ALL CHILDREN READING:
A GRAND CHALLENGE FOR DEVELOPMENT

RESEARCH

MEASURING THE IMPACT OF TECHNOLOGY ON EARLY GRADE READING OUTCOMES OF CHILDREN IN DEVELOPING COUNTRIES

OUR INVESTMENT

Research is one of the four pillars of All Children Reading's activities. Through rigorous, independent research, we seek to identify and analyze the effects of technology on literacy to optimize the allocation of resources, inform decisions, and enhance solutions.

Our research initiatives are focused on three areas:

- Education in conflict and crisis,
- Technology-based early grade reading projects, and
- Digital gaming.

EDUCATION IN CONFLICT & CRISIS

- *Education in Conflict and Crisis: How Can Technology Make a Difference?* is an academic landscape overview of ICT for education in crisis and conflict, complemented by a three-module practitioners overview of utilizing technology for refugee and IDP education.

Research Institute: BMZ/GIZ, World Vision International, Inter-Agency Network for Education in Emergencies, Creative Associates International, and All Children Reading: A Grand Challenge for Development

To access our research, visit:

www.AllChildrenReading.org/Research
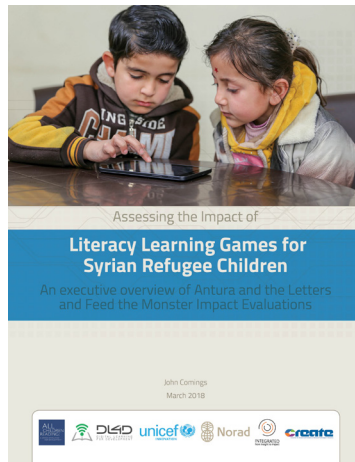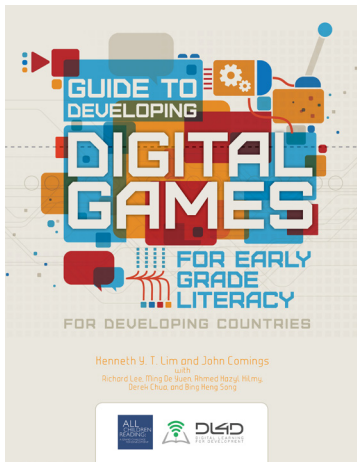
TECHNOLOGY-BASED EARLY GRADE READING PROJECTS

- **10 robust, external evaluations of ACR GCD's technology-based, early grade reading pilots,** which include early-grade reading assessment (EGRA) baseline and endline results as well as recommendations around the projects' scalability.
Research Institute: School-to-School International

- **Development and piloting of the first early-grade reading sign language assessment,** piloted in Morocco with ACR GCD grantee Institute for Disabilities Research and Training.
Research Institute: School-to-School International

- **Impact evaluation on Creative Associates International's "Makhalidwe Athu"** (Our Way of Staying) ACR GCD-funded project in Zambia assessing crowdsourced stories shared with family and community members via SMS.
Research Institute: NORC at the University of Chicago

- **A mixed methods study** to evaluate the effectiveness, efficiency, scalability, and sustainability of the m-learning component (the Aan Khmer app) of the Total Reading Approach for Children Plus (TRAC+) project in Cambodia.
Research Institute: University of Western Australia

DIGITAL GAMING

- **Quantitative and qualitative impact and technical evaluations** on two winning games, Antura and the Letters and Feed the Monster, sourced through our EduApp4Syria competition.
Research Institute: INTEGRATED and CREATE

- *Guide to Developing Digital Games for Early Grade Literacy for Developing Countries* defines key principles for consideration in the development of digital games for literacy and includes twelve case studies.
Research Institute: All Children Reading: A Grand Challenge for Development and Digital Learning for Development (DL4D)

- A **quasi-experimental evaluation on our EVOKE: Leaders for Literacy learning game** that empowers youth to be social agents of change to address the global challenge of child literacy. *(coming soon)*
Research Institute: Mthente Research and Consulting Services