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

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# ANNUAL REPORT

July 2014 – June 2015

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## **ACRONYMS**

ABE	Alternative Basic Education
CB	Capacity Building
CSA	Charities and Societies Agency
CTE	College of Teacher Education
DCOP	Deputy Chief of Party
Dr. A.H.	Dr. Abdulmejid Hussien
EGRA	Early Grade Reading Assessment
ESA	English Situation Analysis
FSU	Florida State University
G&IE	Gender & Inclusive Education
ICT	Information and Communication Technology
IE	Inclusive Education
IFESH	International Foundation for Education and Self Help
IR	Intermediate Result
IT	information technology
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MOU	memorandum of understanding
MT	Mother Tongue
MTCDT	Mother Tongue Curriculum Development Team
MTELD	Mother Tongue and English Language Development
MTTF	Mother Tongue Task Force
NGO	Non-Governmental Organization
QA	Quality Assurance
R&C	Reading and Curriculum

READ TA	Reading for Ethiopia's Achievement Developed-Technical Assistance
RSEB	Regional State Education Bureau
SB	Student Book
SCI	Save the Children International
SIP	School Improvement Program
SNE	Special Needs Education
SNNPR	Southern Nations, Nationalities and People's Region
STTA	Short Term Technical Assistant
TDP	Teachers Development Program
TELD	Teachers and Educational Leaders Development
TELLR	Teachers and Educational Leaders Licensing and Relicensing
TG	Teachers' Guide
TOR	Term of Reference
TOT	Training of Trainers
TPD	Teacher Professional Development
TT	teacher trainers
TTM	Teacher Training Manual
USAID	United States Agency for International Development
WEEO	Woreda Education Office
WKW	Whiz Kids Workshop
WYCA	Women, Youth, Children Affairs
ZED	Zonal Education Department

## I. EXECUTIVE SUMMARY

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. This report details Year 3 of the READ TA project, which began on July 1, 2014, and continued through June 30, 2015.

Year 3 was an intensive period for READ TA that built upon foundations laid in preceding years of the project and reached a full momentum registering remarkable results. Together with RTI's implementing partners (Save the Children International [SCI], SIL LEAD, Florida State University [FSU], Inveneo, Whiz Kids Workshop [WKW], and African Development Corps) and its local counterparts - mainly the Ministry of Education (MOE) and Regional State Education Bureaus (RSEBs) - the project embarked upon implementation of the approved Year 3 work plan and achieved most of the planned activities.

This Annual Report narrates READ TA's Year 3 major milestones and details the project's challenges, lessons learned, and progress against the Year 3 work plan. Major accomplishments for READ TA achieved this year are highlighted below, along with the project's Intermediate Results (IRs).

Major Accomplishments along IR 1- **Reading and Writing Materials Appropriate for Primary Classrooms and Pre-Service and In Service Teacher Training Developed**, included printing and distribution of Grades 1–4 Student Books (SBs) and Teachers' Guides (TGs) in seven mother tongues (MT) in time for launch in the second semester of the 2014/15 academic year; development of 56 Grades 5–8 SBs and TGs in seven MTs; adaptation of Grades 1–8 Amharic, Afaan Oromo, and Af-Somali SBs and TGs to 12 language communities in seven regions and two cities (producing 192 separate books); and data collection and analysis for a study (the English Situation Analysis [ESA]) carried out in Year 3 to assess effectiveness of current Grades 1–8 English textbooks and practices. Specific accomplishments that led to the results indicated above include:

- Printed and distributed more than 2.5 million copies of Grades 1–4 SBs and TGs to RSEBs.
- Recruited seven Grades 5–8 Mother Tongue Curriculum Development Teams (MTCDTs) with a total of 182 (55 female) members.
- Collected content resources, developed activity banks, and conducted material development capacity building workshop to MTCDTs for the Grades 5–8 curriculum materials development.
- Developed, edited, finalized, validated, and submitted 56 final, camera-ready soft copies and prototypes of the Grades 5–8 SBs and TGs in seven MTs.
- Field tested the Grades 5–8 MT curriculum materials in 35 sampled schools, 136 MT teachers and their students; and used findings to improve the curriculum materials development.
- Adapted, validated, and submitted 192 Grades 1–8 Amharic, Afaan Oromo and Af-Somali SBs and TGs to 12 Language Communities in seven regions and two cities.
- Designed and conducted ESA Research with 76 schools nationwide.

Year 3 major achievements under IR 2- **Reading and Writing Materials Appropriate for Primary Classrooms and Pre-Service and In Service Teacher Training Developed**, included training 50 Master Trainers and 1,194 Teacher Trainers who cascaded trainings to 62,867 Grades 1–4 MT

teachers in the five regions on the new Grades 1–4 curriculum materials and approach; and finalizing the Grades 5–8 Teacher Training Manual (TTM) development and validation. Moreover, activities to develop a teacher mentoring approach and manual kicked off in Year 3 and will be intensified in Year 4. Specific achievements in Year 3 that led to the results described above include:

- Trained 50 Master Trainers and 1,194 Teacher Trainers for Grades 1–4 MT teacher training.
- Supported RSEBs in Grades 1–4 teacher trainings rollout and monitoring the in the regions.
- Finalized preparations to train master trainers and teacher trainers for the regionally adapted Grades 1–4 Amharic, Afaan Oromo, and Af-Somali curriculum materials.
- Developed and validated the English version of the Teacher Training Manual (TTM) for Grades 5–8.
- Adapted the validated English version of the Grades 5–8 TTM to seven MTs.
- Validated and produced camera-ready versions of Grades 5–8 TTM in seven MTs.
- Procured and engaged a consultancy firm to develop a teachers mentoring approach and manual.
- Supported RSEBs to develop a detailed implementation plan for in-service teacher training rollout and mechanisms for ongoing support.
- Organized regional consultative meetings on innovative practices to reading and writing.

Although there were IR 3 activities that were pushed to Year 4, there were notable achievements in Year 3 along IR 3 – **Language Teaching and Learning Supported by Appropriate Technology and Teacher Aids**, including the development of 147 model teacher videos and 6,500 audio companion files in seven MTs for Grades 1–4; the regional Information and Communication Technology (ICT) showcases and consultations held in the five READ TA regions that helped obtain feedback on the proposed College of Teacher Education (CTE) ICT package, which was later approved by all the five regions; and site visits conducted on 35 CTEs and nine RSEBs to assess the sites, build capacity, and ensure commitment for sustainability of ICT package. Details of the achievements in Year 3 are listed below.

- Developed 147 model videos in seven MTs for Grades 1–4.
- Recorded and validated 6,500 audio companion files in seven MTs for Grades 1–4.
- Integrated the developed model videos and audio companion files with three pre-service CTE course modules.
- Held regional ICT showcases and consultations and obtained regions’ feedback on proposed CTE ICT package.
- Received approval for the proposed CTE ICT package from the MOE and regions; began procurement of the package.
- Conducted site visits to 35 CTEs and nine RSEBs to assess sites, build capacity, and ensure commitment for sustainability of the ICT package.

Achievements by READ TA under IR 4 - **Technical Assistance Support to RSEBs and MOE for READ Institutional Improvement**, under the pre-service education component consisted of adaptation and validation of the National Pre-Service MT Teacher Education Curriculum into seven MTs; development, adaptation to seven MTs, and validation of three CTE course modules (MT 201, TMT 222, and TMT 224) and accompanying training manuals; revision of CTE Module 1 (MT 201) after

pilot implementation; and trained 200 CTE instructors, MOE, RSEB, and Zonal Education Bureau (ZED) personnel on developed Modules 1, 2, and 3 (MT 201, TMT 222 and TMT 224). Additionally, achievements for the capacity building component of IR 4 included finalization of the MOE and RSEBs' Capacity Building Needs Assessments report and development of a Capacity Building Plan for both the MOE and RSEBs based on the assessment results. Detailed Year 3 IR 4 accomplishments are outlined below.

- Developed, adapted to seven MTs and validated pre-service course for Modules 1, 2, and 3.
- Developed the English version of the CTE course Module 4 (MT 322).
- Revised English and MT versions of Module 1 (MT 201).
- Involved stakeholders in planning pre-service teacher education activities.
- Adapted and validated the National Curriculum for the Pre-Service MT Teacher Education Program into seven MTs.
- Developed training materials for the validated Modules 1, 2, and 3 in English and seven MTs.
- Trained CTE instructors, MOE, RSEB, and ZEDs on Modules 1, 2, and 3.
- Conducted monitoring and evaluation (M&E) on Modules 1, 2, and 3 implementation (MT 201, TMT 222, and TMT 224).
- Validated the MOE and RSEBs' Capacity Building Needs Assessment Report and developed capacity building plans for both the MOE and RSEBs.
- Developed and disseminated a gender guideline for conducting gender sensitive trainings and workshops.

Major challenges encountered in Year 3 included the late approval of the Year 3 Implementation Plan, problems in availability of most of the needed workshop participants, tight RSEB schedules that hindered participation of key experts and officials in major READ TA events and trainings, time gaps in TOTs that posed possible quality compromises in cascaded teacher trainings, shortage of new curriculum materials and inadequate facilities in pre-service and in-service teacher trainings, issues with professional fees, delayed activities for various reasons, and longstanding challenges in meeting the Charities and Societies Agency (CSA) requirements.

Lessons learned in READ TA's Year 3 operation, particularly in MT curriculum materials development dimension, included the facilitating role that collection of content resources prior to material development plays, the importance of working with local Language Standardization Initiatives to clarify problems in developing MT materials for a MT with regional variations, the skill transfer advantage of decentralizing curriculum materials development to the regions, and the contribution of curriculum materials development exercises to MT standardization and development. Other than the lessons identified in relation to MT curriculum development, timely documentation of lessons and best practices to bridge project success to subsequent endeavors, coordination among READ TA implementing partners to avoid overlaps in activities, increased stakeholder participation to foster local ownership were among the major lessons identified out of READ TA's Year 3 operation.

Overall, READ TA has been successful in achieving predetermined goals as most READ TA planned Year 3 activities were executed as planned. However, there were also activities that were not completed due to various reasons, the majority of which rooted in the need for participation from the various staff members of READ TA, the MOE, and RSEBs while engaged in other competing priorities.

Another reason that some activities were not completed as scheduled is related to delays in predecessor activities that create road blocks to carry on with subsequent activities. An example is the delay in developing the mentoring manual that pushed the subsequent training and other activities to Year 4. However, even with the combination of the factors noted above, READ TA still successfully completed Year 3 with a record high development of 248 separate Grades 1–8 books in seven MTs in one year.

## II. PLANNED DELIVERABLES AND ACCOMPLISHMENTS

### ***IR 1: 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 3 included:

- Printed and distributed more than 2.5 million copies of Grades 1–4 SBs and TGs to RSEBs.
- Conducted an EGR benchmarking workshop.
- Recruited seven Grades 5–8 MTCDTs with a total of 182 (55 female) members.
- Collected content resources, developed activity banks, and conducted a material development capacity building workshop to MTCDTs for the Grades 5–8 curriculum materials development.
- Developed, edited, finalized, validated, and submitted final, camera-ready soft copies and prototypes of the 56 Grades 5–8 SBs and TGs in seven MTs.
- Field tested the Grades 5–8 MT curriculum materials in 35 sampled schools, 136 MT teachers and their students; and used findings to improve the curriculum materials development.
- Adapted, validated, and submitted 192 Grades 1–8 Amharic, Afaan Oromo, and Af-Somali SBs and TGs to 12 language communities in seven regions and two cities.
- Designed and conducted ESA research on 76 schools.

Details of the achievements are elaborated in the sections that follow.

#### **IR 1.1. Review Current Language Learning Materials to See Gaps in the Reading Curriculum: Content, Pedagogy, and Assessment**

*This was completed before Year 3.*

#### **IR 1.2. Develop Reading and Writing Curriculum and Textbooks for Grades 1–8 with MOE and RSEBs in Seven MTs**

***Accomplishment: Printed and distributed more than 2.5 million copies of Grades 1–4 student books and teacher guides to RSEBs***

On September 22, 2014, RTI was asked to apply for a total estimated cost increase to print student books and teacher guides. RTI submitted its application on September 26, 2014, and USAID and RTI signed the modification on September 30, 2014. The modification nearly doubled the original plan to print at least 1.2 million copies of the new MT SBs and TGs. Therefore, READ TA sourced the printing of more than 2.5 million copies (**Table 1**) of the approved 56 SBs and TGs for Grades 1–4 in the seven MTs. The books were distributed to respective RSEBs for use for the second semester of the 2014/15 academic year.

**Table 1. Printed Grades 1–4 Student Books and Teacher Guides in the Seven MTs**

No.	MT	Grades 1–4 Student Books	Grades 1–4 Teacher Guides	Total SBs and TGs
1	Afaan Oromo	941,217	24,206	965,423
2	Af-Somali	231,145	5,780	236,925
3	Amharic	605,214	15,132	620,346
4	Hadiyyisa	46,231	1,194	47,425
5	Sidaamu Afoo	123,633	3,093	126,726
6	Tigrinya	496,751	12,460	509,211
7	Wolayttatto	53,283	1,334	54,617
<b>Total</b>		<b>2,497,474</b>	<b>63,199</b>	<b>2,560,673</b>

**Accomplishment: Conducted EGR benchmarking workshop**

READ TA provided support in organizing a benchmarking workshop, which was funded under a separate Education Data for Decision Making (EdData) USAID task order. The workshop was held in Adama from January 30 to 31, 2015, and aimed to develop benchmarks for reading performance in the seven MTs. During the two-day workshop, draft MT-specific EGR benchmarks for Grades 1–4 were discussed. The draft benchmarks were based on data from the previously conducted Early Grade Reading Assessments (EGRA). A detailed composition of the workshop participants is indicated in **Table 2**.

**Table 2. Early Grade Reading Benchmarking Workshop Participants**

Region	Organization	Position/Unit	Female	Male	Total
Addis Ababa	RSEB	Experts (assessment, M & E and planning)	0	3	3
	MOE	Language and curriculum experts	1	3	4
	American Institute for Research	Deputy Chief of Party (DCOP)	0	1	1
	National Educational Assessment and Examination Agency	Director	0	2	2
		Assessment experts	0	2	2
	USAID	Senior Education Advisor	0	1	1
	READ TA	Regional Director	0	1	1
<b>Total</b>			<b>1</b>	<b>13</b>	<b>14</b>
Amhara	CTE	Instructors	3	5	8
		Department Head	0	1	1
	RSEB	Head/Deputy Head	0	1	1
	RSEB	Language experts	0	3	3
<b>Total</b>			<b>3</b>	<b>10</b>	<b>13</b>
Benshangul-Gumuz	RSEB	Language experts	0	2	2
Dire Dawa	RSEB	Head	0	1	1
		Experts (curriculum, language, planning)	0	3	3
<b>Total</b>			<b>0</b>	<b>4</b>	<b>4</b>

Region	Organization	Position/Unit	Female	Male	Total
Gambella	RSEB	Language experts	0	3	3
Harar	RSEB	Experts (curriculum, language)	1	3	4
<b>Total</b>			<b>1</b>	<b>3</b>	<b>4</b>
Oromia	CTE	Instructors	0	10	10
	RSEB	Department Head	0	1	1
		Experts (planning, gender)	1	3	4
	READ TA	Capacity building	0	1	1
<b>Total</b>			<b>1</b>	<b>15</b>	<b>16</b>
Southern Nations, Nationalities, and Peoples Region (SNNPR)	CTE	Instructor	0	1	1
	RSEB	Experts (language and planning)	2	2	4
	ZED	Experts (curriculum, language, MT, IE, gender)	1	4	5
		Coordinator	0	1	1
	READ TA	Reading and curriculum specialists	1	1	2
<b>Total</b>			<b>4</b>	<b>10</b>	<b>14</b>
Somali	RSEB	Planning expert	0	2	2
Tigray	CTE	Instructor	0	1	1
	READ TA	Capacity building	0	1	1
<b>Total</b>			<b>0</b>	<b>2</b>	<b>2</b>
USA	USAID		0	1	1
<b>Total</b>			<b>10</b>	<b>65</b>	<b>75</b>

### ***Accomplishment: Recruited Grades 5–8 Mother Tongue Curriculum Development Teams***

Regional READ TA staff, in close collaboration with RSEBs, conducted and finalized the recruitment of 172 (54 female [F] and 118 male [M]) MTCDT members for the development of Grades 5–8 Student Books and Teacher Guides in the seven MTs. Each MTCDT was composed of an RSEB MT curriculum expert/team leader, a language consultant, quality assurance (QA) experts, teachers, storywriters, editors/language specialists, typists, illustrators, and layout designers. International reading experts were also part of the MTCDTs. Later on, six digital illustrators (1F and 5M) and four advanced designers (all males) joined the MTCDT. By the end of the material development process, there were 182 (55 F) MTCDT members participating in the development of Grades 5–8 materials.

**Table 3** illustrates the composition of each MTCDT by gender.

**Table 3. Grades 5–8 MTCDT Composition across Languages**

Expertise/Role	Mother Tongue														Total	
	Tigrinya		Amharic		Afaan Oromoo		Af - Somali		Sidaamu Afoo		Wolay-ttatto		Hadi-yyisa			
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Lesson writer/ teacher	4	0	3	2	2	2	0	4	2	3	1	3	0	4	12	18
Text writer/ adaptor	1	3	2	2	0	4	1	3	0	5	0	3	0	4	4	24

Expertise/Role	Mother Tongue														Total	
	Tigrinya		Amharic		Afaan Oromoo		Af - Somali		Sidaamu Afoo		Wolay-ttatto		Hadi-yyisa			
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M
Editor/ language specialist	0	4	2	2	1	3	0	4	0	2	0	4	1	3	4	22
Team Leader (RSEB MT curriculum expert)	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	7
Typist	4	0	4	0	4	0	4	0	4	0	4	0	4	0	28	0
Layout/publishing specialist	0	1	0	1	0	1	0	1	0	1	1	0	1	0	2	5
Illustrators	0	2	0	2	0	2	0	2	0	2	0	2	0	2	0	14
Digital illustrators	0	1	1	0	0	0	0	1	0	1	0	1		1	1	5
Advanced designer	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	4
Quality assurance (MT expert)	0	4	0	5	0	4	0	3	0	4	1	4	0	4	1	28
G&IE focal person	—		—		—		—		1	0	1	0	1	0	3	0
Subtotal	9	17	12	16	7	18	5	20	7	19	8	18	7	19	55	127
Total	26		28		25		25		26		26		26		182	
<b>Total 182 (55F and 127M)</b>																

**IR 1.2.1. Collect Content Resources for Grades 5–8 on various topics for MTCDTs from a variety of sources, including the Internet, universities, colleges, libraries, and nongovernmental organizations (NGOs)**

***Accomplishment: Collected content resources for Grades 5–8 MT materials development***

During Year 3, research assistants were recruited for each of the seven MTs to identify and collect texts for Grades 5–8 MT SBs and TGs. Content resources were collected from a variety of sources, including the Internet, educational institutions, RSEBs, other bureaus' libraries, and NGOs. In nearly two months, the research assistants collected resources for all the required topics and submitted their results to READ TA.

**IR 1.2.2. Hold Presentation of Scope and Sequence with the Task Force of each MT in the Regions. Recommendations will be collected and infused into Scope and Sequence**

***Accomplishment: Conducted regional Mother Tongue taskforce orientation workshops***

Presentations were held throughout the five regions in the towns of Woreta, Adama, Butajira, Jigjiga, and Wukro from July 1–6, 2014 (**Table 4**). The objectives of these meetings included

- sharing the language-adapted Scope and Sequence with the MTTFs that will be used as the basis for developing Grades 5–8 MT materials;
- presenting the materials development process and detailed checklist of the in-service teacher training manual; and
- providing an orientation on the responsibility and communication modalities among the RSEBs, Zonal Education Departments (ZED), and READ TA.

**Table 4. Regional Mother Tongue Taskforce Orientation Workshop Participants**

Region	Organization	Position	Gender		Total
			F	M	
Amhara	RSEB	Heads (deputy, process, and ICT)	—	3	3
		Core process owner	—	2	2
		Experts (MT, gender, training, SNE)	1	3	4
	READ TA	Technical and management staff	2	4	6
		Consultant	—	1	1
	MOE	TDP Expert	—	1	1
<b>Total</b>			<b>3</b>	<b>14</b>	<b>17</b>
Oromia	RSEB	Expert (TDP, SNE, gender, curriculum, language)	2	6	8
		Curriculum Department Head	—	1	1
	CTE	Lecturer	—	1	1
	READ TA	Technical and management staff	2	4	6
		Consultant	—	2	2
	MOE	Expert-TDP	—	1	1
<b>Total</b>			<b>4</b>	<b>15</b>	<b>19</b>
SNNPR	ZED – Wolayita	Expert (gender, curriculum, ICT, IE, TELD, language and planning)	1	2	3
		Education Department Head	—	1	1
		Consultant	—	1	1
		Teacher/lecturer	—	4	4
	ZED – Sidama	Expert(MT, gender, TDP, and planning)	1	5	6
		Other	—	4	4
		Lecturer/teacher	—	2	2
	ZED – Hadiya	Curriculum coordinator	—	1	1
		Expert (Gender, Curriculum, TDP)	—	3	3
		Assistant lecturer	—	1	1
		Zone coordinator	—	1	1
	RSEB	Other	—	1	1
		Deputy Head	—	1	1
		Language expert	1	2	3
	MOE	Other	1	2	3
Expert		—	1	1	
<b>Total</b>			<b>4</b>	<b>32</b>	<b>36</b>
Somali	RSEB	Expert (TDP, gender, MT, QA, ICT, Training ABE, adult, and SNE Coordinator)	3	7	10
			—	1	1
	WCYA Bureau	Gender Training Officer	—	1	1
		Gender case coordinator		—	
	CTE	Lecturer	—	1	1
READ TA	Technical and management staff	1	2	3	
<b>Total</b>			<b>5</b>	<b>12</b>	<b>17</b>
Tigray	RSEB	Expert (gender, TDP, IE, language, training)	1	4	5
		Case manager	—	3	3
		TPD performer	—	3	3
		Process owner	—	1	1
		Vice Head	—	1	1

Region	Organization	Position	Gender		Total
			F	M	
	CTE	Lecturer	—	1	1
	READ TA	Technical staff and consultant	1	4	5
	MOE	Language Expert	—	1	1
<b>Total</b>			<b>2</b>	<b>18</b>	<b>20</b>
<b>Grand Total</b>			<b>18</b>	<b>91</b>	<b>109</b>

### **IR 1.2.3. Prepare Grades 5–8 Activity Bank**

#### ***Accomplishment: Developed Activity Banks for all Grades 5–8 reading and writing components***

The READ TA technical team developed an Activity Bank for all reading/writing components for Grades 5–8. The Activity Bank was shared with MTCDTs during the Grades 5–8 Materials Development Training workshop held in Hawassa.

### **IR 1.2.4. Organize a Taskforce Workshop to Review, Edit, and Finalize the Terms of Reference (TOR)**

#### ***Accomplishments: Oriented regional and zonal task force members on the revised TOR for the Grades 5–8 MT materials development process***

The newly established regional and zonal task force members received orientation on the revised TOR for the Grades 5–8 MT materials development process. The taskforce continued holding monthly meetings at the zonal and regional levels. Please refer to **Table 4** for a list of participants.

### **IR 1.2.5. Organize Capacity Building for Task Forces and RSEBs to Strengthen Skills to Provide Oversight, Guidance, and Support for MTCDTs**

#### ***Accomplishment: Built Task Forces' and RSEBs' capacity to provide oversight, guidance, and support for MTCDTs***

READ TA conducted Grades 5–8 materials development workshop in Hawassa from July 7 August 1, 2014. The objectives of the workshop were to build the capacity of the MTCDTs and adequately prepare them for the Grades 5–8 MT materials development process held regionally. Workshop activities included training and extensive practice on developing MT materials for SBs and TGs. Materials provided to the teams included lesson development materials, management toolkits, and process documents. The MTCDTs acquired necessary knowledge and skills for MT curriculum development in the workshop before going back to their respective regions to resume the Grades 5–8 MT materials development. Refer to **Section 1.2.7** for details.

### **IR 1.2.6. Task Forces Follow-up MTCDTs**

#### ***Accomplishment: Task forces followed up MTCDTs throughout the development of Grades 5–8 curriculum materials***

Throughout the development of first and second semester content for Grades 5–8 MT materials, MTTF representatives regularly visited MTCDTs to monitor work progress. During each visit, MTCDTs reported on the status of lesson development while the MTTF followed up on the curriculum development process focusing on quality, pace, and resolution of problems that emerged along the way.

### IR 1.2.7. Organize Initial Training Workshop for MTCDTs, including Orientation, Work on Lessons, and Independent Practice

#### ***Accomplishment: Conducted Grades 5–8 materials development workshop***

The Grades 5–8 Materials Development Workshop was held in Hawassa from July 7 – August 1, 2014, with 202 participants (**Table 5**), during which the MTCDTs were given adequate training to prepare for the development of Grades 5–8 SBs and TGs in seven MTs. The READ TA technical team led the key activities of the workshop, including

- discussion on the oral component with the MOE and MTCD team leaders;
- discussion on listening text in Grades 7 and 8 with language consultants;
- discussion, modification, and agreement on the daily schedule for SB and TG development;
- introduction to the Activity Bank for vocabulary, comprehension, and grammar;
- orientation on gender, inclusiveness, and sensitive issues;
- training for writing activities and texts; and
- training for typists, designers, and illustrators.

During the workshop, all seven MTCDTs began the materials development for Grades 5–8. READ TA provided technical support, guidance, and constructive feedback throughout the process. Following the workshop, all seven MTCDTs resumed the Grades 5–8 materials development process in their respective regions on August 11, 2014.

**Table 5. Grades 5–8 Materials Development Workshop Participants**

Language/Organization	Position	Gender		Total
		F	M	
Afaan Oromo	RSEB team leader	—	1	1
	Quality assurance	—	4	4
	Lesson writer	1	1	2
	Text writer	1	4	5
	Language specialist	2	3	5
	Consultant	—	1	1
	Typist	4	—	4
	Layout designer	—	1	1
	Illustrator	—	2	2
	<b>Total</b>	<b>8</b>	<b>17</b>	<b>25</b>
Amharic	RSEB team leader	—	1	1
	Quality assurance	—	3	3
	Lesson writer	3	3	6
	Text writer	2	2	4
	Language specialist	2	1	3
	Consultant	—	1	1
	Typist	4	—	4
	Layout designer	—	1	1
	Illustrator	—	2	2
	<b>Total</b>	<b>11</b>	<b>14</b>	<b>25</b>
	RSEB team leader	—	1	1
	Quality assurance	—	5	5
	Lesson writer	—	7	7
	Text writer	—	5	5

Language/Organization	Position	Gender		Total
		F	M	
Sidaamu Afoo	Language specialist	1	—	1
	Consultant	—	2	2
	Typist	4	—	4
	Layout designer	—	1	1
	Illustrator	1	—	1
	<b>Total</b>	<b>6</b>	<b>21</b>	<b>27</b>
Hadiyyisa	RSEB team leader	—	1	1
	Quality assurance	—	1	1
	Story writer	1	13	14
	Consultant	—	2	2
	Typist	4	—	4
	Illustrator	—	2	2
	<b>Total</b>	<b>5</b>	<b>19</b>	<b>24</b>
Af-Somali	RSEB team leader	—	1	1
	Quality assurance	—	2	2
	Lesson writer	1	3	4
	Text writer	—	4	4
	Language specialist	1	3	4
	Consultant	—	1	1
	Typist	4	—	4
	Layout designer	—	1	1
	Illustrator	—	1	1
	<b>Total</b>	<b>6</b>	<b>16</b>	<b>22</b>
Tigrinya	RSEB team leader	—	1	1
	Quality assurance	—	4	4
	Lesson writer	4	—	4
	Text writer	1	3	4
	Language specialist	—	4	4
	Typist	4	—	4
	Layout designer	—	1	1
	Illustrator	—	2	2
	<b>Total</b>	<b>9</b>	<b>15</b>	<b>24</b>
Wolayttatto	RSEB team leader	—	1	1
	Quality assurance	—	3	3
	Lesson writer	1	1	2
	Text writer	1	3	4
	Language specialist	—	6	6
	Consultant	—	1	1
	Typist	4	—	4
	Layout designer	1	—	1
	Illustrator	—	2	2
	<b>Total</b>	<b>7</b>	<b>17</b>	<b>24</b>
	Regional director	—	1	1
	Regional managers	—	5	5
	Regional Finance and Admin Officer	1	1	2
	Regional Gender and Inclusive Ed. Specialist	3	—	3
	Capacity Development and Policy Advisor	1	—	1
	Regional Capacity Building Specialist	—	2	2
	Regional Curriculum and Reading Specialist	—	2	2
	Logistics specialist	—	1	1

Language/Organization	Position	Gender		Total
		F	M	
READ TA	M&E specialist	—	1	1
	Cashier	1	—	1
	Graphic designer	1	—	1
	Administrative assistant (Independent)	6	—	6
	Program officer (IFESH)	1	—	1
<b>Total</b>		<b>14</b>	<b>13</b>	<b>27</b>
MOE	Director – Curriculum Development	—	1	1
	Curriculum Expert	—	3	3
<b>Total</b>			<b>4</b>	<b>4</b>
<b>Grand Total</b>		<b>66</b>	<b>136</b>	<b>202</b>

### IR 1.2.8. MTCDTs Develop Semester One Content for Grades 5–8 SBs/TGs in Seven MTs

#### *Accomplishment: MTCDTs developed and validated semester one content for all seven MTs*

All seven MTCDTs resumed the Grades 5–8 materials development process in their respective regions starting August 11, 2014 (**Table 6**). Equipped with content resource materials, MTCDTs completed units for field-testing and readied them for task force approval early in Quarter 1. Moreover, all seven MTCDTs completed the development of semester one content for Grades 5–8 SBs and TGs as scheduled. The onsite production teams also completed the full layout of the Grades 5–8 semester one materials.

As planned, developed semester one MT curriculum materials were validated in two phases. The first validation phase sessions were conducted for unit two of semester one materials developed in the seven MTs, in preparation for the materials field-test (See **1.2.10** for more detail on the field-test). Hence, all seven MTCDTs completed unit two of the Grades 5–8 materials and got them approved by their respective task forces prior to field-testing.

**Table 6. Grades 5–8 Semester One, Unit Two MT Materials Validation Workshop**

MT	Position	Female	Male	Total
<b>Amhara (October 11–12, 2014)</b>				
RSEB	Task Force Members	1	10	11
READ TA	Regional Staff	1	4	5
<b>Regional Total</b>		<b>2</b>	<b>14</b>	<b>16</b>
<b>Oromia (October 7–8, 2014)</b>				
RSEB	Task Force Members	1	7	8
Save the Children	Task Force Members	0	1	1
<b>Regional Total</b>		<b>1</b>	<b>8</b>	<b>9</b>
<b>SNNPR (October 6–7, 2014)</b>				
RSEB	Task Force Members	1	4	5
ZED	Task Force Members	3	18	21
CTE	Task Force Members	0	3	3
<b>Regional Total</b>		<b>4</b>	<b>25</b>	<b>29</b>

Somali (October 7–8, 2014)				
RSEB	Task Force Members	3	7	10
READ TA	Regional Staff	1	6	7
<b>Regional Total</b>		<b>4</b>	<b>13</b>	<b>17</b>
Tigray (October 11–12, 2014)				
RSEB	Task Force Members	2	7	9
READ TA	Central and Regional Staff	0	2	2
<b>Regional Total</b>		<b>2</b>	<b>9</b>	<b>11</b>

A second phase of validation workshops for semester one SBs and TGs was held throughout the five regions during November 2014 (**Table 7**). The objectives of the validation workshops were to obtain timely feedback from MTTF members, finalize the Grades 5–8 MT semester one materials based on feedback obtained, and share the curriculum materials (earlier than scheduled) with RSEBs to build ownership. After the validation workshops, the MTCDTs for the seven languages incorporated the feedback obtained. The next table presents details about the validation workshops across the 7 MTs.

**Table 7. Grade 5–8 Semester One MT Materials Validation Workshop Participants**

MT	Position	Female	Male	Total
Tigrinya (November 22–25, 2014)				
RSEB MTTF	Task force members	2	8	10
READ TA	Regional Manager and staff, SCI Teacher Training Coordinator	—	4	4
<b>Regional Total</b>		<b>2</b>	<b>12</b>	<b>14</b>
Amharic (November 28–December 1, 2014)				
RSEB MTTF	Task force members	2	10	12
READ TA	DCOP technical	—	1	1
	Regional staff, SCI Coordinator	—	3	3
<b>Regional Total</b>		<b>2</b>	<b>14</b>	<b>16</b>
Afaan Oromo (November 17–20, 2014)				
RSEB MTTF	Task force members	1	9	10
READ TA	Regional Manager and technical staff, SCI Regional Coordinator	1	4	5
<b>Regional Total</b>		<b>2</b>	<b>13</b>	<b>15</b>
AF-Somali (November 20–23, 2014)				
RSEB MTTF	Task force members	3	7	10
READ TA	Regional Manager, consultant and technical staff, SCI Coordinator	1	6	7
<b>Regional Total</b>		<b>4</b>	<b>13</b>	<b>17</b>
Sidaamu Afoo, Wolayttatto, and Hadiyyisa (November 18–21, 2014)				
RSEB	Task force members	2	6	8
ZED	Task force members Sidaamu Afoo	3	3	6
	Task force members Wolayttatto	1	6	7
	Task force members Hadiyyisa	—	5	5
READ TA	Central and regional staff, SCI	3	9	12
<b>Regional Total</b>		<b>9</b>	<b>29</b>	<b>38</b>

### **IR 1.2.9. Research Content for Grades 5–8 with Gender and Inclusive Education Focus**

#### ***Accomplishment: Support provided to Grades 5–8 MTCDTs on gender and inclusion issues***

The READ TA Gender and Inclusive Education team provided support to MTCDTs and illustrators in the Grades 5–8 materials development workshop held July 7–August 1, 2014. Workshop participants were given a comprehensive orientation and training on gender and inclusion issues to consider throughout the MT materials development process. Guidelines and checklists on gender and inclusive education were provided to workshop participants.

The READ TA regional Gender and Inclusive Education Specialists continued to provide ongoing technical support to respective regional MTCDTs by regularly reviewing the contents of Grades 5–8 SBs and TGs in accordance with a developed checklist, providing mini-trainings, holding discussions around gender and inclusion issues, and joining the MTCDT Quality Assurance teams in reviewing SBs and TGs. For Hadiyyisa, Sidaamu Afoo, and Wolayttatto, selected zonal experts collaborated with the READ TA SNNPR Regional Gender and Inclusive Education Specialist to provide support to their respective MTCDTs as they had command of the languages.

### **IR 1.2.10. Plan and Train for Field Test**

#### ***Accomplishment: Trained TOTs, teachers, and data collectors for Grades 5–8 MT curriculum materials field-test***

The Grade 5–8 curriculum materials field-test was designed to help review and improve the contents of the MT Curriculum Materials (i.e., SBs and TGs) by assessing the usability of the materials through focusing on the ease with which teachers teach and students use and learn from the materials. Moreover, gender and inclusion sensitivity dimensions were included in the field-test items. To this end, all seven MTCDTs completed the units for the field-test (unit two of each MT), had them approved by their respective task forces (as described in **Section 1.2.8**), and readied the units for the field-test. Moreover, a concept note for Grades 5–8 MT materials field-test was submitted to the MOE that assigned a contact person for the field-test activity. Following this, READ TA conducted the MT materials field test training.

***Accomplished: Conducted Grade 5–8 MT materials field-test TOT.*** The READ TA technical team developed a field-test teacher training manual and conducted a training of trainers (TOT) workshop from October 13–17, 2014, in Addis Ababa. Topics covered during the training included field-test instruments (e.g., classroom observation, teacher interview, and student interview protocols), as well as the main gender and inclusion issues Master Trainers should take note of when cascading the training. **Table 8** details the TOT participants.

**Table 8. Grades 5–8 MT Materials Field-Test TOT Participants**

Organization/Region	Position	Female	Male	Total
Amhara	Teacher trainer	0	2	2
Oromia	Teacher trainer	1	2	3
Tigray	Teacher trainer	0	2	2
SNNP	Teacher trainer	0	6	6
Somali	Teacher trainer	0	2	2
MOE	Representative	0	1	1
READ TA	Regional staff	1	6	7
<b>Total</b>		<b>2</b>	<b>21</b>	<b>23</b>

**Accomplishment: Conducted Grades 5–8 MT materials field-testing training for teachers and data collectors.** Prior to the beginning the field-test, participants of the TOT training conducted trainings to teachers and data collectors from the five regions on October 20–24, 2014 (**Table 9**). Twenty teachers and representatives from RSEBs and Woreda Education Offices (WEO) from each of the seven MTs were trained to ensure that the field-test teachers familiarized themselves with the new materials and methods before they were deployed to teach the selected field-test lesson.

**Table 9. Grades 5–8 MT Materials Field-Test Teacher Training Participants**

Representation	Participants		
	Female	Male	Total
<b>Amhara (October 20–24, 2014)</b>			
School Teachers	13	3	16
Representative of RSEB	0	1	1
Representative of Gondar CTE	0	1	1
Regional READ TA staff	0	1	1
<b>Subtotal</b>	<b>13</b>	<b>6</b>	<b>19</b>
<b>Oromia (October 20–24, 2014)</b>			
School teachers	17	3	20
School directors	1	4	5
Representative of RSEB	0	1	1
READ TA regional staff	1	2	3
<b>Subtotal</b>	<b>19</b>	<b>10</b>	<b>29</b>
<b>Tigray (October 13–17, 2014)</b>			
School teachers	11	9	20
Representative of RSEB	—	1	1
Representative of WEO	—	2	2
Regional READ TA staff	—	2	2
<b>Subtotal</b>	<b>11</b>	<b>14</b>	<b>25</b>
<b>SNNP (October 20–24, 2014)</b>			
School teachers	29	31	60
School directors	1	14	15

Representation	Participants		
	Female	Male	Total
Representatives from zone	0	3	3
Representative of WEO	0	3	3
Representative of RSEB	0	2	2
Regional READ TA staff	2	5	7
<b>Subtotal</b>	<b>32</b>	<b>58</b>	<b>90</b>
<b>Somali (October 20–24, 2014)</b>			
School teachers	10	10	20
School directors	0	5	5
<b>Subtotal</b>	<b>10</b>	<b>15</b>	<b>25</b>
<b>Grand Total</b>	<b>85</b>	<b>103</b>	<b>188</b>

In a similar manner, a total of 21 data collectors, three for each of the seven MTs, were trained from October 20–24, 2014, in Addis Ababa (*Table 10*).

**Table 10. Grades 5–8 MT Materials Field-Test Data Collectors Training**

Organization/Region	Position	Female	Male	Total
Five regions	Data collectors	5	16	21
MOE	Representative	0	1	1
READ TA	Regional staff	0	5	5
<b>Total</b>		<b>5</b>	<b>22</b>	<b>27</b>

#### **IR 1.2.11. Conduct Field-Test for the Seven MT Grade 5–8 Curriculum Materials**

##### ***Accomplishment: Field tested the Grades 5–8 MT curriculum materials***

The field-test for Grades 5–8 MT curriculum materials was conducted as planned from October 27–November 7, 2014, throughout the five regions. Twenty-one data collectors (three for each MT) collected data from 35 schools (five schools per MT), conducting a total of 280 teacher interviews, 560 student interviews, and 280 classroom observations. Schools in each language area were deliberately selected to include urban or semi-urban (2 schools) and rural (3 schools) settings where, from each school, four teachers (one from each grade level) and two students (one boy and one girl) in the selected teacher’s class from each grade participated. During the two weeks, teachers were observed twice conducting their lessons: once during the first week and again during the second week. After each observation, the teachers were interviewed. Selected students were interviewed following the same schedule. *Table 11* summarizes the field- test participation information.

**Table 11. Numbers of Field-Test Schools, Teachers, and Students across MTs**

MT	School	Grade Level	Teacher		Students		Teacher Interview	Student Interviews	Classroom Observations
			F	M	F	M			
Amharic	5	5–8	13	3	20	20	40 (20 x 2)	80 (40 x 2)	40
Afaan Oromo	5	5–8	17	3	20	20	40 (20 x 2)	80 (40 x 2)	40
Af-Somali	5	5–8	10	10	20	20	40 (20 x 2)	80 (40 x 2)	40
Tigrinya	5	5–8	11	9	20	20	40 (20 x 2)	80 (40 x 2)	40
Sidaamu Afoo	5	5–8	8	12	20	20	40 (20 x 2)	80 (40 x 2)	40
Wolayttatto	5	5–8	9	11	20	20	40 (20 x 2)	80 (40 x 2)	40
Hadiyyisa	5	5–8	14	6	20	20	40 (20 x 2)	80 (40 x 2)	40
<b>Total</b>			<b>82</b>	<b>54</b>	<b>140</b>	<b>140</b>			
			<b>136</b>		<b>280</b>				

**IR 1.2.12. Analyze Data and Review Field-Test Findings**

***Accomplishment: Produced preliminary field test reports that were used by MTCDTs to improve the curriculum materials development***

Field-test data was delivered to the READ TA central office on November 11, 2014. A team of data entry specialists, under the supervision of the M&E Specialist, finalized coding and entering the qualitative data on November 17, 2014. The analysis, however, was stalled for some time when the M&E Specialist resigned from READ TA and before the position was refilled. The preliminary analysis report and language-specific preliminary reports were compiled and provided by December 26, 2014, to all of the Mother Tongue Curriculum Development Teams. The preliminary analysis focused on findings that could impact the finalization of the textbooks (in terms of potential edits/revisions in the books). The MTCDTs, and later the finalization teams, for the Grades 5–8 MT SBs and TGs have made use of the field test findings to improve the curriculum materials.

**IR 1.2.13. MTCDTs Develop Semester Two Content for Grades 5–8 SBs and TGs in Seven MTs in the Regions**

***Accomplishment: Developed and validated Grades 5-8 semester two content in the seven MTs***

Five of the seven MTCDTs completed the development of semester two content for Grades 5–8 SBs and TGs in Quarter 2 (**Table 12**). The Oromia and Somali MTCDTs, on the other hand, were left with two units, but were able to finalize development of all the units early in Quarter 3. MTTFs subsequently validated semester two content of their respective MTs, except the Oromia and Somali MTTFs that only validated three units of semester two content and left the two additional units, which were validated at a later time. The onsite production teams also finalized the full layout of semester two Grades 5–8 materials.

**Table 12. Grade 5–8 Semester Two MT Curriculum Materials Validation Workshops**

MT	Position	Female	Male	Total
<b>Afaan Oromo (December 6–8, 2014)</b>				
RSEB	Taskforce members	4	9	13
READ TA	Regional staff	2	4	6
<b>MT Total</b>		<b>6</b>	<b>13</b>	<b>19</b>
<b>Amharic (December 22–25, 2014)</b>				
RSEB	Taskforce members	1	6	7
	Representatives	0	6	6
Quality Assurance team	QA team members	1	4	5
Regional READ TA	READ TA and Save the Children staff	0	5	5
<b>MT Total</b>		<b>2</b>	<b>21</b>	<b>23</b>
<b>Sidaamu Afoo, Wolayttatto, and Hadiyyisa (December 29–January 2, 2015)</b>				
RSEB	Regional task force members	1	6	7
ZED	Sidaamu Afoo task force members	2	4	6
	Wolayttatto task force members	0	7	7
	Hadiyyisa task force members	0	7	7
READ TA	Central and regional staff, SCI staff	2	8	10
<b>MT Total</b>		<b>5</b>	<b>32</b>	<b>37</b>
<b>Af-Somali (December 26–January 2, 2015)</b>				
RSEB	Taskforce members	3	9	12
READ TA	Regional staff	0	3	3
<b>MT Total</b>		<b>3</b>	<b>12</b>	<b>15</b>
<b>Tigrinya (November 22–24 and December 27–28, 2014)</b>				
RSEB	Taskforce members	2	8	10
READ TA	Regional staff, SCI staff	0	4	4
<b>Regional Total</b>		<b>2</b>	<b>12</b>	<b>14</b>

#### **IR 1.2.14. Selected MTCDT Members Edit and Finalize Grade 5–8 SBs/TGs in Collaboration with the Production Team in Addis Ababa**

***Accomplishment: Edited and finalized Grades 5–8 SBs and TGs in preparation for final validation***

**Selected finalization team members.** In preparation for the final review of the Grade 5–8 MT SBs and TGs, finalization team members were selected from existing MTCDT members with help from a selection guideline developed by READ TA. The guidelines recommended the selection of 10 MTCDT members (two members per grade level: a team leader and a typist) and two production team members (one designer and one illustrator) from each existing MTCDT. READ TA Regional Managers worked with their teams and RSEBs to identify a total of 97 (15 females) finalization team members based on the provided selection criteria. In an exceptional case, the Afaan Oromo finalization team contained 11 new non-MTCDT members for the finalization work in order to do edits and finalize work with experts who had a fresh viewpoint of the MT materials, but were still equipped with ample expertise and experience in the task. Composition of finalization team members for the seven MTs are indicated in **Table 13**.

**Table 13. Grade 5–8 MTCD Finalization Team Members for the Seven MTs**

MT	Comment Incorporator		Editing and Alignment		Quality Assurance		Process Coordinator		Typist		Illustrator		Designer		Lesson Writer		Text Writer		Language Specialist		Team Leader		Total
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Afaan Oromo	4	0	8	1	4	0	1	0	0	2	1	0	2	0	0	0	0	0	0	0	0	0	23
Amharic	0	0	0	0	4	0	1	0	0	1	1	0	0	1	0	0	1	0	2	1	1	0	13
Af-Somali	0	0	0	0	4	0	0	0	0	1	1	0	1	0	1	1	1	1	0	0	1	0	12
Tigrinya	0	0	0	0	4	0	1	0	0	1	1	0	1	0	0	0	1	0	4	0	0	0	13
Hadiyyisa	0	0	0	0	4	0	0	0	0	1	1	0	0	1	0	0	4	0	0	0	1	0	12
Sidaamu foo	0	0	0	0	4	0	0	0	0	1	1	0	1	0	0	0	4	0	0	0	1	0	12
Wolayttatto	0	0	0	0	4	0	0	0	0	1	1	0	0	1	0	0	4	0	0	0	1	0	12
<b>Total</b>	<b>4</b>	<b>0</b>	<b>8</b>	<b>1</b>	<b>28</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>7</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>15</b>	<b>1</b>	<b>6</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>97</b>
<b>Total 97 (82 M, 15 F)</b>																							

**Recognized MTCDT members for contribution.** Before teams adjourned to form the finalization teams, members of the MTCDTs across the five regions were recognized for their contribution in developing the new curriculum materials through certificates awarded in the presence of regional state education bureau representatives.

**Validated remaining units of semester two content.** Before finalization work kicked off, the Somali and Oromia region MTFs validated two units that were not validated during the first phase of validation. **Table 14** indicates participants of the Grades 5–8 Afaan Oromo SBs and TGs validation workshop for the two remaining units that was held from January 3–4, 2015.

**Table 14. Grades 5–8 Afaan Oromo MT Semester Two Remaining Units Validation Workshop**

Representation	Male	Female	Total
RSEB	11	4	15
READ TA	3	2	5
<b>Total</b>	<b>14</b>	<b>6</b>	<b>20</b>

**Conducted finalization work on Grades 5–8 MT curriculum materials.** MTCD finalization team members of the seven MTs completed all conclusive work, including incorporation of comments from the taskforce reviews, inputs from the field–test report, and the front and back matter for inclusion. The teams also proofread and contributed final design work, finalizing the books to be ready for print to the final validation workshop that followed. Accordingly, the Tigrinya and SNNPR (Hadiyyisa, Sidaamu Afoo, and Wolayttatto) MTCD finalization teams completed the conclusive work on January 14, 2015, Af-Somali on January 15, 2015, Amharic on January 19, 2015, and Afaan Oromo on January 20, 2015, allowing the SBs and TGs to be ready for final review and approval by the end of January 2015.

**IR 1.2.15. Task Forces Review Grades 5–8 Final Copy, Make Suggestions, and Provide Approval of Camera-Ready Copy**

***Accomplishment: Validated final, camera-ready copies of the Grades 5–8 Curriculum materials in the seven MTs***

Final taskforce reviews of the Grades 5–8 MT SBs and TGs were conducted to enhance the quality of the MT curriculum materials and finalize the MT material development process through approval of the MT SBs and TGs. Hence, MTTFs for the seven MTs reviewed the final versions of Grades 5–8 MT materials and provided feedback for improvement during validation workshops held in the five regions on different dates (**Table 15**). Later, MTCDTs reviewed and incorporated feedback from the validation workshops and obtained RSEB approval for camera-ready copies of the seven Grades 5–8 MT SBs and TGs.

**Table 15. Grade 5–8 MT Curriculum Materials Final Validation Workshops in the Seven MTs**

Region	Organization/Role	Female	Male	Total
Amhara Jan. 21-25, 2015	MOE representatives	0	1	1
	CTE	0	4	4
	School	0	1	1
	RSEB	2	20	22
	University	0	2	2
	Zone Education Department (ZED)	2	16	18
	Women, Children, and Youth Affairs Bureau	0	1	1
	READ TA	1	7	8
	<b>Total</b>	<b>5</b>	<b>52</b>	<b>57</b>
Oromia Jan. 23-27, 2015	CTE	0	3	3
	School	3	1	4
	RSEB	1	5	6
	READ TA	2	4	6
	University	0	1	1
	<b>Total</b>	<b>6</b>	<b>14</b>	<b>20</b>
Somali Jan. 21-25, 2015	Council Office	0	1	1
	CTE	0	1	1
	Institute of Somali	0	1	1
	MOE representatives	0	1	1
	RSEB	4	13	17
	Woreda Education Office	1	0	1
	READ TA	1	5	6
	Community representatives	0	4	4
	Women, Children, Youth Affairs Bureau	1	0	1

Region	Organization/Role	Female	Male	Total
	<b>Total</b>	<b>7</b>	<b>26</b>	<b>33</b>
SNNPR Jan. 20-24, 2015	City Administration Office	0	2	2
	CTE	0	4	4
	MOE representatives	0	1	1
	Parent Teacher Association	0	1	1
	RSEB	1	12	13
	READ TA	4	8	12
	School	1	1	2
	University	0	3	3
	ZED	2	27	29
	<b>Total</b>	<b>8</b>	<b>59</b>	<b>67</b>
Tigray Jan. 16-22, 2015	CTE	0	2	2
	RSEB	2	8	10
	University	0	5	5
	READ TA	1	6	7
	<b>Total</b>	<b>3</b>	<b>21</b>	<b>24</b>

After the validation of the Grade 5–8 MT SBs and TGs in all seven MTs, the READ TA Gender and Inclusion Specialists reviewed the materials for gender sensitivity and inclusiveness. Analysis of the materials confirmed the following:

- There was proportional representation of both female and male characters, persons with disabilities, and characters with diverse cultural and religious backgrounds in stories and illustrations.
- The language used in stories, instructions, and other descriptions was free of bias and did not exclude any group of people.
- The roles that were shown for female and male characters did not reinforce traditional stereotypes. Female and male characters were both shown engaging in a wide range of work and activities in the household and in public.
- Girls/women and boys/men were depicted having a range of personality traits, not only stereotypical ones.
- Gender related units and topics, such as harmful traditional practice, empowerment of women, gender and education, successful women role models, and division of labor were incorporated throughout the materials.

***Accomplishment: Submitted final, camera-ready soft copies and prototypes of the Grades 5–8 SBs and TGs in seven MTs***

On February 13, 2015, READ TA submitted final, camera-ready soft copies of Grades 5–8 Amharic, Tigrinya, Sidaamu Afoo, Wolayttatto, and Hadiyyisa SBs and TGs to the MOE in two copies. READ TA

also finalized and was prepared to submit the remaining Afaan Oromo and Af-Somali (which was delayed due to remaining design work) SBs and TGs on February 13, 2015, but was requested by the Oromia RSEB to hold off the submission until its RSEB logo could be included on the books. Subsequently, the MOE recommended that the RSEB logos should also be included on the Grades 5–8 books developed for all the seven MTs. Therefore, updated camera-ready soft copies and hardcopies of SBs and TGs for all seven MTs, incorporating RSEB logos, were submitted to the MOE on April 14, 2015.

There were, however, editing needs discovered during the Grades 5–8 adaptation activity that necessitated further editing and correction on the Grades 5–8 curriculum materials. Hence, READ TA hosted a revision of the Grades 5–8 SBs and TGs in the seven MTs. Moreover, the Grades 1–8 MT curriculum materials underwent final editing at a venue arranged by the MOE with MT experts for the respective languages. Final versions of the Grades 1–8 MT curriculum materials will be submitted to the MOE and USAID in the first week of July 2015 in Year 4.

### **IR 1.3. Adaptation of Amharic, Afaan Oromo, and Af-Somali for Grades 1–8**

#### **IR 1.3.1. Adaptation of Amharic, Afaan Oromo, and Af-Somali Grades 1–4 SBs/TGs**

*Accomplishment: Adapted, validated, and submitted Grades 1–4 Amharic, Afaan Oromo, and Af-Somali SBs and TGs to 12 Language communities in seven regions and two cities*

**Table 16** outlines the regions/cities that adapted the Grades 1–4 Amharic, Afaan Oromo and Af-Somali SBs and TGs.

**Table 16. Regions/Cities that Adapted Grades 1-4 MT SBs/TGs to their Regional Context**

Adapted Mother Tongue	Adapting Regions/Cities Adaptation
<b>Amharic</b> SBs and TGs developed for the Amhara Region	<ul style="list-style-type: none"> <li>• Addis Ababa City Administration</li> <li>• Afar</li> <li>• Benshangul-Gumuz</li> <li>• Dire Dawa City Administration</li> <li>• Gambella</li> <li>• Harari</li> <li>• Oromia</li> <li>• SNNPR</li> </ul>
<b>Afaan Oromo</b> SBs and TGs developed for the Oromia Region	<ul style="list-style-type: none"> <li>• Amhara</li> <li>• Dire Dawa</li> <li>• Harari</li> </ul>
<b>Af-Somali</b> SBs and TGs developed for the Somali Region	<ul style="list-style-type: none"> <li>• Dire Dawa</li> </ul>

**Conducted consultative meeting on the adaptation of Amharic, Afaan Oromo, and Af-Somali Grades 1–4 SBs and TGs to other regions.** A consultative meeting was held with the MOE and RSEB representatives on September 1, 2014, in Addis Ababa in order to discuss the adaptation work of Amharic, Afaan Oromo, and Af-Somali Grades 1–4 SBs and TGs (**Table 17**). Topics covered during the meeting included an overview of READ TA curriculum development process, presentation on the Adaptation Workshop Report, selection of language-specific adaptation teams, agreed-upon tentative adaptation schedule, adaptation team training, and how to begin the adaptation process.

**Table 17. Consultative Meeting on Adaptation of Amharic, Afaan Oromo, and Af-Somali Grades 1–4 Student Books and Teacher Guides to Other Regions**

Organization (Region)	Position	Gender		Total
		F	M	
RSEB – Addis Ababa	Curriculum Development Process Head	—	1	1
RSEB – SNNPR	Deputy Head	—	1	1
RSEB – Oromia	Curriculum Development Department Head	—	1	1
RSEB – Gambella	Teacher Professional Development (TPD) expert	—	1	1
	Curriculum Department Head	—	1	1
RSEB–Benshangul-Gumuz	Curriculum Implementation Core Process Owner	—	1	1
	Deputy Bureau Head	—	1	1
RSEB – Dire Dawa	Curriculum Development Department Head	—	1	1
RSEB – Afar	Vice Head	—	1	1
RSEB – Harari	Curriculum Development	—	1	1
RSEB – Amhara	Expert-Curriculum	—	1	1
MOE	Curriculum Expert	—	3	3
	Textbook Unit Coordinator	—	1	1
READ TA	M&E Director	—	1	1
	Regional Director	—	1	1
	Consultant	—	1	1
<b>Total</b>		<b>0</b>	<b>18</b>	<b>18</b>

**Conducted training workshop for Grades 1–4 adaptation teams.** READ TA trained adaptation teams in Addis Ababa from September 15–20, 2014, for the adaptation of the Af-Somali, Afaan Oromo, and Amharic Grades 1–4 SB and TG for their respective regions (**Table 18**). The main objective of the training was to familiarize the adaptation team members with the READ TA reading and curriculum approach, help them identify the key features of the new MT lesson books, and build the capacities of the adaptation team members on how to adapt the new SBs to their respective regions. READ TA conducted sessions on gender and inclusive education, including the significance of mainstreaming gender in teaching and learning materials, major gender and inclusive education considerations in textbook development, the activities undertaken by READ TA on the incorporation of gender issues in the material development process, and gender sensitive illustrations. One-hundred-twenty professionals from Addis Ababa, Afar, Amhara, Dire Dawa, Harari, Oromia, Gambella, Benshangul-Gumuz, and SNNPR participated in the training.

**Table 18. Workshop for Grades 1–4 Adaptation Teams**

Region	Language	Organization	Position	Gender		Total
				F	M	
SNNPR	Amharic	High school	Teacher	2	2	4
		CTE –Arbaminch	Lecturer	—	1	1
		CTE – Hawassa	Lecturer	—	1	1
		CTE – Bonga	Lecturer	—	1	1
		RSEB	Language expert (Sidaamu Afoo)	1	—	1
			Curriculum representative	—	1	1
		Expert	—	1	1	
Hadiya ZED	Curriculum Development Head	—				
<b>Total</b>				<b>3</b>	<b>8</b>	<b>11</b>
Dire Dawa	Af-Somali	RSEB	Teacher	1	2	3
			Experts (MT and language )	—	3	3
		High school	Teacher	1	2	3
	Amharic	RSEB	Teacher	1	—	1
		High school	Teacher	3	3	6
	Afaan Oromo	RSEB	Language expert	—	1	1
			Experts (language and curriculum)	—	6	6
High school		Teacher	1	—	1	
<b>Total</b>				<b>9</b>	<b>17</b>	<b>26</b>
Afar	Amharic	RSEB	Curriculum Implementer	—	1	1
			Vice Head	—	1	1
		High school	Teacher	4	4	8
<b>Total</b>				<b>4</b>	<b>6</b>	<b>10</b>
Oromia	Amharic	RSEB	Language expert	—	2	2
			Curriculum Specialist	—	1	1
		High school	Teacher	3	4	7
		Preparatory	Teacher	1	—	1
<b>Total</b>				<b>4</b>	<b>7</b>	<b>11</b>
Harari	Afaan Oromo	RSEB	Language expert	—	2	2
			Language Team Member	—	1	1
			Curriculum expert	1	—	1
		High school	Teacher	2	2	4
		CTE – Harar	Language expert	—	1	1
	Lecturer		—	1	1	
	Amharic	RSEB	Language expert	1	1	2
			Curriculum expert	—	1	1
High school		Teacher	1	3	4	
CTE – Harar	Language expert	1	—	1		
<b>Total</b>				<b>6</b>	<b>12</b>	<b>18</b>
Amhara	Afaan Oromo	Zone Education	Language expert	—	1	1
		Bureau	Team leader	—	1	1
		CTE – Kemissie	Lecturer	—	4	4
		High school	Teacher	1	3	4
<b>Total</b>				<b>1</b>	<b>9</b>	<b>10</b>
Addis	Amharic	RSEB	Curriculum Development Process Head			
			Curriculum expert	1	—	1

Region	Language	Organization	Position	Gender		Total
				F	M	
Ababa		MOE	Teacher	1	—	1
			Director - Curriculum Development	—	1	1
			Curriculum expert	—	1	1
			Language Expert	—	1	1
			Textbook Unit Coordinator	—	1	1
			Expert	—	1	1
			Teacher	1	—	1
		High school	1	4	5	
		READ TA	Consultant	—	1	1
<b>Total</b>				<b>4</b>	<b>11</b>	<b>15</b>
Benshangul-Gumuz	Amharic	RSEB	Language performer	—	1	1
			Language expert	—	1	1
		CTE - Gilgel	Lecturer	—	1	1
		High School	Teacher	5	2	7
<b>Total</b>				<b>5</b>	<b>5</b>	<b>10</b>
Gambella	Amharic	RSEB	Vice Head	—	1	1
—	—	—	Language expert	1	—	1
—	—	CTE - Gambella	Department Head/Lecturer	—	1	1
—	—	—	Lecturer	—	1	1
—	—	High School	Teacher	3	2	5
<b>Total</b>				<b>4</b>	<b>5</b>	<b>9</b>
<b>Grand Total</b>				<b>40</b>	<b>80</b>	<b>120</b>

**Conducted actual adaptation activity on the Grades 1–4 Amharic, Af-Somali, and Afaan Oromo curriculum materials.** After attending a week-long readiness workshop, the region/city administration adaptation teams began adaptation work on September 22, 2014. The adaptation activity was finalized in Quarter 2, taking a total of 18 days for the Af-Somali team, 30 days for the Addis Ababa (Amharic) team, and 24 days for each of the other adaptation teams. The 12 adaptation teams for the nine adapting regions comprised of one teacher and one language specialist for each grade level. Moreover, each language team had one language expert from RSEBs and a team leader designated for each region. The adaptation teams also worked with designers and illustrators to ensure that all adapted content and illustration changes were incorporated. **Table 19** shows the composition of the adaptation teams.

**Table 19. Composition of the Adaptation Teams by Adapting Region**

Adapting Region	Language Adapted	Number of Adapting Team Members				Total
		RSEB Team Leader	RSEB MT Expert	Language Specialist	Grade Level Teacher	
Addis Ababa	Amharic	1	1	4	4	<b>10</b>
Afar	Amharic	1	1	4	4	<b>10</b>
Amhara	Afaan-Oromo	1	1	4	4	<b>10</b>
B.Gumuz	Amharic	1	1	4	4	<b>10</b>
Dire Dawa	Amharic		1	4	4	<b>27</b>
	Afaan-Oromo		1	4	4	

Adapting Region	Language Adapted	Number of Adapting Team Members				Total
		RSEB Team Leader	RSEB MT Expert	Language Specialist	Grade Level Teacher	
	Af-Somali	1	—	4	4	
Gambella	Amharic	1	1	4	4	<b>10</b>
Harari	Amharic		1	4	4	<b>18</b>
	Afaan-Oromo		1	4	4	
Oromia	Amharic	1	1	4	4	<b>10</b>
SNNPR	Amharic	1	1	4	4	<b>10</b>
<b>Total</b>		<b>8</b>	<b>11</b>	<b>48</b>	<b>48</b>	<b>115</b>
<b>Grand Total: 115 (41F and 74M)</b>						

Validated the Grades 1–4 Adapted Amharic, Af-Somali, and Afaan Oromo curriculum materials. As each team completed adaptation, representatives from the respective regions met in Addis Ababa to review and approve the materials in a workshop conducted from October 20–21, 2014 (Table 20). Review of the adapted Amharic SBs and TGs for Addis Ababa was held at a later time (November 10–11, 2014).

**Table 20. Validation Workshop Participants for Adapted Grade 1–4 SBs and TGs**

Region	Position	Female	Male	Total
Addis Ababa	Curriculum head	0	1	2
	Teacher	0	2	2
	Language expert	2	1	3
	<i>Total</i>	2	4	6
Afar	Language expert	0	1	1
	<i>Total</i>	0	1	1
Amhara	Language expert	1	1	2
	Teacher	0	1	1
	ZED Head	0	1	1
	<i>Total</i>	1	3	4
Benishangul-Gumuz	Curriculum Head	0	1	1
	<i>Total</i>	0	1	1
Dire Dawa	Language expert	1	3	4
	Teacher	0	2	2
	<i>Total</i>	1	5	6
Gambela	Curriculum head	0	1	1
	Language expert	0	1	1
	<i>Total</i>	0	2	2
Harar	Curriculum Expert	0	3	3
	Curriculum Head	0	1	1
	RSEB Head	0	1	1
	Teacher	0	1	1
	<i>Total</i>	0	6	6

Region	Position	Female	Male	Total
Oromia	Curriculum head	0	1	1
	Expert	0	1	1
	<i>Total</i>	0	2	2
SNNPR	Curriculum Head	0	1	1
	Gender	1	0	1
	Teacher	0	1	1
	<i>Total</i>	1	2	3
<b>Total</b>		<b>5</b>	<b>26</b>	<b>31</b>

Comments and recommendations from the RSEBs were incorporated into the adapted materials and language experts signed off on the final copies of the textbooks (**Table 21**). After the teams departed for their respective sites, select Adobe InDesign Specialists finalized the books to be camera-ready, including inserting an International Standard Book Number (ISBN) number and copyright page for each book (issued by the MOE), final layout/design corrections, and duplicating the final version on DVD.

**Table 21. Number of Grade 1–4 Student Books and Teacher Guides Adapted**

Adapting Region	Source Material for Adaptation Of Grade 1–4 SBs and TGs	Number Of Grade 1–4 SBs & TGs Adapted		
		SB	TG	Total
Addis Ababa	Grades 1–4 Amharic SBs and TGs Developed for Amhara Region	4	4	8
Afar		4	4	8
Benishangul-Gumuz		4	4	8
Dire Dawa		4	4	8
Gambela		4	4	8
Harari		4	4	8
Oromia		4	4	8
SNNPR		4	4	8
Amhara		Grades 1–4 Afaan Oromo SBs and TGs Developed for Oromia Region	4	4
Dire Dawa	4		4	8
Harari	4		4	8
Dire Dawa	Grade 1–4 Af-Somali SBs and TGs Developed for Somali Region	4	4	8
<b>Total</b>				<b>96</b>

**Submitted the Grades 1–4 adapted Amharic, Af Somali, and Afaan Oromo Curriculum materials to the MOE and USAID.** The final, camera-ready copy of all books was submitted to the MOE and RSEBs on December 10, 2014, along with printed prototypes. **Table 22** illustrates the materials delivered.

**Table 22. Number of Grades 1–4 SBs, TGs, and DVDs Delivered to RSEBs, MOE, and USAID**

Region/ Agency	Language	Items			SBs & TGs	Remark
		DVD	SB	TG	Total	
USAID	All seven MTs	—	28	28	56	(4 grades * 7 MTs)
	Amharic adapted for eight regions	8	32	32	64	(4 grades * 8 regions)
	Afaan Oromo adapted for three regions	3	12	12	24	(4 grades * 3 regions)
	Af-Somali adapted for one region	1	4	4	8	(4 grades * 1 region)
<b>USAID Total</b>		<b>12</b>	<b>76</b>	<b>76</b>	<b>152</b>	
MOE	All seven MTs	7	28	28	56	(4 grades * 7 MTs)
	Amharic adapted for eight regions	8	32	32	64	(4 grades * 8 regions)
	Afaan Oromo adapted for three regions	3	12	12	24	(4 grades * 3 regions)
	Af-Somali adapted for one region	1	4	4	8	(4 grades * 1 region)
<b>MOE Total</b>		<b>19</b>	<b>76</b>	<b>76</b>	<b>152</b>	
Addis Ababa	Amharic (adapted)	1	4	4	8	1 SB and 1 TG for each of the four grade levels
Afar	Amharic (adapted)	1	4	4	8	
Amhara	Amharic	1	4	4	8	
	Afaan Oromo (adapted)	1	4	4	8	
Benishangul-Gumuz	Amharic (adapted)	1	4	4	8	
Dire Dawa	Amharic (adapted)	1	4	4	8	
	Afaan Oromo (adapted)	1	4	4	8	
	Af-Somali (adapted)	1	4	4	8	
Gambella	Amharic (adapted)	1	4	4	8	
Harari	Amharic (adapted)	1	4	4	8	
	Afaan Oromo (adapted)	1	4	4	8	
Oromia	Afaan Oromo	1	4	4	8	
	Amharic (adapted)	1	4	4	8	
SNNPR	Hadiyyisa	1	4	4	8	
	Sidaamu Afoo	1	4	4	8	
	Wolayttatto	1	4	4	8	
	Amharic (adapted)	1	4	4	8	
Somali	Af-Somali	1	4	4	8	
Tigray	Tigrinya	1	4	4	8	
<b>Total for regions</b>		<b>19</b>	<b>76</b>	<b>76</b>	<b>152</b>	
<b>Grand Total</b>		<b>50</b>	<b>228</b>	<b>228</b>	<b>456</b>	

**IR 1.3.3. Adaptation of Grades 5–8 Amharic, Afaan Oromo, and Af-Somali Student Books and Teachers' Guide to other Regions**

***Accomplishment: Adapted, validated, and submitted Grades 5–8 Amharic, Afaan Oromo, and Af-Somali SBs and TGs to 12 language communities in seven regions and two cities***

Adaptation of Grades 5–8 Amharic, Afaan Oromo, and Af-Somali SBs and TGs to the other seven regions and two city administrations was carried out in four sequential activities: (1) a consultative

meeting with the MOE and RSEBs from the adapting regions, (2) a training workshop for adaptation team members from adapting regions, (3) actual adaptation work, and (4) validation of adapted MT materials.

As was the case for the Grade 1–4 adaptation work, the Grade 5–8 Amharic, Afaan-Oromo, and Af-Somali SBs and TGs were adapted by seven regions and two city administrations into 12 language communities as indicated in **Table 16**.

**Conducted consultative meeting on adaptation of Amharic, Afaan Oromo, and Af Somali Grades 5–8 SBs and TGs to other regions.** Adaptation of the Grades 5–8 Amharic, Afaan Oromo, and Af-Somali MT SBs and TGs began with a preparatory consultative meeting with the MOE and representatives from the adapting regions on February 18, 2015 (**Table 23**). The meeting was aimed at creating awareness on the overall adaptation process, discussing and agreeing on a selection of adaptation team members, and conferring on the time frame for the adaptation activity. RSEB heads, deputies, and/or curriculum process owners attended the meeting with the exception of the Harari and Afar regions, which did not send representatives to the meeting. Information from the meeting, however, was shared with the Harari and Afar regional states through other communication channels.

**Table 23. Grade 5–8 Adaptation Consultative Meeting Participants**

Region	Organization	Female	Male	Total
Addis Ababa	RSEB	0	2	2
	MOE	0	1	1
Amhara	RSEB	0	1	1
Benshangul-Gumuz		0	2	2
Diredawa		0	1	1
Gambella		0	2	2
Oromia		0	2	2
SNNPR		0	2	2
<b>Total</b>		<b>0</b>	<b>13</b>	<b>13</b>

**Conducted training workshop for Grades 5–8 adaptation teams.** Following the discussion held with the MOE and RSEB representatives from the adapting regions during the consultative meeting, an adaptation training workshop was conducted with participants from the seven adapting regions and two city administrations from February 25–March 2, 2015, in Addis Ababa (**Table 24**).

Through the training workshop, adaptation teams from the nine regions/city administrations were familiarized with the READ TA reading and curriculum approaches and their capacity was built to adapt the new MT materials to their regional context. The workshop also helped team members identify key features of the new Grade 5–8 MT SBs and TGs and equipped them with gender and inclusive considerations to think of while adapting the MT materials to their respective regions. A point of emphasis during the training workshop for the Grade 5–8 adaptation work, contrary to the Grade 1–4 adaptation work, was the emphasis placed on limiting efforts to localize content in the MT materials to respective regional contexts. It was stressed that students should be encouraged to

progressively open up to wider national and global realities as they grow older and, therefore, it was recommended to limit efforts of localizing materials unless localization is reasonably called for.

**Table 24. Grade 5–8 Curriculum Materials Adaptation Training Workshop Participants**

Region	Language	Team Leaders	Language and Curriculum Specialist	Grade Level Teachers	Total
Addis Ababa	Amharic	1	7	7	15
Afar	Amharic	1	5	4	10
Amhara	Afaan Oromo	1	5	4	10
Benishangul-Gumuz	Amharic	1	4	5	10
Dire Dawa	Amharic	1	5	4	10
	Afaan Oromo		6	3	9
	Af-Somali		5	4	9
Gambella	Amharic	1	5	4	10
Harari	Afaan Oromo	1	5	4	9
	Amharic		4	5	10
Oromia	Amharic	1	5	4	10
SNNPR	Amharic	1	5	4	10
<b>Total</b>		<b>9</b>	<b>61</b>	<b>52</b>	<b>122</b>

**Conducted actual adaptation activity on the Grades 5–8 Amharic, Af-Somali, and Afaan Oromo curriculum materials.** Actual adaptation work on the Grades 5–8 Amharic, Afaan Oromo, and Af-Somali MT materials started right after the adaptation training workshop on March 3, 2015, in a hall facilitated by the MOE at its headquarters (*Table 25*). Twelve language teams from the nine adapting regions/city administrations (Addis Ababa, Afar, Amhara, Benishangul-Gumuz, Dire Dawa, Gambella, Harari, Oromia, and SNNPR), each comprising ten members (four school teachers, four language specialists, a regional MT expert, and a team leader representing the RSEB), adapted the MT materials to their respective language communities.

Areas for adaptation included illustrations (e.g., cultural relevance), language (e.g., dialect), places (important if the experts thought that it reduced concreteness of learning), narration and discourse (considered in terms of value and tradition of the child’s community), and relevance to regional policy.

READ TA technical staff, representatives from the MOE, and a consultant for the adaptation activity (former READ TA Reading and Curriculum Specialist) provided the necessary technical support throughout the adaptation period that lasted until March 28, 2015. READ TA also hired six graphic designers, four illustrators, and four copy typists to support the adaptation work throughout the activity. A total of 117 adaptation team members from the regions, four MOE representatives, and the Reading and Curriculum consultant worked on the adaptation activity from March 3–28, 2015.

**Table 25. Grades 5–8 Curriculum Materials Adaptation Work Participants from Regions**

Region/ Organization	Language	Team Leader		Language and Curriculum Specialist		Grade Level Teacher		Total	Designers		Illustrators		Typists		Total
		F	M	F	M	F	M		F	M	F	M			
MOE	—	0	0	1	3	0	0	4	3	3	0	4	4	0	14
Addis Ababa	Amharic	0	1	1	1	3	4	10							
Afar	Amharic	0	1	2	3	1	3	10							
Amhara	Afaan Oromo	0	1	0	5	4	0	10							
Benshangul-Gumuz	Amharic	0	1	0	4	4	1	10							
Dire Dawa	Amharic	0	1	3	2	3	1	10							
	Afaan Oromo			3	2	1	2	9							
	Af-Somali			1	4	0	4	9							
Gambella	Amharic	0	1	2	2	4	1	10							
Harari	Afaan Oromo	0	1	2	3	2	2	9							
	Amharic			3	2	0	4	10							
Oromia	Amharic	0	1	0	5	2	2	10							
SNNPR	Amharic	0	1	1	4	3	1	10							
Consultant		0	0	0	1	0	0	1							
<b>Total</b>		<b>0</b>	<b>9</b>	<b>19</b>	<b>41</b>	<b>27</b>	<b>25</b>	<b>122</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>0</b>	<b>14</b>

**Validated the Grades 5–8 Adapted Amharic, Af Somali, and Afaan Oromo curriculum materials.** The validation of the adapted MT SBs and TGs in the 12 language communities was conducted from March 30 to April 3, 2015 (*Table 26*).

**Table 26. Validation Workshop Participants to the Adapted Grade 5–8 Amharic, Afaan Oromo, and Af-Somali MT SBs and TGs**

Region		RSEB Head		Team Leader		Language/ Curriculum Specialists		Gender Specialist		Teacher		Total
		F	M	F	M	F	M	F	M	F	M	
Afar		0	1	0	0	2	3	0	0	2	0	8
Amhara		0	1	0	1	0	6	0	0	1	0	9
Benshangul-Gumuz		0	0	0	0	0	5	0	0	2	2	9
Dire Dawa	Afaan Oromo	0	0	0	0	2	3	0	0	0	1	6
	Af-Somai	0	0	0	0	0	2	0	0	0	3	5
	Amharic	0	0	0	0	3	4	0	0	0	0	7
Gambella		0	1	0	0	2	3	0	0	1	2	9
Harar	Afaan Oromo	0	0	0	0	2	3	0	0	2	0	7

Region		RSEB Head		Team Leader		Language/ Curriculum Specialists		Gender Specialist		Teacher		Total
		F	M	F	M	F	M	F	M	F	M	
	Amharic	0	0	0	1	0	6	0	0	0	3	10
Oromia		0	0	0	0	0	6	0	0	0	3	9
SNNPR		0	0	0	0	3	4	1	0	1	0	9
<b>Total</b>		<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>14</b>	<b>45</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>14</b>	<b>88</b>

**Submitted the Grades 5–8 Adapted Amharic, Af Somali, and Afaan Oromo Curriculum Materials to the MOE and USAID.** The final, camera-ready copy of all books was submitted to the MOE and RSEBs on May 15, 2014, along with printed prototypes (*Table 27*).

**Table 27. Number of Grades 5–8 SBs, TGs, and DVDs Delivered to RSEBs, MOE, and USAID**

Region/ Agency	Language	Items			SBs & TGs Total	Remark
		DVD	SB	TG		
USAID	Amharic adapted for eight regions	8	32	32	64	(4 grades * 8 regions)
	Afaan Oromo adapted for three regions	3	12	12	24	(4 grades * 3 regions)
	Af-Somali adapted for one region	1	4	4	8	(4 grades * 1 region)
<b>USAID Total</b>		<b>12</b>	<b>48</b>	<b>48</b>	<b>96</b>	
MOE	Amharic adapted for eight regions	8	32	32	64	(4 grades * 8 regions)
	Afaan Oromo adapted for three regions	3	12	12	24	(4 grades * 3 regions)
	Af-Somali adapted for one region	1	4	4	8	(4 grades * 1 region)
<b>MOE Total</b>		<b>12</b>	<b>48</b>	<b>48</b>	<b>96</b>	
Addis Ababa	Amharic (adapted)	1	4	4	8	1 SB and 1 TG for each of the four grade levels
Afar	Amharic (adapted)	1	4	4	8	
Amhara	Amharic	1	4	4	8	
	Afaan Oromo (adapted)	1	4	4	8	
Benishangul-Gumuz	Amharic (adapted)	1	4	4	8	
Dire Dawa	Amharic (adapted)	1	4	4	8	
	Afaan Oromo (adapted)	1	4	4	8	
	Af-Somali (adapted)	1	4	4	8	
Gambella	Amharic (adapted)	1	4	4	8	
Harari	Amharic (adapted)	1	4	4	8	
	Afaan Oromo (adapted)	1	4	4	8	
Oromia	Afaan Oromo	1	4	4	8	
	Amharic (adapted)	1	4	4	8	
SNNPR	Hadiyyisa	1	4	4	8	
	Sidaamu Afoo	1	4	4	8	
	Wolayttatto	1	4	4	8	
	Amharic (adapted)	1	4	4	8	
Somali	Af-Somali	1	4	4	8	

Region/ Agency	Language	Items			SBs & TGs	Remark
		DVD	SB	TG	Total	
Tigray	Tigrinya	1	4	4	8	
<b>Total for regions</b>		<b>19</b>	<b>76</b>	<b>76</b>	<b>152</b>	
<b>Grand Total</b>		<b>50</b>	<b>228</b>	<b>228</b>	<b>456</b>	

#### **IR 1.4. Develop Reading and Writing Materials for English as a Second Language**

##### **IR 1.4.1. Develop Terms of Reference for Situation Analysis of Effectiveness of Existing Materials for English as a Second Language Grades 1–8**

***Accomplishment: Developed a terms of reference (TOR) for a situation analysis on the effectiveness of existing Grades 1–8 English materials and began study upon TOR approval***

The READ TA technical team developed TOR to conduct a situation analysis on the effectiveness of existing Grade 1–8 English materials and submitted it to the MOE on October 16, 2014. MOE counterparts were assigned to the task on November 24, 2014, and the TOR, with a revised timeline, received official MOE approval on December 1, 2014.

##### **IR 1.4.2. Design a Situation Analysis in Collaboration between READ TA and MOE, including Research Questions, Methodology, Sampling, and Instrument Development**

***Accomplishment: Designed ESA research questions, sampling, and data collection methods***

In Quarter 2 of Year 3, READ TA prepared a concept note for the English Language Situation Analysis, including research questions, which were approved by the MOE. After approval, the MOE assigned counterparts to work with READ TA.

READ TA, in collaboration with the MOE, designed ESA research questions, sampling, and data collection instruments. The overall situation analysis task comprised field and desk studies. The field study was designed to collect both qualitative and quantitative data from 75 randomly sampled Ethiopian primary schools using a probability proportional to size sampling method. The sampling was done to get a minimum of 37 teacher and 37 student interviews at each of the eight grade levels of primary education. Conversely, the desk study was designed to review available materials and literature on the English language curriculum in Ethiopia.

##### **IR1.4.3. Select and Train Consultants and Conduct Situation Analysis, Conduct Gap Analysis, Complete Sampling, Complete Data Collection, Analyze Data, Develop Report, Validate Report and Seek Approval for Findings.**

***Accomplishment: Conducted ESA and produced draft report***

For the ESA field study, READ TA selected and trained data collectors, collected data, analyzed data, and produced a draft report. The desk study was led by short-term technical assistance (STTA) from READ TA and SIL-LEAD and was conducted by four MOE and three READ TA Staff.

**Conducted a field study.** READ TA selected two consultants (international and local) to conduct the ESA field study. The consultants developed ten data collection instruments: eight separate interview guides, five tools for students (one each for Grade 1, Grade 2, Grade 3, Grade 4, and Grades 5–8), one tool for English teachers, one tool for head teachers, and one tool for principals. There were also two classroom observation tools to observe Grade 1–4 and Grade 5–8 classrooms.

The field study consultants also trained 35 data collectors, supervisors, and MOE support staff on the instruments and the data collection approach for five days (March 3–7, 2015). The training breakdown is outlined in **Table 28**.

**Table 28. English Situation Analysis Data Collectors Training**

Organization	Role in English Situation Analysis	Female	Male	Total
MOE	Representatives	0	3	3
Consultants	Data collectors	0	25	25
READ TA	Data collection supervisors	1	6	7
<b>Total</b>		<b>1</b>	<b>34</b>	<b>35</b>

The trained data collectors, led by the READ TA Reading and Curriculum Specialists, were deployed on seven routes on March 11, 2015. The deployed data collection teams were also supported at data collection schools with three MOE staff (all male) who closely followed the ESA activity. Moreover, the USAID READ TA Agreement Officer’s Representative and a few central staff, including the project Chief of Party, visited five of the seven data collection teams in action. The data collection was finalized on April 15, 2015.

While data collection was in progress, the READ TA M&E unit received and entered data through two hired data clerks and a data organizer two weeks after data collectors were deployed to the field. Data entry was completed by the end of April 2015. Data analysis on the other hand was conducted by a local statistician who collaborated with an RTI statistician in the USA.

**Conducted a desk study.** The desk study for the ESA was led by international STTA from READ TA/SIL-LEAD and conducted in collaboration with four MOE representatives and three READ TA technical specialists. The desk study team finalized preparation of tools for the desk study; reviewed available literature on English as a second language materials; evaluated the syllabus, flowchart, and current English language materials; drafted conclusions and recommendations; and prepared a draft report which was submitted to READ TA on May 20, 2015.

At the end of Year 3 the draft desk study report was in the process of being merged with findings from the field study report to produce the draft ESA report, which will be submitted to USAID and MOE early in Year 4.

**IR 1.4.4. Plan for Providing Technical Support for Reading and Writing English as a Second Language. Finalize and Seek Approval from MOE**

*This activity will be carried out in Year 4.*

**1.4.5. Implement Plan for English as a Second Language as Determined in 1.4.4**

*This activity will be carried out in Year 4.*

## ***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 Year 3 major achievements included:

- Trained 50 Master Trainers and 1,194 Teacher Trainers for Grades 1–4 MT teacher training.
- Supported RSEBs in rolling out and monitoring the Grades 1–4 teacher trainings in the regions.
- Finalized preparations to train Master Trainers and Teacher Trainers for the regionally adapted Grades 1–4 Amharic, Afaan Oromo, and Af Somali curriculum materials.
- Started preparations to train Master Trainers and Teacher Trainers for the remaining Grades 1–4 untrained MT teachers training in the five regions.
- Developed and validated the English version of the TTM for Grades 5–8.
- Adapted the validated English version Grades 5–8 TTM to seven MTs.
- Validated and produced camera-ready versions of Grades 5–8 TTM in seven MTs.
- Began preparations to print Grades 5–8 SBs and TGs, as well as collect data on Grades 5–8 MT teachers in the five regions.
- Procured and engaged consultancy firm to develop a Teachers Mentoring Approach and Manual.
- Supported RSEBs to develop a detailed implementation plan for in-service teacher training rollout and mechanisms for ongoing support.
- Organized regional-level consultative meetings on innovative practices to reading and writing.

Details of the achievements are elaborated in the sections below.

### **IR 2.1. Assess Current Teaching Methods, Learning Culture, and Practice**

#### **IR 2.1.1. Produce Approved Primary Level Practices Report and Distribute to MOE, RSEBs, Master Trainers, and Teacher Trainers**

***Accomplishment: Produced and disseminated report, “Current Teaching Methods, Learning Culture, and Best Practices in Teaching Reading and Writing of the MT Languages in Ethiopian Primary Schools.”***

In Year 3, READ TA produced an assessment report titled “Current Teaching Methods, Learning Culture and Best Practices in Teaching Reading and Writing of the MT Languages in Ethiopian Primary Schools”. The report was reviewed and approved by the MOE, after which READ TA proceeded to print and distribute it to actors in the education system, including the MOE, RSEBs, Zonal Education Bureaus (ZEDs), Colleges of Teacher Educations (CTEs), and other partners. **Table 29** illustrates the distribution of the Assessment Report.

**Table 29. Distribution of Assessment Report**

Region	Organization	Number of Copies Distributed
Addis Ababa	MOE	10
Oromia	RSEB	5
	12 CTEs	24
Amhara	RSEB	5
	10 CTEs	20
SNNPR	RSEB	5
	3 ZEDs (Sidama, Wolayta, Hadiya)	6
	5 CTEs	10
Tigray	RSEB	5
	2 CTEs	4
Somali	RSEB	5
	1 CTE	2
<b>Total</b>		<b>101</b>

To further strengthen the dissemination of the assessment report, READ TA/SCI Regional Teacher Training Coordinators made presentations of the major sections of the report (e.g., methodology, findings, conclusions, and recommendations) to stakeholders in their respective RSEBs. In order to not incur additional costs, the presentations were conducted during trainings and MTTF meetings. As part of READ TA's effort to disseminate the findings of the assessment, the report was further presented and discussed as an agenda item during the regional level consultative meetings on innovative practices to reading and writing instruction held in the five regions at different schedules (see **Section 2.4**).

## **IR 2.2. Train Master Trainers and Teacher Trainers for Grades 1–4**

### **IR 2.2.1. Train Master Trainers on Grades 1–4 MT SBs/TGs**

#### ***Accomplishment: Trained 50 Master Trainers for the Grades 1–4 teacher training***

In preparation for the newly developed Grades 1–4 MT materials rollout at schools, READ TA trained Master Trainers (selected in consultation with the MOE, RSEBs, and CTEs) to cascade trainings down to primary schools. The Master Trainers training was conducted in Addis Ababa from August 20–29, 2014.

Training participants were given the Grades 1–4 Teacher Training Manual, TGs, and SBs. Activities undertaken during the training included presentations on overview and importance of MT instruction, summary of EGRA results, review of personal experiences, achievements in learning to read and write, training manual development process, and principles of adult learning. Introduction to the five components of reading and writing, the Gradual Release Model (i.e., I do – We do – You do), gender responsive teaching and learning, model lessons, and small group practice were also covered in the training. A total of 50 Master Trainers were successfully trained on the newly developed curriculum materials for Grades 1-4 MT reading and writing. The table below, **Table 30**, outline the number of trained Master Trainers and materials distributed.

**Table 30. Number of Trained Master Trainers and Grades 1–4 Materials Distributed**

Region	MT	Gender			Material Distributed		
		M	F	T	Training Manual	Teachers' Guides	Student Books
Oromia	Afaan Oromo	9	3	12	28	28x4 = 112	28x4 = 112
Amhara	Amharic	7	1	8	8	8x4 = 32	8x4 = 32
Tigray	Tigrinya	6	—	6	6	6x4 = 24	6x4 = 24
SNNPR	Sidaamu Afoo	6	—	6	6	6x4 = 24	6x4 = 24
	Wolayttatto	5	1	6	6	6x4 = 24	6x4 = 24
	Hadiyyisa	6	—	6	6	6x4 = 24	6x4 = 24
Somali	Af Somali	6	—	6	6	6x4 = 24	6x4 = 24
<b>Total</b>		<b>45</b>	<b>5</b>	<b>50</b>	<b>66</b>	<b>66x4 = 264</b>	<b>66x4 = 264</b>

Apart from the 50 Master Trainers trained, 16 other participants from READ TA, the MOE and RSEBs also took part in the training in order to equip them with skills necessary to support the teacher training rollout at different levels.

### IR 2.2.2. Train Teacher Trainers (TT) on Grades 1–4 MT SBs/TGs

***Accomplishment: Trained 1,194 Teacher Trainers on the new curriculum for Grades 1–4 MT reading and writing.***

The training of Teacher Trainers by Master Trainers was conducted from August 31–September 9, 2014, in Ambo and Adama (Oromia Region), Debremarkos and Dessie (Amhara Region), Yirgalem (SNNPR), Wukro (Tigray Region), and Jijjiga (Somali Region). The objective of the trainings was for Master Trainers to provide training to Teacher Trainers on the newly developed Curriculum Materials for Grades 1–4 MT reading and writing who in turn trained Grades 1–4 primary school teachers. Activities undertaken during the training mirrored those of the Master Trainers' workshop. While there were delays in getting a full set of Grades 1–4 SBs and TGs to each trainee by day one of the workshop, all trainees received the books during the training.

A total of 1,194 Teacher Trainers were trained on the newly developed curriculum for Grades 1–4 MT reading and writing. The Teacher Trainers were deployed by their respective RSEBs to deliver training to Grades 1–4 primary school teachers.

**Table 31. Training of Teacher Trainers Participants**

Region	MT	Planned	Participant		
			M	F	T
Oromia	Afaan Oromo	739	506	200	706
Amhara	Amharic	196	119	73	192
Tigray	Tigrinya	112	88	23	111
SNNPR	Sidaamu Afoo	55	48	4	52
	Wolayttatto	44	40	3	43
	Hadiyyisa	35	31	3	34
Somali	Af Somali	56	49	7	56
<b>Total</b>		<b>1,237</b>	<b>881</b>	<b>313</b>	<b>1,194</b>

***Accomplishment: Supported RSEBs in rolling out and monitoring the Grades 1–4 teacher trainings in the regions***

After the training of 50 Master Trainers, and subsequently 1,194 Teacher Trainers, RSEBs started conducting training for Grades 1–4 primary school teachers in their respective regions from September 14–October 23, 2014. The trainings were conducted by the READ TA trained Teacher Trainers. RSEBs selected and invited the Grades 1–4 primary school teachers and facilitated all related logistical needs. To monitor training delivery by Teacher Trainers and mitigate some of the known issues with the cascade form of training, READ TA developed a systematic, yet simple to use, *Guidance and Checklists for Teacher Training Monitoring/Support* document. READ TA deployed Master Trainers to monitor and support the regional trainings utilizing the tool.

In Year 3, RSEBs trained a total of 62,867 Grades 1–4 MT teachers. The number of teachers trained by RSEBs is detailed in **Table 32** (based on data collected from READ TA/SCI and READ TA Regional Offices).

**Table 32. Number of Grades 1–4 MT Teachers Trained on the New MT Curriculum**

Region	Mother Tongue	Grades 1–4 Trained MT Teachers		
		Male	Female	Total
Somali	Af Somali	2,352	537	2,889
Oromia	Afaan Oromo	20,715	18,974	39,689
Amhara	Amharic	4,997	4,243	9,240
SNNPR	Hadiyyissa	790	752	1,542
	Sidamu Afoo	1,580	464	2,044
	Wolayttatto	980	479	1,459
Tigray	Tigrinya	2,853	3,151	6,004
<b>Seven MTs Grades 1–4 Total</b>		<b>34,267</b>	<b>28,600</b>	<b>62,867</b>

***Accomplishment: Finalized preparations to train Master Trainers and Teacher Trainers for the regionally adapted Grades 1–4 Amharic, Afaan Oromo, and Af Somali curriculum materials***

**Adapted and validated the Grades 1–4 Amharic, Afaan Oromoo, and Af Somali teacher training manuals to the 12 language communities in nine regions/Cities.** In preparation to train Master Trainers and Teacher Trainers for regions that adapted the Grades 1–4 Amharic, Afaan Oromoo, and Af Somali, teacher training manuals in the respective MTs were adapted to the 12 language communities in nine regions. Following the adaptation of the teacher training manuals to the 12 language communities, the adapted Grades 1–4 teacher training manuals were validated in a workshop held from April 4–6, 2015, in Adama (**Table 33**). A total of 26 participants took part in the validation workshop; two people from the MOE and 24 from the RSEBs (two each from the 12 language communities).

**Table 33. Grades 1–4 Adapted Teacher Training Manuals Validation Workshop**

Region	Language	Organization	Position	M	F	T
Addis Ababa	Amharic	RSEB	TDP	1	0	1
		MOE	Experts (TDP, MT, training)	1	2	3
Afar	Amharic	RSEB-Afar	Experts(TDP)	2	0	2
Amhara	Amharic	RSEB-Amhara	Process Owner	1	0	1
	Afan-Oromo	CTE	Language Specialist	1	0	1
Benshangul-Gumuz	Amharic	RSEB- B/G	Experts(TDP, curriculum)	2	0	2
Dire Dawa	Afan-Oromo	REB-Diredawa	Experts (curriculum, TDP, Language)	4	0	4
	Af-Somali	REB-Diredawa	MT Expert	1	0	1
		High School	Teacher	1	0	1
	Amharic	REB-Diredawa	Experts (TDP, language)	1	0	1
High School		Teacher	1	0	1	
Gambella	Amharic	RESEB-Gambella	TDP Expert	1	0	1
		CTE	Lecturer	1	0	1
Harar	Afan Oromo	RSEB-Harar	Curriculum Expert	1	0	1
	Amharic	RSEB-Harar	TDP Expert	1	1	2
Oromia	Afan Oromo	RSEB-Oromia	Experts(TDP, gender)	1	1	2
SNNPR	AMharic	RSEB-SNNP	Experts (TDP, language)	1	1	2
<b>Total</b>				<b>22</b>	<b>5</b>	<b>27</b>

**Collected data on Grades 1–4 MT teachers in adapting regions.** Alongside the teacher training manual adaptation activity, READ TA prepared a data collection instrument to know the number of Grades 1–4 MT teachers in adapting regions and submitted it to the MOE. Data on the number of Grade 1–4 MT teachers in the nine regions/city administrations that adapted the new Grade 1–4 curriculum materials were subsequently obtained from the MOE, which informed the presence of 14,507 Grades 1–4 MT teachers in the adapting regions (*Table 34*).

**Table 34. Number of Grade 1–4 Teachers in the Nine Adapting Regions**

Adapting Regions	Adapted Mother Tongues								
	Amharic			Afaan Oromo			Af-Somali		
	M	F	Total	M	F	Total	M	F	Total
Dire Dawa	92	118	210	167	94	261	49	13	62
Harari	83	65	145	78	108	186	—	—	—
Amhara	—	—	—	—	—	1,330	—	—	—
Addis Ababa	403	1,087	1,490	—	—	—	—	—	—
Oromia	1,056	1,626	2,682	—	—	—	—	—	—
SNNPR	—	—	7,289	—	—	—	—	—	—
Gambela	35	38	73	—	—	—	—	—	—
Benishangul Gumuz	239	341	580	—	—	—	—	—	—
Afar	123	76	199	—	—	—	—	—	—
<b>MT Total</b>			<b>12,668</b>	—		<b>1,777</b>	—		<b>62</b>
<b>Total</b>			<b>14,507</b>						

**Printed the Grades 1–4 adapted SBs, TGs, and TTMs.** READ TA has finalized the printing of a sufficient number of the Grades 1–4 adapted SBs, TGs, and TTMs that will be used to train Master Trainers and Teacher Trainers in the nine adapting regions. Figures obtained on the number of Grades 1–4 MT teachers in the adapting regions were used to estimate number of materials to print. The trainings are anticipated to take place in Year 4.

***Accomplishment: Started preparations to train Master Trainers and Teacher Trainers for the remaining, untrained Grades 1–4 MT Teachers in the five regions***

Data for the remaining, untrained Grades 1–4 MT teachers were collected from the five regions (seven MTs) through the MOE. It was found that there are a total of 46,556 untrained teachers in the five regions (seven MTs) on the new MT curriculum. Given the priority shared with both the MOE and USAID to train all untrained teacher by September 2015, when schools open for a new academic year, READ TA has planned to conduct the Master Trainers training and the Teacher Trainers training in August 2015 of Year 4. During Year 3, however READ TA started logistic preparations for the August 2015 training.

**IR 2.2.3. Develop Teacher Training Manual for Grades 5–8**

***Accomplishment: Developed and validated the English version of the TTM for Grades 5–8 and adapted the validated English version to seven MTs***

**Developed English version of the Grades 5–8 TTM.** The English Version of the Grades 5–8 TTM was developed in a workshop held from April 14–23, 2015, in Addis Ababa (**Table 35**). A total of 19 (5 female) participants from READ TA (Central Technical Staff, Regional Reading and Curriculum Specialists, Regional Capacity Building Specialists, and READ TA/SCI Teacher Training Program Advisor) and Representatives from the MOE developed the English version of the TTM and were led by an international reading consultant.

**Table 35. English Version Grades 5–8 Teacher Training Manual Development Workshop**

Organization	Position	M	F	Total
MOE	Language expert	1	0	1
	MT expert	1	0	1
	SNE expert	0	1	1
	Training expert	1	0	1
READ TA/RTI	Central technical staff	0	3	3
	Regional Capacity Building and G&IE Specialists	9	1	10
	Reading Consultant	0	1	1
READ TA/SCI	Teacher Training Advisor	1	0	1
<b>Total</b>		<b>14</b>	<b>5</b>	<b>19</b>

**Validated the English version Grades 5–8 TTM.** After development of the English version of the Grades 5–8 TTM, representatives from the MOE and RSEBs reviewed and validated the manual in a workshop conducted in Addis Ababa from April 25–28, 2015 (**Table 36**). READ TA/RTI and SCI staff also participated in the validation workshop.

**Table 36. English Version of Grades 5–8 TTM Validation Workshop Participants**

Region/ Organization	MT Expert		Language Expert		Training Expert		Curriculum Expert		SNE Expert		G&IE		Capacity Building		Teacher Training Advisor		Curriculum and Reading Specialist		Total		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	T
	Addis Ababa																				
MOE	1	0	1	0	1	0	0	0	0	1									3	1	4
READ TA											0	1	0	1	0	1	0	0	0	3	3
Amhara																					
RSEB-Amhara	1	0	0	0	0	0	0	0	0	0									1	0	1
READ TA											1						1		1	1	2
Oromia																					
RSEB-Oromia	0	0	1	0	0	0	0	0	0	0									1	0	1
READ TA											0	1	0	0	0	0	1	0	1	1	2
SNNP																					
RSEB-SNNPR	0	0	1	0	0	0	0	0	0	0									1	0	1
ZED	1	0	1	0	0	0	1	0	0	0									3	0	3
READ TA											0	0	0	0	0	0	2	1	2	1	3
Somali																					
RSEB-Somali	0	0	1	0	0	0	0	0	0	0									1	0	1
READ TA											1	0	0	0	0	0	1	0	2	0	2
Tigray																					
RSEB-Tigray	0	0	0	0	1	0	0	0	0	0									1	0	1
READ TA											0	1	0	0	0	0	1	0	1	1	2
Total	3	0	5	0	2	0	1	0	0	1	1	4	0	1	0	1	6	1	18	8	26

**Held post-validation revision of the English version of the Grades 5–8 TTM.** Validation of the English version of the TTM was followed by a post-validation revision activity conducted from May 6–13, 2015, where seven participants (four female) from READ TA/RTI, READ TA/SCI, and the MOE incorporated comments and corrections obtained from the validation and then finalized the English version of the Grades 5–8 TTM.

**Accomplishment: Adapted English version of TTM for Grades 5–8 to seven MTs**

Adaptation of English version of the TTM to the seven MTs was conducted from May 7–20, 2015 in Addis Ababa (**Table 37**). A total of 61 (13 female) workshop participants, working under seven

separate MT teams, adapted the English version of the Grades 5–8 TTM to respective MTs. Adaptation teams were composed of READ TA Regional Managers, Curriculum and Reading Specialists, MOE representatives from five Directorates, RSEBs/ZEDs heads and experts, CTE MT Educators, and READ TA/SCI technical staff. There were also seven typists, one for each mother tongue, who assisted the teams. A READ TA International Reading Consultant led the adaptation activity in collaboration with READ TA technical staff.

**Table 37. Adaptation of Validated English Version of TTM for Grades 5–8 to Seven MTs**

Region	Organization	Position	M	F	Total
	MOE	Expert (Language, SNE, MT, and Teachers Development Program [TDP])	5	3	8
	READ TA	Central Technical and Management Staff	1	2	3
		SCI-Teacher Training Advisor	1	0	1
		Sub Total	7	5	12
Amhara	CTE	Lecturer	2	0	2
	RSEB	MT expert	1	0	1
	READ TA	Regional Technical Staff (capacity building [CB] and G&IE)	2	0	2
		SCI-Teacher Trainer (TT) Coordinator	1	0	1
		Typist	0	1	1
		Sub Total	6	1	7
Oromia	CTE	Department Head	1	0	1
		Lecturer	1	0	1
	RSEB	Language expert	1	0	1
	READ TA	Regional Management and Technical Staff (CB, G&IE and R&C)	3	1	4
		SCI-Regional Coordinator	1	0	1
		Typist	0	1	1
		Sub Total	7	2	9
SNNPR	CTE	Department Head	1	0	1
		Lecturer/Assistant Lecturer	4	0	4
	RSEB	TDP expert	1	0	1
	ZED	Expert (Curriculum, Language, and MT)	4	0	4
	READ TA	Regional Management and Technical Staff (CB, G&IE, and R&C)	5	0	5
		SCI-Teacher Training Coordinator	1	0	1
		Typist	0	3	3
		Sub Total	16	3	19
Somali	CTE	Lecturer/Assistant Lecturer	2	0	2
	RSEB	Language expert	1	0	1
	READ TA	Regional Technical Staff (CB and R&C)	2	0	2
		Typist	0	1	1
		Sub Total	5	1	6
Tigray	READ TA	Regional, management and technical staff (CB and R&C)	3	0	3

Region	Organization	Position	M	F	Total
		SCI-TT coordinator	1	0	1
	RSEB	Curriculum and reading performer/Team Leader	1	0	1
		TDP performer	1	0	1
	University	Lecturer	1	0	1
		Typist	0	1	1
		Sub Total	7	1	8
<b>Total</b>			<b>48</b>	<b>13</b>	<b>61</b>

#### IR 2.2.4. Validate Teacher Training Manual for Grades 5–8 with MTF

**Accomplishment:** Validated and produced final, camera-ready copies of adapted MT versions of the Grades 5–8 TTM

**Validated adapted MT versions of the Grades 5–8 TTM.** The adapted version of the manuals were validated by representatives of each respective RSEB in 3-day regional validation workshops held from May 30–June 10, 2015 (*Table 38*).

**Table 38. Validation of Adapted MT Versions of the Grades 5-8 TTM**

Region	Organization	M	F	Total
Amhara	READ TA (RTI and SCI)	8	1	9
	RSEB	14	1	15
Oromia	READ TA (RTI and SCI)	5	3	8
	RSEB	6	1	7
SNNPR	READ TA (RTI and SCI)	6	3	9
	RSEB	1	1	2
	ZED	14	1	15
Somali	READ TA (RTI and SCI)	5	1	6
	RSEB	7	6	13
	Woreda Education Bureau	1	1	2
Tigray	READ TA (RTI and SCI)	5	0	5
	RSEB	6	1	7
	CTE	1	0	1
<b>Total</b>		<b>79</b>	<b>20</b>	<b>99</b>

**Conducted post-validation revision on adapted MT versions of the Grades 5–8 TTM.** The regional validation of the manual was followed by a post validation revision workshop from June 22–23, 2015, at the READ TA central office (*Table 39*). Feedback and comments gained during the validation were incorporated in the adapted versions by 29 RSEB, MOE, and READ TA participants that signed off on the final versions. The TTMs in the seven MTs later underwent final design work in the last three days of Year 3 to produce camera-ready final versions of the manuals in the seven languages.

**Table 39. Post Validation Revision of Adapted MT Version of Grades 5-8 TTM Workshop Participants**

Region	Organization	Language	Position	M	F	Total
Addis Ababa	MOE		Experts (Language, MT and TDP)	3	0	3
Amhara	RSEB	Amharic	MT expert	1	0	1
	READ TA		Regional Manager	1	0	1
			Curriculum and Reading Specialist	1	0	1
Oromia	RSEB	Afaan Oromo	Language expert	1	0	1
	READ TA		Regional Manager	1	0	1
			Gender and Inclusive Education	1	0	1
SNNPR	RSEB		TDP Expert	1	0	1
	READ TA		Regional Manager	1	0	1
	READ TA	Sidaamu Afoo	Reading and Curriculum Specialists	1	0	1
		Wolayttatto		1	1	2
		Hadiyyisa		1	0	1
	ZED	Sidaamu Afoo	Curriculum expert	1	0	1
		Wolayttatto		1	0	1
Hadiyyisa		Language expert	1	0	1	
Somali	READ TA	Af-Somali	Regional Manager	1	0	1
			Curriculum and Reading Specialist	1	0	1
Tigray	RSEB	Tigrinya	TDP Expert	1	0	1
	READ TA		Regional Manager	1	0	1
			Gender and Inclusive Education	1	0	1
Typists				0	6	6
<b>Total</b>				<b>22</b>	<b>7</b>	<b>29</b>

**Accomplishment: Began preparations to print Grades 5–8 SBs and TGs; collected data on MT teachers for Grades 5–8 in the five regions**

**Prepared and distributed data collection formats for Grades 5–8 MT teachers, supervisors and principals.** In preparation for the Grade 5–8 teacher training, data collection formats for Grades 5–8 MT teachers, supervisors and principals were sent to the RSEBs through the MOE that would help READ TA determine the required number of Master Trainers and Teacher Trainers.

**Sourced printing of Grades 5–8 SBs and TGs for the Master and Teacher Trainers trainings.** In preparation for the Grades 5-8 training, printing of the SBs and TGs for the Master Trainers and Teacher Trainers are being done by the printing vendor and will be completed by the end of July 2015 in Year 4.

## **IR 2.3. Support for Teacher Mentoring**

### **IR 2.3.1. Develop Teacher Mentoring Manuals**

***Accomplishment: Procured and engaged a consultancy firm to develop a teachers mentoring approach and manual***

In preparation to develop the teacher mentoring manual, READ TA held initial discussions with MOE officials, specifically with the Director for Teachers and Educational Leaders Development Directorate and the Coordinator for the In-service Case Team of the MOE. Following the meeting, a TOR was developed by READ TA to guide the development, adaptation, and validation of the Mentoring Approach and Manual. The TOR was first reviewed internally and then later by the MOE, who eventually granted approval. After MOE approval, advertisements to procure a consultancy service for development of a Teacher Mentoring manual was placed and a local consultancy firm selected, with input from the MOE. The MOE, particularly the Mother Tongue and English Language Development Directorate, had recommended use of national (local) consultants as they were better positioned to understand the Ethiopian education system in general and primary education in particular. USAID also stressed that it would be important for the local consultant to work with international consultants who had more experience with other African countries and could bring that expertise to the Ethiopian context.

### **IR 2.3.2. Validate Teacher Mentoring Manual with Regional/MTTFs**

*This activity has been postponed to Year 4 pending the Mentoring Manual Development, which was not complete in Year 3.*

### **IR 2.3.3. Train Mentoring Trainers**

*This activity has been postponed to Year 4 as prerequisite activities were not completed in Year 3.*

## **IR 2.4. Utilize Innovative Approaches to Support RSEBs Institute Systematic Change to Improve Reading and Writing Teacher Training and Support Systems**

### **IR 2.4.1. Utilize Innovative Approaches based on the Assessment**

#### **IR 2.4.1.1. Support and Monitor RSEB, Zone, and Woreda on Planning, Coordinating, and Implementing the Mentoring Training for Teachers**

***Accomplishment: Supported RSEBs to develop a detailed implementation plan for an in-service teacher training rollout and mechanisms for ongoing support***

During the reporting period, READ TA continued to collaborate with the MOE and RSEBs to plan, prepare for, and systematize the large-scale delivery of teacher training. More specifically, READ TA supported RSEB teacher development teams in planning and implementing teacher training rollouts. Moreover, READ TA consistently supported RSEBs in monitoring implementation of the teacher training rollouts through deploying Master Trainers with checklists and orienting RSEBs on guidelines and checklist for monitoring and support. Instances of such support included the monitoring and support provided during the second round teacher trainings conducted in Amhara and SNNPR by deploying Master Trainers and the follow up and support by READ TA Oromia regional staff during the first and second round of teacher trainings in six cities/towns of the region (e.g., Adola, Woliso, Haromaya, Babile, Shashemene, and Adama).

***Accomplishment: Organized regional-level consultative meetings on innovative practices to reading and writing***

In Quarter 2 of Year 3, regional-level consultative meetings on innovative practices to reading and writing were held at the five regions of READ TA operation. Contents covered during the two-day consultative meetings included

- General overview of READ TA presented by READ TA Regional Managers,
- Baseline assessment report briefing and dissemination,
- Save the Children Literacy Boost experiences,
- Experiences of government organizations and NGOs working on reading and writing in the respective regions,
- Discussion on innovative practices in enhancing reading and writing, and
- Consideration on how to integrate identified innovative approaches (best practices) within the existing teacher training system.

Participants of the consultative meetings in each of the five regions, included a maximum of 12 MTF members; two people from each ZED (Teacher Professional Development and Curriculum Heads); five exemplary (best performing) schools selected by the RSEBs and represented by respective principals; a representative from the Regional Teachers' Association; and NGOs working on reading and writing in the respective regions (**Table 40**).

**Table 40. Regional Consultative Meetings on Innovative Practices to Reading and Writing**

Region	Organization	F	M	Total
Amhara	CTE	0	1	1
	RSEB	2	17	19
	School	6	1	7
	Teachers' Association	0	2	2
	ZED	0	17	17
	NGO	0	2	2
	<b>Total</b>	<b>8</b>	<b>40</b>	<b>48</b>
Oromia	WEO	3	22	25
	ZED	3	12	15
	School	2	13	15
	RSEB	1	8	9
	READ TA	0	1	1
	NGO	0	1	1
	<b>Regional Total</b>	<b>9</b>	<b>57</b>	<b>66</b>
SNNPR	RSEB	3	4	7
	School	1	2	3
	WEO	0	1	1
	ZED	0	9	9
	NGO	0	1	1

Region	Organization	F	M	Total
	READ TA	0	3	3
	<b>Regional Total</b>	<b>4</b>	<b>20</b>	<b>24</b>
Somali	RSEB	3	17	20
	School	2	4	6
	WEO	1	1	2
	ZED	2	8	10
	NGO	0	2	2
	READ TA	0	1	1
	<b>Regional Total</b>	<b>8</b>	<b>33</b>	<b>41</b>
Tigray	RSEB	0	9	9
	NGO	0	1	1
	School	2	9	11
	WEO	0	15	15
	READ TA	1	3	4
	<b>Total</b>	<b>3</b>	<b>37</b>	<b>40</b>
<b>Grand Total 219 (32 female)</b>				

### **IR 3: LANGUAGE TEACHING AND LEARNING SUPPORTED BY APPROPRIATE TECHNOLOGY AND TEACHER AIDS**

Under IR 3, READ TA’s Year 3 major achievements included:

- Developed 147 model videos in seven MTs for Grades 1–4.
- Recorded and validated 6,500 audio companion files in seven MTs for Grades 1–4.
- Integrated the developed model videos with three pre-service CTE course modules.
- Held regional ICT showcases and consultations and obtained regions’ feedback on proposed CTE ICT package.
- Obtained approval for the proposed CTE ICT package from the MOE and regions and began procurement of the package.
- Conducted site visits to 35 CTEs and nine RSEBs to assess sites, build capacity, and ensure commitment for sustainability of the ICT package.

Details of the achievements are elaborated in the sections below.

#### **IR 3.1. Develop Multimedia Teaching Aids for Grades 1-8 in Seven MTs**

The development of multimedia teaching aids in the seven MTs was scheduled in two phases based on the grade level bands of 1–4 and 5–8. Details of the achievements are described below.

##### **IR 3.1.1. Develop 30 Model Videos and Audio Companion for Grades 1–4 in Seven MTs**

***Accomplishment: Developed 147 model videos in seven MTs for Grades 1–4***

Following the initial filming of 272 model videos that featured methods and practices for teaching MT reading and writing in the seven MTs, which occurred in Year 2, READ TA edited the videos and held a review workshop for the model videos in Year 3. The model video review workshop was held from December 3–4, 2014, at the READ TA/RTI Addis Ababa office with an intent to ensure the appropriateness, quality, and consistency of the model videos and their alignment to the final curriculum materials. The videos were also reviewed for specific need areas based on experience from CTE lecturers and teacher trainings. Thirty-seven individuals, including Master Trainers, reading and curriculum experts, CTE MT instructors, gender specialists, editors, and language assistants participated in the workshop (**Table 41**). Checklists and other tools were used in order to facilitate a discussion, solicit comments from workshop participants, and capture feedback.

**Table 41. MT Model Video Review Workshop Participants**

Mother Tongue	Model Video Review Experts										TOTAL	
	Master Trainers		Language Experts		Module Developers		Editors		Facilitators			
	M	F	M	F	M	F	M	F	M	F	M	F
Af-Somali	1	—	1	1	1	—	1	—	—	1	4	2
Afaan-Oromo	1	—	1	1	—	1	1	—	—	1	3	3
Hadiyyisa	1	—	1	—	1	—	1	—	—	1	4	1
Amharic	—	1	1	—	1	—	—	1	—	1	2	3

Tigrinya	1	—	—	—	1	—	1	—	1	—	4	0
Sidaamu Afoo	2	—	1	—	—	—	1	—	1	—	5	0
Wolayttatto	1	1	1	—	—	—	1	—	1	—	4	1
—	7	2	6	2	4	1	6	1	3	4	26	10
<b>Total</b>	<b>9</b>		<b>8</b>		<b>5</b>		<b>7</b>		<b>7</b>		<b>36</b>	

The feedback obtained from the review of the model videos suggested revisions on most Grades 1–4 model videos that ranged from revision on scripts to filming and editing. The recommendations from the review also suggested prioritization on some key instructional strategies in support of the revised curriculum. Subsequently, READ TA made revisions to the model videos starting with revising the English script for 21 skills and adapting those revised English scripts to the relevant MTs. Adaptation of the revised English scripts to the seven MTs and validation of model video scripts into the seven MTs was held from May 6–9, 2015 (*Table 42*). The adapted scripts were initially validated by READ TA Reading and Curriculum Specialists and later by MTTFs in the regions.

**Table 42. Grades 1–4 MT Model Videos Script Adaptation Workshop**

MT	READ TA Reading and Curriculum Specialist		MT Experts		READ TA STTA		READ TA/WKW Facilitators	
	Male	Female	Male	Female	Male	Female	Male	Female
Af-Somali	1	—	2	—	—	1	1	3
Afaan-Oromo	1	—	2	—				
Amharic	1	—	2	—				
Tigrinya	1	—	2	—				
Hadiyyisa	1	—	2	—				
Sidaamu Afoo	1	—	2	—				
Wolayttatto	—	1	2	—				
<b>Total</b>	<b>6</b>	<b>1</b>	<b>14</b>	<b>—</b>	<b>—</b>	<b>1</b>	<b>1</b>	<b>3</b>
	<b>7</b>		<b>14</b>		<b>1</b>		<b>4</b>	
	<b>26 (2 F)</b>							

Once MT versions of revised scripts were validated, a test run filming was made in a selected school in Addis Ababa with the Amharic MT over seven days. The videos filmed for the test were then reviewed and validated, setting a standard for and informing the actual field-level filming in regions. The on-site filming and production was undertaken in seven locations in the five READ TA regions; three in SNNPR. In each location, a total of nine individuals were involved, including the READ TA regional managers and curriculum experts, model teachers, director of the school, and production crew. A total of 121 videos were filmed, edited, produced, and verified at the end of the model videos rework activity: 19 in Amharic, 21 in Tigrinya, 22 in Afaan Oromo, 21 in Wolayttatto, 12 in Af-Somai, 11 in Hadiyyisa, and 15 in Sidaamu Afoo MTs.

At the end of Year 3, READ TA finalized the rework of the Grades 1–4 model videos and is ready to validate and subsequently distribute the videos in Year 4 via the CTE ICT package and elsewhere. The 27 Grades 1–4 model videos that qualified during the model video review workshop early in Quarter 2 of Year 3 will also be distributed with the revised 121 model videos.

The script development and video and audio recordings are multifaceted activities and their progress was delayed due to the scope of the revisions requested by the validation teams and difficulty in accessing READ TA’s MT experts while Grades 5–8 book development was taking place. Thus, not all of the activities originally planned for Year 3 were completed and Grades 5–8 script and model video development will take place in Year 4.

***Accomplishment: Recorded and validated 6,500 audio companion files in seven MTs for Grades 1–4***

In year 3, READ TA recorded 6,500 audio companion files featuring key blending, segmenting, and student and teacher read-aloud lesson components from the new Grade 1 and 2 TGs, which will be part of the CTE ICT package. Three thousand of the recorded audio companion files were in Amharic and the other 3,500 in the remaining six MTs (e.g., Af-Somali, Afaan Oromo, Tigrinya, Sidaamu Afoo, Wolayttatto, and Hadiyyisa). The recordings were made by language experts identified by READ TA regional offices in collaboration with RSEBs who used TGs developed for Grades 1 and 2 MTs while preparing for the recordings. Moreover, a checklist was developed and used for each lesson recorded to ensure the correctness of the recording and its filing. With the help of a checklist, all audio files were assessed and validated by MT experts from each language.

***Accomplishment: Integrated video and audio resources with pre-service training modules***

Video resources developed for Grades 1–4 were integrated into pre-service modules for CTEs, particularly Modules 1, 2, and 3. The modules included suggestions for teacher educators to use specific videos that relates to the content discussed. In addition, all recorded letter sounds of the seven MTs (795 sounds) were integrated into a localized version of Papaya, RTI’s open source phonological awareness application, which will be part of the CTE ICT package that will be distributed to CTEs in Year 4.

**IR 3.1.2. Develop 30 Model Videos and Audio Companion for Grades 5–8 in Seven MTs**

*The Grades 5–8 script and model video development will take place in Year 4.*

**IR 3.1.3. Develop Multimedia Software and Applications for Grades 1-8**

***Accomplishment: Held regional ICT showcases and consultations and obtained feedback on proposed CTE ICT package from the regions***

As a follow up activity to the National ICT showcase held in Year 2, in Year 3 READ TA collaborated with RSEBs to organize two-day regional-level ICT showcases in the Amhara, Oromia, SNNPR, Somali, and Tigray regions from July 9–27, 2014. READ TA’s selected and demonstrated ICT package technologies for reading instruction included Papaya (phonological awareness application), model videos, audio companion files, tablets, document camera, and content server.

The regional ICT showcases served as a platform to further elaborate and validate feedback from the national ICT showcase held in April 2014, to discuss contents of ICT packages for each CTE, and to solicit feedback from RSEBs. The main objective of the regional ICT showcases was to ensure that

RSEBs and CTEs properly understood the solutions to be implemented, including plans for capacity building and technical support, obtain their validation for procurement, and proceed with the planned implementation. A total of 100 participants (93M and 7F) participated in the regional showcases and included regional curriculum development and implementation core process owners, regional curriculum development and implementation case managers, RSEB ICT Experts, CTE deans, CTE ICT experts, and CTE heads of mother tongue instruction (**Table 43**).

**Table 43. Regional ICT Showcase Participants**

Regions	Gender		Total
	Female	M	
SNNPR	2	16	18
Amhara	2	28	30
Tigray	2	9	11
Somali	0	4	4
Oromia	1	36	37
<b>Total</b>	<b>7</b>	<b>93</b>	<b>100</b>

Regional ICT showcase feedback and issues raised included confirmation requests for an implementation timeline; post-implementation support, including capacity building and training for ICT administrators and teachers, future implementation of ICT package at the school level, use of the content server for other needs in CTEs, local customization of additional technologies, and the need for READ TA to visit all CTEs and conduct a technical assessment to determine accurate requirements for sustainability.

***Accomplishment: Proposed CTE ICT package approved by regions and MOE and procurement started***

Following the regional ICT showcases and consultations, READ TA received CTE ICT package validation and approval from all five regions. READ TA developed a summary overview on the process and nature of the CTE ICT package with a focus on the evidence base for the proposed applications, as well as considerations of capacity building, technical support, and sustainability. Following another round of consultations with the MOE and USAID, READ TA proceeded to procure the CTE ICT package consisting of the phonological awareness application, Papaya; audio companion with recordings of key blending, segmenting, and student and teacher read-aloud lesson components; a model video library; the pre-service curriculum materials development under READ TA; the Grades 1–8 SBs and TGs developed under READ TA; and additional reference materials as appropriate. The content will be delivered to all CTE MT lecturers in the country on tablet devices, one for each MT lecturer, as well as a content server, a projector, a document camera, and a set of speakers for each CTE. Given the delays in READ TA’s budget revision and prioritization of the Grades 5–8 book development process, deployment of the ICT package to CTEs and determination of software for expansion was not completed in Year 3 as planned and will instead take place in Year 4.

***Accomplishment: Thirty-five CTEs and nine RSEBs visited to assess sites, build capacity, and ensure commitment for sustainability***

In Year 3, READ TA developed protocols for CTE information technology (IT) infrastructure and capacity and sustainability assessments in advance of the CTE ICT equipment procurement.

Specifically, the site visits aimed to capture site data relevant to the site installation and procurement of needed materials and to inform on the commitment of CTEs and RSEBs to sustain the equipment. Site visit protocols were piloted in four CTEs (e.g. Hawassa, Sebeta, Fitcha, and Assela) in October–November 2014 and revised in consultation with MOE. A total of 35 site visits to 35 CTEs and nine RSEBs were conducted from January–April 2015 by teams of IT hardware and networking engineers, in collaboration with RSEB ICT officers. RSEB ICT officers participated in the activity as an important part of READ TA’s ICT capacity building mandate and, in addition, provided an opportunity to build relationships between CTE ICT officers and RSEB ICT officers relevant for the planned IT support framework for the CTE ICT package. Although the CTE and RSEB site visits report has not been finalized, the preliminary site readiness report indicated that the 35 CTEs visited vary on their readiness for the ICT Package implementation. The report also provides specific recommendations on technical and administrative preparations and support needed for CTEs based on their level of readiness for implementation.

### **IR 3.2. Identify and Deploy ICT Package to Support Pre-Service MT Instruction in CTEs**

#### **IR 3.2.1. Identify and Get Approval for ICT Package to Support Pre-Service MT Instruction at CTEs**

*As reported in 3.1.3 above, CTE ICT package to support pre-service MT instruction was identified and approved by the five RSEBs and the MOE in Year 3.*

#### **IR 3.2.3. Install ICT Package in Support of Pre-service MT Instruction at each CTE**

*Pending a prerequisite procurement of the ICT package activity that was not final in Year 3, this activity is scheduled for Year 4.*

#### **IR 3.2.4. Build Capacity to Support CTE ICT Package**

*Pending a prerequisite activity of procuring the approved ICT package that was not complete in Year 3, this activity is scheduled for Year 4. However, participation of CTE ICT officers and RSEB ICT officers in READ TA site visits has a capacity building aspect to it, as the ICT officers learned along the way.*

#### **IR 3.2.5. Provide Ongoing Technical Support for CTE ICT Package**

*Pending a prerequisite procurement of the ICT package activity that was not final in Year 3, this activity is scheduled for Year 4.*

### **IR 3.3. Implement Regional Assistive Technology Capacity Building Project**

*This activity is scheduled for Year 4.*

### **IR 3.4. Develop Supplemental Teaching Aids and Resources**

#### **IR 3.4.1. Organize task force workshop to build awareness of applicable supplementary teaching aids for reading and writing**

This activity was not complete in Year 3. It has evolved to other activities scheduled for Year 4.

### ***Preparations for English Supplementary Reading Books Collection, Selection and Distribution***

As part of READ TA's engagement in supporting the development and promotion of Supplementary Reading Materials, efforts to encourage reading in English started in Year 3 through holding initial meetings with implementing partners (Books for Africa [BfA] and African Development Corps [ADC]).

Meetings held with BfA and ADC focused on issues of collecting, shipping, and distributing English supplemental reading materials for School Cluster Centers (SCC) at a significantly reduced cost. It was understood that Books for Africa (BfA) - the largest shipper of books to the African continent-will be responsible in collecting, packing in containers and shipping selected books to Ethiopia. ADC, formerly ViA (Vision in Action) and a READ TA partner, on the other hand will be responsible in handling customs clearance and distribution of the books to SCCs or Woredas. Moreover, ADC will train SCC library coordinators on managing and utilizing the resources they will receive.

Meetings with BfA in Washington DC and Ethiopia on the other hand emphasized mainly on how to collect "appropriate" primary level supplementary books with a focus on books that suite upper primary level and selection process.

Apart from the meetings held with ADC and BfA, activities that happened in Year 3 include inclusion of book selection and management activities in Year 4 IP, development of a Concept Note on the books management and sharing it to the MOE, and subsequent discussion held with relevant MOE directorates (the Curriculum Development and Implementation Directorate).

## ***IR 4: TECHNICAL ASSISTANCE SUPPORT TO RSEBs AND MOE FOR READ INSTITUTIONAL IMPROVEMENT***

Under IR 4, READ TA's Year 3 major achievements included:

- Developed and adapted seven MTs and validating pre-service course Modules 1, 2, and 3 (MT 201, TMT 222, and TMT 224).
- Developed the English version of CTE course Module 4 (e.g., Assessing Language Learning and Differentiated Instruction: MT 322).
- Revised English and MT versions of Module 1 (MT 201).
- Involved stakeholders in planning pre-service teacher education activities.
- Adapted and validated the national curriculum for the pre-service MT teacher education program into seven MTs.
- Developed training materials for the validated Modules 1, 2 and 3 (MT 201, TMT 222, and TMT 224) in English and seven MTs.
- Trained CTE instructors, the MOE, RSEB, and ZEDs on Modules 1, 2 and 3 (MT 201, TMT 222 and TMT 224).
- Conducted M&E on Modules 1, 2, and 3 implementation (MT 201, TMT 222, and TMT 224).
- Validated the MOE and RSEBs' Capacity Building Needs Assessment Report.
- Developed capacity building plans for RSEBs.
- Drafted a capacity building plan for the MOE.
- Developed and disseminated a gender guideline for conducting gender sensitive trainings and workshops.

Details of the achievements are elaborated in the section below.

### **IR 4.1 Develop Curricula for Reading and Writing Courses in Teacher Education**

#### **IR 4.1.1. Development of CTE Course Materials**

In Year 3, READ TA/FSU led the development of three CTE course modules: Module 1- Cognitive Development and Literacy Skills (MT 201), Module 2 - Teaching Reading and Writing in Primary Grades (TMT 222), and Module 3 - Teaching Listening and Speaking Skills (TMT 224).

#### ***Accomplishment: Developed CTE course Module 1- Cognitive Development and Literacy Skills***

READ TA led the development of the CTE course Module 1- Cognitive Development and Literacy Skills (MT 201). The module was developed by the MOE, RSEBs, Zones, and CTEs with technical assistance from READ TA from April–December 2014. The development of the module was a result of the following series of accomplishments.

**Conducted a module development workshop for CTE course Module 1- MT 201.** READ TA led a module development workshop for MT 201 (Cognitive Development and Literacy Skills) in Addis Ababa from June 26–30, 2014 (**Table 44**). Workshop participants included lecturers, assistant lecturers, and department heads from nine CTEs (Hossana, Adwa, Mettu, Shambo, Gondar, Dessie, Hawassa, Dr. Abdulmejid Hussien [Dr. AH], and Arbaminch CTEs) from the five READ TA Regions and MOE representatives.

The READ TA team led the workshop where the participants finalized the development of the Cognitive Development and Literacy Skills – MT 201 Module. In the workshop, participants were briefed on basic guidelines of module development and how to organize the various components of the module. As the module was intended to provide the foundation for the teaching of reading and writing, theoretical and empirical evidence on effective reading and writing instruction and the changes in the primary school curriculum were reviewed to the participants.

**Table 44. Module Development Workshop–Cognitive Development and Literacy Skills-MT 201**

Organization	Position	Gender		Total
		F	M	
MOE	Expert	—	6	6
CTE	Lecturer	—	9	9
	Assistant Lecturer	—	2	2
	Department Head	1	1	2
READ TA/FSU	National Coordinator	—	1	1
—	International STTA	1	—	1
—	<b>Total</b>	<b>2</b>	<b>19</b>	<b>21</b>

**Conducted a review of draft English version of MT 201.** Following the development of the draft English version of MT 201, selected teacher educators reviewed the draft module from July 1–2, 2014 (**Table 45**) and presented the module in a validation workshop, which was conducted on July 3.

**Table 45. Review of Draft English Version of MT 201**

Language	Position	Gender		Total
		F	M	
Amharic	CTE Lecturer (Gondar)	—	1	1
	CTE Lecturer/Department Head (Dessie)	—	1	1
Tigrinya	CTE Lecturer (Adwa)	—	1	1
Wolayttatto	CTE Lecturer (Arbaminch)	—	1	1
	CTE Lecturer/Department Head (Arbaminch)	—	1	1
Afaan Oromo	CTE Lecturer (Robe)	—	1	1
	CTE Lecturer/Department Head (Shambo)	1	—	1
Other	MOE TD expert	—	1	1
—	<b>Total</b>	<b>1</b>	<b>7</b>	<b>8</b>

**Accomplishment: Developed CTE course Modules 2 and 3 (Teaching Reading and Writing in Primary Schools [TMT 222] and Teaching Speaking and Listening [TMT 224])**

**Conducted syllabus review for Module 2- TMT 222.** Stage 1 of the TMT 222 module development took place from August 18–22, 2014, at the READ TA offices in Addis Ababa where READ TA reading experts worked with seven MT CTE lecturers to review course content, set up guidelines for revision, and develop new content for the TMT 222 module (**Table 46**).

As TMT 222 is a follow up course for MT 201, it was necessary to revise the syllabus for the module. Some of the contents of this module are covered in MT 201 and the syllabus content of TMT 222 did not adequately consider the changes in the primary school curriculum. This required making a revision in the contents and objectives of the syllabus. After the revision of the syllabus, the CTE instructors completed two of the seven chapters throughout the five workshop days.

**Table 46. Syllabus Revision and Development of Module 2-TMT 222**

Organization	Position	Gender		Total
		F	M	
READ TA/FSU	National Coordinator	—	1	1
	Administration Assistant	1	—	1
	Reading expert	1	—	1
	Lecturer (Arbaminch)	—	1	1
	Lecturer/Department Head (Shambo)	1	—	1
—	Lecturer (Bonga)	1	—	1
Ministry of Education	TDP expert	—	1	1
<b>Total</b>		<b>4</b>	<b>3</b>	<b>7</b>

**Developed English language prototypes for Modules 2 and 3 (TMT 222 and TMT 224).** Stage 2 of module development took place from August 25–September 19, 2014, on the FSU Campus in Florida, USA. The FSU technical team developed English language prototypes for Modules TMT 222 and TMT 224.

**Conducted a module development workshop for Modules 2 and 3 (TMT 222 and TMT 224).** Stage 3 of the module development took place from September 29–October 13, 2014, in Addis Ababa (**Table 47**). In the workshop, participants came from 12 CTEs and the MOE finalized development of complete course modules in the English language. The FSU technical team provided support to ensure that evidence-based reading and writing strategies were included in the modules. MOE gender and special education experts also reviewed the draft English modules in view of gender responsive pedagogy and inclusive strategies. READ TA also employed a consultant on teaching speaking and listening to develop the framework for TMT 224.

**Table 47. Module Development Workshop Teaching Writing and Reading in Primary Schools (TMT 222) and Teaching Speaking and Listening in Primary Schools (TMT 224)**

Organization	Language Represented	Position	Gender		Total
			F	M	
MOE		Experts (Curriculum, Gender, Training and TDP)	—	6	6
CTE- Hossana	Hadiyyisa	Lecturer	—	2	2
CTE- Hawassa	Sidaamu AFOO	Lecturer	—	2	2
CTE- Arbaminch	Wolayttatto	Lecturer	—	2	2
CTE- Adwa	Tigrinya	Lecturer	—	1	1
CTE- Abi Adi	Tigrinya	Lecturer	—	1	1
CTE- Bule Hora	Afaan Oromo	Department Head	—	1	1
CTE- Dembi Dollo	Afaan Oromo	Department Head	—	1	1
CTE- Gilgel Beles	Afaan Oromo	Lecturer	—	1	1

Organization	Language Represented	Position	Gender		Total
			F	M	
CTE- Gondar	Amharic	Lecturer	—	2	2
CTE- Dessie	Amharic	Lecturer	—	1	1
CTE- Dr. AH	Af-Somali	Lecturer	—	2	2
CTE- Kebridar	Af-Somali	Lecturer	—	1	1
READ TA/FSU	—	National Coordinator	—	1	1
	—	Admin Assistant	1	—	1
	—	International STTA	1	—	1
<b>Total</b>			<b>2</b>	<b>24</b>	<b>26</b>

***Accomplishment: Developed English version of CTE course Module 4 (Assessing Language Learning and Differentiated Instruction [MT 322])***

READ TA led a module development workshop for Module 4 (Assessing Language Learning and Differentiated Instruction [MT 322]) in Addis Ababa from June 8–26, 2015. Workshop participants included local MT instructors, linguists, gender and inclusion experts, MOE and RSEB representatives, and READ TA staff (**Table 48**). READ TA reading experts worked on the development of a prototype of Module 4 in English that served as the basis for the development of MT 322. A team of 19 participants (three female) engaged in the full development of content, taking into account the cultural and linguistic context of each region, as well as gender and inclusion issues in developing Module 4: MT 322. Before going into the development of course module, the workshop participants were introduced to the major concepts of language learning and differentiated instruction, presented with module development principles, and provided with the development of gender and inclusive responsive materials. This introductory training session provided a platform for the development of the module. Workshop participants were also provided with copies of the primary school curriculum and textbooks in mother tongue (Grades 1–8) and several textbooks published in recent years on assessment and differentiated instruction. Participants discussed the theoretical and empirical evidence on effective assessment techniques and differentiated instruction and were advised on the alignment of module content with the new primary school curriculum.

Workshop participants finalized the draft development of the English version of Module 4. READ TA, for its part, provided technical support to the teams developing the module. The READ TA and MOE gender and special education experts later reviewed the draft module in view of gender responsive pedagogy and inclusive strategies. The English version of Module 4: TMT 322 is currently undergoing revision by READ TA reading experts and will be ready for validation and adaptation into the seven mother tongues in Year 4.

**Table 48. Module Development Workshop–Assessing Language Learning and Differentiated Instruction (MT 322)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Injibara CTE	Lecturer	1	—	1
		Begemidir CTE	Lecturer	—	1	1
Tigray	Tigrinya	Adwa CTE	Lecturer	—	2	2
		Abi Adi CTE	Lecturer	—	1	1
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer	—	1	1

Region	Language	Organization	Position	Gender		Total
				F	M	
			Department Head	—	1	1
	Hadiyyisa	Hossana CTE	Lecturer	—	2	2
	Sidaamu Afoo	Hawassa CTE	Lecturer	—	3	3
Oromia	Afaan-Oromo	Chiro CTE	Lecturer	—	1	1
		Nekemete CTE	Department Head	—	1	1
Addis Ababa	—	MOE	Mother Tongue officer	1	—	1
			Senior Gender Expert	1	—	1
READ TA/FSU			National Coordinator	—	1	1
			Admin Assistant	1	—	1
			International STTA	1	—	1
<b>Total</b>				<b>5</b>	<b>14</b>	<b>19</b>

**Accomplishment: Revised English and MT versions of Module 1 (Cognitive Development and Literacy Skills [MT 201])**

As part of the process of investigating the quality and effectiveness of the new course modules, READ TA conducted M&E on Module 1 (MT 201) implementation using student focus groups, instructor surveys and focus groups, and classroom observations. Based on findings of the M&E of Module 1 (MT 201), the READ TA team conducted a series of workshops in Addis Ababa to review and revise the module in English and in the seven MTs.

**Conducted revision workshop for English version of MT 201.** A total of 27 participants (three female) revised the English version of the Module 1 (MT 201) with support from the READ TA team of reading and curriculum development experts from May 27–June 6, 2015, at the READ TA office in Addis Ababa. Workshop participants included CTE instructors and MOE and READ TA reading and curriculum specialists (**Table 49**). The revision of the English Version of the module attempted to address the issues found in the M&E of module implementation (see 4.2.3 for details on M&E) that workshop participants were briefed about. Participants who taught the course also presented their own experiences and identified major areas of needed revision.

**Table 49. Revision of English Version of Module 1–Cognitive Development and Literacy Skills**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Dessie CTE	Lecturer	—	1	1
		Debrebirhan CTE	Lecturer	—	1	1
Tigray	Tigrinya	Adwa CTE	Lecturer	—	1	1
		Abi Adi CTE	Assistant Lecturer	—	1	1
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer	—	2	2
			Department Head			
	Hadiyyisa	Hossana CTE	Lecturer	—	2	2

Region	Language	Organization	Position	Gender		Total
				F	M	
	Sidaamu Afoo	Hawassa CTE	Lecturer	—	2	2
Oromia	Afaan-Oromo	Shambu CTE	Lecturer	1	—	1
		Metu CTE	Language Stream Head	—	1	1
Somali	Af-Somali	Dr. AH CTE	Assistant lecturer	—	2	2
—	—	MOE	Experts (Language, MT, Training and SNE)	—	4	4
SNNPR	Hadiyyisa	READ TA/RTI	Reading and Curriculum Specialist	—	1	1
READ TA/FSU			National Coordinator	—	1	1
			Admin Assistant	1	—	1
			International STTA	1	—	1
<b>Total</b>				<b>3</b>	<b>19</b>	<b>22</b>

**Conducted Revision Workshop for Adapted MT Versions of Module 1 (MT 201).** Following the revision of the English version of Module 1, the READ TA team conducted a workshop in Addis Ababa to revise the adapted version of Module 1: MT 201– Cognitive Development and Literacy Skills. Thirty-five participants (six female) representing the seven MTs from CTEs, MOE, and READ TA revised significant portions of the MT versions of the module from June 15–30, 2015. With support from READ TA reading and curriculum development experts, participants addressed issues found during the M&E of module implementation (*Table 50*).

The revision of Module 1 in the seven MTs was, however, not completed by the end Year 3 as the revision workshop will be concluded during the first four days of Year 4 (July 2015).

**Table 50. Revision of Adapted Versions of Module 1 in Seven MTs (MT 201)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Debrebirhan CTE	Lecturer	1	—	1
		Woldia CTE		1	—	1
		Debremarkos CTE		—	1	1
		Gondar CTE		—	1	1
Tigray	Tigrinya	Adwa CTE	Lecturer	—	2	2
		Abi Adi CTE	Assistant Lecturer	—	2	2
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer, Assistant Lecturer, Department Head	—	3	3
	Hadiyyisa	Hossana CTE	Lecturer	—	3	3
	Sidaamu Afoo	Hawassa CTE	Lecturer	—	3	3
Oromia	Afaan-Oromo	Jimma CTE	Lecturer	—	1	1

Region	Language	Organization	Position	Gender		Total
				F	M	
		Oromia Education Bureau	Language expert	—	1	1
		Metu CTE	Language Stream Head	—	1	1
		NekeMTe CTE	Lecturer	—	1	1
Somali	Af-Somali	Dr. AH CTE	Assistant Lecturer	—	3	3
		Kebridar CTE	Lecturer	1	—	1
—	Afaan Oromo	READ TA/RTI	Reading and Curriculum Specialist	—	1	1
	Amharic			—	1	1
	Tigrinya			—	1	1
	Hadiyyisa			—	1	1
	Sidaamu Afoo			—	1	1
	Wolayttatto			1	—	1
	Af-Somali			—	1	1
READ TA/FSU			National Coordinator	—	1	1
			Admin Assistant	1	—	1
			International STTA	1	—	1
<b>Total</b>				<b>6</b>	<b>29</b>	<b>35</b>

***Accomplishment: Involved stakeholders in planning pre-service teacher education activities***

**Conducted consultative meeting with CTE deans.** A consultative meeting with CTE deans about planned activities with CTEs was held on October 24, 2014, in Addis Ababa (**Table 51**). The objective of the meeting was to discuss the development of the pre-service teacher education curriculum and ways to support capacity building of teacher educators at the regional level.

During the meeting, areas of concern for further considerations were deliberated upon, including the support of CTE instructors with disabilities, female instructors, and the selection of relevant participants for each of the READ TA module development and training workshops. CTE deans from all regions of Ethiopia were invited to attend the consultative meeting, which also included the READ TA team and representatives from the MOE, RSEBs, and ZEDs. Although invitations were extended to all CTE deans, only one third of all CTEs were represented at the meeting.

**Table 51. Participants of the Consultative Meeting with CTE Deans**

Region	Language	Organizations	Position	Gender		Total
				F	M	
Afar		Semera University	Lecturer	—	1	1
Amhara	Amharic	CTE–Finote Selam	Dean	—	1	1
		CTE–Debretabor	Dean	—	1	1
		CTE–Debrebirhan	Dean	—	1	1
		CTE–Dessie	Dean	—	1	1
Addis Ababa	—	MOE	TDP Expert	—	2	2
			Gender Expert	—	1	1
	Wolayttatto	CTE–Arbaminch	Vice Dean	—	1	1
		RSEB	TDP Expert	—	1	1

Region	Language	Organizations	Position	Gender		Total
				F	M	
SNNPR		CTE–Hossana	Dean	—	1	1
	Sidaamu Afoo	CTE–Hawassa	Dean	—	1	1
		ZED	TDP Coordinator	—	1	1
	Wolayttatto	CTE	Vice Dean	—	1	1
	Hadiyyisa	ZED	TDP Coordinator	—	1	1
Tigray	Tigrinya	CTE–Adwa	Vice Dean	—	1	1
		RSEB	TDP	—	1	1
		CTE	Dean	—	1	1
READ TA			FSU Coordinator	—	1	1
			FSU Admin Assistant	1	—	1
			FSU STTA	1	—	1
<b>Total</b>				<b>2</b>	<b>19</b>	<b>21</b>

#### IR 4.1.2. Regional Adaptation of course Materials/Modules in Seven MTs

##### ***Accomplishment: Adapted the National Curriculum for Pre-service MT Teacher Education Program into seven MTs***

Following the validation of the English version of National Curriculum for Pre-service MT Teacher Education Program, a workshop was held in Addis Ababa from July 7–17, 2014, for the regional adaptation of the thirteen syllabi into seven MTs. The READ TA team collaborated with the MOE, RSEBs, Zones, CTE lecturers, and MT specialists to finalize the adaptation of the National Curriculum for Pre-Service MT Teacher Education Program into seven MTs. Workshop participants included at least five participants for each of the seven MTs.

##### ***Accomplishment: Adapted pre-service course Module 1 (MT 201) to seven MTs***

**Conducted workshop for regional adaptation of the English version of Module 1–Cognitive Development and Literacy Skills (TMT 201).** Following the validation of the English version of the module, a workshop was held in Addis Ababa from July 7–17, 2014, for the regional adaptation of Module1 (MT 201). The workshop also helped accomplish the adaptation of the national pre-service education curriculum described above. The READ TA team, in collaboration with the MOE, RSEBs, Zones, CTE lecturers and MT specialists, finalized the adaptation of the module into seven MTs. Workshop participants included at least five participants for each of the seven MTs (**Table 52**).

**Table 52. Workshop for Regional Adaptation of English Version Module 1 (MT 201) and National Curriculum for Pre-Service MT Teacher Education Program**

Region	Representation	Position	Gender		Total
			F	M	
MOE	MOE	TPD Expert	—	1	1
		Gender Expert	1	—	1
		Special Needs Education Expert	—	1	1
		Expert (Training & TDP)	—	5	5
Tigray	RSEB	Curriculum Performer	—	2	2
	CTE	Lecturer (Abadi and Adwa)	—	3	3

Region	Representation	Position	Gender		Total
			F	M	
Oromia	RSEB	Language Expert	—	1	1
	CTE	Lecturer (Jimma and NekeMTe)	—	3	3
		Department Head (Mettu)	—	1	1
		Lecturer/Department Head (Shambo)	1	—	1
Amhara	RSEB	Language Expert	—	1	1
	CTE	Lecturer (Gondar, D/Berhan and	—	4	4
	CTE	Department Head/Lecturer	—	1	1
Somali	RSEB	Curriculum Expert	—	1	1
	CTE	Lecturer (Kebridhar and Dr. AH)	—	4	4
	CTE	Assistant Lecturer (Dr. AH)	—	1	1
SNNPR	ZED-Wolayita	Curriculum Expert	—	1	1
		Teacher	—	1	1
	CTE-Wolayita	Lecturer (Arbaminch)	—	2	2
		Assistant Lecturer (Arbaminch)	—	1	1
		Department Head/Lecturer (Arbaminch)	—	1	1
	ZED-Hadiya	Language Expert	—	1	1
	CTE-Hadiya	Lecturer (Hossana)	—	3	3
		Assistant Lecturer (Hossana)	—	1	1
		Language Expert (Hossana)	—	1	1
	ZED-Sidama	Language Expert	—	1	1
		Teacher	—	1	1
	CTE-Sidama	Lecturer (Hawassa)	—	2	2
		Assistant Lecturer (Hawassa)	—	2	2
<b>Total</b>			<b>2</b>	<b>47</b>	<b>49</b>

**Conducted a review of the regionally adapted “Cognitive Development and Literacy Skills – TMT 201” Module and National Curriculum for Pre-Service MT Teacher Education Program.** Following the adaptation workshop, FSU led a revision process in Addis Ababa from July 18–22, 2014, for the adapted “Cognitive Development and Literacy Skills–MT 201” Module and National Curriculum for Pre-Service MT Teacher Education Program (**Table 53**). Workshop participants comprised of CTE lecturers and Regional MT Specialists, performed a thorough review to ensure changes and recommendations were appropriately incorporated and readied the documents for validation.

**Table 53. Review of Module 1 (Cognitive Development & Literacy Skills-MT 201)**

Language	Position	Gender		Total
		F	M	
Amharic	CTE Lecturer (Gondar)	—	1	1
	CTE Lecturer (Debere Berhan)	—	1	1
Tigrinya	Regional Education Bureau Expert (Mekelle)	—	1	1
Sidaama Afoo	CTE Lecturer (Hawassa)	—	2	2
Wolayttatto	CTE Lecturer (Arbaminch)	—	1	1
	CTE Lecturer/Department Head (Arbaminch)	—	1	1

Language	Position	Gender		Total
		F	M	
Afaan Oromo	CTE Lecturer (Jimma)	—	1	1
	CTE Lecturer/Department Head (Shambo)	1	—	1
Hadiyyisa	Lecturer (Hossana CTE)	—	1	1
	Lecturer (Hossana CTE)	—	1	1
	Hadiya Zone Education Office Expert	—	1	1
Af Somali	Lecturer (Dr. AH)	—	2	2
Other	MOE Teachers' Development Expert	—	1	1
<b>Total</b>		<b>1</b>	<b>14</b>	<b>15</b>

**Accomplishment: Adapted pre-service course Modules 2 and 3 (Teaching Writing and Reading in Primary Schools (TMT 222) and Teaching Speaking and Listening in Primary Schools (TMT 224) to seven MTs**

**Conducted workshop for regional adaptation of Modules 2 and 3.** Following the validation and revision of the English version of TMT 222 and TMT 224, a regional adaptation workshop of Modules 2 and 3 into seven MTs was held from November 3–15, 2014, in Addis Ababa. READ TA worked with the MOE, RSEBs, Zones, CTE Lecturers, and MT Specialist to finalize the adaptation of Modules TMT 222 and TMT 224 for the pre-service MT teacher education program into seven MTs. Workshop participants included teacher educators and regional or zonal TDP experts from each of the seven MTs (*Table 54*).

**Table 54. Workshop for the Regional Adaptation of Modules 2 & 3 (TMT 222 and TMT224)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	CTEs: Gonder, Debre Markos, Dessie, Finote selam, Begemidir, and Debre Birhan,	Lecturer	4	6	10
SNNPR	Hadiyyisa	CTE–Hossana	Lecturer	—	4	4
		Hadiya Zone Education Office	Teacher	—	2	2
			TDP Coordinator	—	1	1
			TDP Coordinator	—	1	1
		RSEB	Expert	1	—	1
	Hawassa University	Lecturer	—	4	4	
		Assistant Lecturer	—	—	2	
	Wolayttatto	CTE–Arbaminch	Lecturer	—	2	2
			Assistant Lecturer	—	1	1
		Wolaita Sodo University	Assistant Lecturer	—	2	2
Teacher			—	1	1	
Somali	Af-Somali	CTE–Kebridaher	Lecturer	—	1	1
			Assistant Lecturer	—	1	1
			Lecturer	—	2	2

Region	Language	Organization	Position	Gender		Total
				F	M	
		CTE-Dr. AH	Assistant Lecturer	—	2	2
Oromia	Affan Oromo	CTEs – Jmma, Chiro, NekeMT, Adola, Sebeta, and Asela	Lecturer	1	5	6
		RSEB	TDP Expert	—	1	1
Tigray	Tigrinya	CTE-Abbi addi	Lecturer	—	2	2
			Assistant Lecturer	—	1	1
		Mekele University	Lecturer	—	1	1
		CTE-Adwa	Lecturer	—	2	2
		RSEB	Case Manager	—	1	1
Addis Ababa	Amharic	MOE	Experts (Gender, TDP and Training)	1	2	3
READ TA			FSU National Coordinator	—	1	1
			FSU Admin Assistant	1	—	1
<b>Total</b>				<b>8</b>	<b>48</b>	<b>56</b>

**Conducted a review of adapted modules (TMT 222 and TMT 224) by MT linguists.** Following the completion, validation, and adaptation of Modules 2 and 3 (TMT 222 and TMT 224), all MT texts were sent to 12 MT linguists of relevant language expertise for further review (*Table 55*). This was conducted from November 17–21, 2014.

**Table 55. Review of Adapted Modules (TMT 222 & 224) by MT Linguists**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Bahir Dar University	Language Expert and READ TA Consultant	—	1	1
		READ TA Consultant	Language Expert	—	1	1
Oromia	Afaan Oromo	Ambo University	Lecturer	—	1	1
SNNPR	Wolayttatto	Wolaita Sodo University	Assistant Lecturer	—	2	2
	Sidaamu Afoo	CTE-Hawassa	Lecturer	—	1	1
		Hawassa University	Lecturer	—	1	1
	Hadiyyisa	CTE-Hossana	READ TA Consultant	—	1	1
Somali	Af-Somali	Jigjiga University	Lecturer and READ TA Consultant	—	2	2
Tigray	Tigrinya	CTE-Adwa	Lecturer	—	2	2
<b>Total</b>				<b>—</b>	<b>12</b>	<b>12</b>

**Finalized adaptation of Modules 2 and 3 (TMT 222 and TMT 224) in seven MTs.** After the review of modules TMT 222 and TMT 224 by linguists in each of the seven MTs, a team of CTE instructors,

under the guidance of READ TA reading experts, finalized the two modules in English and seven MTs to ready them for the validation from November 20–24, 2014, in Addis Ababa (**Table 56**).

**Table 56. Finalizing Adaptation of Modules 2 and 3 (TMT 222 & 224) in 7 MTs**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	CTE–Woldiya	Lecturer	—	1	1
		CTE–Gondar	Lecturer	—	1	1
Oromia	Afaan Oromo	CTE–Sebeta	Lecturer	—	1	1
		CTE–NekeMTe	Department Head	—	1	1
		CTE–Chiro	Department Head	—	1	1
		CTE–Adola	Lecturer	—	1	1
SNNPR	Wolayttatto	CTE–Arbaminch	Department Head	—	1	1
			Lecturer	—	1	1
	Sidaamu Afoo	CTE–Hawassa	Lecturer	—	2	2
	Hadiyyisa	CTE–Hossana	Lecturer	—	2	2
Somalia	Af-Somali	CTE–Kebridar	Assistant Lecturer	—	1	1
		CTE–Dr. AH	Lecturer	—	1	1
Tigray	Tigriniya	CTE–Abi Adi	Assistant Lecturer	—	2	2
		Adigrat University	Lecturer	—	1	1
		CTE–Adwa	Assistant Lecturer	—	1	1
READ TA			FSU National Coordinator	—	1	1
			FSU Admin Assistant	1	—	1
			FSU International STTA	1	—	1
<b>Total</b>				<b>2</b>	<b>19</b>	<b>21</b>

#### IR 4.1.3 Validation of CTE Course Materials/Modules

##### ***Accomplishment: Validated National Curriculum for Pre-Service MT Teacher Education***

READ TA organized a workshop to validate the National Curriculum for the Pre-Service MT Teacher Education Program in Addis Ababa from July 23–25, 2014, which was also accompanied by validation of the MT versions of Module 1. Workshop participants included representatives from the MOE, RSEBs, Zones, TPD Experts, MTTF members, and CTE MT lecturers for each MT. Validation of the National Curriculum for Pre-Service MT Teacher Education Program was finalized throughout the duration of the workshop (**Table 57**).

##### ***Accomplishment: Validated English and regionally adapted MT versions of Module 1 (Cognitive Development and Literacy Skills – MT 201)***

**Conducted validation workshop for the English version of Module 1 (MT 201).** READ TA held a workshop in Addis Ababa on July 3, 2014 to validate Module 1. Workshop participants included representatives from the MOE, RSEBs, Zones, TPD experts, and CTE lecturers. Participants validated the module in terms of its responsiveness to the changes in the primary school curriculum.

**Table 57. Validation Workshop for the English Version of Module 1 (MT 201)**

Organization	Position	Gender		Total
		F	M	
MOE	Director – Curriculum Development and Implementation Directorate	—	1	1
	English Program production expert	—	1	1
	Curriculum expert	—	1	1
RSEB Somali	TDP expert	—	1	1
CTE – SNNPR	Lecturer (Hossana, Hawassa, and Arbaminch)	—	5	5
	Assistant Lecturer (Hawassa, and Arbaminch)	—	3	3
CTE – Oromia	Lecturer (Jimma)	—	1	1
CTE – Amhara	Lecturer (Woldiya and Begemidir)	—	2	2
<b>Total</b>		—	<b>15</b>	<b>15</b>

**Conducted validation workshop for regionally adapted MT versions of Module 1 (MT 201).** A validation workshop for the regionally adapted “Cognitive Development and Literacy Skills – MT 201” module was held in Addis Ababa from July 23–25, 2014 (**Table 58**). Workshop participants included representatives from the MOE, RSEBs, Zones, TPD experts, MTTF members, and CTE MT lecturers for each MT. Despite time constraints the validation of the module was finalized within the duration of the workshop.

**Table 58. Validation Workshop for Regionally Adapted MT versions of Module 1 (MT 201)**

Region	Language	Organization	Position	Gender		Total	
				F	M		
		MOE	Experts (Gender, ICT, Language, Inclusive Education and SIP)	1	5	6	
		MOE					
Somali	Af Somali	RSEB	TDP	—	1	1	
		CTE – Kebridhar	Lecturer	—	2	2	
Amhara	Amharic	RSEB	Core process owner	—	2	2	
			Gender expert	—	1	1	
			ICT head	—	1	1	
		CTE – Finoteselam, Woldiya & DebreMarkos	Lecturer	—	3	3	
SNNPR		RSEB	Gender expert	—	1	1	
			TDP expert	—	1	1	
			Language expert	1	—	1	
			Curriculum Rep.	—	1	1	
			SNE Expert	—	2	2	
	Wolayttatto	ZED		Gender expert	1	—	1
				Curriculum expert	—	1	1
				TELD	—	1	1
				Language expert	—	1	1
				Lecturer	—	3	3

Region	Language	Organization	Position	Gender		Total	
				F	M		
	Sidaamu Afoo	University – Wolayita	Assistant Lecturer	—	1	1	
		ZED	Gender expert	1	—	1	
			Curriculum expert	1	—	1	
			Curriculum Coordinator	—	1	1	
	Hadiyyisa	ZED	TDP expert	—	1	1	
			Gender expert	—	1	1	
			Language Expert	—	1	1	
			Training expert	—	1	1	
		CTE – Hossana	Hawassa University	Curriculum expert	—	1	1
				Lecturer	—	1	1
			Department head	—	1	1	
				Lecturer	—	1	1
Oromia	Afaan Oromo	RSEB	TDP expert	—	2	2	
			Curriculum head	—	1	1	
			Curriculum expert	—	1	1	
			Lecturer	—	1	1	
		CTE – Assela, Robe, Chiro	Lecturer	—	3	3	
Tigray	Tigrinya	RSEB	TDP Expert	—	1	1	
			TDP focal person	—	1	1	
			Special Needs Expert	—	1	1	
		CTE – Abadi	Lecturer	—	3	3	
		CTE – Adwa	Vice Dean	—	1	1	
<b>Total</b>				<b>5</b>	<b>51</b>	<b>56</b>	

**Accomplishment: Validated English and regionally adapted MT versions of Modules 2 and 3 (TMT 222 and TMT 224)**

**Conducted validation workshop for English version of Modules 2 and 3 (TMT 222 and 224).**

READ TA held a validation workshop for Modules 2 and 3 (Teaching Writing and Reading in Primary Schools [TMT 222] and Teaching Speaking and Listening in Primary Schools [TMT 224]) from October 20–23, 2014, in Addis Ababa (**Table 59**). Workshop participants included representatives from the MOE, RSEBs, Zones, TPD experts, and CTE lecturers.

**Table 59. Validation Workshop for the English Version of Modules 2 and 3 (TMT 222 and TMT 224)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Addis Ababa		MOE	Experts (TDP, Training, Language, and Curriculum)	—	6	6
Amhara	Amharic	CTE – Debremarkos, Gondar and Debberirhan	Lecturer	1	4	5
Oromia	Afaan Oromo	CTE – Fiche, Robe	Lecturer	—	2	2
		RSEB	Training Expert	—	1	1
SNNPR	Wolayttatto	CTE – Arbaminch	Dept. Head	—	1	1
			Lecturer	—	1	1

Region	Language	Organization	Position	Gender		Total
				F	M	
		Wolayta Sodo University	Lecturer	1	4	5
		RSEB	TDP expert	—	1	1
		Zonal Education Office	TDP expert	—	1	1
	Hadiyyisa	CTE – Hossana	Lecturer	—	1	1
		ZED	TDP Expert	—	1	1
	Sidaamu Afoo	Hawassa University	Lecturer	—	1	1
CTE – Hawassa		Lecturer	—	2	2	
Somali	Af-Somali	CTE – Kebridahar	Lecturer	—	2	2
		CTE – Dr. AH	Lecturer	—	2	2
		RSEB	TDP Coordinator	—	1	1
Tigray	Tigrinya	RSEB	Case Manager	—	1	1
		CTE – Adwa	Lecturer	—	1	1
		CTE – Abi Adi	Lecturer	—	2	2
READ TA		FSU	National Coord.	—	1	1
			Admin. Assist.	1	—	1
			Int. STTA	1	—	1
<b>Total</b>				<b>4</b>	<b>36</b>	<b>40</b>

**Conducted validation workshop for regionally adapted Modules 2 and 3 in the seven MTs.** A validation workshop for the regionally adapted Modules 2 and 3 (TMT 222 and TMT 224) was held from November 26–29, 2014 in Addis Ababa (**Table 60**). Workshop participants included Regional or Zonal MTTF members; representatives from the MOE, RSEBs, and Zones; TPD experts, and CTE MT lecturers for each MT. READ TA provided a checklist and protocols for review of the two modules considering the cultural and linguistic relevance of their content.

**Table 60. Validation Workshop for Adapted Modules 2 and 3 (TMT 222 and TMT 224) in 7 MTs**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	RSEB	Curriculum Deputy Head	1	—	1
			Expert (Curriculum and Language)	—	3	3
		CTEs: Woldiya, Debremarkos, Debre birhan, Gondar, Dessie	Lecturer	1	4	5
		ZED	Taskforce leader	—	1	1
SNNPR	Hadiyyisa	CTE Hosana	Lecturer	—	6	6
		Hossana High School	Teacher	1	—	1
	Sidaamu Afoo	CTE Hawassa	Lecturer	—	3	3
		RSEB	Implementer	—	1	1
			Coordinator	—	2	2
	High school	Teacher	—	1	1	

Region	Language	Organization	Position	Gender		Total	
				F	M		
		ZED	TDP Coordinator	—	1	1	
			Curriculum	1	—	1	
			Gender expert	1	—	1	
	Wolayttatto	University: Wolayta Sodo, Arba Minch	Lecturer	—	3	3	
			Deputy Head	—	2	2	
		RSEB	TDP expert	—	1	1	
Tigray	Tigrinya	CTE – Abbi addi, Adwa, Agu	Lecturer	—	5	5	
			RSEB	Task Force	—	1	1
				Case manager	—	1	1
				Expert (Gender, Inclusive Education and Language)	1	1	2
Somali	Af-Somali	CTE – Kebridehar, Jijjiga, Dr. AH	Instructor	—	4	4	
			Teacher	—	1	1	
		RSEB	Case Coordinator	—	1	1	
			Training help	—	1	1	
Oromia	Afaan Oromo	CTE Sebeta, Chiro, Hora, Fitcha, Assela	Lecturer	—	6	6	
			RSEB	Task Force	—	2	2
		Expert(TDP and Curriculum)		—	2	2	
Addis Ababa		MOE	Experts (Language, Gender, Training and TDP)	2	4	6	
			TELD Directorate Director	1	—	1	
			Gender Director	1	—	1	
<b>Total</b>				<b>10</b>	<b>57</b>	<b>67</b>	

**Conducted a review of the English version of Modules 2 and 3 (TMT 222 and TMT 224).** Once the English versions of TMT 222 and TMT 224 were completed and validated, the CTE instructor teams worked under the guidance of READ TA reading experts to review and revise the English version, taking into account the comments, edits, and recommendations made by the reviewers during the validation workshop (

**Table 61).** The task was conducted from October 24–27, 2014 in Addis Ababa.

**Table 61. Review of the English Version of Modules 2 and 3 (TMT 222 and TMT 224)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Addis Ababa		MOE	Expert s(TD and Curriculum)	—	2	2
Amhara	Amharic	CTE–Gondar, Debrebirhan	Lecturer	—	2	2
Oromia	Afaan Oromo	CTE – Fiche	Lecturer	—	1	1
SNNPR	Wolavttatto	CTE – Arbaminch	Lecturer	—	2	2
	Hadiyyisa	CTE – Hossana	Lecturer	—	1	1
	Sidaamu Afoo	Hawassa University	Lecturer	—	1	1
	Wolayttatto	Wolaita Sodo University	Lecturer	1	—	1
Somali	Af-Somali	CTE – Kebridar, Dr. AH	Lecturer	—	2	2
Tigray	Tigriniya	CTE – Adwa, Abi Adi	Lecturer	—	2	2
READ TA			FSU National Coord.	—	1	1
			FSU Admin. Assistant	1	—	1
			FSU STTA	1	—	1
<b>Total</b>				<b>3</b>	<b>14</b>	<b>17</b>

## IR 4.2 Train Teacher Educators to Teach Reading and Develop Reading Teachers

### IR 4.2.1 Develop Training Materials in English Language for MT Instructor Training on Each New Module

**Accomplishment:** *Developed training materials for the validated Modules 1, 2, and 3 (MT 201, TMT 222, and TMT 224) in English and seven MTs*

A training materials development workshop was conducted in Addis Ababa from July 26–August 4, 2014 to develop instructional resources and training manuals for Module 1 (MT 201) in English and seven MTs. Together with READ TA, workshop participants from nine CTEs and the MOE developed training manuals, identified videos to be used during the training, and practiced demonstrating reading and writing concepts (**Table 62**). The FSU technical team supported workshop participants in finalizing the development of training materials for the “Cognitive Development and Literacy Skills – MT 201” module. Conversely, training materials for Modules 2 and 3 (TMT 222 and TMT 224) were developed by READ TA reading experts for use in the pre-service teacher educators training workshop.

### IR 4.2.2 Train CTE Teacher Educators

**Accomplishment:** *Trained CTE Instructors and the MOE, RSEB, and ZEDs on Module 1 (MT 201)*

**Trained Co-facilitators for training teacher educators on Module 1 (MT 201).** In preparation to the training of teacher educators on Module 1 (MT 210), READ TA organized a TOT for 13

participants (1 female) from CTEs and MOE August 4–6, 2014 (**Table 62**). The workshop also served as a venue to prepare training materials for the training of Module 1.

**Table 62. Training of Co-Facilitators to Assist on Training Module 1 (MT 201) and Prepare Training Materials**

Organization (Region)	Position	Gender		Total
		F	M	
MOE	Expert (Training and TDP)	—	2	2
CTE – Hawassa(SNNPR)	Assistant Lecturer	—	1	1
CTE – Adwa (Tigray)	Lecturer	—	1	1
CTE – Mettu (Oromia)	Department Head	—	1	1
CTE – Shambo (Oromia)	Department Head/Lecturer	1	—	1
CTE – Gondar (Amhara)	Lecturer	—	2	2
CTE – Debrebrhan (Amhara)	Lecturer	—	1	1
CTE – Hossana(SNNPR)	Lecturer	—	1	1
CTE – Dr. AH (Somali)	Lecturer	—	1	1
CTE – Arbaminch (SNNPR)	Lecturer	—	2	2
READ TA/FSU	STTA, Natl. Coord., Admin. Asst.	6	1	7
<b>Total</b>		<b>7</b>	<b>13</b>	<b>20</b>

**Trained teacher educators on Module 1– Cognitive Development and Literacy Skills (MT 201).**

An awareness training workshop was conducted in Addis Ababa from August 7–15, 2014, for 189 participants, which included representative of the MOE, RSEBs, ZEDs and CTE lecturers (**Table 63**). The first part of the workshop aimed at familiarizing participants with the New Primary MT Program, the five components of reading and writing, gender equity, inclusion issues, icons in the Grades 1–4 SBs and Grades 5–8 syllabi. The participants were also introduced to the new CTE MT course breakdown and 13 syllabi, which were included in the National Curriculum for Pre-Service MT Teacher Education Program. The changes in the MT Teacher Education Program and their implication in the roles of teacher educators were also discussed.

The second part of the workshop was co-facilitated by FSU reading experts and selected MT instructors representing seven MTs and 36 CTEs and consisted of direct training sessions on the implementation of “Cognitive Development and Literacy Skills – MT 201” module. One-hundred-eighty CTE instructors and zonal, regional and MOE experts completed the training on the implementation of Module 1 during the workshop and were awarded completion certificates.

**Table 63. Training Workshop on Cognitive Development and Literacy Skills (MT 201)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Somali	Af Somali	CTE – Kebridhar and Dr. AH	Lecturer	1	8	9
	Amharic	CTE – Dr. AH	Lecturer	1	1	2
<b>Total</b>				<b>2</b>	<b>9</b>	<b>11</b>
Oromia	Afaan Oromo	RSEB	Training		1	1
		CTEs – Jimma, Robe, NekeMTe, Assela, Shambo,	Lecturer	6	35	41

Region	Language	Organization	Position	Gender		Total
				F	M	
		Fitche, Mettu, Sebeta,	Department Head	1	2	3
<b>Total</b>				<b>7</b>	<b>38</b>	<b>45</b>
Amhara	Amharic	RSEB	Expert	1		1
		CTEs – D/Markos, Gondar, D/Birhan, Dessie, Woldiya Fnoteselam, Begemidir, Kemissie, Sekota	Lecturer	6	34	40
<b>Total</b>				<b>7</b>	<b>34</b>	<b>41</b>
Tigray	Tigrinya	RSEB	TDP Expert	—	1	1
		CTE – Adwa, Abi adi	Lecturer	—	14	14
			Vice Dean	—	1	1
<b>Total</b>				<b>0</b>	<b>16</b>	<b>16</b>
SNNPR	Wolayttatto	RSEB	TDP Expert	—	1	1
		ZED – Wolayita	TELD	—	1	1
		CTE – Arbaminch	Lecturer	—	4	4
	Sidaamu Afoo	ZED – Sidama	Language and TDP expert	—	2	2
		CTE – Hawassa	Language expert	—	1	1
	Lecturer		—	7	7	
	Hadiyyisa	ZED – Hadiya	Training expert	—	1	1
		CTE – Hossana	Lecturer	—	5	5
	Amharic	CTE – Arbaminch, Dilla, Hossana, Bonga, Hawassa	Lecturer	9	16	25
Assistant Lecturer			3	3	6	
<b>Total</b>				<b>12</b>	<b>41</b>	<b>53</b>
Gambella	Amharic	CTE –Gambella	Lecturer	1	4	5
<b>Total</b>				<b>1</b>	<b>4</b>	<b>5</b>
Harari	Afaan Oromo	CTE – Harar	Lecturer	—	1	1
<b>Total</b>				<b>0</b>	<b>1</b>	<b>1</b>
Afar	Amharic	CTE – Asayita	Lecturer	1	2	3
<b>Total</b>				<b>1</b>	<b>2</b>	<b>3</b>
Benshangul-Gumuz	Amharic	CTE – GilgelBeles	Lecturer	1	1	2
<b>Total</b>				<b>1</b>	<b>1</b>	<b>2</b>
Addis Ababa		MOE	Experts	3	8	11
			Director-Curriculum Development		1	1
			<b>Total</b>	<b>3</b>	<b>9</b>	<b>12</b>
			<b>Grand Total</b>	<b>34</b>	<b>155</b>	<b>189</b>

**Accomplishment: Trained CTE Instructors, MOE, RSEB and ZEDs on Module 2 and 3 (TMT 222 and TMT 224)**

**Trained co-facilitators for training teacher educators on Modules 2 and 3 (TMT 222 and 224).** Similar to preparations for the teacher educator training for Module 1, to prepare for the training of teacher educators on Modules 2 and 3, READ TA led a training of co-facilitators one week prior to the actual training workshop (December 5–7, 2014) in Addis Ababa (**Table 64**). The training prepared the MT co-facilitators to conduct the training activities for their relevant MT.

**Table 64. Training of Co-Facilitators to Assist on Training of Modules 2 and 3 (TMT 222 and 224)**

Organization (Region)	Position	Gender		Total
		F	M	
MOE	TDP Expert	—	2	2
CTE – Hawassa (SNNPR)	Assistant Lecturer	—	1	1
CTE – Adwa (Tigray)	Lecturer	—	1	1
CTE – Mettu (Oromia)	Department Head	—	1	1
CTE – Shambo (Oromia)	Department Head / Lecturer	1	—	1
CTE – Gondar (Amhara)	Lecturer	—	2	2
CTE – Deberebirhan (Amhara)	Lecturer	—	1	1
CTE – Hossana (SNNPR)	Lecturer	—	1	1
CTE – Dr. AH (Somali)	Lecturer	—	1	1
CTE – Arbaminch (SNNPR)	Lecturer	—	2	2
FSU	STTA, National Coordinator, Admin	6	1	7
<b>Total</b>		<b>7</b>	<b>13</b>	<b>20</b>

**Trained teacher educators on Modules 2 and 3 (TMT 222 and TMT 224).** The training workshop for Modules 2 and 3 (TMT 222 and TMT 224, respectively) was conducted in Addis Ababa December 8–18, 2014, and co-facilitated by 22 CTE MT instructors (**Table 65**). The training was conducted in English and the seven MTs with the objective to prepare the MT pre-service teacher educators to teach and implement each of the modules developed in English and the seven MTs at CTEs in all regions in alignment with the new primary curriculum.

The 208 workshop participants (45 female), who were selected in consultation with the MOE, RSEBs, and CTEs, were given training manual in English and a relevant MT for Module 2: TMT 222 (211 pages) and Module 3: TMT 224 (200 pages). Training participants were divided into four groups during the training: (1) Amharic, (2) Amharic and Tigriyna, (3) Afaan Oromo and Somali, and (4) SNNPR (**Table 66**).

Activities undertaken during the training included:

- Modeling the instructional activities in English and MT,
- Reviewing resources and research-based approaches to teaching writing and reading in primary schools (TMT 222) and teaching speaking and listening in primary schools (TMT 224) with references made to the five areas of reading included in Module1: MT 201,
- Lectures and PowerPoint presentations,
- Working in small groups and presenting the work done in groups,
- Large group sessions/discussion and question and answer sessions, and
- Daily evaluations.

**Table 65. Training Workshop on Modules 2 and 3 (MT 222 and TMT 224)**

Region	MT	Participants		
		Male	Female	Total
Addis Ababa (Kotebe)	Amharic	4	3	7
Oromia	Afaan Oromo	43	8	51
Amhara	Amharic	71	28	99
Tigray	Tigrinya	15	2	17
SNNPR	Sidaamu Afoo	10	2	12
	Wolayttatto	5	—	5
	Hadiyyisa	3	—	3
Somali	Af-Somali	7	1	8
MOE		5	1	6
<b>Total</b>		<b>163</b>	<b>45</b>	<b>208</b>

**Table 66. Materials Distributed to Participants of the Training Workshop for Modules 2 and 3 (MT 222 and TMT 224)**

Relevant MT	Materials Distributed					
	Module 2 (TMT 222)			Module 3 (TMT 224)		
	Training Manual Copies	English Version Copies	Relevant MT Copies	Training Manual Copies	English Version Copies	Relevant MT Copies
Afaan Oromo	55	55	55	55	55	55
Amharic	106	106	106	106	106	106
Tigrinya	18	18	18	18	18	18
SidaamuAfoo	14	14	14	14	14	14
Wolayttatto	6	6	6	6	6	6
Hadiyyisa	5	5	5	5	5	5
Af Somali	11	11	11	11	11	11
MOE	5	5	5	5	5	5
<b>Total</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>

### IR 4.2.3. Support and Coaching for CTE MT Instructors to Deliver Effective, Evidence- based and Innovative Training in Primary Grades Reading and Writing

#### *Accomplishment: Conducted monitoring and evaluation of Module 1 (MT 201)*

READ TA conducted monitoring and evaluation of each module produced. First, CTE educators and students used the developed and adapted module to teach and learn, respectively, the MT courses. The M&E of module implementation was then conducted during the academic year while the CTEs were in session. A team of MT instructors was trained to apply the data collection methods developed by READ TA to monitor and evaluate the module implementation. MT assessors went to various regions to visit CTEs and observe the instructors teaching. They used classroom observation tools, interviewed instructors, and conducted focus groups with students taking those classes in which the modules were being implemented.

**Trained assessors to conduct M&E of Module 1 implementation.** READ TA conducted a two-day training session from November 10–14, 2014, for a group of nine assessors comprised of MOE and

RSEB representatives and CTE instructors from five regions and seven MTs (**Table 67**). The team of assessors was trained to effectively monitor and evaluate implementation of the first module (MT 201) in selected CTEs. A series of data collection tools were developed to gather pertinent information with regards to the appropriateness of the materials and instructional approaches utilized during the field-test of Module 1: MT 201. The tools included a classroom observation checklist, interview protocols, and survey and focus group discussions with students taking the MT 201 during Fall 2014. The team of assessors was trained to apply the data collection tools and had the opportunity to visit two CTEs in the Oromia region: Fiche and Assela.

**Table 67. Team of Assessors Trained on Conducting M&E on Module 1 (MT 201)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	CTE-DebreMarkos	Lecturer	—	1	1
Oromia	Afaan Oromo	CTE-Fiche	Lecturer	—	1	1
SNNPR	Wolayttatto	CTE-Arbaminch	Lecturer	—	1	1
	Hadiyyisa	CTE-Hossana	Assistant Lecturer	—	1	1
	Sidaamu Afoo	CTE-Hawassa	Assistant Lecturer	—	1	1
Somali	Af-Somali	CTE-Dr.A.H	Lecturer	—	1	1
Tigray	Tigrinya	CTE-Adwa	Lecturer	—	1	1
		CTE-AbiAdi	Lecturer	—	1	1
READ TA			FSU STTA	1		1
<b>Total</b>				<b>1</b>	<b>8</b>	<b>9</b>

**Conducted focus group discussions (FGD) with CTE Instructors teaching TMT 201 in 2014.** READ TA designed and conducted a focus group discussion on December 14, 2014 for CTE instructors who were currently teaching TMT 201 (**Table 68**). Three facilitators and three notetakers took part in gathering data regarding opinions, feelings, and experiences reported by CTE instructors who were implementing Module 1: TMT 201 in all regions.

**Table 68. Focus Group Discussion CTE Instructors Teaching TMT 201 in 2014**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	CTEs: Begimdr, Bonga, Hawassa, Dessie, Hossana, DebreMarkos, Debrebrhan, Sekota, Arbaminch, Woldya, Finoteselam, Gondar	Lecturers	4	14	18
Oromia	Afaan Oromo	CTEs : Jimma Assela Robe Fiche NekeMTe Mettu Adola Chiro Dembi Dollo Shambu Bule-Hora	Lecturers	4	8	12
SNNPR	Wolayttatto		Lecturer	—	—	—
	Hadiyyisa	Hossana CTE		—	1	1
	Sidaamu Afoo	Hawassa CTE		—	2	2
Somali	Af-Somali	Dr. AH CTE	Lecturer	—	1	1

Region	Language	Organization	Position	Gender		Total
				F	M	
Tigray	Tigrinya	Adwa CTE	Lecturer	—	2	2
		Abi Adi CTE		—	1	1
READ TA			FSU STTA	2	—	2
			FSU Coordinator	—	1	1
<b>Total</b>				<b>10</b>	<b>30</b>	<b>40</b>

**Conducted monitoring and evaluation visits at CTEs implementing Module 1.** The seven trained MT assessors visited 14 CTEs in five regions and collected data from January 13 to February 10, 2015 (**Table 69**). Activities carried out during the M&E of Module 1 included focus group interviews in the seven MTs with teacher trainees, observation of classes using the classroom observation checklist, administration of survey/questionnaire to CTE instructors, translation of FGD data from MT into English, and presentation of data in the presence of MOE experts.

**Table 69. Monitoring and Evaluation Visits at CTEs Implementing Module 1**

Assessor's CTE and position	MT	Region	CTEs visited	# of days
DebreBirhan CTE – Lecturer	Amharic	Amhara	Debrebirhan	14
			Dessie	
			Woldia	
Fitcha CTE – Lecturer	Afaan Oromo	Oromia	Jimma	14
			NekeMTe	
			Shambu	
Hossana CTE – Lecturer	Hadiyyisa	SNNPR	Hossana	4
Arbaminch CTE – Lecturer	Wolayttatto		Arbaminch	
Hawassa CTE – Lecturer	Sidaamu Afoo		Hawassa	
Adwa CTE – Lecturer	Tigrinya	Tigray	AbiAdi	10
			Adwa	
Dr. AH CTE – Lecturer	Af-Somali	Somali	Dr. AH	12
			Kebridahar	

**Conducted M&E visit, data sharing workshop.** A workshop was conducted to collect the data gathered by the seven MT assessors (all male) and to present the findings from the M&E of the first module's implementation produced and piloted at 36 CTEs. Data was collected from CTE instructors currently teaching MT 201.

**Table 70** outlines the number of assessors (disaggregated by language, region, position, and gender) who participated in the Data Sharing Workshop that took place on February 20, 2015, at the READ TA Office. It also lists the sites visited and CTEs by region.

Monitoring and evaluation report of implementation of Module 1: MT 201 was final on May 15, 2015. The feedback by the assessors was analyzed and has been used in the final revision in production of Module 1.

**Table 70. Data Sharing Workshop with Seven CTE Instructors/Data Collectors**

Region	Language	Organization	Position
Amhara	Amharic	Debrebrhan CTE	Lecturer
Oromia	Afaan Oromo	Fitche CTE	Lecturer
SNNPR	Hadiyyisa	Hossana CTE	Lecturer
	Wolaitatto	Arbaminch CTE	Lecturer
	Sidaamu Afoo	Hawassa CTE	Assistant Lecturer
Tigray	Tigrinya	Adwa CTE	Lecturer
Somali	Af-Somali	Dr. AHCTE	Assistant Lecturer
Federal		MOE	Language Expert

**Accomplishment: Conducted M&E of Modules 2 and 3 (TMT 222 and TMT 224)**

M&E of Module 2: TMT 222 and Module 3: TMT 224 was conducted from February to June 2015. The assessors who were involved in the M&E activity also built their research capacity by gathering and presenting data. The findings from the M&E exercise will be used in the revision of the modules slated for final production.

**Trained assessors to conduct M&E of implementation of Modules 2 and 3.** From April 4–7, 2015, READ TA conducted a three-day training for 14 participants representing MOE/RSEB and CTE instructors from five regions and seven mother tongues (**Table 71**). The assessors were trained to effectively monitor and evaluate the implementation of Module 2 (TMT 222) and Module 3 (TMT 224) at selected CTEs. A series of data collection tools were developed by READ TA to gather pertinent information with regards to the appropriateness of the materials and instructional approaches utilized during the field-test of the two modules from February–June, 2015. The tools included a classroom observation checklist, interview protocols, and a survey and FGDs with students taking TMT 222 and TMT 224.

**Table 71. Training on M&E of Modules 2 and 3 (TMT 222 and TMT 224)**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Woldiya CTE	Lecturer	1	—	1
		Finote Selam CTE	Lecturer	—	1	1
Tigray	Tigrinya	Adwa CTE	Lecturer	—	1	1
		AbiAdi CTE	Assistant Lecturer	—	1	1
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer	—	2	2
			Department head			
	Hadiyyisa	Hossana CE	Lecturer	—	2	2
	Sidaamu Afoo	Hawassa CTE	Lecturer	1	1	2
Oromia	Afaan Oromo	Adola CTE	Lecturer	—	1	1
		Jimma CTE	Lecturer	—	1	1
Somali	Af-Somali	Dr. AH CTE	Lecturer	—	1	1

Region	Language	Organization	Position	Gender		Total
				F	M	
Addis A.		MOE	TD Expert	—	1	1
FSU			National Coordinator	—	1	1
			Admin Assistant	1	—	1
			STTA	1	—	1
<b>Total</b>				<b>4</b>	<b>13</b>	<b>17</b>

**Conducted site visits to selected CTEs implementing Modules 2 and 3(TMT 222 and TMT 224).**

A team of 13 assessors and an expert from the MOE, who were all trained to effectively monitor and evaluate the implementation of two modules (TMT 222 and TMT 224), visited 13 CTEs in five regions (**Table 72**). The assessors collected data using classroom observations and focus groups and interviews with teachers and students in the seven languages. CTEs teaching MT courses in all seven languages were represented.

**Table 72. Site Visits Conducted to Selected CTEs Implementing Modules 2 and 3**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Woldiya CTE	Lecturer	1	—	1
		Finote Selam CTE	Lecturer	—	1	1
Tigray	Tigrinya	Adwa CTE	Lecturer	—	1	1
		AbiAdi CTE	Assistant Lecturer	—	1	1
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer	—	2	2
			Department head			
	Hadiyyisa	Hossana CE	Lecturer	—	2	2
	Sidaamu Afoo	Hawassa CTE	Lecturer	1	1	2
Oromia	Afaan Oromo	Adola CTE	Lecturer	—	1	1
		Jimma CTE	Lecturer	—	1	1
Somali	Af-Somali	Dr.AbdulM.H CTE	Lecturer	—	1	1
<b>Total</b>				<b>2</b>	<b>11</b>	<b>13</b>

**Conducted FGD with CTE Instructors teaching TMT 222 and MT 224.** On June 26, 2015, a FGD was conducted with 10 CTE instructors who had taught TMT 222 and TMT 224 from February to June 2105 (**Table 73**). The facilitators gathered data regarding the experiences CTE instructors had while implementing Modules 2 and 3 and also on specific technical areas of each chapter of the modules in the seven MTs. READ TA will analyze the data collected from the FGDs and provide recommendations for improvement of the modules implementation in Year 4.

**Table 73. Focus Group Discussion with CTE Instructors Teaching Modules 2 and 3**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Injibara CTE	Lecturer	1	—	1
		Woldiya CTE		1	—	1
		Debirebirhan CTE		1	—	1
Tigray	Tigrinya	AbiAdi CTE	Lecturer	—	1	1
SNNPR	Wolayttatto	Arbaminch CTE	Department Head	—	1	1
	Hadiyyisa	Hossana CE	Lecturer	—	2	2
	Sidaamu Afoo	Hawassa CTE	Lecturer	—	1	1
Oromia	Afaan-Oromo	Chiro CTE	Lecturer	—	1	1
Somali	Af-Somali	Kebridar CTE	Lecturer	—	1	1
FSU			National Coordinator	—	—	—
			International STTA	1	—	1
<b>Total</b>				<b>4</b>	<b>7</b>	<b>11</b>

**Conducted M&E visit data sharing workshop for Modules 2 & 3.** A data sharing workshop was held to collect the data gathered by the 13 MT assessors on June 29, 2015 at the READ TA office (**Table 74**). The assessors were able to visit 13 CTEs in five of the regions, conduct interviews with 30 CTE instructors teaching TMT 222 and TMT 224, observe 30 sessions while the two modules were being taught, conduct focus groups with nearly 120 students taking TMT 222 or TMT 224, and collect survey data in MT and translate it into English for analysis. The 13 assessors successfully presented the data collected and discussed their findings in the workshop.

**Table 74. Data Sharing Workshop Participants on M&E of Modules 2 and 3**

Region	Language	Organization	Position	Gender		Total
				F	M	
Amhara	Amharic	Woldiya CTE	Lecturer	1	—	1
		Finote Selam CTE	Lecturer	—	1	1
Tigray	Tigrinya	Adwa CTE	Lecturer	—	1	1
SNNPR	Wolayttatto	Arbaminch CTE	Lecturer	—	1	1
	Hadiyyisa	Hossana CE	Lecturer	—	1	1
	Sidaamu Afoo	Hawassa CTE	Lecturer	1	1	2
Oromia	Afaan Oromo	Adola CTE	Lecturer	—	1	1
		Jimma CTE	Lecturer	—	1	1
Somali	Af-Somali	Dr.AbdulM.H CTE	Lecturer	—	1	1
Florida State University			National Coordinator	—	1	1
			Admin Assistant	1	—	1
			International STTA	1	—	1
<b>Total</b>				<b>4</b>	<b>9</b>	<b>13</b>

### IR 4.3. Build Capacity of RSEB and MOE in Planning and Monitoring System Improvements

#### IR 4.3.1. Validate Capacity Building Research Reports Based on MOE- and RSEB-level Research

##### *Accomplishment: Validated RSEBs' capacity building needs assessment report*

The capacity building need assessment report for RSEBs was validated in a capacity building workshop held in Addis Ababa from December 8–12, 2014 (**Table 75**). Process owners and experts from curriculum development and implementation, teachers' development, licensure, ICT, gender, and special needs work processes of five RSEBs and three SNNPR Zones participated in the workshop. In the workshop, findings of regional capacity building assessment report was shared and validated. The workshop was also helpful to build the capacity of participants on planning respective capacity building activities, monitor and evaluate curriculum implementation, and prepare preliminary regional plan based on regional priorities. Towards the end of the workshop, participants developed a preliminary regional capacity building plan for their respective regions. The table below outlines details of the workshop participants and materials distributed.

**Table 75. Participants of the Capacity Building Workshop and Materials Distributed**

Region	MT	Number of Participants			Draft Report Distributed
		M	F	Total	
Oromia	Afaan Oromo	4	3	7	7
Amhara	Amharic	1	4	5	5
Tigray	Tigrinya	6	2	8	8
SNNPR and Three Zones	Sidaamu Afoo	2	—	2	—
	Wolayttatto	2	—	2	—
	Hadiyyisa	2	—	2	—
	RSEB	4	1	5	—
	<b>SNNPR Total</b>	<b>10</b>	<b>1</b>	<b>11</b>	<b>16</b>
Somali	Af-Somali	5	1	6	6
MOE (MTELD, ICT, and TELLR Directorates)		2	1	3	4
<b>MOE and RSEBs Total</b>		<b>28</b>	<b>12</b>	<b>40</b>	<b>46</b>
READ TA		10	4	14	14
Partners		1	2	3	3
<b>Grand Total</b>		<b>39</b>	<b>18</b>	<b>57</b>	<b>63</b>

##### *Accomplishment: Validated MOE's Capacity building needs assessment report*

Validation of the MOE's Capacity Building needs assessment report was conducted in a workshop held in Adama from June 15–19, 2015 (**Table 76**). A total of 26 (four female) participants from ten MOE Directorates took part in the validation, which was led by RTI's STTA. Twenty-one (five female) READ TA staff also participated in the workshop.

**Table 76. MOE Capacity Building Needs Assessment Report Validation Workshop Participants**

Organization	Directorate	Position	Gender		Total
			M	F	
MOE	Center for Educational Information and Communication Technology	Director	1	0	1
		Expert	2	0	2
	Curriculum Development and Implementation	Director	1	0	1
		Expert	2	0	2
	Gender	Expert	2	0	2
	General Education Inspection	Expert	2	0	2
	Teachers and Educational Leaders Licensing and Relicensing	Expert	2	0	2
	Mother Tongue and English Language Development	Expert	4	2	6
	Planning and Resource Mobilization	Director	1	0	1
	School Improvement Program	Director	1	0	1
		Expert	2	0	2
	Special Support and Inclusive Education	Expert	1	0	1
	Teachers & Educational Leaders Development Program	Director	0	1	1
		Expert	1	1	2
Total			22	4	26
READ TA			16	5	18
<b>Total</b>			<b>38</b>	<b>9</b>	<b>47</b>

#### **IR 4.3.2. Develop RSEB and MOE Capacity Building Plans to Support System Improvements**

##### ***Accomplishment: Developed capacity building plans for RSEBs***

The RSEBs' capacity building assessment report validation was accompanied with a capacity building planning session for RSEBs where participants from the five regions began drafting capacity building plans for their respective region. The preliminary RSEB-level plans developed (see **Section 4.3.1**) were finalized and approved at regional levels and submitted to READ TA for further review and guidance on how to proceed. The READ TA capacity building team subsequently reviewed the regional action plans, keeping in mind READ TA's capacity building mandate, during a workshop held February 2–6, 2015 at the READ TA Addis Ababa office (**Table 77**).

**Table 77. Capacity Building Action Plan Development Workshop**

Region	Organization	Position	Female	Male	Total
Addis Ababa	READ TA	DCOP-Technical	0	1	1
		Gender and Inclusive Education Advisor	1	0	1
		Technical Administrative Specialist	1	0	1
		Capacity Development and Policy advisor	1	0	1
		Knowledge Management Specialist	0	1	1
Amhara	READ TA	Capacity Building Specialists	0	1	1
Oromia			0	1	1
SNNPR			0	1	1
Somali			0	1	1
Tigray			0	1	1
USA	RTI	STTA	0	1	1
<b>Total</b>			<b>3</b>	<b>8</b>	<b>11</b>

After carefully examining the capacity building priority needs of RSEBs, workshop participants identified commonly shared needs across all RSEBs and discussed commonly identified priorities with a focus on their significance in supporting the implementation of the MT curriculum implementation, READ TA's scope, and other factors. Considering these factors, the READ TA capacity building (CB) team agreed to further plan for capacity building support to RSEBs in the following five thematic areas: (1) training leadership on MT curriculum implementation; (2) monitoring and evaluation of MT curriculum implementation; (3) MT teachers standard; (4) continuous professional development; and (5) use of ICT, particularly radio programming.

The team further narrowed down the areas of intervention to two themes: (1) training leadership of MT curriculum implementation and (2) monitoring and evaluation of MT curriculum implementation. For the two capacity building priority thematic areas, a detailed draft plan and schedule was prepared, commented upon by USAID, and scheduled to be shared with RSEBs early in Year 4. Moreover, concept notes were also drafted to pursue its implementation.

***Accomplishment: Drafted capacity building plan for MOE***

In a workshop that was held from June 15 to 19, 2015, in Adama (**Table 76**), MOE Directorates outlined draft directorate-wise capacity building plans. Directorate directors and two experts from each directorate were invited to the workshop (except the Mother Tongue and English Language Development Directorate where 6 experts were invited from). The first two days of the workshop were planned to validate the report and prioritize directorates' capacity building needs. However, it took three-and-half days to finalize the capacity building need identification process. This was due to the inconsistent participation of directors in the capacity building workshop who had other commitments in the same town. The remaining day and a half of the workshop was spent on CB plan preparation. This led to plan preparation extending beyond the workshop period which will be finalized and submitted to the Planning and Resource Mobilization Directorate for further discussion early in Year 4.

Finalization of the draft capacity building plan to be consolidated into the MOE's Institutional Capacity Building plan will be conducted in Year 4.

### IR 4.3.3. Implement RSEB and MOE Capacity Building Plans with a Specific Focus on Monitoring Teacher Professional Development

*This activity will be conducted in Year 4.*

#### ***Cross-cutting Accomplishment: Developed and disseminated a gender guideline for conducting gender sensitive trainings and workshops***

**Conducted gender implementation planning workshop.** The READ TA G&IE team developed a guideline to enhance gender sensitivity in READ TA trainings and workshops (**Table 78**). The draft was further discussed in a gender implementation planning workshop held in Addis Ababa from August 21–22, 2014. Workshop participants included G&IE Specialists from the Amhara, Oromia, SNNPR, and Tigray Regions. During the workshop, detailed discussions were held on the gender implementation strategy and the draft guideline for trainers on conducting gender sensitive trainings and workshops.

**Table 78. Gender Implementation Planning Workshop**

Organization	Position	Gender		Total
		F	M	
READ TA	Gender and Inclusive Education Advisor	1	—	1
	Gender and Inclusive Education Consultant	1	—	1
	Consultant – Gender Specialist	1	—	1
	Gender and Inclusive Education Specialist – Oromia, Amhara and Tigray Regions	3	—	3
<b>Total</b>		<b>6</b>	<b>6</b>	<b>6</b>

**Conducted a consultative meeting on draft gender guideline.** A gender guideline draft that was prepared to enhance the participation of women in READ TA trainings and workshops was shared in-house with staff and partners. Having incorporated feedback obtained from staff and partners, READ TA hosted a consultative meeting with gender experts and representatives of the MOE, RSEBs, and the three SNNPR ZEDs from December 30–31, 2014, in Addis Ababa. The meeting was aimed at obtaining reflection and feedback from participants on the content and implementation of the draft.

During the workshop, the draft was presented followed by a thorough discussion on the planning, implementing, and evaluating sections of the draft; the challenges expected; and the role of the MOE, RSEBs, ZEDs, and READ TA. **Table 79** presents details on the participants.

**Table 79. Participants of a Consultative Meeting on the Draft Gender Guideline**

Region	MT	Gender			Material Distributed (Draft Gender Guideline)
		M	F	Total	
Oromia	Afaan Oromo	—	1	1	1
Amhara	Amharic	2	1	3	3
Tigray	Tigrinya	—	1	1	1
SNNPR		1	1	2	2
	Sidaamu Afoo	—	1	1	1
	Wolayttatto	1	1	2	2
	Hadiyyisa	2	—	2	2
Somali	Af Somali	2	1	3	3
MOE		1	—	1	1
READ TA		—	3	3	3
<b>Total</b>		<b>9</b>	<b>10</b>	<b>19</b>	19

### **III. OTHER ACTIVITIES IN YEAR 3**

Apart from accomplishments along the work plan for Year 3 of implementation, READ TA had other accomplishments that contributed for project planning, visibility and internal capacity building.

#### **Year 4 Implementation Plan Preparation**

READ TA successfully prepared implementation plan for Year 4 in close collaboration with implementing partners, the MOE, and RSEBs. The planning process occurred in three stages that started with a two days READ TA/RTI internal planning meeting held in Addis Ababa from April 6-7, 2015, later expanded and enriched with READ TA's implementing partners in another two-day meeting from April 8-9, 2015 also in Addis, and finally consolidated together with the MOE and RSEBs from April 29-30, 2015 in Adama. The draft implementation plan was commented by USAID, revised as per comments, and now awaits USAID, MOE, and RSEB approval.

READ TA's participatory planning approach was applauded by the MOE, RSEBs, and implementing partners and is hoped to inspire a functional and productive collaboration in implementing READ TA's Year 4 plan.

#### **Participation in the 2015 Comparative and International Education Society (CIES) Conference**

READ TA took part in the 2015 Comparative and International Education Society (CIES) held from March 8-13, 2015 in Washington DC, USA. The READ TA Team in collaboration with MOE representatives held a panel discussion on a theme "*Getting 15 million children to read and write: Strategies for evidence-based, integrated technical assistance and capacity building for improved reading/writing instruction - READ TA/USAID Ethiopia as a case study*". The Panel presented three READ TA case study papers under headings: Building relationships and building effective teams; Integrating international research in consideration of local capacity and context; and Making the numbers at national scale. Members of the panel included [REDACTED] and [REDACTED] from the MOE and Carmen Strigel, Dr Abdu Zeleke, Dr Wendi Ralaingita, and Dessalegn Garsamo from READ TA/RTI.

Another separate panel discussion was also held on country comparison of three programs among READ TA project of Ethiopia, Uganda SHRP, and Nigeria RARA. The panel entitled "*Developing and producing reading materials: As easy as A, B, C?*" was led by Ana Robledo from Uganda, Dessalegn Garsamo from Ethiopia, and Drake Warrick from Nigeria.

#### **READ TA Participation in Inside NGO Trainings**

During Year 3, READ TA management and operations staff participated in a number of inside NGO trainings. Training on Financial Management for US Government Funding held from February 26-27, 2015 was attended by the READ TA Finance Manager, Deputy Chief of Party for Administration, and Accountant while a training on USAID Rules and Regulations: Procurement, Planning, and Execution held in the same timeframe was attended by Logistics Specialist, Procurement Specialist and Accountant. Other trainings attended by READ TA staff include USAID Rules and Regulations: Grants and Cooperative Agreement held from February 23-25, 2015 and a training on Project Management held from February 23-23, attended by READ TA DCOP for Administration and the M&E Director.

## **IV. CHALLENGES**

Year 3 was busy for READ TA and was characterized by intensive curriculum development, teacher training, multimedia teaching aids production, and capacity building work. While READ TA strived to do all these demanding activities, challenges were inevitable along the various lines of its activities. Major challenges from Year 3 of program implementation are detailed below.

### ***Late Approval of Year 3 Implementation Plan***

READ TA's Year 3 implementation plan was approved late in Year 3, Quarter 1. The late approval led to delays in achieving some activities as scheduled, along with other major challenges faced in Year 3.

### ***Availability of Workshop Participants***

Due to various workshops and meetings taking place simultaneously, particularly during Quarter 1 of Year 3, READ TA experienced difficulty in getting key RSEB and CTE personnel to participate in certain workshops and meetings. There were also problems in obtaining the best qualified and experienced teachers and instructors in CTEs and other institutions due to the summer in- and pre-service training programs that they had to attend.

Moreover, despite criteria provided to guide selection of participants for workshops, some teacher educators selected for participation in the workshops did not have the adequate skills and experience required to collaborate in the development and adaptation of modules, co-facilitation of trainings, and M&E of newly developed CTE course module implementation. In some cases, participants who were not even in the MT Teacher Education Program were sent to workshops. Further, women's representation was still limited and some participants were not fluent in the English language, which limited their access to instructional resources and development of the English version of the CTE course modules.

### ***Tight Schedule of RSEBs***

The competing priorities RSEBs experience have sometimes posed constraints to conduct READ TA activities as planned. For example, Regional Consultative Meetings with RSEBs were not conducted as planned because the RSEBs had no time in their tight schedules. In addition, RSEBs also delayed responding to data requirements from READ TA, including sending data on Grades 1–4 primary school teachers that was required to determine the number of Master and Teacher Trainers to train.

### ***Time Gaps in TOTs and Cascaded Teacher Trainings***

The gaps of time (e.g., days, weeks, months) between completion of TOT training and the beginning of classroom teachers' trainings were not always as short as hoped. The prolapsed time between the two may have impacted the quality of the training cascaded down to others.

### ***Resource Materials Shortage and Inadequate Facilities to Support Pre-Service and In-Service Teacher Trainings***

This challenge was particularly felt by the READ/TA FSU team that leads the pre-service teacher education portion of the project. READ TA has included several references to materials, primary

curriculum and textbooks, and videos to model lessons and teaching of reading techniques in the seven MTs. However, those resources were not fully available to CTE teachers and students at the right time. There was also a shortage of proper hardware or software to support use of media and technology at CTEs (i.e., no equipment to play videos or present PowerPoints). The challenge was also shared by the READ TA/SCI team that leads the in-service teacher training. This team experienced shortages of curriculum materials for actual teacher trainings, particularly the Grades 1–4 SBs and TGs. Moreover, the model video lesson demonstrations were not available on time.

### ***Professional Fees***

READ TA follows the articles of the bi-lateral agreement between the US Government and the Government of Ethiopia in regards to professional fees. The issue of professional fees has been challenging as it has come up frequently and warranted immediate attention. Hence, after holding discussions with the MOE and USAID, READ TA resolved the professional fee issues through formulating a policy to manage them.

### ***Delays in some activities:***

#### ***Delay in Finalizing the Grades 5–8 Mother Tongue Student Books and Teacher Guides***

In some MTCDTs, the development and finalization of Grades 5–8 MT SBs and TGs did not meet the deadline set to finish the task. Some factors that contributed to delays included difficulty in finding qualified designers, adjustments needed in MT team configuration, a backlog of design work to complete, MTCDT members being called for mandatory trainings, and a late introduction of a new layout design. Despite all these challenges, READ TA worked closely with the RSEBs and supported the MTCDTs to produce deliverables in the fastest time possible.

#### ***Delayed Field-Test Reports***

The Grades 5–8 field test report was delayed in reaching MTCDTs, which posed a time challenge. MTCDTs were hastened to incorporate feedback from the field test report and deliver outputs on time. However, even with a tight timeframe, the MTCDTs managed to use the findings to improve the MT materials.

#### ***Delays in Finalizing Multimedia Teaching Aids***

Among the multimedia teaching aids that are planned to be developed by READ TA, teacher model videos and audio companion files constituted a part of the materials needed. Therefore, READ TA/WKW developed audio files and model teacher videos for Grades 1–4 in Quarter 3, Year 3. However, subsequent validation of the model videos revealed that from 6 to 21 skill videos needed to be redone across MTs with a new approach for quality delivery. Such rework delayed the production process.

#### ***Delay in Hiring a Consultant for Mentoring***

The mentoring approach and manual development has been, in part, delayed due to problems associated with hiring a consultants for the activity and the related hurdles of procurement. However, the consultancy service for the activity was finally procured towards the end of Quarter 4, Year 3.

***Meeting Charities and Societies Agency (CSA) requirements***

READ TA faced ongoing challenges in dealing with the CSA. While registration was completed in 2013, and all annual audit and reporting requirement fulfilled, CSA continued to request additional documentation. There was a CSA requirement for READ TA to sign a project agreement with a memorandum of understanding (MOU). However, signing an MOU between READ TA and the MOE was not found appropriate per a USAID directive. As a result, the CSA requested a tripartite MOU between USAID, the MOE, and READ TA, which was submitted in Quarter 2, Year 3.

## **V. LESSONS LEARNED**

In our efforts to achieve project goals and deliver quality outputs, READ TA has continued to learn lessons that improved the administration of the project and increased efficiency and effectiveness in delivering quality outputs. Some of the lessons learned in Year 3 are detailed below.

### ***Developing MT Curriculum Materials:***

#### **Prior Collection of Content Resources Facilitates Material Development**

Collecting content resources prior material development was one of the activities undertaken by READ TA before developing the Grades 5–8 MT curriculum materials. This was found to play a key role in facilitating the actual material development and a lesson learned in MT curriculum materials development.

#### **Working with Language Standardization Initiatives Clears MT Material Development Hurdles**

Another lesson learned in curriculum materials development was the importance of working with local language standardization initiatives. In working to develop MT curriculum materials where there are regional variations in a language and there is intention to develop curriculum material that accommodates all the variations, we found it important to work with local language standardization committees to standardize the language and accommodate the variations. Such effort was seen as a good practice that helped clear confusion in developing MT curriculum materials. One such example was when READ TA worked with the Oromia National Language Standardization Committee in developing the Grades 5–8 Afaan Oromo MT curriculum materials in Year 3.

#### **Decentralizing Curriculum Materials Development Fosters Skill Transfer**

A lesson learned in Year 3 capitalizes on the importance attached with decentralizing curriculum materials development to regions where the MTs are spoken. This was noted in READ TA's experience in Year 3 where the Grades 5–8 curriculum materials were developed in the regions (unlike the Grades 1–4 MT curriculum materials developed centrally in Addis Ababa) which helped foster materials development skill transfer to other local MTs in the regions (e.g., the Grades 5–8 Amharic MT materials development took place in the Amhara region and inspired the region to start developing curriculum materials for other MTs spoken in the region).

#### **Curriculum Materials Development Exercise Contributes to Standardization and Development of MTs**

A lesson identified by regions that have been developing curriculum materials relates to the fact that the participatory approach READ TA employed in developing curriculum materials contributed to the standardization and development of MTs. Because READ TA has brought a new way of developing curriculum materials that used Mother Tongue Curriculum Development Teams to pool MT expertise to produce quality materials, the process indirectly contributed to the development and standardization of the languages involved.

### ***Coordination among READ TA Implementing Partners Avoids Overlaps***

One of the challenges in Year 3, as stated in the challenges section, was the problem related with overlapping activities of partners that made it difficult to get the right people from RSEBs and the MOE in workshops and events. This was noted on several occasions where partners met and

discussed how to work closely and avoid overlaps in activities. It was noted that READ TA/RTI can play the prime role in coordinating the partner activities. One such effort in Year 3 were the scheduled monthly partners meetings that were conducted several times in Year 3 and cleared the road for improved collaboration among READ TA implementing partners.

### ***Increased Stakeholder Participation Increases Local Ownership***

Continuous stakeholders engagement in the teacher training activities, such as manual development, adaptations, and validations have helped lead to smooth implementation of the activities. These activities have been developed through strong collaboration and partnership with the MOE and RSEBs, as reflected in the different meetings to discuss on various issues. The recent Year 4 implementation planning process also reflects the increased level of stakeholder engagement promoted by READ TA since the MOE and RSEBs heavily participated in drafting activities for Year 4. Such engagement has improved local government ownership of the project efforts as evident in the remarks of high ranking officials of the MOE in meetings and workshops.

### ***Strengthening Documentation of Processes, Lessons, and Best Practices Fosters Impact***

In order to learn and benefit from the experience of developing curriculum and training materials under READ TA, the project has attempted to document the entire process of MT curriculum development and training. As READ TA has done so, we have identified areas where there are documentation gaps that need to be addressed. As such, READ TA will work with its team members to strengthen the capturing of data in proper formats and depth in order to retain the necessary knowledge that can be utilized by the MOE, RSEBs, or other stakeholders in future MT curriculum development and implementation efforts.

## **VI. FINANCIAL REPORT 2014 - 2015**

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

## VI. YEAR 3 (2014–2015) WORK PLAN MATRIX

Status: C=Completed, E=Extended, T=Terminated

IR No.	Description Of Activity	Planned Implementation Month	Status	Deviation and Reason	Action Taken
<b>IR1</b>	<b>Reading and writing materials appropriate for primary classrooms and pre-service and in-service teacher training developed</b>				
<b>1.1</b>	<b>Review current language learning materials to see gaps in the reading curriculum: content, pedagogy and assessment</b>				
<b>1.2</b>	<b>Develop reading and writing curriculum and textbooks for Grades 1-8 with MOE and RSEBs in 7 MT</b>				
1.2.1	Collect content resources for Grades 5–8 on various topics for MTCDTs from a variety of sources.	July–August 2014	C		
1.2.2	Hold presentation of scope and sequence with the task force of each MT in the regions.	July 4, 2014	C		
1.2.3	Prepare Grades 5–8 activity bank.	June/July, 2014	C		
1.2.4	Organize a Taskforce workshop to review TOR, edit and finalize.	July 1, 2014	C		
1.2.5	Organize capacity building for task forces and RSEBs to strengthen skills to provide oversight, guidance, and support for MTCDTs.	July/August, 2014	C		
1.2.6	Task forces follow-up MTCDT every 2 weeks for total of 10 visits with average of four task force members per visit.	July–December, 2014	C		
1.2.7	Organize initial training workshop for MTCDTs.	July–August, 2014	C		
1.2.8	MTCDTs develop Semester One Content for Grades 5–8 SBs/TGs.	July–September, 2014	C		
1.2.9	Research content for Grades 5–8 with Gender and inclusive education focus.	July–December, 2014	C		
1.2.10	Plan and train for field-test	September–November, 2014	C		
1.2.11	Conduct the field-test.	Oct./Nov. 2014	C		

<b>IR No.</b>	<b>Description Of Activity</b>	<b>Planned Implementation Month</b>	<b>Status</b>	<b>Deviation and Reason</b>	<b>Action Taken</b>
1.2.12	Analyze data and review field-test findings	November	<b>C</b>		
1.2.13	MTCDTs develop Semester Two Content for Grades 5–8 SBs/TGs.	October–November 2014	<b>C</b>		
1.2.14	Selected MTCDT Members edit and finalize Grades 5–8 SBs/TGs in collaboration with Production Team in Addis	November–December 2014	<b>C</b>		
1.2.15	Taskforces review Grades 5–8 final copy, make suggestions, and provides approval of camera-ready copy	December 2014–January 2015	<b>C</b>		
<b>1.3</b>	<b>Adaptation of Afaan Oromo, Af-Somali and Amharic Student Books and Teacher Guides for Grades 1–8</b>				
1.3.1	Adaptation of Afaan Oromo, Af-Somali, and Amharic Grades 1–4 SB/TG	July–December 2014	<b>C</b>		
1.3.2	Train Teacher Trainers for adapted books and language communities.	December 2014–January 2015	<b>E</b>	RSEBs not ready to commit funds to cascade trainings, time for adaptation.	Preparatory activities complete, ready for training in Year 4
1.3.3	Adaptation of Afaan Oromo, Af-Somali, and Amharic Grades 5–8 SB/TG	January–June 2015	<b>C</b>		
<b>1.4</b>	<b>Develop Reading and Writing Materials for English as a Second Language</b>				
1.4.1	Develop TOR for ESA of effectiveness of existing materials for English as a second language in Grades 1–8.	September 2014	<b>C</b>		
1.4.2	Design an ESA in collaboration between READ TA and MOE, including research questions, methodology, sampling, and instrument development.	October 2014	<b>C</b>		
1.4.3	Select and train consultants and conduct situation analysis, conduct gap analysis, complete sampling, complete data collection, analyze data, develop report, validate report, and seek approval for findings.	November–December 2014	<b>E</b>	Validation and approval of report extended to Year 4. Competing priorities that took staff time, particularly adaptation.	Intensified effort in Quarter 4. Ready for validation and approval in Year 4.

<b>IR No.</b>	<b>Description Of Activity</b>	<b>Planned Implementation Month</b>	<b>Status</b>	<b>Deviation and Reason</b>	<b>Action Taken</b>
1.4.4	Develop plan for providing technical support for reading and writing in English as a second language. Finalize plan and seek approval from MOE.	January–February 2015	<b>E</b>	Delayed predecessor activity (1.4.3)	Rescheduled for Year 4.
1.4.5	Implement Plan for English as a second language. Implement plan as determined in 1.4.4.	March–June 2015	<b>E</b>	Delayed predecessor activity (1.4.3)	Rescheduled for Year 4.
<b>IR2</b>	<b>Language Specific Teaching and Learning Methodologies and Strategies that Focus on Helping Students Learn to Read and Write Effectively are Applied</b>				
<b>2.1</b>	<b>Assess current Teaching Methods, Learning Culture, and Practice</b>				
2.1.1	Produce approved Primary Level Practices report	Sept./Oct. 2014	<b>C</b>		
<b>2.2</b>	<b>Train Master Trainers and Teacher Trainers for Grades 1 - 4</b>				
2.2.1	Train Master Trainers. Develop selection criteria for approval by MOE. Select 66 Master Trainers for Grades 1–4 for seven MTs. Each Master Trainer will train approximately 30 Teacher Trainers.	August 2014	<b>C</b>		
2.2.2	Train TTs on Grades 1–4 Amharic SBs/TGs. A maximum of 196 Teacher Trainers will be selected using MOE approved criteria. Each Master Trainer will train 60 TT (total) in two rounds of training. Each training will have 30 participants and last 10 days.	September 2014	<b>C</b>		
2.2.3	Develop and adapt Teacher Training Manual for Grades 5–8.	March 2015	<b>C</b>		
2.2.4	Validate Teacher Training Manual (English Master version) for Grades 5–8 with MTTF	April 2015	<b>C</b>		
<b>2.3</b>	<b>Support Teacher Mentoring</b>				

<b>IR No.</b>	<b>Description Of Activity</b>	<b>Planned Implementation Month</b>	<b>Status</b>	<b>Deviation and Reason</b>	<b>Action Taken</b>
2.3.1	Develop Teacher Mentoring Manual. The Teacher Mentoring Manual will be developed collaboratively by a lead consultant and the mentoring work team	November/ December 2014	E	Extended review of Concept Note and TOR for the activity; delay in procuring consultancy for manual development	Consultancy firm procured and will start task in July 2015.
2.3.2	Validate Teacher Mentoring Manual	January 2015	E	Delayed predecessor activity (2.3.1)	Rescheduled for Year 4.
2.3.3	Train Mentoring Trainers. Training of mentoring trainers in the regions.	January/February 2015	E	Delayed predecessor activity (2.3.1)	Rescheduled for Year 4.
<b>2.4</b>	<b>Utilize Innovative Approaches to Support the RSEBs to Institute Systematic Change to Improve Reading and Writing Teacher Training and Support Systems.</b>				
<b>2.4.1</b>	<b>Utilize Innovative Approaches Based on the Assessment</b>				
2.4.1.1	Support and monitor RSEB, Zone, and Woreda on planning, coordinating and implementing the Mentoring Training for teachers.	October-June 2015	C		
<b>IR3</b>	<b>Language Teaching and Learning Supported by Appropriate Technology and Teacher Aids</b>				
<b>3.1</b>	<b>Develop Multimedia Teaching Aids for Grades 1-8 in 7 MTs</b>				
<b>3.1.1</b>	<b>Develop 30 Model Videos and Audio Companion for Grades 1-4 in 7 MTs</b>				
3.1.1.1	Film/record and edit videos and audio for Grades 1-4 in seven MTs in five regions	July-September 2014	C		
3.1.1.2	Review and approve model videos by task force	September 2014	E	Review was complete in Year 3, but feedback required that most of the videos be redone.	The model videos revision is complete and validation will take place in the first week of Year 4.
3.1.1.3	Integrate video and audio resources with pre-service and in-service training modules/materials	July-September 2014	C		

IR No.	Description Of Activity	Planned Implementation Month	Status	Deviation and Reason	Action Taken
<b>3.1.2</b>	<b>Develop 30 Model Videos and Audio Companion for Grades 5-8 in 7 MTs</b>				
3.1.2.1	Develop model video scripts for 30 videos for Grades 5-8 in seven MTs	January/February 2015	E	Delay in Grades 5-8 material development	Rescheduled for Year 4.
3.1.2.2	Film/record and edit videos and audio for Grades 5-8 in seven MTs in five Regions	February/March 2015	E	Delay in predecessor activity (3.1.2.1)	Rescheduled for Year 4.
3.1.2.3	Review and approve model videos by task force	April/May 2015	E	Delay in predecessor activity (3.1.2.1)	Rescheduled for Year 4.
3.1.2.4	Integrate video and audio resources with pre-service and in-service training	June 2015	E	Delay in predecessor activity (3.1.2.1)	Rescheduled for Year 4.
<b>3.1.3</b>	<b>Develop Multimedia Software and Applications for Grades 1-8</b>				
3.1.3.1	Approve and validate initial multimedia software and applications for CTEs.	July-September 2014	C		
3.1.3.2	Develop and deploy initial multimedia software and applications for Grades 1-4 following RSEB and CTE approval.	July-November 2014	E	Lengthy approval of package and budget; delayed procurement	Rescheduled to Year 4.
3.1.3.3	Expansion of proposed list of software and applications in line with development of additional pre-service modules.	October -June 2015	E	Delayed predecessor activity (3.1.3.2)	Rescheduled to Year 4.
<b>3.2</b>	<b>Identify and Deploy ICT Package to Support Pre-service MT instruction in CTEs</b>				
3.2.1	Identify and get approval for ICT Package to support pre-service MT instruction at CTEs.	July-September 2014	C		
3.2.2	Assess Sites, ensure commitment for sustainability of validated ICT Package for CTEs and procure equipment for CTEs.	October-December 2014	E	Site assessment was complete in Year 3, but the procurement is delayed as in 3.1.3 above.	Rescheduled to Year 4.

<b>IR No.</b>	<b>Description Of Activity</b>	<b>Planned Implementation Month</b>	<b>Status</b>	<b>Deviation and Reason</b>	<b>Action Taken</b>
3.2.3	Install ICT package in support of pre-service MT instruction at each CTE. Develop site installation plan and checklists. Configure and test ICT equipment for each CTE.	December 2014–January 2015	E	Delayed predecessor activity (3.1.3.2)	Rescheduled to Year 4.
3.2.4	Build capacity to support CTE ICT package.	October 2014–January 2015	E	Hands-on capacity building activities with RSEB ICT officers started. Other activities delayed due to predecessor activity (3.1.3.2)	Rescheduled to Year 4.
3.2.5	Provide on-going technical support for CTE ICT package.	December 2014–June 2015 (continues after July 2015)	E	Delayed predecessor activity (3.1.3.2)	Rescheduled to Year 4.
<b>3.3</b>	<b>Implement Regional Assistive Technology Capacity Building Project</b>				
3.3.1	Build initial capacity to assess need, plan, and implement regional activities through workshops and trainings.	February–June 2015	E	Competing priorities that took all READ TA efforts.	Rescheduled to Year 4.
<b>3.4 Develop Supplemental Teaching Aids and Resources</b>					
3.4.1	Organize task force workshop to build awareness of applicable supplementary teaching aids for reading and writing.	January–April 2015	E	Competing priorities that took all READ TA efforts.	Rescheduled to Year 4.
<b>IR4</b>	<b>Technical Assistance Support to RSEBs and MOE for READ Institutional Improvement</b>				
<b>4.1</b>	<b>Develop Curricula for Reading and Writing Courses in Teacher Education</b>				
4.1.1	Development of Pre-service course materials	Module 1: June 2015 and Modules 2 and 3: Sep./Oct. 2014	C C		

IR No.	Description Of Activity	Planned Implementation Month	Status	Deviation and Reason	Action Taken
		Module 4: May 2015	E	English version of Module 4 developed. Tight schedules of CTE instructors in other engagements.	Rescheduled to Year 4.
4.1.2	Regional adaptation of course materials/modules in seven MTs.	Module 1: July 2014	C		
Module 2 and 3: Oct./Nov. 2014		C			
Module 4: May/June 2015		E	English version of Module 4 developed. Tight schedules of CTE instructors in other engagements.	Rescheduled to Year 4.	
4.1.3	Validation of CTE course materials/modules. Validation of the regionally adapted copy in Amharic.	Module 1: July 2014	C		
Module 2 & 3: Oct/Nov 2014		C			
Module 4: May 2015		E	English version of Module 4 developed. Tight schedules of CTE instructors in other engagements.	Rescheduled to Year 4.	
4.2	<b>Train Teacher Educators to Teach Reading and Develop Reading Teachers</b>				

IR No.	Description Of Activity	Planned Implementation Month	Status	Deviation and Reason	Action Taken
4.2.1	Develop training materials in English language for MT instructor training on each new module.	Module 1: August 2014	C		
		Module 2 & 3: December 2014	C		
		Module 4: June 2015	E	Delayed predecessor activity (4.1.1)	Rescheduled to Year 4.
4.2.2	Train CTE Teacher Educators. CTE instructors will be trained and prepared to implement each module.	Module 1: August 2014	C		
		Module 2 & 3: December 2014	C		
		Module 4: June	E	Delayed predecessor	Rescheduled to Year 4.
4.2.3	Support and coaching for CTE MT instructors to deliver effective, evidence-based and innovative training in primary grades reading and writing	September 2014 – June 2015	C		
<b>4.3</b>	<b>Build capacity of RSEB and MOE in Planning and Monitoring System Improvements</b>				
4.3.1	Validate capacity building research reports based on MOE and RSEB-level research.	October 2014	C		
4.3.2	Develop RSEB capacity building plans to support system improvements	October 2014	C		

IR No.	Description Of Activity	Planned Implementation Month	Status	Deviation and Reason	Action Taken
4.3.3	Implement RSEB and MOE capacity building plans with a specific focus on monitoring teacher professional development.	October 2014– June 2015	E	Overlapping activities within READ TA demanded same human resources for different project activities; delay in RSEB plan due to blurred understanding on READ TA's CB mandate and depth.	Rescheduled for Year 4