. https://learningthroughplay.com/measuring-learning-through-play/playful-learning-across-the-years-play

Ryan, J. P. (2023, September 15). Introducing the self-administered EGRA and EGMA (SA-EGRA/SA-EGMA). *LinkedIn.* https://www.linkedin.com/pulse/introducing-self-administered-egra-egma-sa-egra-sa-egma-jennifer-ryan

2022

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 and earlier

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

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), article no. 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

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

We implement programs that promote equitable, high-quality, and inclusive education for all children. A commitment to Universal Design for Learning supports all learners, especially those who are struggling, by giving children options for receiving information and demonstrating what they know and can do.

2022

RTI International. (2022). *Integrating inclusion and equality into all areas of programming.* Brief prepared for the USAID Read Liberia Activity. https://shared.rti.org/content/integrating-inclusion-and-equity-programming-lessons-read-liberia

2021 and earlier

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

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

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

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

Early childhood is a critical window to support caregivers, families, communities, and societies to establish foundations for future generations. We integrate early learning, health and nutrition, responsive caregiving, and safety and security to build strong beginnings for all children.

In press

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

Black, M. M., Kowalski A. K., & **Randolph, E.** (In press). Health disparities in childhood and adolescence: Pathways to equity through nurturing care and complex systems. In M. Bornstein & P. Shah (Eds). *APA handbook of pediatric psychology, developmental-behavioral pediatrics, and developmental science.* APA Publishers.

2023

Black, M. M. (2023). Indigenous children: Opportunities for early childhood development through book-sharing [Commentary]. *The Lancet Global Health, 12*(1), e12–e13. https://doi.org/10.1016/S2214-109X(23)00511-9

Black, M. M., Walker, S. P., Attanasio, O., Rubio-Codina, M., Meghir, C., Hamadani,…Grantham-McGregor, S. (2023). Promoting childhood development globally through caregiving interventions. *Pediatrics, 151*(Suppl 2), article no. e2023060221B. doi: 10.1542/peds.2023-060221B

Cavallera, V., Lancaster, G., Gladstone, M., **Black, M. M**., McCray, G., Nizar, A.,…Janus, M. (2023). Protocol for validation of the Global Scales for Early Development (GSED) for children under 3 years of age in seven countries. *BMJ Open, 13*(1), article no. e062562. doi: 10.1136/bmjopen-2022-062562

Merseth King, K. (2023, May 17). Parenting practices and child wellbeing [Podcast]. *The measure of everyday life.* WNCU Radio. https://measureradio.libsyn.com/parenting-practices-and-child-wellbeing

Merseth King, K. (2023, July 25). Becoming a parent is changing how I approach early childhood development programming. *Insights*, RTI International. https://www.rti.org/insights/how-to-approach-early-childhood-development-programming

Merseth King, K., Yeng, S., **Brennan, C.**, **Creel, D.**, **Ames, J. W.**, Cotes, G., **Bann, C. M.**, & **Black, M. M.** (2023). Integrated early childhood development in Cambodia: Protocol of a cluster stepped-wedge trial. *Pediatrics, 151*(Suppl 2), article no. e2023060221N. doi: 10.1542/peds.2023-060221N

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-0082-2301. RTI Press. doi: 10.3768/rtipress.2023.op.0082.2301

2022

Black, M. M., & Richter, L. M. (2022). Different is not deficient: Respecting diversity in early childhood development. *The Lancet Child and Adolescent Health, 6*(12), article no. 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. article no. doi: 10.1016/S0140-6736(21)02533-2

2021 and earlier

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* (pp. 79–94). 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

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., **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

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), article no. e12818 (12 pp.). doi: 10.1111/desc.12818

Instruction

Our approach to teaching and learning is grounded in rigorous, evidence-based pedagogy. We create nurturing environments that are conducive to learning, and we help tailor curricula and classroom materials to local contexts.

2023

RTI International. (2023). *USAID Kenya Tusome Early Grade Reading Activity: Final contract completion report, August 1, 2014–June 30, 2023.* Prepared for USAID/Kenya https://pdf.usaid.gov/pdf_docs/PA02138W.pdf

Stern, J., Jukes, M., DeStefano, J., Mejia, J., Dubeck, P., Carrol, B., Jordan, R., Gatuyu, C., Nduku, T., Van Keuren, C., Punjabi, M., & Tufail, F. (2023). *Learning at Scale: Final report*. Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International. https://learningatscale.net/wp-content/uploads/2023/10/Learning-at-Scale-Final-Report-.pdf

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).

RTI International. (2022). *Read Liberia Activity: Final report, September 25, 2017–September 24, 2022.* Prepared for USAID/Liberia. https://pdf.usaid.gov/pdf_docs/PA00ZXHZ.pdf

RTI International. (2022). *USAID's Early Grade Reading Program II (EGRP II) in Nepal. Final public report: June 1, 2020–May 31, 2022*. Prepared for USAID/Nepal. https://pdf.usaid.gov/pdf_docs/PA00ZJH9.pdf

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. (2022). *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. (2022). *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

2021 and earlier

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

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

Language

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

2024

Shrestha, R., Aridi, R., Kozma, E., Kassab, S., McBride, K., & Merhi, M. (2024). English reading in primary school students in Lebanon. Chapter 2 in K. M. Bailey & D. Nunan (Eds.), *Research on English language teaching and learning in the Middle East and North Africa* (pp. 23–35). Routledge.

2023

Dubeck, M., Mutinda, P. W., King, S. J., **Guo, X.**, & Koko, S. (2023). Developing oral language skills are assets: A longitudinal study assessing young students' oral language skills in three languages in Kenya [Preprint]. *Authorea*. doi: 10.22541/au.168428619.99701405/v1

Gove, A., **Harden, K.**, King, S., **Pressley, J. K**., Sou, S. C., & **Edwards, S.** (2023). 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* (pp. 133–154). Cambridge University Press. doi: 10.1017/9781009242585

Trudell, B., Piper, B., & **Ralaingita, W**. (2023). Language of instruction in the African classroom. In R. M. Joshi, C. A. McBride, B. Kaani, & G. Elbeheri (Eds.), *Handbook of literacy in Africa* (pp. 79–102). Springer. doi: 10.1007/978-3-031-26250-0_5

2022

Akyeampong, K., Carter, E., Rose, P., **Ryan, J.**, Sabates, R., & **Stern, J. M. B.** (2022). 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.** (2022). 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 and earlier

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

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

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), article no. e12828. doi: 10.1111/desc.12828

Mathematics

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

2023

Norman, J., Stern, J., Sitabhkan, Y., & **Ralaingita, W.** (2023, July 11). What works to improve numeracy at scale: Initial insights from successful large-scale early grade numeracy programs. *SharEd*, RTI International. https://shared.rti.org/content/what-works-improve-numeracy-scale-initial-insights-successful-large-scale-early-grade

Ralaingita, W. D., Stern, J. M. B., DeStefano, J., & **Sitabkhan, Y. A.** (2023). *Numeracy at scale findings brief: TAFITA [Tantsoroka ho an'ny Fitantananany sekoly] program in Madagascar*. RTI International. https://learningatscale.net/wp-content/uploads/2023/07/Numeracy-at-Scale_TAFITA-Madagascar_En.pdf

RTI International. (2023). *Mathematics (grades 1–4): Development of student learning standards and scope and sequences*. Impact brief prepared for USAID under the Uzbekistan Education for Excellence Program. RTI International, Florida State University, and Mississippi State University. https://shared.rti.org/content/mathematics-development-student-learning-standards-and-scope-and-sequences

Stern, J., Jordan, R., Sitabkhan, Y., Ralaingita, W., Carrol, B., Betts, K., Jukes, M., Norman, J., Dubeck, P., DeStefano, D., Mejia, J., Bahrawar, L., Cummiskey, C., Jalloh, N., Pamel, J., & **Momanyi, R.** (2023). *Numeracy at Scale: Final report*. Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International. https://learningatscale.net/wp-content/uploads/2023/10/Numeracy-at-Scale_Final-Report.pdf

Stern, J., Ralaingita, W., Norman, J., & **Sitabkhan, Y.** (2023, October 20). How to improve math outcomes for millions of children: Findings from the Numeracy at Scale study. *SharEd*, RTI International. https://shared.rti.org/content/how-improve-math-outcomes-millions-children-findings-numeracy-scale-study

Stern, J. M. B., Ralaingita, W. D., & **Sitabkhan, Y. A**. (2023). *Numeracy at Scale findings brief: RAMP [Early Grade Reading and Mathematics Initiative] in Jordan*. Prepared for the Center for Global Development and the Bill & Melinda Gates Foundation by RTI International. https://learningatscale.net/wp-content/uploads/2023/09/RAMP-Findings-Brief_final.pdf

2022

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

2021 and earlier

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

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

Policies, Systems, and Governance

We work within education systems to ensure that policies improve learning outcomes and that school environments respond to the needs of teachers, students, communities, and families. Advisors help ministries of education and their stakeholders mobilize to improve teaching and learning at scale.

2023

King, S. J., & **Gove, A. K.** (2023, July 31). Why scaling "what works" usually doesn't work for foundational literacy programs. *Education for All*, Global Partnership for Education. https://www.globalpartnership.org/blog/why-scaling-what-works-usually-doesnt-work-foundational-literacy-programs

McCormac, M. A., Shaikh, N., Naveed, S., Baloch, I. A., & **DeStefano, J.** (2023). *Pakistan basic education sector assessment: Final report*. Prepared for USAID/Pakistan under the Improving Learning Outcomes for Asia Activity. https://pdf.usaid.gov/pdf_docs/PA0217X6.pdf (partially redacted)

2022

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**., & Ketterlin Geller, L. (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

Samoff, J., & **Carrol, B. A.** (2022). Education in Africa: Not remediation but transformation and innovation. In C. A. Torres, R. F. Arnove, & L. I. Misiaszek (Eds.), *Comparative education: The dialectic of the global and the local* (5th ed.). Rowman and Littlefield.

2021 and earlier

Crouch, L., Kaffenberger, M., & Savage, L. (2021). Using learning profiles to inform education priorities: An editors' overview of the Special Issue. *International Journal of Educational Development, 86*, article no. 102477. doi: 10.1016/j.ijedudev.2021.102477

Crouch, L. A., Rolleston, C. & Gustafsson, M. (2021). Eliminating global learning poverty: The importance of equalities and equity. *International Journal of Educational Development*, *82*, article no. 102250. doi: 10.1016/j.ijedudev.2020.102250

Jukes, M. C. H., **Sitabkhan, Y.**, & **Tibenda, J. J.** (2021). *Adapting pedagogy to cultural context*. Occasional Paper No. OP-0070-2109. RTI Press. doi: 10.3768/rtipress.2021.op.0070.2109

Sowa, P., Jordan, R., Ralaingita, W., & Piper, B. (2021). *Higher grounds: Practical guidelines for forging learning pathways in upper primary education*. Occasional Paper No. OP-0069-2105. RTI Press. doi: 10.3768/rtipress.2021.op.0069.2105

Taylor-Pearce, M., **Carrol, B.**, & Bindi, G. (2021). School principals making sense of a national reform agenda: The case of Sierra Leone. *International Journal of Leadership in Education*, 1–20. doi: 10.1080/13603124.2021.1889684

Crouch, L. A. (2020, July 8). *Systems implications for core instructional support lessons from Sobral (Brazil), Puebla (Mexico), and Kenya*. RISE Programme Insight Note Series. https://riseprogramme.org/publications/systems-implications-core-instructional-support-lessons-sobral-brazil-puebla-mexico

Weatherholt, T., **Jordan, R.**, **Crouch, L.**, Barnett, E., & **Pressley, J. K.** (2019). Challenges of over-enrollment in the early years of primary school in Uganda. *International Journal of Early Childhood, 51*(1), 23–40. doi: 10.1007/s13158-019-00238-3

Piper, B., **DeStefano, J.**, Kinyanjui, E. M., & Ong'ele, S. (2018). Scaling up successfully: Lessons from Kenya's Tusome national literacy program. *Journal of Educational Change, 19*(3), 293–321. doi: 10.1007/s10833-018-9325-4

Piper, B., **Merseth King, K.**, & Ngaruiya, S. (2018). Scaling up early childhood development and education in a devolved setting: Policy making, resource allocations, and impacts of the Tayari school readiness program in Kenya. *Global Education Review, 5*(2), 47–68. https://ger.mercy.edu/index.php/ger/article/view/397

Remediation and Recovery

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

2024

Akar, B., **Shrestha, R.**, Khalil, R., & Torossian, L. (2024). *Lebanon rapid education and risk analysis*. Situation analysis prepared for USAID Quality Instruction Towards Access and Basic Education Improvement 2 (QITABI 2). Available upon request.

2023

Gove, A. K., & King, S. J. (2023, April 20). Replicating success: How behavioral science can help education systems recover from learning loss. *LinkedIn*. https://www.linkedin.com/pulse/replicating-success-how-behavioral-science-can-help-education-gove/?trackingId=PdA%2BLyMXQ9eYZ0ZDPXAFgA%3D%3D

2022

Bulat, J., & **Gove, A. K**. (2022). Commentary: Vulnerable children—A global perspective. *New Directions for Child and Adolescent Development, 2022*(183–184), 95–112. Special Issue—Education and intervention in vulnerable student populations: Science and practice. doi: 10.1002/cad.20461

2021 and earlier

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

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. J*ournal on Education in Emergencies, 5*(2), 71–107. doi: 10.33682/f1wr-yk6y

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

Thulare, T. D., Spoolstra, C., Dombrowski, E., **Jordan, R. G.**, & **Nabacwa, R.** (2019). A comparative policy analysis of the comprehensive refugee response framework in Uganda and Kenya. In A. W. Wiseman, L. Damaschke-Deitrick, E. L. Galegher, & M. F. Park (Eds.), *Comparative perspectives on refugee youth education: Dreams and realities in educational systems worldwide* (1st ed., pp. 131–154). Routledge Research in International and Comparative Education. doi: 10.4324/9780429433719-6

Social and Emotional Learning

We consider social and cultural factors that have an impact on children's learning, life skills, and emotional well-being.

2023

Hossein, M., & **Jukes, M. C. H.** (2023). *Gender differences in socioemotional skills among adolescents and young adults in Ethiopia, India, Peru and Vietnam*. Young Lives. https://www.younglives.org.uk/sites/default/files/2023-07/YL-GenderDifferencesReport-Jun23%20Final.pdf

Randolph, E., & Norman, J. R. (2023, May 5). How to use RTI's guidebook on promoting social and emotional learning in the classroom. *Insights,* RTI International. https://www.rti.org/insights/social-emotional-guidebook-use

2022

Jukes, M. C. H., Mgonda, N. L., **Tibenda, J. L.**, & **Sitabkhan, Y.** (2022). The role of teachers' implicit social goals in pedagogical reforms in Tanzania. *Oxford Review of Education, 49*(1), 10–28. doi: 10.1080/03054985.2022.2093178

Norman, J. R., **Jukes, M. C. H.**, **Randolph, E.**, **Sowa, P. A.**, & **Harden, K. K.** (2022). *Promoting social and emotional learning in the classroom: A guide to evidence-based practices in low- and middle-income countries.* RTI International. https://www.rti.org/sites/default/files/sel_guidebook_30sept22_2_final.pdf

2021 and earlier

Jukes, M. C. H., Mgonda, N. L., **Tibenda, J. J.**, Gabrieli, P., Jeremiah, G., **Betts, K. L.**, **Williams, J.**, & Bub, K. L. (2021). Building an assessment of community-defined social-emotional competencies from the ground up in Tanzania. *Child Development, 92*(6), e1095–e1109. doi: 10.1111/cdev.13673

Jukes, M. C. H. (2020). Supporting communities across different contexts to promote social and emotional learning. In W. Millard & J. McIntosh (Eds.), *Social and emotional learning and the new normal: A summary of The Centre for Education and Youth and STiR Education's Roundtable, with accompanying expert thinkpieces* (pp. 21–22). The Centre for Education and Youth. https://cfey.org/wp-content/uploads/2020/08/Social-emotional-learning-report-A4-digi.pdf

Jukes, M. C. H. (2019). Contextualizing the goals of social and emotional learning curricula and materials. In A. Smart, M. Sinclair, A. Benavot, J. Bernard, C. Chabbott, S. G. Russell, & J. Williams (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable* (pp. 182–197). Open-access publication of the nonprofit group Networking to Integrate SDG Target 4.7 and Social and Emotional Learning into Educational Materials (NISSEM). https://learningportal.iiep.unesco.org/en/library/nissem-global-briefs-educating-for-the-social-the-emotional-and-the-sustainable-diverse

Randolph, E., Burkholder, G. L., & Katende Sempa, H. (2019). The Journeys approach to building a safe, inclusive and positive school and fostering social and emotional learning. In A. Smart, M. Sinclair, A. Bernard, C. Chabbott, S. G. Russell. & J. H. Williams (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable (pp. 250–263). Open-access publication of NISSEM.* https://learningportal.iiep.unesco.org/en/library/nissem-global-briefs-educating-for-the-social-the-emotional-and-the-sustainable-diverse

Randolph, E., Edwards, L., & Norman, J. (2019). The central role of school culture and climate in fostering social and emotional learning: Evidence from Malawi and Uganda. In A. Smart, M. Sinclair, A. Benavot, C. Chabbot, S. G. Russell, & J. H. Williams (Eds.), *NISSEM Global Briefs: Educating for the social, the emotional and the sustainable* (pp. 198–213). Open-access publication of NISSEM. https://learningportal.iiep.unesco.org/en/library/nissem-global-briefs-educating-for-the-social-the-emotional-and-the-sustainable-diverse

Teacher Training and Professional Development

Stand-alone trainings are not enough to support teachers as they master new skills. We work within existing systems to deliver and strengthen ongoing instructional coaching and in-school mentoring—as well as teacher training—to help teachers meet students' needs.

2023

Randolph, E., King, S., Slade, T., Betts, K., Sowa, P., & Marsden, E. (2023). *How teacher social networks might be leveraged to enhance diffusion and implementation of new pedagogies*. Prepared in cooperation with USAID. RTI International. https://shared.rti.org/content/how-teacher-social-networks-might-be-leveraged-enhance-diffusion-and-implementation-new

RTI International. (2023). *Educating for change: New teacher skills benefit Uzbekistan's classrooms*. Impact brief prepared for USAID under the Uzbekistan Education for Excellence Program. RTI International, Florida State University, and Mississippi State University. https://shared.rti.org/content/educating-change-new-teacher-skills-benefit-uzbekistan%E2%80%99s-classrooms

Zuilkowski, S., Sowa, P. A., & Ralaingita, W. D. (2023). Initial teacher training to promote sustainable education system improvement: A review of the evidence on pre-service teacher education for primary grade literacy and numeracy in low- and middle-income countries. *Global Education Review, 10*(3), 1–28. https://ger.mercy.edu/index.php/ger/issue/view/55

2021–2022

These technical how-to documents and structured pedagogy guides were developed by RTI International under the Implementing the Science of Teaching for Foundational Literacy and Numeracy grant, through the Bill & Melinda Gates Foundation. Versions in English, French, Spanish, and (in some cases) Kiswahili are available via the gateway page: https://scienceofteaching.site/topics-areas/

This work is licensed under a Creative Commons Attribution 4.0 International License

How-to documents:

Chiapetta, M., Piper, B. L., Ralaingita, W. D., & Norman, J. R. (2021). *Assessment-informed instruction: Systems level*. https://scienceofteaching.site/assessment-informed-instruction/#how-to

Lutfeali, S., Sitabkhan, Y., Ralaingita, W., & Piper, B. (2021). *Designing effective numeracy programs in low- and middle-income countries.* https://scienceofteaching.site/numeracy-program-design-and-implementation/#how-to

Norman, J. R., Ralaingita, W. D., Davidson, M., Long, E., & Marsden, E. (2022). *Remediation in foundational literacy and numeracy: A how-to guide.* https://scienceofteaching.site/remediation-strategies-and-approaches/#how-to

Ralaingita, W., Jordan, R., Long, E., Piper, B., & Fesmire, M. (2021). *Assessment-informed instruction: Classroom level.* https://scienceofteaching.site/assessment-informed-instruction/#how-to

Ralaingita, W., Trudell, B., Dubeck, M. M., Piper, B., & Norman, J. (2022). *Language of instruction: Practical language choices for improving foundational literacy and numeracy in sub-Saharan Africa.* https://scienceofteaching.site/language-of-instruction/#how-to

Simmons Zuilkowski, S., Sowa, P., Ralaingita, W., & Piper, B. (2022a). *Literature review on pre-service teacher education for primary-grade literacy and numeracy.* https://scienceofteaching.site/pre-service-teacher-training/#literature-reviews

Simmons Zuilkowski, S., Sowa, P., Ralaingita, W., & Piper, B. (2022b). *Pre-service teacher education.* https://scienceofteaching.site/pre-service-teacher-training/#how-to

Trudell, B., Ralaingita, W. D., Dubeck, M., Piper, B. L., & Norman, J. R. (2022). *Language of instruction in foundational literacy & numeracy programs in sub-Saharan Africa: The basics.* https://scienceofteaching.site/language-of-instruction/#how-to

Structured pedagogy guides:

Piper, B., Ralaingita, W., Mejia, J., Dubeck, M. M., DeStefano, J., Stern, J., Jordan, R., & Sitabkhan, Y. (2022). *Structured pedagogy: [Overview of] how-to guides and literature review.* https://scienceofteaching.site/wp-content/uploads/2022/10/SP_Introduction.pdf

Piper, B., & DeStefano, J. (2021). *Structured pedagogy can really work: A note for education leaders.* https://scienceofteaching.site/wp-content/uploads/2022/10/SP_Note4EducationLeaders.pdf

Piper, B., & **DeStefano, J.** (2021). *Structured pedagogy: Literature review*. https://scienceofteaching.site/wp-content/uploads/2022/11/Structured-Pedagogy-Literature-Review-1.pdf

Piper, B., & **Dubeck, M. M.** (2021). Structured pedagogy: Literature review. https://scienceofteaching.site/wp-content/uploads/2022/11/Structured-Pedagogy-Literature-Review-1.pdf

Piper, B. (2021). *Structured pedagogy guide 1: Government leadership and program adoption*. https://scienceofteaching.site/wp-content/uploads/2022/10/SP_1_Gov-Leadership-Program-Adoption.pdf

Piper, B., & **Mejia, J.** (2021). *Structured pedagogy guide 2: Designing an effective structured pedagogy program*. https://scienceofteaching.site/wp-content/uploads/2022/10/SP_2_Designing-an-Effective-Structured-Pedagogy-Program.pdf

Dubeck, M. M., & **Sitabkhan, Y.** (2022). *Structured pedagogy guide 3: Curriculum and scope and sequence development for literacy and numeracy*. https://scienceofteaching.site/wp-content/uploads/2022/10/SP_3_Curriculum-and-Scope-and-Sequence-Dev.-for-Lit-and-Num.pdf

Mejia, J., & **Ralaingita, W.** (2022). *Structured pedagogy guide 4: Teaching and learning: Materials development*. https://scienceofteaching.site/wp-content/uploads/2022/10/SP_4_Teaching-and-Learning.pdf

Mejia, J. (2021). *Structured pedagogy guide 5: Teacher professional development: Teacher training*. https://scienceofteaching.site/wp-content/uploads/2022/10/SP_5_Teacher-Professional-Dev.-Teacher-Training-1.pdf

Ralaingita, W. (2021). *Structured pedagogy guide 6: Teacher professional development: Ongoing teacher support*. https://scienceofteaching.site/wp-content/uploads/2022/10/SP_6_Teacher-Professional-Dev-Ongoing-Teacher-Support.pdf

Stern, J., & **Jordan, R.** (2021). *Structured pedagogy guide 7: Data, systems, and accountability*. https://scienceofteaching.site/wp-content/uploads/2022/10/SP_7_Data-Systems-and-Accountability.pdf

DeStefano, J. (2021). *Structured pedagogy guide 8: What do education leaders need to know?* https://scienceofteaching.site/wp-content/uploads/2022/10/SP_8_What-do-Education-Leaders-Need-to-Know.pdf

2020 and earlier

Sowa, P. A., & Schmidt, C. (2019). Preparing teachers to teach for social justice: Mirrors and windows. In J. Kitchen, A. Berry, H. Guðjónsdóttir, S. Bullock, M. Taylor, & A. Crowe (Eds.), *Second international handbook of self-study of teaching and teacher education* (pp. 1–19). Springer/Sense. doi: 10.1007/978-981-13-1710-1_17-1

Pouezevara, S. R. (Ed.). (2018). *Cultivating dynamic educators: Case studies in teacher behavior change in Africa and Asia*. Book No. BK-0022-1809. RTI Press. doi: 10.3768/rtipress.2018.bk.0022.1809

Technology

With governments and local partners, we develop practical technology-based interventions, via means such as multimedia, connectivity, machine learning, or use of mobile devices. We offer *the right technology in the right place for the right reason*, with methods that scale equitably and sustainably.

2023

RTI International. (2023). *Digital transformation: Bringing new resources to educators and students.* Impact brief prepared for USAID under the Uzbekistan Education for Excellence Program. RTI International, Florida State University, and Mississippi State University. https://shared.rti.org/content/digital-transformation-bringing-new-resources-educators-and-students

RTI International. (2023). *Information and communication technologies: Teaching and learning materials enhancement.* Impact brief prepared for USAID under the Uzbekistan Education for Excellence Program. RTI International, Florida State University, and Mississippi State University. https://shared.rti.org/content/ict-teaching-and-learning-materials-enhancement

2022

Strigel, C. I., Jordan, R. G., & **Pouezevara, S.** (2022). *Monitoring, evaluation, and learning (MEL) framework for technology-supported remote teacher trainings*. RTI International. https://shared.rti.org/content/mel-framework-technology-supported-remote-teacher-training

2021 and earlier

Punjabi, M., **Norman, J.**, Edwards, E., & **Muyingo, P.** (2021). *Using ACASI [audio computer-assisted self-interviewing] to measure SRGBV [school-related gender-based violence] in Ugandan primary schools.* Research Brief No. RB-0025-2104. RTI Press. doi: 10.3768/rtipress.2021.rb.0025.2104

Pouezevara, S., & **Strigel, C.** (2020). *CurrantMobile: Analyzing and validating game-based assessments*. Presented at 10th annual mEducation Alliance Symposium, September 14–16, 2020, Washington, DC. Animated short video: https://www.youtube.com/watch?v=kL5w9f3VI3c

RTI International. (2020). *eResources review toolkit*. Prepared for USAID under the All Children Reading–Asia program, the Philippines. https://pdf.usaid.gov/pdf_docs/PA00XGB7.pdf

Pouezevara, S., Powers, S., Moore, G., **Strigel, C.**, & McKnight, K. (2019). Assessing soft skills in youth through digital games. *ICERI2019 Proceedings*, 3057–3066. 12th annual International Conference of Education, Research and Innovation. doi: 10.21125/iceri.2019.0774