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

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ANNUAL REPORT

October 2012 - June 2013

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Acronyms

AWP	Annual Work Plan
CAEB	City Administration Education Bureau
COP	Chief of Party
CTE	College of Teachers Education
DCOP	Deputy Chief of Party
EGRA	Early Grade Reading Assessment
FSU	Florida State University
IR	Intermediate Result
LTTA	Long Term Technical Assistance
MLC	Minimum Learning Competency
MOE	Ministry of Education
MT	Mother Tongue
PMP	Performance Monitoring Plan
READ TA	Reading for Ethiopia's Achievement Developed Technical Assistance
RSEB	Regional State Education Bureau
RTI	Research Triangle Institute
SCC	School Cluster Center
SIL – LEAD	Summer Institute of Linguistics – Language Education and Development
STTA	Short Term Technical Assistance
TOT	Training of Trainers
TWG	Technical Working Group
USAID	United States Agency for International Development
WEO	Woreda Education Office

I. Executive Summary

The Reading for Ethiopia's Achievement Developed Technical Assistance (READ TA) project is a five year country-wide project in Ethiopia working with the Ministry of Education (MOE), the Regional State Education Bureaus (RSEB), City Administration Education Bureaus (CAEB), Colleges of Teacher Education (CTE), Woreda Education Offices (WEO), and schools to support the development and implementation of Mother Tongue Curricula for Grades 1-8 in 7-targeted languages (Somali, Wolayittatto, Sidaamu Afoo, Hadiyyissa, Amharic, Afaan Oromo, Tigrigna) plus English as a Second Language. READ TA is funded by the United States Agency for International Development (USAID) and is implemented by Research Triangle Institute (RTI) with 6-sub-contracted Partners including: Save the Children, Florida State University, SIL LEAD, Inveneo, Whiz Kids Workshop, and Africa Development Corps. READ TA recently completed year 1 of start-up and implementation and is well prepared to continue its work during Year 2, which starts on 01 July 2013 and ends on 30 June 2014.

Project Highlights for Year 1 (08 October 2012-30 June 2013) include:

- Project start-up including staff mobilization and identifying headquarters office;
- Sourcing of Mother Tongue (MT) and Training Curricula from regions, donor-funded projects and local organizations;
- Selection of Hadiyyissa and Wolayittatto by Ministry of Education to complete the 7-target MT languages for READ TA;
- Launching of MOE Mother Tongue Task Group to lead development of MT Curriculum Development;
- Certification of Registration from Charities Societies Agency (CSA);
- 2-Planning Meetings with READ TA Partners to: coordinate activities, consult and develop partnerships with MOE and RSEBs, and collaborate to collect data for assessments;
- Launching of Assessments to collect data on: teachers in-service development approaches, reading culture and teaching reading (Save the Children), pre-service teacher education practice in CTEs (Florida State University), potentials of using technology and place of technology in supporting special needs children in reading (Inveneo), and literature review for early Grade Reading Assessments and National Assessments (RTI);
- Co-hosting National Mother Tongue Consultation Workshop to validate *Revised Mother Tongue Syllabus Grades 1-8* with MOE; and
- Introduction of PrimerPro to develop word-lists in 7-Mother Tongue Languages to support curriculum development.

Major Challenge experienced during Year 1 (08 October 2012 – 30 June 2013) include:

- Lengthy process of Registration impeded procurement of equipment and furniture, limited recruitment strategy to contracting consultants rather than full time staff, limited availability of funds to host activities;
- Consultation and validation process for Revised Mother Tongue Syllabus delayed development of Mother Tongue Curriculum; and
- Changes in scheduling impacted the availability of experts in reading, curriculum and instruction.

Cross-cutting Themes and IRs

READ TA has 4 IRs plus 3-cross-cutting themes including: gender, inclusion and technology. The 4-IRS are:

IR 1: Reading and Writing Materials appropriate for primary classrooms and pre-service and in-service teacher training development.

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

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

IR 4: Technical assistance to support RSEBs and MOE for the READ institutional improvement.

II. Planned Deliverables and Activities

Start-up Activities

General Activities for Project Start-up

Exhibit 1 illustrates the Project Start-up Non-Technical. A Mobilization and draft Implementation Plan were presented to USAID in November by Ms. Jessica Mejia, Program Director based in North Carolina, USA. Both Barbara Toye-Welsh, Chief of Party (COP) and Wendi Ralaingita, Reading Advisor were mobilized during the 3rd week of November as planned. The Deputy Chief of Party (DCOP) Curriculum and Capacity Building and Deputy Chief of Party Administration were expected to join READ TA in January 2013. The Finance and Human Resources Manager was recruited in June 2013 with July 1st as an anticipated start date. RTI Start-up Team (Ms. Rakeb Abate, Ms. Nina Etyemezian, Ms. Serkalum Ibrahim) and Technical Managers (Ms. Jessica Mejia, Ms. Rossana Zetina, Dr. Ben Piper).

<i>READ TA Project Start-Up: Non-Technical</i>	<i>October</i>	<i>November</i>	<i>December</i>	<i>Comments</i>
<i>Mobilization of Project Staff and Facilities Set-Up</i>				
Submit Mobilization Plan to USAID with Draft Implementation Plan		✓		Completed
Mobilize COP		✓		Complete
Mobilize Reading Advisor LTTA		✓		Complete
Mobilize Key Staff				In Progress
Recruit and mobilize regional staff				Focus on Regional Managers
RTI Start-up Team and Technical Managers in Ethiopia	✓	✓	✓	Complete
Develop Implementation Plans and Work Plans	✓	✓	✓	On-going
<i>Facilities Set-Up</i>				
Establish main office in Addis Ababa		✓		Complete
Start mobilization of regional offices		✓	✓	In Progress

Exhibit 1: READ TA Start-Up: Non-Technical

Exhibit 2 illustrates *READ TA Project Start-Up Technical Activities* during the first quarter. READ TA met with USAID and MOE several times to discuss and confirm implementation at national, regional and woreda levels. The initial meeting with the USAID Technical Working Group (TWG) was hosted in Adama from November 30-December 01. It included one-day of site visits and another day of project reporting and discussion. READ TA introduced the project and responded to questions by the participants.

READ TA met with Partners to develop reading and writing approach that will guide the syllabi revision, scope and sequence development and curriculum development. READ TA met with SIL in Addis for several days to review and collect linguistic resources in the 7-languages. Meeting with Save the Children focused on activities, implementation, and staffing. Through SKYPE, READ TA and RTI conversed with Florida State University (FSU), Invaneo, and Whiz Kids Workshop about the Annual Work Plan, Implementation Schedule and STTA/Consultant needs.

READ TA Team travelled to 3 of the Regions in the first quarter to provide orientation about READ TA, discuss options for physical space, discuss READ TA vacancies, and collect materials in Mother Tongue.

READ TA Project Start-Up: Technical	October	November	December	Comments
<i>National Level Stakeholder Discussions and Project Launch</i>				
Jointly with USAID, develop strategy to support MOE national, regional and woreda level institutions	✓	✓	✓	Complete
Initial meeting with TWG to present project			✓	Complete
Discussions with regional management and technical officials concerning the implementation plan				On-going
Hold Public Project Launch Workshop				Postponed
<i>Project Implementation</i>				
Meeting with Partners to develop reading and writing approach that will guide syllabi revision and curriculum development			✓	On-going
Jointly with the national and regional level stakeholders review and revise the implementation plan for year 1 beginning at TWG Meeting			✓	On-going

Exhibit 2: READ TA Start-Up: Technical

Mobilization of Project Staff and Facilities Set-Up

The READ TA Interview Committee, comprised of Ministry of Education Members and READ TA Members, is responsible for recruiting three key positions including: DCOP Administration, DCOP Technical and Finance and Human Resources Manager. The Committee added one new member due to the resignation of [REDACTED] at the beginning of March. The Recruitment Process started with an orientation for [REDACTED] and [REDACTED]. The recruitment started with a review of the vacancies and job descriptions. Two advertisements were placed in *The Reporter* and <http://Ethiojobs.net> and distributed through email/fax to the Regions. The first advertisement included: DCOP Administration, DCOP Technical, Regional Director, Capacity Development Advisor, Institutional and Special Issues Advisor, Administration Assistant, Technical Administration Assistant, and Communications Specialist. The second advertisement included: Human Resources Specialist, Regional Manager for Somali, Tigray, and Oromia. The positions are in various stages of progress including: scheduling interviews, marking of assessments, reference checks, and final review. Exhibit 3 and Exhibit 4 below illustrate the number of curriculum vitae (CVs) received disaggregated by male and female as well as the number of candidates selected for interviews disaggregated by male and female.

POSITION	CVs Received		Interviews		Successful Candidate
	Male	Female	Male	Female	
DCOP Administration	6	0	3	0	Interviews 06 April
DCOP Technical	7	0	3	0	Interview in progress
Regional Director	8	0	3	0	[REDACTED]
Capacity Development Advisor	22	0			In progress
Institutional & Special Issues Advisor	12	3			In progress
Administration Assistant	15	29	0	3	In progress
Technical Administration Assistant	9	5			In progress
Communications Specialist	28	5			In progress

Exhibit 3: READ TA Advertisement One

POSITION	CVs Received		Interviews		Successful Candidate
	Male	Female	Male	Female	
Human Resources Specialist	65	15	2	1	In progress
Accountant	52	35	2	1	In progress
Regional Manager: Tigray	20	1			In progress
Regional Manager: Oromia	31	1			In progress
Regional Manager: Somali	11	1			In progress
Regional Manager: Amhara	4	0	3	0	[REDACTED]
Regional Manager SNNPR:	5	0	3	0	In progress
HR and Finance Manager	36	12	3	0	In progress

Exhibit 4: READ TA Advertisement Two

Hire and Mobilize Regional Staff

██████████ joined READ TA at the end of June as Regional Director. He is responsible for the overall management of the Regional Offices and social marketing for the READ TA project. He will oversee the READ TA interventions in the Regional States, ensure READ TA goals are achieved and all program resources are used in a manner that is constant with sound management principles. The Regional Director is the primary contact between RTI/READ TA and its counterparts at the Regional level. He will be responsible for ensuring that all of the Program's key stakeholders are kept informed of the Program's progress. Overall Regional Program Management responsibilities include developing implementation plans with Regional Managers and monitoring procedures; overseeing the revision of syllabus and development of teaching/learning materials; planning and management of capacity building for Regional stakeholders/Bureaus and Woredas; developing and monitoring annual budgets; regularly reporting on the progress of the Program; and maintaining good relationships with counterpart Bureaus and cooperating organizations at Regions.

██████████ was appointed as Regional Manager for Somali Region the first part of April. He is responsible for leading and managing regional activities with a wide variety of tasks, including regional administration of project activities, technical input when needed, and financial oversight of regional bank accounts. Overall his responsibilities include: managing the regional office; overseeing implementation of READ TA regional activities; supporting technical coordination; supporting capacity building; reporting; and supervising staff.

██████████ was appointed as Regional Manager for Sidama/SNNP Region the first week of June. He is responsible for leading and managing regional activities with a wide variety of tasks, including regional administration of project activities, technical input when needed, and financial oversight of regional bank accounts. Overall his responsibilities include: managing the regional office; overseeing implementation of READ TA regional activities; supporting technical coordination; supporting capacity building; reporting; and supervising staff.

██████████ was appointed as Regional Manager for Oromia Region the first week of June. He is responsible for leading and managing regional activities with a wide variety of tasks, including regional administration of project activities, technical input when needed, and financial oversight of regional bank accounts. Overall his responsibilities include: managing the regional office; overseeing implementation of READ TA regional activities; supporting technical coordination; supporting capacity building; reporting; and supervising staff.

██████████ was appointed as Regional Manager for Tigray Region the first week of June. He is responsible for leading and managing regional activities with a wide variety of tasks, including regional administration of project activities, technical input when needed, and financial oversight of regional bank accounts. Overall his responsibilities include: managing the regional office; overseeing implementation of READ TA regional activities; supporting technical coordination; supporting capacity building; reporting; and supervising staff.

Listings for other regional positions: Regional Reading Curriculum Specialist, Capacity Development and Policy Specialist, Gender and Inclusive Education Specialist and Finance and Administration Officer were advertised through www.ethiojobs.net and posted in RSEBs. Select qualified candidates were interviewed during the reporting period and final selection will be made during Year 2.

Develop Implementation Plans and Work Plans

██████████, Deputy Chief, Education Office, USAID reviewed the READ TA Annual Work Plan (AWP) and Performance Monitoring Plan (PMP) on February 12, 2013. It was suggested that READ TA develop an Annual Work Plan using months similar to a Gantt Chart deleting start date, end date, and responsibilities. The PMP should include USAID Indicators, using the same language as the standard indicators, short narrative introduction, results framework, and Performance Indicator Reference Sheets. It was pointed out that the AWP must be reviewed with ██████████, Director of Curriculum Development and Implementation Directorate Ministry of Education before final submission to USAID for approval.

From June 24 – 28, 2013, READ TA hosted a Partner’s Meeting in Addis Ababa to: review the Annual Work Plan (AWP) 2012-2013 progress, Performance Monitoring Plan (PMP) for Year 1 and start development for Year 2. Representatives of RTI, Inveneo, FSU, Save the Children, Whiz Kids, and SIL-LEAD participated in the meeting.

A series of assessment findings were presented to Partners to inform the development of the AWP and PMP for Year 2. Informational presentations included: RTI work in International Education, Highlights of the Ethiopia READ TA Proposal Development and Vision, and Year 1 Achievements.

Preliminary Assessment findings were shared through the following presentations:

- *A Review of NLAs and EGRA Reports (RTI)*
- *Assessment on Current Teaching Practices on Reading, Teacher Development and Teacher Support – READ – Preliminary Report (Save the Children)*
- *Assessment of Pre-service Teacher Education Programs at Colleges of Teacher Education in Ethiopia (FSU)*
- *Connecting those who need it most – ICT Baseline Survey: Preliminary Overview (Inveneo)*

Partners exchanged ideas, posed questions and provided comments on the information and findings presented. Partners reviewed AWP 2012-2013. They formed two working groups (*ICT and MT Production* and *MT Pilot*) to further discuss and clarify their concerns and questions. Following presentations on the group discussions, Partners continued developing AWP for Year 2.

Facilities Set-Up

Start Mobilization of Regional Offices

Visit to SNNPR Regional State Education Bureau (RSEB)

On January 10-11, READ TA met with RSEB Head ██████████ and ██████████ in SNNPR. READ TA provided an orientation on the project. ██████████ shared that RSEB provided training to 25,000 primary school teachers at the cost of ██████████ in 2012. He expressed interest in READ TA and made a commitment to host the READ TA Regional Project Office in the RSEB building. Another orientation was provided to 12-RSEB staff. Participants expressed interest to work in collaboration with the project. This was followed by a visit to Sidama Zone Education Office to collect Mother Tongue resources in the Sidama language.

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Exhibit 6: Staff Recruitment

Establishment of Main Office in Addis Ababa

READ TA will relocate in August/September 2013 due to the limited space at the International Leadership Institute. READ TA will re-locate to: [REDACTED]. READ TA is collaborating with the architect to place adequate partitions and collecting quotations for furniture and equipment. All staff will be re-located by September 30, 2013.

Accomplishments

By the end of June, READ TA had recruited about 85% of staff in Addis Office. Recruitment in the Regions involved identifying strong teams in collaboration with the RSEBs. Each Interview Team comprised of: 1-RTI Addis Staff; 1-RTI Regional Staff and 1-RSEB Staff. READ TA physical space in the Regions was adequate and provided facilities such as power, water and security. Regular visits to RSEBs providing Orientation on READ TA, RTI Reading Approach, National Assessments and EGRA resulted in collaborative relationships with READ TA.

REGIONAL NEWS

READ TA REGIONAL NEWS

VOLUME 01

30 JUNE 2013

READ TA VISITS REGIONS



RSEB Meeting in Somali with READ TA Team

AMARHA REGION - READ TA visited Amhara RSEB on April 17-19. The READ TA Team met with the RSEB Head, Ato Yabebal and finalized office space. READ TA provided a READ TA update for the Deputy Bureau Head. Topics included: highlights of the Review of the *Mother Tongues Syllabus Grades 1-4*, details about the upcoming Review of Mother Tongue Syllabus Grades 5-8, and update on recruitment. Ato Setu Aynalem was presented as the Regional Manager for READ TA.

SNNP REGION – From April 28-30, READ TA visited SNNP Region. READ TA Team were welcomed by RSEB Deputy Head, Ato Elias Awato. READ TA provided an update including details of the Review of the Mother Tongue Syllabus Grades 1-4. READ TA presented Ato Tadesse Woldie, Regional Manager for the Region. RSEB committed to MT development in SNNPR.

RSEB Heads welcome READ TA Regional Managers to Amhara, SNNP and Somali Regions.

READ TA REGIONAL TEAM – Regional Teams will comprise of 7 RTI staff and 2 Save the Children staff:

- Regional Manager
- Capacity Building and Policy Specialist
- Gender and Inclusive Education Specialist
- Reading and Curriculum Specialist
- Finance and Administration Officer
- Office Assistant
- Driver
- Teacher Training Specialist (Save the Children)
- Program Implementation Specialist (Save the Children)

UPDATE ON STAFFING: Advertisements were placed in the newspapers, EthioNet and in the regions. Interviews for Capacity Building and Policy Specialist, Gender and Inclusive Education Specialist and Reading Curriculum Specialists are in progress. The Finance and Administration Officers are under review in preparation for interviews. The Office Assistant will be posted locally. All Regional Staffing is anticipated for completion by September 30, 2013.

REGIONAL MANAGERS - The Regional Manager works closely with the RSEB Head, Deputy Head and other senior staff to support MT activities. He manages the regional office, develops and oversees a Communication Plan; oversees implementation of READ TA regional activities; supports technical coordination; supports capacity building; leads regional reporting; and supervises 8 staff. They work in a team with READ TA Senior Managers, related to work habits, logistical support, and accounting issues. As the leader of a Regional Team, the position is responsible for supervising eight staff. The Regional Manager devotes about 50% of his time for field travel.

SOMALI REGION - READ TA visited Somali Region from May 30-June 01. The READ TA Team was welcomed by RSEB [REDACTED] and the Curriculum Development and Research Head [REDACTED].
1 [REDACTED] Following an update on READ TA, there was a discussion about an office.

READ TA was made aware of the security issues related to the office, for example, mobile must be registered at the entrance of the compound. Vehicles are not allowed on the premises and vehicles cannot remain on the premises overnight. [REDACTED] k was welcomed as the Regional Manager for READ TA.

Highlights by IR

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

During Year 1, READ TA reviewed current language learning materials to see gaps in the reading curriculum including content, pedagogy, and assessment. Due to the lengthy Registration Approval process, the Ministry of Education and USAID recommended READ TA launch a Mother Tongue (MT) Task Group to start the review of Mother Tongue Syllabus, Minimum Learning Competencies and Flow Chart documents. The MT Task Group participated in three workshops and a National MT Workshop culminating in a draft Revised Mother Tongue Syllabus for Grades 1-8. Language and curriculum experts from MOE, RSEBs and universities participated in 3-PrimerPro Workshops collecting 4,000+ words in each target Mother Tongue language to support the development of student textbooks and teacher guides.

READ TA visited each RSEB monthly to provide orientation on READ TA and READ TA Reading Approach; recruit Regional Staff and identify office space. All RSEBs identified an office space and participated on Interview Committees during the Recruitment process. RSEBs nominated a RSEB Curriculum Expert to participate in READ TA Workshops and Mother Tongue Language Development.

Summary of Year One Achievements

During Year 1 (October 2012-June 2013) READ TA achieved the following:

The First Mother Tongue (MT) Task Group Workshop

The first MT Task Group Workshop was hosted in Addis Ababa from February 25-March 1 at SIL Complex in Addis Ababa. Partner representatives attending the workshop were from Save the Children, Whiz Kids, and SIL. (Refer Appendix D for list of participants). [REDACTED]

[REDACTED], Director of Curriculum Development and Implementation Directorate, made opening remarks and welcomed the participants. He referred to the EGRA Results and emphasized reading as a function that impacts so many other factors. He stressed that the MOE must revisit the Mother Tongue curriculum to make sure children learn to read and write and comprehend. He told the participants it was their primary duty to develop a Mother Tongue syllabus that is the perfect instrument to guide learning to read. He further stated, "You have the privilege. You have the knowledge. You have the commitment. At the end of the day, the MOE effects the whole population. The revised syllabus will serve as a guide". This was followed by remarks from [REDACTED], Chief of Education

Office, USAID/Ethiopia. She confirmed the Ministry of Education is taking the lead addressing problems of Early Grade Reading. She claimed reviewing the syllabus and developing curriculum is a process – all participants are experts. She asked participants to stay focused on students to ensure the end product is relevant to the student and the environment. Provide what is necessary. With reading – a new life opens. She stated that the test would

Mother Tongue Task Group

- 8-RSEB MT Curriculum Experts
- 9- READ TA MT Language Experts
- 3-Central MOE Experts
- 1 Inclusion Expert AAEB
- 3 Partners (SIL LEAD, Whiz Kids Workshop, Save the Children)

be whether or not children will learn to read using the new syllabus, curriculum, and textbooks. This will be done through EGRA in two years. She encouraged the participants to open their minds and stretch – change the landscape – so children stay in school and become literate.

The goal for the MT Task Group during the first workshop was to review the Mother Tongue syllabus and Minimum Learning Competencies for Grades 1-4. The objectives were to: 1) Introduce the READ project and curriculum development process; 2) Acquaint MT Task Group Members with core reading/MT language principles; 3) Apply core reading/language principles in a review of the Mother Tongue syllabus and Minimum Learning Competencies for grades 1-4. The first workshop resulted in a report entitled “National Mother Tongue Syllabus and Minimum Learning Competencies Review Grades 1-4 Report”. The Report was reviewed and approved by [REDACTED] Director of Curriculum Development and Implementation Directorate, Ministry of Education. Comments from the Ministry of Education included: review and adjustment of language use, i.e., *word attack skills*, to ensure use language that will be easily understood in the Ethiopian context; inclusion of a Glossary to explain new terms; and the inclusion of a review of Grades 5-8 MT Syllabus and MLCs, which would be integrated with the grades 1-4 review to produce one report for Grades 1-8. (Refer Appendix D for list of participants in this first MT Task Group Workshop).

The Second Mother Tongue (MT) Task Group Workshop

The second MT Task Group Workshop was hosted in Addis Ababa, at READ TA, from March 26-April 5. The first part of this workshop, from March 26-31, focused on the review for grades 5-8. This involved examining the MT Syllabus, Minimum Learning Competencies, and Flow-Chart for MT grades 5-8 for adequate representation and progression of core reading and writing components. Gender Sensitivity and Inclusive Education were introduced and infused throughout this workshop. The objectives of the workshop were to: continue developing understanding of core principles for instruction of reading and writing in mother tongue, including relationship between language/linguistics and reading; develop understanding of gender issues and inclusive education, particularly in relation to reading curricula and materials; review the National Mother Tongue Syllabus and Minimum Learning Competencies for grades 5-8; record MT Review findings for grades 5-8, and integrate them into global MT Review report; and develop a National Guiding Document for MT for grades 1-4, involving the revision of the MT Syllabus and MLCs. The integrated MT Review report for grades 1-8 was completed and submitted to [REDACTED], Director of Curriculum Development and Implementation Directorate Ministry of Education during the third week of April.

The Third Mother Tongue (MT) Task Group Workshop

The third MT Task Group Workshop was hosted at the READ TA office in Addis Ababa from May 8 to May 18. The objectives of the workshop were to: continue developing understanding of core principles for instruction of reading and writing in mother tongue, including relationship between language / linguistics and reading; continue developing understanding of gender issues and inclusive education, in relation to reading curricula and materials; complete revision of the National MT Syllabus for Grades 1 – 4 and Grades 5 – 8; and develop Syllabus Overview and Core Principles for both syllabi. During the workshop, the MT Task Group finalized the revised National MT Syllabus for Grades 1 – 4 and revised the National MT Syllabus for Grades 5 – 8.

National Mother Tongue Consultative Workshop

The National Mother Tongue Consultative Workshop was hosted in Adama from June 19 – 21 in the presence of 75+ participants including high-level representatives from the MoE, RSEBs, USAID, READ TA and Partners, to validate the newly revised *National MT Syllabus for Grades 1 – 8*. The Workshop started with an introduction to the READ TA Project and findings of the MT Syllabus Review. Following a panel discussion, participants formed working groups, participated in an in-depth review of the *Revised Mother Tongue Syllabus Grades 1 – 4* and *Revised Mother Tongue Syllabus Grades 5 – 8*. Each working group addressed a specific set of questions based on front matters (language, clarity, relevance) and the five components of reading (Phonological Awareness, Grapho-phonemic Awareness, Fluency, Vocabulary and Comprehension). This was followed by presentations of the collective findings. The MOE Director of Curriculum Development invited participants to make comments and pose questions. Comments from the working groups and plenary participants were collected and the syllabus documents will be revised accordingly. Finalization of the syllabus and translation into Amharic and other 6-target languages will be completed during Year 2.

PrimerPro Workshop One

SIL LEAD consultants [REDACTED] and [REDACTED], led a workshop for PrimerPro, from May 20 – 24 at the MOE. The purpose of the workshop was to introduce PrimerPro and WeSay application software to the MT Curriculum experts and linguistics consultants. The software allows for linguistic analysis of each target language to inform scope and sequence development materials preparation. For example, the software can be used to determine frequency of letters words in order to identify and generate appropriate words for story development. A total of 16 participants (2 for each language), one reading specialist and one English curriculum expert from the MOE attended the workshop.

PrimerPro Workshop Two

READ TA Consultant [REDACTED] and Language Experts facilitated PrimerPro Workshop Two from June 12-14 at READ TA in Addis Ababa. The same sixteen (16) participants who attended Workshop One joined the refresher workshop. Participants practiced using PrimerPro by selecting words and identifying words for story development.

PrimerPro Workshop Three

READ TA Staff and National Language Consultants provided a one-day *WeSay* training on June 24 to fourteen (14) selected Word-Listing Assistants (two for each of the seven languages). They were contracted to develop a database of 4000+ primary-level words in each language, for use in materials development.

ACTIVITY	PARTICIPANTS		
	FEMALE	MALE	TOTAL
MT Workshop #1	9	28	37
MT Workshop #2	10	25	35
MT Workshop #3	12	28	40
PrimerPro Workshop #1	1	16	17
PrimerPro Workshop #2	0	14	14
PrimerPro Workshop #3	0	14	14
Partner Meeting #1	11	13	24
Partner Meeting #2	16	16	32

Exhibit 7: Workshop Attendance

Training of technical READ staff on curriculum writing process to be used by international experts

Nine READ TA MT language experts, representing each target language, joined the MOE Task Group. They play a key role in the language-specific curriculum development process in each region. The Language Experts were brought together for mini-workshops prior to each Task Group Workshop during this year. During the first mini-workshop, on February 24, they were oriented to the READ TA program and given an overview of the curriculum development process. During the second mini-workshop, on March 25, they participated in activities to review theory on reading principles and language and the application of these principles to their languages. The Language Experts received additional training prior to each Task Group Workshop and National Workshop.

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

During Year 1, Save the Children lead an assessment on current teaching methods, learning culture, and best practices in teaching reading and writing in Ethiopia Primary Schools, and documented the current teacher training and support systems at national, region, zone, woreda and school cluster levels on the teaching of MT and English as a Second Language.

Summary of Year One Achievements

During Year 1 (October 2012-June 2013) READ TA achieved the following data collection for an assessment lead by Save the Children. The Preliminary Findings include:

- Educators (teachers, school directors, TDP personnel) refer to the advantage of MT instruction in the early grades, in particular for pedagogic and cognitive reasons.
- MT instruction is valued for instilling cultural pride and sense of identity.
- Some parents are receptive to MT instruction.
- Many teachers recognize the future significance of English for students.

Save the Children: Assessment Methodology

- 56 schools in Amhara, Tigray, Oromia, Somali and SNNPR regions.
- 7 trained graduate student supervisors and 14 collection assistants collected data.
- 4 Methods for collecting data: classroom and school-wide observations, student and teacher questionnaires, one-on-one interviews, Ministry-level interviews.

- Teachers reported using many strategies to teach reading and writing but lamented their inability to enact more active, student-centered pedagogy, given the high teacher-student ratios.
- Lack of resources, infrastructure problems, irrelevant textbooks, inappropriateness of curriculum, opportunity cost of sending children to school, community expectations from schooling and perception on the value of MT instruction were identified as barriers to MT instruction.
- The majority of teachers interviewed did not receive training in English language instruction, MT instruction, or on new language textbooks and nearly half (49.7%) of the teachers interviewed have not received in-service training on reading and writing instruction.
- Teachers reported a lack of access to professional development opportunities, even as cluster, woreda, regional and national-level education staff reported support structures.
- Crosscutting findings indicate that while gender parity in enrolment has been reached in some of the surveyed regions, girls continue to lag behind their male counterparts. In the Somali region, stakeholders attributed the lack of girls' participation to culture. It was also found that the disproportionate burden of housework on girls affects their enrolment, attendance and performance.
- 59.3% of teachers do not feel adequate to appropriately adapt the curriculum to meet the needs of special needs students.
- 71.9% of teachers indicated their schools do not provide materials to aid the instruction of students with special needs.

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

In Year 1, Inveneo lead an Information and Communication Technology (ICT) baseline survey based on the six key areas for ICT: power, ICT hardware, Internet connectivity, human capacity, support and maintenance and application software. The key factors considered for sustainable computing include affordability, long-term sustainability, power consumption, ability to operate in varied environments, ease of installation and use, warranty availability and software compatibility.

Summary of Year 1 Achievements

During Year 1, Inveneo achieved the collection of data for the baseline survey. Preliminary findings include:

- **CTEs** have the most ICT-friendly environments. All CTEs are on grid power and 5 of them use generators as a backup. All CTEs have technology, but only enough for 1% of students in most CTEs. And although they have desktop computers, laptops and printers, there are problems related to slowness and/or viruses. Eight out of nine CTEs had Internet access. All CTEs have ICT Studies heads. Of the CTEs visited, only 2 have disability-related ICT equipment of any significance. Most have expressed a need for repairs and additional equipment.

Inveneo: Assessment Methodology

- Colleges of Teacher Education (CTEs), School Cluster Centers (SCCs) and Satellite Primary Schools surveyed in Amhara, Oromia, Somali, Tigray, SNNPR Regions.
- Android-based applications and tools used to collect data.
- Information collected on general school information, ICT-related infrastructure, current ICT, disability ICT and other tools, and ICT readiness.

- **Power** was reasonably good and grid-based in SCCs. Although there were some computers and one projector, they are used for administrative functions. Only one SCC reported having Internet access. Power availability in satellite primary schools is relatively good, but power outages are common.
- Most **primary schools** reported ICT hardware, but referred to radios or mobile phones; and none reported Internet access. Only two schools have disability ICT tools of any significance.

IR 4: Technical Assistance support to RSEBs & MOE for the READ Institutional Improvement

In Year 1, Florida State University (FSU) launched an assessment to understand current policies and practices of Ethiopian CTEs that directly and indirectly influence their capacity to provide effective pre-service teacher training in early grade reading instruction.

Summary of Year 1 Achievements

During Year 1 (08 October 2012- 30 June 2013) Florida State University achieved the launching of an assessment and reported on some initial findings:

- CTE programs of study do not include explicit training in early grade reading instruction;
- Lecturers report CTE students tend to have weaker academic backgrounds and poor reading skills;
- There appear to be powerful disincentives to teaching into the primary grades;
- There is a severe shortage of reading materials in the mother tongues for CTE students;
- There are special challenges in SNNPR and Somali regions, related to the existence of multiple mother tongues, as well as pastoralist lifestyles.
- CTE students expressed their readiness to teach and challenge students through various instruction methods.

FSU: Assessment Methodology

- 9 CTEs visited in Amhara, Oromia, Tigray, SNNPR and Somali Regional States.
- Deans and vice-deans interviewed.
- CTE lecturers surveyed.
- CTE lecturers participated in Focus Groups.

Based on these findings, the following recommendations were made:

- In collaboration with CTE experts in the local culture and mother tongue, develop a sequence of four literacy courses in primary grades reading instruction for all CTEs and train lecturers from each CTE to teach the courses. In collaboration with RTI, the MoE, RSEBs and CTEs, work to establish these courses as part of the formal curriculum of the colleges.
- In cooperation with the Peace Corps, the International Foundation for Education and Self-Help (IFESH), and other organizations, train and place reading facilitators / coaches in each CTE.
- Identify and leverage existing programs to develop Ethiopian reading experts with masters-level training for RSEBs and CTEs.
- Provide ongoing support and collaborate on action research and with one or more Ethiopian universities, leverage existing resources to establish and MS-level reading program.

The Baseline Report will be presented to the MOE, RSEBs, CTEs and SCCs for verification and finalized during Year 2.

III. Successes

Registration

Certification of Registration received from Charities Societies Agency (CSA) on May 13, 2013. RTI continues to complete 12 Post-registration Documents required by CSA.

National MT Syllabus Review

The MOE's Mother Tongue Task Group completed the review of the National Mother Tongue Syllabus and Minimum Learning Competencies (MLCs) for grades 1-8. MOE hosted a *Consultative National Workshop for Mother Tongue Syllabus for Grades 1-8* to validate the documents.

IV. Challenges

Registration

READ TA continues to forge ahead implementing activities through RTI International in USA and RTI in Nairobi. Although RTI celebrates the approval of Registration on May 13, 2013, there are 12-Post Registration documents that need to be completed. Each document requires constant care, attention, and several visits to the various departments to get documents signed, stamped and authenticated. To date there are still four more documents to complete. Documents remaining include: application for a TINN Number, Social Insurance Registration, and approval for a Bank Account. RTI anticipates September 01 for a 100% completion of all documents. Due to no Registration, several potential staff has not agreed to accept a consultancy contract. In some cases, positions have been advertised as many as three times to recruit candidates.

Availability of Funds for Activities

Due to the CSA Regulation of expending a maximum amount of USD 2500 during the Registration process, it was impossible for READ TA to rent office premises, procure furniture and equipment, recruit staff as full-time employees, and hold 'Public Events and Activities'.

Meeting and Activity Delays

Throughout Year 1, the READ TA team experienced meeting delays with the MOE and RSEBs due to various scheduling conflicts. This delayed READ TA consultation and verification processes – both of which need to be completed before continuing with development.

Availability of Experts

Availability of experts in reading, curriculum and instruction required to support the Mother Tongue Development Teams impacted the progress of Mother Tongue development. The capacity of the Regional Mother Tongue Development Teams requires constant training to understand the Mother Tongue Reading and Writing Process, team building to coordinate collaboration of the teachers, story writers and language experts, modeling of templates used for development, and motivation and rewards for achievement. RTI continues to search the world for International Experts with the experience that is required for the Mother Tongue development.

V. Lessons Learned

Many lessons were learned during READ TA's Start-up Year and among those lessons are the following:

Upside of No Registration In-country

READ TA learned that without Registration it is impossible to implement an Annual Work Plan through RTI and Partners. Given the maximum expenditure is [REDACTED] from the point of entry into country to point of Registration, The Ministry of Education recommended a unique approach. That is, the MOE developed a Mother Tongue Task Group comprised of: MOE Language Experts, MOE Curriculum Experts, MOE Gender Expert, MOE Inclusive Education/Special Needs Expert, RSEB Curriculum Experts, Language Experts contracted by RTI from universities and the private sector to review the Mother Tongue Syllabus Grades 1-8, Minimum Learning Competencies, and Flow Chart.

Ministry of Education Processes

READ TA learned that the Ministry of Education has a very specific order of participation for consultation and verification of documents. For example, when the Task Group presented a final draft of the Review of the Mother Tongue Syllabus Grades 1-8, READ TA supported the Ministry of Education to plan a Consultative Meeting in Adama for RSEB Curriculum Heads, Language Academy Experts, Language Experts from Universities, and READ TA Partners. After the Consultative Meeting, the Task Group made the changes and presented the final draft to the Ministry of Education for verification. Then, READ TA addressed the comments and submitted the final version. This was accompanied by four volumes of development notes that record each meeting, consultation, and verification.

RSEB Consultation, Verification and Approval Process

READ TA learned that the RSEB approves all activities before implementation. READ TA supported the 4-RSEBs to develop a Mother Tongue Task Group to review the Regional Mother Tongue Curriculum Development Team templates, lessons, student text book and teacher guide. The Task Groups will review, advise, through a consultative process, followed by verification, and then final approval. This process takes superb planning and coordination to ensure RSEB staff is available for the various reviews and meetings.

RSEB Ownership of Mother Tongue Development

READ TA learned that the RSEB collaborates with READ TA to develop an Annual Work Plan. This is followed by consultation, verification, approval with signature and stamp. The 7-Annual Work Plans (1-for each Mother Tongue language) are submitted to MOE and USAID. As well, the Annual Work Plan is presented at TWG for review, comments and approval. This process takes about 3-months thus READ TA will start this process in March 2014 for the Annual Work Plan 2014-2015 development.

Coordination with MOE

READ TA was delayed several times due to the busy schedule of MOE. For example the National Mother Tongue Consultative Meeting was initially planned in April, then May and finally in June. The Assessment Consultative Meetings have been delayed 3-times and READ TA is continually requesting meeting dates. The consequence is that the Assessment Results cannot be released and/or shared until the Consultative and Verification Meetings take place followed by written and stamped approval.

USAID Formats

READ TA learned that USAID/Ethiopia has very specific formats for Annual Work Plan, Annual Report and PMP. READ TA will follow formats carefully in future to ensure that documents are delivered as planned.

VI. Year 1 Activity Matrix

READ TA Year 1 Annual Work Plan (08 October 2012 – 30 June 2013)

Activity	Deliverable	Scheduled Date	Status
Project Start-up - Non-technical			
Immediate Post-award Steps			
Submit Mobilization and AWP to USAID	Mobilization Plan for Recruitment Physical Space for Office Draft Annual Work Plan	Nov 2012	Completed
Administrative Mobilization			
Mobilization of Project Staff			
Mobilize COP	COP arrives 22/11/12	Nov 2012	Completed
Mobilize Reading Advisor LTTA - week of Nov 25 th	Reading Advisor arrives 28/11/12	Nov 2012	Completed
Mobilize Finance Director Admin DCOP, other key staff	Advertisements placed in newspapers, EthioJobs.net and RSEBs	Nov 2012 – May 2013	Completed
Hire and mobilize regional staff	Advertisements hand-delivered to RSEBs	Nov 2012 Feb – May 2013	Completed
Start-up team and home office technical managers in Ethiopia	5 RTI Managers/Consultants travel to Ethiopia to support Start-up Activities	Oct – Nov 2012	Completed
Develop Technical Components of Annual Work Plan with Ministry of Education	Annual Work Plan developed collaboratively with MOE	Nov 2012 – Apr 2013	Completed
Facilities Set-Up			
Establish main office in Addis Ababa	RTI Security analyzes physical space Collect quotations for furniture and equipment	Nov 2012 – June 2013	Completed
Start mobilization of regional offices in RSEBs	Visit 5-regional RSEBs Identify options for physical space Provide READ TA Orientation	Dec 2012 – June 2013	Completed
Technical Start-up			
National Level Stakeholder Discussions/Project Launch			

Activity	Deliverable	Scheduled Date	Status
Jointly with USAID, discuss strategy for effective support to MOE national, regional, and woreda level institutions	Produce strategy for collaborating at MOE National, Regional, and Woreda Level Institutions	Nov – Dec 2012	Completed
Initial meeting with TWG to present project	Power point Presentation	Dec 2012	Completed
Hold public project launch workshop	USAID/MOE will identify a date	June 2013	Extended
Project Implementation			
Meeting with partners to develop reading and writing instructional approach that will guide the syllabi revision and curriculum development.	Meetings with Save, SIL, Whiz Kids Skype with: Inveneo and FSU	Feb 2013	Completed
Finalize Annual Work Plan with MOE and submit to USAID for approval	Final AWP reviewed by MOE	Apr 2013	Completed
Present AWP to TWG	Email AWP to TWG Members Present AWP at TWG in June	June 2013	Completed
IR:1 Reading and writing materials appropriate for primary classrooms and pre and in service teacher training developed			
1.1 Review current language learning materials to see gaps in the reading curriculum: content, pedagogy and assessment areas			
Review national MT syllabus and MLCs Grades 1-8 for gaps in content, pedagogy, assessment, gender equity and inclusion with MOE/RSEB Task Group	Report of Review MT Syllabus and MLCs for Grades 1-8 STTA: [REDACTED]	Feb – Apr 2013	Completed
1.2 Develop reading and writing curriculum and textbooks for grades 1-8 with MOE and RSEBs			
Revise National MT Syllabus, incorporating MLCs, and guidelines for development of language-specific implementation guidelines with MOE/RSEB Task Group	Revised National MT Syllabus for Grades 1-8 STTA: [REDACTED]	Mar – May 2013	Completed
National Level Review of MT Syllabus with Implementation Guidelines	Approved MT Syllabus with Implementation Guidelines Grades 1-8 STTA: [REDACTED]	June 2013	Completed
Compile information on each language in preparation for scope and sequence development using SIL Lead's PrimerPro software	Guide for each MT language STTA: [REDACTED]	Dec 2012 – May 2013	Completed

Activity	Deliverable	Scheduled Date	Status
Training of technical READ TA staff and on curriculum development process	A minimum of 3-trainings and additional trainings as needed. STTA: [REDACTED]	Feb 2013 – June 2013 Year 2, Quarter 1	Completed
Scope and Sequence Grades 1-4. Regional Meetings to decide how and what will be taught including activities, order of letters and fidel, words, and grammar	Scope and Sequence for each MT language STTA: [REDACTED]	Year 2, Quarter 1	Extended to Year 2
Teacher's Guide Preparation Grades 1-4. Regional Meetings in READ TA Regional Offices with regional curriculum heads, read technical staff and language experts	Teacher's Guide for Grades 1-4 STTA: [REDACTED]	Year 2, Quarter 1	Extended to Year 2
Develop learning materials to enrich existing materials with emphasis on early grade reading proficiency and comprehension			
Collaborate with graphic design experts to design book layout for the student books	Sample graphic designs for consideration	May – June 2013	Extended to Year 2
Book development Grades 1-4. Regional Meetings at regional READ offices with regional curriculum heads, read technical staff and language experts	Student textbook Grades 1-4. STTA: [REDACTED]	Year 2, Quarter 1	Extended to Year 2
IR 2 Language specific teaching and learning methodologies and strategies that focus on helping students learn to read and write effectively are applied. Assess current teaching methods, learning culture, and practice and identify promising practices			
Conduct research: literature review, classroom and school observations, interviews to assess methods and practice	Draft Research Report STTA: [REDACTED]	Apr – June 2013	Completed
Presentation of findings and validation workshop involving MoE, RSEB, CTEs/Universities	Workshop presenting findings STTA: [REDACTED]	June 2013	Completed
Final Report produced and shared with RSEBs.	Final Research Report.	Year 2, Quarter 1	Extended to Year 2
Select master trainers			

