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READING FOR ETHIOPIA'S ACHIEVEMENT DEVELOPED (READ) TECHNICAL ASSISTANCE

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ANNUAL REPORT

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Acronyms

CoP	Chief of Party
CS	Cost Share
CSA	Charities and Societies Agency
CTE	College of Teachers Education
DCOP	Deputy Chief of Party
EGRA	Early Grade Reading Assessment
ETA	Ethiopian Teachers Association
FSU	Florida State University
GA	Graphophonemic Awareness
ICT	Information and Communications Technology
IQPEP	Improving Quality of Primary Education Program
IP	Implementation Plan
IR	Intermediate Result
LTTA	Long Term Technical Assistance
M&E	Monitoring and Evaluation
MLC	Minimum Learning Competency
MOE	Ministry of Education
MT	Mother Tongue
MTCDT	Mother Tongue Curriculum Development Team
MTTF	Mother Tongue Task Force
PA	Phonological Awareness
PPP	Public Private Partnership
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance
RSEB	Regional State Education Bureau
RTI	Research Triangle Institute
S&S	Scope and Sequence
SB	Student Book
SCC	School Cluster Center
SIL – LEAD	Summer Institute of Linguistics – Language Education and Development
SNNPR	Southern Nations, Nationalities and Peoples Region
STTA	Short Term Technical Assistance
TDP	Teacher Development Program
TG	Teachers' Guide
TWG	Technical Working Group
USAID	United States Agency for International Development
ZED	Zonal Education Department

I. Executive Summary

The project Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) was awarded on October 8, 2012 by the United States Agency for International Development (USAID) to RTI International (RTI). Year 2 of the project began on July 1, 2013 and ran until June 30, 2014. This is the annual report for Year 2 of the project. Year 2 of READ TA saw the program continue to extend the gains it had achieved in the months before and to build momentum as it neared the start of its third year of operations. Together with RTI's partners in READ TA: Save the Children, SIL LEAD, Florida State University (FSU), Inveneo, and Whiz Kids Workshop and the Ministry of Education (MOE) and Regional State Education Bureaus (RSEBs) the approved Annual Work Plan for 2013-2014 launched into implementation.

With the completion of Charities and Societies Agency (CSA) requirements for Certification of Registration, this year started very slowly and ended very busy. This Executive Summary highlights progress and achievements of READ TA during the time period 01 July 2013 – 30 June 2014.

READ TA's **Operations team** continued to provide considerable support to complete the requirements for CSA Certification for Registration. Part of this included: application for VAT, TIN, Taxation Registration, bank account and office lease. RTI provided letters from the Board of Directors for signatories. The READ TA Employee Handbook, Employee Letter of Offer and Employment Agreement were reviewed and approved by Legal Counsel. Procurement of furniture and equipment was completed. Procurement of project vehicles is in its final stages. Installation of Internet and communications systems were operational. Recruitment was completed upwards to 90% this year.

In terms of **Curriculum and Capacity Building**, regional Mother Tongue Curriculum Development Teams (MTCDT) for Grades 1-4 were launched for each of the 7 Mother Tongue (MT) languages in partnership with the Regional State Education Bureaus (RSEBs). Each RSEB nominated the best teachers, storywriters, and language experts for a total of 112 (39Female [F]; 73Male [M]) positions within those MTCDTs. Lesson templates were developed and introduced for the Student Books (SBs) and Teacher Guides (TGs) for Grades 1-4. In January 2014, MTCDTs arrived in Addis Ababa to work more closely with technical experts and 89 Shama PLC Production Team members in the development and production of the books. Quality Assurance Teams led the approval process for all lessons. Finally, Task forces, one for each mother tongue, validated the books.

READ TA submitted CDs with approved **Grades 1-4 Student Books and Teacher Guides** in 7 Mother Tongue languages to the Ministry of Education as follows:

- 132 (19F; 113M) Task Force members including religious, political, and cultural representation provided comments and feedback for incorporation into the student books and teacher guides.
- 28 (1F; 27M) MTCDT members inserted comments and made necessary revisions alongside Shama PLC graphic designers, illustrators and copy editors.

- 14 (4F; 10M) Task Force Members cross-checked the verification version alongside the revised version to ensure comments and recommendations had been incorporated.
- 7 Task Forces provided signed and stamped letters approving the Grades 1-4 Student Books and Teacher Guides.

In addition, READ TA started support for **adaptation of Amharic, Afaan Oromo, and Af-Somali for Grades 1-4** in regions other than the READ TA targeted 5 regions.

- 26 (3F; 23M) participants representing MOE, RSEB, Colleges of Teacher Education (CTE), inclusive education, gender, language experts and teachers reviewed the Grades 1-4 Student Books and Teacher Guides using a checklist for 6 days in June, 2014. Participants provided comments and recommendations for adaptation.
- 3 (1F; 2M) READ TA technical staff will review the comments and recommendations, develop a comprehensive report and present an Adaptation Plan to the MOE next quarter.

READ TA launched development of **Grades 5-8 Student Books and Teacher Guides** in 7 Mother Tongue languages as follows:

- 168 (52F; 117M) MTCDT members were selected by RSEBs
- 3 production positions, integrated with the MTCDT, were created including: graphic designers, illustrators, and process facilitators.
- A central-level READ-TA overall process leadership team, including a process manager, art director, design director and technical lead, is being established
- 26 (1F; 25M) participants developed Scope and Sequence for Grades 5-8 in 7 MT and will be verified by the Mother Tongue Task Forces (MTTF) next quarter.

READ TA, specifically RTI and Save the Children, started to develop the **In-service Master Trainer-, Teacher Trainer- and Teacher Training - Manual**. This included:

- 8 (0F; 8M) reviewed the Master Trainer, Teacher Trainer and Teacher Training Manual to ensure language revisions and examples are regionally and language specific.
- 22 (6F; 16M) CTE experts selected by RSEBs developed and adapted the Mother Tongue In-service Master Trainer, Teacher Trainer and Teacher Training Manual. The adapted manuals will be validated at the beginning of the next quarter.

At the same time, READ TA, under the leadership of Save the Children, coordinated with the MOE to agree on the **In-Service Training Model**, training dates, and venues. In addition, they developed criteria for the selection of potential Master Trainers and Teacher Trainers. During the next quarter, READ TA will follow-up with RSEBs to finalize the selection of candidates.

The READ TA Information and Communication Technology (ICT) Team, specifically RTI and Inveneo/CoreNet, hosted a 2-day national **ICT Showcase** to demonstrate a variety of low-cost, effective and innovative applications and software and efficient methods of content delivery with a focus on Mother Tongue Reading and Writing and learners with special needs.

- 76 (17F; 59M) participants from 8 regions and MOE, and including relevant READ TA Addis and regional staff actively participated in the national ICT Showcase.

At the beginning of Year 3, the ICT Team will host a 2-day ICT Showcase in each of the 5 regions. Invited participants will be from CTEs that offer courses in the 7 targeted MT, as well as RSEBs to finalize and validate the selection of the CTE ICT package.

A **Model Video Script Validation** workshop was led by WhizKids Workshop to validate scripts produced for demonstrating routines for upcoming pre-service and in-service teacher training. The READ TA Gender Team provided guidance and support for incorporation of gender and inclusive education.

- 8 (0F; 8M) participants from RSEB and ZED reviewed, provided feedback and approval of the scripts.
- 5 regions supported READ TA to select classrooms and teachers to participate in the production of the videos.

READ TA's **Capacity Building Team** consisting of 8 (5F; 3M) participants finalized a full draft the Regional Capacity Building Needs Assessment Report this year. The Team also continued to collect data from seven MOE Directorates in Addis Ababa to complete the central-level report. However, due to scheduling challenges, data collection and interviews will continue into Year 3. •

READ TA's **Pre-service** teacher education component, led by Florida State University (FSU), reviewed and revised 13 syllabi of the Mother Tongue Language Pre-service Curriculum and started developing course content for priority curriculum areas. Activities this year included:

- 31 (4F; 27M) participants were introduced to research based rationale for MT reading curricula, instructional strategies, and conducted an initial review of 13 CTE Mother Tongue syllabi.
- 44 (14F; 30M) participants collaborated with FSU reading experts to plan for upcoming activities focusing on CTE MT Language Curriculum change in alignment with primary syllabi and evidence-based reading instruction.
- 33 (1F; 32M) participants collaborated to review MT courses, identify areas needing improvement and develop syllabi that align with the revised Grades 1-8 Mother Tongue Syllabus.
- 65 (3F; 62M) participants attended a Validation Workshop to validate the revised National Curriculum for Pre-service MT Teacher Education (consisting of 13 CTE course syllabi).
- 43 (3F; 40M) participants revised course syllabi for 13 CTE MT language curricula and identified 4 courses focusing on high priority areas of MT reading and writing instruction.

READ TA's M&E Team led the **Early Grade Reading Assessment** (EGRA) for Wolayttatto and Hadiyyisa Mother Tongues upon USAID request during the last quarter of Year 2:

- 40 (8F; 32M) enumerators were trained, over 30 selected for final data collection.
- 14 schools (7 each in the Wolayita and Hadiya zones) selected for the pilot.
- 50 government schools selected for final baseline EGRA.
- 10 Teams collected EGRA data.

- 2,000 students were assessed using EGRA.

READ TA's M&E Team developed a **Data Base System** to manage data collected at workshops, activities, and showcases. Data collected from Registration Sheets will be updated regularly and available for reports.

READ TA **Regional Teams** continued to provide leadership and collaborative support this quarter including:

- Recruiting Regional Teams members, i.e., Capacity Building Specialist (SNNP)
- Collaborating on the Grades 1-4 SB and TG approval process.
- Provided logistical and management support for Grades 1-4 Field-test.
- Supporting recruitment of Grades 5-8 MTCD Teams.
- Leading orientation for new Mother Tongue Task Forces.
- Supporting EGRA.
- Coordinating WhizKids Workshop production process.
- Working together to complete the regional Capacity Building Assessment.

Inclusive Education Strategy. Short Term Technical Assistance (STTA) in form of RTI Experts and Consultants supported the READ TA Gender Team at the end of the quarter in preparation for the upcoming Grades 5-8 Development Workshops. Even though MOE and READ TA recommended 25% female participation for MTCDTs, there remained one MTCDT with zero females at the end of Year 2, and other MTCDTs with one-digit female participation. The Gender Team brainstormed ways to increase female participation and make READ TA's gender activities sustainable.

Crosscutting Themes and Intermediate Results

READ TA has 4 Intermediate Results (IRs) plus 3 cross-cutting themes namely: gender, inclusion and technology. While the project originally had 5 IRs, including one exclusively for EGRA, that IR5 was removed from READ TA's results framework in consultation with USAID in January 2014. The four remaining IRs are:

IR 1: Reading and writing materials appropriate for primary classrooms and pre-service and in-service teacher training developed.

IR 2: Language specific teaching and learning methodologies and strategies that focus on helping students learn to read and write effectively are applied.

IR 3: Language teaching and learning supported by appropriate technology and teacher aids.

IR 4: Technical Assistance Support to RSEBs and MOE for READ Institutional Improvement.

Activities for Project Start-up and Planning

During Year 2, READ TA Addis Ababa Office and Regional Office reached upwards to 90% capacity.

The approved Implementation Plan from the 5 Regions and Annual Report 2013-2014 were presented to the Technical Working Group (TWG) on October 2013 and January 2014 and approved in April 2014.

II. Planned Deliverables and Accomplishments

IR 1: Planned Deliverable/Activity: Reading and writing materials appropriate for primary classrooms and pre-service and in-service teacher training developed

Under IR 1, READ TA's main achievements for Year 2 include:

- Development of Scope & Sequence for grades 1-8;
- Development and field-test of student books and teachers guides for grades 1-4, with a total of 6,685 students;
- Intensive capacity building for 112 Mother Tongue Curriculum Development Team members for the 7 languages over 7 months;
- Engagement of 86 production staff over 4 months to type, design and illustrate the books, including almost 30,000 pages and created over 4,000 Illustrations
- Finalization and camera-ready submission of 28 student books and 28 teachers guides for grades 1-4 in 7 MT

The below sections provide a more detailed description on key activities related to these achievements by sub-IR.

IR 1.1 Review current language learning materials to see gaps in the reading curriculum: content, pedagogy and assessment

This activity was completed in Year 1.

IR 1.2 Develop reading and writing curriculum and textbooks for Grades 1-8 with MOE and RSEBs (merged with formerly separate IR1.3 Develop learning materials to enrich existing materials with emphasis on early grade reading proficiency and comprehension)

Accomplishment: Pre-Scope and Sequence (S&S) and Pre-Materials Development Workshops held: Preparation for Regional Workshops

A **Pre-Scope And Sequence Workshop** was delivered for Mother Tongue (MT) experts, national and international consultants at Churchill Hotel in Addis Ababa from July 15-19, 2013: a total of 16 (1F; 15M) participated in the training. Designed as a preparation for the S&S workshops, participants finalized a S&S template; agreed on the approach; identified facilitation roles and responsibilities; and prepared presentations and materials for the workshops. A Knowledge Kit including: the Revised MT Syllabus, Minimum Learning Competencies (MLC)/Flowchart, Reading Fundamentals Guide, Language and Reading Guide, and S&S Template and Implementation Guide and Presentations Package including: EGRA Findings, Overview of READ TA, Curriculum Development Overview and Where We Are, Basic Principles of Reading and Writing, Language and Reading, Revised MT Syllabus: Why and What, and S&S: Why, What and How were distributed to each participant.

The **Pre-Materials Development (MD) Workshop** for 18 (1F; 17M) for MT Task Force members at Jupiter Hotel International in Addis Ababa from August 19-24, 2013 included an overview of the materials development process (steps, responsibilities and expectations); the curriculum development process (various aspects, S&S, story writing, criteria for student books / teachers' guides and layout previews) and guidance to international language specialists on the preparation of mini-workshops on Phonological Awareness (PA), Graphophonemic Awareness (GA), Fluency, Vocabulary, Comprehension, Story Writing, Differentiated Instruction, and Gender and Inclusion. Workshop participants shared experiences on the development of S&S.

Accomplishment: Translation and Validation of approved Mother Tongue Syllabus Grades 1-8 English into Amharic and 7 Mother Tongue Languages completed

Following recruitment of 5 (0F; 5M) Amharic Experts by the Ministry of Education Interview Committee, translation of the approved **Mother Tongue Syllabus Grades 1-8 into Amharic** was completed in October 2013. Following two (2) rounds of proofreading, the Amharic translation of the syllabus was approved by the MOE, and subsequently was produced and distributed to the MOE, RSEBs, and CTEs.

READ TA supported 70 (2F; 68M) participants (RSEB MT Curriculum Experts, READ TA MT Language Consultants, Language Experts) in the **adaptation of the Revised Mother Tongue Syllabus Grades 1-8 into 7 MT** (Amharic, Afaan Oromo, Af Somali, Hadiyyisa, Sidaamu Afoo, Tigrinya, and Wolayttatto). Following 12 days completing the translations, all documents were validated, approved, produced and distributed.

Accomplishment: International Reading Expert Training for MTCDT Lesson Development held

Training on Lesson Development was provided to seven (4F; 3M) Reading Experts / READ TA staff prior to their field-visits to the regions to support the MTCDTs.

The objective of the training was to review and discuss the materials development process and related terms. Participants were given a detailed overview of the SB and TG templates. Details of participants is in the table below:

Reading Expert Training - OCTOBER 30-31, 2013		
TEAM	GENDER	TOTAL
MTCDT - Somali	F	1
MTCDT - Tigray	M	1
MTCDT - Amhara	F	1
MTCDT - Oromia	F	1
READ TA - Save	F	1
READ TA - Save	M	1
READ TA - Oromia	M	1
Total	4F, 3M	7

Accomplishment: Mother Tongue Curriculum Development Team (MTCDT) Workshop held

86 (17F; 69 M) MTCDT Members across the 7 MT and 4 (2F; 2M) MOE representatives met for 5 days to prepare for the initiation of the production process. The workshop focused on understanding the materials development and, in particular, production process work-flow; understanding team and individual roles and responsibilities in the materials development and production process; developing knowledge and skills to fulfill their roles in the

materials development and production process; and further refining technical knowledge and skills to ensure high-quality of lessons. After introduction to the refined templates for SBs and TG, participatory practice followed. The table below illustrates details on the participants:

MOTHER TONGUE CURRICULUM DEVELOPMENT TEAM WORKSHOP DECEMBER 16-20, 2013			
MT LANGUAGE	TEAM	GENDER	TOTAL
Af Somali	MTCDDT – Somali	3F, 8 M	11
Tigrigna	MTCDDT – Tigray	5F, 6 M	11
Amharic	MTCDDT – Amhara	5F, 8 M	13
Afaan Oromo	MTCDDT – Oromia	3F, 12 M	15
Wolayttatto	MTCDDT – SNNPR	0F, 11 M	11
Hadiyyisa	MTCDDT – SNNPR	1F, 12 M	13
Sidaamu Afoo	MTCDDT – SNNPR	0F, 12 M	12
MOE		2F, 2 M	04
TOTAL		19F, 71M	90

Accomplishment: Training of Trainers Workshop and Teacher Training for the Field-test of Grades 1-4 SB and TG held

A Training of Trainers Workshop for the Field-test of Grades 1-4 SBs and TGs was hosted for 15 (0 F; 15 M) teachers in Hawassa, SNNPR. Participants included lecturers, assistant lecturers, language experts and reading specialists from SNNP, Oromia, Tigray and Somali regions. Topics included: Briefs about EGRA, READ TA and RTI; the Curriculum Development Process (adaptations of training to participants’ respective language(s)); the why and the how of the field-test; gender and inclusion; reading components; methods of teaching students through “I do, We do, You do”; practice on Phonological Awareness and Graphophonemic Awareness exercises; and discussion on anticipated challenges and solutions. The following table provides details about the participants:

INTERNATIONAL READING EXPERT AND READ TA TRAINING PARTICIPANTS NOVEMBER 20-25, 2013			
LANGUAGE	REGION	GENDER	TOTAL
Tigrigna	Tigray	0F, 2 M	2
Amharic	Amhara	0F, 2 M	2
Afaan Oromo	Oromia	0F, 2 M	2
Af Somali	Somali	0F, 3 M	3
Sidaamu Afoo	SNNP	0F, 2 M	2
Wolayttatto	SNNP	0F, 2 M	2
Hadiyyisa	SNNP	0F, 2 M	2
TOTAL		0F, 15 M	15

Due to the delay of SB and TG production, the field-test was postponed until January 2014, resulting in the need of a Refresher Training for the Trainers. Subsequently teacher trainings for the field-test were conducted for 7 MT in the five regions. The three-day teacher training for 149 (71 F: 78M) participants included: READ TA Project and Accomplishments; the overall process of MT Curriculum Development; the READ TA instructional approach, and specific methods/techniques for implementing the field-test lessons. The READ TA Regional

Managers further elaborated on the activities to be undertaken during and after the training workshop. The table below provides details about the participants:

TEACHER TRAINING PARTICIPANTS JANUARY 31 – FEBRUARY 2, 2014 FEBRUARY 7 – 9, 2014						
REGION	LANGUAGE	TEACHERS		PRINCIPALS		TOTAL
		F	M	F	M	
Amhara	Amharic	17	3	0	5	25
Oromia	Afaan Oromo	17	3	0	5	25
SNNPR	Hadiyyisa	12	8	0	5	25
	Wolayttatto	0	6	0	5	11
	Sidaamu Afoo	5	3	1	4	13
Somali	Af Somali	4	16	0	5	25
Tigray	Tigrinya	14	6	1	4	25
TOTAL		69	45	2	33	149

In addition, a training for 35 (8F; 27M) data collectors and field-test facilitators was conducted for the 7 MT as illustrated in the table below:

DATA COLLECTORS' TRAINING PARTICIPANTS JANUARY 30 – 31, 2014				
REGION	LANGUAGE	DATA COLLECTORS		TOTAL
		F	M	
Amhara	Amharic	1	4	5
Oromia	Afaan Oromo	1	4	5
SNNPR	Hadiyyisa	0	5	5
	Wolayttatto	0	5	5
	Sidaamu Afoo	3	2	5
Somali	Af Somali	2	3	5
Tigray	Tigrinya	1	4	5
TOTAL		8	27	35

Accomplishment: MT Curriculum Materials Field-Test and Curriculum Revision completed

Grade 1-4 SBs and TGs were field-tested for the seven MT in 35 schools across 28 woredas throughout the five regions. Five primary schools – two urban and three rural – were selected in each of the woredas. A total of 6,685 Grade 1-4 students (3,156F; 3,529M) participated in the field-test. Participants are detailed below:

MT CURRICULUM FIELD-TEST STUDENT PARTICIPANTS BY REGION FEBRUARY 03-19, 2014										
REGION	Grade 1		Grade 2		Grade 3		Grade 4		TOTAL by language	
	F	M	F	M	F	M	F	M	F	M
AMHARA	113	138	116	130	124	122	115	110	468	501
TIGRAY	96	97	110	103	127	90	122	109	455	399
OROMIA	172	160	165	171	147	167	159	158	643	656

SOMALI	116	192	125	193	111	178	93	160	445	723
SNNPR (Sidaamu Afoo)	191	196	147	137	-	-	-	-	338	333
SNNPR (Hadiyyisa)	173	198	171	181	149	166	124	165	617	710
SNNPR (Wolayttatto)	190	207	-	-	-	-	-	-	190	207
TOTAL	1051	1188	834	915	658	723	613	702	3156	3529
TOTAL by GRADE	2239		1749		1381		1315		6685	

Grade 1-4 MT Curriculum Materials were successfully field-tested for the Amharic, Afaan Oromo, Tigrinya, Af-Somali, and Hadiyyisa languages. Due to a delay in the production of SBs and TGs, only Grades 1 and 2 for Sidaamu Afoo and Grade 1 for Wolayttatto were field-tested.

Following the field test, regional MT-specific reports with data, feedback and comments were shared with the MTCDTs and the Production Team to review and infuse comments as appropriate.

Accomplishment: Student Book and Teacher Guide for Grades 1-4 in 7 MT Reviewed

Two Regional Taskforce Review Meetings were held with MOE; RSEBs and ZEDs; and regional MT Taskforce members to provide comments and feedback on improving the newly developed MT SBs for Grades 1-4. Following these meetings, two members of each of the seven MTCDT Quality Assurance teams analyzed comments and determined ways to incorporate their feedback. The following table illustrates participation:

REGIONAL TASKFORCE REVIEW MEETING PARTICIPANTS			
FEBRUARY 13, 2014			
MARCH 14-16, 2014			
ORGANIZATION	GENDER		TOTAL
	F	M	
SNNPR RSEB	0	6	6
Amhara RSEB	1	2	3
Tigray RSEB	1	2	3
Somali RSEB	1	2	3
Oromia RSEB	1	3	4
MOE	0	1	1
TOTAL	4	16	20

Feedback from this review was incorporated into the student books and teacher guides.

Accomplishment: Regional Validation of Grades 1-4 Student Books and Teachers' Guides

In collaboration with the MOE, Regional Task Force Workshops were hosted in Amhara, Oromia, SNNP, Somali and Tigray regions to review the final draft of Grades 1-4 MT SBs and TGs in the 7 MT. Representatives from the MOE, RSEBs, ZEDs, RTI, and community representatives (religious, political, and cultural) participated and provided a list of comments and revisions to be incorporated into the materials. Following are tables with details about the participants:

REGIONAL VALIDATION OF GRADES 1-4 STUDENT BOOKS & TEACHERS' GUIDES May 8-15, 2014			
AMHARA REGION			
Amharic			
POSITION	FEMALE	MALE	TOTAL
Taskforce	1	5	6
MTCDT Quality Assurance	1	3	4
RSEB / ZED / Education Office	3	3	6
Community	0	3	3
READ TA	0	3	3
MOE	2	2	4
TOTAL	7	19	21
SNNP REGION			
Hadiyyisa, Wolayttatto and Sidaamu Afoo			
POSITION	FEMALE	MALE	TOTAL
Taskforce	1	3	4
MTCDT Quality Assurance	0	7	7
RSEB / ZED	3	29	32
CTE	0	1	1
READ TA	0	1	1
MOE	0	1	1
TOTAL	4	42	46
Hadiyyisa			
Taskforce	0	1	1
MTCDT Quality Assurance	0	1	1
RSEB / ZED	1	10	11
TOTAL	1	12	13
Wolayttatto			
Taskforce	0	1	1
MTCDT Quality Assurance	0	2	2
RSEB / ZED	2	10	12
TOTAL	2	13	15
Sidaamu Afoo			
Taskforce	1	1	2
MTCDT Quality Assurance	0	4	4
RSEB / ZED	0	9	9
TOTAL	1	14	15
OROMIA REGION			
Afaan Oromo			
POSITION	FEMALE	MALE	TOTAL
Taskforce	2	7	9
MTCDT Quality Assurance	0	3	3
RSEB / ZED	0	4	4
READ TA	1	4	5
MOE	0	1	1

TOTAL	3	19	22
SOMALI REGION			
Af Somali			
POSITION	FEMALE	MALE	TOTAL
Taskforce	1	5	6
MTCDT Quality Assurance	1	3	4
Community	1	4	5
READ TA	1	2	3
MOE	0	1	1
Other (media)	0	1	1
TOTAL	4	16	20
TIGRAY REGION			
Tigrinya			
POSITION	FEMALE	MALE	TOTAL
Taskforce	0	5	5
MTCDT Quality Assurance	0	4	4
RSEB / ZED	0	4	4
Community	0	2	2
READ TA	1	4	5
MOE	0	1	1
TOTAL	1	20	21

Accomplishment: Regional Taskforce Members Verification Workshop

Following the Regional Validation Workshops, the seven MTCDT incorporated final comments and revisions into the Grades 1-4 MT SBs and TGs. Then, 14 (4F; 10M) MT Taskforce Members from each region convened to verify incorporation of comments and revisions. The Tigray RSEB provided approval for the Tigrinya MTCDT to perform verification on the Grades 1-4 MT materials.

[TABLE REDACTED]

Accomplishment: Scope and Sequence (S&S) Development for Grades 5-8

Through a joint effort between SIL-LEAD and RTI, READ TA facilitated a training for 37 (7F; 30M) regional-level facilitators in preparation for the S&S development workshop for Grades 5-8. The training included guidance on using the S&S template and the development of grammar booklet for each of the 7 MT to inform and facilitate the S&S and materials development process. Orientation on gender and inclusive education was provided. Presentation of the S&S to the regional Mother Tongue Task-Forces is planned prior to the start of the materials development. Below is a table with details of the participants:

SCOPE AND SEQUENCE WORKSHOP PARTICIPANTS					
JUNE 4-20, 2014					
REGION	ORGANIZATION	POSITION	GENDER		TOTAL
			F	M	
Oromia	RSEB	Expert	0	1	1
		Curriculum Expert	0	1	1
Somali	RSEB	Education Quality Expert	0	1	1

		MT Expert	0	1	1
	CTE	Department Head	0	1	1
SNNPR	ZED	MT Expert	0	1	1
		Language Expert	0	1	1
		Zone Coordinator	0	1	1
	Wolayita Sodo University	Consultant	0	2	2
		Lecturer	1	0	1
	Hawassa University	Storywriter	0	1	1
	CTE – Hossana	Assistant Lecturer	0	1	1
	CTE – Hawassa	Lecturer	0	1	1
AA University	Consultant	0	1	1	
Tigray	RSEB	TER Performer	0	1	1
		TDP Performer	0	1	1
	Mekelle University	Consultant	0	1	1
Amhara	RSEB	Expert	0	1	1
	CTE – Debre Birhan	Language Specialist	0	1	1
Addis Ababa	MOE	Curriculum Development and Implementation Director	0	1	1
		Curriculum Expert	0	1	1
		Language Expert	0	1	1
	Addis Ababa University	Consultant	0	2	2
		PhD Candidate	0	1	1
	READ TA	Regional Director	0	1	1
		Reading Consultant	2	0	2
		Reading Specialist	0	1	1
		Regional Reading and Curriculum Specialist	0	3	3
		Capacity Development and Policy Advisor	1	0	1
		PPP Advisor	1	0	1
WhizKids Workshop	Producer	1	0	1	
Save the Children	Teacher Training Manager	1	0	1	
TOTAL			7	30	37

Accomplishment: National Consultative Meeting on MT Curriculum Development Process Lessons Learned

The main planned activity for 2013-2014 was the delivery of Grades 1-4 Student Books and Teacher Guides in 7 MT. A National Consultative meeting with 43 (4F; 39M) participants created an opportunity for reflection and sharing on practical lessons learned in MTCD for Grades 1-4. Participants formed groups to address questions, presented findings and provided suggestions for strengthening the curriculum development process for Grades 5-8. Following is a table with details of the participants:

CONSULTATIVE MEETING ON MT CURRICULUM DEVELOPMENT PROCESS: LESSONS LEARNED PARTICIPANTS MARCH 26 – 27, 2014				
ORGANIZATION	POSITION	FEMALE	MALE	TOTAL
MOE	Director, Curriculum and Implementation Directorate		1	1
	Coordinator		1	1

	Expert		7	7
Gambella RSEB	RSEB Head		1	1
	Language Expert		1	1
SNNPR RSEB	Language Expert	1	1	
	Zonal Bureau Coordinator		1	2
	Coordinator		1	1
	Curriculum Development Expert		2	2
Tigray RSEB	Expert		1	1
	Process Owner		1	1
Benshangul-Gumuz RSEB	Expert		1	1
Amhara RSEB	Expert		1	1
Somali RSEB	RSEB Head		1	1
Dire Dawa RSEB	Team Leader		1	1
	Expert		1	1
Afar RSEB	Language Expert		1	1
Harari RSEB	Expert	1	1	2
Oromia RSEB	Curriculum Development Expert		1	1
Addis Ababa RSEB	Expert	1	1	2
Wolayta University	Wolayttatto language consultant		1	1
Addis Ababa University	Language consultant		1	
Mekele University	Language consultant		1	
CTE	Hadiyyisa language consultant		1	1
	Somali language consultant	3	32 - 1	1
RTI	Regional Managers		5	5
	Regional Director		1	1
	DCOP Curriculum Development and Capacity Building		1	1
	Knowledge Management Consultant	1		1
TOTAL		4	39	43

Accomplishment: Develop Student Reading and Writing Assessments for MT Teachers Grades 1-8

Reading and writing assessments are not developed as a separate component. Rather, all reading and writing assessments are embedded in the Grades 1-8 Student Books and Teacher Guides. In the Front Matter of the Teacher Guides, there is also a section specifically on Assessment.

New activity (to become IR1.3 in Year 3): Adaptation of Amharic, Afaan Oromo, and Af-Somali for Grades 1-8

Accomplishment: National Consultative Meetings on Adaptation of Amharic, Afaan Oromo and Af Somali MT Grade 1-4 Student Books to Other Regions held

READ TA supported MOE to host the *first National Consultative Meeting on the Adaptation of Grades 1-4 Amharic, Afaan Oromo and Af Somali Mother Tongue Curriculum Materials to Other Regions* with participants from 12 groups of 3 languages. Objectives of the meeting were to: share READ TA MTCD approach; identify the relevance of the MT Student Books (Grades 1-4) in Amharic, Afaan Oromo and Af Somali to students outside of these respective regions; and design a roadmap to adapt the books in a way that is applicable to students outside of the respective regions.

Workshop participants included READ TA staff and Education Bureau representatives from Addis Ababa, Dire Dawa, Oromia, SNNP, and Amhara Regions. Although an invitation was extended to all Regional Education Bureaus, Somali and Benshangul-Gumuz regional representatives did not attend the workshop. Meeting participants assessed the newly developed Amharic, Afaan Oromo and Af Somali Student Books and provided feedback on each of the books. The table below illustrates the overlapping use of the Mother Tongue in different regions:

OVERLAPPING MOTHER TONGUE USE IN DIFFERENT REGIONS	
Mother Tongue	Regions in which Student Books will be adapted
Amharic (Student Books developed for the Amhara Region)	<ul style="list-style-type: none"> ❖ Dire Dawa ❖ Oromia ❖ SNNPR ❖ Addis Ababa ❖ Harari ❖ Benshangul-Gumuz ❖ Afar ❖ Gambella
Afaan Oromo (Student Books developed for the Oromia Region)	<ul style="list-style-type: none"> ❖ Dire Dawa ❖ Amhara ❖ Harari
Af Somali (Student Books developed for the Somali Region)	<ul style="list-style-type: none"> ❖ Dire Dawa

The second workshop for adaptation of Amharic, Afaan Oromo, and Af Somali MT Grades 1-4 curriculum materials to other regions was held on June 16-21, 2014 with 31 (3 F; 28M) participants. Workshop participants assessed the final newly developed Grades 1-4 Amharic, Afaan Oromo and Af Somali SBs and TGs and provided comments and feedback on the MT materials. It was decided another meeting will be planned for developing a schedule and specific steps for the way forward during the next quarter. Following is a table with details of the participants:

WORKSHOP ON ADAPTATION OF AMHARIC, AFAAN OROMO AND AF SOMALI MT GRADE 1-4 STUDENT BOOKS TO OTHER REGIONS JUNE 16-21, 2014				
REGION	ORGANIZATION	POSITION	GENDER	
			F	M
SNNPR	RSEB	Language Expert	1	0
	High School	Teacher	0	1
Harari	RSEB	Curriculum Expert	1	1
	High School	Teacher	0	1
Dire Dawa	RSEB	Language Expert	0	2
	High School	Teacher	0	4
Amhara	High School	Teacher	0	1

Oromia	RSEB	Expert	0	2
	ZED	Language Expert	0	2
Gambella	RSEB	Expert	0	1
	CTE	Department Head / Lecturer	0	1
Benshangul-Gumuz	High School	Teacher	0	2
Afar	RSEB	Expert	0	1
Addis Ababa	AAEB	Special Needs Expert	0	1
		Curriculum Expert	1	0
		Teacher	0	1
	MOE	Curriculum Expert	0	1
		Language Expert	0	1
	READ TA	M&E Director	0	1
		Consultant	0	1
		Regional Director	0	1
		DCoP	0	1
		Project Coordinator (Shama PLC)	0	1
TOTAL			3	28

IR 1.4 Build Capacity of teachers to teach using improved materials and utilize reading assessment tools

This activity was merged with IR2 activities outlined below. Starting Year 3 in July 2014, new IR1.4 will be "Develop Reading and Writing Materials for English as a Second Language".

IR 2 Language specific teaching and learning methodologies and strategies that focus on helping students learn to read and write effectively are applied

Under IR 2, READ TA's main achievements for year 2 include:

- Review of Mother Tongue Teacher Training Manual
- Development and Adaptation of Grades 1-4 Teacher Training Manual

The below sections provide a more detailed description on key activities related to these achievements by sub-IR.

IR 2.1 Assess current teaching methods, learning culture, and practice

Accomplishment: Current Teaching Methods, Learning Culture, and Practice and Teacher Professional Development Support Assessment Report Finalized

READ TA, under leadership of Save the Children, completed data collection to assess current teaching methods, learning culture, practices and best practices in teaching MT reading and writing in Ethiopian Primary Schools and current teacher training and support systems at national, regional, zonal, woreda and school cluster levels on the teaching of MT and English as a second language. The draft Assessment Report presented during a Consultative Assessment Meeting in Adama on November 21-22, 2013 was revised and presented to the MOE

for further comments in January 2014 and April 2014. READ TA anticipates approval from the MOE during the first quarter of Year 3, and will product and distribute the report subsequently.

IR 2.2 Identify promising practices and new teaching and learning methods appropriate to revised MT curricula

This activity is at CTE level and thus reported upon under IR4.

IR 2.3 Train Master Trainers and Teacher Trainers for Grades 1-4

Accomplishment: Review of Mother Tongue Teacher Training Manuals Completed

READ TA and MOE developed a team of 5 experts (3F; 2M) to review existing Teacher Training Manuals for Mother Tongue Reading and Writing from March 3 – 31, 2014 in Addis Ababa. They examined existing Teacher Training Manuals for Grades 1-4 Mother Tongue Reading and Writing developed by MOE, IQPEP, Save the Children, TEACH II, and other projects. The Final Report identified sections and activities that supported the revised Mother Tongue Syllabus, Scope and Sequence and Reading Approach.

Accomplishment: In-Service Teacher Training Manual Development Workshop held

After identifying 22 (6 M; 16 F) Language, Training and Gender Experts – READ TA and MOE developed and adapted the Master Trainer and Teacher Trainer Mother Tongue In-Service Teacher Training Manual in Addis Ababa from April 23 – May 21, 2014. Following that, a Team of 8 (0F; 8M) Language Experts from 5 regions representing the 7 MT reviewed the manual and provided comments and suggestions, which were incorporated to finalize the manuals. The Manuals will be validated by regional Task-Forces at the beginning of the next quarter. After validation, training for Master Trainers and Teacher Trainers will start next quarter. Participant details for the manual development workshop are in the table below.

<i>In-Service Teacher Training Manual Development Workshop</i>			
April 23 – May 21, 2014			
LANGUAGE	REGION	GENDER	TOTAL
Tigrigna	Tigray	1F,2M	3
Amharic	Amhara	0F,3 M	3
Afaan Oromo	Oromia	2F,2 M	4
Af Somali	Somali	1F,2 M	3
Sidaamu Afoo	SNNP	0F,3 M	3
Wolayttatto	SNNP	1F,2 M	3
Hadiyyisa	SNNP	1F,2 M	3
TOTAL		6F,16M	22

Accomplishment: Select Master Trainers in Consultation with MOE, RSEBs, and CTEs

READ TA, under the leadership of Save the Children, met with RSEBs to discuss the proposed teacher training cascading model, training dates and venues, and potential master trainers and teacher trainers. Regional data collection on Grades 1-4 Primary School Teachers was also finalized. Selection criteria for master trainers and teacher trainers were developed and approved by the MOE. READ TA continues follow-up with RSEBs to finalize the selection of Master Trainers and Teacher Trainers.

IR 2.4 Follow-up use of the new methodologies/strategies

This activity on follow-up and mentoring is scheduled for Year 3.

IR 2.5 Utilize innovative approaches to support the RSEBs to institute systematic change to improve reading and writing teacher training and support systems

This activity is scheduled for Year 3.

IR 3 Language teaching and learning supported by appropriate technology and teacher aids

Under IR 3, READ TA's main achievements for year 2 include:

- Researched and identified best practices and proven technology tools to support reading and writing
- 76 participants from eight regions, MOE and READ discussed and tried out a range of technology tools to support reading and writing in mother tongue and particularly also for learners with special needs;

The below sections provide a more detailed description on key activities related to these achievements by sub-IR.

IR 3.1 Assess teaching and learning technology resources in the schools

Accomplishment: Information and Communication Technology (ICT) Baseline Study Completed

The Inveneo-led Information and Communication Technology (ICT) Baseline Study on technology resources and capacity available at select CTEs (9 CTEs were visited) and School Cluster Centers (SCCs; 8 were visited, plus 14 Satellite schools), which took place in Year 1 of READ TA, identified several highlights including: all 9 CTEs visited are on grid power and 5 of them use generators as a backup; all CTEs had technology, but only enough for 1% of students in most CTEs; power was reasonably good and grid-based in SCC and most primary schools reported ICT hardware, but referred to radios or mobile phones; and none reported Internet access. Only two schools had disability ICT tools of any significance. The study report was discussed, together with the other studies on November 21/22, 2013 in Adama. Its final version was approved by the MOE in May 2014 then produced and distributed to the MOE, RSEBs and CTEs in June 2014.

IR 3.2 Identify gaps and find means of availing modest level of technology support and teaching aids that improve early primary level reading and writing skills in SCCs and CTEs

Accomplishment: Identified best practices and proven technology tools to support reading and writing. After a 2-day meeting at Florida State University from January 27-29, 2014 – representatives from Inveneo, FSU and RTI reached a common understanding around technology and ICT-based needs of the READ TA Project. Topics included: Partners' roles in the READ TA Project; overview of the MT Curriculum; relevance of technology to the

project; accomplished activities to date; course outlines; pre-service curriculum; process flow and session on potential technologies for READ TA Project. As a result, READ TA finalized an initial selection of technology tools and implemented the national ICT Showcase.

Accomplishment: National ICT Showcase held

The ICT showcase from April 4-5, 2014 in Addis Ababa provided demonstrations of cost-effective and innovative applications and software for computing technologies, efficient methods of content delivery intended for pre-service and in-service teachers, with a special focus on technologies that enhance MT reading and writing for 76 (17F; 59M) participants including relevant READ TA Addis and regional staff. READ TA not only provided participants with a chance to review, try out and discuss a range of technologies new to Ethiopia, but also learned about national initiatives and technology tools used already in Ethiopia for education and for teacher training. The ICT Showcase also established a common understanding of the role of ICT in the READ TA Project and of stakeholders’ responsibilities and opportunities within the project. To finalize selection of the READ TA CTE ICT package following the national showcase, a two-day ICT Showcases was planned for the beginning of Year 3 in the Amhara, Oromia, SNNP, Somali and Tigray regions. The table below provides details on the participants of the national showcase.

NATIONAL ICT SHOWCASE PARTICIPANTS			
April 4, 2014			
Regions	GENDER		TOTAL
	F	M	
Addis Ababa	1	6	7
SNNPR	0	7	7
Amhara	1	11	12
Tigray	1	3	4
Somali	1	4	5
Oromia	0	12	12
Afar	0	1	1
Harar	0	2	2
MOE	1	4	5
READ TA	12	9	21
TOTAL	17	59	76

Accomplishment: Model Video Script Validation and Video Recording

READ TA, under Whiz Kids Workshop leadership, organized a Model Video Script Validation Workshop in Addis Ababa on June 9-10, 2014 to solicit RSEB and ZED feedback, approval and validation on scripts to be used in model videos to be produced in the 7 MT for teacher trainings scheduled for Year 3. Although an invitation was extended to all five RSEBs, only the Oromia, SNNPR and Tigray RSEBs attended the workshop. All RSEBs in attendance provided their final approval of the scripts by the end of the workshop. An alternate approval process was arranged with the Amhara and Somali RSEBs.

The recording of videos on methods and practices for teaching MT reading and writing took place on June 16-30, 2014 throughout the five regions. READ TA provided guidance and support on the incorporation of gender and inclusive education issues into the training videos.

IR 3.3 Help Organize existing Language Resource Centre

This activity is scheduled for Year 3.

IR 3.4 Build the capacity of education officials to assess Learning Technology needs and determine appropriate options for addressing the needs

This activity is scheduled for Year 3.

IR 4: Technical Assistance Support to RSEBs and MOE for READ Institutional Improvement

Under IR 4, READ TA's main achievements for year 2 include:

- The FSU team of reading experts in collaboration with MOE/RSEB and CTE faculty, engaged in a process of reviewing and revising the MT Language Curriculum, selecting 4 courses that focus on reading/literacy instruction for full content development;
- Engaging stakeholders --MOE/RSEB/CTEs—in a collaborative process of reviewing and revising 13 course syllabi of the pre-service Mother Tongue curriculum, identifying areas for development and aligning preservice MT language courses with the newly developed primary school curriculum;
- Develop the syllabus and content for the first MT language course: MT 201 cognitive development and literacy skills module;
- Validating the English version of Module 1: MT 201, and conducting regional adaption into 7 MTs
- Preparing CTE instructors to select evidence-based approaches for effective reading instruction and introducing the 'Direct Instruction' approach of teaching reading/literacy to preservice teacher educators

The below sections provide a more detailed description on key activities related to these achievements by sub-IR.

IR 4.1 In collaboration with MOE and RSEB Officials develop and share innovative models, resources, and tools for reading curriculum development for Grades 1-8

Accomplishment: Pre-Service MT Teacher Education Policies and Practices Baseline Assessment completed

READ TA, under the leadership of FSU, developed a draft *Baseline Assessment Report* to understand current policies and practices of CTE that directly and indirectly influence their capacity to provide effective pre-service teacher training in early grade Mother Tongue reading and writing instruction. The *Baseline Assessment Report* was approved by the MOE in June 2014, and distributed to RSEBs and CTEs.

IR 4.2 Provide support related to best practices and innovative approaches in developing and rolling out reading faculty in CTEs (Grades 1-8) [Develop Curricula for Reading and Writing Courses in Teacher Education/Train Teacher Educators to Teach Reading and Develop Reading Teachers]

Accomplishment: Consultation and Design Pre-Service Teacher Training with MOE and RSEBs

MOE and READ TA, under the leadership of FSU, held a workshop for 34 (2F; 32M) MOE, RSEB and CTE participants during the second quarter of Year 2 to create closer coordination and alignment of efforts to

support the objectives of the MOE in improving reading outcomes for 15 million Ethiopian children. The objectives of the workshop were to: provide stakeholders with an overview of READ TA progress in supporting curriculum revision, regional mother tongue scope and sequence development, and tentative planning for CTE training; familiarize stakeholders with the research-based rationale for the mother tongue reading curricula currently under development as well as the instructional strategies envisioned for primary school mother tongue teachers and CTE lecturers; review, and revise if necessary, reading-relevant courses in the new CTE Program of Study to ensure their consistency with the new mother tongue language curriculum and the latest research-based instructional strategies for effective primary grades reading; and solicit the advice and input of stakeholders into a coordinated plan of action to provide training for CTE lecturers by FSU technical advisors that will enable them to provide effective pre-service teacher training in reading that is consistent with the new primary grades reading curriculum and the new CTE Program of Study. Details of the participants are below:

NATIONAL PRE-SERVICE CONSULTATION WORKSHOP PARTICIPANTS OCTOBER 7-10, 2013			
CATEGORY	REGION	GENDER	TOTAL
Addis Ababa Education Bureau	Addis	1F, 0 M	1
Afar RSEB	SNNPR	0F, 3 M	3
Amhara RSEB	Amhara	0F, 2 M	2
B. Gumuz RSEB	Somali	0F, 1 M	1
Gambella RSEB	SNNP	0F, 1 M	1
Oromia RSEB	SNNP	0F, 2 M	2
SNNPR RSEB	SNNP	1F, 2 M	3
Somali RSEB	Somali	0F, 2 M	2
Tigray RSEB	Tigray	0F, 2 M	2
MOE		0F, 3 M	3
CTE		0F, 14 M	14
TOTAL		2F, 32 M	34

Accomplishment: Review and refinement of National Curricula / CTE Syllabi

READ TA led a workshop in Addis Ababa at the beginning of the fourth quarter for a team comprised of teacher educators and language experts to review, refine and complete the translation of the National Curricula / CTE Syllabi from Amharic into English. FSU Reading Specialists provided guidance and technical support by facilitating a collective process of review and revision of the National Curricula / CTE Syllabi, analyzing current teaching-learning materials in literacy to identify gaps in the reading and writing curriculum, reviewing the Ethiopian reading and writing minimum learning competencies and syllabi for Grades 1-8, and providing technical expertise to contribute to revisions in order to develop new culturally and linguistically appropriate curricula and materials for early grade reading / writing instruction.

In addition to this, READ TA led a National MT Teacher Education Curriculum Review Workshop for 31 (4F; 27M) representatives from the MOE, RSEBs, and CTEs to review 13 MT language courses in the new CTE Program of Study to ensure their consistency with the new MT language curriculum and the latest research-based instructional strategies for effective primary grade reading; and solicit the advice and input of stakeholders into a coordinated plan of action for FSU technical advisors to train CTE lecturers to enable them to provide effective

pre-service teacher training in reading that is consistent with the new primary grades reading curriculum and the new CTE Program of Study. The following table captures details of the representatives at the workshop:

NATIONAL MT TEACHER EDUCATION CURRICULUM REVIEW WORKSHOP				
APRIL 14-17, 2014				
REGION	ORGANIZATION	POSITION	GENDER	
			F	M
Tigray	RSEB	Curriculum Expert		2
	CTE	Lecturer		3
Somali	RSEB	TDP Coordinator		1
	CTE	Lecturer		1
SNNPR	RSEB	TDP		2
		Educational Expert	1	
		Curriculum Expert	1	
	Wolayita ZED	Curriculum Expert		1
		TDP		1
	Sidama ZED	Curriculum Expert	1	
	Hadiya ZED	Assistant Lecturer		1
		Education Expert		1
	CTE	Lecturer	1	1
		Assistant Lecturer		3
Amhara	RSEB	Curriculum Expert		1
	CTE	Lecturer		3
Oromia	RSEB	Curriculum Expert		1
	CTE	Lecturer		3
Benshangul-Gumuz	RSEB	TDP performer		1
Addis Ababa	AAEB	TDP		1
TOTAL			4	27

Accomplishment: National Consultative Meeting on MT Teacher Education Curriculum organized with MOE

Following the Year 2 Annual Plan, in collaboration with MOE Teacher Education Leaders' Development Directorate, READ TA organized a National Consultative Meeting on Primary Education Teacher Training on April 23-24, 2014 in Adama to update the training of primary school teachers and plan for upcoming activities in CTE MT Curriculum Change. READ TA presented an overview of the project, main features and development approach of the MT curriculum, and roadmap for the upcoming teacher training and mentoring. MOE and regional representatives provided additional information on training dates; data on teachers, students, supervisors, and selection of human resources for the development of modules and training manuals to assist CTE instructors in the implementation of newly revised curriculum; and development of training and instructional materials for preservice teacher education.

The following table captures information on the participants:

NATIONAL CONSULTATIVE MEETING ON MT TEACHER EDUCATION CURRICULUM				
APRIL 23-24, 2014				
ORGANIZATION	POSITION	GENDER		
		F	M	TOTAL
MOE	Director	1	3	15

	Expert	2	3	
	Secretary	1		
	Advisor		1	
	Participant	3	1	
EPRDF Bureau	Head		1	1
Somali RSEB	TDP		1	1
Oromia RSEB	Supervisor		1	2
	Training Coordinator		1	
Gambella RSEB	Gender Unit	1		2
	Officer		1	
Addis Ababa RSEB	Teachers Leader		1	2
	Expert	1		
Amhara RSEB	Gender Expert		1	2
	THTS Core Process		1	
Dire Dawa RSEB	Gender Expert	1		3
	TD Owner		1	
	Project Officer		1	
SNNPR RSEB	Performer		1	1
Harari RSEB	Teacher Development		1	2
	Expert	1		
Tigray RSEB	Vice Head		1	1
Afar RSEB	Expert		1	1
Teachers Association – Ethiopia	President		1	2
	Gender Department		1	
Teachers Association – Oromia	President		1	1
Teachers Association – Addis Ababa	Vice President		1	1
Teachers Association – Amhara	President		1	1
Teachers Association – Harari	President		1	1
Teachers Association – SNNPR	Communications	1		1
Teachers Association – Tigray	President	1		1
Teachers Association – Dire Dawa	President		1	1
Teachers Association – Afar	President	1		1
Teachers Association – Gambella	President		1	1
READ TA	M&E Director		1	3
	Logistics Specialist		1	
	Consultant	1		
Save the Children	Project Manager	1		2
	Teacher Training Manager		1	
ETV	Reporter		3	3
TOTAL		16	36	52

Accomplishment: National MT Language Teacher Education Curriculum Revision Workshop

A National MT Language Teacher Education Curriculum Revision Workshop on revising the MT pre-service curriculum; selecting courses and content areas in need of improvement; making recommendations for improvement; and developing syllabi for reading instruction that is aligned with the newly revised primary school curriculum for Grades 1-8 was provided for 33 (1F; 32M) participants.

See the following table for participant details:

NATIONAL MT TEACHER EDUCATION CURRICULUM REVISION WORKSHOP MAY 6-10, 2014				
REGION	ORGANIZATION	POSITION	GENDER	
			F	M
Tigray	RSEB	TDP Expert		1
	CTE	Lecturer		4
Somali	RSEB	TDP Officer		1
	CTE	Lecturer		1
SNNPR	CTE	Lecturer		5
Amhara	CTE	Lecturer		4
Oromia	CTE	Lecturer	1	4
Afar	CTE	Lecturer		1
Gambella	CTE	Lecturer		2
Harari	CTE	Lecturer		1
Addis Ababa	MOE	Expert		7
	AAU	Expert		1
TOTAL			1	32

Accomplishment: National MT Teacher Education Curriculum Validation

A two-day National MT Teacher Education Curriculum Validation workshop was also provided for 65 (3F; 63M) participants to validate the revised national curriculum for Pre-Service MT language teacher education, consisting of thirteen (13) CTE course syllabi. Workshop participants are detailed in the table below:

NATIONAL VALIDATION ON MT TEACHER EDUCATION CURRICULUM MAY 11-12, 2014				
REGION	ORGANIZATION	GENDER		
		F	M	TOTAL
Benshangul-Gumuz	RSEB		2	4
	CTE – Gilgelbeles		2	
Oromia	RSEB		3	14
	CTE – Chiro, Bulehora, Shambo, Nekemte, Assela, Sebeta, Mettu, and Fitche	1	10	
SNNPR	RSEB	1	2	9
	ZED		1	
	CTE – Arbaminch, Bonga, and Hawassa		5	
Harari	RSEB		1	2
	CTE – Harar		1	
Tigray	RSEB		3	7
	CTE – Abadi and Adwa		4	
Amhara	RSEB		2	10
	CTE – Dessie, Gondar, D/Markos, Begemidr and D/Berhan		8	
Gambella	CTE – Gambella		4	4
Somali	RSEB		1	2
	CTE – Dr. A.H.		1	
Afar	RSEB		1	2

	CTE – Asayita		1	
Dire Dawa	RSEB		2	2
Addis Ababa	Addis Ababa RSEB		2	9
	MOE	1	5	
	CTE – Kotebe		1	
TOTAL		3	62	65

Accomplishment: Pre-service Teacher Education Module Development / CTE MT Module 1 Development

Pre-Service Teacher Education Module Development workshop was completed in Addis Ababa for 51 (9F; 42M) participants to: develop initial content areas, discuss instructional resources and materials for the first of four (4) modules focusing on high priority areas of MT reading instruction and teacher pre-service training in the early grades, namely. The four priority areas/modules are:

- Cognitive Development and Literacy Skills (Module 1)
- Teaching Reading and Writing in Primary Schools (Module 2)
- Methods of Teaching Listening and Speaking (Module 3)
- Assessing Language Skills and Differentiated Instruction (Module 4)

The following Module 1 - development process was iterative and included the four-day workshop in May, followed by a second module development workshop in June to develop a final full set of course materials in English, for later adaptation into Mother Tongue. See below for participant details of the May workshop:

PRE-SERVICE TEACHER EDUCATION MODULE DEVELOPMENT/ CTE MT MODULE DEVELOPMENT MAY 19-23, 2014				
REGION	ORGANIZATION	POSITION	GENDER	
			F	M
Oromia	CTE – Jimma, Fitcha, Assela, Nekemte, and Mettu	Lecturer		6
	CTE – Mettu and Shambo	Department Head		2
Amhara	CTE – Gondar, Dessie, D/Berhan and D/Markos	Lecturer		7
SNNPR	CTE – Hossana, Arbaminch and Hawassa	Lecturer		6
Tigray	CTE – Adwa and Abadi	Lecturer		2
Somali	RSEB	TDP		1
	CTE – Dr. A.H.	Lecturer		2
Gambella	CTE – Gambella	Lecturer		2
		Department Head		1
Benshangul-Gumuz	CTE – Gilgelibeles	Department Head		1
Addis Ababa	MOE	Expert	1	9
		State Minister		1
		Director	2	
	AAU	Consultant		1
	READ TA	Chief of Party	1	
		Communications Specialist	1	
		Graphic Designer	1	

	FSU	Reading Expert	3	
		Consultant		1
TOTAL			9	42

In the next quarter, it is anticipated that the English version of this module will be validated, and then adapted - and again validated - to each of the 7 Mother Tongues. Finally, lecturer training will be conducted. It is anticipated this Module will be introduced to CTEs in September 2014.

IR 4.3 Provide mentoring and support for developing and actualizing a vision for systematically addressing reading and writing teacher training needs at individual CTEs for primary level education to RSEBs to address the critical components of a quality reading and writing program [Build capacity of RSEB and MOE in planning and monitoring system improvements]

Accomplishment: Institutional Capacity Building and Policy Support

The Ministry of Education and USAID agreed capacity development and policy related efforts of READ TA should focus on areas most directly linked to the curriculum and instructional learning outcomes improvements in Mother Tongue reading and writing in grades 1 – 8. READ TA collaborated with the MOE and RSEBs to develop assessment tools. The draft *Capacity Building Report*, focusing on RSEBs, was submitted to the MOE, RSEBs, and Zones in May. READ TA interviewed 7 out of 8 MOE Directorates and will complete this component during the first quarter of Year 3 and then prepare a final report for submission to MOE.

8 (5F; 3M) members of the READ TA Capacity Building and Gender and Inclusive Education Teams finalized the Capacity Building Strategy for the READ TA Implementation Plan 2014-2015 in Addis Ababa on May 22-23, 2014. The Teams developed a schedule for sharing major findings with the MOE and RSEBs.

Accomplishment: Develop Global Development Alliances and Private Public Partnerships as Relevant with Traditional and Non-Traditional Partners

READ TA Public Private Partnership (PPP) Advisor held meetings with the five RSEBs to discuss: the current and future RSEB contribution for the effective implementation of READ TA; clarification on how RTI acknowledges RSEB contribution as cost share; and possible needs and potential partners for PPP as related to MT Reading and Writing. All RSEBs indicated possible areas for developing PPP to strengthen MT Reading in early grades. Suggested areas included: provision of additional reading materials; supporting reading with technology; preparing MT dictionaries; Grade 9-12 MT Reading Curriculum Development (Oromia RSEB); and capacity building for regional, zonal and Woreda education experts and teachers. RSEBs suggested potential Public and Private Partners: Regional Development Association (SNNPR & Tigray); Government Organizations; Media and Regional Broadcasting; NGOs; UN Agencies; private companies; and faith-based organizations.

Early Grade Reading Assessment (formerly IR5)

Accomplishment: EGRA Assessment in SNNPR for Wolayttatto and Hadiyyisa MT languages completed

READ TA originally featured five Intermediate Results (IRs), but this was changed to four IRs in Year 2, based on instructions by USAID, as the EGRA assignment was to be shifted to the upcoming USAID-funded READ M&E

project. However, due to delays with READ M&E, USAID requested READ TA in April 2014 to conduct an EGRA baseline for two SNNPR Languages.

READ TA conducted EGRA in SNNPR for Wolayttatto and Hadiyyisa languages in May/June 2014. This included a training for nearly 40 (8F; 32M) enumerators in Sodo town, Wolayita Zone to equip enumerators with data collection skills; secure quality and reliable data for the study; obtain quality EGRA results in two target Zones; obtain the necessary knowledge and skills to collect reliable data for the EGRA study; and to ensure quality baseline data and EGRA results. Details about enumerators is in the table below:

EGRA ASSESSMENT IN SNNPR – ENUMERATORS’ TRAINING PARTICIPANTS MAY 23-27, 2014				
REGION	ZONE	POSITION	GENDER	
			F	M
SNNPR	Wolayita	Teacher	4	14
		Zone Coordinator		1
	Hadiya	Teacher	4	16
		Zone Coordinator		1
TOTAL			8	32

Following the workshop, 14 schools, seven each from Wolayita and Hadiya Zones, were selected as test pilot data collection sites to practice collecting data in pairs and groups and to validate the instruments. Following the pilot data collection, 50 government primary schools, 25 from each Zone, were randomly selected for data collection. Thirty of the best performing enumerators were selected for the data collection. Data collection began on June 2-5, 2014, with a total of 10 teams, consisting of three enumerators per team. READ TA provided technical and operational support to the enumerators throughout the duration of the data collection. The teams were always accompanied to the schools by READ TA staff, as well as ZED representatives for Wolayita and Hadiya Zones.

Challenges encountered during the EGRA Assessment included: schedule overlap with national and regional examination dates; capacity of enumerators selected; and inaccessibility of some sample schools due to long distance and poor roads. Data entry for 2,000 EGRA assessments was performed in Addis Ababa from June 9-13, 2014. The final EGRA report will be submitted to USAID during the next quarter.

III. Successes

In addition to successfully implementing most planned activities, READ TA enjoyed the following successes during Year 2 (1 July 2013 - 30 June 2014):

- Charities Societies Agency (CSA) Registration allowing READ TA to operate in-country.

Following receipt of “Certification of Registration” from Charities Societies Agency (CSA) on May 13, 2013, READ TA successfully submitted the remaining post-registration documents in Year 2 of the project. This finally allowed READ TA to fully operate in the country and, most of all, finalize full hiring of its staff.

- Submission of Grades 1-4 Student Books and Teacher Guides in 7 Mother Tongue Languages.

Most noteworthy among READ TA’s successes in Year 2 is the development, production, validation and submission of 56 student books and teacher guides for grades 1-4 in 7 MT. This constituted READ TA’s most complex and intense activity in Year 2 and required a significant focus of human, financial and administrative resources to its execution. Balancing the demands of an ambitious timeline, aggravated by delays in registration and project set up in Year 1, READ TA succeeded in truly building the capacity and ownership over the mother tongue curriculum development process and its final products through deep engagement of 112 MTCDT members, including teachers as text and lesson writers, language experts, curriculum experts, and gender and inclusion experts from RSEB, CTE and elsewhere in an iterative, strategic cycle of lesson development, raw lessons review, production (illustration and layout), review, revision, and validation. This READ TA’s success was made possible through the sustained dedication of READ TA and SIL-LEAD staff – both operational and technical; the MTCDT and RSEB staff direct engagement; the commitment of Shama PLC in layout, illustration and editing; and ongoing support and advice from USAID, MOE and RSEBs.



- Development of Training Manual for Master Trainers and Teacher Trainer Training for Grades 1-4 SBs and TGs.

Development of the Master Trainer and Teacher Trainer Manual commenced with a group of 5 (3F; 2M) participants including an RTI consultant, Save the Children Program and Curriculum Experts, and an MOE Curriculum Expert reviewing the existing training resources for MT reading and writing development in March 2014. This was followed by workshop in Addis in April during which the READ TA training manuals were developed. READ TA provided training, guidance, support and a gender checklist to ensure gender and inclusive education considerations throughout the development of the manual. The content of the training was planned so as to incorporate lessons learned and good practices from similar training activities implemented by RTI and others, and focused on modeling, practice and tight integration with the actual teacher guides and student

books to be used in the classroom. The manual was then adapted to the 7 MT and will be validated by the MTTF in the first quarter of Year 3.

- Development of Module 1 for introduction at CTEs in September 2014.

Applying lessons learned from the MTCD process, READ TA - under FSU's technical leadership - also succeeded in reviewing, revising and validating 13 MT syllabi, and then to develop, adapt and validate an entire course for introduction at CTEs in September 2014 within just the last 3 months of the implementation year. The process again was conducted in a highly participatory manner through ongoing workshops and trainings allowing capacity transfer from FSU experts to CTE lecturers and pre-service teacher education and mother tongue instruction experts - thus embodying READ TA's mandate of *technical assistance*, rather than independent implementation.

- Hosting ICT Showcase for all 5 RSEBs and 2 Zones.

IR3 of READ TA calls for *Language teaching and learning supported by appropriate technology and teacher aids* and specifically to identify gaps and find means of availing modest level technology support and teaching aids that improve early primary level reading and writing skills in SCCs and CTEs. RTI conducted an extensive review of existing, proven and nimble technology tools supporting reading and writing instruction in primary grades, with a strong consideration of meeting the needs of learners with special needs in collaboration with FSU and Inveneo and then organized the national ICT Showcase to consult with key stakeholders. The Showcase was very successful and appreciated, based on participant feedback, for two reasons: 1) READ TA carefully selected a range of tools that are new to Ethiopia, yet compelling in their focus and potential value for reading and writing instruction and as assistive technologies for heterogeneous learners. Participants were able to engage in hands-on demos and use of the tools, and thus able to directly experience and evaluate ease of use, context appropriateness, and deliberate with colleagues on their added value to support instruction of reading and writing in mother tongue. 2) READ TA invited not only CTEs and RSEBs to share their experiences in the use of ICT at their institutions, but also engaged representatives of relevant national initiatives, including the Ethiopia Center of Excellence, EthERNET project, Development Expertise Center, and Ethiopia Schoolnet to capitalize on existing expertise in the country.

- Completion of EGRA for 2 SNNPR Languages.

In spite of an extremely short turn-around time, with the formal request for the EGRA received by READ TA only on April 10, 2014, READ TA managed to 1) adapt EGRA to two entirely new languages; 2) identify, engage and train over 30 enumerators in its application; 3) pilot the instruments; 4) sample the schools; 5) and organize the logistics and 6) assess 2,000 students by June 6, 2014. This was made possible by the dedication and good collaboration between READ TA Addis staff, EGRA experts from RTI, READ TA's regional office staff in SNNPR, and the SNNPR RSEBs and ZEDs in Wolayita and Hadiya zones.

- Development of Grades 5-8 MTCDTs and launching of Grades 5-8 SBs and TG development process.

Applying lessons learned from grades 1-4 development, READ TA carefully worked with RSEBs in the selection of staff and experts to the grades 5-8 MTCDTs. Notably, scopes of work and selection criteria for each team member were discussed and agreed upon. Process facilitation positions, as well as editing, layout and illustration team members were added to the teams to allow for an integrated cycle of lesson writing, illustration, review and layout in a “one-team” approach, rather than separating lesson writing from lesson production as was done under grades 1-4. READ TA also consulted and agreed with RSEBs on a revised Terms of Reference for Mother Tongue Task Forces (MTTF) and their engagement in the MTCD process to promote even deeper ownership over the process and the quality of the final products by RSEBs. By end of Year 2, the initial Scope & Sequence for all 7 MT languages had been developed, the majority of team members for the seven MTCDT for grades 5-8 were selected, and READ TA was working intensively on planning their initial multi-week capacity building workshop for July 2014.

IV. Challenges

As in year one, although READ TA’s accomplishments were impressive, those accomplishments were often accompanied by challenges, the most critical of which were the following:

READ TA’s **IR 1 team** experienced delays in developing grades 1-4 Student Books and Teacher Guides due to the high level of capacity building of the MTCDT and delays in the identification and mobilization of the production team. Participants were also added as needed, for example, more storywriters and more Quality Assurance Members, to increase the workflow. The overall size and complexity of this operation taxed READ TA’s technical and operational teams to the maximum of their capacity. Mini-training sessions by national and international experts were provided as needed - for example, on explaining the lesson template components, gender and inclusive education consideration, and drafting of appropriate comprehension questions, to provide critical skills and knowledge to the teams. Teams were re-located to Addis Ababa in January 2014 to take advantage of limited international reading and curriculum expertise and closer proximity to the Production Team. Although the original plan was to bring the MTCDTs to Addis Ababa for 6-weeks it turned out to be over 4months, until the books were finalized in many rounds of design, review, revision, and validation. Further challenges pertained to initially varying guidance from MOE on the required book sizes and page limits, significantly affecting the work; as well as ongoing, time-consuming deliberation among language experts, editors and proofreaders as to the spelling of certain words, particularly in languages which have not been standardized.

READ TA’s **IR 2 team** encountered some challenges during the year. The slow process for gathering data on the number of Mother Tongue Teachers and Students impacted the planning for Master Training, Teacher Trainer and Teacher Training. As well, selection of Master Trainers and Trainers of Trainers was challenged due to the schedule of In-service Training for Master Trainers, Teacher Trainers and Teachers. Most CTE instructors who usually lead and facilitate Master Trainer, Teacher Trainers and Teacher Training had plans for the summer, mostly personal income-generating training activities, and had to be convinced to focus on Mother Tongue.

READ TA's **IR 3** activities in Year 2 were planned to be limited to ensure focus on the MTCDT, Teacher Training and CTE curriculum revision and development process. Yet, the IR3 team struggled to schedule even the regional ICT Consultations following the national showcase as new initiatives follow the MOE-RSEB-CTE pattern and all parties must be involved in exploration, decision-making and approvals of new equipment and activities, requiring a significant amount of official communication and letters to be channeled between READ TA, MOE, RSEBs and CTEs. This process takes time and patience – and the IR3 team learned the process and adjusted program activities accordingly.

READ TA's **IR 4 team** experienced the same issue as other components, that is, in the availability and selection of participants for activities. The team encountered a variety of challenges due to scheduling. For example, CTEs develop schedules one year in advance for workshops, trainings, and meetings. Similarly, on FSU's side, Reading Experts are practically involved in reading and writing instruction at FSU and their availability to travel mid-semester is limited. To attract the best experts on both sides, and high participation, working within approved schedules and with advance notice will support high success in the future, also to ensure that appropriate persons are selected for the activities.

READ TA's **EGRA (formerly IR 5) Team** had environmental challenges during EGRA data collection. Specifically, rivers that over-flowed and roads that were impassable resulted in the EGRA Team rolling up their jeans, carrying their boots and EGRA papers on their heads and arriving at the site 30-minutes late.

READ TA's **Gender and Inclusive Education Team** supported each and every training and activity at READ TA. Following presentations and discussions, checklists were provided to support ideas to focus on during development and training. READ TA also continued to encourage application and selection of female candidates for workshops, trainings and open positions - where appropriate and qualified. Despite these efforts, however, the percentage of female participation in activities decreased during the second year and is at 0% for inclusive education.

READ TA's **Capacity Building Team** completed the Capacity Building Assessment in the Regions resulting in a compilation of needs to be addressed. Unfortunately, the MOE data is incomplete due to busy schedules of the MOE directorates. The team will continue to pursue the remaining interviews, complete the report, and start implementing Capacity Building Activities in the third year.

V. Lessons Learned

Many lessons were learned during the course of implementing READ TA in year 2. The highest priority lessons include:

Ownership/Sustainability – MOE and RSEBs need to 'own' the Mother Tongue Curriculum Development and material/manual developed processes and products. That is, illustratively, the Student Books and Teacher Guides developed for Grades 1-4 are developed by regional MTCDTs with technical support from READ TA, not

by READ TA staff. Similarly, it is regional Quality Assurance Teams that approve quality, pedagogical, cultural and language content, not READ TA staff. Finally, it is the RSEB Task Force who approves the final product. Key lessons learned in Year 2 for READ TA was the above described participatory and iterative process of material development. While this process is extremely time-consuming and costly, and thus incurring delays and challenges to the READ TA schedule, it is a critical aspect and representation of READ TA's mandate for technical assistance, rather than direct implementation.

Capacity Building – This is the key for success of deliverables. MTCDTs, e.g., have a variety of strengths, experiences, and skill sets. It is essential to identify strengths and gaps – capitalize and celebrate the strengths and fill the gaps through additional recruitment, strengthening, or replacing with another candidate. Across READ TA activities a lesson learned is for clearer selection criteria, and detailed, longer term SOW for key actors in READ TA activities. This includes MTCDT members, but also CTE, RSEB and MOE staff who collaborate in READ TA activities. Carefully described and discussed selection criteria, lead to more appropriate selection of staff for activities; longer-term SOWs mitigate attrition and the need for “starting from scratch” with capacity building for key activities. Furthermore, READ TA learned about the importance of capacity building for the MTTF in form of initial sensitization session and structured tools for material validation activities. Building MTTF member capacity to understand the approaches, content and design choices made for READ TA materials, and providing them with checklists/guides for their review and validation, not only improves the quality of the feedback received, but also its structure to facilitate rapid integration of comments as appropriate.

Data Base – In terms of efficiency, it was learned that a database, with frequent data collection of actual activities supports development of reports and saves time. The M&E Team rely on support of the regional Capacity Building Specialists to gather data and submit in a timely manner.

Professional Fees and Per Diems – Already selected grades 5-8 MTCDTs express deep unhappiness and discontent in not receiving a Professional Fee. This impacts work slow-down and commitment to work. To meet deadlines for grades 5-8, MOE and RTI, in consultation with USAID, are reviewing this issue and a solution is anticipated to make work flow smoother in Year 3.

Participation of Gender – In most cases, participation of females in READ TA activities and workshops has decreased in Year 2. Capacity Building Team and Gender Team completed studies on Gender participation. The Teams learned that the percentage of females will not just increase – there needs to be specific activities and targets provided. The Teams will develop activities and targets for Years 3-5

VI. Financial Report 2012 – 2013

READ TA Financial Report is submitted quarterly to USAID under separate cover.

Year 2 Annual 2013-2014 Work Plan Matrix
Status: C=Completed; E=Extended (needs more time); T=Terminated

IR NO	DESCRIPTION OF ACTIVITY	PLANNED IMPLEMENTATION MONTH	STATUS	DEVIATION AND REASON	ACTION TO RESOLVE
	Complete recruitment and mobilize Addis Ababa and Regional staff	August/September 2013	C		
	Procure furniture and equipment for Addis Ababa and Regional Offices	August-October 2013	C		
	Develop Technical Components of Annual Work Plan with Ministry of Education	August/September 2013	C		
	Present Annual Work Plan to RSEB Heads and MT Curriculum Experts	August 2013	C		
	Present Annual Work Plan to TWG	September 2013	C		
	Hold public project launch workshop	September/October 2014	E	Due to delays with registration and intensity of G1-4 MTCD process Y2 did not provide a good time for this launch; postponed to Y3	Consult with USAID
IR1 Reading and Writing materials appropriate for primary classrooms and pre-service and in-service teacher training developed					
1.1 Review current language learning materials to see gaps in the reading curriculum: content, pedagogy and assessment					
1.2 Develop reading and writing curriculum and textbooks for Grades 1-8 with MOE and RSEBs					
1.2.1	Train Technical READ TA Staff on Curriculum Writing process	July-September 2013	C		
1.2.2	Develop Scope and Sequence Grades 1-4 in 7-MT Languages	July/August 2013	C		
1.2.3	Develop Teacher's Guide Grades 1-4 in 7-MT Languages	August-November 2013	C		

1.2.4	Train Grade 10-20 Grades 1-4 Teachers in 7-MT Languages to pilot curriculum	September 2013	C		
1.2.5	Revise curriculum based on pilot and complete for Grades 1-4 in 7-MT Languages	September 2013-January 2014	C		
1.2.6	Hold Validation Workshop for Grades 1-4 in 7-MT Languages with MOE and RSEBs	December/January 2014	C		
1.2.7.	Develop Scope and Sequence Grades 5-8 in 7-MT Languages	January/February 2014	C		
1.2.8	Develop Teacher's Guide Grades 5-8 in 7 MT Languages	February-April 2014	E	Postponed to Y3 given G1-4 materials development & production delays	More realistic planning of this activity; as well as integration of materials writing and production to streamline grade 5-8 development
1.2.9	Train 10-20 Grades 5-8 Teachers in 7 MT Languages to pilot curriculum	March 2014	E	Postponed to Y3 given G1-4 materials development & production delays	Integration of materials writing and production to streamline grade 5-8 development
1.2.9.1	Revise curriculum based on pilot and complete Grades 5-8 in 7-MT Languages	March/April 2014	E	Postponed to Y3 given G1-4 materials development & production delays	Integration of materials writing and production to streamline grade 5-8 development
1.2.9.2	Hold Validation Workshop for Grades 5-8 in 7-MT Languages with MOE and RSEBs	April/May 2014	E	Postponed to Y3 given G1-4 materials development & production delays	More realistic planning of this activity; as well as integration of materials writing and production to streamline grade 5-8 development
1.2.9.3	Develop Student Reading and Writing Assessments for MT Teachers Grades 1-8	September-December 2013; May/April 2014	E	Grades 5-8 aspects postponed to Y3	n/a – integrated with materials development process
1.3 Develop learning materials to enrich existing materials with emphasis on early grade reading proficiency and comprehension (Note, as of July 2014, these activities now merged with 1.2 above; new IR 1.3 is "Adaptation of Amharic, Afaan Oromo, and Af-Somali for Grades 1-8)					
1.3.1	Design books for Grades 1-4	August-November 2013	C		
1.3.2	Hold Validation Workshop for Grades 1-4 Student Books with RSEBs	December/January 2014	C		

1.3.2	Revise Grades 1-4 Student Books	January/February 2014	C		
1.3.3	Design books for Grades 5-8	February-April 2014	E	Postponed to Y3 given G1-4 materials development & production delays	More realistic planning of this activity through integration of materials writing and design/production to streamline grade 5-8 development
1.3.4	Hold Validation Workshop for Grades 5-8 Student Books with RSEBs	April/May 2014	E	Postponed to Y3 given G1-4 materials development & production delays	More realistic planning of this activity; as well as integration of materials writing and production to streamline grade 5-8 development
1.3.5	Revise Grades 5-8 Student Books	May 2014	E	Postponed to Y3 given G1-4 materials development & production delays	More realistic planning of this activity; as well as integration of materials writing and production to streamline grade 5-8 development
1.4 Build Capacity of teachers to teach using improved materials and utilize reading assessment tools (Note, as of July 2014, these activities now merged with IR2, below; new IR 1.4 is "Develop Reading and Writing Materials for English as a Second Language")					
1.4.1	Develop Teacher Training Materials for Grades 1-4	October-January 2014	C		
1.4.2	Hold Validation Workshop for Teacher Training Materials Grades 1-4 with RSEBs	February/March 2014	C		
IR 2 Language specific teaching and learning methodologies and strategies that focus on helping students learn to read and write effectively are applied					
2.1 Assess current teaching methods, learning culture, and practice					
2.1.1	Hold Validation Workshop for Primary-Level Teaching Practices with emphasis on MT for MOE, RSEBs, CTEs	July-December 2013	C		
2.1.2	Produce Final Primary-Level Practices Report and distribute to: RSEB, Master Trainers, Teacher Trainers	July-December 2013	E	Awaiting MOE approval	Follow up with MOE
2.2 Identify promising practices and new teaching and learning methods appropriate to revised MT curricula					
2.2.1	Hold Validation Workshop combining 2.1.1, Literature Review and Field Research for MOE, RSEBs, CTEs/Universities	September/October 2013	C		

2.2.1	Produce Final Report and distribute to MOE, RSEBs, CTEs/Universities	November/December 2013	C		
2.3 Train Master Trainers and Teacher Trainers					
2.3.1	Develop Teacher Mentoring Training Modules with RSEBs	November-January 2014	C		
2.3.2	Select Master Trainers in consultation with MOE, RSEBs and CTEs	September/October 2013	E	Postponed to Y3 given G1-4 materials development & production delays	More advanced and realistic planning of this activity for grades 5-8
2.3.3	Train Key Personnel on Teacher Training Methods	February 2014	T	Cascade level got removed	
2.3.3	Key Personnel train Master Trainers	May/April 2013	E	Postponed to Y3 given G1-4 materials development & production delays	More advanced and realistic planning of this activity for grades 5-8
2.4 Follow-up use of the new methodologies/strategies					
2.5 Utilize innovative approaches to support the RSEBs to institute systematic change to improve reading and writing teacher training and support systems					
2.5.1	Hold Validation Workshop on Current Teacher Training and Support Systems Research for MOE, RSEBs, CTEs/Universities	September 2013	E	Postponed to Y3 given delays in below report	Follow up with MOE
2.5.2	Produce Final Report and distribute to MOE, RSEBs, CTEs/Universities	October 2013	E	Draft of regional capacity assessment report completed; MOE/central report is still awaiting data from MOE;	Follow up with MOE
IR 3 Language teaching and learning supported by appropriate technology and teacher aids					
3.1 Assess teaching and learning technology resources in the schools					
3.1.1	Hold Validation Workshop 'Assessing Teaching and Learning Technology at SCCs/CTEs' for MOE, RSEBs, CTEs/Universities	September 2013	C		
3.1.2	Produce Final Report and distribute to MOE, RSEBs, CTEs/Universities	October 2013	C		
3.2 Identify gaps and find means of availing modest level of technology support and teaching aids that improve early primary level reading and writing skills in SCCs and CTEs					

3.2.1	Design Technology Teaching Aids and Tools for Pre-service Teachers	January-July 2014	C		
3.2.2	Train CTEs on use of Technology Teaching Aids	May-July 2014	E	Postponed to Y3 given G1-4 materials development & production delays	
3.2.3	Design Demonstration Videos on Methods and Practices for teaching MT Reading and Writing	November/December 2013	E	G1-4 done; G5-8 model video recording postponed to Y3 given revised G5-8 MTCD process	
3.3 Help Organize existing Language Resource Centre					
3.4 Build the capacity of education officials to assess Learning Technology needs and determine appropriate options for addressing the needs					
3.4.2	Develop Global Development Alliances and PPP as relevant with traditional and non-traditional Partners	October-June 2014	E	This is an ongoing activity	
IR4 Technical Assistance support to RSEBs and MOE for READ Institutional Improvement					
4.1 In collaboration with MOE and RSEB Officials develop and share innovative models, resources, and tools for reading curriculum development for Grades 1-8					
4.1.1	Hold Validation Workshop on 'Current Models, Resources, and Tools' for MOE, RSEBs, CTEs	September 2013	C		
4.1.2	Produce Final Report and distribute to MOE, RSEBs, CTEs/Universities	October 2013	E	Draft of regional capacity assessment report completed; MOE/central report is still awaiting data from MOE;	Follow up with MOE
4.2 Provide support related to best practices and innovative approaches in developing and rolling out reading faculty in CTEs (Grades 1-8)					
4.2.1	Design Teacher Training Implementation Plan with RSEBs	September-December 2013	E	Initial meetings were held with RSEB, but deep planning was not taking place in Y2 for G1-4	More advanced and realistic planning of this activity for grades 5-8
4.3 Provide mentoring and support for developing and actualizing a vision for systematically addressing reading and writing teacher training needs at individual CTEs for primary level education to RSEBs to address the critical components of a quality reading and writing program (Years one and Two)					
4.3.1	Prepare and field-test CTE Course/Module One Workshop	December 2013	E	Postponed to Y3, but planned for planned for Q1	More realistic planning for modules 2-3
4.3.2	Host Validation Workshop for Course/Module One with MOE, RSEBs and CTE	March 2014	E	Postponed to Y3, but planned for planned for Q1	More realistic planning for modules 2-3

4.3.3	Regional Teams develop Course/Module One in 7-MT Languages	March-June 2014	C		
4.3.4	Training for Module/Syllabus One	May 2014	E	Extensive cycle of material development in English - >English validation -> adaptation to 7MT -> MT validation, created delays	More realistic planning for modules 2-3