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# READING FOR ETHIOPIA'S ACHIEVEMENT DEVELOPED MONITORING AND EVALUATION (READ M&E)

QUARTERLY REPORT: YEAR 1, Q3: 1 JULY – 30 SEPTEMBER 2015



**Contract No. AID-663-C-15-00001**

**A partnership with: American Institutes for Research**

October 30, 2015



**Reading for Ethiopia's Achievement Developed  
Monitoring and Evaluation (READ M&E)**

**Quarterly Report**

**Year 1, Q3: 1 July – 30 September 2015**

**Submitted to:**

**U.S. Agency for International Development/Ethiopia  
Marc Bonnenfant, Contracting Officer's Representative (COR)**

**Prepared by:**

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**Contract No. AID-663-C-15-00001**

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## DEC Submission Requirements

a.	USAID Award Number	Contract No. AID-663-C-15-00001
b.	USAID Objective Titles	USAID Ethiopia Country Development Cooperation Strategy Development Objective: Improved learning outcomes USAID Ethiopia Education Strategy Intermediate Result 1: Increased achievement in basic education, particularly in reading USAID Global Education Strategy Objective 1: Improved reading skills for 100 million children in primary grades by 2015
c.	USAID Project Title	USAID Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E)
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## **Acronyms**

AIR	American Institutes for Research
CAEB	City Administration Education Bureau
CSA	Charities and Societies Agency
CTE	colleges of teacher education
EGRA	Early Grade Reading Assessment
GOE	Government of Ethiopia
IQPEP	Improving Quality of Primary Education Program
M&E	Monitoring and Evaluation
MOE	Ministry of Education
NEAEA	National Educational Assessment and Examinations Agency
NGO	nongovernmental 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
TOT	Training of trainers
TWG	Technical Working Group
USAID	U.S. Agency for International Development
USD	U.S. dollar

## **I. Executive Summary**

The Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) project is a 5-year U.S. Agency for International Development (USAID)-supported activity implemented by American Institutes for Research (AIR). READ M&E is one of four READ projects on early grade reading launched by USAID Ethiopia. READ M&E focuses on monitoring and evaluating early grade reading and writing as well as the M&E needs of the overall USAID READ program. The project works closely in partnership with the Ethiopian Ministry of Education (MOE) and the National Educational Assessment and Examinations Agency (NEAEA). The project also works in collaboration with regional state education bureaus (RSEBs) and city administration education bureaus (CAEBs).

During the third quarter of READ M&E, the project continued to engage in start-up activities and launched substantive technical work, which included analyzing data for the READ Institutional Improvement (READ II) performance evaluation, developing and delivering a concept paper on continuous assessment to USAID, and gathering data for the Annual Data Assurance exercise. READ M&E also moved into a new office in the PACT Building in Bole and hired four additional staff members, and procured office supplies to furnish the new office. One of the most crucial start-up activities has been continuing to work on registration with the Charities and Societies Agency (CSA) of Ethiopia, an ongoing project registration process.

## **II. Project Overview, Rationale, and Strategy**

READ M&E is one of four READ programs that USAID has developed in collaboration with the Ethiopian MOE. READ M&E is a 5-year activity that focuses on monitoring and evaluating early grade reading fluency and comprehension, supporting national learning assessments (NLAs), monitoring and evaluating the overall USAID READ programs, and building the capacity of the NEAEA. The project works in partnership with the federal MOE and the NEAEA.

The rationale for launching the four READ projects was based on low student achievement in NLAs and early grade reading assessments (EGRAs) conducted since 2010. These assessments suggest that poor reading in early grades limits students' ability to "read-to-learn" in upper primary grades. USAID, the MOE, 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 USAID-funded READ programs seek to improve the quality of reading and writing education for children in early grades in order to enable more effective learning in upper grades.

READ Technical Assistance (TA) focuses on curricula revisions, textbook development, teachers' guides, training manuals, supplementary reading materials, training of teacher trainers, and technical assistance support in improving early grade reading and writing to the MOE, RSEB, and colleges of teacher education (CTEs). 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 (CO) engages parents and communities in promoting early grade reading and writing, and supports school reading centers and community libraries.

READ M&E tracks progress and measures the performance and impact of key interventions supported by USAID through a) regular monitoring of READ projects to determine if implementation is on track and if outputs are leading to results and b) evaluating READ projects at defined intervals to gauge the results. These efforts inform USAID and other stakeholders, including the federal MOE, RSEBs, and NEAEA, how combined investments across the READ projects are producing the desired changes, and how implementation can be improved.

The objectives of READ M&E are to:

- a. Assess student learning progress by analyzing and synthesizing nationally representative EGRA data collected for seven local languages; collecting additional EGRA data annually to show reading skill gains for seven local languages; and collecting nationally representative EGRA baseline data for English
- b. Support NLAs 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 USAID’s READ projects as well as other key projects related to the READ program, and conduct midterm and final evaluations of the three READ projects and of other projects that may take over or add to any of the major functions of these READ projects
- e. Conduct impact evaluations and research studies on issues aligned with USAID’s global- and mission-level learning agendas that relate to the evolving needs of the READ program and related key projects

### III. Progress and Accomplishments

The third quarter of READ M&E saw a continuation of project start-up activities as well as its first major technical accomplishments. In this third quarter, we:

- a. Continued project registration in Ethiopia
- b. Analyzed data from READ II
- c. Moved into a new office in the PACT Building in Bole
- d. Hired four additional staff members: two M&E assistant experts, one assessment assistant expert, and one administrative assistant for logistics, human resources, and procurement
- e. Three staff—Zewdu Gebrekidan, Dr. Solomon Areaya, and Dr. Jordene Hale—attended the Technical Working Group (TWG) meeting on September 4–5 in Adama, Ethiopia
- f. Delivered a concept paper on continuous assessment to USAID
- g. Gathered data for the Annual Data Assurance exercise

#### **Result/Contract Line Item (CLIN) 1: EGRA and M&E**

In the third quarter, discussions continued with other partners on how to prepare the roadmap for the mid- and end-line EGRA administrations. Agreement was reached that the English EGRA is premature and will be considered after textbooks have been developed and distributed.

**READ II evaluation:** Data translation and transcription were completed and analysis continued. Thirty-eight schools, 31 woredas, 14 zones, 148 teachers, 35 experts, 54 trainers as both master and training of trainers(TOT), and two leaders participated in data collection for this performance evaluation. The total number of interviews was 239. READ M&E collected data for this performance evaluation from five regions-Tigray, Amhara, Oromia, Somali, and Southern Nations, Nationalities, and Peoples' Region (SNNP) in seven local languages, which are used as the medium of instruction in their respective regions. As part of the process of data analysis, READ M&E staff learned to use NVivo, a qualitative software program that makes coding data easier.

**READ TA midterm evaluation:** Preparations for the upcoming midterm performance evaluation continued. After collecting and reviewing the project documents, the READ M&E team developed evaluation questions that were reviewed and approved by USAID and READ TA.

**Annual Data Assurance:** READ M&E conducted a data assurance exercise of selected implementing organizations and indicators. The task of READ M&E is to collect data and verify the fidelity of the data reported to USAID. Accordingly, READ M&E verified the fidelity of implementation for READ II, READ TA, TEACH II, ANFEAE, Pro Pride, and TDA. The methodology employed included consulting PMPs, interviewing appropriate staff, reviewing documents, reviewing attendance and per diem collection lists, and observing the materials produced, if any. The report will be presented to USAID in late October, 2015.

### **Result/CLIN 2: learning assessment**

NEAEA and READ M&E collaborated more closely this quarter. Zewdu Gebrekidan met regularly with an ad hoc committee of NEAEA members. Because of this continuous dialogue, NEAEA asked READ M&E to help conduct two workshops with them.

The National Educational Assessment and Examinations Agency (NEAEA) in collaboration with READ M & E conducted an “Item Review Workshop” in Addis Ababa at Ras Amba Hotel from September 17-18, 2015 and a technical staff data analysis training at Adama Ayu International Hotel, from September 21 – October 3, 2015. According to the participants, the workshops were highly important for the NEAEA technical staff to improve the technical quality of educational assessments. READ M & E provided technical and financial support.

Item Review Workshop: The objective of the Item Review workshop was to re-validate the test items on Reading and Environmental Science for grade 4 and Biology and Chemistry subjects for grade 8. The rationale for re-validating the test is as follows: NLA had planned to administer the test in 2014 and printed test booklets but was unable to administer the national exam. Using the same test booklets, NLA administered the exam in at the end of the academic year in 2015. However, in the interval of 2014-2015, some subjects were revised. Therefore, the exam no longer reflected the updated curriculum. For example, some topics were moved from being taught in one grade to another. This is particularly true for environmental science, biology, and chemistry. Along with the lack of curriculum/textbook to exam correspondence, errors were identified in the answers: particularly many questions were shown to have multiple correct answers.

The purpose of the second training, “Technical Staff Data Analysis Training,” was to develop the capacity of National Educational Assessment and Examinations (NEAEA) staff members/experts in data management, analysis, interpretation, and report writing. READ M&E’s role in the training was primarily to provide technical expertise as needed. For example, Zarko Vukmirovic from AIR home office led a session to demonstrate how to analyze data using an SPSS script, which participants then applied to their own subject areas. Zewdu Gebrekidan, from AIR Ethiopia worked with participants new to data analysis, and item and test analysis.

### **Result/CLIN 3: capacity-building**

READ M&E continued to discuss capacity-building opportunities in the area of continuous assessment with USAID and MOE. READ M&E delivered a concept paper on formative continuous assessment to USAID in September; however, no definitive plan has been reached.

### **Result/CLIN 4: technical leadership**

Administration and project start-up activities, including the registration of AIR and the READ M&E project with the CSA, remained a major focus of the project. The CSA has not yet agreed to register the project to operate in Ethiopia. The Chief of Party, Dr. Hale, began her residency in Addis Ababa early in the third quarter.

## **IV. Project Management and Operations**

## **A. Operations**

Dr. Hale is now on location as COP, joining the four key staff members in Ethiopia at the beginning of the project's third quarter. READ M&E also hired four additional staff: two M&E assistant experts, one assessment assistant expert, and one administrative assistant for logistics, human resources, and procurement.

On August 3, READ M&E moved to the PACT Building in Bole. The project had previously been located in two offices within the NEAEA building.

## B. Key Meetings With USAID and Partners

**Table 1. Key Meetings With Clients and Partners During Second Quarter (July-September, 2015)**

Date	READ M&E Representative	Client or Partner	Topic of Meeting	Key Decisions/Outcomes
28-Jul-15	Dr. Hale, Dr. Solomon, Ato Zewdu, Ato Daniel	Zoe James, Young Lives	EGRA	Decided to work more closely together when Zoe James returns to Ethiopia
6-Aug-15	Dr. Hale	Ato Tesafaye, USAID	Introduction	Clarified READ M&E design
7-Aug-15	Dr. Hale	Dr. Steve Bachman, READ TA	Introduction	
12-Aug-15	Dr. Hale	Marc Bonnenfant, USAID	Check-in	
17-Aug-15	Dr. Hale, Ato Zewdu, Dr. Solomon	Tadele Zewdie, USAID	Continuous assessment	Clarified USAID concept of continuous assessment as formative continuous assessment
19-Aug-15	Dr. Hale, Ato Mulatu, Dr. Solomon	Ato Tadesse, lawyer	Registration	Reviewed process to date and wrote cover letter for resubmission
25-Aug-15	Dr. Solomon, Ato Zewdu	READ TA staff	READ TA and ADA	Discussed timing for READ TA Annual Data Assurance activity and reviewed READ TA mid-term Evaluation Questions
31-Aug-15	Dr. Hale, Dr. Solomon, Ato Daniel	Dr. Mark Hamilton, READ CO	Check-in	Discussed monitoring needs
1-Sep-15	Ato Zewdu	READ TA staff	Continuous assessment	Clarified USAID concept of continuous assessment as formative continuous assessment
1-Sep-15	Ato Daniel, Endalamaw	Ato Sileshe Bekele, ANFEAE	Introduction of Annual Data Assurance	Introduced the Annual Data Assurance exercise and decided to work more closely with W/r Tigist H/gebrireal (DQ officer)
1-Sep-15	Dr. Solomon, Ato Daniel, W/ro Feben	TEACH II staff	ADA	
2-Sep-15	Dr. Hale, Dr. Solomon, Ato Daniel	Marc Bonnenfant, USAID; Ato Eshetu	Introduction to Dr. Hale	
2-Sep-15	Dr. Hale, Dr. Solomon, Ato Daniel	Marc Bonnenfant, USAID; Ato Daniel	Introduction to Dr. Hale	
2-Sep-15	Dr. Solomon, Daniel, W/ro Feben Zenebe	PACT team	Annual Data Assurance	Verified data
3-Sep-15	Dr. Hale, Dr. Solomon, Ato Zewdu	UNICEF team	Continuous assessment	Identified areas for collaboration

Date	READ M&E Representative	Client or Partner	Topic of Meeting	Key Decisions/Outcomes
4-5-Sep-15	Dr. Hale, Dr. Solomon, Ato Zewdu	MOE, RSEB, USAID	TWG	Made presentations and received feedback from MOE and USAID
8-Sep-15	Dr. Hale, Dr. Solomon	Marc Bonnenfant, USAID	Check-in	
8-Sep-15	Dr. Solomon, Ato Daniel, Ato Endalamaw	Biniam, READ II	ADA	
10-Sep-15	Dr. Hale	John Meyer, USAID lawyer	Registration	Proceeded as planned; explored bilateral method
10-Sep-15	Ato Daniel, Ato Endalamaw	W/ro Tigist H/gebrieal, ANFEAE	Annual Data Assurance	Verified data
11-Sep-15	Dr. Hale, Dr. Solomon, Ato Daniel	Ato Bekure, lawyer	Registration	Resubmitted revised application
16-Sep-15	Dr. Solomon, Ato Daniel	TDA staff	ADA	
17-Sep-15	Ato Zewdu	NEAEA directorate	EGRA and NLA	Planned with focal persons
17-Sep-15	Ato Endalamaw, W/ro Feben	W/ro Tigist H/gebrieal, ANFEAE	Annual Data Assurance	Verified data
17-Sep-15	Ato Endalamaw, W/ro Feben	NEAEA irectorate	NLA	Attended the introduction of the workshop
18-Sep-15	Dr. Solomon, Ato Daniel	Pro Pride staff	ADA	
21-Sep-15	Ato Daniel, Ato Endalamaw	READ TA staff	ADA	
22-Sep-15	Ato Endalamaw, W/ro Feben	W/ro Tigist H/gebrieal, ANFEAE	ADA	Verified data
22-Sep-15	Dr. Solomon, Ato Daniel, Ato Endalamaw	Ato Biniam, MOE	ADA	Verified data
30-Sep-15	Ato Daniel, Ato Endalamaw	Dr. Abdu Zeleke, Ato Kidist Shumbeza, Meskerem and Sisay from (READ TA)	ADA	Verified data

### C. Staff Actions

Dr. Hale joined the project as COP in the second quarter and took up residence in Ethiopia during the project's third quarter. The four key field staff members hired in the first quarter remain classified as consultants pending completion of official registration in Ethiopia and will be hired as employees when registration is complete. In the third quarter, the project hired the remaining consultants/staff. Current key staff in the country are:

1. Dr. Jordene Hale, COP
2. Dr. Solomon Areaya, Deputy COP for Programs/Technical

3. Ato Mulatu Keffelew, Deputy Chief of Party for Administration
4. Ato Zewdu Gebrekidan, Senior Assessment Expert
5. Ato Daniel Tefera, Senior Evaluation Expert

READ M&E hired four additional staff: two M&E assistant experts, one assessment assistant expert, and one administrative assistant for logistics, human resources, and procurement. In the fourth quarter, three additional staff members will join READ M&E: one accountant, one administrative assistant/data clerk, and a financial manager.

#### **D. Consultants and Subcontractors**

As noted above, all field staff located in Ethiopia remains temporarily classified as consultants pending registration of the project in Ethiopia.

In the third quarter, READ M&E engaged a new local attorney in Addis Ababa to assist with registration of the project with the CSA and to review the project’s human resources manual in light of local law.

READ M&E hired Fromseas Education and Training, a small business based in Addis Ababa, to provide logistics services related to the NLA workshops. These logistical services, which include providing a training venue and transportation for participants, were more cost-effective to procure through Fromseas given the READ M&E project’s lack of registration. AIR has worked with Fromseas in a similar capacity on previous projects in Ethiopia.

#### **E. Staff and Consultant International Travel**

**Table 1. Travel During the Third Quarter (July–September)**

<b>Name</b>	<b>Beginning date</b>	<b>Ending date</b>	<b>Itinerary</b>	<b>Purpose</b>
Matthew Murray	13-Jul-15	25-Jul-15	Washington, DC, to Addis Ababa to Berlin	To provide project management support to the field office team with expanding office startup
Jordene Hale	20-Jul-15	N/A	Hartford, CT, to Addis Ababa	To relocate to Ethiopia to serve as chief of party
David Rabinovitz	20-Jul-15	N/A	Hartford, CT, to Addis Ababa	To relocate to Ethiopia to accompany chief of party (dependent)
Dr. Solomon, Ato Daniel	15-Sep-15	19-Sep-15	Addis Ababa to Mek’ele to Bahir Dar	To collect ADA data

**Table 2. Travel During the Fourth Quarter (October–November)**

<b>Name</b>	<b>Beginning date</b>	<b>Ending date</b>	<b>Itinerary</b>	<b>Purpose</b>
Ato Zewdu, Dr. Solomon, W/ro Selam, Dr. Hale	2-Nov-15	21-Nov-15	Bishoftu	To participate in an EGRA tool development workshop
Ato Daniel, Dr. Hale, Dr. Solomon, Ato Endalamaw	6-Nov-15	N/A	Addis Ababa	To participate in READ TA data collection training
Ato Daniel, Ato Endalamaw, W/ro Feben, Dr. Hale	8-Nov-15	21-Nov-15	All sites	To supervise READ TA data collection

Name	Beginning date	Ending date	Itinerary	Purpose
Ato Zewdu, Dr. Solomon, W/ro Feben, Ato Endalamaw	16-Nov-15	4-Dec-15	Bishoftu	To participate in EGRA data collection training
Amy Todd	4 Nov-15	21-Nov-15	Addis Ababa	To participate in READ TA data collection
Bob Craft	4-Nov-15	9-Nov-15	Addis Ababa	To review safety and security (at no cost to the READ M&E project)

## F. Procurements

READ M&E has purchased additional office supplies for project startup. In the third quarter, procurements included necessary IT equipment such as: laptops, desktop computers, printer, and a scanner. READ M&E outfitted the office with desks, tables, and other equipment necessary to serve coffee and water. Because of VAT complications, other equipment purchases such as a vehicle and additional office furniture is being delayed until registration is complete and tax-exempt status has been received.

## G. Alignment With Other Related Projects

There are a number of donor-funded projects currently in the education sector to improve student learning outcomes through enabling 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 for primary grades (1-4) in the subjects of Amharic, English, mathematics, and environmental science. The Japan International Cooperation Agency is supporting the MOE in improving learning achievement in mathematics and science education by developing workbooks and modules. READ TA is working with MOE on developing syllabi, curricula, and materials for both students and teachers for a variety of Ethiopian languages; building capacity for CTEs to improve pre- and in-service teacher training; and assisting in community-based campaigns and co-curricular activities on reading and writing. READ CO has recently launched to support MOE, RSEBs, and woredas, and schools to build capacity for community mobilization and fundraising activities that would help improve the school cluster centers and schools.

READ M&E activities have a strong connection with the outcomes of the other projects mentioned previously, either in evaluating their fidelity of implementation (e.g., READ TA, READ CO) in improving student reading learning outcomes or in strengthening the capacity of education agencies (an area of complementarity with, e.g., UNICEF-SCBFA).

This quarter, READ M&E met with UNICEF to discuss activities and identify synchronicities.

READ M&E began an informal document review of READ TA and other partners to begin to address overlaps and gaps.

## V. Challenges and Actions Taken

Registering AIR and READ M&E in Ethiopia with the CSA continues to be the chief challenge to date. The project has not yet been able to obtain a tax identification number, open bank accounts, or access tax-exempt vouchers to procure materials and collect taxes from vendors. AIR has submitted all of the required documents to the Ministry of Foreign Affairs. The ministry has reviewed and accepted the

documents and has written a letter to the CSA, which approves registration applications. The project's local legal advisor and the local READ M&E team have formally communicated with the CSA and informally with the ministry to complete registration as soon as possible.

In addition to securing registration as quickly as possible, AIR has taken several actions to mitigate the challenge of the registration requirement, including hiring key field staff as consultants, deploying short-term technical assistance from the AIR home office, and previously, utilizing office space provided by the NEAEA. READ M&E has hired logistics firms to process the payments for temporary help, such as data collectors.

In the second quarter, the CSA responded in writing that it could not register READ M&E because the project "does not provide special benefit or charitable work to the community." READ M&E is discussing this issue with other concerned parties and looking for ways to resolve this challenge.

## VI. Major Activities Planned for the Next Quarter

**Table 4. Major Activities Scheduled for the Third Quarter of READ M&E**

Activity	Start Date	End date	Description
Annual Data Assurance	2-Oct-15	N/A	Annual Data Assurance data collection completion
NLA	3-Oct-15	N/A	NLA workshop completion
READ TA	24-Oct-15	N/A	READ TA research proposal and instruments to Marc
Annual Data Assurance	28-Oct-15	N/A	Annual Data Assurance submission to Marc
EGRA	28-Oct-15	N/A	Final test instruments scheduled to go to software firm
READ II	30-Oct-15	N/A	Report to Marc
Quarterly Report	31-Oct-15	N/A	Report to Marc
EGRA	2-Nov-15	4-Nov-15	EGRA tool development workshop
READ TA	6-Nov-15	N/A	READ TA data collection training
READ TA	7-Nov-15	N/A	READ TA data collection deployment
READ TA	8-Nov-15	21-Nov-15	READ TA data collection period
EGRA	13-Nov-15	N/A	READ M&E tablet training
EGRA	16-Nov-15	21-Nov-15	EGRA data collection training
EGRA	23-Nov-15	4-Dec-15	EGRA data collection period
Research	1-Dec-15	N/A	Start planning – schedule MOE, USAID, READ projects meeting to plan Research project
READ II	10-Dec-15	10-Dec-15	READ II results reporting
READ TA	11-Dec-15	N/A	READ TA data return
READ TA	18-Dec-15	N/A	READ TA data cleaning
TWG	Dec	N/A	TWG

## Annex A. Education Technical Working Group Power Point Presentations

Friday, September 3, 2015



**READING FOR ETHIOPIA'S ACHIEVEMENT DEVELOPED (READ) MONITORING AND EVALUATION (M&E) PROJECT**  
2015-2019

Implemented by  
AMERICAN INSTITUTES FOR RESEARCH (AIR)

September 2015 1



**READ M&E GOALS AND OBJECTIVES**

- Assess and support progress on student learning of reading skills in seven mother tongue and English languages
- Provide technical assistance to MOE and implementing partners for M&E

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**READ M&E Activity #1:**  
**NLA Technical Assistance/Capacity Building**

- Test development
- Piloting
- Sampling
- Test administration training
- Analysis
- Alignment study

3



**READ M&E Activity #2:**  
**EGRA/Capacity Building**  
(7 languages + English)

- Test development
- Sampling
- Test administration training
- Analysis

4



**READ M&E Activity #3:**  
**Formative Continuous Assessment/ Capacity Building (7 languages)**

- Tool Development (MOE & Implementing Partners)
- TOT/Dissemination
- Monitoring & Reporting

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**READ M&E Activity #4:**  
**Performance Evaluations**

- READ II: final
- READ TA: midterm & final
- READ CO: midterm and final

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**READ M&E Activity #5**

Assisting READ Implementing Partners (local and international) with PMP alignment and Annual Data Assurance.

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**READ M&E Activity #6**

Research projects: to be determined in concert with MOE and USAID.

- Topic to be Mother Tongue Reading related
- Will include capacity building component and involve MOE colleagues

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**Current Activities**

1. Providing 2 workshops for NLA:
  - A) Alignment of test items
  - B) Advanced statistical analysis and report writing
2. In conversation with MOE regarding:  
Formative Continuous Assessment Tool Development

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**Current Activities**

3. Develop Formative Continuous Assessment Toolkit in alliance with READ TA Mother Tongue Curriculum
4. Pilot EGRA
5. Annual Data Assurance on READ program involved NGOs to ensure indicator alignment
6. Complete final evaluation of READ II
7. Begin performance evaluation of READ TA

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Saturday, September 4, 2015

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**READING FOR ETHIOPIA'S ACHIEVEMENT DEVELOPED (READ) MONITORING AND EVALUATION (M&E) PROJECT**

**2015-2016 Annual Implementation Plan**

Implemented by  
**AMERICAN INSTITUTES FOR RESEARCH (AIR)**

September 2015 1

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**READ M&E Activity #1:**

**NLA Technical Assistance/Capacity Building**  
September 2015

Providing 2 workshops for NLA:

- A) Alignment of test items
- B) Advanced statistical analysis and report writing

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**READ M&E Activity #2:**

**Early Grade Reading Assessment/ Capacity Building**

- Development of EGRA tools in 7 mother tongue (October)
- Pilot in five regions & seven mother tongues- Afan Oromo, Amharic, Wolaittafoo, Hadiyissa, Af-Somali, Tigrigna & Siadmo-Afoo (Nov/Dec)
- Mini- EGRA for 3 regions (Af-Somali, Tigrigna, & Siadmo-Afoo) (Nov/Dec)
- In 2016- full EGRA regionally & language representative

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**READ M&E Activity #3:**

**Formative Continuous Assessment/ Capacity Building**

- Develop toolkit for teachers that corresponds to 7 Mother Tongue textbooks
- In concert with MOE, contribute to the Continuous Assessment Manual/Toolkit (under discussion)

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**READ M&E Activity #4:**

**Annual Data Assurance on READ program Involved NGOs/ Capacity Building**

- Purpose is to ensure indicator alignment
- Data collection (now)
- Final report in October 2015

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**READ M&E Activity #5:**

**Performance Evaluations/ Capacity Building:**

**1. READ II:**

- Data collection- 148 teachers, 38 experts, 55 trainers in five regions, & 2 national leaders
- Data analysis- on-going
- Final report- October 2015

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READ M&E Activity #6:

**Performance Evaluations/ Capacity Building:**  
**2. READ TA**

- Developed overarching questions
- Developing instrument- on-going
- Data collection- November/December
- Final report- January 2016

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READ M&E Activity #7:

**Performance Evaluations/ Capacity Building:**  
**3. READ CO**

- Assisting with PMP- on-going
- Advice on baseline development and data collection- Sept/Oct

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READ M&E Activity #8

**Research/ Capacity Building:**

- Discussing possible topics with MOE and USAID
- Estimated start in March, 2016

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## **Annex B. READ M&E Training Summary Report for Fifth National Learning Assessment Item Review and Data Analysis Workshops, September 17-18 & 21-3 October**

The National Educational Assessment and Examinations Agency (NEAEA) in collaboration with READ M & E conducted an “Item Review Workshop” in Addis Ababa at Ras Amba Hotel from September 17-18, 2015 and a technical staff data analysis training at Adama Ayu International Hotel, from September 21 – October 3, 2015. According to the participants, the workshops were highly important for the NEAEA technical staff to improve the technical quality of educational assessments. READ M & E provided technical and financial support, which this report summarizes. Schedules and lists of participants are in the annex.

### **Item Review Workshop**

The objective of the Item Review workshop was to re-validate the test items on Reading and Environmental Science for grade 4 and Biology and Chemistry subjects for grade 8. The rationale for re-validating the test is as follows: NLA had planned to administer the test in 2014 and printed test booklets but was unable to administer the national exam. Using the same test booklets, NLA administered the exam in at the end of the academic year in 2015. However, in the interval of 2014-2015, some subjects were revised. Therefore, the exam no longer reflected the updated curriculum. For example, some topics were moved from being taught in one grade to another. This is particularly true for environmental science, biology, and chemistry. Along with the lack of curriculum/textbook to exam correspondence, errors were identified in the answers: particularly many questions were shown to have multiple correct answers.

The Item Analysis workshop accomplished the following activities as planned:

1. Orientation on how to evaluate whether the curriculum aligns with the tests;
2. Review of the test items to determine the extent of alignment with the revised curriculum;
3. Examination of the portion (content) coverage of the test in each subject;
4. Production of a summary report in test map format from each working group/each subject; and
5. Cleaning of the some of the initial data

The main items reviewed were chemistry, biology, and environmental science. In relation to the mother tongue test, taking Amharic as a reference, the team agreed that the new curriculum is not yet fully implemented. However, they reviewed the new curriculum against the existing NLA exam. The team found that although the teaching methodology is significantly different; the content of language art teaching remains the same.

### **Data Analysis Training**

The purpose of this training was to develop the capacity of National Educational Assessment and Examinations (NEAEA) staff members/experts in data management, analysis, interpretation, and report writing. READ M&E’s role in the training was primarily to provide technical expertise as needed. For example, Zarko led a session to demonstrate how to analyze data using an SPSS script, which participants then applied to their own subject areas. Zewdu worked with participants new to data analysis, and item and test analysis. Prior to the workshop, the data cleaning process continued in order to be ready for data analysis, but due to the large amount of data to be cleaned, data cleaning happened in parallel to other activities the first two days of the workshop. During the workshop, the team accomplished the following activities as planned:

- Data management: Using Data management and Item Analysis System /DAMIAS for automated scoring and Analysis;
- Refresher training on Classical Test Theory (CTT), Item Response Theory (IRT), IRT equating and scaling methods, IRT software (PARSCALE) to calibrate items and perform fixed-parameter

equating, data analysis using 1-way and 2-way Analysis of Variance, analysis of covariance, and multiple regression analysis;

- Hands on practice on test map preparation and extraction, data extraction, item analysis, PARASCALE generation, and equating of two test forms in nine subjects from grade 4 and 8;
- Merging keyed SPSS files of each subject including questionnaires; and
- Analysis of pre-tested items for national examinations of four parallel tests for seven subjects by examination development experts with close supervision of AIR technical staff.

To address and evaluate areas described above, during the workshop, participants created test maps. A test map involves a graphical representation of the test, with content area on the y-axis and cognitive levels on the x-axis. Psychometricians assign test items a location based on their level of difficulty and their behavioral/cognitive analysis. These maps help when analyzing the data.

### **The Way Forward and Recommendations**

READ M & E has provided technical and financial support to enhance the technical capacity of the Agency's assessment staff members. Based on the feedback provided by the participants, additional support is needed to finalize the activities related to the fifth round (2015) NLA of grade 4 and 8. In particular, going forward NEAE requests support to accomplish:

- Training on "Hierarchical Linear Modeling (HLM)" using SPSS that helps to address research questions relevant for policy decisions. We were not able to conduct this training during the workshop due to shortage of time;
- Report writing; logistics and technical help reviewing the technical aspects of the report;
- Performance standard setting; Standard setting allows numerical scores to be translated into performance descriptors (below basic, basic, proficient, and advanced);
- Dissemination of results to stakeholders: to include a validation workshop and printing;
- To minimize error in data capturing and accomplish tasks effectively and efficiently a Remark Office OMR software package and its compatible scanning machine and subsequent training would be useful.

### **Evaluation of the Item Review and Data Analysis Workshop**

At the conclusion of the workshops, the participants were asked to complete a survey designed to capture their opinion on the proceedings and content of the workshop.