## **Appendix A: Further reading**

- Banerjee, A., Banerji, R., Berry, J., Duflo, E., Kannan, H., Mukerji, S., Shotland, M., & Walton, M. (2017). From proof of concept to scalable policies: Challenges and solutions, with an application. *Journal of Economic Perspectives*, *31*(4), 73–102. <u>https://pubs.aeaweb.org/doi/pdf/10.1257/iep.31.4.73</u>
- Clarke, D., & Sawyer, J. (2014). *Girls, disabilities and school education in the East Asia Pacific region*. UNGEI. <u>https://www.medbox.org/document/girls-disabilities-and-school-education-in-the-east-asia-pacific-region</u>
- Evans, D. K., & Hares, S. (2021). Should governments and donors prioritize investments in foundational literacy and numeracy? Center for Global Development. <u>https://www.cgdev.org/sites/default/files/Should-governments-and-donors-prioritizeinvestments-FLN.pdf</u>
- Lakshminarayana, R., Eble, A., Bhakta, P., Frost, C., Boone, P., Elbourne, D., & Mann, V. (2013). The Support to Rural India's Public Education System (STRIPES) trial: A cluster randomised controlled trial of supplementary teaching, learning material and material support. *PLoS ONE*, 8(7). <u>https://doi.org/10.1371/journal.pone.0065775</u>
- Martin, A. J. (2013). Academic buoyancy and academic resilience: Exploring 'everyday' and 'classic' resilience in the face of academic adversity. *School Psychology International*, *34*(5), 488–500. <u>https://doi.org/10.1177/0143034312472759</u>
- Ministry of Education and Sports, & UNICEF. (2015). *Situational analysis: Student learning* outcomes in primary education in Lao PDR. UNICEF Lao PDR. <u>https://www.unicef.org/laos/media/331/file</u>
- Muralidharan, K., Singh, A., & Ganimian, A. J. (2019). Disrupting education? Experimental evidence on technology-aided instruction in India. *American Economic Review*, 109(4), 1426–1460. <u>https://doi.org/10.1257/aer.20171112</u>
- Muthén, L. K., & Muthén, B. O. (2012). *Mplus user's guide: Statistical analysis with latent variables* (7th ed.). Muthén & Muthén.
- Republic of the Philippines Department of Education. (2016). *K to 12 curriculum guide: Mother tongue (grade 1 to grade 3)*. <u>https://www.deped.gov.ph/wp-</u> <u>content/uploads/2019/01/Mother-Tongue-CG.pdf</u>
- UNESCO Institute for Statistics. (2019). *Global proficiency framework: Reading and mathematics* – grades 2 to 6. GAML6/REF/16. <u>http://gaml.uis.unesco.org/wp-</u> <u>content/uploads/sites/2/2019/05/GAML6-REF-16-GLOBAL-PROFICIENCY-</u> <u>FRAMEWORK.pdf</u>
- UNICEF, & SEAMEO. (2020). SEA-PLM 2019 main regional report: Children's learning in 6 Southeast Asian countries. UNICEF & Southeast Asian Ministers of Education Organization (SEAMEO) – SEA-PLM Secretariat.

https://www.seaplm.org/index.php?option=com\_k2&view=item&id=28:sea-plm-2019main-regional-report-children-s-learning-in-6-southeast-asian-countries