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Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) Quarterly Report Year 1, Q1: 1 January – 31 March 2015 (Revised)



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Reading for Ethiopia's Achievement Developed
Monitoring and Evaluation (READ M&E)
Quarterly Report
Year 1, Q1: 1 January – 31 March 2015 (Revised)

Submitted to:
U.S. Agency for International Development/Ethiopia
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Acronyms

AIR	American Institutes for Research
CAEB	City Administration Education Bureau
CSA	Charities and Societies Agency
CTE	College of Teacher Education
GOE	Government of Ethiopia
ERA	Early Grade Reading Assessment
IQPEP	Improving Quality of Primary Education Program
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NEAEA	National Educational Assessments and Examination Agency
NGO	Non-governmental organization
NLA	National Learning Assessment
PMP	Performance Monitoring Plan
READ	Reading for Ethiopia's Achievement Developed
READ CO	READ Community Outreach
READ II	READ Institutional Improvement
READ TA	READ Technical Assistance
RSEB	Regional State Education Bureau
USAID	United States Agency for International Development
USD	United States Dollar

I. Executive Summary

The Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) project is a five-year United States Agency for International Development (USAID)-supported activity implemented by the American Institutes for Research (AIR). READ M&E is one of four projects on early grade reading recently launched by USAID Ethiopia. READ M&E focuses on monitoring and evaluation of early grade reading and writing as well as the M&E needs of the overall USAID READ program. The project closely works in partnership with the Ethiopian Federal Ministry of Education and the National Educational Assessments and Examination Agency (NEAEA). The project also works in collaboration with Regional State Education Bureaus (RSEBs) and City Administration Education Bureaus (CAEBs).

During the first quarter of READ M&E, the project was largely engaged in startup activities, such as the kickoff meeting, while planning for more substantive technical work. One of the most crucial startup activities is registration with the Charities and Societies Agency (CSA) of Ethiopia, a process that is proceeding well. The project created a branding and marking plan, developed a draft implementation plan and a draft PMP, and held discussions about revising deliverables. The project has met with the client and other partners. READ M&E has communicated with the READ Institutional Improvement (READ II) and READ Technical Assistance (READ TA) projects, reviewed their project documents, and is preparing plans for performance evaluation of these two READ programs. The READ M&E project located office space in the NEAEA.

II. Project Overview, Rationale, and Strategy

READ M&E is one of four READ programs that USAID has developed in collaboration with the Ethiopian Ministry of Education. READ M&E is a five-year activity that will contribute to monitoring and evaluation of early grade reading fluency and comprehension, support for National Learning Assessments (NLAs), monitoring and evaluation of the overall USAID READ program, and capacity building of the NEAEA. The project works in partnership with the Federal Ministry of Education, especially with the NEAEA.

The rationale for launching the four READ projects is related to the results of reading assessments in Ethiopia. Low student achievement in national learning assessments and early grade reading assessments (EGRAs) conducted since 2010 suggest that poor learning in reading in early grades has limited students' ability to read-to-learn in upper primary grades. USAID, the Ministry of Education, and other development partners that support education in Ethiopia have agreed to focus on improving early grade reading and writing to address this challenge. The READ programs funded by USAID seek to improve the quality of reading and writing education for children in early grades in order to enable greater learning in upper grades.

READ TA focuses on curriculum revision, development of textbooks, teachers' guides, teacher training manuals and supplementary reading materials, training of teacher trainers, and provision of technical assistance in improving early grade reading and writing to the MOE, regional state

education bureaus (RSEBs), colleges of teacher education (CTEs), and other key development partners. READ II consists of direct grants to the MOE and RSEBs to conduct in-service teacher training and build the capacity of the education system to improve early grade reading and writing. READ Community Outreach (READ CO) assumes responsibility for the capacity of parents and communities to engage them in promoting early grade reading and writing, and support school and community libraries and establish reading centers. The projects complement each other and are expected to improve reading and writing in Ethiopian primary schools. There also exist additional projects supported by other donors and development partners which operate in similar technical areas to the READ programs.

READ M&E contributes to tracking progress and measuring the performance and impact of key interventions supported by USAID. READ M&E contributes through a) regular monitoring of the other READ projects to find out if implementations of the projects are on track and if outputs are leading to results, and b) assessments and evaluations at defined intervals to gauge the results of the READ program. These efforts are intended to inform USAID and other stakeholders about whether and how the combined investments across the READ projects are resulting in the desired changes, and whether implementation can be improved.

The specific objectives of READ M&E are to:

- a) Assess student learning progress by analyzing and synthesizing nationally representative EGRA data already collected for seven local languages – as necessary and determined with USAID – as well as collect additional EGRA data to show reading skill gains for seven local languages and English, including determining nationally representative EGRA baseline data for English;
- b) Support national learning assessments (NLA) at grades 4 and 8 for reading, comprehension, and writing aligned to the new national reading curriculum developed through the READ program;
- c) Support continuous assessment in schools;
- d) Monitor the performance of the USAID READ projects as well as other key projects related to the READ program, conduct mid-term and final evaluations of the three READ projects, and adapt to the evolving M&E needs and priorities of the READ program; and
- e) Build the capacity of the NEAEA by providing technical assistance to the MOE, RSEBs, and other development partners

III. Progress and Accomplishments

During the last three months, the READ M&E project has focused on project start up activities. The local project team, together with visiting home office staff, has held a series of meetings clarifying the nature of the project, its plans, and its deliverables. We have also made a series of meetings with USAID Ethiopia and other partners. The major accomplishments and progress of the project during the last three months include:

- a) Review of EGRA data for suitability to serve as a baseline
- b) Preparation of a draft implementation plan
- c) Preparation of a draft project PMP
- d) Revision of project deliverables
- e) Processing the project registration
- f) Review of READ TA documents and preparation to undertake a mid-term performance evaluation of the READ TA project
- g) Review and understanding of the activities of the READ II to develop research questions to undertake a final performance evaluation of READ II
- h) Participation in two-day national workshop organized by USAID Ethiopia and the MOE for setting EGRA benchmark for the seven mother tongue languages
- i) Solicit and review bids from venders for procurement of highest priority office supplies
- j) Introduction of the READ M&E project to other partners and regions by attending a TWG meeting.

Result/CLIN 1: EGRA and M&E. The first quarter consisted primarily of reviewing existing EGRA data to serve as a baseline and planning for the performance evaluations of READ II and READ TA. READ M&E analyzed a combined sample of schools from the 2014 Improving Quality of Primary Education Program (IQPEP) endline EGRA and from the 2014 READ TA EGRA. The analysis determined that this sample is suitable to serve as a baseline, with no further baseline data collection required. The sample data reasonably align with the populations they represent in terms of geographical distribution (with some under-representation of schools in Amhara and Oromiya, and over-representation in SNNP); urban-rural mix (with some expected urban over-representation and rural under-representation); student-teacher ratios; and language (with a small under-representation of Oromo and Amharic languages compared to population). The small differences noted could be aligned with the population either empirically (increasing the number of schools) or statistically (with suitable weighting). More details can be found in Annex A.

Result/CLIN 2: Learning Assessment. During the first quarter, meetings took place with USAID and the NEAEA to determine the level of support to be provided for the NLA by READ M&E. As a result of these discussions, READ M&E will provide only limited support to the NLA in 2015. The NEAEA will conduct the 2015 NLA, the fifth administration in Ethiopia, in the first week of May with no support required from READ M&E in administration, data collecting, or scoring. If requested, READ M&E is prepared to provide support to the NEAEA in data analysis after collection, including equating, item and test analysis, and analysis of factors associated with students performance in reading and writing. The NEAEA does not require the

greater levels of support from READ M&E that were initially envisioned during the READ M&E proposal stage and these funds will be reprogrammed elsewhere.

READ M&E proposes to conduct an alignment study to take place after the 2015 NLA. Through a review of content standards and actual test forms, this study can evaluate the degree of alignment of the 2015 NLA with the new national reading curriculum . The study will make recommendations for the next NLA administration in 2019 to provide stronger links with the reading curriculum while maintaining comparability with previous test administrations. The alignment study can also suggest the inclusion of items that assess writing in future NLA administrations.

Result/CLIN 3: Capacity Building. Capacity building activities will be implemented as part of the regular training, collaboration, coaching, analyzing and reporting associated with the EGRA and CA tools.

Result/CLIN 4: Technical Leadership. The first quarter of the READ M&E project focused largely on administration and project startup activities, including the registration of AIR and the READ M&E project with the CSA. AIR completed all requirements for registration and submitted the application to the Ministry of Foreign Affairs on February 20. On March 19, the Ministry of Foreign Affairs requested additional documents, which AIR produced, authenticated, and submitted on April 14. The Branding and Marking Plan was submitted to USAID on February 16.

IV. Project Management and Operations

A. Operations

READ M&E is designed to work with close collaboration with the NEAEA and USAID Ethiopia. The DCOP for programs/technical, Dr. Solomon Areaya, is serving as Acting COP in the current absence of a permanent COP. Four key staff in country, including Dr. Solomon, are engaged as consultants to run the program as employees cannot be hired until the in-country legal registration is complete. The project is currently located in two small offices within the NEAEA building, but is locating a larger office for when the project is fully staffed. This temporary arrangement is allowing the field office to operate effectively.

B. Key Meetings with USAID and Partners

The following table summarizes the key meetings that have taken place with the client as well as other partners.

Table 1. Key meetings

Date	READ M&E Representative	Client or partner	Topic of meeting	Key decisions/outcomes
January 19, 2015	Jerry Mindes and Solomon Areaya	USAID Ethiopia	Startup activity and contract review	Annual planning, update on search for COP, discussion and common understanding of the project overview
January 28, 2015	Jerry Mindes, Amy Todd, Solomon Areaya, Daniel Tefera, Zewdu Gebrekidan	NEAEA and USAID	Introduction, office space, NLA	Office space was agreed and the implementation of the NLA was agreed to be conducted as planned by the NEAEA
January 29, 2015	Solomon Areaya and Daniel Tefera	USAID and READ CO	Presentation of READ CO strategic plan and other research agenda	READ CO plan revision improvement, working with READ M&E
January 29-31, 2015	Amy Todd, Solomon Areaya, Daniel Tefera, Zewdu Gebrekidan	USAID, MOE, NEAEA, RSEBs, and READ TA	Benchmarking of EGRA for 7 mother tongue languages	Draft benchmark for grades 1-4 produced for the 7 languages
March 17, 2015	Solomon Areaya, Zarko Vukmirovic, Amy Todd, Zewdu Gebrekidan, Daniel Tefera	USAID	English EGRA, alignment study of NLA items, mid-term performance, CA evaluation of the READ projects, continuous assessment tools	Rethinking English EGRA, doing mid-line EGRA, doing alignment study after the NLA is conducted, developing continuous assessment tools
March 19, 2015	Solomon Areaya and Zarko Vukmirovic	USAID and NEAEA	NLA, CA, and English EGRA	The agency expressed its immediate needs for support before the implementation of the upcoming NLA, the possibility and utility of English EGRA was discussed
March 19, 2015	Solomon Areaya and Zarko Vukmirovic	USAID	Continuous assessment	READ M&E is responsible for developing CA tools and supporting the implementation in schools
March 24, 2015	Solomon Areaya, Howard Williams ¹ , Amy Todd	USAID	Overall project status and deliverables	Agreement reached to revise the contractual agreement and deliverables in order to eliminate redundancies and deliverables that were unclear in meaning

C. Staff Actions

In the first quarter, the following four staff were hired as consultants. These four key field office personnel will be hired as full employees of the project as soon as the official registration in Ethiopia is completed.

1. Dr. Solomon Areaya (Deputy COP for Programs/Technical and Acting COP, cell: 0911235113)
2. Ato Mulatu Keffelew (Deputy Chief of Party for Administration, cell: 0911252711)
3. Ato Zewdu Gebrekidan (Senior Assessment Expert, cell: 0911634033)
4. Ato Daniel Tefera (Senior Evaluation Expert, cell: 0911663402)

¹ Dr. Howard Williams' STTA trip was paid for directly by AIR as part of its project oversight and not charged to the project.

D. Consultants

No consultants were hired or used to perform project activities in the first quarter.

E. Staff and Consultant International Travel

Table 2. Travel during the first quarter

Name	Beginning date	Ending date	Itinerary	Purpose
Jerry Mindes	1/17/15	1/29/15	Washington, DC to Addis Ababa	Participate in project startup meetings
Amy Todd	1/25/15	2/3/15	Washington, DC to Addis Ababa	Meet with stakeholders on M&E planning and attend an EGRA conference
Zarko Vukmirovic	3/13/15	3/24/15	Washington, DC to Addis Ababa	Meet with NEAEA officers in regard planning of the 2015 NLA assessments
Amy Todd	3/15/15	3/30/15	Washington, DC to Addis Ababa	Meet with stakeholders on M&E planning, to attend an EGRA conference, and to continue project start-up activities
Howard Williams	3/22/2015	3/29/2015	Washington, DC to Addis Ababa	Support completion of the draft work plan and draft PMP; travel was conducted as AIR's expense rather than the project's

Table 3. Travel during the upcoming quarter

Name	Beginning date	Ending date	Itinerary	Purpose
Amy Todd	TBD	TBD	Washington, DC to Addis Ababa	Assist the development of performance evaluation tools and in training the field data collectors
Pooja Nakamura	TBD	TBD	Washington, DC to Addis Ababa	Assist the development of performance evaluation tools and work tools for early grade reading in English

F. Procurements

READ M&E has solicited and reviewed bids from vendors for procurement of the highest priority office supplies (computer equipment). The office will be fully equipped when in-country legal registration is complete and tax-exempt status has been received. Vehicles will be procured after the project receives tax-exempt status in Ethiopia.

G. Alignment with Other Related Projects

There are a number of donor funded projects currently working in the education sector to improve student learning outcomes through ensuring strong leadership, high-quality teaching and learning, and solid parent and community involvement. Although each project has its own mandates with different goals and objectives, there is a clear, coherent, and logical relationship across the projects. UNICEF is assisting the MOE in designing, developing, and implementing nationwide standardized classroom-based formative assessments (SCBFAs) for primary grades (1-4) in mother tongues, English, mathematics, and environmental science subject areas. Japan International Cooperation Agency is supporting the MOE in improving learning achievement in Mathematics and Science education by developing workbooks and modules for INSET and PRESET. USAID's READ TA project is working with MOE in developing syllabi, curricula and materials for both students and teachers for a variety of Ethiopian languages, building capacity of Colleges of Teacher Education (CTEs) to improve pre- and in-service teacher training, and assisting in community-based campaigns and co-curricular activities on reading and writing. USAID's READ CO has just launched to support MOE, RSEBs, WEOs, and schools to build capacity in mobilizing communities and fund raising activities that would help improve the school cluster centers (SCCs) and schools. USAID's READ M&E project activities have strong connection with the outcomes of the other projects mentioned above either to evaluating their overall impact (e.g., READ TA, READ CO) in improving student reading learning outcomes or to strengthening the capacity of education agencies (an area of complementarity with, e.g., UNICEF-SCBFA).

V. Challenges and Actions Taken

The registration of AIR and the READ M&E activity in Ethiopia with the CSA is the chief challenge to date. The lengthy registration process prevents READ M&E from operating at full capacity. The project has not yet obtained a TIN, opened bank accounts, or obtained tax-exempt vouchers to procure materials and collect taxes from vendors. All of the required documents have been submitted to the relevant department of the Ministry of Foreign Affairs, which have been reviewed and accepted. The Ministry of Foreign Affairs will next write a letter to the CSA, which will approve the registration. The AIR local legal advisor and the local AIR M&E team have frequently communicated with the Ministry and with the CSA to complete registration as soon as possible. In addition to completing the registration as quickly as possible, AIR has taken several actions to mitigate the challenge of the registration requirement, including hiring key local staff as consultants, deploying short-term technical assistance from the AIR home office, and utilizing office space provided by the NEAEA.

Another challenge facing the project is limited ability to procure office equipment without registration or tax-exempt status. To address this issue, the team is using its own existing resources and those of the NEAEA, as well as procuring the highest-priority office equipment. READ M&E appreciates the hospitality of the NEAEA in providing the project's current office space.

VI. Major Activities Planned for the Next Quarter

The following are the major activities to be undertaken in the second quarter of READ M&E:

- A. Ongoing discussions with the NEAEA about the level support required with post-data collection analysis and reporting of NLA results
- B. Development of continuous assessment tools
- C. Performance evaluation of READ II
 - Finalizing evaluation questions
 - Finalizing sampling design
 - Instrument design, including a translation of the instruments into seven local languages (including local consultants for translating the tools)
 - Piloting the instruments (including training data collectors and supervisors from the seven languages)
 - Data collection
- D. Mid-term performance evaluation of READ TA
 - Finalizing evaluation questions
 - Finalizing sampling design
 - Instrument design

Annex A: EGRA Sample 2014 Characteristics

Below is AIR's review of whether a combined sample of schools from the 2014 IQPEP endline EGRA and from the 2014 READ TA EGRA sample is suitable to serve as a baseline. The sample data reasonably align with the populations they represent in terms of geographical distribution (with some under-representation of schools in Amhara and Oromiya, and over-representation in SNNP); urban-rural mix (with some expected urban over-representation and rural under-representation); student-teacher ratios; and language (with a small under-representation of Oromo and Amharic languages compared to population). The small differences noted could be aligned with the population either empirically (increasing the number of schools) or statistically (with suitable weighting). AIR finds that this sample can serve as a baseline and will discuss further as we proceed what additional considerations may be necessary to effectively incorporate these data as the baseline for the overall M&E scheme.

1. The 2014 READ TA EGRA sample of schools is fully random in regard to selection of schools and selection of students within the schools.
2. The 2014 IQPEP end-line EGRA sample followed the principles of stratified random sampling and appears representative for the sampling frame of 2015 IQPEP schools:
 - The 120 intervention schools were selected randomly from 8 regions considering the number of project schools and language of instruction in each of those regions.
 - The 120 comparison schools were also selected randomly from the non-IQPEP schools in regions following the same proportions across regions as for intervention schools.
 - From each school 40 students were selected, randomly stratified by grade and gender: 20 students from grade 2 (10 males and 10 females) and 20 students from grade 3 (10 males and 10 females). Exploration of the IQPEP data file confirms that structure.
3. It is still not known to us at this time how the 2014 IQPEP program schools were selected, however. The 2014 IQPEP program schools were distributed across all regions in Ethiopia and it is unknown whether they were selected randomly or not. They were most likely not, because the selection of intervention schools typically follows various target criteria that are not necessarily randomly distributed, which can be verified.
4. In regard to the major issue of whether the 2014 IQPEP + READ TA EGRA samples can serve as the baseline, the answer is positive. Although the IQPEP sample was designed to be representative for the sampling frame of 2015 IQPEP schools, our analysis indicates that it appears to be acceptably aligned with the structure of national population of schools. Small departures from the national proportions of schools at regions could be adjusted by suitable weighting during data analysis.

Sampling Frame Characteristics

Statistics (Sampling Frame)

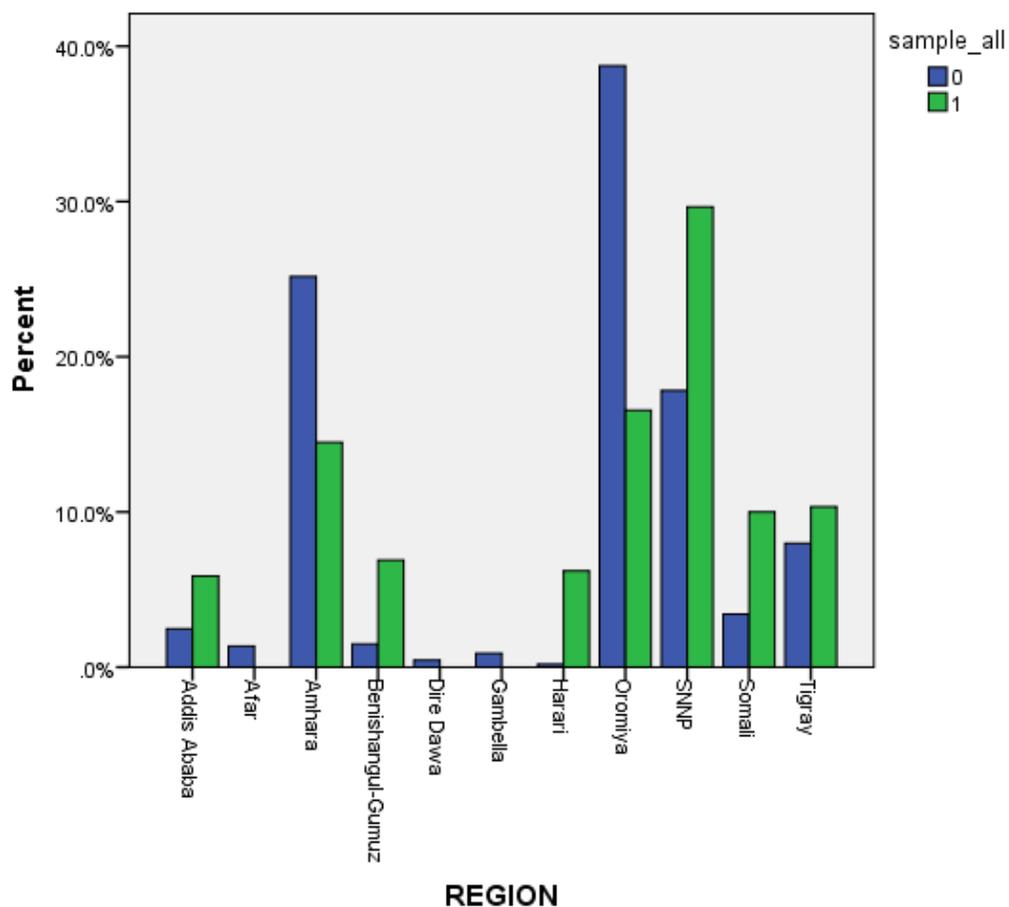
		Number of Students			Number of Teachers			Teacher/ Student ratio
		Males	Females	Total	Males	Females	Total	
N	Valid	20649	20649	20649	20649	20649	20649	19697
	Missing	36	36	36	36	36	36	988
Mean		347.03	292.54	639.57	6.82	3.97	10.79	64.3630
Median		241.00	199.00	443.00	5.00	2.00	7.00	59.7200
Std. Deviation		323.829	286.996	598.662	7.117	5.255	11.170	32.47910
Range		4768	3741	6745	89	86	164	515.00
Minimum		0	0	0	0	0	0	.00
Maximum		4768	3741	6745	89	86	164	515.00
Sum		7165831	6040713	13206544	140856	81940	222796	
				Students				Teachers

OwnShp	Frequency	Percent
	3	.0
Ch	42	.2
FC	298	1.4
Go	19095	92.3
LC	296	1.4
Valid	287	1.4
Mo	29	.1
Ot	47	.2
Pr	588	2.8
Total	20685	100.0

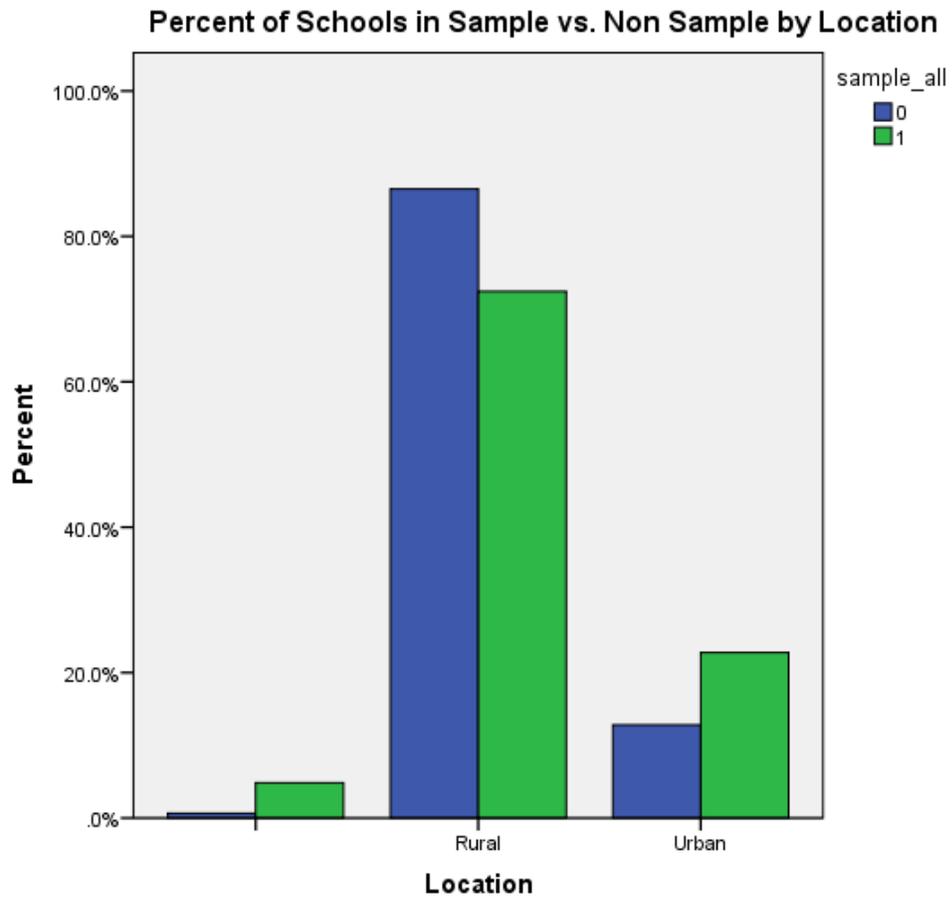
Comparison of Sample with Population

Number of Schools in Sample and Population by Regions								
		Sample				Total Population	Total Sample	Difference Sample-Population
		Not in Sample	2012 and 2014	2014	2014 RTI			
REGION	Addis Ababa	Count	505	1	16	0	522	17
		%	2.5%	1.4%	9.6%	0.0%	2.5%	5.9%
	Afar	Count	277	0	0	0	277	0
		%	1.4%	0.0%	0.0%	0.0%	1.3%	0.0%
	Amhara	Count	5134	10	32	0	5176	42
		%	25.2%	13.7%	19.2%	0.0%	25.0%	14.5%
	Benishangul-Gumuz	Count	304	6	14	0	324	20
		%	1.5%	8.2%	8.4%	0.0%	1.6%	6.9%
	Dire Dawa	Count	92	0	0	0	92	0
		%	.5%	0.0%	0.0%	0.0%	.4%	0.0%
	Gambella	Count	182	0	0	0	182	0
		%	.9%	0.0%	0.0%	0.0%	.9%	0.0%
	Harari	Count	40	7	11	0	58	18
		%	.2%	9.6%	6.6%	0.0%	.3%	6.2%
	Oromiya	Count	7901	9	39	0	7949	48
		%	38.7%	12.3%	23.4%	0.0%	38.4%	16.6%
	SNNP	Count	3635	13	23	50	3721	86
		%	17.8%	17.8%	13.8%	100.0%	18.0%	29.7%
	Somali	Count	697	18	11	0	726	29
		%	3.4%	24.7%	6.6%	0.0%	3.5%	10.0%
Tigray	Count	1628	9	21	0	1658	30	
	%	8.0%	12.3%	12.6%	0.0%	8.0%	10.3%	2.3%
Total	Count	20395	73	167	50	20685	290	
	%	100.0%	100.0%	100.0%	100.0%	100.0%		

Percent of Schools In and Out of Sample



Number of Schools in Sample and Population by Location									
		Count	Sample				Total	Total Sample	Difference Sample-Population
			Not in Sample	2012 and 2014	2014	2014 RTI			
Location		Count	134	4	6	4	148	14	
		%	.7%	5.5%	3.6%	8.0%	.7%	4.8%	4.1%
	Rural	Count	17645	54	116	40	17855	210	
		%	86.5%	74.0%	69.5%	80.0%	86.3%	72.4%	-13.9%
	Urban	Count	2616	15	45	6	2682	66	
		%	12.8%	20.5%	26.9%	12.0%	13.0%	22.8%	9.8%
Total		Count	20395	73	167	50	20685	290	
		%	100.0%	100.0%	100.0%	100.0%	100.0%		



Comparison of Sample vs. Non-Sample by Student-Teacher Ratio

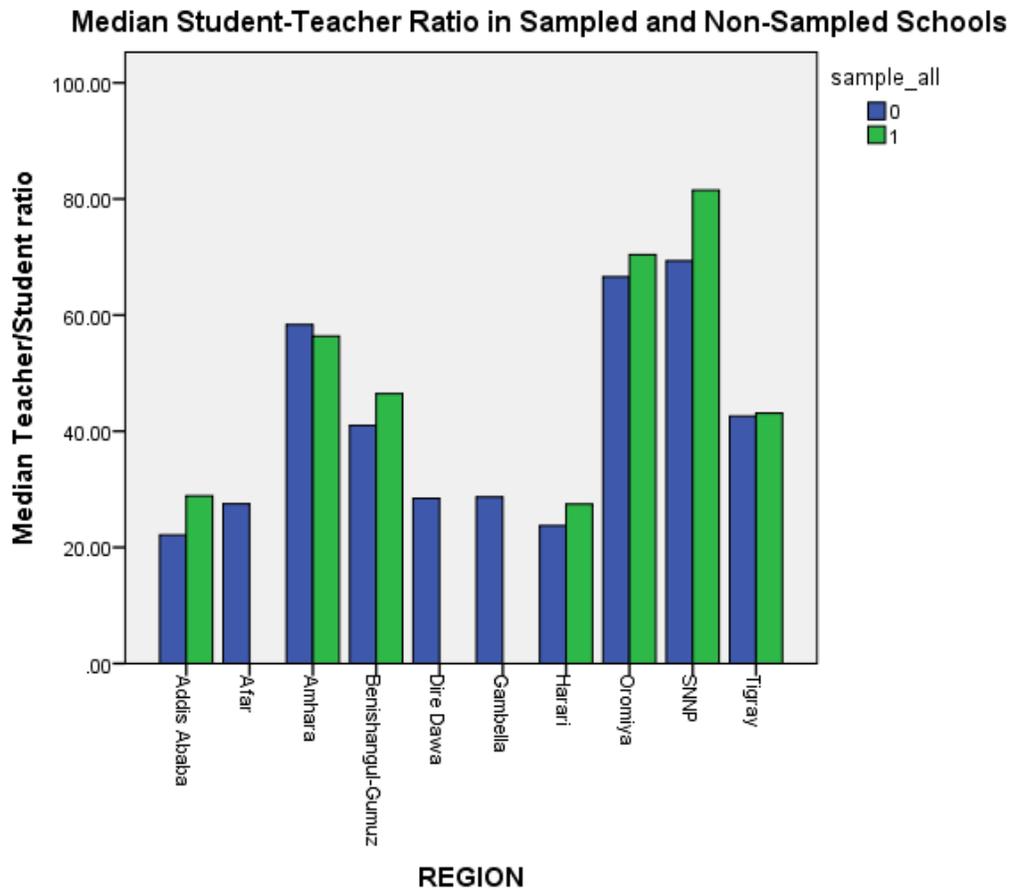
REGION	sample_all	Mean	Std. Deviation	N
Addis Ababa	0	23.3098	12.93425	493
	1	30.1337	8.28245	15
	Total	23.5113	12.86765	508
Afar	0	29.6900	19.38968	213
	Total	29.6900	19.38968	213
Amhara	0	59.9677	18.15076	5101
	1	55.7868	8.94046	41
	Total	59.9344	18.09925	5142
Benishangul-Gumuz	0	44.0001	19.18465	297
	1	46.3515	15.23705	20
	Total	44.1485	18.94845	317
Dire Dawa	0	28.5555	12.84027	89
	Total	28.5555	12.84027	89
Gambella	0	31.5061	21.49159	157
	Total	31.5061	21.49159	157
Harari	0	25.8599	15.00581	39
	1	30.0645	10.63853	16
	Total	27.0831	13.91434	55
Oromiya	0	73.4038	38.41563	7834
	1	69.9358	22.08706	48
	Total	73.3827	38.33738	7882
SNNP	0	73.0115	30.92319	3616
	1	82.6556	25.04538	73
	Total	73.2023	30.84423	3689
Tigray	0	42.4652	11.49869	1619
	1	43.8001	9.20328	26
	Total	42.4863	11.46493	1645
Total	0	64.3993	32.54929	19458
	1	61.4096	26.02548	239
	Total	64.3630	32.47910	19697

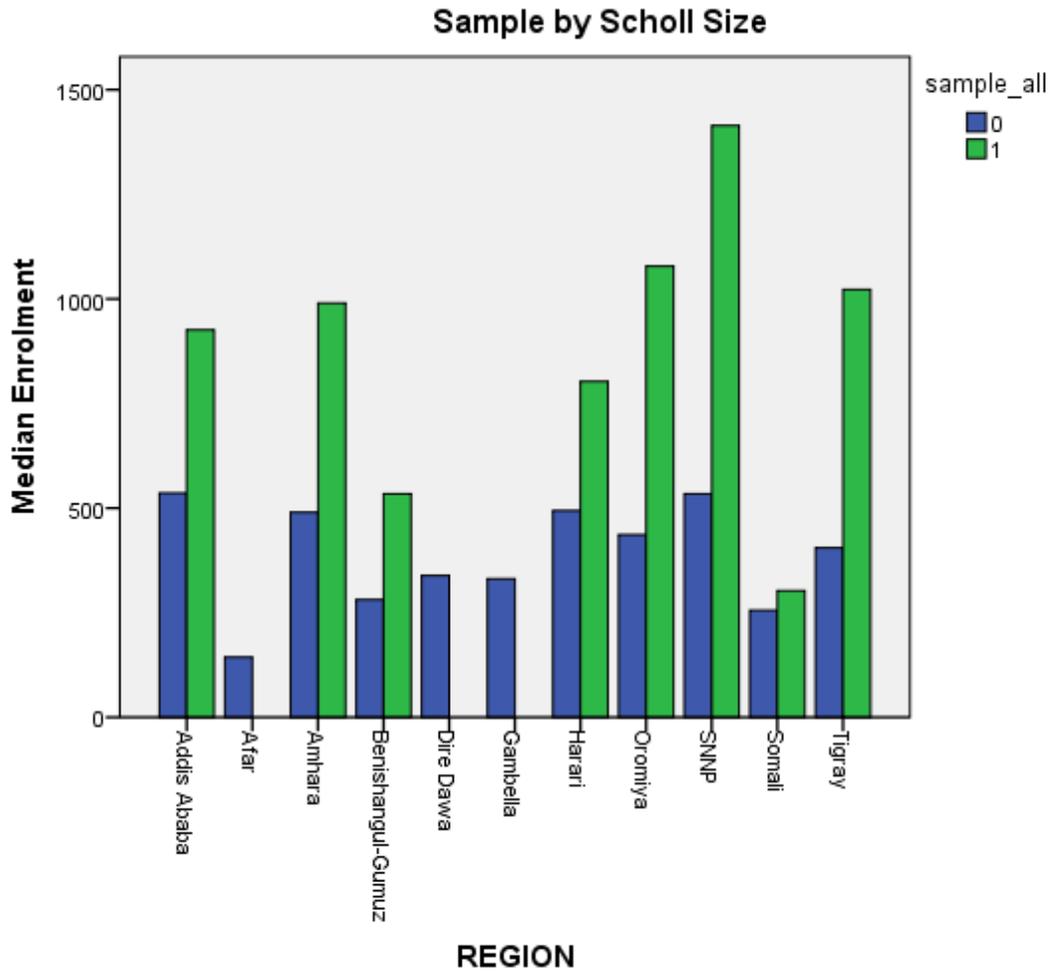
Tests of Between-Subjects Effects

Dependent Variable: TS_ratio

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3420013.644 ^a	16	213750.853	242.357	.000
Intercept	1380423.329	1	1380423.329	1565.162	.000
REGION	454579.489	9	50508.832	57.268	.000
sample_all	904.195	1	904.195	1.025	.311
REGION * sample_all	7506.919	6	1251.153	1.419	.203
Error	17357135.622	19680	881.968		
Total	102373960.785	19697			
Corrected Total	20777149.266	19696			

a. R Squared = .165 (Adjusted R Squared = .164)





Scholls with enrolment < 50 excluded from this analysis

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