

## Message from the READ Trust Fund Program Manager

Dear Colleagues,

We are excited to share the fourth edition of the [READ 2 Trust Fund](#) newsletter with you. In this newsletter, we highlight the impressive progress and achievements that countries receiving support from the READ 2 Trust Fund have made since the launch of the country grants in the spring of 2017. We also highlight the important work to improve the student assessment system that is taking place in Nepal, one of the READ 2 Trust Fund countries.

In October 2017, the second annual READ 2 Council Meeting took place in Moscow, Russia. The READ 2 RAS, READ 2 Trust Fund, and CICED teams had an opportunity to update the READ Council on the READ 2 program activities, to receive feedback from the Council on the progress of the program and on the upcoming activities, and to discuss possible forward-looking priorities of the program. The meeting was very successful, and the Council noted that implementation progress of the READ 2 program is satisfactory.

We would also like to introduce you to Victoria Levin, Senior Economist, who has just joined the World Bank's Education Global Education and Knowledge (GEAK) unit and the READ 2 Trust Fund Program as a co-Task Team Leader. Victoria most recently was part of the World Bank's Europe and Central Asia Social Protection and Jobs Department, where she focused on issues related to skills development and measurement, including fielding of socio-emotional skills training for job seekers in Turkey and an innovative skills household survey in Bulgaria. We are very excited to have Victoria as part of our team.

In 2017, the READ 2 program has supported important initiatives at the country and global levels, and we are looking forward to seeing the exciting activities and important impact of the READ 2 program in 2018. We hope you and your families have a happy and healthy holiday season, and wish you all the best in the new year!

Warm regards,

Julia Liberman  
READ 2 Trust Fund Program Manager  
On behalf of the READ 2 Trust Fund team

*"Better assessment for better learning"*

## Feature Story



### **Strengthening the Student Assessment System in Nepal**

Strengthening the student assessment system is one of the key reforms of the Nepal School Sector Development Program. The objective of this reform is to independently assess student learning, to use assessment results to modify government policies and programs, and to align incentives in the education system for enhancing learning opportunities for students ... [read more](#)

## READ Trust Fund Spotlight



### **READ 2 Trust Fund Country Updates**

All of the eight READ 2 Trust Fund grant recipient countries continue implementing their project activities. The countries share their most recent activities and achievements, as well as plans for the next three months ... [read more](#)

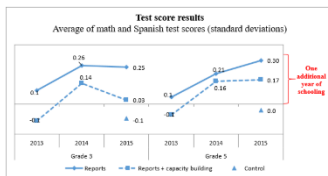
## READ RAS Spotlight



### READ 2 RAS Program Update

The READ 2 RAS Program continues supporting Russia in developing the capacity of its education experts. The Program has progressed in a number of areas, including in the PhD Program in Educational Measurement and Evaluation, the Master of Arts Degree Program in Education Quality, the training programs in education quality, and in the Small Grants Program ... [read more](#)

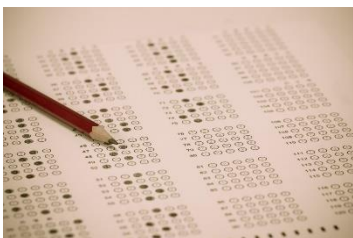
## Blogs



### How Teaching With the Test (Not to the Test) Improves Learning

*By Rafael De Hoyos and Peter Holland*

"Test and punish"? There's a debate raging in American schools today: how (and how much) should children be tested ... [read more](#)



### Building Bridges to Link Global and National Learning Assessments

*By Silvia Montoya*

The UNESCO Institute for Statistics ([UIS](#)) is working to develop reporting scales to help governments monitor student learning in mathematics and reading over time and make good use of the resulting data to shape policy ... [read more](#)

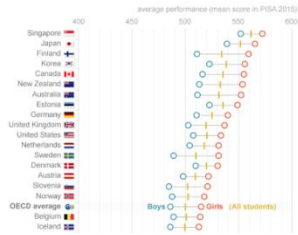


### Measuring Functional Literacy and Numeracy for Lifelong Learning

*By Luis Crouch and Silvia Montoya*

As many as 750 million adults – including 102 million people between the ages of 15 and 24 – cannot even read or write a simple sentence ... [read more](#)

**Girls outperform boys in collaborative problem solving  
OECD countries and top performer Singapore**



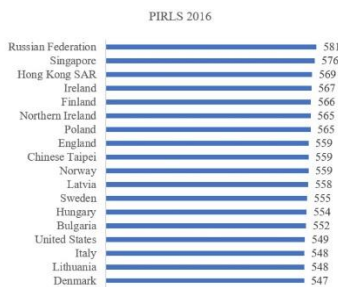
**Are School Systems Ready to Develop Students' Social Skills?**

*By Andreas Schleicher*

Successes and failures in the classroom will increasingly shape the fortunes of countries. And yet, more of the same education will only produce more of the same strengths and weaknesses ... [read more](#)

Read more Education for Global Development Blogs [here](#).

## General News Roundup and Resources



**International Tests in Reading Put East Asian and European Students on Top**

The latest results of the Progress in International Reading Literacy Study (PIRLS) were released in early December 2017. Among the 50 countries that participated in [PIRLS 2016](#), Russia and Singapore were the top performers ... [read more](#)



**Moving On Up for High School Graduates in Russia: The Consequences of the Unified State Exam Reform**

In 2009, Russia introduced a reform that changed the admissions process to universities, requiring all universities to make their admission decisions based on the results of the Unified State Exam (USE). The reform led to a substantial increase in mobility rates among high school graduates from peripheral areas ... [read more](#)



### **Measuring Success in Education: The Role of Effort on the Test Itself**

Tests measuring and comparing educational achievement are an important policy tool. This paper experimentally shows that offering students extrinsic incentives to put forth effort on such achievement tests has differential effects across cultures ... [read more](#)



### **Making Use of Assessments for Creating Stronger Education Systems and Improving Teaching and Learning**

Achieving satisfactory learning outcomes for most of the population is the fundamental goal of education. Results from testing of student learning represent what and how much learning is taking place through the school system ... [read more](#)



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