A Review of Evaluation Studies of Reading/Library Programs

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EXECUTIVE SUMMARY

This report examines the evaluation practices across various organizations that run reading and library programs similar to Chen Yet-Sen Family Foundation's. It aims to inform the Foundation of the opportunities in pursuing more rigorous evaluation on the output, outcome, and impact of its Reading and Library Project (RLP).

The author reviewed evaluation literature of partners of the Foundation, non-government organizations, and governmental organizations that work predominantly in economically less-developed countries. Data was retrieved from websites, research literature, reports, and books, as well as through emails with founders of various organizations. 20 case studies of organizations running programs similar to the Foundation's were included, of which 12 included evaluation information and eight without.

The following results were found:

1. Reading Connects UK exhibits the closest goals to the Foundation's Reading and Library Project, and its school audit toolkit can be used to categorize RLP's activities.
2. Most programs focus on two main elements: delivery of information materials/facilities and/or capacity building.
3. Few programs' missions include the non-academic or non-literacy-related aspects of reading. None talked about reading as a route to happiness. This meant that good quality pre-existing evaluation of reading's impact on socio-emotional outcomes has not been found.
4. Of the 13 evaluation case studies, only one (Bring Me a Book) focused on the impact of reading on communication / expressiveness. Boundless Readers focused on building a lifelong reader. Pass Love Charity Foundation was the only one that focused on the impact of reading on creativity, imagination, and cognitive skills. However, the research design of the evaluation is weak, results suffer from validity threat.
5. The most popular evaluation design is post-test with no control group (five studies), followed by post-test with control group (three studies), pre/post-test with control group (two study), and pre/post-test with no control group (one study). The

remaining 3 evaluation case studies out of the 13 did not include details of their evaluation design.

6. Pre/post-test with control group is the most robust of these three designs, World Reader and Boundless Readers' evaluations are strong evaluations for this reason and others (use of both qualitative and quantitative data, objective data collection tools).
7. Data collection methods are as important as evaluation design; poor data collection methods can undermine good evaluation designs.
8. Stronger evaluation studies (Reading and Writing for Critical Thinking, World Reader, Boundless Readers) include both quantitative and qualitative data. The former describes the "what", and the latter, the "why".
9. Only one study included validated research tools (Reading and Writing for Critical Thinking).

Recommendations for the Foundation include:

Organization

1. **Ensure clarity in the vision and mission of the Foundation's Reading and Library Project (RLP) and align it to the vision and mission of the Foundation's work.** The current lack of consistent and clear vision and mission of the RLP is a major inhibitor to future evaluation work.
2. **Create a logical framework for RLP.** A logical framework instils rigor in program planning, design, monitoring, and evaluation.
3. **Categorize various activities and use these categories consistently.** Inconsistent and inaccurate categorization of activities makes it difficult to pinpoint the outputs of the program, which in turn inhibits the creation of the logical framework and good evaluation. A sample of categorization has been included in the report.

Evaluation purpose

4. **Determine the purpose of the evaluation.** The Foundation needs to ask itself and key decision-makers a series of questions around why evaluation should take place

prior to embarking on one. Clear purpose drives the direction of the Foundation's evaluation.

5. **Determine the availability of resources for evaluation work.** Good evaluation requires money, time, and human resources; the Foundation needs to decide if they can afford these elements.
6. **Communicate to key-stakeholders why an evaluation is necessary.** As evaluation work is time and resource consuming, key stakeholders need to buy into evaluation to ensure the collection of good quality data.

Area of evaluation

7. **Determine the areas that the Foundation would like evaluate: output, outcome, impact.** Each of these entails different focus, takes place over different time frames, and requires different resources.
8. **Start with output and outcome evaluation, conduct impact evaluation five years after the Foundation's first external outcome evaluation.** The Foundation can continue to refine its output evaluation work and pilot new ways of outcome evaluation. In the subsequent years, the Foundation can focus on impact evaluation.

Scope of evaluation

9. **Determine how large an evaluation the Foundation would like to carry out.** A smaller scale evaluation requires less resource than a larger one. The scale of the evaluation is determined by the purpose and area of evaluation, as well as resource availability.
10. **Choose an evaluation design that aligns to the purpose/goals/scope of the evaluation and the amount of resources the Foundation can invest in.** The most ideal design is to conduct both pre/post-test with control group AND post-test with control group (Solomon Four Group Design). The next best is to conduct pre/post-test with control group, followed by post-test with control group. In the event control groups cannot be matched, the Foundation can consider a post-test design but include groups with varying experiences. Refer to USAID's evaluation of World Reader for a good example of both strong evaluation and reporting of results.

11. **Utilize a mixed method design, if possible.** If the evaluation design permits, including both quantitative and qualitative data will widen and deepen the evaluation results respectively.

Data collection tools

12. **Ensure that data collection tools align to area of evaluation and evaluation design.** A good evaluation design can be undermined by poor tools. Therefore, quantitative tools should be made as robust as possible, and validated, if possible. Including a wide variety of tools to collect qualitative data helps improve the quality of the data.

Suggested next steps

13. **Pilot an evaluation study on a smaller scale before embarking on a larger scale evaluation.** Beginning with a pilot study allows the Foundation to test out the instruments, determine the amount of resources required for a larger evaluation, and work out kinks in the evaluation design and process.
14. **Consider taking the lead on reading/library evaluation for organizations working in China.** There is a large gap in good quality evaluation in the arena of reading and library programs, particularly for programs based in China. As a leader of reading/library programs in China, CYS can be a model to other programs in terms of evaluation and include capacity building of evaluation as one of the Foundation's mission.
15. **Engage in external evaluation of CYS's programs, not only internal evaluation**. Internal evaluation is helpful in piloting tools, capacity-building, or monitoring of RLP's work, but external evaluation provides greater objectivity in results. Upon completion of an external evaluation, some of the tools can be repositioned for internal evaluation to build the capacity of stakeholders in evaluation.

INTRODUCTION

This report has been commissioned by the Chen Yet-Sen (CYS) Family Foundation to better the work the Foundation has done in its reading and library project.

PURPOSE OF FEASIBILITY REPORT

The Chen Yet-Sen (CYS) Family Foundation has been running its Reading and Library Project (RLP) for more than 10 years and is currently interested in determining best practices in evaluation in the field to strengthen the monitoring and evaluation (M&E) component of its work. This report examines the evaluation practices across various organizations that run programs similar to CYS's. This report aims to inform the Foundation of the opportunities in pursuing more rigorous evaluation on the output, outcome, and impact of its RLP.

PROGRAM OVERVIEW

The Reading and Library Project (RLP) started with the establishment of libraries in its early days and have since changed its emphasis from providing hardware (i.e. books, facilities) to schools to supporting software (i.e. changing perceptions around reading for leisure, capacity building of librarians and teachers, etc.). The mission of CYS's RLP, according to Henri (2007), is as follows:

- Increase children's exposure to reading
- Nurture free voluntary reading
- Influence community values to encourage free voluntary reading
- Influence community values to recognize beneficial outcomes of developing a reading habit

The Stone Soup Alliance in China is one of RLP's core initiatives to encourage primary schools to develop and maintain a vibrant school library and reading culture amongst the student population. The Foundation believes that a good library resource is the key to self-learning and the development of imagination in children.

DATA COLLECTION

The author reviewed partners of CYS Foundation, various non-governmental organisation's (NGO) websites, research literature, reports, books, as well as contacted various organizations for their evaluation reports when they could not be found online. Key terms that were used in the search included a combination of the following: evaluation, library programs, reading programs, critical thinking, reading culture, reading for pleasure, happy reading, socio-emotional impact, etc. The search included projects in countries like Burkina Faso, China, Eastern Europe, Ethiopia, Ghana, the U.K., and the U.S., Zambia, etc. Wherever possible, projects that matched CYS's RLP's contexts were chosen. However, given the dearth of rigorous external evaluations done in China, evaluation studies of projects located outside of China in both economically more and less developed countries were included. A caveat is that this review is not exhaustive in nature; Instead, it focuses on programs with (and sometimes without) evaluation that shares similar characteristics to the RLP that may shed light on evaluation and programing practices. Some projects that did not publish evaluation studies have also been included in case the Foundation is interested in examining practices of other reading and library programs.

SUMMARY OF DATA REVIEWED

This table summarizes programs with and without evaluation studies that were similar, to some extent, to CYS's RLP. The next section will examine each of these studies in further details.

Table 1: Summary of Programs or Research

Program Name	Program Location
With Evaluation Studies	
Book Aid International	Kenya, Tanzania, Uganda, Malawi, Zambia
Boundless Readers	Chicago, USA
Bring Me a Book USA	U.S.A
CODE-Ethiopia Partnership	Ethiopia
Friends of African Village Libraries	Burkina Faso

Ghana Book Trust-CODE Partnership	Ghana
Ohio School Libraries	Ohio, USA
Pass Love Charity Foundation	China
Reading Connects	United Kingdom
Reading and Writing for Critical Thinking	Czech Republic, Kyrgyzstan, Latvia, Macedonia
Room to Read	Cambodia, Nepal, Zambia, etc.
Rural Education Action Program	China
World Reader	Ghana
Without Evaluation Studies	
1kgbook	China
China Tomorrow Education Foundation	China
Dream Corps International	China
Evergreen Education Foundation	China
International Book Bank	Haiti, Nicaragua, Central/ Eastern/ Southern Africa
Librarians Without Borders	Worldwide
Library For All	Haiti
Librii	Various countries in Africa
Total	**21**

Per the Foundation's request to focus on programs in East Asia, the author reviewed 29 NGOs working around education, five exhibited characteristics similar to CYS's. Refer to Appendix 1 for the full list of Chinese NGOs reviewed.

CASE STUDIES OF PROGRAMS SIMILAR TO CHEN YET-SEN'S READING AND LIBRARY PROJECT

This section examines in detail 21 case studies of programs that exhibit similar goals, mission or activities to CYS's RLP. Of the 21 programs, 13 made their evaluation information publicly available. Each case study has been summarized with a short analysis of their strengths and weaknesses at the end of the study. In addition, the following information has been captured in each case study: program name, website, program goal or vision, program mission, program activities, evaluation name, evaluation design, data collection, and findings.

To aid readers unfamiliar with technical evaluation terminology used in the case studies, a glossary of evaluation-related terms is included in Appendix 2. It is recommended that readers review the glossary prior to reading the subsequent sections.

PROGRAMS WITH PUBLICLY AVAILABLE EVALUATION INFORMATION

The following 13 programs include different types of evaluation that can be located on the public domain.

Program	Book Aid International
Website	http://www.bookaid.org/
Program goal/ vision	No information
Program mission	Book Aid International increases access to books and supports literacy, education and development in sub-Saharan Africa.
Program activities / examples	Providing mobile libraries, prison libraries, children's book corners, books for health, children's book clubs, community libraries to African countries and Palestine.
Evaluation name	Five countries review of Book Aid International Project: Kenya, Tanzania, Uganda, Malawi, Zambia.
Evaluation design	Post-test only with no control group
Data collection	• Both qualitative and quantitative data • Focus group with users of library • Semi-structured interviews with library staff and/or teacher librarians • Written surveys on book usage • UWEZO reading tests administered
Findings/ program outcome & impacts	• Findings 1 & 2: irrelevant to CYS. • Finding 3: Books are better used when staff is well trained. E.g. Librarians were better able to recommend supplementary materials to users. • Finding 4: Books remain an essential resource be it board books in rural areas for babies to tertiary level students. Limited internet access renders printed books critical. • Finding 5: Training librarians improves user experience.
Strengths / weaknesses	Weaknesses: • Findings were fairly similar, indicating lack of discrimination across different categories of question stems. • Methodology weak without control group or pre/post design. • Findings were not thematically organized, instead it was organized according to location, and this made it difficult to distil key themes.

Program	Boundless Readers
Website	http://www.boundlessreaders.org/
Program goal/ vision	No information
Program mission	Mission of Boundless Readers is to develop readers—children who not only know how to read, but do read—frequently, widely, and willingly.
Program activities / examples	Builds capacity of teachers and their schools through professional development programs and resources so students achieve success as lifelong readers, learners, and thinkers. Organization is focused on classroom teachers as they are the most powerful and cost-effective change agents to improving student achievement.
Evaluation name	Boundless Readers Evaluation
Evaluation design	Pre-post test with control group
Data collection	• Both qualitative and quantitative data • Student test score analysis (Iowa Tests of Basic Skills) • Student surveys on attitudes toward and frequency of reading • Teacher surveys measuring changes in participation levels, attitudes towards instruction, implementation of classroom practices, collaboration, leadership skills, perceived changes in student attitudes • Teacher feedback on professional development • Classroom observations • Principal surveys and interviews
Findings/ program outcome & impacts	• Finding 1: Students showed greater improvements in their motivation to read than students at matched comparison schools • Finding 2: Middle grade students made greater gains on standardized test than comparison schools or students in their own schools whose teachers did not participate in Boundless Readers program. • Finding 3: Teachers are more likely to use research-validated literacy practices compared to wait-list comparison group. • Finding 4: School administrators report that teachers take on literacy leadership roles and share information about best practices. • Finding 5: 70% of alumni see themselves as literacy change agents.
Strengths / weaknesses	Strengths: • Pre/post-test with control group increases validity of experimental design and results. • Large variety of data collected, both qualitative and quantitative. • Classroom observation offered a more objective view of results. • Use of objective standardized test in combination with surveys. Weakness: • Surveys non-standardized • Teachers and students were not interviewed for qualitative data.

Program	Bring Me a Book USA
Website	www.bringmeabook.org
Program goal/ vision	A world in which all children read and succeed
Program mission	To provide easy access to quality children's books and inspire parents to read aloud with children, in order to facilitate future success in school and life.
Program activities / examples	• Provide easy access to brand new, multicultural, quality hardcover children's books in multiple languages to underserved preschools, elementary schools, after-school programs, shelters, community centres, and businesses both in the USA and in seven foreign countries. • Help parents, caregivers and teachers understand the critical importance of reading aloud to children every day. Workshops are conducted at Bring Me A Book library sites, in several languages if needed. • Programs are community-focused, partnership-driven, and easily expandable.
Evaluation name	Evaluation of BMAB First Teachers Training and Bookcase Library Programs
Evaluation design	Randomized pre/post-test with no control group Tracks changes in child, parent, and teacher outcomes. Each of nine participating preschool sites was randomly assigned to one of three experimental groups: 1. The Bookcase Only group received a new bookcase in their preschool classroom filled with 30-40 high-quality, age-appropriate books. Parents and teachers in this group did not receive any additional information or training about reading or children's early development. 2. The Bookcase + 1 FTT group received a new bookcase library in the preschool classroom. Parents and teachers also received one condensed session of the Bring Me a Book First Teachers Training (FTT) curriculum. 3. The Bookcase + 3 FTT group received a new bookcase library in the preschool classroom, and parents and teachers received three sessions of the Bring Me a Book First Teachers Training curriculum. Pre-test measured baseline of child/parent/teacher outcomes of interest. Two to three months later, after intervention, post-test measures were taking on child outcomes and teachers' classroom reading. For parents, there were two sets of parent post-test surveys. The first was completed immediately after parents had finished their FTT (either at the end of the one-session FTT or end of third three-session FTT). For parents in "Bookcase Only" group, this survey was administered at about the same time as the 1FTT group. The second parent post-test survey was completed about a month later.
Data collection	• Both qualitative and quantitative data • Pre/post surveys of:

	○ Parents ○ Teachers ○ Students ○ End-of-study interviews with teachers • Document analysis of: ○ Child observation form completed by teachers ▪ Record background characteristics of child, child's book awareness/early literacy skills, enjoyment of books, enthusiasm for story time, ability to sit still, self-initiated reading, receptive/expressive communication skills ○ Classroom log form completed by teachers ▪ Logged date, book name, language, duration of reading session, etc. ○ Parent information form completed by parents ▪ Assessed parents' knowledge, attitudes, practices.
Findings/ program outcome & impacts	• Finding 1 (early literacy/reading behaviour): Children showed significant improvements on several measures of early literacy and book enjoyment after being exposed to one or more BMAB programs (five areas: book awareness/ early literacy skills; book enjoyment; enthusiasm for story time; ability to sit and pay attention during story time; receptive and expressive communication skills). Example students showed greater enthusiasm for story time, were able to pay attention for a longer time. • Finding 2 (impact of FTT on children's reading-related outcomes): Increased effectiveness of FTT supporting children's development of early literacy skills and book/reading enjoyment in both one-session and three session training. Children whose parents were exposed to FTT training had better post-test book awareness, enjoyed books more, showed more enthusiasm for story time, and had improved communication skills in using words to describe feelings (the other four sub-sets of communication skills include: uses words to say what they want/need; follows two directions; can speak clearly; can understand what you say). Differences were significant. • Finding 3 (impact of FTT on parents' reading attitude): Parents who attended FTT showed significant changes in their attitudes and behaviours related to reading. Example they knew more about the importance of reading and read more often to their children in an interactive manner. • Finding 4 (impact of FTT on parents' attitudes and practices related to library visits): FTT didn't have as strong an impact on this as compared to their attitudes on reading and home reading behaviour. Parents who attended three FTT were more likely to have gotten a library card. • Finding 5 (impact of FTT on teachers' reading in class): All three groups revealed that teachers' classroom reading—in terms of how much time spent on reading and *how* teachers read to students—were revitalized. Teachers were excited about the libraries and reported greater motivation for reading to students.
Strengths / weaknesses	Strengths: • Robust and objective use of measures for literacy. Child observation

form, classroom log, parents' forms provide useful references for creation of protocols in future.
- This is the only research of the 12 that focused on communication/expressive measures.

Weaknesses:

- Post-test done too quickly after intervention. If they had waited for 6 – 9 months, the post-test results may have been different.
- Teachers were the ones, who logged and reported on student behaviour, self-reporting may introduce some biases. Further, teachers in each class had to complete the report for all students in class. It's impossible to remember that much information about each student. Rather, using a sample of student from each class may enable teachers to better track the students.
- Having some parent/students' interviews may strengthen this research.

Program	CODE-Ethiopia Partnership Program
Website	http://www.codecan.org/library/resources/assessments
Program goal/ vision	Improvement of basic education through the provision of appropriate reading materials for national development.
Program mission	No information
Program activities / examples	Through the CODE-Ethiopia program, the expected impact is to help students to acquire and sustain literacy skills, with five expected outputs: 1. Increased skills of teachers /librarians 2. Improved skills that increase access to and usage of reading materials 3. Increased relevant reading materials 4. Strengthened library facilities and services 5. Increased understanding of Information Communication Technologies (ICTs) role in enhancing literate environment (Note: No further details on program/activities were provided, although a sense of the activities can be surmised from the Summary of Results section.)
Evaluation name	Evaluation of the CODE-Ethiopia partnership, 2007-2012, five year project partnership.
Evaluation design	Post-test only with no control group. Compared interview/observations with proposed outputs and outcomes of the proposal. Evaluation analysed through five major lenses: relevance, effectiveness, efficiency, sustainability, and impact. This formed the framework for discussing the findings and making future recommendations.
Data collection	• Both qualitative and quantitative data • Output 1: Increased skills of teachers/librarians: o Focus group with attendants o Document analysis of ▪ teachers' projects ▪ workshop and training materials • Output 2: Improved skills that increase access to, and usage of, reading materials o Document analysis of ▪ management procedures ▪ annual reports o Structured interviews about reading room activities • Output 3: Increased relevant reading materials o Quantitative analysis of primary data of ▪ reading room statistics (number of volume, where books come from, etc.) ▪ inventory data • Output 4: Strengthened library facilities and services

	○ Focus group with attendants ○ Interviews with attendant and CODE-Ethiopia staff ○ Observations ○ Document analysis of photographs • Output 5: Increased understanding of ICT's role in enhancing literate environment ○ Focus group with youths ○ Document analysis of photographs • Site visits: 12 site visits include tour of facility with photo-taking, focus group meeting with various stakeholders, talk with children/adults from community
Findings/ program outcome & impacts	Output Findings: All five outputs were met in general with the following highlights and issues: • Output 1: Translation of training into activities in school like Reading Week, teaching students how to use the library. More continuous training opportunities were requested. • Output 2: Library management skills were translated into practice resulting in increased access and use of materials. Locally produced fiction books were particularly popular. More training on comprehension and study skills would benefit older children, and read-aloud and language play will benefit younger children. • Output 3: Over-abundance of North American texts that had limited effect on literacy and learning. Attendants preferred less dependence on donated books. • Output 4: Facilities were well-maintained, community members were engaged in the management of the reading rooms. • Output 5: Reading rooms have very limited ICT resources with request by many for ICT education and resources in reading rooms.
Strengths / weaknesses	Strengths: • Reviewed a large variety of data sources, both quantitative and qualitative, to strengthen the research. Useful to explore this range of data to inform the types of data sources that CYS can refer to in future. • Having clear outputs defined in the onset enabled the evaluation to be focused and aligned to the goals of the output. This allows the evaluation to better answer questions that the organisation is asking because of the clarity of end goals. Review the actual CODE-Ethiopia evaluation report to see how logical framework is used to guide the evaluation. • Interview protocols in page 53-54 of the report can be used for future reference Weaknesses: • No control group or pre/post design meant it was hard to establish the validity of results.

Program	Friends of African Village Libraries
Website	http://www.favl.org/about.html
Program goal/ vision	No information
Program mission	FAVL is dedicated to increasing access to reading material and other information in rural villages in sub-Saharan Africa. FAVL-supported libraries serve all members of the village community. FAVL strives to include in every library collection as much relevant, useful information as is available- whether about building a compost pit, a chicken coop, or treatment of dysentery.
Program activities / examples	Village libraries are established when donations are sufficient to cover the long-term commitment to support a library. Communities in our program area establish a local management committee and provide a building or a building site for the library. FAVL will then help the village to refurbish an existing building, or build a new building, usually with solar power. A local librarian is hired and trained and the library is stocked with a selection of books. Village libraries typically hold a collection of one or two thousand books, with titles in English, French, Arabic, and local languages. The typical library has a reading room, a community space and an office for the librarian. In addition to paying the librarian salaries and on-going maintenance of the library, FAVL also helps train library staff to implement reading programs and other activities at their location.
Evaluation name	Kevane, M. (2008). How much do village libraries increase reading? Results of a survey of 10th graders in Burkina Faso. *Librii*, 52, 202-210.
Evaluation design	• Post-test only with control group • 4 matched pairs, control and experiment group.
Data collection	• Quantitative data only • Questionnaire that asked students about o their socio-economic background, the accessibility of books in their village, their reading habits, and indicators of their attitudes and aspirations towards school, reading and literature • Three ways were used to measure reading habits, students to indicate: o how many books they had read from among 25 fairly well known novels by African authors of the region and the country o how many books they had read in the past 30 days o how many books they had read in the past year
Findings/ program outcome & impacts	• Finding 1: Students from schools with FAVL libraries read more books (50% more) than those in matched villages. Difference was statistically significant • Finding 2: Students who were both avid and less avid readers read more books than those in matched villages, indicating that results weren't skewed by a few avid readers. • Finding 3: In villages where there were small public libraries, there was no gender difference in reading habit, compared to villages without small public libraries (in which case, boys read more).

	• Finding 4: Access to libraries and books is a significant determinant of reading habits (having controlled for socioeconomic status). Students in schools with available libraries read two more books from the 25 African novels than their peers in schools without libraries.
Strengths / weaknesses	Strengths: • Strong quasi-experimental study with controls of confounding variables. This increased validity of results. • Part of a larger study that looks at cost-benefit analysis as well. The CBA component could help CYS determine the economic feasibility of its programs. Quantitative CBA results are popular with funding agencies. • One of the strongest evaluation studies. Weaknesses: • While the study claims to examine attitudes towards reading, the question stems were very restrictive, and the three measurement (mostly about books read) revolved around habits of reading, not attitude. • Michael Kevane is the director of FAVL, hence this is considered an internal, not external evaluation. Bias in evaluation may potentially exist.

Program	Ghana Book Trust CODE Partnership
Website	http://www.codecan.org/library/resources/assessments http://www.codecan.org/our-partners/gbt
Program goal/ vision	Strengthened literate environment
Program mission	Ghana Book Trust (GBT) ensures that primary schools in the areas where it works are supported by libraries are well stocked with relevant reading materials. It provides books in English and the local Twi language, skills training for teachers to teach reading and writing, and support for library management and maintenance.
Program activities / examples	Program outline: • Supplying books in the ratio of one child five books to each school; • Training of teacher librarians; • Training Class one, two and three teachers in the teaching of reading; • Organizing reading promotion activities in project areas; • Sensitizing headmasters, PTAs, School Management Committees and District • Education Oversight Committees in the establishment of libraries; • Conducting impact assessment in the previously supported Districts; • Provision of library furniture and technical services;
Evaluation name	Evaluation of the Ghana Book Trust-CODE partnership, 2007-2012, five year project partnership.
Evaluation design	• Post-test only with no control group. • Compared interview/observations with proposed outputs and outcomes of the proposal.
Data collection	• Both qualitative and quantitative data • Document review of o annual reports, trip reports, consultants' reports, training materials • Interviews with o District Directors of Education o Circuit supervisors, o Head teachers, o Classroom teachers, o Teacher-librarians o University tutors and faculty responsible for training teacher-librarians o Parents assembled at a school TPA meeting • Classroom observations of teachers trained in project • Informally tested children in English, and mother tongue, Twi

Findings/ program outcome & impacts	Output findings: • Increased usage of relevant reading materials • Establishment of 381 libraries • 141 teacher-librarians were trained • Increased collaboration across the Ghana Book Trust and Ministry of Women's and Children's Affairs, the Ghana Library Board, and tutors from public training colleges • Consistent project monitoring of GBT via annual reports write-up. However, monitoring and evaluation continue to fall short and need to be improved. Outcome findings: • Increased children's interest in reading as evidenced by increased use of library where two class periods were scheduled weekly for each class. • Increased performance of teachers to teach reading: Teachers had received workshops on training and monitoring visits show that teachers were using methods learned in training. • Increased capacity to support the teaching of reading: GBT stronger in the organization of workshops for training teachers of reading. Lead trainers have been trained and certified, and they are supported by two part time coordinators. The training support process has become more systematized.
Strengths / weaknesses	Strengths: • Interviewed all key stakeholders to collect a wide range of data. • Having clear outputs defined in the onset enabled the evaluation to be focused and aligned to the goals of the output. This allows the evaluation to better answer questions that the organisation is asking because of the clarity of end goals. • Annex of data collected is helpful for a reference on the range of types of data that ought to be collected during evaluation. • Classroom observation tool provides more objectivity in data collection. Weaknesses: • No control group or pre/post design meant it was hard to establish the validity of results. • Compared to CODE-Ethiopia evaluation, this is a weaker study when it came to reporting as the analysis was not carried out thematically.

Program	Ohio School Libraries
Citation	Todd, R., & Kuhlthau, C. (2005). Student learning through Ohio school libraries, Part 1: How effective school libraries help students. *School Libraries Worldwide, 11*(1), 63-88.
Program goal/ vision	No information
Program mission	No information
Program activities / examples	No information
Evaluation name	Student learning through Ohio school libraries
Evaluation design	• Post-test only with no control group • 39 Ohio schools were selected to participate in research. Total 13,123 Grades 3 – 12 students participated in survey.
Data collection	• Both qualitative and quantitative data • Large scale quantitative (closed ended) and qualitative (open-ended) survey with 48 questions • Surveys organized in 7 blocks: 1. *How helpful the school library is with getting information you need.* This block focused on the process of finding and using information, steps that students equate with doing library-based research. 2. *How helpful the school library is with using the information to complete your school work.* This block focused on the cognitive and meta-cognitive dimensions of using information. 3. *How helpful the school library is with your school work in general.* This block more explicitly focused on cognitive information use and the cognitive drivers and outcomes of engaging with information. 4. *How helpful the school library is with using computers in the library, at school, and at home.* This block focused on the school library's provision of a technological infrastructure, instruction in its use, and the technical tools to create representations of their learning. 5. *How helpful the school library is to you with your general reading interests.* This block focused on perceptions of how the school library supports wider reading interests and fosters the development of reading literacy. 6. *How helpful the school library is to you when you are not at school.* This block focused on understanding how the school library fosters independence and transfer of learning to other contexts and situations 7. *General school aspects.* This block sought to gather perceptions on the school library's links to academic success.
Findings/ program outcome & impacts	1. Finding 1: 97% of students indicated that school library plays a strong role in helping them find and use information. Librarians play an important part in supporting information gathering for students. 2. Finding 2: Students are aware of *how* to use the library to gather information for their own work. Students know how to identify main

	idea, take notes, evaluate, sort and organize ideas. 3. Finding 3: 92% of students found the school library helpful with their school work. In particular, students reported that the librarian was the key facilitator in supporting them, and not merely the books. 4. Finding 4: 84.9% of students felt that the school library computers help them do their school work better. 5. Finding 5: 74.8% of students felt the school library helped to improve their reading and reading interests. This blocked ranked the second lowest of the seven. 76.7% said the library helped to improve their reading interests. Students do not appear to see the library as supportive of their leisure activities or personal pursuits. Libraries, in their opinions, were more supportive of their school work. 6. Finding 6: 78.7% of students felt the library helped them discover interesting topics outside their school work. 7. Finding 7: 52.5% of students felt that the library contributes to doing their school work better.
Strengths / weaknesses	**Strengths:** - Organization of question stems into different blocks will be helpful for ideas on how to organize future protocols. - Having a block that constitutes the meta-cognitive piece around library usage can be helpful in future, if CYS wants to examine the cognitive impacts of their reading/library program. - Very large-scale study **Weaknesses:** - Authors were not very clear about how they differentiated block 1 and 2. There're a lot of overlaps between the two blocks. Also, overlapping ideas and similar question stems across the five blocks resulted in findings that repeated across different block of findings. - Some conflicting findings. Findings 5 indicated that libraries were not supportive of their leisure activities, but finding 6 showed that libraries helped students discover interesting topics. This is likely a result of overly similar blocks. - No control group or pre/post design meant it was hard to establish the validity of results.

Program	Pass Love Charity Foundation
Website	http://www.en.passlove.org http://passlove.org/bbs/read.php?tid=1849
Program goal/ vision	No information
Program mission	To promote education reform in rural China by establishing high quality village libraries that provide developmentally appropriate reading materials, engaging activities and ongoing teacher support; so that rural children can receive a fair and compassionate education. Reading is fundamental to a child's future, and it is a corner stone of education. PLCF's Dandelion's Village Program aims to spark rural children's passion for learning, foster independent thinking, encourage them to inspire others with their experiences, and in turn help them become responsible citizens.
Program activities / examples	• Provide library hardware and high quality age-appropriate books. • Provide professional development for teachers to help nurture desire for reading in students and teachers. • Train volunteers on the use of library.
Evaluation name	Impact study in 2009, one year after the completion of two libraries.
Evaluation design	Post-test only with no control group
Data collection	• Both qualitative and quantitative data • Survey (both close and open-ended) for students examining the following: o library usage statistics, o student activities enabled by the libraries, o how students feel about library, o students' enjoyment of the library, o students' creativity and imagination o students' cognitive skills
Findings/ program outcome & impacts	• Impact study reported that students noticed positive changes in themselves: for example they felt happier, had more desire to read, gained more knowledge, and had improved academic performance • Upper grade students (primary six) were able to appreciate the library more than lower grade students, be it in terms of the knowledge aspects of the library as well as the happiness the library brought to them.
Strengths / weaknesses	Strengths: • One of the few studies that examined students' cognitive skills and creativity (however, whether or not it's valid is questionable, see weakness below). • Inclusion of open-ended questions, especially with the first question of the protocol being about what students feel about the library. This reduces the influence of other survey questions on students'

perceptions.

Weaknesses:

- As the founder noted in her email, the tools were non-validated, so validity and reliability may be questioned.
- Evaluation done by founder of organization, this brings to question of partiality.
- Survey tools were all self-reported answers, hence, we are unable to determine whether or not students are being objective when they spoke about the improvement in their cognitive abilities.

Program	Reading Connects UK
Website	http://www.literacytrust.org.uk/assets/0000/0576/Handbook_primary.pdf
Program goal/ vision	To ensure all children become active, critical readers and to promote reading for enjoyment for all.
Program mission	No information
Program activities / examples	Uses the following strategies to promote reading enjoyment in schools: • Position reading for pleasure at the heart of the school's policy to raise standards and promote enjoyment in learning • Create a rich reading environment throughout the school - making reading as visible as possible –develop an inspiring school library • Ensure all staff has a commitment to the creation of a community of readers. The most effective teachers of literacy are those with the most extensive knowledge of children's literature • Involve all members of staff, including midday supervisors, caretakers, governors and parent groups in promoting reading • Involve children in a range of activities and in decision-making about the selection of texts to reflect their interests • Strengthen links with public libraries. The Enjoying Reading initiative has been set up to encourage schools and libraries to work more closely together
Evaluation name	No evaluation done, but the Reading Connects Audit rubric can serve as a pre/post evaluation protocol
Evaluation design	No explicit evaluation, but the organization recommends using the Reading Connects Audit for pre and post testing
Data collection	Reading Connects Audit Toolkit
Findings/ program outcome	Not applicable
Strengths / weaknesses	Strengths: • Reading Connects Audit Toolkit useful to refer to in structuring categories for evaluating reading program, as well as to structure CYS's reading activities and programs. Rubric with criteria descriptors are more helpful than mere quantitative scales—useful sample. • Program goals and activities are very similar to CYS's RLP as the focus is on building a reading culture. If ever CYS intend to create a handbook for other organizations to learn from, the outline and structure of the Reading Connects Handbook can be a useful point of reference

Program	RWCT Reading and Writing For Critical Thinking
Website	http://www.rwctic.org/
Program goal/ vision	Education systems around the world apply critical thinking in the development of democratic societies.
Program mission	RWCT IC promotes and implements critical thinking across the educational spectrum around the world. ***Medium-term goal***: By 2015, RWCT IC will be a pro-active network of individuals and organizations with the capacity to establish, strengthen, and sustain communities of educators who develop, implement and evaluate critical thinking programming of excellence. ***Strategic objectives 2011-2014*** a. Strengthen RWCT IC's organizational capacity; b. Strengthen the organization by establishing and consolidating the members' sense of belonging to RWCT IC; c. Promote, develop, implement and evaluate critical thinking programming of excellence."
Program activities / examples	• For classroom teachers, RWCT training consists of a series of four-five workshops over an 8-12 month period. During these workshops, participants are invited to experience learning in a highly interactive manner, practice the teaching methods demonstrated, adapt them to their own classrooms and circumstances, and substitute national texts for those introduced in training workshops. • When a country first joins RWCT, four educators who have volunteered through the International Reading Association (IRA) travel to the host country to train 20-40 teachers to use RWCT strategies. These volunteers offer a series of four workshops over the course of 12-15 months. During that time, participating teachers practice the curriculum and adapt RWCT strategies based on individual circumstances. Between workshops, RWCT participants meet monthly with colleagues to discuss progress in mastering RWCT strategies. They also receive feedback from peers and RWCT volunteers who observe their classroom teaching. After completing the entire RWCT course, first-year participants are expected to become trainers for future generations of RWCT teachers. • Teachers learn strategies to help pupils use self-reflection to solve problems and to engage actively in the educational process. They are then supposed to incorporate these strategies into their instructional practices—using reading and writing activities to encourage pupils to examine the implications of their ideas, exposing those ideas to polite skepticism, balancing ideas against opposing points of view, constructing supporting belief systems to substantiate the ideas, and taking a stand based on those structures.
Evaluation name	2000-2001 Evaluation of the RWCT project done by American Institutes for

	Research
Evaluation design	• Randomized post-test only with control group • Control group teachers matched on geography and demographics of teachers' schools and education background • Randomized sampling of students each for control and intervention group
Data collection	Teams of five to seven in-country data collectors conducted data collection activities in each of four countries. Each data collector conducted approximately 10-15 visits to RWCT and control-group classrooms—double blind to the extent possible and with a random distribution of RWCT and control group classes—and observed classroom activities for at least 45 minutes per class. Data collectors then asked the teacher to complete a 45-minute survey and administered a 45-minute survey to three pupils whom they selected at random from the class. Tools: • Both qualitative and quantitative data • 10-15 classroom observations, 45 mins each o 1st tool: Authentic Pedagogy scales created and validated by Fred Newmann, Walter Secada, and Gary Wehlage at the University of Wisconsin's Center on Organization and Restructuring of Schools o 2nd tool: RWCT teacher scoring rubrics that were created by Alan Crawford and Sam Mathews • Teacher survey • Student survey • Interviews
Findings/ program outcome & impacts	• Interviews with policymakers, university faculty and students, school administrators, teachers, and pupils in the four RWCT countries that were selected for this evaluation (the Czech Republic, Kyrgyzstan, Latvia, and Macedonia) support the evaluation findings that RWCT has made a substantial impact on teaching practices, classroom dynamics, and students and pupils' critical thinking skills. • Respondents in all countries reported that RWCT has increased communication among pupils and between pupils and teachers inside and outside of the classroom. • Primary and secondary school pupils and college students in all countries reported that they are learning more with teachers who had participated in RWCT and that they appreciate the instructional methods that teachers are using. • Teachers are more likely than their peers in control group to develop lesson plans that integrate critical thinking principles into teaching practices. • Intervention group students scored average 2.2 points higher than in the control group, and this difference was associated with the integration of more critical thinking principles in teachers' classroom practice.
Strengths / weaknesses	Strengths: • Examines both output (fidelity) and outcome of the program • External observation occurred rather than relying merely on self-

	reporting. This is one of the rare studies that included observations by external evaluators. • Random selection of students to participate in interviews. • Use of both quantitative and qualitative data. • Use of a validated rubric to determine critical thinking (Tried to locate rubric, but unsuccessfully as the book is out of print. Rubric was supposedly validated as it was adapted from Newmann et al.'s rubrics.) Weakness: • Unclear how critical thinking was assessed, and whether the assessment was valid since protocols were not included in the survey.

Program	**Room to Read**
Website	http://www.roomtoread.org
Program goal/ vision	We envision a world in which all children can pursue a quality education, reach their full potential and contribute to their community and the world.
Program mission	To achieve this goal, we focus on two areas where we believe we can have the greatest impact: literacy and gender equality in education. We work in collaboration with communities and local governments across Asia and Africa to develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the life skills they'll need to succeed in school and beyond.
Program activities / examples	RTR runs five main areas of programing: • Reading room: establishing children's libraries (56% of its 2008 program expenses). • School room: constructing schools or extra classrooms (22%). • Girls' education: financial support and training for girl students (12%). • Local language publishing (7%). • Computer and language room establishment (3%).
Evaluation name	Evaluation is common for RTR with most evaluations being country-based. However reports found online are mere findings summary and do not disclose the entire methodology or protocols. Evaluations were done on their life skills component under the "Girls' education" programming. Life skills include entrepreneurship (India), as well as communication, relationship-building, and critical thinking (Cambodia). (Unable to locate full report of life skills evaluation in Cambodia.)
Evaluation design	No information/ varies
Data collection	No information/ varies
Findings/ program	Potentially useful findings from first year of three-year cross-national evaluation: (http://www.roomtoread.org/document.doc?id=538)

outcome & impacts	• Finding 1: Reading behaviors seem to relate to the presence of a school library • Finding 2: Reading behaviors seem to relate to the presence of the Reading Room program • Finding 3: Upper primary grades seems to benefit more from the Reading Room program • Finding 4: Reading behaviors seem stronger when reading is emphasized in teaching and learning • Finding 5: Reading behaviors seem to relate to parental support for reading • Finding 6: Reading behaviors seem to relate to gender, though this relationship differs across countries • Finding 7: Reading behaviors seem to relate to home language
Strengths / weaknesses	Difficult to comment on the strengths and weaknesses of the studies as the methodologies are not available to the public. However, RTR has several pieces of one-pager evaluation summaries on key findings of its programs that may be useful in supporting the rationale for CYS's vision and mission. For example, research found that student reading is positively correlated to the presence of full-time librarian, library support, parental support for reading, and emphasis on reading in teacher instruction (http://www.roomtoread.org/document.doc?id=683, p. 20).

Program	Rural Education Action Program
Website	http://reap.stanford.edu/docs/628/
Program goal/ vision	The Rural Education Action Program (REAP) is an impact evaluation organization that aims to inform sound education, health and nutrition policy in China. REAP's goal is to help students from vulnerable communities in China enhance their human capital and overcome obstacles to education so that they can escape poverty and better contribute to China's developing economy.
Program mission	No information
Program activities / examples	All of REAP's research is made possible by partnerships that usually work in one of two ways: 1. REAP designs and implements new projects, and then evaluates them. 2. REAP partners with government agencies, NGOs, foundations, and corporate social responsibility (CSR) groups who are trying to implement their own projects: • REAP advises on project design • The implementation organization carries out the project • REAP evaluates the project REAP's research focuses on three key areas: • Keeping kids in school: Rural schools can be both low quality and expensive, giving children and their parents little incentive to attend. REAP aims to identify and solve the most serious cost and quality problems associated with rural schooling, so that rural children can have access to an affordable, quality education. • Health, nutrition & education: When children are sick or undernourished, their schoolwork suffers. REAP aims to reduce illness and undernutrition among children so that they can reach their full academic potential. • Technology & human capital: REAP is exploring the use of technology to improve schooling and health outcomes, both by providing children with extra help inside and outside of school, and by educating parents in remote, hard-to-penetrate areas.
Evaluation name	No evaluation done on school library or reading programs. Some previous education-related evaluation includes evaluating efficacies of financial aid programs, conditional cash transfer vouchers, and impact of migrant school teacher training.
Evaluation design	Experimental impact evaluation that uses control groups.
Data collection	Depends on evaluation focus
Findings/ program outcome &	Depends on evaluation focus, none that is directly relevant to CYS in terms of content

impacts	
Strengths / weaknesses	Strengths: • Experimental impact design that is rigorous and robust. • Based in Stanford with Mandarin-speaking personnel, cross-collaboration with Chinese organizations and personnel. • Honest in its reports of information. For example, it found and reported that short-term migrant teacher training had no impact on students' academic performances. • Included in this report for CYS's consideration of hiring them for evaluation studies/consultation in future.

Program	World Reader
Website	http://www.worldreader.org/
Program goal/ vision	No information
Program mission	World Reader's mission is to make digital books available to all in developing nations, enabling millions of people to improve their lives. Digital technology is sharply reducing the cost and complexity of delivering reading material everywhere. We are developing the systems and the partnerships to get e-readers – and the life-changing, power-creating ideas contained in e-books – into the hands and minds of people in the developing world. Every day, millions of children struggle to get even subsistence access to reading materials. World Reader uses e-books, existing mobile phone infrastructure and declining technology costs to put a huge range of digital books in their hands.
Program activities / examples	• Close gap between cost of devices and books so that local communities can pay for e-readers. • Develop and digitize local books. • Build capacity in community: provide technical and pedagogical training for project managers and local teachers, help local businesses repair e-readers so as to create a sustainable ecosystem to support reading in developing communities.
Evaluation name	Independent monitoring and evaluation, funded by USAID See more at: http://www.worldreader.org/what-we-do/#sthash.AyBe6YHT.dpuf"
Evaluation design	• Pre/post-test with control group. • 3 groups: No Ereader, Ereader, Ereader with out of class exploration. • 481 sampled • 11 month intervention • Baseline, midterm, final evaluation through one academic year

Data collection	• Both qualitative and quantitative data
	• Key informant interviews with teachers, administrators, stakeholders, and volunteers
	  o Focus groups composed of teachers and students
	  o Reading performance assessments in the form of standardized tests
	  ▪ School Education Assessment (SEA) for primary students,
	  ▪ Basic Education Certificate Examination (BECE) for junior high school students
	  ▪ West African Senior School Certificate Examination (WASSCE) for senior high school students
	• Case studies
	• Data from online e-reader accounts

	• Secondary data from World Reader and other stakeholders
Findings/ program outcome & impacts	Positive effects included: • Increased access to books • Increased enthusiasm towards reading • Increased resources for teachers • Increased technological skills • Increased performance on standardized scores at the primary level, especially among primary students receiving OCE interventions Unanticipated results of the e-reader were both positive and negative, as follows: Positive: • Students shared the benefits of the e-reader with family and friends • Students and teachers learned to navigate e-reader technology very quickly • E-reader loss and theft were dramatically lower than anticipated • E-readers increased exposure of Ghanaian authors Negative: • E-reader breakages were much higher than anticipated • Certain e-reader functions caused frustration such as accidental book deletion, and improper use of music and internet during class time.
Strengths / weaknesses	Strengths: • Pre/post-test with control group increases validity of experimental design and results. • Large variety of data collected, both qualitative and quantitative. • Qualitative data included case studies to allow readers to gain more insight into detailed nuances. • Reading tests provided more objective data (compared to self-reported surveys). • Well-presented report that is comprehensive and also discusses limitations of its own research. • Evaluated by USAID, leader in evaluation. Very useful to refer to this report in future. Weaknesses: • Non-random sample of participants. • There was some exposure of control group to the intervention. • No data on student reading habits.

PROGRAMS WITH NO PUBLICLY AVAILABLE EVALUATION INFORMATION

Whenever evaluation information cannot be found online, the author wrote to the organization requesting for them to share their evaluation reports, if any. The following eight programs exhibit goals and activities similar to CYS's RLP but which the author is unable to find evaluation information on. It could be because no evaluation has been carried out, the organization is unwilling to share, or the organization contacted did not reply. Yet, these programs have been included for the Foundation's reference of other similar existing projects.

Program	**1kgbook**
Website	http://www.1kgbook.org
Program goal/ vision	No information
Program mission	Help every citizen become a charity worker. Through book donation, allow children in impoverished areas to attain more knowledge through reading
Program activities / examples	Provide an electronic platform to match book donors (individual, companies) and recipients (schools, NGOs, libraries).

Program	**China Tomorrow Education Foundation**
Website	http://www.ctef.org
Program goal/ vision	No information
Program mission	Our mission is to improve the education in rural China and prepare the children to become responsible global citizens by renovating schools, establishing libraries, supporting teachers, funding scholarships, and promoting public awareness of rural China education conditions.
Program activities / examples	1. School renovation 2. Child sponsorship 3. Youth donor 4. Teacher award 5. Library o Providing high-quality books on good discount to schools. 12 libraries established, of which 5 are mobile. These libraries are distributed in national wide including Ning'xia province, Gan'su province, Qing'hai province, Yun'nan province and An'hui province, etc.

	o The books we donated widely covered technology, biographics and iterary which can make students eager to read books. Meanwhile we donated Chinese and English dictionaries, Chinese idiom dictionaries, China maps and World maps to help students on self-learning skills. o Over the course of constructing new libraries, we also plan to track each library to learn about the status of a library, and upgrade our donation libraries based on students' needs. We also try to motivate Open Reading Activities at schools. 6. Multimedia classroom

Program	**Dream Corps International**
Website	http://www.dreamcorps.org
Program goal/ vision	No information
Program mission	Dream Corps works closely with local governments, schools, educators, communities, and parents to set up libraries, provide quality books, and run reading activities to cultivate the interest and ability for self-guided learning in rural children.
Program activities / examples	• Provision of library hardware: books, libraries, book corners in school • Provision of professional development: help teachers organize reading activities, train librarians, train teachers to organize reading activities within the curriculum • Run regular reading activities for migrant children in metropolitan areas

Program	**Evergreen Education Foundation**
Website	http://www.evergreeneducation.org/index.php
Program goal/ vision	No information
Program mission	• To improve education opportunities for children and young adults in rural China by providing books, computers, relevant equipment and supplies, workshops and seminars to schools or libraries. • To grant scholarships and/or educational loans to scholastically excellent students in rural China who are financially disadvantaged. • To serve as a bridge in collaborative efforts whose purpose is to enhance information literacy or other educational exchanges between China and the United States.

Program activities / examples	• Libraries: We assist the libraries to automate circulation, train librarians, and develop service programs to help library patrons and community members to make good use of the library. For participating rural high school libraries, our goal is to provide assistance to: o Develop an appropriate collection profile that fits the community and provide funds for the purchase of books and periodicals. o Identify and purchase appropriate computer hard/software for the operation of the library. o Provide training workshops on the use of technology for the librarians. o Provide information literacy workshops for faculty, students and the general public. • Initiatives and Collaboration Projects: We support and guide annual locally-initiated collaboration projects. These collaboration projects make use of the community library resources. School libraries can use small projects to help the teachers and students practice inquiry-based and collaborative learning， improve the collaboration between the teachers and librarians, in order to better assist capability-oriented education. • Training: Each year we organize an international conference or a workshop for rural educators and librarians, world-wide educators, library professionals, and ICT experts to meet and exchange ideas. Besides face-to-face exchanges, we also develop online course (link to Courses) and materials to help train the rural teachers and librarians. • Scholarships: We provide scholarships for rural high school students and continue supporting them through the early years of college.

Program	**International Book Bank**
Website	http://www.internationalbookbank.org/about-us/
Program goal/ vision	No information
Program mission	The International Book Bank aims to increase global literacy by donating brand new books to charities in developing countries. IBB's cloud-based inventory system and electronic catalog allow indigenous institutions to choose their own learning materials in their own quantities — and prepare lessons in advance.
Program activities / examples	Users request for books and pay for container shipping of books to their location.

Program	Librarians Without Borders
Website	http://lwb-online.org/
Program goal/ vision	Our vision is to build sustainable libraries and support their custodians and advocates — librarians. (website) LWB envisions a global society where all people have equal access to information resource (Annual Report 2008-09)
Program mission	Librarians Without Borders (LWB) is a non-profit organization that strives to improve access to information resources regardless of language, geography, or religion, by forming partnerships with community organizations in developing regions.
Program activities / examples	• Mostly a platform for librarians working across different countries to discuss/talk about their experiences. • Development and operation of community libraries in Guatemala and Ghana. • Some occasional fund raising for individual projects. • Holding talks about issues of serving communities in developing countries. • Providing consultation to places that desire to start libraries up.

Program	Library for All
Website	http://libraryforall.org/library
Program goal/ vision	Our goal is to build a sustainable partnership of organizations working together to meet the needs of our clients. It will take publishers, authors, OER providers, governments and the NGO sector, as well as funding, technology and research partners to drive the model forward. It will take more than any one organization working alone to close the knowledge gap.
Program mission	Library For All was founded for those who have little or no access to books. The product is a digital library and educational platform, with content from Open Source providers and publishers. It is designed for low-bandwidth environments, through the use of a local network topology.
Program activities / examples	Our distribution plan is to work hand-in-hand with NGOs and other agencies in developing countries that are doing effective work, and support them to provide access to Library For All to their communities. Our partners select the device they want to use, and find a sponsor or purchase the devices. We have also sourced some low-cost robust devices for under $50. We then work with our partners to set up a local area network and provide access to the Library For All platform to all of their clients.

Program	LIBRII
Website	http://www.librii.org/about-2/
Program goal/ vision	No information
Program mission	Librii is an environment focused on knowledge creation. More than just the Internet, Librii uniquely packages cutting-edge, locally-tailored, open-access content that drives users to learn, create, and disseminate their knowledge. Set up as a community-based, franchised network, Librii is run by local entrepreneurs and staffed by librarians. This model ensures that resources are constantly up-to-date, replenished, and relevant. As a franchise, each library will be part of an integrated network, speaking to and learning from one another.
Program activities / examples	No information

ANALYSIS OF CASE STUDIES

This section will analyse the similarities and differences across the various case studies with evaluation in terms of the following: program focus, research design, and data collection method.

PROGRAM FOCUS

Programs Most Similar to CYS's RLP

All the programs share similar goals with CYS's RLP in terms of their focus on one or some of the following areas: reading, provision of books, or capacity building. The program that comes closest to CYS's RLP is the *Reading Connects program in the UK* as there is a strong focus on building a "reading culture" and belief that reading should be done for "pleasure". Further, the program encourages a rich reading environment throughout the school—with in-class curricular connections and out-of-classroom reading activities—that is not confined within the library. The program also tries to involve all stakeholders, including school staff, librarian, and parents, and tries to reach out to the community to strengthen links. While the program has not completed an external evaluation of its program, the Reading Connects Audit Toolkit on pages 8 – 11 provides a rubric that is helpful for pre/post evaluation.

Programs that Focus on the Non-Academic Side of Reading

Other than Reading Connect, Room to Read is program that focuses on the non-academic side of reading in that it aims to promote a habit of reading and support *girls* with the life skills they need for school and beyond. Life skills has not been an explicit area of focus by the other programs but Room to Read has taken on itself to promote gender equality as one of its main goals. Similarly, Boundless Readers and Bring Me a Book USA stress that reading is critical for future success in, not just school, but life. Another organization that explicitly discusses building a reading culture is Pass Love Charity Foundation as it emphasizes the importance of sparking rural children's passion for learning through books. Code Canada also aims to promote awareness and understanding, as well as encourage self-reliance, by providing resources for learning. CODE-Ghana and CODE-Ethiopia's programs include these elements in their work, even though they were not explicitly stated in their evaluation reports.

It is interesting to note that few reading and library programs explicitly mention reading for pleasure as a goal. Many programs focus on reading from a more practical perspective. Similarly, almost none of the programs talk about "happy reading", a term that CYS appears to focus on. A potential reason could be that many of these programs are established in areas with very low literacy rates, or where schooling is not mandatory, and even if mandatory, has not been enforced strictly. The context in China differs in that literacy rates are comparatively higher and there is a strong push for academic achievement at the

expense of voluntary free reading for pleasure. Hence, it was challenging to find programs that stress happiness as a goal of reading or focus on the socio-emotional aspects of reading. Needless to say, evaluation on this area is rare.

Programs that came close to discussing the socio-emotional aspects of reading include Pass Love Charity Foundation and CODE programs. However, the data collection tools for Pass Love Charity Foundation possess low validity and reliability, and CODE-Ethiopia and CODE-Ghana's evaluation reports did not include any tools related to measuring these aspects even though they stated socio-emotional aspects of reading as a goal.

Programs that Focus on Delivery of Information Materials or Facilities

Most of the programs focus on building libraries, or providing reading materials (be it traditional hard copies of books or software such as digital e-readers/ computers). These nine programs include the following: Book Aid International, Boundless Readers, Bring me a Book, CODE-Ethiopia, Friends of African Village Libraries, Ghana Book Trust-CODE partnership, Pass Love Charity Foundation, Room to Read, and World Reader. World Reader is the only organization that provides digital books.

Programs that Focus on Capacity Building

Seven out of nine of the programs that focus on delivery of information materials include professional development of stakeholders, such as staff, teachers, librarians, and school administrators. These organizations share the belief with CYS that building "software" is as important as delivering "hardware". The seven programs include: Boundless Readers, Bring Me a Book USA, CODE-Ethiopia, Ghana Book Trust-CODE partnership, Pass Love Charity Foundation, Room to Read, and World Reader.

What makes World Reader interesting is that as it provides digital books (i.e. e-readers) to developing nations, the organization understands that it is critical for communities to know how to maintain the e-readers. Hence, capacity building of the community not only provides technical and pedagogical training to project managers and local teachers, it also trains local businesses to repair broken e-readers so that a sustainable ecosystem to support reading is created. Should CYS one day decide to provide digital hardware to schools, the Foundation could consult World Reader's approach.

Program that Focuses Explicitly on Critical Thinking

Reading and Writing for Critical Thinking (RWCT) program has been included as a case study because even though RWCT itself is simply a consortium that promotes and implements critical thinking, they have partnered with Code Canada to provide training to schools sponsored by CODE. The evaluation study of RWCT's work by American Institutes for

Research is a strong example of evaluation as it included validated tools, external observations, mixed of qualitative and quantitative data, and randomization. CYS can consult RWCT's evaluation study in future, or even consider partnering with them if improving critical thinking is one of the goals that CYS intends for its RLP to achieve in future.

Pass Love Charity Foundation is another organization that focuses on independent thinking. Its evaluation examined creativity and imagination, however, the design is weak as there are no control group or pre/post testing. Nor were the tools validated. Further, data collected was self-reported, which suffers from a lack of objectivity.

RESEARCH DESIGN

Of the 13 case studies, two programs did not include explicit details about their research design (Room to Read and Reading Connects). The third program (Rural Education Action Program) conducts experimental impact evaluation in China but has not done evaluation on programs that are similar to RLP's. Nonetheless, Rural Education Action Program has been included in this report because of its expertise in conducting experimental impact evaluation, making it a potential resource for CYS.

The remaining nine programs utilized four types of research design: i. post-test with no control group (five studies), ii. pre/post-test with no control group (one study), iii. post-test with control group (two studies), iv. pre/post-test with control group (two study) . Different research design possesses different strengths and weaknesses; each will be analysed below. Pre/Post-test with control group is the most robust design of the four designs.

It is important to note that research design should not be the only consideration for the strength of a study. A good research design (e.g. pre/post-test with randomized control group) can be undermined by poor data collection tools. Hence data collection tools (discussed in the next section) need to be carefully selected and designed to align with the research design and goals.

Post-Test with No Control Group

A post-test is administered after an intervention is taken. Such a design has *no internal validity*—i.e. one cannot conclude with certainty that the changes are caused by the intervention—and *no external validity*—i.e. one cannot generalize the results of the test to other contexts. This is the simplest evaluation design and also the weakest. Often, this research design is undertaken as evaluation was not taken into consideration prior to the administration of the intervention, or it was too expensive/time consuming to conduct a pre-test or a control group. It may also be used to reduce experiment mortality (i.e. participants dropping out before the intervention is completed).

Five programs utilized this research design: Book Aid International, CODE-Ethiopia, CODE-Ghana, Ohio School Library, and Pass Love Charity Foundation. However, collecting a large

variety of both qualitative and quantitative data helped to overcome the lack of internal and external validity by providing a wider perspective of and more nuanced information. CODE-Ethiopia, CODE-Ghana, and Book Aid International included interviews and focus groups with participants to understand the contexts from a qualitative aspect. This is useful in giving details of what is happening on the ground from participants' angle, but may be costly. Ohio School Library and Pass Love Charity included open-ended questions in their surveys. While this method is cheaper, it may not yield as rich a data as interviews and surveys. (More information on data collection methods will be discussed in the next section.)

Pre/post Test with No Control Group

This test is an improvement over the post-test with no control group design. The strength of a pre/post-test is that a baseline of the aspect to be measured, e.g. participant's capacity or knowledge, is taken and compared against the post-intervention test results. Conclusions are drawn about the changes in test result. However, there is *minimal internal validity* and *no external validity*. We cannot be sure if participants have improved because of the intervention as they would have improved anyway, or whether another approach could be more effective.

Bring Me a Book's (BMAB) evaluation study belongs to this category. There is no control group matched against the experiment group, meaning it is difficult to establish if changes that took place are attributable to the intervention. However, the strength in BMAB's evaluation lies in their creation of three randomized experimental groups that received varying degrees of intervention. The first group received bookcase only, the second received bookcase with one training session, while the third received bookcase with three training sessions. One can make comparisons about which strength of intervention is more successful across the three groups. However, one cannot claim that having intervention is better than having none as there was no control group.

Post-Test with Control Group

The use of a control group helps to lower the threats to validity. For large enough groups, this design can control for the threats towards internal and external validity such that differences between control and experiment group can be used to determine the intervention effects. In circumstances where it is not possible or unethical to randomize the control and experiment group, a non-equivalent control group is selected—i.e. a group that exhibits background characteristics similar to that of the experiment group. Note, however, that if groups are small, a pre-test is necessary.

Friends of African Village and Reading and Writing for Critical Thinking utilized this research design, making their research design strong. However, Friends of African Village only utilized quantitative data, while the latter included qualitative data. The incorporation of qualitative data in the latter two program's evaluation made their evaluation stronger as it sheds light on the "why" questions, rather than "what" questions.

Pre/post-test with Control Group

This is the strongest evaluation design out of the four. The use of a control group helps to lower threats to validity while, the pre/post design indicates the change in participants upon experiencing the intervention.

World Reader utilized this research design by having three groups: No e-reader, e-reader, e-reader with out of class exploration. The strong research design is bolstered by objective and wide range of data collection method that revolves both qualitative and quantitative data. Boundless Readers also utilized this design by having an experiment and control group. The inclusion of both qualitative and quantitative data also help strengthened the research design.

DATA COLLECTION METHOD

A wide range of data collection methods have been included in the different evaluation case studies. This section details the strengths and weaknesses of various types of data collection method and highlights noteworthy ones. Broadly, data can be divided into qualitative or quantitative data. Qualitative data is useful for understanding processes, contexts, and participants' interpretations of an event or intervention; qualitative data is often described in words or texts. Quantitative data is useful for understanding cause and effect, summaries of results, and testing hypotheses (e.g. a hypothesis that if participants read more books, they'd be happier); quantitative data is often described in numbers. The better evaluation studies (Reading and Writing for Critical Thinking, World Reader, Boundless Readers) includes both quantitative and qualitative data. A summary of the data collection methods across various organizations is captured in Table 2 (next page).

Data Retrieval from Management Information Systems or Pre-Existing Data Set

Data is collected from management information systems (e.g. demographic background of participants or school academic results). This is a useful way to collect large amount of data at a low cost. Typically, to create a control group that is not randomized, researchers would collect background data about participants from pre-existing data sources in the experiment group and find another group of participants that share similar backgrounds. For example, Friends of African Village Libraries utilized such data in finding its matched control group.

Document Analysis

Data is collected from various types of documents that are relevant to the topic of study (e.g. annual reports, consultants' reports, and training materials). This is a cost-friendly way to collect data and reduce the waste of collecting irrelevant new data.

However, the challenges include difficulty in retrieving documents if documentation is poor, and the quality of data is linked to how well the documents were written. CODE-Ethiopia

and CODE-Ghana both utilized document analysis in its post-test research design. It is useful to refer to the range of documents reviewed for ideas in future. World Reader collected existing data online.

Table 2: Summary of Data Collection Methods across Organizations

Data Collection Method	Organization
Data Retrieval from Management Information System/ Pre-existing data set	Friends of African Village Libraries
Document Analysis	CODE-Ethiopia, CODE-Ghana, World Reader
Focus Group	Book Aid International, CODE-Ethiopia, World Reader
Interview	Book Aid International, Bring Me a Book USA, CODE-Ethiopia, CODE-Ghana, Reading and Writing for Critical Thinking, Boundless Readers
Observation	CODE-Ethiopia, CODE-Ghana, Reading and Writing for Critical Thinking, Bring Me a Book, Boundless Readers
Questionnaire / Survey	Book Aid International, Boundless Readers, Bring Me a Book USA, Friends of African Village Libraries, Ohio Schools Libraries, Pass Love Charity Foundation, and Reading and Writing for Critical Thinking

Focus Group

A focus group brings together several participants who are fielded questions related to the evaluation goal. The strength of this approach is that it taps into group synergy that allows for more ideas to be generated. Also, in situations where participants are reticent or uncomfortable (e.g. if there is a large power differential between the facilitator and participants) having a group where participants are familiar with each other may encourage them to speak up. Another advantage is that holding a focus group allows for probing of answers and participants are self-reporting on their experience. Cost-wise, it may be cheaper as one is able to interview a larger number of people in an instance.

However, the weaknesses are that data collected can be time-consuming to analyse, it is not easy to attain a good group dynamic, and the focus group facilitator needs to be very well-trained. Book Aid International, CODE-Ethiopia, and World Reader utilized focus group with users of the library, library attendants, and teachers/students respectively.

Interview

Each participant is fielded a series of questions on a one-to-one basis during an interview. The strengths of interviews include having the ability to probe answers, to gather in-depth data or anecdotes allowing for "richer" data, and to reach out to those who are unable to read and write. It also provides high measurement validity for well-constructed and tested interview protocols.

The weaknesses are that interviews are time consuming and expensive to conduct. Similarly, data analysis is time consuming for open-ended items. Further, interviewees may not recall important information or lack self-awareness, resulting in reduced validity from self-reporting. Book Aid International, Boundless Readers, Bring Me a Book USA, CODE-Ethiopia, CODE-Ghana, and Reading and Writing for Critical Thinking conducted interviews to provide qualitative data to support their quantitative results.

Observation

Observation is carried out by trained personnel to uncover what takes place in a natural setting. The strengths of observations include increased objectivity in data since it allows one to see what participants are doing instead of relying on their self-reports. In cases where standardized observation tools are utilized, objectivity is also enhanced. It is useful to discover what is happening in a setting or to understand participants with weak verbal and literacy skills. Further, it allows the observer to uncover what does *not* occur.

The weaknesses of observation include not truly understanding the reason behind the observed behaviour resulting in misinterpretation of data, participants responding to the observer being present (thus altering their behaviour), and it is hard to observe dispersed populations. Observation can also be a time-consuming and costly measure as involving numerous observers will require training and standardization prior to observation. Given the cost of observation, Boundless Readers and Reading and Writing for Critical Thinking were the only two programs that utilized classroom observation by an external party with the latter using a standardized rubric. Bring Me a Book introduced a child observation form that teachers had to complete. CODE-Ethiopia and CODE-Ghana conducted observation without rubrics.

Questionnaire/ Survey

Questionnaire or survey comprise of a series of standardized questions that can be close-ended or open-ended, validated or not, completed by participants or data collector. In

general, the strengths of questionnaire/survey are the quick turnaround time, ability to collect data from a large group of people fairly easily, ease of subjecting close-ended data to statistical processing, inexpensiveness, flexibility in collecting exact information an evaluator need (close-ended questions) or information in participants' own words (open-ended questions), and high measurement validity for well-constructed and validated surveys.

The weaknesses are that they have to be kept short to reduce participant fatigue, self-reporting reduces objectivity of data, time need for validation of survey, and non-response to some items. Book Aid International, Boundless Readers, Bring Me a Book USA, Friends of African Village Libraries, Ohio Schools Libraries, Pass Love Charity Foundation, and Reading and Writing for Critical Thinking programs utilized surveys, making this the most popular data collection method across the ones discussed in this report.

RECOMMENDATIONS

This section reports recommendations to the Foundation around the following areas: Organization, Evaluation Purpose, Area of Evaluation, Scope of Evaluation, Evaluation Design, Data Collection Tools, and Suggested Next Steps.

ORGANIZATION

1. **Ensure clarity in the vision and mission of the Foundation's Reading and Library Project (RLP) and align it to the vision and mission of the Foundation's work.** Currently, there appears to be a lack of consistent and clear vision and mission for the Reading and Library project work. Different documents yield varying definitions of the mission (e.g. mission statements in Henri's report are different from those in Stone Alliance report, some discuss reading culture, others discuss happiness, yet others discuss reading for pleasure); without a consistent and clear vision and mission, it is difficult to delimit the scope and direction of its reading programs and carry out evaluation work.

   The Foundation has expressed a keen interest in examining the impact of reading on students' critical/divergent thinking abilities. It is does not make sense to assess this area if the mission statement does not include these as goals. If the Foundation believes reading can influence students' critical/divergent thinking abilities, this should be written as a mission of the program, and be used to inform the logical framework creation. The Foundation can look into the work of the Reading and Writing for Critical Thinking Consortium.
2. **Create a logical framework for RLP.** A logical framework is a management tool for planning, designing, monitoring, and evaluating development projects. It helps to instil rigor in project management, allocate responsibilities, communicate information about the project, and direct the evaluation. In particular, having a logical framework structures evaluation work by allowing the evaluator to determine if the purported objectives of the Program have been achieved. CODE-Ethiopia and CODE-Ghana both based their evaluations on their logical framework, resulting in tighter alignment of its evaluation and its actual work. Resources on how to create logical framework has been included under the "Useful Links and Resources" section.

- An example of impact, outcome, output from Ghana Book Trust is included:
    i. Impact: Strengthened literate environment
    ii. Outcome: Increased interest in reading, increased performance in teachers to teach reading, increased institutional capacity to support reading
    iii. Output: Increased establishment of libraries, increased usage of relevant reading materials, improved skills to access and use reading materials, increased collaboration with stakeholders

3. **Categorize various activities and use these categories consistently.** To help the creation of the logical framework mentioned in recommendation #2, the Foundation can start by categorizing all the various activities it has helped schools conduct. Currently, RLP reports discuss activities under various headings that differ from documents to document, making it difficult to distil what *types* of activities have been done. Further, some activities require more refined categorization. Having clear categories of activities is critical in creating a logical framework, which is in turn in important in managing the RLP and, eventually, supporting evaluation.
    - For instance, the 2013 Work Reflection Report uses these five categories: rich reading culture permeating in school, reading festival scenes, making key activities a part of daily life, integrating resources with the disciplines, and spreading the reading culture. 2010 Reading Project Report uses the categories: organization, program focus, training, collections, monitoring and evaluation, etc. 2008 Reading Project Report discusses three elements in school reading environment: Books, Time, People.
    - A suggestion of how RLP activities categories can be refined is proposed below. This proposition reviews all the RLP activities and combines the framework in the Reading Connects Audit Toolkit with the 2008 Reading Project Report elements:

        <u>Within School</u>

        i. Whole school vision, policy, strategy
            - Whole-school strategy
            - Professional development (for principals, librarians, teachers)
            - Cross-curricular links

ii. Reading promotion
    - Visibility of reading in the environment
    - Peer-to-peer recommendation

iii. Reading events and groups
    - Reading events (scheduled in the classroom)
    - Reading events (outside of the classroom)
    - Reading groups

iv. School library
    - Collection

<u>Outreach</u>

v. Family involvement
    - Family events and activities
    - Family home support

vi. Community involvement
    - Partnering with other schools
    - Partnering with local services

EVALUATION PURPOSE

4. **Determine the purpose of the evaluation.** The Foundation needs to determine why an evaluation needs to be undertaken before conducting an evaluation. Having clear reasons for conducting the evaluation will help to delimit the content and scope of evaluation. The Foundation can consider asking itself and key decision-makers these questions:
    - Why evaluate? For what purpose?
    - To share findings with others? Who?
    - To generalize results? For what?
    - To convince key stakeholders? Who are these stakeholders? Why the need to convince them?
    - To attract more funding?
    - To showcase how a good reading/library evaluation should be done? Showcase to who? Why?

- To help schools learn how they can evaluate their own programs?
- Who should pay attention to the report's findings?

5. **Determine the availability of resources for evaluation work.** The Foundation should also decide how much resources they can devote to evaluation and how to access these resources. Undertaking a good evaluation requires not only substantial monetary resources, but also time and human resources. All stakeholders involved in the RLP will have to devote time to supporting the evaluation (e.g. completing administrative documents, collecting and reporting data, etc.). *Evaluation should not be considered as an afterthought in charitable work as it is integral to achieving greater efficacies.* Room to Read and World Reader are good examples of organizations that take the business of evaluation seriously.
6. **Communicate to key-stakeholders why an evaluation is necessary.** As mentioned in recommendation #5, evaluation will take up substantial amount of key stakeholder's time, thus key stakeholders need to understand the purpose and be convinced about the need to support the evaluation. Without their cooperation, good quality data cannot be collected, thus jeopardizing the evaluation results.

AREA OF EVALUATION

7. **Determine the areas that the Foundation would like evaluate: output, outcome, impact.** The Foundation may be interested in measuring the outputs, the outcomes, or the impact of the RLP. Output evaluation examines the deliverables or products that have taken place with the introduction of the intervention. For example, what is the books to student ratio or the number of teacher training workshops conducted. Measuring output, however, does not tell the Foundation whether the participants have benefited. Outcome evaluation examines if activities (or outputs) have achieved the intended effects on participants in the short-term. For example, it determines the extent to which students feel that reading is pleasurable or teachers feel that reading is important. Impact measurement determines the long-term and broader changes that occur within the community, organization, society, or environment as a result of program outcomes. For example, examining the attitude towards reading in a community five years after a program has been established.

- For instance, CODE-Ethiopia and CODE-Ghana evaluations are closely tied to their output and outcome. Their reports make good references as to how to tie the logical framework to evaluation.

8. **Start with output and outcome evaluation, conduct impact evaluation five years after the Foundation's first external outcome evaluation.** The Foundation appears to have conducted some output evaluation based on the data of activities that has been collected internally. The Foundation can utilize their past experience in this area and refine their output evaluation, after the vision, mission, and logical framework have been standardized. While outcome evaluation has been conducted by Shanghai Normal University, the evaluation suffers from a lack of internal and external validity. Thus, new outcome evaluation design is recommended.

SCOPE OF EVALUATION

9. **Determine how large an evaluation the Foundation would like to carry out.** A smaller scale evaluation will evidently require less resource than a larger scale one. The Foundation can ask the following questions to determine the scope of its evaluation:
    - What is the purpose of the evaluation?
    - What is/are the area(s) of evaluation? (This is intimately tied to recommendation #7.)
    - How many resources can the Foundation and its key stakeholders invest?
    - How urgent are the results are required?

EVALUATION DESIGN

10. **Choose an evaluation design that aligns to the purpose/goals/scope of the evaluation and the amount of resources the Foundation can invest in.** The most ideal design is to conduct both pre/post-test with control group AND post-test with control group (Solomon Four Group Design). The former can be done if there are new schools joining the Reading Alliance, and the latter conducted on schools that have already been in the Alliance. The next best alternative is to conduct a pre/post-test with control group evaluation (refer to World Reader and Boundless Readers).

The control group should be matched as closely as possible to the experiment group to reduce the influence of confounding variables. This would allow the Foundation to determine if the outcomes are related to the intervention. The next best alternative would be a post-test with matched control group evaluation (refer to case studies of Friends of African Village, Reading and Writing for Critical Thinking). If it is impossible to find control groups, the Foundation can consider a post-test design but include groups with varying experiences. For example, conducting post-tests on two groups, one group with only one year of experience in RLP vs. another group with more than two (or whatever number stipulated) years of experience.

11. **Utilize a mixed method design, if possible.** Per recommendation #10, evaluation design is dependent on several factors. If the research question permits, it is best to use a mixed method design and collect data that is both quantitative and qualitative. The former will indicate "what" is happening, while the latter explains "why" it is happening (or not).

DATA COLLECTION TOOLS

12. **Ensure that data collection tools align to area of evaluation and evaluation design.** A good evaluation design can be undermined by poor tools. Therefore, quantitative tools should be made as robust as possible, and validated, if possible. Including a wide variety of tools to collect qualitative data from different angles can help with triangulation, e.g. interviews (subjective) combined with observations (more objective) can give stronger results. Including case studies of how well programs worked across various schools gives depth in the results. Refer to the large variety of tools covered in the 12 evaluation case studies above and Table 2 for specific examples of data collection tools.

SUGGESTED NEXT STEPS

13. **Pilot an evaluation study on a smaller scale before embarking on a larger scale evaluation.** This is premised on the need for the Foundation to *take time out to clarify the Foundation's mission and evaluation purpose, as well as the creation of a logical framework, before embarking on any evaluation project.* Beginning with a

pilot study allows the Foundation to test out the instruments, determine the amount of resources required for a larger evaluation, and work out kinks in the evaluation design and process. It will also result in more robust data.

14. **Consider taking the lead on reading/library evaluation for organizations working in China.** It is evident that there is a large gap in good quality evaluation in the arena of reading and library programs, particularly for programs based in China. As a leader of reading/library programs in China, CYS can be a model to other programs in terms of evaluation. Thus, it is pertinent to try out good quality evaluation before sharing with other organizations. This, of course, is based on the assumption that the Foundation is interested in embarking on work in capacity-building of reading/library evaluation.
15. **Engage in external evaluation of CYS's programs, not only internal evaluation**. Internal evaluation is helpful in piloting tools, capacity-building, or monitoring of RLP's work, but external evaluation provides greater objectivity in results. Upon completion of an external evaluation, some of the tools can be repositioned for internal evaluation to build the capacity of stakeholders in evaluation. Rural Education Action Program (REAP) is an organization that is skilled in experimental evaluation design and focuses on China. The organization can consider contacting REAP for an external evaluation.

USEFUL LINKS AND RESOURCES

1. A Guide for Developing a Logical Framework: http://www.hedon.info/docs/logical_framework-CentreForInternationalDevelopmentAndTraining.pdf
2. Books on how to evaluate library programs:
    a. http://www.amazon.com/Evaluating-Impact-Library-Information-Service/dp/1856044882
    b. http://www.amazon.com/Quality-Impact-Evaluating-Performance-Library/dp/1903446597
3. Research centers that focus on library/reading program evaluation:
    a. http://cissl.rutgers.edu/;
    b. http://www.lrs.org;
    c. http://www.ala.org/research/librarystats/bowker04
4. Foundations that fund library programs:
    d. http://www.elsevierfoundation.org/innovative-libraries/how-to-apply/
    e. http://www.elsevierfoundation.org/innovative-libraries/how-to-apply/

APPENDICES

APPENDIX 1: EDUCATION-RELATED PROGRAMS & FOUNDATIONS IN CHINA

Given CYS's work in China and per the organisation's request, the author examined various Chinese various NGOs to locate similar organizations with similar programs. This table summarizes all the NGOs reviewed and have been included in the report in case the Foundation is interested in understanding the education NGO landscape in China.

Table 3: Programs / Foundations in China

No	Program / Foundation Name	Core Activity
1	Children of Ningxia	donation-based
2	Children of Rural China	dead link
3	Chinaruraleducation.org	dead link
4	China Care Fund	dead link
5	China Tomorrow Education Foundation	included in report
6	Dream Corps for Harmonious Development International	included in report
7	Education Foundation for Underprivileged Regions and Children	dead link
8	Enlightening Education Program	building schools
9	Evergreen Education Foundation	included in report
10	Green Pine Care Foundation	dead link
11	HandReach	Trauma
12	Hua Dan	education, woman's empowerment
13	Li Educational Foundation	Chinese culture
14	Lighthouse	dead link
15	Living Knowledge Communities	dead link
16	Mai Tian Jihua (MOWO)	education, library is only a very small component of its work
17	One More Kilogram	dead link
18	Operation D.E.E.P (Developing Elementary Education Possibilities in China)	education
19	Overseas China Education Foundation	dead link
20	Pass Love Project	included in report
21	Peach Foundation	education, library a very small component of its work
22	Plan International	various, library a very small component of its work
23	Phelex Foundation	agricultural and school support
24	ProLiteracy	literacy
25	Rural Education Action Project	impact evaluation organization,

		included in report
26	Shanghai Sunrise	provides scholarship
27	SOAR Foundation	provides scholarship
28	Western Sunshine Action	education
29	Zigen Fund	rural education, school development

APPENDIX 2: GLOSSARY OF COMMONLY USED TERMS IN EVALUATION

1. Control group: The group that did not receive any intervention and is compared to the experiment group.
2. Experiment group: The group that received an intervention (e.g. the reading program, or a training).
3. External validity: The extent to which results of a study are generalizable.
4. Impact evaluation: Impact measurement determines the long-term and broader changes that occur within the community, organization, society, or environment as a result of program outcomes.
5. Internal validity: The rigor with which the study was done (e.g. the study design, decisions made regarding what needs to be measured or omitted) and the extent to which alternative explanations for causal relationships have been explored.
6. Outcome evaluation: Outcome evaluation examines if activities (or outputs) have achieved the intended effects on participants in the short-term. Outcomes are usually seen in the following areas: knowledge, skills, behaviours, attitudes, intention to act.
7. Output evaluation: Output evaluation examines the deliverables or products that have taken place with the introduction of the intervention.
8. Post-test: Test administered after an intervention has been given.
9. Pre/post-test: Standardized method to measure change in individuals. The same test is given once before the intervention and once after the intervention to determine performance prior to and after the intervention.
10. Qualitative data: Data that cannot be counted. Usually words are used to describe the phenomenon.
11. Quantitative data: Data that can be counted or that uses a numeric form.
12. Randomized: Allocation of individuals to groups by chance.
13. Reliability: Consistency or dependability of data and evaluation judgment, with reference to the quality of the instruments, procedures, and analyses used to collect and interpret evaluation data.
14. Validated: Whether tools have been proven to measure what they purport to measure
15. Validity: The extent to which the data collection strategies and instruments measure what they purport to measure.

The following definitions of evaluation terms are based on the following documents:

- CSU Glossary of Key Terms (http://writing.colostate.edu/guides/guide.cfm?guideid=90)
- Using Evidence to Improve Care (http://jamaevidence.com/glossary/)
- USC Glossary of Research Terms (http://libguides.usc.edu/content.php?pid=83009&sid=2772758)
- Working Party on Aid Evaluation document (available in English and Chinese at http://www.oecd.org/dac/evaluation/18074294.pdf)